

**IMPROVING STUDENTS' SPEAKING ABILITY BY  
APPLYING SPYING METHOD**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements For the  
Degree of Sarjana Pendidikan (S.Pd) English Education Program*

**By:**

**SILVI DIAN SYAHRI**  
**1502050024**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA  
MEDAN  
2019**



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.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I  
Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, 05 Oktober 2019, pada pukul 07.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa :

Nama Lengkap : Silvi Dian Syahri  
NPM : 1502050024  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Improving Students' Speaking Ability by Applying Spying Method

Ditetapkan : ( **A-** ) Lulus Yudisium  
( ) Lulus Bersyarat  
( ) Memperbaiki Skripsi  
( ) Tidak Lulus

Dengan diterimanya skripsi ini, sudah lulus dari ujian komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd.)

PANITIA PELAKSANA

Ketua,

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Sekretaris,

Dra. Hj. Svamsuyarnita, M.Pd.

ANGGOTA PENGUJI:

1. Prof. Dr. H. Syahron Lubis, M.A
2. Mandra Saragih, S.Pd, M.Hum
3. Yenni Hasnah, S.Pd, M.Hum

- 1.
- 2.
- 3.



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.fkip.umhu.ac.id> E-mail : [fkip@umhu.ac.id](mailto:fkip@umhu.ac.id)

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Silvi Dian Syahri

N.P.M : 1502050024

Program Studi : Pendidikan Bahasa Inggris

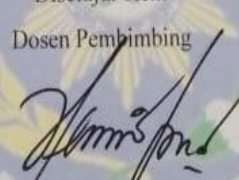
Judul Skripsi : Improving Students' Speaking Ability by Applying Spying Method

sudah layak disidangkan.

Medan, 26 September 2019

Disetujui oleh:


Dosen Pembimbing

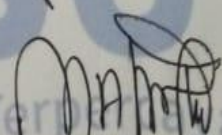
  
Yenni Hasnah, S.Pd, M.Hum

Diketahui oleh:

Dekan,

Ketua Program Studi,

  
Dr. H. Elfrianto Nasution, S.Pd., M.Pd

  
Mandra Saragih, S.Pd, M.Hum

## **ABSTRACT**

**Silvi Dian Syahri. 1502050024. Improving Students' Speaking Ability by Applying Spying Method. Skripsi English Education Program Faculty Of Teacher Training And Education. University Of Muhammadiyah Sumatera Utara. Medan. 2019.**

The objective of this research was to find out the improvement of students' ability in speaking by using spying method. This research had been conducted by applying Classroom Action Research. The subject of this research was the eight grade students in MTs. Negeri 2 Medan of academic 2020/2019 year which consist of 30 students. The instruments in collecting data were test for quantitative data and observation sheet. Including students' and teacher's activities in learning process for qualitative data. Then, the data were analyzed quantitatively and qualitatively. The research findings show that the mean score was 51.76 with the success percentage at 0% in pretest, 71.33 with the success percentage 53.33 % in cycle I and in the second cycle the mean score improved to be 76.66 with the percentage 86.66%. Based on these findings, it was concluded that there was the improvement of students' speaking ability by applying spying method.

**Keywords: students' speaking ability, spying method**

## ACKNOWLEDGMENTS

Assalamualaikum Warahmatullahi Wabarakatuh

In the name of Allah SWT, the most beneficent, the most merciful, praise be to Allah SWT the most almighty who has given the chances in finishing the research. Bless and peace be upon The Prophet Muhammad SAW who has brought human being from the darkness into the brightness era. Thank her beloved parents Eni Susi lawati and AlviSyahri. For their support morally and materially during her academic years in completing her study at FKIP.

This research was intended to fulfill one of requirement in accomplishing S-1 degree at English Education of Faculty of Teacher Training and Education University of Sumatera. Furthermore in finishing the research entitled improving Students' Speaking Ability by Applying Spying Method, the research faced a lot of difficulties and problems and without much help from the following people, it was impossible for her to finish it. So the researcher also would like to thank to:

1. Dr. Agussani, M.AP, rector of University of Muhammadiyah Sumatera Utara.
2. Dr. H. Elfrianto Nasution, S.Pd. M.Pd as the dean of FKIP UMSU
3. Dra. Hj. Syamsuyurnita, M.Pd as the first vice dean of FKIP UMSU
4. Dr. Hj. Dewi Kesuma Nasution, S.S, M.Hum as the third vice dean of FKIP

UMSU

5. Mandra Saragih, S.Pd, M.Hum and Pirman Ginting, S.Pd, M.Hum as the Head and Secretary of English Education Departement FKIP UMSU
6. Her beloved supervisor, Yenni Hasnah, S.Pd, M.Hum thanks for all guidance, knowledge, support, suggestion, time, spirit, and pray.
7. All lectures especially those who are English Education Departement for their valuable thoughts and knowledge and English teaching for her during academic FKIP UMSU.
8. Her beloved examiner, Pirman Ginting,S.Pd, M.Hum thanks for all guidance, knowledge, support, suggestion, time, spirit, and pray.
9. Tonggom Sibarani, Yolanda Dwi Trisnawati, Fika pertiwi, Tita Andriyani, the best friend for her who had given her support, attention, motivation and a lot of love in writing this research.
10. All staffs of FKIP especially in English Departement who had helped the researcher in processing the graduating paper administration.

The researcher realized that her study was still far from being perfect. So, the researcher expected suggestions and comments from all readers or other researcher who want to learned about this study. May Allah SWT the most Almighty always bless all of us.

Medan, September 2019

The Researcher

**Silvi Dian Syahri**

**1502050024**

## TABLE OF CONTENTS

<b>ABSTRACT</b> .....	<b>i</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>ii</b>
<b>TABLE OF CONTENTS</b> .....	<b>iv</b>
<b>LIST OF TABLES</b> .....	<b>vi</b>
<b>LIST OF CHART</b> .....	<b>vii</b>
<b>LIST OF APPENDICES</b> .....	<b>viii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. The Background of Study .....	1
B. The Identification of the Problem .....	3
C. The Scope and Limitation .....	3
D. The Formulation of the Problem .....	3
E. The Objective of the Study .....	4
F. The Significance of the Study .....	4
<b>CHAPTER II REVIEW OF LITERATURE</b> .....	<b>5</b>
A. Theoretical Framework .....	5
2.1 Speaking .....	5
2.2 The Importance of Speaking .....	6
2.3 Speaking Ability Area .....	7
2.4 The Process of Speaking .....	9
2.5 Speaking Ability .....	10
2.6 Factors in Speaking Ability .....	12
2.7 Assessment of Speaking .....	13



B. Spying Method .....	16
2.2 The Procedures of Applying Spying Method .....	17
C. Relevant Studies.....	18
D. Conceptual Framework .....	19
<b>CHAPTER III METHOD OF RESEARCH .....</b>	<b>20</b>
A.Research Design .....	20
B.Subject of Research.....	21
C.Instrument of Research.....	22
D.Procedure of Research.....	22
E.Technique of Collecting Data .....	24
F.Technique for Data Analysis .....	24
G. Success Indicator .....	26
<b>CHAPTER IV DATA ANALYSIS AND DISCUSSION .....</b>	<b>27</b>
A. Data.....	27
B. Data analysis .....	27
C. Reseachr Finding .....	36
D. Discussion .....	37
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>39</b>
A. Conclusion .....	39
B. Suggestion .....	39
<b>REFERENCES</b>	
<b>APPENDICES</b>	

## **LIST OF TABLES**

Table 2.1 Speaking Assessment Components .....	15
Table 3.1 Success Level Criteria of Students' Learning .....	25
Table 3.2 Criteria of Students' Activities in Learning .....	26
Table 3.3 Category of Teacher's Performance .....	26
Table 4.1 Score of Students' Activity Cycle I .....	30
Table 4.2 The Percentage of Teacher Performance Cycle I .....	31
Table 4.3 Score of Students' Activity Cycle II .....	34
Table 4.4 The Percentage of Teacher Performance Cycle II .....	35

## **LIST OF CHARTS**

Chart 3.1 Classroom Arikunto (2013).....	20
Chart 4.1 Student's Achievement in Cycle I.....	29
Chart 4.2 Student's Achievement in Cycle II.....	33
Chart 4.3 Student's Achievement in Cycle I and cycle II.....	36

## **LIST OF APPENDICES**

Appendix 1 Lesson Plan Cycle I and Cycle II

Appendix 2 Instrument of Research

Appendix 3 Students' Model Answer

Appendix 4 The Students' Speaking Score in Pre-test, Cycle I and Cycle

II Appendix 5 Observation Sheet of Students Cycle I

Appendix 6 Observation Sheet of Students Cycle II

Appendix 7 Observation Sheet Teacher Performance I

Appendix 8 Observation Sheet Teacher Performance II

Appendix 9 From K-1

Appendix 10 From K-2

Appendix 11 From K-3

Appendix 12 Lembar Pengesahan Hasil Seminar Proposal

Appendix 13 Surat Permohonan izin Riset Appendix 14

Berita Acara Bimbingan Skripsi

Appendix 15 Lembar Pengesahan Skripsi

Appendix 16 Surat Bebas Perpustakaan

Appendix 17 Daftar Riwayat Hidup

# CHAPTER I

## INTRODUCTION

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

Speaking is one of the ability into teach in learning english. One of the major objective of teaching oral communication in enhancing students' achievement to use oral language in various contexts. Speaking is a process in which speaker expresses his/her though, ideas, experiences, opinions, perception, through spoken language. Using language by speaking human are allowed to communication with other people to express ideas, to facilitate the thinking process and to recall the information. If a word is to be spoken, the neural pattern is transmitted, where the articulator form is aroused and passed on to the motor cortex that controls the movements of the muscles of speech in the human brain. (Gleason and Ratner, 1998).

Speaking is a language ability that development a child's life which is only preceded by listening ability, and at that time is the ability to speak or speak. According to (Henry Guntur Tarigan, 2008).The ability to speak is the ability to say sentences to express, express, convey thoughts, ideas, and feelings. (Arsjad dan Mukti U. S, 1993).

In K-13 curriculum, it is expected the students should be able to express opinions and thoughts, the students can find the information based on the expressing of opinions and thoughts, students can answer the questions based on expressing of opinions and thoughts and the students can use expressionsopinions and thoughts in daily activities.

In the reality, based on the observation at MTs NEGERI 2 MEDAN, many students can not communicate in English and assume that speaking is more difficult than other ability in English. It is because they have some problem when they speak like wrong in pronunciation of words, not knowing the tenses and etc. Mental problems also became one of the obstacles to the difficulty of the students speak English, because in general students speak in front of the class. They are feel nervous, of course those who appear the center of attention in the class, all eyes be direct to him. Such as those that researchers encountered in the field when observing the students who are doing the learning process and interviews with teachers who teach the school during one week learning method become one of the cause of student unable to practice to speak in English when teacher teach it.

The problems above appear from two factors, namely internal and external factors. Internal factors were present in each learners, students feel monotonous, lacking of vocabulary, not knowing tenses, mental problems also became one of the obstacles to the difficulty of the students speak English, because in general students speak in front of the class. They are feel nervous, of course those who appear the center of attention in the class, all eyes be direct to him. While the external factor is the environment not support when the students speak English. So, the students" do not have space to practice speak english.

To solve problem, the researcher offers a teaching method that is fun, active, easy, interesting, and helpful the students". Spying method is a method of eye spying. It aims to improve student achievement in speaking. However, teachers can use this method to make students more enthusiastic in speaking. The

achievements of students" taught with using the Spying Method in speaking are expected to increase.

Based on the explanation above, researcher argues that was very interesting a research entitles "The Use of the Spying Method to Improve Speaking Ability at the Second Grade Junior High School on MTs NEGERI 2 Medan."

### **B. Identification the Problem**

The problem of research was identified as following.

1. The students don't have good self confidence to speak.
2. Students" are less motivate to speak.
3. The teachers use less interesting methods.

### **C. Scope and Limitation**

Scope the study was focused on speaking ability. It is limited on monologue/extensive speaking.

### **D. Formulation the problem**

Problem of study is formulate as the following: How is the students" speaking ability improved by using spying method?"

### **E. Objective the study**

Objective of the study was to improve the students' speaking ability by applying spying method.

### **F. Significance of the Study**

The result of this research are expected to be useful for:

#### **1. Theoretically**

To enlarge horizon in teaching speaking by applying the Peeping Method and as a reference for other researchers.

#### **2. Practically.**

- a. For teachers, to increase their teaching-learning process through Spying Method in speaking.
- b. For Student, they are able to find out their difficulties in speaking by Spying Method.
- c. Other researchers, motivate other researchers to do further research, especially about descriptive text.



## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **2.1 Speaking**

Speaking is the sign system that is audible and visible by using some of human organ for the combination of opinions or ideas. Brown (2004) defines speaking a productive ability that can be directly and empirically observed those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening ability, which necessarily compromises the reliability and validity of an oral production test.

Byrne, (2004) speaking is an interactive process that goes on between reader, the text and resulting in comprehension. Speaking is a receptive ability - through it readers receive information. According to (Grabe and Stoller, ,2002) speaking ability is an ability to understand the information in a text. A process of engaging brain and eyes in making connection is text comprehension. It means the brain processes the information from what the eyes see. Mickulecky and (Jeffries,1996) states that it will be easier to be connected when the information the readers get is interesting. Meanwhile, Orasanu (1986) cited in Yousef, (2006) argues that the knowledge a reader brings to a text is a principal determiner of how the text will be comprehended and what may be learned and remembered. People have their own needs and purposes in speaking a text so that the appropriate texts are also important things to comprehend or understand.

According to Ochs and Klinkerin July, (2012) say that speaking is also the mixture to inform and entertain and persuade. While SanggamSiahaan says, "Speaking is the spoken productive language ability."

Speaking is the productive oral ability. it consist of producing systematic verbal utterances to convey meaning commercial language school around the word hire people with no training to teach conversation. although speaking is totality natural. in a language other than our own is anything but simple. According to David Nunan, (2003). From the explanation above, to resechr concludes that speaking is a process to convey and sharing ideas and felling orally. speaking involved some ability such as vocabulary, pronunciation, accurary and fluency.

### **2.1.2 The Importance of Speaking**

The importance of communicative competence is to support the ability to speak in general, communicative competence is taken to be the purpose of language teaching. This means that communication competence is verbal and large communication ability. This includes the ability to identify; when, why, with, who, where, who, what and how to say.

Talk as interaction refers to what people normally do in communication that is "conversation" and describes the interaction that serves a primarily social function. People interact with each other when they meet though exchange greeting because they wish to bep friendly and to establish and maintain social relations. Talk as transaction refers to situations where the focus is on what is said or done. The focus of talk as transaction is on the message rather than how they interact socially with each other. According to Burns (1998) distinguishes two

types of talk as interaction. The first type focuses on giving and receiving information and the second type focuses on obtaining goods or services. Talk as performance refers to public talk such as classroom presentations, public announcements, and speeches. The talk tends to be monologue rather than dialogue and mostly a written language since the speaker follows what is written in the text.

Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousandof words a day, although some people like auctioneers and politicians may produce event more than that. so natural and integral is speaking that people forget how people once struggled to achieve this ability until, that is people have to learnd how to do it all over againt in a foreign language, (thornbury, 2005).

From the explanation above, it is concluded that there are many functions of speaking such as to maintain social relation, to get thing done, to give speech, etc. The ways of how the speakers perform speaking are different depend on their purposes.

### **2.1.3 SpeakingAbility Area**

There are several areas of speaking ability the people can perform. (Brown, 2004) categorizes the speaking ability area into six parts. Those six categories are as follows: (a) Imitative, (b) intensive, (c) responsive,(d) transactional, (e) interpersonal, and (f) extensive. a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase

or sentence. The important things here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling students get opportunity to listen and orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work). For example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and text comprehension but at the somewhat limited level of very short conversation, started greeting and small talk, simple request and comments. This is a kind of short replies to teacher or students initiated questions or comments, giving instruction and direction. Those replies are usually sufficient and meaningful.

d. Transactional (Dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (Dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussion, conversation and games.

#### f. Extensive (Monologue)

Teacher gives students extended monologues in the form oral reports summaries, and storytelling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered an assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

#### **2.1.4 The Process of Speaking**

According to (Yayan, 2000), there are some process that people use in communication to understand and produce written and spoken text by collaboration with friends, asking help and using the dictionary, to easy understanding of other people or record texts, by hearing the text more times and repetition to overcome deadlock communication, by changing to other message, avoiding the topic, and not continuing the massage, to reach the goals and compensate the grape by describing, using of the term identical to the target, using multifunction words, .using gesture, changing the structure, changing to a new word, translating and brushing up, to stop measure and delay the time by using the voice “hmm, err, wait: the sign of hesitating like: well, actually .....where is I ...? Reviewing the word.

If people want to communicate well they need to know the technique of speaking well. Process “specifics methods or approaches where working with materials in creating work or arts. The clearness process of speaking and width of comprehension have strong affect on the speaking ability. Mean while according

to Kenneth Hecce in the book of principle of speaking stated that speaking is means of conveying ideas orally from one mind to another by means of a system of symbols called language.

Based on some definitions above, the researcher concludes that speaking is a way for sending or giving message to another people orally in order to get response from them about something people wish. With speaking people can interact with other people in our environment.

### **2.1.5 Speaking Ability**

Speaking is a process in which speaker expresses his/her thought, ideas, experiences, opinions, perception, through spoken language. Besides that, speaking is the form of oral language that is ineluctably used to communicate ideas and feelings. Speaker use language to communicate their ideas, most speaking involves interaction with one or more participants.

In speaking process between a speaker and listener. It is happened interaction between them. They use the language as the medium of the speaking in that interaction. There is a process of communication which conveys the message from the speaker to listener. A speaker has to encode the message and the listener has to decode or interpret the message which contains information.

In this interaction, the students must be able to comprehend what they are talking about each other. So the speaking can be conducted well. In solving the students speaking ability. It is necessary to use acceptable forms of correct language. The form involve grammar, vocabulary, and pronunciation. The students should be able to produce basic structures correctly, besides they need to understand word and connecting devices that link them together.

Therefore, in researcher point of view, producing the spoken forms correctly important. Such as practice provides the students with intensive experience to the language station. In other word, the teacher could easily evaluate their accuracy and fluency.

The learner should be able to produce basic structures correctly. Besides they need to understand word and connecting devices that link them together. In producing the correct forms language, the students need to practice the language they are learning. They must practice more, more fluency they can speak.

In order to speak English fluently, the students need to practice the language. This condition doesn't only improve the students speaking ability but also their pronunciation. In addition, they will be able to produce correct structure. "That language experience on nation of correct response may enable the students to his pronunciation and improve his ability to produce short structure response. (Brown, 1983)

To improve students speaking ability the teacher need to help the students to produce forms in the foreign language. "It is a part of teachers job to help the learners produce form in the foreign language". Can communicative naturally while thinking about the forms of the message rather than the message itself. More easily, the learners normally want some correction and the teachers should not refuse to correct all the time. (Brumfit, 1981)

To be responsible for the correspond, the teacher should consider whether there are strategies for controlling language terms which speaker can use. So, it is clear that the teacher should master a set of strategies, to help the students improve their speaking ability.

### **2.1.6 Factors in Speaking Ability**

The students should learn how to communicate in speaking English. They learn more speaking ability and develop some attitude toward speaking ability. Therefore, the speaker must know the topic of the conversation in order to give or share their information. (Brown, 1983)

In the manner of speaking course, it is important to know participate in speaking, as follows: (1) Speaking is characterized of two or more people orally, as a speaker and listener. (2) There are many types of oral communication between the speaker and listener. (3) The teacher encourages herself to develop her speaking competence effectively.

In other hand, speaking is one of language ability which are difficult to required by the students. There difficulties do come only from the element of that itself, but also from the students divides the problem which influences speaking ability into three parts (Brown, 1994) namely (1) Students can not express their ideas. (2) This problem come to the students himself, maybe he is shy, 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. (3) The students have nothing to say. This problem comes from the language element, may be the students can not catch the speaking topic. He has nothing to say, or may be the topic that the teacher provide is strange for him. Therefore, he doesn't understand what in the topic about and he does not know what and how to say.

To reach the target language, Brown, (1994) divided some factors which affect speaking. namely:



- (1). Chronological Age: Most students indicate that the age of beginning speaking success that is intellectual, personality, and social factor. Therefore, it is important for teacher to consider whether the students are ready to speak or not.
- (2). Mental Age: Age is important factor for the learner. Give appropriate simulating and opportunity the children can learn to speak before having rached the mental age of six and half.
- (3). Inteectual Capacity: there are numerous studies that indicate that relationship between intelligent and achievement in speaking. Nevertheless, the fact that the child who has high intellectual capacity does not guarantee that he will be influenced in speaking.
- (4). Physical Factors: if someone does not complete physical especially in his mouth. It is influenced on his speaking fluently.
- (5). Emotional and Social Maturity: Frequently, inability to succeed in speaking is caused by personality problems.

### **2.1.7 Assesment of Speaking**

In order to measure the ability, in speaking there are some elements that should have got attention, they are: (a) Pronunciation, (b) Grammar, (c) Vocabulary, (d) Fluency, (e) Comprehension, (Clark and Clark, 1997).

#### **a. Pronunciation**

Pronunciation should obviously influenced by L1 thought clearly intelligible.

In this case, the students who are able pronounce correctly will be market has “foreign accent”.

Not two people pronounce exactly alike. The difference arises from a variety of causes such as locality, early influences and social surroundings. However, standard pronunciation is demanded in speaking ability. It means that a good speaker must have a good pronunciation.

b. Grammar

Grammar is the description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language.

c. Vocabulary

Numans says, "Vocabulary is more than lists of target language words". A spoken word is a sound or sequence of sounds, which communicates an idea to the mind of another person. In order to communicate those ideas precisely, a speaker should express them with precise words rather than general words.

d. Fluency

Looks at fluency as the ability to fill the time with talk. In this definition, the speaker can use the time of talking most productively. The definition of fluency is derived as the ability of an individual to speak without undue hesitation.

e. Comprehension

Comprehension is the mind's act or power of understanding. It means that the comprehension will be as contrasted with the ability to perceive and pronounce words without reference to their meaning.

Comprehension as the building of meaning from sounds. It means what the listeners hear and understand from a speaker is to show his comprehension. In

another way, the listener takes in the sound uttered by a speaker and uses them to construct an interpretation of words they think the speaker intended to convey.

**Table 2.1**

**Speaking Assessment Components**

No	Scoring Aspect	Score	Criteria	Indicators
1.	Grammar	16–20	Very good	Errors in grammar are quite rare
		11–15	Good	Control grammar is good.
		6 – 10	Fair	Construction quite accurately but does not have through or confident control the grammar.
		1 - 5	Unsatisfactory	Errors in grammar frequent to speak language.
2	Vocabulary	16–20	Very good	Rarely has trouble.
		11–15	Good	Something using inappropriate term about language.
		6 – 10	Fair	Frequent using wrong speech limited to simply vocabulary.
		1 - 5	Unsatisfactory	Very limited vocabulary and make the comprehension quite difficult.
3	Fluency	16–20	Very Good	Understand able.
		11 -15	Good	Speech is generally natural.
		6 – 10	Fair	Some definite stumbling but manager to rephrase and continue.
		1 – 5	Unsatisfactory;	Speed of speech and length of utterances are For below normal, long, pauses, utterances left unfinished.
4	Pronunciation	16–20	Very good	Understand able.
		11–15	Good	Few noticeable errors.
		6 – 10	Fair;	Errors of the basic pronunciation.
		1 – 5	Unsatisfactory	Hard to understand because sound, accent, pitch,

				difficulties, and incomprehensible.
5	Comprehension	16–20	Very Good	Rarely noticeable.
		11–15	Good	Occasionally grammatical errors which do not obscure meaning.
		6–10	Fair	Error the basic structure, meaning occasionally obscure by grammatical errors.
		1 – 5	Unsatisfactory	Usage definitely unsatisfactory frequently needs to rephrase construction or district itself to basic structure.

### B. Spying Method

Spying method is developed by Aronson and is firstly used in 1971 in Austin, Texas. Aronson et al (1971) state that spying method is cooperative learning strategy that enables each students of a „home group“ to specialize in one aspect of a learning unit. Student meet with other members from other groups who are assigned the same aspect called “expert group” and after mastering the material, return to the “home group” and teach or explain the materials to their group members. Just an in a Spying method puzzle, each piece-each students“ part – is essential for the completion and full understanding of the final product. If each student“’s part is essential, then each students is essential. That is what makes the Spying method strategy is so effective.

Spying method enables students to learn together in a group and take responsibility in understanding the materials for each other. Spencer (1994) states

spying method is groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning, students across the class working on the same sub-section get together to decide what is the important and how to teach it. After practice in these “expert” groups the original groups” reform and students teach each other.

Based on the description above, Spying method allows students to work in a team and maintain the personal responsibility. In spying method, student meet with other members from other groups who are assigned the same aspect called “expert group” and after mastering the material, return to the “home group”.

### **2.2.1 The Procedures of Applying Spying Method**

According to Aronson (1978a, 1997b, 2008c), the procedures of Spying method in teaching speaking ability are as follows:

- a. Dividing students into five or six people called “home group”. The groups should be divergent in terms of gender, ethnicity, and ability.
- b. Appointing one student from each group as a leader.
- c. Dividing the material into five or six segments.
- d. Assigning each student to learn a segment of the material.
- e. Giving students time to read over their segment at least twice and become familiar with it.
- f. Forming temporary “expert group” by having one student from each home group join other students assigned to the same segment. At this step, teacher must give time to these “expert groups” to discuss the main points of their segment and to rehearse the presentations they will make to their home group.

- g. Bringing the students back into their home group.
- h. Asking each student to share the segment to the group.

### **C. Relevant Studies**

There are some relevant studies, dealing with this current study. First, the research done by (Rismayanti, 2013) entitles *Spying Method to Improve the English Speaking Ability of The Students of the Extracurricular English Conversation Club in SMP N 6 Yogyakarta*. In the research, the findings showed that the spying method is an innovative teaching strategy. It can be seen in the improvement of the students' ability in the English conversations. Most of the students spoke actively and did not feel afraid and shy though not maximally yet. This method also helped them learn new vocabularies and pronunciation.

Other relevant study is a research done by (Hoerunnisa, 2013) entitles "*The Effectiveness of Spying Method in Improving Students' Speaking Ability*". The results of the study revealed that Spying method could be applied effectively to teach speaking ability. Students are eager to discuss the information included in the descriptive texts one to another. In addition, the study also showed that the majority of students showed their interest in learning speaking ability through Spying method. The results of the research indicated that using Spying method to teach speaking ability made students tend to be active during the teaching and learning process, and it improved their comprehension about the descriptive texts.

Based on the description above it can be concluded that there are difference and similarity between the previous studies and the researcher's study. The difference is the previous studies are done at SMP, meanwhile the current

study is done at MTs. The similarity is the two relevant researches and the current study discuss about the spying method to improve speaking ability.

#### **D Conceptual Framework**

Speaking is person ability to communicate their, information, ideas and feeling to someone in the form of spoken, speaking not only an activity arranging word into form of sentence. Moreover, when people spoken something they should organize sentence become interesting and coherence.

Speaking well is speaking that can be understood by others. speaking is a whole series of activities in expressing ideas and conveying them through spoken language to others so that they are easy to understand. The reason for the use of spying method is to make students able to speaking and provide experience for students in solving problems in a speaking with fun based on the context chosen in the speaking.

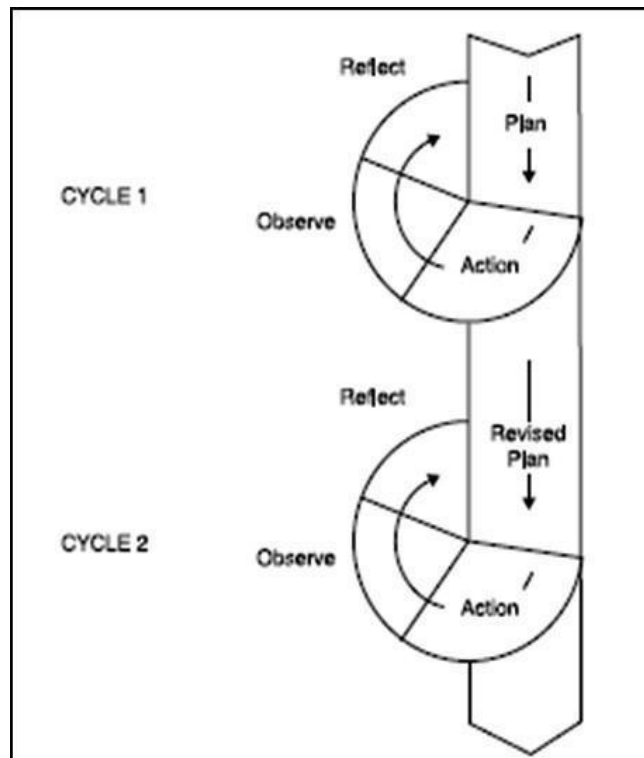
Therefore, in learning English using the spying method, method is packaged as attractive as possible so students can be motivated to learn and can optimize their abilities in various subject areas, especially English subjects.

The process of delivering English learning at MTs NEGERI 2 Medan only runs simple and mediocre, which is only conveying what has been written on the textbook. This will have an effect on the decline in enthusiasm and learning outcomes of students. Therefore the researcher tries to apply method learning by using spying method teaching and learning activities in class VIII MTs NEGERI 2 Medan. The aim is to increase learning outcomes in English subject.

**CHAPTER III**  
**METHOD OF RESEARCH**

**A. Research Design**

The research was conducted by using Classroom Action Research (CAR) design. Design of the research will be described in detail as the following chart.



**Chart 3.1 Classroom Arikunto (2013)**



The research will be applied in two cycles with two meetings for each. There are four steps in conducting this classroom action research, namely: (a) planning, (b) action, (c) observation, and (d) reflection.

- a. Planning, the researcher and the teacher will make the plans regarding the implementation of the research related to this strategy.
- b. Action, the teacher will apply the strategy to the students" in the classroom and the researcher observe.
- c. Observation, the researcher will observe the process of implementing learning in the classroom to get the data.
- d. Reflection, the researcher along with the teacher collaborate to reflect on the implementation of the learning process.

## **B. Subject of Research**

This research was conducted at MTs NEGERI 2 MEDAN located Jalan Peratun No. 3 Kel. Sidorejo Hilir Kec. Medan Tembung Kab. Kota Medan of VIII (eight) grade of 2019/2020 academic year. It is amounted to 30 students, consisting of 13 males and 17 females. This subject is chosen as a place of study because it is experienced by the researcher based on the consideration that the class is the weakest in speaking.

The position of the researcher is as an observer while the implementation of the learning process done by the teacher. The researcher collaborates with the English teacher in applying the strategy.

### **C. Instrument of Research**

The instruments that are used by the researcher in collecting the data are

(1) test (2) observation sheet.

(1) Test

The test is given to the students in order to get quantitative data. The test is in the form of spoken test. The test will be used to get information about students' speaking performance. The researcher holds pre-test and post-test to see whether there is an improvement in the students' speaking or not.

(2) Observation Sheet

Observation is used to collect qualitative data. It is about teachers' performance and students activities in the learning process the observation sheet is arranged and filled by the researcher by ticking the checklist during the learning.

### **D. Procedure of Research**

The procedures of the research will be described as the followings:

#### **3.1 Cycle 1**

##### **a. Planning**

In this step, the researcher offers a new method in improving students' speaking achievement. The action will be based on the lesson plan applied in the class. Besides that the researcher also prepares materials that are going to be taught in the class, makes lesson plans, the form of observation in order that the class can be observed well, teaching aids, test instrument, etc.

### **b. Action**

This step will be as teaching-learning material. The teacher carried out the lesson plan in the classroom step by step. It described how the implementation spying method in the class can promote students speaking achievement.

To obtain the purpose, the teacher must create the classroom atmosphere as well as possible. In this case, the teacher take roles as a controller of the students' activities and also provide help when they get difficulties in doing the tasks.

### **c. Observation**

Observation will be used to collect data namely, teacher and student activities during the teaching and learning process. In this case, the researcher will observe by using observation sheet namely: students observation sheet and the teacher's performance in learning activities. The researcher will be an observer for English teacher and the students.

### **d. Reflection**

Reflection is a feedback process from the action that is done. Reflection will be used to help the teacher to make a decision. The teacher and researcher analyze all recording information in the learning process.

## **3.4.2 Cycle II**

The researcher will do cycle II if the result in cycle I still needs improvement. In cycle II it also has four stages; planning, action, observation, and reflection. Every weakness in cycle I is revised in cycle II.

## E. Technique of Collecting Data

There are some procedures in collecting data:

### 1. Pre-Test

Pre-test will be given before the treatment. The function of the pre-test is to know the mean scores of students before given a treatment.

### 2. Treatment

The treatment will be given to the students by using infocusassisted.

### 3. Post-Test

After the treatment give to the students, the researcher gives a test again to find out their score in descriptive text.

## F Technique for Data Analysis

There are two kinds of research data namely: quantitative and qualitative data. Quantitative data involving students learning achievement will be analyzed by using a formula as follows:

$$\bar{x} = \frac{\sum x}{n} \quad (\text{Arikunto, 2013})$$

— : The mean of average score from the subjects writing recount text.  
 $\Sigma$  : The total score of students.

: The number of the students

Next, to categorize the number of students who pass the test successfully, the researcher applies the following formula:

$$- \quad (\text{Arikunto, 2013})$$

Where:

P : The percentage of those who getting score

R: The number of students getting score

T: The total number of the students

After getting the percentage of the above analysis results, then the results will be used as a determination of the success rate of students in the class according to Arikunto (2007) as the following table.

**Table 3.1 Success Level Criteria of Students' Learning in Percent**

Level of Success (%)	Categories
81–100%	Very High
61–80%	High
41–60%	Moderate
21–40%	Low
0–20%	Very Low

The qualitative data consist of the information about the teacher's performance and the students' activities in the learning process will be analyzed based on the students' activities and the teacher's performance category as proposed by Arikunto (2007).

The value of students' motivation in learning is obtained by the formula:

$$\text{---} \quad (\text{Arikunto, 2007})$$

Where:

P : The percentage

R : The number of activity indicators performed by the students

SM : The total number of activity indicators

After getting the percentage of each individual activity, then the results will be used as a determination of the criteria level of students activities in the learning process proposed by Arikunto (2007) as the following table.

**Table 3.2 Criteria of Students' Activities in Learning**

<b>Value Range</b>	<b>Categories</b>
81–100%	Very Active
61–80%	Active
41–60%	Quite Active
21–40%	Less
0–20%	Passive

The teacher's performance will be analyzed based on the following category as proposed by Arikunto (2007). It is presented in the following table.

**Table 3.3 Category of Teacher's Performance**

<b>Value Range</b>	<b>Categories</b>
81–100%	Very Good
61–80%	Good
41–60%	Enough
21–40%	Less
0–20%	Bad

### **G. Success Indicator**

This Classroom Action Research (CAR) will be judged to succeed if  $\geq 75\%$  of the total students reached the minimum score at 75 (Good), then the students activities in learning activities was categorized good if the average percentage show that it has reached 75% of the number of students.

## **CHAPTER IV**

### **DATA ANALYSIS AND DISCUSSION**

#### **A. DATA**

This research consisted of two kinds of data namely qualitative and quantitative data. Qualitative data were used to describe the situation during the teaching and learning process including students and teacher's activities and the qualitative data were used to analyze the students' ability in speaking. Qualitative data were obtained from the students' activity in learning process as appendix 5 and 6, and teacher activity in teaching as illustrated in appendix 7 dan 8. While quantitative data were taken from the students' score of speaking tests in pretests, cycle I and cycle II as displayed in appendix 4.

#### **B. Data Analysis**

After giving pre-test to 30 students' the researcher got the data that the mean score of students' speaking ability was 51.76 with the successful percentage 0% . It means that no one of the students' achieved the minimum score of successful (75) . Thus the researcher conducted cycle I to improve students' speaking ability.

##### **1. Cycle I**

In the cycle I, there were many activities done. All activities were elaborated by the researcher as follows:

### **(a) Planning**

In the planning step, the researcher prepared the teaching learning design, such as, arranging lesson plan and its instruments. The researcher also prepared the instrument of collecting data, such as observation sheets, field note in order to know students activeness in joining teaching learning process. Then, the researcher conducted post-test to know the students' improvement in reading skill. It consisted of one topic. There were 30 students joining in the class.

### **(a) Action**

The research of the first cycle was done into two session (2x40 minutes). Learning activity in this cycle was implemented in accordance with a plan designed at the planning stage action. The first stage, the researcher explained the step applied to the learning method and learning objectives to be achieved. Then, the students were divided into six groups. Each group consisted of five students. After the group formed the teacher explaining briefly about the learning materials.

In applying this method, researcher collaborated with English teacher. The teacher explained the material briefly about descriptive text to all students. In this study, the teacher appointed one student from each group to be the group leader and each chairman was expected to stay in class, while group members was welcome to wait outside the class. Then the teacher explained the material that conveyed to each group leader.

After the group leader understood the material that had been explained by the teacher, then the group members outside are invited into the class. The task of the group leader is to explain the material that was previously delivered by the

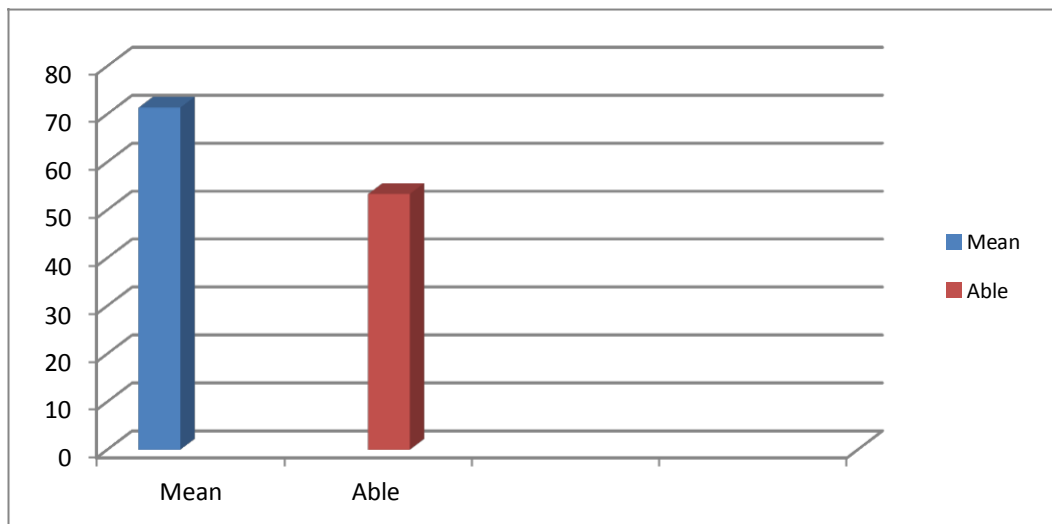


teacher, namely descriptive text. after all each group understood, the teacher called students randomly to come forward to explain what he had understood from the group leader's explanation.

### (c) Observing and Evaluating

#### (1) Students' Score in Speaking Ability

The students' achievement in speaking ability in cycle I was still bad. It means that, the successful category had been not achieved. From the total students' the means score was only 71.33 with the successful percentage at 53.33%. In detail, the students who got score more than 75 were sixteen students', while the rest had the score lower than 75. In addition, the students' score in cycle I was illustrated in the following chart.



**Chart 4.1 Students' Achievement In Cycle I**

## (2) Observation of Student's Activity

Students' activity was observed based on the criteria of Interest, Attention, Participation and Presentation. The following table summarized the result of observation of students' percentage activities in learning process.

**Table 4.1**  
**Score of Students' Activity in the Learning Process of Cycle I**

No	Aspects of Observation	Percentage
1	Interest	43.33%
2	Attention	50.83%
3	Participation	53.33%
4	Presentation	48.33%
<b>Means</b>		58.75

The data above show that the student's learning activities using spying method reached the mean score 58.75% with the detail 43.33% of interest, 50.83% of attention, 53.33 % of participation, and 48.33 % of presentation. The student's participation in learning was considered as the highest level compared to the other aspects. In this case, when the teacher asked their opinion about what they know about descriptive text, they were very enthusiastic to answer the questions from the teacher. And the lowest one was interest aspect, because when they were given a task to tell descriptive text, they were not interested in telling descriptive text. They were more enthusiastic to answer the questions indirectly.

### (3) Observation of Teacher Performance

The result of observation on teacher performance in teaching and learning process by using spying method was presentage in the table below:

**Table 4.2**  
**The Percentage of Teacher Performance In Cycle I**

No	Activity	Percentage	Category
1	Aperception	65%	
2	Material Explanation	65.83%	
3	Explanation of Learning method	61.66%	
4	Technique part of group	55%	
5	Management of discuccion	68.33%	Highest
6	Giving question or quiz	63.33%	
7	Ability to Evaluate	52.5%	
8	Giving reward to Individual	40%	Lowest
9	Determining the score of Individual	44.16%	
10	Concluding Learning Material	44.16%	
11	Closing The Learning	46.66%	
<b>Means</b>		<b>66.36%</b>	

The data above show that the ability of teacher performance in applying spying method in teaching speaking was looked relative low at average percentage at 66.36% while the ideal score is 75%. The result of teacher activity, the highest score was at ability to evaluate 68.33% and the lowest score was at giving reward to individual at 40 %. It was concluded that the teacher performance in learning process was categorized as quite good.

**(d) Reflection**

1. Students did not understand the activity of groups learning with spying method.

Students tend to be still individualized, so the majority of students" was less

motivated. It was seen from the mean score of the observation of the activity of students in the learning process with the average at 58.75%.

2. The level of students" mastery of the learning materials was not maximal. In other words, most of the students still had not passed, with the mean score only 71.33 (53.33% of successful percentage).

3. The teacher was still unable to create an active learning in groups with using applying spying method. This was obtained from observation of teacher activities in spying method was still relative low, that only reached the average percentage at 66.36%.

Based on the results of the first cycle, it still required continuing the next cycle. Thus the researcher did the research activities as done in cycle I but there were some revisions.

**2. Cycle II**

The cycle II was done because after reflecting the cycle I, it was still not good enough. Cycle II was conducted to improve the constraints encountered in cycle I.

### **(a) Planning**

In the second cycle, the action plan was a follow up of problems or obstacles encountered in the implementation of the first cycle action. The main issues contained in the first cycle with regard to the learning experience of students using spying method. Learning on the second action aimed to improve students learning activities in order to achieve the specified indicators. Implementation of the second cycle was substantially similar to the implementation of the first cycle.

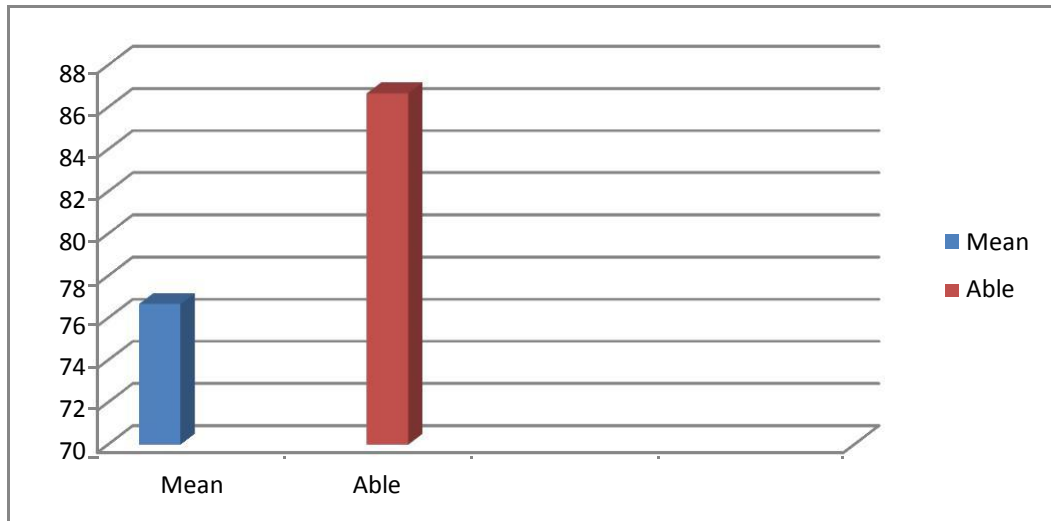
### **(b) Action**

Implementation of the action in the second cycle was in principle the same as the first cycle of implementation of the action. In this cycle, the study was conducted in two meetings. At the beginning of the learning process in this cycle, a technical description of the spying method still be given to students in order to improve student's speaking ability. Then, the next learning process is similar to previous meetings, but with the same learning materials.

### **(c) Observing and evaluating**

#### **(1) Students' Score In Speaking Ability**

The students' achievement in speaking ability in cycle I was done. Because it means the successful category had achieved. From the total students' the means score was at 76.66 with the successful percentage 86.66%. In detail, the students who got score more than 75 were twenty-six students' score highest. In addition, the students' score in cycle II was illustrative in the following chart below:



**Chart 4.2 Students' Achievement in Cycle II**

(2) Observation of Students' Activity

Students' activity was observed based on the criteria of Interest, Attention, Participation and Presentation the followup table summary the result of observation of students' percentage activities in learning process was displayed in table below:

**Table 4.3**

**Score of Students' Activity in the Learning Process of Cycle II**

No	Aspects of Observation	Percentage
1	Interest	65.83%
2	Attention	70%
3	Participation	75%
4	Presentation	79.16%
<b>Means</b>		<b>87</b>

Based on the table above it explained that in the process of teaching and learning activities the students' had shown a very good development with the average percentage at 87%, from the four aspects of these observation, the

presentation aspect was the highest score, at that is 75.16%, while the lowest was for the aspect of participation 75%. The table above also shows that the activity of students" in the learning process the second cycle increased significantly.

This means that were increased activities of students" in learning between the first and second cycles. It was proved from the mean score of students" activity between the first cycle, 58.75% and second cycle, 75%, with a difference was 16.25%.

### (3) Observation of Teacher Performance

The result of observation on teacher performance in teaching and learning process by using spying method was presented in the table below:

**Table 4.4**  
**The Percentage of Teacher Performance In Cycle II**

<b>No</b>	<b>Activity</b>	<b>Percentage</b>
1	Aperception	70.83%
2	Material Explanation	75.83%
3	Explanation of Learning method	77.5%
4	Technique part of group	74.16%
5	Management of discuccion	71.66%
6	Giving question or quiz	71.66%
7	Ability to Evaluate	83.33%
8	Giving reward to Individual	75.83%
9	Determining the score of Individual	75%
10	Concluding Learning Material	70.83%
11	Closing The Learning	74.16%
<b>Means</b>		<b>89.54%</b>

From the data above the teacher is performance with the average at 89.54%.

The highest score of teacher"s activity in teaching process belonged to ability to

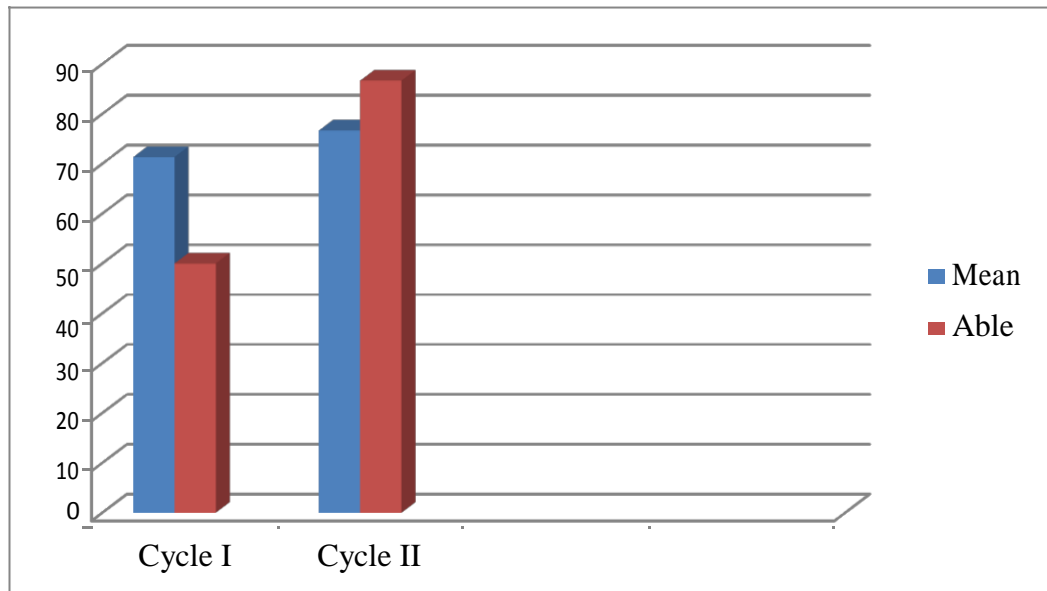
evaluate 83.33% and the lowest one went to apperception and concluding learning material.

#### **d. Reflecting**

The followings were some of the achievements after the implementation of the second cycle, namely:

1. In the process of teaching and learning, students' activities already tended to be better through spying method in speaking ability. This is evident was from the ability of students in participating had been that more actively in groups to carry out the tasks assigned by the researcher. This condition was seen from the increased activity of students was better than 58.75% in the first cycle to 87% in the second cycle.
2. The students' score in learning material looked significantly based different on the data of the mean value of the results in the both cycle it was 71.33 in the first cycle, with the success percentage at 53.33%, and the second cycle was 76.66 with the success percentage of at 86.66% The Improvement of student's score in Cycle 1 and Cycle 2 were shown on chart below:





**Chart 4.3 The Improvement of students' score in Cycle I and Cycle II**

### **C. Research Finding**

Based on the data analysis, the results of research were listed in the followings:

1. The students' ability increased after applying Spying Method. This was shown the mean score of pre-test 51.76 with the successful percentage 0% and it increased in cycle I to be 71.33 with the successful percentage 53.33% and in the cycle II the mean score was 76.66 with the successful percentage 86.66%.
2. From the result of students' activities observation show, there was increase in students' activity in teaching and learning process from the first cycle with percentage 58.75% and in second cycle 87%.
3. The teacher performance also showed a significant improvement. This was shown from the mean percentage 66.36 in the first cycle to 89.54% in the second cycle.

#### **D. Discuccion**

Based on the data analysis, it showed that the students' achievement in speaking by Applying Spying Method. At this stage the students' mastery level action was still very low and did not reach the percentage of graduation. At this stage students' graduation rate was 58.75%. These result indicated that the level of learning achievement was still relatively less succesful. In this action, the students' activities in learning process was relatively quite active with the mean percentage at 87%. Students' did not accustomed to the learning that needs to be improve in the second cycle.

The implementation of this second cycle started from the problem at this stage I. Result measure the means score of the ability of students' to mastery of the material in cycle II was 87%, whit the graduation rate rate of 75%. Mean while, the teacher's performance in thus the study also experienced improvement, with average percentage at 89.54%. This means that there was a significant increase in students' achievement and learning activities.

Based on reseacrh findings above, it was seen that there was an improvement of students' achievement in speaking by implementing Spying Method. Thus the researher took a conclusion that the application of Spying Method in learning process can incease the achievement of students' in the learning, especially the learning of speaking. Then the Applying Spying Method in this research was believed to improve the students' achievement in speaking.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

After getting the findings researcher concluded there was improvement of students' speaking ability by applying spying method. It means that applying spying method was a good way in teaching speaking skill. The improvement speaking ability was shown from qualitative data namely the mean score in cycle I was 71.33 and 76.66 belonged to cycle 2.

#### B. Suggestion

Suggestion was stage as follows:

1. It was better for English teacher to implementation this method to improve students' achievement in speaking.
2. It was good for student' to applying Spying Method in learning speaking.
3. It was suggested for other researcher to implementation this research findings as the reference to investigate.

## REFERENCES

- Arikunto, Suharsimi. 2003. *Manajemen Penelitian*. Jakarta: Rineka Cipta.
- Asher, James. J. 2003. *Learning Another Language Through Action*. Los Gatos, California: Sy Oaks Production, Inc.
- Brown, H. Douglas. 1994. *Teaching by Principles*. Toronto: Prentice Hall Regents.
- Harris. A, and Budiman. Eko Putra. 2009. *The Super Fast Way to Improve Your Speaking Skill*. Tim Kafe Bahasa: PT Grasindo.
- Harmer, Jeremy. 2003. *The Practice of English Language Teaching*. Malaysia: Longman.
- Istarani. 2012. *58 Model Pembelajaran Inovatif*. Medan: Media Persada.
- Lastra. 2008. *The Implementation of Actional Functional Model (AFM) in Teaching English to Elementary School Pupils At SD Negeri 08 Sontang Kec. Panti, Kab. Pasaman. Tesis*. Padang: Program Pascasarjana Universitas Padang.
- Mills, Geoffrey. E. 2000. *Action Research: A Guide for the Teacher Researcher*. New Jersey: Upper Saddle River.
- Th. M. Sudarwati, Eudia Grace, 2007. *Look Ahead An English Course 2*. Jakarta. Erlangga.
- Westwood, Peter, 2008, *What Teacher Need to Know about Teaching Method*, Victoria: ACER.
- Yayan G.H. Mulyana. 2000, *English for Public Speaking*. Jakarta: Kesaint Blanc
- Zainil. 2010. *Actional Functional Model All in One*. Padang: Sukabina Press.



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Nama Lengkap : Silvi Dian Syahri  
 N.P.M : 1502050024  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Improving Students' Speaking Ability by Applying Spying Method

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
11-9-2019	Chapter IV : Data Data Analysis		U F
14-9-2019	Chapter I-V Appendix		U F
24-9-2019	Chapter I-V Abstract Acknowledgments Appendices		U F
25-9-2019	Chapter IV Chapter V Abstract, Acknowledgements table of contents, list of tables, list of Appendices, Appendices		U F
26-9-2019	fee to Green table Examination		U F

Unggul | Cerdas | Terpercaya  
 Medan, 26 September 2019

Diketahui oleh :  
 Ketua Program Studi

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

Dosen Pembimbing

Yenni Hasnah, S.Pd, M.Hum

SURAT PERNYATAAN

Bismillahirrahmanirrahim

Yang bertanda tangan di bawah ini, mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.

Nama Lengkap : SILVI DIAN SYAHRI  
Tempat/Tgl. Lahir : P.Brandan, 13 Agustus 1996  
Agama : Islam  
Status Perkawinan : Kawin/Belum Kawin/Duda/Janda  
No. Pokok Mahasiswa : 1502050024  
Program Studi : Pendidikan Bahasa Inggris  
Alamat Rumah : Jl. Bukit Barisan I Gg. Sibual-buali

Telp/HP : 0852-6211-7588  
Pekerjaan/Instansi : -  
Alamat Kantor : -

Melalui surat permohonan tertanggal, September 2019 telah mengajukan permohonan menempuh ujian Skripsi. Untuk ujian skripsi yang akan saya tempuh, menyatakan dengan sesungguhnya, bahwa saya :

1. Dalam keadaan sehat jasmani maupun rohani
2. Siap secara optimal dan berada dalam kondisi baik untuk memberikan jawaban atas pertanyaan penguji.
3. Bersedia menerima keputusan Panitia Ujian Skripsi dengan ikhlas tanpa mengadakan gugatan apapun.
4. Menyadari bahwa keputusan Panitia Ujian ini bersifat mutlak dan tidak dapat diganggu gugat.

Demikianlah surat pernyataan ini saya perbuat dengan kesadaran tanpa paksaan dan tekanan dalam bentuk apapun dan dari siapapun, untuk dipergunakan bilamana dipandang perlu. Semoga Allah SWT meridhoi saya. Amin.

Saya yang menyatakan.

METERAI  
TEMPEL  
15390EAHF0141422  
6000  
RAHARBU RUPIAH  
SILVI DIAN SYAHRI

## Appendix I

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Negeri 2 Medan  
Mata Pelajaran : Bahasa Inggris  
Kelas/semester : VIII/1 (satu)  
Materi Pokok : Descriptive Text  
Alokasi Waktu : 4 Pertemuan (160 menit )

#### A. KOMPETENSI INTI (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

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

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<b>KI.</b>	<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.	2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Mengakui ketika membuat kesalahan
3.	3.10. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaannya.	2.2.2 Tidak menyalahkan orang lain atas tindakannya sendiri.
4.	4.11. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	2.2.3 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.
5.	4.12. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	3.10.1 Menulis teks deskriptif tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaannya.



### C. Tujuan Pembelajaran

Setelah pembelajaran peserta didik diharapkan:

- 1) Mengamati dan mengidentifikasi gambar orang yang ditunjukkan oleh guru secara seksama.
- 2) Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan.
- 3) Mengidentifikasi informasi rinci dari text deskriptif secara akurat.
- 4) Mengidentifikasi generic structure dari text deskriptif.

### D. Materi Pembelajaran

Teks deskriptif berfungsi untuk menggambarkan orang, hewan atau benda.

#### 1) Fungsi sosial

Menggambarkan, Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.

#### Struktur text

Generic Structure	Sentence
Identification	My favorite teacher is Miss Neneng
Description	She teaches science . She is beautiful and slim. Her skin is white. She has long and straight hair. She is a friendly teacher. She likes reading novels. Her favorite writer is Andre Hirata .

#### 2) Unsur kebahasaan

- a. Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- b. Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
- c. Kata sifat yang sangat lazim, *old, fat, tall, short, beautiful, patient, nice, wise, smart, fat* dll.
- d. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, has, like, love*, dll.

- e. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.

## F. STRATEGY PEMBELAJARAN

Pendekatan : Scientific

Strategi : Spying Method

## G. Media, Alat, dan Sumber Pembelajaran

1. Media : Infocus

2. Alat : Whiteboard, Spidol.

## H. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan 10	
Tahap	Kegiatan
Salam tegur sapa (greeting)	<ul style="list-style-type: none"> <li>▪ Apersepsi dan motivasi</li> <li>▪ penyampaian tujuan pembelajaran</li> <li>▪ cakupan materi</li> </ul>
Kegiatan Inti 60	
Observing	<ul style="list-style-type: none"> <li>• Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. (T1)</li> <li>• Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.(T2)</li> <li>• Dengan bimbingan guru, siswa mengidentifikasi fungsi</li> </ul>

<p><b>Questioning</b></p> <p><b>Experimenting</b></p>	<p>sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. (T3)</p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. (T4)</li> <li>• Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. (T5)</li> <li>• Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.(T6)</li> <li>• Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</li> </ul>
---	---

	<ul style="list-style-type: none"><li>• fungsi sosial setiap teks</li><li>• nama orang, binatang, benda yang dideskripsikan</li><li>• Sifat orang, binatang, benda yang dideskripsikan.</li><li>• indakan orang, binatang, benda yang dideskripsikan.</li><li>• Kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan (T7)</li><li>• Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. (T8)</li><li>• Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. (T9)</li><li>• Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif</li></ul>
--	---

<p><b>Asociating</b></p> <p><b>Networking</b></p>	<p>yang mereka hasilkan. (T10)</p> <ul style="list-style-type: none"> <li>• Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). (T11)</li> <li>• Siswa menyampaikan beberapa teks deskriptif yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi deskripsi, dsb. (T12)</li> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. (T13)</li> <li>• Siswa membicarakan permasalahan yang dialami</li> </ul>
---	---

	dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. (T14)
<b>Penutup 10</b>	
	<ul style="list-style-type: none"> <li>• Menyimpulkan hal-hal yang telah dipelajari</li> <li>• Refleksi</li> <li>• Menyampaikan rencana kegiatan pembelajaran yang akan datang</li> </ul>

## I. Penilaian

### 1. Penilaian Sikap

- a. Teknik Penilaian : pengamatan  
b. Bentuk Instrumen : Uraian bebas  
c. Rubrik Penilaian : Aspek Sikap

No	Aspek yang Dinilai	Kriteria	Score
1	Santun (Respect)	Sangat sering menunjukkan sikap santun.	5
		Sering menunjukkan sikap santun.	4
		Beberapa kali menunjukkan sikap santun.	3
		Pernah menunjukkan sikap santun.	2
		Tidak pernah menunjukkan sikap santun.	1
2	Bertanggungjawab (responsible)	Sangat sering menunjukkan sikap bertanggungjawab.	5
		Sering menunjukkan sikap bertanggungjawab.	4
		Beberapa kali menunjukkan sikap	3

		bertanggungjawab. Pernah menunjukkan sikap bertanggungjawab.	2
		Tidak pernah menunjukkan sikap bertanggungjawab.	1

## 2. Keterampilan

- a. Teknik Penilaian : Tes praktik Berbicara  
b. Bentuk Instrumen : Praktek  
c. Rubrik Penilaian : Berbicara

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

Kelancaran	· Sangat lancar.	4
	· Kelancaran sedikit terganggu oleh masalah bahasa.	3
	· Sering ragu-ragu dan terhenti karena keterbatasan bahasa.	2
	· Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	1



Medan, Agustus 2019

**Mengetahui,**  
**Kepala MTs Negeri 2 Medan**

**Guru Mata Pelajaran**

Dr. Salman Monthe, NSi  
NIP. 197804202010011016

**ELVI YOSNA LUBIS. SPd**  
**NIP.**

## Appendix 2

### INSTRUMENT OF RESEARCH

#### A. Quantitative Data

Every student was asked to describe any different topic given by the researcher, such as: please describe about the melon.

#### B. Qualitative Data

##### 1. Observation sheet of students' activity

No.	Students' Name	Aspects															
		Interest				Attention				Participation				Persentation			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
<b>Total Score</b>																	
<b>Percentage</b>																	
<b>Average</b>																	

Note:

4 = Very Active

2 = Quite Active

3 = Active

1 = Passive



