

**THE IMPLEMENTATION OF REVOLT INSTITUTE METHOD  
IN TEACHING ENGLISH  
(A Pre-Experimental Research at the Eleventh Grade of SMA Negeri  
8 Pinrang)**



**A THESIS**

**Submitted to the Faculty of Teacher Training and Education  
Makassar Muhammadiyah University in partial fulfillment of the  
Requirement for the Degree of Sarjana Pendidikan in English  
Department**

**NUR AULIYAH  
10535 5528 13**

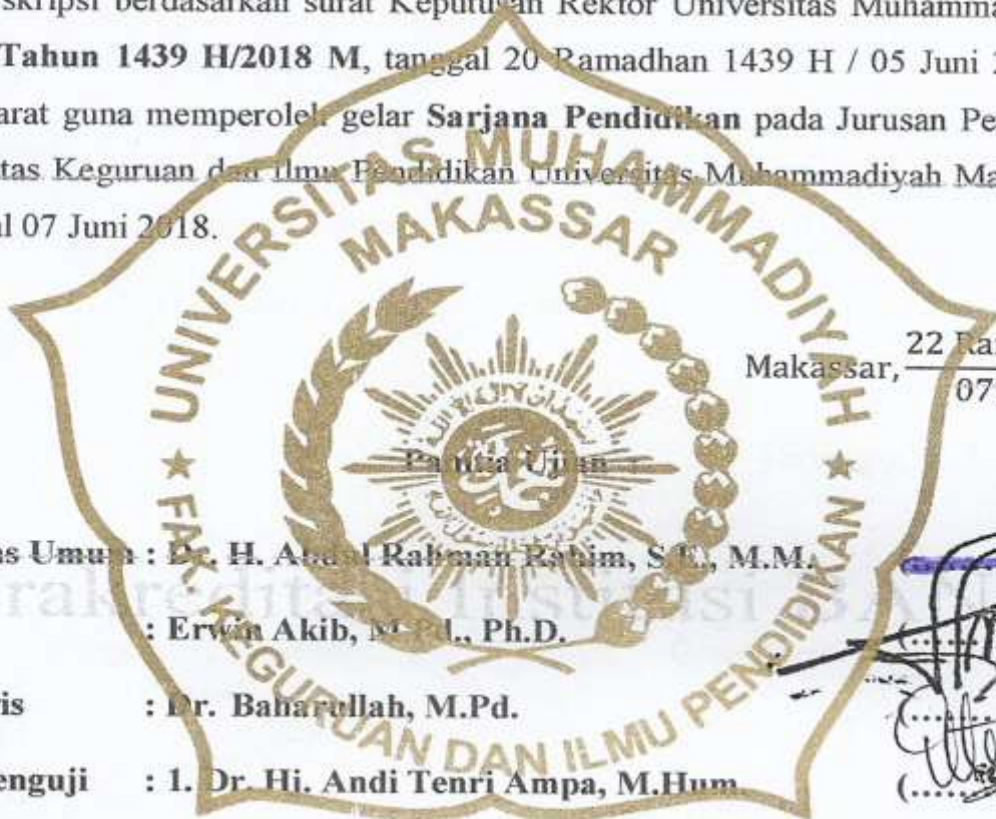
**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH MAKASSAR OF UNIVERSITY  
2018**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

**LEMBAR PENGESAHAN**

Skripsi atas nama **NUR AULIYAH**, NIM **10535 5528 13** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **055 Tahun 1439 H/2018 M**, tanggal 20 Ramadhan 1439 H / 05 Juni 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Kamis tanggal 07 Juni 2018.



Makassar, 22 Ramadhan 1439 H  
07 Juni 2018 M

1. Pengawas Umum : **Dr. H. Abdul Rahman Rahim, S.E., M.M.**
2. Ketua : **Erwin Akib, M.Pd., Ph.D.**
3. Sekretaris : **Dr. Baharullah, M.Pd.**
4. Dosen Penguji : 1. **Dr. Hi. Andi Tenri Ampa, M.Hum**  
2. **Nurdevi Bte. Abdul, S.Pd., M.Pd.**  
3. **Dr. Eny Syatriana, S.Pd., M.Pd.**  
4. **Prof. Dr. H. M. Basri Dalle, M.S.**

*(Handwritten signatures and initials)*

(.....)

(.....)

(.....)

(.....)

(.....)

Disahkan Oleh :  
Dekan FKIP Universitas Muhammadiyah Makassar

**Erwin Akib, M.Pd., Ph.D.**  
NBM : 860 934



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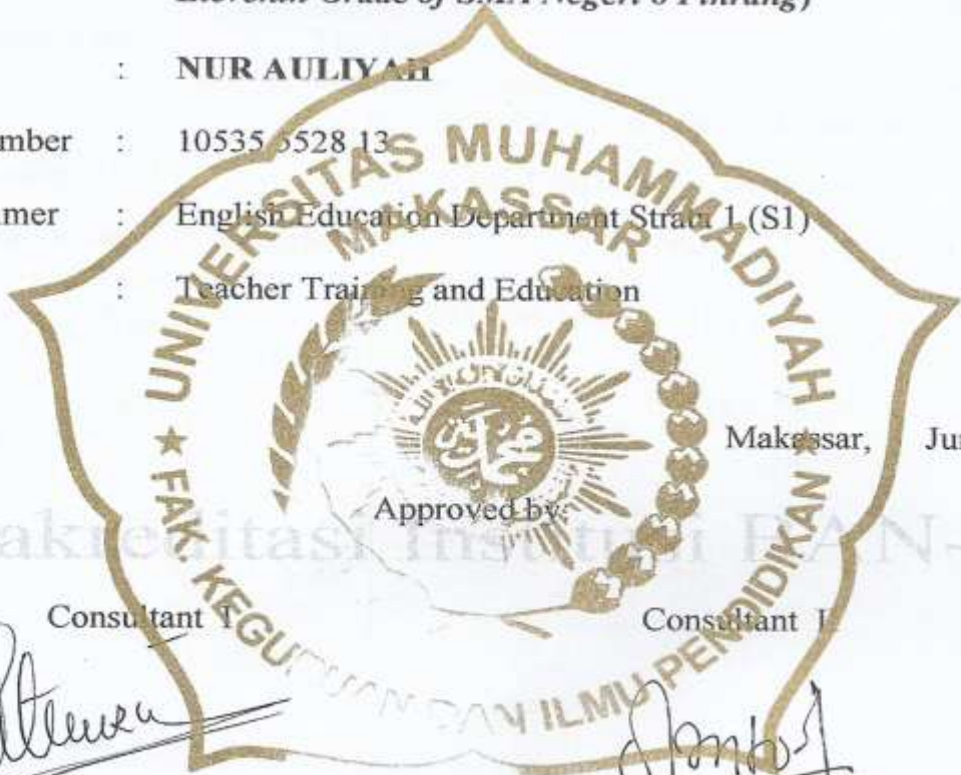
Title : **The Implementation of Revolt Institute Method in Teaching English (A Pre Experimental Research at the Eleventh Grade of SMA Negeri 8 Pinrang)**

Name : **NUR AULIYAH**

Reg. Number : 10535 5528 13

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education



Makassar, Juni 2018

Approved by:

Consultant I

Consultant II

**Dr. Hj. Andi Tenri Ampa, M.Hum.**

**Muh. Astrianto Setiadi, S.Pd., M.Pd**

Dean of FKIP  
Makassar Muhammadiyah University

Head of English  
Education Department



**Erwin Akib, M.Pd., Ph.D.**  
NBM: 860 934



**Ummi Khaerati Syam, S.Pd., M.Pd.**  
NBM : 977 807



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Saya yang bertanda tangan di bawah ini:

Nama : **Nur Auliyah**

Reg. No : **10535552813**

Program : **Pendidikan Bahasa Inggris**

Title : **The Implementation of Revolt Institute Method in Teaching English ( A Pre-Experimental Research at the Eleventh Grade of SMA Negeri 8 Pinrang)**

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**Nur Auliyah**



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

## SURAT PERJANJIAN

Nama : **Nur Auliyah**  
Reg. No : **10535552813**  
Program : **Pendidikan Bahasa Inggris**  
Tittle : **The Implementation of Revolt Institute Method in Teaching English ( A Pre-Experimental Research at the Eleventh Grade of SMA Negeri 8 Pinrang)**

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## **MOTTO AND DEDICATION**

Respect the Time, Enjoy the process,  
Reach the Success,  
That is  
“HAPPINESS”

*This thesis is dedicated to  
my beloved parents and my big family  
Who always  
pray, support, and love me.*

## ABSTRACT

**AULIYAH, NUR.** 2018. *The Implementation of Revolt Institute Method in Teaching English (A Pre-Experimental Research at the Eleventh Grade of SMAN 8 Pinrang)*, under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (guided by HJ. Andi Tenri Ampa and M. Astrianto Setiadi).

The objectives of the research were intended to find out the vocabulary achievement in writing and speaking skill through the use of revolt institute method at the Eleventh Grade of SMAN 8 Pinrang.

This research applied pre-experimental method with one group pre-test and post-test design. The population of this research was the eleventh grade students of SMAN 8 Pinrang, academic years 2017/2018. The total sample of this research consists of 24 students of one class. The research variables were a revolt institute method as independent variable and dependent variables were the dependent variable was students' writing skill in term vocabulary, and in speaking skill in term vocabulary.

The result of writing and speaking data analysis showed that the means score of post-test was higher than the mean score of pre-test in vocabulary, in writing ( $7.25 > 5.25$ ) and speaking ( $7.16 > 4.91$ ). After analyzing the data by using of T-test value in writing (7.40) and speaking (13.46) were greater than T-table value (2.069). This indicated that alternative hypothesis (H1) was accepted and null hypothesis (H0) was rejected. It means that there were a significant improvement of writing and speaking through the use of Revolt Institute method in teaching English.

**Keyword: Revolt Institute Method, Writing, Speaking, Vocabulary, Descriptive Text.**

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In arranging this thesis, a lot of people have provided motivation, advice, and support for the researcher. In this valuable chance, the researcher intended to express her gratitude and appreciation to all of them.

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In writing this thesis the researcher is assisted by some people. Therefore, in this opportunity the researcher would like to express gratitude to the following people:



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Makassar, 2018

**Nur Auliyah**

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# **CHAPTER 1**

## **INTRODUCTION**

### **A. Background**

Learning English is very important, because English has become an international language, which is used by most communities in the world. Many countries use English as their second language. In spite of the difficulties in studying English, it is worthwhile to study the language because it plays a very important role in almost all fields of life such as: communication, education, science, technology and so on. In Indonesia English is not considered as a second language but English is a foreign language. English is also called as the target language that has to be taught in schools in today's Indonesian curriculum. Therefore the student is hoped to increase their ability. English as a foreign language is well known as one of the most important language for development of every segments structure in this country, such as technology in factory, education at school.

Most of people said that language consist of four elements that are listening, speaking, reading and writing are often divided in to sub-skills which are specific behaviours that language users do in order to be effective in each of the skills. For example in the classroom learners spend time developing a wide range of sub-skills as they build each of the four skill. Among the sub-skills as they build each of the four skill, among the sub-skills focussed on are scanning and skimming in reading, organisational and editing skill in writing, recognition of

connected speech and understanding in listening, and pronunciation and intonation in speaking.

The importance of teaching writing is argued by Belden (2007:49) that learning writing well is essential to improve communication skills, grammar and gives a special contribution to the way of critical thinking. In line with Belden, Alwasilah (2001:15) stated that writing is an absolute necessity because it can represent culture and civilization. It is a process of thinking which not only combines the words but also forces to bear and express the idea of something. The classical problem about how difficult writing skill is especially in generating ideas, calls for solutions.

According to Hornby in Setyowati, (2008) speaking is making use of an ordinary voice, offering words, knowing and being able to use a language expressing oneself in words, and making speech. So, speaking uses words and produces the sounds to express ideas, feeling, thought, and needs orally in an ordinary voice. In teaching English for speaking skill, the English teachers must be creative to design many communication activities in the classroom that urge and motivate students to use the language actively and productively.

Oflaz (2011) in his thesis which found that the right brained students were good in responding of demonstrating instruction and visual showed a good performance in the term of memorizing vocabularies and writing part.

Biemiller and Boote (2006) found that learning vocabulary which used meaning using story book to grasp contextual meaning of vocabulary found out that in possible influenced words meaning acquisition under construction thought

gain 12% of word meaning while in study which was using learning with word meaning, it was possible for children to learn 400 word meaning when about 1000 words taught.

Krashen (2004) found by providing students with a list of vocabulary to be memorized, present them in context of text and make exercise related to the given vocabularies. 20 minutes allocated to determine how much vocabulary can be gained from hearing stories. The first experiment showed that students acquire 6 words at least to form a stories.

Revolt Institute Method is presented as an innovative way to be implemented in enabling the students to set the numbers of vocabularies. This method is inspired by the work system of the right part of human brain. Meanwhile based on the work system of the right part of human brain where the information will be set in a period of time, only if during the input of information involves creativity to left out an impression to be remembered. This system enable the information recalls easier.

Based on the observation at SMAN 8 Pinrang, actually there were so many aspect that make the student difficult in writing. We can implement one of the methods that use in English lesson, known as Revolt Institute method. As part of Revolt institute method, there is a technique or method to be implemented like total story technique. So one of the method that can help and implemented in classroom is revolt institute method, because In teaching learning process faces many problems. Thus, revolt institute method increasing students' vocabulary. The reasons that the researcher applied the Revolt institute method to know how

fast, fluent, easy, and motivate the student in writing. The conclusion is revolt institute method that solve the problem less stressful, more relaxed, and more enjoyable.

## **B. Problem Statement**

Based on the background of this research, the researcher formulated the statement of the problem as follows :

1. How is the improvement of vocabulary achievement in writing through the use of Revolt Institute Method at the Eleventh Grade of SMAN 8 Pinrang?
2. How is the improvement of vocabulary achievement in speaking through the use of Revolt Institute Method at the Eleventh Grade of SMAN 8 Pinrang?
3. Is the improvement of vocabulary achievement in writing and speaking significant?

## **C. Objective of the Research**

Based on the statement of the problem above, the objective of the research was to find out:

1. The the improvement of vocabulary achievement in writing through the use of Revolt Institute Method at the Eleventh Grade of SMAN 8 Pinrang

2. The the improvement of vocabulary achievement in speaking through the use of Revolt Institute Method at the Eleventh Grade of SMAN 8 Pinrang
3. The improvement of vocabulary achievement in writing and speaking significant

#### **D. The significance of Research**

The researcher is hope this research can give some contributions to the following participants:

1. Students

This research was hopefully will help students in writing skill by using revolt institute method. Because in english, even students know about the role of grammar in english, so they can not speak english well.

2. Teachers

The results can be used as a conceptual contribution in order to improve the concept and implementation of educational practices as a strategic effort in the development of quality human resources, especially to improve writing skill.

3. Readers

It becomes a reference for the reader to improve their knowledge about Revolt Institute Method.

#### **4. Scope of the Research**

The limitation of this research used revolt institute method to improve the students' writing skill and speaking skill at the Eleventh Grade of SMAN 8 Pinrang. Thus, this research only focus on the students' vocabulary in writing and speaking skill.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consists of revolt institute method, english language teaching, and conceptual framework.

#### A. Revolt Institute Method

##### 1. The Concept of Revolt Institute Method

Agus Efendi in Haviva (2013) states that Revolt Institute is presented as educational and training revolution in learning foreign language in accordance with right brain tendency.

Revolt Institute Method is presented as an innovative way to be implemented in enabling the students to set the numbers of vocabularies. This method is inspired by the work system of the right part of human brain. Meanwhile based on the work system of the right part of human brain where the information will be set in a period of time, only if during the input of information involves creativity to left out an impression to be remembered. This system enable the information recalls easier. In relation of how important of vocabulary.

Hence a teacher of English as a second language should understand the importance of vocabulary and realized that they are huge amount of vocabulary need to be introduced. This consideration will enable the teachers to gain solution to establish good method to be implemented in class. The method can be categorized as affective way when applicate in a class, it has an interesting aspect as one of the factor of creating a good atmosphere in a class. The main point should be maintained in this case is



students should be interested to join the class and to achieve the goals of the study process itself. Therefore, the teacher should involve a creative way and technique to attract the students to grasp vocabulary as much as possible.

Krishna & Gomathi (2016) stated that both sides of the brain have their own preferences, which are involved in every process of thinking. The right brain dominates and enables them to pick up the meaning of the speaker even when they are in a lack of vocabulary, as they are able to understand communication through verbalization.

The Revolt Institute Method was first introduced by an experienced teacher and a translator. Based on his ability and previous experiences in a language learning system, he created a new method apart from the other methods. Therefore, this method was not instantly created in a single glance but it took a significant amount of time and was spent around one or two years in constructing this method by involving many participants in different expert fields of language. Many researchers and linguists make great effort to find out the most effective vocabulary instruction and learning strategies that can help students improve their word power.

In language learning, vocabulary acquisition definitely plays an important role as linguistics pointed out that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Learners need to have a bank of lexical items in order to express themselves as part of and throughout the learning process. They also have to know how to master the essential lexical items.

Revolt institute has therefore been considered to be relevant in the different areas of education such as second or foreign language learning and acquisition. Undoubtedly, there are lateral differences between the cerebral hemispheres in the organization of human performance. There are many technique have been implemented to achieve the aim that the students are able to reinforce their thought effectively throughout the usage of the set of the numbers of vocabulary in their mind. One of those technique is implementing story telling in learning vocabularies.

## 2. The characteristic of Revolt Institute Method

By using right brain, it will enable the learner to grasp a bunch advantages and the set of information will be set up. But earlier information will be processed and modiflicated in to a story and a picture. Since the consideration that the right brain has other disadvantages such us unable to recognise numeral and letters. The technique of revolt insitute method is divided into three techniques as follows:

### 1. Total story technique

This technique is applied by putting the list of words in a set of story which has contextual meaning.

### 2. Total word technique

This technique is implemented by put together the words in to similiar words by using abbreviation. In general people consider this technique as a bridge of acronim.

### 3. Total number technique

This technique is related to numbers while it is commonly known that numeral is really contrast with the work of right brain. Putting the number with related story for instance, 212. 007. 234. 214. Will be modified into stories *Wiro Sableng (212) and James Bond (007) while smoking Dji Sam Soe (234) At kartini's day (214)*.

From the three techniques above the research will implement the total story technique as the result of the consideration that this technique is the most suitable for the learner of Senior high school.

The working system of Revolt Method, might produce conventional thinking in random way, this way of thinking is describe in the following characteristic:

#### 1. Creative

Creative is marked by the ability to keep being improved to know new things. Usually in getting through certain problems way. Creative person tends to leave out conventional.

#### 2. Spontaneous

Spontaneous defines as the ability to pick up ideas without any prior preparation.

#### 3. Visual

The person who right minded tends produce in drawing/picture but quite difficult to put in words.

#### 4. Estetic.

This kind of way thinking, find estetic stuff who sees art in every stuff.

#### 5. Random.

It can be assured that those who dominated by right brain tend to persuade sentences randomly.

### 3. The implementation of Revolt Institute Method

Oflaz (2011) the right brain is better at copying of design, discrimination of shapes, understanding geometric properties, reading faces, music, memorizing words, global holistic processing, understanding metaphors, expressing emotions and reading emotions. In this term of implementation and application, the researcher give a simple difference between implementation and application, the meaning of implementation is the way or the method that the researcher use in teaching and learning, and application is the the tools that the researcher use in teaching and learning process.

Niknam (2017) the left-brained group indicated more improvement in their vocabulary achievement then the right-brained and whole-brained group, However right-brained group had better results than the whole-brained group, there is a direct relationship between EFL learners' brain dominance and their vocabulary improvement in EFL classes.

Krishna & Gomathi (2016) the left hemisphere processes information by organizing it sequentially and is described as analytical, this is because it specializes in recognizing the parts or building blocks of a

system. While, The right hemisphere specializes in combining the parts to produce a whole, Unlike the left, the right hemisphere organizes simultaneously. It specializes in a method that perceives and constructs patterns. This hemisphere is able to recognize the one stimulus comes before another (sequential) and therefore the left brain can recognize the word – its meaning grammatical significance. But verbal perception and generation comes from the right side of the brain.

In the classroom the students will be given the list of vocabulary to be remembered. Firstly the students are asked to translate those vocabularies into their native language. Secondly the learners will be asked to identify those set of words whether they are nouns or adjectives. At the last step of this implementation, the students will be constructed to put those vocabularies in a sequence of story.

example:

**Table 2.1 List of Vocabularies**

Rich rice	White
Shampoo	Egg
Smooth	Soyabean
Milk	Cheese
Gum	Tomato sauce
Tissue	

Putting the story into stories.

A rich rice person cremate her hair by using smooth shampoo while deemed in a pool of white milk. But the outside of the house, she has a daughter with gum by while preparing egg fried with soybean and tomato sauce as soft as tissue.

From the above story, it shown that simply human's brain is able to remember stuff. Easy and effective, this technique enable the learners to create their own stories by using the given vocabulary.

#### 4. The Advantages of Revolt Institute Method

This method was created by Agus Efendi, this method presents as part of. In fact, revolt institute method has advantages in term of accurate, fast and the skill that is not similar with another method. The technique implemented in this method devided in to particular main terms is Total story technique.

#### 5. The Weakness of Revolt Institute Method

The weakness of this Revolt institute method are :

1. The student mostly hard to able to understand vocabulary in contextual meaning, moreover when they need to put in sequence of story.
2. The student are mostly used to memorize vocabulary in memorizing vocabulary in conventional way (memorizing by list).

## **B. Teaching English in Writing Skill**

### **1. Writing Skill**

#### a. Concept of writing

Concept of writing as a process is central to the course, traditional areas of instruction such as paragraph form, mechanics, and grammar are practiced throughout. The emphasis, however, is on those grammatical and lexical features that serve to unify a paragraph.

#### b. The Components of Writing

The good writing skill can be analyzed to group and varied skills. They are grammar, mechanics, vocabulary, content and organization.

##### 1) Grammar

Grammar concerns about the ability to write correct and appropriate sentences.

##### 2) Mechanics

It is related with the ability to use correctly words to the written language such as using of capitalization, punctuation, spelling.

##### 3) Content

The content of writing is about the ability to think creatively and develop thoughts, excluding all irrelevant information.

##### 4) Vocabulary

Vocabulary is an essential part of compose writing. The writers need vocabulary mastery well to express or write their ideas.

## 5) Organization

Organization is the ability to develop ideas and topic which relevant in a united form. On the other hand, it concern in ways of writer to arrange and organize the ideas or messages in writing.

### c. Process of Writing

When writing, students work through the stages of the writing process. The creation of writing occurs in basically five stages;

1) Pre writing is the planning and idea-gathering stage. Research outlining diagramming, storyboarding or clustering (for a technique similar to clustering, see mind mapping).

2) Drafting refers to the time spent composing a rough draft.

3) Revising is the process of improving the draft, review, modification and organization. Students reread their work and share it with a partner or small group; they then make changes in the writing based on the feedback from their peers.

4) Editing is the process of correcting mechanical errors.(preferably by another writer)

#### 5) Rewriting

At this stage of the process you will need to work more carefully. And input your new writing that you have repaired and change of revising.



## 6) Evaluation

Check whether this task has finished or not. And when you are satisfied that your writing is clear and correct, write it out its final form. write carefully, make your work as neat as possible.

## 2. Descriptive Paragraph

### a. Concept of descriptive Paragraph

According to Hayden (2000) description reproduces the way things look, smell, taste, feel, or sound.

In a descriptive paragraph, the writer uses sensory details such as sights, sounds, smells, tastes, feelings, and textures to create vivid images in the reader's mind.

Descriptive transition words signal that the details follow a logical order based on one or more of the following elements:

- 1) The arrangement in space of a person, place, object, or scene
- 2) The starting point from which the writer chooses to begin the description
- 3) The time frame as relevant to the description. (Pearson Education, 2007:4,3).

Writing text based on a picture is a valuable and fruitful creative writing exercise. It can generate ideas for poetry, short stories, or even a novel.

### b. The Strategies in Writing Descriptive Paragraph

According to Terry (2009:2) in writing descriptive Paragraph, as the writer we have to know about the strategies in writing descriptive

Paragraph. There are some strategies in writing descriptive text. They are:

i. Choose Your Topic

a) In this section the writer creates a bank of topics. Use the following headings and brainstorm or list as many topics as you possibly can. Don't analyze your thoughts; just jot down topics as quickly as they occur to you.

b) Reread the free write you composed based on the photograph of the San Antonio River walk. Underline ideas that could be used for a descriptive paragraph. Map out the logical order of details.

c) Select a photograph of a special place. Write captions, brainstorm sensory details, and free write about the photograph. Remember to ask "What are the sensory details and how are the details arranged in space?" and "What's the point?" as you generate ideas.

ii. Write a Draft of Your Paragraph

Using ideas you generated during the prewriting phase, compose a draft of your paragraph. Return to the prewriting process at any time to generate additional details as needed. Use your own paper.

iii. Revise Your Draft

Once you have drafted a description, read the draft and answer the questions in the "Questions for Revising a Descriptive Paragraph" box that follows on the next page. Indicate your answers

by annotating your paper. If you answer “yes” to a question, underline, check, or circle examples. If you answer “no” to a question, write needed information in the margins and draw lines to indicate placement of additional details. Revise your paragraph as necessary based on your reflection. (*Hint*: Experienced writers create several drafts as they focus on one or two questions per draft.)

#### iv. Proofread Your Draft

Once you have made any revisions to your paragraph that may be needed, proofread your paper to eliminate unnecessary errors, such as dangling or misplaced modifiers.

#### c. The Generic Structure of Descriptive Text

In getting easy to write a descriptive text, so we have to know about the generic structure of descriptive text, so the readers can understand the object that we will describe.

##### 1) Identification

- a) Identifying the phenomenon to be described.
- b) Statement that describe the object that we will describe generally.
- c) The statement must be interesting, so it the readers will be interested to read completely.
- d) Using the adjective or degree of comparison.

##### 2) Description

- a) Giving description about the object that we can be described.

b) Describing the phenomenon in parts, qualities, or/and characteristics.

c) Using good grammatical pattern, such as tenses (present tense/ present perfect tenses), verb (be, have, linking verbs) and using the adjectives that is used for describing the condition of object.

d. The Language Feature of Descriptive Text

Pearson ( 2007: 45) says that descriptive text has language feature as below:

1. Using attributive and identifying process.
2. Using adjective and classifiers in nominal group.
3. Using simple present tense.

e. The Kinds of Descriptive Text

As a concept of writing, Pardiono (2007) identifies descriptive text into three kinds, they are describing place, people and thing.

1) Describing Place

Description of place is a text that describes the place looks, such as the condition, the situation etc.

2) Describing people

Description of people is a text that describes the people looks, such as the face, body, behavior etc.

3) Describing Thing

Description of thing is a text that describes the thing looks, such as the condition, function etc.

## **C. Teaching English in Speaking Skill**

### **1. The Concept of Speaking Skill**

#### **a. Definition of speaking**

Speaking means the ability to express our idea, opinion and communication about ourselves, interesting, world and all thing around us through our sound system fluently with good pronunciations, grammar, suitable of vocabularies and good understanding of the speaker and the listener. Hadijah (2006) declares that speaking is it speech organ to communication ideas that are compared and developed with listener requirement.

Brown in Zare (2012) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Speaking skill is sharing information on by giving ideas, asking question, and giving response. It has correlation with opinion or argument that can stimulate student to support their opinion (Roach in Nishrinah, 2004:7). According to Brown in Malayanti (2004:13), Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking requires that speaker not only know how to produce specific point of language such as grammar, pronunciation, but also that they understand when,

why, and what ways to produce language. English speaking attend to three things namely pronunciation, vocabulary, and grammar (Malayanti, 2004: 14).

b. Components of Speaking

According to Harmer in Lagalo (2014: 343) speaking is a complex skill because at least it is concerned with components of fluency, pronunciation, grammar, vocabulary, and comprehension. Speaking has some important components, there are:

1. Fluency

Thornbury in Singh (2013: 8) says that people can be said as fluent speakers if they fulfill the following features:

- a) Pauses may be long but not frequent
- b) Pauses are usually filled
- c) Pauses occur at meaningful transition points
- d) There are long runs of syllables and words between pauses

2. Pronunciation

Thornbury in Singh (2013: 128-129) says that pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the task requirements.

3. Grammar

Brown in Singh (2013: 362) says that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.

4. Vocabulary

Thornbury in Singh (2013: 22) suggests three usual things used by speakers in what they are being said:

- a) When people speaking, they are involving a high proportion of words and expressions that express their attitude (stance) to what is being said.
- b) Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity.
- c) A speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

## 5. Comprehension

Comprehension also is the one components of speaking. Hornby in Creswell (2013: 194) states that comprehension is the mind, act power of understanding exercise aimed in improving is testing ones. There are four components of speaking that must to attention by the students if they want to speak well.

Based on the previous explanation above, it can be concluded that speaking included in one of difficult skill for students to learn. In addition, Speaking also is one of the most difficult aspects for students to master. Therefore, students

must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important component. The component is what aspect influencing how well people speak English.

c. Some Difficulties in Speaking English

John and John in Jamil (2006:11) revealed the following difficulties (as reported by students) in speaking English:

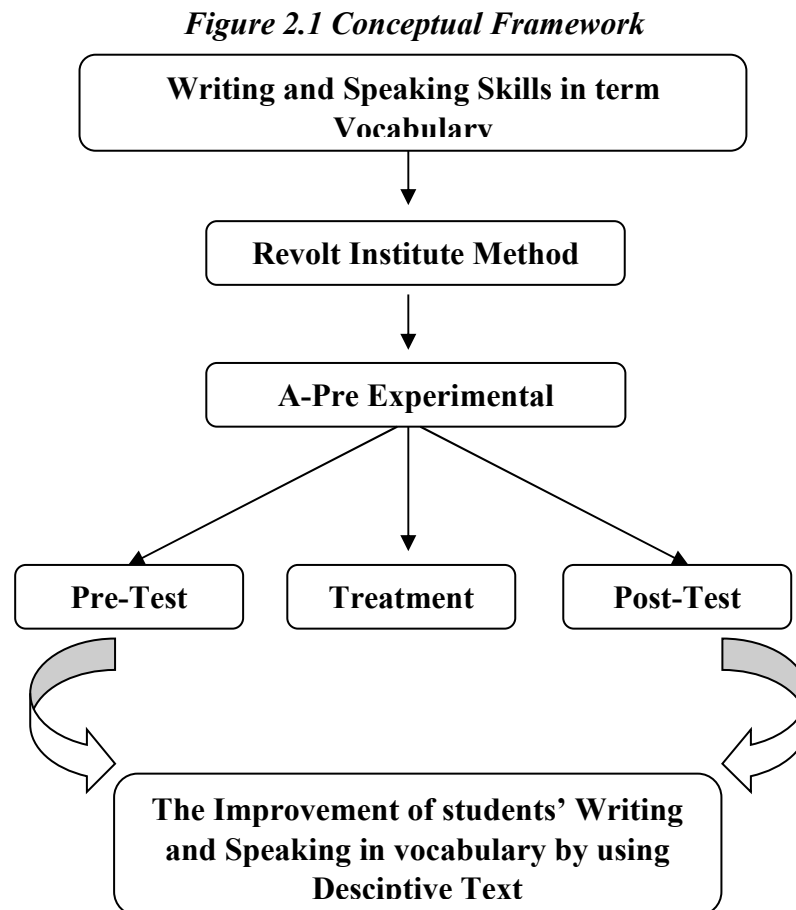
Comprehension of spoken English (they speak too fast; they mumble: vocabulary is idiomatic).

1. The pressing need to formulate a contribution quickly (I cannot think what to say).
2. Shyness about the value of a contribution (I might say something wrong).
3. Inability to formulate an idea in English (I do not know how to say it in English).
4. Awareness that a given function may be realized in various ways (I do not know the best way to say it).
5. Frustration being unable to enter the discussion (some students speak a lot).



#### D. Conceptual Framework

The conceptual framework underlying in this research is given in the following diagram.



The conceptual framework above shows the process of the research to improve the students' speaking and writing skills. The teacher using pre-experimental in applying revolt institute method. First the teacher explained the revolt institute method and its advantages to the students, after that students listened to a short lecture delivered by the teacher and the students were instructed to know and to memorize the vocabulary, then students should answer the text given by using the strategy that the teacher

give. The aim of this research was to improve the students' speaking and writing skill.

### **E. Hypothesis**

#### 1. Null Hypothesis ( $H_0$ )

There was no significant improvement on students' speaking and writing descriptive text after being taught by using Revolt Institute Method.

#### 2. Alternative Hypothesis ( $H_1$ )

There was significant improvement on students' speaking and writing descriptive text after being taught the treatment by using Revolt Institute Method

**CHAPTER III**  
**METHOD OF THE RESEARCH**

This chapter consists of research design, population and sample, research variables and instruments of the research, procedure of collecting data and Strategy of data analysis.

**A. Research Design**

The research design was a pre-experimental method, with one group design through pretest and posttest design. In this research, treatment-test was used to test the significant difference of the students' writing skill.

The design is presented as follows:

**Table 3.1 Research Dsign**

Pre-Test	Treatment	Post-Test
O1	x	O2

Where:

O1: Pre-test

X: Treatment

O2: Post-test

(Emzir, 2013:97).

1. Pretest (O1)

Before doing the treatment, the students were given pretest to know their prior knowledge. In this case, the researcher gave pretest before presenting the material; pre-test was administer to the students by

spending 40 minutes in writing test and spending 50 minutes in speaking test.

## 2. Treatment (X)

Treatment was the teaching and learning process. The treatment was to carry out six meetings and each meeting the researcher use revolt institute method in teaching and learning process and the researcher gave material about descriptive text in writing and speaking skill. In first meeting the researcher gave pre-test in writing and speaking. In teaching and learning process the researcher gave material about descriptive text in writing, and gave some topic to choose. Then, gave some list of vocabulary to translate the meaning of the word, after that the researcher ask the students to make a sequence story based on the vocabulary they got before. In speaking, the researcher asked the students to retell their story that they made before. And the last meeting, the researcher gave posttest in writing and speaking.

## 3. Posttest (02)

Post-test was given after the students do the task of the list vocabulary and a sequence story in writing skill. And post-test was given to the students to memorize vocabulary and retell the story in speaking skill through Revolt Institute Method.

## B. Population and Sample

### 1. Population

The population of this research was the eleventh grade students of SMA Negeri 8 Pinrang in academic year 2017/2018. It consists of 7 classes. Obviously, described by the following table:

**Table 3.2 Population of Eleventh grade of SMA Negeri 8 Pinrang**

No	Class	Number of Students
1.	XI IPA 1	24
2.	XI IPA 2	28
3.	XI IPA 3	21
4.	XI IPA 4	36
5.	XI IPS 1	30
6.	XI IPS 2	29
7.	XI IPS 3	35
	Total	203

*(Source: SMA Negeri 8 Pinrang)*

### 2. Sample

This research used purposive sampling technique. In this research the researcher chose one class to represent all of the population. The researcher chose class XI IPA 1 consist of 24 students SMA Negeri 8 Pinrang in academic year 2017/2018 as the sample based on the reason :

- a. The researcher considered class XI IPA 1 has many passive students and low in writing descriptive text based on the observation that been done by the researcher.
- b. The researcher considered class XI IPA 1 has a few students which makes the researcher is easier to collect the data

### **C. Research Variables and Indicators**

#### 1. Variables

The following were the variables of the research:

- a. Revolt institute method was independent variable. It was important process to know the method which allow the students to improve the students' writing skill and speaking skill at the eleventh Grade of SMAN 8 Pinrang
- b. The dependent variable was students' writing and speaking skill in descriptive text in term vocabulary, and in speaking skill in terms vocabulary.

#### 2. Indicator

- a. The indicators of the students' writing was vocabulary achievement.
- b. The Indicators of the students' speaking was vocabulary achievement.

### **D. Instrument of the Research**

The researcher used written test and speaking test to asses and examine the students' skill in remembering the list of vocabulary involves pre-test and post-test. The pre-test asses and examined the students prior knowledge to enrich vocabulary. The researcher gave the students treatment about descriptive text through revolt institute method. Thus, the researcher gave the

students a post-test to find out the result about the students' vocabulary in writing and speaking skill.

#### **E. Procedure of Collecting Data**

In collecting data, the researcher used pre-test before treatment and last is post-test. The researcher collected the data by giving a test to students. The test technique is one of the data collecting techniques in a quantitative research. In collecting the data, the researcher used the following procedures:

1. The researcher gave pre-test to students.
2. The researcher applied the treatment for six times by Revolt institute Method.
3. After giving treatment, the researcher gave post-test to the students.
4. The researcher used writing and speaking test in the pre-test about descriptive text, the researcher used essay test.
5. The researcher asked the students to write descriptive text and choose one topic and make a sequence story based on the vocabulary they got before.
6. The researcher asked the student to retell their story in speaking.
7. The researcher analyzed and scored the data by using the following criteria.
8. Scoring and classifying the students' skill the following criteria.

## a. Scoring Rubric for Writing

**Table 3.3****Classification Score of Vocabulary**

<b>Score</b>	<b>Classification</b>	<b>Criteria</b>
<b>5</b>	Excellent	Effective and engaging use of word choice, employed a wide variety of vocabulary mastery.
<b>4</b>	Very Good	Purpeseful use of word choice, employed an adequate variety of vocabulary.
<b>3</b>	Good	Uses a variety of word choice to make writing interesting.
<b>2</b>	Fair	Shows some use of varied word choice, employed a limited variety of vocabulary
<b>1</b>	Very Poor	Careless or inaccurate word choice, which obscures meaning, many errors in word choices.

(Brown, 2007)

## b. Scoring Rubric for Speaking.

**Table 3.4****Classification score of Vocabulary**

<b>Score</b>	<b>Classification</b>	<b>Criteria</b>
5	Excellent	Excellent control of language features: a wide range of well chosen vocabulay. The Vocabulary studied in class was used to express ideas eloquently.
4	Good	Good language control: good range of relatively well chosen vocabulary.
3	Fair	Adequate language control: Vocabulary range is lacking.



2	Poor	Weak language control : Basic vocabulary choice with some words clearly lacking.
1	Very Poor	Weak language control, vocabulary that is used does not match the task

(Layman, 1972: 219)

## F. Technique of Data Analysis

In this research, the data obtained from the test was analyzed by using the procedures as follows:

1. Calculating the mean score of the students' achievement by using this formula :

$$\bar{X} = \frac{\sum X}{N} \quad , \text{ Where:}$$

$X$  = the mean score

$\sum X$  = the sum of all score

$N$  = the total number of students

(Gay in Hasyim:2010)

2. Finding the improvement's percentage of students' achievement in writing after using revolt institute method. The formula as follows:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where :

$P$  = The percentage of the students' improvement

$X_1$  = The mean score of pre-test

$X_2$  = The mean score of post-test

3. Finding out the significant difference between the pre-test and post-test by calculating the value of the test by using the following formula:

$$t = \frac{\bar{D}}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

Where:

t = text of significance

$\bar{D}$  = the mean score

$\sum D$  = the sum of differences

N = the total number of the students

*(Gay, 1981: 331)*

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter discusses about the findings and discussion. The findings describe about the result of the data collected from the test. And discussion explains and interprets the findings. The result of the research will be described in the following description:

#### A. Findings

The results of the data findings found that teaching writing and speaking in descriptive text through Revolt Institute Method can improve the students' in speaking and writing skill at eleventh grade of SMA Negeri 8 Pinrang.

##### 1. The Improvement of Students' writing skill in terms of vocabulary

The use of Revolt Institute Method effective to improve the students' writing skill in descriptive text focused in vocabulary. It can be seen from the table below in which it describes the students' score of vocabulary.

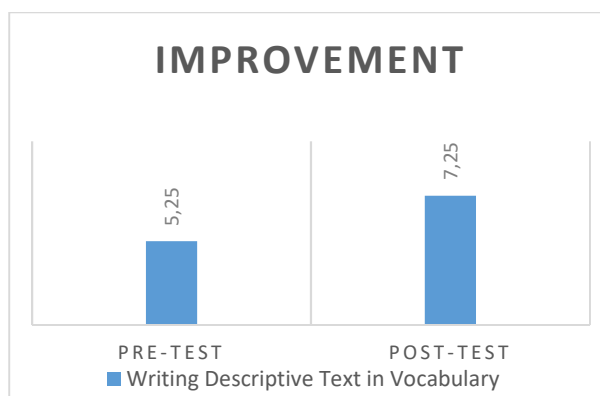
**Table 4.1 The rate percentage of Vocabulary**

No	Indicators	Pre – test	Post – test	Improvement(%)
1.	Vocabulary (writing)	5.25	7.25	38.09%

Table above indicates that the mean score of the vocabulary has improved from pre-test to post-test, where the score of the vocabulary has improved 38.09% from the mean score 5.25 becomes 7.25 in post test. The

improvement of the students' writing skill could be described as follows chart:

**Chart 4.1 Rate percentage of pre-test, post-test and improvement of vocabulary**



## 2. The Improvement of the Students' Speaking skill in terms of vocabulary.

The improvement of the students' speaking skill which focused on vocabulary at eleventh grade of SMA Negeri 8 Pinrang as result of the students' assessment of Pre-test and Post-test can be seen clearly in the following table:

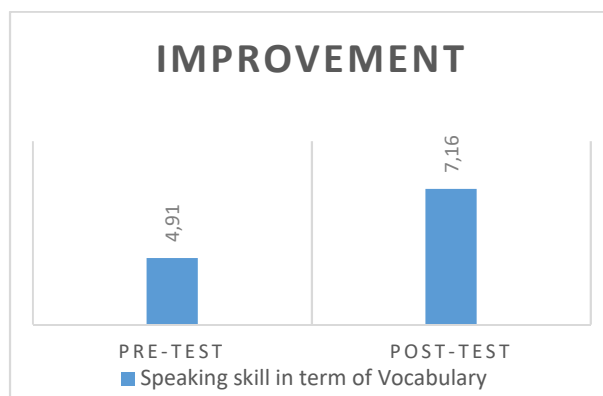
**Table 4.2 The rate percentage of vocabulary**

No	Indicators	Pre – test	Post – test	Improvement(%)
1.	Vocabulary (Speaking)	4.91	7.16	45.82%

The table indicates that there was improvement of the students' speaking skill in term vocabulary from pre-test to post-test. The score of vocabulary has increased 45.82% from the mean 4.91 in pre-test and

becomes 7.16 in post test. It is more clearly shown the increasing of the students, following chart is presented:

**Chart 4.2 Rate Percentage of pre-test, post-test and improvement of vocabulary**



**a. Score Classification of Pre-test and post-test in writing skill**

**1. Pre-test of writing skill**

**Table 4.3 Score Classification of Pre-test in writing skill**

No	Classification	Score	Pre-Test of writing skill interm vocabulary	
			Frequency	Percentage
1	Excellent	5	-	-
2	Very good	4	-	-
3	Good	3	15	62.5%
4	Fair	2	9	37.5%
5	Very poor	1	-	-
<b>Total</b>			<b>24</b>	<b>100%</b>

The data in table 4.3 above showed the classification and percentage of the pre-test of writing skill in term vocabulary. From this

table, it can be seen that non of the students got “excellent”, “very good”, and “very poor” score. There were 15 students (62.5%) classified into “good” score, 5 students (37.5%) classified into “fair” score. This indicates that the score classification of pre-test in writing skill still got standard score.

## 2. Post-test of writing skill

**Table 4.4 Score Classification of Post-Test in writing skill**

No	Classification	Score	Post-Test of writing skill in term vocabulary	
			Frequency	Percentage
1	Excellent	5		
2	Very Good	4	15	62.5%
3	Good	3	9	37.5%
4	Fair	2	-	-
5	Very poor	1	-	-
<b>Total</b>			<b>24</b>	<b>100%</b>

The data in table 4.4 above showed the classification and percentage of the post-test of writing skill in term vocabulary. From this table, it can be seen that non of the students got “excellent”, “fair”, and “very poor” score. There were 15 students (62.5%) classified into “very good” score, 9 students (37.5%) classified into “good” score. This indicates that the score classification of post-test in writing skill there was improvement in writing skill in term vocabulary after used Revolt Institute Method.

**b. Score Classification of Pre-test and post-test in Speaking skill.**

**1. Pre-Test of Speaking Skill**

**Table 4.5 Score Classification of Pre-Test in Speaking skill**

No	Classification	Score	Pre-Test of speaking skill in term vocabulary	
			Prequency	Percentage
1	Excellent	5	-	-
2	Good	4	-	-
3	Fair	3	11	45.83%
4	Poor	2	13	54.16%
5	Very poor	1	-	-
<b>Total</b>			<b>24</b>	<b>100</b>

The data in table 4.5 above showed the classification and percentage of the pre-test of speaking skill in term vocabulary. From this table, it can be seen that non of the students got “excellent”, “good” and “very poor” score. There were 11 students (45.83%) classified into “fair” score, 13 students (54.16%) classified into “poor” score,. This indicates that the score classification of pre-test in speaking skill still got standard score.

## 2. Post-Test of Speaking Skill

**Table 4.6 Score Classification of Post-Test in Speaking skill**

No	Classification	Score	Pre-Test of speaking skill in term vocabulary	
			Prequency	Percentage
1	Excellent	5	-	-
2	Good	4	14	58.33%
3	Fair	3	10	41.66%
4	Poor	2	-	-
5	Very poor	1	-	-
<b>Total</b>			<b>24</b>	<b>100</b>

The data in table 4.6 above showed the classification and percentage of the post-test of speaking skill in term vocabulary. From this table, it can be seen that non of the students got “excellent”, “poor”, and “very poor” score. There were 14 students (58.33%) classified into “good” score, 10 students (41.66%) classified into “fair” score. This indicates that the score classification of post-test in writing skill there was improvement in speaking skill in term vocabulary after used Revolt Institute Method.

## 3. Significant Testing

### a. T-test value of the students’ writing test

Analyzing t-test is used to find out the significant difference of the students’ result of pre-test and post-test. In order to know the level of significance 5% (0.05), degree of freedom  $df=N-1$  ( $df$  is  $N - 1 = 24-1 =$



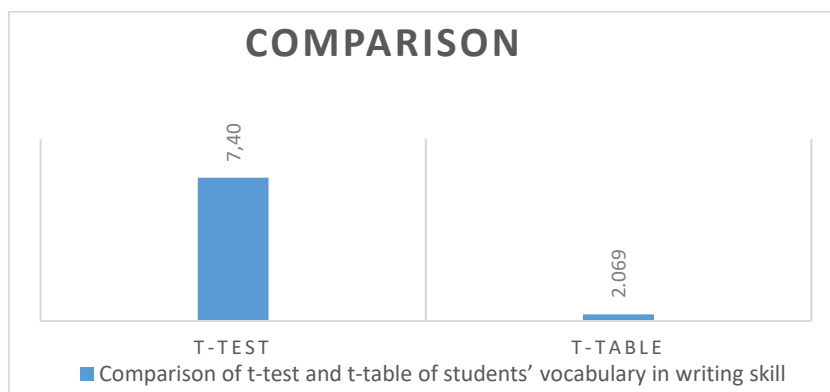
23) it is found that the t-table value is 2.069 the result of the calculation is shown as follows:

**Table 4.7 T-test value of the students' writing test**

Variables	t-test	t-table
Writing skill in term vocabulary	7.40	2.069

The table above shows about the comparison between the students' t-test and t-table to improve writing skill descriptive text in term vocabulary after using Revolt Insitute method. The value of the t-test is greater than t-table. The score variable of writing ( $7.40 > 2.096$ ).

**Chart 4.7 Comparison of t-test and t-table of students' vocabulary in writing skill.**



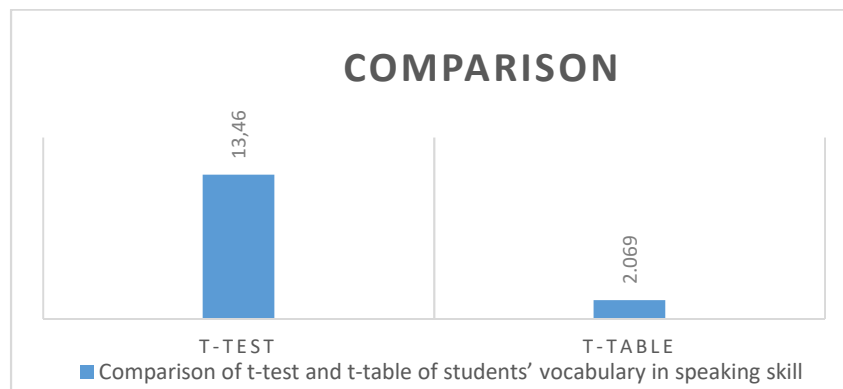
## b. T-test value of the students' speaking test

**Table 4.8 T-test value of the students' speaking test**

Variables	t-test	t-table
Speaking skill in term vocabulary	13.46	2.069

The table above shows about the comparison between the students' t-test and t-table to improve speaking skill in term vocabulary after using Revolt Insitute method. The value of the t-test is greater than t-table. The score variable of writing (13.46 > 2.096).

**Chart 4.8 Comparison of t-test and t-table of students' vocabulary inspeaking skill.**



The table above shows about the comparison between the students' t-test and t-table to improve writing and speaking skill in term vocabulary after using Revolt Institute Method . The value of the t-test is greater than t-table. The score variable of writing skill is (7.40 > 2.069), and the score variable of speaking skill is (13.46 > 2.069).

It can be concluded that there is significant difference between the results of the student writing and speaking skill in term vocabulary before and after using Revolt Institute Method. It means that null hypothesis (H<sub>0</sub>): The implementation of Revolt Institute Method in Teaching English does not effective in improving the students' writing and speaking skill at the Eleventh grade of SMA Negeri 8 Pinrang is rejected and the alternative hypothesis (H<sub>1</sub>) The implementation of Revolt Institute Method in teaching englishis effective in improving the students' writing and speaking skill at the Eleventh grade of SMA Negeri 8 Pinrang is accepted.

## **B. Discussion**

In this part, the result of findings would be explained clearly about students' improvement in writing descriptive text focused on vocabulary and in speaking skill focused on vocabulary. Research Khrisna Goomatie (2016) Coimbatore relevant with the result of this research. In his research He had a strategy to teach students' writing skill by using Revolt Institute Method. He conducted an experiment research as the methodology and the research conducted at students of Bharathiar University in academic year 1960's, the result of the test showed that the students were their ideas can help to improve the way in think and learn successful by using righh brainin learning it was related with the result of this research, in findings, the data showed that the implementation of revolt institute method in teacing english at the Eleventh grade of SMA Negeri 8 Pinrang is significant after analysing t-test and t-table value.

### **1. The Students' Improvement of Writing skill in terms of Vocabulary**

The result of the data analysis through the writing test shows that the students' writing descriptive text in term vocabulary of text has improved. It is indicated by the students' score in pre-test and post-test. The score of the students in pre-test was 5.25. It is lower than the score of the students in post-test, it was 7.25.

### **2. The Students' Improvement of Speaking skill in terms of Vocabulary**

The improvement of students' speaking in term vocabulary which has improved significantly. After the implementation of treatment in six meetings, students had been known speaking text of descriptive paragraph. In Revolt Institute Method, lesson material is not given in the beginning of teaching learning but students must do some activities to mention the vocabulary, analyzing the vocabulary, and translate the meaning of the vocabulary in a sequence story.

The result of the data analysis through the speaking test shows that the students' speaking in term of vocabulary has improved. It is indicated by the students' score in pre-test and post-test. The score of the students in pre-test was 4.91. It is lower than the score of the students in post-test, it was 7.16.

### **3. The Significant Testing**

#### **a. The significant Testing of writing skill**

Through the result of pre-test and post-test in term Vocabulary, the result of t-test value of the level of the significant  $5\% = 0.05$ , degree of the freedom ( $df$ ) = 23 indicated that t-table value was 2.069 and t-test value was 7.40%. Therefore, it can be concluded that statistically hypothesis of  $H_1$  was accepted and the statistically hypothesis of  $H_0$  was rejected. It means that the The Implementation of Revolt Institute Method in teaching English can improve the students' writing skill.

#### **b. The significant Testing of speaking skill**

Based on the result of pre-test and post-test in term vocabulary, the result of t-test value of the level of the significant  $5\% = 0.05$ , degree of the freedom ( $df$ ) = 23 indicated that t-table value was 2.069 and t-test value was 13.46%. Therefore, it can be concluded that statistically hypothesis of  $H_1$  was accepted and the statistically hypothesis of  $H_0$  was rejected. It means that the The Implementation of Revolt Institute Method in teaching English can improve the students' speaking skill.

Revolt Institute Method was interesting and beneficial for the students who studied English as foreign language because can improve the students' writing and speaking skills, and also revolt institute method is one of innovative way to be implemented in enabling the students to set the numbers of vocabularies, this method is inspired by the work system of the right brain part human brain, It's caused by the involvement of the students' during the process. It also made English became joyful subject to be learnt. From the

discussion above, it could be concluded that the eleventh grade students of SMA Negeri 8 Pinrang in academic year 2017 / 2018 have good skills in writing and speaking skills after being taught through Revolt Institute Method especially in improving vocabulary.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consists of two parts. The first part presents some conclusions based on the data analysis and findings in the previous chapter. The second part presents some suggestions based on the findings and conclusions of this research.

#### **A. Conclutions**

1. The students writing skill of the eleventh grade students of SMA Negeri 8 Pinrang in terms of vocabulary achievement has improved after using Revolt Institute Method. It can be seen from the different score of pre test and post test. Where the score of post test was higher than the score of pre test. The students' improvement of writing descriptive text focused in vocabulary was 7.40 %.
2. The students speaking skill in term vocabulary achievement at the eleventh grade students of SMA Negeri 8 Pinrang has improved after using Revolt Institute Method. It can be seen from the different score of pre test and post test. Where the score of post test was higher than the score of pre test. The students' improvement of speaking skill focused in vocabulary was 13.46 %
3. The improvement of vocabulary achievement in writing and speaking skill was significant. In writing skill, the students' pre-test was 5.25 and post-test 7.25. In speaking skill, the students' pre-test is 4.91 and post-test is 7.16.

## **B. Suggestions**

After looking at the result of the research, the researcher would like to put forward the following suggestions.

1. Special for English teachers, through the use of Revolt Institute Method can improved the vocabulary achievement in writing and speaking skill.
2. Revolt Institute Method is one of the methods that can be considered in teaching in order to help the students' writing and speaking skills in the classroom. because it was effective and innovative way to improve and implemented the students' vocabulary achievement.
3. For the next researcher, in applied Revolt Institute Method in finished this research in the other variables of writing and speaking skill.



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A blue-outlined scroll graphic with the word APPENDICES in the center. The scroll is depicted as a rectangular sheet of paper with rounded corners, partially unrolled from the top and bottom edges. The word APPENDICES is written in a bold, black, sans-serif font with a blue outline, centered horizontally and vertically on the page.

# APPENDICES

## RESEARCH INSTRUMENT

### (Pre-Test)

**Name** :

**Reg.No** :

A. Pre-Test (Descriptive Text) of writing skill

1. Choose one topic below based on your desire :

- a. My School
- b. Losari Beach
- c. Banti Murung

2. Translate the list of vocabulary below based on the topic that you choose :

- a. **“My School”** (Street, Teachers, Students, Disciplins, Ceremony, Canteen, Classroom, Place)
- b. **“Losari Beach”** (Street, icon, unique, visit, sunset, sea foods, tourist, transportation)
- c. **“Banti Murung”** (Natural, view, waterfall, people, butterfly, destination, tourist, meseum).

3. Please Make a sequence story based on the topic and vocabularies that you got before!

B. Pre-Test (Descriptive text) of speaking skill

1. Please retell the story based on the topic that you wrote before!

## RESEARCH INSTRUMENT

### (Post-Test)

Name :

Reg.No :

#### A. Post-Test (Descriptive Text) of writing skill

1. Choose one topic below based on your desire :
  - a. My House
  - b. Malino Highland
  - c. Dato Beach
2. Translate the list of vocabulary below based on the topic that you choose :
  - a. “**My House**” (Family, Door, window, room, kitchen, comfortable, garden, gate).
  - b. “**Malino Highland**” (View, mountain, trees, garden, zoo, restaurant, people, food)
  - c. “**Dato Beach**” (Famous, people, view, visit, tree, boat, place, interest).
3. Please make a sequence story based on the topic and vocabularies that you got before!

#### B. Post-Test (Descriptive Text) of Speaking Skill

1. Please retell the story based on the topic that you wrote before!

## Teaching Material



List of Vocabulary : (House, located, rooms, furnitures, decoration, family room, whatching, aquarium)

### “My House”

My house is located in Bungi Street 09, Kota Pinrang. There are several rooms in my house. They are a living room, a family room, kitchen and bathroom, three bedrooms and a warehouse. The first room is the living room. Living room is used to approve the guests who come to my house. In which there is some furniture including sofas, desks, and framed photos on the wall and lavender flowers on the pot. My living room is colored green and it looks so calm when you see it for many times. I love this living room because the decoration is chosen by myself. The second room is a family room. Family room is the most spacious room in my house. We usually use the family room to gather while watching television. In the living room there are television, chairs, tables, and an aquarium. That is a big television, so when we sit together in front of it, we can see the movie clearly. Furthermore, we usually turn the light on when we want to see a horror movie and it is like watching in the real cinema. Actually, I don't like the chairs and the table in the family room, because it spends the space more and there is a less space for us to sit on the floor. How about my aquarium? This is the thing that I love so much. That aquarium was bought by my own money and I fill it with some fishes like lohan and arwana. Those fishes are so cute when they are grown up. Also, the family room is used for me to do a lot of works. In this room, there is a computer which has been a long time. May be my father will buy a new computer this year, I hope for it. We have a large kitchen, including a dinning room. There is also a bathroom near the kitchen. I have three bedrooms in my house.

## Teaching Material



List of Vocabulary : (Beach, located, scenery, place, enjoy, sunset, panoramic, hotels)

### Losari Beach

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water. Losari is waterfront of Makassar. The length of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari, it has a semicircular shape. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy and have a romantic atmosphere. From this place, you are also free to view out to the sea and watch the sunset. The reflected light also creates sheen on the surface of sea water. The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races, or become a transit point of rely of Sandeq traditional sailboats and yachts. In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

## Appendix D

## DATA ANALYSIS

## A. Pre-test of students' vocabulary in Writing and speaking

No	Nama	Vocabulary	
		Writing	Speaking
1	Adelia Tahir	4	4
2	Alfauzan Anas A	6	4
3	Akmal Zhudy P	6	4
4	Astuti	4	6
5	Danaria	4	6
6	Elli Surianti	6	6
7	Fitrah Andi Pasinringi	4	4
8	Ismail	6	6
9	Kasmiati	6	6
10	Miftahurrizaq Amran	6	6
11	Muh Yusril Abidin	4	4
12	Nirmat	4	4
13	Nur Aulia Rahma S	6	4
14	Nurhikmah	6	4
15	Nur Husnul Khotima	4	6
16	Nursyam	6	4
17	Rabiyatul adawiyah	6	4
18	Reski	6	4
19	Sinar Satta	4	6
20	Sri wahyuni	6	6
21	Sunalti	6	4
22	Wahidah	6	6
23	Yuyun	4	4
24	Zulfa Angraeni	6	4
	$\Sigma$	126	118
	X	5.25	4.91



B. Post-test of students' vocabulary in writing and speaking

No	Nama	Vocabulary	
		Writing	Speaking
1	Adelia Tahir	8	8
2	Alfauzan Anas A	8	8
3	Akmal Zhudy P	8	6
4	Astuti	8	8
5	Danaria	6	8
6	Elli Surlanti	8	6
7	Fitrah Andi Pasinringi	8	8
8	Ismail	6	8
9	Kasmiati	8	6
10	Miftahurrizaq Amran	6	6
11	Muh Yusril Abidin	8	8
12	Nirmat	6	8
13	Nur Aulia Rahma S	8	6
14	Nurhikmah	6	8
15	Nur Husnul Khotima	8	6
16	Nursyam	6	8
17	Rabiyatuladawiyah	6	8
18	Reski	8	6
19	Sinar Satta	8	8
20	Sriwahyuni	6	8
21	Sunalti	8	8
22	Wahidah	6	6
23	Yuyun	8	6
24	Zulfa Angraeni	8	6
	$\Sigma$	174	172
	X	7.25	7.16

TABLE OF THE STUDENTS' ACHIEVEMENT

A. Students' writing skill in term vocabulary

Writing						
No	X1 (Pre-Test)	X2 (Post-Test)	D (x2-x1)	X1 <sup>2</sup>	X2 <sup>2</sup>	D <sup>2</sup>
S-1	4	8	4	16	64	16
S-2	6	8	2	36	64	4
S-3	6	8	2	36	64	4
S-4	4	8	4	16	64	16
S-5	4	6	2	16	36	4
S-6	6	8	2	36	64	4
S-7	4	8	4	16	64	16
S-8	6	6	0	36	36	0
S-9	6	8	2	36	64	4
S-10	6	6	0	36	36	0
S-11	4	8	4	16	64	16
S-12	4	6	2	16	36	4
S-13	6	8	2	36	64	4
S-14	6	6	0	36	36	0
S-15	4	8	4	16	64	16
S-16	6	6	0	36	36	0
S-17	6	6	0	36	36	0
S-18	6	8	2	36	64	4
S-19	4	8	4	16	64	16
S-20	6	6	0	36	36	0
S-21	6	8	2	36	64	4
S-22	6	6	0	36	36	0
S-23	4	8	4	16	64	16
S-24	6	8	2	36	64	4
$\Sigma$	126	174	48	684	1284	152
X	5.25	7.25	2	27.56	52.56	4

B. Student speaking skill in term vocabulary

Speaking						
No	X1 (Pre-Test)	X2 (Post-Test )	D (x2-x1)	X1 <sup>2</sup>	X2 <sup>2</sup>	D <sup>2</sup>
S-1	4	8	4	16	64	16
S-2	4	8	4	16	64	16
S-3	4	6	2	16	36	4
S-4	6	8	2	36	64	4
S-5	6	8	2	36	64	4
S-6	6	6	0	36	36	0
S-7	4	8	4	16	64	16
S-8	6	8	2	36	64	4
S-9	6	6	0	36	36	0
S-10	6	6	0	36	36	0
S-11	4	8	4	16	64	16
S-12	4	8	4	16	64	16
S-13	4	6	2	16	36	4
S-14	4	8	4	16	64	16
S-15	6	6	0	36	36	0
S-16	4	8	4	16	64	16
S-17	4	8	4	16	64	16
S-18	4	6	2	16	36	4
S-19	6	8	2	36	64	4
S-20	6	8	2	36	64	4
S-21	4	8	4	16	64	16
S-22	6	6	0	36	36	0
S-23	4	6	2	16	36	4
S-24	4	6	2	16	36	4
$\Sigma$	118	172	42	684	1256	148
X	4.91	7.16	2.25	24.10	51.26	5.06

### C. THE MEAN SCORE OF THE STUDENTS TEST

The formula of mean score

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

Where:

$\bar{X}$  = the mean score                       $\sum X$  = the total score

$N$  = the number of students

(Gay (1981:298))

1. The Mean Score of Pre-test in vocabulary

a. Writing skill

$$X = \frac{\sum X}{N} = \frac{126}{24} = 5.25$$

2. The Mean Score of pre-test in vocabulary

b. Speaking skill

$$X = \frac{\sum X}{N} = \frac{118}{24} = 4.91$$

3. The Mean Score for Post-Test in vocabulary

a. Writing skill

$$X = \frac{\sum X}{N} = \frac{174}{24} = 7.25$$

4. The mean score for post-test in vocabulary

b. Speaking skill

$$X = \frac{\sum X}{N} = \frac{172}{24} = 7.16$$

#### D. IMPROVEMENT STUDENTS IN WRITING AND SPEAKING.

##### 1. Improvement students in writing (Vocabulary)

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{7,25 - 5,25}{5,25} \times 100\%$$

$$P = \frac{2}{5,25} \times 100\%$$

$$P = 38.09\%$$

*The students' improvement = 38.09%*

##### 2. Improvement students in speaking (Vocabulary)

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{7,16 - 4,91}{4,91} \times 100\%$$

$$P = \frac{2,25}{4,91} \times 100\%$$

$$P = 45.82\%$$

*The students' improvement = 45.82%*

## E. CALCULATING THE T-TEST ANALYSIS OF STUDENTS'

### WRITING

- a. Calculating the t-test analysis of Students' writing in term vocabulary.

Mean score of gain ( D )

$$\bar{D} = \frac{\sum D}{N}$$

$$\bar{D} = \frac{48}{24}$$

$$\bar{D} = 2$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{2}{\sqrt{152 - \frac{(48)^2}{24(24-1)}}$$

$$t = \frac{2}{\sqrt{152 - \frac{2,304}{24(23)}}$$

$$t = \frac{2}{\sqrt{152 - \frac{1,152}{552}}$$

$$t = \frac{2}{\sqrt{\frac{150,84}{552}}$$

$$t = \frac{2}{\sqrt{0,27}}$$

$$t = \frac{2}{0.27}$$

$$t = 7,40$$

b. Calculating the t-test analysis of Students' speaking in term vocabulary.

Mean score of gain (D)

$$\bar{D} = \frac{\sum D}{N}$$

$$\bar{D} = \frac{42}{24}$$

$$\bar{D} = 1,75$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{1,75}{\sqrt{148 - \frac{(42)^2}{24(24-1)}}$$

$$t = \frac{1,75}{\sqrt{148 - \frac{1.764}{24(23)}}$$

$$t = \frac{1,75}{\sqrt{148 - \frac{73.5}{552}}$$

$$t = \frac{1,75}{\sqrt{\frac{74,5}{552}}}$$

$$t = \frac{1,75}{\sqrt{0.13}}$$

$$t = \frac{1,75}{0.13}$$

$$t = 13,46$$



## A. CRITICAL VALUE OF T-TABLE

### Level of significance for one-tailed test

Df	.10	0.05	.01	.001
1	6.314	12.706	63.657	318.313
2	2.920	4.303	9.925	22.327
3	2.353	3.182	5.841	10.215
4	2.132	2.776	4.604	7.173
5	2.015	2.571	4.032	5.893
6	1.943	2.447	3.707	5.208
7	1.895	2.365	3.499	4.782
8	1.860	2.306	3.355	4.499
9	1.833	2.262	3.250	4.296
10	1.812	2.228	3.169	4.143
11	1.796	2.201	3.106	4.024
12	1.782	2.179	3.055	3.929
13	1.771	2.160	3.012	3.852
14	1.761	2.145	2.977	3.787
15	1.753	2.131	2.947	3.733
16	1.746	2.120	2.921	3.686
17	1.740	2.110	2.898	3.646
18	1.734	2.101	2.878	3.610
19	1.729	2.093	2.861	3.579
20	1.725	2.086	2.845	3.552
21	1.721	2.080	2.831	3.527

22	1.717	2.074	2.819	3.505
23	1.714	<b>2.069</b>	2.807	3.485
24	1.711	2.064	2.797	3.467
25	1.708	2.060	2.787	3.450
26	1.706	2.058	2.779	3.435
27	1.703	2.052	2.771	3.421
28	1.701	2.048	2.763	3.408
29	1.699	2.045	2.756	3.396
30	1.697	2.042	2.750	3.385
31	1.696	2.040	2.744	3.375
32	1.694	2.037	2.738	3.365
33	1.692	2.035	2.733	3.356
34	1.691	2.032	2.728	3.348
35	1.690	2.030	2.724	3.340
36	1.688	2.028	2.719	3.333
37	1.687	2.026	2.715	3.326
38	1.686	2.024	2.712	3.319
39	1.685	2.023	2.708	3.313
40	1.684	2.021	2.704	3.307

Df = N-1

Df = 30-1

Df = 23 → t-table ( $\alpha$ ) = 0.05 = 2.069

## RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMA Negeri 8 Pinrang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI
Pertemuan ke	: 2 dan 3
Alokasi waktu	: 4 X 40 menit
Tema	: Descriptive Text (Building Knowledge of Students' Field)
Aspek / Skill	: Writing

### A. Standar Kompetensi :

#### Writing (Menulis)

Memahami makna dalam teks tulis fungsional pendek sederhana untuk berinteraksi dengan lingkungan sekitar

#### Speaking (Berbicara)

Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari

#### Kompetensi Dasar :

##### -Writing(Menulis)

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk Descriptive.

##### -Speaking (Berbicara)

Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk descriptive

### B. Tujuan Pembelajaran :

-Pada akhir pembelajaran siswa siswa diharapkan dapat mengungkapkan makna esei pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk Descriptive.

-Siswa dapat mendeskripsikan sebuah tempat atau pemandangan secara spontan

-Dalam mendeskripsikan suatu tempat siswa dapat menggunakan kalimat simple present.

### C. Indikator

- Mengetahui definisi dan generic structure descriptive text

- Mengidentifikasi ciri-ciri kebahasaan teks descriptive

#### D. Metode Pembelajaran

- Tanya Jawab
- Practice
- Presentation

#### E. Materi dan Sumber Pembelajaran

##### a. A Descriptive text about “My School”

- Defensi Descriptive teks :
  - Descriptive text is text that describe, illustrate, elaborate on something, such as objects, persons or certain places.
- Characteristic of descriptive teks :
  - Discriptive text using the simple present tense.
  - Discriptive text using a variety of adjectives that are describing, numbering, classifying such as tow strong legs, sharp white fancement.
  - Text relating descriptive use verbs to provide information about the subject, such as my mum is really cool, it has very thick fur, and so on.
  - Descriptive text using verbs thinking and feeling verbs to express the author's personal views about the subject, for example believe the police suspect is an armed, I think it is a clever animal, and so on.
  - Descriptive text also uses adverbs to provide additional information about the behavior or trait (adjective) are described, for example, it is extremely high.

#### F. Kegiatan Pembelajaran

##### 1. Kegiatan Pendahuluan (5 menit)

- Siswa merespon pertanyaan guru agar tercipta suasana kekeluargaan (Small talk dan social chat).
- Siswa merespon pertanyaan guru tentang kehadiran
- Siswa diberikan penjelasan mengenai tujuan pembelajaran atau kompetensi yang akan dicapai.
- Siswa diberikan penjelasan mengenai materi yang akan diajarkan.

##### 2. Kegiatan Inti (65 menit)

- Siswa dibagi kedalam beberapa kelompok, setia kelompok terdiri atas 4 siswa
- Guru menjelaskan mengenai descriptive text dan generic structurenya secara umum
- Siswa menyaksikan trailer yang telah tampilkan oleh guru

- d. Guru membimbing siswa memperhatikan karakter yang akan di deskripsikan
  - e. Siswa bekerja secara berkelompok untuk mendeskripsikan karakter pada trailer tersebut.
  - f. Guru mengecek pekerjaan siswa berkelompok
  - g. Siswa dan guru membahas kosakata yang sulit dan belum dipahami oleh siswa dalam trailer.
3. Kegiatan Penutup (10 menit)
- b. Guru memberi feedback kepada siswa
  - c. Guru member motivasi kepada siswa
  - d. Guru memberi pekerjaan rumah untuk mencari jenis Descriptive text mengenai seorang tokoh.

#### G. Evaluasi

Describe about My School.

Mengetahui,

Kepala Sekolah

Mahasiswa Peneliti

M. Aris S.Pd., M.Pd  
NIP.

Nur Auliyah

## RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMA Negeri 8 Pinrang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI
Pertemuan ke	: 4 dan 5
Alokasi waktu	: 4 X 40 menit
Tema	: Descriptive Text
Aspek / Skill	: Writing

### A. Standar Kompetensi :

Writing (Menulis)

Memahami makna dalam teks tulis fungsional pendek sederhana untuk berinteraksi dengan lingkungan sekitar

### B. Kompetensi Dasar :

Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk Descriptive.

### C. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa diharapkan dapat mengungkapkan makna esai pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk Descriptive.

### D. Indikator

- Mengetahui definisi dan generic structure descriptive text
- Mengidentifikasi ciri-ciri kebahasaan teks descriptive

### E. Materi dan Sumber Pembelajaran

#### a. Text about "My School"

My school is one of the *best schools* in West Lampung. No matter what, my school is always *attracted* the new students every years. That is quite natural because my school always gets the *first rank* in every *competition* followed both in the provincial or national levels. My school is a green and *beautiful*. There are so many huge trees that make the air become so fresh. It is very *large* with an area around one hectare, bounded by high fences. My school also has more than *57 buildings* consisting of 39

*classrooms*, a teacher room, a science lab, a language lab, a library, 10 toilets, a multimedia room, a mosque, and a big corridor. Although it has so many buildings, there are many *plants* with shady trees that lined in all corner. Even in front of each classroom, there is a quite large flower garden. My school also has a large *canteen*. The canteen is located at the rear of tenth class exactly behind the language laboratory. My School's canteen sells a lot of foods, such as; snacks, meatballs, fried rice, noodles, and many more. Though they sell a variety of food, my school always maintains the cleanliness. This school, which is the foremost school in my province, always makes me proud.

- Defensi Descriptive teks :
  - Descriptive text is text that describe, illustrate, elaborate on something, such as objects, persons or certain places.
- Characteristic of decriptiveteks :
  - Discriptive text using the simple present tense.
  - Discriptive text using a variety of adjectives that are describing, numbering, classifying such as tow strong legs, sharp white fansion.
  - Text relating descriptive use verbs to provide information about the subject, such as my mum is really cool, it has very thick fur, and so on.
  - Descriptive text using verbs thinking and feeling verbs to express the author's personal views about the subject, for example believe the police suspect is an armed, I think it is a clever animal, and so on.
  - Descriptive text also uses adverbs to provide additional information about the behavior or trait (adjective) are described, for example, it is extremely high.

#### F. Metode Pembelajaran

- Tanya Jawab
- Practice
- Presentation

#### G. Kegiatan Pembelajaran

##### 1. Kegiatan Pendahuluan (5 menit)

- a. Siswa merespon pertanyaan guru agar tercipta suasana kekeluargaan (Small talk dan social chat).

- b. Siswa merespon pertanyaan guru tentang kehadiran
- c. Siswa diberikan penjelasan mengenai tujuan pembelajaran atau kompetensi yang akan dicapai.
- d. Siswa diberikan penjelasan mengenai materi yang akan diajarkan.

2. Kegiatan Inti (65 menit)

- a. Siswa dibagi kedalam beberapa kelompok, setiap kelompok terdiri atas 4 siswa
- b. Siswa menyaksikan trailer yang telah tampilkan oleh guru
- c. Setelah selesai menayangkan trailer, guru menjelaskan mengenai aspek-aspek atau generic structure descriptive text.
- d. Siswa membuat descriptive dari trailer yang telah ditayangkan secara berkelompok
- e. Setiap kelompok menuliskan hasil kerja mereka di papan tulis
- f. Guru memberikan kesempatan pada kelompok lain untuk mengoreksi
- g. Siswa dan guru membahas kosakata yang sulit dan belum dipahami oleh siswa dalam trailer.

3. Kegiatan Penutup (10 menit)

- e. Guru menyimpulkan dan memberi feedback kepada siswa
- f. Guru member motivasi kepada siswa

H. Evaluasi

Describe about your school and use your own words.

Mengetahui,

Kepala Sekolah

Mahasiswa Peneliti

M. Aris S.Pd. M.Pd  
NIP.

Nur Auliyah



## RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA Negeri 8 Pinrang  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI  
Pertemuan ke : 6 dan 7  
Alokasi waktu : 4 X 40 menit  
Tema : Descriptive Text  
Aspek / Skill : Speaking

### A. Standar Kompetensi :

-Speaking (Berbicara)

Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk descriptive

### B. Kompetensi Dasar :

-Speaking (Berbicara)

Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk descriptive

### C. Tujuan Pembelajaran :

-Siswa dapat mendeskripsikan sebuah tempat atau pemandangan secara spontan

-Dalam mendeskripsikan suatu tempat siswa dapat menggunakan kalimat simple present.

### D. Indikator

- Mengetahui definisi dan generic structure descriptive text
- Mengidentifikasi ciri-ciri kebahasaan teks descriptive

### E. Materi dan Sumber Pembelajaran

#### a. Text About "My School"

My school is one of the *best schools* in West Lampung. No matter what, my school is always *attracted* the new students every years. That is quite natural because my school always gets the *first rank* in every *competition* followed both in the provincial or national

levels. My school is a green and *beautiful*. There are so many huge trees that make the air become so fresh. It is very *large* with an area around one hectare, bounded by high fences. My school also has more than 57 *buildings* consisting of 39 *classrooms*, a teacher room, a science lab, a language lab, a library, 10 toilets, a multimedia room, a mosque, and a big corridor. Although it has so many buildings, there are many *plants* with shady trees that lined in all corner. Even in front of each classroom, there is a quite large flower garden. My school also has a large *canteen*. The canteen is located at the rear of tenth class exactly behind the language laboratory. My School's canteen sells a lot of foods, such as; snacks, meatballs, fried rice, noodles, and many more. Though they sell a variety of food, my school always maintains the cleanliness. This school, which is the foremost school in my province, always makes me proud.

- Defensi Descriptive teks :
  - Descriptive text is text that describe, illustrate, elaborate on something, such as objects, persons or certain places.
- Characteristic of decriptiveteks :
  - Discriptive text using the simple present tense.
  - Descriptive text using a variety of adjectives that are describing, numbering, classifying such as tow strong legs, sharp white fansion.
  - Text relating descriptive use verbs to provide information about the subject, such as my mum is really cool, it has very thick fur, and so on.
  - Descriptive text using verbs thinking and feeling verbs to express the author's personal views about the subject, for example believe the police suspect is an armed, I think it is a clever animal, and so on.
  - Descriptive text also uses adverbs to provide additional information about the behavior or trait (adjective) are described, for example, it is extremely high.

#### F. Metode Pembelajaran

- Tanya Jawab
- Practice
- Presentation

#### G. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan (5 menit)

- a. Siswa merespon pertanyaan guru agar tercipta suasana kekeluargaan (Small talk dan social chat).
  - b. Siswa merespon pertanyaan guru tentang kehadiran
  - c. Siswa diberikan penjelasan mengenai tujuan pembelajaran atau kompetensi yang akan dicapai.
  - d. Siswa diberikan penjelasan mengenai materi yang akan diajarkan.
2. Kegiatan Inti (65 menit)
- a. Siswa menyaksikan trailer yang telah ditampilkan oleh guru
  - b. Setelah selesai menayangkan trailer, siswa bekerja berpasangan untuk mendeskripsikan trailer yang telah mereka saksikan
  - c. Guru membimbing setiap pasangan dalam menyusun descriptive text mereka
  - d. Siswa dan guru membahas kosakata yang sulit dan belum dipahami oleh siswa dalam trailer.
3. Kegiatan Penutup (10 menit)
- a. Guru menyimpulkan dan memberi feedback kepada siswa
  - b. Guru member motivasi kepada siswa

#### H. Evaluasi

Describe the text above “My School” in front of the class.

Mengetahui,

Kepala Sekolah

Mahasiswa Peneliti

M. Aris S.Pd., M.Pd  
NIP.

Nur Auliyah

## RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMA Negeri 8 Pinrang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI
Pertemuan ke	: 8 dan 9
Alokasi waktu	: 2 X 40 menit
Tema	: Descriptive Text (Independent Construction of Text)
Aspek / Skill	: Writing dan Speaking

### A. Standar Kompetensi :

#### -Writing (Menulis)

Memahami makna dalam teks tulis fungsional pendek sederhana untuk berinteraksi dengan lingkungan sekitar

#### -Speaking (Berbicara)

Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk descriptive

### B. Kompetensi Dasar :

#### -Writing (Berbicara)

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk Descriptive.

#### -Speaking (Berbicara)

Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk descriptive

### C. Tujuan Pembelajaran :

-Pada akhir pembelajaran siswa siswa diharapkan dapat mengungkapkan makna esei pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk Descriptive.

-Siswa dapat mendeskripsikan sebuah tempat atau pemandangan secara spontan

-Dalam mendeskripsikan suatu tempat siswa dapat menggunakan kalimat simple present.

### D. Indikator

- Mengetahui definisi dan generic structure descriptive text

- Mengidentifikasi ciri-ciri kebahasaan teks descriptive

#### E. Materi dan Sumber Pembelajaran

##### a. A Descriptive text about “My School”

- Defensi Descriptive teks :
  - Descriptive text is text that describe, illustrate, elaborate on something, such as objects, persons or certain places.
- Characteristic of decriptiveteks :
  - Discriptive text using the simple present tense.
  - Discriptive text using a variety of adjectives that are describing, numbering, classifying such as tow strong legs, sharp white fancemention.
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  - Descriptive text using verbs thinking and feeling verbs to express the author's personal views about the subject, for example believe the police suspect is an armed, I think it is a clever animal, and so on.
  - Descriptive text also uses adverbs to provide additional information about the behavior or trait (adjective) are described, for example, it is extremely high.

#### F. Metode Pembelajaran

- Tanya Jawab
- Practice
- Presentation

#### G. Kegiatan Pembelajaran

##### 1. Kegiatan Pendahuluan (5 menit)

- Siswa merespon pertanyaan guru agar tercipta suasana kekeluargaan (Small talk dan social chat).
- Siswa merespon pertanyaan guru tentang kehadiran
- Siswa diberikan penjelasan mengenai tujuan pembelajaran atau kompetensi yang akan dicapai.
- Siswa diberikan penjelasan mengenai materi yang akan diajarkan.

##### 2. Kegiatan Inti (65 menit)

- Siswa menyaksikan trailer yang telah tampilkan oleh guru
- Siswa mendeskripsikan trailer yang telah mereka saksikan perindividu
- Guru membimbing setiap siswa dalam mengerjakan deskripsi mereka

- d. Siswa mendeskripsikan hasil kerja mereka didepan kelas dengan ditanggapi oleh teman mereka
  - e. Siswa dan guru membahas kosakata yang sulit dan belum dipahami oleh siswa dalam trailer.
3. Kegiatan Penutup (10 menit)
- a. Guru menyimpulkan dan memberi feedback kepada siswa
  - b. Guru member motivasi kepada siswa

H. Evaluasi

- Write a descriptive text about “My School” and use your own word.
- Describe your school in front of your class.

Mengetahui,

Kepala Sekolah

Guru Mata Pelajaran

M. Aris S.Pd., M.Pd  
NIP.

Nur Auliyah

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## Teaching and Learning process



(Pre-test's Meeting)



(Pre-test's Meeting)





**(Treatment's Meeting)**



**(Treatment's Meeting)**



**(Treatment's Meeting)**



**(Treatment's Meeting)**



**(Treatment's Meeting)**



**(Treatment's Meeting)**



**(Post-test's Meeting)**



**(Post-test's Meeting)**



**(Post-test's Meeting)**

Judul 1 \*

THE IMPLEMENTATION OF REVOLT INSTITUTE METHOD TO ENRICH STUDENT VOCABULARY

of

Judul 2 \*

AN ANALYSIS OF "THIS AND THESE" USAGE IN WRITING DESCRIPTIVE TEXT CONDUCTED BY SENIOR HIGH SCHOOL STUDENTS

Judul 3 \*

SCRAMBLE WORDS TO IMPROVE STUDENTS' WRITING COMPETENCIES IN ARRANGE THE SENTENCES

Alternatif Pembimbing 1

Jawaban Anda

Dr. Hj Andi Tenui Ampa . M. Hum

Alternatif Pembimbing 2

Jawaban Anda

Muh Astrianto Setiadi S-pd. M. Pd

4/5/17 *[Signature]*

Keterangan

1. Untuk Alternatif Pembimbing, Jangan di isi.
2. PRINT OUT form ini untuk dilampirkan ke PRODI dengan melampirkan buku Panduan Penulisan Skripsi.
3. Untuk buku panduan penulisan skripsi, silahkan menghubungi front desk PRODI.

KIRIM

Jangan pernah mengirimkan sandi melalui Google Formulir.

## PRODI PENDIDIKAN BAHASA INGGRIS

FORMAT PENGAJUAN JUDUL SKRIPSI

\*Wajib

Alamat email \*

nurauliyah18@gmail.com

Nama Lengkap \*

NUR AULIYAH

NIM \*

1053 555 2813

Kelas \*

VII D

Judul Skripsi

Masukkan tiga (3) alternatif judul untuk dipertimbangkan di PRODI



**UNIVERSITAS MUHAMMADIYAH MAKASSAR**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 1558/FKIP/A.1-II/IX/1439/2017  
Lampiran : 1 (Satu) Rangkap Proposal  
Hal : **Pengantar LP3M**

Kepada Yang Terhormat  
LP3M Unismuh Makassar  
Di-  
Makassar

*Assalamu Alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah  
Makassar menerangkan dengan sebenarnya bahwa Mahasiswa tersebut yang  
namanya di bawah ini :

Nama : **NUR AULIYAH**  
NIM : 10535 5528 13  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : Jl. Sultan Alauddin II

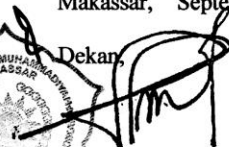
Adalah yang bersangkutan akan mengadakan penelitian dan penyelesaian  
skripsi.

Dengan judul : **The Implementation of Revolt Institute Method in  
Teaching English (A Pre-Experimental Research at the  
Eleventh Grade Students of SMAN 8 Pinrang)**

Demikian disampaikan atas kerja sama yang baik kami ucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb*

Makassar, September 2017

Dekan,  
  
**Erwin Akib, M.Pd., Ph.D.**  
NBM. 860.924





# UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT-

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 E-mail :lp3munismuh@plasa.com



Nomor : 2445/Izn-5/C.4-VIII/XI/37/2017  
Lamp : 1 (satu) Rangkap Proposal  
Hal : Permohonan Izin Penelitian

17 Safar 1439 H  
06 November 2017 M

Kepada Yth,  
Bapak Gubernur Prov. Sul-Sel  
Cq. Kepala UPT PZI BKPMI Prov. Sul-Sel  
di -  
Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1558/I/KIP/A.1-II/IX/1439/2017 tanggal 22 September 2017, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **NUR AULIYAH**  
No. Stambuk : **10535 5528 13**  
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**  
Jurusan : **Pendidikan Bahasa Inggris**  
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"The Implementation of Revolt Institute Method in Teaching English (A Pre-Experimental Research at The Eleventh Grade Students of SMAN 8 Pinrang)"**

Yang akan dilaksanakan dari tanggal 11 Nopember 2017 s/d 11 Januari 2018.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.  
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

**Dr. Ir. Abubakar Idhan, MP.**  
NBM 101 7716



PEMERINTAH PROVINSI SULAWESI SELATAN  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 16094/S.01P/P2T/11/2017  
Lampiran :  
Perihal : Izin Penelitian

KepadaYth.  
Kepala Dinas Pendidikan Prov. Sulsel

di-  
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 2445/lzn-05/C.4-VIII/XI/37/2017 tanggal 06 November 2017 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **NUR AULIYAH**  
Nomor Pokok : 10535552813  
Program Studi : Pend. Bahasa Inggris  
Pekerjaan/Lembaga : Mahasiswa(S1)  
Alamat : Jl. Sultan Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

**" THE IMPLEMENTATION OF REVOLT INSTITUTE METHOD IN TEACHING ENGLISH (A PRE EXPERIMENTAL RESEARCH AT THE ELEVENTH GRADE STUDENTS OF SMAN 8 PINRANG) "**

Yang akan dilaksanakan dari : Tgl. **14 November 2017 s/d 13 Januari 2018**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar  
Pada tanggal : 14 November 2017

**A.n. GUBERNUR SULAWESI SELATAN**  
**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU**  
**PINTU PROVINSI SULAWESI SELATAN**  
Selaku Administrator Pelayanan Perizinan Terpadu

**A. M. YAMIN, SE., MS.**

Pangkat : Pembina Utama Madya  
Nip : 19610513 199002 1 002

Tembusan Yth  
1. Ketua LP3M UNISMUH Makassar di Makassar;  
2. *Pertinggal.*



**EMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN**

***Jalan : Perintis Kemerdekaan Km 10 Tamalanrea Makassar 90254  
MAKASSAR 90245***

Makassar, 21 November 2017

Nomor : 070/1216 /-FAS.3/DISDIK  
Lampiran : -  
Hal : Izin Penelitian

Kepada  
Yth. Kepala SMAN 8 Pinrang  
di  
Tempat

Dengan hormat, Berdasarkan surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Prov. Sulsel Nomor: 16094/S.01P/P2T/09/2017 Tanggal 14 November 2017 perihal Izin Penelitian oleh mahasiswa tersebut dibawah ini:

Nama : **NUR AULIYAH**  
Nomor Pokok : 10535552813  
Program Studi : Pendidikan Bahasa Inggris  
Pekerjaan/Lembaga : Mahasiswa ( S1 )  
Alamat : Jl. Sultan Alauddin No 259 , Makassar

Yang bersangkutan bermaksud untuk melakukan penelitian di SMAN 8 Pinrang dalam rangka penyusunan Skripsi dengan Judul :

**“THE IMPLEMENTATION OF REVOLT INSTITUTE METHOD IN TEACHING ENGLISH ( A PRE EXPERIMENTAL RESEARCH AT THE ELEVENTH GRADE STUDENTS OF SMAN 8 PINRANG “**

**Yang akan dilaksanakan dari : Tanggal 14 November 2017 s.d 13 Januari 2018**

Pada prinsipnya kami menerima dan menyetujui kegiatan tersebut, sepanjang tidak bertentangan dengan ketentuan dan perundang-undangan yang berlaku.

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

**a.n. KEPALA DINAS PENDIDIKAN**

Kepala Bidang Fasilitasi Paud,  
Dikdas, Dikmas Dan Dikti

**Drs. AHMAD FARUMBIAN, M.Pd**

Pangkat: Pembina Tk. I

NIP: 19600829 198710 1 002



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**KONTROL PELAKSANAAN PENELITIAN**

Nama Mahasiswa : **Nur Auliyah**  
 NIM : **10535 5528 13**  
 Judul Penelitian : **"The Impelementation of Revolt Instiute in Teaching English  
 (A Pr-Experimental Research at the Eleventh Grade Students of  
 SMA Negeri 8 Pinrang)**  
 Tanggal Ujian Proposal : **15 September 2017**  
 Tempat/Lokasi Penelitian : **SMA Negeri 8 Pinrang**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	RABU 29/11/2017	MELAPORKAN SURAT IZIN PENELITIAN	MUH. KASIM. M. S. Pd. MA.	[Signature]
2	RABU 06/12/2017	PRE-TEST	MUH. KASIM. M. S. Pd. MA.	[Signature]
3	JUMAT 08/12/2017	TEACHING MATERIAL (TREATMENT)	MUH. KASIM. M. S. Pd. MA.	[Signature]
4	RABU 13/12/2017	TEACHING MATERIAL (TREATMENT)	MUH. KASIM. M. S. Pd. MA.	[Signature]
5	JUMAT 15/12/2017	TEACHING MATERIAL (TREATMENT)	MUH. KASIM. M. S. Pd. MA.	[Signature]
6	RABU 20/12/2017	TEACHING MATERIAL (TREATMENT)	MUH. KASIM. M. S. Pd. MA.	[Signature]
7	JUMAT 22/12/2017	TEACHING MATERIAL (TREATMENT)	MUH. KASIM. M. S. Pd. MA.	[Signature]
8	RABU 27/12/2017	TEACHING MATERIAL (TREATMENT)	MUH. KASIM. M. S. Pd. MA.	[Signature]
9	JUMAT 29/12/2017	TEACHING MATERIAL (TREATMENT)	MUH. KASIM. M. S. Pd. MA.	[Signature]
10	RABU 03/01/2018	POST-TEST	MUH. KASIM. M. S. Pd. MA.	[Signature]

....., ..... 2017

Mengetahui,

Plt. Ketua Jurusan,  
  
 Ismail Sangkala, S.Pd., M.Pd  
 NBM. 1141 819

....., Kepala sekolah,  
  
 ARIS S. Pd., M. Pd  
 12. 198703 1031



PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
**SMA NEGERI 8 PINRANG**



Alamat : Jalan Poros Pinrang Polman Km. 37 Tuppu Telp. (0421) 3911111 Kab. Pinrang 91254  
<http://www.sman1lembang.sch.id> e-mail : sman8pinrang@yahoo.co.id

**SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN**  
Nomor : 421.3 / 221 / SMA.08 / 2017

Yang bertandatangan di bawah ini, Kepala SMA Negeri 8 Pinrang menerangkan bahwa :

N a m a : NUR AULIYAH  
Nomor Pokok : 10535552813  
Program Studi : Pendidikan Bahasa Inggris  
Alamat : Jl. Sultan Alauddin No. 259 Makassar

Yang tersebut namanya di atas telah melaksanakan Penelitian di SMA Negeri 8 Pinrang Kab. Pinrang dengan Judul "THE IMPLEMENTATION OF REVOLT INSTITUTE METHOD IN TEACHING ENGLISH (A PRE EXPERIMENTAL RESEARCH AT THE ELEVENTH GRADE STUDENTS OF SMAN 8 PINRANG)".

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Tuppu, 23 Desember 2017



M. HATTA M. ARIS, S.Pd., M.Pd  
KABUPATEN PINRANG  
TUPPU 91254 212 198703 1 031

## CURRICULUM VITAE



**Nur Auliyah**, was born on December 18<sup>th</sup>, 1994 in Silopo. She is the second child of marriage Sukri Katutu and Juhati. She has three brothers. She graduated on elementary school in 2007 at SDN 136 Bungi, Pinrang Regency. In the same year, she continued her study at SMPN 7 Polewali and graduated in 2010. After that she registered in SMAN 1 Lembang and graduated in 2013. She accepted in muhammadiyah university of makassar of English education department.