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Appendix I
LESSON PLAN
(CYCLE-1)

School : SMPN 1 Halongonan
Subject : English
Class/Semester : IX/ 2th Semester
Material : Drinks and Foods
Skill : Speaking
Meeting : 1st and 2rd

A. Standard Competence

Able to speak and understand of conversation and text that related to material are Drinks and Foods .

B. Basic Competence

Responding the meaning in the text and essay from which language correctly and fluently on the daily life context related to Drinks and Foods.

C. Indicators

1. Identifying meaning of Drinks and Foods difinition.
2. Identifying the meaning of the word Drinks and Foods vocabulary.
3. Identifying and memorize the a song in the text.
4. Identifying the purpose of Drinks and Foods words.

D. Learning Objective

1. Students are able to Identify meaning of Drinks and Foods difinition.

2. Students are able to Identify the meaning of the word Drinks and Foods vocabulary.
3. Students are able to Identify and memorize the a song in the text.
4. Students are able to Identify purpose of Drinks and Foods words.

E. Materials

Drinks and Foods are noun that related to eat, the activity put something to the mouth. It has 4 type of time to eat, they are:

1. Breakfast = Sarapan
2. Brunch = Makan diantara waktu sarapan dan makan siang (breakfast + lunch)
3. Lunch = Makan siang
4. Dinner = Makan malam

The Vocabulary of Drinks and Foods

Food (*Makanan*)

- | | |
|----------------------------|------------------------------|
| • fried rice = nasi goreng | • popcorn = berondong jagung |
| • rice = nasi | • pie = kue pai |
| • egg = telur | • cake = kue |
| • omelette = telur dadar | • soup = sup |
| • muffin = kue mufin | • jam = selai |
| • cookie = kue kering | • pancake = panekuk |
| • bread = roti | • burger = burger |
| • pizza = pizza | • sandwich = roti isi |

- candy = permen

Drink (*Minuman*)

- | | |
|-----------------|------------------------------------|
| • coffee = kopi | • water = air |
| • tea = teh | • hot chocolate =
cokelat panas |
| • milk = susu | • ice cream = es krim |
| • juice = jus | |

F. Method/Strategy of Learning Process

1. Direct Method, Speech, Explanation, Discussion
2. photo card Strategy

G. Procedure of Learning Process

First Meeting

1. Opening

- ✓ Starting the meeting with salam and greetings
- ✓ Check the attendance list
- ✓ Start of lesson by saying Basmallah

2. Main activity

- ✓ Ask students to laborate the topic will be discuss (as a pretest)
- ✓ Explain definition and explanation about Drinks and Foods
- ✓ Select the photo card to be conveyed, example burger photo card
- ✓ teacher say “burger” and must follow by students.
- ✓ teacher ask to make conversation task with pair work

- ✓ The student's conversation task have to present to the front of class

3. Closing

- ✓ The teacher informs that at the next meeting each pair haven't presents yet will be contiuous.
- ✓ Close the learning process with saying Alhamdulillah greetings.

Second Meeting

1. Opening

- ✓ Starting the meeting with salam and greetings.
- ✓ Check the attendance list.
- ✓ Start of lesson by saying Basmallah.

2. Main Activity

- ✓ The teacher invites each pair to present that have been worked on in the previous meeting. (as post test)
- ✓ finally Teacher tells the best category contents of pronunciation, fluently, accuracy, and diction.
- ✓ Each pair checks their own work sheet.
- ✓ teacher give the time to students for ask something unclear.

3. Closing

- ✓ Teacher gives the task for the students
- ✓ Close the learning process with saying Alhamdulillah and greeting

H. Source/Media

- ✓ Dictionary
- ✓ Internet

✓ Card/Paper

I. Assessment

- a. Technique : Interview and individual task
- b. Instrument : Interview and speaking test
- c. Rubric

1) Pronunciation

No.	indicators	score
1.	Pronunciation frequently unintelligible	1.0- 4.5
2.	Frequent gross errors and every heavy accent make understanding difficult, require frequent repetition.	4.6-5.5
3.	"Foreign accent" requires concentrated listening and mispronunciations lead to occasional misunderstanding	5.6-6.5
4.	Marked "foreign accent" and occasional and mispronunciations which do not interfere with understanding	6.6-7.4
5.	No conspicuous mispronunciations, but would not be taken for a native speaker	7.6-8.5
6.	Native pronunciation, with no trace of "foreign accent"	8.6– 10.0

2) Grammar

No.	indicators	score
1.	Grammar almost entirely inaccurate except in stock phrases	1.0- 4.5
2.	Constant errors showing control of very few major patterns and 2 frequently preventing communication	4.6-5.5

3.	Frequent errors showing some major patterns uncontrolled and 3 causing occasional irritation and misunderstanding	5.6-6.5
4.	Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding	6.6-7.4
5.	Few errors, with no patterns of failure	7.6-8.5
6.	No more than errors during interview	8.6– 10.0

3) Vocabulary

No.	indicators	score
1.	Vocabulary inadequate for even the simplest conversation	1.0- 4.5
2.	Constant limited to basic personal and survival areas.	4.6-5.5
3.	Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic	5.6-6.5
4.	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions	6.6-7.4
5.	Professional vocabulary broad and precise: general adequate to cope with complex practical problems and varied social situations	7.6-8.5
6.	Vocabulary apparently as accurate and extensive like an educated 6 native speaker	8.6– 10.0

4). Fluency

No.	indicators	score
1.	Speech is so halting and fragmentary that conversation is virtually impossible	1.0- 4.5
2.	Speech is very slow and uneven except for short routine sentences.	4.6-5.5
3.	Speech is frequently hesitant and jerky; sentences may be left uncompleted	5.6-6.5
4.	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words	6.6-7.4
5.	Speech is effortless and smooth, but perceptively non-native in speed evenness	7.6-8.5
6.	Speech on all professional and general topics as effortless and smooth 6 as a native speaker's	8.6– 10.0

(Adopted from Hughes, 2003, p. 131)

No.	Category of Speaking Skill	Score
1.	Exelent	84-100
2.	Very Good	68-83
3.	Good	52-67
4.	Poor	35-51
5.	Very Poor	20-35

(Adopted from Sugiyono, p.136)

The reseacher analyzed data obtained from the pre-test and post-test scores. To analyzed the data, the reseacher used several formulas, namely as follow: $x = \frac{\sum x}{N}$

Means: x : Mean Score N : Total Number of Students

$\sum n$: Total row score

Medan, June 7th, 2021

Principle of SMPN 1 Halongonan



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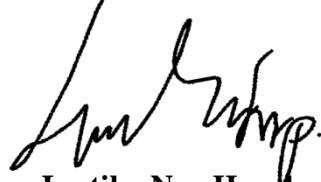
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Appendix II
LESSON PLAN
(CYCLE-2)

School : SMPN 1 Halongonan

Subject : English

Class/Semester : IX/ 2th Semester

Material : Procedure Text

Skill : Speaking

Meeting : 3rd and 4th

A. Standard Competence

Understanding the meaning of the short and essay about Procedure Text in daily life to access the science.

B. Basic Competence

Responding the meaning in the essay of Procedure Text which on the daily life context to access the science.

C. Indicators

1. Identifying meaning of Procedure Text.
2. Identifying the steps of Procedure Text.
3. Identifying the steps of Procedure Text in the text.
4. Identifying the purpose of Procedure Text.
5. Identifying how to make a Procedure Text.

D. Learning Objective

1. Students are able to Identify of Procedure Text.

2. Students are able to Identify the steps of Procedure Text.
3. Students are able to Identify the steps of Procedure Text in the text.
4. Students are able to Identify purpose of Procedure Text.
5. Students are able to how to make a Procedure Text.

E. Materials

Procedure Text is a text that shows a process step by step. Its social function is to describe how something is completely done through a perfect of series or to explain/ tell (the reader) how to make/operate/do something through a sequence of actions or steps, to explain steps/instruction to make/operate/do something.

Structure:

- Goal : It is contain the purpose of the text. (e.g : How to make spaghetti)
- Material or Ingredient : it is contain of the materials that used in the process. (e.g the material to cook omelette are egg, onion, vegetable oil, etc.)
- Step : it is contain of the steps to make something in the goal. (e.g : first, wash the tomatoes, onion,, second cut the onions becomes slice. . .

The Example of Procedure Text:

HOW TO MAKE FRIED BANANA

INGREDIENTS :

- 1 ripe black-skinned plantain or 4 small finger banana (make sure that the banana is sweet.
- 1 egg

- 1 tsp. sugar
- 6 Tbs. flour
- water
- a pinch of salt (sedikit garam)
- vegetable oil for deep frying (minyak sayur untuk menggoreng)

STEPS / INSTRUCTION:

- Place flour in a deep mixing bowl. Make a well in the middle of the flour, and add egg, sugar and salt. Add water little by little. Mix well until batter is evenly smooth for coating and not too thin. If it is too thin, add more flour.
- Take banana and cut in half then cut again with 4-inch width. Dip into batter to slowly.
- Heat oil in a deep fryer until moderately hot. Place banana in the wok or deep fryer and fry slowly until golden brown and crispy. This usually takes approximately 10-15 minutes. Remove bananas from oil, drain on paper napkins and dry well. Serve while still warm

F. Method/ Strategy of Learning Process

3. Speech, Explanation, Discussion
4. Direct Method and some Strategies

G. Procedure of Learning Process

First Meeting

4. Opening

- ✓ Starting the meeting with salam and greetings
- ✓ Check the attendance list
- ✓ Start of lesson by saying Basmallah

5. Main activity

- ✓ ask students to elaborate the topic will be discussed (as a pretest)
- ✓ elaborate the procedure text to the students.
- ✓ Then, give students to do the task
- ✓ Divided students into small groups.
- ✓ Give each group one piece of paper of procedure text that has been empty caption to fill.
- ✓ The student's task is to fill the caption of the paper.

6. Closing

- ✓ The teacher informs that at the next meeting each group has to present the result of their procedure text task.
- ✓ Close the learning process with saying Alhamdulillah greetings.

Second Meeting

4. Opening

- ✓ Starting the meeting with salam and greetings
- ✓ Check the attendance list
- ✓ Start of lesson by saying Basmallah

5. Main Activity

- ✓ The teacher invites each group to present the results of their group that have been worked on in the previous meeting (as post test)
- ✓ Teacher tells the best performer to be come motivate them.
- ✓ teacher make conclusion about procedure text.

6. Closing

- ✓ Students make the summary/resume about the material
- ✓ Teacher gives the task for the students for next week
- ✓ Close the learning process with saying Alhamdulillah and greeting

H. Source/Media

- ✓ Dictionary
- ✓ Internet
- ✓ Paper

I. Assessment

- a. Technique : Interview and group task
- b. Instrument : Interview and speaking practice
- c. Rubric

Table 1. Scoring Rubric of English Speaking Skill Test

- Pronunciation

No.	indicators	score
1.	Pronunciation frequently unintelligible	1.0- 4.5
2.	Frequent gross errors and every heavy accent make understanding difficult, require frequent repetition.	4.6-5.5
3.	"Foreign accent" requires concentrated listening and	5.6-6.5

	mispronunciations lead to occasional misunderstanding	
4.	Marked "foreign accent" and occasional and mispronunciations which do not interfere with understanding	6.6-7.4
5.	No conspicuous mispronunciations, but would not be taken for a native speaker	7.6-8.5
6.	Native pronunciation, with no trace of "foreign accent"	8.6– 10.0

- Grammar

No.	indicators	score
1.	Grammar almost entirely inaccurate except in stock phrases	1.0- 4.5
2.	Constant errors showing control of very few major patterns and 2 frequently preventing communication	4.6-5.5
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- Vocabulary

No.	indicators	score
1.	Vocabulary inadequate for even the simplest conversation	1.0- 4.5
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3.	Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic	5.6-6.5
4.	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions	6.6-7.4
5.	Professional vocabulary broad and precise: general adequate to cope with complex practical problems and varied social situations	7.6-8.5
6.	Vocabulary apparently as accurate and extensive like an educated 6 native speaker	8.6– 10.0



- Fluency

No.	indicators	score
1.	Speech is so halting and fragmentary that conversation is virtually impossible	1.0- 4.5
2.	Speech is very slow and uneven except for short routine sentences.	4.6-5.5
3.	Speech is frequently hesitant and jerky; sentences may be left uncompleted	5.6-6.5
4.	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words	6.6-7.4
5.	Speech is effortless and smooth, but perceptively non-native in speed evenness	7.6-8.5
6.	Speech on all professional and general topics as effortless and smooth 6 as a native speaker's	8.6– 10.0

(Adopted from Hughes, 2003, p. 131)

Table 2. Category of Speaking Skill

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2.	Very Good	68-83
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4.	Poor	35-51

5.	Very Poor	20-35
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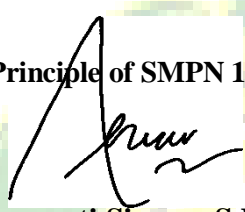
$$x = \frac{\sum X}{N}$$

x : Mean Score N : Total Number of Students

$\sum n$: Total row score

Medan, June 7th , 2021

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Appendix III

Table 3. Direct Method Teaching Activity

(CYCLE-1)

Meeting	Teacher Activity	Students Activity
First Meeting	3. Opening <ul style="list-style-type: none"> • Teacher Starting the meeting with salam and greetings • Teacher Check the attendance list • Teacher ask to start of lesson by saying Basmallah 	<ul style="list-style-type: none"> • Students answer the salam and greetings • Students listen the check of attendance list • Students Start of lesson by saying Basmallah
	4. Main activity <ul style="list-style-type: none"> • Teacher Ask students to laborate the topic will be discuss (as a pre-test) • Teacher Explain definition and explanation about Drinks and Foods 	<ul style="list-style-type: none"> • Students elaborate the topic will be discuss (as a pre-test) • Students Listen definition and explanation about

	<ul style="list-style-type: none"> • Teacher Select the photo card to be conveyed, example burger photo card • Teacher say “burger” and must follow by students. • Teacher ask to make conversation task with pair work • Teacher inform the student’s conversation task have to present to the front of class • teacher give the time to students for ask something unclear. 	<p>Drinks and Foods</p> <ul style="list-style-type: none"> • Students pay attention to the teacher while Select the photo card to be conveyed, example burger photo card • Students have to follow to say “burger” • Students make conversation task with pair work • Students listen the information that the student’s conversation task have to present to the front of class • Students please to ask something unclear.
	<p>5. Closing</p> <ul style="list-style-type: none"> ▪ The teacher informs that at the next meeting each 	<ul style="list-style-type: none"> • The Students listen

	<p>pair haven't presents yet will be continiou.</p> <ul style="list-style-type: none"> •The teacher close the learning process with saying Alhamdulillah greetings. 	<p>information that at the next meeting each pair haven't presents yet will be continiou.</p> <ul style="list-style-type: none"> • The Students sayi Alhamdulillah greetings.
Second Meeting	<p>1.Opening</p> <ul style="list-style-type: none"> • Teacher Starting the meeting with salam and greetings • Teacher Check the attendance list • Teacher ask to start of lesson by saying Basmallah 	<ul style="list-style-type: none"> • Students answer the salam and greetings • Students listen the check of attendance list • Students Start of lesson by saying Basmallah
	<p>2.Main Activity</p> <ul style="list-style-type: none"> • The teacher invites each pair to present that have been worked on in the 	<ul style="list-style-type: none"> • The students present their test that have been worked on in the

	<p>previous meeting. (as post test)</p> <ul style="list-style-type: none">• finally Teacher tells the best category contents of pronunciation, fluently, accuracy, and diction.• The teacher ask each pair checks their own work sheet.	<p>previous meeting. (as post test)</p> <ul style="list-style-type: none">• The students listen the best category contents of pronunciation, fluently, accuracy, and diction.• The pair of students checks their own work sheet.
	<p>3.Closing</p> <ul style="list-style-type: none">• Teacher gives the task as homework for the students• Close the learning process with saying Alhamdulillah and greeting	<ul style="list-style-type: none">• Students got task as homework• Students say Alhamdulillah and greeting

**Table 4. Covensional Method Teaching Activity
(CYCLE-1)**

Meeting	Teacher Activity	Students Activity
First Meeting	1. Opening <ul style="list-style-type: none"> • Teacher Starting the meeting with salam • Teacher Check the attendance list • Teacher ask to start of lesson by saying Basmallah 	<ul style="list-style-type: none"> • Students answer the salam • Students listen the check of attendance list • Students Start of lesson by saying Basmallah
	2. Main activity <ul style="list-style-type: none"> • Teacher Ask students to open the book • Teacher Explain definition and explanation about Drinks and Foods • Teacher ask to do the task book • Teacher correct 	<ul style="list-style-type: none"> • Students open the book • Students Listen definition and explanation about Drinks and Foods • Students do the task book • Students listen the correct students" task

	<p>students" task book</p> <ul style="list-style-type: none"> • Teacher give the time to students for ask something unclear. 	<p>book</p> <ul style="list-style-type: none"> • Students please to ask something unclear.
	<p>3. Closing</p> <ul style="list-style-type: none"> • The teacher close the meeting with saying Alhamdulillah. 	<ul style="list-style-type: none"> • The Students sayi Alhamdulillah greetings.
Second Meeting	<p>1. Opening</p> <ul style="list-style-type: none"> • Teacher Starting the meeting with salam and greetings • Teacher Check the attendance list • Teacher ask to start of lesson by saying Basmallah 	<ul style="list-style-type: none"> • Students answer the salam and greetings • Students listen the check of attendance list • Students Start of lesson by saying Basmallah
	<p>2. Main activity</p> <ul style="list-style-type: none"> • Teacher Ask students to open the book 	<ul style="list-style-type: none"> • Students open the book • Students Listen

	<ul style="list-style-type: none"> • Teacher Explain definition and explanation about Drinks and Foods • Teacher ask to do the task book • Teacher correct students'' task book • Teacher give the time to students for ask something unclear. 	<p>definition and explanation about Drinks and Foods</p> <ul style="list-style-type: none"> • Students do the task book • Students listen the correct students'' task book • Students please to ask something unclear.
	<p>3. Closing</p> <ul style="list-style-type: none"> • Close the learning process with saying Alhamdulillah and greeting 	<ul style="list-style-type: none"> • Students say Alhamdulillah and greeting

Appendix IV

**Table 5. Direct Method Teaching Activity
(CYCLE-II)**

Meeting	Teacher Activity	Students Activity
First Meeting	<p>1. Opening</p> <ul style="list-style-type: none"> • Teacher Starting the meeting with salam and greetings • Teacher check the attendance list • Teacher start of lesson by saying Basmallah 	<ul style="list-style-type: none"> • Students answer the salam and greetings • Students listen the check of attendance list • Students say Basmallah
	<p>2. Main activity</p> <ul style="list-style-type: none"> • Teacher ask students to laborate the topic will be discuss (as a pretest) • Teacher elaborate the procedure text to the students. • Teacher give students to do the task 	<ul style="list-style-type: none"> • Students to laborate the topic will be discuss (as a pretest) • Students listen of elaboration of procedure text • Students do the task

	<ul style="list-style-type: none"> • Teacher Divided students into small groups. • Teacher Give each group one piece of paper of procedure text that has been empty caption to fill. 	<ul style="list-style-type: none"> • Students Divided into small groups. • Students gived each group one piece of paper of procedure text that has been empty caption to fill.
	<p>3. Closing</p> <ul style="list-style-type: none"> • The teacher informs that at the next meeting each group have to presents the result of their procedure text task. • The teacher close the learning process with saying Alhamdulillah greetings. 	<ul style="list-style-type: none"> • Students listen information that at the next meeting each group have to presents the result of their procedure text task. • Students say Alhamdulillah greetings.
<p>Second Meeting</p>	<p>1. Opening</p> <ul style="list-style-type: none"> • Teacher Starting the meeting with salam and 	<ul style="list-style-type: none"> • Students answer the

	<p>greetings</p> <ul style="list-style-type: none"> • Teacher check the attendance list • Teacher start of lesson by saying Basmallah 	<p>salam and greetings</p> <ul style="list-style-type: none"> • Students listen the check of attendance list • Students say Basmallah
	<p>2. Main Activity</p> <ul style="list-style-type: none"> • The teacher invites each group to present the results of their group that have been worked on in the previous meeting (as-post test) • Teacher tells the best ferfome to be come motivate them. • Teacher make conclusion about procedure text. 	<ul style="list-style-type: none"> • Students invited each group to present the results of their group that have been worked on in the previous meeting (as post-test) • Students listen the best ferfome to be come motivate • Students make note for conclusion about procedure text.
	<p>3. Closing</p> <ul style="list-style-type: none"> • Teacher ask students to 	

	<p>make the summary/resume about the material</p> <ul style="list-style-type: none"> • Teacher gives task for the students for next week • Teacher ask to close the meeteng with saying Alhamdulillah 	<ul style="list-style-type: none"> • Students make the summary/resume about the material • Students got task for next week • Students say Alhamdulillah
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**Table 6. Conventional Method Teaching Activity
(CYCLE-II)**

Meeting	Teacher Activity	Students Activity
First Meeting	<p>1. Opening</p> <ul style="list-style-type: none"> • Teacher Starting the meeting with salam and greetings • Teacher check the attendance list • Teacher start of lesson by saying Basmallah 	<ul style="list-style-type: none"> • Students answer the salam and greetings • Students listen the check of attendance list • Students say Basmallah
	<p>2. Main activity</p> <ul style="list-style-type: none"> • Teacher elaborate the 	

	<p>procedure text to the students.</p> <ul style="list-style-type: none"> • Teacher ask students to do the task book • Teacher ask students“ taskbook to be collected • Teacher correct students“ taskbook 	<ul style="list-style-type: none"> • Students listen elaboration of procedure text • Students do the task • Students collect students“ taskbook • Students pay attention while correct students“ taskbook
	<p>3. Closing</p> <ul style="list-style-type: none"> • The teacher close the learning process with saying Alhamdulillah greetings. 	<ul style="list-style-type: none"> • Students say Alhamdulillah greetings.
<p>Second Meeting</p>	<p>1. Opening</p> <ul style="list-style-type: none"> • Teacher Starting the meeting with salam and greetings • Teacher check the attendance list 	<ul style="list-style-type: none"> • Students answer the salam and greetings • Students listen the check of attendance list • Students say Basmallah

	<ul style="list-style-type: none"> • Teacher start of lesson by saying Basmallah 	
	<p>2. Main activity</p> <ul style="list-style-type: none"> • Teacher elaborate the procedure text to the students. • Teacher ask students to do the task book • Teacher ask students'' taskbook to be collected • Teacher ask something unclear enough 	<ul style="list-style-type: none"> • Students listen elaboration of procedure text • Students do the task • Students collect students'' taskbook • Students pleased to ask something unclear enough
	<p>3. Closing</p> <ul style="list-style-type: none"> • Teacher gives task for the students for next week • Teacher ask to close the learning process with saying Alhamdulillah and greeting 	<ul style="list-style-type: none"> • Students got task for next week • Students say Alhamdulillah and greeting

Appendix V**Pre-Test cycle I
Drinks and Foods****Name :Date :****Class :**

1. Did you know what is drinks and foods?
2. Please mention the example of drinks and foods?
3. What is your favorite drinks and foods?
4. What is your reason to like your favorite drinks and food

Pre-Test cycle II**Procedure Text****Name :****Date :****Class :**

1. Did you know what is Procedure Text?
2. Did you know the structure of Procedure Text?
3. Did you know the purpose of Procedure Text?
4. Please explain the Procedure of something?

Appendix VI**Post-Test I
Drinks and Foods****Name :Date :****Class :**

1. From the explanation what is drinks and foods?
2. From the video please mention the example of drinks and foods?
3. After watched the video what is your favorite drinks and foods?
4. What is your reason to like your favorite drinks and foods?
5. Please make a conversation regarding your favorite drinks and foods with a pair.

**Post-Test II
Procedure Text****Name :****Date :****Class :**

1. From the explanation what is Procedure Text?
2. Did you know the structure of Procedure Text?
3. Did you know the purpose of Procedure Text?
4. Please explain the Procedure of something?
5. Please make an example procedure of thing with a group.

Appendix VII

Table 7. Daftar Nilai B. Inggris Siswa-Siswi Kelas VIII SMPN 1 Halongonan
The Quantitative Data

Daftar Nilai B. Inggris Siswa-Siswi Kelas VIII SMPN 1 Halongonan							
Name	CYCLE I			CYCLE II			Keterangan
	Pre Test	Pos Test	Rata-rata siswa	Pre Test	Pos Test	Rata-rata siswa	
Muhammad Iqbal H. Siregar	65	67	66	57	65	61	Tidak Meningkat
Rahman Hidayah Nasution	50	55	52,5	66	68	67	Meningkat
Dian Kurniawan	55	50	52,5	53	66	59,5	Meningkat
Doni Ferdiansah	65	72	68,5	66	77	71,5	Meningkat
Asran Efendi Harahap	55	57	56	70	75	72,5	Meningkat
Andi Perwira Hasibuan	45	45	45	63	65	64	Meningkat
Mara Ongku Siregar	65	56	60,5	60	66	63	Meningkat

							t
Erwin Efendi	45	55	50	65	66	65,5	Meningka t
Imom Habibi	50	50	50	68	64	66	Meningka t
Siti Holiza Harahap	45	54	49,5	66	69	67,5	Meningka t
Rahayu Hasibuan	65	68	66,5	65	75	70	Meningka t
Serli Isma Siregar	60	63	61,5	65	72	68,5	Meningka t
Aini Hasibuan	56	55	55,5	55	50	52,5	Tidak Meningka t
Perdiansyah	55	65	60	58	65	61,5	Meningka t
Sukron Ritonga	60	69	64,5	65	72	68,5	Meningka t
Agus Salim	63	65	64	61	64	62,5	Tidak Meningka t

Taufiq Dehri Hasibuan	58	60	59	59	60	59,5	Meningka t
Aldi Romadon Siregar	49	47	48	64	60	62	Meningka t
Apriansyah	60	65	62,5	56	66	61	Tidak Meningka t
Asrudin Al Afgan Siagian	65	68	66,5	64	66	65	Tidak Meningka t
Habib Ansori Harahap	47	57	52	67	66	66,5	Meningka t
Rifki Imam Siregar	45	55	50	62	65	63,5	Meningka t
Hendi Romaito	45	55	50	64	68	66	Meningka t
Adam Malik Simamora	75	70	72,5	69	77	73	Meningka t
Nilai Rata Rata Kelas	57,6			64,9			

Appendix VIII

The Observation Sheet

Cycle I

School : SMPN 1 Halongonan

Grade VIII

Subject : English

Direction : Put Check List (√) on the column (1, 2, 3, 4)

Table 8. The Observation Sheet Cycle I

1 The Teacher

No	Activities	1	2	3	4	Score
1	Teacher enter into the classroom on time				√	4
2	Teachers' ability in opening the class				√	4
3	Teacher mastering the materials well				√	4
5	Teacher can dominate the class				√	4
6	Teacher encourage the students			√		3
7	The teacher asks the students to relax during study, so the students are more enjoyed the class				√	4
8	The teacher asked students to speak regarding drinks and foods before study				√	4

	as pre test					
9	The teacher asked the students to listen the material carefully				√	4
10	The teacher gives questions to students to see the students has understood regarding the material has been explained				√	4
11	Teacher used media, and some strategy in learning process				√	4
12	The teacher asked students to submit according to the material				√	4
13	The teacher invites students to re explain the material				√	4
14	Reflection (asked students that is learning today is fun?)				√	4
15	Teacher gives the appreciation to the students				√	4
16	Teacher makes conclusion at the end of the learning process				√	4
17	The teacher invites students to closing prayer				√	4

18	Teacher's ability in closing the learning process				√	4
Total Score						71

1. The Student

No	Activities	1	2	3	4	Score
1	Students come into the classroom on time			√		3
2	Students answer the greeting from teacher well				√	4
3	Students listen to the teacher's explanation about lesson objectives to be studied.				√	4
5	Students pay attention to the teachers' explanation during the learning process			√		3
6	Students avoid unnecessary gestures				√	4
7	Students listen the material drinks and foods				√	4
8	Students answer teacher questions				√	4

9	Students asking something unclear to the teacher				√	4
10	Students understand the material well				√	4
11	Students and teacher both conclude the material				√	4
12	Students answer the teacher's reflection				√	4
13	Students listen to moral messages from the teacher				√	4
14	Students enjoy and not bored				√	4
15	Students quite during the learning process				√	4
16	Students answer closings				√	4
Total Score						62

Medan, May 31 2021

The Observer

Efriani

NIP. 196409241987031024

Appendix IX

The Observation Sheet

Cycle II

School : SMPN 1 Halongonan

Grade VIII

Subject : English

Direction : Put Check List (√) on the column (1, 2, 3, 4)

Table 9. The Observation Sheet Cycle II

1. The Teacher

No	Activities	1	2	3	4	Score
1	Teacher enter into the classroom on time				√	4
2	Teachers' ability in opening the class				√	4
3	Teacher mastering the materials well				√	4
4	Teacher gives the questions to the students during the learning process				√	4
5	Teacher can dominate the class				√	4
6	Teacher encourage the students				√	4
7	The teacher asks the students to relax during study, so the students are more enjoyed the class				√	4
8	The teacher asked students to speak regarding procedure text before study as pre test				√	4

9	The teacher gives questions to students to see the students has understood regarding the material has been explained				√	4
10	Teacher used media, and strategy in learning process				√	4
11	The teacher asked students to submit according to the material				√	4
12	The teacher invites students to re explain the material				√	4
13	Reflection (asked the students that is learning today is fun?)				√	4
14	Teacher gives the appreciation to the students				√	4
15	Teacher makes conclusion at the end of the learning process				√	4
16	The teacher invites students to be together read the closing prayer				√	4
17	Teacher give the post-test				√	4
18	Teacher's ability in closing the learning process				√	4

Total Score						72
--------------------	--	--	--	--	--	----

2. The Student

No	Activities	1	2	3	4	Score
1	Students come into the classroom on time				√	4
2	Students answer the greeting from teacher well				√	4
3	Students listen to the teacher's explanation about lesson that was procedure text				√	4
4	Teacher asked the student before give explanation the aimed was take it as pre test				√	4
5	Students pay attention to the teachers' explanation during the learning process				√	4
6	Students avoid unnecessary gestures				√	4
7	Students speak regarding the topic was procedure text				√	4
8	Students answer teacher questions				√	4

9	Students asked unclear material to the teacher				√	4
10	Students understood the material well				√	4
11	Students and teacher both conclude the material				√	4
12	Students answer the teacher's reflection				√	4
13	Students listen to moral messages from the teacher				√	4
14	Students enjoy and not bored during the learning process				√	4
15	Students pray together				√	4
16	Students do the post-test				√	4
Total Score						64

Medan, June 7th 2021

The Observer



Efriani

NIP. 196409241987031024

Appendix X

Interview Report

Interview the students at pre- cycle

Researcher : Halo adik adik?

Student 1,2 : Halo kak

Researcher : boleh minta waktunya sebentar gak?

Student 1,2 : boleh kak

Researcher : Menurut adik adik Berbicara dalam bahasa inggris susah gak?

Student 1 : Susah kak haha

Student 2 : Susah kak karna gak tau cara ngucapkannya takut bersalahan gitu

Researcher : Kalau gurunya suruh berbicara bahasa inggris gimana?

Student 1 : Kek gitulah kak, asal di jawab aja

Student 2 : ngikutin apa yang dibilang kawan awak kak kadang diajari ibu

Researcher : Sering gak praktekin berbicara bahasa inggris di kelas?

Students 1 : jarang kak

Student 2 : Biasanya pas pembukaan aja kak yang di tanya how are you to day?
itulah kak

Interview the Students After use Direct method and some strategy in teaching

Researcher : Bagaiman menurut kalian belajar berbicara bahasa inggris dengan metode langsung (praktek dalam kelas)?

Student 1 : keren kak, seru, yang biasanya kalo bicara bahasa inggris gak berani kak

Student 2 : Lebih pede aja kak karna semua pake bahasa inggris dikelas

Students 3 : Menyenangkan Kak, lebih seru kak mungkin karna kami jarang kali pake bahasa inggris dalam kelas kak

Interview with the Teacher at pre- cycle

Researcher : Assalamualaikum Buk

Teacher : Waalaikumsalam

Reasearcher : Saya Lestika buk mau nanya tentang siswa siswi kelas 8 yang mau saya masuki kelasnya. Menurut Ibu bagaimana kemampuan berbicara bahasa inggris siswa kelas 8 buk ?

Teacher : Masih sangat kurang bisalah orang itu kalo Bahasa Inggris nya, apalagi speaking.

Researcher : Iya ya bu, trus bu ada gak strategi yang ibu digunakan kalo lagi mengajar?

Teacher : gak ada yang khusus kali lah kalo untuk speaking, cumak kan kalo tiap kali siap menjelaskan pasti nanyak siswa udah paham apa belum gitu aja sih.kalo gadak yang tanyak langsung kasih tugas aja

Researcher : Oh iya bu, terimakasih waktunya bu.

Interview with Teacher After use Direct method and some strategy in teaching

Researcher : Assalamualikum bu, saya mau nanya lagi buk tentang kelas 8 lagi hehe

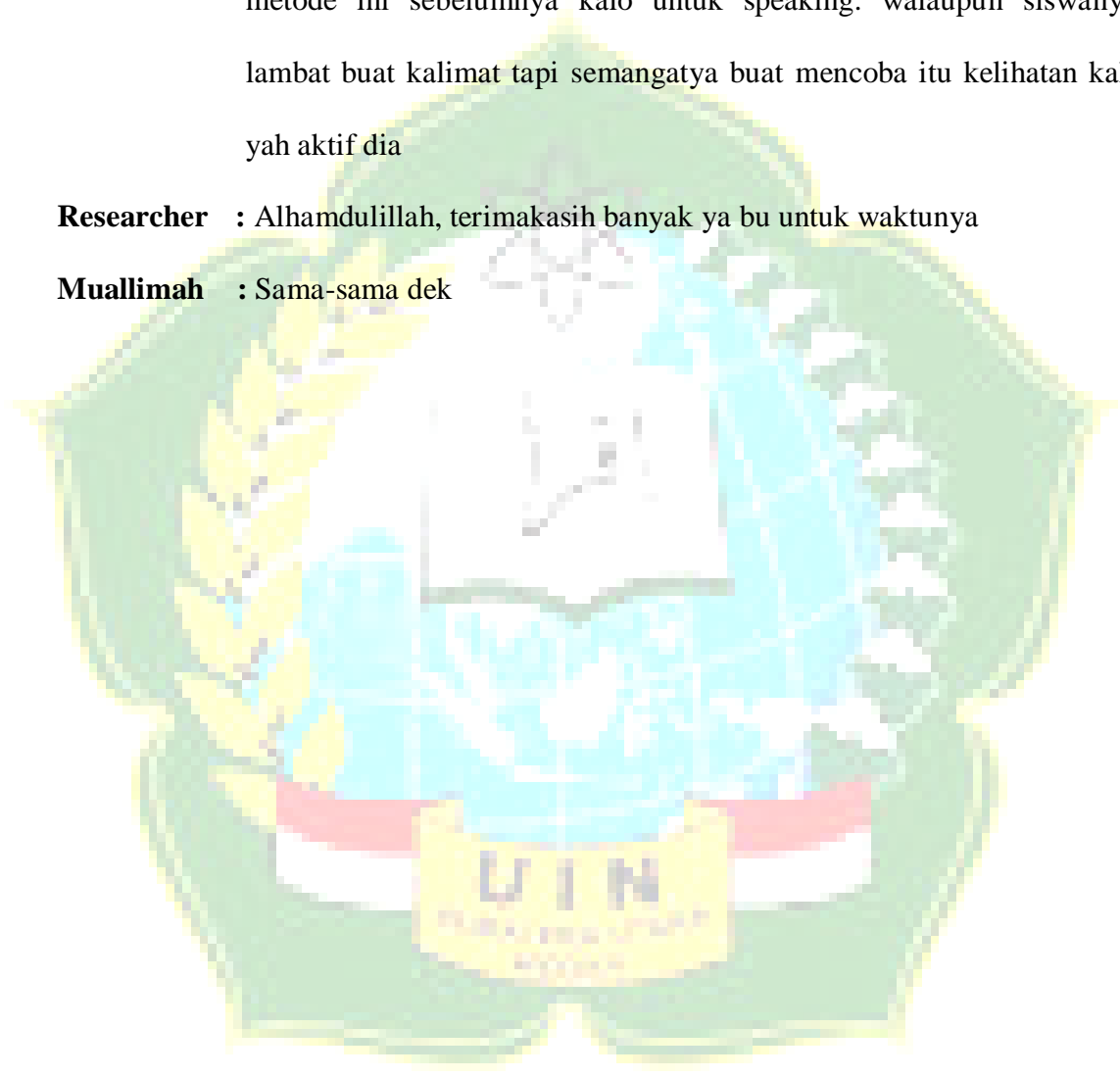
Muallimah : Waalaikumsalam, iya apa itu

Researcher : karna ini hari terakhir saya ngajar kan bu, menurut ibu selama saya mengajar menggunakan Direct method, ada peningkatan gak bu yang ibu perhatikan?

Muallimah : Menurut ibu jelas ada lah ya, apalagi kan ibu gak pernah pake metode ini sebelumnya kalo untuk speaking. walaupun siswanya lambat buat kalimat tapi semangatnya buat mencoba itu kelihatan kali yah aktif dia

Researcher : Alhamdulillah, terimakasih banyak ya bu untuk waktunya

Muallimah : Sama-sama dek



Appendix XI**Field Notes****Field Notes 1****Hari/Tanggal/Waktu : Jumat, 28 May 2021****Hal : Menyerahkan surat ijin penelitian****P : Peneliti****KS : Kepala Sekolah****IB : Kolaborator (Ibu Salmila Sari Siregar)**

P datang ke sekolah sekitar jam 10:10 Setelah sampai di lokasi, P langsung menuju kantor Tata Usaha dan menemui IB di kantor sekolah. Kemudian P memberikan surat ijin yang sebelumnya disiapkan kepada IB, karena sebelumnya maksud dan kedatangan P sudah dikonfirmasi, P tidak perlu lagi menjelaskan panjang lebar. Setelah IB selesai mengecek surat ijin yang diberikan P, IB mengarahkan P ke ruangan KS. Karena sebelumnya sudah dijelaskan oleh IB tentang kedatangan P, KS tanpa mempertanyakan maksud kedatangan P menanyakan apakah surat ijin riset sudah diberikan kepada IB.

Kemudian IB menunjukkan roster dan jumlah kelas sambil bertanya kelas berapa yang ingin dijadikan subjek penelitian oleh P. Karena P sudah menentukan subjek penelitian yaitu kelas VIII, yang terdiri dari 24 siswa 20 laki laki dan 4 perempuan, P memilih kelas tersebut. Kemudian KS bertanya berapa lama waktu yang P butuhkan untuk menyelesaikan penelitian ini, karena sekarang musim pandemi, P tidak bisa berlama-lama di sekolah tersebut, maksimal yang diberikan adalah 1 bulan.

KS memberikan izin penelitian mulai tanggal 28 Mei, karena mata pelajaran Bahasa Inggris di kelas VIII di setiap hari Sabtu dan Senin, P masuk di hari tersebut. Kemudian KS memberitahu guru bahasa Inggris yang masuk di kelas yang P pilih yaitu Ibu Efriani, P menjelaskan bahwa sebelumnya sudah mengonfirmasi kepada Ibu tersebut untuk memakai kelas yang dimasukinya sebagai subjek penelitian.

Field Notes 2

Hari/Tanggal/Waktu : Sabtu, 29 May 2021

Hal : Pertemuan ke-1/Pre test I

P : Peneliti

S : Siswa

IE : Kolaborator 1 (Ibu Efriani)

Sekitar jam 08:05 P tiba di sekolah. P menuju ruang Tata Usaha terlebih dahulu sebelum memasuki kelas. P bertemu dengan IE dan mengantar P keruang kelas, sesampainya dikelas IE memperkenalkan P kesiswa bahwa P akan mengambil alih kelas bahasa inggris untuk 4 pertemuan. kemudian IE meninggalkan P didalam kelas dan pergi kekantor. P mengucapkan salam dan menyapa anak-anak di dalam kelas sambil bertanya mata pelajaran Bahasa Inggris kan? Dengan kebinguan mereka menjawab iya buk.

P memperkenalkan diri dan menjelaskan maksud dan tujuan P masuk ke dalam kelas tersebut. kemudian P memprsilahkan siswa untuk memperkenalkan diri juga, dan banyak siswa yang kebingungan mendengar P menjelaskan bahasa Inggris

dengan full english. banyak siswa yang terbata-bata saat berbicara bahasa Inggris, untungnya P bisa meyakinkan siswa kalau berbicara bahasa Inggris itu harus takut salah dan bisa belajar dari kesalahan dan P melanjutkan proses belajar dan mengajar hari itu dan menutup kelas dengan mengucapkan terimakasih dan salam.

Field Notes 3

Hari/Tanggal/Waktu : Senin, 31 May 2021

Hal : Pertemuan ke-2/post test I
P : Peneliti
S : Siswa
IE : Kolaborator 1 (Ibu Efriani)

Sekitar jam 08:10 P tiba di sekolah dan seperti biasanya P menemui IE, dan IE mengantar P ke kelas karena waktu belajar sudah mulai, IE dan P memasuki kelas, dimana IE berperan sebagai dokumenter dan Observer. Kemudian IE akan memperhatikan P melakukan treatment.

Tanpa berlama-lama P membuka pembelajaran dengan greetings dan mengabsen siswa. P bertanya apakah semua siap untuk pembelajaran hari ini, semuanya menjawab dengan semangat "siap". Tanpa berlama-lama, P menanyakan kembali pelajaran pertemuan sebelumnya yaitu tentang Drinks and Foods. P menjelaskan bahwa tugas conversation pertemuan lalu akan di bacakan di depan kelas dengan pasangan, P meminta S siapa yang bersedia membacakan tugasnya terlebih dahulu akan dapat nilai plus tapi tak seorangpun dari S yang mau pertama dengan begitu P akan menunjuk siapa yang akan maju duluan.

P mendengarkan dan mengoreksi dari tugas S, banyak koreksi yang didapat terutama pada penyebutan kata yang kurang jelas. walaupun begitu P sangat mengapresiasi tugas siswa karna banyak yang semangat dan niat yang mau belajar.

P memberikan kesimpulan dan menginformasikan bahwa pembelajaran akan kita lanjutkan Sabtu dengan materi yang baru. Dengan mengucapkan terimakasih P menutup kelas dengan salam.

Field Notes 4

Hari/Tanggal/Waktu : Sabtu, 5 Juni 2021

Hal : Pertemuan ke-3/ Pre- test II

P : Peneliti

S : Siswa

IE : Kolaborator 1 (Ibu Efriani)

Sekitar pukul 08:14 P sampai di sekolah, menemui IE di kantor Tata Usaha, P diajak mengobrol oleh guru lain sekitar 5 menit dan IE mengantar P ke kelas karna waktu belajar sudah mulai. P masuk ke dalam kelas bersama IE. sesampainya dikelas IE mengantar P dan kembali ke kantor guru. Kemudian P mengucapkan salam dan menanyakan kabar seperti biasanya P juga mengabsen kelas.

P menanyakan apakah siap untuk materi belajar selanjutnya dan S menjawab “sudah miss”. P membagi S ke 4 kelompok setiap kelompok punya 6 anggota dan duduk sambil mendengarkan P mejelskan. P menjelaskan materi tentang Procedure text, strukture, contoh dan kegunaannya dan menampilkan video pendek yang berkaitan dengan Procedure text yaitu How to make fried Banana ata Bagaimana cara

membuat Pisang Goreng. setelah itu P mengintruksikan S untuk membuat contoh dari Procedure text.

Setelah itu, P mebagikan kertas kosong dan meminta S agar mengisikan hasil diskusinya di kertas tersebut. P melihat lebih banyak kemajuan ketika S diajak berdiskusi.

Jam pelajaran sudah berakhir P mengumpulkan tugas kelompok dan menutup kelas, P mengucapkan terimakasih dan mengucapkan salam.

Field Notes 5

Hari/Tanggal/Waktu : Sabtu, 7 Juni 2021

Hal : Pertemuan ke-4/ Post-test II

P : Peneliti

S : Siswa

IE : Kolaborator 1 (Ibu Efriani)

Sekitar pukul 08:07 P tiba di sekolah, P menuju ruang kelas setelah dapat konfirmasi dari IE. sesampai di kelas P mendapati masih banyak siswa yang masih belum datang dan setelah menunggu hampir 10 menit baru P membuka kelas dengan salam dan sapaan. P bertanya ke S apakah masih mengingat pelajaran pertemuan yang lalu banyak menjawab masih dan P menunjuk satu orang S untuk menjadi perwakilan mengulas pelajaran tersebut. setelah itu P meminta agar duduk kembali dengan teman sekelompoknya minggu lalu. dan P memanggil kelompok 1 untuk memaparkan hasil diskusi mereka terlebih dahulu dan disusul oleh kelompok yang

lain, P mendengarkan sembari mengoreksi speaking S. setelah semua kelompok memaparkan hasil diskusi mereka, P memuji hasil diskusi yang sangat menarik.

P kemudian menyampaikan terimakasih atas semuanya selama penelitian P dan S sudah melakukan kerja sama yang baik. Sebelum menutup kelas, P memberikan motivasi tentang Speaking itu tidak sulit hanya sering saja di praktekkan dan terus mencoba P mengucapkan terimakasih dan menutup kelas dengan mengucapkan salam.



Appendix XII

Documentation



Peneliti berfoto bersama dengan siswa siswi depan kelas setelah pembelajaran



Peneliti berfoto bersama dengan siswa siswi depan kelas setelah pembelajaran



Peneliti berfoto bersama dengan siswa siswi depan kelas setelah pembelajaran



Siswa siswi belajar dikelas dengan diskusi kelompok (untuk post test II)



Siswa siswi belajar dikelas dengan maju kedepan kelas untuk menjawab pertanyaan (untuk post test I)



Siswa siswi belajar dikelas dengan diskusi kelompok (untuk post test II)

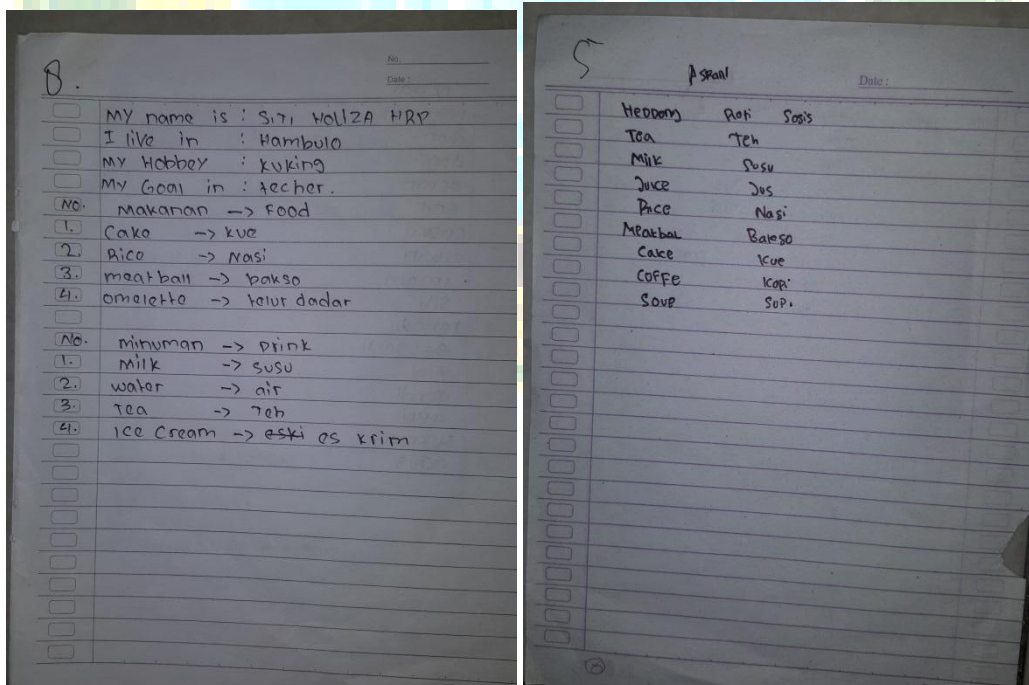
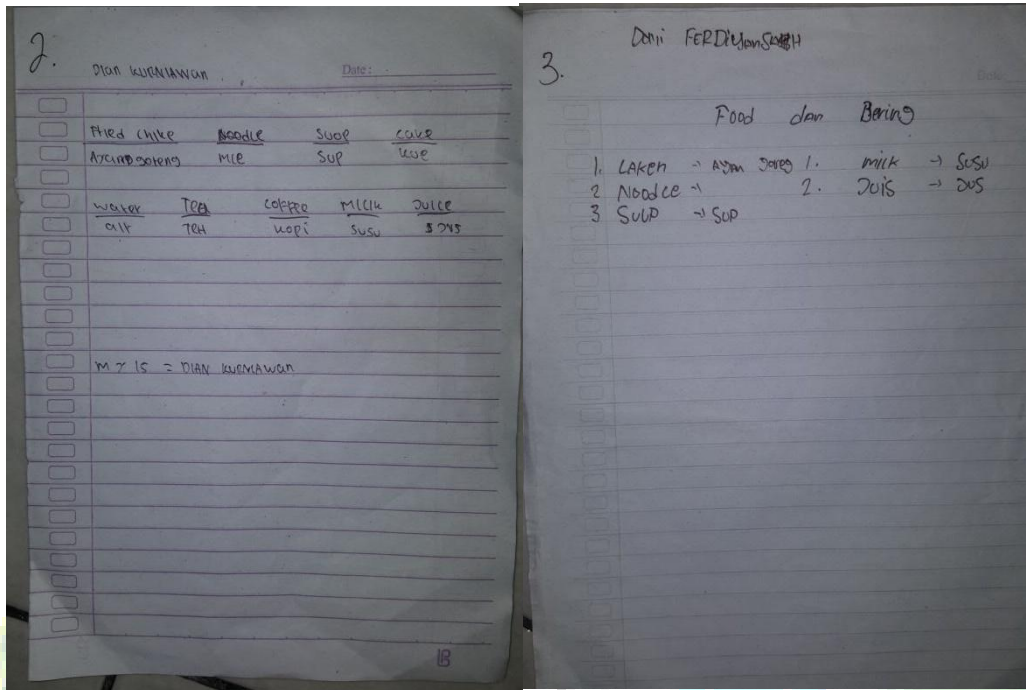


Siswa siswi belajar dikelas dengan diskusi kelompok (untuk post test II)



Peneliti berfoto di gapura SMPN 1 Halongonan

Lembar tugas siswa siswi (Post Test I)



Lembar tugas siswa siswi (Post Test I)

4. andi perwira

Food		Drink	
haddock	ROTI Sosis	Tea	Teh
Rice	Nasi	MILK	Susu
Soup	Sop	Juice	Jus
Cake	Kue	Water	air
		KOFFI	Kopi

7. MOM

Food Makanan

Rice	Rice	Hamburger	Hagyote
= Nasi		= Roti daging	= Roti sosis
Cake			
= Kue			
		Drink	
		Minuman	
Water	COFFEE	Milk	SWEEP
= Air	= Kopi	= Susu	= Jus

6.

my name is = RAHAYU HSB
 I live in = Hambulo
 my Hobby = kriting
 my goal in = teacher

1 meat ball = bakso
 rice = nasi goreng
 cake = kue

2 Tea = Teh
 Water = air
 ice cream = eskrim

1. RAHMANN

Food & Drink

Rice	= nasi
Rice rice	= nasi goreng
Cake	= kue
Soup	= Sop
Cake	= Kue
Spagetti	= Spageti
Hamburger	= Roti isi daging
Water	= Air
Ice	= Es
COFFEE	= Kopi
Milk	= Susu
Rice	= Nasi Goreng
Juice	= Jus
Air	= Air

Surat Izin Riset untuk Sekolah SMPN 1 Halongonan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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 Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-9028/ITK/ITK.V.3/PP.00.9/05/2021

02 Mei 2021

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala SMPN 1 Halongonan

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Lestika Nur Harahap
 NIM : 0304172113
 Tempat/Tanggal Lahir : Ds. Hambulo Kec. Halongonan, 16 Juni 1999
 Program Studi : Tadris Bahasa Inggris
 Semester : VIII (Delapan)
 Alamat : Desa Hambulo Kec. Halongonan Kab. Padang lawas utara prov. Sumatera utara Kecamatan Halongonan

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. Lintas Sipiongot- Hutaimbaru desa Hambulo, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

The Direct Method in Teaching to Improve students' Speaking Skill at SMPN 1 Halongonan

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 02 Mei 2021
 a.n. DEKAN
 Ketua Program Studi Pendidikan
 Bahasa Inggris



Digitally Signed



Yani Lubis, M.Hum

NIP. 197006062000031006

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

Surat Balasan dari Sekolah SMPN 1 Halongonan

	PEMERINTAH KABUPATEN PADANG LAWAS UTARA PROVINSI SUMATERA UTARA UNIT PELAKSANA TEKNIS DINAS PENDIDIKAN KECAMATAN HALONGONAN SMP NEGERI 1 HALONGONAN	
	JALAN LINTAS HUTAIMBARU – SIPIONGOT KODE POS 22753 DESA : HAMBULO KECAMATAN : HALONGONAN	
NPSN : 10207057		NSS : 201071011132

SURAT KETERANGAN
 Nomor : 421.3/058/SMPN1H/2021

Saya yang bertanda tangan di bawah ini :


Nama	: NISMAWATI SIREGAR,S.Pd
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Jabatan	: Kepala Sekolah
Unit Kerja	: SMP Negeri 1 Halongonan
Alamat	: Hambulo, Kec. Halongonan, Kab. Padang Lawas Utara

Menerangkan bahwa :

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Adalah benar telah melakukan Penelitian di SMP Negeri 1 Halongonan sehubungan dengan penyelesaian Skripsi dengan judul : The Direct Method in Teaching to Improve students' Speaking Skill at SMP Negeri 1 Halongonan Kecamatan Halongonan Kabupaten Padang Lawas Utara Tahun Ajaran 2020-2021.

Demikian surat Keterangan ini kami buat untuk dapat dipergunakan seperlunya.

Hambulo, 02 Juni 2021
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