

**THE EFFECTIVENESS OF NUMBERED HEADS TOGETHER (NHT)  
METHOD TO IMPROVE SPEAKING ABILITY OF THE SECOND  
GRADE STUDENTS' AT SMP PGRI SIENJO KABUPATEN  
PARIGI MOUTONG**



**THESIS**

Submitted in Partial Fulfillment of the Requirements for Gaining the Degree of Sarjana Pendidikan (S.Pd.) at English Tadris Departement Faculty of Tarbiyah and Teacher Training at Datokarama State Islamic University Palu

**By :**

**INDRA**

**NIM. 18.1.16.0054**

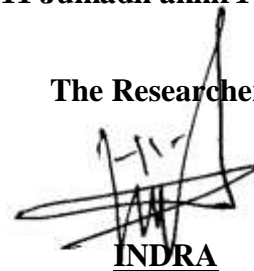
**ENGLISH TADRIS DEPARTEMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
DATOKARAMA STATE ISLAMIC UNIVERSITY PALU  
2023**

## **STATEMENT OF THE THESIS AUTHENTICITY**

I hereby declare that this thesis entitled: "The Effectiveness of Numbered head Together method to improve Speaking ability of the Second Grade Students' at SMP PGRI Sienjo Kabupaten Parigi Moutong" Participation in Learning English" has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

**Palu, 04 January 2023 M**  
**11 Jumadil akhir 1444 H**

**The Researcher,**

A handwritten signature in black ink, appearing to be 'INDRA', written over a horizontal line.

**INDRA**  
**NIM. 18.11.60.054**

## APPROVAL PAGE

The thesis entitled: **“The Effectiveness Of Numbered Head Together (NHT) Method To Improve Speaking Ability Of The Second Grade Students At Smp Pgri Sienjo Kabupaten Parigi Moutong”** written by **Indra**, NIM. 18.1.16.0054, a student of English Tadris Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University Datokarama Palu, after having thorough observation and careful correction, each supervisor decides that the thesis has met all the requirements needed and therefore it can be submitted for examination.

**Palu, 04 January 2023**

**11 Jumadil Akhir 1443 H**

**Approved by:**

**Supervisor I,**



**Ana Kuliáhana, S. pd., M. pd**  
**NIP. 198202142005012004**

**Supervisor II,**

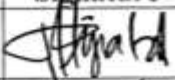






**Dzakiah, M. pd**  
**NIP. 199206292019032017**

### LEGALIZATION

A thesis by **Indra**, NIM. 18.1.16.0054 entitled “**The Effectiveness of Numbered Heads Together (NHT) Method to Improve Speaking Ability of the Second Grade Students’ at SMP PGRI Sienjo Kabupaten Parigi Moutong**” which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 14<sup>th</sup> february 2023 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

### BOARD OF EXAMINERS

Position	Name	Signature
The Chairman	Hijrah Syam, S.Pd., M.Pd	
The Examiner I	Fitriningsih, S.S., S.Pd., M.Hum	
The Examiner II	Mohamad Syafri, S.Pd., M.Pd	
The Supervisor I	Ana Kuliahana, S.Pd., M.Pd	
The Supervisor II	Dzakiah, M.Pd.	

### Approved by:

Faculty of Tarbiyah and Teacher Training  
Dean,

English Tadris Study Program  
Head,



Dr. H. Askar, M.Pd.  
NIP. 19670521199303 1 005



Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 196960215199203 1 013

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise to Allah Subhanahu Wa Ta'ala, the Almighty God, for the mercy and strength so that the researcher can finish this Thesis entitled: "The Effectiveness of Numbered Heads Together (NHT) Method to Improve Speaking Ability of the Second Grade Students' at SMP PGRI Sienjo Kabupaten Parigi Moutong". This is to meet one of the conditions and completed studies in order to obtain the degree of Sarjana Pendidikan at Teacher Training and Tarbiyah Faculty, English Tadris Department, State Islamic University of Datokarama Palu.

Greetings and shalawat are addressed to the Prophet Muhammad Shallallahu 'Alaihi Wa Sallam, family and friends. With awareness, the researcher awares that in drafting this thesis, he needed moral support and material support from some parties. Furthermore, the researcher would say a lot of thanks to:

5. The researcher's parents : Manda and Salmia, for a their endless love, prayer, material, greatest support, patience and inspiration; and the researcher's lovely sister, brother, and his big family for their love, care, prayer and support during the researcher's study.
6. The Rector of State Islamic University of Datokarama Palu, Prof. Dr. H. Sagaf S. Pettalongi, M.Pd., for his policies that has been supporting the process of teaching and learning in State Islamic University of Datokarama Palu.
7. Dr. H. Askar, M. Pd., the Dean of Teacher Training and Tarbiyah Faculty, who has directed the researcher in the research process.
8. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D., as the Head of English Tadris Department and Hijrah Syam, S.Pd., M.Pd., who had given valuable advice, support and directed the researcher during the process of study at State Islamic University of Datokarama Palu.

9. The Researcher's Advisors, Ana Kuliahana, S. Pd., M. P.d., and Dzakiah, M. Pd., who always guided the researcher in completing this thesis.
10. All lecturers in English Tadris Department who had given motivation, support and precious knowledge during the researcher's study at State Islamic University of Datokarama Palu.
11. All library staff who was always friendly to the researcher when visiting the library and had provided a comfortable place for his to study.
12. Sarmina, S. Pd. as the headmaster of SMP PGRI Sienjo and Basri, S.Pd as the English teacher of SMP PGRI Sienjo who facilitated the researcher in doing research in their school.
13. The all of students of SMP PGRI Sienjo for their cooperating and active participation during research.
14. The researcher's friends, Moh. Noval Anugrah, Muh. Zulbaidhien, Rianfani Muzhofar, Nur Fadilah, Moh. Fadil, and TBI 2 batch 2018 who always supported the researcher to graduate this year.
15. MOSTU Family, especially Muhammad Vicky that can helped in all situations and conditions while the researcher was completing the study.
16. For those whose names are not mentioned here, for all the help and support in conducting research.

The researcher realizes that this thesis still has many mistakes. Therefore, she accepted contributive suggestion and comments from those who concern this thesis. Hopefully, this thesis can beneficial for us especially for the writer.

**Palu, 04 January 2023 M**  
**11 Jumadil akhir 1444 H**

**The Researcher,**



**INDRA**

**NIM. 18.11.60.054**

## TABLE OF CONTENT

COVER .....	i
STATEMENT OF THESIS AUTHENTICITY .....	ii
APPROVAL PAGE .....	iii
LEGALIZATION .....	iv
ACKNOWLEDGEMENTS .....	v
TABEL OF CONTENTS .....	vii
LIST OF TABLES .....	ix
LIST OF APPENDICES .....	x
ABSTRACT .....	xi
CHAPTER I INTRODUCTION .....	1
A. Background of the Research .....	1
B. Problem Statement .....	4
C. Objective and Significance of the Research.....	4
D. Outline of Content.....	5
CHAPTER II LITERATURE REVIEW .....	7
A. The Previous Researches.....	7
B. Literature Review .....	10
1. Speaking .....	10
2. Report Text.....	17
3. Numbered Head Together .....	20
C. Theoretical Framework .....	27
D. Research Hypothesis .....	28
CHAPTER III RESEARCH METHODOLOGY .....	29
A. Research Approach and Design .....	29
B. Population and Sample.....	30
C. Variable of the Research .....	31
D. Operational Definition .....	31
E. Research Instruments .....	32
F. Technique of Data Collection .....	32
G. Technique of Data Analysis .....	35
CHAPTER IV RESEARCH FINDING AND DISCUSSION.....	42
A. Finding of the Research .....	43
B. Discussion of the Research .....	58

CHAPTER IV RESEARCH FINDING AND DISCUSSION.....	64
A. Conclusion.....	64
B. Suggestion.....	64
REFERENCES	
APPENDICES	



## LIST OF TABLE

Table 1	Class Population.....	30
Table 2	Score and Criteria of Fluency .....	36
Table 3	Score and Criteria of Comprehensibility .....	37
Table 4	Score and criteria of Pronunciation.....	38
Table 5	Scoring Classification of Students' Speaking Skill .....	39
Table 6	Pre-Test of Experimental Class.....	42
Table 7	The Rate Percentage of Score Experimental Class in the Pre-Test .....	45
Table 8	Pre-Test of Control Class .....	46
Table 9	The Rate Percentage of Score Control Class in the Pre-Test.....	48
Table 10	Post-Test of Experimental Class .....	50
Table 11	The Rate Percentage of Score Experimental Class in the Post-Test.....	53
Table 12	Post-Test of Control Class .....	53
Table 13	The Rate Percentage of Score Control Class in the Post-Test .....	56
Table 14	The Main Score and Standard Deviation .....	57
Table 15	The Result of t-test Calculation .....	59

## **LIST OF APPENDICES**

Appendix I	Research Instrument
Appendix II	Lesson Plans of Experimental Class
Appendix III	Lesson Plans of Control Class
Appendix IV	The Classification of the Students' pre-test in Experimental Class
Appendix V	The Classification of the Students' post-test in Experimental Class
Appendix VI	The Classification of the Students' pre-test in Control Class
Appendix VII	The Classification of the Students' post-test in Control Class
Appendix VIII	The Row Score of the Students' Pre-Test and Post Test in Experimental Class
Appendix IX	The Row Score of the Students' Pre-Test and Post Test in Control Class
Appendix X	Distribution of T-table
Appendix XI	Documentation
Appendix XII	Surat Keterangan Pembimbing
Appendix XIII	Surat Izin Penelitian
Appendix XIV	Surat Keterangan Selesai Meneliti
Appendix XV	Curriculum Vitae

## **ABSTRACT**

**Title : THE EFFECTIVENESS OF NUMBERED HEADS TOGETHER METHOD TO IMPROVE SPEAKING ABILITY OF THE SECOND GRADE STUDENTS' AT SMP PGRI SIENJO KABUPATEN PARIGI MOUTENG**

**Researcher : INDRA**

**Nim : 18.1.16.0054.**

---

Speaking ability is the skill to communicate effectively. This skill allows the speaker to convey the message in a passionately, thoughtfully, and convincingly. Speaking skill also helps to assure that one will not be miss understood by those who are listening. The students' speaking ability at SMP PGRI Sienjo is still low. To overcome the students' weaknesses in speaking ability mastery, the writer applied Numbered head Together method. Numbered Head Together is one of a good method that can be implemented by the students. The students will enjoy the teaching learning process.

This research was about the effectiveness of Numbered Head Together to improve students' speaking ability. This research was conducted at SMP PGRI Sienjo. In this research, the population was students in the second grade. The member of population were 50 students. In taking the sample, class A and class B was chosen by using the total sampling. The researcher took all population as the sample of the research. There were 25 students in class VIII A and 25 students in class VIII B. The total samples were 50 students.

Quasi-experimental method was applied in this research with two groups pre-test and post-test design. Class VIII A was chosen as experimental class that taught by using Numbered Head Together Method, and class VIII B was chosen as control class that taught by using conventional method.

The result of the data analysis shows that the mean score of speaking test before treating Numbered Head Together metod was 27,73 And after treating, the mean score was improved by 48,53 The t-test value 5,83 was higher than t-table value 2,011 From the result of the research, the researcher conclude that the hypothesis was accepted. It means that using Numbered Head Together method was effective in teaching students' speaking ability at the second grade in SMP PGRI Sienjo.

**Keywords:** Speaking Ability, Numbered Heads Together and Improving

## CHAPTER I

### INTRODUCTION

#### *A. Background of the Research.*

English is defined as an international language used as the main communication tool for all of people to interact each other. English has been taught as a foreign language since junior high school as a standard of curriculum in Indonesia (curriculum2013). English is also a need in this globalization area. There are four skills in English that are taught to the students and they should master all of those skills.

Speaking is one of the four skills in English, Speaking is a part of communication, moreover according to Fauziawati speaking is regarded more representing what the speaker wants to say <sup>1</sup>. Using speaking we can express our idea to communicate with other people and by speaking people are able to know what kinds of situations the world. People who have ability in speaking will be better and sending and receiving information or message to another. It is the most important one because through oral communication we can maintain our relationship with another people.

Speaking ability is very important thing and it must be developed and also speaking is a difficult skill that should be mastered when we learn about English as a foreign language. It is different with another skill such listening, reading and writing. The reason of speaking is different with other skills, generally the people you are talking to will also be waiting for you to talk right then and at the same

---

<sup>1</sup>Fauziawati E, *Pengajaran Bahasa Inggris Sebagai Bahasa Asing* (Surakarta: Muhammadiyah Pers Unevirsity, 2002), 34.

time you will not be able to correct what you have been saying. This will be a measure of people success in language learning compared to some other skills such as listening, reading and writing.<sup>2</sup>

When students write, they have time to sit and think about what they will write, and how they will write it. But in speaking, they have to respond more quickly, this can make students feel afraid to say anything.

Based on the preliminary observation in SMP PGRI Sienjo, the researcher found that students faced some problem such as most of students cannot speak English in the classroom, students do not have self-confidence and afraid to speak English. This is because the teacher use too much time to explain the instructional materials. When the teacher teach in the classroom, the teacher has more likely focus on the reading skill, explain the material, ask students to read and translated the meaning of words. This has monotonous technique to teach English especially in speaking skill because the teacher has more active than the students. Because of that the researcher think consequently the students felt bored, lack of concentration, sleepy, and lazy to study.

Based on the problem above, the researcher believe that a teacher have to prepare interesting technique to give students' a lot opportunities and time to express their ideas in the classroom. So it also must be support by a good learning method. Learning method is a common teaching technique and can be used to all subjects, such as: speech, discussion, asking and answering, experiment, task, and so on. Learning method is also a concept in teaching the material to achieve a

---

<sup>2</sup>Joanna Baker and Heather Westrup, *Essential Speaking Skills: A handbook for English Language Teachers* (New York: Continuum, 2003), 16.

certain objective involving strategy and method.<sup>3</sup>. In the learning method there is some model of group learning that's called Cooperative Learning.

Cooperative learning is a learning strategy that focuses on the cooperation between students in group to achieve learning purpose<sup>4</sup>. One of the models in Cooperative learning that developed by Kagan is Cooperative Learning model of Numbered Heads Together (NHT)<sup>5</sup>. This learning model focuses on specific structure that is designed to influence students' interaction pattern and have purpose to increase academic achievement, which the students are divided into groups and every student in group has the different numbers, then teacher gives task and each group works on it by discussing, then teacher calls one of the students and the students report their groupwork that would be respond by other groups members.<sup>6</sup>

This technique urges students to solve the given problems or questions in a group and sharing what they already know with others. Through this technique students have the equal opportunity to answer the problem because students have been numbered and the number will be chosen randomly to answer the questions. Number Heads Together also supports students to discuss the answer seriously in the small group.

---

<sup>3</sup>Murni A, Ervi Yenni., Natalina and Irianti, *Model-Model Pembelajaran Inovatif dan Media*. (Pekanbaru : Depertemen Pendidikan Nasional, Panitia Sertifikasi Guru (PSG) Rayon 05 FKIP Universitas Riau, 2009), 67.

<sup>4</sup>Herdian, *Model Pembelajaran NHT*, <http://www.herdy67.wordpress.com/-2022/02/15/model-pembelajaran-nht-numbered-heads-together>, 2009.

<sup>5</sup>S. Kagan, *Pembelajaran Kooperatif* (New York: Prentice Hall, 2002), 30.

<sup>6</sup>M. Ibrahim and Nur, M. *Pembelajaran Kooperatif* (Surabaya: University Press, 2000), 23.

Based on statements above , the researcher is interested to investigate this research, entitled *“The Effectiveness of Numbered Head Together (NHT) Method to Improve Speaking Ability of The Second Grade Students’ at SMP PGRI Sienjo Kabupaten Parigi Moutong”*

### ***B. Problem Statement***

Based on the above background, the researcher formulated a problem statement below:

‘Is the use of Numbered Head Together (NHT) method effective to improve speaking ability of the second grade students’ at SMP PGRI Sienjo ?’

### ***C. Objective and Significance of The Research***

Based on problem statement above, the objective of the research is to find out the effectiveness of Numbered Head Together (NHT) method to improve students’ speaking ability of the second grade at SMP PGRI Sienjo.

The result of the research is expected to be useful theoretically and practically :

#### 1. Theoretical

This research finding can be used in enrich the theory and the method to improve speaking skill using Numbered Head Together (NHT) method.

#### 2. Practical

- a. For the students, it can be away to learn to improve students’ speaking skill, and the students will be able to speaking better.
- b. For the teacher, the result can become an input to determine the step and strategy for teaching in speaking skill. Furthermore, we

can reach maximum teaching as a feed-back to improve the process of English teaching-learning especially in speaking skill.

- c. For the next researcher, this researcher can give significance to the other researchers as a reference for further studies on similar topic.

#### ***D. Outline of Content***

To provide an initial explanation of the research, researchers outlined the contents of the proposal as follows:

The first chapter, "Introduction" contains several things related to the existence of this research, namely: the background of the research, the problem of the statement, the objective and significance of the research, the scope of the research and the outline of the contents of the proposal. The second chapter, "Review of Related Literature" addresses previous research, related literature reviews, theoretical frameworks and research hypotheses. The third chapter, "Research Methodology" in this chapter contains several sub-chapters, namely research design, population and sample research, research variables, operational definitions, The instrument of the research, The data collection and data analysis techniques.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. The Previous Researches*

There are some previous researches with the similar topic that the researcher has already found and it is relate with this research. The first research was conducted by Yuri Apriliais (2019) conducted a research entitle “The Effect of Numbered Heads Together Technique on Students Speaking Skill” This research discussed about using Numbered heads together technique on students’ speaking skill at MAN 2 Kota Jambi. The goals of the research are to find out the effect of students’ speaking skill after being taught by using Numbered Heads Together (NHT) technique and to find out the significance different between students’ who are taught by using Numbered Heads Together (NHT) technique and those who are not. This research used quasi experimental method with quantitative approach. The result of this research shows that applying NHT technique affected on students’ speaking skill. It can be seen at paired sample test and independent sample test. The result of the average students’ score from the same group who taught by using NHT technique got score 0.000 which can be seen from criteria of hypotheses if the score lower than 0.05 it means  $H_a$  is accepted. And the result of independent sample test shows that the mean of difference was 18.600 and the significant 2-tailed  $\leq 0.05$  ( $0.000 \leq 0.05$ ). It can be seen there are difference effect of students’ speaking skill between experimental and control class. To sum up, it can be concluded that there was any difference significant effect of students’

speaking skill between students who were taught by using Numbered Heads Together technique and students who were taught by using conventional technique at MAN 2 Kota Jambi.<sup>7</sup>

Second, Ayu Prameswari, Hery Yufrizal, Sudirman Sudirman (2020) conducted a research entitle “The Use of Numbered Heads Together (NHT) Technique to Improve Student’ Speaking Skills for The First Grade of SMA Perintis 2 Bandar Lampung” This research was aimed to find out (i) whether there is a significant difference of students’ speaking skill and (ii) what aspect improve the most and the least after being taught by using NHT technique. The subjects of this research were 21 students of the first year of SMA Perintis 2 Bandar Lampung in academic year 2018/2019. This research was a quantitative research since the data collected was in numeral form and were analyzed by using T-Test. The results of this study showed that there is a significant difference of the students’ speaking skill after being taught by using NHT technique with the students’ mean score 36.6 to 63.6.<sup>8</sup>

Third, Asriyani, Syamudduha, Ambo Dalle (2021) conducted a research entitle “The Effectiveness of the Numbered Head Together (NHT) Learning Model in the Exposition Text Writing Skills of MA DarulI stiqamah Lappae Kabupaten Sinjai” This research aims to describe the skills of writing expository

---

<sup>7</sup>Yuri Aprilianis, *The Effect of Numbered Heads Together Technique on Students Speaking Skill*. A Thesis, State Islamic University of Sulthan Thaha Saifuddin Jambi, 2019. <http://respository.uinjambi.ac.id/id/eprint/1773>. ( Accessed 10 juni 2022 ).

<sup>8</sup>Prameswari Ayu, Hery Yufrizal, and Sudirman Sudirman, *The Use of Numbered Heads Together (NHT) Technique to Improve Student*. A Thesis, Uiversity of Lampung, 2020. U-JET: Unila Journal of English Teaching. Published by: English Education Study, Universitas Lampung. Vol. 9. No 1. Tahun 2020.

text by applying the Numbered Head Together (NHT) learning model to the tenth-grade students of MA DarulI istiqamah Lappa'e, Sinjai Regency. and prove the effectiveness of the Numbered Head Together (NHT) learning model on learning to write expository texts. This study uses an experimental research design, the type of experiment used is a true experiment. This study uses the form of a written test in learning to write an exposition text. Sampling was carried out using a total sampling technique with a total of 70 students. The collected data were analyzed using descriptive statistics and inferential statistics using SPSS version 25. The results of the research data analysis showed that the application of the NHT (Numbered Head Together) learning model was more effective than the conventional learning model in learning to write Indonesia nex position texts. It is evident from the results of  $t \text{ count} > t \text{ table}$  or  $2,369 > 1,995$  so it can be concluded that the hypothesis test  $H_1$  is accepted and  $H_0$  is rejected, namely the NHT model is effectively used in learning to write exposition texts. In addition, it can be proven by the average value of the experimental class is 78.4 while the average value of the control class is 76.0. This shows that the application of the Numbered Head Together (NHT) model is more effective in learning to write Indonesian exposition texts.<sup>9</sup>

Based on previous research which related to the method examined by the researcher, all of that showed effective results in applying NHT method to improve student's speaking and writing ability. This research has differences with

---

<sup>9</sup>Asriyani, Syamudduha, and Ambo Dalle. "The Effectiveness of the Numbered Head Together (NHT) Learning Model in the Exposition Text Writing Skills of MA Daru Istiqamah Lappae Kabupaten Sinjai". "Journal of Aian Multicultural Research for Educational Study", Vol 2, No 3, November 2021.

the previous researches above, the differences is for this research the researcher focus on the two components of students' speaking ability specifically comprehension and fluency. In the two of previous research above choose senior high school students', however for this research choose junior high school students'.

Furthermore For this research, the researcher has done a little modification from the original NHT in order to make it appropriate with the material that is report text. If the basically is giving questions, so the researcher gives a topic to the students. Here, the researcher makes three topics so the students can choose which topic that makes them interested and easy to discuss. The next steps if the basically to give the time to think the answers of the questions, here the researcher changes with asking the students to discuss the topic which was given by the researcher to their friends. After that, the researcher gives a little modification where before giving the questions, the researcher asks the students to explain what have they discussed with their friends. After that the researcher gives the questions.

## ***B. Literature Review***

### **1) Speaking**

#### *a. Definition of speaking*

There are a lot of speaking definitions, Brown says that speaking is an interactive process of constructing meaning that involve producing and receiving and processing information. When someone speaking he or she has to be able to make meaning depending on the context of the information occur and consider

some circumstances. Example, context of situation, the participation, experiences, physical environment, and purpose of speaking.<sup>10</sup>

Speaking is one of the important and essential skill that must be practiced to communicate orally. Speaking can be describing as the ability of person to express their idea, feeling, or something in his or her mind to the other by using spoken language. It means that speaking is the way to communicate with other by pronouncing the sound or word to transfer the idea.

Richards and Renandya states that speaking is one of the central elements of communication. It means that speaking is very important. Speaking is the interaction between two people or more in greeting information where there is a speaker and listener. By speaking someone can express his or her feeling, emotion, and idea.<sup>11</sup>

Based on explanation above, the researcher conclude that speaking is a process of sharing idea, knowledge, information, or opinion. Speaking is an important skill that has to be taught in teaching English. Because it is not only speak but also understand about the grammatical rules and mastery of vocabularies. In general, speaking is skill which aim to say, to communicative, to share, and to give information, ideas or opinions.

---

<sup>10</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practie* (USE: Longman, 2004), 140.

<sup>11</sup>J. C. Richards, and Rogers.T.S. *Approaches and Methods in Language Teaching* (Cambridge: Cambridge University Press, 2001), 38.

*b. Components of speaking*

Whether people would like to speak English well, they have to master some component of speaking. There components are included of accuracy (grammar, vocabulary, and pronunciation), comprehension and fluency.

1) Accuracy

Accuracy means good pronunciation and structure. It means that to pronounce the words must be suitable with the proper pronunciation. Students need to know about the function and the way of the speech organ use, so they are able to produce word accurately.

*a) Grammar*

Every language in the world has their own rule. The rule or grammar in the language can be help the speaker or writer. In speaking skill for example, students need to be able to arrange the sentence correctly. Grammar is required for college students to rearrange an accurate sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

*b) Vocabulary*

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in

their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

c) *Pronunciation*

Pronunciation is the way how the students produce a clear oral language when they speak. There are two features of pronunciation; phonemes and segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. According to Hornby define pronunciation as the way in which a language or a particular word or sound is spoke. Because the good pronunciation will be gain the good comprehension.<sup>12</sup>

2) Comprehension

Comprehension is discussed by both speakers because comprehension can make people getting the information that they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what situation is really like.

3) Fluency

The last speaking components is fluency. Some expert define fluency as the ability to speak fluently and accurately. Fluency is the common goal of the students in speaking in any language Signs of fluency embody a fairly quick speed of speaking and solely a small variety of pauses amd “ums” or “ers”. These signs indicate that the speaker doesn't need to pay heaps of your time checking out

---

<sup>12</sup>A.S.Hornby, *Oxford Advance Learner's Dictionary* (Oxford University Press, 2009), 343.

the language things required to specific the message. Hornby said that “Fluency is able to speak a language easily and well”<sup>13</sup>.

*c. Teaching Speaking*

According to Hornby as cited in Sasli Afandi teaching means giving the instruction to(a person): give a person (knowledge skill, etc). While speaking means to make use of words in an ordinary voice.<sup>14</sup> So, teaching speaking is giving instruction to a person in order to communicate. The goal of teaching speaking skills is to communicate efficiency. Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.

Therefore, it is essential that language teachers’ pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them. Speaking or oral

---

<sup>13</sup>A.S. Hornby, *Oxford Advane Learners Dictionary of Current English*(Oxford: Cambridge Unersity Press,2005), 165.

<sup>14</sup>Sasli Afandi, *The Effectiveness of Numbered Heads Together (NHT0)Toward Speaking Ability of The Students at The First Year of Senior High School Selat Panjang Kepulauan Meranti Regency*. Departement of English Education and Teacher Training State Islamic Uneversity of Sultan SyarifKasim Riau Pekanbaru. 2011, 15-16. [http:// respository. Uin-suska. ac. id/id/ eprint/ 340](http://respository.uin-suska.ac.id/id/eprint/340). ( Accessed 10 juni 2022 ).



communication is typified as an activity involving two or more people in whom the participants are both and speaker having to react to have what they hear and make their contributions at high speed. Each participant has an intentions or sets of intentions goal that the wants to achieve in the interactions.

According to Nunan as cited in Rahmadani Teaching speaking is to teach English language learners to:<sup>15</sup>

- 1) Produce the English speech sounds and sounds patterns.
- 2) Use words and sentences stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a mean of expressing values and judgments. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

There are some components that should be concerned in teaching speaking, those are :

#### 1) Principles in Teaching Speaking

According to Nunan, there are some principles for teaching speaking. Some of them are described below<sup>16</sup>:

---

<sup>15</sup>S. Rahmadani, *The Effectiveness of Numbered Heads Together (NHT) to Improve Fluency of Speaking Ability of the 2nd Grade Students at Junior High School MDIA Bontuala Makassar*. English Education Department Tarbiyah and Teaching Science Faculty UIN Alaudin Makassar.2017, 10. Uin-alauddin. ac. id/id/ eprint/ 12001. ( Accessed 10 juni 2022 ).

<sup>16</sup>David Nunan, *Practical Language English Teaching* (NY : McGraw-Hill, 2003), 54.

*a) Giving students practice with both fluency and accuracy*

Accuracy is the extent to which students' speech matches what the people actually says when they use the target language. It means that using the target language correctly. When students can use the target language correctly, the accuracy of the use sentence can be achieved. Furthermore, fluency is the extend to which speaker use the language quickly and confidently. Fluency also shows that students have the ability and confidence that are good in communication. With accuracy and fluency, of course students are expected to be more motivated in speaking.

*b) Using group or pair work*

It is very important for the teacher to manage the time for not taking up all the time during teaching speaking process. If the teacher spends time during the learning process, it can lead to a lack of students in processing speech skill. It means that, the teacher talk time should be less students talk time should be move. In the case, pair work and group work activities can be used to increase the amount of time that the learners get to speak in the target language during teaching and learning process. With the existence of work activities in pairs and group work, it is expected that students can be continue to hone their speaking skills with each other.

2) Guidance for Teachers in Teaching Speaking

Here is some guidance for English language teachers while teaching oral language:

- a) Providing maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- b) Trying to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- c) Reducing teacher speaking time in class while increasing student speaking time. Step back and observe students.
- d) Indicating positive signs when commenting on a student's response.
- e) Asking eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- f) Providing written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice."
- g) Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- h) Involving speaking activities not only in class but also out of class; contact parents and other people who can help.
- i) Circulating around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- j) Providing the vocabulary beforehand that students need in speaking activities.
- k) Diagnosing problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

## **2. Report Text**

A report text is a piece of text that presents information about a subject.

Reporter usually contains facts about a subject, a description and information on its part, behaviour, and qualities. It can be said that report tells about persons, places or things in general based on people's research. Report means a text which describes things in general. It's a little bit different from descriptive text which

describe specific thing. To tell the facts of the things described, the writer usually uses simple present tense. Except, the things are extinct, simple past tense is used in report. Report text contains the class or subclass of the topic described, and then followed by telling the shape, parts, behavior, etc in details. The social function of report is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.<sup>17</sup>

Based on the statements above, it can be concluded that the purpose of report is to classify, describe or to present information about a subject. It is a result of an observation and analysis. With in writing report text, students have to write something decent to report by researching and analyzing something.

*a. The Generic Structure of Report Text*

Gerot and Wignell adds the generic structure of report text includes general classification and description.<sup>18</sup>

1) General Classification :

Stating classification of general aspect of thing; animal, public, place, plant, etc which will be discussed in general. General classification is usually at the beginning of a paragraph.

2) Description :

Describing the thing which will be discussed in detail; part per part, custom or deed for living creature and usage for materials. The description section in the text aims to perfect the information of an object being discussed.

---

<sup>17</sup>L. Gerot And P. Wignell, *Making Sense of Functional Grammar* (Sydney: Antipodean Education Enterprises, 2004), 196.

<sup>18</sup>Ibid., 196.

*b. The Language Features of Report Text*

Gerot and Wignell also gives explanation about the significant Lexico grammatical features (language features) of report text :<sup>19</sup>

1) Introducing group or general aspect

General aspect statement describing the subject of the report text, description, and classification. States the classification of the general aspects of things : animals, public places, plants, people that will be discussed in general.

2) Using of Relational Process

Relational processes is one type of process used to express a verb that can described a participant's state and can also be a member of the ownership cue. For examples; Plant cells have a cell wall and Tuesday was the deadline.

3) Using conditional logical connection

Conditional logical connection is a word used to connect two or more sentences in a grammatically valid way, such that the value of the compound sentences produced depends only on that of the original sentences and on the meaning of the connective. The example of conditional logical connection are but, in the other hand, however, so, etc.

4) Using of simple present tense

Tenses used in report text is simple present tense, because it tells about a story is happening right now. The formula of present tense is S + V-1 + O. The example of simple present tense are : They enjoy the sunset and She is in Paris.

---

<sup>19</sup>Ibid., 196.

### 5) No temporal sequence

Temporal sequence is a word used to connect clause or sentences or to coordinate words in the same clause but in the report text temporal sequence is not used. The example of temporal sequence are first, next, that, finally, etc.

### **3) Numbered Head Together (NHT)**

#### *a. Definition of Numbered Head Together*

Numbered Head Together is One of the models in Cooperative learning that developed by Spencer Kagan. This learning model focuses on specific structure that is designed to influence students' interaction pattern and have purpose to increase academic achievement, which the students are divided into groups and every student in group has the different numbers, then teacher gives task and each group works on it by discussing, then teacher calls one of the students and the students report their group-work that would be respond by other groups members.<sup>20</sup>

Numbered Head Together strategy is a cooperative learning strategy that makes the students get involve in speaking process based on the number given by the teacher. It is a structured activity where students are organized into collaborative groups and number (for example, student number 1, student number 2, student number 3 and student number 4.) It is a simple structure with a short time frame and can be use at any point in a learning experience According to Kagan Numbered heads together is a simple cooperative structure which include

---

<sup>20</sup>S. Rahmadani, *The Effectiveness of Numbered Heads Together (NHT) to Improve Fluency of Speaking Ability of the 2nd Grade Students at Junior High School MDIA Bontualala Makassar*. English Education Department Tarbiyah and Teaching Science Faculty UIN Alaudin Makassar.2017, 13. Uin-alauddin. ac. id/id/ eprint/ 12001. ( Accessed 10 juni 2022 ).

terms, positive inter pendent, and individual accountability, all of which lead to cooperative interaction among students.<sup>21</sup>

Meanwhile, according to Peter as cited in Aziz stated that Numbered Heads Together is effective technique to increase the concept of accountability because each student is aware of their responsibilities to the group and is given the opportunity to share within their group.<sup>22</sup> It means that NHT is effective to share the students' ideas and help teacher guide the students in speaking English. Moreover, according to Stone as cited in Adhini stated that Numbered Heads Together (NHT) is a simple four-step structure. Its main strengths are in building mastery and reviewing previously learned information.<sup>23</sup>

Based on these opinions above, NHT is a technique that brings the students to understand the material and communicate in discussion group. This technique also can train the students to share the information and listen their friends' knowledge in a group.

---

<sup>21</sup>Kagan, *Numbered Heads Together*. Kagan Publishing. Accessed from [www.kaganonline.com](http://www.kaganonline.com) on april 21st, 2022 at 11 a.m.

<sup>22</sup>Moh.Lutfi.Aziz, *The Effectiveness of Using Numbered Heads Together (NHT) Technique towards Students' Achievement in Speaking of The Eight Graders at MTsNNgantru*. Thesis, English Education Department. State Islamic Institute (IAIN) of Tulungagung. 2016, 22. <http://repo.uinsatu.ac.id/id/eprint/4690>. ( Accessed 10 juni 2022 ).

<sup>23</sup>NurIsna.Adhini, *The Use of Numbered Heads Together Technique on Students' Reading Ability in Narrative Text*. English Language and Literature International Conference. 2017, 125.

*b. The Steps of Numbered Head Together*

According to Cruikshank there are four features which are found in all cooperative learning method including the Numbered Heads Together (NHT) method<sup>24</sup>, as follow :

The first feature is how the group is made up. When dividing the class into groups the teacher should try to get groups which are heterogeneous for academic ability, ethnicity and gender. This is to get students to work together in evenly matched teams with the result that all students can improve their speaking skills together. Moreover, heterogeneity in each group will ensure development of personality and social skills

The second feature is in choosing the task to be discussed by the students. Choosing the task highly influences the effectiveness of cooperative learning. It must be suitable for the abilities of the specific students. When giving the task, all members of each group are asked to master the given material. If they find some problems while discussing the task, the student(s) who understands must explain the material to the others.

The third feature is the rules of behavior of the group. This mainly concerns the individual responsibility which must be considered. However, the objective of co-operative learning is not only to focus to make each student understand the material but also to build the abilities within the group and to trust the leader of the group.

---

<sup>24</sup>D.R. Jenkins, Cruickshank, and D.R., Metclaf, K.K. *The Act of Teaching 4th Analysis and Application* (New Jersey: Merrill Prentice Hall, 2006), 238.



The fourth feature is the motivation and the reward system. The students' motivation appears because there is an opportunity to understand new material. Meanwhile, the reward system will grow to make the students' motivation stronger and stronger. Through the reward system the students will be more motivated to understand the material. In this case, the reward may not be a small gift but also praise known as a "praise" reward.

*c. The Procedures of Numbered Head Together*

According to Trianto states Numbered Head Together has several procedures, as follow :<sup>25</sup>

1) Numbering

The teacher divides students into a group, every group consist about three until six students. then, each member of them is given number from one to six.

2) Asking The Questions

The teacher as some questions to students. the question can be a specific by using the interrogative sentence or the sentence it based on the purpose of teaching and learning process.

3) Thinking Together

This is the discussion time. Students are given the same time to discuss the answer of the questions in their group. the time given must be short. It means, the time is limited in order to access all groups get an opportunity in doing discussion.

---

<sup>25</sup>Trianto, *Mendeseain Pembelajaran Inovatif-Progresif* (Jakarta: Kencana, 2009), 19.

#### 4) Answering

After giving all students time to discuss about the topic, teacher calls a student (ask randomly, but try to look at the students who has low proficiency) or it can be done by using lucky draw. Then, the students who get a turn to answer must rise their hand and answer the question bravely to the class.

Moreover According to Kagan's article as cited in Aziz states NHT has several procedures, as follows:<sup>26</sup>

- a) Giving explanation about Numbered Head Together Method and the rules.
- b) Divide the students into groups of four and give each one a number from one to four.
- c) Pose a question or a problem to the class.
- d) Have students gather to think about the question or problem and to make sure everyone in their group understands and can give an answer.
- e) Ask the question or give a problem and call out the number randomly.
- f) The students with that number raise their hands and when called on, the students answers for his or her team.

Based on the statements above, the researcher selects the procedure of Aziz to apply the NHT method. In this research, the researcher used NHT in report text material. And the researcher also uses the picture as media to facilitate learning process in the classroom.

---

<sup>26</sup>Moh.Lutfi.Aziz, *The Effectiveness of Using Numbered Heads Together (NHT) Technique towards Students' Achievement in Speaking of The Eight Graders at MTsNNgantru*. Thesis, English Education Department. State Islamic Institute (IAIN) of Tulungagung. 2016, 22. <http://repo.uinsatu.ac.id/id/eprint/4690>. ( Accessed 09 oktober 2022 ).

*d. The advantages and disadvantages of using Numbered Head Together*

This technique promotes discussion both individual and in a group. It is beneficial for reviewing and integrating subject matter. Students with special needs often benefit when this strategy is used. After direct instruction of the material, the group supports each member and provides opportunities for practice, rehearsal, and discussion of the material. Group learning methods encourage students to take greater responsibility for their own learning and to learn from one another. The advantages of NHT are:

1) Positive interdependence.

The students are able to learn from each other. They must work together to ensure that there is one product of their learning. They must check that all in the group understands the group answer and can answer the question.

2) Individual accountability.

Students are accountable to each other for sharing ideas. Each student may also be required to share their partner's ideas to another pair or whole group. Every student must be able to give the group response to the question.

3) Equal participation.

Each student within the group has an equal opportunity to share. It is possible that one student may try to dominate so the teacher must check this does not happen.

4) Simultaneous interaction.

High degrees of interaction at any one moment all the students will be actively engaged in purposeful speaking and listening.

5) Multilevel.

This kind of learning can be used at any level, but of course the material given has to be adjusted.

Moreover, The Disadvantages of the NHT, are :

- 1) Smart, extroverted students can tend to dominate so this can make weak, introverted students adopt an inferior passive attitude.
- 2) The discussion process cannot go smoothly if some students just copy the work of the smart students without having an adequate understanding.
- 3) If the groups are homogenous NHT will be unfair for groups of weak students.
- 4) The likelihood that some numbers are called and called again by the teacher. That means not all members of the group have an equal chance to be called by the teacher which the teacher can easily avoid by calling students from a random number list.

However, NHT has also disadvantages in applying it. According to Febriani states that every model we choose, certainly has its own advantages and disadvantages. One drawback of learning NHT is a class tend to be crowded if teacher cannot properly conditioned, the crowd can become uncontrollable disrupting there by the learning process, not only the class itself but can also interfere with other classes. Especially for the class by the number of students

more.<sup>27</sup> Therefore, the researcher will control the students well and manage the time as well as to diminish the disadvantages of using this technique.

### ***C. Theoretical Framework.***

Language is very important in our life because language is a communication tool humans use language as a tool to express ideas, feelings, and hopes other people in the interactions between them. Talking about language speaking is part of language that important for human. Speaking is one of the most productive activities in daily life: It is the most important skill because it is the ability to carry on a conversation. Besides, speaking is an interactive process of constructing and receiving information.

There are several speaking techniques which have been developed to help students to enhance their ability in speaking. One of these is Numbered Heads Together (NHT). The researcher believes that it is a good and appropriate technique for teaching speaking. Number heads together is a technique in cooperative learning method which is developed by Kagan.<sup>28</sup> This technique urges students to solve the given problems or questions in a group and sharing what they already know with other.

According to Ibrahim Numbered head together focuses on specific structure that is designed to influence students' interaction pattern and have purpose to increase academic achievement, which the students are divided into groups and every student in group has the different numbers, then teacher gives

---

<sup>27</sup>Atika febriani, *Learning Method Numbered Heads Together (NHT)*, The university Muhammadiyah of South Tapanuly Faculty Teaching and Education English Departement Padangsiouan, 2016, 5.

<sup>28</sup>S. Kagan, *Cooperative Learning* (New York: Prentice Hall, 2002), 88.

task and each group works on it by discussing, then teacher calls one of the students and the students report their group-work that would be respond by other groups members.<sup>29</sup>

Based on the theory and explanation above, the researcher concludes that Good learning method one of factors that make students speak English well. If the learning method is good it will make the students to be active in the classroom and also be able to express their opinions freely and fun. Thus the researchers assumed that Numbered Heads Together can be used to improve speaking ability.

#### ***D. Research Hypothesis***

From all of theories explained above, the hypothesis are as follows:

H<sub>a</sub>: Numbered Heads Together (NHT) method can improve students' speaking ability at the second grade of SMP PGRI Sienjo.

H<sub>0</sub>: Numbered Heads Together (NHT) method can not improve students' speaking ability at the second grade of SMP PGRI Sienjo.

---

<sup>29</sup>M. Ibrahim, and M. Nur, *Pembelajaran Kooperatif* (Surabaya: University Pres, 2000), 25.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. *Research Approach and Design*

This research used quasi experimental method by using quantitative approach with pretest and posttest design. According to Creswell stated that an experimental design is the traditional approach to conducting quantitative research<sup>30</sup>. The researcher used pretest and posttest design which there is experiment group and control group. The researcher taught both groups. The experimental group taught by using Numbered Head Together method, while the control group using general instruction. Both groups would got pretest and posttest, but the treatment of using NHT will be given to the experimental group. The formula of this research would used proposed by Cohen, Marion and Morrison<sup>31</sup>:

Group	Pre-test	Treatment	Post-test
E	$O_1$	X	$O_2$
C	$O_1$	-	$O_2$

Where :

E : Experimental Group

C : Control Group

$O_1$  : Pre-test

---

<sup>30</sup>John. W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. PEARSON. 2012, 294.

<sup>31</sup>Marion Cohen and Marison, *Research Methods in Education* (Sixt Edition; London and Newyork: Routledge, 2007), 283.

O<sub>2</sub> : Post-test

X : Treatment

## **B. Population and Sample**

### 1. Population

According to Cresswell, a population is a group of individuals who have similar characteristic<sup>32</sup>. The population of this research was the second grade students of SMP PGRI Sienjo. There were 2 classes, VIII A and VIII B. The total of population is 50 students. The classes distribution as seen in the following table.

**Table 1.**

**Class Population**

<b>No</b>	<b>Class</b>	<b>Number Of Students</b>
<b>1.</b>	VIII A	25
<b>2.</b>	VIII B	25
<b>Total</b>		<b>50</b>

### 2. Sample

Best states, sample is a small proportion of population selected for observation and analysis<sup>33</sup>. In this research, the sample only two classes the researcher was apply the total sampling. According to Sugiyono, total sampling is a sampling technique in which all members of the population are sampled.

---

<sup>32</sup>John. W. Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed; Boston: Pearson, 2012), 30.

<sup>33</sup> Best, *Research in Education* (Fourth Edition; New Delhi: Prentice Hall Of India Pvt, 1981), 8.



Research conducted on populations under 100 is best done with census or total sampling, so that all members of the population are sampled as subjects studied or as respondents to informers<sup>34</sup>. In this research, the researcher chose class VIII A as experimental class and class VIII B as a control class. The sample count in this research was 50 students.

### ***C. Variable of the Research.***

In experimental design, there are two kinds of variable used in the research, they are dependent variable and independent variable. According to Creswell variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organization studied<sup>35</sup>. In this research, the researcher were used two variables. They are dependent and independent variables. The dependent variable is students' speaking ability and independent variable is Numbered Head Together.

### ***D. Operational Definition***

Operational definition is an element of research that tells how to measure a variable. To reduce misunderstanding between the researcher and the readers about the terms, the following operational definitions are defined. They are as follows :

#### **1. Speaking ability**

Speaking ability is the skill to communicate effectively. This skill allows the speaker to convey the message in a passionately, thoughtfully, and

---

<sup>34</sup>Sugiyono, *Metode Penelitian Kuantitatif* (Bandung: Alfabeta CV, 2018), 140.

<sup>35</sup>John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research* PEARSON, 2012, 112.

convincingly. Speaking skill also helps to assure that one will not be miss understood by those who are listening.

## 2. Numbered Head Together (NHT)

Numbered Heads Together (NHT) is a method in teaching English that can be given a chance to all students share their ideas, knowledge, and information that they know in small group discussion. The characteristics of this technique is teacher calls a student to represent the group, before that the teacher does not give information who will be represented group. And the teacher will give problems or questions to the groups, after that students will be given the time to discuss the answer it is called heads together. Last, the teacher calls a students based on the number of individual.

### ***E. Research Instrument***

The research instrument is tools that a researcher used for collecting, measuring, and then analyzing data related with the research. In this research, the researcher used test of speaking. The test used to find out the students' be able to speaking by using NHT method the speaking was administered in the pretest and posttest. The pretest was intended to assess the students' speaking before using NHT method and the posttest was administered to know the result of the application of the use of NHT method.

### ***F. Technique of Data Collection***

Technique of collecting data refers to the way to get the accurate data for supporting this research. The researcher used speaking test (pre-test, Treatment and post-test) to collect the data from the students. The researcher presented the explanation bellow.

## 1. Test

There were two kinds of tests in this research, pretest and posttest. Pretest has given before treatment and posttest after treatment. Both of the tests also used to know the effectiveness of the treatment.

### *a. Pre-test*

To collect the data, the researcher administrated a pre-test to both classes. It aimed to measure the students' ability in speaking. In the pre-test, the researcher gave several topics to them and they chose the topics. Next, the researcher gave the explanation about the material. After that, the researcher asked the students to read, understand and answer the questions based on the topic that they chose and the duration is 30 minutes. Next, the researcher asked the students a couple to come forward and sit in front of the researcher. Next, they must explained the topics from the researcher with speaking orally.

### *b. Post-test*

Post-test conducted after the treatment. The purpose of this post-test is to know the student's ability in speaking. After giving the treatment and also to know the significant difference between the students' ability in speaking. before and after doing the treatments and to find out whether the method has successful or not. Post-test is done to know the students' score after applying numbered heads together method. The system of test was similar with pre-test.

## 2. Treatment

After giving the pre-test, the researcher did the treatment to the experimental class by Numbered Heads Together (NHT). Will be as follows :

The first meeting, the researcher giving motivation to students' be able to improve their English and also the researcher gave explanation about Numbered Head Together Method and its rules. Next, the researcher apply Number Head Together method to taught students and used several topics to facilitate the learning process. Where, the students were divided into 4 groups where every students in group had different number and every group was given different topic and the researcher asked students to discuss with their member in group. After that the researcher giving a question and the students put their idea to figure out the answer. The second meeting, the researcher taught with the same technique in the first meeting but in this meeting the researcher ask the students to check their pronunciation.

The third meeting, the researcher asked the one number of group to perform the result of their discussion. Other group had to giving respond or questions about of the group who presented in class. In while the learning process, most of the students' difficulty to pronounce the word correctly. They also had full of long unnatural pause when speaking in English. The researcher helped them to check their pronunciation. The fourth meeting until the fifth meeting the researcher taught with the same technique in the third meeting but in the fifth meeting researcher gave the reward to the group who more active. And the last meeting, the researcher gave reward for the group who always give opinion from the first meeting until the end and get highest score.

For the control class, the researcher used different treatment. The following will be the steps:

- 1) The researcher gave the students topic from report text
- 2) The researcher asked the students to read and understood the topic.
- 3) After that, The researcher gave the questions based on the topic.
- 4) Next, the researcher gave the time to students to think the answer
- 5) After that the researcher asked the students to answer the questions with speaking orally.

### ***G. Technique of Data Analysis***

In this research, the researcher used a quantitative analysis technique. There were two terms the point out in case measuring the students' speaking skill, the researcher scope for this research is fluency, comprehensibility and pronunciation.

Heaton defines the score and criteria of fluency, comprehensibility and pronunciation in speaking skill as follow:<sup>36</sup>

**Table 2.**

Score and criteria of Fluency

Classification	Score	Criteria
Excellent	5	Speak without too great an effort with a fairly wide range of expression. Search for words occasionally by only one or two unnatural pauses.
Very Good	4	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
		Although has to make an effort and

<sup>36</sup>J.B. Heaton, *Writing English Testing* (New York: Longman Group UK Company, 1988), 76.

Good	3	search for words, there are no too many unnatural pauses, fairly smooth delivery mostly. Occasionally, fragmentally but succeeded in conveying the general meaning fair range of expression..
Average	2	Has to make an effort for much of the time, often has to search for desired meaning, rather halting delivery and fragmentary. Range of expression often limited.
Poor	1	Long pauses while students search for the desire meaning. Frequently fragmentary and halting delivery. Almost gives making the efforts at time. Limited range of expression.

**Table 3.**

Score and criteria of Comprehensibility

Classification	Score	Criteria
Excellent	5	Easy for the listener to understand the speakers intention and general meaning. Very few interruptions of classifications required
Very Good	4	The speaker's intention and general meaning are fairly clear. A few interruptions are necessary.
Good	3	Most of what the speakers are easy to follow. This intention is always clear but several interruptions are necessary to help him to convey message or seek classification
Average	2	The listener can understand much of what is said, but he must constantly seek clarification. Cannot understand many of

		the speaker's more complex or longer sentences
Poor	1	Only small bits or usually short sentences and phrases can be understood and then with considerable effort by someone who is listening to the speaker.

**Table 4.**

## Score and criteria of pronunciation

Classification	Score	Criteria
Excellent	5	Proper pronunciation is almost the same as the native speaker and then be clearly understood.
Very Good	4	Can pronounce mostly correctly and articulate clearly.
Good	3	Pronunciation good not much searching for words very few long pauses-fairly easy to understand very few interruptions necessary has mastered all oral skills on course
Average	2	There is an error sound but still understandable
Poor	1	Mostly error sound and interfere the meaning.

The data from pre-test and post-test in this research analyzed used the procedure as follows:

1. Scoring the students' answer by using the following formula:<sup>37</sup>

$$P = \frac{\text{students' gained score}}{\text{total score}} \times 100 \%$$

2. The scale used in classifying the students' score into fives level as follows:<sup>38</sup>

**Table 5.**

**Scoring Classification of Students' Speaking Skill**

<b>Score</b>	<b>Classification</b>
86 – 100	Excellent
76 – 85	Very Good
66 – 75	Good
56 – 65	Average
0 – 55	Poor

3. Calculating the percentage vote of the learner score using the following formula:<sup>39</sup>

$$P = \frac{F}{N} \times 100\%$$

---

<sup>37</sup>L.R. Gay, *An Education Research Competencies for Analysis and Application..* (USE: Florida International University, 1981), 204.

<sup>38</sup>Departemen Pendidikan nasional, *Model Penilaian Kelas Kurikulum Tingkat Satuan Pendidikan SMA/ MAN Jakarta*; Badan Penelitiandan Pengembangan Pendidikan Nasional Pusat Kurikulum. 2006, 26.

<sup>39</sup>L.R. Gay, *Education Research Competencies for Analysis and Application*. 8<sup>th</sup> Edition. United State: Earson Merrill Prenfile Hall. 2006, 203



Where:

P = percentage

F = frequency

N = Total number of sample

4. Finding out of the main score of the students' answer by using the formula:<sup>40</sup>

$$\bar{x} = \frac{\sum X}{N}$$

Where:

$\bar{X}$  = mean score

$\sum x$  = the total score

N = the total number of students

5. Finding out the standard deviation by using the formula:<sup>41</sup>

$$SD = \sqrt{\frac{SS_1}{n-1}}, \text{ where } SS_1 = \sum X_1^2 - \frac{(\sum X)^2}{N_1}$$

Where:

SD = Standard Deviation

SS = The sum of square

N = Total number of the subject

$\sum X^2$  = The sum of all square, each score is squared and all the squares added up

---

<sup>40</sup>Ibid., 207.

<sup>41</sup>Ibid., 331.

$(\sum X)^2$  = The square of the sum; all the scores are added up and the sum is square total.

6. Finding out the difference between students' score in pre-test and post-test by using the formula:<sup>42</sup>

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t = Test of significance

$\bar{x}_1$  = Mean score of experimental class

$\bar{x}_2$  = Mean score of control class

SS<sub>1</sub> = Sum square of experimental class

SS<sub>2</sub> = Sum square of control class

n<sub>1</sub> = Number of students of experimental class

n<sub>2</sub> = Number of students of control class

---

<sup>42</sup>Ibid., 331.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### *A. Finding of the Research*

In this section, the researcher discussed the findings of the speaking test scores, which was completed by the class VIII A and class VIII B. Before conducting research, the researcher met the vice headmaster of SMP PGRI Sienjo and one of the English teachers of SMP PGRI Sienjo to discuss about the schedule and the situation of the class. The findings of this research were based on the results of data analysis. The researcher retrieved the data by using a speaking test about the report text. The experimental class received a treatment of speaking learning by using Numbered Heads Together method in class VIII A as experimental class. While in class VIII B as control class, the researcher provided a conventional learning in the class. The control class did not receive speaking learning by using Numbered Head Together Method.

Before treatment, students had to take an oral test as pre-test, to know their ability in speaking. After six conducted the treatment, the researcher gave post-test to know any improvement and difference in both experimental class and control class. The data collected from 50 students at the second grade students of SMP PGRI Sienjo. The data were analyzed in 7 steps. The first step, the researcher gave the speaking test pre-test and post-test. The second, the researcher calculated the individual score of students. The third, the researcher classify the students score. The fourth, the researcher calculated the percentage score of students. The fifth, the researcher calculated the mean score of students. The sixth,

the researcher determined the standard deviation score. The last, the researcher tested the hypothesis to determine whether it was accepted or rejected.

### 1. Findings of pre-test

Before giving the treatment, the researcher conducted the pre-test. The researcher conducted the pre-test on 19 November 2022. The results of the pre-test were obtained to determine the level of mastery of students' speaking ability. This page also show the distribution score of students, frequency and percentage , mean score and standard deviation final score of students in the pre-test.

#### a. Pre-test of Experimental Class.

**Table 6.**  
**Pre-test of the Experimental Class**

No	Initial	Pre-test						
		FLU	COM	PRO	Total	Max Score	$X_1$	$(X_1)^2$
1	ADP	1	2	2	5	15	33,33	1.110,8889
2	AN	1	1	1	3	15	20	400
3	AA	1	1	1	3	15	20	400
4	AZ	1	1	1	3	15	20	400
5	BE	1	1	2	4	15	26,66	710,7556
6	EL	1	1	1	3	15	20	400
7	EMS	1	1	1	3	15	20	400
8	AK	1	1	1	3	15	20	400
9	FI	1	1	2	4	15	26,66	710,7556
10	JI	1	2	1	4	15	26,66	710,7556
11	JS	1	2	2	5	15	33,33	1.110,8889

12	MI	1	1	1	3	15	20	400
13	MR	1	1	1	3	15	20	400
14	MZ	1	1	1	3	15	20	400
15	MAM	1	1	1	3	15	20	400
16	NA	1	1	1	3	15	20	400
17	NE	1	1	1	3	15	20	400
18	NU	1	1	2	4	15	26,66	710,7556
19	RI	1	2	1	4	15	26,66	710,7556
20	RE	1	1	1	3	15	20	400
21	RU	1	2	1	4	15	26,66	710,7556
22	SA	1	1	1	3	15	20	400
23	SU	1	1	1	3	15	20	400
24	WA	1	2	1	4	15	26,66	710,75
25	ZK	1	1	1	3	15	20	400
<b>TOTAL</b>							<b>573,28</b>	<b>13.597,067</b>

Know :  $\sum X = 573,28$

$$\sum X^2 = 13.597,067$$

Completion :

➤ Mean Score

$$\bar{x} = \frac{\sum X}{N}$$

$$\bar{x} = \frac{573,28}{25}$$

$$\bar{x} = 22,93$$

➤ Standard Deviation (SD)

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

Where,

$$SS1 = \sum X_1^2 - \frac{(\sum X)^2}{n}$$

$$SS1 = 13.597,067 - \frac{(573,28)^2}{25}$$

$$SS1 = 13.597,067 - \frac{328.649,958}{25}$$

$$SS1 = 13.597,067 - 13.145,9983$$

$$SS1 = 451,0687$$

$$SD = \sqrt{\frac{SS_1}{n-1}},$$

$$SD = \sqrt{\frac{451,0687}{25-1}},$$

$$SD = \sqrt{\frac{451,0687}{24}}$$

$$SD = \sqrt{18,7945292}$$

$$SD = 4,33$$

Based on the data above, it can be seen mean score of the pre-test in experiment class was (22,93) and the standard deviation was (4,33).

**Table 7.**

**The Rate Percentage of the Score of the Experimental Class in the Pre-test**

No	Classification	Score	Frequency	Percentage
1	Excellent	86 – 100	–	–
2	Very Good	76 – 85	–	–
3	Good	66 – 75	–	–
4	Average	56 – 65	–	–
5	Poor	0 – 55	25	100%
<b>TOTAL</b>			<b>25</b>	<b>100%</b>

Based on the table above the rate percentage score of experimental class from 25 students in the pre-test were 25 (100%) students obtained poor score. While there were no students who can reach the excellent, very good, good or average score.

*b. Pre-test of Control Class*

**Table 8.**  
**Pre-test of the Control Class**

No	Initial	Pre-test						
		FLU	COM	PRO	Total	Max Score	X	X <sup>2</sup>
1	AH	1	1	2	4	15	26,66	710,7556
2	AW	1	1	1	3	15	20	400
3	FA	1	1	1	3	15	20	400
4	APR	1	2	1	4	15	26,66	710,7556
5	AN	1	1	1	3	15	20	400
6	BA	1	2	1	4	15	26,66	710,7556
7	CL	2	2	2	6	15	40	1.600
8	DP	1	1	1	3	15	20	400
9	FD	1	1	1	3	15	20	400
10	GA	1	2	1	4	15	26,66	710,7556
11	HA	1	1	2	4	15	26,66	710,7556
12	IS	1	1	1	3	15	20	400
13	JE	1	2	1	4	15	26,66	710,7556
14	KJ	1	1	1	3	15	20	400
15	MF	1	1	1	3	15	20	400
16	MP	1	1	1	3	15	20	400

17	MR	1	2	1	4	15	26,66	710,7556
18	MS	1	1	2	4	15	26,66	710,7556
19	MZ	1	2	1	4	15	26,66	710,7556
20	NSF	1	1	1	3	15	20	400
21	NS	1	2	1	4	15	26,66	710,7556
22	NR	1	2	2	5	15	33,33	1.110,8889
23	NUR	1	1	1	3	15	20	400
24	SB	1	2	1	4	15	26,66	710,7556
25	WM	1	1	1	3	15	20	400
<b>TOTAL</b>							<b>606,59</b>	<b>15.329,2005</b>

Know :  $\sum X = 606,59$

$$\sum X^2 = 15.329,2005$$

Completion :

➤ Mean Score

$$\bar{x} = \frac{\sum X}{N}$$

$$\bar{x} = \frac{606,59}{25}$$

$$\bar{x} = 24,26$$

➤ Standard Deviation (SD)

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

Where,

$$SS_1 = \sum X_1^2 - \frac{(\sum X)^2}{n}$$

$$SS_1 = 15.329,2005 - \frac{(606,59)^2}{25}$$

$$SS_1 = 15.329,2005 - \frac{367.951,428}{25}$$



$$SS1 = 15.329,2005 - 14.718,0571$$

$$SS1 = 611,1434$$

$$SD = \sqrt{\frac{SS_1}{n-1}},$$

$$SD = \sqrt{\frac{611,1434}{25-1}},$$

$$SD = \sqrt{\frac{611,1434}{24}}$$

$$SD = \sqrt{25,4643083}$$

$$SD = 5,04$$

Based on the data above, it can be seen mean score of the pre-test in control class was (24,26) and the standard deviation was (5,04).

**Table 9.**

**The Rate Percentage of the Score of the Control Class in the Pre-test**

No	Classification	Score	Frequency	Percentage
1	Excellent	86 – 100	–	–
2	Very Good	76 – 85	–	–
3	Good	66 – 75	–	–
4	Average	56 – 65	–	–
5	Poor	0 – 55	25	100%
<b>TOTAL</b>			<b>25</b>	<b>100%</b>

Based on the table above the rate percentage score control class from 25 students in the pre-test were 25 (100%) students obtained poor score. While there were no students who can reach the excellent, very good, good or average score.

Based on the explanation of table 7 and 9, it can be concluded that the rate percentage in the pre-test for experimental and control class was similar because

there were no students who obtained an excellent score and there were most all of students obtained poor score.

## 2. Findings of Post-Test

After giving the treatment, the researcher conducted the post-test on 17 december 2022. Before giving the treatment, the researcher conducted the pre-test. The researcher conducted the pre-test on 19 November 2022. The result of the pre-test was acquired know the students' degree in mastering speaking ability. This page also show the distribution score of students, mean score, standard deviation, frequency and percentage final score of students in the post-test.

### a. Post-test of Experimental class

**Table 10.**

#### Post-test of the Experimental Class

No	Initial	Post-test						
		FLU	COM	PRO	Total	Max Score	$X_1$	$(X_1)^2$
1	ADP	3	4	4	11	15	73,33	5.377,2889
2	AN	2	3	3	8	15	53,33	2.844,0889
3	AA	2	3	4	9	15	60	3.600
4	AZ	2	3	2	7	15	46,66	2.177,1556
5	BE	2	3	2	7	15	46,66	2.177,1556
6	EL	2	2	2	6	15	40	1.600
7	EMS	3	4	3	10	15	66,66	4.443,5556
8	AK	2	3	2	7	15	46,66	2.177,1556
9	FI	3	2	2	7	15	46,66	2.177,1556
10	JI	3	3	2	8	15	53,33	2.844,0889

11	JS	2	3	3	8	15	53,33	2.844,0889
12	MI	2	2	2	6	15	40	1.600
13	MR	3	2	2	7	15	46,66	2.177,1556
14	MZ	2	2	2	6	15	40	1.600
15	MAM	4	4	4	12	15	80	6.400
16	NA	2	3	2	7	15	46,66	2.177,1556
17	NE	2	3	2	7	15	46,66	2.177,1556
18	NU	2	2	2	6	15	40	1.600
19	RI	3	2	3	8	15	53,33	2.844,0889
20	RE	3	2	2	7	15	46,66	2.177,1556
21	RU	2	2	3	7	15	46,66	2.177,1556
22	SA	3	3	2	8	15	53,33	2.844,0889
23	SU	2	3	3	8	15	53,33	2.844,0889
24	WA	2	2	2	6	15	40	1.600
25	ZK	3	3	2	8	15	53,33	2.844,0889
<b>TOTAL</b>							<b>1.213,24</b>	<b>67.323,8676</b>

Know :  $\sum X = 1.213,24$

$$\sum X^2 = 67.323,8676$$

Completion :

➤ Mean Score

$$\bar{x} = \frac{\sum X}{N}$$

$$\bar{x} = \frac{1.213,24}{25}$$

$$\bar{x} = 48,53$$

➤ Standard Deviation (SD)

$$SD = \sqrt{\frac{SS_1}{n-1}},$$

Where,

$$SS1 = \sum X_1^2 - \frac{(\sum X)^2}{n}$$

$$SS1 = 67.323,8676 - \frac{(1.213,24)^2}{25}$$

$$SS1 = 67.323,8676 - \frac{1.471.951,3}{25}$$

$$SS1 = 67.323,8676 - 58.878,052$$

$$SS1 = 8.445,8156$$

$$SD = \sqrt{\frac{SS_1}{n-1}},$$

$$SD = \sqrt{\frac{8.445,8156}{25-1}},$$

$$SD = \sqrt{\frac{8.445,8156}{24}}$$

$$SD = \sqrt{351,908983}$$

$$SD = 18,76$$

Based on the data above, it can be seen mean score of experimental class in post-test was (48,53) and the standard deviation was (18,76).

**Table 11.**

**The Rate Percentage of the Score of the Experimental Class in the Post-test**

No	Classification	Score	Frequency	Percentage
1	Excellent	86 – 100	–	–
2	Very Good	76 – 85	1	4%
3	Good	66 – 75	2	8%
4	Average	56 – 65	1	4%
5	Poor	0 – 55	21	84%
<b>TOTAL</b>			<b>25</b>	<b>100%</b>

Based on the table above the rate percentage score of experimental class from 25 students in the post-test were 21 (84%) students classified into poor score, there were 1 (4%) student into average score, there were 2 (8%) student into good score, there were 1 (4%) student into very good score while there were no students who can reach the excellent score.

*b. Post-test of Control Class*

**Table 12.**

**Post-test of the Control Class**

No	Initial	Post-test						
		FLU	COM	PRO	Total	Max Score	X	X <sup>2</sup>
1	AH	1	2	2	5	15	33,33	1.110,8889
2	AW	1	2	1	4	15	26,66	710,7556
3	FA	1	1	2	4	15	26,66	710,7556
4	APR	2	2	1	5	15	33,33	1.110,8889
5	AN	1	1	2	4	15	26,66	710,7556
6	BA	1	2	1	4	15	26,66	710,7556
7	CL	2	2	2	6	15	40	1.600
8	DP	1	1	2	4	15	26,66	710,7556
9	FD	1	1	1	3	15	20	400
10	GA	1	1	1	3	15	20	400
11	HA	1	1	2	4	15	26,66	710,7556
12	IS	1	1	1	3	15	20	400
13	JE	1	1	1	3	15	20	400
14	KJ	2	2	3	7	15	46,66	2.177,1556
15	MF	1	1	1	3	15	20	400

16	MP	1	1	2	4	15	26,66	710,7556
17	MR	1	2	1	4	15	26,66	710,7556
18	MS	1	1	2	4	15	26,66	710,7556
19	MZ	1	2	1	4	15	26,66	710,7556
20	NSF	1	1	2	4	15	26,66	710,7556
21	NS	1	2	2	5	15	33,33	1.110,8889
22	NR	1	2	2	5	15	33,33	1.110,8889
23	NUR	1	2	1	4	15	26,66	710,7556
24	SB	1	2	1	4	15	26,66	710,7556
25	WM	1	1	2	3	15	26,66	710,7556
<b>TOTAL</b>							<b>693,22</b>	<b>19.871,2896</b>

Know :  $\sum X = 693,22$

$$\sum X^2 = 19.871,2896$$

Completion :

➤ Mean Score

$$\bar{x} = \frac{\sum X}{N}$$

$$\bar{x} = \frac{693,22}{25}$$

$$\bar{x} = 27,73$$

➤ Standard Deviation (SD)

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

Where,

$$SS_1 = \sum X_1^2 - \frac{(\sum X)^2}{n}$$

$$SS1 = 19.871,2896 - \frac{(693,22)^2}{25}$$

$$SS1 = 19.871,2896 - \frac{480.553,968}{25}$$

$$SS1 = 19.871,2896 - 19.222,1587$$

$$SS1 = 649,1309$$

$$SD = \sqrt{\frac{SS1}{n-1}},$$

$$SD = \sqrt{\frac{649,1309}{25-1}},$$

$$SD = \sqrt{\frac{649,1309}{24}}$$

$$SD = \sqrt{27,0471208}$$

$$SD = 5,20$$

Based on the data above, it can be seen mean score of control class in post-test was (27,73) and the standard deviation was (5,20).

**Table 13.**

**The Rate Percentage of the Score of the Control Class in the Post-test**

No	Classification	Score	Frequency	Percentage
1	Excellent	86 – 100	–	–
2	Very Good	76 – 85	–	–
3	Good	66 – 75	–	–
4	Average	56 – 65	–	–
5	Poor	36 – 55	25	100%
<b>TOTAL</b>			<b>25</b>	<b>100%</b>

Based on the table above the rate percentage score control class from 25 students in the post-test were 25 (100%) students obtained poor score. While

there were no students who can reach the excellent, very good, good or average score.

Based on the explanation of table 11 and 13, it can be concluded that the rate percentage for both of the class were different. The rate percentage in the post-test for the experimental class was higher than the rate percentage of the control class. Although they were improved.

### **3. The main score and standard deviation of in experimental and control class**

After calculating the result of the students score, the main score and standard deviation of both class can be presented in following table.

**Table 14.**

**The mean score and standard deviation of the experimental class and control class in the Pre-test and the Post-Test.**

Class	Pre-Test		Post-Test	
	Mean Score	Standard Deviation	Main Score	Standard Deviation
Experimental	22,93	4,33	48,53	18,76
Control	24,26	5,05	27,73	5,20

From the table above shows that, the mean score of experiment class in pre-test was (22,93) and the standard deviation of experiment class was (4,33), and the mean score of control class in pre-test was (24,26) and the standard deviation of control class was (5,05). While the mean score of experimental class in post-test was (48,53) and the standard deviation of experimental class was



(18,76), and the mean score of control class in post-test was (27,73) and its standard deviation was (5,20).

Based on data above, it can be concluded from both of the tests that the experimental class obtained greater mean score in the post test than the control class. Based on the result above, the researcher has considered Numbered Head Together method could be one of effective ways to improve students' speaking ability.

#### 4. Test of Significance

To know whether the main score of experimental class and the control class was statistically different, the t-test applied with the level significance (P) = 0.05 and the degree of freedom (df) = N-2, where N1= 25 and N2 = 25. The result of t-test can be seen the following *tabel 15*.

$$\bar{x}_1 = 48,53 \quad SS1 = 8.445,8156$$

$$\bar{x}_2 = 27,73 \quad SS2 = 649,1309$$

a. *t-Test*

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right) \left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

$$t = \frac{48,53 - 27,73}{\sqrt{\left(\frac{8.445,8156 + 649,1309}{25 + 25 - 2}\right) \left(\frac{1}{25} + \frac{1}{25}\right)}}$$

$$t = \frac{20,8}{\sqrt{\left(\frac{7.769,6847}{49}\right) \left(\frac{2}{25}\right)}}$$

$$t = \frac{20,8}{\sqrt{(159,116014)(0,08)}}$$

$$t = \frac{20,8}{\sqrt{12,7292811}}$$

$$t = \frac{20,8}{3,56781181}$$

$$t = 5,83$$

*b. t-table*

For level of significance (D) = 0,05

Degree of freedom (df) = (N1+N2)-2 = (25+25)-2 = 48

t-Table = 2,011

**Table 15.**

**The Result of t-test Calculation**

<b>Variable</b>	<b>t-Test Value</b>	<b>t-Table Value</b>
<b>X1-X2</b>	<b>5,83</b>	<b>2,011</b>

The result of the test shows that The t-table above indicates that the t-table was smaller than the t-test value. The result of the test shows that there was a significant difference between the t-test and the t-table (5,83 > 2,011), the researcher concluded that t-test value was higher than t-table. The result of the t-test statistical analysis shows that there was significant different between the experimental class and the control class. The statement was proved by the t-test

value (5,83) which higher than the t-table value (2,011), at the level of significance 0,05 and the degree of freedom  $(N1 + N2) - 2 = (25 + 25) - 2 = 48$ .

### ***B. Discussion of the Research***

The result of this research shows that the students' scores were much higher after the treatment in experimental class using Numbered Heads Together method. The performance of the students improved by using Numbered Heads Together method, the students in experimental class showed their improvement more than the control class. Some of them were in very good and good score. The use of learning Numbered Heads Together method was surely beneficial to improve the students' speaking ability. In the findings section, it can be seen that the mean score of the students in the Pre-Test of control class was 24.26 and the post-test main score in the control class was 27.73. In the experimental class, the main score of students' in the Pre-Test was 22.93 and the main score of students' in the Post-Test was 48.53. The improvement of students' speaking skill results from Pre-Test to Post-test showed that the Numbered Heads Together method can improve students' speaking skill. Some statements from expert support this research, Aziz explained that Numbered Heads Together is an effective technique to strengthen the concept of cooperation because each student is made aware of his/her responsibility to the group and is given the opportunity to share with the group.<sup>43</sup> It means that Numbered Heads Together is effective for students because they can share ideas and help teachers guide students in speaking English.

---

<sup>43</sup>Moh. Lutfi Aziz, *The Effectiveness of Using Numbered Heads Together (NHT) Technique towards Students' Achievement in Speaking of The Eight Graders at MTsN Ngantru*. Thesis, English Education Department. State Islamic Institute (IAIN) of Tulungagung, 2016, 22.

The researcher tested the hypothesis to determine whether it was accepted or rejected. If t-tested value was higher than t-table value, it meant that hypothesis alternative ( $H_a$ ) was accepted. Furthermore, if t-tested was lower than t-table, it meant hypothesis null ( $H_o$ ) was rejected. Based on the result of the data analysis in this research indicates that the t-test value (5,83) was higher than the t-table value (2,011). It is meant the Alternative Hypothesis ( $H_a$ ) was accepted. In other words, the used of Numbered Heads Together method was effective to improve the students speaking ability.

Based on the result of pre-test, the students had some problems in speaking. First, most of them are lack of vocabulary, so they are not fluent in speaking English. They did not know how to express their idea when researcher asked them to speak English. Second, the students also made mistakes when they pronounce the words in English. To solve the problems the researcher asked the students to repeat the difficult word correctly. Third, most of the students had less self-confidence and afraid to speak English.

There are some procedures that the researcher used in improving the students speaking skill, the first meeting, the researcher gave pretest where the students were given 3 topics and they have to choose one topic to read, understand, and answer the questions from the topic that their choose, after that they must explained the topics with speaking orally . In pretest, students in experimental and control class had some problem to speaking English and it made the score of the pretest was very low. The second meeting, the researcher apply

Number Head Together method to taught students and used picture as topics to facilitate the learning process.

Where, the students were divided into 4 groups where every students in group had different number and every group was given different topics and the researcher asked students to discuss with their member in group. After that the researcher giving a question and the students put their idea to figure out the answer. Next, the researcher calls a specific number to respond as spoken person for the group. By having the work together in a group, this method ensures that every member knows the answer to problems or questions asked by the researcher. Because no one knows which number will be called, all team members must be prepared. By discussion, the learning process is more fun. The third meeting, the researcher taught with the same technique in the second meeting but in this meeting the researcher ask the students to check their pronunciation.

The fourth meeting, the researcher asked the one number of group to perform the result of their discussion. Other group had to giving respond or questions about of the group who presented in class. In while the learning process, most of the students' difficulty to pronounce the word correctly. They also had full of long unnatural pause when speaking in English. The researcher helped them to check their pronunciation. In every meeting the researcher also evaluate the students in order to make improve their speaking skill. The fifth meeting until the sixth meeting the researcher taught with the same technique in the fourth meeting but in the sixth meeting the researcher gave the reward to the group who more active. And the seventh meeting, the researcher gave reward for the group

who always give opinion from the first meeting until the end and get highest score. And the eighth meeting the researcher gave post-test to the students. While the post-test, the students is better in speaking English than before taught by using Numbered Heads Together method.

After giving the treatment, the researcher gave post-test to students in experimental class and control class. The result of post-test show that the experimental class has a improvement. The students who had poor score after the researcher implemented this method were better than before. Especially in comprehensibility and pronunciation. Because Numbered Heads Together method making the students more active, feel enjoyable, and have fun in learning English in the classroom. Meanwhile according to ricard as cited in hasanah defined that Numbered Heads Together is cooperative learning strategy in which students learn in group. This method can help to overcome students' learning difficulties individually, therefore the learning activities was more widely used for solving problem.<sup>44</sup> As a part of cooperative learning, Numbered Heads Together also stated as an effective teaching method. The effectiveness of this method indicates by the procedures of the implementation that mostly focuses on the students perform their ability and togetherness in doing all the activities in the classroom.

In summary, the researcher conclude that Numbered Heads Together is a good method which is useful in teaching speaking skill. The students become more active and interested in the learning process, improving the students

---

<sup>44</sup>UN Hasanah, *The Effect of Numbered Heads Together on atudents' Reading Comprehension of Narrative text*. Departement of English Education Faculty of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta, 2017, 17.

motivation and self-confidence in speaking, the students had more chances to practice their speaking in the class, gave positive impact to students' pronunciation and comprehensibility.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### *A. Conclusion*

Relating to the research findings and discussion in the previous chapter, the conclusions are presented in the following statements:

The used of Numbered Head together method effective to improve the students' speaking ability of SMP PGRI Sienjo . It can be seen from the data analyzed using t-test showed that the value of t-test which was higher than the value of t-table ( $t\text{-test} = 5,83 > t\text{-table} = 2.011$ ). It shows that the students speaking effectiveness before and after the treatments are difference. It was found in students post-test was higher than the pre-test. It is indicated by the significance different between mean score in pretest and posttest, which is 48,53 in the post-test and 22,93 in the pre-test.

#### *B. Suggestion*

Based on the conclusion above, the researcher would like to propose some suggestions. They are as follows;

- a. Suggestion for the teacher, teacher have to make the class more fun and interesting. Here, using Numbered Head Together will help students understand English well so that they are interested and excited to improve their speaking ability.
- b. Suggestion for students, Students should be more active in the learning process to improve their speaking ability. The students also have to memorize a lot of other vocabulary so that they can improve their speaking



fluency. Students who have low interest must push themselves and realize the importance of being actively involved in the teaching and learning process.

- c. Suggestion to the other Researchers, this research study is aimed at improving the students' speaking skills. However, there were still some problems which were not yet solved. Related to the focus of the study, it is advisable that the results of the study can be used as one of references for the other researchers who conduct the similar studies related to the development of the students' speaking skills.

## REFERENCES

- A Murni, et al., eds. *Model-Model Pembelajaran Inovatif dan Media*. Pekanbaru : Depertemen Pendidikan Nasional, Panitia Sertifikasi Guru (PSG) Rayon05 FKIP Univesitas Riau, 2009.
- Ayu, Prameswari, Hery Yufrizal, and Sudirman Sudirman. *The Use of Numbered Heads Together (NHT) Technique to Improve Student*. A Thesis, Uneversity of Lampung. U-JET: Unila Journal of English Teaching. Published by: English Education Study, Universitas Lampung. Vol. 9. No 1. Tahun 2020.
- Aziz, Moh. Lutfi. *The Effectiveness of Using Numbered Heads Together (NHT) Technique towards Students" Achievement in Speaking of The Eight Graders at MTsN Ngantru*. Thesis, English Education Department. State Islamic Institute (IAIN) of Tulungagung, 2016. [http:// repo. uinsatu. ac. id/id/ eprint/ 4690](http://repo.uinsatu.ac.id/id/eprint/4690).
- Adhini, Nur Isna. *The Use of Numbered Heads Together Technique on Students" Reading Ability in Narrative Text*. English Language and Literature International Conference, 2017.
- Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktek. Revisi VI* Jakarta: PT. Bhineka Chipta Jakarta, 2006.
- Apriliais, Yuri. *The Effect of Numbered Heads Together Technique on Students Speaking Skill*. A Thesis, State Islamic University Of Sulthan Thaha Saifuddin Jambi, 2019. [http:// repository. uinjambi. ac. id/id/ eprint/ 1773](http://repository.uinjambi.ac.id/id/eprint/1773).
- Brown, H. Douglas. *Language Assessment: Principles and Classroom Practie*.USE: Longman, 2004.
- Best, *Research in Education*. Fourth Edition, New Delhi: Prentice Hall Of India Pvt, 1981.
- Creswell, John W. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*.PEARSON, 2012.
- . *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 4th ed. Boston: Pearson, 2012.
- Cruickshank, D.R. Jenkins, and D.R., Metclaf, K.K. *The Act of Teaching 4th Analysis and Application*. New Jersey: Merrill Prentice Hall, 2006.

- Cohen, Manion, and Marison. *Research Methods in Education. Sixth Edition*. London & New York: Routledge, 2007.
- Departemen Pendidikan Nasional. Model Penilaian Kelas. Kurikulum Tingkat Satuan Pendidikan SMA/MA. Jakarta; Badan Penelitian dan Pengembangan Pendidikan Nasional Pusat Kurikulum, 2006.
- E, Fauziawati. *Pengajaran Bahasa Inggris Sebagai Bahasa Asing*. Surakarta: Muhammadiyah Pers Universitas, 2002.
- Gerot, L. And P. Wignell. *Making Sense of Functional Grammar*. Sydney: AEE. Antipodean Education Enterprises, 2004.
- Herdian. Model Pembelajaran NHT, [http://www.herdy67.wordpress.com/-2022/02/15/](http://www.herdy67.wordpress.com/-2022/02/15/model-pembelajaran-nht-numbered-heads-together) model pembelajaran-nht-numbered-heads-together, 2009.
- Hornby, AS. *Oxford Advance Learners Dictionary of Current English*. Oxford: Cambridge University Press, 2005.
- . *Oxford Advance Learner's Dictionary*. Oxford University Press, 2009.
- Heaton, J.B, *Writing English Testing*. New York: Longman Group UK Company, 1988.
- Ibrahim, M. and Nur, M. *Pembelajaran Kooperatif*. Surabaya: University Press, 2000.
- Kagan, S. *Pembelajaran Kooperatif*. New York: Prentice Hall, 2002.
- Richards. J. C. and Rogers. T.S. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 2001.
- Rahmadani, S. *The Effectiveness of Numbered Heads Together (NHT) to Improve Fluency of Speaking Ability of the 2nd Grade Students at Junior High School MDIA Bontuala Makassar*. English Education Department Tarbiyah and Teaching Science Faculty UIN Alaudin Makassar, 2017. <http://respository.uin-alauddin.ac.id/id/eprint/12001>. ( Accessed 08 juni 2022 ).
- Nunan, David. *Practical Language English Teaching*. NY : McGraw-Hill, 2003.
- Shamjaya. *Improving Students' Speaking Ability through Community Interaction Activities (A Classroom Action Research at the Second Year Students of SMA Negeri 1 Sinjai Selatan Kabupaten Sinjai)*, 2011.

- Syamudduha, Asriyani, and Ambo Dalle. “*The Effectiveness of the Numbered Head Together (NHT) Learning Model in the Exposition Text Writing Skills of MA Darul Istiqamah Lappae Kabupaten Sinjai*”. “*Journal of Aian Multicultural Research for Educational Study* , Vol 2, No 3, November, 2021.
- Sayifuddin et al. *The Influence of Using NHT Technique on Students” Reading Comprehension at 10th Grade of SMA Negeri 1 Batanghari Academic Year 2014/2015. English Department of FKIP, Muhammadiyah University of Metro. Permiss Journal Vol 4 No 2 October 2015.*
- Sasli, Afandi. *The Effectiveness of Numbered Heads Together (NHT) Toward Speaking Ability of The Students at The First Year of Senior High School Selat Panjang Kepulauan Meranti Regency. Departement of English Education and Teacher Training State Islamic Uiversity of Sultan Syarif Kasim Riau Pekanbaru, 2011. [http:// respository. Uin-suska. ac. id/id/eprint/ 340](http://respository.uin-suska.ac.id/id/eprint/340). ( Accessed 06 juni 2022 ).*
- Sugiyono. *Metode Penelitian Kuantitatif*, Bandung: Alfabeta, CV, 2018.
- Trianto. *Mendesain pembelajaran Inovatif-Progresif*. Jakarta: Kencana, 2009.
- Wardhani, Mega Mentari. *The Use of Numbered Heads Together Method to Improve Students” Reading Skill for Ten Grade Students of SMA Muhammadiyah (Plus) in The Academic Year 2015/2016*. A Graduating Paper, English Department. State Institute for Islamic Studies (IAIN) Salatiga. 2016.

# **APPENDICES**

## **Appendix 1 Research Instrument**

### **RESEARCH INSTRUMENT**

Test for the pre-test and post-test

- Beberapa hal penting yang harus diperhatikan bahwa:
  - ✓ Penelitian ini bertujuan untuk mengumpulkan data tentang kemampuan speaking siswa SMP PGRI SIENJO Kab. Parigi Moutong.
  - ✓ Dalam pre-test/post-test ini hasilnya tidak akan mempengaruhi nilai anda dalam semester ini.

1. Please read carefully the generic structure of report text bellow:

- General classification

General classification merupakan bagian yang menunjukkan pernyataan umum mengenai objek yang dibicarakan.

- Description

Description adalah bagian yang menjelaskan mengenai informasi mendetail dari objek yang dibicarakan dalam detail.

2. Please choose one of the topics below and read carefully based on the topic that you choose !

3. Answer the questions below based on the topics that you choose !

4. The duration of read and answer the topics is 30 minutes.

5. After that you have to practice it orally.

## **ELEPHANTS**



Elephants are the largest land mammals on Earth. Indian, savannah and forest elephant are three remaining species of elephants. Indian elephant has small ears and it is much smaller compared to other two species. Savannah and forest elephant live in Africa. All elephants are highly endangered due to increased hunting and habitat loss.

Elephants live in herds guided by oldest and wisest female member. Male elephants will leave the herd when they reach 12 years. They will form “bachelor” herds before they become old enough for a solitary life (life on their own). Elephants sleep 2-3 hours per day. They spend the rest of the time in eating. Elephants are vegetarians (eat only plants). Elephant’s favorite food is acacia. Elephants don’t like to eat peanuts. Elephants communicate by producing the sounds that humans can’t hear and by producing vibrations in the ground using their feet.

Source : Yureka Education Center

Questions :

1. What is the text about?
2. What do you know about the text?
3. Please tell me why you choose this topic?

## EARTHQUAKES



Actually there are three kinds of earthquake. These kinds of earthquake are commonly based on the factor and geological area where the earthquakes happen. These three kinds of earthquake are tectonic and volcanic. Tectonic earthquakes are the most common one. This kind of earthquake happens while the earth's crust rocks break because of the geological strength created by moving of the earth's plates.

Volcanic earthquakes happen exactly with volcanic activity. Volcanic earthquakes are when the volcano produces acidic lava, which dries quickly, when it dries quickly it blocks the top of the volcano. This makes no more magma can escape. Pressure starts to build up and eventually the acidic lava can no longer stand the pressure. So the volcano is free to explode, the pressure is released so fast that an earthquake is caused. A volcanic earthquake is usually kept within 10-20 miles of the volcano.

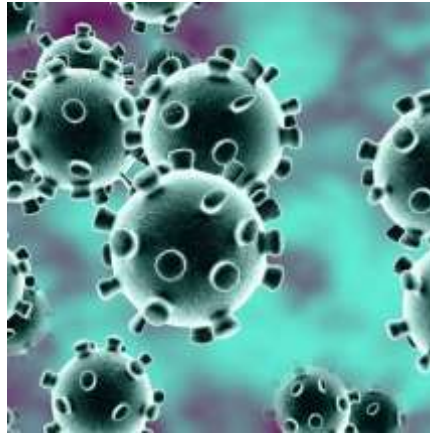
Source : Yureka Education Center

Questions :

1. What is the text about?
2. What do you know about the text?
3. Please tell me why you choose this topic?



## CORONA VIRUS



Corona or abbreviated Covid 19 is a infectious diseases which is caused by SARS-CoV-2, one of type corona virus. This disease first detected in December 2019 in Wuhan city, China. Symptoms of this disease are almost the same as the symptoms of flu, but there are different ,among them fever, dry cough, fatigue, sputum production, shortness of breath, muscle / joint pain, sore throat, headache, chills, nausea / vomiting, nasal congestion, diarrhea, coughing up blood, and conjunctival congestion. These symptoms are notified by the World Health Organization (WHO). The incubation period for this virus according to WHO for 1-14 days while according to the CDC for 2-14 days.

Covid 19 has a lot to infect well-known figures such as NBA athletes from a Utah club named Rudy Gobert, then there is an Arsenal football club coach named Mikel Arteta. Both have been tested positive for corona. Covid 19 has had a huge impact starting with the sports league being suspended, tourist attractions such as Disney Land have been temporarily closed, the Kaaba at the Grand Mosque has become empty, some music shows have been postponed, even schools have been temporarily closed. The Indonesian government urges the public not to leave the house if it is not too important and to avoid crowds.

Source : Yureka Education Center

Questions :

1. What is the text about?
2. What do you know about the text?
3. Please tell me why you choose this topic?

## Appendix II Lesson Plans of Experimental Class

### LESSON PLAN

<b>Sekolah</b>	: SMP PGRI SIENJO
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Semester</b>	: VIII/2
<b>Material</b>	: Report Teks
<b>Sub Materi</b>	: Hewan Mamalia
<b>Alokasi waktu</b>	: 2 x 45 Minutes
<b>pertemuan</b>	: 1

#### A. Kompetensi Inti

**KI 1 dan KI 2:** Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.

**KI 3:** Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI 4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam rana konkret dan ranah abstrak sesuai dengan yang di pelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

#### B. Kompetensi Dasar:

3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member

dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang. Binatang, benda, sesuai dengan konteks.

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

### C. Tujuan Pembelajaran


Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- A. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait hewan mamalia.
- B. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks.
- C. Memahami struktur teks ungkapan memberi dan meminta informasi terkait hewan mamalia.
- D. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait hewan mamalia.
- E. Menyusun kalimat meminta informasi terkait hewan mamalia.
- F. Menjawab pertanyaan tentang kebun hewan mamalia yang diajukan kepadanya.
- G. Menyusun teks report lisan dan tulis, pendek dan sederhana, terkait hewan mamalia, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### D. Materi Pembelajaran

**Generic Structure of Report Text**

- The report text consist of:
  - **general classification** : describes the phenomenon in general.
  - **Description** : describes the phenomenon in details, in terms of:
    - Parts (and their function)
    - Qualities
    - Habit or behaviours



#### Report Text About Panda

1. **General statement / classification**  
How are pandas look like? Well pandas are mammal.
2. **Descriptions**
  - a. Panda is like bear, their bodies are typical. It has two dominant colors, white and black.
  2. Panda lived in South and East China. It was also found in part of Myanmar and Vietnam.
  - c. Panda looks cute however it is actually a wild animal.





#### **E. Media Pembelajaran**

Media: handphone, spidol, papan tulis, lembar kerja siswa

#### **F. Sumber Pembelajaran:**

buku penunjang kurikulum 2013 mata pelajaran bahasa inggris, kemendigbud, revisi 2016 dan kamus bahasa inggris

#### **G. Metode Pembelajaran**

1. Metode : Numbered Heads Together
2. Pendekatan : saintifik

#### **H. Langkah-langkah Pembelajaran**

a) Pre-activity	Time
<ol style="list-style-type: none"><li>1. Guru mengucapkan salam kepada peserta didik</li><li>2. Guru mengajak peserta didik untuk berdoa bersama-sama sebelum memulai pembelajaran</li><li>3. Guru memeriksa daftar hadir peserta didik</li><li>4. Guru menggali pengetahuan awal peserta didik terkait dengan materi yang dipelajari</li><li>5. Guru menyampaikan manfaat dari materi yang akan diberikan</li><li>6. Guru menyampaikan tujuan pembelajaran</li></ol>	<b>10 Minutes</b>

**b) Main-activity****Mengamati**

1. Siswa di tunjukan gambar yang relevan terkait dengan materi ajaran
2. Siswa menjawab pertanyaan dari guru tentang materi tersebut
3. Siswa membaca pengertian teks report dan contoh penggunaanya
4. Pemberian contoh-contoh materi pengertian teks report dan contoh penggunaanya

**Menanya**

1. Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang diiberikan dan akan dijawab melalui kegiatan belajar

**Mengumpulkan informasi**

1. Siswa di kelompokan menjadi bebrapa kelompok
2. Siswa diminta untuk berhitung 1 sampai 4 dan mengingat nomornya masing-masing. kelompok terdiri dari 6 siswa dan memiliki nomor individu masing-masing. (sebagai acuan dalam persentase)
3. Guru memberikan gambar kepada masing – masing kelompok untuk didiskusikan
4. Guru menjelaskan terkait materi report text dan gambar yang telah dibagikan kepada siswa.
5. Dengan aktif siswa mengamati dan mencermati penjelasan dari guru.

**70 Minutes**

6. Siswa berdiskusi dan menulis sebuah report text berdasarkan gambar pada kelompoknya masing-masing
7. Guru membimbing dan mengarahkan siswa dalam menyelesaikan tugasnya
8. Guru meminta siswa untuk membuat daftar kata-kata yang sulit di ucapkan siswa
9. Guru memberikan contoh kepada siswa bagaimana cara mengucapkan kata-kata tersebut dengan baik dan benar.
10. Guru membahas hasil kegiatan tersebut dengan memanggil siswa satu nomor dari masing-masing kelompok untuk mempresentasikan hasil diskusi kelompoknya di depan guru.

#### **Mengomunikasikan**

1. Peserta didik menyampaikan hasil diskusinya
2. Guru memberikan pertanyaan terkait hasil diskusi peserta didik
3. Masing-masing perwakilan kelompok menanggapi gambar atau memberikan pertanyaan kelompok lain berdasar hasil diskusinya di kelas.
4. Kelompok yang aktif akan mendapatkan reward dari guru.

<p><b>c) Penutup</b></p> <ol style="list-style-type: none"><li>1. Peserta menyimpulkan materi.</li><li>2. Guru memberikan feedback.</li><li>3. Guru dan siswa sama-sama menyimpulkan pelajaran.</li><li>4. Guru menutup pelajaran dengan mengucapkan alhamdulillah.</li></ol>	<p><b>10 minutes</b></p>
---	--------------------------

## LESSON PLAN

<b>Sekolah</b>	: SMP PGRI SIENJO
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Semester</b>	: VIII/2
<b>Material</b>	: Report Teks
<b>Sub Materi</b>	: Negara Asia
<b>Alokasi waktu</b>	: 2 x 45 Minutes
<b>pertemuan</b>	: 2

### A. Kompetensi Inti

**KI 1 dan KI 2:** Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.

**KI 3:** Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI 4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam rana konkret dan ranah abstrak sesuai dengan yang di pelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

### B. Kompetensi Dasar:

3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member



dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang. Binatang, benda, sesuai dengan konteks.

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- A. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait negara asia.
- B. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks.
- C. Memahami struktur teks ungkapan memberi dan meminta informasi terkait negara asia.
- D. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait negara asia.
- E. Menyusun kalimat meminta informasi terkait negara asia.
- F. Menjawab pertanyaan tentang negara asia yang diajukan kepadanya.
- G. Menyusun teks report lisan dan tulis, pendek dan sederhana, terkait negara asia, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### D. Materi Pembelajaran



**E. Media pembelajaran**

Media: handphone, spidol, papan tulis, lembar kerja siswa

**F. Sumber Pembelajaran:**

1. buku penunjang kurikulum 2013 mata pelajaran bahasa inggris, kemendibud, revisi 2016
2. kamus bahasa inggris

**G. Metode Pembelajaran**

1. Model Pembelajaran : Numbered Heads Together
2. Pendekatan : saintifik

**H. Langkah-Langkah Pembelajaran**

<b>a) Pre-activity</b>	<b>Time</b>
<ol style="list-style-type: none"><li>1. Guru mengucapkan salam kepada peserta didik</li><li>2. Guru mengajak peserta didik untuk berdoa bersama-sama sebelum memulai pembelajaran</li><li>3. Guru memeriksa daftar hadir peserta didik</li><li>4. Guru menggali pengetahuan awal peserta didik terkait dengan materi yang dipelajari</li><li>5. Guru menyampaikan manfaat dari materi yang akan diberikan</li><li>6. Guru menyampaikan tujuan pembelajaran</li></ol>	<b>10 Minutes</b>

**b) Main-activity****Mengamati**

1. Siswa di tunjukan gambar yang relevan terkait dengan materi ajaran
2. Siswa menjawab pertanyaan dari guru tentang materi tersebut
3. Siswa membaca pengertian teks report dan contoh penggunaanya
4. Pemberian contoh-contoh materi pengertian teks report dan contoh penggunaanya

**Menanya**

1. Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang diiberikan dan akan dijawab melalui kegiatan belajar

**Mengumpulkan informasi**

1. Siswa di kelompokkan menjadi bebrapa kelompok
2. Siswa diminta untuk berhitung 1 sampai 4 dan mengingat nomornya masing-masing. kelompok terdiri dari 6 siswa dan memiliki nomor individu masing-masing. (sebagai acuan dalam persentase)
3. Guru memberikan gambar kepada masing – masing kelompok untuk didiskusikan
4. Guru menjelaskan terkait materi report text dan gambar yang telah dibagikan kepada siswa.
5. Dengan aktif siswa mengamati dan mencermati penjelasan dari guru.

**70 Minutes**

6. Siswa berdiskusi dan menulis sebuah report text berdasarkan gambar pada kelompoknya masing-masing
7. Guru membimbing dan mengarahkan siswa dalam menyelesaikan tugasnya
8. Guru meminta siswa untuk membuat daftar kata-kata yang sulit diucapkan siswa
9. Guru memberikan contoh kepada siswa bagaimana cara mengucapkan kata-kata tersebut dengan baik dan benar.
10. Guru membahas hasil kegiatan tersebut dengan memanggil siswa satu nomor dari masing-masing kelompok untuk mempresentasikan hasil diskusi kelompoknya di depan guru.

#### **Mengomunikasikan**

1. Peserta didik menyampaikan hasil diskusinya
2. Guru memberikan pertanyaan terkait hasil diskusi peserta didik
3. Masing-masing perwakilan kelompok menanggapi gambar atau memberikan pertanyaan kelompok lain berdasarkan hasil diskusinya di kelas.
4. Kelompok yang aktif akan mendapatkan reward dari guru.

<p><b>c) Penutup</b></p> <ol style="list-style-type: none"><li>1. Peserta menyimpulkan materi.</li><li>2. Guru memberikan feedback.</li><li>3. Guru dan siswa sama-sama menyimpulkan pelajaran.</li><li>4. Guru menutup pelajaran dengan mengucapkan alhamdulillah.</li></ol>	<p><b>10 minutes</b></p>
---	--------------------------

## LESSON PLAN

<b>Sekolah</b>	: SMP PGRI SIENJO
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Semester</b>	: VIII/2
<b>Material</b>	: Report Teks
<b>Sub Materi</b>	: Game online
<b>Alokasi waktu</b>	: 2 x 45 Minutes
<b>pertemuan</b>	: 3

### A. Kompetensi Inti

**KI 1 dan KI 2:** Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.

**KI 3:** Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI 4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam rana konkret dan ranah abstrak sesuai dengan yang di pelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

### B. Kompetensi Dasar:

3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member

dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang. Binatang, benda, sesuai dengan konteks.

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- A. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait game online.
- B. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks.
- C. Memahami struktur teks ungkapan memberi dan meminta informasi terkait game online.
- D. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait game online.
- E. Menyusun kalimat meminta informasi terkait game online.
- F. Menjawab pertanyaan tentang game online yang diajukan kepadanya.
- G. Menyusun teks report lisan dan tulis, pendek dan sederhana, terkait game online, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### D. Materi Pembelajaran



#### **E. Media pembelajaran**

Media: handphone, spidol, papan tulis, lembar kerja siswa

#### **F. Sumber Pembelajaran:**

1. buku penunjang kurikulum 2013 mata pelajaran bahasa inggris, kemendibud, revisi 2016
2. kamus bahasa inggris

#### **G. Metode Pembelajaran**

1. Model Pembelajaran : Numbered Heads Together
2. Pendekatan : saintifik

#### **H. Langkah-Langkah Pembelajaran**

<b>a) Pre-activity</b>	<b>Time</b>
<ol style="list-style-type: none"><li>1. Guru mengucapkan salam kepada peserta didik</li><li>2. Guru mengajak peserta didik untuk berdoa bersama-sama sebelum memulai pembelajaran</li><li>3. Guru memeriksa daftar hadir peserta didik</li><li>4. Guru menggali pengetahuan awal peserta didik terkait dengan materi yang dipelajari</li><li>5. Guru menyampaikan manfaat dari materi yang akan diberikan</li><li>6. Guru menyampaikan tujuan pembelajaran</li></ol>	<b>10 Minutes</b>



**b) Main-activity****Mengamati**

1. Siswa di tunjukan gambar yang relevan terkait dengan materi ajaran
2. Siswa menjawab pertanyaan dari guru tentang materi tersebut
3. Siswa membaca pengertian teks report dan contoh penggunaanya
4. Pemberian contoh-contoh materi pengertian teks report dan contoh penggunaanya

**Menanya**

1. Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang diiberikan dan akan dijawab melalui kegiatan belajar

**Mengumpulkan informasi**

1. Siswa di kelompokkan menjadi bebrapa kelompok
2. Siswa diminta untuk berhitung 1 sampai 4 dan mengingat nomornya masing-masing. kelompok terdiri dari 6 siswa dan memiliki nomor individu masing-masing. (sebagai acuan dalam persentase)
3. Guru memberikan gambar kepada masing – masing kelompok untuk didiskusikan
4. Guru menjelaskan terkait materi report text dan gambar yang telah dibagikan kepada siswa.
5. Dengan aktif siswa mengamati dan mencermati penjelasan dari guru.

**70 Minutes**

6. Siswa berdiskusi dan menulis sebuah report text berdasarkan gambar pada kelompoknya masing-masing
7. Guru membimbing dan mengarahkan siswa dalam menyelesaikan tugasnya
8. Guru meminta siswa untuk membuat daftar kata-kata yang sulit diucapkan siswa
9. Guru memberikan contoh kepada siswa bagaimana cara mengucapkan kata-kata tersebut dengan baik dan benar.
10. Guru membahas hasil kegiatan tersebut dengan memanggil siswa satu nomor dari masing-masing kelompok untuk mempresentasikan hasil diskusi kelompoknya di depan guru.

#### **Mengomunikasikan**

1. Peserta didik menyampaikan hasil diskusinya
2. Guru memberikan pertanyaan terkait hasil diskusi peserta didik
3. Masing-masing perwakilan kelompok menanggapi gambar atau memberikan pertanyaan kelompok lain berdasarkan hasil diskusinya di kelas.
4. Kelompok yang aktif akan mendapatkan reward dari guru.

<p><b>c) Penutup</b></p> <ol style="list-style-type: none"><li>1. Peserta menyimpulkan materi.</li><li>2. Guru memberikan feedback.</li><li>3. Guru dan siswa sama-sama menyimpulkan pelajaran.</li><li>4. Guru menutup pelajaran dengan mengucapkan alhamdulillah.</li></ol>	<p><b>10 minutes</b></p>
---	--------------------------

## LESSON PLAN

<b>Sekolah</b>	: SMP PGRI SIENJO
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Semester</b>	: VIII/2
<b>Material</b>	: Report Teks
<b>Sub Materi</b>	: bencana alam
<b>Alokasi waktu</b>	: 2 x 45 Minutes
<b>pertemuan</b>	: 4

### A. Kompetensi Inti

**KI 1 dan KI 2:** Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.

**KI 3:** Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI 4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam rana konkret dan ranah abstrak sesuai dengan yang di pelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

### B. Kompetensi Dasar:

3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member

dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang. Binatang, benda, sesuai dengan konteks.

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- A. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait bencana alam.
- B. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks.
- C. Memahami struktur teks ungkapan memberi dan meminta informasi terkait bencana alam.
- D. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait bencana alam.
- E. Menyusun kalimat meminta informasi terkait bencana alam.
- F. Menjawab pertanyaan tentang negara asean liar yang diajukan kepadanya.
- G. Menyusun teks report lisan dan tulis, pendek dan sederhana, terkait bencana alam, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### D. Materi Pembelajaran



### E. Media pembelajaran

Media: handphone, spidol, papan tulis, lembar kerja siswa

### F. Sumber Pembelajaran:

1. buku penunjang kurikulum 2013 mata pelajaran bahasa inggris, kemendikbud, revisi 2016
2. kamus bahasa inggris

### G. Metode Pembelajaran

1. Model Pembelajaran : Numbered Heads Together
2. Pendekatan : saintifik

### H. Langkah-Langkah Pembelajaran

<p><b>a) Pre-activity</b></p> <ol style="list-style-type: none"><li>1. Guru mengucapkan salam kepada peserta didik</li><li>2. Guru mengajak peserta didik untuk berdoa bersama-sama sebelum memulai pembelajaran</li><li>3. Guru memeriksa daftar hadir peserta didik</li><li>4. Guru menggali pengetahuan awal peserta didik terkait dengan materi yang dipelajari</li><li>5. Guru menyampaikan manfaat dari materi yang akan diberikan</li><li>6. Guru menyampaikan tujuan pembelajaran</li></ol>	<p style="text-align: center;"><b>Time</b></p> <p style="text-align: center;"><b>10 Minutes</b></p>
<p><b>b) Main-activity</b></p> <p><b>Mengamati</b></p> <ol style="list-style-type: none"><li>1. Siswa ditunjukkan gambar yang relevan terkait dengan materi ajaran</li><li>2. Siswa menjawab pertanyaan dari guru tentang materi tersebut</li><li>3. Siswa membaca pengertian teks report dan contoh penggunaannya</li><li>4. Pemberian contoh-contoh materi pengertian</li></ol>	

teks report dan contoh penggunaanya

**Menanya**

1. Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang diberikan dan akan dijawab melalui kegiatan belajar

**Mengumpulkan informasi**

1. Siswa di kelompokkan menjadi beberapa kelompok
2. Siswa diminta untuk berhitung 1 sampai 4 dan mengingat nomornya masing-masing. kelompok terdiri dari 6 siswa dan memiliki nomor individu masing-masing. (sebagai acuan dalam persentase)
3. Guru memberikan gambar kepada masing – masing kelompok untuk didiskusikan
4. Guru menjelaskan terkait materi report text dan gambar yang telah dibagikan kepada siswa.
5. Dengan aktif siswa mengamati dan mencermati penjelasan dari guru.
6. Siswa berdiskusi dan menulis sebuah report text berdasarkan gambar pada kelompoknya masing-masing
7. Guru membimbing dan mengarahkan siswa dalam menyelesaikan tugasnya
8. Guru meminta siswa untuk membuat daftar kata-kata yang sulit diucapkan siswa
9. Guru memberikan contoh kepada siswa bagaimana cara mengucapkan kata-kata

**70 Minutes**

<p>tersebut dengan baik dan benar.</p> <p>10. Guru membahas hasil kegiatan tersebut dengan memanggil siswa satu nomor dari masing-masing kelompok untuk mempresentasikan hasil diskusi kelompoknya di depan guru.</p> <p><b>Mengomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menyampaikan hasil diskusinya</li> <li>2. Guru memberikan pertanyaan terkait hasil diskusi peserta didik</li> <li>3. Masing-masing perwakilan kelompok menanggapi gambar atau memberikan pertanyaan kelompok lain berdasarkan hasil diskusinya di kelas.</li> <li>4. Kelompok yang aktif akan mendapatkan reward dari guru.</li> </ol>	
<p><b>c) Penutup</b></p> <ol style="list-style-type: none"> <li>1. Peserta menyimpulkan materi.</li> <li>2. Guru memberikan feedback.</li> <li>3. Guru dan siswa sama-sama menyimpulkan pelajaran.</li> <li>4. Guru menutup pelajaran dengan mengucapkan alhamdulillah.</li> </ol>	<p><b>10 minutes</b></p>



## LESSON PLAN

<b>Sekolah</b>	: SMP PGRI SIENJO
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Semester</b>	: VIII/2
<b>Material</b>	: Report Teks
<b>Sub Materi</b>	: Covid-19
<b>Alokasi waktu</b>	: 2 x 45 Minutes
<b>pertemuan</b>	: 5

### A. Kompetensi Inti

**KI 1 dan KI 2:** Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.

**KI 3:** Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI 4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam rana konkret dan ranah abstrak sesuai dengan yang di pelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

### B. Kompetensi Dasar:

3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member

dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang. Binatang, benda, sesuai dengan konteks.

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- A. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait covid-19.
- B. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks.
- C. Memahami struktur teks ungkapan memberi dan meminta informasi terkait covid-19.
- D. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait covid-19.
- E. Menyusun kalimat meminta informasi terkait covid-19.
- F. Menjawab pertanyaan tentang negara asean liar yang diajukan kepadanya.
- G. Menyusun teks report lisan dan tulis, pendek dan sederhana, terkait bencana covid-19, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### D. Materi Pembelajaran



### E. Media pembelajaran

Media: handphone, spidol, papan tulis, lembar kerja siswa

### F. Sumber Pembelajaran:

3. buku penunjang kurikulum 2013 mata pelajaran bahasa inggris, kemendikbud, revisi 2016
4. kamus bahasa inggris

### G. Metode Pembelajaran

3. Model Pembelajaran : Numbered Heads Together
4. Pendekatan : saintifik

### H. Langkah-Langkah Pembelajaran

<p><b>a) Pre-activity</b></p> <ol style="list-style-type: none"><li>1. Guru mengucapkan salam kepada peserta didik</li><li>2. Guru mengajak peserta didik untuk berdoa bersama-sama sebelum memulai pembelajaran</li><li>3. Guru memeriksa daftar hadir peserta didik</li><li>4. Guru menggali pengetahuan awal peserta didik terkait dengan materi yang dipelajari</li><li>5. Guru menyampaikan manfaat dari materi yang akan diberikan</li><li>6. Guru menyampaikan tujuan pembelajaran</li></ol>	<p style="text-align: center;"><b>Time</b></p> <p style="text-align: center;"><b>10 Minutes</b></p>
<p><b>b) Main-activity</b></p> <p><b>Mengamati</b></p> <ol style="list-style-type: none"><li>1. Siswa ditunjukkan gambar yang relevan terkait dengan materi ajaran</li><li>2. Siswa menjawab pertanyaan dari guru tentang materi tersebut</li><li>3. Siswa membaca pengertian teks report dan contoh penggunaannya</li><li>4. Pemberian contoh-contoh materi pengertian</li></ol>	

teks report dan contoh penggunaanya

**Menanya**

1. Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang diberikan dan akan dijawab melalui kegiatan belajar

**Mengumpulkan informasi**

1. Siswa di kelompokkan menjadi beberapa kelompok
2. Siswa diminta untuk berhitung 1 sampai 4 dan mengingat nomornya masing-masing. kelompok terdiri dari 6 siswa dan memiliki nomor individu masing-masing. (sebagai acuan dalam persentase)
3. Guru memberikan gambar kepada masing – masing kelompok untuk didiskusikan
4. Guru menjelaskan terkait materi report text dan gambar yang telah dibagikan kepada siswa.
5. Dengan aktif siswa mengamati dan mencermati penjelasan dari guru.
6. Siswa berdiskusi dan menulis sebuah report text berdasarkan gambar pada kelompoknya masing-masing
7. Guru membimbing dan mengarahkan siswa dalam menyelesaikan tugasnya
8. Guru meminta siswa untuk membuat daftar kata-kata yang sulit di ucapkan siswa
9. Guru memberikan contoh kepada siswa bagaimana cara mengucapkan kata-kata

**70 Minutes**

<p>tersebut dengan baik dan benar.</p> <p>10. Guru membahas hasil kegiatan tersebut dengan memanggil siswa satu nomor dari masing-masing kelompok untuk mempresentasikan hasil diskusi kelompoknya di depan guru.</p> <p><b>Mengomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menyampaikan hasil diskusinya</li> <li>2. Guru memberikan pertanyaan terkait hasil diskusi peserta didik</li> <li>3. Masing-masing perwakilan kelompok menanggapi gambar atau memberikan pertanyaan kelompok lain berdasarkan hasil diskusinya di kelas.</li> <li>4. Kelompok yang aktif akan mendapatkan reward dari guru.</li> </ol>	
<p><b>c) Penutup</b></p> <ol style="list-style-type: none"> <li>1. Peserta menyimpulkan materi.</li> <li>2. Guru memberikan feedback.</li> <li>3. Guru dan siswa sama-sama menyimpulkan pelajaran.</li> <li>4. Guru menutup pelajaran dengan mengucapkan alhamdulillah.</li> </ol>	<p><b>10 minutes</b></p>

## LESSON PLAN

<b>Sekolah</b>	: SMP PGRI SIENJO
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Semester</b>	: VIII/2
<b>Material</b>	: Report Teks
<b>Sub Materi</b>	: Sports
<b>Alokasi waktu</b>	: 2 x 45 Minutes
<b>pertemuan</b>	: 6

### A. Kompetensi Inti

**KI 1 dan KI 2:** Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.

**KI 3:** Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI 4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam rana konkret dan ranah abstrak sesuai dengan yang di pelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

### B. Kompetensi Dasar:

3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member

dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang. Binatang, benda, sesuai dengan konteks.

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- A. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait sports.
- B. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks.
- C. Memahami struktur teks ungkapan memberi dan meminta informasi terkait sports.
- D. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait sports.
- E. Menyusun kalimat meminta informasi terkait sports.
- F. Menjawab pertanyaan tentang sports yang diajukan kepadanya.
- G. Menyusun teks report lisan dan tulis, pendek dan sederhana, terkait sports, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### D. Materi Pembelajaran



**E. Media pembelajaran**

Media: handphone, spidol, papan tulis, lembar kerja siswa

**F. Sumber Pembelajaran:**

1. buku penunjang kurikulum 2013 mata pelajaran bahasa inggris, kemendigbud, revisi 2016
2. kamus bahasa inggris

**G. Metode Pembelajaran**

1. Model Pembelajaran : Numbered Heads Together
2. Pendekatan : saintifik

**H. Langkah-Langkah Pembelajaran**

<b>a) Pre-activity</b>	<b>Time</b>
<ol style="list-style-type: none"><li>1. Guru mengucapkan salam kepada peserta didik</li><li>2. Guru mengajak peserta didik untuk berdoa bersama-sama sebelum memulai pembelajaran</li><li>3. Guru memeriksa daftar hadir peserta didik</li><li>4. Guru menggali pengetahuan awal peserta didik terkait dengan materi yang dipelajari</li><li>5. Guru menyampaikan manfaat dari materi yang akan diberikan</li><li>6. Guru menyampaikan tujuan pembelajaran</li></ol>	<b>10 Minutes</b>



**b) Main-activity****Mengamati**

1. Siswa di tunjukan gambar yang relevan terkait dengan materi ajaran
2. Siswa menjawab pertanyaan dari guru tentang materi tersebut
3. Siswa membaca pengertian teks report dan contoh penggunaanya
4. Pemberian contoh-contoh materi pengertian teks report dan contoh penggunaanya

**Menanya**

1. Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang diiberikan dan akan dijawab melalui kegiatan belajar

**Mengumpulkan informasi**

1. Siswa di kelompokkan menjadi bebrapa kelompok
2. Siswa diminta untuk berhitung 1 sampai 4 dan mengingat nomornya masing-masing. kelompok terdiri dari 6 siswa dan memiliki nomor individu masing-masing. (sebagai acuan dalam persentase)
3. Guru memberikan gambar kepada masing – masing kelompok untuk didiskusikan
4. Guru menjelaskan terkait materi report text dan gambar yang telah dibagikan kepada siswa.
5. Dengan aktif siswa mengamati dan mencermati penjelasan dari guru.

**70 Minutes**

6. Siswa berdiskusi dan menulis sebuah report text berdasarkan gambar pada kelompoknya masing-masing
7. Guru membimbing dan mengarahkan siswa dalam menyelesaikan tugasnya
8. Guru meminta siswa untuk membuat daftar kata-kata yang sulit diucapkan siswa
9. Guru memberikan contoh kepada siswa bagaimana cara mengucapkan kata-kata tersebut dengan baik dan benar.
10. Guru membahas hasil kegiatan tersebut dengan memanggil siswa satu nomor dari masing-masing kelompok untuk mempresentasikan hasil diskusi kelompoknya di depan guru.

#### **Mengomunikasikan**

1. Peserta didik menyampaikan hasil diskusinya
2. Guru memberikan pertanyaan terkait hasil diskusi peserta didik
3. Masing-masing perwakilan kelompok menanggapi gambar atau memberikan pertanyaan kelompok lain berdasarkan hasil diskusinya di kelas.
4. Kelompok yang aktif akan mendapatkan reward dari guru.

<p><b>c) Penutup</b></p> <ol style="list-style-type: none"><li>1. Peserta menyimpulkan materi.</li><li>2. Guru memberikan feedback.</li><li>3. Guru dan siswa sama-sama menyimpulkan pelajaran.</li><li>4. Guru menutup pelajaran dengan mengucapkan alhamdulillah.</li></ol>	<p><b>10 minutes</b></p>
---	--------------------------

## Appendix III Lesson Plans of Control Class

### LESSON PLAN

<b>Sekolah</b>	: SMP PGRI SIENJO
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Semester</b>	: VIII/2
<b>Material</b>	: Report Teks
<b>Sub Materi</b>	: Hewan Mamalia
<b>Alokasi waktu</b>	: 2 x 45 Minutes
<b>pertemuan</b>	: 1

#### A. Kompetensi Inti

**KI 1 dan KI 2:** Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.

**KI 3:** Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI 4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam rana konkret dan ranah abstrak sesuai dengan yang di pelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

## B. Kompetensi Dasar:

3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang. Binatang, benda, sesuai dengan konteks.

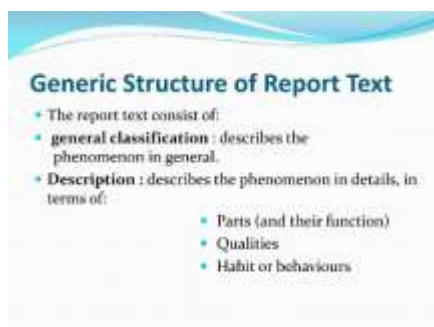
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, danbenda, dengan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

## C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- A. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait hewan mamalia.
- B. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks.
- C. Memahami struktur teks ungkapan memberi dan meminta informasi terkait hewan mamalia.
- D. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait hewan mamalia.
- E. Menyusun kalimat meminta infromasi terkait hewan mamalia.
- F. Menjawab pertanyaan tentang hewan mamalia yang diajukan kepadanya.
- G. Menyusun teks report lisan dan tulis, pendek dan sederhana, hewan mamalia, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

## D. Materi Pembelajaran



**Generic Structure of Report Text**

- The report text consist of:
- **general classification** : describes the phenomenann in general.
- **Description** : describes the phenomenon in details, in terms of:
  - Parts (and their function)
  - Qualities
  - Habit or behaviours



**Report Text About Panda**

1. **General statement / classification**  
How are pandas look like? Well pandas are mammal.
2. **Descriptions**
  - a. Panda is like bear, their bodies are typical. It has two dominant colors, white and black.
  2. Panda lived in South and East China. It was also found in part of Myanmar and Vietnam.
  - c. Panda looks cute however it is actually a wild animal.



**E. Media Pembelajaran**

Media: handphone, spidol, papan tulis, lembar kerja siswa

**F. Sumber Pembelajaran:**

1. Buku penunjang kurikulum 2013 mata pelajaran bahasa inggris, kemendigbud, revisi 2016
2. Kamus bahasa inggris

**G. Metode Pembelajaran**

1. Model Pembelajaran : Discovery Learning
2. Pendekatan : saintifik

**H. Langkah-langkah Pembelajaran**

a) Pre-activity	Time
<ol style="list-style-type: none"> <li>1. Guru mengucapkan salam kepada peserta didik</li> <li>2. Guru mengajak peserta didik untuk berdoa bersama sama sebelum memulai pembelajaran</li> <li>3. Guru memeriksa daftar hadir peserta didik</li> <li>4. Guru menggali pengetahuan awal peserta didik terkait dengan materi yang dipelajari</li> <li>5. Guru menyampaikan manfaat dari materi</li> </ol>	<p><b>10 Minutes</b></p>

<p>yang akan diberikan</p> <p>6. Guru menyampaikan tujuan pembelajaran</p>	
<p><b>b) Main-activity</b></p> <p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>1. Siswa di tunjukan gambar yang relevan terkait dengan materi ajaran</li> <li>2. Siswa menjawab pertanyaan dari guru tentang materi tersebut</li> <li>3. Siswa membaca pengertian teks report dan contoh penggunaanya</li> <li>4. Pemberian contoh-contoh materi pengertian teks report dan contoh penggunaanya</li> </ol> <p><b>Menanya</b></p> <ol style="list-style-type: none"> <li>1. Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang diiberikan dan akan dijawab melalui kegiatan belajar</li> </ol> <p><b>Mengumpulkan informasi</b></p> <ol style="list-style-type: none"> <li>.1. Siswa ditunjukkan gambar yang relevan terkait dengan materi ajaran.</li> <li>2. Siswa menjawab pertanyaan dari guru tentang gambar tersebut.</li> <li>3. Siswa membaca pengertian teks report, contoh dan penggunaannya.</li> <li>4. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar.</li> <li>5. Mengajukan pertanyaan berkaitan dengan</li> </ol>	<p style="text-align: center;"><b>70 Minutes</b></p>

<p>materi pengertian teks report, contoh dan penggunaannya yang telah disusun dalam daftar pertanyaan kepada guru.</p> <p>6. Peserta didik dan guru secara bersama sama membahas contoh dalam buku paket mengenai materi pengertian teks report, contoh dan penggunaannya.</p> <p><b>Mengomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menyampaikan hasil pemahamannya terhadap materi yang diberikan</li> <li>2. Guru memberikan pertanyaan terhadap peserta didik terkait materi yang disampaikan.</li> </ol>	
<p><b>c) Penutup</b></p> <ol style="list-style-type: none"> <li>1. Peserta menyimpulkan materi.</li> <li>2. Guru memberikan feedback.</li> <li>3. Guru dan siswa sama-sama menyimpulkan pelajaran.</li> <li>4. Guru menutup pelajaran dengan mengucapkan alhamdulillah.</li> </ol>	<p><b>10 minutes</b></p>



## LESSON PLAN

<b>Sekolah</b>	: SMP PGRI SIENJO
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Semester</b>	: VIII/2
<b>Material</b>	: Report Teks
<b>Sub Materi</b>	: Negara Asia
<b>Alokasi waktu</b>	: 2 x 45 Minutes
<b>pertemuan</b>	: 2

### A. Kompetensi Inti

**KI 1 dan KI 2:** Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.

**KI 3:** Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI 4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam rana konkret dan ranah abstrak sesuai dengan yang di pelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

### B. Kompetensi Dasar:

3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member

dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang. Binatang, benda, sesuai dengan konteks.

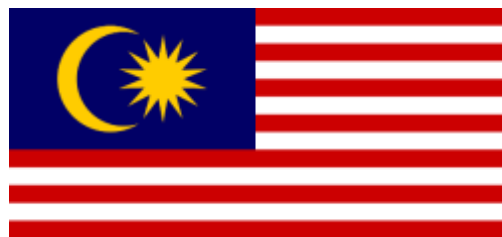
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- A. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait negara asia.
- B. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks.
- C. Memahami struktur teks ungkapan memberi dan meminta informasi terkait negara asia.
- D. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait negara asia.
- E. Menyusun kalimat meminta informasi terkait negara asia.
- F. Menjawab pertanyaan tentang negara asean liar yang diajukan kepadanya.
- G. Menyusun teks report lisan dan tulis, pendek dan sederhana, terkait negara asia, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### D. Materi Pembelajaran



**E. Media pembelajaran**

Media: handphone, spidol, papan tulis, lembar kerja siswa

**F. Sumber Pembelajaran:**

1. buku penunjang kurikulum 2013 mata pelajaran bahasa inggris, kemendibud, revisi 2016
2. kamus bahasa inggris

**G. Metode Pembelajaran**

1. Model Pembelajaran : Discovery Learning
2. Pendekatan : saintifik

**H. Langkah-Langkah Pembelajaran**

<b>a) Pre-activity</b>	<b>Time</b>
<ol style="list-style-type: none"><li>1. Guru mengucapkan salam kepada peserta didik</li><li>2. Guru mengajak peserta didik untuk berdoa bersama-sama sebelum memulai pembelajaran</li><li>3. Guru memeriksa daftar hadir peserta didik</li><li>4. Guru menggali pengetahuan awal peserta didik terkait dengan materi yang dipelajari</li><li>5. Guru menyampaikan manfaat dari materi yang akan diberikan</li><li>6. Guru menyampaikan tujuan pembelajaran</li></ol>	<b>10 Minutes</b>

**b) Main-activity****Mengamati**

1. Siswa di tunjukan gambar yang relevan terkait dengan materi ajaran
2. Siswa menjawab pertanyaan dari guru tentang materi tersebut
3. Siswa membaca pengertian teks report dan contoh penggunaannya
4. Pemberian contoh-contoh materi pengertian teks report dan contoh penggunaannya

**Menanya**

1. Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang diberikan dan akan dijawab melalui kegiatan belajar

**Mengumpulkan informasi**

1. Siswa ditunjukkan gambar yang relevan terkait dengan materi ajaran.
2. Siswa menjawab pertanyaan dari guru tentang gambar tersebut.
3. Siswa membaca pengertian teks report, contoh dan penggunaannya.
4. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar.
5. Mengajukan pertanyaan berkaitan dengan materi pengertian teks report, contoh dan penggunaannya yang telah disusun dalam

**70 Minutes**

<p>daftar pertanyaan kepada guru.</p> <p>6. Peserta didik dan guru secara bersama sama membahas contoh dalam buku paket mengenai materi pengertian teks report, contoh dan penggunaanya.</p> <p><b>Mengomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menyampaikan hasil pemahamannya terhadap materi yang diberikan</li> <li>2. Guru memberikan pertanyaan terhadap peserta didik terkait materi yang disampaikan</li> </ol>	
<p><b>c) Penutup</b></p> <ol style="list-style-type: none"> <li>1. Peserta menyimpulkan materi.</li> <li>2. Guru memberikan feedback.</li> <li>3. Guru dan siswa sama-sama menyimpulkan pelajaran.</li> <li>4. Guru menutup pelajaran dengan mengucapkan alhamdulillah.</li> </ol>	<p><b>10 minutes</b></p>

## LESSON PLAN

<b>Sekolah</b>	: SMP PGRI SIENJO
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Semester</b>	: VIII/2
<b>Material</b>	: Report Teks
<b>Sub Materi</b>	: Game online
<b>Alokasi waktu</b>	: 2 x 45 Minutes
<b>pertemuan</b>	: 3

### A. Kompetensi Inti

**KI 1 dan KI 2:** Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.

**KI 3:** Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI 4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam rana konkret dan ranah abstrak sesuai dengan yang di pelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

### B. Kompetensi Dasar:

3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member

dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang. Binatang, benda, sesuai dengan konteks.

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- A. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait game online.
- B. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks.
- C. Memahami struktur teks ungkapan memberi dan meminta informasi terkait game online.
- D. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait game online.
- E. Menyusun kalimat meminta informasi terkait game online.
- F. Menjawab pertanyaan tentang game online yang diajukan kepadanya.
- G. Menyusun teks report lisan dan tulis, pendek dan sederhana, terkait game online, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### D. Materi Pembelajaran



#### **E. Media pembelajaran**

Media: handphone, spidol, papan tulis, lembar kerja siswa

#### **F. Sumber Pembelajaran:**

1. buku penunjang kurikulum 2013 mata pelajaran bahasa inggris, kemendigbud, revisi 2016
2. kamus bahasa inggris

#### **G. Metode Pembelajaran**

1. Model Pembelajaran : Discovery Learnin
2. Pendekatan : saintifik

#### **H. Langkah-Langkah Pembelajaran**

<b>a) Pre-activity</b>	<b>Time</b>
<ol style="list-style-type: none"><li>1. Guru mengucapkan salam kepada peserta didik</li><li>2. Guru mengajak pesrta didik untuk berdoa bersama sama sebelum memulai pembelajaran</li><li>3. Guru memeriksa daftar hadir peserta didik</li><li>4. Guru menggali pengetahuan awal peserta didik terkait dengan materi yang dipelajari</li><li>5. Guru menyampaikan manfaat dari materi yang akan diberikan</li><li>6. Guru menyampaikan tujuan pembelajaran</li></ol>	<b>10 Minutes</b>



**b) Main-activity****Mengamati**

1. Siswa di tunjukan gambar yang relevan terkait dengan materi ajaran
2. Siswa menjawab pertanyaan dari guru tentang materi tersebut
3. Siswa membaca pengertian teks report dan contoh penggunaannya
4. Pemberian contoh-contoh materi pengertian teks report dan contoh penggunaannya

**Menanya**

1. Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang diberikan dan akan dijawab melalui kegiatan belajar

**Mengumpulkan informasi**

1. Siswa ditunjukkan gambar yang relevan terkait dengan materi ajaran.
2. Siswa menjawab pertanyaan dari guru tentang gambar tersebut.
3. Siswa membaca pengertian teks report, contoh dan penggunaannya.
4. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar.
5. Mengajukan pertanyaan berkaitan dengan materi pengertian teks report, contoh dan penggunaannya yang telah disusun dalam

**70 Minutes**

<p>daftar pertanyaan kepada guru.</p> <p>6. Peserta didik dan guru secara bersama sama membahas contoh dalam buku paket mengenai materi pengertian teks report, contoh dan penggunaanya.</p> <p><b>Mengomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menyampaikan hasil pemahamannya terhadap materi yang diberikan</li> <li>2. Guru memberikan pertanyaan terhadap peserta didik terkait materi yang disampaikan.</li> </ol>	
<p><b>c) Penutup</b></p> <ol style="list-style-type: none"> <li>1. Peserta menyimpulkan materi.</li> <li>2. Guru memberikan feedback.</li> <li>3. Guru dan siswa sama-sama menyimpulkan pelajaran.</li> <li>4. Guru menutup pelajaran dengan mengucapkan alhamdulillah.</li> </ol>	<p><b>10 minutes</b></p>

## LESSON PLAN

<b>Sekolah</b>	: SMP PGRI SIENJO
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Semester</b>	: VIII/2
<b>Material</b>	: Report Teks
<b>Sub Materi</b>	: Bencana Alam
<b>Alokasi waktu</b>	: 2 x 45 Minutes
<b>pertemuan</b>	: 4

### A. Kompetensi Inti

**KI 1 dan KI 2:** Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.

**KI 3:** Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI 4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam rana konkret dan ranah abstrak sesuai dengan yang di pelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

### B. Kompetensi Dasar:

3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member

dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang. Binatang, benda, sesuai dengan konteks.

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- A. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait bencana alam.
- B. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks.
- C. Memahami struktur teks ungkapan memberi dan meminta informasi terkait bencana alam.
- D. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait bencana alam.
- E. Menyusun kalimat meminta informasi terkait bencana alam.
- F. Menjawab pertanyaan tentang bencana alam yang diajukan kepadanya.
- G. Menyusun teks report lisan dan tulis, pendek dan sederhana, terkait bencana alam, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### D. Materi Pembelajaran



### **E. Media pembelajaran**

Media: handphone, spidol, papan tulis, lembar kerja siswa

### **F. Sumber Pembelajaran:**

1. buku penunjang kurikulum 2013 mata pelajaran bahasa inggris, kemendikbud, revisi 2016
2. kamus bahasa inggris

### **G. Metode Pembelajaran**

1. Model Pembelajaran : Discovery Learning
2. Pendekatan : saintifik

### **H. Langkah-Langkah Pembelajaran**

<b>a) Pre-activity</b>	<b>Time</b>
<ol style="list-style-type: none"><li>1. Guru mengucapkan salam kepada peserta didik</li><li>2. Guru mengajak peserta didik untuk berdoa bersama-sama sebelum memulai pembelajaran</li><li>3. Guru memeriksa daftar hadir peserta didik</li><li>4. Guru menggali pengetahuan awal peserta didik terkait dengan materi yang dipelajari</li><li>5. Guru menyampaikan manfaat dari materi yang akan diberikan</li><li>6. Guru menyampaikan tujuan pembelajaran</li></ol>	<b>10 Minutes</b>

**b) Main-activity**

**Mengamati**

1. Siswa di tunjukan gambar yang relevan terkait dengan materi ajaran
2. Siswa menjawab pertanyaan dari guru tentang materi tersebut
3. Siswa membaca pengertian teks report dan contoh penggunaanya
4. Pemberian contoh-contoh materi pengertian teks report dan contoh penggunaanya

**Menanya**

1. Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang diiberikan dan akan dijawab melalui kegiatan belajar

**Mengumpulkan informasi**

1. Siswa ditunjukkan gambar yang relevan terkait dengan materi ajaran.
2. Siswa menjawab pertanyaan dari guru tentang gambar tersebut.
3. Siswa membaca pengertian teks report, contoh dan penggunaannya.
4. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar.
5. Mengajukan pertanyaan berkaitan dengan materi pengertian teks report, contoh dan penggunaanya yang telah disusun dalam

**70 Minutes**

<p>daftar pertanyaan kepada guru.</p> <p>6. Peserta didik dan guru secara bersama sama membahas contoh dalam buku paket mengenai materi pengertian teks report, contoh dan penggunaanya.</p> <p><b>Mengomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menyampaikan hasil pemahamannya terhadap materi yang diberikan</li> <li>2. Guru memberikan pertanyaan terhadap peserta didik terkait materi yang disampaikan</li> </ol>	
<p><b>c) Penutup</b></p> <ol style="list-style-type: none"> <li>1. Peserta menyimpulkan materi.</li> <li>2. Guru memberikan feedback.</li> <li>3. Guru dan siswa sama-sama menyimpulkan pelajaran.</li> <li>4. Guru menutup pelajaran dengan mengucapkan alhamdulillah.</li> </ol>	<p><b>10 minutes</b></p>

## LESSON PLAN

<b>Sekolah</b>	: SMP PGRI SIENJO
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Semester</b>	: VIII/2
<b>Material</b>	: Report Teks
<b>Sub Materi</b>	: Covid-19
<b>Alokasi waktu</b>	: 2 x 45 Minutes
<b>pertemuan</b>	: 5

### A. Kompetensi Inti

**KI 1 dan KI 2:** Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.

**KI 3:** Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI 4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam rana konkret dan ranah abstrak sesuai dengan yang di pelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

### B. Kompetensi Dasar:

3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member



dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang. Binatang, benda, sesuai dengan konteks.

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- A. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait covid-19.
- B. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks.
- C. Memahami struktur teks ungkapan memberi dan meminta informasi terkait covid-19.
- D. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait covid-19.
- E. Menyusun kalimat meminta informasi terkait covid-19.
- F. Menjawab pertanyaan tentang covid-19 yang diajukan kepadanya.
- G. Menyusun teks report lisan dan tulis, pendek dan sederhana, terkait covid-19, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### D. Materi Pembelajaran



#### **E. Media pembelajaran**

Media: handphone, spidol, papan tulis, lembar kerja siswa

#### **F. Sumber Pembelajaran:**

1. buku penunjang kurikulum 2013 mata pelajaran bahasa inggris, kemendikbud, revisi 2016
2. kamus bahasa inggris

#### **G. Metode Pembelajaran**

1. Model Pembelajaran : Discovery Learning
2. Pendekatan : saintifik

#### **H. Langkah-Langkah Pembelajaran**

<b>a) Pre-activity</b>	<b>Time</b>
<ol style="list-style-type: none"><li>1. Guru mengucapkan salam kepada peserta didik</li><li>2. Guru mengajak peserta didik untuk berdoa bersama-sama sebelum memulai pembelajaran</li><li>3. Guru memeriksa daftar hadir peserta didik</li><li>4. Guru menggali pengetahuan awal peserta didik terkait dengan materi yang dipelajari</li><li>5. Guru menyampaikan manfaat dari materi yang akan diberikan</li><li>6. Guru menyampaikan tujuan pembelajaran</li></ol>	<b>10 Minutes</b>

**b) Main-activity****Mengamati**

1. Siswa di tunjukan gambar yang relevan terkait dengan materi ajaran
2. Siswa menjawab pertanyaan dari guru tentang materi tersebut
3. Siswa membaca pengertian teks report dan contoh penggunaanya
4. Pemberian contoh-contoh materi pengertian teks report dan contoh penggunaanya

**Menanya**

1. Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang diiberikan dan akan dijawab melalui kegiatan belajar

**Mengumpulkan informasi**

1. Siswa ditunjukkan gambar yang relevan terkait dengan materi ajaran.
2. Siswa menjawab pertanyaan dari guru tentang gambar tersebut.
3. Siswa membaca pengertian teks report, contoh dan penggunaannya.
4. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar.
5. Mengajukan pertanyaan berkaitan dengan materi pengertian teks report, contoh dan penggunaanya yang telah disusun dalam

**70 Minutes**

<p>daftar pertanyaan kepada guru.</p> <p>6. Peserta didik dan guru secara bersama sama membahas contoh dalam buku paket mengenai materi pengertian teks report, contoh dan penggunaanya.</p> <p><b>Mengomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menyampaikan hasil pemahamannya terhadap materi yang diberikan</li> <li>2. Guru memberikan pertanyaan terhadap peserta didik terkait materi yang disampaikan</li> </ol>	
<p><b>c) Penutup</b></p> <ol style="list-style-type: none"> <li>1. Peserta menyimpulkan materi.</li> <li>2. Guru memberikan feedback.</li> <li>3. Guru dan siswa sama-sama menyimpulkan pelajaran.</li> <li>4. Guru menutup pelajaran dengan mengucapkan alhamdulillah.</li> </ol>	<p><b>10 minutes</b></p>

## LESSON PLAN

<b>Sekolah</b>	: SMP PGRI SIENJO
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/Semester</b>	: VIII/2
<b>Material</b>	: Report Teks
<b>Sub Materi</b>	: Sports
<b>Alokasi waktu</b>	: 2 x 45 Minutes
<b>pertemuan</b>	: 6

### A. Kompetensi Inti

**KI 1 dan KI 2:** Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.

**KI 3:** Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

**KI 4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam rana konkret dan ranah abstrak sesuai dengan yang di pelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

### B. Kompetensi Dasar:

3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member

dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang. Binatang, benda, sesuai dengan konteks.

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- A. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait sports.
- B. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks.
- C. Memahami struktur teks ungkapan memberi dan meminta informasi terkait sports.
- D. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait sports.
- E. Menyusun kalimat meminta informasi terkait sports.
- F. Menjawab pertanyaan tentang sports yang diajukan kepadanya.
- G. Menyusun teks report lisan dan tulis, pendek dan sederhana, terkait sports, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### D. Materi Pembelajaran



#### **E. Media pembelajaran**

Media: handphone, spidol, papan tulis, lembar kerja siswa

#### **F. Sumber Pembelajaran:**

1. buku penunjang kurikulum 2013 mata pelajaran bahasa inggris, kemendikbud, revisi 2016
2. kamus bahasa inggris

#### **G. Metode Pembelajaran**

1. Model Pembelajaran : Discovery learning
2. Pendekatan : saintifik

#### **H. Langkah-Langkah Pembelajaran**

<b>a) Pre-activity</b>	<b>Time</b>
<ol style="list-style-type: none"><li>1. Guru mengucapkan salam kepada peserta didik</li><li>2. Guru mengajak peserta didik untuk berdoa bersama-sama sebelum memulai pembelajaran</li><li>3. Guru memeriksa daftar hadir peserta didik</li><li>4. Guru menggali pengetahuan awal peserta didik terkait dengan materi yang dipelajari</li><li>5. Guru menyampaikan manfaat dari materi yang akan diberikan</li><li>6. Guru menyampaikan tujuan pembelajaran</li></ol>	<b>10 Minutes</b>

**b) Main-activity****Mengamati**

1. Siswa di tunjukan gambar yang relevan terkait dengan materi ajaran
2. Siswa menjawab pertanyaan dari guru tentang materi tersebut
3. Siswa membaca pengertian teks report dan contoh penggunaanya
4. Pemberian contoh-contoh materi pengertian teks report dan contoh penggunaanya

**Menanya**

1. Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang diiberikan dan akan dijawab melalui kegiatan belajar

**Mengumpulkan informasi**

1. Siswa ditunjukkan gambar yang relevan terkait dengan materi ajaran.
2. Siswa menjawab pertanyaan dari guru tentang gambar tersebut.
3. Siswa membaca pengertian teks report, contoh dan penggunaannya.
4. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar.
5. Mengajukan pertanyaan berkaitan dengan materi pengertian teks report, contoh dan penggunaanya yang telah disusun dalam

**70 Minutes**



<p>daftar pertanyaan kepada guru.</p> <p>6. Peserta didik dan guru secara bersama sama membahas contoh dalam buku paket mengenai materi pengertian teks report, contoh dan penggunaanya.</p> <p><b>Mengomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menyampaikan hasil pemahamannya terhadap materi yang diberikan</li> <li>2. Guru memberikan pertanyaan terhadap peserta didik terkait materi yang disampaikan.</li> </ol>	
<p><b>c) Penutup</b></p> <ol style="list-style-type: none"> <li>1. Peserta menyimpulkan materi.</li> <li>2. Guru memberikan feedback.</li> <li>3. Guru dan siswa sama-sama menyimpulkan pelajaran.</li> <li>4. Guru menutup pelajaran dengan mengucapkan alhamdulillah.</li> </ol>	<p><b>10 minutes</b></p>

## Appendix IV

### The Classification of the Students' pre-test in Experimental Class

No	Initial	Pre-test						Classification
		FLU	COM	PRO	Total	Max Score	Score	
1	ADP	1	2	2	5	15	33,33	Poor
2	AN	1	1	1	3	15	20	Poor
3	AA	1	1	1	3	15	20	Poor
4	AZ	1	1	1	3	15	20	Poor
5	BE	1	1	2	4	15	26,66	Poor
6	EL	1	1	1	3	15	20	Poor
7	EMS	1	1	1	3	15	20	Poor
8	AK	1	1	1	3	15	20	Poor
9	FI	1	1	2	4	15	26,66	Poor
10	JI	1	2	1	4	15	26,66	Poor
11	JS	1	2	2	5	15	33,33	Poor
12	MI	1	1	1	3	15	20	Poor
13	MR	1	1	1	3	15	20	Poor
14	MZ	1	1	1	3	15	20	Poor
15	MAM	1	1	1	3	15	20	Poor
16	NA	1	1	1	3	15	20	Poor
17	NE	1	1	1	3	15	20	Poor
18	NU	1	1	2	4	15	26,66	Poor
19	RI	1	2	1	4	15	26,66	Poor
20	RE	1	1	1	3	15	20	Poor
21	RU	1	2	1	4	15	26,66	Poor
22	SA	1	1	1	3	15	20	Poor
23	SU	1	1	1	3	15	20	Poor
24	WA	1	2	1	4	15	26,66	Poor
25	ZK	1	1	1	3	15	20	Poor

## Appendix V

### The Classification of the Students' post-test in Experimental Class

No	Initial	Pre-test						Classification
		FLU	COM	PRO	Total	Max Score	Score	
1	ADP	3	4	4	11	15	73,33	Good
2	AN	2	3	3	8	15	53,33	Poor
3	AA	2	3	4	9	15	60	Average
4	AZ	2	3	2	7	15	46,66	Poor
5	BE	2	3	2	7	15	46,66	Poor
6	EL	2	2	2	6	15	40	Poor
7	EMS	3	4	3	10	15	66,66	Good
8	AK	2	3	2	7	15	46,66	Poor
9	FI	3	2	2	7	15	46,66	Poor
10	JI	3	3	2	8	15	53,33	Poor
11	JS	2	3	3	8	15	53,33	Poor
12	MI	2	2	2	6	15	40	Poor
13	MR	3	2	2	7	15	46,66	Poor
14	MZ	2	2	2	6	15	40	Poor
15	MAM	4	4	4	12	15	80	Very Good
16	NA	2	3	2	7	15	46,66	Poor
17	NE	2	3	2	7	15	46,66	Poor
18	NU	2	2	2	6	15	40	Poor
19	RI	3	2	3	8	15	53,33	Poor
20	RE	3	2	2	7	15	46,66	Poor
21	RU	2	2	3	7	15	46,66	Poor
22	SA	3	3	2	8	15	53,33	Poor
23	SU	2	3	3	8	15	53,33	Poor
24	WA	2	2	2	6	15	40	Poor
25	ZK	3	3	2	8	15	53,33	Poor

## Appendix VI

### The Classification of the Students' pre-test in Control Class

No	Initial	Pre-test						
		FLU	COM	PRO	Total	Max Score	Score	Classification
1	AH	1	1	2	4	15	26,66	Poor
2	AW	1	1	1	3	15	20	Poor
3	FA	1	1	1	3	15	20	Poor
4	APR	1	2	1	4	15	26,66	Poor
5	AN	1	1	1	3	15	20	Poor
6	BA	1	2	1	4	15	26,66	Poor
7	CL	2	2	2	6	15	40	Poor
8	DP	1	1	1	3	15	20	Poor
9	FD	1	1	1	3	15	20	Poor
10	GA	1	2	1	4	15	26,66	Poor
11	HA	1	1	2	4	15	26,66	Poor
12	IS	1	1	1	3	15	20	Poor
13	JE	1	2	1	4	15	26,66	Poor
14	KJ	1	1	1	3	15	20	Poor
15	MF	1	1	1	3	15	20	Poor
16	MP	1	1	1	3	15	20	Poor
17	MR	1	2	1	4	15	26,66	Poor
18	MS	1	1	2	4	15	26,66	Poor
19	MZ	1	2	1	4	15	26,66	Poor
20	NSF	1	1	1	3	15	20	Poor
21	NS	1	2	1	4	15	26,66	Poor
22	NR	1	2	2	5	15	33,33	Poor
23	NUR	1	1	1	3	15	20	Poor
24	SB	1	2	1	4	15	26,66	Poor
25	WM	1	1	1	3	15	20	Poor

## Appendix VII

### The Classification of the Students' post-test in Control Class

No	Initial	Pre-test						Classification
		FLU	COM	PRO	Total	Max Score	Score	
1	AH	1	2	2	5	15	33,33	Poor
2	AW	1	2	1	4	15	26,66	Poor
3	FA	1	1	2	4	15	26,66	Poor
4	APR	2	2	1	5	15	33,33	Poor
5	AN	1	1	2	4	15	26,66	Poor
6	BA	1	2	1	4	15	26,66	Poor
7	CL	2	2	2	6	15	40	Poor
8	DP	1	1	2	4	15	26,66	Poor
9	FD	1	1	1	3	15	20	Poor
10	GA	1	1	1	3	15	20	Poor
11	HA	1	1	2	4	15	26,66	Poor
12	IS	1	1	1	3	15	20	Poor
13	JE	1	1	1	3	15	20	Poor
14	KJ	2	2	3	7	15	46,66	Poor
15	MF	1	1	1	3	15	20	Poor
16	MP	1	1	2	4	15	26,66	Poor
17	MR	1	2	1	4	15	26,66	Poor
18	MS	1	1	2	4	15	26,66	Poor
19	MZ	1	2	1	4	15	26,66	Poor
20	NSF	1	1	2	4	15	26,66	Poor
21	NS	1	2	2	5	15	33,33	Poor
22	NR	1	2	2	5	15	33,33	Poor
23	NUR	1	2	1	4	15	26,66	Poor
24	SB	1	2	1	4	15	26,66	Poor
25	WM	1	1	2	3	15	26,66	Poor

## Appendix VIII

### The Row Score of the Students' Pre-Test and Post Test in Experimental Class

No	Initial	Pre-test		Post-test	
		Score $X_1$	$(X_1)^2$	Score $X_1$	$(X_1)^2$
1	ADP	33,33	1.110,8889	73,33	5.377,2889
2	AN	20	400	53,33	2.844,0889
3	AA	20	400	60	3.600
4	AZ	20	400	46,66	2.177,1556
5	BE	26,66	710,7556	46,66	2.177,1556
6	EL	20	400	40	1.600
7	EMS	20	400	66,66	4.443,5556
8	AK	20	400	46,66	2.177,1556
9	FI	26,66	710,7556	46,66	2.177,1556
10	JI	26,66	710,7556	53,33	2.844,0889
11	JS	33,33	1.110,8889	53,33	2.844,0889
12	MI	20	400	40	1.600
13	MR	20	400	46,66	2.177,1556
14	MZ	20	400	40	1.600
15	MAM	20	400	80	6.400
16	NA	20	400	46,66	2.177,1556
17	NE	20	400	46,66	2.177,1556
18	NU	26,66	710,7556	40	1.600
19	RI	26,66	710,7556	53,33	2.844,0889
20	RE	20	400	46,66	2.177,1556
21	RU	26,66	710,7556	46,66	2.177,1556
22	SA	20	400	53,33	2.844,0889
23	SU	20	400	53,33	2.844,0889
24	WA	26,66	710,75	40	1.600
25	ZK	20	400	53,33	2.844,0889
<b>TOTAL</b>		<b>573,28</b>	<b>13.597,067</b>	<b>1.213,24</b>	<b>67.323,8676</b>

## Appendix IX

### The Row Score of the Students' Pre-Test and Post Test in Control Class

No	Initial	Pre-test		Post-test	
		Score $X_1$	$(X_1)^2$	Score $X_1$	$(X_1)^2$
1	AH	26,66	710,7556	33,33	1.110,8889
2	AW	20	400	26,66	710,7556
3	FA	20	400	26,66	710,7556
4	APR	26,66	710,7556	33,33	1.110,8889
5	AN	20	400	26,66	710,7556
6	BA	26,66	710,7556	26,66	710,7556
7	CL	40	1.600	40	1.600
8	DP	20	400	26,66	710,7556
9	FD	20	400	20	400
10	GA	26,66	710,7556	20	400
11	HA	26,66	710,7556	26,66	710,7556
12	IS	20	400	20	400
13	JE	26,66	710,7556	20	400
14	KJ	20	400	46,66	2.177,1556
15	MF	20	400	20	400
16	MP	20	400	26,66	710,7556
17	MR	26,66	710,7556	26,66	710,7556
18	MS	26,66	710,7556	26,66	710,7556
19	MZ	26,66	710,7556	26,66	710,7556
20	NSF	20	400	26,66	710,7556
21	NS	26,66	710,7556	33,33	1.110,8889
22	NR	33,33	1.110,8889	33,33	1.110,8889
23	NUR	20	400	26,66	710,7556
24	SB	26,66	710,7556	26,66	710,7556
25	WM	20	400	26,66	710,7556
<b>TOTAL</b>		<b>606,59</b>	<b>15.329,2005</b>	<b>693,22</b>	<b>19.871,2896</b>

Appendix X

Distribution of T-table

Df	Level of Significance for for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0,01
	Level of Significance for one-tailed test					
	0,25	0,1	0	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,694	1,350	1,771	2,160	2,650	3,012
14	0,692	1,345	1,761	2,145	2,624	2,977
15	0,691	1,341	1,753	2,131	2,602	2,947
16	0,690	1,337	1,746	2,120	2,583	2,921
17	0,689	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,688	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
48	0,680	1,299	1,677	2,011	2,407	2,682



## Appendix XI Documentation

### 1. Meet the Headmaster of SMP PGRI Sienjo



## 2. Doing Pre-Test ( Experimental Class )



## 3. Doing Pre-Test ( Control Class )



#### 4. Treatment ( Experimental Class )



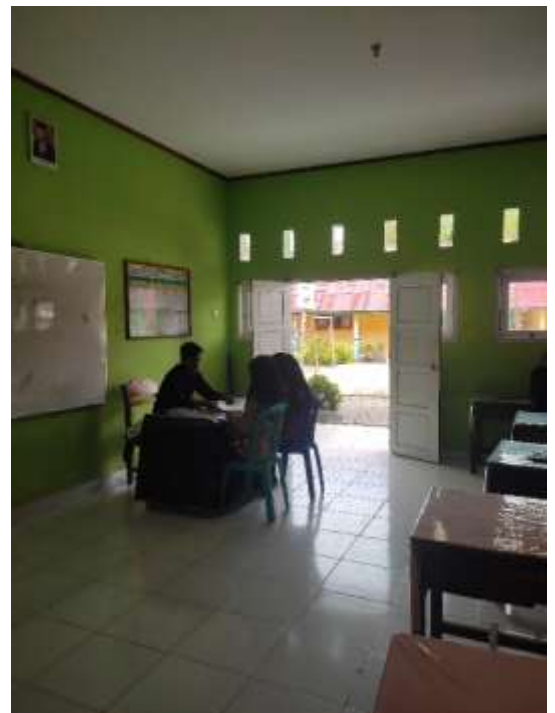
## 5. Treatment ( Control Class )



## 6. Doing Post-Test ( Experimental Class )



## 7. Doing Post-Test ( Control Class )



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU  
NOMOR 28 TAHUN 2022

TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

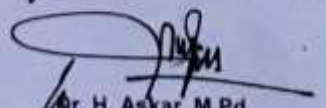
- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 23 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023.

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

- KESATU : Menetapkan saudara
1. Ana Kuliahana, S.Pd., M.Pd.
  2. Dzakiah, M.Pd.
- sebagai Pembimbing I dan II bagi Mahasiswa :
- Nama : Indra
- NIM : 181160054
- Program Studi : Tadris Bahasa Inggris
- Judul Skripsi : THE EFFECTIVENESS OF NUMBERED HEAD TOGETHER (NHT) METHOD TO IMPROVE SPEAKING ABILITY OF THE SECOND GRADE STUDENTS' AT SMP PGRI SIENJO KABUPATEN PARIGI MOUTONG.
- KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2022.
- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya.
- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu  
Pada Tanggal : 13 Januari 2022  
Dekan,

  
Dr. H. Askar, M.Pd  
NIP. 196705211993031005



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو  
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

Jl. Trans Palu-Palolo Desa Pombewe Kec. Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165  
Website : [www.uindatokarama.ac.id](http://www.uindatokarama.ac.id), email : [humas@uindatokarama.ac.id](mailto:humas@uindatokarama.ac.id)

Nomor : /Un.24/F.I/PP.00.9/11/2022 Palu, November 2022  
Lampiran :  
Hal : **Izin Penelitian Untuk Menyusun Skripsi**

Yth. Kepala SMP PGRI Sienjo

Di Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Indra  
NIM : 181160054  
Tempat Tanggal Lahir : Malanggo, 20 Agustus 1998  
Semester : IX (Sembilan)  
Program Studi : Tadris Bahasa Inggris  
Alamat : Jln. Tombolotutu  
Judul Skripsi : THE EFFECTIVENESS OF NUMBERED HEAD TOGETHER (NHT) METHOD TO IMPROVE SPEAKING ABILITY OF THE SECOND GRADE STUDENTS AT SMP PGRI SIENJO KABUPATEN PARIGI MOUTONG  
No. HP : 082239289460

Dosen Pembimbing :  
1. Ana Kuliahana, S.Pd., M.Pd.  
2. Dzakiah, M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,  
Dekan,

Dr. H. Askar, M.Pd.  
NIP. 196705211993031005

## CURRICULUM VITAE



### Researcher Identity

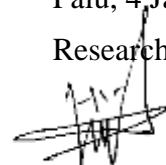
Name : INDRA  
Date of Birth : Malanggo, 25 August 1998  
Gender : Male  
Department : English Tadris Study Program  
Faculty : Faculty of Tarbiyah and Teacher Training  
NIM : 18. 1. 16. 0054  
E-mail : indramarewa3@gmail.com  
Address : Jl. Tombolotutu  
Father's Name: Manda G. Marewa  
Mother's Name : Salmiah

### Educational

SDN Inpres 1 Toribulu : Graduate in 2011  
SMP PGRI Sienjo : Graduate in 2013  
SMAN 1 Ampibabo : Graduate in 2016

Palu, 4 January 2023

Researcher,



INDRA

18. 1. 16. 0054