THE USE OF REALIA AND GROUP DISCUSSION TO IMPROVE STUDENTS’ SPEAKING SKILL FOR THE TENTH GRADE STUDENTS OF SMK N 1 NGABLAK, MAGELANG DISTRICT IN THE ACADEMIC YEAR 2015/2016

A GRADUATING PAPER

Submitted to the Board Examiners as a Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in English Teacher Training and Education Faculty

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2016
DECLARATION

By the grace of God, the researcher fully certifies that this graduating paper is composed by the researcher herself and does not contain any researcher material which have been published by other people’s idea expect the information from the reference.

The researcher is able to account for her graduating paper if in the future it can be proved of containing other’s idea or in fact, the researcher imitates the other’s graduating paper. Moreover, the researcher hopes that this declaration can be understood by readers.

Salatiga, 24 February 2016

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ATTENTIVE COUNSELOR NOTE
Case : Restu Ayu Puspasari’s Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Restu Ayu Puspasari’s graduating paper, entitled “THE USE OF REALIA AND GROUP DISCUSSION TO IMPROVE STUDENTS’ SPEAKING SKILL FOR THE TENTH GRADE STUDENTS OF SMK N 1 NGABELAK, MAGELANG DISTRICT IN THE ACADEMIC YEAR 2015/2016”, I have decided and would like to propose that this paper will be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

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MOTTO

“What ever you do, do it well. Do it so well that when people see you do it they will want to come back and see you do it again and they will want to bring others and show them how well you do what you do.”

“Walt Disney”
DEDICATION

This graduating paper is sincerely dedicated for:

1. My Allah, the Most Gracious and Most Merciful.

2. My beloved parents Mr. Isbandi and Mrs. Widyawati thanks for all support, guidance, finance, encouragement and also thanks for your love and everlasting prayer. I hope Allah always blesses you and His affection around you.

3. My beloved sister is Dinda Putri Maharani. Thanks for your kindness, support, guidance and support.
ACKNOWLEDGEMENT

All praise due to Allah, the Most Gracious and the Most Merciful. First and foremost, Researcher would like to express my gratitude to Allah because of great blessing the researcher could finish this graduating paper successfully. My Blessing and praises to our beloved prophet Muhammad SAW was great revolutionary and true educator who has brought from the darkness to the light.

However, the researcher realizes that this graduating paper can’t be finished without the support, guidance, support, advice, help and encouragement from institutions and individuals. Therefore, the researcher would thanks to:

1. Dr. Rahmat Hariyadi, M. Pd., as the Rector of State Institute for Islamic Studies of Salatiga.
2. Suwardi, M.Pd, as the Dean Teacher Training and Education Faculty
3. Noor Malihah, Ph.D., as the Head of English Education Department
4. Setia Rini, M. Pd., as counselor of this graduating paper. Thank you for your suggestion, recommendation, guidance and support for this graduating paper from beginning until the end.
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6. All of the staffs who have helped the researcher in processing of graduating paper.
7. The big family of SMK N 1 Ngablak, thanks for your attention and support
Hopefully, this graduating paper is able to provide useful knowledge and information to the reader. In addition, the researcher is permitted to accept more suggestions and contribution for the reader in order to improve this graduating paper.

Salatiga, 24 February 2016

The Researcher,

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ABSTRACT


This study is intended to improve the students’ speaking skill using realia and group discussion method. The research answered these main questions (1) How far is the improvement of realia and group discussion to improve students’ speaking skill for the tenth grade students of SMK N 1 Ngablak in the academic year 2015/2016? (2) How is the implementation of realia and group discussion to improve students’ speaking skill for the tenth grade students of SMK N 1 Ngablak in the academic year 2015/2016?. The methodology of this research used Classroom Action Research (CAR). There were two cycles. Each cycle consisted of planning, action, observation and reflecting. From the results, the researcher found several findings on it. The result of this research is there is an improvement of students’ speaking skill by using realia and group discussion method. It can be seen from: (1) The implementation of realia and group discussion method to improve students’ speaking skill show good result in the teaching learning process. It can be proven by the data such as observation result that shows active students’ participation, students evaluate other group presentation and show enthusiastic in the speaking activity. Moreover, realia and group discussion method can increase the students’ confident in the speaking class. (2) There is improvement of the use realia and group discussion method toward students’ speaking skill for the eleventh grade students of SMK N 1 Ngablak in the academic year of 2015/2016. It can be seen by the data result that shows 90.4% of students’ score had passed the standard score. Students’ means score in the pre-test I is 62.85 and post-test I is 69.90. the, students’ mean score in the pre-test II 71.61 and post-test II 80. From the definition, it means that 19 of 21 students can pass the KKM after learning by realia and group discussion method. As the conclusion, the implementation of realia and group discussion to improve students’ speaking skill is successfull.

**Keywords:** Realia and group discussion, Speaking skill.
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CHAPTER I

INTRODUCTION

A. Background of the Study

The human life needs a tool to communicate and interact each other. Language is one of the ways to communicate with other people. According to Sapir (1921: 8), language is a purely human and non instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbol. Language is a set of common sounds and symbols by which individual communicate. The function of language is transfering idea human’s felling, or sharing everything in human mind. In the world, we know that every country has different language. To accommodate these facts, human makes international language to give solution of easiest communication with people in other countries and one of international languages is English.

Learning English is a subject matter in Indonesia. English is one of foreign language which is taught at each level of Indonesia education including elementary school, junior high school, senior high school and university. Listening, speaking, reading and writing are basic skills of English. Four aspects of English skill must be mastered by students, which are related each other. One of many ways to improve students’ ability of english subject is speaking.

Speaking means that the students’ repeat sentences or dialogues, or chant English words. Repetition is only one usefull way of practising new
language (Baker, 2003: 7). It means that speaking is important for students to practice the language they are learning which are similar to life in society. When someone speaks, he or she interects and uses the language to express his or her ideas (Argawati, 2014: 75). Speaking English is a difficult activity that usually happens in daily life. Therefore, reseacher uses media to make students interest with speaking activity. One kind of media is realia.

Researcher suggested to use realia to attract students in the speaking activities. According to Bouncher (1973: 68), realia is actual object used in learning about the object. Conklin (2004: 138) states that primary source documents, food, tools, clothings, plants and animals are all examples of realia. Herrel nand Jordan as quoted by Conklin (2004: 138) states that “if the real thing is not available the teacher must move down the continuum from the concreate (real thing), to the replica such as a model, to a semi-concrete object such as a photograph or illustration. By using realia, students can get illustration from media that they seen. Besides realia, teacher may use group discussion method to support the media.

According to Young(2007: 22) Group Discussion requires that a number of people with different ideas and point of view come together and talk in order to solve problems. On the other hand, a group discussion is all about a group in individuals sitting around a table to discuss an issue, a topic, a problem or situation (Rani 2011: 51). This statement means
agroup discussion can be useful for teacher and students in teaching learning process especially solve the problem together.

The speaking skill is one of productive skill that difficult to achieve because some reasons. One of the reason is that students’ do not have more bravery to express their opinion in front of the audience. Besides, the traditional learning method who given by the teacher makes students feel bored. As a result the student’s speaking skill is poor. It is proved by their result examination. This situation also found in SMK N 1 Ngablak, so the researcher needs to know a solution which can improve the students in speaking English.

In this study, the researcher is use the realia as media in teaching learning process. Using realia provide the perfect opportunity to use their sense while learning. Students can smell, touch, taste and see the object (Conklin, 2010: 138). It means that realia can inform the problem clearly and deeply. By using realia, the researcher is able to apply group discussion to help their study. A group discussion follows democratic guidelines and allows everyone to contribute many ideas to discuss and reflect upon (Brewer, 2001: 107). It describes that group discussion as a guide to share ideas each other. Therefore, by using realia as object of speaking and group discussion as method, students are expect confidence and comfortable when speak up in front of class or group.

Based on explanation above inspires the researcher in doing classroom action research, because the researcher want to know how far
the realia and discussion as medium can improve the students’ reading skill, with the title “THE USE OF REALIA AND GROUP DISCUSSION TO IMPROVE STUDENTS’ SPEAKING SKILL FOR THE TENTH GRADE STUDENTS OF SMK N 1 NGABLAK IN THE ACADEMIC YEAR 2015/2016.”

B. Problems of the Study

Based on the background above, the problem in this study can be formulated as below:

1. How is the implementation of realia and group discussion to improve students’ speaking skill for the tenth grade students of SMK N 1 Ngablak in the academic year 2015/2016?

2. How far is the improvement of realia and group discussion to improve students’ speaking skill for the tenth grade students of SMK N 1 Ngablak in the academic year 2015/2016?

C. Objectives of the Study

Having known of the problem study above, the objectives of the study are:

1. To describe the students’ improvement of speaking skill after being taught using realia and group discussion for the tenth grade students of SMK N 1 Ngablak in the academic year 2015/2016.
2. To describe the implementation of realia and group discussion to improve students’ speaking skill for the tenth grade students of SMK N 1 Ngablak in the academic year 2015/2016.

D. Limitation of the Study

In this research, the researcher focuses on improving the student’s speaking skill in descriptive text by using realia and group discussion for the tenth grade of SMK N 1 Ngablak in the academic year 2015/2016.

E. Benefit of the Study

The research will give some beneficial as follow:

1. Theoretically

   The research can be used as a factor to develop the speaking skill. Giving English teacher’s a new way and experience to use of realia and group discussion to improve the students’ speakingskill. This research can be used for references to create an active class by teacher.

2. Practically

   This research improves the teacher’s ability especially about the application of realia and group discussion in teaching speaking. The research gives description of the way teaching English using realia and group discussion, kinds of activity, method, and problem faced by the english teacher. This research not only expected to make students active and particiapte in teaching learning process but also improve the students confidence to speak English.
F. Definition of Key Terms

1. Realia

Realia is actual object used in learning about the object. Realia, generaly, does not provide much self-instructional capability. Most of applications require the services of teacher and resource person. Occasionally, it can be combined effectively with other self-instructional media (Bouncher, 1973: 68).

2. Group Discussion

Group discussion is a method of interaction that allows for the interchange of ideas within a context presented by the facilitating instructor (Brewer, 2001: 107). It means that group discussion is a good method to improve self critical thinking and let them to share their ideas with others.

3. Speaking Skill

a. Speaking

Speaking is such a normal part of our daily lives that we rarely think of all the things we need to do communicate effectively – not, that is, unless, something is wrong. (Nunan, 2011: 68).

b. Skill

Skill include the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meanings, the ability to
reason one’s way through smaller idea segments, and the ability to grasp the meaning of a larger unitary idea (Dechant, 1982:311).

In conclusion the student needs to pay attention with the material to get the skill point.

G. Research of Previews Studies

The graduating paper took review through literature from other thesis. The first study that has done by ErnyRokhmawati (2010) from Walisongo State Institute for Islamic Studies Semarang entitled “The Use of Realia to Improve Students’ Speaking Ability in Procedure Text (A Classroom Action Research with the Ninth Grade Students of MTs Mathalibul Huda Mlonggo Jepara in the Academic Year of 2010/2011)”. The objective of the study was to describe the implementation of realia to improve students’ speaking ability in procedure text and to identify the improvement of the students’ speaking ability in procedure text. The methodology of this research was a classroom action research. The subjects of this research were the ninth grade of students MTs. Mathalibul Huda Mlonggo Jepara in the academic year of 2010/2011. The number of the subjects was 44 students. Finally, the researcher concluded that by using realia in teaching speaking, teacher can improve students’ ability in speaking.

The second study that has done by Siti Zuriyah (2012) from State Islamic Studies Institute (STAIN) Salatiga entitled “Improving the Students’ Speaking Ability by Using Everyone is a Teacher here Method
(A Classroom Action Research of the SecondGrade of MAN Salatiga in the Academic Year of 2011/2012)”. The objectives of the research are to find the improvement of students’ speaking ability who are taught using “Everyone is a teacher here” method, to know the situation of teaching and learning when “Everyone is a teacher here” method is implemented in speaking class, and to find out the strengths and weaknesses of the using “Everyone is a teacher here” method in speaking class. The subject of research is the second grade of MAN Salatiga in the academic year of 2011/2012. Therefore, the researchers conclude that the students’ achievement was improved when they were taught “Everyone is a teacher here” method.

The third study that has written by Fathul Aziz (2013) from Universitas Islam Malang entitled “Improving Speaking Skill by Using Group Discussion”. The objective of the study how to improve the students’ speaking skill by using group discussion. The methodology of this research was CAR (Classroom Action Research). The student subject of the research were the second grade students of MA. Fajrul Hidayah that consists of 11 students. Finally, the researcher conclude that the students speaking skill increased whey they were taught trough group discussion.
H. Research Paper Organization

In order to make easy to understand this paper, the writer are following out lines of the thesis as follows:

Chapter I Introduction which covers the background of the study; the statement of the problem; the objectives of the study; the benefits of the study; the limitation of the problem; the definition of key terms; the review of related literatures; the research methodology; hypothesis; and the out lines of the thesis.

Chapter II review related the theory which consists of definition of realia, implementation of realia, advantages realia, definition group discussion, objectives of group discussion, characteristics of group discussion, the procedures of group discussion method, definition of speaking, speaking skill, components of speaking skills, principles of speaking skill, teaching speaking, and problem on speaking.

Chapter III methodology of research that consist of setting of the research, research methodology, procedure of the research, technique of collecting data and technique of data analysis.

Chapter IV Finding and Discussion that consist of Implementation of realia and group discussion and description of speaking skill improvement.

Chapter V The researcher states the study in summary that includes Conclusion and Suggestion.
CHAPTER II

REVIEW RELATED THEORY

A. REALIA

1. Definition of Realia

Realia is any actual object used in learning about the object (Bouncher, 1973: 68). According to Kumar (1998: 58), realia is a term loosely used to cover real object and materials used for instructional purpose. Longman dictionary as quoted by Ngararaj (2005: 193) claims that realia may include, such as things as photographs, articles of clothing and kitchen object. When the pupils see real object, touch them, and taste them, their visual, taste, touch, and hearing power develop (Kumar, 2004: 128). Objects that are intrinsically interesting can provide a good starting-point for variety of language work and communication activities. (Harmer, 2015: 177).

From the definition above, the researcher concludes that:

a. Realia is an real object such as photos, people, animals and things.

b. Realia can help the students to improve their skill include speaking, reading, writing, and listening.

2. Kinds of Realia

As long as languages have been taught, language interaction has capitalized on all manner of authentic material or realia to enhance
teaching and learning (meskill, 2002: 63). Primary source documents, food, tools, clothing, plants, and animals are examples of realia. Conklin (2010: 138) describes that list of a realia which can utilized in lesson as follow:

a. The specific examples of premary source documents are pioneer letter, photographs, political cartoons, maps, famous painting, artifact, war posters, and telegrams.

b. The expamples of tools are garden rakes, screwdriver, bolts, hammer, etc.

c. Kinds of foods that can aplay as realia are Fruits, beverages, vegetables, casseroles, snacks, etc.

d. The examples of Clothing as realia are sweaters, suits, jumpers, tawers, trench coat ect.

e. Plant thatcan be used as realia are begonias, hydrageas, venus fly, frangipani, date trees, and lantana, etc.

Ndaloh and Okoth (2008: 31) claims that realia can be collected by both teacher and students, labelled and kept safely. Students who study using realia should be allowed to handle it closely.

Ndaloh and Okoth (2008:31) also giving explanation about real thing that can be used in teaching learning process include:

a. People (where learner only observe and do not interac with them).
b. Other living things such as animals, birds, insects, or plants.
c. Modern tool and equipment.
d. Sample of rock, soil of foodstuffs.
e. Artifacts such as spears, pots, knives, or axes.

There are many kinds of realia that can be applied in lesson or teaching learning process. There are people, plants, tools, foods, clothinngs, and primary source documents. Those realia can help teacher and students get more information actually and easily.

3. Advantages of Realia

The teaching learning process uses of realia offer several advantages not available through most other media. According to Ndaloh and Okhot (2008: 32), real object has some advantages such as:

a. Appeal directly to a variety of the senses of the learners hence making retention of facts high.

b. Provide direct experience to the learners hence making learning real.

c. Some are portable and preservable and can thus be collected from distance place.

d. Allow learners to observe things which can not be seen and manipulated at close range in normal circumstances.

e. Enable learners develop skill observations, collection, analysis and interpretation.

f. Contribute to the development of some values in learners, for example kindness, respect, sympathy and sharing.

Realia is study using real object but some of realia too dangerous, too large, too small and delicate to be handled by a class of students. When overly complex objects are considered for use, teacher should also consider suplementing the instruction with additional, supplified forms of the object (Soulier, 1981: 11).
B. Group Discussion Method

1. Definition of Group Discussion

There are several definitions of group discussion:

a. Brown as quoted by Ehlers (2002: 37) claims that a group is a unit of society made up of two or more people in face to face interaction with one another.

b. Discussions method is a face to face encounter between the teacher and the students and / or between students and students under the guidance of the teacher aimed at a free exchange of ideas about a particular topic (Garcia, 2006: 81).

c. Group discussion is method of interaction that allows for the interchange of ideas within a context presented by the facilitating instructor (Brewer and Dejonge, 2000: 107).

d. A group discussion is all about a group of individuals sitting around a table to discuss an issue, a topic, a problem, or a situation, in a selection (Rani, 2011: 65).

From the definitions, it can be concluded that group discussion is a teaching method which allows the students to contribute many ideas for others to discuss a problem and solve it. By using group discussion, students more interest to do the teaching learning process and they learn to think critically.
2. Objectives of Group Discussion

Muller and Roder (2015:63) claims that the objective of the group discussion is to find out why the participants came to the correct conclusion. Based on the definition, every member of group discussion should make collaboration working to rich the purpose. It will happen when the group works effectively.

Blatchford and Kutnick as quoted by Zaim et al., (2013: 91) said that to understand and use group effectively in your classroom, the following needs attention:

a. Class seating arrangements; seating arrangements and group organization can have a profound effect on peer support, communication and work in groups.

b. Group size; the size of the groups should be appropriate to the age and experience of pupils and the purpose of the group task.

c. The number of groups, smaller groups means more groups to be monitored.

3. Characteristic of Group Discussion

Ahikari and Sethi (2010: 157) claims that certain silent features common to all group discussion that are as follow:

a. Interaction; A basic feature of group discussion is interaction among the various members of the group. They see, hear and communicate with each other orally by paying attention to each other.

b. Leader and Members; Has to summarise facts and information, integrate, stimulate thinking and agree to a unified solution of
the problem. The members of the group become actively related to each other in their respective roles.

c. Participation; The effectiveness and efficiency of a group discussion depends upon the active participation of the members to a large extent.

d. Interpersonal Attraction; Another characteristic feature of a group discussion is interpersonal attraction. As long as interaction continues, likes, dislikes, behavior and temperament, are known to each other. Among them, empathy develops as they share each other’s problems.

e. Pressure to conform; In group discussion there is always an element pressure to conform to norms. The predefined and established standard are always enforced and followed.

f. Conflict; A conflict is a difference, disagreement among the members of the group which often arise during discussion. A conflict is inevitable and usually develops and alternative solution are present. It can stimulate the members to find new solutions to the problem.

From the definition above, the researcher concludes that group discussion uses a problem to develop creative thinking, group working, and emotion controlling. The teacher and students makes collaboration work which purpose to get success of the teaching learning.

4. Procedures of Group Discussion

According to Young et al., (2007: 9) procedures of group discussion is also called standard agenda. Young also describes that the standard agenda guides both leaders and members in a procedure designed to ensure that their talk relates to matters important to the whole group.
There are standard agenda of group discussion as follow:

a. Understanding the charge and each other

   In this section, members of group have to answer questions like what the group is to do, why it is important to do it, how to do it, who is the target person as receiver, and how the result will be used. Young et al., (2007: 10) claims that it is also the time to learn about one another so that your group can function as effectively as possible.

b. Understanding and phrasing the question

   At this stage, students’ skill and knowledge is activated. Students make a spoken draft with the group about the task. The members of group have to unite their perception about the learning subject. The group must agree on the level of levels of discussion whether the group is fact-find, evaluated conditions, set policy, or propose a solution to a problem (Young et al., 2007: 10).

c. Fact-finding

   In this stage, the group should gather and record facts after confirming them for accuracy (young et al., 2007: 10). The group will get information from the teacher. The teacher may use the real object to help students easy to record everything about the learning task. Realia or real object means original object which motivated the sense organs of students and develop their power of
observation by providing the opportunities of supervision testing (Kumar, 2004: 129).

d. Sitting criteria limitations

   The group makes a written draft list into spoken draft which would be the overcome of the learning task. The group should examine possible limitations that might restrict the solution (young et al., 2007: 10). At this stage the groups will guide by the teacher.

e. Discovering and selecting solution

   The important at this stage is the students have challenge to work in a group. The students gather to give their own ideas with the group. Members cooperate with each other as they understand and appreciate different points of views and try to pool them together in order to develop group consensus. However, these different position, opinion, approach, and ideas enrich the discussion and broaden the horizon of the group (Rivzi, 2005: 168).

f. Preparing and presenting the final report

   Young et al., (2007: 10) describes that final reports usually consist of a review of the problem, review of the problem solving, steps used by by the group, a detailed statement of the solution, and an argued defense of the solution. Students present their report
not in a group but being as individual student. They convey their ideas when they discuss in a group.

C. Speaking Skill

1. Definition of Speaking

   Speaking is an activity to convey meaning and ideas in the oral or verbal mode. Goh and Burns (2012: 15) claims that speaking is accepted by everyone as an essential language communication skill, but its important to language learners goes beyond just day to day communication. On the other hand, communication is a process through which people cerate meaning (watson and Kelly, 1986: 5).

   Moreover, Burn and Joyce as qouted Zulfiqar (2013: 14) states that speaking is an interactive process of constructing meaning that involves producting and recieving and processing information. It forms and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purpose of the speaking. Based on the definition, the researcher makes to summary the definition of speaking:

   a. Speaking is a processing of language communication skill to convey message by oral mode.

   b. Speaking is oral or verbal activities that speaker recognize the utterances from the background knowledge. The speakers receive and process more information from other sources to add as additional materials what the speaker will say.
2. Speaking Skill

Argawati (2013: 74) states that speaking skill is partly a reflection of someone whether he or she masters in this language or not. Speaking is one of the main purposes of language learning in that it is for transfer ideas to other people clearly and correctly. Speaking skill is very important for student because language is primarily speech. Teacher teaches speaking which using serious treatments to master the skill.

According to Brown (2004: 141), three basic types of speaking are:

a. Imitative; the ability to simply parrot back (imitate) a word or a phrase or phrase or possibly a sentence.

b. Intensive; the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatic, phrasal, lexical, or phonological relationship.

c. Responsive; Interaction and test comprehension but at the some what limited level of very short conversations, standard greetings and small talk, simple requests, and comments, and the like.

3. Components of speaking skills

The definition of the speaking ability consisted of a linguistic description recognizing two major components: accuracy (pronunciation, grammar, and vocabulary), and fluency (Ekbatani, 2011: 80).
a. Accurancy

Westrup and Baker (2003: 7) stated that accurate speakers do not make mistakes in pronunciation, grammar, and vocabulary. The speaker can produce correct sentences so it can be understood by the listener. The three components of accurancy are:

1) Pronunciation

According to Alexander as quoted Zulfiqar (2013: 12) claims that pronunciation is the way in which a language or a word particular is pronounced. The general purpose of the teaching pronunciation is the students can produce utterance which is easy to understand and it’s still in context area where they use it.

Correct pronunciation is the pronunciation that almost same with the native speaker and correct based on the phonological (Zulfiqar 2013:12). Certainly, pronunciation usually can’t be separated with the intonation and stress. The students get good pronunciation, intonation, and stress by imitating and repetition.

2) Vocabulary

When speaking, student needs some words (vocabulary) as agent transferring messages in the communication. Vocabulary is total number of words
which (with rules for combining make up a language). It consists of content words; noun, verb adjective and function word such as preposition, conjunction, article and pronoun (Zulfiqar, 2013: 13).

3) Grammar

Grammar is a structure to make great sentences. In linguistic, the term of grammar is used to refer to the rule of principles by which a language works, its system or structure (Brinton, 2000: 8).

b. Fluency

According to Ektabani (2011: 80), fluency is the ease and speed of the flow of speech. Fluent speaker can express themselves appropriately and without hesitation (Westrup and Baker (2003: 7). Fluency is an ability to control the utterances when the speakers or students speak. In this stage, students should talk clearly and degree the hesitation.

3. Principles of speaking skill

Weswood, Peter, and Oliver as quoted by Zulfiqar (2013: 19) state the principles of oral language should be based on:

a. Create an enjoyable activity, gives pleasure for students by entertaining social learning situation.

b. Keep a group which consists of five or seven students.
c. Ensure active participation remembering that it is what a student practices saying, not what he hears, that improves communication ability.

d. Have clearly defined and short term goals.

e. Use material, for example practices and games to hold attention as the basis for language simulation.

f. Observe the slow student and give some degree of repetition in the teaching if necessary.

g. Use pleasure and praise as reinforces.

The researcher concludes that the principles of speaking is to improve students motivation in the speaking class which is used stimulant such as creating enjoyable, gives pleasure method for students by entertaining social learning situation, gives explanation clearly and divide the student in groups.

4. Teaching Speaking

The goal of many second language teachers is to help the students become competent speaker of language (Goh and Burns, 2012: 49). However, the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Goh and Burns (2012: 49) believe that to teach speaking effectively, teacher need to understand what speaking competence
entailed. For example, if the teachers think that good speaking competence simple means speaking fluently, the teacher activities will aim to give learners lots of talking practice, in the hope that, through cumulative practice, they will become increasingly fluent in expressing their ideas.

5. Problems of Speaking

Some students have many kinds of problems when they have to speak. Many problems come from theirself. According to Ur as quoted by Zulfiqar (2013: 20) states that speaking is considered as difficult skill, it is coused of some problems. They are:

a. Inhibition

Speaking is regarded as difficult skill because it needs confidence to convey what the speaker will say to the audiences. Speaking requires some degree of real time exposure to an audience. In this stage, the students are often inhibited about trying the classroom. In fact, the students usually afraid that they make mistake, so it makes them become the passive students.

b. Nothing to say.

Some students have difficulties to tell their ideas when use English. Most of students have no motivation to express their opinion. Some examples of students who having no motivation are they feel lazy to open the dictionary when they make spoken
draf and ask difficulties to the teacher. It similars that the students can not say anything.

c. Low or no participation

Some students are dominating the conversation in the class. It arises another students feel upset, shy, and being down to talk out. As a result the students are not effectively participated.

d. Mother tongue.

In the classroom activities students speak using mother tongue in the conversation, because they think that it is easier to make utterance. It should be minimimized by the students, so they can express thier ideas like native speaker.

Zulfiqar(2013:21) describes that some tips which can teachers do to solve the problems in speaking activities are:

a. Monologue.

In monologue, when one speaker uses spoken language for along time as an speeches, the listener must process long stretches of speech without interruption. The stream of speech will go on whether or not the listener comprehends.

b. Dialogue.

Dialogues involves two or more speaker which can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which purpose is to convey propotional or factual information (transactional). In each case
participants may have a good deal of shared knowledge (background of information).

c. Questions and answer drills.

The teacher can begin these by simply questions to the students, but the students have mastered the questions patterns; they should practice questioning one another. After the numbers of questions have mastered, questions and answer drills can used in wide variety of topics. For example, the topic is about the students’ themselves.

d. Speaking game

The speaking game can relax the students while they speak out. It’s also increase the students’ motivation to speak English. The activity can do by the students like guessing game.

e. Group work

This increase the sheer amount of student talk in limited period of time and also inhibitions of students who are not willing to speak in front of the full class. In this case the teacher can’t to control all students’ speech, because the best way to keep students speaking is simply to be themselves. It makes students more comfortable to share their ideas.

Based on the explanation above, the researcher concludes that teaching speaking is a productive spoken activity in the classroom where students participate a lot and high motivation to join in the
teaching learning process. Practice to use language makes students speaking skill developed. The teacher should be creative to make interesting speaking class. It hopes that students comfortable and relax in speaking class.
CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

1. Research Location

The researcher held the research in SMK N 1 Ngablak.

2. Research Schedule

The sequences of data collection and data analysis were June until February 2016. The schedule activities are as follows:

Table 3.1

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Preparing the research proposal</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Observation and teaching process</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>Data collection</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>Data analysis</td>
<td></td>
</tr>
</tbody>
</table>
3. **General description of SMK N 1 Ngablak**

   a. Profile of SMK N 1 Ngablak

   SMK N 1 Ngablak is the one of vocational high school in Ngablak. It was established in 2002 by the government Magelang regency. The head master is Ir. Edi Wismono Setiyanto, M. Pd. This school consists of 42 teachers and 19 school staff. This school divides into three departments such as agriculture, animal husbandry, and marketing.

   SMK N 1 Ngablak is divided into 35 rooms. They are 19 rooms for classes, one head master office, three teacher offices, one curriculum office, one administration office, seven rooms for laboratories (laboratory for computer, language, biology, chemistry, agriculture department, farm department, and marketing department), one library, one store house, and one mosque.

   b. Students of SMK N 1 Ngablak
SMK N 1 Ngablak has 480 students in the academic year 2015/2016. The students of tenth grade are 196 (120 females and 76 males), 156 students of eleventh grade (92 females and 64 males), and 128 students of twelfth grade (82 females and 46 males). The classes of SMK 1 N Ngablak are divided into three departments. They are nine classes for agriculture departments, six classes for animal husbandry, and four classes for marketing.

c. Location of SMK N1 Ngablak

SMK N 1 Ngablak is located on Jl. Raya Magelang-Kopeng Km. 26 Bandungrejo, Ngablak, Magelang.

B. Method of the Research

The method of this research is classroom action research. According to Burns (2010: 2), action research is to identify a “problematic” situation or issue that the participants consider worth looking into more deeply and systematically. Action research allows teachers to study their own classrooms - for example their own instructional methods, their own students, and their own assessments, in order to better understand them and to be able to improve their quality and effectiveness.

One cycle on classroom action research include four steps such as planning, action, observing and reflection. The lesson plan that has been prepared consists of the four steps of CAR for one meeting. Those explanations same with the Kemmis and McTaggart Classroom action
research design. Moreover, the design bellow includes some cycles but every cycle divided into four steps. The figure of CAR by Kemmis and Mctaggart (1988), quoted by Burns (2010: 33)

Figure 3.1

Procedure of Classroom Action Research

C. Procedure of the Research

The researcher helped by the English teacher as collaborator and Yeni wulansari who became the observer. The researcher had 2 cycles in this reasearch.
Every cycle was divided four steps. The researcher planned the four steps as follow:

1. Cycle 1
   a. Planning
      
      The researcher planned action stage of research included all aspects which were supported the teaching and learning process. The lesson would apply the using of realia and group discussion method.

      The cycle 1 activities in the planning were presented as follow:

      1) Selecting the material with the agreement of the English teacher and the consultant based the syllaby for teaching learning.
      2) Determining materials for teaching, the material is about descriptive text.
      3) Making lesson plan and designing every step in doing action. In these stages, the lesson will use realia and group discussion method.
      4) Preparing realia to teach descriptive text.
      5) Preparing sheets for classroom observation (to know situation of teaching learning process when the method applied)
      6) Preparing a test (to measure students’ speaking skill).
The several steps of preparation above had been finished by the researcher. Those steps are the guidance for researcher to get the purpose of teaching learning. The purpose is students have improvement in their speaking skill of descriptive text from the materials given.

b. Action

At this stage, the researcher taught in the classroom based on the planning stage. The researcher divided activity in the action stage as below:

1) Giving pre-test for students
2) Teaching the material of descriptive text (describing people) that using realia group discussion method.
3) Giving students’ explanation using realia and group discussion method.
4) Divide students in the groups to discuss the material and share ideas, knowledge and suggestions related the realia.
5) Giving chance the students to present what their group was discussed.
6) Making one perception about the realia
7) Giving answer from the students’ difficulties or question.
8) Giving post-test
In this stage, the researcher has authority to help student, guide and control the students’ activities. The researcher adds some information that useful for students’ task. This information not the key of the task but the some clue to makes students easier to describe the target or object.

c. Observation

The collaborator observed whatever students’ and researcher felt, thought, and any kinds of activities in the teaching learning process. It aims to evaluate the action stage. The observation was to know how far students’ speaking improvement. The observational checklists that were observed as below:

1) Greeting before start the lesson.

2) Praying before start the lesson.

3) Checking students’ attendant.

4) Preparing teaching materials.

5) Motivating the students to be better in their study.

6) Giving explanation of the materials.

7) Giving helps for the students’ problems relates with the materials.

8) Giving guidance for students to do the activity.

9) Giving feedback for students after finish the teaching learning process.
The listed of the students’ activities which were observed as follow:

1) Actively participated of the students in the lesson activities.
2) Evaluating other group presentation based on the realia or not.
3) Showing enthusiastic in the speaking activity.

d. Reflecting

Reflection is used to evaluate the result of research during the teaching learning process. Researcher applied this stage when the lesson activities finished. This stage gives the researcher clearly explanation so that researcher can decide to conduct more cycle or not.

In the cycle 2, researcher and English teacher reflect, evaluate and conclude the action which given in the cycle I. The result of reflection stage shows low improvement of students’ speaking skill.

The students’ minimum score of English subject in the SMK N 1 Ngablak was 75. It means that students could passed the test when they had score 75 or above. After evaluation, the result showed 11 students could pass the test. However, the researcher expectation was 85% students would pass the test. Thus, the researcher expectation was not fully satisfied. It was be the reason for researcher to do cycle II.
2. Cycle 2
   a. Planning

   In this stage, the researcher would do the preparation phase activities, they were:
   
   1) Teacher revising the lesson plan cycle 1 and making the new lesson plan from the suggestion of the collaborator and necessary of the students.

   2) Reelecting the materials and instruments of teaching learning.

   3) Revising the test based on the students needs to get the speaking skill improved.

   b. Action

   The cycle II action has little differences with the activities in cycle I. There are the different activities in the cycle II:

   1) Giving pre test II

   2) Giving students’ more explanation around the materials and instruments of teaching.

   3) Giving post test II

   c. Observational

   In this stage, the students’ participation and improvement in the teaching leaning process observed by the researcher. Both
researcher and students activities also observed by the collaborator.

d. Reflection

The researcher evaluated that the students speaking skill improvement. It proved by result of the test in the cycle II. The researcher expected that 85% of students could pass the score minimum or KKM in cycle II. The English teacher was satisfy enough with the result the cycle II and he gave some comments and advised to the researcher to be better teacher in the future. Thus, the researcher doesn’t need to conduct more cycle.

D. Techniques of Collecting Data

The researcher used the collecting data to reach the research purpose. The techniques of collecting data make researcher easier to collect information. The researcher divided the techniques of collecting data as bellow:

1. Observational checklist

The researcher used the observational lists to help the collaborator observed the teacher and students performances. The observational lists that would check by the collaborator had two types. It included the observational checklist for students and teacher performances.
The tables of the observational checklist that used by the researcher as bellow:

<table>
<thead>
<tr>
<th>No.</th>
<th>Teacher’s activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Greeting before start the lesson.</td>
</tr>
<tr>
<td>2.</td>
<td>Praying before start the lesson.</td>
</tr>
<tr>
<td>3.</td>
<td>Checking attendant of the students.</td>
</tr>
<tr>
<td>4.</td>
<td>Preparing teaching materials.</td>
</tr>
<tr>
<td>5.</td>
<td>Motivating the students to be better in their study.</td>
</tr>
<tr>
<td>6.</td>
<td>Giving the students explanation of the materials.</td>
</tr>
<tr>
<td>7.</td>
<td>Giving helps for the students’ problems related with the materials.</td>
</tr>
<tr>
<td>8.</td>
<td>Giving students’ guide to do the activity.</td>
</tr>
<tr>
<td>9.</td>
<td>Giving feedback for students after finish the teaching learning process.</td>
</tr>
</tbody>
</table>
Table 3.3 Students’ observational checklist

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Actively participated of the students in the lesson activities.</td>
</tr>
<tr>
<td>2.</td>
<td>Evaluating other group presentation based on the realia or not.</td>
</tr>
<tr>
<td>3.</td>
<td>Showing enthusiastic in the speaking activity.</td>
</tr>
</tbody>
</table>

2. Test

The researcher uses pre-test and post-test to accommodate the students speaking skill. Pre-test is given before teaching learning process and the post-test is given after student receiving the strategy or method from the research. Pre–test is used to know the weaknesses of students’ speaking skill. It can be a starting point to know the students’ ability in speaking activity. Post- test is used to know the students’ speaking skill improvement after being taught using realia and group discussion.

The researcher would give the pre test and post in the cycle I. The first cycle was held on 20th November 2015 for students’ of X APKJT 1 (tenth grade students’ of agriculture department 1) in the SMK N 1 Ngablak. The result of the cycle I had been show
that 47.61% students’ could not pass the score minimum (KKM). The students who could pass the KKM only 52.38%. It means that the researcher would give the cycle II activities for students’ included pre test and post test. The cycle II would conduct on 4th December 2015.

3. Documentation

To observe and to know the situation and activities during the teaching learning process is used documentation by researcher. The types of documentation included field note, transcript and profile SMK N 1 Ngablak, photos, and video. The researcher also completed the documentation, it consisted of syllabuses, lesson plan cycle I and II, test papers (pre test and post test), students’ score, and attendant list.

4. Interview

The researcher collected data about the students’ speaking skill before doing the research used interview method. The researcher interviewed both the English teacher and the students’. The interviewed on 6th November 2015 and 4th December 2015. The English teacher gave some information about the students’ situation that useful for researcher. It would be first step for researcher to choose the materials and instruments of research.
E. Techniques of Data Analysis

The researcher would like to analyze the data used the action research. The collected data took from the teaching learning process. The way analyzed the data includes two types, they are:

1. Descriptive technique

   Descriptive technique is to know how the implementation of realia and group discussion improve students’ speaking skill. The function of descriptive technique is to analyze students’ motivation and their behavior during teaching learning (Arikunto, 2010: 282). The descriptive technique analyzes data from the observation form and interview.

2. Statistical technique

   The researcher used a statistical technique to evaluate and give more information than the descriptive technique. The researcher used of formula to analyze the data of the research as below:

   a. Mean Calculation

      Mean is formula to know the average of the students’ score.

      The formula show as bellow:

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

      Note:

      \( M \) = Mean of students’ score

      \( N \) = the number of subject
\[ \sum Fx = \text{the sum of student’s value} \]

(Hartono, 2004 : 56)

3. Derivation Standard

The formula is:

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

Note:

- \( S_D \) = Derivation Standard for one sample
- \( D \) = Different between pre test and post test
- \( N \) = Number of observation in sample

(Hartono, 2004: 169)

4. T-test

Using t-test is to know the significance differences between pre-test and post test. The formula is:

\[ t\sigma = \frac{\left(\frac{\sum D}{N}\right)}{\sqrt{\frac{S_D}{N-1}}} \]

Note:

- \( t\sigma \) = T-test for the differences of pre-test and post-test
- \( S_D \) = Derivation Standard for one sample
- \( D \) = Different between pre test and post test
- \( N \) = Number of observation in sample 1

(Hartono, 2004: 56)
A. IMPLEMENTATION OF RESEARCH

In the implementation of research, the researcher arranged two cycles. The steps were planning, acting, observing, and reflecting.

1. Cycle I
   a. Planning

      The teacher activities in the planning step were:

      1) Preparing material for teaching activity, making lesson plan, designing the steps of doing action in the class.
      2) Preparing list of students name’ and scoring.
      3) Preparing teaching aid (realia).
      4) Preparing the sheet of classroom observation.
      5) Preparing test including pre test and post test.

   b. Implementation

      The researcher did the first cycle on Friday 20th November 2015 at 14.00 p. m. at the class of X APKJT 1. The atmosphere in the class was so quiet and students feel anxious. Mr. Istingal as the English teacher opened the lesson. Then, he informed to the students that they had to guests, the researher and her observer. The researcher
introduced herself to the students and explained what her purpose being in SMK N 1 Ngablak. The classroom situation was follow:

**Researcher**: “Good afternoon everybody.”

**Students**: “Good afternoon.”

**Ms. Restu**: “Ok, I will introduce my self. My name is Restu Ayu Puspasari. She is my partner, Yeni Wulansari, who will help me to do the research. We are from IAIN Salatiga. We will do research for my graduating paper. We hope all of you can help to do the research.

**Students**: “*Miss, Bahasa Indonesia saja, kami gak ngerti.*”

(“Miss, please use Bahasa, we don’t understand.”)

**Researcher**: “Ok I will use English and Bahasa.”

penelitian sebagai tugas skripsi saya. Kami memohon semua murid dapat membantu sehingga penelitian ini dapat berjalan sebagaiman mestinya.”

Researcher : “All of you had known me. Then, I want to know all of you so I want to check your attendant first.”

Students : “Yes miss”

The researcher checked the students’ attendant.

Researcher :”Let’s begin our lesson today. We will discuss about descriptive text. What do you know about descriptive text?”

Students : “Menggambarkan Sesuatu miss”
(“Descriptive text is a text to describe something”)

Researcher : “Yes, it is a text to describe something. What are examples of things that can be described in this text?”

Students : “Binatang”
(“Animal miss”)

Researcher: “Yes, animal is one example in descriptive text. Who wants to give example of the descriptive text?”

Students: “Tempat, orang dan benda miss.”

(“Place, people and things miss.”)

Researcher: “Yes, It is correct. Descriptive text is a text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others. For example: my classroom or my favorite singer. For this meeting, we will focus on describing people.”

Students: “Jadi kita hanya akan belajar mendiskripsikan orang ya miss?”

(“Will we describe people, miss?”)

Researcher: “Yes, we will learn about how to describe person”.

Students: “Yes, miss”

Researcher: “Di dalamnya tertdapat beberapa aspect yang sama tetapi kalau describing people diungkapkan secara lisan bukan tertulis.” Apakah ada yang tahu aspek-aspek dalam describing people?”
Describing people has the same aspects but the form is spoken. Who knows about the aspects of describing people?

Students: “Tidak, miss.”

(“No, miss.”)

Researcher: “Dalam describing people memiliki kesamaan aspek seperti halnya dalam descriptive text. Sebutkan aspek-aspek dalam describing people?

(“The describing people have similar aspect with the descriptive text. What are aspects of describing people?”)

Students: “Generic structure and language feature, bukan miss?”

(“Generic structure and language feature, aren’t it?”)

Researcher: “That’s right, what are parts of generic structure?”

Students: “They are identification and description”.

Researcher: “Wow, how clever you are. What are kinds of language features in describing people?”

Students: “They are simple present, using action verbs, using the adverbials, using descriptive
adjectives, figurative language, thinking and feeling verbs, focus on people.”

Researcher : “Good. Now, I want to give you a task. I will give you 10 minutes to do the assignment. You have to do the task by yourself.”

Students : “Yes, miss.”

Researcher gave the assignment to the students. The students did the assignment until the time was up.

Researcher : “Ok class. Time is up. Now, I want all of you present your task in front of the class one by one.”

Students : “Yes, miss.”

Then, students presented their task in front of the class. The researcher took the score for pre-test.

Researcher : “Now, I will use realia and group discussion method. Have you ever heard realia and group discussion method?”

Students : “No miss.”
Researcher: “Realia is a real object. Realia may include things as photographs, articles of clothing and kitchen objects.”

Students: “Jadi belajar mendiskripsikan dengan benda nyata ya miss?”

(“So, will we describe something using the real object, miss?”)

Researcher: “Yes, that’s true. How clever you are. The group discussion method is a teaching method which allows the students to contribute many ideas for others to discuss a problem and solve it. However, you have to solve the problem based on the realia. In the last, you will present your group discussion to other group infront of the class.”

Students: “Jadi, tugasnya boleh kerja kelompok miss?”

(“So, can we do the task by group working?”)

Researcher: “Yes, you will discuss the realia with your group. Now, I will divide you into group and...”
give you a realia. Please describe the realia with you group in 15 minutes. Finally, you will present the result of your group discussion in front of class. “

Students : “Ok, miss.”

Then, the students gathered with the group and discussed each others. The researcher monitored and controlled the groups.

Researcher : “Ok, class, the time is up. Now, I want group 1 to present the result of the group about the realia. Anik, please tell the result of your group discussion with your friends in front of the class.”

Anik : “Saya akan menyampaikan hasil diskusi kelompok saya.”

(“I would tell the result from my group discussion)

Researcher : “Ok Anik, please try to explain it using English!”

Anik :“I would describe about the realia. She is Yeni Wulansari. She studies in IAIN
Salatiga. Yeni is a beautiful girl. She has oval face and slim body. Her nose is pointed nose. She has beautiful eyes. She is kind and friendly person. It looks from her smile to other people”.

Researcher: “Good job. Please give applause for Anik! Now, I want the group 3 to add explanation about the realia.”

Qoniyatun: “Yes, miss. Yeni lives in Boyolali. She uses a black veil. She uses a black skirt.”

Researcher: “Ok, it is correct. Group 2, please add the explanation from group 1 and group 3!”

Karni: “Not yet miss”

Researcher: “Why it happens?”

Karni: “Tadi malah pada diskusi yang lain miss. Jadi yang kami kerjakan baru sedikit dan sudah disebutin semua dari kelompok lain.”

(“We discussed different topic miss, so we got little description about the realia. All of our description has been explained by other group.”)
Researcher: “Ok. Tadi kan sudah miss sampaikan di awal, bahwa kalian hanya memiliki waktu 10 menit untuk berdiskusi. Semangat kalian dalam diskusi sudah bagus tapi dalam kefectifan wakku yang kalian gunakan kurang. Saat kalian berdiskusi hendaklah focus pada topic yang telah ditentukan.”

(“Ok. I have told you before that you only have 15 minutes to do the task. Your motivation to discuss with your group is good. You should manage the time effectively to discuss relate with the topic”).

Then, the students and researcher discussed the right description about the realia. The students felt more satisfied because they could learn with new medium and method.

Next, the researcher gave students 10 minutes to discuss about the task of post-test and presented it in front of class. After finishing the post-test, the researcher gave summary of the lesson at the day and closed the meeting.

Researcher: “Thank you for your participation and the attention. Let’s say Hamdallah to close our class.”
Students : “Alhamdulillahi robi lalamiin”.

Researcher : “Wassalamualaikum Wr. Wb”.

Students : “Waalaikumsalam Wr. Wb”.

c. Observation

In the first cycle, the researcher took field note from her partner. The field note is to monitor the students’ activity in the class. The researcher could see that some students got difficulties to express their ideas in speaking. They brought small note when they speak up in front of the class for a test. However, all of students looked excited and had active participation to follow the teaching learning process.

d. Reflection

After analyzing the result of cycles I, the researcher inferred that there was improvement in students’ score. The average score of the post-test cycle I could be seen that the students’ speaking skills was better than the average of pre-test cycle 1.

From the observation, the researcher would like to help students to manage their time in discussion. The students also learned to memorize about describing the realia. Moreover, researcher asked students to be more
confident to present in front of the class. Thus, the researcher would use the same learning model for cycle II to teach speaking but in different kinds of realia to get better result.

Tabel 4.1
The result of the Pre-test and Post-test cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Post-Pre</th>
<th>D*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aat Ismawati</td>
<td>68</td>
<td>76</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>Achmad Danang S.</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Adam Asfi Ghozali</td>
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<td></td>
<td><strong>JUMLAH</strong></td>
<td>1320</td>
<td>1468</td>
<td>148</td>
<td>1872</td>
</tr>
</tbody>
</table>
1) Calculating mean of pre-test I and post-test I

a) Mean of Pre-test

\[ M = \frac{\sum F \times N}{N} \]

\[ M = \frac{1320}{21} \]

\[ M = 62.85 \]

b) Mean of Post-Test

\[ M = \frac{\sum F \times N}{N} \]

\[ M = \frac{1468}{21} \]

\[ M = 69.90 \]

c) Mean of Pre-Test = 62.85

d) Mean of Post-Test = 69.90

e) Mean of Pre-Test < than Post-Test

f) There is an improvement of speaking skill through realia and group discussion method between pre-test and pos-test

2) Calculating of Standard Deviation

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

\[ SD = \sqrt{\frac{1872}{21} - \left( \frac{148}{21} \right)^2} \]

\[ SD = \sqrt{89.14 - (7.04)^2} \]
\[ SD = \sqrt{89.14 - 49.56} \]
\[ SD = \sqrt{39.58} \]
\[ SD = 6.29 \]

3) T-test calculation

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

\[ T = \frac{\left( \frac{148}{21} \right)}{\left( \frac{6.29}{\sqrt{21-1}} \right)} \]

\[ T = \frac{(7.04)}{(6.29)} \]

\[ T = \frac{(7.04)}{(1.40)} \]

\[ T = 5.02 \]

b) T calculation is 5.02

c) T-table < t-calculation = 2.08 < 5.02

d) Based on the score above show students’ score improve from pre-test and post-test. There is an improvement in students’ score namely the T-calculation is 5.02 and the average of post-test is higher than the average of pre-test.
2. Cycle II

Base on the result of cycle I, it was better to the researcher continue the cycle II:

a. Planning

Before conducting the research, the researcher prepared the instrument of research, in the following:

1) Preparing material and media (realia) for teaching activity, making lesson plan, designing the steps of doing action in the class.

6) Preparing list of students name’ and scoring.

7) Preparing teaching aids.

8) Preparing the sheet of classroom observation.

9) Preparing test including pre test and post test (to know students’ improvement in speaking skill, is there any improvement or not).

b. Implementation

The researcher did the second cycle on Friday 27th November 2015 at 14.00 p. m. at the class of X APKT 1. Before begun the lesson, the researcher gave the pre-test.

The classroom situation was follow:

Researcher : “Assalamualaikum Wr. Wb.”

Students : “Wa’alikumsalam Wr. Wb.”

Researcher : “How are you today?”
Students: “I am fine, thank you. And you?”
Researcher: “I am fine too, thank you. Let’s start our lesson today with saying basmallah together.”

Students: “Bismillahirrohmanirohiim.”
Researcher: “Ok class, we will learn about the material like last meeting. Do you remember our lesson last week?”

Students: “Sedikit miss.”
(“Just little miss.”)

Researcher: “Ok, I would you to tell me about your little memory about our lesson last week?”

Students: “Descriptive texts miss.”

Researcher: “Wow, excellent. What is our activity last week?”

Students: “Describing people miss.”

Researcher: “Good. What is the definition of describing people?”

Students: “Describing people adalah carauntuk menggambarkan orang miss.”
(“Describing people is a way to describe about the people.”)

Researcher: “Good. What are the two parts of describing people?”

Students’: “They are identification and description miss.”

Researcher: “That’s true, what are language features in the descriptive text or describing people?”

Students: “They are focused on specific participants, using descriptive adjectives, using action verbs, using thinking and feeling verbs, using the adverbials, using figurative language, and using the simple present.”

Researcher: “Perfect. I am so happy to learn with all of you.”

Students: laughing

Researcher: “Saya akan memberikan tugas sebagai pre test untuk kalian. Kerjakan tugas ini secara individu.”
I will give you a task for pre-test. You have to do the task individually.

Then the students did the assignment by their self. The researcher monitored and controlled the activity. After finished, the students presented the task and researcher collected the score for pre-test.

Researcher : “Now, I want you to meet your group again.”

Students : “Kelompoknya sama seperti kemarin miss?”

(“The groups were like the yesterday, miss?”)

Researcher : “Yes, the groups are same. I want you to do the task and discuss the realia with your group. However, remember about the time and focus on what will you describe with the realia.”

The students gathered with their group. They discussed. The researcher monitored, controlled the group. After finished, some groups presented their discussion.

Researcher : “Ok, the time is up. May group 2 present the group discussion?”
Risqi: “I will tell about Ayu Rohani. Ayu Rohani is a beautiful girl. She has big eyes and small nose. She has white skin. She is a tall person. Her body is slim. She studies in IAIN Salatiga.”

Researcher: “Good job, thank you. Who wants to add the description about the realia? The group 1, please?”

Aat: “She wears the green veil, batikblouse and black skirt. She has nice smile. Ayu Rohani is a clever girl, because she can study in university.”

Researcher: “Good. All of you can describe the realia well. I will give post-test. Please, do the task with your group. The result of group discussion is your material to present in front of the class. Do you know what I mean?”

Students: “Yes, miss.”

The students discussed the description of the realia with their group. The researcher monitored the group discussion. After the time finished, the students presented their task in front of other groups (pot-test II). Then, the
researcher and students made summary relate with the lesson. The researcher gave some suggestion to the students. Finally, the researcher closed the class.

Reseacher : “Ok class. Thank you for your participation. Wasalamu’alaikum Wr. Wb.”

Students :“Wa’alaikumsalam Wr. Wb”

c. Observation

The observation of the action in the cycle II focused more on students speaking skill and time management. The students worked in group cooperatively. They used the group discussion effectively to get more ideas. In addition, they were enthusiastic to present the materials in front of the class and asked some questions when they did not understand about the material. Moreover, they were happy to do the assignment because the realia is a real thing, so it is easy to describe.

d. Reflection

After analyzing the result of cycle II, the researcher inferred that realia and group discussion could improve of speaking skill, especially in describing people. It is proven by the calculation of the data in the Table 4.2.
The students felt happy because they can share their opinion by the discussion. Besides, the students could see the realia directly. It makes them can describe the realia well. Moreover, the average of pre-test and post-test in cycle II was better than in the cycle I and they did the test well. In addition, the researcher felt happy with the students’ speaking skill improvement.

**Table 4.2**

**The Result of Pre-Test and Post-Test Cycle II**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Post-Pre</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Aat Ismawati</td>
<td>76</td>
<td>84</td>
<td>8</td>
<td>64</td>
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<tr>
<td>2.</td>
<td>Ahmad Danang S</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>Adam Asfi Ghozali</td>
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<td>12</td>
<td>144</td>
</tr>
<tr>
<td>4.</td>
<td>Anik Susilowati</td>
<td>80</td>
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<td>64</td>
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<tr>
<td>5.</td>
<td>Ari Setiawan Reza</td>
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<td>Bayu Yusuf Satrio</td>
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<td>8.</td>
<td>Hammas Abdul Malik</td>
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<td>16</td>
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<td></td>
<td>Name</td>
<td>Score</td>
<td>Level</td>
<td>Points</td>
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<td>-------</td>
<td>-------</td>
<td>--------</td>
<td></td>
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<td>9</td>
<td>Joko</td>
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<td>Karni Prihati</td>
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<td>Muhammad Arifin</td>
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<td>14</td>
<td>Panji Ardiyanto</td>
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<td>15</td>
<td>Reza Muhammad</td>
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<td>Risqi Bayu</td>
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<td>Septia Ningsih</td>
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<td>Siti Safaatun</td>
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<td>80</td>
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<td>Qoniyatun</td>
<td>76</td>
<td>84</td>
<td>8</td>
<td>64</td>
</tr>
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</table>

Total: 1504 1680 166 1636
1) Calculating mean of pre-test II and post-test II

a) Mean of Pre-test

\[ M = \frac{\sum F \times x_i}{N} \]

\[ M = \frac{1504}{21} \]

M = 71.61

b) Mean of Post-Test

\[ M = \frac{\sum F \times x_i}{N} \]

\[ M = \frac{1680}{21} \]

M = 80

c) Mean of Pre-Test = 71.61

d) Mean of Post-Test = 80

e) Mean of Pre-Test < than Post-Test

f) There is an improvement of speaking skill through realia and group discussion method between pre-test and pos-test

2) Calculating of Standard Deviation

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

\[ SD = \sqrt{\frac{1636}{21} - \left( \frac{166}{21} \right)^2} \]

SD = \sqrt{77.90 - (7.90)^2}
SD = \sqrt{77.90 - 62.41}

SD = \sqrt{15.49}

SD= 3.935

3) T-test calculation

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

\[ T = \frac{166}{3.93} \cdot \frac{21}{\sqrt{21-1}} \]

\[ T = \frac{7.90}{0.88} \]

\[ T = 8.97 \]

b) T calculation is 8.97. T-table< t-calculation = 2.08 < 8.97

c) The score above show students’ score improvement from pre-test and post-test. There is an improvement in students’ score namely the T-calculation is 8.97 and the average of post-test is higher than the average of pre-test.
B. Description of Speaking Skill Improvement

1. Test Analysis

Based on the result of analyze in cycle I and cycle II. There is significant improvement on the students’ reading mastery. It can be explained below:

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Test</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean</td>
<td>Pre-Test</td>
<td>62.85</td>
<td>71.61</td>
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<td></td>
<td></td>
<td>Post-Test</td>
<td>69.90</td>
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</tr>
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<td>2.</td>
<td>t-table N=22</td>
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<td>2.07</td>
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<td>3.</td>
<td>t-calculation</td>
<td>-</td>
<td>5.02</td>
<td>8.97</td>
</tr>
</tbody>
</table>

From the table above, the researcher conclude that T-calculation is higher than T-table. It means that there is good improvement on students speaking skill. T-calculation in cycle I is 5.02 and cycle II is 8.97. It increases 3.95 and it can be categorised as a good improvement in the teaching learning process. Moreover the finding research above shows the implementation of realia and group discussion can improve students’ speaking skill because this medium and method encourages students to learn better.

To show the students’ mean score improvement, researcher designs the table 4.4 number 1 in the figure 4.1. The following figure below show the students’ score mean improvement.
Figure 4.1 shows that students’ mean score speaking skill improved. It’s proven from the significantly improvement in the mean of pre-test and post-test of each cycle. It can be seen pre-test I is 62.85 and post test I is 69.90. The score improvement of cycle I is 7.05. In cycle II, the mean of pre-test and post is 71.61 and 80.00. Thus, the score improvement of the cycle II is 8.39.

Based on the result above the mean of pre-test I and pre-test II is lower than KKM namely 75. Meanwhile, the mean of post-test II is higher than standardized score 80.00 > 75. By analyzed the mean of post-test II, the researcher succeed to reach the KKM. In this case, the dissimilarity result can happen because there are problem in cycle I namely the students express little sentences. In
post-test II, two students who gets lower than standard score, both of them got score 72. However, the researcher concluded that the result of each test in cycle I and cycle II is improve.

2. Observation Analysis

The research did the observation by using interview on 6th November 2015. The researcher did interview orally. The interview was about students and teacher. The main point of the interview was students’ improvement of speaking skill and students’ opinion about the using of realia and group discussion method.

The first interview was conducted on 6th November 2015 before the doing the first research on 20th November 2015. The Researcher did interview with Mr. Iistingal in SMK N 1 Ngablak. MR. Iistingal declared that he confused to teach speaking, because the students’ had not participation. He also still used conventional method, such as the students’ repeats utterances from the teacher. Moreover, he only used audio for listening in the teaching learning process. It means that the media is not effective enough in the teaching learning process. It made students feel bored in the teaching and learning process. The students also did not interest in the class.

According to the English teacher interview on 4th Desember 2015, he stated that students were very active after
using group discussion method. Researcher could guide students from beginning of the lesson until the end. Besides, students were understand clearly about the medium (realia) that was used in the class. The students understood well about researcher’s instructions so that they can did the assignment smoothly.

Researcher also interviewed the students on 4th Desember 2015, it were about realia and group discussion method. They claimed that realia was really helpful for them to describe people in speaking skill. The students were interested in the group discussion method. The method allowed them to share ideas and suggestions. It helps them to understand how to describe a realia. They felt satisfied with the instruction and guidance to solve the problem by using the group discussion method.

Based on the explanation above, it can be concluded that teaching speaking by using realia and group discussion method are effective to improve students’ active participation and confidence. It means that by the confidence, and active participation, they had improvement to speak. As result, their speaking skill showed good progress.
A. Conclusion

Based on the analysis data on the previous chapter, the writer concluded the study as follow:

1. The implementation of realia and group discussion method to improve students’ speaking skill show good result in the teaching learning process. It can be proven by the data such as observation result that shows active students’ participation, students evaluate other group presentation and show enthusiastic in the speaking activity. Moreover, realia and group discussion method can increase the students’ confident in the speaking class.

2. There is improvement of the use realia and group discussion method toward students’ speaking skill for the tenth grade students of SMK N 1 Ngablak in the academic year of 2015/2016. It can be seen by the data result that shows 90.4% of students’ score had passed the standard score. Students’ means score in the pre-test I is 62.85 and post-test I is 69.90. the, students’ mean score in the pre-test I is 71.61 and post-test II 80. From the definition, it means that 19 of 21 students can pass the KKM after learning by realia and group discussion method. As the
conclusion, the implementation of realia and group discussion to improve students’ speaking skill is successfull.

B. Suggestions

At the end of this chapter, researcher would like to recommend some suggestions which hopefully would be useful for the better English language teaching and learning. They are:

1. English teacher
   a. The teachers should use appropriate media to facilitate students in teaching and learning process. It can improve students interest and students’ speaking skill.
   b. Using group discussion effectively by monitoring and guiding to the right track without giving the key of the questions.
   c. Evaluating the students mistake, so they can learn by their mistake.
   d. The English teachers should give instructions clearly before he student use group discussion method. It will help them to apply the group discussion appropriately.
   e. Giving motivation for students in speaking. Thus, speaking becomes easy and interesting lesson to learn.

2. For students
   a. The students should be confidence to present and give opinion or asking question in the teaching and learning process.
   b. The students should use English regularly in teaching learning process. Sometimes students can combine it with Bahasa.
c. The students have to pay attention more to the teacher’s explanation in teaching and learning process.

d. The students should use media appropriately and effectivelly. Media will help the studets to solve the problem.

e. The students have to manage their time effectively when doing the task.

3. For English Deparment

a. This research can be used as reference for speaking lecturers to implement in the English speaking class.

b. This research can be used to add variation of meadia for English lecturers.

c. The research can be combined with other research which can improve English students skill.

4. To the other researchers

Based on the finding of the research, the researcher would like to suggest the other researcher that the study can be used as a reference to next research with the different sample and skill. The researcher also suggested other researcher tries to choose more media to combine with any method for further research.
References


Kumar, Dr. Jamandlamudi Prasanth. 1198. Method of Teaching Civics. New Delhi: Discovery Publishing House.


Curriculum Vitae

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8 November 2014

Assalamualaikum wr.wb.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa:

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Jurusan: Tarbiyah  
Judul Skripsi: THE USE OF REALIA AND DISCUSSION AS MEDIUM TO IMPROVE STUDENTS IN READING SKILL OF PREDICTING FOR THE SECOND GRADE STUDENTS OF SMK N I NGABLAK IN THE ACADEMIC YEAR 2014/2015

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum wr.wb.

a.n. Ketua
Wakil Ketua
Bidang Akademik dan Pengembangan Lembaga

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Nomor : In.26/D1/PN.03.00/1371 /2015
Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada
Yth. Kepala SMK N 1 Ngablak
Di Tempat

Assalamualaikum w.w.

Yang bertahta tangan di bawah ini, kami menerangkan bahwa :

Nama : RESTU AYU PUSPASARI
NIM : 11311143
Mahasiswa : Institut Agama Islam Negeri ( IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Adapun judul skripsinya adalah :

THE USE OF REALIA AND GROUP DISCUSSION TO IMPROVE STUDENTS’ SPEAKING SKILL FOR THE TENTH GRADE STUDENTS OF SMK N 1 NGABLAK IN THE ACADEMIC YEAR 2015/2016

Dengan Pembimbing : Setia Rini, M.pd
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 20 Nopember 2015 s.d selesai.
Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 18 Nopember 2015
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

(Stamp)

Tembusan : I. Mahasiswa yang bersangkutan
SURAT KETERANGAN
NO: 421.7/018/20.1 SMK/2016

Kepala Sekolah (SMK) Negeri 1 Ngablak, dengan ini menerangkan bahwa:

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Mahasiswa : Institut Agama Islam Negeri (IAIN)


Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Ngablak, 19 Februari 20016
Kepala Sekolah

Ir. EDI WISMONO SETIYANTO, M.Pd
Pembina
NIP: 19610127 199103 1 002
Interview Questions for Teacher

Before Implement realia and group discussion method

1. Berapa jumlah murid di kelas X dan berapa KKM untuk mata pelajaran bahasa Inggris?
   
   Ada tiga kelas di kelas X yaitu kelas ATU, APKJT dan Bisnis dan manajemen, yang mana kelas X ATU terdapat 63 siswa, APKJT terdapat 90 siswa, 43 siswa untuk jurusan bisnis dan manajemen. 
   Adapun nilai KKM dalam pelajaran bahasa inggris yaitu 75.

2. Problem apa saja yang sering ditemui Bapak ketika mengajar Bahasa Inggris?
   

3. Apakah masalah yang paling sulit dalam pembelajaran bahasa Inggris dalam proses belajar mengajar Bapak selamaini? Speaking, listening, writing, atau reading?
   
   Sebenarnya siswa mengalami cukup banyak kesulitan dalam semua kategorai pembelajaran bahasa inggris, namun masalah yang paling utama adalah kemampuan berbicara atau speaking dalam bahasa inggris. Mereka terkesan takut, ragu ragu mengemukakan pendapat dan bersifat pasif.

4. Model pembelajarn apa yang sering Bapak gunakan ketika mengajar bahasa inggris khususnya speaking?
   
   Model pembelajaran yang sering saya gunakan dalam mengajar adalah dengan ceramah, hafalan dan pengulangan ucapan.

5. Bagaimana dengan nilai-nilai siswa dalam pelajaran bahasa inggris?
   
   Siswa banyak yang memiliki nilai dibawah KKM terutama dalam bahasa Inggris.
6. Metode dan media pembelajaran apa yang sesuai untuk siswa dalam meningkat nilai-nilai dan kemampuan berbicara siswa dalam belajar bahasa inggris?

Dengan menggunakan menggunakan media yang relevan dan menarik. Hal itu juga dapat ditunjang dengan metode kerja kelompok atau diskusi, sehingga memudahkan menyerap materi dan menyampaikan idea atau gagasan mereka.

Interview Questions for Teacher

After Implement Realia and group discussion

1. Bagaimana dengan pendapat Bapak tentang group discussion method yang saya terapkan dalam mengajar bahasa inggris?

   Pembelajaran dengan menggunakan realia dan group discussion method yang anda terapkan dalam mengajar speaking berjalan efektif dan ukses, hal ini dapat dilihat dari partispasi siswa di dalam kelas, keantusian siswa dalam mengerjakan tugas dan banyak siswa yang memperhatikan pelajaran

2. Apakah media realia yang saya gunakan dalam mengajar bahasa inggris sudah mendukung?

   Media yang anda gunakan dalam mengajar speaking sudah mendukung. Realia adalah sebagai sebagai contoh media yang mudah dan murah yang dapat diaplikasikan dalam pembelajaran. Penggunaan realia dapat membantu siswa memiliki wawasan ataupun pengetahuan lebih yang berdasarkan pada realia itu sendiri.

3. Apakah dengan di terapaknya realia dan group discussion method dapat memperbaiki kemampuan siswa dalam bahasa inggris dalam berbicara?

   Ya, karena pada penerapan realia dan group discussion method, siswa menunjukan peningkatan kemampuan mereka dalam berbicara bahasa Inggris. Hal ini terlihat dari nilai siswa yang semula belum
diterapkan *realia* dan *group discussion method*, masih banyak nilai siswa yang kurang dari nilai KKM. Setelah diterapkan hanya dua siswa yang tidak mencapai KKM, tetapi nilai siswa-siswa mengalami peningkatan. Hal ini juga memperbaiki motivasi siswa untuk lebih berani dan percaya diri dari yang sebelumnya.

4. Bagaimana dengan tingkat perbaikan nilai bahasa inggris dalam berbicara setelah diterapkan *realia* dan *group discussion method*?

   Sangat bagus, hal ini dilihat dari siklus pertama dan kedua, mengalami peningkatan yang sangat signifikan.

5. Apa saja kelebihan dalam *realia* dan *group discussion method* yang saya terapkan?

   Kelebihan pembelajaran dari pembelajaran menggunakan *realia* dan *group discussion* adalah siswa dapat mendapatkan gagasan-gagasan atau ide-ide yang lebih luas pada saat melakukan group discussion. Hal ini dapat meningkatkan kemampuan berbicara mereka saat persentasi. Dalam pengaplikasian metode *group discussion method* juga mendidik siswa sebagai pribadi yang lebih baik dalam bersikap misalnya sikap toleransi dalam berpendapat. Selain itu siswa mampu memaparkan tentang seseorang lebih banyak pada saat menggunakan media realia.

Interview Questions for Students

**Before Implement of realia and group Discussion**

1. Masalah apakah yang kalian hadapi ketika belajar bahasa inggris?

   Masalah yang kami hadapi dalam belajar bahasa inggris yaitu kami kesulitan dalam belajar berbicara.

2. Kesulitan apa yang kalian temukan dalam pelajaran bahasa inggris khususnya dalam berbicara?

   Kami sangat bingung dengan apa yang harus kami bicarakan dan bagaimana menyampaikannya dalam bahasa Inggris.
3. Metode pembelajaran apa yang sering digunakan guru dalam mengajar bahasa inggris?
   Biasanya dalam mengajar berbicara, guru masih menggunakan metode ceramah dan hafalan.

4. Apakah dengan metode pembelajaran yang guru gunakan mempengaruhi kalian dalam belajar bahasa inggris?
   Ya, dengan diterapkannya metode ceramah dan hafalan, hal ini membuat pelajaran bahasa inggris terutama dalam speaking menjadi membosankan dan kurang menarik, selain itu kami bingung dan ketakutan saat melakukan speaking.

5. Cara pembelajaran apa yang kalian sukai dalam belajar bahasa inggris khususnya speaking?
   Pembelajaran yang kami sukai dalam belajar bahasa inggris terutama untuk berbicara adalah dengan pembelajarn yang menarik, interaktif, menyenangkan, dan tidak menegangkan sehingga kami tidak bosan dalam belajar.

Interview Questions for Students

After Implement realia and group Discussion Method

1. Bagaimana dengan pendapat kalian setelah diterapkannya dengan realia dan group discussion method?
   Setelah diterapkan realia dan group discussion method, kami sangat senang dan lebih memudahkan kami dalam berbicara bahasa inggris.Karena kami dibantu dengan media realia yang menarik serta metode group discussion yang menambah wawasan yang belum kita ketahui dari setiap anggota grup.

2. Apakah media realia dapat membantu kalian dalam melakukan speaking?
   Ya, realia memudahkan kami dalam menggambarkan apa saja yang terdapat dalam media tersebut.
3. Kalian lebih mudah belajar dengan menggunakan group discussion method?

Lebih mudah dengan menggunakan realia dan group discussion method, karena kami dapat melakukan diskusi kelompok untuk membantu kami dalam menggambarkan realia sebagai media.

4. Apakah dengan diterapkannya realia dan group discussion method mampu memperbaiki kemampuan kalian dalam belajar inggris terutama dalam berbicara?

Ya, dengan diterapkan realia dan group discussion method dapat memperbaiki kemampuan kami dalam berbicara, kami menjadi percaya diri, tidak merasa bosan ataupun takut, dan kami juga belajar mengelola waktu yang benar dalam diskusi.
### PENILAIAN SIKAP CYCLE I

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RENCANA PEMBELAJARAN

Satuan Pendidikan : SMK N 1 Ngablak
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X/II
Materi Pokok : Describing people
Pertemuan ke : cek
Alokasi Waktu : 2 x 45 menit

A. KOMPETENSI INTI

1) Menghayati dan mengamalkan ajaran agama yang dianutnya.
2) Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong), kerjasama, toleran, damai, santun, responsif dan pro-aktif dan menunjukkan 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, menganalisa pengetahuan fakta, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan prosedural dalam 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 dipelajari di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

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<thead>
<tr>
<th>No</th>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
</table>
| 1.1| Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar | 1. Peserta didik dapat mengidentifikasi media berbentuk descriptive.  
2. Peserta didik dapat menganalisa realia berbentuk descriptive.  
3. Peserta didik dapat menyusun teks lisan berdasarkan analisa realia berbentuk descriptive. |

3. Berperilaku selalu dapat dipercaya dalam perkataan, perbuatan dan pekerjaan baik terhadap diri sendiri dan pihak orang lain

Peduli

4. Berperilaku peduli dengan mengajukan pertanyaan kritis terhadap masalah-masalah yang dikemukakan dalam teks *descriptive*.

5. Berperilaku peduli dengan selalu mengerjakan tugas dengan baik.

Kerjasama

6. Menunjukan perilaku kerjasama yang baik antara teman dan guru dalam pembelajaran

C. TUJUAN PEMBELAJARAN

Siswadapat:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang orang.

2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang orang.

3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana berbentuk *describing people*, sesuai dengan konteks penggunaannya.

Menyebutkan unsur-unsur yang ada dalam *describing people*.
3. Mengidentifikasi fungsi sosial, struktur teks, makna dan unsur kebahasaan dari teks deskriptif sederhana tentang orang.
4. Menganalisa fungsi sosial, struktur teks, makna dan unsur kebahasaan terkait teks deskriptif sederhana tentang orang.
5. Menangkap makna terkait teks deskriptif sederhana tentang orang.

D. MATERI PELAJARAN

1. Definisi teks deskriptif
   *Descriptive text is a text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others. For example: my classroom or my favorite singer.*

2. Konsep
   : Fungsi sosial dari teks deskriptif adalah mendiskripsikan orang pada umumnya, tempat atau benda.

3. Fungsi sosial
   : Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

4. Struktur sosial:
   a. Penyebutan nama, sifat, tindakan dari atau terkait dengan orang, yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

5. Stuktur teks deskriptif
   *The descriptive text consists of two parts:*

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of The Part</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identification</td>
<td>It identifies thing, person, or object that is going to be described</td>
</tr>
<tr>
<td>2</td>
<td>Description</td>
<td>It describes parts, quantities, characteristics of the person or something that is described</td>
</tr>
</tbody>
</table>

6. Unsur kebahasaan teks deskriptif
   *There are several language feature of descriptive text, such as*
   a. Focus on spesific participants (e.g. : my math teacher)
   b. Using descriptive adjectives (e.g. : blue book, long hair, strong legs, etc.)
   c. Using action verbs (e.g. : it eats meat, it sleeps at night, etc.)
   d. Using thinking and feeling verbs to express the author’s opinion about the subject. (e.g.: I think it is a clever animal, police believe the suspect is armed, etc)
   e. Using the adverbials (adverb) to give additional information about behavior (e.g. : fast, at tree house)
   f. Using figurative language
      (william is as white as chalk)
   g. Using the simple present
7. Topik : Keteladanan tentang perilaku toleran dan percaya diri.
8. Tujuan Pembelajaran : Siswa terampil mengidentifikasi dan merespon describing people untuk menjaga hubungan interpersonal dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara bertanggung jawab, peduli, kerjasama, dan cinta damai (sikap, pengetahuan, keterampilan), percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai (sikap, pengetahuan, keterampilan).

E. PENDEKATAN DAN MODEL PEMBELAJARAN
2. Model pembelajaran yang dipergunakan adalah: Group Discussion.

F. STRATEGI PEMBELAJARAN
1. Lecturing
2. Group discussion
3. Presentation
4. Do the task

G. 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>1. Guru masuk ke kelas dan menyapa menggunakan bahasa Inggris agar tercipta English environment.</td>
<td>10 menit</td>
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<tr>
<td></td>
<td>2. Guru membuka pelajaran dengan mengucap salam dan berdoa.</td>
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<td>4. Apersepsi (menyambungkan pelajaran yang sudah dipelajari sebelumnya).</td>
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<td>5. Menyampaikan model dan tujuan pembelajaran.</td>
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<tr>
<td>Inti</td>
<td>- Mengamati</td>
<td>70 menit</td>
</tr>
<tr>
<td></td>
<td>1. Guru menjelaskan kepada siswa tentang materi teks diskriptif berbentuk describing people meliputi fungsi sosialnya, kebahasannya, struktur teksnya.</td>
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</tr>
<tr>
<td></td>
<td>2. Siswa memperhatikan dengan saksama penjelasan guru.</td>
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<td></td>
<td>3. Guru memberikan contoh describing people</td>
<td></td>
</tr>
</tbody>
</table>
(menggambarkan diri sendiri). (Lampiran 1)

- **Menanya**
4. Siswa mempertanyakan isi dari teks deskriptif berbentuk *describing people*.

- **Mengeksplorasi dan mengasosiasi**
5. Dengan bimbingan dan arahan guru, siswa menganalisa *language features, social function and structure* yang digunakan dari teks deskriptif
6. Guru memberikan pre-test kepada siswa untuk *describing people* (Lampiran 2)
7. Siswa mempersentasikan *describing people* di depan kelas sebagai pre-test untuk dinilai guru.

**Pelaksanaan Metode Group Discussion**
8. Guru memperkenalkan metode *group discussion* dan menjelaskannya.
10. Guru membagi kelompok yang terdiri dari 7 siswa per kelompok.

   a. **Fase 1, Understanding the charge and each other**
11. Siswa bersama kelompoknya mempelajari tentang kegiatan dalam *group discussion*.

   b. **Fase 2, Understanding and phrasing the question**
12. Setiap kelompok berdiskusi untuk menentukan draft *spoken describing people* mereka.

   c. **Fase 3, Fact-Finding**
13. guru memberikan gambaran awal tentang *describing people* menggunakan realia.

   a. **Fase 4, Sitting criteria limitation**

   e. **Fase 5, discovering and selecting solution**
15. Siswa berdiskusi dan mengerjaikan lampiran 3 bersama dengan kelompok masing-masing.

   f. **Fase 6, preparing and presenting the final report**

17. Dengan bimbingan dan arahan guru, siswa menganalisa hasil pekerjaanya.

- **Mengevaluasi**
18. Siswa dan guru melakukan diskusi kelas menyamakan persepsi.
19. Siswa memberikan pendapat dan saran terhadap *describing people*.
20. Guru memberikan pos-test cycle 1 (Lampiran 4)

| Penutup | 1. Siswa dengan bimbingan guru, membuat kesimpulan dan refleksi tentang *describing people* yang telah dipelajari | 10 menit |
bersama.
2. Siswa dipersilakan untuk mempelajari materi selanjutnya.

| Total Waktu | 90 menit |

H. MEDIA & SUMBER BELAJAR
1. Media
   a. Realia
   b. White bord
   c. Laptop
   d. Papers

2. Sumber Belajar
   - Buku siswa kurikulum 2013
   - Buku Gurur kurikulum 2013
   - Sumberbuku lain yang relevan

I. INSTRUMEN PENILAIAN HASIL BELAJAR
   a. Penialaian Sikap
      Indikator : Siswa mampu berperilaku jujur, disiplin, percaya dir, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

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<th>Indikator</th>
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<td>Reza Muhammad Yusuf</td>
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<td>Wahyu Setyo Aji</td>
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<td>22</td>
<td>Yahya Hanifudin</td>
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<td>23</td>
<td>Qoniyatun Sholikhah</td>
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</tbody>
</table>
c. Rubrik Penilaian Speaking

### Scoring Rubrik for Speaking

<table>
<thead>
<tr>
<th>Aspect of Scoring</th>
<th>score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>1</td>
</tr>
</tbody>
</table>

#### Sentences production

- **Score 5** if they know about the topic and can produce more than >10 sentences.
- **Score 4** if they know about the topic and can produce 8-10 sentences.
- **Score 3** if they know about the topic and can produce 5-7 sentences.
- **Score 2** if they know about the topic and can produce 3-5 sentences.
- **Score 1** if they know about the topic and can produce <3 sentences.

#### Pronunciation and grammar

- **Score 5** if they can show the ability in each category fluently and perfectly without any mistakes in a good and correct arrangement.
- **Score 4** if they can show the ability in each category fluently and perfectly within less than 10% mistakes from whole words produced and the arrangements are good enough.
- **Score 3** if they can show the ability in each category well within 10%-20% mistakes from whole words produced and the arrangements are good enough.
- **Score 2** if they can show the ability in each category within 20%-30% mistakes from whole words produced and in fair arrangements.
- **Score 1** if they can show the ability in each category within 30% mistakes from whole words produced.

#### Vocabularies

- **Score 5** if they can mention more than 35 kinds of vocabularies.
b. Score 4 if they can mention 26-35 kinds of vocabularies.
c. Score 3 if they can mention 16-25 kinds of vocabularies.
d. Score 2 if they can mention 6-15 kinds of vocabularies.
e. Score 1 if they can mention less than 6 kinds of vocabularies.

4. Psychological performance
   a. Score 5 if they can speak clearly and fluently, confident with showing eye contact, and good performance (neatness, completeness, attributes).
   b. Score 4 if they can speak clearly and fluently, confident with showing eye contact, and fair performance (neatness, completeness, attributes).
   c. Score 3 if they can speak clearly and fluently, confident with showing eye contact, and fair performance.
   d. Score 2 if they can speak clearly but not fluent (or reverse), nervous, and fair performance.
   e. Score 1 if they can speak but not clear and fluent, nervous and poor performance.

**Final Score:**

4 \times \text{score value} = 100

Mata Pelajaran :
<table>
<thead>
<tr>
<th>No</th>
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<th>Skor</th>
<th>Nilai</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Sentences production</td>
<td>Pronunciation</td>
</tr>
<tr>
<td>1</td>
<td>Aat Ismawati</td>
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<tr>
<td>2</td>
<td>Achmad Danang S.</td>
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<tr>
<td>3</td>
<td>Adam Asfi Ghozali</td>
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<td>4</td>
<td>Anik Susilowati</td>
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<td>Ari Setiawan Reza</td>
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<td>7</td>
<td>Diah Nur Rahmawati</td>
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<td>23</td>
<td>Qoniyatun Sholikhah</td>
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</tbody>
</table>

Magelang, ………………2015

Guru Bahasa Inggris

Mahasiswa Peneliti

Istingal, MP.d

Restu Ayu Puspasari

NIM 113-11-143

NIP.
Hi, my name is Restu Ayu Puspasari and my surname is Restu. I’m 23 years old and I’m Indonesian. I live in Ngablak. I’m short and thin. I’ve black eyes, and a small nose. I’m wearing a batik blouse, a black skirt and brown socks. My favorite food is meat ball and my favorite drink is tea. I like cats very much. I can play volleyball, but I can’t play basketball. Today I teach students’ of SMK N 1 Ngablak.
Pre-test cycle 1

1. Look at the photograph
2. Describe one of people in this photograph
3. Perform it in front of audience
Lampiran 3

1. Look at the given realia in front of you.
2. Please describe the realia with your group.
3. Perform it in front of other students.
Lampiran 4

Name: 
Class: 
No.: 
Date: 

Post-test cycle 1

1. Look at the picture.
2. Choose one person in this picture (every member of groups’ have different person to describe)
3. Think of one person in this photo graph.
4. Discribe the picture to your group discussion.
5. Perform it in front of audience (post test)
RENCANA PEMBELAJARAN

Satuan Pendidikan : SMK N 1 Ngablak
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X/II
Materi Pokok : Describing people
Pertemuan ke :
Alokasi Waktu : 2 x 45 menit

J. KOMPETENSI INTI

5) Menghayati dan mengamalkan ajaran agama yang dianutnya.
6) Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong), kerjasama, toleran, damai, santun, responsif dan pro-aktif dan menunjukkan 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.
7) Memahami, menerapkan, menganalisa pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu yang pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan prosedural dalam bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
8) Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

K. KOMPETENSI DASAR DAN INDIKATOR

<table>
<thead>
<tr>
<th>No</th>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</td>
<td>1. Peserta didik dapat mengidentifikasi media berbentuk descriptive. 2. Peserta didik dapat menganalisa realia berbentuk descriptive. 3. Peserta didik dapat menyusun teks lisan berdasarkan analisa realia berbentuk descriptive.</td>
</tr>
<tr>
<td>2.</td>
<td>2.2 Menunjukkan Jujur</td>
<td></td>
</tr>
</tbody>
</table>
perilakutanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.

3. Berperilaku selalu dapat dipercaya dalam perkataan, perbuatan dan pekerjaan baik terhadap diri sendiri dan pihak orang lain

**Peduli**
4. Berperilaku peduli dengan mengajukan pertanyaan kritis terhadap masalah-masalah yang dikemukakan dalam teks *descriptive*.
5. Berperilaku peduli dengan selalu mengerjakan tugas dengan baik.

**Kerjasama**
6. Menunjukan perilaku kerjasama yang baik antara teman dan guru dalam pembelajaran

| 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana berbentuk *describing people*, sesuai dengan konteks penggunaannya. | Menyebutkan unsur-unsur yang ada dalam *descriptive text*. |

**L. TUJUAN PEMBELAJARAN**

Siswadapat:


4. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang orang.

3. Mengidentifikasi fungsi sosial, struktur teks, makna dan unsur kebahasaan dari teks deskriptif sederhana tentang orang.

4. Menganalisa fungsi sosial, struktur teks, makna dan unsur kebahasaan terkait teks deskriptif sederhana tentang orang.

5. Menangkap makna terkait teks deskriptif sederhana tentang orang.

**M. MATERI PELAJARAN**

9. Definisi teks deskriptif

*Descriptive text is a text with a purpose to give information. The context of this kind of text is the description of particular thing.*
animal, person, or others. For example: my classroom or my favorite singer.


12. Struktur sosial:
   a. Penyebutan nama, sifat, tindakan dari atau terkait dengan orang, yang semua sesuai dengan fungsi sosial yang hendak dicapai.

13. Stuktur teks deskriptif
   The descriptive text consists of two parts:

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of The Part</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identification</td>
<td>It identifies thing, person, or object that is going to be described</td>
</tr>
<tr>
<td>2</td>
<td>Description</td>
<td>It describes parts, quantities, characteristics of the person or something that is described.</td>
</tr>
</tbody>
</table>

14. Unsur kebahasaan teks deskriptif
   There are several language feature of descriptive text, such as
   h. Focus on specific participants (e.g. : my math teacher)
   i. Using descriptive adjectives (e.g. : blue book, long hair, strong legs, etc.)
   j. Using action verbs (e.g. : it eats meat, it sleeps at night, etc.)
   k. Using thinking and feeling verbs to express the author’s opinion about the subject. (e.g.: I think it is a clever animal, police believe the suspect is armed, etc)
   l. Using the adverbials (adverb) to give additional information about behavior (e.g. : fast, at tree house)
   m. Using figurative language
      (william is as white as chalk)
   n. Using the simple present

15. Topik: Keteladanan tentang perilaku toleran dan percaya diri.

16. Tujuan Pembelajaran: Siswa terampil mengidentifikasi dan merespon speaking describing people untuk menjaga hubungan interpersonal dengan guru dan teman, menggunakan ungkapan dengan
struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara bertanggung jawab, peduli, kerjasama, dan cinta damai (sikap, pengetahuan, keterampilan), percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai (sikap, pengetahuan, keterampilan).

N. PENDEKATAN DAN MODEL PEMBELAJARAN
3. Pendekatan dalam pembelajaran memanfaatkan Scientific approach/pendekatan ilmiah dengan langkah-langkah berikut:
   - mengamati, menanya, menalar, mencoba, dan membuat jaringan.
4. Model pembelajaran yang dipergunakan adalah: Group Discussion.

O. STRATEGI PEMBELAJARAN
5. Lecturing
6. Group discussion
7. Presentation
8. Do the task

P. 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>6. Guru masuk ke kelas dan menyapa menggunakan bahasa Inggris agar tercipta English environment.</td>
<td>10 menit</td>
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<td>7. Guru membuka pelajaran dengan mengucap salam dan berdoa.</td>
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<td>8. Guru memeriksa kehadiran peserta didik sebagai sikap tanggung jawab.</td>
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<td>9. Apersepsi (menyambungkan pelajaran yang sudah dipelajari sebelumnya).</td>
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<td>10. Menyampaikan model dantujuan pembelajaran.</td>
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<tr>
<td>Inti</td>
<td>• Mengamati</td>
<td>70 menit</td>
</tr>
<tr>
<td></td>
<td>• Menanya</td>
<td></td>
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<td></td>
<td>23. Siswa memperhatikan dengan saksama penjelasan guru.</td>
<td></td>
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<tr>
<td></td>
<td>• Mengeksplorasi dan mengasosiasikan</td>
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</tbody>
</table>
24. Dengan bimbingan dan arahan guru, siswa menganalisa dan memaparkan apa saja yang ada dalam teks deskriptif yang berbentuk describing people meliputi language features, social function and structure.
25. Guru memberikan pre-test kepada siswa untuk speaking describing people (Lampiran 1)
26. Siswa mempersentasikan speaking di depan kelas sebagai pre-test untuk dinilai guru.
   **Pelaksanaan Metode Group Discussion**
27. Guru memperkenalkan metode group discussion dan menjelaskannya.
28. Guru memberikan contoh penggunaan metode group discussion (dalam pembelajaran).
29. Guru membagi kelompok yang terdiri dari 7 siswa per kelompok.
   **d. Fase 1, Understanding the charge and each other**
30. Siswa bersama kelompoknya mempelajari tentang kegiatan dalam group discussion.
   **e. Fase 2, Understanding and phrasing the question**
31. Setiap kelompok berdiskusi untuk menentukan draft spoken describing people mereka.
   **f. Fase 3, Fact-Finding**
32. guru memberikan gambaran awal tentang describing people menggunakan realia.
   **a. Fase 4, Sitting criteria limitation**
33. Guru memberikan panduan untuk menyelesaikan tugas.
   **g. Fase 5, discovering and selecting solution**
34. Siswa berdiskusi dan mengerjakan lampiran 2 bersama dengan kelompok masing-masing.
   **h. Fase 6, preparing and presenting the final report**
35. Siswa mempersiapkan persentasi tentang describing people kelompok masing – masing.
36. Dengan bimbingan dan arahan guru, siswa menganalisa hasil pekerjaan.
   **- Mengevaluasi**
37. Siswa dan guru melakukan diskusi kelas menyamakan persepsi.
38. Siswa memberikan pendapat dan saran terhadap describing people.
39. Guru memberikan pos-test cycle 1 (Lampiran 3)

<table>
<thead>
<tr>
<th>Penutup</th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Siswa dipersilakan untuk mempelajari materi selanjutnya.</td>
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</tbody>
</table>
Q. MEDIA & SUMBER BELAJAR
3. Media
   a. Realia
   b. White bord
   c. Laptop
   d. Papers

4. Sumber Belajar
   - Buku siswa kurikulum 2013
   - Buku Gurur kurikulum 2013
   - Sumber buku lain yang relevan

R. INSTRUMEN PENILAIAN HASIL BELAJAR
a. Penilaian Sikap
   Indikator : Siswa mampu berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

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<th>Indikator</th>
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<td>Pernah menunjukan sikap tidak jujur</td>
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<td>Beberapa kali menunjukan sikap tidak jujur</td>
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<td>Serang menunjukan sikap tidak jujur</td>
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Tanggal : 
Kelas : 

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b. Penialaian tingkah laku

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Mata Pelajaran : Tidak pernah melakukan kegiatan komunikasi yang tepat
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Kelas :

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c. Rubrik Penilaian Speaking

Scoring Rubrik for Speaking

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Score classified

5. Sentences
   a. Score 5 if they know about the topic and can produce more than >10 sentences.
   b. Score 4 if they know about the topic and can produce 8-10 sentences.
   c. Score 3 if they know about the topic and can produce 5-7 sentences.
   d. Score 2 if they know about the topic and can produce 3-5 sentences.
   e. Score 1 if they know about the topic and can produce <3 sentences.

6. Pronunciation and grammar
   f. Score 5 if they can show the ability in each category fluently and perfectly without any mistakes in a good and correct arrangement.
   g. Score 4 if they can show the ability in each category fluently and perfectly within less than 10% mistakes from whole words produced and the arrangements are good enough.
   h. Score 3 if they can show the ability in each category well within 10%-20% mistakes from whole words produced and the arrangements are good enough.
   i. Score 2 if they can show the ability in each category within 20%-30% mistakes from whole words produced and in fair arrangements.
   j. Score 1 if they can show the ability in each category within 30% mistakes from whole words produced.

7. Vocabularies
   f. Score 5 if they can mention more than 35 kinds of vocabularies.
   g. Score 4 if they can mention 26-35 kinds of vocabularies.
   h. Score 3 if they can mention 16-25 kinds of vocabularies.
   i. Score 2 if they can mention 6-15 kinds of vocabularies.
   j. Score 1 if they can mention less than 6 kinds of vocabularies.
8. Psychological performance
   f. Score 5 if they can speak clearly and fluently, confident with showing eye contact, and good performance (neatness, completeness, attributes).
   g. Score 4 if they can speak clearly and fluently, confident with showing eye contact, and fair performance (neatness, completeness, attributes).
   h. Score 3 if they can speak clearly and fluently, confident with showing eye contact, and fair performance.
   i. Score 2 if they can speak clearly but not fluent (or reverse), nervous, and fair performance.
   j. Score 1 if they can speak but not clear and fluent, nervous and poor performance.

Final Score:

4 X score value = 100

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1. Look at the picture. Think of one person who is using a white veil and give a name to that person.

2. Describe the person with your group!

3. Perform it in front of your friend!
Lampiran 2

4. Look at the given realia in front of you.
5. Please describe the realia with your group.
6. Perform it in front of other students
Lampiran 3

Post Test

1. Look at the given realia in front of you.
2. Please describe the realia with your group.
3. Perform it in front of audience
Cycle I on 20th November 2015
Cycle II on 27th November 2015