THE INFLUENCE OF CLAIRVOYANCE TECHNIQUE IN TEACHING STUDENTS' SPEAKING ABILITY

(A Pre-Experimental Research of Students at Second Grade of SMAN 1 Binamu Jeneponto)

A Thesis

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan

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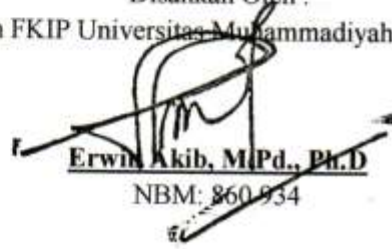15 Februari 2018 M

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ABSTRACT

ST. NURHALISA. 2017. *The Influence of Clairvoyance Technique in Teaching Students' Speaking Ability (A Pre-Experimental Research of Students at Second Grade of SMAN 1 Binamu Jeneponto).* Supervised by Erwin Akib and Ratu Yulianti Natsir

This study used Pre-Experimental research design. This study aimed to find out the students improvement in accuracy and fluency in speaking English. The sample of the research was class XI MIA 1 of SMAN 1 Binamu Jeneponto. The instrument used was speaking test.

Based on the findings, it was found that the use of clairvoyance technique was influenced students positively in their speaking ability. Furthermore, the findings showed that the students speaking accuracy was improve from the pre test to the post test, the students mean scores in pre test was 2.32 and in the post test was 3.671 with the improvement 57.7%. The students speaking fluency from pre test to post test was improved, the students mean score of speaking fluency in pre test was 5.99 the in post test was 6.85. It was showed that there was an improvement of the students' speaking fluency after the clairvoyance technique applied by the researcher in teaching English. The improvement of the students speaking fluency was 14.44 %. The students speaking ability was improved from pre test to post test, it was proved after calculating students mean scores in both indicators, the The students mean score in pre test was 4.192 and in the post test was 5.270 with the improvement 25.61%. It showed that there was a significant improvement of the students speaking ability after the treatment was given. The t-test score was higher than t-table value. T-test value was 12.22 and T-table value was 2.040. It was showed that the improvement was significant

Keywords: Clairvoyance technique, Speaking ability

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ
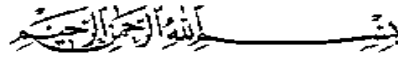
Alhamdulillahi Robbil Alamin. The researcher expresses her highest gratitude to the almighty Allah SWT, Who has given His guidance, blessing, and mercy to her in completing this thesis. Salam and Shalawat are addressed to the last prophet Muhammad SAW

The researcher expresses her sincerely deepest gratitude to her parents Mustar Salam, SE and Nurlaelah who always pray, motivate and sacrifice everything for her success. Further, the researcher express her gratitude for her sister Siti. Ardita Nur Meutia for their support in her education.

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CHAPTER I

INTRODUCTION

A. Background

There are many kinds of language that are used to communicate. One of them is English. English as International Language has to be learned by people in the world. Adopted from Mappiasse and Ahmad (2014:1), English has become the most spoken languages in the world of today. That is why the ability in using English is very important for everyone. As stated by Lauder (2008:3), English is being used for following technological and scientific improvements and also for better job opportunities. That shows that English plays an important role in many aspects in our life, such as in education, business, politic, ect. Therefore, both developed and developing country should realize that English is a language that is important to be learnt and mastered.

In this case, Indonesia as developing country realizes that English is an important language which should be taught. Since its independences in 1945, Indonesian education system has put English as a subject in education curriculum Lie (2007:1). In order that, Indonesian people understand English well. This will make them access anything easier. Realizing that science and technology are mostly using English, this will be helpful for Indonesian people to develop their human resources as a developing country. Therefore, English become the first language that should be taught in all education level in Indonesia. As a real case, Indonesian students sometimes find some difficulties in learning English. It is not

the easy thing that the students should master four language skill, they are: listening, speaking, reading, and writing.

Speaking is one of four basic skills in learning foreign language besides listening, reading and writing. It is considered as a priority for many second or foreign language learners. Through speaking, we can express our minds, ideas and thought freely and spontaneously. To most people, mastering the art of speaking is the most important aspect of learning a second or foreign language, and success is measured in terms of ability to carry out a conversation in the language.

Thornbury (1995:1) state that speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians, may produce even more than that.

Based on the researcher's experiences during in observation called magang 1 and magang 2, the researcher found some problems that often happen in students' speaking. The first, student's lack of interested in speaking instruction. The second, the students did not understand what the topic given by the teacher. The third, the students have affected by their mother tongue, so that they were difficult to express their ideas. The fourth, the students lack of vocabulary, and students' pronunciation still low. Furthermore, the teacher feels that the students' have not interested in speaking instruction because influence of teaching method in classroom.

This case, English teachers in teaching speaking need a creative way of teaching that can help students to present their ideas in speaking. Obviously, an

English teacher has to possess a good method in teaching English especially in teaching speaking.

The researcher thinks that using Clairvoyance technique is suitable technique in teaching speaking. According to Anderson (2015:1) said that the clairvoyance is a ability to see images and/or visions, like pictures in your Mind's Eye (Third Eye). Your Third Eye is located in the middle of your forehead between your two eyes and eye brows. Sometimes Clairvoyance is called Seers. The researcher considering that usage of clairvoyance technique can improve students' speaking ability. Clairvoyance is a technique that can increase students' speaking, the application of this technique give a big impact in speaking class. The students are ask to do a short conversation about their dream or their future. The students will be motivated to imagine about theirselves in the future. The students will enjoy speaking and also have many ideas to be conveyed. Therefore, the students will be more confidence.

In this research, the researcher used Clairvoyance as technique to teach speaking in the experiment class. The reason researchers choose the clairvoyance technique to teach speaking because Clairvoyance Technique is one of the ways that can help students to find new ideas that can facilitate students to speak according to what they want to express. By Clairvoyance Technique, students can imagine about their dreams or future, so that students will enjoy speaking because they know well what they should speak without feeling doubtful.

Based on the explanation above, the researcher has motivation to do an experimental research about *"The Influence of Clairvoyance Technique in Teaching Students' Speaking Ability".*

B. Problem Statement

Based on the previous background, problem statement is formulated into a question as follow:

1. How does the influence of Clairvoyance Technique in teaching improve students' accuracy in speaking of the Second Grade at SMA Negeri 1 Binamu Jeneponto?

2. How does the influence of Clairvoyance Technique in teaching improve students' fluency in speaking of the Second Grade at SMA Negeri 1 Binamu Jeneponto?

C. Objective of The Research

Based on the problems statement above, the objectives of this research are:

1. To find out how is the improvement students' speaking ability in terms of their accuracy in using Clairvoyance Technique of the Second Grade at SMA Negeri 1 Binamu Jeneponto.

2. To find out how is the improvement students' speaking ability in terms of their fluency in using Clairvoyance Technique of the Second Grade at SMA Negeri 1 Binamu Jeneponto.

D. Significance of the Research

1. Students

   The result of the research would bring students interest and enjoy study English by using Clairvoyance Technique, but increase their speaking ability. The researcher also expects this strategy can change students' expectation about English.

2. Teacher

   Conducting this research will be useful to the teachers which could give them a new strategy in teaching speaking ability; they will not be stuck only in some particular teaching strategies. Using Clairvoyance could be a good alternative or variation in teaching speaking, where it will make the students enjoy following the lesson.

3. Researcher

   The researcher intends to bring significance reference to other and next researcher as a reference for further studies on similar topic.

E. Scope of the Research

   The scope of research focused on the use of Clairvoyance Technique in Teaching Speaking Ability of Second Grade at SMA Negeri 1 Binamu Jeneponto, especially in accuracy in terms of pronunciation and vocabularies, and in fluency in terms of smoothness.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related of Research Findings

Many researchers had been reported to expose identification of the students' speaking skill in learning process more successful, some of their findings are as follows:

Rajab (2016) in their thesis, "The Influence between Clairvoyance Technique and Talk Show Strategy on Teaching Students' Speaking Ability of Second Grade at SMK Negeri 3 Takalar**",** she found that the students' speaking ability in terms of their accuracy in using Clairvoyance Technique of the Second Grade at SMK Negeri 3 Takalar was improved related to accuracy. It can be seen from the findings which shows that the percentage of the students who get good and fair score are increased after taught by using Clairvoyance Technique. Before taught by using Clairvoyance Technique, only five students got fair score and the other got poor score and after taught by using Clairvoyance Technique there are fourteen students got fair score, five students got good score, and one student got poor score.

Asrawati (2013) in their thesis, "Improving The Students' Speaking Ability Through Three-Step Interview Technique", She found that the use of Three-Step Interview Technique was able to make the students more active in learning process, especially in speaking activities. The process of the teaching and learning runs well during the classroom action research at the eighth grade students' of SMP Tridharma MKGR Makassar, because the students are

enthusiast to study English. Besides that, the researcher also gets full support by the teachers.

Bashir, et al (2011) in their journal, "Factor Effecting Students' English Speaking Skill". They found that the teachers and students are using interactive technique for teaching learning process, teachers are also using mother language during instruction and teachers are using helping material for their effective teaching.

Based on the previous findings above, the researcher can states that this research not only concerns with the elements of speaking but also concern with how to delivery speaking. This research focuses on improving the elements of speaking in term of speaking accuracy and fluency.

B. Some Concepts of Speaking

1. Definition of Speaking

Speaking is known as oral skill that plays necessary role in human interaction and communication. Learning to speak is considered more difficult by the students than learning to understand the spoken language. Speaking ability is important process of language learning. When people communicate their ideas, minds and feeling to the other, to deal so far with the concept of oral skills.

Thornbury (1995:1) state that speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians, may produce even more than that.

Fachrurrazy (2014:79) speaking is an active or productive skill. The target of speaking skill is an ability to express ideas freely and spontaneously.

Bashir et al (2011:38) Speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Gower, Philips, and Morrow cited in Derakhsan, et al (2016) .speaking is the production skill that is include in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take into account "the ability to keep going when speaking spontaneously".

From definition above, the researchers give definition about speaking, "Speaking is interaction two or more people to give and get idea when they have spoken."

2. **The Types of Speaking**

Brown (2000:251) says that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of oral language as the figure below:

Monologue

Planned   **Unplanned**

Figure 2. 1

Dialogue

Interpersonal   **Transactional**
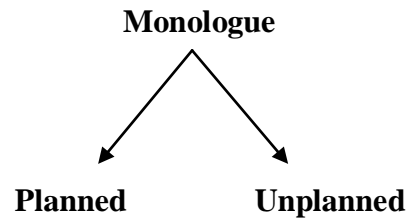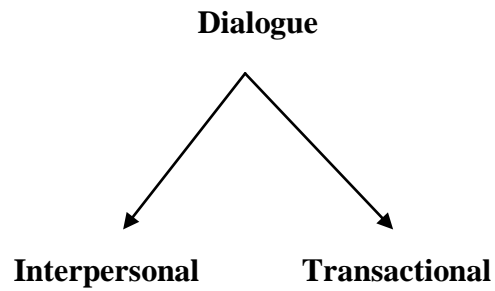
Figure 2. 2

In monologues, when one speaker uses spoken language, as in speeches, lectures, readings, and news broadcast, the listener must process long stretches of speech without interruption-the stream of the speech will go on whether or not the hearer understands, in planed, as it opposed to unplanned, monologue differs considerably in their discourse structures. While dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).

3. The Elements of Speaking

1.) Accuracy

According to BBC (2003:10) accuracy is an important component to pursue in communication. This refers to the speaker's ability to talk without making errors.

Besides that, the speed and accuracy at which single word are identified is the best predictor of comprehension. More edition: there are three aspects of accuracy in speaking, namely: pronunciation, vocabulary, and grammar.

a. Vocabulary

Thornbury (2002:13) states that vocabulary is one language component which has an important role as well as four language skills namely; reading, writing, speaking, and listening. Without vocabulary, learners would face difficulties to understand what everyone talked about because the first step to learn English was memorizing vocabulary.

b. Pronunciation

According to Thornbury (1995:128) pronunciation is refers to the candidate's ability to produce comprehensible utterances to fulfil the task requirements.

c. Grammar

Dykes (2007:5) states that grammar is a language to talk about language. According to Leech (1982:3) grammar refers to the mechanism according to which language works when it is used to communicate.

2.) Fluency

According to BBC (2003:2) fluency is being able to communicate your ideas without having to stop and think too much about what you are saying. According to Rebecca cited in Utami (2015:8) states that fluency refers to the ability to talk with normal level of continuing rate effort and to link ideas and language together to form coherent, connected speech. The key indicators of coherence are logical sequencing of sentences, clear making of stage in a discussion, narration or argument, and the use of cohesive devices for example; connector, pronoun, and conjunction within and between sentences.

4. The Characteristics of Speaking

Richard cited in Rajab (2016:12) divided eight characteristics of a spoken language are 1) Clustering, 2) redundancy, 3) reduced forms, 4) performance variable, 5) colloquial language, 6) rate of delivery, 7) stress, rhythm and intonation and 8) interaction.

1) Clustering

Clustering could be the process of organizing objects into groups whose members are similar in some way.

2) Redundancy

Redundancy is generally refers to any feature of a language that is not needed in order to identify a linguistic unit.

3) Reduced forms

Reduced forms are a form of making something smaller or less in amount, size, or degree. Sometimes in English reduced forms used in phrases and sentences.

4) Performance Variable

Performance Variable is One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as up, unwell, you know, like, etc. One of the most salient differences is in their hesitation phenomenon.

5) Colloquial Language

Colloquial Language is distinct from formal speech or formal writing it is the variety of language that speakers typically use when they are relaxed and not especially self-conscious.

6) Rate of delivery

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

7) Stress, rhythm and intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress according to Jones cited in Rajab (2016:13) states the force of the breath with which a syllable is pronounced is called stress and intonation is thus quite independent of stress, with which it is sometimes confused by beginners and rhythm is the timing of events on a human scale; of musical sounds and silences, of the steps of a dance or the meter of spoken language.

8) Interaction

Interaction is a kind of action that occurs as two or more objects have an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect. Speaking is a language is very difficult for learners because effective oral communication requires the ability to use the language appropriately in social interaction. Diverse in interaction involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress an intonation.

5. The Principle For Designing Speaking Techniques

Brown (2000:275) said there are seven principles for designing speaking techniques. It explains as follows:

1) As the techniques that cover spectrum of learner needs, from language based focus on accuracy to message.

   In our current seal for interactive language teaching, we can easily slip into a pattern of providing zesty content-based interactive activities that don't based focus on interaction, meaning, and fluency. Capitalize grammatical pointers or pronunciation tips.

2) Provide intrinsically motivation technique.

   Try at all times to appeal the students' ultimate goals and interest, 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 send student into ecstasy, help them to see activity will benefit them. Often students don't know why we ask them to do certain things; it usually pays to tell them.

3) Encourage the use of authentic language in meaningful context

   This theme has been played time, but one more reminder shouldn't hurt! It is not easy to keep coming up with meaningful interaction.

4) Provide appropriate feedback and correction.

   In most EFL situation, students are totally dependent on the teacher for useful linguistic feedback. In ESL situation, they may get such feedback "out there" beyond the classroom, but even then you are in a

position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for moment.

5) Capitalize on the natural link between speaking and listening.

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

6) Give students opportunities to initiated oral communication.

A good typical classroom interaction is characterized by teacher initiation.sk question, give direction, and provide information, and students have been conditioned only to "speak when spoken to".

7) Encourage the development of speaking strategies.

Your classroom can be one in which students become aware of, and have a chance to practice, such strategies as follows:

➢ Asking for clarification (what?)

➢ Asking someone to repeat something (excuse me?)

➢ Using fillers (I mean, well) in order to gain time to process

➢ Using conversation maintenance cues (right, yeah, okay)

➢ Getting someone attention (hey, say, so)

6. The Types of Classroom Speaking Performance

Brown (2000:271) said there are six types of classroom speaking performance that students are expected to carry out in the classroom.

1) Imitative

   A very limited portion of classroom speaking time may legitimately be speech generating "human tape recorder speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out nit the purpose of meaningful interaction, but for focusing on some particular element of language form.

2) Intensive

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

3) Responsive

   A good deal of student speech in the classroom is responsive: short replies a teacher or student. Initiated questions or comments. Such speech can be meaningful and authentic.

4) Transactional (dialogue)

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

5) Interpersonal (dialogue)

The other form of conversation mentioned in the previous was interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of fact and information. Learners would need to learn how such features as the relationship between interlocutor, casual style, and sarcasm are coded linguistically in this conversation.

6) Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports summaries of perhaps short speeches.

C. Concept of Clairvoyance Technique

1. Definition of Clairvoyance Technique

Anderson (2015:1) said that the clairvoyance is ability to see images and/or visions, like pictures in your Mind's Eye (Third Eye). Your Third Eye is located in the middle of your forehead between your two eyes and eye brows. Sometimes Clairvoyance is called seers.

Clairvoyance is technique that students used to pour their ideas out by ability to observe the future representation. Students will be asked by

the teacher to imagine what he would do if he became someone or become objects etc. The time to work alone and planned presentation, help to learn English to gain the confidence and competence in the production of spoken English. This technique involves the students in which he would put the idea what will he do after do after he become someone he wants or objects that he wants to get or future he envisioned. The advantages of clairvoyance are they will be more relaxed to speak and pour the idea.

2. Procedures in Using Clairvoyance Technique

The researcher will use Clairvoyance technique in teaching speaking to the students. After the pre-test, the researchers teach the students for 6 meetings.

Adapted from Rajab (2016:20), the implementation of clairvoyance technique can be use the following procedure:

1) The researcher gives motivation before starting the materials

2) The researcher gives some explanation about the learning process.

3) The researcher shows what speaking is.

4) The researcher asks the students' to introduce their self and show their friends what the future dream.

5) The researcher gives topic according to the students' future dream and asks the students to speak as well as they can by use Clairvoyance technique.

3. Clairvoyance Technique in Teaching Speaking

Since English is considered as the second language, there are many difficulties that are faced by students during the learning process in speaking. For example, students usually have problems in pronunciation, correctly, organizing their idea and being reluctant when they speak in front of other people.

Clairvoyance is a technique that can increase students' speaking, the application of this technique give a big impact in speaking class. The students are ask to do a short conversation about their dream or their future. The students will be motivated to imagine about theirselves in the future. The students will enjoy speaking and also have many ideas to be conveyed. Therefore, the students will be more confidence.

Students do the oral test and teacher assessing students through a recorder, to know students speaking ability. Students do the oral test and make a conversation each meeting. In order that the students will get used to be relax. While the students' pronunciation and smoothness will be increased.

Based on the statements above, the researcher may conclude that clairvoyance technique is an approach used by the teacher to the students in order to make students tell about their future imagination and their dreams. The students will be invited to imagine their future life that will

make the students have a lot of ideas and comfortable to speak. The benefit of using clairvoyance technique in speaking class is the students would not be afraid of what they are saying because they only speak about their dreams. Whether the students tell about a logical dreams or not.

D. Conceptual Framework

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        ┌──────────────────────────┐
        │          INPUT           │
        │                          │
        │     Teaching Speaking    │
        └──────────────────────────┘
                     │
                     ▼
        ┌──────────────────────────┐
        │         PROCESS          │
        │                          │
        │   Applying Clairvoyance  │
        │        Technique         │
        └──────────────────────────┘
                     │
                     ▼
        ┌──────────────────────────┐
        │          OUTPUT          │
        │                          │
        │     The Improvement of   │
        │  Students' Speaking Ability │
        └──────────────────────────┘
                     │
         ┌───────────┴────────────┐
         ▼                        ▼
┌──────────────────┐    ┌──────────────────┐
│    Accuracy      │    │     Fluency      │
│  > Pronunciation │    │   > Smoothness   │
│  > Vocabulary    │    │                  │
└──────────────────┘    └──────────────────┘
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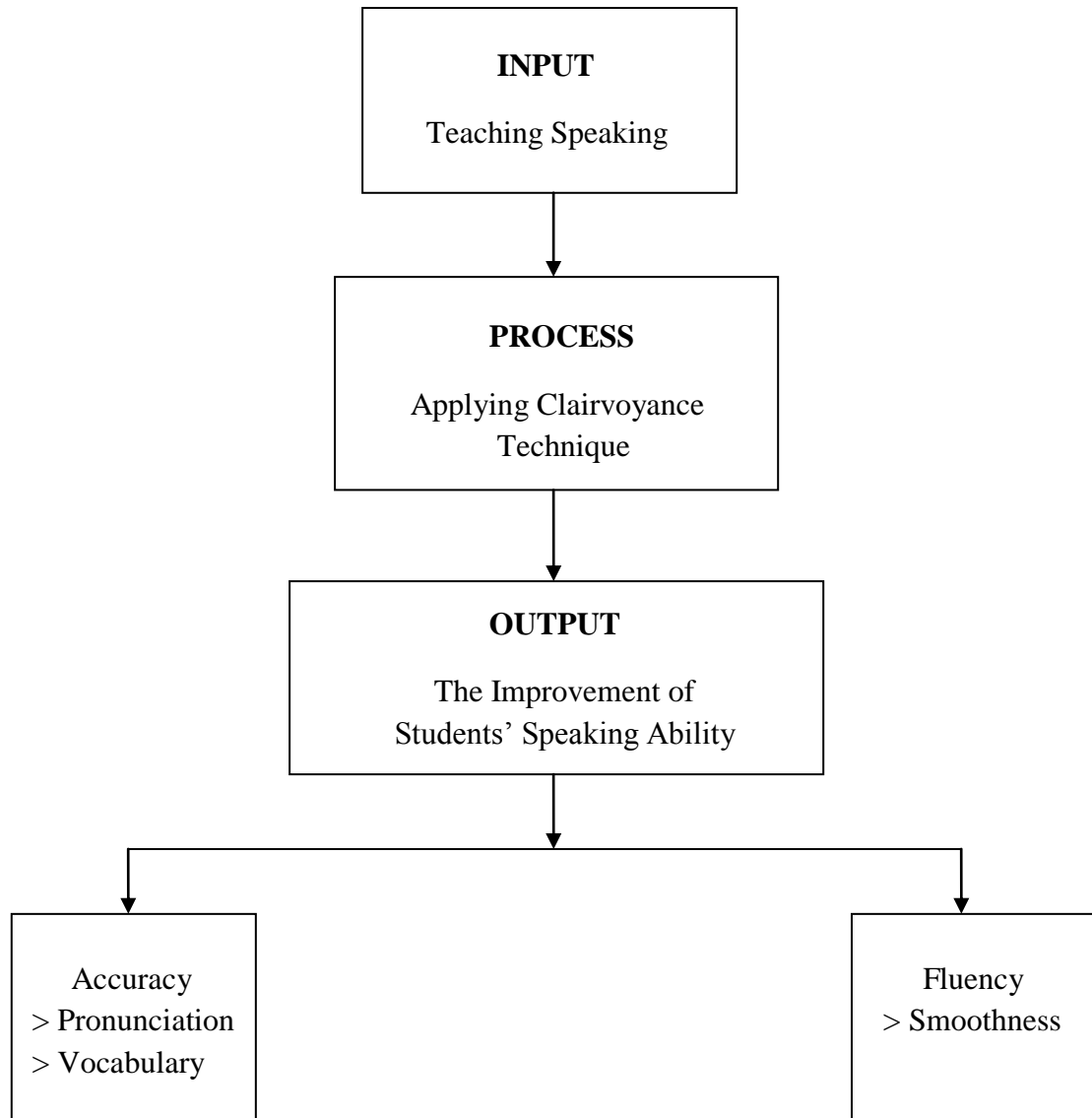
Figure 2.3

In other to avoid the misunderstanding, the researcher uses conceptual framework as follow:

- Input : it refers to give teaching about speaking.

- Process : it refers to use of clairvoyance technique in teaching and

  learning speaking skill.

- Output : it refers to the improvement of students' speaking skill after using clairvoyance technique.

In this framework, the students face many problems in learning English, especially in speaking. Based on the problem, the researcher will apply Clairvoyance Technique to overcome the problem. Clairvoyance Technique could be the solution for solving this problems. This technique is expected to improve the students' motivation in speaking class. Clairvoyance technique can help the students to generate the idea based on their experience.

E. **Research Hypothesis**
1. Null Hypothesis (Ho): ''There is no significant influence difference the students speaking ability before and after treatment by using clairvoyance technique.

2. Alternative Hypothesis (H1): ''The influence of clairvoyance technique in teaching students' speaking ability at the second grade of SMA Negeri 1 Binamu Jeneponto.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher employed a *pre-experimental research* with one group pre-test and post test design. The researcher used experimental, where the experimental class was treated by applying Clairvoyance Technique where the teacher to the students in order to make students told about their future imagination and their dreams. The researcher used this method to know the effect of Clairvoyance Technique toward students' speaking fluency and accuracy which effectively in class. .

This kind of study allowed the researcher to look at the effects of at least one independent variable and one dependent variable. In this research, the researcher wanted to see whether the treatment made a difference or not. This research included pre-test and post-test to measure the students' achievement. The research design could be show in the following formula:

$$X1 \longrightarrow o \longrightarrow X2$$
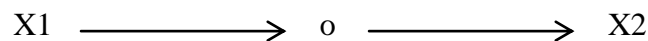
Where: X1= Pre-test

O= Treatment

X2= Post-test

Emzir, (2008:97)

B. Research Variables and Indicators

1. Variables

    a) Independent variable was the used of clairvoyance technique. It was used by the researcher when teaching the material.

    b) Dependent variable was the speaking ability at the second grade of SMA Negeri 1 Binamu Jeneponto covered accuracy and fluency.

2. Indicators

    The indicators of this research were pronunciation, vocabulary, and smoothness.

C. Population and Sample

1) Population

    The population of this research was the Second Grade students of SMA Negeri 1 Binamu Jeneponto in academic year 2017/2018. There were two classes, where XI MIA with five classes consisted of 189 students; XI IIS with five classes consisted of 148 students.

2) Sample

    The sample selected by used random sampling technique of ten classes, and this research, the researcher only took one class as the sample. It was conducted at the second grade namely class XI. MIA 1 consists of 32 students.

D. Operational Definition of Variable

The two variables were defined as follows:

a. Clairvoyance Technique an activity where the students told or wrote an English topic to improve their abilities in friendly and interesting setting.

b. Speaking was a mean of oral communication which gave information that involved two elements, namely the speaker who gave the message and the listener who received the message.

E. Procedure of Collecting Data

The procedures of the research were described as follows:

1. Pre-test

   a. The researcher came to the class and asked the students attention.

   b. The researcher explained; the purposes of the research.

   c. The researcher explained the procedure of the test that was given to the students.

   d. The researcher asked the students to come forward and face to face giving the questions.

   The researcher was given test (oral test) to measure their ability before the treatment.

   In this step, the researcher was given pre-test to the students. The test concluded of oral test. The purpose of giving this test was to know the students' prior knowledge of speaking fluency and accuracy.

2. Treatment

   After giving pre-test, the students were given some treatments through English Club. It took time for six meetings and spent 90 minutes in each meeting. Some steps of treatment were:

   a. The researcher gave motivation before starting the materials.

   b. The researcher gave some explanation about the learning process.

   c. The researcher told what speaking is.

   d. The researcher asked the students' to introduce their self.

   e. The researcher gave topic according to the students' future dream and asked the students to speak as well as they can by using Clairvoyance technique.

3. Post-test

   After the treatment was given, the researcher collected the data based on the post-test the measure whether the used clairvoyance technique influence the students speaking ability. The form of post-test was oral test.

   Stages in giving a post-test

   a. The researcher told the students the procedure of the post-test.

   b. The researcher asked the students to come forward and face to face for giving the question.

F. Technique Data Analysis

1) Score Classification

   The data collected through the speaking test, after that the researcher analyzed and gave a score based on the following criteria:

1. Accuracy

   a. Pronunciation

Table 3.1 The Assessment of Pronunciation

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	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 majors causing confusion.
Fairly Good	3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother-

		tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.
Very poor	1	Serious Pronunciation errors as well as many 'basic' grammatical and lexical errors. no evidence of having mastered of any language skill and areas practicedin the course.

Heaton, (1988:155)

b. Vocabulary

Table 3.2 The Assessment of Vocabulary

Classification	Score	Criteria
Excellence	6	They speak effectively of using vocabulary
Very good	5	They speak effectively and very good of using vocabulary
Good	4	They speak effectively and good of using vocabulary
Fairly Good	3	Has to make an effort for much of the time. Often has to search for the desire meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses while be search for desire meaning frequently and halting delivery. Almost gives up making the effort at times limited range of

Classification	Score	Criteria
		expression.
Very Poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

<div align="right">Harmer cited in Tahir (2015:25)</div>

2. Fluency

   a. Smoothness

Table 3.3 The Assessment of Smoothness

Classification	Score	Criteria
Excellent	9,6 – 10	They speak understandable and high of smoothness
Very Good	8,6 – 9,5	They speak very understandable and very good of smoothness
Good	7,6 – 8,5	They speak very understandable and good of smoothness
Fairly Good	6,6 – 7,5	They speak sometimes hasty but fairly good of using smoothness
Fair	5,6 – 6,5	They speak sometimes hasty, fair of using smoothness
Poor	3,6 – 5,5	They speak hasty, and more sentences are not appropriate using smoothness

<div align="right">Harmer cited in Tahir (2015:25)</div>

$$\text{Score} = \frac{Student's\ correct\ answer}{Maximum\ Score} \times 10$$

To analyze the achievement, the researcher applied the following formula. Classified the score of the students into the following categories:

Table 3.4: The Classification of the Students' Score

No.	Classification	Score
1.	Excellent	9.6 - 10
2.	Very good	8.6 - 9.5
3.	Good	7.6 - 8.5
4.	Fair	5.6 – 6,5
5.	Poor	3.6 – 5.5
6.	Very Poor	0.0 – 3.5

Depdikbud cited in Nurjannah, (2016)

Finding the improvement's percentage of students' speaking achievement after using clairvoyance technique:

$$P = \frac{X2 - X1}{X1} \text{ X } 100$$

Where:

P : The improvement percentage

X_1 : The mean score of pre-test

X_2 : The mean score of post-test

2) Data Collection

    a. The discoverer the mean score, the writer apply the following formula

$$\overline{x} = \frac{\Sigma x}{N}$$

    Note   :

        $\overline{x}$: Mean score (symbol for the population mean)

        Σx : The sum of all score

        N   : The total number of students

                      Gay (1981:320)

    b. Find out the standard deviation of the students' speaking achievement

$$SD = \frac{\sqrt{\Sigma x^2 - \left(\frac{\Sigma x}{n}\right)^2}}{n-1}$$

    Note   :

        SD   : The total square of the students' score

        Σx : The total score of the students

        N   : The number of students

    c. To find out the significance difference between the students' pre-test and post-test, the writer applied the formula as follow:

$$T = \frac{\overline{D}}{\sqrt{\frac{\Sigma D^2 - \left(\frac{\Sigma D}{n}\right)^2}{n(n-1)}}}$$

Note   :

    T   : Test of significance

    D   : Mean deviation

    $(\sum D)^2$: The square of the sum score for difference

    $\sum D$: The sum of total score for difference

    N   : The number of subject

<div align="right">Gay (1981:355)</div>

d. The criteria for the hypothesis testing is as follows:

Table 3.5: The Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
T-test < t-table	Accepted	Rejected
T-test > t-table	Rejected	Accepted

The table above meant (1) the t-test value was smaller than t-table value, the null hypothesis was accepted, while alternative hypothesis was rejected, and (2) the t-test value was equal to greater than t-table value, the null hypothesis was rejected while the alternative was accepted.

The formula explained about the significance difference between pre-test and post-test found by calculation the value of the t-test. The aim of the formula was to know the clairvoyance technique effective or not in increasing the students' speaking ability of the second grade in SMA Negeri 1 Binamu Jeneponto.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This part presented the findings in this research and later there will be a discussion about the following research findings. The findings showed the influence of clairvoyance technique in teaching speaking in SMA Negeri 1 Binamu Jeneponto. It could be showed through the analysis of students speaking test in pre test and post test. After seeing the students score in pre test and post test, it was found that clairvoyance technique in teaching English was influenced students speaking ability. It was proved by the improvement if students' mean score in post test was higher than mean score in pre test. The researcher may concluded that after treatment was given the students were stimulated and responded positively the treatment then result the improvement of students speaking ability.

1. The Improvement of Students' Speaking Accuracy

After seeing and analyzing the result of the pre test and post test, it was found that there was significant improvement of the students speaking ability exactly in accuracy, the improvement has showed in the following table:

Table 4.1 Improvement of The Students' Speaking Accuracy

No	Indicators	Students' mean score		Improvement (%)
		Pre-test	Post-test	
1.	Main Score in Accuracy	2.32	3.671	57.7%

Based on the table above, it showed that the students mean scores in pre test was 2.32 and in the post test was 3.671 with the improvement 57.7%. it showed that there was a significant improvement of the students speaking accuracy after the treatment was given. It is proved by the students' mean score of pre-test and post-test where the mean score of post-test is higher and has significant improvement than the mean score of pre-test after conducting the treatment. It was happened because Clairvoyance technique provided fun, interesting, and enjoyable ways in learning English speaking so that students were active and had high self-confidence to speak and express their opinion about their dreams.

To see clearly the improvement of students' speaking fluency, the following chart is presented:

Chart 4.1 Improvement of The Students' Speaking Accuracy
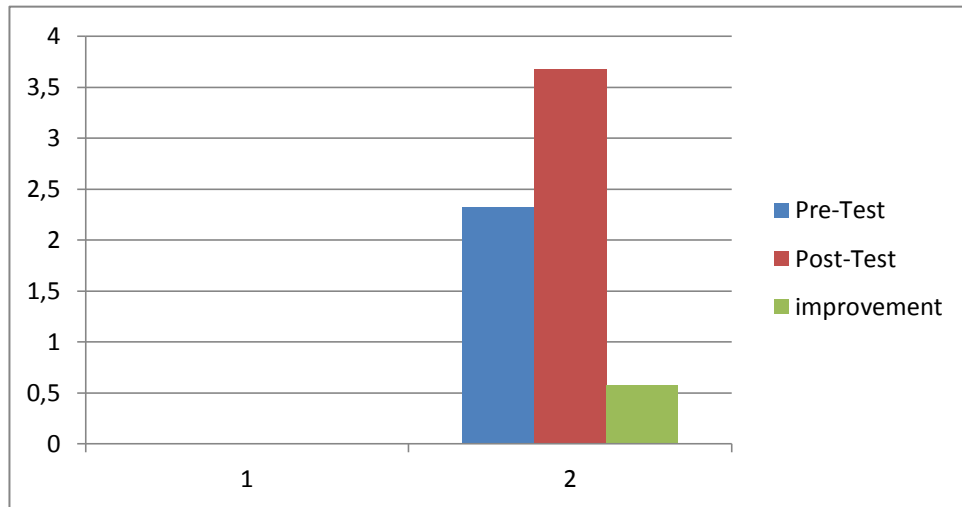
Based on the chart above, it shows that the mean score in pre-test of accuracy was 2.32 and the post-test was 3.671 and the improvement was 57.7%. It's clearly seen that they were significantly different. In brief, it shows that the mean score of the students' speaking ability by using clairvoyance technique in accuracy can be improved.

2. The Improvement of Students' Speaking Fluency

To see clearly the result and improvement of students speaking fluency, it showed to the following table:

Table 4.2 Improvement of The Students' Speaking Fluency

No	Indicators	Students' mean score		Improvement (%)
		Pre-test	Post-test	
1.	Main Score in Fluency	5.99	6.85	14.44 %

The students' improvement of speaking fluency was found after analyzed the result of students speaking test. After analyzing the test, it was found that the students speaking fluency was improved from pre test to post test. It was found that the students mean score of speaking fluency in pre test was 5.99, the in post test was 6.85. It was showed that there was an improvement of the students' speaking fluency after the clairvoyance technique applied by the researcher in teaching English. The improvement of the students speaking fluency was 14.44%

After seeing the table of students' improvement in speaking fluency, the researcher may conclude that the clairvoyance technique in teaching English was influenced positively toward the students speaking fluency. The students were motivated and interested to learn English with clairvoyance technique.

Chart 4.2 Improvement of The Students' Speaking Fluency
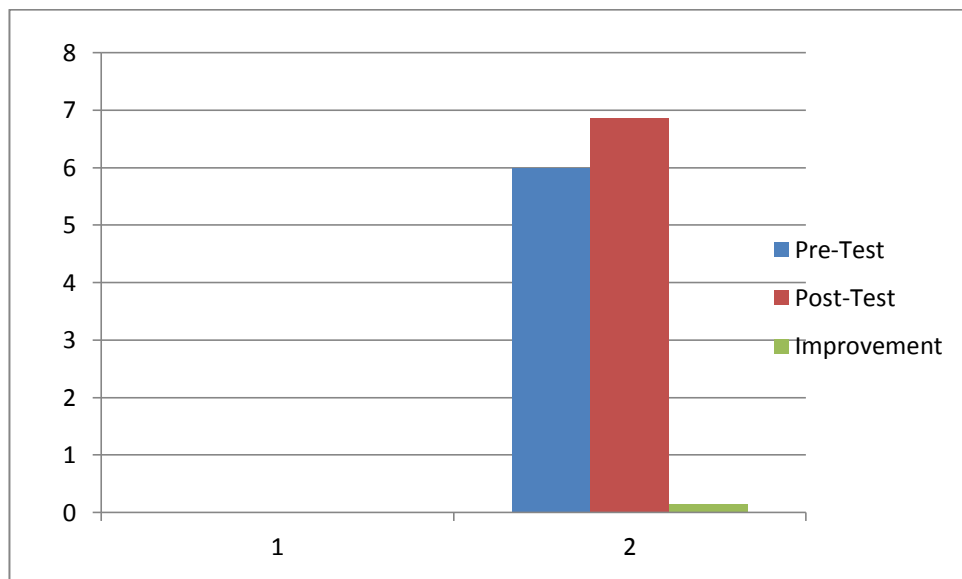
Based on the chart above, it shows that the mean score in pre-test of fluency is 5.99 and the post-test is 6.85 and the improvement is 14.4%. It's clearly

seen that they were significantly different. In brief, it shows that the mean score of the students' speaking ability by using clairvoyance technique in fluency can be improved.

3. The Improvement of Students' Speaking Ability

The improvement of students' speaking ability was found after seeing the improvement of both indicators of speaking ability, there were accuracy and fluency. Furthermore, the researcher found that both of indicators were improved. The improvement of students speaking ability was found after calculating the result of both indicators. To see the improvement of students speaking ability, it showed in the following table:

Table 4.3 Students' Improvement in Speaking Ability

No	Indicators	Students' Mean Score		Improvement (%)
		Pre-test	Post-test	
1.	Main Score in Speaking Ability	4.192	5.270	25.61%

Chart 4.3 Students' Improvement in Speaking Ability
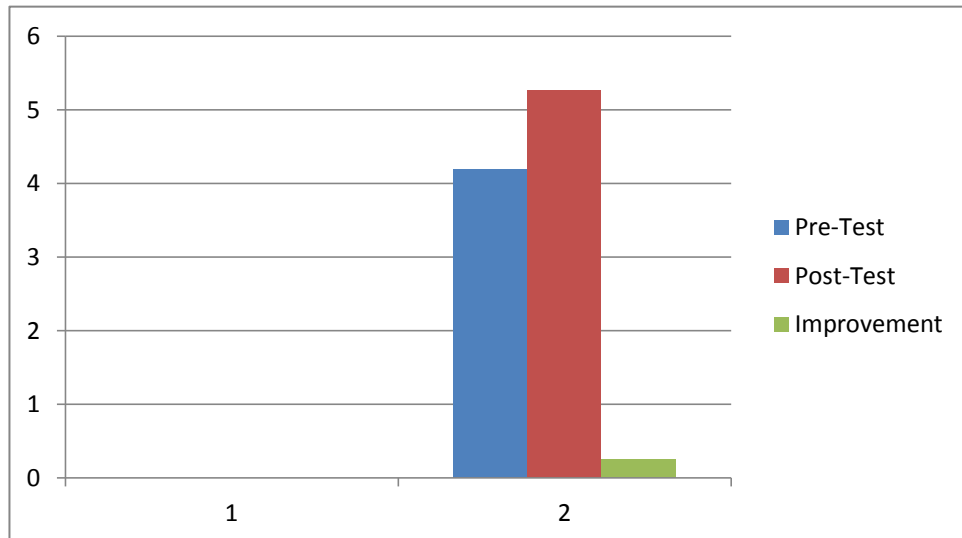
The significant improvement of the students' pre test and post test can be seen through the t-test with the level of significant was 0.5 at the degree of freedom (df : n-1). The result was shown as follows:

Table 4.4 The Significant Improvement of Students' Speaking Ability

t-test value	t-table value	Category
12.22	2.040	Significant

The table above showed that the t-test value is higher than t-test value. The researcher may conclude that this improvement is significant. Furthermore it was found that the clairvoyance technique is effectively in teaching speaking in second grade students of SMAN 1 Binamu Jeneponto.

4. Findings of Students' Score in Classification on Pre-test and Post-tes

The result of students' score on pre-test and post-test about its classification, namely excellent, very good, good, average, poor, and very poor will be described from the table below.

a. Classification in Pre-test

Table 4.5 Students' score classification in pre-test

Classification	Score	Speaking Ability	
		Frequency	%
Excellent	9.6 - 10	0	0 %
Very Good	8.6 – 9.5	0	0 %
Good	7.6 – 8.5	0	0 %
Fair	5.6 – 6.5	3	6.25 %
Poor	3.6 – 6.5	27	84.3%
Very Poor	0 – 3.5	2	6.25%

b. Classification in Post-test

Table 4.6 Students' score classificaton in post-test

Classification	Score	Speaking Ability	
		Frequency	%
Excellent	9.6 - 10	0	0 %
Very Good	8.6 - 9.5	0	0 %
Good	7.6 – 8.5	4	12.5%

Fair	6.6 – 7.5	5	15.6 %
Poor	3.6 – 6.5	23	71.8%
Very Poor	0 – 3.5	0	0 %

The table 4.5 shows that the percentage of students' speaking ability in Pre-test is 2 students (6.25%) get very poor, 27 students (84.3%) get poor, and 3 students (6.25%) get fair. In table 4.6 after conducting treatment, the percentage of students speaking ability in class is 23 students (71.8%) get poor, 5 students (15.6%) get fair and 4 students (12.5%) get good.

5. Hypothesis Testing

If the t-test value is higher than t-table at the level of significance 0,05 and degree freedom (df) 31 (N-I = 32-1), thus the alternative hypothesis (H1) is accepted and null hypothesis (Ho) is rejected. In contrary, if the value is lower than t-table at the level of significance 0.05 and the degree freedom (df) 31 (N-1 = 32-1) thus the alternative hypothesis is rejected and null hypothesis is accepted.

B. Discussion

The description of data collected from the students' accuracy in terms of pronunciation and vocabulary and the students' fluency in term of smoothness in speaking as explain in the previous section showed that the students' speaking ability in accuracy and fluency was achieved. It was supported by mean score and total score, also the percentage of the improvement of the students' pre-test and

post-test result. Based on the finding above, the using Clairvoyance Technique made students had mean score that was higher is speaking ability than before they used Clairvoyance Technique.

Based on the findings of the students' score, the mean score of accuracy pre-test was 2.32. It shows the achievement of students' speaking before the treatment and the mean score of post-test was 3.671 after treatment and the improvement was 57.7%. The mean score of the students' pre-test in fluency was 5.99. It shows the achievement of students' before treatment and the mean score of post-test was 6.85 after treatment and the improvement was 14.44%. Nevertheless, the difference mean score of the post-test was higher than the pre-test. It means that The Influence of Clairvoyance Technique in Teaching Students' Speaking ability of the Second Grade at SMA Negeri 1 Binamu Jeneponto was effective in teaching speaking.

1. Improvement of Students' Speaking Accuracy

After seeing the findings of the research, it was found that students speaking accuracy was improved. Students speaking accuracy was assessed through speaking test, furthermore students accuracy was concern in students vocabulary mastery and pronunciation. The result of pre test found that most of the students were having a poor level of accuracy, however after the treatment was given, it was found that most of the students were having fair level and some students have good level of accuracy. It showed that clairvoyance technique influenced the students speaking accuracy. It was in line with previous study held

by Rajab (2016) which found that that the percentage of the students who get good and fair score are increased after taught by using Clairvoyance Technique. Before taught by using Clairvoyance Technique, only five students got fair score and the other got poor score and after taught by using Clairvoyance Technique there are fourteen students got fair score, five students got good score, and one student got poor score.

The great approach and interview, the students were more interested to talk with the researcher, the stimulus which given by the researcher could be absorb effectively by the students. Students speaking be more enjoyable and result the improvement of students speaking ability.

The statement above was proved by the improvement on students' mean scores in pre test and post test, the students mean score in pre test was 2.32 and in the post test was 3.671 with the improvement 57.7%. It showed that there was a significant improvement of the students speaking accuracy after the treatment was given.

2. Improvement of Students' Speaking Fluency

The result of the pre test and post test was proved that there was an improvement of students' speaking fluency after the clairvoyance technique in teaching speaking was applied by the research in the class. The students' speaking fluency was assessed through seeing the students' smoothness in speaking English. In pre test, the researcher found that most of the students were having poor level of fluency in speaking English, however after the treatment was given

and post test was held the researcher found there was an improvement of students speaking fluency. Most of the students were improved even if still in the fair level and some students were in the good level. It was proved by the improvement of the students mean scores in fluency from pre test to post test. In pre test, mean score of students' speaking fluency was 5.99 the in post test was 6.85. It was showed that there was an improvement of the students' speaking fluency after the clairvoyance technique applied by the researcher in teaching English. The improvement of the students speaking fluency was 14.44 %.

3. Improvement of Students' Speaking Ability

After the researcher assessed both indicators of speaking ability, it was found that both of indicators showed the improvement from pre test to post test. It was proved with the improvement of mean score of students speaking ability form pre test to post test. The students mean score in pre test was 4.192 and in the post test was 5.270 with the improvement 25.61%. It showed that there was a significant improvement of the students speaking ability after the treatment was given.

Exercise the significant improvement of students' speaking ability through t-test with the level of significant was 0.5 at the degree of freedom (df : n-1). Furthermore, the result was the improvement was significant after the treatment was given. The t-test score was higher than t-table value. T-test value was 12.22 and T-table value was 2.040. It was showed that the improvement was significant.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After seeing the findings and discussion on research question, the researcher may conclude that:

1. The students speaking accuracy was improve from the pre test to the post test, the students mean scores in pre test was 2.32 and in the post test was 3.671 with the improvement 57.7%

2. The students speaking fluency from pre test to post test was improved, the students mean score of speaking fluency in pre test was 5.99 the in post test was 6.85. It was showed that there was an improvement of the students' speaking fluency after the clairvoyance technique applied by the researcher in teaching English. The improvement of the students speaking fluency was 14.44 %.

The students speaking ability was improved from pre test to post test, it was proved after calculating students mean scores in both indicators, the students mean score in pre test was 4.192 and in the post test was 5.270 with the improvement 25.61%. It showed that there was a significant improvement of the students speaking ability after the treatment was given.

The t-test score was higher than t-table value. T-test value was 12.22 and T-table value was 2.040. It was showed that the improvement was significant.

B. Suggestions

Here are the suggestions for the implementation of clairvoyance technique in teaching English:

1. The use of clairvoyance technique is needed for the improvement of students speaking ability

2. The teacher need to be more communicative in learning process in order to make the students be more productive and absorb the material given effectively

3. Clairvoyance made the students could be responsive on the stimulus which send by the teacher, the learning process will be more enjoyable for the students.

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APPENDICES

Research Instrument of Pre-Test

Name	:
Class	:
Student's Number	:

I. Test in Pre Test

Read the sentence below and choose one of them based on your choice! Then present your choice in front of your class!

1. What do you want to do if you become an actor or actress?
2. What do you want to do if you become a singer one like Syahrini?
3. What do you want to do if you become a popular formula one rider like Rio Haryanto?
4. What do you want to do if you become a governor Like Syahrul Yasin Limpo?
5. What do you want to do if you become police woman?
6. What do you want to do if you become a doctor?

Research Instrument of Post-Test

Name	:
Class	:
Student's Number	:

I. Test in Post Test

Read the sentence below and choose one of them based on your choice! Then present your choice in front of your class!

1. What do you want to do if you become an actor or actress?
2. What do you want to do if you become a popular singer one like Adele?
3. What do you want to do if you become a popular rider like Rossi and Lorenzo?
4. What do you want to do if you become a president Like Jokowi or Obama?
5. What do you want to do if you become a policeman?
6. What do you want to do if you become a midwife?

Pre- Test

1. **What do you want to do if you become an actor or actress?**

    If I become a actress I want to be a humble actress, have much many for membawa my parents to Makkah with me and membuat my parents proud of me yang sudah melahirkan saya, dan harus menjadi artis yang serba multitalenta.

2. **What do you want to do if you become a governor Like Syahrul Yasin Limpo?**

    If I become a governor like Syahrul Limpo, I want to memperbaiki semua jalanan on south Celebes and giving a pasangan for penduduk still single.

3. **What do you want to do if you become a popular formula one rider like Rio Haryanto?**

    If I become a popular formula one rider like Rio Haryanto, I want to menginjak gas sedalam-dalamnya demi mengharumkan nama Indonesia

Post- Test

1. **What do you want to do if you become a popular singer one like Adele?**

   If I become a popular singer one like Adele, I want can be motivation for me and my fans in the world and I keep always be a good singer

2. **What do you want to do if you become an actor or actress?**

   If I become a actor, I want to around the world to meet all my fans, travelling with my future wife and make a orphanage.

3. **What do you want to do if you become a President like Jokowi or Obama?**

   If I become a president like Jokowi or Obama, I want to make laws that corruption will be put to death, make the Indonesian economy be good, and raise the income of civil servant

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan   : SMA Negeri 1 Binamu

Kelas/Semester   : XI/1

Mata Pelajaran   : Bahasa Inggris

Materi   : Teks lisan dan tulis untuk memberi saran dan tawaran

                     serta responnya.

Alokasi Waktu   : 4 x 45 menit (2 kali pertemuan)

A. Kompetensi Inti:

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif 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 sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya

4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespons ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Indikator Pencapaian Kompetensi

3.1.1. Mengidentifikasi ungkapan tawaran.

3.1.2. Mengidentifikasi ungkapan saran

3.1.3. Membedakan ungkapan tawaran dan saran.

3.1.4. Menjelaskan fungsi ungkapan tawaran.

3.1.5. Menjelaskan fungsi ungkapan saran.

4.1.1. Menyampaikan ungkapan tawaran sesuai konteks dengan benar.

4.1.2. Merespon sebuah tawaran dengan tepat.

4.1.3. Menyampaikan ungkapan saran sesuai konteks dengan tepat.

4.1.4. Merespon sebuah saran dengan tepat.

4.1.5. Menulis ungkapan tawaran dengan benar.

4.1.6. Menulis ungkapan saran dengan benar.

D. Pendekatan dan Model Pembelajaran

1. Pendekatan   : Clairvoyance Technique

2. Model Pembelajan   : Role Playing

E. Materi Pembelajaran

Ungkapan tawaran dan saran

Tawaran:

- Can I help you?

- Shall I bring you some tea?

- Would you like another piece of cake?

Saran:

- Let's go to the library.

- Let's go to the movies.

- Why don't you do your homework before going out?

F. Kegiatan Pembelajaran:

Pertemuan ke-1

No.	Uraian Kegiatan	Waktu
1.	**Pendahuluan** - Berdo'a - Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis - Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang akan dipelajari. - Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan.	10 menit
2.	**Kegiatan Inti** **Mengamati**: - Peseta didik menyaksikan dialog yang berisi tentang ungkapan	

	memberikan saran dan tawaran serta responnya.	25 menit
	- Peserta didik mengamati berbagi ungkapan yang digunakan untuk mengungkapkan saran dan tawaran serta responnya.	
	- Guru membentuk kelompok peserta didik yang anggotanya 5 orang	
	- Peserta didik menyusun/menyiapkan skenario yang akan ditampilkan	15 menit
	Menanya:	
	- Dengan bimbingan dan arahan guru, peserta didik menanyakan berbagai hal tentang ungkapan memberikan saran dan tawaran sertaresponnya.	30 menit
	Mengeksplorasi:	
	- Peserta didik mencari berbagai ungkapan lain yang digunakan untuk mengungkapkan saran dan tawaran serta responnya.	
	- Peserta didik menirukan berbagai ungkapan yang digunakan untuk mengungkapkan saran dan tawaran serta responnya.	
	- Peserta didik mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) ungkapan saran dan tawaran serta responnya.	
3.	**Penutup**	
	- Peserta didik bersama guru menyimpulkan materi pelajaran yang telah dipelajari.	
	- Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan.	10 menit
	- Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami materi yang telahdipelajari.	

Pertemuan ke-2

No.	Uraian Kegiatan	Waktu
1.	**Pendahuluan** - Berdo'a - Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis - Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang akan dipelajari. - Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan.	10 menit
2.	**Kegiatan Inti** **Mengasosiasi**: - Peserta didik diberikan kesempatan membaca dan mempelajari skenario yang akan ditampilkan - Setelah peserta didik mempelajari skenario, peserta didik diperintahkan untuk bersiap-siap - Memberikan penjelasan tentang kompetensi yang ingin di capai - Guru memanggil kelompok peserta didik untuk tampil **Mengkomunikasikan**: - Setiap kelompok peserta didik tampil di depan kelas membawa skenarionya masing-masing	35 menit 35 menit
3.	**Penutup** - Peserta didik bersama guru menyimpulkan materi pelajaran yang telah dipelajari. - Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan. - Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami materi yang telah dipelajari.	10 menit

	- Guru memberikan penugasan berupa tugas mandiri kepada peserta didik.	

F. PENILAIAN

1. Penilaian Sikap spiritual

    a. Teknik   : observasi

    b. Instrument penilaian   :

No	Aspek Pengamatan	Skor			
		1	2	3	4
1	Berdoa sebelum dan sesudah melakukan sesuatu				
2	Mengucapkan rasa syukur atas karunia Tuhan				
3	Memberi salam sebelum dan sesudah menyampaikan pendapat/presentasi				
4	Mengungkapakan kekaguman secara lisan maupun tulisan terhadap Tuhan saat melihat kebesaran Tuhan				
5	Merasakan keberadaan dan kebesaran Tuhan saat mempelajari ilmu pengetahuan				
Jumlah Skor					

Petunjuk Penskoran : Skor akhir menggunakan skala 1 sampai 4

Perhitungan skor akhir menggunakan rumus $\frac{Skor\ diperoleh}{Skor\ Maksimal} \times 4 = Skor\ Akhir$

2. Penilaian Sikap sosial

Lembar pengamatan sikap Sosial

No	Nama Siswa	Aspek Yang Dinilai						Jumlah	Ket
		Semangat	Jujur	Disiplin	Percaya Diri	Tanggung Jawab	Toleransi		
1.									
2.									
Dst.									

Pedoman Penilaian

Skala penilaian dibuat dengan rentangan dari 1 s/d 5

1 = Belum terlihat

2 = Jarang terlihat

3 = Kadang – kadang terlihat

4 = Sering terlihat

5 = Selalu terlihat

Nilai Akhir Siswa: $\frac{Skor\ diperoleh}{Skor\ Maksimal} \times 4 = Skor\ Akhir$

3. PenilaianPengetahuan   : Tes tertulis

    a. Teknik penilaian   : Tertulis

    b. BentukInstrumen   : Menulis

    c. Kisi-kisi   : Melengkapi dialog

    d. Instrument   : Fill in the bubbles to complete the conversations.

1.

2.
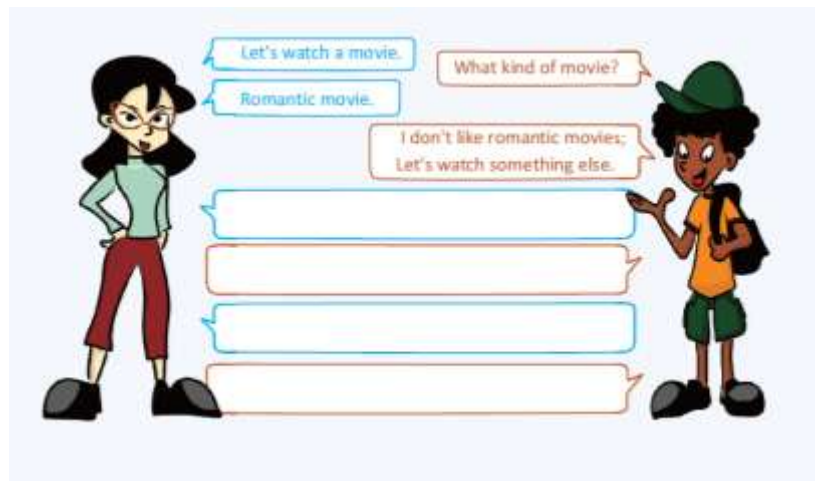
Rubrik penilaian pengetahuan:

No	Aspek	Deskripsi	Skor
1	Kosa kata	a. Hampir Sempurna	5
		b. Ada kesalahan tapi tidak mengganggu makna	4
		c. Ada beberapa kesalahan dan mengganggu makna	3
		d. Banyak kesalahan dan mengganggu makna	2
		e. Terlalu banyak kesalahan sehingga sulit untuk dipahami	1
2	Pilihan kata	a. Sangat variatif dan tepat	5
		b. variatif dan tepat	4

		c. cukup variatif dan tepat	3
		d. Kurang variatif dan tepat	2
		e. Tidak variatif dan tepat	1

Penentuan Nilai: Nilai Siswa $= \dfrac{\text{skor diperoleh}}{\text{skor maksimal}} \times 100$

4. Penilaian Keterampilan:

    a. TeknikPenilaian : (Berbicara) UnjukKerja

    b. BentukInstrumen : Bermainperan.

    c. Instrument Penilaian:

Perform conversation with your friend by playing a role based on the character given in the form of card.

> You are a waiter/waitress in a restaurant. Greet your customer and offer him/her fried rice and some milk for breakfast. Suggest him/her other foods and drinks.

> You are a restaurant customer. Ask the waiter/ waitress to serve you. You don't like fried rice and milk.

Rubrik penilaian Keterampilan:

    c. Pronunciation

Classification	Score	Criteria
Excellence	6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by the

		mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	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 majors causing confusion.
Fairly Good	3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother-tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.
Very Poor	1	Serious Pronunciation errors as well as many 'basic' grammatical and lexical errors. no evidence of having mastered of any language skill and areas practicedin the course.

d. Vocabulary

Classificatio n	Score	Criteria
Excellence	6	They speak effectively of using vocabulary
Very good	5	They speak effectively and very good of using vocabulary
Good	4	They speak effectively and good of using vocabulary

Fairly Good	3	Has to make an effort for much of the time. Often has to search for the desire meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses while be search for desire meaning frequently and halting delivery. Almost gives up making the effort at times limited range of expression.
Very Poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

e. Smoothness

Classification	Score	Criteria
Excellent	9,6 - 10	They speak understandable and high of smoothness
Very Good	8,6 – 9,5	They speak very understandable and very good of smoothness
Good	7,6 – 8,5	They speak very understandable and good of smoothness
Fairly Good	6,6 – 7,5	They speak sometimes hasty but fairly

		good of using smoothness
Fair	5,6 – 6,5	They speak sometimes hasty, fair of using smoothness
Poor	3,6 – 5,5	They speak hasty, and more sentences are not appropriate using smoothness

Penentuan Nilai: $\text{Nilai Siswa} = \dfrac{\text{skor diperoleh}}{\text{skor maksimal}} \times 100$

G. Sumber / Media Pembelajaran

Media, Alat, dan Sumber Pembelajaran

1. Media
   - Gambar
2. Alat/Bahan
   - Recorder
   - Tongkat
3. Sumber Belajar
   - Buku Bahasa Inggris – Kementerian Pendidikan dan Kebudayaan 2014

Jeneponto, 17 November 2017

Mengetahui:
Guru Mata Pelajaran,   Guru Mata Pelajaran,

RAHMAN, S. Pd.   **ST. NURHALISA**
NIP. 19710119 199512 1 001   **NIM. 10535541413**

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : SMA Negeri 1 Binamu
Kelas/Semester   : XI/1
Mata Pelajaran   : Bahasa Inggris
Materi   : Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya.
Alokasi Waktu   : 4 x 45 menit (2 kali pertemuan)

A. Kompetensi Inti:

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif 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 sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.

4.2. Menyusun teks lisan dan tulis untuk menyatakandan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Indikator Pencapaian Kompetensi
3.2.1. Mengidentifikasi ungkapan pendapatdanpikiransertaresponnya.
3.2.2. Mengidentifikasi struktur teks ungkapan pendapat dan pikiran serta responnya.
3.2.3. Menemukan ungkapan pendapat dan pikiran dalam sebuah teks.

4.1.7. Menyampaikan pendapat dan pikiran sesuai konteks dengan benar.
4.1.8. Merespon ungkapan pendapat dan pikiran dengan tepat.
4.1.9. Menulis ungkapan pendapat dan pikiran dengan benar.
4.1.10. Membuat dialog yg berisi ungkapan pendapat dan pikiran.

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D. Pendekatan dan Model Pembelajaran

3. Pendekatan : Clairvoyance Technique

4. Model Pembelajan : Talking Stick

E. Materi Pembelajaran
Ungkapan pendapat dan pikiran serta responnya.
- I think our classroom should be painted.
- In my opinion, your answer is right.

Respon ungkapan saran:

- I think so.
- I agree with you.

F. Kegiatan Pembelajaran:

Pertemuan ke-1

No.	Uraian Kegiatan	Waktu
1.	**Pendahuluan** - Berdo'a	

	- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis - Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang akan dipelajari. - Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan.	10 menit
2.	**Kegiatan Inti** **Mengamati**: - Peseta didik memperhatikan dialog yang berisi tentang ungkapan menyatakan pendapat dan pikiran serta responnya. - Peserta didik mengamati berbagi ungkapan yang digunakan untuk menyatakan pendapat dan pikiran serta responnya.	25 menit
	Menanya: - Dengan bimbingan dan arahan guru, peserta didik menanyakan berbagai hal tentang ungkapan menyatakan pendapat dan pikiran serta responnya.	15 menit
	Mengeksplorasi: - Peserta didik mencari berbagai ungkapan lain yang digunakan untuk mengungkapkan pendapat dan pikiran serta responnya. - Peserta didik menirukan berbagai ungkapan yang digunakan untuk mengungkapkan pendapat dan pikiran serta responnya. - Peserta didik mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) ungkapan pendapat dan pikiran serta responnya.	30 menit
3.	**Penutup** - Peserta didik bersama guru menyimpulkan materi pelajaran yang telah dipelajari. - Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan. - Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami materi yang telah dipelajari.	10 menit

Pertemuan ke-2

No.	Uraian Kegiatan	Waktu
1.	**Pendahuluan** - Berdo'a - Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis. - Guru mereview materi sebelumnya dan mengajukan pertanyaan-pertanyaan terkait dengan materi yang akan dipelajari. - Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan.	10 menit
2.	**Kegiatan Inti** **Mengasosiasi**: - Peserta didik diberikan kesempatan membaca dan mempelajari materi ungkapan tawaran dan saran - Setelah peserta didik membaca buku, peserta didik diperintahkan untuk menutup bukunya - Guru mengambil tongkat dan memberikan peserta didik - Kemdian guru dan peserta didik bersama-sama bernyanyi sembari tongkat di jalankan - Jika guru berhenti bernyanyi maka tongkat akan berhenti berjalan dan siswa yang memegang tongkat tersebut melakukan dialog dengan guru atau peserta lain - Siswa diminta untuk berimajianasi sesuai dengan instruksi guru - Dan melakukan hal tersebut secara berulang sampai semua siswa mendapat semua giliran **Mengkomunikasikan**: - Peserta didik brdialog dengan guru dan peserta lainnya	35 menit 35 menit
3.	**Penutup** - Peserta didik bersama guru menyimpulkan materi pelajaran yang telah dipelajari. - Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan. - Guru memberikan pertanyaan untuk mengetahui apakah peserta	10 menit

| | didik sudah memahami materi yang telah dipelajari.
- Guru memberikan penugasan berupa tugas mandiri kepada peserta didik. | |

G. Penilaian

2. Penilaian Sikap spiritual
   a. Teknik   : observasi
   b. Instrument penilaian   :

No	Aspek Pengamatan	Skor			
		1	2	3	4
1	Berdoa sebelum dan sesudah melakukan sesuatu				
2	Mengucapkan rasa syukur atas karunia Tuhan				
3	Memberi salam sebelum dan sesudah menyampaikan pendapat/presentasi				
4	Mengungkapakan kekaguman secara lisan maupun tulisan terhadap Tuhan saat melihat kebesaran Tuhan				
5	Merasakan keberadaan dan kebesaran Tuhan saat mempelajari ilmu pengetahuan				
Jumlah Skor					

Petunjuk Penskoran :   Skor akhir menggunakan skala 1 sampai 4
Perhitungan skor akhir menggunakan rumus: $\frac{Skor\ diperoleh}{SkorMaksimal} \times 4 = Skor\ Akhir$

3. Penilaian Sikap sosial

Lembar pengamatan sikap Sosial

No	Nama Siswa	Aspek Yang Dinilai						Jumlah	Ket
		Semangat	Jujur	Disiplin	Percaya Diri	Tanggung Jawab	Toleransi		
1.									
2.									

Dst.									

Pedoman Penilaian

Skala penilaian dibuat dengan rentangan dari 1 s/d 5

1 = Belum terlihat
2 = Jarang terlihat
3 = Kadang – kadang terlihat
4 = Sering terlihat
5 = Selalu terlihat

Nilai Akhir Siswa: $\dfrac{Skor\ diperoleh}{Skor\ Maksimal} \times 4 = Skor\ Akhir$

4. Penilaian Pengetahuan   : Tes tertulis
  e. Teknikpenilaian   : Tertulis
  f. BentukInstrumen   : Menulis
  g. Kisi-kisi   : Melengkapi dialog
  h. Instrument   : Fill in the bubbles to complete the conversations.

Complete the following transactional conversations.

  1.

  2.
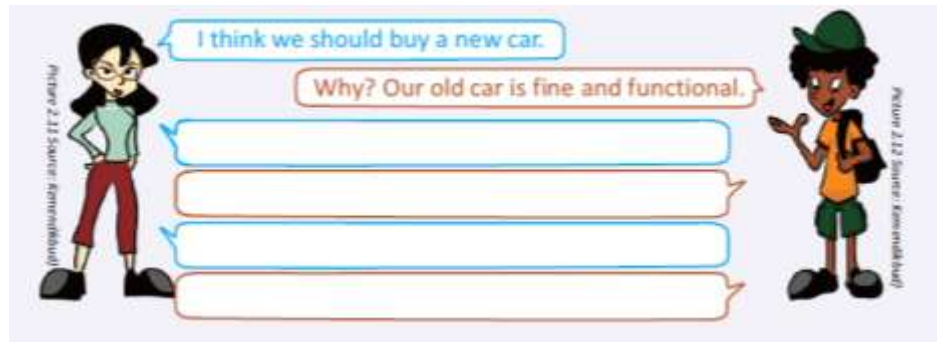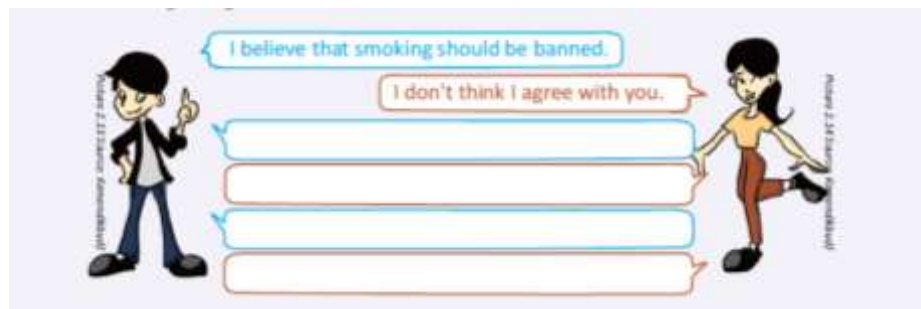
Rubrik penilaian pengetahuan:

No	Aspek	Deskripsi	Skor
1	Kosa kata	f. Hampir Sempurna	5
		g. Ada kesalahan tapi tidak mengganggu makna	4
		h. Ada beberapa kesalahan dan mengganggu makna	3
		i. Banyak kesalahan dan mengganggu makna	2
		j. Terlalu banyak kesalahan sehingga sulit untuk dipahami	1
2	Pilihan kata	f. Sangat variatif dan tepat	5
		g. variatif dan tepat	4
		h. cukup variatif dan tepat	3
		i. Kurang variatif dan tepat	2
		j. Tidak variatif dan tepat	1

Penentuan Nilai: $\text{Nilai Siswa} = \dfrac{\text{skor diperoleh}}{\text{skor maksimal}} \times 100$

5. PenilaianKeterampilan:
- d. Teknik Penilaian : (Berbicara) Unjuk Kerja
- e. Bentuk Instrumen : Bermain peran
- f. Instrument Penilaian:

Perform conversation with your friend by playing a role based on the character given in the form of card.

> You are a waiter/waitress in a restaurant. Greet your customer and ask him/her to give opinion about the fried rice he/ she has had. Ask also his/ her opinion about the milk he/ she has had. Respond his/ her opinion.

> You are a restaurant customer. When you are asked your opinion about the food and the drink you have had, give your response. You like the fried rice much but you don't like the milk, give reasons.

Rubrik penilaian Keterampilan berbicara:

f. Pronunciation

Classification	Score	Criteria
Excellence	6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	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 majors causing confusion.
Fairly Good	3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother-tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.
Very Poor	1	Serious Pronunciation errors as well as many 'basic' grammatical and lexical errors. no evidence of having mastered of any language skill and areas practicedin the course.

g. Vocabulary

Classification	Score	Criteria
Excellence	6	They speak effectively of using vocabulary

Very good	5	They speak effectively and very good of using vocabulary
Good	4	They speak effectively and good of using vocabulary
Fairly Good	3	Has to make an effort for much of the time. Often has to search for the desire meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses while be search for desire meaning frequently and halting delivery. Almost gives up making the effort at times limited range of expression.
Very Poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

h. Smoothness

Classification	Score	Criteria
Excellent	9,6 - 10	They speak understandable and high of smoothness
Very Good	8,6 – 9,5	They speak very understandable and

		very good of smoothness
Good	7,6 – 8,5	They speak very understandable and good of smoothness
Fairly Good	6,6 – 7,5	They speak sometimes hasty but fairly good of using smoothness
Fair	5,6 – 6,5	They speak sometimes hasty, fair of using smoothness
Poor	3,6 – 5,5	They speak hasty, and more sentences are not appropriate using smoothness

Penentuan Nilai: $\text{Nilai Siswa} = \dfrac{\text{skor diperoleh}}{\text{skor maksimal}} \times 100$

H. Sumber / Media Pembelajaran

Media, Alat, dan Sumber Pembelajaran

4. Media
   - Gambar
5. Alat/Bahan
   - Recorder
   - Tongkat
6. Sumber Belajar
   - Buku Bahasa Inggris – Kementerian Pendidikan dan Kebudayaan 2014

Jeneponto, 17 November 2017

Mengetahui:
Guru Mata Pelajaran,   Guru Mata Pelajaran,

RAHMAN, S. Pd.   **ST. NURHALISA**
NIP. 19710119 199512 1 001   **NIM. 10535541413**

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMA Negeri 1 Binamu

Kelas/Semester : XI/1

Mata Pelajaran : Bahasa Inggris

Materi : Teks lisan dan tulis untuk menyatakan harapan dan doa bersayap (*extended*), serta responnya.

Alokasi Waktu : 4 x 45 menit (2 kali pertemuan)

A. Kompetensi Inti:

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif 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 sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (*extended*), sesuai dengan konteks penggunaannya.

4.3. Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan harapan dan doa, bersayap (*extended*) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

3.3.1. Mengidentifikasi ungkapan harapan dan doa serta responnya.

3.3.2. Mengidentifikasi struktur teks ungkapan harapan dan doa serta responnya.

3.3.3. Menemukan ungkapan ungkapan harapan dan doa dalam sebuah teks.

4.3.1. Menulis ungkapan pendapat dan pikiran dengan benar.

4.3.2. Menyampaikan ungkapan harapan dan doa sesuai konteks dengan benar.

4.3.3. Merespon ungkapan harapan dan doa dengan tepat.

4.3.4. Membuat dialog yg berisi ungkapan harapan dan doa.

D. Pendekatan dan Model Pembelajaran

5. Pendekatan : Clairvoyance Technique

6. Model Pembelajan : Talking Stick

E. Materi Pembelajaran

Ungkapan harapan dan doa serta responnya.

- I hope to study abroad.
- I am hoping for a good grade in my English
- I wish my friends help me with my assignment.

Respon ungkapan harapan dan doa:

- I hope so.
- Yes, I hope so, too

F. Kegiatan Pembelajaran:

Pertemuan ke-1

No.	Uraian Kegiatan	Waktu
1.	**Pendahuluan** - Berdo'a - Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis - Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang akan dipelajari. - Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan.	10 menit
2.	**Kegiatan Inti** **Mengamati**: - Peseta didik menyaksikan dialog yang berisi tentang ungkapan harapan dan doa serta responnya. - Peserta didik mengamati berbagi ungkapan yang digunakan untuk menyatakan harapan dan doa serta responnya.	25 menit
	Menanya: - Dengan bimbingan dan arahan guru,peserta didik menanyakan berbagai hal tentang ungkapan harapan dan doa serta responnya.	15 menit
	Mengeksplorasi: - Peserta didik mencari berbagai ungkapan lain yang digunakan untuk mengungkapkan harapan dan doaserta responnya. - Peserta didik menirukan berbagai ungkapan yang digunakan untuk mengungkapkan harapan dan doaserta responnya. - Peserta didik mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) ungkapan harapan dan doaserta responnya.	30 menit
3.	**Penutup** - Peserta didik bersama guru menyimpulkan materi pelajaran yang telah dipelajari. - Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan. - Guru memberikan pertanyaan untuk mengetahui apakah peserta didiksudah memahami materi yang telah dipelajari.	10 menit

Pertemuan ke-2

No.	Uraian Kegiatan	Waktu
1.	**Pendahuluan** - Berdo'a - Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis. - Guru mereviewmaterisebelumnyadanmengajukan pertanyaan-pertanyaan terkait dengan materi yang akan dipelajari. - Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan.	10 menit
2.	**Kegiatan Inti** **Mengasosiasi**: - Peserta didik diberikan kesempatan membaca dan mempelajari materi ungkapan tawaran dan saran - Setelah peserta didik membaca buku, peserta didik diperintahkan untuk menutup bukunya - Guru mengambil tongkat dan memberikan peserta didik - Kemdian guru dan peserta didik bersama-sama bernyanyi sembari tongkat di jalankan - Jika guru berhenti bernyanyi maka tongkat akan berhenti berjalan dan siswa yang memegang tongkat tersebut melakukan dialog dengan guru atau peserta lain - Siswa diminta untuk berimajianasi sesuai dengan instruksi guru - Dan melakukan hal tersebut secara berulang sampai semua siswa mendapat semua giliran **Mengkomunikasikan**: - Peserta didik berdialog dengan guru dan peserta lainnya	35 menit 35 menit
3.	**Penutup** - Peserta didik bersama guru menyimpulkan materi pelajaran yang telah dipelajari. - Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan.	10 menit

- Guru memberikan pertanyaan untuk mengetahui apakah peserta didiksudah memahami materi yang telahdipelajari. - Guru memberikan penugasan berupa tugas mandiri kepada peserta didik.	

G. Penilaian

6. PenilaianSikap spiritual
   c. Teknik   : observasi
   d. Instrument penilaian   :

No	Aspek Pengamatan	Skor			
		1	2	3	4
1	Berdoa sebelum dan sesudah melakukan sesuatu				
2	Mengucapkan rasa syukur atas karunia Tuhan				
3	Memberi salam sebelum dan sesudah menyampaikan pendapat/presentasi				
4	Mengungkapakan kekaguman secara lisan maupun tulisan terhadap Tuhan saat melihat kebesaran Tuhan				
5	Merasakan keberadaan dan kebesaran Tuhan saat mempelajari ilmu pengetahuan				
Jumlah Skor					

Petunjuk Penskoran :   Skor akhir menggunakan skala 1 sampai 4
Perhitungan skor akhir menggunakan rumus: $\frac{Skor\ diperoleh}{Skor\ Maksimal} \times 4 = Skor\ Akhir$

7. PenilaianSikap sosial

   Lembar pengamatan sikap Sosial

No	Nama Siswa	Aspek Yang Dinilai						Jumlah	Ket
		Semangat	Jujur	Disiplin	Percaya Diri	Tanggung Jawab	Toleransi		
1.									
2.									

Dst.									

Pedoman Penilaian

Skala penilaian dibuat dengan rentangan dari 1 s/d 5

1 = Belum terlihat
2 = Jarang terlihat
3 = Kadang – kadang terlihat
4 = Sering terlihat
5 = Selalu terlihat

NilaiAkhirSiswa: $\dfrac{Skor\ diperoleh}{SkorMaksimal} \times 4 = Skor\ Akhir$

8. PenilaianPengetahuan : Tes tertulis
  i. Teknikpenilaian : Tertulis
  j. BentukInstrumen : Menulis
  k. Kisi-kisi   : Melengkapi dialog
  l. Instrument   : Fill in the bubbles to complete the conversations.

Complete the following transactional conversations.

1.

Marvelous! I am so proud of you.

2.

Fantastic!
Congratulations on getting the first prize.

3.

Rubrik penilaian pengetahuan:

No	Aspek	Deskripsi	Skor
1	Kosa kata	k. Hampir Sempurna	5
		l. Ada kesalahan tapi tidak mengganggu makna	4
		m. Ada beberapa kesalahan dan mengganggu makna	3
			2
		n. Banyak kesalahan dan mengganggu makna	1
		o. Terlalu banyak kesalahan sehingga sulit untuk dipahami	
2	Pilihan kata	k. Sangat variatif dan tepat	5
		l. variatif dan tepat	4
		m. cukup variatif dan tepat	3
		n. Kurang variatif dan tepat	2
		o. Tidak variatif dan tepat	1

Penentuan Nilai: $\text{Nilai Siswa} = \dfrac{\text{skor diperoleh}}{\text{skor maksimal}} \times 100$

9. PenilaianKeterampilan:
   g. TeknikPenilaian : (Berbicara) Unjuk Kerja
   h. BentukInstrumen : Bermainperan.
   i. Instrument Penilaian:

Perform conversation with your friend by playing a role based on the character given in the f of card.

> You are a new student in this school.
> Come to and greet your teacher and
> express your hopes as a new student.
> Respond what he/she says.

You are a teacher. Respond what your student says.

Rubrik penilaian Keterampilan berbicara:

i. Pronunciation

Classification	Score	Criteria
Excellence	6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	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 majors causing confusion.
Fairly Good	3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother-tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.
Very Poor	1	Serious Pronunciation errors as well as many 'basic' grammatical and lexical errors. no evidence of having mastered of any language skill and areas practicedin the course.

j. Vocabulary

Classification	Score	Criteria
Excellence	6	They speak effectively of using vocabulary
Very good	5	They speak effectively and very good of using vocabulary
Good	4	They speak effectively and good of using vocabulary
Fairly Good	3	Has to make an effort for much of the time. Often has to search for the desire meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses while be search for desire meaning frequently and halting delivery. Almost gives up making the effort at times limited range of expression.
Very Poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

k. Smoothness

Classification	Score	Criteria
Excellent	9,6 - 10	They speak understandable and high of smoothness
Very Good	8,6 – 9,5	They speak very understandable and very good of smoothness
Good	7,6 – 8,5	They speak very understandable and good of smoothness
Fairly Good	6,6 – 7,5	They speak sometimes hasty but fairly good of using smoothness
Fair	5,6 – 6,5	They speak sometimes hasty, fair of using smoothness
Poor	3,6 – 5,5	They speak hasty, and more sentences are not appropriate using smoothness

Penentuan Nilai: $\text{Nilai Siswa} = \dfrac{\text{skor diperoleh}}{\text{skor maksimal}} \times 100$

H. Sumber / Media Pembelajaran

Media, Alat, dan Sumber Pembelajaran

7. Media
   - Gambar

8. Alat/Bahan
   - Recorder
   - Tongkat

9. Sumber Belajar
   - Buku Bahasa Inggris – Kementerian Pendidikan dan Kebudayaan 2014

Jeneponto, 17 November 2017

Mengetahui:
Guru Mata Pelajaran,   Guru Mata Pelajaran,

RAHMAN, S. Pd.   **ST. NURHALISA**
NIP. 19710119 199512 1 001   **NIM. 10535541413**

Appendix M

Documentation

CURRICULUM VITAE

ST. NURHALISA was born in Jeneponto, on August 14, 1996. She has one sister from her family. Her father is Mustar S, SE and her mother is Nurlaelah. She graduated her elementary school in 2007 at SDI 114 Agang Je'ne, Jeneponto Regency.

She continued her study at SMPN 1 BINAMU, Jeneponto regency and graduated in 2010. Her senior high school was at SMAN 1 Jeneponto and graduated in 2013. At the same year she was accepted as English Department students of Faculty of Teacher Training and Education, Makassar Muhammadiyah University. At the end of her study, she could finish her thesis in 2017 entitle The Influence of Clairvoyance Technique in Teaching Students' Speaking Ability (A Pre-experiment Research of Students at Second Grade of SMA Negeri 1 Binamu Jeneponto)