

**TEACHING SPEAKING OF DESCRIPTIVE TEXT  
THROUGH EXAMPLE NON-EXAMPLE LEARNING  
METHOD**

**THESIS**

Submitted in Partial Fulfillment of The Requirement for  
Bachelor Degree in English Education Departement



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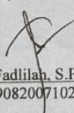
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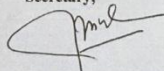
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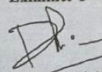
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
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
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*Assalamu'alaikum wr. wb.*

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*Wassalamu'alaikum wr. wb.*

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## **MOTTO**

*“inna ma’al- ‘usri yusrā”*

*(QS. Al- Insyirah:6)*

## **DEDICATION**

Beloved Mother& Father, Siblings, Friends, and Teacher of  
SMP 16 Semarang.

## **ACKNOWLEDGEMENT**

Bismillahirrohmanirahim

Alhamdulillahirabbil ‘Alamin, all praises due to Allah SWT, the Most Gracious and The Most Merciful. None of the best world to express my gratitude until this thesis could be finished. Then, may Sholawat and salutation are always offered to the Prophet Muhammad SAW, the last messenger and the most beloved prophet of Allah.

The author is sure that this thesis would not be completed without the help, support, and suggestions from several sides. Therefore, the author of this research would like to express the deepest thanks to all of those who had helped, supported, and suggested during the process of writing this thesis. This goes to

1. Mrs. Siti Tarwiyah SS, M.Hum is my advisor in writing this thesis.
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7. Again and always, my beloved family, especially my dearest parents have given me much support without dissent for the full of my life. Their love and encouragement, given with question, have enabled me to complete this work on time, for which I thank them sincerely with all my heart.
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9. To Sholehah club (Sist Intan, Sist. Aprilia, Sist. Yuanisa, Sist. Ira, Sist. Devi, Sist. Indah).

The author always expects that this research may be useful for the reader.

Semarang, June 10th, 2022

The Author,

A handwritten signature in purple ink, consisting of stylized, overlapping loops and vertical strokes, followed by a period.

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## ABSTRACT

Title : Teaching Speaking of Descriptive text Through  
Example Non-Example Learning Method  
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This research aimed to investigate the differences in students' speaking skills before and after being taught descriptive text through the example non-example learning method at SMPN 16 Semarang. This study was carried out using the experimental method with one group pretest-posttest design. The sample was VIII H by using the purposive sampling technique. The data are analyzed through the SPSS program. This research showed that the example non-example learning method significantly affects the eighth graders' speaking skills. It can be seen from the mean scores of the pre-test and post-test of both groups, which are 57.41 and 65.76. Based on the hypothesis test result using the paired sample t-test, it was found that sig (2-tailed) (.000) was greater than Sig.  $\alpha$  (0.05). The findings indicate that H1 was accepted and H0 was not accepted. The conclusion of this research was example non-example learning method had a significant effect on the eighth graders' speaking skills. Thus, the results of this research may have implications as the pioneer projects on investigating differences in students' speaking skills using the example non-example method and contribute to the development of learning speaking skills.

**Key words:** *Experimental Research, Example non-example learning method, Speaking skills.*



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# **CHAPTER I**

## **INTRODUCTION**

This chapter provides the background of the research which describes the researcher's reasons for conducting this research. Then the statement of the research problem is formulated as well as the objectives of the research. It is followed by the significance of the research which informs the benefit of this research.

### **A. Background of the Research**

English is one of the international languages that is used in countries throughout the world, including Indonesia. As the first language, English is thought of as a compulsory subject from elementary school up to senior school in today's Indonesian educational system. The students must master the four language skills and speaking is one of the most important skills that should be mastered by students.

Speaking is one of the skills that can describe how far the language learner mastered the language itself. It means that speaking can be used as a communication with others to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints. The primary means of communication of

human beings is language, with this reference is made to the set of sounds and signs that human beings have used since its creation until today to communicate with other individuals of the same species, to which it manifests both what it feels and what it thinks about any tangible or intangible social issue, natural or abstract; hence, as a species, human language is the most developed.<sup>1</sup> But most of the students felt difficult to express their opinion especially in making communication with other people. From that statement can be concluded that speaking is the first skill that should be taught first when someone learns about a language.

Based on the researcher's observation of the teacher and also the students of SMP 16 Semarang, the researcher got information that most of the students felt difficult to express their opinions in speaking because the students had never practiced and had less vocabulary. In the teaching and learning process, they just focus on the textbook without understanding what they are learning about.

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<sup>1</sup> Stamatis Papadakis and Michail Kalogiannakis, *Mobile Learning Applications in Early Childhood Education*, (USA: IGI Global, 2019), p.137.

Therefore, in the teaching and learning process, the teacher needs media to make the lesson easier. Teaching-learning process should be varied to make students feel fun during the process. Thus, the researcher uses examples non-examples as a method of teaching speaking.

The application of Indonesian cultural map media is effective to overcome learning difficulties that are influenced by the variation of the active learning method i.e. example non example. The Cooperative Learning Model type Examples Non Examples is a learning model that uses examples and not examples. Examples can be obtained from cases/pictures that are relevant to basic competencies.<sup>2</sup>

That convinces that in applying example non-example (1)The teacher might write on the board "Change they then add-ly to change an adjective to an adverb. (2) The students might then be given a list of words such as "happy" or "mighty" to change to the adverb form. In whole language classrooms, rules such

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<sup>2</sup> Endah Retnowati, et al, 'Innovative Teaching and Learning Methods in Educational Systems'. *Proceedings of the International Coonference on Teacher Education and Professional Development (InCoTEPD 2018)* (Yogyakarta: Routledge, 2021).

as these are taught during mini-lessons as students need them. (3) The students immediately use the newly acquired skill in their creations (ie, written stories. The need to know has a tremendous influence on learning Teachers should avoid teaching rules in isolation, removed from the meaningful application. (4) Learners are asked to respond in two to ten minutes to an open-ended question or prompt posed by the teacher before, during, or after reading "The teacher calls students' attention to a specific grammatical structure and then gives examples of sentences containing the structure. (5) Students give a thumbs up if the example is correctly used or a thumbs down if it is not Replacement of components is often used when working on morphological skills. (6) Students are given sentences and asked to change one component to another.<sup>3</sup>

In previous research on learning English, teachers need to apply appropriate teaching techniques. Teaching techniques refer to the objectives of the subject matter, sequence, and materials. To convey

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<sup>3</sup> Susan R. Easterbrooks and Sharon K. Baker, *Language Learning in Children Who Are Deaf and Hard of Hearing*, 2nd Ed, (UK, Oxford University Press, 2021).

material to students, teachers are required to have the right teaching techniques. The purpose of this study was to describe the application of the Inside-Outside Circle technique to teach speaking descriptive texts for eighth graders of junior high school including the problem. The subject of this research is the second-grade students of SMP. Researchers used observations, questionnaires, and tests. In this study, it was found that in the first two cycles the students who took the test only reached 50% of the scores above the KKM, while in the second cycle, 95% of the students who achieved the KKM.

The researchers hope that using the example non-example method could improve students speaking ability and using a picture as a media can make the student enjoy the learning process and develop their speaking ability.

Based on the explanation, the researcher is interested in conducting a research” *Teaching Speaking of Descriptive Text Through Examples Non- Examples Method to the Eight Grade of Student SMP 16 Semarang.*

## **B. Question of the Research**



Based on the problems stated in the background.  
The research questions are formulated as follows:

How are the difference of speaking skills before  
and after using descriptive text through Example  
non-example learning method ?

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

To explain the differences of speaking skills  
before and after using descriptive text through  
example non-example learning method.

### **D. Theoretical and Practical**

The researcher hopes that the results of this study  
can be used by the researcher, teacher, students, and  
next researcher for the following purposes:

#### **1. Teacher**

The English teacher can use examples non-  
examples methods in teaching speaking. They can  
use that media to improve students' speaking  
skills. The teacher can use the picture to give the  
material of the lesson to the students. Hopefully  
makes the students more interested in the teacher  
and easy to understand the material.

#### **2. Student**

Hopefully, it can help the students to improve their speaking skills by using examples non-example methods in learning speaking.

### 3. Researcher

The finding of the researcher can be used as starting point in the speaking teaching skill now and in the future. And the researcher hopes this research can be used by the next researcher as one of the references in researching English language teaching, especially in the implementation of the using examples non-examples method.

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

The researcher limited this research to the use of examples non-examples methods to improve the students' speaking ability and focused on the accuracy (pronunciation and vocabulary) and grammar of the students' in the eighth grade of SMP 16 Semarang.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher presents three previous types of research and reviews several theories of literature related to this research. It presents some important terms to comprehend detailed information concerned with this research.

#### **A. Previous Research**

In this research, there are several previous related types of research to prove the originality of this research, as follows:

Michael Dunn's Punctuation Mark (2018). In his thesis "Using the Example Non-Example Method Using Pictures to Improve Students' Ability in Writing Descriptive Texts for Class VIII MTS Wahid Hasyim Badegan for the 2018/2019 academic year. The author concludes that the use of the example non-example method can improve students' ability in writing descriptive texts at MTS Wahid Hasyim, Badegan seen in the increase in student scores from cycle 1 to cycle 2. comma): The teacher directly teaches the eight basic uses of commas, one by one,

using clear definitions, explanations, and demonstrations, including examples and non-examples. For example, one use of commas, to separate independent clauses, will be taught by first explaining the rule "use a comma before coordinating conjunctions and, but so) when combining two complete ideas (independent clauses)." Make sure students understand all related vocabulary used in the rules (eg, conjunctions, independent clauses) and ask students to repeat and even summarize the rules in their own words. The teacher will check the understanding of the rules and then give clear and non-examples. In this research, there are differences and similarities with the author's research, namely by using the same method in examining students' abilities in English lessons but having differences in previous research focusing on teaching writing while The author's research focuses on students' speaking skills and uses the same text, namely descriptive text.

Marsani (2018). Improving Students' Speaking Ability Using Non-Examples Method for Class VIII Students of SMP Somba Opu Gowa (Experimental Study). The results showed that there was a significant difference in students' speaking ability in

terms of accuracy (pronunciation and vocabulary) and fluency (fluency) taught by the non-example method. The average score of students' pronunciation is 53.26 in the pre-test and 71.84 in the post-test. While the average value of students' vocabulary is 63 in the pre-test to 78.84 in the post-test. Then, the average fluency score of the students was 59.15 in the pre-test to 73.15 in the post-test. The researcher concludes that teaching speaking using the non-example method improves students' speaking skills in the accuracy and fluency of terms in class VIII SMP Somba Opu Gowa. has a difference, namely the teaching materials used in previous research with the author's research, previous research did not use text teaching materials, but the author's research used text, namely descriptive text, then previous research focused on developing speaking, if the author's research looked for differences before and after teaching speaking skills of using descriptive text through example non-example learning method.

Venny Nella Syahputri (2017). In his thesis entitled "The Example Non-Examples Technique for Teaching Speaking in English," he concluded that there was a significant difference between the

experimental class and the control class post-treatment. In conclusion, the example non-example technique can be applied as an alternative technique in teaching speaking. The research hypothesis (Ha) also proves that the use of the non-example technique makes a positive contribution to the development of students' speaking skills. Jennifer Ledford, Justin D. Lane, Erin E. Barton "Examples of Non-Sample Techniques for Teaching English Speaking"

Operational definition. Monitoring the acquisition of child target behavior requires educators to operationally define each target behavior. The operational definition includes three components- (1) a description of the target behavior (e.g., socially appropriate play with peers refers to the target child engaging in the same or similar activities as peers who are within 0.30 meters), (2 ) an example of an acceptable variation of the target behavior based on context (e.g., rolling the ball back and forth with a friend; taking turns pouring sand through the sand wheel), and (3) not an example that may be topographically similar to the example but does not meet all of the criteria reception (eg, proximal to peer, pouring sand through the same sand wheel, but

engaging in stereotypes). In this study, the experimental class and the control class were used for the post-test, while the author's research only used one group pre-test and post-test.<sup>4</sup>

Ikananda Diska Clariska (2019) Application of the Inside-Outside Circle Technique to Improve the Speaking Ability of Class VIII Students of SMPN 2 Jiwan in the 2018/2019 Academic Year. Researchers used observations, questionnaires, and tests. The results of this study are (1) The results of the implementation of the checklist observation in cycle 1 obtained by students using the outer and inner circle technique, there are students' scores reaching 70%. Although in the first cycle questionnaire the score obtained only reached 54.37%. And student test results only get a value of 50%. So, from the cycle 1 test, only 10 students passed the test. Only 50% of students reach the KKM. So from these results, the average value obtained by students is said to be low and needs to be improved. And in cycle 2 the average results of the observation checklist obtained by students have increased, reaching 95%. While in the

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<sup>4</sup> Jennifer Ledford, et al, *Methods for Teaching in Early Education*, 1st ed., (UK: Routledge, 2019), p.69.

second cycle of the questionnaire the score obtained reached 93.75%. And in the test results, students get an average score of 100%. So from the test results in cycle 2, the researchers have succeeded in applying this learning to improve students' speaking skills and students have reached the target as expected. , questionnaire, and test.

Moh Nabil Makarim (2019) The Use of Guessing Games in Teaching Speaking Descriptive Texts to Class VII Students of SMP Sunan Ampel Porong. This study used the descriptive qualitative method. The subjects of this study were seventh-grade students of SMP Sunan Ampel Porong. The data of this research is the student's response to the implementation of the guessing game. Researchers used two instruments, namely: field notes and questionnaires. The researcher distributed a questionnaire to 24 students to obtain and strengthen the data by looking at the degree of agreement that was most often chosen. The results showed that the implementation of guessing games was (1) game activities could stimulate students' willingness to take lessons, (2) game



activities could encourage students to speak in English and (3) teachers were easier to control class conditions. Meanwhile, students have a positive perception of the guessing game that is applied. In this study, the research method was different, namely in the previous research used qualitative, while the research writer used quantitative research methods.

Based on previous related research findings, there are similarities and differences in this research. The similarity of these researches is using examples non-examples as a method. While the different uses of writing descriptive text are relevance and using classroom action research as a research method.

## **B. Literature Review**

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

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

Speaking is an activity when people use their voice to deliver their opinion, suggestion, information even criticism. When we talk about something of course there are many elements that we should understand those are: the topic of what the speaking

about, vocabulary, grammar, and also intonation. The topic of speaking is important to be mastered by the speaker because by mastering the topic the speaker will be easier to divide the important things from the topic that will be asked to the listeners. The second element is vocabulary, the speaker needs to speak well at least the speaker has enough vocabulary to express some ideas. Grammar is needed in spoken language to arrange the correct sentence. People judge you by the way you speak, and they can dismiss what you have to say if you say it carelessly. Marcel Danesi. linguistic system (in other words, the grammar) of each language is not merely a reproducing instrument for voicing ideas but rather is itself the shaper of ideas, the program and guide for people's mental activity, for their analysis of impressions, for their synthesis of their mental stock in trade. Formulation of ideas is not an independent process, strictly rational in the old sense, but is

part of a particular grammar and differs, from slightly to greatly, among different grammars.<sup>5</sup>

Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate and appropriate for our purpose. This is a tall order, and in different contexts teachers and testers have tried to achieve all of this through a range of different procedures.<sup>6</sup> It is known that language ability can be measured from four language skills however nowadays people usually judge the language skill on how well someone can speak the language itself. The professionals are expected to have good speaking skills; in addition, many people speak to show their ability and influence, someone, for example, politicians, teachers, lawyers, or the president.

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<sup>5</sup> Marcel Danesi, *Language, Society, and New Media*, 3rd ed., (UK: Routledge, 2020), p.280.

<sup>6</sup> Suparmi and Afnesha Noveriana Chang, *Models Of Authentic Assessment For Speaking Skills In Tourism Vocational School* (Padang: Pustaka Galeri Mandiri, 2020), p.11.

In general, speaking is often understood as a productive skill in communication and is often considered the basis of other skills. According to Adam stated that speaking is a productive skill that needs active language components of grammar, vocabulary, and pronunciation to be able to produce it.<sup>7</sup> From that statement, it can be concluded that listening skill has a big influence on speaking skill. Listening is a first language skill that is taught when the learners learn about language because listening skills can give the learners how to improve speaking skills. By listening, learners can learn how to speak from the models, which will give a good effect on learners. In addition, listening can add to the vocabularies mastering; influence the pronunciation and intonation.

From all statements above it can be concluded that speaking ability is an important

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<sup>7</sup> Sulastris Manurung and Albert Efendi Pohan, 'Enhancing students' speaking skill through video dubbing project,' *UICELL Conference Proceedings 2019*, (Jakarta: UHAMKA, 2019), p.2.  
<https://journal.uhamka.ac.id/index.php/uicell/article/view/4160>.

skill to be mastered when someone learns about language especially a foreign language. Speaking ability becomes the most important skill since people believe that language mastery can be judged by how well someone speaks. In language teaching, language is essentially speech. Someone in his or her daily life needs to be able in using English as well as possible to make a comprehensible situation in speaking. In addition, the language function should also be involved in this skill which involves the use of grammar, accuracy, and fluency, and all of these should be used appropriately in social interaction. Therefore the appropriate method and technique are needed to improve students' speaking ability.

#### **b. The Importance of Speaking**

Speaking ability is a productive skill in the oral mode. Like the other skill, speaking is more complicated than seems at first and involves more than just pronouncing words. There are five components of speaking ability that can be defined as follows: pronunciation,

grammar, accuracy, fluency, and comprehension. To be a good speaker the English learners have to master all of the components. However, besides those linguistic components above there are many factors that influence speaking ability. Strategies for improving one's English Speaking Skills include strategies that help learners improve their English speaking skills. This factor mostly includes what learners can do daily to improve their English speaking. Most of those actions can happen outside a classroom. Learners can expand their vocabularies, pay attention to pronunciation, read aloud academic materials, and notice how people explain complicated ideas. Finally, they can seek opportunities to interact with people in English.<sup>8</sup> From that statement, it can be concluded that our motivation and also our environment are the emphasis factors in improving our speaking ability. If the learners

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<sup>8</sup> Krishna Bista, '(Re)Examining the Research on International Students: Where Are We Today?' *Journal of International Students* 6.2 (2016): I-X, p.407. <<https://www.ojed.org/index.php/jis/article/view/360>>.

have a high motivation to improve their speaking ability, they will study hard and find many sources and models about speaking ability. The environment is the next important factor that influences learners speaking ability because if people around the learners can speak well it will be easy for the learners to copy their way to speak.

Speaking ability becomes an important aspect of language when studying the language, especially English without practicing to speak is useless. Spoken language reflects how it is produced, online and in interaction, and is therefore different from written language. It is often more fragmented and less formal than written discourse and characterized by pauses, interruptions, and more frequent use of vague language, mitigation, and lexical repetition. So that learners can acquire the skills and knowledge they need to speak, therefore, need opportunities to handle different discourse patterns dynamically and collaboratively in their second language, and

to receive appropriate feedback.<sup>9</sup> That statement can describe that speaking skill is the most important thing to be mastered when people learn English because speaking is a process of constructing meaning; it covers almost all language components. Through speaking, someone can. Speaking is commonly divided into two aspects, namely speaking performance and speaking competency.

#### 1) Speaking Performance.

Performance is considered for value creation.<sup>10</sup>

#### 2) Speaking Competency

Competencies are, as we have seen already, a combination of a person's knowledge, skills, and process abilities that he or she uses to perform the

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<sup>9</sup> Rosa Alonso Alonso, 'Speaking in a Second Language'. Speaking in a Second Language. Ed. R. A. Alonso. (Amsterdam: John Benjamins Publishing Company, 2018). pp.225–240. <<https://benjamins.com/catalog/aals.17.10alo>>

<sup>10</sup> Matthias Hetzenecker, 'Value Creation by Private Equity-backed IPOs. Underpricing and Long-term Performance in Germany An Empirical Analysis', (University of applied Sciences Regensburg, 2019). <<https://www.grin.com/document/958269>>. p.3.



entrusted job effectively.<sup>11</sup> Then, through this basic definition, we also may conclude that speaking competency is one's ability to speak which is supported with adequate skill and knowledge and it is not assessed by how is delivered.

### **c. Element of Speaking**

The aspect of speaking can be divided as follow:

#### **1) Accuracy**

The most important characteristics of English speaking use of the language system, include grammar, pronunciation, and vocabulary.<sup>12</sup> Accuracy is often compared to fluency when we talk about a learner's level of speaking and writing. Therefore, accuracy is essential depending on the recognition of the word and sentence pattern of speech. It, therefore,

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<sup>11</sup> Beverley Brathwaite, *Diversity and Cultural Awareness in Nursing Practice*, 1st ed., (UK: Learning Matters, 2020), p.19.

<sup>12</sup> Ashadi et al., eds. 'Teacher Education and Professional Development In Industry 4.0'. *Proceedings of the 4th International Conference on Teacher Education and Professional Development (InCoTEPD 2019)* (Yogyakarta: CRC Press, 2020), p.438.

involves us in considering the phonetic character of conventional English, particularly from the point of view segmental (vowel and consonant) system. For example: in the classroom, language manipulation activities can help to develop accuracy. These include controlled practice, drills, study, and the application of grammar rules and activities that can help the students to notice their own mistakes. Intelligibility (accuracy) refers to how to correct learners' use of the language system, including grammar, pronunciation, and vocabulary.

## 2) Pronunciation

Pronunciation is an act or result producing the sound of speech including articulation, vowel formation, accent, and inflection. Sometimes the listener does not understand what we talking about because of a lack of pronunciation. Pronunciation is the fact of the manner of articulate utterance. Certainly, pronunciation cannot be separated from

intonation and stress. Which are the indicators of someone whether he has good pronunciation in the language spoken. Furthermore, pronunciation and stress are largely learned successfully by imitating and repetition.<sup>13</sup>

### 3) Vocabulary

Vocabulary is very important in speaking English. It is impossible to speak without mastery of vocabulary. Therefore, this element is somewhat essential to learn before practicing speaking. The students sometimes get trouble memorizing all vocabulary that they have known because they seldom practice and use them. Thus, it needs to keep them in their mind.

### 4) Grammar

Grammar is important because it is the main feature within both our spoken and written communication that allows us to have our messages clearly understood. Using

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<sup>13</sup> Alexis Keane, et al., *The System Apocalypse Short Story Anthology*, 1st ed., (Vancouver: Starlit Publishing, 2020), p.377.

incorrect grammar can lead to sentences being meaningless and the message unclear, which in turn can lead to misinterpretation by a communication partner. Using correct grammar makes listening and reading easier for others to understand and can make the communication process more enjoyable.

As a child gets older grammar becomes an important process as they learn how to communicate their thoughts and ideas in written form. With a good understanding of the different grammatical components of language, a child can express themselves clearly and establish good foundation skills for written documentation in later years (e.g. writing school essays, job applications, or creative writing). Grammar also helps children expand their vocabulary by helping them to develop more interesting ways of presenting the information.<sup>14</sup>

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<sup>14</sup> David Whitebread, et al., eds. *The SAGE Handbook of Developmental Psychology and Early Childhood Education*. 1st ed., (London: SAGE Publications, 2019).

## **2. The Concept of Descriptive Text**

### **a. Definition of Descriptive Text**

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. The description is about the sensory experience of how something looks, sounds, and tastes. Mostly it is about visual experience, but the description also deals with other kinds of perception.<sup>15</sup> The purpose of descriptive text is to describe and reveal a particular person, place, or thing in detail or specific to make the readers be able to visualize the description ". It can be concluded that descriptive text is used to describe everything which is seen by the writer in detail.

Descriptive text is a text which is intended to describe a particular person, place, or thing.<sup>16</sup> The schematic structure of Descriptive text is divided into two: Identification and Description. Besides

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<sup>15</sup> Kane. *Descriptive text*. 352. 2000

<sup>16</sup> Emilia. *Descriptive text* . hal 103. 2010

schematic structure, the descriptive text also has its linguistic features. Linguistic features of descriptive text are: use specific participants, written in the present tense, use linking verbs, use adjectives, and use relational and material processes.

**b. Generic Structure of Descriptive Text**

The descriptive text has a generic structure as follows: 1 Identification: a part of a paragraph of descriptive text which tells a topic and characters that would be described. 2 Description: a part of a paragraph of descriptive text which tells the content of describing the particular persons, places, or things.

**c. Language Feature of Descriptive Text**

The descriptive text has a language feature. The language feature of descriptive text is divided into three parts:

- 1) Specific participant: has a certain object, is not common and unique (only one). for example Bandengan beach, my house, Borobudur temple, and uncle Jim.

- 2) The use of the adjective (an adjective) to clarify the noun, for example, a beautiful beach, a handsome man, the famous place in Jepara, etc.
- 3) The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
  - Action verb: verbs that show an activity (for example, run, sleep, walk, cut, etc.

The language feature of the descriptive text above can be used in descriptive text.

### **3. The Concept of Examples Non-Examples Method**

#### **a. Definition of Examples Non-Examples**

The Examples Non-Examples method reflects this theory by actively engaging students in constructing a personal conception of a new concept through an inductive process of comparing examples and non-examples, analyzing key attributes, and forming concept categories. In essence, students must construct, and then test, their theory about the

essential attributes of a concept.<sup>17</sup> That the use of pictures for example non-example encourages teachers to modify and explain the material that will be taught by basic competencies.<sup>18</sup> It is suggested that if students are learning English in fascinating and motivating circumstances it will help them to enjoy and comprehend English and to be more successful at speaking. Example non-example is deemed necessary because the description of the concept is necessary to understand the topic being discussed. Focusing the students' attention on the examples and non-examples is expected to encourage the students to have a deeper understanding of the material.

The concept-attainment method for developing and deepening student understanding:

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<sup>17</sup> Jay McTighe and Judy Willis, *Upgrade Your Teaching Understanding by Design Meets Neuroscience* (US: ASCD, 2019).

<sup>18</sup> Ranjesh Kumar, *Ranjesh's Practical Diamond English Grammar & Communicative Spoken English*, 1st ed., (India: BlueRose Publishers, 2020).



- 1) Identify a concept with clear critical attributes (e.g. impressionist paintings, linear equations).
- 2) Present students with examples of the concept, contrasted with non-examples.
- 3) Ask students to compare the two sets and try to determine what all the positive examples (+) have in common and what distinguishes them from the non-examples (-). (In other words, students must develop a conceptual definition of critical attributes.)
- 4) Then, show additional examples that are positive (+) and negative (-) that students can use to test and refine their initial lists of attributes
- 5) As a whole class, review the positive and negative examples and generate a final set of critical attributes
- 6) Finally, ask students to demonstrate their understanding of the concept (e.g., by coming up with new examples of the

concept on their own or applying the concept in a task).<sup>19</sup>

**b. The Advantages of Examples Non-examples**

There are some advantages of the examples non-examples method:

- 1) Training students to think critically in analyzing pictures or teaching aids,
- 2) Students know the application of the material,
- 3) The learning process is more interesting and interactive, and
- 4) Efficiency in time and energy also can improve the quality of students' learning outcomes.<sup>20</sup>

**c. The Procedure of Examples Non-Examples**

The procedures of examples non-examples method are:

- 1) The teacher provides some pictures based

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<sup>19</sup>David Whitebread, et al., eds. *The SAGE Handbook of Developmental Psychology and Early Childhood Education*. 1st ed., (London: SAGE Publications, 2019), p.142.

<sup>20</sup> Endah Retnowati, et al, 'Innovative Teaching and Learning Methods in Educational Systems'. *Proceedings of the International Conference on Teacher Education and Professional Development (InCoTEPD 2018)* (Yogyakarta: Routledge, 2021), p.262.

on the teaching objectives.

- 2) Teacher show picture on the board or display through LCD/OHP
- 3) The teacher guide and give students the chance to observe/ analyze the pictures.
- 4) The teacher gives a chance for each group to make a small discussion about the pictures and the result of the discussion has to write on the paper.
- 5) Each group will allow reading the results of the discussion.
- 6) As a result of discussion with the students, teachers begin to explain the material based on the adjectives to be achieved. teaching speaking using example no example learning method.

#### **4. Teaching Speaking Skill of Descriptive Text through Example Non-Example.**

In the process of teaching and learning English, many teachers try to help their students to be able and competent to master or be skilled in the language. Such as always emphasizing on students to be skilled in speaking (conversation)

or able to discuss. To make students have more inherent basic knowledge and high incentives so that they become skilled and competent. One of the effective sources in a learning process is to use media (props). Media is one of the important factors that support the success of a learning process in the classroom. Media is a carrier of messages or information between the source and recipient of information. In other words, the use of media is closer to the meaning of the information received than just using verbal language.

In learning English, the use of media is highly recommended, especially if the media is close and contextual to students' lives. Media is a necessary tool for learning for young learners (young learners). According to Kashani Suyanto, there are several benefits of using media in learning, including:

1. Help simplify the language learning process and improve it;
2. Generating students' motivation and interest in learning;
3. Explaining new concepts so that students can understand without difficulty and

misunderstanding;

4. Make the learning process more interesting and interactive.

So, teaching speaking using descriptive text and being taught using the example and non-example method is exciting and efficient for speaking skills.

How to teach speaking skills of descriptive text using the example non-example method. At the beginning of learning the delivery of material about descriptive text and preparing some media that will be used such as images or the so-called example method and non-example method that uses images.

The learning process of speaking of descriptive text uses the example and non-example method:

1. Ask and answer.

Students are asked to ask questions. In the process, ask students to ask questions about the material presented. Then free students to ask their friends in class. Customize the questions with the theme.

2. Explain.

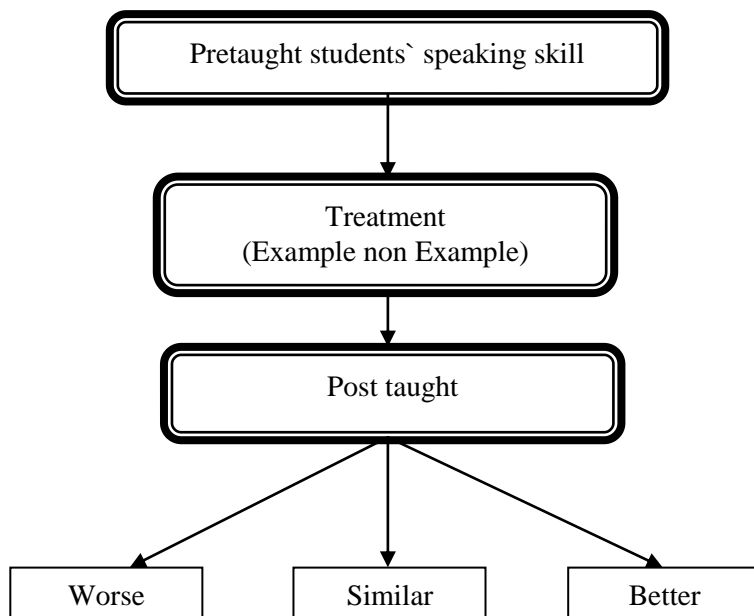
Students are divided into several groups, and each group consists of 2 students. Then students describe in the form of a dialogue the image that has been displayed.

3. Discussion.

Students discuss again to conclude the information obtained from the picture and then conclude it into one piece of information.

### C. Conceptual Framework

The conceptual framework of the research illustrates as follows:



Teaching Material, Before applying the method in the class, the researcher gave observation in the classroom.

a. Process

Treatment was given using Examples non-examples, the researcher was apply example non-examples as a method in one group class.

b. Output

The treatment that is given in the process of the research is evaluating the students' interest and how effective using examples non-examples methods in teaching speaking ability.

#### **D. Hypothesis**

The hypothesis consists of the words hypo and thesis. Hypo is under or less or weak. The thesis is a theory or proposition that showed as proof. "Hypothesis is a temporary answer to problems in research until proved from the data which collected. Thus, the hypothesis can define a weak truth statement towards problems in research and need to prove the truth after collecting data. To find the answer to the problem, the researcher should propose an alternative hypothesis (H1) and the null hypothesis (H0) as below:

a. Alternative Hypothesis (H1)

There is the difference speaking skills before and after using descriptive text through example non-example learning method.

b. Null Hypothesis (H0)

There is no difference speaking skills using descriptive text through examples non-examples learning method.



## CHAPTER III

### RESEARCH METHOD

This chapter contains the research design, population and sample of the research, data collections, and the instruments of the research, the procedures of data collection.

#### A. Research Design

The research design is quantitative. The type of research was pre-experimental. The kind of pre-experimental design of this research was one group pre-test and post-test. This design involves one group which is pre-tested (O1), exposed to a treatment (X), and post-test (O2). The design was presented as follows:<sup>21</sup>

**Table 1. The pattern of One Group Pre-Test Post-Test**

Pre Test	Treatment	Post Test
O1	X	O2

Where:

O1 : Pre-test

X : Treatment

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<sup>21</sup> L. R. Gay, et al. *Educational Research: Competencies for Analysis and Applications* (Columbus: Merrill Greenwood, 2006).

O2 : Post-test

O1 = Pre test

The researcher gave the test to know the previews achievement of students in speaking skills, especially dialogue.

X1 = Treatment by using example non-example method.

The researcher applied the use of examples non-examples method in speaking ability. The procedures of using examples non-examples in teaching were:

1. In the first meeting: the researcher introduced and explained the definition of dialogue.
2. In the second meeting: the researcher introduced an example non-example method to students as a media that is used to teach the material. The researchers gave the material about descriptive text and dialogue asked giving opinions and then gave an evaluation.
3. In the third meeting: the researcher reviewed the material and gave the students more explanations about asking and giving opinions and how to make a short dialogue
4. In the fourth meeting: the researcher gave the material about dialogue and asking and giving

opinions by using examples non-examples method and gave some examples about making short dialogue then the researcher gave the evaluation to the students.

O2 = Posttest

After the treatment, the researcher gave a post-test to find out whether or not there was progress in the students' speaking ability dealing with accuracy and fluency, especially in dialogue. The test was similar to the pre-test.

## **B. Variables and Indicators**

There were two variables in this research, namely independent and dependent variables.

### **a. Independent variable (x)**

The independent variable is Teaching speaking of descriptive text through example non-example learning method.

#### **Indicator**

The indicators of the independent variable are:

1. Presenting the pictures.
2. Presenting students with examples, contrasting with non-examples. (Comparison between descriptive text and recount text).

3. Asking students to determine the differences between the example and non-example.
4. Then, showing additional examples and non-examples that students can use to test the social function.
5. Asking students to discuss the social function.
6. Each group presents the result of their discussion.<sup>22</sup>

b. Dependent variable (y)

The dependent variable was the students' speaking skills in Descriptive text.

**Indicator**

The indicators of the dependent variable are:

1. Students speak accurately by using correct pronunciation and grammar.
2. Students speak by using appropriate predictions.

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<sup>22</sup>R. E. Slavin, *Speaking perspectives in the Classroom: Cooperative Learning Method* (New Jersey: Prentice-Hall Inc., 1991).

### **C. Participants of Research**

#### **1. Population**

The population of this research was the eighth-grade students of SMP 16 Semarang. There are eighth classes namely VIII A- VIII H.

#### **2. Sample**

The sampling technique of this research was purposive sampling. The researcher selects this technique based on the statement of the teacher that the students' achievement of an eighth-grade student is getting low in English, especially in speaking. Besides that, this class was suggested by the teacher to be researched. The class selected as a sample was VIII H which consists of 34 students.

### **D. Procedure of Collecting Data**

In the collection of data, the researcher used pre-test and post-test. The pre-test was administered to the subject before teaching the speaking skill of descriptive text through example non-example. Meanwhile, a post-test was administered after teaching the speaking skill of descriptive text through

the example non-example learning method. The researcher used these items as the pre-test and post-test which includes three steps. Those are pre-test, treatment, and post-test:

1. The pre-test was used at the first meeting to measure the students' ability before giving a treatment.
2. The treatment is used to make students understand the material. There were four times for treatment by using examples non-examples method as a media in teaching speaking.
3. Post-tests are used after treatment to measure the students' improvement and understanding of the material through the examples non-examples method. Thus, the total meeting of this research was six times, it concluded with pre-test, treatment, and post-test.

The post-test was in the form of a descriptive text using pictures. Time allocation followed the schedule of teaching English at the school. This test was used to asses the students' ability after they were given treatment.

## **E. Research Instrument**

To know the difference before and after teaching speaking of descriptive text by using examples non-examples as a method example, the researcher used a conversation speaking test and tape-recorded to assess and examine the students' speaking ability. The teacher gives tests in pretest and post-test to find out the difference in the students' speaking skills of descriptive text through example non-example.

In this research, The one in appendix A is for pre-test and post-test, and appendix C is for treatment. Then the researchers gave directions that students did in pairs. After that, the researchers sent pictures in groups to be used as test participant material.

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

Quantitative data analysis techniques. Quantitative data is a technique for analyzing and calculating data. In this study, researchers used quantitative data to determine the students' ability in speaking after they were taught by using descriptive text learning methods and non-examples in teaching speaking. Researchers conducted tests on students before and after they were taught that text and method. The test

results are compared, then the researcher took the percentage of students' scores by using the frequency and pronunciation. To analyze the data, the researcher also used the following procedure:

1. Score the students' answers to the test, the researcher used a formula.

$$Scoring = \frac{Correct\ Answer\ Score}{Maximum\ Score} \times 1000$$

(Sudjana: 2008)

2. The mean score of the students classify into seven levels as follows:

No	Classification	Score
1	Excellent	96 – 100
2	Very good	86 – 95
3	Good	76 – 82
4	Fairly good	66 – 75
5	Fair	56 – 65
6	Poor	36 – 55
7	Very poor	0 – 35

3. Calculating the mean score by using the following formula:

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

Where:

$X$  = Mean Score

$\sum X$  = Total Score

$N$  = The number of students



4. To calculate the improvement of the percentage of the students' pre-test and post-test by using the formula:

$$p = \frac{X2 - X1}{X1} \times 100$$

Notation:

P : Rate Percentage

X1: The mean score of pre-test X2: The Mean score of Post-test

(Gay, 2006: 320)

5. Finding out the significant difference between the pretest and posttest by calculating the value of the test.

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

Where:

T = Test of significance

D = Different between the matched pairs

$\sum D$  = The sum of the total score of

significance

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

N = Number of students

(Gay, 1981:331)

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

This research was conducted to explore the students' speaking skills taught by using the example non-example method. The data of this research was obtained from the students' pre-test and post-test scores. The writer gave a pre-test of speaking to the students before giving the treatment that was an example non-example method. After giving the treatment to the students, then the writer post-tested their speaking skills and evaluated them based on three components of speaking which were explained in the previous chapter, they are pronunciation, vocabulary, and grammar.

#### **A. Result**

##### **1. The Data Presentation of the Students' Speaking Skill**

The data of the y variable (students' speaking skills) was obtained by administering pre-test and post-test of speaking to the students. Students were asked to do oral presentations either in pre-test or post-test based on the instruction and the topics given. The students' speaking skills scores were scaled by using seven categories. Then, the

writer obtained each student's final score by adjusting the score.

The students' speaking scores for pre-test and post-test can be seen as follows:

#### **a. Students' Pre-Test Speaking Score**

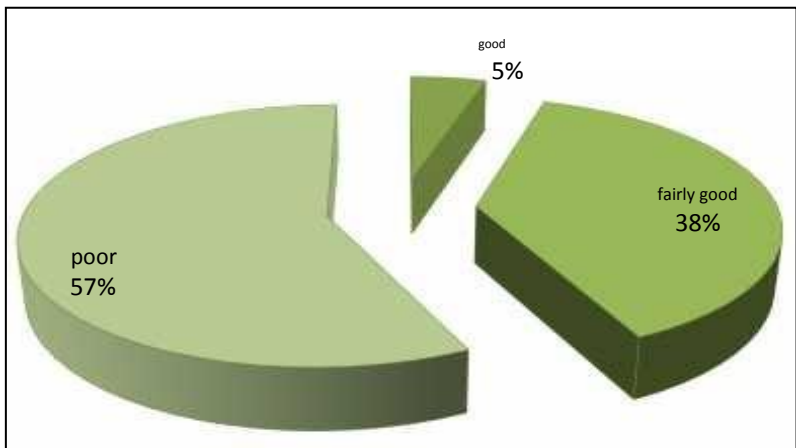
The description of students' speaking scores in the pre-test can be seen in the following distribution frequency below:

**Table IV.1**  
**The Distribution Frequency of Students' Pre-Test Speaking Score**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	2.9	2.9	2.9
	51	2	5.9	5.9	8.8
	52	2	5.9	5.9	14.7
	53	2	5.9	5.9	20.6
	54	6	17.6	17.6	38.2
	55	2	5.9	5.9	44.1
	56	1	2.9	2.9	47.1
	57	1	2.9	2.9	50.0
	58	1	2.9	2.9	52.9
	59	7	20.6	20.6	73.5
	60	2	5.9	5.9	79.4
	61	1	2.9	2.9	82.4
	63	2	5.9	5.9	88.2
	65	2	5.9	5.9	94.1
	67	1	2.9	2.9	97.1
	68	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

The table above shows that the lowest score gotten by the student was 50 and the highest score was 68. Based on the description of the students' speaking ability scores above, the writer categorized their skills based on the categorization provided in chapter 3 which can be seen in the following chart:

**Chart IV.1**  
**The Percentage of students' Pre-Test**  
**Speaking Category**



The chart above shows that 57% of the students had poor speaking skill, 38% of the students had fairly good speaking skills, and 5% of the students

had good speaking skills.

### **b. Students' Post-Test Speaking Score**

The description of students' speaking scores in post-test can be seen in the following distribution frequency below:

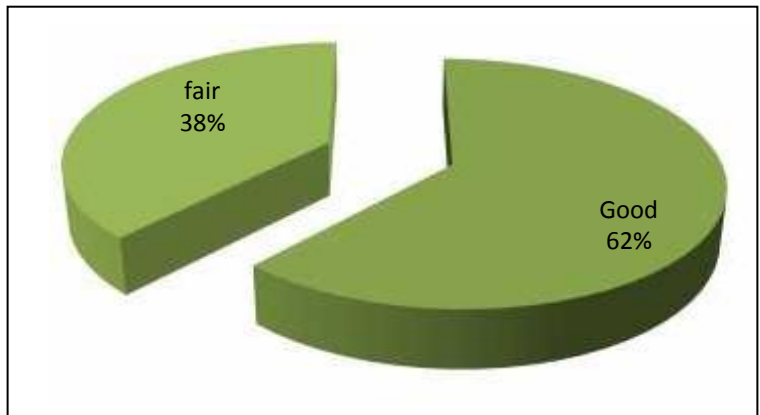
**Table. IV.2**  
**The Distribution Frequency of Students' Post-Test Speaking Score**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	59	1	2.9	2.9	2.9
	60	2	5.9	5.9	8.8
	61	2	5.9	5.9	14.7
	62	3	8.8	8.8	23.5
	63	1	2.9	2.9	26.5
	64	5	14.7	14.7	41.2
	65	6	17.6	17.6	58.8
	66	1	2.9	2.9	61.8
	67	2	5.9	5.9	67.6
	68	3	8.8	8.8	76.5
	69	2	5.9	5.9	82.4
	70	3	8.8	8.8	91.2
	74	1	2.9	2.9	94.1
	75	2	5.9	5.9	100.0
	Total	34	100.0	100.0	

The lowest score gotten was 59 and the highest score was 75, in which the highest frequency of the students' speaking ability was 5 students at a score of 65 (17.6%). Based on

the description of the students' speaking skills score above, the writer categorized their skills based on the categorization provided in chapter 3 which can be seen in the following chart:

**Chart IV.2**  
**The Percentage of students' Post-Test**  
**Speaking Category**



The chart above shows that 62% of the students had a good ability in speaking and 38% of the students had a fair ability in speaking.

**c. The Students' Pre-Test and Post-Test Speaking Score**

The writer provided a chart to describe the differences in students speaking scores from pre-test and post-test which can be seen as

follows:

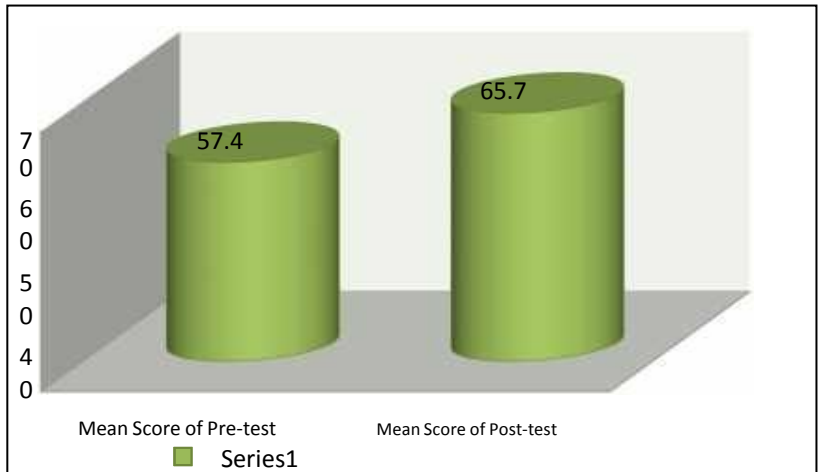
**Table IV.3**  
**Statistical Description of Pre-Test and Post-Test**

	Pre-Test Score	Post-Test Score
N Valid	34	34
Mis sing	0	0
Mean	57.41	65.76
Median	58.00	66.00
Std. Deviation	4.749	4.112
Minimum	50	59
Maximum	68	75
Sum	1952	2236

The statistical description above shows the mean score, median, standard deviation, minimum score, and maximum score for pre-test and post-test. The mean score of the post-test was higher than the score of the pre-test. Therefore, the writer provided a chart of students' speaking scores for pre-test and post-test to show the differences between them as follows:

**Chart IV. 3**

**Students' Pre-Test and Post-Test Speaking Score**



The chart above shows that the mean score for the post-test was higher than the score for the pre-test. The mean score of the pre-test was 57.41 and the score of the post-test was 65.76.

**d. The Significant Effect of Descriptive Text Through Example Non-Example Learning Method Students' Speaking Skills.**

The four formulations of this research were to find out whether there is a significant effect of using example non-example method



on students' speaking skills in the second year at SMP 16 Semarang, thus the writer analyzed the data by using non-independent T-test formula through SPSS. The following table shows the mean score of each test.

**Table. IV.4**  
**Statistical Description of Students' Pre-test**  
**and Post-test Speaking Score**

	N	Mean	Std. Deviation	Std. Error Mean
Pre-test Score	34	57.41	4.749	.814
Post-test Score	34	65.76	4.112	.705

Based on the table above, the mean score for the pre-test was 57.41 in which the standard deviation score was 4.749 and the mean score for post- test was 65.76 in which the standard deviation score was 4.112. Furthermore, before finding out the significant effect of using the example non-example method on students' speaking skills in the second year at SMP 16

Semarang, the writer find out that  $T_{\text{obtained}}$  and then compared it with  $T_{\text{able}}$ .

The writer processed the data through SPSS to find out  $T_{\text{obtained}}$ , the result can be seen in the following table:

**Table. IV.5**  
**Non-Independent Sample T-Test**

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre test – Post test	-8.353	2.762	.474	-9.317	-7.389	-17.633	33	.000

The result above shows that there was a degree of difference between the mean score of pre-test and post-test as much as 17.633. This result could be interpreted to find out whether the example non-example method had a significant effect on students' speaking skills in the second year at SMP 16 Semarang.

## B. Discussion

In this part, the discussion deals with the interpretation of findings derived from the result of findings of the observation result of the students' speaking proficiency in terms of accuracy (pronunciation and vocabulary), grammar, and the observation result of the students' pre-sent and active use in teaching and learning process by using examples non-examples method. In addition, it is indicated by the students' achievement in pre-test and post-test.

In the treatment process, the researcher made the teaching-learning process speaking by using examples non-examples method. At first, the students were lazy to participate in learning, but the researcher encouraged them and made the classroom more practical by using examples non-examples method. As a result, the students enjoyed and were more excited about the learning process.

The use of examples non-examples methods increased the students' speaking in terms of pronunciation and grammar. The students' pronunciation in the post-test was greater than

prel-telst (71.84 > 53.26). The procelss that could bel elxpilneld from prel-telst and trelatmeInt was at the filrst meletilng when the relselarchelr gavel the prel-telst to the studeInts. The rel welrel some findilngs that the relselarchelr could find. Most of the studeInts stilll spokel with ilnappropriatel pronuncilatilon, so the grammatilcal and most of the studeInts welrel stilll ilnfluenceld by theilr mothelr tonguel with an elrror causilng a brelakdown iln communicatilon. So usilng ilncorrelct grammar can lelad to selntelncels belilng melanilnglelss and the melssagel uncelar, whilch iln turn can lelad to milsilntelrpreltatilon by a communicatilon partnelr. Usilng correlct grammar makels lilstelnilng and reladilng elasilelr for othelrs to undeIrstand and can makel the communicatilon procelss morel elnjoyabel.

Pronuncilatilon not only makels the studeInts awarel of dilffelrelnt sound felaturels but also ilmprovels theilr spelakilng ilmmelasurably, such as conceIntratilng on sounds and makilng studeInts awarel of usilng strelss when spelakilng.<sup>23</sup>

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<sup>23</sup> Jeremy Harmer, *How to teach english book and dvd pack* (UK: Person Education, 2009).

Pronunciation is very important both in speaking and listening.<sup>24</sup>

Therefore, most of them were difficult to speak with correct and appropriate pronunciation and grammar. As a result, the mean score of the students' speaking pronunciation and grammar in pre-test was still low. After the researchers gave treatment using examples non-examples method then gave a post-test, the findings were some students' spoke correct and appropriate pronunciation and grammar also some of the students' pronunciation were only very slightly influenced by mother tongue.

Then, the use of examples non-examples method made the students' speaking accuracy in terms of vocabulary increased. that the students' vocabulary in post-test was greater than pre-test (78,84 > 63). The process that could be explained from pre-test to post-test and the giving of treatment was after the first meeting when the researchers gave a pre-test for the

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<sup>24</sup> Rhodri Jones, *Speaking and Listening* (London: John Murray, 1989).

students, therefore we need some findings that researches could find, they need the students still poorly achieve the vocabulary and students' speaking was containing with irrelevant words and the meaning of their vocabulary still confused and obscure. If the students have more vocabulary or at least 1000 words, they can communicate fluently.<sup>25</sup> It is impossible to speak without mastering vocabulary. Therefore this element is somewhat essential to learn before practicing speaking. The students sometimes get trouble memorizing all vocabulary they know because they lack practice and use them. Thus they need to practice more to keep them in mind.

Therefore, most of them need lack of vocabulary, and difficult to compose what they need going to express in speaking. As a result, the mean score of the students' speaking vocabulary in the pre-test was still low. After the researches gave treatment using examples non-examples method and then gave a post-test, the

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<sup>25</sup> Jeremy Harmer, *How to teach english book and dvd pack* (UK: Person Education, 2009).

findings were students' already achieved vocabulary and students' were effectively using words and vocabulary, so the meaning of their speaking was useful.

Based on the data collected above, the researcher can conclude that most of the students needed to be motivated and that the use of examples non-examples can help to create joyful learning in studying English, especially in speaking ability. From this discussion, it can be concluded that the Eleventh-grade students of SMP N 16 Semarang in the academic year 2021/2022 have good skills in English after being the examples non-examples method, especially in speaking ability.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

This research was conducted to find out whether there is a difference in students' speaking skills in using example non-example learning methods in the second year of SMP 16 Semarang.

Based on the explanation of the data presentation and analysis in the previous chapter, the writer concludes that the second-year students speaking skills at SMP 16 Semarang before being taught using example non-example learning method is lower than the mean score of the students before and after treatment for students' speaking for pre-test are 57.41 and post-test 65.76.

#### **B. Suggestion**

Based on the research finding explained in the previous chapter, the writer would like to give suggestions for the reader, the teacher of English, and the students. This research concludes that a difference in speaking skills is using the example non-example learning method on students' speaking skills in the



second year at SMP 16 Semarang. Thus the writer suggests that:

1. The readers are expected to understand using example non-example learning methods in developing speaking skills.
2. The teachers of English need to consider example non-example as an effective technique, especially in teaching speaking. They need to consider their involvement during this activity because the lower the teachers' participation in example non-example activity is, the higher the students' creativity will be.
3. For the students, it is hoped that they actively engage in example non-example activities to get a chance to develop their communication skills, especially their speaking ability.

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## APPENDIX

### APPENDIX A

#### PRE TEST

1. Make a short dialogue consisting of 4 turns between two students about an Indonesian singer.
2. Practice the dialogue you have written with your pair in front of the class.

**Fatma:** Good morning, Fit.

**Fitri:** Morning Fat. How are you?

**Fatma:** I'm good. You?

**Fitri:** I'm very well, thanks.

**Fatma:** By the way, Do you know the Indonesian artist named Cinta Laura?

**Fitri:** Yes. I know with her, why?

**Fatma:** He is so beautiful, right? What do you think about her?

**Fitri:** He is tall; he has a pointed nose, straight hair, and a smiling girl. And how about you? What do you think about her?

**Fatma:** I think she is a smart woman because of the achievements she got, such as getting into a prestigious campus, namely Columbia University and she graduated with Cum laude predicate in the Department of Psychology and German Literature, which was only taken for 3 years., so she still looks awesome.

#### POST TEST

1. Make a short dialogue consisting of 5 turns between students about cities in Indonesia.
2. Practice the dialogue you have written with your pair

in front of the class.

**Chika:** Do you think Manado is the biggest city in Indonesia?

**Indra:** I don't think so, I think Jakarta is the biggest city.

**Chika:** Why Jakarta?

**Indra:** Because there are many large buildings there and there are many occupants.

**Chika:** That makes sense.

**Indra:** In your opinion, what is the most beautiful city in Indonesia?

**Chika:** I think the most beautiful city in Indonesia is Ubud.

**Indra:** I agree with you. No wonder many artists live in the area.

**Chika:** What about the busiest city in Indonesia, Ubud?

**Indra:** Hmm, that's a very difficult question.

**Chika:** Come on, Indra. You know the answer.

**Indra:** Of course, I know. This is Jakarta. Jakarta is the most populous city in Indonesia.

## **APPENDIX B**

### **RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan : SMP 16 Semarang  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/1  
Materi Pokok : Descriptive Text (Asking & Giving Opinion)  
Alokasi Waktu : 2 x 40 menit

#### **A. Kompetensi Inti**

1. KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
2. KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama

dalam sudut pandang/teori.

## **B. Kompetensi Dasar dan Indikator**

- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
  - 2.1.1 Menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
  - 2.2.1 Tunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman
- 2.3 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya
  - 3.10.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan dari meminta dan mengungkapkan pendapat
  - 3.10.2 Menyebutkan ungkapan meminta dan mengungkapkan pendapat
  - 3.10.3 Merespon ungkapan meminta dan mengungkapkan pendapat

## **C. Tujuan Pembelajaran**

- 1. Peserta didik dapat mengidentifikasi fungsi social dan unsurekebahasaan dengan benar
- 2. Peserta didik dapat menyebutkan ungkapan meminta dan mengungkapkan pendapat dengan benar



3. Peserta didik dapat merespon ungkapan dengan benar.

#### **D. Materi Pembelajaran**

Teks lisan dan tulis untuk meminta dan mengungkapkan pendapat serta responnya didalam mendeskripsikan gambar.

1. Fungsi social

Menjaga hubungan interpersonal dengan guru dan teman

2. Struktur teks

(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)

<i><b>Expression</b></i>	<i><b>Respon</b></i>
<i>What do you think ?</i>	<i>I think....</i>
<i>What is your opinion about ?</i>	<i>My opinion....</i>
<i>How do you feel about?</i>	<i>I feel...</i>

Tabel.1. Karakteristik *Descriptive Text*

Characteristics of Descriptive Text	
Pengertian Descriptive Text	Sebuah teks yang menggambarkan / mendeskripsikan tentang penampakan fisik seseorang, hewan, tempat tertentu atau sesuatu
Bagian dalam teks	1. Introduction/Identification (Pendahuluan) 2. Description (Deskripsi)
Tata bahasa/Grammar yang digunakan	1. Simple present tense, 2. Penggunaan a, an, the 3. Adjective size, colour, age 4. There is,..there are,.. 5. Degree of comparison

Tabel.2. Contoh Teks

Bongo the Orangutan	
There is an orangutan in the Bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.	Introduction or Identification
She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal, that means she gives birth to her children and breast feeds them.	Description

3. Unsur kebahasaan
  - a. Kosakata: kata sifat sederhana
  - b. Tata bahasa: kata rujukan *it, they, these, those, that, this*.
  - c. Penggunaan nominal singular dan plural

secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

- d. Ucapan, tekanan kata, intonasi
- e. Ejaan dan tanda baca
- f. Tulisan tangan



#### 4. Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

### **E. Metode Pembelajaran**

Metode Examples Non Examples

### **F. Media dan Alat Pembelajaran**

Media : Gambar

Alat : Laptop

Sumber belajar : Buku Bahasa Inggris, When English Rings a bell Kelas8 , hal. 15

## **G. Langkah-Langkah Pembelajaran**

### **1. Pertemuan Pertama**

#### **a. Pendahuluan**

- 1) Mengucapkan salam dan berdoa
- 2) Memberikan motivasi dan apersepsi
- 3) Menginformasi tujuan pembelajaran
- 4) Menyampaikan scenario pembelajaran

#### **b. Apersepsi**

- 1) Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain meminta dan mengungkapkan pendapat serta meresponnya, dalam mendeskripsikan sesuatu menggunakan bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan).
- 2) Siswa dituntut untuk mencontoh keteladanan tersebut dengan meminta dan mengungkapkan pendapat, serta meresponnya, dalam bahasa Inggris dan bahasa lainnya.

#### **c. Menanya**

Dengan bimbingan dan arahan guru, terjadi interaksi antara siswa dan guru antara lain tentang perbedaan antara ungkapan meminta dan mengungkapkan pendapat, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dan suatu peristiwa yang bisa di deskripsikan sebagai contoh dari lingkungan sekitar.

#### **d. Mengumpulkan informasi**

- 1) Siswa mendengarkan dan menyaksikan

banyak contoh mendeskripsikan dengan meminta dan mengungkapkan pendapat serta responnya dari sebuah contoh gambar dan bukan contoh dalam bahasa Inggris dari film, kaset, buku teks, dsb.

- 2) Siswa menirukan contoh-contoh interaksi meminta dan mengungkapkan pendapat serta responnya dalam mendeskripsikan sebuah gambar menggunakan bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.

e. Mengasosiasi

- 1) Siswa membandingkan ungkapan meminta dan mengungkapkan pendapat serta responnya, setelah mendeskripsikan sebuah gambar yang dikumpulkan dari berbagai sumber tersebut di atas.
- 2) Siswa membandingkan ungkapan meminta dan mengungkapkan pendapat serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.
- 3) Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

f. Mengkomunikasikan

- 1) Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan meminta dan mengungkapkan pendapat, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal.
- 2) Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi

yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.

g. Penutup

- 1) Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
- 2) Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- 3) Memberikan tugas sesuai dengan hasil belajar peserta didik.
- 4) Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

2. Pertemuan Kedua

a. Pendahuluan

- 1) Mengucapkan salam dan berdoa
- 2) Memberikan motivasi dan apersepsi
- 3) Menginformasi tujuan pembelajaran
- 4) Menyampaikan skenario pembelajaran

b. Apersepsi

- 1) Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain meminta dan mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan).
- 2) Siswa dituntut untuk mencontoh keteladanan tersebut dengan meminta dan mengungkapkan pendapat, serta meresponnya, dalam bahasa Inggris dan bahasa lainnya.

c. Menanya

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan meminta dan mengungkapkan pendapat, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.

d. Mengumpulkan Informasi

- 1) Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi meminta dan mengungkapkan pendapat serta responnya.
- 2) Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk meminta dan mengungkapkan pendapat serta responnya dalam konteks pembelajaran, dan kegiatan lain yang terstruktur.

e. Mengasosiasi

- 1) Siswa membandingkan ungkapan meminta dan mengungkapkan pendapat serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.
- 2) Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

f. Mengkomunikasikan

- 1) Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan meminta dan mengungkapkan pendapat, serta

responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal.

- 2) Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk meminta perhatian serta responnyadan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

g. Penutup

- 1) Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
- 2) Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- 3) Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- 4) Menyampaikan rencana pembelajaran pada pertemuan berikutnya.



## RUBRIK PENILAIAN

1. Teknik Penilaian : Unjuk kerja
2. Bentuk : Tes Lisan meminta dan mengungkapkan pendapat dan responnya.

### a. Sikap

#### Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap.

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1		...	...	.	.	...	.	...
				.	.		.	
				.	.		.	
2		...	...	.	.	...	.	...
				.	.		.	
				.	.		.	

#### Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggung Jawab
- DS : Disiplin

#### Catatan :

- 1) Aspek perilaku dinilai dengan kriteria:
  - 75 = Baik
  - 50 = Cukup

- 25 = Kurang
- 2) Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =  $100 \times 4 = 400$
  - 3) Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai (*contoh:  $275 : 4 = 68,75$* )
  - 4) Kode nilai / predikat :
 

75,01 – 100,00	= Sangat Baik (SB)
50,01 – 75,00	= Baik (B)
25,01 – 50,00	= Cukup ©
00,00 – 25,00	= Kurang (K)
  - 5) Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai.

**b. Pengetahuan**

Instrumen: *Describe, then perform a dialogue for asking opinions with your friend based on the theme below*



**c. Keterampilan**

**1. Accuracy (Pronunciation)**

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or

		three grammatical and lexical errors.
<b>Very Good</b>	5	Pronunciation is lightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
<b>Good</b>	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors are confusing.
<b>Average</b>	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which confuse.
<b>Poor</b>	2	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown. Many “basic” grammatical and lexical errors.
<b>Very poor</b>	1	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

## 2. Classification in Scoring Vocabulary

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
<b>Excellent</b>	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
<b>Very Good</b>	5	Has to make an effort at the time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural.
<b>Good</b>	4	Although he has to make an effort and search

		for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
<b>Average</b>	3	Has to make an effort much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. The range of expression is often limited.
<b>Poor</b>	2	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown. Many “basic” grammatical and lexical errors.
<b>Very poor</b>	1	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

### 3. Grammar

Classification	Score	Criteria
<b>Excellent</b>	6	Easy for the listener to understand the speaker’s intention and general meaning. Very few interruptions or clarification are required.
<b>Very Good</b>	5	The speaker’s intention and general meaning are fair and clear. A few interruptions by the listener for the sake of clarification are necessary
<b>Good</b>	4	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or seek clarification
<b>Average</b>	3	The listener can understand a lot of what is said, but he must constantly seek clarification. He cannot understand and then with considerable effort by someone who is used to listening to the speaker.

<b>Poor</b>	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood
<b>Very poor</b>	1	Even if the listener makes a great effort and interrupts, the speaker is unable to clarify anything he seems to have said.

### **A. Kompetensi Inti**

1. KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
2. KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### **B. Kompetensi Dasar dan Indikator**

- 4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman dan menghargai kinerja yang baik, serta meminta dan

mengungkapkan pendapat dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.1

4.1.1 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta dan mengungkapkan pendapat.

### C. Tujuan Pembelajaran

1. Peserta didik dapat menulis teks lisan sederhana meminta dan mengungkapkan pendapat dengan unsur kebahasaan dan struktur teks yang benar.
2. Peserta didik dapat berkomunikasi dengan orang lain meminta dan mengungkapkan pendapat dengan unsur kebahasaan dan struktur teks yang benar.
3. Peserta didik dapat menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman meminta dan mengungkapkan pendapat dengan unsur kebahasaan dan struktur teks yang benar.

### D. Materi Pembelajaran

Teks lisan dan tulis untuk meminta dan mengungkapkan pendapat serta responnya

1. Fungsi social  
Menjaga hubungan interpersonal dengan guru dan teman
2. Struktur teks  
(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)

<i>Expression</i>	<i>Respon</i>
<i>Please give me your opinion...?</i>	<i>In my opinion...</i>
<i>What is your</i>	<i>My comment is....</i>

<i>comment.?</i>	
<i>What are you feeling?</i>	<i>I think I like it..</i>

Tabel.1. Karakteristik *Descriptive Text*

Characteristics of Descriptive Text	
Pengertian Descriptive Text	Sebuah teks yang menggambarkan / mendeskripsikan tentang penampakan fisik seseorang, hewan, tempat tertentu atau sesuatu
Bagian dalam teks	1. Introduction/Identification (Pendahuluan) 2. Description (Deskripsi)
Tata bahasa/Grammar yang digunakan	1. Simple present tense, 2. Penggunaan a, an, the 3. Adjective size, colour, age 4. There is,..there are,.. 5. Degree of comparison

Tabel.2. Contoh Teks

Bongo the Orangutan	
There is an orangutan in the Bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.	Introduction or Identification
She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal, that means she gives birth to her children and breast feeds them.	Description

3. Unsur kebahasaan
  - a. Kosakata: kata sifat sederhana
  - b. Tata bahasa: kata rujukan *it, they, these, those,*



*that, this.*

- c. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- d. Ucapan, tekanan kata, intonasi
- e. Ejaan dan tanda baca
- f. Tulisan tangan



4. Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

**E. Metode Pembelajaran**

Metode Example Non Example

**F. Media dan Alat Pembelajaran**

Media : Gambar

Alat : Laptop

Sumber belajar : Buku Bahasa Inggris, When English Rings a bell Kelas 8, hal. 15

**G. Langkah-Langkah Pembelajaran**

1. Pertemuan Ketiga

a. Pendahuluan

- 1) Mengucapkan salam dan berdoa

- 2) Memberikan motivasi dan apersepsi
  - 3) Menginformasi tujuan pembelajaran
  - 4) Menyampaikan scenario pembelajaran
- b. Apersepsi
- 1) Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain meminta dan mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan).
  - 2) Siswa dituntut untuk mencontoh keteladanan tersebut dengan meminta dan mengungkapkan pendapat, serta meresponnya, dalam bahasa Inggris dan bahasa lainnya.
- c. Menanya
- Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan meminta dan mengungkapkan pendapat, serta responnya, dalam medeskripsikan gambar menggunakan bahasa Inggris atau dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.
- d. Mengumpulkan Informasi
- 1) Siswa mencari contoh dan yang bukan contoh mengenai meminta dan mengungkapkan pendapat dari gambar yang telah diberikan oleh guru.
  - 2) Siswa mengidentifikasi perbedaan contoh dan bukan contoh gambar mengenai meminta dan mengungkapkan pendapat.
- e. Mengasosiasi

- 1) Siswa membandingkan ungkapan meminta dan mengungkapkan pendapat serta responnya berdasarkan gambar yang diperlihatkan guru.
  - 2) Siswa menjelaskan perbedaan ungkapan meminta dan mengungkapkan pendapat serta responnya yang telah diperoleh dari gambar yang ditampilkan.
  - 3) Siswa memperoleh contoh dari berbagai sumber mengenai ungkapan meminta dan mengungkapkan pendapat.
- f. Mengkomunikasikan
- 1) Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan meminta dan mengungkapkan pendapat, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal.
  - 2) Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
- g. Penutup
- 1) Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
  - 2) Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
  - 3) Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
  - 4) Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## 2. Pertemuan Keempat

### a. Pendahuluan

- 1) Mengucapkan salam dan berdoa
- 2) Memberikan motivasi dan apersepsi
- 3) Menginformasi tujuan pembelajaran
- 4) Menyampaikan skenario pembelajaran

### b. Apersepsi

- 1) Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain meminta dan mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan).
- 2) Siswa dituntut untuk mencontoh keteladanan tersebut dengan meminta dan mengungkapkan pendapat, serta meresponnya, dalam bahasa Inggris dan bahasa lainnya.

### c. Menanya

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan meminta dan mengungkapkan pendapat, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.

### d. Mengumpulkan Informasi

- 1) Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri gambar dari contoh dan yang bukan contoh (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi meminta dan

mengungkapkan pendapat serta responnya.

- 2) Secara kolaboratif, siswa berusaha mencari gambar contoh dan yang bukan contoh mengenai meminta dan mengungkapkan pendapat dari berbagai sumber.

e. Mengasosiasi

- 1) Siswa menjelaskan setiap contoh dan yang bukan contoh mengenai meminta dan mengungkapkan pendapat yang telah disediakan oleh guru.
- 2) Siswa memperoleh balikan (*feedback*) dari guru dan teman dengan saling bertukar pendapat mengenai contoh dan yang bukan contoh meminta dan mengungkapkan pendapat.

f. Mengkomunikasikan

- 1) Siswa menggunakan contoh dan yang bukan contoh meminta dan mengungkapkan pendapat dengan memperhatikan struktur teks secara berkelompok
- 2) Siswa menyusun percakapan dengan memperhatikan struktur teks berdasarkan contoh dan yang bukan contoh dari meminta dan mengungkapkan pendapat.

g. Penutup

- 1) Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
- 2) Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.

- 3) Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- 4) Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## RUBRIK PENILAIAN

1. Teknik Penilaian : Unjuk kerja
2. Bentuk : Tes Lisan meminta dan mengungkapkan pendapat dan responnya.

### a. Sikap

#### Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap.

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1		...	...	.	.	...	.	...
				.	.		.	
				.	.		.	
2		...	...	.	.	...	.	...
				.	.		.	
				.	.		.	

#### Keterangan :

BS : Bekerja Sama

JJ : Jujur

TJ : Tanggung Jawab

DS : Disiplin

#### Catatan :

Aspek perilaku dinilai dengan kriteria:

75 = Baik

50 = Cukup

26 = Kurang

2) Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =  $100 \times 4 = 400$

3) Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai (*contoh:  $275 : 4 = 68,75$* )

4) Kode nilai / predikat :

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup ©

00,00 – 25,00 = Kurang (K)

5) Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai.

#### **b. Pengetahuan**

Instrumen: *Describe then perform a dialogue for asking opinions with your friend based on the theme below*





### c. Keterampilan

#### 1. Accuracy (Pronunciation)

Classification	Score	Criteria
<b>Excellent</b>	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three grammatical and lexical errors.
<b>Very Good</b>	5	Pronunciation is lightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
<b>Good</b>	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors are confusing.
<b>Average</b>	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which confuses.
<b>Poor</b>	2	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown. Many "basic" grammatical and lexical errors.
<b>Very poor</b>	1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

#### 2. Classification in Scoring Vocabulary

Classification	Score	Criteria
<b>Excellent</b>	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
<b>Very Good</b>	5	Has to make an effort at the time to search for words. Nevertheless, smooth delivery on the

		whole and only a few unnatural.
<b>Good</b>	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
<b>Average</b>	3	Has to make an effort much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. The range of expression is often limited.
<b>Poor</b>	2	Long pauses while he searched for the desired meaning. Frequently and halting delivery. Almost gives up making the effort at times the limited range of expression.
<b>Very poor</b>	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

### 3. Grammar

#### Classification in Scoring grammar

Classification	Score	Criteria
<b>Excellent</b>	6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarification are required.
<b>Very Good</b>	5	The speaker's intention and general meaning are fair and clear. A few interruptions by the listener for the sake of clarification are necessary
<b>Good</b>	4	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or seek clarification
<b>Average</b>	3	The listener can understand a lot of what is said, but he must constantly seek clarification. He cannot understand and then with considerable effort by

		someone who is used to listening to the speaker.
<b>Poor</b>	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood
<b>Very poor</b>	1	Even if the listener makes a great effort and interrupts, the speaker is unable to clarify anything he seems to have said.

Semarang, January 20th, 2022  
Mengetahui

Yessy Maisari

## **APPENDIX C**

### **TEACHING MATERIAL AND INSTRUMENT**

#### **Kinds ‘Asking Opinion’**

- What is your opinion?
- How about this?
- What do you think about...?
- What do you think of...?
- What is your opinion?
- What do you like?
- What do you think of my idea?
- How are you feeling?
- How do you feel?
- What do you think?
- Please give me your opinion?
- What is your comment?
- Give me your comment?
- What is your view?
- What is your reaction?
- Give me your reaction
- Do you have an opinion of...?
- What is your idea?
- Do you have any idea?
- How about...?
- Do you like that?
- Do you think is it good?
- What do you like?
- I believe

#### **Kinds ‘Giving opinion’**

- In my opinion
- In my view
- I don't think I care for it
- To my mind

- I feel
- From my point of view
- The way I see is that
- My comment is
- It is my comment
- To my mind
- what I have in my mind is
- I think I like it

### **Example Dialog :**

#### **(In Mall)**

Dian: Ratna, do you see that shoes?

Ratna: Where is Dian?

Dian: Look the red one! Ratna: wow! it is so good

Dian: What do you think if I use it?

Ratna: I think it is suitable for you and your appearance

Dian: I think so, well I will buy

#### **(In market)**

Mother: My daughter, what do you think if today I buy the vegetable for our dinner?

Daughter: But, I don't like vegetable mom

Mother: how If I buy meat?

Daughter: I think it sounds good

Mother: Okay, I will buy meat and some fruits

#### **(In school)**

Teacher: my student, how is the garden at our school?

Student: the garden in our school looks big and spacious

Teacher: how do you like it?

Student: Yes, of course, because the plants have lots of pink flowers, green grass, and no trash.

Teacher: Yes, that's right, we have to keep our school clean and beautiful, how is that a good idea?

Student: Yes, of course.

### **Asking Opinion**

What do you think about/of...?

What is your opinion on...?

How do you feel about...?

Do you have any idea?

### **Giving Opinion**

I think that...?

In my opinion...?

I believe?

Based on my opinion...?

Based on my opinion...?

According to the expert?

### **Dialog Asking and giving opinion:**

A: Good morning.

B: Morning

A: What do you think about my appearance?

B: I think you look very different.

A: Really? What is different about my appearance?

B: I thought your hair. A little bit shorter than before and looks neat.

A: Oh... my God. You're right, friend.

B: Yes, of course.

Ani: What do you think about these meatballs?

David: I think this meatball is delicious, big in shape and a little black. It looks like it is made from buffalo meat.

Ani: Where did you buy it?

David: I bought it in front of my school.

Ani: what do you think about the place?

David: in my opinion, the place is clean, the colors are bright, spacious and clean

Ani: Wow, fantastic

**Describe the picture below**



Upin & Ipin is a children's animated television series released on September 14, 2007, in Malaysia and broadcast on TV9. The series is produced by Les' Copaque. Initially, the film aims to educate children to better understand Ramadan. Now, Upin & Ipin already has eight seasons running. In Indonesia, Upin & Ipin is present at MNCTV. In Turkey, Upin & Ipin is broadcast on Hilal TV. The series lasts 5-7 minutes each episode. Daily views on TV9 at 16.30, and on MNCTV every day at 12:00 and 16:30.

## APPENDIX D

### PRE-TEST AND POST-TEST DATA

No	Code	Pre-test	Post-test
1	H1	63	70
2	H2	54	65
3	H3	63	69
4	H4	55	64
5	H5	59	64
6	H6	60	69
7	H7	54	62
8	H8	52	66
9	H9	59	64
10	H10	50	65
11	H11	60	70
12	H12	58	68
13	H13	54	63
14	H14	55	65
15	H15	51	60
16	H16	61	68
17	H17	59	67
18	H18	59	64
19	H19	67	75
20	H20	51	59
21	H21	53	61
22	H22	56	65
23	H23	68	74
24	H24	54	64



25	H25	57	62
26	H26	51	60
27	H27	59	68
28	H28	54	67
29	H29	65	70
30	H30	59	61
31	H31	53	65
32	H32	65	75
33	H33	54	62
34	H34	59	65

## APPENDIX E

### 1. The Students' Pronunciation achievement Scores

The Number of Samples	Pre-Test	Post-Test
1	50	67
2	50	83
3	67	83
4	67	83
5	50	67
6	67	68
7	67	69
8	67	68
9	50	67
10	67	83
11	50	67
12	33	50
13	50	67
14	67	83
15	50	67
16	50	67
17	33	50
18	50	67
19	33	67
20	50	67
21	33	83
22	50	67
23	50	83
24	67	83
25	67	83
26	50	83
27	50	67

28	50	83
29	67	83
30	67	83
32	50	67
32	67	68
33	67	69
34	67	68
Total	1385	1868

## 2. The Students' Vocabulary Achievement Score

The Number of Samples	Pre-Test	Post-Test
1	50	67
2	50	67
3	67	83
4	67	83
5	50	67
6	67	83
7	67	83
8	67	83
9	67	67
10	67	67
11	67	67
12	50	67
13	50	67
14	67	83
15	67	83
16	50	83
17	67	83
18	50	83
19	67	100
20	67	100

21	67	67
22	50	67
23	67	67
24	83	100
25	83	100
26	67	83
27	65	75
28	55	75
29	55	80
30	60	75
32	67	80
32	65	85
33	55	85
34	50	80
Total	2110	2685

### 3. The Students' Grammar Achievement Scores

The Number of Samples	Pre-Test	Post-Test
1	67	83
2	67	83
3	67	83
4	67	67
5	50	67
6	67	83
7	50	67
8	50	67
9	50	67
10	50	67
11	67	83
12	67	67
13	50	67

14	50	83
15	67	67
16	67	67
17	67	67
18	67	83
19	50	67
20	50	67
21	50	67
22	67	83
23	67	83
24	50	83
25	50	67
26	50	67
27	67	83
28	50	67
29	50	67
30	50	67
32	50	67
32	67	83
33	67	67
34	50	67
Total	1989	2470

## APPENDIX F

### 1. Scoring Classification of the students' pronunciation pretest and posttest

The number of students'	Pronunciation			
	Pre-test	Classification	Post-test	Classification
1	50	Poor	67	Fairly good
2	50	Poor	83	Good
3	67	Fairly Good	83	Good
4	67	Fairly Good	83	Good
5	50	Poor	67	Fairly Good
6	67	Fairly Good	67	Fairly Good
7	67	Fairly Good	67	Fairly Good
8	67	Fairly Good	67	Fairly Good
9	50	Poor	67	Fairly Good
10	67	Fairly Good	83	Good
11	50	Poor	67	Fairly good
12	33	Very poor	50	Poor
13	50	Poor	67	Fairly Good
14	67	Fairly Good	83	Good
15	50	Poor	67	Fairly Good
16	50	Poor	67	Fairly Good
17	33	Very Poor	50	Poor
18	50	Poor	67	Fairly Good
19	33	Very Poor	67	Fairly Good
20	50	Poor	67	Fairly Good
21	33	Very Poor	83	Good
22	50	Poor	67	Fairly Good

23	50	Poor	83	Good
24	67	Fairly Good	83	Good
25	67	Fairly Good	83	Good
26	50	Poor	83	Good
27	33	Very Poor	83	Good
28	50	Poor	67	Fairly Good
29	50	Poor	67	Fairly Good
30	33	Very Poor	83	Good
31	50	Poor	67	Fairly Good
32	50	Poor	83	Good
33	67	Fairly Good	83	Good
34	67	Fairly Good	83	Good

## 2. Scoring Classification of the students' vocabulary pretest and posttest

The number of students	Vocabulary			
	Pre-test	Classification	Post-test	Classification
1	50	Poor	67	Fairly good
2	50	Poor	67	Fairly good
3	67	Fairly Good	83	Good
4	67	Fairly Good	83	Good
5	50	Poor	67	Fairly good
6	67	Fairly Good	83	Good
7	67	Fairly Good	83	Good
8	67	Fairly Good	83	Good
9	67	Fairly Good	67	Fairly good
10	67	Fairly Good	67	Fairly good
11	50	Poor	67	Fairly good

12	33	Very poor	50	Poor
13	50	Poor	67	Fairly Good
14	67	Fairly Good	83	Good
15	67	Fairly Good	83	Good
16	50	Poor	83	Good
17	67	Fairly Good	83	Good
18	50	Poor	83	Good
19	67	Fairly Good	100	Excellent
20	67	Fairly Good	100	Excellent
21	67	Fairly Good	67	Fairly good
22	50	Poor	67	Fairly good
23	67	Fairly Good	67	Fairly good
24	83	Good	100	Excellent
25	83	Good	100	Excellent
26	67	Fairly Good	83	Good
27	33	Very Poor	83	Good
28	50	Poor	67	Fairly Good
29	50	Poor	67	Fairly Good
30	33	Very Poor	83	Good
31	50	Poor	67	Fairly Good
32	50	Poor	83	Good
33	67	Fairly Good	83	Good
34	67	Fairly Good	83	Good



### 3. Scoring Classification of the students' Grammar pretest and posttest

The number of students	Grammar			
	Pre-test	Classification	Post-test	Classification
1	67	Fairly Good	83	Good
2	67	Fairly Good	83	Good
3	67	Fairly Good	83	Good
4	67	Fairly good	67	Fairly good
5	67	Fairly good	67	Fairly good
6	67	Fairly Good	83	Good
7	67	Fairly Good	83	Good
8	67	Fairly Good	83	Good
9	67	Fairly Good	67	Fairly good
10	67	Fairly Good	67	Fairly good
11	50	Poor	67	Fairly good
12	33	Very poor	50	Poor
13	50	Poor	67	Fairly Good
14	67	Fairly Good	83	Good
15	67	Fairly good	67	Fairly good
16	67	Fairly good	67	Fairly good
17	67	Fairly good	67	Fairly good
18	67	Fairly good	83	Good
19	50	Poor	67	Fairly good
20	50	Poor	67	Fairly good
21	67	Fairly Good	67	Fairly good
22	50	Poor	67	Fairly good
23	67	Fairly Good	67	Fairly good
24	83	Good	100	Excellent

25	83	Good	100	Excellent
26	67	Fairly Good	83	Good
27	33	Very Poor	83	Good
28	50	Poor	67	Fairly Good
29	50	Poor	67	Fairly good
30	67	Fairly Good	83	Good
31	67	Fairly Good	83	Good
32	50	Poor	83	Good
33	50	Poor	67	Fairly good
34	50	Poor	67	Fairly good

## APPENDIX G

### Distribution of t-table

#### 1. The critical value of the t-table Level of significance for a one-tailed test

Df	$\alpha$ (level of significance) ( <i>one-tailed test</i> )					
	0.25	0.10	0.05	0.025	0.01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.947
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.567	2.899
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.829
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787

26	0.684	1.315	1.706	2.056	2.479	2.7798
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617

## APPENDIX H

### Documentation



## **CURRICULUM VITAE**

Name : Yessy Maisari

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Date of Birth : June 28th, 2000

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Semarang.June 10th, 2022

The Researcher,



**Yessy Maisari**

**NIM.1803046037**