

**DESCRIPTIVE STUDY IN TEACHING SPEAKING USING AUDIO
LINGUAL METHOD AT THE EIGHT GRADE OF SMP N I PLUPUH IN
ACADEMIC YEAR 2016 / 2017**

THESIS

Submitted as a Partial Requirements

for the Undergraduate degree of *Sarjana* English Education



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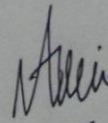
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DEDICATION

I proudly dedicate this thesis for,

My Husband Deny Sulisto Nugroho

My father, Markuat Jarot Saputro

My mother, Juantini

My sisters, Nety Susanti dan Rismawati

My almamater, State Islamic Institute of Surakarta.

My School, SMP Negeri 1 Plupuh

For every who loves me and whom I love.

MOTTO

Good communication comes from people to people, but great communication
comes from people to Allah

(Reza M. Syarief)

I dont know the key of success, but I know the key to failure is triying to please
everybody.

(Bill Cosby)

Good jugdement comes from the experience, and experience comes from bad
judgement.

(Barry LePartner)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “**Descriptive Study in Teaching Speaking Using Audio Lingual Method at the Eight Grade of SMP N 1 Plupuh in Academic year 2016 / 2017**” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “**Descriptive Study in Teaching Speaking Using Audio Lingual Method at the Eight Grade of SMP N I Plupuh in Academic year 2016 / 2017**” Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realized that this thesis was still far from being perfect. The researcher hoped that this thesis was useful for the researcher in particular and the readers in general.

Surakarta, 10th May, 2017

Untari Widiyastuti

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ABSTRACT

Untari Widiyastuti. 2017. Descriptive Study in Teaching Speaking Using Audio Lingual Method at the Eight Grade of SMP N I Plupuh in Academic year 2016 / 2017. Thesis. English Education Department, Islamic Education and Teacher Training Faculty, The State Islamic Institute of Surakarta.

Advisor : Novianni Anggraini, M.Pd

Keywords : Audio Lingual Method, Speaking Skill, Descriptive research

The objectives of this research are (1) To describe the implementation teaching speaking using Audio Lingual Method at the eight grade of SMP N I Plupuh in academic year 2016/2017; (2) To describe the problems faced by the teacher on teaching speaking using Audio Lingual Method at the eighth grade of SMP N 1 Plupuh in academic year 2016/2017; (3) To describe how teacher solve problem on teaching speaking using Audio Lingual Method at the eighth grade of SMP N 1 Plupuh in academic year 2016/2017.

This research was conducted from 10 March until April 2017 at the eighth grade of SMP N 1 Plupuh in academic year 2016/2017. The design of the research was descriptive qualitative research. The subjects of this research were the students of eight F class. The researcher choose the class based on the teacher recommendation that the class had the highest score at speaking class. The data was collected from the observations, interviews, and documentations. This research used data triangulation to analyze the qualitative data, to examine the data from interview with the result of the observation, to examine the information with the document, and the last was to know the relation among the theories used in this research toward the data research.

The result showed that (1) the implementation of Audio-lingual method. the procedure of teaching were the teacher introduce the new materials and explaining them, the teacher gave dialog the teacher pronounce the dialogue then the students listen and follow to pronounce them, repetition was done in several times until the correct pronunciation got, group discussion with their friend making dialogue, present their dialogue with their group or pair in front of class. the last stage was closing. In this stage the teacher and students concluded the materials that had been learn and gave feedback. Beside that the teacher also gave motivation. (2) In the teaching and learning of English speaking, there were some problem faced by students were limited vocabulary, pronunciations, grammar mastery and problem came from the student's itself. (3) the teacher solved the problem by maximizing the allocation time, giving extra time to the English lesson in out of the schedule, giving review every meeting, motivating the students to improve their skill, and suggesting them to practice every day.

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CHAPTER I

INTRODUCTION

A. Background of Study

The worldwide demands English and it creates an enormous demand for quality of language teaching materials and resources. Being an international language, English is spoken in the most international event and it is used as the medium of the information on science, technology, and culture.

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. Nunan (1999:216) stated that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open- ended, and evolving. According to Ladouse (1991) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the

ability to converse or to express a sequence of ideas fluently. Speaking as the ability to converse or to express ideas therefore speaking skill becomes important skill as stated by Nunan (1991:39) that to most people, mastering speaking is the single most important aspect of learning a second language, and success is measured in terms of the ability to carry out a conversation in the language.

Indonesian government considers that English is one of the compulsory subjects to teach since Elementary School level in Indonesia. According to *Kurikulum Tingkat Satuan Pendidikan* (2006:278) “the aim of the English teaching in Indonesia especially teaching English to junior high school is to enable students to have the ability in developing communicative competence in both oral and written form in achieving functional literacy level, to have the awareness about the essence and the important of English in increasing competition in global community, and the last is developing the students’ comprehension about interrelatedness between language and culture. Therefore the teaching and learning process of English should gain the goal that is the students able to communicate in English both oral and written.

Speaking is important but teaching speaking is not easy, because speaking is one of the language skills which is quite difficult to master. To make the students to speak in the classroom is not easy. The difficulties of students to speak may be caused of some reasons such as students’ reluctance, lack of motivation, uninteresting teaching technique, etc. In addition, the using of English for speaking is not simple, because speaker

also should master several elements which are important such as: pronunciation, grammar, vocabulary, fluency, and comprehension.

Realizing that teaching speaking was not easy therefor a certain method was needed. Method is one of the important factors in teaching learning process. Fauziati (2002: 5) has pointed out that “method is treated at the level of design in which the roles of teachers, learners, and instructional material are specified”. The appropriate method used by teacher motivated the students in studying. The Audio Lingual Method is the method which focused on repetition some words to memorize. Audio Lingual Method is a method which uses drills and pattern practice in teaching language. Audio Lingual Method drills students in the use of grammatical sentence patterns (Larsen-Freeman, 2000). They added that it was thought that the way to acquire the sentence patterns of the target language was through conditioning helping learners to respond correctly to stimuli through shaping and reinforcement. Thus, the Audio Lingual Method refers to the method that it is compressed on the chain drill to mastery the target language by memorizing and repeat, and the wrongness of speaking is avoided.

Audio Lingual Method prioritizes drill. This method appears as to the length of time taken in the language and the target. In the Audio Lingual Method is based on a structural approach, the language is taught devoted to the pronunciation of the word and many times training intensively on the sentence patterns. Teachers can force students to repeat until no errors. This method gives primary attention to training activities,

drill, memorizing vocabulary, dialogue, reading text, and on the other hand prefer the students' ability to interact and communicate. The objective of the Audio Lingual Method giving more understanding toward student since the foreign language is spoken at a normal speed so they will give more attention toward the common things happen during conversation, the drilling process makes the students are able to speak in acceptable pronunciation and grammatically correct. Therefore, it will lead students to be better in their speaking.

Based on pre observation and interview with the English teacher of the eighth grade student of SMPN 1 Plupuh on 10 March 2017 the researcher found that the teacher used Audio Lingual Method. The teacher said that Audio Lingual Method was a method for teaching foreign language. In Audio Lingual Method, students first heard a language, later they spoke the language. Moreover she added, the way of teaching in Audio Lingual Method did not use the students' native language and did not teach vocabulary rather the teacher drilled grammar. The teacher gave the students a dialogue to practice. Then students had to memorize them they must use mimicry and applied role playing to present the dialog. Beside that the teacher also drill the students a certain sentences pattern such as I read a book. Then the students had to substitute with other subject for example they. From the pre observation, the researcher observed that the situation of teaching and learning process by using Audio Lingual Method was conducive. The From the pre observation and interview with the teacher, the use of Audio Lingual Method, especially the drilling in

teaching speaking is chosen by the teacher because it makes students feel familiar with the correct pronunciation and grammar. Moreover, it can be a practical tool for students to train their speaking skill, since all students are obliged to participate in the drilling process. The teacher told that the use of the Audio Lingual Method in the classroom increases students' attention toward classroom activity. The teacher also said that in the speaking class by using the Audio Lingual Method, the students should over-learn and given drills, language learning is a process of habit formation. So the students can make sentence patterns automatically. Besides that, the students' pronunciations and speaking ability increase because of extensive oral instruction. Moreover, the teacher added that the students' listening ability can improve because the teacher often used audio tapes to hear dialogues from it.

Richard and Rogers (2001, 75) stated that foreign language learning is basically a process of mechanical habit formation, and good habits are formed by giving correct responses rather than by making mistakes. Larsen Freeman (2000) said that the more often something is repeated, the stronger the habit and the greater the learning. Mart (2013) explained that the Audio Lingual Method mainly consists of the following features: 1) the teacher reads by modelling it. It has been always motivating to put the subject matter in context, and students stand a better chance of retaining what they have learnt. Students learn the target language within a concrete context that will enable them to relate what they learn to real-life learning environments. Teacher as a real model will encourage and inspire the

students to strive for learning the target language. 2) Students repeat the dialogue. Through repetition students can use the target language automatically, and fluently as well. In this method it is desirable that students form a habit formation to use the target language without thinking. 3) Some words and phrases are changed in the dialogue. Drills used in this method will allow the students to have practice. Through drills such as single-slot substitution, multiple-slot substitution and transformation students are given the opportunity to produce speech in the target language. Furthermore, this pattern will let them see how language function. Students learn how to respond correctly when they practice the drills.

From the background of study above, the researcher was inspired to investigate the use of Audio Lingual Method in teaching speaking. The researcher was motivated to conduct a deeper study about the use of Audio Lingual Method by English teacher in teaching speaking, since it was viewed by the teacher as the most effective method to teach speaking in the class. Therefore, the researcher would conduct a research entitled: **DESCRIPTIVE STUDY IN TEACHING SPEAKING USING AUDIO LINGUAL METHOD AT THE EIGHTH GRADE OF SMP N 1 PLUPUH IN ACADEMIC YEAR 2016/2017.**

B. Identification of Problem

There are some difficulties on teaching learning process of speaking skill at eighth students' of SMP N 1 Plupuh in the academic year 2016/2017.

1. Teacher must find out some method to teach English in order to make students interest and not bored. Teacher also should motivate them to pay more attention and to learn more especially on English speaking class.
2. Other difficulties come from the students. They do not realize that English is important for them. The students tend to study vocabulary, grammar, fluency, and pronunciation to improve their speaking skill.
3. It is easier for student to use their mother tongue in their class because it looks naturally. Therefore, most of students are not disciplined in using target language in the learning process.

C. Limitation of Problem

To focus the topic discussion in the research, the researcher made limitation to object and subject of the research. The subject of study are the eighth students' of SMP N 1 Plupuh in the academic year 2016/2017. This research focused on describing the implementation on teaching speaking using Audio Lingual Method at the eighth grade of SMP N 1 Plupuh in academic year 2016/2017, describing what problems the teacher faced on teaching speaking using Audio Lingual Method at the eighth grade of SMP N 1 Plupuh in academic year 2016/2017 and revealing the way the teacher

solve the problem on teaching speaking using Audio Lingual Method at the eighth grade of SMP N 1 Plupuh in academic year 2016/2017.

D. Statement of Problem

1. How is the implementation on teaching speaking using Audio Lingual Method at the eighth grade of SMP N 1 Plupuh in academic year 2016/2017?
2. What problems does the teacher face on teaching speaking using Audio Lingual Method at the eighth grade of SMP N 1 Plupuh in academic year 2016/2017?
3. How does teacher solve the problem on teaching speaking using Audio Lingual Method at the eighth grade of SMP N 1 Plupuh in academic year 2016/2017?

E. Objective of Study

1. To describe the implementation teaching speaking using Audio Lingual Method at the eighth grade of SMP N 1 Plupuh in academic year 2016/2017.
2. To describe the problems faced by the teacher on teaching speaking using Audio Lingual Method at the eighth grade of SMP N 1 Plupuh in academic year 2016/2017.
3. To describe how teacher solve problem on teaching speaking using Audio Lingual Method at the eighth grade of SMP N 1 Plupuh in academic year 2016/2017.

F. Benefit of Study

1. Practical

a. For the researchers

Researchers can get larger knowledge about a descriptive study on teaching learning process of speaking based on school curriculum.

b. For the readers

They will get larger knowledge and information about a descriptive study on teaching learning process of speaking skill based on school curriculum.

c. For the teacher and the learner

The result of this study will help the English teacher and the learners to solve the problem in teaching and learning English especially in teaching and learning speaking.

2. Theoretical

a. The result of the research can be useful for the English teacher in giving additional input in English speaking class.

b. The researcher hopes that this research can be reference for other researcher who will conduct the same object with different perspective.

G. Definition of Key Terms

1. Audio Lingual Method

Books in Fauziati (2009: 62) this method uses the stimulus-response reinforcement model. In this method, the grammatical rules

are introduced in the dialog which is reinforced. Audio Lingual Method drills the students in the use of grammatical sentence patterns. This method can be done by playing a recording of a conversation in the target language then the students listen and rehearse what they have heard.

2. Speaking

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998: 13). Speaking is a crucial part of second language learning and teaching.

3. Descriptive Research

A descriptive study is one in which information is collected without changing the environment (nothing is manipulated). Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Creswell, 2007: 5).

CHAPTER II

THEORITICAL REVIEW

A. Review on Speaking

1. Definition of Speaking Skill

Speaking is a productive language skill. It is a mental process. Mental process also called as “a process of thinking”. We use word, phrases, and sentences to convey a message to a listener. A word is the smallest free form in a language, while a phrase is a syntactic structure that consists of more than one word but lacks the subject-predicate organization of a clause. When we combine these words into one group, then it becomes a sentence (Grady, 2000: 310).

Nunan (1999:216) stated that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary ("linguistic competence"), but also that they understand when, why,

and in what ways to produce language ("sociolinguistic competence").

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols (Richard, 1999:204). Speaking is a crucial part of second language learning and teaching. When we speak to the person involved ideas, language, grammar, vocabulary, and pronunciation. It is important to give students as many opportunities as possible to speak in a supportive environment. Gaining confidence will help students speak more easily.

Furthermore speaking is one of the central elements of communication. In EFL (English as Foreign Language) teaching, it is an aspect that needs special attention and instruction. In order to provide effective attention, it is necessary for a teacher of EFL to carefully examine the factors, condition, and components that underlie speaking effectiveness. Effective instruction derived from the careful analysis of this area, together with sufficient language input and speech-promotion activities will gradually help learners improve their English speaking ability. Students should learn to speak the second language by interacting to others. For this case, students should master several speaking components, such as: comprehension, pronunciation, grammar, vocabulary, and fluency. In brief, English teacher should be creative in developing their

teaching learning process to create good components and make the English lesson more exiting.

According to Syakur (1987: 3) there are at least five components of speaking skill. They are as follows:

a. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

b. Grammar

Grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are too carelessly, creating a good grammar rule is extremely difficult. Grammar is one important aspect of speaking because if an utterance can has different meaning if the speaker uses incorrect grammar.

c. Vocabulary

Vocabulary means list of words with their meaning. One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.

d. Pronunciation

Pronunciation is the way for students to produce clear language when they speak. Pronunciation is an essential aspect

of learning to speak a foreign language. If a student does not pronounce a word correctly, it can be very difficult to understand him/her. On the other hand, if students make grammatical mistakes e.g. in a verb tense, the listener still has an idea of what is being said. So, it can be seen that good pronunciation is vital if a student is to be understood.

e. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

From the explanation above it can be concluded that speaking is a productive skill in which included the process of building and sharing meaning through the use of verbal and non-verbal symbols. Besides that they are five components of speaking skill. They are comprehension, grammar, vocabulary, pronunciation, and fluency.

2. **Micro and Macro skills of speaking**

Brown (2004:142-143) stated that micro skills of speaking are:

- a. Produce differences among English phonemes and allophonic variants.
- b. Produce chunks of language of different lengths.
- c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- f. Produce fluent speech at different rates of delivery.
- g. Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
- h. Use grammatical word classes (nouns, verbs etc.) systems (tense, agreement, pluralisation), word order, patterns, rules, and elliptical forms.
- i. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.

While macro skills according to brown (2004:142-143) are:

- a. Appropriately accomplish communicative functions according to situations, participants, and goals.

- b. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
- c. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplification.
- d. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- e. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

3. Teaching Speaking Skill

Nunan (1992: 23) states teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than

leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. In this case formulates what is meant by teaching speaking:

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

In addition, Hayriye (2006) provides some suggestions for English teachers in teaching speaking. As we can see in the following:

- a. Provide maximum opportunity to students to speak the target language by providing.
- b. A rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- c. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.

- d. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- e. Indicate positive signs when commenting on a students' response.
- f. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- g. Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- h. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- i. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- j. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- k. Provide the vocabulary beforehand that students need in speaking activities.
- l. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

The activities which are given by teachers are aimed to attract students' motivation to involve in speaking class. Thus, the teacher should use a good method in the teaching and learning process of speaking.

4. Activities in Teaching Speaking

There are many activities which offer students much time to practice their speaking ability not only in class but also outside and help them become more socialized, and make students more active in teaching and learning process and at the same time makes their learning more meaningful and fun for them that stated by Hayriye (2006) such as simulations, information gap, brainstorming, storytelling, interview, story completion, reporting, playing cards, picture narrating, picture describing. Each of activities is explained as follows:

a. Brainstorming

On a given topic, students can produce ideas in a limited time. Depends on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

b. Discussion

The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Here the teacher can form groups of students and each group works on their topic for a given time period and present their opinions to the class. The main aim of group discussion is to improve fluency, grammar in probably best allowed to function as a naturally communicative context.

c. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

d. Storytelling

Students can briefly summarize a tale or story they heard from somebody, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning,

development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

e. Interviews

Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present the result to the class. Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

f. Story Completion

This is a very enjoyable, whole-class, free-speaking activity where students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

g. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

h. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

i. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form

groups and each group is given a different picture. Students discuss the picture with their groups, so a spokes person for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

5. Types of Classroom Speaking Performance

There are six categories apply to the kinds of oral production that students are expected to carry out in the classroom according Nunan (2003:271):

a. Imitative

A very limited portion of classroom speaking time may be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. This practice is for focusing on some particular element of language form. “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. They can help to establish certain psychomotor patterns and to associate selected grammatical forms with their appropriate context.

b. Intensive

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

c. Responsive

A good deal of students speech in the classroom is responsive: short replies to teacher or student initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. It is meaningful and authentic.

d. Transactional (dialogue)

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

e. Interpersonal (dialogue)

It is carried out for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all factors such as: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm and a covert “agenda”.

f. Extensive (monologue)

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

6. Teaching Speaking in Junior High School

The subject of this research is the student in second grade of SMP N 1 Plupuh. Knowing the students' characteristics is the first step that will help the teachers to help them. Students should learn the best strategies to improve their own learning. Spratt (2005: 53) states the characteristics of senior high school students: able to keep still for longer periods, able concentrate for longer periods, learn in more abstract ways, usually able to control and plan their own behavior, not so willing to make mistakes or take risks, aware of themselves and/or their actions, paying attention to form and meaning in language, and have experience of life.

Adolescence Illustrates the teenage years between 13 and 19. As marked by Maier (2011), in this time a lot of crucial changes occur in young people's life. They shift from the carefree childhood to the more intricate adult world. This is A time of physical, emotional and moral development.

- a. First characteristic feature of adolescence is physical change. Teenagers experience growth spurts which relate to the rapid skeletal enlargement, muscle and brain development, along with sexual and hormonal maturity.
- b. Another major characteristic worth to mention is socialization. Adolescents start to socialize with their peers rather than with the family. During childhood, kids treat their parents as an adult role models, but it changes through the adolescence time. Nevertheless, it does not mean that the family is less important for teenagers. They simply try to be more independent and define who they are, and that is more possible with an interaction of the peers.
- c. The cognitive processes in the adolescents characteristics. Teenagers' way of thinking and reasoning undergoes some transformations. They begin to comprehend the abstract things, develop their language skills, as well as verbalization, which permits for communicating in a more extensive way. Abstract thoughts help teenagers in developing a sense of social consciousness and justice, moreover they make it easier for teens to decide if their choices are right in accordance with their morality. Following Piaget (1950) adolescents have an ability to consider situations logically, taking into account their cause and effect concepts and use

symbols through the means of broad imagination. Maier (2011) also postulates that emotional changes are key factor in characteristics of adolescents. Adolescence is a period when teenagers are going through so called “emotional storm”. Parents and teachers may observe aggressive behaviors and some discipline problems. Adolescents become irritable and moody. As their curiosity and willingness to experiments rises, they reach for forbidden substances, such as cigarettes and alcohol. The fact that adolescents have more independence is one of the reason for their insubordinate action. As the parents do not have constant control of their life anymore, teenagers start to take advantages of that. Behavioral problems might to result in depression, unwanted pregnancy or crime troubles. It is crucial to react as soon as some characteristic signs appear in order to avoid the critical phase.

In learning speaking sometimes students faced problem.the problem that commonly appeared according Penny Ur (1996) that they are

a. Inhibition

Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience.

Learners are often inhibited about trying to say things in the classroom, worried about making mistakes, fearful of critics or losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in the large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother-tongue used

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

the less disciplined or motivated ones to keep to the target language.

B. Kinds of Method

Method is a generalized set of classroom specifications for accomplishing linguistic objective. Method tends to be concerned primarily with teacher and students roles and behavior and secondarily with such features as linguistic and subject matter objectives, sequencing, and material. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts (Brown, 2001: 88). There are several method in teching English. they are as follows:

1. Grammar Translation method

Richards (1997) stated that Grammar Translation method was said to be the outcome of German learners and their scholarship. The objective was to study a language and know about it theoretically rather than to study it in a practical way. In the U.S. they considered it the Prussian method. Grammar Translation is a method of learning through the study of grammar rules and its applications which ends in translating them into target language. Thus language learning is considered to be more than mere memorizing the grammar, syntax and other structures of a foreign language. It involves the first language which is maintained as the

reference system in the acquisition of the second language” (Stern. 1983:455)

2. Direct method

Richards (1997) stated that foreign language must be used spontaneously by the learners and this free usage must be encouraged by the teachers. This led to the teachers replacing textbooks in learning which resulted in speaking with a focus to pronunciation. The characteristic of the direct method are classroom instruction was conducted exclusively in the target language, only everyday vocabulary and sentences were taught oral communication skills were built up in a carefully graded progression organized around question and answer exchanges between students in small, intensive classes. Grammar was taught inductively. New teaching points were introduced orally.

3. The oral approach and situational language

Teaching this approach is similar to direct method as it uses oral approaches. But the general principles or the common principles followed oral approaches as the name indicated. Later another method was evolved or created by many other linguists like Palmer and Hornby. They incorporated certain principles of choosing, arranging and presenting. Though they did not agree with particular or specific procedures of teaching the overall general concepts were

known as oral approach to language teaching. But this is entirely different from Direct Method where oral procedures are adopted.

4. Audio Lingual method

Audio Lingual method is considered equal or equated to other forms of learning. So teaching is increased, learning efficiency is focused more, as language is a formal set of rules. The method of Audio Lingual emphasizes more on the formal usage of language and the structural and mechanic characters of language.

5. Suggestopedia

Suggestopedia is the application of the study of suggestion to pedagogy, to help them overcome the barriers to learning (Freeman, 2000: 73). The theory of this method is that a language can be acquired only when the learner is receptive and has no mental blocked. Various methods are recommendation to the student to create the opinion that the language is easy so that the mental blocked in learning activity will be removed. The types of learning activity in suggestopedia are includes imitation, question and answer, reading, role play and so on.

6. Communicative language teaching

Communicative language teaching has focused to make the learner to communicate more in effectively and appropriately in the various conditions, they would be likely to find their self in the certain condition. CLT course content are function to inviting,

suggesting, complaining or notion, for examples, the expression of time, quantity, location, as well.

C. Audio Lingual method

Audio Lingual Method uses the stimulus-response reinforcement model. In this method, the grammatical rules are introduced in the dialog which is reinforced. Audio Lingual Method drills the students in the use of grammatical sentence patterns. This method can be done by playing a recording of a conversation in the target language, the students listen and rehearse what they have heard.

Larsen-Freeman, D. (2000) stated that Audio Lingual Method is an oral-based approach. It drills students in the use of grammatical sentence patterns. Besides that the role of teachers in Audio Lingual Method is like an orchestra leader. They provide students with a good model for imitation while the students are imitators.

There are principles of Audio Lingual Method as stated by Larsen (2002) as follows:

1. Language is speech not writing
2. Language is a set of habits. Learning is controlled through behaviour.
3. A comparison between the native language and target language is supposed to help teachers to find the areas with their students probably experience difficulty: this is expected to help students to overcome the habit of the native language.

4. Language is not seen separated from culture.
5. The dialogue is the chief means of presenting vocabulary. Structure and it is learned through repetition and imitation.
6. Listening and speaking are given priority in language teaching and they precede reading and writing.
7. Correct pronunciation, stress, rhythm and intonation are emphasized.

Procedure of Audio Lingual Method is a set of the typical steps in teaching the target language through the audio lingual method. Since the listening and speaking ability is the first skill to consider, the first procedure of teaching is more related to listening and speaking ability (Huebener, 1969:17). The procedure can be as follows:

1. The language teacher gives a brief summary of the content of the dialogue.
2. The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times.
3. Repetition of each line by the language learners in chorus is the next step. Each sentence may be repeated a half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, the offending learner is corrected and is asked to repeat the sentence.

4. Repetition is continued with groups decreasing in size, that is, first the two halves of the class, then thirds, and then single rows or smaller groups. Groups can assume the speaker's roles.
5. Pairs of individual learners now go to the front of the classroom to act out of the dialogue. By this time they should have memorized the text.

According to Brown (2000) There are types of learning techniques and activities :

1. Drills

Categorization of Drills:

- a. A mechanical drill is one where there is complete control over the student's response, and where comprehension is not required in order to produce a correct response.

Example: bag---→this is a bag

book-→this is a book

- b. A meaningful drill is one in which there is still control over response, but understanding is required in order for the student to produce a correct response.

Example:

| Teacher reads a sentence | Student choose a response |
|--------------------------|-----------------------------------|
| I'm thirsty | I'll get you something to eat |
| I'm cold | I'll turn on the air conditioning |

| | |
|------------|------------------------------------|
| I'm hungry | I'll get you something to drink |
|------------|------------------------------------|

- c. A communicative drill is one in which the type of response is controlled but the student provides his or her own content or information.

Example:

| | |
|--------------------------------|------------------------|
| Teacher | Student completes cues |
| What did you do yesterday? | I did..... |
| What did you study last night? | I studied..... |

2. Dialogue

Dialogues are the basic form of instructional materials in the Audiolingual Method. The dialogue serves three functions:

- a. Illustrates the target structure
- b. Illustrates the situation the structure may be used
- c. Provides cultural information for language use wherever possible.

While the strategies of Audio Lingual Method as stated by Brown (2000) are as follows:

1. Dialogue Memorization: Students are given a short dialog to memorize then they must use mimicry and applied role playing to present the dialog.

2. **Backward Build Up:** Provide students with the sentence fragments found in the materials section. Students repeat each part of the sentence starting at the end of the sentence and expanding backwards through the sentence adding each part in sequence.
3. **Transformation Drill:** The teacher provides a question which must be transformed into a statement. An extension of this activity is to have the students make a question out of a statement.
4. **Complete the Dialog:** Have the students fill in the blanks in the dialogs provided. The proper English word must be inserted into the text. This activity is much like a cloze activity.
5. **Chain Drill:** A chain of conversation forms around the room as the teacher greets or questions a student and that student responds then turns to the next student and greets or asks a question of the second student and the chain continues.

Richard (2001) stated there are advantages of using Audio Lingual Methodas follow:

1. In Audio Lingual Method, the students should over learn and given drills, language learning is a process of habit formation. So the students can make sentence patterns automatically without stopping to think.
2. The process of teaching in Audio Lingual Method involves extensive oral instruction. Therefore, the students can increase their pronunciations and speaking ability.

3. The students can improve their listening ability. Because in teaching learning process in Audio Lingual Method, sometimes teacher use tape and language lab, to hear dialogue from it.

While the disadvantages of using Audio Lingual Method as stated by Richard (2001) are as follows:

1. Disadvantages of Using Audio Lingual Method While Audio Lingual teaching is capable of filling an entire class hour with aural-oral language, it is quite possible to argue that audio-lingual's does not meet this requirement as well as other methods.
2. While the presentation of a reading text, for example, may take up a full period, students spend very little of this time focusing on the message, which is presented over and over.
3. Besides that, pattern practice may also be comprehensible in theory, but students probably do not attend to meaning after the first few repetition.
4. Then, over-use of drill and repetition, procedures such as not allowing students' access to the written word in early stages may also add to anxiety

D. Teaching speaking using Audio Lingual Method

The teaching role of the teacher and students in classroom activities by using Audio Lingual Method is as the learners' role in the Audio Lingual Method according to Larsen- Freeman (2000: 45) illustrates that students are imitators of the teacher's model or the tapes of model

speakers. They follow the teacher's directions and respond as accurately as possible. Teacher in Audio Lingual Method is like an orchestra leader. The teacher is directing and controlling the language behavior of her or his students. She is also responsible for providing a good model for imitation to her or his students.

Larsen- Freeman (2002 :32-33) states that the first in application Audio Lingual Method in teaching is,

1. Firstly, teacher presenting a new dialogue, a conversation between two people:

| |
|---|
| <p>Sally : Good morning, Bill Bill: Good morning, Sally Sally: How are you? Bill : Fine, thank. And you? Sally : Fine, where are you going? Bill : I'm going to the post office Sally: I am too. Shall we go together? Bill: Sure let's go</p> |
|---|

Second the teacher gives a brief summary of the content of the dialogue. The dialogue is not translated but equivalent translation of key phrases should be given in order for the learners to understand.

2. The students listen attentively while the teacher reads or recites the dialogue at normal speed several times. Gesture and facial expressions or dramatized actions should accompany the presentation.
3. After that give order to the whole class repeats each of the lines of the dialogue. Repetition of each line by the students in chorus is the next

step. Each sentence may be repeated a half dozens of times, depending on its length and on the alertness of the students. If the teacher detects an error, the offending student is corrected and is asked to repeat the sentence. If many students make same errors, chorus repetition and drill will be necessary.

4. Repetition is continued with groups decreasing in size, that is, first the two halves of the class, then third, and then single rows or smaller groups. Groups can assume the speaker roles.
5. After the class has repeated several times, then the teacher applied role playing to present the dialogue. Pair of students now go to the front of the classroom to act out of the dialogue. By this time, they should memorize the text. This called as Dialogue Memorizing, one of the techniques or strategies in teaching Audio Lingual Method.
6. The third is the teacher sees the pronunciation of each student.

Larsen-Freeman, (2000:45-50) provides expanded descriptions of some common or typical techniques closely associated with the Audio lingual Method. The listing here are as follows:

1. Dialog Memorization,

Students memorize an opening dialog using mimicry and applied role playing

2. Backward Build-up (Expansion) Drill,

Teacher breaks a line into several parts; students repeat each part starting at the end of sentence and “expanding” backwards through the sentence, adding each part in sequence.

3. Repetition Drill,

Students repeat teacher’s model as quickly and accurately as possible.

4. Chain Drill,

Students ask and answer each other one by one in a circular chain around the classroom.

5. Single-slot Substitution Drill,

The 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 the slots of a sentence.

6. Multiple-slot Substitution Drill ,

Same as Single-slot drill, except that there are multiple cues to be substitute into the line.

7. Transformation Drill,

The teacher provides a sentence that must be turned into something else. The teacher gives students a certain kind of sentence pattern, an affirmative sentence, for example. Students are asked to transform this sentence into a negative sentence.

8. Question-and-Answer Drill,

Students should answer or ask question very quickly.

9. Use of Minimal Pairs,

Using contrastive analysis, teacher selects a pair of words that sound identical except for single sound that typically poses difficulty for the learner- students are to pronounce and differentiate the two words.

10. Complete the Dialog,

Selected words are erased from a line in the dialog – students must find and insert.

11. Grammar Games Speaking

Various games designed to practice a grammar point in context, using lots of repetition.

E. Previous Related Study

The first research was done by Arsi Sumihadiningrum (UMS: 2011). She conducted her research entitled *A Descriptive Study on Teaching Speaking of Report Text Based on School Level-Based Curriculum at the Ninth Year of SMP N 1 Kartasura in 2010/2011 Academic Year*. The objectives of this research are to develop the students courage to speak English in front of the audience and make the students understand report text in English speaking. The result of the study is on teaching speaking of report text teacher used four procedures, namely:

Building Knowledge of Filed (BKOF), Modeling of Text (MOT), Join Construction of Text (JCOT), and Individual Construction of Text (ICOT). The techniques implemented by teacher in teaching speaking of report text are group discussion and question-answer. By using those variations of technique, students do not feel bored and more enjoyable in receiving materials. She finds the problem faced by the teacher; they are classroom condition, classroom management, less facilities, and limited time.

The second research was done by Didid Fitri Wulandari (UMS: 2010). She conducted her research entitled *A Descriptive Study on Teacher-Student Interaction Speaking Class at the Eighth Year of SMP N 1 Gemolong in 2010/2011 Academic Year*. The researcher uses descriptive qualitative research. The objectives of this research are to identify the teacher-students interaction in the speaking classs at the eight year of SMP N 1 Gemolong and to identify the problems occur in speaking class at the eight year of SMP N 1 Gemolong. The result of study is teacher implemented three steps of teaching cycle, namely Opening, Core Learning, and Closing. She finds that (1) teacher-students interaction in speaking class is good, (2) problem faced by the students are students get difficulty vocabulary, grammar, and pronunciation.

From the previous studies above, the researcher goes to do the similar research but in different scope of which the subject is the second grade of immersion class in SMA Negeri Karangpandan and it is limited on teaching learning process of speaking skill.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design in this study was qualitative research, because the data were descriptive in the forms of written and spoken. Sugiyono (2009:204) stated that “the data collected is in the form of words of picture rather than numbers”. Qualitative research was a research that produces the analysis procedure which did not use statistical analysis procedure or the other quantitative way.

Sugiyono (2009:205) defined that qualitative was based on efforts to build object views that was searched accurately, formed by words, holistic picture and complicated. This research combined library and field research. Library research was to get secondary data and field research was for getting primary data from participants directly. Therefore, researcher visited to the setting to do observation.

B. Research Setting

1. Place of the Research

This research conducted in SMP N 1 Plupuh Sragen. This school located in Plupuh, Sragen.

2. Time of the research

The research conducted from 10 March until April 2017 at the eighth grade students of SMP N 1 Plupuh Sragen in the academic year of 2016/2017. The schedule of planning of the research was as follow:

Table 3.1. The schedule of planning of the research

| Subject | 2016 | | | | | | | | 2017 | | | | | | | | | | | | | | | |
|-----------------------------|------|---|---|---|-----|---|---|---|------|---|---|---|-----|---|---|---|-------|---|---|---|-------|---|---|---|
| | Nov | | | | Dec | | | | Jan | | | | Feb | | | | March | | | | April | | | |
| week | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Designing research proposal | | | | | | | | | | | | | | | | | | | | | | | | |
| Collecting data | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing research report | | | | | | | | | | | | | | | | | | | | | | | | |

C. Subject of Research

SMP N 1 Plupuh had regular class. In regular class, there were 6 class. every class consisted of 23 students. The researcher chose eight F because based on the teacher recommendation that this class had the highest score on English class especially speaking skill.

D. Instrument of Research

Instrument in qualitative research was very important because the instrument was the researcher it self. The researcher had a function to decide the focus of research, chose data source, collected data, analyzed data, and made conclusion. According Moleong (2005: 9) stated that in qualitative research, the researcher itself or with other people was main instrument to collect data. Beside that only human as the instrument in the

research that could be related to the other object and conceiving in real condition. Based on the explanation above, it could be concluded that the researcher was the main instrument and the main part in qualitative research.

E. Data and Data Source

In qualitative research, source of primary data were the actions and the source of additional data was the written data, documents such as written data, pictures, or statistical data (Moleong, 2005: 216). If the researcher used interview to collect data, someone who responds or answer the researchers' question was the source of data. If the researcher used observation to collect data, the source of data was the movable thing or the process which was observed. Source of data in this research was as follow:

1. The headmaster who gave further information about history of establishing school, the aims on teaching English for senior high students and school curriculum.
2. The teacher who gave some further instructional information.
3. The documents (syllabus, lesson plan, data of students, and schedule).

F. Technique of Collecting Data

The data of this research were collected by using some techniques of qualitative data collection: observation, interview and document analysis. Photograph and record were also taken during the implementation of the research to produce more accurate data.

a. Classroom Observation

Classroom observation was an observation that was focused on the understanding of how social events of the language classroom were enacted (Nunan, 1992: 93). In this classroom observation, the subjects of observation were teacher and students' activities on English speaking class. It focused on the teaching and learning methods and assessment. In this research, the observation was systematic. The researcher had decided the observation scheme. Generally, the observation scheme contained teaching material consist of teaching materials and teaching aids, teaching methods with particular reference on the teaching methods and the medium of instruction and learning assessments covering the technique of learning assessment.

b. Interview

Interview was the technique of data collection by asking question to the respondents and the answer would be noted or recorded (Hasan, 2002: 85). Bungin (2011) interview was the process of obtaining information for research purposes by way of question and answer with a face to face between the interviewer and the interviewee informants or

with or without a guide / guide the interview. Interview is done to get further instructional information about teaching and learning process of speaking skill in SMP N 1 Plupuh. The researcher interviewed the headmaster and the teacher who taught English, Mrs. Ristanti, S. Pd. In the interview, the researcher used semi-structural interview. The researcher used the general idea to interview.

In interviewing the headmaster, the general idea which would be asked were the history of establishing school, the aims in teaching English for senior high school students and school curriculum. The researcher interviewed the headmaster once. In interviewing the teacher, the general idea included the teaching learning process and assessments. This was to obtain further explanation about the researchers' classroom observation or another question which related to teaching learning and assessment process which not be gathered from observation.

c. Document analysis

It was done to obtain the written data, such as note, transcript, newspaper, magazine, agenda, etc (Hasan, 2002: 85). The researcher used this technique to support the data collection from observation and interview. This method was to collect data of the textbooks or materials, syllabus and lesson plan. The documents are syllabus, lesson plan, data of students, schedule, and pictures.

G. Technique of Analyzing Data

The data in this research was analyzed by using descriptive qualitative method. The model of analysis were involving collecting data, reducing data, presenting data, and also drawing conclusion (Sutopo, 2006: 95). The researcher collected the data, reduced and presented it. In reducing data, the researcher rejected meaningless data, so she got the important points of finding. It was followed by presenting data, it means that the researcher presented about the data systematically and logically. So, the meaning of every event was clear. In the end of collecting the data, the researcher tried to verify the data based on reduction and data presentation.

1. Reducing Data

Not all the obtained data of the research were important. It meant that the important information must be taken and unimportant information must be ignored. In process of data reduction, the researcher selected, focused, and abstracted the data in the field note. The data reduction was done during research activities. In this case, the researcher reduced information during the research activities if the data was unimportant or do not support the data researchers' needed.

2. Presenting Data

It meant describing data in the form of descriptive or narration. As the second component in analyzing data, this technique is used arranging the information, description, or narration to draw conclusion. By presenting data, the researcher considered what the researcher

should do. The researcher could analyze the other action based on her understanding.

3. Drawing Conclusion

The third activity was drawing conclusion. In this study, conclusions were drawn continuously throughout the course of study. The researcher tended to accumulate and formulate her interpretation as she went along. The researcher wanted to write up not only she saw each day but also her interpretation of those conclusions.

H. Trustworthiness of Data

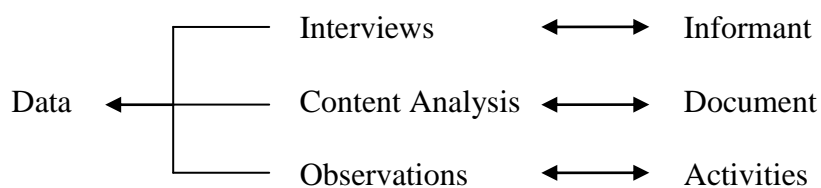
In analyzing data, the researcher also needed to analyze the validity of the data sources to get the valid data. To prove the trustworthiness of data, the researcher used triangulation technique. Triangulation was a technique that was based in the phenomenology of thinking that is multi perspective. Some perspective would be considered a variety of phenomena that arise and could be concluded that more stable and acceptable to the truth (Sutopo, 2006: 77).

Denzin in Lier (1970: 472) stated that there were at least four varieties of triangulation; theoretical triangulation involves the use of several different perspectives in the analysis of same set of data, data triangulation attempts to gather observations with multiple sampling strategies, investigator triangulation was the use of more than one observer

in the field situation and methodological triangulation could take two forms. The first was within-method and the second was between-method.

Patton in Sutopo (2002: 78) stated there were four kinds of triangulation technique. They were: (1) Data triangulation, which was the use of multiple data sources to help understanding a phenomenon. (2) Methodological triangulation, which was use of multiple research methods to study a phenomenon. (3) Investigator triangulation, which was use of multiple investigator in collecting and interpreting the data. (4) Theory triangulation, which was the use of multiple theories to help interpreting and explaining the data.

The researcher used one of triangulations, the researcher employed data triangulation to determine the validity data. So, it could be concluded that data triangulation meant the best way to insures that a theory was tested in more than one way, increasing the likelihood that negative cases would be uncovered.



In validating the data, the researcher compared the data that found during observations and the data found from the interviews. After observing the process of teaching and learning process, the researcher did the crosschecking them to the data of interviews.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presented the research findings and discussion. The research finding was the answer of the problems statements on the first chapter. There are three objectives in this research, namely; describing the implementation on teaching speaking using Audio Lingual Method at the eighth grade of SMP N 1 Plupuh in academic year 2016/2017, describing what the problems did the teacher face on teaching speaking using Audio Lingual Method at the eighth grade of SMP N 1 Plupuh in academic year 2016/2017 and describing how did teacher solve the problem on teaching speaking using Audio Lingual Method at the eighth grade of SMP N 1 Plupuh in academic year 2016/2017.

A. Research Findings

1. The implementation on teaching speaking using Audio Lingual Method at the eighth grade of SMP N 1 Plupuh in academic year 2016/2017

Based on the data of observations and interviews which were done by the researcher, the process of teaching speaking using Audio Lingual Method in SMP N I Plupuh can be differentiated in two points. They are methods and material of teaching.

a. Observation

1. First observation

On the First observation the researcher observed at VIII F class. The observation took place on Monday 20th March 2017. The material was about short functional text. It included some utterances dialog between two people. The material was from syllabus KD 3.1 expressing the meaning in the transactional dialog (to get things done) and interpersonal, (socialize) simple with use variety of language spoken accurately smoothly and interact with their surroundings involving a speech act asking, giving, refusing services, asking , giving refuse goods, admitting, denying and asking giving opinion.

There were three steps in activity in teaching. They are opening, main activity and closing. On the opening stage the teacher greeted the students and asked the students to pray together before began the meeting. Then the teacher check the students attendance. The teacher called the students' name one by one. Beside that the teacher also did apperception regarding to the materials that would be presented today. The teacher asking to the students a question such as '*what expression do you use when you want to help a person?*' Then the students responded the question about the material which was given by the teacher. After question and answer with the students done

the teacher explained materials that would be learnt today. The material today was expression in daily life including speech act asking, giving, refusing services, asking, giving refuse goods, admitting, denying and asking giving opinion.

On the main stage the teacher gave materials today. The teacher gave explanation of the speech act asking, giving, refusing services, asking, giving refuse goods, admitting, denying and asking giving opinion. The teacher wrote them in the whiteboard. After that the teacher pronounced the example and the students repeat them. The students listen carefully to the pronunciation and after that the students was asked to repeat them together.

After that the teacher asked the students to discuss with their group. Each group consisting of 5 students, after that each group of the students had to make their own dialog with their group about recount text and presented the dialog in front of the class. They were some students were didn't feel confident to practice their dialog in front of the class but the teacher encourage her peer to be brave, beside that the students also often face the difficulty in vocabulary. Therefore the teacher asked the students to open their dictionary or translate it directly.

After all the students presented their dialog gave responses to the student's performance and gave feedback. The teacher also reviewed the material that is invitation. The teacher also gave appreciation on the student's achievements.

In the last stage was closing. Here the teacher gave conclusion about the material that had been learnt today. The teacher also gave students motivation to always studied English not only at school but also at home. Then the teacher also gave the student homework in the student's worksheet book. Then the bell rang it was signed that the meeting was over. The teacher enclosed the meeting today by saying hamdalah and salam.

2. Second observation

On the Second observation the researcher observed at VIII F class. The observation took place on Wednesday 22th March 2017. The material was about short functional text. It included some utterances dialog between two people. The material was from syllabus KD 3.2 express the meaning in the transactional dialog (to get things done) and interpersonal, (socialize) very simple by using different kind of oral language accurately, fluently, and can be accepted to communicate with environment around. They involved asking for help, asking and giving thing, asking and giving a fact.

There were three steps in activity in teaching. They are opening, main activity and closing. On the opening stage the teacher greeted the students and asked the students to pray together before began the meeting. Then the teacher check the students attendance. Beside that the teacher also doing apperception regarding to the materials that would be presented today. The teacher asking to the students a question such as ‘*well student, do you ever invite your friend to go to the party? “What do you say if you want to invite your friend?*’ Then the students responded the question about the material which was given by the teacher. After question and answer with the students done the teacher explained materials that would be learnt today.

On the main stage the teacher explained some expression that was used to invite a person. The teacher write the expression in the whiteboard . the expression were as follow

Expression to invite someone.

1. You can use these expressions to invite someone.
 - Shall we come to.....
 - Like to come to.....
 - Would you like to come?
 - I’d very much like you to come.
 - I’ll really happy if you come to...

2. You can use these expressions to accept an invitation.
 - Yes, certainly I will come.
 - I'd like to love to come.
 - I would, very much.
 - Thank you very much for inviting me.
 - That's fine
3. You can use these expressions to decline an invitation.
 - I'm terribly sorry. I don't think I can.
 - I'm very sorry, I can't.
 - Thank you very much, but.....
 - Thank you for asking me,

After that the teacher pronounce the expression clearly. The students listen carefully to the pronunciation and after that the students was asked to repeat them together. They repeat the expression in three times and more until they got the correct pronunciation of them. After that the teacher asked the students to discuss with their pair. Each pair consisted of two students. The teacher gave dialog about invitation to the students. The examples of dialog given by the teacher were as follow

Dialog 1

Ludi Invites Maya to go to a Movie

Ludi : Hi, Maya. There will be a great film tonight. It's about vampire. Would you like to go to the movie with me?

Maya : Yes, certainly I will come. When will you pick me up?
 Ludi : I'll pick you at 7.00. Be ready, OK!
 Maya : Alright.

Dialog 2

Afif is very busy doing his homework. Sheila, his friend, asks him to come to her party.

Sheila : Heloo, this is Sheila. May I speak to Afif?

Afif : This is Afif speaking.

Sheila : Oh, hi Afif. I wonder if you'd like to come to my house right now. We're having a great party.

Afif : I don't think I can. I'm doing my homework. My parents won't let me out before I finish my homework.

Sheila : That's alright.

Afif : I hope you enjoy your party. Bye.

Sheila : Bye.

Then the students were asked to identify the invitation expression. By this activity the students was intended understand the expression of invitation. Then the teacher and students together repeat to pronounce the expression. The teacher give time to the students who want to volunteer present the dialog that had been studied before. After that each pair of the students had to make their own dialog with about invitation and presented the dialog in front of the class. the teacher said that *you and your partner have to practice your dialogue in front of the classroom.* They were some students were still shy

to practice their dialog in front of the class but the teacher encourage her peer to be brave. She gave motivation that it didn't matter if we made mistake. By keep practicing the ability of speaking will improved. While the student's performance the dialog in front of the class the teacher assets the students speaking ability. The assessment included five aspects. They were intonation, pronunciation fluency, content, face / body expression.

After all the students presented their dialog the teacher gave responses to the student's performance and gave feedback. The teacher also reviewed the material that is invitation. The teacher also gave appreciation on the student's achievements.

In the last stage was closing. Here the teacher gave conclusion about the material that had been learnt today. The teacher also gave students motivation to always studied English not only at school but also at home. Then the teacher also gave the student homework about invitation in the student's worksheet book. Then the bell rang it was signed that the meeting was over. The teacher enclosed the meeting today by saying hamdalah and salam.

3. Third observation

On the third observation the researcher observed at VIII F class again. The observation was on Monday 27th March 2017. The material was about short functional text. It included some utterances dialog between two people. The material was from syllabus KD 4.2 respond to the meaning that is in simple short monologue accurately, smoothly and interact with their surroundings in the form descriptive and recount text.

There were three steps in activity in teaching. They are opening, main activity and closing. On the opening stage the teacher greeted the students and asked the students to pray together before began the meeting. Then the teacher check the students attendance. Beside that the teacher also doing apperception regarding to the materials that would be presented today. The teacher asking to the students a question such as '*what did you do yesterday*' Then the students responded the question about the material which was given by the teacher. After question and answer with the students done the teacher explained materials that would be learnt today. The material today was recount text.

On the main stage the teacher explained about recount text. the generic structure and the language features of this text. ten the teacher explained simple past tense. The teacher

gave example of the sentences using simple past tense. The teacher wrote them in the whiteboard. After that the teacher pronounces the example and the students repeat them. The students listen carefully to the pronunciation and after that the students was asked to repeat them together.

After that the teacher asked the students to discuss with their group. Each group consisting of 5 students, the teacher gave example of a recount text. The examples of recount text was given by the teacher were as follow

Last week was a terrible day for me. My cousin and I were playing foot ball in front of the house to spend time with us.

First, it was really fun until I kicked the ball too strong, so the ball leaded to the window and broke the window. When we wanted to escape, all of sudden we all heard a loud voice. After that, the owner of the house came out of the fence, he yelled at us. We are very afraid of her, but we did not know what to do. Then , one of my cousin told us to run, we all ran, and suddenly we heard the sound of animal. Then we knew that homeowner allowed her dogs to chase us and we were struggling to run as fast as we can.

But we fell down so the dog managed to capture me and bit my leg. It really hurts me. Then the dog ran back into the house. My cousin took me to the doctor and told my parents. In the end, the doctor said that I was exposed to rabies. Then i was hospitalized for one week more. That's a terrible day of the week for me.

Then the students were asked to identified the generic structure and the language feature of the text. By this activity

the students was intended understand the recount text. Then the teacher and students together repeat to pronounce the text.

After that each group of the students had to make their own dialog with their group about recount text and presented the dialog in front of the class. They were some students were still shy to practice their dialog in front of the class but the teacher encourage her peer to be brave. She gave motivation that it didn't matter if we made mistake. By keep practicing the ability of speaking will improved.

After all the students presented their dialog gave responses to the student's performance and gave feedback. The teacher also reviewed the material that is invitation. The teacher also gave appreciation on the student's achievements. In the last stage was closing. Here the teacher gave conclusion about the material that had been learnt today. The teacher also gave students motivation to always studied English not only at school but also at home. Then the teacher also gave the student homework about invitation in the student's worksheet book. Then the bell rang it was signed that the meeting was over. The teacher enclosed the meeting today by saying hamdalah and salam

4.1 table of the steps of audiolingual method application in the speaking class

| no | meeting | steps | activity |
|-----------|----------------|---------------|---|
| 1 | First meeting | opening | The teacher did greeting and aperception toward the material that would be given |
| | | Main activity | The teacher gave explanation of the material. The teacher pronouce the expression the the students repeat them in several times. The students was devided in group. Each group made their own dialog, then presented in front of class |
| | | closing | The techer gave feedback. |
| 2 | Second meeting | opening | The teacher did greeting and aperception toward the material that would be given |
| | | Main activity | The teacher explained some |

| | | | |
|--|--|---------|---|
| | | | <p>expression that was used to invite a person.</p> <p>The teacher pronounce the expression the students repeated them three times.</p> <p>The students was asked to discuss with their pair.</p> <p>Each pair was given a dialog that contain invitation expression.</p> <p>The teacher asked the students to identified the invitation expression.</p> <p>Then the teacher read the dialog together. The teacher asked the students to volunteer reading in front of the class.</p> <p>Then each pair make dialog.</p> <p>Each pair then perfomed in front of the class</p> |
| | | closing | <p>The teacher gave feedback, reviewed the material and gave apreciation to the students achievements.</p> |

| | | | |
|---------------|---------------|--|--|
| 3 | Third meeting | opening | The teacher did greeting and aperception toward the material that would be given |
| Main activity | | <p>The teacher explained recount text.</p> <p>The teacher explained simple past tense. The teacher made example and pronounce them the students repeated them.</p> <p>The students was devided in group. the teacher gave an example of recount text. the students was asked to identified the generic structure and the language feature.</p> <p>After that the teacher and students read them together.</p> <p>Then the students was asked to make dialog . then presented it infront of the class</p> | |
| closing | | The teacher gave feed back, and gave apreciation to the students achievements | |

2. The problems does the teacher face on teaching speaking using Audio Lingual Method at the eighth grade of SMP N 1 Plupuh in academic year 2016/2017

Based on the observation and interview that had been done by the researcher there are some problem that happened during the process of teaching speaking English in SMP Negeri Plupuh in the academic year 2016/ 2017. The problem can be classified into two.

a. The problem faced by the teacher

There were some problems that appeared during the process teaching speaking. During the process observation, the researcher could found some problems.

1) The problem of classroom management.

The numbers of students in the class influenced the teacher organized them. From the observation the class had full numbers of students and it was very noisy in the class. It made the teacher difficult to manage the class. The teacher was difficult to control all students' activity when the teacher made a group work, the teacher explained about the material, and teacher gave the students exercise. Some students participated actively and the others did not participate actively. The students were noisy and did other activities when the teacher began to explain the material they did not pay attention. Some students were noisily talking and playing with their friend. The class

became crowded. The students who wanted to listen to the teacher explanation become disturbed. The communicative language learning will go on well in class speaking especially if the number of the class not more than 20 students.

2) Problem of limited time

English schedule in this school was two meeting in a week. It was used to teach all the four skill of English. They were speaking, writing, listening and reading. So the time was limited for teaching speaking. Teaching speaking needed each student to perform. Moreover the numbers of the students made the teacher more difficult to manage the time. For instance, when the teacher asked the students to perform their speech in front of the class, not all the students could perform because the limited allocated time. Beside that there were some students who were difficult to perform because they were shy, not feeling confident, nervous. It could waste the time more because they reluctant to perform. They needed teacher encouragement.

3) Problem of different capability of the students in English

Each student had different capability in receiving the materials. Some of them were fast learner. They could learn the material fast. However among them there were also some students who slow learner. They learned the material slowly,

sometimes they unfocused in learning process. This situation made the teaching and learning activity didn't run well. The students did not understand the material. It was proven when the teacher asked some students next meeting they were confused

b. The problem faced students

From the observation and interview data, the problems were not only faced by the teacher but also face by the students.

1) Problem of limited vocabulary

Vocabulary is important in learning English. Without vocabulary the students would be difficult to express their thought in English freely. It was shown during the observation in the class some of the students were shy in answering the teacher question in English. They didn't answer give the answer because they didn't know how to answer the question in appropriate English.

2) Problem of pronunciation.

Beside limited vocabulary the other problem was pronunciation. The researcher observed that the student often made wrong pronunciations in speaking English. The students spoke in English every time but with wrong pronunciation. For example, when the students wanted to speak i run away. In the

word 'run' – there is a sound of a vowel in the word "run". However the students pronounce it 'run'.

3) Problem was grammar mastery.

Grammar is one part of speech process that important. Although grammar was not the center attention in speaking class, but it was important for students in learning English. For example when the student wanted to speak, my friend and I were studying English together. They said my friend and I was study together.

4) Problem from the student's itself.

In the class they were shy to speak English. Whereas speaking class was needed bravery to express their idea and thought orally. Sometimes students were not confident when they performed speech. They were feeling nervous. The students were feeling afraid they might speak wrongly. They might make mistake and being laughed by their friends.

3. How does teacher solve the problem on teaching speaking using Audio Lingual Method at the eighth grade of SMP N 1 Plupuh in academic year 2016/2017

Based on the observation and interview that had been done by the researcher there are some ways that the teacher done to solve the problem

during the teaching and learning speaking by using Audio Lingual Method in SMP Negeri Plupuh in the academic year 2016/ 2017.

a. The problem faced by the teacher

1) The problem of classroom management.

This problem was solved by the teacher by giving a reward for the students who had good scores in speaking performance. Besides, for the students who made noisy in the class and joke with their friend the teacher give them warning if they did not pay attention they will get punishment. The punishment was in the form of the reduce score of the students.

2) Problem of limited time

This problem was solved by the teacher by maximized the allocation time. The teacher also limited the time the student's performance in front of class. Beside that the teacher also gave extra time to give the English lesson in out of the schedule.

3) Problem of different capability of the students in English

This problem was solved by the teacher by giving them review every meeting so the student would be more understand the material. The teacher replied the pronunciation of a certain word when there were students who didn't get it.

b. The problem faced students

From the observation data, the problems were not only faced by the teacher but also face by the students.

1) Problem of limited vocabulary

To solve the problem of limited vocabulary the teacher asked the students to bring their dictionary when English class. The teacher also made a vocabularies list every meeting related to the material. The students were asked to write them in their note book and remember them.

2) Problem of pronunciation.

Beside limited vocabulary the other problem was pronunciation. The researcher observed that the student often made wrong pronunciations in speaking English. The students spoke in English every time but with wrong pronunciation. For example, when the students wanted to speak it is a beautiful picture. In the word 'picture' – there is a sound of K consonant in the word "picture". However the students pronounce it 'pitcher'. Pitcher and picture is different word and meaning.

To solve this problem the teacher guided to correct the students' speech. When the students started the conversation the teacher pay more attention to them. Thus there were wrong pronunciations the teacher could correct it soon.

3) Problem was grammar mastery.

To solve the problem of grammar mastery the teacher collected the material in one package. If it was conversation, the teacher applied the dialogue and followed by some question about the dialog.

4) Problem from the student's itself.

To solve the problem the teacher gave encouragement to the students that feeling nervous was naturally every human being had. They had to overcome those feeling by practicing English every day so the feeling can be reduced. The teacher also applied many kinds of games so the students could practice every time. Beside that the teacher also motivated the students to improve their skill. The teacher suggested them to practice every day and followed courses at home.

B. Discussion

In the research finding, the researcher discusses some theories concerning with the methods used by teacher in teaching speaking English at the eighth grade students of SMP Negeri 1 Plupuh and also some problem that faced by the teacher and students during the teaching and learning process. The researcher observed and studied in many dimensions to get the data. In order to justify the research findings, the researcher tried to discuss it with the other relevant references.

1. The implementation on teaching speaking using Audio Lingual Method at the eighth grade of SMP N 1 Plupuh in academic year 2016/2017

Based on the research findings and the discussion, the researcher concluded that audio-lingual method has been applied in teaching speaking English in SMPN 1 Plupuh in the academic year 2016/2017.

The implementation of Audio Lingual Method in SMP Plupuh was divided in three stages. They were opening, main activity and closing. Opening stages was included greeting, praying, reviewing last material, checking students attendant and apperception. While the main activity was included the implementation of Audio Lingual Method. the procedure of teaching were 1) the teacher introduce the new materials and explaining them 2) the teacher gave dialog 3) the teacher pronounce the dialogue 3) then the students listen and follow to pronounce them 4) repetition was done in several times until the correct pronunciation got 5) group discussion with their friend making dialogue 6) present their dialogue with their group or pair in front of class. the last stage was closing. In this stages the teacher and students concluded the materials that had been learn and gave feedback. Beside that the teacher also gave motivation.

Those findings were in line with Huebener, (1969:17) that The procedure can be as follows:1) The language teacher gives a brief

summary of the content of the dialogue. 2) The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times. 3) Repetition of each line by the language learners in chorus is the next step. Each sentence may be repeated a half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, the offending learner is corrected and is asked to repeat the sentence.4) Repetition is continued with groups decreasing in size, that is, first the two halves of the class, then thirds, and then single rows or smaller groups. Groups can assume the speaker's roles.5) Pairs of individual learners now go to the front of the classroom to act out of the dialogue. By this time they should have memorized the text.

Howard (1968 : 18) defines teaching is an activity that tries to help and guides someone to obtain, change, or develop skill, attitude, ideas, appreciations, and knowledge. The teacher attempts to bring about desirable behavioral changes or tendencies toward change in his students. It is apparent that there must be decisions made as decisions made as to what learning is desirable and how best to perform such teaching and learning.

Brown (2001:14) defines method as an overall plan for orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic

whereas a method is procedural. Method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specific. The used of a methods is an adjustments of the class`s condition. Some considerations to choose an appropriate method are condition of learner, teacher and material of study.

Richard (2001) stated there are advantages of using Audio Lingual Method as follow: 1) In Audio-Lingual Method, the students should over learn and given drills, language learning is a process of habit formation. So the students can make sentence patterns automatically without stopping to think.2) The process of teaching in Audio-Lingual Method involves extensive oral instruction. Therefore, the students can increase their pronunciations and speaking ability.3) The students can improve their listening ability. Because in teaching learning process in Audio-Lingual Method, sometimes teacher use tape and language lab, to hear dialogue from it.

2. The problems does the teacher face on teaching speaking using Audio Lingual Method at the eighth grade of SMP N 1 Plupuh in academic year 2016/2017

In conducting the process in teaching speaking there were some problem that faced by the students and the teacher. The problem that faced by the teacher including the classroom management. The total number of students in the class influenced the teacher to organize them. From the observation the class had full number of students and it was

very noisy in the class. It made the teacher difficult to manage the class. Some students participated actively and the others didn't participate actively. The communicative language learning will go on well in class speaking especially if the number of the class not more than 20 students.

The second problem was limited time. English schedule in this school was two meeting in a week. It was used to teach all the four skill of English. They are speaking, writing, listening and reading. So the time was limited for teaching speaking. For instance, when the teacher asked the students to perform their speech in front of the class, not all the students could perform because the limited allocated time.

The last problem was different capability of the students in English. Each student had different capability in receiving the materials. Some of them were fast learner. They could learn the material fast. However among them there were also some students who slow learner.

From the observation data, the problems were not only faced by the teacher but also face by the students. The first problem was limited vocabulary. Vocabulary is important in learning English. Without vocabulary the students would be difficult to express their thought in English freely.

Beside limited vocabulary the other problem was pronunciation. The researcher observed that the student often made wrong pronunciations in speaking English. The students spoke in English every time but with wrong pronunciation.

The third problem was grammar mastery. Grammar is one part of speech process that important. Although grammar was not the center attention in speaking class, but it was important for students in learning English.

The last problem came from the student's itself. In the class they were shy to speak English. Sometimes students were not confident when they performed speech. They were feeling nervous. The students were feeling afraid they might speak wrongly. They might make mistake and being laughed by their friends.

In lined with the research findings that there were some problem that faced by teacher and students in teaching and learning process, Penny Ur (1996) also explained that in speaking sometimes students faced problem. The problem that commonly appeared they are 1) Inhibition. Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in the classroom, worried about making mistakes, fearful of critics or losing face, or simply shy of the attention that their speech attracts. 2) Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking. 3) Low or uneven participation. Only one participant can talk at a time if he or she is to be heard; and in the large group this means that each one will have only very little talking time.

This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all. 3) Mother-tongue used. In classes where all, or a number of, the learners share the same mother-tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less exposed if they are speaking their mother tongue. If they are talking in small group it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep to the target language.

3. **How does teacher solve the problem on teaching speaking using Audio Lingual Method at the eighth grade of SMP N 1 Plupuh in academic year 2016/2017**

In conducting the process in teaching speaking there were some problem that faced by the students and the teacher. The problem that faced by the teacher including the classroom management. This problem solved by the teacher by give a reward for the students who had a good score in speaking performance. Beside that for the students who made noisy in the class and joke with their friend the teacher give them warning if they didn't pay attention they will get punishment. The punishment in the form of the reduce score of the students.

The second problem was limited time. This problem was solved by the teacher by maximize the allocation time. The teacher also limited the time

the student's performance in front of class. Beside that the teacher also giving extra time to give the English lesson in out of the schedule.

The last problem was different capability of the students in English. This problem was solved by the teacher by giving them review every meeting so the student would be more understand the material. The teacher replied the pronunciation of a certain word when there were students who didn't get it.

From the observation data, the problems were not only faced by the teacher but also face by the students. The first problem was limited vocabulary. To solve the problem of limited vocabulary the teacher asked the students to bring their dictionary when English class. The teacher also made a vocabularies list every meeting related to the material. The students were asked to write them in their note book and remember them.

Beside limited vocabulary the other problem was pronunciation. To solve this problem the teacher guided to correct the students' speech. When the students started the conversation the teacher pay more attention to them. Thus there were wrong pronunciations the teacher could correct it soon.

The third problem was grammar mastery. To solve the problem of grammar mastery the teacher collected the material in one package. If it was conversation, the teacher applied the dialogue and followed by some question about the dialog.

The last problem came from the student's itself. To solve the problem the teacher gave encouragement to the students that feeling nervous was naturally every human being had. They had to cope those feeling by practicing English every day so the feeling can be reduced. The teacher also applied many kinds of games so the students could practice every time. Beside that the teacher also motivated the students to improve their skill. The teacher suggested them to practice every day and followed courses at home. Those findings were in harmony with Richard (1999:204) stated that speaking is a crucial part of second language learning and teaching. When a person speak to the person involved ideas, language, grammar, vocabulary, and pronunciation. Therefore it is important to give students as many opportunities as possible to speak in a supportive environment. Gaining confidence will help students speak more easily.

In addition, Hayriye (2006) provides some suggestions for English teachers in teaching speaking. As we can see in the following: 1) Provide maximum opportunity to students to speak the target language by providing. 2) A rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation. 3) Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students. 4)

Indicate positive signs when commenting on a students' response. 5) Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more. 6) Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..." 6) Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech. Involve speaking activities not only in class but also out of class; contact parents and other people who can help. 7) Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs. Provide the vocabulary beforehand that students need in speaking activities. 8) Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language. The activities which are given by teachers are aimed to attract students' motivation to involve in speaking class. Thus, the teacher should use a good method in the teaching and learning process of speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion of the research and suggestion for developing of Teaching Speaking to the Eight Grade Students of SMPN 1 Plupuh in the Academic Year 2016/2017.

A. Conclusions

Based on the research findings and the discussion, the researcher concluded that audio-lingual method has been applied in teaching speaking English in SMPN 1 Plupuh in the academic year 2016/2017.

The implementation of audio-lingual Method in SMP Plupuh was divided in three stages. They were opening, main activity and closing. Opening stages was included greeting, praying , reviewing last material, checking students attendant and apperception. while the main activity was included the implementation of Audio-lingual method. the procedure of teaching were 1) the teacher introduce the new materials and explaining them 2) the teacher gave dialog 3) the teacher pronounce the dialogue 4) then the students listen and follow to pronounce them 5) repetition was done in several times until the correct pronunciation got 6) group discussion with their friend making dialogue 7) present their dialogue with their group or pair in front of class. the last stage was closing. In this stage the teacher and students

concluded the materials that had been learn and gave feedback. Beside that the teacher also gave motivation.

In the teaching and learning of English speaking, there were some problem. The problem faced by students are limited vocabulary. Without vocabulary the students would be difficult to express their thought in English freely. Pronunciation, the researcher observed that the student often made wrong pronunciations in speaking English. The third problem was grammar mastery. The last problem came from the student's itself. In the class they were shy to speak English. Sometimes students were not confident when they performed speech. They were feeling nervous.

There are some actions that the teacher took to solve the problem. the teacher by maximize the allocation time. The teacher also limited the time the student's performance in front of class. Beside that the teacher also giving extra time to give the English lesson in out of the schedule. the teacher by giving them review every meeting so the student would be more understand the material. The teacher replied the pronunciation of a certain word when there were students who didn't get it. The teacher asked the students to bring their dictionary when English class. The teacher also made a vocabularies list every meeting related to the material. The students were asked to write them in their note book and remember them. the teacher guided to correct the students' speech. When the students started the conversation the teacher pay more attention to them. Thus there were wrong pronunciations the teacher could correct it soon. The teacher collected the material in one package. If it

was conversation, the teacher applied the dialogue and followed by some question about the dialog. Teacher gave encouragement to the students that feeling nervous was naturally every human being had. They had to cope those feeling by practicing English every day so the feeling can be reduced. The teacher also applied many kind of games so the students could practice every time. Beside that the teacher also motivated the students to improve their skill. The teacher suggested them to practice everyday and followed courses at home.

B. Suggestions

Based on the conclusion above, the researcher suggests:

1. To the teacher
 - a. The teachers should be more creative in teaching English especially creative in choosing the speaking method.
 - b. The teachers also must have an extra time when they want to use Group Discussion.
 - c. The teacher must be more creative and active in teaching process.
 - d. The teacher should improve the students motivation to brave the teaching learning activities
 - e. Manage the time carefully supposed get the all material.
 - f. The teacher should be able to explain the materials clearly, especially in giving the instructions and how to pronounce the words. The teacher can write the instruction and the difficult word on the

whiteboard. Beside that, the teacher can spelling the word or translates into Indonesia. So it could be understood well.

- g. The teacher should make the varieties of exercise to develop the four skills of the students. The teacher can taken exercise from other source from example from internet or the other handbook. By the varieties exercise the students get challenged to do the exercise that more difficult then before. When the teacher explains, he or she should be used mix language, because the students can not understand if the teacher only used English. The teacher can use English but after that the teacher translates into Indonesia. So, the students can understand the materials.

2. To the students

- a. The students have to increase their vocabulary.
- b. The students should be discipline and more diligent to practice English in their daily activities.
- c. The students should have high self confidence to explore their skill.

3. To school

- a. The school should facilitate the teaching learning process.
- b. The school library should provide the collection of English book.
- c. The school uses many sources to support the teaching learning process.

4. To researcher

- a. The researcher hopes this research will guide the other researchers as the references to conduct about the process of teaching speaking.
- b. The research hopes that there are future researchers who will complete or citizen to study.

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PERANGKAT PEMBELAJARAN

SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris.
Satuan Pendidikan : SMP
Kelas/Semester : VIII/2

Nama Guru : Ristanti, S.Pd
NIP /NIK : 196508071987032012
Sekolah : SMP Plupuh

KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|---|--|--|--|-----------|------------------|------------------|---------------|----------------|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| <p>memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu</p> | <p><i>B: I can't take this, sorry</i></p> <ul style="list-style-type: none"> • <i>A: Do you like it?</i> <i>B: Yes I do</i> • <i>A: Have you done it?</i> <i>B: Sorry, I haven't</i> • <i>-A: Do you think it's good?</i> <i>B: I think so / Sorry, I can't say anything</i> • <i>A: Would you like some...</i> <i>B: Yes, please / No, thanks</i> <p>2. Tata Bahasa Do you mind? Present Perfect</p> <p>3. Kosa kata Kata terkait tema dan jenis teks</p> <p>4. Ungkapan Baku - No Problem</p> | <p>terkait</p> <p>5. Menjawab berbagai informasi yang terdapat dalam percakapan</p> <p>6. Merespon ungkapan-ungkapan yang terkait materi</p> | <p>pendapat</p> <p>5. Merespon ungkapan meminta, menerima, menolak tawaran</p> | | | | | |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|---|---|--|---|-----------|-------------------|--|---------------|---|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| <p>Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap</p> | <p>- Sorry - Yes, Please - No, Thank you</p> <p>1. Percakapan yang memuat ungkapan-ungkapan berikut: - <i>A: What if it I do it again.</i> <i>B: Fine, with me.</i> - <i>A:I have to go now.</i> <i>B:Do you have to?</i> - <i>A:</i> <i>B: Right / I see / Hm...m.</i> - <i>Hello, excuse me</i> - <i>Did you? / Were you ?</i> - <i>Thanks/ Bye.../ See you.</i> - <i>Could I speak to please?</i></p> | <p>1. Tanya jawab berbagai hal terkait tema/topik yang akan dibahas 2. Mendaftar kosakata yang digunakan dalam percakapan 3. Menentukan makna kosakata dalam daftar 4. Menggunakan kosakata dalam kalimat 5. Tanya jawab menggunakan ungkapan – ungkapan terkait 6. Menirukan ungkapan yang diucapkan guru 7. Mendengarkan</p> | <p>1. Merespon ungkapan meminta,memberi persetujuan 2. Merespon ungkapan pernyataan 3. Merespon ungkapan memberi perhatian terhadap pembicara 4. Mengawali, memperpanjang an menutup percakapan 5. Merespon ungkapan mengawali, memperpanjang dan menutup</p> | Tes lisan | Merespon ungkapan | <p><i>Listen to the expressions and give your response to them.</i></p> <p><i>Listen to the dialogue and complete the text</i></p> <p><i>Listen to the dialogue and choose the best answer</i></p> <p><i>Listen to the dialogue and choose the best answer</i></p> | 2 x 40 menit | <p>1 Buku teks yang relevan 2 <i>Script</i> percakapan 3 Rekaman percakapan 4 Tape recorder 5 Gambar yang relevan</p> |
| | | | | Tes lisan | Merespon ungkapan | | | |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|---|---|---|---------------------------------|-----------|------------------|------------------|---------------|----------------|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| pembicara, mengawali, memperpanjang, dan menutup percakapan, dan mengawali, memperpanjang, dan menutup percakapan telepon | <ul style="list-style-type: none"> - <i>Well, I'm calling to...</i> - <i>Nice talking to you</i> 2. Tata Bahasa <ul style="list-style-type: none"> - Have / Has to - Could I ...? - Past form of be 3. Kosa kata Kata terkait tema dan jenis teks | 8. Menjawab pertanyaan tentang percakapan | percakapan telepon | | | | | |
| ❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) | | | | | | | | |

**Mengetahui;
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SILABUS PEMBELAJARAN

Sekolah : SMP NEGERI 1 PLUPUH

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Mendengarkan

2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|---|---|---|--|-----------|---|---|---------------|---|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar | 1. Teks fungsional pendek berbentuk: - Notices - Iklan 2. Tata Bahasa - Kalimat perintah - kalimat ajakan 3. Kosa kata - terkait tema dan jenis teks 4. Ungkapan Baku | 1. Eliciting kosakata terkait topik yang akan dibahas (noun, verb, adjective, adverb) 2. menentukan makna kata dan menggunakannya dalam kalimat. 3. Mendengarkan guru dan menirukan ungkapan-ungkapan terkait materi 4. Mendengarkan teks fungsional | 1. Mengidentifikasi berbagai informasi dalam teks fungsional pendek - Notices - Iklan 2. Mengidentifikasi tujuan komunikatif teks fungsional pendek | Tes tulis | Melengkapi rumpang Benar / Salah | <i>Listen to the dialogue and complete the following text.</i> <i>Listen to the dialog and decide whether the statements are True or False</i> | 2 x 40 menit | 1. Buku teks yang relevan 2. Script teks fungsional pendek 3. Rekaman teks 4. Tape recorder 5. Contoh teks fungsional 6. Gambar yang relevan |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|-----------|--|---|---------------|---|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| <p>Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> dan <i>recount</i></p> | <p>- Be ware</p> <p>1. Teks monolog pendek berbentuk : - <i>narrative</i> - <i>recount</i></p> <p>2. Tata Bahasa - Simple past tense - Past Continuous tense</p> <p>3. Kosak kata - kata terkait tema dan jenis teks</p> <p>1. Ungkapan Baku - It's terrific ! - It's wonderful</p> | <p>5. Menjawab berbagai informasi yang terdapat dalam teks.</p> <p>6. Menentukan makna teks fungsional yang diperdengarkan.</p> <p>1. Tanya jawab berbagai hal terkait tema/topik yang akan dibahas.</p> <p>2. Mendaftar kosakata yang digunakan dalam percakapan</p> <p>3. Menentukan makna kosakata dalam daftar.</p> <p>4. Mendengarkan teks <i>narrative</i> / <i>recount</i> yang dibacakan guru.</p> <p>5. Tanya jawab berbagai informasi tentang</p> | <p>1. Mengidentifikasi berbagai informasi dalam teks monolog <i>narrative</i> dan <i>recount</i>.</p> <p>2. Mengidentifikasi tujuan komunikatif teks naratif dan <i>recount</i></p> | Tes tulis | <p>Pilihan ganda</p> <p>Melengkapi rumpang</p> | <p><i>Listen to the text and choose the right answer</i></p> <p><i>Listen to the text and complete the bellow sentences</i></p> | 4 x 40 menit | <p>1. Buku teks yang relevan</p> <p>2. Script cerita naratif</p> <p>3. Rekaman cerita</p> <p>4. Tape recorder</p> |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|---|---------------------|--|---------------------------------|-----------|------------------|------------------|---------------|----------------|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| | | teks yang dibaca guru. 6. Mendengarkan teks narrative / recount lainnya. 7. Menjawab pertanyaan tentang teks narrative / recount yang didengar secara lisan. | | | | | | |
| ❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) | | | | | | | | 7. |

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SILABUS PEMBELAJARAN

Sekolah : SMP NEGERI 1 PLUPUH

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Berbicara

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|---|--|---|--|-------------|---------------------------------------|---|---------------|--|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| 9.1. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang | 1.Percakapan singkat memuat ungkapan – ungkapan : Contoh : -A: <i>Do you mind lending me some money?</i> B: <i>No, problems</i> -A: <i>Can I have a bit?</i> B: <i>Sure, here you are.</i> -A: <i>Here is some money for you.</i> B: <i>Sorry, I can't take</i> | 1. Mengembangkan kosakata terkait dengan jenis ungkapan dan tema/topik yang terkait 2. Tanya jawab tentang berbagai hal menggunakan ungkapan terkait materi/topik.tema yang di pilih 3. Menirukan ungkapan-ungkapan terkait materi yang | 1. Bertanya dan menjawab tentang meminta,memberi ,menolak jasa 2. Bertanya dan menjawab tentang meminta,memberi ,menolak barang 3. Bertanya dan menjawab tentang meminta,memberi dan mengingkari informasi 4. Bertanya dan menjawab tentang meminta,memberi dan menolak | Unjuk kerja | Uji petik berbicara, Bermain peran | <i>Create a dialogue based on the role cards and perform it in front of the class</i> | 4 x 40 menit | 1. Buku teks yang relevan 2. Gambar yang relevan 3. Benda sekitar 4. Role cards |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|--|---|---|---|-----------|------------------|------------------|---------------|----------------|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu | <p><i>this.</i></p> <p>-A: <i>Do you like it ?</i> B: <i>Yes, I do.</i></p> <p>-A: <i>Have you done it?</i> B: <i>No, I haven't.</i></p> <p>-A: <i>Do you think it's good?</i> B: <i>I think it is / Sorry I can't say any thing</i></p> <p>-A: <i>Would you like some?</i> B: <i>Yes, please / No, Thanks</i></p> <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> - Do you mind - Present perfect tense <p>3. Kosa kata</p> <ul style="list-style-type: none"> - Kata terkait tema dan jenis teks | <p>diucapkan guru</p> <p>4. Latihan bertanya dan menjawab menggunakan ungkapan yang telah dipelajari secara berpasangan</p> <p>5. Bermain peran melakukan percakapan berdasarkan situasi yang diberikan</p> | <p>pendapat</p> <p>5. Bertanya dan menjawab tentang menawarkan, menerima, menolak sesuatu</p> | | | | | |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|--|--|--|---|-------------|---|---|---------------|--|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| 9.2. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindakan tutur: meminta, memberi persetujuan, | <p>4. Ungkapan Baku</p> <ul style="list-style-type: none"> - No Problem - Sorry - No, thanks - Yes, Please <p>1. Teks percakapan memuat ungkapan berikut:</p> <p>Contoh :</p> <ul style="list-style-type: none"> - A: <i>what if I do it again?</i> B: <i>Fine with me.</i> - A: <i>I Must go now</i> B: <i>Do you have to?</i> • <i>Right.</i> • <i>I see.</i> • <i>Hm...m yeah</i> • <i>Hello,excuse me</i> • <i>Did you? / Were you?</i> • <i>Thanks/ Bye / see</i> | <p>1. Tanya jawab menggunakan berbagai kosakata dan ungkapan yang telah dipelajari</p> <p>2. Mendengarkan yang memuat ungkapan-ungkapan yang telah dipelajari</p> <p>3. Menjawab pertanyaan tentang isi percakapan</p> <p>4. Menjawab pertanyaan tentang makna dan fungsi ungkapan terkait</p> <p>5. Menggunakan</p> | <p>1. Bertanya dan menjawab tentang meminta,memberi persetujuan</p> <p>2. Bertanya dan menjawab tentang merespon pernyataan</p> <p>3. Bertanya dan menjawab tentang memberi perhatian terhadap lawan bicara</p> <p>4. Mengawali,memp erpanjang menutup percakapan</p> | Unjuk kerja | <p>Uji petik berbicara</p> <p>Bermain peran</p> | <p><i>Create a dialogue based on the role cards and perform it in front of the class.</i></p> | 2 x 40 menit | <p>1. Buku teks yang relevan</p> <p>2. Gambar yang relevan</p> <p>3. Benda sekitar</p> <p>4. Kartu peran</p> |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|-----------|------------------|------------------|---------------|----------------|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon | <p><i>you</i></p> <ul style="list-style-type: none"> • <i>Could I speak to ..?</i> • <i>Well, I'm calling to ...?</i> • <i>Nice talking to you.</i> <p>2. Tata Bahasa - Past form of be</p> <p>3. Kosa kata - Kata terkait tema dan jenis teks</p> <p>4. Spelling and intonation</p> | <p>ungkapan – ungkapan terkait berdasarkan konteks</p> <p>6. Bermain peran menggunakan ungkapan yang telah dipelajari</p> | <p>5. Mengawali, memperpanjang menutup percakapan telepon</p> | | | | | |
| <p>❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)</p> | | | | | | | | 4. |

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SILABUS PEMBELAJARAN

Sekolah : SMP NEGERI 1 PLUPUH
Kelas : VIII (Delapan)
Mata Pelajaran : Bahasa Inggris
Semester : 2 (Dua)
Standar Kompetensi : Berbicara

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|------------------|---------------------|-----------------------|---------------------------------|-----------|------------------|------------------|---------------|----------------|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|---|---|--|--|-------------|----------------------------|--|---------------|--|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| 10.1 Mengungkapkan makna dalam teks lisan fungsional sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar | <p>1. Teks fungsional pendek :</p> <ul style="list-style-type: none"> - Notices - Iklan <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> - Imperatives - Comparison <p>3. Kosakata</p> <ul style="list-style-type: none"> - Kata terkait tema dan jenis teks <p>4. Ungkapan baku</p> <ul style="list-style-type: none"> - attention, please | <p>1. Review kosakata dan ungkapan yang digunakan dalam teks fungsional pendek terkait materi</p> <p>2. Membuat kalimat sederhana untuk:</p> <ul style="list-style-type: none"> - Memberi perhatian (Notice) - Menarik seseorang membeli / menggunakan produk tertentu <p>3. Membahas gambit-gambit yang sering muncul dalam teks fungsional terkait</p> | <p>1. Mengungkapkan secara lisan teks fungsional :</p> <ul style="list-style-type: none"> - Pengumuman - Undangan - Pesan singkat <p>2. Bertanya dan menjawab secara lisan berbagai info dalam teks pengumuman, undangan, pesan singkat</p> | Unjuk kerja | <i>Uji petik berbicara</i> | <p>1. <i>Give suitable notices based on the pictures</i></p> <p>2. <i>Make simple advertisements based on the pictures</i></p> | 4 x 40 menit | <p>1. Buku teks yang relevan</p> <p>2. Gambar terkait materi dan topik</p> <p>3. Benda sekitar</p> <p>4. Teks bentuk khusus:</p> <ul style="list-style-type: none"> - undangan - pengumuman - pesan singkat |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|--|--|--|---|-------------|---------------------|---|---------------|---|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| 10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i> | <p>1. Teks monolog berbentuk <i>recount</i> dan <i>narrative</i>.</p> <p>2. Ciri-ciri kebahasaan teks <i>narrative</i> dan <i>recount</i>.</p> <p>3. Langkah retorika teks <i>narrative</i> dan <i>recount</i>.</p> <p>4. Tata Bahasa</p> <ul style="list-style-type: none"> - Simple Past tense - Past continuous tense - temporal conjunctions - Connective words - Adverbs - Adjectives | <p>4. Membuat secara lisan:</p> <ul style="list-style-type: none"> - Notice - Iklan <p>1. Review kosakata dan tata bahasa terkait jenis teks <i>recount</i> dan <i>narrative</i> dengan tema yang dipilih</p> <p>2. Membuat kalimat sederhana secara lisan terkait ciri-ciri kebahasaan teks <i>recount</i> dan <i>narrative</i></p> <ul style="list-style-type: none"> - <i>simple past</i> - <i>past continuous</i> - <i>temporal conjunctions</i> - <i>connective words</i> - <i>adverbs</i> | - Melakukan monolog pendek sederhana dalam bentuk <i>narrative</i> dan <i>recount</i> | Unjuk kerja | Uji Petik berbicara | <p>1. <i>Tell us briefly what you did yesterday</i></p> <p>2. <i>Retell a story that you know very well.</i></p> <p>3. <i>Tell a story based on the series of a pictures given.</i></p> | 8 x 40 menit | <p>1. Buku teks yang relevan</p> <p>2. Gambar yang relevan</p> <p>3. Benda sekitar</p> <p>4. Buku cerita dalam bahasa Inggris</p> |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|---|--|--|---------------------------------|-----------|------------------|------------------|---------------|----------------|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| | 5.Kosa kata - kata terkait tema dan jenis teks 6.Ungkapan baku - Really? - That's terrible - How Then ? | - <i>adjectives</i> 3. Melakukan percakapan terkait kegiatan yang dialami atau cerita populer di kotanya menggunakan gambit-gambit yang sesuai. Contoh: <i>Really?</i> <i>That's terrible!</i> , <i>How then?</i> , <i>First,....., then....., finally...</i> 4. Menceritakan kembali kegiatan / pengalaman atau teks narative yang pernah didengar Menceritakan berdasarkan foto atau Gambar cerita populer. | | | | | | |
| ❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) | | | | | | | | |

**Mengetahui;
Kepala Sekolah**

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SILABUS PEMBELAJARAN

Sekolah : SMP NEGERI 1 PLUPUH

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Membaca

5. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|---|---|--|--|-----------|------------------|---|---------------|--|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| 11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar | 1. Teks Essai berbentuk <i>narrative / recount</i> 2. Ciri kebahasaan Teks Essai berbentuk <i>narrative / recount</i> 3. Tujuan komunikatif teks esai <i>narratif / recount</i> 4. Langkah retorika <i>narrative / recount</i> | 1. Tanya jawab mengembangkan kosakata berdasarkan gambar / cerita populer 2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar 3. Mendengarkan teks <i>narrative / recount</i> yang dibaca guru | <ul style="list-style-type: none"> • Membaca nyaring dan bermakna teks esai berbentuk <i>narrative / recount</i> • Mengidentifikasi berbagai makna teks <i>narrative / recount</i> | Tes lisan | Membaca nyaring | <i>Read the story aloud.</i> | 4 x 40 menit | 1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita 4. Rekaman cerita 5. Tape recorder 6. CD 7. VCD player |
| | | | | Tes tulis | Pilihan ganda | <i>Choose the right answer based on the text.</i> | | |
| 11.2 Merespon | | 4. Membaca nyaring teks | <ul style="list-style-type: none"> • Mengidentifikasi | | Isian singkat | <i>Complete the following</i> | | |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|---|---------------------------------|---|---|-----------------------------------|---------------------|--|---------------|----------------|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar | 5. Spelling, stress, intonation | <p><i>narrative / recount</i> dengan ucapan dan intonasi yang benar</p> <p>5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca</p> <p>6. Menentukan tujuan komunikatif teks <i>narrative / recount</i> yang di baca</p> <p>7. Menentukan langkah retorika dari teks <i>narrative / recount</i> yang di baca</p> <p>8. Menentukan ciri kebahasaan teks <i>narrative / recount</i> yang di baca</p> <p>9. Membaca teks <i>narrative /</i></p> | <p>tujuan komunikatif teks <i>narrative / recount</i></p> <ul style="list-style-type: none"> Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative / recount</i> | <p>Tes Tulis</p> <p>Tes Tulis</p> | Pertanyaan tertulis | <p><i>sentences using the information from the text.</i></p> <p><i>Answer the following questions based on the text.</i></p> | | |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
|--|---|--|--|---|--|---|---------------|--|
| | | | | Teknik | Bentuk Instrumen | Contoh Instrumen | | |
| 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i> | 1. Teks fungsional : - undangan - pengumuman - pesan - iklan 2. Tujuan komunikatif 3. Ciri kebahasaan | <i>recount</i> lainnya 1. Mencermati teks fungsional pendek terkait materi 2. Menyebutkan jenis teks fungsional yang dicermati 3. Membaca nyaring teks fungsional terkait materi 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menyebutkan ciri-ciri teks fungsional yang dibaca 6. Membaca teks fungsional pendek lainnya dari berbagai sumber | <ul style="list-style-type: none"> Mengidentifikasi berbagai informasi dalam teks fungsional Mengidentifikasi tujuan komunikatif teks fungsional Mengidentifikasi ciri kebahasaan teks fungsional | Tes tulis Tes tulis Tes tulis | PG Jawaban singkat Jawaban singkat | <i>Choose the best option, a,b,c or d</i> <i>Answer the following questions</i> <i>Give short answers !</i> | 4 x 40 menit | 1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar |
| ❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) | | | | | | | | |

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RENCANA PELAKSANAAN PEMBELAJARAN

| | |
|--------------------------|--|
| Satuan pendidikan | : SMP |
| Mata pelajaran | : Bahasa Inggris |
| Kelas/semester | : VIII/II |
| Skill | : Speaking |
| Tema | : expression of asking and giving |
| Alokasi waktu | : 1 x 40 menit |

1. Standar kompetensi

- Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

2. Kompetensi dasar

- Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat

3. Indikator pencapaian

- Mengungkapkan secara lisan ungkapan meminta dan menerima bantuan
- Merespon secara lisan mengungkapkan pendapat
- Berdiskusi tentang ungkapan memberi dan menerima barang
- Menggunakan ungkapan mengakui dan mengingkari fakta

4. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat:

- Melafalkan atau mengungkapkan ungkapan meminta dan menerima bantuan
 - ✓ Menggunakan ungkapan mengungkapkan pendapat
 - ✓ Menggunakan ungkapan memberi dan menerima barang
- Mengartikan ungkapan mengakui dan mengingkari fakta
- Merespon ungkapan secara lisan dengan pronoun yang benar

5. Materi ajar

Percakapan
singkatan memuat
ungkapan –
ungkapan.

Contoh :

- A: *Let me help you.*
B: *Thank you so much.*

- A: *Can I have a bit.*
B: *Sure. Here you are.*

- A: *Did you break the
glass?*
B: *Yes, I did /
No, it wasn't me.*

- A: *What do you think of this?*
B: *Not bad.*

2. Tata Bahasa

- Yes/No Questions
- QW-Questions

3. Kosa kata

- Kata terkait tema
dan jenis teks

4. Ungkapan Baku

- Sorry
- I Think so
- I don't think so

6. Metode pembelajaran

ALM (Audio lingual method), Driling conversation

7. Kegiatan pembelajaran

- Pendahuluan/ pre activities
- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti process pembelajaran (checking attendence list)
- Guru mengajukan beberapa pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari

□ Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai “ok student, I will mention to you, what kind of expression you can use, “Please listen to me after I mention one by one those expressions, I hope you can repeat it....

□ Guru menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus, meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat

8. Kegiatan inti

□ **Explorasi**

- Siswa mendengarkan secara seksama ungkapan yang disebutkan oleh guru.
- Siswa diminta guru untuk mengulangi ungkapan tersebut
- ✓ Siswa diminta menemukan expressing meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat dalam dialog secara kelompok.

□ **Elaborasi**

- Siswa diminta untuk memahami ungkapan – ungkapan yang telah disebutkan oleh guru.
- Siswa dan guru secara bersama mengulangi mengungkapkan ungkapan – ungkapan tertentu.
- Siswa dibagi dalam beberapa kelompok dan diminta untuk menampilkan dialog yang telah dipelajari.
- Siswa bersama pasangannya menampilkan dialog yang telah dibuat didepan kelas *You and your partner have to practice your dialogue in front of the classroom.*

□ **Konfirmasi**

- Guru meminta siswa untuk memberi tanggapan mereka atas penampilan teman-temannya. *What do you think about your friends performance?*
- Siswa mendapatkan feedback dari guru dan mereview ungkapan yang digunakan untuk menyatakan unngkapan invitation.
- Guru memberikan apresiasi atas pencapaian siswa

□ **Kegiatan akhir**

- Guru dan siswa menyimpulkan pelajaran bersam

- Guru memberikan penilaian atas pencapaian siswa
- Siswa mendapatkan feedback dari guru dan mereview ungkapan expression meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat
- Guru memberikan komentar yang membangun kemajuan siswa.
- Guru meminta siswa untuk membuat dialog dirumah yang berhubungan dengan expressions meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat

9. Sumber/bahan/alat

English in focus (for grade VIII)

10. Penilaian

- a. Teknik : tes lisan
- b. Bentuk : mempratekkan dialog didepan kelas
- c. Alat penilain
- d. Kriteria penilain

Rubic penilaian

| No. | Uraian | Nilai |
|-----|-----------|-------|
| 1. | Low | 70-75 |
| 2. | Medium | 76-80 |
| 3. | Good | 81-85 |
| 4. | Excellent | 86-90 |

| | |
|--|--|
| <p>Mengetahui Kepala sekolah</p> <p><u>Priyanto, S.Pd.,M.Pd</u> NIP. 195908031981031013</p> | <p>Plupuh, 2017</p> <p>Guru Bahasa Inggris</p> <p><u>Ristanti</u> NIP. 196508071987032012</p> |
|--|--|

RENCANA PELAKSANAAN PEMBELAJARAN

- Satuan pendidikan : SMP**
- Mata pelajaran : Bahasa Inggris**
- Kelas/semester : VIII/II**

| | |
|----------------------|-----------------------|
| Skill | : Speaking |
| Tema | : Invitation |
| Alokasi waktu | : 1 x 40 menit |

1. Standar kompetensi

- Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

2. Kompetensi dasar

- Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur : mengundang, menerima, dan menolak ajakan, menyetujui/ tidak menyetujui, memuji, dan memberi selamat.

3. Indikator pencapaian

- Mengungkapkan secara lisan ungkapan invitation
- Merespon secara lisan ungkapan invitation
- Berdiskusi tentang ungkapan invitation
- Menggunakan ungkapan invitation yang mereka temui dalam kehidupan sehari-hari

4. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat:

- Melafalkan atau mengungkapkan ungkapan invitation sesuai dengan konten
- Menggunakan ungkapan invitation dalam kehidupan sehari- hari dengan lancar
- Mengartikan ungkapan invitation yang mereka temui dengan benar
- Merespon ungkapan invitation secara lisan dengan pronoun yang benar

5. Materi ajar

A. Teaching material

- Vocabulary related to the invitation expression
 - Expression to invite someone.
 1. You can use these expressions to invite someone.
 - Shall we come to.....
 - Like to come to.....

- Would you like to come?
 - I'd very much like you to come.
 - I'll really happy if you come to...
2. You can use these expressions to accept an invitation.
- Yes, certainly I will come.
 - I'd like to love to come.
 - I would, very much.
 - Thank you very much for inviting me.
 - That's fine
3. You can use these expressions to decline an invitation.
- I'm terribly sorry. I don't think I can.
 - I'm very sorry, I can't.
 - Thank you very much, but.....
 - Thank you for asking me,

B. Learning material

- Find the dialogues below using the expressions of accepting and declining invitation.

Dialog 1

Ludi Invites Maya to go to a Movie

Ludi : Hi, Maya. There will be a great film tonight. It's about vampire.

Would you like to go to the movie with me?

Maya : Yes, certainly I will come. When will you pick me up?

Ludi : I'll pick you at 7.00. Be ready, OK!

Maya : Alright.

Dialog 2

Afif is very busy doing his homework. Sheila, his friend, asks him to come to her party.

Sheila : Heloo, this is Sheila. May I speak to Afif?

Afif : This is Afif speaking.

Sheila : Oh, hi Afif. I wonder if you'd like to come to my house right now.

We're having a great party.

Afif : I don't think I can. I'm doing my homework. My parents won't let me out before I finish my homework.

Sheila : That's alright.

Afif : I hope you enjoy your party. Bye.

Sheila : Bye.

- Based on dialogue above it's group the practice it in front on the class.

6. Metode pembelajaran

ALM (Audio lingual method), Driling conversation

7. Kegiatan pembelajaran

- Pendahuluan/ pre activities
- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti process pembelajaran (checking attendence list)
- Guru mengajukan beberapa pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari

Contoh :

“well student, do you ever invite your friend to go to the party?”

“What do you say if you want to invite your friend?”

- Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai “ok student, I will mention to you, what kind of expression you can use, “Please listen to me after I mention one by one those expressions, I hope you can repeat it....
- Guru menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus

Well, my students, our topic is about expression invitation

8. Kegiatan inti

□ **Explorasi**

- Siswa mendengarkan secara seksama ungkapan yang disebutkan oleh guru.
- Siswa diminta guru untuk mengulangi ungkapan tersebut
- Siswa diminta menemukan expressing invitation dalam dialog secara kelompok.

□ **Elaborasi**

- Siswa diminta untuk memahami ungkapan – ungkapan yang telah disebutkan oleh guru.
- Siswa dan guru secara bersama mengulangi mengungkapkan ungkapan – ungkapan tertentu.
- Siswa dibagi dalam beberapa kelompok dan diminta untuk menampilkan dialog yang telah dipelajari.

- Siswa bersama pasangannya menampilkan dialog yang telah dibuat didepan kelas *You and your partner have to practice your dialogue in front of the classroom.*
- Konfirmasi**
 - Guru meminta siswa untuk memberi tanggapan mereka atas penampilan teman-temannya. *What do you think about your friends performance?*
 - Siswa mendapatkan feedback dari guru dan mereview ungkapan yang digunakan untuk menyatakan ungkapan invitation.
 - Guru memberikan apresiasi atas pencapaian siswa
- Kegiatan akhir**
 - Guru dan siswa menyimpulkan pelajaran bersama
 - Guru memberikan penilaian atas pencapaian siswa
 - Siswa mendapatkan feedback dari guru dan mereview ungkapan expression invitation
 - Guru memberikan komentar yang membangun kemajuan siswa.
 - Guru meminta siswa untuk membuat dialog dirumah yang berhubungan dengan expressions invitation

9. Sumber/bahan/alat

English in focus (for grade VIII)

10. Penilaian

- a. Teknik : tes lisan
- b. Bentuk : mempratekkan dialog didepan kelas
- c. Alat penilain
- d. Kriteria penilain

Rubic penilaian

| No. | Element yang dinilai | Skor maksimal | Penilaian peserta didik |
|-----|----------------------|---------------|-------------------------|
| 1. | Intonation | 20 | |
| 2. | Pronunciation | 20 | |
| 3. | Fluency | 20 | |

| | | | |
|----|-----------------------|-----|--|
| 4. | Content | 20 | |
| 5. | Face/ body expression | 20 | |
| | Total | 100 | |

| | |
|--|--|
| <p style="text-align: center;">Mengetahui Kepala sekolah</p> <p style="text-align: center;"><u>Priyanto, S.Pd.,M.Pd</u> NIP. 195908031981031013</p> | <p style="text-align: center;">Plupuh, 2017</p> <p style="text-align: center;">Guru Bahasa Inggris</p> <p style="text-align: center;"><u>Ristanti</u> NIP. 196508071987032012</p> |
|--|--|

RENCANA PELAKSANAAN PEMBELAJARAN

| | |
|--------------------------|--------------------------------------|
| Satuan pendidikan | : SMP |
| Mata pelajaran | : Bahasa Inggris |
| Kelas/semester | : VIII/II |
| Skill | : Speaking |
| Tema | : descriptie dan recount text |
| Alokasi waktu | : 1 x 40 menit |

1. Standar kompetensi

- Mengungkap kan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

2. Kompetensi dasar

- makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

3. Indikator pencapaian

- Mengungkapkan secara lisan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*
- Merespon secara lisan teks *recount*
- Berdiskusi tentang teks berbentuk *recount*
- Menggunakan ungkapan simple past tense yang mereka temui dalam kehidupan sehari-hari

4. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat:

- Melafalkan atau mengungkapkan lisan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*
- Menggunakan kalimat simple past dalam kehidupan sehari- hari dengan lancar
- Mengartikan teks *recount*
- Merespon ungkapan invitation secara lisan denagn pronoun yang benar

5. Materi ajar

A. Teaching material

Simple Past Tense : Subject + V2

(+) Subject + was/ were+ adjective/ adverb

(?) Did Subject + V1?

Was/ Were +Subject + adjective/ adverb?

(-) Subject + did not + V1

Subject + was/ were not + adjective/ adverb

B. Learning material

Last week was a terrible day for me. My cousin and I were playing foot ball in front of the house to spend time with us.

First, it was really fun until I kicked the ball too strong, so the ball leaded to the window and broke the window. When we wanted to escape, all of sudden we all heard a loud voice. After that, the owner of the house came out of the fence, he yelled at us. We are very afraid of her, but we did not know what to do. Then , one of my cousin told us to run, we all ran, and suddenly we heard the sound of animal. Then we knew that homeowner allowed her dogs to chase us and we were struggling to run as fast as we can.

But we fell down so the dog managed to capture me and bit my leg. It really hurts me. Then the dog ran back into the house. My cousin took me to the doctor and told my parents. In the end, the doctor said that I was exposed to rabies. Then i was hospitalized for one week more. That's a terrible day of the week for me.

6. Metode pembelajaran

ALM (Audio lingual method), Driling conversation

7. Kegiatan pembelajaran

- Pendahuluan/ pre activities
- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti process pembelajaran (checking attendence list)
- Guru mengajukan beberapa pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari
- Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai “ok student, I will mention to you, what kind of expression you can use,“Please listen to me after I mention one by one those expressions, I hope you can repeat it....
- Guru menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus

Well, my students, our topic is about recount text

8. Kegiatan inti

□ **Explorasi**

- Siswa mendengarkan secara seksama ungkapan yang disebutkan oleh guru.
- Siswa diminta guru untuk mengulangi ungkapan tersebut
- Siswa diminta menemukan expressing simple past tense dalam dialog secara kelompok.

□ **Elaborasi**

- Siswa diminta untuk memahami ungkapan – ungkapan yang telah disebutkan oleh guru.
- Siswa dan guru secara bersama mengulangi mengungkapkan ungkapan – ungkapan tertentu.
- Siswa dibagi dalam beberapa kelompok dan diminta untuk menampilkan dialog yang telah dipelajari.
- Siswa bersama pasangannya menampilkan dialog yang telah dibuat didepan kelas *You and your partner have to practice your dialogue in front of the classroom.*

□ **Konfirmasi**

- Guru meminta siswa untuk memberi tanggapan mereka atas penampilan teman-temannya. *What do you think about your friends performance?*
- Siswa mendapatkan feedback dari guru dan mereview ungkapan yang digunakan untuk menyatakan unngkapan invitation.
- Guru memberikan apresiasi atas pencapaian siswa

□ **Kegiatan akhir**

- Guru dan siswa menyimpulkan pelajaran bersama
- Guru memberikan penilaian atas pencapaian siswa
- Siswa mendapatkan feedback dari guru dan mereview ungkapan expression invitation
- Guru memberikan komentar yang membangun kemajuan siswa.
- Guru meminta siswa untuk membuat dialog dirumah yang berhubungan dengan expressions invitation.

9. **Sumber/bahan/alat**

English in focus (for grade VIII)

10. **Penilaian**

- a. **Teknik : tes lisan**
- b. **Bentuk : mempratekkan dialog didepan kelas**
- c. **Alat penilain**
- d. **Kriteria penilain**

Rubic penilaian

| No. | Element yang dinilai | Skor maksimal | Penilaian peserta didik |
|-----|-----------------------|---------------|-------------------------|
| 1. | Intonation | 20 | |
| 2. | Pronunciation | 20 | |
| 3. | Fluency | 20 | |
| 4. | Content | 20 | |
| 5. | Face/ body expression | 20 | |
| | Total | 100 | |

| | |
|--------------------------------------|--|
| Mengetahui Kepala sekolah | Plupuh, 2017 Guru Bahasa Inggris |
|--------------------------------------|--|

APPENDIX 3**List of 8F Class**

| NUMBER | NAME |
|--------|---------------------------------|
| 1. | Abdurrahman Wahyu Utomo |
| 2. | Aulinta Nisaul Khasanah |
| 3. | Cahyaningtyas Mei Wulandari |
| 4. | Deby Gity Carreza |
| 5. | Defvia Purnama Sari |
| 6. | Devi Lizfyana |
| 7. | Dwi Nur Praptiningsih |
| 8. | Elvian Guptya Aldi Ardaningtyas |
| 9. | Farahusna Trifada |
| 10. | Hela Irmawati |
| 11. | Inas Pratiwi |
| 12. | Maria Kristina Sugiyanti |
| 13. | Mika Febriani |
| 14. | Nia Rahayu Anggraeni |
| 15. | Nunuk Lestari |
| 16. | Prasetyo Ti Hutomo |
| 17. | Radana Fauziana Rahmah |
| 18. | Rizqi Khumairoh |
| 19. | Rizqi Mei Cahyani |
| 20. | Rohma Yuli Kogawa |
| 21. | Rohmad Al Latif |
| 22. | Vania Bella Almira |
| 23. | Vika Maris Devia |

APPENDIX 4

Student Interview

Nama : Abdurrachman Wahyu U. (B)

Kelas : VIII F

A: menurut kamu seberapa penting pelajaran Bahasa Inggris khususnya Speaking?

B: penting mbak, karena itu untuk komunikasi mbak jadi sangat penting

A: bagaimana pengajaran speaking di kelas dik?

B: kalau di kelas biasanya disuruh untuk membaca kemudian pengulangan ntar praktek mbak.

A: ada kesulitan tidak dik dalam pelajaran Speaking?

B: saya vocab mbak harus banyak belajar

Student Interview

Nama : Devi Lizfyana (C)

Kelas : VIII F

A: menurut kamu seberapa penting pelajaran Bahasa Inggris khususnya Speaking?

B: bahasa Inggris kalo gak bisa speaking ya susah mbak, aku dirumah juga les mbak biar bisa komunikasi pake bahasa inggris. Jadi itu speaking penting mbak. Apalagi kalo ketemu orang asing biar bisa ngobrol.

A: bagaimana pengajaran speaking di kelas dik?

B: banyak praktek mbak, kelompokan ntar maju ke depan mbak, sama membaca berulang ulang mbak

A: ada kesulitan tidak dik dalam pelajaran Speaking?

B: aku pengucapan dan kosakata mbak sering salah ucap mbak, kalo lagi maju takut salah juga mbak, bahasa inggris saya masih belum bisa

APPENDIX 5

FIELD NOTES

Date: Monday 20th March 2017

On the First observation the researcher observed at VIII F class. The observation took place on Monday 20th March 2017. The material was about short functional text. It included some utterances dialog between two people. The material was from syllabus KD 3.1 expressing the meaning in the transactional dialog (to get things done) and interpersonal, (socialize) simple with use variety of language spoken accurately smoothly and interact with their surroundings involving a speech act asking, giving, refusing services, asking , giving refuse goods, admitting, denying and asking giving opinion.

There were three steps in activity in teaching. They are opening, main activity and closing. On the opening stage the teacher greeted the students and asked the students to pray together before began the meeting. Then the teacher checked the students attendance. The teacher called the students' name one by one. Beside that the teacher also did apperception regarding to the materials that would be presented today. The teacher asking to the students a question such as '*what expression do you use when you want to help a person?*' Then the students responded the question about the material which was given by the teacher. After question and answer with the students done the teacher explained materials that would be learnt today. The material today was expression in daily life including speech act asking, giving, refusing services, asking , giving refuse goods, admitting, denying and asking giving opinion.

On the main stage the teacher gave materials today. The teacher gave explanation of the speech act asking, giving, refusing services, asking , giving refuse goods, admitting, denying and asking giving opinion. The teacher wrote them in the whiteboard. After that the teacher pronounce the example and the students repeat them. The students listen carefully to the pronunciation and after that the students was asked to repeat them together.

After that the teacher asked the students to discuss with their group. Each group consisting of 5 students, after that each group of the students had to make their own dialog with their group about recount text and presented the dialog in front of the class. They were some students were didn't feel confident to practice their dialog in front of the class but the teacher encourage her peer to be brave, beside that the students also often face the difficulty in vocabulary. Therefore the teacher asked the students to open their dictionary or translate it directly.

After all the students presented their dialog gave responses to the students performance and gave feedback. The teacher also reviewed the material that is invitation. The teacher also gave appreciation on the students achievements. In the last stage was closing. Here the teacher gave conclusion about the material that had been learnt today. The teacher also gave students motivation to always

studied English not only at school but also at home. Then the teacher also gave the student homework in the students worksheet book. Then the bell rang it was signed that the meeting was over. The teacher enclosed the meeting today by saying hamdalah and salam.

FIELDNOTES

Date : Wednesday 22th March 2017

On the Second observation the researcher observed at VIII F class. The observation took place on Wednesday 22th March 2017. The material was about short functional text. It included some utterances dialog between two people. The material was from syllabus KD 3.2 express the meaning in the transactional dialog (to get things done) and interpersonal, (socialize) very simple by using different kind of oral language accurately, fluently, and can be accepted to communicate with environment around. They involved asking for help, asking and giving thing, asking and giving a fact.

There were three steps in activity in teaching. They are opening, main activity and closing. On the opening stage the teacher greeted the students and asked the students to pray together before began the meeting. Then the teacher check the students attendance. Beside that the teacher also doing apperception regarding to the materials that would be presented today. The teacher asking to the students a question such as ‘ *well student, do you ever invite your friend to go to the party? “What do you say if you want to invite your friend?* Then the students responded the question about the material which was given by the teacher. After question and answer with the students done the teacher explained materials that would be learnt today. On the main stage the teacher explained some expression that was used to invite a person. The teacher write the expression in the whiteboard . After that the teacher pronounce the expression clearly. The students listen carefully to the pronunciation and after that the students was asked to repeat them together. They repeat the expression in three times and more until they got the correct pronunciation of them. After that the teacher asked the students to discuss with their pair. Each pair consisted of two students. The teacher gave dialog about invitation to the students. The examples of dialog given by the teacher were as follow.

Then the students were asked to identify the invitation expression. Then the teacher and students together repeat to pronounce the expression. The teacher give time to the students who want to volunteer present the dialog that had been studied before. After that each pair of the students had to make their own dialog with about invitation and presented the dialog in front of the class. the teacher said that *you and your partner have to practice your dialogue in front of the classroom.* They were some students were still shy to practice their dialog in front of the class but the teacher encourage her peer to be brave. She gave motivation that it didn’t matter if we made mistake. By keep practicing the ability of speaking will improved. While the student’s performance the dialog in front of the class the teacher assets the students speaking ability. The assessment included five aspects. They were intonation, pronunciation fluency, content, face / body expression.

After all the students presented their dialog the teacher gave responses to the student's performance and gave feedback. The teacher also reviewed the material that is invitation. The teacher also gave appreciation on the student's achievements. In the last stage was closing. Here the teacher gave conclusion about the material that had been learnt today. The teacher also gave students motivation to always studied English not only at school but also at home. Then the teacher also gave the student homework about invitation in the student's worksheet book. Then the bell rang it was signed that the meeting was over. The teacher enclosed the meeting today by saying hamdalah and salam.

FIELDNOTES

Date : Monday 27th March 2017

On the third observation the researcher observed at VIII F class again. The observation was on Monday 27th March 2017. The material was about short functional text. It included some utterances dialog between two people. The material was from syllabus KD 4.2 respond to the meaning that is in simple short monologue accurately, smoothly and interact with their surroundings in the form descriptive and recount text.

There were three steps in activity in teaching. They are opening, main activity and closing. On the opening stage the teacher greeted the students and asked the students to pray together before began the meeting. Then the teacher check the students attendance. Beside that the teacher also doing apperception regarding to the materials that would be presented today. The teacher asking to the students a question such as '*what did you do yesterday*'. Then the students responded the question about the material which was given by the teacher. After question and answer with the students done the teacher explained materials that would be learnt today. The material today was recount text.

On the main stage the teacher explained about recount text. the generic structure and the language features of this text. then the teacher explained simple past tense. The teacher gave example of the sentences using simple past tense. The teacher wrote them in the whiteboard. After that the teacher pronounces the example and the students repeat them. The students listen carefully to the pronunciation and after that the students was asked to repeat them together. After that the teacher asked the students to discuss with their group. Each group consisting of 5 students, the teacher gave example of a recount text. The examples of recount text was given by the teacher were as follow.

Then the students were asked to identified the generic structure and the language feature of the text. By this activity the students was intended understand the recount text. Then the teacher and students together repeat to pronounce the text. After that each group of the students had to make their own dialog with their group about recount text and presented the dialog in front of the class. They were some students were still shy to practice their dialog in front of the class but the teacher encourage her peer to be brave. She gave motivation that it didn't matter if we made mistake. By keep practicing the ability of speaking will improved.

After all the students presented their dialog gave responses to the student's performance and gave feedback. The teacher also reviewed the material that is invitation. The teacher also gave appreciation on the student's achievements. In the last stage was closing. Here the teacher gave conclusion about the material that had been learnt today. The teacher also gave students motivation to always studied English not only at school but also at home. Then the teacher also gave the student homework about invitation in the student's worksheet book. Then the bell

rang it was signed that the meeting was over. The teacher enclosed the meeting today by saying hamdalah and salam

APPENDIX 6

SCHEDULE OF 8F
SMP NEGERI 1 PLUPUH 2016-2017 ACADEMIC YEAR

| Monday | Tuesday | Wednesday | thursday | Friday | Saturday |
|-------------|-------------|-----------|-------------|----------|-----------|
| Ceremony | Sport | English | Art | Religion | Indonesia |
| English | Sport | English | Art | Religion | Indonesia |
| English | TI | Biology | Biology | Civic | Javanesa |
| Indonesia | TI | Biology | Biology | Physics | Javanesa |
| Mathematics | Civic | Chemistry | Biology | Physics | History |
| Mathematics | Civic | Chemistry | Mathematics | | Physics |
| Chemistry | Mathematics | Physics | Mathematics | | Indonesia |
| Chemistry | Mathematics | Physics | Chemistry | | |