

RESEARCH MATRIX

| Title | Problem | Variable | Indicators | Data Resources | Research Method | Hypothesis |
|--|---|---|--|---|---|--|
| <p>The Use of Talk Fast Game to Improve the Eighth Grade Students' Speaking Ability at MTs Nurul Hikmah Bintoro in the Academic Year 2017/2018</p> | <p>How can talk fast game improve the eighth grade students' speaking ability at MTs Nurul Hikmah Bintoro in the academic year 2017/2018?</p> | <p>1. Independent variable : Talk Fast Game</p> <p>2. Dependent variable : Student's speaking ability</p> | <p>1. Steps to play talk fast game</p> <p>a. Give students all of the categories being used in each round</p> <p>b. Assigns a "Talker" to begin the game and the other students in the group are the "Guessers"</p> <p>c. The talker describing the words in the list for one minute</p> <p>d. Groups are awarded points for each word guessed</p> <p>2. Speaking</p> <p>a. Fluency</p> <p>b. Grammar</p> <p>c. Vocabulary</p> <p>d. Pronunciation</p> | <p>1. Respondents : The eighth grade students of MTs Nurul Hikmah Bintoro</p> <p>2. Informant : The English teacher</p> | <p>1. Kind of research : Classroom Action Research</p> <p>2. Research design : Classroom Action Research with Cycle Model</p> <p>3. Research area : MTs Nurul Hikmah 2017/2018</p> <p>4. Research Subject : The eight grade students of MTs Nurul Hikmah at academic year 2017/2018.</p> <p>5. Instrument of the research : Speaking Test</p> <p>6. Data analysis :</p> $\frac{A}{N} \times 100\% = \dots\dots$ <p>A: the number of students who achieving the standard scores N: the total number of the students</p> <p>(Adapted from Cohen, et al.,2007:423)</p> | <p>The use of talk fast game can improve the eighth grade student's speaking ability at MTs Nurul Hikmah Bintoro in the academic year 2017/2018.</p> |

Appendix 2

The indicators of speaking test are as follows:

Oral Proficiency Scoring Categories

| Score | Grammar | Vocabulary | Fluency | Pronunciation |
|-------|--|--|--|--|
| 1 | Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language. | Speaking vocabulary inadequate to express anything but the most elementary needs. | No specific fluency description. Refer to other four language areas for implied level of fluency | Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language. |
| 2 | Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar. | Has speaking vocabulary sufficient to express himself simply with some circumlocutions. | Can handle with confident but not with facility most social situations, including introductions and casual conversation about current event, as well as work, family and autobiographical information. | Accent is intelligible though often quite fault. |
| 3 | Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics. | Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word. | Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words. | Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign. |
| 4 | Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare. | Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary. | Able to use the language fluently on all levels normally pertinent to professional needs. Can participate any conversation within the range of this experience with a | Errors in pronunciation are quite rare. |

| | | | | |
|---|---|---|--|---|
| | | | high degree of fluency | |
| 5 | Equivalent to that of an educated native speaker. | Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references. | Has complete fluency in the language such that his speech is fully accepted by educated native speakers. | Equivalent to and fully accepted by educated native speakers. |

Adapted from Brown (2001:172)



Appendix 3

DAFTAR NILAI SPEAKING

Nama Sekolah : MTs Nurul Hikmah

Kelas

: VIII

Semester : 2

Tahun Pelajaran

: 2017/2018

| NO | NAME | SCORE |
|-----------|-------------------|--------------|
| 1. | Aunik Umaiyah | 61 |
| 2. | Dian Permata Sari | 56 |
| 3. | Dio Afandi Putra | 78 |
| 4. | Harik Laksono | 63 |
| 5. | Isabela | 58 |
| 6. | Joni Irawan | 75 |
| 7. | Kiki Nur Aisyah | 76 |
| 8. | Marita Amalia | 64 |
| 9. | Misfatun Hasanah | 80 |
| 10. | Mohammad Hasim | 87 |
| 11. | Putri Wijayanti | 76 |
| 12. | Sayyidatul Aminah | 60 |
| 13. | Siti Hotijah | 62 |
| 14. | Siti Marhamah | 72 |
| 15. | Tomy Prabowo | 55 |

Appendix 4

TRYOUT SUBJECT

Nama Sekolah : SMP T Miftahul Ulum Kelas : VIII

Semester : 2 Tahun Pelajaran : 2017/2018

| No | Name of Students | Gender |
|-----------|--------------------------|---------------|
| 1. | Ananda Ryan Saputra | M |
| 2. | Ayu Wulandari | F |
| 3. | Hasanatul Fikroh | F |
| 4. | Mohammad Adrian Ali Wafi | M |
| 5. | Mohammad Khoirul Hasani | M |
| 6. | Muhammad Sayyit H | M |
| 7. | Muhammad Slamet | M |
| 8. | Nur Fadilah | F |
| 9. | Nur Fatilah | F |
| 10. | Nur Helena | F |
| 11. | Uswatul Hasni | F |
| 12. | Walilatul Hasanah | F |
| 13. | Safia Maulida | F |
| 14. | Silviatul Khafifah | F |
| 15. | Wulandari | F |

TRYOUT TEST

| | |
|----------------|---------------|
| 1. Bus station | 6. Restaurant |
| 2. Airport | 7. Drugstore |
| 3. Hospital | 8. Sport Hall |
| 4. Bank | 9. Pet Shop |
| 5. Library | 10. Church |

Instructions:

1. Look at the list of word above.
2. Choose one of the words in the list.
3. Give information about the word at least five sentences.
4. Deliver the information about the word orally in front of the class.
5. Do not bring any note in front of the class.

Appendix 6

THE SCORING OF SPEAKING TRYOUT

| No | Name of Students | Aspects of Evaluation | | | | Total | Final Score |
|------------|-------------------------|-----------------------|-----|-----|-----|-------|-------------|
| | | F | G | V | P | | |
| 1. | Ananda Ryan Saputra | 4 | 5 | 5 | 3 | 17 | 85 |
| 2. | Ayu Wulandari | 3 | 3 | 4 | 3 | 13 | 65 |
| 3. | Hasanatul Fikroh | 3 | 3 | 3 | 3 | 12 | 60 |
| 4. | Mohammad Adrian Ali W. | 4 | 3 | 3 | 4 | 14 | 70 |
| 5. | Mohammad Khoirul Hasani | 3 | 4 | 4 | 5 | 16 | 80 |
| 6. | Muhammad Sayyit H | 4 | 3 | 4 | 4 | 15 | 75 |
| 7. | Muhammad Slamet | 3 | 3 | 4 | 4 | 14 | 70 |
| 8. | Nur Fadilah | 4 | 4 | 5 | 3 | 16 | 80 |
| 9. | Nur Fatilah | 3 | 3 | 3 | 3 | 12 | 60 |
| 10. | Nur Helena | 4 | 4 | 4 | 4 | 16 | 80 |
| 11. | Uswatul Hasni | 5 | 5 | 5 | 4 | 19 | 95 |
| 12. | Walilatul Hasanah | 4 | 4 | 5 | 3 | 16 | 80 |
| 13. | Safia Maulida | 3 | 4 | 4 | 3 | 14 | 70 |
| 14. | Silviatul Khafifah | 5 | 5 | 5 | 5 | 20 | 100 |
| 15. | Wulandari | 3 | 4 | 4 | 4 | 15 | 75 |
| $\sum x$ | | 55 | 57 | 62 | 55 | 229 | 1145 |
| $\sum x^2$ | | 209 | 225 | 264 | 209 | 3569 | 88275 |

Appendix 7

THE RELIABILITY OF THE SPEAKING TRYOUT TEST

$$1. \quad \sigma^1 = \frac{209 - \frac{55^2}{15}}{15} = \frac{209 - 201,66}{15} = \frac{7,34}{15} = 0,48$$

$$2. \quad \sigma^2 = \frac{225 - \frac{57^2}{15}}{15} = \frac{225 - 216,6}{15} = \frac{8,4}{15} = 0,56$$

$$3. \quad \sigma^3 = \frac{264 - \frac{62^2}{15}}{15} = \frac{264 - 256,26}{15} = \frac{7,74}{15} = 0,51$$

$$4. \quad \sigma^4 = \frac{209 - \frac{55^2}{15}}{15} = \frac{209 - 201,66}{15} = \frac{7,34}{15} = 0,48$$

$$\Sigma\sigma_b^2 = 0,48 + 0,56 + 0,51 + 0,48 = 2,03$$

$$\sigma_t^2 = \frac{3569 - \frac{229^2}{15}}{15} = \frac{3569 - 3496,067}{15} = \frac{72,94}{15} = 4,86$$

The reliability of the tryout test:

$$r^{11} = \left(\frac{4}{4-1}\right) \left(1 - \frac{2,03}{4,86}\right) = \frac{4}{3} \times 1 - 0,417 = 1,333 \times 0,583 = 0,777 = 0,78 = \text{Enough}$$

LESSON PLAN

| | |
|----------------|---------------------------------|
| School | : MTs Nurul Hikmah |
| Class/Semester | : VIII/2 |
| Subject | : English |
| Topic | : Asking and giving information |
| Meeting | : 1 |
| Time Allotment | : 2 x 40 menit |

A. Standard Competence

Speaking

9. Expressing meaning in a simple transactional and interpersonal dialogue to interact with the closest environment.

B. Basic Competence

- 9.1 Expressing meaning in a simple transactional (*to get things done*) and interpersonal (socialist) dialogue by using various oral language accurately, fluently, and acceptable to interact with the closest environment in the form expressions of asking and giving information.

C. Indicators

1. Identify the meaning and responding to the expressions of asking and giving information.
2. Practice speaking by using expressions of asking and giving information.

D. Objectives

1. Students are able to identify the meaning and responding to the expressions of asking and giving information.
2. Students are able to practice speaking by using expressions of asking and giving information.

E. Materials

Dialogues and expressions of asking and giving information.

Dialogue I

Siska : Can you tell me about the Sphinx, Ryan?

Ryan : Sure, it's a big statue of a lion with a human head. It's in Egypt.

Siska : And could you tell me about Dufan?

Ryan : Yes, it's a famous recreational place in Ancol, Jakarta.

Siska : How about the White House, do you know about it?

Ryan : Wait a minute, that's the home of president of the united states of America.

Dialogue II

Cindy : Excuse me.

Train station master : Yes, what can I do for you today?

Cindy : Who do I speak to about lost items?

Train station master : I'm sorry, could you repeat that please?

Cindy : I lost my wallet. I think I lost it on the last train.

Train station master : I see. Do you know what train you were on?

Cindy : I was on the semi express heading to Yokohama.

Train station master : Do you remember which car and seat number?

Cindy : I think I was in car three, but I don't remember my seat.

Train station master : I'm really sorry I didn't catch that. Could you please repeat what you said?

Cindy : I said if I was in car three, but I don't remember my seat.

Train station master : Okey, please fill out this form with your personal information and please describe your wallet. We will notify the conductor immediately.

Cindy : Thank you so much. I hope they find my wallet.

Train station master : We will do our best ma'am.

F. Method/Technique : Discussion, Question and Answer and Talk Fast Game

G. Instructional Activities

a. Introduction (5')

- Teacher greets the students.
- Teacher checks the attendance list
- Teacher tells the objectives of learning.

b. Main Activities (70')

- Students listen to the dialogue from the audio player.
- Students and teacher do question and answer about the dialogue
- Teacher gives the expressions of asking and giving information.
- Teacher introduces vocabularies about the buildings and places.
- Teacher tells the rules of using talk fast game in describing something.
- Students make a group of five
- Teacher gives a list of word to each students
- Every group assigns their "talker" to begin the game, and other members of the group are the "guessers"
- The talker begins the game by giving some information about the word in the list to the member of their group
- The guessers should guess a "word" that has been described by the talker.

- The teacher pays attention to the students' activities and observes each group.

c. Post Activities (5')

- Teacher and students reflecting the previous lesson
- Teacher makes a conclusion of the previous lesson
- Teacher says good bye to the students.

H. Sources and Media

- Students' Book "English in Focus" for Grade VII
- Dialogue and listening script from
<https://m.youtube.com/watch?v=aInDH9d1xVw>
- List of words

I. Assessment

- Technique : Oral Assessment
- Task : Mention some kinds of buildings/places and its characteristics.
- Pronounce some vocabularies about buildings/places accurately.

J. Scoring Rubric

(Enclosed)

Teacher,

Jember, April 23rd 2018

Researcher,

Yayuk Sri Bayu Wulandari S.Pd

Kardila Fitriani Yusika

NIM. 1410231063

LESSON PLAN

| | |
|----------------|---------------------------------|
| School | : MTs Nurul Hikmah |
| Class/Semester | : VIII/2 |
| Subject | : English |
| Topic | : Asking and giving information |
| Meeting | : 2 |
| Time Allotment | : 2 x 40 menit |

A. Standard Competence

Speaking

9. Expressing meaning in a simple transactional and interpersonal dialogue to interact with the closest environment.

B. Basic Competence

- 9.1 Expressing meaning in a simple transactional (*to get things done*) and interpersonal (socialist) dialogue by using various oral language accurately, fluently, and acceptable to interact with the closest environment in the form expressions of asking and giving information.

C. Indicators

1. Identify the meaning and responding to the expressions of asking and giving information.
2. Practice speaking by using expressions of asking and giving information.

D. Objectives

1. Students are able to identify the meaning and responding to the expressions of asking and giving information.
2. Students are able to practice speaking by using expressions of asking and giving information.

E. Materials

Dialogues of asking and giving information.

Dialogue I

Ratna : Do you know what is the castle, Dika?

Dika : Sure, it's an old and a large building, used for protection from enemies.

Ratna : I see, and could you tell me about Museum?

Dika : Yes, Museum is a building in which objects of art, history or science are shown.

Ratna : How about the harbour, do you know about it?

Dika : Wait a minute, that's the place of shelter for ships.

Dialogue II

Samantha lost something while shopping and she needs to report it. She describes what she lost in detail to the security officer.

Samantha : Excuse me.

Security : Yes, how may I help you?

Samantha : Yes, I lost my purse.

Security : Okay, what does it look like?

Samantha : It's black. It's made of leather.

Security : Is it a brand name purse?

Samantha : Yes, It's a Gucci bag. It has gold buckles. It's about thirty centimeters long and forty-five centimeters wide.

Security : Where did you lose it?

Samantha : I think I forgot it in the dressing room when I was trying on a new blouse.

Security : When was that?

Samantha : It was about thirty-minutes ago. I just noticed it now.

Security : What was inside?

Samantha : My wallet, my credit cards and my car keys.

Security : That's terrible. Can you please fill out this form? If we find it, we will call you right away.

Samantha : Thank you. My husband is going to kill me.

F. Method/Technique :

Discussion, Question and Answer and Talk Fast Game

G. Instructional Activities

a. Introduction (5')

- Teacher greets the students.
- Teacher checks the attendance list
- Teacher tells the objectives of learning.

b. Main Activities (70')

- Students listen to the dialogue from the audio player.
- Students and teacher do question and answer about the dialogue
- Teacher introduces new vocabularies about the buildings and places.
- Teacher divides students into the group of five
- Teacher gives a list of word with different category to each students
- Every group assign their “talker” to begin the game, and other members of the group are the “guessers”
- The talker begins the game by giving some information about the word in the list to the member of their group

- The guessers should guess a “word” that has been described by the talker.
- The teacher pays attention to the students’ activities and observes each group.

c. Post Activities (5’)

- Teacher and students reflecting the previous lesson
- Teacher makes a conclusion of the previous lesson
- Teacher says good bye to the students.

H. Sources and Media

- Students’ Book “English in Focus” Grade VII
- Dialogue and listening script from <https://m.youtube.com/watch?v=Bn41WDR1POs>
- List of words

I. Assessment

- Technique : Performance Assessment
- Task : One student from every group delivers the information about three words (that have been discussed and chosen in their group) orally in front of the class.

J. Scoring Rubric

(Enclosed)

Teacher,

Jember, April 24th 2018

Reseacher,

Yayuk Sri Bayu Wulandari S.Pd

Kardila Fitriani Yusika

NIM. 1410231063

LESSON PLAN

| | |
|----------------|---------------------------------|
| School | : MTs Nurul Hikmah |
| Class/Semester | : VIII/2 |
| Subject | : English |
| Topic | : Asking and giving information |
| Meeting | : 3 |
| Time Allotment | : 2 x 40 menit |

A. Standard Competence

Speaking

9. Expressing meaning in a simple transactional and interpersonal dialogue to interact with the closest environment.

B. Basic Competence

- 9.1 Expressing meaning in a simple transactional (*to get things done*) and interpersonal (socialist) dialogue by using various oral language accurately, fluently, and acceptable to interact with the closest environment in the form expressions of asking and giving information.

C. Indicators

1. Identify the meaning and responding to the expressions of asking and giving information.
2. Practice speaking by using expressions of asking and giving information.

D. Objectives

1. Students are able to identify the meaning and responding to the expressions of asking and giving information.
2. Students are able to practice speaking by using expressions of asking and giving information.

E. Materials

Dialogues and expressions of asking and giving information.

Dialogue I

Maya : Can you give me some information about the Mosque,Din?

Dina : Sure, it's a place of worship for moslem. The word mosque comes from the arabic word "masjid".

Maya : And could you tell me about church?

Dina : Yes, it's a building for public christian worship, particularly used for religious activities

Maya : How about the Temple, do you know about it?

Dina : Wait a minute, that's the structure reserved for religious or spiritual rituals and activities such as prayer and sacrifice.

Dialogue II

Samantha : Welcome to our house Mindy. Can I show you around?

Mindy : Yes that would be great, thanks.

Samantha : Well, this is our front yard. I love gardening. I planted all of these flowers myself.

Mindy : Wow, they are beautiful.

Samantha : Please go ahead. Okay, this is our living room and that is out new TV! Turn left here. This is our kitchen.

Mindy : Mmm. Something smells delicious.

Samantha : Thank you! I'm baking a cake now. Please turn right here. This is Tony's Office. He's busy everyday. This is

bathroom. I'm sorry, I really need to clean it! Please go straight up the stairs. This is Poppy's room. I'm sorry. It's always messy. And finally this is our backyard. We often have barbeques.

Mindy : You have a really beautiful house Samantha.

Samantha : Thanks Mindy!

F. Method/Technique :

Discussion and Talk Fast Game

G. Instructional Activities

a. Introduction (5')

- Teacher greets the students.
- Teacher checks the attendance list
- Teacher tells the objectives of learning.

b. Main Activities (70')

- Students listen to the dialogue from the audio player.
- Students and teacher discuss about the dialogue
- Teacher introduces new vocabularies about the buildings and places.
- Students repeat the vocabularies after the teacher orally
- Students make a group of five
- Teacher gives a list of word to each students
- Every group assign their "talker" to begin the game, and other members of the group are the "guessers"
- The talker begins the game by giving some information about the word in the list to the member of their group
- The guessers should guess a "word" that has been described by the talker.

- The teacher pays attention to the students' activities and observes each group.

c. Post Activities (5')

- Teacher and students reflecting the previous lesson
- Teacher makes a conclusion of the previous lesson
- Teacher says good bye to the students.

• **Sources and Media**

- Students' Book "English in Focus" Grade VII
- List of words
- Dialogue and listening script from

<https://m.youtube.com/watch?v=dHq2z1z9834>

• **Assessment**

- Technique : Oral Assessment
- Task : Mention some kinds of buildings/places and its characteristics.
- Pronounce some vocabularies about buildings/places accurately.

• **Scoring Rubric**

(Enclosed)

Teacher,

Jember, April 26th 2018

Researcher,

Yayuk Sri Bayu Wulandari S.Pd

Kardila Fitriani Yusika

NIM. 1410231063

SPEAKING TEST FOR CYCLE 1

1. Bus station
2. Airport
3. Hospital
4. Bank
5. Library

Instructions:

1. Look at the list of word above.
2. Choose one of the words in the list.
3. Give information about the word at least five sentences.
4. Deliver the information about the word orally in front of the class.
5. Do not bring any note in front of the class.

LESSON PLAN

| | |
|----------------|---------------------------------|
| School | : MTs Nurul Hikmah |
| Class/Semester | : VIII/2 |
| Subject | : English |
| Topic | : Asking and giving information |
| Meeting | : 1 (Cycle 2) |
| Time Allotment | : 2 x 40 menit |

A. Standard Competence

Speaking

9. Expressing meaning in a simple transactional and interpersonal dialogue to interact with the closest environment.

B. Basic Competence

9.1 Expressing meaning in a simple transactional (*to get things done*) and interpersonal (socialist) dialogue by using various oral language accurately, fluently, and acceptable to interact with the closest environment in the form expressions of asking and giving information.

C. Indicators

Practice speaking by using expressions of asking and giving information.

D. Objectives

Students are able to practice speaking by using expressions of asking and giving information.

E. Materials

Talking about the Weather

Tony: Hey Joey! Do you mind if I take a seat?

Joey : Hey Tony, of course not. Long time no see. How are you?

Tony: I'm great thanks. Yes, it has been a long time.

Joey : Where are you going?

Tony: I'm on my way home. How about you?

Joey : I'm going to the store to buy some food for tomorrow. I'm going to the beach with friends.

Tony: Sounds fun. Do you know how the weather will be tomorrow?

Joey : Yes! It will be hot and sunny.

Tony: Perfect! Do you know what the weather forecast will be for this week?

Joey : Tomorrow will be nice, but it will rain on Monday.

Tony: Oh, that's too bad. Actually I will go to New York city on Monday for business.

Joey : You are lucky! The weather will be terrible here next week. It will rain everyday.

Tony: Lucky for me. It will be warm and sunny in New York.

Joey : How long will you stay in New York?

Tony: I'll stay for five days.

Joey : Sounds nice. I'm actually from New York. My family lives in New York.

Tony: You're kidding. That's great.

F. Method/Technique :

Discussion and Talk Fast Game

G. Instructional Activities

a. Introduction (5')

- Teacher greets the students.
- Teacher checks the attendance list
- Teacher introduces the topic
- Teacher tells the objectives of learning.

b. Main Activities (70')

- Students listen to the dialogue from the audio player.
- Students and teacher discuss about the dialogue
- Teacher introduces some new vocabularies about the buildings and places.
- Students repeat the vocabularies after the teacher orally and try to remember it.
- Teacher demonstrates the way and the rules of using talk fast game in describing something.
- Students make a group of five
- Teacher gives a list of word to each students (unique card)
- Every group assign their “talker” to begin the game, and other members of the group are the “guessers”
- The talker makes a preparation for 5 minutes, and begins the game by giving some information about the word listed in the card to the member of their group
- The guessers should guess a “word” that has been described by the talker.
- The teacher pays attention to the students’ activities and observes each group.

c. Post Activities (5')

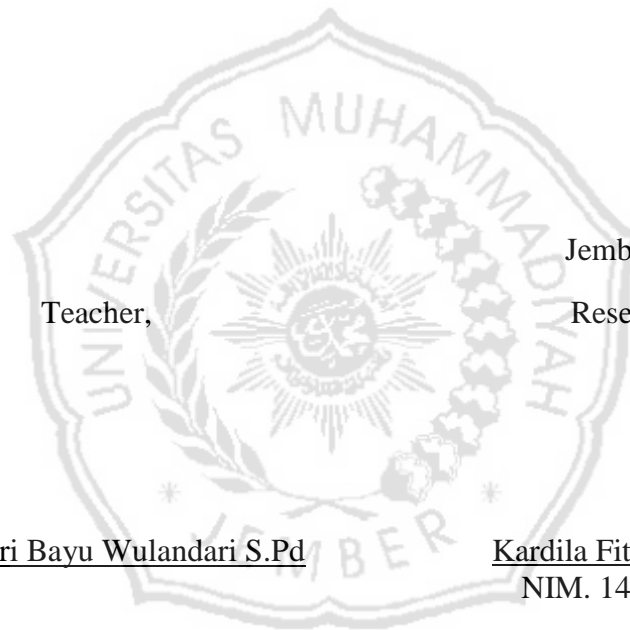
- Teacher and students reflecting the previous lesson
- Teacher makes a conclusion of the previous lesson
- Teacher says good bye to the students.

H. Sources and Media

- Students' Book "English in Focus" for Junior High School Students Grade VII
- Dialogue and listening script from <https://www.youtube.com/watch?v=aL7kxwamA98>
- List of words

I. Scoring Rubric

(Enclosed)



Jember, May 8th 2018

Teacher,

Researcher,

Yayuk Sri Bayu Wulandari S.Pd

Kardila Fitriani Yusika
NIM. 1410231063

LESSON PLAN

| | |
|----------------|---------------------------------|
| School | : MTs Nurul Hikmah |
| Class/Semester | : VIII/2 |
| Subject | : English |
| Topic | : Asking and giving information |
| Meeting | : 2 (Cycle 2) |
| Time Allotment | : 2 x 40 menit |

A. Standard Competence

Speaking

9. Expressing meaning in a simple transactional and interpersonal dialogue to interact with the closest environment.

B. Basic Competence

9.1 Expressing meaning in a simple transactional (*to get things done*) and interpersonal (socialist) dialogue by using various oral language accurately, fluently, and acceptable to interact with the closest environment in the form expressions of asking and giving information.

C. Indicators

Practice speaking by using expressions of asking and giving information.

D. Objectives

Students are able to practice speaking by using expressions of asking and giving information.

E. Materials

Recommending Places to Visit

- Tony : Can I ask you some advice?
- Joey : Yes, of course.
- Tony : What do you recommend to see in New York?
- Joey : I recommend to see the Statue of Liberty and the Empire States Building.
- Tony : Yes, I really want to go see both places. Where is a good place to go shopping?
- Joey : I recommend you go to Fifth Avenue. There are many big department stores there.
- Tony : I will keep that in mind. Where is the best place for cheesecake?
- Joey : New York has the best cheesecake in the world. You have to go to Junior's in Brooklyn.
- Tony : Absolutely! I can't wait.
- Joey : Where will you stay?
- Tony : I'll stay at the Wall street hotel on fifth Avenue.
- Joey : I know that hotel very well. It's very nice.
- Tony : That's great to hear. May I ask one more question?
- Joey : Yes, of course.
- Tony : What is the best place to have a beer?
- Joey : There is a great rooftop bar called Lava Lounge. It has a beautiful view of Times Square.
- Tony : Perfect! Thank you so much for your advice.

F. Method/Technique : Discussion and Talk Fast Game

G. Instructional Activities

Introduction (5')

- Teacher greets the students.
- Teacher checks the attendance list

- Teacher introduces the topic
- Teacher tells the objectives of learning.

Main Activities (70')

- Students listen to the dialogue from the audio player.
- Students and teacher discuss about the dialogue
- Teacher introduces more new vocabularies about the buildings and places.
- Students repeat the vocabularies after the teacher orally and try to remember it.
- Teacher demonstrates the way and the rules of using talk fast game in describing something.
- Students make a group of five
- Teacher gives a list of word to each students (unique card)
- Every group assign their “talker” to begin the game, and other members of the group are the “guessers”
- The talker makes a preparation for 5 minutes, and begins the game by giving some information about the word listed in the card to the member of their group
- The guessers should guess a “word” that has been described by the talker.
- The teacher pays attention to the students’ activities and observes each group.

Post Activities (5')

- Teacher and students reflecting the previous lesson
- Teacher makes a conclusion of the previous lesson
- Teacher says good bye to the students.

H. Sources and Media

- Students’ Book “English in Focus” for Junior High School Students Grade VII

- Dialogue and listening script from <https://www.youtube.com/watch?v=PZoc84VTrOM>
- List of words

I. Scoring Rubric

(Enclosed)

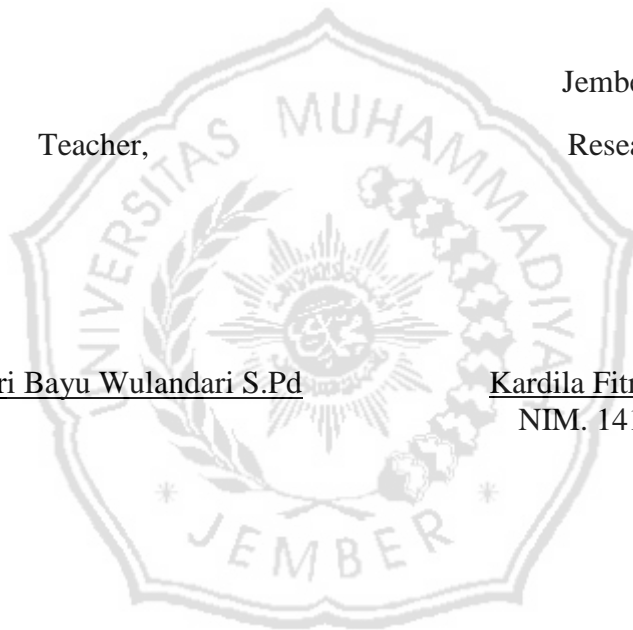
Jember, May 9th 2018

Teacher,

Researcher,

Yayuk Sri Bayu Wulandari S.Pd

Kardila Fitriani Yusika
NIM. 1410231063



LESSON PLAN

| | |
|----------------|---------------------------------|
| School | : MTs Nurul Hikmah |
| Class/Semester | : VIII/2 |
| Subject | : English |
| Topic | : Asking and giving information |
| Meeting | : 3 (Cycle 2) |
| Time Allotment | : 2 x 40 menit |

A. Standard Competence

Speaking

9. Expressing meaning in a simple transactional and interpersonal dialogue to interact with the closest environment.

B. Basic Competence

9.1 Expressing meaning in a simple transactional (*to get things done*) and interpersonal (socialist) dialogue by using various oral language accurately, fluently, and acceptable to interact with the closest environment in the form expressions of asking and giving information.

C. Indicators

Practice speaking by using expressions of asking and giving information.

D. Objectives

Students are able to practice speaking by using expressions of asking and giving information.

E. Materials

Talking about Travel Plans

Samantha : So what is your plan for New York Tony?

Tony : Well first, I will leave here at seven-o'clock tomorrow morning.

I will depart from LAX at 9:30.

I will arrive in New York city at around 4:30.

After that, I will check into my hotel.

Samantha : What time is your meeting?

Tony : My meeting is at 2:00 PM on Tuesday.

Samantha : I see. So what will you do tomorrow night?

Tony : I will have dinner at the hotel.

Samantha : What will you do after dinner?

Tony : I will walk around the city and do some sightseeing.

Samantha : Ahh, I wish I were going.

Tony : Me too, but I will buy you and the kids some souvenirs in New York.

Poppy : Thanks Dad! When will you be back?

Tony : I will be back on Friday night at seven-o'clock pm.

Samantha : Okay, great! What is the time difference between New York and LA?

Tony : There's a three-hour time difference.

Samantha : Oh, I see!

F. Method/Technique :

Discussion and Talk Fast Game

G. Instructional Activities

a. Introduction (5')

- Teacher greets the students.
- Teacher checks the attendance list

- Teacher introduces the topic
- Teacher tells the objectives of learning.

b. Main Activities (70')

- Students listen to the dialogue from the audio player.
- Students and teacher discuss about the dialogue
- Teacher gives the expressions of asking and giving information.
- Teacher introduces more new vocabularies about the buildings and places.
- Students repeat the vocabularies after the teacher orally
- Teacher demonstrates the way and the rules of using talk fast game in describing something.
- Students make a group of five
- Teacher gives a list of word to each students (unique card)
- Every group assign their “talker” to begin the game, and other members of the group are the “guessers”
- The talker makes a preparation for 5 minutes, and begins the game by giving some information about the word listed in the card to the member of their group
- The guessers should guess a “word” that has been described by the talker.
- The teacher pays attention to the students’ activities and observes each group.
- The teacher gives some rewards to the students who are active when teaching and learning process from meeting 1.

c. Post Activities (5')

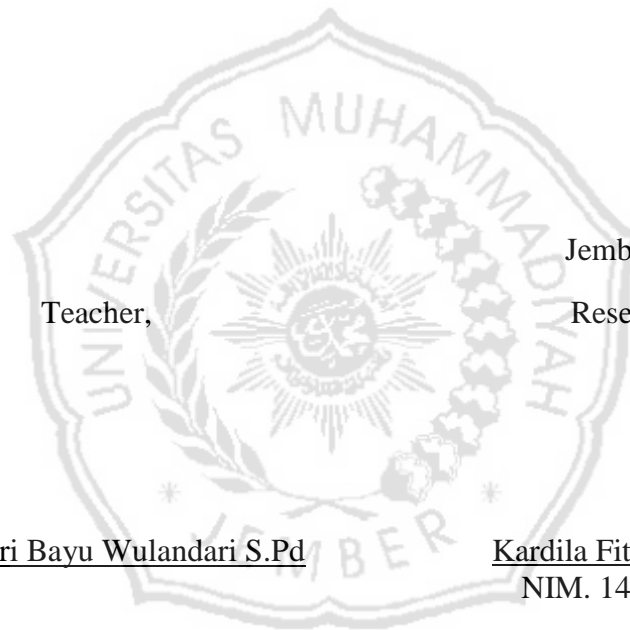
- Teacher and students reflecting the previous lesson
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- List of words

I. Scoring Rubric

(Enclosed)



Jember, May 9th 2018

Teacher,

Researcher,

Yayuk Sri Bayu Wulandari S.Pd

Kardila Fitriani Yusika
NIM. 1410231063

SPEAKING TEST FOR CYCLE 2

1. Restaurant
2. Drugstore
3. Sport Hall
4. Pet Shop
5. Church

Instructions:

1. Look at the list of word above.
2. Choose one of the words in the list.
3. Give information about the word at least five sentences.
4. Deliver the information about the word orally in front of the class.
5. Do not bring any note in front of the class.

Appendix 16

THE OBSERVATION CHECKLIST FOR CYCLE 1

Notes:

1. Paying attention to the teacher's explanation
2. Asking the question to the teacher
3. Giving information and clues orally
4. Guessing the words

| No | Name | Meeting 1 | | | | Act | Pas | Meeting 2 | | | | Act | Pas | Meeting 3 | | | | Act | Pas |
|----|-------------------|-----------|---|---|---|-----|-----|-----------|---|---|---|-----|-----|-----------|---|---|---|-----|-----|
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | | |
| 1 | Aunik Umayyah | √ | √ | √ | | √ | | √ | √ | √ | | √ | | √ | √ | √ | √ | √ | |
| 2 | Dian Permata Sari | √ | √ | | √ | √ | | √ | √ | | √ | √ | | √ | | √ | √ | √ | |
| 3 | Dio Afandi Putra | √ | | | | | √ | √ | | | | √ | | √ | √ | | | | √ |
| 4 | Harik Laksono | √ | √ | | √ | √ | | √ | √ | √ | √ | | | √ | √ | √ | | √ | |
| 5 | Isabela | √ | | | | | √ | √ | | | | √ | | √ | √ | | | | √ |
| 6 | Joni Irawan | | √ | | √ | | √ | √ | √ | √ | √ | | | √ | √ | √ | | √ | |
| 7 | Kiki Nur Aisyah | √ | √ | | √ | √ | | √ | √ | √ | √ | | | √ | √ | | √ | √ | |
| 8 | Marita Amalia | √ | | | | | √ | √ | | | | √ | | √ | | | √ | | √ |
| 9 | Misfatun Hasanah | √ | √ | √ | | √ | | √ | √ | √ | √ | | | √ | | √ | | | √ |
| 10 | Moh. Hasim | √ | √ | | | | √ | √ | √ | | | √ | | √ | √ | √ | √ | √ | |
| 11 | Putri Wijayanti | √ | √ | √ | | √ | | √ | √ | √ | | √ | | √ | | √ | √ | √ | |
| 12 | Sayyidatul A | | | | √ | | √ | | | √ | | √ | | √ | √ | | √ | √ | |
| 13 | Siti Hotijah | √ | √ | | √ | √ | | √ | √ | √ | √ | | | √ | √ | | √ | √ | |
| 14 | Siti Marhamah | √ | √ | | | | √ | √ | √ | | | √ | | √ | | | √ | | √ |
| 15 | Tomy Prabowo | √ | | | | | √ | √ | | | | √ | | √ | √ | | | | √ |

First Meeting

Active : (7/15) X 100% = 46.67%

Passive : (8/15) X 100% = 53.33%

Second Meeting

Active : (8/15) X 100% = 53.33%

Passive : (7/15) X 100% = 46.67%

Third Meeting

Active : (9/15) X 100% = 60%

Passive : (6/15) X 100% = 40%

The Result

Active : 53.33% = 8 students

Passive : 46.67% = 7 students

THE SCORING OF SPEAKING TEST CYCLE 1

| No | Name of Students | Aspects of Evaluation | | | | Total | Final Score |
|----------|-------------------|-----------------------|---|---|---|-------|-------------|
| | | F | G | V | P | | |
| 1. | Aunik Umaiyyah | 3 | 3 | 4 | 3 | 13 | 65 |
| 2. | Dian Permata Sari | 3 | 3 | 2 | 3 | 11 | 55 |
| 3. | Dio Afandi Putra | 5 | 3 | 4 | 4 | 16 | 80 |
| 4. | Harik Laksono | 4 | 4 | 4 | 3 | 15 | 75 |
| 5. | Isabela | 3 | 2 | 3 | 4 | 12 | 60 |
| 6. | Joni Irawan | 3 | 4 | 4 | 4 | 15 | 75 |
| 7. | Kiki Nur Aisyah | 4 | 4 | 4 | 4 | 16 | 80 |
| 8. | Marita Amalia | 4 | 3 | 3 | 3 | 13 | 65 |
| 9. | Misfatun Hasanah | 4 | 4 | 5 | 4 | 17 | 85 |
| 10. | Mohammad Hasim | 5 | 5 | 4 | 4 | 18 | 90 |
| 11. | Putri Wijayanti | 4 | 3 | 4 | 4 | 15 | 75 |
| 12. | Sayyidatul Aminah | 2 | 3 | 4 | 3 | 12 | 60 |
| 13. | Siti Hotijah | 4 | 4 | 4 | 3 | 15 | 75 |
| 14. | Siti Marhamah | 4 | 4 | 4 | 4 | 16 | 80 |
| 15. | Tomy Prabowo | 3 | 3 | 3 | 3 | 12 | 60 |
| $\sum x$ | | | | | | | 1080 |

THE RESULT OF CYCLE 1 TEST

Mean Score :

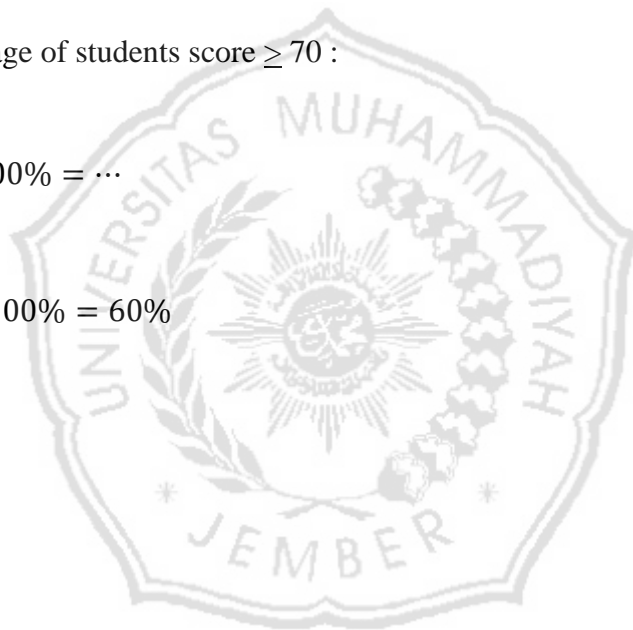
$$M = \frac{\sum X}{N}$$

$$M = \frac{1080}{15} = 72 \quad (M 72 \geq M 70)$$

The percentage of students score ≥ 70 :

$$\frac{A}{N} \times 100\% = \dots$$

$$\frac{9}{15} \times 100\% = 60\%$$



Appendix 19

THE OBSERVATION CHECKLIST FOR CYCLE 2

Notes:

1. Paying attention to the teacher's explanation
2. Asking the question to the teacher
3. Giving information and clues orally
4. Guessing the words

| No | Name | Meeting 1 | | | | Act | Pas | Meeting 2 | | | | Act | Pas | Meeting 3 | | | | Act | Pas |
|----|-------------------|-----------|---|---|---|-----|-----|-----------|---|---|---|-----|-----|-----------|---|---|---|-----|-----|
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | | |
| 1 | Aunik Umayyah | √ | √ | √ | | √ | | √ | √ | √ | | √ | | √ | √ | √ | √ | √ | |
| 2 | Dian Permata Sari | √ | √ | | √ | √ | | √ | √ | | √ | √ | | √ | | √ | √ | √ | |
| 3 | Dio Afandi Putra | √ | | | | | √ | √ | | | | √ | | √ | √ | | | | √ |
| 4 | Harik Laksono | √ | √ | | √ | √ | | √ | √ | | √ | √ | | √ | √ | √ | | √ | |
| 5 | Isabela | √ | | | | | √ | √ | | √ | √ | √ | | √ | √ | | √ | √ | |
| 6 | Joni Irawan | | √ | √ | √ | √ | | √ | √ | | √ | √ | | √ | √ | √ | | √ | |
| 7 | Kiki Nur Aisyah | √ | √ | | √ | √ | | √ | √ | | √ | √ | | √ | √ | | √ | √ | |
| 8 | Marita Amalia | √ | | | | | √ | √ | | | | √ | | √ | | √ | √ | √ | |
| 9 | Misfatun Hasanah | √ | √ | √ | | √ | | √ | √ | √ | √ | | | √ | | √ | | | √ |
| 10 | Moh. Hasim | √ | √ | | √ | √ | | √ | √ | | √ | √ | | √ | √ | √ | √ | √ | |
| 11 | Putri Wijayanti | √ | √ | √ | | √ | | √ | √ | √ | | √ | | √ | | √ | √ | √ | |
| 12 | Sayyidatul A | | | | √ | | √ | | √ | | | √ | | √ | √ | | √ | √ | |
| 13 | Siti Hotijah | √ | √ | | √ | √ | | √ | √ | | √ | √ | | √ | √ | | √ | √ | |
| 14 | Siti Marhamah | √ | √ | √ | | √ | | √ | √ | √ | | √ | | √ | | √ | | | √ |
| 15 | Tomy Prabowo | √ | | | | | √ | √ | | | | √ | | √ | √ | | √ | √ | |

First Meeting

Active : (10/15) X 100% = 66.67%

Passive : (5/15) X 100% = 33.33%

Second Meeting

Active : (11/15) X 100% = 73.33%

Passive : (4/15) X 100% = 26.67%

Third Meeting

Active : (12/15) X 100% = 80%

Passive : (3/15) X 100% = 20%

The Result

Active : 73.33% = 11 students

Passive : 26.67% = 4 students

THE SCORING OF SPEAKING TEST CYCLE 2

| No | Name of Students | Aspects of Evaluation | | | | Total | Final Score |
|----------|-------------------|-----------------------|---|---|---|-------|-------------|
| | | F | G | V | P | | |
| 1. | Aunik Umaiyyah | 4 | 4 | 4 | 3 | 15 | 75 |
| 2. | Dian Permata Sari | 4 | 3 | 4 | 3 | 14 | 70 |
| 3. | Dio Afandi Putra | 5 | 3 | 4 | 4 | 16 | 80 |
| 4. | Harik Laksono | 4 | 4 | 4 | 3 | 15 | 75 |
| 5. | Isabela | 3 | 2 | 3 | 4 | 12 | 60 |
| 6. | Joni Irawan | 3 | 4 | 4 | 4 | 15 | 75 |
| 7. | Kiki Nur Aisyah | 4 | 4 | 4 | 4 | 16 | 80 |
| 8. | Marita Amalia | 4 | 5 | 3 | 4 | 16 | 80 |
| 9. | Misfatun Hasanah | 4 | 4 | 5 | 4 | 17 | 85 |
| 10. | Mohammad Hasim | 5 | 5 | 4 | 4 | 18 | 90 |
| 11. | Putri Wijayanti | 4 | 3 | 4 | 4 | 15 | 75 |
| 12. | Sayyidatul Aminah | 3 | 3 | 4 | 3 | 13 | 65 |
| 13. | Siti Hotijah | 4 | 4 | 4 | 3 | 15 | 75 |
| 14. | Siti Marhamah | 4 | 4 | 4 | 4 | 16 | 80 |
| 15. | Tomy Prabowo | 4 | 4 | 3 | 4 | 15 | 75 |
| $\sum x$ | | | | | | | 1140 |

THE RESULT OF CYCLE 2 TEST

Mean Score :

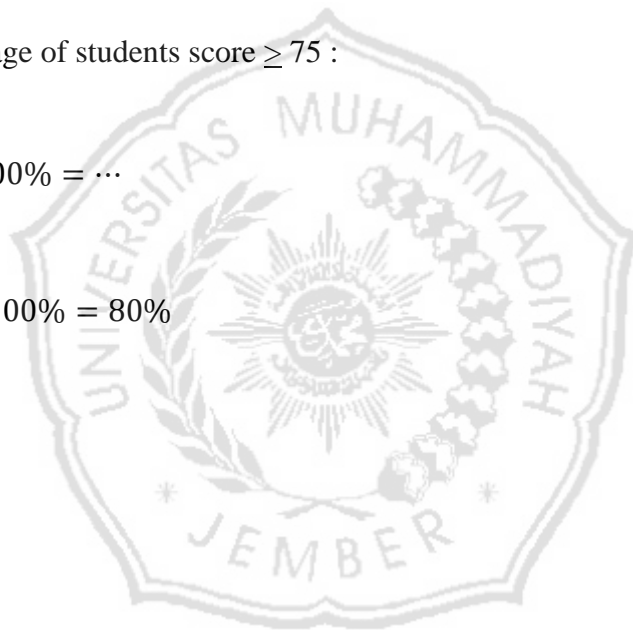
$$M = \frac{\sum X}{N}$$

$$M = \frac{1140}{15} = 76 \quad (M 76 \geq M 75)$$

The percentage of students score ≥ 75 :

$$\frac{A}{N} \times 100\% = \dots$$

$$\frac{12}{15} \times 100\% = 80\%$$



STATEMENT OF ORIGINALITY OF SARJANA THESIS

The Undersigned:

Name : Kardila Fitriani Yusika
Student Number : 1410231063
Program : English Education
Faculty : Teacher Training and Education

I state that this thesis is my own creation. It does not copy from other resources that I claim as my own creation.

If it proved tomorrow, or it could be proved that the thesis is from only copy and paste, I will be ready to all of consequences.

Jember, June 15th 2018
Writer

Kardila Fitriani Yusika
NIM. 1410231063

CURRICULUM VITAE

Kardila Fitriani Yusika is the first daughter of Mr. Karmo and Mrs. Ika Yunika Isnani. She was born on March 21st 1994 in Jember.

She began her study at TK Cut Nya' Dhien Jember in 1999. Then, she continued to study at elementary school Karangrejo 1 in 2001. After that, she decided to study at Baitul Arqom boarding school for her junior high school in 2007 and her senior high school. After graduating from senior high school, she dedicated her time for a year in Baitul Arqom as a teacher. After that, she decided to continue to the Muhammadiyah University of Jember. She took English Education Program because she likes teaching and English. From the first semester, everything was done by her to increase her experience in teaching activity. Until now, she is teaching in SMP Terbuka Miftahul Ulum Sumberejo, and has a group course in her house.