

**THE IMPLEMENTATION OF LEARNING START WITH A QUESTION
USING “WORD TRAIN” MEDIA TO IMPROVE STUDENTS’
SPEAKING ACHIEVEMENT**

SKRIPSI

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

By:

EKA RAMAYANTI
NPM. 1502050029



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



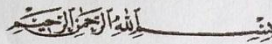
UMSU
Unggul | Cerdas | Terpercaya

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

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



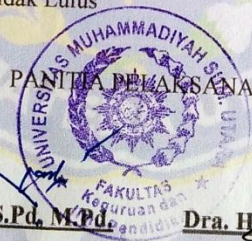
Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Selasa, Tanggal 08 Oktober 2019, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Eka Ramayanti
NPM : 1502050029
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Implementation of Learning Start with a Question Using "Word Train" Media to Improve Students' Speaking Achievement

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

Ditetapkan : () Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

Ketua



Sekretaris

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

Dra. Hj. Syamsuyurnita, M.Pd

ANGGOTA PENGUJI:

1. Dr. Hj. Dewi Kesuma Nst, SS, M.Hum
2. Dr. Bambang Panca S. S.Pd, M.Hum
3. Dr. H. Muhizar Muchtar, MS

1.

2.

3.



UMSU
Unggul | Cerdas | Terpercaya

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

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

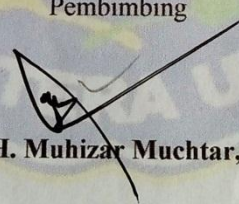
Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Eka Ramayanti
N.P.M : 1502050029
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Implementation of learning Start With a Question Using “Word Train” Media to Improve Students’ Speaking Achievement

sudah layak disidangkan.

Medan, September 2019

Disetujui oleh:
Pembimbing



Dr. H. Muhizar Muchtar, MS

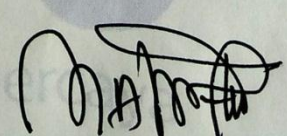
Diketahui oleh:

Dekan

Ketua Program Studi




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


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

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Fakultas Keguruan dan Ilmu Pendidikan

SURAT PERNYATAAN

Bismillahirrahmanirrahim

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

Nama lengkap : **EKA RAMAYANTI**
Tempat/ Tgl. Lahir : Sambirejo Timur, 05 Januari 1998
Agama : Islam
Status Perkawinan : ~~Kawin~~/Belum Kawin/~~Duda/Janda*~~
No. Pokok Mahasiswa : 1502050029
Program Studi : Pendidikan Bahasa Inggris
Alamat Rumah : Jl. Sempurna Desa Sambirejo Timur
Telp/Hp: 0813-9715-0710

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,



EKA RAMAYANTI

ABSTRACT

Eka Ramayanti, 1502050029. " The Implementation Learning Start With a Question using "Word Train" Media to Improve Students' Speaking Achievement", Skripsi: English Department of Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2019

This study dealt with The Implementation of LSQ Technique by Using Word Train Media in Improving Students' Speaking Achievement. This study was conducted at SMP SWASTA TRIANA of 2019/2020 academic year, which located on Jl. Sederhana, Sambirejo Timur, Percut Sei Tuan. The sample was taken by using purposive sampling technique. The number of sample were 30 students. The method of research applied classroom action research. It was applied to figure out the student's reaction during the implementation of LSQ Technique by word train media in speaking achievement and to figure out the improvement of the students speaking achievement by LSQ Technique. The instruments of this research were observation sheet and speaking test which consisted of 5 essay test. The reseacher conducted two cycles in this research, there were two meetings in cycle I and two meeting in cycle II. This research used quantitative and qualitative data. The quantitative data showed that the mean score, in the Pre-test, the mean score was 32,67, In the first cycle test, the mean of students' score was 58,67, and the second cycle test, the mean score was 85 the students who got sore more than 75 in cycle 1 was 3 students and the percentage was 10% the students who got score more than 75 in cycle II was 30 students and the percentage was 100%. The qualitative data got from observation sheet in every cycle showed that the improvement of teacher and students' behaviour. Based on the results from quantitative and qualitative data proved that LSQ Technique by using word train media in improving students' speaking achievement.

Keywords: Implementation, LSQ Technique, Word Train, Speaking Achievement

ACKNOWLEDGEMENTS



In the name of Allah the Most Gracious and the Most Merciful. Firstly, the researcher would like to deliver her thanks to Allah SWT, who has blessed her to write this research. Secondly, blessing and peace be upon the Prophet Muhammad SAW, who has brought human being from the darkness to the light era. Thirdly, the researcher would like to thank to her beloved parents, Mr. Pairen and Mrs. Supriani, who always pray for her, million words would never be enough to endless love, care, attention, encouragement and heart they have given. Her love is very much to her parents.

The purpose of writing this research entitled: The Implementation of Learning Start With a Question (LSQ) using Word Train Media to Improve Students' Speaking Achievement as partial fulfillment of the requirements for the degree of Sarjana Pendidikan. Furthermore, the researcher would like to thanks many people who gave the support and suggestion in finishing the research, they are:

1. Dr. Agussani, M.AP., as the Rector of University of Muhammadiyah SumateraUtara.
2. Dr. Elfrianto Nasution, S.Pd., M.Pd, the Dean of FKIP UMSU who had given her recommendation to carry out this research.

3. Mandra Saragih, S.Pd., M.Hum, the Head of English Education Department and Pirman Ginting, S.Pd., M. Hum, the Secretary of English Education Department of FKIP UMSU, who have allowed and guided the researcher to carry out the research.
4. Dr. H. Muhizar Muchtar, MS as my supervisor who had given her a lot of valuable suggestion, ideas, and guidance to complete this research.
5. All lecturers who have given their valuable thoughts in teaching her during her academic years at UMSU
6. Darto, S.Pd as the Headmaster of SMP SWASTA TRIANA.
7. Suhartina, S.Pd as the teacher of English in SMP SWASTA TRIANA.
8. Pria Sudarma, S.I.Kom as my beloved of assist and supported.
9. Yuli Yunira, Fika Pertiwi, Riska Yulia Dewi, Vica Aulia Nanda Sari, as my beloved friends of always support and give motivation.
10. All my friends in A Evening Class English as my beloved friends.
11. Indah Lestari as my sister and always support.

Finally, the researcher hoped that her study will be useful for the readers, especially for the students of English Education Program who want to do a research and also for the researcher herself. May Allah, the most Almighty bless all of us.

Medan, September 2019

Eka Ramayanti

1502050029

TABLE OF CONTENTS

ABSTRACT.....	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	iii
CHAPTER I INTRODUCTION.....	1
A. Background of the Study	1
B. The Identification of the Problem	2
C. The Scope and Limitation of the Study	2
D. The Formulation Of the Problem	3
E. The Objectives of the Study	3
F. The Significance of the Study	3
CHAPTER II REVIEW OF LITERATURE	5
A. Theoretical Framework	5
1. Students' Speaking Achievement.....	5
2. Speaking	6
1.1 The Function of Speaking	9
1.2 The Teaching of Speaking.....	11
1.4 Teaching Speaking in Junior High School	14

1.5 The Indicators of Students' Achievement in Speaking	15
1.6 The Importance of Speaking Skill.....	16
<u>3.</u> Concept Of Learning Technique.....	18
B. Conceptual Framework	22
CHAPTER III METHOD OF RESEARCH	23
A. Location and Time of the Reseach	23
B. Subject of the Research	23
C. Research Design	23
D. Procedure of the Research.....	23
E. Instrument of the Research	27
G. Technique of Analyzing Data.....	28
CHAPTER IV DATA AND DATA ANALYSIS.....	29
Data Analysis.....	29
Observing and Evaluating.....	31
Reflection.....	35
Research Findings.....	41
CHAPTER V CONCLUSION AND SUGGESTION.....	42
REFERENCES.....	30
APPENDICE	

LIST OF APPENDICES

Appendix 1 Lesson Plan Cycle I

Appendix 2 Lesson Plan Cycle II

Appendix 3 Speaking Test Essay of Pre-test, Cycle I and Cycle II And Key
Answer

Appendix 4 Students' Observation Sheet of Cycle I and Cycle II

Appendix 5 The Students' Score in Pre-test, Cycle I and Cycle II

Appendix 6 The Result of Students' Score in Pre-test, Cycle I and Cycle II

Appendix 7 The Attendance List of Cycle I and Cycle II

Appendix 8 List of Students' Initial Name

Appendix 9 Instrument of Teacher's Performance in Learning Process Cycle I &
Cycle II

Appendix 10 The Students' Answer Sheet

Appendix 11 Documentation of Research

Appendix 12 Form K-1

Appendix 13 Form K-2

Appendix 14 Form K-3

Appendix 15 Lembar Pengesahan Proposal

Appendix 16 Berita Acara Bimbingan Proposal

Appendix 17 Surat Keterangan

Appendix 18 Surat Pernyataan

Appendix 19 Surat Izin Riset

Appendix 20 Surat Balasan Riset

Appendix 21 Berita Acara Bimbingan Skripsi

Appendix 22 Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of the Study

There are four skills that we must cope in the language skill. Speaking is the second of the four language skills, which are : 1. Listening 2. Speaking 3. Reading 4. Writing. Speaking is the verbal use of language to communication with others. Speaking is the action of conveying information or expressing human's thoughts and feelings in spoken language, and also speaking is one of the language skills which is very important in human life. It is used in order to be able to communicate actively. One should have speaking ability. By mastering speaking, human can express their ideas opinions and respond to each other.

English speaking ability is very important for people interaction where people almost speak everywhere and everyday through English. By speaking people can express themselves in communicative condition and also by speaking they can express their feeling.

Teaching speaking is a second language that is not easy. It needs hardwork and a long process at least there are five elements in speaking. They are pronunciation, grammar, vocabulary, fluency, and comprehension. Vocabulary and grammar are included in components of speaking. Speaking becomes productive skill of language learning. It involves communicative performance and other important elements. They should be taught in any language learning to make the learners be able to use the target language to communicate. As language

learners who had learning English, the students should be able to interact orally each other by using English. Dhian Maulidya (2017:1)

Learning methods of Learning Start With a Question is a strategy or method of active learning by stimulating the students' desire to ask questions and then the teacher explains what the student asks.

Word train media is a learning media that is arranged simply through media images made as attractive as possible with the form of train transportation that has several English vocabulary which aims to attract students' attention in learning English and improve students' courage in speaking in front of class .

B. The Identification of the Problem

1. The students feel afraid to express their thoughts, ideas, and opinions.
2. The students did not have self-confidence to speak in front of public.

C. The Scope and Limitation of the Study

The scope of this research will focused on speaking and will limit on Learning Start with a Question Technique for VII grade students of SMP IT TRIANA of 2019/2020 academic year.

D. The Formulation Of the Problem

1. Is there any improvement of the students' speaking achievement with Learning Start with a Question?

2. How are the students' reaction during the implementation of Learning Start with a Question Technique using Word Train Media in Improving Students' Speaking Achievement?

3. The Objectives of the Study

Based on the formulation of the problem above the objective of research namely "To find out the significance effect of applying Learning Start with a Question Technique on the students' speaking achievement"

4. The Significance of the Study

The findings of this research will expected to be useful theoretically and practically.

1. Theoretically

Theoretically the research findings of the study will expect to be able to widen the skill of teachers in using Learning Start with a Question technique in order to improve the students' achievement in speaking English.

2. Practically

- a. For the Researcher, This research will contribute to find interesting learning techniques for students speaking achievement.
- b. For the students, to improve the students' speaking achievement.
- c. For the Teacher, to improve teacher professionalism in choosing the right learning techniques to improve students' speaking achievement.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Students' Speaking Achievement

Achievement is the success of getting something through skill and effort. Learning achievement from students is acknowledged as the score. In different words, the students can be measured from their scores. Teacher's measures of students' achievement advance by observing their score. In view of Bloom's Taxonomy in Winkel (2000) there are three parts of learning achievement, for example, cognitive, affective, psychomotor. Cognitive comprises knowledge, understanding, application, investigation, synthetic and assessment. Learning, remember the information; Understanding, comprehend the meaning of something; Application incorporates the strategy on concrete case. Analysis incorporates the ability to divide the little parts into whole; Synthetic materials including new understanding and evaluation justify the capacity to play out a feeling about something.

Affective behavior is changing that affects someone achieves something. These are acknowledgments, signed with acknowledgments by using their sense and response. Choice, choose an issue with a basic up to complex. Psychomotor, the skill to do something, prepared to do it dependent on physics and feeling, self control and become a habit. According to it, the achievement is a particular goal,

status or standards, particularly by effort, ability, courage, and etc. Based on the explanation above, students who were satisfied in speaking in class counted with students who had succeeded through skills and assistance who trusted themselves in speaking achievement.

2. Speaking

Speaking is one of the important skills which must be mastered by everyone. Since one was born, they will be able to speak. The child will try day by day to speak to every one. People need the speaking ability when they want to deliver the information. Speaking is an activity when people use their voice to deliver their opinions, suggestion, information even critics. Kushartanti defines speaking as a set of voices uttered by one and understood by someone else., it means to delivery thought or opinion. While speaking are many things, they are thinking of what they wish to say. Choose the right words from the vocabulary, putting the words in the proper grammatical framework and communicating the feelings we have.

Speaking is also ability say articulation sound or words to express to submit mine, feeling ideas. Speaking as ability which is used for communication in daily activities. People send and receive message through speaking. They give reports, ideas, advices, instructions, complain, apologize, agree, disagree, and much means by speaking. The communication means to talk to other people orally in spoken form. So what does speaking means,it means a process using a language

that is done by speakers by combining both codes and message. In speaking there are many elements that we should understand those are : the topic of what the speaking about, vocabulary, grammar, and also intonation.

Topic of speaking is important to be mastered by speaker because by mastering the topic the speaker will be easier to divide the important things from the topic that will be asked to the listeners. The second element is vocabulary, it is important for speakers in order to speak well at least the speaker has enough vocabularies to express some idea. Grammar is very usefull when people speaking, because grammaris able to give implicit meaning in speaking activity. The last one is intonation: by using appropriate intonation probably make the information succesfully transfered to the listeners. All of the elements are needed to make a good understanding between speaker and listener.

Beside listening, reading and writting, speaking becomes the first designed in curriculum for the students. The curriculum is designed to focus on speaking and fluency while building phonemic awareness and preparing students for study English. Anderson and Bachman(2009:1) define that speaking skill are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. As known that language ability can measured from our language skill however now days people usually judge the language skill from how will someone able to speak in language it self. The professionals are expected to have good speaking skill. In addition, many people

speak in order to show their ability and influence someone, for example politician, teacher, lawyer however president.

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication. But also paralinguistic elements of speech such as pitch, stress, and intonation. Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce , 1997:30).

From all statements above it can be concluded that speaking skill is an important skill to be mastered when someone learn about language especially foreign language. Speaking skill becomes the most important skill since people have belief that language mastery is able to be judge from how well someone speak. In language teaching, language is essentially speech. Someone on his or her daily life needs to be able using English as good as in order to make a comprehensible situation in speaking. In addition, the language function should also involved in this skill which it involves the use of grammar, comprehension, fluency, and all of these should be used appropriately in social interaction.

a. The Function of Speaking

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the function of the speaking in human interaction. Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) in Richards (2008:21) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. In workshops with teachers and in designing my own materials, I use and expanded three-part version of Brown and Yule's framework (after Jones, 1996, and Burns, 1998) in Richards (2008: 21-28): talk as interaction; talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

1) Talk as interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function, when people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances, and their nature has

been well described by brown and Yule (1983). The main features of talk as interaction can be summarized as follows:

- a) Has a primarily social function
- b) Reflects role relationships
- c) Reflects speaker's identify
- d) May be formal or casual
- e) Uses conversational conventions
- f) Reflects degrees of politness
- g) Employs many generic words
- h) Uses conversational register
- i) Is jontly constructed

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making one self understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. In such transactions, Jones (1996:14) in Richard (2008:24) stated talk is associated with other activities (e.g., in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.

3) Talk as performance

Talk as performance is the third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluate according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are: (Richard, 2008:27)

- a) Giving a class report about a school trip
- b) Conducting a class debate
- c) Giving a speech of welcome
- d) Making a presentation
- e) Giving a lecture

b. The Teaching of Speaking

Many language learners regard speaking ability as the measure of knowing a language. The fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. Teaching speaking as the most important which can acquire, and assess the progress in term of accomplishments in spoken communication teaching speaking., appropriate

teaching method and techniques should be applied. Brown (2001:14) defined a teaching method as a step-by-step and generalized set of classroom to achieve teaching and learning objectives. There are many methods and techniques that can be applied in teaching speaking. Students learn English in order that they can communicate in English fluently, accurately and appropriately in their everyday life. Therefore, the methods and techniques used in teaching speaking should encourage students to use the target language in certain contexts and develop their speaking strategies. Brown (2001:275) proposed some principles for designing speaking techniques. Those principles are as follows:

- 1) Using techniques that cover the spectrum of learners' needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency.
- 2) Providing intrinsically motivating techniques.
- 3) Encouraging the use of authentic language in meaningful contexts
- 4) Providing appropriate feedback and correction
- 5) Capitalizing on the natural link between speaking and listening
- 6) Giving students opportunities to initiate oral communication
- 7) Encouraging the development of speaking strategies.

In the teaching and learning process of speaking, the learners should be able to:

- 1) Use word and sentence stress, intonation patterns and the rhythm of the target language.

- 2) Select appropriate words and sentences based on particular special setting, audience and situation.
- 3) Organise their thought in meaningful and logical sequence, and
- 4) Use the language quickly, confidently and fluently to express their ideas.

To achieve these goals, English teacher should create real life context and provide appropriate materials or models when students learns how to speak English in the classroom

In addition, Harmer (1998:87) mentioned three basic reasons why it is good to give students speaking tasks. First, it is very important to give students opportunities to freely practice speaking in the classroom so that they can use English in their daily conversation. For example, getting students to have a free discussion gives them chance to rehearse having a disscussion outside the classroom. Second, speaking tasks provides feedback for both students and teacher. It means that teachers can monitor how well their student perform, what language problem they have and how to solve the problems, while students can see that they need to improve their skills. Speaking tasks can improve students' motivation and self-confidence and with teacher guidance can encourage them into further study. Third, good speaking tasks should be highly motivating so that students can engange with the teaching and learning process. If teacher set up the activities proverly and can give useful feedback and all students are fully participating, they will get tremendous satisfaction from the activities.

c. Teaching Speaking in Junior High School

English becomes the global language that is necessary for the young learners to know. It is very important for communication everyone in the world. Now days, English has been taught in every school, starting from Junior High School. Teaching English to young learners or teenagers is considered the most challenging by some expert since students in this level have little knowledge of the target language (Brown, 2001:91). They have limited vocabulary, insufficient grammar, pronunciation and expression to carry out meaningful conversations. The English teaching in Junior High Schools in Indonesia is aimed at developing students' communicative competence which covers the four language skills: listening, speaking, reading and writing (SKKD, 2006). Students are expected to speak and communicate in English in everyday life, both in the written and spoken form. Therefore, to achieve the goal, the teaching of four language skills should be proportional. The teachers should improve both students' receptive and productive skills equally. Speaking is one of the four major skills students should acquire. In the curriculum, the basic competence of speaking is the use of language variation accurately, fluently, and appropriately in daily conversations. Students have to be able to convey meanings and intentions in English both inside and outside the classroom.

d. The Indicators of Students' Achievement in Speaking

According to Brown (2003:172-173) there are several aspects that indicate students' achievement in speaking such as the following:

1. Fluency

This refers to how good the students are keeping talking at the right time and how good they are connecting the ideas together. There are many factors that influence the fluency of a speaker. Besides, when the listener listens to the speaker, he may not concentrate on the sound of the message.

2. Vocabulary

Vocabulary is a part of language. There is no language without vocabulary, so it is very essential for us in learning language. A vocabulary is the body of words used in a particular language or in a particular sphere of activity, the body of words known to individual persons with an explanation of their language.

3. Grammar

Grammar refers to the grammatical mastery in speaking. It is important because the language is a system that would be followed.

4. Pronunciation

This refers to how well the students pronounce the language. As well as considering the communication effect of the students' pronunciations. There is a contribution to how much strain is caused on a listener, and how noticeable their accent is, although an accent itself is not to be able to procedure the phonological of speech.

5. Comprehension

This refers to how good the students understand the meaning of something. The word 'comprehension' refers to the ability to make sense of something or to understand something. It can also be defined as the art of comprehending or perceiving. Comprehension also describes information or knowledge that is acquired through understanding about information or message which they say.

e. The Importance of Speaking Skill

Speaking skill is the productive skill in the oral mode. Like the other skill, speaking is more complicated than it seems at first and involves more than just pronouncing words. There are five components of speaking skill that can be defined as follows: pronunciation, grammar, vocabulary, fluency and comprehension. To be a good speaker the English learners have to master all of the components. However, besides those linguistic components above there are many factors that influence speaking ability. Turk, C (2003:5) stated that if we want to improve speaking skills first we must be aware of our selves, our motivations, behavior patterns, and likely mistakes. From that statement it can be concluded that our own motivation and also the environment are the emphasis factors in improving speaking skill. If the learners have a high motivation to improve their speaking skill, they will study hard and find many sources and models about speaking skill.

The environment the next important factor that influences learners speaking skill, because if people around the learners are able to speak well it will be easy for the learners any their way to speak. Speaking skill becomes the important aspect of language when studying the language especially English without practicing to speak is useless. Celce Murcia and Olshtain in Gruyter (2006:139) stated that speaking in a second language has been considered the most challenging of four skills are given the fact that it involves a complex process of constructing meaning that statement can describe that speaking skill is the most important thing to be mastered when people learn English because speaking is a process of constructing meaning, it covers almost all of language components. Through speaking someone can express their minds, ideas and thoughts freely and spontaneously. In addition, purpose if teaching speaking is to guide other the teachers can students to use the target language as a common language in teaching learning process even in their daily life. In global era speaking ability in English is useful in many situations and places. Such as in the school, apply for a job, or when someone goes to the other country because English is an international language. That fact requires people to master English actively in order to make verbal interaction with people around the world.

3. Concept Of Learning Technique

Learning Start with a Question is a active learning for question (Zaini et al., 2008). Learning methods of Learning Start With a Question is a strategy or method of active learning by stimulating the students' desire to ask questions and then the teacher explains what the student asks.

This learning method is related to the ability to ask and answer. Asking can be seen as a reflection of an individual's curiosity, while answering questions reflects a person's ability to think. In order to actively ask questions, students are asked to study the material to be taught by reading in advance. By reading, students have an overview of the material to be studied, so that when reading or discussing the material there is a misunderstanding that will be seen and can be discussed and justified together.

Silberman (2009: 144)the notion of learning start method with a question is a learning method that stimulates students to ask questions about their subjects. Suprijono (2010: 112) the notion of learning methods start with a question is an active learning method in asking.

Hamruni (2009:276)the notion of learning methods starts with a question is a learning method where the process of learning something new will be more effective if active students ask before they get an explanation of the material to be learned from the teacher as a teacher.

Djamarah (2010: 399) the notion of learning methods starts with a question is an active learning method in asking. One way to create this active learning pattern is to stimulate students to ask questions calmly without explanation from the teacher first.

Objectives and Benefits of Learning Starts With a Question The purpose of learning learning strategies is Start with a Question, which are:

- a. So students are active in asking questions.
- b. So that students are independent in learning.
- c. Train students to learn to express opinions, ideas and ideas.
- d. Train students to think critically.

Benefits of Learning Start with a Question learning strategy, including:

- a. Students have initial knowledge about the material to be taught.
- b. Students not only become listeners during the teaching and learning process.
- c. If an error occurs in the explanation can be detected because students already have basic knowledge of the material being taught.
- d. Students are directly involved in the teaching and learning process.

Steps to Learning Start with a Question

According to Zaini et al (2008: 44), the steps to learning Learning strategies with a Question are:

- a. Select the appropriate reading material then share it with students. Reading materials do not have to be photocopied and then shared with students, but can be done by selecting a particular topic or chapter from the textbook. Try the reading to contain general information or non-detailed information so that it gives an opportunity to be interpreted differently.
- b. Ask students to study reading alone or with their peers.
- c. Ask students to mark the reading sections that are not understood. Encourage them to give as many signs as possible. If time permits, combine study partners with other partners, then ask them to discuss unknown points that have been marked.
- d. In pairs or small groups, ask students to write questions about the material they have learned through reading.
- e. Collect questions that have been written by students.
- f. Convey the lesson by answering these questions.
- g. Try to answer the questions in order in accordance with the lesson material so that students are also in order to understand it.

According to Suprijono (2010: 115), the advantages of the learning learning method starts with a question including:

- a. Submission of learning messages can be more standardized.
- b. Learning can be more interesting.
- c. Learning becomes more interactive by applying learning theory.
- d. The time for implementing learning can be shortened.
- e. The quality of learning can be improved.

- f. The learning process can take place whenever and wherever needed.
- g. The positive attitude of students towards learning materials and the learning process can be improved.
- h. The role of the teacher changes in a positive direction.

According to Hamruni (2009: 280), the lack of learning methods starts with a question, including:

- a. Requires a long time if there are many questions from students.
- b. If the teacher gives other students the opportunity to answer, the question or answer may not be appropriate if the student does not learn or does not master the material.
- c. Apathetic for students who are not accustomed to speaking in forums or passive students.
- d. Requires students to have sufficient background on the topic or problem discussed.

Word train media is a learning media that is arranged simply through media images made as attractive as possible with the form of train transportation that has several English vocabulary which aims to attract students' attention in learning English and improve students' courage in speaking in front of class.

the courage of students to speak English is still very lacking in the learning process in the classroom, especially in class VII of SMP IT TRIANA of 2019/2020 academic year, which is based on several factors, namely due to lack of students' confidence in speaking in front of the class and Students are embarrassed if their friends laugh at the wrong words.

2 Conceptual Framework

In this case, speaking is one of the important skill which must be mastered by everyone. In here, the students need a good strategy to increase their speaking by using Learning Start with a Question (LSQ) strategy. Learning Start with a Question strategy is a tehnikue active learning by stimulating the students' desire to ask questions and then the teacher explains what the student asks. Learning start with a question is technique which can use to help the students interest in speaking and increase their confidence to speak in front of public.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time of the Reseach

This research will be conducted at SMP IT TRIANA of 2019/2020 academic year, which located on Jl. Sederhana Dusun VI Dahlia, Sambirejo Timur, Percut Sei Tuan, Deli Serdang.

B. Subject of the Research

The subject of this research will be in the seven grade of SMP IT TRIANA, those are VII-1, VII-2, VII-3 SMP which consist 25 students in each class as the subject of the research.

C. Research Design

This research will be conducted by using classroom action research. The classroom action research contain the following step: Plan, is a design of actions to be taken to improve or change behavior and attitudes as a proposed solution to the problem; Action, is the implementation of a plan that has been made to overcome the problems that will identify and analyzing for their causes at an early stage;

Observation, is an observation activity for actions carried out or imposed on students. this process is need to view, collect data, and document the process of implementing Actions; reflection, is an activity, reviewing, seeing and considering the process carried out in relation to the outcome or impact of the action.

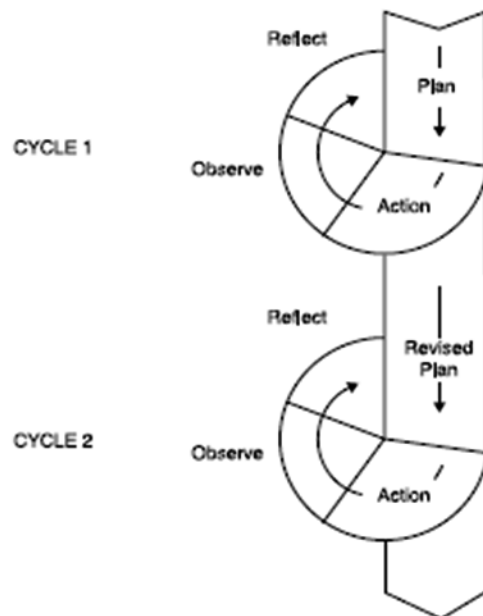
D. Procedure of the Reseach

This research will conducted by two cycles. The design of the research will described in detail as the following chart.

Chart 3.1

Classroom Action Reseach Model by Kemmis and Mc. Taggart

(Arikunto, 2016:132).



1. Cycle 1

a. Planning

The plan will be arranged before conducting research. First of all, the researcher prepares a lesson plan that applies the Learning Start with a Question (LSQ). And preparing the researcher instrument which will used in teaching English through the implementation of Learning Start with a Question (LSQ), they will be observation and designing assessment of Taks: extensive reading. After instrument completed,the researcher also prepares to observe the situation in the temporary class the teaching and learning process will be carried out. The implementation of the second cycle is substantially similar to the implementation of the first cycle.

b. Action

In applying this technique, the researcher collaborated with the English teacher. Before applying the strategy, the teacher stood in front of the students and started to attract the students' attention, and asked their knowledge about Word Train. The teacher explained about how to apply LSQ technique learning to improve Speaking achievement, and the teacher explains the media they will use is Word Train media. The teacher integrated the Word Train with the students' environment and other subject. The teacher told about some examples of Word Train.

Then, the teacher analyzed the definition, and listen of what the say by student and giving critic about of the student speak. At the last, after explaining

word train media as material to students so that improve speaking achievement, researchers distributed students according to the LSQ technical rules.

c. Observation

Observation will be done to collect data namely, teacher and students' activity during teaching learning process. In this section, the researcher did the formal observation. The researcher will an observer for English teacher and the students of the class that consisted of 30 students.

d. Reflection

Reflection is a feedback process from an activity, reviewing, seeing and considering the process carried out in relation to the outcome or impact of the action. The teacher and reseacher analyzed all recording information process by using a test in LSQ technique.

2. Cycle II

The researcher did cycle II if the result in cyle I will be still need improvement. In cycle II also had four stages; planning, action, observation, and reflection. Every weakness in cycle I was revised in cycle II.

E. Instrument of the Research

The instrument of this research will collecting the data by using an oral test about asking direct question about the greeting, where the students answere the question from teacher about the greeting based on the word they have chosen from the media display. This test used to measure the students' speaking achievement.

Observation Sheet

Observations will use to collect the qualitative data. The observation sheet will be use to observe the happenings during the teaching learning process. The activities include teacher and students activities.

F. Technique of collecting Data

The researcher used two techniques in collecting the data which the quantitative data and qualitative data as the following explanation:

1. Quantitative data

The quantitative data will collect from speaking achievement. The speaking of constructed based tests on the lesson plan of the school. The type of oral test where the students answere the question from teacher about the greeting based on the word they have chosen from the media display. This test used to measure the students' speaking achievement.

2. Qualitative data

The qualitative data will be used to describe the situation. The qualitative data, the researcher uses the observation sheet, in order to measure students' attitude, behavior, enthusiasm and participation during teaching and learning process. To make it clearer, here are the following details:

a. Students' observation

This observation about students' activity will observation during the teaching learning process based on the criteria of excellence, good, fair and less.

b. Teacher's observation

The observation on teacher's activity in learning process by using LSQ Technique to improve speaking achievement by word train media.

G. Technique of Analyzing Data

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

$$\bar{X} = \frac{\sum X}{N} \text{ (Arikunto, 2013)}$$

The formula is described as following :

\bar{x} : The mean of the average score from the subjects reading comprehension

$\sum x$: The total score of students

N : The number of the students

Next, to categorize the number of the students who passed the test successfully, the researcher applied the following formula:

$$P = \frac{R}{T} \times 100\% \text{ (Arikunto, 2013)}$$

Where :

P : The percentage of those who getting score

R : The number of students getting score

T : The total number of the students

The qualitative data will analyzed by applying a category as proposed by Arikunto (2007:299). The value of students' motivation in learning was analyzed by applying a formula as follows:

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

Where :

P : The percentage

R : The number of activity indicators performed by the students

SM : The total number of activity indicators

REFERENCES

- Arikunto, P. D. (2016). *Prosedur Penelitian Suatu Pendidikan Praktik*. Jakarta: PT. Rineka Cipta.
- D.J., Refirman, Sartono Nurmasari, Hasanah Sabrina, (2016) Pengaruh Learning Start with a Question (LSQ) terhadap berfikir analisis siswa pada materi sistem saraf. *Jurnal Pendidikan Biologi (BIOSFERJPB)*, 9 (1), 34-39
- Isjoni. (2010). *Cooperative Learning Efektifitas Pembelajaran Berkelompok*. Bandung: Alfabeta
- Maulidya, D. (2017). *The Effect of Applying Inside-Outside circle strategy on the students' speaking achievement*. Skripsi. Medan:UMSU
- Ridwan Abdullah Sani, S. (2012). *Meningkatkan Profesionalisme Guru Melalui Penelitian Tindakan Kelas*. Bandung: Citapustaka Media Perintis.
- Slavin, R. E. (2016). *Cooperative Learning Teori, Riset dan Praktik*. Bandung: Nusa Media.
- Sugiyono, P. D. (2017). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung : Alfabeta
- Silberman, Melvin L. (2006). *Active Learning: Strategi Pembelajaran Aktif*. Jakarta: Nusamedia
- Solikhah, (2012). Penerapan Strategi LSQ berbantuan media audio visual untuk meningkatkan hasil belajar Ekonomi. *Economic Education Analysis Journal*, 1 (2), 1-8
- Tampubolon, S. (2014). *Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Pendidikan Dan Keilmuan*. Ciracas: Erlangga.
- Zaini, (2008). *Strategi Pembelajaran Aktif*. Yogyakarta: Pustaka Insan Madani.

Appendix 1

Cycle I

APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP
Kelas/Semester	: VII/1
Mata Pelajaran	: Bahasa Inggris
Topik	: Greeting and Introduction
Pertemuan Ke-	: 1
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Dasar

- 2.1 Menunjukkan perilaku jujur dan percaya diri dalam berkomunikasi dengan lingkungan sosial sekitar rumah dan sekolah
- 3.1. Mengenal berbagai cara berbeda dalam membuka percakapan (menyapa, memperkenalkan diri, menginisiasi topik percakapan)
- 1.1. Membuka dan menutup percakapan *interpersonal* dengan ungkapan bervariasi melalui kegiatan menyimak dan berbicara

B. Indikator Pencapaian Kompetensi

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
2. Mengidentifikasi ungkapan yang digunakan untuk menyapa dalam bahasa Inggris (*Greeting*)
3. Melakukan tindak tutur menyapa dalam bahasa Inggris dengan percaya diri
4. Mengidentifikasi ungkapan yang digunakan untuk memperkenalkan diri dalam bahasa Inggris (*Introduction*)
5. Melakukan tindak tutur memperkenalkan diri dalam bahasa Inggris
6. Melakukan percakapan *interpersonal* dengan menggunakan ungkapan sapaan melalui kegiatan terintegrasi menyimak dan berbicara bahasa Inggris.
7. Melakukan percakapan *interpersonal* dengan menggunakan ungkapan perkenalan diri melalui kegiatan terintegrasi menyimak-berbicara bahasa Inggris dengan percaya diri.

C. Tujuan Pembelajaran

1. Melalui contoh, peserta didik dapat menggunakan ungkapan sapaan ke dalam praktik berbicara bahasa Inggris.
2. Melalui contoh, peserta didik dapat menggunakan ungkapan perkenalan diri ke dalam praktik berbicara bahasa Inggris.

D. Materi Pembelajaran

1. Ungkapan sapaan: *Hello/Hi, How are you?, How's life?, Good morning/afternoon/evening/night. Nice to meet you.*
2. Ungkapan perkenalan diri: *my name is _____, you can call me _____,*
3. Kosakata yang berhubungan dengan aktivitas sapaan dan perkenalan diri: *thank you, I am fine, thanks, nice to meet you too.*

E. Model/Metode Pembelajaran

1. Pendekatan: *scientific*
2. Strategi: *observe – practice*.
3. Metode: *Inquiry/Experiential learning*.

F. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Environment</i> dapat langsung tercipta di pertemuan pertama.• Guru dapat menggunakan kalimat “<i>Good morning, students</i>”.• Pastikan peserta didik merespon dengan menjawab kembali “<i>Good morning, Teacher/ Sir/Mam</i>”.• Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran.• Jika memungkinkan, guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru.	10 menit
Inti	<p><u>Observing</u></p> <ul style="list-style-type: none">• Guru menjelaskan bahan ungkapan yang dapat disampaikan ketika menanyakan kabar tentang seseorang adalah “<i>How are you?</i>”• Saat ini pertanyaan “<i>How are you?</i>” terbiasa dijawab dengan kata-kata “<i>I’m fine, thank you.</i>” “<i>What about you?</i>”, “<i>What about yourself?</i>”, atau “<i>And yourself?</i>”• Oleh karena itu, diperkenalkan bahwa pertanyaan “<i>How are you?</i>” dapat dijawab dengan “<i>I’m feeling great.</i>” <p><u>Communicating</u></p> <ul style="list-style-type: none">• Peserta didik mengulang-ulang pengucapan “<i>How are you?</i>” hingga pengucapannya benar.• Peserta didik berlatih melakukan percakapan bersama rekan sebangkunya.• Guru dapat menjelaskan mengenai penggunaan kalimat-kalimat yang dapat digunakan ketika bertemu dengan orang lain. “<i>How are you?</i>” “<i>I’m fine, thank you.</i>” “<i>And you?</i>” “<i>I’m fine too. Thank you.</i>”• Kalimat-kalimat tersebut merupakan kalimat dasar yang dapat digunakan ketika menyapa seseorang.• Kata “<i>Sir</i>”, yang menandakan kita berbicara kepada seorang pria yang lebih dewasa, dalam hal ini guru laki-laki.• Untuk guru laki-laki, selain kata “<i>Sir</i>”, kita pun dapat	30 menit 30 menit

	<p>menggunakan kata “Mister” yang diikuti nama keluarga, misalnya Mr. Suparlan untuk Agus Suparlan.</p> <ul style="list-style-type: none"> • Sedangkan untuk guru perempuan, kita dapat menggunakan kata “Mam”, atau “Ms”. • Dalam penggunaan kata sapaan untuk guru perempuan, kita dapat memberikan sedikit penjelasan bahwa untuk panggilan kepada perempuan yang masih <i>single</i> atau belum menikah, biasa kita sebut dengan panggilan “Miss”. Sedangkan • untuk wanita yang telah menikah kita dapat memanggilnya dengan kata “Mrs”. Sedangkan untuk wanita yang masih belum diketahui status pernikahannya, kita dapat menggunakan kata sapaan “Ms”. • Di beberapa daerah yang sudah terbiasa dengan “Bapak” maupun “Ibu”, ungkapan-ungkapan ini tidak salah tentunya. Penggunaan kata “Mister” maupun “Miss” digunakan dalam usaha untuk memunculkan <i>English environment</i>. Namun secara umum, panggilan yang digunakan untuk menyapa guru adalah “Mister” atau “Miss”. <p><u>Experimenting</u></p> <ul style="list-style-type: none"> • Guru mengenalkan ragam ungkapan-ungkapan salam baik dalam situasi formal maupun situasi informal. • Dalam bagian ini, guru menjelaskan bahwa pertanyaan “How are you?” tidak harus selalu dijawab dengan “I’m fine”. • Sebagian pendapat mengatakan bahwa jawaban “I’m fine” merupakan salah satu bentuk motivasi diri untuk selalu merasa sehat dan menularkan semangat yang ada ke setiap orang, walaupun mungkin kondisinya sedang tidak terlalu baik. • Percakapan pertama bercerita tentang kondisi anak yang merasa sakit kepala (<i>headache</i>). • Percakapan kedua bercerita tentang kondisi anak yang merasa <i>flu</i>. • Beberapa jenis penyakit umum yang dapat diperkenalkan di antaranya: <i>stomachache, toothache, backache, flu/cold, cough</i> 	
Penutup	<ul style="list-style-type: none"> • Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya (REFLEKSI) • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang “Greeting and Introduction” • Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini • Siswa diberi tugas kelompok untuk pembelajaran minggu depan untuk penilaian proyek 	10 menit

G. Sumber/Media Pembelajaran

1. Sumber: Buku Paket Siswa
2. Media: Audio/video, *White board*, *board marker*

H. Penilaian

1. Penilaian dari Aspek Pengetahuan (*knowledge*)

a. Kosa kata (*vocabulary*)

- 5 = Hampir sempurna
- 4 = Ada kesalahan tapi tidak mengganggu makna
- 3 = Ada kesalahan dan mengganggu makna
- 2 = Banyak kesalahan dan mengganggu makna
- 1 = Terlalu banyak kesalahan sehingga sulit dipahami.

b. Kelancaran (*fluency*)

- 5 = Sangat lancar
- 4 = Lancar
- 3 = Cukup lancar
- 2 = Kurang lancar
- 1 = Tidak lancar

c. Ketelitian (*accuracy*)

- 5 = Sangat teliti
- 4 = Teliti
- 3 = Cukup teliti
- 2 = Kurang teliti
- 1 = Tidak teliti

d. Pengucapan (*pronunciation*)

- 5 = Hampir sempurna
- 4 = Ada kesalahan tapi tidak mengganggu makna
- 3 = Ada beberapa kesalahan dan mengganggu makna
- 2 = Banyak kesalahan dan mengganggu makna
- 1 = Terlalu banyak kesalahan sehingga sulit untuk dipahami

e. Intonasi (*intonation*)

- 5 = Hampir sempurna
- 4 = Ada beberapa kesalahan tapi tidak mengganggu makna
- 3 = Ada beberapa kesalahan dan mengganggu makna
- 2 = Banyak kesalahan dan mengganggu makna
- 1 = Terlalu banyak kesalahan sehingga sulit dipahami

f. Pemahaman (*understanding*)

- 5 = Sangat memahami
- 4 = Memahami
- 3 = Cukup memahami
- 2 = Kurang memahami
- 1 = Tidak memahami

g. Pilihan kata (*diction*)

- 5 = Sangat variatif dan tepat
- 4 = Variatif dan tepat
- 3 = Cukup variatif dan tepat
- 2 = Kurang variatif dan tepat
- 1 = Tidak variatif dan tepat

2. Penilaian dari Segi Sikap (*attitude*)

a. Rasa hormat (*respect*)

- 5 = Tidak pernah menunjukkan sikap tidak hormat
- 4 = Pernah menunjukkan sikap tidak hormat
- 3 = Beberapa kali menunjukkan sikap tidak hormat
- 2 = Sering menunjukkan sikap tidak hormat
- 1 = Sangat sering menunjukkan tidak hormat

b. Jujur (*honest*)

- 5 = Tidak pernah menunjukkan sikap tidak jujur
- 4 = Pernah menunjukkan sikap tidak jujur
- 3 = Beberapa kali menunjukkan sikap tidak jujur
- 2 = Sering menunjukkan sikap tidak jujur
- 1 = Sangat sering menunjukkan sikap tidak jujur

c. Peduli (*care*)

- 5 = Tidak pernah menunjukkan sikap tidak peduli
- 4 = Pernah menunjukkan sikap tidak peduli
- 3 = Beberapa kali menunjukkan sikap tidak peduli
- 2 = Sering menunjukkan sikap tidak peduli
- 1 = Sangat sering menunjukkan sikap tidak peduli

d. Berani (*brave*)

- 5 = Tidak pernah menunjukkan sikap tidak berani
- 4 = Pernah menunjukkan sikap tidak berani
- 3 = Beberapa kali menunjukkan sikap tidak berani
- 2 = Sering menunjukkan sikap tidak berani
- 1 = Sangat sering menunjukkan sikap tidak berani

e. Percaya diri (*confidence*)

- 5 = Tidak pernah menunjukkan sikap tidak percaya diri
- 4 = Pernah menunjukkan sikap tidak percaya diri
- 3 = Beberapa kali menunjukkan sikap tidak percaya diri
- 2 = Sering menunjukkan sikap tidak percaya diri
- 1 = Sangat sering menunjukkan sikap tidak percaya diri

f. Berkomunikasi baik (*communicative*)

- 5 = Tidak pernah menunjukkan sikap tidak komunikatif
- 4 = Pernah menunjukkan sikap tidak komunikatif
- 3 = Beberapa kali menunjukkan sikap tidak komunikatif
- 4 = Sering menunjukkan sikap tidak komunikatif
- 5 = Sangat sering menunjukkan sikap tidak komunikatif

g. Peduli sosial (*social awareness*)

- 5 = Tidak pernah menunjukkan sikap tidak peduli sosial
- 4 = Pernah menunjukkan sikap tidak peduli sosial
- 3 = Beberapa kali menunjukkan sikap tidak peduli sosial
- 2 = Sering menunjukkan sikap tidak peduli sosial
- 1 = Sangat sering menunjukkan sikap tidak peduli sosial

h. Ingin tahu (*curiosity*)

- 5 = Tidak pernah menunjukkan sikap tidak ingin tahu
- 4 = Pernah menunjukkan sikap tidak ingin tahu
- 3 = Beberapa kali menunjukkan sikap tidak ingin tahu
- 2 = Sering menunjukkan sikap tidak ingin tahu
- 1 = Sangat sering menunjukkan sikap tidak ingin tahu

3. Penilaian dari segi tingkah laku (*action*)

a. Kerja sama (*team work*)

- 5 = selalu bekerja sama
- 4 = sering bekerja sama
- 3 = Beberapa kali melakukan kerja sama
- 2 = pernah bekerja sama
- 1 = tidak pernah bekerja sama

b. Melakukan tindak komunikasi yang tepat (*communicative action*)

- 5 = Selalu melakukan kegiatan komunikasi yang tepat
- 4 = Sering melakukan kegiatan komunikasi yang tepat
- 3 = Beberapa kali melakukan kegiatan komunikasi yang tepat
- 2 = Pernah melakukan kegiatan komunikasi yang tepat
- 1 = Tidak pernah melakukan kegiatan komunikasi yang tepat

Appendix 2

Cycle II

APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP
Kelas/Semester	: VII/1
Mata Pelajaran	: Bahasa Inggris
Topik	: Greeting and Introduction
Pertemuan Ke-	: 1
Alokasi Waktu	: 2 x 40 menit

I. Kompetensi Dasar

- 2.2 Menunjukkan perilaku jujur dan percaya diri dalam berkomunikasi dengan lingkungan sosial sekitar rumah dan sekolah
- 3.1. Mengetahui berbagai cara berbeda dalam membuka percakapan (menyapa, memperkenalkan diri, menginisiasi topik percakapan)
- 1.2. Membuka dan menutup percakapan *interpersonal* dengan ungkapan bervariasi melalui kegiatan menyimak dan berbicara

J. Indikator Pencapaian Kompetensi

8. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
9. Mengidentifikasi ungkapan yang digunakan untuk menyapa dalam bahasa Inggris (*Greeting*)
10. Melakukan tindak tutur menyapa dalam bahasa Inggris dengan percaya diri
11. Mengidentifikasi ungkapan yang digunakan untuk memperkenalkan diri dalam bahasa Inggris (*Introduction*)
12. Melakukan tindak tutur memperkenalkan diri dalam bahasa Inggris
13. Melakukan percakapan *interpersonal* dengan menggunakan ungkapan sapaan melalui kegiatan terintegrasi menyimak dan berbicara bahasa Inggris.
14. Melakukan percakapan *interpersonal* dengan menggunakan ungkapan perkenalan diri melalui kegiatan terintegrasi menyimak-berbicara bahasa Inggris dengan percaya diri.

K. Tujuan Pembelajaran

3. Melalui contoh, peserta didik dapat menggunakan ungkapan sapaan ke dalam praktik berbicara bahasa Inggris.
4. Melalui contoh, peserta didik dapat menggunakan ungkapan perkenalan diri ke dalam praktik berbicara bahasa Inggris.

L. Materi Pembelajaran

4. Ungkapan sapaan: *Hello/Hi, How are you?, How's life?, Good morning/afternoon/evening/night. Nice to meet you.*
5. Ungkapan perkenalan diri: *my name is _____, you can call me _____,*
6. Kosakata yang berhubungan dengan aktivitas sapaan dan perkenalan diri: *thank you, I am fine, thanks, nice to meet you too.*

M. Model/Metode Pembelajaran

4. Pendekatan: *scientific*
5. Strategi: *observe – practice*.
6. Metode: *Inquiry/Experiential learning*.

N. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Environment</i> dapat langsung tercipta di pertemuan pertama.• Guru dapat menggunakan kalimat “<i>Good morning, students</i>”.• Pastikan peserta didik merespon dengan menjawab kembali “<i>Good morning, Teacher/ Sir/Mam</i>”.• Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran.• Jika memungkinkan, guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru.	10 menit
Inti	<p><u>Observing</u></p> <ul style="list-style-type: none">• Guru menjelaskan tentang <i>Introduce yourself</i>• Guru memberikan contoh: “<i>My full name is Nadia Winata</i> <i>My nick name Nadia</i>” <p><u>Communicating</u></p> <ul style="list-style-type: none">• Peserta didik mengulang-ulang pengucapan “<i>Introduce my name..... my nick name.....</i>” hingga pengucapannya benar.• Peserta didik berlatih melakukan percakapan bersama rekan sebangkunya.• Kalimat-kalimat tersebut merupakan kalimat dasar yang dapat digunakan ketika memperkenalkan diri. <p><u>Experimenting</u></p> <ul style="list-style-type: none">• Guru mengenalkan ragam ungkapan-ungkapan salam baik dalam situasi formal maupun situasi informal.• Dalam bagian ini, guru menjelaskan bahwa pertanyaan “<i>How are you?</i>” tidak harus selalu dijawab dengan “<i>I’m fine</i>”.• Sebagian pendapat mengatakan bahwa jawaban “<i>I’m fine</i>” merupakan salah satu bentuk motivasi diri untuk selalu merasa sehat dan menularkan semangat yang	30 menit 30 menit

	<p>ada ke setiap orang, walaupun mungkin kondisinya sedang tidak terlalu baik.</p> <ul style="list-style-type: none"> • Percakapan yang kedua bercerita tentang hobi mereka 	
Penutup	<ul style="list-style-type: none"> • Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya (REFLEKSI) • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang "Greeting and Introduction" • Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini • Siswa diberi tugas kelompok untuk pembelajaran minggu depan untuk penilaian proyek 	10 enit

Sumber/Media Pembelajaran

3. Sumber: Buku Paket Siswa
4. Media: Audio/video, *White board*, *board marker*

H. Penilaian

1. Penilaian dari Aspek Pengetahuan (*knowledge*)

a. Kosakata (*vocabulary*)

- 5 = Hampir sempurna
- 4 = Ada kesalahan tapi tidak mengganggu makna
- 3 = Ada kesalahan dan mengganggu makna
- 2 = Banyak kesalahan dan mengganggu makna
- 1 = Terlalu banyak kesalahan sehingga sulit dipahami.

b. Kelancaran (*fluency*)

- 5 = Sangat lancar
- 4 = Lancar
- 3 = Cukup lancar
- 2 = Kurang lancar
- 1 = Tidak lancar

c. Ketelitian (*accuracy*)

- 5 = Sangat teliti
- 4 = Teliti
- 3 = Cukup teliti
- 2 = Kurang teliti
- 1 = Tidak teliti

d. Pengucapan (*pronunciation*)

- 5 = Hampir sempurna
- 4 = Ada kesalahan tapi tidak mengganggu makna
- 3 = Ada beberapa kesalahan dan mengganggu makna
- 2 = Banyak kesalahan dan mengganggu makna
- 1 = Terlalu banyak kesalahan sehingga sulit untuk dipahami

e. Intonasi (*intonation*)

- 5 = Hampir sempurna
- 4 = Ada beberapa kesalahan tapi tidak mengganggu makna
- 3 = Ada beberapa kesalahan dan mengganggu makna
- 2 = Banyak kesalahan dan mengganggu makna
- 1 = Terlalu banyak kesalahan sehingga sulit dipahami

f. Pemahaman (*understanding*)

- 5 = Sangat memahami
- 4 = Memahami
- 3 = Cukup memahami
- 2 = Kurang memahami
- 1 = Tidak memahami

g. Pilihan kata (*diction*)

- 5 = Sangat variatif dan tepat
- 4 = Variatif dan tepat
- 3 = Cukup variatif dan tepat
- 2 = Kurang variatif dan tepat
- 1 = Tidak variatif dan tepat

2. Penilaian dari Segi Sikap (*attitude*)

a. Rasa hormat (*respect*)

- 5 = Tidak pernah menunjukkan sikap tidak hormat
- 4 = Pernah menunjukkan sikap tidak hormat
- 3 = Beberapa kali menunjukkan sikap tidak hormat
- 2 = Sering menunjukkan sikap tidak hormat
- 1 = Sangat sering menunjukkan tidak hormat

b. Jujur (*honest*)

- 5 = Tidak pernah menunjukkan sikap tidak jujur
- 4 = Pernah menunjukkan sikap tidak jujur
- 3 = Beberapa kali menunjukkan sikap tidak jujur
- 2 = Sering menunjukkan sikap tidak jujur
- 1 = Sangat sering menunjukkan sikap tidak jujur

c. Peduli (*care*)

- 5 = Tidak pernah menunjukkan sikap tidak peduli
- 4 = Pernah menunjukkan sikap tidak peduli
- 3 = Beberapa kali menunjukkan sikap tidak peduli
- 2 = Sering menunjukkan sikap tidak peduli
- 1 = Sangat sering menunjukkan sikap tidak peduli

d. Berani (*brave*)

- 5 = Tidak pernah menunjukkan sikap tidak berani
- 4 = Pernah menunjukkan sikap tidak berani
- 3 = Beberapa kali menunjukkan sikap tidak berani
- 2 = Sering menunjukkan sikap tidak berani
- 1 = Sangat sering menunjukkan sikap tidak berani

e. Percaya diri (*confidence*)

- 5 = Tidak pernah menunjukkan sikap tidak percaya diri
- 4 = Pernah menunjukkan sikap tidak percaya diri
- 3 = Beberapa kali menunjukkan sikap tidak percaya diri
- 2 = Sering menunjukkan sikap tidak percaya diri
- 1 = Sangat sering menunjukkan sikap tidak percaya diri

f. Berkomunikasi baik (*communicative*)

- 5 = Tidak pernah menunjukkan sikap tidak komunikatif
- 4 = Pernah menunjukkan sikap tidak komunikatif
- 3 = Beberapa kali menunjukkan sikap tidak komunikatif
- 4 = Sering menunjukkan sikap tidak komunikatif
- 5 = Sangat sering menunjukkan sikap tidak komunikatif

g. Peduli sosial (*social awareness*)

- 5 = Tidak pernah menunjukkan sikap tidak peduli sosial
- 4 = Pernah menunjukkan sikap tidak peduli sosial
- 3 = Beberapa kali menunjukkan sikap tidak peduli sosial
- 2 = Sering menunjukkan sikap tidak peduli sosial
- 1 = Sangat sering menunjukkan sikap tidak peduli sosial

h. Ingin tahu (*curiosity*)

- 5 = Tidak pernah menunjukkan sikap tidak ingin tahu
- 4 = Pernah menunjukkan sikap tidak ingin tahu
- 3 = Beberapa kali menunjukkan sikap tidak ingin tahu
- 2 = Sering menunjukkan sikap tidak ingin tahu
- 1 = Sangat sering menunjukkan sikap tidak ingin tahu

3. Penilaian dari segi tingkah laku (*action*)

a. Kerja sama (*team work*)

- 5 = selalu bekerja sama
- 4 = sering bekerja sama
- 3 = Beberapa kali melakukan kerja sama
- 2 = pernah bekerja sama
- 1 = tidak pernah bekerja sama

b. Melakukan tindak komunikasi yang tepat (*communicative action*)

- 5 = Selalu melakukan kegiatan komunikasi yang tepat
- 4 = Sering melakukan kegiatan komunikasi yang tepat
- 3 = Beberapa kali melakukan kegiatan komunikasi yang tepat
- 2 = Pernah melakukan kegiatan komunikasi yang tepat
- 1 = Tidak pernah melakukan kegiatan komunikasi yang tepat

Appendix 3

Cycle I

Speaking Test of Pre-test, Cycle I and Cycle II And Key Answer

1. "Hello, ... is Ika."
Answer : my name
2. Diana : "... is your name?"
Answer : what
3. Ika : "Good Morning Oki"
Oki : "....."
Answer : Good Morning
4. Ika : "How are you?"
Oki : "....."
Answer : I am Fine
5. Oki : "Are you OK?"
Ika : "....."
Answer : Yes, I am OK

Cycle II

Please introduce yourself, mention it:

Full Name.....

Nick Name.....

Address.....

Age.....

Hobby.....

Appendix 4

Students' Observation Sheet in Teaching Learning Activity by LSQ Technique by using Word Train Media

School : SMP SWASTA TRIANA

Academic Year : 2019/2020

Class : VII - 2

No	Students name	Students' Activities															
		Pronunciation				Grammar				Vocabulary				Comprehension			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Aidil Sapta Wijaya																
2	Alif Edi Sudrajat																
3	Asmirandah																
4	Ayu Permadani																
5	Bambang Abdi Setya																
6	Ika																
7	Ilwa Desvianto																
8	Intan Nuraini																
9	Izen Arya																
10	Jubir																
11	M. Awwal Alsany																
12	M. Prado Toh Jahya																
13	M. Fikri Fahridji																
14	M. Khairil Hansya																
15	Miftah Fahrid																
16	M. Chandra Alim																
17	Muhammad Nizam																
18	M. Raffi Siregar																
19	M. Reza Nst																
20	Muhammad Wisnu																
21	Nadia Puspita																
22	Nayla Anastasya																
23	Okki Romadhoni																
24	Rafly Aditya																
25	Sekar Juwita Ayu																
26	Virnie Dwi R																
27	M. Januzahari																
28	Marwah Dwi S																
29	Wilda Davani																
30	Yuliana Rizky																

Keterangan Skor:

5 = Excellent

4 = Very Good

3 = Good

2 = Fair

1 = Less

**Students' Observation Sheet in Teaching Learning Activity by LSQ Technique by using
Word Train Media**

School : SMP SWASTA TRIANA

Academic Year : 2019/2020

Class : VII - 2

Cycle : I

No	Students Name	Students' Activities			
		Pronunciation	Grammar	Vocabulary	Comprehension
1	ASW	2	2	2	2
2	AES	2	2	3	3
3	AM	3	3	3	3
4	AP	2	3	2	3
5	BAS	2	2	2	2
6	IK	3	3	2	2
7	ID	2	3	2	2
8	IN	2	1	1	1
9	IA	3	2	2	2
10	JB	2	2	2	2
11	MAA	2	2	2	2
12	MPT	2	3	2	3
13	MFF	1	1	2	1
14	MKH	2	2	2	2
15	MF	1	2	2	2
16	MCA	2	2	2	2
17	MN	2	3	2	3
18	MR	2	3	2	2
19	MR	2	3	3	2
20	MW	2	2	3	2
21	NP	2	2	3	2
22	NA	3	3	2	2
23	OR	2	2	2	2
24	RA	2	3	3	3
25	SJ	2	2	1	1
26	VD	1	1	1	1
27	MJ	2	2	3	2
28	MD	2	2	2	2
29	WD	2	2	2	2
30	YR	1	2	2	2
Total Score		60	67	63	62
Percentage		50%	55,83%	52,5%	51,67%
Mean		52,5%			
Criteria		Enough			

Rating Conversion

Value Range	Categories
81-100	Very Active
61-80	Active
41-60	Enough
21-40	Less
0-20	Passive

Students' Observation Sheet in Teaching Learning Activity by LSQ Technique by using WordTrain Media

School : SMP SWASTA TRIANA

Academic Year : 2019/2020

Class : VII - 2

Cycle : II

No	Students' Name	Students' Activities			
		Pronunciation	Grammar	Vocabulary	Comprehension
1	ASW	2	3	2	3
2	AES	2	3	3	4
3	AM	4	4	4	4
4	AP	2	2	2	2
5	BAS	3	4	3	3
6	IK	3	3	3	3
7	ID	3	3	3	3
8	IN	3	2	3	2
9	IA	3	3	3	3
10	JB	2	2	3	2
11	MAA	3	3	3	3
12	MPT	2	3	3	3
13	MFF	3	4	3	3
14	MKH	3	2	3	2
15	MF	3	3	3	3
16	MCA	2	2	3	2
17	MN	3	3	2	3
18	MR	3	3	3	3
19	MR	3	3	3	3
20	MW	2	3	3	3
21	NP	3	3	3	3
22	NA	3	3	3	3
23	OR	3	3	3	3
24	RA	3	2	3	3
25	SJ	3	2	2	2
26	VD	3	3	3	3
27	MJ	3	3	3	3
28	MD	3	3	3	4
29	WD	3	2	2	2
30	YR	3	3	2	3
Total Scores		84	85	84	86
Percentage		70%	70,83%	70%	71,67%
Mean		70,63%			
Criteria		Active			

Rating Conversion

Value Range	Categories
81-100	Very Active
61-80	Active
41-60	Enough
21-40	Less
0-20	Passive

Appendix 5

The Students' Score in Pre-test, Cycle I and Cycle II

Assessment : Individual

No	Students' Name	Pre-test	Cycle I	Cycle II
1	ASW	30	60	90
2	AES	30	60	90
3	AM	50	80	100
4	AP	30	60	100
5	BAS	50	60	100
6	IK	50	50	90
7	ID	50	50	100
8	IN	30	30	80
9	IA	30	40	90
10	JB	30	50	90
11	MAA	30	70	80
12	MPT	30	40	80
13	MFF	30	60	100
14	MKH	50	50	80
15	MF	30	60	80
16	MCA	30	60	80
17	MN	30	60	80
18	MR	30	50	90
19	MR	30	30	90
20	MW	30	70	90
21	NP	30	60	90
22	NA	30	50	100
23	OR	30	50	90
24	RA	30	60	90
25	SJ	30	70	80
26	VD	30	60	80
27	MJ	30	50	90
28	MD	30	50	90
29	WD	30	60	80
30	YR	30	50	100
Total		980	1650	2670
The Mean Score		32,67	55	89

The Students' Score in Pre-test, Cycle I and Cycle II

Assessment : Group

No	Students' Name	Pre-test	Cycle I	Cycle II
1	ASW	30	80	80
2	AES	30	60	80
3	AM	50	80	90
4	AP	30	40	80
5	BAS	50	80	90
6	IK	50	80	90
7	ID	30	80	90
8	IN	30	50	80
9	IA	30	50	80
10	JB	30	60	80
11	MAA	30	80	80
12	MPT	30	60	80
13	MFF	30	50	80
14	MKH	30	80	90
15	MF	30	50	80
16	MCA	30	60	80
17	MN	30	40	80
18	MR	30	60	80
19	MR	30	80	80
20	MW	30	40	80
21	NP	30	80	80
22	NA	30	80	80
23	OR	30	60	80
24	RA	30	60	80
25	SJ	30	40	80
26	VD	30	60	80
27	MJ	30	60	80
28	MD	30	60	80
29	WD	30	40	80
30	YR	30	50	80
Total $\sum\chi$		980	1850	2450
The Mean Score		32,67	61,67	81,67

Appendix 6

The Result of Students' Score in Pre-test, Cycle I and Cycle II

No	Students' Name	Pre-test	Improvement	Cycle I	Improvement	Cycle II	Improvement
1	ASW	30	0	70	10	85	30
2	AES	30	0	60	0	85	30
3	AM	50	0	80	20	95	30
4	AP	30	0	50	0	90	30
5	BAS	50	0	70	10	95	30
6	IK	50	0	65	10	80	20
7	ID	50	0	65	10	95	30
8	IN	30	0	40	0	80	20
9	IA	30	0	45	0	85	30
10	JB	30	0	55	0	85	30
11	MAA	30	0	75	20	80	20
12	MPT	30	0	50	0	80	20
13	MFF	30	0	55	0	90	30
14	MKH	30	0	65	10	85	30
15	MF	30	0	55	0	80	20
16	MCA	30	0	60	0	80	20
17	MN	30	0	50	0	80	20
18	MR	30	0	55	0	85	30
19	MR	30	0	55	0	85	30
20	MW	30	0	55	0	85	30
21	NP	30	0	70	10	85	30
22	NA	30	0	75	20	90	30
23	OR	30	0	55	0	85	30
24	RA	30	0	60	0	85	30
25	SJ	30	0	55	0	80	20
26	VD	30	0	60	0	80	20
27	MJ	30	0	55	0	85	30
28	MD	30	0	55	0	85	30
29	WD	30	0	50	0	80	20
30	YR	30	0	50	0	90	30
Total $\Sigma\chi$		980	0	1760	110	2550	800
The Mean Score		32,67	0	58,67	3,3	85	24,24

$$\text{Result of score} = \frac{\text{Tugas Individu} + \text{Tugas Group}}{2}$$

From the table above, it could be seen from the mean of the student score during the reasearch, the researcher aplyed the following formula:

$$X = \frac{\Sigma X}{N} \times 100$$

Where:

X : The mean of the students

$\Sigma\chi$: The total score

N : The total number of students

From the table score above, it could be concluded that there was improvement students' reading achievement in re-test, cycle and cycle 2.

In pre-test, the total score of the students was 980 and the number of the students was 30, so the mean was:

$$X = \frac{980}{30} \times 100\% = 32,67$$

In cycle I, the total score of the students was 1760 and the number of the students was 30, so the mean was:

$$X = \frac{1760}{30} \times 100\% = 58,67$$

In cycle 2, the total score of the students was 2550 and the number of the students was 30, so the mean was:

$$X = \frac{2550}{30} \times 100\% = 85$$

Students' score Up to 75 point in pre-test, Cycle I and Cycle II

Test	Students' Score Up to 75 Point	Percentage
Pre-test	0	0%
Cycle 1	3	10%
Cycle 2	30	100%

To categorize the number of master students the researcher used the following formula:

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

$$P0 = \frac{0}{30} \times 100\% = 0\%$$

$$P1 = \frac{3}{30} \times 100\% = 10\%$$

$$P2 = \frac{30}{30} \times 100\% = 100\%$$

Where:

P : the percentage of the students getting score ≥ 75

R : the number of the students who getting point ≥ 75

T : the total number of the students who did the test

P1 : the percentage of the students who get point 75 to 100 in cycle 1

P2 : the percentage of the students who get point 75 to 100 in cycle 2

Calculation of Group Development scores

Team Name : Group 1

Team Summary Sheet

Team Member	Cycle 1	Cycle 2
ASW	20	30
AES	10	20

AM	10	30
AP	10	30
BAS	10	30
Total team Score	60	140
Team Average	12	28
Team Award	Good Team	Super Team

Team Name : Group 2

Team Summary Sheet

Team Member	Cycle 1	Cycle 2
IK	20	30
ID	10	30
IN	20	20
IA	10	30
JB	0	30
Total team Score	60	140
Team Average	12	28
Team Award	Good Team	Super Team

Team Name : Group 3

Team Summary Sheet

Team Member	Cycle 1	Cycle 2
MAA	0	20
MPT	0	30
MFF	0	30
MKH	0	30
MF	0	30
Total team Score	0	140
Team Average	0	28
Team Award	-	Super Team

Appendix 7

The Students' Attendance of SMP SWASTA TRIANA

Academic Year 2019/2020

Name of School : SMP SWASTA TRIANA

Class : VII - 2

No	Students' name	Cycle I		Cycle II	
		First Meeting	Second Meeting	Third Meeting	Fourth Meeting
1	Aidil Sapta Wijaya				
2	Alif Edi Sudrajat				
3	Asmirandah				
4	Ayu Permadani				
5	Bambang Abdi Setya				
6	Ika				
7	Ilwa Desvianto				
8	Intan Nuraini				
9	Izen Arya				
10	Jubir				
11	M. Awwal Alsany				
12	M. Prado Toh Jahya				
13	M. Fikri Fahridji				
14	M. Khairil Hansya				
15	Miftah Fahrid				
16	M. Chandra Alim				
17	Muhammad Nizam				
18	M. Raffi Siregar				
19	M. Reza Nst				

20	Muhammad Wisnu				
21	Nadia Puspita				
22	Nayla Anastasya				
23	Okki Romadhoni				
24	Rafly Aditya				
25	Sekar Juwita Ayu				
26	Virnie Dwi R				
27	M. Januzahari				
28	Marwah Dwi S				
29	Wilda Davani				
30	Yuliana Rizky				

Appendix 8

List of Students' Initial Name

School : SMP SWASTA TRIANA

Academic Year : 2019/2020

Class

: VII - 2

No	Students' name	Students' Initial Name
1	Aidil Sapta Wijaya	ASW
2	Alif Edi Sudrajat	AES
3	Asmirandah	AM
4	Ayu Permadani	AP
5	Bambang Abdi Setya	BAS
6	Ika	IK
7	Ilwa Desvianto	ID
8	Intan Nuraini	IN
9	Izen Arya	IA
10	Jubir	JB
11	M. Awwal Alsany	MAA
12	M. Prado Toh Jahya	MPT
13	M. Fikri Fahridji	MFF
14	M. Khairil Hansya	MKH
15	Miftah Fahrid	MF
16	M. Chandra Alim	MCA
17	Muhammad Nizam	MN
18	M. Raffi Siregar	MR
19	M. Reza Nst	MR

20	Muhammad Wisnu	MW
21	Nadia Puspita	NP
22	Nayla Anastasya	NA
23	Okki Romadhoni	OR
24	Rafly Aditya	RA
25	Sekar Juwita Ayu	SJ
26	Virnie Dwi R	VD
27	M. Januzahari	MJ
28	Marwah Dwi S	MD
29	Wilda Davani	WD
30	Yuliana Rizky	YR

22	NA	1	3	3	2	3	2	2	3	2	1	3	2	2	2	1
23	OR	1	1	2	2	2	2	2	1	2	1	3	2	2	2	2
24	RA	2	2	3	3	2	3	3	3	3	2	3	2	3	2	2
25	SJ	2	3	2	3	3	2	2	3	2	3	2	2	3	2	2
26	VD	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
27	MJ	3	2	3	3	2	3	2	2	2	3	3	3	2	3	2
28	MD	2	3	2	3	2	3	2	2	2	3	2	2	3	3	2
29	WD	3	3	3	2	3	2	3	3	2	2	3	2	3	2	2
30	YR	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Total Score		68	70	71	71	71	70	71	69	69	70	73	66	71	72	66
Percentage		56,67%	58,33%	59,17%	59,17%	59,17%	58,33%	59,17%	57,5%	57,5%	58,33%	60,83%	55%	59,17%	60%	55%
Average Value		58,23%														
Category		Quite Good														

Where:

- A : Aperception
- B : Material Explanation
- C : Explanation of LSQ Technique
- D : Technique Dividing Groups
- E : Classroom Management The Use of Media (Word Train)
- F : The Use of Media (Word Train)
- G : Voice
- H : Management of Discussion
- I : Guidance to Groups
- J : Away Giving Question or Quiz
- K : Ability to Evaluate
- L : Rewarding Individual and Groups
- M : Determining Scores
- N : Concluding Learning Materials
- O : Closing the Learning

20	MW	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
21	NP	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
22	NA	4	3	3	3	3	3	3	3	4	3	3	3	3	3	3
23	OR	2	2	2	2	2	2	2	2	2	2	4	2	2	2	3
24	RA	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3
25	SJ	3	4	3	3	3	3	3	3	3	3	4	3	3	3	3
26	VD	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3
27	MJ	3	3	4	3	3	3	3	3	3	3	4	3	3	3	3
28	MD	2	4	3	3	3	3	3	3	3	4	3	3	3	3	3
29	WD	3	3	3	3	3	3	4	4	3	3	3	3	3	3	3
30	YR	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Total Score		90	93	92	91	91	94	96	89	93	91	96	96	92	91	95
Percentage		75%	77,5%	77%	75,83%	75,83%	78,33%	80%	74,16%	77,5%	75,83%	80%	80%	77%	75,83%	79,17%
Average Value		77,27														
Category		Good														

Where:

- A : Aperception
- B : Material Explanation
- C : Explanation of LSQ Technique
- D : Technique Dividing Groups
- E : Classroom Management The Use of Media (Word Train)
- F : The Use of Media (Word Train)
- G : Voice
- H : Management of Discussion
- I : Guidance to Groups
- J : Away Giving Question or Quiz
- K : Ability to Evaluate
- L : Rewarding Individual and Groups
- M : Determining Scores
- N : Concluding Learning Materials
- O : Closing the Learning

CURRICULUM VITAE

Name : Eka Ramayanti

Place/Date of Birth : Sambirejo Timur, 05 Januari 1998

Sex : Female

Nationality : Indonesia

Religion : Moslem

Marital Status : Not Married

Hobby : Traveling and Singing

Hp : 0813-9715-0710

Email : ekaramayanti0@gmail.com

Parents' Name

Father : Pairen

Mother : Supriani

Address : Jl. Sempurna, Desa Sambirejo Timur

Education

2005 - 2011 : SD Swasta Budi Rahayu

2011 - 2013 : SMP Swasta Budi Rahayu

2013 - 2015 : SMA Swasta Cerdas Murni

2015 - 2019 : Student of English Department Faculty of Teacher Training and Education, Umsu 2015 Until Reaching The Degree of Sarjana Pendidikan.