

“TEACHING SPEAKING TROUGH 3-P TECHNIQUE ”

Thesis

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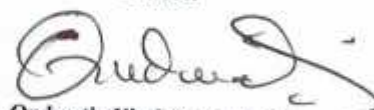
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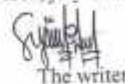
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The writer

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Menyatakan sesungguhnya bahwa skripsi yang berjudul *Teaching Speaking through 3-p technique* adalah benar - benar karya asli saya, Kecuali lampiran yang disebutkan sumbernya.

Apabila terdapat kesalahan dan kekeliruan didalamnya, sepenuh nya menjadi tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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Keywords : English Speaking, 3-p Technique

This study aims to find out the effective of using 3-p technique to improve students' speaking ability in term of preperation, presentation adn production. This study employed qualitative and quantitaive methods. The participants were 20 students of second grade students of SMAN 1 Ingin Jaya, Aceh Besar. Test, questionnaire and observation were used to collect the data. The test was given to 20 students in order to identify whether 3-p technique could improve students' English speaking ability. The questionnaires were distributed to 20 students in order to get their respons in learning English speaking, whereas observation was done to gain students' activities in learning English speaking. The results showed that there was not significantly improved (1.2%) of students' English speaking ability. Most of the students gave positive respons about using 3-p technique in learning English speaking. From observation, The students' activities in English speaking through using 3-p technique on average were mainly dominated in production activity. There were 76% of the production's activity were done by the students, while the presentation and preparation stage, the activity done by the students were 73% and 60% respectively.

CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is one of the skills that is important in a language learning. Ur in Dincer and Savas (2013) considered that speaking includes linguistic and non linguistic elements; such as, vocabulary, intonation, articulation formal and informal expression, and gesture this why becomes difficult for learners to master it. However, many students face several problems in learning it. One of the common problem faced by the students in speaking is lack of vocabulary stated by Megawati and Mandarani (2016).

The problem found in speaking skill by the learners, First they may know some words to express and to convey some information but they are afraid of making mistake in pronunciation or structure or they feel shy to their friends when they make mistakes. Second, they may know structure but they have limited vocabulary. The last is that the teacher dominates the teaching activities by using Indonesian so it can not develop students' English speaking skills (Turck, 2013).

From the problems cited above, the English teachers need to find an alternative technique in teaching English speaking that may help the students so that their problems can be overcome and their speaking ability can be improved. As we know that technique have a role in improving students English speaking ability. There are some expert explained about it, as stated by Anthony (1963), technique is a specific strategy or procedure

commonly applied to achieve some purposes and has a consistent characteristic with a method and an approach chosen.

There are some techniques in teaching English speaking such as asking and answering, describing and drawing, discussing, guessing, remembering, miming, ordering, completing a questionnaire form and roleplaying. All the techniques mentioned above may have some advantages and disadvantages in teaching speaking, especially for those learning English as a foreign language. Another technique that can build positive mental or confidence of students to do exercise (practice/ dialogue) is called 3p technique. This technique consists of three stages as follow: preparation, presentation and production. It has been applied by previous researcher, one of them is Maksum (2012), he applied this tehniqe through three stages by focussing on the students' activity. It applied for second grade students in Islamic Junior High School in surabaya. The result shows that there is a inprovement of the students' speaking ability.

In this thesis, the writer focused on the students of senior high school of SMAN 1 Ingin Jaya as the research subject to apply the 3-p technique. This school is located in Lubuk Aceh Besar. The writer also focuses on the students' activity but the different from the previous research is the writer change the first stage from practice to preparation and also use different grade of students. Ideally, teachers have to know the students' needs. Some techniques in learning are totally depend on the teachers as a source of knowledge and direction in the classroom. The problem found in this school is the students were less motivated in learnin English

speaking. They did not have enough self-confidence in practicing English speaking in the classroom. Therefore many graduated students of the school were unable to speak English. It might be caused by students' lack of self-confidence in practicing English speaking at their school. This research is intended to implement 3-p technique to improve students' speaking ability and activities in learning English.

B. Research Question

In order to make it easy to conduct this research, it is necessary to formulate the following questions :

1. To what extent does students' English speaking ability improve through using 3-p technique ?
2. How are students' activities in English speaking through using 3-p technique ?

C. The Aims of the Research

Based on the above research questions, the objectives of this research are :

1. To find out the extent to which English speaking ability improved through using 3-p technique.
2. To know the students' activities in English speaking through using 3-p technique.

D. Significance of the Research

The writer hopes that the result of this study will give some contributions to English language teaching and learning process and this research is expected to be useful for:

1. English teachers, to give information regarding 3-p technique in teaching English speaking in order to help students improve their speaking skills.
2. The students, to give information for them that 3-p technique will be able to enrich their English language especially in speaking skill and they may increase their independent when they speak with other.
3. The future researchers, to give an idea for future research related to English Teaching method to improve students' English speaking skills.

E. Terminology

To make the topic of this thesis clear, it is vital to explain the terms of title according to the valuable references:

1. Teaching Speaking

Based on Hornby (2009), speaking is an ability of someone to speak, to communicate, to express their idea and feeling in communication. Speaking is derived from 'speak' and the suffix '-ing' makes it as a gerund. Speaking is able to talk to someone about something (have a conversation) in particular language and can express the ideas and opinions. Therefore, speaking meant by the writer is a

skill that is aimed not only to speak freely but also to produce new effect in daily conversation and its happen between two person or group (in example sharing an idea or information) .

Teaching speaking is the way how the teachers give or share some informations to their students. Brown in Meilyaningsih (2014) states that “teaching means showing or helping someone how to do something, giving instruction, guiding in the study of the something, providing with the knowledge, causing to know or to understand. Teaching as an activity for guiding and facilitating the learners to learn and setting the condition of learning”. In this research, teaching speaking means that the students are able to speak short conversation with their friend. The activity in English subject done by English language teacher at SMAN 1 Ingin Jaya to promote students’ speaking ability.

2. 3-p technique

3-p technique is one of the techniques in teaching done by three criteria, namely; preparation, presentation and production. Preparation is the best known to students irrespective of their training. Presentation involves the building of a situation requiring natural and logical use of the new language. While Production involves creating a situation requiring the language that was introduced in the presentation, Maksum (2012). In this research, the writer used 3-p technique in teaching speaking at SMAN 1 Ingin Jaya, Aceh Besar.

CHAPTER II

LITERATURE REVIEW

A. Definition of Teaching Speaking

1. Definition of Speaking

Speaking is an ability to talk or tell something to other people in daily activities. Brown (in Wiratsih, 2011) concludes that someone be able to carry on a dialog or conversation reasonably competently when their speak. He explains that an ability in demonstration is almost always to accomplish pragmatic goals through an interactive discourse with other speaker of language is a benchmark of successful aquisition.

Lightbown and Spada as cited in gonzalez, (2015) states that speaking is need more than a mental task such as selecting words, pronouncing them,

and collecting them together with the precise grammatical markers in the target language. Gonzalez (2015) states that speaking is consider as the most important skill when learning a foreign language since it is the basic ability for communication. Oradee as cited in gonzalez, (2015) expalins that either listening or speaking is not easiest to be learned by EFL learners.

Goh (in Wang, 2014) states English speaking should be increased in its own way not be devalued cause it is an important aspect of language skills. Dincer and Sarvas (20013) considered that speaking includes linguistic and non linguistic elements such as vocabulary, intonation, articulation formal and

informal expression, gesture and so forth it makes to master it become difficult and complex.

2. Speaking skill

Speaking is one of important skills should be learnt by the students to interact with others in daily activities. According to Richards and Renandya (2002) speaking is “the ability to get along with people in society may correlate somewhat with others or in an exchange of pleasantries”.

Flutcher in Rani (2014) Defined speaking as the oral use of language to interact each other. Futhermore mackey and Bygate in Rani (2014) obstracted speaking as oral expression, as follows: oral expression contains either the use of the right sounds in the right pattern of rythm and intonation or the right of selecting words and inflection in order to extend the exact sense.

On other hand, Burn and Joyce in florez explained that an interactive process of constructing meaning that includes producing, receiving, and processing information is called speaking. Lackman in Yaman (2016) gives the sub-skills of speaking as “fluency, accuracy with words and pronunciation, using functions, appropriacy, turn-taking skills, relevant length, responding and initiating, repair and repetition, range of words and grammar, and discoursemarkers”. An oral text is produced while speaking in a quite different form compared to writing which involves producing a written text. As Rivers in Yaman, Ismail points out, “we learn to speak by speaking”.

According to Harmer speaking skill is a skill to speak fluently contains either the knowledge of language features or the ability to process information and language on the spot. It needs the ability to collaborate in management of speaking turns and non-verbal language. It takes time for detailed planning and happen in real situation. (Meilyaningsi, 2014)

A teacher should know either the choice of precise words or sounds is important in speaking interact each other, the stage of students' performance is a part in designing English teaching activities.

3. Function of speaking

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule, as quoted by Richards (2015), "The functions of speaking are classified into three; they are talk as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches". Below are the explanations of the functions of speaking:

a. Talk as Interaction

Talk as interaction has several main features as follows:

Has a primarily social function is Reflects role relationships, Reflects speaker's identity, May be formal or casual, Uses conversational conventions, Reflects degrees of politeness, Employs many generic words

and Uses conversational register. Some of the skills (involved in using talk as interaction) are: Opening and closing conversation, Choosing topics, Making small-talk, Recounting personal incidents and experiences, Turn-taking, Using adjacency pairs, Interrupting and Reacting to others.

Mastering the art of talk as interaction is difficult and may not be a priority for all learners. In talk as interaction, the ability to speak in natural way is required in order to create a good communication. That is why some students sometimes avoid this kind of situation because they often lose for words and feel difficulty in presenting a good image of themselves. This can be a disadvantage for some learners where the ability to use talk as interaction can be important.

b. Talk as Transaction

This type of talk or speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transaction, talk is associated with other activities. For example, student may be engaged in hand-on activities (e.g. in language lesson) to explore concept associated with tenses and derivations. Furthermore, talk as transaction has several main features as follows:

- 1) It has a primarily information focus
- 2) The main focus is the message and not the participants
- 3) Participants employ communication strategies to make themselves understood
- 4) There may be frequent questions, repetitions, and comprehension checks
- 5) There may be negotiation and digression
- 6) Linguistic accuracy is not always important

Some of the skills involved in using talk for transactions are: Explaining a need or intention, Describing something, Asking questioning, Confirming information, Justifying an opinion, Making suggestions, Clarifying understanding and Making comparisons.

c. Talk as Performance

This refers to public talk or public speaking, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog. It often follows a recognizable format and is closer to written language than conversational language. Similarly it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction. Examples of talk as a performance are giving a

class report about a school trip, conducting a class debate, making a sales presentation, and giving a lecture.

The main features of talk as performance are: There is a focus on both message and audience, It reflects organization and sequencing, Form and accuracy is important, Language is more like written language and It is often monologic. Some of the skills involved in using talk as performance are: It uses an appropriate format, It presents information in an appropriate sequence, It maintains audience engagement, It uses correct pronunciation and grammar, It creates an effect on the audience, It uses appropriate vocabulary, It uses appropriate opening and closing.

4. Teaching speaking

According to Richard and Renandya (cited in Maksum, 2012) there are some of characters of effective teaching such as Follow:

- a. The instruction is guided by the preplanned curriculum
- b. The strong expectation for students learning
- c. The situation is clear and focused
- d. The student are carefully oriented to the lesson
- e. The teacher replay when the students do not understand
- f. Class time considered for learning

The teacher have to know the problems consist by the students in learning speaking skill. There are some parts that the teacher must pay

attention in teaching speaking skill. The writer will mention some information about teaching speaking. For the writer teaching speaking is to make the students understand the right way to interact with the correct sounds and words by instruction, information or training by the teacher.

Many second language or foreign language learners considered that the comprehension of speaking skill in English is a priority. In addition, he explains that the learners often appraise that the successful in language learning based on the effectiveness of their course based on how much they feel they have increased their speaking ability. Speaking is consider to be the priority in learning a second or foreign language than other four skills. In addition, Ur as cited in Khamkhien (2010) all other skills to knowing language contain in speaking.

Thomas in Rani (2014) explains that teaching speaking means teach language learners to :

- a. Produce the English speech sounds and sound patterns;
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language;
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter;
- d. Organize their thoughts in a meaningful and logical sequence;
- e. use language as a means of expressing values and judgments; and

- f. use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Bygate in Rani (2014) describes that preparing learners to be able to apply the language is one of the problem occur in foreign language teaching. Thus, having a good preparation and plan for teaching and learning process is important, it includes teaching method and material. Brown in Rani (2014) includes that the way to keep students' self-esteem is important in teaching teenager. He stated there are several principle to design speaking technique. They are: "(1) using techniques that cover the spectrum of learner needs, (2) providing intrinsically motivating techniques, (3) encouraging the use of authentic language in meaningful contexts, (4) providing appropriate feedback and correction, (5) capitalizing on the natural link between speaking and listening, (6) giving students opportunities to initiate oral communication, and (7) encouraging the development of speaking strategies".

5. The importance of teaching speaking

According to Harmer (2007), there are three reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities. Secondly, speaking task in which students try to use any or all of the language they know provide feedback for both teachers and students. Finally, the more students have opportunities to activate the various elements

of language they have stored in their brains, the more automatic their use of these elements become.

From the reasons above, we can know about their speaking ability. How they use their language, it can help us to give feedback to them and give more corrections about their speaking.

B. Technique In Teaching Speaking

The word strategy adapted from the ancient greek word *strategia* which the meaning is the steps or cation delivered for the purpose of winning war. Oxford (cited in Oxford, Rebecca L. 2003) states that “The war like meaning of *strategia* has fortunately fallen away, but the control and goal- directedness remain in the modern version of the word”. Teaching speaking strategies meant by the writer is the way that teacher does when they teach speaking class.

The teacher should find their own way to help the students improve their speaking competence. Willis as cited in Wang (2014) argues that there are “three steps in teaching speaking : an input stage, a rehearsal stage and performance stage. In the input stage, students are given a good model to imitate; In the rehearsal stage, learners implement the task within group members; In the performance stage, students carry out the task before class”. Wang (2014) explains that “Some related vocabulary and background information enable learners to generate more ideas in speaking; and certain speaking strategies help learners to deal with some possible breakdown in conversation”.

C. Materials In Teaching Speaking

Herudjati (2010) said that the materials are given to the students almost the same for the whole time but the method that make always changed by the needed for the students. Learning material is a knowledge, skill, and attitude that all learner have had in completing teaching standard has been prescribed. So it can be concluded that the definition of learning materials is a means to achieve a learning goal.

In generally teaching material define into three kinds as follow:

1. Tools, information and also a text or program that teachers need to undertake a learning plan.
2. A tool used by teachers to apply a good learning and easy to understand for the students.
3. The latter is a substantive device of learning that can be arranged systematically in the learning process.

Mulyasa (2012) argued that the teaching materials is one part of the teaching resources that can be interpreted something that contains learning messages, both specific and general nature that can be utilized for the benefit of learning. According to Dick, Carey, dan Carey as cited in Budiyanto (2016) “instructional material contain the conten either written, mediated, or facilitated by an instructor that a student as use to achieve the objective also include information that the learners will use to guide the progress”.

According to the Directorate of High School Development (2008), teaching materials is all forms of materials used to assist teachers in carrying out teaching and learning activities. The material in question can be either written materials or unwritten materials. Based on these definitions, it can be concluded that teaching materials is a learning component used by teachers as learning materials for students and assist teachers in carrying out teaching and learning activities in the classroom

Teaching materials is everything that Include in the contents of the curriculum that must be mastered by students in accordance with basic competencies in the context of achieving the competency standards of each subject in a particular educational unit (Sanjaya, 2008). According to Winkel, (2004), Materials are the material used for learning and that helps to achieve goals instructional.

The types of teaching materials are differentiated into several grouping criteria. According to Koesnandar (2008), the type of teaching materials based on the subject consists of two types: (a) teaching materials deliberately designed for learning, such as books, handouts, Worksheet and modules; (b) teaching materials that are not designed but can be used for learning, such as clippings, newspapers, movies, commercials or news. Koesnandar also stated that when viewed from the function, the teaching materials that are designed consist of three groups of presentation materials, reference materials, and self study material.

Based on the technology used, the Directorate of Higher Education (2008) classifies teaching materials into four categories, namely printed materials such as handouts, books, modules, student activity sheets, brochures, leaflets, wallcharts,

photographs , and model / maket. Listening materials (audio) include cassettes, radios, discs, and compact audio discs. Audio visual (audio visual) materials such as video compact disks, and movies. Interactive teaching materials such as CAI (Computer Assisted Instruction), interactive learning multimedia compact disc (CD) and web based learning material.

D. The 3p Technique In Language Teaching

1. Preparation

The Preparation stage is the best known to students irrespective of their training. However, it is a stage that is often "over-done" or used ineffectively, either because presentation was poor (or lacking altogether) or it is not seen and used as a natural step toward Production. It is the important first stage to communicative language training. It is important that preparation activities are appropriate to the language being learned and the level and competence of the students (Maksum, 2012).

2. Presentation

Presentation involves the building of a situation requiring natural and logical use of the new language. When the "situation" is recognized and understood by the other students, they will then start instinctively building a conceptual understanding of the meaning behind the new language, and why it will be relevant and useful to them. When the situation surrounding the new

language and the conceptual meaning of it has been achieved, the new language should be introduced by means of a linguistic "model". It is this model that the students will go on to practice and hopefully achieve naturally without help during a productive activity (Maksum, 2012).

For obvious reasons, it is naturally easier to "present" new language to ESL students (who learning English as second language in an English speaking environment) than it is to EFL (English as a Foreign Language) students, who hear little or no English outside of the classroom. EFL teachers in particular need to work hard to build "realistic" feeling situations requiring the new language. If the "situation" appears totally unreal or even farcical to the students, so too will the language they are learning (Maksum, 2012).

An important aspect of introducing the situation requiring and concept underlying new language is to build them up using whatever English the students have already learned or have some access to. At lower levels, pictures and body language are typical ways of presenting new language. As students progress, dialogues and text can also be used (Maksum, 2012).

There are a variety of ways in which new language items may be presented but most Presentations should have at least some of the following features: meaningful, memorable and realistic examples; logical connection; context; clear models; sufficient meaningful repetition; "staging" and "fixing"; brevity and recycling (Maksum, 2012).

3. Production

The Production Stage is the most important stage of communicative language teaching. Successful Production is a clear indication that the language learners have made the transition from "students" of the key language to "users" of the language. Generally, Production involves creating a situation requiring the language that was introduced in the Presentation Stage. That situation should result in the students "producing" more personalized language. Production is highly dependent on the Practice Stage, because if students do not have confidence in the language then they will naturally be hesitant to independently use it.

One of the most important things to remember is that Production activities should not tell students what to say. Whereas in Practice the students had most or all of the information required, during Production they don't have the information and must think. Ideally it is challenging in that it is representative of "real life" situations. Creating and engaging in "Productive" classroom activities can require a certain level of cognitive ability. Production activities for students in particular need to be carefully thought out and prepared. Some good examples of effective Production activities include situational role-plays, debates, discussions, problem-solving, narratives, descriptions, quizzes and games (Maksum, 2012).

CHAPTER III

RESEARCH METHODOLOGY

A. Research design

This research is a type of pre-experimental research. In doing this research, the writer uses quantitative and qualitative method. A pre-experimental research is used which requires the careful collection, analysis, and interpretation of quantitative and qualitative data. In this research, one group pre-test and post-test design is used to collect data. Evelyn (2001) proposes the procedure in pre-experiment on one group pre-test and post-test design as in the following:

Participant selection → Pre-test → Treatment → Post-test

B. Subject of the study

This research is conducted at SMAN 1 Ingin Jaya Aceh Besar. It is located in Lubuk sukun. The objects of this study are the second grade students in 2018/2019 academic year. The writer chose one class as the subject of this research consists of 20 students. Their English speaking skills are more passive than the other class. The writer choose the class because she has assumption that students' English speaking skills are more passive than the other classes.

C. Method of Data Collection

In this reseach, the method that use is mix method with three Insruments, they are test, questionnaire and observation. The explanation of those instruments as follow:

1. Test

a. Pre-test

Pre-test refers to a measure or test given to the subject prior to the pre-experimental treatment. Pre-test is a test given to the 20 students of pre-experimental group to measure their ability before treatment process. This test was given to know the basic competence of 20 students and to know their prior knowledge before they get the treatment. Pre-test was given to the pre-experimental group by asking the students to give their opinion based on several questions (interview). Time alocation for the test was four minutes for each student.

b. Post-test

Post-test is a measure on some attribute or characteristic that is assesed for participant in an experiment after treatment. Pos-test is a measure taken after the experimental treatment has been applied (Wiersama, 1991). Post test was also given for 20 students of experimental group. Post-test was used to measure students' ability after treatment process, to know their knowledge after they got treatment. It was done to know the final score and to know the students difference competence before and after they get treatment. Before having post-test, the students got treatment. Treatment

here means that the researcher taught the students by using 3-p technique. As states in Harris (1974), the teacher must involves some aspects that are really essential in speaking skill in order to know the students' English speaking ability. They are pronunciation, grammar, vocabulary, fluency, and content. For more detail see appendix V.

2. Questionnaire

According to Sugiono (2013), the questionnaire is one of the way to collect the data from the students or respondents to be answered by them. Khusnul also said that: "Questionnaire is some questions to the students about some problems that have purpose to get opinion of the students. The students must answer about the question based on what they got after the teacher implements 3-p technique in teaching English speaking. This questionnaire is given to each student at the end of the teaching learning proces".

Bruce (2014), said that the questionnaire can be devide in a number of different ways: Closed-ended is depending whether or not the answer come from the possible responses that provide. According to Doryei (2009), Closed-ended is where the respondent is provide with ready-made answer options to sellect from normally by encircling or ticking one of them by putting an "X" in the appropriate slot/Box. Mathers (2009) explains that a closed question is one where the possible answers are provided in advance and so the respondent is limited to one of the pre-coded responses given.

Open-ended is depending on whether respondents are asked to reply the questions by their own words or give a number of options from which to choose a

response. Bruce (2014) also said that “open-ended is one where the range of possible answer is not suggested in the question and which respondents are expected to answer their own word (Bruce, 2014). Doryei (2009), states that open-ended include items where the actual question is not followed by response options for the respondent to select from but rather by some blank space for the respondent to fill. Mathers (2009), an open question does not construct possible responses and so that the respondent is allowed to answer the question by their own words.

In this research the writer chose an open-ended questionnaire where the question provided blank space for the respondent to fill in by their own words. The questionnaires consist of six questions with the purposes are to find out students' interest, students' difficulties in learning English speaking by using 3p technique, to find out whether the technique used by the teacher was easy to understand in learning English speaking, to find out whether 3p technique are able to improve students' English speaking skill, to find out whereas the various material that given by the teacher, and to find out students' confidence in speaking. For more details about questionnaire see see Appendix VIII.

3. Observation

Observation is the first step that had been used by the writer to get or collect all the data. According to Dewalt, observation is one method that used by writer or researcher to collect the data in common or uncommon in the daily activities of the people being studied. Based on Sulipan observation is short activities that done in the class. while, observation divided into two parts, participant

observation and non participant observation. Participant observation is the writer involved in the daily activities of people or something that is used as resource of the data while non participant is writer not involved in the observation, he or she just as independent writer (Sugiono, 2008). While participant observer has four parts:

- a. Passive participant; Passive participant is observation that is done by the observer but she didn't interact or participate.
- b. Moderate participant; Moderate participant is observation that is done by the writer, some time inside and some time in outside or balance.
- c. Active participant; Active participant is observation that is done by writer but is not complete.
- d. Complete participant; Complete participant is observation that is done by the researcher with complete.

While, The observation lists is short activities that contain in the class or field to research their own activities. The other statements said that observation lists is notices that used by the writer to describe all the event that happen in one mean employed by qualitative writers whose main objective of any research is to try to understand the true perspectives of the subject being studied (Sugiono, 2008).

Considering the statement of Narbuko, the observation has to be matched with the purpose of the study.

- a. Material, to describe the students interaction in the class
- b. Method, to describe the rule of the 3p method

c. Students, to describe students intraction with this method

To help the writer in this reseach, She uses passive participant where the observer do observation but she's not interact with participant. While the observation lists uses to support th in his research. It is contained four categories to be assested, they are: Knowledge that found and learnt by the students, The students explore their thought and Their reflective thinking.

D. Data Analysis.

1. Test

In order to analyze the data, the writer referred to the data analysis method by Sudijono and Sudjana. In this case, the writer calculated the mean of students' score. The score was calculated by using some formulas. The formula is as follow:

$$X = \frac{\sum fixi}{\sum fi}$$

Note:

xi = middle score of interval class

fi = frequency

fixi = the amount of the multiplication between frequency and middle interval.

2. Questionnaire

The questionnaire are distributed to the second grade students in SMAN 1 Ingin Jaya after post test. It consist of 20 students. Besides, the researcher use the percentage formula as follows (Rohman, 2010):

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

Explanation:

P = Percentage

F = Frequency of Respondents

N = Number of Sample

100% = Constant Value

The data was analyzed using descriptive analysis to find out students interest, difficulties and others.

3. Observation

The writer tried to explain the result of the observation checklist by describing students' activities during the teaching and learning process or The result of 3p technique had been implemented. The result of observation is analyzed descriptively.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION FINDINGS

A. Brief Of Research Location

As the writer explained in the previous chapters, this research was taken place in SMAN 1 Ingin Jaya, Aceh Besar. It is located on Jl. Tgk. Cot Malem. Lubuk Sukun Ingin Jaya Aceh Besar. Almost all of the students are from the near village.

The headmaster of the school is Dra.Nurhayati, M.pd. She is the first female headmaster of the school. In teaching learning proces, the teacher is one of the most important role in guiding the students to carry out education and reaching goal of education. SMAN 1 Ingin Jaya has five English teachers.

Table 4.1. English Teachers in SMAN 1 Ingin Jaya

No	Name	Teach for the class
1.	Dra. Hj. Sarjanah Sufie	XII
2.	M. Jamil, S.Pd	X
3.	Henni Handayani, S.Pd	X, XII
4.	Eva Mutia Dewi, S.Pd	X, XI
5.	Fadhlullah Romi	XI

The facilities of the school are good in supporting teaching learning process. Besides that, its condition is still good to be used such as 20 classroom, Library, Computer Laboratory and Language Laboratory.

There are twenty classroom in the school, its condition is good and clean. Its make the students comfortable in studying, several classes also has fan to support teaching learning process. The total of the students are 465 students consist of 276 male and 189 female. They are six classes for grade X and seven classes for grade XI and XII. For more details see Appendix VIII.

B. The Analysis of Test

The pre-test was carried out on 3 April 2018 with 20 students of XI IPA 3 SMAN 1 Ingin Jaya, Aceh Besar. The post-test was carried out on 27 April 2018. The result of pre-test would be compared with post-test. The differences between the result would determine the improvement of student's speaking ability. Both of the tests consist of eight questions. The writer interviewed the students by eight questions (see Appendix VI). Each students should answer all of the question in four minutes. The teacher recorded all the students's answer as documantation.

After collecting the data the writer transcribed their records. The teacher transcribed all of the sound that appeared during the test, and then the writer analyzed it and gave them the score based on the rubric scoring consisted of five elements, they are pronunciation, grammar, vocabulary, fluency, and content (see Appendix V). The result of pre-test was not good enough. The result of both tests can be seen in the following table below :

Table 4.2. The raw score of the pre-test and post-test students (class XI IPA3)

No	Students' Initial	Pre-test	Post-test
1.	DR	8	9
2.	FL	6	6
3.	FA	5	8
4.	FD	5	10
5.	IS	7	5
6.	IF	7	8
7.	MR	6	4
8.	MD	8	11
9.	MF	6	4
10.	MM	6	6
11.	NJ	7	12
12.	RF	7	11
13.	RY	8	9
14.	RS	5	9
15.	RZ	7	12
16.	SHK	6	4
17.	SK	9	10
18.	SY	7	11
19.	TS	5	5
20.	TAP	6	7
jumlah		131	161

The table above showed the result of pre-test and post-test from pre-experimental class.

In order to find the mean score of both tests, the data could be calculated through the following steps; range (R), the amount of interval class (I) and the length of interval class (P). The formula used in determining the range is:

$$R = H - L = 5$$

After that, to find out the interval class the writer use the formula below :

$$I = 1 + (3,3) \log n = 5.$$

After finding the amount of interval class, the length of interval class was found out by the following formula:

$$P = \frac{R}{I} = 1$$

Thus, the mean of the students' pre-test score is:

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i} = 7.3\%$$

After finishing calculation of students' pre-test score, the writer continued to analyze the student's post-test score in pre-experimental class by using the same formula as before.

From the table, it shows that the highest score of the students' post-test was 12 and the lowest score was 4, so the range was:

$$R = H - L = 8$$

The amount of interval class:

$$I = 1 + (3,3) \log n = 5.$$

Therefore, the length of interval class was:

$$P = \frac{R}{I} = 2$$

The mean of post-test score in experimental class is:

$$\bar{x} = \frac{\sum f_i x_i}{f_i} = 8.5 \%$$

Based on the final score of of pre-test (7.3%) and post-test (8.5%) there was a small improvement ($8.5\% - 7.3\% = 1.2\%$) of students' English speaking ability. Even it was not significantly improved.

C. The Analysis of Questionnaire

To find the students' responses, the writer gave the students questionnaire and then analysed it. Here, the writer gave six questions to them. The result of questionnaire that given to them was still low. The writer analyzed all the questions one by one by calculating percentage. In measuring the students' responses the writer use pattern :

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

The question of the questionnaire can be seen in appendix VII, while the result of the questionnaire can be seen below :

1. Students' interest in learning English speaking.

Here the writer tried to find out the students' interest by giving the question "Are you interested in learning English speaking ?". The result is below :

Table. 4.3. Students interest in learning English speaking

No	Option	Number of students (N)	Percentage
1.	Very interesting	8	40%
2.	Sometimes	12	60%
3.	Not at All	0	0
Total		20	100%

Based on the table above the writer concluded that there were 40% of students were very interested in learning English speaking. While another 60% were interested in learning English speaking occasionally (sometimes).

2. The effectiveness of teacher implemented technique use in the class

The writer gave the question for the students to see whether using 3-p technique is effective or not. The question is “Do you think the technique used by your teacher make you understood easily in learning English speaking ?” The result are:

Table. 4.4. The effectiveness of teacher implemented technique use in the class

No	Option	Number of students (N)	Percentage
1.	Yes	13	65%
2.	Less	5	30%
3.	No	1	5%
Total		20	100%

The writer concluded that more than half of of the students (65%) thought that the technique used by the teacher was easy to be understood when learning English speaking, while the rest few of them (30%) thought that they were less understood. There was only one student who disagreed that the technique was not easy to be understood.

3. Using 3-p technique can develop students' English speaking ability

The writer want to see the students' opinion whether using 3-p technique can develop students' English speaking ability or not. The question that gave by the writer is "Do you think that using 3p technique is able to develop English speaking ability ?" the result are :

Table. 4.5. Using 3-p technique can develop students' English speaking ability

No	Option	Number of students (N)	Percentage
1.	Yes	13	65%
2.	Not at all	2	10%
3.	Doubt	5	25%
Total		20	100%

Based on the table above, majority of the students (65%) thought that 3-p technique is able to increase students' English speaking ability. While another quarter of participants (25%) were doubt whether or not 3-p technique could develop students' English speaking ability. There were very small percentage of students (10%) who did not agree that 3p technique was able to increase students' English speaking ability.

4. Advantages of using 3-p technique in teaching English speaking.

To find out students' opinion regarding the question the writer ask the following questions: "what do you think the advantages of using 3p technique in teaching English speaking ?" The result are :

Table. 4.6. Advantages of using 3-p technique in teaching English speaking

No	Option	Number of Students (N)	Percentage (%)
1.	The material is interesting	2	10%
2.	Increase students' anthusiastic and interest.	14	70%
3.	No advantages	0	0
4.	Easy to undertand	4	20%
Total		20	100%

Majority of the students (70%) thought that 3-p Technique can increase students' anthusiastic and interest. Besides, the advantage of 3-p technique is also to provide interesting material. There were only few of the students (20%) thought that the advantage of 3-p technique was easy to be understood.

5. The teacher used effective media

To find out students' opinion about the effectiveness of media that used by the teacher effective or not. The question is : "Does the teacher use effective media in teaching English speaking ?" The result are :

Table. 4.7. The teacher used effective media

No	Option	Number of Students (N)	Percentage
1.	Yes	14	70%
2.	Less	5	25%
3.	Not at all	1	5%
Total		20	100%

The table above shows that more than half of the students (70%) agreed that the teacher used effective media in teaching English speaking so that the students were easy to understand the material. There were only few Students (25%) considered it less effective. While only one student disagreed that the media used by the teacher are effective.

6. The material used by the teacher

To see the students' opinion about the materials used by the teacher, the writer ask: "Do the material given by the teacher can increase your confidence in English speaking ?" The result can be seen in the table below:

Table. 4.8. The material used by the teacher is able to increase students' confidence in English speaking

No	Option	Number of Students (N)	Percentage
1.	Yes	11	55%
2.	Less	5	25%
3.	Not at all	2	10%
4.	Doubt	2	10%
Total		20	100%

Based on the table above, there were more than half of the participants (55%) agreed that the teacher gave the materials that were able to increase students' confidence in English speaking. Only two of them disagreed with it. While 25% of them considered 3-p technique were less able to increase their confidence in English speaking. Another 10% of them

were doubt whether or not the teacher gave the materials could increase their confidence in English speaking.

D. The Analysis of Obsevation

In this research, observation was conducted for three days. Observation was used to collect the complete data. Observation was done to find out students' activities during the technique implemented in order to answer the second research problem. The subject of this observation is students and the writer who act as the teacher in teaching learning process. In observation, the observer check the activities of the students in English class based on observation checklist modified by Gafri (2015). The scoring technique for observation is done by following the criteria modified from Gafri (2015). It can be seen below :

Table 4.9. Scoring of Observation

Percentage	Number of the students
20%	4
40%	8
60%	12
80%	16
100%	20

The following table described the result of students' activities

Table. 4.10. The result of Observation

No	Students' Activities	Percentage		
		Day 1	Day 2	Day 3
1.	Preparation	60%	80%	85%
2.	Presentation	60%	80%	80%
3.	Production	60%	80%	90%

During preparation in day one, when the teacher gave them worksheet consist of several sentences in short conversation such as “If you study with all of your effort, you will definitely pass the exam” (first conditional), the teacher asked them to practice it in pair. There were only 60% (12 students) of them did it. In the second day the students showed 80% (16 students) of them practice when the teacher gave them several sentences in short conversation such as “If I had a lot of money, I would move to Bali” (second conditional) to practice the conversation the teacher was given. In the last day of treatment the teacher gave them several sentences in short conversation about third conditional such as “If I had understood my partner, she wouldn't left me alone to handle the project.”, there were 85% of the students practice the conversation. It can be conclude that there were improvement in preperation stage from the first to the third day of treatment.

In the presentation stage the students presented conversation given by the teacher in preparation stage in front of their friends. In the first day of presentation, 60% (12 studenst) of them did presentation. From the second to the

third day, there were the same percentage of the students about 80% (16 students) did presentation from the conversation given in preparation stage.

In production stage, the teacher asked them to sit in pair then made a conversation by their own words from the question given. In the first day she gave them several questions such as “ what will you do if the weather tomorrow is nice ?” (first conditional) and then asked them to make a conversation about the questions given by using their own words. There were only 60% (12 students) made it, while another students was busy with their own words. In the second day 80% (16 students) of them made the conversation by their own words from the questions given by the teacher such as “If you lived in another country, where would you go?”. Majority of the students (90%) made a conversation from several questions given by the teacher (what would you do if you had have bought a car ?) in the last day of treatment. While another 10% of them busy with their own works.

E. Discussion

This chapter presents the result of the study. It was related to the objectives of this study to describe the result and discussion covering the answer of the research questions.

The first research question is to what extent does students improve in English speaking through using 3-p technique? After the writer conducted research from teaching, test and questionnaire, the writer got the result from the data that had been collected. The data showed that the students' English speaking

ability were not significantly improved through using 3p technique implemented. It was proven from the result of the post-test and pre-test ($8,5\% - 7,2\% = 1,2\%$). The students who had interested in learning English speaking has been increased their English speaking than the others, it was because they have more focuss when the teacher taught. But the lack of vocabulary made them less confident in speaking. This became one of the reason that made a very small improvement when 3-p technique is implemented. However, the questionnaire showed that most of the students gave positive respons such as in question number two (The effectiveness of teacher implemented 3-p technique used in the class) and question number three (Using 3-p technique can develop students' English speaking ability), majority of the students (65%) thought that the technique used by the teacher was easy to be understood when learning English speaking and 3-p technique is able to increase students' English speaking ability.

From the observation, it is found that among three activities, and production activities showed improvement from the first day until the third day. In the production there were only 12 students in the first day who made conversation from several questions given by the teacher such as "what will you do if you can buy a new house ?", before they made a conversation the students should arrange the questions into the right order. While another 6 students did not made it, few of them busy with their friends and their own work. In the second day, 16 students who did conversation from the questions that given by the teacher such as "If you lived in another country, where would you go?". In the last day, majority of the students (18 students) was follow the teacher instruction in order to make

conversatin of several questions given by the teacher suc as “what would you do if you had have bought a car ?”.

Related to the second research questions, “How are students’ activity in English speaking through using 3p technique ?”. From the observation it can be seen that, the activity of the students are classified into three stages namely preparation, presentation and production. In preparation majority of the students (85%) practice the conversation given by the teacher. It consists three questions in third conditional such as “what would you do if you had had a lot of clothes?”. The students showed more excited in the last than others two days before.

In the presentation stage, the second and third day of treatment showed the same percentage of the students’ activity (80%) in performing their conversation that given in the preparation stage in front of their friends. While another 20% busy with their own works.

In production stage, the third day of treatment only 10% of the students busy with their own work when the teacher asked them to make conversation from the question given. While another 90% of them followed the teacher instruction. We can conclude that the highest percentage of the students’ activity in the production stage occured in the third day. It was because of the students interest with the questions given.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After doing the research, calculating the series data and analyzing it, the writer would like to draw some conclusions and suggestions on teaching English speaking through using 3-p technique at SMAN 1 Ingin Jaya, Aceh Besar.

A. Conclusions

Based on the explanation and the data presented in previous chapter, it can be inferred some conclusions of this thesis. They are as follow:

1. The 3-p technique was not significantly improved the English speaking ability of the second grade students of SMAN 1 Ingin Jaya. It was proven from students' pre-test score (7.3%) and post-test score (8.5%). It shows a small improvement of students' English speaking ability ($8.5\% - 7.3\% = 1.2\%$).
2. The students' activities in English speaking through using 3-p technique are mainly dominated in production activity. There were 76% of the production activity were done by the students, while the presentation and preparation stage, the activity done by the students were 73% and 60% respectively.

B. Suggestions

After analyzing the test, questionnaire, and observation, the writer would present some suggestions:

1. The teacher is suggested to be more creative in the teaching learning process.
In English speaking ability, the teacher is suggested to use cooperative learning method such as In this technique, the students can learn the lesson individually or in group, Learn in group give chance to the students to share their ideas to the other and it can motivate students to encourage their students.
2. The English teacher can be the students' motivator and facilitator to support them in mastering speaking so that the students can improve their English speaking ability.
3. It is better for the school to have a language laboratory in order to support the teaching learning process.
4. For the next researcher the writer hopes they can use other technique in improving students English speaking ability in this school, especially the technique that can built the students' motivation in learning English speaking.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-2457/UN.08/FTK/KP.07.6/03/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : 4. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
5. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
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8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : 1. Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 7 Desember 2016
- MEMUTUSKAN**
- Menetapkan : 1. Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: UN.08/FTK/PP.00.9/387/2017 tanggal 10 Januari 2017
- PERTAMA
- Menunjuk Saudara:
1. Drs. Lukmanul Hakim, MA Sebagai Pembimbing Pertama
2. Qudwatul Nisak M.Isa, S.Ag., M.Ed., M.Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Syukriah
- NIM : 231324293
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Teaching Speaking through 3-P Technique
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 5 Maret 2018
An. Rektor
Dekan,



Muhiburrahman



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah-ar-raniry.ac.id

Nomor : B-3785/Un.08/FTK.1/TL.00/03/2018

29 Maret 2018

Lamp : -

Hai : Mohon Izin Untuk Mengumpul Data
 Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Syukriah
N I M	: 231 324 293
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: X
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl.Lanud Sim Desa Cot Leuot Blang Bintang A.Besar

Untuk mengumpulkan data pada:


SMAN 1 Ingin Jaya, Aceh Besar

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Teaching Speaking Through 3P Technique

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
 Wakil Dekan Bidang Akademik
 dan Kelembagaan,


 Sri Suyanta

Kode 265



**PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 1 INGIN JAYA**

Alamat : Jln. Tgk. Cot Malem Lubuk Sukon Kec. Ingin Jaya Kab. Aceh Besar Prov. Aceh Kode Pos : 23371
Email : smalubekiaya@yahoo.co.id, website : www.sma1inginjaya.sch.id

SURAT KETERANGAN PENELITIAN

Nomor : 423/86/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Nomor : B-3785/Un.08/FTK.1/TL00/03/2018 tanggal 29 Maret 2018 tentang Izin Penelitian/Pengumpulan data, maka dengan ini kami menerangkan bahwa:

Nama : Syukriah
N I M : 231 324 293
Program Studi : Pendidikan Bahasa Inggris

Nama tersebut di atas benar telah melaksanakan Penelitian pada SMA Negeri 1 Ingin Jaya pada tanggal 10 s.d 26 April 2018 untuk kepentingan menyelesaikan Skripsi yang berjudul :

"(TEACHING SPEAKING THROUGH 3P TECHNIQUE)".

Demikianlah surat keterangan penelitian ini kami keluarkan untuk dapat dipergunakan sepertiunya.

Lubuk, 19 Juli 2018
Kepala Sekolah

(Dra. Hj. Nurhayati, M.Pd.)
NIP. 19600326 198403 2 005

Appendix IV

RENCANA PELAKSANAAN PEMBELAJARAN BAHASA INGGRIS

Sekolah	: SMAN 1 Ingin Jaya
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: XI/ 2
Materi Pokok	: <i>IF CONDITIONAL</i>
Keterampilan	: Writing and Speaking
Alokasi Waktu	: 3 x 45 menit (3 x Pertemuan)

A. KOMPETENSI INTI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSI DASAR

KD 1

Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar

KD 2.1

Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

KD 2.2

Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam melaksanakan komunikasi fungsional dalam melaksanakan komunikasi transaksional dengan guru dan teman.

KD 2.3

Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam melaksanakan komunikasi fungsional.

KD 3.8

Menganalisis fungsi social, struktur teks, dan unsur kebahasaan untuk menyatakan dan menayakan tentang pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.

KD 4.12

Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

INDIKATOR PENCAPAIAN KOMPETENSI**KD 3.8*****Kognitif***

1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan kalimat pengandaian sesuai dengan konteks penggunaannya.
2. Membedakan fungsi if clause dan main clause.

KD 4.12***Psikomotor***

1. Menulis kalimat pengandaian sesuai dengan konteks penggunaannya.
2. Menampilkan percakapan sederhana tentang pengandaian dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai dengan konteks penggunaannya.

C. MATERI PEMBELAJARAN**Fungsi Sosial**

Menjaga hubungan interpersonal dengan orang lain.

Struktur Teks

- Pola pertama
 - If + condition (simple present),..... result (simple present)
 - Result (simple present), If + condition (simple present)
- Pola kedua
 - If Can
 - If Will ...

Unsur kebahasaan:

- Pola pertama
 - If clause dalam bentuk present
 - Main clause dalam bentuk present
- Pol kedua
 - If clauses dalam simple present
 - Main clause dengan modals *can* atau *will*

Contoh materi:

If you mix blue and red, you get purple

I play chess, if I don't have any homework

If you practice your English every day you can speak fluently.

If I study hard I will pass my exam.

D. METODE PEMBELAJARAN

Pendekatan	: Scientific Approach
Langkah Pembelajaran	: mengamati, menanya, mengumpulkan informasi, mengasosiasikan, mengkomunikasi
Metode	: Cooperative Learning
Teknik	: Examples non Examples, Group Work, dan Pair Work
Model/Strategi	: <i>inquiry-based instruction</i> (exploration, elaboration, confirmation)

E. MEDIA , ALAT, SUMBERPEMBELAJARAN

Media : video and textbook

Alat : Laptop dan proyektor.

Sumber Belajar :

Buku : Betty Schramper Azar, Fundamental of English Grammar, Second Edition.

F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

Pertemuan Kesatu:

1. Pendahuluan (5 menit)

- a. Menyiapkan PBM
- b. Salam / mengabsen siswa
- c. Menyampaikan tujuan pembelajaran

2. Inti (25 menit)

Langkah [L], Metode [M], dan [S] Strategi Pembelajaran	Kegiatan Belajar		Keterangan
	Guru	Siswa	
[L]= Mengamati [S]= Exploration Waktu: 5 menit	a. Guru menampilkan video melalui infokus. b. Meminta siswa menganalisa video yang ditayangkan	a. Siswa memperhatikan yang ditayangkan.	
[L]= Menanya [S]= Elaboration (i) Waktu: 5 menit	a. Dengan memperlihatkan video dan mengawali pertanyaan kepada siswa. <ul style="list-style-type: none"> • What do you want to be ? b. Memfasilitasi siswa untuk bertanya.	a. Merespon pertanyaan guru berdasarkan pemahaman dari apa yang mereka lihat. b. Menanyakan pertanyaan kepada Guru.	
[L]= Mengumpulkan informasi / Eksperimen [S]= Elaboration (ii) Waktu: 10 menit	a. Meminta siswa untuk bekerja kelompok yang terdiri dari 2 orang b. Dengan memberikan Lembar kertas berisi beberapa kalimat pengandaian tipe satu dalam bentuk	a. Siswa bekerja berpasangan. b. Siswa mempraktekkan percakapan yang ada di lembar kertas yang diberikan guru bersama	Preparation (P1)

- b. Salam, berdoa/ mengabsen siswa
- c. Menyampaikan tujuan pembelajaran

2. Inti (45 menit)

Langkah [L], Metode [M], dan [S] Strategi Pembelajaran	Kegiatan Belajar		Keterangan
	Guru	Siswa	
[L]= Mengamati [S]= Exploration Waktu: 5 menit	a. Menampilkan gambar yang berkaitan dengan kalimat pengandaian.	a. Memperhatikan gambar dengan seksama	
[L]= Menanya [S]= Elaboration (i) Waktu: 10 menit	a. Guru meminta tanggapan siswa tentang gambar yang ditampilkan. b. Mendorong siswa mengembangkan pertanyaan yang berkaitan dengan materi.	a. Memberikan tanggapan terhadap pertanyaan guru b. Mengajukan pertanyaan kepada guru berkaitan dengan materi.	
[L]= Mengumpulkan informasi / Eksperimen [S]= Elaboration (ii) Waktu: 10 menit	a. Meminta siswa duduk berkelompok 3 orang. b. Kemudian guru memberikan lembar berisi kalimat pengandaian tipe kedua dalam bentuk percakapan. c. Meminta peserta	a. Siswa secara berkelompok mempraktikkan kalimat pengandaian tipe kedua dalam bentuk percakapan yang diberikan guru bersama temannya.	Preparation (P1)

	didik mempraktikkan percakapan yang diberikan guru bersama temannya.		
[L]= Mengasosiasi / mengolah informasi [S]= Elaboration (iii) Waktu: 10 menit	<p>a. Meminta perwakilan kelompok untuk mempresentasikan hasil praktik dari percakapan yang diberikan kepada teman-temannya</p> <p>b. Membagikan LKS kepada peserta didik berupa pertanyaan tentang kalimat pengandaian tipe dua.</p> <p>c. Meminta peserta didik secara kelompok membuat percakapan singkat tentang pertanyaan yang diberikan oleh guru.</p>	<p>a. Menyampaikan hasil praktik yang diberikan kepada teman lainnya.</p> <p>b. Mengerjakan LKS secara berkelompok.</p>	<p>Presentation (P2)</p> <p>Production (P3)</p>
[L]= Networking /Mengkomunikasikan [S]= Confirmatio	a. Memberikan apresiasi dan umpan balik positif kepada siswa.	a. Menyimpulkan hasil belajar dan memberi tanggapan tentang materi yang diajarkan.	

n Waktu: 5 menit			
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3. Penutup (5 menit)

- a. Melakukan refleksi
- b. Memberikan evaluasi
- c. Memberikan tugas kepada siswa
- d. Menutup pelajaran dengan mengucapkan salam

Pertemuan Ketiga:

1. Pendahuluan (5 menit)

- a. Menyiapkan PBM
- b. Salam / mengabsen siswa
- c. Menyampaikan tujuan pembelajaran

2. Inti (25 menit)

Langkah [L], Metode [M], dan [S] Strategi Pembelajaran	Kegiatan Belajar		Keterangan
	Guru	Siswa	
[L]= Mengamati [S]= Exploration Waktu: 5 menit	a. Guru menampilkan video melalui infokus. c. Guru Meminta siswa menganalisa video yang ditayangkan	b. Siswa memperhatikan yang ditayangkan.	
[L]= Menanya [S]= Elaboration (i) Waktu: 5	a. Dengan memperlihatkan video dan mengawali pertanyaan kepada siswa. “ what would	b. Merespon pertanyaan guru berdasarkan pemahaman dari apa yang mereka lihat. d. Menanyakan pertanyaan kepada	

menit	<p>you do if you had had new mobile phone ?”</p> <p>b. Memfasilitasi siswa untuk bertanya.</p>	Guru.	
<p>[L]= Mengumpulkan informasi / Eksperimen</p> <p>[S]= Elaboration (ii)</p> <p>Waktu: 10 menit</p>	<p>a. Meminta siswa untuk bekerja berpasangan.</p> <p>b. Dengan memberikan Lembar berisi kalimat pengandaian tipe tiga dalam bentuk percakapan.</p>	<p>c. Siswa bekerja berpasangan</p> <p>d. Siswa mendiskusikan hasil mendiskusikan pertanyaan dan kalimat pengandaian tipe tiga yang diberikan bersama teman kerjanya.</p>	Preparation (P1)
<p>[L]= Mengasosiasikan / mengolah informasi</p> <p>[S]= Elaboration (iii)</p> <p>Waktu: 10 menit</p>	<p>a. Meminta setiap pasangan mempresentasikan.</p> <p>b. Meminta pasangan lain menanggapi hasil diskusi temannya.</p> <p>c. Membagikan LKS berupa pertanyaan pengandaian tipe tiga kepada setiap pasang siswa dan meminta mereka untuk membuat sebuah percakapan singkat menggunakan bahasa mereka sendiri.</p>	<p>c. Setiap perwakilan mempresentasikan hasil praktik mereka didepan teman lainnya.</p> <p>d. Mengerjakan LKS secara berpasangan.</p>	<p>Presentation (P2)</p> <p>Production (P3)</p>

[L]= Networking /Mengkomu- nikasikan [S]= Confirmation n Waktu: 5 menit	b. Memberikan apresiasi dan umpan balik positif terhadap hasil belajar dan tugas siswa.	c. Memaparkan kesimpulan dari materi yang diajarkan dan memberikan tanggapan.	
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3. Penutup (5 menit)

- e. Melakukan refleksi
- f. Memberikan evaluasi
- g. Memberikan tugas kepada siswa
- h. Menutup pelajaran dengan mengucapkan salam

A. PENILAIAN

1. Teknik dan bentuk penilaian:

- a. Tes lisan
- b. Unjuk kerja (performance)

2. Kriteria penilaian Speaking

No	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Pengucapan				
2.	Grammar				
3.	Kosa kata				
4.	Kelancaran				
5.	Pemahaman				

Skor maksimal: $5 \times 4 = 20$

Nilai siswa = $\frac{\text{skor perolehan}}{\text{Skor maksimal}} \times 100$

Pengucapan (pronunciation)

4 = sempurna

3 = Ada sedikit kesalahan

2 = Ada beberapa kesalahan

1 = Banyak kesalahan

Grammar

- 4 = sempurna
- 3 = Ada sedikit kesalahan
- 2 = ada beberapa kesalahan
- 1 = banyak kesalahan

Kosa kata (vocabulary)

- 4 = sempurna
- 3 = Ada sedikit kesalahan
- 2 = Ada kesalahan
- 1 = Banyak kesalahan.

Kelancaran (fluency)

- 4 = Sangat lancar
- 3 = Lancar
- 2 = Cukup lancar
- 1 = Kurang lancar

Pemahaman (understanding)

- 4 = Sangat memahami
- 3 = Memahami
- 2 = Cukup memahami
- 1 = Kurang memahami

Lembar percakapan

First conditional

Percakapan 1

Jessy : *Well it's an amazing Sunday, isn't it?* (Betapa hari Minggu yang menyenangkan, iya ga?)

Justin : *Yeahh it's true, and this weekend will be our last amazing weekend.* (Ya benar, dan akhir pekan ini akan menjadi hari terakhir yang indah.)

Jessy : *Why?* (Kenapa?)

Justin : *Because next week we gonna have a final exam. Haa. I am afraid if I can't pass the exam.* (Karena minggu depan kita akan mengikuti ujian akhir. Haa. Aku takut kalau tidak lulus ujiannya).

Jessy : *No, you will. **If you study with all of your effort, you will definitely pass the exam.*** (Ga, kamu pasti bisa. Jika kamu belajar dengan seluruh usahamu, kamu pasti lulus ujiannya).

Justin : *hahaha yaah I know, but feel lazy to study that hard.* (hahahaa yaa aku tahu, tapi males untuk belajar terlalu keras).

Jessy : *Then if you do so, you know the answer.* (Jika kamu tetap malas, ya kamu tahu pastilah apa jawabannya).

Justin : *(Bubbling).... **I won't pass the exam if I don't study hard.*** (Bergumam)...
(Aku tidak akan lulus ujian jika aku tidak belajar dengan giat).

Jessy : *There you got it.* (Nah itu kamu ngerti).

Justin : *Ok, I'll do my best. Because **I will have a big party if I pass the exam.***
(Ok, aku akan melakukan yang terbaik. Karena aku akan mengadakan pesta yang besar jika aku lulus ujian nanti).

Jessy : *Waoww don't forget to invite me, huh!* (Waow jangan lupa mengundang aku ya!)

Percakapan 2

Janet : *Have you ever imagined living abroad?* (Pernah ga kamu membayangkan tinggal di luar negeri?)

Dessy : *That is one of my goal of my life.* (Itu merupakan salah satu cita-cita dalam hidupku)

Janet : *Which country do you want to live?* (Negara mana yang ingin kamu tinggali?)

Dessy : ***If I can speak English better, I will go to England.*** (Jika aku lebih bisa berbicara bahasa Inggris, aku akan pergi ke Inggris).

Janet : ***But you can speak English, can't you?*** (Tapi bukannya kamu sudah bisa bahasa Inggris?)

Dessy : *I can but I need a lot of improvement to prepare my IELTS score.* (Aku bisa tapi aku butuh penyempurnaan untuk mempersiapkan nilai IELTS).

Janet : *How many score that you have to achieve?* (Berapa jumlah nilai yang harus kamu dapat?)

Dessy : *7.0. If I get that score, I will go to England.* 7.0. Jika saya mendapatkan nilai itu, saya akan pergi ke Inggris).

Janet : *Terrific! Awesome!* (Luar biasa! Keren!)

Dessy : *How about you Jane? What is your plan?* (Bagaimana dengan kamu Jane? Apa rencanamu?)

Janet : *I have dream to live in Japan.* (Aku mempunyai mimpi tinggal di Jepang).

Dessy : *Do you also need IELTS to go there?* (Apakah kamu juga membutuhkan nilai IELTS untuk pergi kesana?)

Janet : *Nope, I just need to learn Japanese language and do some other requirement. I will go to Japan if I speak Japanese well.* (Engga, Aku hanya perlu belajar bahasa Jepang dan melakukan beberapa persyaratan lainnya).

Dessy : *Yayyy, do better for our brighter future.* (Yay, lakukan yang lebih baik untuk masa depan yang lebih cerah).

Second conditional

Percakapan 1

Billy : *Hi look at the sky! It is so clear and compatible.* (Lihatlah langit itu! Sangat jernih dan tenang).

Ruth : *Yeah,, so lovely and i can inhale with a very fresh air. If i had a lot of money, i would move to Bali. There, i could feel the fresh air. Bill, Bill, wake up!* (Ya sangat indah dan aku bisa menghirup udara yang segar. Jika aku mempunyai banyak uang, aku akan pindah ke Bali. Disana, aku bisa merasakan udara segar. Bill, Bill, bangun!)

Billy : *OOpps sorry i fall asleep. Whatta chill and relax here. I'm listening to you though. Yepp, i'll say.* (Maaf aku ketiduran. Betapa sejuk dan santai disini. Aku dengerin kamu kok).

Ruth : *If you lived in another country, where would you go?* (Jika kamu tinggal di negara lain, kemana kamu akan pergi?).

Billy : *Ahahahaa is it kind of dreaming? I would choose Japan because i like the culture, cuisine, traditional palace.* (Ahahhaa apakah pertanyaan ini tentang mimpi? Aku akan memilih Jepang karena aku menyukai budaya, makanan, dan istina-istananya).

Ruth : *Yepp, i have one interesting question for you.* (Ya, aku punya pertanyaan yang menarik buat kamu).

Billy : *It's interesting for you but is it interesting for me?* (Menarik buat kamu tapi apakah menarik buat aku?)

Ruth : *If you could change a part of your body, what would it be?* (Jika kamu bisa mengganti bagian dari badanmu, kamu ingin mengubah yang mana?)

Billy : *hahaha what sort of question is that? Well because i have fair skin so i would change the colour of my skin. I like a bit darker. How bout you?* (ahhaha jenis pertanyaan apa itu? Karena aku mempunyai kulit yang putih jadi aku ingin mengubah warna kulitku. Aku suka warna kulit yang lebih gelap. Bagaimana dengan kamu?)

Ruth : *Hahahha ok it would be my nose. See! i don't have nose as sharp-edge as you.* (Hahahaha aku ingin mengubah hidungku. Lihat ini! Aku tidak punya hidung semancung kamu?).

Billy : *hhahaa anyway.. whatta day. Love it so much.* (hahahaa, hari yang sangat menyenangkan, suka banget!).

Percakapan 2

Gabby : *Hi Jes, what is happening? Why are you crying?* (Hai Jes, apa yang sedang terjadi? Kenapa kamu menangis?).

Jessica : *You know Mathew, don't you?* (Kamu tahu Mathew kan?)

Gabby : *Yes i know him. Your boyfriend, isn't it?* (Ya aku tahu dia. Pacarmu kan?)

Jessica : *Yes but not anymore. He walked out on me without any reason.* (Ya, tapi udah enggak lagi. Dia meninggalkan aku tanpa alasan).

Gabby : *Oh my God, if i were you, i would slap his face.* (Ya Tuhan, kalau aku jadi kamu, aku akan nampar muka dia).

Jessica : *How can i slap his face? He hasn't contacted me for a week already and he's just gone! If i knew where he was, i would talk to him.* (Gimana caranya nampar muka dia? Dia sudah tidak menghubungi aku selama satu minggu dan dia cuma menghilang gitu aja! Kalau aku tahu dia dimana, aku akan bicara padanya).

Gabby : *Oohh poor you. I am sorry to hear that.* (Kasian. Aku turut bersimpati).

Jessica : *Thanks Jes.* (Terima kasih Jes).

Third conditional

Percakapan 1

Jason : *I am so sad. Why can it be happened to me?* (Aku sangat sedih. Kenapa ini bisa terjadi sama aku?)

Mike : *What has happened dude?* (Apa yang telah terjadi kawan?).

Jason : *It was my fault. I wouldn't have done this.* (Ini adalah salahku. Aku tidak seharusnya melakukan ini).

Mike : *It seems so serious.* (Kelihatanya sangat serius).

Jason : *Definitely it is. I am lost my job.* (Ya benar sekali. Aku kehilangan pekerjaanku).

Mike : *How come?* (Kenapa bisa begitu?).

Jason : ***If i had understood my partner, she wouldn't left me alone to handle the project.*** (Jika aku mengerti rekan kerjaku, dia tidak akan meninggalkan aku sendirian menyelesaikan proyek itu).

Mike : *What sort of problem that you both had?* (Masalah apa yang sebenarnya kalian miliki?).

Jason : *It was just about understanding each other. It was just my selfishness. **If i had known it would happen like this, i would let she help me in the project*** (Ya masalah pengertian satu sama lain. Karena keegoisanku juga. Jika aku tahu jadinya akan seperti ini, aku membiarkan dia membantuku pada proyek itu).

Mike : *Regret always come late, doesn't it?* (Penyesalan memang selalu datang belakangan, iya ga?).

Jason : *Yes it's true.* (Ya, itu benar).

Percakapan 2

Milly : *Hi did you meet with Carol when she was here?* (Hai, apakah kamu bertemu dengan Carol ketika dia disini?).

Ruth : *What! When did she come?! I didn't know if she was here. Why didn't you tell me?* (Apa! Kapan dia datang?! Aku tidak tahu kalau dia disini).

Milly : *I was just met her once.* (Aku hanya bertemu dia sekali).

Ruth : ***If i had met her, i would take her to my house and met my parents. I really miss her.*** (Jika aku bertemu dengan dia, aku akan mengajaknya ke rumah ku dan bertemu orang tuaku).

Milly : *So sorry for that i would have told you at that time.* (Maaf ya, aku seharusnya memberitahukan kamu waktu itu).

Ruth : *No worries. I will ask her then. Thanks Milly.* (Tidak apa-apa. Aku akan tanyakan dia. Makasi ya).

Appendix V

The description	Excellent 4	Acceptable 3	Below average 2	
Pronunciation	The students always pronoun well the vocabulary.	The students just little mistake to pronoun well the vocabulary.	The students Sometimes can't pronoun well the vocabulary.	7 v
Grammar	No errors of past tense, good control of structure	Some errors of past tense, fair control of structure	Some errors of past tense and control of structure	1 c
Vocabulary	The students can choice very effective of word.	The students adequate choice of word but some misuse of vocabulary.	The students sometimes confused of use words.	7 v
Fluency	Speech on all professional and smooth as a native speaker.	Speech is effortless, but perceptibly non- native in speech and evenness.	Speech is occasionally hesitant, sentences may be left uncompleted.	5 c s
Content	Easy to get the ideas from the connector used, the speaker gives alternative options to be understood, and the message is completely understandable	Not many difficulties to get the ideas, the message is most of the time understandable	Difficulties to get the ideas, the message needs to be guessed from other sources but not the actual production	1 n u

Standard performance

Score	Criteria
1- 5	Unacceptable
6- 10	Below average
11- 15	Acceptable
16- 20	Excellent

Appendix VI

Pre and post-test questions :

1. if you don't eat breakfast, do you feel hungry?
2. Do the plants die if they don't have enough water ?
3. If you get a headache, what will you do?
4. What will you do if you have a lot of clothes?
5. If you had only 24 hours in your live, what would you do?
6. What would you do if you could be a rich person for a day ?
7. If you had bought a car, what would have been make ?
8. What would have happened if you had not studied?

Appendix VII

QUESTIONNAIRE

Nama :
Nis :
Hari/Tanggal :

QUESTIONNAIRE FOR THE STUDENTS

Sebelumnya kami ucapkan terima kasih atas kesediaan saudara/i untuk mengisi angket ini. Kami bermaksud melakukan sebuah penelitian sederhana tentang speaking pada siswa/i semester genap tahun ajaran 2018-2019 di SMAN 1 Ingin Jaya. Oleh karena itu kami mohon kesediaan anda untuk dapat meluangkan waktu menjawab pertanyaan-pertanyaan berikut.

Semua jawaban responden dalam penelitian ini akan kami jaga kerahasiaannya dan hanya kami gunakan untuk keperluan penelitian ini.

I. Petunjuk Pengisian

1. Bacalah angket dibawah ini dan jawablah pertanyaan dengan melingkari jawaban yang sesuai menurut anda. jika jawaban yang anda inginkan tidak tersedia maka isikan jawaban anda pada pilihan jawaban D sesuai menurut anda.
2. Jawablah dengan jujur

1. Apakah Anda tertarik belajar speaking Bahasa Inggris?
 - a. Sangat tertarik
 - b. Kadang-kadang
 - c. Tidak sama sekali
 - d.
2. Apakah menurut anda teknik yang digunakan guru anda memudahkan anda dalam mempelajari speaking Bahasa Inggris?
 - a. Ya
 - b. Kurang
 - c. Tidak sekali
 - d.
3. Menurut anda, apakah menggunakan tehnik 3p dapat meningkatkan kemampuan speaking Bahasa Inggris anda?
 - a. Ya
 - b. Tidak sama sekali
 - c. Ragu-ragu

4. Menurut anda, apa keuntungan mempelajari speaking Bahasa Inggris menggunakan tehnik 3p?
 - a. Materinya menarik
 - b. Menambah antusias dan minat
 - c. Tidak ada keuntungan
5. Menurut anda apakah media yang digunakan dalam pengajaran speaking Bahasa Inggris sudah efektif?
 - a. Ya
 - b. Kurang
 - c. Tidak sama sekali
 - d.
6. Apakah bahan yang digunakan dalam tehnik 3p bisa meningkatkan kepercayaan anda dalam berbicara Bahasa Inggris?
 - a. Ya
 - b. Kurang
 - c. Tidak sama sekali
 - d.

Table The Number of SMAN 1 Ingin Jaya's Students in 2018/2019

No	Class	Male	Female	Total
1.	X IPA 1	6	19	25
2.	X IPA 2	11	14	25
3.	X IPA 3	16	12	28
4.	X IPA 4	14	12	26
5.	X IPS 1	19	5	24
6.	X IPS 2	19	5	24
7.	XI IPA 1	11	10	21
8.	XI IPA 2	12	11	23
9.	XI IPA 3	10	10	20
10.	XI IPA 4	14	6	20
11.	XI IPA 5	15	8	23
12.	XI IPS 1	20	6	26
13.	XI IPS 2	20	4	24
14.	XII IPA 1	7	13	20
15.	XII IPA 2	9	14	23
16.	XII IPA 3	7	19	26
17.	XII IPA 4	9	13	22
18.	XII IPS 1	20	3	23
19.	XII IPS 2	20	2	22
20.	XII IPS 3	17	3	20
Total		279	189	465

Appendix IX

AUTOBIOGRAPHY

A. Personal Identity

Name : SYUKRIAH
Nick Name : RIA
Place & date of birth : Cot Leuot, February 21st, 1995
Sex : Female
Address : Cot Leuot Kecamatan Blang Bintang Kabupaten Aceh
Besur
Religion : Islam
Nationality : Indonesian (Acehnese)
Marital status : Single
Occupation : Student

B. Birth Parent Identity

Name

Father : Maneh Mahmud (Late)
Mother : Ainon Mardiah

Education

Father : Master Degree
Mother : Elementary school

Occupation

Father : PNS
Mother : Housewife

C. Educational Background

Primary School : SD Negeri 1 Cot Bukit (2002-2007)
Junior High School : MTsN 1 Montasik (2007-2010)
Senior High School : SMAN 1 Ingin Jaya Aceh Besar (2010-2013)
University : UIN Ar-Raniry-English Department (2013-2017)

Banda Aceh, July 20th, 2018


SYUKRIAH