

**THE USE OF ACCEPT, REJECT, AND MODIFY (ARM) TECHNIQUE  
TO IMPROVE STUDENTS' SPEAKING ABILITY**

*(An Experimental Research at the Eighth Grade Students of SMP Negeri 3  
Bungoro Pangkep)*



**A THESIS**

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**NURUL QHAIDAH ALFAD  
10535 5438 13**

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

- *Stop Making Decisions About Who You Will Be and What Your Life Will Look Like. Instead, Go out and Try Stuff, Experiment, Discover Who You Are.*
- *When You Feel Like Quitting, Remember Why You Started.*
- *Be Honest.*

## **DEDICATION**

In the name of Allah, I dedicated my thesis to  
My Beloved Parents, Alimuddin and Fatimah Hasyim  
My Beloved brother Alvian Alvad  
My Beloved sisters, Dian Risanti Alfad and Nurfadillah Utami Alfad  
All of My Lovely Aunt, especially for Darmawati  
My Beloved Best friends and Friends

I thank them for all the love, prayers, support, and patience.

**I LOVE YOU ALL.**

## ABSTRACT

**Nurul Qhaidah Alfad. 2017. The Use of Accept, Reject, And Modify (ARM) Technique to Improve Students' Speaking Ability (*An Experimental Research at the Eighth Grade Students of SMP Negeri 3 Bungoro Pangkep*).** under the thesis of English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, guided by Erwin Akib and Radiah Hamid.

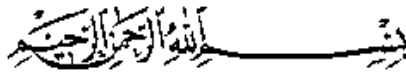
This research aimed to find out the improvement of students' speaking ability by using Accept, Reject and Modify (ARM) Technique that focused on level of Speaking which consisted of Accuracy in term of Vocabulary and Fluency in term of Smoothness.

The researcher applied pre-experimental method with one group pretest-posttest design, and collected the data by giving pre-test and post-test. The sample of the research was Eighth Grade Students of SMP Negeri 3 Bungoro Pangkep which consisted of 23 students. The sample was taken by using Purposive Sampling Technique.

The result of the research were the mean score vocabulary obtained by the students through pre-test was 58.86 and post-test was 74.69 with the t-test value vocabulary is greater than t-table ( $14.26 > 2.07$ ). Mean score smoothness pre-test 51.56 and post-test 69.17 with the t-test value smoothness is greater than t-table ( $15.43 > 2.07$ ). Accept, Reject and Modify (ARM) Technique improve accuracy in term of vocabulary and Fluency score in term of smoothness. Vocabulary improved 28.88% and smoothness improved 34.14%. The result of calculating t-test of the indicators in the student's t-test speaking ability (vocabulary and smoothness) was greater than t-table  $29.69 > 2.07387$ . It means that there was significance difference between before and after giving the treatment. It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It was concluded that the use Accept, Reject and Modify (ARM) Technique is effective in improving the students' in speaking ability.

**Keywords:** ARM Technique, Speaking Ability, Vocabulary, Smoothness.

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Makassar, November 2018

The researcher

**Nurul Qhaidah Alfad**

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

English becomes a language that must be acquired by students. It makes students have to acquire and master English as a way to face the globalization. But in our country, the implementation of English as foreign language finds difficulties, some of students are unable to acquire English well, due to the fact that it is not a language that they use every day. On the other hand, the importance of English for students is to help them faces the development of the world. Although they have to acquire English well, there are some problems within the teaching-learning process.

Students are unaware about the importance of English for their future. They only think that English is one of subjects that must be acquired to help them to graduate from their school. It is quite disappointing for us as educators because students are unaware with their needs in the future. English is needed as a tool to communicate with other people from different parts of the world. Some problems that occur during the teaching learning process usually come from students' enthusiasm, their environment, their family or even their teacher. These factors can influence the result of students' achievement in learning English. So, it is a duty for English teachers to make their students become enthusiastic to learn English and able to acquire the language well.

One of the most interesting in the English teaching and learning is the practice of teaching speaking. Speaking is one of the four language skills that is very important in human life. Through speaking, many people can communicate each other. Because speaking is very important, human being needs to know how to speak appropriately. Students are expected to speak appropriately as a part of language skills. Speaking becomes indispensable and has a high contribution in our life. Speaking is symbolized as the way people express their feeling to others. Through speaking, humans are able to connect their mind in every aspect of life. They can share their opinions, thoughts, and even their emotion. In order to do that, we have to speak appropriately and accurately to minimize misunderstanding in our conversation with others. If there is a misunderstanding or miscommunication, it will be hard to have a good quality of conversation.

According to Brown (2001: 270), there are some features that make speaking as a difficult language skill. They cover clustering, redundancy, reduced forms, performance variable, colloquial language, rate delivery, stress, rhythm, intonation of English and interaction. Besides the students lack of vocabulary, their less confidence to speak and judge of English as a difficult subject make speaking as the difficult language skill. Thornbury (2008:1) describes speaking is so much a part of daily life that we take it for granted as follows: The average person produces tens of thousands of the words a day, although some people like auctioneers or politicians may produce even more than that. So natural and integral is speaking that we forget

how we once struggle to achieve this ability until, that is, we have to learn how to do it all over again in a foreign language.

Most of students are difficult to speak out when they want to ask something or answer teacher's question because they never practice speaking in English regularly. So, most of the students become passive in the class. Teachers should help the students overcome this problem by motivating them to speak. For this reason, teacher should use effective teaching methods that encourage students to take part actively in the class. The teaching learning process has to involve not only teacher and students, but also the students and students. To help students solve these problems, the teacher should motivate them and create the most effective way to stimulate them, so they will be interested in practicing their speaking.

Nevertheless, many students in Junior High School lack of ability to speak appropriately. They have difficulties in expressing ideas, choosing words, and having confidence to speak. There are some significances of having a good speaking skill. They need it to help them achieve the comprehension in learning English. They have to speak appropriately with no exception if they want to develop their skill to pass the examination. Students' ability in speaking in overall can be categorized in middle-low level in which most of them have difficulty in speaking appropriately. They lack of practice and have low confidence to speak English. Their most fear is their confidence in which they feel too shy or too scared to speak in front of the class or their friends.

On the other hand, the teacher should use certain technique to stimulate students to practice their speaking, because good strategy will support them in achieving skill including English skill. Teachers have to teach the materials by using good method, good technique and organize teaching learning process as good as possible, so teaching learning process can run well, that can make students master English skill, especially in this case speaking skill successfully, because one of the teaching failures is caused by unsuitable method or strategy.

The goal of teaching speaking skill is to make the students communicate effectively. Students should be able to make themselves understood and use good communication with others. They should try to avoid confusion in the message due to the problems of pronunciation, grammar, or vocabulary. The students should know how to observe the social and cultural rules applied in each communication situation. Many teachers have already been very good at teaching vocabulary and grammar in order to translate texts and to prepare students for examinations. However, organizing lessons to practice speaking English can be a big challenge for both teachers and students.

The researcher chooses the Eighth Grade of SMP Negeri 3 Bungoro Pangkep. The choice based on some reasons, firstly the students had low interest toward English. They tend to be passive in speaking learning process and were confused to speak something. Secondly, they needed technique to guide and interest them in speaking. The problems in the classroom occurred



because the students were not enthusiastic to learn English especially speaking. The students had difficulty in expressing their ideas, they were confused to choose appropriate words and they had no confidence to speak. Sometimes they were shy to express what they want to talk about to others. It led to negative effects to their mindset in order to speak in public.

One of the appropriate and comprehensive technique for teaching speaking is Accept, Reject And Modify (ARM) Technique. According to Gillie Cunningham ARM Technique is one of the ways to teach speaking with a free speaking activity which is simply short Accept, Reject or Modify statements to face problems in speaking class. This technique can really stimulate learning process and the focus is very much on the students rather than the teacher.

Based on the problem above it is necessary to apply effective technique in teaching and learning English especially in acquiring speaking Ability. They need technique that can interest them to gain their confidence. One of technique that can be used in teaching and learning speaking is “*The Use of Accept, Reject And Modify (ARM) Technique to Improve Students’ Speaking Ability (An Experimental Research at the Eighth Grade Students of SMP Negeri 3 Bungoro Pangkep)*”.

## **B. Problem Statement**

Based on the background above, the researcher formulates problem statement in questions forms as follows: “How does the use of Accept, Reject, and Modify (ARM) technique improve the students’ speaking ability

in terms of Vocabulary and Smoothness at the Eighth Grade Students of SMP Negeri 3 Bungoro Pangkep”?

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

Based on the research statement, this particular study aimed at finding out the improvement of students’ speaking achievement in terms of Vocabulary and Smoothness by using Accept, Reject and Modify (ARM) Technique at the Eighth Grade Students of SMP Negeri 3 Bungoro Pangkep.

### **D. Significance of the Research**

Theoretically is for the researcher, it is expected that the result of this research will help them in finding references or resources for further research. Practically refers to the students and teachers. For the students, it assists them to solve their problems in speaking activity and it can help them to improve their speaking ability. For the teacher, it gives the alternative solution in teaching speaking.

### **E. Scope of the Research**

This research is focused on using Accept, Reject, and Modify (ARM) Technique to improve students’ speaking ability at the Eight Grade Students of SMP Negeri 3 Bungoro Pangkep. Accuracy and Fluency are two factors which can determine the success of English language students. Essentially accuracy is the ability to produce correct sentences using correct grammar and vocabulary. On the other hand, fluency is the ability to produce language easily and smoothly. The researcher focused on the grammatical pattern, accuracy in speaking that is vocabulary and fluency that is smoothness. The

researcher used asking and giving opinion as material in teaching Speaking Ability.

## CHAPTER II

### REVIEW TO RELATED LITERATURE

#### A. Previous Related Findings

There have been some researches related to the reading comprehension by using group work. Some of them are quoted below:

1. Andris and Irwin ( 2012): *ARM (Accept, Reject And Modify) As An Alternative Technique In Teaching Speaking*. This research reports on the result of a study about ARM (accept, reject and modify) as an alternative technique in teaching speaking at the English department of IKIP PGRI Semarang. In depth research with 2 classes (experimental and control) at the department were conducted to improve the students' achievement in speaking. The result of the students' progress during the teaching and learning process by using ARM technique was good. Based on the result above, it can be concluded that there is the improvement of students' achievement in speaking through ARM by the second year of English department of IKIP PGRI Semarang and ARM is a good technique for teaching speaking and the students were able to apply this technique well.
2. Lusi (2015): *The Speaking Ability of The Seventh Grade Students of MTS N Gajah Demak In Academic Year 2014/2015 Taught Through "ARM" Technique (Accept, Reject, And Modify)*: The writer found that there is any significant difference between the Speaking Ability of the Seventh Grade Students of MTS N Gajah Demak in academic year 2014/2015 before and after being taught through "ARM" (Accept, Reject, and Modify)

Technique. It can be seen that the speaking ability of the seventh grade students of MTS N Gajah Demak in academic year 2014/2015 after being taught through “ARM” (Accept, Reject, and Modify) Technique is better than the speaking ability of the seventh grade students of MTSN Gajah Demak in academic year 2014/2015 before being taught through “ARM” (Accept, Reject, and Modify) Technique.

3. Defriyanti (2014): *Improving Students’ Achievement in Speaking Through Brainstorming Technique*. Based on the speaking test result, the students’ score kept improving in every test. In orientation test, the mean score was 47,8. In the test of cycle 1 the mean score was 59,2 and the mean score in the test of cycle 2 was 70,1. In line with the data, it was found that the Brainstorming technique can improve students’ speaking achievement.

Based on the some previous study above, the researcher found that the use of Accept, Reject And Modify (ARM) Technique improve the students’ Speaking Ability. The researcher will apply Accept, Reject and Modify (ARM) technique in Speaking Ability. This research is different with thesis above. This technique really stimulate learning process and focus very much on the students rather than the teacher, and the students become active in the class.

## **B. Some Pertinent Ideas**

### **1. General Concept of Speaking**

#### **a. Definition of Speaking**

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997). Speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language.

Speaking is so much part of our daily life that we tend to take it for granted. We speak in order to carry out various social activities and, although we may not always be consciously aware of doing so, we match our language and the meanings we wish to exchange to our specific purposes for speaking in that context. In short we can define speaking as the way to carry out our feelings through words, even conversation with others. It means that we use words and phrases fluently in an interactive process of constructing meaning of speaking.

Speaking describes something used for talking and communicating. In Oxford Advanced Dictionary the definition of speaking is "to express or communicate opinions, feelings, ideas, etc, by or as talking and it involved the activity in the part of the speaker as psychological, physiological (articulator) and physical (acoustic)

stages. According to Moris in Novia (2002) states that speaking is the novice means of communication among member of society in expressing their thought and is as the representation of social behavior.

Speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across. Based on that opinion, speaking is realized as communication, therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message.

Speaking is one of the importance skills in learning English. Richard (2008:19) comments: In speaking, we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. Many students cannot speak orally, and just sit down on the chair. For that reason, the writer did the research to help the students to Speak English enjoyable. Speaking Ability is the main ability in English because speaking is influenced another abilities such as listening, reading, and writing. Meanwhile, in the international relationship, English speaking ability is very important to be able participate in the world of work. The speaking skill is measured in term of the ability to carry out a conversation in the language. This reality makes teachers think that speaking ability should be mastered by their students.

According to Richard and Renandya (2002:201) speaking is

used for many different purposes to each purpose involve different skills. It has the most important purposes in communication at any situation. The listener can understand about something if the listener can catch what the speaker say. Meanwhile, Mc Donough and Shaw state, “There are some reason for speaking involved expressing ideas and opinions, expressing a wish or a desire to do something, negotiating or solving a particular problem or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy, and confidence are important goal in speaking. Therefore, as a language skill, speaking becomes an important component to master by the students as the main tool of verbal communication because is it a way to express ideas and opinions directly what we have in our minds.

Based on the previous definitions above, it can be synthesized that speaking is the process of using the urge of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to the other person. Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.

#### **b. The Elements of Speaking**

According to Syakur (1987:3), there are at least five elements of speaking skill concerned with. The following five components are generally recognized in analysis of speech process.

##### 1) Comprehension



For oral communication, comprehension certainly requires a subject to respond to the speech as well as to initiate it. Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences.

## 2) Grammar

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may suffer. Linguists investigating native-speaker speech (and writing) have, over the years, devised various different systems to describe how the language works. Grammar is one important aspect of speaking because if an utterance can have different meaning if the speaker uses incorrect grammar.

## 3) Vocabulary

Mastering vocabulary is first step to speaking English if we do not master vocabulary we cannot utterance what is our purpose. Vocabulary plays an important role in mastering the English language because without knowing a lot of vocabularies we will not be able to express ideas to other. Vocabulary is usually distinguished in two kinds namely recognition vocabulary passive vocabulary and active vocabulary.

Vocabulary means list of words with their meaning. One cannot communicate effectively or express their ideas both oral and

written form if they do not have sufficient vocabulary. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.

#### 4) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not pronounce a word correctly, it can be very difficult to understand him/her. On the other hand, if students make grammatical mistakes e.g. in a verb tense, the listener still has an idea of what is being said. So, it can be seen that good pronunciation is vital if a student is to be understood.

#### 5) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message. There are three part of fluency they are:

##### a) Smoothness.

In the explanation of the last part of this chapter Fluency refers to speech that is smooth or flowing. Fluent speech means that words and sounds are connected in a way that sounds natural

and un-interrupted. The absence of this smooth connectedness is termed All of us experience disfluency from time to time as we hesitate, get tongue tied, or mispronounce a sound and repeat ourselves to correct it.

Disfluency becomes a disorder when it happens frequently enough to interfere with communication. Stuttering and cluttering are both fluency disorders. Itkonen (2010: 16) smoothness as a linguistically unspecific term, and estimate that raters would have difficulties determining what is halting or fragmentary speech, in contrast to so called smooth speech.

Fluent speech is characterized by smoothness (lack of interruptions) which sounds, syllables, words and phrases are joined together when speaking quickly, without fluency disorders like cluttering and stuttering. Both disorders have breaks in the fluidity of speech, and both have the fluency breakdown of repetition of parts of speech.

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

#### b) Hesitation

Rahmatian et. al (2014: 107) The concept of fluency as

opposed to the concept of hesitation is centered over the temporal aspects of speech: as the number and duration of hesitation goes up, the speech is considered as less fluent. However, hesitation in a foreign language is interpreted as a sign of disfluency.

c) Self-confidence

According Songsiri (2007: 27) self-confident learners are likely to rely on selective monitoring or none whereas others tend to rely on use of the monitor. It means students who are self-confident learners tend to choose ways to self-check their learning whereas others require someone to check their understanding of language learning.

**c. Techniques in Teaching Speaking**

Teaching speaking is started at introducing students how the native speaker usually uses English in communicating. And then ask them to imitate the new language (English) as the natives do. It is continued then to guide students to a point where they can begin to judge whether their sound productions are correct or not. At this point, teacher is no longer primarily to correct, but he or she supposed to encourage students to practice speaking the target language. Finally the students are required to be used to practice and do oral drill.

According to Harmer (2001) in *The Practice of English Language Teaching*, there are some activities conducted in teaching speaking:

1) Acting from a script

We can ask our students to act out the scenes from plays and/or their course books, sometimes filming the results. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

2) Communication games

Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.

3) Discussion

One of the reasons that discussions fail (when they do) is students are reluctant to give opinion in front the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.

One of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives. An

example of this kind of activity (with particular relevance to schools) is where the students consider the scenario in which an invigilator during a public exam catches a student copying from hidden notes.

#### 4) Prepared Talks

A popular kind of activity is the prepared talk where a student or students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more writing-like. However, if possible, students should speak from notes rather than from a script

#### 5) Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questionnaire and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns-and thus be situated in the middle of our communication continuum. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in a design process. The result obtained from questionnaires can then form the basis for written work, discussions, or prepared talks

#### 6) Simulation and role-play

Many students derive great benefit from simulation and role-play. Students 'stimulate' a real-life encounter (such as a business meeting, an encounter in aero plan cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aero plane, or taking on the role of a character different from themselves or with thought and feelings they don't necessarily share. Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP.

#### **d. How to Give Feedback in Speaking**

According to Harmer (2001: 104-109) when the performance emphasizes accuracy, it is part of the teacher's function to point out and correct the mistakes the students are making. There are several ways to give feedback during accuracy work.

- 1) Repeating the errors or mistakes made,
- 2) Echoing like a precise way of pin-pointing error,
- 3) Making statement or question for example "That's not quite right" and so forth,
- 4) Hinting which is a quick way of helping students to activate rules they already know,
- 5) Giving a facial expression or gesture indicating there is something wrong with the performance,
- 6) Reformulating the sentence.

Furthermore, Harmer also says that when students do fluency work demanding communicative activities, teachers should not interrupt students in mid-flow to point out a grammatical, lexical, or pronunciation error, since it can breakdown the communication and drag them to study the language form. Harmer suggests some ways to offer feedback. First, a teacher can give gentle correction when the communication break down during a fluency activity. Second, the teacher can give correction after students' performance by recording them first so that teachers will not forget what students have said. Third, the teacher observes them while writing down some mistakes or errors that will be explained later.

The purpose of speaking is to inform or to communicate what is in the speaker's mind to the listener. The speakers have to be careful when the speaker wants to utter words or articulate sound with the ordinary voice so the speaker's expressions, thought, and feeling can be understood by the listener. It is important to make the communication with other language user run well.

#### **e. Teaching Speaking in Junior High School**

According to Brown (2001: 91) Teaching English to young learners or teenagers can be considered as the most challenging task by some experts since the students do not have much knowledge of target language. They have limited vocabulary, grammar, pronunciation and expressions to carry out meaningful conversation.



The English teaching in junior high school in Indonesia is aimed at developing students' communicative competence covering the four language skills; listening, speaking, reading and writing. Students are expected to speak and communicate in English in daily life, both in the written and spoken form. But, in order to achieve the goal, the teaching of four language skills should be in the right proportion. The teacher should improve both students' receptive and productive skill equally.

Speaking is one of the four language skills that students should acquire. In the curriculum, the basic competence of speaking is the use of language variation accurately, fluently, and appropriately in daily conversations. Students have to be able to convey meanings and intentions in English both inside and outside the classroom.

Based on the school based curriculum (Anita: 2014), the teaching of speaking covers some learning objectives. In speaking, the students are expected to be able to:

- 1) Mention and spell the words that have been learn.
- 2) Pronounce the words correctly.
- 3) Carry out a simple and short conversation fluently, accurately and appropriately.

## **2. The Concept of Accept, Reject, and Modify (ARM) Technique**

### **a. The Definition of Accept, Reject, and Modify (ARM) Technique**

According to Cunningham (2001), ARM is a great way to start

a lesson with a free-speaking activity. ARM exercise which is simply short for Accept, Reject or Modify statements or motions. Based on the theory above, the researcher states that ARM is one of the ways to teach speaking with a free speaking activity which is simply short Accept, Reject or Modify statements to face problems in speaking class.

1) Accept

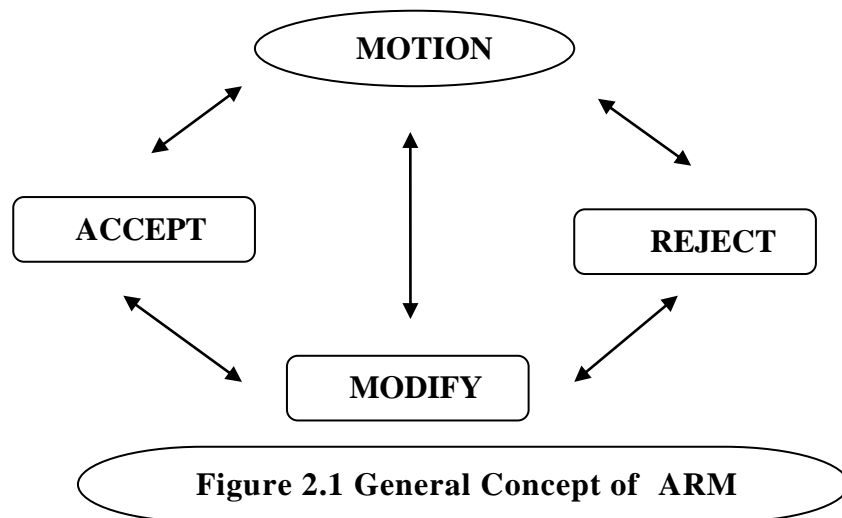
Accept is receive willingly something given or offered. In this term, whether the students choose accept it ARM means they have same argument or agree with the topic They belong to give some reasons to support their argument.

2) Reject

This part is opposite to accept, the students have different argument with the topic. Although they have different argument, they need to give the reasons why they deny the accept group.

3) Modify

This is not same with accept and reject. The students who choose modify, they need to change the statement and they need some addition argument to change the meaning of the topic.



**b. Reasons of Using Accept, Reject, and Modify (ARM) Technique**

In Oxford Advanced Learner’s Dictionary of Current English, Hornby (Andris: 2012), states that technique is method of doing something expertly. Further, Brown says that technique is any of a wide variety of exercise, activities or devices used in the language classroom for realizing lesson objectives. As teacher, we have to master some certain technique. The point is we have to consider which technique is appropriate to the material will be taught in order to get the best result. In this study, the researcher focuses on ARM.

It has steps to help the students develop their ideas. The first step of the study is either dictate or write the statement on the board. Students decide if they accept, reject or modify this statement, according to their personal opinion. When they have made their decision, you would then say ‘OK go round the room and try to find somebody who has the opposite opinion to you’ or ‘OK go round the

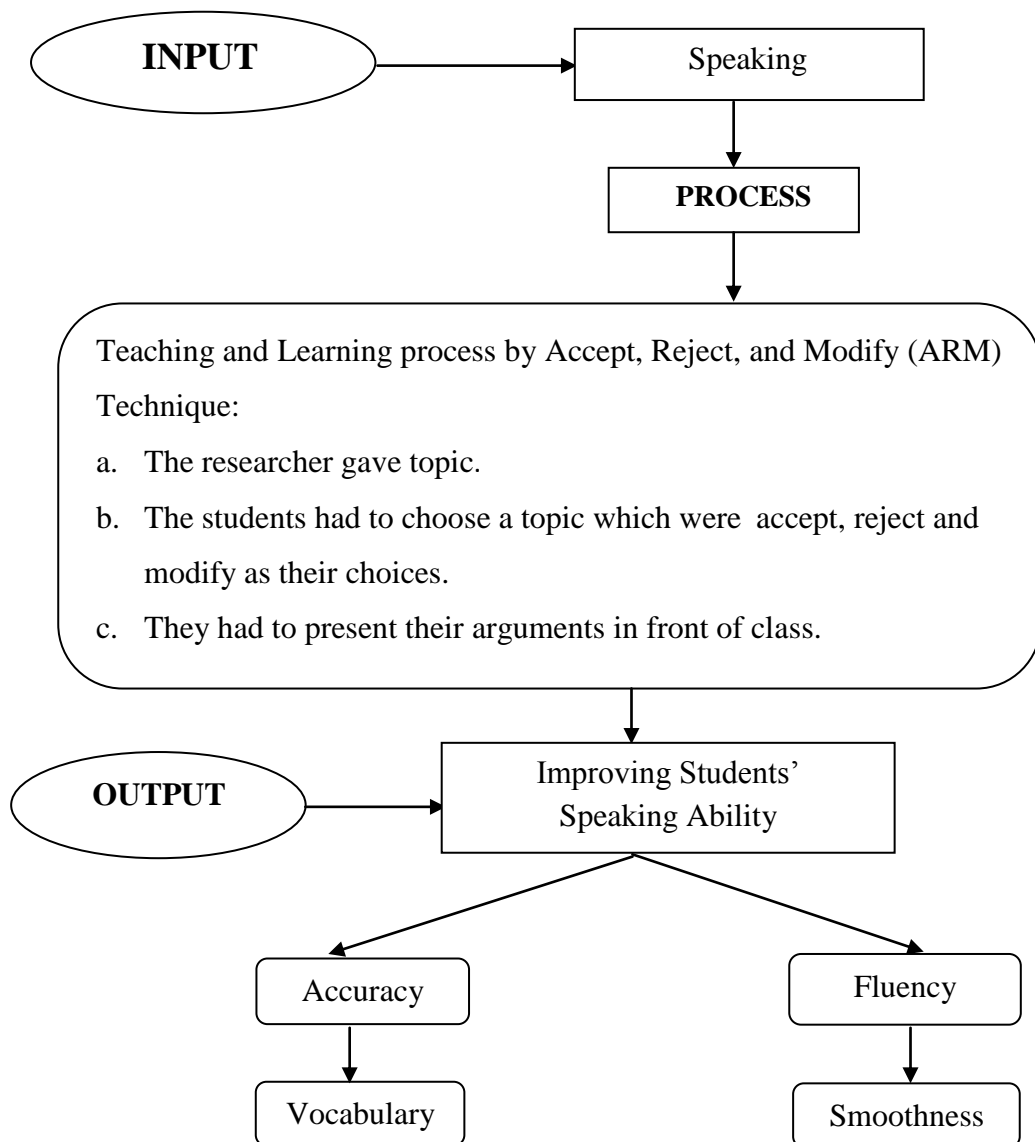
room and find someone who has a similar opinion'. Alternatively, they could mingle in the class to find the range of opinions, like a small survey how many students accepted, rejected, or modified the statement. This activity can really stimulate learning process and the focus is very much on the students rather than the teacher.

**c. Technique to Control Accept, Reject, and Modify (ARM)**

The researcher give Topic or Motion. The ARM would be a good technique in teaching speaking, if supported a motion to help students develop creative ideas. Motion is the act or process of changing position or place. In addition, motion is a procedural device to bring a limited, contested issue before a court for decision. A motion may be thought of as a request to the judge (or judges) to make a decision about the case. Motion also referred to as a case to be solved together.

### C. Conceptual Framework

The researcher wants to show the framework in this research. The conceptual framework can be seen in the following figure



**Figure 2.2 Conceptual Framework**

Input : Refers to the students' material in speaking ability. There is should be focused by the students' namely fluency (smoothness) and Accuracy (vocabulary).

Process : To improve all of them, there is a technique of Teaching Vocabulary and Smoothness skill will apply in this research. The students will be taught using Accept, Reject, and Modify (ARM) Technique.

Output : Refers to the improving of students' speaking ability and focused in smoothness and vocabulary. After analyzing the pre test and post test, the researcher will know the improvement of students' speaking ability through Accept, Reject, and Modify (ARM) Technique.

#### **D. Hypothesis**

This research formulates the hypotheses as follows:

1. ( $H_1$ ): Teaching speaking through Accept, Reject, and Modify (ARM) Technique can improve the students' speaking at the Eighth Grade Students of SMP Negeri 3 Bungoro Pangkep.
2. ( $H_0$ ): Teaching speaking through Accept, Reject, and Modify (ARM) Technique can not improve the students' speaking at the Eighth Grade Students of SMP Negeri 3 Bungoro Pangkep.

**CHAPTER III**  
**RESEARCH METHODOLOGY**

**A. Research Design**

This research will apply a Pre-Experimental Research Design, with one group pre-test and post test design which involves pre test (O1), treatment (x), and tested post test (O2). The design of this study is presented in the following table.

**Table.3.1 Research Design**

Pre-Test	Treatment	Post-Test
(O1)	(X)	(O2)

(Sugiyono, 2014: 75)

**B. Population and Sample**

1. Population

The population of this research were all of the Eighth Grade Students of SMP Negeri 3 Bungoro Pangkep which has 6 classes. The total populations are 131 students.

**Table 3.2 : Sample of SMP 3 Bungoro Pangkep**

No.	Eight Grade Class (VIII)						Total
	A	B	C	D	E	F	
1	24	23	21	21	21	21	131

2. Sample

The researcher took one class, the Eight Grade Students of SMP 3 Bungoro Pangkep with 23 students. This sample was chosen by using purposive sampling because considering observation by interview the English teacher that this class is still less in speaking. The students had low confidence to speak English. Therefore the researcher choose eight grade B students.

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

#### **1. Research Variables**

There were two variables in this research , they are independent variable and dependent variable.

##### **a. Independent variable**

Independent variable was ARM (Accept, Reject, and Modify) Technique in improving students' speaking ability.

##### **b. Dependent variable**

The dependent variable was the students' speaking ability especially problem vocabulary and smoothness.

#### **2. Indicators**

The indicators of this research were vocabulary and smoothness.

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

To collect data, the researcher tested the students to speak, it is speaking test. The test consisted of pretest and posttest. Pretest was given



before treatment to find out the ability of the student in speaking, and the posttest was given after treatment to find out the improvement of the ability of the student in speaking after present the materials.

### 1. The Assessment of Speaking Accuracy

**Table 3.3: The Assessment of Vocabulary**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent	96 – 100	They speak effectively and excellent of using vocabulary.
Very Good	86 - 95	They speak effectively and very good of using vocabulary.
Good	76 - 85	They speak effectively and good of using vocabulary.
Fairly Good	66 - 75	They speak sometimes hasty but fairly good of using vocabulary.
Fair	56 - 65	They speak sometimes hasty fair of using vocabulary.
Poor	36 - 55	They speak very hasty, and more sentences are not appropriate using vocabulary.
Very Poor	00 - 35	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication.

(Layman in Hartina 2013)

### 2. The Assessment of Speaking Fluency

**Table 3.4: The Assessment of Smoothness**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent	96 – 100	Their speaking is very understandable and high of smoothness.
Very Good	86 - 95	Their speaking is very understandable and good of smoothness.
Good	76 - 85	They speak effectively and good of smoothness.
Fairly Good	66 - 75	They speak sometimes hasty but fairly good of smoothness.
Fair	56 - 65	They speak sometimes hasty, fairly of smoothness.
Poor	36 - 55	They speak hasty and more sentences are not appropriate in smoothness.
Very Poor	00 - 35	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication.

(Layman in Hartina 2013)

### **E. Procedures of Collecting Data**

The procedures of this research is described as follows:

a. Pre-test

Pre-test is a preliminary test administered to determine a student's baseline knowledge or preparedness for an educational experience or

course of study. A pre-test refers to a measure or test given to the subjects prior to the experimental treatment and helps measure true learning. Pre-test was given to the students before the students were given the treatment. It mean to know the basic knowledge of the students in speaking. The researcher gave the students oral test to measure the students' competence before given the treatment and he can give students a preview of what will be expected of them.

b. Treatment

Treatment is the act, manner, or method of handling or dealing with someone or something. In this step, the researcher gave some topics, then the students had to choose a topics which were accept, reject, and modify as their choices. Finally, the students had to present in front of class.

c. Post test

Post-test is a test given after a lesson or a period of instruction to determine what the students have learned. In this study, The researcher gave some motions, then the students had to choose a motion which were accept, reject, and modify as their choices and explore their arguments individually in front of class, the other students and the researcher gave clarification.

## **F. Technique of Data Analysis**

The data from the pre test and post test analyzed by using these formulate as follow:

1. Classifying the students' score into seven classifications.

**Table 3.5 Students' Score Classifications**

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 65	Fair
36 – 55	Poor
00 – 35	Very Poor

(Depdikbud in Amirullah 2012:32),

2. Calculating mean score of the students test by using the formula:

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

Where:  $\bar{X}$  = Mean core

$\sum X$  = The raw of all score

N = The number of subjects

(Gay, et al: 2006)

3. Calculating the percentage of students improvement based on pre-test and post test:

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

Where:

P= Percentage

$X_2$ = Average score of Post-test

$X_1$ = Average score of Pre-test

(Gay, 2006)

4. Finding out significant different between mean score of the students' by calculating the value of the t- test. The formula is seen as follow:

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

Where:

T = Test of significance differences

D = The difference between the method pairs ( X<sub>1</sub> – X<sub>2</sub> )

$\bar{D}$  = The mean of difference score

$\sum D^2$  = The sum of the square

$(\sum D)^2$  = The square of the sum of  $\sum D$

N = Number of students

(Gay, et al: 2006)

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

**Table 3.6 : Hypothesis Testing**

Comparison	Hypothesis	
	H0	H1

t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

Table 3.6 meant (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter consists of the finding of the research and discussion. The findings present the improvement of students' speaking ability, the percentage of students' progress and students' participation during the teaching and learning process. The discussions of the research cover further explanation of the findings.

#### **A. Findings**

The findings of the research explain about the used Accept, Reject, and Modify (ARM) Technique in teaching speaking which was used to know whether there was the improvement or not to the students' speaking ability. The effectiveness of the technique was known from the result of the data were collected by administrating the test, the tests were done twice namely pre-test and post-test, the pre-test was given before the treatment and the post-test was given after treatment. The researcher compared the result of pre-test and post-test. If the result of the post-test was higher than pre-test, it means that this technique was improve.

The result of data analysis found that teaching speaking ability by using Accept, Reject, and Modify (ARM) Technique can improve the students' speaking ability in term of vocabulary and smoothness at the class of VIII B Students of SMP Negeri 3 Bungoro Pangkep. The result has proved that the technique is successful to improve the students' speaking ability. Therefore, for the clear explanation about the students' improvement can be seen in the following table:

## 1. The Improvement of the Students' Speaking Ability in Terms of Vocabulary and Smoothness

### a. Vocabulary

Students' speaking ability in term of vocabulary have different in pre-test and post-test. In pre-test the students' achievement in speaking ability was lack of vocabulary but after applied the use of Accept, Reject, and Modify (ARM) technique the students speak effectively and good of using vocabulary. It can be seen clearly in Table 4.1

**Table 4.1 The Mean Score of Students' Speaking in Vocabulary**

Pre Test	Post Test	Improvement (%)
58.86	74.69	Pre Test – Post Test
		26.88 %

Based on Table 4.1, it indicates that the improvement of the students' speaking ability by using Accept, Reject, and Modify (ARM) Technique in vocabulary was successful. The students' mean score in pre-test was 58.86 (*fair*) and the students' mean score in post-test was 74.69 (*fairly good*). So, the improvement of the students' vocabulary between pre-test to post-test was 26.88 %.

Based on the result of analysis above, it can be conclude that the students' score of post-test was higher than pre-test. It means that, there was improvement of the students' achievement in speaking ability in term of vocabulary.

It is more clearly showed in the chart 4.1.





**Figure 4.1: The Improvement of Students' Score in Vocabulary**

**The Percentage of the Students' Achievement in Vocabulary by Using Accept, Reject, and Modify (ARM) Technique.**

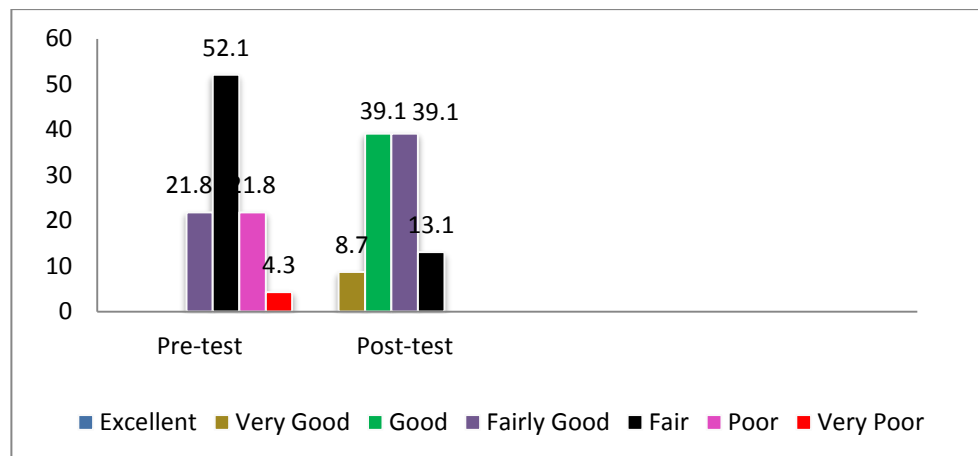
The following table and chart show the percentage of students' achievement in speaking ability in term of vocabulary before and after application of Accept, Reject, and Modify (ARM) technique.

**Table 4.2**

**The Percentage of Students' Speaking Achievement in Vocabulary**

No	Score	Classification	Pre-test		Post-test	
			Freq	(%)	Freq	(%)
1	96-100	Excellent	-	-	-	-
2	86-95	Very Good	-	-	2	8.7%
3	76-85	Good	-	-	9	39.1%
4	66-75	Fairly Good	5	21.8%	9	39.1%
5	56-65	Fair	12	52.1%	3	13.1%
6	36-55	Poor	5	21.8%	-	-
7	00-35	Very Poor	1	4.3%	-	-
TOTAL			23	100%	23	100%

The table above shows the result of students' speaking ability in vocabulary in pre-test and post-test. In pre-test, 1 student (4.3%) got *Very Poor* score, 5 students (21.8%) classified into *Poor*, 12 students (52.1%) classified into *Fair*, and no body got *Excellent*, *Very Good*, and *Good* in pre-test. In post-test, there were 3 students (13.1%) classified into *Fair* score, 9 students (39.1%) classified into *Fairly Good* score, 9 students (39.1%) classified into *Good* score, 2 students (8.7%) classified into *Very Good* score and nobody classified into *Excellent* score. The data was also shown in the chart below:



**Figure 4.2: The Percentage of the Students' Speaking Achievement in Vocabulary**

**b. Smoothness**

Students' speaking ability in term of smoothness have different in pre-test and post-test. In pre-test the students' achievement in speaking ability was very hasty and more sentence are not appropriate but after applied the use of Accept, Reject, and Modify (ARM) technique most of

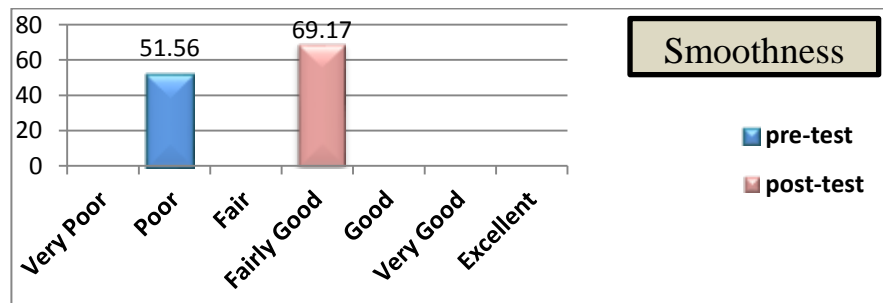
the students speak effectively and have a good smoothness. It can be seen clearly in Table 4.3

**Table 4.3 The Mean Score of Students' Speaking in Smoothness**

Pre Test	Post Test	Improvement (%)
51.56	69.17	Pre test – Post test
		34.14 %

Based on table 4.3, it indicates that the improvement of the students' speaking ability by using Accept, Reject, and Modify (ARM) technique was successful. The students' mean score in pre-test was 51.56 (*poor*) and the students' mean score in post test was 69.17 (*fairly good*). So, the improvement of the students' fluency between pre-test to post-test was 34.14%.

Based on the result of analysis above, it can be conclude that the students' score of post-test was higher than pre-test. It means that, there was improvement of the students' achievement in speaking ability in term of smoothness. It is more clearly showed in the chart 4.3.



**Figure 4.3: The Improvement of Students' Score in Smoothness**

Based on the result of the data achievement from both elements in Figure 4.3, the researcher conclude that there was a significant improvement between the result of pre-test and post-test. So, the application of Accept, Reject, and Modify (ARM) Technique was successful and effective in improvement of the students' speaking ability in term of vocabulary and smoothness.

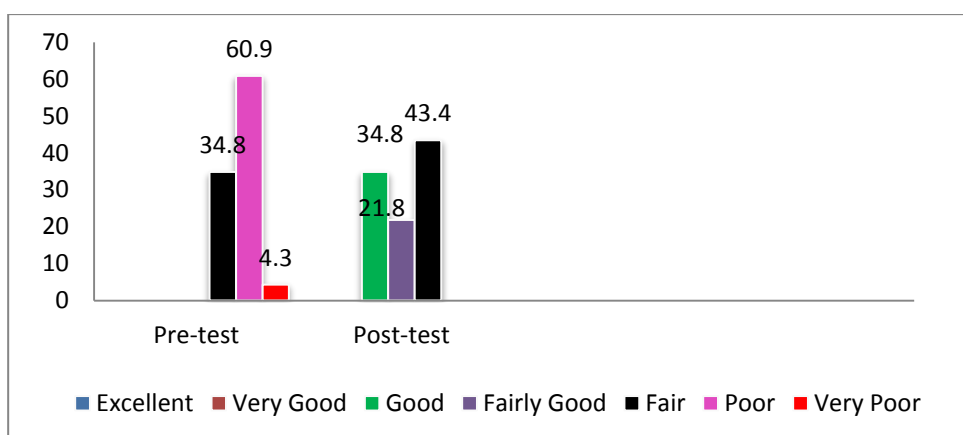
**The Percentage of the Students' Achievement in Smoothness by Using Accept, Reject, and Modify (ARM) Technique.**

The following table and chart show the percentage of students' improvement in speaking ability in term of Smoothness before and after application of Accept, Reject, and Modify (ARM) Technique.

**Table 4.4:**  
**The Percentage of Students' Speaking Achievement in Smoothness**

No	Score	Classification	Pre-test		Post-test	
			Freq	(%)	Freq	(%)
1	96-100	Excellent	-	-	-	-
2	86-95	Very Good	-	-	-	-
3	76-85	Good	-	-	8	34.8%
4	66-75	Fairly Good	-	-	5	21.8%
5	56-65	Fair	8	34.8%	10	43.4%
6	36-55	Poor	14	60.9%	-	-
7	00-35	Very Poor	1	4.3%	-	-
TOTAL			23	100%	23	100%

The table 4.5 shows the result of students' speaking ability in smoothness in pre test and post test. In pre test, 1 student (4.3%) got *Very Poor* score, 14 students (60.9%) classified into *Poor*, 8 students (34.8%) classified into *Fair* score. Nobody got *Fairly Good*, *Good* and *Very Good*, *Excellent* score in pre test. In post test, there were 10 student (43.4%) classified into *Fair* score, 5 students (21.8%) classified into *Fairly good* score, 8 students (34.8%) classified into *Good* score, and nobody got *Excellent* and *Very Good* in post test. The data was also shown in the chart 4.4.



**Figure 4.4: The Percentage of Students' Speaking Achievement in Smoothness**

### c. Speaking Ability

The Improvement in Students' speaking ability have different in pre-test and post-test. In pre-test the students' achievement in speaking ability was lack of vocabulary and smoothness but after applied the use of Accept, Reject, and Modify (ARM) technique it was good of using vocabulary and smoothness. It can be seen clearly in Table 4.5

**Table 4.5 The Mean Score of Students' Speaking Ability**

No	Indicator	Mean score		Students' Improvement (%)
		Pre-Test	Post-Test	Pre-test to Post-test
1	Vocabulary	58.86	74.69	26.88%
2	Smoothness	51.56	69.17	34.14%
X		<b>55.21</b>	<b>71.93</b>	30.28%

Table 4.5 above shows the mean score of students' achievement in speaking ability both of vocabulary and smoothness. Based on the table, it indicated that the improvement of the students' speaking ability by using Accept, Reject, and Modify (ARM) Technique was successful. The students' mean score in pre-test was 55.21 classified into *poor* score and the students' mean score in post-test was 71.93 classified into *Fairly Good* score. So, the improvement of the students' speaking ability between pre-test to post-test was 30.28%. Based on the percentages above there are significant improvement of students' speaking ability by using Accept, Reject, and Modify (ARM) Technique. To see clearly the improvement of the students' speaking ability, the following chart is presented.

The data can also be seen in form chart 4.5.

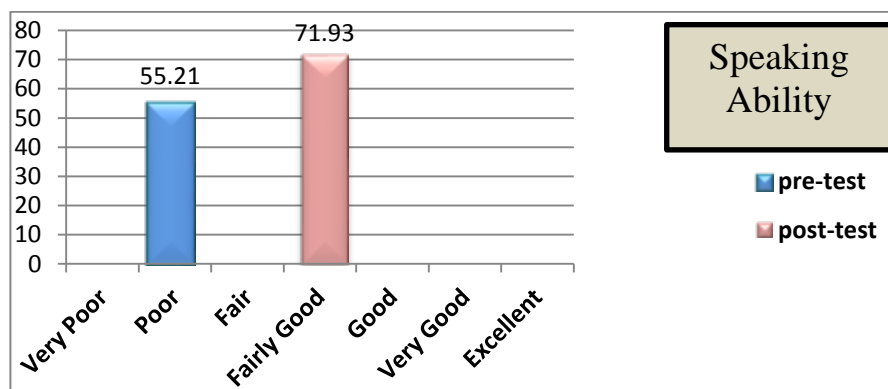


Figure 4.5: The Students' Improvement in Speaking Ability

The chart above shows that, the improvement of the students' improvement in speaking ability in pre test to post test (30.28%). The give score are classified from *poor* to *Fairly Good*. After evaluation in pre test and post test, there was a significant improvement of the students' that shown clearly in the chart after taking a treatment by using Accept, Reject, and Modify (ARM) Technique.

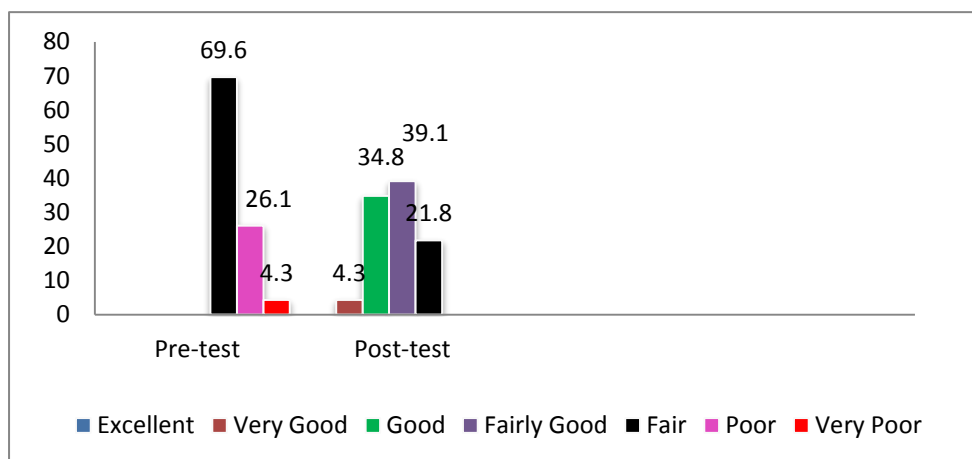
**The Percentage of the Students' Speaking Achievement by Using Accept, Reject, and Modify (ARM) Technique.**

The following table and chart show the percentage of students' improvement in speaking ability before and after application of Accept, Reject, and Modify (ARM) Technique.

**Table 4.6:  
The Percentage of Students' Speaking Achievement**

No	Score	Classification	Pre-test		Post-test	
			Freq	(%)	Freq	(%)
1	96-100	Excellent	-	-	-	-
2	86-95	Very Good	-	-	1	4.3%
3	76-85	Good	-	-	8	34.8%
4	66-75	Fairly Good	-	-	9	39.1%
5	56-65	Fair	16	69.6%	5	21.8%
6	36-55	Poor	6	26.1%	-	-
7	00-35	Very Poor	1	4.3%	-	-
TOTAL			23	100%	23	100%

Table 4.6 shows the result of students' speaking ability in pre test and post test. In pre test, only 1 student (4.3%) classified into *Very Poor* score, 6 students (26.1%) classified into *Poor*, 16 students (69.6%) classified into *Fair* and nobody got *Excellent*, *Very Good*, and *Fairly Good* score in pre test. In post test, there were 5 students (21.8%) classified into *Fair* score, 9 students (39.1%) classified into *Fairly Good* score, 8 students (34.8%) classified into *Good* score, and only 1 student (4.3%) classified into *Very Good* score, nobody got *Very Poor*, *Poor* and *Excellent* score in post test. The data was also shown in the chart 4.6.



**Figure 4.6: The Percentage of Students' Speaking Ability**

#### d. Hypothesis Testing

The hypothesis was tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for independent sample test, that was a test to know the significant difference between the result of students' mean scores in pretest and posttest the writer used t-test



analysis on the level of significant ( $\alpha$ ) = 0.05 with the degree of freedom (df) = N – 1, where N = Number of subject (23 students) then the value of t-table was 2.07387 the t-test statistical, analysis for independent sample was applied.

The result of the data analysis t-test of the students' Speaking Ability by using Accept, Reject, and Modify (ARM) Technique) in Table 4.7

**Table 4.7 The Comparison of T-test and T-table Score of the Students' Speaking Ability**

<b>Indicators</b>	<b>t-test</b>	<b>t-table</b>	<b>Description</b>
Vocabulary	14.26	2.07387	Significance
Smoothness	15.43	2.07387	Significance
X	29.69	2.07387	

Table 4.7 showed that the value of the t- test is higher than the value of t-table. The t-test value of vocabulary was greater than t-table (14.26>2.07387) and t-test value of smoothness are greater than t-table (15.43>2.07387) The result of calculating t-test of the indicators in the students' t-test in vocabulary and smoothness was greater than t-table (29.69>2.07387).

The value of the t-test was greater than t-table. The score in variable of Speaking Ability was (29.69>2.07387). It is said that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. It meant that there was a significance difference between the result of the students'

vocabulary and fluency in speaking by using Accept, Reject, and Modify (ARM) Technique after treatment.

If the t-test value was higher than t-table at the level of significance 0.05 and degree freedom (df) 23 ( $N-1=23-1$ ), thus the alternative hypothesis ( $H_1$ ) was accepted and null hypothesis ( $H_0$ ) was rejected. In contrary, if the value was lower than t-table at the level of significance 0.05 and the degree freedom 22, thus the alternative hypothesis ( $H_1$ ) was rejected and null hypothesis ( $H_0$ ) was accepted.

## **B. Discussions**

The description of the data analysis from the speaking test the students' speaking ability in vocabulary and smoothness below dealing with the result of data that explained before in findings and the description of the students' speaking between pre-test and post-test.

### **1. Students' Vocabulary and Smoothness Ability in Speaking Using Accept, Reject, and Modify (ARM) Technique.**

#### **a. Vocabulary**

Students' vocabulary ability is supported by the mean score of students on pre-test and post-test. The students' pre-test mean score in vocabulary was 58.86 (*fair*). The criteria of fair is they speak sometimes hasty fair of using vocabulary. While the students' post-test mean score in vocabulary was 74.69 (*fairly good*). The criteria of fairly good is they speak sometimes hasty but fairly good of using vocabulary. Before applied Accept, Reject, and Modify (ARM) Technique most of students are feel too shy or too scared to speak in

front of the class or their friends. They have difficulties in expressing ideas, choosing words, and having confidence to speak. But after applied Accept, Reject, and Modify (ARM) Technique the students have confidence to speak, helped the students develop their idea, and helped the students to gave their opinion and speak freely.

The improvement of students' speaking ability in terms of vocabulary can be seen between pre-test and post-test. The students' result is significantly different before and after applied Accept, Reject, and Modify (ARM) Technique in teaching speaking. The students' text in terms of vocabulary in pre-test speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication because the students' lack of vocabulary. It is supported by student's statement below:

Topic: English is Very Funny

*S1: "...My oplet is I don't like bahasa inggris but bahasa"*

*S2: "...English Even"*

They didn't know the process to make a good sentences in speaking as explained by Syakur. Vocabulary means list of words with their meaning one cannot communicate effectively or express their ideas in oral test if they do not have sufficient vocabulary. In Addition, Harmer says that if the students have more vocabularies or at least 1000 words, they can communicate fluently. They do not take a long time in expressing what they are going to say because they know the words that describe their ideas.

In contrary, the students' vocabulary in speaking text in post-test is better than pre-test. Development of ideas is good, some of them have a good confidence to speak in front of class, many students have many vocabulary but could be more fully developed the topic. It's explained before by based on the school curriculum in Anita that the students are expected to be able to mention and spell the words that have been learn, pronounce the words correctly, carry out a simple and short conversation fluently, accurately and appropriately. It is supported by student's statement below:

Topic: English is Very Funny

*S1: "...I agree with the topic. I like English because English is very Funny, then English make me happy"*

*S2: "...I like learning English because is very funny and I enjoy. I Like English because I want to be English teacher"*

Therefore, it can be concluded that Accept, Reject, and Modify (ARM) Technique could improve the students' speaking ability in vocabulary.

#### **b. Smoothness**

Students' Smoothness ability is supported by the mean score of students on pre-test and post-test. The students' pre-test mean score in smoothness was 51.56 (*poor*). The criteria of poor is they speak hasty and more sentences are not appropriate in smoothness. While the students' post-test mean score in smoothness was 69.17 (*fairly good*). The criteria of fairly good is they speak sometimes hasty but fairly

good of smoothness. Before applied Accept, Reject, and Modify (ARM) Technique, the students difficult to speak effectively and good of smoothness as well. But after applied the technique they speak sometimes hasty but fairly good of smoothness. It means that the using of Accept, Reject, and Modify (ARM) Technique effective on the students' speaking ability.

The improvement of Students' Speaking Ability in terms of smoothness can be seen between pre-test and post-test. The students' result is significantly different before and after applied Accept, Reject, and Modify (ARM) Technique in teaching speaking. The students' text in terms of smoothness in pre-test is the students' speak very hasty and more sentences are not appropriate in smoothness and little or no communication. So, could not be understood by reader. It is supported by student's criteria below:

Topic: English is Very Funny

*S1: "...He speak sometimes hasty, fairly of smoothness. It is categorized in fair"*

*S2: "...He speak hasty and more sentences are not appropriate in smoothness. It is categorized in poor"*

Whereas, Brown have explained that smoothness is the ability of speaking English through a good clustering and reduces forms. A good clustering is to speak English with phrasal fluently. It means that speak English not word and reduce form are to use English with contraction, elisions, and reduce vowels.

In contrary, the students' smoothness in speaking at post-test is better than pre-test. Most of them, speak effectively and have a good smoothness as well. It is supported by student's criteria below:

Topic: English is Very Funny

*S1: "...He speak effectively and good of smoothness. It is categorized in good"*

*S2: "...He speak effectively and good of smoothness. It is categorized in good"*

So, the researcher concludes that the Eight Grade Students of SMP Negeri 3 Bungoro Pangkep have a good result speaking after taught Asking and Giving Opinion by using Accept, Reject, and Modify (ARM) Technique. According to Richard and Renandya, Good speaking reflects the speakers' ability to make the listener understand about something if the listener can catch what the speaker say. Then the speakers' are required to be able to express what they want to say as effectively as possible in order to convey the message. Therefore, it can be concluded that Accept, Reject, and Modify (ARM) Technique could improve the students' speaking ability in smoothness.

### **c. The Hypothesis Testing**

By seeing the achievement of the students' vocabulary and smoothness in speaking ability. It is concluded that Accept, Reject, and Modify (ARM) Technique could improve the students' speaking ability in terms of vocabulary and smoothness. It could be showed from the students' speaking test in pre-test and post-test. In pre-test,

some students were difficult to speak and gave opinion especially the vocabulary and smoothness. But, the students' speaking text in post-test, which the vocabulary and smoothness could be understood. And then, the students were easy to expressing their ideas, have a confidence to speak, good of smoothness. It is also supported by Andris and Lusi in their research that explained Accept, Reject, and Modify (ARM) Technique could improve Students Speaking Ability.

From the discussion above, it could be concluded that the Eight Grade Students of SMP Negeri 3 Bungoro Pangkep have good achievement in speaking ability after being taught through explained Accept, Reject, and Modify (ARM) Technique especially in vocabulary and smoothness of asking and giving opinion.

## CHAPTER V

### CONCLUSION AND SUGGESTION

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

#### A. Conclusions

Based on the result of data analysis of findings and conclusions in the previous chapter, the researcher concludes that: The use of Accept, Reject, and Modify (ARM) Technique improve students' speaking ability in terms of vocabulary and smoothness at the Eight Grade Students' of SMP Negeri 3 Bungoro Pangkep. It was proved by the mean score of vocabulary before and after giving treatment was 58.86 becomes 74.69 improve 26.88% with the t-test value was greater than t-table ( $14.26 > 2.07387$ ). It was proved by the mean score *smoothness* before and after giving treatment was 51.56 becomes 69.17 improve 34.14% with the t-test value *smoothness* was greater than t-table ( $15.43 > 2.07387$ ). The result of calculating t-test of the indicators in the student's t-test speaking ability (vocabulary and smoothness) was greater than t-table  $29.69 > 2.07387$ . It means that there was significance difference between before and after giving the treatment.



## **B. Suggestions**

Based on the conclusion presented above, the researcher tries to give some suggestions for English teacher, the next researcher and anyone who read this thesis as follows:

1. For the English Teacher at the Eight Grade Students' of SMP Negeri 3 Bungoro Pangkep.
  - a. It is suggested that the use Accept, Reject, and Modify (ARM) Technique one of alternative among other teaching that can be used in teaching speaking ability.
  - b. It is suggested that the English Teacher at the Eight Grade Students' of SMP Negeri 3 Bungoro Pangkep should consider Accept, Reject, and Modify (ARM) Technique in presenting the speaking materials because it is effective to improve the students' speaking ability.
2. For the next researchers
  - a. It was suggested to the next researcher to use this thesis as an additional reference or further research with different discussion.
  - b. There were still many things have to be observed by the next researcher related to the English subject, especially in speaking ability.

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# **APPENDIX A**

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Sekolah	: SMP Negeri 3 Bungoro Pangkep
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / 1
Jenis teks	: <i>transactional/interpersonal</i>
Tema	: Asking and Giving Opinion
Aspek/Skill	: Berbicara
Alokasi Waktu	: 1 x 40 menit

#### (Pertemuan 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

#### Indikator

1. Menggunakan dan mempraktikkan tindak tutur menyampaikan pendapat
2. Merespon dan mempraktikkan tindak tutur meminta pendapat.
3. Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan/meminta pendapat.

## 1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Menggunakan dan mempraktikkan tindak tutur menyampaikan pendapat.
- b. Merespon dan mempraktikkan tindak tutur meminta pendapat.
- c. Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan / meminta pendapat.

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

## 2. Materi Pembelajaran

- a. **Asking and Giving Opinion:** To describes how we are to ask the opinions of others and how we provide opinions to others.

- b. Asking Opinion:

Formal :

- Have you got any comments on .....?
- Do you have any idea?
- Do you have any opinion on .....?
- Would you give me your opinion on.....?
- What is your reaction to ....?
- What is your opinion about.....?
- What are you feeling about.....?
- What are your views on.....?
- Please give me your frank opinion ?

Informal

- What do you think of.....?
- What do you think about.....?
- What is your opinion?
- Why do they behave like that?

- Do you think it's going?
- How do you like?
- How was the trip?
- How do you think of Rina's idea ?

Example

1. What about....?  
What about your physic homework?
2. How do you feel....?  
How do you feel about metamorphosis?
3. What is your reaction to ...?  
What is your reaction to this experiment?

c. Giving Opinion:

Informal

- I think I like it.
- I don't think I care for it.
- I think it's good/nice/terrific.....
- I think that awful/not nice/terrible.....
- I don't think much of it.
- I think that.....

Example

1. Well, I think...  
Well, I think this is very nice. (*pendapat setuju*)  
Well, I think it's less precise. (*pendapat kurang setuju*)
2. In my opinion, I think ...  
In my opinion, I think this project success. (*pendapat setuju*)  
In my opinion, I think this project fail. (*Pendapat kurang setuju*)
3. I feel that we should ...  
I feel that we should improve all. (*pendapat setuju*)  
I fell that se should not improve all. (*pendapat kurang setuju*)



Asking Opinion:

- Do you like our school library?
- I like “The English Corner” in particular. What about you?

Giving Opinion:

- “The English Corner” is not bad. I don’t like some writings on it because they have a lot of mistakes. But I really like the information on some English learning materials from the internet. So, I usually go to some of the websites to get some more materials for learning English. I love them very much.

### **3. Metode Pembelajaran:**

Accept, Reject, and Modify (ARM) Technique.

### **4. Langkah-langkah Kegiatan**

#### **a. Kegiatan Pendahuluan (10 menit)**

- Guru mengucapkan salam dan menyapa siswa
- Guru mengecek kehadiran siswa

**Apersepsi :**

1. Tanya jawab mengenai materi yang akan dibahas.
2. Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

#### **B. Kegiatan Inti (30 menit)**

**Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- ☞ Peserta didik mengamati motion atau gambar yang telah diberikan.

- ☞ Peserta didik mendengarkan guru menjelaskan tentang ARM Technique yang akan digunakan digunakan dalam mengungkapkan pendapat tentang motion.
- ☞ Peserta didik mendengarkan guru menjelaskan tentang tujuan dan tahap-tahap ARM Technique yang bisa digunakan dalam mengungkapkan pendapat tentang motion.
- ☞ Peserta didik bertanya jawab mengenai motion dan kesimpulan dari motion tersebut.

### **Elaborasi**

Dalam kegiatan elaborasi, guru:

- ☞ Guru menuliskan motion atau menempelkan gambar di papan tulis untuk meminta pendapat siswa dengan menggunakan expression of asking and giving opinion.
- ☞ Guru memberikan pertanyaan selama pembacaan motion/ mengamati gambar.
- ☞ Guru memberikan penjelasan tentang cara mengungkapkan pendapat menggunakan ARM Technique.
- ☞ Guru memberikan soal berupa motion kepada peserta didik berdasarkan materi yang telah dipelajari
- ☞ Peserta didik mengungkapkan pendapatnya menggunakan ARM Technique berdasarkan motion.
- ☞ Guru membimbing peserta didik sesuai dengan permasalahannya.

### **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan penguatan dengan memberikan koreksi terhadap expressing of asking and giving opinion dan membuat kesimpulan pada motion.

- ☞ Memberikan penguatan dengan memberikan koreksi terhadap pendapatnya dan membuat kesimpulan pada motion berdasarkan ARM Technique.
- ☞ Siswa membacakan hasil analisisnya di depan kelas.

### C. Kegiatan Penutup (5 menit)

Dalam kegiatan penutup, guru:

- ☞ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, Peserta didik ditanya bagaimana perasaannya (REFLEKSI).
- ☞ Guru memberikan pertanyaan untuk mengetahui apakah Peserta didik sudah memahami topik tentang “asking and giving opinion”
- ☞ Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini.
- ☞ Guru memberikan penugasan berupa tugas mandiri kepada peserta didik.
- ☞ Guru menyampaikan materi untuk pertemuan selanjutnya
- ☞ The leader close the class.

### 5. Sumber Belajar

1. Buku teks yang relevan.
2. Materi dari Internet
3. Handout
4. Picture

### 6. Penilaian

- a. Teknik :oral test
- b. Instrumen :

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Menggunakan dan	Tes Lisan	Uji praktek	Give topic

	mempraktikan tindak tutur menyampaikan pendapat.		berbicara	or picture
2.	Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan/ meminta pendapat.	Tes Lisan	Membuat dan mempersentasikan topik berdasarkan pilihannya.	Give topic or picture

Type of the Test : Speaking Performance (Monologue)

Skill : Speaking

Topic : My Pen is Orange

Instruction

1. Think about the topic by using Asking and giving opinion that related with the material that have you learned!
  - a. Choose the topic whether accept, reject, or modify!
  - b. Give your opinion why you accept the topic!
  - c. Give your opinion why you reject the topic!
  - d. Give your opinion why you modify the topic!
  
2. Each student presents their arguments individually in front of class!

Rubrik Penilaian

**Rubric for Vocabulary**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent	96 - 100	They speak effectively and excellent of

		using vocabulary.
Very Good	86 - 95	They speak effectively and very good of using vocabulary.
Good	76 - 85	They speak effectively and good of using vocabulary.
Fairly Good	66 - 75	They speak sometimes hasty but fairly good of using vocabulary.
Fair	56 - 65	They speak sometimes hasty fair of using vocabulary.
Poor	36 - 55	They speak very hasty, and more sentences are not appropriate using vocabulary.
Very Poor	00 - 35	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication.

### **Rubric for Smoothness**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent	96 - 100	Their speaking is very understandable and high of smoothness.
Very Good	86 - 95	Their speaking is very understandable and good of smoothness.
Good	76 - 85	They speak effectively and good of smoothness.

Fairly Good	66 - 75	They speak sometimes hasty but fairly good of smoothness.
Fair	56 - 65	They speak sometimes hasty, fairly of smoothness.
Poor	36 - 55	They speak hasty and more sentences are not appropriate in smoothness.
Very Poor	00 - 35	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication.

**Table Classification the Score of the Students**

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 6.5	Fair
36 – 55	Poor
00 – 35	Very Poor

Pangkep , 2017

Mengetahui:

**Kepala SMP Negeri 3 bungoro Pangkep**

**Mahasiswa**

**Hairuddin Ishak, S.Pd., M.Pd**

**NIP. 19710403 199603 1 007**

**Nurul Qhaidah Alfad**

**NIM. 10535543813**

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Sekolah	: SMP Negeri 3 Bungoro Pangkep
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Kelas/Semester	: VIII (Delapan) / 1
Jenisteks	: <i>transactional/interpersonal</i>
Tema	: Asking and Giving Opinion
Aspek/Skill	: Berbicara
Alokasi Waktu	: 1 x 40 menit

### (Pertemuan 2)

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

### Indikator

4. Menggunakan dan mempraktikkan tindak tutur menyampaikan pendapat
5. Merespon dan mempraktikkan tindak tutur meminta pendapat.
6. Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan/meminta pendapat.





- Do you think it's going?
- How do you like?
- How was the trip?
- How do you think of Rina's idea ?

Example

4. What about....?  
What about your physic homework?
5. How do you feel....?  
How do you feel about metamorphosis?
6. What is your reaction to ...?  
What is your reaction to this experiment?

f. Giving Opinion:

Informal

- I think I like it.
- I don't think I care for it.
- I think it's good/nice/terrific.....
- I think that awful/not nice/terrible.....
- I don't think much of it.
- I think that.....

Example

4. Well, I think...  
Well, I think this is very nice. (*pendapat setuju*)  
Well, I think it's less precise. (*pendapat kurang setuju*)
5. In my opinion, I think ...  
In my opinion, I think this project success. (*pendapat setuju*)  
In my opinion, I think this project fail. (*Pendapat kurang setuju*)
6. I feel that we should ...  
I feel that we should improve all. (*pendapat setuju*)  
I fell that se should not improve all. (*pendapat kurang setuju*)

Asking Opinion:

- Do you like our school library?
- I like "The English Corner" in particular. What about you?

Giving Opinion:

- “The English Corner” is not bad. I don’t like some writings on it because they have a lot of mistakes. But I really like the information on some English learning materials from the internet. So, I usually go to some of the websites to get some more materials for learning English. I love them very much.

## 7. Metode Pembelajaran:

Accept, Reject, and Modify (ARM) Technique.

## 8. Langkah-langkah Kegiatan

### b. Kegiatan Pendahuluan (10 menit)

- Guru mengucapkan salam dan menyapa siswa
- Guru mengecek kehadiran siswa

Apersepsi :

3. Tanya jawab mengenai materi yang akan dibahas.
4. Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

### B. Kegiatan Inti (30menit)

#### Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Peserta didik mendengarkan guru menjelaskan tentang Asking and Giving Opinion.
- ☞ Peserta didik mendengarkan guru membacakan expressing Asking and Giving Opinion dengan intonasi dan tekanan kata yang baik dan benar.
- ☞ Peserta didik mampu bertanya jawab dengan guru tentang cara mengungkapkan pendapat dan memberikan kesimpulan dari motion menggunakan ARM Technique.

#### Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Guru menuliskan motion atau menempelkan gambar di papan tulis untuk meminta pendapat siswa dengan menggunakan ekspresi of asking and giving opinion.
- ☞ Guru memberi penguatan secara singkat tentang asking and giving opinion yang akan di bahas.
- ☞ Peserta didik mampu mengemukakan pendapat berdasarkan motion.
- ☞ Peserta didik mampu memberikan kesimpulan dari motion yang telah diberikan.
- ☞ Guru membimbing peserta didik sesuai dengan permasalahannya

### **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan Penguatan dengan memberikan koreksi terhadap expressing of asking and giving opinion dan membuat kesimpulan pada motion.
- ☞ Siswa membacakan hasil pendapatnya di depan kelas.

### **C. Kegiatan Penutup (5 menit)**

Dalam kegiatan penutup, guru:

- ☞ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, Peserta didik ditanya bagaimana perasaannya (REFLEKSI).
- ☞ Guru memberikan pertanyaan anuntuk mengetahui apakah Peserta didik sudah memahami topic tentang “Asking and giving opinion”
- ☞ Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini.
- ☞ Guru memberikan penugasan berupa tugas mandiri kepada peserta didik.
- ☞ Guru menyampaikan materi untuk pertemuan selanjutnya.
- ☞ The leader close the class.

## 9. Sumber Belajar

5. Buku teks yang relevan.
6. Materi dari Internet
7. Hand out
8. Picture

## 10. Penilaian

- c. Teknik : oral test
- d. Instrumen :

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
3. Menggunakan dan mempraktikkan tindak tutur menyampaikan pendapat.	Tes Lisan	Uji praktek berbicara	Give topic or picture
4. Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan/ meminta pendapat.	Tes Lisan	Membuat dan mempersentasikan topik berdasarkan pilihannya.	Give topic or picture

Type of the Test : Speaking Performance (Monologue)

Skill : Speaking

Topic : Meatball.

Instruction

3. Think about the topic by using Asking and giving opinion that related with the material that have you learned!
  - e. Choose the topic whether accept, reject, or modify!

- f. Give your opinion why you accept the topic!
- g. Give your opinion why you reject the topic!
- h. Give your opinion why you modify the topic!

4. Each student presents their arguments individually in front of class!

#### RubrikPenilaian

#### Rubric for Vocabulary

Classification	Score	Criteria
Excellent	96 - 100	They speak effectively and excellent of using vocabulary.
Very Good	86 - 95	They speak effectively and very good of using vocabulary.
Good	76 - 85	They speak effectively and good of using vocabulary.
Fairly Good	66 - 75	They speak sometimes hasty but fairly good of using vocabulary.
Fair	56 - 65	They speak sometimes hasty fair of using vocabulary.
Poor	36 - 55	They speak very hasty, and more sentences are not appropriate using vocabulary.
Very Poor	00 - 35	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication.

### Rubric for Smoothness

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent	96 - 100	Their speaking is very understandable and high of smoothness.
Very Good	86 - 95	Their speaking is very understandable and good of smoothness.
Good	76 - 85	They speak effectively and good of smoothness.
Fairly Good	66 - 75	They speak sometimes hasty but fairly good of smoothness.
Fair	56 - 65	They speak sometimes hasty, fairly of smoothness.
Poor	36 - 55	They speak hasty and more sentences are not appropriate in smoothness.
Very Poor	00 - 35	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication.

**Table Classification the Score of the Students**

<b>Score</b>	<b>Classifications</b>
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 6.5	Fair
36 – 55	Poor

00 – 35	Very Poor
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Pangkep , 2017

Mengetahui:

**Kepala SMP Negeri 3 bungoroPangkep**

**Mahasiswa**

**Hairuddin Ishak, S.Pd., M.Pd**

**NIP. 19710403 199603 1 007**

**Nurul Qhaidah Alfad**

**NIM. 10535543813**

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Sekolah	: SMP Negeri 3 Bungoro Pangkep
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / 1
Jenisteks	: <i>transactional/interpersonal</i>
Tema	: Asking and Giving Opinion
Aspek/Skill	: Berbicara
Alokasi Waktu	: 1 x 40 menit

### (Pertemuan 3)

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

### Indikator

7. Menggunakan dan mempraktikkan tindak tutur menyampaikan pendapat
8. Merespon dan mempreaktikan tindak tutur memminta pendapat.
9. Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan/meminta pendapat.



## 5. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- g. Menggunakan dan mempraktikkan tindak tutur menyampaikan pendapat.
- h. Merespon dan mempraktikkan tindak tutur meminta pendapat.
- i. Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan / meminta pendapat.

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

## 6. Materi Pembelajaran

g. Asking and Giving Opinion: To describes how we are to ask the opinions of others and how we provide opinions to others.

h. Asking Opinion:

Formal :

- Have you got any comments on .....?
- Do you have any idea?
- Do you have any opinion on .....?
- Would you give me your opinion on.....?
- What is your reaction to ....?
- What is your opinion about.....?
- What are you feeling about.....?
- What are your views on.....?
- Please give me your frank opinion ?

Informal

- What do you think of.....?
- What do you think about.....?
- What is your opinion?

- Why do they behave like that?
- Do you think it's going?
- How do you like?
- How was the trip?
- How do you think of Rina's idea ?

Example

7. What about....?  
What about your physic homework?
8. How do you feel....?  
How do you feel about metamorphosis?
9. What is your reaction to ...?  
What is your reaction to this experiment?

i. Giving Opinion:

Informal

- I think I like it.
- I don't think I care for it.
- I think it's good/nice/terrific.....
- I think that awful/not nice/terrible.....
- I don't think much of it.
- I think that.....

Example

7. Well, I think...  
Well, I think this is very nice. (*pendapatsetuju*)  
Well, I think it's less precise. (*pendapatkurangsetuju*)
8. In my opinion, I think ...  
In my opinion, I think this project success. (*pendapatsetuju*)  
In my opinion, I think this project fail. (*Pendapatkurangsetuju*)
9. I feel that we should ...  
I feel that we should improve all. (*pendapatsetuju*)

I fell that se should not improve all. (*pendapatkurangsetuju*)

Asking Opinion:

- Do you like our school library?
- I like “The English Corner” in particular. What about you?

Giving Opinion:

- “The English Corner” is not bad. I don’t like some writings on it because they have a lot of mistakes. But I really like the information on some English learning materials from the internet. So, I usually go to some of the websites to get some more materials for learning English. I love them very much.

## **11. Metode Pembelajaran:**

Accept, Reject, and Modify (ARM) Technique.

## **12. Langkah-langkah Kegiatan**

### **c. Kegiatan Pendahuluan (5menit)**

- Guru mengucapkan salam dan menyapa siswa
- Guru mengecek kehadiran siswa

Apersepsi :

5. Tanya jawab mengenai materi yang akan dibahas.
6. Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

### **B. Kegiatan Inti (30menit)**

## **Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- ☞ Peserta didik mengamati motion yang diberikan dan menyimak expressing of asking and giving opinion.
- ☞ Peserta didik memahami petunjuk yang diberikan oleh guru.
- ☞ Peserta didik memahami makna dari pertanyaan yang diberikan.
- ☞ Peserta didik mampu bertanya jawab dengan guru tentang motion dan member kesimpulan dari expressing of asking and giving opinion.

## **Elaborasi**

Dalam kegiatan elaborasi, guru:

- ☞ Peserta didik terampil menjawab pertanyaan dengan menggunakan ARM Technique.
- ☞ Peserta didik mampu mengemukakan pendapat dan memberikan kesimpulan terhadap motion menggunakan expressing asking and giving opinion.
- ☞ Guru membimbing sesuai dengan permasalahannya.

## **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan penguatan dengan memberikan koreksi terhadap expressing of asking and giving opinion.
- ☞ Memberikan penguatan dengan memberikan koreksi terhadap pendapatnya dan memberi kesimpulan pada motion.
- ☞ Siswa membacakan hasil pendapatnya di depan kelas.

## **C. Kegiatan Penutup (5 menit)**

Dalam kegiatan penutup, guru:

- ☞ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, Peserta didik ditanya bagaimana perasaannya (REFLEKSI).

- ☞ Guru memberikan pertanyaan untuk mengetahui apakah Peserta didik sudah memahami topic tentang “Asking and giving opinion”
- ☞ Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini.
- ☞ Guru memberikan penugasan berupa tugas mandiri kepada peserta didik.
- ☞ Guru menyampaikan materi untuk pertemuan selanjutnya.
- ☞ The leader close the class.

### 13. Sumber Belajar

9. Buku teks yang relevan.
10. Materi dari Internet
11. Handout
12. Picture

### 14. Penilaian

- e. Teknik :oral test
- f. Instrumen :

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
5. Menggunakan dan mempraktikan tindak tutur menyampaikan pendapat.	Tes Lisan	Uji praktek berbicara	Give topic or picture
6. Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan/ meminta pendapat.	Tes Lisan	Membuat dan mempersentasikan topik berdasarkan pilihannya.	Give topic or picture

Type of the Test : Speaking Performance (Monologue)

Skill : Speaking

Topic : Bring HP in the School.

#### Instruction

5. Think about the topic by using Asking and giving opinion that related with the material that have you learned!
  - i. Choose the topic whether accept, reject, or modify!
  - j. Give your opinion why you accept the topic!
  - k. Give your opinion why you reject the topic!
  - l. Give your opinion why you modify the topic!
6. Each student presents their arguments individually in front of class!

#### Rubrik Penilaian

##### Rubric for Vocabulary

Classification	Score	Criteria
Excellent	96 - 100	Their speaking is very understandable and high of smoothness.
Very Good	86 - 95	Their speaking is very understandable and good of smoothness.
Good	76 - 85	They speak effectively and good of smoothness.
Fairly Good	66 - 75	They speak sometimes hasty but fairly good of smoothness.
Fair	56 - 65	They speak sometimes hasty, fairly of smoothness.
Poor	36 - 55	They speak hasty and more sentences are not appropriate in smoothness.
Very Poor	00 - 35	They speak very hasty and more

		sentences are not appropriate in smoothness and little or no communication.
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### **Rubric for Smoothness**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent	96 - 100	Their speaking is very understandable and high of smoothness.
Very Good	86 - 95	Their speaking is very understandable and good of smoothness.
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**Table Classification the Score of the Students**

<b>Score</b>	<b>Classifications</b>
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 6.5	Fair
36 – 55	Poor
00 – 35	Very Poor

Pangkep , 2017

Mengetahui:

**Kepala SMP Negeri 3 bungoroPangkep**

**Mahasiswa**

**Hairuddin Ishak, S.Pd., M.Pd**

**NIP. 19710403 199603 1 007**

**Nurul Qhaidah Alfad**

**NIM. 10535543813**



## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Sekolah	: SMP Negeri 3 Bungoro Pangkep
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / 1
Jenisteks	: <i>transactional/interpersonal</i>
Tema	: Asking and Giving Opinion
Aspek/Skill	: Berbicara
Alokasi Waktu	: 1 x 40 menit

#### (Pertemuan 4)

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

#### Indikator

10. Menggunakan dan mempraktikkan tindak tutur menyampaikan pendapat
11. Merespon dan mempreaktikan tindak tutur memminta pendapat.
12. Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan /meminta pendapat.

## 7. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- j. Menggunakan dan mempraktikkan tindak tutur menyampaikan pendapat.
- k. Merespon dan mempraktikkan tindak tutur meminta pendapat.
- l. Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan / meminta pendapat.

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

## 8. Materi Pembelajaran

- j. **Asking and Giving Opinion:** To describes how we are to ask the opinions of others and how we provide opinions to others.

- k. Asking Opinion:

Formal :

- Have you got any comments on .....?
- Do you have any idea?
- Do you have any opinion on .....?
- Would you give me your opinion on.....?
- What is your reaction to ....?
- What is your opinion about.....?
- What are you feeling about.....?
- What are your views on.....?
- Please give me your frank opinion ?

Informal

- What do you think of.....?
- What do you think about.....?
- What is your opinion?

- Why do they behave like that?
- Do you think it's going?
- How do you like?
- How was the trip?
- How do you think of Rina's idea ?

Example

10. What about....?

What about your physic homework?

11. How do you feel....?

How do you feel about metamorphosis?

12. What is your reaction to ...?

What is your reaction to this experiment?

#### 1. Giving Opinion:

Informal

- I think I like it.
- I don't think I care for it.
- I think it's good/nice/terrific.....
- I think that awful/not nice/terrible.....
- I don't think much of it.
- I think that.....

Example

10. Well, I think...

Well, I think this is very nice. (*pendapat setuju*)

Well, I think it's less precise. (*pendapat kurang setuju*)

11. In my opinion, I think ...

In my opinion, I think this project success. (*pendapat setuju*)

In my opinion, I think this project fail. (*Pendapat kurang setuju*)

12. I feel that we should ...

I feel that we should improve all. (*pendapat setuju*)

I fell that se should not improve all. (*pendapat kurang setuju*)

Asking Opinion:

- Do you like our school library?
- I like “The English Corner” in particular. What about you?

Giving Opinion:

- “The English Corner” is not bad. I don’t like some writings on it because they have a lot of mistakes. But I really like the information on some English learning materials from the internet. So, I usually go to some of the websites to get some more materials for learning English. I love them very much.

### **15. Metode Pembelajaran:**

Accept, Reject, and Modify (ARM) Technique.

### **16. Langkah-langkah Kegiatan**

#### **d. Kegiatan Pendahuluan (5menit)**

- Guru mengucapkan salam dan menyapa siswa
- Guru mengecek kehadiran siswa

Apersepsi :

7. Tanya jawab mengenai materi yang akan dibahas.
8. Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

#### **B. Kegiatan Inti (30menit)**

## **Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- ☞ Peserta didik mengamati motion yang diberikan dan menyimak expressing of asking and giving opinion.
- ☞ Peserta didik mendengarkan guru menjelaskan tentang ARM Technique yang akan di gunakan pada saat menjawab pertanyaan.
- ☞ Peserta didik mendengarkan guru menjelaskan tentang tujuan dan tahap-tahap ARM Technique yang bisa digunakan dalam mengemukakan pendapat.
- ☞ Peserta didik bertanya jawab mengenai motion dan kesimpulan dari expressing of asking and giving opinion.
- ☞ Peserta didik memahami petunjuk yang diberikan oleh guru.
- ☞ Peserta didik memahami makna dari pertanyaan yang diberikan.
- ☞ Peserta didik mampu bertanya jawab dengan guru tentang motion dan memberi kesimpulan dari expressing of asking and giving opinion.

## **Elaborasi**

Dalam kegiatan elaborasi, guru:

- ☞ Peserta didik mampu menjawab pertanyaan menggunakan ARM Technique berdasarkan pertanyaan yang di berikan oleh guru.
- ☞ Guru membimbing peserta didik sesuai dengan permasalahannya.

## **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan penguatan dengan memberikan koreksi terhadap expressing of asking and giving opinion.
- ☞ Memberikan penguatan dengan memberikan koreksi terhadap pendapatnya dan memberi kesimpulan pada motion.

- ☞ Siswa membacakan hasil pendapatnya di depan kelas.

### C. Kegiatan Penutup (5 menit)

Dalam kegiatan penutup, guru:

- ☞ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, Peserta didik ditanya bagaimana perasaannya (REFLEKSI).
- ☞ Guru memberikan pertanyaan untuk mengetahui apakah Peserta didik sudah memahami topik tentang “Asking and giving opinion”
- ☞ Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini.
- ☞ Guru memberikan penugasan berupa tugas mandiri kepada peserta didik.
- ☞ Guru menyampaikan materi untuk pertemuan selanjutnya.
- ☞ The leader close the class.

### 17. Sumber Belajar

13. Buku teks yang relevan.
14. Materi dari Internet
15. Handout
16. Picture

### 18. Penilaian

- g. Teknik :oral test
- h. Instrumen :

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
7. Menggunakan dan mempraktikan tindak tutur menyampaikan	Tes Lisan	Uji praktek berbicara	Give topic or picture

pendapat.			
8. Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan/ meminta pendapat.	Tes Lisan	Membuat dan mempersentasikan topik berdasarkan pilihannya.	Give topic or picture

Type of the Test : Speaking Performance (Monologue)

Skill : Speaking

Topic : Watching TV until the Night.

Instruction

7. Think about the topic by using Asking and giving opinion that related with the material that have you learned!
  - m. Choose the topic whether accept, reject, or modify!
  - n. Give your opinion why you accept the topic!
  - o. Give your opinion why you reject the topic!
  - p. Give your opinion why you modify the topic!
  
8. Each student presents their arguments individually in front of class!

Rubrik Penilaian

**Rubric for Vocabulary**

Classification	Score	Criteria
Excellent	96 - 100	They speak effectively and excellent of using vocabulary.
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Poor	36 - 55	They speak very hasty, and more sentences are not appropriate using vocabulary.
Very Poor	00 - 35	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication.

**Rubric for Smoothness**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent	96 - 100	Their speaking is very understandable and high of smoothness.
Very Good	86 - 95	Their speaking is very understandable and good of smoothness.
Good	76 - 85	They speak effectively and good of smoothness.
Fairly Good	66 - 75	They speak sometimes hasty but fairly good of smoothness.
Fair	56 - 65	They speak sometimes hasty, fairly of smoothness.
Poor	36 - 55	They speak hasty and more sentences are not appropriate in smoothness.
Very Poor	00 - 35	They speak very hasty and more sentences are not appropriate in



		smoothness and little or no communication.
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**Table Classification the Score of the Students**

<b>Score</b>	<b>Classifications</b>
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 6.5	Fair
36 – 55	Poor
00 – 35	Very Poor

Pangkep , 2017

Mengetahui:

**Kepala SMP Negeri 3 bungoroPangkep**

**Mahasiswa**

**Hairuddin Ishak, S.Pd., M.Pd**

**NIP. 19710403 199603 1 007**

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## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Sekolah	: SMP Negeri 3 Bungoro Pangkep
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / 1
Jenis teks	: <i>transactional/interpersonal</i>
Tema	: Asking and Giving Opinion
Aspek/Skill	: Berbicara
Alokasi Waktu	: 1 x 40 menit

### (Pertemuan 5)

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

### Indikator

13. Menggunakan dan mempraktikkan tindak tutur menyampaikan pendapat
14. Merespon dan mempreaktikan tindak tutur memminta pendapat.
15. Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan/meminta pendapat.

## 9. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- m. Menggunakan dan mempraktikkan tindak tutur menyampaikan pendapat.
- n. Merespon dan mempraktikkan tindak tutur meminta pendapat.
- o. Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan / meminta pendapat.

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

## 10. Materi Pembelajaran

m. Asking and Giving Opinion: To describes how we are to ask the opinions of others and how we provide opinions to others.

n. Asking Opinion:

Formal :

- Have you got any comments on .....?
- Do you have any idea?
- Do you have any opinion on .....?
- Would you give me your opinion on.....?
- What is your reaction to ....?
- What is your opinion about.....?
- What are you feeling about.....?
- What are your views on.....?
- Please give me your frank opinion ?

Informal

- What do you think of.....?
- What do you think about.....?
- What is your opinion?
- Why do they behave like that?

- Do you think it's going?
- How do you like?
- How was the trip?
- How do you think of Rina's idea ?

Example

13. What about....?

What about your physic homework?

14. How do you feel....?

How do you feel about metamorphosis?

15. What is your reaction to ...?

What is your reaction to this experiment?

o. Giving Opinion:

Informal

- I think I like it.
- I don't think I care for it.
- I think it's good/nice/terrific.....
- I think that awful/not nice/terrible.....
- I don't think much of it.
- I think that.....

Example

13. Well, I think...

Well, I think this is very nice. (*pendapat setuju*)

Well, I think it's less precise. (*pendapat kurang setuju*)

14. In my opinion, I think ...

In my opinion, I think this project success. (*pendapat setuju*)

In my opinion, I think this project fail. (*Pendapat kurang setuju*)

15. I feel that we should ...

I feel that we should improve all. (*pendapat setuju*)

I fell that se should not improve all. (*pendapat kurang setuju*)

Asking Opinion:

- Do you like our school library?
- I like “The English Corner” in particular. What about you?

Giving Opinion:

- “The English Corner” is not bad. I don’t like some writings on it because they have a lot of mistakes. But I really like the information on some English learning materials from the internet. So, I usually go to some of the websites to get some more materials for learning English. I love them very much.

## **19. Metode Pembelajaran:**

Accept, Reject, and Modify (ARM) Technique.

## **20. Langkah-langkah Kegiatan**

### **e. Kegiatan Pendahuluan (10 menit)**

- Guru mengucapkan salam dan menyapa siswa
- Guru mengecek kehadiran siswa

**Apersepsi :**

9. Tanya jawab mengenai materi yang akan dibahas.
10. Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter.

**Motivasi :**

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

### **B. Kegiatan Inti (30 menit)**

**Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- ☞ Peserta didik mengamati motion atau gambar yang telah diberikan.

- ☞ Peserta didik mendengarkan guru menjelaskan tentang ARM Technique yang akan digunakan digunakan dalam mengungkapkan pendapat tentang motion.
- ☞ Peserta didik mendengarkan guru menjelaskan tentang tujuan dan tahap-tahap ARM Technique yang bisa digunakan dalam mengungkapkan pendapat tentang motion.
- ☞ Peserta didik bertanya jawab mengenai motion dan kesimpulan dari motion tersebut.

### **Elaborasi**

Dalam kegiatan elaborasi, guru:

- ☞ Guru menuliskan motion atau menempelkan gambar di papan tulis untuk meminta pendapat siswa dengan menggunakan ekspression of asking and giving opinion.
- ☞ Guru memberikan pertanyaan selama pembacaan motion/ mengamati gambar.
- ☞ Guru memberikan penjelasan tentang cara mengungkapkan pendapat menggunakan ARM Technique.
- ☞ Guru memberikan soal berupa motion kepada peserta didik berdasarkan materi yang telah dipelajari
- ☞ Peserta didik mengungkapkan pendapatnya menggunakan ARM Technique berdasarkan motion.
- ☞ Guru membimbing peserta didik sesuai dengan permasalahannya.

### **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan penguatan dengan memberikan koreksi terhadap expressing of asking and giving opinion dan membuat kesimpulan pada motion.

- ☞ Memberikan penguatan dengan memberikan koreksi terhadap pendapatnya dan membuat kesimpulan pada motion berdasarkan ARM Technique.
- ☞ Siswa membacakan hasil analisisnya di depan kelas.

### C. Kegiatan Penutup (5 menit)

Dalam kegiatan penutup, guru:

- ☞ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, Peserta didik ditanya bagaimana perasaannya (REFLEKSI).
- ☞ Guru memberikan pertanyaan untuk mengetahui apakah Peserta didik sudah memahami topik tentang “asking and giving opinion”
- ☞ Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini.
- ☞ Guru memberikan penugasan berupa tugas mandiri kepada peserta didik.
- ☞ Guru menyampaikan materi untuk pertemuan selanjutnya
- ☞ The leader close the class.

### 21. Sumber Belajar

17. Buku teks yang relevan.
18. Materi dari Internet
19. Handout
20. Picture

### 22. Penilaian

- i. Teknik :oral test
- j. Instrumen :

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
9. Menggunakan dan	Tes Lisan	Uji praktek	Give topic

mempraktikan tindak tutur menyampaikan pendapat.		berbicara	or picture
10. Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan/ meminta pendapat.	Tes Lisan	Membuat dan mempersentasikan topik berdasarkan pilihannya.	Give topic or picture

Type of the Test : Speaking Performance (Monologue)

Skill : Speaking

Topic : Dangdut Music

Instruction

9. Think about the topic by using Asking and giving opinion that related with the material that have you learned!
  - q. Choose the topic whether accept, reject, or modify!
  - r. Give your opinion why you accept the topic!
  - s. Give your opinion why you reject the topic!
  - t. Give your opinion why you modify the topic!
10. Each student presents their arguments individually in front of class!

Rubrik Penilaian

**Rubric for Vocabulary**

Classification	Score	Criteria
Excellent	96 - 100	They speak effectively and excellent of using vocabulary.



Very Good	86 - 95	They speak effectively and very good of using vocabulary.
Good	76 - 85	They speak effectively and good of using vocabulary.
Fairly Good	66 - 75	They speak sometimes hasty but fairly good of using vocabulary.
Fair	56 - 65	They speak sometimes hasty fair of using vocabulary.
Poor	36 - 55	They speak very hasty, and more sentences are not appropriate using vocabulary.
Very Poor	00 - 35	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication.

### Rubric for Smoothness

Classification	Score	Criteria
Excellent	96 - 100	Their speaking is very understandable and high of smoothness.
Very Good	86 - 95	Their speaking is very understandable and good of smoothness.
Good	76 - 85	They speak effectively and good of smoothness.
Fairly Good	66 - 75	They speak sometimes hasty but fairly good of smoothness.
Fair	56 - 65	They speak sometimes hasty, fairly of smoothness.
Poor	36 - 55	They speak hasty and more sentences are not appropriate in smoothness.

Very Poor	00 - 35	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication.
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**Table Classification the Score of the Students**

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 6.5	Fair
36 – 55	Poor
00 – 35	Very Poor

Pangkep , 2017

Mengetahui:

**Kepala SMP Negeri 3 bungoro Pangkep**

**Mahasiswa**

**Hairuddin Ishak, S.Pd., M.Pd**

**NIP. 19710403 199603 1 007**

**Nurul Qhaidah Alfad**

**NIM. 10535543813**

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Sekolah	: SMP Negeri 3 Bungoro Pangkep
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / 1
Jenis teks	: <i>transactional/interpersonal</i>
Tema	: Asking and Giving Opinion
Aspek/Skill	: Berbicara
Alokasi Waktu	: 1 x 40 menit

### (Pertemuan 6)

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

### Indikator

1. Menggunakan dan mempraktikkan tindak tutur menyampaikan pendapat
2. Merespon dan mempreaktikan tindak tutur memminta pendapat.
3. Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan/meminta pendapat.

## 1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Menggunakan dan mempraktikkan tindak tutur menyampaikan pendapat.
- b. Merespon dan mempraktikkan tindak tutur meminta pendapat.
- c. Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan / meminta pendapat.

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

## 2. Materi Pembelajaran

- a. Asking **and** Giving Opinion: To describes how we are to ask the opinions of others and how we provide opinions to others.

- b. Asking Opinion:

Formal :

- Have you got any comments on .....?
- Do you have any idea?
- Do you have any opinion on .....?
- Would you give me your opinion on.....?
- What is your reaction to ....?
- What is your opinion about.....?
- What are you feeling about.....?
- What are your views on.....?
- Please give me your frank opinion ?

Informal

- What do you think of.....?
- What do you think about.....?
- What is your opinion?

- Why do they behave like that?
- Do you think it's going?
- How do you like?
- How was the trip?
- How do you think of Rina's idea ?

Example

1. What about....?  
What about your physic homework?
2. How do you feel....?  
How do you feel about metamorphosis?
3. What is your reaction to ...?  
What is your reaction to this experiment?

c. Giving Opinion:

Informal

- I think I like it.
- I don't think I care for it.
- I think it's good/nice/terrific.....
- I think that awful/not nice/terrible.....
- I don't think much of it.
- I think that.....

Example

1. Well, I think...  
Well, I think this is very nice. (*pendapat setuju*)  
Well, I think it's less precise. (*pendapat kurang setuju*)
2. In my opinion, I think ...  
In my opinion, I think this project success. (*pendapat setuju*)  
In my opinion, I think this project fail. (*Pendapat kurang setuju*)
3. I feel that we should ...

I feel that we should improve all. (*pendapat setuju*)

I fell that se should not improve all. (*pendapat kurang setuju*)

Asking Opinion:

- Do you like our school library?
- I like “The English Corner” in particular. What about you?

Giving Opinion:

- “The English Corner” is not bad. I don’t like some writings on it because they have a lot of mistakes. But I really like the information on some English learning materials from the internet. So, I usually go to some of the websites to get some more materials for learning English. I love them very much.

## **1. Metode Pembelajaran:**

Accept, Reject, and Modify (ARM) Technique.

## **2. Langkah-langkah Kegiatan**

### **a. Kegiatan Pendahuluan (10 menit)**

- Guru mengucapkan salam dan menyapa siswa
- Guru mengecek kehadiran siswa

**Apersepsi :**

1. Tanya jawab mengenai materi yang akan dibahas.
2. Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter.

**Motivasi :**

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

### **B. Kegiatan Inti (30 menit)**

## **Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- ☞ Peserta didik mengamati motion atau gambar yang telah diberikan.
- ☞ Peserta didik mendengarkan guru menjelaskan tentang ARM Technique yang akan digunakan digunakan dalam mengungkapkan pendapat tentang motion.
- ☞ Peserta didik mendengarkan guru menjelaskan tentang tujuan dan tahap-tahap ARM Technique yang bisa digunakan dalam mengungkapkan pendapat tentang motion.
- ☞ Peserta didik bertanya jawab mengenai motion dan kesimpulan dari motion tersebut.

## **Elaborasi**

Dalam kegiatan elaborasi, guru:

- ☞ Guru menuliskan motion atau menempelkan gambar di papan tulis untuk meminta pendapat siswa dengan menggunakan expression of asking and giving opinion.
- ☞ Guru memberikan pertanyaan selama pembacaan motion/ mengamati gambar.
- ☞ Guru memberikan penjelasan tentang cara mengungkapkan pendapat menggunakan ARM Technique.
- ☞ Guru memberikan soal berupa motion kepada peserta didik berdasarkan materi yang telah dipelajari
- ☞ Peserta didik mengungkapkan pendapatnya menggunakan ARM Technique berdasarkan motion.
- ☞ Guru membimbing peserta didik sesuai dengan permasalahannya.

## **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan penguatan dengan memberikan koreksi terhadap expressing of asking and giving opinion dan membuat kesimpulan pada motion.
- ☞ Memberikan penguatan dengan memberikan koreksi terhadap pendapatnya dan membuat kesimpulan pada motion berdasarkan ARM Technique.
- ☞ Siswa membacakan hasil analisisnya di depan kelas.

### **C. Kegiatan Penutup (5 menit)**

Dalam kegiatan penutup, guru:

- ☞ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, Peserta didik ditanya bagaimana perasaannya (REFLEKSI).
- ☞ Guru memberikan pertanyaan untuk mengetahui apakah Peserta didik sudah memahami topik tentang “asking and giving opinion”
- ☞ Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini.
- ☞ Guru memberikan penugasan berupa tugas mandiri kepada peserta didik.
- ☞ Guru menyampaikan materi untuk pertemuan selanjutnya
- ☞ The leader close the class.

### **3. Sumber Belajar**

1. Buku teks yang relevan.
2. Materi dari Internet
3. Handout
4. Picture

### **4. Penilaian**

- a. Teknik :oral test
- b. Instrumen :



Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Menggunakan dan mempraktikan tindak tutur menyampaikan pendapat.	Tes Lisan	Uji praktek berbicara	Give topic or picture
2. Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan/ meminta pendapat.	Tes Lisan	Membuat dan mempersentasikan topik berdasarkan pilihannya.	Give topic or picture

Type of the Test : Speaking Performance (Monologue)

Skill : Speaking

Topic : There is WIFI in the School

Instruction

1. Think about the topic by using Asking and giving opinion that related with the material that have you learned!
  - a. Choose the topic whether accept, reject, or modify!
  - b. Give your opinion why you accept the topic!
  - c. Give your opinion why you reject the topic!
  - d. Give your opinion why you modify the topic!
  
2. Each student presents their arguments individually in front of class!

## Rubrik Penilaian

### Rubric for Vocabulary

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent	96 - 100	They speak effectively and excellent of using vocabulary.
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Fair	56 - 65	They speak sometimes hasty fair of using vocabulary.
Poor	36 - 55	They speak very hasty, and more sentences are not appropriate using vocabulary.
Very Poor	00 - 35	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication.

### Rubric for Smoothness

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent	96 - 100	Their speaking is very understandable and high of smoothness.
Very Good	86 - 95	Their speaking is very understandable and good of smoothness.
Good	76 - 85	They speak effectively and good of smoothness.
Fairly Good	66 - 75	They speak sometimes hasty but fairly

		good of smoothness.
Fair	56 - 65	They speak sometimes hasty, fairly of smoothness.
Poor	36 - 55	They speak hasty and more sentences are not appropriate in smoothness.
Very Poor	00 - 35	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication.

**Table Classification the Score of the Students**

<b>Score</b>	<b>Classifications</b>
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86 – 95	Very Good
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66 – 75	Fairly Good
56 – 6.5	Fair
36 – 55	Poor
00 – 35	Very Poor

Pangkep , 2017

Mengetahui:

**Kepala SMP Negeri 3 bungoro Pangkep**

**Mahasiswa**

**Hairuddin Ishak, S.Pd., M.Pd**  
**NIP. 19710403 199603 1 007**

**Nurul Qhaidah Alfad**  
**NIM. 10535543813**

# **APPENDIX B**

**TEACHING MATERIALS**  
**(ASKING AND GIVING OPINION)**

a. Asking **and** Giving Opinion: To describes how we are to ask the opinions of others and how we provide opinions to others.

b. Asking Opinion:

Formal :

- Have you got any comments on .....?
- Do you have any idea?
- Do you have any opinion on .....?
- Would you give me your opinion on.....?
- What is your reaction to ....?
- What is your opinion about.....?
- What are you feeling about.....?
- What are your views on.....?
- Please give me your frank opinion ?

Informal

- What do you think of.....?
- What do you think about.....?
- What is your opinion?
- Why do they behave like that?
- Do you think it's going?
- How do you like?
- How was the trip?
- How do you think of Rina's idea ?

Example

1. What about....?

What about your physic homework?

2. How do you feel....?

How do you feel about metamorphosis?

3. What is your reaction to ...?

What is your reaction to this experiment?

c. Giving Opinion:

Informal

- I think I like it.
- I don't think I care for it.
- I think it's good/nice/terrific.....
- I think that awful/not nice/terrible.....
- I don't think much of it.
- I think that.....

Example

1. Well, I think...

Well, I think this is very nice. (*pendapat setuju*)

Well, I think it's less precise. (*pendapat kurang setuju*)

2. In my opinion, I think ...

In my opinion, I think this project success. (*pendapat setuju*)

In my opinion, I think this project fail. (*Pendapat kurang setuju*)

3. I feel that we should ...

I feel that we should improve all. (*pendapat setuju*)

I fell that se should not improve all. (*pendapat kurang setuju*)

Asking Opinion:

- Do you like our school library?
- I like "The English Corner" in particular. What about you?

Giving Opinion:

- "The English Corner" is not bad. I don't like some writings on it because they have a lot of mistakes. But I really like the information on some English learning materials from the internet.

So, I usually go to some of the websites to get some more materials for learning English. I love them very much.

(Source, Arwan Syah: 2016)

# **APPENDIX C**



## **PRETEST**

Type of the Test : Speaking Performance (Monologue)

Skill : Speaking

Topic : English is very funny.

### **Instruction**

1. Think about the topic by using Asking and giving opinion that related with the material that have you learned!
  - a. Choose the topic whether accept, reject, or modify!
  - b. Give your opinion why you accept the topic!
  - c. Give your opinion why you reject the topic!
  - d. Give your opinion why you modify the topic!
  
2. Each student presents their arguments individually in front of class!

## POSTTEST

Type of the Test : Speaking Performance (Monologue)

Skill : Speaking

Topic : English is very funny.

### Instruction

1. Think about the topic by using Asking and giving opinion that related with the material that have you learned!
  - a. Choose the topic whether accept, reject, or modify!
  - b. Give your opinion why you accept the topic!
  - c. Give your opinion why you reject the topic!
  - d. Give your opinion why you modify the topic!
  
2. Each student presents their arguments individually in front of class!

# **APPENDIX D**

## **APPENDIX D**

**D.1. The List Name of Students**

**D.2. The Students' Row Scores of Pre-test**

**D.3. The Students' Row Scores of Post-test**

**D.4. The students' Scores of Pretest ( $X_1$ ) and Post-test ( $X_2$ ). Gain/Difference between the Matched Pairs (D). and Square of the Gain ( $D^2$ )**

**D.5. Scoring Classification of the Students Pretest and Posttest**

**D.6. Table Frequency and Rate Percentage of the Student Pretest and Posttest**

**D.7. Calculation of the Mean Score of Pre-test. Post-test. and Gain (D)**

**D.8. The Percentage of the Students' Improvement Speaking Ability**

**D.9. Calculating Test of Significance**

**D.10. Table distribution of T-Value**

**APPENDIX D.1**

**THE LIST NAME OF THE STUDENTS OF CLASS VIII B**

**SMP NEGERI 3 BUNGORO PANGKEP**

<b>No</b>	<b>Sample</b>	<b>Code</b>
<b>1</b>	Akmal Noor	<b>S-1</b>
<b>2</b>	Andika Risaldi Mansyur	<b>S-2</b>
<b>3</b>	Annisa	<b>S-3</b>
<b>4</b>	Astuti Amir	<b>S-4</b>
<b>5</b>	Aswandi	<b>S-5</b>
<b>6</b>	Fadil Aswandi	<b>S-6</b>
<b>7</b>	Harvina	<b>S-7</b>
<b>8</b>	Indra Wahyu	<b>S-8</b>
<b>9</b>	Irawati	<b>S-9</b>
<b>10</b>	Megawati	<b>S-10</b>
<b>11</b>	Muh Ahram Asysyahkur	<b>S-11</b>
<b>12</b>	Muhammad Wawan Riadi	<b>S-12</b>
<b>13</b>	Nurunnisa	<b>S-13</b>
<b>14</b>	Rangga Saputra	<b>S-14</b>
<b>15</b>	Rezky Fernanda	<b>S-15</b>
<b>16</b>	Risnawati	<b>S-16</b>
<b>17</b>	Riyanti	<b>S-17</b>
<b>18</b>	Sri Aulia Mawarda	<b>S-18</b>
<b>19</b>	Ulfi Safitri Ramadani	<b>S-19</b>
<b>20</b>	Usnul Khatima	<b>S-20</b>
<b>21</b>	Wahyu	<b>S-21</b>
<b>22</b>	Yusnia	<b>S-22</b>
<b>23</b>	Yusril Ihzan Asikin	<b>S-23</b>

## APPENDIX D.2

### The Students' Row of Pre-test in Speaking Ability

Respondents	Pre-test	
	Vocabulary	Smoothness
S- 01	70	60
S- 02	66	65
S- 03	66	46
S- 04	67	53
S- 05	55	45
S- 06	68	55
S- 07	65	63
S- 08	55	46
S- 09	58	55
S- 10	56	45
S- 11	65	49
S- 12	57	55
S- 13	55	48
S- 14	65	50
S- 15	56	44
S- 16	57	56
S- 17	64	58
S- 18	62	60
S- 19	60	56
S- 20	58	56
S- 21	54	45
S- 22	55	46
S- 23	20	30
<b>Total</b>	$\sum X= 1354$	$\sum X= 1186$
<b>Mean Score (<math>\bar{X}</math>)</b>	<b>X= 58.86</b>	<b>X= 51.56</b>

### APENDIX D.3

#### The Students' Row of Post-test

Respondents	Post-test	
	Vocabulary	Smoothness
S- 01	88	84
S- 02	84	81
S- 03	80	76
S- 04	78	66
S- 05	75	60
S- 06	86	82
S- 07	78	76
S- 08	66	65
S- 09	72	69
S- 10	65	60
S- 11	74	60
S- 12	78	76
S- 13	75	66
S- 14	75	62
S- 15	62	58
S- 16	78	75
S- 17	80	78
S- 18	84	76
S- 19	78	72
S- 20	66	63
S- 21	68	65
S- 22	70	65
S- 23	58	56
<b>Total</b>	$\sum X=1718$	$\sum X= 1591$
<b>Mean Score (X)</b>	<b>X= 74.69</b>	<b>X= 69.17</b>

#### APPENDIX D.4

The students' Scores of Pretest ( $X_1$ ) and Post-test ( $X_2$ ). Gain/Difference between The matched pairs (D). and Square of the Gain ( $D^2$ )

##### 1. Vocabulary

Respondents	Vocabulary			
	Pre-test	Post-test	D (X2-X1)	D <sup>2</sup>
S- 01	70	88	18	324
S- 02	66	84	18	324
S- 03	66	80	14	196
S- 04	67	78	11	121
S- 05	55	75	20	400
S- 06	68	86	18	324
S- 07	65	78	13	169
S- 08	55	66	11	121
S- 09	58	72	14	196
S- 10	56	65	9	81
S- 11	65	74	9	81
S- 12	57	78	21	441
S- 13	55	75	20	400
S- 14	65	75	10	100
S- 15	56	62	6	36
S- 16	57	78	21	441
S- 17	64	80	16	256
S- 18	62	84	22	484
S- 19	60	78	18	324
S- 20	58	66	8	64
S- 21	54	68	14	196
S- 22	55	70	15	225
S- 23	20	58	38	1444
<b>Total</b>	$\sum x = 1354$	$\sum x=1718$	$\sum d=374$	$\sum d^2 = 6748$



## 2. Smoothness

Respondents	Smoothness			
	Pre-test	Post-test	D (X2-X1)	D <sup>2</sup>
S- 01	60	84	24	576
S- 02	65	81	16	256
S- 03	46	76	30	900
S- 04	53	66	13	169
S- 05	45	60	15	225
S- 06	55	82	27	729
S- 07	63	76	13	169
S- 08	46	65	19	361
S- 09	55	69	14	196
S- 10	45	60	15	225
S- 11	49	60	11	121
S- 12	55	76	21	441
S- 13	48	66	18	324
S- 14	50	62	12	144
S- 15	44	58	14	196
S- 16	56	75	19	361
S- 17	58	78	20	400
S- 18	60	76	16	256
S- 19	56	72	16	256
S- 20	56	63	7	49
S- 21	45	65	20	400
S- 22	46	65	19	361
S- 23	30	56	26	676
<b>Total</b>	$\sum x = 1186$	$\sum x=1591$	$\sum d=405$	$\sum_d 2 = 7791$

3. The Total Score of Students' Speaking in Pre-Test( $x_1$ ). Post-Test( $x_2$ ). Gain(D). and Square of the Gain( $D^2$ )

Code	Speaking		D ( $x_2-x_1$ )	$D^2$
	Pre-test total score $x_1$	Post-test total score $x_2$		
S- 01	65	86	21	441
S- 02	65.5	82.5	17	289
S- 03	56	78	22	284
S- 04	60	72	12	144
S- 05	50	67.5	17.5	306.25
S- 06	61.5	84	22.5	506.25
S- 07	64	77	13	169
S- 08	50.5	65.5	15	225
S- 09	56.5	70.5	14	196
S- 10	50.5	62.5	12	144
S- 11	57	67	10	100
S- 12	56	77	21	441
S- 13	51.5	70.5	19	361
S- 14	57.5	68.5	11	121
S- 15	50	60	10	100
S- 16	56.5	76.5	20	400
S- 17	61	79	18	324
S- 18	61	80	19	361
S- 19	5.8	75	17	289
S- 20	5.7	64.5	7.5	3457.44
S- 21	49.5	66.5	17	289
S- 22	50.5	67.5	17	289
S- 23	25	5.7	32	1024
<b>N= 23</b>	<b><math>\sum x_1= 1270</math></b>	<b><math>\sum x_2= 1654.5</math></b>	<b><math>\sum D= 435.8</math></b>	<b><math>\sum D^2= 10260.94</math></b>

## APPENDIX D.5

### Classification of students' Pre-test and Post-test

#### 1. The Classification of Students' Vocabulary Score

Code	Vocabulary			
	Pre-test	Classification	Post-test	Classification
S- 01	70	Fairly good	88	Very good
S- 02	66	Fairly good	84	good
S- 03	66	Fairly good	80	Good
S- 04	67	Fairly good	78	Good
S- 05	55	Poor	75	Fairly good
S- 06	68	Fairly good	86	Very good
S- 07	65	Fair	78	Good
S- 08	55	Poor	66	Fairly good
S- 09	58	Fair	72	Fairly good
S- 10	56	Fair	65	Fair
S- 11	65	Fair	74	Fairly good
S- 12	57	Fair	78	Good
S- 13	55	Poor	75	Fairly good
S- 14	65	Fair	75	Fairly good
S- 15	56	Fair	62	Fair
S- 16	57	Fair	78	Good
S- 17	64	Fair	80	Good
S- 18	62	Fair	84	Good
S- 19	60	Fair	78	Good
S- 20	58	Fair	66	Fairly good
S- 21	54	Poor	68	Fairly good
S- 22	55	Poor	70	Fairly good
S- 23	20	Very Poor	58	Fair

## 2. The Classification of Students' Smoothness Score

Code	Smoothness			
	Pre-test	Classification	Post-test	Classification
S- 01	60	Fair	84	Good
S- 02	65	Fair	81	Good
S- 03	46	Poor	76	Good
S- 04	53	Poor	66	Fairly Good
S- 05	45	Poor	60	Fair
S- 06	55	Poor	82	Good
S- 07	63	Fair	76	Good
S- 08	46	Poor	65	Fair
S- 09	55	Poor	69	Fairly good
S- 10	45	Poor	60	Fair
S- 11	49	Poor	60	Fair
S- 12	55	Poor	76	Good
S- 13	48	Poor	66	Fairly good
S- 14	50	Poor	62	Fair
S- 15	44	Poor	58	Fair
S- 16	56	Fair	75	Fairly good
S- 17	58	Fair	78	Good
S- 18	60	Fair	76	Good
S- 19	56	Fair	72	Fairly good
S- 20	56	Fair	63	Fair
S- 21	45	Poor	65	Fair
S- 22	46	Poor	65	Fair
S- 23	30	Very Poor	56	Fair

### 3. The Classification of Students' Speaking Score

Code	Speaking			
	Pre-test	Classification	Post-test	Classification
S- 01	65	Fair	86	Very good
S- 02	65.5	Fair	82.5	Good
S- 03	56	Fair	78	Good
S- 04	60	Fair	72	Fairly good
S- 05	50	Fair	67.5	Fairly good
S- 06	61.5	Fair	84	Good
S- 07	64	Fair	77	Good
S- 08	50.5	Poor	65.5	Fair
S- 09	56.6	Fair	70.5	Fairly good
S- 10	50.5	Poor	62.5	Fair
S- 11	57	Fair	67	Fairly good
S- 12	56	Fair	67	Good
S- 13	51.5	Poor	70.5	Fairly good
S- 14	57.5	Fair	68.5	Fairly good
S- 15	50	Fair	60	Fair
S- 16	56.5	Fair	76.5	Good
S- 17	61	Fair	79	Good
S- 18	61	Fair	80	Good
S- 19	58	Fair	75	Fairly good
S- 20	57	Fair	64.5	Fair
S- 21	49.5	Poor	66.5	Fairly good
S- 22	50.5	Poor	67.5	Fairly good
S- 23	25	Very poor	57	Fair

## APPENDIX D.6

### The Percentage of the Students' Improvement in Speaking Ability

**1. The percentage of the students' achievement in Vocabulary**

No.	Classification	Score	Vocabulary			
			Pre-test		Post-test	
			Frequency	percentage	frequency	percentage
1	Excellent	96 – 100	-	-	-	-
2	Very good	86 – 95	-	-	2	8.7%
3	Good	76 – 85	-	-	9	39.1%
4	Fairly good	66 – 75	5	21.8%	9	39.1%
5	Fair	56 – 65	12	52.1%	3	13.1%
6	Poor	36– 35	5	21.8%	-	-
7	Very poor	00-35	1	4.3%	-	-
<b>Total</b>			23	100%	23	100%

**2. The percentage of the students' achievement in Smoothness**

No.	Classification	Score	Smoothness			
			Pre-test		Post-test	
			Frequency	percentage	frequency	percentage
1	Excellent	96 – 100	-	-	-	-
2	Very good	86 – 95	-	-	-	-
3	Good	76 – 85	-	-	8	34.8%
4	Fairly good	66 – 75	-	-	5	21.8%
5	Fair	56 – 65	8	34.8%	10	43.4%
6	Poor	36– 35	14	60.9%	-	-
7	Very poor	00-35	1	4.3%	-	-
<b>Total</b>			23	100%	23	100%

**3. The percentage of the students' achievement in Speaking**

No.	Classification	Score	Speaking			
			Pre-test		Post-test	
			Frequency	percentage	frequency	percentage
<b>1</b>	Excellent	96 – 100	-	-	-	-
<b>2</b>	Very good	86 – 95	-	-	1	4.3%
<b>3</b>	Good	76 – 85	-	-	8	34.8%
<b>4</b>	Fairly good	66 – 75	-	-	9	39.1%
<b>5</b>	Fair	56 – 65	16	69.6%	5	21.8%
<b>6</b>	Poor	36– 35	6	26.1%	-	-
<b>7</b>	Very poor	00-35	1	4.3%	-	-
<b>Total</b>			23	100%	23	100%

## APPENDIX D.7

### Mean Score of the Pre-test, Post-test, and Gain (D)

#### 1. Data analysis of Accuracy

##### a. Score of students' pre-test in Vocabulary

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$\bar{X}_1 = \frac{1354}{23}$$

$$\bar{X}_1 = 58.86 \text{ (Fair)}$$

##### b. Mean score of students' post-test in Vocabulary

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_2 = \frac{1718}{23}$$

$$\bar{X}_2 = 74.69 \text{ (Fairly Good)}$$

#### 2. Data analysis of Smoothness

##### a. Mean score of students' pre-test in Smoothness

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$\bar{X}_1 = \frac{1186}{23}$$

$$\bar{X}_1 = 51.56 \text{ (Poor)}$$

##### b. Mean score of students' post-test in Smoothness

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_2 = \frac{1591}{23}$$

$$\bar{X}_2 = 69.17 \text{ (Fairly good)}$$

#### 3. Data analysis of Pre test

##### a. Mean score of students' pre-test in speaking

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$\bar{X}_1 = \frac{1270}{23}$$



$$\bar{X}_1 = 55.21$$

**b. Mean score of students' post-test in speaking**

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_2 = \frac{1654.5}{23}$$

$$\bar{X}_2 = 71.93$$

**4. The Students' Mean Score of Gain (D) Vocabulary**

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{374}{23}$$

$$Md = 16.26$$

**5. The Students' Mean score of Gain (D) Smoothness**

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{405}{23}$$

$$Md = 17.60$$

**6. The Students' Mean score of Gain (D) Speaking Ability**

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{435.8}{23}$$

$$Md = 18.94$$

## APPENDIX D.8

### The Percentage of the Students' Improvement in Speaking Ability

#### 1. The Students' Improvement in Vocabulary

Pre Test Score is 58.86

Post Test Score is 74.69

The improvement of students' score in accuracy from pre-test to post-test:

$$\begin{aligned} P &= \frac{X_2 - X_1}{X_1} \times 100\% \\ &= \frac{1718 - 1354}{1354} \times 100\% \\ &= \frac{364}{1354} \times 100\% \\ &= \frac{36400}{1354} \\ &= 26.88\% \end{aligned}$$

The students' improvement from pre test to post test is 26.88%

#### 2. The Students' Improvement in Smoothness

Pre Test Score is 51.56

Post Test Score is 69.17

The improvement of students' score in fluency from pre-test to post-test:

$$\begin{aligned} P &= \frac{X_2 - X_1}{X_1} \times 100\% \\ &= \frac{1591 - 1186}{1186} \times 100\% \\ &= \frac{405}{1186} \times 100\% \\ &= \frac{40500}{1186} \end{aligned}$$

$$= 34.14\%$$

The students' improvement from pre test to post test is 34.14%

### 3. The Students' Improvement in Speaking

Pre Test Score is 55.21

Post Test Score is 71.93

The improvement of students' score in speaking from pre-test to post-test:

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

$$= \frac{1654.5 - 1270}{1270} \times 100\%$$

$$= \frac{384.5}{1270} \times 100\%$$

$$= \frac{38450}{1270}$$

$$= 30.27\%$$

The students' improvement from pre test to post test is 30.27%

## APPENDIX D.9

### Calculating Test Significance of Speaking Ability

a. Test of Significance of Vocabulary

$$T = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}$$

$$= \frac{16.26}{\sqrt{\frac{6748 - \frac{(374)^2}{23}}{23(23-1)}}$$

$$= \frac{16.26}{\sqrt{\frac{6748 - \frac{139876}{23}}{23(23-1)}}$$

$$= \frac{16.26}{\sqrt{\frac{6748 - 6081.56}{506}}}$$

$$= \frac{16.26}{\sqrt{\frac{666.44}{506}}}$$

$$= \frac{16.26}{\sqrt{1.31}}$$

$$= \frac{16.26}{1.14}$$

$$= 14.26$$

b. Test of Significance of Smoothness

$$\begin{aligned} T &= \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}} \\ &= \frac{17,60}{\sqrt{\frac{7791 - \frac{(405)^2}{23}}{23(23-1)}}} \\ &= \frac{17,60}{\sqrt{\frac{7791 - \frac{164025}{23}}{23(23-1)}}} \\ &= \frac{17,60}{\sqrt{\frac{7791 - 7131,52}{506}}} \\ &= \frac{17,60}{\sqrt{\frac{659,48}{506}}} \\ &= \frac{17,60}{\sqrt{1,30}} \\ &= \frac{17,60}{1,14} \\ &= 15,43 \end{aligned}$$

c. Test of Significance of Speaking Ability

$$\begin{aligned} T &= \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}} \\ &= \frac{18,947}{\sqrt{\frac{10260 - \frac{(435,8)^2}{23}}{23(23-1)}}} \\ &= \frac{18,947}{\sqrt{\frac{10260,94 - \frac{189921,64}{23}}{23(23-1)}}} \\ &= \frac{18,947}{\sqrt{\frac{10260,94 - 8257,46}{506}}} \\ &= \frac{18,947}{\sqrt{\frac{2003,48}{506}}} \\ &= \frac{18,947}{\sqrt{3,95}} \\ &= \frac{18,947}{1,98} \\ &= 9,56 \end{aligned}$$

## APPENDIX D.10

### TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) =  $N - 1 = 23 - 1 = 22$ . T- table= 2.07387

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44091	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.2616	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400

(Subana, et al. 2005: 206)

# **APPENDIX E**



## DOCUMENTATION



Pretest



**Giving Materials**



**Treatments**



Posttest

# **APPENDIX F**

## CURRICULUM VITAE



**Nurul Qhaidah Alfad** was born on April 27<sup>rd</sup>, 1995 in Sinjai Utara regency. She is the third child and only has one brother and two sisters from marriage couple of Alimuddin and Fatimah Hasyim, her beloved parents. She began her education at play group at TK Pertiwi 1 in 2000 and graduated in 2001. She as a student of elementary school at SDN 24 Sinjai Utara regency in 2001 and graduated in 2007. In the same year she registered as a student in SMP Negeri 2 Sinjai Utara and graduated in 2010. Then, she continued her education in SMA Negeri 1 Sinjai Utara and graduated in 2013. Next, the researcher decided to continue her study at English Department of Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis entitled **“The Use of Accept, Reject, And Modify (ARM) Technique to Improve Students’ Speaking Ability (An Experimental Research at the Eight Grade Students of SMP Negeri 3 Bungoro Pangkep).**

# **APPENDIX G**





بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Nurul Qaidah Alfad  
NIM : 10535 5438 13  
Judul Penelitian : "The Use of Accept, Reject, and Modify (ARM) Technique to Improve Students' Speaking Ability (An Experimental Research at the Eight Grade Students of SMP Negeri 3 Bungoro Pangkep"  
Tanggal Ujian Proposal : 15 September 2017  
Tempat/Lokasi Penelitian : SMP Negeri 3 Bungoro Pangkep

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Kamis, 5/10/2017	Membaca Surat Penelitian ke Sekolah	Drs.H. Ridwan	[Signature]
2	Rabu, 10/10/2017	Pretest	Nursanda, S.Pd	[Signature]
3	Kamis, 19/10/2017	Treatment 1	Nursanda, S.Pd	[Signature]
4	Rabu, 25/10/2017	Treatment 2	Nursanda, S.Pd	[Signature]
5	Kamis, 26/10/2017	Treatment 3	Nursanda, S.Pd	[Signature]
6	Rabu, 01/11/2017	Treatment 4	Nursanda, S.Pd	[Signature]
7	Kamis, 02/11/2017	Treatment 5	Nursanda, S.Pd	[Signature]
8	Rabu, 08/11/2017	Treatment 6	Nursanda, S.Pd	[Signature]
9	Kamis, 09/11/2017	Post test	Nursanda, S.Pd	[Signature]
10	Sabtu, 11/11/2017	Mengambil Surat Keterangan selesai Meneliti.	Murtadilah H.T, S.Pd	[Signature]

.....2017

Mengetahui,

Ketua Jurusan,

  
Unmi Khaerati Syam, S.Pd., M.Pd  
NBM. 977 807

Pimpinan/Kepala sekolah,

  
Harudah Hani, S.Pd., M.Pd  
NIP. 197109031996031007



Tenkreditef Instansi





PEMERINTAH KABUPATEN PANGKAJENE DAN KEPULAUAN  
DINAS PENDIDIKAN  
SMP NEGERI 3 BUNGORO

Alamat : Bontorannu Kel. Boriappaka Kec. Bungoro Telp. 0410.2316755



**SURAT KETERANGAN**

No. 69/870/SMP.3/XI/2017

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 3 Bungoro menerangkan bahwa :

Nama : Nurul Qhaidah Alfad  
NIM : 105 355 438 13  
Program studi : Pendidikan Bahasa Inggris  
Alamat : Jl. Sultan Alauddin No. 259 Makassar

Benar-benar telah mengadakan penelitian pada SMP Negeri 3 Bungoro, dari tanggal 05 Oktober s.d 11 November 2017 dengan judul :

**"THE USE OF ACCEPT, REJECT, AND MODIFY (ARM) TECHNIQUE TO IMPROVE STUDENTS' SPEAKING ABILITY".**

Dalam rangka penyusunan Skripsi untuk penyelesaian studi Program Strata satu (S1) Universitas Muhammadiyah Makassar.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Bungoro, 11 November 2017  
Kepala Sekolah  
  
HAIRUDIN SHAK, S.Pd, M.Pd  
NIP. 19670403 199603 1 007