



**TONGUE TWISTERS TECHNIQUE IN EFL LEARNING IN  
IMPROVING STUDENTS' SPEAKING SKILLS**

**THESIS**

Submitted as Partial Fulfillment of the Requirement for the Degree  
of Sarjana Pendidikan (S.Pd)

by

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**ENGLISH EDUCATION STUDY PROGRAM  
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MUHAMMADIYAH UNIVERSITY OF JAKARTA  
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**MUHAMMADIYAH UNIVERSITY OF JAKARTA  
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**Thesis, August 2018**

Sinta Angraeni (2014850063)

**Tongue Twisters Technique in EFL Learning in Improving  
Students' Speaking Skills**

Xvii + 52 pages, 9 tables, 1 graphic , 9 appendices

**ABSTRACT**

The objective of this research was to find out these of Tongue Twisters to improve students speaking skill. This research was conducted on the second semester of academic year of 2017/2018 at SMK 9 Muhammadiyah Jakarta, West Jakarta by involving 27 students as a sample. This research uses quantitative method with quasi-experiment and purposive sampling by using pre test scores and post test score to collecting the data. The data were analyzed by using t-test one group. The result showed that there was a significant difference from pre-test score to post test score. The total score in pre-test was 1680 with the mean 62.22 while total sore in post-test was 2110 with the mean 78.14. The results showed that Tongue Twisters Technique effective to improve students speaking skills especially to XI grade students of senior high school.

*Key words: Tongue Twisters, Speaking Skill, Teching Speaking.*

**References 17 (2010 - 2017)**

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**ABSTRAK**

Tujuan dari penelitian ini adalah untuk mengetahui apakah teknik tongue twisters efektif atau tidak untuk meningkatkan kemampuan berbicara siswa. Penelitian ini dilakukan pada semester dua tahun 2017/2018 di SMK 9 Muhammadiyah Jakarta dengan 27 siswa sebagai sampel. Penelitian ini menggunakan metode kuantitatif dengan eksperimen semu dan purposive sampling dengan menggunakan nilai pre-test dan nilai post-test untuk mengumpulkan data. Data dianalisis dengan menggunakan t-test satu kelompok. Hasil penelitian menunjukkan bahwa ada perbedaan yang signifikan dari nilai pre-test ke nilai post-test. Total nilai dalam pre-test adalah 1680 dengan rata-rata 62.22 sementara total nilai dalam post-test adalah dengan rata-rata 7814. Hasil penelitian menunjukkan bahwa *aplikasi Tongue Twisters* efektif untuk meningkatkan kemampuan berbicara siswa khususnya siswa kelas X SMA.

Kata Kunci : teknik *tongue twisters*, kemampuan berbicara, mengajar berbicara,

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## **DEDICATION**

**“My humble effort I dedicate to my sweet and loving Parent and siblings for their endless love, support, and encouragement and also to my friends and people who always by my side that help and support me in any condition”**

**MOTTO**

**It's so simple**

**If you want it**

**Work for it**

**Enough talking, start doing**

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*Alhamdulillahirobil'amin.* Praised to Allah SWT, Lord of the world, who has given mercy, blessing and also given health, knowledge, patience, and strength to the writer so that the writer was able to finish this thesis entitled: Tongue Twisters Technique in EFL Learning in improving students' speaking skills. Shalawat is also sent to Prophet Muhammad SAW, His family, His companion, and his adherence.

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At last, the writer realizes that this thesis is still far from perfection. Therefore, the writer highly appreciated the comments and suggestion to the improvement of this thesis. Hopefully, this thesis would give contribution to the another research and can be useful for the readers.

Jakarta, August 2018  
The Researcher,

**Sinta Angraeni**  
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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Learning English is a process of interaction between teachers and students to interplay to each others in achieving an educational goals especially to learn English well. It help the students to acquire knowledge, the mastering of skill, formation of attitudes and self-confident to the students. Learning English can held about shape or skills. According to Crosse ( 2010 : 10) Learning English as language have the opportunity to learn vocabulary connected with feeling and this can be helpful to them when trying to express their views about their news situation. So, in Learning Procces especially learning english can help everyone to get new skill or knowledge. Allah SWT also said in holy Qur'an in surat Az-Zumar : 9 about Knowledge :

﴿أَمْ لَكُمْ آلِهَةٌ تَمْنَعُكُمْ عَنِ آلِهَةِ رَبِّكُمْ وَأَنْبِيَائِهِمْ إِنْ كُنْتُمْ مُسْلِمِينَ﴾  
(are you the more fortunate polytheists) or the worshiper of the

night by prostrating and standing, and he is afraid of the Hereafter and hopes for the mercy of his Lord? Say: "Are there those who know with those who do not know?" Indeed, people who barakallah who can receive lessons.

Based on the verse above, it is known that knowledge is important thing because it can help to take new informations and also can solve problems. Beside that, knowledge improves learning and thinking but the teacher also has its own role in the learning process.

A teacher has a great role and responsibility in improving the quality of learning especially in learning English. In indonesia, the aims of English teaching are mastering four basic skills of language such as listening, reading, speaking, and writting skills. The four skills are interconnected, but have different significance in the process. The students are expected to master those four skills in order to be able to use it communicatively. The Learners have to be able to express their thoughts, ideas, and feelings orally in English without thinking for a long time before saying what they wish to say.

This statement implies that, Speaking is very important because by mastering speaking skill, people can carry out conversations with others, give the ideas and exchange the information with others. Delivery of ideas, opinion, or feeling is some important aspects of the process of speaking which a speakers' idea become real to listeners. According to Schmitt (2010 : 15) speaking is so much part of daily life that we tend to take it for granted. Thus, everyone will talk one each other in English in order to fulfill their needs at the time.

There are many problem that found in teaching and learning English to students while it is as their foreign language. Some of the students can not to speak English well. In this condition, it was found that

many students still had difficulties and lack of confidence to speak in English because of their limitation in mastering the component of speaking. Besides that, the students practice English speaking rarely. So, teachers have to use techniques to improve students in the learning process.

Teaching and learning techniques are important factors to the success of language learning for all aspects in education. In fact, the teacher does not choose the suitable technique of teaching speaking. The teacher asks students to perform dialogue in front of class without asking students to develop communicative dialogue using their own ways. So, they only memorize the dialogue and most of students do not know how to build communication. This strategy cannot develop the students' skill of communication.

Based on the statement above, the researcher has percentage average scores of students in the speaking aspect are varied. The result of observation in the activities of students, 45% of the students are poor at speaking English, 25% of students are enough to speak English, and 20% of students are good at speaking English, and 10% of the students are very good at speaking English. In this exposure of the data, it is seen that 45% of the students still lack of speaking in English well.

However, based on research many people feel that the model of teaching given by the teacher is only a formality. So, the learning process in the class does not have a maximal role to improve the potential of students. The percentage in the learning process from the teaching teacher in the classroom. The result of observation in these activities that 75% of teachers still

used traditional method, it means that the students have to listen what the teacher says and as usually the students feel bored and do not like to learn because the students are not given an opportunity to be active in the class, and 25% of the teachers use good methods to teach and this will make a student's response to learning in the class.

Based on the results of an interview with an English teacher, it was found that many kinds of student problems exist in learning English, especially in speaking. The teacher said that his students cannot express their ideas, the students are afraid to make mistakes and do not have enough vocabulary. The students still feel bored, not interested to follow the learning process in the class, not easy to understand if the teacher explains about the material. The teacher should prepare a good technique in conducting teaching to motivate the students to speak English.

One of the techniques that the teacher can apply in teaching speaking is Tongue Twisters. Tongue Twister is a kind of cooperative learning, Tongue Twisters can be practiced continuously for pronunciation. So, its influence on speaking skills will be more fluent when speaking to each other because often trained mainly to train the tongue. Underlined to Ashworth (2011: 92) tongue twister is a group of words that begin with the same letter or sound. Tongue Twisters are hard to say because these words or statements have the same pronunciation. So, the learner can learn to speak in English using the Tongue Twister Technique.

Tongue Twisters can help put a smile on your face at the same time as you are warming up your voice and tongue. However, tongue twister

a challenge but its can improve the students to think something and Students can complete the fun-filled exercise because the game keeps the students smile and fun in the process learning. Beside that, the Teacher can apply this technique with the serious material. So, Tongue Twister can improve speaking skill with serious or fun situation. Its depend on the value of the teacher in the learning.

The use Tongue Twisters Technique in the classroom can encourage creative thinking to students. Students can enhance speaking skill by using Pronunciation from teachers and being motivated students for learning in classroom. The students must be active in the classroom because the students will communication to each other. Tongue Twisters also can increase self confident the students. Because of that, the students have to brave and speak up, and the opinion of students do not have to take same responsibilities.

Teaching Speaking by using Tongue Twisters ia alternative ways to learn togetherness in classroom. The teacher can give students several Tongue twisters statement and students have to focus to read dan understand the meaning from statement. After that each students come to in front of class to speak Tongue Twister statement and give an opinion about it. By using Tongue Twisters, students get opportunity to speak well. Besides that, teacher also give students several picture and studnets have to gueest relate with the statement and give an opinion also. So, the students have to prepare to understand because students must present in front of class. One of the solution to solve problem above, the teacher

must give creative learning to teach speaking. Tongue Twisters is one of solution that can be used in teaching speaking skill.

Based on this background, the researcher interest to do a research entitle **"Tongue Twisters Technique in EFL Learning in Improving Students' Speaking Skill"**. It is hope that this study will give any knowledge to find the best for improving self-confident and it can be apply in learning.

## **B. Identification of the Problem**

Based on the background above, the research identifies several problem from the students not confident to speak to each other :

1. Many students still had difficulties and lack of confidents to speak in English.
2. The students limitation in mastering the component in speaking.
3. Students practice E nglish speaking rarely.
4. Lack of students participation learning and just listen when teacher delivering the material.
5. The students only memorize the dialogue and most of students do not know how to express in real communication.

## **C. Limitation of the Problem**

In this study, the Researcher her thesis on Tongue Twisters Technique in Improving students speaking skill in the second grades of SMK Muhammadiyah 9 Jakarta.



#### **D. Problem of the Study**

The problems of the study are briefly as follows : “Is Tongue Twisters technique effective to improve speaking skill?”

#### **E. Objective of the Study**

Objective of the study is to find out whether of Tongue Twisters Technique will be effective to improve students speaking skill.

#### **F. Significance of the Study**

The result of this research have both theoriticaly and practically :

##### **1. Theoritically**

The research hopes that the result can be use as information and recourse for the teacher as one of various ways of teaching in order to make students proficiency and confidents to speak english in front of o each other.

##### **2. Practically**

###### **a. The teacher**

Teacher hopefully will apply this technique in teaching learning procces and keep the students from getting difficult in speak english, so that the students can achieve the objective of the study efficient.

b. The students

The reseacher hope that in Tonge Twisters method the students will improve their speaking skill, expecially for class eleventh in SMK 9 Muhammadiyah.

c. The school

The result of this reseach, the Researcher hope that will usefull for the school and with the information obtain from the Researcher, its can be as a material study together to improve the quality school, expecially in English Learning.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Description of the Theories**

##### **1. Speaking Skill**

###### **a. Overview of Speaking**

Speaking is an articulation of sound to express thought or to deliver message directly. Its mean that speaking can give an opinion or idea to each other. Everyone can speak but not all people can speak fluently in public. According to Schmit ( 2010 : 15) speaking is so much part of daily life that we tend to take it for granted. So, everyone can talk to each other to communicate anything. Speakers talk in order to have some effect on their listener. Speakers explain to change some state of knowledge. Another person give question to provide information, and request thing to do something.

Beside that, According Munawar ( 2016 : 489) Speaking is the human ability to produce sound or voice orally and to share or express feelings and thought with others as a means of communication in life using or without any particular gadgets to fulfill human needs and emotions. So, its can use to help themselves elaborate their knowledge of the language and their confidencee to speak.

Probably know, some of people try to avoid situations where people have to speak or talk in public. As stated Raja (2017 : 69) Many people are shy or afraid of speaking in front of their peers or familiar people and this can be overcome by practicing in front of unfamiliar audiences. So, it means that although the people are afraid and shy but there are solutions from these problems and one of the solutions is practicing to get used to speaking in public. Because of that, people can become fluent and brave to talk and speak in public especially English.

Besides that, according to Murray and Christison speaking is a second language involves knowing the linguistic forms of the language, knowing how the forms are used to fulfill various functions, using a set of communication strategies to perform the different functions. It means that speaking has a useful purpose for communicating and to communicate also have different strategies. The description of speaking above made the researcher conclude that speaking is the ability to use of language, it is usually the way of speech. It is not only transferring some messages to others but also to communicate directly which needs more than one person. It means that speaking is the process of sharing with another person with knowledge, interests, attitudes, opinions, or ideas. Delivery of ideas and opinion are some important aspects of the process of

speaking which a speakers' idea become real to them and listeners.

## **b. Types of Speaking**

Brown and Wickrama (2010 : 184-185) proposes five types of speaking as explained in the following:

### 1) Imitative

Imitative is one of type of speaking, as usual the students always imitate the teacher in every words. Students trying to repeat words or statements. What needs to be high lighted in imitative speaking is that the communicative competence of the language is not essential. People need to acquire some information, and then reproduce it orally without having to add extra explanation.

### 2) Intensive

Intensive Speaking does not emphasize pronunciation or phonological aspect understanding meaning is needed to respond certain tasks but the interaction with the counter part is minimal. An example read a message aloud and give response to simple a question.

### 3) Responsive

Conversation is important. Therefore, the speaker is stimulated to speak promptly, to response a short conversation, making a simple request common is kind of activity that belongs to this type of speaking.

#### 4) Interactive

The load and complexity of the sentences is the major difference between responsive and interactive speaking. This type is a challenge of interpersonal speaking. The speaker has to feel joy and relax when attempting to communicate because it is more complex than saying ok or no or giving directions or something.

#### 5) Extensive

Extensive speaking is a kind of monolog. An example of extensive speaking is speech, storytelling, etc. This involves preparation to practice or perform. However, extensive communication can help students to speak comprehensibly without relying on feedback.

### **c. The Components of Speaking**

The students have to practice to speak English. It will give effect to be able to speak English well, fluently and accurately. Because of that, people have to know some important components especially in speaking. According to Efthymiou (2012 : 49) components of speaking that have been assessed include grammatical accuracy, fluency, scope of vocabulary, pronunciation and content. There are components of Speaking, such as :

#### 1) Grammatical Accuracy

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Cowan (2010:3) grammar is the set of rules that describes how word and groups of words can be arranged to form sentences in particular language. So, the students have to manipulate the structure gramatical form in appropriate sentence. The aims of grammar is to learn the correct way in language in oral or written form.

According to sercu and Pran ( 2015 : 250) Accuracy grammatical that precedence, both of marking purposes and for future lessons, exposing a strong belief that grammar as from carries more weight than a semantic grammar of meaning. So, the Reseachers have to focus to assess the students because its important thing than semantic grammar.

## 2) Vocabulary

Simon and Schuster in Amin ( 2016 : 38) defined vocabulary as a list of words and sometimes phrases, usually arranged in alphabetical order and defined; a dictionary, glossary or lexicon, all the words of a language, and all the word used by a particular person, class, profesion, etc. Sometimes all the word understood that particular person but not necessarily used by thta person. Vocabulary is all of number of words, consisct of content words, adjective, function words such us conjunction, article, preposition, and pronoun.

### 3) Pronunciation

Pronunciation is the words were someone to spoken in the language when talking something. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. According to Gerard (2000 : 11) A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understanding.

### 4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Stovall in Asni (2017 : 19) defined fluency as the ability to converse with other much more than the ability to read, write or comprehension oral language. In another opinion, Richard and Rodgers ( 2010 : 90 ) stated that fluency is the ability to procedure written or spoken language easily.

Based on description above, the writer argues that fluency is the ability to communication to each other in speaking and understood something with quick and easy.



#### 5) Comprehension

One of the components of speaking is Comprehension. Homby (2010:194) states that Comprehension is the mind, act power of understanding exercise aimed in improving in testing ones. The students must be attention with this component want to speak well.

#### **d. Characteristics of Speaking**

Brown says that there are eight characteristics of spoken language can make oral performance easy as :

##### 1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize cognitively and physically through such clustering. So, in clustering all of students can improve their speaking skill because with clustering students have a different ways to

##### 2) Redundancy

The speaker has opportunity to make meaning clearer through the redundancy Of language. Learners can create on this feature of spoken language.

##### 3) Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken english. Students who dont learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

##### 4) Performance variables

One of the advantages of spoken language is that the process of thinking as you speak, allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.

5) Colloquial language

Make sure our students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice producing these forms.

6) Rate of delivery

Another characteristic of fluency is rate of delivery. One of our tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency. So, if learners feel engaged with this event so learners can fight to learn about English especially in speaking skill.

7) Stress, Rhythm, and Intonation

is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages. Rhythm, intonation and stress are the important things because if learners will learn or read something about English learners have to know how to learn and read intonation and rhythm.

8) Interaction

Learning to produce waves of language in a vacuum without inter locutors would rob speaking skill of its richest component the creativity of conversational negotiation. This analysis shows how easily speaking skill can be accommodated within this particular view of language. When a teacher asks students to use the spoken language in the classroom.

In the process learning not only about the target of language to get specific knowledge but also a general knowledge of interaction between speaker and hearer to discussion to produce a correct understanding of learning are made clear.

#### **e. Teaching Speaking**

Teaching speaking is one of teacher activities. According to Paulak (2014:233) Teaching Speaking is essential aspect of developing students sociolinguistics competence in a foreign language at any level. So, teaching speaking is important part to teach students in classroom because its to easy communicate to each other. Besides that, this activities make students more active to learn and more meaningful because students will fun from that.

Thus, students more confident variety in of a contexts both of in or out school because in Teaching Speaking students have opportunity to practice speaking in public.

#### **f. Assessing speaking**

In a process teaching, teacher have to make an value assesing for learners because its can to know achievement learners in learning process in classroom. Probably know that this assesing to measure skill every learner in the classroom.

### **2. English as a Foreign Language (EFL) Learning**

English as a Foreign Language (EFL) learning are non-native English students who were born or live outside English speaking Countries. Their first language is not English. So, people who learn English in their life use English Foreign Language. According to Kriegel (2005 : 9) EFL settings often involved large classes and limited contact hours, which make learning English an Apparently insurmountable challenge. Its mean that in the classroom many students learn there and be able to speak English well. It's for about 25 to 45 students to learn in that classroom. Most of EFL students rarely communicate using English in daily life. People have already learned first language in their surrounding and it has different pattern with there in foreign language.

Thus, in EFL Learning students usually have a higher motivation to learn English because its relevant to their daily life, beside that students also get opportunity to speak English because its related with their daily.

### **3. Tongue Twisters Technique**

#### **a. Definition of Tongue Twisters Technique**

Tongue Twisters Technique is a learning technique speaking skill as the facilities to students insert the topic in learning process. Its can make a student's creative thinking, fun, and give motivation to learn. Besides that, using Tongue Twisters students can increase speaking ability by new language. Underlined to Ashworth ( 2011: 92 ) Tongue Twister is a group of word that begin with the same letter or sound. Its mean that to express tongue Twisters will be hard than read other word because ech word in Tongue twister have a same word but its will give students to challenge for learning. In addition, Tongue Twisters can improve the students to active in classroom, because this method can give communication to each other. This method also has ability to increase self confidents students to speak.

According to Herweks ( 2017:5)Tongue twister can be words, phrases, or sentences. Its mean that to use tongue twisters technique can use just some word, learner can read tongue twisters just 2 or 3 word but its will make easy learners to read and just a little challenges da not many give improve learners to speak english well, but different if teacher give tongue twisters with some sentences because its will give learner seriously to read and will improve learner to pronunciation especially to speak english well. If teachers give tongue twisters with a seldom to learner so its will

learners as a habit to speak tongue twisters in classroom especially for their live.

Tongue Twisters Technique have several statements, here some of most popular Tongue Twisters:

1. How Much Would a woodchuck chuck if a wood chuck could chuck wood.
2. She shells by the seashore.
3. I scream you scream we are cream for ice cream
4. Fuzzy wuzzy was a bear, fuzzy wuzzy had no hair fuzzy wuzzy wasn't fuzzy, was he?
5. I saw Susie sitting in a shoes shop.
6. How can a clam cram in a clean cream can?
7. I have got a date at a quarter to eight, I will see you at the gate, so don't late.
8. Peter piper pecked a peck of pickled peppers A peck of pickled peppers peters peter piper picked.
9. On a lazy laser raiser a laser ray eraser.
10. If two witches would watch two watches, which would watch which watch.
11. Mr. Tongue Twister tried to train his tongue to twist and turn, and twit an twat, to learn the letter "T".
12. Four furious friends fought for the phone.
13. He threw three balls
14. Singing sammy sun songs on sinking sand.

15. If you're keen on stunning kites and cunning stunts, buy a cunning stunning stunt kite.
16. On lazy laser raiser lies a laser ray eraser.
17. Sounding by sound is a sound method of sounding sounds.
18. If you understand say understand, if you not understand say not understand. But if you understand and say dont understand? How do I understand that you understand. Understand?
19. Love's a feeling you feel when you feel you're going to feel the feeling you've never felt before.
20. A gazalion gigantic grapes gushed gradually giving gophers gooey guts.

**b. Advanteges and Disagvanteges Tongue Twister**

Every technique has a advanteges and disagvanteges, it also happen in tongue Twisters. According to Rodney (2012) there are some of advantages from tongue Twisters throwing:

- 1) This technique can make the students to be active and memorize about the English, such us vocabulary, grammar etc.
- 2) This technique can be the students to use English in flexible communicative way and enjoyable to learn.
- 3) It can make students happy and undertand about the material.
- 4) The teaching learning process more attractive.

5) The teacher more easy to teach.

Although Tongue Twister has advantages in learning process but also has a disadvantages too, as below :

- 1) This technique need a lot of time to finish all the picture, because if the student can not answer so the teacher should continue to another students.
- 2) The teacher should control the situation of classroom, this technique will make noisy situation because the student will scream when students says statement of Tongue Twisters
- 3) This technique not too effective measure speaking skill because not all the student will get the chance to speak because limit of the time.

### **c. Implementing Tongue Twisters Technique in Class**

To implementing Tongue Twisters in class :

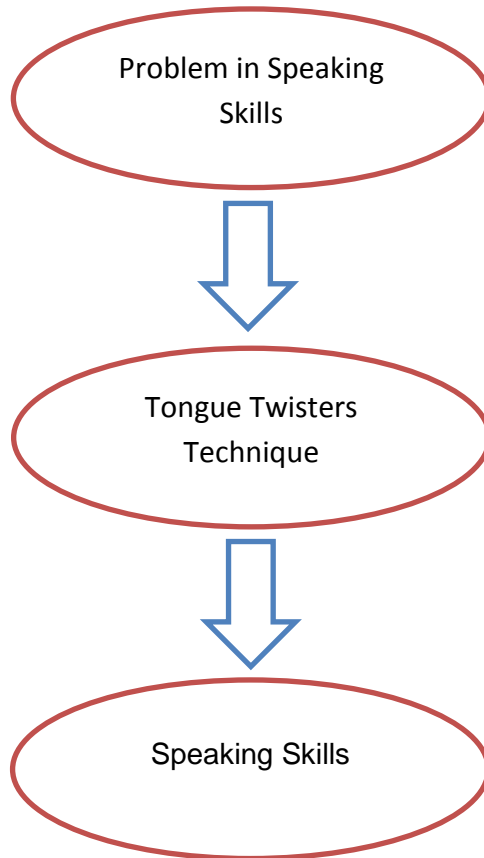
- 1) The Reseacher creates several groups. The function of this group to discuss about what the reseacher delivering the material.
- 2) The reseacher always give the students statement about Tongue Twisters.
- 3) The students guest and Arrange Tongue Twisters and give opinion about this material.
- 4) The reseacher give students pictures and music related with Tongue Twisters



## B. Theoretical Framework

table 2.1

### Theoretical Framework



Speaking is something to taking or communicating to each other. Speaking one of the skill who difnfcult to students especially in classroom. So, the research can identification that still lack of to speak up the students in front of to each other, the method not interest for students, English study feel bored, not confident the students to ask something, in the learning process the students more actively to write than speak.

the important to communication and the learning have to be a good situation and conducive to learn. So that the students can

increase to speak. In the fact is not related with statement, so many problems, such us the students not increase speaking skills, not applied the interest method to students, and the students not confidents to speak up. So that there is assymetry with statement and the goals of porposes. So, the research give interesting method like Tongue Twister Technique, so that the students speaking skill can be increased well.

Considering of improving the students speaking skill, the researcher concluded that the use of Tongue Twister Technique in teaching and learning process can improvement the quality and ability of the students in speaking skill. Reseachar collaborating with English teacher and students, its the aims to be active in the learning process used Tongue Twister Technique.

### **C. Hypothesis of reseach**

Based on the frame work, that presented by the researcher, the research hypothesis is stated as follows :

H<sub>1</sub> : Tongue Twisters is Effective in Improving Students Speaking Skill

H<sub>0</sub> : Tongue Twisters Is not Effective In Improving Students Speaking Skill.

## **CHAPTER III**

### **METHODS AND PROCEDURES**

#### **A. Time and Place of the Study**

This study conducted in XIAP.1 grade students of SMK 9 Muhammadiyah Jakarta, the adress school in Jl Panjang Cipulir no.154 RT.07/RW.08, Jakarta Selatan. The Reseacher do this school because near at home, the place so easy to reach the public transportation, and this school there are some material suitable with this technique.

This study will be conducted in the second semester of 2017/2018 on September - February of SMK 9 Muhammadiyah , west Jakarta.

#### **B. Method of the Study**

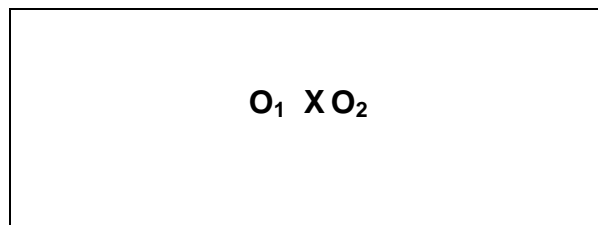
In this study, the reseacher used a quantitative method. It applied a quasi experimental study to prove applying tongue twisters technique in EFL Learning in Improving students speaking skill for grades XIAP.1 gradest students senior high school. The Researcher used quasi experimental as a research design to find out the significant influence in using variable X (Tongue Twisters Technique) and variable Y (improve students speaking skill) in teaching vocabulary.

The reseacher employs a quasi experimental research used pre-test and post-test design, which used one class only. One class as an experimental group during the research and it gave a pre-test before

teaching and learning activity in the classroom and the post-test gave after the treatment finishing in the last meeting.

**Table 3.1**

**One group Pre-test and Post-test Design**



Note:

$O_1$  : Pre-test

$X$  : Treatment

$O_2$  : Post test

**C. Operation Definition of Variables**

Variables are the concept of objects that become the center of attention in the reseach. Accoding to Larry E. Sullivan (2010 : 534) Variable is a characteristics of data collected from physical entities, pesons, or groups that efects the attribute of interest that can take on different values.

Variabes devide into two kinds, there are independent variable ( $X$ ) and dependent variable ( $Y$ ). Independent variable is the variable which influences the other variable and dependent variables is the variable which influenced by the independent variable.

In this research, the (X) variable will be Tongue Twister and the (Y) will be improving students speaking skill. The researcher defines terms between Independent Variable and Dependent Variable, Such as :

1. Tongue Twisters is encourages the students to be actively participating in learning process. This technique can improve creative thinking and to be actively participating in learning process. The Students can increase their speaking ability by using a new language and being motivated students for learning.
2. Speaking skill is an act making vocal sounds. According to Icems (2014 : 156) Speaking skill is an advanted English performed skill. So, speaking skill means that required skill in communicating and easiest to do directly.

#### **D. Population and Sample**

##### **1. Population**

Population is the whole of subject in the research. According to Ary et al (2010:148) "a population is defined as all members of any well defined 20 class of people, events, or subjects". In this research, the population in this study is 8<sup>th</sup> grade students of SMK 9 Muhammadiyah Jakarta in academic year 2017/2018. The total number of students is 200 students from 5 classes, as follow :

**Table 3.2**

**The Population of the Study**

Class	Students
XI AP 1	27
XI AP 2	27
XI AP 3	27
XI AK 1	27
XI AK 2	27
Total	135

**2. Sample**

In the research, the researcher used purposive sampling. Purposive sampling refers to as judgment sampling sample elements judged to be “typical” or representative are chosen from population. To select sample was very important step in conducting a research. According to Ary et al (2010:148) a sample is portion of population. The sample of this research is part of second grade students of SMK 9 Muhammadiyah Jakarta. The sample is class of XIAP 1. The class consist of 27 students which have 13 female and 14 male students.

## **E. Technique of Collecting the Data**

The technique for collecting the data who do the reseacher, such us :

### **a. Pre-test**

The researcher given students pre-test before giving them treatment and before researcher give students Tongue Twisters Technique in learning process.

### **b. Treatment**

In this study, after doing pre-test researcher given students treatment by Tongue Twisters Technique. The students learn about Tongue Twisters with picture and music until 6 meeting.

### **D. Post test**

In the last meeting, students got post-test with the same instrument like pre-test. It is used to know students achievement and progress after students got Tongue Twisters Technique from Researcher.

In order to measure how the significant, this tongue twisters in teaching English so the reseacher used the rubric of assessing speaking, as follows :

**Table 3.3**

**Grading Criteria for English Speaking Test rubric**

<b>No</b>	<b>Criteria</b>	<b>Rating Scores</b>	<b>Description</b>
1.	Pronunciation	4	Pronunciation was very clear and easy to understand.
		3	Pronunciation was good and did not interfere with communication
		2	Student was slightly unclear with pronunciation at times, but generally is fair.
		1	Student was difficult to understand, quiet in speaking, unclear in pronunciation.
2.	Grammar	4	Student was able to express their ideas and responses with ease in proper sentence structure and tenses.
		3	Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.
		2	Student was able to express



			<p>their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.</p>
		1	<p>Students was difficult to understand and had hard time communicating their ideas and response because of grammar mistakes,</p>
3.	Fluency	4	<p>Speech is effortless and smooth with speed that comes close to that of a native speaker.</p>
		3	<p>Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.</p>
		2	<p>Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.</p>
		1	<p>Speech is very slow, stumbling, nervous, and uncertain with</p>

			response, except for short or memorized expressions. Difficult for a listener to understand
4.	vocabulary	4	Rich, precise and impressive usage of vocabulary words learned in and beyond of class.
		3	Student utilized the words learned in class, in an accurate manner for the situation given.
		2	Student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.
		1	Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.
5.	Comprehention	4	Student was able to comprehend and respond to all of the questions and the topics that were being discussed with easy.

		3	Student was able to comprehend and respond to most of the questions and topics that were being discussed.
		2	Student fairly grasped some of the questions and topics that were being discussed.
		1	Student had difficulty understanding the questions and topics that were being discussed.
6.	Background Knowledge	4	Speech is effortless and smooth with speed that comes close to that of a native speaker.
		3	Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.
		2	Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.

		1	Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand
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**Tabel 3.4**

**Categories Assesing Students Speaking Skill**

<b>Score</b>	<b>Categories</b>
4	Excellent
3	Good
2	Satisfactory
1	Needs Improvement

**Table 3.5**

**Result of Students speaking skill**

Score			Categories
85	-	100	Very good
70	-	84	Good
60	-	69	Enough
0	-	59	Poor

**F. Technique of Analyzing the Data**

The data analysis do after the writer get the students' speaking scores in both test. To analysis the speaking test and to prove the reability of the instrument. the researcher analyzed the result of the tests by using t-test one group. The statistical analysis used to analyze the data in this research was t-test one group which aims to find out the average of the difference of the data. The data obtained from the pre-test and post-test scores were calculated by using the formula:

t-test one group

$$t = \frac{\bar{D}}{\frac{SD}{\sqrt{n}}}$$
$$SD = \sqrt{Var}$$
$$Var (S^2) = \frac{1}{n-1} \sum_{i=1}^n (x_i - \bar{x})^2$$

The steps of Paired Sample t-Test are as follow:

1. Determine MEAN of DIFFERENCE score of 1 and 2

$$\bar{D} = \frac{X_j - X_i}{n}$$

Note:  $X_j - X_i$  = total of Students' gained score of experimental class.

2. Determine DEGREES of FREEDOM (*df*)

$$N-1$$

Note: N is all sample of the experiment.

3. Determine VAR

$$Var(S^2) = \frac{1}{n-1} \sum_{i=1}^n (x_i - \bar{x})^2$$

4. Determine STANDARD DEVIATION

$$SD = \sqrt{Var}$$

5. Determine  $t_{cal}$  or T CALCULATION

$$t = \frac{\bar{D}}{\frac{SD}{\sqrt{n}}}$$

## CHAPTER IV

### FINDINGS AND INTERPRETATIONS

#### A. Findings

##### 1. The Description of the Data

The researcher conducted field research. The researcher held this study by teaching and learning process at eleventh grade of SMK 9 Muhammadiyah Jakarta. The Reaseacher was done at one class that is XIAP.1. The reseacher collected the data from pre-test and post-test. The pre-test was given before the treatment, and the post-test was given after the traetment. The findings of the reseach can be described as follows:

**Table 4.1**

**The score of students' pre test**

<b>NO</b>	<b>Students Name</b>	<b>Pre Test Score</b>
1	Ahmad Khusosi	50
2	Ari Wibowo	70
3	Arya Noer Rizkyawan	80
4	Azmi Yuwira	70
5	Catur Fendy Purwo Nugroho	80
6	Cesa Adelia Pramaisela	50
7	Dara Fitriani	60

8	Della Desvita	60
9	Dewi Agustin	80
10	Gita Melianawati	70
11	Jihan Syafira Al Islamidina	60
12	Laila Indah Nafasya	70
13	Ludfiyana Syafira	50
14	Lutfi Ardiansyah	70
15	M . Darwis Arsyad	40
16	Mahda Nurul Murtado	60
17	Melinda Putri Rachmawati	60
18	Mila Dwi Oktavia	70
19	Mochamad Farhan Efendi	50
20	Muhammad Tsabit Ar-Rad	70
21	Nabilah Novhan	60
22	Nur Fadjri	70
23	Prihatiningih	40
24	Rahmat Hidayat	60
25	Salsa Syahnas Oktaria	60
26	Syekh Ja'far Shodiq	80
27	Wanda Mulyatri	40
<b>Total</b>		<b>1680</b>
<b>Mean</b>		<b>62.22</b>



The result of students' speaking scores showed that students have various score. The highest score of pre-test was 80 and it obtained by 4 students. Then, the lowest result was 40 and it was obtained by 3 students with the explain that 4 students got 50, 8 students got 60, and 8 students got 70. The mean of student's pre-test result was 62.22.

**Table 4.2**

**The score of students' post test**

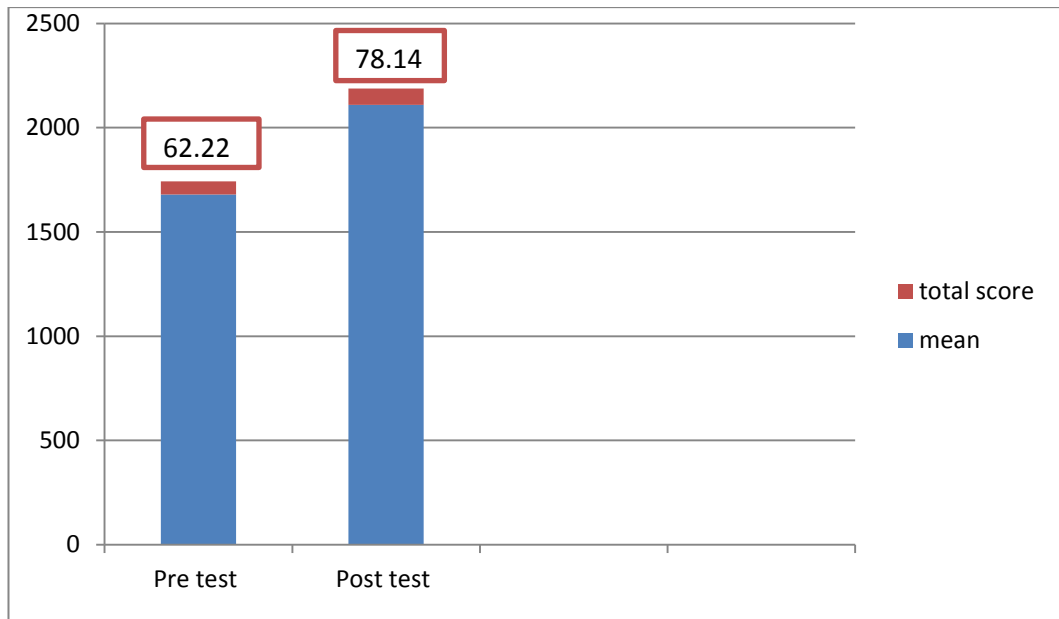
<b>NO</b>	<b>Students Name</b>	<b>Post Test Score</b>
1	Ahmad Khusosi	80
2	Ari Wibowo	80
3	Arya Noer Rizkyawan	90
4	Azmi Yuwira	80
5	Catur Fendy Purwo Nugroho	90
6	Cesa Adelia Pramaisela	80
7	Dara Fitriani	70
8	Della Desvita	70
9	Dewi Agustin	70
10	Gita Melianawati	80
11	Jihan Syafira Al Islamidina	70
12	Laila Indah Nafasya	80
13	Ludfiyana Syafira	70
14	Lutfi Ardiansyah	90
15	M . Darwis Arsyad	60

16	Mahda Nurul Murtado	90
17	Melinda Putri Rachmawati	80
18	Mila Dwi Oktavia	80
19	Mochamad Farhan Efendi	80
20	Muhammad Tsabit Ar-Rad	70
21	Nabilah Novhan	80
22	Nur Fadjri	80
23	Prihatiningih	80
24	Rahmat Hidayat	70
25	Salsa Syahnas Oktaria	70
26	Syekh Ja'far Shodiq	90
27	Wanda Mulyatri	70
<b>Total</b>		<b>2110</b>
<b>Mean</b>		<b>78.14</b>

Based on the table above, The result of post test students' speaking scores showed that students have various score. The highest score of pre-test was 90 and it obtained by 4 students. Then, the lowest result was 60 and it was obtained by 2 students with the explain that 10 students got 70, and 11 students got 80. The mean of student's post-test result was 78.14. Those scores were summarized as in table 4.3

**Diagram 4.3**

**Diagram of Students' Speaking Skill Scores**



## 2. Analysis of the Data

This table below tells us the score gained by the students from the pre-test and post-test :

**Table 4.4**

**Statistical Table of Students' Pre-Test and Post-Test**

No	Students	Pre-Test ( $X_i$ )	Post-Test ( $X_j$ )	$X_j - X_i$	$\bar{D}$	$((X_j - X_i) - \bar{D})$	$((X_j - X_i) - \bar{D})^2$
1	S1	50	80	30	16.6	13.4	179.56
2	S2	70	80	10	16.6	6.6	43.56
3	S3	80	90	10	16.6	6.6	43.56
4	S4	70	80	10	16.6	6.6	43.56

5	S5	80	90	10	16.6	6.6	43.56
6	S6	50	80	30	16.6	13.4	179.56
7	S7	60	70	10	16.6	6.6	43.56
8	S8	60	70	10	16.6	6.6	43.56
9	S9	80	70	10	16.6	6.6	43.56
10	S10	70	80	10	16.6	6.6	43.56
11	S11	60	70	10	16.6	6.6	43,56
12	S12	70	80	10	16.6	6.6	43.56
13	S13	50	70	20	16.6	3.4	11.56
14	S14	70	90	20	16.6	3.4	11.56
15	S15	40	60	20	16.6	3.4	11.56
16	S16	60	90	30	16.6	13.4	179.56
17	S17	60	80	20	16.6	3.4	11.56
18	S18	70	80	10	16.6	6.6	43.56
19	S19	50	80	30	16.6	13.4	179.56
20	S20	70	70	10	16.6	6.6	43.56
21	S21	60	80	20	16.6	3.4	11.56
22	S22	70	80	10	16.6	6.6	43.56
23	S23	40	80	40	16.6	23.4	547.56
24	S24	60	70	10	16.6	6.6	43.56
25	S25	60	70	10	16.6	6.6	43.56
26	S26	80	90	10	16.6	6.6	43.56
27	S27	40	70	30	16.6	13.4	179.56

<b>Total</b>	<b>1680</b>	<b>2110</b>				<b>2.200</b>
$\Sigma$	<b>62.22</b>	<b>78.1</b>	<b>450</b>			
		<b>4</b>				

Based on the result of pre-test and post-test above, the researcher that the mean of pre-test is 62.22, mean of post-test is 78.14 and the gain score of pre-test and post-test is 450. The table showed that the score of students' poste test is higher than students' pre-test. the reseacher analyzed the results that the students score improve after used tongue twisters technique.

This result the writer calculated based on the steps of the t-test formula, as follows:

Determine mean of difference score of one and two:

$$\bar{D} = \frac{450}{27} = 16.6$$

Determine Degrees of Freedom

$$df = N - 1$$

$$df = 27 - 1$$

$$df = 26$$

Determine VAR:

$$Variance (S^2) = \frac{1}{n-1} \sum_{i=1}^n ((X_j - X_i) - \bar{D})^2$$

$$= \frac{1}{26}(450)$$

$$= 17.3$$

Determine  $t_{cal}$  or T CALCULATION:

$$t_{cal} = \frac{\bar{D}}{\frac{SD}{\sqrt{n}}}$$

$$= \frac{16.6}{\frac{4.16}{\sqrt{27}}}$$

$$= \frac{16.6}{\frac{4.16}{5,1}}$$

$$= \frac{16.6}{0.815}$$

$$= 20.36$$

t – table → degree at significance 5% = 2.061

**Table 4.5**

**The Result of Hypothesis Test**

t-calculation	t-table ( $\alpha$ )=0,05	Significant
20.36	2.061	Significant

The calculation above concluded that the result of  $t_0$  20.36 and  $t_{table}$  with degrees of freedom (df) obtained 2.061. The significance value of less than 0,05 and  $t_{observe} > t_{table}$ . In summary, using “*Tongue Twisters Technique*” to improve speaking skills is effective.

## B. Interpretation

As the writer mentioned on Chapter II, the writer proposed the hypothesis as follows:

1. ( $H_0$ ): Tongue Twisters Technique is not effective in improving students speaking skills.
2. ( $H_1$ ): Tongue Twisters Technique is effective in improving students speaking skills.

In order to prove the hypothesis, the writer used the result gained by the students to be calculated by *t*-test and follow assumption as below:

Based on the result of t-test calculation above, obtained mean of pre-test and post-test is 16.6 ,obtained in the degree if freedom (df) of 27, ( $27-1= 26$ ) with the degree of significance 5%, it gained score 2.061, and the value of the value of  $t_{cal}$  is 20.36. Additionally, if the result of calculation above showed that  $t_{calculation}$  is higher than  $t_{table}$  , then the alternate hypothesis ( $H_1$ ) is accepted and null hypothesis ( $H_0$ ) is rejected.

From the result above of t-test calculation above, the obtained t-calculation  $t_{calculation}$  is higher than  $t_{table}$  ( $11.29 > 2.030$ ). It means that there is a significant change in students' pre-test towards students' post-test score. The scores of students' vocabulary mastery on using running dictation game were higher than their scores before the treatment. It can be seen from the students' post-test scores (78.14) which is higher than their pre-test scores (62.22).

Based on the result above, it showed that the result of which was higher than 0.05 showed that this Tongue Twisters Technique gives the

significant results to improve second grades students of SMK 9 Muhammadiyah Jakarta Selatan. From these results, the data analysis revealed that the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted.

It can be concluded that Tongue Twisters Technique is better and more effective to the students to solve their problem in speaking because Tongue Twisters Technique give students opportunity and responsibility in a group and always help each others. Its mean that Tongue Twisters Technique give the effective in teaching speaking at the eleventh grade of SMK 9 Muhammadiyah Jakarta.



## CHAPTER V

### CONCLUSIONS AND SUGGESTION

This chapter presents the conclusion and some suggestion for the students, teachers, and researcher based on the finding and discussion of the data analysis

#### **A. Conclusions**

Based on discussion the research findings and interpretasi ons of the data above, using Tongue Twisters Technique to Improve students speaking skill is Effective. In this reseach showed that the average of experimental class was 78.14. the experimental class which was treated by Tongue Twisters Technique. Thus, the result statistical hypothesis test found that the  $H_0$  ( Null Hypothesis) was reject and  $H_1$  (Alternatif Hypothesis) was accepted.

Based on those descriptions it can be concluded that there was a significant different in speaking skill between experimental class who was taught by Tongue Twisters Technique and control class who was taught without Tongue Twisters Technique. Thus, this reseach concludes that Tongue Twisters Technique gives significant effect on students speaking skill of second grade students of SMK 9 Muhammadiyah Jakarta.

## **B. Suggestion**

Based on the findings of the reseach, the Researcher would like to several suggest as follows :

### 1. For the Teacher

- a. The teacher must be able to have a good method of teaching, expecially in Teaching English. It can influence the students performance in english leaning. one of Technique who give to students to improve speaking skill is Tongue Twisters Technique.
- b. The teacher have to know in every students ability, because each students have a different knowledge. So, teacher must be able to have a good ideas to teach them.

### 2. For the Students

- a. The students must ask to the teacher about the problem in learning especially in speaking activity.
- b. The students must be able to use Tongue Twisters Technique to improve their other language ability such us Speaking because finding a new fun method and technique will give every students new spirit and motivation to learning, especially English Learning.

### 3. For the Reseachers

The reseacher hope that the other reseacher can follow to used Tongue Twisters Technique in teaching and learning especially in teaching speaking.

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## Appendix 1

### RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

#### KELAS EXPERIMENT

##### Treatment 1

Nama Sekolah : SMK 9 Muhammadiyah Jakarta  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/2  
Aspek/Skill : Speaking  
Pertemuan ke : 1  
Alokasi waktu : 2 x 45 Menit  
Tahun Ajaran : 2017/2018  
Hari/Tanggal : Senin, 29 Januari 2018

#### A. KOMPETENSI INTI (KI)

1. Menghayati dan mengamalkan ajaran agama yang di anutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin. Tanggung jawab, peduli ( gotong royong, kerja sama, toleransi, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda kaidah keilmuan.

## **B. KOMPETENSI DASAR DAN INDIKATOR**

### **Kompetensi Dasar**

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2 menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 menunjukkan perilaku peduli, kerjasama, tanggung jawab dan cinta damai dalam melaksanakan komunikasi fungsional.

3.2 menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya pendapat dan pikiran, sesuai dengankonteks penggunaannya.

4.2 menyusun teks lisan dan tulisan untuk menyatakan dan merespon ungkapan pernyataan pendapat dan pikiran dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

**INDIKATOR:**

- Mengidentifikasi pendapat dari pernyataan.
- Memberikan pendapat secara tepat sesuai dengan kemampuan siswa.

**C. TUJUAN PEMBELAJARAN**

Setelah pembelajaran selesai siswa mampu:

- Memahami makna dari pernyataan yang di berikan guru kepada siswa.
- Menanggapi pernyataan yang di berikan guru berdasarkan pernyataan tersebut secara lisan.

**D. MATERI PEMBELAJARAN**

- Tongue Twisters (Terlampir )

**E. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN**

1. Media : kosa kata Tongue Twisters
2. Alat : Laptop, papan tulis, dan in focus, spidol.
3. Sumber pembelajaran
  - Buku panduan untuk Siswa Kelas XI Wajib Kurikulum 2013
  - Buku Panduan untuk Guru Kelas XI Wajib Kurikulum 2013
  - [www.youtube.com](http://www.youtube.com)
  - Internet

**F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN**

1. Pre Activity



- Guru menyapa siswa dan menanyakan kabar kepada siswa
- Guru mengabsen kehadiran siswa.
- Guru memberikan pertanyaan yang berkaitan dengan materi yang akan diajarkan.

## 2. Whilst Activity

- Guru mengawali pembelajaran dengan memberikan materi yang akan diajarkan
- Siswa memahami penjelasan guru dan siswa bertanya jika ada materi yang belum dipahami
- Guru memperkenalkan Tongue Twisters kepada siswa
- Guru menjelaskan dan memberikan contoh dari Tongue Twisters
- Guru memberikan contoh cara baca dari kalimat Tongue Twister dan siswa mengikuti untuk membaca ulang
- Siswa diminta untuk membaca kalimat tongue twisters pelan dan seterusnya lebih dipercepat
- Setelah siswa melatih untuk membaca Tongue Twisters, siswa diminta untuk memberikan opini mengenai kalimat Tongue Twisters yang sudah diberikan guru
- Siswa mempersiapkan tugas yang diberikan oleh guru
- Setiap siswa diminta untuk memberikan opini terhadap kalimat Tongue Twisters
- Siswa maju dan menyampaikan pendapat masing-masing

## 3. Post Activity

- Guru meminta siswa untuk memberikan kesimpulan terhadap materi yang sudah pelajari pada pertemuan kali ini.
- Guru dan siswa berdoa bersama untuk menutup pembelajaran
- Guru mengucapkan salam kepada siswa.

4. Rubrik penilaian siswa ( Terlampir)
5. Penilaian

Nilai Maksimal untuk setiap siswa adalah 100 point. Nilai siswa diperoleh dengan membagi skor total yang diperoleh siswa dengan skor maksimum dan kalikan dengan 100

$$\text{The formulation} = \frac{\text{total score} \times 100}{20}$$

Jakarta, 29 Januari 2018

Guru pembimbing

Peneliti

Lestari, S.Pd

Sinta Angraeni

Mengetahui,

Kepala Sekolah

Adi Ardiansyah, S.Kom

3. Post Activity

- Guru meminta siswa untuk memberikan kesimpulan terhadap materi yang sudah pelajari pada pertemuan kali ini.
- Guru dan siswa berdoa bersama untuk menutup pembelajaran
- Guru mengucapkan salam kepada siswa.

4. Rubrik penilaian siswa ( Terlampir)

5. Penilaian

Nilai Maksimal untuk setiap siswa adalah 100 point. Nilai siswa diperoleh dengan membagi skor total yang diperoleh siswa dengan skor maksimum dan kalikan dengan 100

$$\text{The formulation} = \frac{\text{total score} \times 100}{20}$$

Jakarta, 29 Januari 2018

Guru pembimbing



Lestari, S.Pd

Peneliti



Sinta Angraeni

Mengetahui,

Kepala Sekolah

Adi Ardiansyah, S.Kom



## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

### KELAS EXPERIMENT

#### Treatment 2

Nama Sekolah : SMK 9 Muhammadiyah

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/2

Aspek/Skill : Speaking

Pertemuan ke : 2

Alokasi waktu : 2 x 45 Menit

Tahun Ajaran : 2017/2018

Hari/Tanggal : Rabu, 31 Januari 2018

#### A. KOMPETENSI INTI (KI)

1. Menghayati dan mengamalkan ajaran agama yang di anutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin. Tanggung jawab, peduli ( gotong royong, kerja sama, toleransi, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan,

kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda kaidah keilmuan.

## **B. KOMPETENSI DASAR DAN INDIKATOR**

### **Kompetensi Dasar**

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2 menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 menunjukkan perilaku peduli, kerjasama, tanggung jawab dan cinta damai dalam melaksanakan komunikasi fungsional.

3.2 menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya pendapat dan pikiran, sesuai dengankonteks penggunaannya.

4.2 menyusun teks lisan dan tulisan untuk menyatakan dan merespon ungkapan pernyataan pendapat dan pikiran dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **INDIKATOR:**

- Mengidentifikasi pendapat dari pernyataan.
- Memberikan pendapat secara tepat sesuai dengan kemampuan siswa.

### **C. TUJUAN PEMBELAJARAN**

Setelah pembelajaran selesai siswa mampu:

- Memahami makna dari pernyataan yang di berikan guru kepada siswa.
- Menanggapi pernyataan yang di berikan guru berdasarkan pernyataan tersebut secara lisan.

### **D. MATERI PEMBELAJARAN**

- Tongue Twisters ( Terlampir)

### **E. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN**

1. Media : kosa kata Tongue Twisters, power point.
2. Alat : papan tulis, spidol dan picture
3. Sumber pembelajaran :
  - Buku panduan untuk Siswa Kelas XI Wajib Kurikulum 2013
  - Buku Panduan untuk Guru Kelas XI Wajib Kurikulum 2013
  - [www.youtube.com](http://www.youtube.com)
  - Internet

### **F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN**

1. Pre Activity
  - Guru mengawali dengan berdoa bersama-sama.
  - Guru menyapa siswa dan menanyakan kabar siswa.
  - Guru mengabsen kehadiran siswa.
  - Guru melakukan pemanasan belajar dengan mereview pembelajaran sebelumnya.
2. Whilst Activity

- Guru mengawali pembelajaran dengan memberikan kembali kalimat Tongue Twisters baru dan lebih sulit dari sebelumnya
- Guru mengucapkan per kalimat dan siswa mengikuti
- Guru memberikan pengucapan kalimat Tongue Twisters dengan benar
- Siswa dipersilahkan untuk bertanya jika ada hal yang ingin ditanyakan mengenai kalimat tersebut.
- Guru meminta siswa untuk membagi kelompok setiap kelompok terdiri dari 4-5 siswa.
- Guru memberikan 1 kalimat Tongue Twisters yang berbeda setiap kelompoknya.
- Setiap kelompok diminta untuk memahami maksud dari Tongue Twisters tersebut
- Guru memberikan waktu kepada siswa untuk mengerjakan tugas tersebut
- Setiap kelompok mempresentasikan kalimat yang diberikan guru sesuai dengan pemahaman masing-masing kelompok
- Guru memberikan input untuk siswa

### 3. Post Activity

- Guru meminta siswa untuk memberikan kesimpulan terhadap materi yang sudah pelajari pada pertemuan kali ini.
- Guru dan siswa berdoa bersama untuk menutup pembelajaran
- Guru mengucapkan salam kepada siswa.

### 4. Rubrik penilaian siswa ( Terlampir)

### 5. Penilaian

Nilai Maksimal untuk setiap siswa adalah 100 point. Nilai siswa diperoleh dengan membagi skor total yang diperoleh siswa dengan skor maksimum dan kalikan dengan 100

$$\text{The formulation} = \frac{\text{total score} \times 100}{20}$$

Jakarta, 31

Januari 2018

Guru pembimbing  
Peneliti

Lestari, S.Pd  
Angraeni

Sinta

Mengetahui,  
Kepala Sekolah

Adi Ardiansyah, S.Kom



5. Penilaian

Nilai Maksimal untuk setiap siswa adalah 100 point. Nilai siswa diperoleh dengan membagi skor total yang diperoleh siswa dengan skor maksimum dan kalikan dengan 100

$$\text{The formulation} = \frac{\text{total score} \times 100}{20}$$

Jakarta, 31 Januari 2018

Guru pembimbing



Lestari, S.Pd

Peneliti



Sinta Angraeni

Mengetahui,

Kepala Sekolah



Adi Ardiansyah, S.Kom

**(RPP)**

**KELAS EXPERIMENT**

**Treatment 3**

Nama Sekolah : SMK 9 Muhammadiyah  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/2  
Aspek/Skill : Speaking  
Pertemuan ke : 3  
Alokasi waktu : 2 x 45 Menit  
Tahun Ajaran : 2017/2018  
Hari/Tanggal : Senin, 05 Februari 2018

**A. KOMPETENSI INTI (KI)**

1. Menghayati dan mengamalkan ajaran agama yang di anutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin. Tanggung jawab, peduli ( gotong royong, kerja sama, toleransi, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinterasi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya,

dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda kaidah keilmuan.

## **B. KOMPETENSI DASAR DAN INDIKATOR**

### **Kompetensi Dasar**

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2 menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 menunjukkan perilaku peduli, kerjasama, tanggung jawab dan cinta damai dalam melaksanakan komunikasi fungsional.

3.2 menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya pendapat dan pikiran, sesuai dengan konteks penggunaannya.

4.2 menyusun teks lisan dan tulisan untuk menyatakan dan merespon ungkapan pernyataan pendapat dan pikiran dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **INDIKATOR:**

- Mengidentifikasi pendapat dari pernyataan.
- Memberikan pendapat secara tepat sesuai dengan kemampuan siswa.

### **C. TUJUAN PEMBELAJARAN**

Setelah pembelajaran selesai siswa mampu:

- Memahami makna dari pernyataan yang di berikan guru kepada siswa.
- Menanggapi pernyataan yang di berikan guru berdasarkan pernyataan tersebut secara lisan.

### **D. MATERI PEMBELAJARAN**

Tongue Twisters ( Terlampir)

### **E. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN**

1. Media : Kosa Kata Tongue Twisters, Power Point, Video.
2. Alat : Papan tulis, spidol dan picture
3. Sumber pembelajaran :
  - Buku panduan untuk Siswa Kelas XI Wajib Kurikulum 2013
  - Buku Panduan untuk Guru Kelas XI Wajib Kurikulum 2013
  - [www.youtube.com](http://www.youtube.com)
  - Internet

### **F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN**

1. Pre Activity
  - Guru mengawali dengan berdoa bersama-sama
  - Guru menyapa siswa dan menanyakan kabar siswa
  - Guru mengabsen kehadiran siswa.
  - Guru melakukan pemanasan belajar dengan mereview pembelajaran sebelumnya.
2. Whilst Activity

- Guru mengawali pembelajaran dengan memberikan Permainan kepada siswa
- Permainan tersebut masih membahas mengenai Tongue Twisters
- Guru memberikan instruksi kepada siswa dalam permainan tersebut
- Siswa mendengarkan dan memahami instruksi dari guru
- Siswa diminta untuk membagi kelompok, setiap kelompok terdiri dari 5-6 siswa.
- Guru membagikan kertas kepada siswa, kertas tersebut sebagai alat dalam permainan Tongue Twisters
- Siswa diminta untuk menyusun kalimat Tongue Twisters dengan benar
- Kalimat Tongue Twisters di potong-potong setiap wordnya
- Guru menyiapkan satu meja di depan untuk menyimpan words tersebut
- Setiap kelompok ad perwakilan satu orang untuk mengambil satu word yang akan di susun, begitupun dengan temannya. Mengambil secara bergantian.
- Setelah kata yang di siapkan guru sudah habis tersusun oleh siswa, siswa memaparkan kalimat yang tersusun dan menunjukan kepada kelompok lain
- Kelompok lain memerhatikan kelompok yang sedang memaparkan hasilnya
- Kelompok yang terbanyak menyusun kalimat tongue twisters dengan baik dan benar adalah menjadi pemenang dalam permainan tersebut
- kelompok yang menang diberikan hadiah sebagai penghargaan dari guru

### 3. Post Activity

- Guru meminta siswa untuk memberikan kesimpulan terhadap materi yang sudah pelajari pada pertemuan kali ini.
- Guru dan siswa berdoa bersama untuk menutup pembelajaran
- Guru mengucapkan salam kepada siswa.

4. Rubrik penilaian siswa ( Terlampir )

5. Penilaian

Nilai Maksimal untuk setiap siswa adalah 100 point. Nilai siswa diperoleh dengan membagi skor total yang diperoleh siswa dengan skor maksimum dan kalikan dengan 100

The formulation =  $\frac{\text{total score} \times 100}{20}$

Februari 2018	Jakarta, 5
Guru pembimbing	Peneliti
Lestari, S. Pd	Sinta Angraeni

Mengetahui,  
Kepala Sekolah

Adi Ardiansyah, S.Kom



5. Penilaian

Nilai Maksimal untuk setiap siswa adalah 100 point. Nilai siswa diperoleh dengan membagi skor total yang diperoleh siswa dengan skor maksimum dan kalikan dengan 100

$$\text{The formulation} = \frac{\text{total score} \times 100}{20}$$

Jakarta, 5 Februari 2018

Guru pembimbing

Peneliti

Lestari, S. Pd

Sinta Angraeni

Mengetahui,

Kepala Sekolah



Adi Ardiansyah, S.Kom



# RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

## KELAS EXPERIMENT

### Treatment 4

Nama Sekolah : SMK 9 Muhammadiyah

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/2

Aspek/Skill : Speaking

Pertemuan ke : 4

Alokasi waktu : 2 x 45 Menit

Tahun Ajaran : 2017/2018

Hari/Tanggal : Rabu, 07 Februari 2018

#### **A. KOMPETENSI INTI (KI)**

1. Menghayati dan mengamalkan ajaran agama yang di anutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin. Tanggung jawab, peduli ( gotong royong, kerja sama, toleransi, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosialdan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora

dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda kaidah keilmuan.

## **B. KOMPETENSI DASAR DAN INDIKATOR**

### **Kompetensi Dasar**

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2 menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 menunjukkan perilaku peduli, kerjasama, tanggung jawab dan cinta damai dalam melaksanakan komunikasi fungsional.

3.2 menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya pendapat dan pikiran, sesuai dengankonteks penggunaannya.

4.2 menyusun teks lisan dan tulisan untuk menyatakan dan merespon ungkapan pernyataan pendapat dan pikiran dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **INDIKATOR:**

- Mengidentifikasi pendapat dari pernyataan.
- Memberikan pendapat secara tepat sesuai dengan kemampuan siswa.

### **C. TUJUAN PEMBELAJARAN**

Setelah pembelajaran selesai siswa mampu:

- Memahami makna dari pernyataan yang di berikan guru kepada siswa.
- Menanggapi pernyataan yang di berikan guru berdasarkan pernyataan tersebut secara lisan.

### **D. MATERI PEMBELAJARAN**

- Tongue Twisters ( Terlampir)

### **E. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN**

1. Media : kosa kata Tongue Twisters, power point.
2. Alat : papan tulis, spidol dan picture
3. Sumber pembelajaran :
  - Buku panduan untuk Siswa Kelas XI Wajib Kurikulum 2013
  - Buku Panduan untuk Guru Kelas XI Wajib Kurikulum 2013
  - [www.youtube.com](http://www.youtube.com)
  - Internet

### **F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN**

#### **1. Pre Activity**

- Guru mengawali dengan berdoa bersama-sama
- Guru menyapa siswa dan menanyakan kabar siswa
- Guru mengabsen kehadiran siswa.

- Guru melakukan pemanasan belajar dengan mereview pembelajaran sebelumnya.

## 2. Whilst Activity

- Guru mengawali pembelajaran dengan memberikan kembali kalimat Tongue Twisters
- Siswa melafalkan kalimat Tongue Twisters bersama-sama
- Setelah siswa sudah mulai lancar dalam membacakan kalimat tersebut, guru menunjukkan beberapa gambar
- Guru menjelaskan gambar tersebut kepada siswa
- Siswa diminta untuk mencari kalimat yang sesuai dengan kalimat tersebut
- Ada beberapa gambar yang di acak dan siswa mencari kalimat yang sesuai
- Setelah siswa yang dapat menjawab dan menyesuaikan dengan gambar, siswa maju ke depan untuk menjelaskan maksud dari kalimat Tongue Twisters tersebut.
- Guru memberikan input untuk siswa

## 3. Post Activity

- Guru meminta siswa untuk memberikan kesimpulan terhadap materi yang sudah pelajari pada pertemuan kali ini.
- Guru dan siswa berdoa bersama untuk menutup pembelajaran
- Guru mengucapkan salam kepada siswa.

## 4. Rubrik penilaian siswa

## 5. Penilaian

Nilai Maksimal untuk setiap siswa adalah 100 point. Nilai siswa diperoleh dengan membagi skor total yang diperoleh siswa dengan skor maksimum dan kalikan dengan 100

$$\text{The formulation} = \frac{\text{total score} \times 100}{20}$$

Jakarta, 07 Februari 2018

Guru pembimbing

Peneliti

Lestari, S. Pd

Sinta Angraeni

Mengetahui,  
Kepala Sekolah

Adi Ardiansyah, S.Kom

### 3. Post Activity

- Guru meminta siswa untuk memberikan kesimpulan terhadap materi yang sudah pelajari pada pertemuan kali ini.
- Guru dan siswa berdoa bersama untuk menutup pembelajaran
- Guru mengucapkan salam kepada siswa.

### 4. Rubrik penilaian siswa

### 5. Penilaian

Nilai Maksimal untuk setiap siswa adalah 100 point. Nilai siswa diperoleh dengan membagi skor total yang diperoleh siswa dengan skor maksimum dan kalikan dengan 100

$$\text{The formulation} = \frac{\text{total score} \times 100}{20}$$

Jakarta, 07 Februari 2018

Guru pembimbing

Lestari, S. Pd

Peneliti

Sinta Angraeni

Mengetahui,

Kepala Sekolah



Adi Ardiansyah, S.Kom

## RENCANA PELAKSANAAN PEMBELAJARAN

**(RPP)**

**KELAS EXPERIMENT**

**Treatment 5**

Nama Sekolah : SMK 9 Muhammadiyah  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/2  
Aspek/Skill : Speaking  
Pertemuan ke : 5  
Alokasi waktu : 2 x 45 Menit  
Tahun Ajaran : 2017/2018  
Hari/Tanggal : Senin, 12 Februari 2018

**A.KOMPETENSI INTI (KI)**

1. Menghayati dan mengamalkan ajaran agama yang di anutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin. Tanggung jawab, peduli ( gotong royong, kerja sama, toleransi, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinterasi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab

fenomena dan kejadian serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda kaidah keilmuan.

## **B. KOMPETENSI DASAR DAN INDIKATOR**

### **Kompetensi Dasar**

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.12 menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.

4.16. Menangkap pesan dalam lagu.

### **INDIKATOR**

- Mengidentifikasi pendapat dari pernyataan.
- Memberikan pendapat secara tepat sesuai dengan kemampuan siswa.

## **C. TUJUAN PEMBELAJARAN**

Setelah pembelajaran selesai siswa mampu:

- Memahami makna dari pernyataan yang di berikan guru kepada siswa.
- Menanggapi pernyataan yang di berikan guru berdasarkan pernyataan tersebut secara lisan.



#### **D. MATERI PEMBELAJARAN**

- Tongue Twisters (Terlampir )

#### **E. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN**

1. Media : Kosakata Tongue Twisters, Video Tongue Twisters.
2. Alat : Laptop, papan tulis, dan in focus, spidol.
3. Sumber pembelajaran :
  - Buku panduan untuk Siswa Kelas XI Wajib Kurikulum 2013
  - Buku Panduan untuk Guru Kelas XI Wajib Kurikulum 2013
  - [www.youtube.com](http://www.youtube.com)
  - Internet

#### **F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN**

##### **1. Pre Activity**

- Guru menyapa siswa dan menanyakan kabar kepada siswa
- Guru mengabsen kehadiran siswa.
- Guru memberikan pertanyaan yang berkaitan dengan materi yang akan diajarkan.

##### **2. Whilst Activity**

- Guru mengawali pembelajaran dengan memberikan materi yang akan diajarkan
- Siswa memahami penjelasan guru dan siswa bertanya jika ada materi yang belum dipahami
- Guru menunjukan video kepada siswa mengenai Tongue Twisters
- Guru memberikan contoh terlebih dahulu kepada siswa untuk membaca dan menyanyikan lagu Tongue Twisters tersebut.
- Guru memberikan beberapa kalimat Tongue Twisters baru kepada siswa.

- Siswa diberikan waktu untuk melancarkan dan memahami lagu Tongue Twisters tersebut.
- Guru memberikan tugas kepada siswa untuk mencari lagu tongue twisters dan setelah mencari siswa maju untuk menyanyikan lagu tongue twisters tersebut.

### 3. Post Activity

- Guru meminta siswa untuk memberikan kesimpulan terhadap materi yang sudah pelajari pada pertemuan kali ini.
- Guru dan siswa berdoa bersama untuk menutup pembelajaran
- Guru mengucapkan salam kepada siswa.

### 4. Rubrik penilaian siswa ( Terlampir)

## 5. Penilaian

Nilai Maksimal untuk setiap siswa adalah 100 point. Nilai siswa diperoleh dengan membagi skor total yang diperoleh siswa dengan skor maksimum dan kalikan dengan 100

$$\text{The formulation} = \frac{\text{total score} \times 100}{20}$$

Jakarta, 12

Februari 2018

Guru pembimbing

Peneliti

Lestari, S.Pd

Sinta Angraeni

Mengetahui,

Kepala Sekolah

Adi Ardiansyah, S.Kom

## **RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

### **KELAS EXPERIMENT**

#### **Treatment 6**

Nama Sekolah : SMK 9 Muhammadiyah

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/2

Aspek/Skill : Speaking

Pertemuan ke : 6

Alokasi waktu : 2 x 45 Menit

Tahun Ajaran : 2017/2018

Hari/Tanggal : Rabu, 14 Februari 2018

#### **A. KOMPETENSI INTI (KI)**

1. Menghayati dan mengamalkan ajaran agama yang di anutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin. Tanggung jawab, peduli ( gotong royong, kerja sama, toleransi, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora

dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda kaidah keilmuan.

## **B. KOMPETENSI DASAR DAN INDIKATOR**

### **Kompetensi Dasar**

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2 menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 menunjukkan perilaku peduli, kerjasama, tanggung jawab dan cinta damai dalam melaksanakan komunikasi fungsional.

3.2 menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya pendapat dan pikiran, sesuai dengan konteks penggunaannya.

4.2 menyusun teks lisan dan tulisan untuk menyatakan dan merespon ungkapan pernyataan pendapat dan pikiran dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **INDIKATOR:**

- Mengidentifikasi pendapat dari pernyataan.
- Memberikan pendapat secara tepat sesuai dengan kemampuan siswa.

### **C. TUJUAN PEMBELAJARAN**

Setelah pembelajaran selesai siswa mampu:

- Memahami makna dari pernyataan yang di berikan guru kepada siswa.
- Menanggapi pernyataan yang di berikan guru berdasarkan pernyataan tersebut secara lisan.

### **D. MATERI PEMBELAJARAN**

- Tongue Twisters ( Terlampir)

### **E. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN**

1. Media : kosa kata Tongue Twisters
2. Alat : papan tulis, spidol dan picture
3. Sumber pembelajaran :
  - Buku panduan untuk Siswa Kelas XI Wajib Kurikulum 2013
  - Buku Panduan untuk Guru Kelas XI Wajib Kurikulum 2013
  - [www.youtube.com](http://www.youtube.com)
  - Internet

### **F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN**

#### 1. Pre Activity

- Guru mengawali dengan berdoa bersama-sama
- Guru menyapa siswa dan menanyakan kabar siswa
- Guru mengabsen kehadiran siswa.
- Guru melakukan pemanasan belajar dengan mereview pembelajaran sebelumnya.

## 2. Whilst Activity

6. Guru mengawali pembelajaran dengan tugas yang sudah diberikan
7. Siswa maju ke depan untuk menyanyikan lagu yang sudah didapat
8. Siswa menyanyikan lagu tersebut kemudian teman lainnya mendengarkan
9. Guru memberikan input kepada siswa

## 3. Post Activity

- Guru meminta siswa untuk memberikan kesimpulan terhadap materi yang sudah pelajari pada pertemuan kali ini.
- Guru dan siswa berdoa bersama untuk menutup pembelajaran
- Guru mengucapkan salam kepada siswa.

## 4. Rubrik penilaian siswa

## 5. Penilaian

Nilai Maksimal untuk setiap siswa adalah 100 point. Nilai siswa diperoleh dengan membagi skor total yang diperoleh siswa dengan skor maksimum dan kalikan dengan 100

$$\text{The formulation} = \frac{\text{total score} \times 100}{20}$$

Jakarta, 14 Februari 2018

Guru pembimbing

Peneliti

Lestari, S. Pd

Sinta Angraeni

Mengetahui,  
Kepala Sekolah

Adi Ardiansyah, S.Kom



## Appendix 2 : Validation Letter

Yang bertanda tangan dibawah ini:

Nama : Dr. Muhamad Sofian Hadi, M. Pd.

Instansi : FIP UMJ

Jabatan : Dosen

Telah membaca instrumen penelitian berupa soal uji untuk kerja pre-test dan post-test yang akan digunakan dalam penelitian skripsi dengan judul "TONGUE TWISTERS TECHNIQUE IN EFL LEARNING IN IMPROVING STUDENTS SPEAKING SKILLS" oleh peneliti:

Nama : Sinta Angraeni

NIM : 2014850063

Prodi : Pendidikan Bahasa Inggris

Instrumen penelitian ini telah diperiksa dan telah diuji kelayakannya serta dapat digunakan dalam pengumpulan data di lapangan.

Jakarta, 12-01-2018

Validator



Dr. M. Sofian Hadi, M. Pd.

No	Name	Pronunciation	Grammar	Vocabulary	<u>Comprehen</u> <u>sion</u>	Fluency	Background Knowledge	total
1	Ahmad Khusosi	3	2	1	1	2	2	50
2	Ari Wibowo	3	2	3	2	3	2	70
3	Arya Noer Rizkyawan	3	3	4	3	3	3	80
4	Azmi Yuwira	2	2	3	3	4	3	70
5	Catur Fendy Purwo N	3	3	3	3	4	3	80
6	Cesa Adelia Pramaisela	2	2	2	2	2	1	50
7	Dara Fitriani	2	1	3	3	2	3	60
8	Della Desvita	1	2	3	3	3	2	60
9	Dewi Agustin	3	3	3	3	3	4	80
10	Gita Melianawati	2	2	3	3	3	3	70
11	Jihan Syafira Al Islamidina	2	3	2	2	3	3	60
12	Laila Indah Nafasya	3	3	3	2	3	3	70
13	Ludfiyana Syafira	1	1	3	3	2	2	50
14	Lutfi Ardiansyah	3	3	3	3	2	3	70
15	M.Darwis Arsyad	1	2	2	2	2	1	40

16	Mahda Nurul Murtado	2	3	3	2	2	3	60
17	Melinda Putri Rachmawati	3	3	3	2	2	2	60
18	Mila Dwi Oktavia	2	2	3	3	3	3	70
19	Mochamad Farhan Efendi	1	2	2	2	2	2	50
20	Muhammad Tsabit Ar-Rad	2	3	3	3	3	3	70
21	Nabilah Novhan	1	2	3	3	3	2	60
22	Nur Fadjri	3	3	3	2	3	3	70
23	Prihatiningih	1	1	2	2	2	2	40
24	Rahmat Hidayat	1	2	3	3	3	2	60
25	Salsa Syahnas Oktaria	3	3	3	3	2	1	60
26	Syekh Ja'far Shodiq	4	3	3	3	3	4	80
27	Wanda Mulyatri	1	2	2	2	2	1	40

Post-test Scores

No	Name	Pronouncition	Grammar	Vocabulary	<u>Comprehen sion</u>	Fluency	Background Knowledge	total
1	Ahmad Khusosi	4	3	3	3	3	3	80
2	Ari Wibowo	4	3	3	3	4	3	80
3	Arya Noer Rizkyawan	4	3	4	3	3	4	90
4	Azmi Yuwira	3	3	4	3	4	3	80
5	Catur Fendy Purwo N	3	3	3	4	4	4	90
6	Cesa Adelia Pramaisela	3	3	4	3	3	3	80
7	Dara Fitriani	3	2	3	3	3	3	70
8	Della Desvita	3	2	3	3	3	3	70
9	Dewi Agustin	3	2	3	3	3	4	70
10	Gita Melianawati	3	3	4	3	3	3	80
11	Jihan Syafira Al Islamidina	2	3	3	2	3	3	70
12	Laila Indah Nafasya	3	4	3	3	3	3	80
13	Ludfiyana Syafira	3	2	3	3	2	3	70
14	Lutfi Ardiansyah	4	3	4	3	3	4	90
15	M.Darwis Arsyad	2	2	3	2	3	2	60

16	Mahda Nurul Murtado	4	3	3	4	3	4	90
17	Melinda Putri Rachmawati	4	3	4	3	3	3	80
18	Mila Dwi Oktavia	4	3	3	3	3	3	80
19	Mochamad Farhan Efendi	4	3	3	3	3	3	80
20	Muhammad Tsabit Ar-Rad	3	3	2	3	3	3	70
21	Nabilah Novhan	3	3	3	3	3	4	80
22	Nur Fadjri	4	3	3	2	4	3	80
23	Prihatiningih	3	3	3	4	3	3	80
24	Rahmat Hidayat	3	2	3	3	3	3	70
25	Salsa Syahnas Oktaria	3	3	3	3	2	2	70
26	Syekh Ja'far Shodiq	4	4	4	4	3	4	90
27	Wanda Mulyatri	3	2	3	3	3	2	70

**APPENDIX 4 : Sheet Witnessed Thesis Examination**



**UNIVERSITAS MUHAMMADIYAH JAKARTA  
FAKULTAS ILMU PENDIDIKAN**

Jl. KH. Ahmad Dahlan Cirendeu – Ciputat, 15419. Telp. 7442028 Fax. 7442330  
Website: <http://www.fipumj.ac.id> Email: [fip\\_umj@yahoo.co.id](mailto:fip_umj@yahoo.co.id)

**KARTU MENYAKSIKAN UJIAN SKRIPSI**

Nama : Sinta Angraeni  
NIM : 2019850063  
Prodi : Pendidikan Bahasa Inggris

No.	Hari/Tanggal	Nama Peserta Ujian	Judul Skripsi	Paraf Ketua Sidang
1	Tuesday 15-08-2017	Prapti Anggun Widawati	The effect of news article to improve students Vocabulary Mastery	H
2	Tuesday 15-08-2017	Ahmad Taufik Musahid	Using Structural Approach numbered Head Together (NHT) to develop students speaking skill	H
3	Wednesday 16-08-2017	Vivid Surya Atmaja	Developing students speaking skills through talking stick Model	H
4	Wednesday 16-08-2017	Milla Virginia Hilmaya	The effectiveness of memrise App in Enhancing the students Vocabulary Mastery	H
5	Wednesday 16-08-2017	Zaefatur Mahmudah	the used of snakes and ladders Game in Teaching Vocabulary	H
6	Wednesday 16-08-2017	Murul Asriyanti	Popcast in Teaching Listening Comprehension	H
7	Wednesday 16-08-2017	Iren Lafebian	The correlation between Hippocrates Galenus theory of Human's characters and students english Achievement	H
8	Friday 18-08-2017	Mutia Khanza	the effect of Scaffolding toward students writing procedure text	H
9	Friday 18-08-2017	Opia Monica	The influence of Top down listening strategy toward students listening skills	H
10	Friday 18-08-2017	Siti Aenul Mardiyah	Indirect feedback technique on simple Present tense error to improve students writing quality.	H



Mengetahui,  
Ka. Prodi,

(Zithh, M.Pd.)



**UNIVERSITAS MUHAMMADIYAH JAKARTA**  
**FAKULTAS ILMU PENDIDIKAN**

Jln. KH. Ahmad Dahlan Cirsundeu - Ciputat, 15419 Telp. (021) 7442028 Fax. (021) 7442330  
Website : www.fip.umj.ac.id, Email:fip@umj.ac.id

Nomor : 29/F.8-UMJ/1/2018  
Lamp : -  
Perihal : Permohonan Penelitian

11 Januari 2018

Kepada Yth.,  
Bapak/Ibu Kepala  
SMK Muhammadiyah 9 Jakarta  
di  
Jakarta

*Aysalamu'alaikum wr. Wb.*

*Semoga Allah SWT melindungi dan memberi keberkahan kepada kita semua dalam menjalankan aktivitas sehari-hari. Amin.*

Bersama ini kami sampaikan kepada Bapak/Ibu bahwa mahasiswa kami, atas nama :

Nama : Sinla Anggraeni  
Nomor Pokok : 2014850063  
Program Studi : PBT

saat ini sedang melaksanakan penelitian dalam rangka penulisan tugas akhir (skripsi) dengan judul  
"Tungue Twisters Technique in EFL Learning in Improving Students' Speaking Skill".

Sehubungan dengan hal di atas, kami mohon agar kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa/i tersebut untuk mengadakan penelitian di lembaga yang Bapak/Ibu pimpin.

Demikian, atas perhatian dan berkenan Bapak/Ibu kami ucapkan terima kasih.

*Wabillahiitauq walhidayah*  
*Wassalamu'alaikum wr.wb.*



Dr. Iswan, M.Si

Lampiran:

1. Sekolah ybs
2. Arsip untuk lampiran skripsi

## Appendix 6 : Guide Letter of School



MAJLIS PENDIDIKAN DASAR DAN MENENGAH  
PIMPINAN DAERAH MUHAMMADIYAH JAKARTA SELATAN  
**SMK MUHAMMADIYAH 9 "TERAKREDITASI A"**  
KOMPLEK PERGURUAN MUHAMMADIYAH CIPULIR  
Alamat : Jl. Panjang Cipulir Kebayoran Lama Jakarta Selatan Kode Pos 12230  
Telephone (021) 7266648 Fax. (021) 7260628

### SURAT KETERANGAN

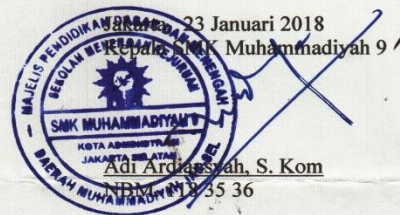
Nomor : 0017/SMKM-9/SK/I/2018

Yang bertandatangan di bawah ini, menerangkan bahwa :

Nama : SINTA ANGRAENI  
NIM : 2014850063  
Program Studi : PBI  
Jenjang : Strata 1 ( S1 )  
Akademik : UNIVERSITAS MUHAMMADIYAH JAKARTA

Telah melaksanakan Penelitian guna penyusunan skripsi pada SMK Muhammadiyah 9 Jakarta dengan judul "*Tongue Twisters Technique in EFL Learning in Improving Students' Speaking Skill.*"

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.



Tembusan :  
- Arsip



## Appendix 7 : Photos



Students spoke statement Tongue Twisters and explain meaning about that. Every student has to explain it and come in front of class. The Researchers listens and give them score. One of Tongue Twisters (I Scream You Scream We Are Scream For Ice Cream).



Students discuss and prepare before come in front of class.




Students also still discuss and prepare about Tongue Twisters,



Students also still discuss and prepare about Tongue Twisters

## Appendix 8 : Guidance Consultant Letter



UNIVERSITAS MUHAMMADIYAH JAKARTA  
FAKULTAS ILMU PENDIDIKAN  
KARTU KONSULTASI BIMBINGAN SKRIPSI

Nama / No.Pokok : Sinta Angraeni / 2014850063  
Masa Bimbingan : 14 OKTOBER 2017 - 14 MARET 2017 - **APRIL 2018**  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : ~~Applying Of Tongue Twister Technique In EFL Learning To Improve Studets Speaking Skill~~  
Pembimbing : Dr. Sofian Hadi, M.Pd. *Muhawid*

NO	TANGGAL	URAIAN	PARAF PEMBIMBING
1	24 - Oct - 2017	First chapter/lop	<i>[Signature]</i>
2	14 - Nov - 2017	Revisi	<i>[Signature]</i>
3	22 - Nov - 2017	Second Revisian	<i>[Signature]</i>
4	28 - Nov - 2017	Acc first chapter	<i>[Signature]</i>
5	06 - Dec - 2017	Second chapter revisian	<i>[Signature]</i>
6	06 - 01 - 2018	Acc second chapter	<i>[Signature]</i>
7	08 - 01 - 2018	Acc Third chapter	<i>[Signature]</i>
8	12 - 01 - 2018	Research Practice Consultation Test	<i>[Signature]</i>
9	14 - 03 - 2018	Acc fourth chapter	<i>[Signature]</i>
10		Acc fifth chapter	<i>[Signature]</i>
11		Guidance Book	<i>[Signature]</i>
12		All chapter revisian	<i>[Signature]</i>

## Appendix 9 : Curriculum Vitae

### Curriculum Vitae of the Researcher



#### **Personal Data**

Name : Sintia Angraeni  
Place and Date of birth : Tasikmalaya, 22 Januari 1996  
Gender : Female  
Religion : Islam  
Address : Jl H.Soleh II Kampung Kecil rt/rw 010/002 kel. Sukabumi selatan Kec. Kebon Jeruk Jakarta Barat.  
Nationally : Indonesia  
Phone number : 0812-1330-3822  
Email : shintaangraeniiii@gmail.com

#### **Family Profile**

1. Parents : a. Father : Erom Romli  
b. Mother : Sumiati
2. Sister : Wiwin Windari
3. Brother : a. Usep Suhendra  
b. Ajat Sudrajat  
c. Heri Dermawan, M.Pd

#### **Educational Details**

1. MI At-taufieq, Graduated 2008
2. SMPN 2 Cipanas, Graduated 2011
3. MAN Cipasung, Graduated 2014