

AN UNDERGRADUATE THESIS

**THE IMPLEMENTATION OF BILINGUAL METHOD ON
THE STUDENTS' SPEAKING PERFORMANCE AT THE
ELEVENTH GRADE MA AL HUDA TULUNG BALAK
EAST LAMPUNG**

BY:
SITI ROHMAH LULU MUTHOHAROH
St. Number.1501070125



Tarbiyah and Teacher Training Faculty
English Education Department

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

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ELEVENTH GRADE MA AL HUDA TULUNG BALAK
EAST LAMPUNG**

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

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STUDENTS' SPEAKING PERFORMANCE AT THE ELEVENTH
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Assalamu'alaikum Wr.Wb.

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

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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.

Wassalamu'alaikum Wr.Wb.

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Assalamu'alaikum Wr.Wb.

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

Wassalamu'alaikum Wr.Wb.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE IMPLEMENTATION OF BILINGUAL METHOD ON THE STUDENTS' SPEAKING PERFORMANCE AT THE ELEVENTH GRADE MA AL HUDA TULUNG BALAK EAST LAMPUNG, written by Siti Rohmah Lulu Muthoharoh, student number 1501070125, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 23th December 2019 at 08.00 – 10.00 am.

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**THE IMPLEMENTATION OF BILINGUAL METHOD ON THE
STUDENTS' SPEAKING PERFORMANCE AT THE ELEVENTH GRADE
MA AL HUDA TULUNG BALAK EAST LAMPUNG**

ABSTRACT

BY

Siti Rohmah Lulu Muthoharoh

This research conducted in order to implementation Bilingual Method on the students' speaking performance. In conducting this research, the researcher used Classroom Action Research (CAR). The researcher taught Bilingual Method on the students' speaking performance at the eleventh grade MA Al Huda Tulung Balak. This research consisted of two cycles and each cycle consisted of four elements, they are: planning, acting, observing, and reflecting. Each cycle conduct two meeting. To collect and analyze the data, the researcher used the students' score in pre-test and post-test and information from observation to support data collected.

The result of this research shows that the implementations of bilingual method in learning teaching in students' speaking performance motivate the students to study English and increasing their speaking performance. The students' responses showed that they are interesting in learning. Moreover, the analysis of the data showed that there was a significant difference of students' achievement in the pre-test and post-test. The students' average in pre-test was 57,5, the average score in post-test I was 69,5, and the average score in post-test II was 75,25. The students' percentage who passed the minimum mastery criteria (MMC) in pre-test was 15%, in post-test I was 50%, and post-test II was 80%.
Key Word: Students' Speaking Performance, Bilingual Method

**PENERAPAN METODE BILINGUAL PADA PENAMPILAN
BERBICARA SISWA KELAS SEBELAS MA AL HUDA TULUNG BALAK
LAMPUNG TIMUR**

ABSTRAK

BY

SitiRohmah Lulu Muthoharoh

Penelitian ini dilaksanakan untuk mengimplementasikan metode bilingual pada kemampuan berbicara siswa. Dalam melaksanakan penelitian ini, peneliti menggunakan Penelitian Tindakan Kelas (PTK). Peneliti menggunakan Bilingual Method untuk meningkatkan kemampuan berbicara siswa di MA. Al Huda Tulung Balak. Penelitian ini terdiri dari dua siklus dan tiap siklus terdiri dari empat unsur: perencanaan, pelaksanaan, observasi, dan refleksi. Setiap siklus terdiri dari dua pertemuan. Untuk mengupulkan dan menganalisis data, peneliti menggunakan hasil pre-test dan post-test dan informasi dari observasi untuk mendukung pengumpulan data.

Hasil penelitian ini menunjukkan bahwa penggunaan bilingual method dalam mengajar speaking di kelas sebelas MA. Al Huda Tulung Balak dapat memotivasi siswa untuk belajar bahasa Inggris dan meningkatkan kemampuan speaking mereka. Respon dari siswa menunjukkan bahwa mereka tertarik dalam pembelajaran dan hasil aktivitas belajar siswa juga meningkat. Disamping itu data analisis menunjukkan bahwa ada perbedaan yang signifikan pada pencapaian siswa dalam pre-test dan post-test, nilai rata-rata siswa dalam pre-test mencapai 57,5. Pada post-test 1 mencapai 69,5, dan post-test 2 mencapai 75,25. Presentase siswa yang lulus kriteria ketuntasan minimal (KKM) pada pre-test sebesar 15%, pada post-test 1 sebesar 50%, dan pada post-test 2 sebesar 80%.

Kata Kunci: Penampilan berbicara siswa, Metode Bilingual

STATEMENT OF RESEARCH ORIGINALITY

The undersigned;

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

Metro, December 2019

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

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MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ

“O you who believe ! Seek assistance through patience and prayer. Surely, Allah is with the patience”. (Al-Baqorah: 153)

DEDICATION PAGE

The undergraduate thesis would dedicate to the:

1. My beloved parents Mr.Sandi and Mrs.Supiyati who always pray and support to be efficacious in my study.
2. My beloved sister Rebini, and brothers (Seh Maulana and Samngani) and all of the people whom I love.
3. My almamater IAIN Metro.

ACKNOWLEDGEMENT

In the name of Allah, the most gracious and the most merciful. All praise is Allah almighty, who has given the mercy, direction and guidance to us. The invocation and regard may go to the greatest prophet Muhammad peace is upon him, to his family, his friends as well as to us.

There were many helpful individuals involved in accomplishing this undergraduate thesis that the writer could not mention one by one. The researcher would like to thanks and appreciate to Mr. Ahmad Subhan Roza as sponsor and Mrs. Trisna Dinillah Harya, M.Pd as Co-sponsor. Who have constantly given their endorsement, time, and guidance so that the research could finish this undergraduate thesis. The writer also gives his thanks to all family and friends who have given support and spirit.

Finally, the writer hopes that this little piece of work can be useful for her and for all the readers and also this paper an contribute soothing to the better of English teaching and learning in general.

Metro, December2019

The Writer



SITI ROHMAH LULU MUTHOHAROH
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CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is tool to communication among speaker to the listener. There are many language in this world, from traditional language, national language until international language. The kind of language that used to communication is based on speaker and listener that communicate, because the goal of communication is to give information from speaker to the listener, so, both have to understand with language that used.

Nowadays, as the millennial generation, students are prosecuted to can communicate using International Language. It means is English, so, to realize it, the government compulsory every school from Junior High school until university to learn English. Speaking is very important, because speaking is principal of a foreign language. By speaking we can communicate with people from other country to get or give idea and exchange the information.

Bilingualism is a ability of someone to use two language with fluently. Someone that use bilingualism it means is bilingual. The example of bilingualism is when someone can speak two languages like Indonesian can speak Indonesia and speak English like a native speaker. Someone who have bilingualism its mean bilingual.

In teaching speaking, as a teacher we should be teaches how to speak. The goal of teaching speaking is to make students have bilingualism skill. It means are students can use Indonesian language as the national language and use English as the International language. Not easy to realize it, so the students begin learning English since in the Junior High school. Moreover, there are elementary schools that add English as extracurricular or an extra hour to support skill of student in English.

Then, in senior High school, speaking is one of skill of English that should be understood by students. But, sometimes there are many problem for teach speaking, start form confidence of student, vocabulary and habits. The students are afraid to begin speak because low confident and less vocabulary. They are difficult to make sentences what will speak.

Moreover, in Elementary school, English is not must to learned, so skill English in their self is low especially is vocabulary. Except it, they fell English is odd lesson, so, many students is dislike learning English. Then to motive students speakEnglish, the teacher needmethods, strategies, technique and approach to teach speaking. One of them is bilingual method. The teacher explains the material using two languages. The teacher translete in the mother language to easier understand. This strategy can become habit of student to listen English speaking and add new vocabulary to students and then can speak English is better.

Finally, the reseacher tries to observe the students speaking performance on the eleventh grader of MA AL HUDA TULUNG

BALAK, EAST LAMPUNG. The researcher has conducted a pre survey on August 1st 2019. I found the most of the students have difficulties in learning English especially on the speaking performance.

Based on the pre-survey conducted by the researcher by observation in the English class, it can be getting the data which show in the table below:

Table 1.1

The Data of Pre-Survey of Speaking Performance in English Subject at the Eleventh Grade of MA AL HUDA TULUNG BALAK, EAST LAMPUNG

Affective Aspect	Categories	Students	Percentage
Speaking Performance	≥ 75	2	10%
	$= 75$	3	15%
	≤ 75	10	75%
Total		20	100%

Based on the pre-survey data, the researcher found that there are five students achieved Minimal Mastery Criteria (MMC) because of They are more active than other.

In this case, researcher tries to research the implementation of the bilingual method on the students' speaking performance in the eleventh grader of MA AL HUDA TULUNG BALAK, EAST LAMPUNG.

B. Problem Identification

Based on the background of the study above, some problems are identifying as follows :

1. The students have less confidence to explore something in the class.

2. The students have low vocabulary
3. The students have less habit speak English
4. Most of students have less interest to study English

C. Problem Limitation

In line with the problem mentioned above, the researcher limits the problem in the two problems which is most of the student's low vocabulary and less habit speaking English in learning process. Therefore the researcher implemented bilingual method on the students speaking performance at eleventh grade of MA AL HUDA TULUNG BALAK EAST LAMPUNG.

D. Problem Formulation

Based on the background of the study and problem identification above, the reseacher formulates the problem in this research is "Can the bilingual method be implemented on the students speaking performance at eleventh graders of MA AL HUDA TULUNG BALAK EAST LAMPUNG?".

E. Objective and Benefits of the Study

Generally, the objective of this study is to know implementation of the bilingual method on the students speaking performance.

1. The Objective of the Study

- a. To know students' speaking performance

- b. To implementation of bilingual method on the students' speaking performance at eleventh grade of MA AL HUDA TULUNG BALAK EAST LAMPUNG.

2. The Benefits of the Study

- a. For the students

As a stimulate students to can speak English.

- b. For the Teacher

This study hopefully can overcome the problem in the English teaching learning process.

- c. For the Headmaster

As anuseful input for headmaster in improving the quality of learning in the school.

- d. For another researche:

As the new knowledge for the other researcher and it may help them to develop the researcher.

F. Prior research

There are many researcher that had done researcher about bilingualism. One of researcher is WiwikSuhartami with her entitled "Language Choice in Child Bilingualism: A Case Study of Two Bilingual Children. This research focus to know how to function the codes rather than just to master them. It is important to know under what conditions alternates are employed this study is aimed to investigate under what conditions the bilingual children alternate the codes in their daily lives in

multilingual circumstances”. This case study tries to give details about two bilingual children acquiring Javanese and Indonesian as their first language at their infancy and Indonesian as the second language.¹

The second researcher is Vina Ardian SP. with her entitled “The Implementation in the Teaching Learning at Activities International Standrdized School”. This research focus on how bilingualism can use in the teaching learning activities so far, especially on the Mathematics and Science Subject. In this research, the researcher conducted descriptive qualitative research.²

The third researcher is Devia Elva with her entitled “The Implementation of Bilingual Method in Teaching Chemistry to the second year Students of RSBI Class at SMA Negeri 1 Boyolali in 2010/2011 Academic Year. This research describe the procedures of Chemistry teaching-learning process, problems are faced by the teacher, and students’ responses to the implementation of bilingual method in teaching Chemistry. This descriptive research involves describing and interpreting events, condition, or situation of the present. The subjects of the study are the Chemistry teacher and the second year students of RSBI class at SMA Negeri 1 Boyolali.³

¹WiwikSuhartami,“Language Choice in Child Bilingualism: A Case Study of Two Bilingual Children,(Yogyakarta: Shanta Dharma University,1996).

²VinaArdian SP, “The Implementation in the Teaching Learning At Activities International Standrdized School”, (Surakarta:UniversitasSebelasMaret, 2010).

³DeviaElva,“The Implementation of Bilingual Method in Teaching Chemistry to the second year Students of RSBI Class at SMA Negeri 1 Boyolali in 2010/2011”,(Surakarta:UniversitasMuhammadiyah, 2011).

The differences of this research with other are, this research is focus on the implementation of bilingual method on students' speaking performance. In before research is done in the International Standard School, but in this research, the researcher tries to research National Standard School with background religion. Then, in the research above, used bilingual method in general subject, like mathematics, chemistry, and science subject, but, in this research, the researcher used bilingual method especially in the English Classroom.

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Speaking

According to Chaney, speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Then Brown and Burns and Joyce defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information. And then, Bygate defined speaking as the production of auditory signals to produce different verbal responses in listeners.⁴

Based on explanation of expert above, the writer can conclude that speaking is interactive process between speaker to the listener by using verbal and non-verbal symbols to tell information. Speaking can include on the one speaker and one listener or one speaker and more than one of listener.

Then, speaking performance is presenting yourself to an audience in an agreeable way; performance is demonstrated as you “deliver” the speech.⁵ Someone can show him or his performance in front of other by direct or indirect example is present material in the class or become

⁴ Lai-Mei Leong, “An Analysis of Factors Influencing Learners’ Speaking Skill”, School of Educational Studies, Universiti Sains Malaysia, Malaysia, *International Journal of Research in English Education*, 35.

⁵ John Sheireir, *Shut up and Speak* (United States of America: Essential Guide lines for public speaking in school, work and life, 2002)35.

speaker in training. So, speaking performance is not only spoken but also show about him or his performance.

1. Type of Speaking Performance

There are six type of speaking performance in the calssroom. The six similiar categories apply to the kinds of oral production that students are expected to carry out in the classroom. The type are imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue).⁶

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent numerating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain form of language.

⁶H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition* (California: San Fransisco State University, 2001) 271-274

c. Responsive

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

Such speech can be meaningful and authentic:

T: How are you today?

S: Pretty good, thanks, and you?

T: What is meaning idea in this essay?

S: The United Nations should have more authority

S1: So, what did you writer for question number one?

S2: Well, I wasn't sure, so I left it blank.

d. Transactional (dialogue)

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

T: What is the main idea in this essay?

S: The United Nations should have more authority.

T: More authority than what?

S: Than it does right now.

T: What do you mean?

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

T: You don't think the UN has that power now?

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

e. Interpersonal (dialogue)

Interpersonal dialogue carried out for the purpose of maintaining social relationship than for the transmission of fact and information.

For example :

Amy : Hi, Bob, how's it going?

Bob : Oh, so-so

Amy : Not a great weekend, huh?

Bob : Well, far be it from me to criticize, but I'm pretty miffed about last week.

Amy : what are you talking about?

Bob : I think you know perfectly well what I'm talking about.

Amy : Oh that..... How come you get so bent out of shape over something like that?

Bob : well, whose fault was it, huh?

Army : Oh, wow, this is great. Wonderful. Back to square one. For crying out loud, Bob, I thought we'd settled this before. Well, what more can I say?

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

f. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or imprompt.

2. Problem in Speaking

According to Ur explain that there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use⁷.

a. Inhibition

When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts⁸

b. Nothing to say

We often hear the students complain when the teacher require the students to say use foreign language, they complain about “what is should I say?” they have not motivate to express themselves. So, they are unknown what would to say.

c. low or uneven participant

In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all.

⁷Urr.Penny, *A Course in Language teaching practice and theory*, (Cambridge:1996)121.

⁸Tuan H, “*Factor Affecting to Speaking Performance*,”*Asian Journal of Educational Research*, University of Thu Dau Mot, Vietnam, 201,10.

d. Mother-tongue use

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it; because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes-particularly the less disciplined or motivated ones-to keep the target language.

When we will improve speaking on the foreign language we would have habit to speak use foreign language. Habit use foreign language of students can use in the classroom, home, and around school. Learning use two languages can become habit of student to listen foreign language then can try to practice to speak it. They are want to know about what will they say. In addition the habit, students also have motivates to speak foreign language.

3. Characteristics of a Successful Speaking Activity

On the book Ur with the titled "*A Course in Language teaching practice and theory*", explained that Characteristics of a successful speaking activity there are four; learners talk a lot, participation is even, motivation is high, and language is of an acceptable level⁹.

⁹Urr.Penny, *A Course in Language teaching practice and theory*.,120.

a. Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b. Participation is even

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

c. Motivation is high

Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

4. Testing of Speaking

The ability of speaking to the test is not only one. According to Weir to assessment the speaking abilities, he classified into five analytic speaking criteria as follows:

Table 2.1
Analytic Speaking Criteria¹⁰

Aspect	Category	Indicators
Fluency	4 (Excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The students hesitates and repeat himself at times but can generally maintain a flow of speech, although she/he may need an occasional prompt
	2 (adequate)	Speech is low and hesitant, maintains speech in a passive manner and needs regular prompt.
	1 (fair)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.

¹⁰Weir, *Language Testing and Validation*, (United States: Palgrave Macmillan, 2005) 195-196.

	1 (fair)	Word are unintelligible
Vocabulary	4 (excellent)	Effective use vocabulary for the task with few inappropriate.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2 (adequate)	Limited use of vocabulary with frequent inappropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical Accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentences structure and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional Strategies	4 (excellent)	Interact effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.

	1 (fair)	Understanding and interaction minimal
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B. The Concept of Bilingual Method

Bilingualism and multilingualism can be studied both as an individual and as a societal phenomenon. In an individual phenomenon, such as how someone has ability to be able master two or more languages in childhood or later, how the mind represent these language, and how they are put to use in speaking and writing and for comprehension become central.¹¹

Then, Romaine explains that multilingualism is not the unacceptable or minority phenomenon's for many English speakers suppose it to be. On the learners' and teachers' first language could significantly influence the verbal behavior of both groups leading situations in which codes are switched and switching.¹²

Bilingualism based on Titone in Hamers said that bilingualism is the individual's ability to speak a second language conceptually and structured rather than paraphrasing their mother tongue.¹³ Then, according to Mohanty in Hamers, bilingualism is social communicative dimension, when he says that 'bilingual persons or communities are those with ability to meet the communicative demands of the self and the society in their normal functioning in two or more language in their interaction with the

¹¹Sandra Lee Mc Kay and Nancy H. Harnberger. *Sociolinguistics and Language Teaching* (New York;Cambridge University Press,1996), 47.

¹²12 Suzanne Romaine. *Multilingualism* (UK; Blackwell Publisser, 2001),512.

¹³Hamers, *Bilinguality and Bilingualism*, (United Kingdom; Cambridge University, 2004).6

other speakers of any or all of these language'.¹⁴ And then According to Grosjean, there are several definition of bilingualism, others are the following:¹⁵

- a. Bilingualism is widespread phenomenon: perhaps half the world's population is bilingual. It is difficult to find a truly monolingual society.
- b. Bilingualism is a natural phenomenon, neither a problem nor an asset but quite simply a fact of life that should be dealt with in as unbiased away as possible.
- c. Bilingualism is a social as well as psychological phenomenon. It develops linguistic fluency to extend needed for communication.

Based on definition above, the writer can conclude that bilingualism is an ability to use two languages. Someone can called have bilingualism when she or he can use native language like he or she use his/her mother tongue. Then, to someone that has bilingualism ability is called bilingual.

There are two factors can be make someone have spoken bilingualism, the factors are:

- a. Marriage and Heritage

Some communities grow up to second generation or heritage, bilinguals who unlike their parents may be dominant in

¹⁴*Ibid.*

¹⁵Francois Grosjean, "Life with two language: An Introduction to Bilingualism", Linguistic Society of America Vol.60, No.3(Sep, 1984),pp.633-636.

the majority language.¹⁶ Sometime, someone can speak in the two languages because their parents are different country, example the father from American and mother from Indonesian. It can be motive the children use two languages to interaction with father's family and mother's family.

b. Visitors and Immigrants

Someone who comes to different territory certainly should understand the language that use in there to communicate with local occupation. When someone will visit to other country, she or he would to know language in country will be visit to communicate. Moreover, move or still in other country also can be motive to speak two languages or speak native language to interaction with environment.

1. The Definition Of Bilingual Method

Prof. C.J. Dodson Wales developed the bilingual method of foreign language teaching, as a counterpart of the audiovisual method and he set out to make improvements to the audio-visual method. In this method, there are two revolutionary principles based on the results of scientifically controlled experiments in primary and secondary schools.¹⁷

¹⁶Barbara E Bullocj and Almeida , Toribio. *Linguistic-Code Switching* (New York;Cambridge University Prees, 2009). 8.

¹⁷Satya Sri Durga, "English Language Teaching: The Bilingual Method", (Bhasyam High Shool; India. ISSN: 2456-8104, Issue 8, Vol. 2, 2018).3

Principles of The Bilingual Method:

- The understanding of words and sentences in foreign languages can be made easier by the use of mother tongue.
- There is no need to create artificial situations for explaining the meaning of words and sentences of the target language.
- Bilingual method is the combination of the Direct method and the Grammar translation method.

The three P's are the three main stages of any language lesson. First, you present material. Then you all practice together and students are expected to produce something with their new knowledge.

2. Implementation of Bilingual Method

Bilingual teachers may practice both languages in class purposely. By mingling the two languages at convinced times, they can alleviate the cognitive load on students while exhibiting the goal of bilingual functioning. In effective preoccupation methods, languages may not be swapped in the same time.¹⁸

This method allows the teacher and pupils to use two languages; one is the target language to be learnt and the other mother-tongue which is used to achieve the target language English. The teacher frequently reads and transforms the text into mother tongue of the

¹⁸P. Santosh, K. Meenakshi, "English Language Teaching through Bilingual Method for engineering students with reference to Indian context", Research India Publications: International Journal of Applied Engineering Research ISSN 0973-4562 Volume 10, Number 20 (2015) .41384137

pupil. In bilingual method there are three main stages of any language lesson, or the traditional three P's:

- a. Presentation : in this stage, the teacher explains the lesson using mother language or the teacher translates English subject in Indonesian language to understand of students.
- b. Practice : After the teacher explains the lesson, the teachers invite the students to practice together.
- c. Production : finally, the teacher requires the students to practice alone or make a group.

3. Advantages and Disadvantages of Bilingual Method

There are several advantages and disadvantages of Bilingual Method :

a. Advantages of Bilingual Method

- 1) This method emphasizes on speech practice and provides greater practice in speaking.
- 2) English suits both rural and urban schools and makes use of linguistic habits formed during learning mother-tongue.
- 3) It makes Pupil learn two languages at a time and save time, energy and labour of the teacher.
- 4) It facilitates even an average teacher of English to teach the lesson successfully.
- 5) It does not require any teaching aids and is suitable to all kinds of students.

b. Disadvantages of Bilingual Method

- 1) This method is still in an experimental stage and ignores other aspects like reading and writing.
- 2) It neglects systematic teaching of grammar and makes students passive listeners.
- 3) It makes pupils unable to think freely and they become dependent on their mother tongue.
- 4) It is sometimes rather impossible to provide a correct mother-tongue equivalent.
- 5) A contrast between the features of the two languages is likely to confuse students.¹⁹

C. Action Hypothesis

Based on the above, the writer formula test the hypothesis, the hypothesis as follows:

“Bilingual method can be implemented on the student’s speaking performance at the eleventh grade of MA. Al Huda Tulung Balak East Lampung”.

¹⁹Ibid.,4

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operational Definition of Variables

The researcher conducts Classroom action research at MA Al Huda TulungBalak in this research. There are two variable in this research, Independent variable and Dependent variable.

Variable can be defined a general, class of object, event, situations, characters, and attributes that are of interest to the researcher.²⁰The operational definition of variable is direction how to determine of the variables that are independent variable and dependent variable.

1. Independent Variable

Independent variable of this research is bilingual method in a learning process. In this research, researcher used test and observation to know about the condition of the students, especially in the score of speaking subject and also to know the strategy that used by teacher when they were teaching speaking.

2. Dependent Variable

Dependent variable of this research is student's speaking performance (variable Y). Variable Y or dependent variable was measured by a test. In this research, the researcher explored the student's speaking performance.

²⁰ Mark and Peter, *Introduction Quantitative Research Method*, (New Delhi : Sage Publications, 200

This variable could be measured by using oral test that was monologue test. The test has been given two times, which are before the treatment or called as pre-test and after the treatment or called as post-test. The test is only question that is to describe something according to the title. The students got the score according to rubric measurement of descriptive speaking performance categories include fluency, pronunciation, vocabulary, grammatical accuracy and comprehension. Each categories has speaking score criteria include, good, fair, and bad.

B. Setting research

The setting of this research is MA Al HudaTulungBalak East Lampung, which is located in Jl.Kayangan, TulungBalak, Batanghari Nuban, East Lampung, kodepos 34154.E-Mail [:alhuda.tulungbalak@gmail.com](mailto:alhuda.tulungbalak@gmail.com).

C. Subject and Object of The Research

The subject of this research is the eleventh grader of MA Al Huda Tulung Balak. The total of students are 20 students. While, the object of this research is bilingual method in the learning process

Tabel 2

Data of the Subject of the Research

No	Class	Sex		Total
		Male	Female	
1	XI	11	9	20

D. Action plan

1. Classroom action research

Classroom action research is a method of finding out what works best in your own classroom so that you can improve student learning.²¹

It means that action research is a way to investigate teaching and learning process in class. Action research is a pecision about teaching and learning process in class actions, which deliberately rise and occur together in a classroom.²²

In the Classroom Action Research, the researcher conducted the research in two cycles. There is a relationship between one and the others. They are: planning, acting, observing, reflecting. Those steps can be seen in the following design:

²¹Julian Hermida, "The What, Why and How of Classroom Action Research", dalam [www. Julianhermida .com](http://www.julianhermida.com) diunduh pada 9 Juli 2018.

²²Heidi watt in Nazar Alam Hamdani & Dodi Herman. *Calsroom Action Research*, (Rahayasa, 2008), p.44.

Figure 3.1 Design of classroom actions research

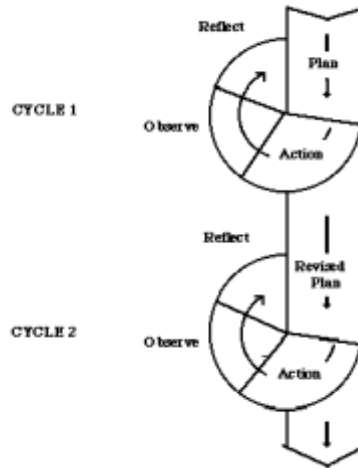


Figure 1. 'The Action Research Spiral' (Kemmis and Mc Taggart)²³

In this classroom action research the researcher used the procedure of Kemmis and Mc Taggart design. It consists of four phases within one cycle they are planning, acting, observing, and reflecting. If the first cycle finished and still found any problem and there was no improvement. It is necessary to continue to the second cycle with same phases which consist of four phases which consist of four phases: planning, acting, observing, reflecting.

a. Cycle 1

1) Planning

There are four steps that will be applied in this stage:

- a) The researcher prepares the lesson plan, procedure, media, and relevant material.
- b) The researcher prepares source learning

²³ David Hopkins, *A Teacher's Guide to Classroom Research*, (New York:OpenUniversity Press, 2008), p. 51

- c) The researcher determines the bilingual method to be applied in acting phase.
- d) The researcher makes the criteria of success.

2) Acting

This step is implementation of the planning, the researcher acts as follows:

a) Pre-teaching activities

- Praying and greeting the students.
- Checking the attendance list.
- Asking the students condition.
- Choosing the appropriate with the material going to be taught.

b) While teaching process

- Doing pre – test
- The teacher gives material using English.
- The teacher clears the material using Indonesia language or translates English in to Indonesia language.
 - How to use expressions of inviting formal way.
 - Give respond of inviting (accepting or refusing).
- The teacher asks the students to memorize the expressions of inviting formal way.

- The teacher gives example conversation about inviting formal way.
- The teacher invites the students to make conversation about inviting .

c) Post-teaching activities

- The teacher requires the students makes conversation about inviting, than speak up in front of class.
- The teacher gives conclusion about the material.
- Doing post - test cycle 1
- The teacher is closing the class.

3) Observing

In this step, the researcher observes the students' activity by using observation sheet. It is to write some indications, not only good indication but the bad one also is written. Such as: students' good participants, and students' performance the conversation in front of class. The important things in teaching learning process are noted by researcher. The result of observation will be used in doing action in the next cycle.

4) Reflecting

Reflection is the last step in this process. The researcher analyzes and discusses the observation result during teaching process, like the weakness and strength from

the action in this step; the researcher use the data from evaluation to make improvement for the second cycle. The researcher decide that the next cycle focus on the weakness in preview cycle.

b. Cycle 2

1) Planning

Planning is the first step in each activity. Without planning the activity the researcher dose will not be focus. Here is step that researcher can make in planning:

- a) The researcher prepares the lesson plan, procedure, media, and relevant material.
- b) The researcher prepares source learning
- c) The researcher determines the technique Bilingual Method to be applied in acting phase.
- d) The researcher makes the criteria of success.

2) Acting

This step is implementation of the planning, the researcher acts as follows:

1) Pre-teaching activities

- a) Praying and greeting the students.
- b) Checking the attendant list.
- c) Asking the students condition.

d) Choosing the appropriate with the material going to be taught.

2) While teaching process

a) The teacher asks the students about inviting.

b) The teacher explains about formal and informal inviting letter.

c) The teacher clears the material using Indonesia language or translates English in to Indonesia language.

d) The teacher and students makes example of inviting card together.

3) Post-teaching activities

a) The teacher requires the students to make inviting card and present in front of class orally.

b) Doing post-test cycle 2

c) The teacher closing the class.

3) Observing

In this step, the researcher observes students' activity, their participation, students' ability to answer the question and make note about the learning process.

4) Reflecting

Reflection is the last step in this process. The researcher analyzes and discusses the observation result during teaching

process, like the weakness and strength from the action in this step and teacher performance whether is positive or negative.

E. Data Collecting Method

In collecting data, the researcher used this method to collect data in this class actions research.

1. Test

According to Donal Ary, a test of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.²⁴ So, Lorraine said that a test is a formal, systematic, usually paper and pencil procedure for gathering information about peoples' cognitive and affective characteristics.²⁵ Moreover, the researcher will use test as a data collection method to measure both of the variable. In this research, the tests use in this study was pre-test and post-test.

a. Pre-test

The researcher does pre-test before treatment. This test does to know speaking performance of students. In this research, the type of the test is oral test and the kinds of this test are monolog. The students introduce their self and then the researcher asks more about identity of the student. Based on the dialogue between researcher and the students, the researcher get data about speaking

²⁴Ary.Donal.At.All, *Introduction to Research In Education*, (USA: Wadsworth, Cengage Learning,2010),p.201

²⁵Gay.R.Lorraine, *Educational Researc Competencies for Analysis and Applications*,(USA: Pearson, 2012),p.154

performance of students about how can the students answer and give response of the researcher's question. The data will be analyzed after the treatment has been given to the students.

b. Post-test

The Post-test have been given after the treatment. In this research, the researcher conducted two post-test. The first test is the researcher give task to the students to make conversation and then speak up the conversation in front of class. This post-test does to know their speaking performance. The type of test is oral test. Then, the data from the test would be comparing to the pre-tests data. And then, the second post-test, researcher tasks the students to make invitation card, after that the student present orally in front of class.

2. Documentation

Documentation as the method which is used to get information's from written language of. The researcher used the documentation method to get detail information's about history of the school, employers, students and structure organization at eleventh grade of MA Al Huda East Lampung. Here were the lists of the documentations:

- a. Documentation about historical background of MA Al Huda Tulung Balak, East Lampung.

- b. Documentation about facilities of MA Al Huda Tulung Balak, East Lampung.
- c. Documentation about structural organization of MA Al Huda Tulung Balak, East Lampung.
- d. Documentation about sketch of location MA Al Huda Tulung Balak, East Lampung.
- e. Documentation about students of MA Al Huda Tulung Balak, East Lampung.

3. Observation

In the context of science, observation means more than just observing the world around us to get ideas for research.²⁶ Observation also refers to the process of making careful and accurate measurement, which is distinguishing feature of well-conducted scientific investigation. In this case the researcher directly organized observation in the field research. The researcher will take the data of the student's present continuous tense test result in MA Al Huda Tulung Balak, East Lampung.

4. Field Note

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes descriptions of places, people, objects, acts, activities, events,

²⁶John Wiley and Sons Inc, *Essential of Research Design and Methodology* (Hoboken: New Jersey, 2005) p.6

purposes, times and feelings.²⁷ In this research, the researcher will use field note to record the student's activity during the learning process.

F. Instrument of the Research

1. Speaking Test Question

To measure students' performance of the eleventh graders of MA. Al Huda Tulung Balak. The researcher will apply some speaking tests that consist of pre-test and pos-test. Both of the tests about inviting formal way and respond of this expressions (accepting or refusing).

2. Observation sheet

In order to observe the learning activity and each cycle, the researcher will use observation sheet. It deals with learning activity such as:

- a. Interaction with classmate
- b. Reactions to particular students, optimal productive pairs and groups of the classroom are more vocal.
- c. Frequency of the student-initiated responses
- d. Quality of teaches-elicited responses
- e. Affective states (apparent self-esteem, extroversion, anxiety, and motivation,).
- f. Students' verbal and nonverbal response to materials, types of activities, teaching styles.²⁸

²⁷Ibid., 526.

G. Data Analysis Technique

Analysis of the data means studying the tabulated material in order to determine meaning. A plan of analysis can and should be prepared in advance before the actual collection of material.²⁹ A data analysis technique that is used in this research is descriptive statistical analysis. To find the average of students' score and percentage of students' score then the result is matched by minimum standard.

Descriptive statistical analysis is concerned with numerical description of particular group observed and any similarity to those outside the group cannot be taken for granted. The data describe one group and that one group only.³⁰ Data analysis will be conducted by quantitative data and qualitative data. The quantitative data will be conducted by step by taking the average score of the pre-test and post-test in cycle 1 and cycle 2. Qualitative data will be conducted by observation. To get the average score of pre-test and post-test the formula is:

$$\bar{x} = \frac{\sum x}{N}$$

Note: \bar{x} = Average

$\sum x$ = The total number of student's score

N = Total of students³¹

²⁸H Brown Douglas, *Language Assessment Principles and Classroom Practices*, (San Francisco, California, 2003), p. 267,268.

²⁹Yoges Kumar Sign, *Fundamental of Research Methodology and Statistics*, (New Delhi: Age International Publisher,2006),p.232

³⁰Ibid.p.233

³¹Ary. Donald and jacobs. Lucy cheser,*Introduction to Research in Education*,(Canada: Wode Worth Cengaga Learning, 2010), p. 110

In gaining student's activity in learning process it can be inferred that the result use the formula as follow:

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

Note: P = The class precentage

F = Frequence of student activity

N = Total of the students

H. Indicator of the Success

The indicator of success takes from the process and the result of the classroom action research. Then, the research called success when there is 70% of students could pass the target Minimum Mastery Criteria (MMC) at the school at least 75 and 70 % students can participate in learning process.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. History of MA Al Huda Tulung Balak

This research was conducted at the Madrasah Aliyah Al Huda Tulung Balak. It was bulding on July 2015. The location of Madrasah Aliyah Al Huda Tulung Balak in Kayangan street, Tulung Balak, District Batanghari Nuban, Sub district East Lampung.

The geographical location of Madrasah Aliyah Al Huda Tulung Balak is near with division of East Lampung and center Lampung, especially in the border of Tulung Balak village that border on Kedaton 1 village. The South is a resident's house. The North is the Madrasah Tsanawiyah Al Huda Tulung Balak and boarding school of Al Huda. The West is boarding school of Al Hudaand the east is resident's house of Kedaton 1.

Since the establishment of Madrasah Aliyah Al Huda Tulung Balak from 2015 until 2017, there have been two changes to the Head of Madrasah as follows:

Table 4.1
The History of Changing Headmaster in MA. Al Huda Tulung Balak

No.	Name	Year
1.	Wiwin, S.Pd	2015 until 2017
2.	Fatkhur Rozaq, S.Pd.I	2017 untilnow

2. The profile of school

School : MA Al Huda Tulung Balak
Address : Kayangan Street, Tulung Balak, Distric.
Batanghari Nuban, Sub Distric. East
Lampung
Status : Private
Handphone : 0852-1234-4902
Email : alhudatulungbalak@gmail.com

3. Condition of Teacher and Official Employers at MA. Al Huda Tulung Balak

The teacher and official employers in MA. Al Huda Tulung Balak, in academic year 2019/2020 can be identified as follows:

Table 4.2

Condition of Teacher and Official Employers at MA. Al Huda Tulung Balak in Academic Year 2019/2020

No	Name	Sex	Occupation
1	Fatkhur Rozaq, S.Pd.I	Male	Headmaster
2	Muhammd Dzihab Aminudin Sukri, S.Pd	Male	Vice of curriculum
3	Abdullah, S.Pd.I	Male	ASWAJA Teacher
4	Ponirin, S.Pd.I	Male	Fikih Teacher
5	Nurul Emita Sari, S.Pd	Female	Biology Teacher
6	Diah Septiani, S.Pd	Female	English Teacher

7	Fitri Wulan Sari, S.Pd	Female	Mathematics Teacher
8	Siti Fatoyah, S.Pd	Female	Islamic Education Teacher
9	Elly Rosdiana, S.Pd	Female	English Teacher
10	Widya Nanda, S.Pd	Female	Art and Culture Teacher
11	Riki Ardiansyah, S.Pd	Male	Tahfidz Teacher
12	Tri Yutanto, S.Pd	Male	Qur'an Hadiths Teacher
13	Sutijah, M.Pd	Female	History of Indonesia Teacher
14	Riyan Firmando, S.Pd.I	Male	Sociology Teacher
15	Vindra Prisbinawan, S.Pd	Male	Chemistry Teacher
17	M. Khafidz Habibi, S.Pd	Male	Handicraft Teacher
18	Vita Lestari, S.Pd	Female	Indonesian Teacher
19	Ratih Purwasih, S.Pd	Female	Sport Teacher
20	Yunita Prasetyo Wati, S.Pd	Female	Indonesian Teacher
21	Siti Fatoyah, S.Pd.I	Female	Treasurer
22	Riki Ardiansyah, S.Pd	Male	Operator of School
23	Soleh Jamaludin	Male	Administration staff
24	Indri	Male	Security Officer

Source: *The school officer's data of the MA Al Huda Tulung Balak in academic year 2019/2020*

4. Quantity Students of MA. Al Huda Tulung Balak

The quantity of the students at MA. Al Huda Tulung Balakbe identified as follows:

Table 4.3
Students Quantity of MA. Al Huda Tulung Balak in Academic Year 2019/2020

No	Class	Sex		Total
		Male	Female	
1.	ClassX	5	6	11
2.	ClassXI	11	9	20
3.	Class XII	11	11	22
TOTAL		27	26	53

5. Building of MA. Al Huda Tulung Balak

The condition of facilities at MA. Al Huda Tulung Balak in academic year 2019/2020 can be seen on the table below:

Table 4.4
Building of MA. Al Huda Tulung Balak in Academic Year 2019/2020

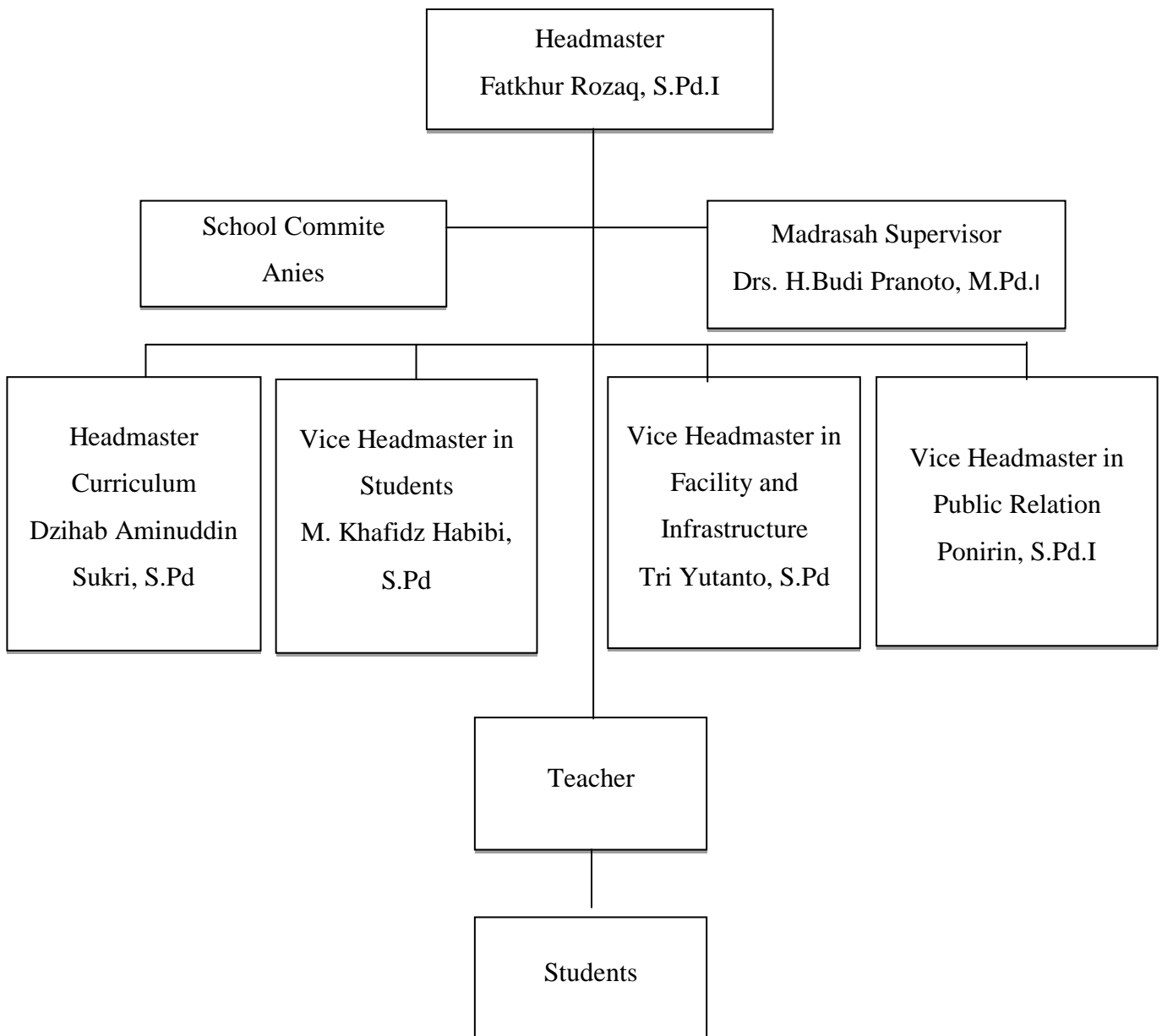
No	Names of Building	Total	Condition
1.	Headmaster Room	1	Good
2.	Teachers Room	1	Good
3.	Administration Room	1	Good
4.	Mosque	1	Good
5.	<i>Musholla</i>	1	Good
6.	Library	1	Good
7.	Kitchen	1	Good
8.	Class Room	3	Good
9.	Canteen	1	Good

6. Organization Structure of MA Al Huda Tulung Balak

The organization structure of MA Al Huda Tulung Balak in academic year 2019/2020 can be seen in the figure as follows:

Figure 4.1

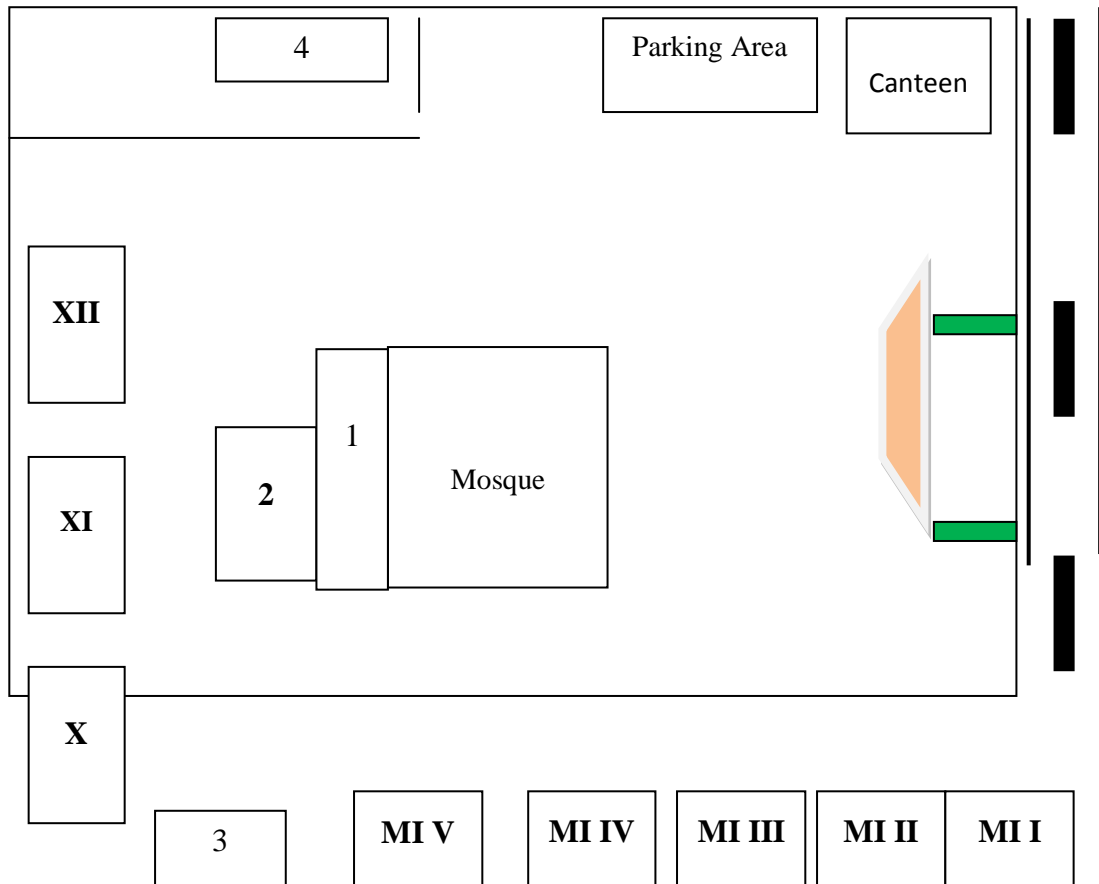
Organization Structure of MA Al Huda Tulung Balak



7. Location Sketch of A. Al Huda Tulung Balak

Figure 4.2

Location Sketch of MA. Al Huda Tulung Balak in Academic Year 2019/2020



Note :

- | | |
|--------------------------|--------------------|
| 1 : Head Master's Office | 3. Toilet |
| 2 : Teachers' office | 4. Boarding school |

2 Research Finding Description

This research used Classroom Action Research. It was conducted in two cycles. The students result was gotten through test that was given to the students in the begin research and in the end every cycle, while the activity data was gotten from the observation the learning activity was conducted.

In this research, the researcher collaborated with Mrs. Diah Septiana, S.Pd as the English Teacher of eleventh grader of students at MA Al Huda Tulung Balak. Before implementation the treatment the researcher and collaborator prepared the lesson plan. One cycle in the research accomplish in two meeting.

This research concerned four steps in every cycle; they are planning, acting, observing, and reflecting. These were research finding of cycle 1 and cycle 2 by every step inside.

1. Action and learning at pre-test
 - a. Pre-test activity

This learning was conducted on August, 26th2019 for 2x45 minutes. In this meeting the researcher was being a teacher and the collaborator was being observer. The collaborator opened the class by greeting, praying, and checking attendance, and asking the student's condition. And then the collaborator gave for 70 minutes to the researcher completely. The researcher told the students that the researcher would conduct the research in their class to know

about the students' speaking performance before giving an action, in the first meeting was used as the pre-test. The kind of test is introducing their self in front of class orally. In around 10 minutes, the researcher gave a little explanation about material that would discuss in the next meeting.

The pre-test was done for 30 minutes to measure how far the students have mastered the material which have given. The pre-test is not finish in the first meeting because the students' there is agenda about the Independent Day, so, researcher continue the pre-test on August, 28th 2019, before the first treatment.

b. The students' score of pre-test

Table 4.5
The Students Speaking Performance Score in Pre-Test

No	Name	Score	MMC = 75
1	AJ	60	Incomplete
2	AN	65	Incomplete
3	AK	60	Incomplete
4	AR	50	Incomplete
5	AG	45	Incomplete
6	DT	40	Incomplete
7	ER	65	Incomplete
8	FA	75	Complete
9	FW	60	Incomplete
10	NR	60	Incomplete
11	NA	75	Complete
12	RA	60	Incomplete
13	TP	60	Incomplete
14	UL	60	Incomplete
15	VS	40	Incomplete
16	WA	40	Incomplete
17	YB	75	Complete
18	NM	45	Incomplete

19	MR	70	Incomplete
20	YA	45	Incomplete
Total score		1150	
Average		57,5	
Highest score		75	
Lowest score		40	

Based on the table above, the researcher measured the frequency of students' score in pre-test could be seen as follow:

Table 4.6
Frequency of students' speaking performance score in pre-test

	Score	Frequency	Percentage	Category
1	≥ 75	3	15%	Complete
2	< 75	17	85%	Incomplete
TOTAL		20	100%	

Based on the result above, it can be seen that the highest is 75 and the lowest score was 40 so the average score of pre-tes was 57,5. From the table above, that were 17 (85%) students who got the below target score and 3 (15%) students got ≥ 75 score. Than, based on the result of pre-tes, it could be seen that the target based on Minimum Mastery Criteria (MMC) had not been achieved yet.

2. Cycle 1

a. Planning

In this stage the researcher and the collaborator prepared several things related to teaching and learning process such as prepare the lesson plan and instrument that would be examined as post-test in cycle 1. The researcher also planned to give evaluation

to measure how far the materials that haven been taught can be accepted by the students.

b. Acting

1) The first meeting

The first meeting was used as the implementation the action in the cycle 1. The first meeting was conducted on August, 28th 2019 for 2x45 minutes. The meeting was started by praying, greeting, checking the attendance list, and asking the students condition. Before going to the material, the researcher asked to the students about inviting.

After that, the teacher explained about the expressions of inviting using bilingual method. The researcher explained to the students in their native language about the expressions of inviting, accepting and refusing. Then, the researcher writes the expressions and then translates in Indonesian language. After that the researcher gave some vocabulary in the form of a list. So the researcher asks the students to memorizing the vocabulary.

In this stage, the condition of the class was not effective because there many students who were noisy, students were less active in teaching and learning process. In the end of meeting, the researcher gave motivation to the students and

stimulating the students to conclude the material. And then, the teacher was closing the meeting.

2) The second meeting

The second meeting was conducted on September, 2nd2019 for 2x45 minutes. It started by praying, greeting, checking attendance list and asking about students' condition. The researcher continued the material of the last meeting, than the researcher gave them the post-test to the students. The kind of the test was made conversation about inviting with their friend. One group includes two students. After that, in the next meeting researcher conduct post-test 1 about students' speaking performance on September, 4th2019. The post-test 1 was students speak up in front of class about their conversation.

Table 4.7
The students' speaking performance score in post-test 1

No	Name	Score	MMC = 75
1	AJ	75	Complete
2	AN	75	Complete
3	AK	70	Incomplete
4	AR	60	Incomplete
5	AG	60	Incomplete
6	DT	65	Incomplete
7	ER	75	Complete
8	FA	85	Complete
9	FW	80	Complete
10	NR	80	Complete
11	NA	85	Complete
12	RA	70	Incomplete

13	TP	60	Incomplete
14	UL	70	Incomplete
15	VS	55	Incomplete
16	WA	60	Incomplete
17	YB	75	Complete
18	NM	55	Incomplete
19	MR	75	Complete
20	YA	55	Incomplete
Total score		1390	
Average		69,5	
Highest score		85	
Lowest score		55	

Table 4.8
Frequence of Students' speaking performance Score in Post-Test 1

No	Score	Frequency	Precentage	Category
1	≥ 75	10	50%	Complete
2	< 75	10	50%	Incomplete
TOTAL		20	100%	

From the result of post-test 1, it can be seen that the highest was 85 and the lowest score 55. so the average score of post-test 1 was 69,5. Then, that were 10 (50%) students who got the below target of score (under the MSC) and 10 (50%) students got above score from the MSC. Then, based on the result of post-test 1, it could be seen that the target based on Minimum Standard Criteria (MSC) has not been achieved yet. But the result of the students test was better than the students test before giving treatment.

c. Observation

The observation was done by researcher and collaborator during learning process. There were some observation that had been done such as; observation on the students' activities, and observation on the result of the evaluation. These were explanations from the points above:

1) The Students Activities Result

In classroom action research, every meeting in cycle 1 was done by researcher and collaborator, she was Mrs. Diah Septiana, S.Pd as an English teacher at MA Al Huda Tulung Balak. The researcher was conducted the learning process and collaborator observed the situation of teaching and learning that happen in the classroom.

Table 4.9

The result of students' learning activities in cycle 1

No	Students' activities	Frequency	Percentage (%)
1.	Giving respond to the teacher's explanation question.	7	35%
2.	Answering the question from the teacher.	11	35%
3.	Giving attention to the teacher's explanation.	10	50%
4.	Active in the discussion	12	60 %
5.	Doing the task	20	100%
Total Percentage			61%

The table above shows that not all the students active in the teaching learning process. There were 7 students who gave respond to the teacher's explanation question, 11 students who answer question from the teacher, 10 students giving attention to the teacher's explanation, 12 students active in the discussion and there are 20 students done the test.

2) The result of Teachers' Activities Observation

During learning process, the teacher's activities were observed by observer. The activities were done by the understanding about the material. The result of teacher's activities in observation sheet could be seen on table 3.10 below:

Table 4.10

The result of teachers' learning activities in cycle 1

Teacher Activities	Good	Enough	Less
1. Pre teaching			
a. Prepare the lesson plan	√		
b. Prepare the media that will be used			√
c. The teacher greets the students	√		
d. The teacher does socializing example asking their health condition	√		

2. While teaching			
a. The teacher explains to the students use English language about expressions of formal invitation.	√		
b. The teacher writes the expressions of formal invitation and some sentences as example.	√		
c. The teacher gives some vocabulary in the form of a list		√	
d. The teacher asks the students to memorizing the vocabulary		√	
e. The teacher asks the students to translate the sentences	√		
f. The teacher gives the students time to ask question if they do not understand	√		
3. Post teaching			
a. Conclude the result of learning	√		
b. Close the learning process	√		
TOTAL	9	2	1
Total score	12		

Based on the table above, it could be seen that the teacher's activities during learning process achieved 12 score. 9 score is good, 2 score is enough and 1 score is less. 3 good score and 1 less score in pre teaching. 4 good score and 2 score enough in while teaching. 2 good score in post teaching.

d. Evaluation

Evaluation was given in cycle 1 are pre-test in beginning of learning and post-test was given at the end of learning. From the

result of pre-test that was given the researcher obtained the result: the highest score was 75 and the lowest score was 45. The average at the pre-test was 57,5. Than the result of post-test 1 that was given the researcher obtained the result, the highest score was 85 and the lowest score was 55. The average score of post-test 1 was 69,5. It showed that there was any significant effect between pre-test and post-test 1 in this cycle.

e. Reflecting

In this step, the researcher concluded that cycle 1 did not run well because most of students did not achieve the standard score. It can be seen from the result of pre-test score and post-test 1 score. Besides that, most of students' scores had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle 1, there were some problems that found, as follow:

- 1) There were some students that show unenthusiastic to the teacher's explanation.
- 2) Some students not be able to remember the expressions of inviting.
- 3) Some students did not ask and answer the teacher's question about meaning of the expressions.

Based on the result of reflecting in cycle 1, there were some problems to be revision in cycle 2, as follow:

- 1) Teacher kindly gave more detail explanation about the material and gave question after explained the material.
- 2) Teacher kindly guided the students who not be able to remember the expressions of inviting.
- 3) Teacher kindly gave stimulus to the students for example by giving reward to the students who brave answered the question.

Tabel 4.11
The Comparison Students' Speaking Performance Score in
Pre-Test and Post-Test 1

No	Name	Score	MMC = 75	Score	MMC = 75	Category
1	AJ	60	Incomplete	75	Complete	Increased
2	AN	65	Incomplete	75	Complete	Increased
3	AK	60	Incomplete	70	Incomplete	Increased
4	AR	50	Incomplete	60	Incomplete	Increased
5	AG	45	Incomplete	60	Incomplete	Increased
6	DT	40	Incomplete	65	Incomplete	Increased
7	ER	65	Incomplete	75	Complete	Increased
8	FA	75	Complete	85	Complete	Increased
9	FW	60	Incomplete	80	Complete	Increased
10	NR	60	Incomplete	80	Complete	Increased
11	NA	75	Complete	85	Complete	Increased
12	RA	60	Incomplete	70	Incomplete	Increased
13	TP	60	Incomplete	60	Incomplete	Constant
14	UL	60	Incomplete	70	Incomplete	Increased
15	VS	40	Incomplete	55	Incomplete	Increased
16	WA	40	Incomplete	60	Incomplete	Increased
17	YB	75	Complete	75	Complete	Constant
18	NM	45	Incomplete	55	Incomplete	Increased
19	MR	70	Incomplete	75	Complete	Constant
20	YA	45	Incomplete	55	Incomplete	Increased
Total score		1150			1390	
Average		57,5			69,5	
Highest score		75			85	
Lowest score		40			55	

Based on the data above, the researcher measured the frequency of students' score in pre-test and post-test 1 could be seen as follow:

Table 4.12

The Comparison Frequency of Students' Score in Pre-Test and Post-Test 1

	Score	Category	Pre-Test		Post-Test 1	
			F	P	F	P
1	≥ 75	Complete	3	15 %	10	50%
2	< 75	Incomplete	17	85 %	10	50%
Total			20	100%	20	100%

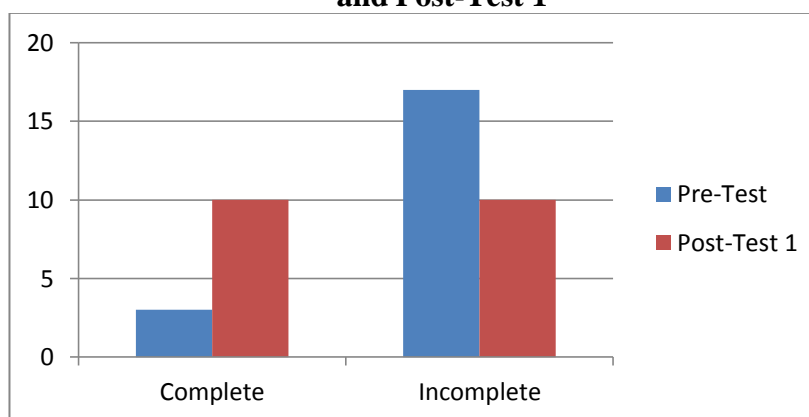
Notes:

F: Frequency

P: Percentage

Graph 4.1

The Comparison Frequency of Students' Score in Pre-Test and Post-Test 1



3. Cycle 2

In this stage need to be held the cycle 2 to repair the weakness in the cycle 1. The step of cycle 2 as follow:

a. Planning

Based on the observation and reflection in cycle 1, it showed failure. So the researcher and collaborator try to evaluate it and arrange the planning for cycle 2. Therefore, the researchers prepared the lesson plan, prepared the material, prepared the instrument and tried to identify the problems and found the cause of problems and try to overcome the problems.

b. Acting

1) The first meeting

The first meeting was done on September, 9th 2019 for 2x45 minutes. This meeting was opened by greeting, praying, asking the students' condition, checking the attendance list and motivating the students in this meeting. The researcher gave invitation card more interested in teaching and learning process. So it can make students interest in learning.

After that, the researcher was explaining the material about invitation. The researcher explains to the students in their native language about the inviting card. And then the researchers gave the example of invitation card and explain it. After that the researcher gave some vocabulary in the form of a list. So the researcher asks the students to memorizing the vocabulary.

After the teacher explain and give vocabulary, the teacher invited the students to make invitation card together. The teacher stimulated students to give their idea and then the teacher wrote the students idea in the blue board.

The conditions of this class in this meeting more effective than before because the students more understand the meaning of the material and sentences in their native language after using Bilingual method. In the end of meeting, the researcher gave motivation to the students and stimulating the students to conclude the material. And then, the teacher was closing the meeting.

2) The second meeting

The second meeting was conducted on September, 11th2019. It started by praying, greeting, checking attendance list and asking about student's condition. The researcher continued the material of the last meeting. The teacher require to the students made invitation card, than the teacher inform to the students that the next meeting, the teacher would gave them the post-test. The kind of the test was inviting their friends in front of class using their invitation card. After that, in the next meeting researcher conduct post-test 2 about students' speaking performance on September, 16th2019.

Table 4.13
The students' speaking performance score in post-test 2

No.	Name	Score	MMC= 75
1.	AJ	80	Complete
2.	AN	80	Complete
3.	AK	75	Complete
4.	AR	75	Complete
5.	AG	75	Complete
6.	DT	75	Complete
7.	ER	80	Complete
8.	FA	85	Complete
9.	FW	75	Complete
10.	NR	75	Complete
11.	NA	85	Complete
12.	RA	80	Complete
13.	TP	75	Complete
14.	UL	80	Complete
15.	VS	60	Incomplete
16.	WA	65	Incomplete
17.	YB	80	Complete
18.	NM	60	Incomplete
19.	MR	85	Complete
20.	YA	60	
	Total	1505	
	Average	75,25	
	Highest score	85	
	Lowest score	60	

Table 4.14

Frequency of Students' Score in Post-Test 2

No	Score	Category	Frequency	Percentage
1	≥75	Complete	16	80%
2	<75	Incomplete	4	20%
Total			20	100%

From the table above, it can be seen that there was 16 (80%) students who passed in Minimum Mastery Criteria (MMC). It means that post-test 2 were successful because the indicator of success was achieved.

c. Observing

At this stage, the observation was done by the researcher and collaborator during learning process. There some observation that had been done such as: observation on the students' activities, and observation on the teachers' activities.

1) The result of Students' Learning Activities Observation

Observation was done on the cycle 2; the result was higher than cycle 1. In this stage, the students more enthusiastic in following instructional and doing the task. It can be seen in this table below:

Table 4.15

The result of studets' learning activities in cycle II

No	Students'activities	Frequency	Percentage (%)
1.	Giving respond to the teacher's explanation question.	15	75%
2.	Answering the question from the teacher.	15	75%
3.	Giving attention to the teacher's explanation.	16	80%
4.	Active in the discussion	14	70%
5.	Doing the task	20	100%
Total Parentage		78%	

The table above shows that not all the students active in the teaching learning process. There were 13 students who gave respond to the teacher's explanation question, 14 students who answer question from the teacher, 15 students giving attention to the teacher's explanation, 14 students active in the discussion and there are 20 students done the test.

2) The result of Teachers' Activities Observation

During learning process, the teacher's activities were observed by observer. The Activities were done by the understanding about the material. The result of teacher's activities in observation sheet could be seen on table 3.16 below:

Table 4.16

The result of students' learning activities in cycle 1

Teacher Activities	Good	Enough	Less
1. Pre teaching			
a. Prepare the lesson plan	√		
b. Prepare the media that will be used	√		
c. The teacher greets the students	√		
d. The teacher does socializing example asking their health condition	√		
2. While teaching			
a. The teacher explains to the students use English language about expressions of formal invitation.	√		
b. The teacher writes the expressions of formal invitation and some	√		

sentences as example.			
c. The teacher gives some vocabulary in the form of a list		√	
d. The teacher asks the students to memorizing the vocabulary		√	
e. The teacher asks the students to translate the sentences	√		
f. The teacher gives the students time to ask question if they do not understand	√		
3. Post teaching			
a. Conclude the result of learning	√		
b. Close the learning process	√		
TOTAL	10	2	
Total score	12		

Based on the table above, it could be seen that the teacher's activities during learning process achieved 12score. 10 score are good and 2 score are enough. 4 good sore in pre teaching. 4 good score and 2 score enough in while teaching. 2 good score in post teaching.

c. Reflecting

Based on the result of observation learning process on cycle II, it can be inferred that most of the students pay attention the teacher. From the test result, it can be said that the teaching learning process was successful, because the students who got score under minimum mastery criteria only4 students. It mean that the teaching learning process using bilingual method has positive

effect and can increase the students speaking performance. The researcher concludes that this research is successful and would be not continued in the next cycle.

Table 4.17
The Comparison Students' Score in Post-Test 1 and Post-Test 2

No	Name	Score of post-test 1	MMC = 75	Score of post-test 2	MMC=75	Category
1	AJ	75	Complete	80	Complete	Increased
2	AN	75	Complete	80	Complete	Increased
3	AK	70	Incomplete	75	Complete	Increased
4	AR	60	Incomplete	75	Complete	Increased
5	AG	60	Incomplete	75	Complete	Increased
6	DT	65	Incomplete	75	Complete	Increased
7	ER	75	Complete	80	Complete	Increased
8	FA	85	Complete	85	Complete	Constant
9	FW	80	Complete	75	Complete	Increased
10	NR	75	Complete	75	Complete	Constant
11	NA	85	Complete	85	Complete	Constant
12	RA	70	Incomplete	80	Complete	Increased
13	TP	60	Incomplete	75	Complete	Increased
14	UL	70	Incomplete	80	Complete	Increased
15	VS	55	Incomplete	60	Incomplete	Increased
16	WA	60	Incomplete	65	Incomplete	Increased
17	YB	75	Complete	80	Complete	Increased
18	NM	55	Incomplete	60	Incomplete	Increased
19	MR	75	Complete	85	Complete	Increased
20	YA	55	Incomplete	60	Incomplete	Increased
Total csore		1390		1505		
Average		69,5		75,25		
Higest score		85		85		
Lowest score		55		60		

Based on the table above the researcher measured the frequency of students' score in post-test 1 and post-test 2 could be seen as follow:

Table 4.18
The Comparison Frequency of Students' Score in Post-Test 1 and Post-Test 2

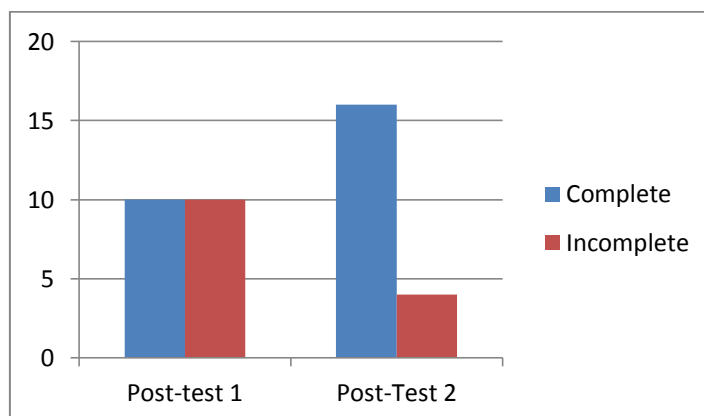
No	Score	Category	Post-test 1		Post-test 2	
			F	P	F	P
1	≥ 75	Complete	10	50%	16	80%
2	≤ 75	Incomplete	10	50%	4	20%
Total				100%	20	100%

Notes:

F: Frequency

P: Percentage

Graph 4.2
The Comparison Frequency of Students' Score in Post-Test 1 and Post-Test 2



3 Interpretation

1. The Result of Cycle I and II

In the cycle I, English learning process was successfully, although the students' average is low. Nevertheless, there is increasing score of the students' post-test I than pre-test. In cycle II the students' average score was higher than in cycle I. The following tables as the table of illustration score in cycle I and II, as follow:

Table 4.19
The comparison students' Score in Pre-Test, Post-Test I And Post-Test II

No	Name	Score pre-test	Score post-test 1	Score of post-test 2	Category
1	AJ	60	75	80	Increased
2	AN	65	75	80	Increased
3	AK	60	70	75	Increased
4	AR	50	60	75	Increased
5	AG	45	60	75	Increased
6	DT	40	65	75	Increased
7	ER	65	75	80	Increased
8	FA	75	85	85	Increased
9	FW	60	80	75	Increased
10	NR	60	80	75	Increased
11	NA	75	85	85	Increased
12	RA	60	70	80	Increased
13	TP	60	60	75	Increased
14	UL	60	70	80	Increased
15	VS	40	55	60	Increased
16	WA	40	60	65	Increased
17	YB	75	75	80	Increased
18	NM	45	55	60	Increased
19	MR	70	75	85	Increased
20	YA	45	55	60	Increased
Total score		1150	1390	1505	
Average		57,5	69,5	75,25	

Highest score	75	85	85	
Lowest score	40	55	60	

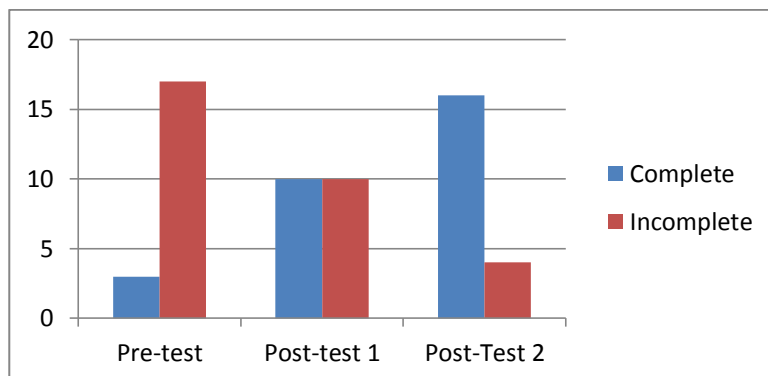
Based on the data above, the researcher measured the frequency of students' score in pre-test and post-test 1 could be seen as follow:

Table 4.20
The comparison frequency of Students' Score Pre-Test, Post-Test 1
and Post-Test 2

No	Score	Category	Pre-test		Post-test 1		Post-test 2	
			F	P	F	P	F	P
1	≥75	Complete	3	15%	10	50%	16	80%
2.	<75	Incomplete	17	85%	10	50%	5	20%
TOTAL			20	100%	20	100%	20	100%

Graph 4.3

The comparison frequency of Students' Score Pre-Test, Post-Test 1
and Post-Test 2



Based on the result of pre-test, post-test I and post-test II, it could be conclude that was an increasing of students' speaking performance. There is progress from 3 (15%) to 10 (50%) and 16 (80%). It means that bilingual method have positive effect toward the teaching and learning process, especially in increasing the students' speaking performance. Based on the result of post-test II, the researcher was stopped the research because it was more than the Minimum Mastery Criteria (MMC) OF English (75) in the MA. Al Huda Tulung Balak

2. The resultof the students' activities

The researcher approached the students' activities in the learning process by using observation sheet. The comparison of two activities cans beseen in the table below:

Table 4.21
The Result of the Students' Activities in Cycle 1 and Cycle 2

No	Students'activities	Cycle 1		Cycle 2		Inreasi ng
		F	P	F	P	
1.	Giving respond to the teacher's explanation question.	7	35%	15	75%	40%
2.	Answering the question from the teacher.	11	55%	15	75%	20%
3.	Giving attention to the teacher's explanation.	10	50%	16	80%	30%
4.	Active in the discussion	12	60 %	14	70%	10%
5.	Doing the task	20	100%	20	100%	-
		61		80		
Total Parentage		61%		80%		17%

Based on the result of students' activities of cycle I and cycle II, it could be concluded that there was an increasing of students' activities in learning process. There is progress from 61% to 80%. Based on the data had gotten, it can be explained as follow:

a. Students gave respond to the teacher's explanation question

The students answer teacher's question from meeting to next meeting was increased. It showed when the teacher gave question to the students, when the teacher explained the material. For this activity was increased 40%, from cycle I, 35% and cycle II 75%.

b. Students answer the question from the teacher

The students answer the question from the teacher was increased from meeting to next meeting. In cycle I was 55% and cycle II 75%, it increase 20%.

c. Students giving attention to the teacher's explanation

In learning process the students gave attention to the teacher's explanation also increase. From 50% in cycle I became 80% in cycle II, so it increase 30%

d. Students active in the discussion

The students had make invitation with orally or writing. This activity was increase from activity before. It can be seen in cycle I 60% and cycle II 70%, there were increase 10%.

e. Doing the task

All of students done the task in all of task of this research.

Based on the data above, it can be concluded that students felt comfortable and active with the learning process because most students shown good increasing in learning activities when Bilingual method was applied in learning process from cycle I and cycle II.

4 Discussion

There were some problems based on pre-survey in teaching speaking at the eleventh graders of MA. Al Huda Tulung Balak, such as some students' students have lack of vocabulary, students' attention is not good, low habit to speak English. The researcher chose Bilingual method to increasing students' speaking performance.

Based on the explanation of cycle I and cycle II, it could be inferred that the use Bilingual method could increase the students' speaking performance. There was a progress in average score from pre-test was 57,5, post-test I was 69,5, and post-test II was 75,25. It could be seen that was an increasing on the average score and total of the students who passed the test from pre-test, post-test I, and post-test II.

Based on the discussion above, it can be concluded that by implement bilingual method, the students felt more confidence and have habit to speak English. It is show in their learning results which are increase well while using Bilingual method in the learning process. Moreover, the standard criteria with the score minimum was 75 in this from cycle I up to cycle II.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research as follows:

MA. Al Huda Tulung Balak which located on Kayangan Street, Tulung Balak, Distric. Batanghari Nuban, Sub Distric. East Lampung has a building with good conditions and comfortable school atmosphere. Although the facilities and infrastructure is not yet support the teaching and learning process, but this school felt comfortable with the religion subject more.

Bilingual method as the method especially in English subject can implemented on the students' speaking performance at the eleventh grade MA Al Huda Tulung Balak. Even though in cycle I the students' speaking performance got enough score but the cycle II most of students achieve the target of success in this research.

The explanation of cycle I and cycle II, it could be concluded that implemented bilingual method could increasing students' speaking performance. There was progress based on their average score in the pre-test which was 57,5 increase to 69,5 in post-test I and finally became 75,25 in post-test II, it could be seen that there was an effective progress from pre-test, post-test I, and post-test II.

Furthermore, it can be inferred from the discussion above that implemented bilingual method increasing speaking performance. The students more confidence to speak English and have habit to speak or listen English. It is proven in their learning result, which was showed a significant incensement from pre-test until post-test II.

B. Suggestion

Based on the result of research conducted and the conclusions obtained, the researcher would like suggest as follow:

1. The students are suggested to be active in learning process in order to they can understand the material and increase their result especially in speaking.
2. The English teacher is suggested to implement bilingual method because this method is very effective to increase the students 'speaking performance.
3. The principle is supposed to give more motivation to the students in order to the students can more interesting in English.

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APPENDICES

SILABUS

Sekolah : MA. Al Huda Tulung Balak
 Mata Pelajaran : Bahasa Inggris
 Kelas : XI

Kompetensi Inti :

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradabana terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** 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 metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, aan)	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisiparagraf dan tawaran dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa
4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan	<ul style="list-style-type: none"> - Memulai - Menanggapi pi (diharapkan 	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>n/di luar dugaan)</p> <ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat 	<p>situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas</p> <ul style="list-style-type: none"> - Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya - Melakukan refleksi tentang proses dan hasil belajarnya

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p>kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI 	
<p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - Sapaan - Isi - Penutup • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan istilah yang 	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan - Diberikan beberapa undangan resmi yang tidak lengkap, dan
<p>4.3 Teks undangan resmi</p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja</p> <p>4.3.2 Menyusun teks khusus</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>digunakan dalam undangan resmi</p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat memunculkan perilaku yang termuat di KI • Multimedia Layout yang membuat tampilan teks lebih 	<p>kemudian melengkapinya dengan kata dan ungkapan yang sesuai</p> <ul style="list-style-type: none"> - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	menarik.	
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis 	<ul style="list-style-type: none"> - Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya
<p>4.4 Teks eksposisi analitis</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Pendapat/ pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan seperti <i>I believe, I think</i> - Adverbia <i>first, second, third ...</i> - Kata sambung <i>herefor, consequently, based on the arguments</i> - Nomina singular dan plural dengan atau tanpa 	<ul style="list-style-type: none"> - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya - Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya. - Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p><i>a, the, this, those, my, their, dsb.</i></p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI 	belajarnya
<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif 	<ul style="list-style-type: none"> - Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan
<p>4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dan interogatif dalam passive voice</p> <ul style="list-style-type: none"> - Preposisi <i>by</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI 	<p>grammar dan ejaan yang benar</p> <ul style="list-style-type: none"> - Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melakukan refleksi tentang proses dan hasil belajarnya

LESSON PLAN

(Cycle 1)

Sekolah	: MA. Al Huda Tulung Balak
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Ganjil
Materi Pokok	: Formal Invitation
Skill	: Speaking
Alokasi Waktu	: 2 x 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** 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 metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
4.3 undangan 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja 4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none">• Memahami penggunaan expressions dalam undangan secara lisan• Mengumumkan kegiatan sekolah melalui undangan lisan• Membedakan expression menerima atau menolak sebuah undangan secara lisan.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Membuat undangan secara lisan terkait kegiatan sekolah
- Membuat percakapan mengenai invitation mengenai kegiatan sekolah.
- Menanggapi (menolak atau menerima) undangan secara lisan.

D. Materi Pembelajaran

- **Expressions of Inviting in Formal way**
 - I'd like to invite you to.....
 - Would you like to ome to.....?
 - I'd like you to come to.....

- **Expressions of Accepting Invitation**
 - I'd love to, thank you.
 - Sure, thank you.
 - I'll come. Thank you for inviting me.
- **Expressions of Refusing Invitation**
 - Thank you for Inviting me, but I can't.
 - I wish I could, but.....
 - Please forgive me, but.....

E. Metode Pembelajaran

- Bilingual Method

F. Media Pembelajaran

1. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian

2. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis

G. Sumber Belajar

- ❖ Modul Pengayaan Bahasa Inggris kelas XI kurikulum 2013
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1. First Meeting

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris agar <i>English Environment</i> dapat 	15 menit

	<p>langsung tercipta dipertemuan pertama.</p> <ul style="list-style-type: none"> • Guru dapat menggunakan kalimat “<i>good morning students</i>”. • pastikan peserta didik merespon dengan menjawab kalimat “ <i>good morning teacher</i>”. • Guru menanyakan kabar siswa, <i>how are you today studenta?</i>” • Guru mengecek absensi siswa, kesiapan siswa baik secara fisik maupun psikologis “ <i>are you reading for studying ?</i>” • Guru melakukan apersepsi dengan menanyakan perihal pembelajaran yang mereka pelajari pada pertemuan sebelumnya, apakah ada yang kurang jelas, dipertanyakan ulang, serta mengulas sekilas kembali dengan memberikan pertanyaan pemicu yang mampu mengingatkan mereka terhadap materi yang disampaikan pada pertemuan sebelumnya. 	
Kegiatan inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru menjelaskan tentang formal invitation. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya tentang kesulitan yang dialami. 	60 menit

	<ul style="list-style-type: none"> • Dengan bimbingan guru, siswa diminta untuk menyatakan kegiatan yang sedang dilakukan. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa diminta untuk mendiskusikan dan mencari tahu jawaban dari pertanyaan-pertanyaan tersebut secara berpasangan. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa inggris setiap kali muncul kesempatan berbicara tentang ekspression of formal invitation. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar, dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 	
Penutup	<ul style="list-style-type: none"> • Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya. • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik yang dipelajari. 	15 menit

	<ul style="list-style-type: none"> • Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. 	
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2. Second Meeting

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Environment</i> dapat langsung tercipta dipertemuan pertama. • Guru dapat menggunakan kalimat “<i>good morning students</i>”. • pastikan peserta didik merespon dengan menjawab kalimat “ <i>good morning teacher</i>”. • Guru menanyakan kabar siswa, <i>how are you today studenta?</i>” • Guru mengecek absensi siswa, kesiapan siswa baik secara fisik maupun psikologis “ <i>are you reading for studying ?</i>” • Guru melakukan apersepsi dengan menanyakan perihal pembelajaran yang mereka pelajari pada pertemuan sebelumnya, apakah ada yang kurang jelas, dipertanyakan ulang, serta mengulas sekilas kembali dengan memberikan pertanyaan pemicu yang mampu mengingatkan mereka terhadap materi yang disampaikan pada pertemuan sebelumnya. 	15 menit

<p>giatan inti</p>	<p>Amatir</p> <ul style="list-style-type: none"> • Guru menjelaskan tentang formal invitation. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya tentang kesulitan yang dialami. • Dengan bimbingan guru, siswa diminta untuk menyatakan kegiatan yang sedang dilakukan. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa diminta untuk mendiskusikan dan mencari tahu jawaban dari pertanyaan-pertanyaan tersebut secara berpasangan. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa inggris setiap kali muncul kesempatan berbicara tentang invitation. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar, dan menulis dengan ejaan 	<p>60 Menit</p>
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	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan berbicara tentang present continuous tense. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar, dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 	
Penutup	<ul style="list-style-type: none"> • Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya. • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik yang dipelajari. • Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. 	15 menit

i. Penilaian Hasil Pembelajaran

- Terlampir

Note :

- Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.
- Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Collaborator


Diah Septiani, S.Pd.

Tulung Balak, August 2019
 Researcher


Siti Rohmah Lulu Muthoharoh
 NPM. 1501070125

LESSON PLAN

(Cycle 2)

Sekolah	: MA. Al Huda Tulung Balak
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Ganjil
Materi Pokok	: Formal Invitation
Skill	: Speaking
Alokasi Waktu	: 2 x 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** 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 metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

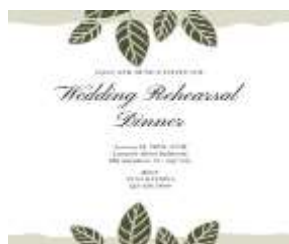
Kompetensi Dasar	Indikator
4.3 undangan 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja 4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none">• Memahami penggunaan expressions dalam undangan secara lisan• Mengumumkan kegiatan sekolah melalui undangan lisan• Membedakan expression menerima atau menolak sebuah undangan secara lisan.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Membuat undangan secara lisan terkait kegiatan sekolah
- Membuat percakapan mengenai invitation mengenai kegiatan sekolah.
- Menanggapi (menolak atau menerima) undangan secara lisan.

D. Materi Pembelajaran



E. Metode Pembelajaran

- Bilingual Method

F. Media Pembelajaran

3. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian

4. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis

G. Sumber Belajar

- ❖ Modul Pengayaan Bahasa Inggris kelas XI kurikulum 2013
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1. First Meeting

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none">• Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris agar <i>English Environment</i> dapat langsung tercipta dipertemuan pertama.• Guru dapat menggunakan kalimat “<i>good morning students</i>”.• pastikan peserta didik merespon dengan menjawab kalimat “ <i>good morning teacher</i>”.• Guru menanyakan kabar siswa, <i>how are you today studenta?</i>”• Guru mengecek absensi siswa, kesiapan	15 menit

	<p>siswa baik secara fisik maupun psikologis “ <i>are you reading for studying ?</i>”</p> <ul style="list-style-type: none"> • Guru melakukan apersepsi dengan menanyakan perihal pembelajaran yang mereka pelajari pada pertemuan sebelumnya, apakah ada yang kurang jelas, dipertanyakan ulang, serta mengulas sekilas kembali dengan memberikan pertanyaan pemicu yang mampu mengingatkan mereka terhadap materi yang disampaikan pada pertemuan sebelumnya. 	
Kegiatan inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru menjelaskan tentang formal invitation. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya tentang kesulitan yang dialami. • Dengan bimbingan guru, siswa diminta untuk menyatakan kegiatan yang sedang dilakukan. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa diminta untuk mendiskusikan dan mencari tahu jawaban dari pertanyaan-pertanyaan tersebut secara berpasangan. 	60 menit

	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa inggris setiap kali muncul kesempatan berbicara tentang ekspression of formal invitation. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar, dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 	
Penutup	<ul style="list-style-type: none"> • Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya. • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik yang dipelajari. • Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. 	15 menit

2. Second Meeting

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris agar <i>English Environment</i> dapat 	15 menit

	<p>langsung tercipta dipertemuan pertama.</p> <ul style="list-style-type: none"> • Guru dapat menggunakan kalimat “<i>good morning students</i>”. • pastikan peserta didik merespon dengan menjawab kalimat “ <i>good morning teacher</i>”. • Guru menanyakan kabar siswa, <i>how are you today studenta?</i>” • Guru mengecek absensi siswa, kesiapan siswa baik secara fisik maupun psikologis “ <i>are you reading for studying ?</i>” • Guru melakukan apersepsi dengan menanyakan perihal pembelajaran yang mereka pelajari pada pertemuan sebelumnya, apakah ada yang kurang jelas, dipertanyakan ulang, serta mengulas sekilas kembali dengan memberikan pertanyaan pemicu yang mampu mengingatkan mereka terhadap materi yang disampaikan pada pertemuan sebelumnya. 	
Kegiatan inti	<p>Amat</p> <ul style="list-style-type: none"> • Guru menjelaskan tentang formal invitation. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya tentang kesulitan yang dialami. 	60 Menit

	<ul style="list-style-type: none"> • Dengan bimbingan guru, siswa diminta untuk menyatakan kegiatan yang sedang dilakukan. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa diminta untuk mendiskusikan dan mencari tahu jawaban dari pertanyaan-pertanyaan tersebut secara berpasangan. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa inggris setiap kali muncul kesempatan berbicara tentang present continuous tense. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar, dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 	
Penutup	<ul style="list-style-type: none"> • Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya. • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik yang dipelajari. 	15 menit

	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa inggris setiap kali muncul kesempatan berbicara tentang present continuous tense. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar, dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 	
Penutup	<ul style="list-style-type: none"> • Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya. • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik yang dipelajari. • Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. 	15 menit

I. Penilaian Hasil Pembelajaran

- Terlampir


Note :

- Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.
- Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Collaborator


Diah Septiani, S.Pd.

Tulung Balak, September 2019
 Researcher


Siti Rohmah Lulu Muthoharoh
 NPM. 1501070125

INSTRUMENT OF PRE-TEST

School : MA. Al Huda Tulung Balak

Class : XI

Subject: English

Skill : Speaking

1. Please make a concept of the monologue about yourself.
2. Please perform in front of class orally

Question more to the students, if she or he not yet explain about it :

1. Please introduce yourself!
2. What is your hobby?
3. Tell me please about your unforgettable experience!

Column of the Assessment

No	Name	P	G	V	F	IS	Total Point

INSTRUMENT OF POST-TEST 1

School : MA. Al Huda Tulung Balak

Class : XI

Subject: English

Skill : Speaking

1. Please make a group consist two students!
2. Please, make a concept of the conversation with your friend about invitation use expressions of formal way and accepting invitation!
3. Please perform in front of class orally!

Column of the Assessment

No	Name	P	G	V	F	IS	Total Point

INSTRUMENT OF POST-TEST 2

School : MA. Al Huda Tulung Balak

Class : XI

Subject: English

Skill : Speaking

1. Please make a invitation card!
2. Please, invite your friends in front of your class!

Column of the Assessment

No	Name	P	G	V	F	IS	Total Point

The Students' score of Pre-Test

No	Name	P	G	V	F	IS	Total Point	Score
1.	AJ	3	3	3	3	3	15	
2.	AN	2	3	3	2	3	13	65
3.	AK	3	2	2	3	2	12	60
4.	AR	2	2	2	2	2	10	50
5.	AG	2	2	2	2	1	9	45
6.	DT	1	2	2	2	1	8	40
7.	ER	2	3	2	3	3	13	65
8.	FA	2	3	3	4	3	15	75
9.	FW	2	2	2	3	3	12	60
10.	NR	2	3	3	2	2	12	60
11.	NA	3	3	2	4	3	15	75
12.	RA	2	2	2	3	3	12	60
13.	TP	2	2	2	2	3	12	60
14.	UL	3	2	2	3	2	12	60
15.	VS	1	2	2	2	1	8	40
16.	WA	1	2	2	2	1	8	40
17.	YB	3	3	3	3	3	15	75
18.	NMR	2	1	2	2	2	9	45
19.	MR	3	2	3	3	3	14	70
20.	TA	2	1	2	2	2	9	45

Resource : The result of pree-test

The Students' score of Post-Test 1

No	Name	P	G	V	F	IS	Total Point	Score
1.	AJ	3	3	3	3	3	15	75
2.	AN	2	3	3	3	4	15	75
3.	AK	3	3	3	2	3	14	70
4.	AR	2	3	2	2	3	12	60
5.	AG	2	2	3	2	3	12	60
6.	DT	2	2	3	3	3	13	65
7.	ER	3	3	3	3	3	15	75
8.	FA	3	4	3	4	3	17	85
9.	FW	3	3	3	3	4	16	80
10.	NR	3	2	3	4	4	16	80
11.	NA	3	4	3	3	4	17	85
12.	RA	2	3	3	3	3	14	70
13.	TP	2	1	3	3	3	12	60
14.	UL	2	3	3	3	3	14	70
15.	VS	2	3	2	2	2	11	55
16.	WA	2	3	3	2	2	12	60
17.	YB	3	3	3	3	3	15	75
18.	NMR	2	3	2	2	2	11	55
19.	MR	3	3	3	3	3	15	75
20.	YA	2	3	2	2	2	11	55

Resource : The result of post-test 1

The Students' score of Post-Test 2

No	Name	P	G	V	F	IS	Total Point	Score
1.	AJ	3	3	3	3	4	16	80
2.	AN	3	3	3	3	4	16	80
3.	AK	2	4	3	3	3	15	75
4.	AR	3	3	3	3	3	15	75
5.	AG	3	3	3	3	3	15	75
6.	DT	2	3	4	3	3	15	75
7.	ER	3	3	3	3	4	16	80
8.	FA	3	4	3	3	4	17	85
9.	FW	3	4	3	2	3	15	75
10.	NR	3	3	3	3	3	15	75
11.	NR	3	3	3	4	4	17	85
12.	RA	3	3	3	3	4	16	80
13.	TP	3	3	3	3	3	15	75
14.	UL	3	3	3	3	4	16	80
15.	VS	2	3	3	2	2	12	60
16.	WA	2	3	3	2	3	13	65
17.	YB	3	3	3	3	4	16	80
18.	NM	2	3	3	2	2	12	60
19.	MR	3	3	3	4	4	17	85
20.	YA	2	3	3	2	2	16	80

Resource : The result of post-test 2

Observation Sheet of Teacher Activities Cycle 1

School : MA Al Huda Tulung Balak

Class : XI

Date : September 4th 2019

Teacher Activities	Good	Enough	Less
1. Pre teaching			
a. Prepare the lesson plan	✓		
b. Prepare the media that will be used	-	-	✓
c. The teacher greets the students	✓		
d. The teacher does socializing example asking their health condition	✓		
2. While teaching			
a. The teacher explain to the students use English language about expressions of formal invitation.	✓		
b. The teacher writes the expressions of formal invitation and some sentences as example.	✓		
c. The teacher gives some vocabulary in the form of a list		✓	
d. The teacher asks the students to memorizing the vocabulary		✓	
e. The teacher asks the students to translite the sentences	✓		
f. The teacher gives the students time to ask question if they do not understand	✓		
3. Post teaching			
a. Conclude the result of learning	✓		
b. Close the learning process	✓		
TOTAL	9	2	1
Total score	12		

Tick (✓) for each positive activities

NOTES:

Indicator of the teacher's activity that observed are:

1. Giving respond to the teacher's explanation quaston.
2. Answering the quaston from the teacher.
3. Giving attention to the teacher's explanation.
4. Active in the discussion.
5. Doing the task.

DIRECTION :

- Give a tick (√) for the active students
- Give a tick (-) for unactive students

Tulung Balak, August 2019

Teacher


Diah Septiani, S.Pd.

Researcher


Siti Rohmah Lulu Muthoharoh
1501070125

Observation Sheet of Teacher Activities Cycle 2

School : MA Al Huda Tulung Balak

Class : XI

Date : September, 11th 2019

Teacher Activities	Good	Enough	Less
1. Pre teaching a. Prepare the lesson plan b. Prepare the media that will be used c. The teacher greets the students d. The teacher does socializing example asking their health condition	✓ ✓ ✓ ✓		
2. While teaching a. The teacher explain to the students use English language about expressions of formal invitation. b. The teacher writes the expressions of formal invitation and some sentences as example. c. The teacher gives some vocabulary in the form of a list d. The teacher asks the students to memorizing the vocabulary e. The teacher asks the students to translite the sentences f. The teacher gives the students time to ask question if they do not understand	✓ ✓ ✓ ✓	 ✓ ✓	
3. Post teaching a. Conclude the result of learning b. Close the learning process	✓ ✓		
TOTAL	10	2	
Total score	12		

Tick (✓) for each positive activities

NOTES:

Indicator of the teacher's activity that observed are:

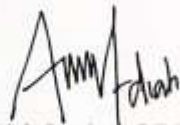
6. Giving respond to the teacher's explanation quastion.
7. Answering the quastion from the teacher.
8. Giving attention to the teacher's explanation.
9. Active in the discussion.
10. Doing the task.

DIRECTION :

- Give a tick (√) for the active students
- Give a tick (-) for unactive students

Tuing Baiak, September 2019

Teacher



Diah Septiani, S.Pd.

Researcher



Siti Ronman Lulu Muthonaron
1501070125

Observation Sheet of The Students' Activities cycle I

School : MA. AL-Huda Tulung Balak

Class : IX

No	Name	Activity				
		1	2	3	4	5
1	AJ	✓	✓	-	✓	✓
2	AN	-	✓	✓	✓	✓
3	AK	-	-	✓	✓	✓
4	AR	-	-	✓	✓	✓
5	AG	-	-	-	✓	✓
6	DT	-	✓	-	✓	✓
7	ER	-	-	✓	✓	✓
8	FA	✓	✓	✓	-	✓
9	FW	-	-	-	✓	✓
10	MR	✓	✓	✓	-	✓
11	NR	-	-	-	✓	✓
12	RA	✓	✓	✓	-	✓
13	TP	✓	✓	-	✓	✓
14	UL	-	-	✓	-	✓
15	VS	-	✓	-	-	✓
16	WA	-	-	-	-	✓
17	YA		✓	✓		✓
18	YB	✓	✓	✓		✓
19	NM					✓
20	NA	✓	✓	✓	✓	✓
21						
22						
23						
24						
25						
	Total	7	11	10	12	20
	Percentage %	35%	55%	50%	60%	100%
	Total Percentage					
	Average Percentage					

NOTES:

Indicator of the teacher's activity that observed are:

1. Giving respond to the teacher's explanation question.
2. Answering the question from the teacher.
3. Giving attention to the teacher's explanation.
4. Active in the discussion.
5. Doing the task.

DIRECTION :

- Give a tick (√) for the active students
- Give a tick (-) for unactive students

Tulung Balak, 2019

Teacher



Diah Septiani, S.Pd.

Researcher



Siti Rohmah Lulu Muthoharoh
1501070125

Observation Sheet of The Students' Activities cycle 2

School : MA Al Huda Tulung Balak
 Class : IX

No	Name	Activity				
		1	2	3	4	5
1	AJ	✓	✓	-	-	✓
2	AN	✓	✓	✓	✓	✓
3	AK	✓	-	✓	✓	✓
4	AR	✓	-	✓	-	✓
5	AG	-	-	✓	-	✓
6	DI	✓	✓	✓	✓	✓
7	ER	✓	✓	-	✓	✓
8	FA	✓	✓	✓	✓	✓
9	FW	✓	✓	✓	-	✓
10	NR	✓	✓	✓	✓	✓
11	NA	✓	✓	✓	✓	✓
12	RA	✓	✓	✓	✓	✓
13	TI	✓	✓	-	-	✓
14	UL	✓	✓	-	✓	✓
15	VS	✓	-	✓	-	✓
16	WA	-	✓	✓	✓	✓
17	YB	-	✓	✓	✓	✓
18	NM	-	✓	✓	-	✓
19	MR	✓	✓	✓	✓	✓
20	YA	-	-	✓	✓	✓
21						
22						
23						
24						
25						
	Total	15	15	16	14	20
	Percentage %	75%	75%	80%	70%	100%
	Total Percentage					
	Average Percentage					

NOTES:

Indicator of the teacher's activity that observed are:

1. Giving respond to the teacher's explanation quastion.
2. Answering the quastion from the teacher.
3. Giving attention to the teacher's explanation.
4. Active in the discussion.
5. Doing the task.

DIRECTION :

- Give a tick (√) for the active students
- Give a tick (-) for unactive students

Tulung Balak, 2019

Teacher



Diah Septiani, S.Pd.

Researcher



Siti Rohmah Lulu Muthoharoh
1501070125

STUDENTS ATTENDANCE LIST OF STUDENTS

Pre Test

Kelas : XI

Date : 26 August 2019

Semester : I

No	Name	Signature
1	Aditya Jupriansah	1.
2	Ahmad Nuryawan	2.
3	Aina Kusna Dewi	3.
4	Alawi Riyan Saputra	4.
5	Anvinza Galih PAMUNGKAS	5.
6	Diantoro	6.
7	Eva Revi	7.
8	Fitri Anyah	8.
9	Fitri Wulandari	9.
10	Neneng Rostini	10.
11	NurAini	11.
12	Roshan Aji	12.
13	Tyas Prasetyo	13.
14	Ukhia Lutfiatul @	14.
15	Very Setia Budi	15.
16	Wahyu Ardhyanto	16.
17	Yagi Budianto	17.
18	Nur Muhammad Ridwan	18.
19	Miftahurrohmah	19.
20	Yanti Adela Sari	20.
21		21.
22		22.
23		23.
24		24.
25		25.

STUDENTS ATTENDANCE LIST OF STUDENTS

Treatment 1 Cycle 1

Kelas : XI

Date : 28 August 2019

Semester : I

No	Name	Signature
1	Aditya Jupriansah	1.
2	Ahmad Muryawan	2.
3	Aina Kusna Dewi	3.
4	Alawi Ryan Saputra	4.
5	Anuiza Gama Pamunokas	5.
6	Diantoro	6.
7	Eva Revi	7.
8	Fitri Asyiyah	8.
9	Fitri Wulandari	9.
10	Nening Rostini	10.
11	Nur Anis	11.
12	Rohani Aji	12.
13	Tyas Prasetya	13.
14	Ukhia Lutfiatul A	14.
15	Very Selva Budi	15.
16	Wahyu Ardianta	16.
17	Yogi Budianta	17.
18	Nur Muhammad Ridwan	18.
19	Mistahurrohmah	19.
20	Yanti Adelia Sari	20.
21		21.
22		22.
23		23.
24		24.
25		25.

STUDENTS ATTENDANCE LIST OF STUDENTS

Treatment 1 Cycle 2

Kelas : XI

Date : 9 September 2019

Semester : I

No	Name	Signature
1	Aditya Jupriansah	1.
2	Ahmad Nurysawan	2.
3	Ama Kusma Dewi	3.
4	Alawi Rizki Saputra	4.
5	Anvinza Galih Pamungkas	5.
6	Diantoro	6.
7	Eva Revi	7.
8	Fitri Aisyiah	8.
9	Fitri Wulanolari	9.
10	Neneng Rostini	10.
11	Nur Aini	11.
12	Rosihan Aji	12.
13	Tyas Prasetyo	13.
14	Ukhra Lutfiatul &	14.
15	Very Setia Budi	15.
16	Wahyu Ardhyanto	16.
17	Yogi Budianto	17.
18	Nur Muhammad Ridwan	18.
19	Miftahurrohmah	19.
20	Tanti Adelia Sari	20.
21		21.
22		22.
23		23.
24		24.
25		25.

STUDENTS ATTENDANCE LIST OF STUDENTS

Post test 1

Kelas : XI

Date : 4 September 2019

Semester : I

No	Name	Signature
1	Aditya Jupriansah	1.
2	Ahmad Nuryawan	2.
3	Aina Kusna Dewi	3.
4	Alawi Riyani Saputra	4.
5	Ankiza GALIH Baga P	5.
6	Diantoro	6.
7	Eva Revi	7.
8	Fitri Aisyiyah	8.
9	Fitri Wulandari	9.
10	Neneng Rostini	10.
11	Nur Aini	11.
12	Rosihan Aji	12.
13	Tyas Prasetya	13.
14	Ukha Lutfiatul Q	14.
15	Very Setia Budi	15.
16	Wahyu Archyanto	16.
17	Yogi Budianto	17.
18	Nur Muhammad Ridwan	18.
19	Miftahurrahmah	19.
20	Yanti Adelia Sari	20.
21		21.
22		22.
23		23.
24		24.
25		25.

STUDENTS ATTENDANCE LIST OF STUDENTS

Treatment 1 Cycle 2

Kelas : XI

Date : 9 September 2019

Semester : 1

No	Name	Signature
1	Aditya Jupriansah	1.
2	Ahmad Nuryawan	2.
3	Ama Kusna Dewi	3.
4	Alawi Rizki Saputra	4.
5	Anvinza GALIN PAMUNGKES	5.
6	Diantoro	6.
7	Eva Revi	7.
8	Fitri Aisyiah	8.
9	Fitri Wulanolara	9.
10	Neneng Rostini	10.
11	Nur Aini	11.
12	Rosihan Aji	12.
13	Tyas Prasetyo	13.
14	Ukhia Lutflatul &	14.
15	Very Setia Budi	15.
16	Wahyu Ardyantha	16.
17	Yogi Budianto	17.
18	Nur Muhammad Ridwan	18.
19	Miftahurrohman	19.
20	Yanti Adelia Sari	20.
21		21.
22		22.
23		23.
24		24.
25		25.

STUDENTS ATTENDANCE LIST OF STUDENTS

Treatment 2 Cycle 2

Kelas : XI

Date : 11 September 2019

Semester : 1

No	Name	Signature
1	Aditya Jupriansah	1.
2	Ahmad Nuryawan	2.
3	Aina Kusna Dewi	3.
4	Alawi Ryan Saputra	4.
5	Anvinza CAH PAMUNGKAS	5.
6	Diantoro	6.
7	Eva Revi	7.
8	Fitri Asyiyah	8.
9	Fitri Wulandari	9.
10	Neneng Postini	10.
11	Nur Aini	11.
12	Roshan Aji	12.
13	Tyas Prasetyo	13.
14	Ukhia Lutfiatul Q	14.
15	Wahyu Ardianito	15.
16	Very Setia Budi	16.
17	Yogi Budianto	17.
18	Nur Muhammad Ridwan	18.
19	Miftahurrahmah	19.
20	Yanti Adelia Sari	20.
21		21.
22		22.
23		23.
24		24.
25		25.




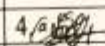
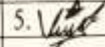
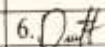



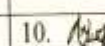
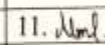
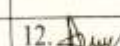
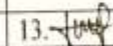
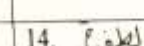
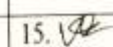


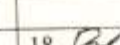
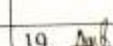
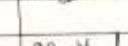
STUDENTS ATTENDANCE LIST OF STUDENTS

Post test 2

Kelas : XI

Date : 16 September 2019

Semester : I

No	Name	Signature
1	Aditia Jupriansah	1. 
2	Ahmad Nur-yawan	2. 
3	Ama Kusna Dewi	3. 
4	Anvinza GAUH PAMUNGKAS	4. 
5	Diantoro	5. 
6	Alawi Ryan Saputra	6. 
7	Eva Revi	7. 
8	Fitri Aisyiyah	8. 
9	Fitri Wubandari	9. 
10	Neneng Rostini	10. 
11	Nur Aini	11. 
12	Rosihan Aji	12. 
13	Tyas Prasetyo	13. 
14	Ukhia Lutfiatul A	14. 
15	Very Setia Budi	15. 
16	Wahyu Ardiansanto	16. 
17	Yogi Budianto	17. 
18	Nur Muhammad Ridwan	18. 
19	Miftahurrahmah	19. 
20	Yanti Adelia Sari	20. 
21		21.
22		22.
23		23.
24		24.
25		25.

DOKUMENTATION GUIDE

1. Dokumentation about the pofil of MA Al Huda Tulung Balak.
2. Dokumentation about condition of the teacher and official employers in MA Al Huda Tulung Balak.
3. Dokumentation about the quantity of students MA Al Huda Tulung Balak.
4. Dokumentation about the organization structure of MA Al Huda Tulung Balak.

FIELD NOTE

Cycle		Students Attitude
Cycle 1	First meeting	<ol style="list-style-type: none"> 1. Most of students were still confuse following the lesson. 2. There were some students are not ready with new method. 3. Most of the students got the difficulty in doing task. 4. There were some students were not active during teaching learning.
	Second meeting	<ol style="list-style-type: none"> 1. The students began interested in following the lesson. 2. Some students enjoy with the method 3. Some the students did the task good enough.
Cycle 2	First meeting	<ol style="list-style-type: none"> 1. Most all of students were interested in following the lesson. 2. The students enjoying the new method. 3. There were some students active during teaching learning.
	Second meeting	<ol style="list-style-type: none"> 1. The students enjoyed the new method. 2. There were some students active during teaching learning 3. The students did task well. 4. The students more confident to speak English.

Collaborator


Dian Septiarni, S.Pd.

Tuing Baiak, September 2019
 Researcher


Siti Rohmah Lili Muthoharoh
 NPM. 1501070125

1. The researcher explain the role of pree test



2. The teacher translate the exspression of invitation



3. The students read the conversation about invitation to give example of expression of invitation in dialog



4. Mrs. Diah Septiani, S.Pd as the collaborator





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

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

Nomor : B-2520/In.28.1/J/TL.00/07/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MA AL HUDA TULUNG BALAK
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : SITI ROHMAH LULU MUTHOHAROH
NPM : 1501070125
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE IMPLEMENTATION OF BILINGUAL METHOD ON THE STUDENTS SPEAKING PERFORMANCE AT THE ELEVENTH GRADE MA AL HUDA TULUNG BALAK EAST LAMPUNG

untuk melakukan *pra-survey* di MA AL HUDA TULUNG BALAK.

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.

Metro, 29 Juli 2019
Ketua Jurusan
Tadris Bahasa Inggris


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



IAIN
METRO

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id e-mail: iain@metrouniv.ac.id

Nomor : B-2600 /In.28.1/J/PP.00.9/8/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

05 Agustus 2019

Kepada Yth:

1. Ahmad Subhan Roza, M.Pd (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 : Siti Rohmah Lulu Muthoharoh
NPM : 1501070125
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Implementation Of Bilingual Method On The Students' Speaking Performance At The Eleventh Grade MA Al Huda Tulung Balak East Lampung

Dengan ketentuan sebagai berikut:

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

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

Wassalamu alaikum Wr. Wb.





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

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

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

Nomor : B-2671/In.28/D.1/TL.00/08/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA AL HUDA TULUNG
BALAK
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2670/In.28/D.1/TL.01/08/2019, tanggal 19 Agustus 2019 atas nama saudara:

Nama : SITI ROHMAH LULU MUTHOHAROH
NPM : 1501070125
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA AL HUDA TULUNG BALAK, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF BILINGUAL METHOD ON THE STUDENTS' SPEAKING PERFORMANCE AT THE ELEVENTH GRADE MA AL HUDA TULUNG BALAK".

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

Wassalamu'alaikum Wr. Wb.

Metro, 19 Agustus 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 0031





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

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

SURAT TUGAS

Nomor: B-2670/In.28/D.1/TL.01/08/2019

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

Nama : SITI ROHMAH LULU MUTHOHAROH
 NPM : 1501070125
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA AL HUDA TULUNG BALAK, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF BILINGUAL METHOD ON THE STUDENTS' SPEAKING PERFORMANCE AT THE ELEVENTH GRADE MA AL HUDA TULUNG BALAK".
 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 : 19 Agustus 2019

Mengetahui,
 Pejabat Setempat

Wakil Dekan I,

 Dra. Isti Fatonah MA
 NIP. 19670531 199303 2 0031



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

Nama : Siti Rohmah Lulu Muthoharoh

Jurusan : TBI

NPM : 1501070125

Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 30/9-19		✓	Revise figure 2.	
	Senin 4/11-19		✓	Revise all ch. iv	
	Senin 11/11-19		✓	Revise grammar	
	Selasa 19/11-19			Revise table 3.7 Revise conclusion.	

Mengetahui :
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Siti Rohmah Lulu Muthoharoh

Jurusan : TBI

NPM : 1501070125

Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 2/12-19		✓	Acc ch. 12.	

Mengetahui :
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NPM : 1501070125

Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Tuesday 3/12 2019			- Revise Ch I - Add Theory - Add Graph	
2.	Thursday 5/12 2019			- Revise Abstrak - Revise Ch II - Revise Ch III	
3					

Mengetahui :
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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-843/In.28/S/OT.01/09/2019**

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

Nama : SITI ROHMAH LULU M
NPM : 1501070125
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070125.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya

Metro, 14 Oktober 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd
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CURRIULUM VITAE



The writer was born on December 16th, 1996 in Kedaton 1. Her name is Siti Rohmah Lulu Muthoharoh. She is the fourth daughter of Mr Sandi and Mrs. Supiyati. She has oldest sister and old brother, the name are Rebini, Seh Maulana and Samngani.

In 2009, she graduated from SDN 1 Tulung Balak. At the time 2012, she graduated from MTs Darul Muslim Tulung Balak. Then, she continued her study to MA. Ma'arif 9 Kotagajah and graduated in 2015. In the same year, she continued her study as a student of S-1 English Eduation Department in the State Institute for Islamic Studies of Metro.