

APPENDIX 1

INSTRUMENT OF RESEARCH LESSON PLAN OF THE FIRST CYCLE

School	: MAN Kendal
Class/semester	: XI/ II
Subject	: English
Skill Focus	: Reading and Speaking
Material	: Narrative
Alocated time	: 2 x 45 minutes (1 meeting)

I. Standard of Competence

Speaking

- 8.2. Expressing meaning of short functional text and monologue in the form of *narrative, spoof and hortatory exposition* in the daily life context

Reading

- 11.2. Identifying the meaning of short functional text and essays in the form of *narrative, spoof and hortatory exposition* in the daily life context to access science.

II. Basic Competence

Speaking

- 8.2.1 Responding to the meaning of short functional text in the form of *narrative, spoof and hortatory exposition* using accurate, flucnt and acceptable spoken language in the daily life context.

Reading

- 11.2.1. Responding to the meaning and rhetorical stages of essays using a variety of written language accurately, fluently and acceptable in daily life context in the form of *narrative, spoof, and hortatory exposition* to use science

III. Integrated Character

Activeness (Students' Activeness)

IV. Indicators

1. Cognitive and Psychomotoric
 - a. Students are able to identify the social function, generic structure and language features of a narrative text.
 - b. Students are able to respond to a narrative text.
 - c. Students are able to answer the questions related to narrative text orally.
2. Affective
 - a. Students' response toward the teacher's question
 - b. Students' participation in group
 - c. Students accomplish their task
 - d. Students ask question to either teacher or their friends to clarify their understanding
 - e. Students are enthusiastic to have discussion using Talking Chip

V. Learning Aims

By the end of the lesson through talking chip technique, students are able to:

respond to a narrative text with appropriate pronunciation, grammar, vocabulary, comprehension and fluency and shows the activeness during engaging teaching-learning process.

VI. Material

1. Narrative text is an imaginative story to entertain people.
2. Generic Structure
 - a. Orientation : It is about the opening paragraph where the characters of the story are introduced. (person, time, and place)
 - b. Complication : Where the problems in the story developed
 - c. Resolution : Where the problems in the story is solved
 - d. Reorientation/Coda: This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

3. Language Features

- a. Using part action verb. Examples: Climbed, Turned, Brought, etc.
- b. Using specific noun as pronoun of person, animal in the story. Example: The king, the queen, etc.
- c. Using adjectives which are for noun phrase. Example: Long black, hair, two red apples, etc.
- d. Using time connectives and Conjunctions to arrange the events. Examples: Then, before, after, soon, etc.
- e. Using adverbs and adverbial phrase to show the location of events. Examples: Here, in the mountain, ever after, etc.
- f. Using Past Tense.

Past Tense indicates that an activity began and ended at a particular time in the past.

Example: I **went** to my uncle house.

4. The Example of Narrative Text

The cake and the small ants

Orientation	The mouse was nibbling the cake left over by some picnickers when the cat came over and said the cake was his. The mouse stopped and argued with the cat.
Complication	The duck walked past, saw the cake and said, "That's my cake." Then came along the chicken, followed by the lamb. All of them said that the cake belonged to them. While they were quarrelling, an army of ants carried the cake away. "Where's my cake?" the mouse screamed." you took my cake!" the mouse said to the cat. The cat turned to the duck and called him a thief. The animals had a big fight over the big cake.
	In the meantime, the ants had taken the cake to their hiding place and were enjoying the cake."

Resolution	yummy!" isn't this cake a real treat?" one ant asked. Hearing the question, all of the other ants burst out laughing
------------	---

VII. Learning Method

Talking Chip Technique

VIII. Learning Activities

Activities	Time	Interaction Pattern	Sample of Instruction
Pre Activities			
<ul style="list-style-type: none"> Teacher enters the class and greets the students 	5 Minutes	T-Ss	<ul style="list-style-type: none"> <i>Assalamualaikum</i> <i>Good Morning Students</i> <i>How are you today?</i>
<ul style="list-style-type: none"> Students pray together 		Ss-T	<ul style="list-style-type: none"> <i>Let's open our lesson today by reciting basmallah together.</i>
<ul style="list-style-type: none"> Teacher checks student's attendance 		T-Ss	<ul style="list-style-type: none"> <i>Ok, let me check your attendance first.</i> <i>Who is absent today?</i>
<ul style="list-style-type: none"> Teacher informs the student about the material 		T-Ss	<ul style="list-style-type: none"> <i>Student.. today we are going to learn about Narrative text</i>
<ul style="list-style-type: none"> Teacher tells learning goals to the students 		T-Ss	<ul style="list-style-type: none"> <i>By the end of the lesson through talking chip technique, students are</i>

			able to respond to a narrative text with appropriate pronunciation, grammar, vocabulary, comprehension and fluency and shows the activeness during engaging teaching-learning process.
--	--	--	--

Main Activities

Exploration			
<ul style="list-style-type: none"> Teacher stimulates students by giving them questions before explaining the material Students give comment to the picture Teacher begins to give new material about narrative text and explain the definition, generic structures and language features of narrative text (communicative) Students read a narrative text on the slide and mention the generic structure together 	80 minutes	<p>T-Ss</p> <ul style="list-style-type: none"> Well students, look at this picture Do you know what is that picture about? Do you like to read fable? Legend? <p>Ss-T</p> <ul style="list-style-type: none"> Ok, good. <p>T-Ss</p> <ul style="list-style-type: none"> Narrative text is a text The social function of narrative text is..... The language features of narrative text <p>Ss-T</p> <ul style="list-style-type: none"> Oke students, please read the text on the slide, please! Please, mention the generic structure of the text you have read 	

<ul style="list-style-type: none"> • Students read narrative text • Students respond to narrative text orally by using talking chip technique. • Students discuss the correct answer of narrative questions together. <p>Confirmation</p> <ul style="list-style-type: none"> • Teacher reviews the materials. • Teacher repeats some 		<p style="text-align: center;">Ss-T</p> <p style="text-align: center;">Ss-T</p> <p style="text-align: center;">Ss-T</p> <p style="text-align: center;">T-Ss</p>	<p><i>middle of the table.</i></p> <ul style="list-style-type: none"> • <i>Then it continued by other members in your group who still have the chip,</i> • <i>Discussion ends after all of the members put their chip in the middle of the table.</i> • <i>The title of the Narrative text is " The Three Sheiks and Queen of Arabia "</i> • <i>I distribute narrative text and please read it in 8 minutes.</i> • <i>Oke please answer the questions of narrative text entitled " Queen of Arabia and Three Sheiks" using talking chip technique in your group.</i> • <i>You have 30 minutes to do it.</i> • <i>Well, The time is up.</i> • <i>Now, let's discuss it together</i> • <i>What have we learnt today?</i> • <i>Is it clear for you?</i>
--	--	---	--

XI. Assesment

a. Cognitive and Psychomotoric

Type : Oral Test

Instrument : Read narrative text entitled " *The Three Sheiks and Queen of Arabia* " and answer the question, then your speaking will be scored based on the following rubric:

No	Aspects of Assessment	Score	Description
1	Vocabulary	16-20	Consistently use appropriate words during speaking.
		11-15	Minor lexical problems, but vocabulary generally appropriate.
		6-10	Limited vocabulary makes comprehension quite difficult.
		1-5	A very limited vocabulary so that interaction is not possible.
2	Pronunciation	16-20	Phonemically accurate pronunciation throughout.
		11-15	Occasional phonemic errors, but generally comprehensible.
		6-10	Many phonetic errors: very difficult to perceive meaning.
		1-5	Pronunciation problems make speech virtually unelligible.
3	Grammar	16-20	Makes few noticeable errors of grammar or word order.
		11-15	Occasionally makes grammatical and word order errors which do not obscure meaning.
		6-10	Error of basic structure, but some phrase rendered correctly.
		1-5	Errors in grammar and word order make speech virtually.
4	Fluency	16-20	Speech as fluent and effortless resemble to native speaker.
		11-15	Speed of speech seems to be slightly affected by language problems. Usually hesitant, forced into silence by

		6-10	language limitations. Speech is very halting and fragmentary as to make conversation virtually impossible.
		1-5	
5	Comprehension	16-20	Totally Comprehensible.
		11-15	Speech can be understood generally.
		6-10	Some definite stumbling. But manages rephrase and continue.
		1-5	Cannot be understood even simple conversation English
RESULT			

Score	Grade
16-20	Excellent
11-15	Good
6-10	Poor
1-5	Very bad

b. Affective

Observation sheet of students' reticence

No	Students	Criteria	Yes	No
1		Students do not respond to the teacher's question		
		Students are not active in class discussion		
		Students do not accomplish their task		
		Students are apathetic toward the learning process		

Kendal, 11th of May 2016

Checked by,

English Teacher



Drs. Rakhmat Agus W.

NIP. 1968010619980311001

The Researcher



Farda Naila Salsabila

NIM. 123411039

LESSON PLAN OF THE SECOND CYCLE

School	: MAN Kendal
Class/semester	: XI/ II
Subject	: English
Skill Focus	: Reading and Speaking
Material	: Narrative
Alocated time	: 2 x 45 minutes (1 meeting)

I. Standard of Competence

Speaking

- 8.2. Expressing meaning of short functional text and monologue in the form of *narrative, spoof and hortatory exposition* in the daily life context

Reading

- 11.2. Identifying the meaning of short functional text and essays in the form of *narrative, spoof and hortatory exposition* in the daily life context to access science.

II. Basic Competence

Speaking

- 8.2.1 Responding to the meaning of short functional text in the form of *narrative, spoof and hortatory exposition* using accurate, fluent and acceptable spoken language in the daily life context.

Reading

- 11.2.1. Responding to the meaning and rhetorical stages of essays using a variety of written language accurately, fluently and acceptable in daily life context in the form of *narrative, spoof, and hortatory exposition* to use science

III. Integrated Character

Activeness (Students' Activeness)

IV. Indicators

1. Cognitive and Psychomotoric

- a. Students are able to identify the social function, generic structure and language features of a narrative text.
 - b. Students are able to respond to a narrative text.
 - c. Students are able to answer the questions related to narrative text orally.
2. Affective
- a. Students do not respond to the teacher's question
 - b. Students are not active in group discussion
 - c. Students do not accomplish their task
 - d. Students are apathetic toward the learning process
 - e. Students are enthusiastic to have discussion using Talking Chip

V. Learning Aims

By the end of the lesson through talking chip technique, students are able to:

respond to a narrative text with appropriate pronunciation, grammar, vocabulary, comprehension and fluency and shows the activeness during engaging teaching-learning process.

VI. Material

1. Narrative text is an imaginative story to entertain people.
2. Generic Structure
 - a. Orientation : It is about the opening paragraph where the characters of the story are introduced. (person, time, and place)
 - b. Complication : Where the problems in the story developed
 - c. Resolution : Where the problems in the story is solved
 - d. Reorientation/Coda: This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer
3. Language Features
 - a. Using part action verb. Examples: Climbed, Turned, Brought, etc.
 - b. Using specific noun as pronoun of person, animal in the story. Example: The king, the queen, etc.

- c. Using adjectives which are for noun phrase. Example: Long black, hair, two red apples, etc.
- d. Using time connectives and Conjunctions to arrange the events. Examples: Then, before, after, soon, etc.
- e. Using adverbs and adverbial phrase to show the location of events. Examples: Here, in the mountain, ever after, etc.
- f. Using Past Tense.

Past Tense indicates that an activity began and ended at a particular time in the past.

Example: I **went** to my uncle house.

4. The Example of Narrative Text

Beowulf

Once upon a time, there was a horrible monster called Grendel. He was half-man and half-monster. He lived in Denmark. One day, he went to the king's castle. The king and his men tried to kill the monster but their swords were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king.

That knight, Beowulf and his men took off their armour and put away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf woke up and fought the monster-~~he~~ pulled off an arm! Grendel went back to his home in a lake and died. Grendel's mother was very angry and the next night she went to castle and killed a knight.

In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave Beowulf presents and money.

Beowulf went back to his country and became a king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. It lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they did not want to fight the dragon. King Beowulf was old

man but he put on his armour again and went to the dragon's cave with his men.
 Beowulf killed dragon and took the treasure.

VII. Learning Method

Talking Chip Technique

VIII. Learning Activities

Activities	Time	Interaction Pattern	Sample of Instruction
Pre Activities			
<ul style="list-style-type: none"> Teacher enters the class and greets the students 	5 Minutes	T-Ss	<ul style="list-style-type: none"> <i>Assalamualaikum</i> <i>Good Morning Students</i> <i>How are you today?</i>
<ul style="list-style-type: none"> Students pray together 		Ss-T	<ul style="list-style-type: none"> <i>Let's open our lesson today by reciting basmallah together.</i>
<ul style="list-style-type: none"> Teacher checks student's attendance 		T-Ss	<ul style="list-style-type: none"> <i>Ok, let me check your attendance first.</i> <i>Who is absent today?</i>
<ul style="list-style-type: none"> Teacher informs the student about the material 		T-Ss	<ul style="list-style-type: none"> <i>Student.. today we are going to learn about Narrative text</i>
<ul style="list-style-type: none"> Teacher tells learning goals to the students 		T-Ss	<ul style="list-style-type: none"> <i>By the end of the lesson through talking chip technique, students are able to respond to a narrative text with appropriate pronunciation, grammar, vocabulary,</i>

			<i>comprehension and fluency and shows the activeness during engaging teaching-learning process.</i>
Main Activities			
<p>Exploration</p> <ul style="list-style-type: none"> • Teacher stimulates students by giving them questions before explaining the material • Students give comment to the picture • Teacher begins to give new material about narrative text and explain the definition, generic structures and language features of narrative text (communicative) • Students read a narrative text on the slide and mention the generic structure together • Students ask some questions related to the 	<p>80 minutes</p>	<p>T-Ss</p> <p>Ss-T</p> <p>T-Ss</p> <p>Ss-T</p> <p>Ss-T</p>	<ul style="list-style-type: none"> • <i>Well students, look at this picture</i> • <i>Do you know what is that picture about?</i> • <i>Do you like to read fable? Legend?</i> • <i>Ok, good.</i> • <i>Narrative text is a text</i> • <i>The social function of narrative text is.....</i> • <i>The language features of narrative text</i> • <i>Oke students, please read the text on the slide, please!</i> • <i>Please, mention the generic structure of the text you have read</i> • <i>Do you have a question?</i>

<p>material that has been explained by the teacher.</p> <p>Elaboration</p> <ul style="list-style-type: none"> • Students have a small discussion using talking chip technique. • Teacher tells the procedure of talking chip technique and students start to have discussion in their group 		<p>Ss-T</p> <p>T-Ss</p>	<ul style="list-style-type: none"> • <i>Ok students, Now it's your opportunity to have small group discussion using talking chip technique</i> • <i>Please make a group consists of 4 students.</i> • <i>First, I give you narrative text</i> • <i>Then you have to read it and you have to respond to a narrative text using talking chip.</i> • <i>Every student in group get a chip. The front chip is mark for your number. And the back side are your partner number and a question that has to be answered by you and your partner.</i> • <i>You have to read the question loudly in your group.</i> • <i>Then you have first turn to respond to the question given and followed by your partner.</i> • <i>After responding to the question. You have to put your chip in the middle of the table.</i> • <i>Then it continued by other members in your group who still have the</i>
--	--	-------------------------	--

<ul style="list-style-type: none"> • Students read narrative text • Students respond to narrative text orally by using talking chip technique. • Students discuss the correct answer of narrative questions together. <p>Confirmation</p> <ul style="list-style-type: none"> • Teacher reviews the materials. • Teacher repeats some mispronounce word or difficult vocabularies. • Teacher motivates 		<p>chip,</p> <p>Ss-T</p> <p>Ss-T</p> <p>Ss-T</p> <p>T-Ss</p> <p>T-Ss</p> <p>T-Ss</p>	<ul style="list-style-type: none"> • Discussion ends after all of the members put their chip in the middle of the table. • The title of the Narrative text is "The cat and the wolf" • I distribute narrative text and please read it in 8 minutes. • Oke please answer the questions of narrative text entitled "The cat and the wolf" using talking chip technique in your group. • You have 30 minutes to do it. • Well, The time is up. • Now, let's discuss it together • What have we learnt today? • Is it clear for you? • Oke please say it together • If you have any difficulties related
--	--	--	---

No	Aspects of Assessment	Score	Description
1	Vocabulary	16-20	Consistently use appropriate words during speaking.
		11-15	Minor lexical problems, but vocabulary generally appropriate.
		6-10	Limited vocabulary makes comprehension quite difficult.
		1-5	A very limited vocabulary so that interaction is not possible.
2	Pronunciation	16-20	Phonemically accurate pronunciation throughout.
		11-15	Occasional phonemic errors, but generally comprehensible.
		6-10	Many phonetic errors: very difficult to perceive meaning.
		1-5	Pronunciation problems make speech virtually un-intelligible.
3	Grammar	16-20	Makes few noticeable errors of grammar or word order.
		11-15	Occasionally makes grammatical and word order errors which do not obscure meaning.
		6-10	Error of basic structure, but some phrase rendered correctly.
		1-5	Errors in grammar and word order make speech virtually.
4	Fluency	16-20	Speech as fluent and effortless resemble to native speaker.
		11-15	Speed of speech seems to be slightly affected by language problems.
		6-10	Usually hesitant, forced into silence by language limitations.
		1-5	Speech is very halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	16-20	Totally Comprehensible.
		11-15	Speech can be understood generally.
		6-10	Some definite stumbling. But manages rephrase and continue.
		1-5	Cannot be understood even simple conversation English
	RESULT		

Score	Grade
16-20	Excellent
11-15	Good
6-10	Poor
1-5	Very bad

b. Affective

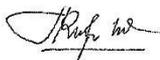
Observation sheet of students' reticence

No	Students	Criteria	Yes	No
1		Students' do not respond to the teacher's question		
		Students are not active in class discussion		
		Students do not accomplish their task		
		Students' are apathetic toward the learning process		

Kendal, 16th of May 2016

Checked by,
English Teacher

The Researcher



Drs. Rakhmat Agus W.
NIP. 1968010619980311001

Farda Naila Salsabila
NIM. 123411039

APPENDIX 2

LIST OF STUDENTS' GROUP

GROUP 1

1. Rahmat Akbar Budi Prayitno
2. Nuzulul Nafis
3. Eka Nur Pratiwi
4. Khoirul Aminudin

GROUP 2

1. Hafin Nursidiq
2. Della Noni Widayati
3. Ahmad Khoirul Mujahidin
4. Ayda Putri

GROUP 3

1. Deni Tri Prayogo
2. Alfin Najikhah
3. Nurul Ayyiyah
4. Muhammad Faiz Fadhlilah

GROUP 4

1. Hery Mustaqfirin
2. Nurrokhim
3. Aulia Suci Rahmawati
4. Nabila Rizki Dhiani

GROUP 5

1. Ila Lisiana
2. Ahmad Anas Ma Ruf
3. Muhammad Azik
4. Neinar Sahara

GROUP 6

1. Siti Komariyah
2. Lestyowati
3. Nur Eka Ana Safitri

4. Mahfud Muhtadi

GROUP 7

1. Prasasti Octaviani
2. Salamatul Hikmah
3. Muhammad Kholif Abdullah
4. Moh Imam Tantowi

APPENDIX 3

No.	Indicators	None 100%	Most 60%-80%	Half 50%	Many 20%-40%	Few <20%	All 0%
		5	4	3	2	1	0
1.	Students' do not respond to the teacher's question						
2.	Students' are not active in group discussion						
3.	Students do not accomplish their task						
4.	Students are apathetic toward the learning process						

APPENDIX 4

STUDENTS' NAME LIST

No	Nama	Students' Code
1	Ahmad Anas Ma Ruf	A-1
2	Ahmad Khoirul Mujahidin	A-2
3	Alfin Najikhah	A-3
4	Aulia Suci Rahmawati	A-4
5	Ayda Putri	A-5
6	Della Noni Widayati	A-6
7	Deni Tri Prayogo	A-7
8	Eka Nur Pratiwi	A-8
9	Hafin Nursidiq	A-9
10	Hery Mustaqfirin	A-10
11	Ila Lisiana	A-11
12	Khoirul Aminudin	A-12
13	Lestyowati	A-13
14	Mahfud Muhtadi	A-14
15	Moh Imam Tantowi	A-15
16	Muhammad Azik	A-16
17	Muhammad Faiz Fadhlilah	A-17
18	Muhammad Kholif Abdullah	A-18
19	Nabila Rizki Dhiani	A-19
20	Neinar Sahara	A-20
21	Nur Eka Ana Safitri	A-21
22	Nurrokhim	A-22
23	Nurul Ayyiyah	A-23
24	Nuzulul Nafis	A-24
25	Prasasti Octaviani	A-25
26	Rahmat Akbar Budi Prayitno	A-26
27	Salamatul Hikmah	A-27
28	Siti Komariyah	A-28



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : In. 06. 3 / J2 / PP.009.9 / 5293 /2015

Semarang, 16 November 2015

Lamp : -

Hal : Penunjukan Pembimbing Skripsi

Kepada Yth:

Siti Tarwiyah, S.S., M. Hum

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Farda Naila Salsabila

NIM : 123411039

Judul : Coping with Students' Reticence in Speaking Activity Using Talking Chip Technique (A Classroom Action Research at the Eleventh Grade of Social Program of MAN Kendal in the Academic Year of 2015/2016)

Dan menunjuk saudara:

Siti Tarwiyah, S.S., M. Hum

Demikian penunjukan pembimbing skripsi ini disampaikan, dan atas kerjasamanya, kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.



Sekretaris Jurusan,

Jurusan PBI

Adatul Fadlilah, M. Pd.

NIP: 19810908 200710 2 001

Tembusan disampaikan kepada Yth:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Mahasiswa yang bersangkutan



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Kampus II Ngaliyan (024) 7601295, 7615387 Semarang 50185

Nomor : Un.10.3/D.1/TL.00/1699/2016

Semarang, 3 Mei 2016

Lamp : 1 (satu) Proposal

Hal : **Mohon Izin Riset**

a.n. : Farda Naila Salsabila

NIM : 123411039

Kepada Yth.

Kepala MAN Kendal
di Kendal

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama : **Farda Naila Salsabila**

NIM : 123411039

Alamat : Jalan Pisang Mas RT5/ RW 1 Dukuh Ngepung Desa Subah Kabupaten
Batang, Kode Pos 51262.

Judul Skripsi : COPING WITH STUDENTS' RETICENCE IN SPEAKING
ACTIVITY USING TALKING CHIP TECHNIQUE (A Classroom
Action Research at the Eleventh Grade of Social Program of MAN
Kendal in the academic year of 2015/2016)

Pembimbing : Siti Tarwiyah. S.S., M.Hum

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/ judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut diijinkan melaksanakan riset selama 15 hari, mulai tanggal 4 Mei 2016 sampai dengan tanggal 18 Mei 2016.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Dekan,
Yakki Dekan Bidang Akademik

M. Mah Syukur, M.Ag

NIP. 19681212 199403 1 003

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang



PEMERINTAH KABUPATEN KENDAL
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Alamat : Jl Soekarno Hatta No. 191 Kendal ☎ (0294) 381225 Kendal

Kendal, 9 Mei 2016

Nomor : 070 /1161 /Bppd
Lampiran : 1 (satu) lembar
Perihal : Ijin penelitian An. Farda
Naila Salsabila

Kepada Yth :
Sdr. Ka. Kantor Kementerian Agama
Kab.Kendal

di
TEMPAT

Dengan hormat.

Menunjuk Peraturan Bupati Kendal Nomor 12 Tahun 2006 tanggal 29 Maret 2006 perihal Pelayanan Rekomendasi Penelitian dan surat rekomendasi penelitian yang kami keluarkan tanggal 9 Mei 2016 No. 070 /1161 R/Bppd (terlampir), maka bersama ini kami hadapkan petugas peneliti tersebut.

Diharapkan Saudara bisa memberikan pengertian dan kemudian bimbingan serta bantuan seperlunya.

Atas perhatian saudara kami sampaikan terima kasih.

a.n. BUPATI KENDAL
Kepala Bappeda Kab.Kendal
Ub. Ka. Subid. Penelitian dan Pengembangan



Sokeri, SH.MH
Pembina
NIP. 19720606 199203 1 007

Tembusan : Disampaikan kepada Yth :

1. Bupati Kendal (sebagai laporan);
2. Yang bersangkutan;
3. Pertinggal.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KENDAL

MADRASAH ALIYAH NEGERI

Jalan. Raya Barat Kotak Pos 18 Telp. 0294-381266 / Fax. 0294-382070

email: mankendal@gmail.com Komplek Islamic Centre

KENDAL 51314

SURAT KETERANGAN PENELITIAN

Nomor : 0753/Ma.11.48/PP.00.10/05/2016

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Negeri Kendal, Provinsi Jawa Tengah menerangkan bahwa :

Nama : **FARDA NAILA SALSABILA**
NIM : 123411039
Prodi Pendidikan Bahasa Inggris
Fakultas : FITK
UIN Walisongo Semarang
Alamat : Jl. Pisang Mas Rt 05 Rw 01 Dk. Ngepung Ds. Subah Kec. Subah
Kab. Batang

yang bersangkutan telah mengadakan penelitian di Madrasah Aliyah Negeri Kendal Kabupaten Kendal pada tanggal 4 s.d 18 Mei 2016 , sehubungan dengan penulisan Skripsi dengan judul:

**“COPING WITH STUDENTS’ RETICENCE IN SPEAKING ACTIVITY USING
TALKING CHIP TECHNIQUE (A Classroom Action Research at the Eleventh Grade of
Social Program of MAN Kendal in the academic year of 2015/2016).”**

Demikian surat keterangan penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kendal, 28 Mei 2016
a.n. Kepala
Kaur. Tata Usaha

Sofiono Dwiarso, SH.
NIP. 19700513991031004





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
LEMBAGA PENELITIAN DAN PENGABDIAN
KEPADA MASYARAKAT (LP2M)
Jl. Walisongo No. 3-5 Semarang 50185 telp/fax. (024) 7615923 email: lppm.walisongo@yahoo.com

PIAGAM

Nomor : In.06.0/L.1/PP.06/1113/2015

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa:

Nama : **FARDA NAILA SALSABILA**
NIM : **123411039**
Fakultas : **ILMU TARBIYAH DAN KEGURUAN**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-65 Tahun 2015 di Kabupaten Blora, dengan nilai :

..... **84** (..... **4,0 / A**)

Semarang, 7 Desember 2015

Ketua,

Dr. H. Sholihan, M. Ag.
NIP. 19600604 199403 1 004





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
PUSAT PENGEMBANGAN BAHASA

Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
email : ppb@walisongo.ac.id

شهادة

Un.10.0/P3/PP.00.9/1079/2016

يشهد مركز تنمية اللغة جامعة والي سونجو الإسلامية الحكومية بأن

FARDA NAILA SALSABILA : الطالب/الطالبة

Batang, 29 Juli 1993: تاريخ و محل الميلاد

20160143381 : رقم القيد

قد نجحت في اختبار معيار الكفاءة في اللغة العربية (IMKA) بتاريخ ١٠ مارس ٢٠١٦

بتقدير: مقبول (٣٢٠)

وحررت له الشهادة بناء على طلبه.

سمارانج، ٨ أبريل ٢٠١٦

مدير،

الدكتور محمد سيف الله الحاج

رقم التوظيف : ١٩٧٠٠٣٢١١٩٩٦٠٣١٠٠٣

تمتاز : ٤٥٠ - ٥٠٠

جيد جدا : ٤٠٠ - ٤٤٩

جيد : ٣٥٠ - ٣٩٩

مقبول : ٣٠٠ - ٣٤٩

راسب : ٢٩٩ وأدناها

رقم الشهادة : 22016381





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
PUSAT PENGEMBANGAN BAHASA
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
email : ppb@walisongo.ac.id

Certificate

Nomor : Un.10.0/P3/P.00.9/1294/2016

Certificate Number : 12016607

This is to certify that

FARDA NAILA SALSABILA

Student Register Number: 20160142607

the TOEFL Preparation Test

conducted by

*the Language Development Center of State Islamic University (UIN) "Walisongo"
Semarang*

On April 13th, 2016

and achieved the following result:

<i>Listening Comprehension</i>	<i>Structure and Written Expression</i>	<i>Vocabulary and Reading</i>	<i>Score</i>
54	54	52	533



*Given in Semarang,
April 25th, 2016*

Director,

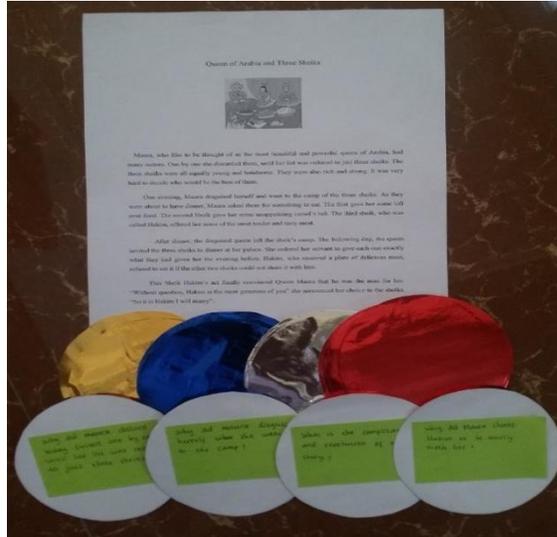
Muhammad Saifullah, M.Ag.
NIP. 19700321 199603 1 003



Teacher taught students in Pre-Cycle



Researcher explained the procedure of Talking Chip Technique to the students



Talking Chip and The Example of Narrative Text



Students read narrative text in group



Students did a discussion using Talking Chip technique



CURRICULUM VITAE

Name : Farda Naila Salsabila
Student Number : 123411039
Place and Date of Birth : Batang, 29th of July 1993
Address : Jl. Pisang Mas Rt.05 Rw01 Dk. Ngepung
Ds. Subah Kec. SubahKab, Batang
Phone : 085642035404
Email : fanila.pas3ul@gmail.com

Formal Education

1. TK Al-Ikhlas Subahgraduated in 1999.
2. MII Subahgraduated in 2005.
3. MTsNSubahgraduated in 2008.
4. SMA N 1 Batang graduated in 2011.
5. Education and Teacher Training Faculty of Islamic State University Walisongo Graduated in 2016