



# **IMPROVING JUNIOR HIGH SCHOOL STUDENTS' SPEAKING SKILL USING LEXICAL BUNDLES**

(An Action Research at the Eighth Grader Students of State Junior High School 01 *Brebes* in  
the Academic Year of 2014/2015)

**a final project**  
**submitted in partial fulfillment of the requirements**  
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This final project entitled *Improving Junior High School Students' Speaking Skill Using Lexical Bundles (An Action Research at The Eight Grader Students of State Junior High School 01 Brebes in the Academic Year of 2014/2015)* has been approved by the board of examination and officially verified by the Dean of Faculty of Languages and Arts of Semarang State University on February 12<sup>th</sup>, 2015.

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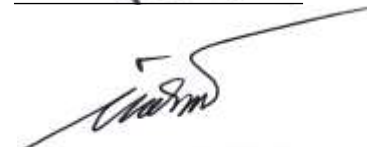
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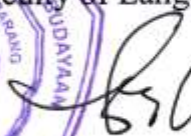
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar hasil karya saya sendiri, kecuali kutipan dan ringkasan yang semua sumbernya telah saya jelaskan. Apabila di kemudian hari ditemukan adanya pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, maka saya bersedia menerima sanksi akademik dari Universitas Negeri Semarang.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang, Februari 2015



Renaldi Adhi Nugraha

## MOTTO AND DEDICATION

Man cannot discover new oceans unless he has the courage to lose sight of the shore. (André Gide)

Hopes sees the invisible, feels the intangible, and achieves the impossible.  
(Anonymous)

For those who have always been supporting  
me: *my beloved parents, sister and nephew,  
family, my dear, and all of my best friend...*

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## ABSTRACT

**Nugraha, Renaldi Adhi.** 2015. *IMPROVING JUNIOR HIGH SCHOOL STUDENTS' SPEAKING SKILL USING LEXICAL BUNDLES (An Action Research at the Eight Grader Students of State Junior High School 01 Brebes in the Academic Year Of 2014/2015. Final Project. English Department. Faculty of Languages and Arts. Semarang State University.* Advisor: Dra. C. Murni Wahyanti, M.A.

**Key words:** Lexical bundles, speaking skill, transactional, action research

This study aimed at knowing how the lexical bundles can improve students' transactional speaking skill. To achieve the objective, an action research was designed and carried out through planning, acting, observing, and reflecting. The subject of this research was 36 students of class VIII G of SMP N1 Brebes. The writer used speaking tests, an observation checklist, and questionnaires for collecting the data.

The result of the study, after being analyzed and described qualitatively, showed a significant improvement of the students' achievement. The students' speaking skill improved in all speaking aspects: fluency, pronunciation, grammar, and vocabulary. The result of the first cycle (treatment using lexical bundles and single slot substitution) had shown that there were improvements of students' vocabulary and grammar while the result of the second cycle (treatment using lexical bundles and repetition drill) had shown improvements on students' fluency and pronunciation. The result of the observation sheet showed that after learning transactional speaking using lexical bundles, the students became more cooperative, active, and the class become more joyful. The analysis of the questionnaire showed that the students gave positive responses towards the use of lexical bundles as media in their learning.

Based on the results of the research, it can be concluded that the use of lexical bundles as learning medium contributes to the improvement of students' transactional speaking. It is suggested that this medium can be used to improve students' speaking skill.

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# CHAPTER I

## INTRODUCTION

This chapter presents introduction of the background of the topic which consists of background of the study, reason for choosing the topic, statement of the problem, purpose of the study, significance of the study and outline of the study.

### **1.1 Background of the study**

In this modern era, English plays a very important role in communication among people around the world. Therefore, we are expected to master English as an international language. In other words, English is a kind of demanding language. As a first foreign language, it demands us to go international in international competition, such as in looking for a job in an international company, in having scholarship to study abroad, etc. Even, English is one tool to develop science and technology in this era.

Learning English is a vital skill that will help children achieve their full potential in later life. The sooner they start learning, the better the result. By the right methods, children can learn English quickly, effectively, and enjoyably. Once they have this initial grasp of English in primary school, they will have a strong foundation which will be an advantage in their later studies that is why Indonesian government has chosen English to be taught in junior high school, senior high school and vocational high school. According to the new curriculum (*Kurikulum*

2013) one of the goal of teaching English is to develop students' communicative competence and skills both in spoken and written.

According to *kurikulum 2013* there are four language skills that should be mastered by student, they are listening, speaking, reading and writing. Among those skills, the writer choose speaking as the object of the study. Speaking is a very fundamental human behavior and it is happened spontaneously. Speaking consist of producing systematic verbal utterances to convey meaning. To be able to speak well, foreign language learners must have sufficient vocabularies. Sufficient vocabularies will be helpful for foreign language learners. Moreover, learner with sufficient vocabularies will be able to speak using appropriate word choice because they have sufficient word choices.

In this study, the writer found that students of grade 8 Junior High School 1 Brebes have a difficulty in improving speaking skill. It happens because of the insufficient vocabulary mastery. Students have difficulties in delivering their idea because they don't know what to say in English. Furthermore, the teacher often use translation in the teaching and learning process.

From the problem above the writer tries to solve the problem using lexical bundles drill which probably could help the students to improve their speaking skill.



## 1.2 Reasons for choosing the topic

For most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.

Among four language skills, speaking is regarded as a difficult skill for foreign language learners to master. It is difficult because speaking is an oral language expression which involves other language elements such as grammar, rhythm, fluency, pronunciation and intonation. Moreover, the speaker needs to have sufficient vocabularies to be able to speak well. The writer choose speaking as his object of the study because he found a problem in teaching and learning speaking skill in SMP 1 Brebes. The writer found that the students have difficulty in mastering speaking skill because the insufficient vocabularies.

Insufficient vocabularies can influence the development of speaking skill. Mostly English teachers in the junior high school have same problems. They have difficulties in developing students' speaking skill. The teacher have taught vocabulary, phrases and sentences, but students still have difficuties in mastering speaking skill. It happens because the teacher often use translation in the teaching and learning program which is not effective.

Based on the problem above, the writer tries to solve the problem using chunks/lexical bundles in teaching speaking to help the students' speaking skill development.

The topic of this study deals with the use of lexical chunks/lexical bundles in developing students speaking skill. The writer choose this topic because he is interested with the problem which is happened in Junior High School 1 Brebes.

The teacher often use translation in the teaching and learning process. The writer wants to solve the problem using lexical bundles. Using some drills and materials in form of dialogues which contains of fixed expression/lexical bundles probably could help students in improving their speaking skill.

### **1.3 Research question**

From the background of the study above the writer tries to write the research question as:

How to improve junior high school students' speaking skill using lexical chunks/lexical bundles?

### **1.4 Purpose of the study**

The main purpose of this study is:

To find out how to improve junior high school students' speaking skill using lexical bundles.

### **1.5 Significance of the study**

The writer hopes that from this study he could give some benefits which are:

1. Theoretically the writer hopes this study could be a reference for the next researcher to conduct the similar research.
2. Practically the writer hopes that teacher will know how to use lexical bundles in teaching speaking and combining it with drill.

## **1.6 The Outline of The Study**

In order to give a complete description to the readers of what this study about, the writer presents the general outline as follows.

Chapter I present the introduction which consists of general background, reasons for choosing the topic, statements of the problem, the objectives of the study and significances of the study.

Chapter II explains the review of related literature which consists of review of previous study, general concepts of speaking, definition of speaking, concept of teaching speaking, types of speaking performance, lexical bundles, definition of lexical bundles, classifying lexical bundles, definition of drill, kinds of drill, action research, characteristics of action research, benefits of action research, and steps in action research.

Chapter III deals with the method of investigation. It consists of research design, subject of the study, method and instrument in collecting data, and method of analyzing data.

Chapter IV presents the result of the study.

Chapter V consists of conclusions and suggestions.

## **1.7 Definition of Key Terms**

- a) Speaking is the ability to talk to someone about something to speak; use our voice to produce words in a particular language; to express our ideas or opinions, feelings, thoughts, and beliefs of a person or group of people

(Longman Dictionary of Contemporary English, Advanced Learner's Dictionary, 2009).

- b) Lexical bundles is sequences of words which are frequently re-used, and therefore become 'prefabricated chunks' that speakers and writers can easily retrieve from their memory and use again and again as text building blocks (Biber, Conrad and Cortes 2002:443).
- c) Drill is a method of teaching technique used for practicing sound or sentence partners concerned with the fixation of specific association for automatic recall. The final goal is a more or less effortless exchange of ideas in real – life conversation (<http://ayoellg.wordpress.com/2009/03/30/drills-in-teaching/>)
- d) Action research is related to the ideas of 'reflective practice' and 'the teacher as researcher'. It involves taking a self-reflective, critical, and systematic approach to exploring teaching contexts (Burns 2010:2).

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses the literature that there will be general ideas of the concepts underlying this study. The ideas are divided into the following sub-titles: review of the previous studies, and review of the theoretical background. The understanding of these general ideas and theories will be helpful in comprehending the next discussion.

#### **2.1 Review of Previous Studies**

In the area of teaching and learning language especially English, there have been some research conducted with the purpose of finding the effective and suitable media to increase the learning and teaching process. It cannot be denied that media is needed to support the process of transferring the material from teacher to student to gain the aim of learning and teaching itself. Moreover, they compared one media with another to get the most effective media to reach the goal. In this research the writer use some local and international journal as the references in doing his research.

The first study is a study about the use of language chunks in teaching transactional spoken text. In this study the writer aimed at finding out the students' improvement in speaking English and the effectiveness of using chunks in teaching speaking. The objectives of the study were to find out how well using

language chunks in teaching transactional spoken text in improving students' speaking skill, to find out how effective the use of language chunks in teaching transactional spoken text in improving students' speaking skill is, and to find out how the results of observation, tests, and questionnaire support each other. Based on his study the use of lexical chunks was effective in improving students' speaking skill. This study has similarities with my study as the media used in this study was chunks or lexical bundles and the study focused on eight grader students of Junior High School.

The second study is a study about the use of single slot substitution drills in teach simple present tense. This study aimed at finding out the contribution of single slot substitution drills to the development of the students' mastery in simple present tense. According to the result of the study, single slot substitution the on drill gives contribution to the development of the students' mastery in simple present tense.

In addition, a study about the importance of lexical bundles was conducted by Zoe Bogart. In his study Bogart proved that lexical chunks play an important role in proficient and fluent language use. The other study was a study conducted by Paul Doyle (2009) which is focused on recurrent word sequences, or lexical bundles, as a markers of disciplinary variation in a corpus of primary and secondary teacher talk. This study also mention some functional categories of lexical bundles.

Based on the previous studies, the writer tries to solve the problem in improving students speaking skill using lexical bundles. This research is going to reveal how effective is lexical bundles in developing students' speaking ability.

## **2.2 General Concept of Speaking**

This part discusses definition of speaking, concept of teaching speaking, and types of speaking performance.

### **2.2.1 Definition of Speaking**

What is speaking? Language consist of four basic skills; they are listening, speaking, reading and writing. Whether the four skill are very different, they are connected intrinsically. Murphy (in Celce-Murcia, 2001: 104) believes that “oral skills teacher should always connect speaking, listening and pronunciation teaching although the focus in any one class or activity may highlight one or another. More broadly, oral skills classes may use reading and writing activities as the basic or follow-up for speaking activities”.

“Speaking is the ability to talk to someone about something to speak; use our voice to produce words in a particular language; to express our ideas or opinions, feelings, thoughts, and beliefs of a person or group of people” (Longman Dictionary of Contemporary English, Advanced Learner's Dictionary, 2009).

As cited by Bailey (in Florez, 1999: 1) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended and evolving. It means that

speaking is one of the productive skill, which is defined as an ability of using language orally.

As stated by Celce-Murcia (2001: 103) “for most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication”.

Mastering speaking skill in a second or foreign language is not easy. It is because speaking is an oral language expression which involves other language elements such as grammar, rhythm, fluency, pronunciation and intonation.

Furthermore, Bailey and Savage (in Celce-Murcia, 2001: 103) said that “speaking is an activity requiring the integration of many subsystems.... all these factors combine to make speaking a second or foreign language a formidable task for language learners.... yet for many people, speaking is seen as the central skill”.

To be able to master speaking skill, language learner need to be fluent in speaking English. Teachers are expected to encourage their students to practice in both fluency and accuracy.

According to Hedge (in Celce-Murcia 2001: 104) the term fluency has two meanings.

The first which is “the ability to link units of speech together with facility and without strain or inappropriate slowness and undue hesitation,”...but Hedge proposes a second, more holistic sense of fluency, that of “natural language use,” which is likely to take place when speaking activities focus on meaning and its negotiation, when speaking strategies are used, and when overt correction is minimized.



### **2.2.2 Concept of Teaching Speaking**

As stated on the previous quotations, speaking is an oral productive skill which deals with others language elements like grammar, rhythm, fluency, pronunciation and intonation, that is why teaching speaking is not easy. In order to master speaking skill, learners have to do some practices. Unfortunately, most of language learners only spent their practicing time in the classroom. The lack of practice makes the learners get difficulties in delivering their idea with other people.

A teacher should be aware of the characteristics of the students. Students have different characteristics. Bailey (2005: 170) states:

One learning style issue that influences learner's speaking in class is the contrast between reflectivity and impulsivity. Reflective learners prefer to think their answers or comments before speaking in class, while impulsive learners tend to be more impetuous and may take a gamble. So in an English speaking class, impulsive learners are typically those who will speak quickly, perhaps without much concern for accuracy. Reflective learners, on the other hand, will want to think through what they have to say before speaking out in class.

As a teacher, he/she must understand the kinds of learners he/she teaches. The teacher should not assume that the students who are not active in class are not participating.

There are three ways in teaching speaking which Bailey (2005: 171) said that can make impulsive and reflective learners are able to participate in English teaching and learning process. The first way of teaching speaking is that the teachers not only pay attention to the students' strength but also their weaknesses.

The teacher should not only give attention to the active students. He must give more attention to the reflective learners too. The teacher can give students a pair work in doing the task. By this activity, Bailey expected the students can be cooperated in finishing the assignments, so impulsive and reflective students can work together to strengthen their weaknesses.

The next way in teaching speaking is a “Buzz with a buddy” technique. In this technique, the teacher asks a learner to turn to someone next to him/her as quietly discuss with him/her before speaking in front of the class.

The third way in teaching speaking is that the teacher asks the students to build up their idea before having a general discussion. The students should write their idea before start speaking in front of the classroom. This could help students to speak without getting confused in delivering their idea in front of the class.

From the general concept of teaching speaking above can be concluded that teacher should give more opportunity for all students to talk. Moreover, teacher should use a proper technique and method which can make all students get involved in the learning activity.

### **2.2.3 Types of Speaking Performance**

Brown (2001: 271) said that there are six types of speaking performance which students are expected to perform in the classroom. The six types of speaking performance in the classroom are presented as follows:

1. Imitative

In this type of performance, students are asked to imitate teacher's speech or recorded speech. The teacher's speech is only focused on pronunciations, grammatical, and intonation.

2. Intensive

This type of performance deals with students' linguistic difficulties such as phonological and grammatical aspects of language. In intensive speaking, teacher may give students some pair work activities and ask the students to practice some dialogues which contain some grammatical patterns and daily expressions.

3. Responsive

In this type of class performance, students may give short replies to teacher or even ask some questions or comments. There is a limited interaction between learner and teacher or between learners.

4. Transactional (dialogue)

In this type of performance, students are involved in exchanging specific information with their friends. In transactional speaking, interaction between learners is not limited. They control their conversation by themselves. Brown (2001: 273) stated that transactional language is an extended form of responsive language. It has a more negotiated nature than merely responsive speech.

5. Interpersonal (dialogue)

In this type of performance, students are actively participating in the authentic give-and-take of communicative interchange.

6. Extensive (monologue)

This type of performance is to develop students' global oral ability of producing spoken language which is more formal and deliberate.

Based on those categories, this study will explore students' ability in transactional speaking. It focuses on students' performance in exchanging information without interaction limitation and it also involves shorter turns, simpler and more predictable language, and can have a measurable result.

## **2.3 Lexical Bundles**

This part discusses definition of lexical bundles, types of lexical bundles, and the use of lexical bundles in developing speaking skill.

### **2.3.1 Definition of Lexical Bundles**

According to Biber, Conrad and Cortes (2002:443) lexical bundles is sequences of words which are frequently re-used, and therefore become 'prefabricated chunks' that speakers and writers can easily retrieve from their memory and use again and again as text building blocks. Moreover, Biber et al (1999) said that a lexical bundles is said to be a sequence of three, four, five or more contiguous words in the classroom talk that occurs above a threshold frequency.

### **2.3.2 Classifying Lexical Bundles**

Lexical bundles can be classified in terms of their formal linguistic aspects and their functional role in texts.

Bogart (in Biber, Conrad & Cortes: 2004) identify three main discourse functions for lexical bundles: stance expressions, discourse organizers and referential expressions.

Stance expressions carry epistemic evaluation or attitudinal/modality meanings. Table 1 gives some examples of stance lexical bundles.

<i>Epistemic:</i>	<i><u>I don't know whether</u> we have time to complete the discussion.</i>
<i>Desire:</i>	<i><u>I want you to</u> elaborate on each point.</i>
<i>Obligation (directive):</i>	<i><u>and you have to</u> think what started the fire.</i>
<i>Intention/prediction:</i>	<i>Today, class, <u>we are going to</u> learn about formation of, er, Malaysia.</i>
<i>Ability:</i>	<i>You have <u>to be able to</u> identify the different parts.</i>

Table 2.1 categories of stance oriented lexical bundles (Biber, Conrad&cortes, 2004)

Discourse organizers indicate overall discourse structure and to signal the informational status of statements: topic introductions, topic elaborations/clarifications, and identification/focus. Table 2 shows some examples of lexical bundles with a discourse organizing function.

<i>Topic introduction:</i>	<i>So, <u>if you look at</u> the main seed, you realise it's not like a bean seed.</i>
<i>Topic elaboration/clarification:</i>	<i><u>What do you mean</u> by do more with less?</i>
<i>Identification/focus:</i>	<i><u>This is the one</u> which is semi-permeable.</i>

Table 2.2 Categories of discourse organizing lexical bundles (Biber, Conrad&Cortes, 2004)

Referential expressions identify an entity or single out some particular attribute of an entity as especially important and include: imprecision indicators, attribute specifiers, and expressions relating to time/place/text-deixis. Table 3 presents examples of lexical bundles which carry a referential function.

<i>Imprecision:</i>	This is probably some connection to the lungs <u>or something like that</u>
<i>Attribute specifiers</i>	
(a) quantity:	<u>How many of you</u> are done with simple machines?
(b) tangible:	If I blow up the atom to <u>the size of the stadium...</u>
(c) intangible:	Okay, <u>in the case of</u> the African tulip seeds, what's the method of dispersal?
<i>Time/place/text deixis:</i>	you are applying a force <u>at the same time</u>

Table 2.3 Categories of referential lexical bundles (Biber, Conrad&Cortes, 2004)

### 2.3.3 Lexical Bundles in Conversation

Although most lexical bundles do not represent complete structural units, they can be grouped into categories according to their structural correlates. Biber et. al. (1999:1001) said that in conversation there are 14 major categories of lexical bundles, they are:

1. Personal pronoun + lexical verb phrase
2. Pronoun/noun phrase + be +
3. Verb phrase with active verb
4. *Yes-no* question fragments
5. *Wh*-question fragments
6. Lexical bundles with *wh*-clause
7. Lexical bundles with *to*-clause
8. Verb + *that*-clause fragments
9. Adverbial clause fragments
10. Noun phrase expressions
11. Prepositional phrase expressions
12. Quantifier expressions
13. Other expressions
14. Meaningless sound bundles

In this research, the writer will use:

- A. Personal pronoun + lexical verb phrase
  1. I don't know what +\*\*\*
  2. I don't know where +\*\*\*
  3. I don't know how +\*\*\*

4. I don't know about +\*\*\*
  5. I don't want to +\*\*\*
  6. I want to know
  7. I would like to +\*\*\*
  8. I tell you what +\*\*\*
  9. I'm going to do +\*\*\*
  10. I'm going to go +\*\*\*
  11. Well I'm going to +\*\*\*
  12. I have to go
  13. \*\*\*+you want me to+\*\*\*
- B. Pronoun/noun phrase + be
1. It's going to be +\*\*\*
  2. It's a lot of money
  3. It's up to you
  4. There is going to be +\*\*\*
- C. Verb phrase with active verb
1. Got to go to +\*\*\*
  2. Put it on the +\*\*\*
  3. Put them in the+\*\*\*
  4. \*\*\*+want me to do
  5. Thank you very much
- D. *Yes-no* question fragments
1. Can I have a +\*\*\*
  2. Have you got the +\*\*\*
  3. Do you know what +\*\*\*
  4. Do you know how
  5. Do you know that
  6. Do you want to +\*\*\*
- E. *Wh*-question fragments
1. What are you doing
  2. What did you do
  3. What do you do
  4. What have you done
  5. What did you say
  6. What do you say
  7. What do you mean
  8. What do you think
  9. What do you want
  10. What's the matter with
  11. Where are you going
  12. How do you spell
  13. What are you going to do
- F. Lexical bundles with *wh*-clause fragments
1. \*\*\*+ don't know what to +\*\*\*

The writer choose those categories because it fits with transactional speaking.

### **2.3.4 Lexical Bundles in Developing Speaking Skill**

Biber et. al. (1999:989) said that lexical bundles are the sequences of words that most commonly co-occur in a register. Usually they are not fixed expressions, and it is not possible to substitute a single word for the sequence; in fact, most lexical bundles are not structurally complete at all.

Many bundles in conversation contain the beginning of a main clause followed by the beginning of an embedded complement clause. Those lexical bundles can build discourse building blocks, with the following slot being used to express the content specific to each individual situation. Based on the explanation lexical bundles might help students in developing their speaking skill because lexical bundles can help them to build a specific content of conversation in certain situations.

## **2.4 General Concept of Drill**

This subtitle talks about the definition of drill, types of drills, and the use of it in teaching speaking.

### **2.4.1 Drills**

“Drills itself is a system of communication in written or spoken words, which is used by the people of a particular country or area” (Longman Dictionary of contemporary English, Advanced Learner’s Dictionary, 2009). Brown (2001: 272) stated about drills as follows:



Drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty- either phonological or grammatical. Drills are to language teaching what the pitching machine is to baseball. They offer limited practice through repetition. They allow one to focus on one element of language in a controlled activity. They can help to establish certain psychomotor pattern (to “loosen the tongue”) and to associate selected form with their appropriate context.

#### **2.4.2 Kinds of Drill**

The kinds of drill that commonly used for teaching speaking are stated by Larsen-Freeman (2000:48-49) as follows:

1. **Backward build-up drill**  
This is used when a long line of dialogue is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase or line.
2. **Repetition drill.**  
Students are asked to repeat the teacher’s model as accurately and as quickly as possible. This drill is often used to teach the line of the dialogue.
3. **Chain drill**  
A chain drill gets its name from the chain of conversation that forms around the room as students, one-by-one, ask and answer questions of each other.
4. **Single-slot substitution drill**  
Teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase- called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.
5. **Multiple-slot substitution drill**  
This drill is similar to the single slot substitution drill. The difference is that the teacher gives cue phrases, one at a time that fit into different slots in the dialog line.
6. **Transformational drill**  
The teacher gives students a certain kinds of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence.
7. **Question and answer drill**  
This drill gives students practice with answering questions. The students should answer the teacher’s questions very quickly.

Based on the explanation, each drill has its own function and benefits and in my research I will use repetition drill and single slot substitution drill as my method in teaching speaking.

## **2.5 Action Research**

Action research is one of qualitative methods in research in education. The purpose of action research is to develop new skills or new approaches and to solve problems with direct application to the classroom or other applied setting. The different conception of action research can be revealed in some typical definitions of action research. For instance, Kemmis and Mc Taggart as quoted by Hartoyo (2010:73) suggest:

Action research is concerned equally with changing individuals, on the one hand and on the other the culture of the groups, institutions and societies and to which they belongs. The culture of a group can be defined in terms of the characteristic substance and forms of the language and discourses activities and practices and social relationships and organizations which constitute the interactions of the group.

Meanwhile, Burns (2010:2) states that “action research is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’. It involves taking a self-reflective, critical, and systematic approach to exploring teaching contexts.”

From the definitions above, I conclude that action research is a research that can be done by the teacher, researcher, teacher with his colleague, etc. that involves a group of students, through systematic process and reflective way, to improve teaching and learning process or solve certain problem.

### **2.5.1 Characteristics of Action Research**

Burns (2010) added some characteristics of action research. First, the fundamental aim of action research is to improve practice rather than to produce knowledge. It means that it is used to solve certain problem in specific area, not produce knowledge or testing a theory.

Second, action research differs from other researches due its scope. It covers certain situation in limited context and the result may not be suitable or generalized in other field. Moreover, action research can be done not only by a single person, but also collaboratively done by some parties related to the problem faced.

Third, as a reflective process, action research begins with an inquiry of a problem and situation. After it is identified, a plan is created and some actions are done. This continues with evaluation and reflection on the result and goes back to create plans and actions for a better result. Therefore, action research is a process through several steps that leads a researcher to solve his problem or find a better way in his teaching and learning.

### **2.5.2 Benefits of Conducting Action Research**

Burns (2008) says there are several benefits offered by action research. They are:

- (1) Empowering participants in a social situation
- (2) Moving towards “a better world” for participants
- (3) Self-consciously criticizing what exists through awareness of givens and assumptions that shape the social situation
- (4) Enhancing awareness of one’s own subjective, inter subjective and normative frames of reference
- (5) Working to confront inequities in the system
- (6) Working to transform the social situation

Considering those benefits of action research, I intend to conduct an action research and try to prove that all of those benefits will come to effect. This study is hopefully able to improve students' speaking skill.

### 2.5.3 The Steps in Action Research

According to Kemmis and McTaggart in Burns (2010:8), action research typically involves four phases in a cycle of research. The cycle is recursive, means it goes back to previous steps again when the aim has not been fulfilled. Only when a satisfactory outcome has achieved, feels it is time to stop. The four phases are described as follows:

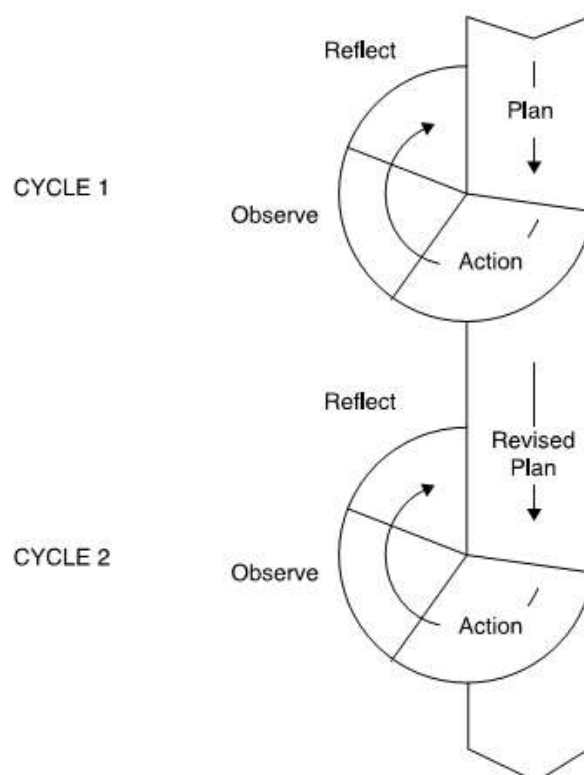


Figure 2.1 Cyclical Action Research Model Based on Kemmis and McTaggart

1. Planning

In this phase, researchers identify a problem or issue and develop a plan of action in order to bring improvements in a specific area of the research context.

2. Action

After the plan is created, researchers do the action through some treatments. The action use methods and material considered suitable based on the situation faced.

3. Observation

This phase involves researchers in observing systematically the effects of the action and documenting the process of it. It is a data collection phase where it is an eye-opener tool to collect information about what is happening.

4. Reflection

At this point, researchers reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue clearly. Researchers may decide to do further cycles of action research to improve the situation even more, or to share the research with others.

This study will follow those four steps of action research. It starts with identifying the problem and preparing the plan to solve the problem. The problem is the students' lacking of vocabularies and the use of too many translations in teaching process. The action will be done by using lexical bundles and single slot

substitution drill in teaching speaking. At last, the result is analyzed and reflected to revise the next plan and action to get a better result.

In this chapter, several theories about speaking, lexical bundles, drill, and action research have been written to support this research. I am going to use those theories while implementing what have been studied in university. The study aims to know how well the students learn speaking by having lexical bundles drill as the media.

## **2.6 Theoretical Framework**

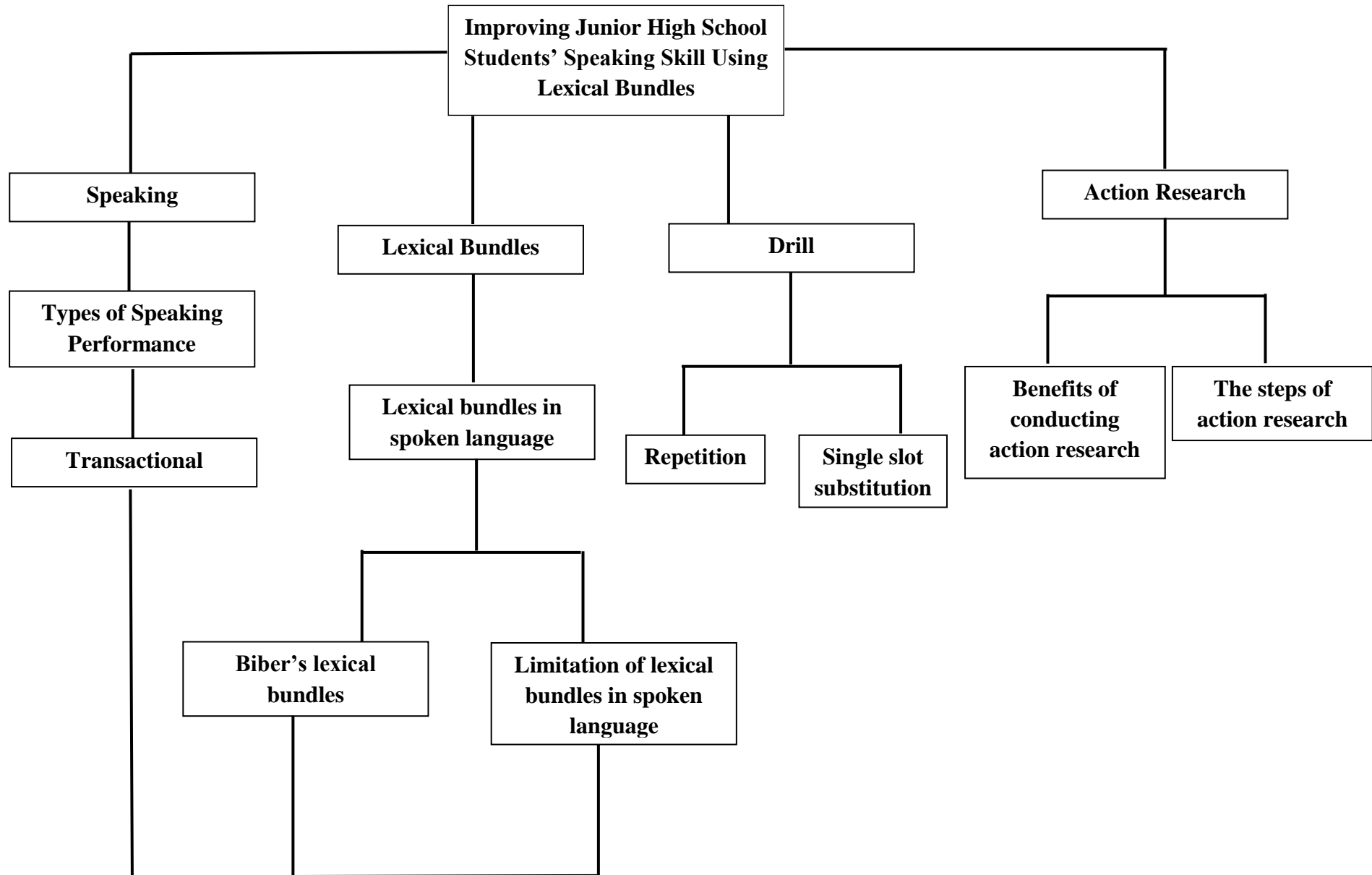
Based on the title of this study which is *The Effectiveness of Lexical Bundles in Developing Junior High School Students' Speaking Skill*, the theoretical framework of this study begins with the intention to get information about the use of lexical bundles in conversation in order to get the needed information to help students developing their speaking skill. The writer use Biber's et. al. theory of lexical bundles in conversation which talk about the frequent use of lexical bundles in daily conversation. According to Biber, there are many bundles in conversation contain the beginning of a main clause followed by the beginning of an embedded complement clause. Those lexical bundles can build discourse building blocks, with the following slot being used to express the content specific to each individual situation. It means that lexical bundles could help students developing their speaking skill because lexical bundles can build discourse building blocks with some slot that could be used to express certain situation.

To teach the lexical bundles, the writer use drill in the teaching learning process. According to Brown, Drills offer students an opportunity to listen and to

orally repeat certain strings of language that may pose some linguistics difficulty- either phonological or grammatical. Drills are to language teaching what the pitching machine is to baseball. They offer limited practice through repetition. They allow one to focus on one element of language in a controlled activity. They can help to establish certain psychomotor pattern (to “loosen the tongue”) and to associate selected form with their appropriate context. The writer will use two kinds of drill the first one is repetition drill and the second is single slot substitution drill. With the drilling method the writer hopes it will help students focus on how to use lexical bundles.

In order to give an improvement to the students, an action research is applied in this research. The writer use action research because the purpose of action research is to develop new skills or new approaches and to solve problems with direct application to the classroom or other applied setting. This research will be conducted in two cycle. Every cycle consist of four stage they are planning, acting, observing, and reflecting. If the result of the first cycle is not satisfactory enough, the second cycle will be held.

2.7 Mind Map





## **CHAPTER III**

### **METHODS OF INVESTIGATION**

Chapter III discusses the method used in the study. There are some sections in this chapter: research design, subject of the study, method of collecting data, instrument for collecting data and method of analyzing data.

#### **3.1 Research Design**

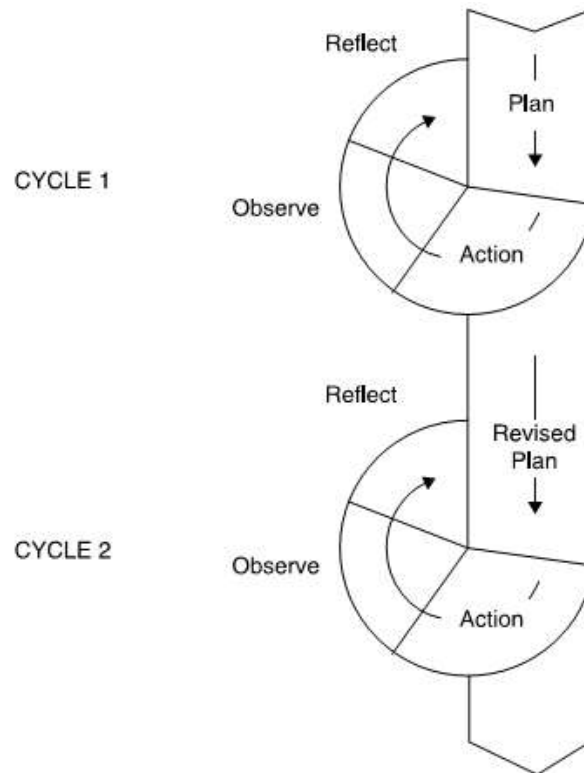
Based on Elliot (1991:69), “action research might be defined as the study of a social situation with a view to improving the quality of action within it.” Because this study is in the classroom context, it might be defined as an educational study which uses some actions in solving certain problem encountered during the teaching and learning process, in order to improve the learning process.

The study used the action research model developed by Kemmis and McTaggart. Burns (2010:8) says:

Kemmis and McTaggart’s model is probably the best known model of action research. It’s a kind of classic’ and it appears often in the literature on action research. Despite the criticism, it is a useful model as it summarizes very succinctly the essential phases of the action research process.

Kemmis and McTaggart’s model describes the process of action research as a series of cycling activities which consists of planning, acting, observing and reflecting. Those activities cannot be separated because they are interrelated to

each other. The action research model proposed by Kemmis and McTaggart can be represented as a figure below:



**Figure 3.1 Cyclical action research model based on Kemmis & McTaggart.**

There were four components in a cycle for doing classroom action research; planning, acting, observing, and reflecting. For the first cycle, the four stages are drawn as follows:

**(a) Planning**

In doing this step the writer prepared a lesson plan that will be used in teaching transactional conversation using lexical bundles and single slot substitution drill. The writer continued to prepare the materials such as pre-test, first questionnaire, formative test, and observation checklist as the research instruments.

**(b) Acting**

Acting was the implementation of the plan that is already made. The first thing the writer did in this stage was conducting pre-test to check students' current ability in transactional conversation. Meanwhile, to find out students' attitude towards English lesson, they were asked to fill out the first questionnaire.

After giving the pre-test and the questionnaires, the writer explained what transactional conversation is. It covers the purpose and kinds of expression used in transactional dialogue. After the brief explanation, the writer gave an example of transactional dialogue which contains of lexical bundles. Then, writer asked the students to repeat the dialogue that have been read by the writer and replace the available slot with appropriate word. The next activity was explaining the use of lexical bundles in speaking and giving some examples of lexical bundles that can be used in transactional speaking. For the next step, the writer asked the students to develop transactional dialogue based on the given situations and perform it in front of the class without reading it. The last activity was considered as the formative test.

**(c) Observing**

This step was done by writing the learning process during the cycle in the observation checklist. Students' attitude and class situation are monitored and written on this checklist to see students' behavior during the treatments.

**(d) Reflecting**

In this activity, the writer analyzed the data of the observation checklist and the result of the test. The students' speaking achievement were compared among pre-test and formative test. The non-test instruments such as questionnaires and observation checklist were analyzed to find the students' behavior progress in following the learning of transactional speaking. All data were gathered, calculated and concluded to find out the students improvement.

If the result of the first cycle is not satisfactory enough, the second cycle will be held. Cycle 2 also consists of four stages; planning, acting, observing and reflecting. The activities were basically similar to those in cycle 1. However, there were some changes in order to facilitate students in improving their weakness in the previous cycle. These were the stages of cycle 2.

**a. Planning**

The writer began the cycle 2 by making a revised plan from the cycle 1. The writer created a lesson plan that had been modified to cover weaknesses in cycle 1. Another kind of drill was prepared to support teaching transactional speaking using lexical bundles. The drill that the writer used at this stage was repetition drill. The instruments to measure students' progress are also prepared. They were post-test and observation checklist.

**b. Acting**

In order to help students, in this stage the writer changed the repetition strategy of teaching speaking using lexical bundles with repetition drill. The writer provided examples of dialogues and then asked the students to repeat after him. After the treatments students were guided to discuss the correct pronunciation. They would work with their partners in practice pronouncing the words and perform the dialogue in front of the class. After all material had been given, the writer gave the post-test to the students. The students must make dialogue based on the certain situation and perform it in front of the class.

**c. Observing**

This step was done by writing the learning process during the cycle in the observation checklist. Students' attitude and class situation were monitored and written on the checklist to see students' behavior during the treatments.

**d. Reflecting**

At this stage, the writer analyzed the data of the observation checklist and the result of the test. Students' speaking achievement were compared among pre-test, formative test, and post-test. The non-test instruments such as questionnaires and observation checklist were analyzed to find out students' behavior progress in following the learning of transactional speaking. All data were gathered, calculated and concluded to find out students improvement.

### **3.2 Subject of the Study**

The population of the study was VIII grade students of SMP N 1 Brebes in the academic year 2014/2015. The writer took class VIII G as the sample as well as subject of the study. This class consists of 36 students, 18 male and 18 female students.

### **3.3 Method of Collecting Data**

There were some techniques and methods in collecting data. As stated by Elliot (1991:77-83),

There is a list of techniques and method, which can be used to gather evidence in the reconnaissance and monitoring phases of action research. They are: diaries, profiles, document analysis, photographic evidence, tape/video recording and transcripts, outside observer, interviewing, running commentary, shadow study, checklists, questionnaires, inventories, triangulation, and analytic memo.

In this study, the writer collected the data through questionnaires, observation, documentation, and speaking test. The purpose of gathering data through these methods is to obtain information, data, and facts that are trustworthy in order to take a conclusion in the end of the study.

### **3.4 Instruments for Collecting Data**

In this study, the writer used speaking test, questionnaire, observation checklist, video recording and photograph as the instruments.

### **3.4.1 Test**

Brown (2004:3) stated that “a test can be defined as a method of measuring person’s ability, knowledge, or performance in a given domain. As a method, it is an instrument - a set of techniques, procedures, or items that requires performance on the part of the test – taker.”

In this research, the writer used conversation to measure students’ mastery of speaking after they were given some treatments. The conversation test consist of pre-test, formative test, and post-test.

The pre-test is conducted for checking students’ prior ability in transactional speaking. The formative test in the cycle is aimed to know students’ progress in transactional speaking as a basis to revise the treatment in the next cycle. Meanwhile, the post-test was used to find out the result of given treatments during the study as well as measuring students’ improvement in transactional speaking.

### **3.4.2 Questionnaire**

Questionnaire is a number of questions to get information from the respondents. It is used when a researcher has a large number of people but he has limited time and resources. Dornyei (2003:10) says “questionnaires can be used successfully with a variety of people in a variety of situations targeting a variety of topics.”

The purpose of giving questionnaire in this research was to gather information from the students about the factors that might affect their

improvement in speaking. It also try to find out students' opinion in learning speaking in English and the treatment used in this action research.

There were two questionnaires used in this research, the first questionnaire and the second questionnaire. The first questionnaires is given in the pre-test while the second is given in the post-test.

Number of question	Questions Guide
1.	Students interest in learning English.
2.	Students interest in the teaching and learning process of learning English in their school.
3.	Students interest in speaking skill.
4.	Students' opinion in speaking English.
5.	Students' opinion in transactional speaking.
6.	Students interest in lexical bundles.
7.	The influence of the treatments towards the mastery of transactional speaking.

**Table 3.1 questionnaire guidelines**

### **3.4.3 Observation Checklist**

In this study the writer used observation checklist on students' behavior. Burns (2010:63) says, "the information from behavior checklist allows the researcher to see which particular type of behavior the student keeps repeating most." The observation checklist consists of four indicators, they are:



- a. Students' enthusiasm
- b. Students' participation
- c. Students' cooperative attitudes
- d. Students' activities in discussion.

Each indicator had five scale to indicate the scoring criteria. The observation would be carried out from the first meeting (pre-test) until the last meeting (post-test).

#### **3.4.4 Documentation**

The writer used photography and audio recording as the documentation in this research. The documentation was taken during the teaching-learning process, starts from the pre-test until the post-test.

### **3.5 Method of Analyzing the Data**

#### **3.5.1 Method of Analyzing Students' Speaking**

One of the ways to score or to evaluate the students' achievement is analytic ratings. Bailey (2005:25) states that analytic ratings involve rating systems in which the abilities underlying the speaking skill have been analyzed and the test-takers are evaluated on how well they perform the various sub-skill. The sub-skills that will be used in evaluating students' speaking skill are vocabulary, grammar, pronunciation, and fluency.

Because this study was designed as a classroom action research, which it belongs to qualitative research, the scoring guidance was modified to use criteria

rather than number. The description of each criterion was also adjusted with the junior high school students' level and condition. All aspects were weighted the same, and their criteria vary from poor to excellent. Here is the rubric of speaking assessments used in this study:

**Table 3.2 the scoring guidance taken from Bailey's categories**

Speaking Component	Criteria	Description
Fluency	Excellent	Smooth but still make a few pauses. A few rephrasing.
	Good	Making three or more pauses. Some rephrasing.
	Fair	Generally hesitant and often choppy.
	Poor	Extremely hesitant and choppy. Frequent pause and/or unfinished phrases.
	Very poor	Limited to isolated words or short phrases. No fluency.
Pronunciation	Excellent	Minor errors in pronunciation with near native accent.
	Good	Occasional mispronounce but understandable.
	Fair	Average pronunciation errors cause some misunderstanding.
	Poor	Frequent pronunciation errors cause consistent confusion or misunderstanding.
	Very poor	So many pronunciation errors that totally impede comprehension.
Grammar	Excellent	No or a few grammatical errors.
	Good	Some grammatical errors; however, errors do not influence the meaning.
	Fair	Several grammatical errors occasionally influence the

Vocabulary		meaning.
	Poor	Many grammatical errors frequently influence the meaning.
	Very poor	Frequent grammatical errors that totally influence the meaning.
	Excellent	Uses a wide range vocabulary appropriately
	Good	Uses fairly wide range of vocabulary. Most of vocabulary is used appropriately
	Fair	Uses an adequate range of vocabulary, but sometimes inappropriate.
	Poor	Uses limited range of vocabulary. Vocabulary is often used inappropriately
Very poor	Shows no command of vocabulary.	

### 3.5.2 Method of Analyzing the Observation Checklist

The observation checklist used in this study has three indicators. They were students' enthusiasm during learning process, students' participation in classroom activities, and students' cooperative attitudes during the lesson. Each aspects will be assessed and categorized into five criteria: very low, low, medium, high, and very high.

The observation checklist is used in each meeting. However, to find out the students' behavioral changes in this study, the observation checklists' analysis in each cycle will be generalized then compared. Therefore, the report of this instrument would be a comparison between students' observation checklist in the pre-observation and post-observation.

### 3.5.3 Method of Analyzing the Questionnaire

The writer used two questionnaires in this study, the first was given after the pre-test and the second was given after post-test. Each questionnaire consists of seven statements about students' opinion of speaking, their class condition, opinion about lexical bundles and drill used in this study, and their feeling after being treated. The writer used *Likert* scale in these questionnaires. This scale was used to determine the students' opinions, starts from very negative point until the very positive one. The writer used the responses in four scales instead of using all the five scale in order to prevent neutral position from the students towards the statements. The four scales were strongly disagree, disagree, agree, and strongly agree.

The questionnaire was in the checklist form. Students were asked to give a (✓) mark in the columns available. After the students finished fulfilling the questionnaires, their responses would be categorized in those four scales; strongly disagree, disagree, agree, and strongly agree. After calculating the number of students who had the same responses, the writer would find out the percentage of each scale. Therefore, it would be seen as the students' opinion toward each item in the questionnaires.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion of what have been discussed in the previous chapters and also the suggestions for language learning.

#### 5.1 Conclusion

This study investigated the use of lexical bundles as media to improve students' ability in speaking skill. After the research findings were discussed in the previous chapter, the conclusion of the research could be drawn from the analysis of the tests, questionnaires, and observation checklist.

The analysis of the test showed that the use of lexical bundles in teaching and learning speaking skill could improve the students' speaking skill. It could be seen from the qualitative description of the pre-test, formative test, and post-test. The improvement in the first cycle was a result of providing the students with the material of lexical bundles that could be used in transactional speaking and the example of the dialogue using lexical bundles in it. It was delivered using explanation and cooperative learning method. Moreover, the second cycle progress was also a result using lexical bundles combined with repetition drill in improving their fluency and pronunciation. The result of both cycle showed good progress and the post-test gave a satisfying result that indicated lexical bundles are appropriate media to enhance students' transactional speaking skill.

Moreover, the analysis of the questionnaires revealed that the students got advantages from the use of lexical bundles in learning speaking. They said this media ease them in learning transactional speaking and improve their speaking skill. Their opinions about speaking in English also changed after being given the treatments.

Based on the observation checklist, it could be seen that the students' behavior positively improved. Students showed greater interest and enthusiasm after given the treatment. Overall, students became more enthusiastic, active, and cooperative during the teaching and learning process.

## **5.2 Suggestions**

Referring to the conclusion above, some suggestions are presented as follows:

First, in teaching transactional speaking, the teacher are encouraged to use lexical bundles as a model in delivering the transactional dialogue materials. By doing this, students will understand how to express some expression in English instead of translating Indonesian expression into English. The use of lexical bundles in teaching speaking will automatically ease students to memorize the essential expression in each situation. That is why teacher are encouraged to use it in delivering the transactional dialogue material.

Second, in learning using lexical bundles, the teacher should prepare the strategy to support the media for example, teacher could use drills. The supporting strategy should help students understanding the media. The lexical bundles should

be adjusted to the situation of the transactional speaking. The list of the lexical bundles used in each situation were different that's why teacher should adjust the material due to each situation used in the teaching material.

Third, this study is designed to be an alternative way for teacher to teach speaking. As an action research, teacher could find other various media in teaching speaking. Teacher should diligently revise and modify their method and media until they find the best way in improving students' skill. There are many media that can be tried and several method can also be applied, no matter the number of cycles, as long as it comes up with satisfying result and find the best approach.

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# ANNEX

**Annex 1****LESSON PLAN OF CYCLE 1**

<b>School</b>	<b>: SMP N 1 Brebes</b>
<b>Subject</b>	<b>: English</b>
<b>Class / Semester</b>	<b>: VIII / 1</b>
<b>Time Allotment</b>	<b>: 6 x 40 minutes (3 meetings)</b>
<b>Topic</b>	<b>: Transactional Spoken Text</b>

**A. Major Competencies**

1. Respect and appreciate the teachings of their religion.
2. Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment in a range of social and existence.
3. Understand and apply knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture and events related to visible phenomena.
4. Processing, making, and understanding in the concrete way (using, parsing, composing, modifying, and creating) and abstract way (writing, reading, counting, drawing, and arranging) in accordance with what have been learned in school and other sources in the same viewpoint / theory.

**B. Basic Competence**

Developing simple spoken and written text to express, asking and responding instruction, invitation, prohibition, and asking for permission expressions, due to the social function, the structure of the text, and the right and contextual language feature.

**C. Indicator**

1. Students are able to complete dialogue which involves the expression of giving instruction, invitation, prohibition, asking for permission, and how to respond.
2. Students are able to perform conversation which involves the expression of giving instruction, invitation, prohibition, asking for permission, and how to respond.

**D. Purpose of the Study**

By the end of the study, students will be able to:

1. Make dialogue which involves the expression of giving instruction, invitation, prohibition, asking for permission, and how to respond.
2. Perform conversation which involves the expression of giving instruction, invitation, prohibition, asking for permission, and how to respond.

**E. Learning Material****INSTRUCTION**

<b>Giving Instruction</b>	<b>Response</b>
Come in, please!	Yes, Ma'am.
Take out your book, please!	Sure.
Give me your homework, please!	Here you are.
Put your book on the table, please!	Yes, Ma'am.
Put the rubbish in the dustbin, please!	Ok.
Clean the whiteboard, please!	All right.
Open the window, please!	I'll do it.

## INVITATION

Making Invitation	Accepting	Declining
I would like to invite you to a dinner tonight.	Thankyou. I'd love to.	I'm afraid I can't. I'm going to go to my aunt's house tonight.
There is going to be a new movie at the cinema, will you accompany me to the cinema?	Ofcourse. That would be great.	Well, it will be nice but I don't want to go to the movie because I have a lot of homework.
I'm going to go to Bali this weekend, would you mind joining us to go to Bali?	I'd be delighted to.	I'd love to but I have to go to my grandparents' house.
Let's play the guitar!	Sure.	I don't think I can play the guitar.
Shall we visit Betty at hospital?	Yes, of course.	I'm sorry, I think I can't.
Why don't we come to my house?	Oh, certainly. Thankyou.	I wish I could but I have to go home early.
What about watching Iron Man at a cinema?	That would be very nice.	I'm sorry but I can't make it.

## PERMISSION

Asking for Permission	Giving Permission	Refusing Permission
Can I borrow your pencil, please?	Yes, you can.	I'm afraid not.
Is it okay if I walk on the grass?	Sure.	No, I think.
May I have your permission to leave early, Sir?	Go ahead/Yes, you may.	Sorry, you are not permitted.
Could I have a cup of tea?	No problem.	You couldn't do that.
Would you mind if I go to the bathroom?	I don't mind.	I'm sorry, it's not allowed.

## PROHIBITION

Expressions	Examples
It is prohibited to .....	It is prohibited to park between these gates.
You aren't allowed to .....	You are not allowed to sit on the top of the train cabin.
You mustn't .....	Drivers mustn't park their cars here.
You aren't permitted to .....	People aren't permitted to throw rubbish here.
It is forbidden to .....	It is forbidden to walk on grass.

### LEXICAL BUNDLES EXPRESSION

I would like to ....

There is going to be ...

I'm going to ...

Put the .....

Put your .....

I don't want to ...

I have to ...

In the middle of .....

### EXAMPLES OF THE DIALOGUE

Giving instruction

Teacher : The class is very dirty. Let's clean it up.

Student : yes, Ma'am.

Teacher : Clean up the white board first then put all the rubbish in the dustbin.

Students : All right ma'am.

Asking for instruction

Andy : hi Deni, what are you doing?

Deni : hi Andy, I just want to use my new camera but I don't know how to operate it. Could you help me with this camera?

- Andy : Sure Deni, you just need push the power button and then you choose auto mode and there you go.
- Deni : wow, Andy how do you know that?
- Andy : well, I have the same camera as you have.
- Deni : thank you very much Andy.
- Andy : don't mention it.

#### Invitation

- Tania : hi Desi, where are you going?
- Desi : hi Tania, I'm going to go to the cinema.
- Tania : Is there a new movie?
- Desi : yeah there is a new movie entitled Maleficent. I tell you what, why don't you join me and lets watch the movie together.
- Tania : well that will be nice. I'm going with you.

#### Declining Invitation

- Rudi : Hey Didi, I would like to invite you to my birthday party.
- Didi : that will be very nice. When will it be held?
- Rudi : Tonight is my birthday party. Will you be there?
- Didi : I'm afraid I can't come. I have to go to the dentist tonight.
- Rudi : well ok then.

#### Asking for Permission

- Tuti : hi Shinta, what do you bring for your lunch today?
- Shinta : hi Tuti, I bring fried noodle for my lunch. What about you?
- Tuti : I bring chicken teriyaki for my lunch.
- Shinta : Can I have a bit?
- Tuti : Sure Shinta just take it.

#### Prohibition

- Security : I'm sorry sir, you are not allowed to park your car on this side.
- Man : Why I'm not allowed to park my car here?
- Security : This side is for ladies parking only sir. If you want to park your car you can use the other side of this area.
- Man : Oh, I'm sorry I didn't know if this is ladies parking area. I'll move my car to the other side of this area then. Thank you officer.
- Security : you are welcome sir.

#### The examples of single slot substitution drill:

Put the

Rubbish  
Trash  
Paper  
Plastic

in the trashcan

I don't know how to	turn on a computer use a camera cook fried rice
I'm going to	go to the cinema visit my grandparents watch movie
I would like to invite you	to a diner to my birthday party to my wedding party
I'm sorry I can't come. I have to	visit my aunt go to the dentist do something

#### F. Method of Study / Technique

1. Lecturing
2. Drills
3. Pair works

#### G. Learning Strategy

Face to face	Structured
<ul style="list-style-type: none"> <li>▪ Asking students' knowledge and experience about transactional spoken text.</li> <li>▪ Sharing the meaning and function about transactional spoken text.</li> <li>▪ Giving chance to students to ask some questions.</li> <li>▪ Explaining kinds of</li> </ul>	<ul style="list-style-type: none"> <li>▪ Giving students examples of transactional spoken text.</li> <li>▪ Asking students to read the dialogue examples.</li> <li>▪ Asking students to create their own dialogue in pairs.</li> <li>▪ Asking students to perform their dialogue in pairs.</li> </ul>

<p>transactional spoken text and the expression in each kind of text in order to help students creating their own transactional spoken text.</p>	
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### Steps of Learning Activity

<b>OPENING ACTIVITY</b>	
<i>For the first until the third meeting, the students:</i>	<ol style="list-style-type: none"> <li>1. Response to teacher's greeting.</li> <li>2. Response teacher's questions to become more friendly and comfortable with the class condition.</li> <li>3. Answer teacher's questions about students attending.</li> <li>4. Pay attention the purpose of the study which the teacher says.</li> <li>5. Response teacher's questions about the material of the last meeting and relate with the new material will be taught.</li> </ol>
<b>MAIN ACTIVITIES</b>	
<b>1<sup>st</sup> Meeting</b>	<i>At the first meeting:</i>
<b>Exploration</b>	<ol style="list-style-type: none"> <li>1. Teacher introduces the new material which is going to discuss that day.</li> <li>2. Teacher tells the students the importance of speaking. Then, the teacher proves that transactional conversation is a kind of speaking performance which is very close to our daily life.</li> </ol>
<b>Elaboration</b>	<ol style="list-style-type: none"> <li>1. Teacher gives students some expression in transactional dialogue, in order to enrich students' vocabulary before reading the examples</li> </ol>



	<p>of transactional spoken text.</p> <ol style="list-style-type: none"> <li>2. Teacher gives students examples of transactional spoken text.</li> <li>3. Teacher allows the students to take a note about the expressions used in transactional spoken text as their reference to get a better understanding about the material.</li> </ol>
<b>Confirmation</b>	<ol style="list-style-type: none"> <li>1. Teacher gives some questions related to the dialogue to check their understanding.</li> <li>2. Students are given homework to create transactional spoken text based on certain situation.</li> </ol>
<b>2<sup>nd</sup> Meeting</b>	<i>At the second meeting:</i>
<b>Exploration</b>	<ol style="list-style-type: none"> <li>1. Teacher reviews the last material to recall students' memory.</li> <li>2. Teacher asks whether the students have some problems in doing their homework.</li> </ol>
<b>Elaboration</b>	<ol style="list-style-type: none"> <li>1. Teacher asks the students to practice their dialogue with their partner.</li> <li>2. Teacher checks students' work and asked them whether there are some difficulties or not.</li> <li>3. After the practice had finished, teacher gave the model on how to pronounce the difficult words and how to use the appropriate vocabularies.</li> </ol>
<b>Confirmation</b>	<ol style="list-style-type: none"> <li>1. Students ask about the parts of the material that they have not understood.</li> <li>2. Teacher rechecks the students' comprehension about the material.</li> </ol>
<b>3<sup>rd</sup> Meeting</b>	<i>At the third meeting:</i>
<b>Exploration</b>	<ol style="list-style-type: none"> <li>1. Teacher reviews the previous material.</li> <li>2. Teacher describes briefly what they will do this</li> </ol>

	meeting.
<b>Elaboration</b>	<ol style="list-style-type: none"> <li>1. Teacher check students' understanding of transactional speaking so far.</li> <li>2. Teacher reminds the students on how to pronounce some difficult words and some vocabularies that could be used in some situations.</li> <li>3. Students do the formative test to create and perform a transactional dialogue based on the provided situations.</li> <li>4. Teacher observes the test and makes sure it runs well.</li> </ol>
<b>Confirmation</b>	<ol style="list-style-type: none"> <li>1. Teacher sums up today's material and formative test.</li> </ol>

### CLOSING ACTIVITY

<i>For the first until the third meeting, the students:</i>	<ol style="list-style-type: none"> <li>1. Pay attention to the summary and conclusion about what was the teacher taught.</li> <li>2. Give some comments all about what they have been studied although they understand or not, pleasure or not.</li> <li>3. Give some questions all about what they have been studied to improve the knowledge.</li> <li>4. Listen to the teacher's advices and wishes.</li> <li>5. Teacher closes the class with warm greeting.</li> </ol>
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#### H. Source and Media of Study

- a. Relevant Books :
  - When English Rings a Bell: An English Course for SMP Students year VIII
- b. Media: - Lexical Bundles
  - Power point presentation

#### I. Evaluation

Teacher evaluates with certain condition:

- a. Evaluation technique : Test  
 b. Form : Doing the task, performance  
 c. Instrument : Speaking test.

Indicator	Evaluation		
	Technique	Form	Example of Instrument
Students are able to create and perform a transactional dialogue.	Speaking test	Creating transactional dialogue and perform it in front of the class.	Create a transactional dialogue based on the provided situation and perform it in front of the class with your partner.

d. Rubrics Evaluation

Speaking Component	Criteria	Description
Fluency	Excellent	Smooth but still make a few pauses. A few rephrasing.
	Good	Making three or more pauses. Some rephrasing.
	Fair	Generally hesitant and often choppy.
	Poor	Extremely hesitant and choppy. Frequent pause and/or unfinished phrases.
	Very poor	Limited to isolated words or short phrases. No fluency.
Pronunciation	Excellent	Minor errors in pronunciation with near native accent.
	Good	Occasional mispronounce but understandable.
	Fair	Average pronunciation errors cause some misunderstanding.

Grammar	Poor	Frequent pronunciation errors cause consistent confusion or misunderstanding.
	Very poor	So many pronunciation errors that totally impede comprehension.
	Excellent	No or a few grammatical errors.
	Good	Some grammatical errors; however, errors do not influence the meaning.
	Fair	Several grammatical errors occasionally influence the meaning.
Vocabulary	Poor	Many grammatical errors frequently influence the meaning.
	Very poor	Frequent grammatical errors that totally influence the meaning.
	Excellent	Uses a wide range vocabulary appropriately
	Good	Uses fairly wide range of vocabulary. Most of vocabulary is used appropriately
	Fair	Uses an adequate range of vocabulary, but sometimes inappropriate.
	Poor	Uses limited range of vocabulary. Vocabulary is often used inappropriately
	Very poor	Shows no command of vocabulary.

Brebes, October 2014  
Teacher

Renaldi Adhi Nugraha

**Annex 2****LESSON PLAN OF CYCLE 2**

<b>School</b>	<b>: SMP N 1 Brebes</b>
<b>Subject</b>	<b>: English</b>
<b>Class / Semester</b>	<b>: VIII / 1</b>
<b>Time Allotment</b>	<b>: 6 x 40 minutes (3 meetings)</b>
<b>Topic</b>	<b>: Transactional Spoken Text</b>

**A. Major Competencies**

1. Respect and appreciate the teachings of their religion.
2. Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment in a range of social and existence.
3. Understand and apply knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture and events related to visible phenomena.
4. Processing, making, and understanding in the concrete way (using, parsing, composing, modifying, and creating) and abstract way (writing, reading, counting, drawing, and arranging) in accordance with what have been learned in school and other sources in the same viewpoint / theory.

**B. Basic Competence**

Developing simple spoken and written text to express, asking and responding instruction, invitation, prohibition, and asking for permission expressions, due to the social function, the structure of the text, and the right and contextual language feature.

### C. Indicator

1. Students are able to complete dialogue which involves the expression of giving instruction, invitation, prohibition, asking for permission, and how to respond.
2. Students are able to perform conversation which involves the expression of giving instruction, invitation, prohibition, asking for permission, and how to respond.

### D. Purpose of the Study

By the end of the study, students will be able to:

1. Make dialogue which involves the expression of giving instruction, invitation, prohibition, asking for permission, and how to respond.
2. Perform conversation which involves the expression of giving instruction, invitation, prohibition, asking for permission, and how to respond.

### E. Learning Material

Lexical Bundles:

Do you know how ....  
 Where are you going?  
 What are you going to do ...  
 Thank you very much  
 I don't know how ...  
 Can I have ....  
 May I ....  
 On top of ...  
 At the end of ....

Examples of dialogue:

Asking and giving instruction

Didi : hey Sam, do you know how to turn on a computer?

Sam : yeah I know how to turn on a computer.

Didi : Could you please tell me how to turn on a computer?

Sam : Sure Didi. First make sure the cable is plugged in, then press the power button and wait until the boot process finished.

Didi : Thank you Sam.

Sam : No problem Didi.

#### Invitation

Sari : Hi Ani?

Ani : Hi Sari..

Sari : What are you going to do tonight?

Ani : Nothing, just stay at home I think. Why?

Sari : Well, I would like to invite you to watch movie at my house tonight.

Ani : That's a good idea Sari, I'll come to your house then. Thanks for inviting me.

Sari : No problem Ani.

#### Asking for permission

Sandi : Mom, Didi is going to go to Bandung. May I go with him?

Mom : What will you do there?

Sandi : We are going to go to Trans Studio Bandung mom.

Mom : When will you be back here?

Sandi : I'll be back on Monday morning mom.

Mom : Ok then. Take care of yourself.

#### Prohibition

Policeman : Good morning sir, license and registration please?

Man : Here you are officer.

Policeman : You know why I stopped your car?

Man : No sir. What was my fault?

Policeman : You have stopped your car in the non-parking zone, and it was forbidden.

Man : I really sorry sir I don't see the sign.

Policeman : I'll give u parking ticket for parking illegally. Next time you can park your car at the end of this street.

#### **Examples of repetition drill:**

Do you know how to turn on a computer?

Do you know how to use this phone?

Do you know how to make fried rice?

Next time you can park your car at the end of this street  
 Next time you can park your car at the end of this alley  
 You can't park your car at the end of this road

#### F. Method of Study / Technique

1. Lecturing
2. Drills
3. Pair works

#### G. Learning Strategy

Face to face	Structured
<ul style="list-style-type: none"> <li>▪ Asking students' opinion about the learning in the previous meetings.</li> <li>▪ Sharing the meaning and function about transactional spoken text.</li> <li>▪ Giving chance to students to ask some questions.</li> <li>▪ Explaining more about kinds of transactional dialogue and more lexical bundles which could be used in creating transactional dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Giving students examples of transactional spoken text.</li> <li>▪ Asking students to read the dialogue examples.</li> <li>▪ Asking students to create their own dialogue in pairs.</li> <li>▪ Asking students to perform their dialogue in pairs.</li> </ul>

#### Steps of Learning Activity

OPENING ACTIVITY	
<i>For the first until the third meeting, the students:</i>	<ol style="list-style-type: none"> <li>1. Response to teacher's greeting.</li> <li>2. Response teacher's questions to become more friendly and comfortable with</li> </ol>



	<p>the class condition.</p> <ol style="list-style-type: none"> <li>3. Answer teacher's questions about students attending.</li> <li>4. Pay attention the purpose of the study which the teacher says.</li> <li>5. Response teacher's questions about the material of the last meeting and relate with the new material will be taught.</li> </ol>
<b>MAIN ACTIVITIES</b>	
<b>1<sup>st</sup> Meeting</b>	<i>At the first meeting:</i>
<b>Exploration</b>	<ol style="list-style-type: none"> <li>1. Teacher highlights previous meeting and material.</li> <li>2. Teacher gives a brief review of the students' works and performances of transactional dialogue.</li> <li>3. Teacher introduces the material that is going to discuss that day.</li> </ol>
<b>Elaboration</b>	<ol style="list-style-type: none"> <li>1. Students are explained about other lexical bundles.</li> <li>2. Teacher gives examples of dialogues with different lexical bundles.</li> <li>3. Teacher reads the examples and asked the students to repeat after him.</li> <li>4. Teacher allows students to take a note.</li> </ol>
<b>Confirmation</b>	<ol style="list-style-type: none"> <li>1. Teacher gives the students homework.</li> <li>2. Teacher asks students' difficulty in this meeting.</li> </ol>
<b>2<sup>nd</sup> Meeting</b>	<i>At the second meeting:</i>
<b>Exploration</b>	<ol style="list-style-type: none"> <li>1. Teacher reviews the last material to recall students' memory.</li> </ol>

	2. Teacher asks whether the students have some problems in their homework.
<b>Elaboration</b>	<ol style="list-style-type: none"> <li>1. Teacher asks students to practice their dialogue with their partners.</li> <li>2. Teacher checks students' works and tries to find out their difficulties.</li> <li>3. Teacher give models on how to pronounce the difficult words. The teacher do the drill for 6 to 8 times.</li> </ol>
<b>Confirmation</b>	<ol style="list-style-type: none"> <li>1. Students ask about the parts of the material that they have not understood.</li> <li>2. Teacher rechecks the students' comprehension about the material.</li> </ol>
<b>3<sup>rd</sup> Meeting</b>	<i>At the third meeting:</i>
<b>Exploration</b>	<ol style="list-style-type: none"> <li>1. Teacher reviews the previous material.</li> <li>2. Teacher describes briefly what they will do this meeting</li> </ol>
<b>Elaboration</b>	<ol style="list-style-type: none"> <li>1. Teacher check students' understanding of transactional speaking so far.</li> <li>2. Teacher reminds the students on how to pronounce some difficult words and some vocabularies that could be used in some situations.</li> <li>3. Students do the post-test to create and perform a transactional dialogue based on the provided situations.</li> <li>4. Teacher observes the test and makes sure it runs well.</li> </ol>
<b>Confirmation</b>	1. Teacher rechecks the students' comprehension about

	the material.
<b>CLOSING ACTIVITY</b>	
<i>For the first until the second meeting, the students:</i>	<ol style="list-style-type: none"> <li>1. Pay attention to the summary and conclusion about what was the teacher taught.</li> <li>2. Give some comments all about what they have been studied although they understand or not, pleasure or not.</li> <li>3. Give some questions all about what they have been studied to improve the knowledge.</li> <li>4. Listen to the teacher's advices and wishes.</li> <li>5. Teacher closes the class with warm greeting.</li> </ol>

#### H. Source and Media of Study

- a. Relevant Books :
  - When English Rings a Bell: An English Course for SMP Students year VIII
- b. Media: - Lexical Bundles
  - Power point presentation

#### I. Evaluation

Teacher evaluates with certain condition:

- a. Evaluation technique : Test
- b. Form : Doing the task, performance
- c. Instrument : Speaking test.

<b>Indicator</b>	<b>Evaluation</b>		
	Technique	Form	Example of Instrument
Students are able to create and perform a transactional dialogue.	Speaking test	Creating transactional dialogue and perform it in front of	Create a transactional dialogue based on the provided

		the class.	situation and perform it in front of the class with your partner.
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**d. Rubrics Evaluation**

Speaking Component	Criteria	Description
Fluency	Excellent	Smooth but still make a few pauses. A few rephrasing.
	Good	Making three or more pauses. Some rephrasing.
	Fair	Generally hesitant and often choppy.
	Poor	Extremely hesitant and choppy. Frequent pause and/or unfinished phrases.
	Very poor	Limited to isolated words or short phrases. No fluency.
Pronunciation	Excellent	
	Good	Minor errors in pronunciation with near native accent.
	Fair	Occasional mispronounce but understandable.
	Poor	Average pronunciation errors cause some misunderstanding.
	Very poor	Frequent pronunciation errors cause consistent confusion or misunderstanding.
Grammar	Excellent	So many pronunciation errors that totally impede comprehension.
	Good	No or a few grammatical errors.
	Fair	Some grammatical errors; however, errors do not influence the meaning.

Vocabulary	Poor	Several grammatical errors occasionally influence the meaning.
	Very poor	Many grammatical errors frequently influence the meaning.
	Excellent	Frequent grammatical errors that totally influence the meaning.
	Good	Uses a wide range vocabulary appropriately
	Fair	Uses fairly wide range of vocabulary. Most of vocabulary is used appropriately
	Poor	Uses an adequate range of vocabulary, but sometimes inappropriate.
	Very poor	Uses limited range of vocabulary. Vocabulary is often used inappropriately
		Shows no command of vocabulary.

Brebes, October 2014  
Teacher

Renaldi Adhi Nugraha

**Annex 3****INSTRUMENT OF PRE-TEST****PRE-TEST**

**Read the following instruction carefully!**

1. Write your name and your class on top left side of your paper.
2. Make a dialogue (min 5 lines max 10 lines) of transactional conversation in pair based on the provided situation.

Choose one of the following situations:

- 1) Rama wants to invite Roni to his birthday party.
  - 2) Dinda wants to go to a concert and she needs her parents' permission.
  - 3) Doni wants to use his new camera but he doesn't know how to use it. He asked Didi to give instruction how to operate the camera.
3. You may use dictionary.
  4. The duration of the writing is 25 minutes.
  5. Perform the dialogue with your partner if front of the class.

Nama: ARRAMI AMAR (35)  
FAVA FARIZATIHA (36)

Dialogue:

Rama: Hi Roni?

Roni: Hi, Rama! What are you doing?

Rama: I am just writing invitation my birthday, what do you will come in my birthday party?

Roni: Yes, I am will come in your birthday

Rama: Thanks Roni.

Roni: Your welcome

No. :  
Date :

Name : - In Inayah (9)  
- Marta Sulistia (10)

Class : 8B

Rama wants to invite Roni to his birthday party.

Rama : "good morning Roni?"

Roni : "Good morning too?"

Rama : "What are you doing?"

Roni : "I'm heaving breakfast"

Rama : "Oh... Roni will you come to my home?"

Roni : "~~Of course~~ what happen?"

Rama : "I want to invite you to my birthday party to night."

Roni : "OF course, I will come to your birthday party to night."

Rama : "thank you."

Roni : "youre welcome"

## Annex 4

## INSTRUMENT OF FORMATIVE TEST

**Read the following instruction carefully!**

1. Write your name and your class on top left side of your paper.
2. Make a dialogue (min 5 lines max 10 lines) of transactional conversation in pair based on the provided situation.

Choose one of the following situations:

- a. Asking permission
  - b. Inviting someone
  - c. Prohibition
  - d. Giving instruction
3. You may use dictionary.
  4. The duration of the writing is 25 minutes.
  5. Perform the dialogue with your partner if front of the class.

<input type="checkbox"/>	Nama - M. chcerul Pajar Iman (21)
<input type="checkbox"/>	Roman Fauzan (22)
<input type="checkbox"/>	Kelas - VIII E
<input type="checkbox"/>	
<input checked="" type="checkbox"/>	* Asking for Permission
<input type="checkbox"/>	
<input type="checkbox"/>	Roni - Dad, Toni is going to go to Jakarta, can I go with him?
<input type="checkbox"/>	Father - What will do you there?
<input type="checkbox"/>	Roni - We are going to go to Monas dad.
<input type="checkbox"/>	Father - when will you be back here?
<input type="checkbox"/>	Roni - I'll be back on sunday morning dad.
<input type="checkbox"/>	Father - Ok then. Take care of yourself
<input type="checkbox"/>	
<input type="checkbox"/>	

<input type="checkbox"/>	Teacher : "The class is very dirty. Let's clean it up"
<input type="checkbox"/>	Students : "Yes, sir"
<input type="checkbox"/>	Teacher : "Clean up the white board first then put all the rubbish in the dustbin"
<input type="checkbox"/>	Students : "All right sir"
<input type="checkbox"/>	Teacher : "Thank you"
<input type="checkbox"/>	Students : "You are welcome"
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	Nama : MAHANDYARNO - M. <32>
<input type="checkbox"/>	SYAIB ABDUL HANIF <31>
<input type="checkbox"/>	



## Annex 5

## INSTRUMENT OF POST-TEST

## Read the following instruction carefully!

1. Write your name and your class on top left side of your paper.
2. Make a dialogue (min 5 lines max 10 lines) of transactional conversation in pair based on the provided situation.

Choose one of the following situations:

- a. You want to go camping with your friend. You need your parents' permission
  - b. You want to invite your friend to come to your house for dinner, but your friend can't come.
  - c. You want to ask your friend to tell you how to turn on a computer.
  - d. You want to park your car in the middle of the field but someone prohibits you.
3. You may use dictionary.
  4. The duration of the writing is 25 minutes.
  5. Perform the dialogue with your partner if front of the class.

No. : \_\_\_\_\_  
Date : \_\_\_\_\_

Nama : 1. M. Chaerul Fajar Iman (18)  
2. Roman Fauzan (20)

Kelas : VIII G

Mapel : Bhs. Inggris

You want to ask your friend to tell you how to turn on a computer

Fino : Hi Andi . what are you doing ?

Andi : Hi Fino . I just want to use my new computer but I don't know how to operate it . could you help me with this computer ?

Fino : Sure . you just need push the power button

Andi : Wow . Fino how do you know that ?

Fino : Well . I have the same computer as you have

Andi : Thank you very much Fino .

Fino : don't mention it

No. : 30/2024  
Date : /10

Nama : MAHANDYARNO , M.      Bhs. Inggris  
SYAIF ABDUL HANIF.

kelas : 8G

Mrs. Drivers : Hai , Mrs. Farmers !

Mrs. Farmers : Hi , Mrs. Drivers !

Mrs. Drivers : Can I park my car in the this field ?

Mrs. Farmers : I'm a afraid not

Mrs. Drivers : why ?

Mrs. Farmers : Because , This field will be used for football match

Mrs. Drivers : Ok , I will park my car on the other place

Mrs. Farmers : Thank You

Mrs. Drivers : you are welcome



## Annex 7

1<sup>st</sup> QUESTIONNAIRE

Nama : Fidyha mulyaningrum.					
Kelas : VIII G.					
No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Dibandingkan dengan mata pelajaran lain, bahasa inggris merupakan mata pelajaran yang penting untuk dipelajari lebih dalam.		✓		
2.	Belajar bahasa inggris memberikan banyak manfaat.		✓		
3.	Saya memiliki minat yang tinggi dalam belajar berbicara dalam bahasa inggris.	✓			
4.	Berbicara dalam bahasa inggris adalah hal yang sulit.		✓		
5.	Penguasaan <i>transactional speaking</i> sangatlah penting.	✓			

Nama : Jihan nazila safitri NO. absen : 16.					
Kelas : VIII G / 06.					
No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Dibandingkan dengan mata pelajaran lain, bahasa inggris merupakan mata pelajaran yang penting untuk dipelajari lebih dalam.	✓			
2.	Belajar bahasa inggris memberikan banyak manfaat.		✓		
3.	Saya memiliki minat yang tinggi dalam belajar berbicara dalam bahasa inggris.	✓			
4.	Berbicara dalam bahasa inggris adalah hal yang sulit.		✓		
5.	Penguasaan <i>transactional speaking</i> sangatlah penting.	✓			

Nama : M. Chaerul Fajar Iman					
Kelas : BG					
No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Dibandingkan dengan mata pelajaran lain, bahasa inggris merupakan mata pelajaran yang penting untuk dipelajari lebih dalam.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Belajar bahasa inggris memberikan banyak manfaat.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Saya memiliki minat yang tinggi dalam belajar berbicara dalam bahasa inggris.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Berbicara dalam bahasa inggris adalah hal yang sulit.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Penguasaan <i>transactional speaking</i> sangatlah penting.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Nama : Ryand Bagus Candra Ardana					
Kelas : BG					
No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Dibandingkan dengan mata pelajaran lain, bahasa inggris merupakan mata pelajaran yang penting untuk dipelajari lebih dalam.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Belajar bahasa inggris memberikan banyak manfaat.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Saya memiliki minat yang tinggi dalam belajar berbicara dalam bahasa inggris.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Berbicara dalam bahasa inggris adalah hal yang sulit.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Penguasaan <i>transactional speaking</i> sangatlah penting.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Annex 8

2<sup>nd</sup> QUESTIONNAIRE

Nama : AYUNDA PUSPA RAMADHANI					
Kelas : VIII 5					
No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Berbicara dalam bahasa Inggris adalah hal yang mudah		✓		
2.	Saya suka belajar berbicara bahasa Inggris menggunakan media lexical bundles.	✓			
3.	Penggunaan lexical bundles dalam belajar berbicara bahasa Inggris sangat dibutuhkan.	✓			
4.	Penggunaan lexical bundles memudahkan siswa dalam belajar <i>transactional speaking</i> .	✓			

Nama : SHERINDA IRA PRASETYA					
Kelas : VIII 5					
No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Berbicara dalam bahasa Inggris adalah hal yang mudah		✓		
2.	Saya suka belajar berbicara bahasa Inggris menggunakan media lexical bundles.	✓			
3.	Penggunaan lexical bundles dalam belajar berbicara bahasa Inggris sangat dibutuhkan.	✓			
4.	Penggunaan lexical bundles memudahkan siswa dalam belajar <i>transactional speaking</i> .	✓			

Nama : Dewi trrk					
Kelas : VIII G					
No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Berbicara dalam bahasa Inggris adalah hal yang mudah		✓		
2.	Saya suka belajar berbicara bahasa Inggris menggunakan media lexical bundles.	✓			
3.	Penggunaan lexical bundles dalam belajar berbicara bahasa Inggris sangat dibutuhkan.	✓			
4.	Penggunaan lexical bundles memudahkan siswa dalam belajar <i>transactional speaking</i> .	✓			

Nama : MAULANA Rizki N.					
Kelas : 8G					
No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Berbicara dalam bahasa Inggris adalah hal yang mudah		✓		
2.	Saya suka belajar berbicara bahasa Inggris menggunakan media lexical bundles.		✓		
3.	Penggunaan lexical bundles dalam belajar berbicara bahasa Inggris sangat dibutuhkan.		✓		
4.	Penggunaan lexical bundles memudahkan siswa dalam belajar <i>transactional speaking</i> .		✓		

## Annex 9

**STUDENTS' ATTENDANCE LIST**

School : SMP N 1 Brebes

Class : VIII G

No.	Students' Name	Pre-Test	Cycle 1			Cycle 2		
		Oct 16 <sup>th</sup> 2014	Oct 20 <sup>th</sup> 2014	Oct 22 <sup>nd</sup> 2014	Oct 23 <sup>rd</sup> 2014	Oct 27 <sup>th</sup> 2014	Oct 29 <sup>th</sup> 2014	Oct 30 <sup>th</sup> 2014
1.	S-01	✓	✓	✓	✓	✓	✓	✓
2.	S-02	✓	✓	✓	✓	✓	✓	✓
3.	S-03	✓	✓	✓	✓	✓	✓	✓
4.	S-04	✓	✓	✓	✓	✓	✓	✓
5.	S-05	✓	✓	✓	✓	✓	✓	✓
6.	S-06	✓	✓	✓	✓	✓	✓	✓
7.	S-07	✓	✓	✓	✓	✓	✓	✓
8.	S-08	✓	✓	✓	✓	✓	✓	✓
9.	S-09	✓	✓	✓	✓	✓	✓	✓
10.	S-10	✓	✓	✓	✓	✓	✓	✓
11.	S-11	✓	✓	✓	✓	✓	✓	✓
12.	S-12	✓	✓	✓	✓	✓	✓	✓
13.	S-13	✓	✓	✓	✓	✓	✓	✓
14.	S-14	✓	✓	✓	✓	✓	✓	✓
15.	S-15	✓	✓	✓	✓	✓	✓	✓
16.	S-16	✓	✓	✓	✓	✓	✓	✓
17.	S-17	✓	✓	✓	✓	✓	✓	✓
18.	S-18	✓	✓	✓	✓	✓	✓	✓
19.	S-19	✓	✓	✓	✓	✓	✓	✓
20.	S-10	✓	✓	✓	✓	✓	✓	✓
21.	S-21	✓	✓	✓	✓	✓	✓	✓
22.	S-22	✓	✓	✓	✓	✓	✓	✓
23.	S-23	✓	✓	✓	✓	✓	✓	✓
24.	S-24	✓	✓	✓	✓	✓	✓	✓
25.	S-25	✓	✓	✓	✓	✓	✓	✓
26.	S-26	✓	✓	✓	✓	✓	✓	✓
27.	S-27	✓	✓	✓	✓	✓	✓	✓
28.	S-28	✓	✓	✓	✓	✓	✓	✓
29.	S-29	✓	✓	✓	✓	✓	✓	✓
30.	S-30	✓	✓	✓	✓	✓	✓	✓
31.	S-31	✓	✓	✓	✓	✓	✓	✓
32.	S-32	✓	✓	✓	✓	✓	✓	✓
33.	S-33	✓	✓	✓	✓	✓	✓	✓
34.	S-34	✓	✓	✓	✓	✓	✓	✓
35.	S-35	✓	✓	✓	✓	✓	✓	✓
36.	S-36	✓	✓	✓	✓	✓	✓	✓

## Annex 10

COMPUTATION OF 1<sup>st</sup> QUESTIONNAIRE

No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Dibandingkan dengan mata pelajaran lain, bahasa inggris merupakan mata pelajaran yang penting untuk dipelajari lebih dalam.	16,7 %	80,5%	2,8%	0
2.	Belajar bahasa inggris memberikan banyak manfaat.	58,3%	41,7%	0	0
3.	Saya memiliki minat yang tinggi dalam belajar berbicara dalam bahasa inggris.	27,8%	72,2%	0	0
4.	Berbicara dalam bahasa inggris adalah hal yang sulit.	11,1%	63,9%	22,2%	2,8%
5.	Penguasaan <i>transactional speaking</i> sangatlah penting.	52,8%	47,2%	0	0



## Annex 11

COMPUTATION OF 2<sup>nd</sup> QUESTIONNAIRE

No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Berbicara dalam bahasa Inggris adalah hal yang mudah	22%	70%	8%	0
2.	Saya suka belajar berbicara bahasa Inggris menggunakan media lexical bundles.	44%	56%	0	0
3.	Penggunaan lexical bundles dalam belajar berbicara bahasa Inggris sangat dibutuhkan.	64%	36%	0	0
4.	Penggunaan lexical bundles memudahkan siswa dalam belajar <i>transactional speaking</i> .	53%	47%	0	0

## Annex 12

## OBSERVATION CHECKLIST OF CYCLE 1

## Notes:

Indicator A : The students' enthusiasm during learning process.

Indicator B : The students' participation in classroom activities.

Indicator C : The students' cooperative attitude during the lesson.

Indicator D : The students' activities in group discussion.

Scoring Criterion				
1	2	3	4	5
Very low	Low	Medium	High	Very high

No.	Code	Indicators and Scores																											
		Indicator A					Indicator B					Indicator C					Indicator D												
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5								
1.	S-01				√					√					√														√
2.	S-02				√					√						√													√
3.	S-03			√						√						√											√		
4.	S-04			√						√						√											√		
5.	S-05				√					√						√										√			
6.	S-06				√					√						√										√			
7.	S-07			√					√							√										√			
8.	S-08			√					√							√										√			
9.	S-09				√								√						√								√		
10.	S-10			√									√				√										√		
11.	S-11			√					√							√										√			
12.	S-12			√						√						√										√			
13.	S-13		√							√						√										√			
14.	S-14			√								√				√										√			
15.	S-15				√							√				√										√			
16.	S-16				√					√						√										√			
17.	S-17			√					√							√										√			
18.	S-18			√						√						√									√				
19.	S-19		√							√						√										√			
20.	S-20		√							√						√										√			
21.	S-21			√						√						√										√			
22.	S-22			√					√							√										√			
23.	S-23			√						√						√										√			
24.	S-24			√						√						√										√			
25.	S-25			√						√						√										√			
26.	S-26		√							√						√										√			
27.	S-27			√					√							√										√			
28.	S-28			√						√						√										√			
29.	S-29			√						√						√										√			
30.	S-30		√						√							√										√			
31.	S-31			√						√						√										√			
32.	S-32			√						√						√										√			
33.	S-33			√						√						√										√			
34.	S-34			√						√						√										√			
35.	S-35			√						√						√										√			
36.	S-36			√						√						√										√			

## Annex 13

## OBSERVATION CHECKLIST OF CYCLE 2

## Notes:

- Indicator A : The students' enthusiasm during learning process.  
 Indicator B : The students' participation in classroom activities.  
 Indicator C : The students' cooperative attitude during the lesson.  
 Indicator D : The students' activities in group discussion.

Scoring Criterion				
1	2	3	4	5
Very low	Low	Medium	High	Very high

No.	Code	Indicators and Scores																				
		Indicator A					Indicator B					Indicator C					Indicator D					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1.	S-01					√						√					√					√
2.	S-02					√					√						√					√
3.	S-03				√					√							√					√
4.	S-04				√					√							√					√
5.	S-05					√				√						√					√	
6.	S-06					√				√						√					√	
7.	S-07			√						√						√				√		
8.	S-08			√						√						√				√		
9.	S-09					√									√							√
10.	S-10				√										√						√	
11.	S-11				√					√						√				√		
12.	S-12				√					√						√				√		
13.	S-13			√						√						√					√	
14.	S-14			√											√					√		
15.	S-15					√									√					√		
16.	S-16				√					√						√					√	
17.	S-17			√						√						√					√	
18.	S-18			√						√						√				√		
19.	S-19			√						√						√				√		
20.	S-20			√						√						√				√		
21.	S-21			√						√						√				√		
22.	S-22			√						√						√				√		
23.	S-23				√										√					√		
24.	S-24				√										√					√		
25.	S-25			√						√						√				√		
26.	S-26			√						√						√				√		
27.	S-27			√						√						√				√		
28.	S-28			√						√						√				√		
29.	S-29			√						√						√				√		
30.	S-30			√						√						√				√		
31.	S-31			√						√						√				√		
32.	S-32			√						√						√				√		
33.	S-33			√						√						√				√		
34.	S-34			√						√						√				√		
35.	S-35			√						√						√				√		
36.	S-36			√						√						√				√		

## Annex 14

## PERMISSION LETTER



**PEMERINTAH KABUPATEN BREBES**  
**DINAS PENDIDIKAN**  
**SMP NEGERI 1 KECAMATAN BREBES**  
**SEKOLAH STANDAR NASIONAL (SSN)**  
 Jl. Jend. Sudirman 175 Telp (0283) 671143 Brebes 52212

**SURAT KETERANGAN PENELITIAN**

Nomor: 800 / 398 / 2014

Kepala SMP Negeri 1 Brebes dengan ini menerangkan bahwa:

Nama : **RENALDI ADHI NUGRAHA**  
 NIM : 2201410011  
 Program Studi : S1 Pendidikan Bahasa Inggris  
 Fakultas : BAHASA DAN SENI (UNNES)

Telah mengadakan penelitian di SMP Negeri 1 Brebes untuk penyusunan karya ilmiah / Skripsi dengan Judul **"IMPROVING JUNIOR HIGH SCHOOL STUDENTS' SPEAKING SKILL USING LEXICAL BUNDLES (AN ACTION RESEARCH AT SMP N 1 BREBES)"** dari tanggal 16 s.d. 30 Oktober 2014.

Demikian surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Brebes, 30 Oktober 2014  
 Kepala Sekolah



**Drs. BAKHRUN, MM.**  
 NIP. 19600512 198803 1 006

**Annex 15****DOCUMENTATION****Picture 1. Students were doing the pre-test****Picture 2. Teacher was helping students with their difficulties**



**Picture 3. Teacher was explaining the material in second cycle**



**Picture 4. Teacher was pointing one of the students to answer the question**