THE EFFECT OF APPLYING KINESTHETIC LEARNING STRATEGY ON THE STUDENTS' ACHIEVEMENT IN SPEAKING SKILLS AT EIGHT GRADE OF SMP PAB 3 SAENTIS

SKRIPSI

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ABSTRACT

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The purpose of this study was to investigate how Kinesthetic Learning improves students' speaking skills which was focused on speaking descriptive text. The research design in this research was quantitative experimental research. The instrument to collect the data was test by oral test. The technique taken sample used Cluster Random sampling to determine the control and the experimental group. In addition, there were pre-test, treatment or teaching and post-test in both of the groups. It was conducted at the eight grade students of SMP PAB 3 Saentis. The t-test was 14.2 and the t-table was 2.00 which was used 0.05 as the significant level of this research. Because the t-test value is higher than the t-table (14.2 >2.00), it show that the result in t-test was accepted (Ha). Based on the result of this research, it can be concluded that there was significant effect of applying Kinesthetic Learning on the students' achievement in speaking descriptive text. The students' difficulties in speaking after applying kinesthetic learning were not in their speaking especially descriptive text. Moreover, the students more enjoyable and deep understanding in material. Indeed, it is recommended for teachers to apply this strategy in teaching English, especially in teaching speaking.

Keywords: Speaking and Kinesthetic Learning.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu'alaikumWr. Wb

In the name of Allah SWT, the Most Gracious, and Most Merciful, who has given bless and prosperity to all of us without any descrimination. The researcher would like to thanks Him because only wit his bless the researcher finaly could complete my study. Greeting and congratulations may be granted to our prophet Muhammad SAW as the man who has guided human beings from the darkness into the brightness.

The aim of writing of the thesis entitled *The Effect of Applying Kinesthetic Learning Strategy to Improve Students' Speaking Skills at Eight Grade of SMP PAB 3 Saentis.* In writing this thesis, there were many difficulties and problems faced by the writer and without much help from the following people, it may be impossible to finish this research.

Especially for her beloved parents, Sutrisno and Siti Aminah, who always give her love, support, advice, material help and prayer during, before and after her academic year in completing her study in UMSU.

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Finally, the researcher realizes that this study is still far for being perfect, but she hopes that this study will be useful for the readers especially students of English Education Program. May Allah SWT bless all of us. Amin

Wassalamu'alaikumWr. Wb

Medan,   April 2017

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CHAPTER 1

INTRODUCTION

A. The Background of the Study

Speaking is an obstacle which faced by students in university, senior high school, junior high school, and elementary school level. The obstacles are determined by some factors such as, lack of vocabulary, poor pronunciation, lack of grammatical, lack of self confidence, and motivation. In addition, Joyce and Burns (1997: 74) pointed out that speaking is one the skills which still difficult for all levels and focus on speaking must be considered during students spoke about the topic. English teacher pointed out that his students were poor in speaking. They were difficult to express their ideas because less self confidence and made some grammatical in speaking. Besides, some students could not pronounce the words correctly and often used Indonesia.

To prove the teacher's statement, the English teacher was interviewed and observed by recording students' speaking activity and it was found that most of students spoke English with low accuracy like poor vocabulary, mispronounced the words, poor grammar in speaking, and some students used Indonesia language. Grammar, pronunciation, and vocabulary are the elements of accuracy. Harmer, J (1987: 74) shows that accuracy is an element in speaking which refers to grammar, pronunciation, and vocabulary. One of grammatical error examples which happened to the students like some students said that my idea a soldier. The sentence was wrong grammatically.

Based on the researcher's observation at the Eighth grade of SMP PAB 3 Saentis, the writer found that the students' achievement are poor in English speaking skill. When they spoke English, they took so much time thinking what they were going to say, some of them did not say anything. Many factors can cause the problem of the students' speaking skills, among them are the students' interest, the material, the media, and technique in teaching English. It proved from students' score in speaking. Many students got low score, namely 17 students got score 30, 10 students got score 45, 8 students got score 50, and only 5 students got high score namely 80. In SMP PAB 3 Saentis, the teacher taught the students traditionally. The teacher asked the students to perform that dialogue in front of class without asking them to develop a more communicative dialogue using their own way. So, they only memorized the dialogue and most of the students did not know how to use some expressions taught by their teacher in a real-life communication. This strategy cannot help the students to use language as means of communication.

The teacher needs technique to solve the class problem because it is a practical method or art applied to some particular task. The classroom will be alive, students will be more active in studying, and the problem will be easily covered by applying technique among them are Tea party, Jigsaw, KWL, Quantum learning, STAD, Rainbow group, Cubing, Kinesthetic Learning etc. So, it can measure and lead the students to the better improvement and when one strategy doesn't work, the teacher just need to improve that strategy or to change

into suitable strategy which fits to the students' condition or the material being taught.

One of strategy which make the students have fun and enjoyable in learning especially in speaking is Kinesthetic Learning. Kinesthetic learning is a strategy involvement body language and active hands-on approach to express their ideas because less self confidence. In addition, kinesthetic learning as type of cooperative learning which make students be active literally participating in speaking. Kagan (1994: 75) states that cooperative learning is a small group of students where in the small group, students cooperate to reach the aim of the lesson. He points out that there are several elements in cooperative learning namely are simultaneous interaction, equal participation, positive interdependence, and individual accountability. First, when group activities were used, one student per group was speaking. Second, positive interdependence was the feeling among group of students that what helps any member of group helps everyone in the group. Third, one of the most commonly heard objections for having students work under Kinesthetic Learning technique is some group members will end of doing all the work. Thus, encouraging everyone to feel that they are individually accountable of their group. Fourth, to encourage each member to play an important role in the group and benefit from the group effort. Based on the explanation above, the researcher interested to conduct the research with the title **The Effect Of Applying Kinesthetic Learning Strategy On The Students' Achievement In Speaking Skills At Eight Grade Of Smp PAB 3 Saentis.**

B. The Identification of Problem

In relation of the background of study, the writer was identified the study as the following :

1. The students' achievement in English speaking skill are poor

2. The teacher teaches the students traditionally

3. The students do not know how to use some expressions taught by their teacher in a real-life communication

4. The student have lack of vocabulary

5. The student have difficulties to express their ideas because less self confidence

C. The Scope and The Limitation of Study

Many strategy which used by teacher in teaching learning such as Tea party, Jigsaw, KWL, Quantum learning, STAD, Kinesthetic Learning, Rainbow group, Cubing, etc. So, the scope of the research is Speaking Skill and is limited on Descriptive Text at eight grade of SMP PAB 3 Saentis at academic year 2016/2017.

D. **The Problem of Study**

Based on the background of study, the problems of this study was formulated as the following:

a. Is there any significant effect of Kinesthetic Learning strategy on the students' achievement in speaking?

b. What are the students' difficulties in speaking after applying Kinesthetic Learning strategy?

E. The Formulation of the Problem

Based on the problem of study, the aims of study according to the researcher is to discover:

a. To find out the effect of Kinesthetic Learning strategy on the students' achievement in speaking ?

b. To find out the students' difficulties in speaking after applying Kinesthetic Learning strategy?

F. The Significances of the Study

a. Theoretical Significance

The findings of the study are theoretically expected to be significant for improving the theories about students' speaking skills and Kinesthetic Learning.

b. Practical Significances

The findings of the study are expected to be significant for:

1. For student, to know how to speak well and express their feelings in spoken form through kinesthetic learning.

2. For teacher, as an experience in choosing a creative and fine learning strategy to improve the students' speaking and students' activity.

3. For Headmaster, as principle to guide the teacher to be quality and enjoyable teacher.

4. For writer, to help her encourage and prepare herself to be a qualified and competent English teacher in the future.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

1. Speaking

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriatelyin social interactions. Diversity in interaction involves not only verbal communications. 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).

Speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoke language. In other words they are required to show mastery of the following sub competencies/ skills:

a. Linguistic competence :This includes the following skills: 1) Using intelligible pronunciation. 2) Following grammatical rules accurately. 3) Using relevant, adequate and appropriate range of vocabulary.

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b. Discourse competence : This includes the following skills: 1) Structuring discourse coherently and cohesively. 2) Managing conversation and interacting effectively to keep the conversation going.

c. Pragmatic competence: This includes the following skill: 1) Expressing a range of functions effectively and appropriately according to the context and register. 2) Fluency :This means speaking fluently demonstrating a reasonable rate of speech.

Spoken english appears very variable, and is very different from one dialect area to another. Even between speakers who mostly speak 'standard English' there is a different emphasis in their selection from forms in Standard English. Chaney's definition describes speaking in a similar way saying that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Solcova, 2011: 17).

1.1 Types of Speaking Performance

Brown   (2001: 266-268)   identifies   six categories apply to the kinds of oral production that students are expected to carry out in classroom. They are:

1) Imitative

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

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed for practicing some grammatical aspect of language. It can be in the form of self-initiated or pair wor activity;

3) Responsive

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

4) Transactional

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

5) Interpersonal

like in the transactional, interpersonal speaking here is also carried out in a dialogue. It is purposed for maintaining social relationships than for the transmission of facts and information. These conversations are little trickier for learners because they can involve some factors such as, slang, ellipsis, sarcasm, a casual register, etc. This often makes the learners find it difficult to understand the language, or even misunderstood;

6) Extensive,

Extensive speaking here mostly in the form of monologue, in the practice, the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches.

Each category above can be implemented based on the students' level and students' ability. Here are the summary purpose of each element: imitative for focusing on some particular element of language form, intensive to practice some phonological or grammatical aspect of language, responsive can stimulate students' in speaking, transactional to invite students to engage in a conversation, interpersonal to learn how such features as the relationship in the conversation, and extensive is to practice in the form of oral reports, summaries, or perhaps in short speeches.

1.2 Teaching Speaking

The fluency/accuracy issue often boils down on the extend to which our techniques should be message oriented (or, as some call it, teaching language use) as opposed language oriented (also known as teaching usage). Current approaches to language teaching lean strongly toward message orientation with language usage offering a supporting role. It is now very clear that fluency and accuracy are both important goals to pursue in CLT. While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extend by allowing students to focus on the elements of phonology,grammar, and this course in their spoken output.

If you were learning to play tennis instead of a second language, this some philosophy would initially get you out on the tennis court to feel what it's like to hold a racket, to hit the ball, to serve, etc. and then have you focus more cognitively on certain fundamentals. Fluency is probably best achieved by

allowing the "stream" of speech to "plow", then, as some of this speech spills over beyond comprehensibility, the "river banks" of instruction on some details of phonology grammar, or discourse can channel the speech on a more purposeful course.

Richard (1990: 202) noted " the conversation class is something of an enigma in language teaching". The goals and the techniques for teaching conversation are extremely diverse depending on the student, teacher, and overall context of the class. Historically, "conversation" classes have ranged from quasi-communicative driving to free, open, and sometimes agenda-less discussions among students. Recent pedagogical research on teaching conversation has provided some parameters for developing objectives and techniques.

1.3 Technique of Teaching Speaking

1) Information gaps (Elementary/intermediate)

One type speaking activity involves the so –called 'information gap'- where two speakers have different parts of information making up a whole. Because they have different information, there is a 'gap' between them. One popular information –gap activity is called 'Describe and Draw'. In this activity one student has a picture which her or she must not show his or her partner (teacher sometimes like to use surrealist paintings – empty doorways on beaches, trains coming out of fire places etc). All the partner has to do is draw the picture without looking at the original, so the one with the picture will give instructions and descriptions, and the 'artist' will ask questions.

Describe and Draw has many of the elements of an ideal speaking activity. It is highly motivating (if used only very occasioanally), there is a real purpose for the communication taking place (the information gap, completion of the ask), and almost any language can be used.

2) Surveys (elementary)

One way of provoking conversation and opinion exchange is to get students to conduct questionnaires and surveys. If the students plan these questionnaires themself, the activity becomes even more useful. In this example for elementary students, the presents perfect tense has recently been introduced. The teacheer wants students to activate all their language knowledge and would be only too happy if this provoked natural use of the present perfect.

The topic is sleep-ways of sleeping, sleeping experiences etc. First of all, the teacher talks about a night more, or about someone he has seen sleepwalking. The gets students to give him as much 'sleep' vocabulary as they can (e.g. 'dream', 'nightmore', 'walk in your sleep,' heavy sleeper', 'light sleeper'). The students now work in pairs to plan questions for their questionnaire and the teacher goes round helping where necessary.

3) Discussion (intermediate/upper intermediate)

Most teachers hope that they will be able to organise discussion sessions in their classroom, particularly if the exchange of opinions provokes spontaneous fluent language use. Many find, however, that discussion sessions are less successful than they had hoped. The first thing to remember is that people need time to assemble their thoughts before any disscussion. The ability to give

spontaneous and articulate opinions is challenging in our own language, let alone the language we are struggling to learn. The following sequence, therefore, stresses the need for discussion preparation and shows the teacher building the discussion up in stages.

4) Role – Play (upperintermediate/advanced)

The role-play can now lead into a number of possible writing tasks : a segment of the dialogue, a newspaper report on the decision, letters to the newspaper, postters and new-letters from the anti-Taksi campaign etc. Two things can be added to this description. Firstly, the teacher could make the role-play a whole-class activity by having all the students act out a public meeting with many speakers. This might be very enjoyable but would cut down on the amount of speaking time for each individual. But it would at least make the voting more unpredictable, and you could buildin 'public' question session at various stages of the meeting.

Secondly, not all role-plays need to be this inticate. If you ask your students to role-plat a party situation, for example. All you might need to do is set the party scene and then tell students to go either as themselves or as a living or dead person they would like to be! Role-play is more than just play-acting : it offers chanees for rehearsal and engagement that some other activities fail to give.

2. Kinesthetic Learning

Kinesthetic learning is a strategy involvement body language and active hands-on approach to express their ideas. In addition, kinesthetic learning as type

of cooperative learning which make students be active literally participating in speaking. Kagan (1994: 75) states that cooperative learning is a small group of students where in the small group, students cooperate to reach the aim of the lesson. He points out that there are several elements in cooperative learning namely are simultaneous interaction, equal participation, positive interdependence, and individual accountability. First, when group activities were used, one student per group was speaking. Second, positive interdependence was the feeling among group of students that what helps any member of group helps everyone in the group. Third, one of the most commonly heard objections for having students work under Kinesthetic Learning technique is some group members will end of doing all the work. Thus, encouraging everyone to feel that they are individually accountable of their group. Fourth, to encourage each member to play an important role in the group and benefit from the group effort.

2.1 Procedures of Kinesthetic Learning

1) The Activity

Students form a line, shoulder to shoulder, with the instructor at one end. The instructor places in their hands a large quantity of shredded paper. Everyone counts "1,2,3" and the instructor passes the shreddings to the next person. That person then passes to the next, and so on down the line. The activity is timed and an emphasis is placed on speed. As motivation, the activity is repeated at least two more times to try to "break the class record". Inevitably, much paper is lost by the

time the shreddings reach the end of the line, and the last person often has only a few scraps of paper.

2) Post-processing

In the post-processing, students are asked to make connections between charge and scraps of paper, and current and the passing of paper. Students are also helped to make analogies between

1) the size of their hands and the capacitance of a membrane and

2) the dropping of paper onto the floor and a leaky membrane resistance. When students make these connections, it is a small jump to introduce the concepts of electrical attenuation, as well as time and space constants, without the use of mathematics. One student even pointed out that the decay rate down the line was roughly exponential. I often ask students at the end of any activity to list problems (diseases) they think may occur if something is disrupted.

2.2 Advantages of Kinesthetic Learning

1) Kinesthetic activities reach two very different types of students. First are the students who are attempting to earn their degree with the minimal possible effort and are bright enough to achieve this feat. These students may simply welcome the break. But on a few occasions, a student in this category has an eye-opening experience which enables them to become more invested in the course. Second are students who are striving to gain a deep understanding of the material. It is often the case these they are not the brightest or highest

achieving students. For these students, kinesthetic activities offer a way to enhance their understanding.

2) Most students only understand a concept in the context in which it was introduced by the instructor. Furthermore, in a lecture setting only a few connections may be made by the instructor between the current topic and other course topics. Kinesthetic activities are a time when students can develop their own personal interpretation of a concept and make connections to other ideas and concepts.

3) The statements and actions of students during and activity can very quickly allow the instructor to assess the level of understanding. This valuable information allows the instructor to then better address the source of any misconceptions or gaps in understanding.

4) In a traditional lecture, the natural diversity of student abilities can hamper efforts to meet every student on their level. Kinesthetic activities strip down concepts to their barest essence. There are no equations, no complex or wordy descriptions and the activity itself can be understood by all. In the post-processing, however, each student can interpret the activity as deeply as they are able.

5) Regular activity can help create a rapport between the instructor and the students. In the activity, the instructor is just another participant and temporarily is not in the role of teacher. In general, the spirit and energy of the class is increased. Even the class dynamics during lecture become more interactive, with even quiet students making tentative contributions. Perhaps

most telling, students were found to be sharing (and demonstrating) the activities with friends outside of class.

6) With some practice, developing an activity becomes an easy and fun exercise for the instructor.

7) Students can quickly transition an activity to an unproductive tangent. It is therefore important keep the class on task and have ready a clear ending.

8) Kinesthetic activites will be remembered and powerfully linked to a concept. Developing an activity for a minor concept could give students the wrong perspective on the goals of the course. A poorly designed activity could enhance a misconception. It is suggested that any limitations of the activity be pointed out during or after the activity.

9) Many students are not accustom to leaving their seats and participating in an activity. It is possible that some students will feel uncomfortable. It is best to start with low-stakes activities.

10) It is not clear how kinesthetic learning will translate to large class sizes.

11) Students may initially resist the idea that activities are a vehicle for deep understanding. Instead they may view the time as a mental recess. It may take effort on the part of the instructor, as well as a clear articulation of the goals, to instigate the proper attitude.

2.3 Benefit of Kinesthetic Learning in Teaching Speaking

As such, it shares many of the benefits of active learning. There are three of benefits in Kinesthetic Learning such as Begel (2004: 3) :

1. The traditional lecture format is teacher-centered, with information flowing almost entirely in one direction. As such, only the most basic levels of intellectual behavior can be reached (Bloom's Knowledge, Understand, Application). Active learning, on the other hand, is student-centered and provides students with the time and space to reach more sophisticated levels (Bloom's Analysis, Synthesis, Evaluation) of abstraction.

2. As faculty, we are constantly in motion in the classroom, writing, explaining, erasing, using the computer, and we have many pairs of eyes watching us. It is easy for us to keep our energy level up. Student, however, can lose focus over the course of a lecture. Active learning can help reenergize a classroom.

    By offering a variety of active learning, different learning styles may be targeted.

3. Conventional Method

The traditional (or conventional) teaching methods are teacher centered and include the use of lectures and discussions while the problem solving element (e.g. see section 3.1) is presented by and/or discussed with the instructor; the syllabus, the teaching materials and the student assessments are determined by the tutor and transmitted to students in various lectures (Belias.et, al 2013: 76).

B. Previously Relevance Study

There were some previous research which has been done deals with this research. Some of them are :

1. Abbas and Seyedeh (2011). *The Effect of Visual, Auditory, and Kinesthetic Learning Styles on Language Teaching*.

    The ability to understand student learning styles can increase the educational experience. Teachers might adjust their teaching style so that it is more congruent with a given student's or class of students' learning style. One of the most important uses of learning styles is that it makes it easy for teachers to incorporate them into their teaching. There are different learning styles. Three of the most popular ones are visual, auditory, and kinesthetic in which students take in information. Some students are visual learners, while others are auditory or kinesthetic learners. While students use all of their senses to take in information, they seem to have preferences in how they learn best. In order to help students learn, teachers need to teach as many of these preferences as possible. Teachers can incorporate these learning styles in their curriculum activities so that students are able to succeed in their classes. This study is an analysis of learning styles for Iranian EFL students. The purpose of this study is to increase faculty awareness and understanding of the effect of learning styles on the teaching process. A review of the literature along with analysis of the data will determine how learning styles affect the teaching process.

2. Radhwan and Dhia (2016). *Assessment of visual, auditory, and kinesthetic learning style among undergraduate nursing students.*

    Learning styles refer to the ability of learner to perceive and process information in learning situations. The ability to understand students' learning styles can increase the educational outcomes. VAK (Visual, auditory, kinesthetic)

learning style is one of the learning style in which students use three of sensory perception to receive information. Teachers can incorporate these learning styles in their classroom activities so that students are competent to be successful in their courses. The purpose of this study is to assess Visual, Auditory, and Kinesthetic learning style among undergraduate nursing students. A descriptive study was carried out; the study was conducted during the period of 3rd. November, 2013- 15, March, 2014, in two Nursing Colleges at Universities of Mosul and Kirkuk. A stratified random sampling was used for data collection. The target population was an undergraduate nursing students (210) students (60 male and 150 female). Statistical Package for the Social Scienc e (SPSS), Chi-square, Frequencies and Percentage was used for data analysis. The findings reveal that Visual, Auditory, and Kinesthetic learning style of the study sample was (40.0%), (29.5%), and 30.5% respectively. Females preferred auditory learning style (30.3%) more than males (27.3%), while males preferred kine sthetic learning style (32.3%) more than females (29.8%). The researcher recommended that nurse educators should aware of learning styles of the students and provide teaching style to be matched with their learning style.

3. Anne Victoria Roberts (2000). *Effects Of Tactual Kinesthetic Instructional Resources On The Social Studies Achievement and Attitude Test Scores and Short and Long-Term Memory of Suburban Fourth Grade Students.*

This investigation analyzed the effects of tactual and kinesthetic resources on the social studies achievement and attitude test scores and short- and long-term memory of fourth- grade suburban students. Students' learning-

style perceptual preferences were identified using the Learning Style Inventory and subsequently youngsters were taught social-studies content using tactual and kinesthetic instructional resources and traditional method (alternately). A multivariate analysis of variance (MANOVA) revealed a significant interaction ($p < .0001$) between tactual and kinesthetic preferences and instructional methods and simple main effects analysis supported those results. Tactual and kinesthetic learners scored significantly higher ($p < .0001$) mean posttest scores when instructional methods were congruent rather than incongruent with their learning styles. Furthermore, the analysis of variance (ANOVA) main effect of instructional treatment was highly significant ($p < .001$), revealing statistical differences in social studies long-term memory for content taught with tactual/kinesthetic and traditional instructional resources. Additional simple main-effects tests demonstrated that students achieved significantly higher posttest scores ($p < .0001$) for social-studies content taught using tactual/kinesthetic instruction than with a traditional approach. Students rated tactual/ kinesthetic lessons statistically higher ($p < .0001$) than when they were taught social studies content with traditional methods. The findings of this investigation verified that, when the appropriate instructional method was matched with students' tactual and kinesthetic strengths, higher achievement gains and more positive attitudes resulted than with traditional instruction. Some recommendations are suggested.

C. Conceptual Framework

Speaking is an obstacle which faced by students in university, senior high school, junior high school, and elementary school level. The obstacles are determined by some factors such as, lack of vocabulary, poor pronunciation, lack of grammatical, lack of self confidence, and motivation. Speaking is one of skills in English which focuses on communication. Speaking is essential element when we want to interact to another people.

In teaching speaking, teacher has to follow some stages in teaching speaking. Points out that there are three stages in teaching speaking. Those stages are introduction new language, practice, and communicative activity. Firstly, introduction new language means that the teacher tries to introduce the language which is used in teaching speaking. Secondly, the next stage that teacher will do is that give an exercise and practice to students. Thirdly, the stage is about communicative activity means that teacher must notice the students' activity in speaking.

Kinesthetic learning is often listed in surveys of learning styles along side, verbal and visual learning. Despite this recognition as an important learning style, kinesthetic activities have not received much attention at the college level. In fact, the degree to which physical activity is present in the classroom appears to drop to nearly zero as students progress from primary to secondary to post-secondary school.

Kinesthetic activities reach two very different types of students. First are the students who are attempting to earn their degree with the minimal possible effort

and are bright enough to achieve this feat. These students may simply welcome the break. But on a few occasions, a student in this category has an eye-opening experience which enables them to become more invested in the course. Second are students who are striving to gain a deep understanding of the material. It is often the case these they are not the brightest or highest achieving students. For these students, kinesthetic activities offer a way to enhance their understanding.

D. Hypothesis Research

Based on the problem of study the presented by the researcher, the hypothesis research is stated as follow :

1. Hypothesis alternative (Ha) : There is effect significant in speaking skill though by using kinesthetic learning.

2. Hypothesis null (H0) : there is not effect significant in speaking skill though by using kinesthetic learning.

CHAPTER III

RESEARCH METHODOLOGY

A. Location of Study

In this study, location of study was conducted at SMP PAB 3 Saentis. It was located at JL.Kali Serayu PTPN II Saentis Kecamatan Percut Sei Tuan Kabupaten Deli Serdang. This research have done twice a week which started from 8 until 28 february 2107. The reason choosed this school to do the research, because the researcher have done observation before and found many problems in English teaching especially in speaking skill such as Descriptive Text.

B. Population and Sample

The population of this research were from eight grade students of SMP PAB 3 Saentis at academic years 2016/2017. The population this research which consists of sixth classes. They were VIII-1 (40), VIII-2 (40), VIII-3 (40), VIII-4 (40), VIII-5 (40), VIII-6 (40). So the total of population were 240 students.

The researcher was use cluster random sampling by Indra Jaya (2010: 37). There were two classes which choosed as the sample. They were VIII-1 as experimental group and VIII-2 as control group which is consist of 80 students. it will can be seen on the table below.

Table 3.1
Population and Sample

No	Class	Population	Sample
1	VIII – 1	40	40
2	VIII – 2	40	40

3	VIII – 3	40	-
4	VIII – 4	40	-
5	VIII – 5	40	-
6	VIII – 6	40	-
	Total	240	80

C. Research Design

This research was conducted by applying quantitative experimental research. In conducting the experimental research, the sample divided into two group namely experimental group and control group. In this research, the experimental group is the group which taught by applying kinesthetic learning, while the control is a group which taught by applying conventional method. From sample above, the researcher take VIII-1 as experimental group meanwhile VIII-2 as control group. The design could seen in the table below.

Table 3.2
Research Design

Group	Class	Pre-test	Treatment	Post-test
Experimental	VIII-1	√	Kinesthetic	√
Control	VIII-2	√	Conventional Method	√

D. Instrument of Collecting Data

To collect the data, the instrument used by the researcher was test by oral test. The test which consist of pre-test and post-test.

1. Test

Test is valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. In tests, researchers have at their

disposal a powerful method of data collection, an impressive array of tests for gathering data of a numerical rather than verbal kind.

   1.1. Pre-Test

      Pre-test implemented prior to experiment to both the control and experimental group. It aimed to measure that the students in both groups have the same performance.

   1.2. Post-Test

      Post-test was given after the treatment in both control and experimental group. Then the resulted of the post-test was compared with the resulted of pre-test to find out if there were any improvement of kinesthetic learning and speaking.

E. Speaking Rubric Assesment

      In scoring of speaking skill, the researcher use speaking assesment rubric as following (Paul Richard Kuehn (2013) :

No	Assesment	Score	Detail
1	Clarity	5	Poor All questions and answers were awkward and incomprehensible
		10	Fair Questions and answers were awkward and incomprehensible to understand at times.
		15	Good Questions or answers were awkward at times but always understandable.
		20	Excellent Questions and answers were clear and comprehensible.
2	Pronounciation	5	Poor Student's pronunciation was incomprehensible.

		10	Fair Student's pronunciation made understanding difficult.
		15	Good Student's pronunciation was understandable with some error.
		20	Excellent Student's pronunciation was like a native speaker.
3	Fluency	5	Poor Student was unable to ask or respond to questions.
		10	Fair Student took a long time to ask and respond to questions
		15	Good Students were able to ask and answer the questions with little difficulty.
		20	Excellent Students were able to communicate clearly with no difficulty.
4	Comprehension	5	Poor Student was unable to comprehend questions. Questions had to be repeated.
		10	Fair The student showed little comprehension of questions. Questions had to be repeated.
		15	Good The student understood most of what was asked of him/her.
		20	Excellent The student fully understood the questions asked and answered correctly.
5	Content	5	Poor Did not ask appropriate question for information, no response to question
		10	Fair Ask some inappropriate questions for information or answered question with very limited answers.
		15	Good Gave appropriate questions for survey information but responses were limited in content
		20	Excellent

			Gave appropriate questions and good content in responses to questions.

F. Technique of Analyzing Data

The data analyzed through two techniques, they were:

1. Descriptive Analysis

The descriptive analysis utilized to describe and interpret the data. The researcher in this case calculated the mean, standard deviation (SD), Varians, and Independent T-test.

2. Inferential Analysis

The inferential used to answer the question if there is a significant effect to students' speaking skills in by using Kinesthetic Learning strategy. The inferential analysis applied in this research, they were:

a. Normality Test

Normality test used to check whether a group of data comes from population having normal distribution. To test the normality of the data, the researcher used IBM SPSS Statistics 22.

b. Homogeneity Test

Homogeneity test was used to test the similarity of the sample which was taken from homogenous population. *Levene* test on IBM SPSS Statistics 22 used to test homogeneity of the data.

c. Hyphothesis Test

The hyphothesis test used to investigate whether there is a significant effect of Kinesthetic Learning strategy on the students'speaking skills . The hyphothesis was intepreted toward t_o: $df = (N_1+N_2) - 2$. Then, df score is refered to t_{table}. If $t_o > t_{table}$, hyphothesis accepted but if $t_o < t_{table}$, hyphothesis rejected.

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

The data of this study were the results of speaking on descriptive text. The data were divided into two groups, namely experimental group and control group. This study was conducted in three meetings for each group either control or experimental group. Both of groups were given the same essay on test form in speaking on descriptive text in pre test and post test. Hence, the researcher got the score of students' speaking as the data and it was analyzed in the data analysis.

B. Data Analysis

The data were collected by asking the students in conversation as mentioned on the instrument of collecting data. The data of this study were obtained from the results of the pre-test and post-test were from experimental and control group. The analysis is intended to earn the significance difference between experimental groups which teachings by using kinesthetic learning on the students' speaking on descriptive text. The data of pre-test and post-test from two groups are calculated by using t-test formula. Some of students' score as representation in experimental group are analyzed taken from the highest, the middle and the lowest score. It could be seen in the tables below:

From the table above, the total score of students in experimental group on pre-test was 2040 and the number of students who take the test was 40 students, so the students' mean was:

$$\text{Mean} = \frac{\Sigma X}{N}$$

$$= \frac{2040}{40}$$

$$= 51$$

The mean of students was 51 While mean score in post-test of experimental group was:

$$\text{Mean} = \frac{\Sigma X}{N}$$

$$= \frac{3390}{40}$$

$$= 84.75$$

It can be concluded that the total score of pre-test is 2040 and the mean is 51. In post-test, the total score is 3390 and the mean of the score is 84.75 So, the total and mean score in post-test of control group is higher than the total and mean score in pre-test of control group, to know score and mean of Control Group can be seen at diagram below:
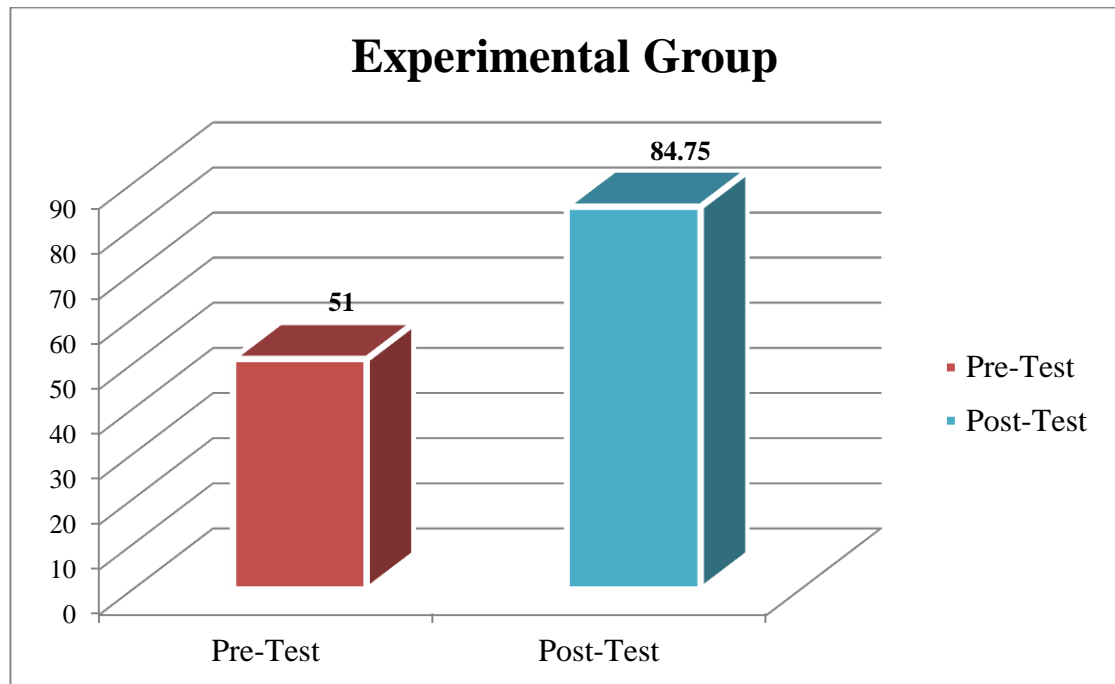
Chart 1: The result of students score in Experimental Group

From the table above, the total score of students in control group on pre-test was 1890 and the number of students who take the test was 40 students, so the students' mean was:

$$\text{Mean} = \frac{\sum X}{N}$$

$$= \frac{1890}{40}$$

$$= 47.25$$

The mean of students was 47.25 While mean score in post-test of control group was:

$$\text{Mean} = \frac{\sum X}{N}$$

$$= \frac{2280}{40}$$

$$= 57$$

It can be concluded that the total score of pre-test is 1890 and the mean is 47.25. In post-test, the total score is 2280 and the mean of the score is 57. So, the total and mean score in post-test of control is higher than the total and mean score in pre-test of control group. However, Experimental Group was higher than Control group with total of mean was 84.75. in concluded that, Kinesthetic Learning significant affect students' speaking skills. To know score and mean of Control Group can be seen at diagram below:
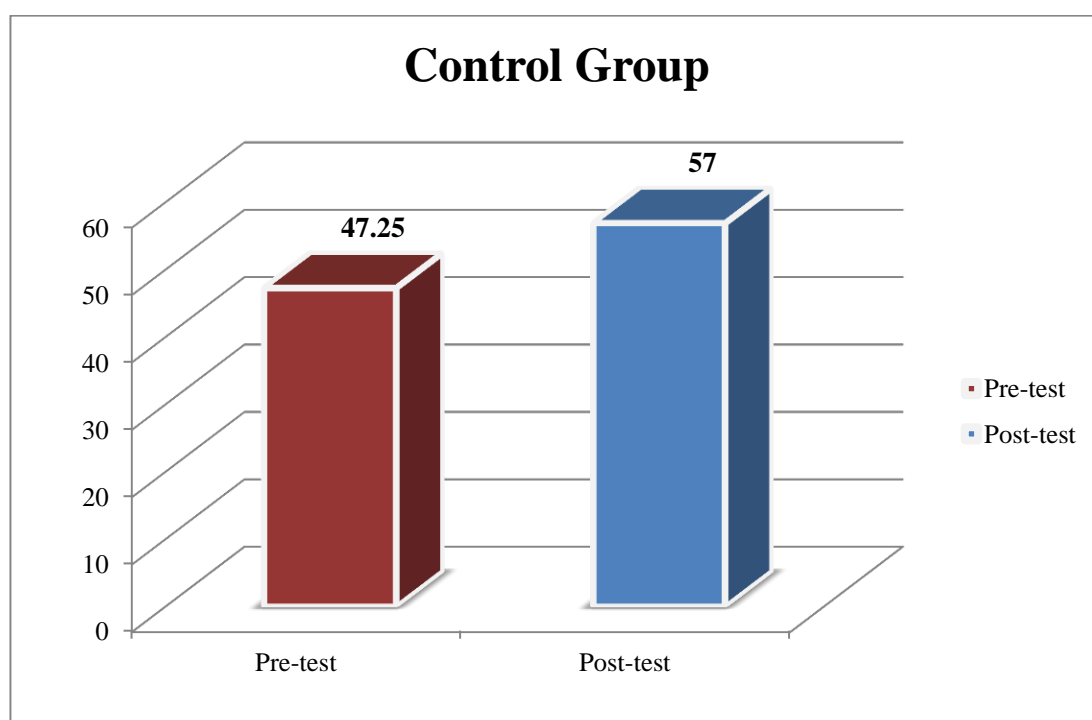
Chart 2: The result of students score in Control Group

1. Analyzing the Data by Using Variance and standard deviation

After the researcher assessed students' scores, then they were calculated into formulas to find out variance, Standard Deviation and T-Test to know the

differences between the students' score in the experimental group and control group, it could be seen in the tables below:

To measure variance in Experimental Group, so the researcher analyzed the sample by using formula as follows :

$$s^2 = \frac{n\,(\sum D^2) - (\sum D)^2}{n - (n-1)}$$

$$= \frac{40\,(48150) - (1350)^2}{40\,(40-1)}$$

$$= \frac{1926000 - 1822500}{1560}$$

$$= \mathbf{66.34}$$

From the analyzed above, the result of variance in experimental group was 66.34. After knew the reslut of variance in experimental group then, the researcher analyzed Standard Deviation (SD) to know differences between pre-test and post-test. So, the researcher used formula below:

$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}}$$

$$= \sqrt{\frac{48150 - \frac{(1350)^2}{40}}{40 - 1}}$$

$$= \sqrt{\frac{48150 - (45562.5)}{39}}$$

$$= \sqrt{66.34}$$

$$= \mathbf{8.14}$$

So, variance of experimental group was 66.34 meanwhile standard deviation of experimental group was 8.14.

To measure variance in Control Group, so the researcher analyzed the sample by using formula as follows :

$$s^2 = \frac{n\,(\sum D^2)\,-(\sum D)^2}{n\,-(n\,-1)}$$

$$= \frac{40\,(6250)-\,(440)^2}{40\,(40-1)}$$

$$= \frac{250000\,-193600}{1560}$$

$$= \mathbf{36.15}$$

From the analyzed above, the result of variance in control group was 66.34. After knew the result of variance in control group then, the researcher analyzed Standard Deviation (SD) to know differences between pre-test and post-test. So, the researcher used formula below:

$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N-1}}$$

$$= \sqrt{\frac{6250 - \frac{(440)^2}{40}}{40-1}}$$

$$= \sqrt{\frac{6250 - (4840)}{39}}$$

$$= \sqrt{36.15}$$

$$= \mathbf{6.01}$$

So, variance of control group was 36.15 meanwhile standard deviation of control group was 6.01

Thus, those values can be used to find out the result of applying t-test formula. It can be seen in the following:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum X_1^2 - (\sum X_1)^{2/n_1} + \sum X_2^2 - (\sum X_1)^{2/n_2}}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{33.75 - 11}{\sqrt{\frac{48150 - \frac{(1350)^2}{40} + 6250 - \frac{(440)^2}{40}}{40 + 40 - 2}\left(\frac{1}{40} + \frac{1}{40}\right)}}$$

$$t = \frac{22.75}{\sqrt{\frac{48150 - \frac{(1822500)}{40} + 6250 - \frac{(193600)}{40}}{78}(0.025 + 0.025)}}$$

$$t = \frac{22.75}{\sqrt{\frac{48150 - (45562.5 + 6250 - (4840)}{78}(0.05)}}$$

$$t = \frac{22.75}{\sqrt{\frac{2587.5 + 1410}{78}(0.05)}}$$

$$t = \frac{22.75}{\sqrt{51.25\,(0.05)}}$$

$$t = \frac{22.75}{\sqrt{2.56}}$$

$$t = \frac{22.75}{1.600}$$

$$t = \mathbf{14.2}$$

The result of t-calculation showed that t-test is 14.2 and t-table is 2.00. The t-test is higher than the t-table (14.2 > 2.00). It means that using kinesthetic learning significantly affects on students' speaking descriptive text.

C. Testing Hypothesis

In analyzing the hypothesis, it referred to the t-table at the level significant of α 0.05. The testing criterion used for hypothesis result is; If t-test > t-table, it means that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. Furthermore, the t-table with the level significance of α 0.05 with the degree of freedom (df) → n-1= 80-1 = 79 is 2.00 This means that Ha is this study is accepted since the students' t-test in the Experimental group is 14.2 and the t-table is 2.00. Because the t-test value is higher than the t-table (14.2 > 2.00). Therefore, it can be concluded that Kinesthetic Learning can improve students' skills in speaking descriptive text.

After applying kinesthetic learning there were improvement in their speaking especially descriptive text. Moreover, the students more enjoyable and deep understanding in material. Therefore, kinesthetic learning was suitable in teaching speaking.

D. Discussion

From the result, it is found that there was significant difference between experimental group and control group. Teaching speaking descriptive text in experimental group by using kinesthetic learning was more effective than teaching speaking descriptive text without using kinesthetic learning. Teaching speaking by

using Kinesthetic Learning is a strategy involvement body language and active hands-on approach to express their ideas. In addition, kinesthetic learning can make students have fun and enjoyable in learning speaking especially in descriptive text. Meanwhile, conventional method was not effective in teaching speaking because conventional method teacher centered and include the use of lectures and discussions.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. There were significant effect of applying kinesthetic learning on the students' achievement in speaking. The result of computation in t-test was 14.2, while the critical value of 0.05 significant level was 2.00. The conclusion from the data analysis is the value of t-test (14.2) is higher than the t-table (2.00). It means that the alternative hypothesis (Ha) is accepted and the teaching by using Kinesthetic Learning significantly affects on the students' achievement in speaking descriptive text.

2. The students' difficulties in speaking After applying kinesthetic learning were not in their speaking especially descriptive text. Moreover, the students more enjoyable and deep understanding in material. Therefore, kinesthetic learning was suitable in teaching speaking.

B. Suggestions

Based on the data that have been confronted in this study, there were some suggestions that should be noticed, they are:

1. For student, to know how to speak well and express their feelings in spoken form through kinesthetic learning.

2. For teacher, as an experience in choosing a creative and fine learning strategy to improve the students' speaking and students' activity.

3. For Headmaster, as principle to guide the teacher to be quality and enjoyable
   teacher.

4. For writer, to help her encourage and prepare herself to be a qualified and
   competent English teacher in the future.

CURRICULUM VITAE

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1. Primary School at SDN 107403 Cinta Rakyat in 2001-2007

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3. Senior High School at SMA Negeri 1 Sampali in 2010-2013

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APPENDIX VII

The Formula in Analyzing the Data

The mean used to find out the average of the sample. To find the mean, Ary (2010: 109) such as :

1. Mean

$$\overline{X} \equiv \frac{\sum X}{N}$$

Where : $\overline{X}$ = mean

$\sum$ = sum of

X = raw score

N = number of cases

To measure the students score, the researcher used standard deviation formula as follows :

2. Standard Deviation

$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N-1}}$$

Where : S_D = standard deviation

D = deferences between with pre-test and post-test

N = number of pairs

3. Varians

$$s^2 = \frac{n\,(\sum D^2) - (\sum D)^2}{n - (n-1)}$$

Where :

s^2 = varians

D = deferences between with pre-test and post-test

N = ukuran sample

4. Independent Sample T-test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\dfrac{\sum X_1^2 - (\sum X_1)^{2/n_1} + \sum X_2^2 - (\sum X_1)^{2/n_2}}{n_1 + n_2 - 2}\left(\dfrac{1}{n_1} + \dfrac{1}{n_2}\right)}}$$

Where : X_1 = mean score of experimental group

X_2 = mean score of control group

n = The number of sample

s_1 = standard deviation of experimental group

s_2 = standard deviation of control group

APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN

(EXPERIMENTAL GROUP)

SMP/MTS : SMP PAB 3 SAENTIS

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII (Delapan) / 1

Aspek/Skill : Speaking (berbicara)

Jenis Teks : Expressions of Agreeing and Disagreeing

Alokasi Waktu : 2 x 40 menit

1. **Standar Kompetensi   :**

   Speaking : 2.1 Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

   2.2 Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

2. **Kompetensi Dasar   :**

   2.1.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima

untuk berinteraski dengan lingkungan terdekat yang melibatkan tindak tutur : meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan/menerima/menolak sesuatu

2.1.2 Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahsa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur:mengundang, menerima dan menolak ajakan, menyetujui, memuji, dan memberi selamat.

2.2.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

2.2.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan beerterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

3. **Indikator**   **:**   1. Menggunakan dan mempraktikan tindak tutur menyetujui atau tidak menyetujui

      2. Merespon dan mempraktikan tindak tutur menyetujui atau tidak menyetujui

      3. Mengidentifikasi berbagai macam ekspresi untuk menyetujui atau tidak menyetujui.

4. Tujuan Pembelajaran   :

Pada akhir pertemuan   :

1. Menggunakan dan mempraktikan tindak tutur menyetujui atau tidak menyetujui

2. Merespon dan mempraktikan tindak tutur menyetujui atau tidak menyetujui

3. Mengidentifikasi berbagai macam ekspresi untuk menyetujui atau tidak menyetujui.

5. Nilai Karakter   : Menghargai pendapat orang lain, bertanggung jawab, dan mandiri

6. Materi Pembelajaran   : Speaking

                                1. Dialog percakapan tentang animals

7. Metode Pembelajaran   : Kinesthetic Learning

8. Kegiatan Pembelajaran:

   A. Kegiatan Pendahuluan

      1. Mengucapkan salam ketika memasuki kelas dan berdoa bersama

      2. Guru mengabsen kehadiran siswa

      3. Guru memperkenalkan topik pembelajaran dengan mengaitkan materi yang akan dipelajari

      4. Guru menjelaskan secara sigkat tujuan pembelajaran

   B. Kegiatan Inti

      ➢ Orientasi   : guru bertanya kepada siswa :

- Do you know kangaroo ?

- Do you know girraffe ?

Lalu guru memberikan motivasi sebelum melakukan pembelajaran.

1. Guru membagikan Hand Out yang berisikan materi tentang animals

2. Guru menjelaskan tentang kinesthetic learning dan bagaimana penerapannya

3. Guru membagi siswa menjadi beberapa kelompok

4. Guru memberikan topik dan teks kepada ketua kelompok

5. Ketua kelompok akan memperagakan teks yang diberikan guru tersebut dengan body language

6. Siswa melakukan speaking dari peragaan tersebut

7. Guru mengevaluasi hasil speaking mereka

C. Kegiatan Penutup

Dalam kegiatan penutup :

1. Membuat kesimpulan/ringkasan dari pembelajaran

2. Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan

3. Memberikan umpan balik terhadap proses dan hasil pembelajaran

4. Merencanakan rencana pembelajaran pada pertemuan berikutnya

9. Alat dan bahan :

1. Hand out

2. Media

10. Penskoran

Bentuk Instrument	Sempurna	Sebagian besar	Beberapa	Semuanya
Clarity	20	15	10	5
Pronounciation	20	15	10	5
Fluency	20	15	10	5
comprehension	20	15	10	5
Content	20	15	10	5

Medan,   Februari 2017

Mengetahui

Kepala Sekolah SMP PAB 3 SAENTIS   Guru Mata Pelajaran Bahasa Inggris

Drs.Adiwiharto, SE.MM   **Ahmad Ramadhani, S.Pd**

Mahasiswa Riset

Siti Marhamah

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RENCANA PELAKSANAAN PEMBELAJARAN

(CONTROL GROUP)

SMP/MTS   : SMP PAB 3 SAENTIS

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII (Delapan) / 1

Aspek/Skill   : Speaking (berbicara)

Jenis Teks   : Expressions of Agreeing and Disagreeing

Alokasi Waktu   : 2 x 40 menit

1. **Standar Kompetensi**   :

   Speaking : 2.1 Mengungkapkan makna dalam percakapan transaksional dan

   interpersonal lisan pendek sederhana untuk berinteraksi

   dengan lingkungan sekitar

   2.2 Mengungkapkan makna dalam teks lisan fungsional dan

   monolog pendek sederhana yang berbentuk *descriptive* dan

   recount untuk berinteraksi dengan lingkungan sekitar

2. **Kompetensi Dasar**   :

   2.1.1 Mengungkapkan makna dalam percakapan transaksional (to get things

   done) dan interpersonal (bersosialisasi) pendek sederhana dengan

menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraski dengan lingkungan terdekat yang melibatkan tindak tutur : meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan/menerima/menolak sesuatu

2.1.2 Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima daan menolak ajakan, menyetujui, memuji, dan memberi selamat.

2.2.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

2.2.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan beerterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

3. Indikator :1. Menggunakan dan mempraktikan tindak tutur menyetujui atau tidak menyetujui

2. Merespon dan mempraktikan tindak tutur menyetujui atau tidak menyetujui

3. Mengidentifikasi berbagai macam ekspresi untuk menyetujui atau tidak menyetujui.

4. **Tujuan Pembelajaran** :

   Pada akhir pertemuan :

   1. Menggunakan dan mempraktikan tindak tutur menyetujui atau tidak menyetujui

   2. Merespon dan mempraktikan tindak tutur menyetujui atau tidak menyetujui

   3. Mengidentifikasi berbagai macam ekspresi untuk menyetujui atau tidak menyetujui.

5. **Nilai Karakter** : Menghargai pendapat orang lain, bertanggung jawab, dan mandiri

6. **Materi Pembelajaran** : Speaking

   1. Dialog percakapan tentang animals

7. **Metode Pembelajaran** : Conventional Method

8. **Kegiatan Pembelajaran** :

   A. Kegiatan Pendahuluan

   Apersepsi :

   1. Mengucapkan salam ketika memasuki kelas dan berdoa bersama

   2. Guru mengabsen kehadiran siswa

   3. Guru memperkenalkan topik pembelajaran dengan mengaitkan materi yang akan dipelajari

4. Guru menjelaskan secara singkat tujuan pembelajaran

B. Kegiatan Inti

> Orientasi : guru bertanya kepada siswa :

- Do you know kangaroo ?

- Do you agree giraffe ?

Lalu guru memberikan motivasi sebelum melakukan pembelajaran.

1. Guru membagikan Hand Out yang berisikan materi tentang animals

2. Guru menjelaskan tentang animals

3. Siswa mendengarkan teks ungkapan animals

4. Guru meminta siswa mempraktikkan percakapan didepan kelas dengan bergaya dan menunjukkan ekspresi wajah yang sesuai

C. Kegiatan Penutup

Dalam kegiatan penutup :

1. Membuat kesimpulan/ringkasan dari pembelajaran

2. Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan

9. Alat dan bahan :

1. Hand out

2. Halaman website dari Internet

10. Penilaian Hasil Pembelajaran

Teknik : lisan, tulis, penugasan, porto folio dan penilaian diri

Bentuk : daftar pertanyaan, dokumen pekerjaan daan lembar penilaian diri

11. Penskoran

Bentuk Instrument	Sempurna	Sebagian besar	Beberapa	Semuanya
Fluency	20	15	10	5
Pronounciation	20	15	10	5
Intonation	20	15	10	5
Accuracy	20	15	10	5

Medan,   Februari 2017

Mengetahui

Kepala Sekolah SMP PAB 3 SAENTIS   Guru Mata Pelajaran Bahasa Inggris

Drs.Adiwiharto, SE.MM   **Ahmad Ramadhani, S.Pd**

Mahasiswa Riset

Siti Marhamah

1302050058

THE STUDENTS' ATTENDANCE OF SMP PAB 3 SAENTIS
ACADEMIC YEAR 2016/2017
EXPERIMENTAL CLASS (VIII-1)

No	Student's Name	L/P	Signature
1	Abdul Aziz R.N.H	L	1.
2	Ade Irawan	L	2.
3	Ade Yuliananda	P	3.
4	Adinda Sry Rizky	P	4.
5	Aissah	P	5.
6	Aldi Pranata	L	6.
7	Alpira Putri	P	7.
8	Ananda	L	8.
9	Anis Amanda	P	9.
10	Ayu Andini	P	10.
11	Ayu Ramadhani	P	11.
12	Ayunda Lutfika	P	12.
13	Bagas Pramanda	L	13.
14	Dea Amanda	P	14.
15	Dede Ayu. S	P	15.
16	Dede Fauzi	L	16.
17	Dela Puspita	P	17.
18	Devi Agnesi	P	18.
19	Dila Puspita	P	19.
20	Dinda Utami	P	20.
21	Dita Hartati. R	P	21.
22	Dwi Anggraini	P	22.
23	Fatma Kurnia	P	23.
24	Gunarta Indra.P	L	24.
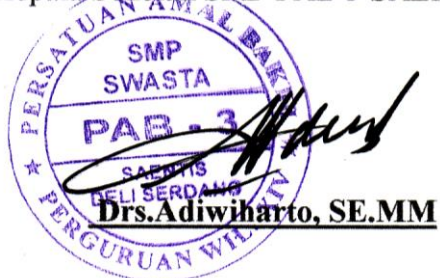
25	Jelita	P	25.
26	Joko Ramadhani	L	26.
27	Laila Agustin	P	27.
28	Lutfi Natasya. P	P	28.
29	M. Yuda Pratama	L	29.
30	Monika Adelia	P	30.
31	M. Budy Darmawan	L	31.
32	M. Harmudi	L	32.
33	M. Rendi Pranata	L	33.
34	Nadya	P	34.
35	Naufal Ratif	L	35.
36	Rina Wati	P	36.
37	Silvy Triana	P	37.
38	Siti Jamilah	P	38.
39	Vanny Shafira	P	39.
40	Yulianar	P	40.

Medan,   Februari 2017
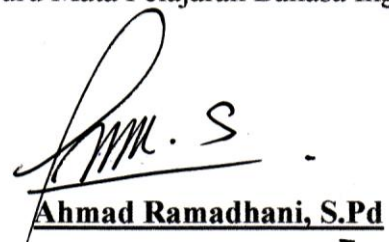
Mengetahui

Kepala Sekolah SMP PAB 3 SAENTIS   Guru Mata Pelajaran Bahasa Inggris
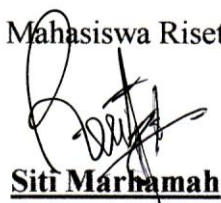
Drs.Adiwiharto, SE.MM   **Ahmad Ramadhani, S.Pd**

Mahasiswa Riset

Siti Marhamah

1302050058

APPENDIX IV

THE STUDENTS' ATTENDANCE OF SMP PAB 3 SAENTIS
ACADEMIC YEAR 2016/2017
CONTROL CLASS (VIII-2)

No	Student's Name	L/P	Signature
1	Ainun Hafni	P	1.
2	Aulia Putri	P	2.
3	Cindy Meylia	P	3.
4	Diana	P	4.
5	Diana Banurea	P	5.
6	Dini Ariesta Anggraini	P	6.
7	Dio Widodo	L	7.
8	Dwi Susanti	P	8.
9	Elsa Putri Ramadhani	P	9.
10	Emi Narti	P	10.
11	Fahreza Agung Pramuja	L	11.
12	Handy Nugroho	L	12.
13	Ilfira Arifa Sinaga	P	13.
14	Iqbal Alfiyandi	L	14.
15	Meilani	P	15.
16	Muhammad Fahrizal	L	16.
17	Muhammad Nazhar Fauzi	L	17.
18	Nabilah	P	18.
19	Nadia Karissa	P	19.
20	Nesi Novalita	P	20.
21	Nico Ananda Putra	L	21.
22	Nirmala Sari	P	22.
23	Nur Jannah	P	23.
24	Rahmat Fauzi	L	24.
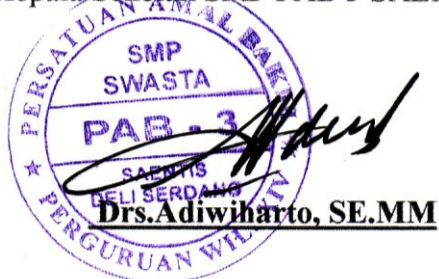
25	Reynaldi Efendi	L	25.
26	Rico Prasetyo	L	26.
27	Rindiyani	P	27.
28	Risa	P	28.
29	Rizky Ramadhan	L	29.
30	Siska Anggraini	P	30.
31	Suci Lestari	P	31.
32	Syahkilla Aydillah Fitri	P	32.
33	Syahrul Awaluddin	P	33.
34	Tengku Nisa Aulia Hanum	L	34.
35	Tri Puspita Sari	P	35.
36	Uci Utami	P	36.
37	Wahyuda Eka Pratama	L	37.
38	Widya Ratna Ningsih	P	38.
39	Winda Sekartika	P	39.
40	Wahyu Rizky Ramadhani	P	40.

Medan,   Februari 2017
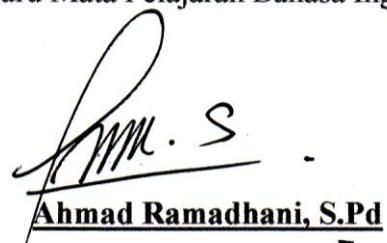
Mengetahui

Kepala Sekolah SMP PAB 3 SAENTIS   Guru Mata Pelajaran Bahasa Inggris

Drs.Adiwiharto, SE.MM   **Ahmad Ramadhani, S.Pd**

Mahasiswa Riset

Siti Marhamah

1302050058

The result of Score Pre-test in Experimental Group

No	Students' Initial name	C	P	F	C	C	TOTAL
1	A.A R.N.H.	15	15	10	5	10	55
2	A.I.	15	10	10	5	5	45
3	A.Y.	10	15	10	5	15	55
4	A.S.R.	15	5	15	10	5	50
5	A.H.	10	15	10	15	15	65
6	A.P.	15	15	15	5	15	65
7	A.P.	5	5	10	15	10	45
8	A.D.	10	15	5	10	10	50
9	A.A.	15	5	15	10	10	45
10	A.A.	15	5	10	10	10	50
11	A.R.	5	5	15	10	15	50
12	A.L.	5	15	15	10	10	55
13	B.P.	10	10	10	10	10	50
14	D.A.	10	15	10	10	10	55
15	D.A. S.	10	5	10	15	10	50
16	D.F.	10	5	10	15	10	50
17	D.P.	5	10	5	5	15	40
18	D.A.	10	15	10	10	15	60
19	D.P.	5	10	15	10	5	45
20	D.U.	10	10	5	10	5	40
21	D.H. R.	5	15	10	15	10	55
22	D.A.	5	10	5	10	10	40
23	F.K.	15	10	5	5	10	45
24	G.I.P	15	15	5	5	5	45
25	J.	10	10	10	10	10	50
26	J.R.	15	10	15	5	15	60
27	L.A.	10	15	15	15	15	70
28	L.N. P.	15	15	10	15	15	70
29	M.Y.D.	15	5	15	10	5	50
30	M.A.	10	15	10	10	5	50
31	M. .BD	10	10	5	15	5	45
32	M. H.	10	5	10	15	15	55
33	M.R.P.	10	15	10	5	10	50
34	N.	15	10	5	15	5	50
35	N.R	5	5	5	15	15	45
36	R.W.	10	5	5	15	5	40
37	S.T.	15	5	15	5	5	45
38	S.J.	10	15	10	15	5	55
39	V.S.	10	15	10	5	10	50
40	Y.	15	15	5	5	10	50

	Total						**2040**
	Mean						**51**

The result of Score Post-test in Experimental Group

No	Students' Initial name	C	P	F	C	C	TOTAL
1	A.A R.N.H.	10	10	20	15	20	75
2	A.I.	20	20	15	15	15	85
3	A.Y.	15	15	20	15	20	85
4	A.S.R.	15	10	15	20	20	80
5	A.H.	15	20	15	10	15	75
6	A.P.	20	20	15	20	20	95
7	A.P.	15	15	15	15	20	80
8	A.D.	15	20	15	15	15	80
9	A.A.	15	15	20	20	15	85
10	A.A.	20	20	15	20	15	90
11	A.R.	20	15	15	15	20	85
12	A.L.	20	20	15	20	20	95
13	B.P.	15	20	15	20	20	85
14	D.A.	15	15	20	20	20	90
15	D.A. S.	15	15	10	20	15	75
16	D.F.	15	20	20	15	15	85
17	D.P.	15	15	10	20	20	80
18	D.A.	15	20	20	15	10	80
19	D.P.	20	20	15	15	15	85
20	D.U.	20	15	20	20	20	95
21	D.H. R.	20	15	20	15	15	85
22	D.A.	15	10	20	15	15	75
23	F.K.	20	15	15	15	10	75
24	G.I.P	20	15	20	15	20	85
25	J.	20	15	15	20	20	85
26	J.R.	15	20	20	20	20	90
27	L.A.	20	15	20	20	20	95
28	L.N. P.	15	20	20	15	15	95
29	M.Y.D.	20	15	20	15	15	85
30	M.A.	20	15	20	20	15	90
31	M. .BD	15	15	15	15	20	80
32	M. H.	15	20	15	20	15	85
33	M.R.P.	15	10	10	20	20	75
34	N.	20	20	15	10	20	95
35	N.R	15	15	20	20	20	90
36	R.W.	15	15	10	20	15	75

37	S.T.		15	10	15	15	20	75
38	S.J.		20	15	15	20	15	85
39	V.S.		20	15	20	20	15	90
40	Y.		15	20	20	20	20	95
	Total							**3390**
	Mean							**84.75**

The result of Score Pre-test in Control Group

No	Students' Initial name	C	P	F	C	C	TOTAL
1	A.H.	10	10	10	5	10	45
2	A.P.	5	5	15	15	15	55
3	C.M.	15	5	10	5	10	45
4	D15.	10	15	5	5	5	40
5	D.B.	15	10	10	10	10	55
6	D.A.A.	15	5	10	10	5	45
7	D.W.	5	10	5	10	10	40
8	D.S.	10	5	5	10	10	40
9	E.P.R.	10	10	10	10	10	50
10	Emi Narti	15	5	10	10	5	45
11	F.A.P.	10	10	5	5	10	40
12	H.N.	5	10	10	5	10	40
13	I.A.S.	10	15	10	5	5	45
14	I.A.	10	10	15	15	15	65
15	M.	10	10	10	10	10	50
16	M.F.	15	5	10	5	10	45
17	M.N.F.	10	10	10	5	10	40
18	N.	10	5	5	10	15	45
19	N.K.	15	10	10	5	5	45
20	N.N.	5	15	51	15	15	55
21	N.A.P.	5	10	5	10	10	40
22	N.S.	10	10	5	10	10	45
23	N.J.	15	10	5	5	5	40
24	R.F.	5	10	10	10	5	40
25	R.E.	15	5	15	10	5	50
26	R.P.	10	5	10	15	5	45
27	R.	5	10	10	10	5	40
28	R.	15	10	10	5	5	45
29	R.R.	15	5	5	10	15	50
30	S.A.	10	10	10	10	10	50
31	S.L.	15	10	5	15	5	50
32	S.A.F.	15	5	15	10	10	55
33	S.A.	10	15	10	5	5	45
34	T.N.A.H.	5	10	5	15	5	40
35	T.P.S.	10	5	10	10	5	40
36	U.T.	15	10	10	10	5	50
37	W.E.P.	5	5	15	15	10	50
38	W.R.N.	10	10	15	10	5	50
39	W.S.	5	5	10	15	10	45
40	W.R.R.	10	10	15	5	5	45

	Total						**1890**
	Mean						**47.25**

The result of Score Post-test in Control Group

No	Students' Initial name	C	P	F	C	C	TOTAL
1	A.H.	15	10	15	15	15	70
2	A.P.	15	5	10	15	15	60
3	C.M.	10	15	15	10	15	65
4	D.	10	10	10	10	10	50
5	D.B.	10	10	15	10	15	60
6	D.A.A.	10	15	5	15	10	55
7	D.W.	10	10	10	10	10	50
8	D.S.	10	5	5	10	15	50
9	E.P.R.	10	15	15	10	15	65
10	Emi Narti	10	15	10	10	5	50
11	F.A.P.	15	5	15	10	10	55
12	H.N.	15	10	10	5	10	50
13	I.A.S.	15	10	10	10	5	50
14	I.A.	15	15	15	15	10	70
15	M.	15	10	10	10	10	55
16	M.F.	10	10	15	5	10	50
17	M.N.F.	15	10	10	10	10	50
18	N.	15	5	15	10	5	50
19	N.K.	15	15	10	15	15	70
20	N.N.	10	15	15	10	10	60
21	N.A.P.	15	10	10	10	5	50
22	N.S.	15	15	15	15	5	55
23	N.J.	15	10	10	10	10	50
24	R.F.	15	5	10	5	5	50
25	R.E.	15	15	10	15	15	70
26	R.P.	10	5	5	15	5	50
27	R.	10	15	10	15	10	60
28	R.	15	15	10	15	10	65
29	R.R.	15	15	15	15	15	65
30	S.A.	10	15	15	10	10	60
31	S.L.	10	10	10	15	15	60
32	S.A.F.	15	15	10	15	15	75
33	S.A.	10	15	10	10	5	50
34	T.N.A.H.	10	5	15	15	5	50
35	T.P.S.	15	10	10	10	5	50
36	U.T.	15	15	10	10	10	60

37	W.E.P.	15	10	10	15	5	55
38	W.R.N.	10	10	15	15	10	60
39	W.S.	15	15	5	10	10	55
40	W.R.R.	10	15	15	5	10	55
	Total						**2280**
	Mean						**57**

Varians in experimental group

No	Name of Students	Score		D (X2 –X1)	X²
		Pre-test	Post-test		
1	Abdul Aziz R.N.H	55	75	20	400
2	Ade Irawan	45	85	40	1600
3	Ade Yuliananda	55	85	30	900
4	Adinda Sry Rizky	50	80	30	900
5	Aissah	65	75	10	100
6	Aldi Pranata	65	95	30	900
7	Alpira Putri	45	80	35	1225
8	Ananda	50	80	30	900
9	Anis Amanda	45	85	40	1600
10	Ayu Andini	50	90	40	1600
11	Ayu Ramadhani	50	85	35	1225
12	Ayunda Lutfika	55	95	40	1600
13	Bagas Pramanda	50	85	35	1225
14	Dea Amanda	55	90	35	1225
15	Dede Ayu. S	50	75	25	625
16	Dede Fauzi	50	85	35	1225
17	Dela Puspita	40	80	40	1600
18	Devi Agnesi	60	80	20	400
19	Dila Puspita	45	85	40	1600
20	Dinda Utami	40	95	55	3025
21	Dita Hartati. R	55	85	30	900
22	Dwi Anggraini	40	75	35	1225
23	Fatma Kurnia	45	75	30	900
24	Gunarta Indra.P	45	85	40	1600
25	Jelita	50	85	35	1225
26	Joko Ramadhani	60	90	30	900
27	Laila Agustin	70	95	25	625
28	Lutfi Natasya. P	70	95	25	625
29	M. Yuda Pratama	50	85	35	1225
30	Monika Adelia	50	90	40	1600
31	M. Budy Darmawan	45	80	35	1225
32	M. Harmudi	55	85	30	900
33	M. Rendi Pranata	50	75	25	625
34	Nadya	50	95	45	2025
35	Naufal Ratif	45	90	45	2025
36	Rina Wati	40	75	35	1225
37	Silvy Triana	45	75	30	900
38	Siti Jamilah	55	85	30	900
39	Vanny Shafira	50	90	40	1600
40	Yulianar	50	95	45	2025

		Total	2040	3390	1350	48150
		Mean			33.75	1203.75

Varians in control group

No	Name of Students	Score Pre-test	Score Post-test	D (X2 – X1)	X^2
1	Ainun Hafni	45	70	25	625
2	Aulia Putri	55	60	5	25
3	Cindy Meylia	45	65	25	625
4	Diana	40	50	10	100
5	Diana Banurea	55	60	5	25
6	Dini Ariesta Anggraini	45	55	10	100
7	Dio Widodo	40	50	10	100
8	Dwi Susanti	40	50	10	100
9	Elsa Putri Ramadhani	50	65	15	225
10	Emi Narti	45	50	5	25
11	Fahreza Agung Pramuja	40	55	15	225
12	Handy Nugroho	40	50	10	100
13	Ilfira Arifa Sinaga	45	50	5	25
14	Iqbal Alfiyandi	65	70	5	25
15	Meilani	50	55	5	25
16	Muhammad Fahrizal	45	50	5	25
17	Muhammad Nazhar Fauzi	40	50	10	100
18	Nabilah	45	50	5	25
19	Nadia Karissa	45	70	25	625
20	Nesi Novalita	55	60	5	25
21	Nico Ananda Putra	40	50	10	100
22	Nirmala Sari	45	55	10	100
23	Nur Jannah	40	50	10	100
24	Rahmat Fauzi	40	50	10	100
25	Reynaldi Efendi	50	70	20	400
26	Rico Prasetyo	45	50	5	25
27	Rindiyani	40	60	20	400
28	Risa	45	65	20	400
29	Rizky Ramadhan	50	65	15	225
30	Siska Anggraini	50	60	10	100
31	Suci Lestari	50	60	10	100
32	Syahkilla Aydillah Fitri	55	75	20	400
33	Syahrul Awaluddin	45	50	5	25
34	Tengku Nisa Aulia Hanum	40	50	10	100
35	Tri Puspita Sari	40	50	10	100
36	Uci Utami	50	60	10	100
37	Wahyuda Eka Pratama	50	55	5	25
38	Widya Ratna Ningsih	50	60	10	100
39	Winda Sekartika	45	55	10	100
40	Wahyu Rizky Ramadhani	45	55	10	100

		Total	1890	2280	440	6250
		Mean			11	156.2

APPENDIX V

Speaking Test

Pre-test and Post-test

Direction:

1. Choose topic based on what you want below !

   A. kangaroo

   B. Giraffe

2. Then, give explanation through body language without sound :

APPENDIX VI

ANSWER KEY

A. Kangaroo

Kangaroo is Australian animal. It has pocket in front of its body and it has head small and long ears. Their hind legs have a larger size and very strong. While their front legs are used to hold food and to dig. Kangaroo can jump and run so fast.

B. Giraffe

Giraffe has long neck. Tall is 17 feet. Giraffes have four feet. Giraffe eat grass, leave and fruit. Giraffes don't need to drink water. But, sometimes they drink water, they can drink several gallons.