

## APPENDIX I

### LESSON PLAN

School	: SMP Muhammadiyah 4 Gadung
Subject	: English
Class / Semester	: VIII / Second
Teaching Years	: 2014/2015
Time Allocation	: 4 x 45 minutes
Skill	: Speaking
Standard of Competence	: Make, write and arrange a script conversation in appropriate level
Basic Competence	: Practice and Role play in oral conversation

- I. **Indicators** : Identification of script conversation  
Identification of short film / video conversatio  
Identification of how to good speak and communicate
- II. **Purpose of study** : Student can speak English in class and out of class  
Student can understanding the content of conversation  
Student can practice and performance in oral conversation
- III. **Learning Method** : Process  
Action Method
- IV. **Materials** : Examples of conversation script and short film / video about real converstion  
Make a script Conversation  
Role Playing in oral conversation

V. Teaching learning activities

The first meeting

Teacher's Activities	Students' Activities	Time
<p style="text-align: center;"><b>Pre activity</b></p> <ul style="list-style-type: none"> <li>- Greeting</li> <li>- Check The Students attendance</li> <li>- The Teacher Instructed the students to make a group (random)</li> <li>- Telling the Topic and Materials</li> <li>- Warming up about the simple conversation</li> </ul>	<ul style="list-style-type: none"> <li>- Students response to the Teacher</li> <li>- The students make a group, every group has 6 students</li> </ul>	<p style="text-align: center;">15 minutes</p>
<p style="text-align: center;"><b>Core activity</b></p> <ul style="list-style-type: none"> <li>- The teacher give an example script conversation</li> <li>- The teacher Show or play examples of short film and videos about real conversation</li> <li>- The teacher ask the students to practice in front of class with the simple conversation</li> <li>- The teacher ask the students make a script conversation</li> <li>- The teacher ask the students to make a short film and role play</li> </ul>	<ul style="list-style-type: none"> <li>- Students read and comprehending the script conversation</li> <li>- The students whatching a short film and videos conversation</li> <li>- Students practice in front of class to conversation training</li> <li>- The students make a script conversation like the exampleof the teacher</li> <li>- The students prepare the tools and properties for making</li> </ul>	<p style="text-align: center;">65 minutes</p>

<p>of students' script conversation (min duration 5 minutes) , The teacher gives time one week to make a short film.</p> <ul style="list-style-type: none"> <li>- The teacher accompanying the students during process of making short film</li> </ul>	<p>short film (doesn't have to be really complicated and expensive)</p> <ul style="list-style-type: none"> <li>- The students to determine the topic ,characters ,theme ,and place to taking video</li> <li>- And the finally the students editing and finishing together the short film</li> </ul>	
<p><b>The last activity</b></p> <ul style="list-style-type: none"> <li>- The teacher instruction to collect the Short film on the next week or next meeting</li> <li>- The teacher closing the class and pray together</li> </ul>	<ul style="list-style-type: none"> <li>- Students note the instruction of the teacher</li> </ul>	

## SECOND MEETING

Teacher's activities	Students' activities	Time
<p><b>Pre activity</b></p> <ul style="list-style-type: none"> <li>- Greeting</li> <li>- Check the students attendance</li> <li>- Teacher ask the students to collect the short film of every group</li> </ul>	<ul style="list-style-type: none"> <li>- Students respond to the teacher</li> </ul>	<p style="text-align: center;">15 minutes</p>
<p><b>Core activity</b></p> <ul style="list-style-type: none"> <li>- The teacher ask the students performance in front of class as</li> </ul>	<ul style="list-style-type: none"> <li>- The Students practice and performance in front of class</li> </ul>	<p style="text-align: center;">65 minutes</p>

post test - The teacher assessing the students performance	- The students act like in their short film	
<b>Last activity</b> - The teacher show the creation of the students' short film - The teacher gives reward to the best group performance - The teacher suggestion to upload short film in youtube - The teacher closing the teaching and learning activities and pray together	- The students show their short film one by one of the group - The student get a reward of the best short film - The students response the teacher	10 minutes

## VI. Teaching Media and Sources :

### a. Teaching media

- Projector
- Laptop
- Handphone / mobile phone
- Camera digital / handycam
- LCD
- Sound Pro Active

### b. Sources

- <https://www.youtube.com/watch?v=j2w3DU10-6E>
- <https://www.youtube.com/watch?v=x0KAI16gCNw>
- <https://www.youtube.com/watch?v=R6x3wK0xjps>
- <https://www.youtube.com/watch?v=0IY47v3epE0>
- <https://www.youtube.com/watch?v=jEW5IPyIhNI>

- <http://www.caramudahbelajarbahasainggris.net/2014/03/3-contoh-percakapan-bahasa-inggris-singkat-untuk-smp.html>
- <http://kujosa.blogspot.com/2012/07/contoh-percakapan-sehari-hari-dalam.html>

## VII. Rubric Score

### SPEAKING ASSESSMENT SHEET (SPEAKING)

TOPIC : Role-play in oral conversation

**Table 9**

#### The Rating Score of Oral Test

Rated qualities	Points	Behavioral Statements
Pronunciation	5	Has few target of foreign accent
	4	Always intelligible, though one is conscious of a definite accent
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Fluency	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language problem.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Grammar	5	Makes few (any) noticeable errors of grammar or word order or the meaning of the content is clear.
	4	Occasionally makes grammatical and or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension and must often rephrase sentences or restricts himself to basic patterns.

	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes use inappropriate terms and or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words; conversation somewhat limited because limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Comprehension	5	Appears to understand everything without difficulty.
	4	Understands most nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understands most of what is said at slower-than normal speed with repetitions.
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English

*Note : Maximum Score =25*

$$\text{Score} = \frac{\text{the result of score} \times 100}{\text{Maximum score}}$$

Surabaya, 21 April 2015

Mengetahui  
Guru Mata Pelajaran

Peneliti

Fetty Rahma M. , S.Pd  
NIP.

Affan Andi Wijaya  
NIM. 20111111089

**APPENDIX II**

**Table 10**

**The result of validity**

Class	Standard competency	Basic Competency	Indicators
Eight Grade Curriculum 2013	1. Menghargaidan menghayati ajaran agama yang dianutnya.	1.1 Mensyukurikese mpatandapatme mpelajaribahasa Inggrisisebagaib ahasapengantar komunikasiInter nasional yang diwujudkanala mseangatbelajar	1.1.1 Mengucapkan rasa syukur atas kesempatan mempelajari Bahasa Inggris melalui do'a
	2. Menghargai dan menghayati 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	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2 Menunjukkanpe rilakujujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.1.1 Melaksanakanperi lakusantundalamb erkomunikasiden gan guru danteman 2.1.2 Melaksanakanperi lakuperdulidalam berkomunikasi interpersonal dengan guru danteman.
	3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya	3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan hasil percakapan yang dibuat	3.1.1 Mengenal fungsi sosial tekslisandantulis dalammelakukan percakapan yang telah dibuat oleh siswa.

	<p>tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.</p> <p>4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.</p>	<p>oleh siswa, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks lisan sederhana untuk mengecek pemahaman, dan menghargai kinerja yang baik, serta memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>4.3.1 Menyusun teks lisan dan tulis terkait cara yang di buat oleh siswa.</p> <p>4.3.2 Menggunakan unsur kebahasaan dalam percakapan sesungguhnya.</p> <p>4.3.3. Melafalkan dengan ucapan, tekanan kata dan intonasi yang lancar dan benar.</p>
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Based on the table 10 above, the table shows that data is suitable with standard competency and basic competency. It is also in row with indicators. The result was considered to be valid.



**APPENDIX III**

**Table 11**  
**Result of reliability test**

<b>Students</b>	<b>Rater 1 (X)</b>	<b>Rater 2 (Y)</b>	<b>(X)<sup>2</sup></b>	<b>(Y)<sup>2</sup></b>	<b>XY</b>
<b>1</b>	71	76	5041	5776	5396
<b>2</b>	60	<b>56</b>	3600	3136	3360
<b>3</b>	76	<b>80</b>	5776	6400	6080
<b>4</b>	56	<b>52</b>	3136	2704	2912
<b>5</b>	64	<b>68</b>	4096	4624	4352
<b>6</b>	76	<b>72</b>	5776	5184	5472
<b>7</b>	68	<b>62</b>	4624	3844	4216
<b>8</b>	60	<b>56</b>	3600	3136	3360
<b>9</b>	56	<b>52</b>	3136	2704	2912
<b>10</b>	76	<b>76</b>	5776	5776	5776
<b>11</b>	52	<b>48</b>	2704	2304	2496
<b>12</b>	64	<b>52</b>	4096	2704	3328
<b>13</b>	64	<b>68</b>	4096	4624	4352
<b>14</b>	56	<b>52</b>	3136	2704	2912
<b>15</b>	52	<b>48</b>	2704	2304	2496
<b>16</b>	80	<b>76</b>	6400	5776	6080
<b>17</b>	64	<b>68</b>	4096	4624	4352
<b>18</b>	60	<b>56</b>	3600	3136	3360
<b>19</b>	56	<b>52</b>	3136	2704	2912
<b>20</b>	60	<b>56</b>	3600	3136	3360
<b>21</b>	80	<b>76</b>	6400	5776	6080
<b>22</b>	52	<b>48</b>	2704	2304	2496
<b>23</b>	80	<b>80</b>	6400	6400	6400
<b>24</b>	60	<b>48</b>	3600	2304	2880
<b>25</b>	60	<b>52</b>	3600	2704	3120
<b>26</b>	62	<b>56</b>	3844	3136	3472
<b>27</b>	78	<b>76</b>	6084	5776	5928
<b>28</b>	68	<b>60</b>	4624	3600	4080
<b>29</b>	72	<b>72</b>	5184	5184	5184
<b>Sum</b>	<b>1883</b>	<b>1794</b>	<b>124569</b>	<b>114484</b>	<b>119124</b>
<b>Mean</b>	<b>64,931</b>	<b>61,862</b>			

## The Calculation of Reliability of The post-test by Using Pearson-Product

### Moment

#### A. Computing means

$$\bar{x} = \frac{\sum x}{N} = \frac{1883}{29} = 64,9$$

$$\bar{y} = \frac{\sum y}{N} = \frac{1794}{29} = 61,8$$

#### B. Standard Deviation

$$\begin{aligned} S_x &= \sqrt{\frac{\sum x^2}{N} - \bar{x}^2} & S_y &= \sqrt{\frac{\sum y^2}{N} - \bar{y}^2} \\ &= \sqrt{\frac{124569}{29} - (64,9)^2} & &= \sqrt{\frac{114484}{29} - (61,8)^2} \\ &= \sqrt{4296 - 4212} & &= \sqrt{3948 - 3819} \\ &= 9,2 & &= 11,4 \end{aligned}$$

#### C. Pearson r

$$\begin{aligned} r &= \frac{\sum xy - \bar{x}\bar{y}}{S_x S_y} \\ &= \frac{\frac{119124}{29} - (64,9)(61,8)}{(9,2)(11,4)} \\ &= \frac{4108 - 4011}{105} \\ &= \frac{97}{105} \\ &= 0,92 \end{aligned}$$

r = very high

## APPENDIX IV

### SRIPT CONVERSATION OF TRYOUT

#### Group 3

New friends

Dina, Dini, Ardi , Rama, and Ghita at yard.

Dina : Hai twin, what are you doing ?

Dini : Look at that boy !! is that Rama!

Dina : Rama our friend when elementary school?

Dini : Yeah ! Rama the biggest boy at class

Dina : oh! But he looks thinner now

Rama : ( shouted )

Rama : hey ! Wow the twin

Dina : you look thin. How are you ?

Rama : hahaha! Yeah , i have been diet

Dini : haha.. ! Are yuu kidding me ?

Rama : Im serious! Hey , they are my friend Ghita and Ardi

Dina: Nice to Meet you Ardi

Ardhi and ghita : Nice to meet you too

Rama : they are my friend in school

Dini : Yeah ! I see

Dini : (Phone ringing) Hello Dad !. yeah , oh .. we will go home. Sorry rams, we have to go home.

Rama : it's okay

Dini : see you

Ghita : See you later

## Group 2

### Our theater

Brina : ( Entering class) Assalamualaikum, guys..

Lukman and erni : waalaikum salam, how are you ?

Brina : Fine, thanks. Hey! I have a new

Erni : News? What ?

Brina : In August, our school will have a great agenda. We will have a theater and  
i think, we have to join. What do you think ?

Lukman : theater, emmmm ! that's sound great. We have to show our  
performance. How about you Er ?

Erni : I'm little doubt about it, but it may try. How many players?

Brina : five to six

Lukman : we need two students, who?

Erni : i think hikmah and yoga

Brina : okay, let's meet them ! at canteen.

Yoga and hikmah : (eating)

Lukman , Erni and Brina : hy friends?

Yoga : hai! What's up?

Erni : We heve a theater in august. Will you join in our groups?

Hikmah : Wow ! Really ! that's nice. Yess, iwill . how about you yoga?

Yeah ! let's try! How about the theme?

Brina : I have idea, how about our school ?\

Lukman : okay ! Deal! Let's discuss after finish this lesson

## **APPENDIX V**

### **SCRIPT CONVERSATION OF POST-TEST**

#### **Kel 2**

#### **Lost the phone**

##### **Scene one**

Nando : Hi Ipul, What's going on?

Ipul : I lost my Cellphone in this morning

Nando : really ?

Where the last time you thought it gone?

Faisal : what's going on guys, I saw you were so confused?

Nandoto Putri : Ipul lost his cellphones, Iam trying help him.

Nando & Jihan : Hi guys, Whats going on? May we help you?

Ipul : Lost my cellphone this morning. I thought it in my pocket.

##### **Scene two they tries to find Ipul phone**

Nando : I tried to find it. But i can't to find it. Maybe someone found it this morning, let's ask the staff!!

Jihan : That's a good idea. Because no body knows it was found or not, we can ask the security Mr. Hanif staff.

Putri to faisal : I guest so

Ipul : Excusme me, Mr. Hanif. I want to ask something. I lost my cellphone in the fields this morning, the cellphone is black , Name is Samsung S4.

Mr. Hanif : Oh I know that. That's your phon e?. Somebody found it, and gave it to me after the ceremony.

### **Scene three**

Putri : Oh God, you are lucky !

Faisal : Yeah, you are lucky man.

Pak Hanif : For the next time, don't be careless, okay?

Ipul Yes, Mr Hanif. Thank you for your help.

Pak Hanif : your welcome....

### **Group 1**

#### **Losing a money**

#### **Scene 1**

#### **Goto canteen**

Aisyah : Oh my God, im forget my money, wait a minute guys!!

Friends ; okay!

Novia : hey! Where is aisyah?

Rima : yeah ! what time is it ?

Novia : what going on !? Aisyah?

Rima : yeah, you looks so sad ?

Aisyash : I lose my money, Do you see?

Rima : I don't know !

Aisyah : I need your help!

Novia : How many Aisyah?

Aisyah : 100.000 rupiahs

Novia : wow!!

Aisyah : Can you help me guys??

Friends : Yes .

## **Scene 2**

Novia : Hi guys ...

Friends : Hi....

Novia : Aisyah got a problem.

Sultan : What's problem?

Novia : She lost her money

Inas : oh my God !! oh yeah ? really ?

Ziaul : Let's help her ..

## **Scene 3**

Searching Aisyah Money

Aisyah : Where is my money ? im hungry...

Novia : Heyyyy where are you ,.....!!

Inas : (when inas opened Rima bag) hey Aisyah is it yours ?

Aisyah : Yeah !! That's mine ! oh thank you very much !!

Sultan : where do you got it?

Inas : I got it in rima bag

All : Oh my God !!

Ziaul : Where is Rima??

Sultan : hey Rima !! Why you did it ??

Rima : I'm Sorry guys

Sultan : why did you that ?

Rima : Because i want to give a gift to my mom, in her birthday.

Inas you shold not do that, you should tell us , we will help you..

Ziaul : yes, We are friends, we feels happy and we are family

**APPENDIX VI**

**PICTURES OF ACTIVITIES**





