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**THE EFFECT OF IOC (INSIDE OUTSIDE CIRCLE) TECHNIQUE  
ON STUDENTS' SPEAKING SKILL AT ISLAMIC JUNIOR  
HIGH SCHOOL FAR'USSA'ADAH ARABIYAH  
SENYERANG TANJUNG JABUNG BARAT**

**THESIS**



**SITI PATONAH  
NIM. 205180053**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY SULTHAN THAHA SAIFUDDIN JAMBI  
2023**

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SENYERANG TANJUNG JABUNG BARAT**

**THESIS**

*Submitted to fulfill one of the requirements to obtain the Undergraduate ( S1 ) in  
English Education Study Program of Faculty of Tarbiyah and Teacher Training  
of State Islamic University of Sulthan Thaha Saifuddin Jambi*



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NIM. 205180053**

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FACULTY OF EDUCATION AND TEACHER TRAINING  
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Name : Siti Patonah  
NIM : 205180053  
Department : English Education Study Program  
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Jambi, 02 Juni 2023

Advisor I



**Dr. Muhamad Taridi, M.Pd  
NIP.196401062014121002**



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Jambi, 16 Mei 2023

Advisor II



**Desti Angraini, M.Pd**

**NIDN. 66785645**



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UIN SULTHAN THAHA SAIFUDDIN JAMBI FAKULTAS  
TARBIYAH DAN KEGURUAN  
Jl. Lintas Jambi-Ma. Bulian KM.16 SimpangSungaiDuren Muara Jambi  
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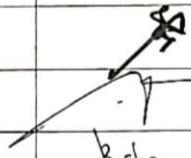


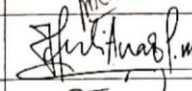
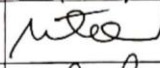

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The Thesis entitle "The Effect of Ioc (Inside Outside Circle) Method on Students' Speaking Skill At Islamic Junior High School Far'ussa'adah Arabiyah Senyerang Tanjung Jabung Barat." an has been thesis defense by Education and Teacher Training Faculty (FTK) on:


Day : Wednesday  
Date : July 12, 2023  
Time : 08:00 – 09:30  
Name : Siti Patonah  
Place : Ruang FTK  
Students' Number : 205180053  
Title : "The Effect of Ioc (Inside Outside Circle) Method on Students' Speaking Skill At Islamic Junior High School Far'ussa'adah Arabiyah Senyerang Tanjung Jabung Barat."

Has been approved as the result of thesis defense above and has been accepted as part of the thesis endorsement requirement.

No	Name	Signature	Date
1.	Edi Rozal, M.Pd. NIP. 198808032015031003 (Chairman)		
2.	Arywira Pratama M.Pd. NIDN. 2005119401 (Secretary)		
3.	Eliza Trimadona, S.S., M.Pd NIP. 198206192006042002 (Examiner I)		
4.	Juliana Mesalina, M.Pd NIP. 197607232007102002 (Examiner II)		
5.	Dr. Muhamad Taridi, M.Pd NIP. 196401062014121002 (Advisor I)		
6.	Desti angraini, M.Pd NIDN. 66785645 (Advisor II)		

Dean  
Education and Teacher Training Faculty and State Islamic University of  
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Dr. H. Fadillah, M.Pd  
NIP. 196707111992032004

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Kab. Muaro Jambi 36363  
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

I who signed below stated that the thesis that I arrange as a requirement to get undergraduate degree which is entitled “The Effect of IOC (Inside Outside Circle) Technique on Students’ Speaking Skill at Islamic Junior High School Far’ussa’adah Arabiyah, Senyerang, Tanjung Jabung Barat” is originally and truly my own work.

As a certain part of my thesis that I have quoted from other’s people work, I have written the source clearly in accordance with the rules, norms, and ethics of scientific writing.

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Jambi, 04 Mei 2023

Researcher



Siti Patonah

NIM. 205180053

## DEDICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Thanks to Allah SWT. The most gracious, the most merciful, who has given the researcher mercy and blessing, health and ability to finish this thesis. Sholawat to the prophet Muhammad SAW. His coming really changes the world. From deep of my heart, this thesis is dedicated to everyone who loves me.

I would like to dedicate this thesis below:

1. Allah SWT who always gives everything that I needs and keeps every time.
2. My beloved parents, **Suwito** and **Sulastri** who loves me and keep praying for my life and success. Thanks for the motivation. And I love you forever.
3. My beloved sister **St Maisyarah** and my beloved younger brother **M. Iqbal** who always support me. Thank you for the support, we must be better for the future and always loves our parents.
4. My greatest advisor, **Dr. Muhamad Taridi, M.Pd** and **Desti Anggraini, M.Pd** who have given me all the advice, suggestions, and motivation to finish this thesis.
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6. My lecturers in State Islamic University of Sultan Thaha Saifuddin Jambi. Who make me grow up and have contributed much for myself development.

## MOTTO

...وقولوا للناس حسنا....

*“And say all of you with kind words”*

**“Dan berkatalah kalian semua dengan perkataan yang baik**

**(Qs. Al Baqarah : 83 )”**

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Secondly, peace to be upon to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

In this process of the completion of this thesis, the researcher received much advice and contribution from many people who cannot be enumerated especially from my advisor , Dr. Muhamad Taridi, M.Pd and Desti anggraini, M. Pd. There are my great inspiration in teaching field. Next, this success would not be attained without support, guidance, help, encourage from individual and institutions. The researcher would like to say thanks to :

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2. Dr. Hj. Fadlilah, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training of State Islamic University of Sultan Thaha Saifuddin Jambi
3. Prof. Dr. Risnita, M. Pd as the first assistant of Dean of Faculty of Education and Teacher Training, Dr. Najmul Hayat, M.Pd. I as the second assistant of Dean of Faculty of Education and Teacher Training, and Dr. Yusria, S.Ag, M.Ag as the third assistant of Dean of Faculty of Education and Teacher Training.
4. Wahyuni Fitria, M.Pd as the chief of English Education Study Program
5. Edi Rozal, M.Pd as the secretary of English Education study Program
6. Dr. Muhamad Taridi, M. Pd as my first advisor, thank you for your guidance.
7. Desti Anggraini, M. Pd as my second advisor, thank you for your guidance.

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8. All lectures at English Education Study Program and all lecturers the Faculty of Tarbiyah and Teacher Training of State Islamic Universty of Sultan Thaha Saifuddin Jambi.
9. My parents, my sisters and my younger brother who always support me  
May Allah SWT always gives guidance and blessing to us. Aamiin

Jambi, 04 Mei 2023

Researcher



Siti Patonah

NIM.205180053

## ABSTRACT

Name : Siti Patonah  
Major : English Education Program  
Title : The Effect of Inside Outside Circle (IOC) Technique on students' speaking skill at Islamic Junior High School Far'ussaadah arabiyah Senyerang, Tnjung Jabung Barat.

This research aimed to find out the significant effect and differences of Inside Outside Circle Technique on students' speaking skill. This research was conducted at ninth graders of Islamic Junior High School Far'ussaadah arabiyah Senyerang, Tanjung Jabung Barat. This research used experimental design. This research analyzed the data quantitatively. The data was obtained by using speaking test. The population of this research was students at ninth graders Islamic Junior High School Far'ussaadah arabiyah Senyerang, Tanjung Jabung Barat. Class IX A as experimental class which are using Inside Outside Circle Technique and class IX B as control class without using Inside Outside Circle Technique. To analyze the data, the researcher used paired sample-test and independent sample t-test. The researcher helped by two raters in scoring speaking skill. After analyzing the data, the value of paired sample t-test was  $0.000 \leq 0.05$ , it means that  $H\alpha^1$  was accepted. While, independent sample t-test differences was 16.000 and the significant 2-tailed  $\leq 0.05$  ( $0.000 \leq 0.05$ ) it means that  $H\alpha^2$  was accepted. As the result, it can be concluded there are any significant effect on students' speaking skill and there are any significant difference on students' speaking skill between experimental and control class. In conclusion, experimental class was better than control class on students speaking skill.

*Keywords: Inside Outside Circle Technique, Speaking Skill.*

## ABSTRACT

Nama : Siti Patonah  
Jurusan : Tadris Bahasa Inggris  
Judul : The Effect of Inside Outside Circle (IOC) Technique on students' speaking skill at Islamic Junior High School Far'ussaadah arabiyah Senyerang, Tnjung Jabung Barat.

Penelitian ini bertujuan untuk mengetahui pengaruh dan perbedaan dari tehnik Inside Outside Circle terhadap kemampuan berbicara siswa. Penelitian ini dilakukan pada kelas Sembilan Madrasah Tsanawiyah Faruassadah arabiyah Senyerang, Tanjjung Jabung Barat. Penelitian ini menggunakan design penelitian experimental. Penelitian ini menganalisi secara kuantitatif. Data diperoleh dengan menggunakan tes berbicara. Populasi dala penelitian ini adalah siswa kelas Sembilan Madrasah Tsanawiyah Faruassadah arabiyah Senyerang, Tanjung Jabung Barat. Kelas IX A sebagai kelas eksperimen yang mana menggunakan tehnik Inside Outside Circle dan kelas IX B sebagai kelas kontrol tanpa menggunakan tehnik Inside Outside Circle. Untuk menganalisis data, peneliti mengunakan pired sample t-test dan independent sample t-test. Peneliti meminta bantuan 2 orang penilai untuk mendapatkan data kemampuan berbicara siswa. Setelah menganalisi data, nilai dari paired sample t-test adalah  $0.000 \leq 0.05$ , ini berarti  $H_0$  diterima. Sedangkan independent sample t-test perbedaannya adalah 16.000 dan signifikansi 2 tailed-2  $\leq 0.05$  ( $0.000 \leq 0.05$ ) ini berarti  $H_0$  diterima. Maka dari itu, penelitian ini bisa disimpulkan bahwa adanya perbedaan yang signifikan terhadap kemampuan berbicara siswa dan adanya perbedaan yang signifikan pada kemampuan berbicara siswa antara kelas eksperimen dan kelas kontrol. Pada kesimpulannya, kelas eksperimen lebih baik kemampuan berbicaranya dibandingkan kelas kontrol.

*Kata kunci: Teknik Inside Outside Circle, Kemampuan Berbicara*

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## CHAPTER 1

### INTRODUCTION

#### A. Background of The Problem

Language is a tool used for communication, conveying messages, and a tool of interaction between people. One of language of the world is English. English language is very important, because English has become an international language, which is used by most communities in the world. So, English is one of important lesson to be mastered by students. According to Kusuma (2018, p. 44) in Indonesia, the first foreign language taught as a compulsory course in Indonesia secondary and higher education is English. Its main purpose is to provide students with ability to read English textbooks in related fields.

English has four major of skills. One of the English major skills is speaking. Speaking is important to students because through speaking, students can express their ideas, feelings, and purpose in communication directly. Speaking is an integral part of communication and one of language skills learned (Fauzi, 2017, p. 131). According to Rao (2019, p. 6) speaking is the most important skill among the four language skills to communicate well in this globalized world. As English is widely spoken throughout the world, there is a need for students to acquire communication skills to succeed in their respective fields. He also said that the classroom is an ideal platform to acquire good communication skills, especially speaking skills then in learning to speak. So, students must really understand the skills to be learned.

In speaking skills, there are five aspects that students need to acquire. They are pronunciation, vocabulary, grammar, fluency, and comprehension. Pronunciation is how someone says a word accurately in speaking. Vocabulary is a collection of words that students must learn to speak. Grammar is how words to be structured well in a sentence. Fluency

is how someone speaks fluently in an English conversation. Comprehension is how someone comprehends a conversation while speaking (Ramadhani, Jismulatif, & Dahnilsyah, 2018, p. 3)

Based on the five aspect above, speaking is one of the language skills that students must be mastered, and should be able to master a little of these aspect. But in fact, when learning to speak students cannot speak English in front of the class because students are afraid of making mistakes and sometimes they are not interested in speaking English.

In addition, speaking skills are used in real life. This means that mastering English communication is one of the main goals in learning English. One of the goals of teaching a language is to improve students' abilities to speak that language. Meanwhile, (Sari & Lestari, 2019, p. 443) believes that language learning is not only able to communicate with the language, but also knows and understand the meaning contained in the words or expressions be talked about.

For Indonesian, to understand English speaking it difficult because their mother language is not English. As Widyasworo (2019, p. 534) said in Indonesia mastering speaking skill is not easy. It was found that most of the students still have difficulties to speak English. It is because the students did not know certain English vocabularies, they have poor pronunciation, they were afraid of making mistakes, and they were reluctant to speak English.

In fact, speaking is easy if they know vocabularies. Based on researcher observation on July 18, 2022 of class IX at Islamic Junior High School Far'ussaadah Arabiyah Senyerang Tanjung Jabung Barat, there are some problems faced by students in speaking activities at classroom. First, they have difficulty to understand about sentences and meaning. This caused by the lack of the students vocabularies, it make them difficult to comprehend the sentences. Second, not confident to speak English because fear of making mistake. Third, students are not interested



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in speaking English in the classroom because they do not understand what the teacher says it also make them do not respond when is learning.

Based on the researcher's observations, many students are not interested in learning English, particularly in speaking. As Hariansyah said the frequent difficulties in speaking during the process of teaching and learning took place are (1) students often have no ideas about what to say, so they tend to keep silent, (2) they are also shy and uncomfortable as well as not confident if they makes mistakes, (3) the students are afraid of making errors in class as they will be laughed at by their friends, and (4) the students are not used to talking in class since their pronunciation and vocabulary are poor and confined (Heriansyah, 2012, p. 38).

In speaking, seeing the many problems that can hamper learning and student interest is an important aspect in influencing student learning, of course there are efforts to overcome these issues as well. One of them is conduct training in the form of teaching about English learning methods easily, so that students motivated learn and want to learn English (Muliana, 2021, p. 58). Thus, the teacher must be able to invite students to be more active and not be afraid of making mistakes. Teachers need creative strategies to make speaking English in everyday classroom activities easy and fun for students.

In English learning, there are many appropriate methods that can be used to improve students' speaking skills. One of them is the Inside-Outside Circle (IOC) Technique. According to Lie (2008, p. 65), model IOC learning is a technique learning that provides opportunity for students to share with each other information at the same time. Conveying a learning message in a effective in accordance with existing theory. IOC Technique invites students to each other exchange information, some are members and others receive information in at the same time as the person who different. This information can in the form of learning materials. This method make students more actively participating and explore the



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competencies they have it with that learning fun, relaxing but still serious so that students can understand the material well (Dewi, 2017, p. 259)

Type learning IOC can be taken by the teacher to create a pleasant learning atmosphere to improve students' speaking skill. In essence, the application of the model inside outside circle learning directed to sharpen sensitivity students' feelings, train their grasping power, and provide opportunities for children to express verbally. Model IOC learning has advantages, namely the existence of a structure that clear and allows students to share information together briefly and regular. In addition, students have many opportunities to cultivate information and improve skills communicate. Thus, students it will be easier to understand the material taught because in activities learning by using models like it or not, all students have to share information alternately with their respective partners (Kurniawati1, 2016, p. 3)

Inside Outside Circle is an activity in the classroom belongs to cooperative learning method which developed by Spencer Kagan as cited in (Hidayah, 2013, p. 7). It is a student engagement strategy that requires partner responses. Where, in this strategy two concentric circles of students stand and face one another. After the teacher gives a question, the partners talk for a short time. Then outer circle rotates one position to the left to face a new partner. And the conversation continues for several rotations (McCafferty et al, 2006) as cited in (Siagian, 2020, p. 381). For that, all of students have a sense of anthusiasm again in learning speaking english because students are enjoy learning together and communicating with one another simultaneously.

Based on the experience of researcher at the research site, that there are some methods applied to students in learning speaking skills. However, all existing methods have not succeeded in culvating the students' enthusiasm for speaking English, it make difficult for students to learn them. Then the researcher wants to try and research the effects of the Inside Outside Circle method by taking the title "The Effect of IOC (Inside



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Outside Circle) Technique on Students' Speaking Skill at Islamic Junior High School Far'ussaadah Arabiyah, Senyerang, Tanjung Jabung Barat.

## B. Identification of The Problem

Based on the background of the problem, the researcher identified the problems as follows:

1. The students get difficulties to speak English when they want to talk with others, because the student are lack of vocabulary, not confidence, and speak more with their first language or their mother tongue.
2. Some of the old methods used at Islamic Junior High School Far'ussaadah arabiyah Senyerang Tanjung Jabung Barat still cannot increase the enthusiasm of student learning, especially in learning English.

## C. Limitation of The Problem

According to the identification of the problem above, the writer have to limit the research only focused on The Effect of IOC (Inside Outside Circle) Technique on Students' Speaking Skill at Islamic Junior High School Far'ussaadah Arabiyah Senyerang Tanjung Jabung Barat.

## D. Formulation of The Problem

Based on the identification problems and limitation of the problem above, the researcher are formulated the problems as follows:

1. Is there any significant effect of the students' speaking skill after being taught by using Inside Outside Circle Technique d at Islamic Junior High School Far'ussaadah arabiyah Senyerang?
2. Is there any significant difference between students' who are taught by using Inside Outside Circle Technique and those who are not using Inside Outside Circle Method at Islamic Junior High School Far'ussaadah arabiyah Senyerang?



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### E. The Objectives of The Research

To answer research formulation above, the objectives of the research are:

1. To find out the significant effect of the students' speaking skill after being taught by using Inside Outside Circle Technique at Islamic Junior High School Far'ussaadah arabiyah Senyerang
2. To find out the significant difference between students' taught by using and those are not using Inside Outside circle Technique at Islamic Junior High School Far'ussaadah arabiyah Senyerang.

### F. The Significance of The Research

The significance of the research are:

1. For the teachers

The result of this study is expected to give contribution for the teacher, especially the English teacher of Islamic Junior High School Far'ussaadah arabiyah Senyerang with Inside Outside Circle Technique enriches teacher's method to teach speaking in the classroom. So, teacher expands the ability to create innovation, effective strategies, and interesting teaching.

2. For the students

After having known the result of the advantages of Islamic Junior High School Far'ussaadah arabiyah Senyerang using this method hopefully, the students' especially the students can interest to practice speaking English and make them enjoy expressing their feeling, idea, and opinion through Inside Outside Circle Technique.

3. For the researcher

It is expected that the result will give some knowledge and experience for the researcher in teaching and learning process, especially in teaching speaking using Inside Outside Circle

method. It is also can be used as new reference about Technique in teaching learning process especially in teaching speaking.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher reviews some theories from experts which related to the study to support the discussion of findings. The discussion focuses on Speaking and Inside Outside Circle (IOC) Technique.

#### A. Speaking

##### 1. Definition of the speaking

Speaking is one of the important skills which must be mastered by everyone. People need the speaking ability. Speaking is an activity when people use their voice to deliver their opinions, suggestions, information even critics. Speaking is the way of people to express and communicate ideas to others orally. Speaking ability has an important role used by people to communicate with other, to convey an idea, opinion, message, feeling to other people, to express their thought and wishes, and to socialize their selves to communicate or to interact ( Putra,2017 ).

According to Ladouse, ‘speaking is an activity to explain someone in a certain situation or activity to report something. Whereas according to Tarigan “Speaking is a way to communicate that influences our daily life”. This means that speaking is a way of communicating that can affect someone’s life, as cited in (Saragih, Batubara, Angel Halawa, Sipayung, & Napitupulu, 2022)

. Based on the definitions above, it is concludes that speaking is a way to express what we feel then realized in the form of spoken language processes between two or more people. Then, Brown defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information, as cited in (Leong, 2017, p. 35). It means that speakers should communicate with others, for example, through group work, task work, and other strategies which they present in comprehensible order. Hence, speaking is a tool of communication that performs through direct

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interaction and occurs of verbal exchange between two people or more than it.

Speaking is an expression of someone's idea or thought in spoken form. In speaking someone is needed to be able to use the spoken language well that can be understood by the listener. Speaker should be able to use the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the context so that a listener will understand. Speaking is the interaction between two people or more in getting information where there is a speaker and listener. In speaking, people have to pay attention to word choice, grammar and the context so that listener will understand. Speaking is important to be learned by the students in language learning process (Evan & Fatimah, 2018, p. 515)

Based on the explanation all experts above, it is concluded that speaking ability is the ability to useful activity in which one person need to use and to communicate each other. Speaking is the most important element for students when their learning English language. Therefore, the researcher concludes that speaking is the ability to produce the language and share the ideas.

## 2. The Function of the Speaking

Speaking is very important, especially in daily communication. People are recognized that they are educated from the way and what they are speaking. When speaking, people have to know what to speak and understand the ideas what people are talking about. The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule (1994) as cited in (Erasma, Sutapa, & Salam, 2012, p. 9) there are three functions of speaking:

### a. Speaking as Interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange



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greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.

#### b. Speaking as Performance

Speaking as performance refers to public speaking, it is talk which transmits information before and audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

#### c. Speaking as Transaction

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately. In speaking as transaction, the focus activity is group discussion.

Based on the explanation above, speaking has functions which cover talk as interaction, transaction and performance which have been mentioned above. The functions of speaking show that speaking is not only about producing the language, but it also functions for some different purposes in daily communication. In this case, the researcher focused on the talk as interaction because it was appropriate with the curriculum, strategy and materials.

### 3. Types of speaking

A type of speaking means that is reflects in the types of language which is used. Bygate (1987) as cited in (Ilhami, Bafaddal, & Muslimin, 2019) suggest that oral interactions can be characterized in terms of routines, which are conventional (and therefore predictable) ways of presenting information which can either focus on information or interaction, while information routines contain frequently recurring types of information structures, being either be expository or evaluative.



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Furthermore, Brown (2003) as cited in (Ilhami, Bafaddal, & Muslimin, 2019) points out some types of speaking:

a. Imitative

This activity focus on the pronunciation practice. In this type the learners just simply parrot back (imitate) word or phrase or a sentence if it is possible.

b. Intensive

Intensive speaking is one step beyond imitative. In this type learners practice some phonological and also grammatical aspect of language.

c. Responsive

In this type the learners do the interaction with the other. At least they have very short conversation, standard greetings and little talk, simple comments and request.

d. Interactive

Interactive means that the length and complexity of the interaction which sometimes include multiple exchange and/or multiple participants.

e. Extensive

It is the highest types of speaking. In this part learners are in the top of stage in learning speaking ability, learner can speech, oral presentation, and also story telling.

The type of speaking above have the correlation each other. It can be seen that there is a continuity between one type with another type, how the learners start from they can imitate until they can develop their speaking skill.



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#### 4. Aspect of Speaking

There are some aspects in speaking which must be considered by the learners, according to (Brown, 2004, p. 172) as cited in (Buhori, 2019, p. 70) there are five aspects in speaking skill :

##### 1. Vocabulary

One of the linguistic factors in which it is a number of words with the role of combining them to make up the language in speaking. Vocabulary is very essential but it is not the first thing to be considered if speaking takes place is a very early stage. Vocabulary is a total number of words, which a make up a language.

##### 2. Grammar

Grammar is the rule in spoken language and written language. The students' must obey the rules of grammar to obtain a good result, the students' can also find the grammar rule in pronunciation, morphology, and syntax. In speaking ability, sometimes the speaker and the listener do not care about the grammar itself. But at this time the writer does not discuss the grammar so far.

##### 3. Fluency

It shows that people are able to communicate well because it consists of the case and speed of the flowing speech. Someone who can communicate fluently but she is maybe able to use the language fluently. Someone can be said fluent if she can require some criteria or categories those are the students can say the words fluently with good pronunciation. The students have many vocabularies so they can say the words fluently and they know what they will say then. They know the rule in the language (grammar). They can put on the word spelling correctly in any situation it makes the communication among them can be easier to be understood although it does not use grammatical language.

##### 4. Comprehension

In speaking the speaker and the listener must have a good understand so that the conversation certainly requires a subject to respond to speech as well as to initiate it.

#### 5. Pronunciation

Pronunciation is the way we make a sound of the language how and where we place the stress and how we use pitch and intonation to show how we are feeling and what we mean.

#### 5. The Importance of Speaking

Speaking ability is the most important ability to learn a foreign or second language. Among the four main language skills, speaking is considered the most important ability to learn a foreign or second language. Brown and Yuke (1983) as cited in (Rao, 2019, p. 8) say "Speaking is the skill on which students will be most judged in real life situations." Rao also said Speaking skill is the most important skill for all learners who want to study English to improve their career, improve business, build self-confidence level, get better job opportunities, make public speeches, attend interviews, participate in debates and group discussions, give presentations and so on. In today's modern world, everything is related to speaking skills. A person who has a good talent for speech can conquer the whole world.

#### 6. Problems in Speaking English

In Indonesia English is a foreign language. So students cannot practice it in real conversation easily. There are some problems and difficulties in speaking. According to Ur (1996) as cited in (Pratiwi & Prihatini, 2021), there are some problems and difficulties in speaking, namely:

- a. Inhibition. Students are worried about making mistakes, fearful of criticism, or shy.
- b. The Students' motivation in speaking English is still low.



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- c. The participation is still low. The less of participation in speaking class make the students' ability in speaking English is still low.
- d. Mother-tongue use. The students tend to use their mother-tongue if they get difficulties in continue their speaking in English. As the result they use bilingual language in speaking English. The students feel free in express their idea in their mother-tongue.

## 7. Assessing of Speaking

According to Arthur Huges (Chapriati, 2016, p. 13) in assessing speaking, there are some components in speaking assessment such as accent, grammar, fluency, comprehension and vocabulary. The detail description of that assessment's point can be seen as follow:

### 1. *Accent*

- a. Pronunciation frequently unintelligible.
- b. Frequent gross error and very heavy accent make understanding difficult, require frequent repetition.
- c. 'Foreign accent' require concentrated listening and mispronunciations lead to misunderstanding and apparent errors in grammar or vocabulary.
- d. Marked 'foreign accent' and occasional mispronunciations which do not interfere with understanding.
- e. No conspicuous mispronunciation, but would not be taken for native speaker.
- f. Native pronunciation, with no trace of 'foreign accent'.

### 2. *Grammar*

- a. Grammar almost entirely inappropriate or inaccurate phrases.
- b. Constant errors showing control of very few major patterns and frequently preventing communication.
- c. Frequent errors showing major patterns uncontrolled and causing occational irritation and misunderstanding.
- d. Occational errors showing imperfect control of some patterns, but no weakness that causes misunderstanding.

- e. Few errors, with no patterns of failure.
- f. No more than two errors during interview.

### 3. Vocabulary

- a. Vocabulary inadequate for even the simplest conversation.
- b. Vocabulary limited to basic personal and survival areas.
- c. Choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics.
- d. Professional vocabulary adequate to discuss special interest; general vocabulary permit discussion of any non-technical subject with some circumlocutions.
- e. Professional vocabulary board and precise; general vocabulary adequate to cope with complex practical problems and varied social situation.
- f. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

### 4. Fluency

- a. Speech is so halting and fragmentary that conversation is virtually impossible.
- b. Speech is very slow and uneven except for short and routine sentence.
- c. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
- d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
- e. Speech is effortless and smooth, but perceptibly nonnative in speech and evenness.
- f. Speech on all professional and general topics as effortless and smooth as native speakers.

### 5. Comprehension

- a. Understands too title for the simplest type of conversation.
- b. Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.



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- c. Understands careful, somewhat simplified speech when engaged in dialogue, but many require considerable repetition and rephrasing.
- d. Understands quite well normal educated speech when engaged in a dialogue, but require occasional repetition or rephrasing.
- e. Understands every things in normal educated conversation, expect for every colloquial or low frequency items or exceptionally rapid or slured speech.
- f. Understands everything in both formal and colloquial speech to be expected of an aducated native speaker.

## B. Inside Outside Circle ( IOC ) Method

### 1. Definition of Inside Outside Circle ( IOC ) Method

The Inside Outside Circle learning method is a learning model that invites students to exchange information, some give and some receive information at the same time with different people (Dewi, 2017). According to Kagan (2009) the Inside outside circle is group learning in the class that allows the students to interact through the use of two concentric circles with students facing each other at the same time. The first circle form the inside circle facing outward and the second circle forms the outside circle facing toward students in the inside circle,as cited in (Wijaya & Sari, 2017).

Inside Outside Circle (IOC) is a model that allows students to be active in the learning process. Susanto (2016) as cited in (Marceillina, Wiryokusumo, & Walujo, 2019) states that the Inside Outside Circle (IOC) model is a cooperative learning model that is implemented by forming large groups which form a small and big circle system where students share information with different partners in a brief and orderly manner.

From the statement above, it can be concluded that the Inside Outside Circle (IOC) model is a model that is closely related to the game of inner circle and the outer circle where the game is divided into two

groups: groups inside the inner circle and groups inside the outer circle to share information. In addition, all students involved with this inner and outer circle game can make all the students in the class to be involved in the game, which in turn makes all students become active in the learning process. This can influence the development of student communication skills so that the learning activity becomes more fun and to prevent students from feeling uninterested in the learning process. Therefore, the researcher choose inside outside circle method in teaching speaking skill at Islamic Junior High School Far'ussa'adah arabiyah Senyerang because this method is appropriate with the curriculum. Then it also has motivated the students in Islamic Junior High School Far'ussa'adah arabiyah Senyerang that felt bored, lack of concentration and sleepy to be more active and creative learners

## 2. Procedures of using IOC ( Inside Outside Circle ) Method

According to Shoimin (2014) as cited in (Jauhar, Kadir, & Wahyuni, 2017) states that the learning model Inside Outside Circle is a learning model with a system of small circles and circles it begins with the formation of large groups in classes consisting of inner circle groups and groups the outer circle. This model has 10 stages of learning in general, namely :

1. Teachers divide class into 2 group and each other there was 10 students
2. Each the group gets the task of finding information based on the division of duties of the teacher
3. Each self-study groups looking for information based on the task given
4. After finished, all the students gather together (not based on group)
5. Half the class than stand up to form a small circle and facing out
6. The other half of the class forming a circle outside the first circle
7. Two students pairs of small and large circles sharing information exchange of this information can performed by all couples in time



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8. Then the student in a small circle is silent in place, while students those in a large circle shifted one or two steps clockwise
9. Next, students are in the big circle that divides information. And so on until all students finish sharing information
10. Movement only terminated if a member of the circle group inside and outside as a couple as long as they meet return.

### 3. Advantages and Disadvantages of IOC Learning Method

The advantages and disadvantages of the Inside-outside Circle method according to Miftahul Huda (2011) as cited in (Arbiyanti, 2016) namely:

#### a. Advantages of IOC

1. There is a clear structure
2. Allows students to share information together briefly and regularly
3. Students have many opportunities to process information and improve communication skills

#### b. Disadvantages of IOC

1. Requires a large classroom
2. Takes longer time than method other learning so that it can break concentration and can be misused for joking
3. Complicated to do if students are not listening instructions or steps of the learning process with using the inside-outside circle (IOC) method.

## B. Related Studies

In this study, the writer takes review the related literature from the other thesis, and first title is “ *Improving Students’ Speaking Mastery through Inside Outside Circle (IOC)*”( A Classroom Action Research of the XI grade students of SMA Negeri 1 Welahan, Jepara in the academic year of 2013/2014). Researched by Alfiyana in 2014, the student of State Institute for Islamic Studies ( STAIN) Salatiga. In this research, she analyzed about the improvement of

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students' speaking mastery using IOC (Inside Outside Circle) method. The result of the study showed that there was improvement of the students is ' speaking achievement at grade XI of Senior High School in Welahan, Jepara after being taught by using Inside Outside Circle.

The second research was taken from Bariqotul Hidayah (2014) entitled “*Improving Students Speaking Ability Through Inside-Outside Circle Technique of the Seventh Grade at MTs Al-Hidayah Betoyo Kauman, Gresik*”. The aim of this research is to know the implementation of Inside Outside Circle develop students' speaking skill. From the result of the study, it can be concluded that the students' progress by using IOC technique is well confirmed.

The third research was taken by Dhian Maulidya (2017) entitled “ *The Effect of Applying Inside Outside Circle Strategy on the Students' Speaking Skill Achievement at 8<sup>th</sup> Grade OSF SMP Swasta Brigjend Katamso II at Academic Year 2016/2017*. The aim of the research is to find out the significant effect of applying Inside-Outside Circle. And the result of the study showed that there was a significant improvement on students' achievement in speaking skill marked after they received treatments by using Inside Outside Circle Strategy.

The fourth research was taken by Nia Julita (2017) entitled “ *The Effect of Inside Outside Circle Learning Model on Learning Outcomes of Natural Sciences for Class V Students Integrated Ibtidaiyah Madrasah Muhammadiyah Sukarame in Academic Year 2017/2018*”. The aim of the research is to know how much influence the Inside Outside Circle learning model has on learning outcomes of IPA Students Class V Madrasah Ibtidaiyah Integrated Muhammadiyah School Year 2017/2018. From the result of the study that can improve the students' outcomes in learning Natural Sciences at the class.

The fifth research was taken by Umi Sohra (2019) entitled “ *Effect of Implementing IOC method on Learning Outcomes Students' Reading Skill*” . The aim of the research is to describe the effect of implementing learning models Inside Outside Circle (IOC) on student reading skills learning outcomes grade IV SDI Japing District Pattalassang Gowa Regency. The result of the study that the



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Inside Outside Circle model can affect the learning outcome of reading skills of students of grade IV SDI Japing District Pattallassang Gowa district.

In brief, this study has similarities and differences with previous studies above. The similarities is the same method or Strategy about Inside Outside Circle (IOC). The difference is previous studies applied classroom action research and that variable affected in the case. While, in this study the researcher used quasi experimental design and quantitative approach. Then, the speaking focus on the talk as interaction.

### C. Frame of Thinking

Speaking is one of important skill beside listening, writing and reading. To communicate with other people in the world, we need speaking to express meaning in order to send the message and information verbally. By speaking, we can get information or we can share our ides or feelings with other people. Teaching and learning speaking usually uses the monotonous technique; it makes students feel bored in learning English, especially speaking, it need a good method, so that the students would not feel bored and unmotivated.

In this research, the researcher wants to improve students' speaking skill by using IOC ( Inside Outside Circle ) Method. It can help the students to build up their skill in speaking. In this study, the researcher has giving explanation about Inside-Outside Circle method to make the students ready with the methodj. Then teacher made some topics and next the teacher said to the students find and face their partners and then stands in two concentric circles. Inside students shared their response with the classmate facing them in the outside circle. The students in the outside circle will shared their ideas with the classmate facing them in the inside circle. The outside circle move one step to the left or right and discuss the same question with the new partner. So that, it has developed their motivation in learning speaking and improve their ability to start practice in the class with different friend.

Based on the explanation above, the researcher assumes that using Inside-Outside Circle helped students to start some conversations and can give new



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experience and information and also can help the students to improve their speaking skill, because in Inside-Outside Circle method, there are interactions among the students in creating ideas and sharing them each other about the subject. Therefore, the writer assumes that inside outside circle method can improve the students speaking skill.

#### D. Hypothesis

Hypothesis is a temporary answer to research problems until proven through collected data. Hypothesis is a very important scientific means, because it is the work of instruments and theories. The hypothesis in this study can be formulated as follows:

- Alternative Hypothesis (Ha1) : There is significant improvement on students' speaking skill by using IOC Method.
- Null Hypothesis (Ho1) : There is no significant improvement on students' speaking skill by using IOC Method.
- Alternative Hypothesis (Ha2) : There is significant different on students' speaking skill who are taught by using IOC method and who are not using IOC method.
- Null Hypothesis (Ho2) : There is no significant different on students' speaking skill who are taught by using IOC method and who are not using IOC method.

## CHAPTER III RESEARCH METHOD

### A. Setting of the Research

This research was conducted at Islamic Junior High School Madrasah Tsanawiyah Far'ussa'adah Arabiyah, which was located at Jl. Lintas Timur, Kec. Senyerang , Kab. Tanjung Jabung Barat, Prov. Jambi.

### B. Design of the Research

In this research, the researcher used quantitative method. Quantitative method can be interpreted as a research method based on the philosophy of positivism, used to examine a particular population or sample, data collection using research instruments, data analysis is quantitative / statistics, with the aim to describe and test established hypotheses (Sugiyono, 2019).

The type of this research was quasi-experimental. Quasi experimental is a research method used to find the effect of treatment on others in uncontrolled conditions.

In conducting this research, two classes of Madrasah Tsanawiyah Far'ussa'adah Arabiyah Senyerang participated. The researcher determined the experimental and control class to giving a pre-test to both groups, carried out the experimental treatment activities with the experimental group only and then give a post-test to assess the differences between the two groups.

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**Table 3.1**  
**The Research Design**

Class	Pre-Test	Treatment	Post-test
Experiment	O <sub>1</sub>	X	O <sub>2</sub>
Control	O <sub>3</sub>	-	O <sub>4</sub>

*Research Design*(Source : Sugiyono : 2019)

The dashed line separating the parallel where :

O<sub>1</sub> = Pre-Test of experimental class

O<sub>2</sub> = Post-Test of experimental class

X = Treatment in the experimental class

O<sub>3</sub> = Pre-Test of control class

O<sub>4</sub> = Post-Test of control class

### C. Population and Sample

#### 1. Population

According to Sugiyono (2019), population is the generalization area consists of objects or subjects that have a certain quantity and characteristics set by the researcher to be studied and then drawn conclusions. It can be understood that the population is the whole object of research that is of concern to the research.

The population of this research is the third grade students of Islamic Junior High School Madrasah Tsanawiyah Far'ussa'adah Arabiyah Senyerang Tanjung Jabung Barat.



**Table 3.2**

**The Total Population of the Students third Grade of Madrasah  
Tsanawiyah Far'ussa'adah Arabiyah Senyerang Tanjung  
Jabung Barat Academic Year 2022/2023**

NO	Class	Genre		Total
		Male	Female	
1.	IX A	9	11	20
2.	IXB	9	11	20
Total of Students				40

*Source : The Data of Madrasah Tsanawiyah Far'ussaa'adah Arabiyah Senyerang Tanjung Jabung Barat*

The total of the third grade students of Islamic Junior High School Madrasah Tsanawiyah Far'ussa'adah Arabiyah Senyerang Tanjung Jabung Barat were 40 students, which consist of two class, VIII A and VIII B.

## 2. Sample

Sample was part of number and characteristic possessed by population. When the population is large and the researcher does not study everything in the population, for example due to limited funds, manpower and time, the researcher can use a sample taken from that population. What is learned from the sample, that conclusion can be applied to the population. For this reason, samples taken from the population must be truly representative Sugiono (2019)

In this research, the sample only two classes, the researcher used the total sampling. In this case, the researcher choosed class IX A as an experimental class, and class IX B as a control class. Each of the classes consist of 20 students in IX A and 20 students in IX B. Therefore, the total number of sample are 40 students.



#### D. Variable of the Research

According to Sugiyono, the research variable was basically everything in the form of anything that was set by the researcher to be studied so that information is obtained about it, then its conclusions are drawn.

This research has two variables. They are inside-outside circle method and students' speaking skill. The independent variable in this research is inside-outside circle method that is symbolized (X), and the dependent variable of this research is students' speaking skill that is symbolized (Y).

#### E. Instrument of the Research

According to Sugiyono (2019) instrument was a device used to measure observed natural and social phenomena. The tools that help research to collect data in relating research variable.

The instrument of this research was speaking test. The writer gives an oral test on pre-test and post-test. Pre-test was given to measure students' speaking skill before the treatment. Meanwhile, the post-test was given to measure students' speaking skill after getting the treatment. The test was given to the both experimental class and controlled class.

#### F. Technique of Collecting Data

In this research, the researcher used speaking test to know the students' ability in speaking. The researcher was taken the data by using speaking test with both pre test and posttest. Procedure to collecting the data, the first is pre-test. It is a test which is given to the students in the beginning of the course. This test is given to both experimental class and controlled class before any treatment is given to experimental class. The pretest was conducted to determine students' knowledge in speaking before treatment was carried out.

The second is post-test. It is a test which is given to the students in the end of the course. This test is also given to both experimental class and controlled class. But this test is given to the students after the treatment is given to experimental class. The purpose of this test is to assess their

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progress and to get the information of students' achievement in speaking skill after being given the treatments. Furthermore, this research is conducted in 8 meetings. The first meeting is for the pre-test; the second until the seventh meeting is for the treatment; and the eighth meeting is for the post-test. For the first meeting in the experimental class, the researcher ask the students to do a pretest. In the pretest, the students were asked to make pairs and create a dialogue about congratulation, hope and wish and responses. After the pretest was done, the researcher and the students discussed the test done and also taught briefly about congratulation, hope and wish and responses. Next, in the second meeting and the third meeting, the researcher taught congratulation and respon to the students.

Then, in the fourth and the fifth meeting, the researcher taught the material about congratulation and responses. After it, the researcher taught about hope and wish for the sixth until seventh meeting. Based on the syllabus, the researcher allow the students to listen to the audio or video about congratulation, hope and wish and responses. After that, the researcher re-explained what had been said by the audio and then informed the students all the things that relating the materials. Furthermore, the researcher allowed them to write every detail information as an outline. After that, seven minutes were free for them to prepare the material for their speaking. Then, the researcher divided the students into pairs. One students from each pair moves to form one large circle in the class facing outward. The researcher remaining students find and face their partner (class now stands in two concentric circles) and giving the limit time for speaking (it is two minute). Inside students are the first speaker, outside speakers are the second speaker. Partners switch roles: outside circle students are the first speakers and inside students are the second speakers. Inside circle students rotate clockwise to a new partner. Students do it until finish.



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For the last meeting, the researcher asked the students to do the post- test. The test also assessed by the rater at the school. On the other hand, the controlled class was also given the same pre-test and post-test, but for the treatment, they are taught the congratulation, hope and wish by using a traditional technique namely, lecturing.

### G. Validity and Reliability Test

Harris (1969,) stated that all good tests possessed two qualities: validity and reliability. Hence, to know whether the test was good or not, there are two important characteristics that should to be considered:

#### 1. Validity

The validity of a test concerns whether it was measuring what we think and say it is measuring (Allison, 2002). In this study, the researcher uses content validity.

If a test includes a sufficient sample of the structure or content that is relevant to the test's purpose, it is said to have content validity. The researcher adjusts this test with the course objective in the syllabus in which contains of standard competence and basic 29 competence of ninth grade of Islamic Junior high School Farussaadah Senyerang Tanjung Jabung Barat. Therefore, this test can be said valid in term of content validity. The purposes of test was obtain validity and reliability of the test. In this research, there are four items before validity and after analyze the validity items, there are three items that valid. To asses the validity of each items, it can be seen from the correction column for the total correlations of items (recount) compared to rtable. If  $\text{recount} > \text{rtable}$  that item will be valid or otherwise using  $\alpha=0.05$ .

#### 2. Reliability

Reliability refers to consistency of the scores obtained—how consistent they are for each individual from one administration of an instrument to another and from one set of item to another (Jack R

Fraenkel, Norman E. wallen, 2012). In this research, the researcher used inter-rater reliability. There are two raters as reliable in scoring students' speaking skills. They are English teachers at Islamic junior High school Farussaadah arabiyah Senyerang Tanjung Jabung Barat. The result of language skill assessment has high reliability if the result precisely represents, if the language skill assessment result is too far away different from the true level of skill being assessed then the assessment result has low reliability.

## H. Techniques of The Data Analysis

### 1. Descriptive Analysis

In Descriptive analysis, number of sample, the score of minimal, maximal, mean, and standard deviation. Descriptive analysis are obtained from students' Pretest and Post-test score. After the pre-test and post.-test scores are obtained from scoring result.

### 2. Statistical Analysis

Statistical analysis is technique used to find the significant score before and after being taught by IOC method.

**Table 3.3**  
**Criteria of Rubric Scoring**

Range 100	Range 10	IKIP	Characters	Qualification
80-100	8.0-10	8.1-10	A	Very Good
66-79	6.6-7.9	6.6-8.0	B	Good
56-65	5.6-6.5	5.6-6.5	C	Satisfactory
40-55	4.0-5.5	4.1-5.5	D	Poor
30-39	3.0-3.9	0-4.0	E	Very Poor

Source: Arikunto. S (2006)

While the count to score are :

**Table 3.4**  
**Rubric of Speaking Assesment**

Proficiency Description	Score	Weighting
Pronunciation	1 2 3 4 5	20%
Grammar	1 2 3 4 5	20%
Vocabulary	1 2 3 4 5	20%
Fluency	1 2 3 4 5	20%
Comprehension	1 2 3 4 5	20%

Source: Harris, 2005 (as cited in Aplilianis,2019,p.29)

Then to get the mean of the scores from all criteria, the researcher used the formula, as follow:

$$\text{Score} = \left( \frac{\text{students' getting score}}{\text{Maximal score}} \times 100 \right) \times \text{weighting}$$

The researcher analyzed the data by using sample T-test with paired sample t-test and independent sample T-test. Paired sample T-test is used to see whether or not there is significant improvement of students speaking skill before and after the treatment. The data will be calculated by using IBM SPSS 25. Before analyzing the data, the researcher are going to do normally and homogeneity test first.

#### a. Normality Test

Normality test aims to see whether the sample is normally distributed or not. Data normality test is performed on two groups, including data group experiment through Inside-Outside Circle method and control group data with conventional method. In this study, the researcher used Statistical Computation by using IMB SPSS version 25 to conduct normality of test.

The hypotheses for testing normality as follows:

$H_0$  : The data are normally distributed

$H_a$  : The data are not normally distributed



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The criteria approved and eliminated of hypotheses were:

$H_0$  : Is approved when the significant value is higher than 0.05

$H_a$  : Is eliminated when the significant value is lower than 0.05

b. Homogeneity test

Homogeneity test is conducted to know whether the data represented the homogenous or not. In conducting the homogeneity test, the researcher used Levene Statistic on IBM SPSS Statistics 25 with the significance degree or alpha ( $\alpha = 0.05$ ).

Statistics hypotheses for testing the homogeneity as follow:

$H_0$  : The variance of data is homogenous

$H_a$  : The variance of data is not homogenous

The criteria of the test:

$H_0$  : Is approved when the significant value is higher than 0.05

$H_a$  : Is eliminated when the significant value is lower than 0.05

c. T-test

For the T-test, the data has been analyzed by sample t-test. There are two kinds of sample t-test. They are independent sample t test and paired sample t-test. Paired sample t-test is used to see whether or not there is significant improvement of students' speaking achievement before and after the treatment.

**I. Statistical Hypothesis**

Hypothesis is a statement or assumption about one population or more. In other word, the hypothesis is a conjecture or a guess at the solution to a problem or the status of the situation.

Ha.1= There is a significant effect of using IOC method on students speaking skill at Islamic Junior High School Far'ussaadah arabiyah Senyerang, Tanjung Jabung Barat.

- Ho1= There is no a significant effect of using IOC method on students speaking skill at Islamic Junior High School Far'ussaadah arabiyah Senyerang, Tanjung Jabung Barat.
- Ha2= There is significant difference of using IOC method on students speaking skill at Islamic Junior High School Far'ussaadah arabiyah Senyerang, Tanjung Jabung Barat.
- Ho2= There is no significant difference of using IOC method on students speaking skill at Islamic Junior High School Far'ussaadah arabiyah Senyerang, Tanjung Jabung Barat.



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## BAB IV RESAERCH FINDINGS AND DISCUSSIONS

### A. Findings of the Research

In this chapter, the researcher got the data based on the score that students' got in the experimental and control class which consist of pretest and posttest. The researcher did the research for eight meetings. Finding of this, the researcher describe that there were significant improvement on students' speaking skill after being taught by IOC method and there were different result between students' who are taught by IOC method and those who are not. The data of students' speaking test in pretest and posttest were score by two raters. Furthermore, after the researcher got the data, the researcher employed SPSS (statistical product and service solution) version 25. The findings include :1. Descriptive analysis of students' speaking test 2. Statistical analysis of students' speaking test.

#### 1. Descriptive Analysis

This research was conducted at Islamic Junior High School Far'ussaadah Arabiyah Senyerang. This school is located at Jl. Lintas Timur, Kec. Senyerang , Kab. Tanjung Jabung Barat, Prov. Jambi. Pretest and posttest were given by the researcher to 40 students in grades IX A and IX B by utilizing a speaking performance test. To calculate the English speaking test result, the researcher used rubric scoring by Harris. Which has several aspects such as pronunciations, grammar, vocabulary, fluency, and comprehension.

The goals of giving pre-test and pot-test is to know the students' speaking skill before and after treatment. Then the result of this research is to know the Inside Outside Circle method is effective or not in teaching speaking.

The researcher analyzed the data from the pretest and pot-test. Those were explained as follows:

- a. The experimental and control class were given pre-test and post-test where the researcher given 6 situations and the students choose of the situations to speak orally in front of the class the duration is about 1-2 minutes.

The topic in pre-test and post-test were same.

- b. The researcher scored the data by using Harris's formula.

In this research, the researcher showed the score of pre-test and post-test that conducted in MTs FSa Senyerang, Jambi.

**Table 4.1**

**Criteria of Rubric Scoring**

Range 100	Range 10	IKIP	Characters	Qualification
80-100	8.0-10	8.1-10	A	Very Good
66-79	6.6-7.9	6.6-8.0	B	Good
56-65	5.6-6.5	5.6-6.5	C	Satisfactory
40-55	4.0-5.5	4.1-5.5	D	Poor
30-39	3.0-3.9	0-4.0	E	Very Poor

*Source: Arikunto. S (2006)*

**a. Pre-test and Post-test in Experimental Class**

In the pretest, the students made the group in pairs, then, each pairs asked to make a short conversation based on the situations that have been provided (each pair choose one of six situations) and related the materials about congratulation, wish and hope expressions. Pretest was checked to know students' speaking performance in speaking English. Whereas the posttest was given after giving treatment where the students were taught by using Inside Outside Circle method. In posttest, the students were given the same test where the students make the group in pairs. Then, each pair was asked to make a short conversations based on situations that have

been provided (each pair choose one of six situations) and related the materials. Posttest was find the students score after giving treatment.

The data of students' speaking skill of pretest and posttest in experimental class were obtained from the result of their speaking test. All the data were calculated by using SPSS 25 version. The data can be describe as follows:

**Table 4.2**  
***Descriptive Analysis of Pre-test and Post-test***  
***In Experimental Class***

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	20	32.00	64.00	920.00	46.0000	9.55868
Posttest	20	52.00	90.00	1388.00	70.4000	10.91788
Valid N (listwise)	20					

From the calculation above, it was concluded that the total score of pre-test was 920 while the highest score was 64 and the lowest score was 32. The mean of pre-test was 46 with standard deviation was 9.55868. Moreover, it can be seen that there was improvement on the students' speaking skill after treatment. The total score of post-test was 1388 while the highest score was 90 and the lowest score was 52. The mean score was 69,40 with standard deviation was 10.91788.

The researcher used SPSS statistics version 25 to know frequencies and percentages score of pretest and pot-test, it can be seen from the table and chart below.

**Table 4.3**

***The Distribution of Frequency of Students' Pre-test on  
Experimental Class***

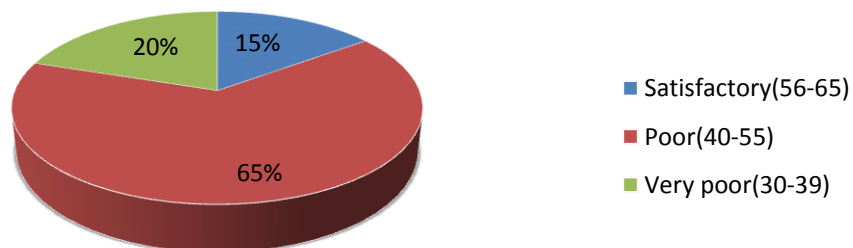
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32.00	1	5.0	5.0	5.0
	34.00	1	5.0	5.0	10.0
	36.00	2	10.0	10.0	20.0
	40.00	3	15.0	15.0	35.0
	42.00	1	5.0	5.0	40.0
	44.00	3	15.0	15.0	55.0
	48.00	4	20.0	20.0	75.0
	52.00	2	10.0	10.0	85.0
	64.00	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

Based on the table above, there are 20 students, there was a student (5.0%) who got 32, while there was a student (5.0%) who got 34, while there were 2 students (10.0%) who got 36, while there were 3 students (15.0%) who got 40, while there was a student (5.0%) who got 42, while there were 3 students (15.0%) who got 44, while there were 4 students (20.0%) who got 48. Next, there were 2 students (10.0%) who got 52. Then, there were 3 students (15.0%) who got 64.

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**Chart 1**  
**Pre-Test in Experimental Class**



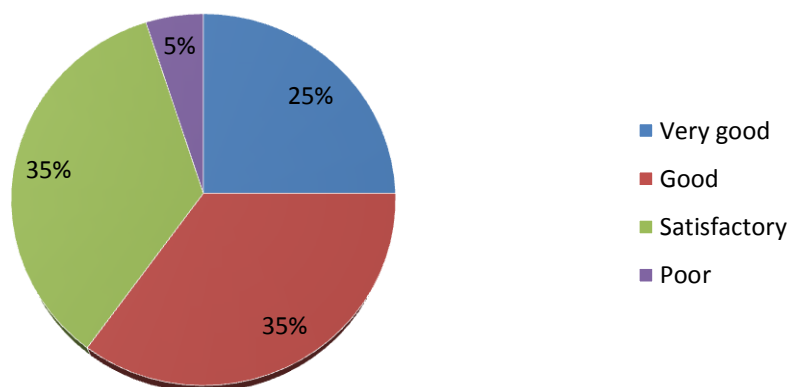
From the chart 1 above, it can be concluded that from 20 students, there were 3 students (15%) got score in interval 56-65 which could be categorized satisfactory, 13 students (65%) got score in interval 40-55 which could be categorized poor, and 4 students (20%) got score in interval < 39 which could be categorized very poor.

**Table 4.4**  
***The Distribution of Frequency of Students' Post-test on Experimental Class***

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52.00	1	5.0	5.0	5.0
	56.00	3	15.0	15.0	20.0
	60.00	2	10.0	10.0	30.0
	62.00	2	10.0	10.0	40.0
	68.00	2	10.0	10.0	50.0
	74.00	4	20.0	20.0	70.0
	78.00	1	5.0	5.0	75.0
	80.00	3	15.0	15.0	90.0
	84.00	1	5.0	5.0	95.0
	90.00	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Based on the table above, there are 20 students, there was a student (5.0%) who got 52, while there were 3 students (15.0%) who got 56, while there were 2 students (10.0%) who got 60, while there were 2 students (10.0%) who got 62, while there were 2 students (10.0%) who got 68, while there were 4 students (20.0%) who got 74, while there was a student (5.0%) who got 78, while there were 3 students (15.0%) who got 80. Next, there was a student (5.0%) who got 84. Then, there was a student (5.0%) who got 90.

**Chart 2**  
**Post-test in Experimental Class**



From the chart 2 above, it can be concluded that from 20 students, there were 5 students (25%) got score in interval 80-100 which could be categorized very poor, 7 students (35%) got score in interval 66-79 which could be categorized good, 7 students (35%) got score in interval 56-65 which could be categorized satisfactory, and 1 student (5%) got score in interval 40-55 which could be categorized poor.

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### b. Pre-test and Post-test in Control Class

In the pretest, the students made the group in pairs. Then, each pair was asked to make a short conversations based on situations that have been provided (each pair choose of six) and related the materials about congratulation, wish and hope expressions. Pretest was checked to know students' speaking skill in speaking English. Whereas in control class, the students were taught by using conventional method. In posttest the students were given the same test where the students make the group pairs. Then, each pair was asked to make a short conversations based on the situations that have been provided (each pair choose one of six situations) and related the materials. Posttest is find out students' score after giving treatment.

The data of students' speaking skill of pretest and posttest in control class were obtained from the result of their speaking test. All the data were calculated by using SPSS 25 version. The data can be describe as follows:

**Table. 4.5**  
*Descriptive Analysis of Pre-test and Post-test*  
*In Control Class*

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	20	32.00	64.00	896.00	44.8000	10.67017
Posttest	20	44.00	72.00	1068.00	53.4000	7.11115
Valid N (listwise)	20					

From the calculation above, it was concluded that the total score of pre-test was 896 while the highest score was 64 and the lowest score was 32. The mean of pre-test was 44.80 with standard deviation was 10.67017. In addition, in the post-test, the highest score was 72 and the lowest score was 44 while the total score was 1068. The mean of post-test was 53.40 with standard deviation was 7.11115.

Therefore, it can be concluded that there was improvement on the students speaking skill, but it is little big.

The researcher used IBM SPSS statistics version 25 to know the frequencies and percentages score of pretest and posttest, it can be seen from the table below :

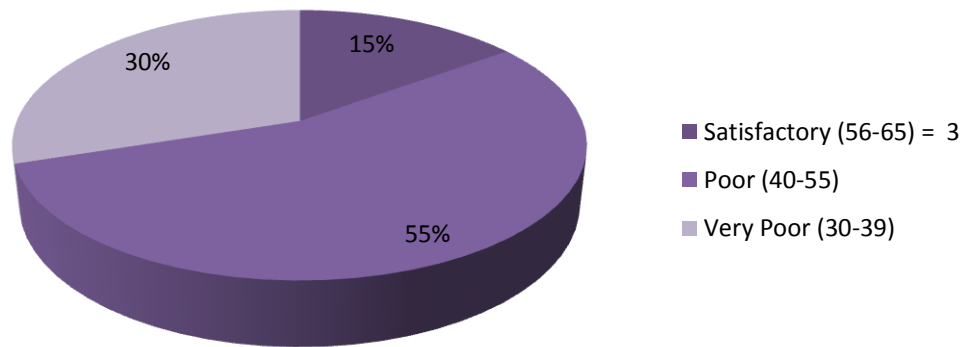
**Table 4.6**  
***The Distribution of Frequency of Students' Pre-test on Control Class***

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32.00	4	20.0	20.0
	36.00	2	10.0	30.0
	40.00	3	15.0	45.0
	44.00	3	15.0	60.0
	48.00	2	10.0	70.0
	52.00	3	15.0	85.0
	64.00	3	15.0	100.0
Total		20	100.0	100.0

Based on the table above, there are 20 students, there were 4 students (20,0%)who got 32, while there were 2 students (10,0%) who got 36,while there were 3 students (15,5%) who got 40, while there were 3 students (15,0%) who got 44, while there were 2 students (10,0%) who got 48. Next, there were 3 students (15,0%) who got 52. The last, there were 3 students (15,0%) who got 64.



**Chart 3**  
**Pre-test in Control Class**



From the chart above, it can be concluded that from 20 students, there were 3 students (15%) got score in interval 56-65 which could be categorized satisfactory, 11 students (55%) who got score in interval 40-55 which could be categorized poor, and 6 students (30%) who got score in interval 30-39 which could be categorized very poor.

**Table 4.7**  
**The Distribution of Frequency of Students' Post-test on Control Class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44.00	2	10.0	10.0	10.0
	48.00	4	20.0	20.0	30.0
	52.00	8	40.0	40.0	70.0
	56.00	2	10.0	10.0	80.0
	58.00	1	5.0	5.0	85.0
	64.00	1	5.0	5.0	90.0
	66.00	1	5.0	5.0	95.0
	72.00	1	5.0	5.0	100.0

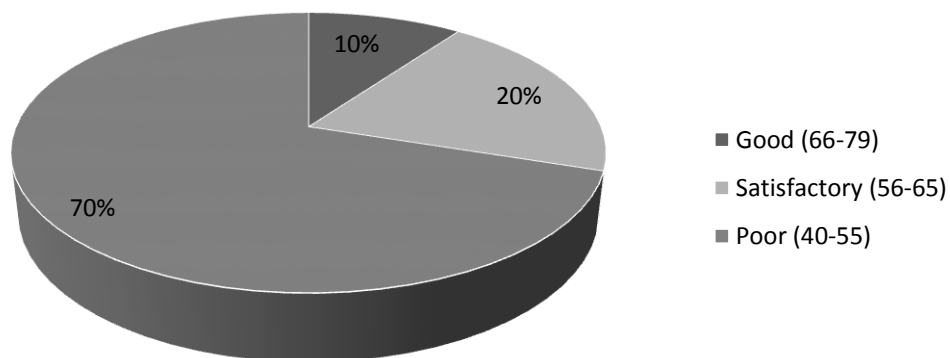
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Total	20	100.0	100.0
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Based on the table above, there are 20 students, there were 2 students (10,0%) who got 44, while there were 4 students (20,0%) who got 48, while there were 8 students (40,0%) who got 52, while there were 2 students (10,0%) who got 56, while there was 1 student (5,0%) who got 58, while there was 1 students (5,0%) who got 64, while there was 1 student (5,0%) who got 66. Lastly, there was 1 student (5,0%) who got 72.

**Chart 4**  
**Post-test in Control Class**



From the chart 4 above, it can be concluded that from 20 students, there were 2 students (10%) got score in interval 66-79 which could be categorized good, 4 students (20%) got score in interval 56-65 which could be categorized satisfactory, and 14 students (70%) got score in interval 40-55 which could be categorized poor.

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## 2. Statistical Analysis

### a. Normality of The Test

Normality test aims to see whether the sample is normally distributed or not. Data normality test is performed on two groups, including data group experiment through Inside Outside Circle method and control group data with conventional learning. In this study, the researcher used Statistical Computation by using IMB SPSS (Statistical Program for Social Science) version 25 for normality of test. The test of normality employed by using Shapiro Wilk. Data can be classified in to normal when the T-output is higher than 0,05. The normality test can be seen as follows :

**Table 4.8**  
*Normality Test of Pre-test*  
*In Experimental and Control Class*

Normality Pre-test	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-test Experimental Class	.912	20	.070
Pre-test Control class	.917	20	.087

### a. Lilliefors Significance Correction

From the table above, the researcher used Shapiro-Wilk method to calculate the normality test because the sample of research was 20 students. The result of table 4, showed that the significant value (Sig.) of the normality pre-test in experimental class was 0.070, it means that the data was higher than significant value 0.05. furthermore, the significant value (Sig.) of the normality pre-test in control class was 0.087, it means that the data was higher than significant value 0.05. So, it can be

concluded that in this research, the data distribution of the students' pre-test in experimental class and control class were distributed normally.

**Table 4.9**  
***Normality Test of Post-test***  
***In Experimental and Control Class***

Normality Post-test	Shapiro-Wilk		
	Statistic	Df	Sig.
Post-test Experimental Class	.947	20	.329
Post-test Control class	.913	20	.071

a. Lilliefors Significance Correction

From the table above, the researcher used Shapiro-Wilk method to calculate the normality test because the sample of research was 20 students. The result of table 4, showed that the significant value (Sig.) of the normality post-test in experimental class was 0.0329, it means that the data was higher than significant value 0.05. furthermore, the significant value (Sig.) of the normality post-test in control class was 0.071, it means that the data was higher than significant value 0.05. So, it can be concluded that in this research, the data distribution of the students' post-test in experimental class and control class were distributed normally.

b. Homogeneity Test

Homogeneity test is conducted to know whether the data represented the homogenous or not. In conducting the homogeneity test, the researcher used Levene Statistic on IBM SPSS Statistic 25 with the significance degree or alpha ( $\alpha = 0.05$ ). The result can be seen below :

**Table 4.10**  
*Homogeneity test of Pretest*  
*In Experimental and Control Class*

**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Students' Learning Outcome	Based on Mean	.225	1	38	.638
	Based on Median	.177	1	38	.676
	Based on Median and with adjusted df	.177	1	37.998	.676
	Based on trimmed mean	.200	1	38	.657

Based on the table 4.10 , the significant data of pre-test in experimental and control class was 0.638. So, it can be concluded that the significant data was homogenous because 0.638 is higher than 0.05.

**Table 4.11**  
*Homogeneity test of Posttest*  
*In Experimental and Control Class*

**Test of Homogeneity of Variances**

		Levene Statistic	df1	df2	Sig.
Students' Learning Outcomes	Based on Mean	3.237	1	38	.080
	Based on Median	3.565	1	38	.067
	Based on Median and with adjusted df	3.565	1	37.352	.067
	Based on trimmed mean	3.479	1	38	.070

Based on the table 4.11 above, the significance data of post-test in experimental and control class was 0.80. So it can be concluded that the significance data was homogenous because 0.080 is higher than 0.05.

## c. Hypothesis Test

## 1. Paired sample T-Test

Paired t-test is used to see the different between pretest and posttest of a group. In this research, the researcher used t-test formula by using IBM SPSS statistics version 25. Paired sample t-test is used to know the significant improvement on students' speaking skill before and after treatment. The result of paired statistics and sample t-test can be seen below:

**Table 4.12**  
*Paired Sample Statistics*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	46.0000	20	9.55868	2.13739
	Post-Test	70.4000	20	10.91788	2.44131

The data that presented above was the performance scores of the group of students taken as sample, before and after taught by using Inside Outside Circle method as the treatment. The mean scores of pretest was 46.00, while the mean scores of posttest was 70.40. The number of students (N) both in experimental and posttest were 20 students. The standard deviation of pretest was 9.55868 and the error mean was 2.13739. On the posttest, the standard deviation was 10.91788 and the error mean was 2.44131. Based on the result of mean, it can be concluded that the mean score of pretest was different from the mean score of posttest.

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**Table 4.13**  
*Paired Sample Correlation*

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	20	.059	.806

**Table 4.14**  
*Paired Sample T-Test*

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-23.40000	14.08396	3.14927	-29.99150	-16.80850	-7.430	19	.000

Based on the table 4.14 above, the experimental class students score on posttest were better in which the mean 70.40 that their on pretest the mean 46. In additions, the two tail devalue was 0,000 which was lower than 0,05. In conclusion, it is means that  $H_a$  is accepted. It can be concluded that there is significant improvement on students' speaking skill after being taught by using IOC method.

Based on the table 4.14, the calculation was carried out in order to know how well the treatment worked. We can see that the value of t was -7430 and df 19 were obtained from paired t-test analysis. Thus, the null hypothesis was rejected ( $H_0$ ) and the alternative hypothesis was not rejected ( $H_a$ ) because there was a significant effect/improvement on students' speaking skill after being taught by using IOC method.

## 2. Independent Sample T-Test

Independent sample t-test is used to compare two means unrelated groups in order to determine whether there is statistical evidence that the associated population means are significantly different. The researcher used t-test formula by using IBM SPSS statistics version 25.

**Table 4.15**  
**Group Statistics of Independent Sample T-Test**

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Students' learning outcomes	Post-test Control Class	20	53.40	7.111	1.590
	Post-test Experimental Class	20	70.40	10.918	2.441

**Table 4.16**  
**Independent Sample T-Test**  
**Independent Samples 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
Score	Equal variances assumed	7.378	0.010	-5.492	38	0.000	-16.000	2.913	-21.898	-10.102
	Equal variances not assumed			-5.492	32.662	0.000	-16.000	2.913	-21.930	-10.070

Based on the result above, the researcher found that there was a significant different in the effect on students' speaking skill between students who were shown using Inside Outside Circle method and students who were shown using teacher's method on learning English at Islamic Junior High School FSa



Senyerang. All in all, it offers that the mean of the differences is 16.000 and the significant 2-tailed  $\leq 0.05$  ( $0.000 \leq 0.05$ ). Thusly, the researcher found the effect of students' speaking between the experimental class and control class. All thing considered, there is an expansion in the control class however not more the test class.

## B. Discussions

The purpose of this research was to determine whether there was a significant effect and differences in scores on the speaking skills of class IX students. The results showed that there was a significant influence between the groups taught using the Inside Outside circle (IOC) method and those not. This can be seen from the results of the pre-test and post-test in both groups. The average pretest score in the experimental class was 46.00 and the posttest average score was 70.40. Meanwhile, the average pretest score in the control class was 44.80 and the posttest average score was 53.40. Both the experimental class and the control class studied English twice a week and students were asked to understand the material about congratulations, hopes and expectations based on examples of congratulations and hopes at the end of each meeting.

The results of the study stated that the application of the inside outside circle method in learning was effective. This is evidenced by the significant difference in students' speaking skill scores between before and after being taught using the inside outside circle method. So, this means that the results of the research proven by Kurniawatil (2016) state that IOC method students have many opportunities to cultivate informations and improve skill communicate or speaking. Then, the students it will be easier to understand the material taught because in activities learning by using that method.

From the researcher's finding in chapter IV, the output data of Paired Sample Statisti showed that the mean of pre-test and post-test was increased from 46.00 to be 70.40. The standard deviation is to measure how much the variance of the sample, the standards deviation of pre-test is  $9,558 < 46.00$  and

the post-test is  $10,917 < 70.40$ , where if the standard deviation is getting higher than the mean it means that the mean is not homogeny, while if the standard deviation is getting smaller than the mean it means that the mean is homogeny. So, it can be concluded that standard deviation of pre-test and post-test was homogeny. Means that the sample of this research almost has the same mean.

Based on the output data of Paired Sample Test was found that  $t_{count} = 7,430$   $t_{table} = 1,721$ . From this comparison,  $t_{count} = -7,430$  is bigger than  $t_{table} = 1,721$ , which means the alternative hypothesis ( $H_a$ ) is accepted, while the null hypothesis ( $H_0$ ) is rejected. Therefore, it can be concluded that there was significance different of the students' speaking skill on congratulations, hope and wish expressions of the ninth grade students at Islamic Junior High School Far'ussaasadah Arabiyah Senyerang, Tanjung Jabung Barat in academic year 2022/2023 before and after using Inside Outside Circle method.

The data on the Independent Sample Test that the mean of experimental class after taught by using IOC method is 70.40 and mean of control class after taught without Outside Circle method is 46.00. The researcher used independent sample test, because to find out the differences of students mean score between the experimental class and control class. It means of statements before, the mean after taught without Outside Circle method is higher than after taught without Outside Circle method. From table 4.16 above, the mean difference between both of those groups are 16.00, the differences about the lower and upper 21.898 and 10.102. So, it can be concluded that there is significance effect of taught by using Outside Circle method.

Based on the researcher's observations, there are other differences from students who are taught using the Outside Circle method, they feel happy, more confident, enthusiastic, and reduce their boredom in English class, especially when they speak. Based on Wati (2014, 91) that the advantage of this learning model is that there is a clear structure and allows



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students to share information with different partners briefly and regularly (Ningsih & Andriani, 2017). This is in sharp contrast when the researcher is observing the students' pre-test work before they receive treatment from the researcher. They looked a little bored because they had to read most of the questions with text that had no concepts or learning methods. This IOC (Inside Outside Circle) learning is a learning method by involving students as learning subjects where students share experiences on the material being studied by forming large circles and small circles so that they can develop the ability to ask questions and express opinions and explain back the material being studied (Rohmawati, 2018 ). From these various opinions it is clear that students in class will be very bored if there is no learning strategy or method from a teacher. Regarding English subjects, especially students' speaking skills, there are not a few students who cannot speak English in class because they have a small vocabulary, are not confident, and are ultimately embarrassed by the mistakes they make. However, the researcher here tries to apply the IOC method to change the students' fear of speaking English. With the IOC method, students will be more comfortable, not nervous because many friends are discussing it, and of course more relaxed.



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## CHAPTER V CONCLUSION AND SUGGESTION

### A. CONCLUSION

Based totally at the calculating result presented inside the chapter IV, there are some conclusions which are can be drawn as observe:

1. Based on the paired sample t-test, it shows that there was a statistical significant improvement on students' speaking skill before using IOC method (Mean= 46.00 standard deviation= 9.55868), after using IOC method (Mean=70.40 standard deviation= 10.91788). The value of paired sample t-test Sig. (2-tailed) was  $0.000 \leq 0.05$ , it means that  $H_a$  is accepted. It can be concluded that there is significant improvement of IOC method on students' speaking skill.
2. Moreover, based on the independent sample t-test shown that the mean of the differences is 16.000 and the significant 2-tailed  $\leq 0.05$  ( $0.000 \leq 0.05$ ). Therefore, it can be concluded there are difference effect of students' speaking between experimental and control class. Although there is improvement in control class but not more than experimental class. To sum up, the researcher found that there was any difference significant effect on students' speaking skill between students who were taught by using IOC method and students who were taught by using conventional method at Far'ussaadah Arabiyah Senyerang.

### B. SUGGESTION

After concluding the research, the researcher give some suggestions for teacher, students, and other researcher. They are presented as follows:

1. For the teacher

The teacher can apply various method in teaching English to increase students' speaking skill. By Implementing the various study. The students can feel happy and enjoyable in studying English. Inside

Outside Circle Method can be applied to teach English especially to increase student' speaking performance. And English teachers also need to increase their motivation and make than love English subject. The ninth grade students speaking skill of MTs FsA Senyerang, Tanjung Jabung Baratis not quite good. That is way the teacher has to keep motivating students.

2. For the students

The students should seriously more pay attention, quite, and discipline while learning process is going on. And the students take part actively in learning process. The students' should feel confident to express their ideas while speaking English. Then, the students also have to study hard to improve their speaking skill.

3. For the researcher

Knowing that the use of Inside Outside Circle method is effective to improve the students' speaking skill, the researcher suggest to the other researchers to improve this research because this research is not perfect yet. The result of this research can be used as references for other researcher who conduct the similar research. Then the other researcher also can consider the weakness of the result from this research to conduct a better research.



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# APPENDICES

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Table 3.3 The Oral proficiency Scoring Categories

No	Criteria	Rating Score	Comments
1	Grammar	5	Equivalent to that of an educated native speaker.
		4	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in mot formal and informal conversations on practical, social, and professional topics.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in mot formal and informal conversations on practical, social, and professional topics.
		2	Can usually handle elementary construction quite accurately but does not have thought or confident control of grammar.
		1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Vocabulary	5	Speech on all levels is fully accepted by educated native speakers in all its feature including breath of vocabulary and idioms, colloquialisms, and pertinent cultural references
		4	Can understand and participate in any conversation within the range on his experience with a high degree of precision of vocabulary.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical,

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			social and professional topic. Vocabulary is broad enough that he rarely has to grope for a word.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		1	Speaking vocabulary inadequate to express anything but the most elementary needs.
3	Comprehension	5	Equivalent to that of an educated native speaker.
		4	Can understand any conversation within the range of his experience.
		3	Comprehension is quite complete at a normal rate on speech.
		2	Can get the gist of most conversations of non-technical subject (i.e. topics that require no specialized knowledge).
		1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speed repetitions or paraphrase.
4	Fluency	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
		2	Can handle with confidence but not with facility

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			most social situation, including introductions and casual conversation about current events, as well as work, family, and autobiographical information.
		1	No specific fluency description. Refers to other four language areas for implied level of fluency.
5	Pronunciation	5	Equivalent to and fully accepted by educated native speakers.
		4	Errors in pronunciation are quite rare.
		3	Errors never interfere with understanding and rarely disturb the native speaker, accent may be obviously foreign.
		2	Accent is intelligible though often quite faulty.
		1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

Source: Brown, *Language Assessment Principles and Classroom Practice*, 2004, p.172-173.

### Descriptive Analysis of Experimental Class

		Statistic	Std. Error	
Pre-test	Mean	53.40	1.590	
	95% Confidence Interval for Mean	Lower Bound	50.07	
		Upper Bound	56.73	
	5% Trimmed Mean	52.89		
	Median	52.00		
	Variance	50.568		
	Std. Deviation	7.111		
	Minimum	44		
	Maximum	72		
	Range	28		
	Interquartile Range	8		
	Skewness	1.211	.512	
	Kurtosis	1.464	.992	
	Post-test	Mean	70.40	2.441
95% Confidence Interval for Mean		Lower Bound	64.29	
		Upper Bound	74.51	
5% Trimmed Mean		69.22		
Median		71.00		
Variance		119.200		
Std. Deviation		10.918		
Minimum		52		
Maximum		90		
Range		38		
Interquartile Range		20		
Skewness		.067	.512	
Kurtosis		-1.095	.992	



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### Descriptive Analysis of Control Class

		Statistic	Std. Error	
Pre-test	Mean	44.80	2.386	
	95% Confidence Interval for Mean	Lower Bound	39.81	
		Upper Bound	49.79	
	5% Trimmed Mean	44.44		
	Median	44.00		
	Variance	113.853		
	Std. Deviation	10.670		
	Minimum	32		
	Maximum	64		
	Range	32		
	Interquartile Range	16		
	Skewness	.594	.512	
	Kurtosis	-.547	.992	
Post-test	Mean	53.40	1.590	
	95% Confidence Interval for Mean	Lower Bound	50.07	
		Upper Bound	56.73	
	5% Trimmed Mean	52.89		
	Median	52.00		
	Variance	50.568		
	Std. Deviation	7.111		
	Minimum	44		
	Maximum	72		
	Range	28		
	Interquartile Range	8		
	Skewness	1.211	.512	
	Kurtosis	1.464	.992	



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**The Students' Pre-test and Post-test Score**  
**(Experimental Class)**

No	Students	Score Pre-Test	Score Post-Test
1	Abdul hafidz	32	74
2	Anisa triana sholiha	42	78
3	Desi puspita sari	44	56
4	Fitri indiyani	44	60
5	Fitria agustina	52	68
6	Indra	36	80
7	Khoirul rozikin nuril huda	48	62
8	m. fiqran ash siddiqi	64	80
9	m. nur wahid	48	60
10	M. rifa'I andre taufani	64	68
11	Maulida khairunnisa	40	74
12	Mmuhammad arif	34	56
13	Muhammad fadli	48	74
14	Nurhasanah	36	84
15	Nurus saniyah	64	80
16	Putri aprilia	48	52
17	Sahrul saputra	40	90
18	Suci aulia sari	40	56
19	Suprehaten	44	62
20	Titin ariyanti	52	74
Total Score		920	1388
Mean Score		46	70.4
Maximum		64	90
Minimum		32	52

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**The Students' Pre-test and Post-test Score**  
**(Control Class)**

No	Students	Score Pre-Test	Score Post-Test
1	A.Bayu handika pratama	32	52
2	Aditya muntazir	32	48
3	Ahmad maulana	44	58
4	Asharu azhar	44	52
5	Aziza	52	52
6	Bella rahmadani	32	52
7	Citra aulia sari	48	52
8	Dara puspita	64	66
9	Fitri anita sari	48	52
10	Halimatus sa'diyah	64	72
11	Khairani nur	40	48
12	m. hamdani	32	44
13	Putra panduwinata	52	56
14	Rahmad irhas sahbina	36	52
15	Rahmah	64	64
16	Rahmatul jannah	44	48
17	Sherly wulandari	36	44
18	Sahrul ikhsan	40	48
19	Susi nuraini	40	52
20	Wahyu rahmadani	52	56
	Total Score	896	1068
	Mean Score	44.8	53.4
	Maximum	64	72
	Minimum	32	44

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**APPENDIX 2**  
**SCORE DISTRIBUTION IN FIVE ASPECTS**  
**OF SPEAKING PERFORMANCE**  
**FROM RATER 1 AND RATER 2**



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**The Score Distribution Term Five Aspect of Speaking  
Skill From Rater 1 and 2 on Pretest Of Experimental Class**

No	Students	Pronunciation		Grammar		Vocabulary		Fluency		Comprehension		Total Score		Last Score R1 + R2 : 2
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	Abdul Hafidz	1	2	2	1	2	2	1	1	2	2	8	8	8
2	Anisa Triana Sholiha	2	2	2	2	3	2	1	2	3	2	11	10	10,5
3	Desi Puspita Sari	3	2	2	2	2	2	2	2	3	2	12	10	11
4	Fitri Indriyani	2	1	3	2	3	2	2	2	3	2	13	9	11
5	Fitria Gustina	3	2	3	2	2	4	2	3	2	3	12	14	13
6	Indra	1	2	2	1	2	2	1	2	3	2	9	9	9
7	Khoiril Rozikin Nuril Huda	3	2	2	3	2	3	2	2	2	3	11	13	12
8	M. Fiqran Ash Siddiqi	4	3	3	2	3	4	3	3	4	3	17	15	16
9	M. Nur Wahid	2	2	3	2	2	3	2	3	3	2	12	12	12
10	M. Rifa'I Andre Taufani	3	3	2	4	3	3	3	4	4	3	15	17	16
11	Maulida Khairunnisa	1	2	2	3	2	2	2	3	3	2	10	10	10
12	Muhammad Arif	2	1	2	1	2	2	1	2	2	2	9	8	8,5
13	Muhammad Fadli	3	2	3	2	3	2	2	2	2	3	13	11	12
14	Nurhasanah	2	1	2	1	3	1	1	2	3	2	11	7	9
15	Nurus Sanayah	4	3	4	3	3	3	3	2	4	3	18	14	16
16	Putri Aprilia	2	2	2	2	3	2	3	2	3	3	13	11	12
17	Sahrul Saputra	2	2	1	2	2	2	2	2	3	2	10	10	10
18	Suci Aulia Sari	2	1	2	3	3	2	1	2	2	2	10	10	10
19	Suprehaten	1	2	2	3	2	3	2	2	2	3	9	13	11
20	Titin Ariyanti	2	2	3	4	2	4	2	2	3	2	12	14	13

**The Score Distribution Term Five Aspect of Speaking  
Skill From Rater1 and 2 on Posttest Of Experimental Class**

No	Students	Pronunciation		Grammar		Vocabulary		Fluency		Comprehension		Total Score		12 R1 + R2 : 2
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	Abdul Hafidz	4	5	4	3	3	4	4	3	4	3	19	18	18,5
2	Anisa Triana Sholiha	3	4	4	3	3	4	4	5	5	4	19	20	19,5
3	Desi Puspita Sari	3	2	2	3	3	3	2	3	4	3	14	14	14
4	Fitri Indriyani	3	3	3	2	3	4	2	3	3	2	14	14	15
5	Fitria Gustina	4	2	4	2	4	3	4	3	4	3	19	15	17
6	Indra	4	3	3	4	5	4	4	3	4	5	20	20	20
7	Khoiril Rozikin Nuril Huda	3	2	3	3	4	4	3	2	4	3	17	14	15,5
8	M. Fiqran Ash Siddiqi	4	3	3	2	3	4	3	3	4	3	17	15	16
9	M. Nur Wahid	2	3	3	3	4	3	2	3	3	4	14	16	15
10	M. Rifa'I Andre Taufani	3	4	2	4	3	4	3	4	4	3	15	19	17
11	Maulida Khairunnisa	5	4	2	3	5	4	4	3	3	4	19	18	18,5
12	Muhammad Arif	2	2	2	3	4	2	3	2	3	3	14	15	14
13	Muhammad Fadli	3	4	3	2	5	3	4	3	4	5	19	18	18,5
14	Nurhasanah	4	5	4	3	5	5	3	4	5	4	21	21	21
15	Nurus Sanayah	4	3	4	3	3	3	3	2	4	3	18	14	16
16	Putri Aprilia	2	2	3	2	3	2	3	2	2	3	14	12	13
17	Sahrul Saputra	4	5	5	4	4	5	5	4	5	4	23	22	22,5
18	Suci Aulia Sari	2	3	2	3	4	2	3	2	4	3	15	13	14
19	Suprehaten	3	2	4	3	4	3	2	3	4	3	16	15	15,5
20	Titin Ariyanti	4	3	3	4	5	4	3	2	4	5	19	18	18,5

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**The Score Distribution Term Five Aspect of Speaking Skill From  
Rater 1 and rater 2 on Pretest of Control Class**

No	Students	Pronunciation		Grammar		Vocabulary		Fluency		Comprehension		Total Score		Last Score R1 + R2 : 2
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	A. Bayu Handika Pratama	1	2	2	1	2	2	1	1	2	1	8	8	8
2	Aditya Muntazir	2	1	2	1	1	2	1	2	2	3	7	9	8
3	Ahmad Maulana	3	2	2	2	2	2	2	2	3	2	12	10	11
4	Asharu Azhar	2	1	3	2	3	2	2	2	3	2	13	9	11
5	Aziza	3	2	3	2	2	4	2	3	2	3	12	14	13
6	Bella Rahmadani	1	2	2	1	1	2	1	2	2	2	7	9	8
7	Citra Aulia Sari	3	2	2	3	2	3	2	2	2	3	11	13	12
8	Dara Puspita	4	3	3	2	3	4	3	3	4	3	17	15	16
9	Fitri Anita Sari	2	2	3	2	2	3	2	3	3	2	12	12	12
10	Halimatus Sa'diyah	3	3	2	4	3	3	3	4	3	3	14	17	16
11	Khairani Nur	1	1	2	3	2	2	2	3	3	2	9	11	10
12	M. Hamdani	2	1	2	1	2	2	1	2	2	1	9	7	8
13	Putra Panduwinata	3	2	3	2	3	2	2	2	4	3	15	11	13
14	Rahmad Irhas Sahbina	2	1	2	1	3	1	1	2	3	2	11	7	9
15	Rahmah	4	3	4	3	3	3	3	2	4	3	18	14	16
16	Rahmatul Jannah	2	2	1	2	3	2	3	2	2	3	10	11	11
17	sherly wulandari	1	2	1	2	2	2	2	2	2	2	8	10	9
18	Sahrul Ikhsan	2	1	2	3	3	2	1	2	2	2	10	10	10
19	Susi Nuraini	1	2	2	3	2	2	1	2	2	3	8	12	10
20	Wahyu Rahmadani	2	2	3	4	2	4	2	2	3	2	12	14	13

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**The Score Distribution Term Five Aspect of Speaking Skill  
From Rater 1 and rater 2 on Posttest of Control Class**

No	Students	Pronunciation		Grammar		Vocabulary		Fluency		Comprehension		Total Score		Last Score R1 + R2 : 2
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	A. Bayu Handika Pratama	2	2	2	3	3	3	2	2	3	4	12	14	13
2	Aditya Muntazir	2	3	2	3	3	2	2	2	2	3	11	13	12
3	Ahmad Maulana	3	2	3	2	4	3	2	2	3	4	16	13	14,5
4	Asharu Azhar	2	3	3	2	3	2	2	2	3	3	13	12	13
5	Aziza	3	2	3	2	2	4	2	3	3	3	13	14	13
6	Bella Rahmadani	3	2	3	2	3	2	2	2	3	4	14	12	13
7	Citra Aulia Sari	3	2	2	3	3	3	2	2	3	3	13	13	13
8	Dara Puspita	4	3	3	3	3	4	2	3	4	3	16	17	16,5
9	Fitri Anita Sari	2	3	3	2	2	3	2	3	3	3	12	14	13
10	Halimatus Sa'diyah	3	4	2	4	4	4	3	4	4	3	17	19	18
11	Khairani Nur	2	3	2	3	2	2	2	3	3	2	11	13	12
12	M. Hamdani	2	3	2	2	2	2	2	2	2	3	10	12	11
13	Putra Panduwinata	3	2	3	2	3	4	2	2	4	3	15	13	14
14	Rahmad Irhas Sahbina	2	3	2	2	3	4	2	2	3	3	12	14	13
15	Rahmah	4	3	4	3	3	3	3	2	4	3	18	14	16
16	Rahmatul Jannah	2	2	2	2	3	2	3	2	3	3	13	11	12
17	sherly wulandari	3	2	3	2	2	2	2	2	2	2	12	10	11
18	Sahrul Ikhsan	2	3	2	3	3	2	2	2	2	3	11	13	12
19	Susi Nuraini	3	2	2	2	2	3	2	2	4	3	13	13	13
20	Wahyu Rahmadani	3	2	3	4	2	4	2	2	3	3	13	15	14

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## APPENDIX 3

### INSTRUMENT OF THE RESEARCH

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### Instrument for Pre-Test and Post-Test

The material of teaching learning	: Congratulation, Wish, and Hope Expression
Grade	: IX
School	: Islamic Junior High School Far'ussadah Arabiyah Senerang, Tanjung jabung barat.
Item test	: Oral Test
Scenario	: In this test, students make the group in pairs. Each pairs have to make a short conversation based on the situation that been provided (there are four situation). The situations have been written in the pieces of paper which are rolled and put in a bottle. Then, each pairs choose one situation randomly. After that, the researcher give ten minutes to prepare the conversation. Then, each pairs play a role based on the conversation orally.

The situations are:

1. Lina has just got the result of her math test. She is waiting for the result of her English test. Dayu congratulates her on the result of her math test and hopes that she gets an A for the English test, too

Lina :

Dayu : Congratulating



2. Dayu is going to participate in a bike race to celebrate the independence day. Siti shows her hope that dayu will get a prize.  
Dayu:  
Siti: hopes
3. Lina tells udin that she will get a scholarsip from the government to finish her school. Udin congratulates her and wishes her for the bet with her studies.  
Lina:  
Udin: Wish
4. Beni tells Udin that he will get a scholarship from the governmet to finish him school. Udin congratulates him and wishes him for the best with him studies  
Beni :  
Udin :

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**Correlations**

		R1	R1	R1	R1	R1	Total_Jumlah
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	Sig. (2-tailed)		.125	.211	.026	.080	.000
	N	20	20	20	20	20	20
1	Pearson Correlation	.355	1	-.041	.390	.521*	.649**
	Sig. (2-tailed)	.125		.865	.089	.019	.002
	N	20	20	20	20	20	20
1	Pearson Correlation	.292	-.041	1	.280	.135	.478*
	Sig. (2-tailed)	.211	.865		.232	.571	.033
	N	20	20	20	20	20	20
1	Pearson Correlation	.497*	.390	.280	1	.390	.791**
	Sig. (2-tailed)	.026	.089	.232		.089	.000
	N	20	20	20	20	20	20
1	Pearson Correlation	.400	.521*	.135	.390	1	.678**
	Sig. (2-tailed)	.080	.019	.571	.089		.001
	N	20	20	20	20	20	20
Total_Jumlah	Pearson Correlation	.749**	.649**	.478*	.791**	.678**	1
	Sig. (2-tailed)	.000	.002	.033	.000	.001	
	N	20	20	20	20	20	20

Correlation is significant at the 0.05 level (2-tailed).

\*. Correlation is significant at the 0.01 level (2-tailed).

Reliability Statistics	
Cronbach's Alpha	N of Items
.703	5

### Correlations

		R2	R2	R2	R2	R2	Total_Jumlah
R2	Pearson Correlation	1	.305	.673**	.616**	.361	.794**
	Sig. (2-tailed)		.191	.001	.004	.117	.000
	N	20	20	20	20	20	20
R2	Pearson Correlation	.305	1	.388	.181	.417	.575**
	Sig. (2-tailed)	.191		.091	.445	.067	.008
	N	20	20	20	20	20	20
R2	Pearson Correlation	.673**	.388	1	.610**	.286	.752**
	Sig. (2-tailed)	.001	.091		.004	.221	.000
	N	20	20	20	20	20	20
R2	Pearson Correlation	.616**	.181	.610**	1	.193	.722**
	Sig. (2-tailed)	.004	.445	.004		.416	.000
	N	20	20	20	20	20	20
R2	Pearson Correlation	.361	.417	.286	.193	1	.653**
	Sig. (2-tailed)	.117	.067	.221	.416		.002
	N	20	20	20	20	20	20
Total_Jumlah	Pearson Correlation	.794**	.575**	.752**	.722**	.653**	1
	Sig. (2-tailed)	.000	.003	.000	.000	.002	
	N	20	20	20	20	20	20

. Correlation is significant at the 0.01 level (2-tailed).

Reliability Statistics	
Cronbach's Alpha	N of Items
.777	5

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## APPENDIX 4

### SYLLABUS

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## SILABUS

**Mata Pelajaran : Bahasa Inggris**

**Kelas : IX (sembilan)**

**Kompetensi Inti :**

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

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

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

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan

membuat) dan ranah abstrak (menulis, membaca, menghtersebutng, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR	MATERI POKOK	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang <b>melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan</b>	<ul style="list-style-type: none"> <li>o Fungsi sosial</li> <li>Menjaga hubungan interpersonal dengan guru dan teman</li> <li>- <b>Expressing hope:</b> To show a feeling, opinion or fact about hopes</li> <li>- <b>Expressing wishes</b> To show a feeling, opinion or fact about wishes</li> </ul>	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>▪ Peserta didik disajikan dialog tentang tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi</li> <li>▪ Peserta didik disajikan teks pendek tentang tindakan menyatakan harapan, doa, dan</li> </ul>	<p>Pengetahuan:</p> <ul style="list-style-type: none"> <li>- Tertulis membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan Membuat rencana, menunjukkan kesungguhan, mengarahkan</li> <li>- Portofolio (tulis)</li> <li>- Projek (tulis) :bisadilakukanindividumaup unkelompok</li> <li>- Lisan : Tanya jawab</li> </ul>	4 JP	<p>Wachidah, Siti,dkk. 2016. <i>Bahasa Inggris: When English Rings a Bell</i> kelas IX. Jakarta: Kementrian Pendidikan dan Kebudayaan. <a href="https://m.youtube.com/watch?v=xka3Sbt7O3Y">https://m.youtube.com/watch?v=xka3Sbt7O3Y</a>  <a href="https://m.youtube.com/watch?v=XVZLQbk2ipc">https://m.youtube.com/watch?v=XVZLQbk2ipc</a></p>

<p><b>prestasi, serta menanggapi, sesuai dengan konteks penggunaannya</b></p> <p>41 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan <b>tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan</b></p>	<p><b>- Congratulating others:</b></p> <p>To praise someone and say that you approve of or are pleased about a special or unusual achievement</p> <p>o Struktur teks</p> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>- <b>A:</b> The winner of the story-telling competition in this class is Lina.</li> </ul> <p>Congratulation</p>	<p>ucapan selamat atas suatu kebahagiaan dan prestasi</p> <ul style="list-style-type: none"> <li>▪ Peserta didik disajikan dialog rumpang tentang tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi</li> <li>▪ Peserta didik disajikan daftar ungkapan tentang tindakan menyatakan harapan, doa, dan ucapan selamat atas</li> </ul>	<p>Keterampilan:</p> <ul style="list-style-type: none"> <li>- Unjuk kerja</li> </ul> <p>Simulasi dan/atau bermain peran (<i>role play</i>) untuk Membuat rencana, menunjukkan kesungguhan, mengarahkan(lisan).</p> <ul style="list-style-type: none"> <li>- Portofolio (tulis)</li> <li>- Projek (tulis) : bisadilakukanindividumaupunkelompok</li> </ul> <p>SPOKEN</p> <p>Peserta didik mampu menerapkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi dan menanggapi sesuai dengan stersebutasi yang</p>		<p><a href="https://m.youtube.com/watch?v=bk0uhMGCu84">https://m.youtube.com/watch?v=bk0uhMGCu84</a></p>
--	--	--	---	--	--

**prestasi, dan menanggapiya,** dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks

<p>Lina! <b>B:</b> Congratulation Lina! <b>C:</b> Thankyou ma'am, thankyou everyone. - <b>Ben:</b> Lina I am happy for you. Congratulations. I hope you will win the first prize in the school's competition. <b>Lina:</b> Thank you, wish me luck. <b>Ben:</b> Of course, good luck. <b>Lina:</b> Thanks.</p>	<p>suatu kebahagiaan dan prestasi</p> <ul style="list-style-type: none"> <li>▪ Peserta didik disajikan berbagai gambar aktivitas tertentu</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>▪ Peserta didik mempertanyakan hal – hal atau informasi yang belum diketahui tentang tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan</li> </ul>	<p>diberikan secara lisan.</p> <p>Jenis penilaian Tes tertulis Contoh soal: Multiple choice</p> <p>1. Read the text below!</p> <p>Fitra has just finished drawing a picture of Tinta, his best friend.</p> <p>He will present it to her on her birthday. Dara praises the picture and she's sure that Tinta will like it.</p> <p>Dara : "Fitra, that's a beautiful picture. I'm sure Tinta will like it."</p>		
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<p>o Unsur kebahasaan</p> <ul style="list-style-type: none"> <li>- Ungkapan a.l. <i>Congratuloations, I hope so, I wish you luck; dll.</i></li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>- Congratulation</li> <li>- I congratulate you on your achievement</li> <li>- Congratultion on your achievement.</li> <li>- Good job</li> <li>- Well done, congratulation for you.</li> <li>- I hope so</li> <li>- I wish you luck</li> <li>- I wish you a happy</li> </ul>	<p>dan prestasi</p> <ul style="list-style-type: none"> <li>▪ <b>Experimenting</b></li> <li>▪ Peserta didik menyimak, menirukan, dan memperagakan beberapa contoh percakapan yang sudah disediakan</li> <li>▪ Peserta didik menyimak dan menirukan daftar ungkapan yang digunakan dalam tindakan menyatakan harapan, doa, dan</li> </ul>	<p>Fitra : “.....”</p> <ul style="list-style-type: none"> <li>a. Wish me luck</li> <li>b. Good luck</li> <li>c. Happy birthday</li> <li>d. Thanks. I hope so</li> </ul> <p>2. The following are the expression of hope, except ....</p> <ul style="list-style-type: none"> <li>A. I hope your father will be okay soon</li> <li>B. I have to go to airport</li> <li>C. Let’s hope we will pass the National Examination</li> <li>D. I hope you will success</li> </ul>			
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<p>birthday</p> <ul style="list-style-type: none"> <li>- I hope you can ...</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><b>Ucapan:</b></p> <p>Hope /həʊp/</p> <p>Congratulation /kənˌgræt.jʊˈleɪ.ʃən/</p> <p>Wish /wɪʃ/</p> <p><b>Tekanan:</b></p> <p>Hope: ‘Hope</p> <p>Congratulation: Congratu’lation</p>	<p>ucapan selamat atas suatu kebahagiaan dan prestasi</p> <ul style="list-style-type: none"> <li>▪ Peserta didik membaca teks pendek tentang tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi</li> <li>▪ Peserta didik menentukan ungkapan yang sesuai dengan gambar</li> </ul> <p><b>Assosiating</b></p>	<p>You hear that your classmate, Andi, got an accident and his arm was injured when he rode his bicycle yesterday.</p> <p>What would you say to express your hope about Andi’s condition?</p> <ul style="list-style-type: none"> <li>a. I hope he will gets soon</li> <li>b. He should not ride bicycle carelessly</li> <li>c. Good job!</li> <li>d. I have to visit him in the hospital</li> </ul> <p>Alya “ Do you know where is Gibril?”</p>			
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Hak Cipta Dilindungi Undang-Undang:  
 1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber atau mengutipnya hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penerjemahan, atau untuk keperluan khusus lainnya.  
 2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha

<p>Wish: ‘Wish Intonasi <u>Congratulation</u> <u>I wish you a happy birthday.</u></p> <p>o Topik Prestasi dan kebahagiaan yang dapat menumbuhkan perilaku yang termuat di KI All of kind of students’ achievement in school or environment</p>	<ul style="list-style-type: none"> <li>▪ Peserta didik mengidentifikasi ungkapan – ungkapan yang ada pada dialog yang sudah disediakan</li> <li>▪ Peserta didik melengkapi dialog yang rumpang dengan berbagai ungkapan</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>▪ Peserta didik berdiskusi tentang ungkapan yang sesuai dengan gambar yang sudah</li> </ul>	<p>Nisa :”I heard he went to Semarang. His uncle held a wedding party.</p> <p>Alya :”... He has promised to company me watching movie tomorrow.”</p> <ul style="list-style-type: none"> <li>a. Thank you</li> <li>b. Congratulation</li> <li>c. I agree with you</li> <li>d. I hope he will go home soon</li> </ul> <p>Matching</p> <ul style="list-style-type: none"> <li>1. Dewa: I have had a terrible cold all week Soni: oh I am sorry to hear that. _____ Dewa: thanks Soni.</li> <li>2. Tika: hi, Jojo. Take a look at</li> </ul>		
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	<p>disediakan</p> <ul style="list-style-type: none"> <li>▪ Peserta didik bertanya jawab dengan temannya membandingkan jawaban masing – masing</li> <li>▪ Peserta didik mencari persamaan dan perbedaan ungkapan yang digunakan</li> <li>▪ Peserta didik diberi penjelasan tentang ungkapan yang sesuai dengan gambar</li> </ul>	<p>this! What do you think about my new dress?                  Jojo: waw. What a nice dress. _____                  Tika: thank you very much.                  Jojo: you are welcome.</p> <p>I hope you feel better soon.</p> <p>Congratulations!</p> <p>You look so beautiful</p> <p>Let’s hope for the best.</p>		
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	<p><b>Creating</b></p> <ul style="list-style-type: none"> <li>▪ Peserta didik menyusun teks pendek tentang harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi</li> <li>▪ Peserta didik menjawab pertanyaan dari dialog</li> <li>▪ Peserta didik menuliskan permasalahan dalam mempelajari materi ini dalam jurnal belajar.</li> </ul>			
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Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber as
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, p
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suttha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suttha

## APPENDIX 5

### LASSON PLAN

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber as  
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, p
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP) ( Experimental Class)

Sekolah	: MTs Far'ussaadah arabiyah Senyerang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/Ganjil
Materi Pokok	: Congratulation, Wish and Hope Expression
Alokasi Waktu	: 2x45 menit

### A. Kompetensi Inti

- **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 faktual, konseptual, prosedural, 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 ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.
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## B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonallisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Menirukan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</li> <li>• Mengidentifikasi ungkapan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi dari teks yang dibaca</li> <li>• Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>• Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa.</li> </ul>
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, dan menanggapi, dengan memperhatikan fungsi sosial,	<ul style="list-style-type: none"> <li>• Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, dan menanggapi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</li> </ul>



struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	
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### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menirukan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar
- Mengidentifikasi ungkapan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi dari teks yang dibaca
- Menanyakan hal-hal yang tidak diketahui atau yang berbeda.
- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa.
- Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, dan menanggapiinya, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks

### D. Materi Pembelajaran

- Fungsi sosial  
Menjaga hubungan interpersonal dengan guru dan teman
- Struktur teks  
- Memulai



- Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
  - Ungkapan a.l. *Congratuloations, I hope so, I wish you luck*; dll.
  - Ucapan, tekanan kata, intonasi ketika mempresentasikan secara lisan
- Topik
 

Berbagai kegiatan, acara, dan hari penting siswa dan guru, dengan memberikan keteladanan tentang prilaku santun, peduli, cinta damai, dan kerja sama.

#### E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Teknik Pembelajaran: Inside Outside Circle (IOC)
- 3) Metode : Tanya jawab, wawancara, diskusi dan penugasan

#### F. Media Pembelajaran

1. **Media**
  - Worksheet atau lembar kerja (siswa)
  - Lembar penilaian
2. **Alat/Bahan**
  - Spidol
  - Whiteboard
  - Potongan Kertas Kecil

#### G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings The Bell*, Kelas IX,

Kemendikbud, Revisi Tahun 2016

- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

#### H. Proses Pembelajaran Meeting 1

Aktivitas	Deskripsi Aktivitas	Waktu
Opening Season	<p><b>Guru :</b></p> <p><b>Oreantasi :</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YMH dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan</li> </ul>	10 Menit

	<p>dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya</p> <ul style="list-style-type: none"> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.</li> <li>• Apabila materi/tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :</li> </ul> <p><i>Ungkapan-ungkapan yang relevan dengan ucapan selamat dan responnya atas suatu kebahagiaan dan prestasi</i></p> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</li> <li>• Pembagian kelompok belajar</li> </ul>	
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	<ul style="list-style-type: none"> <li>Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul>	
Main Activity	<ul style="list-style-type: none"> <li>Guru mengenalkan topik baru tentang Congratulation and Respon Expression</li> <li>Guru meminta siswa menganalisis teks yang berisi short conversation tentang Congratulation and Respon Expression</li> <li>Guru menanyakan siswa “pernahkan melihat orang yang sedang mendapatkan kebahagiaan atau prestasi?”</li> <li>“Apa yang dilakukan jika melihat orang yang sedang mendapatkan kebahagiaan atau prestasi?”</li> <li>Guru memancing sejauh mana pengetahuan peserta didik saat peserta didik menemukan jawaban dari pertanyaan</li> <li>Guru menjelaskan materi dan memberikan contoh tentang Congratulation and respon</li> <li>Guru meminta siswa menirukan ungkapan yang ada di buku tentang Congratulation Expression dengan bimbingan guru.</li> </ul>	70 Menit



	<ul style="list-style-type: none"> <li>• Guru meminta siswa bertanya bagi yang belum paham tentang materi yang telah dijelaskan</li> <li>• Guru meminta siswa membentuk kelompok berpasangan</li> <li>• Guru memberikan satu kartu untuk satu kelompok yang berisi tentang <i>situation</i> yang berkaitan dengan Congratulation expression</li> <li>• Guru meminta setiap pasangan untuk membuat short conversation berdasarkan <i>situation</i> yang tertulis di kartu</li> <li>• Guru meminta siswa mempraktekkan <i>short conversation</i> yang mereka buat secara berpasangan.</li> <li>• Siswa mempraktekkan secara bergiliran di depan kelas.</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>• Guru bertanya kembali kepada siswa hal apa yang belum mereka pahami tentang materi pelajaran</li> <li>• Guru membuat kesimpulan materi bersama-sama dengan para siswa</li> <li>• Guru mengajukan pertanyaan kepada siswa</li> </ul>	10 Menit



	<p>untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan</p> <ul style="list-style-type: none"> <li>• Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini dirumah</li> <li>• Guru menjelaskan rencana kegiatan pembelajaran yang akandatang</li> <li>• Guru meninggalkan siswa dengan menggunakan <i>Leave-Taking / Salam Penutup</i></li> </ul>	
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Meeting 2

Aktivitas	Deskripsi Aktivitas	Waktu
Opening Season	<p><b>Guru :</b> <b>Oreantasi :</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap <b>disiplin</b></li> </ul>	<b>10 Menit</b>



	<ul style="list-style-type: none"> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya</li> <li>• Mengingat kembali materi prasyarat dengan bertanya.</li> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.</li> <li>• Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta</li> <li>• didik diharapkan dapat</li> </ul>	
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	<p>menjelaskan tentang materi :  <i>Ungkapan-ungkapan yang relevan dengan ucapan selamat atas suatu kebahagiaan dan prestasi</i></p> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> <li>• Guru menjelaskan tujuan dan metode pembelajaran dengan menggunakan <i>Inside-Outside Circle Method</i> atau kompetensi dasar yang akan dicapai</li> <li>• Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP</li> </ul>	
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<p>Main activity</p>	<ul style="list-style-type: none"> <li>• Guru menjelaskan peraturan (Rules) dalam metode <i>Inside- Outside Circle</i></li> <li>• Guru meminta siswa membentuk kelompok secara berpasangan</li> <li>• Guru meminta setiap siswa dari tiap pasangan untuk membuat lingkaran kecil (inside cicle), lalu siswa lain dari setiap pasangan mementuk lingkaran yang lebih besar (outside circle) dalam keadaan masing-masing pasangan tadiharus bertemu dan berhadapan</li> <li>• Guru membagikan <i>situation</i> yang tertulis disetiap kartu. Setiap pasangan menerima satu kartu. (ada 5 situation yangberbeda pada semua kartu)</li> <li>• Guru memberikan waktu 5 menit dan meminta siswa membuat short conversation berdasarkan <i>situation</i> tersebut</li> <li>• Guru meminta siswa yang berada di inside circle untuk mengungkapkan rasa bahagia atas kemenangan yang</li> </ul>	<p>70 Menit</p>
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<p>diraih, lalu siswa yang di outside merespon.</p> <ul style="list-style-type: none"> <li>• Masing-masing pasangan mempraktekkan <i>speaking</i> nyapada saat melakukan <i>short conversation</i></li> <li>• Siswa melakukan <i>short conversation</i> secara bersamaan</li> <li>• Siswa bergantian peran. Outside siswa mengungkapkan rasa bahagia atas prestasi yang diraih, lalu inside siswa merespon</li> <li>• Siswa yang berada di inside circle berputar searah jarum jam dan berhadapan dengan partner disebelahnya</li> <li>• Siswa menukar kartu dengan pasangan lain.</li> <li>• Siswa tidak boleh mendapat <i>situation</i> yang sama sepertisebelumnya, jika kebetulan mendapat <i>situation</i> yang sama, maka siswa tersebut harus menukar ke pasangan lain.</li> <li>• siswa diberi waktu 5 menit lagi untuk menyiapkan <i>short</i></li> </ul>	
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	<p><i>conversation</i> berdasarkan situation pada kartu yang telah ditukar</p> <ul style="list-style-type: none"> <li>• Siswa mempraktekkan <i>short conversation</i> dengan partner baru dan dengan rules yang sama seperti sebelumnya</li> <li>• Siswa melakukan pertukaran pasangan dan kartu sampaiselesai.</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>• Guru bertanya kembali kepada siswa hal apa yang belum mereka pahami tentang materi pelajaran</li> <li>• Guru membuat kesimpulan materi bersama-sama dengan para siswa</li> <li>• Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan</li> <li>• Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah</li> <li>• Guru menjelaskan rencana kegiatan pembelajaran yang akandatang</li> <li>• Guru meninggalkan siswa dengan menggunakan <i>Leave-Taking / Salam</i></li> </ul>	10 Menit



	<i>Penutup</i>	
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Meeting 3

Aktivitas	Deskripsi Aktivitas	Waktu
Opening Season	<p><b>Guru :</b></p> <p><b>Oreantasi :</b></p> <ul style="list-style-type: none"> <li>Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran</li> <li>Memeriksa kehadiran peserta didik sebagai sikap <b>disiplin</b></li> <li>Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya</li> <li>Mengingat kembali materi</li> </ul>	<b>10 Menit</b>



	<p>prasyarat dengan bertanya.</p> <ul style="list-style-type: none"> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.</li> <li>• Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>Ungkapan-ungkapan yang relevan dengan harapan dan doa atas suatu kebahagiaan dan prestasi</i></li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar,</li> </ul>	
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	<p>indikator, dan KKM pada pertemuan yang berlangsung</p> <ul style="list-style-type: none"> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> <li>• Guru menjelaskan tujuan dari pembelajaran pada pertemuan ini.</li> </ul>	
Main activity	<ul style="list-style-type: none"> <li>• Siswa melakukan pengamatan pada dialog tentang Wish and Hope Expression</li> <li>• Siswa mengikuti interaksi tentang mengungkapkan penyampaian tentang Congratulation, Wish and Hope Expression</li> <li>• Siswa mengidentifikasi mengungkapkan penyampaian tentang Wish and Hope Expression</li> <li>• Dengan bimbingan guru siswa mengajukan pertanyaan yang terkait</li> </ul>	70 Menit



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	<p>dengan ungkapan yang digunakan dalam mengungkapkan tentang Wish and Hope Expression</p> <ul style="list-style-type: none"> <li>• Siswa diberi satu contoh <i>situation</i> oleh guru.</li> <li>• Siswa mencoba menyampaikan Harapan dan doa, dan siswa lain merespon dengan ungkapan yang tepat berdasarkan <i>situation</i> yang telah diberikan oleh guru.</li> <li>• Guru meminta siswa membentuk kelompok secara berpasangan.</li> <li>• Guru meminta setiap siswa dari tiap pasangan untuk membuat lingkaran kecil (inside circle), lalu siswa lain dari setiap pasangan membentuk lingkaran yang lebih besar (outside circle) dalam keadaan masing-masing pasangan tadi harus bertemu dan berhadapan.</li> <li>• Guru membagikan <i>situation</i> yang tertulis di setiap kartu. Setiap</li> </ul>	
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	<p>pasangan menerima satu kartu. (ada 6 situation yang berbeda pada semua kartu)</p> <ul style="list-style-type: none"> <li>• Guru memberikan waktu 5 menit dan meminta siswa membuat short conversation berdasarkan <i>situation</i> yang didapat.</li> <li>• Guru meminta siswa yang berada di inside circle untuk menyampaikan harapan dan doa, lalu siswa yang di outside merespon.</li> <li>• Masing-masing pasangan mempraktekkan <i>speaking</i> nya pada saat melakukan <i>short conversation</i>.</li> <li>• Siswa melakukan short <i>conversation</i> secara bersamaan..</li> <li>• Siswa bergantian peran. Outside siswa menyampaikan harapan dan doa, lalu inside siswa merespon.</li> <li>• Siswa yang berada di inside circle berputar searah jarum jam dan berhadapan dengan partner</li> </ul>	
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	<p>disebelahnya.</p> <ul style="list-style-type: none"> <li>• Siswa menukar kartu dengan pasangan lain.</li> <li>• Siswa tidak boleh mendapat <i>situation</i> yang sama seperti sebelumnya, jika kebetulan mendapat <i>situation</i> yang sama, maka siswa tersebut harus menukar ke pasangan lain.</li> <li>• siswa diberi waktu 5 menit lagi untuk menyiapkan <i>short</i></li> <li>• <i>conversation</i> berdasarkan situation pada kartu yang telah ditukar.</li> <li>• Siswa mempraktekkan <i>short conversation</i> dengan partner baru dan dengan rules yang sama seperti sebelumnya.</li> <li>• Siswa melakukan pertukaran pasangan dan kartu sampai selesai.</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>• Guru bertanya kembali kepada siswa hal apa yang belum mereka pahami tentang materi pelajaran</li> <li>• Guru membuat kesimpulan materi bersama-sama dengan para siswa</li> </ul>	10 Menit



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	<ul style="list-style-type: none"> <li>• Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan</li> <li>• Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah</li> <li>• Guru menjelaskan rencana kegiatan pembelajaran yang akandatang</li> <li>• Guru meninggalkan siswa dengan menggunakan <i>Leave-Taking / Salam Penutup</i></li> </ul>	
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Meeting 4

Aktivitas	Deskripsi Aktivitas	Waktu
Opening Season	<p><b>Guru :</b></p> <p><b>Oreantasi :</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik</li> </ul>	<b>10 Menit</b>

	<p>sebagai sikap <b>disiplin</b></p> <ul style="list-style-type: none"> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya</li> <li>• Mengingat kembali materi prasyarat dengan bertanya.</li> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.</li> <li>• Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta</li> </ul>	
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	<ul style="list-style-type: none"> <li>• didik diharapkan dapat menjelaskan tentang materi : <i>Ungkapan-ungkapan yang relevan dengan harapan dan doa atas suatu kebahagiaan dan prestasi</i></li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> <li>• Guru menjelaskan tujuan dari pembelajaran pada pertemuan ini.</li> </ul>	
Main activity	<ul style="list-style-type: none"> <li>• Siswa melakukan pengamatan pada dialog tentang Congratulation, Wish and Hope Expression</li> <li>• Siswa mengikuti interaksi</li> </ul>	70 Menit



	<p>tentang mengungkapkan penyampaian tentang Congratulation, Wish and Hope Expression</p> <ul style="list-style-type: none"> <li>• Siswa mengidentifikasi mengungkapkan penyampaian tentang Congratulation, Wish and Hope Expression</li> <li>• Dengan bimbingan guru siswa mengajukan pertanyaan yangterkait dengan ungkapan yang digunakan dalam mengungkapkan tentang Congratulation, Wish and Hope Expression</li> <li>• Siswa diberi satu contoh <i>situation</i> oleh guru.</li> <li>• Siswa mencoba menyampaikan berita mengejutkan dan siswalain merespon dengan ungkapan yang tepat berdasarkan <i>situation</i> yang telah diberikan oleh guru.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Guru meminta siswa membentuk kelompok secaraberpasangan.</li> <li>• Guru meminta setiap siswa dari tiap pasangan untuk membuat lingkaran kecil (inside cicle), lalu siswa lain dari setiap pasangan mementuk lingkaran yang lebih besar (outside circle)dalam keadaan masing-masing pasangan tadi harus bertemu dan berhadapan.</li> <li>• Guru membagikan <i>situation</i> yang tertulis disetiap kartu. Setiap pasangan menerima satu kartu. (ada 5 situation yang berbeda pada semua kartu)</li> <li>• Guru memberikan waktu 5 menit dan meminta siswa membuatshort conversation berdasarkan <i>situation</i> yang didapat.</li> <li>• Guru meminta siswa yang berada di inside circle untuk membawa berita yang surprise, lalu siswa yang di outside</li> </ul>	
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<p>merespon.</p> <ul style="list-style-type: none"> <li>• Masing-masing pasangan mempraktekkan <i>speaking</i> nya pada saat melakukan <i>short conversation</i>.</li> <li>• Siswa melakukan <i>short conversation</i> secara bersamaan..</li> <li>• Siswa bergantian peran. Outside siswa membawa berita yang surprise, lalu inside siswa merespon.</li> <li>• Siswa yang berada di inside circle berputar searah jarum jam dan berhadapan dengan partner disebelahnya.</li> <li>• Siswa menukar kartu dengan pasangan lain.</li> <li>• Siswa tidak boleh mendapat <i>situation</i> yang sama seperti sebelumnya, jika kebetulan mendapat <i>situation</i> yang sama, maka siswa tersebut harus menukar ke pasangan lain.</li> <li>• siswa diberi waktu 5 menit lagi untuk</li> </ul>	
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	<p>menyiapkan <i>short</i></p> <ul style="list-style-type: none"> <li>• <i>conversation</i> berdasarkan situation pada kartu yang telah ditukar.</li> <li>• Siswa mempraktekkan <i>short conversation</i> dengan partner baru dan dengan rules yang sama seperti sebelumnya.</li> <li>• Siswa melakukan pertukaran pasangan dan kartu sampai selesai.</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>• Guru bertanya kembali kepada siswa hal apa yang belum mereka pahami tentang materi pelajaran</li> <li>• Guru membuat kesimpulan materi bersama-sama dengan para siswa</li> <li>• Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan</li> <li>• Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah</li> <li>• Guru menjelaskan rencana kegiatan pembelajaran yang akandatang</li> <li>• Guru meninggalkan siswa dengan</li> </ul>	10 Menit



	menggunakan <i>Leave-Taking / Salam Penutup</i>	
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**I. Penilaian Hasil Pembelajaran**

**1. Sikap**

- **Penilaian Observasi**

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrument penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1								
2								





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### **Keterangan :**

- BS : Bekerja Sama  
 JJ : Jujur  
 TJ : Tanggung Jawab  
 DS : Disiplin

### **Catatan:**

1. Aspek perilaku dinilai dengan kriteria:100 = Sangat Baik  
 75 = Baik  
 25 = Cukup  
 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =100 x 4 = 400 .
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 275: 4 =68.75.
4. Kode nilai / predikat :  
 75.01 – 100.00 = Sangat Baik (SB)  
 50.01 – 75.00 = Baik (B)

25.01– 50.00 = Cukup (C)

00.0 – 25.00 = Kurang (K)

## 2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria		Skor	Skor
				1-5	1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan	2	1

		Struktur teks yang digunakan tidak runtut	hampir tidak runtut	1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat		
		Pilihan tata bahasa tidak tepat			

### 3. Penilaian Keterampilan

Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor 1-5	
1	Pengucapan ( <i>Pronunciation</i> )	Hampir sempurna	5	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	
		Ada beberapa kesalahan dan mengganggu Makna	3	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna	1	
2	Intonasi ( <i>Intonation</i> )	Hampir sempurna	5	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	
		Ada beberapa kesalahan dan mengganggu Makna	3	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu	2



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		Terlalu banyak kesalahan dan mengganggu makna	makna	1
3	Kelancaran ( <i>Fluency</i> )	Sangat lancar		5
		Lancar		4
		Cukup lancar		3
		Kurang lancar	Sangat tidak lancar	2
		Tidak lancar		1
4	Ketepatan makna ( <i>Accuracy</i> )	Sangat tepat		5
		Tepat		4
		Cukup tepat		3
		Kurang tepat	Sangat tidak tepat	2
		Tidak tepat		1

#### 4. Rubric penilaian

Proficiency Description	Score	Weighting
Pronunciation	1 2 3 4 5	20%
Grammar	1 2 3 4 5	20%

Vocabulary	1 2 3 4 5	20%
Fluency	1 2 3 4 5	20%
Comprehension	1 2 3 4 5	20%

**5. Penilaian Tes Siswa**

$$\text{Skor} = \left( \frac{\text{skor yang didapatkan}}{\text{skor maksimal}} \times 100 \right) \times \text{weighting}$$

Jambi, 2022

Mengetahui

Jambi, 2022

Guru Bahasa Inggris

Peneliti







Siti Patonah

NIM,205180053

Karima Al-Izati, S. Pd

Kepala Madrasah



Deni saputra, S. Pd

NIP. 131215060044040003

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## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP

(Control Class)

Sekolah : MTs Far'ussaadah arabiyah Senyerang  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : IX/Ganjil  
 Materi Pokok : Congratulation, Wish and Hope Expression  
 Alokasi Waktu : 2x45 menit

### A. Kompetensi Inti

- **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 faktual, konseptual, prosedural, 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 ranah 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
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonallisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Menirukan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</li> <li>• Mengidentifikasi ungkapan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi dari teks yang dibaca</li> <li>• Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>• Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa.</li> </ul>
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, dan menanggapi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> <li>• Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, dan menanggapi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</li> </ul>

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menirukan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar
- Mengidentifikasi ungkapan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi dari teks yang dibaca
- Menanyakan hal-hal yang tidak diketahui atau yang berbeda.
- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa.
- Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, dan menanggapi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### D. Materi Pembelajaran

#### a. Fungsi sosial

Menjaga hubungan interpersonal dengan guru dan teman

#### a. Struktur teks

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

#### b. Unsur kebahasaan

- Ungkapan a.l. *Congratulations, I hope so, I wish you luck*; dll.
- Ucapan, tekanan kata, intonasi ketika mempresentasikan secara lisan

#### c. Topik

Berbagai kegiatan, acara, dan hari penting siswa dan guru, dengan memberikan keteladanan tentang perilaku santun, peduli, cinta damai, dan kerja sama.

## E. Metode Pembelajaran

1. Pendekatan : Saintifik
2. Model Pembelajaran : Teachers' Learning/strategy
3. Metode : Tanya jawab, wawancara, diskusi dan penugasan

## F. Media Pembelajaran

### ❖ Media

- Worksheet atau lembar kerja (siswa)
- Lembar penilaian

### ❖ Alat/Bahan

- Spidol
- Whiteboard
- Potongan Kertas Kecil/Kartu

## G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas IX, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

## H. Proses Pembelajaran

## Meeting 1

Aktivitas	Deskripsi Aktivitas	Waktu
Opening Season	<p><b>Guru :</b></p> <p><b>Oreantasi :</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap <b>disiplin</b></li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya</li> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan</li> </ul>	10 Menit

	<p>dipelajari dalam kehidupan sehari-hari.</p> <ul style="list-style-type: none"> <li>• Apabila materi tema/projek ini dikerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>Ungkapan-ungkapan yang relevan dengan harapan dan doa atas suatu kebahagiaan dan prestasi</i></li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</li> <li>• Pembagian kelompok belajar</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul>	
Main Activity	<ul style="list-style-type: none"> <li>• Guru mengenalkan topik baru tentang Congratulation, Wish and Hope Expression</li> <li>• Guru meminta siswa menganalisis teks yang berisi short conversation tentang Congratulation, Wish and Hope Expression</li> </ul>	70 Menit



<ul style="list-style-type: none"> <li>• Guru menanyakan siswa “pernahkan melihat orang yang sedang kesusahan?”</li> <li>• “Apa yang dilakukan jika melihat orang yang sedang kebingungan?”</li> <li>• Guru memancing sejauh mana pengetahuan peserta didik saat peserta didik menemukan jawaban dari pertanyaan</li> <li>• Guru menjelaskan materi dan memberikan contoh tentang Congratulation, Wish and Hope Expression</li> <li>• Guru meminta siswa menirukan ungkapan yang ada di Congratulation, Wish and Hope Expression dengan bimbingan guru.</li> <li>• Guru meminta siswa bertanya bagi yang belum paham tentang materi yang telah dijelaskan</li> <li>• Guru meminta siswa membentuk kelompok berpasangan</li> <li>• Guru memberikan satu kartu untuk satu kelompok yang berisi tentang <i>situation</i> yang berkaitan dengan Congratulation, Wish and Hope Expression</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Guru meminta setiap pasangan untuk membuat short conversation berdasarkan <i>situation</i> yang tertulis dikartu</li> <li>• Guru meminta siswa mempraktekkan <i>short conversation</i> yang mereka buat secara berpasangan.</li> <li>• Siswa mempraktekkan secara bergiliran didepan kelas.</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>• Guru bertanya kembali kepada siswa hal apa yang belum mereka pahami tentang materi pelajaran</li> <li>• Guru membuat kesimpulan materi bersama-sama dengan para siswa</li> <li>• Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan</li> <li>• Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini dirumah</li> <li>• Guru menjelaskan rencana kegiatan pembelajaran yang akandatang</li> <li>• Guru meninggalkan siswa dengan</li> </ul>	10 Menit



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	menggunakan <i>Leave-Taking / Salam Penutup</i>	
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## Meeting 2

Aktivitas	Deskripsi Aktivitas	Waktu
Opening Season	<p><b>Guru :</b></p> <p><b>Oreantasi :</b></p> <ul style="list-style-type: none"> <li>Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran</li> <li>Memeriksa kehadiran peserta didik sebagai sikap <b>disiplin</b></li> <li>Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya</li> <li>Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang</li> </ul>	10 Menit



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	<p>akan dilakukan</p> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.</li> <li>• Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>Ungkapan-ungkapan yang relevan dengan harapan dan doa atas suatu kebahagiaan dan prestasi</i></li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yangberlangsung</li> <li>• Pembagian kelompok belajar</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul>	
Main	<ul style="list-style-type: none"> <li>• Siswa melakukan pengamatan dikertas yang</li> </ul>	



Activity	<p>telah dibagikan yang berisi teks conversation.</p> <ul style="list-style-type: none"> <li>• Siswa menganalisis conversation tentang mengungkapkan penyampaian Congratulation, hope and wish expression.</li> <li>• Dengan bimbingan guru siswa mengajukan pertanyaan yang terkait dengan ungkapan yang digunakan dalam Congratulation, hope and wish expression.</li> <li>• Siswa memberikan ungkapan Congratulation, hope and wish expression.</li> <li>• Guru meminta siswa membentuk kelompok secara berpasangan.</li> <li>• Guru memberikan satu <i>situation</i> untuk masing-masing pasangan.</li> <li>• Setiap pasangan siswa membuat contoh singkat tentang memberikan ungkapan Congratulation, hope and wish expression dan responnya berdasarkan <i>situation</i> yang diberikan kepadanya.</li> <li>• Setiap pasangan siswa mempraktekkan hasil short conversationnya secara bergiliran di depan kelas.</li> </ul>	70 Menit
Closing	<ul style="list-style-type: none"> <li>• Guru bertanya kembali kepada siswa hal</li> </ul>	10 Menit



	<p>apa yang belum mereka pahami tentang materi pelajaran</p> <ul style="list-style-type: none"> <li>• Guru membuat kesimpulan materi bersama-sama dengan para siswa</li> <li>• Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan</li> <li>• Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini dirumah</li> <li>• Guru menjelaskan rencana kegiatan pembelajaran yang akandatang</li> <li>• Guru meninggalkan siswa dengan menggunakan <i>Leave-Taking / Salam Penutup</i></li> </ul>	
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**Meeting 3**

Aktivitas	Deskripsi Aktivitas	Waktu
Opening	<b>Guru :</b>	



<p>Season</p>	<p><b>Oreantasi :</b></p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap <b>disiplin</b></li> <li>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya</li> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.</li> <li>• Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini</li> </ul>	<p>10 Menit</p>
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	<p>dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :</p> <p><i>Ungkapan-ungkapan yang relevan dengan harapan dan doa atas suatu kebahagiaan dan prestasi</i></p> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</li> <li>• Pembagian kelompok belajar</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul>	
Main Activity	<ul style="list-style-type: none"> <li>• Siswa melakukan pengamatan pada dialog tentang Congratulation, hope and wish expression dan responnya.</li> <li>• Siswa mengikuti interaksi tentang mengungkapkan Congratulation, hope and wish expression</li> <li>• Siswa mengidentifikasi mengungkapkan Congratulation, hope and wish expression.</li> <li>• Dengan bimbingan guru siswa</li> </ul>	70 Menit



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	<p>mengajukan pertanyaan yang terkait dengan ungkapan Congratulation, hope and wish expression</p> <ul style="list-style-type: none"> <li>• Siswa diberi script berupa short conversation.</li> <li>• Guru meminta siswa membentuk kelompok secara berpasangan.</li> <li>• Guru meminta setiap pasangan untuk mempraktekkan short conversation tersebut dengan benar di depan kelas secara bergantian.</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>• Guru bertanya kembali kepada siswa hal apa yang belum mereka pahami tentang materi pelajaran</li> <li>• Guru membuat kesimpulan materi bersama-sama dengan para siswa</li> <li>• Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan</li> <li>• Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah</li> <li>• Guru menjelaskan rencana kegiatan pembelajaran yang akan datang</li> </ul>	10 Menit



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	<ul style="list-style-type: none"> <li>Guru meninggalkan siswa dengan menggunakan <i>Leave-Taking / Salam Penutup</i></li> </ul>	
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#### Meeting 4

Aktivitas	Deskripsi Aktivitas	Waktu
Opening Season	<p><b>Guru :</b></p> <p><b>Oreantasi :</b></p> <ul style="list-style-type: none"> <li>Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran</li> <li>Memeriksa kehadiran peserta didik sebagai sikap <b>disiplin</b></li> <li>Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya</li> <li>Mengajukan pertanyaan yang ada</li> </ul>	10 Menit



	<p>keterkaitannya dengan pelajaran yang akan dilakukan</p> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.</li> <li>• Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>Ungkapan-ungkapan yang relevan dengan harapan dan doa atas suatu kebahagiaan dan prestasi</i></li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yangberlangsung</li> <li>• Pembagian kelompok belajar</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul>	
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Main Activity	<ul style="list-style-type: none"> <li>• Siswa melakukan pengamatan pada dialog tentang ungkapan selamat, harapan dan doa serta responnya.</li> <li>• Siswa mengikuti interaksi tentang tentang ungkapan selamat, harapan dan doa serta responnya.</li> <li>• Dengan bimbingan guru siswa mengajukan pertanyaan yang terkait dengan ungkapan yang digunakan dalam tentang ungkapan selamat, harapan dan doa serta responnya..</li> <li>• Guru meminta siswa membentuk kelompok secara berpasangan.</li> <li>• Guru memberikan satu <i>situation</i> kepada setiap pasangan .</li> <li>• Guru meminta setiap pasangan untuk membuat short conversation berdasarkan <i>situation</i> yang telah diberikan oleh guru</li> <li>• Setiap pasangan siswa mempraktekkan short conversationnya secara bergiliran didepan kelas dan dengan pengucapan yang tepat.</li> </ul>	70 Menit
Closing	<ul style="list-style-type: none"> <li>• Guru bertanya kembali kepada siswa hal apa yang belum mereka pahami tentang materi pelajaran</li> <li>• Guru membuat kesimpulan materi bersama-sama dengan para siswa</li> <li>• Guru mengajukan pertanyaan kepada</li> </ul>	



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	<p>siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan</p> <ul style="list-style-type: none"> <li>• Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini dirumah</li> <li>• Guru menjelaskan rencana kegiatan pembelajaran yang akan datang</li> <li>• Guru meninggalkan siswa dengan menggunakan <i>Leave-Taking / Salam Penutup</i></li> </ul>	
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**I. Penilaian Hasil Pembelajaran**

**1, Sikap**

- **Penilaian Observasi**

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari baik terkait dalam proses pembelajaran maupun secara umum. pengamatan langsung dilakukan oleh guru. Berikut contoh instrument penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			



1								
2								

**Keterangan :**

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggung Jawab
- DS : Disiplin

**Catatan:**

- 5. Aspek perilaku dinilai dengan kriteria: 100 = Sangat Baik  
75 = Baik  
26 = Cukup  
26 = Kurang
- 6. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =  $100 \times 4 = 400$  .
- 7. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai =  $275 : 4 = 68.75$ .



8. Kode nilai / predikat :
- 75.01 – 100.00 = Sangat Baik (SB)
  - 50.01 – 75.00 = Baik (B)
  - 26.01– 50.00 = Cukup (C)
  - 00 – 25.00 = Kurang (K)

**2. Penilaian Pengetahuan**

*Tabel Penilaian Aspek Pengetahuan*

No	Aspek yang Dinilai	Kriteria		Skor	Skor
				1-5	1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut		5	4
		Struktur teks yang digunakan runtut		4	3



		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat		
		Pilihan tata bahasa tidak tepat			

### 3. Penilaian Keterampilan

Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor 1-5	
1	Pengucapan ( <i>Pronunciation</i> )	Hampir sempurna	5	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	
		Ada beberapa kesalahan dan mengganggu Makna	3	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna		1
2	Intonasi ( <i>Intonation</i> )	Hampir sempurna	5	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	
		Ada beberapa kesalahan dan mengganggu Makna	3	

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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suttha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suttha



		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna		1
3	Kelancaran ( <i>Fluency</i> )	Sangat lancar		5
		Lancar		4
		Cukup lancar		3
		Kurang lancar	Sangat tidak lancar	2
		Tidak lancar		1
4	Ketepatan makna ( <i>Accuracy</i> )	Sangat tepat		5
		Tepat		4
		Cukup tepat		3
		Kurang tepat	Sangat tidak tepat	2
		Tidak tepat		1

#### 4. Rubric penilaian

Proficiency Description	Score	Weighting
Pronunciation	1 2 3 4 5	20%



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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suttha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suttha

Grammar	1 2 3 4 5	20%
Vocabulary	1 2 3 4 5	20%
Fluency	1 2 3 4 5	20%
Comprehension	1 2 3 4 5	20%

5. Penilaian Tes Siswa

$$\text{Skor} = \left( \frac{\text{skor yang didapatkan}}{\text{skor maksimal}} \times 100 \right) \times \text{weighting}$$

Mengetahui

Guru Bahasa Inggris

Jambi,

Peneliti

2022



Siti Patonah

NIM,205180053

Karima Al-Izati, S. Pd

Kepala Madrasah



Deni saputra, S. Pd

NIP. 131215060044040003

## APPENDIX 6

### RELIABILITY OF THE TEST



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<b>KEMENTERIAN AGAMA INSTITUT AGAMA ISLAM NEGERI SULTHAN THAHA SAIFUDDIN J A M B I</b>		
<b>IJAZAH SARJANA (S1)</b> Fakultas Ilmu Tarbiyah dan Keguruan		
Menerangkan Kepada :		
Nama	: BUDI UTHOMO	
Tempat / Tgl. Lahir	: Senyerang, 26 Mei 1990	
NIM	: TE. 080 569	
Jurusan/ Tadris	: Pendidikan Bahasa Inggris	
<p>Telah memenuhi syarat-syarat yang diperlukan dan dinyatakan LULUS dalam menempuh ujian Sarjana (S.1) pada tanggal Lima Juni Tahun Dua Ribu Tiga Belas <b>MEMPERTAHANKAN SKRIPSI DENGAN JUDUL : " Teacher's Strategies In Teaching English At Al-Azhar Junior High School Grade VIII Jambi In Academic Year 2012 "</b></p> <p>dan kepadanya diberikan gelar : <b>SARJANA PENDIDIKAN (S.Pd)</b></p> <p>Sebagai tanda bukti kepadanya diberikan ijazah ini berikut segala hak dan sesuai dengan peraturan yang berlaku.</p>		
DEKAN		Jambi, 16 Juli 2013 REKTOR
<i>Prof. Dr. H. Fauzi M.O. Bafadhal, MA</i> NIP. 19501125 197803 1 001		<i>Dr. H. Hadri Hasan, MA</i> NIP. 19560305 198203 1 004
<small>CS: Ngabdulkayyid.com</small>		

No. In.08/R/PP.01.1/112/2013		Nomor: 111741
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<b>IJAZAH SARJANA (S.1)</b> Fakultas Tarbiyah		
Menerangkan Kepada :		
Nama	: MIZA RIANA	
Tempat / Tgl. Lahir	: Masra Ketalo, 9 Februari 1989	
NIM	: TE. 070 236	
Jurusan/ Tadris	: Pendidikan Bahasa Inggris	
<p>Telah memenuhi syarat-syarat yang diperlukan dan dinyatakan LULUS dalam menempuh ujian Sarjana (S.1) pada tanggal Sembilan Belas Desember Tahun Dua Ribu Sembelas <b>MEMPERTAHANKAN SKRIPSI DENGAN JUDUL : "The Effect of Using Student Team Achievement Division (STAD) to The Students' English Learning Result at Eighth of The Slato Junior High School 1 Muara Jambi "</b> dan kepadanya diberikan gelar <b>SARJANA PENDIDIKAN (S Pd)</b></p> <p>Sebagai tanda bukti kepadanya diberikan ijazah ini berikut segala hak dan sesuai dengan peraturan yang berlaku.</p>		
DEKAN		Jambi, 03 Desember 2013
<i>Prof. Dr. H. Fauzi M.O. Bafadhal, MA</i> NIP. 19501125 197803 1 001		<i>Dr. H. Hadri Hasan, MA</i> NIP. 19560305 198203 1 004

### APPENDIX 7 DICUMENTATIONS



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<b>In.08-PP-05-01</b>	<b>In.08-FM-PP-05-02</b>		<b>R-0</b>	<b>-</b>	

Name :Siti Patonah  
 Student ID :205180053  
 Advisor I :Dr. Muhamad Taridi, M. Pd  
 Title :The Effect of IOC (Inside Outside Circle) Method on Students' Speaking Skill at Islamic Junior High School Far'ussa'adah Arabiyah Senyerang, Tanjung Jabung Barat  
 Major :English Education Study Program

No	Date	Material Conclutation	Signature
1	February 20, 2022	Submission Proposal	
2	February 25, 2022	ACC to Seminar	
3	March 31, 2022	Conducted Proposal Seminar	
4	June 15, 2022	ACC to Riset	
5	August 15, 2022	Revise Chapter III, IV and V	
6		ACC	

Jambi, 02 Juni 2023

Advisor 1



**Dr. Muhamad Taridi, M. Pd**  
 NIP. 196401062014121002

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Kode Dokumen	Kode Formulir	Berlaku tgl	No. Resi	Tgl.Revisi	Halaman
In.08-PP-05-01	In.08-FM-PP-05-02		R-0	-	

Name :Siti Patonah  
 Student ID :205180053  
 Advisor II :Desti Anggraini, M. Pd  
 Title :The Effect of IOC (Inside Outside Circle) Method on Students' Speaking Skill at Islamic Junior High School Far'ussa'adah Arabiyah Senyerang, Tanjung Jabung Barat  
 Major :English Education Study Program

No	Date	Material Conultation	Signature
1	December 25, 2021	Submission Proposal	
2	January 05, 2022	Revise chapter I and II	
3	January 20, 2022	Revise I and III	
4	February 19, 2022	ACC to Seminar Proposal	
5	March 31, 2022	Conducted Proposal Seminar	
6	June 03, 2022	Revise Chapter II and III	
7	June 24, 2022	ACC Riset	

Jambi, 16 Mei 2023

Advisor 2



Desti Anggraini, M.Pd  
NIDN. 66785645

## CURRICULUM VITAE

(Daftar Riwayat Hidup)

Name : Siti Patonah  
 Gender : Female  
 Place and Date of Birth : Senyerang, 20 November 2000  
 Address : Jl. Sasran Anang, RT. 10, Ds. Sungai Landak,  
 Kec. Senyerang, Kab. Tanjung Jabung Barat,  
 Prov. Jambi  
 Email : [fatona668@gmail.com](mailto:fatona668@gmail.com)

### Educational Background

No	Graduation	Place	Graduated Year
1	SDN 102/V Senyerang	Senyerang, Tanjung Jabung Barat	2012
2	MTs FsA Senyerang	Senyerang, Tanjung Jabung Barat	2015
3	MA Darul Hidayah Wuluhan	Jember, Jawa Timur	2018
4	Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi	Jambi Mendalo	2023