

AN UNDERGRADUATE THESIS

**IMPROVING SPEAKING ABILITY BY USING `DO YOU HEAR
WHAT I HEAR STRATEGY` AMONG THE ELEVENTH
GRADERS OF SMK MUHAMMADIYAH SEKAMPUNG**

By:

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English Education Department**



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2019 M

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GRADERS OF SMK MUHAMMADIYAH SEKAMPUNG**

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

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

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APPROVAL PAGE

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

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RATIFICATION PAGE

No. *β-4604/11-28.1/D/PP-00-2/12/2019*

An Undergraduate thesis entitled: IMPROVING SPEAKING ABILITY BY USING 'DO YOU HEAR WHAT I HEAR STRATEGY' AMONG THE ELEVENTH GRADERS OF SMK MUHAMMADIYAH SEKAMPUNG, written by Ferdiana Dwi Parwati, student number 1501070252, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, Desember 23rd 2019 at 11.00 – 13.00 PM.

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ABSTRACT

IMPROVING SPEAKING ABILITY BY USING `DO YOU HEAR WHAT I HEAR STRATEGY` AMONG THE ELEVENTH GRADERS OF SMK MUHAMMADIYAH SEKAMPUNG

**By:
FERDIANA DWI PARWATI**

The aim of this research is to improve the students ability in speaking ability after using Do You Hear What I Hear Strategy among The Eleventh Graders Of Smk Muhammadiyah Sekampung East Lampung. This research was classroom action research type, and it was conducted in two cycles. Each cycle consisted of four steps that were planning, action, observation, and reflection.

The data collect collection method in this research was test, observation, documentation, and field not. Finding the research was significant improvment from cycle I to cycle II. The average score of post-test I was 66,1 with percentage of students successfulness 46%. Next to cycle II the average score was 73,6 with percentage of students successfulness 80%.

It indicated that indicator of success has been achieved at least 70% students was complated the Minimum Standard Criteris (MMC) at least 72. The conclusion of the research is by using Do You Hear What I Hear Strategy could help improve students ability in speaking ability among The Eleventh Graders Of Smk Muhammadiyah Sekampung.

Key Word: Speaking Ability, Do You Hear What I Hear Strategy

ABSTRAK

MENINGKATKAN KEMAMPUAN BERBICARA MENGGUNAKAN `STRATEGI APAKAH KAMU MENDENGAR APA YANG SAYA DENGAR` PADA SISWA SEBELAS SMK MUHAMMADIYAH SEKAMPUNG

**Oleh:
FERDIANA DWI PARWATI**

Penelitian ini bertujuan untuk memperbaiki kemampuan siswa dalam berbicara setelah menggunakan Strategi Apakah Kamu Mendengar Apa Yang Saya Dengar yang dilakukan di SMK Muhammadiyah Sekampung. Model dan penelitian ini adalah penelitian tindakan kelas (PTK) dengan menggunakan dua siklus. Dari setiap siklus terdapat empat tahap yaitu planning, action, observation, dan reflection.

Metode pengumpulan data dalam penelitian ini adalah tes, pengamatan, dokumentasi, dan catatan. Temuan penelitian ini adalah peningkatan yang signifikan dari siklus I ke siklus II. Nilai rata-rata yang diperoleh dari siklus I adalah 66,1 dengan persentase kelulusan 46%. Kemudian di siklus II nilai rata-rata yang diperoleh siswa adalah 73,6 dengan persentase kelulusan 80%.

Dari hasil tersebut menunjukn bahwa indikator keberhasilan sudah tercapai yaitu 70% siswa lulus dengan nilai standar ketuntasan 72. Dengan menggunakan Strategi Apakah Kamu Mendengar Apa Yang Saya Dengar dapat membantu meningkatkan kemampuan siswa dalam berbicara pada kelas sebelas SMK Muhammadiyah Sekampung.

Kata Kunci: Kemampuan Berbicara, Strategi Apakah Kamu Mendengar Apa Yang Saya Dengar.

STATEMENT OF RESEARCH ORIGINALITY

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MOTTO

الوقت أنفاس لا تعود

“Time is a breath that will never come back”
(Syaikh ‘Abdul Malik Al Qosim)

“Say No to Useless Things”

(Ferdiana Dwi Parwati)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My beloved family, especially my parent (Mr. Parimin and Mrs. Sutiana) who always pray and support in their endless love.

My beloved friends, Agus Prasetya, Diki Anggara, Sindi Ega Wardani who always support me.

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

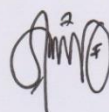
ACKNOWLEDGEMENT

In the name of Allah, the most gracious, the most merciful praise is to Allah, the lord of the world whom without his mercy and blessing, none of these would be possible. Let us thank to Allah SWT who always blesses us until now and keeps our healthy so that we can finish this thesis. May peace will not stop to be upon our idol, the one perfect human, Prophet Muhammad SAW, his family and his companions.

This under graduate thesis entitles "Improving Speaking Ability By Using 'Do You Hear What I Hear Strategy' Among The Eleventh Graders Of Smk Muhammadiyah Sekampung". In this research the reseacher focused to improve the students Speaking Ability of SMK Muhammadiyahh Sekampung. Regarding to the thesis, the reseacher couldn't work alone, there were many personswho contributed their meaningful hands in accomplishing this thesis. Thanks to Prof. Dr. Enizar, M.Ag as the principal of IAIN Metro, thanks to Mr. Ahmad Subhan Roza, M.Pd as the chief of English Education Study Program, thanks to Mrs. Dr. Widhiya Ninsiana, M.Hum and Mrs. Trisna Dinillah Harya, M.Pd as the sponsor and co-sponsor who have guide me to write this thesis. Realize there is no perfect, the good suggestion and critics are waited to make the good change in the future.

The reseacher do apologizes for all mistakes in writing this thesis and presentation items. All constructive comments and suggestions are extremely welcomed to lighten up the quality of this undergraduate thesis. Hopefully, this thesis can be a meaningful benefit for the reseachers especially and for our campus and all readers generally.

Metro, Desember 2019
The reseacher,



FERDIANA DWI PARWATI
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an important language to be learned because it becomes an international language. Almost elementary school up to high school need compulsory subjects. It means that English has an important position so the Indonesian students need to learn English as well as possible. English influences our daily life, many sectors need English as the prerequisites. For example, English is widely used in mass media and oral communication as means of exchanging information including science, education and technology reasons. In Indonesia, English is the first foreign language. It is taught from elementary school as an alternative.

Speaking is universally acknowledged is inseparable part in human life. In everyday living, speaking activities are greatly needed. For instance, speeches, teaching, to express someone's idea, opinion or feeling in order to give or get information and knowledge, from other people. Most of language learners especially in speaking, they do not have sufficient of vocabulary, mastery of grammar, understanding and the ability to develop words of speech.

Furthemore, in teaching and learning English, speaking is an assensial skill to be grasped. Related to the definition of speaking, Brown, Burns & Joyce, in Florez say that "speaking is an interactive process of constructing meaning that involves producing and receiving and processing information."

In addition, Hornby states that “Speaking is used to show that what you are saying is true in general, to convey the ideas, and to have a conversation with somebody about something.” Based on those statements, it can be inferred that speaking is the ability to use a language orally or say things that cannot go back and be changed except with repeating it. In another word, speaking is the key to communicate.¹

Moreover, There are many technique or strategy English subject, especially to make teaching speaking English is fun, interesting and not bored. So students are encouraged to expose themselves to improve speaking skills in class. One of the strategy which can be used in English speaking is Do You Hear What I Hear Strategy. Do You Hear What I Hear Strategy is a strategy that come from the work and the ideas if the students interact with a audio or text several time and learn to retell it accurately, then they will strengthen their comprehension skill in speaking.²

On November 5th, 2018, the researcher had done to pra survey at the eleventh grade of SMK Muhammadiyah Muhammadiyah Sekampung, and researchers get data such as: there are many students who are less interested and seem to be forced to do pre-surveys because they are embarrassed and cannot speak fluently. Students are less and difficult to get vocabulary to

¹ Siti Khotimah, “*The use of Problem Based Learn Speaking Ability*” Journal of English Language Teaching, (English Department, Faculty of Languages and Arts, State University of Semarang, Indonesia, 2014), p.2.

² Rosa Oktaviana & Elmiati, M.Pd, “*Teaching Listening by Using Do You Hear What I Hear Strategy? Strategy for Senior High School Students*” , (English Department of College of Teacher Training and Education (STKIP) PGRI : West Sumatera, 2010), p.2.

speak. Students also have low motivation in English subjects, especially in speaking. So, they are not interested in learning English.

Based on the problems above, the researcher got the data of the students English speaking which will be shown below:

Tabel 1
Pre survey Data of Students English Speaking Score

No	Name	English Learning Achievement	
		Score	Category
1	AA	55	Uncompleted
2	AG	65	Uncompleted
3	AW	50	Uncompleted
4	AN	55	Uncompleted
5	AS	50	Uncompleted
6	AP	55	Uncompleted
7	CR	75	Completed
8	CS	55	Uncompleted
9	DS	50	Uncompleted
10	EM	45	Uncompleted
11	ER	60	Uncompleted
12	FR	65	Uncompleted
13	FA	55	Uncompleted
14	HO	50	Uncompleted
15	IA	55	Uncompleted
16	IK	55	Uncompleted
17	KP	75	Completed
18	LK	50	Uncompleted
19	MT	45	Uncompleted
20	NH	40	Uncompleted
21	NR	65	Uncompleted
22	PI	50	Uncompleted
23	RI	50	Uncompleted
24	RB	55	Uncompleted
25	RL	65	Uncompleted
26	RR	55	Uncompleted
27	SN	50	Uncompleted
28	TV	55	Uncompleted
29	US	60	Uncompleted
30	WN	55	Uncompleted
Total Average		1655 = 55.16	Uncompleted

Tabel 2
The students score result
At the eleventh grders of SMK Muhammadiyah Muhammadiyah
Sekampung

No	Grade	Category	Frequency	Percentage (%)
1	≥ 72	Completed	2	6,7 %
2	< 72	Uncompleted	28	93,3 %
ptal			30	100 %

*Source : Ledger of the English Teacher of SMK Muhammadiyah
Sekampung, taken on November, 5th 2018.*

The table above represents that only 2 students from 30 students get good score (completed) in pra survey of speaking. The minimum mastery criteria (MMC) for English in SMK Muhammadiyah Sekampung is ≥ 72 . It can be seen that 28 students belong to be uncompleted for the score < 72 and only 2 students can do well in speaking. It can be explained that 28 students have low speaking abilities.

Based on the statement above, the researcher will conduct a research in “Improving Speaking ability by Using Do You Hear What I Hear Strategy of the Eleventh Grade at SMK Muhammadiyah Sekampung”.

B. Problem Identification

Based on the pre-survey results that have been illustrated in the background of study, researchers have identified several problems in eleventh grade students of SMK Muhammadiyah Sekampung, as follows:

1. Students have lack of vocabulary.
2. They have difficulties to explore ideas in conversation.
3. They have low English speaking ability.

4. They low have motivation in speaking English.
5. They don't have confidence in speaking English.

C. Problem Limitation

Based on the problem identification above, there are several student problems. In this research, the researcher focused on point 3, that is the students have low English speaking ability.

D. Problem Formulation

Based on the problems that have been limited, the researcher formulated the research problem as follows :

1. Does the application of Do You Hear What I Hear Strategy improve speaking skills in eleventh grade students of SMK Muhammadiyah in the academic year 2019/2020?
2. Does the application of Do You Hear What I Hear Strategy improve learning activity in eleventh grade students of SMK Muhammadiyah in the academic year 2019/2020?

E. Objective and Benefit of Study

1. Objective of The Study

Based on the problem formulation, this study aims :

- a. To find out whether using Do You Hear What I Hear Strategy could improving students speaking ability among the eleventh grade of SMK Muhammadiyah Sekampung.
- b. To Investigate whether Do You Hear What I Hear Strategy improving students learning activity among the eleventh grade of SMK Muhammadiyah Sekampung.

2. Benefit of the Study

a. For the Research

This research is useful for researchers to strengthen the ability of researchers to teach English, especially speaking subject. In this case the researcher can find interesting and fun strategies that can be used in teaching.

b. For the Students

Students will be more interested in learning English especially in speaking because of new strategies for them and will be more fun, so they are will enjoy in teaching.

c. For the Teachers

By implementing Do You Hear What I Hear Strategy in speaking, the teacher will more easily create a conducive learning

atmosphere. In addition, the application of this strategy can help teachers to grow the motivation and trust of students in speaking English. The use of this strategy can foster teacher creativity in teaching speaking.

d. For the Next Research

This research is expected to be one of the references or references for next researchers who will implement Do You Hear What I Hear Strategy in improving students' speaking abilities. Through this research, the next researchers get important information related to Do You Hear What I Hear Strategy both in theory and practice.

CHAPTER II

THEORETICAL REVIEW

A. The Nature of Speaking Ability

1. The Definition of Speaking Ability

Speaking skill, as the writer writes in the previous chapter is one of the basic language skills that has important role rather than other skills due to its significant and its use for communication. So that, the writer will explain about the nature of speaking itself in order that gives the obvious information about what speaking is.

In the point of view of Jones, speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across”.³ Based on that opinion, speaking is realized as communication, therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message.

Bygate says, “Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle par excellence of social solidarity, of social ranking, of professional

³ Rhodry Jones, *Speaking and Listening*, (London: John Murray Publishers Ltd, 1989), p.14.

advancement and of business”.⁴ It indicates that as one of the language skills, speaking should get the attention from teachers and learners because it plays the important role in our society.

Meanwhile, Donough and Shaw state, “There are some reasons for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy, and confidence are important goal in speaking”.⁵ Therefore, as a language skill, speaking becomes an important component to master by the students as the main tool of verbal communication because it is a way to express ideas and opinions directly what we have in our minds.

Based on the previous definitions above, it can be synthesized that speaking is the process of using the urge of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to the other person. Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.

2. The Elements of Speaking

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates.

⁴ Martyn Bygate, *Language Teaching: A Scheme for Teacher Education; Speaking*, (Oxford: Oxford University Press, 1997), p.viii.

⁵ JO McDonough and Christopher Shaw, *Materials and Methods in ELT*, (Melbourne:Blackwell Publishing, 2003), p.134.

Either four or five components are generally recognized in analyzing the speech process:

a. Pronunciation (including the segmental features – vowels and consonants and the stress and intonation patterns).

As stated by Harmer, if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.⁶ The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

b. Grammar

It is obvious that in order to be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary.⁷ Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences.⁸ Therefore, grammar is very important in speaking because if the speaker does not master grammar structure, he cannot speak English well.

⁶ Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition*, (Harlow: Pearson Education Limited, 2007), p.343.

⁷ Martin Bygate, *Language Teaching: A scheme for Teacher Education; Speaking*, (Oxford: Oxford University Press, 1997), p.3.

⁸ Victoria Fromkin and Robert Rodman, *An Introduction to Language*, (New York: Harcourt Brace College Publishers, 1998), p.14.

c. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms.⁹ It is clear that limited vocabulary mastery makes conversation virtually impossible.

d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating.¹⁰ Meanwhile, according to Gower et al, fluency can be thought of as ‘the ability to keep going when speaking spontaneously’.¹¹ When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

⁹ Keith S. Folse, *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*, (Michigan: University of Michigan, 2004), p.2.

¹⁰ David Riddel, *Teach English as a Second Language*, (Chicago: McGraw – Hill Companies, 2001), p. 118.

¹¹ Roger Gower, et-al, *Teaching Practice Handbook*, (Oxford: Heinemann English Language Teaching, 1995), p.100.

B. The Nature of Teaching Speaking

1. What is teaching speaking?

What is meant by teaching speaking according to Hayriye Kayi in *Activities to Promote Speaking in a Second Language* is to teach English language learners to:

- a. Produce the English speech sounds and sound patterns.
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.¹²

In those meanings of teaching speaking above, the teacher must pay attention of some important aspects include producing sentences, intonation, rhythm and stress. Those sound productions must be meaningful because it must be produced logically from thoughts.

2. Reasons for Teaching Speaking

Harmer stated that there are three main reasons for getting students to speak in the classroom:

¹² Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html> (Accessed on April 20,2019).

- a. Speaking activities provide rehearsal opportunities changes to practice real life speaking in the safety of the classroom.
- b. Speaking tasks in which students try to use any or all of language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are and what language problems they are experiencing.
- c. In speaking, students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.¹³

Seen how speaking activities provide opportunities for rehearsal give both teacher and students feedback and motivate students because of their engaging qualities. Above all, they help students to be able to produce language automatically.

3. The Goal of Teaching Speaking

The goal of teaching speaking skills is communicative efficiency.¹⁴ It means learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and

¹³ Jeremy Harmer, *How to Teach English*, (Harlow: Pearson Education Limited, 2007), p.123.

¹⁴ www.nclrc.org/essentials/speaking/goalspeak.htm (accessed on April, 20, 2019).

to observe the social and cultural rules that apply in each communication situation.

4. The Roles of the Teacher during Speaking Activities

During speaking activities, teachers need to play number of different roles. They can be prompter, participant, even feedback provider as viewed by Harmer as follow:

a. Prompter

When students sometimes get lost in speaking, teacher can leave them to struggle out of situations on their own, and indeed sometimes, this may best option. However, teacher may be able to help students and the activity to progress by offering discrete suggestions.

b. Participant

Teachers should be good animators when asking students to produce language. This can be achieved by setting up an activity clearly and with enthusiasm. At other times, teachers may want to participate in discussions or role play themselves.

c. Feedback Provider

When students are in the middle of speaking task, over-correction may inhibit them and take the communicativeness out of the activity.

On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitations.¹⁵

In summary, when teacher being a prompter, a participant, even a feedback provider, they have to be careful that they do not force students, do not participate too much, and do over correction.

5. The Assessment of Speaking

Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different roles. Speaking skill are generally recognized in analysis of speech process that are pronunciation, grammar, vocabulary, fluency and comprehension. Heaton presented the sample of an oral English rating scale that used 1-6 points.¹⁶ Below is the frame of Heaton's oral English rating scale:

Table 3

The Rating Scores of Oral Test

6	Pronunciation good - only 2 or 3 grammatical errors - not much searching for words - very few long pauses-fairly easy to understand - very few interruptions necessary - has mastered all oral skills on course.
5	Pronunciation slightly influenced by L1 – a few grammatical errors but most sentences correct – sometimes searches for

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition*, (Harlow:Pearson Education Limited, 2007), pp.347-348.

¹⁶ J.B. Heaton, *Classroom Testing: Longman Keys to Language Teaching*, (New York:Longman, 1990), pp.70-71.

	words – not too many long pauses – general meaning fairly clear but a few interruptions necessary – has mastered almost all oral skills in course.
4	Pronunciation influenced a little by L1 – a few grammatical errors but only 1 or 2 causing serious confusion – searches for words – a few unnatural pauses - conveys general meaning fairly clearly – a few interruptions necessary but intention always clear – has mastered most of oral skills on course.
3	Pronunciation influenced by L1- pronunciation and grammatical errors – several errors cause serious confusion – longer pauses to search for word meaning – fairly limited expressions – much can be understood although some effort needed for parts – some interruptions necessary – has mastered only some of oral skills on course.
2	Several serious pronunciation errors – basic grammar errors – unnaturally long pauses – very limited expression – needs some effort to understand much of it – interruptions often necessary and sometimes has difficulty in explaining or making meaning clearer – only a few of oral skills on course mastered.
1	lot of serious pronunciation errors – many basic grammar errors – full of unnaturally long pauses – very halting delivery – extremely limited expressions – almost impossible to

	understand – interruptions constantly necessary but cannot explain or makemeaning clearer – very few of oral skills on course mastered
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Each element characteristic is then defined into six chart behavioral statements as stated in the frames above. The writer will objectively see the characteristic of each student's speaking ability whether they achieve 1,2,3,4,5 and 6. In order to ease the computation the writer converts the small score of Heaton to the scale of 100 as follow:

6 = 87-100

5 = 77-86

4 = 67-76

3 = 57-66

2 = 46-56

1 = below 45

C. The Nature of Do You Hear What I Hear Strategy

1. The Definition of Do You Hear What I Hear Strategy

According to Waterman supports that Do You Hear What I Hear? is a strategy that come from the work and the ideas if the students interact with a text several time and learn to retell it accurately, then they will strengthen their comprehension skill in listening and speaking. The teacher should asks the students to choose their based work for grading

with their partner and group work to motivate them engagement in the text.¹⁷ It means in teaching, the students can do the physiological process of the ear absorbing sounds waves and transferring them in their brain. The students should think about the sound of what the speaker said. Then, the students can share the information to other based on their statement after they hear the recorder or speaker. In teaching, the students should able to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, grammar, vocabulary, and meaning from the speaker.

Moreover Strong, Silver, Perini, & Tuculescu, Do You Hear What I Hear is one such strategy. The strategy is so named because of the initial emphasis it places on the important but often neglected skill of listening. The teacher reads a brief but rigorous text aloud to students two separate times. Students are afforded the opportunity to simply listen the first time and then create a set of notes during the second reading. Student partners then coach each other to a complete retelling of the text, checking to see if their retellings capture the same big ideas and important details (in effect asking each other, "Do you hear what I hear?").¹⁸ It means after the retelling, the strategy engages students in a set of increasingly sophisticated literary skills. Students respond to higher-order

¹⁷ Rosa Oktaviana & Elmiati, M.Pd, "*Teaching Listening by Using Do You Hear What I Hear Strategy? Strategy for Senior High School Students*", (English Department of College of Teacher Training and Education (STKIP) PGRI : West Sumatera, 2010), p.2.

¹⁸ Harvey F. Silver and RichardW. Strong , Matthew J. Perini "*The StrategicTeacher Selecting the Right Research-Based Strategy for Every Lesson*" (Association for Supervision and Curriculum Development Alexandria, Virginia USA ,2007),p.229.

comprehension questions, support claims with textual evidence, craft a written product, and refine the written product through peer feedback and teacher coaching—precisely the skills needed to raise literacy standards in every classroom and to help every student learn how to manage and respond to challenging texts and content.

2. Procedure of Do You Hear What I Hear Strategy

According to Waterman states that there are six steps Do You Hear What I Hear? strategy to apply in teaching listening, are:

- a. Teacher gives some question to the students related with the topic.
- b. Teacher asks the students to hear a recorder with some dialog.
- c. Teacher asks the students to hear carefully about statement, voice, sound, and meaning of the dialog.
- d. Teacher asks the students to write the statement on their notes.
- e. Teacher asks the students to work with their partner and check their statements.
- f. Teacher asks the students to evaluate their statement with giving some question related with the dialog.

It means, In teaching, there are some steps of Do You Hear What I Hear strategy to apply by the teacher in teaching. First, the teacher explains the topic to the students. Second, the students must hear a dialog from the cassette that has been played. Third, the students think about the statement, the voice, the sound, and the meaning of the dialog from the

recorder. Fourth, the students must write some statement which they have been heard. Then, the students work in group discussion, so they can easy to find different statement from their members in the group. Last, the group must evaluate their statement so they can find the accurate statement based on the cassette.

In conclusion, the writer concludes that there are some steps of Do You Hear What I Hear? strategy that have purpose to make the teacher can understand and comprehend to apply this strategy easily and make the students easy to think about what they have heard. Based on the theories above, the writer chooses from Waterman's explanation, because the teacher can apply this strategy easily and the students can understand the meaning of message from a recorder with think about the sound, voice, and statement of the text.

3. Preparation

Before teaching activity started, the teacher should have some preparations about some points that the teacher and the students need in this activity:

- a. The teacher should prepare the topic that will be discussed during teaching and learning process.
- b. The teacher should prepare the material that will be used in learning activity.

- c. The teacher should have prepared the other things that relate to the classroom.

4. Implementation

In pre-teaching activity, the teacher should do some steps, such as: greet the students, check the attendance list and brainstorming. In whilst-teaching activities, first, the teacher explains the topic to the students. Second, the students must hear a dialog from the cassette that has been played. Third, the students think about the statement, the voice, the sound, and the meaning of the dialog from the recorder. Fourth, the students must write some statement which they have been heard. Then, the students work in group discussion, so they can easy to find different statement from their members in the group. Last, the group must evaluate their statement so they can find the accurate statement based on the cassette.¹⁹

D. Action Hypothesis

Action hypothesis of this research is outline as follow “The Implementation of Do You Hear What I Hear Strategy is able to improve students speaking ability and learning activity of SMK Muhammadiyah Sekampung in the academic year 2019/2020”.

¹⁹ Oktaviana, Op.Cit.,p.2.

CHAPTER III

RESEARCH METHOD

A. Setting Location and Subject Location

This research was classroom action research type, and it will be conducted at the eleventh grade of SMK Muhammadiyah Sekampung, which is located in Sekampung, East Lampung. Action research concern with a social practice, aimed towards improvement, a cyclical process, participative, determine by practitioners.

The research subjects was the student of SMK Muhammadiyah Sekampung. There are fifteen students of class XI TKJ 1 of SMK Muhammadiyah Sekampung. The researcher choosed this class because most of the students has low score in English lesson especially in Speaking. Bellow the data of class XI TKJ 1 of SMK Muhammadiyah Sekampung:

Table 4

The Whole Data of Class XI TKJ 1 of SMK Muhammadiyah Sekampung

Class	Gender	
	Male	Female
XI TKJ 1	11	19
Total	30	

Source: Ledger of the Englwash Teacher of XI TKJ 1 of SMK Muhammadiyah Sekampung, taken on November, 5th 2018.

B. Object of Study

The object of the study was research Improving Speaking Ability By Using Do You Hear What I Hear Strategy at the Eleventh Grader at SMK Muhammadiyah Sekampung.

C. Action Plan

Action research was a method for improving and modifying the working system of a classroom in the school.²⁰ It means that, action research was a research that used to investigate and evaluate the students and teachers work in teaching and learning with the aim of collecting information about what they want.

There were four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that, the activities in the classroom action research were based on planning, action, and observation, then, the writer could make a reflection to determine the next cycle. The purpose of the research was to know the Do You Hear What I Hear Strategy. In this research, the researcher needs a collaborator to help in this action research.

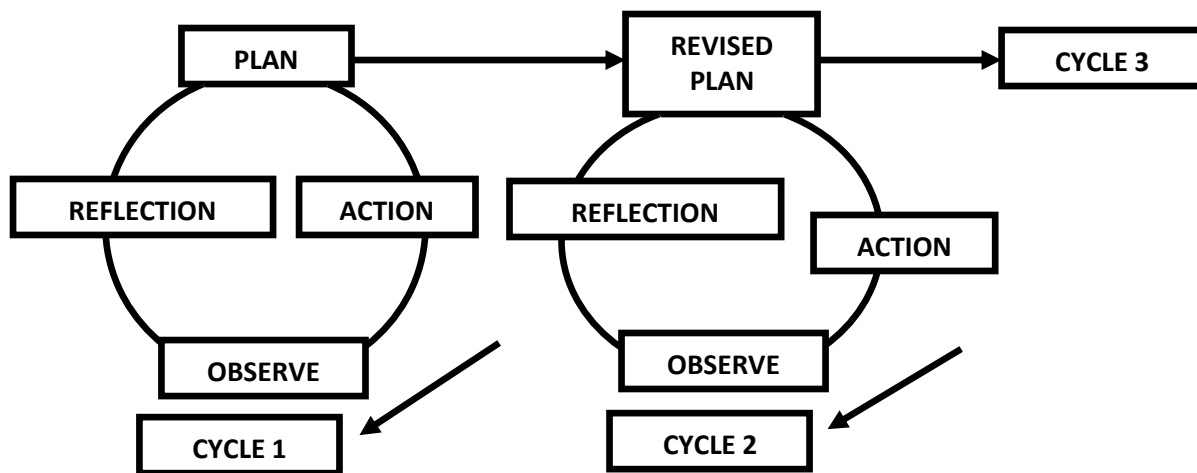
Mc Niff defines that “Action research was a name given to a particular way of researching your own learning. It was a practical way of looking at

²⁵Anne Burns, “*Doing Action Research in English Language Teaching*”, (New York: Routledge, 2010), Page 5.

your practice in order to check whether it was as you feel it should be.”²¹ It can be concluded that Classroom Action Research was the inquiry towards the problems faced in the learning activity by conducting an action and analyzing the action taken of the process and result of learning. In this research, the researcher as the teacher, and the teacher as collaborator. The English teacher was Mrs. Eka Septiningsih, S.Pd as the collaborator in this research.

In the classroom action research, the researcher would like to hold the research in some cycles. There were a relationship between one and the other. They are planning, action, collection/ analyzing data, and reflection. It means that, action research consist of four steps include planning, action, observation, and reflection.

Figure 1
Design of Classroom Action Research Model



Mc Kernan Model²²

²¹ Jean McNiff and Jack Whitehead, *Action Research: principles and practice*, (London and New York: Rutledge Flamer, 2002), p.16

²²Kweren Goodnough, “*Taking Action in Science Classroom Trough Collaborative Action*”, (Canada, Sense Publwashers, 2011), Page 4.

Based on model design from Mc Kernan above, there were four steps in a acting process, they are planning, action, observation and reflection. Which was all activity have relationship with the other.

1. Cycle I

a. Plan

Planning was the first step before we were going to teach in the learning program. The material must suitable with the syllabus, and the instrument of evaluation.²³ In the first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student problem in writing skill that occur in the classroom and concluding the finding in preliminary study. Then the researcher and the collaborator (teacher) prepared some plans to conduct the classroom. They were the following:

- 1) The researcher prepared the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.
- 2) The researcher prepared learning resource for students.
- 3) The researcher determined the method or strategy to be applied in acting phase. In this case, the researcher used Do You Hear What I Hear Strategy improve students Speaking Ability.

²³Ernest T. Stringer, *"Integrating Teaching, Learning, and Action Research"*, (United States: SAGE Publications.Inch, 2010), Page 4.

- 4) The researcher prepared observation sheet and also evaluation format to evaluate the student activity after teaching and learning process.
- 5) The researcher and the collaborator designed the criteria of success.

b. Action

This activity was implementation of learning activities that have prepared in the planning. It is the realization from the planning that the researcher have made. Without the action, the planning just imagination that never real. At the acting stage, the researcher tried to implement some techniques or procedural acts that have formula at planning.

The process follow the sequence of activities contained in the learning scenario. Using a sheet of observation, it used to make some notes the activities in the process of learning Speaking Ability by using Do You Hear What I hear Strategy. Here is the step in action that the researcher could make in action:

- 1) Pre – Activity
 - a) The researcher started the lesson by greeting to the students.
 - b) The researcher and students prayed together.
 - c) The researcher checking students attendance.

- d) The researcher informed to the students about the competence, the indicator and the objectives that should be achieved.

2) While Activity

- a) The researcher given some question to the students related with the topic of the Holiday.
- b) The reseacher askeds the students to hear a recorder with some dialog.
- c) The reseacher askeds the students to hear carefully about statement, voice, sound, and meaning of the dialog.
- d) The reseacher askeds the students to write the statement on their notes.
- e) The reseacher askeds the students to work with their partner and check their statements.
- f) The reseacher askeds the students to evaluate their statement with giving some question related with the dialog.

3) Post – Activity

- a) The reseacher asked the student about they have learnt.
- b) The reseacher asked student difficulties in speaking.
- c) The reseacher summarized the material and gave reflection to what have been done (self reflection).
- d) The reseacher motivated the students to study more about speaking correctly.

- e) The reseacher closed the meeting by saying Sallam.

After finishing the cycle one, the reseacher made evaluation how to successful this strategy in teaching learning process in the class. If noting improvement in their skill, the reseacher would be continue to the next cycle.

c. Observation

Observation was either an activity of a living being, consisting of receiving knowladge of the outside world through the sense, or the recording of data using scientific instruments. The term may also refer to any data collected during this activity.²⁴ Based on the observeing, the researcher decided whether there is anything that the researcher would be improvement soon in order that action achieve the aim of the researcher goals. The researcher observed them in every activity.

d. Reflection

After observation process is done, the researcher and the reseacher made a reflection to evaluate teaching learning process and the improvement of students speaking ability.

Reflection is an activity to analyze, understand, and make conclusions based on observations and field notes. Reflection is done

²⁴Jean McNiff and Jack Whitehead, "*Action Research: Principles and Practice*", (London: RoutledgeFalmer, Inch. 2002).Page 35.

by analyzing the results of tests and observation, and used as the basis for improvements in the next cycle.

2. Cycle II

a. Re-planning

In the first step, before conducting the action in the next step, the researcher would be repaired the problem found in cycle one. It would be explained as follow:

- 1) The researcher would be analyzes the reflection result to obtain the solving problem.
- 2) The researcher would revised and prepared the lesson plan based on the problem appears in the previous cycle including teaching procedure, media, and relevant material to be applied in acting step.
- 3) The researcher would rearranged observation format and also reforms the evaluation format to improved the plan indicators that had not been achieve yet in the previous cycle.

b. Action

The second step in the action research is action. It was the implementation of the planning. In this step the researcher acts as follows:

- 1) Pre-Activity
 - a) The researcher started the lesson by greeting to the student.
 - b) The researcher and students praying together.

- c) The researcher checking student attendance.
- d) The researcher informed to the student about the competence, the indicator and the objectives that shall be achieve.

2) While Activity

- a) The reseacher given some question to the student related with the topic of the Holiday.
- b) The reseacher asksd the student to hear a recorder with some dialog.
- c) The reseacher asksd the students to hear carefully about statement, voice, sound, and meaning of the dialog.
- d) The reseacher asksd the student to write the statement on their notes.
- e) The reseacher asksd the student to work with their partner and check their statement.
- f) The reseacher asksd the student to evaluate their statement with giving some question related with the dialog.
- g) The researcher gave a video of the dialogue about the holiday and their meanings in front of the class and all listened together.

4) Post – Activity

- a) The reseacher asked the student about they have learnt.
- b) The reseacher asked student difficulties in Speaking.

- c) The reseacher summarized the material and gave reflection to what have been done (self reflection).
- d) The reseacher motivated the student to study more about writing argumentative correctly.
- e) The teacher closed the meeting by saying Sallam.

c. Observation

In the third step, the researcher would observe the student activity, their participation, class situation during teaching and learning process, and teacher (researcher) performance by using structure observation form and made note the overall activities. Furthermore, the researcher will also collected the data from the post test and the result of student activity.

d. Reflection

In this step, the researcher would compared the score of pre-test and post-test. The researcher reviews and reflects on student activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

D. Data Collection Method

To collect data, the reseacher used the data collection by using instrument as bellow:

1. Test

Test was set of stimuli present to an individual in order to elicit responses on the basis, which a numeral score can be assigned. The

material in pre-test and post-test are different but have same difficulties. The test consists of pre-test and post-test. The types of the test were comprehension text. The test is divided into two parts, as follow:

a. Pre-Test

The pre-test was given in the first meeting before doing treatment in order to know ability of the students before doing the action research Post-Test.

b. Pos-Test

The post-test was given in the last meeting after doing treatments to found out whether the treatments give any contribution to the student achievement in the class or not. The improvement could be seen if the average score of the post-test is higher than pre-test. This step would be done after the treatment to know the influence of the Do You Hear What I Hear Strategy were able to Improve the Students Speaking Ability.

2. Observation

Observation is a process of watching or listening to professional action either while it was happening, or from a tap sequence. Mean that observations could be defined as election, alteration, regwastration and coding series of action and situation connecting with organism which was suitable with empiric purpose.

In collecting data, the researcher observe student learning process and put it into the data paper. This data consists of name of the student who are actively involve in the learning process. The data is made in order to know student development and as reference for the reseacher to arisse the participation of the student who have not involve yet.

3. Documentation

Documentation was a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc.²⁵ The researcher used documentation to obtain the data about state of student, the history of SMK Muhammadiyah Sekampung, state of the environment, the state of teachers, staff and organizational structure, and geographical condition school.

4. Field Note

Field note was observation instrument in the form of narration in which the observer provides the paper and record the activity relate to the practice in the classroom before and after doing the action. In this research, the researcher would used field note to record the student activity during the learning process in narration form.

²⁵Anne Burns, “*Collaborative Action Research for Englwash Language Teachers*”, (New York: Routlodge, 1999), Page 140.

E. Research Instrument

To identify the students speaking ability of the eleventh grade of SMK Muhammadiyah, the researcher will apply speaking test. The test is measuring the ability of the student about the topic on speaking subject.

The test consist of pre-test and post-test, of this research will be in the form of oral test that asks the students to answer the question based on the audio that teacher play before.

F. Data Analysis Technique

To know the simulation technique could improve Student Speaking Ability, the researcher administers the pre-test before using reporter simulation technique and post-test after using reporter simulation technique.

To analyze the data, the researcher computes data of the average rates of pre-test (X-pre) and post-test (X-post) by using formula as follows:²⁶

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

Where:

\overline{X} : Mean of average score

$\sum X$: Number of students score

N : Total number of student

Then, to know the result the researcher would compare between pre-test and post-test. The result would be match by the minimum standard in thwas school at least 72. If in cycle I there are some students

²⁶Donald Ary.et.al, "Introduction ton Research in Education. Eight Edition", (USA: Wadsworth Cengage Learning, 2010), Page 108.

not successful, so the researcher would like to conducted in cycle II.²⁷

The minimum cycle in CAR (Classroom Action Research) at least two cycles, if from cycle II all of the students are successful from Minimum Standard Criteria (MSC), the cycle able to be stoped until cycle II.

The formula to know the percentage of the students who pass the Minimum Standard Criteria (MSC) in each cycle as follow:²⁸

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

P : Class Percentage

F : Frequency

N : Number of Students

G. Indicator of Success

The research reput to be success if 70 % of students got minimum score at least 72 and there is improvement students learning activity in teaching learning process after using Do You Hear What I Hear Strategy in teaching learning process. Therefore students will be more interested and have high motivation, so that in learning English they will be more confident.

²⁷Daniel R. Tomal, "*Action research for Educator. Second edition*", (United Kingdom: Rowman& Littlefield Publwashers.Inch, 2010), Page 109.

²⁸Timothy C. Urdan, "*Statwastics in Plain Enghwash*", (London: Lawrence Erlbaum Associate Publwashers, 2015), Page 10.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research

1. The Description of Research Location

a. The Description of SMK Muhammadiyah Sekampung

SMK Muhammadiyah Sekampung was established on April 5th, 2010, and has been registered in Indonesian Educational Department with school statistic number: 402120803040. Samsudin Subroto, S.Pd, M.Pd was the founder and also becomes the first head master in SMK Muhammadiyah Sekampung.

The vision of this school was creating student that has good achievement, competitive, knowledgeable and devoted. The School it self located at Giriklopo Mulyo, Sekampung East Lampung. Since the day that the school was founded, there were five times of changing the head master, the data as followed;

Table 5
The Head Master of SMK Muhammadiyah Sekampung

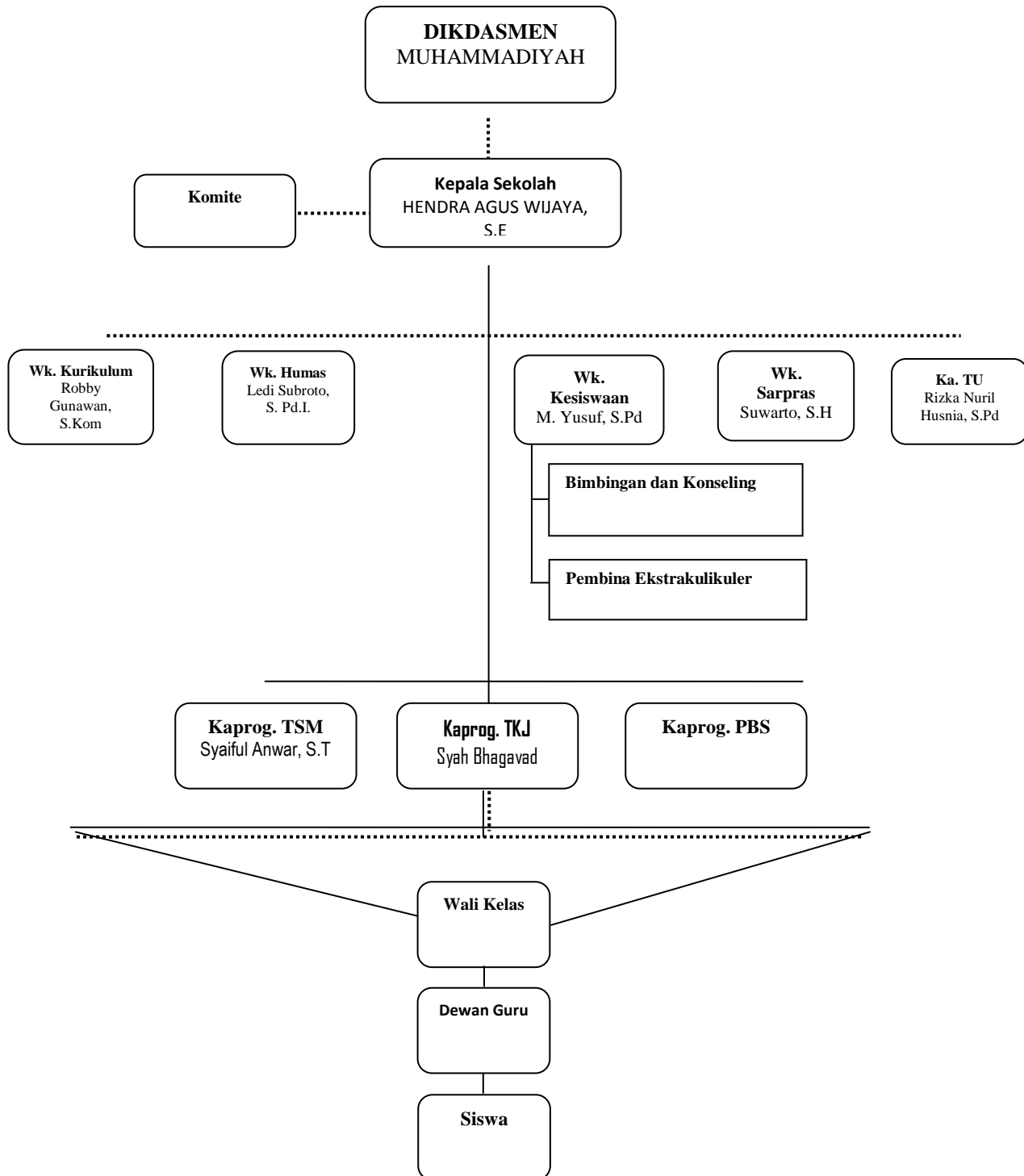
No	Name	Period
1.	Samsudin Subroto, S.P.M.Pd.	2010
2.	Indra Purnama Jaya, S.Kom.	2010-2011
3.	Sutjipto, A.Md.	2011 – 2012
4.	Winarto, S.Kom. MM.	2012 - 2018
5.	Hendra Agus Wijaya S.E	2018- Now

source: Documentation SMK Muhammadiyah Sekampung

b. Structure Organization at SMK Muhammadiyah Sekampung

Figure 2

Structure Organization Of SMK Muhammadiyah Sekampung



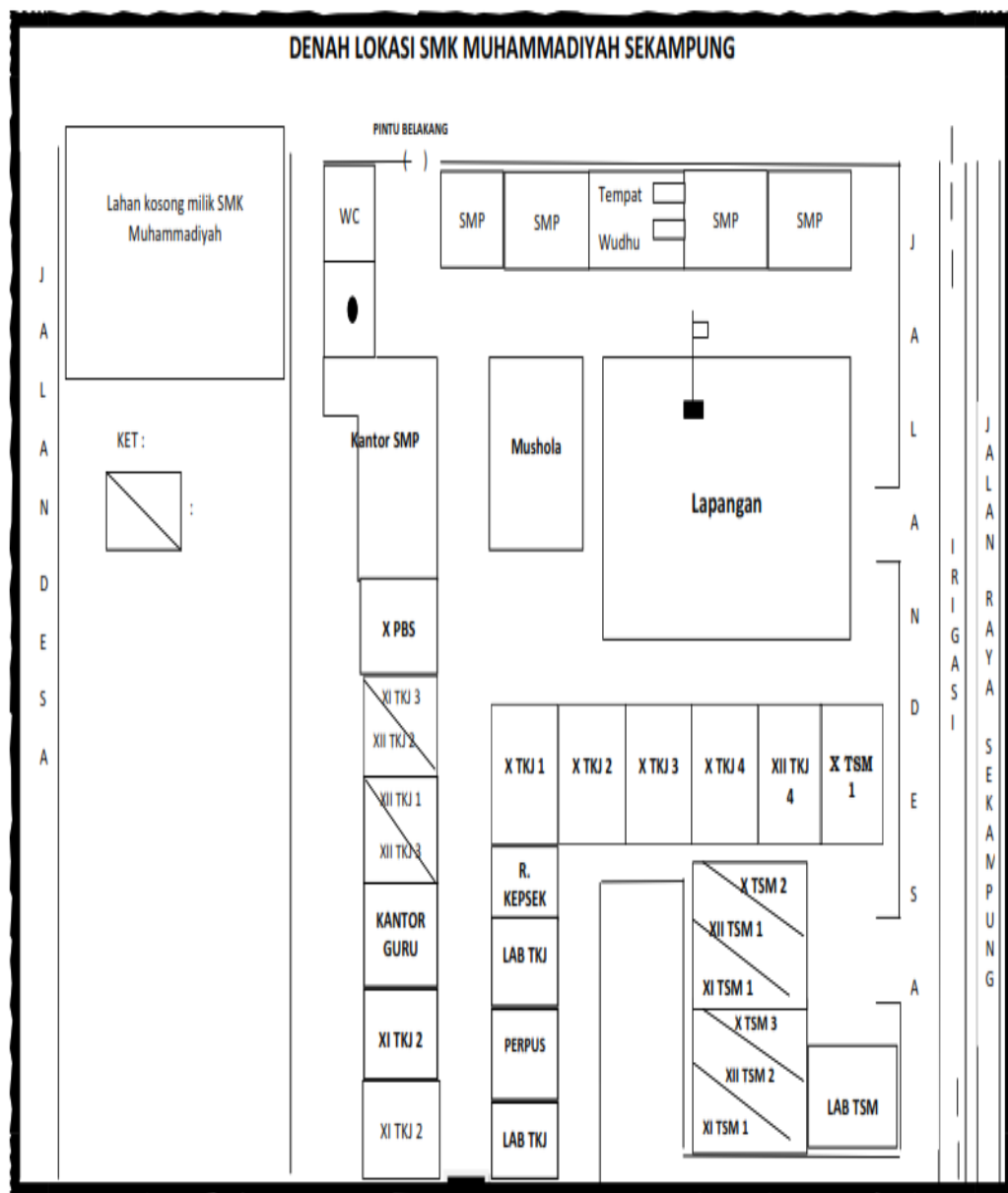
source: Documentation SMK Muhammadiyah Sekampung

c. The Sketch of The Location of SMK Muhammadiyah
Sekampung

1) The Sketch of Location

Figure 3

Sketch Location Of SMK Muhammadiyah Sekampung



source: Documentation SMK Muhammadiyah Sekampung

B. The Description of Research Result

This research was classroom action research, and it was conducted at the Eleventh Grade of SMK Muhammadiyah Sekampung, which was located in Sekampung, East Lampung. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meeting. The students result of writing argumentative text was gained through test which consisted of pretest and post test that was given to the students in the beginning research and in the end of each cycle, while the students activity were gained from the observation of students learning activities.

1. Action and Learning at Pre-Test

a. Pre-test activity

Pre-test was presented to student which was aimed to find out students ability before the treatment was implemented. It was conducted on Wednesday, October 30th, 2019 at 07.15 A.M until 08.30 A.M and it took about 90 minutes. In this meeting the researcher was being an observer and the collaborator was being a teacher.

Firstly, the collaborator opened the class by greeting, praying, checked the attendance list, and asking the students condition. Then, the collaborator gave the explanation to the students about argumentative for 40 minutes by using explanatory method. Afterwards, to measure their ability before giving the treatment, the

researcher gave them pre-test. The researcher used objective test in the form of essay which consisted of three topics which had to be completed for 40 minutes.

b. The students pre-test result

Table 6 The Students Speaking Ability Score of Pre- test						
NO	Students Code	Criteria of The Score			TOTAL	Note ≥70
		F	A	P		
1	AA	26	18	21	65	Uncompleted
2	AG	27	14	11	52	Uncompleted
3	AW	22	25	19	66	Uncompleted
4	AN	32	27	18	77	Completed
5	AS	19	15	12	46	Uncompleted
6	AP	27	19	14	60	Uncompleted
7	CR	21	16	15	52	Uncompleted
8	CS	28	16	14	58	Uncompleted
9	DS	33	24	18	75	Completed
10	EM	32	11	18	61	Uncompleted
11	ER	30	12	12	55	Uncompleted
12	FR	26	10	14	50	Uncompleted
13	FA	23	13	11	47	Uncompleted
14	HO	32	22	21	75	Completed
15	IA	31	15	13	59	Uncompleted
16	IK	32	24	17	73	Completed
17	KP	15	13	9	47	Uncompleted
18	LK	21	18	13	42	Uncompleted
19	MT	17	16	9	42	Uncompleted
20	NH	30	22	18	70	Completed
21	NR	17	16	9	42	Uncompleted
22	PI	27	14	14	55	Uncompleted
23	RI	15	15	14	44	Uncompleted
24	RB	26	12	10	48	Uncompleted
25	RL	20	16	10	46	Uncompleted
26	RR	32	23	21	76	Completed
27	SN	31	25	19	75	Completed

28	TV	22	16	13	52	Uncompleted
29	US	27	19	14	60	Uncompleted
30	WN	32	17	21	70	Completed
High Score					77	
Lowest Score					42	
Average					58	

Source: The result of pre test in Wednesday, October 30th, 2019

Table 6

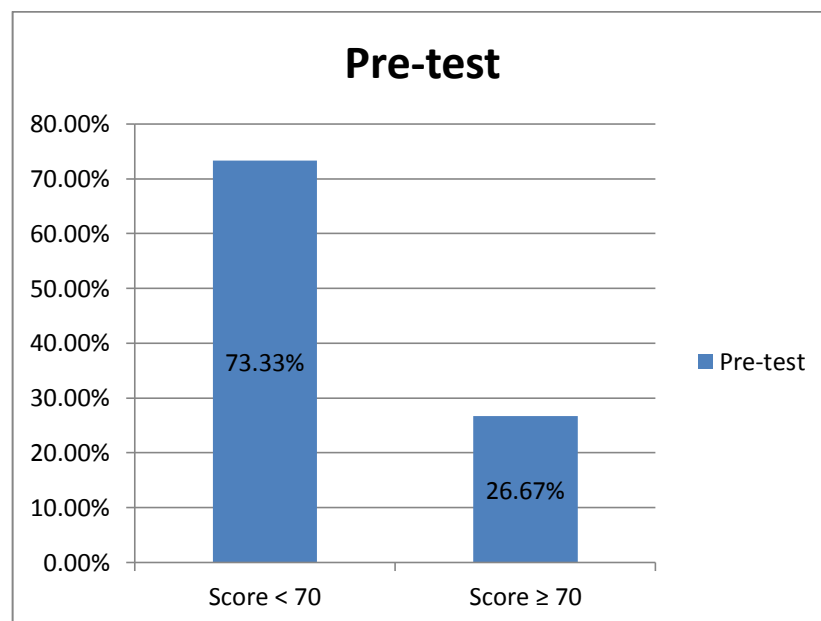
Frequency of students score in Pre-test

	Grade	Category	Frequency	Percentage
1.	≥ 72	Completed	8	26.67%
2.	< 72	Uncompleted	22	73.33%
Total			30	100%

Source: The result score of The Students Speaking Ability of Pre-test at XI TKJ 1 of SMK Muhammadiyah Sekampung Wednesday, October 30th, 2019.

Graph 1

Percentage of Students Speaking Ability Pre-Test Score



Based on the result of students Speaking Ability pre-test score, it can be inferred that 22 students (73,33%) were not successful and 8

other students (26,67%) were successful. The successful students were those who got the minimum mastery criteria at SMK Muhammadiyah Sekampung at least 72. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 58, so the result was unsatisfactory. It indicated that the result of students Speaking Ability was still low. It was the reason why the reseacher used Do You Hear Whhat I Hear Strategy to improve students Speaking Ability. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses which faced by the students.

2. Cycle 1

a. Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students mastery on the given materials.

b. Acting

1) The first meeting

The first meeting was conducted on Wednesday, November 1st 2019 at 07.15 until 08.30 and followed by 30 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

For the beginning, the researcher started to introduce the procedure of strategy that will be used in the learning process, then started to deliver the material. First the researcher gave the topic about 'holiday'. Second, the students must hear a dialog from the cassette that has been played. Third, the students think about the statement, the voice, the sound, and the meaning of the dialog from the recorder. Fourth, the students must write some statement which they have been heard. Then, the students work in group discussion, so they can easy to find different statement from their members in the

group. Last, the group must evaluate their statement so they can find the accurate statement based on the cassette.

In this stage, the students were actively following the teaching learning process, because they worked it on the group, so they would discuss when found the difficulties. But, there were still trouble faced to the students. Such as, some of the students were not confidence to share the ideas in front of the others, they still felt shy, and because of their lack of desire to speak English to some students, they lost discussion time.

2) The second meeting

The second meeting was conducted on Monday, November 4th 2019 at 07.15 until 08.30. This meeting was used to post test 1. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave the ice breaking and reviewed the last material shortly then gave the post test 1. Kinds of the test was oral test which consisted of 3 topics, and the students have to choose 1 topic to speak up. The result of the students test in post test 1 was better than test in pre-test before.

Table 7
Students Post Test 1 score

NO	Students Code	Criteria of the Score			TOTAL	Note (≥ 70)
		F	A	P		
1	AA	30	22	18	70	Completed
2	AG	32	25	17	74	Completed

3	AW	33	24	18	75	Completed
4	AN	35	25	20	80	Completed
5	AS	26	18	20	64	Uncompleted
6	AP	32	17	21	70	Completed
7	CR	27	14	12	57	Uncompleted
8	CS	25	18	21	64	Uncompleted
9	DS	32	27	18	77	Completed
10	EM	24	20	20	64	Uncompleted
11	ER	27	19	14	60	Uncompleted
12	FR	25	19	14	58	Uncompleted
13	FA	20	19	24	63	Uncompleted
14	HO	31	28	17	76	Completed
15	IA	27	19	15	61	Uncompleted
16	IK	30	27	18	75	Completed
17	KP	22	15	12	49	Uncompleted
18	LK	32	11	18	61	Uncompleted
19	MT	26	10	14	50	Uncompleted
20	NH	33	22	18	73	Completed
21	NR	27	14	14	55	Uncompleted
22	PI	25	16	15	56	Uncompleted
23	RI	27	15	13	55	Uncompleted
24	RB	30	22	18	70	Completed
25	RL	32	15	18	66	Uncompleted
26	RR	34	23	21	78	Completed
27	SN	30	20	27	77	Completed
28	TV	27	19	14	60	Uncompleted
29	US	32	17	21	70	Completed
30	WN	31	25	19	75	Completed
High Score					80	
Lowest Score					85	
Average					66,1	

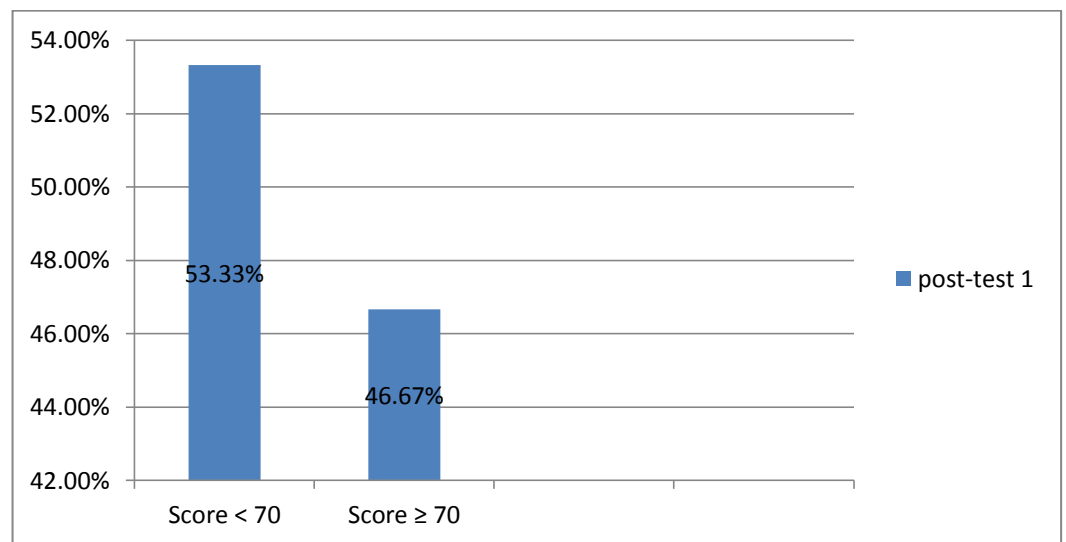
Source: The result of post test 1 score on Monday, November 4th 2019.

Table 7
Frequency of students' score in Post test 1

No.	Grade	Category	Frequency	Percentage
1.	≥ 72	Completed	14	46.67%
2.	< 72	Uncompleted	16	53.33%
Total			30	100%

Source: The result score of speaking ability post test 1 at XI TKJ 1 of SMK Muhammadiyah Sekampung on Monday, November 4th 2019.

Graphic 2
The Result of the Students Score f the Post-test 1



Based on the result above, it could be seen that 14 students (46.67%) got score up to the standard and 16 students (53.33%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 72. Learning process was said success when 70% students got score ≥ 70 . The fact showed that the result was unsatisfying.

c. Observing

In observation, the researcher presented two meetings in cycle I of learning to find information of the audio in speaking lesson. The researcher explained the Do You Hear What I Hear

Strategy to the students. The students confused about what they should do and got the difficulty to find the answer from the audio.

In the second meeting, the researcher explained Do You Hear What I Hear Strategy before giving assignments. In this meeting, the students began active. They also began to be interested in teaching and learning process. In the post test 1, there were 14 of 30 students got good score. Although only 16 students who passed the minimum score, but the result of the students test was better than the students pre-test before giving treatment.

The indicators of student activities as follows:

- 1) The students understand the topic that played in audio.
- 2) The students work together in the group to answer the question.
- 3) The students write the statement on the note.
- 4) The teachers choose one by one the students to speak up based on their discussion.

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

Table 8
Students Learning Activities at First Meeting in Cycle I

No	Students Code	Indicators				Total
		1	2	3	4	
1	AA	√	√			2
2	AG	√				1
3	AW	√		√		2

4	AN	√	√	√	√	4
5	AS	√				1
6	AP	√	√			2
7	CR		√	√		2
8	CS		√	√		2
9	DS	√	√	√	√	4
10	EM	√		√		2
11	ER	√		√		2
12	FR	√				1
13	FA	√				1
14	HO	√	√	√	√	4
15	IA	√	√			2
16	IK	√	√	√	√	4
17	KP			√		1
18	LK	√				1
19	MT		√			1
20	NH	√	√	√		3
21	NR			√		1
22	PI			√		1
23	RI	√				1
24	RB		√			1
25	RL			√		1
26	RR	√	√	√	√	4
27	SN	√	√	√	√	4
28	TV	√		√		2
29	US	√	√			2
30	WN	√	√		√	3
Total		22	16	17	7	62
Percentage		73%	53%	57%	23%	

Table 9
Students Learning Activities at Second Meeting in Cycle I

No	Students Code	Indicators				Total
		1	2	3	4	
1	AA	√	√	√		3
2	AG	√	√	√	√	4
3	AW	√	√	√	√	4
4	AN	√	√	√	√	4

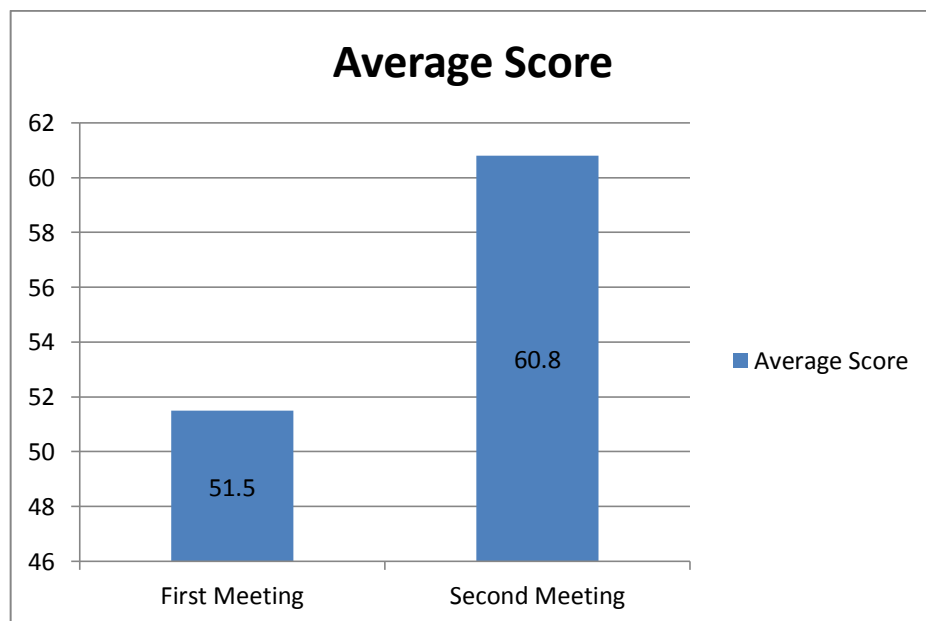
5	AS	√		√		2
6	AP	√	√			2
7	CR			√		1
8	CS		√	√		2
9	DS	√	√	√	√	4
10	EM	√		√		2
11	ER	√		√		2
12	FR	√				1
13	FA	√	√			1
14	HO	√	√	√	√	4
15	IA	√	√			2
16	IK	√	√	√	√	4
17	KP			√		1
18	LK	√				1
19	MT		√			1
20	NH	√	√	√	√	4
21	NR			√		1
22	PI	√		√		2
23	RI	√				1
24	RB		√			1
25	RL	√	√			2
26	RR	√	√	√	√	4
27	SN	√	√	√	√	4
28	TV	√		√		2
29	US	√	√	√		3
30	WN	√	√	√	√	4
Total		24	19	20	10	73
Percentage		80%	63%	67%	33%	

Table 10
The Percentage of Students Learning Activities at Cycle I

No	Students Activities	Cycle I		Poin (%)
		First Meeting	Second Meeting	
1	The students listen careffully to the recording	73%	80%	7%

2	The students write the statement on the notes	53%	63%	10%
3	The students answer the question	57%	67%	10%
4	The students activeness in group activity	23%	33%	10%
Total		206%	243%	37%
Average		51,5	60,8	

Graph 3
The Comparison between First Meeting and Second Meeting of
Students Learning Activities in Cycle 1



The table and graph above showed that not all of the students were active in learning process. The average percentage of the students learning activity in first meeting was only 51,5 and second meeting was 60,8. Based on the result above, it could be conclude that the learning process was not successful related with the indicator of success at least 70 % passed the criteria.

d. Reflection

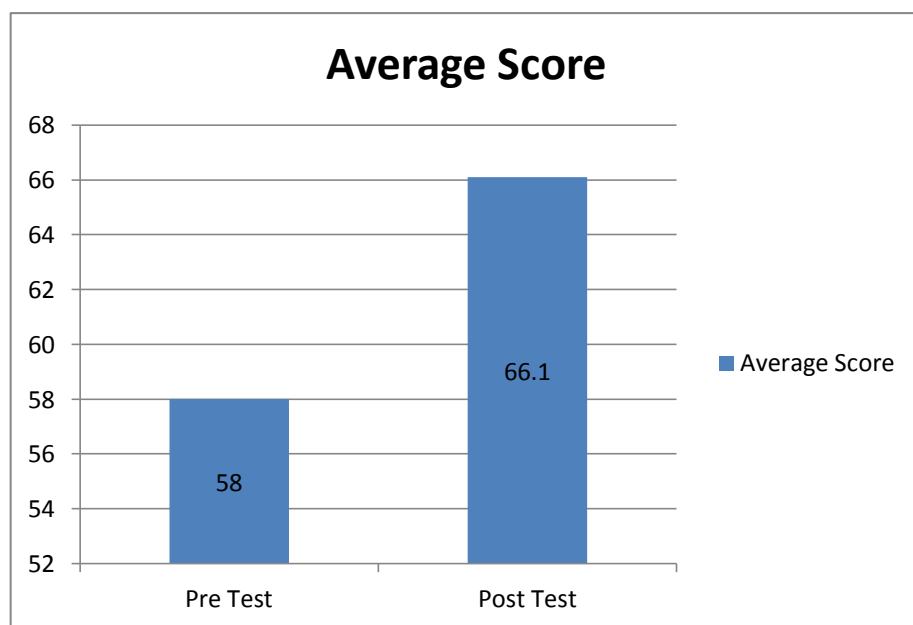
From the result observation in learning process in cycle 1, it can be concluded that in the learning process has not achieved Minimum Standard Criteria of the research yet. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like students pre-test score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

Table 11
The Comparison between Pre-Test and Post-Test Score

No	Name Initial	PreTest Score	PostTest 1 score	Improvement Score	Explanation
1	AA	65	70	5	Improve
2	AG	52	74	22	Improve
3	AW	66	75	9	Improve
4	AN	77	80	3	Improve
5	AS	46	64	18	Improve
6	AP	60	70	10	Improve
7	CR	52	57	5	Improve
8	CS	58	64	6	Improve
9	DS	75	77	2	Improve
10	EM	61	64	3	Improve
11	ER	55	60	5	Improve
12	FR	50	58	8	Improve
13	FA	47	63	16	Improve
14	HO	75	76	1	Improve
15	IA	59	61	2	Improve
16	IK	73	75	2	Improve
17	KP	47	49	2	Improve
18	LK	42	61	19	Improve
19	MT	42	50	8	Improve
20	NH	70	73	3	Improve
21	NR	42	55	13	Improve
22	PI	55	56	1	Improve

23	RI	44	55	11	Improve
24	RB	48	70	22	Improve
25	RL	46	66	20	Improve
26	RR	76	78	2	Improve
27	SN	75	77	2	Improve
28	TV	52	60	8	Improve
29	US	60	70	10	Improve
30	WN	70	75	5	Improve
Total		1740	1983	243	
Average		58	66,1		

Graph 4
Average Score of Pre-Test and Post-Test 1



The table and the graphic above showed that the mean score of pre-test score was 58 and average score of post-test I was 66,1 and the mean improvement score was 8,1 point. There was improvement between pre-test and post-test 1 but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be

achieved yet that was 70% of the total students must be passed the criteria.

Regarding to the result of students post-test score and the observation of students activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention towards the teacher explanation and they did not get difficulties to answer the question and some students got failure in test of cycle I. So, the researcher and collaborator have to continue in cycle II which consisted of planning, acting and observing and reflecting.

3. Cycle 2

In other that to repair the weakness in cycle I the researcher need to be held to continue in cycle II because of cycle I was not success. In this phase cycle II has four essential phases namely planning, action, observation and reflection. The implementation of cycle II could be explained on the following sequences:

a. Planning

Based on the observation and reflection in cycle I, it showed failure. So, the researcher and collaborator try to repare the problem in cycle I and arrange the planning for cycle II based on the problem that students deal toward speaking ability. In this phase the researcher and collaborator made the planning that would

use in teaching learning process that was preparing the lesson plan, preparing the material, preparing the learning media, and preparing the observation sheet of the students activity 2.

b. Action

1) First Meeting

The first meeting was held on wednesday, November, 6th, 2019 at 07.15 A.M – 08.30 A.M and it took about 90 minutes or 2×45 minutes. In this meeting the researcher was as a teacher and Mrs. Eka Septiningsih, S.Pdas the collaborator as well as an observer.

At the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the students condition. Afterwards, the researcher gave students learning material about listening to the conversation. On the part of the researcher as a teacher also explains the purpose of the conversation so that students can understand and answer questions based on the conversation.

After explanation was done, the teacher ask to the students about the material, is the students were understand or not. In this meeting condition of the class was effective. Most of student was pay attention about the teacher explanation. Then for the next section the teacher give new audio and order

to the students to make a group discussion. Each group consisted of four up to five persons.

Afterwards the researcher gave each group the exercise to be discussed and finished in a group. Later on, the leaders in each group were invited to conclude the discussion result about the question of audio. To strengthen their result discussion the teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the teacher give motivation to the students and remind to keep on learning at home. Then the last closed the meeting.

2) Second Meeting

The second meeting was conducted on Thursday, November 7th, 2019 at 07.15 – 08.30 A.M, this meeting used to post test 2 in the last of cycle II, for 2x45 minutes after the students given the action, the researcher gave post test II to the students. In this meeting, most of the students could answer well. Then the result of post-test II could be seen as follow:

Table 12
The Result of Students Speaking Ability Post-Test II Score

NO	Students Code	Criteria of the Score			TOTAL	Note (≥ 70)
		F	A	P		
1	AA	36	22	21	79	Completed
2	AG	35	24	21	80	Completed
3	AW	40	20	22	82	Completed

4	AN	40	30	10	81	Completed
5	AS	30	18	22	70	Uncompleted
6	AP	22	22	21	75	Completed
7	CR	32	17	23	72	Uncompleted
8	CS	35	30	25	80	Uncompleted
9	DS	39	30	11	80	Completed
10	EM	23	17	10	70	Uncompleted
11	ER	30	19	21	70	Uncompleted
12	FR	28	18	21	65	Uncompleted
13	FA	33	24	18	75	Uncompleted
14	HO	32	25	25	82	Completed
15	IA	30	25	15	70	Uncompleted
16	IK	40	27	13	80	Completed
17	KP	25	22	13	60	Uncompleted
18	LK	30	13	22	65	Uncompleted
19	MT	20	18	22	60	Uncompleted
20	NH	31	25	19	75	Completed
21	NR	30	20	17	67	Uncompleted
22	PI	25	25	20	70	Uncompleted
23	RI	28	19	18	65	Uncompleted
24	RB	35	19	21	75	Completed
25	RL	38	20	17	75	Uncompleted
26	RR	40	30	12	82	Completed
27	SN	37	25	18	80	Completed
28	TV	31	24	15	70	Uncompleted
29	US	36	20	19	75	Completed
30	WN	33	38	14	75	Completed
High Score					82	
Lowest Score					60	
Average					73,6	

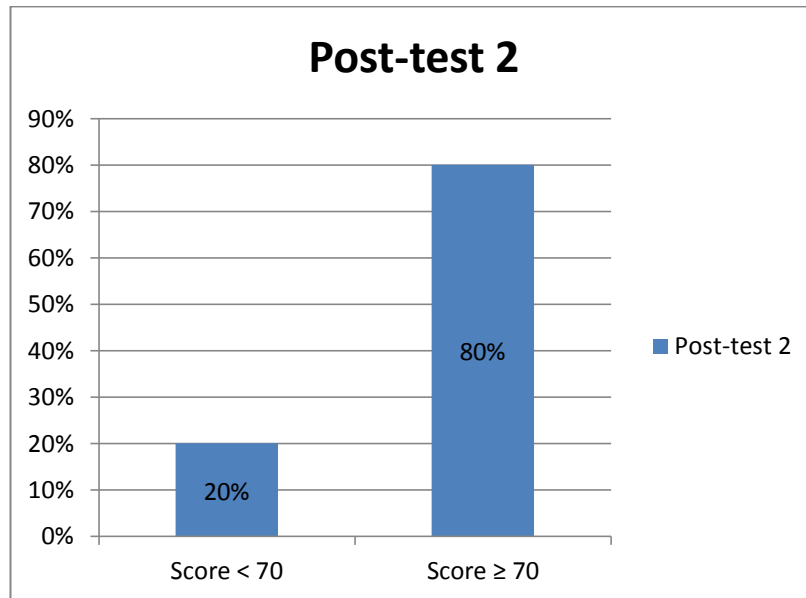
*The Result of Students Speaking Ability Post-Test II Score on
Thursday, November 7th, 2019*

Table 13
Frequency of students score in Post test 2

No.	Grade	Category	Frequency	Percentage
1.	≥ 70	Completed	24	80%
2.	< 70	Uncompleted	6	20%
Total			30	100%

*Source: The result score of speaking post test 1 at XI TKJ 1 of SMK
Muhammadiyah Sekampung on Thursday, November 7th,
2019*

Graph 5
The Result of the Students Score of the Post-test 2



Based on the result above, it could be inferred that 24 students (80%) were successful and 6 other students (20%) were not successful. From the post-test II results, the researcher got the average of 73,6. It was higher than post-test 1 in cycle I.

According to explanation above, it can be inferred that indicator of success was achieved. That is 80% from the students got score at least 72 for the minimum standard criteria and the other hand the cycle II was successfully.

c. Observation

In this phase has similar step with the previous cycle. While the treatment was being presented by the researcher, the student

activities during the learning process were also being observed by the observer. The students who were active in discussion would get reward to make the learning more fun and to stimulate the students most enthusiastic.

For the observation sheet in detail could be seen in appendix 16 and 17 for meeting 1 and meeting 2 at cycle II. The observation result of students activities on meeting 1 and meeting 2 at the second cycle could be seen on the following table:

Table 14
Observation Result of Students Learning Activity of First Meeting at Cycle II

No	Students Code	Indicators				Total
		1	2	3	4	
1	AA	√	√	√		3
2	AG	√	√	√	√	4
3	AW	√	√	√	√	4
4	AN	√	√	√	√	4
5	AS	√		√		2
6	AP	√	√	√		3
7	CR	√		√		2
8	CS	√	√	√		3
9	DS	√	√	√	√	4
10	EM	√	√	√		3
11	ER	√		√		2
12	FR	√		√		2
13	FA	√	√		√	3
14	HO	√	√	√	√	4
15	IA	√	√			2
16	IK	√	√	√	√	4
17	KP	√		√		2
18	LK	√	√			2
19	MT		√	√		2
20	NH	√	√	√	√	3
21	NR	√		√		2

22	PI	√	√	√		3
23	RI	√	√			2
24	RB	√	√			2
25	RL	√	√		√	3
26	RR	√	√	√	√	4
27	SN	√	√	√	√	4
28	TV	√		√	√	3
29	US	√	√	√		3
30	WN	√		√	√	3
Total		29	22	24	13	88
Percentage		96%	73%	80%	43%	

Table 15
Observation Result of Students Learning Activity at Second Meeting in Cycle II

No	Students Code	Indicators				Total
		1	2	3	4	
1	AA	√	√	√	√	4
2	AG	√	√	√	√	4
3	AW	√	√	√	√	4
4	AN	√	√	√	√	4
5	AS	√	√	√		3
6	AP	√	√	√	√	4
7	CR	√	√	√		3
8	CS	√	√	√	√	4
9	DS	√	√	√	√	4
10	EM	√	√	√		3
11	ER	√	√	√		3
12	FR	√		√		2
13	FA	√	√	√	√	4
14	HO	√	√	√	√	4
15	IA	√	√	√		3
16	IK	√	√	√	√	4
17	KP	√		√		2
18	LK	√	√			2
19	MT		√	√		2
20	NH	√	√	√	√	4
21	NR	√	√	√		3
22	PI	√	√	√		3
23	RI	√	√			2

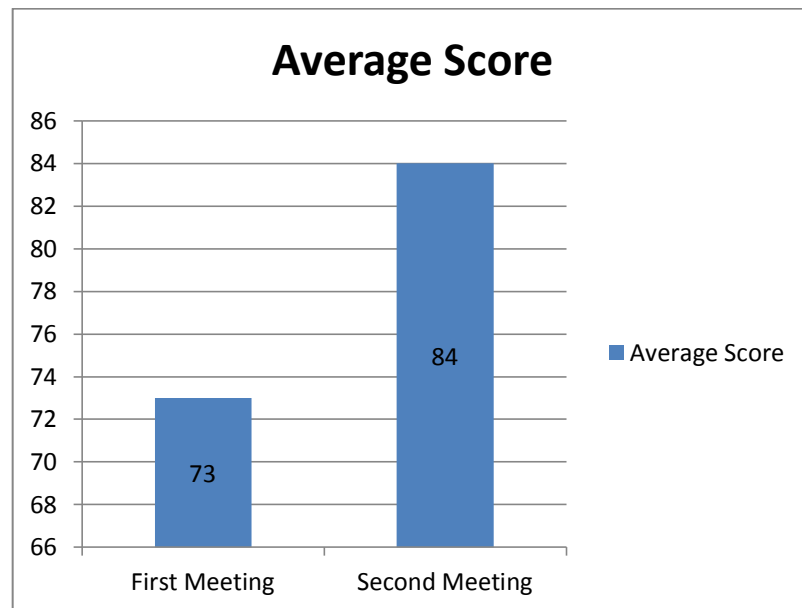
24	RB	√	√	√	√	4
25	RL	√	√	√	√	4
26	RR	√	√	√	√	4
27	SN	√	√	√	√	4
28	TV	√		√	√	3
29	US	√	√	√	√	4
30	WN	√	√	√	√	4
Total		29	27	28	18	102
Percentage		96%	90%	93%	60%	

Table above showed achieved the score of students' activity in teaching learning process at cycle II. Then the percentage of students' activity at meeting one and meeting two of cycle II could be seen as follow:

Table 16
The Percentage of Students Learning Activity at Cycle II

No	Students Activities	Cycle II		Poin (%)
		Meeting 1	Meeting 2	
1	The students listen careffully to the recording	96%	96%	0%
2	The students write the statement on the notes	73%	90%	13%
3	The students answer the question	80%	93%	13%
4	The students activiness in group activity	43%	60%	17%
Total		292%	339%	43%
Average		73	84	

Graph 6
The Comparison between First Meeting and Second Meeting of
Students Learning Activity at Cycle II



The table and the graph above showed that the students' activity in cycle II improved significantly from the previous cycle. It could be showed, in first meeting the mean percentage of the entire indicators of students activities was 73, in second meeting the mean percentage was 84 and the mean score both meeting was 78,5 with the improvement percentage was 11. It could be conclude that the learning process of cycle II was successful because the entire indicator of success from first meeting up to second meeting of students' activity had been fulfilled at least 72.

d. Reflection

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like students post-test II score and observation of students learning activities. The

comparison between students post-test I score and post-test II score
could be compared on the following table:

Table 17
The comparison between Post-Test I and Post-Test II Score

No	Name Initial	Pos-Test I Score	Post-Test 2 Score	Improvement	Explanation
1	AA	70	79	9	Improve
2	AG	74	80	6	Improve
3	AW	75	82	7	Improve
4	AN	80	81	1	Improve
5	AS	64	70	14	Improve
6	AP	70	75	5	Improve
7	CR	57	72	15	Improve
8	CS	64	80	16	Improve
9	DS	77	80	3	Improve
10	EM	64	70	6	Improve
11	ER	60	70	10	Improve
12	FR	58	65	7	Improve
13	FA	63	75	12	Improve
14	HO	76	82	6	Improve
15	IA	61	70	9	Improve
16	IK	75	80	5	Improve
17	KP	49	60	11	Improve
18	LK	61	65	4	Improve
19	MT	50	60	10	Improve
20	NH	73	75	2	Improve
21	NR	55	67	12	Improve
22	PI	56	70	14	Improve
23	RI	55	65	10	Improve
24	RB	70	75	5	Improve
25	RL	66	75	9	Improve
26	RR	78	82	4	Improve
27	SN	77	80	3	Improve
28	TV	60	70	10	Improve
29	US	70	75	5	Improve
30	WN	75	75	0	Improve
Total		1983	2208	230	

Average	66,1	73,6	Mean (7,7)
Lowest Score	55	60	
Highest Score	80	82	

From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 82 and the lowest score is 60. The average score of post-test II was 73,6. Besides, the percentage of students' successfulness of post-test II score was 80% or 24 students of the total students completed the minimum standard criteria and 20% or 6 students did uncompleted the minimum standard criteria (MSC) at least 72. It means that the indicator of success of this research had been achieved that was $\geq 70\%$ students was gotten score 72. It indicated that the students argumentative writing was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continued in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that problem solving technique could improve students argumentative writing.

C. Interpretation

Speaking ability would be easier to understanding when it supported by the right strategy, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were interested in teaching and learning

process. They were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching by using Do You Hear What I Hear Strategy can improve students Speaking ability. By using group work the students learn Speaking ability easier because the students could asking and discuss with the partner in the group. So, it has proved that Do You Hear What I Hear Strategy could be one the interesting Strategy to teaching Speaking ability

In this phase, the data interpretation of this research was divided into two kinds of data. They were obtained from the result of pre-test, post-test I and post test II (the product of students learning) and observation result of student's learning activities (the process of students learning). For further description will explain as follow:

1. Result of Students Learning

a. Result of Students Pre-Test Score

In this phase, the researcher presented the pre-test to measure the students ability before implementing the treatment. The reseacher obtained the data through test in the form of essay which completed for 90 minutes. It was done Wednesday, October 30th, 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 10 the students' average were 58, it showed that most of the students have not passed yet in achieving the Minimum Standard Criteria (MSC) at least 72. In this

phase, only 8 students out of 30 students completed of the minimum standard criteria.

b. Result of Students Post-Test I Score

In this research, to know the students argumentative writing mastery after implementing the treatment the researcher conducted the post-test I. It was done on Monday, November, 4th 2019. Based on the table 12 the students' average was 66,1. It shown that most of the students have not passed yet in achieved the minimum standard criteria at least 72. In this stage there are 14 students out of 30 students passed of the minimum standard criteria. It can be conclude that most of the students failed in achieving the material.

c. Result of Students Post-Test II Score

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that was only 46% completed the minimum standard criteria. The researcher presented the post-test II to measure the student's ability after implementing the treatment. The researcher obtained the data through test in the form of essay which completed for 80 minutes. It was done on Thursday, November 7th, 2019. Based on the table 17 the students' average were 73,6, it showed that most of the students have achieving the Minimum Standard Criteria (MSC) at least 72. In this phase, 24 students out of 30 or 80%

students completed of the minimum standard criteria and the research was successful.

d. Comparison of Score Pre-Test, Post-Test I and Post-Test II

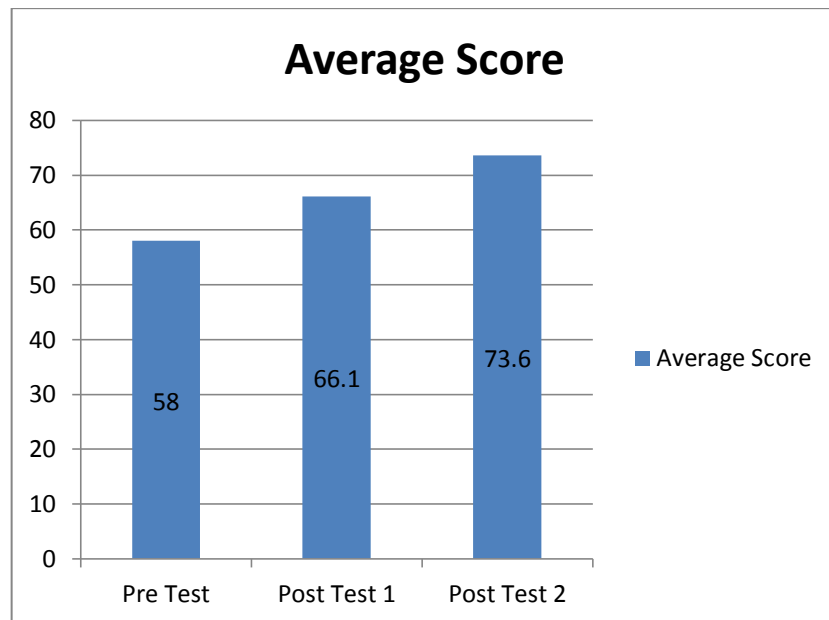
The score from the implementation of the cycle I and II can be seen in the table result of students learning below.

Table 18
The Comparison of Pre-Test Score, Post-Test I Score, and Post Test II Score

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1	65	70	79
2	52	74	80
3	66	75	82
4	77	80	81
5	46	64	70
6	60	70	75
7	52	57	72
8	58	64	80
9	75	77	80
10	61	64	70
11	55	60	70
12	50	58	65
13	47	63	75
14	75	76	82
15	59	61	70
16	73	75	80
17	47	49	60
18	42	61	65
19	42	50	60
20	70	73	75
21	42	55	67
22	55	56	70
23	44	55	65
24	48	70	75
25	46	66	75
26	76	78	82
27	75	77	80
28	52	60	70
29	60	70	75

30	70	75	75
Total	1740	1983	2208
Average	58	66,1	73,6

Graph 7
The Average Score of Students Writing Descriptive Text in
Pre-Test, Post-Test I, and Post-Test II



Based on the table and the graph above, in the cycle I from the pre-test to the post-test have progress average score from 58 to 66,1. There is improving about 8,1 point. Then from the cycle II have progress average score from 66,1 to 73,6, there is increasing about 7,5 point.

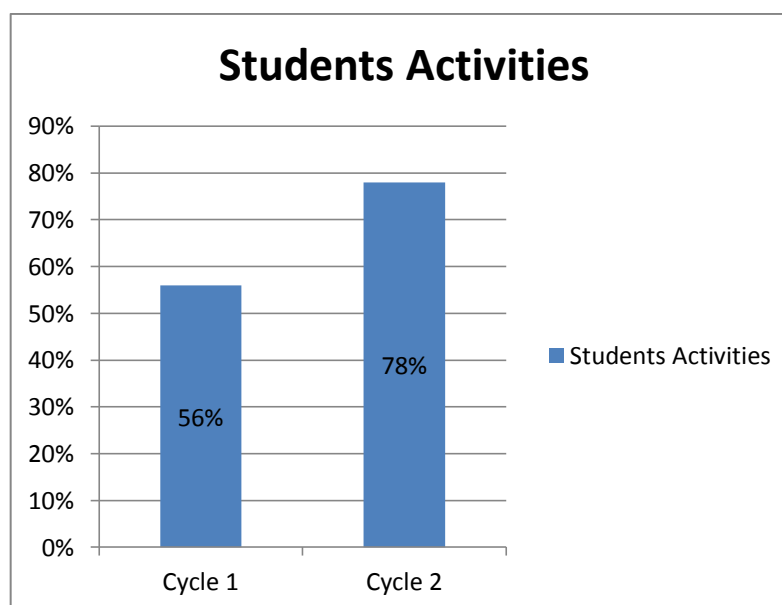
2. Observation Result of Students Activities

This observation result was gotten when the learning process happened by collaborator. The result of the observation result of students learning activity can be seen in the table below:

Table 19
Result of Students' Activities at Cycle I and Cycle II

No	Students' Activity	CycleI	CycleII	Improvement
1	The students listen careffully to the recording	76%	96%	20%
2	The students write the statement on the notes	58%	81%	23%
3	The students answer the question	62%	86%	24%
4	The students activiness in group activity	28%	51%	23%
Total		224	314	90
Average		56%	78%	22%

Graph 8
Percentage of Students Activities at Cycle I and Cycle II



Based on the table above it could be seen that from the cycle I up to cycle II have significant improvement with the average score of students activities at cycle I was 56% become 78% at cycle II. The

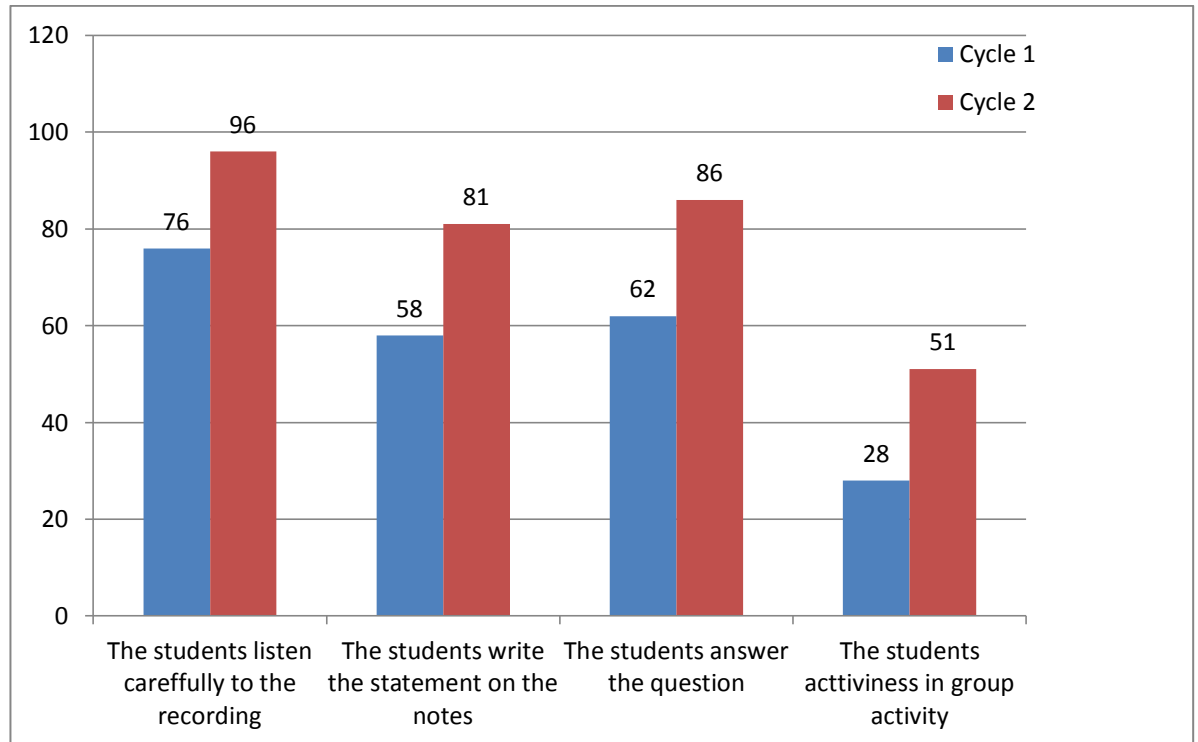
students' activity to understand the problem and determine topic sentence from cycle I to cycle II improved by the percentage at least 76 % in cycle I become 96% in cycle II and the improvement percentage was 20%.

Then the students' collect data needed and make supporting sentence improved from the cycle I up to cycle II. The percentage of this activity in cycle I was 58% and in cycle II 81% by the improvement percentage was 23%. The percentage of students' find solve the problem and make conclusion in cycle I was 62% and in cycle II was 86% by the improvement percentage was 24%. It would be conclude that this activity was improved also.

After that the students speaking english with fluency, accuracy and pronouncation improved significantly. The percentage of this activity in cycle I was 28% and at cycle II was 51% by the improvement percentage was 23%.

Regarding to the data, the students activeness and enthusiasm to follow teaching and learning process showed significant improvement by applying Do You Hear What I Hear Strategy to teach Speaking Ability from cycle I to cycle II by the mean percentage consecutively from 56% to 78% in which the mean percentage was 22%. Then, to know the significant improvement of students activity could be seen on the graph 5 below:

Graph 9
The Result of Students Activity at Cycle I and Cycle II



Based on the above discussion, it can be concluded that the Do You Hear What I Hear Strategy can improve the students Speaking ability at eleventh grade of SMK Muhammadiyah Sekampung and this research was done on the cycle II so, it would not be continued on the next cycle.

Then, the indicator of success of this research had been achieved that was 70% from total students was gotten score at least 72 and the students become more active and enthusiastic in teaching learning process end then there was significant improvement of students learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Considering from all the data gathered in the classroom action research, the researcher concluded this research as follows:

1. The average of the students writing score at the eleventh grade of SMK Muhammadiyah Sekampung in pre-test was 58, post test 1 was 66,1 and in post test 2 was 73,6. As a result, by implementation of Do You Hear What I Hear Strategy, the students Speaking ability at the eleventh grade of SMK Muhammadiyah Sekampung could be improved. The students who gained the score at least 72 in post test 2 were 24 students (80%). It means that more than 70% students were successful and the indicator of the research could be reached.
2. The percentage of the students activities at the eleventh grade of SMK Muhammadiyah Sekampung in cycle I was 56% and there was an improving in cycle II, it was 78,5%. As a result, Do You Hear What I Hear Strategy could improve the students activities in teaching learning process at the eleventh grade of SMK Muhammadiyah Sekampung.

B. Suggestion

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

1. It is suggested to the teacher to use Do You Hear What I Hear Strategy as the teaching learning Strategy because it could improve the students argumentative writing abilities.
2. It is suggested to the English teacher to include Do You Hear What I Hear Strategy in teaching process. The teachers should be creatively used Do You Hear What I Hear in teaching, especially speaking class, in order to engage the students to be active in learning process.
3. It is suggested to other researchers who want to develop this study to include another skill in learning English, such as writing, listening, or reading as well as involve different subjects and also different text.

APPENDICES


KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**FÖRMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

nama : FERDIANA DWI PARWATI

Fakultas/Jurusan : FTIK / TBI

PM : 1501070252

Semester/TA : 8/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 9/7-19.		✓	Revise Problem Identification	
2.	Rabu 17/7-19.		✓	Acc ch. I Continue to ch. II	
3.	Selasa 30/7-19.		✓	Revise ch. II.	

Mengetahui :

Ketua Jurusan TBI

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P.19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd.
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Fakultas/Jurusan : FTIK / TBI

NPM : 1501070252

Semester/TA : 9/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4.	Rabu/7/8-19		✓	Elaborate more the procedure of do you hear what I hear!	
5.	Jum'at 9/8-19		✓	Act ch. II Continue to ch. III	
6.	Jum'at 16/8-19		✓	Revise grammar, write in future tense!	
7.	Jum'at 30/8-19		✓	Elaborate more Data analysis	

 Mengetahui :
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No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
8.	Senin 9/9-19		✓	Acc ch-III	
9.	Senin 30/9-19		✓	Revise 180	
10.	Senin 7/10-19		✓	Acc 180	
11.	Jelasa 19/11-19.		✓	Revise ch-IV	
12	Kamis 20/11-19.		✓	Acc ch-IV Continue to 1st Advisor	

 Mengetahui :
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Semester/TA : 9/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Selasa 30/7 /2019	✓		Revise Bab 1 - Background of the study	
2	Selasa 6/8 /2019	✓		Revise Bab 1 - Background of the study - Problem identification - Problem limitation - Problem Formulation - Objective and Benefit of study Revise Bab II Revise Bab III - Change to Future Tense Revise Cover	

Mengetahui :

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Semester/TA : 9/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
3.	Jumat 16/8 2019	✓		- Revise Table of Contents - Revise Bibliography	
4.	Jumat 23/8 2019	✓		Revise Chapter I - Background of the Study - Problem Identification - Problem Limitation Revise Chapter II - Action Hypothesis Revise Chapter III - Indicator of Success Revise Bibliography	
5	20/8/19.			Acc to seminar	

Mengetahui :

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Semester/TA : 9/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
6.	Jum'at 11/10/2019	✓		- Revise Test Instrument - Revise Observation Sheet of Students Learning Activities	
7.	14/10/19	✓		Ace AD	
8.	Rabu 20/11/2019	✓		- Revise Cover - Revise Abstract - Revise CH.V (conclusion)	
9.	Rabu 4/11/2019	✓		- Revise Cover - Revise Abstrak & Abstrak - Revise Statemet of Research Originality - Revise CH-IV & V	

 Mengetahui :
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Fakultas/Jurusan : FTIK / TBI

NPM : 1501070252

Semester/TA : 9/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
10	Rabu 11/12/2019	✓		Revisi Vocational to SMK	
11	15/12/2019	✓		Ace to unguis	

Mengetahui :
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81

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Nomor : B-3074/In.28.1/J/TL.00/09/2019
Lampiran : -
Perihal : IZIN PRA-SURVEY

Kepada Yth.,
KEPALA SMK MUHAMMADIYAH SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : FERDIANA DWI PARWATI
NPM : 1501070252
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING SPEAKING ABILITY BY USING "DO YOU HEAR
WHAT I HEAR STRATEGY" AMONG THE ELEVENTH GRADERS
OF SMK MUHAMMADIYAH SEKAMPUNG

untuk melakukan *pra-survey* di SMK MUHAMMADIYAH SEKAMPUNG.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

1400 430 September 2019
Jurusannya
Tarbiyah dan Ilmu Keguruan
Pendidikan Bahasa Inggris
Ahmad Sulman Roza, M.Pd.
0610 200801 1 014



MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN WILAYAH MUHAMMADIYAH
SMK MUHAMMADIYAH SEKAMPUNG LAMPUNG TIMUR
PROVINSI LAMPUNG



Terakreditasi " B " Nomor : 079/BAP-SM/12-LPG/RKO/2013

Alamat : Jalan Raya Giriklopomulyo Nomor 57 Sekampung Lampung Timur Telp. (0725) 7855139

Nomor : 018/IV.4.AU/F/2019
Lampiran : -
Hal : PENERIMAAN IZIN PRA-SURVEY

Kepada
Yth. Ketua Jurusan TBI IAIN METRO
di -
Tempat

Assalamu'alaikum Wr. Wb.

Waba'du, menindak lanjuti surat dari IAIN METRO. Nomor: B-3519/In.28.1/J/TL.00/11/2018 pada tanggal 05 November 2018, perihal **IZIN PRA-SURVEY** atas nama **FERDIANA DWI PARWATI**, dengan judul **IMPROVING SPEAKING ABILITY BY USING DO YOU HEAR WHAT I HEAR STRATEGY OF THE ELEVENTH GRADER'S AT SMK MUHAMMADIYAH SEKAMPUNG.**

Pada prinsipnya SMK Muhammadiyah Sekampung bersedia untuk menerima penelitian mahasiswa Saudara/i, dengan catatan mematuhi peraturan yang berlaku di SMK Muhammadiyah Sekampung.

Atas perhatian dan kerjasamanya, kami ucapkan terima kasih.

Wassalamu alaikum Wr. Wb.



Sekampung, 19 Maret 2019
Kepala Sekolah,

HENDRA AGUS WIJAYA, S.E
NBM.1057 445



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
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Nomor : B-3173 /In.28.1/J/PP.00.9/10/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

08 Oktober 2019

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Trisna Dinillah Harya, 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 : Ferdiana Dwi Parwati
NPM : 1501070252
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving Speaking Ability By Using 'Using Do You Hear What I Hear Strategy' Among The Eleventh Graders Of SMK Muhammadiyah Sekampung

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011049

**KEMENTERIAN AGAMA REPUBLIK INDONESIA 84****INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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

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

SURAT TUGAS

Nomor: B-3288/In.28/D.1/TL.01/10/2019

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

Nama : FERDIANA DWI PARWATI
NPM : 1501070252
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK MUHAMMADIYAH SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING SPEAKING ABILITY BY USING 'DO YOU HEAR WHAT I HEAR STRATEGY' AMONG THE ELEVENTH GRADERS OF SMK MUHAMMADIYAH SEKAMPUNG".
 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 : 16 Oktober 2019

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



Jalan Ki. Hajaj 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

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN WILAYAH MUHAMMADIYAH
SMK MUHAMMADIYAH SEKAMPUNG LAMPUNG TIMUR
PROVINSI LAMPUNG



Terakreditasi " B " Nomor : 079/BAP-SM/12-LPG/RKO/2013

Alamat : Jalan Raya Giriklopomulyo Nomor 57 Sekampung Lampung Timur Telp. (0725) 7855139

Nomor : 186/IV.4.AU/F/2019
Lampiran : -
Hal : Surat Penerimaan Research

Kepada Yth.
Wakil Dekan I IAIN Metro
di
Tempat

Assalamu alaikum Wr. Wb.

Wa ba'du, Sebagai balasan surat Nomor : B-3288/In.28/D.1/TL.01/10/2019 perihal : Surat Izin Research penyelesaian Tugas Akhir/Skripsi, dengan ini Kami sampaikan bahwa Kami bersedia menerima mahasiswa Program Studi Pendidikan Bahasa Inggris IAIN Metro untuk melaksanakan Kegiatan tersebut di SMK Muhammadiyah Sekampung.

Demikian surat balasan ini Kami sampaikan, agar dapat dipergunakan sebagai mana seharusnya.

Wassalamu alaikum Wr. Wb.

Sekampung, 30 Oktober 2019

Kepala SMK Muhammadiyah Sekampung,



HENDRA AGUS WIJAYA, S.E.
NBM. 1057 445



**SILABUS MATA PELAJARAN
SEKOLAH MENENGAH ATAS/MADRASAH
ALIAH/SEKOLAH MENEGAH
KEJURUAN/MADRASAH ASLIAH KEJURUAN
(SMA/MA/SMK/MAK)**

**MATA PELAJARAN
BAHASA INGGRIS UMUM**

SILABUS SMK

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan</p>	<p>Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya</p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <p><i>Ungkapan</i></p> <p>menyatakan pendapat/pikiran</p> <p><i>I think ...</i></p> <p><i>I suppose...</i></p> <p><i>In my opinion ...</i></p> <p><i>Unsur Kebahasaan</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya Siswa mengikuti interaksi menyatakan pendapat dan pikiran Siswa menirukan model interaksi menyatakan pendapat dan pikiran Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. <p>Mengeksplorasi</p> <p>Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</p>		<p><i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (<i>learning journal</i>).

RENCANA PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMK Muhammadiyah Sekampung
Materi Pembelajaran	: BAHASA INGGRIS
Kelas/Semester	: XI/1
Materi Pokok	: Asking and Giving Opinion (Speaking)
Alokasi Waktu	: 2 x 45 menit

A. KOMPETENSI INTI (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1	1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris
2.	2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	Menyapa guru dan teman dengan santun
3.	Menyusun teks lisan untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran,	Mengucapkan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan

	dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Menggunakan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan sesuai konteks
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C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik mampu :

1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris dengan tepat dan berterima.

1.2.1 Menyapa guru dan teman dengan santun dalam setiap komunikasi interpersonal pembelajaran dengan tepat dan berterima.

4.2.1 Mengucapkan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar setelah diberi contoh.

4.2.2 Menggunakan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan sesuai konteks dalam kehidupan sehari-hari dengan penuh percaya diri setelah diberi contoh.

D. MATERI PEMBELAJARAN

1. Fungsi sosial

Menyatakan pendapat tentang isu yang sedang hangat dibicarakan secara bertanggung jawab.

2. Struktur teks

Asking and Giving Opinion

Asking Opinion	Giving Opinion
What do you think of..	In my opinion..
Is that right (true) that..	I think..
Do you think it's going..	I fell..
Why do they behave like that?	I believe..
Do you have any idea?	I personally believe..
How do you like that?	I personally think..
Please give me your opinion..	To my mind..
	In my case..
	Well, personally..
	It seems that..

Contoh percakapan berkaitan dengan Asking and Giving Opinion :

***Situation: Trevor and Matt are discussing issues of banning
smartphone in the school.***

Trevor : Have you heard about our school's plan to ban
smartphones in the school?

Matt : Yeah

Trevor : What do you think about it?

Matt : Well, I think that's fair enough.

Trevor : why do you think so?

Matt : You see... Smartphones have caused so much trouble in our class. Remember yesterday's history class? Our teacher got very angry because was interrupt by smartphone ringing many times. This may happen again and again.

Trevor : Eh... Yea...

Matt : Another thing is... Smartphones have caused a kind of stupid competition.

Trevor : What do you mean?

Matt : You know, Everyone seems to compete to have the latest model.

Trevo : Yes, I feel that too.

Matt : So it's a good idea if the school doesn't allow students to use their smartphone in the school.

E. METODE PEMBELAJARAN

Pendekatan : Scientific Approach

Strategi : pengamatan, pemodelan, kerja kelompok, dan mempraktekkan (Role play)

F. MEDIA PEMBELAJARAN

1. Media/alat : Papan tulis, spidol, laptop, proyektor, speaker.
2. Bahan : Buku Paket, video percakapan tentang "Giving and asking opinion".

3. Sumber Belajar : Buku SMA kelas XI yang relavan, internet dan youtube.

G. LANGKAH-LANGKAH PEMBELAJARAN

Tahap	Kegiatan
PENDAHULUAN (10 menit)	
Kegiatan Awal	<ul style="list-style-type: none"> - <i>Apersepsi</i> <ul style="list-style-type: none"> - Menggunakan metode discovery (guru berperan sebagai pembimbing sedangkan siswa dituntut untuk berperan aktif dalam proses pembelajaran). - Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan : sopan santun, peduli). - Mengajak siswa untuk berdoa bersama sebelum pembelajaran dimulai. Mengecek kehadiran siswa (nilai yang ditanamkan : rajin disiplin). - Menyampaikan materi yang akan disampaikan dan tujuan pembelajaran yang akan dicapai. - <i>Motivasi</i> <ul style="list-style-type: none"> - Memberi motivasi untuk siap belajar. - Mengaitkan materi yang akan dipelajari dengan hal menarik. - <i>Penyampaian tujuan pembelajaran</i>

KEGIATAN INTI (70 menit)	
Observation	<ul style="list-style-type: none"> - Siswa mengamati video percakapan “<i>Giving and asking opinion</i>”. - Siswa menjawab pertanyaan secara lisan dari guru
Questioning	<ul style="list-style-type: none"> - Dengan bimbingan guru, Siswa menanyakan bagaimana caranya untuk meminta dan memberi pendapat.
Exploration	<ul style="list-style-type: none"> - Siswa belajar menggunakan ekspresi meminta dan memberi pendapat dengan mengerjakan soal. - Siswa membaca nyaring ekspresi meminta dan memberi pendapat dengan intonasi yang benar
Association	<ul style="list-style-type: none"> - Siswa membandingkan ekspresi antara memberi dan meminta pendapat. - Siswa membuat kesimpulan sementara tentang ekspresi memberi dan meminta pendapat
Communication	<ul style="list-style-type: none"> - Siswa membuat dialog tentang ekspresi memberi dan meminta pendapat sesuai dengan konteks yang diberikan. - Siswa mempraktekkan dialognya di depan kelas (<i>Role play</i>)
PENUTUP (10 menit)	
Penutup	<ul style="list-style-type: none"> - Siswa bersama sama dengan guru menyimpulkan materi yang telah dipelajari. - Siswa dan guru melakukan refleksi terhadap kegiatan

	<p>yang sudah dilaksanakan.</p> <ul style="list-style-type: none"> - Menyampaikan rencana pembelajaran pada pertemuan berikutnya. - Mengakhiri pembelajaran dengan berdoa bersama - Mengucapkan salam
--	--

H. PENILAIAN

1. The Rating Scores Of Oral Test

	<p>pronunciation good - only 2 or 3 grammatical errors - not much searching for words - very few long pauses-fairly easy to understand - very few interruptions necessary - has mastered all oral skills on course.</p>
	<p>pronunciation slightly influenced by L1 – a few grammatical errors but most sentences correct – sometimes searches for words – not too many long pauses – general meaning fairly clear but a few interruptions necessary – has mastered almost all oral skills in course.</p>
	<p>pronunciation influenced a little by L1 – a few grammatical errors but only 1 or 2 causing serious confusion – searches for words – a few unnatural pauses - conveys general meaning fairly clearly – a few interruptions necessary but intention always clear – has mastered most of oral skills on course.</p>
	<p>pronunciation influenced by L1- pronunciation and grammatical errors</p>

	– several errors cause serious confusion – longer pauses to search for word meaning – fairly limited expressions – much can be understood although some effort needed for parts – some interruptions necessary – has mastered only some of oral skills on course.
	several serious pronunciation errors – basic grammar errors – unnaturally long pauses – very limited expression – needs some effort to understand much of it – interruptions often necessary and sometimes has difficulty in explaining or making meaning clearer – only a few of oral skills on course mastered.
	lot of serious pronunciation errors – many basic grammar errors – full of unnaturally long pauses – very halting delivery – extremely limited expressions – almost impossible to understand – interruptions constantly necessary but cannot explain or makemaking clearer – very few of oral skills on course mastered

Each element characteristic is then defined into six chart behavioral statements as stated in the frames above. The writer will objectively see the characteristic of each student's speaking ability whether they achieve 1,2,3,4,5 and 6. In order to ease the computation the writer converts the small score of Heaton to the scale of 100 as follow:

$$6 = 87-100$$

$$5 = 77-86$$

4 = 67-76

3 = 57-66

2 = 46-56

1 = below 45

I. TUGAS

“Buatlah percakapan tentang Asking and Giving Opinion dan kerjakan secara berpasangan (2 atau 3 orang) dengan tema bebas lalu praktekan kedepan kelas”.

Sekampung, September 2019

Collaborator



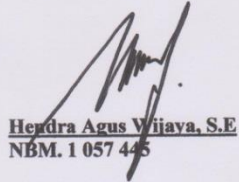
Eka Septiningsih, S.Pd
NBM. 1 295 522

Researcher



Ferdiana Dwi Parwati
NPM. 1501070252

Head Master,



Hendra Agus Wijaya, S.E
NBM. 1 057 445

RENCANA PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMK Muhammadiyah Sekampung
Materi Pembelajaran	: BAHASA INGGRIS
Kelas/Semester	: XI/1
Materi Pokok	: Asking and Giving Opinion (Speaking)
Alokasi Waktu	: 2 x 45 menit

A. KOMPETENSI INTI (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1	1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris
2.	2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	Menyapa guru dan teman dengan santun
3.	Menyusun teks lisan untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran,	Mengucapkan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan

	dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Menggunakan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan sesuai konteks
--	--	--

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik mampu :

1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris dengan tepat dan berterima.

1.2.1 Menyapa guru dan teman dengan santun dalam setiap komunikasi interpersonal pembelajaran dengan tepat dan berterima.

4.2.1 Mengucapkan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar setelah diberi contoh.

4.2.2 Menggunakan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan sesuai konteks dalam kehidupan sehari-hari dengan penuh percaya diri setelah diberi contoh.

D. MATERI PEMBELAJARAN

3. Fungsi sosial

Menyatakan pendapat tentang isu yang sedang hangat dibicarakan secara bertanggung jawab.

4. Struktur teks

Asking and Giving Opinion

Asking Opinion	Giving Opinion
What do you think of..	In my opinion..
Is that right (true) that..	I think..
Do you think it's going..	I fell..
Why do they behave like that?	I believe..
Do you have any idea?	I personally believe..
How do you like that?	I personally think..
Please give me your opinion..	To my mind..
	In my case..
	Well, personally..
	It seems that..

Contoh percakapan berkaitan dengan Asking and Giving Opinion :

Situation: choosing a dress in a department store

Naima : I love these two dresses. But I have to choose one. What do you think? Which one is suited to me?

Naomi : I think the dress which has peach color is suited to you.

Naima : Really? But the blue one has a beautiful design.

Naomi : You're right. But it seems too big to you isn't it?

Naima : Yea...

Naomi : I have an idea! Let's find a dress which has peach color,
but the design is similar to the blue one?

Naima : Yeah... That's sounds good!

E. METODE PEMBELAJARAN

Pendekatan : Scientific Approach

Strategi : pengamatan, pemodelan, kerja kelompok, dan
mempraktekkan (Role play).

F. LANGKAH-LANGKAH PEMBELAJARAN

Tahap	Kegiatan
PENDAHULUAN (10 menit)	
Kegiatan Awal	<ul style="list-style-type: none"> - <i>Apersepsi</i> - Menggunakan metode discovery (guru berperan sebagai pembimbing sedangkan siswa dituntut untuk berperan aktif dalam proses pembelajaran). - Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan : sopan santun, peduli). - Mengajak siswa untuk berdoa bersama sebelum pembelajaran dimulai. Mengecek kehadiran siswa (nilai yang ditanamkan : rajin disiplin). - Menyampaikan materi yang akan disampaikan dan

	<p>tujuan pembelajaran yang akan dicapai.</p> <ul style="list-style-type: none"> - <i>Motivasi</i> <ul style="list-style-type: none"> - Memberi motivasi untuk siap belajar. - Mengaitkan materi yang akan dipelajari dengan hal menarik. - <i>Penyampaian tujuan pembelajaran</i>
KEGIATAN INTI (70 menit)	
Observation	<ul style="list-style-type: none"> - Siswa mengamati video percakapan “<i>Giving and asking opinion</i>”. - Siswa menjawab pertanyaan secara lisan dari guru
Questioning	<ul style="list-style-type: none"> - Dengan bimbingan guru, Siswa menanyakan bagaimana caranya untuk meminta dan memberi pendapat.
Exploration	<ul style="list-style-type: none"> - Siswa belajar menggunakan ekspresi meminta dan memberi pendapat dengan mengerjakan soal. - Siswa membaca nyaring ekspresi meminta dan memberi pendapat dengan intonasi yang benar
Association	<ul style="list-style-type: none"> - Siswa membandingkan ekspresi antara memberi dan meminta pendapat. - Siswa membuat kesimpulan sementara tentang ekspresi memberi dan meminta pendapat
Communication	<ul style="list-style-type: none"> - Siswa membuat dialog tentang ekspresi memberi dan meminta pendapat sesuai dengan konteks yang

	<p>diberikan.</p> <ul style="list-style-type: none"> - Siswa mempraktekkan dialognya di depan kelas (<i>Role play</i>)
PENUTUP (10 menit)	
Penutup	<ul style="list-style-type: none"> - Siswa bersama sama dengan guru menyimpulkan materi yang telah dipelajari. - Siswa dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. - Menyampaikan rencana pembelajaran pada pertemuan berikutnya. - Mengakhiri pembelajaran dengan berdoa bersama - Mengucapkan salam

G. MEDIA PEMBELAJARAN

4. Media/alat : Papan tulis, spidol, laptop, proyektor, speaker.
5. Bahan : Buku Paket, video percakapan tentang “Giving and asking opinion”.
6. Sumber Belajar : Buku SMA kelas XI yang relevan, internet dan youtube.

H. PENILAIAN

2. The Rating Scores Of Oral Test

	<p>Pronunciation good - only 2 or 3 grammatical errors - not much searching for words - very few long pauses-fairly easy to</p>
--	---

	understand - very few interruptions necessary - has mastered all oral skills on course.
	Pronunciation slightly influenced by L1 – a few grammatical errors but most sentences correct – sometimes searches for words – not too many long pauses – general meaning fairly clear but a few interruptions necessary – has mastered almost all oral skills in course.
	Pronunciation influenced a little by L1 – a few grammatical errors but only 1 or 2 causing serious confusion – searches for words – a few unnatural pauses - conveys general meaning fairly clearly – a few interruptions necessary but intention always clear – has mastered most of oral skills on course.
	Pronunciation influenced by L1- pronunciation and grammatical errors – several errors cause serious confusion – longer pauses to search for word meaning – fairly limited expressions – much can be understood although some effort needed for parts – some interruptions necessary – has mastered only some of oral skills on course.
	Several serious pronunciation errors – basic grammar errors – unnaturally long pauses – very limited expression – needs some effort to understand much of it – interruptions often necessary and sometimes has difficulty in explaining or making meaning clearer – only a few of oral skills on course mastered.

	lot of serious pronunciation errors – many basic grammar errors – full of unnaturally long pauses – very halting delivery – extremely limited expressions – almost impossible to understand – interruptions constantly necessary but cannot explain or makemeaning clearer – very few of oral skills on course mastered
--	---

Each element characteristic is then defined into six chart behavioral statements as stated in the frames above. The writer will objectively see the characteristic of each student's speaking ability whether they achieve 1,2,3,4,5 and 6. In order to ease the computation the writer converts the small score of Heaton to the scale of 100 as follow:

6 = 87-100

5 = 77-86

4 = 67-76

3 = 57-66

2 = 46-56

1 = below 45

I. TUGAS

“Buatlah percakapan tentang Asking and Giving Opinion dan kerjakan secara berpasangan (2 atau 3 orang) dengan tema bebas lalu praktekan kedepan kelas”.


Sekampung, September 2019

Collaborator



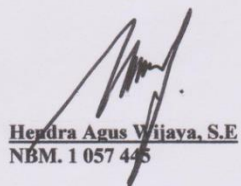
Eka Septiningsih, S.Pd
NBM. 1 295 522

Researcher



Ferdiana Dwi Parwati
NPM. 1501070252

Head Master,



Hendra Agus Wijaya, S.E
NBM. 1 057 445

TEST INSTRUMENT IN PRE-TEST

- TOPIC :**
- **Internet**
 - **Online Games**
 - **Online Shopping**

- Direction :**
1. **Choose based on one the topic above.**
 2. **Kindly speak up in English.**

TEST INSTRUMENT IN PRE-TEST

TOPIC :

- Internet
- ☒ Online Games
- Online Shopping

ck = 92

- F = 21
- A = 18
- P = 13

Direction :

1. Choose based on one the topic above.
2. Kindly speak up in English.

TEST INSTRUMENT IN PRE-TEST

TOPIC :

- Internet
- Online Games
- Online Shopping

AN = 77

- F = 32
- A = 27
- P = 18

Direction :

1. Choose based on one the topic above.
2. Kindly speak up in English.

TEST INSTRUMENT IN POST-TEST 1

- TOPIC :**
- **Global Warming**
 - **Fullday School**
 - **Smoking**

- Direction :**
1. **Choose based on one the topic above.**
 2. **Kindly speak up in English.**

TEST INSTRUMENT IN POST-TEST 1

TOPIC :

- Global Warming
- Fullday School
- Smoking

$$R_1 = (55)$$

$$- f = 27$$

$$- A = 15$$

$$- p = 13$$

Direction :

1. Choose based on one the topic above.
2. Kindly speak up in English.

TEST INSTRUMENT IN POST-TEST 1

TOPIC :

- Global Warming
- Fullday School
- ☒ Smoking

AN = 80

- F = 35
- A = 25
- P = 20

Direction :

1. Choose based on one the topic above.
2. Kindly speak up in English.

TEST INSTRUMENT IN POST-TEST 2

- TOPIC :**
- **Comodo Island**
 - **Borobudur**
 - **Monas**

- Direction :**
- 1. Choose based on one the topic above.**
 - 2. Kindly speak up in English.**

TEST INSTRUMENT IN POST-TEST 2

- TOPIC :**
- **Comodo Island**
 - **Borobudur**
 - **Monas**

- Direction :**
3. **Choose based on one the topic above.**
 4. **Kindly speak up in English.**

TEST INSTRUMENT IN POST-TEST 2

TOPIC :

- Comodo Island

⊖ Borobudur

- Monas

kp : (60)

- f . 25

- A . 22

- p : 13

Direction :

1. Choose based on one the topic above.
2. Kindly speak up in English.

TEST INSTRUMENT IN POST-TEST 2

TOPIC :

- ⊖ Comodo Island
- Borobudur
- Monas

$$AW = (82)$$

$$- F = 40$$

$$- A = 20$$

$$✓ p = 22$$

Direction :

1. Choose based on one the topic above.
2. Kindly speak up in English.

ATTENDANCE LIST OF PRE TEST

CLASS : XI TKJ1

DATE : 30 - 10 - 2019

NO	NAME	SIGNATURE	
1.	ADITYA AGUNG NUGROHO	1. <i>Amu</i>	
2.	AJIB GIANTORO		2. <i>Amu</i>
3.	ANDRE WIJAYA	3. <i>Amu</i>	
4.	ANGGUN NURHIDAYAH		4. <i>Amu</i>
5.	ANTONI ENDI SUCIPTO	5. <i>Amu</i>	
6.	APRIANTO		6. <i>Amu</i>
7.	CAHYA INDAH ROHMAH	7. <i>Amu</i>	
8.	CINDI SETIA AYU		8. <i>Amu</i>
9.	DEVI SEPTIANA SARI	9. <i>Amu</i>	
10.	EMI AMELIA		10. <i>Amu</i>
11.	ERICA CAHYANI RAMADHAN LAMODJONG	11. <i>Amu</i>	
12.	FAHRU ROZI		12. <i>Amu</i>
13.	FERRI ARWANDA	13. <i>Amu</i>	
14.	HENI OKTAVIANA		14. <i>Amu</i>
15.	INDRI TIAS AGATHA	15. <i>Amu</i>	

16.	INDRIANA KUSUMA DEWI		16. <i>Yuni</i>
17.	KADEK PUTRI SETIAWATI	17. <i>Putri</i>	
18.	LILIK KUSUMA WATI		18. <i>Lili</i>
19.	MEILA TRI WULANDARI	19. <i>Meila</i>	
20.	NUR HASANUDIN		20. <i>Nur</i>
21.	NUR RACHMA DAMAYANTI	21. <i>Nora</i>	
22.	PRISMA INDA ARUM SARI		22. <i>Prisma</i>
23.	RANI ISTOQOMAH	23. <i>Rani</i>	
24.	RIO BAYU SAPUTRA		24. <i>Rio</i>
25.	RISKI LESTARI	25. <i>Riski</i>	
26.	ROSTINA RISK FEMINA		26. <i>Rostina</i>
27.	SHINTA NABILA	27. <i>Shinta</i>	
28.	TIK VINURIANTI		28. <i>Tika</i>
29.	UNIK SETIA WATI	29. <i>Unik</i>	
30.	WAHYU NUR ABAYS		30. <i>Wahyu</i>

ATTENDANCE LIST OF POST TEST 1
(First Meeting)

CLASS : XI TKJ 1

DATE : 1 - 11 - 2019








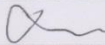
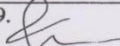
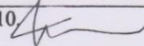
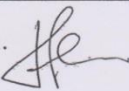




NO	NAME	SIGNATURE	
1.	ADITYA AGUNG NUGROHO	1. <i>Ame</i>	
2.	AJIB GIANTORO		2. <i>Pam</i>
3.	ANDRE WIJAYA	3. <i>Amir</i>	
4.	ANGGUN NURHIDAYAH		4. <i>Amir</i>
5.	ANTONI ENDI SUCIPTO	5. <i>Amir</i>	
6.	APRIANTO		6. <i>Amir</i>
7.	CAHYA INDAH ROHMAH	7. <i>Amir</i>	
8.	CINDI SETIA AYU		8. <i>Amir</i>
9.	DEVI SEPTIANA SARI	9. <i>Amir</i>	
10.	EMI AMELIA		10. <i>Amir</i>
11.	ERICA CAHYANI RAMADHAN LAMODJONG	11. <i>Amir</i>	
12.	FAHRU ROZI		12. <i>Amir</i>
13.	FERRI ARWANDA	13. <i>Amir</i>	
14.	HENI OKTAVIANA		14. <i>Amir</i>
15.	INDRI TIAS AGATHA	15. <i>Amir</i>	

16.	INDRIANA KUSUMA DEWI		16. <i>Ym</i>
17.	KADEK PUTRI SETIAWATI	17. <i>F. Imd</i>	
18.	LILIK KUSUMA WATI		18. <i>J. Lusi</i>
19.	MEILA TRI WULANDARI	19. <i>M. 97</i>	
20.	NUR HASANUDIN		20. <i>Nur</i>
21.	NUR RACHMA DAMAYANTI	21. <i>N. R.</i>	
22.	PRISMA INDA ARUM SARI		22. <i>P. R.</i>
23.	RANI ISTOQOMAH	23. <i>R. I.</i>	
24.	RIO BAYU SAPUTRA		24. <i>R. B.</i>
25.	RISKI LESTARI	25. <i>R. L.</i>	
26.	ROSTINA RISK FEMINA		26. <i>R. F.</i>
27.	SHINTA NABILA	27. <i>S. N.</i>	
28.	TITIK VINURIANTI		28. <i>T. V.</i>
29.	UNIK SETIA WATI	29. <i>U. S.</i>	
30.	WAHYU NUR ABAYS		30. <i>W. N.</i>

ATTENDANCE LIST OF POST TEST 1
(Second Meeting)

CLASS : XI TKJ 1

DATE : 4 - 11 - 2019




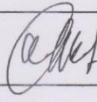




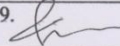
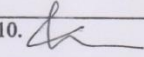
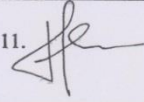


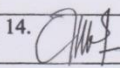

NO	NAME	SIGNATURE	
1.	ADITYA AGUNG NUGROHO	1. 	
2.	AJIB GIANTORO		2. 
3.	ANDRE WIJAYA	3. 	
4.	ANGGUN NURHIDAYAH		4. 
5.	ANTONI ENDI SUCIPTO	5. 	
6.	APRIANTO		6. 
7.	CAHYA INDAH ROHMAH	7. 	
8.	CINDI SETIA AYU		8. 
9.	DEVI SEPTIANA SARI	9. 	
10.	EMI AMELIA		10. 
11.	ERICA CAHYANI RAMADHAN LAMODJONG	11. 	
12.	FAHRU ROZI		12. 
13.	FERRI ARWANDA	13. 	
14.	HENI OKTAVIANA		14. 
15.	INDRI TIAS AGATHA	15. 	

16.	INDRIANA KUSUMA DEWI		16. <i>Yuni</i>
17.	KADEK PUTRI SETIAWATI	17. <i>P. T. T. T.</i>	
18.	LILIK KUSUMA WATI		18. <i>Lily</i>
19.	MEILA TRI WULANDARI	19. <i>M. T. W.</i>	
20.	NUR HASANUDIN		20. <i>Nur</i>
21.	NUR RACHMA DAMAYANTI	21. <i>N. R. D.</i>	
22.	PRISMA INDA ARUM SARI		22. <i>P. I. A.</i>
23.	RANI ISTOQOMAH	23. <i>R. I.</i>	
24.	RIO BAYU SAPUTRA		24. <i>R. B. S.</i>
25.	RISKI LESTARI	25. <i>R. L.</i>	
26.	ROSTINA RISK FEMINA		26. <i>R. R. F.</i>
27.	SHINTA NABILA	27. <i>S. N.</i>	
28.	TITIK VINURIANTI		28. <i>T. V.</i>
29.	UNIK SETIA WATI	29. <i>U. S. W.</i>	
30.	WAHYU NUR ABAYS		30. <i>W. N. A.</i>

ATTENDANCE LIST OF POST TEST 2
(First Meeting)

CLASS : XI TKJ I

DATE : 6 - 11 - 2019

NO	NAME	SIGNATURE	
1.	ADITYA AGUNG NUGROHO	1. 	
2.	AJIB GIANTORO		2. 
3.	ANDRE WIJAYA	3. 	
4.	ANGGUN NURHIDAYAH		4. 
5.	ANTONI ENDI SUCIPTO	5. 	
6.	APRIANTO		6. 
7.	CAHYA INDAH ROHMAH	7. 	
8.	CINDI SETIA AYU		8. 
9.	DEVI SEPTIANA SARI	9. 	
10.	EMI AMELIA		10. 
11.	ERICA CAHYANI RAMADHAN LAMODJONG	11. 	
12.	FAHRU ROZI		12. 
13.	FERRI ARWANDA	13. 	
14.	HENI OKTAVIANA		14. 
15.	INDRI TIAS AGATHA	15. 	

16.	INDRIANA KUSUMA DEWI		16. <i>YMW</i>
17.	KADEK PUTRI SETIAWATI	17. <i>Amis</i>	
18.	LILIK KUSUMA WATI		18. <i>Luz</i>
19.	MEILA TRI WULANDARI	19. <i>Mud</i>	
20.	NUR HASANUDIN		20. <i>Muz</i>
21.	NUR RACHMA DAMAYANTI	21. <i>Nas</i>	
22.	PRISMA INDA ARUM SARI		22. <i>Amr</i>
23.	RANI ISTOQOMAH	23. <i>Amf</i>	
24.	RIO BAYU SAPUTRA		24. <i>Agg</i>
25.	RISKI LESTARI	25. <i>Eludif</i>	
26.	ROSTINA RISK FEMINA		26. <i>Amul</i>
27.	SHINTA NABILA	27. <i>Sudif</i>	
28.	TITIK VINURIANTI		28. <i>Tus</i>
29.	UNIK SETIA WATI	29. <i>Nas</i>	
30.	WAHYU NUR ABAYS		30. <i>Wny</i>

ATTENDANCE LIST OF POST TEST 2
(Second Meeting)

CLASS : XI TKJ I

DATE : 7 - 11 - 2019

NO	NAME	SIGNATURE	
1.	ADITYA AGUNG NUGROHO	1. 	
2.	AJIB GIANTORO		2. 
3.	ANDRE WIJAYA	3. 	
4.	ANGGUN NURHIDAYAH		4. 
5.	ANTONI ENDI SUCIPTO	5. 	
6.	APRIANTO		6. 
7.	CAHYA INDAH ROHMAH	7. 	
8.	CINDI SETIA AYU		8. 
9.	DEVI SEPTIANA SARI	9. 	
10.	EMI AMELIA		10. 
11.	ERICA CAHYANI RAMADHAN LAMODJONG	11. 	
12.	FAHRU ROZI		12. 
13.	FERRI ARWANDA	13. 	
14.	HENI OKTAVIANA		14. 
15.	INDRI TIAS AGATHA	15. 	

16.	INDRIANA KUSUMA DEWI		16. <i>YHM</i>
17.	KADEK PUTRI SETIAWATI	17. <i>Putri</i>	
18.	LILIK KUSUMA WATI		18. <i>Lili</i>
19.	MEILA TRI WULANDARI	19. <i>Meila</i>	
20.	NUR HASANUDIN		20. <i>Nur</i>
21.	NUR RACHMA DAMAYANTI	21. <i>Nur</i>	
22.	PRISMA INDA ARUM SARI		22. <i>Prisma</i>
23.	RANI ISTOQOMAH	23. <i>Rani</i>	
24.	RIO BAYU SAPUTRA		24. <i>Rio</i>
25.	RISKI LESTARI	25. <i>Riski</i>	
26.	ROSTINA RISK FEMINA		26. <i>Rostina</i>
27.	SHINTA NABILA	27. <i>Shinta</i>	
28.	TITIK VINURIANTI		28. <i>Titik</i>
29.	UNIK SETIA WATI	29. <i>Unik</i>	
30.	WAHYU NUR ABAYS		30. <i>Wahyu</i>

**OBSERVATION SHEET OF THE STUDENTS ACTIVITY IN CYCLE I
(FIRST MEETING)**

NO	NAME	THE STUDENTS ACTIVITY				TOTAL
		1	2	3	4	
1	AA	✓	✓			2
2	AG	✓				1
3	AW	✓		✓		2
4	AN	✓	✓	✓	✓	4
5	AS	✓				2
6	AP	✓	✓			2
7	CR		✓	✓		2
8	CS		✓	✓		2
9	DS	✓	✓	✓	✓	4
10	EM	✓		✓		2
11	ER	✓		✓		2
12	FR	✓				1
13	FA	✓				1
14	HO	✓	✓	✓	✓	4
15	IA	✓	✓			2
16	IK	✓	✓	✓	✓	4
17	KP			✓		1
18	LK	✓				1
19	MT		✓			1
20	NH	✓	✓	✓		3
21	NR			✓		1
22	PI			✓		1
23	RI	✓				1
24	RB		✓			1
25	RL			✓		1
26	RR	✓	✓	✓	✓	4
27	SN	✓	✓	✓	✓	4
28	TV	✓		✓		2
29	US	✓	✓			2
30	WN	✓	✓			2
TOTAL		22	16	17	7	62

NOTE :

1. The Students listen carefully to the recording.
2. The Students write the statement on the notes.
3. The Students answer the question.
4. The Students activiness in group activity.

**OBSERVATION SHEET OF THE STUDENTS ACTIVITY IN CYCLE I
(SECOND MEETING)**

NO	NAME	THE STUDENTS ACTIVITY				TOTAL
		1	2	3	4	
1	AA	✓	✓	✓		3
2	AG	✓	✓	✓	✓	4
3	AW	✓	✓	✓	✓	4
4	AN	✓	✓	✓	✓	4
5	AS	✓		✓		2
6	AP	✓	✓			2
7	CR			✓		1
8	CS		✓	✓		2
9	DS	✓	✓	✓	✓	4
10	EM	✓		✓		2
11	ER	✓		✓		2
12	FR	✓				1
13	FA	✓	✓			2
14	HO	✓	✓	✓	✓	4
15	IA	✓	✓			2
16	IK	✓	✓	✓	✓	4
17	KP			✓		1
18	LK	✓				1
19	MT		✓			1
20	NH		✓	✓	✓	4
21	NR			✓		1
22	PI	✓		✓		2
23	RI	✓				1
24	RB		✓			1
25	RL	✓	✓			2
26	RR	✓	✓	✓	✓	4
27	SN	✓	✓	✓	✓	4
28	TV	✓		✓		2
29	US	✓	✓	✓		3
30	WN	✓	✓	✓	✓	4
TOTAL		24	19	20	10	73

NOTE :

1. The Students listen carefully to the recording.
2. The Students write the statement on the notes.
3. The Students answer the question.
4. The Students activeness in group activity.

**OBSERVATION SHEET OF THE STUDENTS ACTIVITY IN CYCLE II
(FIRST MEETING)**

NO	NAME	THE STUDENTS ACTIVITY				TOTAL
		1	2	3	4	
1	AA	✓	✓	✓		3
2	AG	✓	✓	✓	✓	4
3	AW	✓	✓	✓	✓	4
4	AN	✓	✓	✓	✓	4
5	AS	✓		✓		2
6	AP	✓	✓	✓		3
7	CR	✓		✓		2
8	CS	✓	✓	✓		3
9	DS	✓	✓	✓	✓	4
10	EM	✓	✓	✓		3
11	ER	✓		✓		2
12	FR	✓		✓		2
13	FA	✓	✓		✓	3
14	HO	✓	✓	✓	✓	4
15	IA	✓	✓			2
16	IK	✓	✓	✓	✓	4
17	KP	✓		✓		2
18	LK	✓	✓			2
19	MT		✓	✓		2
20	NH	✓	✓	✓	✓	4
21	NR	✓		✓		2
22	PI	✓	✓	✓		3
23	RI	✓	✓			2
24	RB	✓	✓			2
25	RL	✓	✓		✓	3
26	RR	✓	✓	✓	✓	4
27	SN	✓	✓	✓	✓	4
28	TV	✓		✓	✓	3
29	US	✓	✓	✓		3
30	WN	✓		✓	✓	3
TOTAL		29	22	24	13	88

NOTE :

1. The Students listen carefully to the recording.
2. The Students write the statement on the notes.
3. The Students answer the question.
4. The Students activeness in group activity.

**OBSERVATION SHEET OF THE STUDENTS ACTIVITY IN CYCLE II
(SECOND MEETING)**

NO	NAME	THE STUDENTS ACTIVITY				TOTAL
		1	2	3	4	
1	AA	✓	✓	✓	✓	4
2	AG	✓	✓	✓	✓	4
3	AW	✓	✓	✓	✓	4
4	AN	✓	✓	✓	✓	4
5	AS	✓	✓	✓		3
6	AP	✓	✓	✓	✓	4
7	CR	✓	✓	✓		3
8	CS	✓	✓	✓	✓	4
9	DS	✓	✓	✓	✓	4
10	EM	✓	✓	✓		3
11	ER	✓	✓	✓		3
12	FR	✓		✓		2
13	FA	✓	✓	✓	✓	4
14	HO	✓	✓	✓	✓	4
15	IA	✓	✓	✓		3
16	IK	✓	✓	✓	✓	4
17	KP	✓		✓		2
18	LK	✓	✓			2
19	MT		✓	✓		2
20	NH	✓	✓	✓	✓	4
21	NR	✓	✓	✓		3
22	PI	✓	✓	✓		3
23	RI	✓	✓			2
24	RB	✓	✓	✓	✓	4
25	RL	✓	✓	✓	✓	4
26	RR	✓	✓	✓	✓	4
27	SN	✓	✓	✓	✓	4
28	TV	✓	✓	✓	✓	3
29	US	✓	✓	✓	✓	4
30	WN	✓	✓	✓	✓	4
TOTAL		29	27	28	18	102

NOTE :

1. The Students listen carefully to the recording.
2. The Students write the statement on the notes.
3. The Students answer the question.
4. The Students activeness in group activity.

DOCUMENTATION GUIDANCE

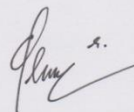
1. Documentation about historical background of SMK Muhammadiyah Sekampung.
2. Documentation about condition of the teachers and official employes of SMK Muhammadiyah Sekampung.
3. Documentation about students of SMK Muhammadiyah Sekampung.
4. Documentation about structural organization of SMK Muhammadiyah Sekampung.
5. Documentation about facilities of SMK Muhammadiyah Sekampung.
6. Documentation about sketch of location SMK Muhammadiyah Sekampung.

FIELD NOTES

Cycle		Note Students Attitude
Cycle 1	1 st meeting	<ul style="list-style-type: none"> ➤ Some of the students still confused in following the learning group. ➤ Most of the students were not accountable about their answer. ➤ Most of the students were not confidence in sharing the ideas. ➤ Some of the students did not the assignments.
	2 nd meeting	<ul style="list-style-type: none"> ➤ Some of the students began interested in the learning group. ➤ Some of the students were accountable about their answer. ➤ Some of the students were confidence in sharing ideas. ➤ Some of the students could do the assignment easily.
Cycle 2	1 st meeting	<ul style="list-style-type: none"> ➤ Some of the students were enjoyed following the learning group. ➤ Most of the students were accountable about their answer. ➤ The students could be more confidence in sharring ideas. ➤ Most of the students could do the assignment easily.
	2 nd meeting	<ul style="list-style-type: none"> ➤ Some of the students were active in the learning group. ➤ Most of the students enjoyed the new learning strategy. ➤ Most of the students coul be more accountable about their answer. ➤ Most of the students were confidence in sharing their ideas to the other. ➤ Most of the students could do the task easily.

Sekampung, November 2019

Collaborator



Eka Septiningsih, S.Pd
NBM. 1 295 522

DOCUMENTATIONS

1. Pre-Test Activity

Picture 1



The Condition of class doing pre-test.

2. Treatment Activity

Picture 2



The Researcher play the audio in the class.

Picture 3



The Students Hear the audio in the class.

Picture 4



The Students collaboration with their seat group.

3. Post test 1 Activity

Picture 5



The Condition of studens doing post-test 1

4. Treatment Activity Cycle II

Picture 6



The Condition of studens doing post-test

CURRICULUM VITAE



The name of the researcher is FERDIANA DWI PARWTI. She was born in Sragen, on February 1th 1997. She was the second daughter of Mr. Parimin and Mrs. Sutiana. She has one oldest sister. Her name is Yuliana Dewi Parwati. She lives in Nabang Baru East Lampung.

She was enrolled her study in the Kindergarten of Raudatul Athfal Ma'arif NU 31 Hargomulyo on 2002 and graduated 2003. She continued her study at SDN 2 Hargomulyo on 2003 until 2009. In line with her focus on the study, she continued her study at SMPN 2 Sekampung on 2009 and graduated on 2012. She decided to continue her study at SMK Muhammadiyah Sekampung and took majoring in computer network engineering on 2012 until 2015. Then, at the same year, she was registered as a S1 student of English Education Department of State Institute of Islamic Studies (IAIN) of Metro.