THE EFFECT OF NATURAL APPROACH TOWARD STUDENTS' SPEAKING ABILITY OF THE SECOND GRADE AT SMPN 3 PEKANBARU

A THESIS

Thesis submitted in partial fulfilment of the requirements for the Degree of Sarjana of Education

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FACULTY OF TEACHER TRAINING AND EDUCATION
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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly and indirectly) which were taken from various sources and mentioned scientifically which has been duty acknowledge.

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Rahmawati. 2019. The Effect of Natural Approach toward Students Speaking Ability of the Second Grade Students' At SMP N 3 Pekanbaru

Keyword: Effect, Natural Approach, Speaking

ABSTRACT

Some of problem in learning and teaching English included speaking are face by some students of the second grade at SMPN 3 Pekanbaruu. The students get difficult to share their ideas. They do not how to speak well with appropriate language such as pronunciation, grammar, vocabulary, fluency and comprehension in speaking. The researcher was conducted to find out the ability in speaking taught and without natural approach and also to find out whether or not significant effect. The subject of the researcher was the second year students at SMPN 3 Pekanbaru. The population of the research was all off the second grade students at SMPN 3 Pekanbaru, the total number of the population was 180 students. The sample of the research was consisted of two classes: VIII¹ as an experimental class was taught by using natural approach and VIII² as a control class was taught without natural approach. Each class consist of 34 students and there were 68 students. The technique used in taking random sampling. The research was experimental research. The instrument of the research was speaking test.

The data were analyzed by used t-test formula. The researcher using SPSS version 23 to analyze data. It could be seen that $t_{calculated}$ was higher than t_{table} in significant 5% (2.035<6.706). It means H_o was rejected and H_a was accepted. . Therefore, it can be concluded that there was significant effect of using natural approach towards students' speaking ability at SMP 3 Pekanbaru.

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Pekanbaru, 27 Mei 2019

The Researcher

Rahmawati

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CHAPTER I

INTRODUCTION

1.1 Background of the problem

English is a very important language that has been taught and learnt from elementary school until university. Especially for english as international one. It is the main language of information and news in the world. Every person needs to be able to speak and write in English to communicate with other people in the world.

There any four language skills that can be applied in order to achieve the goal in teaching, such as listening, reading, speaking, and writing. Listening and reading belong to receptive skills in which the language user require the ability to receive spoken and written language, while speaking and writing belong to productive skills in which the language user require the ability to produce language both spoken and written. This review is concerned only with speaking, including speaking skill.

Speaking is one of the skill that should be master by junior high school students, because it is important their ability to communicate orally by presenting their ideas and opinion in real life. Speaking ability is needed by the students for communication in the target language. Students will not be able to speak if they have no self-confidence, so it is necessary for teacher to use an appropriate method and activity in order to avoid student's low of self-confidence to speak.

Teaching speaking at junior high school it is not easy, because many students have problem in speaking, one of the factor that can make student to study speaking English is a motivation and interest while the teacher's technique in teaching and facilities as well.

> Based on Competence Based Curriculum of Junior High School (2006) speaking is an activity to share idea in simple transactional and interpersonal conversation to interact with environment and has become part of our daily activities.

Based on explanation above, it's mean that speaking is an activity to people to interact and to express their ideas. And they also shares information to the other through communication.

Based on the researcher experiences while teaching practice (PPL) at the school, the researcher found some problems of the students in speaking. such as,the students do not speak in front of the class because they feel shy and afraid to make a mistake when they are to express their idea. Other reason is the students have limited of vocabulary. English vocabulary is one of the main to communicate with the other peoples.So in this case, if the students want to talk with others, they are must be understand what they people say. But in fact a students can not to speak because they do not know the meaning of word in english.

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As for the other things is students low motivation to speak English. In this problem the students lazy to speak and practice in the classroom because they afraid to make mistakes then they also lack of self-confidence.

To overcome the problems in classroom, the teacher should think more about the way to help students in teaching learning process so the teacher needs suitable method to make student understand in learning. An Approach may be one the solution to help teaching process. Approach is a correlative assumptions dealing with the nature of language teaching and learning.

There are many approaches that can be applied in teaching such as communicative approach and Natural Approach. Communicative approach have a view of the language is tool a communication. Natural approach an approach of language teaching that gives emphasis on aspects of the students' understanding and aspects of communication meaningful. Natural approach is an important thing and effective to learning process. Because, the main purpose of natural approach is to improve the ability to communicate in the target languange likesreading, writing, listening and speaking. Acording to krashen (1997) cited by brown (2000:31) Natural approach is aimed at the goal of basic personal skills. It is meant that natural approach is point important to communication, because the language instruction can help or encourage the learners to good in order speaks. not only from their formal education (school) but also from their everyday situation likes do conversation at home , listenning to the music or radio, shopping, read magazine etc.

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This review is concerned only with natural approach. Natural approach is very appropriate in teaching learning process, it approach will give students to impact the processing in their career. Because the teacher can be expected to provide comprehensible input from the language that can be obtained or understood by language learners.

In this research, the researcher think and interested to apply natural approach in teaching speaking ability at SMPN 3 Pekanbaru. Because the researcher want to make a students have self confidance and feel relax, enjoy and free to do express they idea by using natural appeoach. Ther is why the reseracher choose and interested to apply natural approach in teaching speaking ability

Based on the explanation above, the researcher would like to conduct an experimental research entitled" The Effect of Natural Approach toward Students Speaking at the Second Grade Students of SMPN 3 Pekanbaru.

1.2 Setting of the problem

In general most of the students in SMPN 3 Pekanbaru, still brave enough to talk because afraid to make mistakes and all the friends teach them. So, can be conclude the researcher sees some problems that faced by students in speaking ability can be identified as follow:

Firstly, The students feel shy.So that, students do not speak in front of the class and do not want to express their opinion. Another reason they afraid to make mistakes because they do not have self-confidance. in this phenomena, it is

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clearlly the students need suport by the teacher to relaize whether students can not to speak in process when teaching and learning proggres.

Secondly,the students have limited vocabulary. in speaking ability vocabulary is elements for students if they are want to speak, do not know the meaning of words or sentences makes them can not communicate with other people.such as colleagues and teacher.

Last, the students have low motivation to speak English. In surrounding education, motivation is very important for every student. Students need motivation in many ways especially in teaching method. Generally, when learning English many students are passive.

1.3 Limitation of the problems

In The classroom experiment research, researcher will be carried out of the second grade students of SMPN 3 Pekanbaru. Because many of problem Based on the explanation above, the researcher is limited the problem one of them more the ability it is Shy to improve the students ability.

1.4 Formulation of the problems

Based on the statement of the problem, question of the research can be formulated as follow:

Is there any significant effect on students' speaking ability by using natural approach of SMPN 3 Pekanbaru?

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1.5 Objective of the research

The objective of the research is To find out whether or not there is significant effect on students' speaking ability by using natural approach inthe second grade students of SMPN 3 Pekanbaru.

1.6 Significance of the research

This study is expected to give some advantages for:

1. English teacher, The result of the research can bene fit english teacher in their teaching learning process, especially in teaching speaking.

2. Students, The result of this research it can be motivation the student to speak. It will improve both teacher and students, when they teaching and learning in the field of mastering english.

3. Readers, The result of the research can be used as the references for those who want to conduct a research in english teaching learning process.

1.7 Definition of the Key Terms

To avoid misunderstanding about the terms use in the research, the terms are defined as follows:

1. Effect means of the strength of one variable effect on another or the relationship between two or more variable (Richard: 2002). in this research effect means the impact students' ability by using natural approach at SMPN 3 Pekanbaru.

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2. Natural approach the essence of language is meaning Vocabulary, not grammar, is the heart of language. (krashen, 1995) in this research mean the natural approach is input to be obtained in the process of language acquisition.

3. Speaking ability is one of skill which is considered as a social control tool for human, it is meant that speaking is a form of human behavior which utilizes highly intensive physical, psychological, neurological, semantic, and linguistic factors. (Ajeng 2017: 225). In this research speaking ability is the limitless of to students how are able to self- confidence to speak in front of the class.

4. Students are person who is studying at college or university (Hornby, 1998). So in this research students' means is the second grade students of junior high school of SMPN 3 Pekanbaru.

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevant Theories

In this research, the researcher needs theories to support and strenght of this research. The theories will be used for underlying requirement to solve the problem. Therefore, the researcher will present some theories about natural approach and speaking ability.

2.1.1 Natural Approach

Natural approach is one of activity that always happened in teaching learning process, especially in the classroom. Natural approach is also one of method that used by the teacher. This method is basic language that used to communicate with other people without using grammar theory or practice. Language is skill has to be learnt and to do instances that we heard being used in context. Therefore communication occur due to the language it's means the language we will put together when interaction. Lunenburg (2010:1) communication is the process of transmitting information and common understanding from one person to another**.**

Krashen and Terrell cited by Mani (2016:9) state that the Natural Approach one of traditional approaches to language teaching. The meanings of traditional approaches are based on the use of language in communicative situations without recourse to the native language, without references to grammatical analysis, grammatical drilling, or a particular theory of grammar. A

situation according Terrel (1977) assume and summarize that have suggested guidlines for communicative competence to second langguage teaching natural approach : first, all classroom activities should be devoted to communication with focus on content. Next, no speech errors should be corrected, and students should feel free to respond in first language.

Natural approach has a view of language that consists of lexical items, structures, and messages. Lexical items in messages are necessarily grammatically structured, and more complex messages involve more complex grammatical structure. Grammatical structure does not require explicit analysis or attention by the language teacher, by the language learner, or in language teaching materials.

Furthermore, Natural Approach is based on designed to develop basic communication skills - both oral and written which are likely to be most useful to beginning students. In this case, the teacher can teach vocabulary that may be useful to basic personal communication to his or her students. Then, the natural approach is based on the students need and their particular interest.

In relation to those phenomena, the very important aspect in teaching English language skills is the approach adjusts by the teachers to teach the language to the learners. It means a natural approach in teaching English language can be apply or explored to the learners. According Sam (2016:13) state that Natural approach is one of the approaches used in tertiary level where learners are provided with opportunities to acquire language rather than forcing it on learners

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by emphasizing the language forms. It means that, Natural approach is one of the approaches to measure level by the learners to provide to acquire to the language.

In addition, Natural Approach is a traditional approach or natural way based on situation without resource. It approach can be used by teacher to teach her or his students in the classroom. Meanwhile, natural approach is a process or tools how to assess processed in language learning that determine by teachers to learners. Usually, natural approach, communication is the main function of language.

Furthermore, theaim of Natural Approach is to goal of basic personal communications, When use the natural approach students must get the information based on what they like. Because in this approach the learners to be relaxed as possible in the classroom and the learners get English not only from their formal education (school) but also from their everyday daily life, they can get it naturally. And also to develop communicative skills, and it is primarily intended to be use with beginning learners (watkins, 2005). It is presented as a set of principles that can apply to a wide range of learners and teaching situations, and concreate objective depend on the specific context in which it is used.

2.1.2 The Characteristic of Natural Approach

According to Aridah et al (2014) state that there are three kinds of natural approach, as in the following:

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a. Natural approach based on language

The natural approach based on language theory is a tool to communicate and deliver of meaning. According Krashen (1944:46) cited by Aridah (2014) natural approach is one of language learning that can be understand by gestures and background of knowledge. This approach focused on teaching communication skill.

b. Natural approach based on learning theories

Krashen (1994:45) part of learning theories consist of 5 Input Hypothesis, there are can be explained below:

a. The Acquisition Learning Hypothesis

This hypothesis sees acquisition and learning as two distinct ways of developing competence in a language. Acquisition is the natural way for a child to build her language competence. Another definition about acquisition can be defined as a process to require language in natural through understanding language itself. Meanwhile, learning can be defined as learning processes that intentional activity. Alike learning is a conscious process that relies on gaining the mastery of rules.

b. The Monitor Hypothesis

In learning theories there are three rules of The Monitor Hypothesis such time, knowledge of rules and focus on form. The three rules of the monitor hypothesis are very important for students. Whereas, the students should be

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enough time, the focus must be on form and the other one the students must know what the rule.

c. The Natural Order Hypothesis

This hypothesis is about a process of natural development and marking natural stages in the development of communicative competence.

d. The Input Hypothesis

The fourth hypothesis that language is best acquired by the learner's getting exposed to a sufficient quantity of comprehensible input. The input should be not just rich but such that, at any particular time, it is slightly beyond the current level of the learner's competence.

e. The Affective Filter Hypothesis

The last hypothesis states that learners with a low affective filter acquire language better as they are able to receive more, interact with it with greater confidence and thus have a higher degree of receptivity to the input.

c. Natural approach based on design.

The characteristic of natural approach based on design in teaching can explain as follow:

1. The natural approach for students which still beginners and to help them in intermediates. The aim of this is to make the students full participate. The students should be able to express their ideas based on the meaning of language although it is not accurate.

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2. Krashen and Terrel said that there are four the purposes of natural approach based on design:

a) Basic personal communication skill oral. The first purpose is such direct way; for an example is listen the announcement in noisy condition or public situation.

b) Basic personal communication skill: writen. The second purpose such as writing the privacy letter.

c) Academic learning skill: oral. For examples

d) Academic learning skill: writen. For example makes a note in the class when teaching and learning process.

Based on the explanation above, there are only two main purpose natural approach to develop skill communication.

3. Teaching and learning activity on natural approach give an intonation on comprehension input. As teacher teach the students about all things in the class in english such as table or chair. Or a teacher can use the picture to make students easy well.

2.1.3 The Teacher Roles of Natural Approach

Mani (2016:13) in her journal explains that applying the natural approach teacher have three central roles. First, the teacher is the primary source of comprehensible input in the target language. Then the teacher is the primary generator of that input. Second, the natural approach teacher creates a classroom atmosphere that is interesting, friendly, and in which there is a low affective filter for learning. This is achieved in part through such natural approach technique as

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not demanding speech from the students before they are ready for it, not correcting student errors, and providing subject matter of high interest to students. Finally, the teacher must choose a rich mix of classroom activities, involving a variety of group sizes, content, and contexts.

Based on the explanation above, the roles of teacher in natural approach will give effect of students. As teacher, should prepare all the things the materials to makes students interest. Where, what the teacher use and do it will give an effect students success or not.

2.1.4 Procedures of Natural Approach

Natural approach is carried out based on the teaching technique language. That why, if natural approach will apply in classroom activities, it should be clear through some of technique, Krashen (1995) state that:

1. Preproduction

In this part of preproduction is students have participated in the classroom activities without having to provide a response or speak a foreign language learned. Another activity the students only consist of listening comprehension not practice to speak in the target language, which means at this stage is where characteristic of students are silent and do not speak. so the teacher always use visual Aids likes ask student to point, show the picture, realia, and use gesture. And can modify them speech like speak slowly.

Because, sometimes between students do not understand about what the teacher say. In this case many teachers have a mistake push the students to speak

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English before are ready. So to get the feedback between teacher and students when study the teacher needed supply meaningful input of context and phrase without know all of the words and structure of the sentence.

2. Early production.

At his stage the teacher gives the students begin some the language or question. As students respond it question use simple word or sentence. In this session where the characteristic of students is can speak one or two word chunks and phrases, and the instructional of this part same with stage one, the students just answer simple question likes say yes/no . example" is wirda wearing a hijabs today?, choice question like "is this a pen or pencil? Etc.

3. Speech emergent phase.

In the tree of this procedure the students involve themselves in role play and games. They contribute personal information and opinion. In this case, the students doing participate in problem solving. The characteristic of student in this part is students can speak in simple sentences, they are must understand a lot what they are said, and they may incorrectly pronounce. This is we called sort activities they are just do games, group discusion, writing exercise especialy langguage experience approach, etc.

Another explenation about the procedure Natural Approach, Bashir (2011) in their journal. British J. Of Art and Sciences. (Vol. 2, No. 1, 2011). There are some stage of language learning, it should be clear through some stage statate that:

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1. Pre production

The first stage is pre production. it is about silent stage, although the students not often to do speak. first, the students only listen when someone says something. Someone in that sentence is other student. In that stage, some students will be able to repeat what the another student say. Next students will be imitate what kind of gesture and movement used to show comprehension meanwhile, the teacher must be comprehension.

2. Early production

It stage students try to say something. Students begin to speak even though it is not correctly. Early stage the students more doing practice to their classmates.

3. Speech emergence

It is step the students more practice through doing conversation use simple words and vocabulary. They wrong or correct is not important. The important thing to know is, the can speak in english.

4. Intermediate fluency

It is one of difficult stage for students, when they cannot speak fluently. Because, the students demand for use more complex sentence to develop their ideas when they to do speaking or another activities.

5. Advanced Fluency

The last stage is advanced fluency. It means the students have already know what are the vocabularies in english without preparation. It last stage, the students must be develop their ability through perform or discussion it will make more incrasing their comprehension and ability in english.

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In adittion, according Terrel (1995) see some techniques as more binding that use of gestures or action, such as in Total Physical Response is to know more binding than the use of translation. Another experts Asher's citted by Anderson & Freeman (2011:8) explain about Total Physical Response (TPR), is one of the method which can make to know student comprehension in their practice.

2.1.5 The Advantage of Natural Approach

Natural Approach is meant to provide comprehensible input. Natural approach has some advantages and disadvantages, especially for students. One of advantage of natural approach increase student responsibility. Thus, disadvantage of natural approach is the student has fossilization.

According Aridah (2014) there are three advantages of natural approach. First, purposes of communication were students learning basic interpersonal from the beginner in daily life. For example likes do something conversation, shopping, listening to radio etc. Second, silent period it is very effective to the learners. One important characterisric of natural language acquisition is silent period where the learners just active listening if the learner not ready to speak. Last,learners should be relaxed as Possible in the classroom.

In addition, the advantages of natural approach students acquire the target language in a natural and easy way, and then teaching materials are designed very well. Students can acquire language from easy to difficult, from simple to complex and from concrete to abstract.

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Based on the advantages above, natural approach also has disadvantages, especially for students. There are some of disadvantages of natural approach. First, *receptive skills* only focus in *(reading and listening)* were productive skill like *(speaking and writing)* not important. Second, *corrective feedback* the weakness of this corrective feedback has limit times allocation in classroom so process teaching and learning not effective. And third, the teacher not creative. It is very important, were if a teacher not creative in process teaching and learning its makes students feel bored to study.

Moreover, the other disadvantages of natural approach are students may use the target language fluently, but they cannot use it accurately. Then, teachers should collect various teaching aids and them appropriately. Special teaching designs are necessary for the students with better. It means that, the teacher should be more creative to select the material and the way how to teaching.

2.1.6 Speaking Ability

Speaking is an important aspect in language learning. By speaking, people can convey information and ideas, and maintain social relationship by communicating with others. Without speaking, people must remain in almost total isolation from any kind of society. according to Collins (1989) cited by Azhar (2015) state speaking skill is a skill to draw attention to the fact that what is spoken is not literally true, but it is a colorful way of describing a situation.

Krashen (1995), state speaking is of course a primary goal of most language students. It is also important in that it stimulates conversation, which in

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turn will encourage more comprehensible input. Comprehensible input that mean a message or input the language can understand by language learners.Oradee (2012) in journal Int. J. of social science and human (vol. 2, No. 6, 2012) Speaking is the most important and essential skill. It is mean in foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill. Other experts explain about speaking, fauzan (2014) state that speaking ability is one enables to express his/her ideas and throught and being able to speak is one of the indicators of mastering the language.

Therefore, Thornbury (2005:1) said speaking is part of important in daily life. It happen when all people produce the words in their life for every day. They do communicate to their colleage.

2.1.7 Types of Speaking

Brown (2010:184) conclude There are five of types speaking, it can be explained below :

1. Imitative

The first type is imitative. This is the way where listener only imitated what speaker talking about. As listener or students, they do not see how the intonation or rhtym but it will interest how to pronounciation of every word to say.

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2. Intensive

The second type is intensive. It is focus on grammatical, phrasal, lexical, stress, intonation and another of things about phonological. Intensive in this speaking such as oral language in short conversation, but the phonological is very important things to learn. This is on of assessment when speaker dominate of it.

3. Responsive

The third of this type is short respond. Whereas, it's interaction which limited on every conversation. The conversation consist of greeting, comment and the like which still happen with respond speaking process

4. Interactive

The next of type speaking is interactive. As usual interactive it is should be more attantion what will going to do in interaction. Interaction means do communicate to interlocutor. The diffrences between responsive and interactive in speaking is the lenght of interaction.

5. Extensive

The last type of speaking is extensive. This is one of difficult type, whereas it such oral conversation and highly limited. For example doing presentation directly.

Based on the experts' explanation above, it can be concluded that speaking performance assessment task is imitative, intensive, responsive, interactive and extensive.Moreover, speaking ability is very important for the goal of language learning. It means the students must practice to speak English as often as possible

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so we need some aspect how to well speak English and know at least like pronunciation , vocebularies to the language functions that they are going to use.

2.1.8 Components of Speaking

There are some components that should be considered by the students as follows:

1. Pronunciation

It is very important in teaching learning process, especially in speaking. Because some students assume pronunciation problem is considered difficult to be learned and most frequently is asked to repeat.

2. Grammar

It is needed for students to arrange a correct sentencess in conversation. Grammar is the sound and the sound patterns, the basic units of meaming, such as words, and the rules to combine them to form new sentences. Therfore, grammer is very important in speaking because if the speakers do not mastering grammar structure, they cannot speak english well. Thornbury (1999:13) explain that grammar is description of the forms convey.

3. Vocabulary

Much more than grammar, it means vocabulary is key to students understand about what they hear and read and to communicating successful with other people.

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4. Fluency

Fluency in speaking is an activity of reproducing word orally. It means that fluency an important to process of exchanging ideas between a speaker and a listener.

5. Comprehension

In speaking, comprehension is the one of personality they have by the students, where they are can explain what the learning from the sentences. It is means that comprehnsion is power of undersstanding an exercise aim at improve or testing one understanding of a language in written or spoken.

Based component of speaking can be concluding they are is pronunciation, grammar, vocabulary, fluency, and comprehension. We have to know that designing appropriate assessments task in speaking begins with the specification of objective or criteria like all of those above speaking performance assessment task.

2.1.9 Teaching Speaking

According Silva (2013:11) in speaking people express their thoughts through words and talk about perceptions, feelings and intentions they want other people to grasp and understand. Otherwise, in teaching environment when the teachers want to apply speaking class, the methods and techniques used in teaching speaking should encourage students to use the target language in certain context and develop their speaking strategies.

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In teaching foreign language the teacher should know the level teaching speaking English, because not all students understand and comprehension to study. So before the teacher start or going into the classroom the teacher need some planning in teaching speaking such as selecting the right material and preparing the materials. It is means, the teacher must choose the material or topic of discussions is at the right level, the topic or content must suitable for the students, they are right kinds of activities, and the sequencing of the lessons or activities is logical; otherwise, the students may not be well stimulated to study.

Teaching speaking is simple process and natural method. Because it is such as conversation between teacher and students or student to their friends. Teaching speaking happens not only in classroom but in another environment which still relation with teaching process (Nunan:2003).

Teaching speaking is very important, especially in speaking ability. Because in teaching speaking, teacher or lecturer should be able to guide students in their learning in order to get student's achievement in English speaking. The ability of teacher or lecturer to guide students is very necessary. When the teacher or lecturer has proficiency in implementing the rule, the quality of students will also increase, so the teacher is required to choose strategies or technique that can stimulate the students to speak English.

According to Bambang (2008:6.15) cited by Azhar (2015) there are many different techniques to create meaningful context for speaking practice in English. The techniques in the following are:

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1. Ask and answer, in this technique the learners try to ask and answer the question.

2. Describe and draw (information gap). This technique consists of two learners. They make in pair which one learner has a picture and the other learner B cannot see it. The responsibility of learner A describes the picture and learner B draw it.

3. Discussion, it technique the learners work in pair or group to discuss about others ideas or opinions on a topic.

4. Guessing, The teacher or some of the learners have information in which the others have to guess by asking the question.

5. Remembering, learners close their eyes and try to remember, for example, items from a picture or the location of objects in the classroom.

6. Miming, learners mime, for example, a feeling or action in which the others have identified.

7. Ordering, Learners arrange themselves in a particular order

8. Completing a farm or questionnaire. Learners ask and answer question, or provide information, in order to complete a form or a questionnaire.

9. Role play, the last technique the learner doing role play when teaching is in progress. Likes do it conversation, drama etc.

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2.1.10 Assesing Speaking

Speaking have some categorized of performance assessment tasks, According Johnson and Johnson (2002:6) explain about assessment is collecting information about the quality or quantity of a change a student, group, teacher, or administrator. The means of quality and quantity based above that Assessment is one of important instruments in teaching environment. Assessment happens when at the end of teaching or learning process.

Lectures or teachers use assessment in teaching learning process. The importance of assessment in education is to know how far the students get the materials that the teacher to teach and to know whether the students have understood the subject that is learned or not. A process of assessment is helping a teacher to be able discover how far the students achieved the objective of study. The teacher also can use the result of assessment to analyze the materials that should be explained.

There are many assessments that can be applied in order to achieve the goal in teaching such as information self-assessment, portfolio assessment and peer assessment. Definition self-assessment is assessment technique that used by a teacher to ask their students for assess advantage or disadvantage to achieve competence context, such as spiritual behavior or social. Meanwhile, self-assessment for students is to assess their self that related with process and competence level. Then other assessment is portfolio assessment. Portfolio

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assessment is a systematic collection of one's work. In education, portfolios refer to systematic collections of students' work.

AccordingBrooke and Andrade (2013:1) who state:

Peer assessment is simply a matter of students giving informed feedback to one another on an assignment. Effective peer assessment is related to clear standards and is supported by a constructive process of critique. Peer assessment should happen during the learning process, on works-in-progress, and be followed by opportunities for students to use the feedback they received to revise their work.

Based on the explanation above, it can be concluded that peer assessment is a way how to assess that use giving feedback to another peers. In relation to these phenomena, many lecturers or teachers use assessment in many ways to collect the information such as after learning has finished, rather than during the learning process.Based the explanation above assessment from another experts There are four components assessment speaking are presented below:

Table 2.1 Speaking Scoring Rubric

No	Aspects of assessed	Criteria	Score
1	**Pronunciation**	Almost perfect	5
		There are some mistakes but not disturb the meaning	4
		There are some mistakes and disturb	3

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		the meaning	
		Many mistakes and disturb the meaning	2
		Too much mistakes and disturb the meaning	1
2	**Intonation**	Almost perfect	5
		There are some mistakes but not disturb the meaning	4
		There are some mistakes and disturb the meaning	3
		Many mistakes and disturb the meaning	2
		Too much mistakes and disturb the meaning	1
3	**Fluency**	Very fluency	5
		Fluency	4
		Enough fluency	3
		Less fluency	2
		Not fluency	1
4	**Accuracy**	Very accurated	5
		Accurated	4
		Enough accurated	3

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		Less accurated	2
		Not accurated	1

("When English Rings a Bell", 2017: 16)

2.2 Relevance studies

The research obtained some information from some source such as journal and thesis.Nur lailiy in her journal , (2008) has conducted prior to this research did research with title *"Teaching Speaking Using Natural Approach To The Second Year Students Of SMP Al-Islam 1 Surakarta In 2007/2008 Academic Year"* her conducts a descriptive qualitative research. The data used in this research are derived from event, informant, and document analysis. The data are quoted from the observation and interview with the teacher. Based on the data analysis, the writer draws some conclusions about teaching speaking using Natural Approach to the second year student of SMP AL ISLAM I Surakarta in 2007/2008 Academic Year as follows.

First, Natural Approach is implemented in teaching speaking. The goal of teaching is based on an assessment of student's needs. The teacher determines the situations in which they will use the target language and the sorts of topics they will use the target language and the sorts of topics they will have to communicate information about. Second, the teacher`s problems in teaching learning process are student's mentality, the difference ability of the students, and difficulty to handle the large class.

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Nurfatimah in her thesis (2015) did research with title "*Pengaruh Pengajaran Natural Approach Terhadap Motivasi Belajar Bahasa Inggris Peserta Didik Di Madrasah Tsanawiyah Negeri Maros Baru.* Based on the researcher of the teaching by using natural approach it show that the accumulated the averege Score was 75,96 : 26 = 2,92 with always categorized.

Yuni in her thesis (2014) has conducted a research did with title "*The Effect of Natural Method toward Students' Vocabulary at the Third Grade Students ofSDN 48 Pekanbaru"*.The research use experimental research as the design. The purpose of the design was to find out the students have low in vocabulary ability using natural method that was used to helps students of the third grade in their ability in vocabulary. Therefore, she conducted two groups or classes to do the research: they are experimental group and control group.Based on the calculation of standard devition of pre-test was found 7.32 and post-test 9.24. it was found that the value of t-test was 2.0 and t-table is 1.9990. in degree freedom (df 62) at 0.05 level. It means that t-test is bigger than t-table (15,39> 1.9990).

Harahap, 2013. Penggunaan metode Natural Approach dalam meningkatkan kemampuan berbicara (speaking) bahasa inggris pada siswa kelas IV SDN 060856 Medan. The results of the research show that Natural approach to improve speaking ability students'. The students always get improvement in speaking, the evidence of the researcher has two parts to know improvement speaking ability to the students. Before use the natural approach there 30 students did not get the score standard with percentage 44, 87%. She has standard score

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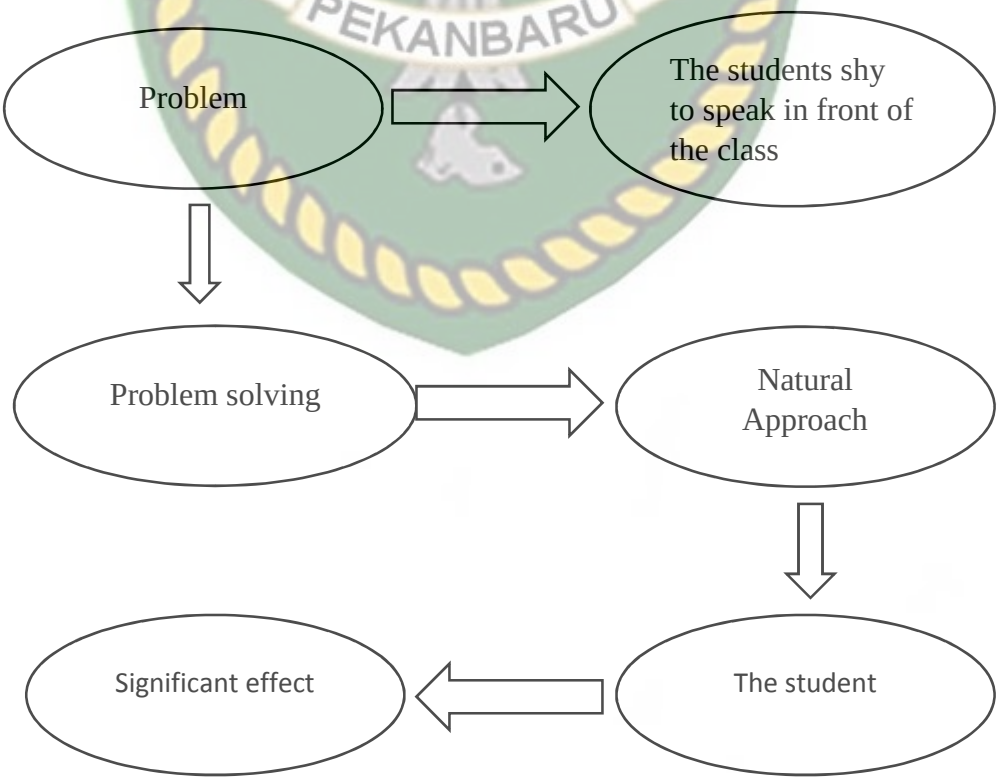
>65 and the first steps there are 7 students got standard score with 59, 7%. And the second parts there are 26 students got standard score with 88, 66%. So the conclusion natural approach can increase speaking ability students.

All of research functioned as references for this research. The differences between these researches from those researches are the point of the study. Thisresearchmore focuses on students speaking ability to improve them ability for students'junior high school. While those researchers used natural approach to support educational language process and to support speaking ability educational process

2.3 Conceptual framework

The effect of natural approach toward students' speaking ability of the second grade at SMPN 3 Pekanbaru



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2.4 Hypothesis

1. Null hypothesis (HO): there is no significant effect on students' speaking ability by using natural approach of the second grade students at SMPN 3 Pekanbaru
2. Alternative hypothesis (HA): there is any significant effect on students' speaking ability by using natural approach of second grade students at SMPN 3 Pekanbaru?

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CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This design of the research was experimental research where the researcher which focused on the quantitative research. According to Muijs (2004) about experimental research and quantitative research where quantitative research is about explaining phenomena by collecting quantitative data which are analyzed using mathematically based methods.

In this research, the researcher use experimental design. While, experimental design have two classes: an experimental class and control class. They are related in different way, the experimental class is taught by using natural approach and the control class is taught by speaking ability. The design of the research can be seen in the following table below:

Table 3.1 Research Design

	1. Pre-test	2. Treatment	3. Pos-test
Experimental group	X	X	X
Control group	X	_	X

In this research, the researcher use two variables. There were independent variable belongs to Natural Approach and dependent variable belongs to speaking skill.

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3.2. Location and Time of the Research

This research was conducted at the second Grade students of SMPN 3 Pekanbaru, located on jl. Dahlia no. 102, sukajadi, kota pekanbaru, riau. This research conducted during six meeting on the 07 march 2019

3.3. Population and Sample of The Research

3.3.1. Population of the reseach

The population of this research was conducted all of studentsat the second grade of SMPN 3 Pekanbaru. Total the population is one hundred and eighty (180) students, And consist of five class as the follows:

Table 3.2 Population of the research

Classes	Number of students
8.1	34
8.2	34
8.3	40
8.4	38
8.5	34
Total	**180**

3.3.2. Sample of the research

The sample of this research is random sampling. Where the researcher only focuses of two classes, there is 8.1-8.2 class. There are some reasons for

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choosing them as a sample, first, the students 8.1 was taken experimental group, and second 8.2 classes was taken control group.

Another reason when do observation, researcher see and found the diffrencess amount of tudents from each class. Especially 8.1 - 8.2 class they have cammon in the classroom, but in another class such as 8.3-8.5 class have different number, so, they class not sufficient to be Sample in this research. it is clearly, where the researcher need with the same number of students to use in this research, because, in this research taken one experimental with non experimental.

Table 3.3Sample of the Research

No	Classes	Sample	Group
1	8.1	34	Experimental class
2	8.2	34	Control class
Total		**68**	

3.4. Instrument of the Research

Instrument is a tool to get the collecting the data. The instruments used in this research is oral test; test one method to measure students' ability after teaching learning process, where researcher tries to givea test by using pre-test and post-test. In this research, first.the researcher give pre-test to know students' speaking ability before getting the treatment. After that, the researcher give treatment used natural approach and taking times in learning process. The purpose

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to know how is the effect of natural approaches on the students' speaking ability. Next after giving treatment, the researcher giving post test.

The test of this research is conducted based on the syllabus for junior hight school or second grade students at SMPN 3 Pekanbaru. The material is take from book "when English rings a bell" second class.

Table 3.4 Blueprint of Pre Test and Post Test

Meeting	Oral Test	Material	Indicator
1	Pre-Test	Telling Personal experiences	Pronuncition Intonation Fluency Accurancy
2	Post-Test		

3.5. Procedure of the Research

The procedure of this research is using pocedue of natural approach in experimental class. There is procedure when teaching learning process as follow:

3.5.1 Procedure of Collection Data in Expeimental Group

1. Pre- test

The researcher gave pre-test before students get treatment. The researcher gave pre-test to experiment group. The pupose gave test is to know students' Prior knowledge of speaking. In pre-test, the students infront of the class to speak based

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on the topic. The researcher gave a topic "Telling Personal Experiences" as the topic for pre-test.

2. Treatment

After gave pre-test, the researcher did the treatment in goup experiment by using natural approach. This treatment taken in oder to know is there significant effect on students' speaking abilit afte using natuaral approach. Different between controls groups did not use treatment. Treatment did for four meetings. In each meeting the students learns about personal experinces (recount text). The following activity mentions below:

1. The researcher come into classroom, Greeting and Check the students' attendance.
2. The researcher Preparing lesson plan based on teaching material, Preparing media such as LCD Projector, laptop, and camera and Explaining the material.
3. The researcher gave a time for the students to do natural approach, at this stage the teacher tray to show how to do this method and students repeat what the teacher doit. Afte the students understood about the lesson, a students gave task and asking students and telling in front of the class one bai one or each group.
4. After that, the researcher gave the conclusion of the material and closing the lesson

Table 3.5 Blue Print of Material

No	Meeting	Topic	Explanation
1	First	Telling pesonal expeiences	Pre-Test
2	Second	The best personal experiences	Treatment

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3	Third	The worst personal experiences	Treatment
4	Sixth	Telling pesonal expeiences	Post-Test

3. Post-test

At the last meeting, the researcher give post-test. The students answer questions by the test have giving. The purpose to give post-test is to find out weither or not ther is significant effect after teaching by using natural approach. After evaluating the students answer and computing the students scores the researcher calculated their presentage in order to know how their ability level in speaking.

3.5.2 Procedure of Collection Data in Control Group

1. Pre-Test

The research gave pre-test to 8.2 as a contol class. The aims for gave test was to know the previous students activit in speaking. In pre-test, the students can to explain to speak based on the topic. The topic"telling pesonal expeinces" as the topic for pre-test.

2. Post-Test

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The pupose of gave post-test is to find the effect on students' speaking without use natual appoach. The researcher gave topic" telling pesonal expeiences" as a topic for post-test.

3.6. Data Collection Technique

The process of obtaining the data, the researcher selects and pick up the data by oral test. The test for measure students' speaking ability To get complete an accurate in collecting data, the researcher takes and givepre-test and pos-test. The researcher give pretest before doing treatment it is to found their problem study speaking ability score before give treatment.After give pretest the researcher began doing Treatment. In here treatment was conducted to experimental class.

Finally, post-test. After last meeting, the researcher giving posttest the purpose of this test to know how is effective and relevant used natural approach in teaching speaking ability. In collecting data, the researcher used video to recording voice to record students' voice . And then after students do their test researchers get score by the test.

3.7. Data Analysis Technique

From data collection, researcher try to analyze the data by using scoring rubric below :

1) The researcher uses a speaking scoring rubric adapted by (kementrian pendidikan dan kebudayaan republik Indonesia 2017. English book "when english rings a bell", 2010: 212-213). The researcher was helped and support by english

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teacher of SMPN 3 Pekanbaru. The researcher also used two raters who gave scoring assessment for students' voice. They are:

1. Santi Indah Perwita, S.Pd
2. Hj. Asminar, S.Pd

In this research the researcer used the scoring of rubrics of speaking as follow:

Table 3.6 The Speaking Scoring Rubric

No	Aspects of assessed	Criteria	Score
1	**Pronunciation**	Almost perfect	5
		There are some mistakes but not disturb the meaning	4
		There are some mistakes and disturb the meaning	3
		Many mistakes and disturb the meaning	2
		Too much mistakes and disturb the meaning	1
2	**Intonation**	Almost perfect	5
		There are some mistakes but not disturb the meaning	4
		There are some mistakes and disturb the meaning	3

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		Many mistakes and disturb the meaning	2
		Too much mistakes and disturb the meaning	1
3	**Fluency**	Very fluency	5
		Fluency	4
		Enough fluency	3
		Less fluency	2
		Not fluency	1
4	**Accuracy**	Very accurated	5
		Accurated	4
		Enough accurated	3
		Less accurated	2
		Not accurated	1

(English Book "when English Rings a Bell" 2017: 16)

Table 3.7 the classification of student's score

Level of Ability	**Scores**
Good to Excellent	80-100
Average to Good	60-79
Poor to Average	50-59
Poor	0-49

(Harris in Farhanah, 2014; 39)

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2) To know the result whether it is statistically significant or not, the researcher used formula statistical package for the social sciences (SPSS) to analyze the data. It isgetting in chapter 4.

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CHAPTHER IV

RESEARCH FINDINGS

This chapter discussed the result of the research. This chapter described some findings data Presentation, Interpretation and Hyphothesis about students speaking ability using natural approach.

4.1 Data Presentation

In this chapter, the research want to present the data presentation about the research of the student's speaking ability at SMPN 3 PEKANBARU especially second class 81-82.

After conducting the pre-test, the researcher carried out the treatment which consist four meetings. It was provide to make students want to speak one by one in front of the class about the topic in video. After the treatment, the researcher make a post-test in order to know the effect of natural approach on student speaking ability at SMPN 3 pekanbaru.

4.1.1 Description of the data

Before giving treatment, the researcher had given pre-test on the first meeting. The purpose of this activity was to determine the early background skill of students' speaking. The researcher presented the pre -test as follows:

Table Error! No text of specified style in document.**.1. Students' Score in Pre Test of Control Group According Two Raters**

NO	NAME	I	II	TOTAL	AVERAGE
1	Student 1	40	45	85	42.50
2	Student 2	50	50	100	50.00
3	Student 3	60	65	125	62.50
4	Student 4	50	50	100	50.00

5	Student 5	30	25	55	27.50
6	Student 6	60	65	125	62.50
7	Student 7	30	35	65	32.50
8	Student 8	30	35	65	32.50
9	Student 9	25	30	55	27.50
10	Student 10	25	30	55	27.50
11	Student 11	65	70	135	67.50
12	Student 12	55	55	110	55.00
13	Student 13	50	55	105	52.50
14	Student 14	30	35	65	32.50
15	Student 15	45	50	95	47.50
16	Student 16	40	50	90	45.00
17	Student 17	45	50	95	47.50
18	Student 18	60	65	125	62.50
19	Student 19	40	45	85	42.50
20	Student 20	65	70	135	67.50
21	Student 21	50	50	100	50.00
22	Student 22	40	50	90	45.00
23	Student 23	55	65	120	60.00
24	Student 24	45	50	95	47.50
25	Student 25	40	50	90	45.00
26	Student 26	25	30	55	27.50
27	Student 27	50	55	105	52.50
28	Student 28	30	35	65	32.50
29	Student 29	50	55	105	52.50
30	Student 30	35	45	80	40.00
31	Student 31	30	35	65	32.50
32	Student 32	30	35	65	32.50
33	Student 33	60	65	125	62.50
34	Student 34	35	40	75	37.50
			Highest		**67.50**
			Lowest		**27.50**
			Total		**3105**
			Average		**45.66**

Table 4.1 showed the result of students' speaking in pre-test in control group. Form the data, it can be seen the result as follows; in control group, the total of students' score was. It can be calculated that the average score they was got 45.66. The highest average score gotten by students was 67.50, and the lowest average score gained by the students was 27.50.

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Table Error! No text of specified style in document..**2. Students' Score in Pre Test of Experimental Group According Two Raters**

No	Name	I	II	Total	Average
1	Student 1	50	50	100	50.00
2	Student 2	75	70	145	72.50
3	Student 3	50	50	100	50.00
4	Student 4	50	50	100	50.00
5	Student 5	85	75	160	80.00
6	Student 6	70	70	140	70.00
7	Student 7	75	70	145	72.50
8	Student 8	55	55	110	55.00
9	Student 9	75	70	145	72.50
10	Student 10	70	65	135	67.50
11	Student 11	60	70	130	65.00
12	Student 12	55	60	115	57.50
13	Student 13	55	50	105	52.50
14	Student 14	70	65	135	67.50
15	Student 15	75	70	145	72.50
16	Student 16	50	55	105	52.50
17	Student 17	50	50	100	50.00
18	Student 18	50	55	105	52.50
19	Student 19	50	50	100	50.00
20	Student 20	55	60	115	57.50
21	Student 21	50	50	100	50.00
22	Student 22	50	50	100	50.00
23	Student 23	50	55	105	52.50
24	Student 24	50	50	100	50.00
25	Student 25	60	60	120	60.00
26	Student 26	75	80	155	77.50
27	Student 27	55	60	115	57.50
28	Student 28	55	60	115	57.50
29	Student 29	55	50	105	52.50
30	Student 30	60	65	125	62.50
31	Student 31	50	55	105	52.50
32	Student 32	50	55	105	52.50
33	Student 33	50	50	100	50.00
34	Student 34	75	75	150	75.00
	Highest				80.00
	Lowest				50.00
	Total				50.35
	Average				59.33

Table 4.2 showed the result of students' speaking in pre-test in experimental group. Form the data, it can be seen the result as follows; in experimental group,

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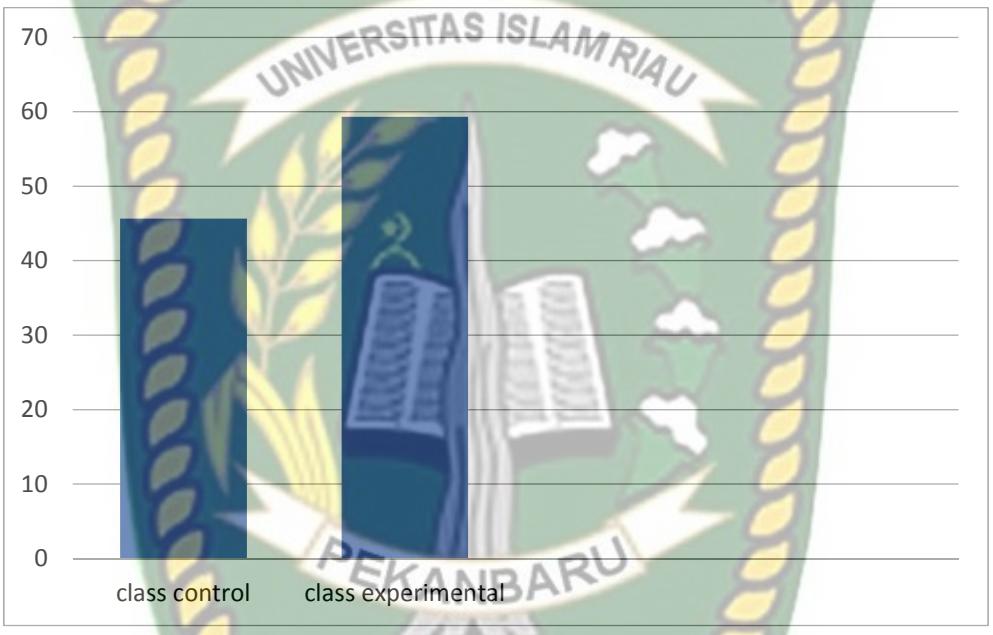
the total of students' score was. It can be calculated that the average score they was got 59.33. The highest average score gotten by students was 80.00, and the lowest average score gained by the students was 50, 00.

Diagram 4.1 the mean score of students' speaking in pre-test of control group and experimental group according to two raters.



From the diagram 4.1, it can be seen that the mean score of students in pre-test of control group was 45.66, and students in pre-test of experimental group was 59.33 it means that the average every students is low.

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Table Error! No text of specified style in document.**.3. Students' Score in Post Test of control Group According Two Raters**

No	Name	I	II	Total	Average
1	Student 1	70	75	145	72.50
2	Student 2	55	60	115	57.50
3	Student 3	40	55	95	47.50
4	Student 4	50	65	115	57.50
5	Student 5	25	30	55	27.50
6	Student 6	30	50	80	40.00
7	Student 7	45	50	95	47.50
8	Student 8	35	40	75	37.50
9	Student 9	30	35	65	32.50
10	Student 10	30	40	70	35.00
11	Student 11	65	75	140	70.00
12	Student 12	50	60	110	55.00
13	Student 13	50	60	110	55.00
14	Student 14	30	45	75	37.50
15	Student 15	50	65	115	57.50
16	Student 16	35	55	90	45.00
17	Student 17	50	70	120	60.00
18	Student 18	55	75	130	65.00
19	Student 19	50	75	125	62.50
20	Student 20	70	75	145	72.50
21	Student 21	50	60	110	55.00
22	Student 22	60	75	135	67.50
23	Student 23	30	50	80	40.00
24	Student 24	30	50	80	40.00
25	Student 25	50	65	115	57.50
26	Student 26	55	75	130	65.00
27	Student 27	30	50	80	40.00
28	Student 28	50	60	110	55.00
29	Student 29	60	65	125	62.50
30	Student 30	50	65	115	57.50
31	Student 31	55	75	130	65.00
32	Student 32	55	65	120	60.00
33	Student 33	50	60	110	55.00
34	Student 34	50	60	110	55.00
Highest					72.50
Lowest					27.50
Total					3620
Average					53.23

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Table 4.3 indicates that the highest post-test score by the students in the control group is 72.50. On the contrary, the lowest score obtained is 27.50. Meanwhile, the average score obtained is 53.23.

Table Error! No text of specified style in document.**.4. Students' Score in Post Test of experimental Group According Two Raters**

No	Name	I	II	Total	Average
1	Student 1	75	75	155	77.50
2	Student 2	75	80	155	77.50
3	Student 3	50	50	100	50.00
4	Student 4	50	50	100	50.00
5	Student 5	80	95	175	87.50
6	Student 6	75	80	155	77.50
7	Student 7	75	90	165	82.50
8	Student 8	75	80	155	77.50
9	Student 9	70	75	145	72.50
10	Student 10	75	75	150	75.00
11	Student 11	60	70	130	65.00
12	Student 12	75	75	150	75.00
13	Student 13	80	85	165	82.50
14	Student 14	70	65	135	67.50
15	Student 15	75	80	155	77.50
16	Student 16	75	80	155	77.50
17	Student 17	75	55	130	65.00
18	Student 18	75	80	155	77.50
19	Student 19	70	75	145	72.50
20	Student 20	75	75	150	75.00
21	Student 21	70	75	145	72.50
22	Student 22	80	85	165	82.50
23	Student 23	65	75	140	70.00
24	Student 24	75	75	150	75.00
25	Student 25	60	60	120	60.00
26	Student 26	75	85	160	80.00
27	Student 27	70	75	145	72.50
28	Student 28	75	80	155	77.50
29	Student 29	55	50	105	52.50
30	Student 30	60	65	125	62.50
31	Student 31	80	90	170	85.00
32	Student 32	85	85	170	85.00
33	Student 33	50	50	100	50.00

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34	Student 34	75	85	160	80.00
	Highest				87.50
	Lowest				50.00
	Total				4935
	Average				75.57

Table 4.4 shows that the highest post-test score obtained by the students in the experimental group is 87.50. On the contrary, the lowest score obtained is 50,00. Meanwhile, the average score obtained is 75,57.

Diagram 4.2 the mean score of students' speaking in pos-test of control group and experimental group according to two raters.



From the diagram 4.2, it can be seen that the mean score of students in post-test of control group was 53.23, and students in post-test of experimental group was 75, 57 it means that the average every students is low.

From the table presented above the researcher can be concluded that experimental class (learning speaking by using natural approach) got higher score

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than the control class (without using natural approach). As mentioned before, in analyzing the data from the results of pre- test and post- test.

4.1.2 Normality of the Test

The Normality test was conducted to find whether the data of the scores show the normal distribution. In this case One Sample-Kormogorov Smirnov was employed. The distribution is considered normal if the probability value (p value) is greater than 0.05. In contrast, if it is lower than 0.05, the data are considered to deviate from normal. The following Table presents the result of the normality test of the students' speaking.

Table 4.5 Test of Normality

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		34
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	11.33217217
Most Extreme Differences	Absolute	.121
	Positive	.121
	Negative	-.071
Test Statistic		.121
Asymp. Sig. (2-tailed)		.200[c,d]

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Table 4.5 display that the p value is 0,200 which is bigge than 0, 05. It means the data is nomally distributed. As the esult, the data can be futher analsed using indepedent sampple t- test.

Table 4.6 Test of Homogeneity of Variences

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2.782	8	21	.029

Based on table 4.6, it is obvious that the p value is 0.029 which is bigger than 0.05. It means there is no significant different of students pre-test mean scores between ones in the experimental and ones in the control group. In brief, the students' capability both in the experimental group and control group was homogenous. Therefore, the hypothesis test could be continued.

Table 4.7 ANOVA (Analysis of Varian)

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1627.819	12	135.652	1.898	.096
Within Groups	1501.042	21	71.478		
Total	3128.860	33			

Based on the output SPSS 23 above, Test of Homogeneity of Variences and ANOVA (Analysis of Varian)shows :

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Ho: Variance Population Identical

Ha: Variance Population not Identical

If Probabilities >0.05, Ho is accepted

If Probabilities < 0.05, Ha is accepted

Based on table 4.6 above it can be concluded p-value0,029 > 0.05 it means the data is homogenous sample.

From the result that have calculated and analyzed, researcher found that the null hypothesis (H0) is rejected. On the other words, the alternative hypothesis (Ha) is accepted. It means there is significant effect using natural approach was effective to the students' speaking ability of sec

Table 4.8 Group Statistics in control Class

Group Statistics

Control	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	34	45.6618	12.39056	2.12496
Post-test	34	53.2353	12.02159	2.06169

Based on the table 4.8, it can be seen control class. Control class have 34 students and mean score of pre-test is 45.66 and post-test is 53.23, standar deviation of pre-test is 12.39and post-test is 12.02, standar error mean of pre-test is 2.12 and post-test is 2.06.

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Table 4.9 Group Statistics in Experimental Class

Group Statistics

experimental class	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	34	59.3382	9.73725	1.66992
Post-test	34	72.5735	10.28910	1.76457

Based on the table 4.9, it can be seen experimental class have 34 students and mean score of pre-test is 59.33 and post-test is 72.57, standar deviation of pre test is 9.73 and post-test is 10.28, standar error mean of pre-test is 1.66 and post-test is 1.76.

Experimental class has highest score than control class. Based on the explaination above, it can be concluded between experimental and control class have different score. The scores of experimental class is highest than control class.

4.2 Data Interpretation

The main aim of this research is to find out the effect of using Natural Approach on students' speaking at SMPN 3 Pekanbaru. Finally, the research findings indicats the students' post-test mean score in the experimental group is higher than one in the control group.

From the data analysis, the researcher find out the means in experimental class pre-test is 59.33. Then four meeting, the writer gave treatment to the students by using natural approach in teaching speaking. To know how result of treatment, the

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researcher gave post-test and students answer based on the topic. The researcher fined out mean score post-test 75.57. It could be seen that the means increase made by students of the experimental group from pre-test and post-test was 16.24. This natural approach was successful.

Moreover, based on the calculation of standard deviation of pre-test was found 9.73 and pot-test 10.28. Then the writer used t-test to know the increase of students speaking ability. It was found that the value of t-test was 0.55 and t- table 5.448.

Furthermore, the hypothesis test shows that there is a significant difference of students' post-test writing mean score between one in the experimental and one in the control group. As the result, using Natural approach was effective to students' speaking at the second grade students of SMPN 3 Pekanbaru.

4.4 Hypothesis Testing

In order to find out whether the Null Hypothesis or the Alternative Hypothesis is accept, firstly we need to find out the standard error of mean score of post-test and pre-test, then calculation of the t-test. The Researcher calculating of the t-test SPSS 23.

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Table 4.10 Paired Samples Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre Experiment - Post Experiment	-13.235	11.508	1.974	-17.251	-9.220	6.706	33	0.000

Based on the output of SPSS it can be seen that $t_{calculate}$ obtained 6.706 was compare to t *table* df =33 at level 5% is, 2.035 it can be concluded that t *calculate* is higher than t table. In other hand it can be read 2.035<6.706. Based on the score the researcher concluded that Ho is rejected and Ha is accepted, it that means natural approach has significant effect on students' speaking at SMPN 3 Pekanbaru. In addition, the effect size was calculated to see how far the natural approach gave effect to the students' speaking ability.

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CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter shows the conclusion from findings and suggestion. It also contains recommend some suggestions concerning with second grade students at SMPN 3 Pekanbaru for four weeks.

5.1 Conclusion

After finishing analysis all the data, it can be concluded as in following:

Based on hyphotesis test result using independent sample t-test, it is clearly found that p value is 0.029 which is less than 0.005. As the result, the null hypothesis (H0) is rejected. On the other words, the alternative hypothesis (Ha) is accepted. Therefore, it can be concluded that using natural approach was effective to the students' speaking of second grade of SMPN 3 Pekanbaru. Besides, the effect size value obtained using eta-squared formula indicates 0.200 which is categorized into largeeffect. In summary, the natual appoach gave moderat largee effect to the students' speaking of the second grade of SMPN 3 Pekanbaru.

5.2 Suggestions

Based on conclusion above, there are some suggestions might be helpful for teacher and others as followings:

1.2.1 For the Students

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In this time, the researcher alwas found that the students gave difficult to make them in learning situation. It's caused by some reason as follows:

1. They did not interested with the material.
2. They felt bored with the material. so in this method the students are hoped to be active, join the class and speak inrfont of the class. Don't be shy, because all your friend in this class will take their turn to speak in front of the class. The last but not the least, it is suggested to students to have an initiative to have more practices at home because of limited time at school. The students should position a speaking as their hobby.

1.2.2 For the Teachers

1. It is suggested that the teacher should select the material first before conducting teaching and learning process in class. It is also needs to choose the interest material especially in speaking lesson, so students can enjoy the lesson.
2. The teacher should give the best effort to students in order to improve their motivation and ability of learning especially in speaking lesson. Furthermore, it would be better for teacher to use strategy, method, and media to improve students speaking comprehension and make a comfortable and active situation in classroom.

1.2.3 For the Researcher

The researcher hope this research will give meaningful contribution as reference for those researcher who wished to carry out a researcher on the same topic of discussion. The researcher knows that this research is not perfect yet. So,

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the other researcher also may develop this research with other problems, such as different method, skill, school, level. And kind of text.

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APPENDIX

(Silabus)

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : SMP....
Kelas / Semester : VIII
Tahun Pelajaran : 2017/2018

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkap	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan	3.1.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan meminta perhatian 3.1.2 Menyebutkan ungkapan meminta perhatian 3.1.3 Merespon ungkapan meminta perhatian 3.1.4 Mengidentifikasi fungsi	- Menyimak, meniruk an, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi	12 JP	• Buku bahasa inggris • Kamus bahasa inggris • In	• Lisan • Tertulis • Penugasan • Unjuk kerja • Produk • Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
kan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya 4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	) • Unsur Kebahasaan - Ungkapan a.l. *Excuse me, Is it clear?, Great, I think so.*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek	social dan unsur kebahasaan dari ungkapan mengecek pemahaman 3.1.5 Menyebutkan ungkapan mengecek pemahaman 3.1.6 Merespon ungkapan mengecek pemahaman 3.1.7 Mengidentifikasi fungsi social dan unsurkebahasaan dari ungkapan menghargai kinerja yang baik 3.1.8 Menyebutkan ungkapan menghargai kinerja yang baik 3.1.9 Merespon ungkapan menghargai kinerja yang baik 3.1.10 Mengidentifikasi fungsi social	ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di		ternet	

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Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat di KI	dan unsur kebahasaan dari meminta dan mengungkapkan pendapat 3.1.11 Menyebutkan ungkapan meminta dan mengungkapkan pendapat 3.1.12 Merespon ungkapan meminta dan mengungkapkan pendapat 4.1.1 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian. 4.1.2 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan	luar kelas - Melakukan refleksi tentang proses dan hasil belajar			

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Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		mengecek pemahaman 4.1.3 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan menghargai kinerja yang baik. 4.1.4 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta dan mengungkapkan pendapat.				
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi	• Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya . • Struktur teks - Memulai	3.2.1. Mengidentifikasi fungsi social dan unsur kebahasaan dari memberi dan meminta informasi terkait kemampuan dan kemauan 3.2.2. Menyebutk	- Menyimak, membaca, dan meniruk an, guru membacakan beberapa teks pendek berisi kemampuan dan kemaua	8 JP	• Buku bahasa inggris • Kamus bahasa	• Lisan • Tertulis • Penugasan • Unjuk kerja • Produk

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Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan can, will) 4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar	- Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: *can*, *will*. - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi,	an ungkapan tindakan memberi dan meminta informasi terkait kemampuan 3.2.3. Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait kemauan 4.2.1 Menulis teks lisan dan tulis sederhana untuk mengucapkan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan.	n, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan		ingris Internet	Portofolio

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Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
dan sesuai konteks	ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI		tindakan-tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya			
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan	• Fungsi sosial Menyuruh, melarang, dan menghimbau. • Struktur	3.3.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari memberi dan meminta	- Menyimak, membaca, dan meniruk an, guru membacakan beberapa	12 JP	• Buku bahasa inggris	-

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Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan must, should) 4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks,	teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Ungkapan keharusan, larangan, himbauan dengan modal *must, (don't) have to..., should,* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan,	informasi terkait kemampuan dan kemauan 3.3.2 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait keharusan sesuai dengan konteks 3.3.3 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait larangan sesuai dengan konteks 3.3.4 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait himbauan sesuai	percakapan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbau		• Kamus bahasa inggris • Internet	

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dan unsur kebahasaan yang benar dan sesuai konteks	tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI	dengan konteks 4.3.1 Menulis teks lisan dan tulis sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	an melakukan tindakan-tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya			
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan	• Fungsi sosial Menjaga hubungan	3.4.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari	- Menyimak, menirukan, dan memperagakan	8 JP	• Buku baha	• Lisan • Tertulis

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teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya 4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	interpersonal dengan guru dan teman. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan a.l *let's ..., can you ..., would you like ..., may I, please*. - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.	memberi dan meminta informasi terkait menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya 3.4.2 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan menyuruh sesuai dengan konteks 3.4.3 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan mengajak sesuai dengan konteks 3.4.4 Menyebutka	beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menera		sa inggris • Kamus bahasa inggris • Internet	• Penugasan • Unjuk kerja • Produk Portofolio

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Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didk di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat menumbuhkan perilaku yang termuat di KI	n ungkapan tindakan memberi dan meminta informasi terkait ungkapan meminta ijin sesuai dengan konteks 3.4.5 Menanggapi teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, dan meminta ijin, sesuai dengan konteks penggunaannya 4.4.1 Menulis teks lisan dan tulis sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi	pkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar			

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Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		nya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks				
3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya 4.5 Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-	• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur Teks Teks *greeting card* dapat mencakup - Identifikasi (nama peristiwa, hari istimewa) bersifat khusus - Ungka	3.5.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial 3.5.2 Menyebutkan teks Kartu ucapan selamat (Greeting Cards) terkait dengan hari-hari spesial 3.5.3 Merespon teks Kartu ucapan selamat (Greeting	- Mencermati dan menemukan perbedaan dan persamaan dari beberapa *greeting card* untuk hari spesial tertentu - Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang	12 JP	• Buku bahasa inggris • Kamus bahasa inggris • Internet	• Lisan • Tertulis • Penugasan • Unjuk kerja • Produk Portofolio

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hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	pan khusus yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan - Ungkapan a.l. *Congratulations. Well done. Good job.*, dll. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa, peringata	Cards) terkait dengan hari-hari spesial 3.5.4 Menyebutkan teks Undangan pribadi 4.5.1 Menulis informasi rinci yang terdapat pada teks greeting card 4.5.2 Menulis teks khusus dalam bentuk greeting card sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	benar - Mencermati dan menemukan perbedaan dan persamaan dari beberapa *greeting card* untuk event lain - Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya - Membuat *greeting card* terkait hari istimewa yang relevan dengan peserta didik saat itu. - Melakukan			

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	n ulang tahun, naik kelas, kejuaraan dsb. yang dapat menumbuhkan perilaku yang termuat di KI		refleksi tentang proses dan hasil belajarnya			
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)	• Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan denga	3.6.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaan	- Menyimak dan meniruk an guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar	12 JP	• Buku bahasa inggris • Kamus bahasa inggris • Internet	• Lisan • Tertulis • Penugasan • Unjuk kerja • Produk Portofolio

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Dokumen ini adalah Arsip Milik :

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	n *There is/are* - Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of).* - Frasa kata depan: *in, on, under, in front of, below, above,* dan lain lain. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keberad	nya 3.6.2 Menyebutkan tindakan memberi dan meminta informasi terkait keberadaan orang, sesuai dengan konteks penggunaannya 3.6.3 Menyebutkan tindakan memberi dan meminta informasi terkait benda, sesuai dengan konteks penggunaannya 3.6.4 Menyebutkan tindakan memberi dan meminta informasi terkait binatang, sesuai dengan	- Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang			

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	aan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	konteks penggunaannya 4.6.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar - Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks - Melakukan refleksi tentang proses dan			

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Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
			hasil belajarnya			
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense) 4.7 Menyusun teks	• Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam *Simple Present Tense*. - Adverbia: *always, often, sometimes,*	3.7.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya 3.7.2 Menyebutka	- Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal peserta didik, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan yang	8 JP	• Buku bahasa inggris • Kamus bahasa inggris • Internet	• Lisan • Tertulis • Penugasan • Unjuk kerja • Produk Portofolio

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Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ ndakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	*never, usually, every* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan	n teks lisan dan tulis memberi dan meminta informasi terkait keadaan yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum 3.7.3 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait tindakan yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum 3.7.4 Menyebutkan teks lisan dan tulis memberi dan meminta	menunjukkan kejadian rutin dalam teks - Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain - Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menegah			

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Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	perilaku yang termuat di KI	informasi terkait kegiatan yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum 3.7.5 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum 4.7.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan	- Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks-teks pendek dan sederhana - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan			

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		memberi dan meminta informasi terkait keadaan/ ndakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	hasil belajarnya			
3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan	• Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks - Memulai - Menanggapi	3.8.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan	- Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakuk	8 JP	• Buku bahasa inggris • Kamus	• Lisan • Tertulis • Penugasan • Unjuk kerja

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memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense) 4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung	(diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam *Present Continuous Tense* - Adverbia: *now* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intona	tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya 3.8.2 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait keadaan yang dilakukan/terjadi pada saat diucapkan 3.8.3 Menyebutkan teks lisan dan tulis	an di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi - Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka		• bahasa inggris • Internet	• Produk Portofolio

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Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	si, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	memberi dan meminta informasi terkait tindakan yang dilakukan/terjadi pada saat diucapkan 3.8.4 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kegiatan yang dilakukan/terjadi pada saat diucapkan 3.8.5 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kejadian yang dilakukan/terjadi pada	- Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video) - Membuat teks pendek berdasarkan tampilan visual lainnya - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarn			

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Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		saat diucapkan 4.8.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	ya			

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Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan *degree of comparison*) 4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi	• Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat perbandingan positif, komparatif dan superlatif dengan: *as ... as, -er, -est, more ..., the most*	3.9.1. Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya 3.9.2. Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait perbandingan jumlah dan	- Menyimak dan menirukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar - Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam tekjs, secara lisan. - Mendeskripsika	8 JP	• Buku bahasa inggris • Kamus bahasa inggris • Internet	• Lisan • Tertulis • Penugasan • Unjuk kerja • Produk Portofolio

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Dokumen ini adalah Arsip Milik :

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	... - Perbandingan jumlah : *more*, *fewer*, *less* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Perbandingan orang, benda, binatang di kelas, sekolah, rumah,	sifat orang sesuai dengan konteks penggunaannya 3.9.3. Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait perbandingan jumlah dan sifat binatang sesuai dengan konteks penggunaannya 3.9.4. Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait perbandingan jumlah dan sifat benda sesuai dengan konteks	n perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda - Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya - Membuat beberapa teks pendek dan sederhana membandingkan orang, benda,			

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	penggunaannya 4.9.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	binatang yang mereka ketahui - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya			
3.10 Menerapkan fungsi sosial,	• Fungsi sosial Melapor	3.10.1 Mengidentifikasi fungsi social dan	- Membaca dan mencer	12 J	• Buku	• Lisan • Ter

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense) 4.10 Menyusun teks interaksi	kan, mencerita kan, menjelas kankejadian yang dilakukan/terjadi, di waktu lampau. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam bentuk *Simple Past Tense* - Nomina singular dan plural denga	unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya 3.10.2 Menyebutkan teks lisan dan	mati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau - Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar - Bertanya jawab tentang kegiatan/peristiwa di waktu lampau yang	P	bahasa inggris • Kamus bahasa inggris • Internet	tulis • Penugasan • Unjuk kerja • Produk Portofolio

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	n atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	tulis memberi dan meminta informasi terkait keadaan yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau 3.10.3 Menyebutkan teks lisan dan tulis tulis memberi dan meminta informasi terkait tindakan yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di	mereka dan anggota keluarga atau temannya alami - Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temann			

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		waktu lampau 3.10.4 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kegiatan yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau 3.10.5 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kejadian yang dilakukan/terjadi, rutin maupun	ya, secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya			

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		tidak rutin, atau menjadi kebenaran umum di waktu lampau 4.10.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di				

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks				
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai	• Fungsi sosial Melaporkan, mengambil teladan, membanggakan • Struktur teks Dapat mencakup - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur kebahasaan	3.11.1 Mengidentifikasi fungsi social dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai	- Menyimak guru membaca beberapa teks *recount* tentang pengalaman pribadi seseorang - Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis - Menggunakan bagan alir	8 JP	• Buku bahasa inggris • Kamus bahasa inggris • Internet	• Lisan • Tertulis • Penugasan • Unjuk kerja • Produk Portofolio

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
dengan konteks penggunaannya 4.11. Teks recount 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*) 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu	- Kalimat deklaratif dan interogatif dalam *Simple Past tense* - Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, an hour ago,* dan sebagainya. - Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dan sebaga	dengan konteks penggunaannya 3.11.2 Menyebutkan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana 4.10.1 Memperesentasikan teks recount 4.11.1.1 Menulis makna secara kontekstual terkait fungsi sosial, struktur teks, dan	untuk mempelajari alur cerita - Didektekan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan. - Melengkapi ringkasan pengalaman tsb. dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar - Mengumpulkan informasi tentang pengalaman			

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	inya. - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku	unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana 4.11.2.1 Membuat teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan	pribadi di waktu lampau untuk membuat teks-teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarn			

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	yang termuat di KI	sesuai konteks	ya			
3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (*notice*), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya 4.12. Teks pesan singkat dan pengumuman/pemberitahuan (notice)	• Fungsi sosial Memberi informasi tindakan dilaksanakan sesuai yang diharapkan. • Struktur text Dapat mencakup: - Judul atau tujuan pengumuman - Informasi rinci yang diumumkan • Unsur kebahasaan - Ungkapan-ungkapan yang lazim	3.12.1 Mengidentifikasi fungsi social dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (*notice*), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya 3.12.2 Menjelaskan teks khusus dalam bentuk	- Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar - Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan	8 JP	• Buku bahasa inggris • Kamus bahasa inggris • Internet	• Lisan • Tertulis • Penugasan • Unjuk kerja • Produk Portofolio

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
4.12.1 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/ pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah 4.12.2 Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah,	digunakan dalam pengumuman yang berbeda-beda - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, kejadian, peristiwa, dan hal penting bagi	pesan singkat dan pengumuman/ pemberitahuan (notice) 3.12.3 Menyebutkan teks khusus dalam bentuk pesan singkat dengan memberi dan meminta informasi terkait kegiatan sekolah 3.12.4 Menyebutkan teks khusus dalam bentuk pengumuman/ pemberitahuan (notice) dengan memberi dan meminta informasi terkait kegiatan	tabel analisis - Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar - Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding			

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	peserta didik dan guru yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik.	sekolah 4.12.1 Memperesentasikan Teks pesan singkat dan pengumuman/pemberitahuan (notice) 4.12.1.1 Meulis makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/ pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhana 4.12.2.1 Membuat	kelas - Melakukan refleksi tentang proses dan hasil belajarnya			

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Dokumen ini adalah Arsip Milik :

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks				
3.13 Menafsirkan fungsi sosial dan unsur kebahasaa	• Fungsi sosial Mengembangkan nilai-	3.13.1. Menggali fungsi sosial dan unsur kebahasaan dalam lirik	- Membaca, menyimak, dan meniruk	4 JP	• Buku baha	• Lisan • Tertulis

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Dokumen ini adalah Arsip Milik :

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
n dalam lirik lagu terkait kehidupan remaja SMP/MTs 4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat	lagu terkait kehidupan remaja SMP/MTs 3.13.2. Menyebutkan pesan moral dalam lagu dan menghargai lagu sebagai karya Seni sesuai konteks 3.13.3. Merespon lagu dan memahami pesan moral lagu serta menghargai lagu sebagai karya Seni sesuai konteks 4.13.1 Menulis makna secara kontekstual terkait dengan fungsi sosial dan unsur	an lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya		sa inggris • Kamus bahasa inggris • Internet	• Penugasan • Unjuk kerja • Produk Portofolio

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	di KI.	kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs				

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 3 Pekanbaru

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Dokumen ini adalah Arsip Milik :

Mata pelajaran : Bahasa Inggris

Kelas/semester : VIII

Alokasi waktu : 4 x 35 Menit

A. Kompetensi Inti

1. Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi
2. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana
3. Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat
4. Menyususn teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancer

B. Kompetensi dasar dan indicator pencapaian kompetensi

Kompetensi Dasar (KD)	**Indikator Pencapaian Kompetensi (IPK)**
4.13 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Mengidentifikasi fungsi social dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya 3.11.2 Menyebutkan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana
5.1 Teks recount 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*) 4.11.2 Menyusun teks	5.1.1 Memperesentasikan teks recount 4.11.3.1 Menulis makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana 4.11.4.1 Membuat teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial,

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	recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Tujuan pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Mengidentifikasi fungsi sosial Kelengkapan dan keruntutan struktur teks recount
2. Mengidentifikasi fungsi social dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya
3. Mengidentifikasi ketepatan menggunakan struktur teks recount
4. Menyebutkan struktur teks recount

D. Materi pembelajaran

recount teks personal experiences

E. Metode pembelajaran

Natural approach, ceramah

F. Sumber/bahan/alat

a. Media : teks book, picture
b. Alat : LCD Projector, Laptop, white board
c. Sumber ajar : Buku teks pelajaran yang relevan

G. Langkah langkah kegiatan

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	❖ **Orientasi** 1. Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk	15 Menit

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Dokumen ini adalah Arsip Milik :

	memulai pembelajaran 2. Guru memeriksa kehadiran peserta didik ❖ **Apersepsi** 3. Guru mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. ❖ **Motivasi** 4. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ❖ **Pemberian Acuan** 5. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. 6. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung.	
Kegiatan Inti	❖ **Mengamati** 1. *Peserta didik diminta untuk mengamati fungsi sosial Kelengkapan dan keruntutan struktur teks recount* 2. Peserta didik diminta untuk mengamati *Kesesuaian format penulisan/ penyampaian* 3. Peserta didik diminta untuk mengamati *Ketepatan menggunakan struktur teks recount* ❖ **Menanya** **1.** *Peserta didik diminta untuk menanyakan fungsi sosial Kelengkapan dan keruntutan struktur teks recount* **2.** Peserta didik diminta untuk menanyakan *Kesesuaian format penulisan/ penyampaian*	110 Menit

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Dokumen ini adalah Arsip Milik :

	3. Peserta didik diminta untuk menanyakan *Ketepatan menggunakan struktur teks recount* contohnya: *excuse me, ma'am what is "share my experience" in bahasa* ❖ **Mengexplorasi** *1.Peserta didik mendiskusikan jawaban dari pertanyaan tersebut secara individu.* ❖ **Mengasosiasi** *1. Peserta didik diminta mempraktikan beberapa peran tokoh pada teks percakapan yang terdapat pada buku* ❖ **Mengkomunikasikan** *1. Peserta didik dapat* Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya *2. Peserta didik dapat* Mempresentasikan hasil diskusi kelompok 3. Peserta didik dapat Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan 4. Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.	
Penutup	1. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya 2. Siswa dan guru mengucapkan salam perpisahan	15 Menit

H. Penilaian

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Pekanbaru, March th 2019

Researcher

Rahmawati
NPM: 136310508

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DOCUMENTATION



Researcher Opening The Class

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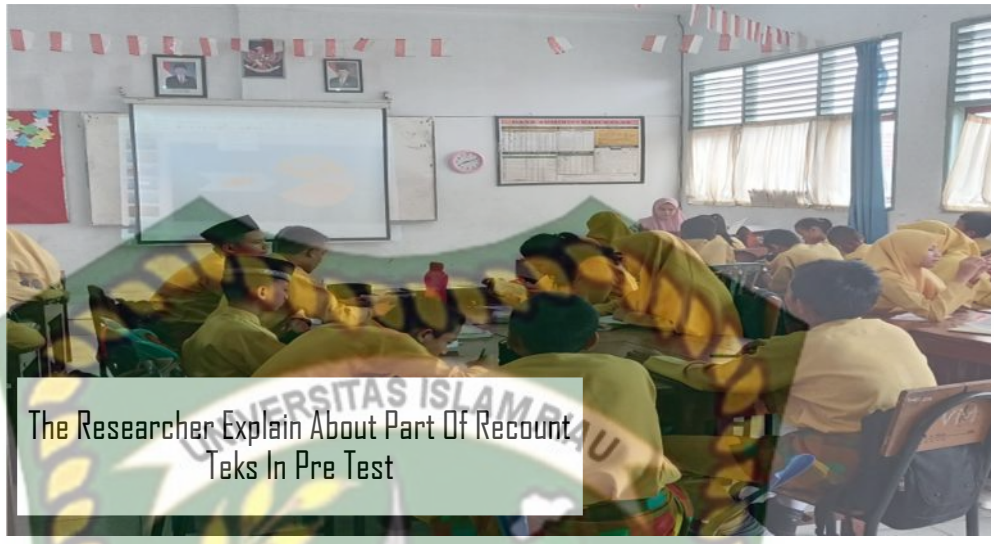
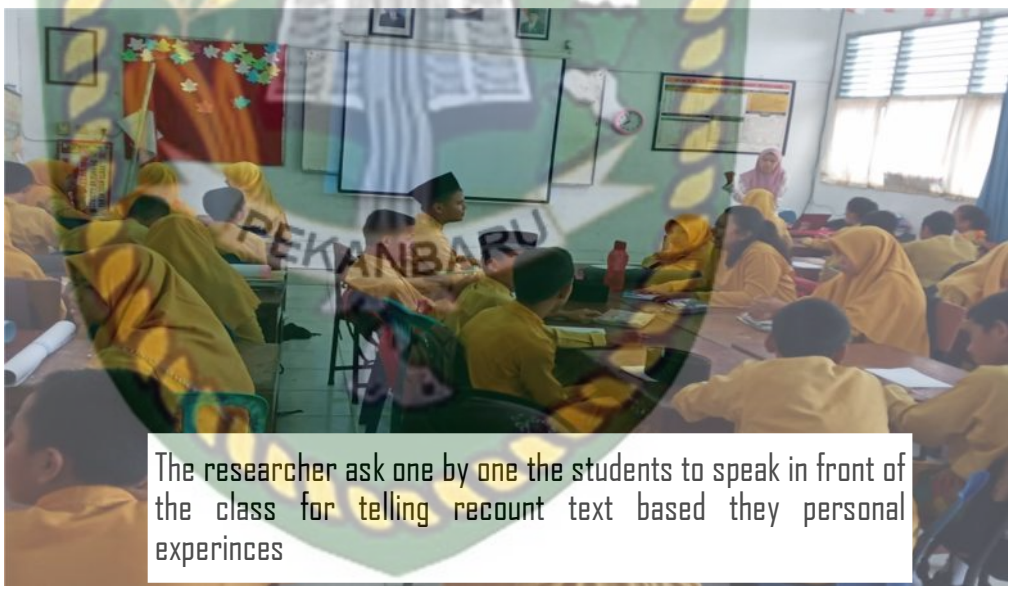


The Researcher Explain About Part Of Recount Teks In Pre Test



The researcher ask one by one the students to speak in front of the class for telling recount text based they personal experinces

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Student Performance



Student Treatment

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Researcher explain teaching learning process by using natural approach



Researcher

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