

**IMPROVING THE STUDENTS' SPEAKING ABILITY
THROUGH SOCIAL INTERACTION METHOD
(An Classroom Action Research at the Second Year Students' of
SMP Guppi Samata Gowa)**



A THESIS

*Submitted as the Fulfilment to Accomplish Sarjana Degree
At Faculty of Teacher Training and Education
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ABSTRACT

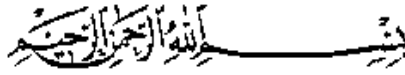
SAKIR, 2015. *Improving the Students' Speaking Ability through Social Interaction Method (A Classroom Action Research at the Second Year Students of SMP Guppi Samata, Gowa)* supervised by Hj. Andi Tenri Ampa and St. Asriati.

The research aimed to find out the improvement of students' speaking ability in terms of finding Accuracy (vocabulary) and fluency (smoothness) at the students' of SMP Guppi Samata Gowa in the 2015/2016 academic year.

This research used A Classroom Action Research that consisted of two cycle . In each cycle consisted of four meetings. The research subject was the students class VIII B of SMP Guppi Samata Gowa, it consisted of 25 students. The researcher obtained the data by using speaking test and observation sheet.

The results of the students' speaking test in cycle I and cycle II had significantly different scores. There was a better increase of gains by students at the end of action in the second cycle. In cycle I, the students' achievement of accuracy (vocabulary) was 68.92, but after evaluation in cycle II the students' achievement become 80.4. The other hand the students' fluency (smoothness) was devolepment too from cycle I to II, whereas the students' achicvement of fluency (smoothness) was 69.88, but after evalution in cycle II the students' achicvement become 79.68. From the findings indicated that there was improvement in the students' speaking ability from cycle I to cycle II, whereas the improvement of students' accuracy (vocabulary) was 16.65 and the improvement of students' fluency (smoothness) was 14.02. From these findings, the researcher made conclusion that by using Social Interaction Method could improve the students' speaking ability.

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CHAPTER I

INTRODUCTION

A. Background

Teaching English as a tool of communication has become and accepted as aim of the foreign language teaching in Indonesia. It must be thought to students in order to speak English fluently.

As English learners, most of Indonesian students at school find many problems to master English communicatively. One of the significant problems often appearing for them is the lack of practice in daily conversation. Sometimes they feel that they do not have enough ability to use the language as a medium of communication. They may also be able to understand English when other people speak or write and read but it is sometimes hard for them to express an idea appearing in their mind especially in oral communication. Here it needs a certain method or approach to change the passive competency into the active one.

Based on the observation and the teacher's information which is required that such problem above is also faced by the second students of SMP Aisyiyah Sunggminasa, Gowa. They are very difficult to communicate their mind in oral communication (speaking). It is also indicated from the result of the students' speaking diagnostic test that the mean score is 5.48 from 25 students. Thus, we draw conclusion that it is poor category from the minimum target which will be achieved is 7.5.

Based on the statement above, the researcher would like to introduce an approach that could be used by teacher to improve their teaching approach (in

teaching English specially) and can help the students to have better understanding in learning English speaking. It is Social Interaction Method. The researcher want to achieve the score 7.5 target in speaking subject by applying this method.

Social interaction approach has inputs for the English learners how to make good speaking, how to use suitable vocabularies for expressing ideas in mind through communicative activities such as Interview technique, information gap, group work, etc. these activities can help the students express their ideas, feelings and thoughts in oral communication. Based on the description above. It is necessary to conduct a field research in order to get factual information about “Improving the Students’ Speaking Ability through Social Interaction Method”.

The writer is interested in investigating this research because it is considered effective to make the students speak English communicatively by applying the social interaction activities in the class with whom the communicative ability can be acquired by learners.

B. Problem Statement

To detail this research, the writer formulates the research question based on background above in order to acquire the exact information as follows:

1. How does the Social Interaction Method in improving the students in speaking accuracy achievement in speaking at the second year of SMP GUPPI Samata, Gowa?
2. How does the Social Interaction Method in improving the students’ in speaking fluency achievement in speaking at the second year of SMP GUPPI Samata, Gowa?

C. Objective of the Research

The objectives of the research are formulated according to the problem statement above, as follows :

1. To explain the use of Social Interaction Method in improving the students' accuracy achievement in speaking at the second year of SMP GUPPI Samata, Gowa.
2. To explain the use of Social Interaction Method in improving the students' fluency achievement in speaking at the second year of SMP GUPPI Samata Gowa.

D. Significance of the Research

The results of the research are expected to be useful information for English learners of how to acquire the language well by using social interaction method which can be really used as a tool of communication in daily life and also informs to teachers of how to teach English well for the best output.

The results of this research are also expected to be able to encourage the concerning of English language in teaching and learning the language toward the application of social interaction method in improving the students' speaking ability in terms of speaking accuracy and fluency.

E. Scope of the Research

The scope of the study is restricted to the application of Social Interaction Method to improve the students' speaking achievement to the second year students of SMP GUPPI Samata, Gowa. The kinds of speaking that is represented

in this research are accuracy and fluency.. The proportions of accuracy is vocabulary while the proportions of fluency is smoothness.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concept of Social Interaction Method.

Models of Teaching have been defined in a number of ways. Some of the important definitions of teaching models are given here to have a wider perspective of this concept Rayn (1969): Modeling is an individual demonstrating particular pattern which the trainee learns through imitation. Baundura (1969): Modeling demonstrates that virtually all learning phenomena resulting from direct experiences can occur on a vicarious basis through observation of other person's behavior and its consequences for them D.N. Sanaswal (1991): A model of teaching consists of guidelines for designing educational activities and environments. Model of teaching is a plan that can also be utilized to shape courses of studies to design instructional material and to guide instruction. Educators and psychologist have designed several types of teaching models which provide suitable guidelines to the teachers for modifying the behavior of the learners.

1. Social Interaction Model.

According to Anselin (2006) define the Social Interaction Model study how interaction among individuals can lead the collective behavior and aggregate patterns. This is new type of learning speaking, it extend, to help intermediate to advanced students produce language, in other word to encode their ideas.

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that can also be utilized to shape courses of studies to design instructional material and to guide instructional.

Social Interaction Model stresses the relationship of the individual to other persons and to the society.

According to Rayn (1969) Social Interaction Models are instructional methods used by teachers in the classroom to facilitate group work. It is a student centred teaching approaches that allows students to interact with each other in a structured on task manner. In this strategy, students take on the role as a facilitator of content by helping their peers construct meaning. The students are allowed to question, reflect, reconsider, get help and support, and participate in group discussion. The three most common strategies include group project, group discussion, and cooperative learning. These interactions normally accord face-to-face but are not limited to this type of interaction with the assistance of online tools and technologies. The stages of instruction using social interaction models begin with an introduction lead by the instructor. The learners than break into groups, and the instructor continues to monitor and assess teams and their work. Finally, the teams conclude with their results/findings.

Social Methods have been widely studied in order to test. David Johnson (1994; 1991), Slaving (1993) has been working with teachers to assess the benefits of cooperative use of rewards or prizes are awarded on a cooperative task structure in a group activity. The results are convincing enough, it turns learning together can help students develop the various dimensions of capacity that is needed in the learning process (Winataputra 2005:6).

To fundamental and thorough understanding of investigation group then the following will be presented some result of discussion and view associated with these concepts.

The scientific inquiry network resources and connections (2003:1) through the discussion revealed that.

The opinion emphasizes the existence of an investigation of the group as a subordinate involvement to encourage and guide students in the learning process.

Activity of students through group investigation is embodied in the activity of exchanging ideas through an open free communication and togetherness from Planning until activities on the implementation of election topic investigation. This condition will provide a major impetus for students to learn to appreciate the thoughts abilities of others as well as the complementary knowledge and experiences of each. Because it is believed that through the investigation of group learning model in which strongly emphasizes the importance of free communication and exchange of experience will provide more benefits than if they perform the task independently. Study and discussion groups about the model of investigation is also suggested by Killen (1998), which holds that group investigation model is a direct and efficient way to teach academic knowledge as social process. This model will also be able to grow the warmth of interpersonal relationships, trust, respect for rules and policies, independence in learning and respect for the rules and policies, independence in learning and respect for the dignity of others. And more importantly is that the investigation of the group can be used on the entire area subject involve all children at all age levels and events

as a model for the learning process for students in exploring their learning experience.

2. Theoretical Origins of Social Interaction Method

Dewey stated, Social Interaction learning is dependent on student to student interaction. John Dewey not only believed that social interaction stimulates learning but it is also is how we begin to learn. He believed that social interaction furnished the material needed for a child to begin his education.

Further supporting the effectiveness of social interaction theory Dewey believed, “true education comes through the stimulation of the child’s powers by demands of the social situation in which he finds himself.” Social interaction depends on social demands, student to student assessment.

Albert Bandura studied the behavior of individuals and their reactions. Bandura was most famous for his research on Social Cognitive Theory which states that one may learn from observing a model. In one experiment. Bandura studied people with herpephobics, the fear of snakes. The herpephobics observed an actor deal with their fear when he removed the snake and placed over their legs. Knowing that this was an actor performing, the herpephobic goes through the routine and eventually model the behavior and overcomes his fear. In another study, Bandara videoed a young woman punching and yelling phrases such as “sock a roo” to a weighted blow up punching bag that looked like Bobo the Clown. He then showed a video to young children. Later he put the children in a room with a punching bag. They modeled the phrases and punching blows from the woman in the video. Bandura’s findings resulted in the social learning theory.

3. Social Interaction Strategies.

Social Interaction Strategies begins with an introduction of the topic/objectives by the instructor. The students then transition into teams by a predetermined method. The instructor must continue to monitor teams so they stay on task and for assessing purposes. The groups must then produce their findings. Within social interaction the instructor, facilitator and the student take on specific roles. The instructor must explain the concept/topic and organize the group. The process and rules of working as a team will need to be taught and reviewed to build team skills and group cohesion. During the process, the instructor must provide content, focus and review. Interaction must be student to student. Students must be active and responsible for their learning, both acting as a facilitator and learner. Students will be able to explain content to another as well as the entire class. The team working skills of compromise, negotiation and motivation are used during the learning process.

4. The Application of Social Interaction Method in The Classroom.

Steps to implementing Social Interaction Method in the learning process:

- a. A team is a group's heterogenic with members of groups are 4 or 5 students.
- b. Placement Test that giving pre-test to the students for show their skill.
- c. Student Creative that is working together in the groups and individual success a given from their each groups.

- d. Team Study that is phase action study active in the group and the researcher giving individual help to the students needed.
- e. Teaching Group that insert teaching material of groups.
- f. Fact test that is carrying out test appropriate fact the score by the students group.
- g. Whole-Class Units that is given material again by the researcher for strategy problem solving.

5. Advantages and Disadvantages of Social Interaction Strategy.

Social Interaction Models can be advantageous to teachers for many reasons. These models are student centered so they engage a higher level of thinking. Because the method is student centered it promotes meaningful learning. It can be beneficial to students that work well in a cooperative setting, and can be used to promote leadership, team work and problem solving skills. This strategy is most beneficial to students that work well in a cooperative environment rather than a competitive one. Some students are able to learn more efficiently and be more motivated when working together with their peers rather than by themselves. Because students work together in groups they learn to use leaderships as well as problem solving skills. They also learn to work together as a team to produce a desired outcome.

Social Interaction Models have some notable disadvantages. The process of social interaction is time consuming. The focus on the process of the model may make it difficult to reach all content objectives. The process of social interaction

should be taught explaining rules, responsibilities and procedures. Group dynamics may also inhibit students learning. Some students may not participate while others take on the full project. Handicaps students may find it difficult to participate. The instructor should make sure to consider their student make up so as not to limit physical and social handicaps. Instructor must consistently monitor group behavior to maintain on task behaviors.

B. The Concept of Speaking

1. Definition of Speaking

Language teaching is often defined with reference to the four language skills namely: listening, speaking, reading and writing. Listening and reading are receptive skill, while speaking and writing are productive ones (Harmer,1991:28).

Among the four language skills above the writer focuses his attention on speaking since it has important role in communication. Gronbeck, (1992 : 2) states that speaking is information by giving ideas, asking question and giving responses which have correlation with opinions, or arguments that can stimulate students to support their opinion. It is expected that through the speaking activities, the students can apply their speaking.

Speaking however particularly in English is not easy to do. Chastain, (1976 : 334) states that learning to speak is obviously more difficult than larning to understand the spoken language, because it concerns with sequential arrangement of activities that requires on the part of the teacher and the learners. So it is enough for the students to hear or to listen the speech only. There fore, as students, they have to practice their English anywhere. A teacher should give

more attention and give various activities in teaching speaking skill to increase the student ability to use the language because this case is one of the ways to increase students' English speaking.

Encouraging the students to learn English is not an easy job. The teacher must be patient to build up the students' motivation. It is not enough only asking them to study hard but the teacher should be a good model in showing their positive attitude toward English, besides they must present the material in teaching process by using some appropriate methods which are suitable with students' condition and interest.

Widdowson, (1985 : 57) states that speaking means of oral communication in giving information which involves two elements, namely the speaker is someone who gives the message and the listener is someone who receives the message. in other word, the communication involves the productive skill of listening.

It is commonly known that listening (understanding speech) speaking, reading and writing are the four language skills. In term of medium, speaking and listening relate to language expressed through the aural medium, reading and writing relate to language expressed through the visual medium. In terms of activity of the user, speaking and writing are said to be productive skills whereas listening and reading are said to be receptive skills. This can be expressive in a simple diagrams as follows :

Medium	Productive	Receptive
Aural Medium	Speaking	Listening
Visual Medium	Writing	Reading

(Diagram of language in term of medium (Widdowson, 1985 : 57).

The terms aural, visual, productive and receptive refer to the way of language manifest. Widdowson, (1985 : 58) states that an act of communication through speaking is commonly performed in face to face interaction and occurs as part of dialogue or rather from or verbal exchange. Therefore it is depends on an understanding of what else has been said in the interaction.

Furthermore, Byrne,(1976:8) states that speaking is a means of oral communication in giving ideas or information to others. It is the most essential way in which the speaker can express himself through the language. An act of communication through speaking is commonly performed in face to face interaction and happens as part of dialogue or rather from or verbal exchange. The act of speaking involves not only the production of the sound but also the use of gesture, the movement of the muscles of face, and indeed of the whole body. All of these non vocal of speaking as a communication activity are transmitted through the visual medium.

In relating to the explanation above, the writer concludes that speaking of oral communication in giving information each other. It is the most essential way in which the speaker can express himself through the language.

2. The Kinds of Speaking

Speaking is commonly divided into two kinds namely speaking performance and speaking competency. In this research, the writer will explain them clearly as follows:

a. Speaking Performance

Manser in jumahida, (2008:19) states that performance is the person's process or manner of a play. Therefore we may conclude that speaking which is assessed through how fluency and accuracy are made: Marcel, (1978:78) distinguishes the outline of an accuracy and fluency. According to him that accuracy is the manner of people in using appropriate words and the pattern of sentences while fluency is someone's way of speaking dealing with how to produce words in certain of times without missing any main words on their speech.

b. Speaking Competency

According to Manser in jumahida, (2008:19) that competency is having the ability, skill, and knowledge to do something. Then, through this basic definition, we may also conclude that speaking competency is the ability of someone to speak which is supported with adequate skill and knowledge and it is not assessed but it is delivered.

3. The Elements of Speaking

As we know that language as a tool of daily communication is one of the productive skills of English which means oral communication in which the speaker expresses ideas, information or feeling to others. Nothing works without communication, for example, the buyer and the seller; they cannot make any transaction by just keeping silent, neither the office staff, the policemen and so on.

a. Accuracy

Accuracy in speaking is a way of people speaking by using an appropriate vocabulary, pronunciation and grammar. As explained in Oxford Advanced Learner's Dictionary 1995: 9. Accuracy is the state of being correct or exact and without error, especially as a result of careful effort. In this case accuracy is divided into three elements i.e. vocabulary, pronunciation and grammar.

1). Vocabulary

According to Gardner, (1977 : 229) that vocabulary has some meaning namely vocabulary is to supply the reader of a book in a foreign language with the English equivalent of the words used in it, assumes that all are obscure, and has also the meaning of the whole stock of words used by any set of person, or by an individual.

Gardner, (1977 :231) states that word selection and gradation and gradation be made according to linguistic principle in order to provide for the students and unlimited correctly spelled writing vocabulary.

Based on the explanation above, the writer can draw a conclusion that the word has many meanings. When we describe something, we will imagine other things, how is form, color, texture, etc.

2). Pronunciation

Pronunciation is an act or result of producing the sound of speech, including articulation, vowel information, accent, and inflection, often with reference to some standard of correctness or acceptability (Webster's : 1989).

Simon and Schuster, (1979: 441) defines pronunciation as:

- The act of pronouncing words with reference to the pronunciation of sound, the placing of stress, intonation, etc.
- The manner of uttering a discourse noticeably accent is not most priority matter to be native speaker like pronunciation, but having sure that the saying are understood more important. In other hands, the language learners need to be able to say what he or she wants to say. This means that his/her pronunciation should be at least adequate for that purpose (being understood). It can not be separated from intonation and stress.

3). Grammar

Simon and Schuster, (1979:792) defines grammar as following:

- The study of language which deals with the form and the structure of words (morphology) and with their customary arrangement in phrase and sentence (syntax)
- The system of word structures and words arrangement of a given language at the given time
- A book containing such as rules
- A system rules for speaking and writing a given language
- One's manner of speaking or writing. It has to be learned because the variable transmission in speech thought the understanding of structural patterns

b. Fluency

Fluency is the state of being able to speak a language smoothly and easily (Oxford learner pocket dictionary, 1995:10) and students are to communicate easily to others friends.

Brown, (1980:255) fluency is ready and expressive use of language. It is probably best achieved by allowing the “stream” of speech to “flow” then, assume of this speech spills over beyond comprehensibility to river bank of instruction or same details of phonology, grammar and discourse explained that fluency defined as the ability to across communicative intent without to much hesitation and to many pause or breakdown in communication. It refers to how well you communicate in a natural manner. In this chase, fluency refers to self-confidence, smoothness and content.

1). Self confidence

Self confidence is feeling sure about thing Expressed or done by someone to others. Furthermore confidence is the way we feel about what we are going to do or say, Klippel and Friederike, (1987: 87)states that self confidence is a mental process which makes someone strong to do or to take action.

2). Smoothness

Smoothness is the ability of speaking. English through a good clustering and reduce forms (Brown 1980:267). A good clustering is to speak English with phrasal fluently. It means that speak English not word by word and reduce forms are to use English with contraction, elisions and reduce vowels.

3). Content

According to in Hasriati (2004: 22) oral communication is two ways process between speaker, listener and involve the productive skill of speaking and the receptive skill understanding. It is important to remember that receptive skill not imply passive: both in listening and reading, language users are actively involved in the process of interrupting and negotiating meaning.

Both speaker and listener has positive function to perform simple terms, the speaker has encoded the message He wish to convey in appropriate language, while the listener has decode interpret and message. So content speaking skill is ability to interpret and the message in appropriate language.

4. The Problems of Speaking

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules.

“Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress and intonation” (Byrne, 1976: 204).

There are some characteristics of speaking which can make speaking difficult. Brown, (1980: 270) demonstrates some of characteristics of spoken language can make oral performance easy as well as, in some cases difficult:

a. Clustering

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

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

c. Reduce forms

Contraction, elisions, reduced vowels, etc., all form special problems in teaching spoken English.

d. Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections.

e. Colloquial language

Make sure your student's reasonable well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. How to help learners achieve an acceptable speed along with other attributed of fluency.

g. Stress, rhythm and intonation

The most important characteristic of English pronunciation, as well be explained below: The stress times rhythm of spoken English and its intonation patterns convey important messages.

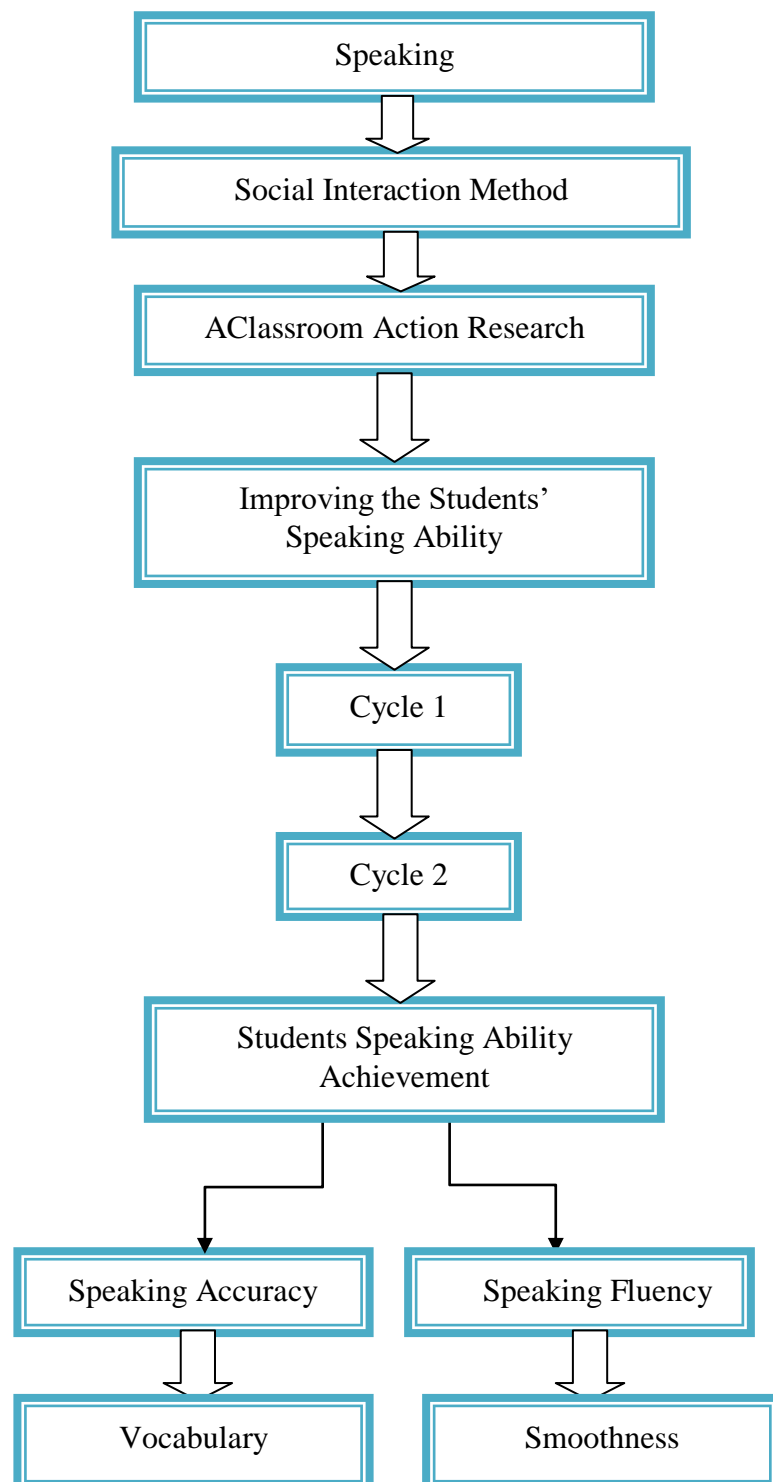
h. Interaction

Learning to produce moves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

C. Conceptual Framework

The conceptual framework in this research is shown in the diagram as

Follows :



The conceptual framework above explains the processed of teaching English speaking in improving the students' speaking ability in terms of Speaking Accuracy concerned to vocabulary and Speaking Fluency concerned to smoothnes by using Social Interaction Method.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research followed the principal working of *Classroom Action Research* (CAR) that contains of four stages; they were: Planning, Implementation of Action, Observation, and Reflection.

This research held around two cycles. Those are first cycle, second cycle and each cycle was the series of activities which has a closed relation. Where, the realization of the second cycle continued and repaired from the first cycle.

In this Classroom Action Research (CAR), the researcher used the CAR principle to collected the data. The research consisted of two cycles with each cycle consisted of four phases. The researcher described the cycles through the scheme of action research phases and each of the phases is explained briefly as follows:

1. Cycle I

a. Planning

The activities held in this stage as follows:

- 1). Before begin the learning, firstly the researcher analyzed syllabus to know basic competence by using Social Interaction.

- 2).The researcher made lesson plan used Social Interaction to teach every meeting and then made format an observation sheet to saw the condition of students at teaching processed.
- 3). The researcher made instrument in classroom action research.
- 4). Preparing teaching material.

b. Action

The research conducted two cycle where each cycle consisted of four meetings. In each meeting, the researcher gave speaking material by using Social Interaction Method, steps procedure were as following:

- 1). The researcher made a team or groups's heterognic with members of the group are 4-5 students.
- 2).The researcher gave some picture as the topic material to the each group
- 3). The students discussed the topic with their own group.
- 4). The other group gave their comment about what the other group explain.

The activities of the second, the third, and the fourth meeting were the same with the first meeting. The difference just had been on the topic material that be given in every meeting.

The activities were held in this stage was implementing the lesson plan which has formulated in the first stage. In this stage, the material organized in every learning activity which be arranged in the lesson plan

c. Observation

Observation collected data activity which related to the English learning process which had a problem-solving and learning strategy which was improving. Therefore, in this stage, the researcher prepared the data collection, collection of data instrument that used, data source explained.

d. Reflection

Analyze all of the data which had been collected from observation, to assess the teaching program's achievement after giving an action at the first cycle. The result can be a basic to formulate the next repairing lesson plan. If the first cycle was less successful, the observer continued to the second cycle. The researcher completed something less and increased something good.

2. Cycle II

a. The Planning

The activities were held in this stage as follows:

- 1). Before begin the learning, firstly the researcher analyzed syllabus to know basic competence by using Social Interaction.
- 2). The researcher made lesson plan used Social Interaction to teach every meeting and then make format an observation sheet to saw the condition of students at teaching process.
- 3). Designed the lesson planning of cycle II based on cycle.

4). Prepared teaching material.

b. Action

The research conducted two cycle where each cycle consisted of four meetings. In each meeting, the researcher gave speaking material by using Social Interaction Method, steps procedure were as following:

- 1). The researcher made a team or groups's heterognic with members of the group are 4-5 students.
- 2).The researcher gave some picture as the topic material to the each group
- 3). The students discussed the topic with their own group.
- 4). The other group gave their comment about what the other group explain.

The activities of the second, the third, and the fourth meeting were the same with the first meeting. The difference just have been on the topic material that be given in every meeting.

The activities were held in this stage is implementing the lesson plan which has formulated in the first stage. In this stage, the material organized in every learning activity which be arranged in the lesson plan.

c. Observation

Observation collected data activity which related to the English learning process which had a problem-solving and learning strategy which was improving. Therefore, in this stage, the researcher prepared

the data collection, collection of data instrument that be used, data source explained.

d. Reflection

Analyze all of the data which had been collected from observation, to assess the teaching program's achievement after giving an action at the first cycle. The result can be a basic to formulate the next repairing lesson plan. If the first cycle was less successful, the observer continued to the second cycle. The researcher completed something less and increased something good.

B. Research Subject

This research was done at the Second Grade Students of SMP Guppi Samata Gowa for English subject. As subject in this research was class VIII B Junior High School for 2015-2016 academic years with students number as about 25 students..

C. Research Variables and Indicators

1. Research Variables

The following were the variables of the research:

1. The independent variables of the research were application of social interaction method that the important process to which allows the students to share ideas/ opinion to improve the speaking skills.
2. Dependent variables of this research were the students' speaking ability consisted of accuracy and fluency.

2. Indicators

The following were the main indicators of each variables:

1. The indicators of students' speaking accuracy was vocabulary
2. The indicator of students' speaking fluency was smoothness

D. Research Instrument

In this classroom action research, the research instrument that be used were the test and observation.

1. Test was used to acquired detail information about the students' ability or the students' achievement toward the teaching and learning process.
2. Observation was used to collecte data about the students' participation in teaching learning processed in speaking ability and implementing social interaction method.

E. Technique of Data Collection

There were some methods of collecting the data. They were observation, interview and test. In this case the data were taken from the sources by employing oral test and observation that done by researcher.

1. Test

The test was given to the students to measure the students' ability in speaking, especially how the students' speaking accuracy and speaking fluency.

2. Observation.

Observation was done by researcher to collect the data to observe the students' improvement during the teaching and learning process based on

observation sheet that had been arranged. A. The classification of students' speaking ability that adapted from Heaton (1998:100) as follows:

1. The assessment of speaking accuracy.

a). Vocabulary

Classification	Score	Criteria
Excellent	5	Use vocabulary and idiom and vitality that of native speaker
Good	4	Sometimes use inappropriate terms or must rephrase ideas because of lexical inadequacies
Fair	3	Frequently uses the wrong words, conversation somewhat limited vocabulary. Use of words very limited.
Inadequate	2	Vocabulary make comprehension quite difficult
Inacceptable	1	Vocabulary limitation so extreme or to make conversation initially impossible.

b. The Assessment of Speaking Fluency

1. Smoothness

Classification	Score	Criteria
Excellent	5	Speech as fluent and effortless as that of native speaker
Good	4	Speed or speech seems to be slightly affected by language problem
Fair	3	Speed and fluency are rather strongly affected by language problem
Inadequate	2	Sally hesitate often forced onto silence by language limitations
Unacceptable	1	Speech is halting and fragmentary as to make conversation usually impossible

F. Technique of Data Analysis

In the data collecting was based on the data quality to analyzed the calculative of percentage. This technique used to get the general score to present. The students' attitude presented the implementation, for the research action in the class, the required the result of the students' study. The criteria completeness from the students used questioning test. The research iscompleting considered

to got the minimal score 35. The score of the students' study, gave the maximal the score 100.

Score	Classifications
96-100	Excellent
96-95	Very good
76-85	Good
66-75	Fairly good
56-65	Fair
36-55	Poor
0-35	Very poor

1. The mean score of the students' answer will be analyzed by using this formula:

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

—

Where: X = The mean score

$\sum x$ = The sum of all score

N = The total number of subject(Gay, 1981:332).

2. Calculating the rate percentage of the students' score by using the formula:

$$P = \frac{PQ}{N} \times 100$$

While:

P = Percentage of questionnaire

PQ= Frequency of items

N= Total number of students (**Gay in Nasrullah idris:2011:35**).

3. The data was taken from the observation, the researcher identify through the students' participation toward the material and activities in teaching and learning process by checklist. The students' active participation which is described as follows

Table 1. The Students' Active Participation

No	The students' active participation	Indicator
4	Very Active	Students respond the material very actively
3	Active	Students respond to the material actively
2	Fairly Active	Students respond the material just one or twice
1	Not Active	Students just sit down during the activity without doing something.

Percentage the students' participation through the following formula:

$$P = \frac{FQ}{4 \times N} \times 100$$

Where:

P = Percentage

FQ = Sum of all the students' score

N = Total students (**Suhadirman, 2010:40**)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings of the research and its discussion. The findings of the research present the improvement of the students speaking ability in terms of accuracy and fluency and the discussion of the research covers further explanation of the findings.

A. The Findings

The findings of this research showed that the application of Social Interaction Method at the second students of SMP GUPPI Samata improves the students speaking ability in terms of speaking accuracy dealing with vocabulary and speaking fluency dealing with smoothness, as follows:

1. The Implementation of Social Interaction Method in improving the Students' Speaking ability.

The activity in cycle 1 is implementation of the lesson plan. It means that implementation of the learning process through Social Interaction Method which have been arranged in the planning stage.

- a. The first meeting in cycle 1, the researcher explain briefly about the mechanism of Social Interaction Method.
- b. The second meeting in cycle 1, the researcher made a team or groups heterogenic with members of the group are 4-5 students.

- c. The third meeting in cycle 1 the researcher gave some picture as the topic material to the each group and then students discussed the topic with their own group explain.
- d. The fourth meeting in cycle 1, the researcher evaluate the result of discussion and check the students' ability and gave feedback or correction about students' speaking

The result after applying action of Social Interaction Method showed the students' score was improving. This score was taken from students' speaking test and calculating through Social Interaction Method mean score and data analysis after researcher used the score of test to find out the students' improvement but the mean score still low was 69.4 so the researcher decide to continue in cycle II.

- a. The fifth meeting cycle II, the students were given a picture of topic material and then researcher asked the each of group to discuss that picture
- b. The sixth meeting in cycle II, the researcher controls the students in the speaking process so they understand the meaning of the picture.
- c. the seventh meeting in cycle II, the researcher asked the each group to taken conclusion about the picture of topic material
- d. The eighth meeting cyly II, the researcher evaluate and check the student ability and give feedback or correction about students' speaking

The activity in the second cycle is almost same with the first cycle. Where, before taking action, the researcher previously makes planning and implies it in the action stage. The difficulty that the researcher find in the cycle 1 is the students still difficult to discuss in speaking English in terms of vocabulary and smoothness. So that, the researcher emphasize it at the second cycle

It can be understood if considering the class situation during the teaching process. Only few of them show their interest in learning and following the teaching process. The others look bored and have no mood in the learning process. They very noise and just playing around the class. It shows that the teaching process during cycle I is not interesting at all for them. So the researcher decides to make some revision for the next cycle.

The result of revision planning to resolve the students' difficulty in speaking English in terms of accuracy and fluency of speaking ability. Besides providing some interesting topics, the researcher also reforms many aspects such as more relaxed in teaching, gives the students motivation before entering the main learning material, explains the learning material clearly, raises the voice, and recorrects the class management, and time management. The researcher also so gives a chance for the each of group to discuss the topic material, explain the students' mistakes in speaking clearly (vocabulary, smoothness) and guided the students in speaking well and discuss the topic material.

Besides that, the result of their speaking is also influenced by their mood and interest to the topic specially and the speaking lesson generally. By considering those

aspects, the researcher tries to make them more enjoy by giving them a game and jokes before starting the material. Finally the students' mean score can achieve the target score. The researcher concludes that the students' speaking ability mean score based on the elements of accuracy (vocabulary) and fluency (smoothness) that the target has been said in the chapter 1 could be achieved.

2. The Improvement of the Students' Speaking Accuracy

The improvement of the students' speaking ability in terms of speaking accuracy dealing vocabulary through the Social Interaction Method can be seen clearly based on the following table:

Table 5: The Improvement of the Students' Speaking Accuracy

Sample	Indicators	The Students' Speaking Accuracy	
		cycle I	cycle II
25	Vocabulary	68.92	80.4
	\bar{X}	68.92	80.4

The table 5 shows the significant improvement of the students' speaking accuracy dealing with vocabulary through the application of Social Interaction Method in which at the students' diagnostic test (D-Test), the mean score was 53.56 and at the students' test of cycle I, the mean score was 68.92. It is greater than the mean score of diagnostic test but it's not significant from the target expected i.e. 15.36 while at the students' test of cycle II, the significant mean score is acquired namely 80.4.

To see the significant improvement of the students' speaking accuracy clearly, a chart is presented, as follows:

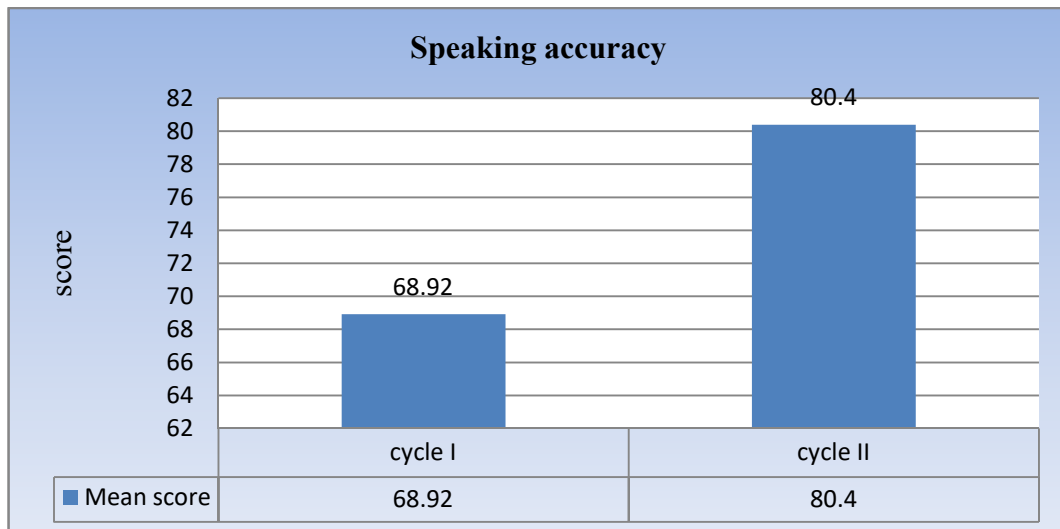


Figure 1: The Improvement of the Students' Speaking Accuracy

The chart above indicates the improvement of the students' speaking accuracy in which the mean score of the students' diagnostic test was 53.56 and that of the students' test of cycle I was 68.92 so the improvement of the students' mean score from diagnostic test to test of cycle I was 28.67 while the mean score of the students' test of cycle II was 80.4 with the improvement from diagnostic test to test of cycle II i.e. 50.41. It proves that there is significant improvement for the students' speaking accuracy dealing with vocabulary in applied Social Interaction Method at the second year students of SMP GUPPI SAMATA.

3 The Improvement of the Students' Speaking Fluency

The improvement of the students' speaking ability in terms of speaking fluency dealing smoothness through the Social interaction Method can be seen clearly based on the following table:

Table 6: The Improvement of the Students' Speaking Fluency

Sample	Indicators	The Students' Speaking Fluency	
		Cycle I	Cycle II
25	Smoothness	69.88	79.68
	X	69.88	79.68

Based on the table above, we can see the significant improvement of the students' speaking fluency dealing with smoothness through the Social Interaction Method in which at the students' diagnostic test (D-Test), the mean score was 53.56 and at the students' test of cycle I, the mean score was 69.88. It is greater than the mean score of diagnostic test but it's not significant from the target expected i.e. 75 while at the students' test of cycle II, the significant mean score was acquired namely 79.68

To see the significant improvement of the students' speaking fluency clearly, a chart is presented, as follows:

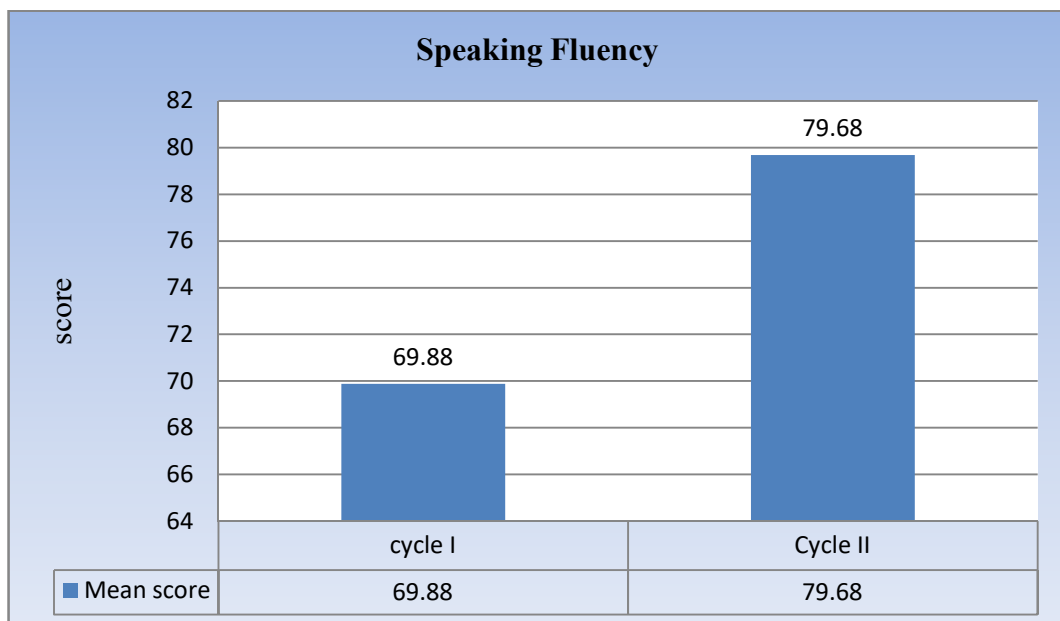


Figure 2: The Improvement of the Students' Speaking fluency

The chart above shows the improvement of the students' speaking fluency in which the mean score of the students' diagnostic test was 53.56 and that of the students' test of cycle I was 68.88 so the improvement of the students' mean score from diagnostic test to test of cycle I was 33.76 while the mean score of the students' test of cycle II was 79.68 with the improvement from diagnostic test to test of cycle II i.e. 52.52 It proves that there is significant improvement for the students' speaking fluency dealing with smoothness in applied Social Interaction method at the second year students of SMP GUPPI SAMATA.

4. The Improvement of the Students' Speaking Ability

The improvement of the students' speaking ability in terms of speaking accuracy and speaking fluency through the application of Social Interaction Method can be seen clearly based on the following table:

Table 7: The Improvement of the Students' Speaking Ability

Sample	Indicators	cycle I	cycle II
25	Accuracy	68.92	80.4
	Fluency	69.88	79.68
	\bar{X}	69.4	80.04

The table above indicates the significant improvement of the students' speaking ability in terms of speaking accuracy and speaking fluency through the application of Social Interaction Method in which at the students' diagnostic test (D-Test), the mean score was 53.16 and at the students' test of cycle I, the mean score was 69.4 It is greater than the mean score of diagnostic test but it's not significant from the target expected i.e. 75 while at the students' test of cycle II, the significant mean score is acquired namely 80.04

To see the significant improvement of the students' speaking ability clearly, a chart is presented, as follows:

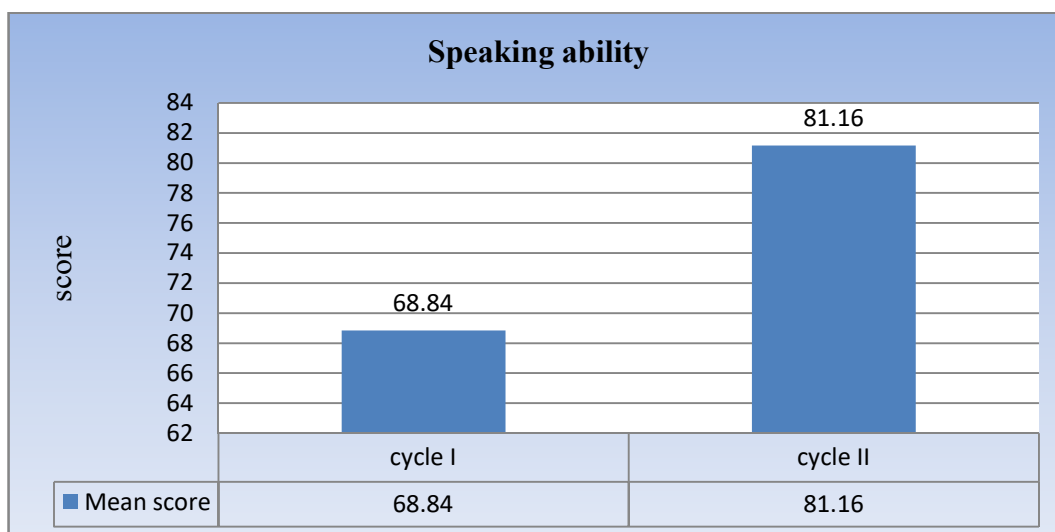


Figure 3: The Improvement of the Students' Speaking Ability

The chart above shows the improvement of the students' speaking ability in which the mean score of the students' diagnostic test was 53.73 and that of the students' test of cycle I was 68.84 so the improvement of the students' mean score from diagnostic test to test of cycle I was 15.05 while the mean score of the students' test of cycle II was 81.16 with the improvement from diagnostic test to test of cycle II i.e. 27.73 It proves that there is significant improvement for the students' speaking ability in terms of speaking accuracy dealing with vocabulary and speaking fluency dealing with smoothness in applied Social Interaction at the second year students of SMP GUPPI SAMATA.

B. Discussion

In this part, discussion deals with the interpretation of findings derived from the result of the students' speaking ability in terms of speaking accuracy dealing with vocabulary and speaking fluency dealing with smoothness. The application of Social

Interaction method in teaching speaking at the VIII B class of SMP Guppi Samata, Gowa can improve the students' achievement and their ability to discuss the material of speaking ability in cycle I and cycle II inside learning process and KKM at SMP GUPPI Samata, Gowa specially English subject is 6,6.

Before taking a classroom action research through Social Interaction Method, researcher hold diagnostic test to measure the students' prior knowledge in English speaking. After gave diagnostic test, the researcher found that the students' vocabulary at the second grade of SMP Guppi Samata, Gowa was very poor, so it must be improved. The diagnostic tests score was that all of students' got very poor. While diagnostic test the students' smoothness also very ;poor.

To improve the students' speaking ability the researcher decided to use Social Interaction Method and then prepared to do cycle 1 that consisted of 4 phases namely: Planning, Action, Observation, and Reflecting. In cycle 1, the researcher found that the students stiiil difficult and confused in speaking English. The difficulty of the students in speaking had been analyzed, so the researcher had to think the solusion of problem. The researcher decided to do cycle 11 by doing revision in the lesson plan. In cycle II, the researcher got a good response from the students. Students are fair active in classroom. They can and enjoy the teaching and learning process, and their score was improved in cyclu 11.

In diagnostic test and cycle 1, the students' vocabulary in speaking ability is still poor. The frequency and percentage of the students' vocabulary in speaking diagnostic test in which 1 student (6.25 %) got good, 1 Student (6.25%) got fairly good, 5 students (31.25 %) got fair, 9 students (56.25%) got poor and none of students got excellent, very good, and very poor classification.

Having observed and analyzed the result of application of Social Interaction Method at cycle I, the frequency and percentage of the students' vocabulary were student (6.25%) got very good, 4 students (25%) got good, 5 students (31.25%) got fairly good, 4 students (25%) got fair, 2 students (12.5%) got poor and none of the students got excellent, and very poor classification.

At cycle II, the frequency and percentage of the students' vocabulary in speaking were 3 students (18.75%) got very good, 9 students (56.25%) got good, 3 students (18.75%) got fairly good, 1 student (6.25%) got fair and none of the students got excellent, poor, and very poor classification. It proves that there is significant improvement of percentage of the students' achievement in terms of vocabulary in the application of social interaction Method at the second year students of SMP GUPPI SAMATA.

Based on the explanation above, the mean score of the students' vocabulary in speaking accuracy at the second year students of SMP GUPPI SAMATA in which at the students' speaking diagnostic test, the mean score was 53.56, at cycle I, the mean score was 68.92 , and in the cycle II, the mean score was 80.4.

The improvement of the students' vocabulary in speaking accuracy in which at diagnostic test, the mean score was 53.56 it improves to be 68.92 at cycle I so the improvement from diagnostic test to test of cycle I was 28.67 and at cycle II, the mean score was 80.4 so the improvement from diagnostic test to test of cycle II was 50.11 it proves that there is significant improvement in speaking accuracy dealing vocabulary in applying the Sketch to Stretch Method at the second year students of SMP GUPPI SAMATA..

The frequency and percentage of the students' smoothness in speaking diagnostic test indicate that 1 students (6.25 %) got good, 1 Student (6.25%) got fairly good, 5 students (31.25%) got fair, 9 students (56.25) got poor, and none of students got excellent, very good, and very poor classification.

Having observed and analyzed the result of application of Social Interaction method at cycle I, the frequency and percentage of the students' smoothness are 1 student (6.25%) got very good, 4 students (25%) got good, 5 students (31.25) got fairly good, 4 students (25%) got fair, 2 students (12.5%) got poor and none of the students got excellent, and very poor classification.

At cycle II, the frequency and percentage of the students' smoothness in speaking were 3 students (18.75%) got very good, 9 students (56.25%) got good, 3 students (18.75%) got fairly good, 1 student (6.25%) got fair and none of the students got excellent, poor, and very poor classification. It proves that there is significant improvement of percentage of the students' achievement in terms of smoothness in

the application of Social Interaction method at the second year students of SMP GUPPI SAMATA.

Based on the explanation above, the mean score of the students' smoothness in speaking fluency at the second year students of SMP GUPPI SAMATA in which at the students' speaking diagnostic test, the mean score was 52.24, at cycle I, the mean score was 69.88 and in the cycle II, the mean score was 79.68.

The improvement of the students' smoothness in speaking fluency in which at diagnostic test, the mean score was 52.24. It improves to be 69.88 at cycle I so the improvement from diagnostic test to test of cycle I was 33.76 and at cycle II, the mean score was 79.68 so the improvement from diagnostic test to test of cycle II was 52.52. it proves that there is significant improvement in speaking fluency dealing smoothness in applying the Social Interaction method at the second year students of SMP GUPPI SAMATA.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to give several conclusion and suggestion based on the previous chapter:

A. Conclusion

Based on the research findings and discussion in the previous chapter, the writer draws conclusion as follows:

1. The application of Social Interaction Method in presenting speaking ability material at the VIII B class students of SMP GUPPI SAMATA GOWA, improves the students' achievement significantly. The findings indicate that the mean score of the test for cycle II is greater than the mean score of test for cycle I.
2. The application of Social Interaction method can improve the students' speaking ability in terms of accuracy (vocabulary) at the students of VIII B class of SMP GUPPI SAMATA GOWA.
3. The application of Social Interaction method can improve the students' speaking ability in terms of fluency (smoothness) at the students of VIII B class of SMP GUPPI SAMATA GOWA.

B. Suggestions

In relation to the speaking ability in terms of accuracy in this thesis. The writer would like to give some suggestions to students (learners), the teachers of English and the next researchers as follows :

1. For students
 - a. In relation to this method, the students should practice their English more by applying Social Interaction Method in daily activities like interview because it can stimulate them to speak up more and to get natural communication.
 - b. The students should make English as daily conversation in their activities even though just speak little by little. And Don't forget to memorize many more English daily expression in order to make you speak easily in your activities
2. For teachers of English
 - a. The application of Social Interaction Method could significantly improve the students' speaking ability in terms of accuracy dealing with vocabulary, at the second year students of SMP GUPPI SAMATA. So It is strongly suggested to be applied in teaching English speaking in the classroom in order to improve the students' achievement.
 - b. The teachers should be creative in teaching English especially speaking because to master it need more technique or method in improving it.

3. For the next researchers

To improve the students' speaking ability generally, there are many cases which must be improved such as : speaking accuracy, speaking fluency, how to delivery speaking etc. but in this research, the researcher focused attention on improving the students speaking accuracy and fluency. So for the next researcher, they can take the other abilities to be improved it neither they use this method nor other methods. But it is better to use this method in order to know the students' speaking ability improvement for the other abilities.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP/MTS	: SMP GUPPISamata
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat
Jenis teks	: <i>transactional/interpersonal</i>
Tema	: Discussion the picture
Aspek/Skill	: Berbicara
Alokasi Waktu	: 4 x 40 menit (2x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Tanya jawab menggunakan *why* dan *because*
- b. Tanya jawab tentang pekerjaan seseorang
- c. Tanya jawab tentang makanan dan minuman yang disukai
- d. Memberikan tanggapan atas suatu pernyataan dengan menggunakan *so* dan *neither*
- e. Tanya jawab tentang keberadaan suatu benda
- f. Bermain peran dalam dialog
- g. Mengungkapkan saran-saran atas pernyataan yang ada

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

2. Materi Pembelajaran

- a. Discussion
- b. Grammar Practice
 - Penjelasan dan latihan soal (*so* dan *neither*)
- c. Developing Skills
 - Penjelasan kegiatan

- Percakapan yang memuat ungkapan:

A: *What is Mrs. Greenfield doing?*

B: *She's*

3. Metode Pembelajaran: Sosial interaction Method

4. Langkah-langkah Kegiatan

Pertemuan pertama, dan dua.

A. Kegiatan Pendahuluan

Apersepsi :

- ☞ The teacher and the students to self introduction in the class.
- ☞ The teacher give motivation, spirit and how important about english learning specially for speaking skill for our future.
- ☞ The teacher make a team or groups's heterogenic with members of the group are 4-5 students.
- ☞ The teacher will explain the rules of this method.
- ☞ The teacher will explain the topic material which the material is Discussion the picture The students will discuss the topic with their own group.
- ☞ The other group can give their comment about what the other group explain.
- ☞ The teacher will explain and make appointment or reward for the group that pass with criteria and indicator.
- ☞ The teacher will explain criteria and indicator how good speaking performance for the group that given reward. Criteria and indicaor are compromy group, friendship, active group, and group self- confidence in learning process.
- ☞ The teacher will delivery reward for the group pass criteria to the end of cycle I

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ penjelasan tentang makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan

- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - ☞ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - ☞ Membantu menyelesaikan masalah;
 - ☞ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
 - ☞ Memberi informasi untuk bereksplorasi lebih jauh;
 - ☞ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa

- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

- Buku teks yang relevan.
- Script* percakapan
- Gambar-gambar yang relevan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Bertanya dan menjawab tentang meminta, memberi, menolak jasa	Unjuk kerja	Uji Petik Berbicara Bermain peran	<i>Create a dialogue based on the role cards and perform it in front of the class.</i>
2. Bertanya dan menjawab tentang meminta, memberi, menolak barang			
3. Bertanya dan menjawab tentang mengakui, mengingkari fakta			
4. Bertanya dan menjawab memberi pendapat			

- Instrumen:

Make up a short dialogue with your partner based on each topic. Perform the dialogues in front of the class.

Topics:

1. living in the town or living in the village”

b. Pedoman Penilaian\

Jumlah skor maksimal keseluruhan 100

Nilai maksimal masing-masing dialog 25

c. Rubrik Penilaian

	Dialogue 1	Dialogue 2	Dialogue 3	Dialogue 4
Pronunciation	5	5	5	5
Delivery	10	10	10	10
Performance	10	10	10	10

Standard of Pronunciation:

Excellent	10
Very good	9
Good	8
Average	7
Poor	≤6

Standard of Delivery and Performance:

Excellent	5
Very good	4
Good	3
Average	2
Poor	1

Mengetahui;
Kepala MTsGUPPISamata

Samata, 09 Juli 2012
Guru Mapel Bahasa Inggris,

(Amri, S, Pd, MM)
NIP : 198106162005011005

(Rismarini,S.S.,S.Pd)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP/MTS	: SMP GUPPISamata
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 3.2 Memahami dan merespon percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat
Jenis teks	: <i>transactional/interpersonal</i>
Tema	: Discussion the picture
Aspek/Skill	: Berbicara
Alokasi Waktu	: 4 x 40 menit (2x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Mengungkapkan berbagai pertanyaan tentang penanggalan
- b. Merespon pertanyaan-pertanyaan yang berhubungan dengan penanggalan
- c. Menjawab pertanyaan-pertanyaan secara lisan berdasarkan informasi
- d. Bertanya jawab dengan kegiatan sehari-hari dengan pilihan keterangan waktu
- e. Menyatakan pendapat tentang keberadaan seseorang berdasarkan gambar

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

2. Materi Pembelajaran

- a. Discussion Practice
Smoking ban in the public place

3. **Metode Pembelajaran:** Social interaction method

4. Langkah-langkah Kegiatan

Pertemuan dua.

A.Kegiatan Pendahuluan

- ☞ The teacher and the students to self introduction in the class.
- ☞ The teacher give motivation, spirit and how important about english learning specially for speaking skill for our future.
- ☞ The teacher make a team or groups's heterognic with members of the group are 4-5 students.
- ☞ The teacher will explain the rules of this method.
- ☞ The teacher will explain the topic material which the material is **“smoking ban in the public place”**
- ☞ The students will discuss the topic with their own group.
- ☞ The other group can give their comment about what the other group explain.
- ☞ The teacher will explain and make appointment or reward for the group that pass with criteria and indicator.
- ☞ The teacher will explain criteria and indicator how good speaking performance for the group that given reward. Criteria and indicaor are compromy group, friendship, active group, and group self- confidence in learning process.
- ☞ The teacher will delivery reward for the group pass criteria to the end of cycle I

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ penjelasan tentang Memahami dan merespon percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;

- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

- d. Buku teks yang relevan.
- e. *Script* percakapan
- f. Gambar-gambar yang relevan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Bertanya dan menjawab tentang mengundang, menerima, menolak ajakan	Unjuk kerja	Uji Petik berbicara Bermain peran	<i>Create a dialogue based on the role cards and perform it in front of the class.</i>

2. Bertanya dan menjawab tentang menyetujui.tidak menyetujui			
3. Bertanya dan menjawab tentang memuji			
4. Bertanya dan menjawab tentang memberi selamat			

a. Instrumen:

Take a topic to discuss with students with same group

b. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

c. Rubrik Penilaian

Element	Score
Pronunciation	50
Delivery	50

d. Standard of Pronunciation and Delivery:

Excellent	41-50
Very good	31-40
Good	21-30
Average	11-20
Poor	≤10

Mengetahui;
Kepala MTsGUPPISamata

(Amri, S.Pd, MM)
NIP: 198106162005011005

Samata, 09 Juli 2012
Guru Mapel Bahasa Inggris,

(Rismarini,S.S.,S.Pd)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP/MTS : SMP GUPPISamata
Kelas/Semester : VIII (Delapan) / 1
Standar Kompetensi : 4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar : 4.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar
Jenis teks : teks lisan fungsional
Tema : *Home Life*
Aspek/Skill : Berbicara
Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Mendeskripsikan kembali hal-hal yang diketahui tentang suatu bacaan
- b. Mendeskripsikan suatu tempat
- c. Mengulang kata-kata yang memuat pelafalan –ing
- d. Mendeskripsikan cara penyajian the
- e. Menyanyikan lagu dengan pelafalan yang tepat sesuai dengan rekaman

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

2. Materi Pembelajaran

- a. Developing Skills
 - Disussion theme : Picture

3. Metode Pembelajaran: Social Interaction Method

4. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

- ☞ The teacher and the students to self introduction in the class.
- ☞ The teacher give motivation, spirit and how important about english learning specially for speaking skill for our future.
- ☞ The teacher make a team or groups's heterognic with members of the group are 4-5 students.

- ☞ The teacher will explain the rules of this method.
- ☞ The teacher will explain the topic material which the material is “**Picture**”
- ☞ The students will discuss the topic with their own group.
- ☞ The other group can give their comment about what the other group explain.
- ☞ The teacher will explain and make appointment or reward for the group that pass with criteria and indicator.
- ☞ The teacher will explain criteria and indicator how good speaking performance for the group that given reward. Criteria and indicator are compromise group, friendship, active group, and group self- confidence in learning process.
- ☞ The teacher will delivery reward for the group pass criteria to the end of cycle I

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ penjelasan tentang makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;

- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

- g. Buku teks yang relevan.

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Mengungkapkan secara lisan teks fungsional pendek berbentuk undangan.	Unjuk kerja	<i>Uji petik berbicara</i>	1. <i>Invite your friend to come to your birthday party orally!</i>
2. Bertanya dan menjawab secara lisan berbagai informasi tentang teks fungsional pendek berbentuk undangan	Tes lisan	Pertanyaan lisan	2. <i>Ask and answer orally based on the invitation card given.</i>

- a. Instrumen:

Daftar petunjuk:

1. *make up a group of 5 students*
2. *discuss about topic*
3. *time allocation: ±30*

b. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

c. Rubrik Penilaian

Element	Score
Pronunciation	25
Delivery	25
Performance	25
Supporting aids	25

Standard of each element:

Excellent	21-25
Very good	16-20
Good	11-15
Average	6-10
Poor	≤5

Mengetahui;
Kepala MTsGUPPISamata

Samata, 09 Juli 2012
Guru Mapel Bahasa Inggris,

(Amri, S, Pd, MM)
NIP : 196604141991032001

(Rismarini,S.S.,S.Pd)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP/MTS : SMP GUPPISamata
Kelas/Semester : VIII (Delapan) / 1
Standar Kompetensi : 4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar : 4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*
Jenis teks : monolog *descriptive/recount*
Tema : Discuss about picture
Aspek/Skill : Berbicara
Alokasi Waktu : 6x 40 menit (3x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Menyebutkan nama-nama bulan secara urut
- b. Menyebutkan nama-nama musim berdasarkan gambar yang tersedia
- c. Mendeskripsikan kegiatan-kegiatan yang dilakukan kemarin

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

2. Materi Pembelajaran

- a. Communication Practice
 - Discuss about going steady

3. Metode Pembelajaran: Social Interaction Method

4. Langkah-langkah Kegiatan

Pertemuan pertama, dua dan ketiga.

A. Kegiatan Pendahuluan

☞ The teacher and the students to self introduction in the class.

- ☞ The teacher give motivation, spirit and how important about english learning specially for speaking skill for our future.
- ☞ The teacher make a team or groups's heterognic with members of the group are 4-5 students.
- ☞ The teacher will explain the rules of this method.
- ☞ The teacher will explain the topic material which the material is "going steady"
- ☞ The students will discuss the topic with their own group.
- ☞ The other group can give their comment about what the other group explain.
- ☞ The teacher will explain and make appointment or reward for the group that pass with criteria and indicator.
- ☞ The teacher will explain criteria and indicator how good speaking performance for the group that given reward.Criteria and indicaor are compromy group, friendship, active group, and group self- confidence in learning process.
- ☞ The teacher will delivery reward for the group pass criteria to the end of cycle I

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ penjelasan tentang makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;

- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - ☞ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - ☞ Membantu menyelesaikan masalah;
 - ☞ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
 - ☞ Memberi informasi untuk bereksplorasi lebih jauh;
 - ☞ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

h. Buku teks yang relevan.

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek berbentuk : - <i>descriptive</i> - <i>recount</i> 2. Melakukan monolog pendek dalam bentuk - <i>descriptive</i> - <i>recount</i>	Unjuk kerja	Uji petik berbicara, bertanya dan menjawab	Ask and answer based on the following situation
	Unjuk kerja	Uji petik berbicara mendeskripsikan sesuatu	<i>Look at this thing and describe it.</i>
	Tes lisan	Uji petik berbicara, menceritakan kejadian	1. <i>Think of an activity or event that happened to you yesterday and tell us about it.</i>

a. Instrumen:

Daftar petunjuk:

What do you think about going steady

b. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

c. Rubrik Penilaian

Element	Score
Pronunciation	25
Delivery	25
Performance	25
Supporting aids	25

Standard of each element:

Excellent	21-25
Good	11-15
Average	6-10
Poor	≤5

Mengetahui;
Kepala MTsGUPPISamata

(Amri,S.Pd, MM)
NIP : 196604141991032001

Samata, 09 Juli 2012
Guru Mapel Bahasa Inggris,

(Rismarini,S.S.,S.Pd)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP/MTS	: SMP GUPPISamata
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu
Jenis teks	: <i>transactional/interpersonal</i>
Tema	: using hand phone in school
Aspek/Skill	: Berbicara
Alokasi Waktu	: 4 x 40 menit (2x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Tanya jawab tentang letak suatu tempat
- b. Menggunakan on the right of/on the left of dalam dialog
- c. Tanya jawab tentang lamanya waktu
- d. Tanya jawab tentang identitas seseorang
- e. Tanya jawab tentang jarak dengan mengacu pada tabel

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)

2. Materi Pembelajaran

- Communication Practice
Discussion about topic : using hand phone in school

3. **Metode Pembelajaran:** three-phase technique

4. Langkah-langkah Kegiatan

Pertemuan pertama, dan dua.

A. Kegiatan Pendahuluan

- ☞ The teacher and the students to self introduction in the class.
- ☞ The teacher give motivation, spirit and how important about english learning specially for speaking skill for our future.
- ☞ The teacher make a team or groups's heterogonic with members of the group are 4-5 students.
- ☞ The teacher will explain the rules of this method.
- ☞ The teacher will explain the topic material which the material is "**using hand phone in school**"
- ☞ The students will discuss the topic with their own group.
- ☞ The other group can give their comment about what the other group explain.
- ☞ The teacher will explain and make appointment or reward for the group that pass with criteria and indicator.
- ☞ The teacher will explain criteria and indicator how good speaking performance for the group that given reward. Criteria and indicaor are compromy group, friendship, active group, and group self- confidence in learning process.
- ☞ The teacher will delivery reward for the group pass criteria to the end of cycle II

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ Mendengarkan penjelasan penggunaan on the right of/on the left of
- ☞ Menggunakan on the right of/on the left of dalam dialog
- ☞ Memerankan dialog di depan kelas
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;

- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - ☞ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - ☞ Membantu menyelesaikan masalah;
 - ☞ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
 - ☞ Memberi informasi untuk bereksplorasi lebih jauh;
 - ☞ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

- i. Buku teks yang relevan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Bertanya dan menjawab tentang meminta, memberi, menolak jasa 2. Bertanya dan menjawab tentang meminta, memberi, menolak barang 3. Bertanya dan menjawab tentang meminta, memberi dan mengingkari informasi 4. Bertanya dan menjawab tentang meminta, memberi dan menolak pendapat 5. Bertanya dan menjawab tentang menawarkan, menerima, menolak sesuatu	Unjuk kerja	Uji petik berbicara, Bermain peran	<i>Create a dialogue based on the role cards and perform it in front of the class</i>

a. Instrumen:

1. *make up a group of 5 students*
2. *discuss about topic*
3. *time allocation: ±30*

a. Pedoman Penilaian\

Jumlah skor maksimal keseluruhan 100

Nilai maksimal masing-masing dialog 25

b. Rubrik Penilaian

	Dialogue 1	Dialogue 2	Dialogue 3	Dialogue 4
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Pronunciation	5	5	5	5
Delivery	10	10	10	10
Performance	10	10	10	10

Standard of Pronunciation:

Excellent	5
Very good	4
Good	3
Average	2
Poor	1

Standard of Delivery and Performance:

Excellent	10
Very good	9
Good	8
Average	7
Poor	≤6

Mengetahui;
Kepala MTsGUPPISamata

Samata, 01 Januari 2013
Guru Mapel Bahasa Inggris,

(Amri, Sp, MM)
NIP : 196604141991032001

(Rismarini,S.S.,S.Pd)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP/MTS	: SMP GUPPISamata
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon
Jenis teks	: <i>transactional/interpersonal</i>
Tema	: <i>penetrated in the lesson times</i>
Aspek/Skill	: Berbicara
Alokasi Waktu	: 2 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Bermain peran dalam dialog *Mrs. Webster dan David*
- b. Membicarakan masa depan berdasarkan horoskop
- c. Menjawab pertanyaan dengan *will*
- d. Melafalkan kalimat yang mengandung pelafalan huruf r

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

2. Materi Pembelajaran

- a. Communication Practice
Discuss about topik : *penetrated in the lesson times*

3. Metode Pembelajaran: Social Interaction Method

4. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

- ☞ The teacher and the students to self introduction in the class.
- ☞ The teacher give motivation, spirit and how important about english learning specially for speaking skill for our future.
- ☞ The teacher make a team or groups's heterognic with members of the group are 4-5 students.
- ☞ The teacher will explain the rules of this method.
- ☞ The teacher will explain the topic material which the material is "**penetrated in the lesson times**"
- ☞ The students will discuss the topic with their own group.
- ☞ The other group can give their comment about what the other group explain.
- ☞ The teacher will explain and make appointment or reward for the group that pass with criteria and indicator.
- ☞ The teacher will explain criteria and indicator how good speaking performance for the group that given reward. Criteria and indicaor are compromy group, friendship, active group, and group self- confidence in learning process.
- ☞ The teacher will delivery reward for the group pass criteria to the end of cycle II

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ Mendengarkan penjelasan penggunaan bentuk Future dengan *will*
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;

- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - ☞ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - ☞ Membantu menyelesaikan masalah;
 - ☞ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
 - ☞ Memberi informasi untuk bereksplorasi lebih jauh;
 - ☞ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

b. Buku teks yang relevan.

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Bertanya dan menjawab tentang meminta, memberi persetujuan 2. Bertanya dan menjawab tentang merespon pernyataan 3. Bertanya dan menjawab tentang memberi perhatian terhadap lawan bicara 4. Mengawali, memperpan jang menutup percakapan 5. Mengawali, memperpan jang menutup percakapan telepon	Unjuk kerja	Uji petik berbicara Bermain peran	<i>Create a dialogue based on the role cards and perform it in front of the class.</i>

a. Instrumen:

- 1. make up a group of 5 students*
- 2. discuss about topic*
- 3. time allocation: ±30*

b. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

Nilai maksimal masing-masing dialog 25

c. Rubrik Penilaian

Criteria	Score
Pronunciation	50
Delivery	50

Mengetahui;
Kepala MTsGUPPISamata

(Amri, Sp, MM)
NIP : 196604141991032001

Samata, 01 Januari 2013
Guru Mapel Bahasa Inggris,

(Rismarini, S.S., S.Pd)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP/MTS : **SMP GUPPISamata**
Kelas/Semester : VIII (Delapan) / 2
Standar Kompetensi : 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar : 10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar
Jenis teks : teks lisan fungsional
Tema : **engage in a gang fight**
Aspek/Skill : Berbicara
Alokasi Waktu : 4 x 40 menit (2x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Menjelaskan kota yang disukai dengan bantuan gambar/peta
- b. Menjelaskan instruksi penemuan harta karun
- c. Memberikan deskripsi singkat tentang suatu daerah
- d. Menceritakan rencana perjalanan

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

2. Materi Pembelajaran

- a. Developing Skills
Discuss about topic **engage in a gang fight**

3. Metode Pembelajaran: Sosial Interaction Method

4. Langkah-langkah Kegiatan

Pertemuan pertama

A. Kegiatan Pendahuluan

- ☞ The teacher and the students to self introduction in the class.
- ☞ The teacher give motivation, spirit and how important about english learning specially for speaking skill for our future.
- ☞ The teacher make a team or groups's heterogenic with members of the group are 4-5 students.

- ☞ The teacher will explain the rules of this method.
- ☞ The teacher will explain the topic material which the material is “**engage in a gang fight**”
- ☞ The students will discuss the topic with their own group.
- ☞ The other group can give their comment about what the other group explain.
- ☞ The teacher will explain and make appointment or reward for the group that pass with criteria and indicator.
- ☞ The teacher will explain criteria and indicator how good speaking performance for the group that given reward. Criteria and indicator are compromy group, friendship, active group, and group self- confidence in learning process.
- ☞ The teacher will delivery reward for the group pass criteria to the end of cycle II

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip lingkungan sekitar jadi guru dan belajar dari aneka sumber;
- ☞ Menjelaskan kota yang disukai dengan bantuan gambar/peta
- ☞ Mendengarkan instruksi penemuan harta karun
- ☞ Menulis instruksi Blackbeard Treasure
- ☞ Menjelaskan kembali tentang instruksi dalam Blackbeard Treasure
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;

- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

- a. Buku teks yang relevan.

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Mengungkapkan secara lisan teks fungsional : - Pengumuman - Undangan - Pesan singkat 2. Bertanya dan menjawab secara lisan berbagai info dalam teks pengumuman, undangan, pesan singkat	Unjuk kerja	<i>Uji petik berbicara</i>	1. <i>Give suitable notices based on the pictures</i> 2. <i>Make simple advertisements based on the pictures</i>

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a. Instrumen:

☞ *make up a group of 5 students*

☞ *discuss about topic*

☞ *time allocation: ±30*

b. Pedoman Penilaian\

Jumlah skor maksimal keseluruhan 100

c. Rubrik Penilaian

Criteria	Score
Pronunciation	50
Delivery	50

Standard of Pronunciation and Delivery:

Excellent	41-50
Very good	31-40
Good	21-30
Average	11-20

Mengetahui;
Kepala MTsGUPPISamata

(Amri, Sp. MM)
NIP : 196604141991032001

Samata, 01 Januari 2013
Guru Mapel Bahasa Inggris,

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP/MTS : **SMP GUPPISamata**
Kelas/Semester : VIII (Delapan) / 2
Standar Kompetensi : 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar : 10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*
Jenis teks : monolog *narrative/recount*
Tema : “**a student behavior to the teacher**”

Aspek/Skill : Berbicara
Alokasi Waktu : 8 x 40 menit (4x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Menceritakan kejadian berdasarkan dialog
- b. Memberikan deskripsi tentang orang-orang yang mempunyai perbandingan tertentu
- c. Menceritakan kembali bagaimana seseorang akan menghabiskan akhir pekannya
- d. Mengulangi pengucapan kalimat yang memuat pengecualian pada pelafalan huruf h

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

2. Materi Pembelajaran

3. Discuss about topic **engage in a gang fight**

4. **Metode Pembelajaran:** Social Interaction Method

5. Langkah-langkah Kegiatan

Pertemuan pertama, kedua, ketiga dan keempat.

A.Kegiatan Pendahuluan

☞ The teacher and the students to self introduction in the class.

- ☞ The teacher give motivation, spirit and how important about english learning specially for speaking skill for our future.
- ☞ The teacher make a team or groups's heterognic with members of the group are 4-5 students.
- ☞ The teacher will explain the rules of this method.
- ☞ The teacher will explain the topic material which the material is “**a student behavior to the teacher**”
- ☞ The students will discuss the topic with their own group.
- ☞ The other group can give their comment about what the other group explain.
- ☞ The teacher will explain and make appointment or reward for the group that pass with criteria and indicator.
- ☞ The teacher will explain criteria and indicator how good speaking performance for the group that given reward. Criteria and indicaor are compromy group, friendship, active group, and group self- confidence in learning process.
- ☞ The teacher will delivery reward for the group pass criteria to the end of cycle II

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ Menceritakan kejadian berdasarkan monolog commentator
- ☞ Memberikan umpan balik kepada siswa yang memberikan monolog di depan kelas
- ☞ Mendengarkan kembali bagaimana Alison akan menghabiskan akhir pekannya
- ☞ Menceritakan kembali bagaimana akhir pekan Alison
- ☞ Berdasarkan class activity yang telah dilakukan, membandingkan dengan siswa lain hasil survey tersebut
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;

- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - ☞ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - ☞ Membantu menyelesaikan masalah;
 - ☞ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
 - ☞ Memberi informasi untuk bereksplorasi lebih jauh;
 - ☞ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

6. Sumber belajar

1. Buku teks yang relevan.

7. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
- Melakukan monolog pendek sederhana dalam bentuk <i>narrative</i> dan <i>recount</i>	Unjuk kerja	Uji Petik berbicara	<ol style="list-style-type: none"> 1. <i>Tell us briefly what you did yesterday</i> 2. <i>Retell a story that you know very well.</i> 3. <i>Tell a story based on the series of a pictures given.</i>

a. Instrumen:

- ☞ *make up a group of 5 students*
- ☞ *discuss about topic*
- ☞ *time allocation: ±30*

b. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

c. Rubrik Penilaian

Element	Score
Pronunciation	25
Delivery	25
Performance	25
Supporting aids	25

Standard of each element:

Excellent	21-25
Very good	16-20
Good	11-15

Mengetahui;
Kepala MTsGUPPISamata

(Amri, Sp, MM)
NIP : 196604141991032001

Samata, 01 Januari 2013
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Appendix B

TEACHING MATERIAL

Cycle I

The First Meeting

Main Material:

Daily Routines

Flashcards **Daily Routines 2** www.kids-pages.com

 <p>eat breakfast</p>	 <p>eat lunch</p>	 <p>eat dinner</p>
 <p>make dinner</p>	 <p>study</p>	 <p>go for a walk</p>
 <p>go shopping</p>	 <p>read the paper</p>	 <p>clean the house</p>

1. Students group into teams.
2. Students negotiate, compromise, and explain about pictures above to another while researcher monitors.
3. Students assess their work.
4. Students present findings.

The Second Meeting:



1. Students group into teams.
2. Students negotiate, compromise, and explain about pictures above to another while researcher monitors.
3. Students assess their work.
4. Students present findings.

Third until four Meeting

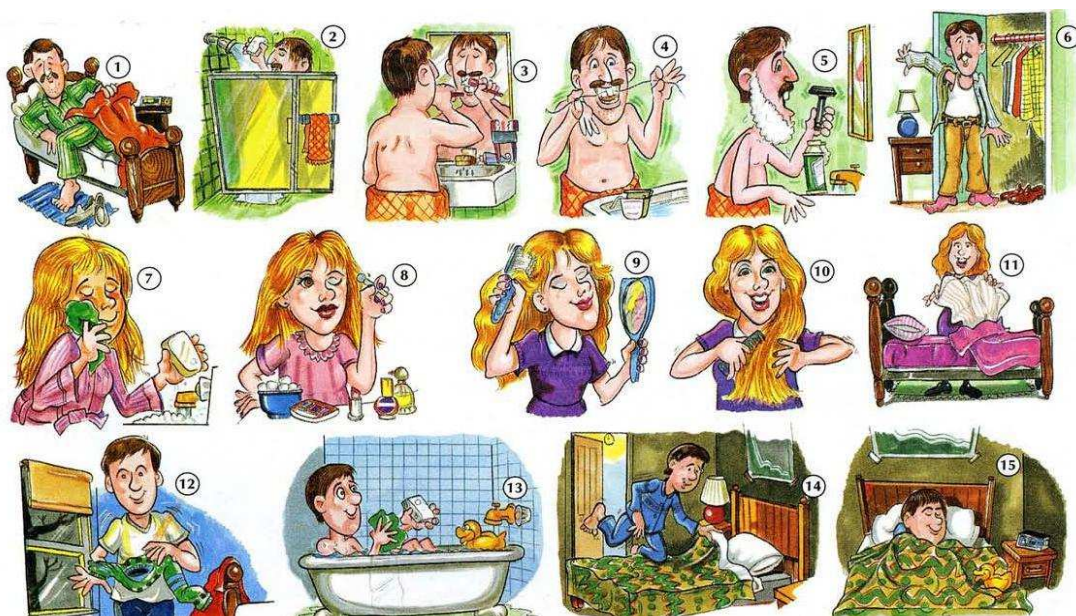
Daily activities

				
Wake up	Get up	Take a shower	Brush (my) teeth	Wash (my) face
				
shave	Dry (my) hair	Brush (my) hair	Comb (my) hair	Put on Make up
				
Take a bath	Get dressed	Have breakfast	go to work	
				
go back home	Get undressed	cook	Have lunch	
				
Have dinner	drink	Watch TV	go to bed	sleep

1. wake up
2. Get up
3. Take a shower
4. Brush (my) teeth
5. Wash (my) face
6. Shave
7. Dry (my) hair
8. Brush (my) hair
9. Comb (my) hair
10. Put on make up
11. Take a bath
12. Get dressed
13. Have breakfast
14. go to work
15. go back home
16. Get undressed
17. Cook
18. Have lunch
19. Have dinner
20. Drink
21. Watch TV
22. go to bed

1. Students group into teams.
2. Students negotiate, compromise, and explain about pictures above to another while researcher monitors.
3. Students assess their work.
4. Students present findings.

five until seven meeting



Daily Activities (2)

1. Students group into teams.
2. Students negotiate, compromise, and explain about pictures above to another while researcher monitors.
3. Students assess their work.
4. Students present findings.

Eight meeting



1. Students group into teams.
2. Students negotiate, compromise, and explain about pictures above to another while researcher monitors.
3. Students assess their work.
4. Students present findings.

Appendix C

Instrument

Diagnostic – test

1. Where do you live? And why do you live there?
2. How do you go to school? Why?
3. Do you like studying English? Why?
4. If you can speak English well. What do you want to do? Why?
5. What do you want to do if you find much money on the way?
6. If your friends call you go out but you have work home. What do you want to do?
7. Do you like English song? Why?
8. What's your favorite food? Why?
9. What's your ambition? Why?
10. Who is your favorite teacher? Why?

Test of cycle I

1. Do you like living in Makassar? Why?
2. Where do you always go shopping? Why?
3. If you like someone but s/he doesn't like you. What will you do?
4. Where do you always spend your time? Why?
5. What is your purpose of studying in this school?
6. Why do you want to study at this school?
7. If you have vocation, where will you go? Why?
8. What do you do if your parent gets sick? Why?
9. What do you usually do in the morning and in the afternoon?
10. What is your religion? Why?

Test of cycle II

1. If you have a hand phone on the way and you don't know the owner. What will you do? Why?
2. If your friend gets sick. What will you do? Why?
3. If your teacher explains English but you don't know understand the explanation what will you do? Why?
4. Is your teacher ever angry with you? Why?
5. Does your teacher ever beat you? Why?
6. Why do you want to study English?
7. What should you if your best friend fight for your another friend?
8. What kind of song do you like most? Why?
9. If you have completed your study here, do you want to study abroad? Why?
10. If you have much money, do you want to buy a car? Why?