

**THE EFFECTIVENESS OF SHOW AND TELL STRATEGY IN
TEACHING ENGLISH SPEAKING SKILLS AT THE VIII GRADE OF
SMP N 1 KARTASURA IN THE ACADEMIC YEAR OF 2022/2023**

THESIS

Submitted as A Partial Requirements

for the degree *Sarjana*



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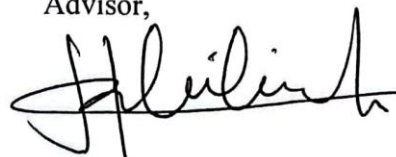
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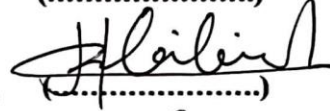
RATIFICATION

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DEDICATION

Alhamdulillahirabbil'amin, praise thanks to Allah SWT who has given all the blessings. I would like to dedicate to this thesis to people who have been loving yesterday, now, tomorrow and ever after:

1. My beloved grandfather and grandmother (Mbah Wasirin dan Mbah Ginah)
2. My beloved parents (Bapak Suratman dan Ibu Jumiyati)
3. My beloved little sister (Nabilla Dwi Anisha Putri)
4. My big family
5. My thesis Advisor Mr. Habibi Nur Hidayanto, M.Pd.
6. My beloved almamater, UIN Raden Mas Said Surakarta
7. All of my friends especially my classmate of PBI-A 2019.

MOTTO

“Tiada yang lebih bertanggungjawab atas hidupmu kecuali dirimu sendiri.”

(Dissa Wahyu Diyanti)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “The Effectiveness of Show and Tell Strategy in Teaching English Speaking Skills at the VIII Grade of SMP N 1 Kartasura in the Academic Year of 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred to in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realizes that this is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 08 Mei 2023
The researcher



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ABSTRACT

Dissa Wahyu Diyanti. 2023. *The Effectiveness of Show and Tell Strategy in Teaching English Speaking Skills at the VIII Grade of SMP N 1 Kartasura in the Academic Year of 2022/2023*. Thesis. English Language Education. Language Departemen. Cultures and Language Faculty.

The purpose of this study was to find out whether there was a significant difference in learning achievement in speaking practice between students who were taught using the Show and Tell Strategy and students who were taught using the Role Play Strategy at SMP N 1 Kartasura in the Academic Year 2022/2023.

The research design is a quantitative experimental design used to collect data using pre-test and post-test. The population of this study were students of SMP N 1 Kartasura, totaling 67 students divided into 2 classes. Class VIII A as the experimental group was taught using the Show and Tell Strategy and class VIII B as the control group was taught using the Role Play Strategy. In the effective or insignificant data collection between those who were taught using the Show and Tell Strategy and those who were taught using the Role Play Strategy speaking skills.

From this analysis, a t-test or t-count of (7,999) was obtained, because the t-test was greater than the t-table (0.355), so the hypothesis was accepted. The average post-test score for the experimental class was 74.86. Meanwhile, the average post-test score for the control class was 58.25. It can be concluded that students who are taught using the Show and Tell Strategy can be applied to have higher achievement than students who are taught using the Role Play Strategy. Show and Tell Strategy is more effectively applied to teach speaking skills to class VIII students of SMP N 1 Kartasura.

Keywords: *Effectiveness, Speaking Skills, Teaching Speaking, Show and Tell*

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is a skill that will not develop if it is not continuously practiced. Speaking skills are one of the language skills that need to be mastered well by students. According to Maya (2017) as creatures that cannot always be separated from the contribution of other humans in everyday life. Beside that, social creatures required to be skilled at speaking to interact in relationships with others. Those who are skilled at speaking will find it easy to mingle and socialize with people around them. If the ability to speak is often practiced, it will lead to good chemistry in communication. Easily accepted in the social environment, society with qualified speaking skills, not infrequently if later it will have quite extensive relationships just by relying on speaking.

The purpose of speaking skills in Indonesian is to improve communication ability properly and correctly in public. To achieve this purpose, students are also required to be skilled at speaking in the learning process in class. Students must be able to express their ideas or opinions in implementing speaking skills learning. They must also be able to answer questions or ask questions properly during learning. Likewise, in storytelling, students must be able to tell stories well and confidently, although sometimes the grammatical order and vocabulary that students don't use correctly, this is a demand for students in teaching speaking skills.

In addition, being required to learn speaking skills is the most important thing in learning a second or foreign language and success is measured based on the ability to carry out conversations in the language.

According to Abdullah (2022), junior high school is a school where students can improve their speaking skills after learning in elementary school. So to continue to a higher level and in the future students will grow and live in society must pay more attention. Good in growth, especially in learning speaking skills. Even though it is difficult, speaking skills are very important for students to master. Students will explore a lot in their world, in everyday life the environment is an important factor for students to improve their speaking skills.

SMP N 1 Kartasura is a school that researchers choose. This school chose because it is one of the favorite junior high schools in Sukoharjo, Central Java. The location of this school is very strategic and the teaching system makes it possible for children to develop their learning abilities in literacy. In addition, the researcher chose class VIII subjects because students were in a transitional period toward increasing acceptance of learning in class.

The author examines class VIII students at SMP N 1 Kartasura with the condition of students' speaking skills that are still at medium grade. This is due to several factors, namely the limited vocabulary of students, the lack of ability to pronounce spoken vocabulary and the lack of courage to speak for fear of being wrong. Therefore, the researcher provides a Show and Tell

method solution to improve students' speaking skills. The Show and Tell method is a method that can be applied in teaching speaking. With this method can help students to improve speaking skills. It is hoped that students will more easily express their ideas or thoughts verbally. Thus it can be understood that the application of the Show and Tell method can improve students' speaking skills in class VIII SMP N 1 Kartasura in the Academic Year of 2022/2023.

According to Mortlock (2014) the Show and Tell method refers to a practice in which children are given the opportunity to share oral narratives about an object or experience. Objects or experiences come from everyday life and are told in front of peers. This method, in addition to practicing speaking skills, can also hone fluency in speaking and exploring in his mind about what he wants to convey to the audience. This moment, of course, increases the student's self-confidence because he feels he has a stage to present in front of many people.

Based on pre-research made by researchers on November 1, 2022 the teacher teaches English Speaking to students using the lecture method. The teacher in teaching is always active in speaking and there is very little communication with students. One time when students were asked about the meaning of a noun. Students feel hesitant in answering because it is a new thing that students experience. Because there are no variations in teaching English in class, students don't have enough room to hone their speaking.

To be able to strengthen the author's research, here the researcher attaches the results of the previous study along with the results of its achievements. The first study from Angly Fani, etc (2022) entitled *“Applying Show And Tell Method To Enhance Student’s Speaking Ability At Eighth Grade Students Of SMP Singosari Delitua”*. The application of the show and story method can improve the speaking skills of class VIII students at the SMP Singosari Delitua, where students respond and participate in class. This is shown by their participation in telling stories to their friends in front of the class. This conversation is an activity and showing their objects to their classmates while telling stories teaching speaking because this method can improve students' speaking ability.

The second study is from Ignasius Mario Binioli, Tini Mogeia, & Merlin Maukar (2022) entitled *“Improving Students’ Speaking Skill Through Show And Tell Method At Grade IX Students Of Pax Christi Junior High School Manado”*. In this study, research design used quasi-experimental method followed which in form of oral test consisted of pre-test and post-test and divided into control group and experimental group. The results of this study involved a pre-test and a post-test. In the pre-test, the writer collected data on students' fluency, comprehension and accuracy.

The importance of this research is that the researcher believes that this method is effective for students and teachers. Using this method can empower teachers to teach their students. And for students it can help them improve speaking skills, provide opportunities for students to develop their

language skills, and also increase student motivation to learn to speak. This research will make new findings in applying the Show and Tell method. The author will aim to increase students' understanding, accuracy, and fluency in speaking, and also solve students' difficulties in speaking English by providing a pleasant feel when implementing the Show and Tell method in class. The researcher's desire to solve problems regarding the speaking skills of class VIII students at this school made the researcher want to conduct research at a school with that title "**The Effectiveness of Show and Tell Strategy In Teaching English Speaking Skills At The VIII Grade of SMP N 1 Kartasura in the Academic Year of 2022/2023**".

B. Identification of the Problems

Identification of the problem is one step in research. The author focuses on problems that provide solutions and research results that can be applied to teaching in the classroom. The author found several identification problems, namely:

1. Students are confused to mix sentences when speaking in class.
2. Students have less space to talk in class.
3. Students have different levels of confidence in speaking.
4. Lack of vocabulary of students.

C. Limitation of the Problems

In this study, the researchers focused on testing the effectiveness of the Show and Tell strategy method in teaching speaking skills for class VIII with a total of 180 students at SMP N 1 Kartasura in the Academic Year of

2022/2023 with a total of six classes. The researcher conducted research into two classes at eighth grade students. The first class is A class as an experimental class which uses Show And Tell strategy. The second class is B class as a control class which used Role-Play strategy.

Table 1.1 Research Group

Group	Class	Treatment	Number of Students
Experimental	VIII A	Show and Tell Method	35
Control	VIII B	Role Play	32

D. Formulation of the Problems

Based on the background of the study, the formulation is as follows:
 “Is the Show and Tell strategy effective in teaching English speaking skills at the VIII grade of SMP N 1 Kartasura in the Academic Year of 2022/2023?”.

E. Objectives of the Study

Based on these problems, the purpose of this research is to know the effectiveness of Show And Tell strategy in teaching English speaking skills at the VIII grade of SMP N 1 Kartasura in the Academic Year of 2022/2023.

F. Benefits of the Study

With this research, the researcher hopes that this research can be useful for researchers and readers. The benefits of this research are as follows:

1. Theoretical Benefits

- a. This research can provide an overview to further researchers related to the same topic.
- b. This study provides information regarding the effectiveness of the Show and Tell Strategy method in teaching English Speaking Skills in class.

2. Practical Benefits

- a. Dear Readers

The author hopes that with this research, readers can gain knowledge about how to improve speaking skills through the Show and Tell Strategy method in teaching English Speaking Skills in class.

- b. For Researchers

With this research, the writer can find information and knowledge during the writing of this research.

G. Definition of Key Terms

The following are some key terms to describe the research entitled "The Effectiveness of Show And Tell Strategy in Teaching English Speaking Skills at the VIII grade of SMP N 1 Kartasura In The Academic Year of 2022/2023".

1. Effectiveness

The effectiveness refers to an actor's ability to invent and produce solutions that provide more value than existing offers. In this research,

the use of Show and Tell method to teach speaking is more effective. Moller and Torronen in Brogstrom (2004: 107).

2. Speaking Skills

Speaking skill is an interactive meaning-making process that involves the production, reception and processing of information. The goal is to provide information that comes from outside the mind language (Harmer, 2007).

3. Teaching Speaking

This is the process of learning speaking skills. This contributes to a new understanding of how to talk to other people. There is a better understanding of speaking for those who don't really understand speaking. The teacher must be a good facilitator when asking students to produce language (Jeremy, 2011: 276)

4. Show and Tell

This is a method that refers to the practice whereby children are given the opportunity to share oral narratives about an object or experience. Objects or experiences come from everyday life and are told in front of peers. This method, in addition to practicing speaking skills, can also hone fluency in speaking and exploring in his mind about what he wants to convey to the audience, Mortlock (2014).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Speaking

a. Definition of Speaking

Students' scientific mastery can be improved in several ways, one of which is by improving language skills. Something that is directly related to language skills is speaking. Speaking is the pronunciation of words produced by the human voice, processing words into words (Nejawati, 2017). Talking is a productive skill. Sometimes not everyone actively talks, let alone expresses their opinions or ideas because of a lack of habit. Based on the statement above, speaking is a skill that must be continuously trained. As social beings, humans must always interact with other humans in everyday life

According to Gusti Reno (2019), speaking English is one of the most important things for students from various countries to communicate with each other, and learning to speak English is not easy without a lot of practice. Speaking is one of the language skills that students need to learn to achieve language learning goals.

According to Mc Donough and Shaw (2013), speaking is a skill that is used by someone in communication to produce utterances to express thoughts and opinions, express a desire to do

something, solve certain problems or to create and maintain social relationships. In other words, talking is a way of communicating with someone to maintain social relations.

According to Jeremy Harmer (2007), the four are divided into several types. Receptive skills are terms for reading and listening, skills that extract meaning from discourse. Production skills are speaking and writing terms, skills that require students to produce language. Talking is a concept that has its limits. Many experts have expressed their opinion about speech limitations. This opinion is seen from different angles, so there are several different opinions. However, there is one thing that forms the basis of speech, a form of communication and a form of practical language skills.

According to Kurnia (2020) he argues that speaking is a mechanical skill because the more you speak, the more you can improve your speaking skills. Students need speaking skills to improve their quality. While studying at school, speaking skills are required to express opinions, provide information and receive news. In addition, the purpose of speaking is also to train articulation or words.

According to Melin Maukar (2022) speaking is one of the four skills that junior high school students must master besides listening, reading and writing. During speaking, students are

required to make choices to convey and communicate ideas in relational verbal exchanges and content related to their environment.

From several quotations about speaking, the researcher concluded that speaking is one of the language skills that students need to learn to achieve language learning goals. Receptive skills are terms for reading and listening, skills that extract meaning from discourse. Production skills are speaking and writing terms, skills that require students to produce language. Students need speaking skills to improve their quality. While studying at school, speaking skills are required to express opinions, provide information and receive news. During speaking, students are required to make choices to convey and communicate ideas in relational verbal exchanges and content related to their environment.

b. The Purpose of Speaking

Scholars have put forward many theories about the purpose of speaking. Shiamaa (2006: 36) as listing the following:

- a) Personal, express feelings, opinions, beliefs and personal thoughts.
- b) Descriptive, describing someone or something, real or imaginary.
- c) The story, the creation and telling of stories or events chronologically.

- d) Instructional, providing instructions or instructions aimed at achieving a result.
- e) Ask, ask questions to obtain information.
- f) Comparative, comparing two or more objects, people, thoughts or opinions to judge them.
- g) Figurative and expressive images of people, places, events and objects.
- h) Predictive, predicts the possibility of future events.
- i) Interpret, explore meaning, draw hypothetical conclusions and report conclusions.
- j) Persuasion, changing the opinions, attitudes or attitudes of other people or influencing the behavior of other people in a certain way.
- k) Describe, explain, define and support ideas and opinions.
- l) Informative, sharing information with others.

c. Component of Speaking

Jeremy Harmer (2007) says that if students want to speak English fluently, they must be able to pronounce the phonemes correctly, use the right stress and intonation patterns, and speak coherent English, especially when the language has to be mastered. speaking speak in a variety of genres and situations and must be able

to use a variety of conversational and conversational strategies. They also need to handle typical switching functions. At the same time, “the ability to speak fluently requires not only knowledge of linguistic features, but also the ability to process information and language subjects” (Harmer 2007). There are six important things that are considered helpful in helping a person speak more fluently and confidently. They have the confidence, fluidity and precision to find the words of the night that show us where we want to keep the listener engaged and sound natural.

Therefore, mastering English for a few seconds is a priority for language or foreign language learners. Consequently, students often judge their success in language learning and the effectiveness of their English course based on how much they feel they have improved in their spoken language. First of all, mastering speaking skills can make a person more fluent, confident, courageous, able to pronounce phonemes. correctly, use the correct stress and intonation patterns, and say related utterances.

d. Indicators of Speaking

According to Harmer (2007: 343), speaking is a difficult skill because it at least has to do with grammar, vocabulary, pronunciation, fluency, and understanding. The speech includes several important parts, namely:

1. Grammar

Grammar is a set of rules that explain how we use language. Objective Grammar also teaches the right way to learn spoken language skills in written forms. Therefore, grammar is needed so that students can compose correctly sentences in conversation.

2. Vocabulary

Another equally important item is vocabulary. Quite a lot of vocabulary and the right words are used in communication. Without owning insufficient vocabulary, the person is unable to communicate and express himself effectively ideas both orally and in writing.

3. Pronunciation

Pronunciation is how students produce clearer language when they speak speaking. It refers to the phonological process, which is related to the component a grammar and consists of the elements and principles that determine its sound diverse and structured in language. There are two pronunciation functions; phonemes and suprasegmental features. Constant talkers mispronouncing different phonemes can be very difficult for speakers to understand other language communities.

4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Unity speaking is a goal for many language learners. The fluidity characteristics are e.g fairly fast speech rate and only a few

pauses and "us" or "ers". These signs indicate that the speaker may not spend a lot of time looking for the linguistic parts needed to express the message.

5. Comprehension

Comprehension is also a component of speaking. Understanding is mind, and understanding of strength training activity aims to improve testing. There are five parts to pay attention to when speaking to students if they want to speak well. These are grammar, vocabulary, pronunciation, fluency, and understanding.

To assess students' speaking skills, it is research using analytic rubric adapted from Brown (2004-172) example of oral competency assessment category scale using 1-5 points. Where 1 means poor, score 2 means fair, 3 means good, 4 means very good and 5 means excellent.

Table. 2.1 Score of Speaking Indicators

Speaking Indicators	Level of Score				
	Poor	Fair	Good	Very Good	Excellent
Grammar	1	2	3	4	5
Vocabulary	1	2	3	4	5
Pronunciation	1	2	3	4	5
Fluency	1	2	3	4	5
Comprehension	1	2	3	4	5

2. Teaching Speaking

Teaching is one of the main duties of a person. Teaching as a skill and profession is very important both for educators and for those who are taught. To this end, teaching as an art, a skill, and a subject in itself has long been the subject of discussion, analysis, and classification. With great interest in the relationships and processes between teaching and learning the teaching practice itself is also changing.

In a study showed that the strategies used by teachers in teaching speaking form student-centered interactions where students dominate the class. This is consistent with what Brown (2001) states: "A learner-centred approach helps to give students a sense of 'ownership' of their learning, thereby increasing their intrinsic motivation."

Teaching is essentially a process of interaction between students and their environment, which leads to changes in behavior for the better (Mulyasa, 2010). The learning process is fully aimed at developing the cognitive, affective and psychomotor areas as a whole/thoroughly. Thus, learning as a whole creates quality that reflects full mastery of attitudes, knowledge, and skills (Depdiknas, 2013).

Teaching speaking to class VIII junior high school students must be based on the curriculum, English as an elementary school subject is intended to develop language skills and communication skills in the era of globalization Suparman (2007: 13). The school-based curriculum includes eight teaching standards. Two of them are content standards and graduation eligibility standards which are the main benchmarks for each school in developing the curriculum. As stated in the government regulation concerning the national education system which regulates the standards and core competencies of each subject for class VIII elementary school students. It is used as a guide for teachers in developing a school-based curriculum.

1) Standard speaking skills

Based on the speaking skills included in the school curriculum, Grade VIII students in semester 2 are expected to:

a) Express meaning in simple short conversations and interpersonal conversations to communicate with society and the environment. .

b) Expressing the meaning of functional spoken text and simple short monologues in narration and narrative text in interactions with the surrounding environment.

2) Basic Competency

The purpose of teaching speech to SMP VIII grade students can be reflected in the basic competencies prepared by the council. In relation to the objectives of basic speaking competence for students in semester 1 of grade 8, students are expected to:

a) Express meaning in simple transactional (doing) and interpersonal (socializing) dialogs by using different spoken languages accurately, fluently and in an acceptable way to communicate with the surrounding environment, including asking, giving and refusing services: asking and giving opinion, asking and giving attention and also asking and offering help.

b) Express meaning in the form of short functional spoken text using different spoken language accurately, fluently and acceptable in interactions with the surrounding environment.

c) Expressing meaning in simple short monologues using different spoken language accurately, fluently and acceptable when interacting with the surrounding environment in the form of narrative and narrative texts.

By examining the main speaking skills, the teacher knows the scope of the speaking material taught in class. The material is language functions such as show appreciation, asking and giving

opinion, asking and giving attention and also asking and offering help. In addition, text conversations types of genres narrative text.

3. Teaching Method Speaking with Show and Tell Strategy

a. Definition of Show and Tell Strategy

According to Rohaeti (2011) show and tell is a learning activity that shows an object/object to the audience and then explains or describes the object/object.” The show and tell method is a way of learning to show and tell. activities where they present the observed objects and then talk about these objects or share their experiences with these objects in front of the class. By using this method students are expected to be able to speak and tell stories about media objects that are of interest to these students. This method is expected to provide a better study of students' speaking abilities.

According to Hasnah (2022) the purpose of this show and tell method is to teach students to speak in front of the class and sensitively introduce students to simple things in everyday life and understanding social environment problems giving courage and understanding to students the desire to participate in social problems show and tell method tell me. In student learning the opportunity to be active is given speaking activities using media images, students are given the freedom to say what is on their minds. Students are more motivated to dare to perform and perform in front of other

people and students are no longer passive in learning, because the show and tell method applies a communicative approach in which student-centered or student-centered learning activities.

a. Procedure of Show and Tell Strategy

The steps in the show and tell method according to Rahman, Widya, and Yugatiati (2019: 73), namely:

- 1). The teacher shows some concrete objects, pictures of objects, or pictures of events to students.
- 2) Students describe concrete objects and pictures of an object or explain events in the pictures shown by the teacher.
- 3) Students are divided into several groups.
- 4) Students and their groups discuss appropriate sentences to describe concrete objects and pictures of objects or tell pictures of events.
- 5) Students and their groups describe concrete objects and pictures of objects or tell pictures of events.

b. Advantages and Disadvantages of Show and Tell Strategy

According Musfiroh (2011:132) there are several advantages of the show and tell method. Some of these advantages are as follows: (1) Using objects that are concrete, making it easier for children to tell stories. (2) Provide opportunities for all children to be actively involved because it emphasizes a participatory approach in the learning process. (3) Effective for developing the ability to

speak in public (public speaking). (4) Train children to solve problems (problem solving), namely when telling stories children learn to arrange information related to the object being addressed.

Although the show and tell method described above has advantages, it also has disadvantages. The disadvantages of show and tell are: (1) This method cannot be done overnight, because it requires the preparation of objects that will be used and told during the performance. (2) It took quite a long time because not all children could perform at the same time.

4. Teaching Method Speaking with Role Play Strategy

a. Definition of Role Play Strategy

According to Dananjaya (2013) play is one of the learning functions that students should not be concerned about because in this role play real situations arise. This action differs from drama in that it is of very short duration. The teacher only presents a brief scenario and students' feelings please change or fix the situation and character.

b. Procedure of Role Play Strategy

There are six main steps to enter procedure Huang (2008):

- 1). Determine the subject matter.
- 2). Choose a situation and create a dialogue, then the situation or circumstances become roles play able must be selected.

- 3). Teach dialogues for role-playing games teachers should compose vocabulary, necessary sentences and dialogues role play situation.
- 4). Ask students to practice role playing, Students can practice in pairs or groups small groups
- 5). Ask students to edit Situation and dialogue, once a student pass and session with authentic role-playing situations.
- 6). Assess and integrate student skills understand.

c. Advantages and Disadvantages of Role Play Strategy

According to Mujiono (2013) role-play strategy have advantages and disadvantages that teachers must pay attention to in order to be more effective during the teaching and learning process. The advantages of role play strategy are as follows: (1) Students acquire communicative competence, because in addition to knowledge of form and meaning, students must also acquire knowledge in negotiating through negotiations and audiences. to explain its meaning. (2) Growing student creativity in learning. Students don't just sit as passive learners, because they can participate actively in learning and make students talk more when doing activities and encourage them to speak. Whereas role play disadvantages (1) The teacher cannot monitor every student in the class because the class is noisy. (2) Some students, especially passive students, may feel threatened during role play.

From the description of the students' speaking skills learning method applied by the teacher, the researcher will try to apply the Show and Tell method by testing the level of effectiveness and success of a new strategy.

B. Previous Related Studies

There are several studies related to the variables to be examined Show and Tell, Teaching, and Speaking Skill Methods. In this study, the researcher used five previous studies such as:

First, the article by Sigit Apriyanto & Abd. Syakur (2022) entitled "*The Show And Tell Method And Its Application In Improving Speaking Skills*". In this study, the data with quantitative description by processing data in the form of numbers to be arranged systematically in systematically in problem solving to conclude. In addition, the study and discussion of the application of the show and tell method, it can be concluded that the be concluded that the Show and Tell Method can improve speaking skills. So as to encourage students to actively discuss concept map material that encourages questions and answers.

Second, the article by Ignasius Mario Binioli, Tini Moge, & Merlin Maukar (2022) entitled "*Improving Students' Speaking Skill Through Show And Tell Method At Grade IX Students Of Pax Christi Junior High School Manado*". In this study, research design used quasi-experimental method followed which in form of oral test consisted of pre-test and post-test and divided into control group and experimental group. The results of this study

involved a pre-test and a post-test. In the pre-test, the writer collected data on students' fluency, comprehension and accuracy.

Third, the article by Fany Angly Manik, Helmi Artini Damanik, & Fenty Debora Napitupuluh (2022) entitled "*Applying Show And Tell Method To Enhance Student's Speaking Ability At Eighth Grade Students Of SMP Singosari Delitua*". The data collection techniques in this study are quantitative and qualitative data. Quantitative data were collected by pre-test and post-test. And qualitative data were collected through teacher observations, and questionnaires in teaching and learning activities in the classroom. After collecting all the data, the researcher first manage all data by data category. The application of the show and tell method can improve students' speaking skills, where students respond and participate in class, they are interested and happy to apply this method. This is shown by their participation in telling stories to their friends in front of the class, this conversation is an activity and showing their objects to their classmates while telling stories. teaching speaking because this method can improve students' speaking ability.

Fourth, the research by Betty Kasita Bangun (2018) entitled "*Improving Students' Speaking Skill By Using Show And Tell Method: A Classroom Action Research*". The researcher was use Classroom Action Research (CAR) analysis. Show and Tell Method was implemented by asking the students beforehand to bring objects related to the topic of the lesson and then asked to narrate the random objects they had gathered

first. Since the first cycle when the method of Show and Tell was implemented, the re-researcher had already noticed an improvement during the process of teaching and learning process, particularly in speaking tasks. While the activities are mostly designed to help students to be more active such as doing presentation in front of the class and followed up by question and answer sessions where the opportunity to speak was maximized, the speaking tasks were enhanced.

Similarities and Differences in Previous and Current Research:

There are similarities and differences from previous research with research conducted by current researchers. The following is a table of similarities and differences:

Table 2.2 Similarities and Differences Previous Related Studies

NO	Title	Similarities	Differences
1	Sigit Apriyanto & Abd. Syakur (2022) The Show And Tell Method And Its Application In Improving Speaking Skills	Has the Independent variable equation (X1) Show And Tell Method.	Have different goals to be achieved in research. This study uses the CAR (classroom action research) method to improve the Speaking Skills.
2	Ignasius Mario Binioli, Tini Moge, & Merlin Maukar (2022) Improving Students' Speaking Skill Through Show And Tell Method At Grade IX Students Of Pax Christi Junior High School Manado	Having similarities the research design used in this study is quasi-experimental.	Having differences in research subjects, this study examined class IX students instead of class VIII.
3	Fany Angly Manik, Helmi Artini Damanik, & Fenty Debora Napitupuluh (2022) Applying Show And Tell Method To Enhance Student's Speaking Ability At Eighth Grade Students Of SMP Singosari Delitua	Has the same data collection by pre-test and post-test. And collected through t-test in teaching activities in the classroom, after collecting all the data, the researcher first manages all data by data category.	The difference has only one Independent variable. Has a difference in the Dependent variable.
4	Betty Kasita Bangun (2018) Improving Students' Speaking Skill By Using Show And Tell Method: A Classroom Action Research	There are similarities in the research subjects, namely class VIII students of junior high school.	Having differences in data collection methods, namely using CAR (Classroom Action Research).

C. Rationale

In Indonesia, especially English learners face many problems in learning English, especially speaking skills. Most students experience difficulty in speaking because of several factors including inadequate vocabulary, difficulty in constructing sentences, and lack of confidence in public. In the classroom, the teacher has an important role to play in presenting a fun class for students, so that students can start and develop skills that aim to increase their motivation to learn and practice self-confidence. The teacher must convince students to have that goal because it is part of an effective motivation that can improve speaking ability.

As previously stated, talk is about the process not just the product. The use of the method in the speaking process will be very helpful in determining the speaking product. Speaking skills are an important basis for young learners to learn English.

During the process of speaking, students must be stimulated and motivated by using the right method. The use of appropriate methods in students' speaking activities really helps stimulate and motivate them to speak. Learning strategies using Show and Tell help students improve speaking skills. Thus, it is believed that the use of the show and tell activity method in students' speaking classes will make a positive contribution to their speaking skills. That is why the researcher chose the show and tell method as an effective method to help students improve their speaking skills.

D. Hypothesis

Hypothesis is a temporary answer to a problem or research that is theoretically considered the most probable or has the highest level of truth. Provisional truth is determined by researchers who must be tested and proven (Arikunto, 2006: 116). Hypothesis are usually used in research that employs quantitative models.

The hypothesis in this study is to find out whether there are significant differences in the speaking ability of students who are taught using the Show and Tell Strategy and those who are taught using the Role Play Strategy in class VIII students of SMP N 1 Kartasura in the academic year of 2022/2023.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research design used by researchers in this study is the Nonequivalent Control Group Design which is included in the Quasi-Experimental research design. This design means that the researcher gives a pre-test, treatment, and also a post-test for both the experimental group and the control group.

Arikunto (2010: 9) states that an experiment is a way to look for a casual relationship between two factors that the researcher deliberately raises by eliminating or reducing other disturbing factors. Meanwhile, according to Creswell (2008:299) an experiment is to test an idea to determine whether it affect the outcome or dependent variable.

In addition, Creswell (2012: 13) describes the characteristics of quantitative research as follows:

1. Describe the research problem by describing trends or the need for explanations between variables.
2. Provide a significant role for the literature by suggesting research questions to be asked and justifying research problems and creating the need for research directions.
3. Make specific, narrow, measurable and observable statements of purpose, research questions and hypotheses.

4. Gathering America, data from a large number of people using the instrument with predefined questions and responses.
5. Analyze trends, compare groups or related variables using statistical analysis, and interpret results by comparing them with previous predictions and previous research.
6. Write research reports using standards, fixed structures, and assessment criteria and using an objective-based approach. In this study, the sample of students was divided into two groups.

The experimental group students were taught speaking skills in short conversations about Asking and Offering Help and Asking and Giving Opinion by applying the Show and Tell as the treatment strategy. However, the control group was taught speaking skills in short conversations about Asking and Offering Help and Asking and Giving Opinions by applying the Role Play strategy. Experimental research refers to data collection activities from research subjects.

Sugiyono (2006: 109-11) states that there are three basic experimental models: pre-experiment, quasi-experiment and real experiment. In research, researchers used a quasi-experimental design with post-experimental control group design. The formula is explained as follows:

Table 3.1 Data Calculation Formulas

Research Group	Formula
Experimental Group	$E = O_1 \times O_2$
Control Group	$P = O_1 O_2$

Information:

E = experimental group

P = control group

O_1 = first condition

x = treatment

O_2 = post test

There are two groups in this model. In the first group there were control class teachers who used the Show and Tell strategy and control class teachers who used the Role Play strategy.

B. Research Setting

1. Place of The Research

This research will be conducted in the 2022/2023 academic year in the second semester. SMP N 1 Kartasura is located on Jl. Adi Sumarmo No. 37, Ngabeyan, Kec. Kartasura, Sukoharjo Regency, Central Java 57165.

This school will be chosen as the research setting for several reasons (1) Based on the interviews given, the teacher still had problems in teaching English methods, especially in teaching speaking (2) Based on observations, the lack of vocabulary mastered by students and students' lack of confidence when speaking in the classroom. The school has five-eighth grades with 180 students. However, researchers will only take two classes to serve as samples, namely classes VIII A and VIII B, with a total of 67 students in the 2022/2023 academic year. Each class consists of a different number of students.

Table 3.2 The Number of Students

Class	Number of Students
VIII A	35
VIII B	32

2. Time of The Research

The research is conducted on October 2022 until May 2023.

Table 3.3 Time of Research

Activity	2022			2023				
	Oct.	Nov.	Des.	Jan.	Feb.	Mar.	Apr.	May.
Title Submission Consultation	■							
Pre-Research	■	■						
Writing Proposal		■	■					
Consultation and Guidance				■	■			
Proposal Seminar				■	■			
Research on Field					■	■		
Collecting and Analyzing Data					■	■		
Finish Writing Chapter IV and V						■		
Consultation and Guidance						■	■	
Report the Research/ Munaqosyah								■

C. Population, Sampling and Sample

1. Population

According to Sugiyono (2013) population is a field of generalization, which consists of objects and subjects that have certain properties and characteristics determined by researchers, which are studied further and then conclusions drawn (Tarjo, 2019). This it can be said that the population is the whole of the research object. This

population consists of subjects and objects that have certain characteristics and characteristics determined by the researcher and from there conclusions are drawn (Mulyadi, Eka, & Naillis, 2018). The population of this study were students of SMP N 1 Kartasura class VIII there were 2 classes of a total of 67 students.

2. Sampling

Taking the number of sample, the researcher should use the sampling technique. Sampling is the procedure of selecting a sample. Researchers used a random sample. A sample in which every member of the population has the same opportunity to be selected. According to Best (1995: 1), a simple random sample is a single observation or a class of individuals such that each choice is independent of any other choice. Area or cluster sampling is a variant of simple random sampling that is particularly suitable when no list of members of the population exists or when the geographic distribution of individuals is wide. A random sample of a cluster is used to determine the two categories selected in this study. After receiving two classes, the researcher randomly decided which class to use as the experimental group and which class to use as the control group.

3. Sample

According to Arikunto (2009), the sample is a small part or can be said to represent the population to be studied. Meanwhile, according to Sugiyono, the sample is part of a number of general set characteristics.

Because the population has a lot of data, the researcher does not use the population but uses a sample to conduct research on the population. Therefore the sample is a small portion of the population (Tarjo, 2019).

In this study, the researcher chose 2 different classes of students in class VIII SMP N 1 Kartasura, namely Class A as the experimental group and Class B as the control group. The reason the researcher chose class A and B is because class A is the superior class and class B is the second superior class, so the writer feels that if she examines them, she will get results that are in accordance with the author's goals.

D. Techniques of Collecting the Data

Data collected quantitatively experimentally. Quantitative data was collected through pre-test and post-test for 5 meetings. The first meeting was used to conduct a pre-test. The second to fourth meetings were used to treat the experimental group, namely class VIII A. Meanwhile, the fifth meeting was carried out as a post-test. This will indicate an increase in the speaking scores of several students which shows the effectiveness of the Show and Tell method in teaching students to speak English.

E. Research Instrument

In conducting this research, researchers used tests as a tool. The test instrument is an oral exam consisting of a pre-test and post-test. The treatment was given to the experimental group before the posttest. The data collection procedure is one way to obtain accurate data that supports the

success of this research. The instrument used in this study is the test as the main instrument. The tool includes pre-test and post-test.

In conducting this research, researchers used tests as a data collection tool. The test instrument was an oral test consisting of a pre-test and post-test given to the experimental group and the control group. The pre-test assesses students' abilities before therapy, while the post-test assesses students' abilities after therapy.

F. Data Validation

1. The Validity of the Instrument

The Validity of the Instrument The validity was probably the single most important aspect of the design of any measurement in education research. Validity was defined as the extent to which an instrument measured what it claimed to measure (Ary, 2010:225). Arikunto (2013:211) states that validity is a measure that indicates the levels of validity or validity of the instrument. In this validity test, the Pearson formula is used assisted by SPSS 22 for Windows. The Pearson formula used to test the content validity of the instrument used is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2]} \sqrt{[N \sum Y^2 - (\sum Y)^2]}}$$

Information:

r_{xy} = correlation coefficient of correlation between X and Y

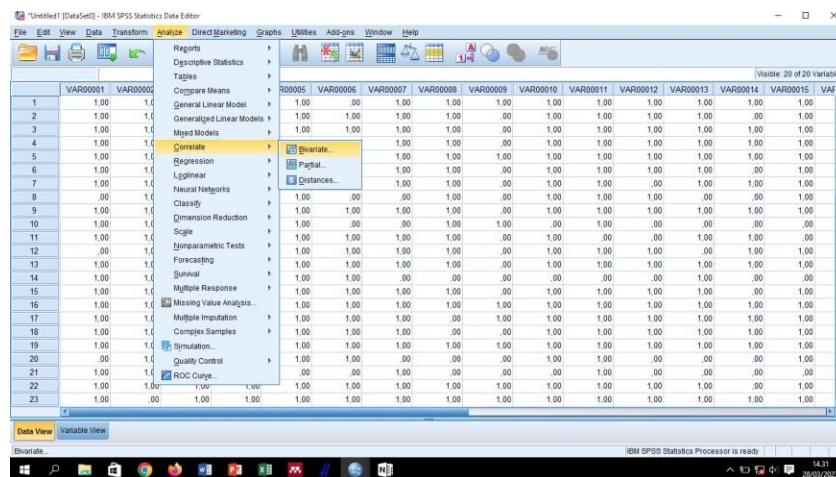
n = the number of students

X = the sum of the scores of each items

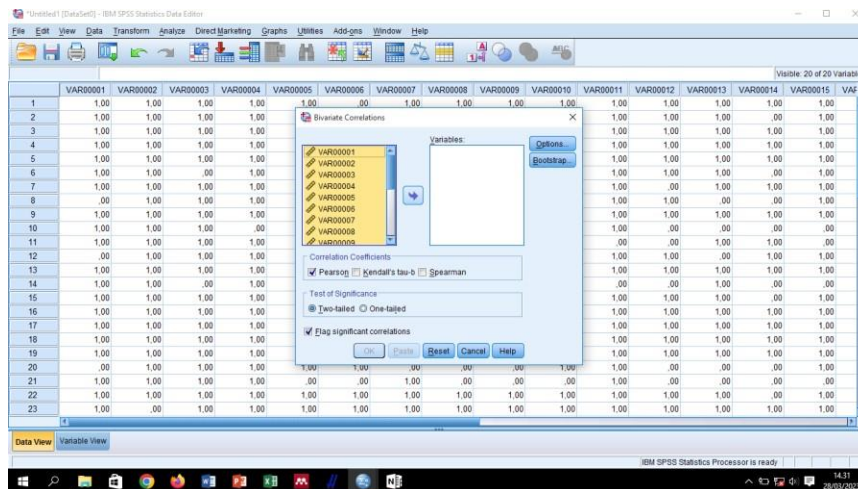
Y = the sum of Correlation of each students

The criteria of validity test is that the test is valid if $r_{obtained}$ is higher than r_{table} and it is invalid if $r_{obtained}$ is lower than r_{table} . In this computation that used SPSS 22 for Windows, the researcher used level of significance = 0.05 (5%). The steps are:

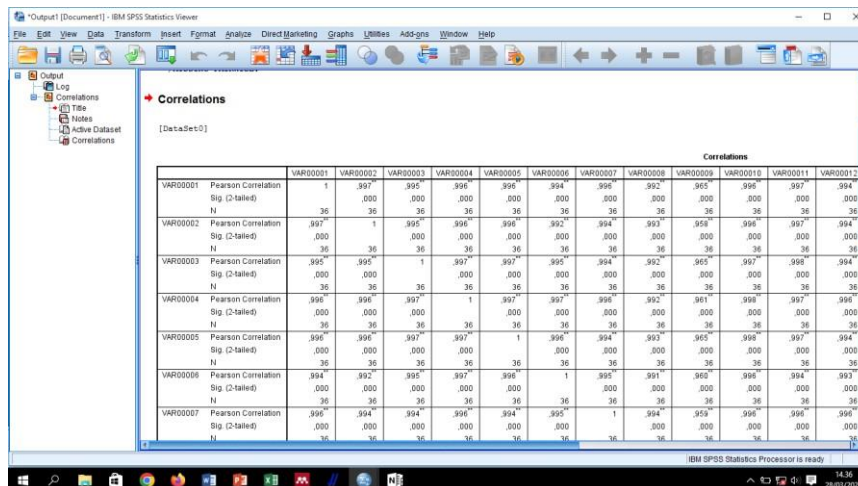
1. The first step, enter data into Data View. Then click on the menu Analyze>Correlate>Bivariate.



2. After that, a screen appears as below. Then move all the left items to the right. With the shortcut Ctrl + A then click the arrow. Check Pearson's Correlation Coefficient. Then click OK.



3. Data validation will appear as shown below.



2. The Reliability of the Instrument

Reliability indicates to one description that an instrument can be believed to use as an instrument to collect data because the instrument is good (Arikunto, 2010:221) This study used the Cronbach Alpha method with the help of the Ieraan software program, which aims to determine the

reliability of the measurement results. The formula for Cronbach Alpha:

$$r_i = \frac{k}{(k-1)} \left\{ 1 - \frac{\sum s_i^2}{s_t^2} \right\}$$

Information:

r = instrument reliability value

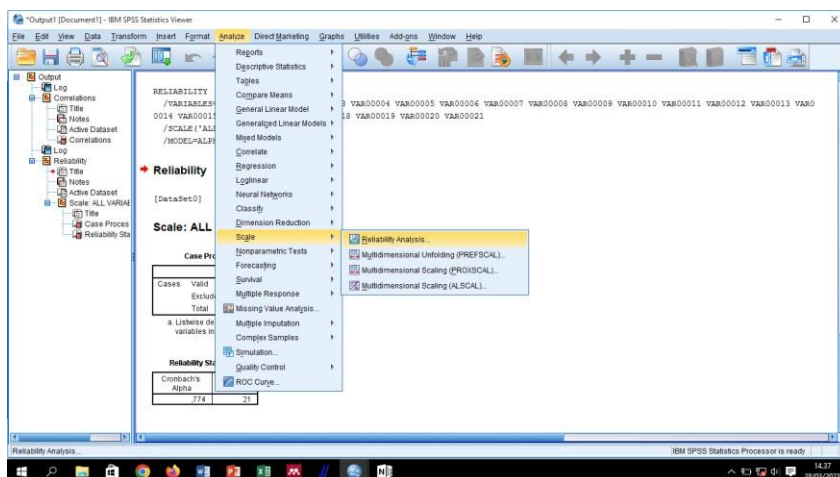
k = number of questions

σ_i/s_i = number of grain varians

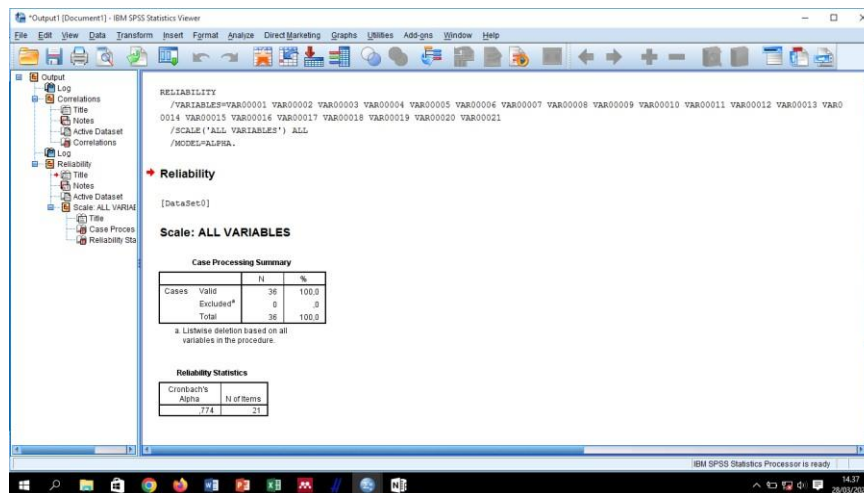
σ/s = total variant, if Cronbach's alpha value is > 0.6 ; called

reliable. The steps are:

1. The first step is when the data has gone through the validation stage. Click **Analyze>Scale>Reliability Analysis**.



2. Reliability data will appear as shown below.



G. Techniques of Analyzing the Data

Data were analyzed using quantitative data analysis. Quantitative data on student performance. The results of the pre and post tests were then analyzed by transforming the scores. The average is the speaking score of students. By calculating this, the researcher finds the average of the students. The test results are then used as a benchmark to improve speaking skills.

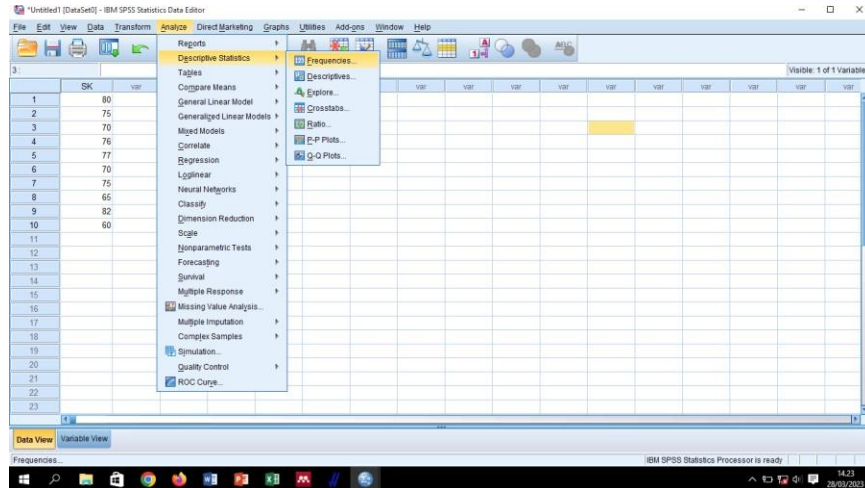
There were two techniques of analyzing the data of this research namely descriptive and inferential statistics. In the descriptive analysis, there were two formulas used in the computation: the mean and the standard deviation analysis. In the inferential statistics, this research used test of normality, test of homogeneity, and test of hypothesis.

1. Descriptive Analysis

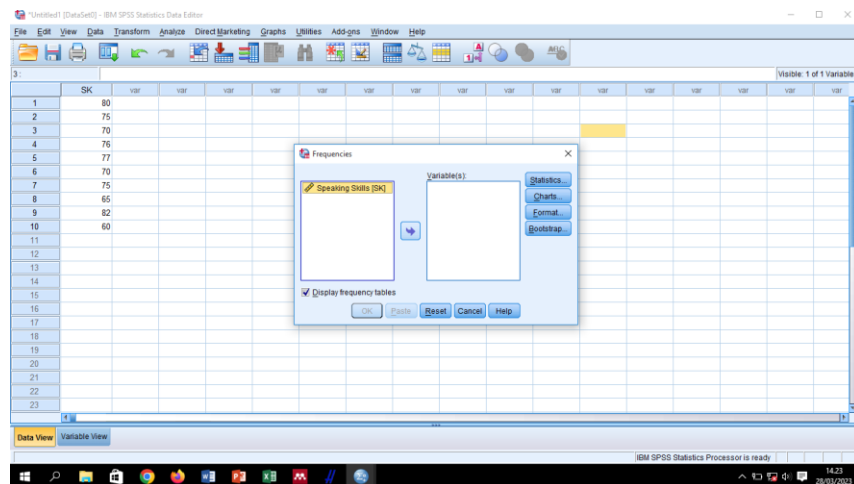
a. Mean

Mean is the average value of the data group.

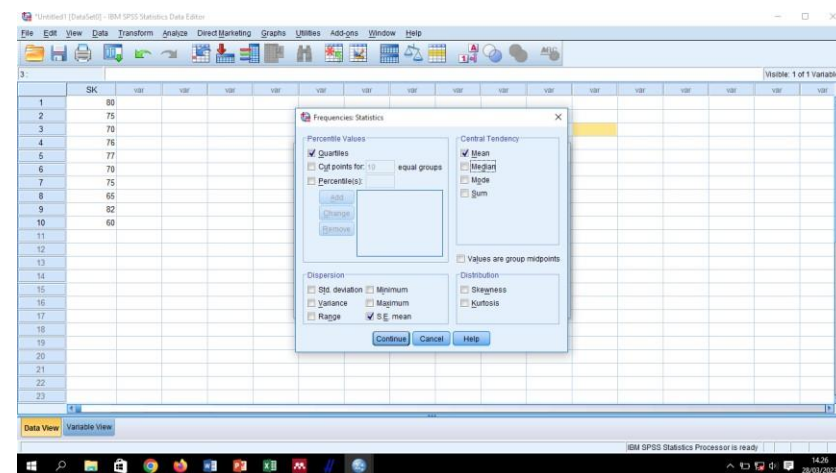
1. Enter data into the Data View.
2. Click Analyze>Descriptive Statistics>Frequencies.



3. Move left item to right. Then click Statistics.

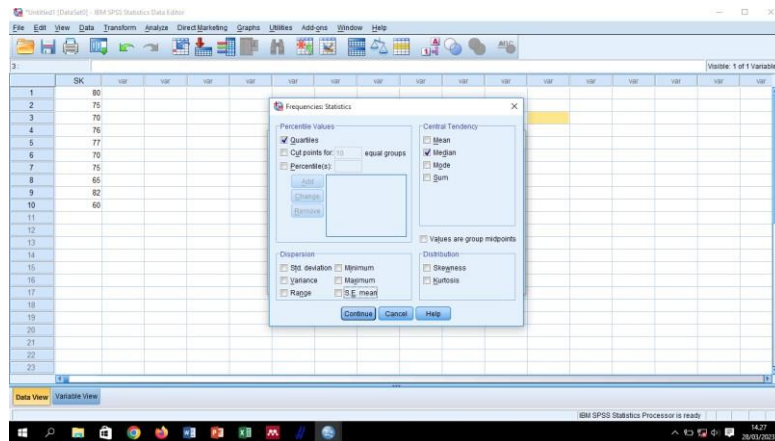


4. Choose the Mean on the Central Tendency points.



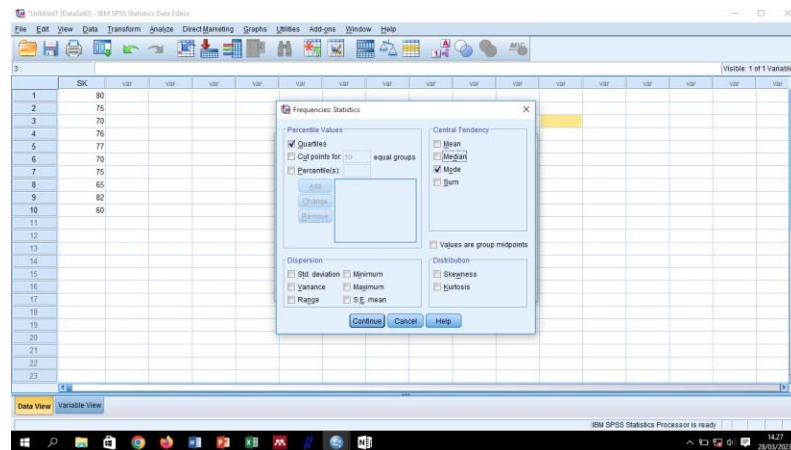
b. Median

Median is the central value of data group. It is gained by picking the middle value of the data ranged from the lowest to the highest or inversely (Arikunto, 2006:168).



c. Mode

Mode is the most frequent value of a data group. It is gained by counting the similar data and finding the highest (Arikunto, 2006:166).

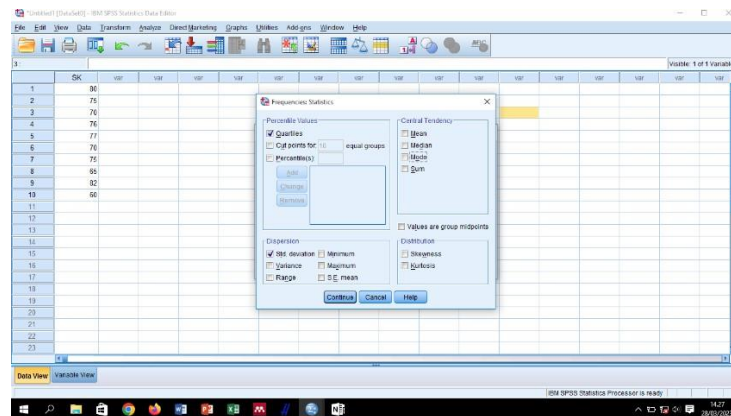


d. Range

Range is the gap between the highest and the lowest value in a data group (Arikunto, 2006:166).

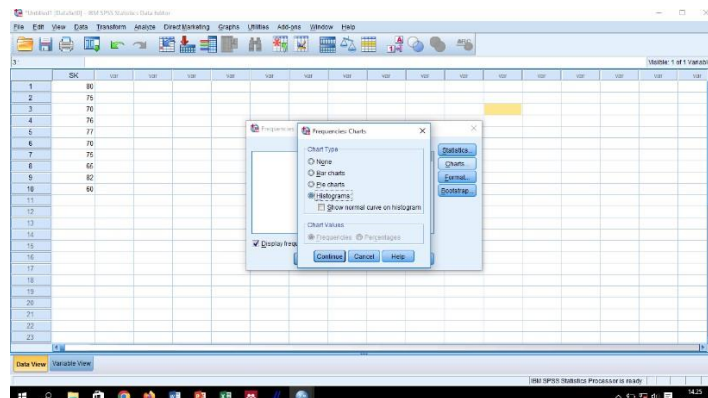
1). Standard Deviation

The standard deviation is a numerical index that indicates the average variability of the scores. It tells us, in others words about distance on the average of the score from the mean (McMillan and Schumacher, 2001:221).



2). Histogram

Histogram is a representation of a frequency distribution by means of rectangles whose widths represent class intervals and whose areas are proportional to the corresponding frequencies.

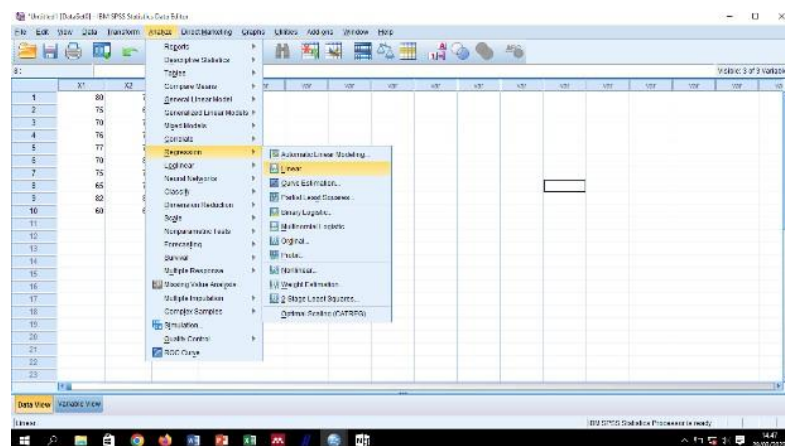


2. Inferential Analysis

a. Test of Normality

The normality test of distribution aims to determine whether the distribution of research variable data is normal or not. In this study, there were two normality testing variables, namely the normality of students speaking skills. In testing the distribution of normality data, researchers used Kolmogorov Smirnov using the SPSS 22 for windows program. The steps are:

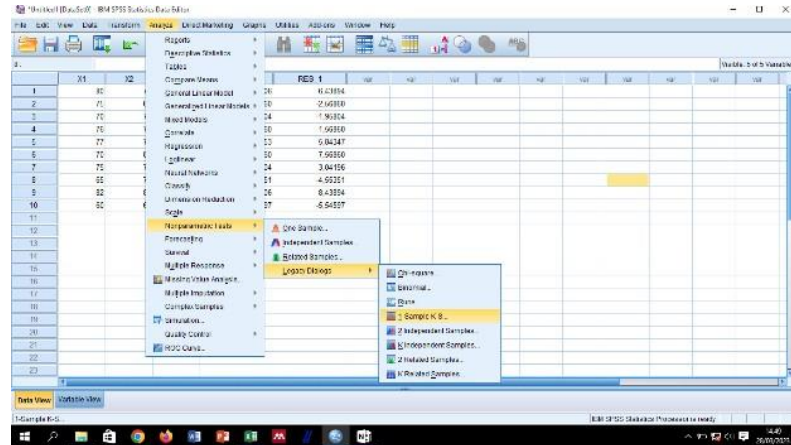
1. Enter data into the Data View page. Then click Analyze and select Regression>Linear.



2. Click Unstandardized.



3. Click Analyze, select Nonparametric Tests>Legacy Dialogs>1-Sample K-S (Kolmogorov Smirnov).



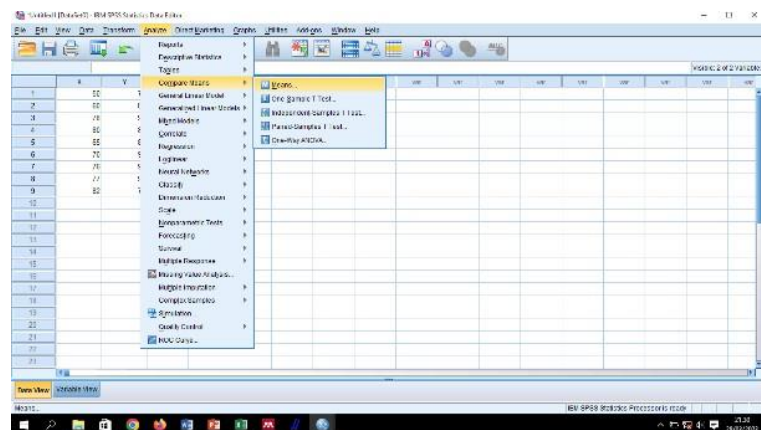
b. Test of Homogeneity

Homogeneity test is used to know whether two groups (experimental and control class) that are taken from population have homogeneity or not. In this research, the researcher used SPSS 22 to test the homogeneity of the population variants.

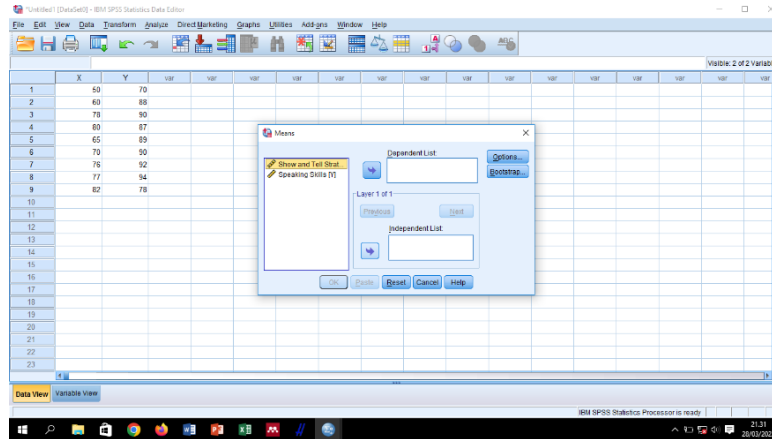
a. If the Sig value > 0.05 , then the data distribution is homogeneous.

b. If the Sig value < 0.05 , then the data distribution is not homogeneous. The steps are:

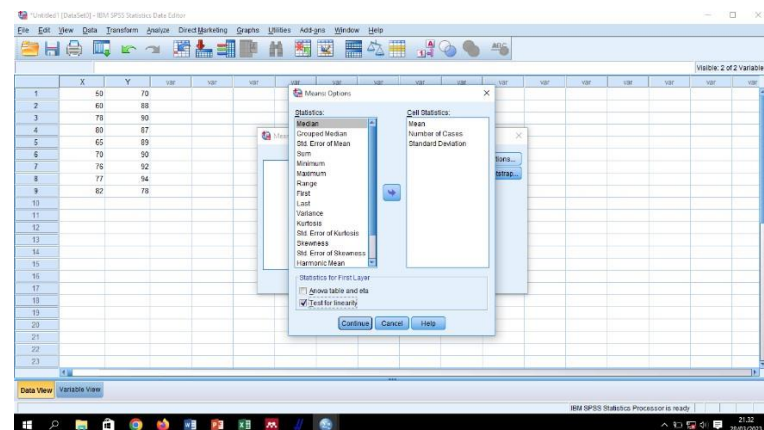
1. Enter data into the Data View page. Then click Analyze and choose Compare Means>Means.



2. Move the X variable to the Independent List column and the Y variable to the Dependent List column.



3. After that, click Options and select Median. Then select Test for linearity. Click continue and OK.

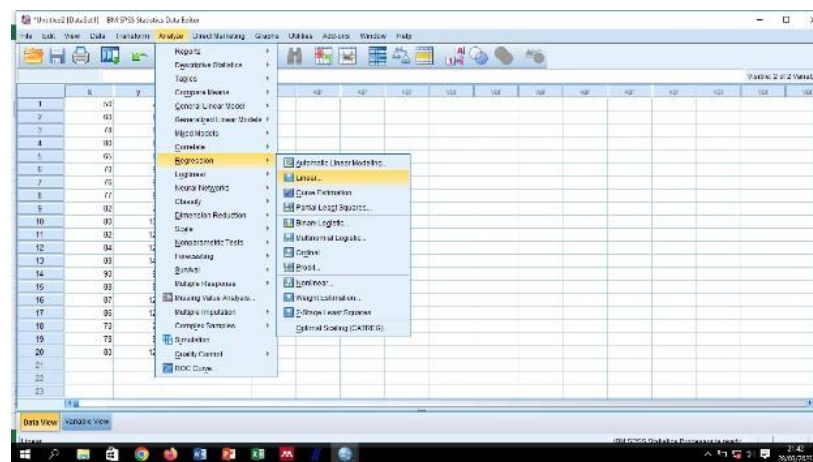


c. Test of Hypothesis

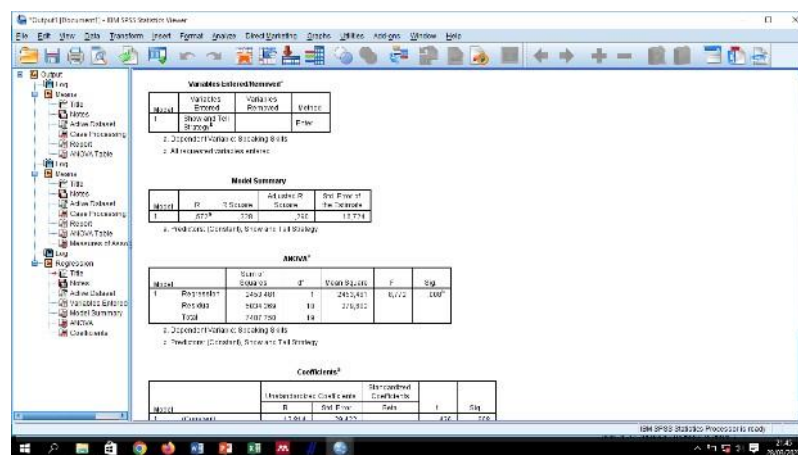
The researcher examined the data the following steps to answer the objective of the study. Firstly, the test will be done in both groups, experimental group using Show and Tell method and control group using ordinary method. Secondly, the result of the test will be scored using analytic scale. Thirdly, the mean score of two group will be determined. Finally, the mean will compare by applying t-test

formula. T-test will be used to differentiate between the students' result of speaking ability using Show and Tell strategy and using Role Play strategy was significant or not. t-test using SPSS 22. The steps are:

1. Enter data into the Data View page. Then click Analyze>Regression>Linear.



2. Example of Hypothesis Data as below.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

Researchers conducted research on March 13, 2023 to April 1, 2023. Researchers use data to be analyzed in the form of test results. After giving to both groups, the researcher gave a test to the students. In this research the researcher used same material but the technique used were different , and after treatment the researcher gave a test to the students. Before giving a pre-test and post-test, the researcher first tested the validity and reliability of the instrument and tested the test in different classes from the research subjects. In testing, the data showed that out of 40 pre-test questions, only 20 questions were declared valid. Meanwhile, out of 40 questions the post-test also stated 20 questions were valid and reliable if used as a research instrument. In this study, researchers chose two classes as samples. They are class VIII A as the Experiment class which consists of 35 students and class VIII B as the Control class which consists of 32 students. Researchers gave different treatments to the experimental and control groups. After that the researcher gave them a post-test to find out the results of the treatment. The post-test results of the two groups were compared using the t-test. The data description of the two groups can be seen as follows:

1. Data Description

a. Experimental Group

The experimental group was class VIII A which was taught using the Show and Tell Strategy to teach speaking skills. The experimental class consisted of 35 students. Students have performed the test presenter by the researcher. The data obtained form post-test of experimental group. It concludes the mean, mode, median, range, sum, standard deviation and frequency distribution. The data will be presented in the form of table below:

Table 4.1 Statistics of the Speaking Scores in Experimental Group

Statistics

Post-Test Experimental Group

N	Valid	35
	Missing	0
Mean		74,86
Median		76,00
Mode		76
Std. Deviation		7,101
Range		32
Minimum		56
Maximum		88
Sum		2620

From data above, it can be concluded that the highest score is 88 and the lowest score is 56. Then, the mean is 74,86, the median is 76,00 with the mode is 76 and standard deviation is 7,101. In addition, range is 32 and the sum of scorecard is 2620. The frequency distribution of the data post-test in experimental group is in the table 4.2 and histogram is presented in figure 4.1.

Table 4.2 Frequency Distribution of Post-Test Speaking Scores in Experimental Group

Interval Score	Mid Point	F	%	Cummulative
56-59	56	1	3	3
60-63	0	0	0	0
64-67	64	3	9	11
68-71	68	4	11	23
72-75	72	7	20	43
76-79	76	8	23	66
80-83	80	6	17	83
84-87	84	5	14	97
88-91	88	1	3	100
		35	100	

The table above explain about the frequency distribution of Experimental Group was using Show and Tell Strategy for teaching English Speaking Skills. Based on the table above, there is one student who get score 56-59 and the percentage is 3%. There is no student who get score 60-63 and the percentage is 0%. There are three students who get score 64-67 and the percentage is 9%. There are four students who get score 68-71 and the percentage is 11%. There are seven students who get score 72-75 and the percentage is 20%. There are eight students who get score 76-79 and the percentage is 23%. There are six students who get score 80-83 and the percentage is 17%. There are five students who get score 84-87 and the percentage is 14%. There is one student who get score 88-91 and the percentage is 3%. Therefore, researchers can conclude that the scores of the Experimental Groups various. Then the frequency distribution data can be seen in the histogram below:

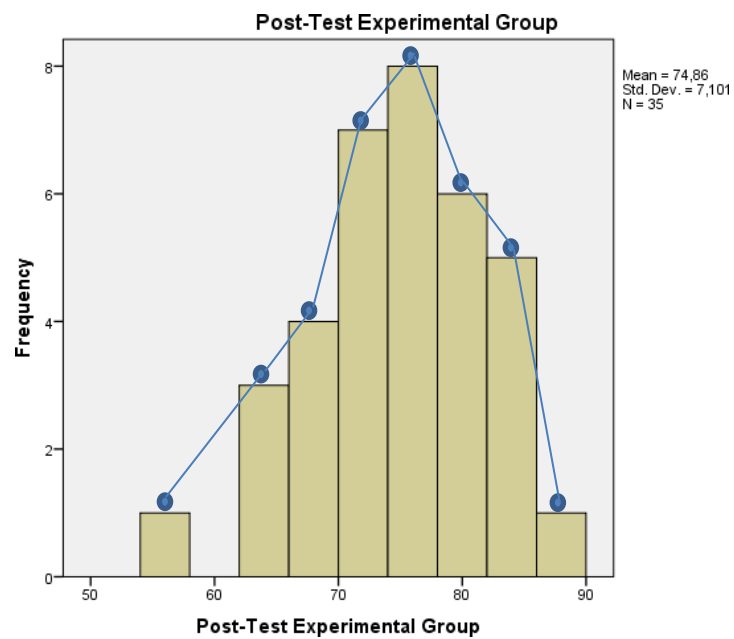


Figure 4.1 The Histogram of Frequency Distribution of Post-Test Speaking Scores in Experimental Group

b. Control Group

The control group was class VIII B which was taught using the Role Play Strategy to teach speaking skills. The control class consisted of 32 students. They have performed the test presenter by the researcher. The data obtained from pre-test and post-test of control group. The data presented are the result of speaking test. The data obtained form post-test of experimental group. It concludes the mean, mode, median, range, sum, standard deviation and frequency distribution. The data will be presented in the form of table below:

Table 4.3 Statistics of the Speaking Scores in Control Group

Statistics		
Post-Test Control Group		
N	Valid	32
	Missing	0
Mean		58,25
Median		58,00
Mode		60
Std. Deviation		8,854
Range		36
Minimum		40
Maximum		76
Sum		1864

From data above, it can be concluded that the highest score is 76 and the lowest score is 40. Then, the mean is 58,25, the median is 58,00 with the mode is 60 and standard deviation is 8,854. In addition, range is 36 and the sum of scorecard is 1864. The frequency distribution of the data post-test in controll group is in the table 4.4 and histogram is presented in figure 4.2.

Table 4.4 Frequency Distribution of Post-Test Speaking Scores in Control Group

Interval Score	Mid Point	F	%	Cummulative
40-43	40	1	3	3
44-47	44	1	3	6
48-51	48	4	12	19
52-55	52	5	16	34
56-59	56	5	16	50
60-63	60	6	19	69
64-67	64	2	6	75
68-71	68	5	16	90
72-75	72	2	6	97
76-79	76	1	3	100
		32	100	

The table above explain about the frequency distribution of Control Group was using Role Play Strategy for teaching English Speaking Skills. Based on the table above, there is one student who get score 40-43 and the percentage is 3%. There is one student who get score 44-47 and the percentage is 6%. There are four students who get score 48-51 and the percentage is 12%. There are five students who get score 52-55 and the percentage is 16%. There are five students who get score 56-59 and the percentage is 16%. There are six students who get score 60-63 and the percentage is 19%. There are two students who get score 64-67 and the percentage is 6%. There are five students who get score 68-71 and the percentage is 16%. There are two students who get score 72-75 and the percentage is 6%. There is one student who get score 76-79 and the percentage is 3%. Therefore, researchers can conclude that the scores of the Control Group is various. Then the frequency distribution data can be seen in the histogram below:

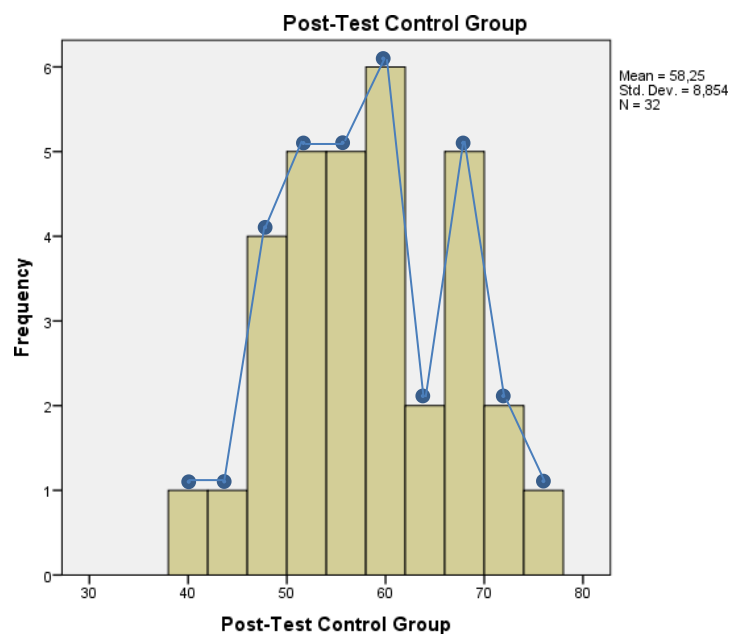


Figure 4.2 The Histogram of Frequency Distribution of Post-Test Speaking Scores in Control Group

2. Data Analysis

a. Test of Normality

The Kolmogorov Smirnov normality test is part of the classic assumption test. The normality test aims to determine whether the residual values are normally distributed or not. A good regression model is to have normally distributed residuals. There are two criteria for determining the normality of data:

- a. If the significance value (sig) > 0.05 , then the data distribution is normal.
- b. If the significance value (sig) < 0.05 , then the data distribution is not normal.

Table 4.5 The Computation of Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		32
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	8,85216564
Most Extreme Differences	Absolute	,115
	Positive	,100
	Negative	-,115
Test Statistic		,115
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the results of the post-test data normality test for the experimental class and control class above, the significance value of the normal test of using Show and Tell Strategy and Role Play Strategy in teaching English speaking skill is 0,200. As a result, since the data has a significance value of $0,200 > 0,05$, the residual value can be normally distributed.

b. Test of Homogeneity

Homogeneity test is a test conducted to find out that two or more sample data groups come from populations that have a homogeneous variance. This test is a requirement before carrying out other tests such as the T test and Anova. This test is used to ensure that the data group does come from populations that have the same variance. Basis for decision making:

c. If the Sig value > 0.05 , then the data distribution is homogeneous.

d. If the Sig value < 0.05 , then the data distribution is not homogeneous.

Table 4.6 The Computation of Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Data Post-Test	Based on Mean	2,070	1	65	,155
	Based on Median	2,322	1	65	,132
	Based on Median and with adjusted df	2,322	1	64,627	,132
	Based on trimmed mean	2,130	1	65	,149

Based on the results of the post-test data homogeneity test for the experimental class and control class above, the significance value on the based on mean homogeneity test of the two research groups in learning English speaking skills is 0.155. Therefore, the data has a significance value of $0.155 > 0.05$, the group data is distributed homogeneously.

3. Hypothesis Testing

After the data has passed all the stages of testing from the validity test, reliability test, normality test and homogeneity test, of course the last step is hypothesis testing. Decision making in hypothesis testing can refer to two things, namely:

- e. If the Sig value < 0.05 , it means that variable X has an effect on variable Y.
- f. If the Sig value > 0.05 , it means that variable X has no effect on variable Y.

Table 4.7 The Computation of Hypothesis Test

		Paired Samples Test						t	df	Sig. (2-tailed)
		Paired Differences				95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1	Post-Test Experimental Group - Post-Test Control Group	16,250	11,492	2,032	12,107	20,393	7,999	31	,000	

The significance value (2-tailed) $0.000 < 0.05$ indicates a significant difference between the initial and final variables. This shows that there is a significant effect on the difference in the treatment given to each variable. In addition, the value of degrees of freedom (df) is 31 with a significance of 0.05 t-table is 0.355 while t-count is 7.999. Then, the value of t-count is greater than t-table $7.999 > 0.355$. It can be concluded, that the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_0) is rejected.

B. Discussions

Nida (2017) states the speaking teaching method used by the teacher in language learning activities English is expected to use flexible methods. It is believed this make the learning process fun and interesting. This statement is also reinforced by the results of previous research that examined a student teaching strategy and produced a research objective. It is from here that the researcher examines a teacher's teaching strategy to students in the classroom where this strategy is believed to create effectiveness in teaching and learning.

Based on all the data that has been processed by researchers, the results get that t-count Experimental Class obtained is higher than the critical score on the t-table, the difference is statistically significant. Students who were taught using the Show and Tell Strategy had higher scores than students who were taught using the Role Play Strategy in learning speaking skills. With the average post-test score for the Experimental Class was 74,86 and the average post-test score for the Control Class was 58,25.

This means that the use of the Show and Tell strategy is effective in teaching speaking skills for class VIII students of SMP N 1 Kartasura in the 2022/2023 academic year. This is evidenced by the results of the t-test. The t-test results show that ($t\text{-count} > t\text{-table}$) t-count is 7,999 higher than t-table 0.355 for a significance level of 0.05. Therefore, H_a is accepted because students who are treated using the Show and Tell Strategy have better speaking achievement than students who are taught using the Role Playing Strategy in control class.

Mufida (2017) states that the implementation of teaching strategies, it is hoped that students can play an active role in class not only as listeners but also as listeners speaker for two-way communication. The first time the researcher applied the Show and Tell Strategy, the students looked interested and curious. Then the researcher gave the rules for applying the Show and Tell Strategy. Students are still shy at first but they still want to try. When the teacher practiced this method all the students looked enthusiastic about preparing what the students wanted to convey in front of the class. Students observe the researcher practicing the Show and Tell method and also record some key words from the story.

The explanation above supports the results of this study that there is significant effectiveness in speaking ability between students who are taught using the Show and Tell Strategy in the experimental class and students who are taught using the Role Play Strategy in the control class. This fact is corroborated by the similarity of the results of previous research from Fany Malik, et al (2022) that the application of the Show and Tell method can improve the speaking skills of class VIII students of SMP Delitua Singosiri where students respond and take part in class, students are interested and feel happy in applying this method. This is evidenced by their participation in telling stories in front of the class to their friends, this discussion is a show and showing these objects to their classmates by telling stories and teaching speaking because this method can improve students' speaking skills.

The results of the study, the researchers found that teaching speaking with the Show and Tell strategy can make students feel enjoy and happy in class and are very enthusiastic, as evidenced when the researcher asked one of the students in the experimental class. The students think that learning to speak English is not as difficult as people say. Teaching speaking skills with the Show and Tell Strategy makes students more courageous in expressing their opinions. Therefore, teachers must use the proper technique in teaching English to their students. Here there are similarities in the research results between previous research and this research.

The same results show effectiveness in implementing the Strategy of Show and Tell in teaching speaking in class. In addition, students feel more happy and interested in participating in learning to talk in class. So, it can be concluded that the Show and Tell Strategy is more effective than the Role Play Strategy in teaching speaking skills.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussion in chapter 4, the researcher can conclude that the use of Show and Tell Strategy in the teaching and learning process is as follows: There is a significant effect of Teaching and Learning using the Show and Tell Strategy on teaching speaking abilities of class VIII students of SMP N 1 Kartasura in the Academic Year 2022/2023.

The students who are taught using the Show and Tell Strategy had higher scores than students who were taught using the Role Play Strategy in learning speaking skills. With the post-test average score in the experimental class (students taught using the Show and Tell Strategy) was 74,86 and the post-test average score in the control class (students taught using the Role Play Strategy) was 58,25.

It means that the use of Show and Tell Strategy is effective in teaching the speaking skills of class VIII students of SMP N 1 Kartasura for the 2022/2023 academic year. This is evidenced by the results of the t-test. This is evidenced by the results of the t-test. The t- test results show that ($t\text{-count} > t\text{-table}$) t-count is 7,999 higher than t-table 0.355 for a significance level of 0.05. That is, H_0 is accepted because the t value is greater than the t table value, so there is a significant difference in achievement between class VIII A students who are taught Show and Tell Strategy and class VIII B students who are taught using the Role Play Strategy.

Based on the findings of the analysis it can be concluded that there is a significant difference in speaking ability between class VIII students of SMP N 1 Kartasura who are taught using the Show and Tell Strategy and students who are taught using the Role Play Strategy. The results of the analysis show that the (2-tailed) count (0.000) is less than 0.05, so H_0 is rejected and H_a is accepted. Therefore, the hypothesis "there is a significant difference in speaking ability between grade VIII students of junior high school who are taught using specific strategy and those who are not" is accepted.

B. Suggestions

Based on the research that has been done with the various results that have been obtained, the researcher can provide the following suggestions:

1. For the English Teachers

Teaching speaking is not an easy job because many students think that speaking is the most difficult skill to learn. As a consequence, teachers will face many obstacles during the teaching and learning process. Therefore, they must be able to choose the right technique that can change students attitudes towards speaking and students speaking abilities. One way is to provide a new strategy, namely the Show and Tell Strategy, because the use of learning strategies or methods should emphasize more on aspects of ability and needs to improve students speaking skills.

2. For the Students

Students must be active in the teaching and learning process and do more practice in the classroom and outside the classroom. Students must enrich their speaking skills to understand what is contained in the English context. The researcher recommends using Show and Tell Strategy in teaching English to make students happy in class and create a fun and active atmosphere in class.

3. For the School

SMP N 1 Kartasura must support the progress of student achievement by providing convenience for English teachers and students both in terms of facilities and infrastructure to implement appropriate innovative strategies in the teaching and learning process.

4. For the other Researchers

This study discusses the application of Show and Tell Strategy as a means to improve the speaking skills of class VIII students of SMP N 1 Kartasura. It is hoped that the results of this study can be used as an additional reference for other researchers, especially researchers related to teaching speaking.

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APPENDIX

Appendix 1

Tryout Pre-Test Question Sheet

LEMBAR SOAL TRY OUT PRE TEST

Petunjuk Umum

1. Tuliskan identitas nama dan kelas pada lembar jawaban yang tersedia.
2. Bacalah dengan seksama tiap soal pertanyaan.

Petunjuk Khusus

Berilah tanda silan (X) pada huruf **a, b, c, atau d** untuk menjawab pertanyaan yang dianggap benar pada lembar jawaban yang tersedia.

1. Ana : we will have a long holiday in the next semester, what are you going to do?
 Ida :
 Ana : I do hope you have a nice trip.
 - a. I Don't know
 - b. I am Busy
 - c. I am Thinking of going to the Beach
 - d. The beach is not clean
2. May: Ah, these books are so heavy.
 Eta:
 - a. Let me help you throwing them away.
 - b. Let me help you sorting them.
 - c. Let me help you cleaning them.
 - d. Let me help you carrying them.
3. Sam: My car won't start.
 Ana:
 - a. May I help you? I know about car.
 - b. May I help you? I know about construction.
 - c. May I help you? I know about electricity.
 - d. May I help you? I know about bicycle.
4. Liz: I'm very thirsty.
 May:

- a. Should I bring you a bottle of sauce?
 b. Should I bring you a bowl of noodles?
 c. Should I bring you a glass of orange juice?
 d. Should I bring you a can of soup?
5. Indah : Look at the Views. what do you think about the river?
 Andil : I Think
- a. It is amazing
 b. I can Do Nothing
 c. Yes. good
 d. I can swim
6. Wina : I've Problem with my mobile Phone. what's your Idea?
 Sina :
 Wina : that's good Idea.
- a. I Think you should buy the new one
 b. How A pity you are.
 c. That's not my Business
 d. Making a call is easy
 e. I don't know nothing
7. Kano : How do you feel the temperature here?
 Andi :
 Bina : I think so. We need to open all windows
- a. So hot here.
 b. Good Job.
 c. Yes I Believe
 d. nice weather
8. Upa: I have a lot of things to do. I'm confused which one to do first.
 Ipo:
- a. What can I do for you?
 b. Where should we go?
 c. When can you do that?
 d. How are you?
9. Tourist : Good morning. Would you mind telling me the way to ABC Hospital?
 Someone : It is nearby. Can I give you a ride?
 The underlined expression shows
- a. the tourist offers some help
 b. the tourist accepts some help
 c. the tourist asks for help
 d. Someone offers some help
10. Shopkeeper: May I help you?
 A customer: No, thank you

The proper expression to fill the blank above is

- a. I am just browsing
- b. I'd like to buy a bouquet of flowers
- c. that would be great
- d. I am very happy

11. Anies : Ehm,

Billy : I don't know. It depends on what you ask.

The proper expression to fill the blank above is

- a. Help me move this bag
- b. Would you mind helping me out?
- c. Let me help you
- d. Can I help you?

12. Andi : Can you lend me a hand?

Bitu : Sure,

Andi : Help me gather everybody. The teacher is coming.

The proper expression to fill the blank above is

- a. How can I help you?
- b. How can you borrow my hand?
- c. Why?
- d. When can you help me?

13. Sista: about the math test?

Marda: It's too hard to do. I couldn't answer number 3.

- a. In your opinion
- b. Would you agree that
- c. What do you think
- d. I believe

A customer: Good morning, Sir. Do you have science book about animal anatomy?

Shopkeeper: Of course, dear. We have the book that you want. (14) to show the shelf?

A customer: I am fine, Sir. I can find by myself. I have other books to find, too.

Shopkeeper: (15) Take your time.

A customer: Thank you, Sir.

14. The suitable expression to complete the dialogue is

- a. I would like
- b. Can you
- c. Do not go
- d. Would you like me

15. What should the shopkeeper say?

- a. I am busy
- b. Sorry
- c. Thank you
- d. That's okay

Mr Iqbal: Jon, come here please!
 Andyanto: Yes, sir. I'm coming.
 Mr Iqbal: (16) the goods to the shop, please?
 Andyanto: With pleasure, sir.
 Mr Iqbal: Don't forget to put into the correct case!
 Andyanto: (17), sir.
 Mr Iqbal: Thanks.

16. The suitable expression is

- a. Can you bring
- b. Can I bring
- c. May I bring
- d. Don't bring

17. The suitable expression is

- a. Sorry, I can't
- b. I wish I could help you
- c. I'm bussy
- d. Don't worry

18. Doni: What do you think of my drawing?

John: It's really good, but maybe adding some Doni

Doni: No problem

From the dialog above. we know that Doni is

- a. Asking for help
- b Asking opinion
- c. Giving opinion
- d. Disagree

19. Alex : What do you think about the film ?

Bram : I think

Complete the dialogue above

- a. I like it
- b. Thank you
- c. I can't hear you
- d. You forget it

20. Eric : I think our city is very hot at the moment.

Era : I don't think soOur city is much cooler than other cities in this country.

Complete the dialogue above

- a. I know it
- b. I am thinking of
- c. He forget it
- d. In my opinion

21. Bon : I feel tired and I feel dizzy.

Sri : I think Don't leave the bed if it is not necessary.

Complete the dialogue above

- a. You must sing
- b. You should lie down and have some rest
- c. You can see the doctor tonight
- d. I will take you to the hospital

22. Dave: So what do you think of my singing?

John: It's really good, but I suggest to try singing in a high tune.

Dave: Thanks, John.

John: No problem, Dave!

From the dialogue above, Dave is

- a. Asking for help
- b. Giving an opinion
- c. Asking for an opinion
- d. Giving help

23. Ina: I like the new playground near our school. What about you?

Jun: I like it too, there is a lot of space, interesting games and a nice place to play.

We can conclude that Jun is expressing:

- a. Asking opinion
- b. Expressing Doubt
- c. Disagreement
- d. Giving opinion

24. Dili : What's your opinion about that novel?

Theo : I like it. It is an interesting story

From the dialogue we conclude that ...

- a. Dili is giving her opinion
- b. Theo doesn't like the novel
- c. Dili is asking Theo's opinion
- d. Dili agrees with Theo's opinion

25. Justi: Next week We will have a long holiday. So, on your holiday what are you going to do. Yoona?

Yoona:

Justi: That will be nice

- a. I don't know where I go
- b. I'm sorry, I can't tell you
- c. This is not your business
- d. I'm thinking of going to Jogja

26. Liana: Film of Kartini it's so inspiring. And what do you think about the inspiring film of Kartini?

Bram: I think

- a. Thank you, Kartini
- b. You forget Kartini's day
- c. I can't hear you call Kartini
- d. I love Kartini's film its so inspiring me

27. Jannah: I think our city is saved from the virus, so we can go around.

Ellisa: But I don't think so, Our city is not saved. We must stay at home at least in this emergency time.

- a. In my opinion
- b. She forgets it
- c. See you next time
- d. You know it

28. Druan: May I know what do you think of my short story?

Julia: It's a good story, but I suggest changing the title with an interesting title.

Druan: Nice opinion. Thanks, Julia.

Julia: Anytime, Druan!

From the dialogue above between Julia and Druan, Julia is...

- a. Giving order
- b. Asking for an opinion
- c. Asking for attention
- d. Giving an opinion

29. "Excellent, your painting is awesome. You deserve to win."

What is the purpose of the expression?

- a. To ask opinion
- b. To get attention
- c. To show appreciation
- d. To give an opinion

30. "Everybody, may I have your attention, please?"

The sentence above expresses ...

- a. Asking for attention
- b. Giving an attention
- c. Giving compliments
- d. Checking someone understanding

31. Ela: Mom, do you need some help? You look so busy this morning.

Mom: Of course, dear. I need another pair of hands to wash the dish.

The underlined sentence expresses

- a. Accepting help
- b. Offering help
- c. Refusing help
- d. Looking for something

32. Bob: Sony, will you give me that book?

Sony: Sure,

Complete the dialogue above with right expression

- a. I don't want to.
- b. I am busy today
- c. I will
- d. I will not

33. Elsa: Will you help me to build a snowman?

Olaf: Yes, of course.

Complete the dialogue above

- a. I won't
- b. I willl
- c. I will not
- d. Will I?

34. Nick: Sir, I think I'm lost.

Jery:

The suitable expression to complete the dialogue is ...

- A. Let me help you carry your bag.
- B. Can I help you? I know this place.
- C. May I help you? I have a dog too.
- D. Shall I clean your shoes?

35. Marta: It's very hot here

Sinta: Sure. No problem

The suitable expression to complete the dialogue is ...

- a. Could you close the door?
- b. Would you mind if I turn on the fan?
- c. Would you turn off the fan?
- d. May I leave now?

36. Tom: This question is so difficult to answer.

Jay:

The suitable expression to complete the dialogue is ...

- a. Just don't answer it.
- b. Let's stop studying and go playing.
- c. Would you like a cup of coffee?

d. Let me help you work on it.

37. Mike: Oh my God, I left my book at home.

Dave:

The suitable expression to complete the dialogue is ...

- a. Shall I take it for you?
- b. Just forget it.
- c. Let me take you to school.
- d. I'll treat you chicken noodles.

38. Dany: Good morning Jane, do you want an ice cream?

Jane:, I'd love one.

Dany: Chocolate or Strawberry?

Jane: Chocolate, please.

The suitable expression to complete the dialogue is

- a. Yes, please
- b. No Thanks
- c. Don't bother
- d. Never mind

39. Andy: Shall I carry your luggage to your apartment?

Boby: Yes, please!

The underlined word has similar meaning with

- a. Borrow
- b. Bring
- c. Drop
- d. Dodge

40. Nephew : Where are doing Uncle?

Uncle : I'm waiting Taxi?

Nephew : By the way, What can I do for you Uncle?

Uncle : Please call the taxi

Nephew : OK. I will call it for you? Bye the way, Where do you go Uncle?

Uncle : I will go to office (a few minutes the taxi came)

Nephew : Can I bring the bag?

Uncle : Yes, please. Thanks advance

Nephew : Don't mention it. Take care Uncle

The underlined sentence express....

- a. Asking help
- b. Giving help
- c. Offering help
- d. Refusing an offer

Appendix 2

Tryout Post-Test Question Sheet

LEMBAR SOAL TRYOUT POST TEST

Petunjuk Umum

1. Tuliskan identitas nama dan kelas pada lembar jawaban yang tersedia.
2. Bacalah dengan seksama tiap soal pertanyaan.

Petunjuk Khusus

Berilah tanda silan (X) pada huruf **a, b, c, atau d** untuk menjawab pertanyaan yang dianggap benar pada lembar jawaban yang tersedia.

1. Dido: What do you think about my English test?
Gina..... You have prepared well.
a. I believe you passed the test.
b. I can't imagine
c. I am not sure
d. I disagree
2. Enny : We'll have a long holiday next month. What are you going to do?
Yani :
Enny : I hope you have a nice trip

Complete the dialogue above
a. I am thinking of going to Bali Sorry
b. Sorry, I can't tell you
c. It's not your business
d. I have nothing to do
3. Justi: Next week We will have a long holiday. So, on your holiday what are you going to do Yoona?
Yoona:
Justi: That will be nice
a. I don't know where I go
b. I'm sorry, I can't tell you
c. This is not your business
d. I'm thinking of going to Jogja
4. Liana: Film of Kartini it's so inspiring. And what do you think about the inspiring film of Kartini?
Bram: I think
a. Thank you, Kartini
b. You forget Kartini's day

- c. I can't hear you call Kartini
d. I love Kartini's film its so inspiring me
5. Jannah: I think our city is saved from the virus, so we can go around.
Ellisa: But I don't think so,Our city is not saved. We must stay at home at least in this emergency time.
a. In my opinion
b. She forgets it
c. See you next time
d. You know it
6. Druan: May I know what do you think of my short story?
Julia: It's a good story, but I suggest changing the title with an interesting title.
Druan: Nice opinion. Thanks, Julia.
Julia: Anytime, Druan!
From the dialogue above between Julia and Druan, Julia is...
a. Giving order
b. Asking for an opinion
c. Asking for attention
d. Giving an opinion
7. Bon : I feel tired and I feel dizzy.
Sri : I think Don't leave the bed if it is not necessary.
Complete the dialogue above
a. You must sing
b. You should lie down and have some rest
c. You can see the doctor tonight
d. I will take you to the hospital
8. Dave: So what do you think of my singing?
John: It's really good, but I suggest to try singing in a high tune.
Dave: Thanks, John.
John: No problem, Dave!
From the dialogue above, Dave is
a. Asking for help
b. Giving an opinion
c. Asking for an opinion
d. Giving help
9. Alex : What do you think about the film ?
Bram : I think
Complete the dialogue above
a. I like it
b. Thank you
c. I can't hear you
d. You forget it
10. Alex : What do you think about the film ?
Bram : I think

Complete the dialogue above

- a. I like it
- b. Thank you
- c. I can't hear you
- d. You forget it

11. Eric : I think our city is very hot at the moment.

Era : I don't think soOur city is much cooler than other cities in this country.

Complete the dialogue above

- a. I know it
- b. I am thinking of
- c. He forget it
- d. In my opinion

12. Jade: What do you think of my drawing?

Rose: It's amazing, but I think you should erase the scribbles over here.

Jade: Thank you so much for you opinion, Rose!

Rose: My pleasure.

From the dialogue above, Rose is

- a. Asking for attention
- b. Asking a question
- c. Giving an opinion
- d. Giving help

13. Dave: So what do you think of my singing?

John: It's really good, but I suggest to try singing in a high tune.

Dave: Thanks, John.

John: No problem, Dave!

From the dialogue above, Dave is

- a. Asking for help
- b. Giving an opinion
- c. Asking for an opinion
- d. Giving help

A customer: Good morning, Sir. Do you have science book about animal anatomy?

Shopkeeper: Of course, dear. We have the book that you want. (14) to show the shelf?

A customer: I am fine, Sir. I can find by myself. I have other books to find, too.

Shopkeeper: (15) Take your time.

A customer: Thank you, Sir.

14. The suitable expression to complete the dialogue is

- a. I would like
- b. Can you
- c. Do not go
- d. Would you like me

15. What should the shopkeeper say?

- a. I am busy
- b. Sorry

- c. Thank you
- d. That's okay

Mr Iqbal: Jon, come here please!

Andyanto: Yes, sir. I'm coming.

Mr Iqbal: (16) the goods to the shop, please?

Andyanto: With pleasure, sir.

Mr Iqbal: Don't forget to put into the correct case!

Andyanto: (17), sir.

Mr Iqbal: Thanks.

16. The suitable expression is

- a. Can you bring
- b. Can I bring
- c. May I bring
- d. Don't bring

17. The suitable expression is

- a. Sorry, I can't
- b. I wish I could help you
- c. I'm bussy
- d. Don't worry

18. Dili : What's your opinion about that novel?

Theo : I like it. It is an interesting story

From the dialogue we conclude that ...

- a. Dili is giving her opinion
- b. Theo doesn't like the novel
- c. Dili is asking Theo's opinion
- d. Dili agrees with Theo's opinion

19. Tourist : Good morning. Would you mind telling me the way to ABC Hospital?

Someone : It is nearby. Can I give you a ride?

The underlined expression shows

- a. the tourist offers some help
- b. the tourist accepts some help
- c. the tourist asks for help
- d. Someone offers some help

20. Shopkeeper: May I help you?

A customer: No, thank you

The proper expression to fill the blank above is

- a. I am just browsing
- b. I'd like to buy a bouquet of flowers
- c. that would be great
- d. I am very happy

21. Anies : Ehm,

Billy : I don't know. It depends on what you ask.

The proper expression to fill the blank above is

- a. Help me move this bag
- b. Would you mind helping me out?
- c. Let me help you
- d. Can I help you?

22. Andi : Can you lend me a hand?

Bitu : Sure,

Andi : Help me gather everybody. The teacher is coming.

The proper expression to fill the blank above is

- a. How can I help you?
- b. How can you borrow my hand?
- c. Why?
- d. When can you help me?

23. Bon : I feel tired and I feel dizzy.

Sri : I thinkDon't leave the bed if it is not necessary.

- a. you must sing
- b. you should lie down and have some rest
- c. you can see the doctor tonight
- d. I will take you to the hospital

24. children should be taught from an early age to be independent and responsible.

- a. In my opinion
- b. They want to learn
- c. You can't believe
- d. He totally understands

Nephew : Where are you going Uncle?

Uncle : I'm waiting Taxi?

Nephew : By the way, What can I do for you Uncle?

Uncle : Please call the taxi

Nephew : OK. I will call it for you? Bye the way, Where do you go Uncle?

Uncle : I will go to office (a few minutes the taxi came)

Nephew : Can I bring the bag?

Uncle : Yes, please. Thanks advance

Nephew : Don't mention it. Take care Uncle

The underlined sentence express....

- a. Asking help
- b. Giving help
- c. Offering help
- d. Refusing an offer

25. Justi: Next week We will have a long holiday. So, on your holiday what are you going to do Yoona?

Yoona:

Justi: That will be nice

- a. I don't know where I go
- b. I'm sorry, I can't tell you

- c. This is not your business
- d. I'm thinking of going to Jogja

26. Liana: Film of Kartini it's so inspiring. And what do you think about the inspiring film of Kartini?

- Bram: I think
- a. Thank you, Kartini
 - b. You forget Kartini's day
 - c. I can't hear you call Kartini
 - d. I love Kartini's film its so inspiring me

27. Jannah: I think our city is saved from the virus, so we can go around.

Ellisa: But I don't think so,Our city is not saved. We must stay at home at least in this emergency time.

- a. In my opinion
- b. She forgets it
- c. See you next time
- d. You know it

28. Druan: May I know what do you think of my short story?

Julia: It's a good story, but I suggest changing the title with an interesting title.

Druan: Nice opinion. Thanks, Julia.

Julia: Anytime, Druan!

From the dialogue above between Julia and Druan, Julia is...

- a. Giving order
- b. Asking for an opinion
- c. Asking for attention
- d. Giving an opinion

29. The underlined sentence express....

- a. Asking help
- b. Giving help
- c. Offering help
- d. Refusing an offer

30. Why does uncle wait a taxi?

- a. He goes to office
- b. He sees his in nephew
- c. He needs it in hurry
- d. He gets sick

31. Who call the taxi?

- a. Nephew
- b. Uncle
- c. Both of them
- d. None of them

32. Ina: I like the new playground near our school. What about you?

Jun: I like it too, there is a lot of space, interesting games and a nice place to play.

We can conclude that Jun is expressing:

- a. Asking opinion
- b. Expressing Doubt
- c. Disagreement
- d. Giving opinion

33. Dili : What's your opinion about that novel?

Theo : I like it. It is an interesting story

From the dialogue we conclude that ...

- a. Dili is giving her opinion
- b. Theo doesn't like the novel
- c. Dili is asking Theo's opinion
- d. Dili agrees with Theo's opinion

34. "Excellent, your painting is awesome. You deserve to win."

What is the purpose of the expression?

- a. To ask opinion
- b. To get attention
- c. To show appreciation
- d. To give an opinion

35. "Everybody, may I have your attention, please?"

The sentence above expresses ...

- a. Asking for attention
- b. Giving an attention
- c. Giving compliments
- d. Checking someone understanding

36. Bob: Sony, will you give me that book?

Sony: Sure,

Complete the dialogue above with right expression

- a. I don't want to.
- b. I am busy today
- c. I will
- d. I will not

37. Elsa: Will you help me to build a snowman?

Olaf: Yes, of course.

Complete the dialogue above

- a. I won't
- b. I will
- c. I will not
- d. Will I?

38. Nick: Sir, I think I'm lost.

Jery:

The suitable expression to complete the dialogue is ...

- A. Let me help you carry your bag.
- B. Can I help you? I know this place.
- C. May I help you? I have a dog too.
- D. Shall I clean your shoes?

39. Marta: It's very hot here

Sinta: Sure. No problem

The suitable expression to complete the dialogue is ...

- a. Could you close the door?
- b. Would you mind if I turn on the fan?
- c. Would you turn off the fan?
- d. May I leave now?

40. Tom: This question is so difficult to answer.

Jay:

The suitable expression to complete the dialogue is ...

- a. Just don't answer it.
- b. Let's stop studying and go playing.
- c. Would you like a cup of coffee?
- d. Let me help you work on it.

Appendix 3

Pre-Test Question Sheet

LEMBAR SOAL PRE TEST

Petunjuk Umum

1. Tuliskan identitas nama dan kelas pada lembar jawaban yang tersedia.
2. Bacalah dengan seksama tiap soal pertanyaan.

Petunjuk Khusus

Berilah tanda silan (X) pada huruf **a, b, c, atau d** untuk menjawab pertanyaan yang dianggap benar pada lembar jawaban yang tersedia.

1. Ana : we will have a long holiday in the next semester, what are you going to do?
 Ida :
 Ana : I do hope you have a nice trip.
 - a. I Don't know
 - b. I am Busy
 - c. I am Thinking of going to the Beach
 - d. The beach is not clean

2. Indah : Look at the Views. what do you think about the river?
 Andil : I Think
 - a. It is amazing
 - b. I can Do Nothing
 - c. Yes. good
 - d. I can swim

3. Wina : I've Problem with my mobile Phone. what's your Idea?
 Sina :
 Wina : that's good Idea.
 - a. I Think you should buy the new one
 - b. How A pity you are.
 - c. That's not my Business
 - d. Making a call is easy
 - e. I don't know nothing

4. Kano : How do you feel the temperature here?
 Andi :
 Bina : I think so. We need to open all windows
 - a. So hot here.
 - b. Good Job.

- c. Yes I Believe
d. Nice weather
5. Sista: about the math test?
Marda: It's too hard to do. I couldn't answer number 3.
- a. In your opinion
b. Would you agree that
c. What do you think
d. I believe
6. Doni: What do you think of my drawing?
John: It's really good, but maybe adding some Doni
Doni: No problem
- From the dialog above, we know that Doni is
- a. Asking for help
b. Asking opinion
c. Giving opinion
d. Disagree
7. Ina: I like the new playground near our school. What about you?
Jun: I like it too, there is a lot of space, interesting games and a nice place to play.
- We can conclude that Jun is expressing:
- a. Asking opinion
b. Expressing Doubt
c. Disagreement
d. Giving opinion
8. Dili : What's your opinion about that novel?
Theo : I like it. It is an interesting story
From the dialogue we conclude that ...
- a. Dili is giving her opinion
b. Theo doesn't like the novel
c. Dili is asking Theo's opinion
d. Dili agrees with Theo's opinion
9. "Excellent, your painting is awesome. You deserve to win."
What is the purpose of the expression?
- a. To ask opinion
b. To get attention
c. To show appreciation
d. To give an opinion
10. "Everybody, may I have your attention, please?"
- The sentence above expresses ...
- a. Asking for attention
b. Giving an attention
c. Giving compliments

d. Checking someone understanding

11. Ela: Mom, do you need some help? You look so busy this morning.

Mom: Of course, dear. I need another pair of hands to wash the dish.

The underlined sentence expresses

- a. Accepting help
- b. Offering help
- c. Refusing help
- d. Looking for something

12. Bob: Sony, will you give me that book?

Sony: Sure,

Complete the dialogue above with right expression

- a. I don't want to.
- b. I am busy today
- c. I will
- d. I will not

13. Elsa: Will you help me to build a snowman?

Olaf: Yes, of course.

Complete the dialogue above

- a. I won't
- b. I willl
- c. I will not
- d. Will I?

14. Nick: Sir, I think I'm lost.

Jery:

The suitable expression to complete the dialogue is ...

- A. Let me help you carry your bag.
- B. Can I help you? I know this place.
- C. May I help you? I have a dog too.
- D. Shall I clean your shoes?

15. Marta: It's very hot here

Sinta: Sure. No problem

The suitable expression to complete the dialogue is ...

- a. Could you close the door?
- b. Would you mind if I turn on the fan?
- c. Would you turn off the fan?
- d. May I leave now?

16. Tom: This question is so difficult to answer.

Jay:

The suitable expression to complete the dialogue is ...

- a. Just don't answer it.
- b. Let's stop studying and go playing.
- c. Would you like a cup of coffee?
- d. Let me help you work on it.

17. Mike: Oh my God, I left my book at home.

Dave:

The suitable expression to complete the dialogue is ...

- a. Shall I take it for you?
- b. Just forget it.
- c. Let me take you to school.
- d. I'll treat you chicken noodles.

18. Dany: Good morning Jane, do you want an ice cream?

Jane:, I'd love one.

Dany: Chocolate or Strawberry?

Jane: Chocolate, please.

The suitable expression to complete the dialogue is

- a. Yes, please
- b. No Thanks
- c. Don't bother
- d. Never mind

19. Andy: Shall I carry your luggage to your apartment?

Boby: Yes, please!

The underlined word has similar meaning with

- a. Borrow
- b. Bring

- c. Drop
- d. Dodge

20. Nephew : Where are doing Uncle?

Uncle : I'm waiting Taxi?

Nephew : By the way, What can I do for you Uncle?

Uncle : Please call the taxi

Nephew : OK. I will call it for you? Bye the way, Where do you go Uncle?

Uncle : I will go to office (a few minutes the taxi came)

Nephew : Can I bring the bag?

Uncle : Yes, please. Thanks advance

Nephew : Don't mention it. Take care Uncle

The underlined sentence express....

- a. Asking help
- b. Giving help
- c. Offering help
- d. Refusing an offer

Appendix 4

Post-Test Question Sheet

LEMBAR SOAL POST TEST

Petunjuk Umum

1. Tuliskan identitas nama dan kelas pada lembar jawaban yang tersedia.
2. Bacalah dengan seksama tiap soal pertanyaan.

Petunjuk Khusus

Berilah tanda silan (X) pada huruf **a, b, c, atau d** untuk menjawab pertanyaan yang dianggap benar pada lembar jawaban yang tersedia.

1. Dido: What do you think about my English test?
Gina..... You have prepared well.
a. I believe you passed the test.
b. I can't imagine
c. I am not sure
d. I disagree
2. Enny : We'll have a long holiday next month. What are you going to do?
Yani :
Enny : I hope you have a nice trip

Complete the dialogue above
a. I am thinking of going to Bali Sorry
b. Sorry, I can't tell you
c. It's not your business
d. I have nothing to do
3. Alex : What do you think about the film ?
Bram : I think

Complete the dialogue above
a. I like it
b. Thank you
c. I can't hear you
d. You forget it
4. Dave: So what do you think of my singing?
John: It's really good, but I suggest to try singing in a high tune.
Dave: Thanks, John.
John: No problem, Dave!

From the dialogue above, Dave is

- a. Asking for help
- b. Giving an opinion
- c. Asking for an opinion
- d. Giving help

5. Jade: What do you think of my drawing?

Rose: It's amazing, but I think you should erase the scribbles over here.

Jade: Thank you so much for you opinion, Rose!

Rose: My pleasure.

From the dialogue above, Rose is

- a. Asking for attention
- b. Asking a question
- c. Giving an opinion
- d. Giving help

6. Dili : What's your opinion about that novel?

Theo : I like it. It is an interesting story

From the dialogue we conclude that ...

- a. Dili is giving her opinion
- b. Theo doesn't like the novel
- c. Dili is asking Theo's opinion
- d. Dili agrees with Theo's opinion

7. Bon : I feel tired and I feel dizzy.

Sri : I thinkDon't leave the bed if it is not necessary.

- a. you must sing
- b. you should lie down and have some rest
- c. you can see the doctor tonight
- d. I will take you to the hospital

8. children should be taught from an early age to be independent and responsible.

- a. In my opinion
- b. They want to learn
- c. You can't believe
- d. He totally understands

Nephew : Where are you Uncle?

Uncle : I'm waiting Taxi?

Nephew : By the way, What can I do for you Uncle?

Uncle : Please call the taxi

Nephew : OK. I will call it for you? Bye the way, Where do you go Uncle?

Uncle : I will go to office (a few minutes the taxi came)

Nephew : Can I bring the bag?

Uncle : Yes, please. Thanks advance

Nephew : Don't mention it. Take care Uncle

9. The underlined sentence express....

- a. Asking help
- b. Giving help
- c. Offering help
- d. Refusing an offer

10. Why does uncle wait a taxi?

- a. He goes to office
- b. He sees his in nephew
- c. He needs it in hurry
- d. He gets sick

11. Who call the taxi?

- a. Nephew
- b. Uncle
- c. Both of them
- d. None of them

12. Ina: I like the new playground near our school. What about you?

Jun: I like it too, there is a lot of space, interesting games and a nice place to play.

We can conclude that Jun is expressing:

- a. Asking opinion
- b. Expressing Doubt
- c. Disagreement
- d. Giving opinion

13. Jannah: I think our city is saved from the virus, so we can go around.

Ellisa: But I don't think so,..... Our city is not saved. We must stay at home at least in this emergency time.

- a. In my opinion
- b. She forgets it
- c. See you next time
- d. You know it

14. "Excellent, your painting is awesome. You deserve to win."

What is the purpose of the expression?

- a. To ask opinion
- b. To get attention
- c. To show appreciation
- d. To give an opinion

15. "Everybody, may I have your attention, please?"

The sentence above expresses ...

- a. Asking for attention
- b. Giving an attention
- c. Giving compliments
- d. Checking someone understanding

16. Bob: Sony, will you give me that book?

Sony: Sure,

Complete the dialogue above with right expression

- a. I don't want to.
- b. I am busy today
- c. I will
- d. I will not

17. Elsa: Will you help me to build a snowman?

Olaf: Yes, of course.

Complete the dialogue above

- a. I won't
- b. I willl
- c. I will not
- d. Will I?

18. Nick: Sir, I think I'm lost.

Jery:

The suitable expression to complete the dialogue is ...

- A. Let me help you carry your bag.
- B. Can I help you? I know this place.
- C. May I help you? I have a dog too.
- D. Shall I clean your shoes?

19. Marta: It's very hot here. Would you mind if I turn on the fan?

Sinta: Sure. No problem

The underline word meaning is ...

- a. Cold
- b. Stifling
- c. Warm
- d. Fresh

20. Tom: This question is so difficult to answer.

Jay:

The suitable expression to complete the dialogue is ...

- a. Just don't answer it.
- b. Let's stop studying and go playing.
- c. Would you like a cup of coffee?
- d. Let me help you work on it.

Appendix 5

Blue Print of Tryout Pre-Test

Blue Print of Tryout Pre-Test		
No	Questions	Number of Question
1	Asking Expression	7,11,18,24,30
2	Giving Expression	5,6,19,23,29
3	Offering Expression	2,3,8,12,31
4	Grammatical Features	9,10,14,16,17,32,38
5	Detail	1,4,13,15,20,21,25,26,27,33,34,35,36,37
6	Vocabulary in context	39
7	Meaning in context	22,28,40

Appendix 6**Blue Print of Tryout Post-Test**

Blue Print of Tryout Pre-Test		
No	Questions	Number of Question
1	Asking Expression	1,3,10,13,18,29,33,35
2	Giving Expression	6,8,12,26,27,32,34
3	Offering Expression	24,31
4	Grammatical Features	2,14,15,16,17,23,24,36
5	Detail	4,5,7,9,10,20,21,22,25,37,38
6	Vocabulary in context	39
7	Meaning in context	19,24,28

Appendix 7**Blue Print of Pre-Test**

Blue Print of Tryout Pre-Test		
No	Questions	Number of Question
1	Asking Expression	6,8,9,10
2	Giving Expression	2,3,4,7
3	Offering Expression	11
4	Grammatical Features	5,12,13,17
5	Detail	1,14,15,16,18
6	Vocabulary in context	19
7	Meaning in context	20

Appendix 8**Blue Print of Post-Test**

Blue Print of Tryout Pre-Test		
No	Questions	Number of Question
1	Asking Expression	4,6,12,15
2	Giving Expression	1,5,14
3	Offering Expression	10
4	Grammatical Features	3,7,8,19,20
5	Detail	2,13,16,17
6	Vocabulary in context	19
7	Meaning in context	9,11

Appendix 9

Key Answers of Tryout Pre-Test and Post-Test Questions

Tryout Pre-Test							
1	C	11	B	21	B	31	B
2	D	12	A	22	C	32	C
3	A	13	C	23	D	33	B
4	C	14	D	24	C	34	B
5	A	15	D	25	D	35	B
6	A	16	A	26	D	36	D
7	A	17	D	27	A	37	A
8	A	18	B	28	D	38	A
9	D	19	A	29	C	39	B
10	A	20	D	30	A	40	C

Tryout Post-Test							
1	A	11	D	21	B	31	A
2	A	12	B	22	A	32	D
3	D	13	C	23	D	33	C
4	D	14	D	24	A	34	C
5	A	15	D	25	D	35	A
6	D	16	A	26	D	36	C
7	B	17	C	27	A	37	B
8	C	18	C	28	D	38	B
9	A	19	D	29	C	39	B
10	A	20	A	30	A	40	D

Appendix 10**Key Answers of Pre-Test and Post-Test Questions**

No	Pre-Test	Post-Test
1	C	A
2	A	A
3	A	A
4	A	C
5	C	C
6	B	C
7	D	B
8	C	A
9	C	C
10	A	A
11	B	A
12	C	D
13	B	C
14	B	C
15	B	A
16	D	C
17	A	B
18	A	B
19	B	B
20	C	D

Appendix 11

Names of Students as Research Subjects

No	Experimental Class (VIII A)	Control Class (VIII B)
1	Aanisah Shafaa M	Aisha Ayu Gita
2	Abyas Fatih Shahzada	Alfira Khoirunnisa
3	Ahmad Amrusanda A. A	Andien Fahira
4	Alfira Alsha Aulika N	Argita Khuzna Fadila
5	Alzalea Kinandya S	Arhab Ali Putra
6	Ananda Bagas Pratama	Arifa Nurul H
7	Annisa Rahmawati	Arya Seno Triatmojo
8	Athalla Madjid Putra A	Charissa Putri D
9	Athaya Cinta Ezra P.A	Chelsea Marsya P.P
10	Aurel Putri R	Chiara Alodya B.R
11	Cesaria Amandhita M.J	Dafa Banu Pratama
12	Cherrya Syafha A	Djoanita Hadi Saputri
13	Dzulfiqar Daffa P.P	Elin Dona R
14	Elsha Putri Ashila	Jovan Pradika
15	Evan Saputra	Keisya Salsabila Hasna
16	Febriyasa Abni P	Kevin Aldyano S
17	Hasim Adiyoga Susilo	Krisna Adhy Wicaksono
18	Heti Agustin R	Latifa Nooraisyah
19	Hibram Chalisdian	M. Raihan Januari
20	Imay Shagqila G	Mutiara Fauzia K.L
21	Jihan Sajid Nur N	Naila Salsabila
22	Muhammad B.R	Nayla Anindita
23	Nathasya Putri D.K	Putri Eka Febriana
24	Quinsha Stevania M	R. Muhammad Albert E.I
25	Rania Destwenty	Raditya Rizky K
26	Sabrina Zahra Oktavia	Rania Arumi N
27	Salsabila Aulia Putri	Rochdijayan Rasyada
28	Sindy Alifainar R	Salsabila Mega Valencya
29	Syarifah Syifa A	Salwa Aaqila Ratnaningrum
30	Umi Hanifah	Shafa Meira Jinan
31	Widyawati Safa Abigail	Zaskia Putri Permatasari
32	Yuvita Putri A	Zulekha Devi
33	Novalino Bagas	
34	Miftah Indah K	
35	Intan Kurniasari	

Appendix 12

Rating Scale Pre-Test of Speaking Score Experimental Group

No	Name	Pronunciation					Grammar					Vocabulary					Fluency					Comprehension					Score	Total Score
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1		
1	A S M				√					√				√					√					√	10	40		
2	A F S			√						√				√				√					√		15	60		
3	A A A			√						√				√				√					√		17	68		
4	A A N		√							√				√				√					√		12	48		
5	A K S	√						√						√				√					√	16	64			
6	A B P			√					√					√				√					√	15	60			
7	A R			√					√					√				√					√	14	56			
8	A M P A		√					√						√				√					√	17	68			
9	A C E P			√				√						√				√					√	18	72			
10	A P R			√					√					√				√					√	14	56			
11	C A M J		√							√				√						√			√	11	44			
12	C S A			√				√						√				√					√	12	48			
13	D D P P		√					√						√				√					√	19	76			
14	E P A	√						√						√				√					√	16	64			
15	E S		√							√				√						√			√	13	52			
16	F A P	√						√						√				√					√	16	64			
17	H A S			√						√				√						√			√	10	40			
18	H A R				√					√				√						√			√	10	40			

19	HC		√						√				√					√			√			12	48	
20	ISG			√				√					√						√					15	60	
21	JSNN			√				√					√		√								√		14	56
22	MBR		√						√														√		13	52
23	NPK			√				√							√								√		15	60
24	QSM				√				√															√	10	40
25	RD		√					√						√									√		17	68
26	SZO	√						√							√									√	16	64
27	SAP			√				√							√								√		18	72
28	SAR	√						√							√									√	16	64
29	SSA		√						√														√		12	48
30	UH			√				√						√									√		14	56
31	WSA			√					√													√		√	10	40
32	YPA			√	√			√		√				√	√						√			√	11	44
33	NB		√						√														√		13	52
34	MIK			√				√							√								√		15	60
35	IK	√						√							√									√	16	64

Total Score = 25 x 4

= 100

Appendix 13

Rating Scale Post-Test of Speaking Score Experimental Group

No	Name	Pronunciation					Grammar					Vocabulary					Fluency					Comprehension					Score	Total Score	
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1			
1	AS M	√						√					√						√					√				18	72
2	AF S		√					√				√						√								√		19	76
3	AA A		√					√				√							√				√					20	80
4	AA N		√						√				√					√						√				17	68
5	AK S	√							√				√					√						√				20	80
6	AB P		√						√				√					√						√				18	72
7	AR			√				√						√					√					√				16	64
8	AM PA		√					√					√					√						√				19	76
9	ACE P	√						√				√						√						√				21	84
10	AP R		√						√				√						√					√				18	72
11	CAM J		√					√					√						√					√				19	76
12	CS A		√						√					√					√					√				17	68
13	DD PP		√						√					√					√				√					17	68
14	EPA	√						√					√					√						√				20	80
15	ES		√				√					√						√					√					22	88
16	FAP			√				√				√							√				√					19	76
17	HAS			√					√				√						√				√					18	72
18	HAR	√						√				√							√					√				20	80
19	HC			√					√					√					√				√					16	64

20	ISG			√					√			√						√			√			17	68
21	JSNN		√					√				√						√			√			19	76
22	MBR	√						√				√						√			√			21	84
23	NPDK				√			√				√						√					√	14	56
24	QSM			√				√				√						√						19	76
25	RD		√					√				√						√			√			21	84
26	SZO			√				√				√						√			√			19	76
27	SAP	√						√				√						√			√			21	84
28	SAR			√				√				√						√			√			18	72
29	SSA	√						√				√						√			√			16	64
30	UH		√					√				√						√			√			19	76
31	WSA			√				√		√		√						√			√			20	80
32	YPA			√				√				√						√			√			18	72
33	NB	√						√				√						√			√			21	84
34	MIK			√				√				√		√				√			√			20	80
35	IK			√				√				√						√			√			18	72

Total Score = 25 x 4

= 100

Appendix 14

Rating Scale Pre-Test of Speaking Score Control Group

No	Name	Pronunciation					Grammar					Vocabulary					Fluency					Comprehension					Score	Total Score
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1		
1	A A G		√						√				√					√				√				13	52	
2	A K				√				√					√				√				√				10	40	
3	A F			√					√				√					√				√				11	44	
4	A K F				√				√				√				√				√					12	48	
5	A A P		√						√				√				√				√					15	60	
6	A N H			√					√				√			√					√					13	52	
7	A S T				√				√			√					√				√					14	56	
8	C P D			√					√		√							√			√					12	48	
9	C M P P			√					√				√					√			√					14	56	
10	C A B R		√						√				√				√				√					15	60	
11	D B P				√				√				√				√				√					10	40	
12	D H S		√						√				√				√				√					12	48	
13	E D R			√					√				√				√				√					13	52	
14	J P	√							√					√				√			√					15	60	
15	K S H			√					√				√			√					√					13	52	
16	K A S			√					√		√						√				√					12	48	
17	K A W			√					√				√				√				√					11	44	
18	L N	√							√				√				√			√						18	72	
19	M R J			√					√				√				√				√					11	44	

20	MFKL			√					√					√				√			14	56
21	NS			√					√					√						√	13	52
22	NA		√						√					√						√	15	60
23	PEF	√							√					√						√	16	64
24	RMAEI			√					√					√						√	13	52
25	RRK		√						√					√						√	15	60
26	RAN			√					√					√						√	14	56
27	RR	√							√					√						√	17	68
28	SMV			√					√					√						√	13	52
29	SAR			√					√	√				√						√	12	48
30	SMJ			√					√					√						√	13	52
31	ZPP				√				√					√						√	9	36
32	ZD				√				√					√						√	10	40

Total Score = 25 x 4

= 100

Appendix 15

Rating Scale Post-Test of Speaking Score Control Group

No	Name	Pronunciation					Grammar					Vocabulary					Fluency					Comprehension					Score	Total Score
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1		
1	AAG			√					√					√					√					√			14	56
2	AK		√						√				√					√					√				15	60
3	AF			√					√				√				√						√				13	52
4	AKF			√					√				√			√					√						19	76
5	AAP		√						√				√			√						√					17	68
6	ANH	√							√				√					√				√					16	64
7	AST		√						√				√			√								√			15	60
8	CPD			√						√		√						√					√				12	48
9	CMPP			√					√				√			√						√					14	56
10	CABR		√						√				√				√					√					15	60
11	DBP		√						√				√			√						√					17	68
12	DHS		√						√				√			√								√			15	60
13	EDR			√						√		√						√					√				12	48
14	JP			√					√				√			√						√					13	52
15	KSH			√					√				√		√						√						17	68
16	KAS				√				√					√				√				√					10	40
17	KAW			√						√		√						√					√				12	48
18	LN			√					√				√			√						√					14	56
19	MRJ		√						√				√				√					√					15	60

20	MFKL			√					√				√					√			13	52
21	NS			√					√				√							√	13	52
22	NA		√					√				√							√		17	68
23	PEF			√				√			√								√		18	72
24	RMAEI	√						√				√							√		16	64
25	RRK		√					√				√							√		15	60
26	RAN		√					√				√							√		17	68
27	RR			√				√			√								√		18	72
28	SMV			√				√				√								√	13	52
29	SAR			√				√				√							√		14	56
30	SMJ			√					√		√								√		12	48
31	ZPP			√				√				√							√		11	44
32	ZD			√				√				√							√		14	56

Total Score = 25 x 4

= 100

Appendix 16
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
STRATEGI *SHOW AND TELL*

Pertemuan 1

Sekolah : SMP N 1 Kartasura
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII A / 2
Materi Pokok : Asking and Giving Opinion
Alokasi Waktu : 90 Minutes

1) Kompetensi Inti

KI. 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI. 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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

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

2) Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
KD pada KI. 1	-
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi	

internasional yang diwujudkan dalam semangat belajar.	
KD pada KI. 2 2.1 Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	-
KD pada KI. 3 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta dan mengungkapkan pendapat serta menanggapi, sesuai dengan konteks penggunaannya.	3.1.1 Menyebutkan ungkapan teks interaksi interpersonal lisan yang melibatkan ungkapan meminta dan memberi pendapat. 3.1.2 Mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan meminta dan memberi pendapat. .
KD pada KI. 4 4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta dan mengungkapkan pendapat dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 . Menyusun teks tulis sederhana tentang ungkapan meminta dan memberi pendapat.

3) Tujuan Pembelajaran

1. Peserta didik mampu menyebutkan ungkapan teks interaksi interpersonal lisan yang melibatkan ungkapan meminta dan memberi pendapat.
2. Peserta didik mampu mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan meminta dan memberi pendapat.
3. Peserta didik mampu mengerjakan teks tentang ungkapan meminta dan memberi pendapat.

4) Materi Pembelajaran

- Materi : Teks interaksi interpersonal: ungkapan meminta dan memberi pendapat.
- Fungsi Sosial : Melakukan hubungan interpersonal dengan guru dan teman, dengan menggunakan ungkapan meminta dan memberi pendapat.
- Struktur Teks : Teks ungkapan-ungkapan meminta dan memberi pendapat.

Asking Opinion	Giving Opinion	Responses
What is your opinion about ...?	In my opinion...	I think so
What do you think about ...?	In my view...	That is right.
How do you feel?	I think...	It is true
Do you have any idea ?	I believe...	I don't think so
Please give me your opinion.	I guess...	If I may say so,...
What is your comment on ... ?	According to me	I disagree
Do you think....?	In my point of view,	I can't say that

5) Metode Pembelajaran

- Pendekatan : Scientific Approach
 Model : Show and Tell Strategy
 Metode : Tanya Jawab, Diskusi Kelompok, Presentasi

6) Media/ Alat, Bahan, dan Sumber

1. Media
 - a. Gambar
 - b. Bahan Ajar
2. Alat/Bahan
 - a. Papan Tulis
 - b. Spidol

7) Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan. 2017. Buku Siswa When English Rings a Bells VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Drs. Mukarto, Dkk. 2018. *English on Sky For Junior High School Students Year VIII* (buku 2): Erlangga.

8) Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (PPK: Religius) • Guru memeriksa kehadiran peserta didik sebagai sikap disiplin • Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. • Guru mempersiapkan peserta didik dengan melakukan ice breaking • Guru mengajukan pertanyaan terkait pengetahuan sebelumnya dengan materi yang akan dipelajari. • Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran dalam kehidupan sehari-hari. 	10 Menit
Kegiatan Inti	SINTAK MODEL PEMBELAJARAN (5 M)	

Stimulation (stimulasi/ pemberian rangsangan)	Mengamati <ul style="list-style-type: none"> • Guru menunjukkan dialog sederhana tentang ungkapan meminta dan memberi pendapat menggunakan gambar dan peserta didik diminta untuk menyebutkan ungkapan-ungkapan yang ada pada gambar. • Guru menjelaskan dan mencontohkan tentang penggunaan ungkapan meminta dan memberi pendapat menggunakan gambar. 	
Problem statement (pertanyaan/ identifikasi masalah)	Menanya <ul style="list-style-type: none"> • Peserta didik dibimbing oleh guru untuk memberikan pertanyaan berkaitan dengan materi yang disampaikan tentang ungkapan meminta dan memberi pendapat. 	70 Menit
Data processing (pengolahan Data)	Mengumpulkan Data <ul style="list-style-type: none"> • Peserta didik diminta untuk membacakan dialog sederhana tentang ungkapan meminta dan memberi pendapat secara berpasangan didepan kelas. • Peserta didik mengidentifikasi ungkapan meminta dan memberi pendapat yang terdapat pada dialog. • Peserta didik menyebutkan ungkapan-ungkapan meminta dan memberi pendapat. 	
Verification (pembuktian)	Mengasosiasi <ul style="list-style-type: none"> • Peserta didik diperlihatkan sebuah gambar. • Peserta didik diminta untuk mengerjakan soal latihan berupa mengidentifikasi dan mendeskripsikan ungkapan meminta dan memberi pendapat yang diberikan oleh guru (berupa gambar). 	
	<ul style="list-style-type: none"> • Peserta didik dibagi menjadi 8 kelompok. Setiap kelompok terdiri dari 4 peserta didik. • Peserta didik mendiskusikan peristiwa yang terdapat pada gambar tentang meminta dan memberi pendapat dengan kelompoknya masing masing. • Perwakilan kelompok mampu menceritakan peristiwa yang terdapat pada gambar tersebut di depan kelas. 	
Generalization (menarik kesimpulan)	Mengkomunikasikan <ul style="list-style-type: none"> • Memberi feedback kepada peserta didik tentang hasil yang telah mereka kerjakan. • Memberi soal evaluasi kepada peserta didik. 	

Penutup	<ul style="list-style-type: none"> • Guru bersama peserta didik menyimpulkan bersama tentang materi yang telah dipelajari. • Melakukan refleksi bersama peserta didik tentang kegiatan pembelajaran yang telah dilakukan. • Menyampaikan informasi tentang rencana kegiatan pembelajaran selanjutnya. • Mengucapkan salam penutup 	10 Menit
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9) Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

A. Sikap : Observasi

B. Pengetahuan

Tes Tertulis : Dialog rumpang

C. Keterampilan

Tes Tulis (Menyusun kalimat acak menjadi dialog sederhana)

2. Instrumen Penilaian (Terlampir)

3. Pembelajaran Remedial dan Pengayaan

a. Remedial

❖ Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampaui KKM. Remedial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar.

❖ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriterian Ketuntasan Minimal), misalnya sebagai berikut.

Mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan meminta dan memberi pendapat.

b. Pengayaan

❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.

❖ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.

❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya

Making a dialog with your partner about asking and giving opinion.

Mengetahui,
Guru Mata Pamong



Tri Pujiyatmi, S.Pd.

Sukoharjo, 15 Maret 2023
Mahasiswa Penelitian



Dissa Wahyu Diyanti

Pertemuan 2

Sekolah : SMP N 1 Kartasura

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII / 2

Materi Pokok : Asking and Offering Help

Alokasi Waktu : 90 Minutes

1) Kompetensi Inti

KI. 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI. 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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

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

2) Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>KD pada KI. 1</p> <p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p>	-

<p>KD pada KI. 2</p> <p>2.1 Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p>	-
<p>KD pada KI. 3</p> <p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta dan menawarkan bantuan sesuai dengan konteks penggunaannya.</p>	<p>3.1.1 Menyebutkan ungkapan teks interaksi interpersonal lisan yang melibatkan ungkapan meminta dan menawarkan bantuan.</p> <p>3.1.2 Mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan meminta dan menawarkan bantuan.</p> <p>.</p>
<p>KD pada KI. 4</p> <p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta dan menawarkan bantuan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.1.1 Menyusun teks tulis sederhana tentang ungkapan meminta dan menawarkan bantuan.</p>

3) Tujuan Pembelajaran

1. Peserta didik mampu menyebutkan ungkapan teks interaksi interpersonal lisan yang melibatkan ungkapan meminta dan menawarkan bantuan.
2. Peserta didik mampu mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan meminta dan menawarkan bantuan.
3. Peserta didik mampu mengerjakan teks tentang ungkapan meminta dan menawarkan bantuan.

4) Materi Pembelajaran

- Materi : Teks interaksi interpersonal: ungkapan meminta dan menawarkan bantuan.
- Fungsi Sosial : Melakukan hubungan interpersonal dengan guru dan teman, dengan menggunakan ungkapan meminta dan menawarkan bantuan.
- Struktur Teks : Teks ungkapan-ungkapan meminta dan menawarkan bantuan.

Asking Help	Offering Help	Responses
Can you help me?	May I give you a hand?	With pleasure, thank you.
Could you please give me a hand?	Shall I bring you a pillow?	Yes, please.
Would you like to help me?	Can I do the dishes for you?	I'm pleased to do that.
Could you lend me some money?	Shall I help you with your project?	Thank you.
Could you please open the door?	May I help you?	I'm sorry, I can't.
Could you bring me the newspaper?	Can I do to make cake for you?	Sorry, I'm busy.
Can you please come here for a second?	Can I buy a present for you?	I'm afraid I can't do it.

5) Metode Pembelajaran

- Pendekatan : Scientific Approach
 Model : Show and Tell Strategy
 Metode : Tanya Jawab, Diskusi Kelompok, Presentasi

6) Media/ Alat, Bahan, dan Sumber

1. Media
 - a. Gambar
 - b. Bahan Ajar
2. Alat/Bahan
 - a. Papan Tulis
 - b. Spidol

7) Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan. 2017. Buku Siswa When English Rings a Bells VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Drs. Mukarto, Dkk. 2018. *English on Sky For Junior High School Students Year VIII* (buku 2): Erlangga.

8) Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (PPK: Religius) • Guru memeriksa kehadiran peserta didik sebagai sikap disiplin • Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. • Guru mempersiapkan peserta didik dengan melakukan ice breaking • Guru mengajukan pertanyaan terkait pengetahuan sebelumnya dengan materi yang akan dipelajari. • Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran dalam kehidupan sehari-hari. 	10 Menit

Kegiatan Inti	SINTAK MODEL PEMBELAJARAN (5 M)	
Stimulation (stimulasi/ pemberian rangsangan)	Mengamati <ul style="list-style-type: none"> • Guru menunjukkan dialog sederhana tentang ungkapan meminta dan menawarkan bantuan menggunakan gambar dan peserta didik diminta untuk menyebutkan ungkapan-ungkapan yang ada pada gambar. • Guru menjelaskan dan mencontohkan tentang penggunaan ungkapan meminta dan menawarkan bantuan menggunakan gambar. 	70 Menit
Problem statement	Menanya <ul style="list-style-type: none"> • Peserta didik dibimbing oleh guru untuk memberikan pertanyaan berkaitan dengan materi yang disampaikan tentang ungkapan meminta dan menawarkan bantuan. 	
Data processing (pengolahan Data)	Mengumpulkan Data <ul style="list-style-type: none"> • Peserta didik diminta untuk membacakan dialog sederhana tentang ungkapan meminta dan menawarkan bantuan secara berpasangan didepan kelas. • Peserta didik mengidentifikasi ungkapan meminta dan menawarkan bantuan yang terdapat pada dialog. • Peserta didik menyebutkan ungkapan-ungkapan meminta dan menawarkan bantuan. 	
Verification (pembuktian)	Mengasosiasi <ul style="list-style-type: none"> • Peserta didik diperlihatkan sebuah gambar. • Peserta didik diminta untuk mengerjakan soal latihan berupa mengidentifikasi dan mendeskripsikan ungkapan meminta dan menawarkan bantuan yang diberikan oleh guru (berupa gambar). 	
	<ul style="list-style-type: none"> • Peserta didik dibagi menjadi 8 kelompok. Setiap kelompok terdiri dari 4 peserta didik. • Peserta didik mendiskusikan peristiwa yang terdapat pada gambar tentang meminta dan menawarkan bantuan dengan kelompoknya masing masing. • Perwakilan kelompok mampu menceritakan peristiwa yang terdapat pada gambar tersebut di depan kelas. 	
Generalization (menarik kesimpulan)	Mengkomunikasikan <ul style="list-style-type: none"> • Memberi feedback kepada peserta didik tentang hasil yang telah mereka kerjakan. • Memberi soal evaluasi kepada peserta didik. 	
Penutup	<ul style="list-style-type: none"> • Guru bersama peserta didik menyimpulkan bersama tentang materi yang telah dipelajari. • Melakukan refleksi bersama peserta didik tentang kegiatan pembelajaran yang telah dilakukan. 	10 Menit

	<ul style="list-style-type: none"> • Menyampaikan informasi tentang rencana kegiatan pembelajaran selanjutnya. • Mengucapkan salam penutup 	
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9) Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

A. Sikap : Observasi

B. Pengetahuan

Tes Tertulis : Dialog rumpang

C. Keterampilan

Tes Tulis (Menyusun kalimat acak menjadi dialog sederhana)

2. Instrumen Penilaian (Terlampir)

3. Pembelajaran Remedial dan Pengayaan

a. Remedial

- ❖ Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampaui KKM. Remedial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar.
- ❖ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal), misalnya sebagai berikut.

Mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan meminta dan menawarkan bantuan.

b. Pengayaan

- ❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.
- ❖ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.
- ❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya

Making a dialog with your partner about asking and offering help.

Mengetahui,
Guru Mata Pamong



Tri Pujiyatmi, S.Pd.

Sukoharjo, 15 Maret 2023
Mahasiswa Penelitian



Dissa Wahyu Diyanti

Pertemuan 3

Sekolah : SMP N 1 Kartasura

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII / 2

Materi Pokok : Showing Appreciation and Attention

Alokasi Waktu : 90 Minutes

1) Kompetensi Inti

KI. 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI. 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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

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

2) Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>KD pada KI. 1</p> <p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p>	-

<p>KD pada KI. 2</p> <p>2.1 Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p>	-
<p>KD pada KI. 3</p> <p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menunjukkan penghargaan dan perhatian sesuai dengan konteks penggunaannya.</p>	<p>3.1.1 Menyebutkan ungkapan teks interaksi interpersonal lisan yang melibatkan ungkapan menunjukkan penghargaan dan perhatian.</p> <p>3.1.2 Mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan menunjukkan penghargaan dan perhatian.</p> <p>.</p>
<p>KD pada KI. 4</p> <p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan menunjukkan penghargaan dan perhatian dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.1.1 Menyusun teks tulis sederhana tentang ungkapan menunjukkan penghargaan dan perhatian.</p>

3) Tujuan Pembelajaran

1. Peserta didik mampu menyebutkan ungkapan teks interaksi interpersonal lisan yang melibatkan ungkapan menunjukkan penghargaan dan perhatian.
2. Peserta didik mampu mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan menunjukkan penghargaan dan perhatian.
3. Peserta didik mampu mengerjakan teks tentang ungkapan menunjukkan penghargaan dan perhatian.

4) Materi Pembelajaran

- Materi : Teks interaksi interpersonal: ungkapan menunjukkan penghargaan dan perhatian.
- Fungsi Sosial : Melakukan hubungan interpersonal dengan guru dan teman, dengan menggunakan ungkapan menunjukkan penghargaan dan perhatian.
- Struktur Teks : Teks ungkapan-ungkapan menunjukkan penghargaan dan perhatian.

Showing Appreciation	Showing Attention	Responses
That's a good job.	Really?	With pleasure, thank you.
I appreciate your big effort.	Tell me more about it?	Yes, please.
You've got a good sense of style.	I see	I'm pleased to do that.
You did it very well.	I know that	Thank you.
Keep the good job.	Yes of course.	Yes, so pretty.
You have done it so well!	Let me look	Thank you very much.
Perfect!	May I see?	Well, you.

5) Metode Pembelajaran

- Pendekatan : Scientific Approach
 Model : Show and Tell Strategy
 Metode : Tanya Jawab, Diskusi Kelompok, Presentasi

6) Media/ Alat, Bahan, dan Sumber

1. Media
 - a. Gambar
 - b. Bahan Ajar
2. Alat/Bahan
 - a. Papan Tulis
 - b. Spidol

7) Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan. 2017. Buku Siswa When English Rings a Bells VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Drs. Mukarto, Dkk. 2018. *English on Sky For Junior High School Students Year VIII* (buku 2): Erlangga.

8) Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (PPK: Religius) • Guru memeriksa kehadiran peserta didik sebagai sikap disiplin • Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. • Guru mempersiapkan peserta didik dengan melakukan ice breaking • Guru mengajukan pertanyaan terkait pengetahuan sebelumnya dengan materi yang akan dipelajari. • Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran dalam kehidupan sehari-hari. 	10 Menit
Kegiatan Inti	SINTAK MODEL PEMBELAJARAN (5 M)	
Stimulation (stimulasi/	Mengamati <ul style="list-style-type: none"> • Guru menunjukkan dialog sederhana tentang ungkapan menunjukkan penghargaan dan perhatian menggunakan 	

pemberian rangsangan)	<p>gambar dan peserta didik diminta untuk menyebutkan ungkapan-ungkapan yang ada pada gambar.</p> <ul style="list-style-type: none"> • Guru menjelaskan dan mencontohkan tentang penggunaan ungkapan menunjukkan penghargaan dan perhatian menggunakan gambar. 	70 Menit
Problem statement	<p>Menanya</p> <ul style="list-style-type: none"> • Peserta didik dibimbing oleh guru untuk memberikan pertanyaan berkaitan dengan materi yang disampaikan tentang ungkapan menunjukkan penghargaan dan perhatian. 	
Data processing (pengolahan Data)	<p>Mengumpulkan Data</p> <ul style="list-style-type: none"> • Peserta didik diminta untuk membacakan dialog sederhana tentang ungkapan menunjukkan penghargaan dan perhatian secara berpasangan didepan kelas. • Peserta didik mengidentifikasi ungkapan menunjukkan penghargaan dan perhatian yang terdapat pada dialog. • Peserta didik menyebutkan ungkapan-ungkapan menunjukkan penghargaan dan perhatian. 	
Verification (pembuktian)	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik diperlihatkan sebuah gambar. • Peserta didik diminta untuk mengerjakan soal latihan berupa mengidentifikasi dan mendeskripsikan ungkapan menunjukkan penghargaan dan perhatian yang diberikan oleh guru (berupa gambar). • Peserta didik dibagi menjadi 8 kelompok. Setiap kelompok terdiri dari 4 peserta didik. • Peserta didik mendiskusikan peristiwa yang terdapat pada gambar tentang menunjukkan penghargaan dan perhatian dengan kelompoknya masing masing. • Perwakilan kelompok mampu menceritakan peristiwa yang terdapat pada gambar tersebut di depan kelas. 	
Generalization (menarik kesimpulan)	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Memberi feedback kepada peserta didik tentang hasil yang telah mereka kerjakan. • Memberi soal evaluasi kepada peserta didik. 	
Penutup	<ul style="list-style-type: none"> • Guru bersama peserta didik menyimpulkan bersama tentang materi yang telah dipelajari. • Melakukan refleksi bersama peserta didik tentang kegiatan pembelajaran yang telah dilakukan. • Menyampaikan informasi tentang rencana kegiatan pembelajaran selanjutnya. • Mengucapkan salam penutup 	10 Menit

9) Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

A. Sikap : Observasi

B. Pengetahuan

Tes Tertulis : Dialog rumpang

C. Keterampilan

Tes Tulis (Menyusun kalimat acak menjadi dialog sederhana)

2. Instrumen Penilaian (Terlampir)

3. Pembelajaran Remedial dan Pengayaan

a. Remedial

- ❖ Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampaui KKM. Remedial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar.
- ❖ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriterian Ketuntasan Minimal), misalnya sebagai berikut.

Mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan menunjukkan penghargaan dan perhatian.

b. Pengayaan

- ❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.
- ❖ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.
- ❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya

Making a dialog with your partner about showing appreciation and attention.

Mengetahui,
Guru Mata Pamong



Tri Pujiyatmi, S.Pd.

Sukoharjo, 15 Maret 2023
Mahasiswa Penelitian



Dissa Wahyu Diyanti

Appendix 17
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
STRATEGI *ROLE PLAY*

Pertemuan 1

Sekolah : SMP N 1 Kartasura

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII B / 2

Materi Pokok : Asking and Giving Opinion

Alokasi Waktu : 90 Minutes

1) Kompetensi Inti

KI. 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI. 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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

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

2) Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
KD pada KI. 1	-
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi	

internasional yang diwujudkan dalam semangat belajar.	
KD pada KI. 2 2.1 Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	-
KD pada KI. 3 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta dan mengungkapkan pendapat serta menanggapi, sesuai dengan konteks penggunaannya.	3.1.1 Menyebutkan ungkapan teks interaksi interpersonal lisan yang melibatkan ungkapan meminta dan memberi pendapat. 3.1.2 Mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan meminta dan memberi pendapat. .
KD pada KI. 4 4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta dan mengungkapkan pendapat dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 . Menyusun teks tulis sederhana tentang ungkapan meminta dan memberi pendapat.

3) Tujuan Pembelajaran

1. Peserta didik mampu menyebutkan ungkapan teks interaksi interpersonal lisan yang melibatkan ungkapan meminta dan memberi pendapat.
2. Peserta didik mampu mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan meminta dan memberi pendapat.
3. Peserta didik mampu mengerjakan teks tentang ungkapan meminta dan memberi pendapat.

4) Materi Pembelajaran

- Materi : Teks interaksi interpersonal: ungkapan meminta dan memberi pendapat.
- Fungsi Sosial : Melakukan hubungan interpersonal dengan guru dan teman, dengan menggunakan ungkapan meminta dan memberi pendapat.
- Struktur Teks : Teks ungkapan-ungkapan meminta dan memberi pendapat.

Asking Opinion	Giving Opinion	Responses
What is your opinion about ...?	In my opinion...	I think so
What do you think about ...?	In my view...	That is right.
How do you feel?	I think...	It is true
Do you have any idea ?	I believe...	I don't think so
Please give me your opinion.	I guess...	If I may say so,...
What is your comment on ... ?	According to me	I disagree
Do you think....?	In my point of view,	I can't say that

5) Metode Pembelajaran

- Pendekatan : Scientific Approach
 Model : Role Play Strategy
 Metode : Tanya Jawab, Diskusi Kelompok, Presentasi

6) Media/ Alat, Bahan, dan Sumber

1. Media
 - a. Bahan Ajar
2. Alat/Bahan
 - a. Papan Tulis
 - b. Spidol

7) Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan. 2017. Buku Siswa When English Rings a Bells VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Drs. Mukarto, Dkk. 2018. *English on Sky For Junior High School Students Year VIII* (buku 2): Erlangga.

8) Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (PPK: Religius) • Guru memeriksa kehadiran peserta didik sebagai sikap disiplin • Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. • Guru mempersiapkan peserta didik dengan melakukan ice breaking • Guru mengajukan pertanyaan terkait pengetahuan sebelumnya dengan materi yang akan dipelajari. • Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran dalam kehidupan sehari-hari. 	10 Menit
Kegiatan Inti	SINTAK MODEL PEMBELAJARAN (5 M)	
Stimulation	Mengamati	

(stimulasi/ pemberian rangsangan)	<ul style="list-style-type: none"> • Guru menunjukkan dialog sederhana tentang ungkapan meminta dan memberi pendapat. • Guru menjelaskan dan mencontohkan tentang penggunaan ungkapan meminta dan memberi pendapat. 	70 Menit
Problem statement (pertanyaan/ identifikasi masalah)	<p>Menanya</p> <ul style="list-style-type: none"> • Peserta didik dibimbing oleh guru untuk memberikan pertanyaan berkaitan dengan materi yang disampaikan tentang ungkapan meminta dan memberi pendapat. 	
Data processing (pengolahan Data)	<p>Mengumpulkan Data</p> <ul style="list-style-type: none"> • Peserta didik diminta untuk membacakan dialog sederhana tentang ungkapan meminta dan memberi pendapat secara berpasangan didepan kelas. • Peserta didik mengidentifikasi ungkapan meminta dan memberi pendapat yang terdapat pada dialog. • Peserta didik menyebutkan ungkapan-ungkapan meminta dan memberi pendapat. 	
Verification (pembuktian)	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik dibagi menjadi 8 kelompok. Setiap kelompok terdiri dari 2-3 peserta didik. • Guru memberikan teks dialog rumpang tentang mendeskripsikan ungkapan meminta dan memberi pendapat. • Peserta didik menganalisis kalimat yang tepat pada teks dialog rumpang tersebut dengan berdiskusi. • Guru mengajarkan bagaimana berdialog dengan benar. • Peserta didik berdialog di depan kelas secara berpasangan dan sesuai perannya masing-masing. • Guru menilai kemampuan siswa dalam memainkan peran. 	
Generalization (menarik kesimpulan)	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Memberi feedback kepada peserta didik tentang hasil yang telah mereka kerjakan. • Memberi soal evaluasi kepada peserta didik. 	
Penutup	<ul style="list-style-type: none"> • Guru bersama peserta didik menyimpulkan bersama tentang materi yang telah dipelajari. • Melakukan refleksi bersama peserta didik tentang kegiatan pembelajaran yang telah dilakukan. • Menyampaikan informasi tentang rencana kegiatan pembelajaran selanjutnya. • Mengucapkan salam penutup 	10 Menit

9) Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

A. Sikap : Observasi

B. Pengetahuan

Tes Tertulis : Dialog rumpang

C. Keterampilan

Tes Tulis (Menyusun kalimat acak menjadi dialog sederhana)

2. Instrumen Penilaian (Terlampir)

3. Pembelajaran Remedial dan Pengayaan

a. Remedial

- ❖ Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampaui KKM. Remedial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar.
- ❖ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal), misalnya sebagai berikut.

Mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan meminta dan memberi pendapat.

b. Pengayaan

- ❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.
- ❖ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.
- ❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya

Making a dialog with your partner about asking and giving opinion.

Mengetahui,
Guru Mata Pamong



Tri Pujiyatmi, S.Pd.

Sukoharjo, 15 Maret 2023
Mahasiswa Penelitian



Dissa Wahyu Diyanti

Pertemuan 2

Sekolah : SMP N 1 Kartasura

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII B / 2

Materi Pokok : Asking and Offering Help

Alokasi Waktu : 90 Minutes

1) Kompetensi Inti

KI. 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI. 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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

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

2) Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>KD pada KI. 1</p> <p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p>	-

<p>KD pada KI. 2</p> <p>2.1 Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p>	-
<p>KD pada KI. 3</p> <p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta dan menawarkan bantuan sesuai dengan konteks penggunaannya.</p>	<p>3.1.1 Menyebutkan ungkapan teks interaksi interpersonal lisan yang melibatkan ungkapan meminta dan menawarkan bantuan.</p> <p>3.1.2 Mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan meminta dan menawarkan bantuan.</p> <p>.</p>
<p>KD pada KI. 4</p> <p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta dan menawarkan bantuan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.1.1 Menyusun teks tulis sederhana tentang ungkapan meminta dan menawarkan bantuan.</p>

3) Tujuan Pembelajaran

1. Peserta didik mampu menyebutkan ungkapan teks interaksi interpersonal lisan yang melibatkan ungkapan meminta dan menawarkan bantuan.
2. Peserta didik mampu mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan meminta dan menawarkan bantuan.
3. Peserta didik mampu mengerjakan teks tentang ungkapan meminta dan menawarkan bantuan.

4) Materi Pembelajaran

- Materi : Teks interaksi interpersonal: ungkapan meminta dan menawarkan bantuan.
- Fungsi Sosial : Melakukan hubungan interpersonal dengan guru dan teman, dengan menggunakan ungkapan meminta dan menawarkan bantuan.
- Struktur Teks : Teks ungkapan-ungkapan meminta dan menawarkan bantuan.

Asking Help	Offering Help	Responses
Can you help me?	May I give you a hand?	With pleasure, thank you.
Could you please give me a hand?	Shall I bring you a pillow?	Yes, please.
Would you like to help me?	Can I do the dishes for you?	I'm pleased to do that.
Could you lend me some money?	Shall I help you with your project?	Thank you.
Could you please open the door?	May I help you?	I'm sorry, I can't.
Could you bring me the newspaper?	Can I do to make cake for you?	Sorry, I'm bussy.
Can you please come here for a second?	Can I buy a present for you?	I'm afraid I can't do it.

5) Metode Pembelajaran

- Pendekatan : Scientific Approach
 Model : Role Play Strategy
 Metode : Tanya Jawab, Diskusi Kelompok, Presentasi

6) Media/ Alat, Bahan, dan Sumber

1. Media
 - a. Bahan Ajar
2. Alat/Bahan
 - a. Papan Tulis
 - b. Spidol

7) Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan. 2017. Buku Siswa When English Rings a Bells VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Drs. Mukarto, Dkk. 2018. *English on Sky For Junior High School Students Year VIII* (buku 2): Erlangga.

8) Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (PPK: Religius) • Guru memeriksa kehadiran peserta didik sebagai sikap disiplin • Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. • Guru mempersiapkan peserta didik dengan melakukan ice breaking • Guru mengajukan pertanyaan terkait pengetahuan sebelumnya dengan materi yang akan dipelajari. • Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran dalam kehidupan sehari-hari. 	10 Menit
Kegiatan Inti	SINTAK MODEL PEMBELAJARAN (5 M)	

Stimulation (stimulasi/ pemberian rangsangan)	Mengamati <ul style="list-style-type: none"> • Guru menunjukkan dialog sederhana tentang ungkapan meminta dan menawarkan bantuan. • Guru menjelaskan dan mencontohkan tentang penggunaan ungkapan meminta dan menawarkan bantuan. 	70 Menit
Problem statement	Menanya <ul style="list-style-type: none"> • Peserta didik dibimbing oleh guru untuk memberikan pertanyaan berkaitan dengan materi yang disampaikan tentang ungkapan meminta dan menawarkan bantuan. 	
Data processing (pengolahan Data)	Mengumpulkan Data <ul style="list-style-type: none"> • Peserta didik diminta untuk membacakan dialog sederhana tentang ungkapan meminta dan menawarkan bantuan secara berpasangan didepan kelas. • Peserta didik mengidentifikasi ungkapan meminta dan menawarkan bantuan yang terdapat pada dialog. • Peserta didik menyebutkan ungkapan-ungkapan meminta dan menawarkan bantuan. 	
Verification (pembuktian)	Mengasosiasi <ul style="list-style-type: none"> • Peserta didik dibagi menjadi 8 kelompok. Setiap kelompok terdiri dari 2-3 peserta didik. • Guru memberikan teks dialog rumpang tentang mendeskripsikan ungkapan meminta dan menawarkan bantuan. • Peserta didik menganalisis kalimat yang tepat pada teks dialog rumpang tersebut dengan berdiskusi. • Guru mengajarkan bagaimana berdialog dengan benar. • Peserta didik berdialog di depan kelas secara berpasangan dan sesuai perannya masing-masing. • Guru menilai kemampuan siswa dalam memainkan peran. 	
Generalization (menarik kesimpulan)	Mengkomunikasikan <ul style="list-style-type: none"> • Memberi feedback kepada peserta didik tentang hasil yang telah mereka kerjakan. • Memberi soal evaluasi kepada peserta didik. 	
Penutup	<ul style="list-style-type: none"> • Guru bersama peserta didik menyimpulkan bersama tentang materi yang telah dipelajari. • Melakukan refleksi bersama peserta didik tentang kegiatan pembelajaran yang telah dilakukan. • Menyampaikan informasi tentang rencana kegiatan pembelajaran selanjutnya. • Mengucapkan salam penutup 	10 Menit

9) Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

A. Sikap : Observasi

B. Pengetahuan

Tes Tertulis : Dialog rumpang

C. Keterampilan

Tes Tulis (Menyusun kalimat acak menjadi dialog sederhana)

2. Instrumen Penilaian (Terlampir)

3. Pembelajaran Remedial dan Pengayaan

a. Remedial

- ❖ Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampaui KKM. Remedial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar.
- ❖ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriterian Ketuntasan Minimal), misalnya sebagai berikut.

Mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan meminta dan menawarkan bantuan.

b. Pengayaan

- ❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.
- ❖ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.
- ❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya

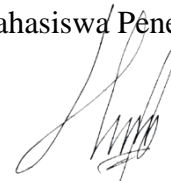
Making a dialog with your partner about asking and offering help.

Mengetahui,
Guru Mata Pamong



Tri Pujiyatmi, S.Pd.

Sukoharjo, 15 Maret 2023
Mahasiswa Penelitian



Dissa Wahyu Diyanti

Pertemuan 3

Sekolah : SMP N 1 Kartasura

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII B / 2

Materi Pokok : Showing Appreciation and Attention

Alokasi Waktu : 90 Minutes

1) Kompetensi Inti

KI. 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI. 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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

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

2) Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>KD pada KI. 1</p> <p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p>	-

<p>KD pada KI. 2</p> <p>2.1 Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p>	-
<p>KD pada KI. 3</p> <p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menunjukkan penghargaan dan perhatian sesuai dengan konteks penggunaannya.</p>	<p>3.1.1 Menyebutkan ungkapan teks interaksi interpersonal lisan yang melibatkan ungkapan menunjukkan penghargaan dan perhatian.</p> <p>3.1.2 Mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan menunjukkan penghargaan dan perhatian.</p> <p>.</p>
<p>KD pada KI. 4</p> <p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan menunjukkan penghargaan dan perhatian dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.1.1 Menyusun teks tulis sederhana tentang ungkapan menunjukkan penghargaan dan perhatian.</p>

3) Tujuan Pembelajaran

1. Peserta didik mampu menyebutkan ungkapan teks interaksi interpersonal lisan yang melibatkan ungkapan menunjukkan penghargaan dan perhatian.
2. Peserta didik mampu mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan menunjukkan penghargaan dan perhatian.
3. Peserta didik mampu mengerjakan teks tentang ungkapan menunjukkan penghargaan dan perhatian.

4) Materi Pembelajaran

- Materi : Teks interaksi interpersonal: ungkapan menunjukkan penghargaan dan perhatian.
- Fungsi Sosial : Melakukan hubungan interpersonal dengan guru dan teman, dengan menggunakan ungkapan menunjukkan penghargaan dan perhatian.
- Struktur Teks : Teks ungkapan-ungkapan menunjukkan penghargaan dan perhatian.

Showing Appreciation	Showing Attention	Responses
That's a good job.	Really?	With pleasure, thank you.
I appreciate your big effort.	Tell me more about it?	Yes, please.
You've got a good sense of style.	I see	I'm pleased to do that.
You did it very well.	I know that	Thank you.
Keep the good job.	Yes of course.	Yes, so pretty.
You have done it so well!	Let me look	Thank you very much.
Perfect!	May I see?	Well, you.

5) Metode Pembelajaran

- Pendekatan : Scientific Approach
 Model : Role Play Strategy
 Metode : Tanya Jawab, Diskusi Kelompok, Presentasi

6) Media/ Alat, Bahan, dan Sumber

1. Media
 - a. Bahan Ajar
2. Alat/Bahan
 - a. Papan Tulis
 - b. Spidol

7) Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan. 2017. Buku Siswa When English Rings a Bells VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Drs. Mukarto, Dkk. 2018. *English on Sky For Junior High School Students Year VIII* (buku 2): Erlangga.

8) Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (PPK: Religius) • Guru memeriksa kehadiran peserta didik sebagai sikap disiplin • Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. • Guru mempersiapkan peserta didik dengan melakukan ice breaking • Guru mengajukan pertanyaan terkait pengetahuan sebelumnya dengan materi yang akan dipelajari. • Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran dalam kehidupan sehari-hari. 	10 Menit
Kegiatan Inti	SINTAK MODEL PEMBELAJARAN (5 M)	
Stimulation	Mengamati	

(stimulasi/ pemberian rangsangan)	<ul style="list-style-type: none"> • Guru menunjukkan dialog sederhana tentang ungkapan menunjukkan penghargaan dan perhatian. • Guru menjelaskan dan mencontohkan tentang penggunaan ungkapan menunjukkan penghargaan dan perhatian. 	70 Menit
Problem statement	<p>Menanya</p> <ul style="list-style-type: none"> • Peserta didik dibimbing oleh guru untuk memberikan pertanyaan berkaitan dengan materi yang disampaikan tentang ungkapan menunjukkan penghargaan dan perhatian. 	
Data processing (pengolahan Data)	<p>Mengumpulkan Data</p> <ul style="list-style-type: none"> • Peserta didik diminta untuk membacakan dialog sederhana tentang ungkapan menunjukkan penghargaan dan perhatian secara berpasangan didepan kelas. • Peserta didik mengidentifikasi ungkapan menunjukkan penghargaan dan perhatian yang terdapat pada dialog. • Peserta didik menyebutkan ungkapan-ungkapan menunjukkan penghargaan dan perhatian. 	
Verification (pembuktian)	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik dibagi menjadi 8 kelompok. Setiap kelompok terdiri dari 2-3 peserta didik. • Guru memberikan teks dialog rumpang tentang mendeskripsikan ungkapan menunjukkan penghargaan dan perhatian. • Peserta didik menganalisis kalimat yang tepat pada teks dialog rumpang tersebut dengan berdiskusi. • Guru mengajarkan bagaimana berdialog dengan benar. • Peserta didik berdialog di depan kelas secara berpasangan dan sesuai perannya masing-masing. • Guru menilai kemampuan siswa dalam memainkan peran. 	
Generalization (menarik kesimpulan)	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Memberi feedback kepada peserta didik tentang hasil yang telah mereka kerjakan. • Memberi soal evaluasi kepada peserta didik. 	
Penutup	<ul style="list-style-type: none"> • Guru bersama peserta didik menyimpulkan bersama tentang materi yang telah dipelajari. • Melakukan refleksi bersama peserta didik tentang kegiatan pembelajaran yang telah dilakukan. • Menyampaikan informasi tentang rencana kegiatan pembelajaran selanjutnya. • Mengucapkan salam penutup 	10 Menit

9) Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

A. Sikap : Observasi

B. Pengetahuan

Tes Tertulis : Dialog rumpang

C. Keterampilan

Tes Tulis (Menyusun kalimat acak menjadi dialog sederhana)

2. Instrumen Penilaian (Terlampir)

3. Pembelajaran Remedial dan Pengayaan

a. Remedial

❖ Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampaui KKM. Remedial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar.

❖ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal), misalnya sebagai berikut.

Mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan menunjukkan penghargaan dan perhatian.

b. Pengayaan

❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.

❖ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.

❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya

Making a dialog with your partner about showing appreciation and attention.

Mengetahui,
Guru Mata Pamong



Tri Pujiyatmi, S.Pd.

Sukoharjo, 15 Maret 2023
Mahasiswa Penelitian



Dissa Wahyu Diyanti

Appendix 20
Instrument Validity Test

Question Number	Validity Level	
	Pre-Test	Post-Test
1	Valid	Valid
2	Invalid	Valid
3	Invalid	Invalid
4	Invalid	Invalid
5	Valid	Invalid
6	Valid	Invalid
7	Valid	Invalid
8	Invalid	Invalid
9	Invalid	Valid
10	Invalid	Invalid
11	Invalid	Invalid
12	Invalid	Invalid
13	Valid	Valid
14	Invalid	Invalid
15	Invalid	Invalid
16	Invalid	Invalid
17	Invalid	Valid
18	Valid	Valid
19	Invalid	Invalid
20	Invalid	Invalid
21	Invalid	Invalid
22	Invalid	Invalid
23	Valid	Valid
24	Valid	Valid
25	Invalid	Invalid
26	Invalid	Invalid
27	Invalid	Invalid
28	Invalid	Invalid
29	Valid	Valid
30	Valid	Valid
31	Valid	Valid
32	Valid	Valid
33	Valid	Valid
34	Valid	Valid
35	Valid	Valid
36	Valid	Valid
37	Valid	Valid
38	Valid	Valid
39	Valid	Valid
40	Valid	Valid

Appendix 21

Reliability Test of the Tryout Pre-Test Instrumen

Case Processing Summary

		N	%
Cases	Valid	35	100,0
	Excluded ^a	0	,0
	Total	35	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,797	40

Appendix 22**Reliability Test of the Tryout Post-Test Instrumen****Case Processing Summary**

		N	%
Cases	Valid	35	100,0
	Excluded ^a	0	,0
	Total	35	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,837	40

Appendix 23

List Pre-Test and Post-Test Speaking Scores of Students in Experimental Group

No	Initial Name	Pre-Test	Post-Test
1	A S M	40	72
2	A F S	60	76
3	A A A	60	80
4	A A N	48	68
5	A K S	64	80
6	A B P	60	72
7	A R	56	64
8	A M P A	68	76
9	A C E P	72	84
10	A P R	56	72
11	C A M J	44	76
12	C S A	48	68
13	D D P P	76	68
14	E P A	64	80
15	E S	52	88
16	F A P	64	76
17	H A S	40	72
18	H A R	40	80
19	H C	48	64
20	I S G	60	68
21	J S N N	56	76
22	M B R	52	84
23	N P D K	60	56
24	Q S M	40	76
25	R D	68	84
26	S Z O	64	76
27	S A P	72	84
28	S A R	64	72
29	S S A	48	64
30	U H	56	76
31	W S A	40	80
32	Y P A	44	72
33	N B	52	84
34	M I K	60	80
35	I K	64	72

Appendix 24
List Pre-Test and Post-Test Speaking Scores of Students
in Control Group

No	Initial Name	Pre-Test	Post-Test
1	A A G	52	56
2	A K	40	60
3	A F	44	52
4	A K F	48	76
5	A A P	60	68
6	A N H	52	64
7	A S T	56	60
8	C P D	48	48
9	C M P P	56	56
10	C A B R	60	60
11	D B P	40	68
12	D H S	48	60
13	E D R	52	48
14	J P	60	52
15	K S H	52	68
16	K A S	48	40
17	K A W	44	48
18	L N	72	56
19	M R J	44	60
20	M F K L	56	52
21	N S	52	52
22	N A	60	68
23	P E F	64	72
24	R M A E I	52	64
25	R R K	60	60
26	R A N	56	68
27	R R	68	72
28	S M V	52	52
29	S A R	48	56
30	S M J	52	48
31	Z P P	36	44
32	Z D	40	56

Appendix 25

Documentation



a. Pre-Research Documentation



b. Giving test in the Experimental Class



c. Researchers are practicing the Show and Tell Method



d. Question and answer interaction after the researcher practiced the Show and Tell Method



e. Students demonstrate the Show and Tell Method in front of the class in Experimental Class



f. Giving test in the Control Class