

THESIS APPROVAL

This thesis, entitled "Using Cue Cards Media to Improve the Student's Speaking Skill at Eleventh Grade of SMAN 4 Palopo." written by **Wiwi Arianti, Reg. Number 15.02.02.0113**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Friday September 20th 2019 M**, coincided with **Muharram 21th 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, September 20th, 2019 M
Muharram 21th 1441 H

COMMITTEE OF EXAMINATION

1. Amalia Yahya, S.E., M.Hum	Chairman	(.....)
2. Dewi Furwana, S.Pd.I., M.Pd	Secretary	(.....)
3. Dr. Masruddin, S.S., M.Hum	Examiner I	(.....)
4. Amalia Yahya, S.E., M.Hum	Examiner II	(.....)
5. Wahibah, S.Ag., M.Hum	Consultant I	(.....)
6. Dewi Furwana, S.Pd.I., M.Pd	Consultant II	(.....)

Approved by;



The Rector of IAIN Palopo

Dr. Abdul Pirol, M.Ag.
NIP. 19691104 199403 1 004

The Dean of Tarbiyah and
Teacher Training Faculty

Dr. Nurdin K, M.Pd
NIP. 19681231 199903 1 014

**USING CUE CARDS MEDIA TO IMPROVE THE STUDENT'S SPEAKING SKILL
AT ELEVENTH GRADE OF SMAN 4 PALOPO**



IAIN PALOPO

A THESIS

**Submitted to the English Study Program of S1 Tarbiyah Department and Teacher
Training Faculty of State Islamic Institute of Palopo in Partial Fulfillment of
Requirement for S.Pd Degree of English Study program**

Written By,

**Wiwi Arianti
REG. NUMBER: 15 0202 0113**

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUT (IAIN) PALOPO
2019**

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Written By,

Wiwi Arianti

REG. NUMBER: 15 0202 0113

Supervised By:

- 1. Wahibah, S.Ag.,M.Hum**
- 2. Dewi Furwana, S.Pd.I.,M.Pd**

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMICINSTITUT (IAIN) PALOPO
2019**

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Name : Wiwi Arianti
Reg. Number : 15.0202.0113
Study Program : English Language Training
Faculty : Tarbiyah and Teacher Training

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Researcher


Wiwi Arianti
Reg. Num: 15.0202.0113

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Lamp : -

Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di,-

Tempat

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Nama : Wiwi Arianti

Nim : 15.0202.0113

Program Studi : Bahasa Inggris

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Pembimbing 1



Wahiba S. Ag., M. Hum

Nip: 19690504 200312 2 002

NOTA DINAS PEMBIMBING

Hal : Skripsi

Lamp : -

Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

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Tempat

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Nim : 15.0202.0113

Program Studi : Bahasa Inggris

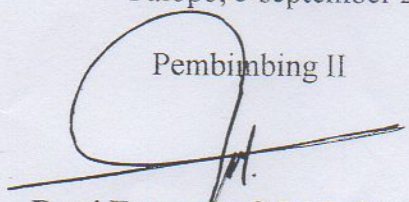
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diproses selanjutnya.

Wassalamualaikum Wr. Wb

Palopo, 5 september 2019

Pembimbing II


Dewi Furwana, S.Pd.I., M.Pd.
NIP. 19870831 201503 2 006

EXAMINER APPROVAL

Thesis title : **Using Cue Cards Media to Improve the Students Speaking Skill at Eleventh Grade of SMAN 4 Palopo**

Written By:

Nama : Wiwi Arianti

Reg. Number : 15. 0202.0113

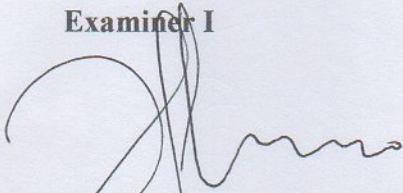
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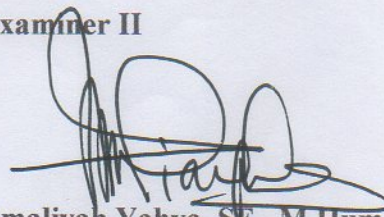
Palopo, September 21th, 2019

Examiner I



Dr. Masruddin, S.S., M.Hum.
NIP. 19800613 200501 1 005

Examiner II



Amaliyah Yahya, SE., M.Hum
NIP. 19771013 200501 2 006

CONSULTANT APPROVAL

Thesis Entitle: Using Cue Cards Media to Improve Students' Speaking Skill at Eleventh Grade of SMAN 4 Palopo

Written By:

Name : Wiwi arianti
Reg. Number : 15.0202.0113
Faculty : Tarbiyah and Teacher Training
Study program : English

Has been corrected and approved to be examined

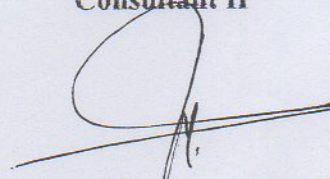
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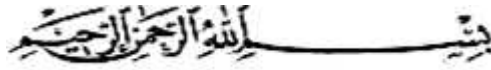
Wahibah, S.Ag., M.Hum
Nip. 1969054 200312 2 002

Consultant II



Dewi Furwana, S.Pd., M.Pd
Nip. 19870831 201503 2 006

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Palopo, 12st September 2019

The Researcher

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ABSTRACT

Wiwi Arianti, 2019. Using Cue Cards Media to Improve the Students Speaking Skill at Eleventh Grade of Sman 4 Palopo. Thesis, English Study Program Tarbiyah and Teacher Training Faculty of State Institute for Islam Studies (IAIN) Palopo. Supervised by: (1) Wahibah, S. Ag., M.Hum and (2) Dewi Furwana, S.Pd.I., M.Pd.

Key Words : *Cue cards media, Speaking skill, Quasi Experimental Method*

The research about applying Cue Cards Media to Improve the Students Speaking Skill at Eleventh grade of SMAN 4 Palopo. The researcher question: Does Cue Cards media improve students' speaking skill at the eleventh grade students of SMAN 4 Palopo. The objective of the research is to find out whether or not the use of Cue Cards media significantly improves speaking skill at the eleventh grade student's of SMAN 4 Palopo.

This research applied Quasi-experimental method. The population of this research was Eleventh grade students of SMAN 4 Palopo in 2018/2019 academic year. The total of population was 48 students. The sample were class XI IPA 1 consisted of 23 students as experimental class and class XI IPA 2 consisted 23 students as control class. the research was reading test the researcher used test that consist of 3 picture descriptive text. The researcher gave pretest and posttest to the students.

The result showed that the mean score of posttest in experimental class, the mean score of post-test was higher than the mean score of pre-test(2.8261 > 1.7826). while in control class, the mean score of posttest was also higher than the mean score of pretest (2.3478 > 1.3478). the result of statistical analysis the experimental class for level of significance 0.05 with degree of freedom (df)= 44 , the probability value is lower than then alpha () (0.47 > 0.05). As the result, there is a significant different in speaking skill between the students who are taught by using Cue cards media. Based on the result of this researcher, the researcher concluded that Cue cards media can improve the students' speaking skill.

CHAPTER 1

INTRODUCTION

A. Background

Speaking is the most important skill of all simplex skills. According to Sarosdy, Bencze, Poor, and Vadnay (2006), of all the four simplex skills (listening, reading, speaking, writing) speaking seems to be the most important as people who know a language are referred to as 'speakers of that language as, as if speaking included all other kinds of knowing a language.' It means that speaking is important as the standard of mastering language includes a student's language class.¹ Speaking skill is one of the productive skill of language learning. It is very important to pay attention to the attainment of this skill as by speaking people can communicative with other people orally. Kayi states that the ability to communicate in the second language clearly and efficiently contributes to the success of the learner in school and success letters in every phase of life.² When someone speaks, they interact and use the language to express their ideas, feelings, and thought. So, everyone should have the ability to speak, especially in English because the fact shows that, without a language, we would find difficulties in our life especially in communication, because

¹ Odikosdian, *Improving Students Speaking Skill By Using Picture Strip Story*, (Department of English education, University of Kuningan Email: odikosdiana@yahoo.com Vol.2(2)July 2016), p.100

² Indah Muslichatum, *Improving the Students Speaking Practice in Describing by Using Contextualized Card Game*, (Semarang State University Jurnal of language and Literature Vol. VIII/1 October 2013), p.23

we cannot communicate with the other people, we cannot express our feeling, thoughts, idea and give a name for something.

To make students easier in learning process especially in learning speaking, teacher should take the media to help students in speaking skill. Furthermore, teacher has to prepare the interested aids before learning process done. the researcher will use media Cue Cards to improve students, speaking skill and increase motivation in the learning process. one of them is descriptive text which is aimed to describe a particular person, animals, and thing. Description consist of describing parts, qualities, characteristics by use Cue Cards media. The linguistic feature occurs in this text is focused on specific participants, the use attributive and identifying process and the use of simple present tense.

There are some difficulties that students have in speaking, and one of the media used to improve that students speaking is by using Cue Cards media. Cue Cards media discusses descriptive text. Where descriptive text is one of the functional which is difficult enough to be learnt by the students. Descriptive text is a text that describe the features someone, something, or a certain place.³ Descriptive text consists of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use picture can use picture in descriptive text to improve descriptive text to improve speaking skill.

³Artono Wadirman, et. Al. *English in Focus, for Grade VII Junior High School (SMP/MTS)*. (Jakarta: Pusat Pembekuan, Departement Pendidikan Nasional, 2008), p.115

This concept of descriptive text is mostly transferred to speaking activities in the classroom. This activity is known as descriptive speaking. Descriptive speaking competence or descriptive speech is one of oral action that involves the ability to visualize the object of speaking through word, it means narrating about an object, event, or phenomena so that the audience could visualize the image. This activity refers to the process of providing a detailed, vivid, word picture of a person, animal, place, or object.⁴

Cue Cards are used to give students practice speaking English in a real situation. Cue Cards as the modification of the picture has many advantages, one of which is that it is visible. Thus, when students are asked to describe something/someone in detail, Cue Cards can help them produce the description easily. Cue Cards is a card with words or pictures on it, which is used to encourage the students to respond. This media is interesting, attractive, and easy to be made for both students and teachers. Also, Cue Cards are clearly visible, which can help the students to describe the object of speaking easily and to reduce preparation time.⁵

⁴ Ruri Arianti Syahril, *Improving Students Descriptive Speaking Competence By Using Cue Cards at the Grade VIII 2 of Public Junior High School 03 Bengkulu City*, (University of Bengkulu, Vol. 1, June 2016, pp. 9-20), p.10

⁵ Ruri Arianti Syahril, *Improving Students Descriptive Speaking Competence By Using Cue Cards at the Grade VIII 2 of Public Junior High School 03 Bengkulu City*, (University of Bengkulu, Vol. 1, June 2016, pp. 9-20), p.11

Cue Cards is Card with words or picture used to encourage the students to respond in pair or group work.⁶

Based on the previous study above, the researcher using Cue cards media to improve the students speaking skills at the grade of SMAN 4 Palopo . used the quasi-experiment method. The amount of total population is 48 students and the samples are 23 students. And the research Describing (people, things, and animals). In teaching speaking By content, this research will focus on speaking, which consists of accuracy, fluency, and comprehensibility.

From Ruri Ariati, improving Students Descriptive Speaking Competence By Using Cue Cards At The Grade VIII 2 Of Public Junior High School 03 Bengkulu City” with the same language elements such as pronunciation, grammatical comprehension, vocabulary mastery, and fluency. She also motivated the students speaking in English. From Ririn Khairunnisa, improve speaking achievement by using Cue cards media to the Eleventh-grade students of SMA Muhammadiyah 6 Palembang. But focused on how to make the students remember the lesson and make learned easily.

Based on the observation, the researcher found the students of the eleventh grade students at SMAN 4 Palopo, and the problem faced by students is very difficult in speaking and not mastered speaking, not confident especially in asking questions

⁶ Ruri Arianti Syahril, *Improving Students Descriptive Speaking Competence By Using Cue Cards at the Grade VIII 2 of Public Junior High School 03 Bengkulu City*, (University of Bengkulu, Vol. 1, june 2016, pp. 9-20), p. 11

or answer a question given by the teacher, the student is less motivated and who has not mastered speaking because of lack of vocabulary. And the use of English is very difficult to master by students because in addition to using the English language is also able to know the purpose of the sentence. So that in the learning process students are not creative in talking and making a sentence in daily activity. Therefore the researcher will apply Cue Cards media to improve Students speaking Skill at the eleventh-grade students of SMAN 4 Palopo.

B. Problem Statement

Based on the explanation in the background, there are some problems found in SMAN 4 Palopo related to speaking skill such as:

1. The students are not able to speak in English because they lack of vocabulary.
2. The student are not confident especially in asking questions or answer a question given by the teacher.
3. The student are less motivated.

Based on the problem statement the researcher formulate the research question as follows: Does Cue Cards media effective to improve students' speaking skills at the eleventh-grade students of SMAN 4 Palopo ?

C. The objective of the Research

The objective of the researchers is to find out whether or not the use of Cue Cards media significantly improves speaking skills at the eleventh-grade students of SMAN 4 Palopo.

D. Significance of the Researcher

In Particular, the benefits of this research are the benefits for the students, teachers themselves, the Students are more skilled in speaking, Increase students' self-confidence in speaking, Increase students' motivation in learning, and the student focus on process learning.

For the teacher, as the drive to improve the quality of education is more meaningful, Provide experience to overcome the problems facing students at the eleventh-grade students of SMAN 4 Palopo. Through the implementation of classroom action research, for other researchers, this researcher can motivate other researchers to conduct similar research so that it can produce new learning techniques to improve the talking skill by using Cue Cards media.

The theoretical Benefits In general from this research is to develop the understanding of speaking with Cue Cards media and improve speaking skills at the eleventh grade students of SMAN 4 Palopo.

E. Scope of the Research

In this part, the researcher limits the research based on the discipline, activity content. By discipline, this research under apply English language teaching. By activity, this research used Cue Cards media to improve speaking skills. The research uses Descriptive text (people, things, and animals). In teaching speaking By content, this research will focus on speaking, which consists of accuracy, fluency, and comprehensibility

F. Definition of Terms

1. Speaking skill is one important role in education of English, because speaking is communication language between one person and the other person.
2. Cue Cards is media contain colored pictures of people, things, and animals which are accompanied by clue in each picture with a length of 30 cm and width 23 cm and made of cardboard wrapped in colored.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

In this the research finding some research anger to hold research eager to hold the research as follow:

1. Ruri Ariati (2016) had researched “ Improving Students Descriptive Speaking Competence By Using Cue Cards At The Grade VIII 2 Of Public Junior High School 03 Bengkulu City”. This a classroom action research that was carried out by implementing Cue Cards as the teaching media in class. This researcher was focused on whether the Cue Cards could improve students’ descriptive speaking competence and determine the factors involved. This research was implemented to 36 students (19 females and 17 males) registered in this class. After conducting the researcher we able to clarify that the using of Cue Cards can improve students' descriptive speaking competence with certain conditions and progress. However, the factors that influence in improving students descriptive speaking competence were English proficiency that consists of integrated skills and language elements such as pronunciation, grammatical comprehension, vocabulary mastery, and fluency. The second was the thinking ability of students to process the visual information into verbal and convey the meaning. And the last was the attitude or behavior towards speaking activities that consist of motivation in speaking

English, seriousness or fully attention, discipline, and the practice time to drill the speaking skill.¹

2. Ririn Khairunnisa (2017) had researched "Improving Speaking achievement by Using Cue Card as a Media to the Eleventh Grade Students of SMA Muhammadiyah 6 Palembang." The population of this study is 107. The sample of this study was 58 eleventh grade students of SMA 6 Palembang, which were into control and experimental groups, and each group had 29 students. The technique of selecting the sample was purposive sampling. To collect the data group was given a pretest and a posttest. The students use Cue Card media in groups and students were enthusiastic with Cue Card media implementation in the learning process, they practiced more to speak English with their friend mates, the students also could remember the lesson they have learned easily because they did repetition. Cue Card media can engage the students in the learning process because of its activities the Cue Card. It means that the use of Cue Card media was very useful as one of the media on teaching speaking skills.²

¹ Ruri Arianti Syahrial, *Improving Students Descriptive Speaking Competence By Using Cue Cards at the Grade VIII 2 of Public Junior High School 03 Bengkulu City*, (University of Bengkulu, Vol. 1, june 2016, pp. 9-20), p.18

² Ririn Khairunnisa, *Improving Speaking Achievement by Using Cue Card as a Media to the Eleventh Grade Students of Sma Muhammadiyah 6 Palembang*, (UIN Raden Fattah Palembang 2017), p. 73

3. Nasikhatun Listya Atika Farah (2013) had conducted research “Improving the Speaking Skills Through Cue Cards Media At Grade VIII of MTSN Rowokele in the Academic Year of 2012/2013.” During the implementation, the use of Cue Cards was accompanied by other actions i.e. use of classroom English, listening activity and games. Since it was action research, the researcher did the actions collaboratively with the English teacher. The research was conducted in two cycles. There were three meetings for the first cycle and two meetings for the second cycle. In each meeting, Cue Cards with various pictures were used. The meetings in cycle 1 were held on 18, 19 and 26 September 2012. In those meetings, Identity Parade, what is it and something Old Something New Games was applied? The meeting cycle 2 was held on 2 and 3 October 2012 in Which Airport Convention and In the Park games were implemented. There were only two meetings on the second cycle because of the limited time before the final semester examination.³

Based on the previous study above, the researcher using Cue cards media to improve the students speaking skills at the grade of SMAN 4 Palopo . used the quasi-experiment method. The amount of total population is 48 students and the samples are 23 students. And the research uses Descriptive text (people, things, and animals).

³ Nasikhatun Listya Atika Farah, *Improving the Student's English Speaking Skills Through Cue Cards Media at Grade VIII of MTSN Rowokelen in the Academic Year of 2012/2013*, p. 97

In teaching speaking By content, this research will focus on speaking, which consists of accuracy, fluency, and comprehensibility.

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B. Speaking Skill

1. Definition of Speaking Skill

Speaking is one of the central elements of communication. In EFL teaching it is an aspect that special attention and instruction. Effective interaction derived from the careful analysis with sufficient language input and telling folktale activities will gradually help learners speak English fluency and appropriately.⁴

⁴ Jack C. Richard and Willy A. Renandya, *Methodology in Learning in Language Teaching* (Ed I; New York Cambridge University Press, 2002), p.20

In speaking ability is very important to communicate this skill because the message cannot be delivered without an ability to speak a foreign right and misunderstanding can happen. In good speaking skill to communicate not be from god skills as well. Speaking is equally important in children's overall language development. Children learning English as their native language spend developing speaking skills.

”Competency speaking is a skill that took a person to the internet verbally and non-verbally with others, to convey information, influence, and negotiations to reach a mutual agreement.⁵

“Public speaking is the process of speaking to a group of people in a structured, deliberate manner intended to inform, influence, or entertain the listeners.⁶

“Speaking is productive aural or oral skill. It consists of producing systematic verbal utterances to convey meaning.⁷ Speaking seeks to provide you with the highlights, to motivate you, remind you, and persuade you. Sometimes, the best speaking seeks nothing more than to motive you get more information. Speaker first of all has to produce sound by controlling the various aspect of the human anatomy and physiology involve in speech producing.

⁵ Solikin, *proses belajar mengajar speaking skill*. (Keterampilan Berbicara) teks rivew, [http://www. Langkah-langkah dalam pembelajaran speaking](http://www.Langkah-langkah dalam pembelajaran speaking)) accessed on November 13. 2012).

⁶ Dya Nugrahani, indri Kustantina, Rr Festi Himatu and Larasati, *PeningkatanKemampuan Public Speaking Melalui Metode Pelatihan Anggota Forum Komunikasi Remaja*, (FPBS IKIP PGRI Semarang, Larasati Kurman@Yahoo.co.id,2008), p.1

⁷ David Nunan, *Practical English Languange Teaching*, p.48

2. Concept of Speaking

Speaking is the ability to speak and to understand the language by using expression using oral communication. Speaking is one of the four basic language skills that should be well mastered by the students who learn English as a foreign language. To equip their students with good speaking skills, English teachers should be good in speaking skill. It is considered being active skill because the speaker must hand over to the group both in thought and in utterance orally. In this study, the task Based Learning Strategy is used to improve the students speaking ability.

Nunan suggests that task-based learning helps learners to develop their individual to support learning autonomy. This approach provides opportunities for students to plan tasks with an emphasis on the communicative process. Speaking is applied to the need for auditory processing of a word, a phrase, or a sentence to reproduce it. Thus, in speaking is as a means to another end, the students are asked to respond and express an idea to establish orally the patterns of the language as subconscious habits.⁸

According to Brown and Yule speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participant, their collective experience, the physical environment, and

⁸ Leni Widia, I Nengah Astawa, *Improving Speaking Skill Through Task Based Learning Strategi* (Jurnal Santiaji pendidikan, Vol 4, Nomor I, at Seventh Grade Students of SMP Negeri 3 Baturiti in Academic year 2014), p. 3

the purpose of speaking, speaking requires that learners not only know how to produce the language. Brown says, “technique” where that specific activity manifested the classroom that was consistent with an approach as well”. According to brown and Yule (1994) There are three functions of speaking

a. Speaking as interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and establish a comfortable zone of interaction with others. The focus is more than a speaker and how they wish to present themselves to each other Speaking as performance.

b. Speaking as performance

Is refers to public speaking it is talking with transmitting information before audiences such as public announcements and speeches. Speaking as performance tends to be in the form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

c. Speaking as transaction refers to a situation

where then focus is on the message about what is said or achieved to make people understood early and accurately.⁹

According to Cameron (2001), speaking is categorized as the productive uses of language since people use it actively in expressing their idea to others so that other people can make sense of them. He also explains the nature of speaking and listening are grouped into that creative uses of language, speaking is much more demanding than listening. The most important things that are needed by the speakers are finding the most appropriate words and the correct grammar to convey meaning accurately and precisely, and organizing the discourse so that their listeners will understand the meaning. Because speaking is considered much more demanding than listening, it requires careful and plentiful support of various types, not just support for comprehension, but also support for production.¹⁰

3. Component of Speaking

To be more specific about in deploying improvisational skill, an examiner might make detail assessments in term of speaking:

⁹ Siti Nurbaya dkk, *Improving Students Speaking Ability Through Role Play*, (Tanjung pura University: Pontianak 2015), p. 3-4

¹⁰ Nasikhatun Listya Atika Farah, *Improving the Student's English Speaking Skills Through*

a. Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching.¹¹With a fairly wide range of expression in the past researcher. Rasyid and Nur found in the students speaking skill they were fairly fluent interaction with speak of 75-89 words per minute with no more than 3 false and repetition and not more than 7 fillers words per 100 words.

b. Accuracy is the ability to use language, intelligible, pronunciation, particular, grammatical, and lexical accuracy, brown says that accuracy is achieved in someone extend by directing the students to focus on the elements of phonology, grammar, and discourse in their spoken output.¹²

c. Comprehensibility is the ability to understand the site well to the nomination white the considerable repetition and comprehension it is an exercise to improve other understanding.¹³

¹¹ Wilga M. Rivers, *Teaching Foreign Language Skill*, (London: The University Chicago Press, 1981), p.372

¹² H. Douglas Brown, *Teaching by Principle: An interactive to language pedagogy*. (New York: Longman, 2001), p. 268

¹³ Martin H. Manser, *Oxfords Learners Dictionary*. (Second Edition, Oxpord University Press,2003), p. 10

4. Characteristics of Speaking

a. Clustering

Fluent speech is phrasal. Not word by word. Learners can organize their output both cognitively and physically (in-breath groups) through such clustering

b. Redundancy

The speaker this an opportunity to make meaning clearer through the redundancy of language. The learner can capitalize on this feature of spoken language.

c. Reduce forms

Contraction, elisions, reduce vowels, etc., all forms of a special problem in teaching spoken English.

d. Performance variable

On the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performances hesitation, pauses, backtracking, and correction. Learners can be taught how to pause and hesitate.

e. Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

f. Rate of Delivery

Another salient characteristic of fluency, in the rate of delivery. One of your tasks in teaching spoken English to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhythm, and intonation

The stress-timed rhythm of English and its intonation patterns convey important messages.

h. Interaction

As a note in the previous section, learning to produce haves of language in a vacuum-interlocutors-would speaking of its richest components the creativity of conversation negotiation.¹⁴

5. The Importance of Speaking

Based on the explanation above, speaking is very important for the development of other language skills. For basic skills in the language is the main point to make communication to other people. Speaking is one of the four basic skills which are very important since we can't express our idea without the ability in speaking English. In the global area, many people used English as the media of communication and it makes people who come from countries to be easier in making

¹⁴ H. Douglas Brown, *Teaching by Principle: An interactive to language pedagogy*. (New York: Longman, 2001), p. 270-271

interaction and communication as one of the international languages.¹⁵ Speaking is considered as a very important aspect of learning a foreign language. As stated by Bailey and Savage that speaking in a second language or foreign language has often been viewed as the most demanding of the four skills.

Teaching speaking means to teach students to produce the English speech sounds and sounds patterns, to use word and sentence stress, intonation patterns, and the rhythm of the second language, to select appropriate words and sentence according to the proper social setting, audience, situation and subject matter, to organize their thought in a meaningful and logical sequence, to use language as a mean of expressing values and judgment, to use the language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is closely related to self-realization; much of the impression about people comes from the say and how they say it. For the reason, the teaching of speaking should be able to give a contribution to the improvement of student abilities.¹⁶

6. The Criteria of Successful Teaching Speaking Namely:

a. Learners talk a lot. As much as possible the teachers should allocate more time and opportunities for students to talk. This may be obvious, but often most time is taken up with teacher's talk or pauses.

¹⁵ DediAfrizal, *Improving Student' Speaking through Communicative Language Teaching Methode at MtsJa-alhaq, Sentot Ali Basa Boarding School of Bengkulu, Indonesia*, (State Institute of Islamic Studies (IAIn) Bengkulu, Indonesia 2012), p. 127

¹⁶ Ratih Inayah, *Improving Students' Speaking Skill Through Story Telling Technique*, (STKIP SiliwangiBandung,ELTINJurnal, Vol 3/1, April 2015), p. 27-28

b. Participation is even. This means that classroom discussions are not dominated by a minority of talkative students, but every student has a chance to speak and contributions are fairly evenly distributed.

c. Motivation is high. Students are eager to speak because they are interested in the topic and have something new to talk about it, or they want to contribute to achieving a task objective.

d. Language is of an acceptable level. Learners express themselves in utterance that is relevant, easily comprehensible to teach others and of an acceptable level of language accuracy. Speaking is the ability to use the language ordinarily by speech. It is not only a matter of transferring some message to another person but is also communication, which needs more than one person to communicate with.¹⁷

7. Principles for Teaching Speaking Skill

The principles for the teaching speaking skill in the area.

- a. Focus on both fluency, accuracy depending on your objective.

In our current zeal for interactive language teaching. We can easily slip into a pattern of providing content-based, interactive activities that don't capitalize on grammatical pointers or pronunciation tips. We need to bear in mind a spectrum of learner needs, from a language-based focus on accuracy to message base focus on interactive, meaning, and fluency. Who you do a jigsaw group technique, play a game, or discuss a solution to the environmental crisis, make sure that your task has a

¹⁷ Cemink's, *Characteristic of good speaking skill*, (beddebah- haterulez. Blogspot .com/ 2012,08/ characteristic-of-good-speaking-class.htm?m=1 accessed Tuesday, August 7, 2012)

linguistic (language-based) objective, and seize the opportunity to help students to perceive and use the building blocks of language. At the same time, don't bore your students to death with lifeless, repetitious drills. As noted above, make any drilling you do as meaningful as possible.

b. Provide intrinsically motivating techniques

Try at all times to appeal to student's ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be." Even in those techniques that don't and students into ecstasy, help them to see how the activity will benefit them. Often students don't know why we ask them to do certain things: it usually pays to tell them.

c. Encourage the use of authentic language in meaningful contexts.

This theme has been played time and again in this book, but one more reminder shouldn't hurt! It is not easy to keep coming up with meaningful interaction. We all succumb to the temptation to do, say, disconnected little grammar exercise where we go around the room calling on students one by one to the topic the right answer. It takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material, it can be done. Even drills can be structured to provide a sense of authenticity.

d. Provide appropriate feedback and correction.

In most EFL situation, students are totally dependent on the teacher for useful linguistic feedback. In ELF situation, they may get feedback 'out there' beyond the classroom, but even then you are in a position to be great benefit. It is

important than you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

- e. Capitalize on the natural link between speaking and listening.

Many interactive technique that involve speaking will also of course include listening. Do not lose out on opportunities to integrate these two skills. As you perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

- f. Give students opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by teacher invitation of language. We ask question, give direction, and provide information, and student have been conditioned only to “speak when spoken to”.

- g. Encourage the development of speaking strategies.

The concept strategies competence in one the few beginning language students are aware of. The simply have not thought shout developing they own personal for accomplishing oral communicative purpose.¹⁸

¹⁸ H . Douglas Brown, *Teaching by Principle an interview Approach to language Pedagogy*. (Second Edition San Fransisco State University: Longman.2001), p. 331-332

C. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing.¹⁹ According Cowan in Fajriah that Descriptive presents the appearance of thing that occupy space, whether they are object, people, buildings or cities.²⁰ So, descriptive text is a piece of text that tells are the reader describing something or someone, place or objective especially in detail way.

2. The Generic structure of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. The descriptive text is built from two generic structures. The generic structure of descriptive text consists of identification and description.

- Identification: Identifies a phenomenon to be described is about introducing a subject or thing that would be described.
- Description: Describes parts description is brief details who, or what of the subject, qualities, and characteristics.²¹

¹⁹ Artono Wadirma, et Al, *English in Focus: For Grade VII Junior High School (SMP/MTS)*, (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), p. 22

²⁰ Siti Sadatul Fajriah, *the Effect of Mind Mapping Technique on Students' Writing of Descriptive Text, A Thesis*, (Jakarta: Syarif Hidayatullah State Islamic University 2017), p.10

²¹ Imelda Wardi, Haan Basri, Abdul Waris, *Improving The Ability in Writing Descriptive Text Trought Guided Question Technique, Jurnal of English Language Teaching Society (ELTS)* Vol. 2, No 1, 2014, p.2

D. The Concept of Media

1. Definition of Media

According to the association for education and communication Technology (AECT) media is a whole of shape that utilizes for information channeling process. Whereas according to the National Education Association (NEA) defined that media is the object Which can be Manipulating Sightseeing hearing. Reusing or talking with the instrument that will be used in the learning-teaching process and it can influence the instructional program effectively.

Media is a word from the Latin language a form of plural word medium in a word for word is the meaning of mediator or agent. The media is a mediator agent. Media is a mediator agent, message from the sender to receiver message.²² While Gagne puts of media as a source. Definition of media is the component of learning source that can stimulate students in learning.²³

Media is every tool to convey information or message from one place to another place. The teaching-learning process also uses the media to make the process run effective and interesting.

Media is something which can give a message and stimulate the brain of the students their feeling and desire so can make the learning process for the using media creatively that would get.²⁴

²² Arief Sadirman, *Media Pendidikan*, (Jakarta: Rajawali Press), p. 6.

²³ Arsyad Azhar, *Media Pembelajaran*, (Cet. V: PT Raja Grafindo Persada, 2004), p.4

²⁴ Asnawir Usman, *Media Pembelajaran*, (Cet, 1: Ciputat Press, 2002), P.11

For some explanation above so, we can the conclusion that media is something that distributes and influences sightseeing, hearing, and talking until the students interested in the subject that they are going to learn.

2. The Function of Media

The presence and availability of teaching media are expected to help teacher and students to solve learning obstacles. The media have four functions. They are as follows:²⁵

- a. Media can attract students' attention more so that it can stimulate learning motivation
- b. Media can make subject matter and move clearer and more meaningful so that it is easily understood by the students and enable them to master the expected competence better
- c. It can make learning methods more various not merely verbal communication through teacher's words so that students do not get bored and the teacher does not run out of energy
- d. Media can be made students do more learning activities because they do not only listen to the teacher's explanations but also have other activities such as observing, demonstrating and so forth.

3. Kinds of Teaching Media

²⁵ Achmad Badawi, "Using Visual Media in Teaching Speaking" *Okara Journal of Language and Literature*, Vol. 1, Tahun 1, Mei 2016, <http://ejournal.satinpamekasan.ac.id/index.php/okara/article/view/811>

As we know that teaching media is all tools/aids that may be used by the teacher and learners to attain certain education objectives. Then the teaching media can be divided into some classification. Chandra said that media are classified into seven categories such as:²⁶

- a. **Print Media** i.e. News Paper, Magazine, Digest, Journals, Bulletins, Handouts, Poster, etc.
- b. **Graphic Media** i.e Overhead transparency Charts, Graphs, Models, dioramas, maps, globes.
- c. **Photographic Media** i.e. Still Picture, Slide, Filmstrip, Motion picture, Multi-Images, etc.
- d. **Audio Media** i.e Audiotape, Audiocassettes, Records, Radio, Telecommunication, etc.
- e. **Television/Video** i.e Broadcast television, Cable television, (Videotape Video cassettes, Videodiscs, Teletext, Videotext, etc.
- f. **Computers** i.e. Minicomputer, Microcomputer, etc.
- g. **Simulation and Games** i.e Boards, Written, Human, interaction, Machine, etc.

²⁶ Dr . Ahsan Akhtar Az,’’ *Use of Media for Effective Instruction its Importance: Some Consideration,*’ *Journal of Elementary Education A Publication of Dept. Of Elementary Education IER, University of the Punjab, Lahore- Pakistan* Vol. 18 (1-2) 35-40, p. 27-27

E. Cue Cards Media

1. Definition of Cue Cards Media

Many kinds of media are commonly used in the English teaching and learning process. One of them is Cue Cards. Teachers can use Cards as the media to help students in improving their speaking skills abilities. According to some experts, Cue Cards can be defined as teaching media that help students when they deal with speaking activities. Mora defines Cue Cards as a medium with pictures or words that contains clues. It is useful when students do some speaking activities such as describing or something from the pictures orally. A similar definition is also stated by harmer assessing that Cue Cards are Card with words and pictures on them. He adds that students can use this kind of media in a pair or group work. He argues that Cue Cards will help students to speak up easily in the form of words or phrases even sentence when they are involved in a conversation. In another way, Baso states that Cue Cards are small photos or pictures that are stacked onto the Cards. It is a kind of Flashcard with images. Both Teachers and students can make the cards by themselves or modify the card by adding some Pictures, Photos even words.²⁷

The students have to work with their minds to interpret the meaning behind the pictures. Brown states the picture-cued activities after a nonverbal means to stimulate written responses. It means giving students a picture, it will be much easier for them to get an idea from the pictures. When the students finally understand the

²⁷ Nasikhatun Listya Atika Farah, *Improving the Student's English Speaking Skills Through Cue Cards Media at Grade VIII of MTSN Rowokelen in the Academic Year of 2012/2013*, p. 23

picture, they will be able to generate ideas by themselves. There is also a definition of Cue Cards in the TKT Glossary eg ELT. Cue Cards are described as words or pictures that are used to prompt or encourage learners to produce a particular language during a controlled practice activity/ drill. However, in this study, the researcher only used Cue Cards with a picture as the element. According to Raimes in the teaching and learning process, a picture is a valuable resource as it provides:

- a. A shared experience in classroom
- b. A need for common language forms to use in the classroom
- c. A variety of tasks
- d. A focus of interest for students

The picture can be in the form of drawing, photographs, posters, slides, cartoons, graphs, and maps.

Harmer states that there are various ways to use pictures as media to teach writing. Describing pictures and objects, writing a postcard, and story text are some ways to use pictures as media in teaching and learning process of writing Cue Cards is one of the media have picture element in it. There are some activities can be done by using Cue Cards. The activities as follow:

1. Short sentence: the students will be given a simple picture. They are then required to produce a brief sentence based on the picture given.
2. Picture description: the students will get a more complex picture with a specific them, for example, a picture of a library room. And then, the students are asked to describe the library portrayed in the picture.

3. Picture sequence description: the pictures given are in the form of a series of pictures that are related to one another. Those pictures tell some events, example, the ways of how something is done. The students are required to describe the step-by-step process to achieve the goal or to come picture.²⁸



Figure 1, the picture Cue Cards Media

2. The reasons for Implementation Cue Cards for Teaching Speaking

Since English is considered as the second language, many difficulties are faced by students during the learning process. In speaking, for example, students usually have problems pronouncing correctly, organizing their idea and being reluctant when they speak in front of other people. Thus, when choosing media

²⁸ Galih Ambaria, *Using Cue Cards to Improve the Writing Ability of the 8th Grade Students at SMPN 1 Rembang* (in the Academic A thesis Year of 2013/2014), p.28-29

teachers should recognize and understand their students' characteristics. It is also important for them to know their students' needs.

Gerlach and Ely classify six categories of media in teaching:

a. Picture

Pictures can be in the form of large or small photographs or any object or event.

b. Audio recording

The recording is made then saved on magnetic tape, disc, motion picture, and soundtrack, which is the reproduction of actual event or soundtrack.

c. Motion picture

This medium is a kind of moving color or black and white images. It is produced from live-action or graphic representation.

d. TV

All types of audio-video electronic distribution systems that eventually appear on TV are included in it.

3. Advantages of Using Cue Cards Media

Harmer lists the advantages of using pictures in teaching English

- a. Pictures help to reduce preparation time. They can be reused; limited, and used at any level in classes for kids, teenagers, exam classes and adults following general or business courses

- b. When teachers and students come to using picture strikes in class, the key point is not limit them to typical class activities and writing exercises. Students need as much spoken English practice as they can get.²⁹

F. Conceptual Framework

Dealing with the theories previously stated, the conceptual framework is described as follow:

In this research, the researcher would take several samples from a population where the researcher gave pre-test by the researcher to know their prior ability in speaking , then, they would be given some treatments as a process speaking skill by using Cue Cards Media. And the students explain the picture about an animal, thing, and noun by use Cue Cards Media in teaching-learning to improve student speaking skills. By process, the researcher would be given treatment to the experimental group by use Cue Cards Media as the teaching material while the control group taught without Cue Cards Media.

The first is the Students are more skilled in speaking and Increase student's self confidence in speaking, it means the Cue cards media there are interesting clues

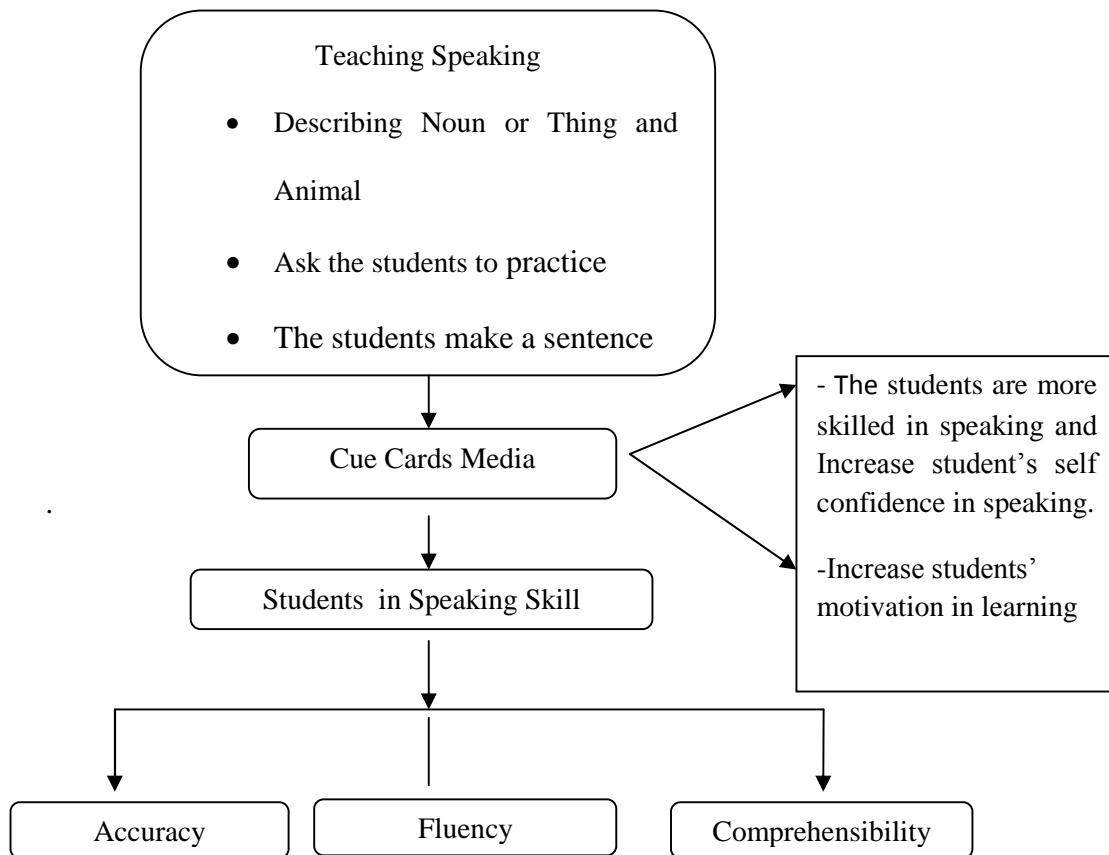
²⁹ Nasikhatun Listya Atika Farah, *Improving the Student's English Speaking Skills Through Cue Cards Media at Grade VIII of MTSN Rowokelen in the Academic Year of 2012/2013*, p.24

and pictures making it easier for students to make a sentence and there are various kinds of words for example, adjective, nouns, and things and others.

The second is to increase students' motivation in learning, it means the cue cards media have interesting pictures and are easy to understand, where cue cards can develop what students see in the picture and also the clue, so that motivating students that learning to speak is not as difficult as previously thought by using cue cards media.

Conceptual Framework of this research is presented by showing

the following diagram:



D. Hypothesis

- a. The Null hypothesis (H_0) the use of Cue Cards Media can no improve, the students' speaking skill at the eleventh grade student's of SMAN 4 Palopo
- b. The alternative hypothesis (H_1) the use of Cue Cards Media can improve, the students' speaking skill at the eleventh grade student's of SMAN 4 Palopo

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher applied a quasi experimental research design. Quasi experimental is involve two groups of students with pre-test and post-test design.

Table 1 One Group Pretest-Posttest Design

Group	Pre test	Treatment	Post test
E	O ₁	X	O ₃
C	O ₂		O ₄

E = Experimental Class

C = Controlled Class

O₁ = Result of Pre-test (in experimental class)

O₂ = Result of Pre-test (in controlled class)

X = Treatment that will be gives for experimental class through
Brainstorming technique

O₃ =Result of Post-test (in experimental class)

O₄ =Result of Pre-test (in controlled class).

B. Variable of The Research

In this research, the speaking classified two kinds variable.

1. Independent variable is Cue Cards Media
2. Dependent variable is improvement of students' speaking skill at the eleven grade students of SMAN 4 Palopo

C. Population and Sample

1. Population

The population of this research is the eleventh grade students of SMAN 4 Palopo in 2018/2019 academic year. The total population 48 students from 2 classes, there are class IPA 1 and IPA 2

2. Sample

The researcher used a purposive sampling technique. In this case, the researcher will choose two classes, namely class IPA 1 and IPA 2 as the sample. Because both of these classes have the same weaknesses in speaking. Class IPA 1 and IPA 2 both of the classes would be divided into two groups, they were an experimental class that consists of 23 students and a control class that consists of 23 students.

D. Procedure in Collecting Data

1. Pre-test

The pre-test applied to find out the students' ability of speaking that uses Cue Cards Media. A pre-test was used to know the previous mastery of students in mastering speaking skills before giving treatment. The Cue cards Media will be given the students to described People, Thing, and Animal. For the picture that has been described, the students make a sentence by linking the picture.

2. Treatment

The researcher conducted treatments done six meetings. The steps were as follows:

- a. The first meeting,
 1. The researcher explained the describing things.
 2. The researcher gave expression "People, Animal and Thing".
 3. The researcher gave an example of how to describe people, animals, and Thing.
 4. The researcher prepared the learning media (picture).

5. The researcher called students to come forward to take one of cards
 6. The students take the clue behind the cards
 7. The students describing the picture
 8. The researcher gives corrections to the students so the students easier to do the tasks.
- b. The second meeting
1. The researcher explained about Descriptive text.
 2. The researcher gave expression about ''people and Animals''.
 3. The researcher gave an example of how to describe people and animals.
 4. The researcher prepared the learning media (picture).
 5. The researcher called students to came forward and take one of cards.
 6. The students take the clue behind the cards.
 7. The students describes the picture.
 9. The researcher gave corrections of the students were easier to do the tasks.

c. The three meeting

1. The researcher explained about Descriptive text.
2. The researcher gave expression about ''Animal and Thing.''
3. The researcher gave an example of how to describe Animal and Thing.
4. The researcher prepared the learning media (picture).
5. The researcher called students to come forward to take one of cards.
6. The students take the clue behind the card
7. The students describe the picture
9. The researcher gave corrections to the students so the students were easier to do the tasks.

d. The four meeting

1. The researcher explained about Descriptive text.
2. The researcher gave expression about ''People and Thing''.
3. The researcher gave an example of how to describe People and Thing.
4. The researcher prepared the learning media (picture)

5. The researcher called students to come forward to take one of cards
 6. The students take the clue behind the cards
 7. The students describing the picture
 9. The researcher gave corrections of the students' so the students were easier to do the tasks.
- e. The five meeting
1. The researcher explained about Descriptive text
 2. The researcher gave expression about ''Animal''
 3. The researcher gave an example of how to describe Animal
 4. The researcher prepared the learning media (picture)
 5. The researcher called students to come forward to take one of cards
 6. The students take the clue behind the cards
 7. The students describes the picture
 9. The researcher gave corrections of the students' so the students were easier to do the tasks.

f. The six meeting

1. The researcher explained about Descriptive text.
2. The researcher gave expression about '' Thing''.
3. The researcher gave an example of how to describe Thing.
4. The researcher prepared the learning media (picture).
5. The researcher called students to come forward to take one of cards
6. The students take the clue behind the cards
7. The students describe the picture
9. The researcher gives corrections to the students so the students were easier to do the tasks.

3. Post – Test

After giving treatments to the sixth meetings, the researcher gave the post-test. In the post-test, the researcher gave the test the same test as in the pre-test to the students. This test was to know whether the students have a different result after giving treatment or not.

E. Technique of Analyzing Data

In this research, the data of the test were analyzed by using the following techniques:

To analyze the students speaking test, there would be some criteria use by the researcher for the students' score. The criteria were as follow:

- Accuracy
- Fluency
- Comprehensibility

These all evaluated used the scoring rubric as follow:

Scoring students speaking test

To analyze the data, the research determined the scoring classification which includes of Accuracy, Fluency and comprehensibility. Those assesment criteria as follows¹:

Table 3.2 The Accuracy Criteria

Rating	Accuracy
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical or lexical errors.
5	Pronunciation is slightly influenced by the mother tongue. A few

¹ J.B Heaton, *Writing English Language Test* (Ed. 1: New York Inc, 1998), p. 100.

	minor grammatical and lexical errors but most utterances are correct.
4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological and lexical errors, some of which causes confusion.
2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic and grammatical errors.
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

Table 3.3 The fluency criteria

Rating	Fluency
6	Speaks without too great and effort with a fairly wide range of expression. Searchers for words occasionally but not only one or two unnatural paused.
5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural paused.

4	Although he has made an effort and search for words, they are not too many unnatural paused. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range expression.
3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
2	Long paused while he researcher for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts at the time. Limited range of expression.
1	Full of long and unnatural paused. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

Table 3.4 The Comprehensibility criteria

Rating	Comprehensibility
6	Easy for the listener to understand the speaker`s intention and general meaning. Very few interruptions or clarification required.
5	The speaker`s intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.

4	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message to seek clarification
3	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker`s more complex or longer sentence.
2	Only small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker
1	Hardly anything of what is said can be understood. Even when the listeners makes a great effort interrupts, the speakers is unable to clarity anything he seems to have said.

Beside the technical of scoring through six scales above, the researcher also makes rating classification to measure the student`s speaking ability. The following is rating scale classification²:

Table 3.5 Rating scale classification

Classification	Scale	Rating
Excellent	86-100	6
Very good	71-85	5

² Daryanto, *Evaluasi Pendidikan* (Jakarta PT. Rineka Cipta, 2007).p. 211

Good	56-70	4
Fairly good	41-55	3
Poor	26-40	2
Very poor	25	1

The data collection analyzed by using quantitative by using Statistical *Produce and Service solution (SPSS) ver. 20 for windows*. SPSS 20 is computer software/Program for processing, calculating or analysis data of statistics.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter includes two sections. The first is finding of the research. It deals with the result of the data analysis from the field. The second is discussion section deals with argument and further explanation of the findings.

A. Findings

The findings of the research showed the result of the data that have been analyzed statistically. It comprised the students' score of the control and experimental classes in pre-test and post-test. In this part, the researcher reported the result of each group by comparing the pretest and posttest of both groups.

1. Students Score of Experimental Class

a. Students' Pre-test Result

Table 4.1 The Score of Students' Pre-test Result in Experimental Class

Respondents	The Aspects of Speaking Skill			Rata-rata
	Accuracy	Fluency	Comprehensibility	
R1	2	1	2	2
R2	1	1	2	1
R3	2	1	1	1
R4	1	1	2	1
R5	1	2	2	2
R6	2	1	2	2
R7	2	2	3	3
R8	1	1	1	1

R9	1	2	2	2
R10	2	3	2	3
R11	1	2	2	2
R12	1	1	2	1
R13	1	2	2	2
R14	2	2	1	2
R15	2	1	3	2
R16	1	1	1	1
R17	2	1	3	2
R18	1	2	2	2
R19	2	1	1	1
R20	1	1	2	1
R21	2	2	3	3
R22	1	1	1	1
R23	3	2	2	3

Speaking skill consisted of three aspects; namely accuracy, fluency and comprehensibility. The researcher would present and tabulated the mean score of the students speaking ability one by one. All of those would explain by the following table

Table 4.2 The Mean Score of Students' Accuracy Pre-test in Experimental Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Accuracy pre-test experiment class	23	2.00	1.00	3.00	35.00	1.5217	.12367
Valid N (listwise)	23						

Table 4.2 can be seen that the high score students was 3 the low score was 1. It also indicate that the mean score of students Accuracy in pre-test was 1.5 and standard deviation error was .12367.

Table 4.3 The Rate Percentage Score of Students' Accuracy in Pre-test Result in Experimental Class

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	-	0%
Average	3	1	4%
Poor	2	10	44%
Very poor	1	12	52%
Total		23	100%

Table 4.3 shows that experiment class students' speaking skill in pre-test especially in accuracy of speech most of students got fair to poor score. There were 12 students (52%) got very poor score. There were 10 students (44%) got poor score and was 1 student (4%) got average.

Table 4.4 The Mean Score of Students' Fluency Pre-test in Experimental Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Fluency pre-test experiment class	23	2.00	1.00	3.00	34.00	1.4783	.12367
Valid N (listwise)	23						

Table 4.4 can be seen that the highest score of students was 3 the lowest score was 1. It also indicate that the mean score of students Fluency in pre-test was 1.4 and standard deviation error was .12367.

Table 4.5 The Rate Percentage Score of Students' Fluency in Pre-test Result in Experimental Class

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	-	0%
Average	3	1	4%

Poor	2	9	39%
Very poor	1	13	47%
Total		23	100%

Table 4.5 shows that experiment class students' speaking skill in pre-test especially in fluency of speech most of students got fair to poor score. There were 13 students (47%) got very poor score. There were 9 students (39%) got poor score and was 1 student (4%) got average.

Table 4.6 The Mean Score of Students' Comprehensibility Pre-test in Experiment Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Comprehensibility pre-test experiment class	23	2.00	1.00	3.00	44.00	1.9130	.13935
Valid N (listwise)	23						

Table 4.6 can be seen that the highest score of students was 3 the lowest score was 1. It also indicate that the mean score of students Comprehensibility in pretest was 1.9 and standard deviation error was .13935.

Table 4.7 The Rate Percentage Score of Students' Comprehensibility in Pre-test Result in Experimental Class

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	-	0%
Average	3	4	17%
Poor	2	13	57%
Very poor	1	6	26%
Total		23	100%

Table 4.7 shows that experiment class students' speaking skill in pre-test especially in comprehensibility of speech most of students got fair to poor score. There were 6 students (26%) got very poor score. There were 13 students (57%) got poor score and was 4 students (17%) got average.

b. Students' Post-test Result

After knowing the students' score in pre-test, the researcher gave them treatment by using Cue Card Media. The result of the students' score in post-test presented in the following table by dividing them into three aspects, they are accuracy, fluency and comprehensibility.

Table 4.8 The Score of Students' Post-test Result in Experimental Class

Respondents	The Aspects of Speaking Skill			Rata-rata
	Accuracy	Fluency	Comprehensibility	
R1	3	2	3	3
R2	2	2	3	2
R3	3	2	3	3
R4	2	3	5	3
R5	2	3	4	3
R6	3	2	3	3
R7	3	3	4	3
R8	2	2	3	2
R9	2	4	3	3
R10	3	4	4	3
R11	2	3	3	3
R12	2	3	3	3
R13	2	4	3	3
R14	3	3	4	3
R15	3	2	4	3
R16	3	2	2	2
R17	2	4	3	3
R18	5	2	4	4
R19	3	2	2	2
R20	2	2	3	2

R21	3	4	5	4
R22	2	2	3	2
R23	2	4	3	3

in other side, the researcher had classified based on English speaking assessments that consisted of accuracy, fluency, comprehensibility and it was presented through table distribution frequency and percentage

Table 4.9 The Mean Score of Students' Accuracy Post-test in Experimental Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Accuracy post-test experiment class	23	3.00	2.00	5.00	59.00	2.5652	.15175
Valid N (listwise)	23						

Table 4.9 it can be seen that highest score of students' Accuracy were 5 and lowest score were 2. It also indicates that mean score of students' accuracy in post-test were 2.5 and the standard error .15175.

Table 4.10 The Rate Percentage Score of Students' Accuracy in Post-test Result in Experimental Class

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	1	4%
Good	4	-	0%
Average	3	10	44%
Poor	2	12	52%
Very poor	1	-	0%
Total		23	100%

Table 4.10 shows that experiment class students' speaking skill in post-test especially in Accuracy of speech most of students got fair to poor score. There were 12 students (52%) got poor score. There were 10 student (44%) got average. and was 1 student (4%) got very good.

Table 4.11 The Mean Score of Students' Fluency Post-test in Experimental Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Fluency post-test experiment class	23	2.00	2.00	4.00	64.00	2.7826	.17734
Valid N (listwise)	23						

Table 4.11 can be seen that the highest score of students' were 4 and the lowest score were 2. It also indicate that the mean score of students' Fluency in the post-test is 2,7 and the standard error was .17734.

**Table 4.12 The Rate Percentage Score of Students' Fluency in Post-test
Result in Experimental Class**

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	6	26%
Average	3	6	26%
Poor	2	11	48%
Very poor	1	-	0%
Total		23	100%

Table 4.12 shows that experiment class students' speaking skill in post-test especially in Fluency of speech most of students got fair to poor score. There were 11 students (48%) got poor score. There were 6 student (26%) got average. and was 6 student (26%) got good.

Table 4.13 The Mean Score of Students' Comprehensibility Post-test in Experimental Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Comprehensibility post-test experiment class	23	3.00	2.00	5.00	74.00	3.2174	.17734
Valid N (listwise)	23						

Table 4.13 can be seen that the highest score of students' were 5 and the lowest were 2. It also indicate that the mean score of students' Comprehensibility in post-test is 3.2 and standard deviation error .17734.

**Table 4.14 The Rate Percentage Score of Students' Comprehensibility
in Post-test Result in Experimental Class**

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	2	9%
Good	4	5	22%
Average	3	12	52%
Poor	2	4	17%
Very poor	1	-	-
Total		23	100%

Table 4.14 shows that experiment class students' speaking skill in post-test especially in Comprehensibility of speech most of students got fair to poor score. There were 4 students (17%) got poor score. There were 12 student (52%) got average. There were 5 students (22%) got good. and was 2 student (9%) got very good.

c. The Mean Score of Students' Pre-test and Posttest in Experimental Class

Table 4.15 The Mean Score of Students' Pre-test in Experimental Class

Descriptive Statistics

		Minimum	Maximum	Mean	Std. Deviation
Prettest exsperiment class	23	1.00	3.00	1.7826	.73587
Valid N (listwise)	23				

Table 4.15 shows that the highest score of students was 3 and the lowest score was 1. Besides, it also indicated that the mean score of control class students in pre-test was 1.7 and the standard deviation was .73587.

Table 4.16 The Mean Score of Students' Post-test in Experimental Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post-test experiment class	23	2.00	4.00	2.8261	.57621
Valid N (listwise)	23				

Table 4.16 shows that the highest score of students was 4 and the lowest score was 2. Besides, it also indicated that the mean score of control class students in post-test was 2.8 and the standard deviation was .57621.

2. Students Score of Control Class

a Students' Pre-test Result

Table 4.17 The Score of Students' Pre-test Result in Control Class

Respondents	The Aspects of Speaking Skill			Rata-rata
	Accuracy	Fluency	Comprehensibility	
R1	1	1	2	1
R2	2	1	2	2
R3	2	1	1	1
R4	1	1	1	1
R5	2	1	1	1
R6	1	1	2	2

R7	2	2	2	2
R8	1	1	1	1
R9	2	1	1	1
R10	1	2	2	2
R11	2	1	1	1
R12	2	2	1	2
R13	1	1	1	1
R14	1	2	1	1
R15	2	1	2	2
R16	2	3	2	2
R17	3	2	1	1
R18	1	1	2	1
R19	1	1	2	1
R20	1	2	1	1
R21	1	1	1	1
R22	2	2	1	2
R23	1	1	1	1

Speaking skill consisted of three aspects; namely Accuracy, Fluency and Comprehensibility. The researcher would present and tabulated the mean score of the students speaking ability one by one. All of those would explain by the following tables:

Table 4.18 The Mean Score of Students' Accuracy Pre-test in Control Class**Descriptive Statistics**

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Accuracy pre-test control class	23	2.00	1.00	3.00	35.00	1.5217	.12367
Valid N (listwise)	23						

Table 4.18 can be seen that the highest score of students' were 3 and the lowest were 1. It also indicate that the mean score of students' Accuracy in pre-test is 1.5 and standard deviation error 12367

Table 4.19 The Rate Percentage Score of Students' Accuracy in Pretest Result in Control Class

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	-	0%
Average	3	1	4%
Poor	2	10	44%
Very poor	1	12	52%
Total		23	100%

Table 4.19 shows that in Accuracy result, most of students got very poor score. There were 12 students (52%) got very poor score. There were 10 students (44%) got poor score and there were one student 1 (4%) got average score.

Table 4.20 The Mean Score of Students' Fluency Pretest in Control Class**Descriptive Statistics**

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Fluency pre-test control class	23	2.00	1.00	3.00	32.00	1.3913	.12157
Valid N (listwise)	23						

Table 4.20 can be seen that the highest score of students' were 3 and the lowest were 1. It also indicate that the mean score of students' Fluency in pre-test is 1.3 and standard deviation error 12157.

Table 4.21 The Rate Percentage Score of Students' Fluency in Pretest Result in Control Class

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	-	0%
Average	3	1	4%
Poor	2	7	31%
Very poor	1	15	65%
Total		23	100%

Table 4.21 shows that in Fluency result, most of students got very poor score. There were 15 students (65%) got very poor score. There were 7 students (31%) got poor score and there were one student 1 (4%) got average score.

Table 4.22 The Rate Percentage Score of Students' Comprehensibility in Pretest Result in Control Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Comprehensibility pre-test control class	23	1.00	1.00	2.00	32.00	1.3913	.10405
Valid N (listwise)	23						

Table 4.22 can be seen that the highest score of students' were 2 and the lowest were 1. It also indicate that the mean score of students' Comprehensibility in pre-test is 1.3 and standard deviation error .10405.

Table 4.23 The Rate Percentage Score of Students' Comprehensibility in Pre-test Result in Control Class

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	-	0%
Average	3	-	0%
Poor	2	9	39%

Very poor	1	14	61%
Total		23	100%

Table 4.23 shows that in accuracy result, most of students got very poor score. There were 14 students (61%) got very poor score. And there were 9 students (39%) got poor score.

b Students' Post-test Result

Table 4.24 The Score of Students' Post-test Result in Control Class

Respondents	The Aspects of Speaking Skill			Rata-rata
	Accuracy	Fluency	Comprehensibility	
R1	2	2	3	2
R2	3	2	3	3
R3	2	2	2	2
R4	2	1	2	2
R5	2	3	3	3
R6	2	3	2	2
R7	3	3	3	3
R8	2	2	3	2
R9	2	3	3	3
R10	2	3	3	3
R11	2	2	2	2
R12	3	2	2	2

R13	2	1	2	2
R14	2	2	2	2
R15	3	1	2	2
R16	3	3	4	3
R17	2	2	2	2
R18	1	2	2	2
R19	3	2	2	2
R20	2	3	3	3
R21	2	2	2	2
R22	3	2	3	3
R23	2	2	3	2

in other side, the researcher had classified based on English speaking assessments that consisted of Accuracy, Fluency, Comprehensibility and it was presented through table distribution frequency and percentage.

Table 4.25 The Rate Percentage Score of Students' Accuracy in Post-test

Result in Control Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Accuracy post-test control class	23	2.00	1.00	3.00	52.00	2.2609	.11277
Valid N (listwise)	23						

Table 4.25 can be seen that the highest score of students' were 2 and the lowest were 1. It also indicate that the mean score of students' Accuracy in post-test is 2.2 and standard deviation error .11277.

Table 4.26 The Mean Score of Students' Accuracy in Post-test Result in Control Class

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	-	0%
Average	3	7	31%
Poor	2	15	65%
Very poor	1	1	4%
Total		23	100%

Table 4.26 shows that in Accuracy result, most of students got score poor score. There were 1 students (4%) got very poor score. There were 15 students (65%) got poor score and 7 students (31%) got average score.

Table 4.27 The Rate Percentage Score of Students' Fluency in Post-test Result in Control Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Fluency post-test control class	23	2.00	1.00	3.00	50.00	2.1739	.13560
Valid N (listwise)	23						

Table 4.27 can be seen that the highest score of students' were 3 and the lowest were 1. It also indicate that the mean score of students' Fluency in post-test is 2.1 and standard deviation error .13560.

Table 4.28 The Mean Score of Students' Fluency in Posttest Result in Control Class

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	-	0%
Average	3	7	30%
Poor	2	13	57%
Very poor	1	3	13%
Total		23	100%

Table 4.28 shows that in Fluency result, most of students got score poor score. There were 3 students (13%) got very poor score. There were 13 students (57%) got poor score and 7 students (30%) got average score

Table 4.29 The Rate Percentage Score of Students' Comprehensibility in Posttest Result in Control Class

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Comprehensibility posttest control class	23	2.00	2.00	4.00	58.00	2.5217	.12367
Valid N (listwise)	23						

Table 4.29 can be seen that the highest score of students' were 4 and the lowest were 2. It also indicate that the mean score of students' Comprehensibility in post-test is 2.5 and standard deviation error 12367.

Table 4.30 The Rate Mean Score of Students' Comprehensibility in Posttest Result in Control Class

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	1	4%
Average	3	10	30%
Poor	2	12	66%

Very poor	1	-	0%
Total		23	100%

Table 4.30 shows that in Comprehensibility result, most of students got score poor score. There were 12 students (66%) got poor score. There were 10 students (30%) got average and 1 students (4%) got good.

c Students' Mean Score of pretest and posttest in Control Class

Table 4. 31 Mean Score of Students' Pre-test in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test control class	23	1.00	2.00	1.3478	.48698
Valid N (listwise)	23				

Table 4.31 shows that the highest score of students was 2 and the lowest score was 1. Besides, it also indicated that the mean score of control class students in pre-test was 1.3 and the standard deviation was 48698.

Table 4.32 Mean score of Students' Post-test in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test control class	23	2.00	3.00	2.3478	.48698
Valid N (listwise)	23				

Table 4.32 shows that the highest score of students was 3 and the lowest score was 2. Besides, it also indicated that the mean score of control class students in post-test was 2.3 and the standard deviation was .48698.

3. Mean Score and Standard Deviation of Students' Pre-test and Post-test In Experimental Class and Control Class

Table 4.33 Mean Score and Standard Deviation of Students' Pre-test and Post-test in Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-test experiment class	23	1.00	3.00	41.00	1.7826	.15344	.73587
Post-test experiment class	23	2.00	4.00	65.00	2.8261	.12015	.57621
Valid N (listwise)	23						

Table 4.34. Mean Score and Standard Deviation of Students' Pre-test and Post-test in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-test control class	23	1.00	2.00	31.00	1.3478	.10154	.48698
Post-test control class	23	2.00	3.00	54.00	2.3478	.10154	.48698
Valid N (listwise)	23						

Table 4.33 and 4.34 Mean Score and Standard Deviation of Students' Pre-test and Post-test in Experimental Class

Table 4.33 and Table 4.34 shows that the distinction between the pretest and posttest mean score and standard deviation. The scores of control class after giving (teaching use conventional method) showed good progress from 2.00 becomes 3.00 and the scores of experimental class after giving treatment (use Cue cards media) showed very good progress from 2.00 becomes 4.00. The standard deviation of control class students in pretest and posttest 48698 and the standard deviation of experimental class in pretest .73587 and posttest .57621.

To know whether the control class and experiment class were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used test analysis and calculated it by using SPSS 20. The result could be shown in the table of group statistic and independent sample test.

4. The Calculation of t-test Pre-test and Post-test in Experimental and Control Classes

Table 4.35 Students' Result of t-test from Pre-test score of Experiment and Control Classes

Descriptive Statistics

Group Statistics

Score	N	Mean	Std. Deviation	Std. Error Mean
Pre-test experiment class score	23	1.7826	.73587	.15344
Pre-test control class	23	1.3478	.48698	.10154

Table 4.35 shows that the output of group statistics in the pre-test mean of the experimental class was 1,7 and the pre-test mean score of control class was 1,3 the N (number of the case) was 23 for experimental class and 23 for control class. The standard deviation for experimental class was .73587 control class was .48698. The standard error mean for experimental class was .15344 and standard error mean for control class was .10154.

Table 4.36 The Probability Value of t-test of Pre-test in Experimental and Control Classes

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	3.386	.073	2.363	44	.023	.43478	.18400	.06396	.80560
score Equal variances not assumed			2.363	38.169	.023	.43478	.18400	.06236	.80721

Table 4.36 shows that the Probability Value is lower than alpha () ($0.023 < 0.05$) and the degree of freedom 3.386 which means that there is significant difference in posttest. It indicated that the null hypothesis (H_1) was accepted and, of course, the alternative hypothesis (H_0) was rejected. It showed that the use of brainstorming as an authentic material significantly improve the students' speaking and give significantly greater contribution to the students' speaking skill.

Score	Equal variances assumed	.074	.787	3.040	44	.004	.47826	.15731	.16122	.79530
	Equal variances not assumed			3.040	42.811	.004	.47826	.15731	.16097	.79555

Table 4.38 shows that the Probability Value is lower than alpha () ($0.47 > 0.05$) and the degree of freedom 44 which means that there is significant difference in posttest. It indicated that the null hypothesis (H1) was accepted and, of course, the alternative hypothesis (H0) was rejected. It showed that the use of Cue card media as an authentic material significantly improve the students' speaking and give significantly greater contribution to the students' speaking skill.

B. Discussion

In pretest the researcher measure the students ability to use cue cards media. Based on the learning many students are took lack, but some of students got better. For the next researching , research did the treatment that applied Cue cards media the result was more increase than result of pretest. In post-test students speaking skill more increase because the research gave and applied the vocabulary to increase their speaking skill.

Based on result of the data analysis above show that use Cue cards media improve students' speaking skill in posttest, it can be seen on the table before after giving treatments continually by using Cue cards media the mean score students' experimental class was 2,8261 while students' control class was taught without using Cue cards media was 2.3478. It means that after giving treatment using Cue cards media is better than teaching without using Cue cards media

It has been discussed in Mora that Cue Cards media as a medium with pictures or words that contains clues. It is useful when students do some speaking activities such as describing or something from the pictures orally. The similar definition is also stated by Harmer assessing that Cue Cards are Card with words and pictures on them. He adds that students can use this kind of media in a pair or group work. He argues that Cue Cards will help students to speak up easily in the form of words or phrase even sentence when they are involved in a conversation. In another way Baso states that Cue Cards are small photo or picture that are stacked onto the Cards. It is kind Flashcard with images. Both Teacher and students can make the cards by themselves or modify the card by adding some Picture, Photos even word.

According Brown Cue cards media is the picture-cued activities after a nonverbal means to stimulate written responses. It mean giving students picture, it would be much easier for them to get idea from the pictures. When the students finally understand the picture, they would be able to generate ideas by themselves. There is also definition of Cue Cards in the TKT Glossary eg ELT. Cue Cards are described as words or pictures that are used to prompt or encourage learners to produce a particular language during a controlled practice activity/ drill. However, in this study, the researcher only used Cue Cards with picture as the a element. According to Raimes in teaching and learning process, a picture is a valuable resource as it provides, a shared experience in classroom, a need for common language forms to use in the classroom, a variety of tasks, and a focus of interest for

students. the picture can be in the forms of drawing, photographs, poster, slides, cartoon, graphs, and maps.

Harmer states that there are various ways to use pictures as media to teach writing. Describing pictures and objects, writing a postcard, and story text are some ways to use pictures as media in teaching and learning process of writing Cue Cards is one of the media have picture element in it. There are some activities can be done by using Cue Cards. The activities as follow: Short sentence, the students will be given a simple picture. They are then required to produce a brief sentence based on the picture given, picture description: the students will get a more complex picture with a specific them, for example, a picture of a library room. And then, the students are asked to describe the library portrayed in the picture, picture sequence description: the pictures given are in the form of a series of pictures that are related to one another. Those pictures tell some events, for example, the ways of how something is done. The students are required to describe the step-by-step process to achieve the goal or to come to the final picture.

Teaching speaking skills by using Cue cards media at SMAN 4 Palopo, the students got significant improvement in their score speaking skills. Therefore, it could be stated that Cue cards media in teaching-learning of speaking have solved the students' speaking problem and increase the students' speaking skill for the eleven grade at SMAN 4 Palopo. So, the hypothesis proposed in this research which says "the use Cue card media to improve, the students' speaking skill is accepted.

The researcher Using Cue cards media to improve the students speaking skills at the eleventh grade of SMAN 4 Palopo used quasi-experiment method. The amount of total population is 49 students and the samples are 32 students. And the research uses Descriptive text (people, things, and animals). In teaching speaking By content, this research will focus on speaking, which consists of accuracy, fluency, and comprehensibility.

From Ruri Ariati, improving students descriptive speaking by Cue cards media at the Grade VIII 2 Of Public Junior High School 03 Bengkulu City but focused on the same language elements such as pronunciation, grammatical comprehension, vocabulary mastery, and fluency. She also motivated the students speaking in English.

From Ririn Khairunnisa, improve speaking achievement by using Cue cards media to the Eleventh-grade students of SMA Muhammadiyah 6 Palembang. But focused on how to make the students remember the lesson and make learned easily.

Besides that Nasikhatun Listya Atika Farah, Improving Speaking Skills Through Cue Cards Media At Grade VIII of MTSN Rowokele in the Academic Year of 2012/2013.” by different action through listening activity and games, then the researcher collaboratively with an English teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the result of the researcher, the researcher concluded that the use of Cue cards media effective to improve student's speaking skill, it because media that used by researcher using clue and pictures that students can explained it easily so that it is effective to improve the students speaking. there is significance in learning outcomes of the students who took the learning. It was supported by the score achieved gave the treatment by the students in which they got high after the researcher gave a treatment Cue cards media to improve students speaking skill. The significant can be seeing from the researcher found that the Probability Value is lower than alpha () ($0.47 > 0.05$). the data analysis it can conclude by it is effective. Which means that there is significant difference in post-test of both class.

B. Suggestion

The success in teaching did not depend on the lesson program only, but more important is how the teacher presents the lesson and using Cue cards media to manage the class more lively end enjoyable. The method also helps the teacher and giving many opportunities for the students to be active in the teaching-learning process. Regarding the teaching speaking by reporting news, the researcher gives some suggestion for the teacher and students as follow:

1. for the teacher, they can apply Cue cards media in teaching English, especially in increasing the student's speaking skills. how to apply this media, the first the teacher must explain how to describe people, animal, and thing early and then the teacher must input vocabulary about people, animal, and thing, and the last teacher explains to students how to describe people, animal, and the thing with using Cue cards media.

2. it is suggested for the students to increase the ability mastery in English especially speaking

3. the future researcher expected to research to find another significant of Cue cards media in other English language skills such as writing, vocabulary.

Finally, the researcher realized that this thesis was far from being perfect and because of that; constructive critics and advice were expected for the perfection of the thesis. The researcher hopes that the results of this research could use for the readers. It was hoped that the readers will have more information about the interactive activities technique. This researcher could be one of the references for the next researcher in conducting another researcher with more detailed information about Cue cards media to improve student's speaking skills.

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A

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Transcription of pretest

1. R1

Respondent : Di jelaskan bagaimana kak..! jeckie chan is artis and also actor, he is so handsome and wears a black shirt and wears kacamata,,, hehhe,! Wear jas and dan mempunyai mata sipit, and long nose, itu jika tidak kutaumi..!

2. R2

Respondent: I have cat and makan Rice the color black white and orange apalagi,,,,,,? And empat kakinya kak and ada juga matanya.

3. R3

Respondent: It is Jackie chan actor profesional, dia mempunyai warna baju black and have, mata,,,,,, two and have rambut black,, ehhhh! Hair black.

4. R4

Respondent: It is laptop, and use menyimpan file and also Picture, hehehe..!!! and color Blue and have ukuran small and digunakan for google, and facebook

5. R5

Respondent: I have laptop the color is blue and this laptop the use save berkas seperti Picture,, hm..! have keyboard and the use plastic,, eh plastic kak,, heheee and this my laptop selalu saya gunakan untuk belajar

6. R6

Respondent: I have cat two, the cat have bulu halus the color is black and white and eat rice and my cat very cute and have long ear

7. R7

Respondent: It is Jackie chan my friend dia adalah seorang actor professional dia memiliki kacamata eh, iwan !warna bajunya hear black dan sedikit mancunglah, pekerjaanya actor pemain film.

8. R8

Respondent: Jackie chan memiliki mata yang sipit, memiliki telinga yang bagus, memiliki rambut yang panjang, memiliki wajah yang ganteng,

9. R9

Respondent: I have cat two and my cat cute, and cat eat rice dengan menggunakan piring , the color white, black, coklat, dan mempunyai empat kakinya and rambutnya bagus my cat selalu bermain bersama saya me di home

10. R10

Respondent: Yes, I see this laptop the color is blue and always save my picture in laptop, and I always bermain game in laptop because this laptop very besar bias dipakai untuk menonton, heh and very good for bermain when in my home

11. R11

Respondent: I have laptop the color is blue and laptop the use for watching film and have very much application, contohnya: google, internet, kamus and terbuat dari plastic

12. R12

Respondent: I have cat anu namakan rice the color black white and orange and eat, anu! sudahmi kak

13. R13

Respondent: Jackie chan is artis and actor and filemnya sangat bagus and Jackie memakai jas color black and has slented eyes and very handsome has a hidung yang sangat mancung, hmm.. and is also humoris

14. R14

Respondent: Jackie chan is actor, have rambut long and dan smile, and wear eyeglasses and has skin white,,ituji kak

15. R15

Respondent: Laptop is very beautiful because the color is blue, and have application very much and has a large shape and have keyboard and tombol,,

16. R16

Respondent: Cat is ,, apa kalau lucu kak hehe and cat have eyes two and bulu yang halus and cat color is white and black makan rice dan mempunyai two ear

17. R17

Respondent: Laptop bias menyimpan file danjuga picture, Bee,,!!!! Warnanya bewarna blue, ituji kutau kak, and mempunyai keyboard and juga layar

18. R18

Respondent: Jackie chan my idol because very handsome and mempunyai hidung mancung, kaya saya, eh Jackie chan is actor and wear kacamata and also jas bewarna black and I like to smile Jackie chan,, hmmm...!!

19. R19

Respondent: Jackie chan is a professional artis and really like film and he wears a black coat and underwear and long hair and also wears glasses, ituji saya tau kak ,, hehehe

20. R20

Respondent: laptop digunakan untuk menyimpan file and also dokument yang penting, example gambar, laptop terbuat dari plastic, besi dan juga kaca and the color is blue and have much application

21. R21

Respondent: it is a cat and eat rice and bewarna black, yellow and white and very cute dia mempunyai fine hair the cat is very hungry and has hidung yang pesek and I like cat

22. R22

Respondent: laptop is very beautiful and have application very much and digunakan untuk menyimpan picture apalagi le,,tidak kutaumi kak

22.R22

Respondent: yes,, hehee .. apami mauka bilang kak tidasaya tau bahasa inggris,, saya pilih Jackie chan kak karna sangat handsome and multitalent itujiku tau , hehe

23. R23

Respondent: this leptop digunakan untuk menyimpan file and also digunakan untuk games kak, and have form big, eh apa kak clw bentuk and bewarna blue

Transcription of treatment

1.R1

Respondent: I will describe oki setiana dewi, oki setiana dewi she is beautiful and memakai kerudung warna read dan waju warna green

2. R2

Respondent: :Yes, I will describing about birds, so have beautiful feather , and the color is white and have eyes two and also legs, the bird eats fruit in the tree and every day, bird fly in the air to get food

3.R3

Respondent: Butterfly he is insect animal so beautiful and butterflies have very beautiful wings black, white and yellow and have small eyes, he was always flying in the world, the butterfly was above a red flower.

4. R4

Respondent: I will describe pen, it is pen has along shape, has black in made of plastic. The pen consists of five different color. There are yellow blue, red and also green, but i only like the color blue and this pen is used for writing in books

5. R5

Respondent: I will describe Choky sitohang is an actor and television host. He is widely known as a sports and music show host, besides that he has played in various films, Choky its my idol because he is very handsome and wearing q white coat and a black tie and always smile

6. R6

Respondent: I will describe elephant is are the largest animals their appearance is so unique, they have long nose which is called trunk, wide ears, strong ivories and cute face. Elephant skin is grey an is very tick, and their have four legged

7. R7

Respondent: I will describe giraffe, giraffe has a neck, ears and long legs and is brown and he always eats grass and has a sharp curd

8. R8

Respondent: I will describe fish, fish is an animal that live in the water. Fish can live in water, and the fish can live in the water because it's taken a breath with the

its gill, fish have fin beautiful the color is white and also orange and have two ear and also tail

9. R9

Respondent: I will describe fly are type of insect, which has 2 legs. It has eyes and wings, when it is hungry it searches for food by flying, and has a very small size

10. R10

Respondent: I will describe Nikita willy, Nikita willy is a artie and actor, she is beautiful, she has long hair, sharp nose, very beautiful eyes and also has a white skin color, he wears a white shirt, pants and also uses his brown hat and she is smile

11. R11

Respondent: I will describe Aliando syarif, Aliando is an actor he is 18 years ago, ha is tall, he has short black hair, he has thick eyebrow, he has black eye, he has sharp nose, he has thin lips and very handsome

12. R12

Respondent: I will describe bag, it has the shape of a ball the color is orange , which is made of sloth and used to keep things away

13. R13

Respondent: I will describe pencil, i have a pencil the are four and the color is blue, green, yellow, and red and the made of wood , and my other bought the pencil at the market and i always bring my pencil to school

14. R14

Respondent: I will describe bag, i have bag and i bought in Bandung, and it has the shape of ball and the color is orange , which is made of cloth and used to store things

15. R15

Respondent: I will describe ruler, i have one ruler where my ruler has numbers one through fifteen made of iron and the ruler can be used for drawing or used to hit and i bought at the market

16. R16

Respondent: I will describe paper, i have paper the are five and than the calor is green, yellow and blue and the use writer or drawing and also can be use for make a flower

17. R17

Respondent: I will describe about Okisetiana dewi, oki setiana dewi it is my idol because very smart and beautiful, she is pointed nose, she is round face, she is multitalent. She wears a red veil and also a gray shirt, and she is humorist and always smile

18. R18

Respondent: I will describe bambang pamungkas, bambang pamungkas is a soccer player, several times he gets a champion in a soccer game, he has black skin, a thin moustache and short hair, and also thick eyebrow, he uses a red shirt and white pants and holding the ball.

19. R19

Respondent: I will describe table, it is table the use for learning the color is brown and has two legs made of wood, on the table there flowers, flower pot, glass and two books,

20. R20

Respondent: Mulaimi ka kak! I am going to describe about Nikita willy. Nikita willy is actress. Her character are small, funny beautiful and friendly. Hehe,, oke next her physic are pointed nose, short hair, and then white skin and short body. Lanjutka kak! Ok the list, she wears black shirt. I think enough, thank you

21. R21

Respondent: I am going to describe about this picture that is elephant, so elephants have large bodies, long proboscis and large ears. And elephants consumes is sugarcane. And the last elephants live in zoo and forest

22. R22

Respondent: I will describe about this picture that is rabbit. Rabbit are mammals, and rabbit are herbivorous animal in addition have small and cute bodies and the rabbit also has a favourite meal and healthy carrots green vegetables

23. R23

Respondent: I will describe about lizard. The fish, lizard have soft skin and lizard is always creep in the wall, next lizard consumes mosquito and insect. And the last, lizard live in my home. Hheee..

Transcription of posttest

1.R1

Respondent: Yes, Mario teguh is a writer. He is very smart and humorous and my motivator, he uses a black suit and wear a red tie and white underwear and always smile

2. R2

Respondent: Yes, Hp used for communication with other, and have the color is gold has a rectangular shape and has many application and i always bring my Hp to school because the size is very small

3. R3

Respondent: Mario teguh is a motivator, he has very good personality, such as kind, smart, have a high responsibility and he likes to give advices to other person. Then his name more widely known by the public when he hosted the Mario teguh golden ways on metro TV

4. R4

Respondent: I have a white dog, my dog is very cute and i always take him out of the house to play, and when i go out he uses red and blue clothes, and has a smooth reed that has big eyes and a pug nose

5. R5

Respondent: He is very smart dog, he always play in the park and i give him the name is coki, he has smooth fur, and four legs, the dog looks confused and stands up straight looking at me he uses red green blue clothes with floral designs

6, R6

Respondent: Hand phone is made of iron and also plastic and has a variety of application such as camera, games, whatsApp, dictionary application, instagram, and also facebook this hand phone have a rectangular shape

7. R7

Respondent: Mario teguh is my inspiration because he is smart and handsome he always smile, Mario teguh wears a black shirt, and wear a red tie Mario teguh firmly stood tall and smiled broadly. And he is e people very humorous

8. R8

Respondent: My dog is small and cute, every day i give milk, and always play with me, i always take my cat for a walk , and has good fur and has a short tail when playing i always wear clothes read, blue or white

9. R9

Respondent: Mario teguh is a writer and my motivator, he has two eyes and dark eye, and has white colored glasses, he wears a read tie and a black suit, and he has a big body

10. R10

Respondent: Hand phone is a telecommunication device. There are many type of hand phone now like smart phone, android hand phone and much more, and this hand phone the color is silver

11. R11

Respondent: Dog is a pet animal i give name is jack, it has four legs, two eyes and two ears. It has sharp teeth. Its tail is curved and hairy. Ituji kak

12. R12

Respondent: Mario my idol and motivator always people because he is very smart and humorous by other and Mario teguh wear eyeglasses the color is white and also wear clothes black and he always smile for people

13. R 13

Respondent: Hand phone has application very much and has the size small and the color is silver and has buttons and mouse, hand phone can be used or learning and also playing games

14. R14

Respondent: I have a dog i give it a white name because my dog also has white fuzz,he always accompanies me to play and has black eyes and pug nose and long ears

15. R15

Respondent: Mario teguh is motivator and smart and handsome, Mario teguh is the people who always give words of wisdom to every one and every where, wear shirt black with a red tie, he stood straight and smiled

16. R16

Respondent: I have dog and my dog very cute and have the color white he wear a floral suit, he wear a flowered outfit and has a curved tail and also has four legs, eyes and ears i always call him sweet

17. R17

Respondent: It is hand phone and have application very much and the color is silver and hand phone is very important thing for everyone. For me it is a part of my life. We can use it for everything, we can use for talking with someone who have a long distances.

18. R18

Respondent: He is hand phone used to send messages to listen to music, search for information on google used to play voice recording, and so on, the shape is not big, but it has many function and the silver color has a keyboard and choke

19. R19

Respondent: Mario teguh is a very good writer who has great white skin, ears, slanted eyes and sharp nose, Mario teguh is very clever in making words and motivator for everyone

20. R20

Respondent: I have one dog and my dog very smart, and has two eyes and two ear and have body very small and my dog has sharp teeth

21.R21

Respondent: I have dog , it has four legs, two eyes and two ears. It has sharp teeth. Its tail is curved and hairy and my dog always eat rice and fish, and my dog very smart and always give milk everyday

22. R22

Respondent: I have a dog, i give name is sweet and i always take him out of the house to play, and when i go out he uses red and blue clothes, and has a smooth reed that has big eyes and a pug nose and my dog very smart

23. R23

Respondent: Mario teguh is my idol because Mario teguh is motivator and smart, he is 63 years old , he is very handsome wearing a black shirt and red tie and than he is always smile

PRE-TEST : Descriptive Text

Choose one picture below and make description based the picture!

Jeckie Chan

1.



2.

Cat



laptop

3.



POST-TEST : Descriptive Text

Choose one picture below and make description based the picture!

Mario Teguh

1.



Dog

2.



HP

3



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	XI/ MIA
Topik Pembelajaran	:	Describing (picture)
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	1

A. STANDAR KOMPETENSI

Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik

B. KOMPETENSI DASAR

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks describing sesuai dengan penggunaannya
2. Describing
3. Memberikan beberapa contoh Describing picture

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mengidentifikasi struktur teks, dan unsur kebahasaan Describing dengan tema "people, thing and animal"
2. Mendeskripsikan secara lisan, pendek dan sederhana, terkait dengan tema "people, thing and animal"
3. Mendeskripsikan beberapa gambar yang berkaitan dengan "people, thing and animal" dalam Media Cue Cards
4. Membuat kalimat sesuai dengan gambar yang didapatkan

D. TUJUAN PEMBELAJARAN

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait Describing sederhana yang berkaitan dengan "people, thing and animal" dalam Media Cue Cards
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait describing text tentang people, Thing and animal dalam Media Cue Cards
3. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada Describing sederhana tentang "people, thing and animal" (dalam Media Cue Cards)
4. Mendeskripsikan dengan lisan dan sederhana sesuai dengan tema "people thing and animal" dalam Media Cue Cards

E. MATERI PEMBELAJARAN

1. Identification (identifikasi) adalah pendahuluan, berupa gambar umum tentang satu topik
2. Describing adalah berisi ciri-ciri khusus yang dimiliki people
Ciri-ciri Describing

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut

Unsur kebahasaan

- 1) Kata benda yang terkait dengan orang
- 2) Kata sifat yang terkait dengan sifat orang
- 3) Kata kerja bentuk pertama (present tense)
- 4) Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan
- 5) Rujukan kata

Ciri-ciri Describing (Thing)

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut

Unsur kebahasaan

- 1) Kata thing yang terkait dengan kata benda
- 2) Terkait dari segi fungsi , bentuk dan kegunaan
- 3) Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan
- 4) Rujukan kata

Ciri-ciri Describing (animal)

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut

Unsur kebahasaan

- 1) Kata animal yang terkait dengan hewan
- 2) Kata sifat yang terkait characteristic dari hewan
- 3) Kata kerja bentuk pertama (present tense)
- 4) Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan
- 5) Rujukan kata

F. METODE PEMBELAJARAN

- Playing Cue Cards Media
- Practice

G. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan awal (15 menit)

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

2. Kegiatan inti (60 menit)

- Guru menjelaskan materi tentang describing people, thing and animal, jenis, tujuan dan strukture.
- Guru memberikan expression yang berkaitan dengan ''people, thing and animal''

- Guru memberikan contoh bagaimana menggambarkan people, thing and animal.
- Guru menyiapkan media gambar Oki Setiana Dewi, Fatin Shidiq, Rabbit, Car, Rabbit and ivan gunawan
- Guru memanggil siswa maju ke depan dan mengambil satu kartu
- Siswa mengambil clue yang ada dibelakang kartu
- Siswa mendeskripsikan gambar
- Guru memberikan koreksian untuk meningkatkan speaking siswa

3. Kegiatan akhir (15 menit)

- Guru memberikan koreksian dari hasil praktik
- Guru menanyakan kesulitan siswa selama proses pembelajaran

H. ALAT/MEDIA PEMBELAJARAN

- Describing
- Kamus
- Media Cue Cards
- Media gambar

I. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Mendeskripsikan Picture
- Prosedur Penilaian : Penilaian akhir
- Jenis Penilaian : Penugasan

Palopo,.....2019

Mengetahui,

Researcher

Wiwi arianti

Nim. 15 0202 0113

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	XI/ MIA
Topik Pembelajaran	:	Describing (picture)
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	2

A. STANDAR KOMPETENSI

Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik

B. KOMPETENSI DASAR

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif sesuai dengan penggunaannya
2. Describing
3. Memberikan beberapa contoh Describing picture

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mengidentifikasi struktur teks, dan unsur kebahasaan Describing dengan tema "people and animal"
2. Mendeskripsikan secara lisan, pendek yang sederhana, terkait dengan tema "people and animal"
3. Mendeskripsikan beberapa gambar yang berkaitan dengan "people, and animal" dalam Media Cue Cards
4. Membuat kalimat sesuai dengan gambar yang didapatkan

D. TUJUAN PEMBELAJARAN

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait Describing sederhana yang berkaitan dengan "people and animal" dalam Media Cue Cards
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait descriptive text tentang people, and animal dalam Media Cue Cards
3. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada Describing text sederhana tentang "people and animal" dalam Media Cue Cards
4. Mendeskripsikan dengan lisan dan sederhana sesuai dengan tema "people and animal" dalam Media Cue Cards

E. MATERI PEMBELAJARAN

1. Identification (identifikasi) adalah pendahuluan, berupa gambar umum tentang satu topik
2. Describing adalah berisi ciri-ciri khusus yang dimiliki people

Ciri-ciri Describing

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut

Unsur kebahasaan

- 1) Kata benda yang terkait dengan orang
 - 2) Kata sifat yang terkait dengan sifat orang
 - 3) Kata kerja bentuk pertama (present tense)
 - 4) Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan
 - 5) Rujukan kata
- , are)
 - Hanya fokus pada satu objek tersebut

Ciri-ciri Describing (Animal)

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut

Unsur kebahasaan

- 1) Kata animal yang terkait dengan hewan
- 2) Kata sifat yang terkait characteristic dari hewan
- 3) Kata kerja bentuk pertama (present tense)
- 4) Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan
- 5) Rujukan kata

F. METODE PEMBELAJARAN

- Playing Cue Cards Media
- Practice

G. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan awal (15 menit)

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

2. Kegiatan inti (60 menit)

- Guru menjelaskan materi tentang describing people, thing and animal, jenis, tujuan, dan struktur.
- Guru memberikan expression yang berkaitan dengan "people, thing and animal"
- Guru memberikan contoh bagaimana menggambarkan people, thing and animal.
- Guru menyiapkan media gambar RA.Kartini, B.J. Habibie, book, Chair, Agnes Monica and coat
- Guru memanggil siswa maju ke depan dan mengambil satu kartu
- siswa mengambil clue yang ada dibelakang kartu

- Siswa mendeskripsikan gambar
- Guru memberikan koreksian untuk meningkatkan speaking siswa

3. Kegiatan akhir (15 menit)

- Guru memberikan koreksian dari hasil praktik
- Guru menanyakan kesulitan siswa selama proses pembelajaran

H. ALAT/MEDIA PEMBELAJARAN

- Deskriptive text
- Kamus
- Media Cue Cards
- Media gambar

I. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Mendeskripsikan Picture
- Prosedur Penilaian : Penilaian akhir
- Jenis Penilaian : Penugasan

Palopo,.....2019

Mengetahui,

Researcher

Wiwi arianti

Nim. 15 0202 0113

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	XI/ MIA
Topik Pembelajaran	:	Describing (picture)
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	3

A. STANDAR KOMPETENSI

Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik

B. KOMPETENSI DASAR

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan describing sesuai dengan penggunaannya
2. Describing
3. Memberikan beberapa contoh Describing picture

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mengidentifikasi struktur teks, dan unsur kebahasaan Describing dengan tema "thing and animal"
2. Mendeskripsikan secara lisan, pendek yang sederhana, terkait dengan tema "thing and animal"
3. Mendeskripsikan beberapa gambar yang berkaitan dengan 'thing and animal' dalam Media Cue Card
4. Membuat kalimat sesuai dengan gambar yang didapatkan

D. TUJUAN PEMBELAJARAN

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait Describing sederhana yang berkaitan dengan 'thing and animal'' dalam Media Cue Cards
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait describing text tentang thing and animal dalam Media Cue Cards
3. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada Describing text sederhana tentang ''thing and animal'' dalam Media Cue Cards
4. Mendeskripsikan secara lisan dan sederhana sesuai dengan tema ''thing and animal' dalam Media Cue Cards

E. MATERI PEMBELAJARAN

1. Identification (identifikasi) adalah pendahuluan, berupa gambar umum tentang satu topik
2. Describing adalah berisi ciri-ciri khusus yang dimiliki people

Ciri-ciri Describing thing

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut

Unsur kebahasaan

- 1) Kata thing yang terkait dengan kata benda
- 2) Terkait dari segi fungsi, bentuk dan kegunaan
- 3) Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan
- 4) Rujukan kata

Ciri-ciri Descriptive text (Animal)

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut

Unsur kebahasaan

- 1) Kata animal yang terkait dengan hewan
- 2) Kata sifat yang terkait characteristic dari hewan
- 3) Kata kerja bentuk pertama (present tense)
- 4) Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan
- 5) Rujukan kata

F. METODE PEMBELAJARAN

- Playing Cue Cards Media
- Practice

G. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
2. Kegiatan inti (60 menit)
 - Guru menjelaskan materi tentang Describing people, thing, and animal, jenis, tujuan, dan struktur.
 - Guru memberikan expression yang berkaitan dengan "people, thing and animal"
 - Guru memberikan contoh bagaimana menggambarkan people, thing and animal.
 - Guru menyiapkan media gambar butterfly, flower, flower pot, broom, lizard and snake
 - Guru memanggil siswa maju ke depan dan mengambil satu card
 - siswa mengambil clue yang ada dibelakang kartu
 - siswa mendeskripsikan gambar
 - Guru memberikan koreksian untuk meningkatkan speaking siswa
3. Kegiatan akhir (15 menit)
 - Guru memberikan koreksian dari hasil praktik

- Guru menanyakan kesulitan siswa selama proses pembelajaran

H. ALAT/MEDIA PEMBELAJARAN

- Describing
- Kamus
- Media Cue Cards
- Media gambar

I. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Mendeskripsikan Picture
- Prosedur Penilaian : Penilaian akhir
- Jenis Penilaian : Penugasan

Palopo,.....2019

Mengetahui,

Researcher

Wiwi arianti

Nim. 15 0202 0113

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	XI/ MIA
Topik Pembelajaran	:	Describing (picture)
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	4

A. STANDAR KOMPETENSI

Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik

B. KOMPETENSI DASAR

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif sesuai dengan penggunaannya
2. Describing
3. Memberikan beberapa contoh Describing picture

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mengidentifikasi struktur teks, dan unsur kebahasaan Describing dengan tema "people, and thing"
2. Mendeskripsikan secara lisan, pendek yang sederhana, terkait dengan tema "people, and thing"
3. Mendeskripsikan beberapa gambar yang berkaitan dengan "people, and thing" dalam Media Cue Cards
4. Membuat kalimat sesuai dengan gambar yang didapatkan

D. TUJUAN PEMBELAJARAN

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait Describing sederhana yang berkaitan dengan "people, and thing" dalam Media Cue Card
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait Describing tentang people, and thing dalam Media Cue Card
3. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada Descriptive text sederhana tentang "people, and thing" dalam Media Cue Card
4. Mendeskripsikan dengan lisan dan sederhana sesuai dengan tema "people and thing" dalam Media Cue Card

E. MATERI PEMBELAJARAN

1. Identification (identifikasi) adalah pendahuluan, berupa gambar umum tentang satu topik
2. Describing adalah berisi ciri-ciri khusus yang dimiliki people

Ciri-ciri Describing

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut

Unsur kebahasaan

- 1) Kata benda yang terkait dengan orang
- 2) Kata sifat yang terkait dengan sifat orang
- 3) Kata kerja bentuk pertama (present tense)
- 4) Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan
- 5) Rujukan kata

Ciri-ciri Describing (Thing)

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)

- Hanya fokus pada satu objek tersebut

Unsur kebahasaan

- 6) Kata thing yang terkait dengan kata benda
- 7) Terkait dari segi fungsi , bentuk dan kegunaan
- 8) Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan
- 9) Rujukan kata

F. METODE PEMBELAJARAN

- Playing Cue Cards Media
- Practice

G. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan awal (15 menit)

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

2. Kegiatan inti (60 menit)

- Guru menjelaskan materi tentang Describing, jenis, tujuan, dan struktur.
- Guru memberikan vocabulary yang berkaitan dengan "people and thing "
- Guru memberikan contoh bagaimana menggambarkan people and thing.
- Guru menyiapkan media gambar Aliando syarif, Nikita willy, Marker, Bag, Wristwatch, and Purse
- Guru memanggil siswa maju ke depan dan mengambil satu card
- Siswa mengambil Clue yang ada dibelakang kartu
- Siswa mendeskripsikan gambar
- Guru memberikan koreksian sehingga siswa lebih mudah untuk melakukan tugas

3. Kegiatan akhir (15 menit)

- Guru memberikan koreksian dari hasil praktik
- Guru menanyakan kesulitan siswa selama proses pembelajaran

H. ALAT/MEDIA PEMBELAJARAN

- Describing
- Kamus
- Media Cue Cards
- Media gambar

I. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Mendeskripsikan Picture
- Prosedur Penilaian : Penilaian akhir
- Jenis Penilaian : Penugasan

Palopo,.....2019

Mengetahui,

Researcher

Wiwi arianti

Nim. 15 0202 0113

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	XI/ MIA
Topik Pembelajaran	:	Describing (picture)
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	5

A. STANDAR KOMPETENSI

Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik

B. KOMPETENSI DASAR

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif sesuai dengan penggunaannya
2. Describing
3. Memberikan beberapa contoh Describing picture

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mengidentifikasi struktur teks, dan unsur kebahasaan Describing dengan tema "animal"
2. Mendeskripsikan secara lisan, pendek yang sederhana, terkait dengan tema "people, thing and animal"
3. Mendeskripsikan beberapa gambar yang berkaitan dengan "animal" dalam Media Cue Cards
4. Membuat kalimat sesuai dengan gambar yang didapatkan

D. TUJUAN PEMBELAJARAN

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait Describing sederhana yang berkaitan dengan "animal" dalam Media Cue Cards
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait Describing tentang animal dalam Media Cue Cards
3. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada Describing sederhana tentang "animal" dalam Media Cue Cards
4. Menyusun Describing dengan lisan dan sederhana sesuai dengan tema "people" dalam Media Cue Cards

E. MATERI PEMBELAJARAN

1. Identification (identifikasi) adalah pendahuluan, berupa gambar umum tentang satu topik
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki people
Ciri-ciri Descriptive text (Animal)
 - Menggunakan simple present tense
 - Menggunakan attribute verb, seperti be (am, is, are)
 - Hanya fokus pada satu objek tersebut

Unsur kebahasaan

- 1) Kata animal yang terkait dengan hewan
- 2) Kata sifat yang terkait characteristic dari hewan
- 3) Kata kerja bentuk pertama (present tense)
- 4) Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan
- 5) Rujukan kata

F. METODE PEMBELAJARAN

- Playing Cue Card Media
- Practice

G. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
2. Kegiatan inti (60 menit)
 - Guru menjelaskan materi tentang Describing animal jenis, tujuan, dan struktur.
 - Guru memberikan vocabulary yang berkaitan dengan 'animal'
 - Guru memberikan contoh bagaimana menggambarkan animal.
 - Guru menyiapkan media gambar Chicken, Fly, Fish, Bird, Elephants, Giraffes, and Tiger
 - Guru memanggil siswa maju ke depan dan mengambil satu card
 - Siswa mengambil clue yang ada dibelakang gambar
 - Guru memberikan koreksian sehingga siswa lebih mudah untuk melakukan tugas
3. Kegiatan akhir (15 menit)
 - Guru memberikan koreksian dari hasil praktik
 - Guru menanyakan kesulitan siswa selama proses pembelajaran

H. ALAT/MEDIA PEMBELAJARAN

- Describing
- Kamus
- Media Cue Cards
- Media gambar

I. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Mendeskripsikan Picture
- Prosedur Penilaian : Penilaian akhir
- Jenis Penilaian : Penugasan

Mengetahui,

Researcher

Wiwi arianti

Nim. 15 0202 0113

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	XI/ MIA
Topik Pembelajaran	:	Describing (picture)
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	6

A. STANDAR KOMPETENSI

Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik

B. KOMPETENSI DASAR

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan describing sesuai dengan penggunaannya
2. Describing
3. Memberikan beberapa contoh Describing picture

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mengidentifikasi struktur teks, dan unsur kebahasaan Describing dengan tema 'thing'
2. Mendeskripsikan secara lisan, pendek yang sederhana, terkait dengan tema 'thing'
3. Mendeskripsikan beberapa gambar yang berkaitan dengan 'thing' dalam Media Cue Cards
4. Membuat kalimat sesuai dengan gambar yang didapatkan

D. TUJUAN PEMBELAJARAN

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait Describing sederhana yang berkaitan dengan "thing" dalam Media Cue Cards
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait describing text tentang thing dalam Media Cue Cards
3. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada Describing text sederhana tentang "people, thing and animal" dalam Media Cue Cards
4. Mendeskripsikan secara lisan dan sederhana sesuai dengan tema "thing" dalam Media Cue Cards

E. MATERI PEMBELAJARAN

1. Identification (identifikasi) adalah pendahuluan, berupa gambar umum tentang satu topik
2. Describing adalah berisi ciri-ciri khusus yang dimiliki thing
Ciri-ciri Describing (thing)

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut

Unsur kebahasaan

- 1) Kata thing yang terkait dengan kata benda
- 2) Terkait dari segi fungsi, bentuk dan kegunaan
- 3) Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan
- 4) Rujukan kata

F. METODE PEMBELAJARAN

- Playing Cue Cards Media
- Practice

G. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
2. Kegiatan inti (60 menit)
 - Guru menjelaskan materi tentang Describing, jenis, tujuan, dan struktur dari Describing.
 - Guru memberikan vocabulary yang berkaitan dengan ''thing''
 - Guru memberikan contoh bagaimana menggambarkan thing .
 - Guru menyiapkan media gambar Table, Papper, Eraser, Pen, Pencil and whiteboard
 - Guru memanggil siswa maju ke depan dan mengambil satu cards
 - Siswa mengambil clue yang ada dibelakang kartu
 - Siswa mendeskripsikan gambar
 - Guru memberikan koreksian sehingga siswa lebih mudah untuk melakukan tugas
3. Kegiatan akhir (15 menit)
 - Guru memberikan koreksian dari hasil praktik
 - Guru menanyakan kesulitan siswa selama proses pembelajaran

H. ALAT/MEDIA PEMBELAJARAN

- Describing
- Kamus
- Media Cue Cards
- Media gambar

I. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Mendeskripsikan Picture
- Prosedur Penilaian : Penilaian akhir
- Jenis Penilaian : Penugasan

Palopo,.....2019

Mengetahui,

Researcher

Wiwarianti

Nim. 15 0202 0113

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Control)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	XI/ MIA
Topik Pembelajaran	:	Describing (picture)
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	1

A. STANDAR KOMPETENSI

Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik

B. KOMPETENSI DASAR

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan describing sesuai dengan penggunaannya
2. Describing
3. Memberikan beberapa contoh Describing picture

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mengidentifikasi struktur teks, dan unsur kebahasaan Describing dengan tema "people, thing and animal"
2. Mendeskripsikan secara lisan, dan tulis pendek yang sederhana, terkait dengan tema "people, thing and animal"
3. Mendeskripsikan beberapa gambar yang berkaitan dengan "people, Thing and animal"

D. TUJUAN PEMBELAJARAN

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait Describing sederhana yang berkaitan dengan people, thing and animal
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait describing yang berkaitan dengan people
3. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada Describing sederhana yang berkaitan dengan people, thing and animal
4. Mendeskripsikan dengan lisan dan sederhana berkaitan dengan "people, thing and animal"

E. MATERI PEMBELAJARAN

1. Identification (identifikasi) adalah pendahuluan, berupa gambar umum tentang satu topic
2. Description (describing) adalah berisi ciri-ciri khusus yang dimiliki people
Ciri-ciri Describing people

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut

Unsur kebahasaan

- 1) Kata benda yang terkait dengan orang
- 2) Kata sifat yang terkait dengan sifat orang
- 3) Kata kerja bentuk pertama (present tense)
- 4) Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan
- 5) Rujukan kata

Ciri-ciri Describing (thing)

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut

Unsur kebahasaan

- 1) Kata thing yang terkait dengan kata benda

- 2) Terkait dari segi fungsi , bentuk dan kegunaan
- 3) Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan
- 4) Rujukan kata

Ciri-ciri Describing (animal)

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut

Unsur kebahasaan

- 6) Kata animal yang terkait dengan hewan
- 7) Kata sifat yang terkait characteristic dari hewan
- 8) Kata kerja bentuk pertama (present tense)
- 9) Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan
- 10) Rujukan kata

F. METODE PEMBELAJARAN

- Practice

G. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
2. Kegiatan inti (60 menit)
 - Guru menjelaskan materi tentang Describing text, jenis, tujuan, dan struktur dari Describing
 - Guru memberikan expression, bagaimana mendeskripsikan people, Thing and animal''
 - Guru memberikan contoh Deskripive text kepada setiap siswa
 - Guru meminta siswa mendeskripsikan Oki setiana dewi, Fatin shidqia, rabbit, car, mouse and ivan gunawan
3. Kegiatan akhir (15 menit)

- Guru memberikan koreksian dari hasil praktik
- Guru menanyakan kesulitan siswa selama proses pembelajaran

H. ALAT/MEDIA PEMBELAJARAN

- Describing
- Kamus
- Media gambar

I. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Mendeskripsikan Picture
- Prosedur Penilaian : Penilaian akhir
- Jenis Penilaian : Penugasan

Palopo,.....2019

Mengetahui,

Researcher

Wiwi arianti

Nim. 15 0202 0113

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Control)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	XI/ MIA
Topik Pembelajaran	:	Describing (picture)
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	2

A. STANDAR KOMPETENSI

Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik

B. KOMPETENSI DASAR

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan describing sesuai dengan penggunaannya
2. Describing
3. Memberikan beberapa contoh Describing picture

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mengidentifikasi struktur teks, dan unsur kebahasaan Describing dengan tema "people and animals"
2. Mendeskripsikan secara lisan, dan tulis pendek yang sederhana, terkait dengan tema "people and animal"
3. Mendeskripsikan beberapa gambar yang berkaitan dengan "people and animal"

D. TUJUAN PEMBELAJARAN

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait Describing sederhana yang berkaitan dengan people and animal.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait describing yang berkaitan dengan people and animal
3. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada Describing sederhana yang berkaitan dengan people and animal.
4. Mendeskripsikan dengan lisan dan sederhana berkaitan dengan people and animal

E. MATERI PEMBELAJARAN

1. Identification (identifikasi) adalah pendahuluan, berupa gambar umum tentang satu topik
2. Describing adalah berisi ciri-ciri khusus yang dimiliki people

Ciri-ciri

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut

Unsur kebahasaan

- 1) Kata benda yang terkait dengan orang
- 2) Kata sifat yang terkait dengan sifat orang
- 3) Kata kerja bentuk pertama (present tense)
- 4) Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan
- 5) Rujukan kata

Ciri-ciri Describing (animal)

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut

Unsur kebahasaan

- 1) Kata animal yang terkait dengan hewan
- 2) Kata sifat yang terkait characteristic dari hewan
- 3) Kata kerja bentuk pertama (present tense)
- 4) Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan
- 5) Rujukan kata

F. METODE PEMBELAJARAN

- Practice

G. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
2. Kegiatan inti (60 menit)
 - Guru menjelaskan materi tentang Describing, jenis, tujuan, dan struktur .
 - Guru memberikan expression, bagaimana mendeskripsikan people, and animal''
 - Guru memberikan contoh Describing people and animal kepada setiap siswa
 - Guru meminta siswa mendeskripsikan R. A kartini, Bacharuddin Yusuf Habibie, book , chair, Acnes monica, and coat
3. Kegiatan akhir (15 menit)
 - Guru memberikan koreksian dari hasil praktik
 - Guru menanyakan kesulitan siswa selama proses pembelajaran.

H. ALAT/MEDIA PEMBELAJARAN

- Deskriptive text
- Kamus
- Media gambar

I. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Mendeskripsikan Picture
- Prosedur Penilaian : Penilaian akhir
- Jenis Penilaian : Penugasan

Palopo,.....2019

Mengetahui,

Researcher

Wiwi arianti

Nim. 15 0202 0113

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Control)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	XI/ MIA
Topik Pembelajaran	:	Describing (picture)
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	3

A. STANDAR KOMPETENSI

Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik

B. KOMPETENSI DASAR

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan describing sesuai dengan penggunaannya
2. Describing
3. Memberikan beberapa contoh Describing picture

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mengidentifikasi struktur teks, dan unsur kebahasaan Describing dengan tema "animal and thing"
2. Mendeskripsikan secara lisan, pendek yang sederhana, terkait dengan tema "animal and thing"
3. Mendeskripsikan beberapa gambar yang berkaitan dengan "animal and thing"

D. TUJUAN PEMBELAJARAN

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait Describing sederhana yang berkaitan dengan "animal and thing"
4. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait descriptive text tentang "animal and thing"
2. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada Describing sederhana tentang animal
5. Mendeskripsikan dengan lisan dan sederhana sesuai dengan tema "animal and thing"

E. MATERI PEMBELAJARAN

1. Identification (identifikasi) adalah pendahuluan, berupa gambar umum tentang satu topic
2. Describing adalah berisi ciri-ciri khusus yang dimiliki animal
Ciri-ciri Describing animal

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut

Unsur kebahasaan

- 1) Kata animal yang terkait dengan hewan
- 2) Kata sifat yang terkait characteristic dari hewan
- 3) Kata kerja bentuk pertama (present tense)
- 4) Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan
- 5) Rujukan kata

Ciri-ciri Describing (thing)

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut

Unsur kebahasaan

- 1) Kata thing yang terkait dengan kata benda
- 2) Terkait dari segi fungsi , bentuk dan kegunaan
- 3) Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan
- 4) Rujukan kata

F. METODE PEMBELAJARAN

- Practice

G. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan awal (15 menit)

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

2. Kegiatan inti (60 menit)

- Guru menjelaskan materi tentang teks narrative, jenis, tujuan, dan struktur dari descriptive teks
- Guru memberikan expression, bagaimana mendeskripsikan thing and animal''
- Guru menjelaskan materi tentang Deskriptive text, jenis, tujuan, dan struktur dari Descriptive teks
- Guru memberikan contoh Deskripive text kepada setiap siswa
- Guru meminta siswa mendeskripsikan Butterfly, Cat and flower and flower pot, broom, lizard, and snake

3. Kegiatan akhir (15 menit)

- Guru memberikan koreksian dari hasil praktik
- Guru menanyakan kesulitan siswa selama proses pembelajaran.

H. SUMBER/MEDIA PEMBELAJARAN

- Describing
- Kamus
- Media gambar

I. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Mendeskripsikan Picture
- Prosedur Penilaian : Penilaian akhir
- Jenis Penilaian : Penugasan

Palopo,.....2019

Mengetahui,

Researcher

Wiwi arianti

Nim. 15 0202 0113

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	XI/ TKJ
Topik Pembelajaran	:	Describing (picture)
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	4

A. STANDAR KOMPETENSI

Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik

B. KOMPETENSI DASAR

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan describing sesuai dengan penggunaannya
2. Describing
3. Memberikan beberapa contoh Describing picture

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mengidentifikasi struktur teks, dan unsur kebahasaan Describing dengan tema "thing and people"
2. Mendeskripsikan secara lisan, dan tulis pendek yang sederhana, terkait dengan tema "thing and people"
3. Mendeskripsikan beberapa gambar yang berkaitan dengan "thing and people"

D. TUJUAN PEMBELAJARAN

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait Describing sederhana yang berkaitan dengan ‘‘thing and people’’
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait Describing yang berkaitan dengan thing and people’’
3. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada Describing sederhana yang berkaitan dengan thing and people’’
4. Menyusun Describing dengan lisan dan sederhana yang berkaitan dengan thing and people’’

E. MATERI PEMBELAJARAN

1. Identification (identifikasi) adalah pendahuluan, berupa gambar umum tentang satu topik
2. Describing adalah berisi ciri-ciri khusus yang dimiliki thing

Ciri-ciri Describing (thing)

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut

Unsur kebahasaan

- 1) Kata thing yang terkait dengan kata benda
- 2) Terkait dari segi fungsi, bentuk dan kegunaan
- 3) Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan
- 4) Rujukan kata

3. Ciri-ciri Describing people

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut

Unsur kebahasaan

- 5) Kata benda yang terkait dengan orang

- 6) Kata sifat yang terkait dengan sifat orang
- 7) Kata kerja bentuk pertama (present tense)
- 8) Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan

F. METODE PEMBELAJARAN

- Practice

G. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
2. Kegiatan inti (60 menit)
 - Guru menjelaskan materi tentang Describing, jenis, tujuan, dan struktur
 - Guru memberikan expression, bagaimana mendeskripsikan people, and Think''
 - Guru memberikan contoh Describing kepada setiap siswa
 - Guru meminta siswa mendeskripsikan Marker, Bag, Aliando syarif, Nikita Willy, wristwatch, and purse
3. Kegiatan akhir (15 menit)
 - Guru memberikan koreksian dari hasil praktik
 - Guru menanyakan kesulitan siswa selama proses pembelajaran

H. ALAT/MEDIA PEMBELAJARAN

- Deskriptive text
- Kamus
- Media gambar

I. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Mendeskripsikan Picture
- Prosedur Penilaian : Penilaian akhir

- Jenis Penialaian : Penugasan

Palopo,.....2019

Mengetahui,

Researcher

Wiwi arianti

Nim. 15 0202 0113

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Control)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	XI/ TKJ
Topik Pembelajaran	:	Describing (picture)
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	5

A. STANDAR KOMPETENSI

Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik

B. KOMPETENSI DASAR

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan describing sesuai dengan penggunaannya
2. Describing
3. Memberikan beberapa contoh Describing picture

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mengidentifikasi struktur teks, dan unsur kebahasaan Describing dengan tema ' animal''
2. Mendeskripsikan secara lisan, dan tulis pendek yang sederhana, terkait dengan tema '' animal''
3. Mendeskripsikan beberapa gambar yang berkaitan dengan '' animal''

D. TUJUAN PEMBELAJARAN

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait Describing sederhana yang berkaitan dengan animal.

2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait describing yang berkaitan dengan animal.
3. Mengidentifikasi fungsi sosial, strukture teks dan unsur kebahasaan pada Describing sederhana yang berkaitan dengan animal.
4. Menyusun Describing dengan lisan dan sederhana yang berkaitan dengan''animal ''

E. MATERI PEMBELAJARAN

1. Identification (identifikasi) adalah pendahuluan, berupa gambar umum tentang satu topic
2. Describing adalah berisi ciri-ciri khusus yang dimiliki animal

Ciri-ciri Describing animal

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut

Unsur kebahasaan

1. Kata animal yang terkait dengan hewan
2. Kata sifat yang terkait characteristic dari hewan
3. Kata kerja bentuk pertama (present tense)
4. Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan
5. Rujukan kata

F. METODE PEMBELAJARAN

- Practice

G. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
2. Kegiatan inti (60 menit)

- Guru menjelaskan materi tentang Describing, jenis, tujuan, dan struktur .
- Guru memberikan expression, bagaimana mendeskripsikan animal''
- Guru memberikan contoh Descripsi kepada setiap siswa
- Guru meminta siswa mendeskripsikan Chicken, Fly, Fish, Bird, elephants, giraffes, and tigers

3. Kegiatan akhir (15 menit)

- Guru memberikan koreksian dari hasil praktik
- Guru menanyakan kesulitan siswa selama proses pembelajaran.

H. ALAT/MEDIA PEMBELAJARAN

- Describing
- Kamus
- Media gambar

I. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Mendeskripsikan Picture
- Prosedur Penilaian : Penilaian akhir
- Jenis Penilaian : Penugasan

Palopo,.....2019

Mengetahui,

Researcher

Wiwarianti

Nim. 15 0202 0113

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Control)

Nama Sekolah	:	SMAN 4 Palopo
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajar	:	2018/2019
Kelas	:	XI/ MIA
Topik Pembelajaran	:	Describing (picture)
Alokasi Waktu	:	2 x 45 menit
Pertemuan	:	6

A. STANDAR KOMPETENSI

Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik

B. KOMPETENSI DASAR

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif sesuai dengan penggunaan
2. Describing
3. Memberikan beberapa contoh Describing picture

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mengidentifikasi struktur teks, dan unsur kebahasaan Describing dengan tema "thing"
2. Mendeskripsikan secara lisan, dan tulis pendek yang sederhana, terkait dengan tema "thing"
3. Mendeskripsikan beberapa gambar yang berkaitan dengan "thing"

D. TUJUAN PEMBELAJARAN

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait Describing sederhana yang berkaitan dengan thing.

2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait descriptive text yang berkaitan dengan thing.
3. Mengidentifikasi fungsi sosial, strukture teks dan unsur kebahasaan pada Describing sederhana yang berkaitan dengan thing.
4. Mendeskripsikan secara lisan dan sederhana yang berkaitan dengan "thing"

E. MATERI PEMBELAJARAN

1. Identification (identifikasi) adalah pendahuluan, berupa gambar umum tentang satu topic
2. Describing adalah berisi ciri-ciri khusus yang dimiliki thing

Ciri-ciri Describing thing

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut

Unsur kebahasaan

- 1) Kata thing yang terkait dengan kata benda
- 2) Terkait dari segi fungsi, bentuk dan kegunaan
- 3) Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan
- 4) Rujukan kata

Ciri-ciri Describing text

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut

Unsur kebahasaan

- 5) Kata benda yang terkait dengan orang
- 6) Kata sifat yang terkait dengan sifat orang
- 7) Kata kerja bentuk pertama (present tense)
- 8) Ucapan, tekanan kata, intonasi, ketika mendeskripsikan secara lisan

9) Rujukan kata

F. METODE PEMBELAJARAN

- Practice

G. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan awal (15 menit)

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

2. Kegiatan inti (60 menit)

- Guru menjelaskan materi tentang Describing thing, jenis, tujuan, dan struktur.
- Guru memberikan expression, bagaimana mendeskripsikan Thing ”
- Guru memberikan contoh Deskripive text kepada setiap siswa
- Guru meminta siswa mendeskripsikan table, ruler, eraser, paper, pen, pencil and whiteboard

3. Kegiatan akhir (15 menit)

- Guru memberikan koreksian dari hasil praktik
- Guru menanyakan kesulitan siswa selama proses pembelajaran.

H. ALAT/MEDIA PEMBELAJARAN

- Describing
- Kamus
- Papan congklak
- Media gambar

I. PENILAIAN

- Teknik : Performance Assessment
- Bentuk : Mendeskripsikan Picture
- Prosedur Penilaian : Penilaian akhir
- Jenis Penilaian : Penugasan

Mengetahui,

Researcher

Wiwi arianti

Nim. 15 0202 0113

DOCUMENTATION

Explanation the material



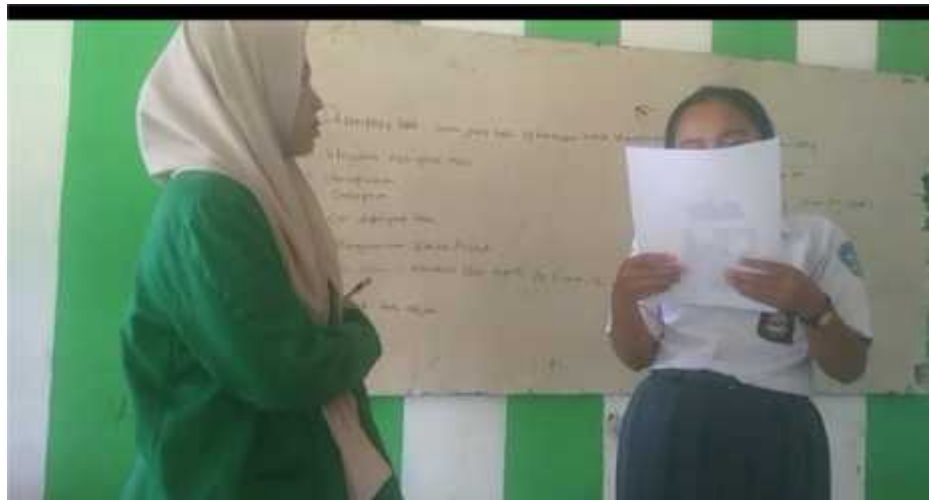
treatment



pretest



Posttest



CURRICULUM VITAE



The Researcher Wiwi Arianti was born on 17th of September 1995 in Redo. Her father name is Annas and her mother name is Hasna. She have one brother and one sister.

She started her study SDN 530 Redo, kac. larompong, Kab. Luwu in 2002. She graduated in 2008 and continued her study at Junior High School at SMPN 1 larompong, she graduated in 2011 and continued her study at senior high school at SMAN 1 larompong, she graduated in 2014. After that in 2015 she continued her study at the State Institute For Islamic Studies (IAIN) Palopo and taking English Departemen. she finished her study in 2019.

In the end study at the State Institute for Islamic Studies (IAIN) Palopo, Wrote a Thesis entitled is **“Using Cue Cards Media to Improve Student’s Speaking Skill at Eleventh Grade of SMAN 4 Palopo.”**