

**THE USE OF PAIR WORK ACTIVITIES TO IMPROVE
STUDENTS' SPEAKING ACHIEVEMENT OF GRADE 8TH AT
MTS AL-JAM'İYATUL WASHLIYAH TEMBUNG**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
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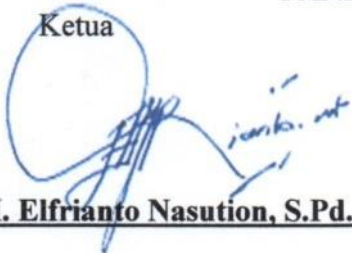
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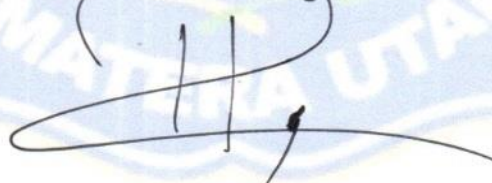
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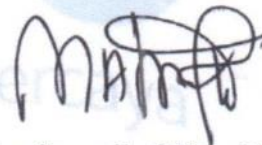
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ABSTRACT

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This study deal with improving the student’s speaking achievement through Pair Work Activity. The objective of the research were to find out the use of Pair Work Activity to students’ speaking achievement as media. And also to describe the students’ speaking achievement after using Pair Work Activity. This study was conducted by using one classroom action research. In this case, the researcher took 33 (thirty three) students of MTs Al-Jam’iatul Washiyah Tembung as the sample. And the researcher took VIII-2 class with the total students 33 (thirty three) were taken by. The instrument of research was oral test with partner and it would get score by paying attention on the students’ pronunciation, fluency, grammar, comprehension and vocabulary. this was taken by the stories on the activity which was consisted of 2 pair activities that was taken on the penguin pair work activity. The steps of the researched were consisted of planning, action, observation and reflection in the two circle according to MC. Taggart. And this research used Quantitative and Qualitative data as analyzing. The students’ improvements could be seen by the mean of the students pre-test 72.33, cycle I 79.24, cycle II 86.51. The result showed the improvement of the students score from the pre-test to second cycle. The pre-test only 48% (Forty eight percent) or 16 students who got 75 points. The first cycle was 82% (Eighty two percent) or 27 students who got 75 points, it means there was an improvement about 34% (thirty four percent). In the second cycle there was 100% (one hundred percent) or 33 students who got 75 points and more the improvement was 52% (fifty two percent). It meant that the implementation by applying Pair Work Activity in teaching speaking was effective as it could improve students’ speaking ability and also helped teachers to teach speaking. So the student could find easily to learn English more effective and enthusiastic by using this activity

Keywords: Pair Work Activity, Penguin Book, Speaking, Improvement.

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The Researcher,

Dea Fadila Utami

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CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays trend of education had moved and changed so much, especially in technology. This situation was not worth for some areas, but it could be so much worth which was the facilities was ready to do. Pandemic had caused so many effects on this situation, we were socialize personal would be shock on this problem so much.

Let see how this situation started to change, teacher must be prepared well the material by online, and the explained it by online, the problem which could be appear here were, students who had not packet data for browsing would be stuck in moment, then the teacher would give some dispensation for that, and then what the students who had no packet data? Some would be enjoy because the teacher would not punish them, it was going to be unfair for the one who do it. And others would be different once offline class which one or two day a week, but they would not keep coming to the class and felt enjoy and relax absolutetly.

Education system got so serious problem by this pandemic, it forced us to change the habit in the school from offline become online learning. Some students might be enjoy to this online learning, but some would be struggling so much in term of understanding the material. As we know, we couldn't understand enough to the material giving by only hearing on flat display or smart phone.

Let's talk about English subject, this was one of thousands languages which was most famous used in the world. And it was also an International language for communicating, English had already used almost all over the world, either speaking or writing in language.

Learning English meant learning four skills: listening, speaking, reading, and writing. Besides four language skills, it also learnt three important components such as pronunciation, vocabulary, and grammar. Many people in the world must know about English and master it as well, because so many information come from this language. One of the benefit which we could get from english was we can keep in touch and getting each other with people all over the world by communicating.

That's why speaking would be important so much as the skill to student's learning about English. The students must be able to understand, received and absorbed the information they got once using the English itself. Based on the situation during pandemic researcher found so many cases on the students speaking. Most of students tended to be passive in speaking. This would be real problem, considering the technology always update in several times. If the students couldn't speak English well on this moment, they would get nothing in this Era. Furthermore, the student would have many problems with their speaking in daily conversation and they had difficulties to pronounce the words.

Teaching about speaking was one of important thing to improve student's ability in communication. But nowadays English teachers only gave the monotonous activity for students even by this pandemic, teacher would be

more passive and forced their students to find the subject by themselves. After that made students to report their task by online. The feeling of teaching and learning among students and teacher was not intensive anymore.

Generally, many people realized that there were some factors of the difficulties in speaking ability. There are internal and external factors. Internal factors came from the student it selves or their willingness. These concerned with the psychological and physical aspect for instance the activity of thinking memorizing. External factors come out of the students. It concerned with the teaching learning method. The teacher must chose the suitable technique for teaching speaking.

Pair Work Activities was one of the strategy to make students feel enjoy and enthusiastic in studying. This activity needed to do by pairing to the student. This was also easy to apply for social distancing. Teacher needed to explain the rule simply, and the students just followed the guide on the paper itself. Students would consist by partner A and B so this activity would be more fun and condusive. Student needed to be focus on their paper and also their partner. The researcher would use the application to help students to improve their ability about English especially speaking skill. Bercikova confessed that pairwork was an appearance of interaction in the classroom where students work mutually by way of other students to check answers and labor on communicative activities. (Bercikova, 2007)

Based on the exposed explanation above, the researcher was quite interested to implement that learning skill by Pair Work Activities in junior high

school (SMP) level in studying English which was focusing on speaking ability in the Grade 8 (Eight). The activities would conduct the students' experiential in learning in the classroom. First, Teacher will explain what is pair work activities, which focus in learning with friend, or pairing. After the teacher explained about the pair work activities, then the teacher would ask student to find their own partner, it could be choose by their own, or the teacher could take a part of it by their name in attendant list. Next, while the students had found their own pairing or partner, by partner A and B, then the teacher gave them the paper which content the task is all about. Before the student did their pair work activities, teacher would explain how to do it. After that students would work with their own partner. Finally after the students finished their task, teacher would call the student randomly to perform it in front of the class. Then teacher would give score on them.

B. Identification of Problem

Based on that background above, the researcher got the point, such as;

1. The students become passive during Pandemic situation
2. The students were not confident to speak English well to the students and in front of the class
3. The conventional method was still dominantly used in the speaking class.

C. Scope and Limitation

In this study, researcher concerned with the students' speaking skill in their activity. And the limitation would be focus on simple present tense that is available on the Pair Work Book.

D. Formulation of the study

Based on the problem above, there were formulation which needed to answer were:

1. Was there any significant improvement of students' speaking achievement after implementing Pair Work Activity?
2. How was the students speaking ability by using Pair Work Activity as their technique in learning?

E. The Objective of the study

The objective of the study were formulated as follow:

1. To find out whether there was an improvement students' speaking ability after using Pair Work Activity as the technique
2. To figure out the improvement of students' critical reading ability by using Pair Work Activity as the technique.

F. The significance of study.

The researcher hoped that this study could be used and it was useful for:

1. Theoretically

The research would be used to add knowledge, experience and insight how to improve students' speaking ability through Pair Work Activity.

2. Practically

The significance of this study would be expected by the researcher, were:

a) For students

To encourage the students awareness and got interested for being active in learning and find out the information from the reading text.

b) For teacher

To share the new experienced and technique in teaching English to the students and it can be applied in their classroom.

c) For researcher

To increase the researcher insight or perception towards new strategy which was focus on improving students' speaking skill ability through Pair Work Activity.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

In conducting a research, theories would need to explain all the terms which were used in the study to avoid some misunderstandings among the researcher and readers. The researcher began to clarify the same perception to them. The theoretical framework had a aim to give any clearance concept to the application of this study.

1. The definition of Pair work

Pair-work was one of the interaction patterns used in the modern languages classroom, such as English as a second language (ESL) or English as a foreign language (EFL). According to Phipps; pair-work was “for any form of pupil-pupil interaction without the intervention of the teacher”. Consequently, pair-work interactions were when students work independently, face-to-face and communicate to one another with minimal involvement from the teacher. Many researchers had proven that students were much more ready to interact with each other with more complex responses than with their teacher (Phipps, 1999).

Recounted from previous studies illustrate that student felt comfortable working, interacting and making mistakes with their partners rather than with their teachers, and corrective feedbacks from peers were found to be less daunting than the correction by teachers. As reported by Phipps said that working with a partner was much less intimidating than being singled out to answer in front of the class, and it brought a realistic element into the classroom by simulating the natural

conversational setting. It had been found to be motivating and effective since students interact and communicate with each other using the target language (Richards, 2006). This gave greater opportunity for students to communicate and practice their English more contentedly with each other to construct a vibrant classroom atmosphere.

The main objective of teaching English was enable to students to use the language effectively, either in speaking or writing. As teachers, it was indistinguishable whether students were able to use the language properly unless it was produced, either verbally or composed. Through pair-work interaction, it was believed that students would interact with their partners more actively compared to individual work or group work where some students might dominate the interaction episode while others might be apathetically passive (Jones, 2007). Thus, it was also common that dominant/passive pair happens in pair-work activity. Storch defined the situation as when “most of the decisions concerning language choices were imposed by the dominant participant, with little input sought from or offered by the passive participant”. In this situation, it was necessary for the teachers to monitor the group interaction. Nonetheless, pair-work task was expected to increase students’ motivation and to reduce monotony in the learning and teaching process. Teachers as facilitators and monitors were anticipated to create such environment so that students were encouraged to learn the language intently. (Storch, 2010)

2. Pair-Work in Speaking Class

English proficiency required students to learn four skills, namely receptive skills (which involve listening and reading) and productive skills (which involve speaking and writing). Generally, students who were confused in learning grammar find speaking class to be more interesting as teachers focus more on meaning rather than on form. Both Communicative Language Teaching (CLT) and Task-Based Learning (TBL) syllabuses basically had the same principle in relation to this matter. (Lightbown, 1993) further explained that one of the characteristics of CLT classroom was a limited amount of error correction, and meaning was emphasized over form. In relation to the task in the classroom, Nunan defined task as:

Task was a piece of classroom work that involved learners in comprehending, manipulating, producing or interacting in the target language while their attention was focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention was to convey meaning rather than to manipulate form. Therefore, learners were encourage to prioritize a focus on meaning over a focus as language did not have to be well formed in order to be (Nunan, 2006).

Long and Porter observed that the lack of opportunity to practice the target language which was only thirty seconds of a fifty-minute lesson in a public secondary classroom lead to low achievement of second language learners. For this reason, teachers were to prepare classroom activities that were devoted and best facilitate speaking exercises. The benefit from speaking English in the class

must be pinpointed to the students that using only the target language in the classroom helped mimic the 'real life' use of that language.

A lively stimulation of communication exchanged between the students was expected to occur more in pairs. Jones described the atmosphere in pair-work as:

In a pair, the atmosphere tend to more protective and private than in a group. Students often felt less inhibited in a pair, and they could talk about more personal feelings or experiences than they would even in a small group. Pairs seem to be more conducive to cooperation and collaboration, while groups tend to be more conducive to (friendly) disagreement and discussion.

As teacher's interventions were required to be the least; therefore, students gain more chance in expressing their thoughts and feelings on the topic being conferred. Littlewood (2007) further explained that teachers do not do direct control or intervention on learners in communicative activities. Students must be given the chance to negotiate meaning with each other, expand their language resources, become aware of how language is used, and participate in consequential interpersonal exchange (Richards, 2006). He further added that teachers were to tactfully monitor progress and offer help, advice, and encouragement to the students when they are called for. Therefore, teachers were to avoid restraining students by close distances. Instead, they were to listen and monitor circumspectly as they move around the classroom. The best time to give students feedback on their performance by mentioning some mistakes that the teachers overheard would be by the time the task is done.

Involvement of the whole class to suggest corrections is another effective way to gain interest from students to be more communicative during the lesson (Jones, 2007).

In relation to pair-work interaction, even number of students was proper to be put in pairs to allow them to communicate with each other fairly and interchangeably in a given situation. Commonly the teacher used the technique by selecting the students randomly, but sometimes to put them based on their different English proficiency was also necessary, the stronger with the weaker as suggested by Westbrook (2011). Westbrook (2011) mentioned that careful pairing and grouping of students by teachers manifests the development of students' speaking skills. Teachers can set up a situation where stronger students could help weaker ones and the stronger students benefit from the opportunity to teach what they know (Westbrook, 2011).

Thus, there were also times when they were to be put separately. Teachers should consider the impression that weaker students might feel intimidated by the stronger ones and vice versa (Jones, 2007). Jones (2007) justified that pairing depends on the kinds of activities or tasks given by the teacher and on the students' strengths and weaknesses.

3. Strengths and Weaknesses of Pair-Work Interaction

As any other tasks in learning a language, working in pairs also had strengths and weaknesses. For strengths, it increased students' participation and motivation. Pair-work is more efficient than group or whole class discussion as every student gets the opportunity to speak, especially for introvert students who

were irresolute to talk in front of the whole class or teachers. As discussed earlier, it is believed that students who were more silent in the classroom would talk in pair-work interaction. In addition, the face-to face interaction between two students results in a more audible conversation which motivates activity involvement. Moreover, students could learn and teach each other. This may occur consciously or unconsciously where students correct each other's mistakes and help each other with vocabulary needed.

Furthermore, Phipps (1999) found pair-work more interactive and communicative as it promotes social interaction and communication between students. Interaction through pair develops the social skills, such as politeness, turn-taking, and respect towards each other while speaking. He also added that students have the opportunity to work autonomously without intervention of teachers. What was more, it reduces teachers' common roles in the classroom. Finally, it was able to increase students' fluency as Lighthown state that (1993):

There was evidence that opportunities for learners to engage in conversational interactions in group and paired activities could lead to increased fluency and the ability to manage conversations more effectively in a second language because these programs emphasize meaning and attempt to simulate 'natural' communication in conversational interaction (Lightbrown, 1993).

As for weaknesses, some limitations of working in pairs are also detected. In grammar focused tasks, Kinsella (1996) and McDonough (2004) (cited in Storch, 2007) have noted apprehension faced by ESL students, which was learning incorrect grammar from peers when working in small groups. Whilst in

communicative tasks, Ur (1981) described that firstly, the class may be noisy since all students interact and practice their target language at the same time. Secondly, students might get out of control. To overcome this situation, teachers were to recognize times when to give the start and stop signals for the discussion. Thirdly, proviso a class was monolingual; students were more tempted to use their first language when working in pairs. Storch and Aldosari mentioned some reasons why this was so (Storch N & 2010).

Additionally, Eguchi further stated if the students' English proficiency was low, the inclination to use their first language is especially obvious to satisfy their communicative needed. (Eguchi, 2006) Therefore, teachers had to increase their monitoring efforts to get students avoid the use of their first language. As for a multilingual class, students were unlikely to converse in their first language as they did not speak a similar one provided that they were paired as such where students with the same native language are separated. Finally, teachers must prepare ahead for other activities lest that some pairs might finish the given tasks beforehand in order to have the time to be effectively consumed by every student.

A number of studies had been conducted on the implementation of pair-work in ELT classrooms. Among them was by Storch (2007) who compared pair and individual work by ESL undergraduate students in an Australian university on an editing task, which was to make corrections in a text for better accuracy and academic expression. The study further analyzed the pair interaction environment in the classroom. The findings showed that no significant differences were found

between the accuracy of tasks done in pairs and individually. Thus, students in paired were found to be engaged more actively in talk. This situation provided them better chances of using the language being learnt in a wider range of functions. It further suggested that students working with peers make more grammatically correct decisions in tasks.

In contrast to the findings by Storch (2007), found a significant difference between pair and individual work on a word-building task given to Iranian adult students in two EFL classes. One class was the experimental group which did the task in pairs, whilst the other class was the control group which did the task individually. The results of the study showed that students in the experimental group had considerably higher scores compared to those in the control group. The study implied that students who worked together were more likely to form more correct words compared to those who worked by themselves. Even so, both studies found pair-work tasks to be effective for the students in the classroom as it offers better results in collaborative learning experiences.

4. Description of Speaking

Speaking was the process of building and sharing meaning through the use of nonverbal symbols, in a variety of context. Based on the statement above, speaking was say something what you feel and what you think to someone or anyone that you want. Speaking there was a communication which convey the message from the speaker to a listener. A speaker had en code the message containing certain information. Speaking skill involves not only saying that was written but also produce a language without making a listener

interpret the meaning to elaborate that speaking only the oral production of writing language but also involves learners in the mastering of a wide range sub skill which added together consistent as overall competence in the spoken language. Student's achievement in speaking English was not easy task. One gathered language aspect enhance to achievement in speaking. As Foreign Service Institute (FSI) evaluated as pronunciation, Fluency, grammar, vocabulary, and accent.

Almost all people in the world spent their daily life by doing communication. Communication is an exchange between people of knowledge, of information, of idea, of opinion and of feelings. So, the communication involved at least two people where both speaker and hearer. And additions said that we learnt very soon that the success of particular communication strategy depends on of willingness of other to other to understanding and interpretation of speaker and hearer to the message.

Speaking could be measured through the significant improvement of scores toward the act, utterance, or discourse of one who speak. Speaking as one of the communication competences has several essential characteristics. Communication competence includes: (a) Knowledge of grammar and vocabulary of language; (b) Knowledge of the rules of speaking, knowing what topics can be talked about indifferent types of speech events, knowing which address forms should be used with different persons one speaks and indifferent situation; (c) Knowing how to used and respond to different types of speech

such as request, apologize, thanks, invitation; (d) Knowing how to use language appropriately.

From the characteristic of the communication competence, it could be said that speaking is not only procedure some words, but also it is important to analyze the topic, grammar, vocabulary, and context to present the misunderstanding in doing communication because before students speak the language, they should be having the knowledge of language.

Nunan (2003), stated that “teaching speaking” is to teach English as a foreign language learners to:

1. Produced the English speech sounds and sounds patterns
2. Used words and sentences stress, intonation patterns and rhythms of the foreign language
3. Selected appropriate words and sentences according to the proper social setting, audience, situations and subject matter
4. Organized their thinking in a meaningful and logical sequence
5. Used the language quickly and confidently with few unnatural Pauses which is called fluency (Nunan, 2003).

According to Harmer (2007), speaking activity should have a number of Characteristics. They would engage the students by making them want to take a part. They should have some purposes which are not purely linguistics such as solving a problem or reaching a decision. They would be design to maximize the range of the language they will use, so they would not restrict students for example to specific grammar patterns. Speaking ability was the

ability to express the idea: Therefore, the speaker must know the topic of conversation in order to give or share information to other.

Nunan stated that Speaking was the verbal use of the language to communicate with others (Nunan, 2003). Speaking was the language skill which has been developed since childhood and preceded by listening skill at the time of speaking ability is acquired. Speaking was language skill that could be performed by any speakers of language the skills might be required natural (Harmer, 2007).

In additional Harmer explained that speaking in interactive an according to accomplish pragmatic goals through interactive discourse with other speakers of language and he also added that speaking fundamentally an interactive task happened under real-time processing constraints and was more fundamental linked to the individual who produced it than written. Since listening and speaking were the production skill. There were relationship each other. The ability to listen and the ability to speak because some information is gained from listening. In other words, the topic to be discussed in speaking was relevant to what that speaker had heard from another person. That's the reason why in teaching listening was always related to speaking.

In speaking process between a speaker and listener. It was happen interaction between them. They used the language as the medium of the speaking in that interaction. There was a process of communication which conveys the message from the speaker to listener. A speaker had to encode the message which contains information. In this interaction, the students must be

able to comprehend what they were talking about each other. So, the speaking could be conducted well. In solving the students' skill. It was necessary to use acceptable forms of correct language. The forms involved grammar, vocabulary and pronunciation.

The students would be able to produce basic structures correctly. Besides they needed to understand words and connecting devices that link them together. Therefore, in researcher point of view, producing the spoken forms correctly is important. Such as practice provided the students with intensive experience to the language station. In other words, the teacher could easily evaluate their accuracy and fluency.

The learner would be able to produce basic structures correctly. Besides they need to understand words and connecting devices that link them together. In producing the correct form language, the students needed to practice the language they were learning. They must practice more, more fluency they can speak. In order to speak English fluently, the students needed to practice the language. This condition didn't only improve the students' speaking ability but also their pronunciation. In addition, they would be able to produce correct structure.

Brown (2004) said that Language experience on nation of correct response may enable the students to improve his pronunciation and improve his ability to produce short structure response. In addition said that to develop speaking ability in the foreign language the students must have continual practice in communication. Such practice provided the students with intensive experience

to the language situations. In other words, the teacher could easily evaluate their accuracy and fluency.

Understanding of the spoken language could not simply be left to take care of itself, while a higher proportion of class time was needed to develop the ability of the students to speak. It meant that in developing students speaking ability, it was necessary to use acceptable forms of correct language. The forms involve grammar, vocabulary, pronunciation and intonation. The learners should be able to produce basic structure correctly.

Besides, the students needed to understand words and the correcting devices that link together. In producing the correct forms of language, the students needed practice the language they are learning. This need reflected that practice in producing the spoken forms correctly was important (Brown, 2004).

4.1. Factor Affecting Speaking ability

The students would learn how to be communicative in speaking English. They learnt some speaking skills and develop some attitude toward speaking achievement. Therefore, the speaker must know the topic of the conversation in order to give or share of their information.

In the manner of speaking course, it was important to know principle in speaking, as follow:

- a. Speaking was characterized of two or more people orally, as a speaker and listener.

- b. There were many types of oral communicative between the speaker and listener.
- c. The teacher encouraged herself to develop her speaking competence effectively.

In other hand, Speaking was one of language skills, which were difficult to be required by the students. There difficulties came only from the element of that itself, but also from the students. Brown (2004) divided the problem which influences speaking ability into:

Students could not express their ideas.

- a. This problem came to the students himself, might be he or she reluctant to speak or taciturn. In such this situation, the teacher should own the strategy to tackle his problem in order to lunch shyness or taciturn.
- b. The students have nothing to say this problem came from the language element, might be the students could not catch the speaking topic. He has nothing to say, or might be the topic that the teacher provide was strange for him. Therefore, he did not understand what the topic was about and he did not know what and how to say (Brown, 2004).

In order to measure ability, there were some elements that should had gotten attention, they were:

1) Pronunciation

Pronunciation still obviously influenced by first language thought clearly intelligible. In this case, the students who were able pronounce correctly would be mark had “foreign accent”. Not two people pronounced exactly alike. The difference was from a variety of causes such a locality, early influenced and social surrounding. However, standard pronunciation was demanded in speaking ability. It meant that a good speaker must have a good pronunciation.

2) Grammar

Nunan elaborated that in grammar the teacher us how a language was spoken and written correctly and effectively. So, it could be said that grammar was primary concerned with formulation and classification of word and sentence. And their practical significance daily life. (Nunan, 2003)

Grammar was the description of the structure of a language and the way in which linguistic units such as words and phrases and combined to produce sentence in the language”. Most of foreign learners were afraid to speak up whenever they did not know about the grammar.

3) Vocabulary

Flower stated that learning vocabulary was very important part of learning English. A spoken words was a sound sequence of sound, which communicate an idea or mind of another person. In order to communicate those ‘idea’ precisely.

4) Fluency

A fluency speaker could keep going both when interacting with order speaker and when monologue. Fillmore looked at fluency as the ability to fill the time with talk. In this definition, the speaker could use the time of talking most productively. The definition of fluency was derived as the ability of an individual to speak without undue hesitation.

5) Comprehension

Comprehension was the minds act of power of understanding. It meant that the comprehension would be as contrasted with the ability to perceive and pronounce words without reference to their meaning.

Comprehension as building of meaning from sounds. It meant what the listeners hear and understand from speaker was to show his comprehension. In another way, the listener take in the sounds uttered by a speaker and use them to construct an interpretation of words they thought the speaker intended to convey. So, comprehension was the ability to listen, to understand and to speak accordingly to what a speaker intended. Of course, without this ability, the conversation would never go.

4.2. Types of Speaking

Spoken language could be monolog used and dialogue. The types of oral language were presented below:

a. Monologue

Monologue was a spoken language that used in speech, lectures reading, news, broadcast, etc. Here, the listener would not interpret the speaker while delivering a speech whether he or she understood or not. Planned usually manifest little redundancy and therefore relatively difficult to comprehend.

b. Dialogue

Brown stated that the types of spoken language include two or more speakers. Interpersonal perorate relationship while transaction usually happened to convey factual information both kinds of dialogues would be happened among people who were familiar one to each other (Brown, 2004).

4.3. Elements For Spoken Production

Harmer said that “there were the elements necessary for spoken production are the following “:

a. Connected speech:

Effective speakers of English needed to be able produce the individual phonemes of English but also to use fluent ‘connected’ speech which sounds were modified, omitted, added or weakened.

b. Expressive devices:

Students should be able to deploy at least some of such supra segmental features and devices in the same way if they were to be fully effective communicate.

c. Lexis and Grammar:

Students were involve in specific speaking context such as job interview, we could prime them, in the same way, with certain useful phrases they could produce at various stages of an interaction.

d. Negotiation language:

The using of negotiation language to show the structure of their thoughts, or to reformulate what they were saying in order to be clearer, especially when they could see that they are not being understood.

Still according to Harmer said that in teaching speaking, the teacher was not going to look at controlled language where students say a lot of sentences using particular piece of grammar or particular function, but the teacher looked at the students' activeness. In order words, the students' were using any and all the language at their command to perform some kind of oral task (Harmer, 2007).

There were three basic reasons why it was a good idea to give students task which provoke them to use all and any language at their command.

1) Rehearsal

It meant that getting students to have a free discussion, give them a change to rehearse having discussion outside the classroom. This was not the same as practice in which more detailed study take place, instead it was a way for students “ to get the feel” of what communicating in the foreign language really felt like.

2) Feedback

It meant that speaking task where students were trying to use all and any language they know provides feedback for both teacher and student. Teacher could see how easy they find a particular kind of speaking and what they needed to do improve. Speaking activities could give them enormous confidence and satisfaction, and with teacher guidance sensitive teacher guidance can encourage them into further study.

3) Engagement

It meant that good speaking activities should be highly motivating. If all the students were participating fully and set up if the teacher had set up the activity properly and could be given sympathetic and useful feedback they would get tremendous satisfaction from it. Many speaking tasks were intrinsically in them.

5. The Purpose of Speaking

As a skill that enables to produce utterances, when genuinely communicative, speaking was desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end. This might involve expressing ideas and opinion, expressing a wish or a desire to do something.

Negotiating or solving and a particular problem or establishing and maintaining social relationship and friendship. To achieve these speaking purposes we need to activate a range of appropriate expressions.

Harmer states that list different kinds of things which related to purpose for speaking. Namely:

- a. Asking for assistance and advice in a shop
- b. Asking for direction in a different town
- c. Making an appointment by telephone (Harmer, 2007)

Harmer said that Communication occurred because there was communicative purpose between speaker and listener". The communication purpose for speaker could be:

- a. They wanted to say something
- b. They had some communicative purpose; speaker says something because they wanted something to happen as a result of what they say.
- c. They selected from their language store. Speaker had an inventive capacity to create new sentence. In order to achieve this communicative purpose they would select the language they think was appropriate for this purpose (Harmer, 2007).

6. Students' Achievement

The stated that achievement was the result of what an individual had learned from some educational experiences. Achievement was to do one best, to be successful, to accomplish tasks requiring skills and effort and to be recognized by authority, furthermore. Achievement as the students grasp of some body of knowledge or proficiency in certain skill" (Tsui, 1995).

Achievement was anticipated performance as the result of activity. Based on New Collegiate Dictionary achievement was the act achieving or a thing achieved especially by skill, work and courage.

In order to reach good achievement in learning three aspect of taxonomy Bloom, Affective, Cognitive, and Psychometric could connect to the purpose of learning because the three aspect influence the students, point of view towards the material taught. Where, cognitive consisted of knowledge, understanding, application, analysis. Then affective included feelings and emotional aspect. Where, these two aspects influenced the students' way to do something. So the researcher concluded the students' achievement was performance of the students' as the result of activity achieved by skills, works and courage.

The definition of achievement as the progress pupils made toward the goals and objectives of the curriculum, then they asserted further about the definition that achievement might be the one's ability or the extent of his/ her knowledge in a specific content area. Based on the opinions above the writer concluded that achievement was the result, the successfulness, the extended or ability, the progress in learning educational experiences that the individual indicate in relation with his/her educational learning.

B. Conceptual Framework

The action research would be conducted in Eighth grade of MTs. Al Jam'iyatul Washliyah Tembung. The teacher and the reaschercer would use action research to improve students' speaking ability through Penguin Pair Work

Activity. The steps of the research included plan, action, observe and reflect. The conceptual framework could be seen in the following figure.

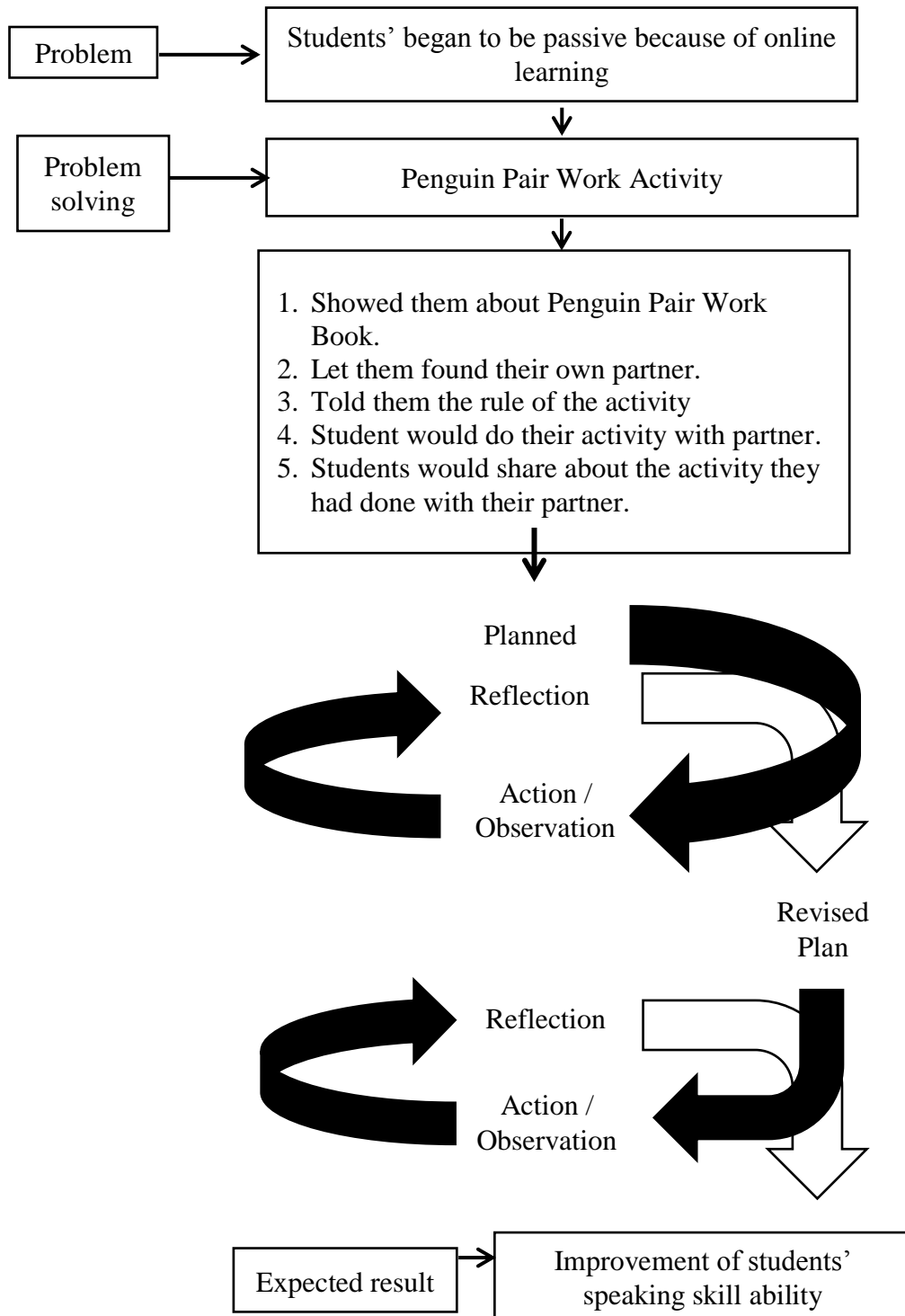


Figure 2.1: Conceptual Framework By Hopkins

C. Relevant of the Study

1. Achmad Diana, Yunisrina Qismullah Yusuf, Faculty of Economics, Universitas Syiah Kuala, Banda Aceh, Indonesia International Journal of Instruction. January 2014. Vol.7, No.1. This paper reports on students' pair-work interactions to develop their speaking skills in an ELT classroom which consisted of international learners. A number of 16 learners of intermediate proficiency with IELTS score band 5.5 were observed. The teacher had paired those he considered among them to be the more competent ones (hereafter, stronger) with the less competent ones (hereafter, weaker); therefore, eight pairs were observed during the lesson. The task given to the students was to express 'Agree and Disagree' in the context of giving opinions related to social life. Based on the observations, the task was successfully implemented by six pairs; thus, the two others faced some problems. From the first pair, it was seen that the stronger student had intimidated the weaker one into speaking during the task. The other pair, who was both of the same native, did not converse in English as expected and mostly used their native language to speak with one another presumably due to respect from the stronger student towards the weaker one. In situations like this, when pair-work becomes unproductive, rotating pairs is recommended to strengthen information sharing and assigning roles to avoid a student from taking over the activity from his or her pair. In conclusion, pairing international learners with mixed speaking proficiency by teachers must be conducted as effectively

as possible by initially identifying their ability and learning culture to profoundly expand the students' language resources.

2. Yulitrinisya Wuri, Don Narius. English Department Faculty of Languages and Arts State University of Padang. *Journal of English Language Teaching* March 2018 Volume 7 No. 1. Many people may find some difficulties to share their ideas or opinion through oral language. Even though they had something to speak, they do not know how to express it. They also have problems related to lack of participation and low motivation in speaking. Therefore, a teacher should select the best technique that could encourage students and increase their motivation to speak. The teacher can use "Pair Work" to teach English speaking. This technique demands students to be active to speak based on the material has been given. Through this technique, students should practice to speak in order to give agreeing and disagreeing opinion. By applying this technique in speaking class, it would make the class fun and interesting. The objective of this paper was to explain how to use pair work technique in teaching speaking to junior high school students.

3. Zaswita Hermi, Rodiyal Ihsan. STKIP Muhammadiyah Sungai Penuh, Indonesia. *Indonesian Tesol Journal*, 1(2), 1-73 (2019) This study was aimed at finding out the effectiveness of pairwork activities technique on students' writing ability. The research was quasi-experiment with posttest only design. Students at grade XI Vocational School 1 Sungai Penuh engage in the study, whereas only two classes selected as sample (experimental class and control class). Writing test carries out after the treatment in each class, it meant the instrument is

constructed in writing form in order to know students ability in writing. The data are analyzed by using the t-test. The finding of hypotheses testing proves that the p-value is 0,00. Thus, the p-value was lower than 0,05 ($0,00 < 0,05$) which means H_0 is rejected and H_1 is accepted. Hence, the pairwork activities technique was effective to be used in creating student's better writing ability than conventional technique. Pairwork activities technique can enhance students activities in writing, where each pair of students should be active in generousing the ideas and cross-check their own writing with the intention to creating better writing outcome.

CHAPTER III

METHOD OF RESEARCH

A. Location and Schedule of Research

1. Location of research

The location of the research would be held at the MTs Al Jam'iyatul Washliyah Tembung at Jalan Besar Tembung no 78 of the academic year 2021-2022. This location was being taken by the researcher for doing research because it might be effective to collective the students' data and they would be more active. This would be expected to give the new media and new strategy to improve the students' speaking ability by using Pair Work Activity.

2. Schedule of research

Schedule of research start from April 2021 till August 2021, the activity of research were included, registering title, organizing title, seminar proposal, research organizing essay, essay, Evaluation of essay. For clearly explanation in see at table below:

B. Subject and object of research

1. Subject of Research

According to Gay if the population was homogenous enough and the population was less than 100 persons, the sample taken was 50%, but if the population is more than 100 persons, the sample taken was only 15% of them. Since the number of population in this research was quite large, the writer took 15% as the sample. Therefore, the writer took 33 students as the sample proportionally (Gay, 1987).

In order to decide the sample, the writer used cluster sampling technique. Cluster sampling used when it was more feasible or convenient to select groups of individuals that it was to select individuals from a defined population in Borg and Gall (Borg, 1979). Therefore class VIII.2 was chosen by using the lottery that the writer gave to each of the chairman.

The subject of this research was conducting to VIII.2 grade of MTs. Al Jam'iyatul Washliyah Tembung academic year 2021-2022, the total of number at VIII-2 grade are 33 students'. It's including 33 students of female

2. Object of research

The object of research was the use Pair Work Activity to improve speaking student achievement at VIII grade MTs. Al Jam'iyatul Washliyah Tembung academic year 2021-2022.

The writer gave the test to the students by giving pairing task to the students. Students would be given the time to do their work by pairing as partner A & B (main point), then the students would perform the result they got in front of the

class when writer call them. Then, the writer recorded the students' answer, and gave a score to their speaking ability.

C. Instrument of Research

According to Harmer (2007) speaking is a complex skill because at least it is concerned with component of grammar, vocabulary, pronunciation, fluency and comprehension. Speaking has some important component, there are:

Table 3.2 The Five Components to Evaluate Speaking Achievement.

a) Pronunciation

Level	Explanation
16-20	Very good: Understandable
11-15	Good: Few noticeable errors
6-10	Fair : Error of basic pronunciation
1-5	Unsatisfactory: Hard to understand because of sound, accent, pitch, difficulties and incomprehensible.

b) Grammar

Level	Explanation
16-20	Very good: Few noticeable errors
11-15	Good: Occasional grammatical errors do not obscure Meaning
6-10	Fair : Error of the basic structure, meaning occasionally obscure by grammatical errors
1-5	Unsatisfactory: Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure.

c) Vocabulary

Level	Explanation
16-20	Very good: Rarely has trouble
11-15	Good: Sometimes use in appropriate terms about language
6-10	Fair : Frequent uses wrong word speech limited to simple Vocabulary
1-5	Unsatisfactory: Very limited vocabulary and make the Comprehension quite difficult.

d) Fluency

Level	Explanation
16-20	Very good: Understandable
11-15	Good: Speech is generally natural
6-10	Fair : Some definite stumbling but manage to rephrase and continue.
1-5	Unsatisfactory: Speed of speech and length of utterances are far below normal, long pause, utterances left unfinished.

e) Comprehension

Level	Explanation
16-20	Very good: Understand the material and purpose the text
11-15	Good: Acting power is generally natural
6-10	Fair : Some topic is wrong and is not fix with the material but still understand what is it
1-5	Unsatisfactory: cannot design well the material with the topic, and speak slow and low.

D. Technique for Analyzing Data

After collecting all the data, the writer analyzed the data. The students' individual scores from the test were computed by using the formula which was adapted from brown (2004).

$$SA = \frac{C+F+G+P+V}{5}$$

SA = Speaking ability score

C = Comprehension score

F = Fluency score

G = Grammar score

P = Pronunciation score

V = Vocabulary score

The score of students' ability in the test were being classified to determine their level of the ability. Therefore, the classification was as follows:

Table 3.3 The Level of Ability

NO.	Test Score	Level of Ability
1.	80-100	Excellent
2.	60-79	Good
3.	50-59	Average
4.	0-49	Poor

Table 3.3 Adapted from (Harris, 1974)

E. Procedure of Research

Based on the book of (Muslich, 2013) There were steps of the research include plan, action, observe and reflect. The procedure of research could be seen in the following figure.

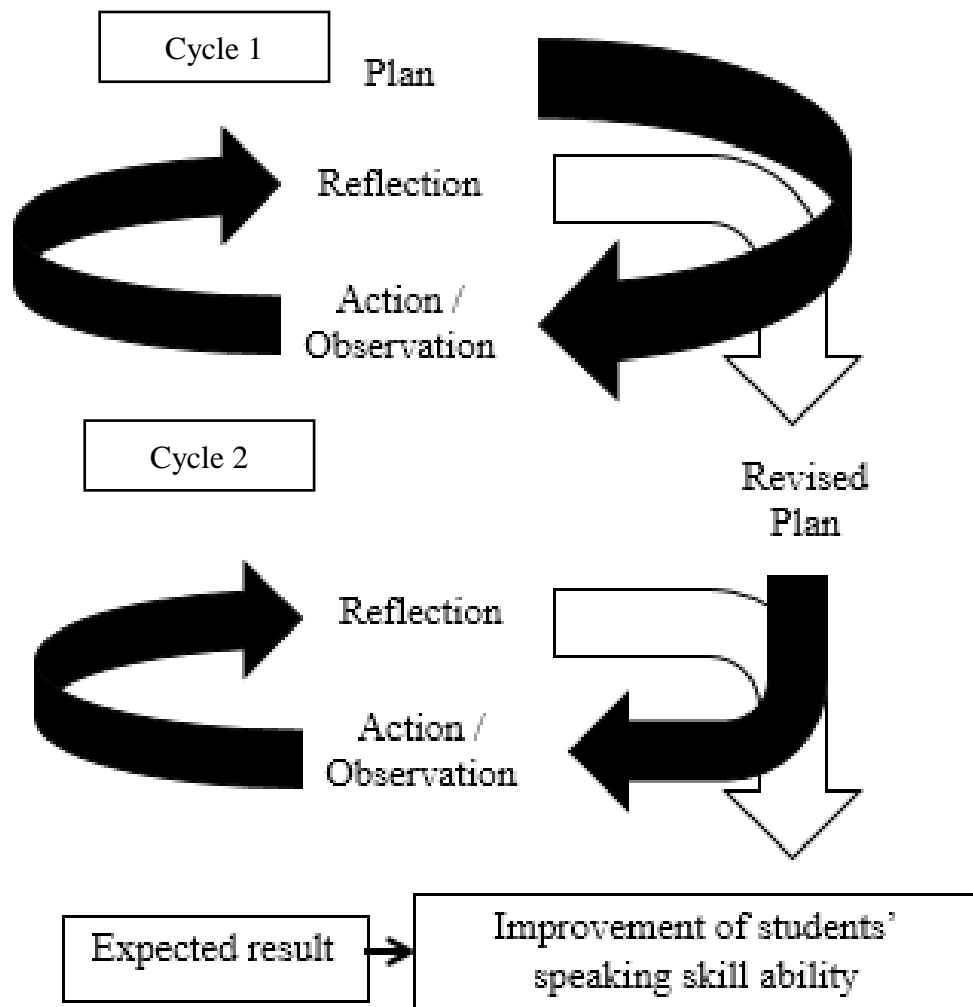


Figure 3.1: Action reserach classroom model by Hopkins, 2013

Cycle I

1. Planning

- a. Preparing lesson plan.
- b. Preparing the instrument; observation sheet, and questionnaire.
- c. Preparing test and evaluation test.
- d. Preparing media of teaching learning process.

2. Action

- a. The teacher would introduce and explain the material is all about.
- b. Teacher would ask the student to listen the instruction of the researcher.
- c. The researcher would ask student about the material.
- d. The students would be explained about the rule of the material.
- e. The researcher would let the student to find out their partner in learning
- f. The researcher asked student to do their action by asking to their partner about the material.
- g. The researcher would ask students to present about what they got answer out of their partner.

3. Observation

The teacher and the researcher was observed the students' activities. The teacher as a collaboration would be observed the researcher as teacher whether she had done all the plans were about.

4. Reflecting

After getting the evaluation in teaching speaking achievement by the Pair Work Activity, the lack and the strengths in cycle I would be more modified and improved in next cycle or cycle II.

Cycle II

1. Planning

In this stage, the researcher prepared lesson plan in teaching process and learning speaking by applying Pair Work Activity. The researcher would try to make some processes of teaching and learning more intens.

2. Action

The researcher motivated the students before applying cycle II. Pair Work Activity was still use in learning speaking process to the students. The researcher as a teacher would give more examples to the students how to perform in front of the class after doing activity. At the end of cycle II, every students would be present how they feel after studying by using this activities.

3. Observation

The observation would be done for the last time, the active students would be observed and it would be showed that the most of the students would be more interesting in speaking about the text and they would not have a problem to speak up and learn more by using Pair Work Activity. They would be feeling more active time to speak up in front of the class.

4. Reflection

After the researcher evaluated the students' speaking ability, then she will find that the students' score would show the improvement. Based on the observation and the result, the researcher concluded that the students would have been succeed to improve their speaking ability by using Pair Work Activity. The students' score in second cycle would increase than the first.

CHAPTER IV

THE DATA AND DATA ANALYSIS

A. The Data

This action research activity was done with a teacher and a researcher in the school of MTs. AL jamiyatul Washliyah tembung Jl. Besar Tembung No.78 Deli Serdang. And this study applied quantitative and qualitative data. The quantitative data were taken from the mean of the students score in speaking. The qualitative data were taken by questionnaire, daily note and observation. This research was conducted in one class exactly. It consisted of 33 students. It was accomplished in two cycles. Every cycle four steps of action research. They are planning, acting, observing, and reflecting. The researcher conducted two cycles.

This activity was also showed the fact and objective information of the school which was connected to the learning system. There are:

1. Description of Pre Cycle

a) School Identity

- | | |
|------------------------|--|
| 1) Nama Madrasah | : MTsS Al-Jam'iyatul Washliyah
Tembung |
| 2) NSM | : 121212070005 |
| 3) NPSN | : 10264228 |
| 4) Address | : Jl. Besar Tembung No. 78 Desa
Tembung |
| 5) Post code/Telephone | : 20371 / 061-42074100 |
| 6) Sub-district | : Tembung |

7) District	: Percut Sei Tuan
8) City	: Deli Serdang
9) Province	: Sumatera Utara
10) Jenjang Akreditasi	: A (Unggul) Nilai 91
11) Type of school	: Swasta
12) First Year started	: 1980
13) Year Started based on	
14) SKB 3 Minister	: 1983
15) Legality of Kemenkumham	: AHU-10337.40.20.2013 Tanggal 12 Juni 2015
16) Legality of Operational	: 1165 Tahun 2019 Tgl 29 September 2019
17) Coordinatee	: 3.5965504, 98.7475225
18) Geography	: Town
19) Time of Learning	: 07.00 - 14.30 WIB
20) Land of Statue	: Donated of property
21) Total of land	: $\pm 1487 \text{ M}^2$

This data and information was connected to this action research activity which was done in the odd semester of 2021/2022 years. With the vison of scholl

“Terbentuknya Insan Kamil Yang Beriman, Berilmu, Ramah Dan Peduli Lingkungan Dalam Mencapai Kebahagiaan Dunia Dan Akhirat”

2. Total of Teacher

- a. Civil Servant of teacher : 2 Teachers
- b. Teacher of school : 56 Teachers
- c. Contract Teachers : 2 Teachers
- d. Total of Class : 30 Classes
- e. Total of students : 1087 Students

3. Total of Students of Eight Grade

Table 4.1 Total Students of Eight Grade

No	Class	Population
1.	VIII 1	38
2.	VIII 2	33
3.	VIII 3	35
4.	VIII 4	34
5.	VIII 5	33
6.	VIII 6	34
7.	VIII 7	34
8.	VIII 8	35
9.	VIII 9	35
10.	VIII 10	35
Total		347

Table 4.1 : this table showed that the composition of class was more compared with the total of rasio based on the goverment rule with the percentace 1;28, however the total of the students more than 28 stundetst each classes.

4. Tools and infrastructure of the School

Table 4.2 tools and infrastructure of the school

No.	Learning Sources	Total	Capacious	Good	Enough	None
1.	Classroom	30	64 m ² /class	30	0	0
2.	Library	1	80 m ²	1	0	0
3.	Laboratories	1	30 m ²	1	0	0
	a. Sciens	0	0	0	0	1
	b. Social	1	64 m ²	1	0	0
	c. Language	1	42 m ²	1	0	0
	d. Computer	1				
4.	Arts Room / Skills	0	0	0	0	0
5.	Media room / Audio Visual	0	0	0	0	0
6.	Green House	0	0	0	0	0
7.	Sport Centre / Hall	0	0	0	0	0
8.	Sport Field	1	200 m ²	1	0	0
9.	Masjid / Musholla	1	64 m ²	1	0	0

Table 4.2 based on the table above it was proven that the school had limited acces to learn outside the classroom and also had a limited acces to media as learning in the classroom. As we could see that language of labolatorium they had only one, however the total class they had 33 classroom. The library also had limited acces to read there. And many students even did not used it on their spare time to read.

5. Data of Pre Test

- a) Subject : English
- b) Basic Competency : Personal Interaction Task.; Asking attention, Checking Comprehension, Respecting the activity, Asking and giving an opinion.
- c) Core subject : Pair Work Activity
- d) Standard Score of Learning (KKM) : 70 Score
- e) Date and Day of activity : Tuesday, 10 August 2021

5.1 The score of Pre-Test

No	Initial	Indicator					Pre-test
		Vocabulary	Grammar	Comprehension	Pronunciation	Fluency	
1	ACA	12	13	13	15	13	66
2	ALK	14	14	15	12	12	67
3	ASY	14	16	16	15	14	75
4	ARS	10	15	15	12	10	62
5	ANH	15	18	15	13	12	73
6	ADS	13	16	10	12	13	64
7	CHC	15	17	15	13	13	73
8	DFN	18	19	15	12	12	76
9	DAS	18	14	18	14	12	76
10	DAL	10	12	10	12	7	51
11	DPS	17	17	15	13	14	76
12	FNP	14	17	16	15	12	74
13	ISG	17	15	13	13	15	73
14	INA	16	18	18	15	12	79
15	MNA	18	15	18	12	14	77
16	MSN	12	15	13	14	10	64
17	MAV	17	14	18	16	12	77
18	NMR	14	18	16	15	12	75
19	NAP	10	18	18	17	12	75
20	NSD	15	15	15	13	11	69

21	NAL	13	16	10	13	13	65
22	NIA	15	19	15	12	7	68
23	NUN	17	17	15	17	13	79
24	NUH	18	14	20	14	8	74
25	RIN	10	15	12	16	10	63
26	RSR	17	17	15	16	14	79
27	RIR	14	17	16	17	12	76
28	SAK	17	15	13	12	15	72
29	SIS	17	17	18	14	10	76
30	SYA	17	14	15	15	14	75
31	UKM	18	18	15	17	13	81
32	YVE	17	15	17	16	14	79
33	ZAZ	17	18	17	14	12	78
Total							2387
Mean							72,33333

Table 4.3 The score Pre-test of Experimental Group 8.2

Based on the table 4.3 the score was taken based on the 5 indicator, they were vocabulary, grammar, comprehension, pronunciation, and fluency, so the pre test score was got as the total of those scores. And the whole total of mean score was 72.33. with the lowest score was 51 and the highest score was 81.

5.2 Recapitulation of Pre-Test.

Table 4.4 Score of Recapitulation in students pretest in the class of 8.2

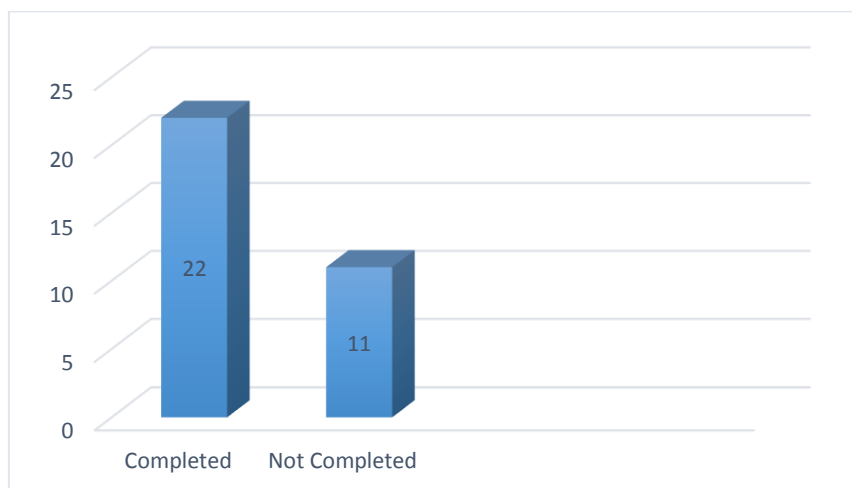
Completed	Total students	Percentage (%)
Completed	22	66 %
Not Completed	11	34 %
Total	33	100 %

Table 4.4 Showed that the completion of students was about 66% (22) students this was still not completed enough to show the completion of minimal students learning process was about 75%. With the minimal score of 70, so about 11 students were still not completion enough in learning.

5.3 Data Chart

Based on the data above, it could be made an historical data as the completion of the pre-test.

Picture 4.1. Chart Data of Pre-test



Picture 4.1 This Chart showed that the students completion was about 22 students or 66% percentage, while the learning process was going to be succeed if the score achieved by 75% percentage. This was not serious problem actually, because the percentage of completion and not was about a half.

5.4 Analysis of the result in pretest.

Table 4.5 level of the test

Test	Level
Pre-test	Easy
Cycle 1 (Post test 1)	Medium
Cycle 2 (Post test 2)	Hard

Table 4.5 showed that the whole test based on the level given on the book of pair work activity. Based on the score in the pre test showed that the lowest score 51 which got by the students' name Dinda Ayu Lestari with initial (DAL). It could be said that the student was weak in terms of doing the task and performing.

6. School Condition

a) Internal Condition.

- 1) The school consisted by 31 classroom, 12 toilet, 1 computer laboratorium, 1 library, 1 teacher office and 1 headmaster room.
- 2) The field for ceremony consisted with 1 field of sport centre.
- 3) 2 parking area, inside and outside, 1 for the parents waiting for the students (outside), 1 for the teacher and staff parking (inside). Sometime inside parking was used for seminar or short meeting for alls students.
- 4) There were 3 canteens which handled inside the school by the familie of the principle.
- 5) There were mini garden near of the parking area.
- 6) There were 2 studio for Media of learning in Digital, there were top and bottom of the building.

7) The gate was also big and the condition of the school near of the big avenue.

b) External Condition.

1) This school was very strategic school, because it was at the central of Tembung City. There were so many public transportation passed by on it.

2) There were 4 big school which were near of this school, they were Cerdas Murni, Prayatna, SMK Teladan, and Sekolah Jambi. They were big school which were competition each other, in terms of showing program and catching the students.

c) Social Economic of the parents and their educations.

1) The economic of the parents were heterogenic they were low, midle and high economic over there.

2) The parents job and occupation were different each other, many of there were Ustadz, Teacher, Civil Servant, and many more.

3) Their education started from Senoir High school to Master degree.

7. Description of Data in Cycle 1

This cycle 1 was done at August 25th 2021 on Wednesday. With the subject in learning was pair work activity by partner A and B.

7.1 The result of observation in cycle 1

Table 4.6 The Score Of Cycle 1/Post Test 1 (8.2)

No	Initial	Indicator					Cycle 1
		Vocabulary	Grammar	Comprehension	Pronunciation	Fluency	
1	ACA	15	15	16	18	15	79
2	ALK	14	15	15	15	15	74
3	ASY	16	16	16	15	16	79
4	ARS	14	15	15	15	14	73
5	ANH	17	18	15	16	15	81
6	ADS	15	16	14	14	15	74
7	CHC	17	17	15	16	15	80
8	DFN	18	19	15	15	14	81
9	DAS	18	16	18	16	15	83
10	DAL	14	15	14	16	13	72
11	DPS	17	16	15	15	16	79
12	FNP	16	17	16	15	14	78
13	ISG	17	17	15	15	15	79
14	INA	16	18	18	17	14	83
15	MNA	18	15	18	15	16	82
16	MSN	14	15	15	14	16	74
17	MAV	17	15	18	16	16	82
18	NMR	16	18	16	15	14	79
19	NAP	15	16	17	17	15	80
20	NSD	17	15	16	16	15	79
21	NAL	16	16	14	15	16	77
22	NIA	15	15	15	15	13	73
23	NUN	16	16	15	17	17	81
24	NUH	18	15	18	16	14	81
25	RIN	14	15	17	16	16	78
26	RSR	17	17	17	16	16	83
27	RIR	16	15	16	17	15	79
28	SAK	17	18	15	15	15	80

29	SIS	18	17	17	14	14	80
30	SYA	17	16	15	16	17	81
31	UKM	18	18	16	17	16	85
32	YVE	17	17	17	16	16	83
33	ZAZ	17	18	17	16	15	83
Total							2615
Mean							79,242 4242

Based on the table 4.6 the score was taken based on the 5 indicator as well, they were vocabulary, grammar, comprehension, pronunciation, and fluency, so the pre test score was got as the total of those scores. And the whole total of mean score was 79.24. with the lowest score was 72 and the highest score was 85.

7.2 Recapitulation score of post test 1

Table 4.7 Score of Recapitulation in students post test 1

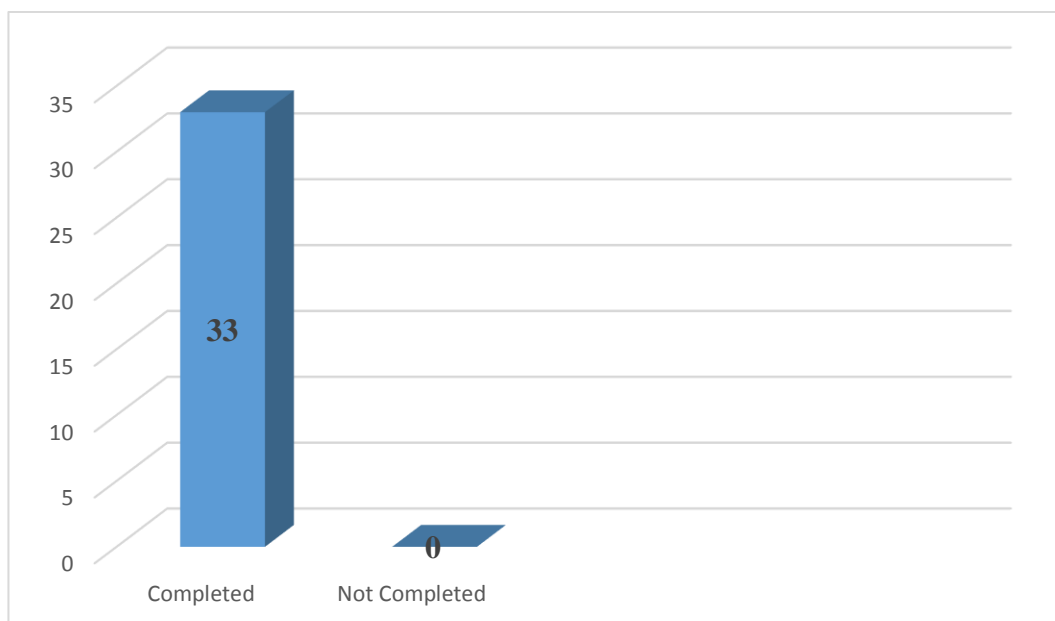
Completed	Total students	Percentage (%)
Completed	33	100 %
Not Completed	0	0 %
Total	33	100 %

Table 4.7 Showed that the completion of students was about 100% (33) students. Though the score was 100% this was still not satisfied enough to show the completion. however of the minimal students learning process was full about 75% as a limited. But the reseacrher would conduct the cycle 2 as the standard of researcher. On the cycle 1 got the score with the minimal score of 70, was about 33 stuents were still not satisfied enough in learning.

7.3 Data Chart

Based on the data above, it could be made an historical data as the completion of the post-test 1

Picture 4.2 Chart Data of Post test 1



Picture 4.2 This Chart showed that the students completion was about 33 students or 100% percentage, eventhough the learning process was going to be succed if the score achived by 75% percentage. This was not serious problem actually, because the percentage of completion and not was about all but the score would be done with cylce 2.

8. Description of Data in Cycle 2

This cycle 2 was done at September 01th 2021 on Wednesday. With the subject in learning was pair work activity by partner A and B as well. And the partner devided based on the desk mate, so the class would be more condusive.

8.1 The result of observation in cycle 1

Table 4.8 The Score Of Cycle 1/Post Test 2 (8.2)

No	Initial	Indicator					Cycle 2
		vocabulary	Grammar	Comprehension	Pronunciation	Fluency	
1	ACA	19	18	17	18	18	90
2	ALK	18	17	18	17	18	88
3	ASY	19	17	18	17	18	89
4	ARS	18	17	16	17	18	86
5	ANH	19	18	17	16	17	87
6	ADS	18	17	17	16	15	83
7	CHC	20	18	15	17	17	87
8	DFN	19	19	17	17	16	88
9	DAS	20	18	18	17	18	91
10	DAL	17	18	16	16	15	82
11	DPS	18	17	15	16	17	83
12	FNP	18	18	18	17	17	88
13	ISG	18	17	16	17	16	84
14	INA	16	18	18	17	14	83
15	MNA	19	17	18	16	17	87
16	MSN	18	17	17	16	17	85
17	MAV	19	17	18	16	17	87
18	NMR	19	18	17	17	16	87
19	NAP	18	16	17	17	17	85
20	NSD	19	17	19	18	17	90
21	NAL	17	18	16	17	16	84
22	NIA	18	17	16	17	15	83
23	NUN	18	16	17	17	16	84
24	NUH	18	19	18	18	17	90
25	RIN	19	17	17	18	16	87
26	RSR	19	19	17	18	17	90
27	RIR	18	17	16	17	17	85
28	SAK	19	18	16	15	17	85
29	SIS	18	18	17	16	15	84
30	SYA	18	16	17	18	19	88
31	UKM	20	19	18	18	17	92
32	YVE	19	19	17	15	16	86
33	ZAZ	19	18	17	16	17	87

Total	2855
Mean	86,51515152

Based on the table 4.9 the score was taken based on the 5 indicator as well, they were vocabulary, grammar, comprehension, pronunciation, and fluency, so the pre test score was got as the total of those scores. And the whole total of mean score was 86.51. with the lowest score was 82 and the highest score was 92.

8.2 Recapitulation Score

Table 4.9 Score of Recapitulation in students post test 2

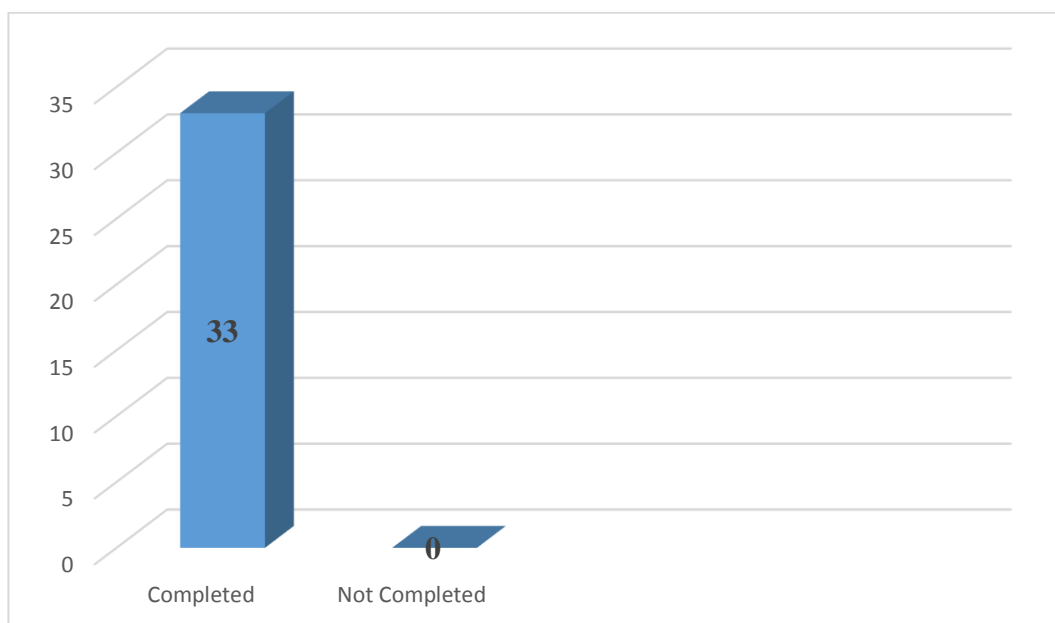
Completed	Total students	Percentage (%)
Completed	33	100 %
Not Completed	0	0 %
Total	33	100 %

Table 4.7 Showed that the completion of students was about 100% (33) students. The score was 100% this was satisfied enough to show the completion. With the minimal students learning process was full about 75% as a limited. But the reseacrher conducted this cycle 2 as the standard of researcher. On the cycle 2 got the score with the minimal score of 70, was about 33 stuents were completed the score needed, and some of the student got satisfied score with the lowest score 82. If it was compared with the pre test of 51. This was so satisfied and complete actually.

8.3 Chart of Cycle 2 Score

Based on the data above, it could be made an historical data as the completion of the post-test 2 and it could be said as the final cycle.

Picture 4.3 Data Chart Post-test 2



Picture 4.3 This Chart showed that the students completion was completed about 33 students or 100% percentage, with the learning process was going to be succed if the score achived by 75% percentage. This was very satisfied actually, because the persentage of completion and not was about all but the score with this improving from the pre-test to post-test 2.

B. The Qualitative Data

The qualitative data which were taken from the interview showed that most of the students said that they never taught speaking by applying Penguin Pair-Work Activity. The questionnaire showed their good response after practicing and giving this activity during speaking and learning process, from the observation showed that most of the students were active and enthusiastic in

speaking. After that, from the daily note showed that teaching learning process applying penguin Pair-work Activity to the student's achievement in speaking.

Even though some of the students were study hard to speak at the first time, at last the students were able to handle and spoke by applied Pair-Work Activity.

The qualitative data can be seen below:

Table 4.10
Table of Activities Observed: Teaching –Learning Process

Focus	Topic	Cycle I		Cycle II	
		Yes	No	Yes	No
Self/ the researcher as the teacher	- Teacher introduced about the Pair-Work Activity.	√		√	
	- The teacher gave a chance to students' responses.	√		√	
	- The teacher gave a question		√	√	
	- The teacher observes the activity	√		√	
	- The teacher motivates students to speak in English during the activity in applying Pair-Work Activity	√		√	
	- The students paid attention to the teacher activity in introducing of Penguin Pair-Work Activity in front of class	√		√	
Students	- The students repeated reading when the teacher give them a chance	√		√	
	- The students tried to response the teacher explanation about Pair-Work Activity.	√		√	
	- The students tried to understand the teacher explanation about Pair-Work Activity.		√	√	
Context	- The students found the partner to do the activity.		√	√	
	- All the students divided themselves into Partner A and	√		√	

B.

- The all students try to understand the how to listen and response their partner. ✓ ✓
- The students use dictionary to find out the difficult words on the story. ✓ ✓
- The students felt nervous to their partner. ✓ ✓
- The students started to be happy and enthusiastic during learning process ✓ ✓

- Teacher started to walk around to ask the questionnaires test	✓		✓	
- Some students performed their result in front of the class	✓		✓	
- Teacher call some student to perform in front of the class.	✓		✓	
- Student tried to disturbing their other friend.		✓		✓
- The classroom was comfortable	✓		✓	
- The classroom was a little bit noisy and enthusiastic	✓		✓	

Table 4.11
Table of Questioner Sheet Score

(A) Very easy (B) Easy (C) Difficult		A	B	C	Total	Word
No	Questions					
1	Before knowing Pair-Work Activity, what do you think about speaking is?	0	10	23	33	Difficult
2	Before knowing about Pair-Work Activity, how was your feeling once speaking in front of class?	0	15	18	33	Difficult
3	After knowing about Pair-Work Activity, what do you think about speaking is all about?	17	13	3	33	Very Easy
4	After knowing about Pair-Work Activity, how was your feeling once speaking in front of the class?	19	11	3	33	Very Easy

- 5 What do you think about Pair-Work Activity towards your speaking skill? 23 10 0 33 Very Easy

C. The Quantitative Data

The quantitative data were taken from the test result of answer recorded which was carried out into cycles. The improvement by Pair-Work Activity to the students' achievement in speaking was happened from the pre-test, Cycle I and Cycle II as follows.

Table 4.12
Table of students' score in Pre-test, Cycle I and Cycle II

No	Initial	Pre Test	Cycle 1	Cycle 2
1	ACA	66	79	90
2	ALK	67	74	88
3	ASY	75	79	89
4	ARS	62	73	86
5	ANH	73	81	87
6	ADS	64	74	83
7	CHC	73	80	87
8	DFN	76	81	88
9	DAS	76	83	91
10	DAL	51	72	82
11	DPS	76	79	83
12	FNP	74	78	88
13	ISG	73	79	84
14	INA	79	83	83
15	MNA	77	82	87
16	MSN	64	74	85
17	MAV	77	82	87
18	NMR	75	79	87
19	NAP	75	80	85
20	NSD	69	79	90

21	NAL	65	77	84
22	NIA	68	73	83
23	NUN	79	81	84
24	NUH	74	81	90
25	RIN	63	78	87
26	RSR	79	83	90
27	RIR	76	79	85
28	SAK	72	80	85
29	SIS	76	80	84
30	SYA	75	81	88
31	UKM	81	85	92
32	YVE	79	83	86
33	ZAZ	78	83	87
Total		2387	2615	2855
Mean		72,33333333	79,24242424	86,51515152

Source: Score of test students' class VIII-1

Table 4.13
Table of Students' Score from the First until Last Meeting

Test	Students' Score 70 points	Percentage
Pre-test	22	66%
First Cycle	27	82%
Second Cycle	33	100%

D. The Data Analysis

1. Analysis of Qualitative Data

1.1. The situation and Background

Before conducting the first cycle, the pre-test was given in the first meeting. The pre-test was making the dialogue manually by paper with their deskmate. Once doing the pre-test, there were few students who were complaining because they were difficult to make some sentences correctly. It seemed by the students felt difficult to make good sentences with their friends. They were very

busy to find the meaning of new words that they had already known in bahasa. Some of them made some jokes with the mate in the class. The mean of the pre-test was 72.33.

1.2. The Data of the First Cycle

The first cycle was divided into one meeting only, this was because the condition of the schedule. As follows:

1.2.1. Planning

The plan was arranged before doing the research. First of all, the researcher prepared the topic which would be applied by Pair-Work Activity in teaching speaking.

1. Action

The following is in the procedure of the action in cycle I.

- a. First step, the researcher as a teacher. The researcher explained to the students of new activity concepts. On this step, the researcher prepared an instructional design and observation instruments needed to facilitate the implementation of English language learning by Pair-Work Activity. The researcher also reviewed the students whether they have ever learned about the activity of Pair-Work Activity. The researcher motivated the students by sharing to them about how important cheer activity as a learning system was.
- b. Next, the researcher introduced to the students about what was penguin pair-work. Teacher gave more explanation from the topic and guiding student to be brave to make sentences and speaking up, where the

materials were their partner and worksheet was given by teacher, its could help to make sure them about the activity.

- c. After teacher giving an explanation, teacher asked students about their understanding the activity.
- d. Then, the teacher let the students to make their sentences as a dialogue with their desk mate.

2. Observation

The observer of the action was one of the teachers in that school. The teacher observed the students while they were learning about the Pair-Work Activity and also investigated the situation and the problem which was found during the teaching learning process, most of the students' skill applied the conventional technique in speaking discussion about text book and dialogue text. Some of them were passive and the other disturbing their friends by making some mess voice because of different language. The observation was put on the questionnaire sheet of the teacher.

3. Reflection

By this step, the researcher reflected on everything that she had done and make conclusion. The result of the first cycle had not reached the goal absolutely. So the students needed more explanation and more practices to their manner to comprehend the test and. They also needed to reinforce in other to support them. Therefore the second cycle would be done by repeating the steps in the first cycle in other to solve the problem.

1.3. The Data of Second Cycle

1. Planning

By this step, the researcher prepared the new topic by applying Pair-Work Activity. The researcher tried to make this teaching and learning process was more interesting and cheerful. So the students would feel enjoy in learning speaking by their own style. Beside that the researcher also prepared score paper to observe.

2. Action

In this step, the researcher motivated the students before applying the topic for cycle II. Pair-Work Activity was still used in teaching speaking to the students. The researcher as a teacher gave more examples of how to speak naturally and pronounce correctly by putting their expression on it. Then the teacher would give a chance to students, to express their ability by speaking the topic was about. At the end of cycle II, some students was recorded by the researcher about their activities.

3. Observation

The observation was still done for the last time, the active students was observed and it showed that most of the students were more interest in speaking about the performing the story in front of the class and they did not have problem to express, explore and pronounce the words on the worksheet. They did not waste much time to perform in front of the class by using the sentences in front of the class.

4. Reflection

After the researcher evaluated the students' speaking test, the researcher found that the students' score showed improvement. Based on the observation and the result of their speaking test, the researcher concluded that the students had been success to improve their speaking ability applying on Pair-Work Activity. The students' score in second cycle had been increasing then the first cycle.

The percentage of the students who had been success to improve their speaking ability applying Pair-Work Activity in the first cycle was only 82 % while in the second cycle, the percentage was 100% this improvement made the researcher stop the research until this cycle.

2. The Analysis of the Quantitative Data

Three meeting were conducted in this research and one of them was for the pre-test. The researcher gave explanations and practice moment in each meeting. It was decided to the result of test in the second meeting as the sample of the students speaking test in the first cycle. The second cycle of this research, students' speaking score was improved.

Table 4.14
Table of the Improvement Students Score

No	Initial	Pre Test	Mean of Cycle 1	Mean of Cycle 2	Improvement score
1	ACA	66	79	90	11
2	ALK	67	74	88	14
3	ASY	75	79	89	10
4	ARS	62	73	86	13
5	ANH	73	81	87	6
6	ADS	64	74	83	9

7	CHC	73	80	87	7
8	DFN	76	81	88	7
9	DAS	76	83	91	8
10	DAL	51	72	82	10
11	DPS	76	79	83	4
12	FNP	74	78	88	10
13	ISG	73	79	84	5
14	INA	79	83	83	0
15	MNA	77	82	87	5
16	MSN	64	74	85	11
17	MAV	77	82	87	5
18	NMR	75	79	87	8
19	NAP	75	80	85	5
20	NSD	69	79	90	11
21	NAL	65	77	84	7
22	NIA	68	73	83	10
23	NUN	79	81	84	3
24	NUH	74	81	90	9
25	RIN	63	78	87	9
26	RSR	79	83	90	7
27	RIR	76	79	85	6
28	SAK	72	80	85	5
29	SIS	76	80	84	4
30	SYA	75	81	88	7
31	UKM	81	85	92	7
32	YVE	79	83	86	3
33	ZAZ	78	83	87	4
Total		2387	2615	2855	240
Mean		72,33333333	79,24242424	86,51515152	7,272727273

1. The highest and the lowest score of the first cycle were 85 and 72 points.
2. The highest and the lowest score of the second cycle were 92 and 82 points.
3. The total score of the first cycle was 2615 and the second cycle was 2855

So, the total score of the second cycle was higher than the first cycle.

The improvement of the students' achievement in speaking by applying Pair-Work Activity to apply the students' score for each cycle, the mean of the students' test was computed by applying the following formula:

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

Where: \bar{X} = Mean of the students' scores

\sum = Total scores

N = Total number of students

In pre-test, the total score of the students were 2387 and number of students were 27 students, so the mean was:

$$\bar{X} = \frac{2387}{27} = 72.33$$

In test of the cycle I, The total score of the students were 2615 and number of students were 27 students, so the mean was:

$$\bar{X} = \frac{2615}{27} = 79.24$$

In test of the cycle II, The total score of the students were 2855 and number of students were 34 students, so the mean was:

$$\bar{X} = \frac{2855}{33} = 86.51$$

The mean of the students score in the cycle II were the highest out of all meetings, so it could be said that the students' speaking by used Pair-Work Activity increased from 72.33 to 86.51 The number of master students were calculated by applying formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = Percentage of students' scores

R = Number of Students' score

T = Total number of students taking the test

P1 = the percentage of the students who got points 75 to 100 in pre- test

P2 = the percentage of the students who got points 75 to 100 in cycle I

P3 = the percentage of the students who got points 75 to 100 in cycle II

The percentage of the improvement of students' speaking could be seen as follows:

$$P_1 = \frac{16}{33} \times 100\% = 48\%$$

$$P_2 = \frac{27}{33} \times 100\% = 82\%$$

$$P_3 = \frac{33}{33} \times 100\% = 100\%$$

The result showed the improvement of the students score from the pre-test to second cycle. The pre-test only 48% (sixteen students) who got 75 points. The first cycle was 82% (twenty seven students) who got 75 points it meant there was an improvement about 34%.

In the second cycle there was 100% (twenty seven students) who got 75 points the improvement was 18% toward first cycle, but toward the pre-test to cycle 2 the improvement was 52%. It can be concluded that Pair-Work Activity could apply in teaching speaking.

E. The Research Finding

The result of the research indicated that there was an improvement on the students' speaking achievement by using Pair-Work Activity as a media. After collecting data, the mean of the pre-test was still low (72.33) and then it was done cycle I. After doing the action by applying Pair-Work Activity in cycle I, the result of the first had increased from the pre-test (79.24). Then, after giving action in cycle II, the result of the second competence test had increased significantly out of cycle I (86.51). It implied that applying Pair-Work Activity in teaching speaking was effective as it could improve students' speaking ability and also helped teachers to teach speaking.

The qualitative data that were taken from questionnaire sheet also showed that the students' interest in speaking because they could share their knowledge and their opinion each other and also understanding the material of speaking about Pair-Work Activity. Besides improve their speaking ability this activity also could improve their confidences in performing in front of the class. And then, they also could find the new word that they had never known before, means they had found the new vocabularies on it. And the main hoped in this activity, they could be cheerfull along the pandemic happened in their curriculum.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the data, conclusions were drawn as the following.

1. There was improvement of the students' speaking ability when they were taught by applying Pair-Work Activity as media. It has analyzed the data in the previous chapter. It showed by the mean of the students pre-test (72.33), cycle I (79.24), cycle II (86.51).
2. The students felt more enthusiastic and interested in learning speaking by applying Pair-Work Activity as their activity. The students got many improvements out of speaking skill, but the difficulties that was faced by the students was about fluency and pronunciation.

B. Suggestions

In the line with the conclusions, suggestions were staged as the following.

1. English teacher were suggested to apply Pair-Work Activity as a media in teaching speaking and it should suggest to teacher. They need to be ready to print the material on the penguin book.
2. The students were suggested to use Pair-Work Activity to have a progress their knowledge to speak and find the new words about English. Because it could stimulate the students' simplicity in thinking, speaking and making sentences in English. Many things that they could use to improve their English ability by the things that was already exist around them.

Meanwhile, where there was a will, there was a way and English was the easy one to learning speaking about.

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LIST OF APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MTsS. AL-WASHLIYAH TEMBUNG
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / Ganjil
Materi Pokok : *Teks Interaksi Transaksional; Memberi dan Meminta Informasi
Terkait Kemampuan dan Kemauan, Melakukan Suatu
Tindakan*
Alokasi Waktu : 4 x 6 JP @40 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menentukan tujuan komunikatif teks memaparkan kemampuan dan kemauan, melakukan suatu tindakan
- Mengidentifikasi struktur teks memaparkan kemampuan dan kemauan, melakukan suatu tindakan
- Mengidentifikasi unsur kebahasaan dalam teks
- Mengidentifikasi ungkapan memaparkan kemampuan dan kemauan, melakukan suatu tindakan orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan
- Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks memaparkan kemampuan dan kemauan, melakukan suatu tindakan dalam bentuk tulisan
- Menggunakan ungkapan memaparkan kemampuan dan kemauan, melakukan suatu tindakan orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan.

B. Media Pembelajaran, Alat dan Sumber Belajar

- **Media** : **STUDYSASTER** merupakan sebuah inovasi berupa model pembelajaran untuk mengintegrasikan pendidikan dalam kegiatan belajar mengajar, dengan tujuan meningkatkan minat siswa belajar.
- **Alat dan Bahan** : Penggaris, spidol, papan tulis, Laptop infocus, Presentasi slide (ppt)
- **Sumber belajar** : Buku Bahasa Inggris Kelas VIII Kurikulum 2013, Internet websiteedukasi.com

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajari materi : Teks Interaksi Transaksional; Memberi dan Meminta Informasi Terkait Kemampuan dan Kemauan, Melakukan Suatu Tindakan

Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (160 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Teks Interaksi Transaksional dengan cara melihat, mengamati, membaca melalui tayangan yang di tampilkan.
Critical Thinking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi Teks Interaksi Interpersonal; Meminta Perhatian, Mengecek Pemahaman, Menghargai Kinerja, Meminta dan Mengungkapkan Pendapat tentang Fungsi sosial <ul style="list-style-type: none"> • Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya. Struktur teks <ul style="list-style-type: none"> • Memulai dan Menanggapi (diharapkan/di luar dugaan) Unsur kebahasaan <ul style="list-style-type: none"> • Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: can, will. • Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Teks Interaksi Transaksional .
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Teks Interaksi Transaksional Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Penut	
<ul style="list-style-type: none"> ➤ Guru bersama peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. ➤ Guru memberikan penguatan terhadap materi yang sudah dipelajari dengan memberikan penugasan dan menyampaikan rencana pembelajaran selanjutnya, serta diakhiri salam 	

D. Penilaian Hasil Pembelajaran

1. Penilaian Sikap: Observasi dalam proses pembelajaran
2. Penilaian Pengetahuan: Tes lisan dan tes tulis bentuk uraian
3. Penilaian Keterampilan: Praktek

Lampiran

Penilaian Hasil Pembelajaran

1. Sikap
 - Penilaian Observasi

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

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	...	75	75	50	75	275	68,75	C
2

Keterangan :

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

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk		50			

	berbicara.					
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...
 Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
4. Kode nilai / predikat :

75,01 – 100,00	= Sangat Baik (SB)
50,01 – 75,00	= Baik (B)
25,01 – 50,00	= Cukup (C)
00,00 – 25,00	= Kurang (K)

- **Penilaian Jurnal** (*Lihat lampiran*)

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat Runtut	5	4	
		Struktur teks yang digunakan runtut	4	3	
		Struktur teks yang digunakan cukup runtut	3	2	
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat	5	4	
		Variatif dan tepat	4	3	
		Cukup variatif dan tepat	3	2	
		Kurang variatif dan Tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan Tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5	4	
		Pilihan tata bahasa tepat	4	3	
		Pilihan tata bahasa cukup tepat	3	2	
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang,	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan

		serta ada transisi	sesuai, kalimat berkembang, serta ada transisi
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Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

c. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris
 Alokasi Waktu : 1 Semester
 Sampel yang Dikumpulkan : karangan

Nama Peserta didik : _____
 Kelas : _____

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
	 dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
	 dst					

d. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original	5	4	
		Original	4	3	
		Cukup original	3	2	
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5	4	
		Isi sesuai dengan judul	4	3	
		Isi cukup sesuai dengan judul	3	2	
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan	2	1

		Isi tidak sesuai dengan judul	judul	1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

e. Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (<i>intonation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (<i>fluency</i>)	Sangat lancar	5	4	
		Lancar	4	3	
		Cukup lancar	3	2	
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat	5	4	
		Tepat	4	3	
		Cukup tepat	3	2	
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55


4. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial.

Diketahui Oleh,
Mahasiswi Riset



Dea Fadila Utami
NPM : 1702050050

Tembung, 04 Agustus 2020
Guru Mata Pelajaran



Abdur Rahman Jambak S.Pd
NUPTK : 10213755193003

Appendix II : Students' Test

Pre Test Students Speaking Skill

Direction

1. Student Find a partner in the class
2. Make a monologue about hobby
3. Perform it by the partner.

Question

1. Hobby

*Example

Hobby

Andy: Hay Betty, how are you?

Betty: I'm Fine Andy, where dou you want to go?

Andy: I want to go to park for jogging, what about you?

Betty : I want to go to Indah House to discuss about Math.

Andy : Ohh, we are in the right way, what about go together?

Betty : Sure! By the way andy, what is your favorite hobby?

Andy : My hobby is playing game, you?

Betty : wow! I like playing game too, but i prefer like reading a novel

Andy : what kind of novel do you like?

Betty : Novel about romance and motivation of life, you?

Andy: I like playing game online, Mobile Legend.

Betty; I see.!

Post Test 1

Students speaking skill

Direction

1. Student Find a partner in the class
2. Student divide partner into A & B
3. Perform it by the partner in front of the class

Topic

13 Instructions

Student A

Here is a rectangle with sixteen squares. Listen to your partner, who will give you instructions. Draw or write something in each square.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

Before you start, remember: UP↑ DOWN↓ LEFT← RIGHT→

If you do not understand, say:

I'm sorry, I don't understand. Could you say it again, please?

When your rectangle is finished, show it to your partner and look at your partner's rectangle. Are they the same?

13 Instructions

Student B

Look at your Answer sheet. Before you start, fill in these squares:

- 1 In square 1 write today's date.
- 2 In square 4 write your name.
- 3 In square 7 write the name of your English teacher.
- 4 In square 9 write the year it is.
- 5 In square 14 write your partner's name.
- 6 In square 16 write the colour of your eyes.

Now work with your partner. Your partner has a large rectangle with sixteen squares too – but the squares are empty.

Read the instructions below to your partner but do not show him/her your Answer sheet.

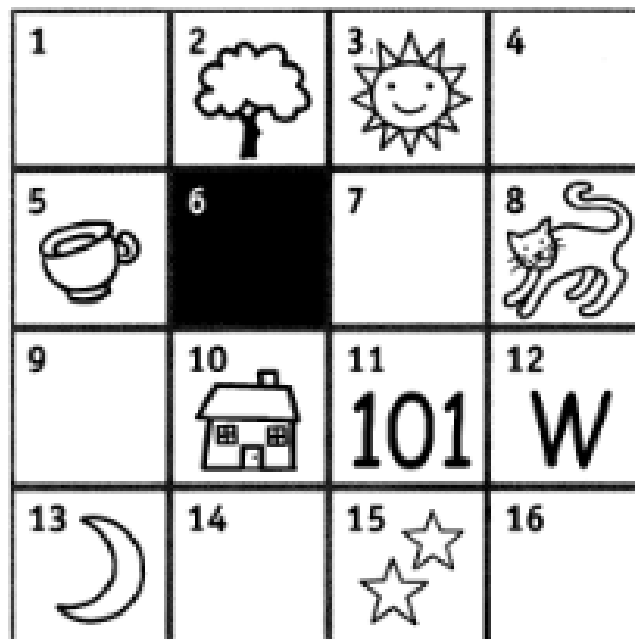
- 1 Start in the black square. Go up one square. Draw a tree.
- 2 Now go left one square. Write today's date.
- 3 Go down one square. Draw a cup.
- 4 Go down two squares. Draw the moon.
- 5 Go right three squares. Write the colour of my eyes.
- 6 Go up three squares. Write my name.
- 7 Go left one square. Draw the sun.
- 8 Go to the black square. Go right one square. Write the name of our English teacher.
- 9 Go down two squares. Draw two stars.
- 10 Go left one square. Write your own name.
- 11 Go up one square. Draw a house.
- 12 Go left one square. Write the year it is now.
- 13 Go right two squares. Write one hundred and one.
- 14 Go right one square. Write the letter W.
- 15 Go up one square. Draw a cat.

Now look at your partner's rectangle and show him/her your rectangle (*Answer sheet*). Are they the same?

Answer sheet

Student B

Do not show this to your partner!



Post Test 2

Students speaking skill

Direction

1. Student Find a partner in the class
2. Student divide partner into A & B
3. Perform it by the partner in front of the class

Topic



19 Following orders

Student A

Here is a rectangle which contains twenty squares. Before you start, fill in the following on your Answer sheet.

- 1 In square 2 write one word to describe the weather today.
- 2 In square 4 write one word to describe the colour of your hair.
- 3 In square 6 write your title (e.g. *Mrs/Miss/Ms/Mr*).
- 4 In square 11 write the number of people there are in the room.
- 5 In square 17 write the time this lesson started.
- 6 In square 20 write the name of the President of the United States.

Now work with your partner. He/she has a large rectangle but all the twenty squares are empty. Read out the following instructions to your partner but do not let him/her see your page.

- 1 Start in the black square. Go down two squares. Draw a comb.
- 2 Now go right two squares. Write the name of the President of the United States.
- 3 Go up four squares. Write the colour of my hair in this square.
- 4 Go back to the square with the comb. Go up one square. Draw an exclamation mark.
- 5 Go left one square and up three squares. Draw a question mark in this square.
- 6 In the square to the right of this, write one word to describe the weather today.
- 7 Go down one square and right two squares. Draw a triangle here.
- 8 Go back to the black square. Go left one square. Draw a ring here.
- 9 Go down two squares. Write the time this lesson started.
- 10 Go right two squares. Draw an arrow pointing downwards in this square.
- 11 Go up one square. Draw a necklace.
- 12 Go up two squares and left two squares. Draw a large diagonal cross.
- 13 Go right one square. Write my title (e.g. *Mr/Miss*)
- 14 Go right one square and up one square. Draw a circle.
- 15 Go down one square and draw another arrow, this time pointing upwards.
- 16 Go down one square and write the number of people in this room.
- 17 In the square to the right, draw a pair of sunglasses.
- 18 In the square below this, draw two squares, one inside the other.

When you have finished, compare your partner's rectangle with your completed Answer sheet. Were they the same?

Answer sheet

Student A

Make sure your partner does not see this!

1 ?	2	3 ○	4
5 ✕	6	7 ↑	8 ▲
9	10	11	12
13 +	14 !	15	16
17	18	19 ↓	20

19 Following orders

Student B

Here is a rectangle with twenty squares. You are going to write or draw things in each square. Your partner will tell you what to do. You will have to listen very carefully and follow his/her orders.

If you don't understand something, you can ask your partner to say it again, e.g.

I'm sorry, I didn't understand that. Could you say it again, please?

But you are not allowed to ask for the number of the square and you must not look at your partner's work.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

When you have finished, compare your rectangles. Did you fill it in correctly?

Appendix III : Score of The Exp. Group

The score Pre-test of Experimental Group

No	initial	Indicator					Pre-test
		Vocabul ary	Grammar	Compre hension	Pronun ciation	Fluen cy	
1	ACA	12	13	13	15	13	66
2	ALK	14	14	15	12	12	67
3	ASY	14	16	16	15	14	75
4	ARS	10	15	15	12	10	62
5	ANH	15	18	15	13	12	73
6	ADS	13	16	10	12	13	64
7	CHC	15	17	15	13	13	73
8	DFN	18	19	15	12	12	76
9	DAS	18	14	18	14	12	76
10	DAL	10	12	10	12	7	51
11	DPS	17	17	15	13	14	76
12	FNP	14	17	16	15	12	74
13	ISG	17	15	13	13	15	73
14	INA	16	18	18	15	12	79
15	MNA	18	15	18	12	14	77
16	MSN	12	15	13	14	10	64
17	MAV	17	14	18	16	12	77
18	NMR	14	18	16	15	12	75
19	NAP	10	18	18	17	12	75
20	NSD	15	15	15	13	11	69
21	NAL	13	16	10	13	13	65
22	NIA	15	19	15	12	7	68
23	NUN	17	17	15	17	13	79
24	NUH	18	14	20	14	8	74
25	RIN	10	15	12	16	10	63
26	RSR	17	17	15	16	14	79
27	RIR	14	17	16	17	12	76
28	SAK	17	15	13	12	15	72
29	SIS	17	17	18	14	10	76
30	SYA	17	14	15	15	14	75
31	UKM	18	18	15	17	13	81
32	YVE	17	15	17	16	14	79

33	ZAZ	17	18	17	14	12	78
Total							2387
Mean							72,33333

The score in Cycle 1

No	Initial	Indicator					Cycle 1
		Vocabulary	Grammar	Comprehension	Pronunciation	Fluency	
1	ACA	15	15	16	18	15	79
2	ALK	14	15	15	15	15	74
3	ASY	16	16	16	15	16	79
4	ARS	14	15	15	15	14	73
5	ANH	17	18	15	16	15	81
6	ADS	15	16	14	14	15	74
7	CHC	17	17	15	16	15	80
8	DFN	18	19	15	15	14	81
9	DAS	18	16	18	16	15	83
10	DAL	14	15	14	16	13	72
11	DPS	17	16	15	15	16	79
12	FNP	16	17	16	15	14	78
13	ISG	17	17	15	15	15	79
14	INA	16	18	18	17	14	83
15	MNA	18	15	18	15	16	82
16	MSN	14	15	15	14	16	74
17	MAV	17	15	18	16	16	82
18	NMR	16	18	16	15	14	79
19	NAP	15	16	17	17	15	80
20	NSD	17	15	16	16	15	79
21	NAL	16	16	14	15	16	77
22	NIA	15	15	15	15	13	73
23	NUN	16	16	15	17	17	81
24	NUH	18	15	18	16	14	81
25	RIN	14	15	17	16	16	78
26	RSR	17	17	17	16	16	83
27	RIR	16	15	16	17	15	79
28	SAK	17	18	15	15	15	80
29	SIS	18	17	17	14	14	80
30	SYA	17	16	15	16	17	81
31	UKM	18	18	16	17	16	85

32	YVE	17	17	17	16	16	83
33	ZAZ	17	18	17	16	15	83
Total							2615
Mean							79,242

The score in Cycle 2

No	Initial	Indicator					Cycle 2
		vocabulary	Grammar	Comprehension	Pronunciation	Fluency	
1	ACA	19	18	17	18	18	90
2	ALK	18	17	18	17	18	88
3	ASY	19	17	18	17	18	89
4	ARS	18	17	16	17	18	86
5	ANH	19	18	17	16	17	87
6	ADS	18	17	17	16	15	83
7	CHC	20	18	15	17	17	87
8	DFN	19	19	17	17	16	88
9	DAS	20	18	18	17	18	91
10	DAL	17	18	16	16	15	82
11	DPS	18	17	15	16	17	83
12	FNP	18	18	18	17	17	88
13	ISG	18	17	16	17	16	84
14	INA	16	18	18	17	14	83
15	MNA	19	17	18	16	17	87
16	MSN	18	17	17	16	17	85
17	MAV	19	17	18	16	17	87
18	NMR	19	18	17	17	16	87
19	NAP	18	16	17	17	17	85
20	NSD	19	17	19	18	17	90
21	NAL	17	18	16	17	16	84
22	NIA	18	17	16	17	15	83
23	NUN	18	16	17	17	16	84
24	NUH	18	19	18	18	17	90
25	RIN	19	17	17	18	16	87
26	RSR	19	19	17	18	17	90
27	RIR	18	17	16	17	17	85
28	SAK	19	18	16	15	17	85
29	SIS	18	18	17	16	15	84
30	SYA	18	16	17	18	19	88

31	UKM	20	19	18	18	17	92
32	YVE	19	19	17	15	16	86
33	ZAZ	19	18	17	16	17	87
Total							2855
Mean							86,5151

Appendix III : Attendant List

Attendant list of 8.2 Class

No	Name	Meeting				
		1st	2nd	3rd	4th	5th
1	Ade Citra Aulia	A	A	A	A	A
2	Aisyah Lisna K	A	A	A	A	A
3	Alfina Syahri	A	A	A	A	A
4	Anggi R Syahfitri Lbs	A	A	A	A	A
5	Annisa Hasanah	A	A	A	A	A
6	Ayu Dealyani Srg	A	A	A	A	A
7	Chintya Chumaira	C	C	C	C	C
8	Dea Fadhilla Nst	D	D	D	D	D
9	Desy Aulia Saragi	D	D	D	D	D
10	Dinda Ayu Lestari	D	D	D	D	D
11	Dinda Permata Sari	D	D	D	D	D
12	Fiantika Naila Putri	F	F	F	F	F
13	Indah Sari Br. Ginting	I	I	I	I	I
14	Intan Almira	I	I	I	I	I
15	Masyita Nurra Ayudia	M	M	M	M	M
16	May Sarah Nania	M	M	M	M	M
17	Mayra Andra Vina	M	M	M	M	M
18	Nadia Miftahul Rizky	N	N	N	N	N
19	Nayla Putri	N	N	N	N	N
20	Nazla Salsabila Daulay	N	N	N	N	N
21	Nur Aisyah Lubis	N	N	N	N	N
22	Nur Izza Assyabana	N	N	N	N	N
23	Nur Nafisya	N	N	N	N	N
24	Nurul Hasanah	N	N	N	N	N
25	Rilla Natasya	R	R	R	R	R
26	Riskika Sabrina Ramadhan	R	R	R	R	R

27	Risty Rahayu	Ru	Ru	Ru	Ru	Ru
28	Safira Khairina	See	See	See	See	See
29	Siti Salsabila	Lu	Lu	Lu	Lu	Lu
30	Syahrani Annafiah	Ylu	Ylu	Ylu	Ylu	Ylu
31	Ummi Kalsum Matondang	Umi	Umi	Umi	Umi	Umi
32	Yumeka Valisa Ebana	Yli	Yli	Yli	Yli	Yli
33	Zahara Zaid	Zu	Zu	Zu	Zu	Zu

Pre Test
Students Speaking Skill

Direction

1. Student Find a partner in the class
2. Make a monologue about hobby
3. Perform it by the partner.

Question

1. Favorite Food

*Example

Hobby

Andy: Hay Betty, how are you?

Betty: I'm Fine Andy, where dou you want to go?

Andy: I want to go to park for jogging, what about you?

Betty : I want to go to Indah House to discuss about Math.

Andy : Ohh, we are in the right way, what about go together?

Betty : Sure! By the way andy, what is your favorite hobby?

Andy : My hobby is playing game, you?

Betty : wow! I like playing game too, but i prefer like reading a novel

Andy : what kind of novel do you like?

Betty : Novel about romance and motivation of life, you?

Andy: I like playing game online, Mobile Legend.

Betty; I see.!

*Paper Sheet for answer!

V = 15
S = 19
C = 15
P = 12
F = 7

Favorite Food

NUR : hey izza, how are you? 68

izza : I'm fine nur, where do you want to go?

izza : I want to go to restaurant for food. what about you?

nur : I want to go park, look to flowers.

izza : Ooh, we are in the right way what about go together?

NUR : Sure! by the way izza, what is your favorite food?

izza : my favorite food is, noodles, rice and cake you?

NUR : wow! I like noodles too.

izza : Ok!

Nama: AISYAH LISNA K.

NAMA: DESY AULIA SARAGI

Kelas: VIII -2.

*Paper Sheet for answer!

V = 14

G = 14

C = 15

P = 12

F = 12

Favorite Food

AISYAH : Hey, Desy, How are you? 67

DESY : I'm fine aisyah, where do you want to go?

Aisyah : I want to go to park for jogging, what about you?

DESY : I want to go to Indah house to discuss about math.

Aisyah : Ohh, we are in the right way, what about go together?

DESY : Sure! By the way aisyah, what is your favorite food?

Aisyah : my favorite is fried rice, you?

DESY : WOW! I like fried chicken, but I prefer shrimp.

Aisyah : are you good at cooking?

DESY : Yes, I good cooking

Aisyah : I see!

NAMA: INTAN dan dinda

KLS : VIII²

V = 18
C = 18
C = 18
P = 15
F = 12

*Paper Sheet for answer!

Favorite Food

F9

DINDA : Hay Intan, How are You?

INTAN : I'm fine Dinda, where do you want to go?

Dinda : I want to go restaurant, what about you?

INTAN : I want to go to cafe.

DINDA : Ohh, we are in the right way, what about go together?

INTAN : Sure! by the way dinda, what is you favorite food?

Dinda : My favorite food Fried rice, you?

Intan : wow! I like food Fried rice.

Dinda : What kind of food do you like?

INTAN : Fried rice, ~~and~~ fried noodle, you?

Dinda : I like Fried noodle and fried rice.

Intan : I see..!

Nama: ADE CITRA AULLIA

Nama: ZAHARA ZAID

KLS : VII²

V = 12

G = 13

C = 13

P = 15

F = 13

GG

*Paper Sheet for answer!

Favorite Food

MY FAVORITE FOOD

ZAHARA

"Hey, CITRA How are you?"

CITRA

"I'm fine where do you want to go?"

ZAHARA

"I want to go minimarket to buy something food."

CITRA

"Ohh, what you will buy in minimarket?"

Zahara

"I want to buy many foods, its like Fruits, vegetables, and others Foods."

CITRA

"Ohh, what about go together?"

Zahara

"Sure! what is your favorite foods?"

CITRA

"My favorite food is Fried chicken."

Zahara

"Wow, I like Fried chicken too, but I prefer chicken nugget"

V = 14
G = 17
C = 16
P = 17
F = 12

Nama = Risky and Sabrina
Kls : VIII-2

*Paper Sheet for answer!

76
Favorite Food

Risky : Assalamu a'laikum Sabrina, how are you?
Sabrina : Wa'alaikum salam risky, I'm fine, where do you want to go?
Risky : I want to go to park for byclee, what about you?
Sabrina : I want to go to Cafe royal to discuss about math
Risky : Oh, we are in the right way, what about go together?
Sabrina : Sure, by the way risky, what is your favorite food?
Risky : My favont food is fried chicken, you?
Sabrina : Wow, I like food is fried chicken, but I prefer like fried noodles.
Risky : wow, I like food is Fried noodles
Sabrina : What kind of fried noodles do you like?
Risky : I like fried chicken and sauce chili and tomato, you?
Sabrina : I like fried noodles and egg, seafood yummy
Risky : Oh, I see you
Sabrina : see you 😊

Nama = NUR, IZZA
Kls = VII-2

Post Test 1

Students speaking skill

Direction



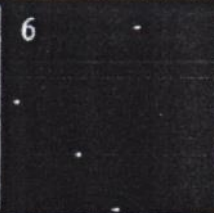




1. Student Find a partner in the class
2. Student divide partner into A & B
3. Perform it by the partner in front of the class

Topic

13 Instructions

Student A

Here is a rectangle with sixteen squares. Listen to your partner, who will give you instructions. Draw or write something in each square.

1 21 Agustus	2 	3 	4 NUR MAEISA
5 3	6 	7 ms. dea	8 
9 2008	10 	11 w	12 101
13 	14 izza	15 	16 wning

Before you start, remember: UP ↑ DOWN ↓ LEFT ← RIGHT →

If you do not understand, say:

I'm sorry, I don't understand. Could you say it again, please?

When your rectangle is finished, show it to your partner and look at your partner's rectangle. Are they the same?

13 Instructions

Student B

Look at your Answer sheet. Before you start, fill in these squares:

- | | |
|---|---|
| 1 In square 1 write today's date. | 4 In square 9 write the year it is. |
| 2 In square 4 write your name. | 5 In square 14 write your partner's name. |
| 3 In square 7 write the name of your English teacher. | 6 In square 16 write the colour of your eyes. |

Now work with your partner. Your partner has a large rectangle with sixteen squares too – but the squares are empty.

Read the instructions below to your partner but do not show him/her your Answer sheet.

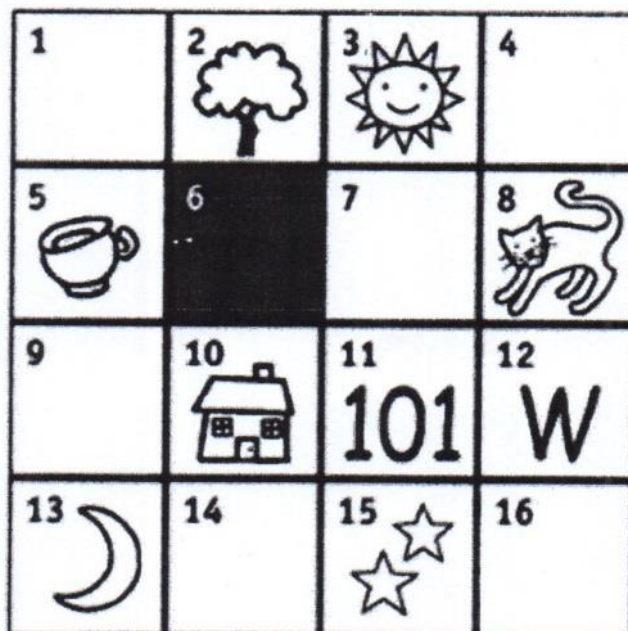
- | | |
|---|---|
| 1 Start in the black square. Go up one square. Draw a tree. | 8 Go to the black square. Go right one square. Write the name of our English teacher. |
| 2 Now go left one square. Write today's date. | 9 Go down two squares. Draw two stars. |
| 3 Go down one square. Draw a cup. | 10 Go left one square. Write your own name. |
| 4 Go down two squares. Draw the moon. | 11 Go up one square. Draw a house. |
| 5 Go right three squares. Write the colour of my eyes. | 12 Go left one square. Write the year it is now. |
| 6 Go up three squares. Write my name. | 13 Go right two squares. Write one hundred and one. |
| 7 Go left one square. Draw the sun. | 14 Go right one square. Write the letter W. |
| | 15 Go up one square. Draw a cat. |

Now look at your partner's rectangle and show him/her your rectangle (Answer sheet). Are they the same?

Answer sheet

Student B

Do not show this to your partner!



Nama: Nur dan izza
NIS : 111-2

Post Test 2

Students speaking skill

Direction

1. Student Find a partner in the class
2. Student divide partner into A & B
3. Perform it by the partner in front of the class

Topic



19 Following orders

Student A

Here is a rectangle which contains twenty squares. Before you start, fill in the following on your Answer sheet.

- 1 In square 2 write one word to describe the weather today.
- 2 In square 4 write one word to describe the colour of your hair.
- 3 In square 6 write your title (e.g. Mrs/Miss/Ms/Mr).
- 4 In square 11 write the number of people there are in the room.
- 5 In square 17 write the time this lesson started.
- 6 In square 20 write the name of the President of the United States.

Now work with your partner. He/she has a large rectangle but all the twenty squares are empty. Read out the following instructions to your partner but do not let him/her see your page.

- 1 Start in the black square. Go down two squares. Draw a comb.
- 2 Now go right two squares. Write the name of the President of the United States.
- 3 Go up four squares. Write the colour of my hair in this square.
- 4 Go back to the square with the comb. Go up one square. Draw an exclamation mark.
- 5 Go left one square and up three squares. Draw a question mark in this square.
- 6 In the square to the right of this, write one word to describe the weather today.
- 7 Go down one square and right two squares. Draw a triangle here.
- 8 Go back to the black square. Go left one square. Draw a ring here.
- 9 Go down two squares. Write the time this lesson started.
- 10 Go right two squares. Draw an arrow pointing downwards in this square.
- 11 Go up one square. Draw a necklace.
- 12 Go up two squares and left two squares. Draw a large diagonal cross.
- 13 Go right one square. Write my title (e.g. Mr/Miss).
- 14 Go right one square and up one square. Draw a circle.
- 15 Go down one square and draw another arrow, this time pointing upwards.
- 16 Go down one square and write the number of people in this room.
- 17 In the square to the right, draw a pair of sunglasses.
- 18 In the square below this, draw two squares, one inside the other.

When you have finished, compare your partner's rectangle with your completed Answer sheet. Were they the same?

Answer sheet

Student A

Make sure your partner does not see this!



Mama: Nur dan Izza.
 Kelas: VIII⁹.

19 Following orders







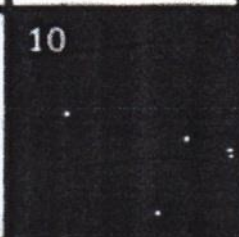







Student B

Here is a rectangle with twenty squares. You are going to write or draw things in each square. Your partner will tell you what to do. You will have to listen very carefully and follow his/her orders.

If you don't understand something, you can ask your partner to say it again, e.g.

I'm sorry, I didn't understand that. Could you say it again, please?

But you are not allowed to ask for the number of the square and you must not look at your partner's work.

1 	2 hot.	3 	4 black.
5 	6 MIS.	7 	8 
9 	10 	11 Thirty three	12 
13 	14 	15 	16 
17 07.00.	18 	19 	20 donald Trump.

When you have finished, compare your rectangles. Did you fill it in correctly?

Nama = Aisyah Usna K. AND Desy allia saragi.

Kelas = VIII-2.

Post Test 1

Students speaking skill

Direction








1. Student Find a partner in the class
2. Student divide partner into A & B
3. Perform it by the partner in front of the class

Topic

13 Instructions

Student A

Here is a rectangle with sixteen squares. Listen to your partner, who will give you instructions. Draw or write something in each square.

1 21 agustus	2 	3 	4 Aisyah
5 	6 [Black square]	7 MS. Dea	8 
9 2020	10 	11 101	12 W
13 	14 Desy	15 	16 Red

Before you start, remember: UP ↑ DOWN ↓ LEFT ← RIGHT →

If you do not understand, say:

I'm sorry, I don't understand. Could you say it again, please?

When your rectangle is finished, show it to your partner and look at your partner's rectangle. Are they the same?

13 Instructions

Student B

Look at your Answer sheet. Before you start, fill in these squares:

- 1 In square 1 write today's date.
- 2 In square 4 write your name.
- 3 In square 7 write the name of your English teacher.
- 4 In square 9 write the year it is.
- 5 In square 14 write your partner's name.
- 6 In square 16 write the colour of your eyes.

Now work with your partner. Your partner has a large rectangle with sixteen squares too – but the squares are empty.

Read the instructions below to your partner but do not show him/her your Answer sheet.

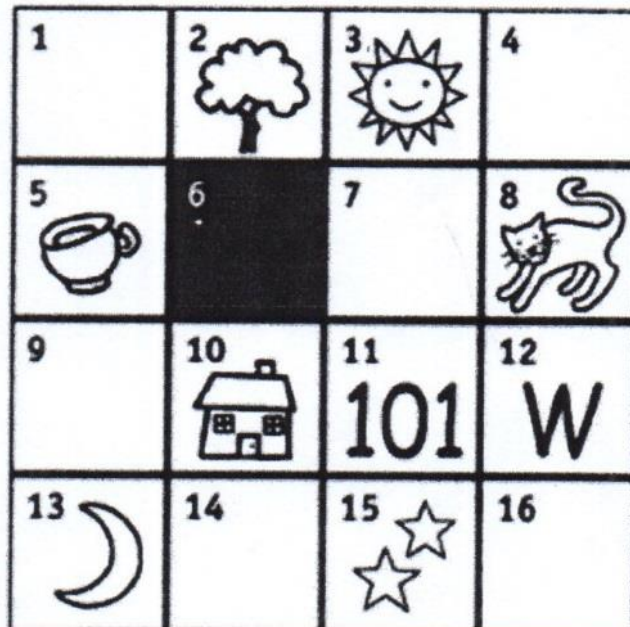
- 1 Start in the black square. Go up one square. Draw a tree.
- 2 Now go left one square. Write today's date.
- 3 Go down one square. Draw a cup.
- 4 Go down two squares. Draw the moon.
- 5 Go right three squares. Write the colour of my eyes.
- 6 Go up three squares. Write my name.
- 7 Go left one square. Draw the sun.
- 8 Go to the black square. Go right one square. Write the name of our English teacher.
- 9 Go down two squares. Draw two stars.
- 10 Go left one square. Write your own name.
- 11 Go up one square. Draw a house.
- 12 Go left one square. Write the year it is now.
- 13 Go right two squares. Write one hundred and one.
- 14 Go right one square. Write the letter W.
- 15 Go up one square. Draw a cat.

Now look at your partner's rectangle and show him/her your rectangle (*Answer sheet*). Are they the same?

Answer sheet

Student B

Do not show this to your partner!



Nama = Aisyah and Desy

Kelas = VIII-2

Post Test 2

Students speaking skill

Direction

1. Student Find a partner in the class
2. Student divide partner into A & B
3. Perform it by the partner in front of the class

Topic



19 Following orders

Student A

Here is a rectangle which contains twenty squares. Before you start, fill in the following on your Answer sheet.

- 1 In square 2 write one word to describe the weather today.
- 2 In square 4 write one word to describe the colour of your hair.
- 3 In square 6 write your title (e.g. Mrs/Miss/Ms/Mr).
- 4 In square 11 write the number of people there are in the room.
- 5 In square 17 write the time this lesson started.
- 6 In square 20 write the name of the President of the United States.

Now work with your partner. He/she has a large rectangle but all the twenty squares are empty. Read out the following instructions to your partner but do not let him/her see your page.

- 1 Start in the black square. Go down two squares. Draw a comb.
- 2 Now go right two squares. Write the name of the President of the United States.
- 3 Go up four squares. Write the colour of my hair in this square.
- 4 Go back to the square with the comb. Go up one square. Draw an exclamation mark.
- 5 Go left one square and up three squares. Draw a question mark in this square.
- 6 In the square to the right of this, write one word to describe the weather today.
- 7 Go down one square and right two squares. Draw a triangle here.
- 8 Go back to the black square. Go left one square. Draw a ring here.
- 9 Go down two squares. Write the time this lesson started.
- 10 Go right two squares. Draw an arrow pointing downwards in this square.
- 11 Go up one square. Draw a necklace.
- 12 Go up two squares and left two squares. Draw a large diagonal cross.
- 13 Go right one square. Write my title (e.g. Mr/Miss).
- 14 Go right one square and up one square. Draw a circle.
- 15 Go down one square and draw another arrow, this time pointing upwards.
- 16 Go down one square and write the number of people in this room.
- 17 In the square to the right, draw a pair of sunglasses.
- 18 In the square below this, draw two squares, one inside the other.

When you have finished, compare your partner's rectangle with your completed Answer sheet. Were they the same?

Answer sheet

Student A

Make sure your partner does not see this!



19 Following orders





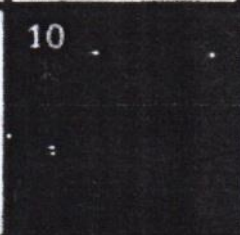



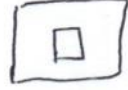


Student B

Here is a rectangle with twenty squares. You are going to write or draw things in each square. Your partner will tell you what to do. You will have to listen very carefully and follow his/her orders.

If you don't understand something, you can ask your partner to say it again, e.g.

I'm sorry, I didn't understand that. Could you say it again, please?

But you are not allowed to ask for the number of the square and you must not look at your partner's work.

1 ?	2 HOT	3 	4 Black
5 X	6 MISS	7 	8 
9 	10 	11 33	12 
13 +	14 	15 	16 
17 07.00 O'CLOCK	18 	19 	20 OBAMA

When you have finished, compare your rectangles. Did you fill it in correctly?

Name : DINDA Ayu Lestari / Infan Almirah

Post Test 1

Students speaking skill

Direction

1. Student Find a partner in the class
2. Student devide partner into A & B
3. Perform it by the partner in front of the class

Topic

13 Instructions

Student A

Here is a rectangle with sixteen squares. Listen to your partner, who will give you instructions. Draw or write something in each square.

1 21-Agustus	2 	3 	4 DINDA Ayu Lestari
5 	6 	7 MS. Dea	8 
9 2020	10 101	11 	12 W
13 	14 Infan	15 	16 Black

Before you start, remember: UP ↑ DOWN ↓ LEFT ← RIGHT →

If you do not understand, say:

I'm sorry, I don't understand. Could you say it again, please?

When your rectangle is finished, show it to your partner and look at your partner's rectangle. Are they the same?

13 Instructions

Student B

Look at your Answer sheet. Before you start, fill in these squares:

- 1 In square 1 write today's date.
- 2 In square 4 write your name.
- 3 In square 7 write the name of your English teacher.
- 4 In square 9 write the year it is.
- 5 In square 14 write your partner's name.
- 6 In square 16 write the colour of your eyes.

Now work with your partner. Your partner has a large rectangle with sixteen squares too – but the squares are empty.

Read the instructions below to your partner but do not show him/her your Answer sheet.

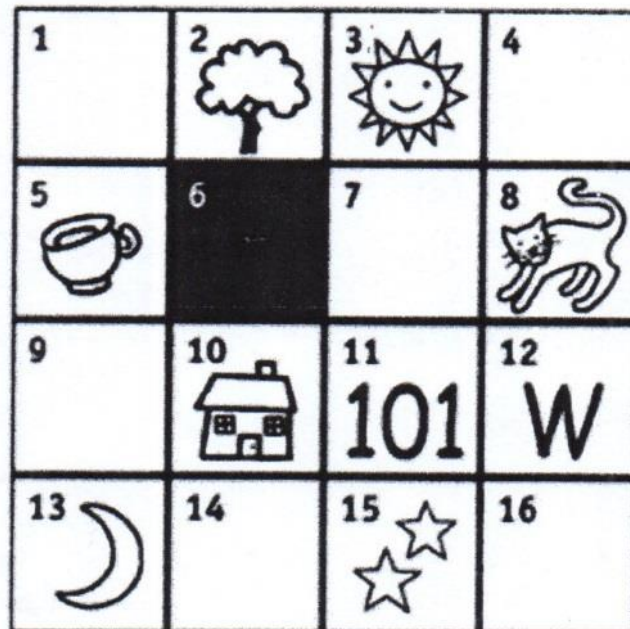
- 1 Start in the black square. Go up one square. Draw a tree.
- 2 Now go left one square. Write today's date.
- 3 Go down one square. Draw a cup.
- 4 Go down two squares. Draw the moon.
- 5 Go right three squares. Write the colour of my eyes.
- 6 Go up three squares. Write my name.
- 7 Go left one square. Draw the sun.
- 8 Go to the black square. Go right one square. Write the name of our English teacher.
- 9 Go down two squares. Draw two stars.
- 10 Go left one square. Write your own name.
- 11 Go up one square. Draw a house.
- 12 Go left one square. Write the year it is now.
- 13 Go right two squares. Write one hundred and one.
- 14 Go right one square. Write the letter W.
- 15 Go up one square. Draw a cat.

Now look at your partner's rectangle and show him/her your rectangle (Answer sheet). Are they the same?

Answer sheet

Student B

Do not show this to your partner!



Name: DINDA Ayu Slatzan

Post Test 2

Students speaking skill

Direction

1. Student Find a partner in the class
2. Student devide partner into A & B
3. Perform it by the partner in front of the class

Topic



19 Following orders

Student A

Here is a rectangle which contains twenty squares. Before you start, fill in the following on your Answer sheet.

- 1 In square 2 write one word to describe the weather today.
- 2 In square 4 write one word to describe the colour of your hair.
- 3 In square 6 write your title (e.g. Mrs/Miss/Ms/Mr).
- 4 In square 11 write the number of people there are in the room.
- 5 In square 17 write the time this lesson started.
- 6 In square 20 write the name of the President of the United States.

Now work with your partner. He/she has a large rectangle but all the twenty squares are empty. Read out the following instructions to your partner but do not let him/her see your page.

- 1 Start in the black square. Go down two squares. Draw a comb.
- 2 Now go right two squares. Write the name of the President of the United States.
- 3 Go up four squares. Write the colour of my hair in this square.
- 4 Go back to the square with the comb. Go up one square. Draw an exclamation mark.
- 5 Go left one square and up three squares. Draw a question mark in this square.
- 6 In the square to the right of this, write one word to describe the weather today.
- 7 Go down one square and right two squares. Draw a triangle here.
- 8 Go back to the black square. Go left one square. Draw a ring here.
- 9 Go down two squares. Write the time this lesson started.
- 10 Go right two squares. Draw an arrow pointing downwards in this square.
- 11 Go up one square. Draw a necklace.
- 12 Go up two squares and left two squares. Draw a large diagonal cross.
- 13 Go right one square. Write my title (e.g. Mr/Miss)
- 14 Go right one square and up one square. Draw a circle.
- 15 Go down one square and draw another arrow, this time pointing upwards.
- 16 Go down one square and write the number of people in this room.
- 17 In the square to the right, draw a pair of sunglasses.
- 18 In the square below this, draw two squares, one inside the other.

When you have finished, compare your partner's rectangle with your completed Answer sheet. Were they the same?

Answer sheet

Student A

Make sure your partner does not see this!



19 Following orders


Student B

Here is a rectangle with twenty squares. You are going to write or draw things in each square. Your partner will tell you what to do. You will have to listen very carefully and follow his/her orders.

If you don't understand something, you can ask your partner to say it again, e.g.

I'm sorry, I didn't understand that. Could you say it again, please?

But you are not allowed to ask for the number of the square and you must not look at your partner's work.

1 	2 HOT	3 	4 BLACK
5 	6 MISS	7 ✓ 	8 
9 	10 	11 33	12 
13 	14 	15 	16 
17 07.00	18 	19 ✓ 	20 OBAMA

When you have finished, compare your rectangles. Did you fill it in correctly?

Nama: ADE CITRA AULIA
 Nama: ZAHARA ZAID
 KIS : VIII²

Post Test 1

Students speaking skill

Direction







1. Student Find a partner in the class
2. Student devide partner into A & B
3. Perform it by the partner in front of the class

Topic

13 Instructions

Student A

Here is a rectangle with sixteen squares. Listen to your partner, who will give you instructions. Draw or write something in each square.

1 21-08-21	2 3	3 	4 ADE CITRA AULIA
5 	6 [Blank]	7 MS. DEA.	8 
9 2022	10 	11 101	12 W
13 	14 ZAHARA ZAID	15 	16 Biru

Before you start, remember: UP ↑ DOWN ↓ LEFT ← RIGHT →

If you do not understand, say:

I'm sorry, I don't understand. Could you say it again, please?

When your rectangle is finished, show it to your partner and look at your partner's rectangle. Are they the same?

13 Instructions

Student B

Look at your Answer sheet. Before you start, fill in these squares:

- | | |
|---|---|
| 1 In square 1 write today's date. | 4 In square 9 write the year it is. |
| 2 In square 4 write your name. | 5 In square 14 write your partner's name. |
| 3 In square 7 write the name of your English teacher. | 6 In square 16 write the colour of your eyes. |

Now work with your partner. Your partner has a large rectangle with sixteen squares too – but the squares are empty.

Read the instructions below to your partner but do not show him/her your Answer sheet.

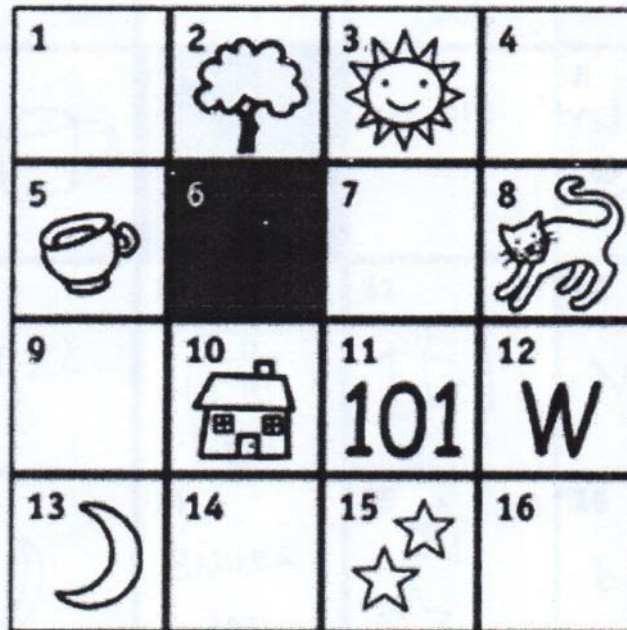
- | | |
|---|---|
| 1 Start in the black square. Go up one square. Draw a tree. | 8 Go to the black square. Go right one square. Write the name of our English teacher. |
| 2 Now go left one square. Write today's date. | 9 Go down two squares. Draw two stars. |
| 3 Go down one square. Draw a cup. | 10 Go left one square. Write your own name. |
| 4 Go down two squares. Draw the moon. | 11 Go up one square. Draw a house. |
| 5 Go right three squares. Write the colour of my eyes. | 12 Go left one square. Write the year it is now. |
| 6 Go up three squares. Write my name. | 13 Go right two squares. Write one hundred and one. |
| 7 Go left one square. Draw the sun. | 14 Go right one square. Write the letter W. |
| | 15 Go up one square. Draw a cat. |

Now look at your partner's rectangle and show him/her your rectangle (Answer sheet). Are they the same?

Answer sheet

Student B

Do not show this to your partner!



Nama: ADE CITRA AULIA

Nama: ZAHARA ZAID

Kls : VIII²

Post Test 2

Students speaking skill

Direction

1. Student Find a partner in the class
2. Student divide partner into A & B
3. Perform it by the partner in front of the class

Topic



19 Following orders

Student A

Here is a rectangle which contains twenty squares. Before you start, fill in the following on your Answer sheet.

- 1 In square 2 write one word to describe the weather today.
- 2 In square 4 write one word to describe the colour of your hair.
- 3 In square 6 write your title (e.g. Mrs/Miss/Ms/Mr).
- 4 In square 11 write the number of people there are in the room.
- 5 In square 17 write the time this lesson started.
- 6 In square 20 write the name of the President of the United States.

Now work with your partner. He/she has a large rectangle but all the twenty squares are empty. Read out the following instructions to your partner but do not let him/her see your page.

- 1 Start in the black square. Go down two squares. Draw a comb.
- 2 Now go right two squares. Write the name of the President of the United States.
- 3 Go up four squares. Write the colour of my hair in this square.
- 4 Go back to the square with the comb. Go up one square. Draw an exclamation mark.
- 5 Go left one square and up three squares. Draw a question mark in this square.
- 6 In the square to the right of this, write one word to describe the weather today.
- 7 Go down one square and right two squares. Draw a triangle here.
- 8 Go back to the black square. Go left one square. Draw a ring here.
- 9 Go down two squares. Write the time this lesson started.
- 10 Go right two squares. Draw an arrow pointing downwards in this square.
- 11 Go up one square. Draw a necklace.
- 12 Go up two squares and left two squares. Draw a large diagonal cross.
- 13 Go right one square. Write my title (e.g. Mr/Miss).
- 14 Go right one square and up one square. Draw a circle.
- 15 Go down one square and draw another arrow, this time pointing upwards.
- 16 Go down one square and write the number of people in this room.
- 17 In the square to the right, draw a pair of sunglasses.
- 18 In the square below this, draw two squares, one inside the other.

When you have finished, compare your partner's rectangle with your completed Answer sheet. Were they the same?

Answer sheet

Student A

Make sure your partner does not see this!



Nama: ADE CITRA AULIA
Nama: ZAHARA ZAID

ETS: VII²

19 Following orders








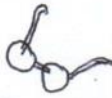






Student B

Here is a rectangle with twenty squares. You are going to write or draw things in each square. Your partner will tell you what to do. You will have to listen very carefully and follow his/her orders.

If you don't understand something, you can ask your partner to say it again, e.g.

I'm sorry, I didn't understand that. Could you say it again, please?

But you are not allowed to ask for the number of the square and you must not look at your partner's work.

1 	2 HOT	3 	4 black
5 	6 MISS	7 	8 
9 	10 	11 33	12 
13 	14 	15 	16 
17 07:00	18 	19 	20 Joe Biden

When you have finished, compare your rectangles. Did you fill it in correctly?

Post Test 1

Students speaking skill

Direction

1. Student Find a partner in the class
2. Student devide partner into A & B
3. Perform it by the partner in front of the class

Topic

13 Instructions

Student A

Here is a rectangle with sixteen squares. Listen to your partner, who will give you instructions. Draw or write something in each square.

1 21 agustus	2 	3 	4 Risky Rahayu
5 	6 [Blank]	7 ms. dhea	8 
9 2021	10 	11 101	12 
13 	14 Rizki & Sabina ramadhan	15 	16 black

Before you start, remember: UP ↑ DOWN ↓ LEFT ← RIGHT →

If you do not understand, say:

I'm sorry, I don't understand. Could you say it again, please?

When your rectangle is finished, show it to your partner and look at your partner's rectangle. Are they the same?

13 Instructions

Student B

Look at your Answer sheet. Before you start, fill in these squares:

- | | |
|---|---|
| 1 In square 1 write today's date. | 4 In square 9 write the year it is. |
| 2 In square 4 write your name. | 5 In square 14 write your partner's name. |
| 3 In square 7 write the name of your English teacher. | 6 In square 16 write the colour of your eyes. |

Now work with your partner. Your partner has a large rectangle with sixteen squares too – but the squares are empty.

Read the instructions below to your partner but do not show him/her your Answer sheet.

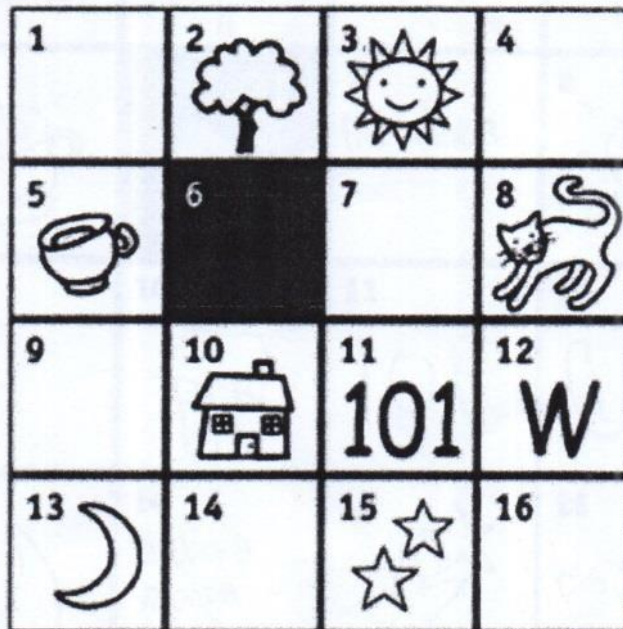
- | | |
|---|---|
| 1 Start in the black square. Go up one square. Draw a tree. | 8 Go to the black square. Go right one square. Write the name of our English teacher. |
| 2 Now go left one square. Write today's date. | 9 Go down two squares. Draw two stars. |
| 3 Go down one square. Draw a cup. | 10 Go left one square. Write your own name. |
| 4 Go down two squares. Draw the moon. | 11 Go up one square. Draw a house. |
| 5 Go right three squares. Write the colour of my eyes. | 12 Go left one square. Write the year it is now. |
| 6 Go up three squares. Write my name. | 13 Go right two squares. Write one hundred and one. |
| 7 Go left one square. Draw the sun. | 14 Go right one square. Write the letter W. |
| | 15 Go up one square. Draw a cat. |

Now look at your partner's rectangle and show him/her your rectangle (*Answer sheet*). Are they the same?

Answer sheet

Student B

Do not show this to your partner!



Risty Rahayu
and
Rizki Sabrina
Tamaelhan

Post Test 2

Students speaking skill

Direction

1. Student Find a partner in the class
2. Student devide partner into A & B
3. Perform it by the partner in front of the class

Topic



19 Following orders

Student A

Here is a rectangle which contains twenty squares. Before you start, fill in the following on your Answer sheet.

- 1 In square 2 write one word to describe the weather today.
- 2 In square 4 write one word to describe the colour of your hair.
- 3 In square 6 write your title (e.g. Mrs/Miss/Ms/Mr).
- 4 In square 11 write the number of people there are in the room.
- 5 In square 17 write the time this lesson started.
- 6 In square 20 write the name of the President of the United States.

Now work with your partner. He/she has a large rectangle but all the twenty squares are empty. Read out the following instructions to your partner but do not let him/her see your page.

- 1 Start in the black square. Go down two squares. Draw a comb.
- 2 Now go right two squares. Write the name of the President of the United States.
- 3 Go up four squares. Write the colour of my hair in this square.
- 4 Go back to the square with the comb. Go up one square. Draw an exclamation mark.
- 5 Go left one square and up three squares. Draw a question mark in this square.
- 6 In the square to the right of this, write one word to describe the weather today.
- 7 Go down one square and right two squares. Draw a triangle here.
- 8 Go back to the black square. Go left one square. Draw a ring here.
- 9 Go down two squares. Write the time this lesson started.
- 10 Go right two squares. Draw an arrow pointing downwards in this square.
- 11 Go up one square. Draw a necklace.
- 12 Go up two squares and left two squares. Draw a large diagonal cross.
- 13 Go right one square. Write my title (e.g. Mr/Miss)
- 14 Go right one square and up one square. Draw a circle.
- 15 Go down one square and draw another arrow, this time pointing upwards.
- 16 Go down one square and write the number of people in this room.
- 17 In the square to the right, draw a pair of sunglasses.
- 18 In the square below this, draw two squares, one inside the other.

When you have finished, compare your partner's rectangle with your completed Answer sheet. Were they the same?

Answer sheet

Student A

Make sure your partner does not see this!

















19 Following orders

Here is a rectangle with twenty squares. You are going to write or draw things in each square. Your partner will tell you what to do. You will have to listen very carefully and follow his/her orders.

If you don't understand something, you can ask your partner to say it again, e.g.

I'm sorry, I didn't understand that. Could you say it again, please?

But you are not allowed to ask for the number of the square and you must not look at your partner's work.

1 	2 HOT	3 	4 BLACK
5 	6 MISS	7 	8 
9 	10 	11 33	12 
13 	14 	15 	16 
17 07:00	18 	19 	20 Joe Biden

When you have finished, compare your rectangles. Did you fill it in correctly?



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

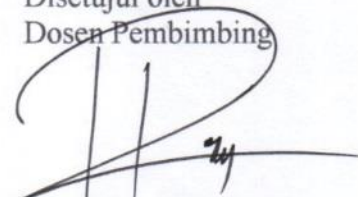
Nama Mahasiswa : Dea Fadila Utami
NPM : 1702050050
Program Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Use of Penguin Pair Work Activities to Improve Students' Speaking Achievement in Eight Grade in Mts Al-Jam'iyatul Washliyah Tembung	Ha 18/3 2021

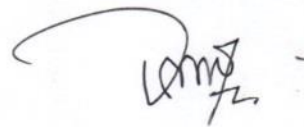
Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris.

Medan, 18 Maret 2020

Disetujui oleh
Dosen Pembimbing


M. Arifin., S.Pd., M.Pd

Hormat Pemohon


Dea Fadila Utami



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkipumsu.ac.id> E-mail : fkip@umsu.ac.id

Form K-1

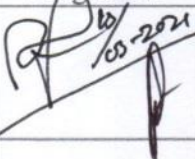

Kepada Yth : Ibu Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan Hormat, yang bertanda tangan dibawah ini :

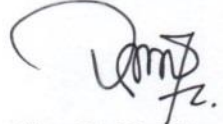
Nama Mahasiswa : Dea Fadila Utami
NPM : 1702050050
Pro. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 120 SKS

IPK = 3,57

Persetujuan Ket/Sekretaris Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Use of Penguin Pair Work Activities to Improve Students' Speaking Achievement of Eight Grade at Mts Al-Jam'iyatul Washliyah Tembung	
	Implementation of English Experiential Learning to Improve Students Speaking Achivement in Jam'iyatul Washliyah Tembung	
	Improving Students' Vocabulary Mastery Through Experiential Learning to the Students of Mts Al-Jam'iyatul Washliyah Tembung	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya, ucapkan terima kasih.

Medan, 19 Maret 2021
Hormat Pemohon,


Dea Fadila Utami

Keterangan :

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Dekan/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

Website : <http://www.fkipumsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Ibu/ Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Dea Fadila Utami
NPM : 1702050050
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

“The Use of Penguin Pair Work Activities to Improving Students’ Speaking Achievement of Eight Grade at Mts Al-Jam’iyatul Washliyah Tembung”

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

M. Arifin, S.Pd., M.Pd

Acc 05/04-2021

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 19 Maret 2021
Hormat Pemohon,

Dea Fadila Utami

Keterangan

- Dibuat rangkap 3 : - Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua / Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 833 /II.3/UMSU-02/F/2021
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Dea Fadila Utami
N P M : 1702050050
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Use of Penguin Pair Work Activities to Improv Students' Speaking Achievement of Eight Grade at MTs Al-Jam'iyatul Washliyah Tembung.

Pembimbing : M. Arifin, S.Pd, M.Pd

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 5 April 2022

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

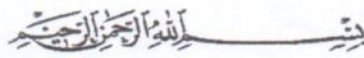
Dikeluarkan pada Tanggal :
Medan, 22 Sya'ban 1442 H
05 April 2021 M



Dekan
Prof. Dr. H. M. Alfrianto Nst, S.Pd, M.Pd. A
NIDN 0115037302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Dea Fadila Utami
N.P.M : 1702050050
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Use of Pegin Pair Work Activities to Improve Students' Speaking Achievement of Eight Grade at MTs Al-Jam'iyatul Washliyah Tembung

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
19 April 2021	- Penulisan kutipan (Citation) - References	
27 April 2021	- Penulisan kutipan - References - Penulisan huruf kapital	
15 Juni 2021		

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Medan, Juni 2021
Dosen Pembimbing

(M. Arifin, S.Pd, M.Pd)



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Dea Fadila Utami
NPM : 1702050050
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Use of Penguin Pair Work Activities to Improve Students' Speaking Achievement of Eight Grade at MTs. Al-Jam'iyatul Washliyah Tembung

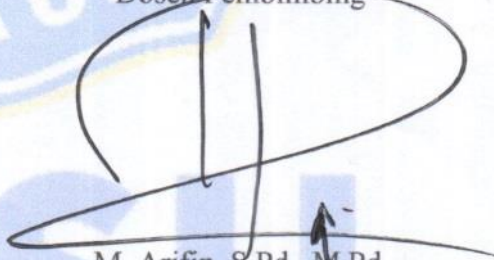
Sudah layak diseminarkan:

Medan, 15 Juni 2021

Diketahui Oleh,
Ketua Program Studi

Dosen Pembimbing


Mandra Saragih, S.Pd., M.Hum


M. Arifin, S.Pd., M.Pd

SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa : Dea Fadila Utami
NPM : 1702050050
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :


Hari : Jumat
Tanggal : 25 Juni 2021
Dengan Judul Proposal : The Use of Pair Work Activities to Improve Students' Speaking Achievement of Grade 8th At MTs Al-Jam'iyatul Washliyah Tembung

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Unggul | Cerdas | Terpercaya

Dikeluarkan di : Medan
Pada Tanggal : 28 Juni 2021

Wassalam
Ketua Program Studi
Pendidikan Bahasa Inggris



Mandra Saragih, S.Pd., M.Hum.

PENGESAHAN PROPOSAL

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

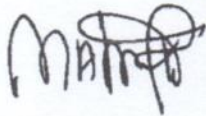
Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata-1 bagi:

Nama : Dea Fadila Utami
NPM : 1702050050
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Use of Pair Work Activities to Improve Students' Speaking achievement of Grade 8th at MTs Al-Jam'iyatul Washliyah Tembung

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Diketahui oleh:

Ketua Program Studi



Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing



M. Arifin, S.Pd, M.Pd

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jum'at Tanggal 25 Juni Tahun 2021 diselenggarakan seminar Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama : Dea Fadila Utami

N P M : 1702050050

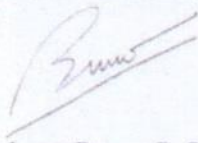
Program Studi : Pendidikan Bahasa Inggris

Judul Penelitian : The Use of Penguin Pair Work Activities to Improve Students'

Speaking Achievement of Eight Grade At MTs Al-Jam'iyatul Washliyah Tembung

NO	MASUKAN/SARAN
JUDUL	Change the title "The Use of Penguin Pair Work Activities to Improve Students' Speaking Achievement of Eight Grade at MTs Al-Jam'iyatul Washliyah Tembung" became "The Use of Pair Work Activities to Improve Students' Speaking Achievement of Grade 8 th at MTs Al-Jam'iyatul Washliyah Tembung"
BAB I	Change the background of the study
BAB II	Change the relevant study
BAB III	Change object of research
LAINNYA	-
KESIMPULAN	() Disetujui (<input checked="" type="checkbox"/>) Disetujui Dengan Adanya perbaikan () Ditolak

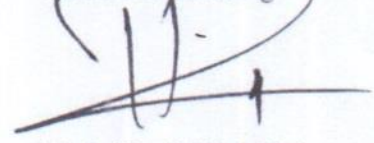
Dosen Pembahas



Dr. Bambang Panca S, S.Pd, M.Hum

Medan, 25 Juni 2021

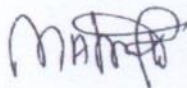
Dosen Pembimbing



M. Arifin, S.Pd, M.Pd

PANITIA PELAKSANA

Ketua



Mandra Saragih, S.Pd., M.Hum

Sekretaris



Pirman Ginting, S.Pd., M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh
Saya yang bertanda tangan dibawah ini :

Nama Mahasiswa : Dea Fadila Utami
NPM : 1702050050
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Use of Pair Work Activities to Improve Students' Speaking Achievement of Grade 8th at MTs Al-Jam'iyatul Washliyah Tembung

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 17 September 2021

Hormat saya
Yang membuat Pernyataan



(Dea Fadila Utami)

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum.



UMSU

Unggul | Cerdas | Terpercaya

Bila menjawab surat ini, agar disebutkan nomor dan Tanggal

**MAJELIS PENDIDIKAN TINGGI, PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400

Website : <http://www.umsu.ac.id> E-mail : rektor@umsu.ac.id

Bankir : Bank Syariah Mandiri, Bank Bukopin, Bank Mandiri, Bank BNI 1946, Bank Sumut

Nomor : 1758/IL.3-AU/UMSU-02/F/2021
Lamp : ----
Hal : Permohonan Riset Mahasiswa

Medan, 25 Dzulhijjah 1442 H
04 Agustus 2021 M

Kepada Yth, Bapak Kepala Perpustakaan
Universitas Muhammadiyah Sum. Utara
Di
Tempat

Bismillahirrahmanirrahim
Assalamu'alaikum Wr, Wb.

Wa Ba'du, semoga kita semua sehat Wal'afiat dalam melaksanakan kegiatan /aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan Penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Dea Fadila Utami
N P M : 1702050050
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Use of Pair Work Activities to Improve Students' Speaking Achievement of Grade 8th at MTs Al-Jam'iyatul Washliyah Tembung

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin



Dekan

(Handwritten signature)
Prof. Dr. A. Elfrianto Nst, M.Pd
0115057302

Pertinggal



MADRASAH TSANAWIYAH
AL-JAM'İYATUL WASHLIYAH

DESA TEMBUNG - KEC. PERCUT SEI TUAN - KAB. DELI SERDANG
NSM : 121212070005 ~ NPSN : 10264228

Jl. Besar Tembung No. 78 Dusun IV Tembung Kec. Percut Sei Tuan Telp. 061-42074100 Kode Pos 20371

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 082 / MTs – AW / S.IR / IX / 2021

Tembung, 11 September 2021

Lamp : -

Perihal : Pemberian Izin Riset

Kepada Yth

Bapak / Ibu Pimpinan Universitas Muhammadiyah Sumatera Utara Medan
di
Tempat

Assalamu'alaikum Wr. Wb.

Terlebih dahulu kami mendo'akan Bapak / ibu dalam keadaan sehat dan sukses dalam menjalankan segala aktivitasnya sehari – hari.

Berdasarkan surat yang kami terima dari Universitas Muhammadiyah Sumatera Utara Medan Fakultas Keguruan dan Ilmu Pendidikan tertanggal 25 Dzulhijjah 1442 H bertepatan 04 Agustus 2021 M Nomor : 1758/II.3-AU/UMSU-02/F/2021, tentang Permohonan Riset Mahasiswa di Madrasah Tsanawiyah Al – Jam'iyatul Washliyah Tembung.

Maka berdasarkan hal tersebut di atas, kami memberikan izin Riset kepada Mahasiswa yang namanya tertera dibawah ini

Nama	: Dea Fadila Utami
N P M	: 1702050050
Program Studi	: Pendidikan Bahasa Inggris

benar telah melaksanakan Penelitian /Riset di MTs. Al-Washliyah Tembung untuk menyelesaikan tugas akhir dalam rangka penyusunan Skripsi (Karya Ilmiah) ;dengan judul :“ *The Use of Pair Work Activities to Improve Students' Speaking Achievement of Grade 8th at MTs Al-Jam'iyatul Washliyah Tembung*” pada tanggal 05 Agustus 2021 s/d 11 September 2021.di Madrasah Tsanawiyah Al-Jam'iyatul Washliyah Tembung

Demikianlah hal ini kami sampaikan kepada Bapak / ibu, atas perhatiannya kami ucapkan terima kasih.

Wassalam

Kepala Madrasah Tsanawiyah
Al-Jam'iyatul Washliyah Tembung



MUHAMMAD YUNUS, S.Ag. M.Pd



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN

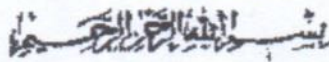
Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238

Website : <http://perpustakaan.umsu.ac.id> Email : perpustakaan@umsu.ac.id

Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

SURAT KETERANGAN

Nomor :1820/KET/IL3-AU/UMSU-P/M/2021



Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Dea Fadila Utami
NIM : 1702050050
Univ./Fakultas : UMSU/Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi : Pendidikan Bahasa Inggris/S-1

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

“The Use Of Pair Work Activities To Improve Students’ Speaking Achievement Of Grade 8 At MTS Al-Jam’iyatul Washliyah Tembung”

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya

Medan, 11 Shafar 1443 H.
18 September 2021 M

Kepala UPT Perpustakaan



Muhammad Arifin, S.Pd, M.Pd



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN

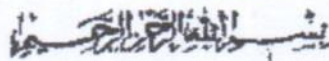
Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238

Website : <http://perpustakaan.umsu.ac.id> Email : perpustakaan@umsu.ac.id

Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

SURAT KETERANGAN

Nomor : 1412/KET/IL.3-AU/UMSU-P/M/2021



Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Dea Fadila Utami
NPM : 1702050050
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 29 Muharam 1443 H.
06 September 2021M

Kepala UPT Perpustakaan



Muhammad Arifin, S.Pd, M.Pd



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Dea Fadila Utami
 N.P.M : 1702050050
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Use of Pair Work Activities to Improve Students' Speaking Achievement of Grade 8th AT MTs Al-Jam'iyatul Washliyah Tembung

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
9/9-2021	CHAPTER IV : Description of Pre cycle	
11/9-2021	CHAPTER IV : cycle 1 & cycle 2.	
13/9-2021	References	
14/9-2021	Justify	
15/9-2021	Page	
16/9-2021	Acc	

Medan, September 2021

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum)

Dosen Pembimbing

(M. Arifin, S.Pd, M.Pd)

CURRICULUM VITAE

1. PERSONAL IDENTITY

Name : Dea Fadila Utami
Place/Date of Birth : Bagan Batu, July 3rd 1999
Status : Single
Religion : Islam
Nationality : Indonesian
Address : Jl. Widuri Kelompok IV Paket D, Riau
Phone Number : 082169147993
Email Address : deafadilautami99@gmail.com
Social Media : FB (Dea Fadila Utami)
Hobby : Teaching English and Travelling



2. PARENTS' DATA

Mother's Identity

Name : Sri Ati
Place/Date of Birth : Dolok Masihul, August 12th, 1977
Occupation : Housewife

Father's Identity

Name : Nasib
Place/Date of Birth : Tebing Tinggi, December 20th, 1967
Occupation : Private Sector Employee

3. EDUCATION HISTORIES

No	Institution Names	Began	Graduated
1	SD Swasta 045	2005	2011
2	SMP Swasta Tunas Bangsa	2011	2014
3	SMA Swasta Tunas Bangsa	2014	2017
4	Universitas Muhammadiyah Sumatera Utara	2017	2021



