

**THE EFFICACY OF PRESENTATION, PRACTICE, AND PRODUCTION
LEARNING MODEL IN ENHANCING THE STUDENTS' SPEAKING
ABILITY OF GRADE VII SMPN 4 BANTIMURUNG**

A THESIS



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY MUSLIM MAROS
2020**

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A THESIS

**Submitted to Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan
dan Ilmu Pendidikan Universitas Muslim Maros in Part of Fulfillment of
the Requirement for the Degree of S.Pd. (Strata-1)**

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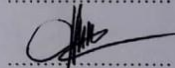
**THE EFFICACY OF PRESENTATION, PRACTICE, AND PRODUCTION
LEARNING MODEL IN ENHANCING THE STUDENTS' SPEAKING ABILITY
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OFFERINGS

Alhmdulillah Ya rohman, Ya Rohim, Ya roofi'u,

Ya Muqitt, Ya Rosyid

I dedicate this thesis to what I was told to always do good

to both of them.

My two beloved people

My father Baso and my mother Indo

Which always gives material and moral support while growing education, always handling

and praying for my success

Your only sister, Agus Salim.

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knowledge through your sincerity and patience

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And

my beloved alma mater, Maros Muslim University

MOTTO

Allah akan meninggikan derajat orang-orang yang beriman diantara kamu dan orang-orang yang memiliki pengetahuan

(QS. Al- Mujaadilah:11)

“Barang siapa memberi pertolongan dengan pertolongan yang baik, niscaya dia akan memperoleh bagian (pahala)-nya”

There is always hope for those who seek the best.

There is always a reply for those who like to bully their friends.

(author)

ABSTRAK

HASMAWATI, 2020 *Pengaruh Model Pembelajaran Presentasi, Praktek, dan Produksi dalam Meningkatkan Kemampuan Berbicara Siswa Pada Kelas VII SMPN 4 Bantimurung.* (Dibimbing oleh Suhartina R dan Zul Astri).

Berbicara adalah kemampuan seseorang dalam mengungkapkan ide, gagasan. Namun masih ada siswa yang merasa kurang percaya diri dan takut salah jika berbicara. Oleh karena itu peneliti menyarankan untuk menerapkan model pembelajaran PPP (presentasi, praktek, dan produksi). Tujuan dari penelitian ini adalah untuk mengetahui pengaruh model pembelajaran PPP dalam meningkatkan kemampuan berbicara siswa kelas VII SMPN 4 Bantimurung. Penelitian ini merupakan penelitian kuantitatif desain kuasi eksperimental. Sample dalam penelitian ini adalah siswa dari dua kelas yaitu kelas VII A dan kelas VII C SMP Negeri 4 Bantimurung pada tahun pelajaran 2019/2020. Penelitian ini dilakukan melalui tahap pemberian *pre-test*, penerapan treatment, dan pemberian *post-test*. Instrument yang digunakan yaitu test kemampuan berbicara siswa dengan *voice note* (vn) atau rekaman yang dikirimkan melalui whatsapp.

Berdasarkan hasil yang diperoleh dari penelitian ini membuktikan adanya pengaruh dengan model pembelajaran PPP dalam meningkatkan speaking siswa pada kelas eksperimen dan lebih tinggi skor yang didapat dibanding kelas control yang diajar dengan conventional way. Data analisis dengan menggunakan independent t-test SPSS versi 20. Sesuai dengan perhitungan statistic (2-Tailed) sebesar $0,124 > 0,05$, H_0 ditolak dan H_a diterima. Model pembelajaran PPP dapat diterapkan dalam pembelajaran bahasa Inggris pada siswa kelas VII SMP Negeri 4 Bantimurung.

Kata Kunci: Berbicara, Model Pembelajaran, PPP.

ABSTRACT

Hasmawati, 2020 *The Efficacy Of Presentation, Practice, And Production Learning Model In Enhancing The Students' Speaking Ability Of Grade VII SMPN 4 Bantimurung.* (Supervised Suhartina R and Zul Astri)

Speaking is a person's ability to express ideas, ideas. But there are still students who feel less confident and afraid of being wrong when talking. Therefore the researcher suggests applying the PPP learning model (presentation, practice, and production) The purpose of this research is to find out *The Efficacy Of Presentation, Practice, And Production Learning Model In Enhancing The Students' Speaking Ability Of Grade Vii Smpn 4 Bantimurung.* This research is quantitative research with quasi-eksperimental design. Samples in this study were students from 2 classes namely class VII A and class VII C SMP Negeri 4 Bantimurung. This research was carried out through the stages of giving pre-test, applying treatment, and giving post-test. The instrument used was a test of students' speaking ability with voice notes (vn) or recordings sent via whatsapp.

Based on the results obtained from this study prove the efficacy of the PPP learning model in enhancing students' speaking in the experimental class and higher scores obtained compared to the control class taught by conventional way. Data analysis using independent t-test SPSS version 20. In accordance with statistic calculations (2-Tailed) of $0.124 > 0.05$. H_0 is rejected and H_a accepted. PPP learning model can applied in learning English in grade VII students of SMP Negeri 4 Bantimurung,

Keywords: Speaking, Learning Model, PPP

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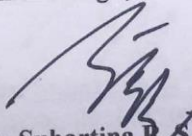
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The author realizes that in the process of writing this skripsi is still far from perfect both the material and the way of writing. However, the author has tired with all the capabilities and knowledge possessed so that it can be completed properly and therefore, the author humbly accepts input, suggestions and suggestions for improving this thesis

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Maros, July 2020

Writer

Hasmawati

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CHAPTER I

INTRODUCTION

A. Background

English has become international language nowadays. In globalization era, learning is very important for students. Learning English is proved by the existence of English subject in school. According to Douglas, learning is acquiring or getting knowledge of a subject or skill of study, experience, instruction. In Indonesian education, English subject is taught from elementary school up to university. Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue.

As English is universally used as a means of communication, especially in the internet world, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community. Speaking is one of the four language skills.

Therefore, the researcher chooses the speaking ability is one skill that needs to be improved because it is “interpreted as a delivery of one’s intentions (ideas, thoughts, content) to others by using spoken language so that the meaning can be understood by others” according to by Haryadi and Zamzani (2000: 72). speaking ability can be improved through habits and exercises to develop pronunciation and increase vocabulary memorization. Cameron (2001:40) says that speaking is the active use of language to express meanings so that other people can make sense of them.

Speaking is the ability of someone to express words, feelings, ideas or ideas, answers to others, but there are still students who are shy to talk even though he already has an idea but it is difficult to express, maybe because of fear if making a mistake, lack of confidence or have never appeared to speak less adapt to their friends, the lack of communication between students and teachers as well as students with classmates. So that ideas are not conveyed orally.

This research supports some previous research findings the first saroh (2013), research design can improve students speaking ability of the VIII A at SMP Muhammadiyah 6 Wuluhan in the 2013/2014 akademik year. The second, badaruddin (2019) the result of the data, show that the students speaking ability improved significantly. Their research successful to improving students speaking ability with PPP model.

Student weaknesses in the learning process. Based on the results of the survey the authors obtained, hints that in 4 public schools in Bantimurung. The learning methods used by the teacher in teaching and learning activities are scientific / approach, project discovery learning techniques, and inquiry no one has used a presentation, practice model, production, so students are not all active during the learning process. The students' test scores were only around 10 people who had achieved the kkm value in English lessons.

Based on the survey, it can be seen that the grade VII students of SMPN 4 Bantimurung speak have not improved so much because they are still grade VII and when they did not learn English because of the 2013 curriculum, and students are still shy when talking, do not appear confident, have doubts and are

afraid of making mistakes. They had to learn the basics first before entering into the core material, so researchers applied the model. In enhancing the students' speaking ability. Therefore the researcher will try to apply a learning model on grade VII students of SMPN 4 Bantimurung. By helping students improve their speaking

B. Research Question

Based on the previous opinions in the background, the author formulates the following problem statement:

Is there the efficacy of presentation, practice, and production learning model able to enhance the students' speaking ability of grade VII SMPN 4 Bantimurung ?

C. Research Objective

Based on the problem statement, above the objective of the research the purpose of this research is to find out whether or not the efficacy of presentation, practice, and production learning model is able to enhance the students' speaking ability of grade VII SMPN 4 Bantimurung

D. Significance of the research

The significance of the research is divide into two parts they are theoretical and practical significances, there are:

1. *Theoretical significance*; The result of this research are expected to be useful information for developing English language learning, particularly to teach Speaking Ability by using PPP Model.

2. *Practical significance*; The result of this research are expected to be helpful for:

- a. The English teacher, this research is expected to be a useful reference in varying teaching model in the classroom and motivates the students in improving their speaking ability, so they interested and not bored in learning English.
- b. The students, the result of this research are expected can motivate the student to improve their speaking ability, because the researcher focuses on the easy in teaching model. Be expected with this research in order to students not fell saturated while learn
- c. School the result of this research with the existence of school PPP can improve the quality of the learning process in the field of education, especially English.
- d. The next researcher, the result of this research is also expected to be a useful reference and gave meaningful information to the next researcher.

E. Scope of the research

The scope of this research focused on the efficacy of presentation, practice, and production learning model in enhancing the students' speaking ability of grade VII SMPN 4 Bantimurung . It bounded by discipline, content, and activities.

1. By discipline, this research limited to the field of applied linguistics, especially in teaching speaking ability.

2. By content, this research taught descriptive text material used presentation, practice, and production learning model
3. This research was conducted in the second semester 2019/2020
4. The sample of this research was of grade VII A and VII C at SMP Negeri 4 Bantimurung
5. By activities, this research used the efficacy of presentation, practice, and production learning model in enhancing the students' speaking ability of the seventh grade SMPN 4 Bantimurung

F. Definition of Term

To clarify the main terms used in this study, several definitions were proposed:

1. PPP Learning model

Presentation, practice, production, learning model where teachers present discussion topics and students practice to production that is ability to speak.

2. Efficacy

The influence referred to by researchers is the existence of PPP learning model can improve students' speaking abilities

3. Speaking ability

A speaking ability that is owned by each student but is different and as a researcher wants to improve students' speaking ability and have a lot of vocabulary, besides that the pronunciation is also good.

CHAPTER II LITERATURE REVIEW

A. Theoretical Background

1. The Concept of Speaking Ability

a. Definition of speaking ability

Speaking is productive skill where the speaker produces something through utterance to convey their meaning and intention to the listener. Listening and speaking are almost always closely interrelated. As assumed by brown (2004:140). Speaking is a person's ability to express ideas, ideas, opinions, and even address a topic whose discussion is very interesting for a speaker. Speaking is often found in our daily lives, we are also often involved in speaking when interacting between one person with others by producing thousands of words a day. When we speak, we need feedback from our interlocutors in order to establish effective communication.

According to Astri (2014: 270) said that speak English meaning that we can communicate with all people all over the world. Her research was tried to focus on speaking skills. Speaking is an ability to get information or knowledge both face-to-face and through the media such as talking via phone whatsapp or video call. When people talk they also feel happy because they feel cared for by the person they are talking to.

Speaking is an interactive text and it really happens according to time and place. They use words easily when talking. In learning English they can help students become famous by using their English with the

ideas he expresses. They can also have conversations with their teacher in the classroom. According to Susilowati (1991: 03) speaking is a communication activity that is generally done in the form of face-to-face interaction as part of dialogue / information exchange.

Pollard (2008: 34) states that speaking is one of the difficult aspect for students to master . The reason why speaking is difficult aspect for students to master because they do not have enough exposure to English (environmental factor) in frequent English speaking practice in daily (they could use the mother tongue to communicate, instead of using english). Homy (1987:827) states that speaking is the ability of people to make use the language in ordinary one. Nunan (1998 :39) says that mastering the art of speaking is the single most important aspect of learning second.

b. Types of Speaking Ability

There are some types of speaking performance assessment that can help students to improve speaking Ability as follow (Brown, 2004: 141-142).

- 1) Imitative. This is type described of speaking performance is the ability to imitate a word or phrase or possibly a sentence.
- 2) Intensive. This is second type of speaking frequently in employment in assessments context is in the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships.

3) Responsive. This is type includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple request and comments and the like. The stimulus is usually a spoken prompt in order to preserve authenticity. For example :

Jeff : hey , stef , how's it going ?

Stef : not bad, and your self

Jeff : I'm good

Stef : cool, okay gotta to

4) Interactive. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships

5) Extensive. Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out together. Usually teacher gives the students extended monolog in forms of story telling and short speeches.

c. The Speaking Functions.

According to Richards (2008) in humans' daily lives, people use speaking to employ three major functions i.e. speaking as interaction, speaking as a transaction, and speaking as performance. However, it is very important to clarify what the means by all the speaking functions.

1) Speaking as interaction

Speaking as interactional is commonly found in our real social lives in terms of interpersonal dialogues or conversation. Since speaking displays interactional function that this kind of speaking is also recognized as interactional speaking. It is called interactional for some reasons i.e. it primarily establishes social interaction, it focuses on satisfying the participants' social needs, and it is interactive and requires two-way participation.

2) Speaking as transaction

According to Richards (2008:25) claims that speaking as transactional refers to situations where the focus is on what is said or done. The message meaning and making oneself understood clearly and accurately are the central focus. In our lives, transactional speaking can be identified in terms of a job interview, discussion, etc.

3) Speaking as performance

Speaking as performance is recognized as the third type of speaking which refers to public speaking, that is, a speaking type that transmits information in front of an audience, such as classroom presentation, public announcements, lecture as well as speeches (Richards: 2008: 28) performance speaking is commonly delivered in the form of monolog rather than dialog.

d. Components of Speaking

In Saroh's journal (2013: 5) there are two components of speaking such as fluency and accuracy. The explanation for it as follows:

1) Fluency

Fluency means being able to communicate your ideas without having to speaking ability can be obtained with students' experience on practicing the language repeatedly. Based on the statement above, it can be said that when people talk too much must be clear, correct, and have a well-delivered message, in order that the students can make their speaking fluently with acceptable pronunciation to make the listener understand.

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 1997, p.4).

2) Accuracy

Accurately means that you speak without errors of grammar and vocabulary (BBC, 2003:2). If the students want to improve the speaking accuracy, they have no courage to express the idea orally,

but they also need the knowledge of the aspects of the target language. The aspects of accuracy are as follow:

3) Pronunciation

In oral communication, pronunciation becomes the important one of preventing misunderstanding between speaker and listener. In Hewings (2004:3) pronunciation is components range from the individual sounds that make up speech, to the way in pitch the rise and fall of the voice is used to convey meaning.

4) Vocabulary

Before practice to speak in the target language, the students must be familiar with the target language words because it is very important in expressing the idea of human being. In the definition of Oxford Pocket Dictionary (2008:495) vocabulary is a list of words with their meanings, especially in a book for learning a foreign language.

5) Grammar

Leech (1982, p.4) states that grammar is a set of rules which describe how we use a language. The aim of grammar is also to learn the correct way to gain expertise in language in oral written form. Therefore, grammar is needed for students to arrange a correct sentence in conversation

e. Aspects of Speaking Assessment

In Fitin Wike Mei Saroh' journal (2013:6) According to Brown (2004, p.172-173) the procedure evaluate speaking based on pronunciation, vocabulary, grammar, fluency and comprehension. The procedures as follow: Oral proficiency scoring categories (Brown, 2004, p.172-173), they are follows:

- Fluency: 1 – 5
- Pronunciation: 1 – 5
- Vocabulary: 1 – 5
- Grammar: 1 – 5

2. Importance of speaking

In learning, it is really important to master English. Especially in speaking, it can help students and support them in using English on their daily life, and other activity. It can be in business or job indeed..

3. The concept of PPP (presentation, practice, and production) Model,

a. Definition of PPP Model

Presentation, Practice and production (PPP) are a model can be separated because they related to that. This consists of Presentation, Practice, and Production. As its name suggests, PPP is divided into three phases, moving from tight teacher control towards greater learner freedom (Kostoulas, 2012:1).

Presentation, practice, and production models emerged in the 1950s as a variation of the lingual audio method. The teacher explains the new

structure and checks students' comprehension of it. Practice: Students practice using the new structure in a controlled context, through drills or substitution exercises. Production: Students practice using the new structure in different contexts often using their own content or information, in order to develop fluency with the new pattern.

In addition, Harmer (2007:120) defines that PPP can be seen as a development of Audiolingualism. One of the criticisms leveled at Audiolingualism was that controlled drills do not result in the kind of language behavior found in the real-life context thus fail to develop communicative activities. This means PPP have similar to the Audiolingualism method with controlled drills without result in the kind of language behavior in the real-life context.

b. Advantages of PPP

- a) PPP lesson provide clear and simple structure of the lesson.
- b) The lesson is easy to prepare because the materials used for the lesson are ordered from the simplest to the most difficult and types of activities are arranged from the most controlled to the least controlled.
- c) The progress of students I the lesson clearly and easily was written as the last common point.
- d) This model is relatively easy for beginner students and that communication is effective.

According to Rod and Natsuko (2013:120) , this method overall aims is to get students to learn the second language features thoroughly that they will be able to produce them correctly without thought.

c. Disadvantages of PPP

- a) The most common answer was that students tend to be passive quite a large part of the lesson, which means that lesson are predisposed the fact that adult learners have a good ability of self direction. Some the participants stated that this fact makes this approach unsuitable for more advanced students, as they do not get so much chance to communicate freely and independently.
- b) It is predictability of the lesson structure, which, I this case the participants criticized as being rigid.

d. The Procedures of PPP Model

In teaching speaking, if the teachers use this model, the teachers should follow some steps to make sure students speaking ability can be improved. In this case, according to Lou and Willis (2004:254) there three steps to use Presentation, Practice, and Production (PPP) Model. Based on Lou and Willis descriptions the writer drawing the model of PPP as below:

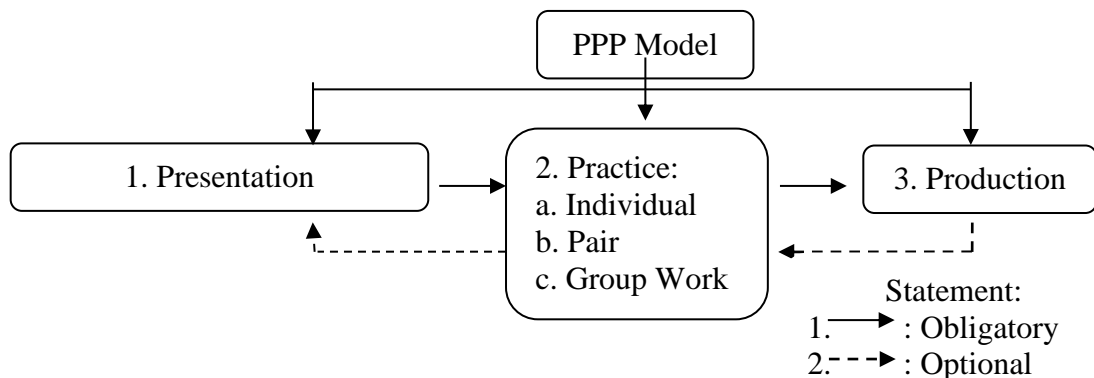


Figure 2.1 Syntax of PPP Model

- 1) Presentation- the instructor starts by introducing a specific language feature (a grammatical structure or language function) embedded in a context. This is done consideration providing examples (sentences, dialogue, audio, and video). In this case the researcher explained the material by use some pictures who maked in descriptive text on the sentences and tough to the students how to produce the words in the sentences.
- 2) Practice- the instructor describes a situation (individual, pair, or group work) in which students are to practice the emphasized patterns by reading scripted dialogues or sentences. In this case the researcher chance to the students' monolog performance (individual) in front of the class.
- 3) The production-the instructor presents students with an activity in which they are expected to use the forms just practiced. This could be a situation for role-play.

B. Conceptual Framework

In determining conceptual framework, the researcher starts to think base on the problem of the students in studying English. In teaching and learning

process, especially in English, many problems and activities are faced by the students. In other instance, the students often get failed in their learning cause of many factors, lack of understanding of vocabulary so it is difficult to speak, such as feels strange to the materials, confuse and the uninterested situation in teaching learning process in the classroom. To answer the problems above, the researcher were using PPP Model. There are three variables of the conceptual framework of this research as follows:

1. Input: The speaking ability of the students Grade VII SMP Negeri 4 Bantimurung low, the researcher will be give speaking materials such as descriptive text But, the material take from researcher lesson plan (RPP) by use PPP Model that can support the students to develop their speaking ability in learning and teaching process. Teaching speaking is an important thing in the teaching process. In this case, the teacher must know the way to teach students, especially in teaching speaking. In teaching speaking, the teachers should improve students' communication skill, because it can help the students to express idea, knowledge, and information to the others. According to Chaney (1998:13) teaching speaking is to teach ESL learning to:
 - a. Produce the English speech sounds and patterns. This point focuses on the of speech and patterns sounds.
 - b. Use word and sentence stress, intonation patterns and the rhythm of the second language. The teacher should know how to teach so well with many considerations such as stress, intonation. Etc

- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. The teacher should select the words and sentences appropriate the situation.
- d. Organize their thoughts in a meaningful and logical sequence. In this activity, the teacher should collect the idea consider students' think.
- e. Use language as a means of expressing values and judgments. It means the teacher and students use language in expressing their point of view and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency. In here, the language must be quickly and confidently

Furthermore, Nunan (2003:48) states that teaching speaking is sometimes considered a simple process. Commercial language schools around the world here the people with no training to teach conversation. Where is speaking is totally natural, speaking in a language others than is anything but simple It means that teaching speaking is from a natural situation where someone goes to another country and makes know another language such as if you go to America, sometime you will know language there.

According to Suhartina R (2014:254) said that teachings are the teaching of English whether American or British English especially in relation to fact that English has being regard world language by most people in the reality of the cosmos.

2. Process: The researcher introduce the material first to the students such as example topic is descriptive text that gave to them. This refers to two parts, those are: first, students of experimental class taught the speaking materials using PPP Model as descriptions in the class start teacher presentation about the materials and continue to students' practice about the material until production, and the second is the students of control class teach the speaking materials through conventional way which is the students' prepare the material first and learn together.
3. Output: In the output, the researcher give speaking ability test of monolog presentation both experimental and control class to measure the students' improvement after give treatment in each class.

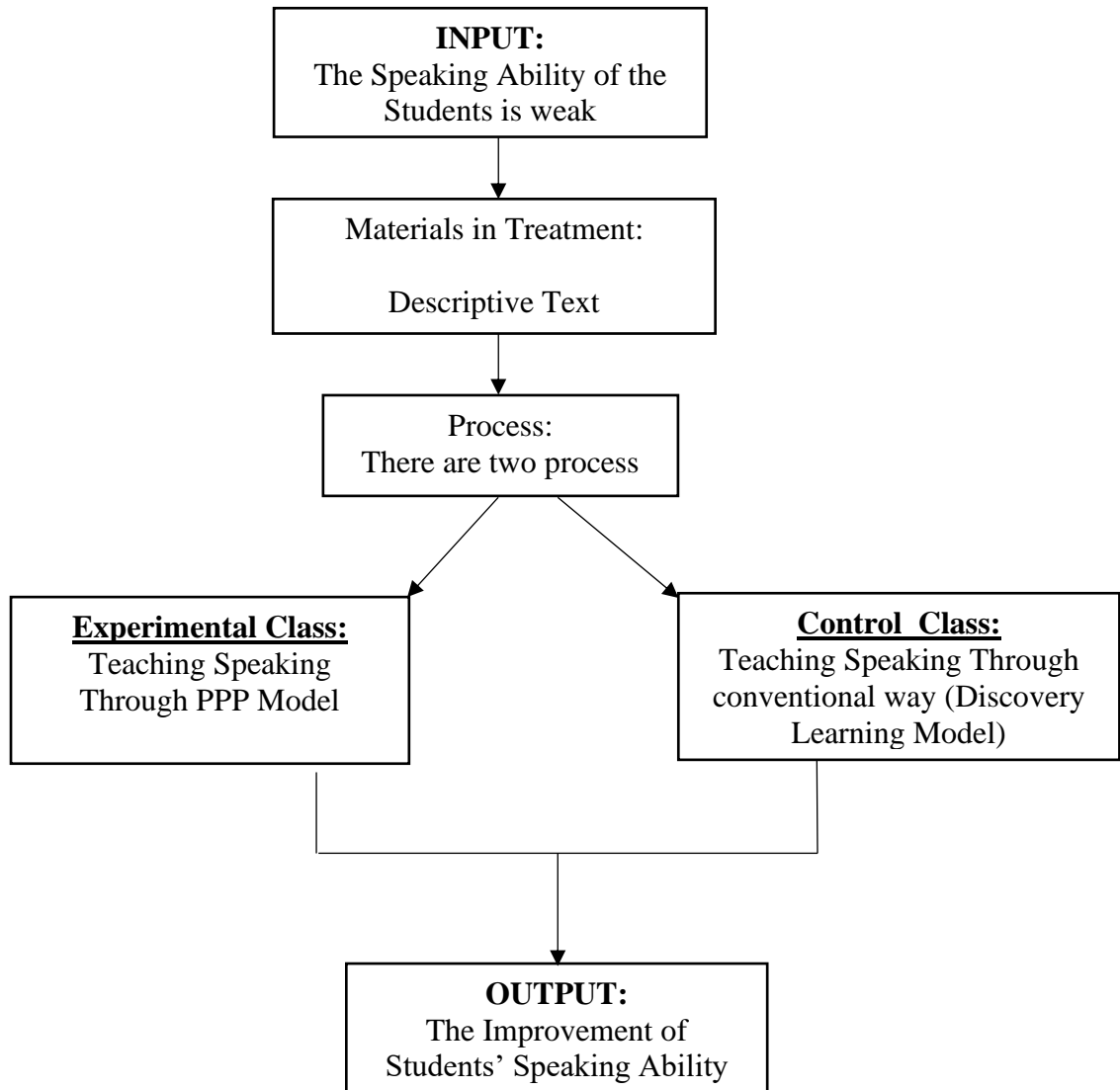


Figure 2.2. Conceptual Framework

C. Research Hypothesis

1. Research Hypothesis

Based on background, literature review, and mindset. Then the research hypothesis is proposed, namely whether there is an influence on the PPP model in improving the speaking ability of Grade VII students of State Junior High School SMP Negeri 4 Bantimurung.

2. Hypothesis statistic

For the purposes of hypothesis testing, the following statistical hypotheses are presented

The research formulates two hypotheses as follows:

- 1) H_0 : There is not efficacy of the students' speaking ability of grade VII SMP Negeri 4 Bantimurung who is teach by using PPP Model than the students' who teach is teach by using Discovery Learning Model (Conventional Ways).
- 2) H_a : There is efficacy of the students' speaking ability of grade VII SMP Negeri 4 Bantimurung who is teach by using PPP Model than the students' who teach is teach by using Discovery Learning Model (Conventional Ways).

**CHAPTER III
RESEARCH METHOD**

A. Research Types and Design

According Sugiyono (2014:3) research methods as a scientific way to obtain data with specific purposes and uses. This research is a quantitative research that is quasi-experimental. Research is quasi-experimental design, The researcher use two classes as a sample experimental class, and control class. The experiment class is give the treatment through the presentation,practice and production while the control class is get through conventional

The purpose of quasi experiment research is to obtain information in the form of estimates for information that can be received with actual experiments in situations that do not allow to control and manipulate all relevant variables. The researcher choose this kind of research because she want to enhance speaking ability in class VII SMP Negeri 4 Bantimurung. The design can presented as follows:

Figure 3.1 Research design

Class	Pre-test	Treatment	Post-test
E	O ₁	X ₁	O ₂
C	O ₁	X ₂	O ₂

(Gay, et. al. 2006:255)

Where:

E = Experimental Class

C = Control Class

O₁ = Pre- Test

O₂ = Post- Test

X₁ = The treatment for experimental class

X₂ = The treatment for the control class

B. Location and Time of Research

This research conducted at SMPN 4 Bantimurung, Bantimurung District, Maros Regency. This research was conducted in the second semester, 2019/2020 school year. For two months from May to June 2020. This research was conducted during six meetings, four times each for the experimental and control classes.

C. Population and Sample

1. Population

According Arikunto (2010:173) said that the population is "the whole object of research". The population of this study is all students of class VII SMP 4 Bantimurung. The population of this research was the grade VII students at SMPN 4 Bantimurung. It consists of eight classes, VII A, VII B, VII C, VII D, VII F, VII G. VII H. The total number population was 215 students.

2. Sample

According Sugiyono (2014: 120) the sample is "part of the number and characteristics possessed by the population". Then it can concluded that the sample is part of the population that can be taken as a representative. The totally of samples in the class VII A was 12 students and sample on class VII C was 18 students. The technique for collecting samples was random samples

D. Research Implementation procedures

This study has for stages in its implementation, the steps used in this study are:

(1) Introduction stage

The preliminary procedure:

- a. Request a letter of permission for research observation to the leader LPPM Universitas Muslim Maros (UMMA).
- b. Submitting an observation permit to the headmaster SMP Negeri 4 Bantimurung.
- c. Carry out observations to SMP Negeri 4 Bantimurung and to ask the principal for permission to the headmaster to carry out research.
- d. Determine research samples.
- e. Submit application for a research permit recommendations.

(2) Stage of research implementation

- a. The preparation stage, consists of the following steps:
 - (a) Arrange Learning Lesson Plan (RPP) and test instruments for the experimental class and the control class.
 - (b) Prepare attendance lists and grades lists.
- b. The validation stage of the research instrument
Validated research instruments namely, RPP, question pre-test and post-test by using images

(3) The research stage

The implementation stage of the research is carried out on conducted experimental class and the control class.

- a. Giving Pre-test speaking skills in the experimental class and the control class
- b. Carry out learning with descriptive text material in accordance with PPP model and conventional models in the control class.
- c. Giving post-test Pre-test speaking skills in the experimental class and the control class

(4) Final stage of research

- a. Data collection
- b. Data analysis
- c. interpretation(accepted or rejected hypothesis)
- d. conclusion

E. Research Variables and Definition of Variables

1. Research Variable

According Sugiyono (2014:60) research variable is an attribute or character or value of persons , objects or activities that have certain variations that have been determined by researchers to be studied and then drawn conclusions.

There are two variables, namely independent and dependent variables:

- a. Independent variable is a variable that affects by applying the PPP model
- b. Dependent variable is the variable the PPP model speaking ability.

2. Operational Definition of the Variables

In this time, the researcher was tried to explain the operational definition of the variable that has been mentioned above in the variables of the research. They are the dependent variable is the improvement of the students' speaking ability and the use PPP Model in the teaching process as the independent variable:

- 1) PPP Model is basically a form of learning illustrated from beginning to the end that is typically present by teacher or researcher known.
- 2) Speaking ability is the enhancing of students' speaking on descriptive text after researcher implemented the PPP Model in the teaching process.

F. The Instrument of the Research

To find out the efficacy of using PPP Model in teaching speaking, the researcher give the speaking test to the students, namely monolog test. The test was apply a pre-test and post-test. The pre-test is use to find out the students' speaking ability before give treatment, and post-test is use to find out the students' speaking ability after give treatment.

G. The Procedure of Collecting Data

The procedure of collecting data will be in the chronological order as follows:

1. Pre-test

The researcher give pre-test before giving treatment to the students. Student recording their voice than sent to whatsApp the research .The purpose

was to defined the students' prior ability in speaking. The pre-test gave change for each students' to descriptive text as a monolog performance.

2. Post-test

The post-test give after the students get the treatment. It aims to know the improvement of the students' speaking ability before and after treated PPP Model in teaching. The post-test will be give change for each students to descriptive text as a monolog performance.

H. Treatment

In treatment, the researcher will be treat into four meeting and the allocation time for each meeting are 2x40 minutes. The treatment is in two classes, they are experimental class and control class. The experimental class will handle by the researcher. In this case the use of PPP Model on experimental class. Control class teach through conventional way (discovery learning model) and test use the same items with experimental class.

1. Experimental Class

The steps in teaching speaking through PPP Model divide into three steps as follow:

a. Presentation:

- 1) The researcher give stimulus about what topic to teach the students.
- 2) Presents the material to the students about descriptive text.
- 3) The researcher used some pictures to explain the material.

b. Practice:

- 1) After explaining the material each student invited by the researcher to their performance.
- 2) The students practice descriptive text by monolog performance.
- 3) The researcher help the students to be a good performance.

c. Production:

- 1) The researcher ask the students to maked the examples of descriptive text.
- 2) The students make it with pairs.
- 3) The researcher check the students' production task.

b. Control Class

In treatment, the control class teach in 2 x 40 minutes for every meeting that used conventional way of teaching speaking ability. The steps in teaching speaking ability by the conventional way (discovery learning model) as follows:

- a. The researcher give greeting to the students
- b. The researcher check the name of students in the class
- c. The researcher give motivation to each student before teaching the material.
- d. The researcher explain the material about descriptive text.
- e. The researcher give chance to the students to ask about material
- f. The researcher close the class with reinforcement.

I. Data Analysis Techniques

In this research, the researcher collect the data of the students speaking ability after giving pre-test and post-test through quantitative analysis. Data analysis technique was a method used to process the research data. This study used the some techniques:

1. Scoring Classification

Table .3.1 Scoring Classification

No	Aspek yang dinilai	Kriteria	Score 1-5
1	Pengucapan (<i>Pronunciation</i>)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Telalu banyak kesalahan dan mengganggu makna	1
2	Intonasi (<i>Intonation</i>)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Telalu banyak kesalahan dan mengganggu makna	1
3	Kelancaram (<i>fluency</i>)	Sangat lancar	5
		Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1
4	Ketepatan Makna (<i>Accuracy</i>)	Sangat tepat	5
		Tepat	4
		Cukup tepat	3
		Kurang tepat	2
		Tidak tepat	1

a. Calculating the student's score

$$\text{Students' score} = \frac{\text{students' gained score}}{\text{maximum score}} \times 100$$

(Dirjen Pendidikan Dasar dan Menengah, 2005)

b. Score Assessment :

The following was the rating scale according to the rules of the number 104 years 2014 ministry of education and culture on the achievement assessment by educators in primary and secondary education

Table 3.2 Classifying Students' score

No	Rentang angka	Huruf
1	Sangat baik (A)	86-100
2	Baik (B)	71-85
3	Cukup (C)	56-70
4	Kurang	≤ 55

(Permendikbud Nomor 104 tahun 2014)

2. Test data analysis requirements

1) Normality test

Normality test was used to determine whether the two groups are normally distributed or not. The technique used was the Shapiro-Wilk sample analysis test with the Shapiro-Wilk test is a method or formula that calculates the distribution of data created by Shapiro and Wilk. The Shapiro Wilk technique an effective and valid normality test method used for small numbers of samples, with the help of the program SPSS version 16 for windows.

2) Homogeneity test

Normality test results will indicate whether the data was normally distributed or not. If the data was normally distributed, then it was continued with the homogeneity test, the technique used was the analysis of the Levene Statistics test with the help of SPSS version 16 for windows.

3) Hypothesis test

Data that has been collected from research that has been carried out, analyzed to find out the results of the research. Data analysis will prove whether the proposed hypothesis is accepted or rejected.

To test the hypothesis used normalized Gain analysis. According to Meltzer (2002: 734-741) to measure the effect of learning based on an increase in pre-test and post-test, normalized gain was used. Analyzed gain was used to determine the normalization criteria of the resulting gain. The greater the N Gain value obtained by students, the greater the changes students have experienced. This means that the greater the influence of the learning model that has been given to students. The following was a normalized Gain formula.

$$g = \frac{\text{post-test score} - \text{pre-test score}}{\text{maximum score} - \text{pre-test score}}$$

Tabel 3.3 Improved Categories Based on A Normalized Gain Index

Indeks Gain	Category
$g > 0,7$	High
$0,3 < g < 0,7$	Medium
$g > 0,3$	Low

Source: Maltze (2002)

Explanation:

N Gain = Gain Normality

post-test Score = the final test results after treatment in the class

Maximum score = standard value of learning

pre-test Score = the initial test before treatment in the class

The data analysis technique used to test the hypothesis was independent test sample t t-test. With significant levels (α) = 0.05

H_0 was rejected if $\frac{1}{2}\alpha > sig$

H_a was accepted if $\frac{1}{2}\alpha < sig$

In this study researchers used an independent sample t-test. This test was conducted in two groups, namely experimental and control. The data tested were pre-test and post-test data.

As for the research hypothesis to be tested by the following testing criteria:

- 1) If $\frac{1}{2}\alpha < sig$ then H_0 was accepted and meaning there was no efficacy of presentation, practice, and production learning model in enhancing the students speaking ability of grade VII SMP Negeri 4 Bantimurung
- 2) If $\frac{1}{2}\alpha > sig$ then H_0 was rejected , meaning there was efficacy of presentation, practice, and production learning model in enhancing the students speaking ability of grade VII SMP Negeri 4 Bantimurung

CHAPTER IV FINDING AND DISCUSSION

A. Research Result

The findings of this research present the result applied treatment research for the students speaking ability gave pre-test and post-test the experimental class and control class. The score was analyzed SPSS version 16 for windows.

1. Data presentation

Research data in the form of quantitative data. This study to find out whether there was efficacy the students who were taught using of presentation, practice, and production learning model in enhancing students speaking ability. This study used quasi experimental designed which consists of two sample experimental class, and control class. VII C as the experimental class and VII A as the control class.

Consistent with instrument of the research that was pre-test and post-test on experimental class and control class. Pre-test conducted before treatment was given to students in the experimental class and control class and post-test given after getting treatment to the control class and experimental class. As the data has been collected by researchers and analyzed using some formulas on Microsoft Excel and SPSS version 16 for windows.

The analytical scoring adapted from according minister rules education and culture Number 104 year 2014 was use to score the students' speaking ability. The components on the scoring which were used in this test are pronunciation, intonation, fluency, accuracy.

a) The Result of Score Pre-Test and Post Test of the Experimental Class

The experimental class of the study was class VII C of SMP Negeri 4 Bantimurung. Students of experimental class taught by using PPP model in teaching speaking of descriptive text with picture. They were tested with speaking test via whatsapp recording before receiving the treatment. Pre-test was conducted on Wednesday, May 20th 2020. Post-test was conducted on Thursday, June 4th 2020. After conducting the pre-test, then the treatment was implemented four times than given post-test. Data regarding the pre-test and post test scores were presented as follows:

Table 4.1 the Score of Pre-Test and Post-Test of Experiment Class

N0	Students	Pre –test	Post- test
1	D1	45	70
2	D2	35	70
3	D3	60	85
4	D4	25	60
5	D5	40	80
6	D6	40	75
7	D7	35	70
8	D8	45	65
9	D9	30	70
10	D10	35	70
11	D11	40	70
12	D12	30	75
13	D13	40	85
14	D14	30	70
15	D15	40	75
16	D16	30	65
17	D1	30	60
18	D18	50	90
SUM		680	1305
AVERAGE		71.57	137.36
MAX		60	90
MIN		25	60

Based on the table 4. 1 above, it can be seen that from 18 students in the class, the average of pre-test was 71.5789474 and the average of post-test was 137.368421. The smallest score in pre-test was 25 and the highest score was 90. Those score obtained before applying PPP model as a treatment in teaching speaking of descriptive text using picture.

b) The Result of Score Pre-Test and Post-Test of the Control Class

The experimental class of the study was class VII C of SMP Negeri 4 Bantimurung.

Table 4.2 The Score of Pre-Test and Post-Test of Control Class

N0	Students	Pre –test	Post- test
1	F1	25	65
2	F2	40	70
3	F3	45	60
4	F4	35	75
5	F5	40	70
6	F6	40	75
7	F7	35	70
8	F8	50	60
9	F9	45	70
10	F10	30	65
11	F11	40	65
12	F12	60	90
SUM		485	835
AVERAGE		74.61	128.46
MAX		60	90
MIN		25	60

Based table 4.2 above. The member of control class were the students of VII C. In the control class, the students were not taught PPP model. But, the students were taught through conventional way. The data of the control class scores were collected from pre-test was 74.61 and post-test 128.46

2. Normality test

The normality test was performed before the calculation of t-test value. The data was analyzed by use SPSS statistic version 16 for windows. Normality test is used to determine whether the two groups are normally distributed or not

Table 4.3 Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	Eksperimnt	.176	18	.146	.917	18	.115
	Control	.185	12	.200*	.959	12	.765
Posttest	Eksperiment	.230	18	.013	.922	18	.142
	Control	.230	12	.081	.865	12	.057

a. Lilliefors Significance Correction

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

If the data is higher in a significance $\alpha = 0.05$ the data was normally distributed. The result show the experimental class contained in the Shapiro-Wilk column with sig values $0.115 > 0.05$, on pre-test the data is normally distributed. Sig value in control class is $0.765 > 0.05$, then the normal in post-test experiment sig values $0.142 > 0.05$ and post-test control $0.57 > 0.50$. In the table of Shapiro-Wilkcol columns

3. Homogeneity test

After doing normality test, than homogeneity test was conducted in order to test the similarity of the sample in experiment class and control class. The Levene Statistic test used to calculate the homogeneity test. The results showed as follow:

Table 4.4 Test of Homogeneity of Variances

Test of homogeneity of variance

	Levene Statistic	df1	df2	Sig.
Pretes	.017	1	28	.896
Post-test	.208	1	28	.652

In the table 4.4 showed that the significance of pre-test between experiment class and control class was 0.896. The data of pre-test homogeneous because it was higher than 0.05. Than data in post-test is significance between experimental class and control class was 0.652. This data of post-test was homogeneous because this was higher than 0.05.

4. Mean Score and Standard Deviation of Pre Test and Post Test in Students speaking ability

1. The Mean Score and Standard Deviation of Pre-Test In experiment and control class

Table 4.5 The Mean Score and Standadr Deviation of Pre Test in

Class	N	Mean	Std. Deviation
Eksperiment	18	37.78	8.613
Control	12	40.42	9.160
Valid N (listwise)	12		

Experiment and Control Class

2. The Mean Score and standard Deviation of Post Test In Experiment and Control Class

Table 4.6 the mean score and standard deviation of post test

Class	N	Mean	Std. Deviation
Eksperiemnt	18	72.50	8.269
Control	12	69.58	8.107
Valid N (listwise)	12		

5. Hypothesis test

Hypothesis test in this research was done by using SPSS version 16 for windows. The data was input from mean score of experimental class and control class. The data analysis technique used to test the hypothesis was independent test sample t t-test. With significant levels (α) = 0.05

H_0 was rejected if $\frac{1}{2}\alpha > sig$

H_a was accepted if $\frac{1}{2}\alpha < sig$

As for the research hypothesis to be tested by the following testing criteria:

1. If $\frac{1}{2}\alpha < sig$ then H_0 was accepted and meaning there was no efficacy of presentation, practice, and production learning model in enhancing the students speaking ability of grade VII SMP Negeri 4 Bantimurung

2. If $\frac{1}{2}\alpha > sig$ then H_0 was rejected , meaning there was efficacy of presentation, practice, and production learning model in enhancing the students speaking ability of grade VII SMP Negeri 4 Bantimurung

Based on the calculation results independent test sample t-test on program SPSS version 16 for windows. Can conclude the hypothesis test as follows:

Tabel 4.7 Comparison of the Mean Data of the Experiment class and the Control class

Group Statistics					
Class		N	Mean	Std. Deviation	Std. Error Mean
Ngain	Eksperiment	18	.5624	.10892	.02567
	Control	12	.4887	.14600	.04215

Based on the learning outcomes table (Ngain) “group statistic above known data learning outcomes for experiment class is as much 18 students. While for the control class there was 12 students. The average value of student learning outcomes or the mean for experiment class was 5624. Meanwhile the mean score of control class was 4887. It proved that the mean score of experiment class was higher than the score of control class. Thus in descriptive statistics it can be concluded that there are differences in the average student learning outcomes between the experimental class group and the control group class.

Table 4.8 Result Of Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Ngain	Equal variances assumed	.436	.514	1.584	28	.124	.07368	.04651	-.02160	.16895
	Equal variances not assumed			1.493	18.985	.152	.07368	.04935	-.02962	.17697

Based on output table 4.8 above value unknown was sig. levene’s test for equality of variances was 0,514 > 0,05 it can be interpreted that the data variance between the experimental class and the control class was the same (v. Wiratna Sujarweni , 2014 : 99). So the interpretation of the independent samples test output table above was based on the values contained in the table “Equal Variances Assumed”

Base on output “independent samples test” in part “equal Variances Assumed” value unknown Sig. (2-Tailed) as big as 0,124 > 0,05, then as the basis for decision -making in the independent test sample t-test, can be concluded that H_0 rejected and H_a accepted. That students who were taught PPP model evidently influential in enhance speaking ability and could be applied English learning class VII SMP, value unknown “mean difference” which is a big 07368. Shows the difference between the average student learning outcomes

on the experiment class with control class or $5624 - .4887 = 07368$. The discrepancy $-.02160$ until 16895 95% Confidence Interval of the Difference lower upper)

B. Discussion

The writer explain there were some procedures used to know students speaking ability in descriptive text. Some test were conducted to collect data such as pre-test and post-test. The pre-test was gave to know students ability in descriptive text before they were given treatments. The research use media online Whatsapp in teaching with making 2 group, namely Class VII A English Research and Class VII C English Research. The pre -test given on Wednesday 20th May 2020.and post test on June 04th 2020 Research send to group a picture and students description with recording voice and send to the research.

PPP becomes an effective model for teaching simple language at lower level. It becomes less appropriate when already know a lot of language (Harmer 1998:). Teaching speaking in junior high school since the students was in the low level of proficiency

Harmer (2007:120) defines that PPP can be seen as a development of Audiolingualism. One of the criticisms leveled at Audiolingualism was that controlled drills do not result in the kind of language behavior found in the real-life context thus fail to developer communicative activities.

According Sugiyono (2014:3) research methods as a scientific way to obtain data with specific purposes and uses. This research is a quantitative research that is quasi-experimental.

Based on the result of the students speaking ability pre-test and post-test score. The students' post-test test was higher than in pre-test. The research used independent sample test to test the hypothesis and know the significant difference of the both class it's used to check whether H_0 was accepted or not. The criteria was if $\frac{1}{2}\alpha < sig$ then H_0 was accepted, if $\frac{1}{2}\alpha > sig$ then H_0 was rejected It could be seen the Sig. (2-Tailed) big as $0,124 > 0,05$, then as was the basis for decision-making in a test H_0 rejected and H_a accepted That students who are taught PPP model , prove influential in improving students speaking ability and can be developed English learning on class VII SMP Negeri 4 Bantimurung. The research found out efficacy presentation practice and production in speaking ability after gave treatment in the experimental class and successful in PPP. In the experimental class students got better improvement than students of control class.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research on students Grade VII SMP Negeri 4 Bantimurung school year 2019/2020 research implementation it was carried out from May to June 2020 English learning focus on speaking by using the PPP model. The Result Sig. (2-Tailed) big as $0,124 > 0,05$, then as is the basis for decision-making in a test H_0 rejected an H_a accepted

Obtained speaking skills of students in experimental class students have increased. This was supported by the results of statistical calculations with normality tests, homogeneous tests, average values (mean score) after the students got treatments was 5624 was good score and this hypothesis test use the independent sample test which shows the results that indicate H_0 rejected and H_a accepted. Then it was conclusion that there was the efficacy of Presentation, Practice, and Production Learning model in enhancing the students speaking ability of grade VII SMP Negeri 4 Bantimurung school year 2019/2020

B. Suggestion

Based on research that has been done, the writer offers several suggestions for:

1. Students must ask questions more often, express ideas, opinions, feelings to train in students' speaking skills.
2. The teacher when implementing English learning must be able to create a pleasant learning atmosphere so that students are more eager to speak English can use PPP
3. Principal, the PPP model was a model that can be applied to improve students' speaking skills in all classes at the junior high school level, so that students' speaking skills can be trained and improved since students are in the junior secondary class
4. Other researchers can conduct research on PPP with different subjects.

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APPENDIX

APPENDIX A

PRE TEST

Researchers ask students to choose and illustrate one of the themes that researchers see. Where researchers have prepared beforehand. To maximize the process of evaluating students 'speech when speaking researchers have heard students' recordings through Vn (Voice Note) Whatsapp

1. My gold fish
2. My cat
3. duck
4. My dog
5. My comels' rabbits
6. Butterflies
7. Panda

APPENDIX B

POST TEST

Researchers ask students to choose and illustrate one of the themes that researchers shows. Where researchers have prepared beforehand. To maximize the process of evaluating students 'speech when speaking researchers have heard students' recordings through Vn (Voice Note) Whatsapp

My comels' rabbits

APPENDIX C

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Experimental Group

Sekolah : SMP NEGERI 4 BANTIMURUNG

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VII / 2 (genap)

Materi pokok : Descriptive Text

Pertemuan Ke : 1 (Pertama)

Sub Materi : About People

Tahun pelajaran : 2019/20120

Alokasi Waktu : 2 x 40 menit

A. KOMPETENSI INTI (KI)

- **KI1 dan KI2 : Menghargai dan menghayati** ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara dan kawasan regional
- **KI3** : Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan rana abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator pencapaian kompetensi

Kompetensi Dasar	Indikator
4. 7 teks deskriptif 4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda 4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none">• Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks• Menulis teks tulis sederhana tentang deskripsi orang, binatang, dan benda, pendek dan sederhana sesuai konteks• Menulis teks tulis sederhana tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, unsur

	kebahasaan yang benar dan sesuai konteks.
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C. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat :

- Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks
- Siswa dapat menggunakan ucapan yang benar
- Mengucapkan perbedaan intonasi yang tepat
- Mengetahui penggunaan *have* dan *has* dalam menggambarkan ciri fisik orang.
- Siswa dapat mendeskripsikan ciri- ciri fisik seseorang sesuai dengan gambar
- Peserta didik mempunyai sikap jujur, disiplin, bekerjasama

D. MATERI PEMBELAJARAN

Fungsi sosial


Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik tentang orang

Struktur teks

Memulai dan menanggapi (diharapkan/di luar dugaan)

Unsur kebahasaan

- *Kalimat deklaratif (positif dan negative) dan interrogative (Yes/No question ; Wh-Question), dalam simple present tense*
- *To be : (is, am, are)*
- *Verb : have,has*
- *Ciri fisik : red, big, dark, loud tall, bright skin*
- *Noun : name, causin, friend, dsb.*
- *Adjective : clever, smart, beautiful, tall,small, fat*
- *Phrase: black eyes, flat nose*
- *Psikologis :happy, sad, disappointed, angry. Personality*
- *Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb*
- *ucapan, tekanan kata,intonasi, ejaan, tanda baca, dll.*

 **Topik:** Tingkah laku/tindakan/fungsi orang, yang terdapat di rumah, sekolah, dan lingkungan peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

Materi Pembelajaran Pegayaan

Penggunaan *have,has*

Materi Pembelajaran Remedial

Pengucapan kata-kata sifat

E. MODEL PEMBELAJARAN

PPP Model

F. MEDIA PEMBELAJARAN

Media

- Mobilephone
- Aplikasi WhatsApp
- Akses internet

- Gambar orang
- Laptop

G. Sumber belajar

- kamus bahasa inggris (*U-Dictionary*)
- internet website
- Artikel (Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings A Bell*, kelas VII, Kemendikbud, Revisi tahun 2017 (Dalam bentuk pdf) edisi revisi

H. Langkah – Langkah Pembelajaran

Pertemuan ke 1

Kegiatan Pendahuluan (10 menit)

1. Memberi salam (greeting) dan berdoa untuk memulai pembelajaran
2. Memeriksa kehadiran peserta didik sebagai sikap disiplin
3. Menyampaikan tema dan tujuan pembelajaran.
4. Menyampaikan lingkup penilaian, yaitu aspek pengetahuan dan ketrampilan serta teknik penilaian yang akan digunakan.

Kegiatan Inti (60 menit)

1) Presentation:

- a. peneliti memberikan stimulus terkait topic yang akan dipelajari.
- b. masuk pada proses pembelajaran
- c. peneliti menjelaskan materi secara detail tentang descriptive text/menggunakan gambar

2) Practice

- a. setelah menjelaskan materi peneliti memanggil siswa untuk tampil/ bicara didepan kelas /setiap siswa mempraktikan apa yang telah dipelajari
- b. dilakukan secara berulang
- c. siswa mengucapkan kata-kata satu persatu dan siswa mengamati dan meniru.

3) Production

- a. Sang peneliti meminta para siswa untuk membuat teks descriptive/ siswa diberi tugas oleh peneliti
- b. Tugas dibuat dalam bentuk tulisan
- c. Siswa kemudian monolog performance di depan kelas

Kegiatan Penutup (10 menit)

- 1) Melakukan refleksi atau memberikan kesimpulan terhadap hasil pembelajaran yang didapat hari itu
- 2) Peserta didik menjawab soal tertulis yang diberikan oleh guru.
- 3) Menyampaikan tema yang akan dipelajari pada pertemuan berikutnya

I. Penilaian *speaking skill*

1. Teknik penilaian*

No	Aspek yang dinilai	Kriteria	Score 1-5
1	Pengucapan (<i>Pronunciation</i>)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Telalu banyak kesalahan dan mengganggu makna	1
2	Intonasi (<i>Intonation</i>)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Telalu banyak kesalahan dan mengganggu makna	1
3	Kelancaram (<i>fluency</i>)	Sangat lancar	5
		Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1
4	Ketepatan Makna (<i>Accuracy</i>)	Sangat tepat	5
		Tepat	4
		Cukup tepat	3
		Kurang tepat	2
		Tidak tepat	1

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

2. Skor penilaian :

Berikut ini adalah skala penilaian menurut permen dikbud Nomor 104 tahun 2014 tentang penilaian hasil belajar oleh Pendidik Pada Pendidikan Dasar Dan Pendidikan Menengah

No	Rentang angka	Huruf
1	Sangat baik (A)	86-100
2	Baik (B)	71-85
3	Cukup (C)	56-70
4	Kurang	≤ 55

(Permendikbud Nomor 104 tahun 2014)

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Experimental Class

Sekolah : SMP NEGERI 4 BANTIMURUNG

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VII / 2 (genap)

Materi pokok : Descriptive Text

Pertemuan Ke : 2 (Dua)

Sub Materi : About Animal

Tahun pelajaran : 2019/20120

Alokasi Waktu : 2 x 40 menit

A. KOMPETENSI INTI (KI)

- **KI1 dan KI2 : Menghargai dan menghayati** ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara dan kawasan regional
- **KI3:** Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4 :** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan rana abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator pencapaian kompetensi


Kompetensi Dasar	Indikator
4. 7 teks deskriptif 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none">• Mengidentifikasi nama binatang dan karakteristiknya• Mendeskripsikan binatang

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Mengidentifikasi nama binatang dan karakteristiknya
- Mengetahui penggunaan *be (is, are)* dalam menggambarkan sifat binatang
- Mendeskripsikan binatang
- Mengucapkan perbedaan intonasi yang tepat
- Peserta didik mempunyai sikap jujur, disiplin, bekerjasama

D. MATERI PEMBELAJARAN

 Fungsi sosial


Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik tentang binatang

 Struktur teks

Memulai dan menanggapi (diharapkan/di luar dugaan)

 Unsur kebahasaan

- *To be : is , are*
- *Noun : cat,dog, rabbit , dsb.,*
- *Adjective : : strong, big, tiny, tame, clever, furry, dll*
- *Kata ganti : it, they, this, that, those, these*
- *ucapan, tekanan kata,intonasi, ejaan, tanda baca, dll.*

 **Topik:** Tingkah laku/tindakan/fungsi binatang, yang terdapat di rumah, sekolah, dan lingkungan peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

 Materi Pembelajaran Pegayaan

Penggunaan *be (is, are)*

 Materi Pembelajaran Remedial

Pengucapan kata-kata sifat

E. MODEL PEMBELAJARAN

PPP Model

F. MEDIA PEMBELAJARAN

Media

- Mobilephone
- Aplikasi WhatsApp
- Akses internet
- Gambar binatang
- laptop

G. Sumber belajar

- kamus bahasa inggris (***U-Dictionary***)
- internet website
- Artikel (Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings A Bell*, kelas VII, Kemendikbud, Revisi tahun 2017 (Dalam bentuk pdf) edisi revisi

H. Langkah – Langkah Pembelajaran

Pertemuan ke 2

Kegiatan Pendahuluan (10 menit)

1. Memberi salam (greeting) dan berdoa untuk memulai pembelajaran
2. Memeriksa kehadiran peserta didik sebagai sikap disiplin
3. Menyampaikan tema dan tujuan pembelajaran.
4. Menyampaikan lingkup penilaian, yaitu aspek pengetahuan dan ketrampilan serta teknik penilaian yang akan digunakan.

Kegiatan Inti (60 menit)

1) Presentation:

- a. Peneliti memberikan stimulus terkait topic yang akan dipelajari.
- b. Masuk pada proses pembelajaran
- c. Peneliti menjelaskan materi secara detail tentang descriptive text/menggunakan gambar

2) Practice

- a. Setelah menjelaskan materi peneliti memanggil siswa untuk tampil/ bicara didepan kelas /setiap siswa mempraktikan apa yang telah dipelajari
- b. Dilakukan secara berulang
- c. Siswa mengucapkan kata-kata satu persatu dan siswa mengamati dan meniru.

3) Production

- a. Sang peneliti meminta para siswa untuk membuat teks descriptive/ siswa diberi tugas oleh peneliti
- b. Tugas dibuat dalam bentuk tulisan
- c. Siswa kemudian monolog performance di depan kelas

Kegiatan Penutup (10 menit)

- 1) Melakukan refleksi atau memberikan kesimpulan terhadap hasil pembelajaran yang didapat hari itu
- 2) Peserta didik menjawab soal tertulis yang diberikan oleh guru.
- 3) Menyampaikan tema yang akan dipelajari pada pertemuan berikutnya
- 4) Penilaian *speaking skill*

I. Penilaian *speaking skill*

Teknik penilaian*

No	Aspek yang dinilai	Kruteria	Score 1-5
1	Pengucapan (<i>Pronunciation</i>)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Telalu banyak kesalahan dan mengganggu makna	1
2	Intonasi (<i>Intonation</i>)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Telalu banyak kesalahan dan mengganggu makna	1

3	Kelancaram (<i>fluency</i>)	Sangat lancar	5
		Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1
4	Ketepatan Makna (<i>Accuracy</i>)	Sangat tepat	5
		Tepat	4
		Cukup tepat	3
		Kurang tepat	2
		Tidak tepat	1

$$NA = \frac{\text{Skor Perolehan} \times 100}{\text{Skor Maksimal}}$$

2. Skor penilaian :

Berikut ini adalah skala penilaian menurut permendikbud Nomor 104 tahun 2014 tentang penilaian hasil belajar oleh pendidik pada pendidikan dasar dan pendidikan menengah

No	Rentang angka	Huruf
1	Sangat baik (A)	86-100
2	Baik (B)	71-85
3	Cukup (C)	56-70
4	Kurang	≤ 55

(Permendikbud Nomor 104 tahun 2014)

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Experimental Class

Sekolah : SMP NEGERI 4 BANTIMURUNG

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VII / 2 (genap)

Materi pokok : Descriptive Text

Pertemuan Ke : 3 (Tiga)

Sub Materi : About Things

Tahun pelajaran : 2019/20120

Alokasi Waktu : 2 x 40 menit

A. KOMPETENSI INTI (KI)

- **KI1 dan KI2 : Menghargai dan menghayati** ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara dan kawasan regional
- **KI3** : Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan rana abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator pencapaian kompetensi


Kompetensi Dasar	Indikator
<p>4. 7 teks deskriptif</p> <p>4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda</p> <p>4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.7.2.1. Menulis sebuah teks deskripsi sangat sederhana tentang benda yang berada di lingkungan sekitar</p> <p>4.7.2.2. Mempresentasikan teks deskripsi yang telah dibuat</p>

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Menulis sebuah teks deskripsi sangat sederhana tentang benda yang berada di lingkungan sekitar
- Mempresentasikan teks deskripsi yang telah dibuat
- Peserta didik mempunyai sikap jujur, disiplin, bekerjasama

D. Materi Pembelajaran

 Fungsi sosial


Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik

 Struktur teks

- Identifikasi (Nama keseluruhan dan bagian)
- Sifat yang menjadi pencirinya
- Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri benda yang dibicarakan
- Memulai dan menanggapi (diharapkan/di luar dugaan)

 Unsur kebahasaan

- *Kalimat deklaratif (positif & negative) & interrogative (yes/no question; Wh – question) dalam simple present tense*
- *Nomina singular dan plural dengan/tanpa a, the, this, those, my, their dsb.*
- *Noun: kitchen, house , dsb*
- *Adjective : big, small, colorful, fast, clean*
- *Kata ganti : it, they, this, that, those, these*
- *ucapan, tekanan kata,intonasi, ejaan, tanda baca, dll.*

 **Topik:** Tingkah laku/tindakan/fungsi benda yang terdapat di rumah, sekolah, dan lingkungan peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

Materi Remedial

Unsur Kebahasaan

Materi Pengayaan

Fungsi sosial dan struktur teks

E. MODEL PEMBELAJARAN

PPP Model

F. MEDIA PEMBELAJARAN

Media

- Mobilephone
- Aplikasi WhatsApp
- Akses internet
- Gambar Things
- Laptop

G. Sumber belajar

- kamus bahasa inggris (***U-Dictionary***)
- internet website
- Artikel (Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings A Bell*, kelas VII, Kemendikbud, Revisi tahun 2017 (Dalam bentuk pdf) edisi revisi

H. Langkah – Langkah Pembelajaran

Pertemuan ke 3

Kegiatan Pendahuluan (10 menit)

1. Memberi salam (greeting) dan berdoa untuk memulai pembelajaran
2. Memeriksa kehadiran peserta didik sebagai sikap disiplin
3. Menyampaikan tema dan tujuan pembelajaran.
4. Menyampaikan lingkup penilaian, yaitu aspek pengetahuan dan ketrampilan serta teknik penilaian yang akan digunakan.

Kegiatan Inti (60 menit)

1). Presentation:

- a. peneliti memberikan stimulus terkait topic yang akan dipelajari.
- b. masuk pada proses pembelajaran
- c. peneliti menjelaskan materi secara detail tentang descriptive text/menggunakan gambar

2) Practice

- a. setelah menjelaskan materi peneliti memanggil siswa untuk tampil/ bicara didepan kelas /setiap siswa mempraktikan apa yang telah dipelajari
- b. dilakukan secara berulang
- c. siswa mengucapkan kata-kata satu persatu dan siswa mengamati dan meniru.

3) Production

- a. Sang peneliti meminta para siswa untuk membuat teks descriptive/ siswa diberi tugas oleh peneliti
- b. Tugas dibuat dalam bentuk tulisan
- c. Siswa kemudian monolog performance di depan kelas

Kegiatan Penutup (10 menit)

1. Melakukan refleksi atau memberikan kesimpulan terhadap hasil pembelajaran yang didapat hari itu
2. Peserta didik menjawab soal tertulis yang diberikan oleh guru.
3. Menyampaikan tema yang akan dipelajari pada pertemuan berikutnya

I. Penilaian *speaking skill*

Teknik penilaian*

No	Aspek yang dinilai	Kruteria	Score 1-5
1	Pengucapan (<i>Pronunciation</i>)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Telalu banyak kesalahan dan mengganggu makna	1
2	Intonasi (<i>Intonation</i>)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4

		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Telalu banyak kesalahan dan mengganggu makna	1
3	Kelancaram (<i>fluency</i>)	Sangat lancar	5
		Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1
4	Ketepatan Makna (<i>Accuracy</i>)	Sangat tepat	5
		Tepat	4
		Cukup tepat	3
		Kurang tepat	2
		Tidak tepat	1

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

2. Skor penilaian :

Berikut ini adalah skala penilaian menurut permendikbud Nomor 104 tahun 2014 tentang penilaian hasil belajar oleh pendidik pada pendidikan dasar dan pendidikan menengah

No	Rentang angka	Huruf
1	Sangat baik (A)	86-100
2	Baik (B)	71-85
3	Cukup (C)	56-70
4	Kurang	≤ 55

(Permendikbud Nomor 104 tahun 2014)

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Experimental Class

Sekolah : SMP NEGERI 4 BANTIMURUNG

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VII / 2 (genap)

Materi pokok : Descriptive Text

Pertemuan Ke : 4 (Empat)

Sub Materi : About Interesting Place

Tahun pelajaran : 2019/20120

Alokasi Waktu : 2 x 40 menit

A. KOMPETENSI INTI (KI)

- **KI1 dan KI2 : Menghargai dan menghayati** ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara dan kawasan regional
- **KI3** : Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan rana abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator pencapaian kompetensi


Kompetensi Dasar	Indikator
4. 7 teks deskriptif 4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda 4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks	4.7.2.1. Menulis sebuah teks deskripsi sangat sederhana tentang benda yang berada di lingkungan sekitar 4.7.2.2. Mempresentasikan teks deskripsi yang telah dibuat

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Menulis sebuah teks deskripsi sangat sederhana tentang benda yang berada di lingkungan sekitar
- Mempresentasikan teks deskripsi yang telah dibuat
- Peserta didik mempunyai sikap jujur, disiplin, bekerjasama

D. Materi Pembelajaran

 Fungsi sosial

Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik

 Struktur teks

- Identifikasi (pendahuluan, beupa gambaran umum tentang suatu topik)
- Deskripsi (Ciri-ciri khusus suatu tempat)
- Sifat yang menjadi pencirinya
- Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri tempat yang dibicarakan
- Memulai dan menanggapi (diharapkan/di luar dugaan)

 Unsur kebahasaan

- *Kalimat deklaratif (positif & negative) & interrogative (yes/no question; Wh – question) dalam simple present tense*
- *To be :is , are*
- *Nomina singular dan plural dengan/tanpa a, the, this, those, my, their dsb.*
- *Use simple present tense (I have close friend. **She is beautiful**) the bold sentence is simple present tense*
- *Adjective: beautiful*
- *Noun: beach, waterfall, borobudur dsb*
- *Kata ganti : it, they, this, that, those, these*
- *ucapan, tekanan kata, intonasi, ejaan, tanda baca, dll.*

 Topik

sikap yang relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab cita damai, dan kerjasama

Materi Remedial

Menjelaskan kembali tentang deskriptif text

Menanya pemahaman siswa

Materi Pengayaan

Fungsi sosial dan struktur teks

E. MODEL PEMBELAJARAN

PPP Model

F. MEDIA PEMBELAJARAN

Media

- Mobilephone
- Aplikasi WhatsApp
- Akses internet

- Gambar Place

G. Sumber belajar

- kamus bahasa inggris (*U-Dictionary*)
- internet website
- Artikel (Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings A Bell*, kelas VII, Kemendikbud, Revisi tahun 2017 (Dalam bentuk pdf) edisi revisi

H. Langkah – Langkah Pembelajaran

Pertemuan ke 4

Kegiatan Pendahuluan (10 menit)

1. Memberi salam (greeting) dan berdoa untuk memulai pembelajaran
2. Memeriksa kehadiran peserta didik sebagai sikap disiplin
3. Menyampaikan tema dan tujuan pembelajaran.
4. Menyampaikan lingkup penilaian, yaitu aspek pengetahuan dan ketrampilan serta teknik penilaian yang akan digunakan.

Kegiatan Inti (60 menit)

1). Presentation:

- a. peneliti memberikan stimulus terkait topic yang akan dipelajari.
- b. masuk pada proses pembelajaran
- c. peneliti menjelaskan materi secara detail tentang descriptive text/menggunakan gambar

2) Practice

- a. setelah menjelaskan materi peneliti memanggil siswa untuk tampil/ bicara didepan kelas /setiap siswa mempraktikan apa yang telah dipelajari
- b. dilakukan secara berulang
- c. siswa mengucapkan kata-kata satu persatu dan siswa mengamati dan meniru.

3) ,Production

- a. Sang peneliti meminta para siswa untuk membuat teks descriptive/ siswa diberi tugas oleh peneliti
- b. Tugas dibuat dalam bentuk tulisan
- c. Siswa kemudian monolog performance di depan kelas

Kegiatan Penutup (10 menit)

- 1) Melakukan refleksi atau memberikan kesimpulan terhadap hasil pembelajaran yang didapat hari itu
- 2) Peserta didik menjawab soal tertulis yang diberikan oleh guru.
- 3) Menyampaikan tema yang akan dipelajari pada pertemuan berikutnya

I. Penilaian *speaking skill*

Teknik penilaian*

No	Aspek yang dinilai	Kriteria	Score 1-5
1	Pengucapan (<i>Pronunciation</i>)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3

		Banyak kesalahan dan mengganggu makna	2
		Telalu banyak kesalahan dan mengganggu makna	1
2	Intonasi (<i>Intonation</i>)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Telalu banyak kesalahan dan mengganggu makna	1
3	Kelancaram (<i>fluency</i>)	Sangat lancar	5
		Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1
4	Ketepatan Makna (<i>Accuracy</i>)	Sangat tepat	5
		Tepat	4
		Cukup tepat	3
		Kurang tepat	2
		Tidak tepat	1

$$NA = \frac{\text{Skor Perolehan} \times 100}{\text{Skor Maksimal}}$$

2. Skor penilaian :

Berikut ini adalah skala penilaian menurut permendikbud Nomor 104 tahun 2014 tentang penilaian hasil belajar oleh pendidik pada pendidikan dasar dan pendidikan menengah

No	Rentang angka	Huruf
1	Sangat baik (A)	86-100
2	Baik (B)	71-85
3	Cukup (C)	56-70
4	Kurang	≤ 55

(Permendikbud Nomor 104 tahun 2014)

Pakalu, 17 Mei 2020

Mengetahui,

Peneliti,

Kepala Sekolah SMP Negeri 4 Bantimurung



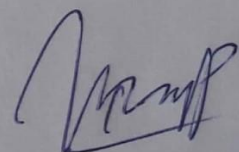
Hi. Aida Ravana, S.Pd
NIP. 19681228 199303 2 012



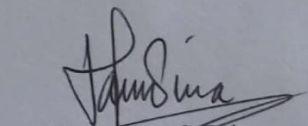
Hasmawati
NIM. 1688203002

Guru Kelas
(Guru Bahasa Inggris Kelas VII)

Guru Pamong
(Guru Bahasa Inggris Kelas IX)

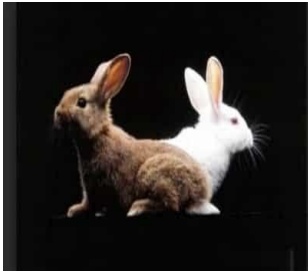


Nur' Alam Pamula, S. Pd.
NIP. 19790525 02003120 2 014



Hamsina, S.Pd
NIP. 196912011994032011

PICTURE



APPENDIX D

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Control Class

Sekolah : SMP NEGERI 4 BANTIMURUNG

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VII / 2 (genap)

Materi pokok : Descriptive Text

Pertemuan Ke : 1 (Pertama)

Sub Materi : About People

Tahun pelajaran : 2019/20120

Alokasi Waktu : 2 x 40 menit

A. KOMPETENSI INTI (KI)

- **KI1 dan KI2 : Menghargai dan menghayati** ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara dan kawasan regional
- **KI3** : Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan rana abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.
- **Kompetensi Dasar dan Indikator pencapaian kompetensi**

Kompetensi Dasar	Indikator
4. 7 teks deskriptif 4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda 4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda, dengan memperhatikan fungsi sosial, struktur teks dan	<ul style="list-style-type: none">• Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks• Menulis teks tulis sederhana tentang deskripsi orang, binatang, dan benda, pendek dan sederhana sesuai konteks• Menulis teks tulis sederhana tentang orang, binatang, dan benda, dengan memperhatikan


unsur kebahasaan, secara benar dan sesuai konteks	fungsi sosial, struktur teks, unsur kebahasaan yang benar dan sesuai konteks.
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B. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat :

- Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks
- Siswa dapat menggunakan ucapan yang benar
- Mengucapkan perbedaan intonasi yang tepat
- Mengetahui penggunaan *have* dan *has* dalam menggambarkan ciri fisik orang.
- Siswa dapat mendeskripsikan ciri- ciri fisik seseorang sesuai dengan gambar
- Peserta didik mempunyai sikap jujur, disiplin, bekerjasama


C. MATERI PEMBELAJARAN

 Fungsi sosial


Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik tentang orang

 Struktur teks

Memulai dan menanggapi (diharapkan/di luar dugaan)

 Unsur kebahasaan

- *Kalimat deklaratif (positif dan negative) dan interrogative (Yes/No question ; Wh-Question), dalam simple present tense*
- *To be : (is, am, are)*
- *Ciri fisik : red, big, dark, loud tall, bright skin*
- *Noun : name, causin, friend, dsb.*
- *Adjective : clever, smart, beautiful, tall,small, fat*
- *Phrase: black eyes, flat nose*
- *Psikologis :happy, sad, disappointed, angry. Personality*
- *Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb*
- *ucapan, tekanan kata,intonasi, ejaan, tanda baca, dll.*

 **Topik:** Tingkah laku/tindakan/fungsi orang, yang terdapat di rumah, sekolah, dan lingkungan peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

 Materi Pembelajaran Pegayaan

Penggunaan *have,has*

 Materi Pembelajaran Remedial

Pengucapan kata-kata sifat

D. MODEL PEMBELAJARAN

Discovery Learning

E. MEDIA PEMBELAJARAN

Media

- Mobilephone

- Aplikasi WhatsApp
- Akses internet
- Gambar orang

F. Sumber belajar

- kamus bahasa inggris (*U-Dictionary*)
- internet website
- Artikel (Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings A Bell*, kelas VII, Kemendikbud, Revisi tahun 2017 (Dalam bentuk pdf) edisi revisi

G. Langkah – Langkah Pembelajaran

Pertemuan 1

Kegiatan Pendahuluan (10 menit)

1. Memberi salam (greeting) dan berdoa untuk memulai pembelajaran
2. Memeriksa kehadiran peserta didik sebagai sikap disiplin
3. Menyampaikan tema dan tujuan pembelajaran.
4. Menyampaikan lingkup penilaian, yaitu aspek pengetahuan dan keterampilan serta teknik penilaian yang akan digunakan.

Kegiatan Inti (60 menit)

1. Peserta didik mengamati kata sifat dan frase
2. Mengucapkan kata-kata dan frase-frase tersebut satu persatu, peserta didik mengamati dan meniru peneliti
3. Peserta didik berlatih mengucapkan kata-kata sifat dan frase-frase yang telah diamati tadi
4. Menunjukkan beberapa kalimat yang menggunakan kata-kata sifat dan frase serta have/has
5. Peserta didik bertanya tentang penggunaan have./has
6. Menjelaskan cara penggunaan have/has
7. Peserta didik membuat kalimat have/has
8. Peserta didik mengamati beberapa contoh teks tentang menggambarkan ciri fisik orang
9. Peserta didik membuat teks tentang menggambarkan ciri fisik orang
10. Peserta didik secara bergiliran menggambarkan ciri fisik seseorang secara monolog di depan kelas

Kegiatan Penutup (10 menit)

1. Memberikan refleksi atau kesimpulan terhadap hasil pembelajaran
2. Peserta didik menjawab soal tertulis dari guru
3. Menyampaikan tema yang akan dipelajari pertemuan berikutnya

H. Penilaian *speaking skill*

1. Teknik penilaian*

No	Aspek yang dinilai	Kriteria	Score 1-5
1	Pengucapan (<i>Pronunciation</i>)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2

		Telalu banyak kesalahan dan mengganggu makna	1
2	Intonasi (<i>Intonation</i>)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Telalu banyak kesalahan dan mengganggu makna	1
3	Kelancaram (<i>fluency</i>)	Sangat lancar	5
		Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1
4	Ketepatan Makna (<i>Accuracy</i>)	Sangat tepat	5
		Tepat	4
		Cukup tepat	3
		Kurang tepat	2
		Tidak tepat	1

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

2. Skor penilaian :

Berikut ini adalah skala penilaian menurut permendikbud Nomor 104 tahun 2014 tentang penilaian hasil belajar oleh pendidik pada pendidikan dasar dan pendidikan menengah

No	Rentang angka	Huruf
1	Sangat baik (A)	86-100
2	Baik (B)	71-85
3	Cukup (C)	56-70
4	Kurang	≤ 55

(Permendikbud Nomor 104 tahun 2014)

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Control Class

Sekolah : SMP NEGERI 4 BANTIMURUNG

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VII / 2 (genap)

Materi pokok : Descriptive Text

Pertemuan Ke : 2 (Dua)

Sub Materi : About Animal

Tahun pelajaran : 2019/20120

Alokasi Waktu : 2 x 40 menit

A. KOMPETENSI INTI (KI)

- **KI1 dan KI2 : Menghargai dan menghayati** ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara dan kawasan regional
- **KI3:** Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4 :** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan rana abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator pencapaian kompetensi


Kompetensi Dasar	Indikator
<p>4. 7 teks deskriptif</p> <p>4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda</p> <p>4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Mengidentifikasi nama binatang dan karakteristiknya • Mendeskripsikan binatang

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Mengidentifikasi nama binatang dan karakteristiknya
- Mengetahui penggunaan *be (is, are)* dalam menggambarkan sifat binatang
- Mendeskripsikan binatang
- Mengucapkan perbedaan intonasi yang tepat
- Peserta didik mempunyai sikap jujur, disiplin, bekerjasama

D. MATERI PEMBELAJARAN

 Fungsi sosial


Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik tentang binatang

 Struktur teks

Memulai dan menanggapi (diharapkan/di luar dugaan)


 Unsur kebahasaan

- *To be : is , are*
- *Noun : cat,dog, rabbit , dsb.,*
- *Adjective : : strong, big, tiny, tame, clever, furry, dll*
- *Kata ganti : it, they, this, that, those, these*
- *ucapan, tekanan kata,intonasi, ejaan, tanda baca, dll.*

 **Topik:** Tingkah laku/tindakan/fungsi binatang, yang terdapat di rumah, sekolah, dan lingkungan peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

 Materi Pembelajaran Pegayaan

Penggunaan *be (is, are)*

 Materi Pembelajaran Remedial

Pengucapan kata-kata sifat

E. MODEL PEMBELAJARAN

Discovery Learning

F. MEDIA PEMBELAJARAN

Media

- Mobilephone
- Aplikasi WhatsApp
- Akses internet
- Gambar binatang

G. Sumber belajar

- kamus bahasa inggris (***U-Dictionary***)
- internet website
- Artikel (Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings A Bell*, kelas VII, Kemendikbud, Revisi tahun 2017 (Dalam bentuk pdf) edisi revisi

H. Langkah – Langkah Pembelajaran

Pertemuan ke 2

Kegiatan Pendahuluan (10 menit)

1. Memberi salam (*greeting*) dan berdoa untuk memulai pembelajaran
2. Memeriksa kehadiran peserta didik sebagai sikap disiplin
3. Menyampaikan tema dan tujuan pembelajaran.
4. Menyampaikan lingkup penilaian, yaitu aspek pengetahuan dan keterampilan serta teknik penilaian yang akan digunakan.

Kegiatan Inti (60 menit)

1. Peserta didik mengamati beberapa nama-nama binatang dan kata-kata sifat
2. Mengucapkan kata-kata tersebut satu per satu, siswa/siswi mengamati dan meniru peneliti
3. Siswa/siswi berlatih mengucapkan kata-kata sifat yang telah diamati tadi
4. Menunjukkan beberapa kalimat yang menggunakan kata-kata sifat dan juga *be (is, are)*
5. Peserta didik bertanya tentang penggunaan *be (is, are)*
6. Menjelaskan cara menggunakan *be (is, are)*
7. Peserta didik membuat kalimat menggunakan *be (is, are)*
8. Siswa/siswi mengamati beberapa contoh teks tentang menggambarkan sifat binatang
9. Peserta didik membuat teks tentang menggambarkan binatang
10. Peserta didik secara bergiliran menggambarkan binatang secara monolog di depan kelas

Kegiatan Penutup (10 menit)

1. Memberikan refleksi atau kesimpulan terhadap hasil pembelajaran
2. Peserta didik menjawab soal tertulis dari guru
3. Menyampaikan tema yang akan dipelajari pertemuan berikutnya

I. Penilaian *speaking skill*

1. Teknik penilaian*

No	Aspek yang dinilai	Kriteria	Score 1-5
1	Pengucapan (<i>Pronunciation</i>)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Telalu banyak kesalahan dan mengganggu makna	1
2	Intonasi (<i>Intonation</i>)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Telalu banyak kesalahan dan mengganggu makna	1
3	Kelancaran (<i>fluency</i>)	Sangat lancar	5
		Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1

4	Ketepatan Makna (Accuracy)	Sangat tepat	5
		Tepat	4
		Cukup tepat	3
		Kurang tepat	2
		Tidak tepat	1

$$NA = \frac{\text{Skor Perolehan} \times 100}{\text{Skor Maksimal}}$$

2. Skor penilaian :

Berikut ini adalah skala penilaian menurut permendikbud Nomor 104 tahun 2014 tentang penilaian hasil belajar oleh pendidik pada pendidikan dasar dan pendidikan menengah

No	Rentang angka	Huruf
1	Sangat baik (A)	86-100
2	Baik (B)	71-85
3	Cukup (C)	56-70
4	Kurang	≤ 55

(Permendikbud Nomor 104 tahun 2014)

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Control Class

Sekolah : SMP NEGERI 4 BANTIMURUNG

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VII / 2 (genap)

Materi pokok : Descriptive Text

Pertemuan Ke : 3 (Tiga)

Sub Materi : About Things

Tahun pelajaran : 2019/20120

Alokasi Waktu : 2 x 40 menit

A. KOMPETENSI INTI (KI)

KI1 dan KI2 : Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara dan kawasan regional

KI3 : Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan rana abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator pencapaian kompetensi


Kompetensi Dasar	Indikator
4. 7 teks deskriptif 4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda 4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks	4.7.2.1. Menulis sebuah teks deskripsi sangat sederhana tentang benda yang berada di lingkungan sekitar 4.7.2.2. Mempresentasikan teks deskripsi yang telah dibuat

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Menulis sebuah teks deskripsi sangat sederhana tentang benda yang berada di lingkungan sekitar
- Mempresentasikan teks deskripsi yang telah dibuat
- Peserta didik mempunyai sikap jujur, disiplin, bekerjasama

D. Materi Pembelajaran

 Fungsi sosial


Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik

 Struktur teks

- Identifikasi (Nama keseluruhan dan bagian)
- Sifat yang menjadi pencirinya
- Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri benda yang dibicarakan
- Memulai dan menanggapi (diharapkan/di luar dugaan)

 Unsur kebahasaan

- *Kalimat deklaratif (positif & negative) & interrogative (yes/no question; Wh – question) dalam simple present tense*
- *To be :is , are*
- *Nomina singular dan plural dengan/tanpa a, the, this, those, my, their dsb.*
- *Noun: kitchen, house , dsb*
- *Adjective : big, small, colorful, fast, clean*
- *Kata ganti : it, they, this, that, those, these*
- *ucapan, tekanan kata,intonasi, ejaan, tanda baca, dll.*

 **Topik:** Tingkah laku/tindakan/fungsi benda yang terdapat di rumah, sekolah, dan lingkungan peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

Materi Remedial

Unsur Kebahasaan

Materi Pengayaan

Fungsi sosial dan struktur teks

E. MODEL PEMBELAJARAN

Discovery Learning

F. MEDIA PEMBELAJARAN

Media

- Mobilephone
- Aplikasi WhatsApp
- Akses internet
- Gambar Things

G. Sumber belajar

- kamus bahasa inggris (*U-Dictionary*)
- internet website

- Artikel (Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings A Bell*, kelas VII, Kemendikbud, Revisi tahun 2017 (Dalam bentuk pdf) edisi revisi

H. Langkah – Langkah Pembelajaran

Pertemuan ke 3

Kegiatan Pendahuluan (10 menit)

1. Memberi salam (greeting) dan berdoa untuk memulai pembelajaran
2. Memeriksa kehadiran peserta didik sebagai sikap disiplin
3. Menyampaikan tema dan tujuan pembelajaran.
4. Menyampaikan lingkup penilaian, yaitu aspek pengetahuan dan ketrampilan serta teknik penilaian yang akan digunakan

Kegiatan Inti (60 menit)

1. Peserta didik mengamati beberapa kata sifat
2. Mengucapkan kata-kata tersebut satu per satu, siswa/siswi mengamati dan meniru peneliti
3. Siswa/siswi berlatih mengucapkan kata-kata sifat yang telah diamati tadi
4. Menunjukkan beberapa kalimat yang menggunakan kata-kata sifat dan juga *be (is, are)*
5. Peserta didik bertanya tentang penggunaan *be (is, are)*
6. Menjelaskan cara menggunakan *be (is, are)*
7. Peserta didik membuat kalimat menggunakan *be (is, are)*
8. Siswa/siswi mengamati beberapa contoh teks tentang menggambarkan sifat benda
9. Peserta didik membuat teks tentang menggambarkan benda
10. Peserta didik secara bergiliran menggambarkan benda secara monolog di depan kelas

Kegiatan Penutup (10 menit)

1. Memberikan refleksi atau kesimpulan terhadap hasil pembelajaran
2. Peserta didik menjawab soal tertulis dari guru
3. Menyampaikan tema yang akan dipelajari pertemuan berikutnya

I. Penilaian *speaking skill*

1. Teknik penilaian*

No	Aspek yang dinilai	Kriteria	Score 1-5
1	Pengucapan (<i>Pronunciation</i>)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Telalu banyak kesalahan dan mengganggu makna	1
2	Intonasi (<i>Intonation</i>)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Telalu banyak kesalahan dan mengganggu makna	1
3	Kelancaram	Sangat lancar	5

	<i>(fluency)</i>	Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1
4	Ketepatan Makna <i>(Accuracy)</i>	Sangat tepat	5
		Tepat	4
		Cukup tepat	3
		Kurang tepat	2
		Tidak tepat	1

$$NA = \frac{\text{Skor Perolehan} \times 100}{\text{Skor Maksimal}}$$

2. Skor penilaian :

Berikut ini adalah skala penilaian menurut permendikbud Nomor 104 tahun 2014 tentang penilaian hasil belajar oleh pendidik pada pendidikan dasar dan pendidikan menengah

No	Rentang angka	Huruf
1	Sangat baik (A)	86-100
2	Baik (B)	71-85
3	Cukup (C)	56-70
4	Kurang	≤ 55

(Permendikbud Nomor 104 tahun 2014)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Control Class

Sekolah : SMP NEGERI 4 BANTIMURUNG

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VII / 2 (genap)

Materi pokok : Descriptive Text

Pertemuan Ke : 4 (Empat)

Sub Materi : About Interesting Place

Tahun pelajaran : 2019/20120

Alokasi Waktu : 2 x 40 menit

A. KOMPETENSI INTI (KI)

KI1 dan KI2 : Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara dan kawasan regional

KI3 : Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan rana abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator pencapaian kompetensi

Kompetensi Dasar	Indikator
4.7 teks deskriptif 4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda 4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks	4.7.2.1. Menulis sebuah teks deskripsi sangat sederhana tentang benda yang berada di lingkungan sekitar 4.7.2.2. Mempresentasikan teks deskripsi yang telah dibuat

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Menulis sebuah teks deskripsi sangat sederhana tentang benda yang berada di lingkungan sekitar
- Mempresentasikan teks deskripsi yang telah dibuat
- Peserta didik mempunyai sikap jujur, disiplin, bekerjasama

D. Materi Pembelajaran

 Fungsi sosial


Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik

 Struktur teks

- Identifikasi (pendahuluan, beupa gambaran umum tentang suatu topik)
- Deskripsi (Ciri-ciri khusus suatu tempat)
- Sifat yang menjadi pencirinya
- Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri tempat yang dibicarakan
- Memulai dan menanggapi (diharapkan/di luar dugaan)

 Unsur kebahasaan

- *Kalimat deklaratif (positif & negative) & interrogative (yes/no question; Wh – question) dalam simple present tense*
- *To be :is , are*
- *Nomina singular dan plural dengan/tanpa a, the, this, those, my, their dsb.*
- *Use simple present tense (I have close friend. **She is beautiful**) the bold sentence is simple present tense*
- *Adjective: beautiful*
- *Noun: beach, waterfall, borobudur dsb*
- *Kata ganti : it, they, this, that, those, these*
- *ucapan, tekanan kata, intonasi, ejaan, tanda baca, dll.*

 Topik

sikap yang relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab cita damai, dan kerjasama

Materi Remedial

Menjelaskan kembali tentang deskriptif text

Menanya pemahaman siswa

Materi Pengayaan

Fungsi sosial dan struktur teks

E. MODEL PEMBELAJARAN

Discovery Learning

F. MEDIA PEMBELAJARAN

Media

- Mobilephone
- Aplikasi WhatsApp
- Akses internet

- Gambar Place

G. Sumber belajar

- kamus bahasa inggris (*U-Dictionary*)
- internet website
- Artikel (Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings A Bell*, kelas VII, Kemendikbud, Revisi tahun 2017 (Dalam bentuk pdf) edisi revisi

H. Langkah – Langkah Pembelajaran

Pertemuan ke 4

Kegiatan Pendahuluan (10 menit)

1. Memberi salam (greeting) dan berdoa untuk memulai pembelajaran
2. Memeriksa kehadiran peserta didik sebagai sikap disiplin
3. Menyampaikan tema dan tujuan pembelajaran.
4. Menyampaikan lingkup penilaian, yaitu aspek pengetahuan dan ketrampilan serta teknik penilaian yang akan digunakan.

Kegiatan Inti (60 menit)

1. Peserta didik mengamati beberapa kata sifat
2. Mengucapkan kata-kata tersebut satu per satu, siswa/siswi mengamati dan meniru peneliti
3. Siswa/siswi berlatih mengucapkan kata-kata sifat yang telah diamati tadi
4. Menunjukkan beberapa kalimat yang menggunakan kata-kata sifat dan juga *be (is, are)*
5. Peserta didik bertanya tentang penggunaan *be (is, are)*
6. Menjelaskan cara menggunakan *be (is, are)*
7. Peserta didik membuat kalimat menggunakan *be (is, are)*
8. Siswa/siswi mengamati beberapa contoh teks tentang menggambarkan sifat benda
9. Peserta didik membuat teks tentang menggambarkan benda
10. Peserta didik secara bergiliran menggambarkan benda secara monolog di depan kelas

Kegiatan Penutup (10 menit)

1. Memberikan refleksi atau kesimpulan terhadap hasil pembelajaran
2. Peserta didik menjawab soal tertulis dari guru
3. Menyampaikan tema yang akan dipelajari pertemuan berikutnya

Penutup (10 menit)

1. Melakukan refleksi atau memberikan kesimpulan terhadap hasil pembelajaran yang didapat hari itu
2. Peserta didik menjawab soal tertulis yang diberikan oleh guru.
3. Menyampaikan tema yang akan dipelajari pada pertemuan berikutnya

I. Penilaian *speaking skill*
Teknik penilaian*

No	Aspek yang dinilai	Kriteria	Score 1-5
1	Pengucapan (<i>Pronunciation</i>)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Telalu banyak kesalahan dan mengganggu makna	1
2	Intonasi (<i>Intonation</i>)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Telalu banyak kesalahan dan mengganggu makna	1
3	Kelancaram (<i>fluency</i>)	Sangat lancar	5
		Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1
4	Ketepatan Makna (<i>Accuracy</i>)	Sangat tepat	5
		Tepat	4
		Cukup tepat	3
		Kurang tepat	2
		Tidak tepat	1

$$NA = \frac{\text{Skor Perolehan} \times 100}{\text{Skor Maksimal}}$$

2. Skor penilaian :

Berikut ini adalah skala penilaian menurut permendikbud Nomor 104 tahun 2014 tentang penilaian hasil belajar oleh pendidik pada pendidikan dasar dan pendidikan menengah

No	Rentang angka	Huruf
1	Sangat baik (A)	86-100
2	Baik (B)	71-85
3	Cukup (C)	56-70
4	Kurang	≤ 55

(Permendikbud Nomor 104 tahun 2014)

Pakalu, 17 Mei 2020

Mengetahui,

Peneliti,

Kepala Sekolah SMP Negeri 4 Bantimurung



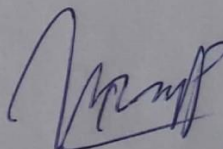
H. Aidaravana, S.Pd
NIP. 19681228 199303 2 012



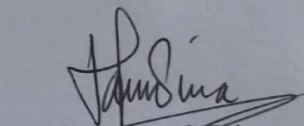
Hasmawati
NIM. 1688203002

Guru Kelas
(Guru Bahasa Inggris Kelas VII)

Guru Pamong
(Guru Bahasa Inggris Kelas IX)



Nur' Alam Pamula, S. Pd.
NIP. 19790525 02003120 2 014



Hamsina, S.Pd
NIP. 196912011994032011

APPENDIX E

**LEMBAR VALIDASI
TES HASIL BELAJAR**

A. Petunjuk

Dalam rangka pelaksanaan penelitian dengan judul “**The Efficacy of Presentation, Practice and Production Learning Model in Enhancing the Students’ Speaking Ability of Grade VII SMPN 4 Bantimurung**”, peneliti mengembangkan tes hasil belajar. Mohon kiranya Bapak/Ibu memberikan:

1. Penilaian ditinjau dari beberapa aspek, penilaian umum dan saran-saran untuk merevisi tes hasil belajar yang peneliti susun.
2. Untuk penilaian, dimohon Bapak/Ibu memberikan tanda cek (√) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu.
3. Untuk revisi-revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang peneliti sediakan.

Terima kasih banyak atas kesediaan Bapak/Ibu memberikan penilaian yang objektif.

B. Skala Penilaian

- 1 = Tidak valid
- 2 = Kurang valid
- 3 = Valid
- 4 = Sangat valid

C. Penilaian

No	Aspek yang dinilai	Skala Penilaian			
		1	2	3	4
1	Isi				
	a. Kesesuaian soal dengan kompetensi dasar (KD)			v	
	b. Kejelasan perumusan petunjuk pengerjaan soal			v	
	c. Kejelasan maksud soal			v	
	d. Pedoman penskoran dinyatakan dengan jelas			v	
	e. Jawaban soal jelas			v	
	f. Kesesuaian waktu pengerjaan soal			V	
2.	Bahasa				
	a. Menggunakan bahasa yang sesuai dengan kaidah Bahasa Indonesia yang benar			v	

	b. Menggunakan bahasa yang komunikatif dan struktur kalimat yang sesuai dengan taraf berpikir dan kemampuan membaca serta usia siswa			v	
	c. Menggunakan tulisan, ejaan, dan tanda baca yang sesuai dengan pedoman umum Bahasa Indonesia			v	
	d. Menggunakan istilah-istilah yang tepat dan mudah dipahami siswa			v	
	e. Menggunakan arahan dan petunjuk yang jelas, sehingga tidak menimbulkan penafsiran ganda			V	

Simpulan penilaian secara umum: (lingkarilah yang sesuai)

a. Tes hasil belajar ini:

1. Sangat kurang
2. Kurang
3. Baik
4. Baik sekali

b. Tes hasil belajar ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi
2. Dapat digunakan dengan revisi banyak
3. Dapat digunakan dengan revisi sedikit
4. Dapat digunakan tanpa revisi

Mohon menuliskan butir-butir revisi pada kolom saran berikut dan/atau menuliskan langsung pada naskah.

Saran:

.....

Maros , 17 Mei 2020
 Validator

(Dr. Suhartina R.,S.Pd., M. Hum)
 NIDN: 0914017001

LEMBAR VALIDASI
LEMBAR OBSERVASI KEGIATAN SISWA

A. Petunjuk

Dalam rangka pelaksanaan penelitian dengan judul “**The Efficacy of Presentation, Practice and Production Learning Model in Enhancing the Students’ Speaking Ability of Grade VII SMPN 4 Bantimurung**”, peneliti mengembangkan lembar observasi kegiatan siswa terhadap penggunaan model pembelajaran PPP dalam Pembelajaran Bahasa Inggris. Mohon kiranya Bapak/Ibu memberikan:

1. Penilaian ditinjau dari beberapa aspek, penilaian umum dan saran-saran untuk merevisi lembar observasi kegiatan siswa yang peneliti susun.
2. Untuk penilaian, dimohon Bapak/Ibu memberikan tanda cek (√) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu.
3. Untuk revisi-revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang peneliti sediakan.

Terima kasih banyak atas kesediaan Bapak/Ibu memberikan penilaian yang objektif.

B. Skala Penilaian

- 1 = Tidak valid
- 2 = Kurang valid
- 3 = Valid
- 4 = Sangat valid

C. Penilaian

No	Aspek yang dinilai	Skala Penilaian			
		1	2	3	4
1	Petunjuk				
	a. Petunjuk pelaksanaan pengamatan cukup jelas			v	
	b. Kalimat tidak menimbulkan penafsiran ganda			v	
2	Isi				
	a. Mendengarkan/ memperhatikan penjelasan guru			v	
	b. Membaca/memahami dan menyelesaikan soal secara individu dalam buku ajar			v	
	c. Mengajukan/menjawab pertanyaan dari guru			v	
	d. Mengemukakan pendapat/ mengajukan pertanyaan			v	
	e. Mengerjakan tugas yang diberikan secara individu/ merangkum materi pelajaran			V	

3.	Bahasa				
	a. Menggunakan bahasa yang sesuai dengan kaidah Bahasa Indonesia yang benar			v	
	b. Menggunakan bahasa yang sederhana dan mudah dipahami			v	
	c. Menggunakan istilah (kata-kata) yang dikenal pengamat			v	

Simpulan penilaian secara umum: (lingkarilah yang sesuai)

a. Lembar observasi kegiatan siswa ini:

1. Sangat kurang
2. Kurang
3. Baik
4. Baik sekali

b. Lembar observasi kegiatan siswa ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi
2. Dapat digunakan dengan revisi banyak
3. Dapat digunakan dengan revisi sedikit
4. Dapat digunakan tanpa revisi

Mohon menuliskan butir-butir revisi pada kolom saran berikut dan/atau menuliskan langsung pada naskah.

Saran:

.....

.....

.....

Maros , 17 Mei 2020
Validator

(Dr. Suhartina R., S.Pd., M. Hum)
NIDN: 0914017001

APPENDIX F

**THE SCORE OF THE STUDENTS SPEAKING ABILITY ON PRE TEST
IN EXPERIMENT CLASS**

No	SUBJECT	P	I	F	A	<u>Skor perolehan X 100</u> 20		
						<u>Skor Perolehan</u>	<u>Maka nilai-nva</u>	
1	1	2	3	2	2	9	45	
2	2	1	2	2	2	7	35	
3	3	4	3	3	2	12	60	
4	4	1	2	1	1	5	25	
5	5	2	2	2	2	8	40	
6	6	1	3	2	2	8	40	
7	7	2	2	1	1	7	35	
8	8	1	3	3	2	9	45	
9	9	1	2	1	2	6	30	
10	10	1	2	2	2	7	35	
11	11	1	3	2	2	8	40	
12	12	1	2	2	1	6	30	
13	13	2	2	2	2	8	40	
14	14	1	2	2	1	6	30	
15	15	1	3	3	1	8	40	
16	16	1	1	2	2	6	30	
17	17	1	2	2	1	6	30	
18	18	2	3	2	3	10	50	
SUM							680	
AVERAGE							71.5789474	
MIN							60	
MAX							25	

Note : Pronouciation, Intonation, Fluency ,Accuracy

APPENDIX G**THE SCORE OF THE STUDENTS SPEAKING ABILITY ON PRE TEST
IN CONTROL CLASS**

No	SUBJECT	P	I	F	A	<u>Skor perolehan X 100</u> 20	
						<u>Skor Perolehan</u>	<u>Maka nilainya</u>
1	1	1	2	1	1	5	25
2	2	1	3	2	2	8	40
3	3	1	3	3	2	9	45
4	4	1	2	2	2	7	35
5	5	1	3	1	2	8	40
6	6	1	3	2	2	8	40
7	7	1	2	2	2	7	35
8	8	2	3	3	2	10	50
9	9	1	3	2	3	9	45
10	10	1	2	2	3	6	30
11	11	2	2	1	2	8	40
12	12	3	3	3	3	12	60
SUM							485
AVERAGE							74.6153846
MIN							60
MAX							25

Note : Pronouciation, Intonation, Fluency ,Accuracy

APPENDIX H**THE SCORE OF THE STUDENTS SPEAKING ABILITY ON POST TEST IN EXPERIMENT**

No	SUBJECT	P	I	F	A	<u>Skor perolehan X 100</u> 20	
						<u>Skor Perolehan</u>	<u>Maka nilai-nya</u>
1	1	3	4	3	4	14	70
2	2	3	5	3	3	14	70
3	3	4	5	4	4	17	85
4	4	2	4	3	3	12	60
5	5	4	5	3	4	16	80
6	6	4	5	3	3	15	75
7	7	3	4	4	3	14	70
8	8	2	4	4	3	13	65
9	9	2	5	4	3	14	70
10	10	2	5	3	3	15	70
11	11	2	5	4	3	14	70
12	12	2	5	5	3	15	75
13	13	4	5	5	3	17	85
14	14	3	5	3	3	14	70
15	15	4	4	4	3	15	75
16	16	3	4	3	3	13	65
17	17	3	3	3	3	12	60
18	18	5	5	4	4	18	90
SUM							1305
AVERAGE							137.368421
MIN							90
MAX							60

Note : Pronouciation, Intonation, Fluency ,Accuracy

APPENDIX I**THE SCORE OF THE STUDENTS SPEAKING ABILITY ON POST TEST IN CONTROL CLASS**

No	SUBJECT	P	I	F	A	<u>Skor perolehan X 100</u> 20	
						<u>Skor Perolehan</u>	<u>Maka nilainya</u>
1		2	3	4	4	13	65
2		3	4	2	3	12	70
3		3	3	3	3	12	60
4		3	4	5	3	15	75
5		3	4	4	3	14	70
6		3	5	4	3	15	75
7		2	5	4	3	14	70
8		3	3	3	2	12	60
9		2	5	4	3	14	70
10		3	4	3	3	13	65
11		3	4	3	3	13	65
12		5	4	5	4	18	90
SUM							835
AVERAGE							128.461538
MIN							90
MAX							60

Note : Pronunciation, Intonation, Fluency ,Accuracy

APPENDIX J

RESEARCH LETTERS

UNIVERSITAS MUSLIM MAROS
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

Kampus 1 : Jalan Dr. Ratulangi No.62 Maros Sulawesi Selatan, Telp. (0411) 8938018
e-mail : lppmummayapimmaros@gmail.com, Kode Pos 90511
Kampus 2 : Jalan Kokoa – Pamelakkang Je'ne Kelurahan Allepolea Kecamatan Lau Kabupaten Maros



Nomor : 102/LPPM-UMMA/XII/2019
Lampiran : -
Perihal : **Permohonan Izin Observasi Penelitian**

Kepada yang terhormat :
Kepala Sekolah SMP Negeri 4 Bantimurung
Di -
Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dengan hormat

Dalam rangka penyelesaian studi akhir mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muslim Maros (FKIP-UMMA) tahun akademik 2019/2020, maka kami mohon kiranya bapak/ibu dapat memberikan permohonan izin pra penelitian kepada mahasiswa tersebut dibawah ini pada lokasi sebagaimana tercantum dalam proposal yang terlampir.

Adapun data diri mahasiswa tersebut yaitu :

NAMA : HASMAWATI
NIM : 1688203002
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Lokasi Penelitian : SMPN 4 Bantimurung
Judul Penelitian : The Efficacy Of Presentation, Practice, and Production Learning Model In Enhancing The Students' Speaking Ability Of The Seventh Grade SMPN 4 Bantimurung

Demikian permohonan kami, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Maros, 16 Desember 2019
Ketua LPPM - UMMA,

Dr. Hi. Suhartina R., M. Hum.
NIDN: 0914017001

Tembusan Kepada Yth.:

1. Biro Administrasi Akademik
2. Dekan FKIP UMMA
3. Yang Bersangkutan
4. Pertinggal File,-



PEMERINTAH KABUPATEN MAROS
DINAS PENDIDIKAN
SMP NEGERI 4 BANTIMURUNG

Alamat: Pakulu, No 79 Kel. Kalabbirang Kecamatan Bantimurung Tlp. (0411) 3850316

LEMBAR DISPOSISI

Rahasia <input type="checkbox"/>	Penting <input type="checkbox"/>	Biasa <input type="checkbox"/>
Nomor Agenda 107	Tanggal Penyelesaian :	
Tanggal 17 Desember 2019		
Perihal : .. promotional insih observasi peCitiu		
Tanggal : .. 16 Desember 2019		
Asal : .. Universitas Muslim .. wadas		
Instruksi Informasi : Harap di dibantu.	Diberikan Kepada : 1. Hamina 2. 3. 4.	

Catatan lapangan 2

Tanggal : 16 Desember 2019
Waktu : 11.15 – 11.30
Tempat : SMPN 4 BANTIMURUNG
Kegiatan : Observasi Awal
Deskripsi :

Pada hari ini senin , peneliti datang ke SMPN 4 BANTIMURUNG yang beralamat di pakalu. No.79 kel. Kalabbirang kecamatan bantimurung. Tujuan peneliti adalah mengadakan observasi awal untuk informasi mengenai....peneliti sampai disekolah dan bertemu salah atu guru dan menanyakan keberadaan kepala sekolah. Tetapi kepala sekolah tidak ada pada hari ini, Karena sudah pulang. Kemudian saya diantar oleh guru menuju ke ruang guru untuk bertemu wakil kepala sekolah, dan saya mengutarakan “ bahwa mau observasi untuk pnelitian saya”, tetapi dia juga tidak berani menjadi perantara “sambil saya memperlihatkan surat tersebut” dan saya disuruh datang ke esokan harinya, untuk bertemu kepala sekolah,.pada hari itu saya juga sempat untuk memfoto daftar jumlah siswa yang ada di SMPN 4 BANTIMURUNG

Pakalu, 18 Desember 2019

Mengetahui,

Kepala Sekolah SMPN 4 BANTIMURUNG


Hj Aida Ravana, S.Pd

Nip: 196812281993032012



Catatan lapangan 3

Tanggal : 17 Desember 2019

Waktu : 07.51 – 08.17

Tempat : SMPN 4 BANTIMURUNG

Kegiatan : Membawa Surat Izin Observasi/Bertemu Kepala Sekolah

Deskripsi :

Pada hari ini Selasa, peneliti datang kembali ke sekolah untuk bertemu kepala sekolah, sambil membawa surat izin observasi penelitian, dan saya merasa bersyukur karena bisa bertemu langsung, dimana beliau menyambut kedatangan peneliti dengan sangat baik dan ramah. Setelah saya menyerahkan surat tersebut dan kepala sekolah membacanya. Tetapi pada hari ini guru bahasa Inggris tidak berada di sekolah karena ada kegiatan MGMP, jadi saya datang keesokan harinya. Sebelum itu saya diarahkan kepala sekolah untuk menemui "pak Jumadi" untuk meminta **Disposisi** dan no surat, yang berada di lantai 2, setelah diberikan disposisi yang telah diisi pada hari ini juga kemudian saya kembali menemui kepala sekolah Ibu Hj Aida, untuk memperlihatkan disposisi dan saya menyerahkan disposisi itu dan diisi lagi oleh beliau, menulis nama guru yang akan ditunjuk untuk membimbing saya selama observasi, setelah itu saya pamit dengan Ibu Hj. Aida Rayana

Pakalu, 18 Desember 2019

Mengetahui,

Kepala Sekolah SMPN 4 BANTIMURUNG

Hj. Aida Rayana, S.Pd

Nip: 196812281993032012



UNIVERSITAS MUSLIM MAROS

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

Kampus 1 : Jalan Dr. Ratulangi No.62 Maros Sulawesi Selatan, Telp. (0411) 8938018
e-mail : lppmummayapimmaros@gmail.com, Kode Pos 90511
Kampus 2 : Jalan Kokoa – Pamelakkang Je'ne Kelurahan Allepolea Kecamatan Lau Kabupaten Maros



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 1038/LPPM-UMMA/V/2020
Lampiran : -
Perihal : **Pemohonan Rekomendasi Izin Penelitian**

Kepada yang terhormat :
Kepala Sekolah SMP Negeri 4 Bantimurung
Di -
Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dengan hormat
Dalam rangka penyelesaian studi akhir mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muslim Maros (FKIP-UMMA) tahun akademik 2019/2020, maka kami mohon kiranya bapak/ibu dapat memberikan permohonan izin penelitian kepada mahasiswa tersebut di bawah ini pada lokasi sebagaimana tercantum dalam proposal yang terlampir.

Adapun data diri mahasiswa tersebut yaitu :

NAMA : Hasmawati
NIM : 1688203002
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Efficacy Of Presentation, Practice, And Production Learning Model In Enhancing The Students' Speaking Ability Of Grade VII SMP Negeri 4 Bantimurung

Demikian permohonan kami, atas perhatian dan kerjasamanya diucapkan terima kasih.
Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Maros, 3 Mei 2020
Ketua LPPM – UMMA,



Dr. Suhartina R.,S.Pd., M. Hum.
NIDN: 0914017001

Tembusan Kepada Yth.:

1. Biro Administrasi Akademik
2. Dekan FKIP UMMA
3. Yang Bersangkutan
4. Pertinggal



**PEMERINTAH KABUPATEN MAROS
DINAS PENDIDIKAN
UPTD SMPN 4 BANTIMURUNG**

Alamat : Jl. Poros Maros Bantimurung No .79 Pakalu Kec. Bantimurung Maros
ZIP. 90561 (0411) 3880316 Website : www.smpn4bantimurung.sch.id
e-mail : smpnegeri4bantimurung@yahoo.co.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT REKOMENDASI

Nomor : 070/106.1/SMP.04/KP/2020

Yang bertanda tangan dibawah ini kepala SMP Negeri 4 Bantimurung menerangkan bahwa :

Nama : HASMAWATI
Nim : 1688203002
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : "The Efficacy Of Presentation, Practice, And Production Learning Model In Enhancing The Students' Speaking Ability Of Grade VII Smpn 4 Bantimurung"

Telah mengajukan permohonan Rekomendasi Izin Penelitian ke SMP Negeri 4 Bantimurung. Nomor : 1038/LPPM-UMMA/V/2020. Tahun pelajaran 2019/2020 dan kami memberikan izin penelitian berdasarkan urut permohonan dari ini Universitas Muslim Maros (FKIP-UMMA) Tahun akademik 2019/2020.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Pakalu, 14 Juli 2020
Kepala Sekolah
SMP Negeri 4 Bantimurung,


H. Aida rayana, S.Pd
NIP. 196812281993032012



PEMERINTAH KABUPATEN MAROS
DINAS PENDIDIKAN
UPTD SMPN 4 BANTIMURUNG

Alamat : Jl. Poros Maros Bantimurung No. 79 Pakalu Kec. Bantimurung Maros
ZIP. 90561 ☎ (0411) 3880316 Website : www.smpn4bantimurung.sch.id
e-mail : smpnegeri4bantimurung@yahoo.co.id



SURAT KETERANGAN

Nomor : 070/I06.1/SMP.04/KP/2020

Yang bertanda tangan dibawah ini kepala SMP Negeri 4 Bantimurung menerangkan bahwa :

Nama : HASMAWATI
Nim : 1688203002
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Alamat : Bantimurung

Benar telah melaksanakan penelitian untuk mengambil data pada SMP Negeri 4 Bantimurung.
Dalam rangka penyelesaian **SKRIPSI** yang berjudul :

“THE EFFICACY OF PRESENTATION, PRACTICE, AND PRODUCTION LEARNING
MODEL IN ENHANCING THE STUDENTS’ SPEAKING ABILITY OF GRADE VII SMPN 4
BANTIMURUNG”

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk
dipergunakan seperlunya.

Bantimurung, 14 Juli 2020
Kepala Sekolah
SMP Negeri 4 Bantimurung,


Hj. Aida rayana, S.Pd
NIP. 196812281993032 012

APPENDIX K

CURRICULUM VITAE



The researcher, Hasmawati , was born in maros on 25th December 1994. She comes from Bantimurung . She is the second child from two children of Dg. baso and Ny. Indotang . She has one older brother’s his name is Agus Salim.

In her education, she started her study in elementary school at SDN 26 Inpres Bantimurung in 2000 until 2007. Next, she continued her study in junior high school at SMPN 1 Bantimurung in 2007 until 2010. In 2010, she continued her study at SMKN 2 Maros in 2010 until 2013. In financing education, the author has been a coffee trader in Taman Wisata Alam Bantimurung. In 2016, she registered at YAPIM Maros and she was accepted as a student of pendidikan bahasa indonesia than move to English Department. She tried to have some experiences in organization/community. She was followed HIMABAS,PMII, , GURU UNTUK BANGSAKU, ENGLISH STUDENTS COMMUNITY Fakultas Keguruan dan Ilmu Pendidikan Universitas Muslim Maros (ESCO FKIP UMMA) and she ever tried been at teacher honoree at SLB Minasa Baji. In 2020 the author completed his study with scientific work titled **“The Efficacy of Presentation, Practice and Production Learning Model in Enhancing the Students’ Speaking Ability of Grade VII SMPN 4 Bantimurung”**