THE EFFECT OF GUIDED NOTES CHORAL RESPONDING TO THE STUDENTS' ACHIEVEMENT IN SPEAKING

SKRIPSI

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ABSTRACT

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This study deal with the effect ofguided notes choral responding to the students' achievement in speaking. The objectives of this research are to investigate the significant effect of guided notes choral responding to the student achievement in speaking and to investigate the students' ability taught by guided note choral responding technique. The population of this research was XII-IPAinSMA Swasta ERIA Medan of 2015/2016 academic year. It was an experimental research. The population was 28 students in XII IPA 1 class and 28 students in IPA 3 class. So, the total sample was 56 students. The population was divided into two groups; experimental groupconsisting of 28 students taught by guided notes choral responding techniqueand control group consisting 28 students taught by conventional technique.The data were acquired by administrating a oral test especially describing people. The data collected were analyzed performing experimental technique. After analyze, the result of students' using guided notes choral responding technique was higher than those being taught by using conventional technique. The result of the data was t observe> t table or 4.11>1.25. it means that the alternative hypothesis is accepted and the null hypothesis is rejected. From determining the percentage of the influence of x variable toward y variable in speaking test was 92.8%.

Key Words: Guided notes choral responding to the students' achievement in speaking.

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Speaking is one of four language skills, which is basic function of language as communication instrument. According to Fulcher (2003:23) "speaking is a process of communication between speaker and a listener". People put the ideas into world, talking about perceptions or feelings that they want other people to understand them. The listener tries to reconstruct the perception that they are meant to be understood. The mastery of speaking skill in English is a priority for many second-language or foreign-language learners (Richards, 2008:19). But, learning to speak English is difficult for the students because the students did accustomed to use English in English class. The students had many problems to speak English. The main is students were lazy to speak. When they asked to speak, they used their first language (native language) rather than using English. The students' difficulties in speaking are caused by the lacked of related vocabularies, low ability in constructing sentences and utterances and also low motivation to participate in speaking activity caused by shyness and embarrassment in making mistake

This situation is getting worse because teacher's fault in deciding the material and also teaching technique which make students felt boring and lost interest in speaking class. Moreover, teacher didn't explore students' potential to speak because the teacher didn't provide many chances for students to speak

because the class was teacher-centered, teacher who talk a lot and dominate the class. This type of teaching technique made the students lazy to speak. They also could not perform maximally in the speaking test where according to KTSP curriculum the Standard Minimum Achievement (KKM) score is 70 point for English course, many students got the low score and must do remedial phases to pass the test. They need motivation by applying teaching technique which was able to make them enthusiastic and confident in expressing their mind in the target language when speaking English. The percentage students got difficulty was 92.8%.

Teaching speaking by using test technique is started by the teacher.

Teachers eliminate some parts of an essential part of the record is guided so that students can participate respond by filling part of the most important part, as well as responding to and requires students to respond in unison when the teacher gave the signal and responsed cards signs that can raise it together by students in response question by a teacher or someone else in the room. This kind of technique is really fun and makes students enjoy the lesson. Teaching by using guided notes choral responding and response cards technique will make students enjoy and understand more the point of the material given, more ever it will improve students' speaking skill as well as. Based on the explanation above, the researcher chooses the title about: *"The Effect of use Guided Notes Choral Responding to The students' achievement in speaking"*

B. The Identification of Problem

Based on the background of study above, the problem of this study can be identified as follows:

1. The students have low motivation in speaking skill

2. The students have many problems in learning speaking skill

C. The Scope and Limitation

The scope of the study is focused on the students' achievement in speaking and the limitation on the effect of guided notes choral responding to the students' achievement in speaking with the material about describing something or someone. This research was conducted at SMA ERIA on Jl.SM. RAJA Medan. It was carried out to the 10th grade students of second semester at 2015/2016 academic year

D. The Formulation of the Problems:

The problems of this study are formulated as the following:

Is there any significance effect of guided notes choral responding to students' achievements in speaking.

E. The Objectives of the Study

The objectives of the study are follows:

1. To find out siginificance the effect of guided notes choral responding to the students' achievement in speaking.

F. The Significance of the Study

The findings of this research will be divided into two categories:

1. Theoretically, this research is expected to support the existing theories and empirical evidences of the working knowledge and principles of English language teaching particularly to the students' achievement in speaking skill by using guided notes choral responding and response cards technique.

2. Practically, the study will be considered to be practical in its nature that is to provide the educational feedback.

   1. Students

      To help the students more understand the material given by the teacher. This finding also hoped can increasing student's motivation and confidence, creating new habit and new atmosphere which will increase their achievement too.

   2. Teacher

      To help teacher in determining the methods and techniques of teaching as the way to create new atmosphere and new habit which can improve student's motivation and confidence in learning English especially teaching Speaking skill.

3. Headmaster

   To increase the school's score that will make it to be the most favorite school among others.

4. Writer

   To increase knowledge about guided notes choral responding technique

5. Reading

   To give more information about guided notes choral responding technique

CHAPTER II

REVIEW OF RELATED LITERATURE

A.   Theoretical Framework

In conducting a research, theories are needed to explain some concepts applied. The concepts must be clarified to avoid confusion among the readers by quoting some experts view from some books in the related fields. The concepts will lead to a better analysis of the variable taken because they will help the research to limit the scope of the problem. The following concepts are used in this studied.

1. Description of the Effect

Effect is the research means as any ability improvement after learning something. Slamento (1995:15) states "improvement in learning is certain proof of success or ability of a student in doing their learning activities which based on their level of class".

Based on the definition above its concluded that can affect positive regard after doing something and it also applied method, system or technique administrated to the students which is sure to give result. In other words, effect is influence or impression that can change a condition from bad into good or good into bad

2. Teaching Learning Process

2.1 Approach

Approach refers to "theories about the nature of language learning that serves as the source of practices and principles in language teaching". An approach describes how language is used and how it is constituent arts interlock in order words it offers a model of language competence. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful in language learning. In the literature of English language teaching, the term "method and approach" are often used in the nature of language learning. Basically, both of these terms do not have the same meaning in Richard and Rodgers (2000:12) stated that: "approaches are the level at which assumption and beliefs about language learning are specified". An approach is axiomatic and describes the nature of the subject matter to be taught. By using approach, it will make the teaching process become in managing students in the classroom.

2.2 Strategy

Teaching is an activity which is done by teacher or those who love teaching. A strategy of teaching will influence the students' achievement in teaching and learning process and it is suitable to increase students' learning achievement.

In teaching English, teaching strategy can influence the result of teaching. Actually there are many strategies of teaching that can be applied in classroom. The teacher who wants to deliver the lesson in front of the class should be able to choose the best strategy that can make the students in following the subject or lesson.

Strategy is an education method for furling knowledge into learning. A sub strategy is any medium which enhances the effect of a teaching strategy. This several limits the teacher overall effectiveness. When a teacher relies upon a single approach such as drill as an instructional strategy, students can easily create learning discipline problem. Teachers need to very their teaching strategies in different classroom situation but many competently utilize only a few and many times only one.

There are at least five solid reasons for teacher being proficiently prepare in a wide assortment of strategies:

1)   Different students learn best in different ways at different time.

2)   Some subject matter is best served by used of particular strategy of combination there.

3)   Diverse adjective call for deserved approach to meet the objectives.

4)   The innate abilities of the teacher may determine the effectiveness of come strategies.

2.3 Method

Method is a way that is used to get the learning goal. In teaching learning process, method of teaching is needed by the teacher by using variation method have on the learning goal as a teacher cannot get the learning goal if teachers do not have the variation method in teaching.

Brown (2014) said a language learning method is an overall plan for presenting language material. Based on the selected approach, a language learning methods is an overall plan for second language. Based on the theoretical approach

selected, it involves the design of a syllabus for the course. There are three terms is often confusion among the terms. Approach, method and strategy, this terms view as point of language and continue from the theoretical (approach) in which basic beliefs about language learning are considered to design (method) in which practical plan for teaching a language is considered, to the detail technique where the actual learning activity take place.

Richard J (2008) defines that method is an overall plan for learning second language, based on the theoretical approach selected. It involves the design of a syllabus for the course, which in turn consist of learning objectives and techniques for achieving those objectives. It means that method is a design which is used in guiding the teaching material.

2.4 Technique

Technique is an implementation, which is taking place in the classroom. In order to accomplish certain goal of teaching foreign language, a technique will be familiar to the teacher. A technique can help teacher improve the students' ability in teaching learning process.

Brown (2004:6) stated that technique is the specific activity manifested in an approach as well. In other words, a technique is the specific activity which will be applied in the classroom in the teaching learning process.

3. Guided Notes

3.1 Definition of Guided Notes

Guided Notes are teacher-prepared handouts that outline lectures, audiovisual presentations, or readings, but leave blank space for students to fill in key concepts, facts, definitions, etc. Guided Notes promote active engagement during lecture or independent reading, provide full and accurate notes for use as a study guide, and help students to identify the most important information covered

3.2 Definition of Choral Responding

Choral responding is also employed as part of the teaching techniques in Direct Instruction (Carnine, Silbert, Kameenui, & Tarver, 2003). Choral responding can easily determine which students are correct and those who will need immediate error correction.

Some aspects of choral responding examined by Kamps et al., (1994) were opportunity to respond, student responses, weekly curriculum tests, and systematic observations of small groups. The study found an increased amount of opportunities to respond and gains in weekly post tests when choral responding was used. Along the same lines, Wolery et. al. (1992) evaluated the effectiveness of choral and individual responding in students with moderate mental retardation with sight word reading. Wolery et al. compared the effectiveness and efficiency of choral to individual responding where the number of exposures per stimulus was equal across both conditions but the number of opportunities to respond was greater in the choral conditions. They

that the choral responders (with more opportunities to respond) had a greater percent correct or responses.

4. Achievement

An achievement test is a <u>test</u> of developed skill or knowledge. The most common type of achievement test is a <u>standardized test</u> developed to measure skills and knowledge learned in a given grade level, usually through planned instruction, such as training or classroom instruction. Achievement tests are often contrasted with tests that measure <u>aptitude</u>, a more general and stable <u>cognitive</u> trait.

(<u>https://en.wikipedia.org/wiki/Achievement_test</u>)

Johnson, K stated that "students' achievement is concerned with how a student has performed in relation to a particular course of program". They usually come at the end of program, and are deliberately based on the content convered in it. Achievement test are useful to the teacher as well as the students. They indicate how well teaching has successes and where improvements need to be made.

5. Speaking

5.1 Definition of Speaking

According to Chaney, speaking is .the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney in Susanti, 2007:6). While another expert, Huebner in Susanti (2007:6), speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it primarily a

neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.

In addition, speaking is an essential tool for communicating, thinking, and learning. Oral language is a powerful learning tool. It shapes, modifies, extends, and organizes thought. Oral language is a foundation of all language development and, therefore, the foundation of all learning. It is the base for the other language strands. Through speaking and listening, students learn concepts, develop vocabulary, and perceive the structure of the English language which is essential components of learning. Students who have a strong oral language base have an academic advantage. School achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking as well as writing (Hayriye: 2006:1).

Additionally, speaking is a vehicle to link individuals to society. Exchanges students have with their peers and teachers can help them come to know the world in more personal and socially responsible ways. When students talk about their ideas they clarify their thinking. They can figure out what they believe and where they stand on issues (Hayriye, 2006:1).

According to Hybel (2001:45), "speaking is any process in which people share information, ideas and feeling, it involves all of body language mannerism andstyle-anything that adds meaning to a message".

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching learning methodologies.

5.2 The Importance of Speaking Skill

Speaking is an interactive process in constructing meaning that involves producing, receiving, and processing information orally (florez: 1999:115). Gatenby (1972:76) argues that what is essential in learning a language is that the language being studied should be, as far as possible, the sole medium of communication in any given environment. He further states that in order to be learnt, a language must be used. This implies that whenever communication takes place, it involves speaking and whenever speaking takes place, it must belong to a certain language. To make clear about the nature of speaking, we refer to definition of speaking itself. Speaking refers to the act of expressing thought, ideas and feelings by using audible symbol or visible bodily action so that we can expect listeners to understand the meaning of the message that we convey.

The speaker can ask questions, answer questions, influence others, give directions, and generalization. What do we need to know and be able to speak in another language? One to know how to articulate the sounds in a comprehensible manner, have adequate vocabulary and master syntax of the language. Hymes inNunan (1999:26) proposed the notion of communicative competence as an alternative Chomsky's linguistic competence. Communicative competence includes not only linguistic competence, but also range of other sociolinguistic and conversational skills that enable the speaker to know how to say what to whom, andwhen. Richard in Nunan (1999:56) provides characteristics of communicative competence including: (a) knowledge of grammar and vocabulary of the language;(b) knowledge of rules of speaking e.g., knowing how to begin and end conversations knowing what topics that can he talked about in different

types of speech events, knowing which address forms should be used with different persons once speak to and in different situations: (c) knowledge of how to use and respond to different types of speech acts such as request, apologies, thank and invitations; (d)knowledge of how to use language appropriately. By communicative learning the students should first make an account or „make a conscious effort considering what the purpose of their peaking is, what subject to be discussed, and who would be their listeners, because in communicative learning. They will be working with group of course, they will have social interaction, Slavin (1995:89) states that through group work students can have mutual independence and help each other among the high achievement and the lower achievement students.

The basic assumption in any oral interaction is that the speakers want to communicate ideas, feelings, attitudes, and information to the listeners. Rivers (1981: 189) states that through speaking one express emotion, communicates intention, reacts to other persons and situations, and influences other human being. Speaking is, then, to be a tool in everyday life to deliver intention. Lado (1964: 7) argues that with recent emphasis on the spoken word, the ability to speak the language has become a dominant requirement. People always convey the sense of exposing the students to express their thoughts, ideas, and feelings. It is considered important in terms of the teaching of language, since it can bring the students to think creatively and through speaking they can express what they are thinking about.

5.3 The Components of Speaking Skill

Speaking is making use of words in an ordinary voice, uttering words, knowing and being able to use language; expressing oneself in words; making speech. While skill is the ability to do something well. Therefore, we can infer that speaking is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform the linguistics knowledge in actual communication. The ability functions to express our ideas, feeling, thoughts, and need orally (Hornby,2007:4). Speaking is also one of the language arts that is most frequently used bypeople all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates. According to Syakur (2007:4), there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency

a. Comprehension

For oral communication, it certainly requires a subject to respond, to speechas well as to initiate it.

b. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that students ability to manipulate structure and to distinguish appropriate grammatical form in appropriateones. The utility of grammar is also to learn the correct way to gain expertise in alanguage in oral and written form.

c. Vocabulary

One cannot communicative effectively or express their ideas both oral andwritten form if they do not have sufficient vocabulary. Without grammar very littlecan be conveyed, without vocabulary nothing can be conveyed (Willid in Mora, 2007:5)

So, based on this explanation, the researcher concluded that withoutmastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

d. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and suprasegmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2007:5).

From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

e. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses

and "ums" or "ers". These signs indicate that the speaker does not have spend a lot of timesearching for the language items needed to express the message (Brown in Mora,2007:5).

From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little pauses like "ums" and "ers".

5.4 Teaching Speaking

In generally, teaching is the process of learn how to do something, guiding in the study, giving instructions, causing to know or understand and proving withthe knowledge (Brown, 2001, p43). Fitria (201 2) says that teaching is a series of meeting done by a teacher and students in the classroom which are designed for the purpose of transferring and improving students' knowledge about the target language and skill in using the knowledge verbal communication.

Kayi (2006, p18) there are several meanings of teaching speaking as follows:

1. Use word and sentence stress, intonation patterns and the rhythm of the second language Produce the English speech sounds and sound patterns

2. Organize their thoughts in a meaningful and logical sequence.

3. Use the language quickly and confidently with few unnatural pauses, which is called as fluency

4. Produce the English speech sounds and sounds patterns.

5. Use language as a means of expressing values and judgments

6. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

Band on stand points above, it can be understood that teaching speaking should enhance students' communication skills, because only by improving students' speaking ability they can express themselves and learn how to follow the social and cultural rules that are appropriate in each communication circumstance. Therefore, an English teacher has to own sufficient knowledge and understanding toward learning materials that she will teach. Furthermore, he/she should be able to select an appropriate teaching methodology to be used in teaching the materials as well classroom learning activities that can motivate students to learn. Hence, they will enjoy the class and keep on practicing their speaking aspect.

B . Conceptual Framework

Speaking is the productive skill in the oral mode. It is not like the other skill, it is more complicated that it seems at first and involves more than pronouncing words. In speaking there is a process of communication, which conveys message from speaker to a listener has to decode or interpret the message of information given by the speaker.

C. Hypothesis

The Hypothesis of this study cn be formulated:

Ha :There is a significance effect of guided notes choral responding technique to the students' achievement in speaking.

Ho : There is no significant effect of guided notes choral responding technique to the students' achievement in speaking.

CHAPTER III

RESEARCH METHOD

A. Location

This research was conducted at SMA ERIA on Jl.SM. RAJA Medan. It was carried out to the 12th grade students of second semester at 2015/2016 academic year. The reason for choosing this school because the researcher found some problem about student's speaking, and teaching speaking by applying guided notes choral responding has never been conducted as media of teaching speaking.

B. Population and sample

1. Population

The population of this research was taken from 12th grade students of SMA ERIA Medan, academic year 2015/2016 which consists of 2 classes, XII-IPA1 and XII-IPA3. Class XII-IPA1 consists of 28 students and XII-IPA2 consists of 28 students. So, the total of the population are 56 students. The reason choosing in this school is because the students of SMA ERIA MEDAN

2. Sample

Total sampling was applied in this research. There were two classes, both of XII-IPA1 and XII-IPA3 class were be took as the sample. It is caused by total

population relative little, less than 100 students. Class XII-IPA1 as experimental group and class XII-IPA2 as control group.

Table 3.1
Population and Sample

No	Class	Number of Population	Sample
1	XII IPA1	28	28
2	XII IPA3	28	28
Total Number		56	56

C. Research Design

This research was conducted by using an experimental research which consisted of pre-test and post-test in order to know the effect of guided notes choral responding to the students' achievement in speaking. In conducting the experimental researcher, the sample were divided into two groups, experimental and control group. The experimental group taught by using guided notes choral responding and the control was taught by using conventional technique. The details shown in the tables as below:

Both groups were given pre-test before doing the treatment and the test itself was the same test. Finally the students both in the experimental and control group would be given post test with the same test. The design was appllied in order to find out the effect of guided notes choral responding to the students' achievement in speaking

Table 3.2
Research design

Group	Pre-Test	Treatment	Post-Test
Experimental	✓	Guided notes choral responding technique	✓
Control	✓	Using conventional technique	✓

D. Instrument of Research

The instrument for collecting data of this research is speaking test. In this, students asked to describe something or someone that shown by teacher. Begin by the first student describe about something or someone from the dialogue , and then the teacher gives the students a questions aboutthe dialogue. The second student answers the question.

According Brown (2001: 406-407) in scoring the students' speaking ability. There are five components to evaluate speaking achievement namely vocabulary, comprehension, pronounciation, fluency, and grammar.

Table 3.3

The five components to Evaluate Speaking Ability

A. Vocabulary (20)	
Level	**Explanations**
16-20	Very good: rarely has trouble
11-15	Good: sometimes uses inappropriate terms about language
6-10	Fair: Frequent uses wrong words speech

	limited to simple vocabulary
1-5	Unsatisfactory: Vey limited vocabulary and make the comprehension quite difficult

B. Comprehension (20)

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

C. Pronounciation (20)

Level	Explanations
16-20	Very good: understandable
11-15	Good: few noticeable errors
6-10	Fair: errors of basic pronounciation
1-5	Unsatisfactory: hrd to understand

	because of sound, accent, pitch, difficulties and incomprehensible

D. Fluency (20)

Level	Explanation
16-20	Very good: understandable
11-16	Good: speech in generally natural
6-10	Fair: some define stumbling but manage to rephrase and continue.
1-5	Unsatisfactory: speed of speech and length of utterances are far below normal, long, pauses, utterance left unfinished.

E. Grammar (20)

Level	Explanation
16-20	Very good: errors in grammar are quite rare
11-15	Good: Control of grammar is good
6-10	Fair: Construction quite accurately but does not have through or confident control of the grammar

E. Technique for Collecting Data

The data collection is one important part in conducting study. There are some procedures in collecting the data. Those are pre-test, treatment and post test administrated to experimental and control groups for collecting the data in speaking skill.

This part is divided into three steeps, namely pre-test, treatment and post-test.

1. Pre-Test

Pre-Test is the test which is give before treatment process began. The test is aim to find out the students' speaking skill of both groups and know the mean scores of experimental and control group.

2. Treatment

The treatment is give to the experimental group. In experimental group, the students were taught by guided notes choral responding technique. In control group is not treatment, for control group the students are taught conventional technique.

2. Post-Test

The post-test is given after the treatment. The post-test was conducted to measure the competence of the students. Then find out the difference in mean score of both experimental group and control group. It also used to find out the students' ability in speaking after the treatment.

F.Technique for Analysis The Data

After collecting the data from the test, the data was calculated by using t-test. The following procedure was implemented to analyze the data:

1. Read the students' answer sheet

2. Calculating and collecting the students' score of experimental and control group

3. Test of Normality

   Test of normality was used to determine whether sample come from a population that is normally distributed or not.

   Which:

   The score made to Z1,Z2,Z3,……Zn by using Formula :

$$Z = \frac{X - \overline{x}}{S}$$

   Researcher using with test Liliefors (table of Standard Normal Density)

   Which :

   1. L*obs*>L*table*= The data is not normally

   2. L*obs*<L*table*= The data is normally

4. Test of Homogeneity

   Test of Homogeneity was used to determine whether the data is homogeny or not.

$$F = \frac{THEHIGHESTVARIANS}{THELOWESTVARIANS}$$

5. Stated that measure statistic hypothesis be done by using the formula:

a.   **Coefisien r**

$$R_{xy} = \frac{n\sum X_i y_i - (\sum X_i)(\sum y_i)}{\sqrt{\{n\sum Xi^2 - (x_i)^2\}\{n\sum yi^2 - (y_i)^2\}}}$$ (Sugiyono, 2010:183

b.   Testing hypotesis

$$t = \frac{\overline{X_1 - X_2}}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

(Sugiyono, 2010:197)

Where:

S_1 : Standard Deviation of experimental group

S_2 : Standard Deviation of control group

X_1 : Mean score of sample experimental group

X_2 : Mean score of sample of control group

N_1 : The amount of sample in experimental group

N_2 : The amount of sample in control group

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data was collected by giving oral test to the students. In this research, the sample was divided into two groups: the experimental group and control group. Each group were given a pre-test and post-test.

The data of this study was the scores of pre-test and post-test of two groups, experimental and control groups.

Table 4.1
The Score of Pre-Test and Post-Test in Experimental Group

No	Students' Initial	Pre-Test	Post-test
1	A	59	70
2	AD	54	71
3	B	63	70
4	FN	62	72
5	IPS	52	71
6	IFS	62	89
7	MSR	73	84
8	NAR	64	81
9	NF	70	82
10	NIR	52	63
11	NRH	42	61
12	SPI	48	67
13	SR	63	74
14	RS	46	73
15	RSI	46	70
16	RGN	42	60
17	SMN	45	69
18	TAH	48	70
19	VAS	47	60
20	VI	53	71
21	VZ	45	66

22	W	66	80
23	WA	60	73
24	WAP	49	67
25	WL	42	70
26	YA	48	66
27	YS	55	70
28	ZA	45	59
Total		1501	1979

The data in the table 4.1 showed the result of the pre-test and post-test in experimental group. There 3 students got 42 or the lowest score and there was 1 student got 73 or highest score in pretest (T_1). After given treatment by using guided notes choral responding technique, there was 1 student got 59 or the lowest score and there was 1 student got 89 or the highest score in post-test (T_2). After calculated the data for the experimental group, the total score for pre-test was $T_1=1501$ and the total score for the post-test was $T_2=1979$.

Table 4.2
The Score of Pre-Test and Post-Test in Control Group

No	Students' Initial	Pre-Test	Post-test
1	AA	38	50
2	A	37	46
3	AVD	47	54
4	FMI	67	74
5	F	53	57
6	FAS	64	78
7	FC	49	62
8	FTY	46	52
9	MIH	38	49
10	MHP	37	44
11	MPB	53	61
12	MM	62	64
13	ND	50	55

14	NS	57	66
15	OA	56	61
16	PAW	52	64
17	SH	55	60
18	SNA	58	64
19	SA	47	55
20	SSC	37	50
21	VSC	66	70
22	VAK	75	83
23	VDR	47	50
24	WD	42	53
25	WPN	41	52
26	YIM	61	75
27	Y	42	51
28	YES	46	63
Total		1423	1663

The data in the table 4.5 showed the result of the pre-test and post-test in control group. There 3 students got 37 or the lowest score and there was 1 student got 75 or highest score in pretest (T_1). After given treatment by Conventional Technique, there was 1 student got 44 or the lowest score and there was 1 student got 83 or the highest score in post-test (T_2). After calculated the data for the experimental group, the total score for pre-test was $T_1=1423$ and the total score for the post-test was $T_2=1663$

B. Data Analysis

After scoring and listing the students' pre-test and post test scores, the next step was analyzed the data by measuring the mean score of experimental and control Group.

Table 4.3
The differences of Pre-Test and Post-Test in Experimental Group

No	Students' Initial	Pre-Test (X_1)	$(X_1)^2$	Post-Test (X_2)	$(X_2)^2$	$(X_2 - X_1)$
1	A	59	3481	70	4900	11
2	AD	54	2916	71	5041	17
3	B	63	3969	70	4900	7
4	FN	62	3844	72	5184	10
5	IPS	52	2704	71	5041	19
6	IFS	62	3844	89	7921	27
7	MSR	73	5329	84	7056	11
8	NAR	64	4096	81	6561	17
9	NF	70	4900	82	6724	12
10	NIR	52	2704	63	3969	11
11	NRH	42	1764	61	3721	19
12	SPI	48	2304	67	4489	19
13	SR	63	3969	74	5476	11
14	RS	46	2116	73	5329	27
15	RSI	46	2116	70	4900	24
16	RGN	42	1764	60	3600	18
17	SMN	45	2025	69	4761	24
18	TAH	48	2304	70	4900	22
19	VAS	47	2209	60	3600	13
20	VI	53	2809	71	5041	18
21	VZ	45	2025	66	4356	21
22	W	66	4356	80	6400	14
23	WA	60	3600	73	5329	13
24	WAP	49	2401	67	4489	18

		$\sum X_1$	$\sum X_1{}^2$	$\sum X_2$	$\sum X_2{}^2$	$\sum X_2 X_1$
25	WL	42	1764	70	4900	28
26	YA	48	2304	66	4356	18
27	YS	55	3025	70	4900	15
28	ZA	45	2025	59	3481	14
Total		**= 1501**	**= 82667**	**=1979**	**=141325**	**=478**

Based on the table above it can be seen that there was differences between pre-test and post-test score. In pre-test, the lowest score was 42 and in post-test was 59. While the highest score of experimental class was 73 in pre-test and 89 in post-test. After calculated the data for the experimental group above the score for pre-test was $\sum T_1 = 1501$ and the total score for post-test was $\sum T_2 = 1979$. It means the score for post-test is higher than pre-test.

a. Mean $= \dfrac{\sum \bar{X}}{N}$

$$= \dfrac{1979}{28}$$

$$= 70.67$$

b. $S = \sqrt{\dfrac{N \sum X^2 - (\sum X)^2}{N(n-1)}}$

$$= \sqrt{\dfrac{28(141325) - (1979)^2}{N(28-1)}}$$

$$= \sqrt{\dfrac{3957100 - 3916441}{28(27)}}$$

$$= \sqrt{\dfrac{40659}{756}}$$

$$= \sqrt{53.78}$$

= 7.33

Table 4.4
The differences of Pre-Test and Post-Test in Control Group

No	Students' Initial	Pre-Test (Y_1)	$(Y_1)^2$	Post-Test (Y_2)	$(Y_2)^2$	$(X_2 - X_1)$
1	AA	38	1444	50	2500	12
2	A	37	1369	46	2116	9
3	AVD	47	2209	54	2916	7
4	FMI	67	4489	74	5476	7
5	F	53	2809	57	3249	4
6	FAS	64	4096	78	6084	14
7	FC	49	2401	62	3844	13
8	FTY	46	2116	52	2704	6
9	MIH	38	1444	49	2401	11
10	MHP	37	1369	44	1936	7
11	MPB	53	2809	61	3721	8
12	MM	62	3844	64	4096	2
13	ND	50	2500	55	3025	5
14	NS	57	3249	66	4356	9
15	OA	56	3136	61	3721	5
16	PAW	52	2704	64	4096	12
17	SH	55	3025	60	3600	5
18	SNA	58	3364	64	4096	6
19	SA	47	2209	55	3025	8
20	SSC	37	1369	50	2500	13
21	VSC	66	4356	70	4900	4
22	VAK	75	5625	83	6889	8
23	VDR	47	2209	50	2500	3
24	WD	42	1764	53	2809	11
25	WPN	41	1681	52	2704	11
26	YIM	61	3721	75	5625	14
27	Y	42	1764	51	2601	9
28	YES	42	1764	65	4225	23
Total		$\sum Y_1$ $= 1419$	$\sum Y_1{}^2$ $=74839$	$\sum Y_2$ $= 1665$	$\sum Y_2{}^2$ $=101715$	$\sum Y_2 - Y_1$ $= 246$

a. Mean $= \frac{\sum \bar{X}}{N}$

$$= \frac{1665}{28}$$

$$= 58.03$$

b. $S = \sqrt{\frac{\sum Y^2 - (\sum Y)^2}{N(n-1)}}$

$$= \sqrt{\frac{28(101715) - (1665)^2}{N(30-1)}}$$

$$= \sqrt{\frac{2848020 - 2772225}{28(27)}}$$

$$= \sqrt{\frac{75795}{756}}$$

$$= \sqrt{100.25}$$

$$= 10.01$$

1. **Normality test**

   For Normality test used Lilliefors test. Where:

   a. List the students' score from the lowest to the highest score

   b. Score was changed be Z1, Z2, Z, ………Zn by using the formula:

   $$Z = \frac{X - \bar{X}}{S}$$

   $$= \frac{59 - 71}{7.17}$$

   $$= -1.68$$

Table 4.5
The Normality Test of Experimental Group

No	X	F	Fkum	Zi	F(Zi)	S(Zi)	Fzi-Szi
1	59	1	1	-1.68	0.0465	0.03333	0.01317
2	60	1	3	-1.53	0.063	0.1	-0.037
3	60	1		-1.53	0.063	0.1	-0.037
4	61	1	4	-1.39	0.0823	0.13333	-0.051
5	63	1	5	-1.11	0.1335	0.16667	-0.0332
6	66	1	7	-0.69	0.2451	0.23333	0.01177
7	66	1		-0.69	0.2451	0.23333	0.01177
8	67	1	9	-0.55	0.2912	0.3	-0.0088
9	67	1		-0.55	0.2912	0.3	-0.0088
10	69	1	10	-0.27	0.3936	0.33333	0.06027
11	70	1	16	-0.13	0.4483	0.53333	-0.085
12	70	1		-0.13	0.4483	0.53333	-0.085
13	70	1		-0.13	0.4483	0.53333	-0.085
14	70	1		-0.13	0.4483	0.53333	-0.085
15	70	1		-0.13	0.4483	0.53333	-0.085
16	70	1		-0.13	0.4483	0.53333	-0.085
17	71	1	19	0	0.5	0.63333	-0.1333
18	71	1		0	0.5	0.63333	-0.1333
19	71	1		0	0.5	0.63333	-0.1333
20	72	1	20	0.13	0.4483	0.66667	-0.2184
21	73	1	22	0.27	0.3936	0.73333	-0.3397
22	73	1		0.27	0.3936	0.73333	-0.3397
23	74	1	23	0.41	0.3409	0.76667	-0.4258
24	80	1	24	0.55	0.2912	0.8	-0.5088
25	81	1	25	0.69	0.2451	0.83333	-0.5882
26	82	1	26	1.25	0.1056	0.86667	-0.7611
27	84	1	27	1.39	0.0823	0.9	-0.8177
28	89	1	28	1.53	0.063	0.93333	-0.8703

Where :

Mean   =70.67

S   =7.33

L-obs   = 0.060

Ltable   = 0.167

From the table above L*obs* = 0.060 and test of Liliefors α =0.05 and n= 28 are L*table*=. So the test of normally was found that L*obs*<L*table* (0.060<0.). Data was normally.

Table 4.6
The Normality Test of Control Group

No	X	F	Fkum	Zi	F(Zi)	S(Zi)	Fzi-Szi
1	44	1	1	-1.61	0.0537	0.03333	0.02037
2	46	1	2	-0.07	0.4721	0.06667	0.40543
3	49	1	3	-1.1	0.1335	0.1	0.0335
4	50	1		-1	0.1587	0.2	-0.0413
5	50	1	6	-1	0.1587	0.2	-0.0413
6	50	1		-1	0.1587	0.2	-0.0413
7	51	1	7	-0.89	0.1867	0.23333	-0.04663
8	52	1	9	-0.79	0.2148	0.3	-0.0852
9	52	1		-0.79	0.2148	0.3	-0.0852
10	53	1	10	-0.69	0.2451	0.33333	-0.08823
11	54	1	11	-0.58	0.281	0.36667	-0.08567
12	55	1	13	-0.48	0.3156	0.43333	-0.11773
13	55	1		-0.48	0.3156	0.43333	-0.11773
14	57	1	14	-0.27	0.3936	0.46667	-0.07307
15	60	1	15	0.03	0.448	0.5	-0.052
16	61	1	17	0.13	0.4483	0.56667	-0.11837
17	61	1		0.13	0.4483	0.56667	-0.11837
18	62	1	18	0.23	0.409	0.6	-0.191
19	63	1	19	0.34	0.3669	0.66667	-0.29977
20	64	1		0.44	0.33	0.78	-0.45
21	64	1	22	0.44	0.33	0.78	-0.45
22	64	1		0.44	0.33	0.78	-0.45
23	66	1	23	0.64	0.2611	0.82	-0.5589
24	70	1	24	1.06	0.2946	0.85	-0.5554
25	74	1	25	1.47	0.2611	0.89	-0.6289
26	75	1	26	1.57	0.1446	0.92	-0.7754
27	78	1	27	1.88	0.0708	1.03	-0.9592
28	83	1	28	2.4	0.0082	1	-0.9918

Where :

Mean   =58.03

S   =10.01

L-obs   = 0.033

Ltable   = 0.167

From the table above L*obs* = 0.033 and test of Liliefors α =0.05 and n= 28

are L*table* =. So the test of normally was found that L*obs*<L*table* (0.033<). Data

was normally.

2. **Homogeneity Test**

The data of experimental group (X) and control group (Y)

a. Variable X

$\bar{X} = 70.67$ $\qquad\qquad$ $S1^1 = 53.72$ $\qquad\qquad$ $n = 28$

b. Variable Y

$\bar{X} = 58.03$ $\qquad\qquad$ $S2^2 = 100.20$ $\qquad\qquad$ $n = 28$

$$F = \frac{THE\ HIGHEST\ VARIANS}{THE\ LOWEST\ VARIANS}$$

$$F = \frac{100.20}{53.72}$$

F = 1.86

From the calculating the score above, Fobs was 1.86 and Ftablewas for α = 0.05

and n=30. The test homogeneity was found that F*obs*<F*table* (1.83<). It means

that the data was homogeny.

C. **Statistical Hypothesis**

Before calculated t-observed, researcher was found determining coefficient r. to get t-observed, because of Normality and Homogeneity was finished, so the next step to calculating the hypothesis.

Table 4.7
The calculation table

No	X	Y	$Xi(x-\overline{x})$	$Xi(x-\overline{y})$	Xi^2	Yi^2	Xi Yi
1	59	44	-11.67	-14.03	136.189	196.841	163.73
2	60	46	-10.67	-12.03	113.849	144.721	128.36
3	60	49	-10.67	-9.03	113.849	81.5409	96.3501
4	61	50	-9.67	-8.03	93.5089	64.4809	77.6501
5	63	50	-7.67	-8.03	58.8289	64.4809	61.5901
6	66	50	-4.67	-8.03	21.8089	64.4809	37.5001
7	66	51	-4.67	-7.03	21.8089	49.4209	32.8301
8	67	52	-3.67	-6.03	13.4689	36.3609	22.1301
9	67	52	-3.67	-6.03	13.4689	36.3609	22.1301
10	69	53	-1.67	-5.03	2.7889	25.3009	8.4001
11	70	54	-0.67	-4.03	0.4489	16.2409	2.7001
12	70	55	-0.67	-3.03	0.4489	9.1809	2.0301
13	70	55	-0.67	-3.03	0.4489	9.1809	2.0301
14	70	57	-0.67	-1.03	0.4489	1.0609	0.6901
15	70	60	-0.67	1.97	0.4489	3.8809	-1.3199
16	70	61	-0.67	2.97	0.4489	8.8209	-1.9899
17	71	61	0.33	2.97	0.1089	8.8209	0.9801
18	71	62	0.33	3.97	0.1089	15.7609	1.3101
19	71	63	0.33	4.97	0.1089	24.7009	1.6401
20	72	64	1.33	5.97	1.7689	35.6409	7.9401
21	73	64	2.33	5.97	5.4289	35.6409	13.9101
22	73	64	2.33	5.97	5.4289	35.6409	13.9101
23	74	66	3.33	7.97	11.0889	63.5209	26.5401
24	80	70	9.33	11.97	87.0489	143.281	111.68
25	81	74	10.33	15.97	106.709	255.041	164.97
26	82	75	11.33	16.97	128.369	287.981	192.27
27	84	78	13.33	19.97	177.689	398.801	266.2
28	89	83	18.33	24.97	335.989	623.501	457.7
Total	1979	1663	0.24	38.16	1452.11	2740.69	1913.86

Based on the table above, the calculating score was used to find coefficient r and t-hypothesis. The coefficient r and t-hypothesis was found by using the following formula :

$$R_{xy} = \frac{n \sum X_i y_i - (\sum X_i)(\sum y_i)}{\sqrt{\{n \sum Xi^2 - (x_i)^2\}\{n \sum yi^2 - (y_i)^2\}}}$$

$$= \frac{28(1913.86) - (0.24)(38.16)}{\sqrt{\{28(1452.11) - (0.24)^2\}\{28(2740.69) - (38.16)^2\}}}$$

$$= \frac{53588.08 - 9.1584}{\sqrt{(40659.08 - 0.24) - (81909 - 0)}}$$

$$= \frac{53578.92}{\sqrt{(40658.84)(81909)}}$$

$$= \frac{53578.92}{\sqrt{3330324925.56}}$$

$$= \frac{53578.92}{57708.96}$$

$$= 0.928$$

$$t = \frac{\overline{X_1 - X_2}}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

$$= \frac{70.67 - 58.03}{\sqrt{\frac{53.72}{28} + \frac{100.20}{28} - 2(0.928)\left(\frac{7.33}{\sqrt{28}}\right)\left(\frac{10.01}{\sqrt{28}}\right)}}$$

$$= \frac{12.64}{\sqrt{1.91 + 3.57 - (1.85)(1.38)(1.89)}}$$

$$= \frac{12.64}{\sqrt{(3.63)(2.60)}}$$

$$= \frac{16.24}{\sqrt{9.43}}$$

$$= \frac{16.24}{3.07}$$

$$= 4.11$$

Based on the calculating of t-observed, it was found that t-observed was 4.37 on the level $\alpha = 0.05$ with the degree of freedom $(N_1 + N_2 - 2) = (28 + 28 - 2) = 54$. T_{table} was .It show that there was effect of applying Chain Drill Technique on the students' speaking achievement.

It proved that $t -_{observed} > t -_{table}$ 4.11 >1.25. The percentage of using this strategy was 92.8%. It Proved

Significant = r x 100%

$\qquad$ = 0.928 x 100%

$\qquad$ = 92.8%

The facts showed that $t -_{observed} > t -_{table}$ 4.11 >1.25. To test the hypothesis, the formula of t-table and the distribution table of observed were applied. The fact showed that $t -_{observed}$ value was higher than $t -_{table}$ on the level 0.05. Therefore, the null hypothesis was rejected and alternative hypothesis was accepted.

So, the researcher concluded the alternative hypothesis was accepted that there was a significant effect of guided notes choral responding Technique to the students' achievement in speaking. In order word, the students' who were taught by guided notes choral responding Technique got better speaking achievement than those who were taught without using this strategy in speaking.

D. Findings

Based on the research and the data analysis, there were some conclusion that can be described as follow:

1. From the research, it was found that the value of $t-_{observed}$ $(4.11)t-_{table}(1.25)$. It shows that the students who were taught by applying "Guided Notes" Technique could learningin speaking, than those who were taught by using Conventional technique.

2. The null hypothesis was rejected and the alternative hypothesis was accepted. It means that there was significant effect of guided notes choral responding Technique. The students who were taught learning speaking by guided notes choral responding Technique got higher scores than those who were taught by using conventional technique. Based on the calculation, the data from both of group was normally and homogeneity.

CHAPTER V

CONCLUTION AND SUGGESTIONS

A. CONCLUTION

Based on the data analysis and discussions, conclusion are drawn as the following:

(1) Based on the data analysy and discussion there were some conclusion that can be describe as follow , from the research result, it wa found that the applying guided notes choral responding technique gave positive effect to the students' achievement in speaking, which was proven from the result of test based on calculating of the t-test. Were Tobserve > Ttable significant. A=0,05, 4,11 > 1,25. H means that there was a significant effect or applying guided notes choral responding technique.

B. SUGGESTIONS

Related to the conclusions, the suggestions were put forward as following:

1. 1. Students need "guided notes choral responding " to increase their achievement in learning speaking.

   2. In learning speaking, practice dialogue to speak with someone is very important because without practicing, students will not be able to make a good English event teaching speaking. So, the students should practice their English in their daily activities, not only at school but also in their environment, so that will make them more competent in English.

2. The teacher can use this technique in learning speaking, because it is an interesting technique and easy to understand by the students. The teacher should try to make some variation in teaching speaking, so the students feel more interest to follow the lesson. The teacher should creative in choosing the teaching technique until she/he success in teaching subject, and the teacher should motivate the students especially in giving and guiding the students to get achievement in study

3. The suggestion is also given to headmaster of that school. The school can be the most favorite school because the students' have good English.

4. The writers could increase the knowledge about guided notes choral responding Technique

5. The readers could increase the knowledge and get more information about guided notes choral responding the responding

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CURRICULUM VITAE

1. **PERSONAL IDENTITY**

   Name   : Nur fadhilah Tarigan

   Place/Date of Birth   : Medan, januari 31th 1995

   Status   : Single

   Religion   : Islam

   Nationality   : Indonesian

   Address   :Jl.Perumnas mandala kapodang Number 281Medan

   Phone Number   : 082165986823

   Social Media   :FB (adhiiLah'Fadhylaini)

                     IG (adhiilahf)

   Hobby   : Teaching English, Travelling, socialize, business

                     sport, singing ,

2. **PARENTS' DATA**

   Mother's Identity

   Name   : Almh Riawaty Lubis

   Place/Date of Birth   : Medan, November 23th 1963

   Occupation   : Housewife

   Father's Identity

   Name   : Arsan Tarigan

   Place/Date of Birth   : Medan, februari 14th, 1963

   Occupation   : Entrepreneur

3. EDUCATION HISTORIES

No	Institution Names	Began	Graduated
1	SD muhammadiyah 30	2000	2006
2	MTS Nurul Islam Indonesia	2006	2009
3	SMA ERIA MEDAN	2009	2012
4	Universitas Muhammadiyah Sumatera Utara	2012	2016

Medan, Mei   2016

Nur Fadhilah Tarigan

LESSON PLAN

School   : SMA ERIA MEAN

Subject   : Bahasa Inggris

Class/ Semester   : XII / II

Skill   : Speaking

A. Standart Competence   : Speaking

    4. Expressing the meaning of short functional and monolog texts orally, in the form of descriptive and recount to interact with surrounding.

B. Basic Competence   : 4.2. Expressing the meaning of simple short monolog in oral accurately, fluently and acceptable to interact with surroundings in the form of descriptive

C. Indicator   : 1.Doing a short monolog in the form of descriptive

D. Learning Objective   : 1. When the students are given the topic; Describe your best friend, they can describe about their best friend orally

    2. When the students are given the topic about family, they can describe their family members orally

E. Expected Characters   : Communicative, confidence, brave

F. Time allocation   : 2x45 menit

G. Learning Material   : Descriptive Text

A descriptive text is a text that describes the feature of someone, something or a certain place.

The generic structure of a descriptive text:

- Identification is the part of the paragraph that introduces the thing.

- Description is the part of the paragraph that describes the thing.

H. Technique : conventional technique

I. Learning Activities :

1. Greeting the students

2. Checking the student's attendance

3. The teachers give pre-test, the teacher ask the students to answer the questions based on on the title in the questions.

The teacher give treatment :

1. The teacher give a questions for students , what is guided notes ?

2. The teacher give a explain about guided notes choral responding , guided notes is a record, a record that means in writing, but in this title, the records relating to speak, a lot of trouble people speak english, so a teacher ask the students to make a record of how your how to speak english.

3. Then, the teacher gives a dialogue about describing people so that teachers know how well students in speaking english.

4. The teacher ask the students to read the conversations in front of the class.

5. Then, the teacher gives the question of the conversation.

J. References

- Buku LKS Target kelas XII semester II

- Kamus

K. Assessment

Technique: Oral Test

Instrument: Performance

Instrument:

1. Make a guided notes notes with speak English

2. Make a dialogue about describing someone and perform it in front of the class , and then based on the dialogue above answer the following questions orally.

Indicator Technique In Form of Instrument

1. Describe about someone and practice in front of the class

2. Based on the dialogue above the following questions orally.

june   Medan

Acknowledged by   Researcher

Head of SMA ERIA MEDAN

Drs. H. KHOIRUDDIN HASIBUAN, M.Pd   NUR FADHILAH TARIGAN

ITEM TEST

1. The dialogue about describing someone and practice in front of the class.

   Dewi   : Hi donny, you look very tired, what's going on ?

   Donny   : I've just arrived home dewi

   Dewi   : Where are are you from ?

   Donny   : I and ahmad, my classmates went to bandung three days ago and we've

                    just arrived here a minutes ago.

   Dewi   : What are you doing in bandung ? it is unusual you let for bandung in

                    short time.

   Donny   : We went to bandung for short vocation. Why not ? i and ahmad have

                    decided to take by car and stayed in my uncle's house for three days.

                    On the first day, i went to take a sight seeing to arround the city.

                    The next day, i visited tangkuban perahu and the swam in the arm

                    spiring water in ciater. I bought some interesting sovenirs there. On the

                    way back, i went to bukit dago and enjoyed the night life. On the last

                    day, i took walk to the park not far from the shopping centers does my

                    vocation sounds great.

Dewi   : Yes, that sounds great. By the way i want to ask you, whp is ahmad ?

Donyy   : Ahmad is my classmate, he has a handsome face , white skin, sharp

       nose , thick hair and he much favored by women.

Dewi   : Oh ya , are you sure ?

Donny   : Yes of course.

Dewi   : I went to get acquainted wit him.

Donny   : Of course permissible, and i'll introduce with him.

Dewi   : Thank you don

Donny   : Ok, your welcome.

2. Based on the dialogue above anwer the questions orally.

 1. When did donny and ahmad go to bandung ?

 2. How did they go to there ?

 3. When did they go on the first day in bandung ?

 4. what did donny buy ciater ?

 5. when did they visit tangkuban perahu ?

 6. when did they find warm spiring water ?

 7. What did they enjoy at bukit dago ?

 8. What did they do the last night ?

 9. Who is ahmad ? and how the characteristic feature ahmad ?

 10. What is the response the goddes ahmad ?

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan pendidikan　　:　SMA

Mata pelajaran　　　:　Bahasa Inggris

Kelas/ semester　　　:　XII

Pertemuan　　　　　:　2 X 45 menit

A.　STANDAR KOMPETENSI

　　Berkomunikasi dengan bahasa inggris setara Level Novice.

B.　KOMPETENSI DASAR
　　Menyebutkan benda benda , orang , ciri ciri , waktu, hari, bulan dan tahun

C.　INDIKATOR

　　Kata kata yang mendeskripsikan orang yang terkait ciri ciri , fisik , kualitas dan aktifitasnya disebutkan dengan tepat

D.　TUJUAN PEMBELAJARAN

　　1.　Siswa mampu menyebutkan orang/people.

E.　MATERI AJAR

　　1. make the dialogue about describing someone and th students practice in front of the class.

　　2. the students based on the dialogue above, answer the following question orally.

F.　METODE PEMBELAJARAN

　　1.　Ceramah

2. Eksplository

3. Diskusi

G. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan awal

- Salam

- Menumbuhkan motivasi siswa

- Apresiasi siswa

- Menjelaskan proses pembelajaran yang akan dilaksanakan.

2. Kegiatan inti

- Uraian tentang vocabulary dan grammar untuk menyebutkan "people" and "things"

- Siswa membuat deskripsi tentang "people" and "things"

- Siswa membuat paragraph tentang perbandingan dengan gambar.

3. Kegiatan akhir

- Menyimpulkan pelajaran yang telah di jalani.

- Memberikan kesempatan Tanya jawab

- Evaluasi

- Presensi

G. ALAT/BAHAN/SUMBER BELAJAR

LKS, pelajaran bahasa inggris untuk SM   A kelas 12

H. PENILAIAN

1. Tes lisan : mendeskripsikan gambar dan orang secara lisan

2. Tes tertulis : mengerjakan lks

                                                        Mei   Medan

Acknowledged by   Researcher

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Drs. H. KHOIRUDDIN HASIBUAN, M.Pd   NURFADHILAH TARIGAN