THE USE OF REPETITION DRILL
TO IMPROVE SPEAKING SKILL ON DESCRIPTIVE TEXT
OF THE EIGHTH YEAR STUDENTS OF MTs N SALATIGA
IN THE ACADEMIC YEAR 2016/2017
A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Bachelor Degree of Sarjana Pendidikan (S.Pd)
English Education Department of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

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SALATIGA
2017
DECLARATION

Hereby the writer fully declares that the graduating paper is written by the writer herself, and it does not contain the materials written or has been published by other people and other’s people ideas except the information from the references.

The writer is capable to account for her graduating paper if it can be proved or containing other’s idea or in fact, the writer imitates the other graduating paper in the future.

Likewise, the declaration is written by the writer and she hopes that the declaration can be understood.

Salatiga, March 9th, 2017

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Case: Lutfi ‘Alawiyah’s Graduating Paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamualaikum. Wr. Wb.

After reading and correcting Lutfi ‘Alawiyah’s graduating paper entitled “THE USE OF REPETITION DRILL TO IMPROVE SPEAKING SKILL ON DESCRIPTIVE TEXT OF THE EIGHTH YEAR STUDENTS OF MTS N SALATIGA IN THE ACADEMIC YEAR 2016/2017”. I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamualiakum. Wr. Wb.

Counselor,

[Signature]

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A GRADUATING PAPER

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BY:

LUTFI 'ALAWIYAH

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Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty of State Institute of Islamic Studies (IAIN) Salatiga on March 31st 2017 and hereby considered to complete the requirements for the bachelor degree of Sarjana Pendidikan (S.Pd) in English and Education.

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DEDICATION

This graduating paper is dedicated to:

1. My beloved mother Nafisah and my father Masjidi Nawawi. Thanks for your love, affection, and always pray, and motivate me. I do love you.

2. My beloved husband Yusuf Prasetyo and my daughter AndhiraMafaza. Thanks for always support me. I love you so much.

3. My beloved sister Khaya Makiyah, my brother Chayi, and my little brother Alfa Ni’am who always take care of me.

4. Mrs. Setia Rini, M. Pd who always guide and support in arrange this paper.

5. All of my friends who always give support.
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Assalamu’alaikum Wr. Wb

Alhamdulillahirabil’alamiin, firstly the writer says as praise and thanksto Allah SWT, the most gracious and merciful. Because of Him, the writer could finish this graduating paper as one of the requirement for the Bachelor Degree of Educational Studies (S.Pd) at English Education Department of State Institute for Islamic Studies (IAIN) Salatiga in 2015.

Secondly, peace and salutation always be given to our Prophet Muhammad SAW who has guided us from the darkness into the lightness. However, this success would not be achieved without a support, guidance, advice, help, and encouragement from individuals and institutions. Thus, the writer would like to say thank to:

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Salatiga, March 9th, 2017

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ABSTRACT


Keywords: speaking, descriptive text, repetition drill

The aims of this research are (1) to find out whether the “repetition drill” technique can improve speaking skill on descriptive text of the eighth year students of MTs N Salatiga in the academic year 2016/2017 (2) to find out the extent of the use “repetition drill” technique improving the students speaking skill on descriptive text. The research method that is used in this research is classroom action research. The subject of the research was 36 students of the eighth year students of MTs N Salatiga. The researcher uses two cycles; each cycle consists of planning, action, observation and reflection. The implementation of repetition drill is effective and can improve the students speaking skill. It shows through several data such as; observation result which is shows students enthusiastic, actively participated in learning process. The result of her research shows that there is an improvement of the students speaking skill using “repetition drill” technique. It can be seen from T-test calculation in cycle I is 2, 5 and cycle II is 6, 58; T-table with N = 34 is 2, 032. Also the increasing students’ mean score in percentage from cycle I to cycle II with the standardized score (the minimum of passing criteria) is 72, in the cycle I is55, 5% students and 82, 85% in the cycle II. The increasing of score in percentage from cycle I to cycle II is 27, 35%. This indicates that by applying “repetition drill” technique, the students speaking skill can be improved.
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CHAPTER I
INTRODUCTION

A. Background of the Study

In formal education, language is an absolute necessity that is used to communicate with others. By using language students can communicate each other. English is an international language and as foreign language. The mastery of this language is very important. Amberg and Vause (2010: 2) state that, language is foremost a means of communication, and communication almost always takes place within some sort of social context. As in everyday life, students always use language in a variety of activities, therefore, language can be regarded as a communication tools.

Consequently, every student is required to have good skill in language so that they can communicate well. The communication is a process of delivering thought, concept, idea, opinion, agreement, wish, information about some events to others by using language. Moreover, in learning English there are four language skills. Lotherington, H (2004: 65) argues that the four basic language abilities are commonly
regarded as speaking, listening, reading, and writing. The first skill is speaking, it controls to learn and to develop of an individual’s personality. The second one is writing, it is a partial representation of units of language expression. This is the chief means by which thought, ideas and knowledge are preserved. The third is reading, it is to grasp language patterns from their written representation. The fourth is listening; through listening, we build knowledge by taking in new information (Robert Lado, 1983: 143). One of the skills that must be mastered by the students is speaking, because it has important role in communication.

Speaking skill is one of the language skills that are very essential to support further oral communication especially in English. Bryne (1986: 8) states that speaking is oral communication between listener and speaker that involves the productive skill and understanding. Brown (2001: 250) states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Although speaking skill is very essential to support further oral communication but it is the most difficult skill to develop. Speaking needs practicing as often as possible.
Based on the researcher’s observation in MTs N Salatiga, The Minimum Achievement Criterion (KKM) of English subject of the eighth year students of MTs N Salatiga is 72 in accordance with the potential and the students ability in learning English, but some students got low scores (under KKM) actually in speaking. The students’ problem in speaking appeared because of some factors. They had difficulties in expressing ideas and opinions orally as they were afraid of making mistakes and not confident to speak English. They still had difficulties in pronouncing certain English words. To be able to speak, instead of pronunciation, the richness of vocabulary was also important. However, most students lacked vocabulary mastery and only few students in the classroom consulted a dictionary. Their competencies in grammar were also poor. As the result the students became passive in the classroom. It also caused them getting bored and did not enjoy the lesson. This condition supports the teacher drew up appropriate learning teaching. To develop English learning quality, it is necessary to find good learning technique for the students’ role.

To make the students have strong interest in teaching and learning process especially in learning speaking, the teacher should use appropriate technique in teaching of English language. Technique is used to make interaction between the teacher and students.
Furthermore, the teacher has to prepare interesting aid before the teaching and learning process is done. In this case, the researcher used suitable technique in teaching speaking. *Repetition drill* is an effective way to improve the students’ speaking skill in English. By using suitable technique in speaking the teacher can improve the students’ speaking skill.

In this study, the researcher uses repetition drill as a technique to improve students’ speaking skill. Thus, the teacher has one way to solve the problem above. For that the reason, the writer is interested in writing a graduating paper entitled: **THE USE OF REPETITION DRILL TO IMPROVE SPEAKING SKILL ON DESCRIPTIVE TEXT OF THE EIGHTH YEAR STUDENTS OF MTs N SALATIGA IN THE ACADEMIC YEAR 2016/2017.**

**B. Research Problem**

1. How is the implementation of repetition drill to improve speaking skill on descriptive text of the eighth year students of MTs N Salatiga in the academic year 2016/2017?

2. To what extent is the use of repetition drill technique improving speaking skill on descriptive text of the eighth year students of MTs N Salatiga in the academic year 2016/2017?
C. Purposes of the Study

1. To describe the implementation of repetition drill to improve speaking skill on descriptive text of the eighth year students of MTs N Salatiga in the academic year 2016/2017.

2. To find out to what extent the use of repetition drill technique in improving speaking skill on descriptive text of the eighth year students of MTs N Salatiga in the academic year 2016/2017.

D. Benefits of the Study

Through this classroom action research, the researcher hopes that it can give advantages for:

1. The teacher
   a. Improve the teacherto teach the student speaking skill with a better technique.
   b. Increaseyoung learner’s teacher in learning process.
   c. To help the teacher to decide the best technique for improving speaking skill.

2. The students
   a. To motivate the students in order to involve them in learning process actively.
b. To develop students speaking skill.

c. To train students confidence.

3. The school

a. The positive result of this research can create the innovation for the school to develop the teaching learning process with interesting and appropriate learning technique in order to improve students’ speaking skill, especially.

b. The application of this technique can create good quality for students output.

E. Definition of the Key Terms

There are several definitions of key terms based on the title:

1. Repetition

   Brooks in Richards, J. C and Rodgers, T. S (1986: 54), the student repeats an utterance aloud as soon as he has heard it. He does this without looking at a printed text. The utterance must be brief enough to be retained by the ear. Sound is as important as form and order.

   Example:
This is the seventh month. -This is the seventh month.

2. Drill

An activity that practice a particular skill and often involves repeating the same thing several times.

(http://dictionary.cambridge.org/dictionary/english/drill)

3. Speaking skill

According to Tarigan (1990: 3-4) speaking is a language skill developed in child life, which is produced by listening skill and when the period speaking skill is learned. Thus, speaking is the productive skill in the oral mode.

F. Limitation of the Study

In order to make focus in this research, the researcher will limit the study as follows:

1. The research is limited in the application of repetition drill technique.
2. The research is limited in speaking skill.
3. The research is limited in descriptive text.
4. The research is carried out to the students of the eighth year of MTs N Salatiga in the academic year 2016/2017.

G. Graduating Paper Organization

To facilitate the reader in understanding this paper, the researcher will describe the parts in this paper are:

Chapter I presents the introduction, consist of the background of study, research problem, purpose of the study, benefits of the study, the definitions of key terms, limitation of study, and graduating paper organization.

Chapter II the writers present theoretical framework which contains the theories that will relate and support the research.

Chapter III is the research methodology, consist of setting of the research, subject of the research, type of the research, procedure of the research, technique of collecting data, and technique of analyzing data.

Chapter IV is data analysis, it consist of research finding and analysis and discussion.

Chapter V is closure that consists of conclusion and suggestions.
CHAPTER II
THEORETICAL FRAMEWORK

A. Review of Previous Researches

In this graduating paper, the researcher takes two previous researches comparison. The first research is done by Handayani, K.U (2011), “Using a Chain Drill to Improve Students’ Fluency in Speaking English (The Case of Seventh Grade Students of “SMP N 5” Sragen in the Academic Year of 2010/2011). In her thesis, she analyzed the students’ fluency improvement in speaking English using chain drill. She used classroom action research (CAR). She also showed the learning process. It shows that this technique effectively help the students to improve their fluency in speaking English. In the end of her research she said that there was significant result before and after using chain drill to improve the students’ speaking fluency.

The second research is done by Kartikasari, E (2014) entitled “Improving Students’ Speaking Ability Through Repetition Drill”. The method used in her research was classroom action research (CAR). The research was conducted in three cycles at the 7th grade students of SMP N 6 Ketapang in the academic year 2013/2014. In collecting
data, the researcher used performance test for assessing students’ performance based on scoring table of rating scale of speaking, observation, and test (pre-test and post-test).

The research findings show that the use of repetition drill could improve the students’ speaking skill in procedure text. The improvement of classroom situation includes: the class is more alive because the students participated actively during the speaking class, the students were motivated to speak English, the students paid good attention to the teacher’s explanation.

The study conducted by the researcher for the graduating paper was different from the previous research. The researcher would cover about the use of repetition drill to improve the students speaking skill. The difference was showed of the use of repetition drill and descriptive text to improve speaking skill, whereas the previous researcher used chain drill and procedure text to improve the students’ speaking skill.

B. Drill

1. Definition of Drill

A drill is a classroom technique used to practice new language. It involves the teacher modeling a word or a sentence
and the learners repeating it. Hornby (1995: 355) states that drill is trained or trains somebody thoroughly by means of regularly repeated exercises.

Furthermore, drill is a technique that has been used in the foreign language classroom for many years. It was a key feature of audio-lingual method which placed emphasis on repeating structural pattern through oral drill. Matthews, Spratt, and Dangerfield (1991: 210) said that a drill is a type of highly controlled oral practice in which the students respond to given cue. The response varies according to the type of drill. Drills are used usually at the controlled practice stage of language learning so that students have the opportunity to accurately try out what they have learned. Drills help students to develop quick, automatic responses using a specific formulaic expression or structure, such as a tag ending, verb form, or transformation.

According to Tice (2004), drilling remains a useful technique in the classroom if it is used appropriately. For the learners, drilling can:

1) Provide for a focus on accuracy. Increasing accuracy, fluency, and complexity is a way where a learner’s language improves
so there is a need to focus on accuracy at certain stages of the lesson or during certain task types.

2) Provide learners with intensive practice in hearing and saying particular word phrases. They can help learners get their tongues around difficult sounds or help them imitate intonation that may be rather different from that of their first language.

3) Provide a safe environment for learners to experiment with producing the language. This may help build confidence particularly among learners who are not risk-takers.

4) Help students notice the correct form or pronunciation of a word or phrase. Noticing or consciousness rising of language is an important stage in developing language competence.

5) Provide an opportunity for learners to get immediate feedback on their accuracy in terms of teacher or peer-correction.

6) Help memorization and automation of common language patterns and language chunks might be good for oral communication learners.

7) Meet student expectations. The students may think drilling is an essential feature of language classrooms.

2. Types of Drill
Richards, J. C (1986: 53) say that dialogues and drills form are the basis of audio lingual classroom practices. In addition, Brooks in Richards and Rodgers (1986: 54) states that the use of drills and pattern practice is a distinctive feature of the audio-lingual method. Various kinds of drills used include the following:

1) Repetition: The student repeats an utterance aloud as soon as he has heard it. He does this without looking at a printed text. The utterance must be brief enough to be retained by the ear.

2) Inflection: One word in an utterance appears in another form when repeated.

3) Replacement: One word in an utterance is replaced by another.

4) Restatement: The student rephrases an utterance and addresses it to someone else, according to instructions.

5) Completion: The student hears an utterance that is complete except for one word, then repeats the utterance in complete form.

6) Transposition: A change in word order is necessary when a word is added.

7) Expansion: When a word is added it takes a certain place in the sequence.
8) Contraction: A single word stands for a phrase or clause.

9) Transformation: A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality.

10) Integration: Two separate utterances are integrated into one.

11) Rejoinder: The student makes an appropriate rejoinder to a given utterance.

12) Restoration: The student is given a sequence of words that have been culled from a sentence but still bear its basic meaning.

In addition, Diane Larsen-Freeman (2000: 47-49) also states that there are several kinds of drill techniques used in audio-lingual method:

1) Dialog memorization

Dialog or short conversations between two people are often used to begin a new lesson. Students memorize the dialog through mimicry; students usually take the role of one person in the dialogue, and the teacher the other. After the students have learned the one person’s line, they switch roles and memorize the other person’s part. Another way of practicing the two roles is for half of the class to take one role and the
other to take the other. After the dialogue has been memorized, pairs of individual students might perform the dialog for the rest of the class. In the audio-lingual method, certain sentence patterns and grammar points are included within the dialog. These patterns and points are later practiced in drills based on the lines of the dialog.

2) Backward build-up (expansion) drill

This drill is used when a long line of a dialogue is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher’s cue, the students develop what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.
3) Repetition drill

Students are asked to repeat the teacher's model as accurately and as quickly as possible.

4) Chain drill

A chain drill gets its name from the chain of conversation that forms around the room as students, one by one, ask, and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, and then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill also gives the teacher an opportunity to check each student's speech.

5) Single-slot substitution drill

The teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase-called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill
is to give the students practice in finding and filling in the slots
a sentence.

6) Multiple-slot substitution drill

This drill is similar to the single-slot substitution drill. The
difference is that the teacher gives cue phrases, one at a
time, which fit into different slots in the dialog line. The
students must recognize what part of speech each cue is, or at
least, where it fits into the sentence, and make any other
changes, such as subject-verb agreement. They then say the
line, fitting the cue phrase into the line where it belongs.

7) Transformation drill

The teacher gives students a certain kind of sentence
pattern, an affirmative sentence for example. Students are
asked to transform this sentence into a negative sentence. Other
examples of transformations to ask of students are changing a
statement into a question, an active sentence into a passive one,
or direct speech into reported speech.

8) Question-and-answer drill

This drill gives student practice with answering
questions. The students should answer the teacher's questions
very quickly. Although we did not see it in our lesson here, it is also possible for the teacher to cue the students to ask questions as well. This gives students practice with the question pattern.

9) Use of minimal pairs

The teacher works with pairs of words which differ in only one sound; for example, ship/sheep. Students are first asked to perceive the difference between the two words and later to be able to say the two words. The teacher selects the sounds to work on after she has done a contrastive analysis, a comparison between the student native language and the language they are studying.

10) Complete dialog

Selected words are erased from a dialog students have learned. Students complete the dialog by filling the blanks with the missing words.

11) Grammar game

The games are designed to get students to practice a grammar point within a context. Students are able to express
themselves, although it is rather limited in this game. Notice there is also a lot of repetition in this game.

3. **Repetition Drill**

Repetition drills are used for familiarizing students quickly with a specific structure formulaic expression (Doff 1990: 71). Repetition drill is the simplest drill used in learning language patterns. Language learners merely repeat what the teacher says or the tape recorder produces. This may be used for the presentation of new vocabulary and will be useful for pronunciation class.

Furthermore, at its simplest, drilling means listening the model, provided by the teacher, or a tape or another student in the classroom, and repeating what is heard. It is a repetition drill. In a repetition drill, the teacher says the model (words and phrases) and the students repeat it. (Tice, 2004)

Learning to speak a foreign language is like the other skills. It is simply a question of correct habit formation. It is though that repeating phrases correctly in lots of time would lead the learner to master the language. Diane Larsen-Freeman (2000: 43) said: “language learning is a process of habit formation. The more
often something repeated, the stronger the habit and the greater learning. Learning a foreign language is the same as the acquisition of the native language.”

According to Diane Larsen-Freeman (2000: 45) the role of the teacher is like an orchestra leader, directing and controlling the language behavior of the students, also responsible for providing the students with a good model for imitation. The students are imitators of the teacher’s model or the tapes of model speakers. They follow the teacher’s directions and respond as accurately and as rapidly as possible.

In accordance with the idea, repeating or drilling models plays a very important role in language learning. In audio-lingual, drilling is needed to facilitate learning, although it is meaningless and mechanical drill (Tice, 2004). In conclusion, repetition drill enables the students to be aware of the relationship among form, meaning, the use of language, and also helps the students to memorize the words or phrases.

From the explanation above, it can be concluded that drilling is a technique that has been used in foreign language classrooms which emphasis on repeating structural pattern through
oral practice to demonstrate students’ ability in using specific language. The use of this technique not only to give the students chance to speak in front of the class and practice their speaking, but also their comprehension of the text can be reached through this technique. In this research, the researcher chose “repetition drill” as the technique using in classroom. Where, the teacher says the model of the text, then the students repeated what the teacher said as accurately as quickly as possible.

C. Speaking

1. Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking. It is often spontaneous, openended, and evolving (Brown, 1994; Burns & Joyce, 1997).

As state by Chaney (1998: 13) which is quoted by Kayi (2006) Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is much more complex. It involves
both a command of certain skills and several different types of knowledge.

In other words, Burns and Joyce in Florez (1999: 1) defined Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Besides that, speaking is one of the important skills that have to be mastered by students in learning English. It is an essential tool for communicating. Talking about speaking is talking about communicating, express the ideas, feeling, opinions and others, that will be change for one person to another.

Based on the definition speaking above, it can be concluded that speaking is an important instrument of communication included expressing ideas, sharing meaning, feeling or opinion through verbal or non-verbal symbol.

2. Types of Speaking

Brown (2000: 271-274) argues that there are five basic types of speaking as follows:

a. Imitative

The ability to simply imitate a word or phrase or possibly a sentence. In this stage, the teacher focuses only on students’
pronunciation than the ability to understand or convey meaning.

b. Intensive
The production of short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.

c. Responsive
Interaction and test comprehension but at the somewhat limited level very short conversation, standard greetings and small talk, simple request and comments, and the like.

d. Transactional (dialogue)
It is carried out for the purpose of conveying or exchanging specific information, is in extended form of responsive language.

e. Interpersonal (dialogue)
It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are
interview, role play, discussions, conversations, games and speech.

f. Extensive

The oral production task includes speeches, oral presentation, and storytelling, during which the opportunity for oral interaction from listener is either highly limited.

Based on the theory above, a teacher should to know that speaking is not only about the use of the right sounds but also the choice of words so that someone can communicate with others. The stage of students’ performance also becomes part of consideration to design English teaching activities. The goals of our teaching will influence the activities in the class.

In this research, the researcher chose imitative as a type of speaking use in the classroom. Where, the students as an imitator just need to repeat a sentence their heard with the right pronunciation before knowing the meaning of the text. When students are speaking in English, they should be able to pronounce correctly. Pronunciation will be the way they produce and articulate the words.

3. Elements of Speaking
The ability to speak fluency presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’. Those will be explained below (Harmer, 2001: 269-271):

a. Language features

1) Connected speech: connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also the use of fluent connected speech. In connected speech sounds are modified, omitted, added or weakened.

2) Expressive device: native speaker of English change the pitch and stress of particular part of utterance, vary volume and speed, and show by other physical and nonverbal means how they are feeling (especially in face to face interaction).

3) Lexis and grammar: teachers should therefore supply a variety of phrase for different function such as agreeing or disagreeing, expressing surprise, shock or approval.

4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask
for clarification when we are listening to someone else talks and it is very crucial for students.

b. Mental/social processing

1) Language processing: effective speaker need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

2) Interacting with others: effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and knowledge of how linguistically to take turns of allow others to do so.

3) (On the spot) information processing: quite apart from our response to others’ feeling, we also need to be able to process the information they tell us at the moment we get it.

From those elements mentioned above, it can be concluded that to be a good speaker, he or she has to master language elements. On the other hand, it is not enough to have a lot of vocabulary without other knowledge. Speaker
who wishes to say anything has to consider two things. First, the language feature by which people know the use of language such as: how to modify the sound and how to use appropriate expression. Second, people also should to know how to arrange the words into the right order.

4. **Aspects of Teaching Speaking Skill**

Brown (2001: 8) state that teaching cannot be defined apart from learning, because it is guiding and facilities of learning, enabling the learner to learn and setting the condition for learning. Speaking is a skill requiring the simultaneous use of member of different abilities. There are five components in speaking skill:

a. **Pronunciation**

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that determine how sounds vary and pattern in a language.

b. **Grammar**

Grammar is the rules for forming words and making sentences. It is needed for students to arrange a correct sentence in conversation, or the students’ ability to manipulate
structure and to distinguish appropriate grammatical for in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication. Vocabulary is the total number of words that make up a language.

d. Fluency

Fluency is quality or condition of person to speak a language easily and well.

e. Comprehension

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

Based on the explanation above, when the students speaking in English, they should be able to pronounce correctly. Another aspect of speaking is grammar. Grammar refers to the rules of language structure. Then, vocabulary, it refers to the total
number of words that make up a language. Then, fluency, it refers to how well the speaker articulate the words; clear and understandable. The last is comprehension. It is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

5. The Meaning of Speaking Skill

Speaking skill is the ability to perform the linguistic knowledge in actual communication. Its function is to express some idea, feeling, thought and needs orally. According to Hornby (1995:318) speaking is making of words in an ordinary voice, uttering words, knowing and being able to use a language; expressing one in words, making speech.

According to the Webster College Dictionary (2003:873), to speak means to utter words with the voice; to utter by means of words (speak the truth), to address a gathering, to mention in speech or writing, to carry a meaning as if by speech, to make anatural or characteristic sound, to use in talking. Speak may apply to any articulated sounds ranging from the least to the most coherent. Then, talk is less technical and less formal and implies a listener and connected discourse or exchange thoughts. On the
other hand, speech means the communication or expression of thoughts in spoken words.

While, skill is a present state of being able to make certain response perform certain tastes, we say that a person has a skill to do something, we mean that he can do right now. Skill is a power in doing something, fitness for ability for being improved.

For that reason, both speaking and skill are combined and it is means capability/skill to utter the articulation of sound to express or deliver thought, wish to other people to do communicative task.

Furthermore, speaking is more than justa message being transmitted froma speaker to the listener. In this case, the speaker is at the same time both subject of his own message.

6. The Importance of Speaking Skill

The capability of human to speak well and right are very needed in sending wishes, thoughts, and others. In other that the partner can understand what the speaker’s talks about it. Refers to the importance of speaking ability, Haryanto(1994: 26) says that human delivers a message and it is accepted by the communicant, so it had been occurred a communication between communicator and communicant. If the communicant does not understand what
the message conveyed is about, it will be occurred misunderstanding. The above opinion indicated that speaking skill is very important to everyone, because speaking is an instrument of social interaction.

Furthermore, the speaking is a work that constitutes a complex problem and it is so important. Also, it cannot be separated from practice every day in daily life. Speaking skill is very important and need by everyone because it is multifunction. To speak well, right, fluently, it needs more courses practice. Actually, since a normal infant was born she or he had a potency of speaking skill, it can be seen when the infant started to make sound.

7. Characters of Successful Speaking

When the students choose to learn a language, they are interested in learning to speak that language as fluently as possible. There are the characteristics of successful speaking:

a. Learners talk a lot

As much as possible of the period of time allocated to the activity is a fact occupied by learners talk.
b. Participation is even

Classroom discussion is not dominated by a minority of talk active participants. It means that all students get a chance to speak and participate in class.

c. Motivation is high

All students have enthusiasm to speak in class. As Nunan (1991: 39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language.

D. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a text which is used to describe something like a particular place, certain person or thing from the physical condition. The junior high school students are required to understand the component of descriptive text genre, those are: generic structure and language feature.

According to Hartmann and Blass (1999:63) descriptive paragraph is a text which says what a person, animal or a thing is
like. Its purpose is to describe and reveal a particular person, place, or thing.

2. **The generic structure of descriptive text:**
   
a. Identification is the part of the paragraph that introduces the character. Usually, identifying the phenomenon to be described. The part of the paragraph that introduces the character.

   b. Description is the part of the paragraph that describes the character. Describing the phenomenon in parts, qualities, or/and characteristics.

3. **The language features of descriptive text:**
   
a. Focus on Specific Participant (Prambanan temple, Bali, My Father, My Cat, My Mom)

   b. Use Simple Present tense. (S+V1+O)

   c. Describing features (use adjectives ; handsome, beautiful, tall, small, big)

   d. Using relating verbs (is)
CHAPTER III
RESEARCH METHOD

A. Setting of the Research

The research was carried out in MTs N Salatiga. This school was built on 1978 and located at Jl. Jodipati No. 1, Tegalrejo, Salatiga. This location was strategic, because not too far from highway and located in the middle of the town. In the academic year 2016/2017, this school has twenty four classes. Every grade consists of eight classes.

The research take place at MTs N Salatiga based on the consideration that the school is near the place of the researcher and the institution has never conducted research about speaking descriptive text using repetition drill technique. The research applied at the second semester in the academic year of 2016/2017 and began in January until February 2017.

B. Subject of the Research

The subject of this research is eighth year students of MTs N Salatiga in the academic year of 2016/2017. The eighth year students consist of eighth classes, but the researcher took VIII G class. This class consists of 36 students, 16 male and 20 female. The researcher
performed as the teacher and her partner, Zulia Permata Qurrota ‘Aini as the observer of the action.

Table 3.1
The List of VIII G Class of MTs N Salatiga in the academic year 2016/2017

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aditya Nur Alim</td>
</tr>
<tr>
<td>2</td>
<td>Ahmad Khadiq Alfarisi</td>
</tr>
<tr>
<td>3</td>
<td>Ahmad Rafi Zaidaan</td>
</tr>
<tr>
<td>4</td>
<td>Ahmad Syaiful Fajar</td>
</tr>
<tr>
<td>5</td>
<td>Anis Christinawati</td>
</tr>
<tr>
<td>6</td>
<td>Arina Rosyada Salsabila</td>
</tr>
<tr>
<td>7</td>
<td>Azarine Vastiti Razana</td>
</tr>
<tr>
<td>8</td>
<td>Chindy Rosiana Mawarti</td>
</tr>
<tr>
<td>9</td>
<td>Dwi Kurniawati</td>
</tr>
<tr>
<td>10</td>
<td>Dzaudan Naufal Faza</td>
</tr>
<tr>
<td>11</td>
<td>Edi Kurniawan</td>
</tr>
<tr>
<td>12</td>
<td>Evan Kresna Januar</td>
</tr>
<tr>
<td>13</td>
<td>Fella Sufah Zain</td>
</tr>
<tr>
<td>14</td>
<td>Hafizh Maullana</td>
</tr>
<tr>
<td>15</td>
<td>Helmi Candra Wijaya</td>
</tr>
<tr>
<td>16</td>
<td>Isna Alfian Safitri</td>
</tr>
<tr>
<td>17</td>
<td>Maylasari Ratnadila</td>
</tr>
<tr>
<td>18</td>
<td>Miranti Salfatia Anggi</td>
</tr>
<tr>
<td>19</td>
<td>Muhamad Muallim</td>
</tr>
</tbody>
</table>
C. Type of the Research

The type of this research is Classroom Action Research (CAR). Classroom Action Research means a research conducted in the classroom to know the result of an action applied on a subject research in the classroom. According to Arikunto (2006: 2-3) classroom action...
research are coming from three words. They are research, action and class. It can be describe as follows:

a. Research is an activity to find out accuracy some object using methodology to get data or information which benefit to improve something which interest and important for researcher.

b. Action is a movement activity, which is done deliberately with a certain purpose.

c. Classroom is a group of students in same time and have same lesson from teacher

Based on three of main words, Classroom Action Research (CAR) means research which is done by the teacher in teaching learning process to understand the situation and to improve the skill of the students in learning process.

D. Procedure of the Research

This research applied Kemmis and Mc Taggart’s model of classroom action research’s method. Arikunto (2010:137) informs that the principal concept of CAR according to both of those experts consists of four; they are planning, acting, observing, and reflecting. The researcher uses two cycles in this research. According to Arikunto (2010:138) each cycle consists of:
1) Planning

Planning explains about WH question; what, why, when, where, who and how the action done (Arikunto (2010: 138). The activities in the planning are:

a) Preparing materials, making lesson plan, and design the step in doing the action
b) Preparing list of students’ name and scoring
c) Preparing teaching-aids
d) Preparing sheets for students and teachers observation sheet
e) Preparing a test for pre-test and post-test (to know whether students’ speaking skill improve or not)

2) Acting

In accordance to Arikunto (2010: 139) acting is the implementation of planning. The researcher spent two cycles to do a classroom action research. Writer presents them in the following:

a) Giving pre-test
b) Teaching speaking by repetition drill.
c) Giving occasion to the students to ask any difficulties or problems.
d) Giving post-test.

3) Observe
Observation is data gathering. In other word, observation is the instrument to show how far the effect of the action. Observation can be systematically used to observe and note the phenomenon investigated like the students’ feeling, thinking, and something they do in teaching learning process. Observations focused on the implementation of the learning activities and write something that happened in the classroom. In this research, the researcher observes the learning process, notices all the activities related with learning process use check list.

4) Reflection

In this part, Arikunto (2010: 140) stated that researcher and observer discuss the result of learning process. It consists of analyzing the action and doing intervention, clarification how the researcher doing the research as the teacher, also the condition of the class and the students.

As soon as the class ending, the teacher or researcher was discussed with the observer about the learning process. Whether the device successful or not. Also, it was to find the weakness and the advantage of the device then find out the appropriate solution.
E. Technique of Collecting Data

Data collecting is used to gather information, in this part is about classroom action research. This research will use some techniques to collect the data:

a. Observation

In conducting the observation, the researcher uses field note and documentation. In accordance to Hopkins (1993: 104), keeping field notes is a way of reporting observation, reflections and reactions to classroom problem. Ideally, they should be written as soon as possible after a lesson.

b. Test

Testing is a number measuring a person ability, knowledge, or performance in a given domain (Brown, 2001: 3). In this research, the researcher used pre-test and post-test with repetition drill technique and without repetition drill technique

c. Videotape Recorder

The videotape recorder is increasingly being used by teachers as a means of gathering general information about their
teaching. It allows the teacher to observe many facets of his or her teaching quickly, and provides heuristic and accurate information for diagnosis (Hopkins, 1993: 115).

F. Technique of Analyzing Data

The researcher conduct the classroom action research of teaching speaking using repetition drill at the eighth year students’ of MTs Salatiga. In analyzing the data, the researcher uses the quantitative and qualitative data analysis.

As stated by Creswell, John W (2012: 13) Quantitative research collected numeric data from a large number of people using instruments with preset questions and responses. Also analyzed trends, comparing groups, correlating variables using statistical analysis and interpreting results by comparing them with prior predictions and past research.

In the other hand, “Qualitative research collected data based on words from a small number of individuals so that the participants’ views are obtained and analyzed the data for description and themes using text analysis and interpreting the larger meaning of the findings”. As stated by Creswell, John W (2012: 16).
This study would be successful when there is increasing of students’ speaking skill. One of the indication is the students can explore their ideas or thinks in English well. Before applying the action, the students would be given pre-test and post-test in the end of the action to know the progressing of students.

The proceeds of pre-test and post-test would be analyzed to prove the hypothesis by t-test formula. The formula according Hadi (1981: 246) as follow:

1. Mean

Mean is sum of all students score and divide it with total of individual. The function of the formula is to find the average from raw data.

\[ M = \frac{\sum X}{N} \]

Where,

\( M \) : Mean of the students' score

\( \sum X \) : The sum of the students’ score

\( N \) : The total number of the students

2. SD (Standard Deviation)
The function of the formula is to solve standard deviation calculation from the data that arranged into distribution table.

\[
SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

Where,

SD : Deviation Standard

D : Difference between pre-test post-test

N : Number of observation in sample

3. T-test

To be able to know whether there is a significant improvement or not between pre-test and post-test, researcher using t-test after calculate the SD. The formula is:

\[
t_o = \frac{\left(\frac{\sum D}{N}\right)}{\sqrt{\frac{SD}{\sqrt{N-1}}}}
\]

Where,

\(t_o\) : T-test for the differences between pre-test and post-test

SD : Deviation Standard for one sample t-test
D : Different between pre-test and post-test

N : Number of observation in sample

G. Evaluation Criteria

In the oral test, the researcher used speaking assessment rubric in

the following table:

Table 3.2
Scoring Rubric

<table>
<thead>
<tr>
<th>Name : Score :</th>
<th>20-16</th>
<th>15-11</th>
<th>10-6</th>
<th>5-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>Able to keep flow of language with an occasional hesitation</td>
<td>Some hesitation and short pauses</td>
<td>Speech disconnected not easy to follow</td>
<td>Not connected speech</td>
</tr>
<tr>
<td>Content</td>
<td>Use all the sentence patterns</td>
<td>Use most of the sentence patterns</td>
<td>Use a few of the sentence patterns</td>
<td>Use limited sentence patterns</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Effective use a vocabulary</td>
<td>Uses basic and learned vocabulary</td>
<td>Limited vocabulary</td>
<td>Incomprehensible because insufficient vocabulary</td>
</tr>
<tr>
<td>Grammar</td>
<td>Effective use of structure with few or no mistakes</td>
<td>Meaning is conveyed, some mistake</td>
<td>Many mistakes with basic structure</td>
<td>Lack of use of structure</td>
</tr>
</tbody>
</table>
CHAPTER IV

DATA ANALYSIS

In this chapter explains the result of each cycle of the research. It describes activities from each step of the cycles. Several activities and condition of each cycle are discussed and explained as a part of implementation of repetition drill to improve students’ speaking skill in descriptive text.

A. Research Finding

The research consists of two cycles, each cycle consists of planning, acting, observing, and reflecting. The whole steps of this research would be explained in the description below:

1. Cycle I

   a. Implementation on Cycle I

   1) Planning

      The researcher prepared several instruments, they are as follows:

| Pronunciation and intonation are almost clear and accurate | Pronunciation and intonation are usually clear or accurate with few problem areas | Pronunciation and intonation errors, sometime it make difficult to understand by the students | Frequent problems with pronunciation and intonation |

| Pronunciation and intonation are usually clear or accurate with few problem areas | Pronunciation and intonation errors, sometime it make difficult to understand by the students | Frequent problems with pronunciation and intonation |
a. Lesson Plan

Lesson plan was used to control the teaching and learning process in this research. The researcher used it as a guidance to manage time and activities during teaching and learning process in the class.

b. Material

Descriptive text (meaning, purpose, generic structure, example, and language feature).

c. Teaching Aid

The researcher prepared some instruments. They are board-marker, pictures, and handout for students. The researcher also provided the material and tools to succeed the action.

d. Observation sheet

Observation sheet was prepared in order to know the students’ activities during the teaching and learning process.

e. Pre-test and Post-test

The researcher used pre-test and post-test in her action. Pre-test was done before using repetition drill to
know the competence of students in speaking descriptive text. Then, the researcher used post-test. Post-test was done after using repetition drill as a technique of language teaching to see the result of the study before and after using repetition drill.

2) Implementation of the action

The research was done on January, 12 until February, 01, 2017 in MTs N Salatiga. The action of cycle I was done on Jan 12th, 13th, and 18th. The researcher performed as a teacher and her partner Zulia Permata Qurrota ‘Ainy as the observer of the action.

On Thursday, January 12th before started the lesson, the researcher informed to the students that for a few days later the class would be taught by the researcher.

The teacher started the lesson by greeted “Assalamualikum warahmatullahi wabarakatuh” and said hello to the students. The teachers’ open the lesson, introduces herself, conveyed the purpose of coming in the class, and checked the students’ attendance list. After checked the attendance list, the teacher said that they would learn English on a month especially about descriptive text. Before, began the
lesson, the teacher asked to the students’ about what is descriptive text. One of the students “Chindy” answered that descriptive text is text that describes something. After giving a little explanation about descriptive text, the teacher told that they will do a pre-test. The teacher gave two pictures and asked to the students to choose one and then described it. Then, gave 10 minutes before asked to the students to perform in front of the class to do a pre-test about descriptive text. It was done on one meeting. After the students finished the pre-test, the teacher closed the lesson and said “hamdallah” together.

On Friday, 13th the teacher entered the class. Before started the lesson, the teacher said basmallah together with the students, then asked the students condition, and checked the attendance list. After that, the teacher gave a handout to the students. The teacher asked to some students to read about the definition of descriptive text, the purpose, and the generic structure of descriptive text. Then the teacher explained more detail in bahasa in order to make the students understood about the material. After explained it, the teachers gave an example of descriptive text, then lead them to speak it by repetition drill technique. But, before applied it to the students, the teacher
explained first about the definition and the procedure of repetition drill technique.

After the teacher explained the procedure of repetition drill, she gave an example of descriptive text. The teacher drill the students how to pronounce every sentence with pronunciation and intonation correctly. Then, the teacher asked to some students to perform the example of descriptive text in front of the class. Finally, the researcher took a conclusion related with the topic.

On Wednesday, January 18th, the researcher and observer entered the class. The researcher informed to the students that she would give a post-test. Before did a post-test, the researcher gave a descriptive text about “Bongo the Orangutan” and drilled the students about the text. Next, the researcher asked to the students to perform one by one in front of the class. After the students finished the test, the teacher closed the meeting, said that they will meet next week and said *hamdallah* together.

3) Observation

The researcher observed the learning process by asking the observer to help her in monitoring the students’ activity and
attention during the action in the classroom. This observation was purposed to know how far the situation and enthusiasm of the students during teaching and learning process. The researcher used observation sheet that has given to her partner. The purpose of this activity was to evaluate the teaching and learning process, collecting data and monitor the class.

**Table 4.1**

**Teachers’ Observation Sheet**

<table>
<thead>
<tr>
<th>NO.</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher prepared the material well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Teacher conduct the classroom well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Teacher use the time effectively</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Teacher give evaluation after the lesson plan</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Teacher ask the student’s difficulties</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>The teacher applies <em>repetition drill</em> as the technique in teaching descriptive text</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
</tbody>
</table>

**Table 4.2**

**Students’ Observation Sheet**
<table>
<thead>
<tr>
<th>No</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students feel enthusiastic doing speaking test by using repetition drill technique</td>
<td>✔️</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Students give attention to teacher’s explanation</td>
<td>✔️</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Students active during learning process</td>
<td></td>
<td>✔️</td>
<td>Students make noisy in the class, shy, and feel not confident to speak in English</td>
</tr>
<tr>
<td>4</td>
<td>Students understand the teacher’s explanation</td>
<td>✔️</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Students do the evaluation well</td>
<td>✔️</td>
<td></td>
<td>Good</td>
</tr>
</tbody>
</table>

4) Reflection

Based on the observation of the cycle I, there were some reflections that should be given attention to maximize the ability of students in speaking. The researcher found some weaknesses that happened during the teaching and learning process. The weaknesses were; more or less of a quarter of VIII G students were still lack of vocabulary, nervous, and less of confident. So they confused on how to
speak English well, the condition of the class was noisy during teaching and learning process.

The researcher analyzes the data of pre-test and post-test. The KKM (Kriteria Minimum Kelulusan) or passing grade of the test was 72, and the target of the passing grade was 80%.

b. Improvement on Cycle I

The calculation and result of pe-test and post test cycle I:

Table 4.3
Score of Pre-Test and Post-Test in Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre test I (X)</th>
<th>Post test I (Y)</th>
<th>Post-Pre (D)</th>
<th>D^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aditya Nur Alim</td>
<td>40</td>
<td>50</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Ahmad Khadiq Alfarisi</td>
<td>53</td>
<td>76</td>
<td>23</td>
<td>529</td>
</tr>
<tr>
<td>3</td>
<td>Ahmad Rafi Zaidaan</td>
<td>79</td>
<td>73</td>
<td>-6</td>
<td>-36</td>
</tr>
<tr>
<td>4</td>
<td>Ahmad Syaiful Fajar</td>
<td>35</td>
<td>75</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>5</td>
<td>Anis Christinawati</td>
<td>78</td>
<td>86</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>Arina Rosyada Salsabila</td>
<td>76</td>
<td>78</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Azarine Vastiti Razana</td>
<td>77</td>
<td>64</td>
<td>-13</td>
<td>-169</td>
</tr>
<tr>
<td>8</td>
<td>Chindy Rosiana Mawarti</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>Dwi Kurniawati</td>
<td>55</td>
<td>71</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>10</td>
<td>Dzaudan Naufal Faza</td>
<td>79</td>
<td>78</td>
<td>-1</td>
<td>-1</td>
</tr>
<tr>
<td>11</td>
<td>Edi Kurniawan</td>
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<td>-</td>
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<td><strong>2531</strong></td>
<td><strong>135</strong></td>
<td><strong>3355</strong></td>
</tr>
</tbody>
</table>
a. Mean of pre-test I

\[ M_x = \frac{\Sigma x}{N} \]

\[ M_x = \frac{2306}{35} \]

\[ M_x = 65, 88 \]

b. Mean of post-test I

\[ M_y = \frac{\Sigma y}{N} \]

\[ M_y = \frac{2531}{36} \]

\[ M_y = 70, 30 \]

c. SD of post-test and pre-test

From the data above, the teacher calculated SD pre-test and post-test

\[ SD = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} \]

\[ = \sqrt{\frac{3355}{35} - \left(\frac{135}{35}\right)^2} \]

\[ = \sqrt{95,85 - 14,87} \]

\[ = \sqrt{80,98} \]

\[ = 8, 99 \]
d. T-test calculation

\[ T = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{SD}{\sqrt{N-1}} \right)} \]

\[ = \frac{\left( \frac{135}{35} \right)}{\left( \frac{8.99}{\sqrt{35-1}} \right)} \]

\[ = \frac{3.85}{8.99} \]

\[ = \frac{3.85}{5.83} \]

\[ = \frac{3.85}{1.54} \]

\[ = 2.5 \]

T-test is 2.5

a) Calculating Df

Degree of Freedom = (N-1)
\[ = (35-1) \]
\[ = 34 \]

b) Approving the T-table distribution
With degree of freedom is 34, the value of T-Table with the degree of significant 5% is 2, 032.

c) Comparing T-Test and T-Table
T-test is 2.5
T-table is 2.032
Therefore T-test calculation is greater than T-table with the level of degree of significant 5% (0.05).

d) Conclusion
T-table < T-test calculation = 2.032 < 2.5
It shows that there is a significant influence between pre-test and post-test in cycle I with level significant 5%, T-table is 2.032. It means that the use of repetition drill can help the students to improve their skill in speaking English.

e. Percentages scores
The calculation which shows the class percentage of students who pass the KKM (the minimum of passing criteria) is:

\[ P = \frac{F}{N} \times 100\% \]

\[ <72 = \frac{16}{36} \times 100\% = 44.44\% \]

\[ \geq 72 = \frac{20}{36} \times 100\% = 55.56\% \]

The score of the result above shows that students’ score increase from the pre-test to the post-test. The mean of pre-test is 65.88 while the mean of post-test is 70.30. There are 55.5\% students who pass the standardized score (KKM) and 44.5\% students who are not pass the standardized score because the standardized is 72. It indicates that the successful of cycle I should be improved. So the research be continued to cycle II.

2. Cycle II

a. Implementation on Cycle II

1) Planning
The researcher prepared;

a. Lesson plan

The lesson plan was arranged based on the problem in the result of cycle I

b. Material (language features of descriptive text and example)

c. Teaching aid (list of students name and scoring, handout for students, text and pictures, board marker)

d. Pre-test and Post-test

e. Observation sheet

2) The implementation of the action

On Tuesday, 24th January 2017 the teacher entered the class with the observer Zulia PermataQurrota ‘Ainy by greeting “Assalamualaikum warahmatullahi wabarakatuh” and asking about the condition of the students by “how are you today?”, the students answered “I’m fine Mom, and you?”, then the teacher answered, “I’m very well too, thank you”. She continued the lesson based on lesson plan arranged. Before began the lesson, the teacher gave pre-test. She gave two pictures with the text with the title “My Teacher” and “My
house”. Next, asked to the students to choose one picture has given, and performed it in front of the class. On the other hand, the partner observed the teaching learning process in the class.

After all of the students performed in front of the class with their topic, the teacher closed the meeting by said *hamdallah* and will be continued in the next meeting.

On 31st January, the teacher entered the class with her partner and started the lesson as usual. Greeting the students by “*Assalamualaikumwarahmatullahiwrabarakatuh*”, asked about the condition, and checked the students’ attendance list. Before start the lesson, the teacher review about the previous material. She asked to the students “did you remember what we have learned in the last meeting?”. The students answered that they learned about descriptive text. Then, the teacher gave more explanation about descriptive text and also added the material about language feature of descriptive text. The teacher gave the explanation in more detailed and gave an example every part of language features. The first language feature is focus on specific participant. The teacher mention some examples, then asked to the students to mention the other example. The second is use simple present tense, she asked about the formula of
simple present tense. The third is describing features or use adjective. She gave some examples, then, asked to the students to mention the other example of adjective. And the last is using relating verb. In this part, the teacher asked to the students to underline the words that using relating verb in the example of descriptive text on handout. After explained the language features, the teacher asked the students understanding and explained one more time in more detail.

After gave more explanation to the students, the teacher gave an example and guide the students to speak with the technique repetition drill. The students followed what the teacher said for twice. Then the teacher asked some students to try performed in front of the class.

On 1st February the teacher entered the class. Greeted the students, asked about the condition, and checked the attendance list. Then, the teacher said that they would do a post-test. She informed to the students that day would do a post-test but with the same text when did a pre-test. Because, the teacher wanted to know how the students improvement if used the same text. The teacher drill the students first before asked to the students perform in front of the class. She repeated the difficult words
for several times and gave an example how to pronounce the words. After finished post-test, the teacher closed the meeting and said thanks to the students for their good participation.

3) Observation

In cycle II, the researcher also asked her partner to observe the teaching and learning process in the class. Her partner as collaborator also helped in monitoring the class.

Table 4.4

Teachers’ Observation Sheet

<table>
<thead>
<tr>
<th>NO.</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher prepared the material well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Teacher conduct the classroom well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Teacher use the time effectively</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Teacher give evaluation after the lesson plan</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Teacher ask the student’s difficulties</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>The teacher applies repetition drill as the technique in teaching descriptive text</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
</tbody>
</table>
Table 4.5

Students’ Observation Sheet

<table>
<thead>
<tr>
<th>No</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students feel enthusiastic doing speaking test by using <em>repetition drill</em> technique</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Students give attention to teacher’s explanation</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Students active during learning process</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Students understand the teacher’s explanation</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Students do the evaluation well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
</tbody>
</table>

4) Reflecting

At this stage, the researcher and her partner made conclusion after analyzing the data. The conclusion was made by comparing the students’ score between cycle I and cycle II. The researcher analyzed the data of pre-test and post-test. The KKM (*Kriteria Minimum Kelulusan*) or passing grade of the test was 72, and the target of the passing grade was 80%.
After analyzing the result during the implementation of repetition drill technique in cycle II, most of the students were more active in the learning process. They practiced the text with more confidence and become enjoyed with the lesson. It was meant that the technique given by the researcher successfully improve the students self-confidence in speaking skill.

b. Improvement on Cycle II

The following table is the final score of the students in cycle II.

Table 4.6

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre Test II (X)</th>
<th>Post Test II (Y)</th>
<th>Post-Pre (D)</th>
<th>D²</th>
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<td>36</td>
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<td>87</td>
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<td>Score 2</td>
<td>Points</td>
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<td><strong>2739</strong></td>
<td><strong>279</strong></td>
<td><strong>3959</strong></td>
</tr>
</tbody>
</table>

a. Mean of Pre-test II

\[ M_x = \frac{\Sigma X}{N} \]

\[ M_x = \frac{2530}{36} \]

\[ M_x = 70,27 \]

b. Mean of Post-test II

\[ M_y = \frac{\Sigma Y}{N} \]

\[ M_y = \frac{2739}{35} \]

\[ M_y = 78,25 \]

a. SD of Pre-Test and Post-Test

From the data above, the teacher calculate SD pre-test and post-test.

\[
SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2}
\]

\[ = \sqrt{\frac{3959}{35} - \left(\frac{279}{35}\right)^2} \]

\[ = \sqrt{113,11 - 63,54} \]

\[ = \sqrt{49,57} \]
b. T-Test calculation

\[ T = \left( \frac{\Sigma D}{N} \right) - \frac{SD}{\sqrt{N-1}} \]

\[ = \frac{279}{7,09} \]
\[ = \frac{7,97}{\sqrt{35-1}} \]
\[ = \frac{7,97}{7,09} \]
\[ = \frac{7,97}{\sqrt{34}} \]
\[ = \frac{7,97}{5,83} \]
\[ = \frac{7,97}{1,21} \]
\[ = 6,58 \]

T-test is 6, 58

a) Calculating Df

Degree of Freedom = (N-1)

= (35-1)

= 34

b) Approving the T-table distribution

With degree of freedom is 34, the value of T-Table with the degree of significant 5% is 2, 032.
c) Comparing T-Test and T-Table

T-test is 6.58

T-table is 2.032

Therefore T-test calculation is greater than T-table with the level of degree of significant 5% (0.05).

d) Conclusion

T-table < T-test calculation = 2.032 < 6.58

It shows that there is a significant influence between pre-test and post-test in cycle II with level significant 5%, T-table is 2.032. It means that the use of repetition drill can help the students to improve their skill in speaking English.

f. Percentages scores

The calculation which shows the class percentage of students who pass the KKM (the minimum of passing criteria) is:

\[ P = \frac{F}{N} \times 100\% \]

<72 = \frac{6}{35} \times 100\%

= 17.15

P = \frac{F}{N} \times 100\%
The score of the result above shows that students’ score increase from the pre-test to the post-test. The mean of pre-test is 70, 27 while the mean of post-test is 78, 25. There are 82, 85% students who pass the standardized score (KKM) and 17, 15% students who are not pass the standardized score. It concluded that the improvement of students’ speaking skill was better than cycle I.

B. Discussion

Based on the result of analyzes in cycle I and II, the researcher analyzed the students improvement from each cycle. The improvement as follow:

<table>
<thead>
<tr>
<th>Table 4.7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean of Students’ Score</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean</td>
<td>65, 88</td>
<td>70, 27</td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>65, 88</td>
<td>70, 27</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>70, 30</td>
<td>78, 25</td>
</tr>
</tbody>
</table>
Table 4.8

Mean of students’ Score in Percentage

<table>
<thead>
<tr>
<th>Category</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;72</td>
<td>44.5%</td>
<td>17.15%</td>
</tr>
<tr>
<td>&gt;72</td>
<td>55.5%</td>
<td>82.85%</td>
</tr>
</tbody>
</table>

From the table above, it shows that the mean of post-test is 70.30 which is higher than mean of pre-test 65.88 in cycle I. Meanwhile, the mean of post-test in cycle II is 78.25 which is higher than mean of pre-test in score 70.27.

Besides, there were 55.5% students who pass the standardized score (KKM) and 44.5% students who did not pass on cycle I. In cycle II, there were 82.85% students who pass the standardized score, and only 17.15% students who did not pass on it. The result shows that the mean of students percentages in cycle I and II is higher than the standardized score (KKM) in score 72.
From the result above, it means that the use of repetition drill technique gives positive effect for the students in improving speaking skill. It can be seen from the result of pre-test, post-test and oral test which have changed significantly from cycle I to cycle II.

In addition, the students look more confident and enjoy to speaking English in the class. It is caused by the implementation of repetition drill technique stimulates the atmosphere in the class being not too formal so the students more free to speak and enjoy the speaking activity.
CHAPTER V
CLOSURE

A. Conclusions

The title of this research is “The Use of Repetition Drill to Improve Speaking Skill on Descriptive Text of the Eighth Year Students of MTs N Salatiga in the Academic Year 2016/2017”. The finding of the research in MTs N Salatiga shows:

1. The implementation of using “repetition drill” technique can improve the students speaking skill in teaching learning process. It can be proved by the score of pre-test and post-test. The score of post-test are greater than pre-test. The cycle I shows that the score of pre-test is 65, 88 and the score of post-test is 70, 30. Meanwhile, the cycle II shows that the score of pre-test is 70, 27 and the score of post-test is 78, 25. It means that there is significant difference mean between pre-test and post-test. This indicates that “repetition drill” technique can improve the students speaking skill of the eighth year students of MTs N Salatiga in the academic year 2016/2017.

2. The extent of using “Repetition Drill” technique can be proved by t-test calculation. T-test is formula to know the significant differences between pre-test and post-test. The t-test from this
research is from 2, 5 in the first cycle become 6, 58 in the second cycle. From the t-test, it can be seen that there is improvement from the first cycle to the second cycle. Also the increasing students mean score in percentage from cycle I to cycle II with the standardized score (the minimum of passing criteria) is 72, at the cycle I is 55, 5% students and 82, 85% in the cycle II. Furthermore, the repetition drill technique make the students were more active and cooperative during the speaking class. They were interested in the material given. Their enthusiasm and motivation to learn English especially improving speaking skill increased.

B. Suggestions

Based on the result, the successful of teaching speaking not only depend on the lesson programs but also how the teachers present the lesson and using various technique to manage the class and make the class more enjoyable. Regarding to teaching speaking by repetition drill technique, the researcher would like to suggest as follows:

a. For the Teachers

The result of this research can support the English teachers to apply this technique in teaching. The teacher should be selective to choose the technique in teaching learning process. They have to
put in self as facilitator, controller, and guide all students who need help when they face the problem in learning English. Teachers should prepare materials well and they can create good atmosphere with fun learning and make it more interesting. In teaching learning process, teacher should make students more comfortable to enjoy the activities. Their interest can rising their motivation in learning then make them easier to learn.

b. For the Students

The students should take part actively in learning process, do not shy and afraid to express idea especially in speaking. They should be confident to speak English to the teacher or their friends to improve their skill and add their vocabularies during learning process. They also must pay attention, seriously when the teaching learning is going on. The students have to develop their self-motivation and minimize their anxiety of studying English.

c. For other Researcher

Based on the result that Repetition Drill technique can improve the students speaking skill, the researcher suggests to the other researchers to implement this technique in teaching speaking. Furthermore, the result can be used as the reference for further research in another topic discussion, in different English language
skills by the deeper investigation. It may also useful to have research with different student condition like students motivation interest.
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Retrieved at August 28, 2016; 20.14
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTs N Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas : VIII / 2
Materi Pembelajaran : Descriptive text
Aspek : Speaking skill
Alokasi Waktu : 4x45 (2 kali pertemuan)

A. KOMPETENSI INTI

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

Kompetensi Dasar

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teksdeskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

Indikator

4.11.1 Siswa mampu menyebutkan nama, sifat, dan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

4.11.2 Siswa mampu bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek berbentuk deskriptif.

4.11.3 Siswa mampu melakukan monolog pendek dalam bentuk deskriptif.

C. TUJUAN PEMBELAJARAN

1. Siswa dapat mengidentifikasi dan menganalisis nama, sifat, dan tindakan dari atau terkait dengan orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

2. Siswa dapat bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek berbentuk deskriptif.
3. Siswa dapat melakukan monolog pendek dalam bentuk deskriptif.

D. Materi Pembelajaran

- What is descriptive text?
- Descriptive text is a text that describes the features of someone, something, or a certain place.
- Purpose of descriptive text is to describe and reveal a particular person, place, or thing.
- Generic structure:

  - **Identification** is the part of the paragraph that introduces the character. Usually, identifying the phenomenon to be described.
  - **Description** is the part of the paragraph that describes the character. Describing the phenomenon in parts, qualities, or/and characteristics.

- Example of descriptive text:

<table>
<thead>
<tr>
<th>Title</th>
<th>The Sea Eagle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>There is an eagle nesting on the tree top near my grandparent’s house in Pangandaran. It was a sea eagle.</td>
</tr>
<tr>
<td>Description</td>
<td>The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds. Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognize because it has a strong a streamlined, sharp beak and a stream-line body. Its forelimbs (or arms) serve as wings. This means that</td>
</tr>
</tbody>
</table>
they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers, and for many other jobs that non-flying animals do with paws, claws, or hands on their forelimbs.

E. **Metode/Teknik Pembelajaran:**
   Repetition drill

F. **Media dan Alat:**
   Gambardantext descriptive
   Whiteboard, boardmarker

G. **Sumber Belajar:**
   Buku *English in Focus* for grade VIII Junior High School
   LKS Fokus

H. **Langkah-langkah pembelajaran**
   A. **Pertemuan Pertama**

<table>
<thead>
<tr>
<th>Langkah – langkah Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Kegiatan Awal</strong></td>
<td></td>
</tr>
<tr>
<td>Guru</td>
<td>Siswa-Siswa</td>
</tr>
<tr>
<td>• Guru memberikansalam</td>
<td>1. Siswa menjawab salam.</td>
</tr>
<tr>
<td>• Guru memimpindoasebelumme mulai pelajaran</td>
<td>2. Siswa mengikuti dengan khitmat</td>
</tr>
<tr>
<td>• Guru mengecek kehadiran siswa.</td>
<td>3. Siswa mengiformasikan kehadiran atau tidak.</td>
</tr>
<tr>
<td>• Guru menyampaikan</td>
<td>4. Siswa mendengarkan</td>
</tr>
<tr>
<td>tujuan pembelajaran</td>
<td>dengan baik</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>• Guru melakukan pre-test</td>
<td>5. Siswa melakukan instruksi dari guru</td>
</tr>
</tbody>
</table>

### B. Kegiatan Inti

#### Mengamati

<table>
<thead>
<tr>
<th>Guru</th>
<th>Siswa-Siswi</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Disajikan sebuah materi tentang deskriptif teks.</td>
<td>1. Siswa mengamati contoh tertulis tentang deskriptif teks.</td>
</tr>
<tr>
<td>• Guru memberikan instruksi mengenai teknik repetition drill yang akan digunakan. Procedure of repetition drill : a. Teacher says the model of sentence to the students. b. Students are asked to repeat the teacher’s model as accurately and as quickly as possible.</td>
<td>2. Siswa memperhatikan instruksi dari guru.</td>
</tr>
</tbody>
</table>

### Menanya

<table>
<thead>
<tr>
<th>Guru</th>
<th>Siswa-Siswi</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru mengarahkan siswa untuk</td>
<td>• Siswa menanyakan</td>
</tr>
</tbody>
</table>
**Mengumpulkan Informasi**

<table>
<thead>
<tr>
<th>Guru</th>
<th>Siswa-Siswa</th>
</tr>
</thead>
</table>
| - Dengan bimbingan guru, siswa membaca teks deskriptif yang sudah dibawa dengan pengucapan, tekanan kata dan intonasi yang tepat  
- Dengan bimbingan guru siswa mendiskusikan ciri-ciri dan sifat-sifat binatang, orang, dan benda yang ada pada teks. | 1. Siswa menirukan membaca teks deskriptif.  
2. Siswa mengidentifikasi ciri-ciri dan sifat-sifat orang, binatang, dan benda berdasarkan teks yang diberikan guru. |

**Mengasosiasi**

<table>
<thead>
<tr>
<th>Guru</th>
<th>Siswa-Siswa</th>
</tr>
</thead>
</table>
| - Guru memberikan teks untuk berlatih siswa sesuai dengan bimbingan guru.  
- Guru memberikan waktu kepada peserta didik  
- Guru memberikan Post-test. Siswa diminta untuk menceritakan teks deskriptif yang telah didapatnya didepan kelas satu persatu. | 1. Siswa berlatih teks yang diberikan guru sesuai dengan waktu yang ditentukan.  
2. Siswa mempresentasikan di didepan kelas. |
### Mengkomunikasi

<table>
<thead>
<tr>
<th>Guru</th>
<th>Siswa mencatat hasil kegiatan belajar</th>
</tr>
</thead>
</table>
| • Guru memberikan umpan balik atas kegiatan belajar yang dilakukan peserta didik.  
• Guru memberikan tugas dirumah, yaitu membaca teks deskriptif | 5 menit |

### C. Kegiatan Akhir

<table>
<thead>
<tr>
<th>Guru</th>
<th>Siswa-Siswi</th>
</tr>
</thead>
</table>
| • Guru menyampaikan;  
Good job. Thank you so much for your participation. I’m very happy with your activity in the class. How about you, did you enjoy my class?  
• Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya  
• Guru mengucapkan salam | 1. Siswa memberikan jawaban atas pertanyaan guru.  
2. Siswa mendengarkan informasi guru.  
3. Siswa menjawab salam. |
|  | 5 Menit |
I. Instrumental  
Cycle 1  

Pre-test: look at this picture, choose one, and describe it!  

1. My mother  
![Image of a mother and a child]

2. My cat  
![Image of two kittens]
There is an orangutan in the Bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.

She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal, that means she gives birth to her children and breast feeds them.

J. Penilaian

Jenis penilaian : Tes lisan
Bentuk penilaian : Individu
Pedom an penilaia n :
1. Fluency : 20%
2. Content : 20%
3. Vocabulary : 20%
4. Grammar : 20%
5. Pronunciation : 20%
Scores :
1. Bad : 1-5
2. Fair : 6-10
3. Good : 11-15
4. Excellent : 16-20

K. Rubric penilaian

<table>
<thead>
<tr>
<th>Name : Score :</th>
<th>20-16</th>
<th>15-11</th>
<th>10-6</th>
<th>5-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>Able to keep flow of language with an occasional hesitation</td>
<td>Some hesitation and short pauses</td>
<td>Speech disconnected not easy to follow</td>
<td>Not connected speech</td>
</tr>
<tr>
<td>Content</td>
<td>Use all the sentence patterns</td>
<td>Use most of the sentence patterns</td>
<td>Use a few of the sentence patterns</td>
<td>Use limited sentence patterns</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Effective use a vocabulary</td>
<td>Uses basic and learned vocabulary</td>
<td>Limited vocabulary</td>
<td>Incomprehensible because insufficient vocabulary</td>
</tr>
<tr>
<td>Grammar</td>
<td>Effective use of structure with few or no mistakes</td>
<td>Meaning is conveyed, some mistake</td>
<td>Many mistakes with basic structure</td>
<td>Lack of use of structure</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Pronunciation and intonation are almost clear and accurate</td>
<td>Pronunciation and intonation are usually clear or accurate with few problem areas</td>
<td>Pronunciation and intonation errors, sometime it make difficult to understand by the students</td>
<td>Frequent problems with pronunciation and intonation</td>
</tr>
</tbody>
</table>

Note :
Salatiga,  Desember 2016

Mengetahui:

Guru Pamong
Pengajar

NurKhamim, S.Pd.,M.Pd  Lutfi ‘Alawiyah
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

NamaSekolah : MTs N Salatiga
Mata Pelajaran : BahasaInggris
Kelas : VIII / 2
MateriPembelajaran : Descriptive text
Aspek : Speaking skill
AlokasiWaktu : 4x45 (2 kali pertemuan)

A. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percayadiri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya

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

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

Kompetensi Dasar

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

Indikator

4.12.1 Siswa mampu menyebutkan nama, sifat, dan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

4.12.2 Siswa mampu bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek berbentuk deskriptif.

4.12.3 Siswa mampu melakukan monolog pendek dalam bentuk deskriptif.

C. TUJUAN PEMBELAJARAN

1. Siswa dapat mengidentifikasi dan menganalisis nama, sifat, dan tindakan dari atau terkait dengan orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

2. Siswa dapat bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek berbentuk deskriptif.

3. Siswa dapat melakukan monolog pendek dalam bentuk deskriptif.
D. Materi Pembelajaran

Language Feature of descriptive text:

- Focus on Specific Participant (Prambanan temple, Bali, My Father, My Cat, My Mom)
- Use Simple Present tense. (S+V1+O)
- Describing features (use adjectives; handsome, beautiful, tall, small, big)
- Using relating verbs/kata penghubung (is=adalah)

Example:

<table>
<thead>
<tr>
<th>Title</th>
<th>My best friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>I have a special friend. She is my classmate and sits beside me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also friendly.</td>
</tr>
<tr>
<td>Description</td>
<td>Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.</td>
</tr>
</tbody>
</table>
One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

E. **Metode/Teknik Pembelajaran:**
   Repetition drill

F. **Media dan Alat:**
   Gambardantext *descriptive*
   Whiteboard, boardmarker

G. **Sumber Belajar:**
   LKS Fokus
   Internet

H. **Langkah-langkah pembelajaran**

B. **Pertemuan Pertama**

<table>
<thead>
<tr>
<th>Langkah – langkah Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Kegiatan Awal</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Guru</strong></td>
<td><strong>Siswa-Siswi</strong></td>
</tr>
<tr>
<td>• Guru memberikan salam</td>
<td>6. Siswa menjawab salam.</td>
</tr>
<tr>
<td>• Guru memimpin doa sebelum memulai pelajaran.</td>
<td>7. Siswa mengikuti dengan khitmat</td>
</tr>
<tr>
<td>• Guru mengecek kehadiran siswa.</td>
<td></td>
</tr>
<tr>
<td>• Guru menanyakan kembali tentang materi yang telah didapat siswa</td>
<td>8. Siswa mengiforma</td>
</tr>
<tr>
<td>5 Menit</td>
<td></td>
</tr>
</tbody>
</table>
pada pertemuan sebelumnya.
- Guru menanyakan tugas rumah yang telah disampaikan pada pertemuan sebelumnya.
- Guru melakukan pre-test

9. Siswa kehadiran atau tidak.
10. Siswa melaporkan tugas.
11. Siswa melakukan instruksi dari guru

<table>
<thead>
<tr>
<th>B. Kegiatan Inti</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Mengamati</th>
<th>Siswa-Siswi</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guru</strong></td>
<td><strong>Siswa-Siswi</strong></td>
</tr>
<tr>
<td>- Guru menjelaskan kelanjutan materi tentang deskriptif teks.</td>
<td></td>
</tr>
<tr>
<td>- Guru memberikan instruksi Mengenai teknik <em>repetition drill</em> yang akan digunakan. Procedure of repetition drill:</td>
<td></td>
</tr>
<tr>
<td>Procedure of repetition drill:</td>
<td></td>
</tr>
<tr>
<td>a. Teacher says the model of sentence to the students.</td>
<td></td>
</tr>
<tr>
<td>b. Students are asked to repeat the teacher’s model as accurately and as quickly as</td>
<td></td>
</tr>
<tr>
<td>4. Siswa mengamati penjelasan tentang deskriptif teks.</td>
<td></td>
</tr>
<tr>
<td>5. Siswa memperhatikan instruksi dari guru.</td>
<td></td>
</tr>
<tr>
<td>6. Siswa memahami perintah</td>
<td></td>
</tr>
</tbody>
</table>

20 menit
possible.

- Guru meminta siswa untuk memahami:
  3. Descriptive text
  4. Generic structure dari teks deskriptif
  5. Language feature dari teks deskriptif

<table>
<thead>
<tr>
<th>Menanya</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guru</strong></td>
<td><strong>Siswa-Siswi</strong></td>
</tr>
<tr>
<td>• Guru mengarahkan siswa untuk bertanya mengenai materi atau bahan ajar tentang struktur teks, dan unsure kebahasaan yang terkait dengan materi yang meliputi; kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan, dan kata sifat.</td>
<td></td>
</tr>
<tr>
<td>5 menit</td>
<td></td>
</tr>
</tbody>
</table>
Mengumpulkan Informasi

<table>
<thead>
<tr>
<th>Guru</th>
<th>Siswa-Siswi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dengan bimbingan guru, siswa membacakan teks deskriptif yang sudah dibawa dengan pengucapan, tekanan kata dan intonasi yang tepat</td>
<td>3. Siswa menirukan membaca teks deskriptif.</td>
</tr>
<tr>
<td>Dengan bimbingan guru siswa mendiskusikan ciri-ciri dan sifat-sifat binatang, orang, dan benda yang ada pada teks.</td>
<td>4. Siswa mengidentifikasi ciri-ciri dan sifat-sifat orang, binatang, dan benda berdasarkan teks yang diberikan guru.</td>
</tr>
</tbody>
</table>

Mengasosiasikan

<table>
<thead>
<tr>
<th>Guru</th>
<th>Siswa-Siswi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guru memberikan gambar pada setiap siswa.</td>
<td>Siswa mempresentasikan di depan kelas.</td>
</tr>
<tr>
<td>Guru memberikan waktu kepada peserta didik.</td>
<td></td>
</tr>
</tbody>
</table>

20 menit

30 Menit

96
- Guru memberikan Post-test
  Siswa diminta untuk
  menceritakan teks deskriptif
  yang telah didapatnya didepan
  kelas satu persatu.

<table>
<thead>
<tr>
<th>Mengkomunikasi</th>
<th>5 menit</th>
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</thead>
<tbody>
<tr>
<td>- Guru memberikan umpan balik terhadap keberhasilan siswa dalam mengerjakan tugas.</td>
<td>Siswa mendengarkan umpan balik dan motivasi dari guru.</td>
</tr>
<tr>
<td>- Guru memberikan motivasi kepada siswa untuk lebih aktif dalam pembelajaran berikutnya.</td>
<td></td>
</tr>
</tbody>
</table>

C. Kegiatan Akhir

<table>
<thead>
<tr>
<th>Guru</th>
<th>Siswa-Siswi</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru menyampaikan;</td>
<td>4. Siswa memberikan jawaban atas pertanyaan guru.</td>
</tr>
<tr>
<td>Good job. Thank you so much for your participation. I’m very happy with your activity in the class. How about you, did you enjoy my class?</td>
<td>5. Siswa mendengarkan kesimpulan guru.</td>
</tr>
<tr>
<td>- Guru membuat kesimpulan tentang materi yang telah dipelajari.</td>
<td>6. Siswa menjawab pemahaman siswa</td>
</tr>
<tr>
<td>- Guru menanyakan tentang tingkat pemahaman siswa terhadap materi yang sudah disampaikan.</td>
<td></td>
</tr>
<tr>
<td>- Guru mengucapkan salam</td>
<td></td>
</tr>
</tbody>
</table>
7. Siswa menjawab salam.
I. Instrumental
Cycle 2

Pre-test: look at this picture, and describe it by your own words!

1. My teacher

2. My house
My favorite teacher in junior high school is Mr. Hariyanto. He is an English teacher. He comes from Semarang and his age is about 43 years old.

Mr. Hariyanto is tall and thin. He has square face, big nose, and always wears glasses. He has short straight hair, brown skin color and black eyes.

Many students think that he is “killer teacher”, but he is not. He is just a serious person, but sometimes he makes a good joke. Everytime we have a class with him, he always gives us homework. He is different with another teacher. Mr. Hariyanto is really a good teacher.
Penilaian

Jenis penilaian : Tes lisan
Bentuk penilaian : Individu
Pedoman penilaian :

6. Fluency : 20%
7. Content : 20%
8. Vocabulary : 20%
9. Grammar : 20%
10. Pronunciation : 20%

Scores :

1. Bad : 1-5
2. Fair : 6-10
3. Good : 11-15
4. Excellent : 16-20

J. Rubric Penilaian

<table>
<thead>
<tr>
<th>Name</th>
<th>Score</th>
<th>20-16</th>
<th>15-11</th>
<th>10-6</th>
<th>5-1</th>
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</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>Able to keep flow of language with an occasional hesitation</td>
<td>Some hesitation and short pauses</td>
<td>Speech disconnected not easy to follow</td>
<td>Not connected speech</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Use all the sentence patterns</td>
<td>Use most of the sentence patterns</td>
<td>Use a few of the sentence patterns</td>
<td>Use limited sentence patterns</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Effective use a vocabulary</td>
<td>Uses basic and learned vocabulary</td>
<td>Limited vocabulary</td>
<td>Incomprehensible because insufficient vocabulary</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>Effective use of structure with few or no mistakes</td>
<td>Meaning is conveyed, some mistake</td>
<td>Many mistakes with basic structure</td>
<td>Lack of use of structure</td>
<td></td>
</tr>
</tbody>
</table>
**Pronunciation**

<table>
<thead>
<tr>
<th>Pronunciation and intonation are almost clear and accurate</th>
<th>Pronunciation and intonation are usually clear or accurate with few problem areas</th>
<th>Pronunciation and intonation errors, sometime it make difficult to understand by the students</th>
<th>Frequent problems with pronunciation and intonation</th>
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</thead>
</table>

**Note:**

<p>| |</p>
<table>
<thead>
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Salatiga, Desember 2016

**Mengetahui:**

Guru Mata Pelajaran
Pengajar

NurKhamim, S.Pd., M.Pd
Lutfi ‘Alawiyah
DAFTAR SURAT KETERANGAN KEGIATAN (SKK)

Nama : Lutfi ‘Alawiyah
NIM : 113-11-120
Jurusan/Progdi : TBI (Tadris Bahasa Inggris)
Dosen P.A : Faizal Risdianto, S.S., M.Hum

<table>
<thead>
<tr>
<th>No</th>
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<th>Nilai</th>
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<td>1</td>
<td>OPAK STAIN Salatiga 2011</td>
<td>20-22 Agustus 2011</td>
<td>Peserta</td>
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<td>2</td>
<td>Achievement Motivation Training (AMT)</td>
<td>23 Agustus 2011</td>
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<td>3</td>
<td>Orientasi Dasar Keislaman (ODK) STAIN Salatiga</td>
<td>24 Agustus 2011</td>
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<td>4</td>
<td>Seminar Enterpreneurship dan Koperasi</td>
<td>25 Agustus 2011</td>
<td>Peserta</td>
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<td>Bedah Buku “Super Teens Super Leader”</td>
<td>8 Oktober 2011</td>
<td>Peserta</td>
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<td>Workshop Keaktoran</td>
<td>11 Juli 2012</td>
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<td>7</td>
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<td>12 Juli 2012</td>
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<td>8</td>
<td>Practicum Program “Pronunciation and Intensive Course”</td>
<td>28 April 2012</td>
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<td>10</td>
<td>Music In Campus “A Day with Music”</td>
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<td>27 November - 4 Desember 2012</td>
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<td>Ekspresidan Kreasi Music In Campus Tribute to “IwanFals” bersama Diplomat Mild</td>
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<td>Diklatars IV “Proses Kebersamaan dalam Loyalitas dan Kedisiplinan (Fairplay, Solidarity, dan Prestasi)”</td>
<td>7-3 Januari 2013</td>
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<td>13 Februari 2013</td>
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<td>Music In Campus (MIC) “Togetherness With Music”</td>
<td>6 Juli 2013</td>
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<td>16</td>
<td>Taaruf Santri Pondok Al Falah (TASPONA) “Mewujudkan Santri Sejati yang Konsisten Sebagai Generasi Penuntun Bangsa”</td>
<td>28 Juli 2013</td>
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<td>Panitia</td>
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<td>Sosialisasi&amp;Silaturrahim Nasional STAIS Salatiga 2013 “Sosialisasi UU No.1 Tahun 2013, Peranserta Fungsi OJK”. “Peran Pemerintah dalam Pengawasan LKM (Lembaga Keuangan Mikro)”</td>
<td>30 September 2013</td>
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<td>Produksi PSM SMC STAIN Salatiga “Senandung Nada Dalam Warna”</td>
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<td>SSC Cup III Futsal Competition 2013 Kategori SMA/SMK/MA Sederajat se-Salatiga “Jadikan Pemuda yang BerbangsadanBernegaradenganBerolahragaMenujuPemudaB erprestasi (Be A Sportman, Be Sportive)”</td>
<td>9-10 November 2013</td>
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<td>Santunan Anak Yatim Se-Kecamatan Tingkir</td>
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<td>Panitia</td>
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<td>Lomba Karya Tulis Ilmiah (LKTI) “Pengaruhlingkungananbermaterhadap pembentukankarakter pemuda”</td>
<td>1 Desember 2013</td>
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<td>Pendidikan Dasar (PEDAS) Musik XIV dan Workshop Paduan Suara Mahasiswa (PSM) VIII</td>
<td>23-29 Desember 2013</td>
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<td>17-26 Januari 2014</td>
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<td>14-16 Juni 2014</td>
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<td>Choir Concert “Soulmisasi Indonesia” Konser Produksi STAIN Music Club Salatiga 2014</td>
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<td>Gebyar Seni Qur’aniyy (GSQ) Umumke-VI se-Jawa Tengah “Aktualisasi Maknadan Syi’ar Al Qur’an sebagai Sumber Inspirasi”</td>
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<td>1</td>
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<td>- Noto Pembimbing</td>
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<td>- Judul</td>
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<td>2</td>
<td>6/9/16</td>
<td>- Cari jurnal yang relevan dengan skripsi</td>
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<td>3</td>
<td>20/9/16</td>
<td>- Proposal</td>
<td>- Revise proposal (Introduction)</td>
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<td>4</td>
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<td>- Revise research problem</td>
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<td>- Revise theoretical framework</td>
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<td>6</td>
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<td>- Proposal - Lesson Plan</td>
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<td>7</td>
<td>1/12/16</td>
<td>- Proposal - Instrumen penelitian lengkap</td>
<td>- Revise instrument</td>
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CATATAN:
SETIAP KONSULTASI LEMBAR INI HARUS DIWA

Dosen Pembimbing

Nama Mahasiswa: *Lutfi Alawiyah*
NIM: 111-11-123
Dosen Pembimbing: Selia Rani, M. Pd
Judul: ________________________________________________________________
<table>
<thead>
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<td>27/2/17</td>
<td>Chapter 1, 2, 3</td>
<td>- Revise the claims</td>
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<td>- Hypothesis</td>
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<td>- Techniques of estimation</td>
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<td>- Synchronize the results theory</td>
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<td>- Reverse conclusion</td>
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<td>6/3/17</td>
<td>Chapter 1, 2, 3, 4, 5</td>
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<td>9/3/19</td>
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CATATAN:
SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

Dosen Pembimbing