

Appendix 1
Lesson Plan
(Cycle 1)

Institution : SMP Muhammadiyah 3 Kutorejo, Mojokerto

Subject : English

Class / Semester : VIII / GENAP

Competency Standart : 10. Speaking

Reveal meaning in short functional spoken text is very simple to interact with the immediate environment.

Basic Competences : 10.2 Reveal the meaning in short story monologue is very simple to use written language variety accurately, fluently, and thanks to interact with the immediate environment in the form of descriptive/procedure.

Aspect / Skill : Speaking

Time Allocation : 2 x 45 minutes

Indicators :

Reveal meaning in short functional descriptive text

1. Objective

In the end of the lesson, students are able to:

- a. Classify sentences according to their uses.
- b. Identify the structure of descriptive text
- c. Describe place, object, and characteristics of a person
- d. Develop the speaking skill the transactional to their major.
- e. Add vocabulary related to accordance with theme
- f. Practice to pronoun well.

2. Content

Descriptive text to describe place, object, and characteristics of a person

Grammatical feature

- Focus on specific participants
- Use identifying process
- Adjective

- Use of simple present tense

Adjective is word that modifies a noun or pronoun to make it more specific

Example:

- She is beautiful
- I have a cute cat
- He is a clever boy

Descriptive text describes particular things

Example:

My Cat

I have a pet, its name is catty. It always sleeps on my bedroom with me often scratch my bedcover. It eats animal food and does not like fish. Catty is my beautiful pet.

3. Instructional Media

- Flash cards
- Notebook

4. Teaching and learning activities

Phase	Teacher's Activities	Student's Activities
Pre-teaching activities	<ol style="list-style-type: none"> 1. Opening the class by saying greeting, asking students' condition and checking students' attendance list. 2. Explaining the specific goal of learning. 	<ol style="list-style-type: none"> 1. Answering to the teacher's greeting. 2. Paying attention to the teacher's explanation
While teaching activities	<ol style="list-style-type: none"> 1. Showing some picture and asking students to mention the name those pictures. 2. Asking students to identify the picture. 3. Introduction about meaning and purpose of descriptive text 4. Explaining about adjective 	<ol style="list-style-type: none"> 1. Attention the teacher and mention the name of the picture. 2. Identifying the picture 3. Listening to the explanation given by the teacher about descriptive text. 4. Listening to the explanation given by the teacher about

	<ol style="list-style-type: none"> 5. Giving example of descriptive text related to picture that showed. 6. Asking the students to choose the picture they like and give list new vocabulary for students. 7. Giving a time for students to prepare some sentences what they will present. 8. Assigning the students to verbally tell the picture they have chosen themselves in front of class 	<p>adjective.</p> <ol style="list-style-type: none"> 5. Receiving example of descriptive text related to picture that showed. 6. Choosing the picture they like 7. Preparing some sentences what they will present. 8. Telling the picture they have chosen themselves in front of class.
Post teaching activities	<ol style="list-style-type: none"> 1. Asking about difficulties during the teaching and learning process 2. Asking the students to conclude the topic in the discussion. 3. Giving some advices to the students to motivate them to always practice their English 4. Closing it by greeting or salam 	<ol style="list-style-type: none"> 1. Answering question from teachers about difficulties when learning process. 2. Concluding the topic in the discussion. 3. Listening to motivational delivered by teacher 4. Answering to the teacher's greeting.

5. Assessment

- a. Formal assessment process: the students have to answer the questions from the teacher.
- b. Informal assessment process: teacher observer students' activities during teaching and learning process
- c. Score focused on scales used for measuring speaking

Appendix 2

Interview before implementation for teacher

1. How is general condition of class when the teaching and learning process take place?
2. What is the students' difficulties in speaking ability?
3. What is the technique that used by the teacher when the teacher in teaching speaking?

Did the teacher ever use the picture technique in teaching speaking?

Translate:

1. Bagaimana kondisi umum kelas ketika proses belajar mengajar berlangsung?
2. Apa kesulitan siswa dalam keterampilan berbicara?
3. Apa teknik yang digunakan oleh guru ketika guru mengajar berbicara? Apakah guru pernah menggunakan teknik gambar dalam mengajar berbicara?

Appendix 3

Interview for the teacher after implementation

Peneliti : “*Bagaimana kemampuan berbicara siswa setelah menggunakan media gambar*”

Guru : “*Alhamdulillah ada perkembangan, karena siswa mendapatkan cara belajar yang baru, sehingga siswa menjadi lebih tertarik untuk belajar bahasa inggris.*”

Translation:

Researcher : How is the students' speaking ability after using picture media?

English Teacher : There is a development, because the students get new learning way, so the students interested to learn English more.

From the explanation above, it could be drawn the general conclusion from the post interview that the teacher gave positive response toward the implementation of picture media

Appendix 5

Field notes

Lembar Pengamatan Tak-terstruktur

Nama Pelajaran : Bahasa Inggris
 Kelas : VIII
 Tempat Pengamatan : SMP Muhammadiyah 3 Kutorejo, Mojokerto
 Waktu Pengamatan : Kamis, 22 April 2015
 Nama Pengamat : Masrukhatu Saudyah

Petunjuk :

Buatlah deskripsi tentang kegiatan-kegiatan yang tengah berlangsung. Beri judul deskripsi yang Anda buat dengan judul Catatan Deskriptif.

Dalam waktu yang bersamaan, berikan pendapat/komentar/rekomendasi Anda terkait kejadian-kejadian yang Anda amati. Tulis pendapat/komentar/rekomendasi Anda di bawah judul Catatan Reflektif.

Catatan Deskriptif

Pelajaran dimulai pada hari kamis pukul 12.10. karena ini pergantian jam peajaran jadi seluruh siswa sudah berada di dalam kelas. Setelah guru masuk, guru menyuruh siswa yang piket untuk membersihkan tulisan yang ada dipapan tulis. Setelah beberapa menit siswa selesai membersihkan papan tulis kemudian kembali duduk di bangkunya. Guru mengucapkan salam.

Guru : Assalamu'alaikum Wr. Wb.

Siswa : Wa'alaikumsalam Wr. Wb.

Guru : Good afternoon sstudnets!

Siswa : Good afternoon mom.

Guru : How are you today?

Siswa : I'm fine thank. Alhamdulillah, and you?

Guru : I'm fine too. Before star our lesson, let's pray basmallah together.

Siswa : Bismillahirohmanirohim.

Kemudian guru mengabsen kehadiran siswa.

Gurur : Absen dulu ya?

Siswa : Okay mom.

Catatan Reflektif

Guru terlihat bersemangat untuk mengajar dan siswa terlihat siap menerima pelajaran. Keadaan di dalam kelas sangat tenang sehingga guru bisa langsung memulai pelajaran.

Catatan Deskriptif

Setelah pengabsenan selesai, guru memastikan bahwa siswa siap untuk melaksanakan pelajaran hari ini.

Pada proses pelajaran, pertama guru memberikan umpan dengan tanya jawab dengan menunjukkan media gambar yang berhubungan dengan materi pelajaran yang akan di berikan oleh guru.

Guru : What is the picture? (sambil menunjukkan sebuah gambar)

Siswa : Gambar pantai mom.

Guru : Good, mention the name of things that in this beach?

Siswa : Banyak mom, ada pohon kelapa, pasir, ombak, perahu.

Guru : How is the condition?

Siswa : Bersih mom, panas, pemandangannya indah.

Catatan Reflektif

Sebagian siswa menjawab semua pertanyaan guru dengan ragu-ragu itu terlihat dari suara siswa yang pelan saat menjawabnya.

Catatan Deskriptif

Selanjutnya, guru menjelaskan tentang pengertian dan tujuan deskriptif teks.

Guru : Descriptive text is a text which says what a person or a thing. Its purpose is to described and reveal a particular person, place, or thing. Descriptive text itu menerangkan tentang seseorang atau benda. Tujuannya untuk mendeskripsikan dan mengungkapkan sesuatu yang berhubungan dengan orang, tempat atau benda.

Catatan Reflektif

Keadaan kelas terlihat tenang semua siswa fokus mendengarkan penjelasan dari guru dan siswa sudah nampak mengerti terhadap penjelasan guru.

Catatan Deskriptif

Kemudian guru menunjukkan beberapa gambar dan meminta siswa untuk menebak gambar. Dengan tujuan agar siswa dapat mengerti dan mengembangkan imajinasi mereka.

Guru : Ok, I have some pictures! Please, mention of name from this picture.

Siswa : Ok. Mom

Guru : Do you know, what's the picture?(sambil menunjukkan gambar)

Murid : Saya mom..... saya (banyak yang ingin menjawab)

Guru : Ok, puput. What's your answer?

Murid : swimming pool mom

Guru : Good!

Catatan Reflektif

Murid nampak sudah mengerti instruksi yang diberikan oleh guru.

Catatan Deskriptif

Guru menyuruh siswa memilih gambar yang telah disediakan oleh guru dan meminta siswa untuk membuat cerita pendek yang berhubungan dengan gambar. Setelah beberapa menit kemudian, siswa sudah selesai membuat cerita pendek, hanya terdiri dari satu paragraf. Kemudian meminta siswa untuk menceritakan kembali cerita yang sudah mereka buat di depan kelas.

Catatan Reflektif

Guru memanggil siswa satu per satu untuk tampil di depan kelas. Sudah terlihat ada kemajuan, siswa berani tampil di depan kelas tanpa menggunakan teks. Saat tampil di depan kelas suaranya keras dan tanpa ragu-ragu.

Catatan Deskriptif

Sebelum mengakhiri pelajaran, pertama guru meminta siswa untuk menyimpulkan materi yang telah di berikan.

Guru : Oke students, belajar apa kita hari ini?

Siswa : descriptive text dan kata sifat mom

Guru : What is descriptive text and adjective?

Siswa : Descriptive teks itu paragraf yang mendeskripsikan atau mengidentifikasi sebuah benda.

Guru : What is adjective?

Siswa : adjective ya kata sifat mom.

Guru : OK. Don't forget to study at home. jangan lupa belajar lagi dirumh ya! See you next week. thank you. Wasalamu'alikum wr.wb.

Catatan Reflektif

Siswa terlihat senang ketika akan pulang dan bersalaman kepada guru satu per satu.

Observer

(Masrukhatu Saudyah)



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH KUTOREJO
SMP MUHAMMADIYAH 3 KUTOREJO**

Jl. Mayjend H. Soemadi No 106 Windurejo Kutorejo Telp : 0321 513246

Rubrik Penelitian Speaking

The rubric of speaking for this assessment in accordance with the indifferent that is used by the English teacher at SMP Muhammadiyah 3 Kutorejo.

Aspec	Point	Item
Pronunciation	4	Understandable although with certain accent
	3	There is a problem in pronouncing that make listener should give full focus and sometimes there is misunderstanding
	2	Hard to understand because there is pronouncing problem, often to repeating
	1	There is often mistake in pronouncing so it cannot be understood
Grammar	4	Sometimes make grammar mistake that influence the meaning
	3	There are often make grammar mistake that influence the meaning
	2	A lot of grammar mistake that block the meaning and often rearrange the sentences
	1	Badly grammar mistake so its become so hard to understand
Vocabulary	4	Sometimes pronoun the vocabulary in unappropriate way and should explain the idea because unequal vocabulary
	3	Often use unappropriate vocabulary so the dialogue become limited because of limiter vocabulary
	2	Using vocabulary in wrong way and limited vocabulary so its cannot be understand
	1	Very limited vocabulary so the dialogue is imposible to happen

Fluency	4	Fluency is having a little disruption by language problem
	3	A lot of mistake in language problem
	2	Often doubt and stop because of limited language
	1	Often break of stop while dialogue so the dialogue cannot be happen

Huruf	Predikat	Angka	Skala 6-25 (tiap 1 aspek)
A	Istimewa	4	21-25
B	Baik	3	16-20
C	Cukup baik	2	11-15
D	Kurang	1	6-10

To get the finnal score the teacher uses four aspects (Pronunciation, grammar, vocabulary, fluency). Each aspect has same level point. If the students get point 4 in one aspect, so they get score 21-25,point 3 in one aspect, they get score 16-20,point 2 in one aspect, they get score 11-15,point 1 in one aspect, they get score 6-10. From total all score of aspects teacher can get the finall score



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**DAFTAR NILAI SISWA
(Speaking before implementation)**

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Tahun Pelajaran : 2014/2015

Wali Kelas : Dwi Lestari, S.Pd.

Semester : Genap

No.	Nama	Score
1.	Adinda Bunga Aprilia Ardilah	72
2.	Ahmad Efendi	58
3.	Ahmad Syaifudin	65
4.	Bayu Setiawan	75
5.	Dyah Surya Kharisma	76
6.	Erika Laila Fauzia	55
7.	Fahru Rozi	60
8.	Frian Dwi Cahyadi	70
9.	Heri	64
10.	Indah Permatasari	80
11.	Indriyani Dwi Oktavia	60
12.	Kiki Eka Purnomo	68
13.	M. Agus Wahyudi	73
14.	Mochammad Tharikul Kamil	68
15.	Muhammad Asrul Farinki	75
16.	Muhammad Iqbal Rahman	68
17.	Muhammad Teguh Pangestu	64
18.	Nisvil Eka Ananda Virginia	77
19.	Nur Lia Agustin	62
20.	Pipit Puji Lestari	79
21.	Puput Puji Lestari	65
22.	Putro Adi Cahyo	63
23.	Ragil Sembodo	55
24.	Rahmadan Nur Hidayat	58
25.	Rakhmad Nur Hidayat	53
26.	Riki Nur Wahyudi	68
27.	Shinta Ainul Bashiro	70
28.	Siti Maratus Solichah	70
29.	Wahyu Agu Bakoro	68
30.	Yusril Anas Krisdiawan	73



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SMP MUHAMMADIYAH 3 KUTOREJO**

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The Result of Speaking Test

To know the result of students' speaking of speaking test. We can see from the table here:

No.	Nama	Score
1.	Adinda Bunga Aprilia Ardilah	79
2.	Ahmad Efendi	70
3.	Ahmad Syaifudin	80
4.	Bayu Setiawan	81
5.	Dyah Surya Kharisma	85
6.	Erika Laila Fauzia	77
7.	Fahru Rozi	80
8.	Frian Dwi Cahyadi	85
9.	Heri	71
10.	Indah Permatasari	88
11.	Indriyani Dwi Oktavia	81
12.	Kiki Eka Purnomo	84
13.	M. Agus Wahyudi	80
14.	Mochammad Tharikul Kamil	89
15.	Muhammad Asrul Farinki	87
16.	Muhammad Iqbal Rahman	79
17.	Muhammad Teguh Pangestu	69
18.	Nisvil Eka Ananda Virginia	78
19.	Nur Lia Agustin	82
20.	Pipit Puji Lestari	84
21.	Puput Puji Lestari	87
22.	Putro Adi Cahyo	78
23.	Ragil Sembodo	65
24.	Rahmadan Nur Hidayat	77
25.	Rakhmad Nur Hidayat	86
26.	Riki Nur Wahyudi	78
27.	Shinta Ainul Bashiro	79
28.	Siti Maratus Solichah	80
29.	Wahyu Agu Bakoro	82
30.	Yusril Anas Krisdiawan	83