



FINAL PROJECT

**THE EFFECTIVENESS OF USING *www.englishspeak.com* LEARNING
WEBSITE IN IMPROVING STUDENTS' SPEAKING SKILL**

**(An Experimental Study on the Tenth Grader Students of SMA Negeri
Banyumas in the Academic Year 2014/2015)**

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan* in English

by

Kurnia Dinie Rianggara

2201408021

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

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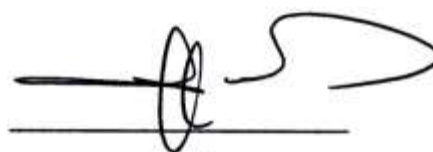
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This final project entitled "The Effectiveness of Using *www.englishspeak.com* Learning Website in Improving Students' Speaking Skill" has been approved by a board of examiners of English Department and officially verified by the Dean of the Faculty of Languages and Arts Semarang State University on Friday, July 10th 2015.

Board of Examiners

1. Chairperson

Drs. Syahrul Syah Sinaga, M. Hum.
NIP 196408041991021001



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Rini Susanti Wulandari, S.S., M.Hum.
NIP 197406252000032001



3. First Examiner

Bambang Purwanto, S.S., M.Hum.
NIP 197807282008121001



4. Second Examiner

Arif Survo Priyatmojo, S.Pd., M.Pd.
NIP 198306102010121002



5. Third Examiner as First Advisor

Prayudias Margawati, S.Pd., M.Hum.
NIP 198103162008122002



Approved by
The Dean of the Faculty of Languages and Arts



Prof. Dr. Agus Nuryatin, M.Hum.
NIP 196008031989011001

CERTIFICATION OF ORIGINALITY

I hereby declare that,

Name : Kurnia Dinie Rianggara
NIM : 2201408021
Study Program/Department : English Education/English Language & Literature
Faculty : Languages and Arts
University : Semarang State University
State that the final project entitled:

**THE EFFECTIVENESS OF USING *www.englishspeak.com* LEARNING
WEBSITE IN IMPROVING STUDENTS' SPEAKING SKILL
(An Experimental Study at the Tenth Grader Students of SMA Negeri
Banyumas in the Academic Year 2014/2015)**

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Semarang, July 2015


Kurnia Dinie Rianggara

NIM 2201408021

**“Do what you can, with what you have, where
you are”**

(Theodore Roosevelt)

“Innallaha ma’ashobirin”

(Surah Al-Baqarah 153)

“There is always a light by the end of the tunnel”

(anonym)

“Fight it out until you can do nothing”

(Kurnia Dinie Rianggara)

To:

Ibu and Bapak, my greatest parents
ever.

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ABSTRACT

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Key words: Speaking Skill, Practice, www.englishspeak.com, Learning Website

The topic of this study is improving students' speaking skill through www.englishspeak.com learning website for grade X of SMA Negeri Banyumas in the academic year 2014/2015. The background of the study is there are many graduates from senior high school who are assumed to speak English passively. The objective of this study is to know the significance of the use of www.englishspeak.com learning website in improving students' speaking skill. The research design used is experimental design applying pre-test post-test section to experimental and control group. The population was the tenth grader students of SMA Negeri Banyumas and the sample were class X MIA 6 as experimental group and class X MIA 5 as control group consisted of 39 students each group. The first meeting was pre-test for both groups. It was treatment I gave on the second and third meeting using www.englishspeak.com learning website to the experimental group when the control group was given treatment using conventional method. The last meeting was post-test section for both experimental and control groups. The research instrument used was performing a simple dialogue about the topic we have learned. The students' speaking performance was evaluated using five speaking aspects which are pronunciation, grammar, vocabulary, content, and fluency.

The result of the study showed the pre-test mean score for experimental and control group were 44.20 and 46.46. The post-test mean score for the experimental and control group were 61.03 and 50.26. The mean score of each speaking aspect (pronunciation, grammar, vocabulary, content, and fluency) was also increased after using www.englishspeak.com learning website for experimental group.

In order to find out the significance of the study, t-test was applied. After having the test of significance, the t-value (2.78) was higher than t-table (1.67). It means that there is a significant difference in result between students speaking skill after being taught using www.englishspeak.com learning website and using conventional method of the tenth grade students of SMA Negeri Banyumas.

From the result of the study, I concluded that the students improved their speaking skill effectively through activity using www.englishspeak.com learning website. They were better in pronunciation, grammar, vocabulary, content, and fluency aspects. For teaching speaking, the students should be taught by interesting learning media such as www.englishspeak.com learning website.

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CHAPTER I

INTRODUCTION

This chapter is divided into six sub chapters, they are; the background of the study, reasons for choosing the topic, the research problems, objectives of the study, significance of the study, and the last section of this chapter presents organization of the report.

1.1 BACKGROUND OF THE STUDY

Acquiring English as a second language is one of requirements to be success in this global era. Acquiring English as a second language can ease us to communicate with people all over the world. As an international language, English has a great role in uniting people worldwide for many purposes. Because of that, it is necessary for people, in this case Indonesian, to master English skill. For the sake of communication, speaking becomes one of important skills. Recent research in second language acquisition finds that speaking is a main factor in forming learner's language development (Hadley, 2001 : 230). Furthermore, Hadley (2001 : 230) asserts that in the twenty-first century, second language speaking skill can be an important benefit for everyone who is looking for a job in education, business, and industry.

In teaching and learning process, media is very important. Kemp and Dayton (1985:3-4) mention several studies about the positive effects of using media as the only way, they are: teaching and learning process become more

interesting, interactive, and efficient. It also increases students' output since the media communicate the elements of knowledge. In addition, Rost (2002:259) states that there are numerous sites on the internet that provide authentic listening and speaking material that can be utilized for language learning. Also, Li-Ling Kuo states that a medium is called the educational medium when the medium transfers message for teaching (Li-Ling. 1996). He adds that the use of media is important and it is impossible to coordinate teaching with learning without using media (Li- Ling.1996).

English speaking skill is a requirement to expand job opportunities up to international level and make it easier to get, although the requirement is in the opposite with the proficiency of many graduates from Senior High School in Indonesia who are assumed speak English passively. For example, even to introduce themselves, they need to learn English for at least six years. There must be reasons causing this problem; one of the aspects is that the students face some difficulties in speaking English. This is a common thing because as a foreign language, Indonesian students are not accustomed to speak in English within their community. This fact is in line with Pinter's statement (2006 : 55) that one of the biggest challenges for all language learners is to speak fluently and correctly because to master a speaking skill, the students must speak and think at the same time.

Moreover, English has a different language pattern with Bahasa Indonesia. Therefore, it is possible for Indonesian students to be influenced by their native language while speaking English. Some difficulties faced by second language

learners are caused by their first language. In term of learning, facing some difficulties or making mistakes is common; the most important thing is how the students deal with such problems.

There are many kinds of strategies that the students might use to make their speaking better; for example by doing practice with their friends, listening to English songs, watching English movies, speaking with native, and so forth. Despite all the strategies, the most important one is the spirit which comes from themselves. It is possible for students to use their interlanguage in delivering message and making people understand what they are talking about. Ellis (1986 : 8) states that second language acquisition is similar to first language acquisition depending on the strategies that the learners use. In addition, strategies come from the learners and the teacher in a good combination are better.

Based on theories and findings stated, I will observe kinds of difficulties which are encountered by SMA Negeri Banyumas students of X graders and apply my strategies using *www.englishspeak.com* learning website to improve their speaking skill. Since the most important thing in solving a problem is by knowing the problem and finding the solution, this research is not only aimed to observe the students' speaking difficulties, but also to help them to solve it. By the end of the study, I expect the problems of speaking English encountered by the students will be solved for they can improve their speaking skill. Hopefully, this research can help solving speaking problems which are faced by almost all L2 learners.

1.2 REASONS FOR CHOOSING THE TOPIC

Improving students' speaking skill through *www.englishspeak.com* learning website is chosen as the topic of the study because of the following reasons:

1. Speaking plays an important role in communication, however it is also the least understood of the four language skills. Because of this consideration, I am willing to start a foreign language teaching of speaking according to the curriculum using *www.englishspeak.com* learning website as the new medium. It is very important since it is a basic skill in language mastery.
2. All the materials provided in this site are free. So, the teacher and the students can download the material to support their teaching and learning process freely. Internet is the largest media for teaching and learning process especially English, specifically listening and speaking skill. When we can sort which one is the trusted learning resource, it will do help us effectively.
3. The students often experience an anxiety in speaking. Through this site they can listen to the example spoken by native first and then have a practice by themselves whenever they want without such a burden feeling at times and places.
4. A modern teaching method used by the teacher may bring a new spirit to the students and encourage them to improve their speaking skill.

1.3 RESEARCH PROBLEMS

According to the problems I stated on the background of the study, this study is intended to find out the answer for the following problems:

1. How is the online material in *www.englishspeak.com* learning website used to improve students' speaking skill?
2. What are the advantages and disadvantages of the materials provided by *www.englishspeak.com* learning website in teaching speaking for SMA Negeri Banyumas' X graders students in the academic year 2014/2015?

1.4 OBJECTIVES OF THE STUDY

The objectives of this study are:

1. To describe how online materials on *www.englishspeak.com* learning website is used to improve students' speaking skill.
2. To figure out the advantages and disadvantages of using the materials on *www.englishspeak.com* learning website in teaching speaking to the X graders students of SMA Negeri Banyumas.

1.5 SIGNIFICANCE OF THE STUDY

Theoretically, the study does not build a new theory in teaching and learning speaking, but it is expected to be a reference for the next researchers. It is also expected to be the reference for English teachers who frequently use conventional method in teaching English, especially speaking.

Practically, the materials on *www.englishspeak.com* learning website can be applied by the English teachers as an alternative media in teaching speaking especially for the most common phrases, so that the students will be interested and more enthusiastic in learning English.

Pedagogically, the materials in *www.englishspeak.com* learning website will help the students to improve their speaking skill. It is also supported by rich example spoken by native speakers in the materials.

1.6 OUTLINE OF THE STUDY

This study is divided into five chapters. Each chapter discusses certain related issues. The chapters will be organized as follows:

Chapter one is introduction which introduces the study. It describes background of the topic, reasons for choosing the topic, research problem, objectives of the study, significance of the study, and organization of the report.

Chapter two presents review of the previous study, review of the theoretical background including general concept of speaking, learning media, website, and theoretical framework of analysis.

Chapter three concerns with the research methodology. It deals with research design, role of the researcher, object of the study, population and sample, research variables and hypothesis, type of data, instrument of collecting data, method of collecting data, and method of analysing data.

Chapter four presents the findings from the activities of experimental group, the activities of control group, detail of the test result, data analysis, and discussion.

Chapter five is conclusion and suggestion of the study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter explains the previous studies related to this topic, discusses theoretical background including general concept of speaking, types of speaking, teaching speaking, how to improve the students' speaking skill, and *www.englishspeak.com* learning website. It also discusses the theoretical framework of analysis.

2.1 Review of the Previous Study

In this part, previous studies related to the study are reviewed. There is a research conducted by Afwan (2012) entitled "Using Talking Points of *www.elllo.org* to Enhance Students' Understanding of English Monologue" which focused on the use of audio visual media to help students achieve a better listening skill compared to the conventional method used by class teacher. The goal of the study is to find the strengths and weaknesses of that web and to enhance students' listening comprehension.

Another previous study was conducted by Triningsih (2009). She also provided a media in teaching listening which revealed the more effective result than using the conventional one. Her study focused on the students' listening comprehension which is improved through a listening practice using an audio visual media.

Another previous study conducted by Pete Trafis and Fiona Joseph entitled *Improving Learners' Speaking Skill with Podcasts*. This research looks at the potential role of Web 2.0 technologies and podcasting to act as a transformational project to create a series of podcasts called "Splendid Speaking" based on authentic speech recordings of English language learners from around the world. The aim of the project was to utilize a Web 2.0 technology, podcasting, to improve the speaking skills of upper-intermediate to advanced level learners.

Compared by those previous studies reviewed, the speaking practice through *www.englishspeak.com* learning website which is available online in a website is also similar to those media. However, the learning activities would not always conduct online but sometimes it can be conducted offline too.

The method used by Afwan in teaching English was online media to improve students' achievement in a particular point of English skill. On the other hand, Utami used an audio visual media that is provided offline. Here, there are similarities and difference between my study with theirs. The similarity with Afwan's study can be found on the use of online media as a new method to teach English skills to the students.

In line with the similarities with Afwan's study, the similarities between my study with Utami's can be seen on the use of audio visual media to train the students a particular skill of English. The third previous study reviewed is Pete and Fiona's which utilize a web 2.0 technology to improve the students' speaking skill. The similarities between my study with Pete and Fiona's can be seen on the use of web based learning to improve students' speaking skill.

On the other hand, there is also difference between my study with theirs. The difference here is the objective of my study is about improving students' speaking skill for one of the previous researcher was focused on listening skill. Another difference, one of the previous researcher used an audio visual media which is provided offline but it will be online media that used on my study.

To sum up, there are significant similarities and differences between my study with the previous studies. The similarities can be found on the use of audio to improve student's particular English skill and the use of online media or learning website. Besides, the differences can be found on the objective of the study and kind of media that is used to improve students' particular skill of English.

2.2 Review of the Theoretical Background

2.2.1 General Concept of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), but it can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson

asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996).

Speaking is the most proper way to deliver an idea to others. People learn a foreign language in order that they would be able to communicate properly using that language. There are many aspects of language we should know when we learn a foreign language, that is English. Finally, speaking is about how do we deliver ideas to other people in a proper way, in order to make them know what we are talking about.

To improve our speaking skill, there are things we should consider. If you want to be a good speaker you must be good at listening to English first because a good speaker is a good listener. Pronunciation is very important, if you find it hard to speak fluently, it may be because you pronounce words badly. You need to get a lot of speaking practice because when you get better in speaking, your pronunciation will actually improve. I expect that my students will get a better speaking skill by practicing English through *www.englishspeak.com* learning website.

2.2.1.1 Types of Speaking

There are different types of speaking performance proposed by experts. Brown (2001) proposed six types of classroom speaking performance as follow:

2.2.1.1.1 Imitative

A new teacher in the field should put drilling as a legitimate part of the communicative language classroom. Drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose linguistic difficulty either phonological or grammatical. Drilling activity which is focus on speaking skill will introduce students how to speak and pronounce words properly when make them more familiar with English at the same time in an effective way.

2.2.1.1.2 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. The term intensive speaking in my definition means a proper speaking skill both in the pronunciation and grammatical structure.

2.2.1.1.3 Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher- or student-initiated questions or comments. Responsive speaking in the classroom include students' short answer (response) to the teacher's or friend's questions which is not a dialogue.

2.2.1.1.4 Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Transactional is one step beyond responsive speaking. Conversation give a chance to someone to convey their ideas and vice-versa. It would be two way communication in the transactional.

2.2.1.1.5 Interpesonal (dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. Learners would need to learn how such features as the relationship between interlocutors, casual style, and sarcasm are coded linguistically in this conversation.

2.2.1.1.6 Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. The skill of extensive speaking is usually not addressed to high school students except in the extracurricular activity.

2.2.1.2 Five Aspects of Speaking

English speaking skill is not a difficult skill that can not be conquered. The challenges of speaking would never discourage us as long as we really put a big effort on training ourselves to master this skill. To master English speaking skill, we have to understand five aspects of speaking. They are pronunciation, grammar,

vocabulary, fluency, and content. Those five aspects should be mastered by students if they want to be a good speaker. If one of the aspects is ignored, of course, their speaking skill would not be perfect. The more explanation about the five aspects of speaking will be explained as follows:

2.2.1.2.1 Pronunciation

Pronunciation is the way a word is spoken. How do we pronounce a word when we speak with people will actually influence their meanings. Nunan (2003: 126) states: "Pronunciation is more than precise enunciations of individual vowel and consonants sounds, but includes broader dimensions of spoken language such as speed of speech, tone, pausing patterns, intonation, and even the use of our whole bodies as complementary tools for getting spoken messages across".

From that statement, it can be said that pronunciation aspect includes some sub-aspects. So, in this study, the assessment of pronunciation aspect covers speed of speech, tone, pausing patterns, and intonation.

2.2.1.2.2 Grammar

A sentences are acceptable when they follow the grammatical rules of the language. But, nowadays people tend to use the grammatical rules of their first language when they speak on the second language, that is English. Actually, there is significant difference grammatical rules between Bahasa Indonesia and English. So, sometime, there is an irrelevant communication between people because they do not obey the grammar rules. In this study I focus on the grammatical rules usually used in the interpersonal and transactional conversation of daily life.

2.2.1.2.3 Vocabulary

Vocabulary is a total number of words which make up a language. The number of words we arrange into a sentences is a part of vocabulary. Students who want to succeed in language learning should master vocabulary well. They are expected to be able to use vocabulary in a right context.

2.2.1.2.4 Fluency

Nunan (2003: 55) states “Fluency is the extent to which speakers use the language quickly and confidently, with few hesitation or unnatural pauses, false starts, word searches, etc”. Being able to speaking English fluently is a main goal of almost English learners. Fluency means being able to communicate our idea without have to stop and think too much. Fluency is very important because without it, the communication is less perfect and sometimes difficult to convey message.

2.2.1.2.5 Content

The clear content in utterances is very important. People would understand what others said in communication if the content of their utterances is clear and easy to understood. So, the speakers will have a good content in their utterances if they speak based on the topic that is being talked.

2.2.1.3 Teaching Speaking

Teaching speaking is not an easy job to be done by a teacher. In order to achieve the goal of the study, that is improving students’ speaking skill, a teacher should provide a kind of warm and embracing climate that encourage students to speak. I

use *www.englishspeak.com* learning website as a medium to help students' improve their speaking skill and see how the activity will benefit them.

In English as foreign language class, the students are totally dependent to the teacher for models of language and to give them a useful linguistic feedback toward their achievement in the teaching and learning process. Teacher's input in class is really important for every students in the class are focused on the teacher's explanation during the lesson. The English teacher need to be clearly articulated to ease the students follow the example from the teacher.

English teacher rarely gave a praise when students have accomplished the assignment or performed well in class. Whereas, students' learning achievement need to be well appreciated by the teacher for it will increase their learning motivation. The increase of students' learning motivation is in line with the increase of their learning achievement. Besides a teacher's praise or appreciation, teacher also need to pay attention on criticism toward the students. Praise and criticism should be given in balance. A genuine praise enables students to welcome criticism and to put it to use. A balance praise and criticism teacher give to the students is beneficial for students' improvement in the teaching and learning process.

2.2.1.3.1 How to Improve Students' Speaking Skill

Train a student to acquire a proper speaking skill in their second language will be a challenging task, especially to a candidate of English teacher. There are many ways can be done by the teacher to provide a better learning atmosphere in class.

In second language situations, especially multilingual class, it would be better not to let the class go to excess in the use of their native language. In order to achieve the goal of the study, that is improving students' speaking skills, English need to be used as the only language during the lesson in class. If it is a situation where students compelled to use their first language, it's use should be confined as well.

The use of a new teaching media is important too to increase the students' learning interest. Beside the need of an innovative teaching media, the teacher's proficiency in speaking have the same level of importance. Before plan a lesson to the students, we need to make sure that the teacher's proficiency in speaking is proper enough.

2.2.2 Learning Media

According to Hornby (1995) media is defined as the main means of communicating with large numbers of people, especially television, radio, and newspapers. Whereas, medium is defined as (1) a means by which something is expressed or communicated, (2) a substance or the surroundings in which something exists or moves or is transmitted, (3) a person who claims to be able to communicate with the spirits of dead people, (4) sing – the middle quality, degree, etc between two extremes.

Media as the plural form of medium is defined by Hornby (1995) as the main means of communicating with large numbers of people, especially television, radio, and newspapers. Based on the definition stated, in the simple definition, media can be defined as the means of communication with people.

In education, especially in the teaching and learning area, media used in the classroom as a tools to help the teacher and students to achieve the goal of the teaching and learning process. Through the new media used, the teacher expect that by the end of the study, the students' achievement in a particular English skills will significantly improved.

2.2.2.1 Website

These days generation are very familiar with internet. Most people have their own gadget even more than one that they brought here and there in order to always connected to the internet. However, I believe that there are many people that do not know well about the difference between internet and website. Before we discuss more about website, I will give the brief history of the website first.

Tim Berners-Lee invented the World Wide Web in 1989, about 20 years after the first connection was established over what is today known as the Internet. At the time, Tim was a software engineer at CERN, the large particle physics laboratory near Geneva, Switzerland. Many scientists participated in experiments at CERN for extended periods of time, then returned to their laboratories around the world. These scientists were eager to exchange data and results, but had difficulties doing so. Tim understood this need, and understood the unrealized potential of millions of computers connected together through the Internet.

Tim documented what was to become the World Wide Web with the submission of a proposal to his management at CERN, in late 1989. This proposal specified a set of technologies that would make the Internet truly accessible and

useful to people. Believe it or not, Tim's initial proposal was not immediately accepted. However, Tim persevered. By October of 1990, he had specified the three fundamental technologies that remain the foundation of today's Web (and which you may have seen appear on parts of your Web browser):

- a) HTML: HyperText Markup Language. The publishing format for the Web, including the ability to format documents and link to other documents and resources.
- b) URI: Uniform Resource Identifier. A kind of "address" that is unique to each resource on the Web.
- c) HTTP: Hypertext Transfer Protocol. Allows for the retrieval of linked resources from across the Web.

Firstly, website is defined as a connected group of pages on the World Wide Web regarded as a single entity, usually maintained by one person or organization and devoted to a single topic or several closely related topics. In addition, definition of website in science is a set of interconnected webpages, usually including a homepage, generally located on the same server, and prepared and maintained as a collection of information by a person, group, or organization.

It is also said that a web site is a related collection of information files referred as pages. A company or an individual tells you how to get to their web site by giving you the address of their home page. From the home page, you can get to all the other pages on their site (Hartoyo, 2012:226).

Through *www.englishspeak.com* learning website that I used as a medium to teach speaking to the students in this study, I expect that the use of the website will be appropriate to the students speaking skill's improvement.

2.2.2.2 *www.englishspeak.com* Learning Website

The *www.englishspeak.com* learning website is a free and award winning new system for learning to speak English. The program contains lessons that give special attention to English pronunciation and everyday language. With over 100 lessons, *www.englishspeak.com* learning website provides a large amount of audio content. Users have access to two different speeds of playback for each item.

Many people who have had trouble learning to speak in the past believe incorrectly that they "just are not good at learning English". In reality it is because most English class environments are not ideal for learning to speak.

The problem with most English course material is that it is not strictly focused on teaching spoken language. Students who learn from these materials often end up sounding strange and like they are reading from a textbook. In addition, most students practice with each other and not with native speakers which results in mispronunciations and bad habits that leave little room for progress.

The *www.englishspeak.com* learning website give benefits to English learners, they are; huge amount of audio content, normal and slow playback speeds. Moreover, it give us the analysis features pronunciation, literal translation, meaning, and characters. This learning website also equipped with 2500 common vocabulary and phrase items, also, it is free.

Each English lesson simulates a conversation between the user and a native speaker. Users are put in a variety of real world situations and take part in conversations using the most frequently used English words and English grammar.

There is a tremendous emphasis put on pronunciation. Users have access to normal and slow playback speeds for each conversation, sentence, and word. Place your cursor over any word in the program and it will be pronounced slowly by the instructor, not by a computer generated voice.



Figure 2.1 Home Page of www.englishspeak.com Learning Website



100 English Lessons		
This page contains a list of all the lessons in the program. Each lesson is based on a real world conversation.		
Level 1	Level 2	Level 3
1. Where are you from?	35. At the restaurant.	69. Josh works at a software company.
2. Do you speak English?	36. I need to do laundry.	70. Listening to music.
3. What's your name?	37. Finding a convenience store.	71. Taking a taxi.
4. Asking directions.	38. Geography and direction.	72. We're not lost!
5. I'm hungry.	39. I ate at the hotel.	73. Help me find my purse.
6. Do you want something to drink?	40. Going to the movies.	74. Taking pictures.
7. That's too late.	41. The food tastes great.	75. I dropped your calculator.
8. Choosing a time to meet.	42. Helping a friend move.	76. I brought you an apple.
9. When do you want to go?	43. Visiting family.	77. My mother-in-law is coming tomorrow.
10. Ordering food.	44. Looking at vacation pictures.	78. Jim cancelled the meeting.
11. Now or later?	45. Ordering flowers.	79. Bill got fired.
12. Do you have enough money?	46. Leaving a message.	80. Nervous about surgery.
13. How have you been?	47. Talking about the weather.	

Figure 2.2 English Lessons in *www.englishspeak.com* Learning Website

englishspeak.com
learn spoken english for free

Home | 100 Lessons | 1000 Most Common Phrases | 1500 Most Common Words | Contact Us

Select language: ☒ English ☐ 中文 ☐ Español

List of Lessons | Previous Lesson | Next Lesson

Lesson 37 - Finding a convenience store.

Conversation

Normal Speed:

Slow Speed:

Conversation Sentences

Name:	English	Audio (Slow)	Audio (Normal)
Andrew:	Pam, where's the closest ATM?	<input type="button" value="▶"/>	<input type="button" value="▶"/>
Pam:	It's not that far. Do you see that Yellow building over there?	<input type="button" value="▶"/>	<input type="button" value="▶"/>

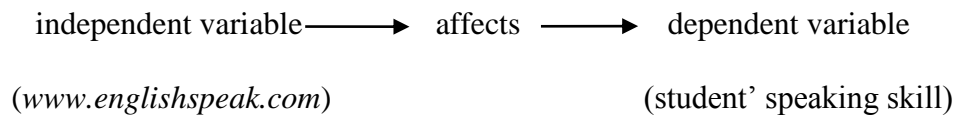
Figure 2.3 Normal and Slow Speed Choice

2.3 Theoretical Framework of Analysis

As have been discussed above, I will conduct a quantitative research on the effectiveness of *www.englishspeak.com* learning website in improving students' speaking skill, specifically, to prove the effectiveness of *www.englishspeak.com* learning website in improving X grader students of SMA Negeri Banyumas' speaking skill.

Since I use an experimental design as the design of my study, the researcher's goal is to establish a cause and effect relationship between two phenomena. The researcher aims to establish that one variable, the independent variable causes changes in another variable, the dependent variable.

This can be shown as follow:



A classroom experiment of this type involves a sample of students. I will randomly assigning them to one experimental group and one control group. After that, I do a speaking pre-test to measure how well each group perform before the treatment. Then, I provide the experimental group with a carefully planned instructional “treatment” use the new teaching medium of *www.englishspeak.com* learning website (the word treatment here comes from the sciences means action or behavior toward a person, animal, etc.) while the control group is taught by the conventional one. Finally, I will assess how well each group performs on the dependent variable through a speaking post-test.

CHAPTER III

RESEARCH METHODOLOGY

Every researcher follows an academic method in order to manage their project well. This procedural way will lead them to achieve the goals of their project. Hence, in this chapter, I provide the methodology. It includes research design, role of the researcher, object of the study, population and sample, research variables and hypothesis, type of data, instrument for collecting data, method of collecting data, and method of analyzing data.

3.1 Research Design

Saleh (2005) states a research design is a specification of operations for the testing of a hypothesis under a given set of conditions. I have to select the research design before doing the research to become a standard of activities in testing the hypothesis.

According to Arikunto (2006: 84), experimental research has a purpose to investigate whether there is an effort on doing something that is treated as the subject of the research. In other words, an experimental research tries to observe the cause and effect relation between two phenomena.

I use experimental design for the study. The design of the experiment could be described as the following:

$$\begin{array}{cccc}
 \mathbf{E} & \mathbf{0_1} & \mathbf{X} & \mathbf{0_2} \\
 \hline
 \mathbf{C} & \mathbf{0_3} & & \mathbf{0_4}
 \end{array}
 \quad (\text{Arikunto, 2002: 79})$$

Where:

- E : Experimental group
- C : Control group
- X : treatment for the experimental group (the use of *www.englishspeak.com* learning website)
- O₁ : pre-test for experimental group
- O₂ : post-test for experimental group
- O₃ : pre-test for control group
- O₄ : post-test for control group

I choose experimental research as the design of the study to get the required data and information. Before we go to the research design, we should know the definition of experimental research.

Before conducting the research, I apply several questions list for designing an experimental procedure proposed by Creswell (2009: 155) as follows:

1. Who are the participants in the study?
2. What is the population to which the results of the participants will be generalized?
3. How were the participants selected? Was a random selection method used?
4. How many participants will be in the experimental and control group?
5. What is the dependent variable or variables in the study? How will it be measured? Will it be measured before and after the experiment?
6. What is the treatment condition(s)? How was it operationalized?

7. What experimental research design will be used? What would a visual model of this design look like?
8. What instrument(s) will be used to measure the outcome in the study? Why was it chosen? Who developed it?
9. What are the steps in the procedure (e.g., random assignment of participants to groups, collection of demographic information, administration of pre-test, administration of treatment(s), administration of post-test)?.
10. What statistics will be used to analyze the data (e.g., descriptive and inferential)?.
11. How will the results be interpreted?

The checklist of questions proposed by Creswell listed above can be used as a benchmark in conducting this research. In this study, I divided the sample into two groups, namely experimental and control group. Pre-test and post-test were given to both groups. Pre-test conducted to both experimental and control groups of the experiment to measure the condition before giving activity in teaching speaking for experimental group (O_1). Next, the activity (X) is given to the experimental group.

The experimental group is exposed to the influence of the activity in teaching speaking through *www.englishspeak.com* learning website. It uses the conventional method in teaching speaking for control group. Then, post-test is conducted to both groups. The effectiveness of the activity is shown by the differences between ($O_2 - O_1$) in the experimental group.

To answer the questions of this study, I investigated SMA Negeri Banyumas X grader students' speaking skill of class X MIA 5 and X MIA 6 as the object of the study.

3.2 Role of the Researcher

This study places the researcher as a data collector and investigator. As a data collector, I conducted pre-test and post-test section to both experimental and control group and administered them to get the data needed. Then, as an investigator, I investigated every single change that happened in both experimental and control groups of the study before, through, and after the experiment.

The next role is as a data analyst of every step in this experimental research. As a data analyst, I analyzed the data gathered from the pre-test and post-test section through SPSS program to get the result of the study and prove the hypothesis. Beside using the SPSS program, I also calculated the data gathered through the statistical formula manually.

The last step is giving interpretations of the data gathered during the research. In this research, the data would be taken from the X graders students of SMA Negeri Banyumas of class X MIA 5 and X MIA 6.

3.3 Type of Data

Arikunto (2010: 172) states that the source of data in a research is the subject of where the data can be obtained. In this study, the data is obtained from the student's test result.

The type of the data is quantitative data that consists of the score that have been achieved by students in the pre-test and post-test in the numeric forms. Therefore, I use written documents from the students' test result.

3.4 Population and Sample

3.4.1 Population

Tuckman (1978: 227) defines "Population is the establishment of boundary conditions that specify who shall be included in or excluded from the population". The population may be all the individuals of a particular type or more restricted part of the group. The objects in a population are investigated, analyzed, concluded and then the conclusion is valid to the whole population.

The population would be investigated as the subject of research in this study is X graders students of the SMA Negeri Banyumas. I selected the X graders since I felt that students in this grade already have a basic speaking skill which can be developed better.

3.4.2 Sample

Arikunto (2010: 174) states that sample is a part or representative of the majority of the population studied. In this study, I chose a random sample so that all subjects are considered as equal and have the equal opportunity to be sampled.

There are two classes that would be included as a sample of the study. I divided them into one experimental group and one control group. The experimental group is class X MIA 6 and the control group is class X MIA 5.

3.5 Research Variables and Hypothesis

3.5.1 Independent and dependent variables

A variable is a characteristic that can vary. The independent variable is the characteristic that is hypothesized to have an effect on comprehension. In this case, the independent variable is the new media used by the researcher to improve students' speaking skill. The dependent variable is a variable that will be affected by the independent variable, that is the goal of instruction will be studied. In this case, the dependent variable is the students' speaking skill.

3.5.2 Hypothesis

Arikunto (2010: 110) states that hypothesis can be interpreted as a temporary answer to the problems of research, until it is proven by the data collected. I collect the most useful data from the activities in the experimental and control group to prove the hypothesis. Based on the data collected, I will examine whether the hypothesis I had outlined is correct or just be a hypothesis when the result is not proven.

In the end of this study, I expect that there is a significant difference of speaking skill achieved by the SMA Negeri Banyumas X grader students who are taught by using *www.englishspeak.com* learning website from those who are taught by using conventional method.

3.6 Instrument for Collecting Data

According to Hornby (1995: 619) instrument defined as an implement or a piece of apparatus used for a particular purpose, especially for delicate of scientific work.

Saleh (2001: 31) suggests four types of instruments for collecting data. They are observation, questionnaire, interview, and test. In order to gather the data needed, I used an oral pre-test and post-test as an instrument for collecting the data. The result of the oral pre-test and post-test is measured through a rubric assessment as proposed by Brown.

The following scheme of rating scale combining assessment aspects proposed by Brown is used to measure the students' achievement in the speaking test.

Table 3.1 Rating Scale of Speaking Test

Aspects	Score	Explanation
Pronunciation	5	Speech consists of almost appropriate pronunciation
	4	Speech consists of hardly inappropriate pronunciation
	3	Speech consists of some of inappropriate pronunciation
	2	Speech consists of mostly inappropriate pronunciation
	1	Speech consists of very poor pronunciation
Grammar	5	Makes few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and/or word errors which occasionally obscure meaning
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning
	2	Grammar and words are difficult to understand.
	1	Errors in grammar and word order so severe as to make conversation virtually unintelligible
Vocabulary	5	Use of wide range of vocabulary taught previously
	4	Sometimes use in inappropriate terms and/or must rephrase ideas because of lexical inadequacies
	3	Frequently uses the wrong words in conversation
	2	Mistake of words and very limited vocabulary make comprehension so difficult
	1	Vocabulary limitation so extreme as to make conversation virtually impossible

Content	5	Ideas highly organized, covers all the information from the theme
	4	Ideas well organized, covers almost the information from the theme
	3	Ideas less organized, some missing parts of the information from the theme
	2	Ideas less organized, covers only the main information from the theme
	1	Unorganized ideas, a lot of missing parts of the information from the theme
Fluency	5	Has complete fluency
	4	Able to use the language on all levels
	3	Can discuss particular interests
	2	Can handle but not with facility most social situations
	1	No specific description

The scores from each component above is added to get the total number of 25 for the maximum score. In getting an individual score, I divided the overall students' score from five aspects with the maximum score and multiplied them with 100, as follows:

$$\text{Score} = \frac{\Sigma \text{aspect}}{25} \times 100$$

Where,

Score : overall of students' mark from five aspects

Σaspect : the number of student's mark from five aspects (pronunciation, grammar, vocabulary, content, and fluency)

25 : maximal score

Example :

$$\text{Score} = \frac{20}{25} \times 100 = 80$$

3.7 Method of Collecting Data

According to Arikunto (2010: 193) test is a series of questions or exercises and other tools used to measure skill, knowledge intelligence, ability or talent possessed by an individual or group.

Besides analyzing the appropriate research design, I also analyzed the strategy I used in the treatment before do a test to gather the data required. As a new strategy to improve the students' speaking skill, I used *www.englishspeak.com* learning website as well.

To collect the data, I managed several steps elaborated as follows:

3.7.1 Pre-Test Procedures

First of all, I met teacher whose classes were selected for the study to introduce the project and give brief explanation about how to do the research. The data of the students are collected including students' name, study program, and so on. After that, the test is developed specifically for this study and designed to measure X graders students' speaking skill of class X MIA 5 and X MIA 6 that administered by myself to the students who is join the speaking pre-test. Finally, speaking pre-test is conducted to both experimental and control groups in order to measure how well their speaking skill before the treatment.

3.7.2 Treatment

According to Hornby (1995: 1274) treatment is defined as the process or manner of behaving towards or dealing with a person or thing.

At this point, I gave the experimental group a treatment using *www.englishspeak.com* learning website to teach speaking while the control group is taught without the media. I collected a weekly grade reports for the students included in the experimental and control group.

The teaching and learning process of the treatment activity for the experimental group is done as usual, except the learning media because I used *www.englishspeak.com* learning website as the new learning media to teach speaking to the students of experimental group of class X MIA 6 of SMA Negeri Banyumas as well. I opened the *www.englishspeak.com* learning website using my netbook through SMA Negeri Banyumas' wifi connection and connect it with the LCD projector. In order to make the whole class hear the conversation clearly, I used a speaker active to make the sound louder and clearer.

The whole teaching and learning activity is done in the class for all the facilities of wifi connection, LCD projector, and speaker active is already provided by the school and can be accessed from all classes. The teaching materials I teach to the students will be matched with the materials on the students' hand book, so, the activity is not just a speaking practice from the beginning until the end of the class but there is also a lesson of reading and grammar implied.

Speaking skill is not an easy nor hard skill to be acquired. At the first time, I give the easy example of the conversation to the students. The students paid attention carefully and then repeat the sentences one by one. I always ask whether there is a question they want to ask to me. As the students get used to the

materials on *www.englishspeak.com* learning website, I gave them a more challenging materials from the learning website in the next meeting. To get more benefits from the learning website, I asked them to train themselves though *www.englishspeak.com* learning website whenever and wherever they can.

During the time in which the students receive the treatment in the classrooms will be periodically observed to note the environmental differences among the experimental group before, during, and after the treatment.

The application of the use of *www.englishspeak.com* learning website is done as follow:

3.7.2.1. Preparation

Before I go to the process of data collection, I randomly chose one class to be the experimental group and one class to be the control group of the study. The new strategy is used by the teacher as a media to teach speaking to the experimental group. The activity will emphasizes on students' speaking skill.

3.7.2.2 Material

The material I use in the teaching and learning process is taken from *www.englishspeak.com* learning website matched with the handout used by the English class teacher.

3.7.3.3 Work in pair

A conversation is done by two or more people. In this study, I assign the students to work in pair to do the conversation. Each group is given a situation in which they have to arrange a short conversation based on the situation given.

3.7.3.4 Performance

According to Hornby (1995: 860) performance is defined as an action or achievement, considered in relation to how successful it is.

3.7.3 Post-Test

At the end of the experimental period where the students are given a treatment using *www.englishspeak.com* learning website, I administered the speaking post-test to both experimental and control groups of students. A post-test is given after students do the pre-test and receive some treatments. I chose performance as one kind of oral test. The materials of the pre-test and post-test would be the same.

I gave the students several topics that have been learned on the treatment activities. The topic that have to be performed by the students on the post-test and pre-test is the same. The students randomly chose the topic and perform it spontaneously, so, they do not have much time to prepare themselves before their performance. There are five topics that must be chosen by the students on the post-test section. They are: expressing congratulation, expressing intention, introduction, compliment, and expressing care.

3.8 Method of Analysing Data

After all the data are complete, I compiled the students' score from pre-test and post-test and then analyzed them through a statistical analysis in order to draw a conclusion from the data had been investigated.

For the data analysis, I applied Arikunto's steps of analyzing data. Arikunto (2010: 278) stated that in a broad outline, the data analysis work includes three steps: preparation, tabulation, and data application according to the research approach.

3.8.1 Preparation

What is done in the preparation step is selecting or sorting the data that is obtained through the research activities. The step of preparation is intended to arrange the data in order to ease the researcher to hold the further process of data analysis. In the process of preparation, I will check the data gathered to see whether there is something missing and make sure that everything is well prepared and ready to go further to the process of data analysis.

3.8.2 Tabulation

Burroughs in Arikunto proposed the classification of data analysis as follows:

1. The tabulation of the data
2. The summarizing of the data
3. The data analysis for the purpose of testing the hypothesis.
4. The data analysis for the purpose of drawing conclusions.

In the process of data tabulation, I give scores to the students based on their speaking test' result on the pre-test and post-test. In the summarizing of the data, I collect the data gathered from both groups. After that, I analyze the data to test the hypothesis. Finally, I use the result of the data analysis to draw conclusion of the study.

3.8.3 Data Application According to the Research Approach

The data application here means processing the data obtained by using the formulas or rules in accordance with the approach or the chosen research design. Since my study is a quantitative research that used experimental research design of pre-test post-test activities, the data application will be related to number and statistics. About how to process the data, I used SPSS program for my study, the data was analyzed through inferential statistics analysis. Instead of using a computer program, I also need to know about the formula used by myself.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusion of the study based on the result of the study and suggestions for the students, teachers, and next researchers.

5.1 Conclusion

This study was done with a purpose to find out whether there is any significant differences scores of the speaking skill of the students who are taught using *www.englishspeak.com* learning website compared to the score of those who are taught without the learning website. The research method used was experimental design that was designed in the form of two groups, experimental and control group.

The result showed that there was significant difference scores of the students' speaking test score for them who are taught using *www.englishspeak.com* learning website compared with the students who are taught without the learning website. The mean scores of each group of the pre-test and post-test were different. The scores between the experimental group and the control group on the post-test were increased but they were significantly different.

The mean of experimental group on the post-test was 61.03 while the mean of control group on the post-test was 50.26. In order to know the significance, t-test was applied from the difference of means of those two groups until 10.77. From the t-test, the t-value (2.78) was higher than t-table (1.67).

Therefore, it could be seen that there was significant difference scores of the speaking skill test for the students who are taught using *www.englishspeak.com* learning website compared to them who are taught without the learning website.

Beside the data gathered, there was also observation about the application of using *www.englishspeak.com* learning website during the experiment to know the advantages and disadvantages of this activity. Based on the observation, there was a positive influence of learning speaking English using the website. Students become more enthusiastic and actively participate during the teaching and learning process. From both results, it can be concluded that the students' development in their speaking skill was improved through the activity using *www.englishspeak.com* learning website.

5.2 Suggestions

In this study, I would like to give some suggestions to the students' speaking skill development in order to get a better result or achievement.

1. For the students

It goes without saying that good English skills are expected to be acquired by English learners after learning process, especially speaking skill. Even though it is rather difficult to master English speaking skill, students should be more creative in finding ways to it. To be able to master speaking skill, students have to practice patiently and consistently. If there is a chance, they should learn and practice English directly with English teacher or native speakers. However, if it is not possible, they might learn through a learning website

which provides such features. The *www.englishspeak.com* learning website could be one of good choices.

2. For the teacher

Good teachers are expected to always be up to date to the latest teaching methods in order not to get left behind. Besides, being an up to date teacher who always bring the class to a new learning journey through a new teaching method would raise their learning spirits in each meeting. There are various new innovative teaching methods can be applied in English class. Learning English through song, games, group discussion, and so on can be interesting.

To the teacher, especially English teacher, I suggest them to always be creative in the way they teach. English teachers in Indonesia or other countries which use English as their second language can use *www.englishspeak.com* learning website as a media to help them to teach particular skills of English.

3. For the next researcher

I hope there will be next researchers who conduct a research with similar theme in the same field of study. To the next researchers, I wish that they might use *www.englishspeak.com* learning website as one alternative in conducting their research. And then, I hope that there will be an improvement for the next study from the weaknesses of this final project.

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APPENDICES

**LIST OF STUDENTS OF THE EXPERIMENTAL GROUP
CLASS X MIA 6**

NO	NAME
1.	AN NISA DWI PURWANINGSIH
2.	ANFASA FAIZ ASYHARI
3.	AYU AULIA RAHMA
4.	DANIA ANGGRAENI
5.	DENA ANDHIKA RIZKA FIRDAUS
6.	DHICKY WAHYU FIRMANSAH
7.	DIO ARMANDA RIZKY
8.	DISA UTAMI MERLIANSYAH
9.	ELIA GITA TRIANINGRUM
10.	EVAN EGA FIKRI ALAUDDIN
11.	FANNY RIEZKA ARYANTI DEWI
12.	HAFIDA VALEN SEPTEAMA
13.	ILMAWATI
14.	KANTI NOVIDA
15.	KIRANA MEGA GALIH P PRAMATI
16.	KRISTIAN PASSARELA
17.	LINA SUGIARTI
18.	LINTANG TITIS WIKANANDA
19.	OKTAVIA MEGA ARZITA
20.	MOHAMMAD MIFTAKHUDIN
21.	MOHAMMAD AFIF ARYYADI
22.	MURNIATI
23.	NAURA CHAIRUNNISA FARADAFFA
24.	NIKEN IMAS DHANAR SANTIKA
25.	PRISKA WAHUUNI
26.	QORINA MUSYAROFAH
27.	RAMADHAN NUR KARTIKO
28.	RESTU ARIANDINI
29.	REVI SANDIRA WIDYANDARA
30.	RESYHA MAULINA AINNI
31.	RINI WIDANINGRUM
32.	RIZKA HEMAS SUKMADEWI
33.	RUDY DWI SUSANTO
34.	SATRIA SUTRISNA WIRASAKTI
35.	SHIENTA OKIE RATNASARI
36.	SIFAURROHMAH
37.	SINGGIH RATNA IDA
38.	WINDA APRILIANI
39.	WISNU AJI KUNCORO

**LIST OF STUDENTS OF THE CONTROL GROUP
CLASS X MIA 5**

NO	NAME
1.	APRILIA HENING WASTHU PRATIWI
2.	ARIEF FIKRIANTO
3.	DHENOK PRASTYANINGTYAS P
4.	DIRA AFWA MARDANELA
5.	DWI SURYANINDYAH
6.	FERDIAN GIRI PRIHATMOKO
7.	FIDELA RAIDA HASNA
8.	FRISKA NURMEIDA WICAKSANI
9.	IKA ELIZA FITRIANI
10.	IQBAL RISKI RAMADHAN
11.	KARTIKA PUTRI SUKAMTO
12.	KHUWATI ROJANAH
13.	LADUNI FITRAH NURANI
14.	LATIF DRAJAT KRISDIAWATI
15.	MANARUL AFRIZAL
16.	MEGA AGUSTIANINGSIH
17.	META SARAH ANGGRAELITA
18.	MIFTAH AUFARIDZI LUQMANUL HA
19.	MUHAMMAD IQBAL
20.	MUHAMMAD ZAHID AL FAJAR
21.	NABILAH FIRDAUS SHAFa
22.	NIKEN FEBRIANTI
23.	NUR FITRIANA
24.	NUR IKHSAN AJI SETIYONO
25.	OKTRIVIANI DEWI
26.	OLIVIA PUSPA SERUNI
27.	OVANTRI SUGINORI
28.	PANDU BAYU MUKTI
29.	PRASTIKA PRABANINGTYAS
30.	PUTRI SISA NURDIN
31.	RATNA DIANTI
32.	RATNA HAYU PANGASTUTI
33.	SINGGIH WAHYU NUGROHO
34.	TANIA GIOVANI LASIJAN
35.	TAQY KHANIF ALTAFA
36.	USWATUN KHASANAH
37.	WELSA OKTA ONISTIA
38.	YULINAR DHILA WATI
39.	YUNIAR MINDIARTI

THE LEARNING SCHEDULE OF THE EXPERIMENTAL & CONTROL GROUP

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 6:45 – 7:30			X MIA 6 (Experimental Group)			
2 7:30 – 8:15						
3 8:15 – 9:00						
4 9:00 – 9:45	X MIA 5 (Control Group)					
5 10:00 – 10:45						
6 10:45 – 11:30						
7 11:30 – 12:15						
8 12:30 – 13:15						
9 13:15 – 14:00						

SILABUS SMA/MA

Mata Pelajaran : **BAHASA INGGRIS - WAJIB**
Kelas : **X**
Kompetensi Inti :

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemasyarakatan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.</p> <p>3.1. Menganalisis fungsi sosial,</p>	<p>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri</p> <p><i>Fungsi sosial</i></p> <p>Menjalin hubungan dengan guru, teman dan orang lain</p> <p><i>Ungkapan</i></p> <p><i>My name is... I'm ... I live in ... I have ... I like dan semacamnya</i></p> <p><i>Unsur kebahasaan:</i></p> <p>(1) Kata terkait dengan hubungan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari pemaparan jati 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog yang menyebutkan jati diri didepan kelas Ketepatan menggunakan struktur dan unsur kebahasaan dalam 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://america.nenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.1.Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>kekeluargaan dan kekerabatan, profesi pekerjaan, hobi.</p> <p>(2) Kata kerja dalam simple present tense: <i>be</i>, <i>have</i> dalam simple present tense</p> <p>(3) Kata tanya <i>What? Who? Which?</i></p> <p>(4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku terbuka,</p>	<p>diri dari berbagai sumber.</p> <ul style="list-style-type: none"> Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. Siswa berlatih memaparkan jati diri melalui tulisan <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya berdasarkan penggunaan. Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p>	<p>menyebutkan jati diri</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	menghargai perbedaan, perdamaian.	<ul style="list-style-type: none"> Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>). 	<p>percakapan</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat	<p>Teks lisan dan tulis untuk memuji bersayap (<i>extended</i>) serta responnya</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi memuji bersayap. Siswa mengikuti interaksi memuji bersayap. Siswa menirukan model interaksi memuji bersayap 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memuji bersayap Ketepatan unsur kebahasaan: tata 	1 x 2 JP	<ul style="list-style-type: none"> Audio CD/ SUARA GURU Koran/ majalah ber www.dailyenglish.com http://america

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk mengucapakan dan merespon pujian bersayap, dengan</p>	<p>interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i> <i>“Excellent! You really did it well, Tina.” “That’s nice, Anisa. I really like it.” “It was great. I like it, thank you,”</i> <i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi</p>	<ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa memuji bersayap dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p>	<p>bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya . Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya <p>Pengamatan</p>		<p>nenglish.state.gov/files/ae/resource_files</p> <ul style="list-style-type: none"> http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		<ul style="list-style-type: none"> Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (<i>learning journal</i>). 	<p>(observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan Komunikasi 		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar	Teks lisan dan tulis untuk menunjukkan perhatian (<i>care</i>)	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi menunjukkan perhatian. 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan 	1 x 2 JP	<ul style="list-style-type: none"> <u>Audio CD/</u> <u>SUARA GURU</u> <u>Koran/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.3. Menyusun teks lisan dan tulis</p>	<p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p>Ungkapan untuk memberi perhatian dan cara meresponnya: <i>You look pale . Are you OK? Not, really. I've got a headache.</i></p> <p><i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi</p>	<ul style="list-style-type: none"> Siswa mengikuti interaksi menunjukkan perhatian. Siswa menirukan model interaksi menunjukkan perhatian. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan 	<p>keruntutan struktur teks menunjukkan perhatian</p> <ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian Ketepatan dan kesesuaian menggunakan 		<p><u>majalah ber</u></p> <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>		<p>ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menunjukkan perhatian dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menunjukkan perhatian dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam 	<p>struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		menggunakan bahasa Inggris untuk menunjukkan perhatian dalam jurnal belajar (<i>learning journal</i>).	Komunikasi		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</p>	<p>Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu <i>Fungsi Sosial</i> Menyatakan rencana <i>Struktur Teks</i> 'I'd like to tell my name,' I will tell him about my job, I'm going to introduce my friend <i>Unsur Kebahasaan</i> Kata kerja <i>I'd like to ...</i>, <i>I will ...</i>, <i>I'm going to ...</i>; tata bahasa, ucapan, tekanan kata, intonasi,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan tentang niat melakukan sesuatu dengan bimbingan guru Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu Dengan bimbingan dan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan sesuatu Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian <p>Cara Penilaian: Pengamatan (observasi)</p>	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/VCD/DVD SUARA GURU Koran/majalah berbahasa Inggris www.dailyenglish.com http://america.nenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>transaksional dengan guru dan teman.</p> <p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p>ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p>	<p>arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu</p> <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu 	<p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		Mengasosiasi <ul style="list-style-type: none"> Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain. Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia Mengkomunikasikan <ul style="list-style-type: none"> Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar kelas Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning journal</i>) 			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris	Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat	Mengamati <ul style="list-style-type: none"> Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan 	2 x 2 JP	<ul style="list-style-type: none"> <u>Audio CD/VCD/DVD</u> <u>SUARA</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional</p> <p>3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.</p> <p>4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan</p>	<p>bersayap (extended) <i>Fungsi Sosial</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p><i>Struktur text</i> Ungkapan baku dari sumber-sumber otentik.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata dan tata bahasa baku</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi,</p>	<p>kabar, majalah).</p> <ul style="list-style-type: none"> Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan(questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, 	<p>keruntutan struktur teks ucapan selamat bersayap</p> <ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian: Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan <i>role-play</i> (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi nyata 		<p><u>GURU</u></p> <ul style="list-style-type: none"> <u>Koran/ majalah berbahasa Inggris</u> www.dailyenglish.com http://america.nenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>merespon ucapan selamat bersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli dan cinta damai.</p>	<p>dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan 	<ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat feedback. Siswa membuat kartu ucapan selamat Siswa memperoleh feedback dari guru dan teman sejawat 	<p>ucapan selamat</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

LESSON PLAN
(PRE-TEST for EXPERIMENTAL & CONTROL GROUP)

School : SMA NEGERI BANYUMAS
Subject : Bahasa Inggris
Grade/Semester : X/1
Material : Interpersonal and Transactional Conversation
Time Allocation : 2 x 45`

A. CORE COMPETENCY (KI)

- KI 1 : Appreciate and practicing their religion.
- KI 2 : Appreciate and practice honest behavior, discipline, responsible, care (mutual cooperation, cooperation, tolerance, peace), polite, responsive and proactive and showing attitude as a part of solution of various issues in interaction effectively with the social environment and nature, also in placing themselves as a reflection of the nation in the world association.
- KI 3 : Understand, apply, analyze factual knowledge, conceptual, procedural based on the curiosity about science, technology, art, culture, and humanities with the human insights, nationalities, nationhood and civilization related to causes of phenomena and events, also apply the procedural knowledge in the specific field of study according to their talent and passion to solve problem.
- KI 4 : Processing, reasoning, and presenting in the realm of concrete and abstract related to the development of what learned at school independently, and able to use methods according to the rules of science.

B. BASIC COMPETENCE AND INDICATOR

Basic Competence

- 1.1. Grateful of the opportunity to learn English as an international language actualized in the spirit of learning.

2.2. Behave honestly, discipline, confident, and responsible in doing the transactional conversation with both teacher and friends.

Indicator :

- a. Students understand social function, text structure, and and linguistic elements to express ideas.
- b. Students could apply the social function, text structure, and linguistic elements of expressing and asking ideas.
- c. Arrange oral and written text of expressing and asking ideas with attention to the social function, text structure, and linguistic elements correctly in context.

Indicator :

Students have skilled in using spoken and written text to express and ask ideas in the daily living context.

C. LEARNING OBJECTIVE

Students have skilled in using the expression of expressing and asking ideas in the context of daily living in the form of spoken and written according to context with an attention to the social function, text structure, linguistic elements correctly and behave honestly, discipline, confident, and responsible.

D. LEARNING MATERIAL

“Spoken and written text of expressing and asking intention”.

1. Social Function : Stating intention
2. Text Structure
 - *I'd like to tell my name,*
 - *I will tell him about my job,*
 - *I'm going to introduce my friend.*
 - *I plan to go to Aceh tomorrow.*
 - *I intend to build a school.*
3. Linguistic Elements
 - Verb in the statements :
 - *I'd like to + VI + C*
 - *I will + VI + C*
 - *I'm going to + VI + C*

- *I want to + VI + C*
- *I plan to + VI + C*
- *I intend to + VI + C*
- Grammar, pronunciation, stress, intonation, spelling, punctuation as follow :
 - *Nothing, think*
 - *Tonight, right, white*
 - *Look, jump, good*
 - *First, friend, stage, watch, concert*
 - *Walk, see, studying, etc.*

E. LEARNING METHODS

1. Approach : Scientific approach
2. Model : Discovery learning
3. Technique : Role play

F. MEDIA, TOOLS, AND LEARNING RESOURCE

1. Media : Students' handbook.
2. Tools : White and black board, situation cards.
3. Learning resource : Curriculum 2013, teacher's voice, handout

G. STEPS OF LEARNING ACTIVITIES

1. **Opening Activity (15 minutes)**
 - a. Greeting and pray together.
 - b. Give learning motivation.
 - c. Give a brainstorming in the form of question according to the activity that will be done, like :
 - *What are you going to do in the rest time today?*
 - *Suppose you have graduated from this school now. What are you going to do ?*
 - d. Explain the objective of the learning process or the basic competence that are going to be achieved.

(Based on my questions previously, Now, please guess! what topic are we going to discuss today?)
 - e. Deliver the range of materials and description of activities.

(which are about expressing and asking ideas in the daily living context, how is the social function, linguistic elements and grammar, intonation, stress and how to practice it).

2. Core (65 minutes)

Observe

- Students listen to teacher's explanation about example of a sentence of asking intention to someone.
- Students follow the interaction of stating and asking intention with teacher's guidance. (*What is he going to do?, He is going to take a rabbit out of his hat, What are you going to do?, I'm going to sing a song, I'm going to play football,.....etc*)
- Students imitate the example of stating and asking intention sentences. (*E.g : I'm going to play a football, I would like to sing a song*)

Questioning

With teacher's guidance and direction, students questioned about expressions which commonly used in daily conversation in English.

Exploration (pre-test section)

- a. Students given themes in the form of general daily situation in pairs based on their attendance list number.
- b. Students arrange conversation based on the example given with their own words.
- c. Students play a role of conversation they have made (pre-test section) in front of the class in pairs.

3. Closing (10 minutes)

Students are asked to look for material about daily conversation from another resource and get ready to discuss about intentions furthermore.

H. ASSESSMENT

1. Kind/assessment technique

Practice test / performance test.

Assessment of the students' learning process occur during the teaching and learning process which was started from the activities of observing, questioning, exploring, associating until communicate.

Attitude :

- Observation, self assessment, peers assessment.
- Journal, inside and outside classrooms, in the form of teacher's note.

Knowledge :

Students' knowledge about speaking skill evaluated through performance test.

Skill :

Performance / practice speaking in front of the class.

2. Type of instrument/instrument

Role play (write and play a role on dialogue using the expression of expressing and asking about daily activities and theme according to what had been taught using students' own words).

3. Manual of the assessment (rubric)

The following scheme of rating scale combining assessment aspects proposed by Brown is used to measure the students' achievement in the speaking test.

Aspects	Score	Explanation
Pronunciation	5	Speech consists of almost appropriate pronunciation
	4	Speech consists of hardly inappropriate pronunciation
	3	Speech consists of some of inappropriate pronunciation
	2	Speech consists of mostly inappropriate pronunciation
	1	Speech consists of very poor pronunciation

Grammar	5	Makes few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and/or word errors which occasionally obscure meaning
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning
	2	Grammar and words are difficult to understand.
	1	Errors in grammar and word order so severe as to make conversation virtually unintelligible
Vocabulary	5	Use of wide range of vocabulary taught previously
	4	Sometimes use in inappropriate terms and/or must rephrase ideas because of lexical inadequacies
	3	Frequently uses the wrong words in conversation
	2	Mistake of words and very limited vocabulary make comprehension so difficult
	1	Vocabulary limitation so extreme as to make conversation virtually impossible
Content	5	Ideas highly organized, covers all the information from the theme
	4	Ideas well organized, covers almost the information from the theme
	3	Ideas less organized, some missing parts the information from the theme
	2	Ideas less organized, covers only the main information from the theme
	1	Unorganized ideas, a lot of missing parts of the information from the theme
Fluency	5	Has complete fluency
	4	Able to use the language on all levels
	3	Can discuss particular interests
	2	Can handle but not with facility most social situations
	1	No specific description

Scoring

1. Maximal score for each students 25
2. To obtain an exact score, we divide the total score with the maximum score and multiply with 100.

So the formula is

$$\frac{\text{total score}}{25} \times 100$$

Example: Andy gets 12, so his score will

$$12/25 \times 100 = 48$$

Banyumas, October 2014

Acknowledged by

The Head of SMA Negeri Banyumas

Teacher

Muhammad Husain

NIP. 19630202198803

Kurnia Dinie Rianggara

NIM. 2201408021

LESSON PLAN
(POST-TEST for EXPERIMENTAL & CONTROL GROUP)

School : SMA NEGERI BANYUMAS
Subject : Bahasa Inggris
Grade/Semester : X/1
Material : Interpersonal and Transactional Conversation
Time Allocation : 2 x 45`

A. CORE COMPETENCY (KI)

- KI 1 : Appreciate and practicing their religion.
- KI 2 : Appreciate and practice honest behavior, discipline, responsible, care (mutual cooperation, cooperation, tolerance, peace), polite, responsive and proactive and showing attitude as a part of solution of various issues in interaction effectively with the social environment and nature, also in placing themselves as a reflection of the nation in the world association.
- KI 3 : Understand, apply, analyze factual knowledge, conceptual, procedural based on the curiosity about science, technology, art, culture, and humanities with the human insights, nationalities, nationhood and civilization related to causes of phenomena and events, also apply the procedural knowledge in the specific field of study according to their talent and passion to solve problem.
- KI 4 : Processing, reasoning, and presenting in the realm of concrete and abstract related to the development of what learned at school independently, and able to use methods according to the rules of science.

B. BASIC COMPETENCE DAN INDICATOR

Basic Competence

1.2. Grateful of the opportunity to learn English as an international language actualized in the spirit of learning.

2.2. Behave honestly, discipline, confident, and responsible in doing the transactional conversation with both teacher and friends.

Indicator :

- a. Students understand social function, text structure, and and linguistic elements to express ideas.
- b. Students could apply the social function, text structure, and linguistic elements of expressing and asking ideas.
- c. Arrange oral and written text of expressing and asking ideas with attention to the social function, text structure, and linguistic elements correctly in context.

Indicator :

Students have skilled in using spoken and written text to express and ask ideas in the daily living context.

C. LEARNING OBJECTIVE

Students have skilled in using the expression of expressing and asking ideas in the context of daily living in the form of spoken and written according to context with an attention to the social function, text structure, linguistic elements correctly and behave honestly, discipline, confident, and responsible.

D. LEARNING MATERIAL

1. Asking and stating intentions.

Social function: Stating a plan

Text structure

- *I will tell him that I love him,*
- *I'm going to go to the supermarket.*
- *I intend to build a school.*

Linguistic elements

- Verb in the expression of :

- *I'd like to + VI + C*
- *I will + VI + C*
- *I'm going to + VI + C*

2. Introducing oneself

Social function : to describe and introduce someone

Text structure :

I'd like to introduce myself.....

My name is.....

Hi, let me introduce my friend. He is.....

Linguistic elements:

- Words related to occupation, address, etc.
- The use of simple present tense.
- The use of *to-be*.

3. Congratulations

Social function : an expression of congratulate someone for their achievement or special moment in their life.

Text structure :

- Congratulations!
- Well done!
- Fantastic job!

Linguistic elements : simple present tense

4. Expressing care (sympathy)

Social function : to express our sympathy to somebody else for their failure

Structure of the text :

- Please accept my condolences.
- I'm sorry to hear that.
- I know how it feels.

Language feature: the use of simple present tense, *to-be*.

5. Compliment

Social function : expression that we say to express or give praise to someone else.

Structure of the text:

- That is a very nice dress!
- You look very beautiful with your new scarf!

Language feature : the use of simple present tense, the use of adjective.

E. LEARNING METHOD

1. Approach : Scientific approach
2. Model : Discovery learning
3. Technique : Role play

F. MEDIA, TOOLS, AND LEARNING RESOURCE

1. Media : Powerpoint slides presentation.
2. Tools : White and black board, lcd projector, theme cards.
3. Learning resource : Curriculum 2013, teacher's voice, students' knowledge.

G. STEPS OF LEARNING ACTIVITY

1. Opening Activity (15 minutes)

- a. Greeting and pray together.
- b. Give learning motivation.
- c. Give a brainstorming in the form of question according to activity that will be done.
- d. Explain the objective of the learning process or the basic competence that are going to be achieved.
- e. Deliver the range of materials and description of activities.
(which are about expressing and asking ideas in the daily living context that have been studied before and how to practice it).

2. Core (65 minutes)

Observe

- Students listen to teacher's explanation about review of the materials that have been studied.
- Students follow the interaction of teacher's review.

Questioning

With the teacher's guidance and direction, students questioning various expressions which is commonly used in the daily conversation in English and questioning things they didn't know.

Explore (post-test section)

- a. Students given five themes that have been learned which are congratulation, intention, introduction, compliment, and expressing care in pairs according to their attendance list number.
- b. Students decide the specific theme by themselves and arrange conversation based on the five topics written down on the card they took randomly with their own words.
- c. Students play a role they made in front of the class in pairs (post-test section).

3. Closing (10 minutes)

Students were given conclusion of the learned materials and give comment to their performance on the post-test section.

H. ASSESSMENT

1. Kind/assessment technique

Practice test/performance test.

Assessment of the students' learning process occur during the teaching and learning process which was started from the activities of observing, questioning, exploring, associating until communicate.

Attitude:

- Observation, self assessment, peers assessment.
- Journal, inside and outside classroom, in the form of teacher's notes.

Knowledge:

Student's knowledge about speaking skill evaluated through performance test.

Skill:

Performance / practice speaking in front of the class.

2. Type of instrument and instrument

Role play (write and play a role on dialogue using the expression of expressing and asking about daily activities and theme according to what had been taught using students' own words).

3. Manual of the assessment

Rubric

The following scheme of rating scale combining assessment aspects proposed by Brown is used to measure the students' achievement in the speaking test.

Aspects	Score	Explanation
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	2	Ideas less organized, covers only the main information from the theme

	1	Unorganized ideas, a lot of missing parts of the information from the theme
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	3	Can discuss particular interests
	2	Can handle but not with facility most social situations
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Scoring

1. Maximal score for each students 25
2. To obtain an exact score, we divide the total score with the maximum score and multiply with 100.

So the formula is

$$\frac{\text{total score}}{25} \times 100$$

Example: Andy gets 12, so his score will be

$$12/25 \times 100 = 48$$

Banyumas, November 2014

Acknowledged by,

Head of SMA Negeri Banyumas

English Teacher

Muhammad Husain, S.Pd., M.Si.

NIP. 19630202198803

Kurnia Dinie Rianggara

NIM. 2201408021

LESSON PLAN
(Treatment for The Experimental Group)

School : SMA NEGERI BANYUMAS
Subject : Bahasa Inggris
Grade/Semester : X / 1
Material : *'Expressing Intentions to do something'*.
Time Allotment : 2x45'

A. CORE COMPETENCY (KI)

- KI 1 : Appreciate and practicing their religion.
- KI 2 : Appreciate and practice honest behavior, discipline, responsible, care (mutual cooperation, cooperation, tolerance, peace), polite, responsive and proactive and showing attitude as a part of solution of various issues in interaction effectively with the social environment and nature, also in placing themselves as a reflection of the nation in the world association.
- KI 3 : Understand, apply, analyze factual knowledge, conceptual, procedural based on the curiosity about science, technology, art, culture, and humanities with the human insights, nationalities, nationhood and civilization related to causes of phenomena and events, also apply the procedural knowledge in the specific field of study according to their talent and passion to solve problem.
- KI 4 : Processing, reasoning, and presenting in the realm of concrete and abstract related to the development of what learned at school independently, and able to use methods according to the rules of science.

B. BASIC COMPETENCE AND INDICATOR

Basic Competence

- 1.3. Grateful of the opportunity to learn English as an international language actualized in the spirit of learning.
- 2.3. Behave honestly, discipline, confident, and responsible in carry out transactional conversation with teacher and friends.
- 3.4 Analyze the social function, text structure, and linguistic element of stating and asking about intentions according to the context.
- 4.4 Arrange spoken and written text to stating and asking about intention, with attention to the social function, text structure, and linguistic element correctly based on the context.

Indicator :

- a. Students understand the social function, text structure, and linguistic element of stating and asking intentions.
- b. Students identify the social function, text structure, and linguistic element of stating and asking about intentions.
- c. Students apply the social function, text structure, and linguistic elements of stating and asking intentions.

Indicator :

Students are skilled in using spoken and written text of stating and asking about intentions.

C. LEARNING OBJECTIVE

Students have skilled in using the expression of expressing and asking about intention in the form of spoken and written text correctly according to context with an attention to the social function, text structure, linguistic elements correctly and behave honestly, discipline, confident, and responsible.

D. LEARNING MATERIAL

“Spoken and written text about intentions”.

- 1. Social Function :

Stating intention that are going to do in the future.

2. Text Structure

- *I'd like to tell my name,*
- *I will tell him about my job,*
- *I'm going to introduce my friend.*
- *I intend to build a school.*

3. Linguistic Elements

- Verb in the expression :
 - *I'd like to + VI + C*
 - *I will + VI + C*
 - *I'm going to + VI + C*
 - *I want to+ VI + C*
 - *I plan to+ VI + C*
 - *I intend to + VI + C*
- Grammar, pronunciation, stress, intonation, spelling, and punctuation.

E. LEARNING METHOD

1. Approach : Scientific approach
2. Model : Discovery learning
3. Technique : Role play

F. MEDIA, TOOLS, AND LEARNING RESOURCE

1. **Media** : Video, powerpoint slide, www.englishspeak.com learning website.
2. **Tools** : Laptop, loudspeaker, lcd projector, and white board.
3. **Learning Resource** : Curriculum 2013, www.englishspeak.com learning website, teacher's voice, teacher's handout.

G. STEPS OF LEARNING ACTIVITIES

1. Opening (15 minutes)

- a. Greeting and pray together.
- b. Give a learning motivation.

- c. Give brainstorming in the form of question in accordance with material: that are going to be delivered, such as :
 - *What would you like to do after school?*
 - *Suppose you have graduated from this school now. What would you like to do?*
- d. Explain the objective of the learning process or the basic competence that are going to be achieved.

(Based on my questions previously, Now, please guess! what topic are we going to discuss today?)
- e. Deliver the range of materials and description of activities based on syllabus.

(which are about stating and asking intention, how is the social function, text structure, linguistic elements and grammar).

2. Core (65 minutes)

Observe

- Students listen and read many sentences of stating and asking about intention on the handouts.
- Students imitate example of sentences of stating and asking about intention (*E.g : I would like to play a keyboard, I would like to make a brownies cake*).
- Students identify the sentences' characteristic with teacher's guidance and direction. (*E.g. I'm going to + VI + C.*)
- Students listening to the dialogue played on *www.englishspeak.com* learning website with the theme of intention to do something.

Questioning

With teacher's guidance and direction, students questioned such as the difference between expression of intention to do something in English and Indonesian, possibilities of using other expression, and so on.

Explore

- a. Students are given task to practice their speaking skill through imitating the dialogue played on *www.englishspeak.com* learning website.
- b. Students try to make a conversation based on the example about intention to do something with their own words.
- c. Students play a role (role-play) of the conversation they made in pairs.

3. Closing (10 minutes)

Teacher deliver the resume of the material that have been learned and give a task to look for information about intention to do something from other learning resource such as textbook and internet, also, to prepare themselves for the next material.

H. ASSESSMENT

1. Kind/assessment technique

Assessment takes place during the learning process started from observation activity, questioning, exploring, associating to communicating.

2. Type of instrument and instrument

Role play (play a role on the dialogue using expression of intention to do something).

3. Manual of the assessment (rubric)

The following scheme of rating scale combining assessment aspects proposed by Brown is used to measure the students' achievement in the speaking test.

Table 3.1 Rating Scale of Speaking Test

Aspects	Score	Explanation
Pronunciation	5	Speech consists of almost appropriate pronunciation
	4	Speech consists of hardly inappropriate pronunciation
	3	Speech consists of some of inappropriate pronunciation
	2	Speech consists of mostly inappropriate pronunciation
	1	Speech consists of very poor pronunciation
Grammar	5	Makes few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and/or word errors which occasionally obscure meaning
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning

	2 1	Grammar and words are difficult to understand. Errors in grammar and word order so severe as to make conversation virtually unintelligible
Vocabulary	5 4 3 2 1	Use of wide range of vocabulary taught previously Sometimes use in inappropriate terms and/or must rephrase ideas because of lexical inadequacies Frequently uses the wrong words in conversation Mistake of words and very limited vocabulary make comprehension so difficult Vocabulary limitation so extreme as to make conversation virtually impossible
Content	5 4 3 2 1	Ideas highly organized, covers all the information from the theme Ideas well organized, covers almost the information from the theme Ideas less organized, some missing parts the information from the theme Ideas less organized, covers only the main information from the theme Unorganized ideas, a lot of missing parts of the information from the theme
Fluency	5 4 3 2 1	Has complete fluency Able to use the language on all levels Can discuss particular interests Can handle but not with facility most social situations No specific description

The scores from each component above will be added to get the total number of 25 for the maximum score. In getting an individual score, I will divide the overall students' score from five aspects with the maximum score and multiplied them with 100, as follows:

$$\text{Score} = \frac{\Sigma \text{aspect}}{25} \times 100$$

Where,

Score : overall of students' mark from five aspects

Σ aspect : the number of student's mark from five aspects (pronunciation, grammar, vocabulary, content, and fluency)

25 : maximal score

Banyumas, November 2014

Acknowledged by,
Head of SMA Negeri Banyumas

English Teacher

Muhammad Husain, S.Pd., M.Si.
NIP. 19630202198803

Kurnia Dinie Rianggara
NIM. 2201408021

LESSON PLAN
(Treatment of The Experimental Group)

School : SMA NEGERI BANYUMAS
Subject : Bahasa Inggris
Grade/Semester : X / 1 (Wajib)
Materials : *'Expressing Congratulations.*
Time Allotment : 2x45 minutes

A. CORE COMPETENCY (KI)

KI 1 : Appreciate and practicing their religion.

KI 2 : Appreciate and practice honest behavior, discipline, responsible, care (mutual cooperation, cooperation, tolerance, peace), polite, responsive and proactive and showing attitude as a part of solution of various issues in interaction effectively with the social environment and nature, also in placing themselves as a reflection of the nation in the world association.

KI 3 : Understand, apply, analyze factual knowledge, conceptual, procedural based on the curiosity about science, technology, art, culture, and humanities with the human insights, nationalities, nationhood and civilization related to causes of phenomena and events, also apply the procedural knowledge in the specific field of study according to their talent and passion to solve problem.

KI 4 : Processing, reasoning, and presenting in the realm of concrete and abstract related to the development of what learned at school independently, and able to use methods according to the rules of science.

B. BASIC COMPETENCE AND INDICATOR

Basic Competence

1.1. Grateful of the opportunity to learn English as an international language actualized in the spirit of learning.

2.1. Show the polite behavior and care in carrying out interpersonal communication with teacher and friends.

- 2.2. Behave honestly, discipline, confident, and responsible in carrying out transactional communication with teacher and friend.
- 3.5. Analyze social function, text structure, and linguistic elements of expression of extended congratulation according to the context of its use.
- 4.6. Arrange spoken and written text to express and respond an extended congratulation expression with attention to the purpose, text structure and linguistic elements correctly according to the context.

Indicator :

- a. Students show their seriousness in learning English through communication with teacher and friends using extended congratulations expression.
- b. Students show honest behavior, confident, and responsible in carrying out communication of expressing extended congratulation.
- c. Students could identify social function, text structure, and linguistic element of extended congratulation expression.
- d. Arrange spoken and written text to express and respond to an extended congratulation expression.

C. LEARNING OBJECTIVE

Students have skilled in using the expression of extended congratulation according to the context with attention to social function, text structure, and linguistic element correctly and behave honestly, discipline, confident, and responsible.

D. LEARNING MATERIAL

How to congratulate someone, for example:

- Congratulations!
- I'd like to congratulate you on ...
- I must congratulate you on your ...
- Well done.

How to respond to congratulations, for example:

- Thanks.

- Oh, not really.
- It's nice of you to say so.
- How kind of you to say so

E. LEARNING METHOD

1. Approach : Scientific approach
2. Model : Discovery learning
3. Technique : Role play

F. MEDIA, TOOLS, AND LEARNING RESOURCE

1. Media : powerpoint slide, *www.englishspeak.com*, English handouts.
2. Tools : Laptop, LCD projector, speaker.
3. Learning Resources: Curriculum 2013, teacher's voice, student's handout, *www.englishspeak.com*.

G. STEPS OF LEARNING ACTIVITY

1. Opening (15 minutes)

- a. Greeting and pray together.
- b. Give a learning motivation.
- c. Give a brainstorming in the form of question according to the material that are going to be delivered such as :
 - Have you ever win a competition? How are your friends give a utterance?
 - Have you ever receive a congratulation from your friends when you have a birthday?
- d. Explain the objective of the learning process or the basic competence that are going to be achieved.
- e. Deliver the range of materials and description of activities based on syllabus. (which are about extended congratulation expression, how is the social function, text structure, linguistic element and grammar, intonation, and stress).

2. Core (65 minutes)

Observe

- Students pay attention to the words that are going to be completed on the dialogue on the students' handouts.
- Students pay attention to the examples of expression of congratulation and the response which shown on the powerpoint slides.

Questioning

With teacher's guidance and direction, students questioned the difference between expression of congratulation in English and Indonesian language.

Explore

- a. Students read expression of congratulation include the response on the slides in turns.
- b. Students arrange short conversation about expression of congratulation and the response with their own words.
- c. Ten pairs that randomly selected practice the conversation they made (role-play) in front of the class as representative of the whole class.
- d. Students pay attention to another dialogue in *www.englishspeak.com* learning website on screen and listen carefully to the pronunciation.
- e. Students imitate the dialogue per sentence with correct pronunciation and intonation according to the model.

3. Closing (10 minutes)

- Teacher deliver the resume of what have been learned that day, and then, given a task to look for another example from other resource such as textbook and internet which contain extended congratulation expression.
- Teacher ask students to open *www.englishspeak.com* learning website to learn and practice the dialogues there.

H. ASSESSMENT

1. Kind/assessment technique

Assessment of the students' learning process occur during the teaching and learning process which was started from the activities of observing, questioning, exploring, associating until communicating.

2. Type of instrument and instrument

Role play (play a role about the dialogue using expression of extended congratulation).

3. Manual of The Assessment

Rubric

The following scheme of rating scale combining assessment aspects proposed by Brown is used to measure the students' achievement in the speaking test.

Table 3.1 Rating Scale of Speaking Test

Aspects	Score	Explanation
Pronunciation	5	Speech consists of almost appropriate pronunciation
	4	Speech consists of hardly inappropriate pronunciation
	3	Speech consists of some of inappropriate pronunciation
	2	Speech consists of mostly inappropriate pronunciation
	1	Speech consists of very poor pronunciation
Grammar	5	Makes few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and/or word errors which occasionally obscure meaning
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning
	2	Grammar and words are difficult to understand.
	1	Errors in grammar and word order so severe as to make conversation virtually unintelligible
Vocabulary	5	Use of wide range of vocabulary taught previously
	4	Sometimes use in inappropriate terms and/or must rephrase ideas because of lexical inadequacies
	3	Frequently uses the wrong words in conversation
	2	Mistake of words and very limited vocabulary make comprehension so difficult
	1	Vocabulary limitation so extreme as to make conversation virtually impossible
Content	5	Ideas highly organized, covers all the information from

	4	the theme Ideas well organized, covers almost the information from the theme
	3	Ideas less organized, some missing parts the information from the theme
	2	Ideas less organized, covers only the main information from the theme
	1	Unorganized ideas, a lot of missing parts of the information from the theme
Fluency	5	Has complete fluency
	4	Able to use the language on all levels
	3	Can discuss particular interests
	2	Can handle but not with facility most social situations
	1	No specific description

The scores from each component above will be added to get the total number of 25 for the maximum score. In getting an individual score, I will divide the overall students' score from five aspects with the maximum score and multiplied them with 100, as follows:

$$\text{Score} = \frac{\Sigma \text{aspect}}{25} \times 100$$

Where,

Score : overall of students' mark from five aspects

Σ aspect : the number of student's mark from five aspects (pronunciation, grammar, vocabulary, content, and fluency)

25 : maximal score

Banyumas, November 2014

Acknowledged by,

Head of SMA Negeri Banyumas

English Teacher

Muhammad Husain, S.Pd., M.Si.

Kurnia Dinie Rianggara

NIP. 19630202198803

NIM. 2201408021

LESSON PLAN
(Treatment for The Control Group)

School : SMA NEGERI BANYUMAS
Subject : Bahasa Inggris
Grade/Semester : X / 1
Material : *'Expressing Intentions to do something'*.
Time Allotment : 2x45'

A. CORE COMPETENCY (KI)

- KI 1 : Appreciate and practicing their religion.
- KI 2 : Appreciate and practice honest behavior, discipline, responsible, care (mutual cooperation, cooperation, tolerance, peace), polite, responsive and proactive and showing attitude as a part of solution of various issues in interaction effectively with the social environment and nature, also in placing themselves as a reflection of the nation in the world association.
- KI 3 : Understand, apply, analyze factual knowledge, conceptual, procedural based on the curiosity about science, technology, art, culture, and humanities with the human insights, nationalities, nationhood and civilization related to causes of phenomena and events, also apply the procedural knowledge in the specific field of study according to their talent and passion to solve problem.
- KI 4 : Processing, reasoning, and presenting in the realm of concrete and abstract related to the development of what learned at school independently, and able to use methods according to the rules of science.

B. BASIC COMPETENCE AND INDICATOR

Basic Competence

- 1.4. Grateful of the opportunity to learn English as an international language actualized in the spirit of learning.
- 2.4. Behave honestly, discipline, confident, and responsible in doing the transactional conversation with both teacher and friends.
- 3.4 Analyze social function, text structure, and linguistic elements of expressing and asking intentions, according to the context.
- 4.4 Arrange oral and written text to express and ask about intentions, with attention to the social function, text structure, and linguistic element correctly in context.

Indicator :

- a. Students understand social function, text structure, and and linguistic elements to express and ask about intentions.
- b. Students could identify the social function, text structure, and linguistic elements of expressing and asking intentions.
- c. Students apply the social function, text structure, and linguistic elements of express and ask intentions.

Indicator :

Students have skilled in using spoken and written text to express and ask intentions.

C. LEARNING OBJECTIVE

Students have skilled in using the expression of expressing and asking ideas in the context of daily living in the form of spoken and written according to context with an attention to the social function, text structure, linguistic elements correcty and behave honestly, discipline, confident, and responsible.

D. LEARNING MATERIAL

“Oral and written text of expressing and asking about intentions”.

- 1. Social Function :

Expressing intentions

2. Text Structure

- *I'd like to tell my name,*
- *I will tell him about my job,*
- *I'm going to introduce my friend.*
- *I plan to go to Aceh tomorrow.*
- *I intend to build a school.*

3. Linguistic elements

- Verb in the expressions :
 - *I'd like to + VI + C*
 - *I will + VI + C*
 - *I'm going to + VI + C*
 - *I want to+ VI + C*
 - *I plan to+ VI + C*
 - *I intend to + VI + C*
- Grammar, pronunciation, stress, intonation, spelling, punctuation and transcript of the vocabulary, as follow :
 - *Nothing, think*
 - *Graduate, school, tonight, break*
 - *Look, watch, good*
 - *Shopping, see, homework, etc*

E. LEARNING METHOD

1. Approach : Scientific approach
2. Model : Discovery learning
3. Technique : Role play

F. MEDIA, TOOLS, AND LEARNING RESOURCE

1. **Media** : Video, powerpoint slide.
2. **Tools** : Laptop, loudspeaker, lcd projector, dan white board.
3. **Learning Resource** : Curriculum 2013, teacher's voice, teacher's handout, student's handout.

G. STEPS OF LEARNING ACTIVITIES

1. Opening Activity (15 minutes)

- a. Greeting and pray together.
- b. Give learning motivation.
- c. Give a brainstorming in the form of question according to the activity that will be done as follow :
 - *What would you like to do after school?*
 - *Suppose you have graduated from this school now. What would you like to do?*
- d. Explain the objective of the learning process or the basic competence that are going to be achieved.

(Based on my questions previously, Now, please guess! what topic are we going to discuss today?)
- e. Deliver the range of materials and description of the activities based on the syllabus.

(Which are about expressing and asking intentions, how is the social function, text structure, linguistic elements and grammar, intonation, stress, etc.)

2. Core (65 minutes)

Observe

- Students listen to teacher's explanation and read many sentences that express and ask about intention to someone in the handout and power point slides.
- Students imitate the example of sentences of expressing and asking about intentions. (*E.g : I would like to play a keyboard, I would like to make a brownies cake*).
- Students identify sentences' characteristic that stating and asking about intentions with teacher's guidance and direction. (*E.g. I would like to + VI + C*).

Questioning

With teacher's guidance and direction, students questioned the difference between various statements of stating and asking about intentions in English, the difference between the expressions in English and Indonesian, the possibility of using other expression, etc.

Exploration

- a. Students try to make a conversation according to the example in the dialogue with their own words in pairs with friends next to them.
- b. Students play a role of conversation they made (role play) in pairs in front of the class.
- c. Students questioning things they did not know about intentions.

3. Closing (10 minutes)

Teacher deliver the summary of material have been learned and students given a task to look for information about intentions from other resource as textbook and internet contains expressions of stating and asking about intentions, also, get ready for the next material.

H. ASSESSMENT

1. Kind/assessment technique

Assessment takes place during the learning process that began since identifying activity, questioning, exploration, association until communicating.

2. Kind of instrument and instrument

Role play (play dialogue using expressions of extended congratulations).

3. Assessment manual (rubric)

The following scheme of rating scale combining assessment aspects proposed by Brown is used to measure the students' achievement in the speaking test.

Table 3.1 Rating Scale of Speaking Test

Aspects	Score	Explanation
Pronunciation	5	Speech consists of almost appropriate pronunciation
	4	Speech consists of hardly inappropriate pronunciation
	3	Speech consists of some of inappropriate pronunciation
	2	Speech consists of mostly inappropriate pronunciation
	1	Speech consists of very poor pronunciation

Grammar	5	Makes few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and/or word errors which occasionally obscure meaning
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning
	2	Grammar and words are difficult to understand.
	1	Errors in grammar and word order so severe as to make conversation virtually unintelligible
Vocabulary	5	Use of wide range of vocabulary taught previously
	4	Sometimes use in inappropriate terms and/or must rephrase ideas because of lexical inadequacies
	3	Frequently uses the wrong words in conversation
	2	Mistake of words and very limited vocabulary make comprehension so difficult
	1	Vocabulary limitation so extreme as to make conversation virtually impossible
Content	5	Ideas highly organized, covers all the information from the theme
	4	Ideas well organized, covers almost the information from the theme
	3	Ideas less organized, some missing parts the information from the theme
	2	Ideas less organized, covers only the main information from the theme
	1	Unorganized ideas, a lot of missing parts of the information from the theme
Fluency	5	Has complete fluency
	4	Able to use the language on all levels
	3	Can discuss particular interests
	2	Can handle but not with facility most social situations
	1	No specific description

The scores from each component above will be added to get the total number of 25 for the maximum score. In getting an individual score, I will divide the overall students' score from five aspects with the maximum score and multiplied them with 100, as follows:

$$\text{Score} = \frac{\sum \text{aspect}}{25} \times 100$$

Where,

Score : overall of students' mark from five aspects

Σaspect : the number of student's mark from five aspects (pronunciation, grammar, vocabulary, content, and fluency)

25 : maximal score

Banyumas, November 2014

Acknowledged by,

Head of SMA Negeri Banyumas

English Teacher

Muhammad Husain, S.Pd., M.Si.

NIP. 19630202198803

Kurnia Dinie Rianggara

NIM. 2201408021

LESSON PLAN
(Treatment for The Control Group)

School : SMA NEGERI BANYUMAS
Subject Study : Bahasa Inggris
Grade/Semester : X / 1
Material : *'Expressing Congratulations.*
Time Allotment : 2x45'

A. CORE COMPETENCY (KI)

- KI 1 : Appreciate and practicing their religion.
- KI 2 : Appreciate and practice honest behavior, discipline, responsible, care (mutual cooperation, cooperation, tolerance, peace), polite, responsive and proactive and showing attitude as a part of solution of various issues in interaction effectively with the social environment and nature, also in placing themselves as a reflection of the nation in the world association.
- KI 3 : Understand, apply, analyze factual knowledge, conceptual, procedural based on the curiosity about science, technology, art, culture, and humanities with the human insights, nationalities, nationhood and civilization related to causes of phenomena and events, also apply the procedural knowledge in the specific field of study according to their talent and passion to solve problem.
- KI 4 : Processing, reasoning, and presenting in the realm of concrete and abstract related to the development of what learned at school independently, and able to use the methods according to the rules of science.

B. BASIC COMPETENCE AND INDICATOR

Basic Competence

- 1.1. Grateful of the opportunity to learn English as an international language actualized in the spirit of learning.

- 2.1. Show polite and caring attitude in carrying interpersonal communication with teacher and friends.
- 2.2. Show honest behavior, discipline, confident, and responsible in carrying transactional communication with teacher and friends.
- 3.5. Analyze the social function, text structure and linguistic element of the expression of extended congratulation according to the context.
- 4.6. Arrange spoken and written text to stating and respond to an extended congratulations expression with attention to the purpose, text structure and linguistic element correctly in the accordance with the context.

Indicator :

- a. Students show seriousness in learning English to communicate with teacher and friends to give expressions of extended congratulations.
- b. Students show honest behavior, confident and responsible in carrying communication about giving expression of extended congratulation.
- c. Students can identify social function, text structure, and linguistic element from the expression of extended congratulation.
- d. Arrange spoken and written text to express and respond to an extended congratulation.

C. LEARNING OBJECTIVE

Students skilled in using expression of extended congratulation in spoken and written text according to the context, with attention to the social function, text structure, and linguistic element correctly and show honest behavior, discipline, confident and responsible.

D. LEARNING MATERIAL

How to congratulate someone, for example:

- Congratulations!
- I'd like to congratulate you on ...
- I must congratulate you on your ...
- Well done.

How to respond to congratulations, for example:

- Thanks.
- Oh, not really.
- It's nice of you to say so.
- How kind of you to say so

E. LEARNING METHOD

1. Approach : Scientific approach
2. Model : Discovery learning
3. Technique : Role play

F. MEDIA, TOOLS, AND LEARNING RESOURCE

1. Media : powerpoint slide, English handouts, blackboard, whiteboard.
2. Tools : Laptop, LCD projector, speaker.
3. Learning Resource : Curriculum 2013, teacher's voice, student's handout, teacher's handout.

G. STEPS OF LEARNING ACTIVITY

1. Opening Activity (15 minutes)

- a. Greeting and pray together.
- b. Give learning motivation.
- c. Give brainstorming in the form of question according to the material that will be delivered, as follow :
 - Have you ever win a competition? How do your friends give a utterance?
 - Have you ever receive a congratulation from your friends when you have a birthday?
- d. Explain the objective of the learning process or basic competence that are going to be achieved.

(Based on my questions previously, Now, please guess! what topic are we going to discuss today?).

e. Deliver the range of material and description of activities according to the syllabus.

(which are about extended congratulation, how is the social function, text structure, linguistic element and grammar, intonation, stress, etc)

2. Core (65 minutes)

Observe

- Students pay attention to the words that are going to be completed on the dialogue in the students' handout.
- Students pay attention to the expression of congratulation and the response showing on the power point slide.

Questioning

With teacher's guidance and direction, students questioned such as difference between the expression of extended congratulation in English and Indonesian language.

Exploration

- a. Students read the expressions of congratulations include the respond on the power point slide in turns.
- b. Students arrange short conversation about congratulation with their own words.
- c. Students practice the conversation they made (role-play) in front of the class.

3. Closing (10 minutes)

Teacher deliver a resume of what have learned that day, then, students given a task to look for another expression of extended congratulations from other resource such as textbook and internet.

H. ASSESSMENT

1. Kind/assessment technique

Assessment takes place during the learning process that started since observation activity, questioned, exploration, associating to communicate.

2. Type of instrument/instrument

Role play (play a role using expression of extended congratulation).

3. Manual of the assessment (rubric)

The following scheme of rating scale combining assessment aspects proposed by Brown is used to measure the students' achievement in the speaking test.

Table 3.1 Rating Scale of Speaking Test

Aspects	Score	Explanation
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	4	Speech consists of hardly inappropriate pronunciation
	3	Speech consists of some of inappropriate pronunciation
	2	Speech consists of mostly inappropriate pronunciation
	1	Speech consists of very poor pronunciation
Grammar	5	Makes few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and/or word errors which occasionally obscure meaning
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning
	2	Grammar and words are difficult to understand.
	1	Errors in grammar and word order so severe as to make conversation virtually unintelligible
Vocabulary	5	Use of wide range of vocabulary taught previously
	4	Sometimes use in inappropriate terms and/or must rephrase ideas because of lexical inadequacies
	3	Frequently uses the wrong words in conversation
	2	Mistake of words and very limited vocabulary make comprehension so difficult
	1	Vocabulary limitation so extreme as to make conversation virtually impossible
Content	5	Ideas highly organized, covers all the information from the theme
	4	Ideas well organized, covers almost the information from the theme
	3	Ideas less organized, some missing parts the information from the theme
	2	Ideas less organized, covers only the main information from the theme
	1	Unorganized ideas, a lot of missing parts of the information from the theme
Fluency	5	Has complete fluency

	4	Able to use the language on all levels
	3	Can discuss particular interests
	2	Can handle but not with facility most social situations
	1	No specific description

The scores from each component above will be added to get the total number of 25 for the maximum score. In getting an individual score, I will divide the overall students' score from five aspects with the maximum score and multiplied them with 100, as follows:

$$\text{Score} = \frac{\Sigma \text{aspect}}{25} \times 100$$

Where,

Score : overall of students' mark from five aspects

Σ aspect : the number of student's mark from five aspects (pronunciation, grammar, vocabulary, content, and fluency)

25 : maximal score

Banyumas, November 2014

Acknowledged by,

Head of SMA Negeri Banyumas

English Teacher

Muhammad Husain, S.Pd., M.Si.

NIP. 19630202198803

Kurnia Dinie Rianggara

NIM. 2201408021

INSTRUMENT of the PRE-TEST
(Experimental and Control Group)

Congratulations!	What's your name? (introduction)
Complimenting	Expressing care (sympathy)
Asking directions	Do you want something to drink?
Vacation to Semarang	I lost my wallet
Let's go shopping!	What kind of music do you like?

Going to the library	Where do you live?
Going to the movies	The food is delicious
Visiting family	Leaving message
Talking about the weather	I have a cold
Studying for exams	I am a student

INSTRUMENT of the POST-TEST SECTION
(Experimental & Control Group)

1. Congratulations
2. Intentions
3. Introduction
4. Compliments
5. Expressing care (sympathy)

1
2
3
4
5

GRADE X MIA 6 (EXPERIMENTAL GROUP)
PRE-TEST
ENGLISH SUBJECT
ODD SEMESTER ACADEMIC YEAR 2014/2015

CODE	NAME	ASPECTS					TOTAL	SCORE
		PRONUNCIATION	GRAMMAR	VOCABULARY	CONTENT	FLUENCY		
E-01	AN NISA DWI PURWANINGSIH	2	2	3	2	2	11	44
E-02	ANFASA FAIZ ASYHARI	2	2	3	2	2	11	44
E-03	AYU AULIA RAHMA	2	3	2	2	2	11	44
E-04	DANIA ANGGRAENI	2	2	2	3	2	11	44
E-05	DENA ANDHIKA RIZKA FIRDAUS	2	3	3	2	2	12	48
E-06	DHICKY WAHYU FIRMANSAH	2	1	2	3	2	10	40
E-07	DIO ARMANDA RIZKY	2	2	3	2	2	11	44
E-08	DISA UTAMI MERLIANSYAH	2	2	2	3	2	11	44
E-09	ELIA GITA TRIANINGRUM	2	1	2	3	2	10	40
E-10	EVAN EGA FIKRI ALAUDDIN	2	2	2	3	2	11	44
E-11	FANNY RIEZKA ARYANTI DEWI	2	2	2	3	2	11	44
E-12	HAFIDA VALEN SEPTEAMA	2	3	2	2	2	11	44
E-13	ILMAWATI	2	1	2	3	2	10	40
E-14	KANTI NOVIDA	2	2	2	3	2	11	44
E-15	KIRANA MEGA GALIH P	2	2	2	3	2	11	44
E-16	KRISTIAN PASSARELA	2	3	2	2	2	11	44
E-17	LINA SUGIARTI	2	2	2	3	2	11	44
E-18	LINTANG TITIS WIKANANDA	2	2	2	3	2	11	44
E-19	OKTAVIA MEGA ARZITA	2	2	3	2	3	12	48
E-20	MOCHAMMAD MIFTAKHUDIN	2	2	3	3	3	13	52
E-21	MOHAMMAD AFIF ARYYADI	2	2	2	3	2	11	44
E-22	MURNIATI	2	2	2	3	2	11	44
E-23	NAURA CHAIRUNNISA FARADAFFA	2	2	2	3	2	11	44
E-24	NIKEN IMAS DHANAR	2	2	2	3	2	11	44

	SANTIKA							
E-25	PRISKA WAHUUNI	2	2	3	2	2	11	44
E-26	QORINA MUSYAROFAH	2	2	2	3	2	11	44
E-27	RAMADHAN NUR KARTIKO	2	3	3	2	2	12	48
E-28	RESTU ARIANDINI	2	2	2	3	2	11	44
E-29	REVI SANDIRA WIDYANDARA	2	2	2	3	2	11	44
E-30	RESYHA MAULINA AINNI	2	2	2	3	2	11	44
E-31	RINI WIDANINGRUM	2	1	2	3	2	10	40
E-32	RIZKA HEMAS SUKMADEWI	2	2	2	3	2	11	44
E-33	RUDY DWI SUSANTO	2	1	2	3	2	10	40
E-34	SATRIA SUTRISNA WIRASAKTI	2	2	3	2	3	12	48
E-35	SHIENTA OKIE RATNASARI	2	2	2	3	2	11	44
E-36	SIFAURROHMAH	2	2	2	3	2	11	44
E-37	SINGGIH RATNA IDA	2	2	2	3	2	11	44
E-38	WINDA APRILIANI	2	2	2	3	2	11	44
E-39	WISNU AJI KUNCORO	2	2	3	3	2	12	48
TOTAL		78	76	88	106	81	431	1724
AVERAGE		2.00	1.95	2.25	2.72	2.08	11.05	44.20

GRADE X MIA 5 (CONTROL GROUP)
PRE-TEST
ENGLISH SUBJECT
ODD SEMESTER ACADEMIC YEAR 2014/2015

CODE	NAME	ASPECTS					TOTAL	SCORE
		PRONUNCIATION	GRAMMAR	VOCABULARY	CONTENT	FLUENCY		
C-01	APRILIA HENING WASTHU PRATIWI	2	3	3	2	2	12	48
C-02	ARIEF FIKRIANTO	1	3	2	2	1	9	36
C-03	DHENOK PRASTYANINGTYAS P	2	3	3	2	2	12	48
C-04	DIRA AFWA MARDANELA	2	3	3	2	2	12	48
C-05	DWI SURYANINDYAH	2	3	3	2	2	12	48
C-06	FERDIAN GIRI PRIHATMOKO	2	3	3	2	2	12	48
C-07	FIDELA RAIDHA HASNA	2	3	3	2	2	12	48
C-08	FRISKA NURMEIDA WICAKSANI	2	3	3	2	2	12	48
C-09	IKA ELIZA FITRIANI	2	3	3	2	2	12	48
C-10	IQBAL RISKI RAMADHAN	1	3	2	2	2	10	40
C-11	KARTIKA PUTRI SUKAMTO	2	3	3	2	1	11	44
C-12	KHUWATI ROJANAH	2	3	3	3	2	13	52
C-13	LADUNI FITRAH NURANI	2	3	3	2	2	12	48
C-14	LATIF DRAJAT KRISDIAWATI	1	3	2	2	2	9	36
C-15	MANARUL AFRIZAL	2	3	3	2	1	11	44
C-16	MEGA AGUSTIANINGSIH	2	3	3	2	2	12	48
C-17	META SARAH ANGGRAELITA	2	3	3	2	2	12	48
C-18	MIFTAH AUFARIDZI LUQMANUL HA	1	2	2	2	2	9	36
C-19	MUHAMMAD IQBAL	3	3	4	3	3	16	64
C-20	MUHAMMAD ZAHID AL FAJAR	3	3	4	3	3	16	64
C-21	NABILAH FIRDAUS SHAFHA	2	2	3	3	2	12	48
C-22	NIKEN FEBRIANTI	1	3	2	2	2	10	40
C-23	NUR FITRIANA	1	3	3	2	2	11	44

C-24	NUR IKHSAN AJI SETIYONO	2	3	3	2	2	12	48
C-25	OKTRIVIANI DEWI	2	3	3	2	2	12	48
C-26	OLIVIA PUSPA SERUNI	2	3	3	2	2	12	48
C-27	OVANTRI SUGINORI	1	3	2	2	2	10	40
C-28	PANDU BAYU MUKTI	2	3	3	2	2	12	48
C-29	PRASTIKA PRABANINGTYAS	2	3	3	2	2	12	48
C-30	PUTRI SISA NURDIN	2	3	3	2	2	12	48
C-31	RATNA DIANTI	2	3	3	2	2	12	48
C-32	RATNA HAYU PANGASTUTI	2	3	3	2	2	12	48
C-33	SINGGIH WAHYU NUGROHO	2	3	3	3	3	14	56
C-34	TANIA GIOVANI LASIJAN	1	3	2	2	2	10	40
C-35	TAQY KHANIF ALTAFA	2	3	2	2	2	11	44
C-36	USWATUN KHASANAH	1	3	2	2	2	10	40
C-37	WELSA OKTA ONISTIA	2	2	2	2	2	10	40
C-38	YULINAR DHILA WATI	1	3	2	2	2	10	40
C-39	YUNIAR MINDIARTI	2	3	3	3	2	13	52
TOTAL		70	114	105	84	78	453	1812
MEAN		1.79	2.92	2.69	2.15	2.00	11.61	46.46

Analisis t-test of the Pre-test

Group Statistics

class	N	Mean	Std. Deviation	Std. Error Mean
1	39	44.21	2.419	.387
2	39	46.46	6.198	.992
Score				

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	16.497	.000	-2.118	76	.037	-2.256	1.065	-4.378	-.135

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	16.497	.000	-2.118	76	.037	-2.256	1.065	-4.378	-.135
	Equal variances not assumed			-2.118	49.315	.039	-2.256	1.065	-4.397	-.116

CLASS X MIA 6 (EXPERIMENTAL GROUP)
POST-TEST
ENGLISH SUBJECT
ODD SEMESTER ACADEMIC YEAR 2014/2015

CODE	NAME	ASPECTS					TOTAL	SCORE
		PRONUNCIATION	GRAMMAR	VOCABULARY	CONTENT	FLUENCY		
E-01	AN NISA DWI PURWANINGSIH	3	3	3	3	2	14	56
E-02	ANFASA FAIZ ASYHARI	4	4	4	5	3	20	80
E-03	AYU AULIA RAHMA	3	2	3	2	3	13	52
E-04	DANIA ANGGRAENI	2	2	3	3	2	12	48
E-05	DENA ANDHIKA RIZKA FIRDAUS	2	2	3	3	2	12	48
E-06	DHICKY WAHYU FIRMANSAH	2	2	2	3	2	11	44
E-07	DIO ARMANDA RIZKY	4	4	4	5	3	20	80
E-08	DISA UTAMI MERLIANSYAH	2	1	3	3	2	11	44
E-09	ELIA GITA TRIANINGRUM	2	2	3	3	2	12	48
E-10	EVAN EGA FIKRI ALAUDDIN	4	4	5	4	4	21	84
E-11	FANNY RIEZKA ARYANTI DEWI	3	3	4	4	3	17	68
E-12	HAFIDA VALEN SEPTEAMA	4	4	5	4	4	21	84
E-13	ILMAWATI	2	2	3	3	2	12	48
E-14	KANTI NOVIDA	2	2	3	3	2	12	48
E-15	KIRANA MEGA GALIH P PRAMATI PRAMATI PPRAMATI	2	1	3	3	2	11	44
E-16	KRISTIAN PASSARELA	4	4	5	5	4	22	88
E-17	LINA SUGIARTI	4	3	5	4	4	20	80
E-18	LINTANG TITIS WIKANANDA	2	2	3	3	3	13	52
E-19	OKTAVIA MEGA ARZITA	2	2	2	3	2	11	44
E-20	MOCHAMMAD MIFTAKHUDIN	3	3	4	4	3	15	60

E-21	MOHAMMAD AFIF ARYYADI	4	3	5	4	4	20	80
E-22	MURNIATI	4	3	5	4	4	20	80
E-23	NAURA CHAIRUNNISA FARADAFFA	2	2	3	3	2	12	48
E-24	NIKEN IMAS DHANAR SANTIKA	2	2	3	3	2	12	48
E-25	PRISKA WAHUUNI	2	2	3	3	2	12	48
E-26	QORINA MUSYAROFAH	2	2	3	2	2	11	44
E-27	RAMADHAN NUR KARTIKO	4	4	5	5	4	22	88
E-28	RESTU ARIANDINI	4	4	5	4	4	21	84
E-29	REVI SANDIRA WIDYANDARA	2	2	3	3	3	13	52
E-30	RESYHA MAULINA AINNI	3	3	4	3	3	16	64
E-31	RINI WIDANINGRUM	3	3	4	3	3	16	64
E-32	RIZKA HEMAS SUKMADEWI	3	3	4	3	3	16	64
E-33	RUDY DWI SUSANTO	2	2	3	2	2	11	44
E-34	SATRIA SUTRISNA WIRASAKTI	4	4	5	4	4	21	84
E35	SHIENTA OKIE RATNASARI	2	3	4	3	3	15	60
E-36	SIFAURROHMAH	2	3	4	4	3	16	64
E-37	SINGGIH RATNA IDA	2	3	4	3	2	14	56
E-38	WINDA APRILIANI	2	2	3	3	2	12	48
E-39	WISNU AJI KUNCORO	2	3	4	3	3	15	60
TOTAL		107	105	144	132	109	595	2380
AVERAGE		2.74	2.69	3.69	3.84	2.79	15.25	61.02

CLASS X MIA 5 (CONTROL GROUP)
POST-TEST
ENGLISH SUBJECT
ODD SEMESTER ACADEMIC YEAR 2014/2015

CODE	NAME	ASPECTS					TOTAL	SCORE
		PRONUNCIATION	GRAMMAR	VOCABULARY	CONTENT	FLUENCY		
C-01	APRILIA HENING WASTHU PRATIWI	2	3	3	2	2	12	48
C-02	ARIEF FIKRIANTO	2	3	2	2	1	10	40
C-03	DHENOK PRASTYANINGTYAS P	2	3	3	2	2	12	48
C-04	DIRA AFWA MARDANELA	2	3	3	2	2	12	48
C-05	DWI SURYANINDYAH	2	3	3	3	2	13	52
C-06	FERDIAN GIRI PRIHATMOKO	2	3	3	2	2	12	48
C-07	FIDELA RAIDHA HASNA	2	3	3	2	2	12	48
C-08	FRISKA NURMEIDA WICAKSANI	3	4	3	3	2	15	60
C-09	IKA ELIZA FITRIANI	2	3	3	2	2	12	48
C-10	IQBAL RISKI RAMADHAN	2	3	2	2	2	11	44
C-11	KARTIKA PUTRI SUKAMTO	2	3	3	2	1	11	44
C-12	KHUWATI ROJANAH	2	3	3	3	2	13	52
C-13	LADUNI FITRAH NURANI	2	3	3	2	2	12	48
C-14	LATIF DRAJAT KRISDIAWATI	2	3	4	2	2	13	52
C-15	MANARUL AFRIZAL	2	3	3	2	1	11	44
C-16	MEGA AGUSTIANINGSIH	2	3	3	2	2	12	48
C-17	META SARAH ANGGRAELITA	2	3	3	2	2	12	48
C-18	MIFTAH AUFARIDZI LUQMANUL HA	2	3	3	3	2	13	52
C-19	MUHAMMAD IQBAL	5	4	5	3	3	20	80
C-20	MUHAMMAD ZAHID AL FAJAR	5	4	5	3	3	20	80
C-21	NABILAH FIRDAUS SHAFHA	2	3	3	3	2	13	52
C-22	NIKEN FEBRIANTI	2	2	3	2	2	11	44
C-23	NUR FITRIANA	1	3	3	2	2	11	44

C-24	NUR IKHSAN AJI SETIYONO	2	3	3	2	2	12	48
C-25	OKTRIVIANI DEWI	2	3	3	3	2	13	52
C-26	OLIVIA PUSPA SERUNI	2	3	3	2	2	12	48
C-27	OVANTRI SUGINORI	2	3	2	2	2	11	44
C-28	PANDU BAYU MUKTI	2	3	3	3	2	13	52
C-29	PRASTIKA PRABANINGTYAS	2	3	3	2	2	12	48
C-30	PUTRI SISA NURDIN	2	3	3	2	2	12	48
C-31	RATNA DIANTI	2	3	3	2	2	12	48
C-32	RATNA HAYU PANGASTUTI	2	3	3	2	2	12	48
C-33	SINGGIH WAHYU NUGROHO	2	4	4	3	3	16	64
C-34	TANIA GIOVANI LASIJAN	2	3	2	2	2	11	44
C-35	TAQY KHANIF ALTAFA	2	3	2	3	2	12	48
C-36	USWATUN KHASANAH	2	3	2	3	2	12	48
C-37	WELSA OKTA ONISTIA	2	3	2	2	2	11	44
C-38	YULINAR DHILA WATI	2	3	2	3	2	12	44
C-39	YUNIAR MINDIARTI	3	4	3	2	3	15	60
TOTAL		85	121	115	91	79	491	1960
MEAN		2.18	3.10	2.95	2.33	2.02	12.59	50.25

T-test of the Post-test of Experimental and Control Group

Group Statistics

class	N	Mean	Std. Deviation	Std. Error Mean
1	39	61.03	15.402	2.466
2	39	50.26	8.450	1.353
Score				

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	25.281	.000	3.828	76	.000	10.769	2.813	5.166	16.372
	Equal variances not assumed			3.828	58.975	.000	10.769	2.813	5.140	16.398

EXAMPLE OF STUDENTS' CONVERSATION TRANSCRIPT

<input type="checkbox"/>	Anpasa : "Hi D. And Rudy & Susan"
<input type="checkbox"/>	We are smart boy.
<input type="checkbox"/>	
<input type="checkbox"/>	Anpasa : "Hello ..."
<input type="checkbox"/>	Rudy : "Hey ..."
<input type="checkbox"/>	Anpasa : "Good morning Rudy."
<input type="checkbox"/>	Rudy : "Good morning to Anpasa."
<input type="checkbox"/>	Anpasa : "Congratulations for your achievement of Olympiad Science."
<input type="checkbox"/>	Rudy : "Yes anpasa, thanks you."
<input type="checkbox"/>	Anpasa : "Yes Rudy, you are welcome."
<input type="checkbox"/>	Rudy : "Where are you going?"
<input type="checkbox"/>	Anpasa : "I will go to school museum."
<input type="checkbox"/>	Rudy : "Oh yeah, be carefully anpasa"
<input type="checkbox"/>	Anpasa : "Yes Rudy."
<input type="checkbox"/>	Rudy : "Bye ..."
<input type="checkbox"/>	Anpasa : "Bye ..."
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

You'll never know till you have tried



Nama GS : M. Afif Anyadi (21)
75 : M. Miftakhudin (20)

Udin : Hi, Afif. What's up ? You look so sad.

Afif : Yes, my grandpa died last night.

Udin : Really? I'm sorry to hear that.

Afif : Thanks

Udin : Is I'm not mistaken, he is in Malang, right?

Afif : Yes, we haven't visited him yet.

Udin : Does your family plan to go to Malang?

Afif : Yes, tonight, we are going to leave Malang.

Udin : Oh, I hope your family will be fine

Afif : Thanks.

Nama = - Kriseian Passarela (16) 78

- Saeria Suerisa Wirasakei (39) 78

Kelas = X MIA 6

Hol = Tugas Bahasa Inggris

19 | The Food Is Delicious

Kriseian : "Saeria, have you finished your homework?
It's so difficult"

Saeria : "Well, I almost done. It's not difficult, you
must understand every part of them."

Kriseian : "Ok, I'll try."

Saeria : "Anyway, I feel hungry. I want to eat some
food."

Kriseian : "Hungry? Excellent! You must try my Soto.
It's name Soto Bonzok"

Saeria : "Sound's delicious! C'mon let's check it"

Kriseian : "Welcome to my Soto restaurant. C'mon
try the Soto"

Saeria : "Yummy. Let's eat!"

Kriseian : "So, how's the taste?"

Saeria : "It's delicious! What is the flavor?"

Kriseian : "I just use the traditional flavor"

Saeria : "Look simple but wonderful bro!"

Kriseian : "Thank you"

Saeria : "You're welcome"

No. _____

Date: _____

Expressing Care

<input type="checkbox"/>	
<input type="checkbox"/>	Nama : Dhenok Prastyoningtyas P. (3)
<input type="checkbox"/>	Dira afwa Mardanela (4)
<input type="checkbox"/>	Kelas : X IPA 5
<input type="checkbox"/>	
<input type="checkbox"/>	Dira : "Hi Dhenok"
<input type="checkbox"/>	Dhenok : "Hello Dira"
<input type="checkbox"/>	Dira : "Why do you look different today?"
<input type="checkbox"/>	Dhenok : "Because I'm not feeling well today"
<input type="checkbox"/>	Dira : "I know how it feels, definitely feels dizzy."
<input type="checkbox"/>	Dhenok : "Yes, it feels dizzy."
<input type="checkbox"/>	Dira : "Why do not you go to a doctor?"
<input type="checkbox"/>	Dhenok : "No, I do not have time to go to a doctor."
<input type="checkbox"/>	Dira : "Get well soon."
<input type="checkbox"/>	Dhenok : "Thanks, Dira."
<input type="checkbox"/>	Dira : "Your welcome."
<input type="checkbox"/>	
<input type="checkbox"/>	

☐ Nama : - Tania Giovanni L. (34) / X Science 5
☐ - Taqy Khanif A. (35)

☐ Title : I have a cold

☐ Tania : "Hi, Good Morning"

☐ Taqy : "Hi, Good Morning"

☐ Tania : "How are you? why did you absent in our class yesterday?"

☐ Taqy : "I feel I was not feeling well. I have a cold"

☐ Tania : "How can you have a cold?"

☐ Taqy : "When I went to home from school, suddenly the big rain came, and I got wet."

☐ Tania : "I know how it feels"

☐ Taqy : "Thanks for your sympathy"

☐ Tania : "It's OK. Get well soon Taqy."

☐ Taqy : "Thank you"

Kelas : X IPA 5.

A : Hano

B. Haio

A : What's your name ?

B - My name is mega. and you?

A = My name is Arul.

B = where do you live?

A : I ~~am~~ live in sumpruh . and you ?

B = I am live in Kauri.

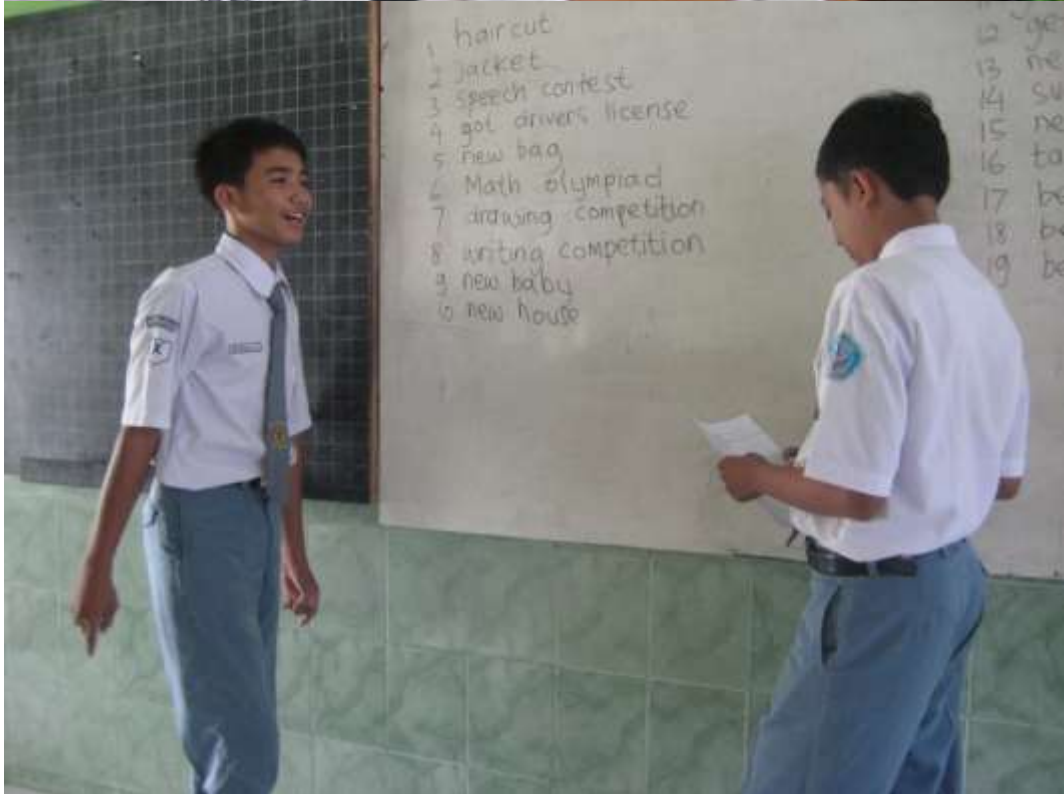
A = Where do you study?

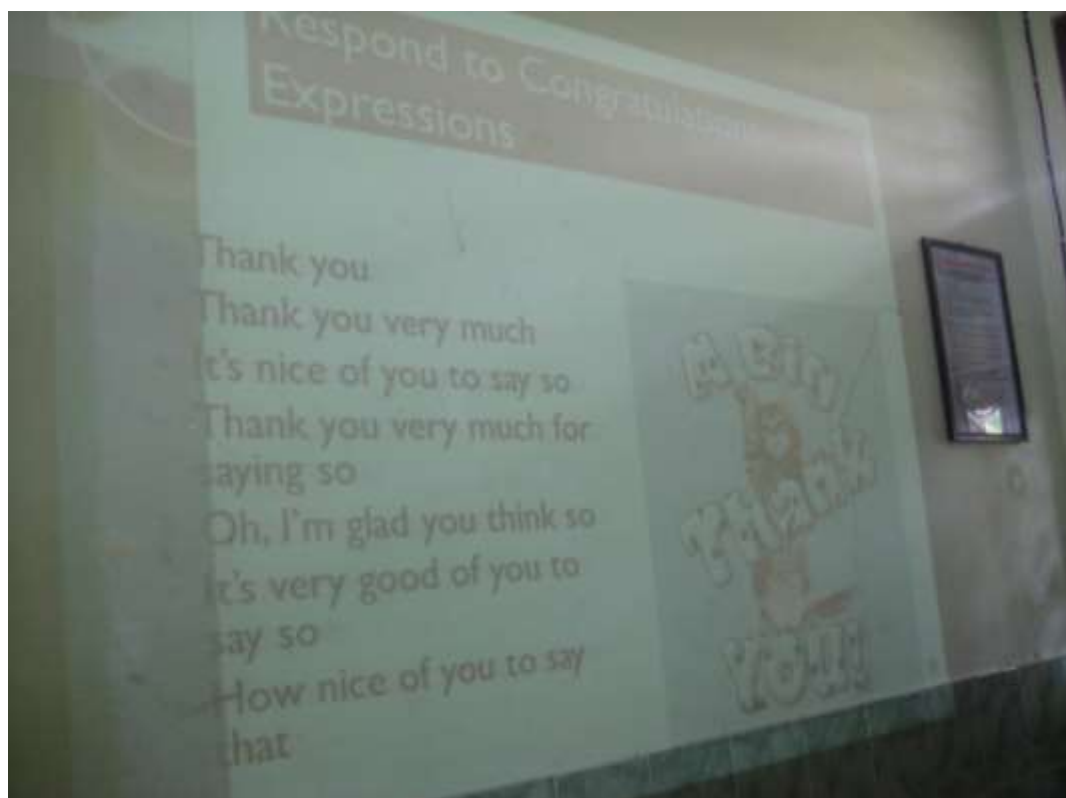
B = 1 ~~am~~ study in SMA Negeri Banyumas.

A : I ~~am~~ study there too.

DOCUMENTATION OF CONTROL GROUP OF CLASS X MIA 5







EXPERIMENTAL GROUP OF CLASS X MIA 6







**KEPUTUSAN
DEKAN FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI SEMARANG
Nomor: 1596/FBS/2013**

**Tentang
PENETAPAN DOSEN PEMBIMBING SKRIPSI/TUGAS AKHIR SEMESTER
GASAL/GENAP
TAHUN AKADEMIK 2013/2014**

- Menimbang : Bahwa untuk memperlancar mahasiswa Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni membuat Skripsi/Tugas Akhir, maka perlu menetapkan Dosen-dosen Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni UNNES untuk menjadi pembimbing.
- Mengingat : 1. Undang-undang No.20 Tahun 2003 tentang Sistem Pendidikan Nasional (Tambahan Lembaran Negara RI No.4301, penjelasan atas Lembaran Negara RI Tahun 2003, Nomor 78)
2. Peraturan Rektor No. 21 Tahun 2011 tentang Sistem Informasi Skripsi UNNES
3. SK. Rektor UNNES No. 164/O/2004 tentang Pedoman penyusunan Skripsi/Tugas Akhir Mahasiswa Strata Satu (S1) UNNES;
4. SK Rektor UNNES No.162/O/2004 tentang penyelenggaraan Pendidikan UNNES;
- Menimbang : Usulan Ketua Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Tanggal 20 November 2013

MEMUTUSKAN

- Menetapkan :
PERTAMA : Menunjuk dan menugaskan kepada:
- Nama : PRAYUDIAS MARGAWATI, S.Pd., M.Hum.
NIP : 198103162008122002
Pangkat/Golongan : III/B
Jabatan Akademik : Asisten Ahli
Sebagai Pembimbing
- Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :
- Nama : KURNIA DINIE RIANGGARA
NIM : 2201408021
Jurusan/Prodi : BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris
Topik : Improving students speaking skill through
www.englishspeak.com

- KEDUA : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

- Tembusan
1. Pembantu Dekan Bidang Akademik
2. Ketua Jurusan
3. Petinggal



2201408021

.... FM-03-AKD-24/Rev. 00





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI

Gedung B, Kampus Sekaran, Gunungpati, Semarang 50229
Telepon/Fax : (024) 8508010. email : fbs@unnes.ac.id
Laman : <http://fbs.unnes.ac.id>

Nomor: 3730/UN37.1.2/LT/2014

3 Oktober 2014

Lamp. : -

Hal : Permohonan Izin Penelitian

Yth. Kepala SMAN Banyumas
di Banyumas

Dengan hormat, kami sampaikan bahwa dalam rangka penyusunan skripsi mahasiswa kami,

nama : **Kurnia Dinie Rianggara**
nim : 2201408021
jurusan : Pendidikan Bahasa Inggris
jenjang program : S1
tahun akademik : 2014-2015
judul : **The Effectiveness of Using www.englishspeak.com Learning Website in Improving Students' Speaking Skill**

akan mengadakan penelitian di: SMAN Banyumas.

Waktu pelaksanaan : Oktober 2014 s.d selesai.

Kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan yang dimaksud.

Atas perhatian dan kerjasana Saudara kami sampaikan terima kasih.



Dr. Agus Nuryatin, M.Hum.
1960080319890011001

Tembusan:

1. Ketjur. Pendidikan Bahasa Inggris
2. Ybs.

F1405-ARD-24



PEMERINTAH KABUPATEN BANYUMAS
DINAS PENDIDIKAN
SMA NEGERI BANYUMAS

Jalan Pramuka No. 13 Telp. (0281) 796045 Banyumas 53192

SURAT KETERANGAN

No. 423.4 / 659 / 2014

Yang bertanda tangan di bawah ini Kepala SMA Negeri Banyumas menerangkan bahwa yang tercantum di bawah ini:

Nama : KURNIA DINIE RIANGGARA
NIM. : 2201408021
Prodi : Pendidikan Bahasa Inggris
Universitas Negeri Semarang

Bahwa yang tersebut di atas telah benar – benar mengadakan penelitian dengan judul "The Effectiveness of Using www.englishspeak.com in improving students' speaking skill" pada tanggal 20 Oktober – 12 Nopember 2014.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Banyumas, 13 Nopember 2014
Kepala SMA Negeri Banyumas



Mohammad Husain, S.Pd, M.Si

NIP. 19630202 198803 1 007



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SEMARANG (UNNES)
FAKULTAS BAHASA DAN SENI

Gedung B, Kampus Sekaran, Gunungpati, Semarang 50229

Telp / Fax (024) 8508010, Email: fbs@unnes.ac.id

Laman : <http://fbs.unnes.ac.id/>

No. Dok. FM-06-AKD-20	No. Revisi : 02	Tgl Berlaku : 11 Sept. 2013	Halaman: 1 dari 1
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Nomor : 982 / FBS / 2015

Hal. : Surat Tugas Panitia Ujian Sarjana

Dengan ini kami tetapkan bahwa ujian Sarjana Fakultas Bahasa dan Seni UNNES untuk Jurusan Bahasa dan Sastra Inggris adalah sebagai berikut:

I. Susunan Panitia Ujian:

a. Ketua	:	Drs. Syahrul Syah Sinaga, M.Hum.
b. Sekretaris	:	Rini Susanti Wulandari, S.S., M. Hum.
c. Pembimbing (Penguji 3)	:	Prayudias Margawati, S.Pd., M.Hum.
d. Penguji	:	1. Bambang Purwanto, S.S., M.Hum. 2. Arif Suryo Priyatmojo, S.Pd., M.Pd.

II. Calon yang diuji

Nama	NIM	Jurusan/ Program Studi	Judul Skripsi
Kurnia Dinie Rianggara	2201408021	Pendidikan Bahasa Inggris	THE EFFECTIVENESS OF USING WWW.ENGLISHSPEAK.COM LEARNING WEBSITE IN IMPROVING STUDENTS SPEAKING SKILL

III. Waktu dan Tempat Ujian

Hari/ Tanggal : Rabu/24 Juni 2015

Jam : 08.00

Tempat : B8 dan B3

Pakaian :

- Panitia Ujian : Hem lengan panjang berdasi
- Calon yang diuji : Hitam Putih berjaket almamater

Demikian surat tugas ini kami buat untuk dilaksanakan sebaik-baiknya.



Semarang, 23 Juni 2015

Prof. Dr. Agus Nuryatin, M.Hum

NIP. 196008031989011001

Tembusan:

1. Ketua Jurusan Bahasa dan Sastra Inggris
2. Calon yang diuji