

**THE INFLUENCE OF GALLERY WALK MODEL ON STUDENTS'
SPEAKING SKILL**

*(A Pre-Experimental Research at the Seventh Grade Students of SMPN 1
Sungguminasa, Gowa)*



A THESIS

*Submit to the Faculty of Teacher Training of Education Muhammadiyah
University of Makassar in partial Fulfillment of the Requirement for the Degree
of Education English Department*

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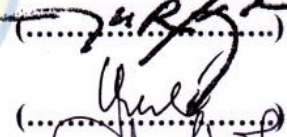
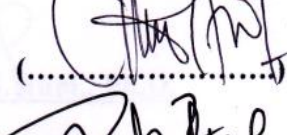
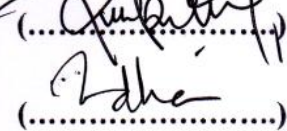




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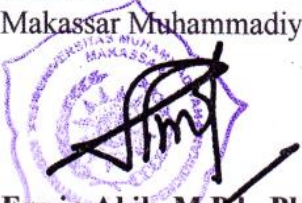
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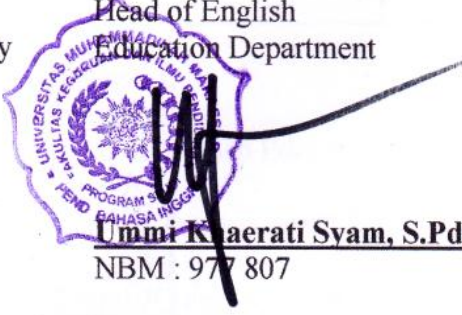

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MOTTO AND DEDICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

There is not success, except with the help of Allah.

(Q.S. Huud: 88)



It is my dedication for:

My beloved parents, my brother and sisters, my buddy, and my BFF, for the sincerity and prayed for your encouraged to the researcher in creating the fancy and expectation to be reality.

ABSTRACT

Umi Masroh. 2019. *The Influence of Gallery Walk Model toward Students' Speaking Skill (A Pre-Experimental Research at the Seventh Grade Students of SMPN 1 Sungguminasa, Gowa)*. Thesis. English Department Faculty of Training Teacher and Education Makassar Muhammadiyah University. Supervised by Syamsiarna Nappu and Amar Ma'ruf.

The objective of this research is to find out whether or not Gallery Walk Model Influence Students' Speaking Skill.

This research used quantitative research method conducting Pre-Experimental Design, with One Group Pretest-Posttest Design. The population of this research was the Seventh grade Students of SMPN 1 Sungguminasa, with the total number of population are 256 students. The researcher used Non-Probability sampling that is sampling incidental and number of sample are 32 students. This research consist two variables that are Gallery Walk Model as independent variable and influence students' Speaking Skill as dependent variable.

The result of the data analysis shows that the students' vocabulary in post-test was greater than mean score of pre-test ($81 > 56.75$). It shows that the post-test score of vocabulary is improved 42.57% from pre-test score. And value of t-test in term of vocabulary is greater than the value of t-table ($23.704 > 2.040$).

Based on the finding it can be concluded that the Gallery Walk Model influenced the students' speaking skill in term of vocabulary at the seventh grade students of SMP Negeri 1 Sungguminasa, Gowa.

Keywords: Gallery Walk Model, Speaking Skill, Vocabulary.

ABSTRAK

Umi Masroh. 2019. *Pengaruh Model Pameran Berjalan Pada Keterampilan Berbicara Siswa (Penelitian Pre-Eksperimen Siswa Kelas Tujuh Di Smpn 1 Sungguminas, Gowa)*. Skripsi. Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan universitas Muhammadiyah Makassar. Pembimbing Syamsiarna Nappu dan Amar Ma'ruf.

Tujuan penelitian ini adalah untuk menemukan iya atau tidak Model Pameran Berjalan mempengaruhi keterampilan berbicara siswa.

Penelitian ini menggunakan metode penelitian kuantitatif mengarah pada desain pre-ekperimen, dengan desain satu grup Pretes-Postes. Populasi dari penelitian ini adalah siswa kelas tujuh SMPN 1 Sungguminasa, dengan jumlah populasi 256 siswa. Peneliti menggunakan Bukan Sampel Bertujuan yaitu Sampel Kebetulan dan jumlah sampel adalah 32 siswa. Penelitian ini terdiri dari dua faktor yaitu Model Pameran Berjalan sebagai faktor bebas dan pengaruh Keterampilan Berbicara siswa sebagai faktor terikat.

Hasil dari analisis data menunjukkan bahwa kosakata siswa dalam pos-tes lebih besar dari rata-rata nilai pre-tes ($81 > 56.75$). ini menunjukkan bahwa nilai pos-tes kosakata siswa meningkat 42.57% dari nilai pre-tes. Dan nilai t-tes dari kosakata lebih besar dari nilai t-tabel ($23.704 > 2.040$).

Berdasarkan pada hasil penemuan bisa disimpulkan bahwa Model Pameran Berjalan mempengaruhi Keterampilan Berbicara siswa dalam kosakata pada siswa kelas tujuh SMP Negeri 1 Sungguminasa, Gowa.

Kata Kunci: Model Pameran Berjalan, Keterampilan Berbicara, Kosakata.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

The grateful for Allah SWT the beneficent and the merciful. Praise to the Allah, the Lord of the universe. By the whole modest heart, the researcher would like to express the thankfulness to Allah SWT who has given the healthy and safety, so that the Thesis which is entitled: “The influence of Gallery Walk Model toward Students’ Speaking Skill (*A Pre-Experimental Research at the Seventh Grade Students of SMPN 1 Sungguminasa, Gowa*)” has been finished. Peace be upon the Prophet Muhammad saw, the glorious teacher of teachers who came in the time of despair to save human kind from the Jahiliyah era to the Islamic era.

This thesis was written as a partial to fulfillment of the requirement for the undergraduate program degree for Faculty of Training Teacher and Education in English Department of Makassar Muhammadiyah University.

In completing this thesis the researcher has encountered some difficulties, especially in collecting and analyzing data. The researcher also realizing that without much help from numerous people, this thesis would have not been completed as it is. In this opportunity, the researcher would like to express the sincere gratitude to Prof. Dr. H. Rahman Rahim, SE. MM. as the Rector of Makassar Muhammadiyah University (UNISMUH), Erwin Akib, M.Pd., Ph.D. as the Dean of Faculty of Training Teacher and Education Makassar Muhammadiyah University, Umni Khaerati Syam, S.Pd., M.Pd. as the Chief of Program Study English Department, Dr. Syamsiarna Nappu, M.Pd. as the consultant I, Amar Ma’ruf, S.Pd., M.Hum., Ph.D. as the consultant II, Baharu, S.Pd. as the headmaster

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Finally, with the all humility, the researcher always expects criticism and advice from various parties as long as constructive criticism and advice. Because the researcher believes that an issue is not mean completely without criticism. Hopefully, it can be benefit all of the readers, especially for the researcher. Amiin!

Makassar, May 2019

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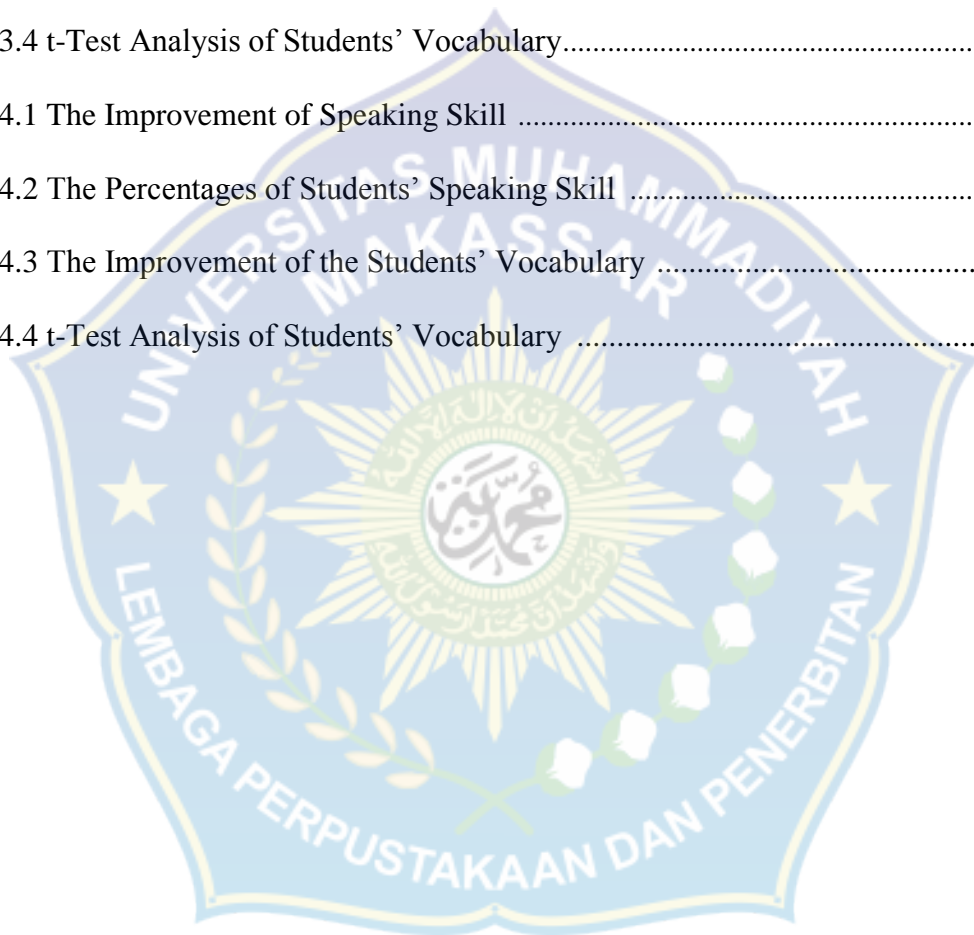
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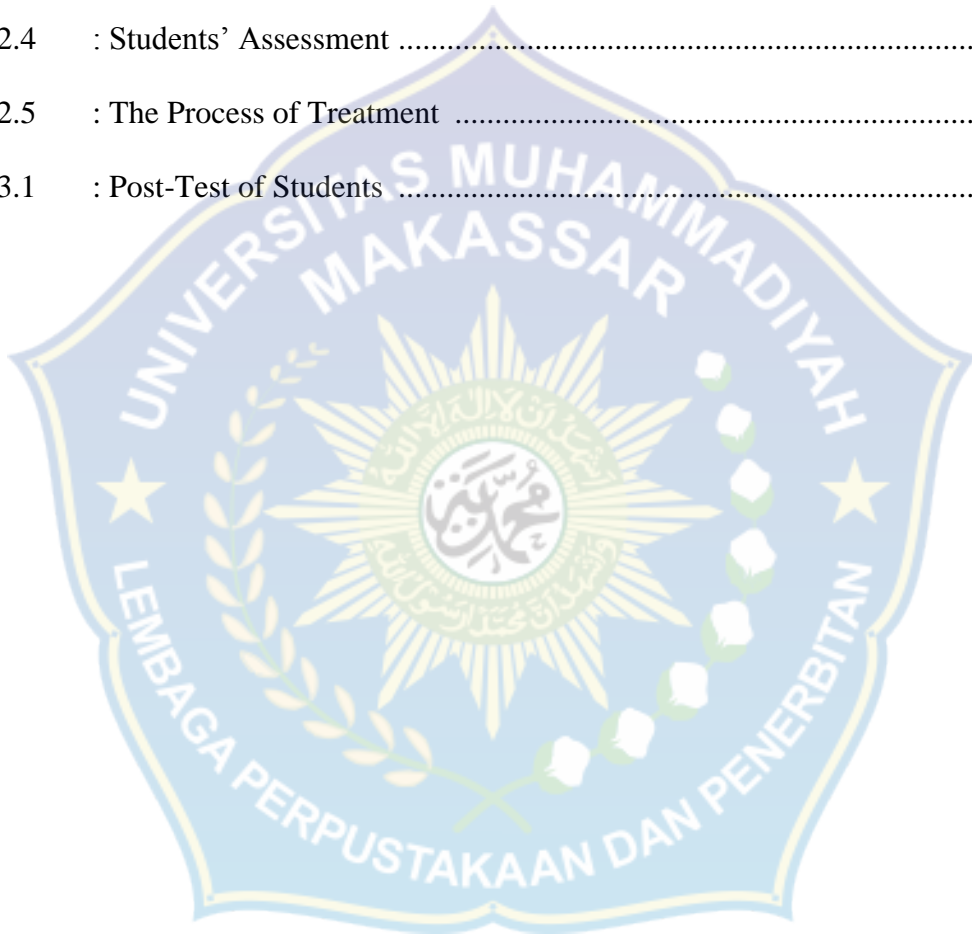


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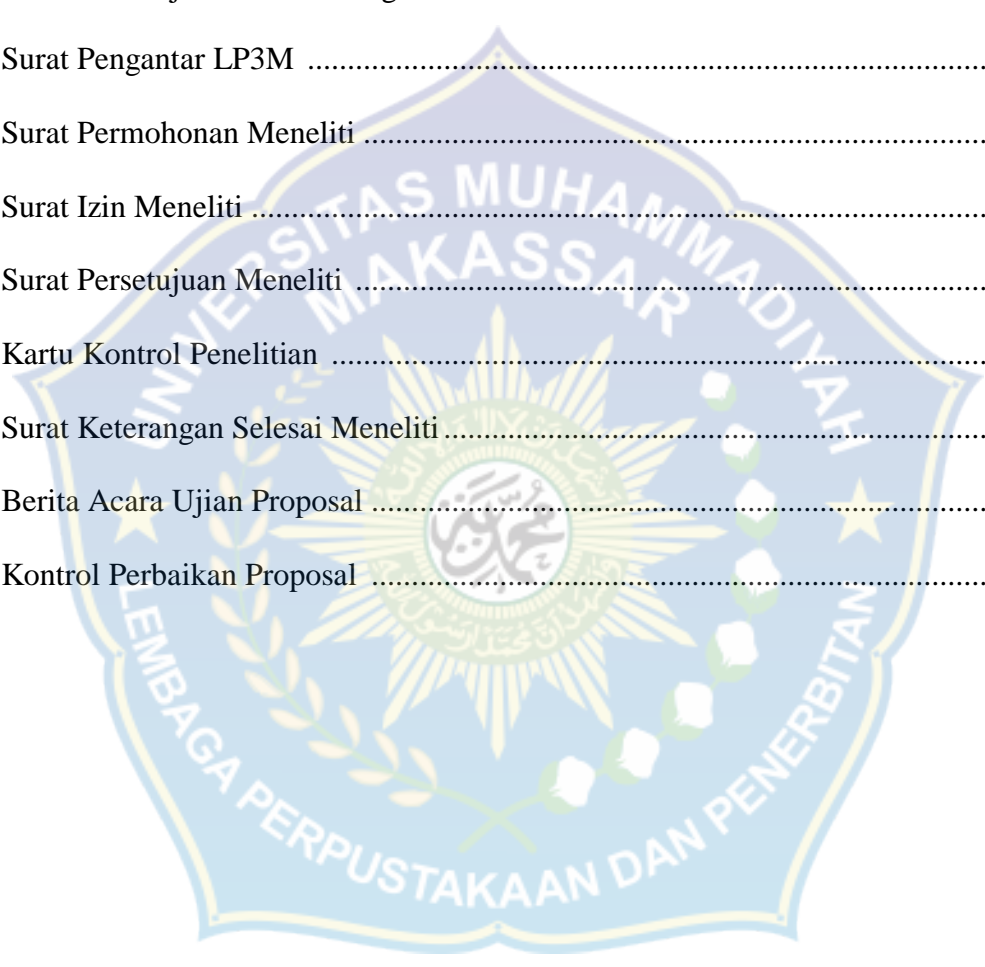
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CHAPTER I

INTRODUCTION

A. Background

According to Harmer (2007: 343) speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension. But in the general problems of the students graduate at Junior High School to the University is about vocabulary in speaking skill. It is one of the based difficulties of students if the students speak up front of the public. So, the purpose of this study is to improve students' vocabulary in speaking skill, because Speaking is one of important skill in English language Teaching.

Speaking in a foreign language involves a variety of processes, and learning to perform all of them quickly requires an extensive practice. According to the previous mentioned, the teacher must to using the interest learning model and appropriate method in English language teaching with interesting of the students. In the Richards and Rodgers (2001: vii) the teachers can teach English by using the different methods in language learning, for example Total Physical Response, The Silent Way, Suggestopedia and Community Language Learning. But in the problem of learning, many of the Teachers underestimate about learning model that students need and want. So, it is one of the points that make

the students boring and lazy with passive learning that teacher as centre learning. In the other hand, students need something new as the students' interest in the learning process with the active learning that the students' as centre learning. With the active learning the students proven most have motivation and seriousness to follow the process of learning. Therefore, the researcher has the motivation to using Gallery Walk Model to be learning models in the class. And the hope of researcher with this experiment is the students' have rich vocabulary, and be able to applying and interacting with the other people with good English in the class, especially between the teachers and friends.

Gallery walk is one of the most versatile learner centered activities. The gallery walk connects learners to each other and learners to the training topic in a number of interesting, interactive ways (Bowman, 2005: 1). By the use of gallery walk model, the researcher hopes this model influence to improve students' vocabulary in speaking skill.

And from the variety of previous studies used the Gallery Walk Model the researcher is not finding the same problem about vocabulary in speaking skill.

B. Problem Statement

Based on the background, the researcher formulated the research questions "Does the Gallery Walk Model Influence Students' Speaking Skill?"

C. Objective of the Research

Based on the problem statement above, the objective of this research is to find out whether or not Gallery Walk Model Influences Students' Speaking Skill.

D. Significance of the Research

By applying the Gallery Walk Model, the researcher hopes that the result of this study can be useful and provide a positive impact for positive theoretically and practically. Theoretically, this study is expected to be beneficial in English teaching and learning process by giving information about the ways to integrate Gallery Walk Model, especially to provide a model of learning in English language teaching influence to improve vocabulary of students in speaking skill. Practically, this study expected will be able as reference to look for approach or methods in learning process. It is not only for teaching English materials, but also to be a literature for next study to improve better research design for future.

E. Scope of the Research

The limitation of this research is especially in the students' vocabulary of Speaking Skill.

CHAPTER II

LITERATURE OF RELATED REVIEW

In this chapter were discuss some related theories to support this study. The theories were used for the underlying requirement to solve the problems. This study were present some previous of related findings, theories of Speaking Skill, Gallery Walk Model, and Hypothesis of Research.

A. Previous of Related Findings

In order to make different research from the previous research, the Study has found a few previous studies that are concerned with Gallery Walk Model, Community Interaction Activities, and Communicative Language Teaching as follows:

Firstly, Sulastri (2013) conducted a research about “The Use of Gallery Walk Method to Improve Students’ Speaking Ability at the First Year Students of SMPN 1 Sungguminasa, Gowa.” This research describes about the applying of Gallery Walk Method to improve the students’ accuracy and fluency used observation sheet and oral test. In the observation sheet, the researcher observed the students’ activities in following teaching and learning process in the class to find out the students’ data about their presence and activeness in teaching learning process. And in the oral test, the researcher gave speaking test to the students in

order to know their improvement. The type of speaking test which used in this research is observing form. The researcher dividing the students into pair and ask to speak about material that they have learnt as well as grammatical, and students' scoring of test result base on two aspect of speaking that are grammar and vocabulary.

Secondly, Anwar (2015) conducted a research about "Enhancing Students' Speaking Skill through Gallery walk Technique (A Classroom Action Research at the First Grade students of SMA Muhammadiyah (Plus) Salatiga in the Academic Year 2014/2015). The finding of the research in SMA Muhammadiyah (Plus) Salatiga shows: The procedures of implementation of Gallery walk technique in enhancing students' speaking of the first grade students of SMA Muhammadiyah (Plus) Salatiga are the teacher provides some materials needed, the students' speaking skill can be enhanced by "gallery walk" technique in teaching learning process with the scoring of pre-test and post-test, and the extent of using "Gallery walk" technique can be proved by t-test calculation to know the significant differences between pre-test and post-test. Based on the procedure implementation of gallery walk technique in this research found about the students' enjoy because the atmosphere of the learning process not too formal, and he students can express what they want to say and it can increase their skill in speaking to share their idea to the other friends in front of the class.

Thirdly, Ridwan (2016) conducted a research about "Gallery Walk: An Alternative Learning Strategy in Increasing Students' Active Learning". In this research, he applied Gallery Walk (GW) into four cycles, one original Gallery Walk and 3 other modifications. Based on the applying four cycles, the result of

Gallery Walk Method it can be seen in the questionnaires that this method is significantly influences students' participation in the classroom. The tables show the students choices are dominated by a choice of agreement towards the Gallery Walk implementation.

Fourthly, Dinata and Angraini (2017) conducted a research about "The Use of Gallery Walk Too Enhance the Speaking Achievement of the Ninth Grade Students of SMP PGRI 1 Palembang" found about: 1) the significant improvement on students' speaking achievement taught by using Gallery Walk strategy, and; 2) the significant difference on the ninth grade students' speaking achievement between those who were taught by using Gallery Walk and those who were not. This study focused on the enhancement of students speaking achievement in SMP PGRI 1 Palembang and specifically by using a technique called Gallery Walk and from the result in statistical data in the previous chapter, it can be implied that this technique has contributed in enhancing the students' speaking achievement in English subject.

Finally, Lestari (2017) conducted a research about "The Effect of Gallery Walk Strategy on the Students' Ability in Writing Descriptive Paragraph at Mas Al Ittihadiyah" found about the significant effect on the students' ability at writing descriptive paragraph by using gallery walk strategy. The students that were taught by gallery walk strategy have higher score than were taught by lecturing method. It had been explained in chapter two that gallery walk strategy would be an effective way to improve students' ability. Students were helped by their teacher to be able to write descriptive paragraph. It proved (in experimental class was by taught by using this strategy) that the strategy was helpful especially for

the students who had no courage or comfortless to learn and ask individually. Students had opportunity to work cooperatively with their friends in the class helped by teacher to improve their students' abilities. Gallery Walk strategy was a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concept, writing, and public speaking. Based on the explanation above, the research concluded that the implementation of gallery walk strategy has significant effect to students' ability at writing descriptive paragraph at MAS Al-Ittihadiyah Medan in 2016/2017 academic year.

From the variety of previous studies, the researcher found the number of similarities and differences between this research and the others. The similarities of this research were the use of Gallery Walk Model in the speaking skill. And the differences in this research were about research design, skill, and focus of the research. Based on the similarities and differences of the research, the researcher was to discuss about implemented Gallery Walk Model toward Students' vocabulary in Speaking Skill in the teaching and learning process. Because from the variety of previous studies, the researcher is not finding the same problem, that was about vocabulary in speaking skill.

B. Some Pertinent Ideas

1. The Concepts of Speaking Skill

a. Definition

Speaking is one of important elements in studying English. Collie and Slater (2005: 8) expressed that "speaking will encourage the development of

fluency in spoken English. Speaking fluently, of course, involves speaking easily and appropriately with others but it carries a further assumption in simple term.”

According to Chastain (1998: 330) speaking is a productive skill since it produces idea, messages, and suggestion and we need to practice it. To increase the skill in communicating in English, it is not enough in the classroom but practice outside of the classroom. Brown (2004: 140) speaking is a productive skill that can be directly and empirically observe, those observations are invariably colored by the accuracy and effectiveness of a test taker’s listening skill, which necessarily compromises the reliability and the validity of an oral production test. It will be influenced for speaking skill.

Speaking in linguistics term is a set of voice uttered by one and understood by someone else (Kushartanti, 2005: 32). It means to deliver thought or opinion. And in learning a second or foreign language, speaking is the most important aspect. The success can be measured through students’ or learners’ skill in carrying out a conversation and interacting orally in that language. Nunan (2000: 39) speaking is very important in our life because without speaking we cannot know what the other talk and speaking also is the way that we use to interaction with the other people.

Nowadays, many English teachers still spend the majority of class time on reading and writing practice, almost ignoring the speaking skill. As a result, many students do not improve in the development of speaking skill. Due to this, the students maintain the same problems of vocabulary. It is because the students do not have contact with native English speakers because English is studied as a foreign language. Therefore, one of the main problems of English learners is to

practice the speaking skill. Moreover, the students do not use English inside the classroom. They still speak in their mother tongue. It is because the students do not feel motivated to speak in the foreign language.

Furthermore, students are frequently too embarrassed or shy to say something incorrectly when they do not understand. They prefer not to speak. In this case, the role of the teacher must be to encourage students to speak, regardless of the mistakes that they could make. The teacher has to explain that mistakes are part of the process of learning a foreign language.

b. Components of Speaking Skill

Welty and Dorothy (1976: 47) states that speaking is one of four basic skills of language and it has important role in daily life because it is the main skill in communication. According to Harmer (2007: 343) speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension. Speaking has some important components, there are:

1) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language

community to understand (Kelly, 2000: 11). Kelly (2000: 11) said that “to use the stress and the intonation inaccurately can cause problem.”

According to Richard and Schmidt (2002: 519) said that “pronunciation is the way a certain sound is producing. Unlike articulation which refers to the actual production of speech sounds in the mouth, pronunciation stresses more on the way of sounds are producing by the hearer.” Thus, it includes one of the most important language skills. When people are just good in grammar and vocabulary, and then they are not pronouncing and stressing words correctly, the other people will not understand clearly what they are saying. In spite of this, when their accent is pleasant, they will enjoy talking to each other.

2) Grammar

According to Nunan (2003: 153) grammar usually can be thought as a set of rules specifying the correct pattern of words at sentence level. And if the conversation is full of grammatical mistakes, it will not get across so easily. So, to help the students to speak more accurately have been studying about English grammar.

Moreover, Nelson (2001: 1) states that grammar is the study of how words combine to form sentences. Thus from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words (Batko, 2004: 24).

3) Vocabulary

Vocabulary is one of the elements that important in speaking because without vocabulary somebody cannot say something. According to Pollard (2008: 13), vocabulary is a basic building block of language learning. In this case, vocabulary is the base of language that will help the learners to make a sentence or context that they want to say.

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2001: 87). It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written.

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an

increasingly larger role in literacy than does the oral vocabulary (Hiebert and Kamil, 2005: 3).

Rezikin (2007: 5) states that aside grammar, the other component which is important is vocabulary. Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form.

Schmidt (2001: 4) said that “Vocabulary is one of the most obvious components of language and one of the first thing applied linguistic turned their attention too”. Vocabulary can be classified into passive vocabulary and active vocabulary. A passive vocabulary is used receptively in listening and reading. Meanwhile, an active vocabulary is utilized productively in speaking and writing.

Moreover, Vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002: 580).

Based on the theories above the writer concludes that vocabulary is the stock of words used by people to express, thoughts, feelings and to communicate to other people both oral and written forms.

4) Fluency

Hornby *et al.* (2005: 156) said that “Fluency is able to speak a language easily and well.” According to Pollard (2008: 16) fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students’ fluency, the teacher allows students to express themselves freely without interruption. The aim is to help

students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation.

According to Brown and Nation (1997: 4) 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 to spend a lot of time searching for the language items needed to express the message.

5) Comprehension

Comprehension also is the one components of speaking. Hornby (2000: 194) states that comprehension is the mind, act power of understanding exercise aimed in improving is testing ones. There are four components of speaking that must to attention by the students if they want to speak well.

According to Cohen *et al.* (2005: 51) comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks.

2. The Use of Gallery Walk Model in the Class

Gallery Walk consists of two words namely Gallery and Walk. The gallery is an exhibition. The exhibition is an activity to introduce the product, work or idea to the audiences. While Walk means walking, step. Gallery walk is an active teaching strategy that gets students out of their seats and moving around the classroom to different learning stations that display artifacts related to the class activities Silberman (2007: 264). A gallery walk is a good way to assess what students have earned about the content being taught. The artifacts of a gallery walk can be anything from open - ended questions about the content being taught, to photographs related to the content, or even to demonstrations or finished projects. Often students work through a gallery walk in pairs or small groups. Each group visits each display station, taking notes on what they learn, then talking afterward to reflect upon their learning.

In the other hand, Francek (2006: 27) describes that gallery walk is a discussion technique that gets students out of their chairs and into active engagement. The advantage of the method is its flexibility. A Gallery walk holds a variety of benefits for students and teachers alike.

By using a Gallery walk (exhibition) can overcome constraints such as learning subject matter is absorbed by students are not learning outcomes so that a maximum of the students has not been fullest because this method can efficiently time lessons and students more easily to understand the lessons because this strategy provides an opportunity the students to create a work and know directly misunderstanding with such content by looking at the works of other friends and can drawback that co-exist.

Based on the description, the Method of Gallery Walk (exhibition) is a method of learning to motivate the activeness of students that demands to make a list of either pictures or schemata according to what things found or obtained at the time of the discussion in each group to be displayed in front of the class. Each group is assessing the results of the work of another group, later called into question at the time of the discussion groups and addressed. The results of the work done by the time the students have been working on the task. After all the groups carrying out its task, the teacher gives the conclusion and clarification if there needs to be straightened out of the understanding of students. Thus they can learn with more fun so that the expected learning objectives can be achieved.

The gallery walk is a powerful opening, closing, or review activity. In this activity, the participants writing on various pieces of chart paper that they have taped to the training room walls. Through a gallery walk, the students are able to learn from one another and from their own previous knowledge. The technique serves many different types of students' intelligences and many different ways in which students learn. It serves the kinesthetic learner, because it involves walking around and other movement, it serves the interpersonal learner, because it includes small group interaction, and it serves the verbal/linguistic learner, because it includes discussion and written answers.

1) The Steps of the Implementation Gallery Walk Model in the Classroom

These are some steps classroom implementing, the following steps are:

- Divide students into several groups with some people,
- Gives paper cartons/Plano to each group,
- Define the topic or theme of the lesson,

- Ordered each group to discuss what is obtained by its members from the lessons they follow,
- Ordered them to make a list on paper that has been awarded which contain learning outcomes and ordered also to give the title or name of the list,
- Ordered each group to stick to his work on the wall,
- Ordered them to observe the work of turning other groups,
- Ask for one representative of each group explain what prompted by other groups.
- Ask the students together to correct the work of other groups,
- Provide clarification and a false assertion.

2) Approach of the Gallery Walk Using

The following are some of the ways this teaching approach is use to engage students:

- Current events

Students working in groups can follow a topic in current events, than organize a gallery walk to inform their peers about topics in the news and decide how to take action. Resources might include photographs, maps, info graphics, articles, editorial cartoons, essays, videos, and whatever else they can find to immerse others in the topic.

- Literature

To build background for assigned readings for the unit, have students complete a gallery walk with primary sources. Sources can include poetry, images and quotes from historical figures.

- Science

Students can gain experience with synthesizing variables involved in soil formation for different environments by studying climate, vegetation, parent material, topography, and time and how each contributes to soil properties. Students rotate through different stations where each has different images of soil from five different locations, showing both a surface view depicting land use as well as a soil profile. At each station, students make notes regarding their observations of the variables listed.

3) Assessment

Gallery walks can be assessed informally and through more formal evaluation involving oral and writing presentations. A simple information assessment might include a brief discussion about the process. Rubrics can be used as a form of formal evaluation. Rubrics for oral reports, group work, and written reports all have evaluation criteria that can be useful for assessing the success of a gallery walk.

C. Hypothesis of Research

Based on problem statement, the hypotheses of this study are proposing in the forms below:

H₀ : The use of Gallery Walk Model has not influence to improve vocabulary on Students' Speaking Skill.

H_a : The use of Gallery Walk Model has influence to improve vocabulary on Students' Speaking Skill.

From the hypothesis expectation of researcher in this case, that students' have a good respond and very interest to learn English. With the result of their motivation, the ability and knowledge of students' vocabulary in speaking skill is increase. Because this method is very interest to fulfill the students' request and want for the new motivation in the learning teaching process especially in the Speaking Skill. This method is very effective to develop the students' ability, because the students' have a freedom thinking to learn.

D. Conceptual Framework

The conceptual framework underlying in this research was given in the following diagram:

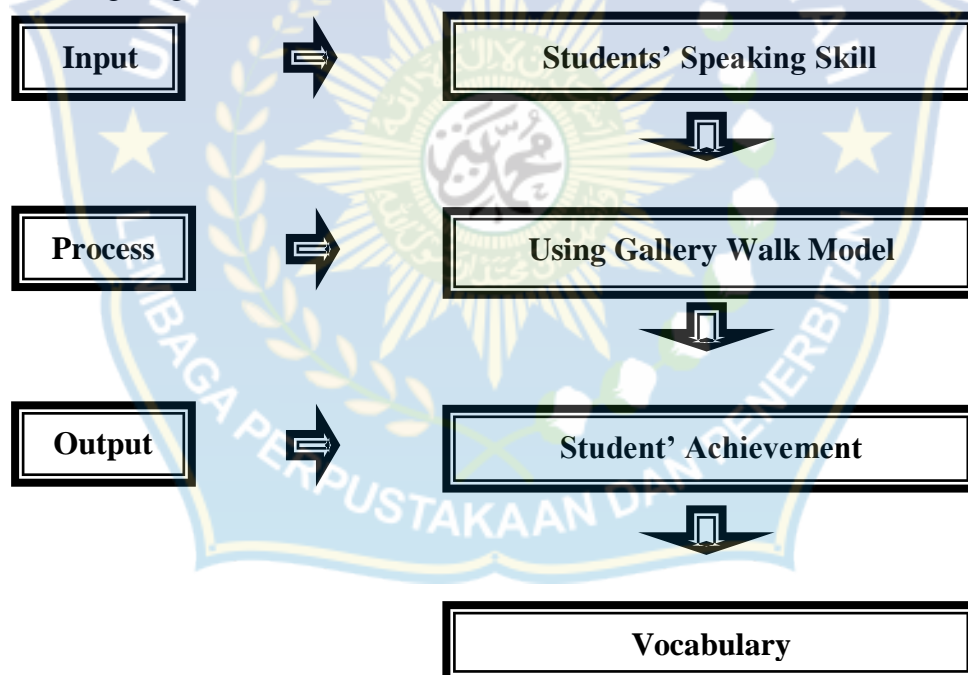


Figure 2.1 Conceptual Framework

1. Input: Teaching material

Before apply the method in the class, the researcher was gave pre-test in the classroom.

2. Process: Treatment was gave used Gallery Walk Model

The researcher was applied Gallery Walk as a Model of learning in one group class.

3. Output: Value of Implementing Gallery Walk Model

In this step, the researcher evaluated the influence of students' vocabulary in speaking skill used gallery walk model.



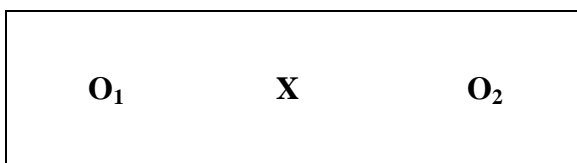
CHAPTER III

RESEARCH METHOD

This chapter discusses the research method that was used in this study. It covers the discussion of the Research Design, Population and Sample, Research Participant, Research Variable and Indicators, Instrument of Research, Procedure and Technique of Data Collection, Data Analysis, and Hypothesis of research.

A. Research Design

This research used quantitative research method conducting Pre-Experimental Design, where in this method there are One-Shot Case Study, One Group Pretest-Posttest Design, and Intact-Group Comparison. Mention of three designs, the researcher used One Group Pretest-Posttest Design as the significance design in this research. In One Group Pretest-Posttest Design containing three paradigms, that are O_1 (Pre-Test value) is basic ability, X (Treatment) toward independent variable, and O_2 (Post-Test value) toward dependent variable. The diagram of this design show below:



Where:

Table 3.1 Paradigm of One Group Pretest-Posttest Design

O₁	Pre-Test value of Students' Vocabulary (before Treatment).
X	Treatment with implementation of Gallery Walk Model.
O₂	Post-Test value of Students' Vocabulary (after Treatment) with implementing of Gallery Walk Model.

(*Sugiyono, 2017: 74*)

B. Population and Sample

1. Population

The population of this research was the Seventh grades Students of SMPN 1 Sungguminasa. There are 8 classes in this school which consist of 32 (thirty two) students' in each class. So, the total number of population there are 256 students.

2. Sample

The researcher used Non-Probability sampling that was sampling incidental. With this sampling, the researcher were to take the sample based on accidental, namely which who are the people that meet with the researcher is obtaining to be sample, if the people looks suitable as the database (Sugiono, 2017: 85). And of course the samples in this research were students' of SMPN 1 Sungguminasa. Because the position of students in this research as the object of research, where the research hope after researching, the students can improved their vocabulary in speaking.

C. Research Variables and Indicators

1. Variable

Variable is the object of research or something that become the concern of research. This research consist two variable, that were independent variable and dependent variable. Independent variable is Gallery Walk Model as the free variable that can be the reason of changing and influence for dependent variable that is to develop and influence students' Speaking Skill.

2. Indicators

The indicator in this research was the influence of students' vocabulary increasing used Gallery Walk Model.

D. Research Instrument

The researcher used Pre-Test and Post-Test as the instrument of collecting data. In the Pre-Test the researcher check the speaking skill of students before implementing the treatment of Gallery Walk Model to know the limitation of Students ability by given the pictures and questions to explain about something front of the class like things, etc. And then, researcher took the record and video in the process of students' presentation as the experimental evidence and to easily the students' assessment. And then, after gave treatment used gallery walk model as the develop approach of learning to observes the influence of Gallery Walk Model to the students' ability and activities, the researcher find out the students' influence of vocabulary in learning process based on speaking skill to the students in Post-Test with the same process of Pre-Test, by give the picture to the students.

E. Procedure of Collecting Data

In this research the researcher used Pre-Test, Treatment, and Post-Test technique to collect the data analysis.

1. Pre-Test

Pre-Test is the step to collect data analysis based on speaking skill (before treatment) to be the comparison of students' vocabulary between Post-Test (after treatment). In this step, the researcher asked the students to guessing the pictures that were given of researcher in front of the class to know how well the vocabulary of students in speaking skill.

2. Treatment

The procedure of treatment:

- a. The researcher preparing the class.
- b. The researcher checking the students' attendance.
- c. The researcher warming about the material and method of learning.
- d. The researcher divided the students into some groups.
- e. Introduce the Gallery Walk Model.
- f. The Researcher will give sub-topic or pictures of materials lesson.
- g. Each group discussing and working the assignment with their group members appropriate their lesson.
- h. Ordering each groups to make a list on paper that has been awarded which contain learning outcomes and ordered also to give the title or name of the list,
- i. Ordering each group to stick to his work on the wall,

- j. Ordering them to observe the work of turning other groups,
- k. Ask for one representative of each group explain what prompted by other groups.
- l. Ask the students together to correct the work of other groups,
- m. Provide clarification and a false assertion.

3. Post-Test

Post-Test was a step of collecting data to know the evaluation result of students' treatment during the implementation of Gallery Walk Model in English learning process for several times. As a result after treatment is increase of students' speaking skill in term of vocabulary. It is looking from the students vocabulary in learn English with implementing Gallery Walk Model, and also the affect of students with the treatment above.

F. Technique of Data Analysis

To analyze the data, researcher employing the formula as following:

1. Scoring of the students' correct answer of pre-test and post-test:

$$x = \frac{(\text{studentsscoreanswer})}{\text{totalnumberofitems}} \times 100$$

(Debdikbud, 2004: 6)

2. Classifying the students' score into the following criteria:

Table 3.2 Classified the Students' Score

No.	Score	Classification
1	96 – 100	Excellent
2	86 – 95	Very Good
3	76 – 85	Good
4	66 – 75	Fairly Good

5	56 – 65	Fair
6	46 – 55	Low
7	0 – 45	Very Low

(Depdikbud, 2004: 5)

Table 3.3 The Assessment Of Vocabulary

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	5	Has not make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pause while he searched for the desired meaning. Frequently and halting delivery. Almost gives up making the effort at times limited rank of expression.
Very poor	1	Full of long and unnatural pauses. Very halting fragmentary delivery. At times gives up making the effort. Very limited range of expression.

(Heaton, 1988: 99)

3. Calculating the percentage of students' achievement using formula:

$$p = \frac{F}{N} \times 100$$

Where:

p : Rate percentage

F : Frequency of the correct answer

N : Total number of students'

(Sudjana, 1990: 85)

4. Calculating the mean score using formula:

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

Where:

X : Mean score

$\sum X$: Total row score

N : The total number

(Gay, 2006: 289)

5. Calculating the improvement of the students' score of pre-test and post-test, the researcher uses the following formula:

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

Where:

X₁ = Mean score of pre-test

X₂ = mean score of post-test

P = Improvement

(Harmer, 2007: 286)

6. Finding out the significant between pre-test and post-test from the calculating values:

$$\text{Deviation (D)} = \frac{\text{Standard Deviation } (\sum D)}{\text{Total number of students (N)}}$$

(Gay, 2006: 355)

7. Finding out the significant difference between the pre-test and post-test by calculating the value of the test. The following formula is employed:

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

Where:

t : Test of significance

D : The mean score from the different score of pre-test and post-test

\bar{D} : the mean of the different score

ΣD : Standard deviation (sum of D score)

N : Number of students

$(\Sigma D)^2$: The square of ΣD

(Gay, 2006: 355)

After calculating the value of t-test, it compared with the value of t-table. When the value of t-test was greater than the value of t-table, it means that Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_1) was accepted because there was the significant difference between pre-test and post-test before and after teaching speaking by used Gallery Walk Model. Meanwhile, when the values of t-test lower than the value of t-table, it means that H_0 was accepted and H_1 was rejected because there was no significant difference between pre-test and post-test before and after teaching speaking by used Gallery Walk Model. The criteria used to accept and reject the hypothesis can be seen in the table below:

Table 3.4 t-Test Analysis of Students' Vocabulary

No.	Testing	Null Hypothesis (H_0)	Alternative Hypothesis (H_1)
1.	$t\text{-test} > t\text{-table}$	Rejected	Accepted
2.	$t\text{-test} < t\text{-table}$	Accepted	Rejected

(Gay et al., 2009: 49)

CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter consists of finding of the research and its discussion. The finding of the research present the result of the influence of the students' speaking skill that covers the students' vocabulary, and the discussion of the research covers further explanation of the findings.

A. The Findings

The data were collected by administrating the test, the test 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.

1. Percentages of Students' Speaking Skill

The influence of Gallery Walk Model improved the students speaking skill. The improvement of the students' from pre-test and post-test can be clearly in the following table:

Table 4.1 The Improvement of Speaking Skill

No.	Indicators	Mean Score	Improvement
1.	Pre-Test	56.75	42.57%
2.	Post-Test	81	

Based on Table 4.1, there was the improvement of the students speaking skill. The students' vocabulary mean score in pre-test was categorized fair (56.75) then it increases in post-test which categorized good (81).

The mean score of pre-test and post-test had improved which was 42.57% of students' speaking skill. Table 4.1 proved that the used of Gallery Walk Model in teaching and learning process is influenced to the students' improvement in speaking skill after taking pre-test and post-test has been achieved standard score. The percentages of students' improvement can be clearly in the following table:

Table 4.2 The Percentages of Students' Speaking Skill

Score	Classification	Pre-Test		Post-Test	
		Frequency	Percentages	Frequency	Percentages
96 – 100	Excellent	0	0%	0	0%
86 – 95	Very Good	0	0%	4	12.5%
76 – 85	Good	0	0%	27	84.38%
66 – 75	Fairly Good	2	6.25%	1	3.125%
56 – 65	Fair	17	53.125%	0	0%
46 – 55	Low	13	40.625%	0	0%
0 – 45	Very Low	0	0%	0	0%

Based on Table 4.2, show that the percentages of pre-test and post-test of students speaking skill. There were 40.625% students' in categorized low, 53.125% in categorized fair, and 6.25% in categorized fairly good in the pre-test. And in the post-test increased to 12.5% in the categorized very good, at 84.38% in categorized good, and there were 3.125% in categorized fairly good.

2. The Improvement of the Students' Vocabulary in Speaking Skill

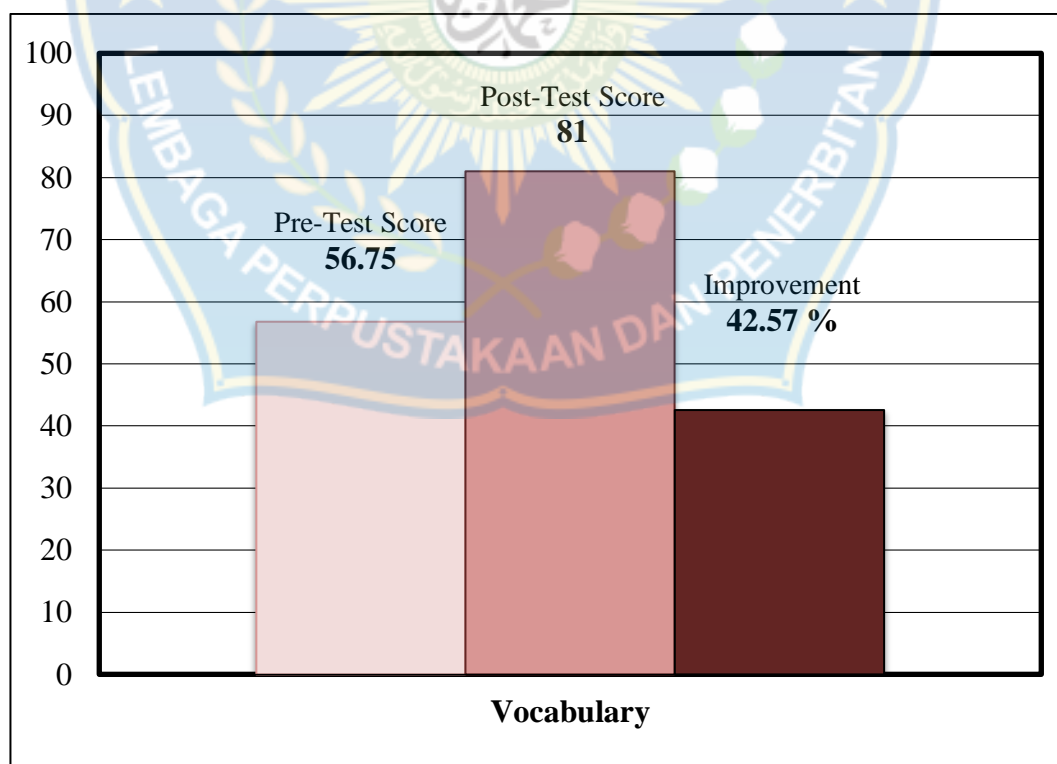
The used of Gallery Walk Model to increasing the students' speaking skill deals with vocabulary of the students. The improvement of the students' vocabulary at the seventh grade SMPN 1 Sungguminasa can be clearly in the following table:

Table 4.3 The Improvement of the Students' Vocabulary

No.	Indicators	Mean Score		The Improvement
		Pre-Test	Post-Test	
1.	Vocabulary	56.75	81	42.57%
2.	Σx	56.75	81	42.57%
3.	$\bar{\alpha}X$	56.75	81	42.57%

The data on Table 4.3 shows that the score of vocabulary improved 42.57% from the mean score 56.75 in pre-test to be 81. In applying Gallery Walk Model in the class, the data are collected through the test and shows the students' speaking skill in term of vocabulary get significant improvement. Based on these result, it can be concluded that the used of Gallery Walk Model is influenced 42.57% in improvement students speaking skill in terms of vocabulary.

After calculating the score, the researcher finds that the students' speaking skill in terms of vocabulary improved 42.57% from the mean score 56.75 in pre-test to be 81 in post-test it is more clearly shown in the figure below:

**Chart 4.1: The Improvement of Students' Vocabulary**

The data on Chart 4.1 shows that the improvement of vocabulary was 42.57% proved by the mean score of vocabulary 56.75 in pre-test became 81 in post-test. Chart 4.1 shows that the score has improvement. Based on the data above, it can be concluded that Gallery Walk Model was effective to increasing the students' speaking skill in terms of vocabulary. It can be provided by the increasing of vocabulary from 56.75 became 81 in post-test with 42.57% improvement.

3. Hypothesis Testing

In order to know whether or not the mean score is different from two variable (pre-test and post-test) of the level significance 0.05 (5%) with degree of freedom (df) = $N-1 = 31$, where N = the local of the students' (32). The following table shows the result of the t-test calculating in term of vocabulary in speaking.

Table 4.4 t-Test Analysis of Students' Vocabulary

Variable	t-Test	t-Table	Test of Significant
Vocabulary	23.704	2.040	Significant

Table 4.3 shows the t-test value of the students' vocabulary in speaking. It is indicated the value of t-test in term of vocabulary is greater than the value of t-table $23.704 > 2.040$.

Seeing the result above it can be concluded that the null hypothesis (H_0) is rejected whereas the alternative hypothesis (H_1) is accepted. In other words, the use of Gallery Walk Model is influence in increasing the students' speaking vocabulary.

B. Discussions

In this part, discussion dealing with the interpretation of findings derived from the result of findings of the students' speaking skill dealing with vocabulary.

In the treatment process, the researcher made the teaching learning process more interesting by the used of Gallery Walk Model. At the first until the last meeting the students were interest, active, and have motivation to participate in learning English. As a result, the students become enjoy and more exited in learning process.

1. The Improvement of the Students' Speaking Skill in Term of Vocabulary

The use of Gallery Walk Model made the students' speaking in term of vocabulary increased. Table 4.1 indicated that the students' vocabulary in post-test was greater than pre-test ($81 > 56.75$). The process that could be explained from pre-test to post-test and the given of treatment.

Scoring is the key assessment challenge. According to Brown (2004: 193) the rules for effective assessment must be invoked specify the criterion, set appropriate tasks, elicit optimal output, and establish practical, reliable scoring procedures. And if the students have more vocabularies or at least 1000 words, they can communication fluently. But it is impossible to speak without mastering vocabulary. It is element somewhat essential to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary that they have known because they lack of practicing and use them. Thus they need to practice more to keep them in mind.

Therefore, most of them were lack of vocabulary and difficult to compose what they are going to express in speaking. As a result, the mean score of the

students' speaking vocabulary in pre-test was still low or poor. But after the researcher gave treatment with gallery walk model, the researcher gave post-test and find out the influenced of the students' vocabulary to be higher in post-test from pre-test. It was indicated that, the used of the Gallery Walk Model influence to improve the students' vocabulary.

2. The Significant Difference of t-Test and t-Table

Through the result of pre-test and post-test, the result of t-test value of the level of the significant 5% = 2.040, degree of the freedom (df) = 32 where $N-1 = 31$, indicated that t-table value was 2.040 and t-test value was 23.704. Therefore, it can be conducted that that statistically hypothesis of H_1 was accepted and the statistically hypothesis of H_0 was rejected. It means that the using of Gallery Walk Model in teaching speaking skill can improve the students' skill of speaking.

Gallery Walk Model was interesting and beneficial for the students who studied English as foreign language because can improve the students' speaking skill. It's caused by the involvement of the students' during the process. It also made English become joyful subject to be learnt.

Based on the data collected above, the researcher can conclude that most of the students needed to be motivated and that the using of Gallery Walk Model can help to create joyful learning in study English especially in speaking skills from this discussion, it can be concluded that the seventh grade students' of SMP Negeri 1 Sungguminasa in academic year 2018/2019 have good skill in English after being the Gallery Walk Model especially in speaking skills.

CHAPTER V

CONCLUSION AND SUGGESTION

C. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher drew conclusion that the Gallery Walk Model influenced the students' speaking skill in terms of vocabulary. It was proved by the mean score of pre-test was 56.75 became 81 in mean score of post-test, it showed that there was 42.57% increase in terms of vocabulary. And the value of t-test in term of vocabulary is greater than the value of t-table ($23.704 > 2.040$).

D. Suggestion

Relations to speaking skill in this thesis were the writer would like to give some suggestion to the Students and the teachers of English as follows:

1. For students
 - a. In relation to this learning model, to get speaking skill, the students should practice their English more through Gallery Walk Model in daily activities like interview or discussion because it can stimulate them to speak up more and to get natural interaction.

- b. The students should make English as daily conversation in their activity, even though just speak little by little. And don't forget to memorize many more English daily expression in enter to make them speak easily in activities and built competition with another group in the classroom.
2. For teachers of English course
 - a. The application of Gallery Walk Model could significantly improve the students speaking skill especially in vocabulary at the seventh grade students of SMP Negeri 1 Sungguminasa. So it is strongly suggested to be applied in teaching English speaking in the classroom in order to improve the students' achievement.
 - b. The teacher should be creative in teaching English especially speaking, because to master it need more technique or method in improving it.

3. For the next Researchers

Based on the study about the influence of Gallery Walk Model is increase to make the students' active to speak English in the class, for the researcher to be able to find out more research about the use of Gallery Walk Model in the others school such as Junior High School or Senior High School with greater population.

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APPENDICES A

SILABUS

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : SMP/MTs
Kelas/Semester : 7/II

Kompetensi Inti :

1. Menanggapi dan mengamalkan ajaran agama yang dianutnya
2. Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

Kompetensi Dasar	Materi Pokok
<p>1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.</p> <p>2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p> <p>2.2 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>	
<p>3.1 Memahami teks lisan berupa sapaan dan pamitan, serta responnya.</p> <p>4.1 Menyusun teks lisan untuk mengucapkan dan merespon sapaan dan pamitan dengan unsur kebahasaan yang benar dan sesuai konteks</p> <p>3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk perkenalan diri, dengan sangat pendek dan sederhana.</p>	<p>Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman</p> <p>Struktur teks (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) <i>a. Good morning. How are you?, Fine, thank you. And you? dan semacamnya</i> <i>b. Goodbye. Bye. See you later. See you. Take care., dan semacamnya</i></p> <p>Unsur kebahasaan Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>Fungsi sosial Memperkenalkan diri untuk menjalin</p>

<p>4.2 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>hubungan interpersonal dengan guru dan teman</p> <p>Struktur teks (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) <i>My name is ..., I'm ..., I live in ...</i> dan sebagainya.</p> <p>Unsur kebahasaan Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>Topik Diri sendiri, nama dan tempat tinggal.</p>
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3. Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata.
4. Mencoba, mengolah, dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber lain yang sama dalam sudut pandang/teori.



Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Mengamati</p> <ul style="list-style-type: none"> Siswa membaca/ menonton/ mendengarkan contoh-contoh teks yang sedang dipelajari dari berbagai sumber, langsung dan/atau rekaman, dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan Siswa menirukan/ menyalin/ meneladani contoh-contoh secara terbimbing. <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan yang 	<p>Kriteria Penilaian: - Tingkat ketercapaian fungsi sosial penggunaan teks - Tingkat kelengkapan dan keruntutan struktur teks - Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan - Tingkat kesesuaian format penulisan/ penyampaian</p> <p>Cara Penilaian: Unjuk kerja - Sasaran: keterampilan menggunakan bahasa Inggris secara produktif: memajang tulisan, presentasi, membacakan, dsb., secara bermakna dan otentik atau mendekati otentik. - Siswa memperagakan proses berpikir tingkat tinggi, dan mandiri. - Penilaian bukan hanya pada produk tetapi juga pada proses. - Kedalaman lebih penting daripada keluasan. - Dapat diintegrasikan dengan penilaian observasi, evaluasi diri dan evaluasi sejawat</p>	<p>16 minggu (16 x 4 x 40 menit tatap muka)</p>	<p>Sesuai dengan kemampuan siswa, guru, sekolah, serta tujuan pembelajaran.</p> <ul style="list-style-type: none"> Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai. Contoh peragaan dalam bentuk rekaman CD/ VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Teks atau latihan dari buku teks Bahasa Inggris Teks dari buku non-teks

<p>digunakan dalam teks yang sedang dipelajari.</p> <ul style="list-style-type: none">• Siswa memperoleh pengetahuan tambahan tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan/ penyampaian dari berbagai sumber, termasuk dari guru. <p>Bereksplorasi/ber eksperimen</p> <ul style="list-style-type: none">• Membaca/ mendengar/ menonton contoh-contoh lain dari teks yang dipelajari dari berbagai sumber, termasuk buku teks, buku panduan, dengan memperhatikan fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format			
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<p>penulisan dari jenis teks yang sedang dipelajari.</p> <p>Mengasosiasi/ menganalisis</p> <ul style="list-style-type: none">• Dalam kerja kelompok terbimbing siswa mempelajari teks untuk dapat menyebutkan fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan dari jenis teks yang sedang dipelajari.• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.			
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Kompetensi Dasar	Materi Pokok
<p>3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebutkan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyebutkan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Fungsi sosial Menyadari pentingnya nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun untuk mengelola kehidupan manusia.</p> <p>Struktur teks (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>What day is it today? It's Monday today. It is Tuesday tomorrow. When do we have English?</i>, dan semacamnya.</p> <p>b. <i>What month is it? What month is before July?, After March is April. I was born in January</i>, dan semacamnya dan semacamnya</p> <p>c. <i>in the morning, at noon, in the afternoon, in the evening, at night, at midnight</i></p> <p>d. <i>What time is it? What time do we have English on Tuesday? one, two thirty, half past eight, a quarter to five</i>, dan seterusnya</p> <p>e. <i>What date is it? What date is the Kartini Day? When were you born? the first, the second, the third, the fourth, the fifth, the twenty first</i> dan seterusnya</p> <p>f. <i>What year is it? When were you born? Nineteen ninety eight. Two thousand and three.</i> dan semacamnya.</p> <p>Unsur kebahasaan:</p> <p>(1) Kata terkait hari, bulan, waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</p> <p>(2) Kata kerja dalam simple present tense: <i>be, have</i>.</p> <p>(3) Kata tanya <i>What?</i></p> <p>(4) Kata ganti <i>it</i>.</p> <p>(5) Ucapan, tekanan kata, intonasi, ejaan,</p>

	<p>tulisan tangan yang rapi</p> <p>Topik Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.</p>
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Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>Portofolio</p> <ul style="list-style-type: none"> • Sasaran: menilai ketekunan, minat, kemajuan, dan keberhasilan dalam belajar melakukan banyak kegiatan dengan bahasa Inggris. • Kumpulan pekerjaan siswa yang mendukung proses belajar, a.l. laporan kemajuan, jadwal kerja, outline proyek, jurnal, buku harian, dsb. • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar, a.l. teks yang disalin, diringkas, dibuat sendiri, yang telah dibaca, foto, video, clipping, dsb. • Kumpulan hasil tes, ujian, nilai, latihan. • Catatan atau rekaman evaluasi diri dan evaluasi 		

	sejawat, berupa komentar, checklist, penilaian.		
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Kompetensi Dasar	Materi Pokok
<p>3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, bangunan publik, tumbuhan dan orang yang dekat dengan kehidupan siswa sehari-hari.</p> <p>4.5 Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, bangunan publik tumbuhan dan orang yang dekat dengan kehidupan siswa sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Fungsi sosial Mengenalkan, mengidentifikasi.</p> <p>Struktur teks (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) <i>It's my cricket. They are my cats. There are many fireflies in the farm., What is it? Are they your toys? Which one is your book? How many cows do you have? The hospital is near the post office. The police station is in the corner.</i> dan semacamnya.</p> <p>Unsur kebahasaan</p> <p>(1) Nama benda dan binatang di sekitar rumah dan sekolah siswa: <i>hen, chicks, house lizard, dragon fly, cockcroaches, mosquitoes.</i></p> <p>(2) Nama bangunan umum: the post office, the bank, the hospital.</p> <p>(3) Kata tanya <i>What? Which one? How many?</i></p> <p>(4) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p> <p>(5) Kata ganti <i>it, they, this, that, those, these.</i></p> <p>(6) Ungkapan <i>There is/are..., Are there ...?</i></p> <p>(7) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: <i>be, have, go, play, get, take</i>, dan sebagainya.</p> <p>(8) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.</p> <p>Topik Benda, binatang, bangunan umum yang terdapat di lingkungan siswa, dengan memberikan keteladanan tentang perilaku ramah lingkungan, percaya diri, dan tanggung jawab.</p>
<p>3.12 Memahami pesan dalam lagu.</p> <p>4.11 Menangkap pesan dalam lagu.</p>	<p>Fungsi sosial Menghibur, mengungkapkan perasaan, menghayati pesan moral</p> <p>Unsur kebahasaan</p> <p>(9) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p>

	<p>(10) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(11) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>Topik Hal-hal yang memberikan keteladanan tentang perilaku yang menginspirasi.</p>
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Mengetahui;
Kepala Sekolah ,

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APPENDICES B

LESSON PLAN



PENELITI : UMI MASROH
SEKOLAH : SMP NEGERI 1 SUNGGUMINASA
KELAS/SEMESTER : VII/2
MATA PELAJARAN : BAHASA INGGRIS
MATERIALS : THIS IS MY WORLD
TAHUN AJARAN : 2018/2019

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP NEGERI 1 SUNGGUMINASA
Kelas/Semester : VII/2
Mata Pelajaran : Bahasa Inggris
Skill : Speaking (Vocabulary)
Topik : This is my world (Things, Animals, Public Building, Plants, and People)
Alokasi Waktu : 2JP x 40 menit (Pertemuan Ke-1)

A. KOMPETENSI INTI

- KI 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya
KI 2 : Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

B. KOMPETENSI DASAR DAN INDIKATOR

1. KOMPETENSI DASAR

- 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebutkan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.
4.5 Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks.

2. INDIKATOR:

- Menguraikan gambar tentang things/animals/public buildings yang diberikan dalam setiap group.
 - Membuat projek akhir materi, berbentuk gambar, diagram yang familiar.
 - Mempresentasikan hasil karya/project yang diberikan kepada kelompok.
- 2.1 Menghargai kepercayaan diri dan kepedulian dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
2.2 Menunjukkan sikap percaya diri dan peduli.

C. TUJUAN PEMBELAJARAN

1. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan fungsi social.
2. Diberika/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan unsur kebahasaan.
3. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan struktur teks.
4. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyampaikan dan merespon informasi dengan percaya diri.

D. MATERI PEMBELAJARAN

We will learn: **This is my world (Things, Animals, Public Building, Plants and People)**

Pre-Test:

1st Meeting (Things Around)		
Give paper test about some pictures to the student.	<ol style="list-style-type: none">1. Make some group in the class, after that every group must finish the paper test.2. Ask one by one group of the students to tell the name of things in the picture front of the class.3. Ask the other student to be audience and receive the performance of presenter to know vocabulary and students' confidence in the class.	Test: Multiple choisce about name, characteristics, function and taste of the things and fruits.

E. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan

- Mengucapkan salam dan berdoa.
- Prepare the class: menyiapkan dan memeriksa kehadiran siswa.
- Memberikan motivasi dan apersepsi dengan menertibkan kelas sebelum memulai pelajaran.
- Menginformasi tujuan pembelajaran.
- Menyampaikan skenario pembelajaran.
- Memberikan Ice Breaking Dance untuk membangkitkan semangat belajar.

Kegiatan inti

1. Mengamati

Siswa menyimak tayangan dari video, gambar atau ungkapan yang diberikan oleh guru tentang kehidupan sosial di dalam kelas.

Tahapan:

- Siswa di arahkan untuk membentuk kelompok belajar sesuai dengan jumlah sub materi yang akan di berikan.
- Membagikan kertas sebagai media.
- Siswa diarahkan untuk menemukan ungkapan Things, Animalas, Public Buildings. Plants, and people yang ada di dalam kelas.
- Siswa diarahkan untuk memilih tema yang akan di bahas dengan system cabut lot/acak nomor.
- Dengan bimbingan dan arahan guru, siswa menguraikan, mempelajari, daan mempresentasikan ungkapan-ungkapan Things, Animalas, Public Buildings. Plants, and people yang diberikan dalam berbagai bentuk kreatifitas dan menempelkannya di tempat yang di arahkan.

2. Menanya

- Guru dan siswa lain membuat pertanyaan berkaitan dengan ungkapan yang disimak.

- Guru menyampaikan pertanyaan penuntun (*leading question*) untuk membangkitkan rasa ingin tahu siswa tentang ungkapan Things, Animalas, Public Buildings, Plants, and people untuk mengajak/mengundang secara kontekstual.
3. Mengeksplor
 - Setiap kelompok mempresentasikan ungkapan tentang Things, Animalas, and Public Buildings dalam konteks *Gallery Walk Model* sesuai dengan tema yang diterima dalam kelompok mereka.
 - Setiap kelompok berusaha bertanya dan menanggapi hasil karya kelompok lain.
 4. Mengasosiasi
 - Setiap kelompok merangkum dan menyimpulkan semua materi yang mereka dapatkan dari kelompok lain
 5. Mengkomunikasikan
 - Siswa menerapkan hal-hal positif yang di dapatkan dari materi yang sudah dipelajari secara wajar setiap bertemu dengan guru dan teman dalam kegiatan sehari-hari di dalam maupun di luar kelas.
 - Melakukan evaluasi diri dengan menulis kendala-kendala dan hal-hal yang telah dikuasai dalam reflektif journal.

Penutup:

- Guru / siswa menyimpulkan materi yang telah di ajarkan.
- Melakukan penilaian dan atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberi umpan balik terhadap proses dan hasil pembelajaran.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

F. MEDIA DAN MODEL PEMBELAJARAN

1. MEDIA

- Alat : Laptop, kertas, dan ATM lainnya
- Media : Flash card/picture, power point, slides, poster, graphic/diagram.

2. MODEL: GALLERY WALK MODEL

G. SUMBER BELAJAR

- Internet : Materi, picture
- Buku : Hand Book

H. PENILAIAN HASIL BELAJAR

1. Tehnik Penilaian Sikap : Non test berupa pengamatan langsung
2. Pengetahuan : Cloze test
3. Keterampilan : Unjuk kerja (performance)

Penilaian dari Aspek Keterampilan (Skills)			
Speaking Skill			
No	Aspek yang Dinilai	Kriteria	Score
1	Vocabulary	Excellent	96 – 100

		Very Good	86 – 95
		Good	76 – 85
		Fairly Good	66 – 75
		Fair	56 – 65
		Low	46 – 55
		Very Low	0 – 45

Gowa, Maret 2019
Peneliti,

Umi Masroh
10535604014



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP NEGERI 1 SUNGGUMINASA
Kelas/Semester : VII/2
Mata Pelajaran : Bahasa Inggris
Skill : Speaking (Vocabulary)
Topik : This is my world (Things, Animals, Public Building, Plants and People)
Alokasi Waktu : 2JP x 40 menit (Pertemuan Ke-2)

A. KOMPETENSI INTI

- KI 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya
KI 2 : Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

B. KOMPETENSI DASAR DAN INDIKATOR

1. KOMPETENSI DASAR

- 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.
4.5 Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks.

2. INDIKATOR:

- Menguraikan gambar tentang things/animals/public buildings yang diberikan dalam setiap group.
 - Membuat projek akhir materi, berbentuk gambar, diagram yang familiar.
 - Mempresentasikan hasil karya/project yang diberikan kepada kelompok.
- 2.1 Menghargai kepercayaan diri dan kepedulian dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
2.2 Menunjukkan sikap percaya diri dan peduli.

C. TUJUAN PEMBELAJARAN

1. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan fungsi social.
2. Diberika/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan unsur kebahasaan.
3. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan struktur teks.

4. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyampaikan dan merespon informasi dengan percaya diri.

D. MATERI PEMBELAJARAN

We will learn: **This is my world (Things, Animals, Public Building, Plants and People)**

Treatment:

Materi 1: Things

2 nd Meeting					
THINGS AROUND THE SCHOOL					
Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Classroom	Office	Teacher room	Parking area	Mosque	Laboratory
Instruction:					
Teacher will give instruction about the content (with picture or name of the things) of materials in for all of the groups. And every group makes some media with the picture of the things in their graphic and the speaker in the groups explain about the name/vocabulary of the things.					

E. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan

- Mengucapkan salam dan berdoa.
- Prepare the class: menyiapkan dan memeriksa kehadiran siswa.
- Memberikan motivasi dan apersepsi dengan menertibkan kelas sebelum memulai pelajaran.
- Menginformasi tujuan pembelajaran.
- Menyampaikan skenario pembelajaran.
- Memberikan Ice Breaking Dance untuk membangkitkan semangat belajar.

Kegiatan inti

1. Mengamati

Siswa menyimak tayangan dari video, gambar atau ungkapan yang diberikan oleh guru tentang kehidupan sosial di dalam kelas.

Tahapan:

- Siswa di arahkan untuk membentuk kelompok belajar sesuai dengan jumlah sub materi yang akan di berikan.
- Membagikan kertas sebagai media.
- Siswa diarahkan untuk menemukan ungkapan Things, Animalas, Public Buildings, Plants, and people yang ada di dalam kelas.
- Siswa diarahkan untuk memilih tema yang akan dibahas dengan system cabut lot/acak nomor.
- Dengan bimbingan dan arahan guru, siswa menguraikan, mempelajari, dan mempresentasikan ungkapan-ungkapan Things, Animalas, Public Buildings, Plants, and people yang diberikan dalam berbagai bentuk kreatifitas dan menempelkannya di tempat yang di arahkan.

2. Menanya

- Guru dan siswa lain membuat pertanyaan berkaitan dengan ungkapan yang disimak.
 - Guru menyampaikan pertanyaan penuntun (*leading question*) untuk membangkitkan rasa ingin tahu siswa tentang ungkapan Things, Animalas, Public Buildings, Plants, and people untuk mengajak/mengundang secara kontekstual.
3. Mengeksplor
 - Setiap kelompok mempresentasikan ungkapan tentang Things, Animalas, and Public Buildings dalam konteks *Gallery Walk Model* sesuai dengan tema yang diterima dalam kelompok mereka.
 - Setiap kelompok berusaha bertanya dan menanggapi hasil karya kelompok lain.
 4. Mengasosiasi
 - Setiap kelompok merangkum dan menyimpulkan semua materi yang mereka dapatkan dari kelompok lain
 5. Mengkomunikasikan
 - Siswa menerapkan hal-hal positif yang di dapatkan dari materi yang sudah dipelajari secara wajar setiap bertemu dengan guru dan teman dalam kegiatan sehari-hari di dalam maupun di luar kelas.
 - Melakukan evaluasi diri dengan menulis kendala-kendala dan hal-hal yang telah dikuasai dalam reflektif journal.

Penutup:

- Guru / siswa menyimpulkan materi yang telah di ajarkan.
- Melakukan penilaian dan atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberi umpan balik terhadap proses dan hasil pembelajaran.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

F. MEDIA DAN MODEL PEMBELAJARAN

1. MEDIA

- Alat : Laptop, kertas, dan ATM lainnya
- Media : Flash card/picture, power point, slides, poster, graphic/diagram.

2. MODEL: GALLERY WALK MODEL

G. SUMBER BELAJAR

- Internet : Materi, picture
 Buku : Hand Book

H. PENILAIAN HASIL BELAJAR

1. Tehnik Penilaian Sikap : Non test berupa pengamatan langsung
2. Pengetahuan : Cloze test
3. Keterampilan : Unjuk kerja (performance)

Penilaian dari Aspek Keterampilan (Skills)			
Speaking Skill			
No	Aspek yang Dinilai	Kriteria	Score

1	Vocabulary	Excellent	96 – 100
		Very Good	86 – 95
		Good	76 – 85
		Fairly Good	66 – 75
		Fair	56 – 65
		Low	46 – 55
		Very Low	0 – 45

Gowa, Maret 2019
Peneliti,

Umi Masroh
10535604014



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP NEGERI 1 SUNGGUMINASA
Kelas/Semester : VII/2
Mata Pelajaran : Bahasa Inggris
Skill : Speaking (Vocabulary)
Topik : This is my world (Things, Animals, Public Building, Plants and People)
Alokasi Waktu : 2JP x 40 menit (Pertemuan Ke-3)

A. KOMPETENSI INTI

- KI 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya
KI 2 : Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

B. KOMPETENSI DASAR DAN INDIKATOR

1. KOMPETENSI DASAR

- 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebutkan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.
4.5 Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks.

2. INDIKATOR:

- Menguraikan gambar tentang things/animals/public buildings yang diberikan dalam setiap group.
 - Membuat projek akhir materi, berbentuk gambar, diagram yang familiar.
 - Mempresentasikan hasil karya/project yang diberikan kepada kelompok.
- 2.3 Menghargai kepercayaan diri dan kepedulian dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
2.4 Menunjukkan sikap percaya diri dan peduli.

C. TUJUAN PEMBELAJARAN

1. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan fungsi social.
2. Diberika/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan unsur kebahasaan.
3. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan struktur teks.
4. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyampaikan dan merespon informasi dengan percaya diri.

D. MATERI PEMBELAJARAN

We will learn: **This is my world (Things, Animals, Public Buildings, Plants and People**

3 rd Meeting					
THINGS AROUND THE HOUSE					
Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Living Room	Dining Room	Bedroom	Kitchen	Bathroom	Garage

Instruction:
Teacher will give instruction about the content (with picture or name of the things) of materials in for all of the groups. And every group makes some media with the picture of the things in their graphic and the speaker in the groups explain about the name/vocabulary of the things.

E. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan

- Mengucapkan salam dan berdoa.
- Prepare the class: menyiapkan dan memeriksa kehadiran siswa.
- Memberikan motivasi dan apersepsi dengan menertibkan kelas sebelum memulai pelajaran.
- Menginformasi tujuan pembelajaran.
- Menyampaikan skenario pembelajaran.
- Memberikan Ice Breaking Dance untuk membangkitkan semangat belajar.

Kegiatan inti

1. Mengamati

Siswa menyimak tayangan dari video, gambar atau ungkapan yang diberikan oleh guru tentang kehidupan sosial di dalam kelas.

Tahapan:

- Siswa di arahkan untuk membentuk kelompok belajar sesuai dengan jumlah sub materi yang akan di berikan.
- Membagikan kertas sebagai media.
- Siswa diarahkan untuk menemukan ungkapan Things, Animalas, Public Buildings, Plants, and people yang ada di dalam kelas.
- Siswa diarahkan untuk memilih tema yang akan dibahas dengan system cabut lot/acak nomor.
- Dengan bimbingan dan arahan guru, siswa menguraikan, mempelajari, daan mempresentasikan ungkapan-ungkapan Things, Animalas, Public Buildings, Plants, and people yang diberikan dalam berbagai bentuk kreatifitas dan menempelkannya di tempat yang di arahkan.

2. Menanya

- Guru dan siswa lain membuat pertanyaan berkaitan dengan ungkapan yang disimak.
- Guru menyampaikan pertanyaan penuntun (*leading question*) untuk membangkitkan rasa ingin tahu siswa tentang ungkapan Things, Animalas,

Public Buildings, Plants, and people untuk mengajak/mengundang secara kontekstual.

3. Mengeksplor
 - Setiap kelompok mempresentasikan ungkapan tentang Things, Animals, Public Buildings, Plants, and people dalam konteks *Gallery Walk Model* sesuai dengan tema yang diterima dalam kelompok mereka.
 - Setiap kelompok berusaha bertanya dan menanggapi hasil karya kelompok lain.
4. Mengasosiasi
 - Setiap kelompok merangkum dan menyimpulkan semua materi yang mereka dapatkan dari kelompok lain
5. Mengkomunikasikan
 - Siswa menerapkan hal-hal positif yang di dapatkan dari materi yang sudah dipelajari secara wajar setiap bertemu dengan guru dan teman dalam kegiatan sehari-hari di dalam maupun di luar kelas.
 - Melakukan evaluasi diri dengan menulis kendala-kendala dan hal-hal yang telah dikuasai dalam reflektif journal.

Penutup:

- Guru / siswa menyimpulkan materi yang telah di ajarkan.
- Melakukan penilaian dan atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberi umpan balik terhadap proses dan hasil pembelajaran.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

F. MEDIA DAN MODEL PEMBELAJARAN

1. MEDIA

- Alat : Laptop, kertas, dan ATM lainnya
- Media : Flash card/picture, power point, slides, poster, graphic/diagram.

2. MODEL: GALLERY WALK MODEL

G. SUMBER BELAJAR

- Internet : Materi, picture
 Buku : Hand Book

H. PENILAIAN HASIL BELAJAR

1. Tehnik Penilaian Sikap : Non test berupa pengamatan langsung
2. Pengetahuan : Cloze test
3. Keterampilan : Unjuk kerja (performance)

Penilaian dari Aspek Keterampilan (Skills)			
Speaking Skill			
No	Aspek yang Dinilai	Kriteria	Score
1	Vocabulary	Excellent	96 – 100
		Very Good	86 – 95
		Good	76 – 85

	Fairly Good	66 – 75
	Fair	56 – 65
	Low	46 – 55
	Very Low	0 – 45

Gowa, Maret 2019
Peneliti,

Umi Masroh
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP NEGERI 1 SUNGGUMINASA
Kelas/Semester : VII/2
Mata Pelajaran : Bahasa Inggris
Skill : Speaking (Vocabulary)
Topik : This is my world (Things, Animals, Public Building, Plants and People)
Alokasi Waktu : 2JP x 40 menit (Pertemuan Ke-4)

A. KOMPETENSI INTI

- KI 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya
KI 2 : Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

B. KOMPETENSI DASAR DAN INDIKATOR

1. KOMPETENSI DASAR

- 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.
4.5 Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks.

2. INDIKATOR:

- Menguraikan gambar tentang things/animals/public buildings yang diberikan dalam setiap group.
 - Membuat projek akhir materi, berbentuk gambar, diagram yang familiar.
 - Mempresentasikan hasil karya/project yang diberikan kepada kelompok.
- 2.5 Menghargai kepercayaan diri dan kepedulian dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
2.6 Menunjukkan sikap percaya diri dan peduli.

C. TUJUAN PEMBELAJARAN

1. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan fungsi social.
2. Diberika/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan unsur kebahasaan.
3. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan struktur teks.

4. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyampaikan dan merespon informasi dengan percaya diri.

D. MATERI PEMBELAJARAN

We will learn: **This is my world (Things, Animals, Public Building, Plants and People)**

Materi 2: Animals

4 th Meeting					
TAME ANIMALS					
Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Tame animals	Wild animals	Fowls (Unggas)	Mammals (Mamalia)	Reptiles (Melata)	Insect (Serangga)
<p>Instruction: Teacher will give instruction about the content (with picture or name of the animals) of materials in for all of the groups. And every group makes some media with the picture of the things in their graphic and the speaker in the groups explain about the name/vocabulary of the animals.</p>					

E. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan

- Mengucapkan salam dan berdoa.
- Prepare the class: menyiapkan dan memeriksa kehadiran siswa.
- Memberikan motivasi dan apersepsi dengan menertibkan kelas sebelum memulai pelajaran.
- Menginformasi tujuan pembelajaran.
- Menyampaikan skenario pembelajaran.
- Memberikan Ice Breaking Dance untuk membangkitkan semangat belajar.

Kegiatan inti

1. Mengamati

Siswa menyimak tayangan dari video, gambar atau ungkapan yang diberikan oleh guru tentang kehidupan sosial di dalam kelas.

Tahapan:

- Siswa di arahkan untuk membentuk kelompok belajar sesuai dengan jumlah sub materi yang akan di berikan.
- Membagikan kertas sebagai media.
- Siswa diarahkan untuk menemukan ungkapan Things, Animalas, Public Buildings, Plants, and people yang ada di dalam kelas.
- Siswa diarahkan untuk memilih tema yang akan dibahas dengan system cabut lot/acak nomor.
- Dengan bimbingan dan arahan guru, siswa menguraikan, mempelajari, dan mempresentasikan ungkapan-ungkapan Things, Animalas, Public Buildings, Plants, and people yang diberikan dalam berbagai bentuk kreatifitas dan menempelkannya di tempat yang di arahkan.

2. Menanya

- Guru dan siswa lain membuat pertanyaan berkaitan dengan ungkapan yang disimak.
 - Guru menyampaikan pertanyaan penuntun (*leading question*) untuk membangkitkan rasa ingin tahu siswa tentang ungkapan Things, Animalas, Public Buildings, Plants, and people untuk mengajak/mengundang secara kontekstual.
3. Mengeksplor
 - Setiap kelompok mempresentasikan ungkapan tentang Things, Animalas, Public Buildings, Plants, and people dalam konteks *Gallery Walk Model* sesuai dengan tema yang diterima dalam kelompok mereka.
 - Setiap kelompok berusaha bertanya dan menanggapi hasil karya kelompok lain.
 4. Mengasosiasi
 - Setiap kelompok merangkum dan menyimpulkan semua materi yang mereka dapatkan dari kelompok lain
 5. Mengkomunikasikan
 - Siswa menerapkan hal-hal positif yang di dapatkan dari materi yang sudah dipelajari secara wajar setiap bertemu dengan guru dan teman dalam kegiatan sehari-hari di dalam maupun di luar kelas.
 - Melakukan evaluasi diri dengan menulis kendala-kendala dan hal-hal yang telah dikuasai dalam reflektif journal.

Penutup:

- Guru / siswa menyimpulkan materi yang telah di ajarkan.
- Melakukan penilaian dan atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberi umpan balik terhadap proses dan hasil pembelajaran.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

F. MEDIA DAN MODEL PEMBELAJARAN

1. MEDIA

- Alat : Laptop, kertas, dan ATM lainnya
- Media : Flash card/picture, power point, slides, poster, graphic/diagram.

2. MODEL: GALLERY WALK MODEL

G. SUMBER BELAJAR

- Internet : Materi, picture
 Buku : Hand Book

H. PENILAIAN HASIL BELAJAR

1. Tehnik Penilaian Sikap : Non test berupa pengamatan langsung
2. Pengetahuan : Cloze test
3. Keterampilan : Unjuk kerja (performance)

Penilaian dari Aspek Keterampilan (Skills)			
Speaking Skill			
No	Aspek yang Dinilai	Kriteria	Score

1	Vocabulary	Excellent	96 – 100
		Very Good	86 – 95
		Good	76 – 85
		Fairly Good	66 – 75
		Fair	56 – 65
		Low	46 – 55
		Very Low	0 – 45

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP NEGERI 1 SUNGGUMINASA
Kelas/Semester : VII/2
Mata Pelajaran : Bahasa Inggris
Skill : Speaking (Vocabulary)
Topik : This is my world (Things, Animals, Public Building, Plants and People)
Alokasi Waktu : 2JP x 40 menit (Pertemuan Ke-5)

A. KOMPETENSI INTI

- KI 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya
KI 2 : Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

B. KOMPETENSI DASAR DAN INDIKATOR

1. KOMPETENSI DASAR

- 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.
4.5 Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks.

2. INDIKATOR:

- Menguraikan gambar tentang things/animals/public buildings yang diberikan dalam setiap group.
 - Membuat proyek akhir materi, berbentuk gambar, diagram yang familiar.
 - Mempresentasikan hasil karya/project yang diberikan kepada kelompok.
- 2.1 Menghargai kepercayaan diri dan kepedulian dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
2.2 Menunjukkan sikap percaya diri dan peduli.

C. TUJUAN PEMBELAJARAN

1. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan fungsi social.
2. Diberika/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan unsur kebahasaan.
3. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan struktur teks.
4. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyampaikan dan merespon informasi dengan percaya diri.

D. MATERI PEMBELAJARAN

We will learn: **This is my world (Things, Animals, Public Building, Plants and People)**

Materi 3: Public Buildings

5 th Meeting					
PUBLIC BUILDINGS					
Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Pusat perbelanjaan	Pusat hiburan	Tempat ibadah	Kantor BUMN	Education	Terminal
<p>Instruction: Teacher will give instruction about the content (with picture or name of the public buildings) of materials in for all of the groups. And every group makes some media with the picture of the things in their graphic and the speaker in the groups explain about the name/vocabulary of the public building.</p>					

E. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan

- Mengucapkan salam dan berdoa.
- Prepare the class: menyiapkan dan memeriksa kehadiran siswa.
- Memberikan motivasi dan apersepsi dengan menertibkan kelas sebelum memulai pelajaran.
- Menginformasi tujuan pembelajaran.
- Menyampaikan skenario pembelajaran.
- Memberikan Ice Breaking Dance untuk membangkitkan semangat belajar.

Kegiatan inti

1. Mengamati

Siswa menyimak tayangan dari video, gambar atau ungkapan yang diberikan oleh guru tentang kehidupan sosial di dalam kelas.

Tahapan:

- Siswa di arahkan untuk membentuk kelompok belajar sesuai dengan jumlah sub materi yang akan di berikan.
- Membagikan kertas sebagai media.
- Siswa diarahkan untuk menemukan ungkapan Things, Animalas, Public Buildings. Plants, and people yang ada di dalam kelas.
- Siswa diarahkan untuk memilih tema yang akan dibahas dengan system cabut lot/acak nomor.
- Dengan bimbingan dan arahan guru, siswa menguraikan, mempelajari, dan mempresentasikan ungkapan-ungkapan Things, Animalas, Public Buildings, Plants, and people yang diberikan dalam berbagai bentuk kreatifitas dan menempelkannya di tempat yang di arahkan.

2. Menanya

- Guru dan siswa lain membuat pertanyaan berkaitan dengan ungkapan yang disimak.

- Guru menyampaikan pertanyaan penuntun (*leading question*) untuk membangkitkan rasa ingin tahu siswa tentang Things, Animalas, Public Buildings, Plants, and people untuk mengajak/mengundang secara kontekstual.
3. Mengeksplor
 - Setiap kelompok mempresentasikan ungkapan tentang Things, Animalas, Public Buildings, Plants, and people dalam konteks *Gallery Walk Model* sesuai dengan tema yang diterima dalam kelompok mereka.
 - Setiap kelompok berusaha bertanya dan menanggapi hasil karya kelompok lain.
 4. Mengasosiasi
 - Setiap kelompok merangkum dan menyimpulkan semua materi yang mereka dapatkan dari kelompok lain
 5. Mengkomunikasikan
 - Siswa menerapkan hal-hal positif yang di dapatkan dari materi yang sudah dipelajari secara wajar setiap bertemu dengan guru dan teman dalam kegiatan sehari-hari di dalam maupun di luar kelas.
 - Melakukan evaluasi diri dengan menulis kendala-kendala dan hal-hal yang telah dikuasai dalam reflektif journal.

Penutup:

- Guru / siswa menyimpulkan materi yang telah di ajarkan.
- Melakukan penilaian dan atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberi umpan balik terhadap proses dan hasil pembelajaran.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

F. MEDIA DAN MODEL PEMBELAJARAN

1. MEDIA

- Alat : Laptop, kertas, dan ATM lainnya
- Media : Flash card/picture, power point, slides, poster, graphic/diagram.

2. MODEL: GALLERY WALK MODEL

G. SUMBER BELAJAR

- Internet : Materi, picture
- Buku : Hand Book

H. PENILAIAN HASIL BELAJAR

1. Tehnik Penilaian Sikap : Non test berupa pengamatan langsung
2. Pengetahuan : Cloze test
3. Keterampilan : Unjuk kerja (performance)

Penilaian dari Aspek Keterampilan (Skills)			
Speaking Skill			
No	Aspek yang Dinilai	Kriteria	Score
1	Vocabulary	Excellent	96 – 100

		Very Good	86 – 95
		Good	76 – 85
		Fairly Good	66 – 75
		Fair	56 – 65
		Low	46 – 55
		Very Low	0 – 45

Gowa, Maret 2019
Peneliti,

Umi Masroh
10535604014



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP NEGERI 1 SUNGGUMINASA
Kelas/Semester : VII/2
Mata Pelajaran : Bahasa Inggris
Skill : Speaking (Vocabulary)
Topik : This is my world (Things, Animals, Public Building, Plants and People)
Alokasi Waktu : 2JP x 40 menit (Pertemuan Ke-6)

A. KOMPETENSI INTI

- KI 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya
KI 2 : Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

B. KOMPETENSI DASAR DAN INDIKATOR

1. KOMPETENSI DASAR

- 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.
4.5 Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks.

2. INDIKATOR:

- Menguraikan gambar tentang things/animals/public buildings yang diberikan dalam setiap group.
 - Membuat projek akhir materi, berbentuk gambar, diagram yang familiar.
 - Mempresentasikan hasil karya/project yang diberikan kepada kelompok.
- 2.1 Menghargai kepercayaan diri dan kepedulian dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
2.2 Menunjukkan sikap percaya diri dan peduli.

C. TUJUAN PEMBELAJARAN

1. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan fungsi social.
2. Diberika/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan unsur kebahasaan.
3. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan struktur teks.
4. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyampaikan dan merespon informasi dengan percaya diri.

D. MATERI PEMBELAJARAN

We will learn: **This is my world (Things, Animals, Public Building, Plants and People)**

Materi 4: Plants

6 th Meeting					
PLANTS					
Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Flowers	Vegetables	Fruits	Trees	Flavors	Herbal

Instruction:
Teacher will give instruction about the content (with picture or name of the plants) of materials in for all of the groups. And every group makes some media with the picture of the things in their graphic and the speaker in the groups explain about the name/vocabulary of the plants.

E. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan

- Mengucapkan salam dan berdoa.
- Prepare the class: menyiapkan dan memeriksa kehadiran siswa.
- Memberikan motivasi dan apersepsi dengan menertibkan kelas sebelum memulai pelajaran.
- Menginformasi tujuan pembelajaran.
- Menyampaikan skenario pembelajaran.
- Memberikan Ice Breaking Dance untuk membangkitkan semangat belajar.

Kegiatan inti

1. Mengamati

Siswa menyimak tayangan dari video, gambar atau ungkapan yang diberikan oleh guru tentang kehidupan sosial di dalam kelas.

Tahapan:

- Siswa di arahkan untuk membentuk kelompok belajar sesuai dengan jumlah sub materi yang akan di berikan.
- Membagikan kertas sebagai media.
- Siswa diarahkan untuk menemukan ungkapan Things, Animalas, Public Buildings, Plants, and people yang ada di dalam kelas.
- Siswa diarahkan untuk memilih tema yang akan dibahas dengan system cabut lot/acak nomor.
- Dengan bimbingan dan arahan guru, siswa menguraikan, mempelajari, dan mempresentasikan ungkapan-ungkapan Things, Animalas, Public Buildings, Plants, and people yang diberikan dalam berbagai bentuk kreatifitas dan menempelkannya di tempat yang di arahkan.

2. Menanya

- Guru dan siswa lain membuat pertanyaan berkaitan dengan ungkapan yang disimak.

- Guru menyampaikan pertanyaan penuntun (*leading question*) untuk membangkitkan rasa ingin tahu siswa tentang ungkapan Things, Animalas, Public Buildings, Plants, and people untuk mengajak/mengundang secara kontekstual.
3. Mengeksplor
 - Setiap kelompok mempresentasikan ungkapan tentang Things, Animalas, Public Buildings, Plants, and people dalam konteks *Gallery Walk Model* sesuai dengan tema yang diterima dalam kelompok mereka.
 - Setiap kelompok berusaha bertanya dan menanggapi hasil karya kelompok lain.
 4. Mengasosiasi
 - Setiap kelompok merangkum dan menyimpulkan semua materi yang mereka dapatkan dari kelompok lain
 5. Mengkomunikasikan
 - Siswa menerapkan hal-hal positif yang di dapatkan dari materi yang sudah dipelajari secara wajar setiap bertemu dengan guru dan teman dalam kegiatan sehari-hari di dalam maupun di luar kelas.
 - Melakukan evaluasi diri dengan menulis kendala-kendala dan hal-hal yang telah dikuasai dalam reflektif journal.

Penutup:

- Guru / siswa menyimpulkan materi yang telah di ajarkan.
- Melakukan penilaian dan atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberi umpan balik terhadap proses dan hasil pembelajaran.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

F. MEDIA DAN MODEL PEMBELAJARAN

1. MEDIA

- Alat : Laptop, kertas, dan ATM lainnya
- Media : Flash card/picture, power point, slides, poster, graphic/diagram.

2. MODEL: GALLERY WALK MODEL

G. SUMBER BELAJAR

- Internet : Materi, picture
- Buku : Hand Book

H. PENILAIAN HASIL BELAJAR

1. Tehnik Penilaian Sikap : Non test berupa pengamatan langsung
2. Pengetahuan : Cloze test
3. Keterampilan : Unjuk kerja (performance)

Penilaian dari Aspek Keterampilan (Skills)			
Speaking Skill			
No	Aspek yang Dinilai	Kriteria	Score
1	Vocabulary	Excellent	96 – 100

		Very Good	86 – 95
		Good	76 – 85
		Fairly Good	66 – 75
		Fair	56 – 65
		Low	46 – 55
		Very Low	0 – 45

Gowa, Maret 2019
Peneliti,

Umi Masroh
10535604014



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP NEGERI 1 SUNGGUMINASA
Kelas/Semester : VII/2
Mata Pelajaran : Bahasa Inggris
Skill : Speaking (Vocabulary)
Topik : This is my world (Things, Animals, Public Building, Plants and People)
Alokasi Waktu : 2JP x 40 menit (Pertemuan Ke-7)

A. KOMPETENSI INTI

- KI 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya
KI 2 : Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

B. KOMPETENSI DASAR DAN INDIKATOR

1. KOMPETENSI DASAR

- 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.
4.5 Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks.

2. INDIKATOR:

- Menguraikan gambar tentang things/animals/public buildings yang diberikan dalam setiap group.
 - Membuat projek akhir materi, berbentuk gambar, diagram yang familiar.
 - Mempresentasikan hasil karya/project yang diberikan kepada kelompok.
- 2.1 Menghargai kepercayaan diri dan kepedulian dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
2.2 Menunjukkan sikap percaya diri dan peduli.

C. TUJUAN PEMBELAJARAN

1. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan fungsi social.
2. Diberika/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan unsur kebahasaan.
3. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan struktur teks.
4. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyampaikan dan merespon informasi dengan percaya diri.

D. MATERI PEMBELAJARAN

We will learn: **This is my world (Things, Animals, Public Building, Plants and People)**

Materi 5: People

7 th Meeting					
PEOPLE					
Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Mario Teguh	Nasrah Ridwan	Jefry Nichol	IqbqI Ramadhan	Ayu Ting-Ting	Luna Maya

Instruction:
Teacher will give instruction about the content (with picture or name of the people) of materials in for all of the groups. And every group makes some media with the picture of the things in their graphic and the speaker in the groups explain about the name/vocabulary of the people.

E. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan

- Mengucapkan salam dan berdoa.
- Prepare the class: menyiapkan dan memeriksa kehadiran siswa.
- Memberikan motivasi dan apersepsi dengan menertibkan kelas sebelum memulai pelajaran.
- Menginformasi tujuan pembelajaran.
- Menyampaikan skenario pembelajaran.
- Memberikan Ice Breaking Dance untuk membangkitkan semangat belajar.

Kegiatan inti

1. Mengamati

Siswa menyimak tayangan dari video, gambar atau ungkapan yang diberikan oleh guru tentang kehidupan sosial di dalam kelas.

Tahapan:

- Siswa di arahkan untuk membentuk kelompok belajar sesuai dengan jumlah sub materi yang akan di berikan.
- Membagikan kertas sebagai media.
- Siswa diarahkan untuk menemukan ungkapan Things, Animalas, Public Buildings, Plants, and people yang ada di dalam kelas.
- Siswa diarahkan untuk memilih tema yang akan dibahas dengan system cabut lot/acak nomor.
- Dengan bimbingan dan arahan guru, siswa menguraikan, mempelajari, dan mempresentasikan ungkapan Things, Animalas, Public Buildings, Plants, and people yang diberikan dalam berbagai bentuk kreatifitas dan menempelkannya di tempat yang di arahkan.

2. Menanya

- Guru dan siswa lain membuat pertanyaan berkaitan dengan ungkapan yang disimak.
- Guru menyampaikan pertanyaan penuntun (*leading question*) untuk membangkitkan rasa ingin tahu siswa tentang Things, Animalas, Public

Buildings, Plants, and people untuk mengajak/mengundang secara kontekstual.

3. Mengeksplor
 - Setiap kelompok mempresentasikan ungkapan tentang Things, Animals, Public Buildings, Plants, and people dalam konteks *Gallery Walk Model* sesuai dengan tema yang diterima dalam kelompok mereka.
 - Setiap kelompok berusaha bertanya dan menanggapi hasil karya kelompok lain.
4. Mengasosiasi
 - Setiap kelompok merangkum dan menyimpulkan semua materi yang mereka dapatkan dari kelompok lain
5. Mengkomunikasikan
 - Siswa menerapkan hal-hal positif yang di dapatkan dari materi yang sudah dipelajari secara wajar setiap bertemu dengan guru dan teman dalam kegiatan sehari-hari di dalam maupun di luar kelas.
 - Melakukan evaluasi diri dengan menulis kendala-kendala dan hal-hal yang telah dikuasai dalam reflektif journal.

Penutup:

- Guru / siswa menyimpulkan materi yang telah di ajarkan.
- Melakukan penilaian dan atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberi umpan balik terhadap proses dan hasil pembelajaran.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

F. MEDIA DAN MODEL PEMBELAJARAN

1. MEDIA

- Alat : Laptop, kertas, dan ATM lainnya
- Media : Flash card/picture, power point, slides, poster, graphic/diagram.

2. MODEL: GALLERY WALK MODEL

G. SUMBER BELAJAR

- Internet : Materi, picture
 Buku : Hand Book

H. PENILAIAN HASIL BELAJAR

1. Tehnik Penilaian Sikap : Non test berupa pengamatan langsung
2. Pengetahuan : Cloze test
3. Keterampilan : Unjuk kerja (performance)

Penilaian dari Aspek Keterampilan (Skills)			
Speaking Skill			
No	Aspek yang Dinilai	Kriteria	Score
1	Vocabulary	Excellent	96 – 100
		Very Good	86 – 95
		Good	76 – 85

	Fairly Good	66 – 75
	Fair	56 – 65
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP NEGERI 1 SUNGGUMINASA
Kelas/Semester : VII/2
Mata Pelajaran : Bahasa Inggris
Skill : Speaking (Vocabulary)
Topik : This is my world (Things, Animals, Public Building, Plants and People)
Alokasi Waktu : 2JP x 40 menit (Pertemuan Ke-8)

A. KOMPETENSI INTI

- KI 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya
KI 2 : Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

B. KOMPETENSI DASAR DAN INDIKATOR

1. KOMPETENSI DASAR

- 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.
4.5 Menyusun teks lisan dan tulis untuk menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks.

2. INDIKATOR:

- Menguraikan gambar tentang things/animals/public buildings yang diberikan dalam setiap group.
 - Membuat projek akhir materi, berbentuk gambar, diagram yang familiar.
 - Mempresentasikan hasil karya/project yang diberikan kepada kelompok.
- 2.1 Menghargai kepercayaan diri dan kepedulian dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
2.2 Menunjukkan sikap percaya diri dan peduli.

C. TUJUAN PEMBELAJARAN

1. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan fungsi social.
2. Diberika/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan unsur kebahasaan.
3. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyebutkan secara lisan struktur teks.

4. Diberikan/diperlihatkan gambar tentang things/animals/public buildings dalam kelas, peserta didik dapat menyampaikan dan merespon informasi dengan percaya diri.

D. MATERI PEMBELAJARAN

We will learn: **This is my world (Things, Animals, Public Building, Plants and People)**

Post-Test:

8th Meeting		
Groups	Instruction	Content
Makes the six group in the class, after that the teacher dispensing paper test.	Every group making finish the test and present front of the class.	All of the materials

E. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan

- Mengucapkan salam dan berdoa.
- Prepare the class: menyiapkan dan memeriksa kehadiran siswa.
- Memberikan motivasi dan apersepsi dengan menertibkan kelas sebelum memulai pelajaran.
- Menginformasi tujuan pembelajaran.
- Menyampaikan skenario pembelajaran.
- Memberikan Ice Breaking Dance untuk membangkitkan semangat belajar.

Kegiatan inti

1. Mengamati

Siswa menyimak tayangan dari video, gambar atau ungkapan yang diberikan oleh guru tentang content di dalam kelas.

Tahapan:

- Siswa di arahkan untuk membentuk kelompok belajar sesuai dengan jumlah sub materi yang akan di berikan.
 - Membagikan kertas sebagai media.
 - Siswa diarahkan untuk menemukan ungkapan Things, Animalas, Public Buildings, Plants, and people yang ada di dalam kelas.
 - Siswa diarahkan untuk memilih tema yang akan dibahas dengan system cabut lot/acak nomor.
 - Dengan bimbingan dan arahan guru, siswa menguraikan, mempelajari, dan mempresentasikan ungkapan-ungkapan Things, Animalas, Public Buildings, Plants, and people yang diberikan dalam berbagai bentuk kreatifitas dan menempelkannya di tempat yang di arahkan.
- ##### **2. Menanya**
- Guru dan siswa lain membuat pertanyaan berkaitan dengan ungkapan yang disimak.

- Guru menyampaikan pertanyaan penuntun (*leading question*) untuk membangkitkan rasa ingin tahu siswa tentang Things, Animalas, Public Buildings, Plants, and people untuk mengajak/mengundang secara kontekstual.
3. Mengeksplor
 - Setiap kelompok mempresentasikan ungkapan tentang Things, Animalas, Public Buildings, Plants, and people dalam konteks *Gallery Walk Model* sesuai dengan tema yang diterima dalam kelompok mereka.
 - Setiap kelompok berusaha bertanya dan menanggapi hasil karya kelompok lain.
 4. Mengasosiasi
 - Setiap kelompok merangkum dan menyimpulkan semua materi yang mereka dapatkan dari kelompok lain
 5. Mengkomunikasikan
 - Siswa menerapkan hal-hal positif yang di dapatkan dari materi yang sudah dipelajari secara wajar setiap bertemu dengan guru dan teman dalam kegiatan sehari-hari di dalam maupun di luar kelas.
 - Melakukan evaluasi diri dengan menulis kendala-kendala dan hal-hal yang telah dikuasai dalam reflektif journal.

Penutup:

- Guru / siswa menyimpulkan materi yang telah di ajarkan.
- Melakukan penilaian dan atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberi umpan balik terhadap proses dan hasil pembelajaran.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

F. MEDIA DAN MODEL PEMBELAJARAN

1. MEDIA

- Alat : Laptop, kertas, dan ATM lainnya
- Media : Flash card/picture, power point, slides, poster, graphic/diagram.

2. MODEL: GALLERY WALK MODEL

G. SUMBER BELAJAR

Internet : Materi, picture

Buku : Hand Book

H. PENILAIAN HASIL BELAJAR

1. Tehnik Penilaian Sikap : Non test berupa pengamatan langsung
2. Pengetahuan : Cloze test
3. Keterampilan : Unjuk kerja (performance)

Penilaian dari Aspek Keterampilan (Skills)			
Speaking Skill			
No	Aspek yang Dinilai	Kriteria	Score
1	Vocabulary	Excellent	96 – 100
		Very Good	86 – 95
		Good	76 – 85
		Fairly Good	66 – 75
		Fair	56 – 65

		Low	46 – 55
		Very Low	0 – 45

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10535604014



APPENDICES C

Group :

Name :

For number 4-6



4. What is this?

Answer:

Oral test: To know the ability of the speaker explaining and present clearly about the pictures from of the class with the easy to the listener understood.

5. What is the function of this thing?

Answer:

For number 1-3:



6. Why everyone is needed it?

Answer:

1. What is this?

Answer:

2. How is the taste of this cake?

Answer:

3. How the shape of this cake?

Answer:

For number 7-9



7. What is this?

Answer:

8. What is the function of the thing?

Answer:

9. Who is the familiar to use it?

Answer:

13. What is this?

Answer:

For number 10-12:

14. How the taste of this fruit?

Answer:



15. What is the color of this fruit?

Answer:

10. What is this?

Answer:

For number 16-18:

11. What is the function of the thing?

Answer:



12. Who is playing this game?

Answer:

16. What is this?

Answer:

For number 13-15:

17. How the taste of this fruit?

Answer:



18. What is the function of this fruit?

Answer:

For number 19-20:



19. What is the function of hand phone?

Answer:

20. Why hand phone is important for you?

Answer:



APPENDICES D

TREATMENT MATERIALS

Instruction:

The teacher give some instruction to the students to make some group in every meeting, and give the content to each groups and ask them to find out and discuss the material with their group. After that, each group put their creativity around the class, and each member group moving to another groups to ask something and the other members of group present about their materials.

1. Things Around the School

Explain the name about following topic using the picture graph!

- a. Classroom (**Group 1**)
- b. Office (**Group 2**)
- c. Teacher room (**Group 3**)
- d. Parking area (**Group 4**)
- e. Mosque (**Group 5**)
- f. Laboratory (**Group 6**)

2. Things Around the House

Explain the name about following topic using the picture graph!

- a. Living room (**Group 1**)
- b. Dining Room (**Group 2**)
- c. Bedroom (**Group 3**)
- d. Kitchen (**Group 4**)
- e. Bathroom (**Group 5**)
- f. Garage (**Group 6**)

3. Animals

Explain the name about following topic using the picture graph!

- a. Tame animals (**Group 1**)
- b. Wild animals (**Group 2**)
- c. Fowls (Unggas) (**Group 3**)
- d. Mammals (Mamalia) (**Group 4**)
- e. Reptiles (Melata) (**Group 5**)
- f. Insect (Serangga) (**Group 6**)

4. Public Buildings

Explain the name about following topic using the picture graph!

- a. Centre Store (Pusat perbelanjaan) (**Group 1**)
- b. Centre Entertainment (Pusat hiburan) (**Group 2**)
- c. Religious Place (Tempat ibadah) (**Group 3**)
- d. BUMN Office (Kantor BUMN) (**Group 4**)
- e. Education (Pendidikan) (**Group 5**)
- f. Terminal/airlines (pangkalan/stasiun) (**Group 6**)

5. Plants

Explain the name about following topic using the picture graph!

- a. Flowers (**Group 1**)

- b. Vegetables (**Group 2**)
- c. Fruits (**Group 3**)
- d. Trees (**Group 4**)
- e. Flavors (**Group 5**)
- f. Herbal (**Group 6**)

6. People

Explain the name about following topic using the picture graph!

- a. Mario Teguh (**Group 1**)
- b. Nasrah Ridwan (**Group 2**)
- c. Jefry Nichol (**Group 3**)
- d. IqbqI Ramadhan (**Group 4**)
- e. Ayu Ting-Ting (**Group 5**)
- f. Luna Maya (**Group 6**)



APPENDICES E

POST-TEST

Group :
Name :



Name:
Profession:
Job:



Name:
Profession:
Job:



Name:
Profession:
Job:



Name:
Profession:
Job:



Name:
Profession:
Job:



Name:
Profession:
Job:



Name:
Function:
Characteristic:



Name:
Function:
Characteristic:



Name:
Function:
Characteristic:



Name:
Function:
Characteristic:



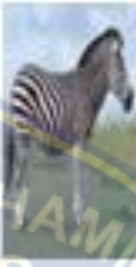









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POST-TEST

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POST-TEST



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APPENDICES F

SCRIPT OF STUDENTS PRE-TEST

No	Name of the Students'	Presentations of Pre-Test	Groups Score	Personal Score
1	Ahmad Walid Nawaf S.	<p>Saya akan mempresentasikan tentang donat dan hand phone.</p> <ol style="list-style-type: none"> 1. There are a doughnuts, rasanya sweet, and the the sape is opal. 2. Fungsi hp for communication, and hp penting karena kita bisa mendapatkan information and berita. 	68	50
2	Akilah Ghaniya Salsabila	<p>Saya akan mempresentasikan tentang donat dan hand phone.</p> <ol style="list-style-type: none"> 1. There are doughnuts, the cake is sweet, and the shape is oval. 2. Fungsi for calling and chating, and hand phone is penting karena to play game. 	58	52
3	Alifiyah Cantika Putri	<p>Saya akan memper, eh mempresentasikan tentang uang dan handphone.</p> <ol style="list-style-type: none"> 1. This is money, fungsi to buy, and it's impossibel. 2. Fungsi hand phone for communication, and hp penting because kita bisa mendapatkan information and news. 	68	50
4	A. Besse Nurul Fahira	<p>Saya akan mempresentasikan tentang doughnut dan hand phone.</p> <ol style="list-style-type: none"> 1. There are a doughnuts, rasanya manis, and the shape is circular. 2. Fungsi is for browsing, and for information. 	71	60
5	Atikah Ahla Amanina	<p>Saya akan mempresentasikan tentang uang dan handphone.</p> <ol style="list-style-type: none"> 1. This is money, fungsi buy something, and very interrupt. 2. Fungsi is for browsing, and for information. 	71	55
6	Ara Aisyah Azzahra	<p>Saya akan mempresentasikan tentang money dan hand phone.</p> <ol style="list-style-type: none"> 1. This money, the fungsi to buy, and this interest. 2. Fungsi is for calling and chating, and hand phone is penting because to play game. 	58	55
7	Ayu Nurfakhirah Haris	<p>Saya akan mempresentasikan tentang doughnut dan hand phone.</p>	67	45

		<ol style="list-style-type: none"> 1. There are doughnuts, taste is sweet, and the shape is circular. 2. Fungsi is to music, and penting karena bisa nonton youtube. 		
8	Eka Mustika	<p>Saya akan mempresentasikan tentang flash disk dan handphone.</p> <ol style="list-style-type: none"> 1. This is fd, fungsi to menyimpan file, and for the students. 2. Fungsi is for browsing, and information. 	71	55
9	Juan Fiero Paebung	<p>Saya akan mempresentasikan tentang uang dan hand phone.</p> <ol style="list-style-type: none"> 1. This money, for buy something, and very interest. 2. Fungsi is to music, and penting karena bisa nonton youtube. 	67	60
10	M. Azril Hariansyah	<p>Saya akan mempresentasikan tentang rubik dan handphone.</p> <ol style="list-style-type: none"> 1. This rubik, fungsi play, and game. 2. Fungsi for browsing, and for information. 	71	60
11	Maulana Yusuf A.F.	<p>Saya akan mempresentasikan tentang donat dan hand phone.</p> <ol style="list-style-type: none"> 1. This doughnut, cake is sweet, and oval. 2. Fungsi is for calling, and hand phone penting karena punya banyak fungsi. 	55	55
12	M. Rasya Islami	<p>Saya akan mempresentasikan tentang donat dan hand phone.</p> <ol style="list-style-type: none"> 1. This doughnut, cake is salty, and oval. 2. Fungsi is for play game, and hand phone penting karena untuk bersosial media. 	55	50
13	M. Syah Levi	<p>Saya akan mempresentasikan tentang uang dan hand phone.</p> <ol style="list-style-type: none"> 1. This is money, fungsi buy something, and very interest. 2. Fungsi is for play game, and hand phone penting karena untuk bersosial media. 	55	52
14	M. Agung Hangga D.	<p>Saya akan mempresentasikan tentang flash disk dan hand phone.</p> <ol style="list-style-type: none"> 1. This fd, for file, and for children. 2. Fungsi is to music, and penting karena bisa nonton youtube. 	67	45
15	M. Ghosi Wiharsa S.	<p>Saya akan mempresentasikan tentang flash disk dan handphone.</p> <ol style="list-style-type: none"> 1. This is flash disk, fungsinya untuk exchange file, and children. 2. Fungsi hand phone for 	68	48

		communication, and hp penting karena kita bisa mendapatkan news update.		
16	M. Gufran Wal Iqram	Saya akan mempresentasikan tentang flash disk dan hand phone. 1. This is fd, fungsi to save file and for children. 2. Fungsi is for play game, and hand phone penting karena untuk bersosial media.	55	58
17	M. Riyadh Aksan	Saya akan mempresentasikan tentang money atau uang, dan hand phone. 1. This money, for something, and important. 2. Fungsi hp is for calling, and hand phone penting karena punya banyak fungsi.	55	50
18	M. Fachri	Saya akan mempresentasikan tentang buah dan handphone. 1. This kiwi, rasanya enak, and color is green. 2. Fungsi for browsing, and for information.	71	54
19	M. Fikri R. Hafid	Saya akan mempresentasikan tentang rubik dan hand phone. 1. This is rubik, fungsi to play and for gamer. 2. Fungsi hand phone is for play game, and hand phone penting karena untuk bersosial media.	55	42
20	Naila Salsabil	Saya akan mempresentasikan tentang flash disk dan hand phone. 1. This flash disk, fungsi to copy file, and for parent. 2. Fungsi hp for calling and chating, and hand phone penting karena to play game.	58	40
21	Nakhlah Sabita F.	Saya akan mempresentasikan tentang fruits dan hand phone. 1. This is kiwi, rasa manis and color is green. 2. Fungsi hand phone is for play game, and hand phone penting karena untuk bersosial media.	55	45
22	Nayla Azisah Ris. P.	Saya akan mempresentasikan tentang rubik dan hand phone. 1. This is rubik, for play, and is game. 2. Fungsi is to music, and penting karena bisa nonton youtube.	67	56
23	Nina Amelia	Saya akan mempresentasikan tentang kiwi dan hand phone.	58	48

		<ol style="list-style-type: none"> 1. This kiwi, taste is manis, and this green. 2. Fungsi is for calling and chating, and hand phone is penting karena to play game. 		
24	Nur Azisah Syam	<p>Saya akan mempresentasikan tentang flash disk, dan hand phone.</p> <ol style="list-style-type: none"> 1. This is flash disk, for save file, and thing for parent. 2. Fungsi is for calling, and hand phone penting karena punya banyak fungsi. 	55	58
25	Nurhidayat Restu	<p>Saya akan mempresentasikan tentang rubik dan hand phone.</p> <ol style="list-style-type: none"> 1. This rubik, fungsi to play, and for gamer 2. Fungsi is for calling and chating, and hand phone is penting karena to play game. 	58	54
26	Nurul Adzimah Pr.	<p>Saya akan mempresentasikan tentang rubik dan handphone.</p> <ol style="list-style-type: none"> 1. This is a rubik, fungsi to play, and gamer. 2. Fungsi hand phone for communication, and hand phone penting karena we can mendapatkan information and news mm news update. 	68	54
27	Nurul Napisa Salsa	<p>Saya akan mempresentasikan tentang rubik, dan hand phone.</p> <ol style="list-style-type: none"> 1. This is rubik, for play, and for gamer. 2. Fungsi is for calling, and hand phone penting karena punya banyak fungsi. 	55	54
28	Salsabila Hidayat	<p>Saya akan mempresentasikan tentang fruit dan hand phone.</p> <ol style="list-style-type: none"> 1. This is apple, taste is manis, and good for teeth. 2. Fungsi is for calling and chating, and hand phone is penting karena to play game. 	58	49
29	Salsabila Nasruddin	<p>Saya akan mempresentasikan tentang fruits dan hand phone.</p> <ol style="list-style-type: none"> 1. This is apple, rasanya manis and good for teeth. 2. Fungsi hp is for play game, and hand phone penting karena untuk bersosial media. 	55	49
30	Satria Esa Bintang	<p>Saya akan mempresentasikan tentang kiwi dan hp.</p> <ol style="list-style-type: none"> 1. This is kiwi, is very dilicious, and 	68	59

		<p>and co color gren.</p> <p>2. Fungsi handpon to communication, and hp penting karena kita bisa mendapatkan information.</p>		
31	Sri Ananda Pratiwi	<p>Saya akan mempresentasikan tentang kiwi, dan hand phone.</p> <p>1. This is kiwi, rasanya manis, and color is yellow.</p> <p>2. Function is for calling, and hand phone penting because punya banyak fungsi.</p>	55	40
32	Syifa Latifa	<p>Saya akan mempresentasikan tentang kiwi dan hand phone.</p> <p>1. This kiwi, taste is manis, and this green.</p> <p>2. Fungsi is to music, and penting karena bisa nonton youtube.</p>	67	47



APPENDICES G

SCRIPT OF STUDENTS POST-TEST

No	Name of the Students'	Presentations of Post-Test	Groups Score	Personal Score
1	Ahmad Walid Nawaf S.	<p>I wod like to present about people:</p> <ol style="list-style-type: none"> 1. Is Mario Teguh, profesi is motivator, and job is motivator. 2. Mem Nasrah, profesi is teacher, and job is mengajar. 3. Iqbal Ramadhan, profesi is artis, job acting. 4. Bunga Citra Lestari, profesi is singer, job singing. 5. Chef Juna, profesi Chef, job masak. 6. Ayu Ting-Ting, profesi singer, job singing. 	81	90
2	Akilah Ghaniya Salsabila	<p>I wul like to present about people:</p> <ol style="list-style-type: none"> 1. This is Mario Teguh, profession is motivator, and job is motivator. 2. Mem Nasrah, profesi is teacher, and job is teaching. 3. Iqbal Ramadhan, profession is Entertainer, job is acting. 4. Bunga Citra Lestari, profession is singer, job singing. 5. Chef Juna, profession Chef and actor, job cooking. 6. Ayu Ting-Ting, profession singer, job singing. 	76	92
3	Alifiyah Cantika Putri	<p>I would like to present about things:</p> <ol style="list-style-type: none"> 1. Pencil, function to write, and characteristic is long. 2. Bottle, function container, and characteristic is plastik. 3. Beg, function put book, and characteristic is ransel. 4. Laptop, function play game, and characteristic is layar lebar. 5. Book, function to study, and characteristic punya sampul. 6. Desk, function to sit down, and characteristic punya 4 kaki. 	81	89
4	A. Besse Nurul Fahira	<p>I would like to present about people:</p> <ol style="list-style-type: none"> 1. This is Mario Teguh, profession is motivator, and job is motivator. 2. Mem Nasrah, profesi is teacher, and job is teaching. 3. Iqbal Ramadhan, profession is 	81	89

		<p>actor, job is acting.</p> <ol style="list-style-type: none"> 4. Bunga Citra Lestari, profession is actris, job acting. 5. Chef Juna, profession Chef, job cooking. 6. Ayu Ting-Ting, profession singer, job singing. 		
5	Atikah Ahla Amanina	<p>I would like to present about things:</p> <ol style="list-style-type: none"> 1. Pencil, function for drawing, and characteristic have ink. 2. Bottle, function tempat air, and characteristic transparant. 3. Bag, function save book, and characteristic is ransel. 4. Laptop, function untuk mengetik, and characteristic have keyboard. 5. Book, function to study, and characteristic for write. 6. Chair, function to sit, and characteristic terbuat dari kayu. 	81	80
6	Ara Aisyah Azzahra	<p>I would like to present about things:</p> <ol style="list-style-type: none"> 1. Pencil, function to write, and characteristic is small. 2. Bottle, function for drinking, and characteristic transparant. 3. Beg, function put something, and characteristic is ransel. 4. Laptop, function play game, and characteristic lebar. 5. Book, function to write, and characteristic many paper. 6. Desk, function to sit down, and characteristic kayu. 	76	85
7	Ayu Nurfakhirah Haris	<p>I would like to present about people:</p> <ol style="list-style-type: none"> 1. This is Mario Teguh, profession is motivator, and job is motivator. 2. Mem Nasrah, profesi is teacher, and job is teaching. 3. Iqbal Ramadhan, profession is actor, job is acting. 4. Bunga Citra Lestari, profession is actris, job acting. 5. Chef Juna, profession Chef, job cooking. 6. Ayu Ting-Ting, profession actris, job singing. 	80	94
8	Eka Mustika	<p>I would like to present about plants:</p> <ol style="list-style-type: none"> 1. Cactus, function beauty garden, and characteristic is green.. 2. Chili, function sebagai rempah-rempah, and characteristic is red. 3. Lidah buaya, function sebagai 	81	80

		<p>obat, and characteristic is green and long.</p> <ol style="list-style-type: none"> Sunflower, function beauty garden, and characteristic yellow. Rose, function beauty garden, and characteristic is white. Rossela, function membuat sirup, and characteristics mengandung vitamin C. 		
9	Juan Fiero Paebung	<p>I would like to present about things:</p> <ol style="list-style-type: none"> Pencil, function untuk menulis, and characteristic kecil. Bottle, function wadah air, and characteristic plastic. Bag, function for school, and characteristic is ransel. Laptop, function for wathing, and characteristic bisa dilipat. Book, function for read, and characteristic is paper. Chair, function for sit down, and characteristic is kayu. 	80	78
10	M. Azril Hariansyah	<p>I would like to present about animals:</p> <ol style="list-style-type: none"> Butterfly, food is flower, and activity is fly. Zebra, food is grass, and activity is run. Deer, food is grass, and activity run. Mouse, food is biji-bijian, and activity is run. Camel, food is grass, and activity is berjalan santai. Panda, food is daun bamboo, and activity is memanjat. 	81	79
11	Maulana Yusuf A.F.	<p>I would like to present about people:</p> <ol style="list-style-type: none"> This is Mario Teguh, profession is motivator, and job is motivator. Mem Nasrah, profession is teacher, and job is teaching. Iqbal Ramadhan, profession is entertainer, job acting. Bunga Citra Lestari, profession is Actris, job acting. Chef Juna, profession Chef, job is cooking. Ayu Ting-Ting, profession singer, job singing. 	79	92
12	M. Rasya Islami	<p>I would like to present about people:</p> <ol style="list-style-type: none"> This is Mario Teguh, profession is motivator, and job is motivator. Mem Nasrah, profession is 	84	91

		<p>teacher, and job is teaching.</p> <ol style="list-style-type: none"> 3. Iqbal Ramadhan, profession is actor, job acting. 4. Bunga Citra Lestari, profession is singer, job singing. 5. Chef Juna, profession Chef, job is cook. 6. Ayu Ting-Ting, profession singer, job singing. 		
13	M. Syah Levi	<p>I would like to present about things:</p> <ol style="list-style-type: none"> 1. Pencil, function to write, and characteristic is small. 2. Bottle, function for drink, and characteristic transparant. 3. Bag, function for school, and characteristic is ransel. 4. Laptop, function to study, and characteristic is electronic. 5. Book, function to study, and characteristic media belajar. 6. chair, function to sit down, and characteristic terbuat dari kayu. 	84	80
14	M. Agung Hangga D.	<p>I would like to present about plants:</p> <ol style="list-style-type: none"> 1. Captus, function tanaman hias, and characteristic is grean. 2. Chili, function is vegetable, and characteristic is spicy. 3. Aloevera, function for skin healthy, and characteristic is long and green. 4. Sunflower, function tanaman hias, and characteristic beautiful. 5. Rose, function tanaman hias, and characteristic is beautiful. 6. ---, function tanaman hias, and characteristics is red. 	80	78
15	M. Ghosi Wiharsa S.	<p>I would like to present about plants:</p> <ol style="list-style-type: none"> 1. Kaktus, function beauty room, and characteristic is berduri. 2. Chili, function sebagai vegetabel, and characteristic is spicy. 3. Aloe verra, function healthy, and characteristic is green. 4. Sunflower, function beauty garden, and characteristic yellow. 5. Rose, function to make perfume, and characteristic is berduri. 6. Flower, function beauty the garden, and characteristics red and white. 	81	77
16	M. Gufran Wal Iqram	<p>I would like to present about plants:</p> <ol style="list-style-type: none"> 1. Kaktus, function menghiasi, and 	84	75

		<p>characteristic is berduri.</p> <ol style="list-style-type: none"> 2. Chili, function red vegetabel, and characteristic is spicy. 3. Aloe verra, function menghiasi, and characteristic is green. 4. Sunflower, function bikin kuaci, and characteristic yellow. 5. Rose, function menghiasi, and characteristic is white. 6. Flower, function menghiasi, and characteristics red. 		
17	M. Riyadh Aksan	<p>I would like to present about things:</p> <ol style="list-style-type: none"> 1. Pencil, function to write, and characteristic is small. 2. Bottle, function water container, and characteristic have volume. 3. Beg, function save book, and characteristic is ransel. 4. Laptop, function play game, and characteristic have keyboard. 5. Book, function to write, and characteristic have many paper. 6. Desk, function to sit down, and characteristic kayu. 	79	81
18	M. Fachri	<p>I would like to present about buildings:</p> <ol style="list-style-type: none"> 1. Hotel, function menginap, and characteristic many floor. 2. Crunch, function pray for cristian, and characteristic punya aula dan salib. 3. School, function for teaching and learning, and characteristic have many class. 4. Zoo, function wisata, and characteristic banyak binatang dan pengunjung. 5. Beach, function for refreshing, and characteristic is beautiful. 6. Mosque, function pray for moslem, and characteristic banyak jama'ah. 	81	74
19	M. Fikri R. Hafid	<p>I would like to present about buildings:</p> <ol style="list-style-type: none"> 1. Apartement, function hunian, and characteristic is bertingkat. 2. Gereja, function for cristiani pray, and characteristic have salib. 3. School, function for study, and characteristic many class. 4. Zoo, function tourism, and characteristic many animals. 5. Beach, function tourism, and 	84	76

		<p>characteristic have sand and water blue.</p> <p>6. Mosque, function for moslem pray, and characteristic have tower.</p>		
20	Naila Salsabil	<p>I would like to present about plants:</p> <ol style="list-style-type: none"> 1. Kaktus, function hiasan, and characteristic berduri. 2. Chili, function sebagai bumbu dapur, and characteristic is spicy. 3. Aloe verra, function hiasan, and characteristic is green. 4. Sunflower, function is hiasan, and characteristic berduri. 5. Rose, function to hiasan, and characteristic is berduri. 6. Flower, function is hiasan, and characteristic is white. 	76	74
21	Nakhlah Sabita F.	<p>I would like to present about animals:</p> <ol style="list-style-type: none"> 1. Butterfly, food is sari bunga, and activity is fly. 2. Zebra, food is grass, and activity is running. 3. Deer, food is grass, and activity running. 4. Mouse, food is cheese, and activity is running. 5. Camel, food is grass, and activity is berjalan-jalan. 6. Panda, food is bamboo, and activity is climbing. 	84	81
22	Nayla Azisah Ris. P.	<p>I would like to present about animals:</p> <ol style="list-style-type: none"> 1. Butterfly, food is sari bunga, and activity terbang. 2. Zebra, food is grass, and activity is running. 3. Deer, food is grass, and activity running. 4. Mouse, food is padi, and activity is running. 5. Camil, food is grass, and activity is walking. 6. Panda, and activity memanjat. 	80	78
23	Nina Amelia	<p>I would like to present about animals:</p> <ol style="list-style-type: none"> 1. Butterfly, food is bunga, and activity is fly. 2. Zebra, food grass, and activity berlary. 3. Rusa, food is grass, and activity berlari. 4. Mouse, food is biji-bijian, and activity is lari. 	76	75

		<p>5. Camel, food is grass, and activity is walking slow.</p> <p>6. Panda, food is bamboo, and activity is climbing.</p>		
24	Nur Azisah Syam	<p>I would like to present about plants:</p> <ol style="list-style-type: none"> 1. Cactus, function hiasan, and characteristic is berduri. 2. Chili, function sebagai bumbu, and characteristic is red. 3. Bunga lidah buaya, function for healthy, and characteristic berlendir 4. Bunga matahari, function for hiasan, and characteristic punya kelopak kuning. 5. Rose, function hiasan, and characteristic is berduri. 6. Flower, function is hiasan, and characteristics red and white. 	79	74
25	Nurhidayat Restu	<p>I would like to present about buildings:</p> <ol style="list-style-type: none"> 1. Hotel, function to sleeping, and characteristic is big building. 2. Gereja, function to pray place, and characteristic have aula. 3. School, function for study, and characteristic many students. 4. Kebun binatang, function tempat wisata, and characteristic banyak eh many animals. 5. Beach, function liburan, and characteristic have blue water. 6. Mosque, to pray place, and characteristic have mimbar. 	76	76
26	Nurul Adzimah Pr.	<p>I would like to present about animals:</p> <ol style="list-style-type: none"> 1. Butterfly, food is sari bunga, and activity is fly. 2. Zebra, food grass, and activity is run. 3. Kijang, food is grass, and activity is run. 4. Mouse, food is cheese, and activity is run. 5. Camel, food is grass, and activity jalan. 6. Panda, food is daun bambu, and activity climbing 	81	79
27	Nurul Napisa Salsa	<p>I would like to present about animals:</p> <ol style="list-style-type: none"> 1. Butterfly, food is flower, and activity is fly. 2. Zebra, food grass, and activity run. 	79	89

		<ol style="list-style-type: none"> 3. Deer, food is grass, and activity run. 4. Mouse, food is cheese, and activity is run. 5. Camel, food is grass, and activity is walking. 6. Panda, food is daun bamboo, and activity is walking. 		
28	Salsabila Hidayat	-	0	0
29	Salsabila Nasruddin	<p>I would like to present about transportation:</p> <ol style="list-style-type: none"> 1. Bicycle, function for sport, and characteristic have paddle. 2. Motorcycle, function transportation, and characteristic have gas. 3. Car, function for transportation, and characteristic have four ban. 4. Sheep, function transportation, and characteristic is flow. 5. Air land, function transportation, and characteristic is fly. 6. Kereta api, function for transportation, and characteristic melaju dengan kencang. 	84	86
30	Satria Esa Bintang	<p>I would like to present about buildings:</p> <ol style="list-style-type: none"> 1. Apartment, function to living, and characteristic banyak lantai. 2. Gereja, function to pray, and characteristic is salib. 3. School, function to study, and characteristic many teacher and students. 4. Zoo, function tourism, and characteristic banyak e many animals. 5. Beach, function tourism, and characteristic is blue sea. 6. Mosque, to pray, and characteristic have kuba. 	81	86
31	Sri Ananda Pratiwi	<p>I would like to present about buildings:</p> <ol style="list-style-type: none"> 1. Apartement, function tempat tinggal, and characteristic bersusun. 2. Gereja, function for praying, and characteristic is white. 3. School, function for study, and characteristic many students. 4. Kebun binatang, function berwisata, and characteristic 	79	75

		<p>many animals.</p> <p>5. Beach, function for refreshing, and characteristic have blue water.</p> <p>6. Mosque, for praying, and characteristic is white.</p>		
32	Syifa Latifa	<p>I would like to present about buildings:</p> <p>1. Apartment, function for living, and characteristic many floor.</p> <p>2. Cruch, function for cristian pray, and characteristic have a hall.</p> <p>3. School, function to study, and characteristic many students.</p> <p>4. Zoo, function tempat wisata, and characteristic many animals.</p> <p>5. Beach, function tempat wisata, and characteristic have beautiful sea.</p> <p>6. Mosque, function for moslem pray, and characteristic have cuba.</p>	80	82



APPENDICES H

THE LIST NAME OF STUDENTS

No.	Name of Students	Groups	Initial
1	Ahmad Walid Nawaf S.	5	AWNS
2	Akilah Ghaniya Salsabila	1	AGS
3	Alifiyah Cantika Putri	5	ACP
4	Andi Besse Nurul Fahira	3	ABNF
5	Atikah Ahla Amanina	3	AAA1
6	Ara Aisyah Azzahra	1	AAA2
7	Ayu Nurfakhirah Haris	4	ANH
8	Eka Mustika	3	EM
9	Juan Fiero Paebung	4	JFP
10	M. Azril Hariansyah	3	MAH
11	Maulana Yusuf A.F.	6	MYAF
12	M. Rasya Islami	2	MRI
13	M. Syah Levi	2	MSL
14	M. Agung Hangga D.	4	MAHD
15	M. Ghosi Wiharsa S.	5	MGWS
16	M. Gufran Wal Iqram	2	MGWI
17	M. Riyadh Aksan	6	MRA
18	M. Fachri	3	MF
19	M. Fikri R. Hafid	2	MFRH
20	Naila Salsabil	1	NS
21	Nakhlah Sabita F.	2	NSF
22	Nayla Azisah Ris. P.	4	NARP
23	Nina Amelia	1	NA
24	Nur Azisah Syam	6	NAS
25	Nurhidayat Restu	1	NR
26	Nurul Adzimah Pr.	5	NAP
27	Nurul Napisa Salsa	6	NNS
28	Salsabila Hidayat	1	SH
29	Salsabila Nasruddin	2	SN
30	Satria Esa Bintang	5	SEB
31	Sri Ananda Pratiwi	6	SAP
32	Syifa Latifa	4	SL

APPENDICES I

THE STUDENTS' PERCENTAGES OF PRE-TEST AND POST-TEST

Score	Classification	Pre-Test		Post-Test	
		Frequency	Percentages	Frequency	Percentages
96 – 100	Excellent	0	0%	0	0%
86 – 95	Very Good	0	0%	4	12.5%
76 – 85	Good	0	0%	27	84.38%
66 – 75	Fairly Good	2	6.25%	1	3.125%
56 – 65	Fair	17	53.125%	0	0%
46 – 55	Low	13	40.625%	0	0%
0 – 45	Very Low	0	0%	0	0%



APPENDICES J

THE SCORE OF STUDENTS' VOCABULARY

No.	Name	Pre-Test		Post-Test	
		X ₁ Group	X ₁ Individual	X ₂ Group	X ₂ Individual
1	AWNS	68	50	81	90
2	AGS	58	52	76	92
3	ACP	68	50	81	89
4	ABNF	71	60	81	89
5	AAA1	71	55	81	80
6	AAA2	58	55	76	85
7	ANH	67	45	80	94
8	EM	71	55	81	80
9	JFP	67	60	80	78
10	MAH	71	60	81	79
11	MYAF	55	55	79	92
12	MRI	55	50	84	91
13	MSL	55	52	84	80
14	MAHD	67	45	80	78
15	MGWS	68	48	81	77
16	MGWI	55	58	84	75
17	MRA	55	50	79	81
18	MF	71	54	81	74
19	MFRH	55	42	84	76
20	NS	58	40	76	74
21	NSF	55	45	84	81
22	NARP	67	56	80	78
23	NA	58	48	76	75
24	NAS	55	58	79	74
25	NR	58	54	76	76
26	NAP	68	54	81	79
27	NNS	55	54	79	89
28	SH	58	49	76	78
29	SN	55	49	84	86
30	SEB	68	59	81	86
31	SAP	55	40	79	75
32	SL	67	47	80	82

APPENDICES K

MEAN SCORE OF STUDENTS' PRE-TEST AND POST-TEST

No.	Name	Pre-Test		Post-Test	
		$X_{1(G)} + X_{1(I)}$	X_1^2	$X_{2(G)} + X_{2(I)}$	X_2^2
1	AWNS	59	3481	86	7310.25
2	AGS	55	3025	84	7056
3	ACP	59	3481	85	7225
4	ABNF	65.5	4290	85	7225
5	AAA1	63	3969	81	6480.25
6	AAA2	56.5	3192	81	6480.25
7	ANH	56	3136	87	7569
8	EM	63	3969	81	6480.25
9	JFP	63.5	4032	79	6241
10	MAH	65.5	4290	80	6400
11	MYAF	55	3025	86	7310.25
12	MRI	52.5	2756	88	7656.25
13	MSL	53.5	2862	82	6724
14	MAHD	56	3136	79	6241
15	MGWS	58	3364	79	6241
16	MGWI	56.5	3192	80	6320.25
17	MRA	52.5	2756	80	6400
18	MF	62.5	3906	78	6006.25
19	MFRH	48.5	2352	80	6400
20	NS	49	2401	75	5625
21	NSF	50	2500	83	6806.25
22	NARP	61.5	3782	79	6241
23	NA	53	2809	76	5700.25
24	NAS	56.5	3192	77	5852.25
25	NR	56	3136	76	5776
26	NAP	61	3721	80	6400
27	NNS	54.5	2970	84	7056
28	SH	53.5	2862	77	5929
29	SN	52	2704	85	7225
30	SEB	63.5	4032	84	6972.25
31	SAP	47.5	2256	77	5929
32	SL	57	3249	81	6561
Total (Σ)		1816	100351	2589	209839
Mean Score (\bar{a})		56.75	3245	81	6557.5

APPENDICES L

STANDARD DEVIATION OF STUDENTS PRE-TEST AND POST-TEST

No.	Name	Pre-Test	
		$D = X_2 - X_1$	D^2
1	AWNS	27	702
2	AGS	29	841
3	ACP	26	676
4	ABNF	20	380
5	AAA1	18	306
6	AAA2	24	576
7	ANH	31	961
8	EM	18	306
9	JFP	16	240
10	MAH	15	210
11	MYAF	31	930
12	MRI	35	1225
13	MSL	29	812
14	MAHD	23	529
15	MGWS	21	441
16	MGWI	23	529
17	MRA	28	756
18	MF	15	225
19	MFRH	32	992
20	NS	26	676
21	NSF	33	1056
22	NARP	18	306
23	NA	23	506
24	NAS	20	400
25	NR	20	400
26	NAP	19	361
27	NNS	30	870
28	SH	24	552
29	SN	33	1089
30	SEB	20	400
31	SAP	30	870
32	SL	24	576
Total (Σ)		773	19703
Mean Score (\bar{u})		24.16	615.72

APPENDICES M

THE IMPROVEMENT OF THE STUDENTS' SCORE IN SPEAKING SKILL

No.	t-Test of Vocabulary	Mean Score of Vocabulary ($\bar{\alpha}$)
1.	Pre-Test (X_1)	56.75
2.	Post-Test (X_2)	81
Improvement (P) $P = ((X_2 - X_1) / X_1) * 100$		42.57%



APPENDICES N

CALCULATING OF T-TEST ANALYSIS

No.	Standard Deviation	Total (Σ)	Mean Score (\bar{a})
1.	D ($X_2 - X_1$)	773	24.16
2.	D ² (D*D)	19703	615.72
<p>The Significant of t-Test (t)</p> $t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$		23.704	



APPENDICES O
THE CALCULATING OF ANALYSIS DATA

8. Calculating the percentage of students' achievement using formula:

a. Pre-Test:

$$\begin{aligned} 1) \text{ Low score:} \\ p &= \frac{F}{N} \times 100 \\ &= \frac{13}{32} \times 100 \\ &= 40.625\% \end{aligned}$$

$$\begin{aligned} 2) \text{ Fair score:} \\ p &= \frac{F}{N} \times 100 \\ &= \frac{17}{32} \times 100 \\ &= 53.125\% \end{aligned}$$

$$\begin{aligned} 3) \text{ Fairly good score:} \\ p &= \frac{F}{N} \times 100 \\ &= \frac{2}{32} \times 100 \\ &= 6.25\% \end{aligned}$$

b. Post-Test:

$$\begin{aligned} 1) \text{ Fairly good score:} \\ p &= \frac{F}{N} \times 100 \\ &= \frac{1}{32} \times 100 \\ &= 3.125\% \end{aligned}$$

$$\begin{aligned} 2) \text{ Good score:} \\ p &= \frac{F}{N} \times 100 \\ &= \frac{27}{32} \times 100 \\ &= 84.38\% \end{aligned}$$

$$\begin{aligned} 3) \text{ Very good score:} \\ p &= \frac{F}{N} \times 100 \\ &= \frac{4}{32} \times 100 \\ &= 12.5\% \end{aligned}$$

Where:

p : Rate percentage

F : Frequency of the correct answer

N : Total number of students'

9. Calculation mean score of pre-test (X_1) of vocabulary:

a. Vocabulary

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

$$= \frac{1816}{32}$$

$$\bar{X}_1 = 56.75$$

Where:

\bar{X}_1 : Mean score of pre-test

$\sum X$: Sum of pre-test

N : Number of students

10. Calculation mean score of post test (X_2) of vocabulary:

a. Vocabulary

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

$$= \frac{2589}{32}$$

$$\bar{X}_2 = 81$$

Where:

\bar{X}_2 : Mean score of post-test

$\sum X$: Sum of post-test

N : Number of students

11. Calculation of students improvement (P) in pre-test and post-test of vocabulary:

a. Vocabulary

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

$$= \frac{81 - 56.75}{56.75} \times 100\%$$

$$P = 42.57\%$$

Where:

\bar{X}_1 = Mean score of pre test

\bar{X}_2 = Mean score of post-test

P = Improvement

12. Standard deviation of pre-test and post-test:

Deviation (D) = $\frac{\text{Standard Deviation } (\sum D)}{\text{Total number of students (N)}}$

a. \bar{D} of Vocabulary:

$$\begin{aligned}\bar{D} &= \frac{\sum D}{N} \\ &= \frac{773}{32}\end{aligned}$$

$$\bar{D} = 24.16$$

b. \bar{D}^2 of Vocabulary:

$$\begin{aligned}\bar{D}^2 &= \frac{\sum D^2}{N} \\ &= \frac{19703}{32}\end{aligned}$$

$$\bar{D}^2 = 615.72$$

13. The significant test (t) difference between pre-test and post-test:

$$\begin{aligned}t &= \frac{\bar{D}}{\sqrt{\frac{(\sum D)^2}{N} - \frac{\sum D^2}{N(N-1)}}} \\ t &= \frac{24.16}{\sqrt{\frac{19703 - (773^2/32)}{32 \times (32 - 1)}}} \\ &= \frac{24.16}{\sqrt{\frac{19703 - (597529/32)}{992}}} \\ &= \frac{24.16}{\sqrt{\frac{(19703 - 18672.78)}{992}}} \\ &= \frac{24.16}{\sqrt{\frac{1030.22}{992}}}\end{aligned}$$

$$= \frac{24.16}{\sqrt{1.039}}$$

$$= \frac{24.16}{1.019}$$

$$t = 23.704$$

$$t^2 = 561.880$$

Where:

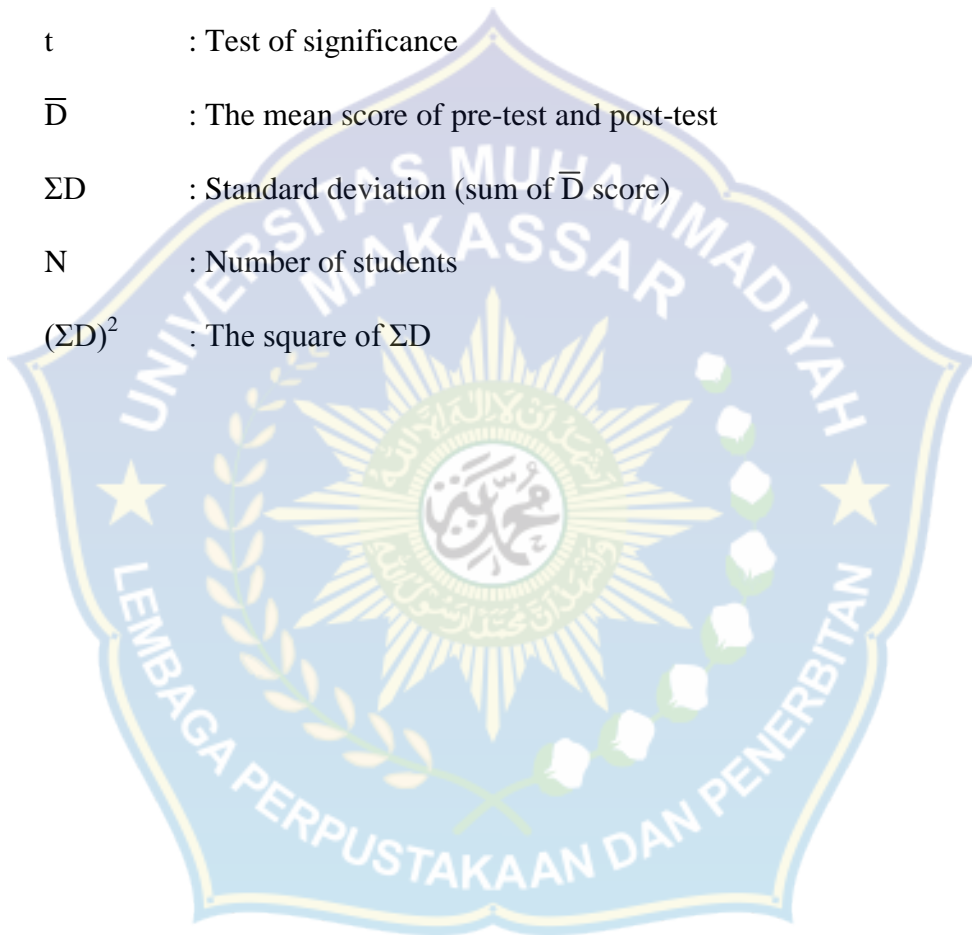
t : Test of significance

\bar{D} : The mean score of pre-test and post-test

ΣD : Standard deviation (sum of \bar{D} score)

N : Number of students

$(\Sigma D)^2$: The square of ΣD



APPENDICES P

t-Table

d.f.	TINGKAT SIGNIFIKANSI						
	Dua sisi	20%	10%	5%	2%	1%	0.2%
Satu sisi	10%	5%	2.5%	1%	0.5%	0.1%	0.05%
1	3.078	6.314	12.706	31.821	63.657	318.309	636.619
2	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	1.310	1.697	2.042	2.457	2.750	3.385	3.646
31	1.309	1.696	2.040	2.453	2.744	3.375	3.633
32	1.309	1.694	2.037	2.449	2.738	3.365	3.622
33	1.308	1.692	2.035	2.445	2.733	3.356	3.611
34	1.307	1.691	2.032	2.441	2.728	3.348	3.601
35	1.306	1.690	2.030	2.438	2.724	3.340	3.591
36	1.306	1.688	2.028	2.434	2.719	3.333	3.582

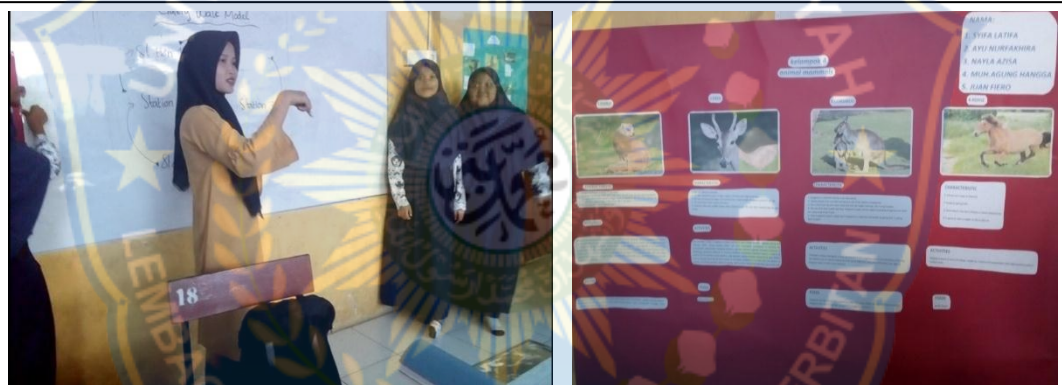
APPENDICES OF PICTURES

1. Pictures 1



Pictures 1.1: Pre-Test of Students

2. Pictures 2

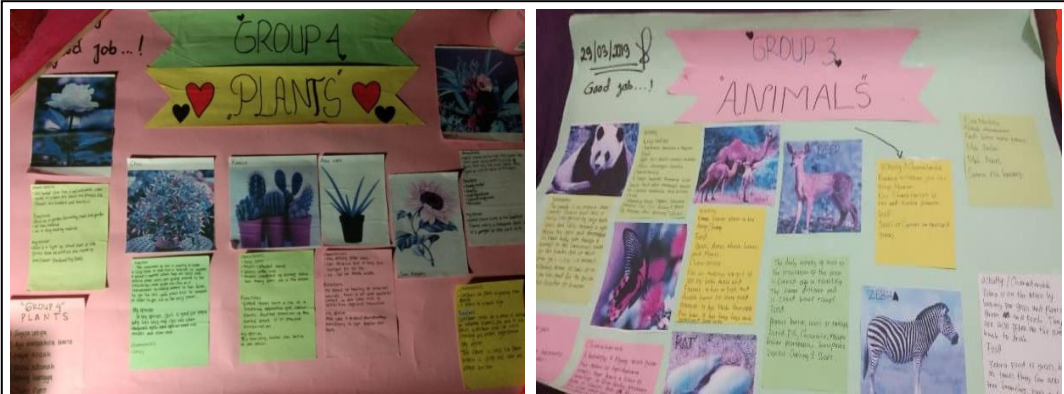


Pictures 2.1: Explain the Rules of Learning Model

Pictures 2.2: Students' Assessment



Pictures 2.3: Students Activity



Pictures 2.4: Students' Assessment



Pictures 2.5: The Process of Treatment

3. Pictures 3



Pictures 3.1: Post-Test of Students

CURRICULUM VITAE



Umi Masroh. She was born on Cilacap 1994, December 28. She is the third child of her beloved parents Ahmad and Nurhayati She began her education with finishing her elementary school in SD Inpres Mora 1 at 2007. She continued her Junior High School at SMP Negeri 2 Budong - Budong and finished at 2010.

And then she continued her Senior High School at SMK Negeri 1 Karossa and finished at 2013. She registered and she was accepted as a student of English Educational Department, Faculty of Teacher Training Education, Muhammadiyah University of Makassar at 2014, and finished at 2019.

