THE USE OF MIMING GAME TO DEVELOP STUDENTS’ SPEAKING SKILLS
(Pre-Experimental Research of the Eighth Grade Students of SMP Muhammadiyah Suruh in the Academic Year of 2018/2019)

GRADUATING PAPER
Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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2019
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Case: Ida Fitriyah’s Graduating Paper

Dear,

Dean of Teacher Training and
Education Faculty

AS Salamu’alai’kum Warahmatullahi Wabarakatuh.

After reading and correcting Ida Fitriyah’s paper entitled: THE USE OF MIMING GAME TO DEVELOP STUDENTS’ SPEAKING SKILLS (Pre-Experimental Research of the Eighth Grade Students of SMP Muhammadiyah Suruh in the Academic Year of 2018/2019); 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 can be examined as soon as possible.

WA Salamu’alai’kum Warahmatullahi Wabarakatuh.

Counselor

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A GRADUATING PAPER

THE USE OF MIMING GAME TO DEVELOP STUDENTS’ SPEAKING SKILLS

(Pre-Experimental Research of the Eighth Grade Students of SMP Muhammadiyah Suruh in the Academic Year of 2018/2019)

WRITTEN BY:
IDA FITRIYAH
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Has been bought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) of Salatiga on July 1st, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education Department.

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In the name of Allah, the most gracious and merciful.

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Ida Fitriyah

NIM. 23030 15 0070
MOTTO

The Object of Education is to Prepares the Young to Educate Themselves throughout Their Lives.

Tujuan Pendidikan itu untuk Menyiapkan Anak Muda agar Bisa Mendidik Dirinya Sendiri Sepanjang Hidupnya.

~ Robert Maynard Hutchins~
DEDICATION

This graduating paper is especially dedicated to:

My beloved parents (Kasmono and Yastamah).

My brothers (Sutrisno and Ahmad Saifi)

My beloved sisters (Ni’matul Anifah and Siti Maf’ula)

My beloved cousins (Chandra Suryanto, Khoirul Anam and Asalina Kirani).
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July 1st 2019.

The Researcher

Ida Fitriyah
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ABSTRACT

Fitriyah, Ida. 2019. *The Use of Miming Game to Develop Students’ Speaking Skills. (Pre-Experimental Research of the Eight Grade Students of SMP Muhammadiyah Suruh in the Academic Year of 2018/2019).* Graduating Paper, English Education Department, Teacher Training and Education Faculty, State Institute for Islamic Studies of Salatiga. Counselor: Dr. Ruwandi, M.A.

**Key Words:** The Use of Miming Game, Students’ Speaking Skills.

The objectives of this research are (1) to find out the difference of speaking skills before and after the students were taught by using miming game and (2) to find out the significant difference of speaking skills before and after they were taught by miming game. This was Pre-Experimental Research or is one group pre-test and post-test Pre-Experiment Research. The instruments of this research were test and non-test. The test type was oral test and the non-test type was photos and videos. The samples of this research were 26 students of VIII A of SMP Muhammadiyah Suruh. The data collection method used was test and personal document of students of SMP Muhammadiyah Suruh. The result of this research showed that there was a difference of speaking skills of the eighth grade students of SMP Muhammadiyah Suruh after they were taught by miming game technique. It could be proven by the mean of pre-test and post-test. The mean of pre-test was 65.3 and that of post-test was 79.8. And there was a significant difference of speaking skills of the eight grade students of SMP Muhammadiyah Suruh after they were taught by miming game technique. The t-table with 5% significant degree of freedom was 2.056. The result of t-test was 5.46; it means there was significant difference because t-test was bigger than t-table.
CHAPTER I

INTRODUCTION

This chapter consists of background of the research, problem of the research, purposes of the research, benefits of the research, definition of key terms, and paper outline.

A. Background of the Research

There are four skills in English Language (listening, speaking, reading and writing). Speaking is part of four language skills and essential skills that must be learned and practiced by all students to communicate in their daily life. According to Bailey and Nunan (2005:2) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It can be concluded that speaking is the basic skills of language as a communication instrument to each other people, sharing ideas, search information or receive information. If people can’t understand about the elements of speaking, they will have problems to share or receive the information form other people. The elements of speaking are grammar, vocabulary and pronunciation. Speaking is an oral skill to produce word or sentence. According to Harmer (2001:250) speaking happens when two people are engaged in talking to each other. They can be fairly sure that they are doing so far so good reasons. This reasons maybe they select from their language store.
There are some problems of teaching and learning process of speaking skills. According to Horwitz et al, (1986:118) language learning has some factors that contribute to students’ speaking problems; these factors are derived from linguistic and psychological perspectives. He defined three linguistics problems namely; lack of vocabulary, pronunciation, grammar, besides that he also classified psychological problems namely; lack of, and fear of making mistake. Besides that, never practice speak up using English, there is no partner to speak up, and another factor that come from internal and external environment it can be caused the problems of speaking.

When researcher did PPL in SMP Muhammadiyah Suruh, researcher found that there were a lot of students at the eighth grade of SMP Muhammadiyah Suruh that still used English rarely in classroom, many of them didn’t interest when teacher explained the lesson used English language. The researcher asks to an English teacher about the ability of them after researcher know the condition of the students. Students look passive in the class and teacher still uses teacher center to explain the material without gives time for students to share their ideas using English language, so their habit for using English is very weak. Students can’t speak up in English language and also they become not confident to share anything in English language it is caused by their lack of vocabularies which makes it difficult for them to speak. They are afraid to make mistakes when they speak English language so that they will not to try using English language. Uninterested in English learning sometimes can be the factor that they cannot speak up
because they think English is difficult and boring. To make students interested in teaching and learning English language, especially develop and motivate them to speak in English, teachers should use new strategy, method, technique and approach.

Regarding with this problems, the teacher should be creative educator to provide opportunities for students to open up and build up students’ speaking skill. The teachers have to reinforce the interactive among students run well. To develop students motivation when perform in the class, teacher must often stimulate those using English in the class during teaching and learning English language. To make students interest in the class, especially to develop and motivate them to speak in English language, teacher should use the strategy, method, technique or approach. Then teacher offer media for support teaching and learning process in the future.

Nasution (2017) conducted research with object teacher of national junior high school in south Jakarta in his journal. According to the result of this research, that Learning methods and student learning outcomes are in the medium category, as well as a strong relationship between learning methods to student learning outcomes, thus it can be said that student learning outcomes can be improved by the use of appropriate and good learning methods by teachers in the learning process in school. The use of learning methods and student learning achievements that are good at school shows an effort in improving the quality of the learning process in school. Schools that have professional teachers will be able to manage the learning process and be
able to apply learning methods that will be used in the learning process so that there will be an increase in student learning achievement in school.

Amrullah (2015) conducted research in his journal with object the State Islamic Senior High Schools in Gresik, Indonesia. According the result of this research that game is suitable method for teaching and learning process of speaking skill for English Club students. The most responses which were seen in the questionnaire result of development testing showed that most of the students were interested in playing the games, enjoyed the whole activities, learnt from each other, and expected to play the games again. It indicated that most of the students expressed their good responses towards the English instructional games to teach speaking that the researcher was developing.

Widyaningsih and Robiasih (2018) Conducted research in their journal with object eleventh grade students at SMA BOPKRI 2 Yogyakarta. According the result of this research that teaching speaking strategies used and applied by the English teacher of SMA BOPKRI 2 Yogyakarta could help students active in the teaching and learning process, because the strategies in teaching speaking was already applied in a good way. They apply six strategies to teaching speaking, they are: Setting Clear Lesson Goals, Showing and Telling, Questioning to Check for Understanding, Plenty of Practice, Providing Students with Feedback, Being Flexible about How Long It Takes to Learn. All six strategies are suitable to teach speaking in the
class because it can help students more active and interactive to join the materials in the class.

Based on the phenomena above, the researcher tries to find the effective teaching to develop speaking skill through Role Play of Miming/guessing game. SMP Muhammadiyah Suruh is a school for the researcher to conduct an experimental research to teach speaking use Role Play of Miming/guessing game. Miming game is one kind of guessing game besides guessing pictures, and guessing sentences. The different of miming game is it only used the gesture to speak.

Christanto (2016) conducted a research in his journal with object English speaking ESL learners According the result of this research that ‘mime’ as a pedagogical tool to motivate ESL learners to develop their speaking skills. It is a shorter form of message conveyer and it can very well be used in the learning process. Instead of trying all the traditional methods, it will surely be an impressive one for the learners. Mime is the suitable aid to teach speaking in the class. It can help students feel enjoy, fun and lack of boredom in the class.

Teaching by Role Play of Miming/guessing game can be a creative method to teach speaking skill. Where teacher be a facilitator in the class and all students will demonstrate their materials by their selves using their gesture. It will help students to be active in the class, be independent and be confident to speak English among their friend because they just realize playing game not doing a class of speaking. According Alqahtani (2015), teaching gestures
appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand. The advantages are mime game can invite the students to be active in teaching and learning in the classroom without any pressures. This technique can make a good atmosphere in the classroom. The situation in this class is fun and effective; this condition is reduced students boredom and stress in teaching learning process, and more interest in English lesson.

From the explanation above, this research needs to be carried out and it is very important to know the extent of the use of using miming games to develop students' speaking skills of the eight grade students of SMP Muhammadiyah Suruh in the academic year of 2018/2019 and then be used as a picture or reference to develop English learning in the future.

For that the researcher conducted an experimental research with the title “The Use of Miming Game to Develop Students’ Speaking Skills”. (Pre-Experimental Research of the Eighth Grade of SMP Muhammadiyah Suruh in the Academic Year of 2018/2019).

B. Problems of the Research

In this research, the researchers would like to focus on:

1. How far is the difference of speaking skill of the eighth grade students of SMP Muhammadiyah Suruh in the academic year of 2018/2019 before and after they were taught by miming game?
2. How far is the significant difference of speaking skill of the eighth grade students of SMP Muhammadiyah Suruh in the academic year of 2018/2019 before and after they were taught by miming game?

C. Purposes of the Research

Related from problems of the research above, the specific purposes of this research are:

1. To find out the difference of speaking skill of the eighth grade students of SMP Muhammadiyah Suruh in the academic year of 2018/2019 before and after they were taught by miming game.

2. To find out the significant difference of speaking skill of the eighth grade students of SMP Muhammadiyah Suruh in the academic year of 2018/2019 before and after they were taught by miming game.

D. Benefits of the Research

There are some benefits of the research some of them as follow:

1. Theoretically

   The English language teaching method especially Miming Game based on English game will inspire to other researcher to conduct further researchers.

2. Practically

   a. For the Researcher

      The result of this study will improve teacher to teaching ability in teaching English using Miming Game and develop this.

   b. For the Students
The result of this study will give a new experience for their learning speaking. Miming Game help students to learn speaking easily and effectively and the learning process become fun and enjoyable.

c. For the English Teacher

The result of this study will give the real description to use Miming Game method to develop students’ speaking skill.

E. Definitions of Key Terms

1. The Use of Miming Game

Miming game is activities develop physical awareness and bodily expression. Miming game can help students to enhance their performances by introducing physical theatre techniques. For students who don’t enjoy spoken improvisation, this game may open up a multitude for others possibilities in drama and mime are essential skills for any actors (Farmer, 2007:33). Miming game just can help students increase their speaking improvisation but also help students to develop their performances using body expression.

2. To Develop Students’ Speaking Skill

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Bailey and Nunan, 2005:2). Speaking is a way to communication with other people, sharing ideas, search information or receive information. People have to master the elements of speaking to
reduce miscommunication among other people, this is due to speaking is an oral skills to produce word or sentence.

F. Paper Outline

The graduating paper consists of five chapters. Each chapter will be discussed as follows:

In Chapter I, the researcher explains about introduction of the research, Consists of Background of the Research, Problems of the Research, Purposes of the Research, and Benefits of the Research, Definition of Key Terms, and Paper Outline.

In Chapter II, describes about the review that related about speaking, Consists of Theoretical Review (theories about Speaking, Role Play, and Mimig Game), Review of Related Researchers, Theoretical Framework, and Theoretical Hypothesis.


In Chapter IV, Research Finding and Discussion, Consists of discuss about Data Presentation and Analysis and Discussion.

In Chapter V, last part of closure consists of Conclusion and Suggestion, The last part is Bibliography and Appendixes.
CHAPTER II
LITERATURE REVIEW

This chapter consists of Theoretical Review (theories about Speaking, Role Play, and Mimic Game), Review of Related Researchers, Theoretical Framework, and Theoretical Hypothesis.

A. Theoretical Review

1. Speaking

   a. The Nature of Speaking

      According to Brown (2003:140) Speaking is a productive skill can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-taker’s listening skill, which necessary compromises the reliability and validity of a production test. It can be concludes that speaking is one subject of language that is very difficult to mastering, if we want to master another skill we have to understand well about speaking skill first it caused speaking has standardization of assessment.

      Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Bailey and Nunan, 2005:2). Speaking becomes a way for communication to each other people, sharing ideas, search information or receive information. If people can’t understand about the elements of speaking, they will have problems to share or receive the information form other people. It caused speaking is an oral skill to produce word or sentence.
Speaking is a crucial tool for thinking and learning (Goh, 2007:1). Besides for a tool to communication, speaking also becomes a tool for thinking and learning. Every human being is required to communicate skillfully, skillfully express thoughts, ideas, and feelings. Skilled to capture the information obtained, and skilled in conveying the information received. Speaking skills play an important role in education, both within the family, school, and the wider community. Everything needs speaking skill. It caused speaking is important skill from language skill.

Speaking is form of expression which uses the un-prestigious ‘colloquial’ register: literary skills are on the whole more prized (Bygate, 1987:7). Oral communication often occurs in human life, such as dialogue in a family environment, conversations between neighbors, conversations between buyers and sellers in the market, and so on. Another example: family member conversation; mother and child conversation; telephone conversations, and so on.

From the conclusion above, it conclude that speaking is the important part of four skills of language that should be learned by students. In the fact, speaking skill on the reality is sometimes difficult to train by the researcher. The researcher needs more methods or aids to teach speaking skill in the class. Especially for school that never use English language as their daily activity in the classroom.
b. Types of Speaking

According to (Brown, 2003:141-142) There are five basics type of speaking, they are:

1) Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance. It concludes that the first stage of speaking skill is about the imitation of oral production, such as: produce words, sentences and understand lexical and grammatical performance.

2) Intensive

A second type of speaking frequently employed in assessment contexts it is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture). It concludes that the second stage of speaking skill is intensive to use many criteria in speaking skill, such as: using stress, rhythm, phrasal and phonological.
3) Responsive

This assessment task includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments and the like. Additionally the third stage of speaking is how to produce words and sentences in short conversation based on the speaking skill criteria.

4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants. Interaction can take two forms of transactional language which has the purpose of exchanging specific information, besides interpersonal exchanges which have the purpose of maintaining social relationship.

5) Extensive (monologue)

Extensive oral production tasks include speeches, oral presentation and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether. Language style is frequently more deliberative and formal for extensive tasks, but we can’t rule out certain informal monologues such as casually delivered speech. Additionally the
last stage of speaking is produce word or sentences in oral presentation.

c. Micro and Macro Speaking Skills

According to (Brown, 2003:142-143) there are macro and micro of speaking skills. The total of micro and macro are 16 objectives to assess in speaking, divided in 11 elements of micro and 5 elements of macro. Micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker’s focus on the larger elements: fluently, discourse, function, style, cohesion, non-verbal communication, and strategic options.

There are Micro and Micro skill of oral production:

1) Micro skills

   a) Produce differences among English phonemes and allophonic variants.

   b) Produce chunks of language of different lengths.

   c) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.

   d) Use an adequate number of lexical unit (words) to accomplish pragmatic purposes.

   e) Produce fluent speech at different rates of delivery.

   f) Produce reduced forms of words and phrases.
g) Monitor one’s own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking to enhance the clarity of the message.

h) Use grammatical word classes (nouns, verbs, etc), systems (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

i) Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.

j) Express a particular meaning in different grammatical forms.

k) Use cohesive devices in spoken discourse.

2) Macro skills
   a) Appropriately accomplish communicative functions according to situations, participants, and goals.
   b) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conventions rules, floor-keeping and yielding, interrupting.
   c) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
   d) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
e) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

d. The Communication Strategies of Teaching Speaking

According to (Goh and Burns, 2012:63-66) Communication strategies are used for two purposes; they are referred to as reduction and to enable speakers to convey their message by using whatever resources they have access to. There are three kinds of teaching speaking strategies, they are:

1) Cognitive strategies

During oral communication, it is common for language learners to experience problems finding suitable words for expressing their intended meaning. To compensate for this lexical problem, instead of the word *chipmunk*, they may use a more common word, *squirrel*. In this case, the learner is trying to communicate the concept of the chipmunk holistically by comparing it to a squirrel, which is quite similar in appearance (Kellerman and Bialystok, 1997). Cognitive strategy is ability for understanding speaking skill based on experiences and common words or sentences.
2) Metacognitive strategies

Some learners use a second type of mental strategy that has a metacognitive function; that is to say, the strategies are used to manage thinking and speech production. Learners may decide to plan what they want to say beforehand so that, when they are actually speaking for participating in an interaction, they will not be totally unprepared. Metacognitive strategies are very important for language learning and communication, but learners tend to use them infrequently especially in oral communication (Cohen, 1998). Metacognitive strategy is ability to plan or make idea before speak among people, the aims to lack of understanding the information they sent and receive from other people.

3) Interaction strategies

Interaction strategies are used by learners to address pragmatic aspects of communication, particularly with regard to negotiating meaning between various participants. Also referred to as “oral communication strategies” there are “strategic behaviors that learners use when facing communication problems during interaction tasks” (Nakatani 2006). These strategies include making comprehension checks, repeating an utterance, giving examples, and using gesture and facial expressions. It is important to note that, in the context of oral interaction, listening is as important as speaking, and problems can arise in either of these
processes. When language learners do not understand what is said, they can try to use interactional communication strategies, such as checking comprehension, confirming what is understood, and requesting clarification. Interaction strategy is ability to understand the problems of communication. Speaker just not speaks of listen the words but they try to find the other way to share information using gesture.

<table>
<thead>
<tr>
<th>Communication strategies</th>
<th>Specific strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Cognitive strategies</td>
<td>• Paraphrase: Circumlocuting or describing an object, person, or event to get the meaning of a specific word across.</td>
</tr>
<tr>
<td>Techniques to compensate for gaps in lexical knowledge and related linguistic problems.</td>
<td>• Approximation: Using an alternative term, e.g., <em>squirrel</em> for <em>chipmunk</em>.</td>
</tr>
<tr>
<td></td>
<td>• Formulaic expressions: Using language chunks, e.g., <em>What I'm trying to say is... to buy processing time</em>.</td>
</tr>
<tr>
<td></td>
<td>• Message frames: Setting the global context for what is being described before attempting to describe it.</td>
</tr>
<tr>
<td>b. Metacognitive strategies</td>
<td>• Planning: Preparing the contents and the form of the message.</td>
</tr>
<tr>
<td>Mental operations to regulate thinking and language during speaking.</td>
<td>• Self-monitoring: Noticing one’s language and message during message production.</td>
</tr>
<tr>
<td></td>
<td>• Self-evaluation: Noticing one’s language and message after message production.</td>
</tr>
<tr>
<td>c. Interactional strategies</td>
<td>• Exemplification: Offering an example to make one’s point clear.</td>
</tr>
<tr>
<td>Social behaviors for negotiating meaning during interaction.</td>
<td>• Confirmation checks: Asking listeners whether they have understood the message.</td>
</tr>
<tr>
<td></td>
<td>• Comprehension checks: Paraphrasing what is heard to confirm one’s understanding.</td>
</tr>
<tr>
<td></td>
<td>• Repetition: Repeating all or part of what is said to check one’s own understanding.</td>
</tr>
<tr>
<td></td>
<td>• Clarification requests: Asking the speaker to explain a point further.</td>
</tr>
<tr>
<td></td>
<td>• Repetition requests: Asking the speaker to say something again.</td>
</tr>
<tr>
<td></td>
<td>• Exemplification requests: Asking the speaker to give an example.</td>
</tr>
<tr>
<td></td>
<td>• Assistance appeal: Asking the listener for help with difficult words.</td>
</tr>
</tbody>
</table>

Table 2.1: strategies for teaching speaking
e. Assessing Speaking

According to (Bailey and Nunan, 2005:21-22) Testing speaking is not as straightforward as testing grammar or vocabulary. There are four basic criteria to keep in mind as devise, use or adapt tests of speaking and pronunciations are:

1) First, teacher want to make sure that teacher are testing what teacher are teaching and what the students want to be learning. Doing so is fair and appropriate. A test that measures what it is intended to measure is called a “valid” test. There are many different kinds of validity, but the central concept is that teacher determines in advance what teacher wants to measure. Then design items, tasks, or prompts for the test that measure that construct.

2) Second, teacher wants to be sure that a test or an assessment procedure is reliable. Reliability is concerned with consistency. For instance, if teacher tape record the students speaking in English and ask another teacher to evaluate the students’ speech using a ten-point scale, teacher would be unhappy if the colleague ran out of time and rushed through the last several recordings, or if that teacher got tired and grumpy about the work and was more severe with the last recordings as a result.

3) The third criterion is one which teachers understand quite well practicality. This term refers to the fact that a test or other
assessment procedure can only be useful if it does not make unreasonable demands on resources, including time, money, and personnel. Interviewing each student for thirty minutes might be a very thorough way to assess his or her speaking skills, but if teachers are teaching several classes a day, and especially if they are large classes, then interviewing all your students for thirty minutes apiece would be very impractical.

4) The fourth criterion is wash back (or instructional impact). This concept is often defined as the effect a test has on teaching and learning. Does the test encourage people to prepare for speaking tasks, or does it cause them to study grammar rules or obscure vocabulary items? I am not suggesting that vocabulary and grammar are unimportant. In fact, developing vocabulary and increasing their confidence in applying grammar rules are appropriate and significant ways for learners to improve their speaking ability if those grammar rules and vocabulary items are practiced in spoken discourse.

The four basic criteria of speaking assessing skill help teachers to assess students’ speaking skill. It caused assessing speaking skill isn’t easy way for teacher.

f. Designing Assessment Tasks of Interactive Speaking

According (Brown, 2003:167-175) there are four of interactive discourse of speaking (interviews, role play, discussions, and games).
Interactive task are what some would describe as interpersonal while the final category includes more transactional speech events.

1) Interview

Oral interview is a test taker sits down in a direct face to face exchange and proceeds through a protocol of questions and directives. The interview, which may be tape recorded for re-listening, is then scored on one or more parameters such as accuracy in pronunciation and/or grammar, vocabulary usage, fluency, sociolinguistic/pragmatic appropriateness, task accomplishment, and even comprehension.

Interview can vary in length from perhaps five to forty-five minutes, depending on their purpose and context, placement interviews, designed to get a quick spoken sample from a student in order to verify placement into a course, may need only five minutes if the interviewer is trained to evaluate the output accurately longer comprehensive interviews such as the OPI are designed to cover predetermined oral production contexts and may require the better part of an hour.

It concluded that interviews are conversation between two people or more people by face to face and take place for interviewee and interviewer. Using interview teacher could know more how far students’ ability in speaking skill based on speaking
skill criteria, such as: vocabulary, pronunciation, interactive communication, fluently and also their mimic face.

2) Role play

   Role play is a popular pedagogical activity in communicative language teaching classes. Within constraints set forth by the guidelines, it frees students to be someone what creativity in their linguistic output. In some versions, role play allows someone rehearsal time so that students can map out what they are going to say, and it has the effect of lowering anxieties as students can, even for a few moments, take on the persona of someone other than themselves.

   Additionally role play provides opportunities for students to play the role of being someone else. Role play makes students more active in class because the learning system requires them to be active in class.

3) Discussion

   As formal assessment devices, discussions and conversations with and among students are difficult to specify and even more difficult to score. But as informal techniques to assess learners, they offer a level of authenticity and spontaneity those others assessment techniques may not provide. Assessing the performance of participants through scores or checklist in which appropriate or inappropriate manifestations of any category are
noted should be carefully designed to suit the objectives of the
advisable to give some cognizance to comprehension performance
in evaluating learners.

4) Game

Among informal assessment devices are a variety of games that
directly involve language production. Game is the other aid to
improve speaking skill. there are types of game, they are:

a) Tinkertoy Game: A Tinkertoy game (or Lego Block)
structure is built behind a screen. One or two learners are
allowed to view the structure.

b) Crossword puzzles: Crossword puzzles are created in which
the names of all members of a class are clued by obscure
information about them.

c) Information gap grids: Information gap grids are created
such that class members must conduct mini-interviews of
other classmates to fill in boxes.

d) City maps: city maps are distributed to class members

g. Principles for Teaching Speaking to Beginner Learners

According to (Bailey and Nunan, 2005:36-39) there are three
principles which can influence and inform speaking skills to beginning
and false beginning learners. These principles are:

1) Provide something for learners to talk about.
When people choose to speak, it is usually about something. They want something, or they find a topic or incident interesting and want to comment on it. They wish to share ideas or emotions. There is usually some communicative need that moves people to talk. In speaking lessons, pictures and “Manipulables” can provide the motivation for talking.

Manipulables is just a fancy word for things you can handle, move or manipulate in some way. Using pictures as the basis of speaking lessons also gives the learners something to talk about, something to focus on other than their own uncertainty with the new language. Whether you use colored photographs from calendars, advertisements cut from magazines, or pictures you locate on the Internet, photographs add interest to speaking lessons and can motivate people to speak.

2) Create opportunities for students to interact by using group work or pair work.

Sometimes students perhaps especially those at the lower levels can be anxious about speaking out in class. One way to overcome their reticence and increase their opportunities to speak is to use pair work and group work. Using pair work and group work can improve learners’ motivation and promote choice, independence, creativity, and realism. Pair work and
group work also provide feedback to the learner from sources other than the teacher.

Pair work and group work are configurations of people for doing activities, rather than activity types per se. Pair work, as the name suggests, involves two students working together to complete a task or exercise using the target language. Group work is three or more students working together. In my experience, three students per group is ideal, because three students cannot generate more than one conversation, as four students can, so with three students per group it is easier to keep them focused on the task at hand.

3) Manipulate physical arrangements to promote speaking practice

It can be difficult to get students to talk with one another in a new language, but that difficulty is often exacerbated by the traditional classroom arrangement of desks facing forward toward the teacher’s zone. Changing the physical environment can encourage speaking activities, partly because it partially alters the power structure of the traditional English classroom. Here are some ways to work with the seating and other aspects of the environment to encourage speaking.

The inside-outside circle is a technique for giving students the chance to repeat a conversation or interview with several new people, in order to build fluency and confidence. Form two
concentric circles of students. The people on the outside face inwards while the people on the inside face outward. Thus, each person is facing a partner. The students interview these partners for two or three minutes to get the answers to preset.

h. Evaluation Rubric and Passing Data

Researcher used rubric to evaluate students during doing a research. Based on the researcher observation school of SMP Muhammadiyah Suruh, the standard of this school is 75. So, the passing grade of speaking skill as follows:

According to (Underhill, 1987:60) the criteria of scoring are:

<table>
<thead>
<tr>
<th>Table criteria of scoring</th>
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<tbody>
<tr>
<td>Scale</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>0</td>
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<tr>
<td>1</td>
</tr>
<tr>
<td>Grade</td>
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<tr>
<td>-------</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
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</tbody>
</table>
Table 2.2: criteria scoring of speaking skill

<table>
<thead>
<tr>
<th>Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pron : Pronunciation</td>
</tr>
<tr>
<td>2. GA : Grammatical Accuracy</td>
</tr>
<tr>
<td>3. Vo : Vocabulary</td>
</tr>
<tr>
<td>4. Flue : Fluency</td>
</tr>
<tr>
<td>5. IC : Interactive Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Pron</td>
<td>Very good</td>
<td>no errors/minor errors</td>
</tr>
<tr>
<td></td>
<td>GA</td>
<td></td>
<td>demonstrate mastery of structure (few errors)</td>
</tr>
<tr>
<td></td>
<td>Vo</td>
<td></td>
<td>effective/appropriate word choice</td>
</tr>
<tr>
<td></td>
<td>Flue</td>
<td></td>
<td>no hesitation</td>
</tr>
<tr>
<td></td>
<td>IC</td>
<td></td>
<td>well organized and clear idea</td>
</tr>
</tbody>
</table>

Flue : minor hesitation
IC : clear and organized ideas
## SCORING SHEET

<table>
<thead>
<tr>
<th>Aspects to be evaluated</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pronunciation</td>
<td>1 2 3 4 5 6 7 7.5 8 8.5 10</td>
</tr>
<tr>
<td>2. Grammatical Accuracy</td>
<td>1 2 3 4 5 6 7 7.5 8 8.5 10</td>
</tr>
<tr>
<td>3. Vocabulary</td>
<td>1 2 3 4 5 6 7 7.5 8 8.5 10</td>
</tr>
<tr>
<td>4. Fluently</td>
<td>1 2 3 4 5 6 7 7.5 8 8.5 10</td>
</tr>
<tr>
<td>5. Interactive Communication</td>
<td>1 2 3 4 5 6 7 7.5 8 8.5 10</td>
</tr>
</tbody>
</table>

Table 2.3: scoring sheet of speaking skill

Total score: $1+2+3+4+5 = \dots \dots \dots \dots \dots \dots $

5

2. Role Play

a. The Nature of Role Play

According to (Harmer, 2001:92-93) Role play activities are those where students are asked to imagine that they are in different situations and act accordingly. Role play is the one kind of designing assessment tasks of interactive speaking that provides the students to be an actor based on the reality on the task. There are many activities of role play, such as: become a guest at a party, travel agents answering customer questions, or participants in a public meeting about a road building project for example. Role play activities provide the kind of rehearsal possibilities. Students and teacher can use card to play role play. The role play can now lead into a number of possible writing tasks: a segment of the dialogue, a newspaper
report on the decision, letters to the newspaper, posters and newsletters from anti-Taxi campaign etc.

According to (Bailey and Nunan, 2005:52) role-play is a speaking activity in which the students take the part of other people and interact using the characteristics of those people (for instance, age, gender, occupation, and so on). Or the students can be themselves enacting a novel situation. Often a role-play includes a particular communicative task, such as negotiating a purchase, solving a problem, making a reservation, getting information, and so on. Role-plays can be excellent procedures for helping students learn and practice important speech acts, vocabulary, and grammatical structures.

Role play is more than just play acting; it offers chance for rehearsal and engagement that some other activities fail to go. (Harmer, 2001:92-93). Additionally Role play provides an opportunity for students to become an actor and play a role based on the situation and condition of others people. Role play allows students to more understand about the characters and circumstances that are being portrayed from others people.

Additionally role play is an activity that emphasizes students to play the role of being other people in accordance with the role to be played. Role becomes making students more creative in packaging in teaching and learning activity in the class because students are required to equate the characters contained in the role. Role play certainly can
increase student interest in conveying and receiving material learned so that the teaching and learning process runs optimally.

According to (Mackey and Gass, 2005:91) there are two types of role plays, they are open and closed.

a. Closed role plays are similar to discourse completion tasks but in an oral mode. Participants are presented with a situation and are asked to give a one-turn oral response. Closed role plays suffer from the possibility of not being a reflection of naturally occurring data.

b. Open role plays, on the other hand, involve interaction played out by two or more individuals in response to a particular situation. Open role plays reflect natural data more exactly, although one must recognize that they are still collected in a non-natural environment and thus are subject to the same difficulties as are closed role plays. The limits that are given in closed role plays are not present to any significant degree in open role plays.

According to (Bailey and Nunan, 2005:52-53) It is important that teacher set up role-plays that are realistic, plausible, and related to the students’ needs. There are some suggestions to help learner understand more about role play, they are:

a. Make it clear that everyone will do the activity at some point. If there is no way to avoid participation, people will eventually abandon their reluctance.
b. Include time for a planning phase. If students have advanced warning and can think about what they want to say in a role play, they will be less likely to get very nervous under the pressure of speaking English.

c. Build in a pair work or group work step during the preparation phase, so that learners can interact with and benefit from others in planning their role-play together.

d. Demonstrate the activity the first time you use it so that the students will understand what is expected of them. If you are teaching in an EFL environment, the students may not have been exposed to role-plays in their previous English classes. If you are teaching in an ESL context, the learners may not have experienced role-plays in education systems of their home countries.

e. Have the students do the role-play in pairs or small groups first before having them do the role-play in front of a larger audience of their classmates.

f. Create a climate in your classroom in general where oral mistakes are seen as natural learning opportunities instead of lapses in judgment or evidence that the students are not motivated.

3. Miming Game

a. The Nature of Miming Game

According to Kimara (2017) Mime game is using bodies to convey the meaning of an action or an expression which the others have to guess. Mime uses the creative instrument everyone has our body, we
all can use our bodies to express our ideas and feelings, including those of us who don’t speak English well, or who have trouble reading. Additionally Miming game is the kind of guessing game without speak up but only using gesture, expression and movement way to share and explain information to others people. Miming game provide a unique way for people to interaction without produce word or sentence but only using their gesture.

Miming game is activities develop physical awareness and bodily expression. Miming game can help students to enhance their performances by introducing physical theatre techniques. For students who don’t enjoy spoken improvisation, this game may open up a multitude for others possibilities in drama and mime are essential skills for any actors (Farmer, 2007:33). It concluded that miming game just couldn’t help students increase their speaking improvisation but also help students to develop their performances using body expression.

There are six activities of miming game according (Kimara, 2017) they are:

1) Create a Mime Persona

Many mimes develop their own look. Marcel Marceau developed the character “Bip the Clown”. Have children design their own character, including how they would like their face painted and their outfit. If teacher have face paint, students can
transfer the look to their own faces and then share their best mime moves.

2) Mime Activities

To play these games, write down actions that a child must act out without using words. If there are multiple children, they can try to guess. Children may enjoy thinking up actions for others to act out, too.

3) Across the room

Children pretend like they are across a crowded room from a friend and want to convey a message. Possible messages might be:

a) I am tired and want to leave.

b) The food here is terrible.

c) The person I’m talking to is so boring.

d) Take a picture of me and the person I’m talking to

e) Can you get me a drink?

4) Feelings

Write down single emotions like:

a) Excited

b) Frightened

c) Bored

d) Shy

e) Surprised
5) Guess my profession

Think of various professions like:

a) Baker
b) Artist
c) Life guard
d) Teacher
e) Farmer

6) Guess what I’m doing

Write down every day actions like:

a) Brushing your teeth
b) Climbing stairs
c) Knitting
d) Washing dishes
e) Folding laundry

b. The Style of Mime and Movement

According to Farmer (2007:33-40) Miming game is open up game for a multitude of others possibilities in drama and essential skills for any actor. There are fourteen of miming and movement game styles, they are:

1) Follow the hand

In pairs, "A" holds her hand palm outwards a few inches away from her partner's face. Now she moves her hand slowly and "B"
tries to keep his face the same distance away, moving his body wherever needed. As a variation, try both leading the other (slowly!), or in threes, each leading another whilst being led themselves!.

2) Follow your nose

A movement exercise for the whole group. Move around the room, filling up the space, changing pace, changing direction, being aware of other people but not touching them. Now become aware of your nose. Let your nose lead you around the room. Follow it wherever it goes! Develop this by focusing on different parts of the body, so that participants begin to discover new ways of moving very useful for dance or physical theatre, or simply for discovering movement ideas for characters. Try being led by your stomach, your little toe, your knee, your back and so on.

3) Complete the image

In front of the class, two people shake hands. Freeze the image at any moment. Ask the group what meaning this image might have. Where could the people be and what might they be doing? One partner removes herself, leaving the other frozen. She looks at the remaining half image and decides what it could represent. She adds herself back into the picture in a different pose, completing the image to show a new meaning. The other partner unfreezes, looks at the image and completes it afresh. Now try it in
pairs. Begin by shaking hands and then freezing in position. Continue by stepping in and out of the image. Encourage players to "think with their bodies" it is more important to work quickly rather than think too literally.

4) Free association mime

A variant on Yes and. Work with a partner. Person A begins miming an activity or situation. B must join in somehow. He could mime being in the same situation or carrying out a similar or related activity. At some point B should change the activity or situation. Then A must change her activity so that the ideas swap and change between them. For example A mimes eating a banana. B also eats a banana and becomes a monkey in the zoo. A becomes a child looking in the cage. The two react to each other. Then B decides he is a doctor and A is his patient and so on.

a) Make sure you accept your partner's idea and then develop or change it.

b) You can be as free ranging and imaginative with your ideas as you like.

5) Crossing the line

In pairs - hold your arms straight out in front and place your palms against your partner's hands with the fingers pointing upwards. On a signal both people start pushing, trying to move their partner backwards (this part should not go on for very long!).
Repeat the exercise, but this time asks the partners too purposely play so that one partner is winning for a while and then the other, with the leadership swapping a few times. Next, the two partners step apart so that there is a six-inch gap between their hands. Once again they repeat the exercise, trying to make it look real, but keeping the gap the whole time. This can be challenging, as it is tempting to keep trying to win!

You may notice that people who find it difficult to "lose" this game are probably the same people that find it difficult to play low-status in improvisation. This can be a good introduction to discussing status work. You could usefully follow this exercise with Status pictures. The exercise is not so much about pushing your partner over a line, but crossing the line from reality to imagination!

6) Mirrors

Two people stand facing each other and one tries to reflect the other’s movements as accurately as possible. Make sure movements are slow and smooth. On a given signal, the leading swaps over.

a) Keep the flow of movement each time there is a changeover.

b) If you get really tuned into each other, you may find that neither person is leading!
7) Mirror movers

Three or more actors stand in a triangle configuration, facing in one direction. The person in front begins a movement, which the other two copy smoothly. If the group turns so that somebody else is in front, then that person takes over leading the movements. After a while, the group can increase tempo and change leaders quickly. Then introduce travel - the group can move around the space, trying to keep the same distance between each other.

a) This could be developed as a method of creating choreography for a crowd scene.

8) Mime whispers

Each person chooses an everyday task, such as making a cup of tea, washing-up, writing a letter, drawing a picture and so on. Everyone practices miming that activity on their own broken down into exactly six movements. It’s important that this is practiced so it can be remembered later.

a) In pairs, show each other the mime you were doing, without talking or explaining. Show the mime once only.

b) Everybody move on to find a new partner.

c) Try to show your partner the last Time you observed of course it will not be easy.
Again the partners separate and move on to find yet new partners. After three or four swaps, it is time to observe the results. Individuals are asked to show the final mime they observed. The teacher can then ask if anyone recognizes it as their own original mime. If they do, they can show the original mime alongside the final version. Some of the mimes may stay fairly intact, while others will be unrecognizable.

9) Group shape

The aim is to make one abstract shape out of the whole group. One person goes into the center of the circle and makes a shape with his body. Another person finds a way of adding herself into the existing shape in any way she likes. One at a time, the rest of the group come into the circle and become part of the group shape. Ask people to think about how their shape complements or contrasts with existing shapes. Encourage the use of different levels – low, medium and high. If you have a camera, it is often worth taking a photo of the finished shape.

Now ask everyone to become aware of exactly where they are in relation to everybody else, which parts of their body are in contact with other people or with the floor and how they are balanced. Everybody returns to their places around the circle. On a given signal every person moves in slow motion into the space at the same time to recreate the group shape as exactly as possible.
Once the shape has been recreated ask if people feel that they are in *exactly* the same place as before. It is rare that they do. This exercise is good practice for crowd scenes or ensemble work. It encourages an awareness of movement, balance and physical relationships with other people. You could use it to develop an interesting beginning to any crowd scene.

10) Points of contact

Make an interesting shape with your body where you have two points of contact with the floor (it could be just standing). Find a new way of making two points of contact with the floor and another way. Move about, always keeping two parts of the body in contact with the floor. Try again with three points. The points of contact could be anything – a foot, an elbow, fingers, knee, head etc.

Now make a shape with a partner – having a certain number of points of contact with the floor try 3, 5, 12 and so on. Finally you can do the same thing in small groups. The exercise makes you more aware of your contact with the floor and how you balance, as well as encouraging you to use your body more creatively on your own and with others.

11) Throw your face

The group stands in a circle. The first person puts their hands over their face and moves them about as though sculpting
their own features. Move your lips, tongue, eyes, and eyebrows anything that you can move into a grotesque face. When you are ready take your hands away to show your face to the group!

Choose somebody across the circle. Lean backwards and then quickly forwards as though you are throwing your face to them. Now comes the really funny part - that person must quickly copy the face you made as though they have "caught" it. This is usually quite amusing for everybody else as well. That person mounds a new expression with their hands and throws it across the circle to somebody new - and so the game goes on!

12) Animal animation

Sit in a space on your own. Decide on an animal. Imagine yourself as that animal, asleep in its home. Begin to wake up and sense the world around you. Move around slowly to explore your immediate environment. After a while you find food. Suddenly you sense danger. Luckily you escape just in time and go back to your home. Out of role, discuss with the group what kind of danger you faced.

13) Essence machines

This technique is useful for generating physical and aural ideas around a theme. A topic is chosen and people are asked to think of a repeating sound and action linked to that theme. One person starts off in the center of a circle with their own sound and
movement, and then one by one the others step in, finding a suitable way to add in their own ideas. The machine can be frozen, then played back at twice or half the "normal" speed. Themes could include: optimism, pessimism, supermarket; hospital; bullying; emotions. You could have a machine that actually makes something, like chocolate biscuits, school dinners or weather conditions.

14) Carbon copies

Choose a theme, for example, “emotions”. Without talking, the group sculpts one person into a given position, e.g. "surprise". When the sculpture is finished, all the others copy the shape with their own bodies, as exactly as possible. The "sculpture" now unfreezes and looks at the other participants. Someone else is sculpted with a different emotion or idea – e.g. "fear". When enough people have had a turn, the group could use the shapes they have invented to make a group picture on the theme, linking different shapes or statues together to make a scene or abstract image.

c. The language style of miming game

According to Case (2008) there are fifteen language of miming game, they are:

1) Vocab mimes
Vocab mimes is a word that students given or chosen without speaking using sound effect until their partners say exactly that word. This works particularly well for adjectives, action verbs, and idiomatic phrases such as body part idioms.

2) Sentence mimes

Sentences mimes is similarly to vocab mimes, but the different of sentences mime it is have to mime and guess whole sentences not vocab.

Example: The elephant jumped over the chair.

Teachers could give students this sentence taken from a textbook exercise or text. And students also could write this sentence by person or group that is going to mime or write by other groups as a challenge.

3) Present continuous mimes

Present continuous mime is the most common grammar point to use miming in class. As the grammar is fairly easy, this can be a great opportunity to introduce lots of vocabulary that is relevant to the students.

For example a actions of using office equipment for a Business English student or of using machines for a Technical English student. To add a bit more grammar, make sure students use a
variety of “he/ she/ it/ they” sentences and/ or that some of the sentences are with state verbs

Example: want, eat, and drink.

4) Past continuous mimes

Present Continuous Mimes that is often missed is just to make students stop miming when their partners shout “Stop” and use the Past Continuous to describe what they were doing. This means that teacher could revise the same vocabulary as teacher used in the Present Continuous mimes and point out the similarities of use between the two tenses to describe something in progress at a particular point in time for the Present Continuous and in the past for the Past Continuous, and avoiding “ing” for state verbs.

Example: speaking, reading, and writing.

5) Past tenses mimes

Past tenses mime is to describing tenses to the next level, teacher can get students to mime whole sentences that contrast the meanings of different past tenses.

Example: I was taking a bath when the phone rang, I had taken a bath when the phone rang, and I took a bath when my mother came home.
6) Going to mimes

The easiest future tense to mime is “going to” for predictions with future evidence and plans. Students slowly mime the lead up to an action but don’t start the final stage.

Example: You are going to fall off your bike; you are going to mend your car.

The meaning of “going to” also helps show the cross over between two seemingly separate for plans and predictions with present evidence.

7) Will mimes

Will mimes also called the future time, this meaning is quite difficult to show in mimes. Apart from “going to”. For “will for predictions” students could mime looking in a crystal ball or dealing out tarot cards and then mime what they see. For “will for spontaneous intentions” students would need to work in pairs with one student miming the problem.

Example: My bag is heavy, my friend is crying, I’ll carry it for you, I’ll give her my ice-cream.

8) Present Continuous for future mimes

Present Continuous for future arrangements could be done with pairs of students pointing at a blank diary page and miming suggesting doing things.
Examples: Why don’t we go for a drink at lunchtime on Wednesday?, I’m sorry, I’m playing tennis on Wednesday.

Each person trying to say what their partner is miming until they make successfully make a new arrangement. This works best if students are also given different diary pages with their arrangements for the week already written in.

9) Future tenses mimes

The different future tenses above with mimes, teacher can then get students to mime contrasting sentences

Example: I am going to start the car; you will marry a man with a huge car.

Although this is quite tricky, the difficulty of miming future tenses that are not “going to” can be a useful lesson for students, showing them how a “will” prediction is more “theoretical” than a “going to” prediction.

10) Past present future mimes

For the ultimate mimes challenge, students can get to understand why their teachers are flapping their arms over the shoulders to elicit past tense sentences all the time by trying to mime all kinds of tenses for each other.
11) Cultural differences mimes

An easier miming activity that still brings in a more interesting topic than most miming lessons is to get students to mime gestures that vary in different cultures.

Example: okay, check please, Thank you, Sorry.

This can also be used as a lead in to a functional language lesson.

12) Mime roleplays

This is another way of bring a bit more content and context into a miming lesson. Having a whole roleplay where one person doesn’t speak not only gives a shy or low level student the chance to get fully involved, but also gives the person with the speaking role a better chance to speak. These kinds of roleplays work best if teacher give someone a realistic reason for not speaking and a clear task to do.

Example: You have a cold, so you have to stay outside the hospital room and mime instructions for what to do with the baby to your husband or you have lost your voice, so stop someone in the street and try to explain with mime that you want them to phone your husband and ask him to pick you up.

13) Can/can’t mimes

Students mime all the things you can and can’t do with an object (using crossed hands or arms to mean “can’t”) until the other students guess what the object is.
14) Number mimes

Especially for Technical English and Financial English classes where numbers come up a lot, it can be a welcome break to move bodies a little and mime them. Very big numbers, fractions and decimals work well for this. You can also get them to mime the units, such as “mm”.

15) Vital statistics mimes

Mime the dimensions, weight, speed etc. of something (using fingers for the numbers or showing lengths between two hands), then the other person guesses what dimensions you are showing until they get them right, and then guess what the object is (e.g. Petronas Towers or an iPod). This is good for Technical English classes, a type of class that often lacks some fun.

d. Advantages and Disadvantages of Miming Game

According to Halliwell (1992:58-63) the disadvantage of guessing activity as it is set out above is that teacher usually enjoys it too and is tempted to remain the central figure instead of letting the children take over. So, once the routine and materials are familiar, try to find ways of changing it to pair work so that all the classes are working at once.

According to Halliwell (1992:58-63) The advantages of guessing game activity is that the children find their own level of language, this help to build confidence. For example, it is possible for children to join in “guess I’ve got on my promptcard” when they only know one of the
word. As the game progress, they will hear the other phrases repeated and begin to learn them too. The other advantages is again to provide repetitive but fun practice of whatever the class is learning at the moment. It is mentally engaging because it involves logical thinking as well as pure guesswork. It is also actually involving in the form suggested because the whole class is working simultaneously in pairs.

B. Review of Related Researchers

Sagala (2018) in his thesis. The object of researcher is the X-1 of Madrasah Aliyah Muhammadiyah 1 MEDAN 2018/2019. Based on the implementation by using Mime game, conducted the researcher showed the result of students’ score in the post-test I, there were 38.46% (10 of 26 students) who got score ≥ 75. In the post-test II, there were 76.92% (20 of 26 students) who got score ≥ 75. Better than speaking ability without Mime Game is there were 11.53% (3 of 26 students) who got scoring ≥ 75 in pre-test. The researcher conducts that the student at mime game as media in improving speaking ability.

Utami (2016) in its thesis. The object of researcher is the first grade students in one of vocational high school in Purwokerto. Showed that there were a positive impact of teaching speaking using miming game. The result can be seen that the t-test was higher than t-table. The result was at about 1.89 and the result of significant level 0.05 with degree of freedom 68 was 1.66. it means that miming game gave positive impact in teaching speaking skill.
Chritnson (2016) in his Journal. The object of this research is ESL learners. The aims of introduces mime game for ESL learners to motivate them speak better in English for all circumstances. Just not that it includes teachers’ attitude, teaching method and learners’ responses in the process of learning. The result of this research is miming game as a pedagogical tool can enrich students’ English vocabulary and motivate ESL learners to learn and speak English fluently. It is a shorter form of message conveyer and it can very well be used in the learning process. Instead of trying all the traditional methods, it will surely be an impressive one for the learners.

C. Theoretical Framework

Speaking is a productive skill can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-taker’s listening skill, which necessary compromises the reliability and validity of a production test (Brown, 2003:140). Speaking is one subject of language that is very difficult to mastering, if we want to master another skill we have to understand well about speaking skill first it caused speaking has standardization of assessment.

In other hand, According to Bailey and Nunan (2005:52) role play is a speaking activity in which the students take the part of other people and interact using the characteristics of those people (for instance, age, gender, occupation, and so on). Or the students can be themselves enacting a novel situation. Often a role-play includes a particular communicative task, such as negotiating a purchase, solving a problem, making a reservation, getting
information, and so on. Role-plays can be excellent procedures for helping students learn and practice important speech acts, vocabulary, and grammatical structures.

Miming game is activities develop physical awareness and bodily expression. Miming game can help students to enhance their performances by introducing physical theatre techniques. For students who don’t enjoy spoken improvisation, this game may open up a multitude for others possibilities in drama and mime are essential skills for any actors (Farmer, 2007:33). Miming game just can help students increase their speaking improvisation but also help students to develop their performances using body expression.

From the explanation above, the use of Miming Game to develop students’ speaking skill it can be an alternative to develop and increase students’ skill in speaking part. Teaching by Role Play of Miming/guessing game can be a creative method to teach speaking skill. Where teacher be a facilitator in the class and all students will demonstrate their materials by their selves using their gesture. It will help students to be active in the class, be independent and be confident to speak English among their friend because they just realize playing game not doing a class of speaking.

The advantages are mime game can invite the students to be active in teaching and learning in the classroom without any pressures. This technique can make a good atmosphere in the classroom. The situation in this class is fun and effective; this condition is reduced students boredom and stress in teaching learning process, and more interest in English lesson. Miming Game
also can help students more active and interactive to join the materials in the class.

The researcher use Miming Game as the method to teach speaking skill in SMP Muhammadiyah Suruh because it’s a suitable aid for the students in there. They are need different method to receive the materials well. Using Miming game they can understand the material and can be active students, because they enjoy join the class. They just feel play game and don’t understand if they are studying something. So that, miming game is the best method to teaching speaking and improve students’ ability in speaking.

D. Theoretical Hypothesis

This study used alternative hypothesis. According to (Mackey and Gass, 2005:100-101) A hypothesis is a type of prediction found in many experimental studies; it is a statement about what we expect to happen in a study. In research reports there are generally two types of hypotheses: Alternative hypotheses and null hypotheses. The null hypothesis (often written as H0) is a neutral statement used as a basis for testing. The null hypothesis states that there is no relationship between items under investigation. The alternative hypothesis states that there is a relationship between X and Y or items under investigation. Based on the problem statement of research presented by researcher, the research is stated as follows:

1. Hα₁ (Alternative hypothesis): The difference of speaking skill of the eighth grade students of SMP Muhammadiyah Suruh in the academic year of 2018/2019 before and after they were taught by miming game.
2. Ha₂ (Alternative hypothesis): The significant difference of speaking skill of the eighth grade students of SMP Muhammadiyah Suruh in the academic year of 2018/2019 before and after they were taught by miming game.
CHAPTER III
RESEARCH METHODOLOGY


A. Research Approach

In this research, the researcher used quantitative approach to know more about the different result from comparing data before and after doing treatment using old and new method. Quantitative research generally starts with an experimental design in which a hypothesis is followed by the quantification of data and some sort of numerical analysis is carried out (Mackey and Gass, 2005:2). Another definition of quantitative research are Quantitative research is a process of finding knowledge that uses data in the form of numbers as a tool to analyze information (Kuntjojo, 2009:11).

In this research, the researcher teaches a speaking by using Role Play of Miming Game as a method. It can help teacher to make students interest, join class well, lack of bored, increase of understanding in material. Besides that, Role Play of Miming game can make student become independent, confident; enjoy speaking English in the class especially in front of their classmate.

B. Research Method

The type of the research used in graduating paper is experiment. Experimental study is the process of examining the truth of a statistical hypothesis, relating to some research problem, is known as an
experiment (Kothari, 2004:35). For this experiment, the researcher taught speaking by using Role Play of Miming Game as teaching aids. Another definition is from Creswell (2012:143) that “Experimental research is the description and analysis of what will be or what will occur, under carefully controlled condition.”

In this research the researcher will applying this method into one sample or one group pre-test and post-test. The design of one group pre-test and post-test only is using one group (Kuntjojo, 2009:46).

C. Resign Design

This study used pre - experimental design. In this study the experimental design used One-Group Pretest-Posttest. The One group design usually involves three steps:

1. Administering a pretest measuring to the subject

2. Applying the experimental treatment to the subject.

3. Administering a posttest again measuring to the subject

Design procedure of pre-test and post-test one group

(Kuntjojo, 2009:46)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Pra (pre-test)</th>
<th>Treatment</th>
<th>Pasca (post-test)</th>
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</thead>
<tbody>
<tr>
<td>1 group</td>
<td>O</td>
<td>X</td>
<td>O</td>
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</tbody>
</table>
Table 3.1: design research of one group pre-test and post-test.

This study was intended to investigate the use of miming game to develop students’ speaking skill. The aim of this study is to find out differences between students’ speaking skill before and after taught by using miming game method.

In this study, the procedures of One-Group Pretest-Posttest design are:
1. Administering a pre-test measuring speaking skill of Eight Grade of Junior High School of SMP Muhammadiyah Suruh.
2. Applying the experimental treatment X to the subjects (Eigh Grade of Junior High School of SMP Muhammadiyah Suruh).
3. Administering a post-test measuring speaking skill of Eight Grade of Junior High School of SMP Muhammadiyah Suruh.

Differences attributed to application of the experimental treatment were determined by comparing the pre-test and post-test scores. The researcher wanted to know the use of miming game to develop students’ speaking skill by experimental research. The impact is assessed by providing a specific treatment. The development will be known after knowing the significant differences between the students who are taught before using miming game Method and those who are taught after using miming game Method.
D. Population and Sample

1. Population

Population is the group of people we want to generalize to (Muijs, 2004:15). In this study the population includes are the eighth year students of SMP Muhammadiyah Suruh in the academic year of 2018/2019. There are four classrooms of eight class in SMP Muhammadiyah Suruh, they are A,B,C, and D Class. In 8A Class there are 26 students divided into 9 male and 17 female. In 8B there are 25 students divided into 13 male and 12 female. In 8C there are 26 students divided into 18 male and 8 female and in 8D there are 26 students divided into 20 male and 6 female. The total of the students from four class are 103 students.

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<tr>
<td>Students</td>
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<td>17</td>
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<tr>
<td>Total</td>
<td>26</td>
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Table 3.2: the Population of SMP Muhammadiyah Suruh

2. Sample

Sample is a small group of observations selected from the total population (Ravid, 2011:24). A good sample is whose conclusions can be applied to the population, that is representative or that can describe the characteristics of the population. The sample of study is the eighth year students of SMP Muhammadiyah Suruh in the academic year of 2018/2019. The researcher takes 26 students of SMP Muhammadiyah Suruh as the sampling. The sampling of this research is students of eighth A (8A) consist of 26 students.

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<td>20.</td>
<td>NBS</td>
</tr>
<tr>
<td>21.</td>
<td>NFA</td>
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</tbody>
</table>
Table 3.3: List Sample of 8A class SMP Muhammadiyah Suruh

**E. Sampling Technique**

This study used Non Random Sampling. The researcher chooses proportional sampling. According to Hadi (1997:228) when in a sampling of proportions or balances of elements or categories in the population are considered and represented in the sample, this technique is called proportional sampling. In this case, the researcher has selected 1 class of eight A class of SMP Muhammadiyah Suruh to teach speaking skill.

Researcher selected eight A class of SMP Muhammadiyah Suruh to get non random sampling. The total of eight A class are 26 students divided into 9 male and 17 female. Researchers know that in class 8A there are various groups or the ability to understand material well. From the study researchers can find out that the different groups or abilities have an effect on the symptoms you want to examine. Class 8A is a sample that represents the population that researchers want to study, because class 8A is a combination of different groups and abilities.
of students who have been grouped based on the highest score during the test by this school.

The sample gets pre-test, treatment and post-test during research. Taking members of the sample and population is done randomly regardless of the strata that exist in that population. This method is carried out by researchers because members of the population are homogeneous.

F. Data Collection Method

The method of collecting data can be questionnaire, observation, interview, documentation, test, etc. In this research, the researcher do experimental research, the researcher used two kinds of instruments in collect data. There are test and documentation:

1. Test

   According to Brown (2003:3) a test, is simple terms, is a method of measuring a person’s ability, knowledge, or performance in a given domain. In experimental research there are two kinds of tests. Those tests are:

   a. Pre-test

      According to Creswell (2012:297) a pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. The researcher gives pre-test for all students before they get treatment in the class.

   b. Post-test
According Creswell (2012:297) a post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. The researcher gives post-test for all students after they got pre-test and treatment. The aim to know the result of the scoring then is compared with pre-test.

2. Documentation

According to Hopkins (2008:122) explained that document surrounding a curriculum or other educational concern can illuminate rationale and purpose in interesting ways. The use of such material can provide background information and understanding of issues that would not otherwise be available. The main use of documents in classroom research is that they provide a context for understanding a particular curriculum or teaching method. The kinds of data documentary that consist of notes, boo transcript, newspaper, magazine, meeting, summary, agenda and so on. In this research, the researcher takes the documentation by bibliography document of students SMP muhammadiyah Suruh.

G. Research Instrument

There are two kinds of research instrument, they are test and non-test:

1. Test item (Oral Test)

For the test, the researcher use oral test to know how far the ability of students’ speaking skill before and after apply miming game technique. The form of the test makes some group in the class, teacher
divide into five groups, each of group consist of five and six member. After that, all groups have to come forward in the class to play about the game. In this, test the researcher gave a score based on criteria of speaking. The criteria of this research are pronunciation, Grammatical Accuracy, Vocabulary, Fluently and Interactive Communication. The researcher uses pre-test and post-test as a kind of test.

2. Non – test (Documentation)

For the non-test, the researcher use documentation as a research instrument. The documentation that the researcher uses is photos and record during research. The aims of using photos to know the process of teaching and learning in the class and the aims of record voice to know the improvement of using miming game as the method to teach speaking skill. Non-test is a technique to getting assessment mainly on the characteristic, attitude or personality.

H. Data Analysis

1. To find out the rate of average of pre-test (x) and the rate of post-test (y) the researcher use formula:

\[ MX = \frac{\sum x}{N} \]

\[ MY = \frac{\sum y}{Ny} \]

Explanation:

M: Mean of the students’ score

X: Total score of pre-tests

Y: Total score of post-tests
N: The total number of students

2. SD (standard deviation)

The formula used to calculate standard deviation is as follow:

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

Explanation:
SD: Deviation Standard for one sample t-test
D: Different between pre-test and post-test
N: Number of observations in sample

3. T-test calculation

After calculating the SD, the researcher calculates t-test know is there any significance or no between pre-test and post-test by the following formula:

\[ T_0 = \left(\frac{\sum D}{\frac{SD}{\sqrt{N-1}}}\right) \]

\( T_0 \): T-test for the difference of pre-test and post-test
SD: Deviation Standard for one sample t-test
D: Different between pre-test and post-tests
N: Number of observations in sample

(Hartono, 2004:167)

I. Hypotheses Statistical.

The hypothesis statistical in this research says:
H01 (Null hypothesis): There is no difference of speaking skill of the eighth grade students of SMP Muhammadiyah Suruh in the academic year of 2018/2019 before and after they were taught by miming game.

H02 (Null hypothesis): There is no significant difference of speaking skill of the eighth grade students of SMP Muhammadiyah Suruh in the academic year of 2018/2019 before and after they were taught by miming game.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of Data Presentation and Analysis, and Discussion.

A. Data Presentation and Analysis

1. Calculating Mean Score

a. Calculating Pre-Test and Post-Test Score

1) Pre-Test

Pre-Test is used to find out how far is the students’ speaking skill before they are given treatment.

The score of pre-test is as follows:

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<th>No</th>
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<th>Total</th>
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<td>70</td>
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<td>347</td>
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</tr>
</tbody>
</table>
The calculation of pre-test:

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

\[ M_x = \frac{1698.2}{26} \]

\[ M_x = 65.3 \]

2) Post-Test

Post-Test is used to find out how far is the students’ speaking skill after they are given treatment.

The score of Post-Test is as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pron</th>
<th>GA</th>
<th>VO</th>
<th>Flue</th>
<th>IC</th>
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Table 4.1 the score of Pre-Test
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</table>

Table 4.2 the score of Post-Test
The calculation of Post-Test:

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

\[ M_y = \frac{2077.2}{26} \]

\[ M_y = 79.8 \]

b. Comparing Mean Score

Comparing Mean score is used to know the different mean score of pre-test and post-test before and after they are given treatment.

Result of Pre-test and Post-test is as follows:

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<th>No</th>
<th>Name</th>
<th>Pre-Test (X)</th>
<th>Post-Test (Y)</th>
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Table 4.3 Result of Pre-test and Post-test

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</table>

a) Mean of Pre-Test = 65.3
b) Mean of Post-Test = 79.8
c) Mean of Pre-Test ≤ than Post-Test

c. Concluding the Mean Score

The result of pre-test and post-test showed that the average score is increased after they used miming game. Before the students used miming game the average was 65.3 and after the students used miming game the average was 79.8. Based on this result, it means that there was difference before and after students taught used miming game.

2. Calculating t₀

a. Calculating Standard Derivation

The Calculation of Standard Derivation uses the following formula:

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

\[ = \sqrt{\frac{5746.01}{26} - \left(\frac{378.8}{26}\right)^2} \]

\[ = \sqrt{221.0 - (212.2)^2} \]

\[ = \sqrt{221.0 - 45.0} \]
b. Calculating t-Test

The Calculation of t-Test by using the following formula:

\[ t_0 = \left( \frac{5.46}{\sqrt{176}} \right) \]

\[ t_0 = \left( \frac{378.8}{26} \right) \]

\[ t_0 = \left( \frac{5.46}{\sqrt{26}} \right) \]

\[ t_0 = 14.57 \]

\[ t_0 = 5.46 \]

c. Concluding t_0

The t-calculation showed that there was significant difference before and after students taught used miming game. The t-table with 5% significant degree of freedom was 2.056. The result of t-test was 5.46; it means there was significant difference because t-test was bigger than t-table. So, the researcher concludes that miming game is effective to develop speaking skills.

B. Discussion

This research was entitled: The use of Miming Game to Develop Students’ Speaking Skills (Pre-Experimental Research for the Eight Grade
Students of SMP Muhammadiyah Suruh in The Academic Year of 2018/2019). The samples of this research were 26 students of A class in SMP Muhammadiyah Suruh. This was to prove that miming game can be used to develop speaking skills of the eight grade students of SMP Muhammadiyah Suruh.

Based upon the findings of the research it could be known that the mean of pre-test before the research was conducted was 65.3. After the research, the mean of post-test increased into 79.8. This means that there was difference significant after they were taught by miming game technique.

In addition, there was different use of miming game technique to master speaking skills because the t-calculation ($t_0$) is higher than the t-table. The $t_0$ is $5.46 \geq 2.056$.

Miming game is a suitable game for teaching and mastering speaking skill in the class. Researcher found there are many different improvisation aspects before and after using miming game in the class, it caused them rare to speak English in teaching and learning processing. Before using miming game, students just sat and heard what teacher explained of materials and they could not active or independent to share their ideas or opinion in the class. After using miming game, there are good improvisations of students in SMP Muhammadiyah Suruh. They became more active in the class; they braved to share their ideas/opinions in the class, they enjoyed the class, they could remember more
vocabularies, in addition they become independent to speak English in front of the class.

Researcher conducted this research during four meeting, in teaching and learning processing in the class. At the first meeting, researcher did pre-test for all students in A class by giving oral test to make a dialogue about the picture. After students made dialogue with their partners, they should come forward to role play in front of researcher and their classmate. The aims of pre-test is to know how far students’ speaking skill before they got treatment of miming game.

At the second and third meeting, researcher did treatment for all students in teaching and learning process in the class. In the first treatment she gave complete Image of miming game. She asked students to come forward voluntary to follow the activities of picture, then the other students tried to guess the activities about it. If they could answer well they would get the point. In the second treatment, she gave Mime Whispers of miming game; researcher divided students into several groups and played of mime whispers in front of the class. In last session researcher asked students to mention vocabularies for all activities in the picture and finally many students still remembered vocabularies they got before. At last meeting, researcher did post-test for all students in A class by giving oral test to make a dialogue about the picture activities. After students made dialogue with their partners they came forward to role play in front of researcher and their classmate. The aims of post-test was to
know how far students’ speaking skill after they got treatment of miming game.

The result of this researcher there was different speaking skill before and after students used miming game. Students became more improved their speaking and got good score above minimum standard after got miming game during four meetings.

The other relevant research about miming game was from Utami (2016) on her research of The Effectiveness of Miming Game for Teaching Speaking about Descriptive Text (An Experimental Research at First Grade in One of Vocation High School in Purwokerto in the Academic Year 2015/2016). This research used quasi experimental, the object of this research were the first grade students in one of Vocation High school in Purwokerto. 1 AK1 class consists of 36 students for experimental group and consists of 34 students for control group. This was to prove that miming game was effective to teach speaking in descriptive text in the first grade students in one of vocational high school in Purwokerto.

The data calculation showed that there was a positive impact of teaching speaking by using miming game. The result could be seen that the t-test was higher than t-table. The result was at about 1.89 and the result of significant level (α) 0.05 with degree of freedom 68 was 1.66. It means that miming game gave positive impact in teaching speaking skill.
Sagala (2018) Conducted her Thesis about The Use of Mime Game to Improve Student’s Speaking Ability at Madrasah Aliyah Muhammadiyah 1 Medan (Classroom Action Research at Ninth Students in Madrasah Aliyah Muhammadiyah 1 Medan Academic Year 2018/2019). The subject of this research was the second semester students of the tenth grades (X-1) of 2017/2018 in academic year. In the class, there were 26 students. For the male, there are 14 students and the female is 12 students. The sample of this study was X-1 which consists of 26 students of Madrasah Aliyah Muhammadiyah 1 Medan. This was to prove that miming game as the media to improve students’ speaking skill.

Based upon the findings of the research it could be known that the pre-test before the research conduct were 11.53% (3 of 26 students) who got score ≥ 75. Then, the percentage scores from pre- test to post- test I was 26.93% there were 38.46% (10 of 26 students) who got score ≥ 75. The percentage scores from post-test I to post- test II were 38.64% there were 76.92% (20 of 26 students) who got score ≥ 75. The score of second post-test is compared with the good average (KKM) which is 75; it could be conclude that miming game as media could improve students’ speaking ability.

Miming game could improve and made students became serious to learn English especially in speaking skill. Miming gave positive benefits for all students of Madrasah Aliyah Muhammadiyah 1 Medan. There were many different aspects they got after received a treatment of
miming game as media to teach speaking skill such as: the students’ attitude changed after the researcher implemented mime game, the students were more interested in mime game and the students also were active to ask and to give their opinion, the students were able improve their score from bellow Standard Minimum Mark (KKM) became above Standard Minimum Mark (KKM) in school. As the result mime game could improve the students’ ability at speaking with good and true it caused mime game shown a simple concept of making students could be speak to another people step by step.

They used two times for this research, each times consisted of two meetings and there were six meetings in this research. Every meeting researcher gave different activities to know more about students’ speaking ability. In this research researcher also gave pre-test and two times post-test. Pre-test was conducted to know more how far students’ speaking ability before got treatment. Post-test was conducted to known more how far students’ speaking ability after got treatment of miming game. In this time, researcher conducted two post-test because in the first post-test the students’ score still bellow of standard minimum mark (KKM).

The result of this research that miming game could improve speaking skill based on the qualitative data from interview, observation, diary note and documentation that researcher apply during conduct this research. All of these data was indicated the students gave a good
attitude and response during teaching learning process. The students were also more interested to mime game.

According to Christanson (2016) entitled Mime: A Pedagogical Tool for Enhancing Skills of ESL Learners. Miming game as a pedagogical tool helped teacher to motivate and enrich students’ English skill especially in speaking skill. This research entitled Mime: A Pedagogical Tool for Enhancing Speaking Skills of ESL Learners. This research has brought in mime game as a new method to teach English language skills used gesture or body without speak to each other.

This research believes that miming game could improve listening skill, speaking skill and more stimulate learners’ interest to lean English. Besides that, the aims of researcher to introduce miming game to students to made them be better to speak English in all circumstances. It is includes teacher’s attitude, teaching methods and learners’ responses in the process of learning. Using miming game as aids to teaching and learning process just not helped students became motivate and enrich their English skill but miming game gave students opportunity to know more about English and it’s culture.

He conducted this research to know the answer about the problem miming game as a pedagogical tool can motivate English speaking ESL learners? Does mime help to discard the distractions of the learners? And can learners become effective speakers by watching and listening to mime?. The object for this research is ESL learners. The process of
making learners to speak English fluently by miming could be done in language classroom with use pedagogical tool of technological. To get the answer about how far miming game as a pedagogical tool could be used enrich and motivate students’ English skill, researcher conducted some steps for this research. At the first, facilitator introduced about miming game and it’s used for learners who never heard before and have a lack of knowledge about miming game. After that, facilitator motivate learners using miming techniques to create them become more interest to learn English. The facilitator should hold a package of thematic mimes before the session. The aims to made She or he must give a confidence that ESL learners could enhance speaking skills.

According to Christanson (2018) entitled Mime: A Pedagogical Tool for Enhancing Skills of ESL Learners. The other activities from this research were the facilitator should make the ambience of the classroom, by providing individual system for the learners. It is a must for a facilitator to have knowledge about all the mimes and its ideas that were embedded in the system. The facilitator has to give some instructions for the learners, before giving mime as a motivating tool. The learners should be asked to avoid the physical and mental distractions and try to get attached with the mime videos. Concentration towards the mime videos increases the attention span of the learners. This would help the learners not only in learning English but also in all their works of life.
The result of this research that miming game as a pedagogical tool help students become motivate, develop and enrich their English skill especially in speaking skill. It is a shorter form of message conveyer and it could very well be used in the learning process. Instead of trying all the traditional methods, it will surely be an impressive one for the learners. Miming game is suitable tool for teacher to create classroom became more fun, enjoy and active.

According to the research about the use of miming game to teach speaking skill from many researcher we could conclude that miming game as a pedagogical tool is suitable to teach English for junior high students level. It caused miming game was easy game, has unique technique, has many kind game and of course miming game could create classroom become more enjoy, fun, happy, active, independent and speak English fluently. Miming game gave an opportunity for teacher, researcher and students to do easy teaching and learning process in the class especially in speaking skill.
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion as well as few suggestions of this study. Suggestion and conclusion were taken based on findings in this research.

A. Conclusion

Based on the data presentation analysis and discussion, the researcher concludes of this research findings as follows:

1. There is difference of speaking skill of the eighth grade students of SMP Muhammadiyah Suruh in the academic year of 2018/2019 before and after they were taught by miming game. It can be proven by their pre-test and post-test result. The result of pre-test was 65.3 and post-test was 79.8. The post-test several better, it is proven by the result of pre-test and post-test.

2. There is the significant difference of speaking skill of the eighth grade students of SMP Muhammadiyah Suruh in the academic year of 2018/2019 before and after they were taught by miming game. The t-table with 5% significance of degree freedom is 2.056. The result of t-test was 5.46; it means there was significance because t-test was bigger than t-table. T-test was 5.46 and t-table was 2.056.

B. Suggestion

At the end of this chapter, the researcher would like to propose some suggestions which would be used for English teachers, students, and researcher.
1. For the Institute
   a. The institute should use the variant aids, method, technique, or media to the teaching and learning English.

2. For the English Teacher
   a. Teacher should prepare well before do teaching and learning process.
   b. Teacher should enrich and understand more about creative media, it would be facilitated understand the subject well and it can lack students’ bored in the class then they can enjoy, fun and happy to join the class.
   c. Teacher should stimulate the students to become active in the class and teacher just becomes a facilitator to guide the run of the class.
   d. Teacher should give many motivations for students before start the class especially about the benefits of speaking English in every day.
   e. Teacher should use the variant method, technique, or media to the teaching and learning English especially in game part.

3. For the Students
   a. Students should follow the class with pay attention to the explanation from the teacher.
   b. Students should use English in their daily life, so they are able to practice easily.
   c. Students should become active in the class and enrich their vocabularies, so they have many vocabularies in their mind.
4. For Researcher

This research can be used to be additional reference for the further research with different occasional or discussion in the future.


Farmer, David. 2007. *101 Drama Games and Activities*. USA: Lulu


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### Confidence Level

- 0%: Z = 0
- 50%: Z = 0.67
- 60%: Z = 0.84
- 70%: Z = 0.9
- 80%: Z = 0.95
- 90%: Z = 0.99
- 95%: Z = 0.998
- 99%: Z = 0.999
- 99.9%: Z = 0.9999

This table provides the critical values for the T-test statistic, where "cum. prob" stands for cumulative probability and "one-tail" and "two-tails" refer to the directional nature of the test.
APENDIXES
DAFTAR RIWAYAT HIDUP

Personal Details

Full Name : Ida Fitriyah
Gender : Female
Place, Date of Birth : Lamongan, February 09, 1997
Religion : Moslem
Address : Dsn Bango Rt 02/15 Ds Payaman Kec Solokuro Kab Lamongan East Java, 62265.
E-mail : fafacinta3@gmail.com
Mobile Phone : 089676871568

Educational Background:

2003 – 2009 : MIM 08 Muhammadiyah Lamongan
2009 – 2012 : MTS Roudlotul Muta’abidin Lamongan
2012 – 2015 : MA Roudlotul Muta’abidin Lamongan
2015 – 2019 : IAIN Salatiga

Salatiga, August 9th 2019

(Ida Fitriyah)
LEMBAR VALIDASI SOAL ESSAY

Satuan Pendidikan : .
Mata Pelajaran : bahasa inggris
Materi Pokok : What are you doing?
Validator : .
Hari/Tanggal : Sabtu, 27 April 2019
Kelas : VIII-A
Treatment :

PETUNJUK :

1. Dimohon validator memberikan tanda (✓) pada kolom penilaian sesuai dengan pendapat anda.

2. Sebagai pedoman untuk mengisi table validasi, bahwa soal dan kesimpulan, hal-hal yang perlu di perhatikan antara lain:

a. Validasi Isi
   - Apakah soal sesuai dengan kompetensi pembelajaran?
   - Apakah pokok soal dirumuskan dengan singkat dan jelas?

b. Bahan Soal
   - Apakah soal menggunakan bahan yang sesuai dengan data Bahasa Inggris yang benar?
   - Kalimat soal tidak menimbulkan penafsiran ganda.
   - Rumusan kalimat soal, komunikatif, menggunakan Bahasa yang sederhana mudah dimengerti dan menggunakan kata-kata yang dikenal siswa.

c. Kesimpulan

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<td></td>
</tr>
</tbody>
</table>

**Keterangan:**
- **Validasi Isi**
  - V : Valid
  - CV : Cukup Valid
  - KV : Kurang Valid
  - TV : Tidak Valid
- **Bahasa Soal**
  - SDP : Sangat Dapat Dipahami
  - DP : Dapat Dipahami
  - KDP : Kurang Dapat Dipahami
  - TDP : Tidak Dapat Dipahami
- **Kesimpulan**
  - TR : Tidak Revisi
  - RK : Revisi Kecil
  - RB : Revisi Besar
  - TK : Tidak Dapat Digunakan

Salatiga, April 27th 2019

Validator

Eny Hartanti, S.Pd

NIP.
LEMBAR VALIDASI INSTRUMEN
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<table>
<thead>
<tr>
<th>Satuan Pendidikan</th>
<th>Smp. Muhammadat Sunah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materi Pokok</td>
<td>What are you doing?</td>
</tr>
<tr>
<td>Validator</td>
<td>Kunti, S.pd.</td>
</tr>
<tr>
<td>Hari/Tanggal</td>
<td>Kamis, 25 April 2019</td>
</tr>
<tr>
<td>Kelas</td>
<td>V III A</td>
</tr>
</tbody>
</table>

A. TUJUAN

Tujuan penggunaan instrument ini adalah untuk mengukur kevalidan RPP dalam pelaksanaan pembelajaran bahasa inggris yang mengimplementasinya menggunakan guided question.

B. PETUNJUK

1. Bapak/ibu dapat memberikan penilaian dengan memberikan tanda (✓) pada kolom yang tersedia, setiap butir soal yang di beri tanda (✓) memiliki nilai 5, jika tidak 0.

<table>
<thead>
<tr>
<th>NO.</th>
<th>BUTIR YANG DI VALIDASI</th>
<th>KETERANGAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rumusan kompetensi dasar sesuai dengan kompetensi inti.</td>
<td>YA</td>
</tr>
<tr>
<td>2.</td>
<td>Rumusan indikator sesuai dengan kompetensi dasar.</td>
<td>YA</td>
</tr>
<tr>
<td>3.</td>
<td>Rumusan tujuan pembelajaran sesuai dengan indikator.</td>
<td>YA</td>
</tr>
<tr>
<td>4.</td>
<td>Materi sesuai dengan tujuan pembelajaran.</td>
<td>YA</td>
</tr>
<tr>
<td>5.</td>
<td>Metode yang digunakan sesuai dengan materi pembelajaran.</td>
<td>YA</td>
</tr>
<tr>
<td>6.</td>
<td>Langkah-langkah kegiatan pembelajaran.</td>
<td>YA</td>
</tr>
<tr>
<td>7.</td>
<td>Sumber belajar.</td>
<td>YA</td>
</tr>
</tbody>
</table>
8. Penilaian.

† RUBRIK PENILAIAN

<table>
<thead>
<tr>
<th>KRITERIA</th>
<th>NILAI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sangat Baik</td>
<td>87,5-100</td>
</tr>
<tr>
<td>Baik</td>
<td>62,5-75</td>
</tr>
<tr>
<td>Kurang Baik</td>
<td>&lt; 50</td>
</tr>
</tbody>
</table>

Penilaian:
- Jumlah skor minimal: 6,25
- Jumlah skor maksimal: 100

Keterangan: Lembar RPP dikatakan valid, apabila nilai mencapai 6,25-100

C. KOMENTAR/SARAN

Salatiga, April 25th 2019
Validador

Eny Hartati, S.Pd
NIP
(Rencana Pelaksanaan Pembelajaran)

Nama Sekolah : SMP Muhammadiyah Suruli
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII/2
Materi Pokok : What Are You Doing
Skill : Speaking
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, menganalisis pengetahuan fakual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahuanya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, keagamaan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan indikator

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
</table>
| 3.1 menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksional lisan dan tulis yang melibatkan materi what are you doing sesuai dengan konteks pemahamannya. | 3.1.1 mengidentifikasi perbedaan ungkapan materi what are you doing dan responnya.  
3.1.2 merespon ungkapan materi what are you doing |
| 4.4 menyiapkan teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan materi what are you doing dengan memperhatikan fungsi sosial | 4.4.1 menyusun percakapan pendek mengenai materi what are you doing.  
4.4.2 mempraktekkan dan melafalkan percakapan mengenai materi what are you doing |

C. Tujuan Pembelajaran

Setelah diberikan contoh pertanyaan what are you doing dan responnya, siswa mampu...
1. Siswa mampu mengidentifikasi pertanyaan *what are you doing* dan responsnya.

2. Siswa mampu merespon pertanyaan *what are you doing* dan responsnya.

3. Siswa mampu menyusun percakapan pendek pertanyaan *what are you doing* dan responsnya.

4. Siswa mampu mempraktekan dan melafalkan percakapan mengenai pertanyaan *what are you doing* dan responsnya.

D. Materi Pelajaran

1. fungsi sosial : menjaga hubungan interpersonal dengan guru dan teman.

2. Struktur teks
   a. Memulai
   b. Menanggapi (diharapkan/diluar diagaaan)

<table>
<thead>
<tr>
<th>Asking Activity</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are you doing?</td>
<td>I'm doing....</td>
</tr>
<tr>
<td>What are they doing?</td>
<td>They are.....</td>
</tr>
<tr>
<td>What she/he....?</td>
<td>She/he is.....</td>
</tr>
<tr>
<td>Where they are....?</td>
<td>They are....</td>
</tr>
<tr>
<td>What are they talking about?</td>
<td>They are talking about....</td>
</tr>
<tr>
<td>Is she/he/........?</td>
<td>No, she/he/ ......</td>
</tr>
<tr>
<td>Are they .......?</td>
<td>No, they .......</td>
</tr>
</tbody>
</table>

3. Unsur kebahasaan : Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

4. Topik: interaksi antara peserta didik dan guru di dalam dan di luar kelas tentang materi *what are you doing* yang dapat menumbuhkan perilaku yang termuat di KL.
E. Pendekatan, Model dan Metode Pembelajaran

1. Pendekatan dalam pembelajaran ini menggunakan *Scientific approach/pendekatan ilmiah* dengan langkah-langkah sebagai berikut:
   - mengamati, menanya, menalar, mencoba, mengasosiasikan, dan mengkomunikasikan.

2. Model dalam pembelajaran ini menggunakan: Simple Experiment

3. Metode: Ceramah, observasi, penugasan, presentasi (Role Play)

F. Langkah-Langkah Pembelajaran

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>DESKRIPSI KEGIATAN</th>
<th>ALOKASI WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td></td>
<td>2 menit</td>
</tr>
<tr>
<td></td>
<td>• Guru memberi salam kepada siswa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru mengkondisikan siswa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menjelaskan tujuan pembelajaran.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mengamati</td>
<td></td>
<td>75 menit</td>
</tr>
<tr>
<td></td>
<td>• Guru mereview materi sebelumnya yang telah dipelajari</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dalam materi <em>what are you doing</em>, serta contohnya.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menyampaikan materi tentang <em>what are you</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>doing</em>.</td>
<td></td>
</tr>
<tr>
<td>Mempertanyakan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru membimbing siswa untuk menanyakan materi</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>what are you doing</em> dan contoh yang belum dipahami.</td>
<td></td>
</tr>
</tbody>
</table>
### Mengelusiorasi

- Guru membantu, mengarahkan dan mendampingi siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) *what are you doing*.

### Mengasosiasi

- Guru menginstruksikan game “Complete the Image” kepada siswa.
- Guru meminta siswa untuk maju ke depan secara sukarela.
- Guru menunjukan beberapa kepada siswa yang maju untuk di peragakan.
- Siswa yang maju memperagakan aktivitas sesuai gambar yang dipilih tanpa berbicara atau menjelaskan.
- Siswa yang lain berusaha menebak aktivitas yang dilakukan salah satu temannya yang maju kedepan dengan mengajukan pertanyaan *are you...?* Kemudian siswa yang memperagakan akan menjawab *yes* jika jawaban benar dan *no* jika jawaban salah.
- Siswa yang berhasil menjawab berhak menunjuk temannya yang lain untuk maju ke depan dan bergantian memperagakan.

### Mengkomunikasikan

- Guru memperhatikan dan memberi feedback kepada
G. MEDIA, ALAT, & SUMBER BELAJAR

Media

1. PPT
2. Tulisan guru

Alat Pembelajaran

1. Spidol boardmarker
2. Papan tulis
3. Kertas
4. Laptop

Sumber Belajar

1. Bahasa Inggris/ When English Rings a Bell
2. Modul pengayaan bahasa Inggris kelas VIII,
3. Suara guru

II. Penilaian Hasil Pembelajaran

1. Instrumen dan Teknik Penilaian

a. Sikap

Penilaian sikap dilakukan melalui pengamatan (observasi) dari perilaku peserta didik selama proses pembelajaran dan dicatat dalam jurnal serta dipergunakan untuk bahan masukan/referensi bagi penilaian sikap oleh Wali Kelas. Berdasarkan tujuan pembelajaran, nilai sikap yang diamati adalah disiplin

Teknik Penilaian sikap:

- Penilaian sikap dilakukan melalui pengamatan dan mengisi jurnal
- Catatan dilakukan selama satu semester hanya pada peserta didik yang menunjukkan perilaku sangat baik atau kurang baik sesuai indikator sikap yang diamati, peserta didik yang tidak tercatat dalam jurnal dianggap memiliki sikap baik.

Format jurnal sikap

<table>
<thead>
<tr>
<th>No</th>
<th>Tanggal</th>
<th>Nama Siswa</th>
<th>Catatan Perilaku</th>
<th>Butir Sikap</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Keterampilan

- Teknik penilaian: Unjuk Kerja
- Bentuk: Tes lisan what are you doing
- Instrument: Mimicking Game

Rubrik Aspek Penilaian Keterampilan
<table>
<thead>
<tr>
<th>Scale</th>
<th>Proficiency</th>
<th>Category</th>
<th>Description of Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>10%-39%</td>
<td>Very poor</td>
<td>Pronunciation: many wrong pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GA: no mastery of sentence construction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vo: little knowledge of English words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fluency: dominated by hesitation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IC: message unclear</td>
</tr>
<tr>
<td>1</td>
<td>40%-50%</td>
<td>Poor</td>
<td>Pronunciation: frequent incorrect pronunciations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GA: major problems in structure</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vo: frequent errors of word choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fluency: frequent hesitation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IC: disconnected idea</td>
</tr>
<tr>
<td>2</td>
<td>50%-70%</td>
<td>Average</td>
<td>Pronunciation: occasional errors in pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GA: several errors in structure</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vo: occasional errors in word choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fluency: occasional hesitation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IC: ideas stand but loosely organized</td>
</tr>
<tr>
<td>3</td>
<td>75%-80%</td>
<td>Good</td>
<td>Pronunciation: some errors in pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GA: no minor problems in structure</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vo: minor errors in word choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fluency: minor hesitation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IC: clear and organized ideas</td>
</tr>
<tr>
<td>4</td>
<td>85%-100%</td>
<td>Very good</td>
<td>Pronunciation: no errors/ minor errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GA: demonstrate mastery of structure (few errors)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vo: effective/appropriate word choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Flue : no hesitation</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>IC : well organized and clear idea</td>
<td></td>
</tr>
</tbody>
</table>

Description:

1. Pron : Pronunciation
2. GA : Grammatical Accuracy
3. Vo : Vocabulary
4. Flue : Fluency
5. IC : Interactive Communication

Kriteria Ketuntasan Minimal (KKM) atau Ketuntasan Belajar 75 (tujuh puluh lima)

Salatiga, 7 Mei 2019

Guru Pengampu

Eny Hartini, S.Pd

Mahasiswa

Ida Fitriyah

NIP: 23030150070
LAMPIRAN I

MATERI TENTANG “WHAT ARE YOU DOING”

Pengertian

*What are you doing* adalah teks yang menerangkan tentang aktivitas yang sedang kita lakukan pada saat ini.

*My father is cooking spaghetti.*

*My brother is washing his bicycle.*

*My sister is sweeping the floor.*

*My mother is watering the plants.*

*Look at the picture below! Here is a picture of my family. Let’s see what they are doing!*

http://bse.kemdikbud.go.id
Struktur tels

What are you doing here? Waiting for her; Don’t play around. Look! Everybody is doing their task; I need to see the Principal. May I see him now? No, he’s having a meeting; Be quiet, please. The baby is sleeping. , dan scmacamnya.

<table>
<thead>
<tr>
<th>Asking Activity</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What are you doing?</td>
<td>• I’m doing.......</td>
</tr>
<tr>
<td>• What are they doing?</td>
<td>• They are.........</td>
</tr>
<tr>
<td>• What she/he......?</td>
<td>• She/he is........</td>
</tr>
<tr>
<td>• Where they are....?</td>
<td>• They are.........</td>
</tr>
<tr>
<td>• What are they talking about?</td>
<td>• They are talking about....</td>
</tr>
<tr>
<td>• Is she/he/.........?</td>
<td>• No, she/he/ ......</td>
</tr>
<tr>
<td>• Are they ........?</td>
<td>• No, they ........</td>
</tr>
</tbody>
</table>

Unsur kebahasaan

(1) Kata kerja untuk kegiatan dan tindakan dalam Present Continuous tense.
(2) Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya
(3) Kata kerja untuk keadaan: be, have, dalam Present Continuous Tense.
(4) Adverbia: now
(5) Kata ganti objek: me, you, him, her, us, dst.
(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
(7) Ucapan, tekanan kata, intonasi.

(8) Ejaan dan tanda buca

(9) Tulisan tangan

**CONTOH**

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What is Rina doing?</td>
<td>She's returning a book to the library.</td>
</tr>
<tr>
<td>2.</td>
<td>Who are Roni and Rudi waiting?</td>
<td>They are waiting for us.</td>
</tr>
<tr>
<td>3.</td>
<td>What is Rini doing?</td>
<td>She's finishing the math homework.</td>
</tr>
<tr>
<td>4.</td>
<td>Where are they studying?</td>
<td>They are studying in the library.</td>
</tr>
<tr>
<td>5.</td>
<td>What is he doing?</td>
<td>He's having his lunch in the canteen.</td>
</tr>
<tr>
<td>6.</td>
<td>What are the teachers doing?</td>
<td>They're having a meeting in the teacher room.</td>
</tr>
<tr>
<td>7.</td>
<td>What is Sinta doing?</td>
<td>She's meeting the principal.</td>
</tr>
<tr>
<td>8.</td>
<td>What are they talking about?</td>
<td>They are talking about the football match.</td>
</tr>
<tr>
<td>9.</td>
<td>What is Gani doing?</td>
<td>He is buying something in the school co-op.</td>
</tr>
<tr>
<td>10.</td>
<td>What are you doing there?</td>
<td>We're practicing English.</td>
</tr>
</tbody>
</table>
Are you telling them the funny story?

Yes, I am.

Are they talking about us?

No, I don't think so.
LAMPIRAN II

AKTIVITAS TREATMENT KE-2

Jenis permainan : Complete the Image

List aktivitas :
Aturan permainan:

- Guru menginstruksikan game “Complete the Image” kepada siswa.
- Guru meminta siswa untuk maju ke depan secara sukarela.
- Guru menunjukan beberapa kepada siswa yang maju untuk di peragakan.
- Siswa yang maju memperagakan aktivitas sesuai gambar yang dipilih tanpa berbicara atau menjelaskan.
- Siswa yang lain berusaha menebak aktivitas yang dilakukan salah satu temannya yang maju kedepan dengan mengajukan pertanyaan are you...? Kemudian siswa yang memperagakan akan menjawab yes jika jawaban benar dan no jika jawaban salah.
- Siswa yang berhasil menjawab berhak menunjuk temannya yang lain untuk maju ke depan dan bergantian memperagakan.
A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, menganalisis pengetahuan fakultual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahuinya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, keenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkrit dan ranah abstrak terkait
dengan pengembangan dari yang dipelajariinya di sekolah secara mandiri,
bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai
kaidah keilmuan.

B. Kompetensi Dasar dan indikator

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>3.1 menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksional lisan dan tulis yang melilitkan materi <em>what are you doing</em> sesuai dengan konteks pemahamannya.</td>
<td>3.1.1 mengidentifikasi perbedaan ungkapan materi <em>what are you doing</em> dan responnya.</td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>4.4 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melilitkan tindakan materi <em>what are you doing</em> dengan memperhatikan fungsi sosial.</td>
<td>4.4.1 menyusun percakapan pendek mengenai materi <em>what are you doing</em>.</td>
</tr>
<tr>
<td>4.4.2 mempraktekkan dan melafalkan percakapan mengenai materi <em>what are you doing</em>.</td>
<td></td>
</tr>
</tbody>
</table>

C. Tujuan Pembelajaran

Setelah diberitakan contoh pertanyaan *what are you doing* dan responnya, siswa mampu:
1. Siswa mampu mengidentifikasi pertanyaan *what are you doing* dan responsnya.
2. Siswa mampu merespon pertanyaan *what are you doing* dan responsnya.
3. Siswa mampu menyusun percakapan pendek pertanyaan *what are you doing* dan responsnya.
4. Siswa mampu mempraktekkan dan melafalkan percakapan mengenai pertanyaan *what are you doing* dan responsnya.

**D. Materi Pelajaran**

1. **fungsi sosial**: menjaga hubungan interpersonal dengan guru dan teman.
2. **Struktur teks**.
   a. Memulai
   b. Menangapi (diharapkan/diluar dugaan)

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<td><em>They are……</em></td>
</tr>
<tr>
<td><em>What she/he…..?</em></td>
<td><em>She/he is……</em></td>
</tr>
<tr>
<td><em>Where they are…..?</em></td>
<td><em>They are….</em></td>
</tr>
<tr>
<td><em>What are they talking about?</em></td>
<td><em>They are talking about….</em></td>
</tr>
<tr>
<td><em>Is she/he/………..?</em></td>
<td><em>No, she/he/ …….</em></td>
</tr>
<tr>
<td><em>Are they ……..?</em></td>
<td><em>No, they ………</em></td>
</tr>
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</table>

3. **Unsur kebahasaan**: Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
4. **Topik**: interaksi antara peserta didik dan guru di dalam dan di luar kelas tentang materi *what are you doing* yang dapat menumbuhkan perilaku yang termuat di KI.
E. Pendekatan, Model dan Metode Pembelajaran

1. Pendekatan dalam pembelajaran ini menggunakan *Scientific approach/pendekatan ilmiah* dengan langkah-langkah sebagai berikut:
   - mengamati,
   - menanya,
   - menalar,
   - mencoba,
   - mengasosiasikan, dan
   - mengkomunikasikan.

2. Model dalam pembelajaran ini menggunakan : Simple Experiment

3. Metode : Ceramah, observasi, penugasan, presentasi (Role Play)

F. Langkah-Langkah Pembelajaran

<table>
<thead>
<tr>
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</tr>
<tr>
<td></td>
<td>• Guru mengkondisikan siswa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menjelaskan tujuan pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>Mengamati</td>
<td>• Guru menyampaikan tentang definisi <em>what are you doing</em> beserta asking and responses nya</td>
<td>75 menit</td>
</tr>
<tr>
<td>Mempertanyakan</td>
<td>• Guru membimbing siswa untuk menanyakan asking and responses <em>what are you doing</em> dan contohnya.</td>
<td></td>
</tr>
<tr>
<td>Mengeksplorasi</td>
<td>• Guru membantu, mengarahkan dan mendampingi siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks,</td>
<td></td>
</tr>
</tbody>
</table>
Mengasosiasikan

- Guru menginstruksikan guruh “Mime whispers” kepada siswa.
- Guru meminta beberapa siswa untuk maju ke depan kelas.
- Guru memberikan kosa kata tentang kegiatan sehari-hari kepada siswa.
- Secara berhadapan, siswa perilhatkan satu sama lain pantomim yang akan di lakukan, tanpa berbicara atau menjelaskan. Tampilan pantomim hanya sekali saja.
- Siswa berhadapan secara gantian untuk pindah mencari pasangan baru dan melakukan pantomim yang sama.
- Siswa yang mendapat giliran terakhir wajib menunjukan pantomim yang diperagakan oleh teman sebelumnya serta menjelaskan nama aktifitas apa yang sedang di peragakan.

Mengkomunikasikan

- Guru memperhatikan dan memberi feedback kepada siswa tentang fungsi sosial dan unsur kebahasaan yang digunakan.

| Penutup   | Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan | 3 menit |
G. MEDIA, ALAT, & SUMBER BELAJAR

Media
1. PPT
2. Tulisan guru

Alat Pembelajaran
1. Spidol boardmarker
2. Papan tulis
3. Kertas
4. Laptop

Sumber Belajar
1. Bahasa Inggris/ When English Rings a Bell
2. Modul pengayaan bahasa Inggris kelas VIII,
3. Suara guru

II. PENILAIAN HASIL PEMBELAJARAN

1. INSTRUMEN DAN TEKNIK PENILAIAN

a. Sikap
Penilaian sikap dilakukan melalui pengamatan (observasi) dari perilaku peserta didik selama proses pembelajaran dan dicatat dalam jurnal serta dipergunakan untuk bahan masukan/referensi bagi penilaian sikap oleh Wali Kelas. Berdasarkan tujuan pembelajaran, nilai sikap yang diamati adalah disiplin.

Teknik Penilaian sikap:
- Penilaian sikap dilakukan melalui pengamatan dan mengisi jurnal.
- Catatan dilakukan selama satu semester hanya pada peserta didik yang menunjukkan perilaku sangat baik atau kurang baik sesuai indikator sikap yang diamati, peserta didik yang tidak tercatat dalam jurnal dianggap memiliki sikap baik.

Format jurnal sikap:

<table>
<thead>
<tr>
<th>No</th>
<th>Tanggal</th>
<th>Nama Siswa</th>
<th>Catatan Perilaku</th>
<th>Butir Sikap</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Keterampilan
- Teknik penilaian: Unjuk Kerja
- Bentuk: Tes lisan what are you doing
- Instrument: Miming Game

Rubrik Aspek Penilaian Keterampilan

<table>
<thead>
<tr>
<th>Scale</th>
<th>Proficiency</th>
<th>Category</th>
<th>Description of Spoken Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>10%-39%</td>
<td>Very poor</td>
<td>Pronunciation: many wrong pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GA: no mastery of sentence construction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vo</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>little knowledge of English words</td>
</tr>
<tr>
<td>1</td>
<td>40%-50%</td>
<td>Poor</td>
<td>frequent incorrect pronunciations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>frequent errors of word choice</td>
</tr>
<tr>
<td>2</td>
<td>50%-70%</td>
<td>Average</td>
<td>occasional errors in pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>occasional errors in word choice</td>
</tr>
<tr>
<td>3</td>
<td>75%-80%</td>
<td>Good</td>
<td>some errors in pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>minor errors in word choice</td>
</tr>
<tr>
<td>4</td>
<td>85%-100%</td>
<td>Very good</td>
<td>no errors/minor errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>effective/appropriate word choice</td>
</tr>
</tbody>
</table>
Description:
1. Pron : Pronunciation
2. GA : Grammatical Accuracy
3. Vo : Vocabulary
4. Fluc : Fluency
5. IC : Interactive Communication

Kriteria Ketuntasan Minimal (KKM) atau Ketuntasan Belajar 75 (tujuh puluh lima)

Salatiga, 2 Mei 2019

Guru Pengampu

Mahasiswa

Eny Hartanti, S.Pd

Ida Fitriyah

NIP: 23030150070
LAMPIRAN I

MATERI TENTANG “WHAT ARE YOU DOING”

Pengertian

*What are you doing* adalah teks yang menerangkan tentang aktivitas yang sedang kita lakukan pada saat ini.

Look at the picture below! Here is a picture of my family. Let’s see what they are doing!

*My mother is watering the plants.*

*My father is cooking spaghetti.*

*My brother is washing his bicycle.*

*My sister is sweeping the floor.*

http://bse.kemdikbud.go.id
Struktur tels

What are you doing here? Waiting for her; Don’t play around. Look! Everybody is doing their task; I need to see the Principal. May I see him now? No, he’s having a meeting; Be quiet, please. The baby is sleeping. dan semacamnya.

<table>
<thead>
<tr>
<th>Asking Activity</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What are you doing?</td>
<td>• I’m doing…….</td>
</tr>
<tr>
<td>• What are they doing?</td>
<td>• They are…….</td>
</tr>
<tr>
<td>• What she/he…….?</td>
<td>• She/he is…….</td>
</tr>
<tr>
<td>• Where they are…….?</td>
<td>• They are…….</td>
</tr>
<tr>
<td>• What are they talking about?</td>
<td>• They are talking about…….</td>
</tr>
<tr>
<td>• Is she/he/…….?</td>
<td>• No, she/he/…….</td>
</tr>
<tr>
<td>• Are they …….?</td>
<td>• No, they ……..</td>
</tr>
</tbody>
</table>

Unsur kebahasan

(1) Kata kerja untuk kegiatan dan tindakan dalam Present Continuous tense.

(2) Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya.

(3) Kata kerja untuk keadaan: be, have, dalam Present Continuous Tense.

(4) Adverbia: now

(5) Kata ganti obyek: me, you, him, her, us, dst.

(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dst secara tepat dalam frasa nominal.

(7) Ucapan, tekanan kata, intonasi,

(8) Ejaan dan tanda baca
CONTOH

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is Rina doing?</td>
<td>She's returning a book to the library.</td>
</tr>
<tr>
<td>2</td>
<td>Who are Roni and Rudi waiting?</td>
<td>They are waiting for us.</td>
</tr>
<tr>
<td>3</td>
<td>What is Rini doing?</td>
<td>She's finishing the math homework.</td>
</tr>
<tr>
<td>4</td>
<td>Where are they studying?</td>
<td>They are studying in the library.</td>
</tr>
<tr>
<td>5</td>
<td>What is he doing?</td>
<td>He's having his lunch in the canteen.</td>
</tr>
<tr>
<td>6</td>
<td>What are the teachers doing?</td>
<td>They're having a meeting in the teacher room.</td>
</tr>
<tr>
<td>7</td>
<td>What is Sinta doing?</td>
<td>She's meeting the principal.</td>
</tr>
<tr>
<td>8</td>
<td>What are they talking about?</td>
<td>They are talking about the football match.</td>
</tr>
<tr>
<td>9</td>
<td>What is Gani doing?</td>
<td>He is buying something in the school co-op.</td>
</tr>
<tr>
<td>10</td>
<td>What are you doing there?</td>
<td>We're practicing English.</td>
</tr>
</tbody>
</table>
LAMPIRAN II

AKTIVITAS TREATMENT KE-1

Jenis permainan : Mime whispers

List aktivitas :

1. Group 1
   - Sleeping : tidur
   - Walking : berjalan
   - Reading : membaca
   - Writing : menulis
   - Eating : makan

2. Group 2
   - Drinking : minum
   - Speaking : berbicara
   - Listening : mendengar
   - Cooking : masak
   - Opening : menutup

3. Group 3
   - Closing : menutup
   - Smiling : tersenyum
   - Crying : menangis
   - Running : berlari
   - Swimming : renang

4. Group 4
   - Dancing : menari
   - Singing : menyanyi
   - Cooking : memasak
- Smiling : tersenyum
- Eating : makan
- Running : lari

5. Group 5
- Reading : membaca
- Swimming : renang
- Dancing : menari
- Sleeping : tidur
- Cooking : masak

Aturan permainan :

- Guru menginstruksikan game "Mime whispers" kepada siswa.
- Guru meminta beberapa siswa untuk maju ke depan kelas.
- Guru memberikan kosa kata tentang kegiatan sehari-hari kepada siswa.
- Secara berhadapan, siswa perlihatkan satu sama lain pantomim yang akan dilakukan, tanpa berbicara atau menjelaskan. Tampilan pantomim hanya sekali saja.
- Siswa berhadapan secara gantian untuk pindah mencari pasangan baru dan melakukan pantomim yang sama.
- Siswa yang mendapat giliran terakhir wajib menunjukkan pantomim yang diperagakan oleh teman sebelumnya serta menjelaskan nama aktifitas apa yang sedang di peragakan.
(Rencana Pelaksanaan Pembelajaran)

Nama Sekolah : SMP Muhammadiyah Suruh
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII/ 2
Materi Pokok : What Are You Doing
Skill : Speaking
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahu/nya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, keagamaan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan indikator

<table>
<thead>
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3.1.2 merespon ungkapan materi *what are you doing* |
| 4.4 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan materi *what are you doing* dengan memperhatikan fungsi sosial | 4.4.1 menyusun percakapan pendek mengenai materi *what are you doing*.  
4.4.2 mempraktekan dan melafalkan percakapan mengenai materi *what are you doing*. |

C. Tujuan Pembelajaran

Setelah diberikan contoh pertanyaan *what are you doing* dan responsnya, siswa mampu:
1. Siswa mampu mengidentifikasi pertanyaan *what are you doing* dan responya.

2. Siswa mampu merespon pertanyaan *what are you doing* dan responya.

3. Siswa mampu menyusun percakapan pendek pertanyaan *what are you doing* dan responya.

4. Siswa mampu mempraktekkan dan melafalkan percakapan mengenai pertanyaan *what are you doing* dan responya.

D. Materi Pelajaran

1. **fungsi sosial**: menjaga hubungan interpersonal dengan guru dan teman.

2. **Struktur teks**.
   a. Memulai
   b. Menangapi (diharapkan/diluar dugaan)

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<td>· They are.....</td>
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<td>· She/he is.....</td>
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<tr>
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3. **Unsur kebahasaan**: Ucapan, tekaran kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

4. **Topik**: interaksi antara peserta didik dan guru di dalam dan di luar kelas tentang materi *what are you doing* yang dapat menumbuhkan perilaku yang termut di KL.
E. Pendekatan, Model dan Metode Pembelajaran

1. Pendekatan dalam pembelajaran ini menggunakan Scientific approach/pendekatan ilmiah dengan langkah-langkah sebagai berikut:
   - mengamati, menanya, menalar, mencoba, mengasosiasikan, dan
   - mengkomunikasikan.

2. Model dalam pembelajaran ini menggunakan: Simple Experiment

3. Metode: Ceramah, observasi, penugasan, presentasi (Role Play)

F. Langkah-Langkah Pembelajaran

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</tr>
<tr>
<td></td>
<td>• Guru mengkondisikan siswa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menjelaskan tujuan pembelajaran.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Menganalisis siswa mendengarkan dan menyimak conversation tentang what are you doing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mempertanyakan</td>
<td>75 menit</td>
</tr>
<tr>
<td></td>
<td>• Guru memimbing siswa menanyakan pertanyaan terkait conversation tersebut.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mengeksplorasi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru membantu, mengarahkan dan mendampingi siswa mengidentifikasi isi dan struktur teks dari conversation</td>
<td></td>
</tr>
<tr>
<td>yang sudah di dengarkan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mengasosiasi</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Guru meminta siswa menuliskan teks <em>what are you doing</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mengkomunikasikan</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Guru meminta siswa untuk maju dengan teman sekelompoknya dan bermain peran berdasarkan teks <em>what are you doing</em> yang telah di bunt sebagai post-test.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Penutup</th>
<th>3 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan</td>
<td></td>
</tr>
<tr>
<td>• Guru memberi umpan balik terhadap proses dan hasil pembelajaran</td>
<td></td>
</tr>
<tr>
<td>• Guru menutup pembelajaran dengan salam/doa</td>
<td></td>
</tr>
</tbody>
</table>

**G. MEDIA, ALAT, & SUMBER BELAJAR**

**Media**

1. PPT

2. Tulisan guru

**Alat Pembelajaran**

1. Spidol boardmarker
2. Papan tulis
3. Kertas
4. Laptop

Sumber Belajar
1. Bahasa Inggris/ When English Rings a Bell
2. Modul pengayaan bahasa Inggris kelas VIII,
3. Suara guru

II. Penilaian Hasil Pembelajaran
1. Instrumen dan Teknik Penilaian
   a. Sikap

Penilaian sikap dilakukan melalui pengamatan (observasi) dari perilaku peserta didik selama proses pembelajaran dan dicatat dalam jurnal serta dipergunakan untuk bahan masukan/referensi bagi penilaian sikap oleh Wali Kelas. Berdasarkan tujuan pembelajaran, nilai sikap yang diamati adalah disiplin

Teknik Penilaian sikap:
- Penilaian sikap dilakukan melalui pengamatan dan mengisi jurnal
- Catatan dilakukan selama satu semester hanya pada peserta didik yang menunjukkan perilaku sangat baik atau kurang baik sesuai indikator sikap yang diamati, peserta didik yang tidak tercatat dalam jurnal dianggap memiliki sikap baik.

*Format jurnal sikap*

<table>
<thead>
<tr>
<th>No</th>
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<th>Nama Siswa</th>
<th>Catatan Perilaku</th>
<th>Butir Sikap</th>
</tr>
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<tbody>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b. Keterampilan

- Teknik penilaian: Unjuk Kerja
- Bentuk: Tes lisian what are you doing
- Instrument: Miming Game

**Rubrik Aspek Penilaian Keterampilan**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Proficiency</th>
<th>Category</th>
<th>Description of Speaking</th>
</tr>
</thead>
</table>
| 0     | 10%-39%     | Very poor| Pron: many wrong pronunciation  
         |             |          | GA: no mastery of sentence construction  
         |             |          | Vo: little knowledge of English words  
         |             |          | Flue: dominated by hesitation  
         |             |          | IC: message unclear  |
| 1     | 40%-50%     | Poor     | Pron: frequent incorrect pronunciations  
         |             |          | GA: major problems in structure  
         |             |          | Vo: frequent errors of word choice  
         |             |          | Flue: frequent hesitation  
         |             |          | IC: disconnected idea  |
| 2     | 50%-70%     | Average  | Pron: occasional errors in pronunciation  
         |             |          | GA: several errors in structure  
         |             |          | Vo: occasional errors in word choice  
         |             |          | Flue: occasional hesitation  
<pre><code>     |             |          | IC: ideas stand but loosely organized  |
</code></pre>
<p>| 3     | 75%-80%     | Good     | Pron: some errors in pronunciation  |</p>
<table>
<thead>
<tr>
<th>No</th>
<th>Percentage</th>
<th>Grade</th>
<th>Pronunciation</th>
<th>Grammatical Accuracy</th>
<th>Vocabulary</th>
<th>Fluency</th>
<th>Interactive Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>85%-100%</td>
<td>Very good</td>
<td>no errors/ minor errors</td>
<td>demonstrate mastery of structure (few errors)</td>
<td>effective/appropriate word choice</td>
<td>no hesitation</td>
<td>well organized and clear idea</td>
</tr>
</tbody>
</table>

**Kriteria Ketuntasan Minimal (KKM) atau Ketuntasan Belajar 75 (tujuh puluh lima)**

Salatiga, 9 Mei 2019

Guru Pengampu  
Eny Hartanti, Pd

Makasihwa  
Ida Fitriyah

NIP:  
NIM: 23030 15 0070
LAMPIRAN I

CONTOH CONVERSATIONS TENTANG “WHAT ARE YOU DOING”

Look at the picture below! Here is a picture of my family. Let’s see what they are doing!

My mother is watering the plants.

My father is cooking spaghetti.

My brother is washing his bicycle.

My sister is sweeping the floor.

http://bse.kemdikbud.go.id
<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is Rina doing?</td>
<td>She's returning a book to the library.</td>
</tr>
<tr>
<td>2</td>
<td>Who are Roni and Rudi waiting?</td>
<td>They are waiting for us.</td>
</tr>
<tr>
<td>3</td>
<td>What is Rini doing?</td>
<td>She's finishing the math homework.</td>
</tr>
<tr>
<td>4</td>
<td>Where are they studying?</td>
<td>They are studying in the library.</td>
</tr>
<tr>
<td>5</td>
<td>What is he doing?</td>
<td>He's having his lunch in the canteen.</td>
</tr>
<tr>
<td>6</td>
<td>What are the teachers doing?</td>
<td>They're having a meeting in the teacher room.</td>
</tr>
<tr>
<td>7</td>
<td>What is Sinta doing?</td>
<td>She's meeting the principal.</td>
</tr>
<tr>
<td>8</td>
<td>What are they talking about?</td>
<td>They are talking about the football match.</td>
</tr>
<tr>
<td>9</td>
<td>What is Gani doing?</td>
<td>He is buying something in the school co-op.</td>
</tr>
<tr>
<td>10</td>
<td>What are you doing there?</td>
<td>We're practicing English.</td>
</tr>
</tbody>
</table>

![Cartoon images](image-url)
Soal Lisan Post-test.

1. Make a dialogue about what are you doing from this activity!

- Eating
- Writing
- Running
- Cooking
- Drinking
**Rencana Pelaksanaan Pembelajaran**

<table>
<thead>
<tr>
<th>Nama Sekolah</th>
<th>SMP Muhammadiyah Surah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mata Pelajaran</td>
<td>Bahasa Inggris</td>
</tr>
<tr>
<td>Kelas / Semester</td>
<td>VIII / 2</td>
</tr>
<tr>
<td>Materi Pokok</td>
<td>What Are You Doing</td>
</tr>
<tr>
<td>Skill</td>
<td>Speaking</td>
</tr>
<tr>
<td>Alokasi Waktu</td>
<td>2 x 40 menit</td>
</tr>
</tbody>
</table>

**A. Kompetensi Inti**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, menganalisis pengetahuan fakta, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, keagamaan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.
B. Kompetensi Dasar dan indikator

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksional lisan dan tulis yang melibatkan materi <em>what are you doing</em> sesuai dengan konteks pemahamannya.</td>
<td>3.1.1 mengidentifikasi perbedaan ungkapan materi <em>what are you doing</em> dan responnya.</td>
</tr>
<tr>
<td></td>
<td>3.1.2 merespon ungkapan materi <em>what are you doing</em></td>
</tr>
<tr>
<td>4.4 menyuun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan materi <em>what are you doing</em> dengan memperhatikan fungsi sosial</td>
<td>4.4.1 menyusun percakapan pendek mengenai materi <em>what are you doing</em>.</td>
</tr>
<tr>
<td></td>
<td>4.4.2 mempraktekan dan melafalkan percakapan mengenai materi <em>what are you doing</em></td>
</tr>
</tbody>
</table>

C. Tujuan Pembelajaran

Setelah diberikan contoh pertanyaan *what are you doing* dan responnya, siswa mampu:

1. Siswa mampu mengidentifikasi pertanyaan *what are you doing* dan responnya.
2. Siswa mampu merespon pertanyaan *what are you doing* dan responnya.
3. Siswa mampu menyuun percakapan pendek pertanyaan *what are you doing* dan responnya.
4. Siswa mampu mempraktekan dan melafalkan percakapan mengenai pertanyaan *what are you doing* dan responnya.
D. Materi Pelajaran

1. fungsi sosial: menjaga hubungan interpersonal dengan guru dan teman.

2. Struktur teks.
   a. Memulai
   b. Menangapi (diharapkan/diluar dugaan)

<table>
<thead>
<tr>
<th>Asking Activity</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are you doing?</td>
<td>I'm doing..........</td>
</tr>
<tr>
<td>What are they doing?</td>
<td>They are..........</td>
</tr>
<tr>
<td>What she/he......?</td>
<td>She/he is..........</td>
</tr>
<tr>
<td>Where they are.....?</td>
<td>They are...........</td>
</tr>
<tr>
<td>What are they talking about?</td>
<td>They are talking about.......</td>
</tr>
<tr>
<td>Is she/he/.........?</td>
<td>No, she/he/ .......</td>
</tr>
<tr>
<td>Are they ........?</td>
<td>No, they ..........</td>
</tr>
</tbody>
</table>

3. Unsur kebahasaan: Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

4. Topik: interaksi antara peserta didik dan guru di dalam dan di luar kelas tentang materi what are you doing yang dapat menumbuhkan perilaku yang termuat di KL.

E. Pendekatan, Model dan Metode Pembelajaran


2. Model dalam pembelajaran ini menggunakan: Simple Experiment
3. Metode: Ceramah, observasi, penugasan, presentasi (Role Play)

F. Langkah-Langkah Pembelajaran

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>DESKRIPSI KEGIATAN</th>
<th>ALOKASI WAKTU</th>
</tr>
</thead>
</table>
| Pendahuluan | • Guru menyampaikan salam.  
• Guru memeriksa kehadiran dan kesiapan siswa serta mengkomodisi-kannya suasana belajar yang menyenangkan.  
• Guru menyampaikan garis besar cakupan materi, kegiatan yang akan dilakukan serta lingkup dan teknik penilaian yang akan dilakukan | 2 menit |
<p>| Mengamati | • Guru menampilkan materi teks <em>what are you doing</em> secara umum | |
| Mempertanyakan | • Dengan arahan guru, siswa mempertanyakan teks tersebut. | 75 menit |
| Mengeksplorasi | • Guru membantu, mengarahkan dan mendampingi siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasan) <em>what are you doing</em>. | |
| Mengasosiasi | • Guru meminta siswa mengamati contoh teks <em>what are</em> | |</p>
<table>
<thead>
<tr>
<th></th>
<th>you doing.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Guru meminta siswa menuliskan teks <em>what are you doing</em>.</td>
</tr>
</tbody>
</table>

**Mengkomunikasikan**

|                | • Guru meminta siswa untuk maju dengan teman sekelompoknya dan bermain peran berdasarkan teks *what are you doing* yang telah di buat sebagai pre-test. |

**Penutup**

<table>
<thead>
<tr>
<th></th>
<th>• Guru melakukan refleksi iehadap kegiatan yang sudah dilaksanakan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Guru memberi umpan balik terhadap proses dan hasil pembelajaran</td>
</tr>
<tr>
<td></td>
<td>• Guru menutup pembelajaran dengan salam/doa.</td>
</tr>
</tbody>
</table>

3 menit

**G. MEDIA, ALAT, & SUMBER BELAJAR**

**Media**

1. PPT

2. Tulisan guru

**Alat Pembelajaran**

1. Spidol boardmarker

2. Papan tulis

3. Kartas
4. Laptop

Sumber Belajar

1. Bahasa Inggris/ When English Rings a Bell
2. Modul pengayaan bahasa Inggris kelas VIII,
3. Suara guru

H. Penilaian Hasil Pembelajaran

1. Instrumen dan Teknik Penilaian

a. Sikap

Penilaian sikap dilakukan melalui pengamatan (observasi) dari perilaku peserta didik selama proses pembelajaran dan dicatat dalam jurnal serta dipergunakan untuk bahan masukan/referensi bagi penilaian sikap oleh Wali Kelas. Berdasarkan tujuan pembelajaran, nilai sikap yang diamati adalah disiplin

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b. Keterampilan
- Teknik penilaian: Unjuk Kerja
- Bentuk: Tes lisann what are you doing
- Instrument: Miming Game

**Rubrik Aspek Penilaian Keterampilan**

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<th>Description of speaking</th>
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<td>0</td>
<td>10%-39%</td>
<td>Very poor</td>
<td>Pronunciation: many wrong pronunciation</td>
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<td></td>
<td></td>
<td>GA: no mastery of sentence construction</td>
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<td>Vo: little knowledge of English words</td>
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<tr>
<td>1</td>
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<td>Poor</td>
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<td></td>
<td>GA: major problems in structure</td>
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<tr>
<td>3</td>
<td>75%-80%</td>
<td>Good</td>
<td>Pronunciation: some errors in pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GA: no minor problems in structure</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vo: minor errors in word choice</td>
</tr>
<tr>
<td></td>
<td>85%-100%</td>
<td>Very good</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Pron: no errors/ minor errors</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>GA: demonstrate mastery of structure (few errors)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vo: effective/appropriate word choice</td>
<td></td>
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<td>Flue: no hesitation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>IC: well organized and clear idea</td>
<td></td>
</tr>
</tbody>
</table>

Description:

1. Pron : Pronunciation
2. GA : Grammatical Accuracy
3. Vo : Vocabulary
4. Flue : Fluency
5. IC : Interactive Communication

Kriteria Ketuntasan Minimal (KKM) atau Ketuntasan Belajar 75 (tujuh puluh lima).

Salatiga, 30 April 2019

Guru Pengampu

Eny Hartanti, S.Pd
NIP: [Signature]

Mahasiswa

Ida Fitriyah
NIM: 23030 15 0070
1. Make a dialogue about what are you doing from this activity!

- Eating
- Sweeping
- Sleeping
- Brushing
- Praying
1. Make a dialogue about what are you doing from this activity!

Sweeping

Anyah: What are you doing Rara?
co Person: I'm sweeping on the back room and you?
Anyah: I'm cooking sup.
Rara: What are you doing after sweep?
co Person: I'm arrange arrange the bed.
Soal Lisan Post-test.

1. Make a dialogue about what are you doing from this activity!

<table>
<thead>
<tr>
<th>Name: Aisyah Septina Pauwadi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kls: VIII A</td>
</tr>
<tr>
<td>No: 1</td>
</tr>
</tbody>
</table>

Running

Aisyah: What are you doing, Dewi?
Dewi: I am running together family. And you?
Aisyah: I am running not together family.
Dewi: What time do you running?
Aisyah: I am running at 05.00 a.m. And you?
Dewi: I am running at 06.00 a.m.
Aisyah: Nice see you
Dewi: Thank you

😊
1. Make a dialogue about what are you doing from this activity!

Sleeping

Julie: "Hello"
= "Hi"
John: "What are you doing?"
= "I am sleeping and you?"
Julie: "I am reading book"
= "What's your favorite book?"
Julie: "I like story book"
Sool Lisan Post-test.

1. Make a dialogue about what you are doing from this activity!

Juli: "What are you doing Juli?"
Juli: "I am eating an egg, and you?"
Juli: "I am eating bread. Oh yes, what do you drink?"
Juli: "I am drink milk, and you?"
Juli: "I am drink water."

Juli: "What is your favorite food?"
Juli: "My favorite food is Ayam galang."
**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa : Idn Fitriyah  
NIM : 23030-15-0070  
Dosen Pembimbing : Dr. Ruwandi, S.Pd., M.A  

Judul Skripsi pada surat penunjukan pembimbing skripsi : "The Effectiveness of Mimicking Game to Develop Students’ Speaking Skill"  
(A study for The Grade Eighth of Junior High School of SMP Muhammadiyah Suruh in The Academic Year of 2018/2019)

<table>
<thead>
<tr>
<th>No.</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5/7/19</td>
<td>Judul</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Menganjurkan bab 1-3
2. Menganjurkan dan menyiapkan soal pre-test sekaligus keterbatasan dan genre
3. Mengipto cabang instrument
4. Menganjurkan dan meminta desain APP sing mimicking Game
5. Method - Mari bahas penangan (approach) yang di-breakdown menjadi teknik-teknik
6. Justifikasi - mimicking game
7. Surat perubahan

Dosen Pembimbing,  
Dr. Ruwandi, S.Pd., M.A  
NIP: 196012252000031002

**Catatan:**  
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi Lecehali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
LEMBAR KONSULTASI SKRIPSI

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<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>11/8/19</td>
<td>Bab 1</td>
<td>Jaringan dan kegiatan.</td>
<td>[Signature]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bab 2</td>
<td>Rumusan hipotesis.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bab 3</td>
<td>Bab 3</td>
<td></td>
</tr>
</tbody>
</table>

Catatan:
Jika ada perubahan judul skripsi, harap dicantumkan datam lembat konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.

Dosen Pembimbing,

Dr. Ruwandi, S.Pd., M.A
NIP. 19661225 200003 1002
**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa : Ida Fitriyah  
NIM : 23030-15-0070  
Dosen Pembimbing : Dr. Ruwandhi, S.Pd., M.A  
Judul Skripsi pada surat penunjukan pembimbing skripsi :  
"The Effectiveness of Mimic Game to Develop Students' Speaking Skill"  
(A study for The Grade Eighth of Junior High School of SMP Muhammadiyah Suruh in The Academic Year of 2018/2019)

<table>
<thead>
<tr>
<th>No.</th>
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Catatan:
Jika ada perubahan dalam judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Keten Program Studi tentang Penggantian Dosen Pembimbing Skripsi.

Dr. Ruwandhi, S.Pd., M.A  
NIP.19661225 200003 1002
**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa : Ida Fitriyah  
NIK : 23030-15-0070  
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</table>

Dosen Pembimbing,  
Dr. Ruwandi, S.Pd., M.A  
NIP 19661225 200003 1002

**Catatan:**  
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
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Nama Mahasiswa : Ida Fitriyah
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Dr. Ruwandi, S.Pd., M.A
NIP. 19661225 200003 1002
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Ida Fitriyah
NIM : 23030-15-0070
Dosen Pembimbing : Dr. Ruwand, S.Pd., M.A

Judul Skripsi pada surat penunjukan pembimbing skripsi :
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Catatan:
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Dosen Pembimbing,

Dr. Ruwand, S.Pd., M.A
NIP.19661225 200003 1002
<table>
<thead>
<tr>
<th>No</th>
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<td>1.</td>
<td>Project Nulis Buku Bareng (PNBB) bersama Diaspora Muda Lamongan.</td>
<td>30 Desember 2018</td>
<td>Penulis Terpilih</td>
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<td>2.</td>
<td>Finalis LKTIN Agriculture Innovation Competition Universitas Riau 2019.</td>
<td>17-20 Maret 2019</td>
<td>10 besar Finalis Terpilih</td>
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<td>3.</td>
<td>LKTIN IMATEKTA Creative Agriculture Engineering Competition 2018.</td>
<td>3-4 Maret 2018</td>
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<td>5.</td>
<td>Intensive Speaking English Training (Classroom and Training) of Hasbi Hasrat Khan.</td>
<td>29 OKtober – 31 Desember 2016</td>
<td>Peserta</td>
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<td>8.</td>
<td>Lomba Karya Tulis Ilmiah Nasional Indonesia Syariah Fair 2018</td>
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<td>Date</td>
<td>Role</td>
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<td>Online Seminar National Essay Writing Essay Pemenang Competition (ESPRETION 2017)</td>
<td>8-13 Januari 2017</td>
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<td>National Seminar of Preparing Your Future by Winning Your CV.</td>
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<td>National Seminar on National Education Day “Teaching English as a Foreign Language in the Millennial Age: Prospects and Challenges”.</td>
<td>9 Mei 2018</td>
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<td>National Seminar on the Use of English as a Medium of Islamic Preaching.</td>
<td>28 Mei 2016</td>
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<td>Art and Language Exhibition 2017 “Kidung Karie Runs Dewi Arimbi”.</td>
<td>26 April 2017</td>
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<td>Seminar Nasional ITTAQO “Menciptakan Peluang Ekonomi Kreatif Berbasis Bahasa Arab Melalui Implementasi Edupreneurship”.</td>
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<td>No.</td>
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<td>Certificate of Completion Intensive Arabic Language Program from UPTPB.</td>
<td>22 Februari – 10 Juni 2016</td>
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<td>Certificate of Completion Intensive English Language Program from UPTPB.</td>
<td>22 Februari – 10 Juni 2016</td>
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<td>22.</td>
<td>Volunter &quot; Laris Mengajar Batch II &quot; di SDN Gulon 5 Ngresas, Gulon, Salam, Magelang.</td>
<td>30 April 2018</td>
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<td>5 Maret – 5 Mei 2018</td>
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<td>Volunteer Ayo Mengabdi Bersama MbangunDeso.</td>
<td>10 Desember 2018</td>
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<td>Volunteer Lombok of National Social Field Project For Youth Development.</td>
<td>12-30 Agustus 2018</td>
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<td>Pelatihan Kader Dasar (PKD) Rayon Tarbiyah Moteri Abdul Djalil Komisariat Djobko Tingkir Kota Salatiga.</td>
<td>6-9 April 2017</td>
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<td>31.</td>
<td>Pelatihan Kepramukaan oleh Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Salatiga.</td>
<td>19-21 Juli 2018</td>
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<td>33.</td>
<td>Tingkat Dasar (PPTMD) LPM Dinamika.</td>
<td>18-20 September 2015</td>
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<td>34.</td>
<td>BEKRAF Young Technology Entrepreneurs.</td>
<td>8-10 Maret 2018</td>
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<td>35.</td>
<td>Training in CV-Making Workshop “Your CV Your Future” with EDDICT.</td>
<td>17 November 2018</td>
<td>Peserta</td>
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<tr>
<td>36.</td>
<td>Orientasi Penenalan Akademik dan Kemahasiswaan (OPAK) IAIN Salatiga.</td>
<td>14 Agustus 2015</td>
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<td>37.</td>
<td>Talk Show “Bercinta dengan Sastera”.</td>
<td>24 September 2017</td>
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<td>39.</td>
<td>A One-Day Workshop on Teaching of English Using Apps and FIP Meeting IMOOC 2018.</td>
<td>11 April 2018</td>
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<td>Workshop Strategi Pemasaran Online “Innovate Ourselves From Zero to Hero with Cooperation”.</td>
<td>16 Desember 2016</td>
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<td>42.</td>
<td>Training Makalah dan Motivasi Lembaga Dakwah Kampus (LDK) Fathir Ar-Rasyid.</td>
<td>12 September 2015</td>
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<td>43.</td>
<td>Pendidikan Lanjut (Dikjut) “Mastering Leadership and Teamwork Skill Through CEC”.</td>
<td>18-19 Februari 2017</td>
<td>Panitia</td>
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<td>44.</td>
<td>CEC Festival 2016 “The Role of English in Introducing Local Culture to Global Society”.</td>
<td>19-20 November 2016</td>
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<td>45.</td>
<td>Pelatihan Ilmu Falak oleh Tim Hisab CSSMORA UIN Walisongo Semarang.</td>
<td>18-19 Juni 2016</td>
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<td>Syiar Ramadhan di Kampus “Menumbuhkan Semangat Berbagi dan Kebersamaan Sesama Muslim di Bulan Suci Ramadhan”.</td>
<td>23 Juni 2016</td>
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<td>47.</td>
<td>BEKRAF Information System in Mobile Application (BISMA) Goes to Get Member.</td>
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<td>48</td>
<td>Festival Khazanah Budaya Hari Beriman ke 14 Sambut Ramadhan 1437 H Kota Salatiga</td>
<td>5 June 2016</td>
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<td>49</td>
<td>Smart Savings Online Seminar (SMARTVINGOS 2017)</td>
<td>15-16 December</td>
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<td>Workshop Kewirausahaan Islam: &quot;Membangun Kemanusiaan Melalui Kewirausahaan&quot;</td>
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<td>Orientasi Pengenalan Akademik dan Kemahasiswaan Fakultas Tarbiyah dan Ilmu Keguruan</td>
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</table>

Salatiga, 08 Mei 2019

Mengetahui,
Wakil Dekan
Bidang Kemahasiswaan dan Kerjasama

[Signature]

Dr. Ahmad Maimun, M.Ag.
DOCUMENTATION
PRE-TEST

1. Reseacher started the class and explained about miming game generally then continued to give exercises of pre-test.

2. Students did Pre-test from researcher.
3. Students did Role Play in Fof the Class.
4. Researcher and students did evaluation for Pre-test.
TREATMENT I

5. Researcher did first treatment and explained more detail about *what are you doing?* material and miming game.

6. Students got first treatment to play Mime whispers
TREATMENT II

8. Resercher did second treatment and brough brainstorming to remember the previous materials.

9. Students got second treatment to play Complete the Image.
10. Researcher and students did evaluation for second treatment
POST-TEST

11. Researcher explained more detail for the materials.

13. Students and researcher did evaluation of post-test.
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Lingkar Salatiga KM 2 Telepon (0298) 6331354 Akses Pus 50716 Salatiga
Website: http://tarbiyah.iainsalatiga.ac.id e-mail: tarbiyah@iainsalatiga.ac.id

Nomor: B-Wb/In.21/D1.1/PP.07.3/12/2018 Salatiga, 04 Desember 2018
Lamp. : Proposal Skripsi
Hal : Pembimbing Skripsi

Kepada
Yth. Dr. Ruwandhi, S.Pd., M.A
Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:
Nama : IDA FITRIYAH
NIM  : 23030150070
Program Studi : TBI
Fakultas  : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : The Effectiveness of Miming Game to Develop Students’ Speaking Skill. (A Study for the Grade Eighth of Junior High School of SMP Muhammadiyah Suruh in the Academic Year of 2018/2019).

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

NIP: 19690617 199603 1 004
SURAT KETERANGAN
Nomor : 070/SMP/M/34/E.23/2019

Yang bertanda tangan dibawah ini Kepala SMP Muhammadiyah Suruh Kabupaten Semarang menerangkan :

Nama : IDA FITRIYAH
NIM : 23030-15-0070
Tempat dan Tgl. Lahir : Lamongan, 09 Februari 1997
Prodi / Fakultas Universitas : TBI/ Tarbiyah dan Ilmu Keguruan/IAIN Salatiga
Jenis Kelamin : Perempuan
Alamat : Dan Bango RT.02/15 Desa Payaman
           Kec. Solokuro Kabupaten Lamongan
           Jawi Timur
Keterangan : Yang bersangkutan benar-benar telah melaksanakan
             Studi Penelitian di SMP Muhammadiyah Suruh guna
             penyusunan skripsi Pada Tanggal 25 Februari 2019
             sampai selesai
Judul Penelitian : The Effectiveness of Mimic Game to Develop Students
                   Speaking Skill (A Study for The Grade Eighth of Junior
                   High School of SMP Muhammadiyah Suruh in
                   The Academic Year of 2018/2019)

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana
mestinya.

Suruh, 3 Juli 2019

Kepala Sekolah

[NIP. 196511112002122001]
Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama: Aida Fitriyati
NIM: 23030-15-0070
Program Studi: TBI
Fakultas: Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsi adalah:
The Effectiveness of Miming Game to Develop Students' Speaking Skill (A study for The Grade Eighth of Junior High School of SMP Muhammadiyah Suruh in The Academic Year of 2018/2019).
Dosen Pembimbing: Dr. Ruwandhi, S.Pd., M.A

Demikian, atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan
Waktu: Dekan Bidang Akademik

Tembusan: 1. Mahasiswa yang bersangkutan