

## APPENDIX 1 LESSON PLAN (LP)

### (Experiment Class)

<b>Name of School</b>	: SMP Islam Raden Paku Surabaya
<b>Address of School</b>	: Jl. Klampis Ngasem 88A
<b>Subject</b>	: English Language
<b>Main Material</b>	: Speaking (Descriptive Text)
<b>Topic</b>	: Describing the Characteristic of Animal
<b>Class/Semester</b>	: VII/II
<b>Time Allocation</b>	: 90 Minutes

#### A. Core Competence

4. Mencoba, mengolah, dan menyaji 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.

#### B. Basic Competence

4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### C. Indicator of Competence Attainment

- 4.6.1 Identify the generic structures and language features of descriptive text.
- 4.6.2 Understand the generic structures and language features of descriptive text.
- 4.6.3 Identify the characteristics of an animal is in descriptive text.

4.6.4 Mention the characteristics of an animal is in descriptive text orally.

4.6.5 Describe the characteristics of an animal is in descriptive text orally.

#### **D. Purpose of Learning**

After finishing the process of learning about the descriptive text, students are expected to be able to:

1. Identify the generic structures and language features of descriptive text.
2. Understand the generic structures and language features of descriptive text.
3. Identify the characteristics of various animals.
4. Mention the characteristics of various animals orally.
5. Describe the characteristics of various animals orally.

#### **E. Material of Learning**

##### **1. Definition of Descriptive Text**

- a) Monologue text of descriptive text.
- b) Short video relates to description of animal characteristics.

##### **2. Generic Structure**

- a) Identification

It involves the introduction of an object

- b) Description

It relates to parts, qualities, characteristics of animals.

##### **3. Language Feature**

- a) Use simple present tense
- b) Use more adjectives
- c) Focus on specific object
- d) Use more singular verb "is"

##### **4. Vocabulary**

a) Hair = rambut	n) Ears = telinga
b) Head = kepala	o) Color = warna
c) Skin = kulit	p) Horn = tanduk

d) Neck = leher	q) White = putih
e) Foot = kaki	r) Black = hitam
f) Body = badan	s) Red = merah
g) Tail = ekor	t) Yellow = kuning
h) Small = kecil	u) Blue = biru
i) Big = besar	v) Green = hijau
j) Thick = tebal	w) Maroon = merah tua
k) Thin = tipis	x) Pink = merah muda
l) Eyes = mata	y) Wide = lebar
m) Nose = hidung	z) Little = kecil/sedikit

#### F. Teaching Method

- 1) Approach : Scientific approach
- 2) Strategy : Hot seat game

#### G. Media, Equipment and Source of Learning

- 1) Media : PPT and Video.
- 2) Equipment : Laptop, Whiteboard, LCD and Chairs.
- 3) Source of learning:
  - a) Buku guru: Bahasa Inggris, when English rings the bell, 2016.
  - b) *Youtube. Com.* Descriptive text
  - c) <http://www.jagoanbahasainggris.com/2017/02/materi-descriptive-text-contoh-teks-dan-soal-latihan.html>

#### H. The Steps of Learning Activity

Activity	The Series of Learning	Time
<b>Introduction</b>	<ol style="list-style-type: none"> <li>1. Students respond the greetings from teacher;</li> <li>2. Teacher checks students' attendance list;</li> <li>3. Students and teacher pray together;</li> </ol>	<b>5 minutes</b>

	<ol style="list-style-type: none"> <li>4. Students prepare psychologically and physically to take the process of lesson;</li> <li>5. Students listen the motivation from teacher about the significance of English language as international language;</li> <li>6. As preface of material, teacher shows the video of animal characteristics description;</li> <li>7. Students are asked to respond the question, like: <ul style="list-style-type: none"> <li>- Do you know anything about a cat?</li> <li>- What is it look like?</li> <li>- Where does it usually live?</li> </ul> </li> </ol>	
<p style="text-align: center;"><b>Main activity</b></p>	<p><b>Observation (5 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Students attentive the teacher's explanation about descriptive text such as generic structures and language features.</li> <li>2. Students observe short video about animal characteristics that is shown by teacher.</li> <li>3. Students listen and observe about descriptive text which is explained by teacher;</li> <li>4. Students are instructed by teacher to retell about the video that was watched;</li> </ol> <p><b>Questioning (5 minutes)</b></p> <ol style="list-style-type: none"> <li>5. Students are given guidance and directive by teacher to question about social function, language features, and generic structures of descriptive text about animal;</li> </ol>	<p style="text-align: center;"><b>80 minutes</b></p>

	<p>6. During questioning section, students are instructed to make notes;</p> <p><b>exploring (5 minutes)</b></p> <p>7. In pair group, students guess the name of animal which relates to characteristics that are described by teacher.</p> <p><b>Associating (5 minutes)</b></p> <p>8. In pair group, Students are asked by teacher to discuss about generic structures and language features.</p> <p>9. Describe the characteristics of animal and every person in a group takes turn to describe.</p> <p><b>Communicating (60 minutes)</b></p> <p>10. Students are divided in several group. Every group is instructed to come up by turn. One of them in a group sits on chair and describes the characteristics of animal based on topic that is written on the whiteboard and other students friends guess it;</p> <p>For instance, what does it look like?</p> <p><b>Question:</b></p> <ul style="list-style-type: none"> <li>- I have a big body</li> <li>- I have hairless skin</li> <li>- I have four legs</li> <li>- My ears are wide</li> <li>- My trunk is long</li> <li>- Who am I?</li> </ul>	
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	<b>Answer:</b>  - elephant	
<b>Closing</b>	11. Students are asked to review the material that was discussed; 12. Teacher gives feedback relates to the students review; 13. Teacher informs the next material and closes the learning process with do'a.	<b>5 minutes</b>

### I. Rubric of Assessment (Student Oral Observation)

Aspect	Score			
	1	2	3	4
<b>Pronunciation</b>	Pronunciation problems are severe so speech is hard to be understood.	It is difficult to be understood because of pronunciation problems and frequently repeat to make him/herself understand.	Pronunciation problems make listener must concentrate to understand and sometime misunderstand .	It is easy to be understood by listener although with inappropriate intonation.
<b>Grammar</b>	Error in grammar and word order is so severe so speech can be virtually understood.	Use error grammar and word order that make difficult comprehension .	Frequently makes error grammar and word order that make obscure meaning.	Occasionally uses error grammar and/or word order but do not obscure meaning.

<b>Vocabulary</b>	Vocabulary is limited so it is impossible to make conversation.	Misuse and has limited vocabulary so speech is difficult to be understood.	Frequently uses wrong words so conversation is limited because inadequate vocabulary.	Occasionally uses inappropriate words because of lexical inadequacies.
<b>Fluency</b>	Speech halts and fragment so the conversation is virtually existed.	Always hesitant and get voiceless because limitation language.	Fluently is frequently disrupted because of searching the correct manner of expression.	Speech is rather disrupted because of searching the correct manner of expression.
<b>Comprehension</b>	Cannot understand even simple conversation.	It is hard to follow what is said.	Comprehend most of what is said slowly and with repetition.	Comprehend nearly everything what is said, although need repetition.

## J. Method of Assessment

No.	Students' Code	Assessment					Total
		P	G	V	F	C	
1	Student 1	4	3	3	2	4	16

2	Student 2	3	3	3	3	3	15
3	Student 3	3	4	4	3	3	17

**Note:**

P = Pronunciation

G = Grammar

V = Vocabulary

F = Fluency

C = Comprehension

**K. The Formula of Students' Assessment**

$$\frac{\text{Total of Score}}{\text{Maximum of Score}} \times 100$$

**Note:**

Total of score that is obtained by students is (1) until (5).

Maximum of score of higher score multiplication is (4) with five criteria that were decided.

$$4 \times 5 = 20$$

Determining the final percentage of student:

$$1. \text{ Student 1: } \frac{16}{20} \times 100 = 80 \qquad 2. \text{ Student 2: } \frac{15}{20} \times 100 = 75$$

$$3. \text{ Student 3: } \frac{17}{20} \times 100 = 85$$

Adapted from Nurhasanah, and Bashir, M. *Buku Guru Bahasa Inggris* 2017



Surabaya, 09 Mei 2018

Teacher

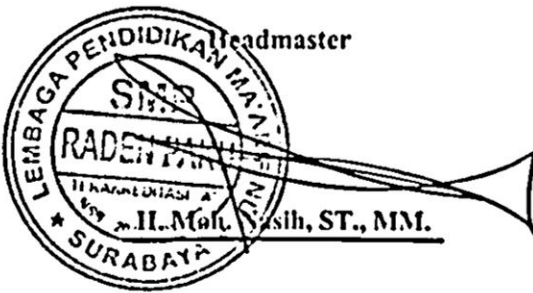


Aisyah, S/Pd.

Observer

  
M. Farhan

Headmaster



## APPENDIX 2 VALIDATION SHEET

(First Validator)

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Islam Raden Paku Surabaya

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/ II

Nama Peneliti : M. Farhan

NIM : 20141111102

Validator : Sofi Yuniati, SS., M.Pd.

#### 1. Petunjuk

- Mohon untuk diberikan tanda checklist (√) pada kolom yang sesuai menurut bapak/ibu
- Jika terdapat komentar, maka tuliskan pada lembar saran yang telah disediakan

#### 2. Penilaian ditinjau dari beberapa aspek

No	Aspek yang dinilai	Ada	Tidak	Skala Nilai			
				1	2	3	4
1	<b>Identitas sekolah dalam RPP memenuhi aspek:</b> a. Mata Pelajaran b. Satuan Pendidikan c. Kelas/ Semester d. Alokasi waktu						
2	<b>RPP telah memuat:</b> a. Standar kompetensi b. Kompetensi dasar c. Indikator d. Tujuan pembelajaran e. Materi ajar f. Model/pedekatan/strategi/metode/Teknik pembelajaran g. Kegiatan pembelajaran h. Alat/bahan/sumber belajar i. Penilaian						
3	<b>Kegiatan pembelajaran dalam RPP memenuhi tahap:</b>						

	<ul style="list-style-type: none"> <li>a. Kegiatan pendahuluan</li> <li>b. Kegiatan inti</li> <li>c. Kegiatan penutup</li> </ul>						
<b>4</b>	<p><b>RPP telah mengakomodasi kompetensi, indikator, penilaian dan alokasi waktu:</b></p> <ul style="list-style-type: none"> <li>a. Langkah-langkah pembelajaran model learning cycle <ul style="list-style-type: none"> <li>1. Observasi</li> <li>2. Mempertanyakan</li> <li>3. Mengeksplorasi</li> <li>4. Mengasosiasi</li> <li>5. Mengkomunikasikan</li> </ul> </li> <li>b. Mengakomodir variable terkait yang diteliti.</li> </ul>						
<b>5</b>	<p><b>RPP sudah mencerminkan:</b></p> <ul style="list-style-type: none"> <li>a. Langkah-langkah pembelajaran model learning cycle <ul style="list-style-type: none"> <li>1. Mengamati</li> <li>2. Mempertanyakan</li> <li>3. Mengeksplorasi</li> <li>4. Mengkomunikasi</li> </ul> </li> <li>b. Mengakomodir variable terkait yang diteliti catatan: pada bagian ini diisi dengan: <ul style="list-style-type: none"> <li>1. Model/pendekatan/strategi/metode/Teknik pembelajaran yang dipilih</li> <li>2. Variable terkait yang diteliti misalnya: hasil belajar, kemampuan, atau variable lain.</li> </ul> </li> </ul>						

Saran:	<p>Keterangan:</p> <ul style="list-style-type: none"> <li>a. RPP dapat digunakan</li> <li>b. RPP dapat digunakan dengan revisi kecil</li> <li>c. RPP dapat digunakan dengan revisi besar</li> <li>d. RPP tidak dapat digunakan</li> </ul>
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Surabaya, 09.10.2018

Validator

  
Sofi Yuniarti, S.S., M.Pd.

Source: Karim P. A. 2017. *The Effectiveness of Total Physical Response in Teaching Speaking in Describing People at Seventh Grade Students of SMP Muhammadiyah 17 Surabaya*; Unmuh Surabaya.

## APPENDIX 3 VALIDATION SHEET

(Second Validator)

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Islam Raden Paku Surabaya

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/ II

Nama Peneliti : M. Farhan

NIM : 20141111102

Validator : Aisyah, S.Pd.

#### 3. Petunjuk

- c) Mohon untuk diberikan tanda checklist (√) pada kolom yang sesuai menurut bapak/ibu
- d) Jika terdapat komentar, maka tulislah pada lembar saran yang telah disediakan

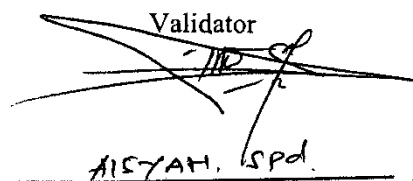
#### 4. Penilaian ditinjau dari beberapa aspek

No	Aspek yang dinilai	Ada	Tidak	Skala Nilai			
				1	2	3	4
1	<b>Identitas sekolah dalam RPP memenuhi aspek:</b> a. Mata Pelajaran b. Satuan Pendidikan c. Kelas/ Semester d. Alokasi waktu						
2	<b>RPP telah memuat:</b> a. Standar kompetensi b. Kompetensi dasar c. Indikator d. Tujuan pembelajaran e. Materi ajar f. Model/pedekatan/strategi/metode/Teknik pembelajaran g. Kegiatan pembelajaran h. Alat/bahan/sumber belajar i. Penilaian						
3	<b>Kegiatan pembelajaran dalam RPP memenuhi tahap:</b>						

	<ul style="list-style-type: none"> <li>a. Kegiatan pendahuluan</li> <li>b. Kegiatan inti</li> <li>c. Kegiatan penutup</li> </ul>						
<b>4</b>	<p><b>RPP telah mengakomodasi kompetensi, indikator, penilaian dan alokasi waktu:</b></p> <ul style="list-style-type: none"> <li>a. Langkah-langkah pembelajaran model learning cycle <ul style="list-style-type: none"> <li>1. Observasi</li> <li>2. Mempertanyakan</li> <li>3. Mengeksplorasi</li> <li>4. Mengasosiasi</li> <li>5. Mengkomunikasikan</li> </ul> </li> <li>b. Mengakomodir variable terkait yang diteliti.</li> </ul>						
<b>5</b>	<p><b>RPP sudah mencerminkan:</b></p> <ul style="list-style-type: none"> <li>a. Langkah-langkah pembelajaran model learning cycle <ul style="list-style-type: none"> <li>1. Mengamati</li> <li>2. Mempertanyakan</li> <li>3. Mengeksplorasi</li> <li>4. Mengkomunikasi</li> </ul> </li> <li>b. Mengakomodir variable terkait yang diteliti catatan: pada bagian ini diisi dengan: <ul style="list-style-type: none"> <li>1. Model/pendekatan/strategi/metode/Teknik pembelajaran yang dipilih</li> <li>2. Variable terkait yang diteliti misalnya: hasil belajar, kemampuan, atau variable lain.</li> </ul> </li> </ul>						

Saran:	<p>Keterangan:</p> <ul style="list-style-type: none"> <li>e. RPP dapat digunakan</li> <li>f. RPP dapat digunakan dengan revisi kecil</li> <li>g. RPP dapat digunakan dengan revisi besar</li> <li>h. RPP tidak dapat digunakan</li> </ul>
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Surabaya, 09..10..2018

Validator  
  
AISYAH, SPd.

Source: Karim P. A. 2017. *The Effectiveness of Total Physical Response in Teaching Speaking in Describing People at Seventh Grade Students of SMP Muhammadiyah 17 Surabaya*; Unmuh Surabaya.

## APPENDIX 4 LEMBAR VALIDASI TES HASIL BELAJAR (THB)

(First Validator)

Mata Pelajaran : Bahasa Inggris  
Materi Pokok : Descriptive Text on Describing People  
Kelas/ Semester : VII /Genap  
Nama Peneliti : M. Farhan  
NIM : 20141111102  
Nama Validator : Sofi Yuniati, SS., M.Pd.

### A. Petunjuk

Berilah tanda checklist (√) pada kolom penilaian yang sesuai menurut anda

1. Bila terdapat beberapa hal yang perlu direvisi, mohon menuliskan butir-butir revesi secara langsung pada kolom-kolom yang telah disediakan di naskah ini
2. Sebagai pedoman anda untuk mengisi kolom-kolom validasi isi, bahasa soal, dan kesimpulan perlu dipertimbangkan hal-hal berikut:
  - a) Validasi Isi
    - (1) Kesesuaian soal dengan indikator pencapaian hasil belajar
    - (2) Kejelasan petunjuk pengerjaan soal
    - (3) Kejelasan maksud soal
    - (4) Kemungkinan soal dapat terselesaikan
  - b) Bahasa dan Penulisan Soal
    - (1) Kesesuaian bahasa yang digunakan pada soal dengan kaidah bahasa Inggris
    - (2) Kalimat soal tidak mengandung arti ganda
    - (3) Rumusan kalimat soal komunikatif, menggunakan bahasa yang sederhana bagi siswa, mudah dipahami, dan menggunakan bahasa yang dikenal oleh siswa.

**B. Penilaian terhadap validasi isi, Bahasa, penulisan soal, dan kesimpulan**

No. Soal	Validasi Isi				Bahasa dan Penulisan Soal				Kesimpulan			
	V	CV	KV	TV	SDP	DP	KDP	TDP	TR	SR	BR	PK
1												

**Keterangan:**

- |    |   |     |                         |
|----|---|-----|-------------------------|
| V  | : Valid   | SDP | : Sangat Dapat Dipahami |
| CV | : Cukup Valid                                   | DP  | : Dapat Dipahami        |
| KV | : Kurang Valid                                  | KDP | : Kurang Dapat Dipahami |
| TV | : Tidak Valid                                   | TDP | : Tidak Dapat Dipahami  |
| TR | : Dapat digunakan tanpa revisi                  |     |                         |
| SR | : Dapat digunakan dengan sedikit revisi         |     |                         |
| BR | : dapat digunakan dengan banyak revisi          |     |                         |
| PK | : Belum dapat digunakan, masih perlu konsultasi |     |                         |

**C. Komentar dan Saran**

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Surabaya, 09/05/2018

Validator

  
Sofi Yunkanti, S.S., M.Pd.

## APPENDIX 5 LEMBAR VALIDASI TES HASIL BELAJAR (THB)

### (Second Validator)

Mata Pelajaran : Bahasa Inggris  
Materi Pokok : Descriptive Text on Describing People  
Kelas/ Semester : VII /Genap  
Nama Peneliti : M. Farhan  
NIM : 20141111102  
Nama Validator : Aisyah, S.Pd.

#### D. Petunjuk

Berilah tanda checklist (√) pada kolom penilaian yang sesuai menurut anda

3. Bila terdapat beberapa hal yang perlu direvisi, mohon menuliskan butir-butir revisi secara langsung pada kolom-kolom yang telah disediakan di naskah ini
4. Sebagai pedoman anda untuk mengisi kolom-kolom validasi isi, bahasa soal, dan kesimpulan perlu dipertimbangkan hal-hal berikut:

##### c) Validasi Isi

- (5) Kesesuaian soal dengan indikator pencapaian hasil belajar
- (6) Kejelasan petunjuk pengerjaan soal
- (7) Kejelasan maksud soal
- (8) Kemungkinan soal dapat terselesaikan

##### d) Bahasa dan Penulisan Soal

- (4) Kesesuaian bahasa yang digunakan pada soal dengan kaidah bahasa Inggris
- (5) Kalimat soal tidak mengandung arti ganda
- (6) Rumusan kalimat soal komunikatif, menggunakan bahasa yang sederhana bagi siswa, mudah dipahami, dan menggunakan bahasa yang dikenal oleh siswa.



**E. Penilaian terhadap validasi isi, Bahasa, penulisan soal, dan kesimpulan**

No. Soal	Validasi Isi				Bahasa dan Penulisan Soal				Kesimpulan			
	V	CV	KV	TV	SDP	DP	KDP	TDP	TR	SR	BR	PK
1												

**Keterangan:**

- V : Valid
- CV : Cukup Valid
- KV : Kurang Valid
- TV : Tidak Valid
- TR : Dapat digunakan tanpa revisi
- SR : Dapat digunakan dengan sedikit revisi
- BR : dapat digunakan dengan banyak revisi
- PK : Belum dapat digunakan, masih perlu konsultasi
- SDP : Sangat Dapat Dipahami
- DP : Dapat Dipahami
- KDP : Kurang Dapat Dipahami
- TDP : Tidak Dapat Dipahami

**F. Komentar dan Saran**

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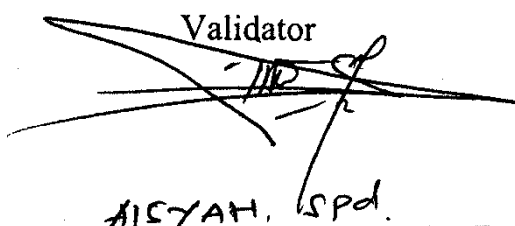
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Surabaya, 09..10..2018

Validator



AISYAH, SPd.

## APPENDIX 6 PENGAMATAN PROSES BELAJAR MENGAJAR

1. Nama Sekolah : SMP Islam Raden Paku Surabaya  
 2. Alamat Sekolah : Jl. klampis ngasem No. 88A Surabaya, Jawa Timur  
 3. Nama Guru : Aisyah, S.Pd.  
 4. Observer : M. Farhan  
 4. Mata Pelajaran : Bahasa Inggris  
 5. Materi/Bahan Pelajaran : Descriptive Text  
 6. Siklus/Pertemuan ke : 1  
 7. Kelas/Semester : VII/ 2 (Experiment Class)  
 8. Waktu : 90 menit

### A. Aspek Yang Diamati

1. Petunjuk Pengisian:

Berilah tanda (√) pada kolom yang sesuai dengan aspek yang diamati, dan catatlah hal hal yang penting dan relevan sehubungan dengan aspek yang diamati dalam kolom keterangan.

No	Aspek yang diamati	Ya	Tidak	Keterangan
1	<p>A. Pendahuluan</p> <p>Apakah guru mengabsen, memotivasi/membangkitkan minat siswa belajar:</p> <ol style="list-style-type: none"> <li>1. Adanya apersepsi</li> <li>2. Mengkomunikasikan tujuan pembelajaran</li> <li>3. Menyiapkan alat bahan/media pembelajaran</li> <li>4. Mengemukakan alur kegiatan yang akan dilakukan siswa</li> </ol>			
2	<p>B. Kegiatan Pokok</p> <p>Apakah guru menggunakan alat, bahan atau media pembelajaran:</p> <ol style="list-style-type: none"> <li>1. Sesuikah media dengan materi?</li> <li>2. Memotivasi siswa untuk bertanya?</li> <li>3. Berperan sebagai fasilitator</li> <li>4. Mengaktifkan diskusi</li> <li>5. Memantau kesulitan/kemajuan belajar siswa?</li> </ol>			
3	<p>C. Penutup</p> <ol style="list-style-type: none"> <li>1. Apakah siswa membuat rangkuman/catatan?</li> <li>2. Apakah guru memberikan tugas/pr?</li> <li>3. Apakah guru melakukan refleksi?</li> </ol>			

## APPENDIX 7 ORAL SPEAKING TEST

### A. Assessment

1. Indicator

Describing animals' characteristics orally.

2. Technique

Oral test

3. Type

Describing animals' characteristics

### B. Instrument of Assessment

1. Choose one picture to be described orally in three minutes in front of class!

a



b



c



d



**L. Rubric of Assessment (Student Oral Observation)**

Aspect	Score			
	1	2	3	4
<b>Pronunciation</b>	Pronunciation problems are severe so speech is hard to be understood.	It is difficult to be understood because of pronunciation problems and frequently repeat to make him/herself understand.	Pronunciation problems make listener must concentrate to understand and sometime misunderstand .	It is easy to be understood by listener although with inappropriate intonation.
<b>Grammar</b>	Error in grammar and word order is so severe so speech can be virtually understood.	Use error grammar and word order that make difficult comprehension.	Frequently makes error grammar and word order that make obscure meaning.	Occasionally uses error grammar and/or word order but do not obscure meaning.
<b>Vocabulary</b>	Vocabulary is limited so it is impossible to make conversation.	Misuse and has limited vocabulary so speech is difficult to be understood.	Frequently uses wrong words so conversation is limited because inadequate vocabulary.	Occasionally uses inappropriate words because of lexical inadequacies.

<b>Fluency</b>	Speech halts and fragment so the conversation is virtually existed.	Always hesitant and get voiceless because limitation language.	Fluently is frequently disrupted because of searching the correct manner of expression.	Speech is rather disrupted because of searching the correct manner of expression.
<b>Comprehension</b>	Cannot understand even simple conversation.	It is hard to follow what is said.	Comprehend most of what is said slowly and with repetition.	Comprehend nearly everything what is said, although need repetition.

### M. Method of Assessment

No.	Students' Code	Score					Total
		P	G	V	F	C	
1	Student 1	4	3	3	2	4	16
2	Student 2	3	3	3	3	3	15
3	Student 3	3	4	4	3	3	17

**Note:**

P = Pronunciation

G = Grammar

V = Vocabulary

F = Fluency

C = Comprehension

#### **N. The Formula of Students' Assessment**

$$\frac{\text{Total of Score}}{\text{Maximum of Score}} \times 100$$

Note:

Total of score that is obtained by students is (1) until (5).

Maximum of score of higher score multiplication is (4) with five criteria that were decided.

$$4 \times 5 = 20$$

Determining the final percentage of student:

1. *Student 1*:  $\frac{16}{20} \times 100 = 80$

2. *Student 2*:  $\frac{15}{20} \times 100 = 75$

3. *Student 3*:  $\frac{17}{20} \times 100 = 85$

Adapted from Nurhasanah, and Bashir, M. *Buku Guru Bahasa Inggris* 2017

## APPENDIX 8 PRE-TEST SCORE OF EXPERIMENTAL CLASS

### Rater 1

Experiment Class		Assessment					Total	Score
No	Students' Code	P	G	V	F	C		
1	Student 1	2	3	4	2	2	13	65
2	Student 2	3	2	3	2	2	12	60
3	Student 3	3	2	2	2	2	11	55
4	Student 4	3	3	3	3	2	14	70
5	Student 5	3	2	3	2	2	12	60
6	Student 6	3	3	3	3	2	14	70
7	Student 7	2	2	2	2	2	10	50
8	Student 8	2	3	2	2	2	12	60
9	Student 9	3	2	3	2	2	12	60
10	Student 10	3	3	2	2	2	12	60
11	Student 11	2	3	2	2	2	11	55
12	Student 12	2	2	3	2	2	11	55
13	Student 13	2	3	3	2	2	12	60
14	Student 14	3	3	3	2	2	13	65
15	Student 15	3	3	3	3	2	14	70
16	Student 16	3	3	3	3	2	14	70
17	Student 17	3	3	2	2	2	12	60
18	Student 18	3	3	3	3	2	14	70
19	Student 19	3	3	3	3	2	14	70
20	Student 20	3	3	3	3	3	15	75
Total							1260	
Maximum								75
Minimum								55
Average								63

## APPENDIX 9 PRE-TEST SCORE OF CONTROL CLASS

### Rater 1

Control Class		Assessment					Total	Score
No	Students' Code	P	G	V	F	C		
1	Student 1	2	3	4	2	3	14	70
2	Student 2	3	2	3	2	3	13	65
3	Student 3	2	2	3	2	2	11	55
4	Student 4	3	3	3	2	3	14	70
5	Student 5	3	2	3	2	3	13	65
6	Student 6	3	2	3	2	3	13	65
7	Student 7	2	3	3	2	2	12	60
8	Student 8	3	2	3	2	2	12	60
9	Student 9	2	3	3	2	2	12	60
10	Student 10	2	3	3	2	2	12	60
11	Student 11	2	3	3	2	2	12	60
12	Student 12	3	2	3	2	2	12	60
13	Student 13	2	3	3	2	2	12	60
14	Student 14	2	3	2	3	2	13	65
15	Student 15	3	4	3	2	2	14	70
16	Student 16	3	3	4	3	2	15	75
17	Student 17	3	3	3	3	2	14	70
18	Student 18	3	3	3	2	2	13	65
19	Student 19	3	3	3	2	3	14	70
20	Student 20	3	3	3	3	3	15	75
Total							1355	
Maximum								75
Minimum								55
Average								67.75



## APPENDIX 10 SCORE OF TRY OUT

### Rater 1

Another Class		Assessment					Total	Score
No	Students' Code	P	G	V	F	C		
1	Student 1	3	3	3	2	2	13	65
2	Student 2	3	3	3	2	3	14	70
3	Student 3	3	3	3	2	3	14	70
4	Student 4	3	3	4	2	2	14	70
5	Student 5	3	3	3	3	3	15	75
6	Student 6	3	3	3	2	2	13	65
7	Student 7	3	3	3	2	2	13	65
8	Student 8	3	2	3	2	2	12	60
9	Student 9	3	3	4	2	2	14	70
10	Student 10	3	3	4	2	2	14	70
11	Student 11	3	3	3	3	2	14	70
12	Student 12	3	3	3	2	2	13	65
13	Student 13	2	3	3	2	2	12	60
14	Student 14	3	3	4	2	2	14	70
15	Student 15	3	3	3	3	2	14	70
16	Student 16	3	3	3	3	3	15	75
17	Student 17	3	3	3	2	2	13	65
18	Student 18	3	3	3	3	2	14	70
19	Student 19	3	3	3	3	2	14	70
20	Student 20	3	3	3	3	2	14	70
Total							1365	
Maximum							70	
Minimum							65	
Average							68.25	

## APPENDIX 11 POST-TEST OF EXPERIMENTAL CLASS

### Rater 1

Another Class		Assessment					Total	Score
No	Students' Code	P	G	V	F	C		
1	Student 1	3	3	4	3	3	16	80
2	Student 2	3	3	4	3	3	16	80
3	Student 3	4	3	4	3	3	17	85
4	Student 4	4	4	4	3	3	17	90
5	Student 5	4	3	4	3	3	17	85
6	Student 6	3	4	4	3	3	17	85
7	Student 7	4	3	4	3	3	17	85
8	Student 8	3	3	4	3	3	16	80
9	Student 9	4	4	4	3	3	18	90
10	Student 10	4	4	4	4	3	19	95
11	Student 11	4	4	4	3	3	18	90
12	Student 12	3	3	4	3	3	16	80
13	Student 13	3	3	4	3	3	16	80
14	Student 14	4	4	4	3	3	18	90
15	Student 15	4	4	4	3	3	18	90
16	Student 16	4	4	4	4	3	19	95
17	Student 17	4	4	4	4	3	19	95
18	Student 18	4	4	4	3	3	18	90
19	Student 19	4	4	4	3	3	18	90
20	Student 20	4	4	4	3	3	18	90
Total							1745	
Maximum							95	
Minimum							80	
Average							87.25	

## APPENDIX 12 POST-TEST OF CONTROL CLASS

### Rater 1

Another Class		Assessment					Total	Score
No	Students' Code	P	G	V	F	C		
1	Student 1	2	3	3	2	2	12	60
2	Student 2	3	2	4	2	3	14	70
3	Student 3	3	2	4	2	3	14	70
4	Student 4	4	3	4	2	2	15	75
5	Student 5	4	3	4	2	3	16	80
6	Student 6	3	3	3	3	3	15	75
7	Student 7	3	3	4	3	2	15	75
8	Student 8	4	3	4	3	2	16	80
9	Student 9	4	3	4	3	2	16	80
10	Student 10	3	3	4	2	2	14	70
11	Student 11	3	3	4	3	2	15	75
12	Student 12	4	3	4	3	2	16	80
13	Student 13	4	4	4	3	2	16	80
14	Student 14	3	3	4	4	2	16	80
15	Student 15	3	3	4	3	2	15	75
16	Student 16	4	3	4	3	2	16	80
17	Student 17	4	4	4	3	3	18	90
18	Student 18	3	4	4	3	2	16	80
19	Student 19	3	4	4	3	2	16	80
20	Student 20	4	4	3	3	2	16	80
Total							1535	
Maximum							95	
Minimum							75	
Average							76.75	

## APPENDIX 13 PRE-TEST SCORE OF EXPERIMENTAL CLASS

### Rater 2

Experiment Class		Assessment					Total	Score
No	Students' Code	P	G	V	F	C		
1	Student 1	3	3	4	2	2	14	70
2	Student 2	3	3	3	2	2	13	65
3	Student 3	2	2	3	3	2	12	60
4	Student 4	3	3	3	2	2	13	65
5	Student 5	3	2	4	2	2	13	65
6	Student 6	3	3	3	3	2	14	70
7	Student 7	3	2	3	2	2	12	60
8	Student 8	2	2	3	2	2	11	55
9	Student 9	3	2	3	2	2	12	60
10	Student 10	3	3	3	2	2	13	65
11	Student 11	3	3	3	2	2	12	60
12	Student 12	2	2	4	2	2	12	60
13	Student 13	2	2	3	2	2	11	55
14	Student 14	3	2	4	2	2	13	65
15	Student 15	3	4	3	2	2	14	70
16	Student 16	3	3	4	3	2	15	75
17	Student 17	3	3	4	3	2	15	75
18	Student 18	3	2	3	2	2	12	60
19	Student 19	3	3	3	3	2	14	70
20	Student 20	3	3	3	3	2	14	70
Total								1295
Maximum								75
Minimum								55
Average								64.75

## APPENDIX 14 PRE-TEST OF CONTROL CLASS

### Rater 2

Control Class		Assessment					Total	Score
No	Students' Code	P	G	V	F	C		
1	Student 1	2	3	3	2	2	12	60
2	Student 2	2	3	3	2	2	12	60
3	Student 3	3	2	3	2	2	12	60
4	Student 4	3	3	3	3	2	14	70
5	Student 5	2	3	3	2	2	12	60
6	Student 6	3	3	3	3	2	14	70
7	Student 7	2	2	3	3	2	12	60
8	Student 8	2	3	2	2	2	11	55
9	Student 9	2	3	3	2	2	12	60
10	Student 10	3	3	3	2	2	13	65
11	Student 11	2	3	2	2	2	11	55
12	Student 12	2	2	3	2	2	11	55
13	Student 13	2	3	3	2	2	12	60
14	Student 14	3	2	3	2	2	12	60
15	Student 15	3	3	3	3	2	14	70
16	Student 16	3	3	3	3	2	14	70
17	Student 17	3	3	4	3	2	15	75
18	Student 18	3	3	3	2	3	14	70
19	Student 19	3	3	3	3	2	14	70
20	Student 20	3	3	3	3	2	14	70
Total							1355	
Maximum							75	
Minimum							55	
Average							67.75	

## APPENDIX 15 SCORE OF TRY OUT

### Rater 2

Another class		Assessment					Total	Score
No	Students' Code	P	G	V	F	C		
1	Student 1	2	3	3	2	2	12	60
2	Student 2	3	3	3	3	3	15	75
3	Student 3	3	3	3	2	2	13	65
4	Student 4	3	3	3	2	2	13	65
5	Student 5	3	3	3	3	3	15	75
6	Student 6	3	3	3	3	2	14	70
7	Student 7	2	3	3	2	2	12	60
8	Student 8	3	3	3	2	2	12	60
9	Student 9	3	3	3	3	3	15	75
10	Student 10	3	3	3	3	2	14	70
11	Student 11	3	3	3	3	2	14	70
12	Student 12	3	3	3	2	2	13	65
13	Student 13	2	3	3	2	2	12	60
14	Student 14	3	3	3	3	3	15	75
15	Student 15	3	3	3	2	2	13	65
16	Student 16	3	3	4	3	2	15	75
17	Student 17	3	3	4	2	2	14	70
18	Student 18	3	3	4	3	2	15	75
19	Student 19	3	3	3	2	2	12	60
20	Student 20	3	3	3	3	3	15	75
Total							1365	
Maximum							75	
Minimum							60	
Average							68.25	

## APPENDIX 16 POST-TEST OF EXPERIMENTAL CLASS

### Rater 2

Another Class		Assessment					Total	Score
No	Students' Code	P	G	V	F	C		
1	Student 1	3	4	4	3	2	16	80
2	Student 2	4	4	4	3	2	16	80
3	Student 3	4	3	4	3	3	17	85
4	Student 4	4	4	4	3	3	17	85
5	Student 5	4	4	4	3	3	18	90
6	Student 6	3	4	4	3	3	17	85
7	Student 7	4	3	4	3	2	16	80
8	Student 8	4	3	4	3	2	16	80
9	Student 9	4	4	4	3	3	18	90
10	Student 10	4	4	4	4	3	19	95
11	Student 11	4	4	4	3	3	18	90
12	Student 12	3	3	4	3	3	16	80
13	Student 13	3	3	4	3	3	16	80
14	Student 14	4	4	4	4	3	19	95
15	Student 15	4	4	4	3	3	18	90
16	Student 16	4	4	4	4	3	19	95
17	Student 17	4	4	4	3	3	18	90
18	Student 18	4	3	4	4	3	18	90
19	Student 19	4	3	4	4	3	18	90
20	Student 20	4	3	4	4	2	17	85
Total							1735	
Maximum								95
Minimum								80
Average								86.75

## APPENDIX 17 POST-TEST OF CONTROL CLASS

### Rater 2

Another Class		Assessment					Total	Score
No	Students' Code	P	G	V	F	C		
1	Student 1	3	2	4	3	2	14	70
2	Student 2	3	2	4	3	2	14	70
3	Student 3	4	3	4	3	2	15	75
4	Student 4	3	3	4	3	3	16	80
5	Student 5	4	3	4	3	2	16	80
6	Student 6	3	4	4	3	2	16	80
7	Student 7	3	3	4	3	2	15	75
8	Student 8	4	3	4	3	2	16	80
9	Student 9	4	3	4	3	2	16	80
10	Student 10	4	4	4	3	2	17	85
11	Student 11	4	3	4	3	3	17	85
12	Student 12	4	3	4	3	2	16	80
13	Student 13	3	4	4	3	2	16	80
14	Student 14	4	3	4	3	2	16	80
15	Student 15	3	3	4	3	2	15	75
16	Student 16	4	4	3	3	2	16	80
17	Student 17	4	4	4	3	3	18	90
18	Student 18	4	4	3	3	2	16	80
19	Student 19	4	3	4	3	2	16	80
20	Student 20	3	3	4	3	3	16	80
Total							1590	
Maximum							90	
Minimum							75	
Average							79.5	



**APPENDIX 18 SCORE OF PRE AND POST-TEST IN EXPERIMENTAL CLASS**

Students' Code	Score of Pre-Test	Score of Post-Test
Student 1	70	80
Student 2	65	80
Student 3	60	85
Student 4	70	90
Student 5	65	90
Student 6	70	85
Student 7	60	85
Student 8	60	80
Student 9	60	90
Student 10	65	95
Student 11	60	90
Student 12	60	80
Student 13	60	80
Student 14	65	95
Student 15	70	90
Student 16	75	95
Student 17	75	95
Student 18	70	90
Student 19	70	90
Student 20	75	90
Total	1325	1755
Higher	75	95
Lower	60	80
Average	66.25	87.75

## APPENDIX 19 SCORE OF PRE AND POST-TEST IN CONTROL CLASS

Students' Code	Score of Pre-Test	Score of Post-Test
Student 1	60	70
Student 2	65	70
Student 3	60	75
Student 4	70	80
Student 5	65	90
Student 6	70	80
Student 7	60	75
Student 8	60	80
Student 9	60	80
Student 10	65	85
Student 11	60	85
Student 12	60	80
Student 13	60	80
Student 14	65	80
Student 15	70	75
Student 16	75	80
Student 17	75	90
Student 18	70	80
Student 19	70	80
Student 20	75	80
Total	1325	1585
Higher	70	95
Lower	55	75
Average	66.25	79.25

## APPENDIX 20 SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN



### LEMBAGA PENDIDIKAN MA'ARIF SURABAYA SMP ISLAM "RADEN PAKU"

TERAKREDITASI "A"

NSS : 201056013257 NPSN : 20539218

Jl. Klampis Ngasem No. 88 A Telp. (031) 5992354 Surabaya

Website : [www.smpislamradenpaku.sch.id](http://www.smpislamradenpaku.sch.id) - Email : [smbis'amradenpaku@yahoo.com](mailto:smbis'amradenpaku@yahoo.com)

#### SURAT KETERANGAN

Yang bertandatangan di bawah ini:

Nama : H. Moh. Nasih, ST., MM.  
NIP : -  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP Islam RadenPaku Surabaya  
Jl. Klampis Ngasem No. 88A

Menerangkan Bahwa

Nama : M. Farhan  
Prodi/Jurusan : FKIP/Pendidikan Bahasa Inggris  
NIM : 20141111102  
Judul Skripsi : The Effectiveness of Teaching Speaking Through Hot Seat Game in Enhancing Students' Speaking Skills (Quasi-Experimental Research at Seventh Grade Students of SMP Islam RadenPaku Surabaya in academic year 2017/2018)

Telah melaksanakan penelitian pada tanggal 01 Mei – 07 Juni 2018 di SMP Islam Raden Paku Surabaya.

Surat keterangan ini kami buat untuk melengkapi dan membantu kevali dan data skripsi, atas perhatiannya kami sampaikan terimakasih.

Surabaya, 04 Agustus 2018



Kepala Sekolah

H. Moh. Nasih, ST., MM.

## APPENDIX 21 BERITA ACARA BIMBINGAN SKRIPSI

Nama PTS : Universitas Muhammadiyah Surabaya  
 Fakultas : Keguruan dan Ilmu Pendidikan

### BERITA ACARA BIMBINGAN SKRIPSI

Nama Mahasiswa : M. Farhan  
 NIM : 20141111102  
 Judul Skripsi : The Effectiveness of Teaching Speaking Through Hot seat Game in Enhancing students' speaking skills (Quasi-experimental of seventh Grade students of SMP Islam Badan PAKU Surabaya.)  
 Tanggal Pengajuan Pembimbing : 1. Sultan Dedi Wijaya, S.Pd., M.Pd.  
 2. Linda Mayasari, S.Pd., M.Pd.  
 Konsultasi :

Tanggal	Materi Bimbingan	PARAF	
		Pembimbing I	Pembimbing II
21 Maret 2018	PROPOSAL 1		
29 Maret 2018	proposai 2		
6 April 2018	Bab 1		
11 April 2018	Revisi Bab 1		
19 April 2018	Bab 2		
27 April 2018	Revisi Bab 2 + RPP		
2 Mei 2018	Bab 3		
9 Mei 2018	Revisi Bab 3		
23 Mei 2018	<del>Bab 3</del> Revisi 3		
5 Juli 2018	Revisi Bab 3-3		
12 Juli 2018	Revisi Bab 3		
18 Juli 2018	Bab 4-5		
29 Juli 2018	Revisi Bab 4-5		
2 Agustus 2018	Revisi Bab 5		

Tanggal Selesai Penulisan Skripsi : .....  
 Keterangan : Bimbingan Telah Selesai  
 Telah dievaluasi/diuji dengan nilai : .....

Dosen Pembimbing I,  
  
 Sultan Dedi W.

Surabaya, 3/8/2018  
 Dosen Pembimbing II,  
  
 Linda Mayasari

## APPENDIX 22 THE PICTURES OF PROCESS OF GIVING ORAL SPEAKING TEST

Picture of Giving Pre-Test



Picture of Giving Post-Test



APPENDIX 23 SURAT KETERANGAN BUKTI BEBAS PLAGIASI



PERPUSTAKAAN  
UNIVERSITAS MUHAMMADIYAH SURABAYA

ASLI


SURAT KETERANGAN BUKTI BEBAS PLAGIASI

Naskah tugas akhir / skripsi / karya tulis / tesis\*) yang diserahkan atas :

Nama : M. Farhan  
NIM : 2019111102  
Fakultas/Jurusan : FKIP / Pendidikan Bahasa Inggris  
Alamat : Klampic, Suralang Gg. III  
Judul : The Effectiveness of Teaching Speaking Through Hot seat Game in Enhancing students' speaking skills

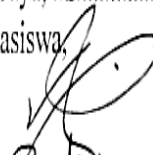
telah diserahkan dan memenuhi kriteria batas maksimal yang sudah ditentukan.

Petugas perpustakaan

  
Andi Surya Hachit K.

Surabaya, 03-08-2018

Mahasiswa

  
M. Farhan

  
Mengetahui,  
Kepala Perpustakaan

  
Dra. Mas'ulah, M.A.

\*) Coret yang tidak perlu

APPENDIX 24 LEMBAR PERSETUJUAN REVISI



UNIVERSITAS MUHAMMADIYAH SURABAYA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Program Studi Pendidikan Bahasa Inggris - Pendidikan Bahasa & Sastra Indonesia  
Pendidikan Matematika - Pendidikan Biologi - PG. PAUD - PG. SD

Jln. Sutorejo No. 59 Surabaya, 60113. Telp. (031) 3811956 Fax (031) 3813056

PERSETUJUAN REVISI

Setelah kami teliti hasil perbaikan revisi skripsi :

Nama : M. FARHAN  
NIM : 2019111102  
Program Studi : Pendidikan bahasa Inggris  
Judul Skripsi : The Effectiveness of Teaching speaking Through Hot seat Game to Enhancing students' speaking skills (Quasi Experimental Research of seventh grade students of SMP Islam Raden Paksi Surabaya in academic year 2017/2018)

Kami penguji menyetujui perbaikan revisi skripsi tersebut.

	Nama penguji	Tanda tangan	Tanggal
1.	<u>Sulton Dedi Wijadaya, s.pd, M.Pd.</u>		<u>27/8/2018</u>
2.	<u>Arisetyoprini, S.Pd.</u>		<u>27/8/2018</u>
3.	<u>Pranudama Husan, S.Hum, M.Pd.</u>		<u>27/8/2018</u>



## APPENDIX 25 ENDORSEMENT LETTER



# UNIVERSITAS MUHAMMADIYAH SURABAYA PUSAT BAHASA

Jl. Sutorejo 59 Surabaya 60113 Telp. 031-3811966, 3811967 Ext (130) Gd. A Lt 2

Email: [pusba.umsby@gmail.com](mailto:pusba.umsby@gmail.com)

### ENDORSEMENT LETTER

407/PB-UMS/EL/VIII/2018

This letter is to certify that the abstract of the thesis below

Title : The Effectiveness of Teaching Speaking through Hot Seat Game in Enhancing Students' Speaking skills (Quasi-Experimental Research at Seventh Grade Students of SMP Islam Raden Paku Surabaya in Academic Year 2017/2018).

Student's name : M. Farhan

Reg. Number : 20141111102

Department : S1 Pendidikan Bahasa Inggris

has been endorsed by Pusat Bahasa *UMSurabaya* for further approval by the examining committee of the faculty.

Surabaya, 28 August 2018

Chair

Waode Hamsia, M.Pd



## RESEARCHER'S CURRICULLUM VITAE



### **M. Farhan**

He was born on October 14<sup>th</sup>, 1992 in Sampang, Madura.

He graduated from Islamic Elementary School

(Madrasah Ibtidaiyah) and Islamic Junior High School

(Madrasah Tsanawiyah) in Mambaul Ulum, Sumber

Nomi, Islamic Senior High School (Madrasah Aliyah) in

Darul Ulum Banyuwanyar, Pamekasan, Madura, and

Finished the Bachelor's Degree (S-1) of Education in Muhammadiyah University of Surabaya in 2018.