

**THE EFFECT OF USING FAN-N-PICK STRATEGY  
ON EFL STUDENTS' SPEAKING ABILITY**

*( A Quasi-Experimental Research at 8<sup>th</sup> grade students of  
SMPN 18 Kota Bengkulu in the academic year 2022/2023 )*

**THESIS**

**Submitted as a Partial Requirements for the Degree of  
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Program Tarbiyah and Tadris Faculty UIN Fatmawati  
Sukarno of Bengkulu.**



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**DEDICATION**

The researcher would like to dedicated this thesis to:

- Allah SWT. As the only one God, the researcher would like to say Alhamdulillahirobbil'alamin, there is no word which can't describe how I am for every mercy, healthy, and happines on my away to finish this thesis.
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The researcher realizes that this thesis is still far from being perfect. The researcher hops that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, 2022  
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## ABSTRACT

**Sartika Obian Ramadhan. (2022). The Effect of using Fan-N-Pick strategy on EFL students' speaking ability (A Quasi-Experimental Research at 8<sup>th</sup> Grade Students of SMPN 18 Kota Bengkulu in Academic Year 2021/2022). English Study Program, Tarbiyah and Tadris Faculty, Fatmawati Sukarno State Islamic University of Bengkulu.**

**Advisor 1: Risnawati, M.Pd**

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The purpose of this study was to find out the significant of Strategy Fan-N-Pick which was focused on speaking descriptive text. The research design in this research was quantitative experimental research. The instrument to collect the data was test by oral test. The strategy taken sample used is purposive sampling to determine the control and the experimental group. In addition, there were pre-test, treatment or teaching and post - test in both of the groups. It was conducted at the eight grade students of SMPN 18 Kota Bengkulu. The results showed that the average value of the pre-test in the control class was 54.79, while the experimental class was 56,17. Then the average value of the post-test control class 60,58 while the experimental class is 72,67. Based on the results of hypothesis testing shows that the value of Sig. (2 tailed) obtained is 0.02 ( $0,02 > 0,05$ ). This is indicated that  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is a significant effect on the Fan-N-Pick strategy in improving students' speaking descriptive text.

**Keywords :** Strategy Fan- N-Pick, speaking ability.

### **ABSTRAK**

Sartika Obian Ramadhan. (2022). Pengaruh penggunaan strategi Fan-N-Pick terhadap kemampuan berbicara bahasa Inggris siswa (A Quasi-Experimental Research pada Siswa Kelas 8 SMPN 18 Kota Bengkulu Tahun Ajaran 2021/2022). Program Studi Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Universitas Islam Negeri Fatmawati Sukarno Bengkulu.

Pembimbing 1: Risnawati,M.Pd

Pembimbing 2: Anita, M.Hum

Tujuan dari penelitian ini adalah untuk mengetahui signifikansi Strategy Fan-N-Pick yang difokuskan pada teks deskriptif berbicara. Desain penelitian dalam penelitian ini adalah penelitian eksperimen kuantitatif. Instrumen untuk mengumpulkan data adalah tes dengan tes lisan. Strategi pengambilan sampel yang digunakan adalah purposive sampling untuk menentukan kelompok kontrol dan eksperimen. Selain itu, ada pre-test, treatment atau teaching dan post-test pada kedua kelompok. Hal ini dilakukan pada siswa kelas VIII SMPN 18 Kota Bengkulu. Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test pada kelas kontrol adalah 54,79, sedangkan pada kelas eksperimen adalah 56,17. Kemudian nilai rata-rata post-test kelas kontrol 60,58 sedangkan kelas eksperimen adalah 72,67. Berdasarkan hasil pengujian hipotesis menunjukkan bahwa nilai Sig. (2 ekor) diperoleh 0,02 ( $0,02 > 0,05$ ). Hal ini menunjukkan bahwa  $H_0$  ditolak dan  $H_a$  diterima. Dapat disimpulkan bahwa ada pengaruh yang signifikan pada strategi Fan-N-Pick dalam meningkatkan teks deskriptif berbicara siswa.

Kata kunci : Strategi Fan-N-Pick, kemampuan berbicara.



## TABLE OF CONTENTS

<b>COVER.....</b>	<b>i</b>
<b>ADVISOR SHEET .....</b>	<b>ii</b>
<b>RATIFICATION .....</b>	<b>iii</b>
<b>MOTTO.....</b>	<b>iv</b>
<b>DEDICATIONS .....</b>	<b>v</b>
<b>PRONOUNCEMENT .....</b>	<b>vii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>viii</b>
<b>ABSTRACT .....</b>	<b>x</b>
<b>ABSTRAK.....</b>	<b>xi</b>
<b>TABLE OF CONTENTS .....</b>	<b>xii</b>
<b>LIST OF TABLES.....</b>	<b>xiv</b>
<b>LIST OF FIGURES.....</b>	<b>xv</b>
<b>LIST OF APPENDICES .....</b>	<b>xvi</b>
<b>CHAPTER 1: INTRODUCTION .....</b>	<b>1</b>
A. Background of the Study1 .....	1
B. Identification of the Problem.....	9
C. Limitation of the Problem.....	9

D. Research Question.....	10
E. Research Objective.....	10
F. Significant of the Study.....	11
G. Definition of Key Terms .....	11

## **CHAPTER II: LITERATURE REVIEW**

A. The Concept of Speaking Ability.....	13
B. Teaching Strategies for speaking .....	32
C. Concept of Fan-N-Pick Strategy .....	37
D. Conceptual Framework .....	42
E. Some Related Previous Studies.....	42
F. Research Hypothesis .....	46

## **CHAPTER III: RESEARCH METHOD31**

A. Research Design.....	47
B. Subject and object of the Research .....	49
C. Population and Sample.....	50
D. Research Instrument .....	53
E. Data Collecting Technique.....	58
F. Research Procedure.....	60
G. Technique of Data Analysis .....	63

## **CHAPTER IV: RESULT AND DISCUSSION .....66**

A. Result.....	66
1. The Result of Speaking Ability Test .....	66

2. Normality of the test .....	74
3. Homogeneity of the test.....	88
4. The statistically analysis result .....	90
B. Discussions .....	100
<b>CHAPTER V: CONCLUSIONS AND SUGGESTION..</b>	<b>104</b>
A. Conclusion.....	104
B. Suggestion.....	106
<b>REFERENCES .....</b>	<b>108</b>

## LIST OF TABLE

Table 1	Research Design.....	49
Table 2	Population of the research.....	50
Table 3	Sample of the research .....	53
Table 4	Speaking Test .....	55
Table 5	Distribution of score in Experimental Class .....	69
Table 6	Discription of score in Control class .....	72
Table 7	Test of Normality of Experimental class and control Pre-test score.....	76
Table 8	Test of Normality Pre-test Experimental class ..	77
Table 9	Test of Normality of Experimental class and Control class Post-test Score .....	80
Table 10	Test of Normality Pre-test control class.....	81
Table 11	Test of Normality Post-test Experimental class.	84
Table 12	Test of Normality Post-test control class .....	86



Table 13 Test of Homogeneity of Variance .....	89
Table 14 Paired Sample Statistics .....	91
Table 15 Paired Sample T-test of Experimental class .....	92
Table 17 Paired Sample of T-test of control class .....	95
Table 18 Independent t-test of Experimental class and Control class .....	97

## LIST OF FIGURES

Figure 1 Description of pre-test and post-test score	
in experimental class .....	67
Figure 2 Description of pre-test and post-test score	
Control class .....	71
Figure 3 Histogram of the normality test of pre-test	
Experimental class .....	79
Figure 4 Histogram of the normality test of post-test	
Control class .....	83
Figure 5 Histogram of the normality test of	
post-test Experimental class .....	85
Figure 6 Hostogram of the normality test of post-test	
Control class .....	87



# **CHAPTER I**

## **INTRODUCTION 1**

### **A. Background of the Study**

Language learning is a method of human communication, both spoken and written. People will get misunderstandings about other people, and in the end, communication will not go well if interaction occurs without language. According to (Purba et al., 2021, p. 8), language is a medium through which a person can express their ideas, thoughts, feelings, and messages. As an inseparable aspect, it supports humans' ability to interact with other caches so that life can run well. Basically, language is a tool to communicate what someone wants to say. English is one of the languages used internationally by the world population.



English is one of the languages used internationally by the world population. English consists of four skills to be taught. They are listening, speaking, reading, and writing. Recently, speaking has played an increasingly important role in second foreign language settings as a means of communication in daily life.

Speaking is an activity that produces words or sentences orally. Through speaking, people can communicate fluently. Speaking is a productive skill separate from listening skills. It is an activity to produce words or sentences orally. From those skills, people can convey their ideas, thoughts, and opinions about the world. Through speaking, people have an easy way to communicate with other people directly or indirectly. From the explanation, it is clear that the purpose of speaking is the best direct way to convey ideas such as asking questions or giving explanations.

Speaking ability is critical for people's interactions in English, which is spoken practically everywhere and every day. As a result, people use English as a medium of communication, making it simpler to interact and speak with people from different countries. When people pronounce a word, they can tell what kind of scenario it is in.

Furthermore, training someone to talk entails giving them instructions on how to communicate and preparing them to deliver vocal communications. Teaching pupils to communicate becomes the most difficult challenge in developing their interactive skills. Because teaching speaking entails actually speaking or using the target language, it's a good idea to start with the basics. However, teaching speaking is more difficult than it appears.

Teaching speaking, according to (Kayi, 2006, p. 15), entails teaching our students how to produce sounds and sound patterns in English, as well as how to use word and sentence stress, intonation patterns, and second language rhythms; selecting the appropriate words and sentences for the audience, situation, and subject matter; organizing their thoughts in a meaningful and logical order; and using language to express values and judgments. Aspects of knowledge, aspects of skills, aspects of attitudes, and aspects of behavior are all assessed in the 2013 curriculum.

In the 2013 curriculum, especially in learning materials, there are streamlined materials and additional materials. The ability to speak is one of the skills that must be possessed by students in junior high school, as stated in the Regulation of the Minister of Education and Culture Number 21 of 2016 concerning K13 English Lessons for Junior High Schools/Madrasah Tsanawiyah,

the scope of which is, "Displaying the skills of reasoning, processing, and presenting creatively, productively, critically, independently, collaboratively, and communicatively, meaning that students must be able to understand and apply speaking skills."

There are many problems that occur in teaching speaking. First, students who feel bored with the process of teaching speaking make it difficult for them to pronounce words and remember them during speaking class. Second, the teacher still uses the monotone technique to make the class unattractive and ineffective. Third, students rarely practice English to communicate in the classroom or outside the classroom. This makes students feel very awkward speaking English in their daily activities. Fourth, new students remember the speech script when they have to speak in front of the class. In books, they use similar words and sentences. This shows that they do not understand the content and that they do



not speak spontaneously in their own words. In addition, such as curriculum, teaching methodology, and student motivation are also some of the factors that cause difficulty in speaking skills.

Based on observations and interviews with English teachers at SMPN 18 Kota Bengkulu which means that researchers get preliminary data, namely data collected by teachers, it is found that there are several problems in the teaching and learning process in English teaching classes, especially in teaching speaking, such as the low mastery of students' speaking, it is proven from their difficulties when speaking in front of the class, they are mostly silent when told to speak in front of the class usually cannot finish what the teacher tells them to do, the second is that student's motivation to learn English is still low, this is evident when starting English lessons students are not enthusiastic even they not paying attention to the teacher in front of the class, the third is the learning process is felt

monotonous by students because of the lack of use of media or learning models that attract students' interest during learning, they feel bored because the learning process only uses material in books. According to the English teacher, students have the low speaking ability. This can be seen from the value of their achievements. Most students get grades or grades below the minimum passing standard (KKM) of 65.

This problem was faced by eighth-grade students of SMPN 18, Kota Bengkulu. There are many ways to improve students' speaking skills through the application of several strategies, such as discussion, role-playing, solving, reporting, playing cards, picture narrative, and picture drawing. Find the Difference, Gallery Walk, Fan-N-Pick, etc. And in this study, researchers are interested in trying one of the strategies Fan-N-Pick on students' speaking ability.

Based According to Kagan (2009:3), Fan-N-Pick is a new strategy in cooperative learning, and this is one of the strategies that helps all students in the learning process. Fan-N-Pick strategy is team building, mastery, thinking, and communication in speaking. Students play a card game to respond to questions. Student 1 holds the question card on the fan and says, "Choose a card, any card!" Student 2 takes a red card, reads the questions aloud, and allows five seconds of thinking time. Student 3 answers the questions. Student 4 restated the answer. For correct or incorrect answers, students check 4 and then either praise or coach. For higher-order thinking questions that have no right or wrong answers, student 4 checks for truth, but praise and paraphrasing go into the answers. Students rotate roles clockwise for a new chapter. Another student then reads it to the next student and finally answers the question.

Based on the background above, through this study, the writer is interested in investigating the effect of using the Fan-N-Pick strategy on EFL students' speaking ability at SMPN 18, Kota Bengkulu. The writer also wants to find out whether there is a significant difference in students' speaking abilities between those who are taught using the Fan-N-Pick strategy and those who are not.

## **B. Identification of the Problems**

The problems of this research were identified as follows :

- (1) The students' speaking mastery was still low.
- (2) Students' motivation in studying English was still low
- (3) The learning process is felt monotonous by students due to a lack of use of interesting media or learning models on student interest during learning.

### **C. Limitation of the Problem**

This research problem will be limited:

First, this research is focused on investigating the problem of speaking ability. The information obtained that the students' speaking ability about descriptive text has not shown significant progress and second, this research will study descriptive text to class VIII students of SMPN 18 Kota Bengkulu using the Fan-N-Pick Strategy.

### **D. Research Question**

The problems of this research is formulation in the follow question: (1) was there a significant difference in speaking ability between the students who are taught using the Fan-N-Pick strategy and that of those who are not?

### **E. Research Objective**

- (1) To find out is there a significant difference in speaking ability between students who are taught using the Fan-N-Pick Strategy and those who are not.

### **F. Significance of the Research**

- (1) For English teachers at SMPN 18 Kota Bengkulu, the Fan-N-Pick strategy learning model can create a picture of the teacher in teaching so that teachers can apply the model or other things to improve students' speaking ability.
- (2) For other researchers, this research can be their reference if they later research the same or related topics.

### **G. Definition of Key Terms**

An explanation of the key terms was given in order to make it easier to understand the research:

1. Speaking ability in asking and giving opinions. The opinion includes the words of opinion and argument/reasons. An opinion dialogue is a dialog that consists of two or more people who have different opinions. It can use expressions such as "in my opinion," "in my view," "I think," etc. An argument dialogue is a dialog that states the arguments or reasons.
2. Fan-N-Pick Strategy is a new strategy in cooperative learning, and this is one of the strategy that helps engage all students in the learning process. The teacher can make all the students work together in a small group and share with their friends, but each student has the responsibility to play a role, such as some students who are fanning the cards give them to another student, then the students read it to the next students, and then the next students answer the questions.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The concept of Speaking Ability**

##### **1. Definition of Speaking**

Speaking is a crucial English skill for students to master. Students learn English first and foremost through honing their speaking skills, as well as honing their target language skills. It is the primary means by which children (in this case, English pupils) gain language abilities. (Gamotin, 2021, p. 38).

Speaking skills are not only needed by students, but also by teachers and other kinds of professions. It is also one of the ways to success for most professions. The better we speak and deliver the message by using our oral communication skills, the more success we get



in making relationships or interactions with others, and as a consequence, the listener understands what we are talking about. For example, teachers need to speak well with students so that the students can achieve or understand the lesson better, doctors have to speak and communicate well with their patients so that the patients understand the instruction they give, and leaders have to speak and communicate well with their employees in order to avoid misunderstandings within an institution, and so on.

Therefore, it can be concluded that speaking skills are one of the skills in English that are important to learn so that students can convey messages (thoughts, ideas, feelings, etc.) in order to establish good communication and interaction with others.

## **2. Types of speaking**

(Ghufron, 2018) identifies six categories that apply to the kinds of oral production that students are expected to carry out in the classroom. They are:

### **a) Imitative**

Imitative speaking is a kind of practicing an intonation or trying to pinpoint a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. This activity is usually performed in form of drilling.

### **b) Intensive**

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed for practicing some grammatical

aspect of language. It can be in the form of self-initiated or pair work activity.

c) Responsive

Responsive speaking is meant being able to give replies to the questions or comments in a meaningful in authentic one.

d) Transactional

In this case, transactional is merely done in the dialogue. It is aimed at conveying or exchanging specific information, an extended form of responsive language.

e) Interpersonal

Like in transactional, interpersonal speaking here is also carried out in a dialogue. It is more for the purpose of maintaining social relationships than for the transmission of facts and

information. These conversations are a little trickier for learners because they can involve some factors such as slang, ellipsis, sarcasm, casual register, etc. This often makes the learners find it difficult to understand the language, or even misunderstand it.

#### f) Extensive

Extensive speaking here is mostly in the form of a monologue, in the practice, the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches. Each category above can be implemented based on the students' level and students' ability. Here are the summary purpose of each element: imitative for focusing on some particular element of language form, intensive to practice some phonological or grammatical aspect

of language, responsive can stimulate students" in speaking, transactional to invite students to engage in a conversation, interpersonal to learn how such features as the relationship in the conversation, and extensive is to practice in the form of oral reports, summaries, or perhaps in short speeches.

### **3. The Elements of Speaking**

The elements of speaking are a complex skill requiring the simultaneous use of a number of different abilities, which often develop at different rates. Either four or five components are generally recognized in analyzing the speech process (Putri, 2016, p. 19).

- a) Pronunciation (including the segmental features- vowels and consonants and the stress and intonation patterns).

As stated by (Husnu, 2017, p. 21) if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak unconnected speech.

The speaker must be able to articulate the words and create the physical sounds that carry meaning. At the level of word pronunciation, Portuguese language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

#### b) Grammar

It is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sound patterns, the

basic units of meaning such as words, and the rules for combining them to form new sentences.

Therefore, grammar is very important in speaking because if the speaker does not master grammar structure, he cannot speak English well.

c) Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

d) Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, according to Gower et al, fluency can be thought of as 'the ability to keep

going when speaking spontaneously'. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

#### e) Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people get the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

### **4. Teaching Speaking Ability**

According to (Muhlasin et al., 2019, p. 8), learners should know "language features" and the



ability to process them in communication. If the speaker dominates these language features, will help learners to acquire successful communication goals. Speaking does not cover just knowing the linguistic feature; the linguistic feature of message-expanding oral communication requires more than memorized vocabulary and grammatical comprehension.

One of the obstacles to learning to speak is a contradiction between class materials and courses so most teachers do not facilitate situations for real practice in speaking. Besides, the teacher should take into account learners' interests and needs. Learners should take part in oral activities to exchange spontaneously their thought in the second language speaking. Mackey defines speaking as the oral expression that involves not only the use of right patterns of rhythm and intonation but also that of right words in order to convey the right meaning." Speak is

talking to somebody about something, using your voice to say something; being able to use a language; making a speech to an audience; say or stating something.

From the definitions above, it can be concluded that speaking is the most important skill of language which is about expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, persuade, and entertain.

Brown states that there are some aspects of speaking such as pronunciation, vocabulary, fluency, accent, and grammar, that should be mastered in order to be able to speak well, as a complex activity, speaking has three main aspects as follows:

a. Accuracy

As Marry Spratt and their friend stated, accuracy in speaking is the use of correct forms of

grammar, vocabulary, and pronunciation. Those three parts involve together in making the accurate utterance.

Pronunciation is a basic quality of language learning, especially in speaking ability. It concerns the way we say, articulate, assimilate, intonate, and stress words. Having poor pronunciation skills can obscure communication and prevent us from making meaningful utterances. Harmer states that pronunciation teaching is not only making the students differentiate sounds and sound features but also improving their speaking ability immeasurably such as concentrating on sounds and ware of 12 using stress when producing sound.

Vocabulary is a foundation of a language. To create meaningful utterances or sentences, it

needs to use appropriate vocabulary to express something. In other words, the requirement for students who want to have a good speaking ability in mastering vocabulary. In addition, Harmer says that if the students have more vocabulary or at least 1000 words, they can communicate fluently. They do not take a long time in expressing what they are going to say because they know the words that describe their ideas.

Grammar is very important in speaking accuracy. Grammar usually can be thought of as a set of rules specifying the correct pattern of words at the sentence level." If our conversation is full of grammatical mistakes, your ideas will not get across so easily. Studying grammar rules will certainly help students speak more accurately. Those three parts are very important elements to

accomplish accuracy in the effort of being able to speak well.

b. Fluency

Fluency is speaking at a normal speed without hesitation, repetition, and with smooth use of connected speech. It deals with how comfortable students are when they speak, how easily the words come out, and whether there are great pauses and gaps in the student's speaking." It is a parameter of students' speaking ability goal. It deals with the quality of the way they speak fluently.

c. Accent

The language accent of one speaker and another is different. This is because every person has their own way of saying words depending on the cultures the speakers have. Roach states that

there is no speaker who can be taken to represent a particular accent or dialect in this world.

## **5. The Characteristics of Good Speaking Ability**

According to (Husnu, 2017, p. 26), there are three characteristics of good speaking ability, such as:

### **a. Language processing**

A good speaker is able to process a language in their head and improve on real facts, for example, creating good communication in their area.

### **b. Interacting with order**

It means that a good speaker has the ability to comprehend what she has heard and understood how the other speaker has felt.

### **c. On-the-spot (information processing)**

A good speaker has to be a good communicator. She or he has the ability to get information from other people.

Besides, explains some characteristics of successful speaking activities, such as learners talking a lot, participants being even more engaged, the motivation being high, and language being at an acceptable level. Each characteristic is explained as follows:

a. Learners talk a lot

As much as possible the period of time allocated to the

activity is in fact occupied by learners' talk.

This may be obvious, but often most of the time is taken up with teachers' talk or pauses.

b. Participant is even

Classroom discussion is not dominated by a minority of active talkers. It means that all students get a chance to speak, and their contributions are fairly evenly distributed.

c. Motivation is high

Students are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieving a task objectively.

d. Language is of an acceptable level

Students have the ability to communicate themselves in meaningful, easy-to-understand utterances that are also acceptable in terms of grammatical precision.

## **6. The Roles of Teachers in Teaching Speaking**

The goal of teaching and learning English in Indonesia is to develop communicative skills that



include the skill of listening, speaking, reading, and writing proportionately. Therefore, the teacher should provide the students with speaking tasks and give them opportunities to use the target language to communicate with others.

According to (Kayi, 2006, p. 1) there are three basic reasons why it is a good idea to give students a speaking task to provoking to use all and any language in their comments. Those are:

1. Rehearsal

Getting students to have free discussions, gives them a chance to rehearse having discussions outside the classroom. The teacher asks students to rehearse outside the classroom in order to know how their speaking ability can improve. From those, students can improve their speaking ability in class.

## 2. Feedback

Speaking tasks where students are trying to use all and any language that they know to provide feedback for both teacher and students. The teacher can see how well their class is doing and what language problems they have. Students can also see how easily they find a particular kind of speaking and what they need to do to improve. Student activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance, a can encourage them to further their studies.

## 3. Engagement

Good speaking activities can be highly motivating. If all students are participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback, they get tremendous satisfaction from it. Many speaking

tasks (role-play, discussion, problem solving etc) are intrinsically enjoyable in themselves. In this thesis, the researcher explained about the expression of asking for and giving opinions that it is one of materials English at the eighth grade.

## **B. Teaching strategies for speaking**

Using discussion through the Fan-N-Pick strategy is one way to improve students' speaking skills. A "dialogue" is a brief exchange of ideas between at least two people or four people. It is expected that students will participate in oral dialogue through the Fan-N-Pick strategy. In the manipulative phase of language learning, dialogue can be offered as a language model. Techniques in teaching speaking are very important because researchers can determine whether these techniques are useful or not based on the methodology used.

According to (Utama, I M. Permadi. Marhaeni, A.A.I.N. Putra, 2013, p. 167) , it is very important for teachers to use as many methods as possible to enable students to practice English in class. The success of this teaching strategy is largely related to the ability of learners to choose what they want to learn.

The strategy in teaching speaking is important because, with the strategy that was be used, the researcher can conclude whether the technique is effective or not. Chrisman proposed that it is very important for teachers to adopt as many ways as possible to let students practice English in the classroom. The success of this teaching strategy is mainly due to the fact that students can choose what they want to read, hear, watch, and talk about in class. Here are ways to do the practice.

a. Free Talk

Teachers try to choose topics that have something to do with students' interests and experiences and choose those subjects that students understand that there is no "right" answer and that the lecturer is not judging their ideas, such as holidays, nature, ads, the environment, and pollution.

b. Retelling

The teacher may ask the students to retell a story. The students have to read, listen to, and watch.

c. Short Play

Students enjoy short plays because they understand that the atmosphere is cooperative-students help each other understand the main points of the reading. If possible, the teacher can ask the students to make a short play about the text they have learned.

d. Speech Contest

The teacher can choose a topic to have a speech contest in class. The teacher can let the students be

judged to give marks to the speakers.

e. Speaking and Acting

One person explains an act, and the others should act as soon as possible, such as touching their nose, running, and asking their name.

f. Acting and Speaking

The teacher can let the students act in a certain profession, for instance, a doctor examining a patient. The other student talks about the act.

g. Speaking and Playing

The teacher can let one student give some description and ask other students to draw what the

student says, such as the location of a place or the plan of a school.

#### h. Watching and Speaking

The teacher can let the students watch parts of cartoon films or some TV shows without any sound or voice, and ask some of them to guess the meaning and talk about it. The teacher can also let one or two students watch and talk about only pictures of films or TV shows without any sound. The other students imagine the scene by listening to the students' talking with their backs facing the TV set and then letting them watch the program to compare.

#### i. Acting as an Interpreter

The teacher may let one student act as an interpreter and one as a foreigner and some as local citizens. They communicate through interpretation, like shopping and sightseeing.

j. Problem Solving

The teacher gives the students some topics with some keywords and asks them to solve a certain problem. For example, if you have these tools: a compass, a knife, and a tin, how can you survive in the forest for a week?

k. Games

Students love games. The teacher can choose games to have students practice. From the explanation above, it can be seen that the lecturers need to provide a classroom atmosphere that would encourage students to talk no matter how broken and incomprehensible the spoken language is. Above activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.



## **C. Concept of Fan-N-Pick Strategy**

### **1. Definition of Fan-N-Pick Strategy**

According to Kagan (2009:3), Fan-N-Pick is a new cooperative learning strategy and is one of the strategies that helps all students participate in the learning process. The teacher can make all of the children work together in a small group and share with their peers in Fan-N-Pick, but each student must take on a role. Some students who are fanning the cards, for example, hand them to another student, who then reads them to the next student, who then answers the questions.

In the Fan-N-Pick strategy, students work in groups. Each group consists of four individuals. The first student passes the question card to the second, who picks it up, selects the question, and reads it

aloud. The third student then responds to the question, which is subsequently repeated by the fourth student.

Furthermore, Fan-N-Pick is a highly structured but fun team process for responding to questions. Each team receives its own set of question or problem cards. For teambuilding, Fan-N-Pick is usually done with open-ended thinking and discussion of questions. But, Fan-N-Pick is also great for content mastery and review.

## **2. Fan -N-Pick Variations**

According to Kagan (1998: 36), the variations of the Fan-N-Pick strategy are:

### **a. Fan-N-Spin**

The team plays Fan-N-Pick with a random student selector spinner. For each new question, the team spins a spinner. Selected students fan the

cards. The student to his or her left takes a card, and so on. Randomness adds a few new things.

b. Pair Fan-N-Pick

Fan-N-Pick is a game that can be played in couples. The student spreads out the question cards. Student 2 selects a question card and reads it. Student responds, student 2 tutors, and compliments for each new question, students trade roles.

### **3. The Advantages of Fan-N-Pick Strategy**

The advantages of the Fan-N-Pick strategy are:

1. Teambuilding results when students work together in a team with their friends.
2. Vocabulary mastery means they know a lot of vocabulary by doing activities in Fan-N-Pick strategy such as discussion and so on.

3. "Team thinking" means the students are able to share their own ideas in their group.
4. Communication is available when they talk to each other for discussion.

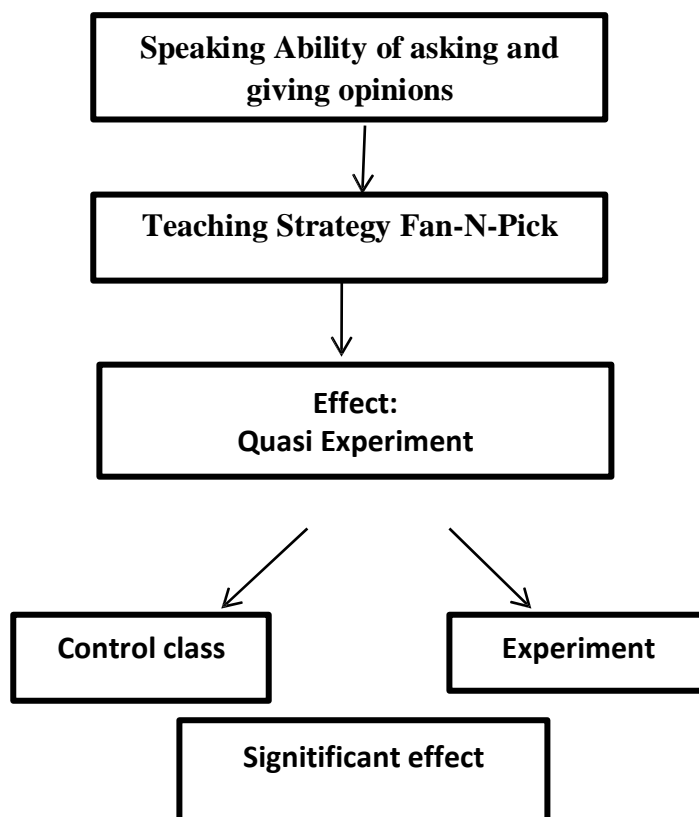
#### **4. Teaching Procedure of Fan-N-Pick Strategy**

As mentioned by (Erlita et al., 2019, p. 726), those are following procedure off Fan-N-Pick (Students play a card game to respond to a question):

- a) Student 1 holds the question card in a fan and says, ‘pick a card, any Card!’
- b) Student 2 picks a card, reads the question out loud, and allows five seconds of think time.
- c) Student 3 answers the question.
- d) Student 4 restates the answer.
  - a) for right or wrong answers, student 4 checks and then either praises or coaches.

- b) for higher-level thinking questions that have no right or wrong answer, student 4 does not check for correctness, but praises and paraphrases the thinking that went into the answer.
- e) Students rotate roles one clockwise for each new round.

### C. Conceptual Framework



### **E. Some Related Previous Studies**

The first research has been conducted by Al-akedi (2020) the research aims to know the effectiveness of the (FAN-N-PICK strategy in the achievement of sixth grade pupils in the advanced science subject, and the research sample of (50) students from Al-Samaha Primary School for Boys in the first term of the academic year 2019/2020. The research was arranged to find out the extent of the success of this strategy in improving the achievement of sixth grade pupils of primary school, section A and B. The results showed that there is a statistically significant difference at the level of significance (0.05). There is a difference in the average scores of the experimental group, which is studied according to the fan- like cards strategy, which is higher than the average score of the control group in the post application of the achievement

test. The results of the percentage of success in science subject were 85% for the academic year 2019/2020. Based on the above mentioned, the researcher recommends the necessity of using the ( FAN -N - PICK( strategy in teaching, and it has effectively contributed to improving students 'achievement.

The second research has been conducted by (2021) Research aims to know the effect of the Fan-N-Pick strategy in the convergent productive thinking for female students of chemistry in the second intermediate class, Zahrat Al-Madaen secondary school for girls was chosen at random, then two classes of the second intermediate class were randomly, as the research sample reached (60) female students, the research tool were built the test of convergent productive thinking, which consisted of (30) substantive paragraphs, the tools were applied to the two research groups and statistically processed their results, which indicate the students of the experimental group

outperformed the students of the control group in the test of convergent productive thinking. In view of these results, the researcher recommended employing the Fan-N-Pick strategy in teaching chemistry subject, and suggested a number of proposals.

The third is from a previous study by Lusiana (2017) this study aims at determining the improvement of motivation and learning outcomes of fourth grade students of SDN Tawun I Ngawi through the application of Two Stay Two Stray (TSTS) and Fan-N-Pick learning models. This study is a classroom action research (CAR) consisting of two cycles. Each cycle consists of five stages, including: issue identification, data collection, action planning, plan activation, and outcome assessment. The subjects of this study were 20 students, namely students of class IV academic year 2015/2016. The results of this study indicate that the application of Two Stay Two Stray (TSTS) and Fan-N-Pick learning models can



improve students' motivation and learning outcomes on basic competence 2.1. that is recognizing economic activities related to natural resources and other potentials in the region. In pre cycle stage, student motivation increased from 45% to 65% in cycle I and increased again in cycle II reaching for 80%. Meanwhile, student learning outcomes also experienced an increase from the pre-cycle stage that was from 55% to 65% in cycle II and reached for 75% in cycle II. Based on these results, it can be concluded that the low motivation and student learning outcomes can be overcome by applying the Two Stay Two Stray (TSTS) and Fan-N-Pick learning models that is the model that invites the students to be active through the group.

#### **F. Research Hypothesis**

Based on the formulation of the problem, the researcher determined this study with the testing hypothesis as follows:

Ha: there is a significant effect of the Fan-N-Pick strategy on EFL students' speaking ability.

Ho: there is no significant effect of the Fan-N-Pick strategy on EFL students' speaking ability.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

It is a form of experimental study. Because the researcher is attempting to determine the impact of one variable on other variables, this study was carried out utilizing a quasi-experimental research design. To examine the research question, this form of experimental study typically employs a comparison or control group (Millah, 2019, pp. 27–35).

Then, quasi-experimental research consists of three main characteristics, namely: (1) the independent variable is manipulated, (2) controlling or controlling all other variables except the independent variable, and (3) observing or measuring the dependent variable, as the effect of the independent variable.

Based on the assumptions above, in this study, there are independent variables and dependent variables.

The independent variable is the fan-n-pick strategy, which is a teaching strategy to improve students' speaking ability, and the dependent variable is students' speaking ability. The dependent variable is influenced by the independent variable. This research shows that using fan-n-pick improves students' speaking ability.

An Experimental group is a group that will be taught by the fan-n-pick strategy in the teaching and learning process, while the control group was taught by using conventional or classical methods. The design of the experimental as follows:

**Table 3.1**  
**The Design of Experimental Method**

	Group	Pre-test	Treatment	Post-test
Nonequivalent-Group pre-test-Post-test-design	A	O <sub>1</sub>	X	O <sub>2</sub>
	B	O <sub>3</sub>		O <sub>4</sub>

Where:

- A : The experimental group
- B : The control group
- O<sub>1</sub> : Pre-test for the experimental group
- O<sub>2</sub> : Post-test for the experimental group
- O<sub>3</sub> : Pre-test for control class
- O<sub>4</sub> : Post-test for control class

## **B. Subject and object of the Research**

The subjects in this study were eight-grade students of SMPN 18, Kota Bengkulu. The object of this study is students' speaking ability using the Fan-N-Pick strategy.

## **C. Population and Sample**

### **1. Population**

The population is the total number of students or groups of people who are in a place that will become an object of research with the same ability and then be taken as a sample of a study.

The population of the research was all the eight-year students of SMPN 18, Kota Bengkulu Academic Year 2021–2022. They were in classes VIII, (1), Experimental, and VIII, (2), Control.

**Table 3.2 Population of the research**

No	Class	Male	Female	Number
1	VIII.1	11	13	24
2	VIII.2	9	15	24
3	VIII.3	10	15	25
4	VIII.4	10	17	27
5	VIII.5	12	13	25
	Total	52	73	125

(Source: SMPN 18, Kota Bengkulu 2021/2022)

## **2. Sample**

According to (Groot, 2018, p. 15) sample is partially or vice population that will study. In this researcher, the researcher was use purposive sampling. Purposive sampling is a technique for determining the

sample with particular consideration. In purposive sampling, the two groups of classes must have the same or almost the same capability. In other words, purposive sampling does not simply study whichever available but rather use their judgment of selector sample that they believe, based on prior information, was provide the data they need.

The researcher was employ random sampling to determine the next research sample. According to (Iliyasu & Etikan, 2021, pp. 24–27), random sampling is a type of sampling in which every member of the population has the same chance of being selected as a sample member. The assumption is that everyone in the population has the same traits (homogeneous). The researcher considered the forty-eight students as the sample based on similar criteria of students:

- 1) The average score (6-7) of the previous semester score.

- 2) The age of 16-17 years old.
- 3) Taught by the same teacher.
- 4) Some the gender

The researcher took the data from their teacher of English. After getting the sample, the researcher determined the group randomly by using a lottery. A researcher took two samples of each class to utilize as experimental and control classes. VIII 1, the experimental class, and VIII 2, the control class, were sampled by the researcher.

**Table 3.3**  
**Sample of the study**

No	Group	Class	Total	
			Male	Female
1	Experimental group	VIII.1	11	13
2	Control Group	VIII.2	9	15



Total	20	28
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#### **D. Instrument of the Research**

##### **1. Speaking Test**

The researcher used speaking test as an instrument to collect the data. There were two kinds of instruments in this study, they were: instruments for experimental group and for the control group. To assess the Students speaking ability, the researcher used oral language scoring rubric based on the criteria of grammar and vocabulary, pronunciation and interactive communication.

The research used speaking test as an instrument to collect the data. Instrument is the generic term that researchers use for a measurement device (survey, test, questionnaire, etc.). Research instrument is the process of developing, testing, and using the device. In the test, the researcher used pre-

test and post-test. The test consisted of pronunciation, grammar, fluency, vocabulary, and comprehension in rating scale.

Correcting and marketing the student's performance by using the following rubrics were adapted from Brown (2004).

**Table 3.4 Rating Scale**

<b>Criteria</b>	<b>Score</b>	<b>The component in scoring Test</b>
<b>Pronunciation</b>	5	The students can pronounce the words very well
	4	The students can pronounce the words well
	3	The students can pronounce the words adequate enough
	2	The students can pronounce the words frequently unintelligible
	1	The students can

		pronounce the word poorly.
<b>Grammar</b>	5	The students have very good grammar
	4	The student's error in grammar is quite rate.
	3	The student's grammar is good enough, able to aspect the language with sufficient structure
	2	The student's construction of grammar is quite accurately but does not have thorough or confident control
	1	The student error is frequent but the content is still understood.

<b>Vocabulary</b>	5	The students have board vocabulary
	4	
	3	The students have an adequate vocabulary
	2	The students have good enough vocabulary
	1	The student has a limited vocabulary  The student has a very limited vocabulary
<b>Fluency</b>	5	Speech is following style, mostly easy to understand.
	4	Speech of speech seems to be slightly affected by language problems.
	3	
	2	Speech and fluency is father strongly affected by language limitation.
	1	Usually resistant: often force to silence by language limitation.  Speech is as halting and fragmentary as to make conversation virtually impossible.
<b>Comprehension</b>	5	Ideas are highly

	4	organized, and cover all of the elements of speaking.
	3	Ideas are well organized and cover almost all of the elements of speaking.
	2	Ideas are less organized, and some missing parts of the element of speaking in practicing conversation.
	1	Ideas less organized cover only the main element of the speaking problem in practicing conversation.
		Unorganized ideas, a lot of missing parts of the element

### E. Data Collecting Technique

The research did the pre-test and post-test for the sample. A pre-test was given to both the control and

experimental classes. The data would be collected by giving the test to the student.

### 1. Test

Tests are generally prepared, administered, and scored by the teacher. The test is divided into two stages

that are pre-test and post-test.

#### a. Pre-test

This test can be called the pre-test before the treatment of this research. The pre-test is aimed at knowing the students' mastery of english speaking materials before treatment is carried out. In the testing process, the students had to speak up in front of the descriptive text about somebody. This result of the test became the evaluation before

the use the Fan-N-Pick strategy was be applied in the class.

b. Post-test

Post-test was conducted after the students get different treatments (VIII 1 class was taught by strategy and VIII 2 was taught without any technique). From the score of this test, the research was intended to find out the effect of the Fan-N-Pick strategy on student speaking ability. The result of the scoring was then compared with the pre-test in this case, the researcher knew how far the effect of the Fan-N-Pick strategy was towards students' speaking ability.

c. Documentation

The researcher used a camera to take photos during the teaching-learning process. It was used to document the research processes. From

giving the pre-test, during the treatment class, and giving the post-test.

## **F. Research Procedure**

### **1. The stages for the experimental group**

Research was understanding speaking ability by using Fan-N-Pick strategy. While each meeting takes an allocation of about 2x45 minutes: The type of teaching is done for the six meeting. The steps are follows:

#### **a. Pre - activity**

The teacher was prepares students for subject matter and identifies their prior knowledge.

##### **1. Choosing the topic**

The researcher enters the classroom and gives greetings before the starting. The researcher introduced Fan-N-Pick strategy and applied it to students. Asking the students to



discussion, with the members. The researcher divided the participants into small groups.

**b. While - activities**

The researcher was separate students into smaller study groups because class VIII 1 consist 24 students and the researcher give the direction for the students and then explain about descriptive text in front classroom (by using Fan-N-Pick strategy). Review the important points or give more explanations if necessary.

1. Form one group, and each group minimum 3-4 people.
2. The teacher gave each student a number of individuals in the group, the number starting from number 1 to 4.
3. The teacher told student number one to write the question that's been made by the teacher on the card.

4. Student number two is required to take the card and read the question aloud
5. Student number three are asked to answer the question that have been read and was given 10 minutes.
6. Student number fourth is asked to respond to the answer from student number three.
7. The teacher concluded on lessons learned.

**c. Post-activities**

The teacher gave appreciation and motivation to the students and closing the lesson by praying and saying goodbye.

## **2. The stages for the Control Group**

In the class VIII 2 is control class the consist 24 students, the researcher would not teach the students by using Fan-N-Pick strategy, the researcher taught the students by conventional teaching.

## **G. Technique of Data Analysis**

After collecting data by giving pretest and post-test. The researcher analyzed the data. The result of the pretest and post-test were analyzed by using T-test. Before it, the data was analyzed by using the normality and homogeneity test.

### **1) Normality Test**

A normality test is used to determine whether the data is normally distributed or not. There are many ways to perform a normality test. In this study, researchers used SPSS 26 with the Kolmogorov-Smirnov formula (Kwak & Park, 2019, p. 5).

### **2) Homogeneity Test**

Each group's variance is similar. So researchers had to deal with groups that had the same conditions from the start (Fauzi & Pradipta, 2018, pp. 123–134). In experimental research, homogeneity is

used to determine whether the experimental class and control class taken from the population have the same variance or not. Researchers will use the SPSS 26 program to calculate the homogeneity test.

### **3) T-Test**

After testing for normality and homogeneity, the researcher analyzed the data using the t-test. The t-test was to determine whether the means of the two groups were statistically different from each other. T-test, the researcher analyzed the data by comparing the scores between the experimental class and the control class on the pretest and post-test. The calculation results will show whether the given Fan-N-Pick Strategy is effective in teaching speaking or not.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. RESULT**

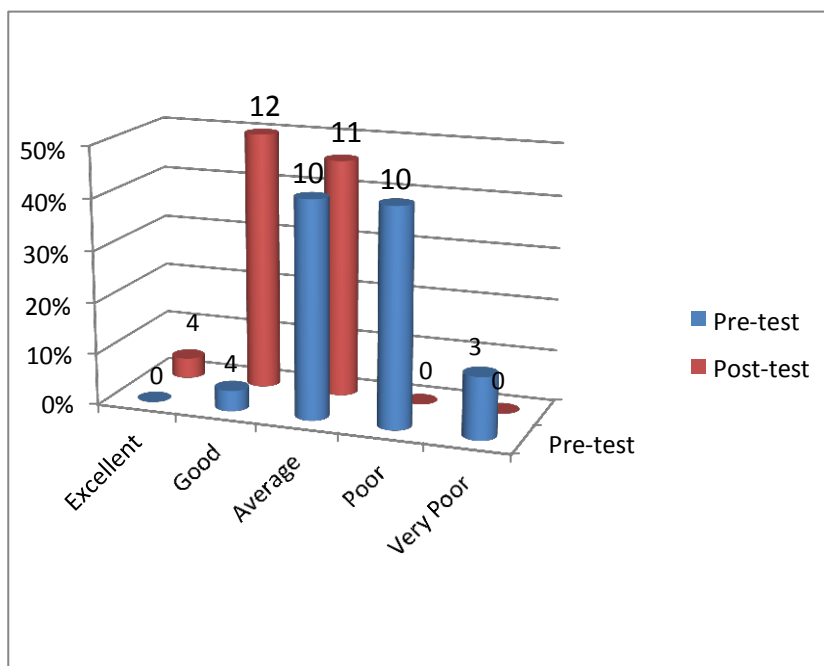
In this part, the results of the research were presented. The result showed that the students' test learning speaking ability at eighth-grade students' SMPN 18 Kota Bengkulu was increased. Based on the data analysis, the results of the study were obtained.

##### **1. The Result of the Speaking Ability Test**

This section describes and analyzed the test before and after treatment. The pre-test and post-test were given to the students in the experimental group and control group. The pre-test was given to the students before the experiment was conducted, and the post-test was given at the end of the experiment.

### 1.1 The description of pre-test and post-test scores in experimental classes

The data were gathered from the results of the students' pre-test and post-test scores in the experimental class. following is a description of the student's scores in the experimental class.



**Figure 1**  
**The Students' Score in Experimental Class**

Based on figure 4.1, the post-test score was higher than the pre-test score. It means teaching speaking ability by using the Fan-N-Pick strategy could increase the students' speaking ability score. The data showed that the mean score of the pre-test was 56,17 from 24 students. The highest score in the pre-test is 72, obtained by 1 student, and the lowest score in the pre-test is 36, obtained by 1 student. From the analysis, it could be seen that most of the VIII 1 class students' speaking ability is still very low. Furthermore, the description from the table above also presented the score of the post-test. The score which was gained after the treatment of Fan-N-Pick was recorded. According to the result of the post-test above, it could be seen that the mean of the post-test was improved and was 72.67. From the description of scores in experimental class above, the highest score on the post-test was 86, obtained by 1 student, and the lowest score on the post-test was 56, obtained by 4 students. From the data

described above, it could be concluded that there was a significant effect of using the Fan-n-Pick strategy on students' speaking ability.

**Table 4.1**

**The Score Distribution in Experimental Class**

Score interval	Category	Pre-Test		Post-Test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
86-100	Excellent	0	0%	1	4%
71-85	Good	1	0%	12	50%
56-70	Average	10	42%	11	46%
41-55	Poor	10	42%	0	0%
< 40	Very Poor	3	12%	0	0%

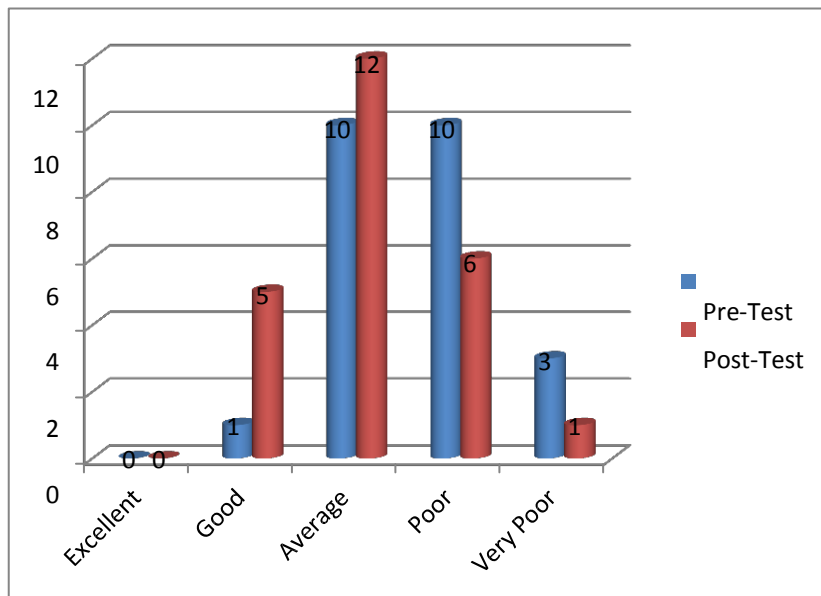
Based on table 4.1, the pre-test in the experimental group, there were 0 (0%) students in the excellent



category, 1 (4%) the students in the good category, 10 (42%) students were in the average category, 10 (42%) students were in the poor category, and 3 (12%) students were in the very poor category. In the post-test, 1 (4%) student was in the excellent category, 12 (50%) in the good category, 11 (46%) in the average category, 0 (0%) in the poor category, and 6 (0%) in the very poor category.

## **1.2 The Description of Pre-Test and Post-Test Scores In The Control Class**

The data were gathered from the results of the students' pre-test and post-test scores in the control class. The following is a description of the students' scores in the control class.



**Figure 2**

### **The students' Scores of Control Class**

Based on figure 4.2, it was shown that the post-test score and the pre-test score were relatively the same. The data showed that the mean score of the pre-test was 54,79 from 24 students. Moreover, the highest score in the pre-test was 72, obtained by 1 student, and the lowest score in the pre-test was 38, obtained by 1 student. From the

analysis, it could be seen that most of the VIII 2 also had low ability in speaking.

According to the result of the post-test above, it could be seen that the mean score of the post-test in control class also improved; it was 60.58. From the description of scores in the control class above, the highest score on the post-test was 80, obtained by 1 student, and the lowest score on the post-test was 39, obtained by 1 student. The distribution of pre-test and post-test scores in the control class can be seen on table 4.2.

**Table 4.2**

**The Score Distribution in Control Class**

Score interval	Category	Pre-Test		Post-Test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
86-100	Excellent	0	0%	0	0%

71-85	Good	1	4%	5	21%
56-70	Average	10	42%	12	50%
41-55	Poor	10	42%	6	25%
<41	Very Poor	3	12%	1	4%

According to table 4.2, there were 0 (0.0%) students in the excellent category, 1 (0.0%) in the good category, 10 (42%) students in the average category, 10 (42%) students in the poor category, and 3 (12%) students in the very poor category in the control class. While in the post test, there were 0 (0.0%) students in the excellent category, 5 (21%) students in the good category, 12 (50%) students were in the average category, 6 (25%) students were in the poor category, and 1 (4%) student was in the very poor category.

From the differences in students' scores in tables 4.1 and 4.2, it can be concluded that there is a positive effect of the Fan-n-Pick strategy in teaching speaking

because in the post-test the result score of using Fan-n-Pick was higher than without Fan-n-Pick.

## **2. Normality of the Test**

The normality test is one part of the data analysis requirements test, also known as the classical assumption test. This means that before we perform statistical analysis to test the hypothesis, which in this case is a regression analysis, the data must be tested for the normality of the distribution. Because good data is data that is normally distributed. For this reason, the author uses SPSS 26 using the Kolmogorov-Smirnov normality test.

The basis for decision making in the Kolmogorov-Smirnov normality test is:

1. If the significance value (sig) is greater than 0.05, the assessment data is normally distributed.

2. On the other hand, if the significance value (sig) is 0.05, the research data is not normal.

## 2.1 The Result of Normality Pre - Test Score

The result of the normality test on both the experimental and control classes' pre-test scores was gained from the Lilliefors test using IBM statistics SPSS 26. The result was obtained as follows:

**Table 4.3**

**The Result Comparison of Normality Test of the Experimental and Control Class Pre-test Score**

### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
kelas	ic	df	Sig.	Statistic	df	Sig.

Experiment	.140	24	.200*	.948	24	.248
Control	.131	24	.200*	.963	24	.511

a. Lilliefors Significance Correction

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

The result of the normality test above showed that the significance level or the probability value (p) of the experimental class was 0.200 and 0.248 and the control class one was 0.200 and 0.511. It means that the probability value (p) of both the experimental and control classes was higher than (>) the degree of significance (5%) ( $\alpha=0.05$ ). It could be concluded that the data of the experimental and control class pre-test was normally distributed.

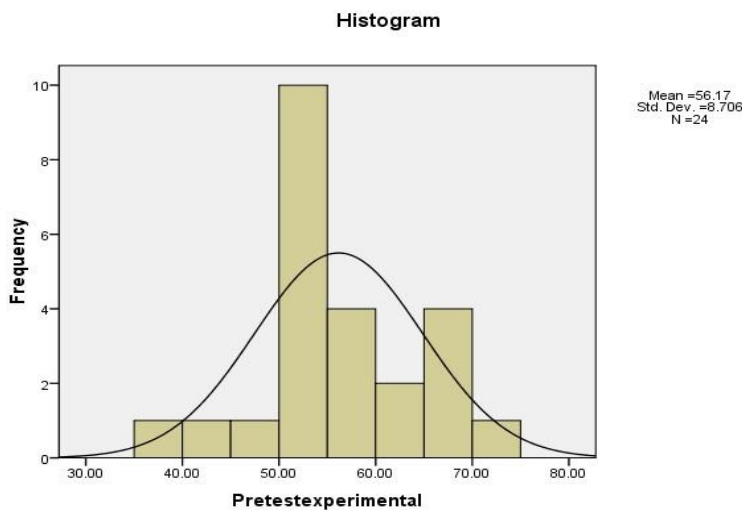
**Table 4.4****Test of Normality****Pre-Test of the Experimental Class****One-Sample Kolmogorov-Smirnov Test**

		Pre-test Experimental
N		24
Normal Parameters <sup>a</sup>	Mean	56.17
	Std. Deviation	8.706
Most Extreme Differences	Absolute	.140
	Positive	.140
	Negative	-.114
Kolmogorov-Smirnov $\sqrt{Z}$		.686
Asymp. Sig. (2-tailed)		.735
a. Test distribution is Normal.		



The Kolmogorov-Smirnov test of the experimental class's pre-test and post-test showed that significance was 0.735, and because  $P(0,735)$  was greater than 0,05, the data obtained were considered normal.

The histogram of the normality test of the experimental class can be seen in figure 4.3.



**Figure 4.3**  
**The Histogram of the Normality Test Pre-Test of Experimental Class**

The following was the result of the normality test of the experimental and control class post-test which was presented in this table.

## 2.2 The Result of Normality Post-Test Score

The result of the normality test on both the experimental and control classes' pre-test scores was gained from the Lilliefors test using IBM statistics SPSS 26. The result was obtained as follows:

**Table 4.5**  
**The Result of Normality Test of the Experimental and Control Class Post-Test Score**

Tests of Normality						
Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk			
Statistic	df	Sig.	Statistic	df	Sig.	

Experiment	.133	24	.200*	.964	24	.525
Control	.068	24	.200*	.979	24	.868

a. Lilliefors Significance Correction

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

The result of the normality test above showed that the significance level or probability value (p) of the experimental class was 0.200 and 0.525. The control ones were 0.200 and 0.868. It mean that the probability value (p) of both experimental and control class was higher than ( $>$ ) the degree of significance 5 % (  $\alpha$  - 0.05 ). Thus, it could be concluded that the data of both the experimental and control classes post-test was normally distributed.

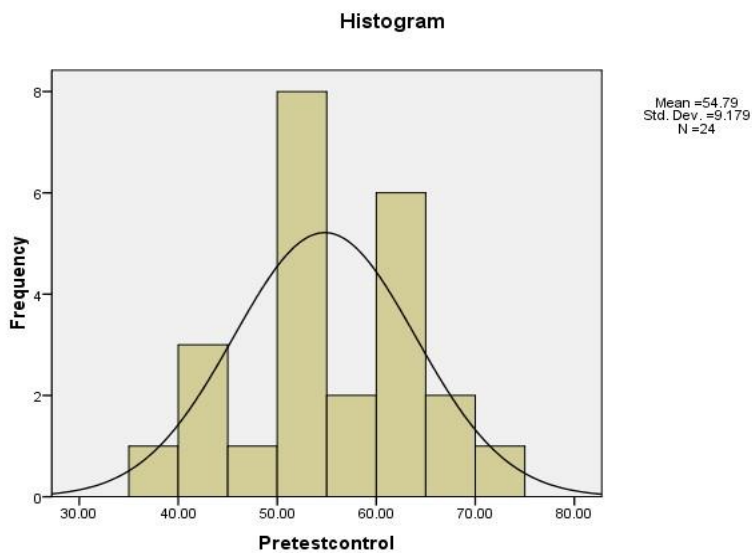
**Table 4.6**  
**Test of Normality of Pre-Test of the Control Class**

### One-Sample Kolmogorov-Smirnov Test

		Pre-test Control
N		24
Normal	Mean	54.79
Parameters <sup>a</sup>	Std. Deviation	9.179
Most	Absolute	.131
Extreme	Positive	.085
Differences	Negative	-.131
Kolmogorov-Smirnov Z		.639
Asymp. Sig. (2-tailed)		.808
a. Test distribution is Normal.		

The Kolmogorov-Smirnov test of the control group showed that significance was 0,808. Because the p value (0,808) was greater than 0,05, the data obtained were considered normal.

The histogram of the normality test of the control class can be seen in figure 4.



**Figure 4**

**The Histogram of the Normality Test Pre-test of Control Class**

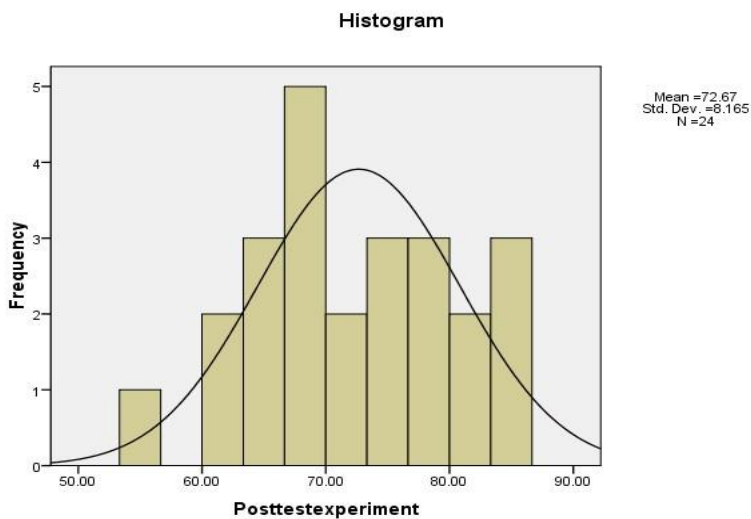
**Table 4.7**

**Test of Normality of Post-test Scores of the Experimental Class**

### One-Sample Kolmogorov-Smirnov Test

		Post-test Experiment
N		24
Normal Parameters <sup>a</sup>	Mean	72.67
	Std. Deviation	8.165
Most Extreme Differences	Absolute	.133
	Positive	.133
	Negative	-.107
Kolmogorov- Smir Asymp. Sig. (2-tailed)	nov Z	.651
		.791
a. Test distribution is Normal.		

The kolmogrov-smirnov test of the post-test of the experimental group showed that significance was 0,791. Because the p value (0,791) was greater than 0,05, the data obtained were considered normal.



**Figure 5**

**The Histogram of the Normality Test of Post-test in  
Experimental Class**

**Table 4.8**

**Test of Normality of Post-test Scores of the Control Class**

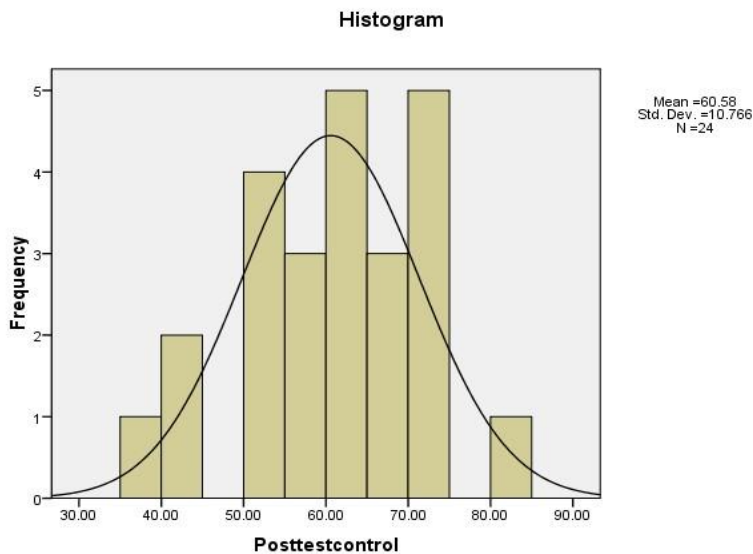
**One-Sample Kolmogorov-Smirnov Test**

	Post-test Control
--	-------------------

N		24
Normal Parameters <sup>a</sup>		
	Mean	60.58
	Std. Deviation	10.766
Most Extreme Differences	Absolute	.068
	Positive	.065
	Negative	-.068
Kolmogorov-Smirnov $v$ Z		.331
Asymp. Sig. (2-tailed)		1.000
a. Test distribution is Normal.		

The Kolmogorov-Smirnov test of the post-test of the control class showed that significance was 1,000. Because the p value (1,000) was greater than 0,05, the data obtained were considered normal.





**Figure 6**

### The Histogram of the Normality Test of Post Test Control

### 3. Homogeneity of the Test

The homogeneity test aims to determine whether the variation of some data from the population has the same variation or not. This test generally serves as a requirement in comparative analysis. For this reason, in this research, the author

uses the One-Way Anova Test to find out if the variance of several populations is the same or homogeneous. The basis for decision-making in the homogeneity test is, namely:

1. If the significance value  $< 0.05$ . Then it means that two or more groups of population data are not the same or not homogeneous.
2. If the significance value is  $> 0.05$ , its means that the variance of two or more data population groups is the same or homogeneous. The results of the homogeneity it ets using the One Way anova test are:

**Table 4.9**

**The Result of Homogeneity Test of Both the Experimental and Control Class' Pre-Test Score Test of Homogeneity of Variances**

### Test of Homogeneity of Variances

hasil

Levene Statistic	df1	df2	Sig.
.337	1	46	.565

The test of homogeneity of variances showed that the significance was 0,565. Since 0.565, was greater than the alpha level of 0,05, the variances of each treatment were homogeneous.

#### 4. The Statistically Analysis Result

An independent sample T-test will be conducted using SPSS 26. The Independent T-test is a statistical analysis that aims to compare two unpaired samples. The test of the average will be used to examine whether the experiment class and control class, which have been decided to have different

averages, have the T-test will be used to compare the mean score of the two classes. The basis for decision-making on the independent sample T-test is:

1. If the value of sig. (2-tailed)  $> 0.05$  then  $H_0$  is accepted and  $H_a$  is rejected which means there is no difference in the average student learning outcomes between class VIII 1 and class VIII.
2. If the value of Sig. (2-tailed)  $< 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted, which means that there is a difference in average learning outcomes between class VIII 1 and class VIII 2.

The results of the independent T-test from class VIII 1 and class VIII 2 are:

#### **4.1 Paired Sample t-Test Analysis**

This part described and analyzed the test after the treatment was given to the students.

Statistical Analysis of the Results of the Pre-test  
and Post-Test in the Experimental Class

**Table 4.10**

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	56.17	24	8.706	1.777
Posttest	72.67	24	8.164	1.666

Based on the table above, the mean of the speaking ability pre-test in the experimental class was 56,17 and the standard deviation was 8.706. The mean of the speaking ability post-test in the experimental class was 72.67 and the standard deviation was 8.164.

**Table 4.11****Paired Samples Test**

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
Paired Samples	Pre-test	-16.500	7.535	1.538	-19.681	-13.318	10.727	23	.000
	Post-test								

The result of the paired sample t-test, the paired sample difference in mean between the pre-test of speaking ability in the experimental class was -16.500

with a standard deviation of 7.535 and t-obtained 10.727 at the significant level of 0,05 and the degree of freedom 23, and the critical value of the t-table the for tailed test was 1,70.

From table 4.9, it can be seen that t-obtained - 10.727 was higher than the critical value of t-table 1,70. It can be stated that the research hypothesis (H1) was accepted and the null hypothesis (Ho) was rejected. It means that there was a significant difference in speaking ability among the students in the experimental class.

**Table 4.12**

**Paired Sample t-Test of Pre-test and Post-test in Control  
Class**

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
--	------	---	-------------------	--------------------

Pai	Pretest	54.79	24	9.179	1.873
r 1	Posttest	60.58	24	10.765	2.197

Based on the table above, the mean of the speaking ability pre-test in the control class was 54.79 and the standard deviation was 9.179. The mean of the speaking ability post-test in the control class was 60.58 and the standard deviation was 10.765.

### Paired Samples Test

Paired Differences						T	df	Sig. (2-tailed)
Mean	Std. Devia tion	Std. Error Mean	95% Confidence Interval of the Difference					
			Lower	Upper				



### Paired Samples Test

		Paired Differences							
		Mean	Std. Devia tion	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pai Pre						T	df	Sig. (2- tailed)	
r 1 -									
Tes									
t	-5.791	10.63	2.171	-10.282	-	-2.668	2	.014	
Pos	6				1.3004		3		
t-									
test									

The result of the paired sample t-test, the paired sample difference in mean between the pre-test of speaking ability in the control class was -5.791 with a standard deviation of 10.636, the degree of freedom was 23, and the critical value of the t-table for a tailed test was 1.70.

From table 4.10, it can be seen that t-achieved at-2.668 was higher than the critical value of t-table 1,70. It can be stated that the research hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected.

4.2 Independent Sample t-Test Analysis of students  
Speaking Test

Table 4.13

Independent Samples Test

Levene's Test for Equality of Variances		t-test for Equality of Means							
F	Sig.	t	df	Sig. (2- taile d)	Mean Diffe rence	Std. Erro r Diff eren ce	95% Confidence Interval of the Difference		
							Low er		Upper

Sco Equ									
re al									
varia									
nces	.861	.358	-6.772	46	.000	-18.	2.73	-23.	-13.
assu						50 00	188	999	001
med									
Equ									
al									
varia									
nces			-6.772	44.9	.000	-18.	2.73	-24.0	-12.9
not				68		5 00	2 02		98
assu									
med									

According to the table above, the value t- obtained in two-tailed testing with a df of 46 was -6.772 at a significance level of 0.05 in two-tailed testing. The conclusion is that the alternative hypothesis was accepted

and the null hypothesis was rejected. That is, there was a significant difference in speaking ability between students in the experimental class who were taught using the buzz group technique and those who were not.

## **B. Discussion**

The experimental and control classes have the same level of speaking ability as indicated by the speaking pre-test that was given before the treatment. The mean score of the pre-test in the experimental class was 56.17 and the mean score of the control class was 54.79.

Based on the results of the study, the following interpretations were presented to strengthen the value of the study. After doing the post-test, the result showed a statistically significant effect in speaking ability between students who were taught using the Fan-N-Pick strategy and those who were not. The mean score of the post-test in the experimental class (72.67) was higher than the

mean score of the post-test control class (60.58). It was understood that the Fan-N-Pick strategy had a significant effect on students' speaking ability. The value  $t$ -obtained is 10.727 at a significant level of 0.05 in testing two tails with  $df$  is 23. Where the critical value of the  $t$ -table is (1,70). Because the value  $t$ -obtained is 14.908 and is higher than the critical value of  $t$ -table (1,70), it is  $H_a$  accepted and  $H_o$  is rejected. It means that there are significant differences in the speaking ability of students taught using the Fan-N-Pick strategy.

In this research, there were 24 students in the experimental group and 24 students in the control group. Based on the analysis of the result above, it can be interpreted that using the Fan-N-Pick strategy in teaching speaking can increase the students' ability in speaking. It proved that the Fan-N-Pick strategy helps the students better organize their ideas than before.

Fan-N-Pick is a good strategy in teaching speaking because the students have more time to think about what they want to talk about". Therefore, the Fan-N-Pick strategy can be adjusted to the needs of students in improving students speaking ability. As we know, students' speaking ability is students' capacity to express their ideas, opinion, feelings, and experiences using English with good pronunciation, grammar, vocabulary, fluency, and comprehension.

Students' speaking ability has been influenced by Fan-n-Pick. There were some reasons why students' speaking ability improved and was significantly better than before using Fan-N-Pick. It could be because, in the Fan-N-Pick strategy, students have more opportunities to speak, they actively ask and answer questions, and they gain confidence to speak because they are speaking in private rather than in front of the entire class. They could

easily understand how to use the Fan-N-Pick strategy after that strategy was explained by the researcher.

In addition, factors that made the students' post-test results higher than their pre-test, this can be seen from the ability of some students after being given treatment, for example during the pre-test the students were able to answer questions and speak fluently when they got the correct card. There are questions about describing their classmates or close friends, but they are not very fluent and students have limited vocabulary when describing people who are not close or not very familiar with them. But at the time of the post-test, students can pronounce words well, speak fluently, and are able to explain with a fairly good vocabulary when getting questions describing animals, such as students knowing what pronouns or pronouns are usually used for animals and being able to be descriptive about animal body parts and animal characteristics.



The result of this research showed that the students' achievement in speaking ability improved after giving the action for time six treatment. In other words, the concept of the Fan-N-Pick strategy has significant influence in teaching speaking. The result of this research was in accordance with the theory written in chapter two. The result of this study is more support and also proves some previous studies (literature review). The Fan-N-Pick strategy is a valuable teaching aid in improving the students' speaking ability. By giving the concept Fan-N-Pick strategy, students will be activated in their speaking. Therefore, in this study, it means that the Fan-N-Pick strategy can improve students' speaking ability in SMPN 18, Kota Bengkulu.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher concludes the results of the research that has been carried out on eighth-grade students at SMPN 18 Kota Bengkulu. In addition to conclusions, the researcher will provide some suggestions for related parties, such as the teachers, school, students, and further researchers. The following are the conclusions and suggestions that researchers recommend.

#### **A. Conclusion**

Based on the research carried out on eighth-grade students of SMPN 18 Kota Bengkulu in academic years 2020 and 2021, it can be concluded that using the Fan-N-Pick strategy is effective to enhance learners' speaking ability. It can be concluded that there was a significant effect on the speaking ability of students who were taught

by using the Fan-N-Pick strategy and those who were not. The students who were taught by using the Fan-N-Pick strategy had higher scores than students who were not.

Based on the experiment, it was known that there was a significant difference between the scores in the experimental class taught by using the Fan-N-Pick strategy and the control class, which was not taught using the Fan-N-Pick strategy. The students in the experimental class could improve their speaking ability significantly. The mean score of the post-test in the experimental class was 72.67 and the control class was 60.58. The statistical analysis using SPSS showed that the value of R square was 0.626 with an alpha level of 5% (0.05). The value of sig.0.626 was greater than 0.05 ( $0.626 > 0.05$ ). It can be concluded that the alternative analysis hypothesis (H2) is accepted and the null hypothesis (Ho) is rejected. Finally, the researcher concluded that using the Fan-N-Pick strategy was a significant effect on the students' speaking

ability in eleventh-grade students of SMPN 18 Kota Bengkulu.

## **B. Suggestion**

Based on the results of the analysis and conclusions of the research, the authors propose several suggestions for schools, teachers, especially English teachers at SMPN 18, Kota Bengkulu, and further researchers, including:

1. For the school, the researcher hopes that this research can provide an overview of the development of student learning outcomes through the Fan-N-Pick Strategy. Schools can recommend this learning model to create a learning atmosphere that makes students more active, innovative and creative.
2. For teachers, this research can provide input and references in developing more innovative learning methods so that students' potential and skills can be

developed to optimally achieve learning objectives because researchers realize that teachers do not only act as sources of information but also act as facilitators and motivators for students in the learning process.

3. For students, this research can provide benefits that are able to develop students' skills not only in speaking but also in other learning processes. Researchers also hope that students are motivated to be more active in participating in every learning opportunity that exists.
4. For further researchers, this research can be used as inspiration and reference in carrying out useful activities in the field of education. Researchers also realize that this research is not perfect research, and therefore it needs improvements for further research, especially regarding the application of the Fan-N-Pick

strategy that can have some effect on improving students' speaking ability.

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## BAHASA INGGRIS

Ratun Pendidikan SMPN 18 Kota Bengkulu  
Kelas VIII  
Kompetensi

- K11 dan K12-Menghargaidanmenghayatijarumana yang adaatnyaserta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan di lingkungan, keluarga, sekolah, masyarakatdanlingkunganluaslokal, bangsa, negara, dan kawasan regional
- K13-Memahamiidumenangkapkonsepataufaktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata
- K14-Memampukan keterampilan menulis, membaca, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.1 Memaparkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai lisan, meminta dan mengungkapkan pendapat serta menanggapinya, sesuai dengan konteks pengucapannya</p> <p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis singkat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai lisan, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan Ungkapan a) <i>Excuse me, is it clear? Great, I think so, dan</i> Ucapan, tekanan kata, intonasi, rias, tanda baca, dan tulisan tangan</li> <li>• Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai lisan, meminta dan mengungkapkan pendapat yang dapat menimbulkan perilaku yang termasuk di K1</li> </ul>	<ul style="list-style-type: none"> <li>• Menyimak, menirukan, dan memperagakan beberapa contoh perakapan, dengan ucapan dan tekanan kata yang benar</li> <li>• Mengidentifikasi ungkapan yang sedang dipelajari</li> <li>• Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>• Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>• Membiasakan menanggapi yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas</li> <li>• Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>3.2 Memaparkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan ketuntasan melakukan suatu tindakan, sesuai dengan konteks pengucapannya (Perhatikan unsur kebahasaan</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Memperagakan, membacakan, berjanji, menggal, dan sebagainya</li> <li>• Struktur teks Memulai Menanggapi (diharapkan di luar dugaan)</li> </ul>	<ul style="list-style-type: none"> <li>• Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan ketuntasan, dengan ucapan dan tekanan kata yang benar</li> <li>• Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> </ul>

dan sesuai konteks	<ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar</li> <li>- Menyajikan di kelompok lain dan bertanya jawab tentang isi teks</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
37 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjelaskan, mendeskripsikan</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/ di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam Simple Present Tense.</li> <li>- Adverbial: <i>always, often, sometimes, never, usually, every</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, do</i>.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian: rutin yang merupakan kebenaran umum yang sangat dikenal peserta didik, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks</li> <li>- Menyajikan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain</li> <li>- Bertanya jawab tentang kejadian rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah</li> <li>- Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks-teks pendek dan sederhana</li> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
47 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjelaskan, mendeskripsikan</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/ di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam Present Continuous Tense</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi</li> <li>- Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota</li> </ul>
18 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjelaskan, mendeskripsikan</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/ di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam Present Continuous Tense</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi</li> <li>- Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota</li> </ul>

simple past tense)	Post Tense	atau temannya alami
4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> <li>Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, etc.</i></li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>Topik: Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana</li> <li>Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>Fungsi sosial: Melaporkan, mengambil teladan, membanggakan</li> <li>Struktur teks: Dapat mencakup:               <ul style="list-style-type: none"> <li>orientasi</li> <li>urutan kejadian/kegiatan</li> <li>orientasi ulang</li> </ul> </li> <li>Unsur kebahasaan:               <ul style="list-style-type: none"> <li>Kalimat deklaratif dan interogatif dalam Simple Past tense</li> <li>Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, an hour ago, dan sebagainya.</i></li> <li>Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally, dan sebagainya.</i></li> <li>Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, etc.</i></li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>Topik: Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi seseorang</li> <li>Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis</li> <li>Menggunakan bagan alir untuk mempelajari alur cerita</li> </ul>
4.11. Teks <i>recount</i>		
4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau ( <i>personal recount</i> )		<ul style="list-style-type: none"> <li>Didiktoikan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan</li> <li>Melengkapi ringkasan pengalaman tsb. dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar</li> </ul>
4.11.2 Menyusun teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau ( <i>personal recount</i> ), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		<ul style="list-style-type: none"> <li>Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks-teks pendek dan sederhana</li> <li>Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan ( <i>notice</i> ), dengan memberi dan meminta informasi terkait kegiatan sekolah,	<ul style="list-style-type: none"> <li>Fungsi sosial: Memberi informasi tindakan dilaksanakan sesuai yang diharapkan</li> <li>Struktur text</li> </ul>	<ul style="list-style-type: none"> <li>Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar</li> <li>Menyimak untuk menemukan perbedaan dan</li> </ul>

sesuai dengan konteks penggunaannya	<p>Dapat mencakup:</p> <ul style="list-style-type: none"> <li>• Judul atau tujuan pengumuman</li> <li>• Informasi rinci yang diumumkan</li> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>• Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda</li> <li>• Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, do</i>.</li> <li>• Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik               <ul style="list-style-type: none"> <li>• Kegiatan, kejadian, peristiwa, dan hal penting bagi peserta didik dan guru yang dapat menimbulkan perilaku yang terpuji di KI</li> </ul> </li> <li>• Multimedia               <ul style="list-style-type: none"> <li>• Layout dan dekorasi yang membuat tampilan teks lebih menarik</li> </ul> </li> </ul>	<p>persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis</p> <ul style="list-style-type: none"> <li>• Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>• Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	<ul style="list-style-type: none"> <li>• Fungsi sosial               <ul style="list-style-type: none"> <li>• Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> </ul> </li> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>• Kata kata dan tata bahasa dalam lirik lagu</li> <li>• Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik               <ul style="list-style-type: none"> <li>• Hal-hal yang dapat memberikan keteladanan dan menimbulkan perilaku yang terpuji di KI</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Membaca, menyimak, dan menirukan lirik lagu secara lisan</li> <li>• Menyajikan hal-hal yang tidak diketahui atau berbeda</li> <li>• Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs		

can, will)	<ul style="list-style-type: none"> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>- Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: <i>can, will</i>.</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, his</i>.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik               <ul style="list-style-type: none"> <li>Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menentukan modal yang tepat untuk diletakkan ke dalam kalimat-kalimat rumpang</li> <li>- Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan-tindakan tertentu</li> <li>- Menyampaikan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>must, should</i> )	<ul style="list-style-type: none"> <li>• Fungsi sosial               <ul style="list-style-type: none"> <li>Menyuruh, melarang, dan menghimbau.</li> </ul> </li> <li>• Struktur teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>- Ungkapan keharusan, larangan, himbauan dengan modal <i>must, (don't) have to, should</i>.</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, his</i>.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik               <ul style="list-style-type: none"> <li>Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan modal yang tepat untuk diletakkan ke dalam kalimat-kalimat rumpang</li> <li>- Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakan-tindakan tertentu</li> <li>- Menyampaikan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Fungsi sosial               <ul style="list-style-type: none"> <li>Merajap hubungan interpersonal dengan guru dan teman.</li> </ul> </li> <li>• Struktur teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan               <ul style="list-style-type: none"> <li>- Ungkapan <i>allow let's, can you, would you like, may I, please</i>.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan yang sedang dipelajari</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> </ul>
4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak,		

<p>4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/hindak/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• <i>Adverbial: now</i></li> <li>• <i>Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, do.</i></li> <li>• <i>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</i></li> <li>• <i>Topik</i> Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menimbulkan perilaku yang termuat di KI</li> </ul>	<p>keluarga mereka</p> <ul style="list-style-type: none"> <li>- Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l gambar, video)</li> <li>- Membuat teks pendek berdasarkan tampilan visual lainnya</li> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>degree of comparison</i>)</p>	<ul style="list-style-type: none"> <li>• <i>Fungsi sosial</i> Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi.</li> <li>• <i>Struktur teks</i> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan di luar dugaan)</li> </ul> </li> <li>• <i>Unsur kebahasaan</i> <ul style="list-style-type: none"> <li>- <i>Kalimat perbandingan positif, komparatif dan superlatif dengan: as ... as, -er, -est, more ..., the most ...</i></li> <li>- <i>Perbandingan jumlah: more, fewer, less</i></li> <li>- <i>Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, do.</i></li> <li>- <i>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</i></li> </ul> </li> <li>• <i>Topik</i> Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menimbulkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirakan guru membahas interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar</li> <li>- Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan</li> <li>- Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda</li> <li>- Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya</li> <li>- Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui</li> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• <i>Fungsi sosial</i> Melaporkan, menceritakan, menjelaskan/kejadian yang dilakukan/terjadi di waktu lampau.</li> <li>• <i>Struktur teks</i> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan di luar dugaan)</li> </ul> </li> <li>• <i>Unsur kebahasaan</i> <ul style="list-style-type: none"> <li>- <i>Kalimat deklaratif dan interogatif dalam bentuk Simple</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirakan guru membahas interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar</li> <li>- Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan</li> <li>- Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda</li> <li>- Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya</li> <li>- Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui</li> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/hindak/kegiatan/kejadian yang dilakukan/terjadi rutin maupun tidak rutin, atau menjadi kebiasaan umum di waktu lampau, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan)</p>	<ul style="list-style-type: none"> <li>• <i>Fungsi sosial</i> Melaporkan, menceritakan, menjelaskan/kejadian yang dilakukan/terjadi di waktu lampau.</li> <li>• <i>Struktur teks</i> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan di luar dugaan)</li> </ul> </li> <li>• <i>Unsur kebahasaan</i> <ul style="list-style-type: none"> <li>- <i>Kalimat deklaratif dan interogatif dalam bentuk Simple</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirakan guru membahas interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar</li> <li>- Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan</li> <li>- Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda</li> <li>- Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya</li> <li>- Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui</li> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>



meminta ijin, dan meranggopinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik: Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat menimbulkan perilaku yang termasuk di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menhiaskan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk <i>greeting card</i> , dengan memberi dan meminta informasi terkait dengan hari-hari spesial sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Fungsi sosial: Menjaga hubungan interpersonal dengan guru dan teman.</li> <li>• Struktur Teks: Teks <i>greeting card</i> dapat mencakup: <ul style="list-style-type: none"> <li>- Identifikasi (nama peristiwa, hari istimewa) bersifat khusus</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk hari spesial tertentu</li> <li>- Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar</li> </ul>
4.5 Menyusun teks khusus dalam bentuk <i>greeting card</i> , sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> <li>- Ungkapan khusus yang relevan</li> <li>- Gambar, hiasan, komposisi warna</li> <li>• Unsur Kebahasaan: <ul style="list-style-type: none"> <li>- Ungkapan a.l. <i>Congratulations, Well done, Good job</i>, dll.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik: Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb yang dapat menimbulkan perilaku yang termasuk di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk event lain</li> <li>- Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya</li> <li>- Membuat <i>greeting card</i> terkait hari istimewa yang relevan dengan peserta didik saat itu.</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
3.6 Menyerap fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i> )	<ul style="list-style-type: none"> <li>• Fungsi sosial: Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya.</li> <li>• Struktur teks: <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diwarapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan: <ul style="list-style-type: none"> <li>- Ungkapan dengan <i>There is/are</i></li> <li>- Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot of</i>.</li> <li>- Frasa kata depan: <i>in, on, under, in front of, below, above</i>, dan lain-lain.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</li> <li>- Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</li> <li>- Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rangkai</li> <li>- Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan</li> </ul>
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar		

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Sekolah : SMPN 18 KOTA BENGKULU  
Mata pelajaran : Bahasa Inggris  
Kelas/Semester : VIII  
Materi Pokok : Teks deskriptif pendek dan sederhana, tentang orang  
Alokasi Waktu : 4 JP

**A. Kompetensi Inti (KI)**

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

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

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa inglin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengura, 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**

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1. Menunjukkan rasa syukur kepada Tuhan selama pembelajaran.
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1. Menunjukkan perilaku peduli dalam pembelajaran
3.10. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.10.1. Memberi nama benda 3.10.2. Mengidentifikasi sifat benda 3.10.3. Mendeskripsikan benda 3.10.4. Menyebutkan fungsi sosial teks deskriptif.
4.11. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	4.11.1. Menemukan gambaran umum dari sebuah teks. 4.11.2. Menemukan informasi tertentu dari teks sederhana 4.11.3. Menemukan informasi rinci dari teks sederhana
4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana,	4.12.1. Melengkapi teks deskriptif sederhana tentang benda

	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	
B	3	3	B
B-	2.66	2.66	
C+	2.33	2.33	
C	2	2	C
C-	1.66	1.66	
D+	1.33	1.33	
D-	1	1	K

b. Rubrik untuk penilaian keterampilan berbicara

ASPEK	KETERANGAN	SKOR
Pelafalan	• Sangat jelas sehingga mudah dipahami	4
	• Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi	3
	• Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh	2
	• Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1
Tatabahasa	• Tidak ada atau sedikit kesalahan tatabahasa	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna	3
	• Sering membuat kesalahan sehingga makna sulit dipahami	2
	• Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami	1
Kosakata	• Menggunakan kosakata dan ungkapan yang tepat	4
	• Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi	3
	• Sering menggunakan kosakata yang tidak tepat	2
	• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi	1
Kelancaran	• Sangat lancar.	4
	• Kelancaran sedikit terganggu oleh masalah bahasa	3
	• Sering ragu-ragu dan terhenti karena keterbatasan bahasa	2
	• Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	1

c. Pedoman Penskoran:

Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3.66	3.66	

tentang orang.	struktur teks, unsur kebahasaan, maupun format pembuatan kalimat teks deskriptif tentang orang.	
Menanyakan ( <i>Questioning</i> ) Menanyakan antara lain perbedaan antar berbagai teks atau kalimat teks deskriptif singkat dan sederhana tentang orang dalam berbagai konteks	Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai teks deskriptif singkat dan sederhana tentang orang dalam berbagai konteks	
Mengeksplorasi/Bereksperimen /Mengumpulkan Informasi ( <i>Exploring/Experimenting</i> ) <ul style="list-style-type: none"> <li>Siswa membaca contoh-contoh teks descriptive singkat dan sederhana tentang orang, benda dan binatang dari berbagai sumber lain.</li> <li>Membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul>	<ul style="list-style-type: none"> <li>Meminta peserta didik membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber.</li> <li>Meminta peserta didik membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul>	25 Menit
<b>PESERTA DIDIK</b>	<b>GURU</b>	<b>WAKTU</b>
Mengasosiasi ( <i>Associating</i> ) <ul style="list-style-type: none"> <li>Secara berpasangan peserta didik saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> </ul>	<ul style="list-style-type: none"> <li>Meminta peserta didik berpasangan saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> </ul>	10 menit
Mengkomunikasikan/ ( <i>Communicating/Networking</i> ) <ul style="list-style-type: none"> <li>Siswa mendeskripsikan teman sebangkunya untuk mengenalkan, dengan bahasa Inggris, di dalam dan di luar kelas serta lingkungan sekitar sesuai dengan konteksnya</li> <li>Siswa menulis Jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya</li> </ul>	<ul style="list-style-type: none"> <li>Meminta peserta didik mendeskripsikan teman sebangkunya untuk mengenalkan dalam bahasa Inggris sesuai dengan konteksnya.</li> <li>Meminta peserta didik membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	25 Menit

## G. PENILAIAN

- Jenis/teknik penilaian : Test Lisan
- Bentuk instrumen dan instrumen : Please describe something in your class orally

tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.12.2. Menyusun teks deskriptif sederhana tentang benda
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### C. Materi Pembelajaran

#### 1. Materi Reguler

Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda.

#### My Friend

His name is Kevin Anggara, Kevin Anggara is my classmate, he has tall body, he is 170 cm, he has straight black hair, he has oval face, he has small eyes, he has sharp nose, he has thick lips, he has dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is diligent.

#### 2. Materi Remedial

##### Generic Structure Descriptive Text

- Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
- Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan

##### Ciri-ciri Descriptive Text

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Mudah dipahami
- Menggambarkan
- Komunikatif
- Dapat membuat pembaca tertarik
- Menggambarkan objek secara spesifik

#### 3. Materi Pengayaan

Buat sebuah contoh deskriptif teks tentang orang, hewan atau benda sesuai dengan penggunaan struktur bahasa.

### D. Metode Pembelajaran

Pendekatan : Scientific Approach

Model : Project Based learning

Strategi : Diskusi

### E. Media, Alat dan Sumber Pembelajaran

- Media : Gambar
- Alat/Bahan : LCD, Laptop
- Sumber Belajar : Buku When Rings a Bell. Chapter 8

### F. Langkah-langkah Kegiatan Pembelajaran

#### Pertemuan Ke-1

- Pendahuluan/Kegiatan Awal

## Apersepsi dan motivasi

- Guru masuk kelas dan menyapa dengan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta.
- Guru mengecek kehadiran siswa
- Guru mereview materi sebelumnya
- Guru mengajukan pertanyaan menantang pada siswa
- Guru menyampaikan manfaat materi pembelajaran
- Guru mendemonstrasikan sesuatu yang terkait dengan materi pembelajaran.

## Penyampaian Kompetensi dan Rencana Kegiatan

- Menyampaikan kemampuan yang akan dicapai peserta didik.
- Menyampaikan rencana kegiatan misalnya, individual, kerja kelompok, dan melakukan observasi.

## b. Kegiatan Inti

PESERTA DIDIK	GURU	WAKTU
<b>Mengamati (<i>observing</i>)</b> <ul style="list-style-type: none"> <li>• Peserta didik mendengarkan/membaca/menonton beberapa contoh teks deskriptif singkat dan sederhana tentang benda.</li> <li>• Siswa memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif singkat dan sederhana tentang benda</li> </ul>	<ul style="list-style-type: none"> <li>• Meminta peserta didik menonton dan memperhatikan contoh teks deskriptif singkat dan sederhana tentang benda</li> <li>• Meminta peserta didik memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format pembuatan kalimat teks deskriptif tentang benda</li> </ul>	10 menit
<b>Menanyakan (<i>Questioning</i>)</b> <p>Menanyakan antara lain perbedaan antarberbagai teks atau kalimat teks deskriptif singkat dan sederhana tentang benda dalam berbagai konteks</p>	Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai teks deskriptif singkat dan sederhana tentang benda dalam berbagai konteks	
<b>Mengeksplorasi/Bereksperimen /Mengumpulkan Informasi (<i>Exploring/Experimenting</i>)</b> <ul style="list-style-type: none"> <li>• Siswa membaca contoh-contoh teks descriptive singkat dan sederhana tentang orang, benda dan binatang dari berbagai sumber lain.</li> <li>• Membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul>	<ul style="list-style-type: none"> <li>• Meminta peserta didik membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber.</li> <li>• Meminta peserta didik membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul>	25 Menit
PESERTA DIDIK	GURU	WAKTU
<b>Mengasosiasi (<i>Associating</i>)</b> <ul style="list-style-type: none"> <li>• Secara berpasangan peserta didik saling</li> </ul>	<ul style="list-style-type: none"> <li>• Meminta peserta didik</li> </ul>	10 menit

menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.	berpasangan saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.	
Mengkomunikasikan/ <i>(Communicating/Networking)</i> <ul style="list-style-type: none"> <li>Siswa mendeskripsikan benda untuk mengenalkan, dengan bahasa Inggris, di dalam dan di luar kelas serta lingkungan sekitar sesuai dengan konteksnya</li> <li>Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya</li> </ul>	<ul style="list-style-type: none"> <li>Meminta peserta didik mendeskripsikan benda yang ada disekitarnya dengan bahasa Inggris baik yang ada didalam maupun diluar kelas serta lingkungannya sesuai dengan konteksnya.</li> <li>Meminta peserta didik membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	25 Menit

c. Penutup (10 Menit)

- Melakukan refleksi atau membuat rangkuman dengan melibatkan peserta didik.
- Memberikan tes lisan
- Mengumpulkan hasil kerja sebagai bahan portofolio.
- Melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan

**Pertemuan Ke-2**

a. Pendahuluan/Kegiatan Awal

Apersepsi dan motivasi

- Guru masuk kelas dan menyapa dengan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta.

- Guru mengecek kehadiran siswa
- Guru mereview materi sebelumnya
- Guru mengajukan pertanyaan menantang pada siswa
- Guru menyampaikan manfaat materi pembelajaran
- Guru mendemonstrasikan sesuatu yang terkait dengan materi pembelajaran.

Penyampaian Kompetensi dan Rencana Kegiatan

- Menyampaikan kemampuan yang akan dicapai peserta didik.
- Menyampaikan rencana kegiatan misalnya, individual, kerja kelompok, dan melakukan observasi.

b. Kegiatan Inti

PESERTA DIDIK	GURU	WAKTU
Mengamati ( <i>observing</i> ) <ul style="list-style-type: none"> <li>Peserta didik mendengarkan/membaca/menonton beberapa contoh teks deskriptif singkat dan sederhana tentang orang.</li> <li>Siswa memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif singkat dan sederhana</li> </ul>	<ul style="list-style-type: none"> <li>Meminta peserta didik menonton dan memperhatikan contoh teks deskriptif singkat dan sederhana tentang orang.</li> <li>Meminta peserta didik memperhatikan fungsi sosial,</li> </ul>	10 menit



		40% isi sesuai	2
		20% isi sesuai	1
		100% pilihan kata tepat	5
		80% pilihan kata tepat	4
		60% pilihan kata tepat	3
		40% pilihan kata tepat	2
		20% pilihan kata tepat	1
		100% penulisan kosa kata tepat	5
		80% penulisan kosa kata tepat	4
		60% penulisan kosa kata tepat	3
		40% penulisan kosa kata tepat	2
		20% penulisan kosa kata tepat	1
		100% penggunaan tata bahasa tepat	5
		80% penggunaan tata bahasa tepat	4
		60% penggunaan tata bahasa tepat	3
		40% penggunaan tata bahasa tepat	2
		20% penggunaan tata bahasa tepat	1

c. Pedoman penskoran

Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	
B	3	3	B
B-	2.66	2.66	
C+	2.33	2.33	
C	2	2	C
C-	1.66	1.66	
D+	1.33	1.33	
D-	1	1	K

a. Konversi keterampilan membaca dan mendengarkan,  
Setiap jawaban benar diberi skor 1 (satu)

Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap

Predikat	Nilai Kompetensi
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B+	3.33	3.33	B
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	K
D-	1	1	

Bengkulu 2022  
Guru Mapel

Sri Soekarsih

### Rating Scale

Criteria	Score	The component in scoring Test
<b>Pronunciation</b>	5	The students can pronounce the words very well
	4	The students can pronounce the words well
	3	The students can pronounce the words adequate enough
	2	The students can pronounce the words frequently unintelligible
	1	The students can pronounce the word poorly.
<b>Grammar</b>	5	The students have very good grammar
	4	The student's error in grammar is quite rare.
	3	The student's grammar is good enough, able to aspect the language with sufficient structure
	2	The student's construction of grammar is quite accurately but does not have thorough or confident control
	1	The student error is frequent but the content is still understood.
<b>Vocabulary</b>	5	The students have board vocabulary
	4	The students have an adequate vocabulary
	3	The students have good enough vocabulary
	2	The students have good enough vocabulary
	1	The student has a limited vocabulary The student has a very limited

		vocabulary
<b>Fluency</b>	5	Speech is following style, mostly easy to understand.
	4	Speech of speech seems to be slightly affected by language problems.
	3	Speech and fluency is father strongly affected by language imitation.
	2	Usually resistant: often force to silence by language imitation.
	1	Speech is as halting and fragmentary as to make conversation virtually impossible.
<b>Comprande hension</b>	5	Ideas are highly organized, and cover all of the elements of speaking.
	4	Ideas are well organized and cover almost all of the elements of speaking.
	3	Ideas are less organized, and some missing parts of the element of speaking in practicing conversation.
	2	Ideas less organized cover only the main element of the speaking problem in practicing conversation.
	1	Unorganized ideas, a lot of missing parts of the element

Note :

Skor maksimal :  $5 \times 5 = 25$

Aspek yang dinilai x Koefisien skor

Nilai :  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

## THE STUDENTS' SCORE FROM THE RESEARCHER

(PRE-TEST CONTROL)								
No	Students	Component of Speaking					Total	Score
		Pro	Gram	Vocab	Flue.	Comp		
1	ARD	3	2	2	2	2	11	44
2	AA	3	4	4	2	3	17	68
3	APL	4	3	3	2	3	14	56
4	AFZ	4	4	3	2	3	16	64
5	ACW	3	3	1	3	3	15	60
6	AWA	3	2	2	2	2	11	44
7	AAN	3	3	2	2	3	13	52
8	ADR	3	4	4	3	4	18	72
9	AS	2	2	2	2	2	10	40
10	ABK	3	2	2	2	2	11	44
11	AH	3	3	4	3	3	16	64
12	AM	2	3	2	2	2	11	44
13	DR	2	2	3	3	2	12	48
14	ERE	3	4	3	2	2	14	56
15	FFG	4	3	4	3	2	16	64
16	FA	3	2	3	2	3	13	52
17	FN	2	2	3	2	2	11	44
18	KLC	4	3	3	3	2	15	60
19	MDA	2	2	2	1	2	9	36
20	MFA	3	4	3	3	2	14	56
21	ME	2	2	3	2	2	10	40
22	MH	3	4	2	2	2	13	52
23	MHR	3	3	2	2	2	12	48
24	MRF	2	2	2	2	2	10	40

## THE STUDENTS' SCORE FROM THE RESEARCHER

(POST-TEST CONTROL)								
No	Students	Component of Speaking					Total	Score
		Pro	Gram	Vocab	Flue.	Comp		
1	ARD	4	2	3	2	2	14	56
2	AA	5	4	3	4	3	19	76
3	APL	3	3	3	2	2	13	52
4	AFZ	4	3	4	4	3	18	72
5	ACW	3	4	3	4	2	16	64
6	AWA	3	3	2	4	3	15	60
7	AAN	4	3	3	2	2	14	56
8	ADR	5	4	4	3	4	20	80
9	AS	3	2	2	2	2	11	44
10	ABK	3	3	2	2	2	11	44
11	AH	5	5	4	4	4	22	88
12	AM	4	3	2	3	2	14	56
13	DR	4	4	3	3	2	16	64
14	ERE	3	3	3	2	2	13	52
15	FFG	4	4	4	3	3	18	72
16	FA	3	3	4	3	3	16	64
17	FN	3	2	3	3	2	13	52
18	KLC	3	3	2	3	2	13	52
19	MDA	2	2	2	2	2	10	40
20	MFA	3	4	4	3	3	17	68
21	ME	4	5	4	3	2	18	72
22	MH	4	4	3	2	3	16	64
23	MHR	4	3	3	2	2	14	56
24	MRF	3	3	3	2	2	11	44

## STUDENTS' SCORE FROM THE RESEARCHER

( PRE-TEST EXPERIMENTAL )								
No	Students	Component of Speaking					Total	Score
		Pro	Gram	Vocab	Flue.	Comp		
1	ASP	2	2	2	2	2	10	40
2	PZ	3	4	4	2	3	16	64
3	AS	4	2	3	2	2	13	52
4	APU	4	4	3	4	3	18	72
5	AE	3	3	3	2	2	13	52
6	DS	3	3	2	2	2	12	48
7	DI.S	3	4	4	3	3	17	68
8	DPS	3	2	3	3	2	13	52
9	DAS	2	2	2	2	1	9	36
10	FA	3	3	4	3	2	15	60
11	H	4	3	2	2	2	13	52
12	IR	3	2	3	2	2	12	48
13	IN	2	3	2	2	2	11	44
14	IZN	3	3	3	3	2	14	56
15	JR	3	2	2	2	3	12	48
16	MAZ	4	4	3	2	2	15	60
17	MA	3	4	4	3	3	17	68
18	MI	3	3	3	3	2	14	56
19	MZN	4	2	4	4	3	17	68
20	NSU	3	4	4	3	2	16	64
21	OR	3	4	3	2	3	15	60
22	TE	3	3	4	2	3	15	60
23	YN	4	4	3	3	2	16	64
24	WA	3	3	3	3	2	14	56

## STUDENTS' SCORE FROM THE RESEARCHER

( POST-TEST EXPERIMENTAL )								
No	Students	Component of Speaking					Total	Score
		Pro	Gram	Vocab	Flue.	Comp		
1	ASP	5	5	3	4	4	21	84
2	AZ	4	5	4	3	4	21	84
3	AS	5	4	3	2	3	17	68
4	APU	5	5	4	4	4	22	88
5	AE	4	4	4	3	3	18	72
6	DS	5	4	4	3	3	19	76
7	DRS	4	4	4	4	3	19	76
8	DPS	5	3	5	3	4	20	80
9	DAS	3	3	2	4	2	14	56
10	FA	3	4	2	3	4	16	64
11	H	4	4	4	3	2	17	68
12	IR	4	4	3	2	3	16	64
13	IN	4	3	4	3	3	17	68
14	IZN	4	4	3	4	4	19	76
15	JR	3	3	4	3	4	17	68
16	MAZ	5	5	4	4	3	21	84
17	MA	3	4	5	4	4	20	80
18	MI	3	3	4	3	4	17	68
19	MZN	4	4	4	3	2	17	68
20	NSU	5	5	4	2	4	20	80
21	OR	4	4	3	4	4	19	76
22	TE	4	4	5	4	4	21	84
23	YN	2	3	4	2	3	14	56
24	WA	3	4	2	2	4	15	60

## STUDENTS' SCORE FROM THE TEACHER

( PRE-TEST EXPERIMENTAL )

No	Students	Component of Speaking					Total	Score
		Pro	Gram	Vocab	Flue.	Comp		
1	ASP						10	40
2	AZ						17	68
3	AS						14	56
4	APU						18	72
5	AE						12	48
6	DC						15	60
7	DRS						17	68
8	DPS						13	52
9	DAS						9	36
10	FJ						10	40
11	H						16	64
12	IR						14	56
13	IN						15	60
14	IZN						15	60
15	JR						15	60
16	MAZ						15	60
17	MA						14	56
18	MI						17	68
19	MZN						13	52
20	NSU						17	68
21	OR						15	60
22	TE						17	68
23	YN						13	52
24	WA						18	72
							13	52

## STUDENTS' SCORE FROM TEACHER

( POST-TEST EXPERIMENTAL )

No	Students	Component of Speaking					Total	Score
		Pro	Gram	Vocab	Flue.	Comp		
1	ASP						14	56
2	AZ						21	84
3	AS						20	80
4	APU						21	84
5	AE						16	64
6	DS						19	76
7	DRS						20	80
8	DPS						20	80
9	DAS						17	68
10	FA						18	72
11	H						17	68
12	IR						16	64
13	IN						20	80
14	IZN						19	76
15	JR						16	64
16	MAZ						20	80
17	MA						20	80
18	MI						18	72
19	MZN						17	68
20	NSU						21	84
21	OR						17	68
22	TE						19	76
23	YN						17	68
24	WA						18	72

**STUDENTS' SCORE FROM TEACHER  
( PRE-TEST CONTROL )**

No	Students	Component of Speaking					Total	Score
		Pro	Gram	Vocab	Flue.	Comp		
1	ARD						14	56
2	AA						17	68
3	APL						15	60
4	AFZ						15	60
5	ACW						14	56
6	AWA						15	60
7	AAN						13	52
8	ADR						18	72
9	AS						11	44
10	ABK						15	60
11	AH						17	68
12	AM						15	60
13	DR						11	44
14	ERE						17	68
15	FFG						16	64
16	FA						13	52
17	FN						16	64
18	KLC						15	60
19	MDA						10	40
20	MFA						17	68
21	ME						10	40
22	MH						17	68
23	MHR						14	56
24	MRF						10	40

**STUDENTS' SCORE FROM TEACHER  
( POST-TEST CONTROL )**

No	Students	Component of Speaking					Total	Score
		Pro	Gram	Vocab	Flue.	Comp		
1	ARD						15	60
2	AA						16	64
3	APL						13	52
4	AFZ						18	72
5	ACW						16	64
6	AWA						16	64
7	A.N						15	60
8	ADR						20	80
9	AS						11	42
10	ABK						9	36
11	AH						19	76
12	AM						16	64
13	DR						18	72
14	ERE						17	68
15	FFG						18	72
16	FA						16	64
17	FN						15	60
18	KLC						13	52
19	MDA						15	60
20	MFA						16	64
21	ME						19	76
22	MH						17	68
23	MHR						17	68
24	MRF						16	64

## NILAI PRE-TEST KELAS CONTROL

NO	NAME	SCORE		MEAN
		SCORE 1	SCORE 2	
1	ARD	44	56	50
2	AA	68	68	68
3	APL	56	60	58
4	AFZ	64	60	62
5	ACW	60	56	58
6	AWA	44	60	52
7	AAN	52	52	52
8	ADR	72	72	72
9	AS	40	44	42
10	ABK	44	60	52
11	AH	64	68	66
12	AM	44	60	52
13	DR	48	44	46
14	ERE	56	68	62
15	FFG	64	64	64
16	FA	52	52	52
17	FN	44	64	54
18	KLC	60	60	60
19	MDA	36	40	38
20	MFA	56	68	62
21	ME	40	40	40
22	MH	52	68	60
23	MHR	48	58	53
24	MRF	40	40	40
TOTAL				1.315
RATA-RATA KELAS				54,79



NILAI POST-TEST KELAS CONTROL

NO	NAME	SCORES		MEAN
		SCORES 1	SCORES 2	
1	ARD	52	60	56
2	AA	76	64	70
3	APL	52	52	52
4	AFZ	72	72	67
5	ACW	64	64	72
6	AWA	60	64	62
7	AAN	56	60	58
8	ADR	80	80	80
9	AS	44	40	42
10	ABK	42	36	39
11	AH	72	76	74
12	AM	56	64	60
13	DR	64	72	68
14	ERE	52	68	60
15	FFG	72	72	72
16	FA	64	64	64
17	FN	52	60	56
18	KLC	52	52	52
19	MDA	40	60	50
20	MFA	68	64	66
21	ME	72	76	74
22	MH	42	46	44
23	MHR	56	68	62
24	MRF	44	64	54
TOTAL				1.454
RATA-RATA KELAS				60,58

NILAI PRE-TEST KELAS EXPERIMENTAL

NO	NAME	SCORES		MEAN
		SCORES 1	SCORES 2	
1	ASP	40	40	40
2	AZ	64	68	66
3	AS	52	56	54
4	APU	72	72	72
5	AE	52	48	50
6	DS	48	60	54
7	DRS	68	68	68
8	DPS	52	52	52
9	DAS	36	36	36
10	FA	60	40	50
11	H	52	64	52
12	IR	48	60	54
13	IN	44	52	48
14	IZN	56	60	58
15	JR	48	60	54
16	MAZ	60	56	58
17	MA	68	68	68
18	MI	56	52	54
19	MZN	44	68	56
20	NSU	64	60	62
21	OR	60	68	64
22	TE	60	52	56
23	YN	64	72	68
24	WA	56	52	54
TOTAL				1.348
RATA-RATA KELAS				56,17

NILAI POST-TEST KELAS EXPERIMENTAL

NO	NAME	SCORES		MEAN
		SCORES 1	SCORES 2	
1	ASP	56	56	56
2	AZ	84	84	84
3	AS	68	80	72
4	APU	88	84	86
5	AE	72	64	68
6	DS	76	76	76
7	DRS	76	80	78
8	DPS	80	80	80
9	DAS	56	68	62
10	FA	64	72	68
11	H	68	68	68
12	IR	64	64	64
13	IN	68	80	74
14	IZN	76	76	76
15	JR	68	64	66
16	MAZ	84	80	82
17	MA	80	80	80
18	MI	68	72	70
19	MZN	68	68	68
20	NSU	80	84	82
21	OR	76	68	72
22	TE	84	84	84
23	YN	56	68	62
24	WA	60	72	66
TOTAL				1.744
RATA-RATA KELAS				72,67

## SPEAKING TEST

(PRE-TEST)

**Subject** : English  
**Sub Matter** : Speaking  
**Sub Subject Matter** : Descriptive Text  
**Class** : VIII  
**Time allocation** : 60 minutes

Instruction:

Choose one of those following topics, and describe the topic for at least 10 minutes. Use English fluently and correctly.

1. My favorite teacher
2. My best friend
3. My beloved sister / brother
4. My mother

**SPEAKING TEST**  
**( POST-TEST )**

**Subject** :English  
**Sub Matter** :Speaking  
**Sub Subject Matter** :Descriptive Text  
**Class** :VIII  
**Time allocation** :60 minutes

**Instruction:**

Choose one of those following topics, and describe the topic for at last 10 minutes. Use English fluently and correctly.

1. My best friend
2. My beloved sister / brother
3. My mother
4. My favorite teacher

**Tape script class control:**

Siswa 1 : My Best Friend Tresno

I have a best friend, his name is Tresno. He is my classmate. He lives in Bumi ayu. He has a happy family, his parents. He is the only child in his family. Tresno is fifteen years old. He is handsome. He has white skin. He has short black hair. His hair is straight. He has brown eyes. His height is 161 cm, and he is taller than me.

Siswa 2 : My Favorites Teacher I have a favorite teacher in my school. He is Mr. Bambang. He is my English teacher. He is still young. His age is approximately 30 years. However, He is the strict and discipline person. Though his face is quite creepy, his heart is very good.

Siswa 3 : my mother is a beautiful person. she is not tall but not short, and she has curly hair and brown. her eyes color is like honey and her color skin color is light brown, and she has a beautiful smile. her weight likes 57 kg. she is a very kind person. she is very lovely, friendly, patient, and she loves to help people. i love my mom, because she is i a good example to me. she love sing and dance too.

Siswa 4 : My sister is a sweet person who always tries to help out others. I have seen her help her friends all the time, even if they are acquaintances, she helps them equally. Moreover, she is very lively. You will always find her playing around or goofing around with someone.

Siswa 5 : I have a chairmate at school. Her name is Rina. She is a very good girl. When I am in trouble, she often helps me. After school, we often study and play together. When I come home late because I have to clean the class, she often waits for me. I hope we can sit together until graduation.

**Tape script class experimental With Fan-N-Pick Strategy**

**Kelompok 1 :**

- Siswa 1 : pick a card, any card.
- Siswa 2 : please describe your favorite teacher.
- Siswa 3 : My favorite teacher is my English teacher. His full name Sri Soekarsih. She is such an inspiring teacher as he always teaches us patiently and attractively. She is one of the best teachers I have ever met. Mam Sri is one of my heroes. Heroes are there to help students whenever they need them. He takes them to a higher level in studying English and lets them experience the powers of their words in studying. Mam sri wants to make all of his students study English easily. That is why I consider mam Sri one of my favorite teachers.
- Siswa 4 : The answer is very good and easy to understand

**Students play roles to play cards**

- Siswa 2 : Pick a card, any card.
- Siswa 3 : Please describe my best friend.
- Siswa 4 : Amy has been my close friend for a year. I first met her in this school. I asked her about the way to the new class and we started talking. We've been friends ever since. Amy is quite good-looking. She is very beautiful and smart, with white skin and she uses a veil. Like many Indonesian people, she has a great sense of style, so she always looks well-dressed even in casual clothes. Amy is very outgoing. She is always friendly and loves to have fun. She has a fantastic sense of humor and she always makes me laugh. However, he can be a bit immature at times. For example, when she doesn't get what she wants, she acts so childish and stamps his feet. Amy is very diligent in her study. She likes to listen to music and sometimes, she spends a lot of money doing some shopping.
- Siswa 1 : Very good





**students play roles to play cards**

Siswa 3 : pick a card, any card.

Siswa 4 : please describe my beloved sister/brother.

Siswa 1 : I have a sister. Her full name is Kania pink. But I usually call her Kania. She is slanting eyes and a pointed nose. She is very beautiful. She likes swimming in her spare time. She also likes to play the piano. In addition she like writing.

Siswa 2 : good answer

**students play roles to play cards**

Siswa 4 : pick a card, any card.

Siswa 1 : please describe my mother.

Siswa 2 : My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color light brown, and she has a beautiful smile. She is a very kind person. She is a very kind person. She is very lovely, and friendly and she loves to help people.

Siswa 3 : good

**Kelompok 2:**

Siswa 1 : pick a card, any card.

Siswa 2 : please describe my beloved sister/brother.

Siswa 3 : I have a brother. He is very good to me. His name is Riski Kurniawan. In generally a brother, my brother and I almost look similar. We both have curly and short hair. My brother also has the same nose as me. However, although, my brother and I look similar, I had some bit of differences. He has a white color while I have a brown skin color. The difference in our age is little. He is 23 years old while I am 20 years old.

Siswa 4 : good answer

**Students play roles to play cards**

Siswa 2 : Pick a card, any card.

Siswa 3 : Please describe my best friend.

Siswa 4 : I have a classmate that is good at almost all subjects. Her name is Lia Amanah. All her classmates usually call her Lia. She is a quiet person. Lia has a pair of thick bushy eyebrows. Her face is oval and her nose is a bit flat. She has a slim and short body. Her skin is brown. She has long and wavy hair. She is a good person and treats all of her friends nicely. She is also a polite, diligent, disciplined, and friendly person. Her hobby is solving crosswords. She likes to eat crispy fried bananas and drink ice tea.

Siswa 1 : You are very lucky to have a friend like that.

**students play roles to play cards**

Siswa 3 : pick a card, any card.

Siswa 4 : please describe my mother.

Siswa 1 : I want to tell you all about my mother. My mother is Mrs rika. My mother is a housewife. She looks after all of her family members, especially me and my little brother. My mother is a mature woman. She has a plump body. her skin color is white. She has also chubby cheeks and a broad nose.

Siswa 2 : good answer

**students play roles to play cards**

Siswa 4 : pick a card, any card.

Siswa 1 : please describe my favorite teacher.

Siswa 2 : I have my favorite teacher named miss Ani she is my favorite teacher, she is a teacher who teaches Indonesian language lessons and likes to speak English.

She is our teacher and guardian she is the guardian who takes care of us and protects us, we usually roam in and out, but my teacher always takes care of us and protects us.

Siswa 3 : Good

**Kelompok 3 :**

Siswa 1 : pick a card, any card.

Siswa 2 : please describe my best friend.

Siswa 3 : I have a best friend in my classroom. I share a chair with her. Her name is Dewi Irmaya. I always call her Dewi. Dewi has a small family. She lives with her parent and two sisters. She always plays with them in the park or garden. Dewi and I always share what is being experienced. She is patient, friendly, and helpful. she also likes to eat fried potatoes in restaurants. That's my best chairman.

Siswa 4 : very nice friend

**students play roles to play cards**

Siswa 2 : pick a card, any card.

Siswa 3 : please describe my mother.

Siswa 4 : My mother is a beautiful and elegant woman. She has black and shiny wavy hair. Her eyes are dark brown like my eyes. My mother has a light brown skin color. My mom is fat so she likes aerobics to make her body slimmer. She always looks elegant in her clothes. She loves performing elegantly which really shows her characteristics. I love you, mom.

Siswa 1 : good answer

**students play roles to play cards**

Siswa 3 : pick a card, any card.

Siswa 4 : please describe my favorite teacher.

Siswa 1 : my favorite teacher there are about fifty eight teacher in my school. Most of them are kind and helpful. But my favorite one is Mr. Hery, My English teacher. Mr. Hery is tall and slim enough. He is about forty neatly dressed. To scholl he rarely carries a briefcase.

Siswa 2 : good answer

**students play roles to play cards**

Siswa 4 : pick a card, any card.

Siswa 1 : please describe my sister/ brother.

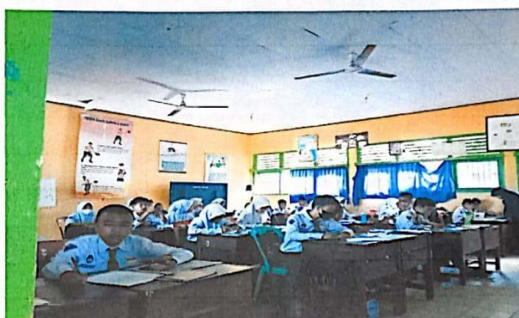
Siswa 2 : I just have one sibling in my family. It is Lusi, my only sister. She is in her twenty-two-year-old. I always enjoy spending my time getting in touch with her because Lusi is such an attractive girl who has a great physical appearance and personality. She is a sort of humble person who always does something sincerely without expect about praise from others

Siswa 3 : You are very lucky to have such a system

## Documentation

### 1. Pre-Test For Control Class

The research gives the suggestion on what should the students have to do



### Teacher Explanation of descriptive text



## 2. Experimental Class

The Students apply of Fan-N-Pick strategy



Teacher Explanation of descriptive text using Fan-N-Pick Strategy





Teachers nurture students in the application of the Fan-N-Pick Strategy





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**SURAT PENUNJUKAN PEMBIMBING SKRIPSI**

Nomor: 0424 /Un.23/F.II/PP.00.9/01/2022

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan

Tadris Universitas Islam Negeri Fatmawati Sukarno dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Risnawati,M.Pd 197405231999032002	P I	Sartika Obian	TBI	The Use of Fan and Pick
2	Anita,M.Hum 199008142019032011	P II	Ramadhan 1811230112		Technique to Improve Speaking Ability at SMPN 18 Kota Bengkulu

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 24 Januari 2022

Dekan,

Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip





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**SURAT PERMOHONAN PERBAIKAN JUDUL SKRIPSI**

Hal : Permohonan Perbaikan Judul Skripsi  
Lamp : -

Kepada Yth. Ketua Prodi  
Tadris Bahasa Inggris  
IAIN Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Sartika Obian Ramadhan

NIM : 1811230112

Jurusan/Prodi : Tadris/Bahasa Inggris

Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perbaikan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: "The use of Fan and Pick technique to improve speaking ability at SMPN 18 Kota Bengkulu"

Menjadi : "The effect of using Fan-N-Pick Strategy on EFL students' Speaking ability"

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, Maret 2022

Dibuat oleh,

Sartika Obian Ramadhan

1811230112

Pembimbing II,

Anita, M.Hum

NIP.199008142019032011

Pembimbing I,

Risyawati, M.Pd

NIP.197405231999032002

Disetujui oleh,

Diketahui oleh,  
Ketua Prodi TBI

Feny Martina, M.Pd

NIP.198703242015032002



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#### PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Sartika Obian Ramadhan, NIM : 1811230112 yang berjudul **"The effect of using Fan-N-Pick strategy on EFL Students Speaking Ability (A Quasi-Experimental at 8<sup>th</sup> grade Students of SMPN 18 Kota Bengkulu in academic year 2022/2023 )** Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Rabu, 25 Mei 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, Mei 2022

Penyeminar I

Penyeminar II

Riswanto, Ph.D  
NIP.197204101999031004

Andri Saputra, M.Sc  
NIP.199106262019031014



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Nomor : 2664 / Un.23/F.II/TL.00/06/2022  
 Lampiran : 1 (satu) Exp Proposal  
 Perihal : Mohon izin penelitian

9 Juni 2022

Kepada Yth,  
 Kepala SMPN 18 Kota Bengkulu  
 Di -  
 Bengkulu

*Assalamu'alaikum Warahmatullah Wabarakatuh.*

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan name di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul **"THE EFFECT OF USING FAN-N-PICK STRATEGY ON EFL STUDENTS' SPEAKING ABILITY (A Quasi-Experimental Research at 8<sup>th</sup> Grade Students Of SMPN 18 Kota Bengkulu In Academic Year 2022/2023)".**

Nama : Sartika Obian Ramadhan  
 NIM : 1811230112  
 Prodi : Tadris Bahasa Inggris (TBI)  
 Tempat Penelitian : SMPN 18 Kota Bengkulu  
 Waktu Penelitian : 10 Juni s/d 22 Juli 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

*Wassalamu'alaikum Warahmatullah Wabarakatuh.*

Dekan,  
  
 Mulyadi



**PEMERINTAH KOTA BENGKULU**  
**DINAS PENDIDIKAN**  
**SEKOLAH MENENGAH PERTAMA NEGERI (SMPN) 18**

(AKREDITASI A, NSS : 201266001018, NPSN : 10702480)  
 Jalan K.S. Tubun Kel. Jalan Gedang Telp./Fax. (0736) 21690 Bengkulu 38225 email : smp18bengkulu@gmail.com

**SURAT KETERANGAN SELESAI PENELITIAN**

Nomor : 421.2/ 20 /SMPN18/07/2022

Yang bertanda tangan di bawah ini :

Nama : Drs. Subhan Suwito  
 NIP : 19660620 199412 1 001  
 Pangkat/Gol. : Pembina Tk. 1 / IV.b  
 Jabatan : Kepala Sekolah  
 Unit Kerja : SMPN 18 Kota Bengkulu

Dengan ini menerangkan bahwa :

Nama : Sartika Obian Ramadhan  
 N I M : 1811230112  
 Program/Jurusan : Tadris Bahasa Inggris  
 Fakultas : Tarbiyah dan Tadris UIN Fatmawati Soekarno Bengkulu

Telah melaksanakan penelitian di SMPN 18 Kota Bengkulu dari tanggal 10 Juni s.d 22 Juli 2022 sesuai dengan surat izin penelitian dari Dinas Pendidikan Kota Bengkulu Nomor : 421.2/00219/II.D.DIK/2022 tanggal 24 Juni 2022 dengan judul penelitian, "The Effect Of Using Fan-N-Pick Strategy On EFL Student Speaking Ability (a Quasi – Experimental Research At 8<sup>th</sup> Grade Student Of SMPN 18 Kota Bengkulu In Academic Year 2022/2023)".

Demikianlah surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Bengkulu, 15 Juli 2022

Kepala Sekolah,



Drs. SUBHAN SUWITO

NIP. 19660620 199412 1 001



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**SURAT TUGAS**

DEKAN FAKULTAS TARBIYAH DAN TADRIS  
UNIVERSITAS ISLAM NEGERI (UIN) FATMAWATI SUKARNO BENGKULU  
Nomor : 1735 /Un.23/F.II/PP.00.9/03/2022

Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Sartika Obian Ramdhan

NIM : 1811230112

Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indikator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Dr. Mus Mulyadi, M.Pd	Kompetensi UIN	a. Kemampuan membaca Al Qur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad-Dhuha s/d An-Nas)
2	Andriadi, M.A	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TELT, LTR, ESP, CMD
3	Endang Haryanto, M.Pd	Kompetensi Keguruan	a. Kemampuan memahami UIU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
  2. Pelaksanaan ujian dimulai paling lambat 1( satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 ( satu) minggu sebelum ujian munaqasyah dilaksanakan
  3. Skor nilai ujian komprehensif adalah 60 s/d 100
  4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
  5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)
- Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Bengkulu, 31 Maret 2022

Dekan,

Mus Mulyadi

Tembusan :

Yth, Wakil Rektor 1





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Nomor : 2315 /Un.23/F.II/PP.00.9/05/2022

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Riswanto, Ph.D (Penyeminar I)

2. Andri Saputra, M.Sc (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu, untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Rabu, 25 Mei 2022

Tempat : Ruang Munaqasah Jurusan Pendidikan Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Vesi Putri Adini (1811230041)	08.00-08.50 WIB	The Effect of Auditory, Intellectually, and Repetition (AIR) Model on Students' Reading Comprehension at Eleventh grade of SMAN 8 South Bengkulu
2.	Nevy Nuristi Ochtaviani (1811230124)	08.50-09.40 WIB	Comparison Of Tenth Grade Learning Outcomes In English Speaking Skills In Rural And Urban Schools (A Study At Senior High Schools Students In Bengkulu Province)
3.	Sukma Virginita (1811230130)	09.40-10.30 WIB	Exploring EFL Student's Anxiety in Public Speaking Performance (study at 2 <sup>nd</sup> grade students of SMK 4 South Bengkulu in academic year 2022/2023)
4.	Sartika Obian Ramadhan (1811230112)	10.30-11.20 WIB	The Effect of Using Fan-N-Pick Strategy on EFL Students' Speaking Ability (A quasi experimental research at 8 <sup>th</sup> grade students of SMPN 18 Kota Bengkulu In Academic Year 2022/2023)
5.	Silvia Lusianti (1811230013)	11.20-12.00 WIB	The Effectiveness Of Online Media In Improving Students' English Pronunciation Skills

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.







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Bengkulu, 26 Juli 2022

Nomor : 3175 /Un.23/F.II/PP.00.9/07/2022

Lamp. : -

Perihal : Ujian Skripsi

Kepada Yth.

1. Dr.Hery Noer Ali, M.Ag (Ketua)
2. Andriadi, M.A (Sekretaris)
3. Riswanto, Ph.D (Penguji Utama)
4. Ferri Susanto, M.Pd (Penguji II)

di -

Bengkulu

*Assalamu'alaikum Wr. Wb.*

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Rabu, 27 Juli 2022

Tempat : Ruang Manaqasah Jurusan Tadris Lantai 3 Dekanat FTT

No	Nama/Nim	WAKTU (WIB)	Judul
1.	Intan Putri Pertama Suci 1811230072	08.00-08.50 WIB	An Analysis Of Task-Based Language Teaching (TBLT) Technique Used By The Teachers To Improve Writing Ability At SMA Negeri 08 Mukomuko In The Academic Year Of 2021/2022
2.	Anandia Erianti Z. 1811230081	08.50-09.40 WIB	An Analysis of Teachers Challenges In Teaching English As Foreign Language (TEFL) At Rural Areas : A Case Study of MTS In Pondok Kubang Sub-District
3.	Sukma Firgonita 1811230130	09.40-10.30 WIB	Exploring EFL Students' Anxiety In Public Speaking Performance
4.	Shinthya Melinda 1811230077	10.30-11.20 WIB	The Correlation Between Metacognitive Skills And Critical Thinking Skills In EFL Students' Argumentative Writing Skills
5.	Sartika Obian Ramadhan 1811230112	11.20-12.00 WIB	The Effect Of Fan-N-Pick Strategy On EFL Students' Speaking Ability

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.







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## KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : SARTIKA ABIAN RAMADHAN  
 NOMOR INDIK MAHASISWA : 161230112  
 PRODI : TADRIK BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Kamis, 13 Januari, 2022		Wela Marheni Pratiwi	161230149	The effect of flipped Classroom model on Students' Writing Ability in Argumentative text.	1. 2.
2	Kamis, 13 Januari 2022		Depti Putri	171230009	The effect of POGES Writing Through Guided Question technique to improve the Student in writing a reflective text.	1. 2.
3	Kamis, 13 Januari 2022		Bela elza Fitri	161230140	The effect Student' integrative US instrument Motivation on reading skills	1. 2.
4	Kamis, 13 Januari 2022		Iren Aprilia Mirangca	181230106	The effect of Discovery Learning On Students' writing skills of sman 4 Bengkulu	1. 2.
5	Kamis, 13 Januari 2022		Ali Firman	171230064	Students' Perception of Asynchronous Communication mediated in online learning during pandemic era.	1. 2.
6						1.

