

**THE EFFECT OF PAIR-WORK STRATEGY ON STUDENTS'
ENGLISH SPEAKING SKILL AT CECAR STATE JUNIOR
HIGHSCHOOL OF MUSI RAWAS REGENCY**
(A Quasi-Experimental Quantitative Study the Eight Grade Students of Cekar
State Junior High School of Musi Rawas Regency)

THESIS

**This Thesis is submitted to fulfill the requirement
For 'Sarjana' degree in English Language Education**



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PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **“The Effect of Pair Work Strategy on Students' English Speaking Skill at Cekar State Junior High School of Musi Rawas Regency”**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, Februari 2023

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The researcher finished this thesis entitled “**The Effect of Pair Work Strategy on Students' English Speaking Skill at Cekar State Junior High School of Musi Rawas Regency**”. This thesis is obtainable in partial fulfillment of the requirement for Degree of Strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

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Finally, the writer believes that this thesis is still far from being perfect. So, the constructive, suggestion for the improvement of it still need for better. Hopefully, the result of this research can give a useful contribution especially for readers especially for students` and lecturers in English Study Program.

Wassalammualaikum Warrahmatullah Wabarakatuh

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MOTTO

**- JADILAH SEBAIK-BAIKNYA HAMBAA
YANG ALLAH SWT MAU –**

*HIDUPLAH SEBAGAIMANA YANG DIPERINTAHKAN
OLEH RABB-MU*

DEDICATION:

- I thankful **Allah SWT.** because without Allah, either I nor my goal would have been possible.
- My parents, who I consider to be my two world angels, are greatly appreciated. **Mr. Ahmad Sukri**, my hero, who has always encouraged me to be a strong woman. And my Wonder Lady **Erwana**, who constantly inspires me to be a strong, admirable woman. The best parents in the world are you.
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- Dear younger sister, **Demi Susila Wati**, who is truly my aunt. We appreciate your presence in our family. It turns out that God has indicated your presence. You are our life's beacon.
- Thank you to **Ricky Dwi Kurniawan**, who is my fiancé and the man I love because of Allah. I appreciate your presence at the conclusion of this research. I appreciate your presence, which brought about a lot of adjustments and fresh hues. May Allah reward our sincere efforts, keep us together, and remain with us till Jannah.

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- Lastly, I want to tell myself a heartfelt thank you. I appreciate your patience thus far. I'm grateful for all the achievements you've been able to make. Keep developing, we finish everything until the time arrives when we must return to God. **LESTI OKTAPIAH**, you are the greatest woman *ever*.

ABSTRACT

**LESTI OKTAPIAH 2023: The Effect of Pair Work Strategy on Students' English's Speaking Skill at Cekar State Junior High School of Musi Rawas Regency”
(A Quasi-Experimental Quantitative Study the Eight Grade Students of Cekar State Junior High School of Musi Rawas Regency)**

This study aimed to find the effect of pair work strategy on students' speaking skill at Cekar State Junior High School of Musi Rawas Regency. The goals of this research are to find out the effect of pair work strategy on students' speaking skill and to find out the significant difference between the students who taught by using pair work strategy and those who are not. This research used quasi experimental method with quantitative approach. Samples of the research were 40 students in grade eight. 20 students in class A were sampled as experimental group and 20 students in class B were sampled as control group. The data collection is used pretest and posttest. Data analysis is using speaking test. The result of this research shows that applying pair work strategy affected on students' speaking skill. It can be seen from the result of paired sample t test and independent sample t test. The result of the average students' score from the same group who taught by using pair work strategy got score 0.000 which can be seen from criteria of hypotheses if the score lower than 0.05 it means H_0 is accepted. And the result of independent sample test shows that the mean of difference was 3.450 and the significant 2-tailed ≤ 0.05 ($0.000 \leq 0.05$). it can be seen there are difference effect of students' speaking skill between experimental and control class. To sum up, it can be concluded that pair work strategy enhances students' speaking skill and there is significant difference between students who taught by using pair work strategy and those who are not.

Key word: Pair work, teaching, speaking skill, grade 8

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CHAPTER 1

INTRODUCTION

Background of study, identification of the problem, formulation of the problem, the objectives of the study, significance of the study.

A. Background of Study

Speaking is one of the four language skills needed to communicate in everyday life. Speaking is one of the most important skills to be developed and enhanced as means of effective communication. With speaking, people can convey their ideas, opinions, feelings, and communicate with each other orally. According to Gert and Hans, speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.¹ Rebecca stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact.² From definition above the writer concludes that speaking skills are the ability to convey information verbally and in a way that the listener can understand. Without speaking we can not express what we want to express and it makes people difficult to communicate with

¹ Gert, Rickheit; Hans, Strohner. *Handbook of Communication Competence*. Berlin, Germany: University of Bielefeld, 2008. p 207

² Hughes, Rebecca. *Spoken English, TESOL and applied linguistics: challenges for theory and practice*. Springer, 2006. p 144

others and will caused bad relations. In other words, speaking is an interactive process where information is shared, it's important to develop communicate effectively.

Language is a vital tool for communication. It is not only a means of communicating thoughts and ideas, but also building friendships, economic relations and cultural bonds. We can only communicate with gestures without using language. Moreover, language distinguishes differences and also maintains cultural uniqueness, in a country, in a region, or in a community. Language shapes the way people see the world and also helps define the culture of any society. Any language is a gift, knowledge of more than one language makes a person more efficient and skilled in many ways. It opens our minds and guides us into a magical world of fantasy and dreams. To be sure, proper language learning helps us develop ourselves, our minds, and also our personality. Human language is unique because it is a learned symbolic communication system and not biologically inherited for some people.

English is an international language that is universal. It has been agreed that English is a language used to communicate between people in almost all parts of the world. Apart from being a means of communication with foreign nationals, learning English can also provide other benefits, one of which is increasing one's competitiveness because they are considered more competent and knowledgeable. English is very important for those of us who want to develop in the era of globalization, especially for students. The importance of mastering English has been

proven and can be found by being required to study English from Elementary School to High School and even to Higher Education.

In the current English subject curriculum (K13), speaking has the purpose of the indicator goal in the lesson plan of syllabus in learning English. As found in several syllabus and lesson plans, the indicator goal in learning speaking is that students can produce simple oral texts, express some expressions, the students can reveal agreements and disagreements, and also can describe, analyze and identify the social function of text structure, and linguistic elements in type of texts.

Contrary to the importance of speaking, students' speaking skills do not show good results. Most of the students can understand English words but have difficulty to make sentences in English. Some students find speaking a new language more difficult than reading, writing, or listening. Because speaking occurs in real time, where the other person is waiting for our response at that moment and we cannot prepare what we are going to say, and cannot make word corrections as we would if we were writing. This can make students often get stuck when they try to say something in a foreign language in class. Then another problem lies in the low level of student participation. In a class consisting of many students, which makes students have little opportunity to speak in English, especially in English subjects. The most common speaking problem is that students speak very little or not at all in class. They couldn't think of anything to say. Grammatical errors are also often found in students' speaking. According to Hadijah, the reasons students face in speaking English are not only having limited knowledge of the components of

speaking skills including pronunciation, grammar, vocabulary, fluency and comprehension, but also they have personal reasons, such as being embarrassed to speak, not confident, lack of practice. speaking, time management, speaking materials, and exposure issues.³

According to pre-observation at Cekar State Junior High School of Musi Rawas Regency, the researcher found that the students of Cekar State Junior High School of Musi Rawas Regency has low speaking proficiency. This is what the researchers stated was based on a phenomenon they observed when they followed an English teacher in the eighth grade. During the learning process, first of all, the teacher used whole class grouping while teaching speaking. Whole class grouping made students didn't have the chance to speak English in person. Second, since there are 20 students in each classroom and most of them are noisy, the teacher can't give enough attention to students speaking. Third, the student also does not have chance to speak in English due to limited time. These problems made students have low English speaking skill. They don't have confidence to speak in English, they can't focus to their teacher's explanation due to noisy classroom environment. This problems also impact to their score that almost all of students in grade eight have speaking scores below KKM (74).

According to the researcher, appropriate and creative learning strategies can affect students' learning motivation in learning English and improve their speaking

³ Hadijah, Sitti. *Investigating the problems of English speaking of the students of Islamic boarding school program at Stain Samarinda*. Dinamika ilmu, 2014, p 241

skills. Therefore, the researcher provides pair-work strategy to increase students speaking skill. Pair work strategy is a strategy where students work with their partners to complete assignments or speak in English. Harmer states defines pair work as a way of increasing student participation and language use. It can be used for enormous number of activities whether speaking, writing or reading. Pair work is one of the CLT activities. In pair work, the student is paired with another student and they will cooperate together to work and solve tasks given a by teacher in the classroom.⁴ According to Jatmiko, pair work strategy has a positive impact on improving students' English speaking ability.⁵

The Researcher found several studies related to pair work strategy. In the research by Dalisa, that found the pair work strategy can reduce student anxiety in learning English.⁶ Another study was carried out by Jatmiko who conducted a classroom action research study on pair work strategy for second semester students. He found that pair work strategy has a positive impact on improving students' English speaking ability.⁷ The research by Raja, him showed that group work and

⁴ Harmer, J, *The Practice of English Language Teaching*. Harlow: Longman, 2001

⁵ Jatmiko, “*The Implementation of Pair Work to Improve Students' English Speaking to The Second Semester at Pharmacist Program of Health Sciences Faculty of Kadiri University*”, *Journal of English Teaching of Research*, 2017, p 50

⁶ Yuniarti Dalisa, Apriliaswati and Husin, *Reducing anxiety in speaking English through pair work*. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 2015, p 6-12

⁷ Jatmiko, *The Implementation of Pair Work to Improve Students*, Kadiri University, 2017, p 45

pair work strategies are best used when it is not the only classroom interaction pattern, but when it is combined with other strategies.

Although there have been a lot of studies conducted on pair work strategies to improve students' speaking skills, those research only focus on pair work strategy in general and not discussed about the using of pair work in material for grade eight students. Therefore this research will focus more on specific speaking genres form where the writer will see whether pair work strategy can improve the speaking abilities of student grade eight.

In this case the researcher is very interested in exploring further research. Regarding the phenomena that the researchers saw, as well as the desire of the researchers to find out whether the pair work method would have an effect on improving students' speaking skills. Then the researcher asked permission from the school to conduct a study in grade 8, Cekar State Junior High School of Musi Rawas Regency with the research title namely **“The Effect of Pair Work Strategy on Students' English Speaking Skill at Cekar State Junior High School of Musi Rawas Regency”**.

B. Identification of the Problem

Based on the background of the problem described above, it can be identified several issues as follows:

1. The teacher used a traditional strategy (whole class grouping) while teaching speaking.
2. The teacher did not pay enough attention to students' speaking performance.
3. The students did not have enough time to speak English in the classroom.

C. Formulation of the Problem

1. How is the student's English's speaking skill under the teaching by using pair work strategies?
2. How is the student's English's speaking skill under the teaching by using conventional strategies?
3. Is there any significant effect of pair work strategy on the student's English's speaking skills?

D. The Objectives of the Study

1. To find out how is the student's English's speaking skill under the teaching by using pair work strategies?
2. To find out how the student's English's speaking skills under the teaching by using conventional strategies?
3. To find out is there any significant effect of pair work strategy on the student's English's speaking skills?

E. Hypothesis

In order to answer the problem of the following hypothesis are proposed:

1. H_a : Pair Work Strategy has significantly effect on the students' speaking skill
2. H_o : Pair Work Strategy has not significantly effect on the students' speaking skill

F. Operational Definition

1. Effect

An outcome of a cause or an activity is an effect a result or a happening. Therefore, the second meaning is an impression produced on a viewer's mind as they watch a play, listen to music, or study a painting, for example. The pair work strategy used in this case had a very significant impact on helping junior high school students, especially at Cekar State Junior High School of Musi Rawas Regency, to correct the mistakes that understudies had so far. In this study, analysts used a modern teaching method to advance students' speaking skills.

2. Pair Work

Students are divided into several groups, where each group consists of 2 people. Students work together in completing assignments. Students collect ideas, compose sentences with their study partners. Pair work strategy is a learning strategy that can make students more enthusiastic because students can

study together with their study partners. This can be a motivation for students and can improve students' abilities, especially in speaking ability.

3. Speaking Skill

Speaking skills in English is a person's skill to convey desires and thoughts to anyone through word of mouth, however, skill speaking is difficult to develop if it is not trained continuously and can be done with peers in the classroom, English teachers, or other teachers who can speak English. The goal is to facilitate speaking skills, enrich the use of vocabulary, improve the order of language, improve vocabulary utterances, and English sentences, and practice hearing so it's easy to receive messages from the interlocutor. According to Wiwin Wamnebo, speaking is the skill of sounding words, the ability to express ideas, messages, and feelings⁸

G. Significance of the Study

This research is expected to provide benefits to several parties as follows.

1. For the English teachers, the result of this research is expected to provide them with an alternative technique to teach speaking. It is also expected to motivate the teachers to be more creative so the students will be more enthusiastic about learning English in the classroom.

⁸ Wiwin Wamnebo, *Students' Speaking Skill In Oral Descriptive Text By Using Video At Tenth Grade In Sma Negeri 1 Namlea*, Junar Jupiter, 2018, p 2

2. For the students, the result of this research is expected to give them a new experience in English learning, especially in learning speaking so they can be more motivated to improve their speaking abilities.
3. For other researchers, the result of this research is expected to help those researchers who are also interested to develop research related to pair work strategy.

H. Research Organization

This thesis's structure includes:

1. Chapter I (Research Background)

Background of study, identification of the problem, formulation of the problem, the objectives of the study, significance of the study.

2. Chapter II (Review of Related Literature)

Definition of Speaking, The Importance of Speaking, The Function of Speaking, Types of Speaking, Students English Speaking Skills, Classroom Speaking Activities, Definition of Pair Work, Pair Work Technique, Benefits Pair Work Technique, Descriptive Text, and Relevant Studies.

3. Chapter III (Research Method)

This chapter covers the research design, population, sample, homogenitas sampling, procedure of the research, technique of collecting data,

instrument, validity, reliability test, technique of analyzing data, statistical hypotheses.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Literature

1. Definition of Speaking

Speaking is an oral language skill that is functional in everyday human life. Speaking is an important skill that must be developed and improved as an effective means of communication. Besides that, speaking also can be called as the way of someone to express the feeling and thinking to a listener. In speaking activity, students are able to explore what they think even in the new perspective about the things.

According to Brown, speaking skill is a productive skill that can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test taker listening skills which necessarily compromise the reliability and validity of an oral production test.⁹ While Harmer state that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language “on the spot”.¹⁰

⁹ Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd ed.). New York: Longman. 2007

¹⁰ Harmer, Jeremy, *The Practice of English Language Teaching*. Edinburg: Longman, 2007

According to Ersoz, sometimes, people usually judge a person's English ability from the ability to speak. Someone who can fluently convey ideas in English is said to be proficient in English.¹¹ One of the language skills that must be mastered by students is speaking skill. However, pronouncing English phrases or sentences that are in accordance with English culture is certainly not easy for some students who do not have an educational background or have knowledge or interest in English because universally there are differences in accent and intonation. For English language learners, speaking is one of the most important skills that they need to be developed because it is the ability to interact with other people and involves a wide range of skills. Speaking is the way to express ideas, feelings, and emotions. In fact English speaking is assumed as difficult subject for students. Those difficulties can be the obstacles in speaking so it will be the missing communication. Mastering speaking English is important in our modern society and global area. Speaking are activities performed by students when learning the English language. Speaking has become an interesting topic of discussion when learning English. Speaking, like most oral communication, plays an important role in building better communication. In the teaching and learning process, speaking is one of the subjects that students have to master in school. Based on the Curriculum

¹¹ Ersoz, A, *Six Games for the EFL/ESL Classroom*. Internet TESL Journal, 2000, p 6

2013, public speaking is designed to train students to communicate in an interpersonal, values-based, and useful way with themselves, family, people, creatures, and things, concretely and creatively with their lives and daily practices at home, school and society.

2. The Importance of Speaking

Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that are needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English-speaking ability to communicate easily and effectively with other people.

The significance of speaking is indicated with the integration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills. Students can express their emotions, and ideas, say stories, request, talk, discuss and show the various functions of language. Speaking is of vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies.

3. The Function of Speaking

In general speaking is a tool of social communication. Talking is closely related to human life, and every human being becomes a member of society. Activities as members of the community are very dependent on the use of the words of the local community. Ideas, ideas, thoughts, hopes and desires conveyed by speaking. Human action in social groups depends on the speech used, because the safety of that person lies in his speech.

Talk about functions, speaking skills have many functions, because basically all life is related to speaking. According to Maria Teodora Ping, the function of speaking namely talk as interaction, talk as transaction, and talk as performance.

a. Talk as Interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as Transaction

Talk as transaction. It refers to situations where the focus is on what is said or done. The speakers should deliver the message accurately in order to make the listeners understand clearly, so the process of the transaction can run well.

c. Talk as Performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.¹²

4. Types of Speaking

According to Enni Erawati Saragih, there are five types of speaking, namely; Imitative, Intensive, Responsive, Interactive, and Extensive.

a. Imitative Speaking

The first of the types of speaking performance is the ability to simply parrot back or imitate a word, a phrase, or a complete sentence. The focus of this type of speaking performance is on the pronunciation. No inferences are made to understand or convey the meaning or to

¹² Maria Teodora Ping, *Dialogic Reading as a Potential Activity to Facilitate the Learning of Listening and Speaking Skills*, *Journal of Teaching & Learning English in Multicultural Contexts*, 2017, P 34

participate in an interactive conversation. The speaker should retain the short stretch of language that must be imitated.

b. Intensive Speaking

The second type of speaking is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements- intonation, stress, rhythm, juncture).

c. Responsive Speaking

This type of speaking includes interaction and comprehension at a limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

d. Interactive Speaking

Interactive speaking is nearly similar to responsive speaking. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges or multiple participants. The interaction takes two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.

This includes long stretches of interactive discourse. The difference between these types of oral production assessment and responsive speech is the length and complexity of the expected output. There are 4 types of assessment for interactive speaking; those are: Interview, Role Play, Discussions and Conversations, and Games.

e. Extensive Speaking

These type involve complex, relatively lengthy stretches of discourse. They are frequently variations on monologues, usually with verbal interaction from listeners or an interlocutor being either highly limited or ruled out altogether. There are 4 types of assessment for extensive speaking; those are: Oral Presentations, Picture-Cued Story-Telling, Retelling a Story, News Event, and Translation (of Extended Prose).¹³

5. Students English Speaking Skills

Speaking skills in English is a person's skill to convey desires and thoughts to anyone through word of mouth, however, skill speaking is difficult to develop if it is not trained continuously and can be done with peers in the classroom, English teachers, or other teachers who can speak English. The goal is to facilitate speaking skills, enrich the use of vocabulary, improve the order of language, improve vocabulary utterances, and English

¹³ Enni Erawati Saragih, *The Correlation between Self-concept and the Students' Speaking Ability*, Journal English, 2016, p 51

sentences, and practice hearing so it's easy to receive messages from the interlocutor. According to Wiwin Wamnebo, speaking is the skill of sounding words, the ability to express ideas, messages, and feelings.¹⁴

The ability to speak confidently and fluently is something that a student will develop during their time at school, and something that will help them throughout their life. Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it's important to develop both speaking and listening skills to communicate effectively.

According to Harmer, 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:

a. Grammar

The purpose of grammar is to learn the correct way to gain proficiency in selecting language in spoken written forms. Therefore, grammar is needed for students to master so they can manage the right sentences in conversation.

¹⁴ Wiwin Wamnebo, *Students' Speaking Skill In Oral Descriptive Text By Using Video At Tenth Grade In Sma Negeri 1 Namlea*, Junar Jupiter, 2018, p 2

b. 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.

c. Pronunciation

Pronunciation, or how sounds fluctuate and pattern in a language, is a means to make clearer words while someone is speaking.

d. Fluency

Fluency in speaking is the goal of many language learners. Signs of fluency include a fairly fast speaking rate and only slight pauses.

e. Comprehension

Comprehension in speaking is a form of whether the student has understood what he will say or express, and this includes the 4 previous components.¹⁵

6. Classroom Speaking Activities

There are some things that teacher can do in English classroom instead of only explain the material. According to Setyaningsih, some activities that teachers can do in speaking classroom.

¹⁵ Harmer, J, *The practice of english language teaching (fourth edition)*. England: Longman. 2007

a. Acting from a Script

We can ask our students to act out scenes from plays and/or their coursebooks, sometimes filming the results. Students will often act out dialogues they have written themselves.

b. Communication Games

Games are very effective to encourage students to make their interests to communicate. Games also help the teacher to create context in which the language is useful and meaningful. For example, picture games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) and find similarities and differences between pictures.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here students have an opportunity to express their opinions. However, the difficulties of having discussion are that students are shy and reluctant to share their opinion in front of the whole class and are not confident of the language they used to express their ideas. To avoid these difficulties, teachers can set up different types of discussion namely buzz groups, instant comment mini-activities, and formal debate.

The buzz group that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text. Meanwhile, instant comment is mini-activities into lessons that students can respond fluently and immediately. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head. In formal debate students prepare their arguments or against various propositions. When the debate starts, the speakers produce well-rehearsed writing like arguments whereas others, as the audience pitch in with their own thoughts which are less scripted on the subject or topic as the debate progresses.

d. Prepared Talks

Another activity to perform speaking is prepared talks where student make a presentation based on a certain topic. Because they are prepared, students should speak from their notes rather than from a script. One popular kind of activity is the prepared talk, where a student (or students) makes a preparation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more writing like than this. However, if possible, students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. The teacher can act as a resource, helping them in the design process. The results can form the basis for discussions, or prepared talks.

f. Simulation and Role Play

Simulation and role play stimulate a real-life encounter and can be used to encourage general oral fluency. Students take on the role a character different from themselves or with thought and feelings they do not necessarily share.¹⁶

B. Pair Work

1. Definition of Pair Work

According to Harmer, defines pair work as a way of increasing student participation and language use. It can be used for enormous number of activities whether speaking, writing or reading. Pair work is one of the CLT activities. In pair work, the student is paired with another student and they

¹⁶ Setyaningsih, *A Study On Problems Faced By Second Grade Students In Learning Speaking At Smp Muhammadiyah 2 Inovasi Malang*, PhD Thesis University of Muhammadiyah Malang, 2018, p 14-17

will cooperate together to work and solve tasks given a by teacher in the classroom.¹⁷

Procedure of pair work is the good ways to im prove students speaking skill, particularly in class with a range of mixed abilities. It means that stated the procedure of pair work the nice ways or well ways to develop or approach student competence in speaking skill. Pair work is learners working together in pairs. This definition is supported by Jatmiko, that pair work is a classroom activity in which the whole class is divided into pairs.¹⁸

2. Pair Work Technique

According to Harmer, explains the procedures used in teaching speaking. He divides the procedures into three sub-units: before, during, and after activity. Table 1 presents the procedures in more details.

Table 2.1 Procedures of Pair Work (Harmer)

Before	<ol style="list-style-type: none"> 1. Students are divided into pairs following “engage-instruct-initiate” sequence. 2. Teacher gives instruction/demonstration about what students are going to do.
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¹⁷ Harmer, J, *The Practice of English Language Teaching*. Harlow: Longman, 2001

¹⁸ Jatmiko, *The Implementation of Pair Work to Improve Students’ English Speaking To The Second Semester At Pharmacist Program Of Health Sciences Faculty Of Kediri University*, Journal Of English Teaching And Research, 2017, p 45

- | | |
|---------------|---|
| During | <ol style="list-style-type: none"> 1. Teachers pay attention and keep an eye on what is happening during activity. 2. Teachers go around watching, listening, and helping students in trouble |
| After | <ol style="list-style-type: none"> 1. Teachers give constructive feedback and sometimes correction after students' performance. 2. Students discuss their performance where necessary |

The procedures of pair work technique assist the teachers in implementing the technique effectively to achieve desirable results from the students after the lesson.

3. Benefits Pair Work Technique

According to Harmer, the benefits pair work techniques are:

- a. It dramatically increases the amount of speaking time for every student gets in the class.
- b. It allows students to work and to interact independently without the necessary guidance of the teacher, thus promoting learner independence.
- c. It allows teachers time to work with one or two pairs while the other students continue working.

- d. It recognizes the old maxim that “two heads are better one”, and in promoting cooperation helps the classroom to become a more relaxed and friendly place. It allows them to share responsibility rather than having to bear the whole weight themselves.
- e. It is relatively quick and easy to organize. The advantages above are rounded up by Slavin, finds that pair work technique is a study model that emphasizes on the activities and interaction between students to motivate and help each other in mastering the learning materials in order to achieve a satisfactory learning achievement.¹⁹

C. Descriptive Text

At the time the research was taking place, the material being studied was Descriptive Text. So that researchers use the material in the research process. The process of this research is to measure students' speaking ability through descriptive text material.

Descriptive text is text that explains something. Be it people, things, events, or places. Descriptive text provides a detailed explanation so that readers understand the object of information they are looking for. There is only one purpose of descriptive text, namely to describe, represent or express a person or

¹⁹ Harmer, J. *The Practice of English Language Teaching*. Harlow: Longman, 2001

an object, both abstract and concrete. This is why descriptive text is written in clear and concise language, so that the contents of the text are easy to understand.

Speaking in the descriptive text can to be expanded in all aspects because it could facilitate the students to communicate well in English. Speaking is the course of constructing and contributing meaning via the application of verbal and non-verbal language. Speaking is an interactive way of constructing meaning that involves producing, receiving, and processing information.

According to Putu Ngurah Rusmawan, that the skill to speak English obviously and competently support the success of the learners in vocational high school and success in their future career. So, the teacher must notify the teaching of speaking descriptively. Based on the K13 curriculum recommendation, the students in vocational Junior high school in eight grade must learn the descriptive text. It requires the students should be able to speak English in descriptive text fluently.²⁰

Teaching speaking in the descriptive text must be taught systematically in eight grade because speaking descriptive text skill is the first key requirement to learn other genre text in speaking skill. Based on the syllabus, the students require to comprehending the generic structure and organization in descriptive text. The students should describe a noun in simple information that is an

²⁰ Putu Ngurah Rusmawan, *A Study On Teaching Speaking Skill Of Descriptive Text In Vocational High School*, Journal of English Language Teaching, 2019, p 106-107

appropriate framework and they are able to speak up descriptive text about a noun correctly in a descriptive text.

D. Relevant Studies

There are some similar research studies that had been conducted before. The research about pair work strategy had done by Jatmiko that was “The Implementation of Pair Work to Improve Students” English Speaking to the Second Semester at Pharmacist Program of Health Sciences Faculty of Kadiri University”. This research explained about the effect of pair work strategy on students’ English speaking. The sample of this research is 28 students. This is a classroom action research where the researcher conducted two cycles. The instruments that the researcher used to collect the data are questionnaire, classroom observation, tests, and documentation. The result of this research shows that pair work strategy could improve students’ speaking ability in terms of raising students’ achievement in the case of fluency, vocabulary, pronunciation, grammar, and content.²¹

Devy Emsa Nurdina, Sudirman Sudirman and Huzairin Huzairin conducted a research with title “The Implementation of Pair Work in Teaching Speaking.” This study aimed to describe the implementation of pair work in teaching speaking and to find out the problem faced by the students in learning

²¹ Jatmiko, *The Implementation of Pair Work to Improve Students*, Kadiri University, 2017, p 45

speaking through pair work in the form of dialogue. This is a qualitative research and was conducted at the second grade of SMPN 1 Trimurjo. The data were collected by using observation and questionnaire. It can be concluded from this research that pairwork gave a good contribution in teaching learning speaking and made the students have a chance to speak English in the class.²²

A classroom action research which had done by Yuniarti Dalisa, Apriliaswati and Husin is “Reducing Anxiety in Speaking English Through Pair Work” this research aimed to reduce anxiety in speaking English through pair work strategy. The subject of this research was the second years students of class eight B of SMPN 11 Pontianak that consisted of 38 students. The data was collected using observation checklist, questionnaire, performance test, and field notes. The result of this research was pair work reduced students anxiety in speaking English in each cycle were 46%, 61.1%, and 78.4%. Pair work encouraged students to be confident in speaking English in each cycle were 46%, 63.8%, and 78.4%. In conclusion, this research shows that pair work helped the teacher to reduce students’ anxiety in speaking English.²³

²² Devy Emsa Nurdina, Sudirman Sudirman, Huzairin Huzairin, *The Implementation Of Pair Work In Teaching Speaking*, U-JET, 2014, p 5-6

²³Yuniarti Dalisa, Apriliaswati and Husin, *Reducing anxiety in speaking English through pair work*. Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK), 2015, p 6-12

There are some differences among this research and those have been mentioned. This research is a quasi-experimental research and more focus on the effect of pair work strategy on students' speaking skill grade eight.

CHAPTER III

RESEARCH METHOD

This chapter covers the research design, population, sample, homogenitas sampling, procedure of the research, teachnique of collecting data, instrument, validity, reliability test, technique of analyzing data, statistical hypotheses.

A. Research Design

This research used a quantitative method to collect and evaluate the data. According to Muijs, the quantitative method is about investigating phenomena by collecting the numerical data analyzed using mathematical methods, especially statistics.²⁴ Therefore, this study was conducted to know the effect of the Pair Work Strategy on students' speaking skills at the Eight grade students of Cekar State Junior High School of Musi Rawas Regency through pre-test and post-test to obtain the scores and the statistical data.

The quantitative design of this study was quasi-experimental. According to Latief, when the researcher can only assign randomly different treatments to two different classes, the researcher uses a quasi-experimental research design. In quasi-

²⁴ Daniel Mujs, *Doing Quantitative Research in Education with IBM SPSS Statistics*. 2022, p 1-100.

experimental, the researcher will try to match experimental groups (typically classes or schools) with comparison groups.²⁵

This is a kind of non-equivalent control group design with pre-test and post-test. The researcher evaluated the specific treatment for one group and specifies how the groups are scored to the output. It will involve two groups, they were the experimental group and the controlled group.

The experimental group means the students will receive the treatment by using the Pair Work Strategy. Meanwhile, the control group means the students will conventional by using the Pair Work Strategy. The research design was described below.

Table 3.1 Randomized group, pre-test, and post-test

Group	Pre-Test	Independent Variable	Post-Test
E	Y1	X	Y2
C	Y1	-	Y2

Quasi experimental research design adopted by Ary.

Notes:

E = experimental group

C = control group

Y₁ = pre-test

X = treatment on the experiment group

²⁵ Latief, M. A, *Research Method on Language Learning an Introduction*. Malang: UM Penerbit & Percetakan. 2016, p 96

Y_2 = post-test

B. Population and Sample

1. Population

The population in this research was the students in grade Eight in Cekar State Junior High School of Musi Rawas Regency. According to Sugiyono, population is the generalization area that consists of an object or subject that has the quality and the certain characteristic set by the researcher to study and then to conclude.²⁶

Table 3.2 Population

No	Class	Number of Students		Total
		Male	Female	
1.	VIII A	10	10	20
2.	VIII B	11	9	20
	Total	20	20	40

2. Sample

The sample of this research was the students in grade Eight of Cekar State Junior High School of Musi Rawas Regency stated that the sample is half of the

²⁶ Sugiyono, *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*, Bandung: Penerbit Alfabeta, 2010, p 117

population that was researched. In the research, the researcher used total sampling. According to Sugiyono, number of populations, less than 100 whole populations have sampled all research. Since students in grade Eight only consist of 40 students, the researcher used all of them as the sample.²⁷

Table 3.3 Sample

No	Class	F	M	Total
1	Experimental Group (VIII A)	10	10	20
2	Control Group (VIII B)	9	11	20
Sum of Population				40

3. Homogeneity Sampling

A homogeneous sample is produced through homogeneous sampling, which is the process of choosing people who have relatively similar backgrounds, viewpoints, or points of view. the purpose of analysis. The researcher uses a sampler to assess the impact of each study separately and together. Both classes were picked by the researcher to serve as examples in this study. The homogeneity test was used to choose the classes. The researcher administered a homogeneity test to students in classes VIII A and VIII B in order to determine the sample. To create a homogeneous class is the goal of the

²⁷ Sugiyono, *Metode penelitian pendidikan: (Pendekatan kuantitatif, kualitatif dan R & D)*. Alfabeta, 2008

homogeneity test. Tests created by researchers for grade eight at Cekar State Junior High School of Musi Rawas Regency based on the curriculum and this test is a speaking test. This test was conducted to see whether the two classes had similarities in terms of speaking ability. In this test, the researcher will instruct each student to describe their mother briefly.

The table below shows the results of the homogeneity test in determining a homogeneous class.

Table 3.4 The Result of Homogeneity Sampling

The Result of Homogenitas Sampling			
Name of Students (VIII A)	Score	Name of Students (VIII B)	Score
S1	60	S1	60
S2	70	S2	70
S3	60	S3	60
S4	60	S4	50
S5	80	S5	80
S6	70	S6	70
S7	70	S7	60
S8	50	S8	50
S9	50	S9	50
S10	50	S10	50
S11	60	S11	60
S12	60	S12	60

S13	80	S13	80
S14	50	S14	50
S15	50	S15	50
S16	70	S16	60
S17	70	S17	70
S18	70	S18	70
S19	80	S19	70
S20	60	S20	60
Total	1270	Total	1230
Mean Score	63,5	Mean Score	61,5

Based on the table above, these are the scores that students get from the results of the sample homogeneity test. These results were obtained by class VIII A, which got a mean score of 63.5, while class VIII B got a mean score of 61.5.

Based on the results of the average scores obtained by the two classes, the researcher found that the two scores had a small difference. So that the two classes can be used as a research class. For this reason, the researcher chose both classes to be the research sample. Class VIII A is the experimental class, while class VIII B is the control class.

C. Procedure of The Research

This procedure is the steps that researcher use to collecting data in this research.

Table 3.5 The Procedure of the research

Procedure of The Research

Steps	Control Group (Conventional Technique)	Experiment Group (Pair Work Strategy)
PRE-TEACHING	<ol style="list-style-type: none"> 1. Students prepare for class and greet. 2. The researcher checks the attendance of students. 3. The researcher informs students about the material to be learned. 4. The researcher gives the lesson indicators to students. 	<ol style="list-style-type: none"> 1. Students prepare for class and greet 2. The researcher checks the attendance of students. 3. The researcher informs students about the material to be learned. 4. The researcher gives the lesson indicators to students.
WHILE TEACHING	<ol style="list-style-type: none"> 1. Researchers review descriptive text material. 	<ol style="list-style-type: none"> 1. Researchers review descriptive text material.

	<ol style="list-style-type: none"> 2. Students summarize the material presented by the researcher. 3. Students are given the opportunity to ask the researcher 4. Students are guided by researchers in making and compiling descriptive text. 5. Students are guided by the researcher in describing something (according to the material) briefly in front of the class. (Speaking) 	<ol style="list-style-type: none"> 2. Students summarize the material presented by the researcher. 3. Students are given the opportunity to ask the researcher 4. The researcher divided the students into several groups. Each group consists of two students. 5. The researcher conveyed to the students about the pair work strategy 6. Students are guided by researcher in creating and compiling descriptive text. Students work together with their study partners in making descriptive texts. 7. Each group describes something (according to the material) briefly in the form of
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		a conversational dialogue that they have made and discussed before in front of the class. (Speaking).
POST TEACHING	<ol style="list-style-type: none"> 1. The researcher gave input to students in making text and describing 2. Students are given the opportunity to conclude the material. 	<ol style="list-style-type: none"> 1. The researcher gave input to each group in making text and describing 2. Students are given the opportunity to conclude the material.

D. Research Variable

There are two variables examined in this research. Those were independent and dependent variable. Variable is a key term in research and must be clear in construct as well as in content. Independent and dependent variables are used in experimental designs which measure the effect of independent variables to the dependent variables. In addition, independent variable can be said as the treatment or the cause that will influence the dependent variable. Meanwhile, the dependent variable is the effect or the result of the manipulation of independent variable. This means that in

experimental research occurs the directly attempts in order to know the influence of the particular treatment (independent variable) to dependent variable. In this research, the independent variable was Pair Work Strategy, and the dependent variable was Students' Speaking Skill.

E. Technique of Collecting the Data

Researcher exclusively employed tests as their primary method of data collecting for this study. By dividing the test into a pre-test and post-test, data was gathered.

1. Pre –Test

Pre-test test is a test given by researcher to students before being given treatment. The class used by the researcher, both the experimental and control class, will be given the same test. During the pre-test, the researcher will give a test in the form of a speaking test. In this test students will describe animals briefly. This test is used by researcher to see the speaking ability of students who have not been given treatment. After carrying out the test, the results of the test in the form of the recording are given to the rater to be assessed using a rubric.

2. Treatment of Teaching

The experimental and control groups are frequently paired together for treatment, which is a special situation. In this study, VIII A acted as the experimental group and VIII B as the control group. The researcher went through the process six. This is how the therapeutic schedule:

Table 3.6 List of schedule in Control Group

Meeting	Control Group	Date
1	Pre-Test	21 November 2022
2	Conventional Technique: Descriptive text about Animals	23 November 2022
3	Conventional Technique: Descriptive text about Animals	25 November 2022
4	Conventional Technique: Descriptive text about Person/Family	28 November 2022
5	Conventional Technique: Descriptive text about Person/Family	30 November 2022
6	Conventional Technique: Descriptive text about Places	2 Desember 2022
7	Conventional Technique: Descriptive text about Places	5 Desember 2022
8	Post-Test	7 Desember 2022

Table 3.7 List of schedule in Experiment Group

Meeting	Experimental Group	Date
1	Pre-Test	22 November 2022
2	Pair Work Strategy: Descriptive text about Animals	24 November 2022
3	Pair Work Strategy: Descriptive text about Animals	26 November 2022
4	Pair Work Strategy: Descriptive text about Person/Family	29 November 2022
5	Pair Work Strategy: Descriptive text about Person/Family	1 Desember 2022
6	Pair Work Strategy: Descriptive text about Places	3 Desember 2022
7	Pair Work Strategy: Descriptive text about Places	6 Desember 2022
8	Post-Test	8 Desember 2022

3. Post-Test

Post test is a test conducted by researchers after the class is given treatment. This test was carried out by the researcher to see if there was an effect on improving students' speaking skills after being given the treatment that is experimental class and those doesn't given the treatment that is the control class. This test is a speaking test. In the post test, the researcher will instruct the students to describe their house briefly. The results of this test are in the form of a recording that is given to the rater to be assessed using a rubric.

F. Instrument

According to Suharsimi Arikunto, instruments are tools used by researchers when collecting data.²⁸ The goal is to make research systematic and easy. In the instrument, there are two steps that researcher use in collecting data, that is pre-test and post-test. In the pre test the researcher will give instructions to students to describe animals briefly. Every student will describe a different animal. This test is a speaking test. This test was carried out before the class was given treatment. Students are given 10 minutes to describe animals briefly.

²⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta. 2013, p 203

While the post test is a test that is given by researcher after being given treatment. This test is a speaking test. In the post test the researcher gave instructions to the students to describe their house briefly for allocation 10 minutes.

Table 3.8 Instrument of The Research

Instrument of The Test	
Pre-Test	Describe orally about an Animal! You have ten minute to prepare your spoken description. The researcher will call you one by one to describe the animal in front of the class.
Post Test	Describe orally about your house! You have ten minute to prepare your spoken description. The researcher will call you one by one to describe your house in front of the class.
Technique	Speaking Test
Allocation	10 Minutes

1. Expert Validation

The researcher needs the results to be verified by experts. An authority in the field of speaking provides the professional validation. The study's expert validation was provided by Mr. Ruly Morgana, M.P.D., a professional validator

at IAIN Curup. The researcher gave an authorized validator the speaking test. There are some points raised in the professional validation form related to the appropriateness of indications, the language used in the test, and the correctness of the test. The table of professional validation can be seen in *Appendix 4*.

2. Try Out of the Test

The goal of the test was to produce the necessary data using an instrument that was deemed to be objectively valid. The instrument was tried before being used in research. The instrument was not tried on the study population because all the population taken had been used as a sample. In order to be used as a trial respondent, there are conditions that must be met. Trial respondents must have the same characteristics as the research sample. Therefore, this instrument was tried on class VIII A of students at Ciptodadi State Junior High School of Musi Rawas Regency.

3. Analyzing of the Test Validity

In the process of analyzing, the researcher uses an analysis score to provide an assessment of the speaking test conducted by the students. The researcher adopted the speaking test research rubric from Brown. The following scale to Assess Students' Speaking Test.

Table 3.9 The Scale to Assess Students' Speaking Test

Categories	Score	Criteria
Pronunciation	5 (95-100)	The students can pronounce the words almost perfectly.
	4 (85-94)	The students' pronunciation has some errors but does not change the words' meaning.
	3 (75-84)	The students' pronunciation has some errors and changes the words' meaning.
	2 (65-74)	The students' pronunciation has a lot of errors and changes the words' meaning.
	1 (below 65)	The students' pronunciation has too many errors and changes the words' meaning.

Comprehension	5 (95-100)	The students comprehend the dialogue well and the content is clear.
	4 (85-94)	The students comprehend the dialogue in all although there is repeating in certain parts.
	3 (75-84)	The students comprehend the dialogue but there are some repetitions.
	2 (65-74)	The students comprehend enough the dialogue but difficult to reply to what their friend said.
	1 (below 65)	The student does not comprehend although in simple dialogue.
Fluency	5 (95-100)	The student can continue their speech without too much hesitation.

	4 (85-94)	The student's fluency is having a little disruption by language problems.
	3 (75-84)	The students make a lot of mistakes in language problems.
	2 (65-74)	The students often doubt and stop because of limited language.
	1 (below 65)	The students often break off and stop while conveying dialogue.
Vocabulary	5 (95-100)	The student has board vocabulary.
	4 (85-94)	The student has an adequate vocabulary.
	3 (75-84)	The student has a good enough vocabulary.
	2 (65-74)	The student has a limited vocabulary.

	1 (below 65)	The student has a very limited vocabulary.
Grammar	5 (95-100)	The students' grammar is almost perfect.
	4 (85-94)	The students' error in grammar is quite rare.
	3 (75-84)	The students' construction of grammar is quite accurate but does not have thorough or confident control.
	2 (65-74)	The students' error is frequent but the content is still understood.
	1 (below 65)	The students' grammar has many errors and changes the meaning of the content.

G. Validity and Reliability Testing

As per Ary, research is generally on estimation. There are two significant trademark that each estimating instrument ought to interaction of legitimacy and dependabil it.²⁹

1. Validity of The Test

To decide if the tests used (pre-test, and post-test) are legitimate. The legitimacy of a test is utilized by the specialist in light of the fact that a test is supposed to be substantial on the off chance that it precisely gauges what it is intended to quantify.³⁰ In order to determine the test's validity, the researcher using SPSS v. 26 for windows program, which is as follows:

Table 3.10 The Result of Validity Test
(SPSS 26)

		Correlations		
		soal.1	soal.2	total.1.2
soal.1	Pearson Correlation	1	.561**	.882**
	Sig. (2-tailed)		.004	.000
	N	25	25	25
soal.2	Pearson Correlation	.561**	1	.885**
	Sig. (2-tailed)	.004		.000
	N	25	25	25
total.1.2	Pearson Correlation	.882**	.885**	1
	Sig. (2-tailed)	.000	.000	
	N	25	25	25

** . Correlation is significant at the 0.01 level (2-tailed).

²⁹ Ary, Donald et. *Introduction Research in Education Canada*: United State. 2006

³⁰ Arthur Hungen, op. Cit, P.22

Items	R-count	R-Table	Information
1	0,882	0,396	VALID
2	0,885	0,396	VALID

Based on the results of the variable validity test in table 3.10 above, it shows that the variable test results are declared valid, because r-count 1 (0.882) and r-count 2 (0.885) are greater than r-table (0.396)

2. Reliability of The Test

According Brown, a reliable test is consistent and dependable, if the students are given the same test on two different occasions, the test should yield similar result. Reliability is the characteristic of very good test for it to be valid. A test must be reliable as a measuring instrumen.³¹

In collecting data, reliability of test is necessary to be measured too. The pre test and post test are tested by reliability test. A good instrument in collecting the data will be reliable. The researcher using SPSS v. 26 for windows program for collecting the data.

³¹ Brown, State. *Teaching Principles: An Interactive Approach to Language Pedagogy*: Second Edition. San Fransisco State University. 2001

Table 3.11 The Result of Reliability Test

(Item 1)

**Reliability
Statistics**

Cronbach's Alpha	N of Items
812	2

(Item 2)

**Reliability
Statistics**

Cronbach's Alpha	N of Items
834	2

Items	The Value	Information
1	0,812	RELIABILITY
2	0,834	RELIABILITY

In inputting data, if the value is greater than 0.60, then statement items can be relied on. Meanwhile, if the value is less than 0.60, then the statement items cannot be relied upon.

Based on the reliability test in the table above, it shows that The value 1 (0.812) and the value 2 (0.834) are greater than 0.60. So it can be concluded that the test data is reliable.

To interpret the level of reliability the reliability coefficient can be categorized on the following criteria:

Table 3.12 Categories of Reliability Coefficient

Criteria	Category
0,8-1	Highest
0,6-0,7	High
0,4-0,5	Enough
0,2-0,3	Low
0-0,1	Very low

Based on the results of the reliability test showed that The value 1 (0.812) and the value 2 (0.834), and is categorized as having a highest level of reliability.

H. Technique of Analizing The Data

The next step after conducting the pre-test and post-test is to analyze the data. To answer research problems with data obtained through pre and post test is data analysis.

After the tests are administered to students in the pre-test and post-test, the students' pre-test and post-test scores will be tested. The test will focus on the

normality and homogeneity of students' pre-test and post-test scores. If the students' pre-test and post-test scores are normally distributed and homogeneous, the researcher can proceed with the paired sample t test and the independent sample t test. Following are the steps to analyze the data:

1. Normality Test

The researcher uses normality test to check whether the post test score of experimental group and control group are normally distributed or not. The test of normality in this study will be measured by using SPSS v. 26 for windows program. It is used to know whether both variables X (independent variable) and Y (dependent variable) are normally distributed. The score in the test of normality must be higher than 0.05 to obtain the normal data.

2. Homogeneity Test

Homogeneity test will be used to check whether the post test score of experimental and control group have similar variance or not. The test of homogeneity will be conducted by using SPSS v. 26 for windows program. It is aimed to know the similarity of Y variable score that has been categorized to X variable score. The score of this test must be higher than 0.05 to obtain the homogeneous data.

➤ The Formula:

$$F = \frac{S_1}{S_2}$$

Where:

F : Score of F a count

S_1^2 : Score of Biggest Variant

S_2^2 : Score of Smallest Variant

3. T-Tes

As stated before, the t-test is used to know the effect of Pair Work Strategy. On the other hand, it is adopted from the score that has been acquired by conducting pre-test and post-test. By using t-test formula, the researcher calculates the students' post test score from experimental and control group. The terms in using t-test should be in normal distribution and homogenous variants. There are two kind of t-test used in this research, paired sample t-test and independent sample t-test. Paired sample t-test is used to see the different between pre-test and post-test of a group. Independent sample t-test is used to see the different between experimental group and control group.

1. The Formula of Paired T-Tes

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}} \right) \left(\frac{S_2}{\sqrt{n_2}} \right)}}$$

Where:

S_1^2 : Sample variant 1

S_2^2 : Sample variant 2

r : Correlation between 2 samples

\bar{X}_1 : Mean of sample 1

\bar{X}_2 : Mean of sample 2

S_1 : Standard deviation of sample 1

S_2 : Standard deviation of sample 2

2. The Formula of Independent T-Tes

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$DF = \frac{\left[\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} \right]}{\left[\left(\frac{S_1^2}{n_1} \right) \frac{2}{(n_1 - 1)} \right] + \left[\left(\frac{S_2^2}{n_2} \right) \frac{2}{(n_2 - 1)} \right]}$$

Where:

\bar{X}_1 : Mean of Group 1

\bar{X}_2 : Mean of Group 2

n_1 : Total of Group 1

n_2 : Total of Group 2

S_1 : Standard deviation of Group 1

S_2 : Standard deviation of Group 2

I. Statistical Hypotheses

1. If the t-value is more than the value in the t-table ($t \text{ value} > t \text{ table}$), it means that H_{a1} is accepted and H_{01} is rejected. So, pair work strategy enhances students' speaking skill
2. In the other hand, if the t-value is less than the value in the t-table ($t \text{ value} < t \text{ table}$), it means that H_{01} is accepted and H_{a1} is rejected. Thus, pair work strategy does not enhances students speaking skill.
3. If the t-value is more than the value in the t-table ($t \text{ value} > t \text{ table}$), it means that H_{a2} is accepted and H_{02} is rejected. So, students who are taught through pair work strategy have better speaking skill than those who are not taught pair work strategy.
4. If the t-value is less than the value in the t-table ($t \text{ value} < t \text{ table}$), it means that H_{02} is accepted and H_{a2} is rejected. Thus, students who are not taught through pair work strategy have better speaking skill than those who are taught pair work strategy.

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

In this chapter the researcher answered the question in formulation problem. The researcher collected the data by using pre-test and post-test in control and experimental class. The result of students' test in pre-test and post-test were scored by two raters. After the researcher got the data, the researcher used IBM SPSS v 26 to know the normality, homogeneity and t-test. In this research, the research finding was presented in two forms. The first was descriptive analysis and the second one was statistical analysis.

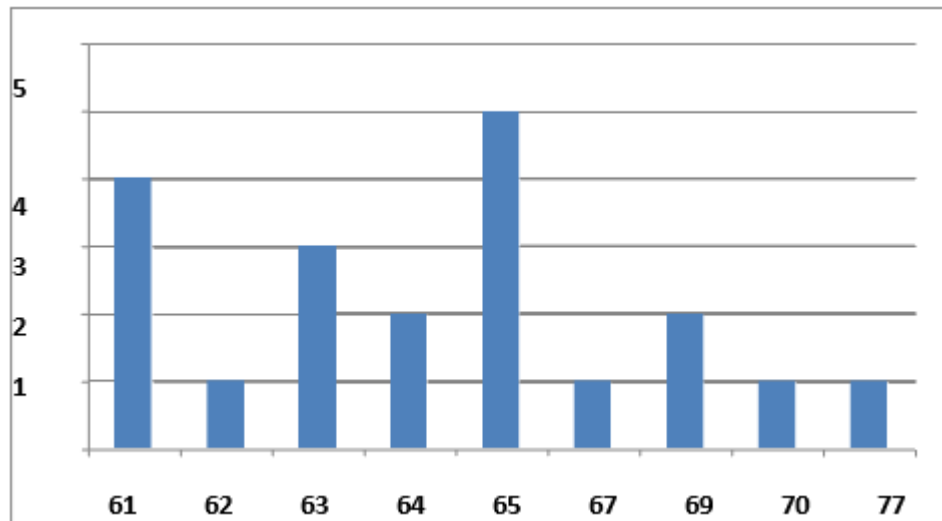
1. The Result of Pre-Test and Post-Test

a. Control Group

1) Pre-Test in Control Group

In this study, the control class, also known as class VIII B, received instruction according to conventional methods. The researcher administered a pre-test to pupils in order to collect the initial data prior to the start of the learning process. The table below shows the pre-test result that was obtained:

Chart 4.1 Result of Pre-Test in Control Group



Notes:

Vertical : *Many Student*

Horizontally : *Students Mean Scores*

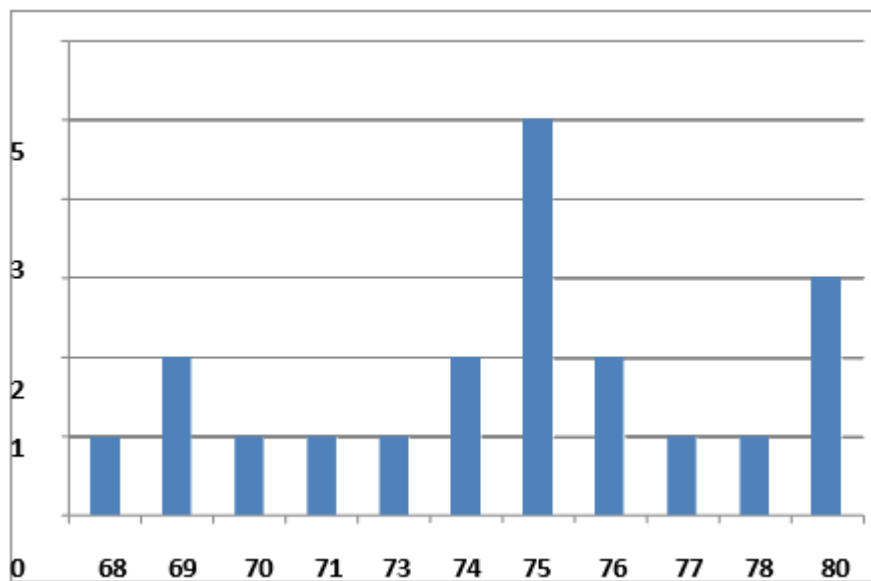
Based on the chart above, it can be seen that from 20 students there was 15 students who got score in range (55-65) and 5 students got score in range (65-75). It can be seen that in pre-test control class there was 15 students who had speaking skill categorized poor and only 5 students who had speaking skill categorized fair. This statement proved that students' speaking skill in control class was low.

2) Post-Test in Control Group

The results of the post-test given to 20 students in the control class or VIII B were used to determine the state of the students' speaking

skills after the conventional methods was put into practice. The table below allows you to view the results of the post-test in the control class:

Chart 4.2 Result of Post-Test in Control Group



Notes:

Vertical : Many Student

Horizontally : Students Mean Scores

Based on the chart above, it can be seen that from 20 students there was 13 student who got score in range (65-75) and 7 students got score in range (75-85). It can be concluded that in post-test control class there was 7 students who had speaking skill categorized good and 13 students who had speaking skill categorized fair. It can be concluded that there is the improvement of students' speaking skill in port-test.

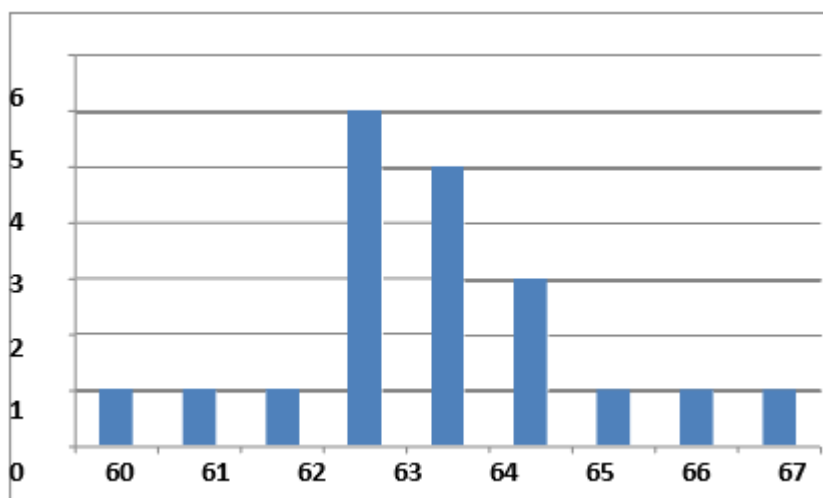
However, students' score in post-test control class did not show the significant result compared to students score in post-test experimental class.

b. Experimental Group

1) Pre-Test in Experiment Group

In this study, a teaching strategy known as the pair-work strategy was used in the experimental class, or class VIII A. The researcher provided students a pre-test of descriptive text material in order to gather the initial data before to the learning process. The table below shows the pre-test outcome that was determined:

Chart 4.3 Result Mean t of Pre-Test in Experiment Group



Notes:

Vertical : Many Student

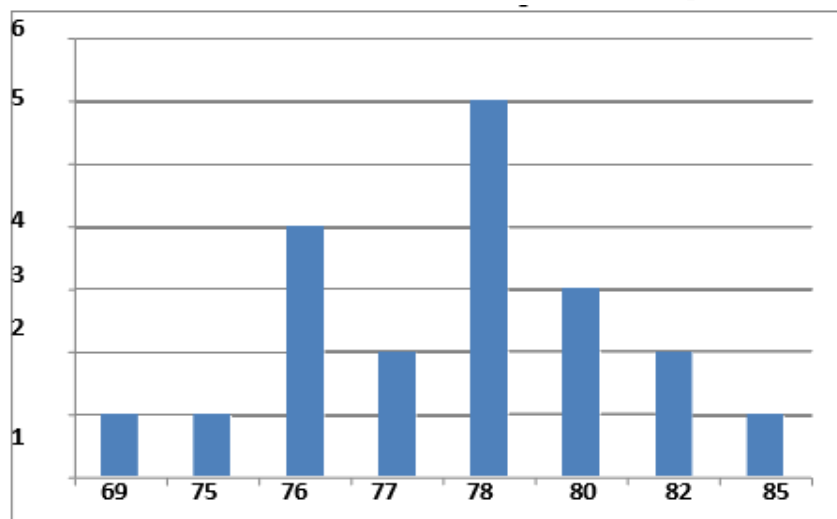
Horizontally : Students Mean Scores

Based on the chart above, it can be seen that from 20 students there was 17 students who got score in range (55-65) and 3 students got score in range (66-75). It can be concluded that in pre-test experimental class there were only 3 students who had speaking skill categorized fair and 17 students who had speaking skill categorized poor. It means students' speaking skill still low.

2) Post-Test in Experiment Group

Following the implementation of the pair work strategy for teaching descriptive texts, the condition of students' speaking skills was assessed using the results of a post-test administered to 20 students` in the experimental class or VIII A. The table below allows you to view the results of the post-test in the experimental class:

Chart 4.4 Result of Post Test in Expeiment Group



Notes:

Vertical : *Many Student*

Horizontally : *Students Mean Scores*

Based on the chart above, it can be seen that from 20 students there was 2 students who got score in range (65-75) and 18 students got score in range (75- 85). It can be concluded that in post-test experimental class there were 8 students who had speaking skill categorized good and 2 students who had speaking skill categorized fair. Based on the statements above, it can be say that students" speaking skill was increased in post-test.

2. Statistical Analysis

After giving the pre-test and post-test to the experimental and control classes, the results of both were given to the rater to get a score. Then the score was re-tested by the researcher using SPSS 26. The following is the sequence of the next test.

a. Normality Test

The normality test was applied to find out whether the sample had normal distribution or not. The normality test is tested by using Kolmogorov-smirnov of SPSS v.26. if the result of significance was higher than 0,05 then the data is distributed normal. However, if the result of significance lower

than 0,05 it means the data is not distributed normal.

Table 4.1 Normality Test

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Kelas	Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre Test Eksperiment (PBL)	.180	20	.089	.942	20	.260
	Post Test Eksperiment (PBL)	.194	20	.047	.917	20	.087
	Pre Test Control (Konvensional)	.151	20	.200*	.935	20	.190
	Post Test Control (Konvensional)	.154	20	.200*	.936	20	.198

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above was known that the significance value from each pre-test and post-test experimental class was higher than 0,05. The sig/p-values on pre-test of experimental class was 0,089 and it was higher than 0,05 it means that the data is in normal distribution. The p-values on post-test experimental class was 0,047 and it was higher than 0,05 means that the data is in normal distribution. The significance value from each pre-test and post-test control class also higher than 0,05. The sig/p-values on pre-test of control class

was 0,151 and it is higher than 0,05 it means that the data is in normal distribution. The p-values on post-test control class was 0,154 and it was higher than 0,05 means that the data is in normal distribution. It can be concluded that all of data from pre-test and post-test both experimental and control class is in normal distribution. Therefore, it means that the researcher can continue the pair sample t test.

b. Paired Sample T-Test

Paired sample t-test was done to compare the two paired related groups. In this test the sample used was same. However both of the samples were given different treatment. To calculate the data in this research, the researcher used SPSS v 26.

Table 4.2 Paired T-Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
1	PretestX – PosttestX	- 14.0500 0	3.17017	.70887	-15.53369	-12.56631	- 19.820	19	.000

Pair	PretestC –	-	3.88350	.86838	-11.96753	-8.33247	-	19	.000
2	PosttestC	10.1500					11.688		
		0							

It can be seen from the table above that score of sig (2-tailed) from pair 1 and pair 2 was 0,000 and it was smaller than 0,05 so it can be concluded that pair work strategy enhances students' speaking skill.

c. Homogeneity Test

The homogeneity test was carried out in order to know whether the data were homogenous or not. In calculating the homogeneity of the data, the researcher used SPSS v.26 if the result of homogeneity test was higher than criteria of test 0,05 it means the data were homogenous.

Table 4.3 Homogeneity Test

Test of Homogeneity of Variance

		Levene			
		Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.764	1	38	.388
	Based on Median	.521	1	38	.475
	Based on Median and with adjusted df	.521	1	37.990	.475
	Based on trimmed mean	.707	1	38	.406

Based on the table above was known that the sig/p value from each data was higher than 0,05 it means that the data is homogeny. Since the data is proven normal and have distribute variance, then the researcher can conduct paired sample t-test and independent sample t-test.

d. Independent Sample T-Test

Independent sample t-test was used to compare two means unrelated groups in order to know whether there was statistical evidence that associated population means were significantly different. The researcher test the independentsample t-test by using SPSS v 26.

Table 4.4 Independent Test

	Levene's Test for Equality of Variances	t-test for Equality of Means
--	---	------------------------------

	F	Sig.	T	d	S	Mean	Std	95%
				f	i	Diffe	.	Confidence
					g	rence	Error	Interval
					.		Diffe	of the
					(re	Differe
					2		Nce	nce

						- tailed)			Lower	Upper
Students' Speaking Skill	Equal	.7	.3	3.157	38	.003	3.450	1.093	1.237	5.663
	variances assumed	64	88							
	Equal			3.157	37.507	.003	3.450	1.093	1.236	5.664
	variances not assumed									

It can be seen from the table above that the output of independent sample t test showed that sig (2-tailed) is 0,003 and it was smaller than 0,05. From this output it can be concluded that there is significant difference between students who taught using pair work strategy and those who are not.

3. Speaking Skill Under the Teaching by Using Pair Work Strategies and Conventional Strategies

a. Speaking Skill Under the Teaching by Using Pair Work Strategies

In this research class VIII A is an experimental class that uses the pair work strategy as a treatment. From the research results obtained by researcher through data analysis, it shows that this pair work strategy has an

enhances on students' speaking skills. It can be proved by the result of post test 77,95 mean score of experiment class higher than 74,50 mean score of control class.

Besides that, there was an increase from the pre-test to the post-test scores in the experimental class after being given treatment. This is proven through the results of the data from the assessment by the two raters, in *Appendix 2*.

b. Speaking Skill Under the Teaching by Using Conventional Strategies

In this research class VIII B is a control class that uses the conventional Strategies. This class is not given treatment. The results of the post test show that 74,50 mean score of the control class is lower than 77,95 mean score of experimental class.

Table 4.5 Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	20	60	69	63.90	1.997
Post-Test Experimental	20	69	85	77.95	3.252
Pre-Test Control	20	61	70	64.35	2.601
Post-Test Control	20	68	80	74.50	3.649
Valid N (listwise)	20				

As the table 4.5 showed, the mean of post-test score of experimental class is 77,95 and the mean of post-test score of control class is 74,50. It can be seen that there is a little difference between mean of post-test experiment and post-test control.

4. Significant Effect of Pair Work Strategy On the Student's English

Speaking Skill

Based on the explanation in previous analysis the result showed that pair work strategy enhance students' speaking skill and there is significant difference between students who taught using pair work strategy and those who are not. It can be seen of the result mean score post test of experiment class and control class. The mean score of experiment class higher than control class. The mean score post test in experiment class was 77.94, while control class was 74.50.

From explanation above, it can be concluded that the using of pair work strategy in teaching and learning process is effective, especially in teaching speaking. Based on research finding in this research, it can be seen that there is any significant difference between students who taught by using pair work strategy and those who are not. Thus, it can be concluded that pair work strategy enhance the speaking skill of students grade eight at Cekar State Junior High School of Musi Rawas Regency.

B. Discussion

In this part, the researcher presented the discussion about the data analysis on the research that has been presented in the previous sub chapter. The goal of this research were to find out whether pair work strategy enhance students' speaking skill or not and to see the significant difference between students who were taught using pair work strategy and those who are not. Based on the explanation in previous analysis the result showed that pair work strategy enhance students' speaking skill and there is significant difference between students who taught using pair work strategy and those who are not. It can be proved by the result of pre-test and post-test in both experimental and control class. However, before the researcher elaborated the result of the research the process would be discussed first in this part.

In conducting this research, the first step was conducted pre-test by giving speaking test. Pre-test was given to the 40 students from experimental and control class to measure their ability before the researcher give them treatment by using pair work strategy. After getting the result of pre-test the two groups are given different treatment. The experimental class got a treatment by using pair work strategy. Meanwhile in control class the students were taught by using the conventional method which is write the material and listen to the explaining by the researcher. The last step, the researcher conducted the post-test. The post-test were in the form of speaking a short monolog. The test was used to measure the students' ability after they were given treatment. The post-test was conduct in the last meeting.

Based on the analysis obtained from the students' post-test control the mean score is 74.50. While the mean score of the students' post-test experiment class is 77.95. It indicates that after giving treatment by using pair work strategy students have better achievement. This finding shows the relation with what Moon stated that pair work as a strategy to organize them (students) in ways that will maximize opportunities for learning. In this way, the level of student participation in English will increase and if the students' participation increases, their speaking skill will also increase. According to Harmer in pair work, students can practice language together, study a text, research language or take part in information-gap activities.

The result showed that pair work strategy enhances students' speaking skill and there is a significant difference between the students taught by pair work strategy and those who were taught by conventional study. This can be seen from the result of pre-test and post-test in both groups. The mean score of pre-test in the experimental class was 63.90 with a minimum score of 60 and a maximum score of 69. The mean score of post-test in the experimental class was 77.95 with a minimum score of 69 and a maximum score of 85. Meanwhile, the mean score of pre-test of the control group was 64.35 with a minimum score of 61 and a maximum score of 70. The mean score of post-test in the control class was 74.50 with a minimum score of 68 and a maximum score of 80. From the data explained before, it can be seen that students' scores in the experimental class are higher than those in the control class. It means that pair work strategy enhances students' speaking skill and there is a significant difference between students who were taught using pair work strategy and those who were taught by using

conventional study.

Some relevant studies also show the great result of using pair work strategy in teaching speaking. The first previous study written by Jatmiko who conducted a classroom action research to find whether pair work can improve students' English speaking and to describe the process of applying pair work in teaching speaking. He found that pair works could improve students' speaking ability in term of raising students' achievement in the case of fluency, vocabulary, pronunciation, grammar and content. He also found that pair works can improve class situation, in term students' interaction when having and responding teacher's question, being active in pair work activities, and being more attentive to the speaking class. Another relevant study is classroom action research which had done by Yuniarti Dalisa, Apriliaswati and Husin. The purpose of this research is to reduce anxiety in speaking English through pair work strategy. They found that pair work reduced students anxiety in speaking English in each cycle were 46%, 61.1%, and 78.4%. Pair work encouraged students to be confidence in speaking English in each cycle were 46%, 63.8%, and 78.4%. Meanwhile, in this research the researcher conducted a quasi-experimental researcher to see the effects of pair work strategy to students' speaking skill grade eight.

From explanation above, it can be concluded that the using of pair work strategy in teaching and learning process is effective, especially in teaching speaking. Based on research finding in this research, it can be seen that there is any significant difference between students who taught by using pair work strategy and those who

are not. Thus, it can be concluded that pair work strategy enhance the speaking skill of students grade eight at Cekar State Junior High School of Musi Rawas Regency in the Academic Year of 2022/2023.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the output data of paired sample t-tests that answer the first hypothesis, the calculation results show that the sig (2-tailed) scores of pair 1 and pair 2 are 0.000 and less than 0.05 so it can be concluded that pair work strategies improve students' speaking skills. To answer the second hypothesis the researchers conducted an independent sample t test. The results of the independent sample t test show that sig (2-tailed) is 0.003 and is less than 0.05. From this output it can be concluded that there is a significant difference between students who are taught using the pair work strategy and those who are not.

In short, the results above prove that the pair work strategy has a significant effect on students' speaking skills, especially in second grade students of Cekar State Junior High School of Musi Rawas Regency.

B. Suggestion

Based on the findings and discussions stated in the previous chapter, some suggestions are given to the participants who are closely related to this study. They are presented as follows:

1. For English teachers

The English teachers should consider the students' need and interest before designing speaking materials. It is important for teachers to use various activities that is appropriate to the students' need because it can reduce students' boredom and monotonous during teaching and learning process. The English teachers can consider to use pair work strategy as one of the appropriate activities in teaching speaking.

2. For students

By using pair work strategy, the students have the opportunities to speak English confidently and fluently in sharing their ideas.

3. For other researchers

The weakness of this study is its limited time in implementing the actions. Other researchers who are interested in the same field are recommend to implement the actions in a longer period of time to get more maximum results so that the improvement will be more significantly seen.

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APPENDIX 1

THE RESULT OF HOMOGENITY SAMPLING

The Result of Homogenitas Sampling			
Name of Students (VIII A)	Score	Name of Students (VIII B)	Score
S1	60	S1	60
S2	70	S2	70
S3	60	S3	60
S4	60	S4	50
S5	80	S5	80
S6	70	S6	70
S7	70	S7	60
S8	50	S8	50
S9	50	S9	50
S10	50	S10	50
S11	60	S11	60
S12	60	S12	60
S13	80	S13	80
S14	50	S14	50
S15	50	S15	50
S16	70	S16	60
S17	70	S17	70
S18	70	S18	70
S19	80	S19	70
S20	60	S20	60
Total	1270	Total	1230
Mean Score	63,5	Mean Score	61,5

APPENDIX 2
STATISTICAL DATA ANALYSIS

The Scores of Students'' Pre-test and Post-test in Control Class

No	Students	Pre-test	Post-Test
1	S.1	61	75
2	S.2	65	80
3	S.3	62	75
4	S.4	69	80
5	S.5	70	80
6	S.6	61	74
7	S.7	65	77
8	S.8	63	75
9	S.9	65	76
10	S.10	64	78
11	S.11	65	68
12	S.12	61	74
13	S.13	61	75
14	S.14	65	70
15	S.15	63	69
16	S.16	67	73
17	S.17	64	69
18	S.18	67	71
19	S.19	66	75
20	S.20	63	76
	Total	1287	1490
	Average	64,35	74,5
	Max	70	80
	Min	61	68

The Scores of Students'' Pre-test and Post-test in Experimental Class

No	Students	Pre-test	Post-test
1	S.1	62	76
2	S.2	63	78
3	S.3	63	75
4	S.4	64	78
5	S.5	63	80
6	S.6	65	80
7	S.7	64	69
8	S.8	66	82
9	S.9	63	78
10	S.10	60	82
11	S.11	63	76
12	S.12	63	78
13	S.13	64	76
14	S.14	61	77
15	S.15	69	85
16	S.16	64	77
17	S.17	64	78
18	S.18	67	80
19	S.19	65	76
20	S.20	65	78
	Total	1287	1559
	Average	63,9	77,95
	Max	69	85
	Min	60	69

APPENDIX 3
SCORE DISTRIBUTION IN FIVE ASPECTS OF SPEAKING SKILL FROM RATER 1 AND RATER 2

PRE-TEST CONTROL

No	Name	Pronunciation		Comprehension		Fluency		Vocabularies		Grammar		Total score		Last score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1.	S1	65	64	67	65	66	63	65	63	67	65	66	64	61
2.	S2	67	62	67	63	68	63	65	62	68	65	67	63	65
3.	S3	65	60	63	62	63	60	65	60	64	58	64	60	62
4.	S4	70	67	70	68	70	68	72	70	68	67	70	68	69
5.	S5	70	70	70	70	70	70	70	70	70	70	70	70	70
6.	S6	62	60	65	58	63	60	63	62	60	60	62	60	61
7.	S7	67	65	67	62	68	63	65	63	68	62	67	63	65
8.	S8	60	65	62	65	60	66	63	65	60	64	61	65	63
9.	S9	65	65	65	66	66	64	65	65	64	65	65	65	65
10.	S10	65	65	65	62	66	63	65	63	64	62	65	63	64
11.	S11	65	65	67	63	66	63	65	65	67	64	66	64	65
12.	S12	65	58	62	59	63	60	63	58	62	60	63	59	61
13.	S13	62	60	62	58	63	60	63	62	62	60	62	60	61
14.	S14	65	66	65	65	66	65	65	65	64	64	65	65	65
15.	S15	65	62	63	62	63	63	65	63	64	60	64	62	63
16.	S16	72	65	70	63	70	64	70	65	68	63	70	64	67
17.	S17	65	63	67	63	66	62	67	62	65	60	66	62	64
18.	S18	70	65	70	63	70	63	70	65	70	64	70	64	67
19.	S19	67	65	70	63	68	63	68	65	67	64	68	64	77
20.	S20	62	62	63	63	63	63	62	62	60	60	62	62	63

POST-TEST CONTROL

No	Name	Pronunciation		Comprehension		Fluency		Vocabularies		Grammar		Total score		Last Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1.	S1	75	75	76	75	75	72	77	75	77	73	76	74	75
2.	S2	80	80	80	82	78	80	78	85	74	83	78	82	80
3.	S3	75	75	75	75	75	75	75	75	75	75	75	75	75
4.	S4	80	80	80	78	80	80	80	82	80	80	80	80	80
5.	S5	78	80	80	78	80	78	82	80	80	74	80	78	80
6.	S6	75	75	75	75	73	73	75	70	72	72	74	73	74
7.	S7	78	75	80	75	75	72	77	75	75	73	77	74	77
8.	S8	75	75	73	75	76	75	76	73	75	72	75	74	75
9.	S9	75	74	76	78	75	78	80	80	77	80	76	78	76
10.	S10	80	77	78	77	78	76	74	75	80	75	78	76	78
11.	S11	67	65	70	67	68	66	68	65	67	67	68	66	68
12.	S12	75	70	75	75	73	75	75	73	72	72	74	73	74
13.	S13	75	75	76	75	75	75	77	75	77	75	75	75	75
14.	S14	72	72	70	70	70	70	72	70	66	68	70	70	70
15.	S15	68	68	72	70	70	68	70	67	70	67	70	68	69
16.	S16	70	70	75	70	72	72	75	75	73	73	73	72	73
17.	S17	67	67	70	70	68	68	70	68	70	67	69	68	69
18.	S18	70	70	68	68	73	70	72	72	72	70	71	70	71
19.	S19	75	75	76	75	77	75	77	73	75	72	75	74	75
20.	S20	75	80	76	78	75	78	77	79	77	80	76	79	76

PRE-TEST Experimental

No	Name	Pronunciation		Comprehension		Fluency		Vocabularies		Grammar		Total score		Last score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	S1	65	60	63	60	65	58	65	62	62	60	64	60	62
2	S2	63	65	60	65	60	66	62	65	60	64	61	65	63
3	S3	60	65	60	66	63	65	63	64	61	65	61	65	63
4	S4	65	65	66	62	65	63	65	63	65	62	65	63	64
5	S5	65	60	66	62	65	60	66	63	64	60	65	61	63
6	S6	67	65	68	62	67	63	68	63	65	62	67	63	65
7	S7	62	65	64	65	65	65	64	66	60	64	63	65	64
8	S8	68	66	68	66	67	64	68	64	64	64	67	65	66
9	S9	65	62	65	62	63	63	64	63	63	60	64	62	63
10	S10	62	60	62	60	64	55	65	55	62	55	63	57	60
11	S11	65	60	65	62	65	60	66	63	64	60	65	61	63
12	S12	63	65	62	64	60	63	63	65	62	63	62	64	63
13	S13	60	65	64	67	62	66	64	67	60	65	62	66	64
14	S14	60	60	63	60	62	60	65	62	60	58	62	60	61
15	S15	70	67	69	68	70	70	72	68	69	67	70	68	69
16	S16	65	65	65	62	65	63	65	63	65	62	65	63	64
17	S17	63	66	63	65	62	65	65	65	62	64	63	65	64
18	S18	68	65	70	65	69	66	70	64	68	65	69	65	67
19	S19	67	65	67	65	68	63	68	63	65	60	67	63	65
20	S20	66	64	66	65	65	63	68	63	65	65	66	64	65

Post-test experimental

No	Name	Pronunciation		Comprehension		Fluency		Vocabularies		Grammar		Total score		Last score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	S1	77	76	78	75	75	75	80	76	75	73	77	75	76
2	S2	80	77	79	80	78	75	80	78	78	75	79	77	78
3	S3	75	73	76	75	75	72	77	75	77	73	76	74	75
4	S4	80	77	78	77	80	75	82	76	80	75	80	76	78
5	S5	80	80	82	78	80	80	85	78	83	74	82	78	80
6	S6	80	80	78	82	82	80	80	80	80	78	80	80	80
7	S7	70	67	70	70	70	68	72	67	68	67	70	68	69
8	S8	85	80	86	79	85	78	83	78	86	80	85	79	82
9	S9	80	80	78	77	78	75	79	78	80	75	79	77	78
10	S10	83	80	82	82	85	80	85	80	85	78	84	80	82
11	S11	80	73	80	75	78	75	78	75	74	72	78	74	76
12	S12	80	80	78	77	78	75	79	78	80	75	79	77	76
13	S13	75	77	76	80	73	78	76	75	75	75	75	77	76
14	S14	76	80	73	78	75	78	76	80	75	79	75	79	77
15	S15	87	85	87	85	85	85	87	83	84	82	86	84	85
16	S16	80	73	80	75	78	75	82	75	80	72	80	74	77
17	S17	83	75	80	75	82	76	80	76	80	73	81	75	78
18	S18	80	80	80	82	78	80	82	80	80	78	80	80	80
19	S19	75	76	76	77	77	75	77	77	75	75	76	76	76
20	S20	80	76	78	77	82	75	80	77	80	75	80	76	78

APPENDIX 4
Instrument of The Research

Pre-Test

1. Describe orally about an Animal! You have ten minute to prepare your spoken description. The researcher will call you one by one to describe the animal in front of the class.
2. You have 10 minutes to describe

Post-Test

1. Describe orally about your house! You have ten minute to prepare your spoken description. The researcher will call you one by one to describe your house in front of the class.
2. You have 10 minutes to describe

APPENDIX 5

SYLABUS

Satuan Pendidikan : SMP N/S
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VIII/Genap
Tahun pelajaran : 2022/2023

Kompetensi Inti:

- 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi	<ul style="list-style-type: none"> ➤ Religius ➤ Mandiri ➤ Gotong royong ➤ Kejujuran ➤ Kerjakera 	<ul style="list-style-type: none"> • Fungsi sosial Menyebutkan, mendeskripsikan, membuat 	3.6.1 Mengidentifikasi fungsi social dan unsur kebahasaan	- Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan	1 2 J P	<ul style="list-style-type: none"> • Buku bahasa Inggris 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk kerja
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<p>transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>)</p> <p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi</p>	<p>s</p> <p>➤ Percayadiri</p> <p>➤ Kerjasama</p>	<p>inventaris, dan sebagainya.</p> <ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/ di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dengan <i>There is/are</i> - Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot (of)</i>. - Frasa kata depan: <i>in, on, under, in front of, below, above</i>, dan lain lain. - Ucapan, tekanan kata, 	<p>teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya</p> <p>3.6.2 Menyebutkan tindakan memberi dan meminta informasi terkait keberadaan orang, sesuai dengan konteks</p>	<p>orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang - Membuat teks pendek untuk mendeskripsika 	<ul style="list-style-type: none"> • Kamus bahasa Inggris • Internet 	<ul style="list-style-type: none"> • Produk Portofolio
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<p>terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		<p>intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<p>penggunaannya</p> <p>3.6.3 Menyebutkan tindakan memberi dan meminta informasi terkait benda, sesuai dengan konteks penggunaannya</p> <p>3.6.4 Menyebutkan tindakan memberi dan meminta informasi terkait binatang, sesuai dengan konteks penggunaannya</p> <p>4.6.1 Menulis teks interaksi transaksional</p>	<p>n rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar</p> <ul style="list-style-type: none"> - Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks - Melakukan refleksi tentang proses dan hasil belajarnya 			
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			<p>lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatik an fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>				
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APPENDIX 6
LESSON PLAN
(EXPERIMENT GROUP)

Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan	: <i>SMP Negeri Cecar</i>
Mata Pelajaran	: Bahasa Inggris
(Tema/Sub Tema)	: Descriptive Text
Kelas/ Semester	: VIII/2
Materi Pokok	: Descriptive Text about Animal
Alokasi Waktu	: 4 x 45 menit

A. Kompetensi Inti:

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak erkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN
<p>2.6.Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya.</p>	<p>2.6.1. Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya</p>
<p>1.6.Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>2.6.2. Menyebutkan tindakan memberi dan meminta informasi terkait keberadaan orang, sesuai dengan konteks penggunaannya</p> <p>2.6.3. Menyebutkan tindakan memberi dan meminta informasi terkait benda, sesuai dengan konteks penggunaannya</p>

	<p>2.6.4. Menyebutkan tindakan memberi dan meminta informasi terkait binatang, sesuai dengan konteks penggunaannya</p> <p>2.6.5. Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
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C. Tujuan Pembelajaran

Melalui pembelajaran berbasis teks, peserta didik terampil mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan, serta mampu menjawab pertanyaan terkait dan menyusun teks deskriptif tentang hewan.

D. Materi Pembelajaran

- Fungsi sosial
Mengenalkan, mengidentifikasi
- Struktur teks

Identification: berisi pernyataan umum mengenai subyek yang di bicarakan/dibahas.

Description: berisi pernyataan sifat (ukuran, warna, jumlah, bentuk, dsb) dan fungsi (manfaat, tindakan, dan kebiasaan)

- Unsur kebahasaan

Kosakata dan istilah terkait dengan topik yang telah di tentukan kalimat deklaratif dan introgatif dalam tenses yang benar. Ucapan, tekanan kata, intonasi, ejaan dan tanda baca.

- Cara menulis teks deskriptif

Menentukan topik teks deskriptif yang akan dibuat

Mengumpulkan data dan informasi terkait topik teks deskriptif

Menyusun teks deskriptif yang di buat

Melakukan revisi teks deskriptif yang sudah di susun

E. Metode Pembelajaran

Pair work strategy

F. Media/Alat, Materi dan Sumber Pembelajaran

Media : Buku paket, picture

Materi : Fungsi sosial teks deskriptif, struktur teks deskriptif, unsur kebahasaan teks deskriptif dan contoh teks deskriptif

Sumber belajar : English for grade VIII

G. Kegiatan pembelajaran

Pertemuan Ke 1

Kegiatan Pendahuluan

1. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti

berdoa, absensi, menyiapkan buku pelajaran

2. Melakukan ice breaking untuk menyemangati kelas dengan sebuah permainan
3. Menjelaskan tujuan pembelajaran atau kegiatan yang siswa akan lakukan untuk mencapai tujuan tersebut.

Kegiatan inti

1. Guru menjelaskan descriptive text tentang hewan/animal
2. Guru menjelaskan generic structure dan language features dan function dalam descriptive text
3. Guru menjelaskan tentang pembelajaran Pair work strategy
4. Guru membagi beberapa kelompok, masing-masing terdiri dari 2 siswa
5. Guru menentukan topik masing-masing kelompok yang berkaitan dengan hewan/animal
6. Setiap kelompok mulai menguraikan dan saling berpendapat tentang informasi yang mereka kumpulkan tentang topik yang telah di tentukan
7. Siswa mulai memikirkan tujuan tulisan mereka struktur penulisan dan unsur kebahasaan
8. Guru menyampaikan kepada setiap kelompok untuk saling bekerja sama dan menulis descriptive text tentang hewan/animal berdasarkan ide mereka sendiri
9. Setiap kelompok merevisi untuk membaca teks untuk mengoreksi tulisannya
10. Setelah di revisi setiap kelompok menulis kembali teksnya dan di kumpulkan pada guru

Kegiatan penutup

1. Guru mengulas kembali yang telah di pelajari tentang descriptive text dengan bertanya kepada siswa
2. Guru menanyakan kembali unsur kebahasaan dan struktur teks descriptive text
3. Guru menyampaikan rencana kegiatan untuk pertemuan berikutnya
4. Guru menutup pertemuan dengan doa

Pertemuan ke Dua

Kegiatan pendahuluan

1. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran
2. Melakukan ice breaking untuk menyemangati kelas dengan sebuah permainan
3. Menjelaskan tujuan pembelajaran atau kegiatan yang siswa akan lakukan untuk mencapai tujuan tersebut.
4. Guru memeriksa prior knowledge siswa dengan mengajukan pertanyaan tentang pertemuan sebelumnya.

Kegiatan inti

1. Guru meminta masing-masing kelompok untuk maju melakukan percakapan atas teks yang telah setiap kelompok buat pada pertemuan sebelumnya
2. Siswa melakukan percakapan mengenai hewan, dan mendeskripsikannya
3. Guru memberikan kritik dan saran setiap kelompok

Kegiatan penutup

1. Guru me-review pembahasan pada kegiatan latihan yang sudah di kerjakan

pertemuan sebelumnya

2. Guru menutup pertemuan dengan doa.

H. Penilaian

Penilaian sikap : Observasi/ Pengamatan

Penilaian pengetahuan: Tes Speaking

Penilaian keterampilan: Praktek

I. Instrument

Descriptive text

J. Pedoman Penilaian

**Scale for Assessing Students' Speaking Test Adopte from
brown, 2004**

Categories	Score	Criteria
Pronunciation	5 (95-100)	The students can pronounce the words almost perfectly.
	4 (85-94)	

	3 (75-84)	The students' pronunciation has some errors but does not change the words' meaning.
	2 (65-74)	The students' pronunciation has some errors and changes the words' meaning.
	1 (below 65)	The students' pronunciation has a lot of errors and changes the words' meaning.
		The students' pronunciation has too many errors and changes the words' meaning.
Comprehension	5 (95-100)	The students comprehend the dialogue well and the content is clear.
	4 (85-94)	The students comprehend the dialogue in all although there is repeating in certain parts.

	3 (75-84)	The students comprehend the dialogue but there are some repetitions.
	2 (65-74)	The students comprehend enough the dialogue but difficult to reply to what their friend said.
	1 (below 65)	The student does not comprehend although in simple dialogue.
Fluency	5 (95-100)	The student can continue their speech without too much hesitation.
	4 (85-94)	The student's fluency is having a little disruption by language problems.
	3 (75-84)	The students make a lot of mistakes in language problems.

	2 (65-74)	The students often doubt and stop because of limited language.
	1 (below 65)	The students often break off and stop while conveying dialogue.
Vocabulary	5 (95-100)	The student has board vocabulary.
	4 (85-94)	The student has an adequate vocabulary.
	3 (75-84)	The student has a good enough vocabulary.
	2 (65-74)	The student has a limited vocabulary.
	1 (below 65)	The student has a very limited vocabulary.
Grammar	5 (95-100)	The students' grammar is almost perfect.

	4 (85-94)	The students' error in grammar is quite rare.
	3 (75-84)	The students' construction of grammar is quite accurate but does not have thorough or confident control.
	2 (65-74)	The students' error is frequent but the content is still understood.
	1 (below 65)	The students' grammar has many errors and changes the meaning of the content.

Penilaian Sikap

No	Butir Nilai	Sikap/nilai	Jumlah Butir Instrumen
1	Bersyukur	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris	1

		Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris	1
		JUMLAH	2
No	Butir Nilai	Sikap/nilai	Jumlah Butir Instrument
1	Santun	Bertanya/meminta guru dan teman menggunakan Bahasa Inggris yang berterima, menanggapi guru dan teman menggunakan Bahasa Inggris yang berterima	1
2	Peduli	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi, menjawab guru dan teman menggunakan Bahasa Inggris yang Berterima	1
3	Jujur	Mengerjakan sesuai dengan kemampuan sendiri, tanpa menyontek pekerjaan teman, tidak mengambil/menyalin karya orang lain, menyampaikan informasi sesuai dengan fakta yang ada	1
4	Disiplin	Menyelesaikan tugas tepat waktu, mengikuti kaidah berbahasa yang baik dan benar	1
5	Percaya Diri	Selalu berusaha menggunakan Bahasa Inggris di kelas, tanpa ragu, berani presentasi di depan kelas	1
6	Tanggung jawab	Menyelesaikan tugas yang menjadi tanggung jawabnya, mengakui/meminta maaf atas kesalahan yang dilakukan	1

7	Kerjasama	Selalu aktif terlibat dalam diskusi/kerja kelompok/kelas, mencari jalan untuk mengatasi perbedaan pendapat	1
8	Cinta damai	Ikut menciptakan suasana belajar Bahasa Inggris yang tenang dan nyaman, menyelesaikan permasalahan yang ada dengan jalan musyawarah	1
		JUMLAH	8

Penilaian Pengetahuan

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
5.			
6.			
7.			
8.			
	JUMLAH		

Penilaian Keterampilan

The range of score is 100 max can be explained as follows:

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Excellent	4
		Good	3
		Fair	2
		Poor	1
2	Intonasi	Excellent	4
		Good	3
		Fair	2
		Poor	1
3	Ketelitian	Excellent	4

		Good	3
		Fair	2
		Poor	1
4	Kelancaran	Excellent	4
		Good	3
		Fair	2
		Poor	1
5	Action	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total Score	20

Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan	: <i>SMP Negeri Cekar</i>
Mata Pelajaran	: Bahasa Inggris
(Tema/Sub Tema)	: Descriptive Text
Kelas/ Semester	: VIII/2
Materi Pokok	: Descriptive Text about Person
Alokasi Waktu	: 4 x 45 menit

A. Kompetensi Inti:

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak erkait dengan pengembangan dari yang dipelajarinya di sekolah secara

mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN
<p>2.7.Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya.</p>	<p>2.7.1. Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya</p>
<p>1.7.Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>2.7.2. Menyebutkan tindakan memberi dan meminta informasi terkait keberadaan orang, sesuai dengan konteks penggunaannya</p> <p>2.7.3. Menyebutkan tindakan memberi dan meminta informasi terkait benda, sesuai dengan konteks penggunaannya</p> <p>2.7.4. Menyebutkan tindakan memberi dan meminta informasi terkait binatang,</p>

	<p>sesuai dengan konteks penggunaannya</p> <p>2.7.5. Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
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C. Tujuan Pembelajaran

Melalui pembelajaran berbasis teks, peserta didik terampil mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan, serta mampu menjawab pertanyaan terkait dan menyusun teks deskriptif tentang orang/keluarga

D. Materi Pembelajaran

- Fungsi sosial
Mengenalkan, mengidentifikasi
- Struktur teks
Identification: berisi pernyataan umum mengenai subyek yang di bicarakan/dibahas.
Description: berisi pernyataan sifat(ukuran, warna, jumlah, bentuk, dsb) dan fungsi(manfaat, tindakan, dan kebiasaan)
- Unsur kebahasaan

Kosakata dan istilah terkait dengan topik yang telah di tentukan kalimat deklaratif dan interogatif dalam tenses yang benar

Ucapan, tekanan kata, intonasi, ejaan dan tanda baca.

- Cara menulis teks deskriptif

Menentukan topik teks deskriptif yang akan dibuat

Mengumpulkan data dan informasi terkait topik teks deskriptif

Menyusun teks deskriptif yang di buat

Melakukan revisi teks deskriptif yang sudah di susun

E. Metode Pembelajaran

Pair work Strategy

F. Media/Alat, Materi dan Sumber Pembelajaran

Media : Buku Paket, picture

Materi : Fungsi sosial teks deskriptif, struktur teks deskriptif, unsur kebahasaan teks deskriptif dan contoh teks deskriptif

Sumber belajar : English for grade VIII

G. Kegiatan pembelajaran

Pertemuan ketiga

Kegiatan pendahuluan

1. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran
2. Melakukan ice breaking untuk menyemangati kelas dengan sebuah permainan
3. Menjelaskan tujuan pembelajaran atau kegiatan yang siswa akan lakukan untuk mencapai tujuan tersebut.

Kegiatan inti

1. Guru menjelaskan descriptive text tentang orang
2. Guru menjelaskan generic structure dan language feature dan function dalam descriptive text
3. Guru menjelaskan tentang pembelajaran pair work strategy
4. Guru membagi beberapa kelompok, masing-masing terdiri dari dua siswa
5. Guru menentukan topik masing-masing kelompok yang berkaitan dengan orang
6. Setiap kelompok mulai menguraikan dan saling berpendapat tentang informasi yang mereka kumpulkan tentang topik yang telah ditentukan
7. Siswa mulai memikirkan tujuan tulisan mereka struktur penulisan dan unsur kebahasaan
8. Guru menyampaikan kepada setiap kelompok untuk saling bekerja sama dan menulis descriptive text tentang orang berdasarkan ide mereka sendiri
9. Setiap kelompok merevisi untuk membaca teks untuk mengoreksi tulisannya
10. Setelah di revisi setiap kelompok menulis kembali teksnya dan dikumpulkan pada guru

Kegiatan penutup

1. Guru mengulas kembali yang telah dipelajari tentang descriptive text dengan bertanya kepada siswa
2. Guru menanyakan kembali unsur kebahasaan dan struktur teks descriptive text
3. Guru menyampaikan rencana kegiatan untuk pertemuan berikutnya
4. Guru menutup pertemuan dengan doa

Pertemuan ke empat**Kegiatan pendahuluan**

1. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran
2. Melakukan ice breaking untuk menyemangati kelas dengan sebuah permainan
3. Menjelaskan tujuan pembelajaran atau kegiatan yang siswa akan lakukan untuk mencapai tujuan tersebut.
4. Guru memeriksa prior knowledge siswa dengan mengajukan pertanyaan tentang pertemuan sebelumnya

Kegiatan inti

1. Guru meminta masing-masing kelompok untuk maju melakukan percakapan atas teks yang telah setiap kelompok buat pada pertemuan sebelumnya
2. Siswa melakukan percakapan dengan teman kelompoknya
3. Guru memberikan kritik dan saran setiap kelompok

Kegiatan penutup

1. Guru me-review pembahasan pada kegiatan latihan yang sudah di kerjakan pertemuan sebelumnya
2. Guru menutup pertemuan dengan doa.

H. Penilaian

Penilaian sikap : Observasi/ Pengamatan

Penilaian pengetahuan: Tes Speaking

Penilaian keterampilan: Praktek

I. Bentuk Instrument

Descriptive Text

J. Pedoman Penilaian

Scale for Assessing Students' Speaking Test Adopte from brown, 2004

Categories	Score	Criteria
Pronunciation	5 (95-100)	The students can pronounce the words almost perfectly.
	4 (85-94)	The students' pronunciation has some errors but does not change the words' meaning.
	3 (75-84)	The students' pronunciation has some errors and changes the words' meaning.

	2 (65-74)	The students' pronunciation has a lot of errors and changes the words' meaning.
	1 (below 65)	The students' pronunciation has too many errors and changes the words' meaning.
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	4 (85-94)	The students comprehend the dialogue in all although there is repeating in certain parts.
	3 (75-84)	The students comprehend the dialogue but there are some repetitions.
	2 (65-74)	

	1 (below 65)	<p>The students comprehend enough the dialogue but difficult to reply to what their friend said.</p> <p>The student does not comprehend although in simple dialogue.</p>
Fluency	5 (95-100)	The student can continue their speech without too much hesitation.
	4 (85-94)	The student's fluency is having a little disruption by language problems.
	3 (75-84)	The students make a lot of mistakes in language problems.
	2 (65-74)	The students often doubt and stop because of limited language.

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Vocabulary	5 (95-100)	The student has board vocabulary.
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	3 (75-84)	The student has a good enough vocabulary.
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	2 (65-74)	The students' error is frequent but the content is still understood.
	1 (below 65)	The students' grammar has many errors and changes the meaning of the content.

Penilaian Sikap

No	Butir Nilai	Sikap/nilai	Jumlah Butir Instrument
1	Bersyukur	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris	1
		Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris	1
		JUMLAH	2
No	Butir Nilai	Sikap/nilai	Jumlah Butir Instrument

1	Santun	Bertanya/meminta guru dan teman menggunakan Bahasa Inggris yang berterima, menanggapi guru dan teman menggunakan Bahasa Inggris yang berterima	1
2	Peduli	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi, menjawab guru dan teman menggunakan Bahasa Inggris yang Berterima	1
3	Jujur	Mengerjakan sesuai dengan kemampuan sendiri, tanpa menyontek pekerjaan teman, tidak mengambil/menyalin karya orang lain, menyampaikan informasi sesuai dengan fakta yang ada	1
4	Disiplin	Menyelesaikan tugas tepat waktu, mengikuti kaidah berbahasa yang baik dan benar	1
5	Percaya Diri	Selalu berusaha menggunakan Bahasa Inggris di kelas, tanpa ragu, berani presentasi di depan kelas	1
6	Tanggung jawab	Menyelesaikan tugas yang menjadi tanggung jawabnya, mengakui/meminta maaf atas kesalahan yang dilakukan	1

7	Kerjasama	Selalu aktif terlibat dalam diskusi/kerja kelompok/kelas, mencari jalan untuk mengatasi perbedaan pendapat	1
8	Cinta damai	Ikut menciptakan suasana belajar Bahasa Inggris yang tenang dan nyaman, menyelesaikan permasalahan yang ada dengan jalan musyawarah	1
		JUMLAH	8

Penilaian Pengetahuan

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
5.			
6.			
7.			
8.			
	JUMLAH		

Penilaian Keterampilan

The range of score is 100 max can be explained as follows:

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Excellent	4
		Good	3
		Fair	2
		Poor	1
2	Intonasi	Excellent	4
		Good	3
		Fair	2
		Poor	1
3	Ketelitian	Excellent	4
		Good	3
		Fair	2
		Poor	1
4	Kelancaran	Excellent	4
		Good	3
		Fair	2
		Poor	1
5	Action	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total Score	20

Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan : *SMP Negeri Cekar*
 Mata Pelajaran : Bahasa Inggris
 (Tema/Sub Tema) : Descriptive Text
 Kelas/ Semester : VIII/2
 Materi Pokok : Descriptive Text about Place
 Alokasi Waktu : 4 x 45 menit

A. Kompetensi Inti:

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak erkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN
<p>2.8.Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya.</p>	<p>2.8.1. Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya</p>
<p>1.8.Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>2.8.2. Menyebutkan tindakan memberi dan meminta informasi terkait keberadaan orang, sesuai dengan konteks penggunaannya</p> <p>2.8.3. Menyebutkan tindakan memberi dan meminta informasi terkait benda, sesuai dengan konteks penggunaannya</p> <p>2.8.4. Menyebutkan tindakan memberi dan meminta informasi terkait binatang, sesuai dengan konteks penggunaannya</p> <p>2.8.5. Menulis teks interaksi transaksional lisan dan tulis</p>

	<p>sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
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C. Tujuan Pembelajaran

Melalui pembelajaran berbasis teks, peserta didik terampil mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan, serta mampu menjawab pertanyaan terkait dan menyusun teks deskriptif tentang tempat wisata/tourism place.

D. Materi Pembelajaran

- Fungsi sosial
Membangankan, mengenalkan, mengidentifikasi
- Struktur teks
Identification: Berisi pernyataan umum mengenai subyek yang di bicarakan/dibahas.
Description: Berisi pernyataan sifat(ukuran, warna, jumlah, bentuk, dsb) dan fungsi(manfaat, tindakan, dan kebiasaan)
- Unsur kebahasaan
Kosakata dan istilah terkait dengan topik yang telah di tentukan kalimat deklaratif dan introgatif dalam tenses yang benar

Ucapan, tekanan kata, intonasi, ejaan dan tanda baca.

- Cara menulis teks deskriptif

Menentukan topik teks deskriptif yang akan dibuat

Mengumpulkan data dan informasi terkait topik teks deskriptif

Menyusun teks deskriptif yang di buat

Melakukan revisi teks deskriptif yang sudah di susun

E. Metode Pembelajaran

Pair Work Strategy

F. Media/Alat, Materi dan Sumber Pembelajaran

Media: Buku Paket, picture

Materi: Fungsi sosial teks deskriptif, struktur teks deskriptif, unsur kebahasaan teks deskriptif dan contoh teks deskriptif

Sumber belajar: English for grade VIII

G. Kegiatan pembelajaran

Pertemuan ke Lima

Kegiatan pendahuluan

1. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran
2. Melakukan ice breaking untuk menyemangati kelas dengan sebuah permainan
3. Menjelaskan tujuan pembelajaran atau kegiatan yang siswa akan lakukan untuk mencapai tujuan tersebut.

Kegiatan inti

1. Guru menjelaskan descriptive text tentang tempat wisata/tourism place

2. Guru menjelaskan generic structure dan language feature dan function dalam descriptive text
3. Guru menjelaskan tentang pembelajaran pair work strategy
4. Guru membagi beberapa kelompok, masing-masing terdiri dari dua siswa
5. Guru menentukan topik masing-masing kelompok yang berkaitan dengan tempat wisata/ tourism place
6. Setiap kelompok mulai menguraikan dan saling berpendapat tentang informasi yang mereka kumpulkan tentang topik yang telah ditentukan
7. Siswa mulai memikirkan tujuan tulisan mereka struktur penulisan dan unsur kebahasaan
8. Guru menyampaikan kepada setiap kelompok untuk saling bekerja sama dan menulis descriptive text tentang tempat wisata/ tourism place berdasarkan ide mereka sendiri
9. Setiap kelompok merevisi untuk membaca teks untuk mengoreksi tulisannya
10. Setelah di revisi setiap kelompok menulis kembali teksnya dan di kumpulkan pada guru

Kegiatan penutup

1. Guru mengulas kembali yang telah dipelajari tentang descriptive text dengan bertanya kepada siswa
2. Guru menanyakan kembali unsur kebahasaan dan struktur teks descriptive text
3. Guru menyampaikan rencana kegiatan untuk pertemuan berikutnya
4. Guru menutup pertemuan dengan doa

Pertemuan ke enam

Kegiatan pendahuluan

1. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran
2. Melakukan ice breaking untuk menyemangati kelas dengan sebuah permainan
3. Menjelaskan tujuan pembelajaran atau kegiatan yang siswa akan lakukan untuk mencapai tujuan tersebut.
4. Guru memeriksa prior knowledge siswa dengan mengajukan pertanyaan tentang pertemuan sebelumnya

Kegiatan inti

1. Guru meminta masing-masing kelompok untuk maju melakukan percakapan atas teks yang telah setiap kelompok buat pada pertemuan sebelumnya
2. Siswa melakukan percakapan pada teman kelompoknya
3. Guru memberikan kritik dan saran setiap kelompok

Kegiatan penutup

1. Guru me-review pembahasan pada kegiatan latihan yang sudah di kerjakan pertemuan sebelumnya
2. Guru menutup pertemuan dengan doa.

H. Penilaian

Penilaian sikap : Observasi/ Pengamatan

Penilaian pengetahuan: Tes Speaking

Penilaian keterampilan: Praktek

I. Bentuk Instrument

Descriptive Text

J. Pedoman Penilaian

Scale for Assessing Students' Speaking Test Adopte from brown, 2004

Categories	Score	Criteria
Pronunciation	5 (95-100)	The students can pronounce the words almost perfectly.
	4 (85-94)	The students' pronunciation has some errors but does not change the words' meaning.
	3 (75-84)	The students' pronunciation has some errors and changes the words' meaning.
	2 (65-74)	The students' pronunciation has a lot of errors and changes the words' meaning.

	1 (below 65)	The students' pronunciation has too many errors and changes the words' meaning.
Comprehension	5 (95-100)	The students comprehend the dialogue well and the content is clear.
	4 (85-94)	The students comprehend the dialogue in all although there is repeating in certain parts.
	3 (75-84)	The students comprehend the dialogue but there are some repetitions.
	2 (65-74)	The students comprehend enough the dialogue but difficult to reply to what their friend said.
	1 (below 65)	The student does not comprehend although in simple dialogue.

Fluency	5 (95-100)	The student can continue their speech without too much hesitation.
	4 (85-94)	The student's fluency is having a little disruption by language problems.
	3 (75-84)	The students make a lot of mistakes in language problems.
	2 (65-74)	The students often doubt and stop because of limited language.
	1 (below 65)	The students often break off and stop while conveying dialogue.
Vocabulary	5 (95-100)	The student has board vocabulary.
	4 (85-94)	The student has an adequate vocabulary.

	3 (75-84)	The student has a good enough vocabulary.
	2 (65-74)	The student has a limited vocabulary.
	1 (below 65)	The student has a very limited vocabulary.
Grammar	5 (95-100)	The students' grammar is almost perfect.
	4 (85-94)	The students' error in grammar is quite rare.
	3 (75-84)	The students' construction of grammar is quite accurate but does not have thorough or confident control.
	2 (65-74)	The students' error is frequent but the content is still understood.

	1 (below 65)	The students' grammar has many errors and changes the meaning of the content.
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Penilaian Sikap

No	Butir Nilai	Sikap/nilai	Jumlah Butir Instrument
1	Bersyukur	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris	1
		Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris	1
		JUMLAH	2
No	Butir Nilai	Sikap/nilai	Jumlah Butir Instrument
1	Santun	Bertanya/meminta guru dan teman menggunakan Bahasa Inggris yang berterima, menanggapi guru dan teman menggunakan Bahasa Inggris yang berterima	1
2	Peduli	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi, menjawab guru dan teman menggunakan Bahasa Inggris yang Berterima	1

3	Jujur	Mengerjakan sesuai dengan kemampuan sendiri, tanpa menyontek pekerjaan teman, tidak mengambil/menyalin karya orang lain, menyampaikan informasi sesuai dengan fakta yang ada	1
4	Disiplin	Menyelesaikan tugas tepat waktu, mengikuti kaidah berbahasa yang baik dan benar	1
5	Percaya Diri	Selalu berusaha menggunakan Bahasa Inggris di kelas, tanpa ragu, berani presentasi di depan kelas	1
6	Tanggung jawab	Menyelesaikan tugas yang menjadi tanggung jawabnya, mengakui/meminta maaf atas kesalahan yang dilakukan	1

7	Kerjasama	Selalu aktif terlibat dalam diskusi/kerja kelompok/kelas, mencari jalan untuk mengatasi perbedaan pendapat	1
8	Cinta damai	Ikut menciptakan suasana belajar Bahasa Inggris yang tenang dan nyaman, menyelesaikan permasalahan yang ada dengan jalan musyawarah	1
		JUMLAH	8

Penilaian Pengetahuan

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
5.			
6.			
7.			
8.			
	JUMLAH		

Penilaian Keterampilan

The range of score is 100 max can be explained as follows:

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Excellent	4
		Good	3
		Fair	2
		Poor	1
2	Intonasi	Excellent	4
		Good	3
		Fair	2
		Poor	1
3	Ketelitian	Excellent	4
		Good	3
		Fair	2
		Poor	1
4	Kelancaran	Excellent	4
		Good	3
		Fair	2
		Poor	1
5	Action	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total Score	20

LESSON PLAN
(CONTROL GROUP)

Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan : *SMP Negeri Cekar*
Mata Pelajaran : Bahasa Inggris
(Tema/Sub Tema) : Descriptive Text
Kelas/ Semester : VIII/2
Materi Pokok : Descriptive Text about Animal
Alokasi Waktu : 4 x 45 menit

A. Kompetensi Inti:

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak erkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri

serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN
<p>2.9.Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya.</p>	<p>2.9.1. Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya</p>
<p>1.9.Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>2.9.2. Menyebutkan tindakan memberi dan meminta informasi terkait keberadaan orang, sesuai dengan konteks penggunaannya</p> <p>2.9.3. Menyebutkan tindakan memberi dan meminta informasi terkait benda, sesuai dengan konteks penggunaannya</p> <p>2.9.4. Menyebutkan tindakan memberi dan meminta informasi terkait binatang,</p>

	<p>sesuai dengan konteks penggunaannya</p> <p>2.9.5. Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
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C. Tujuan Pembelajaran

Melalui pembelajaran berbasis teks, peserta didik terampil mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan, serta mampu menjawab pertanyaan terkait dan menyusun teks deskriptif tentang hewan.

D. Materi Pembelajaran

- Fungsi sosial

Mengenalkan, mengidentifikasi

- Struktur teks

Identification: berisi pernyataan umum mengenai subyek yang di bicarakan/dibahas.

Description: berisi pernyataan sifat (ukuran, warna, jumlah, bentuk, dsb) dan fungsi (manfaat, tindakan, dan kebiasaan)

- Unsur kebahasaan
Kosakata dan istilah terkait dengan topik yang telah di tentukan kalimat deklaratif dan interogatif dalam tenses yang benar. Ucapan, tekanan kata, intonasi, ejaan dan tanda baca.
- Cara menulis teks deskriptif
Menentukan topik teks deskriptif yang akan dibuat
Mengumpulkan data dan informasi terkait topik teks deskriptif
Menyusun teks deskriptif yang di buat
Melakukan revisi teks deskriptif yang sudah di susun

E. Metode Pembelajaran

Conventional Technique

F. Media/Alat, Materi dan Sumber Pembelajaran

1. Media : Buku paket, picture
2. Materi : Fungsi sosial teks deskriptif, struktur teks deskriptif, unsur kebahasaan teks deskriptif dan contoh teks deskriptif
3. Sumber belajar : English for grade VIII

G. Kegiatan pembelajaran

Pertemuan Ke 1

Kegiatan Pendahuluan

1. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran
2. Melakukan ice breaking untuk menyemangati kelas dengan sebuah permainan

3. Menjelaskan tujuan pembelajaran atau kegiatan yang siswa akan lakukan untuk mencapai tujuan tersebut.

Kegiatan inti

1. Guru menjelaskan descriptive text tentang hewan/animal
2. Guru menjelaskan generic structure dan language features dan function dalam descriptive text
3. Siswa merangkum penjelasan guru
4. Guru memberi masing-masing siswa gambar hewan yang berbeda
5. Setiap siswa mulai menguraikan dan saling berpendapat tentang informasi yang mereka kumpulkan tentang topik yang telah di tentukan
6. Siswa mulai memikirkan tujuan tulisan mereka struktur penulisan dan unsur kebahasaan
7. Guru menyampaikan kepada setiap siswa untuk membuat descriptive text tentang hewan/animal berdasarkan ide mereka sendiri
8. Setiap siswa merevisi untuk membaca teks untuk mengoreksi tulisannya
9. Setelah di revisi setiap siswa menulis kembali teksnya dan di kumpulkan pada guru

Kegiatan penutup

1. Guru mengulas kembali yang telah di pelajari tentang descriptive text dengan bertanya kepada siswa
2. Guru menanyakan kembali unsur kebahasaan dan struktur teks descriptive text
3. Guru menyampaikan rencana kegiatan untuk pertemuan berikutnya
4. Guru menutup pertemuan dengan doa

Pertemuan ke Dua

Kegiatan pendahuluan

1. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran
2. Melakukan ice breaking untuk menyemangati kelas dengan sebuah permainan
3. Menjelaskan tujuan pembelajaran atau kegiatan yang siswa akan lakukan untuk mencapai tujuan tersebut.
4. Guru memeriksa prior knowledge siswa dengan mengajukan pertanyaan tentang pertemuan sebelumnya.

Kegiatan inti

1. Guru meminta masing-masing siswa untuk mendeskripsikan hewan atas teks yang telah setiap siswa buat pada pertemuan sebelumnya
2. Siswa mendeskripsikan mengenai hewan
3. Guru memberikan kritik dan saran setiap siswa

Kegiatan penutup

1. Guru me-review pembahasan pada kegiatan latihan yang sudah di kerjakan pertemuan sebelumnya
2. Guru menutup pertemuan dengan doa.

H. Penilaian

Penilaian sikap : Observasi/ Pengamatan

Penilaian pengetahuan: Tes Speaking

Penilaian keterampilan: Praktek

I. Instrument

Descriptive text

J. Pedoman Penilaian

**Scale for Assessing Students' Speaking Test Adopte from
brown, 2004**

Categories	Score	Criteria
Pronunciation	5 (95-100)	The students can pronounce the words almost perfectly.
	4 (85-94)	The students' pronunciation has some errors but does not change the words' meaning.

	3 (75-84)	The students' pronunciation has some errors and changes the words' meaning.
	2 (65-74)	The students' pronunciation has a lot of errors and changes the words' meaning.
	1 (below 65)	The students' pronunciation has too many errors and changes the words' meaning.
Comprehension	5 (95-100)	The students comprehend the dialogue well and the content is clear.
	4 (85-94)	The students comprehend the dialogue in all although there is repeating in certain parts.
	3 (75-84)	

	2 (65-74)	The students comprehend the dialogue but there are some repetitions.
	1 (below 65)	The students comprehend enough the dialogue but difficult to reply to what their friend said. The student does not comprehend although in simple dialogue.
Fluency	5 (95-100)	The student can continue their speech without too much hesitation.
	4 (85-94)	The student's fluency is having a little disruption by language problems.
	3 (75-84)	The students make a lot of mistakes in language problems.

	2 (65-74)	The students often doubt and stop because of limited language.
	1 (below 65)	The students often break off and stop while conveying dialogue.
Vocabulary	5 (95-100)	The student has board vocabulary.
	4 (85-94)	The student has an adequate vocabulary.
	3 (75-84)	The student has a good enough vocabulary.
	2 (65-74)	The student has a limited vocabulary.
	1 (below 65)	The student has a very limited vocabulary.
Grammar	5 (95-100)	The students' grammar is almost perfect.

	4 (85-94)	The students' error in grammar is quite rare.
	3 (75-84)	The students' construction of grammar is quite accurate but does not have thorough or confident control.
	2 (65-74)	The students' error is frequent but the content is still understood.
	1 (below 65)	The students' grammar has many errors and changes the meaning of the content.

Penilaian Sikap

No	Butir Nilai	Sikap/nilai	Jumlah Butir Instrumen
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1	Bersyukur	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris	1
		Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris	1
		JUMLAH	2
No	Butir Nilai	Sikap/nilai	Jumlah Butir Instrument
1	Santun	Bertanya/meminta guru dan teman menggunakan Bahasa Inggris yang berterima, menanggapi guru dan teman menggunakan Bahasa Inggris yang berterima	1
2	Peduli	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi, menjawab guru dan teman menggunakan Bahasa Inggris yang Berterima	1
3	Jujur	Mengerjakan sesuai dengan kemampuan sendiri, tanpa menyontek pekerjaan teman, tidak mengambil/menyalin karya orang lain, menyampaikan informasi sesuai dengan fakta yang ada	1
4	Disiplin	Menyelesaikan tugas tepat waktu, mengikuti kaidah berbahasa yang baik dan benar	1
5	Percaya Diri	Selalu berusaha menggunakan Bahasa Inggris di kelas, tanpa ragu, berani presentasi di depan kelas	1
6	Tanggung jawab	Menyelesaikan tugas yang menjadi tanggung jawabnya, mengakui/meminta maaf atas kesalahan yang dilakukan	1

7	Kerjasama	Selalu aktif terlibat dalam diskusi/kerja kelompok/kelas, mencari jalan untuk mengatasi perbedaan pendapat	1
8	Cinta damai	Ikut menciptakan suasana belajar Bahasa Inggris yang tenang dan nyaman, menyelesaikan permasalahan yang ada dengan jalan musyawarah	1
		JUMLAH	8

Penilaian Pengetahuan

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
5.			
6.			
7.			
8.			
	JUMLAH		

Penilaian Keterampilan

The range of score is 100 max can be explained as follows:

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Excellent	4
		Good	3
		Fair	2
		Poor	1
2	Intonasi	Excellent	4
		Good	3
		Fair	2
		Poor	1
3	Ketelitian	Excellent	4
		Good	3
		Fair	2
		Poor	1
4	Kelancaran	Excellent	4

		Good	3
		Fair	2
		Poor	1
5	Action	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total Score	20

Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan	: <i>SMP Negeri Cekar</i>
Mata Pelajaran	: Bahasa Inggris
(Tema/Sub Tema)	: Descriptive Text
Kelas/ Semester	: VIII/2
Materi Pokok	: Descriptive Text about Person
Alokasi Waktu	: 4 x 45 menit

A. Kompetensi Inti:

- a. Menghayati dan mengamalkan ajaran agama yang dianutnya
- b. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- c. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- d. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak erkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN
<p>2.10. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya.</p>	<p>2.10.1. Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya</p>
<p>1.10. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>2.10.2. Menyebutkan tindakan memberi dan meminta informasi terkait keberadaan orang, sesuai dengan konteks penggunaannya</p> <p>2.10.3. Menyebutkan tindakan memberi dan meminta informasi terkait benda, sesuai dengan konteks penggunaannya</p> <p>2.10.4. Menyebutkan tindakan memberi dan meminta informasi terkait binatang, sesuai dengan konteks penggunaannya</p>

	<p>2.10.5. Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
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C. Tujuan Pembelajaran

Melalui pembelajaran berbasis teks, peserta didik terampil mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan, serta mampu menjawab pertanyaan terkait dan menyusun teks deskriptif tentang orang/keluarga

D. Materi Pembelajaran

- Fungsi sosial
Mengenalkan, mengidentifikasi
- Struktur teks
Identification: berisi pernyataan umum mengenai subyek yang di bicarakan/dibahas.
Description: berisi pernyataan sifat(ukuran, warna, jumlah, bentuk, dsb) dan fungsi(manfaat, tindakan, dan kebiasaan)
- Unsur kebahasaan
Kosakata dan istilah terkait dengan topik yang telah di tentukan kalimat deklaratif dan introgatif dalam tenses yang benar
Ucapan, tekanan kata, intonasi, ejaan dan tanda baca.

- Cara menulis teks deskriptif
 - Menentukan topik teks deskriptif yang akan dibuat
 - Mengumpulkan data dan informasi terkait topik teks deskriptif
 - Menyusun teks deskriptif yang di buat
 - Melakukan revisi teks deskriptif yang sudah di susun

E. Metode Pembelajaran

Conventional Technique

F. Media/Alat, Materi dan Sumber Pembelajaran

- Media : Buku Paket, picture
- Materi : Fungsi sosial teks deskriptif, struktur teks deskriptif, unsur kebahasaan teks deskriptif dan contoh teks deskriptif
- Sumber belajar : English for grade VIII

G. Kegiatan pembelajaran

Pertemuan ketiga

Kegiatan pendahuluan

1. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran
2. Melakukan ice breaking untuk menyemangati kelas dengan sebuah permainan
3. Menjelaskan tujuan pembelajaran atau kegiatan yang siswa akan lakukan untuk mencapai tujuan tersebut.

Kegiatan inti

1. Guru menjelaskan descriptive text tentang orang
2. Guru menjelaskan generic structure dan language feature dan function dalam descriptive text

3. Guru menjelaskan tentang pembelajaran pair work strategy
4. Guru membagi beberapa kelompok, masing-masing terdiri dari dua siswa
5. Guru menentukan topik masing-masing kelompok yang berkaitan dengan orang
6. Setiap kelompok mulai menguraikan dan saling berpendapat tentang informasi yang mereka kumpulkan tentang topik yang telah di tentukan
7. Siswa mulai memikirkan tujuan tulisan mereka struktur penulisan dan unsur kebahasaan
8. Guru menyampaikan kepada setiap kelompok untuk saling bekerja sama dan menulis descriptive text tentang orang berdasarkan ide mereka sendiri
9. Guru menyampaikan bahwa hasil dari teks mereka adalah draft pertama
10. Setiap kelompok merevisi untuk membaca teks untuk mengoreksi tulisannya
11. Setelah di revisi setiap kelompok menulis kembali teksnya dan di kumpulkan pada guru

Kegiatan penutup

1. Guru mengulas kembali yang telah di pelajari tentang descriptive text dengan bertanya kepada siswa
2. Guru menanyakan kembali unsur kebahasaan dan struktur teks descriptive text
3. Guru menyampaikan rencana kegiatan untuk pertemuan berikutnya
4. Guru menutup pertemuan dengan doa

Pertemuan ke empat

Kegiatan pendahuluan

1. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran

2. Melakukan ice breaking untuk menyemangati kelas dengan sebuah permainan
3. Menjelaskan tujuan pembelajaran atau kegiatan yang siswa akan lakukan untuk mencapai tujuan tersebut.
4. Guru memeriksa prior knowledge siswa dengan mengajukan pertanyaan tentang pertemuan sebelumnya

Kegiatan inti

1. Guru meminta masing-masing kelompok untuk maju melakukan percakapan atas teks yang telah setiap kelompok buat pada pertemuan sebelumnya
2. Siswa melakukan percakapan dengan teman kelompoknya
3. Guru memberikan kritik dan saran setiap kelompok

Kegiatan penutup

1. Guru me-review pembahasan pada kegiatan latihan yang sudah di kerjakan pertemuan sebelumnya
2. Guru menutup pertemuan dengan doa.

H. Penilaian

Penilaian sikap : Observasi/ Pengamatan

Penilaian pengetahuan: Tes Speaking

Penilaian keterampilan: Praktek

I. Instrument

Descriptive Text

J. Pedoman Penilaian

Scale for Assessing Students' Speaking Test Adopte from brown, 2004

Categories	Score	Criteria
Pronunciation	5 (95-100)	The students can pronounce the words almost perfectly.
	4 (85-94)	The students' pronunciation has some errors but does not change the words' meaning.
	3 (75-84)	The students' pronunciation has some errors and changes the words' meaning.
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	3 (75-84)	The students make a lot of mistakes in language problems.
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	1 (below 65)	The students often break off and stop while conveying dialogue.
Vocabulary	5 (95-100)	The student has board vocabulary.
	4 (85-94)	The student has an adequate vocabulary.

	3 (75-84)	The student has a good enough vocabulary.
	2 (65-74)	The student has a limited vocabulary.
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	4 (85-94)	The students' error in grammar is quite rare.
	3 (75-84)	The students' construction of grammar is quite accurate but does not have thorough or confident control.
	2 (65-74)	The students' error is frequent but the content is still understood.

	1 (below 65)	The students' grammar has many errors and changes the meaning of the content.
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Penilaian Sikap

No	Butir Nilai	Sikap/nilai	Jumlah Butir Instrument
1	Bersyukur	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris	1
		Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris	1
		JUMLAH	2
No	Butir Nilai	Sikap/nilai	Jumlah Butir Instrument
1	Santun	Bertanya/meminta guru dan teman menggunakan Bahasa Inggris yang berterima, menanggapi guru dan teman menggunakan Bahasa Inggris yang berterima	1
2	Peduli	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi, menjawab guru dan teman menggunakan Bahasa Inggris yang Berterima	1

3	Jujur	Mengerjakan sesuai dengan kemampuan sendiri, tanpa menyontek pekerjaan teman, tidak mengambil/menyalin karya orang lain, menyampaikan informasi sesuai dengan fakta yang ada	1
4	Disiplin	Menyelesaikan tugas tepat waktu, mengikuti kaidah berbahasa yang baik dan benar	1
5	Percaya Diri	Selalu berusaha menggunakan Bahasa Inggris di kelas, tanpa ragu, berani presentasi di depan kelas	1
6	Tanggung jawab	Menyelesaikan tugas yang menjadi tanggung jawabnya, mengakui/meminta maaf atas kesalahan yang dilakukan	1

7	Kerjasama	Selalu aktif terlibat dalam diskusi/kerja kelompok/kelas, mencari jalan untuk mengatasi perbedaan pendapat	1
8	Cinta damai	Ikut menciptakan suasana belajar Bahasa Inggris yang tenang dan nyaman, menyelesaikan permasalahan yang ada dengan jalan musyawarah	1
		JUMLAH	8

Penilaian Pengetahuan

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
5.			
6.			
7.			
8.			
	JUMLAH		

Penilaian Keterampilan

The range of score is 100 max can be explained as follows:

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Excellent	4
		Good	3
		Fair	2
		Poor	1
2	Intonasi	Excellent	4
		Good	3
		Fair	2
		Poor	1
3	Ketelitian	Excellent	4
		Good	3
		Fair	2
		Poor	1
4	Kelancaran	Excellent	4
		Good	3
		Fair	2
		Poor	1
5	Action	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total Score	20

Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan	: <i>SMP Negeri Cekar</i>
Mata Pelajaran	: Bahasa Inggris
(Tema/Sub Tema)	: Descriptive Text
Kelas/ Semester	: VIII/2
Materi Pokok	: Descriptive Text about Place
Alokasi Waktu	: 4 x 45 menit

A. Kompetensi Inti:

- a. Menghayati dan mengamalkan ajaran agama yang dianutnya
- b. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- c. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- d. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak erkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN
<p>2.11. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya.</p>	<p>2.11.1. Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya</p>
<p>1.11. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>2.11.2. Menyebutkan tindakan memberi dan meminta informasi terkait keberadaan orang, sesuai dengan konteks penggunaannya</p> <p>2.11.3. Menyebutkan tindakan memberi dan meminta informasi terkait benda, sesuai dengan konteks penggunaannya</p> <p>2.11.4. Menyebutkan tindakan memberi dan meminta informasi terkait binatang, sesuai dengan konteks penggunaannya</p>

	<p>2.11.5. Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
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C. Tujuan Pembelajaran

Melalui pembelajaran berbasis teks, peserta didik terampil mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan, serta mampu menjawab pertanyaan terkait dan menyusun teks deskriptif tentang tempat wisata/tourism place.

D. Materi Pembelajaran

- Fungsi sosial
Membanggakan, mengenalkan, mengidentifikasi
- Struktur teks
Identification: Berisi pernyataan umum mengenai subyek yang di bicarakan/dibahas.
Description: Berisi pernyataan sifat(ukuran, warna, jumlah, bentuk, dsb) dan fungsi(manfaat, tindakan, dan kebiasaan)
- Unsur kebahasaan

Kosakata dan istilah terkait dengan topik yang telah di tentukan kalimat deklaratif dan interogatif dalam tenses yang benar

Ucapan, tekanan kata, intonasi, ejaan dan tanda baca.

- Cara menulis teks deskriptif

Menentukan topik teks deskriptif yang akan dibuat

Mengumpulkan data dan informasi terkait topik teks deskriptif

Menyusun teks deskriptif yang di buat

Melakukan revisi teks deskriptif yang sudah di susun

E. Metode Pembelajaran

Pair Work Strategy

F. Media/Alat, Materi dan Sumber Pembelajaran

Media: Buku Paket, picture

Materi: Fungsi sosial teks deskriptif, struktur teks deskriptif, unsur kebahasaan teks deskriptif dan contoh teks deskriptif

Sumber belajar: English for grade VIII

G. Kegiatan pembelajaran

Pertemuan ke Lima

Kegiatan pendahuluan

1. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran
2. Melakukan ice breaking untuk menyemangati kelas dengan sebuah permainan
3. Menjelaskan tujuan pembelajaran atau kegiatan yang siswa akan lakukan untuk mencapai tujuan tersebut.

Kegiatan inti

1. Guru menjelaskan descriptive text tentang tempat wisata/tourism place
2. Guru menjelaskan generic structure dan language feature dan function dalam descriptive text
3. Guru menjelaskan tentang pembelajaran pair work strategy
4. Guru membagi beberapa kelompok, masing-masing terdiri dari dua siswa
5. Guru menentukan topik masing-masing kelompok yang berkaitan dengan tempat wisata/ tourism place
6. Setiap kelompok mulai menguraikan dan saling berpendapat tentang informasi yang mereka kumpulkan tentang topik yang telah ditentukan
7. Siswa mulai memikirkan tujuan tulisan mereka struktur penulisan dan unsur kebahasaan
8. Guru menyampaikan kepada setiap kelompok untuk saling bekerja sama dan menulis descriptive text tentang tempat wisata/ tourism place berdasarkan ide mereka sendiri
9. Guru menyampaikan bahwa hasil dari teks mereka adalah draft pertama
10. Setiap kelompok merevisi untuk membaca teks untuk mengoreksi tulisannya
11. Setelah di revisi setiap kelompok menulis kembali teksnya dan di kumpulkan pada guru

Kegiatan penutup

1. Guru mengulas kembali yang telah dipelajari tentang descriptive text dengan bertanya kepada siswa
2. Guru menanyakan kembali unsur kebahasaan dan struktur teks descriptive text
3. Guru menyampaikan rencana kegiatan untuk pertemuan berikutnya
4. Guru menutup pertemuan dengan doa

Pertemuan ke enam

Kegiatan pendahuluan

1. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran
2. Melakukan ice breaking untuk menyemangati kelas dengan sebuah permainan
3. Menjelaskan tujuan pembelajaran atau kegiatan yang siswa akan lakukan untuk mencapai tujuan tersebut.
4. Guru memeriksa prior knowledge siswa dengan mengajukan pertanyaan tentang pertemuan sebelumnya

Kegiatan inti

1. Guru meminta masing-masing kelompok untuk maju melakukan percakapan atas teks yang telah setiap kelompok buat pada pertemuan sebelumnya
2. Siswa melakukan percakapan pada teman kelompoknya
3. Guru memberikan kritik dan saran setiap kelompok

Kegiatan penutup

1. Guru me-review pembahasan pada kegiatan latihan yang sudah di kerjakan pertemuan sebelumnya
2. Guru menutup pertemuan dengan doa.

H. Penilaian

Penilaian sikap : Observasi/ Pengamatan

Penilaian pengetahuan: Tes Speaking

Penilaian keterampilan: Praktek

I. Bentuk Instrument

Descriptive Text

J. Pedoman Penilaian

Scale for Assessing Students' Speaking Test Adopte from brown, 2004

Categories	Score	Criteria
Pronunciation	5 (95-100)	The students can pronounce the words almost perfectly.
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2	Peduli	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi, menjawab guru dan teman menggunakan Bahasa Inggris yang Berterima	1
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4	Disiplin	Menyelesaikan tugas tepat waktu, mengikuti kaidah berbahasa yang baik dan benar	1
5	Percaya Diri	Selalu berusaha menggunakan Bahasa Inggris di kelas, tanpa ragu, berani presentasi di depan kelas	1
6	Tanggung jawab	Menyelesaikan tugas yang menjadi tanggung jawabnya, mengakui/meminta maaf atas kesalahan yang dilakukan	1

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8	Cinta damai	Ikut menciptakan suasana belajar Bahasa Inggris yang tenang dan nyaman, menyelesaikan permasalahan yang ada dengan jalan musyawarah	1
		JUMLAH	8

Penilaian Pengetahuan

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
5.			
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		Good	3
		Fair	2
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4	Kelancaran	Excellent	4
		Good	3
		Fair	2
		Poor	1
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		Good	3
		Fair	2
		Poor	1
		Total Score	20

APPENDIX 7 DOCUMENTATION

Pre Test



Treatment



Post Test



APPENDIX 8**BIOGRAPHY**

Lesti Oktapiah was born in Tangerang on October 6th 2001. She is the first daughter of Mr. Ahmad Sukri and Mrs. Erwana. She has two siblings, namely Alm. Asswan Murihad and Demi Susila Wati. She studied at SDN Tambangan, Musi Rawas. She continued her study at SMPN Cekar, Musi Rawas. During 2016-2018 she studied at SMAN Bangun Jaya, Musi Rawas. Then, she continued her study at IAIN Curupin English Study Program.