

REFERENCES

- Akhyak, Anik, Indrawan (2013). Improving the Students' English Speaking Competence through Storytelling (Study in Pangeran Diponegoro Islamic College (STAI) nganjuk, East Java, Indonesia). *International Journal of Language and Literatur*.
- Alison Mackey, Susan M. Gass. *Second Language Research Methodology and Design*. (London: Mahwah, 2005), 282.
- Azlina Kurniati, Eliwanti, Novitri, —A study on the speaking ability of the second years students of SMK Telkom Pekanbaru,” Riau University, (2015), p.3-4
- Bouzar, S. (2019). Issues in Teaching Speaking to EFL Learners. *Education and Linguistics Research*, 5(1), 70-87. <https://doi.org/10.5296/elr.v5i1.14705>
- Brown, H. D. 1994. *Principles of Language Learning and Teaching*. (New Jersey: Practice Hall).
- Cambridge: Cambridge University Press, p. 19-23 Jack C. Richards, (2006), *Communicative Language Teaching Today*
- Cenoz, J., & Gorter, D. (2014). Focus on multilingualism: A study of trilingual writing. *Multilingual Matters*.
- Christensen, C. M., Horn, M. B., & Staker, H. (2013). “Is K-12 Blended Learning Disruptive? An Introduction to the Theory of Hybrids”. (Surabaya: Clayton Christensen Institute for Disruptive Innovation), p.55
- Darwian Syah, et al. *Introduction to Educational Statistics* (Jakarta: UIN Jakarta Press, 2006). 57
- David Nunan, *Task Based Language Teaching*, (New York: Cambridge University Press, 2007), p.100
- Fehaima, Amaria. “The Effect of Blended Learning Model in Improving English Foreign Language Learning Students' Achievement.” *Global Journal of Foreign Language Teaching* 13, no. 2 (May 30, 2023): 118–126.
- H.Douglas Brown. *Teaching by principles: interactive approach to language pedagogy*, 2nd ed. (New York: Pearson Education, 2001), p.268
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.
- Heeley, D. (2018). The Station Rotation Model: A blended learning approach to language acquisition. *Journal of Educational Technology Systems*, 46(4), 495-513.

<https://www.britishcouncilfoundation.id/en/english/articles/fluency-vs-accuracy>

Access on April, 15, 2022.

Jack C. Richards, Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge University Press, 2002), p. 210

Lee, Yanhong, Harrison Hao Yang, Jason MacLeod, and Jinjun Dai. "Developing the Rotational Synchronous Teaching (RST) Model: Examination of the Connected Classroom Climate." *Australasian Journal of Educational Technology* 35, no. 1 (March 21, 2019).

Madni, Salamat Purba, *Pembelajaran berbicara*, (Jakarta: Better education through reformed management and universal teacher upgrade, 2019), p.5-4

Marriam Bashir, —Factor Affecting Students' English Speaking skill, *British Journal of arts and social sciences* 2, no.1 (2011), p.38-39.
<http://www.bjournal.co.uk/BJASS.aspx>.

Ni'matul Khoiroh, Munoto, and Lilik Anifah, *The Effect of Blended Learning Model and Learning Motivation on Student Learning Outcomes*, *Journal of Educational Research*, Vol. 10, No. 2, September 2017

Oxford English Dictionary, 2006. *Little Oxford English Dictionary*. California: Oxford University Press.

Patricia Leavy, *Research Design" Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. P.76

Pham Thi Dieu, Linh. "Effects Of Collaborative Learning Activities On Students' Speaking Improvement." *Journal of Science Educational Science* 67, no. 4 (September 2022): 126–135.

Staker, H., & Horn, M. B. (2012). "Classifying K-12 blended learning". (San Mateo: Innosight Institute), p.22

Thornbury, S. (2005). *How to Teach Speaking*. (London: Pearson Longman).

Uwes Anis Chaeruman, *Guide to Choosing and Determining Learning Settings in Planning Blended Learning*. *Planning Blended Learning*, Universitas Negeri Jakarta, 2018, pp. 10-11

Walne, M. B. (2012). *Emerging blended-learning models and school profiles*. In G. H. C. Foundation (Ed.). Houston: Community Foundation.

Xiangze, Zhao, and Zaleha Abdullah. "Station Rotation with Gamification Approach to Increase Students' Engagement in Learning English Online." *Arab World English Journal*, no. 9 (July 24, 2023): 105–121.

APPENDICES

Appendix 1



SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN
Nomor:2630/Un.17/F.I/PP.00.9/12/2023

tentang:

PEMBIMBING SKRIPSI JURUSAN TADRIS BAHASA INGGRIS
FAKULTAS TARBİYAH DAN KEGURUAN UNIVERSITAS ISLAM NEGERI
SULTAN MAULANA HASANUDDIN BANTEN

- DEKAN FAKULTAS TARBİYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN
- MEMBACA : Surat Ketua Jurusan Tadris Bahasa Inggris (TBI) Nomor: 2630/Un.17/F.I/PP.00.9/12/2023 tentang permohonan persetujuan Pembimbing Utama dan Pembimbing Pembantu bagi mahasiswa:
a.n. : Imelda Nurlaeli
NIM : 201230118
Judul : THE EFFECTIVENESS OF USING STATION ROTATION MODEL TO IMPROVE STUDENTS' SPEAKING SKILLS
- MENIMBANG : a. bahwa untuk menyelesaikan Ujian Sarjana bagi Mahasiswa Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, perlu ditunjuk Pembimbing Utama dan Pembimbing Pembantu;
b. bahwa Mahasiswa tersebut perlu memperoleh bimbingan yang sebaik-baiknya dalam menyelesaikan skripsi, sehingga dapat menyelesaikan studi kesajaranaannya;
c. bahwa Saudara/i Dr. Moh. Nur Arifin, S.Ag., M.Pd. dan Saudara/i Dr. Hj. Anita, M.Pd.. masing-masing dosen Universitas Islam Negeri Sultan Maulana Hasanuddin Banten telah memenuhi syarat untuk diangkat menjadi dosen pembimbing utama dan pembimbing pembantu.
- MENINGAT : 1. Undang-Undang R.I. Nomor 17 Tahun 2003 tentang Keuangan Negara;
2. Undang-Undang R.I. Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
3. Undang-Undang R.I. Nomor 1 Tahun 2004 tentang Perbendaharaan Negara;
4. Undang-Undang R.I. Nomor 15 Tahun 2004 tentang Pemeriksaan Pengelolaan dan Tanggung Jawab Keuangan Negara;
5. Undang-Undang R.I. Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
6. Peraturan Pemerintah R.I. No. 28 Tahun 2022 tentang Tata Cara Pelaksanaan APBN;
7. Peraturan Menteri Keuangan R.I. No. 83/PMK.02/2022 tentang Petunjuk Penyusunan dan Pengesahan Daftar Isian Pelaksanaan Anggaran;
8. Peraturan Menteri Agama R.I. Nomor 32 tahun 2017 tentang Statuta Universitas Islam Negeri Sultan Maulana Hasanuddin Banten;
9. Peraturan Menteri Agama R.I. Nomor 23 tahun 2017 tentang Organisasi dan Tata kerja Universitas Islam Negeri Sultan Maulana Hasanuddin Banten;
10. Peraturan Menteri Agama Nomor 23 Tahun 2017 tentang Organisasi dan Tata Kerja Universitas Islam Negeri Sultan Maulana Hasanuddin Banten;
11. Keputusan Menteri Agama R.I. Nomor : 026483.B.II/3/2021 tentang pengangkatan Rektor Universitas Islam Negeri Sultan Maulana Hasanuddin Banten dengan masa jabatan tahun 2021-2025;
12. Keputusan Rektor Universitas Islam Negeri Sultan Maulana Hasanuddin Banten Nomor 01 tahun 2017 tentang pengelola pelaksanaan anggaran Universitas Islam Negeri Sultan Maulana Hasanuddin Banten tahun anggaran 2017;
13. Keputusan Rektor Universitas Islam Negeri Sultan Maulana Hasanuddin Banten Nomor : 869/Un.17/BA.III.2/KP.07.6/8/2021 tentang pengangkatan Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Maulana Hasanuddin Banten dengan masa jabatan tahun 2021-2025
- MEMPERHATIKAN : 1. Keputusan Universitas Islam Negeri Sultan Maulana Hasanuddin Banten Nomor 446 tahun 2017 Tanggal 08 Agustus 2017 tentang Buku Pedomn Akademik UIN Sultan Maulana Hasanuddin Banten
2. Keputusan Rektor Nomor 136 Tentang Kalender Akademik UIN SMH Banten 2020/2021.

Memutuskan....

MEMUTUSKAN :

- MENETAPKAN : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UNIVERSITAS ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN TENTANG PEMBIMBING SKRIPSI JURUSAN TADRIS BAHASA INGGRIS FAKULTAS TARBIYAH DAN KEGURUAN UNIVERSITAS ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN
- Pertama : Mengangkat Saudara/i Dr. Moh. Nur Arifin, S.Ag., M.Pd. dan Saudara/i Dr. Hj. Anita, M.Pd. sebagai Pembimbing Utama sebagai Pembimbing Pembantu bagi mahasiswa tersebut di atas.
- Kedua : Apabila dipandang perlu, Pembimbing diberi kewenangan untuk merubah redaksi judul, tanpa merubah surat keputusan ini.
- Ketiga : Kepada Pembimbing Utama dan Pembimbing Pembantu diberikan honorarium menurut ketentuan yang berlaku.
- Keempat : Surat Keputusan ini berlaku terhitung mulai tanggal dikeluarkan, dengan ketentuan bila terdapat kekeliruan akan diadakan perubahan seperlunya.

Dikeluarkan di : Serang
Pada Tanggal : 28 Desember 2023
Dekan,
Fakultas Tarbiyah dan Keguruan

Tembusan:

1. Wakil Rektor I UIN Sultan Maulana Hasanuddin Banten;
2. Wakil Dekan I, II dan III Fakultas Tarbiyah dan Keguruan UIN Sultan Maulana Hasanuddin Banten;
3. Ketua Jurusan TBI Fakultas Tarbiyah dan Keguruan UIN Sultan Maulana Hasanuddin Banten;
4. Dosen Pembimbing;
5. Mahasiswa yang bersangkutan;
6. Arsip.

Appendix 2

BIODATA MAHASISWA TERBIMBING

Nama : MELDA HURLAELI

Nomor Induk Mahasiswa: 201230118

Jurusan/Program Studi : Tadris Bahasa Inggris

Tempat Lahir : KARAWANG

Tanggal Lahir : 16 MEI 2001

Jenis Kelamin : P Golongan Darah :

Tinggi Badan : 149 cm. Berat Badan : 57 kg.

Alamat Domisili di Serang : Kosan Hj. Ika, Jalan Ahmad Yani Blok B3,
MO. 45. RT 1 / RW 4, Sumur Pecung, Serang.

Alamat Asal Daerah : Dsn. Cimahi 009/005 Ds. Cikarang, kec
Kec. Cikamaya wetan, Kab. Karawang

Nomor Handphone : 085881981499

Judul Tugas Akhir : The Effectiveness of Using Station Rotation Model
to Improve Student Speaking Skills.

Nama Pembimbing : 1. Dr. H. Moh Nur Arifin, S.Ag., M.Pd
2. Dr. Hj. Anita, SS., M.Pd

Tanggal SK Pembimbing: 28 Desember 2023






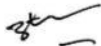






Serang, 14 Agustus 2024

Melda
Melda Hurlaeli
NIM. 201230118

Appendix 3

**BUKTI ACC SETIAP BAB
OLEH SETIAP PEMBIMBING***





| ACC | TTD PEMBIMBING I | TTD PEMBIMBING II |
|--------------------|---|---|
| BAB I |  |  |
| Lanjut Bab II.... | | |
| BAB II |  |  |
| Lanjut BAB III.... | | |
| BAB III |  |  |
| Lanjut BAB IV.... | | |
| BAB IV |  |  |
| Lanjut BAB V.... | | |
| BAB V |  |  |

*Setelah di acc oleh kedua pembimbing lanjut ke BAB berikutnya

Appendices 4

TUGAS AKHIR

Nama Pembimbing I : Dr. Moh. Nur Arifin, S. Ag, M. Pd
 NIP :
 Judul : THE EFFECTIVENESS OF USING STATION ROTATION MODEL TO IMPROVE STUDENTS' SPEAKING SKILLS

| Pert. | Tanggal | Materi Konsultasi | Paraf Pembimbing |
|-------|---------|---|--|
| 1 | | <p>Perbaikan 'Sejarah' dan 'Sejarah' -</p> <ul style="list-style-type: none"> - Perbaiki penulisan dan buku pedoman. - Si laka layout ngabal kato |   |
| 2 | | <p>Perbaiki dan juga dan -</p> <p>layang abstract dst -</p> <p>Ag utu profes layang 14/08</p> |   <p>M. Nur Arifin</p> |


TUGAS AKHIR

Nama Pembimbing II : Dr. Hj. Anita, M. Pd
 NIP : 197709102003122001
 Judul : THE EFFECTIVENESS OF USING STATION
 ROTATION MODEL TO IMPROVE STUDENTS
 SPEAKING SKILLS.

| Pert. | Tanggal | Materi Konsultasi | Paraf Pembimbing |
|-------|--------------|---|------------------|
| 1 | 23/2024 A | <p>Please, follow the guidance book "Buku pedoman penulisan karya ilmiah" - statement of problem Ok.</p> | TS |
| 2 | 30/2024 A | <p>Please, add speaking assessment!</p> | TS |

| Pert. | Tanggal | Materi Konsultasi | Paraf Pembimbing |
|-------|---------------|---|-------------------|
| 3 | 13/2024 /5 | <p>- Reconstruct the Instrument of pre & post test !</p> <p>- Put the Name of assing speaking in the appendix !</p> | <p>3</p> <p>3</p> |
| 4 | | <p>Please, provide the resident <u>Ace</u>.</p> | <p>3</p> |

Appendix 5



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SULTAN MAULANA HASANUDDIN BANTEN
FAKULTAS TARBİYAH DAN KEGURUAN
 Jl. Syech Nawawi Al-Bantani Kp. Andamui Kel. Sukawana Kec. Curug Kota Serang

Serang, 05 Januari 2024

Nomor : 238/Un.17/F LPP.00 9/01/2024
 Lampiran : -
 Perihal : *Izin Penelitian*

Kepada Yth,
Kepala Madrasah Tsanawiyah Al-Jauharotunnaqiyah Kota Cilegon
 Di
 Tempat

Assalamu 'alaikum Wr. Wb.

Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Maulana Hasanuddin Banten menerangkan bahwa

Nama : **Imelda Nurlaeli**
 Nomor Induk Mahasiswa : 201230118
 Semester : VIII, IX, X, XI, XII, XIII, XIV¹⁾
 Jurusan : Tadris Bahasa Inggris (TBI)


Adalah benar mahasiswa/i jurusan Tadris Bahasa Inggris (TBI) pada Fakultas Tarbiyah dan Keguruan yang akan melaksanakan penelitian dalam rangka penyelesaian tugas akhir (Penulisan Skripsi) yang berjudul :

THE EFFECTIVENESS OF USING STATION ROTATION MODEL TO IMPROVE STUDENTS' SPEAKING SKILLS


Sehubungan dengan hal tersebut, maka kami mohon kepada Bapak/Ibu dapat memberikan izin kepada Mahasiswa/i kami yang dimaksud untuk bisa melakukan survey dan pengumpulan data penelitian di Sekolah/Madrasah yang Bapak/Ibu pimpin.

Demikian, atas perkenan dan partisipasi Bapak/Ibu terlebih dahulu kami sampaikan terima kasih.

Wassalamu 'alaikum Wr. Wb.



Dekan,
 Fakultas Tarbiyah dan Keguruan



Nana Jumhana

¹ Coret yang tidak perlu

Appendix 6



**MADRASAH TSANAWIYAH
AL-JAUHAROTUNNAQIYAH
CIBEBER CILEGON BANTEN**

Jl. Ahmad Yani KM.2 Cibeber 42423 Kota Cilegon Banten Tlp.(0254)7814005

SURAT KETERANGAN

Nomor : 108/YPIAN-MTs/S-Ket/VI/2024

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Swasta (MTsS) Al-Jauharotunnaqiyah Cibeber Kota Cilegon menerangkan bahwa :

| | |
|-----------------------|--|
| Nama | : IMELDA NURLAELI |
| Nomor Induk Mahasiswa | : 201230118 |
| Semester | : VIII (Delapan) |
| Fak/Jurusan | : Tarbiyah / Tadris Bahasa Inggris (TBI) |

Benar telah melaksanakan penelitian di Madrasah Tsanawiyah (MTs) Al-Jauharotunnaqiyah Cibeber Kota Cilegon mulai tanggal 18 Mei 2024 sampai dengan tanggal 09 Juni 2024 dalam rangka menyusun skripsi dengan judul " **THE EFFECTIVENESS OF USING STATION ROTATION MODEL TO IMPROVE STUDENTS SPEAKING SKILLS**" (Study di MTsS Al-Jauharotunnaqiyah Cibeber Kota Cilegon)

Demikian surat keterangan ini dibuat, agar dapat digunakan sebagaimana mestinya.

Cilegon, 10 Juni 2024

Kepala Madrasah,




H. Idris Hambali, S.Pd.I., MH

Appendix 7

PRE-TEST

Type of test: Performance test
Skill: Speaking

In this test, the students will be able to show how well the students speaking English.

The role:

1. The students divide into pairs of two students and make the dialogue in front of the class.
2. The students are 5 to 10 minutes to prepare for script dialogue with their friend.
3. The student will have about 5 minutes to come up with a dialogue.

Instruction:

- The students choose one picture of the topics below.
- The students create a dialogue about the description from the picture below.
- The students' dialogue in front of the class.



a

b

c

d

Name:

Class:

POST-TEST

Type of test: Performance test
Skill: Speaking

In this test, the students will be able to show how well the students speaking English.

The role:

1. The students divide into pairs of two students and make the dialogue in front of the class.
2. The students are 5 to 10 minutes to prepare for script dialogue with their friend.
3. The student will have about 5 minutes to come up with a dialogue.

Instruction:

- The students choose one picture of the topics below.
- The students create a dialogue about the description from the picture below.
- The students' dialogue in front of the class.



a

b

c

d

Name:

Class:

Appendix 8

A. ABSENSI SISWA KELAS 9A & 9D

| No | Name | No | Name |
|----|-----------------------------|----|---------------------------------|
| 1 | Ainayatul fatihah | 1 | As-syifa'un thoyyibah |
| 2 | Alima tunnisa | 2 | Anggi rahayu |
| 3 | Fina nayla putri | 3 | Ayu munjiah |
| 4 | Ayyu solihat | 4 | Azma auliya alin |
| 5 | Durrotun nadhifah romadhoni | 5 | Deswita julianti |
| 6 | Iin mufidah | 6 | Dina nurfadhilah |
| 7 | Evi safitri | 7 | Diniatus salwa |
| 8 | Fadila | 8 | Durotusofa |
| 9 | Fanisa aprilia | 9 | Hoerunisa |
| 10 | Fatimah safa'ati | 10 | Humairoh |
| 11 | Ferlita ayu ma'rifah | 11 | Erin nur aulya |
| 12 | Fina nailatul izza | 12 | Imelda rizki |
| 13 | Firda salsabila | 13 | Keyla syafa ramadhanty |
| 14 | Inayatul adawiyah | 14 | Khonsa qonita |
| 15 | Jumiroh | 15 | Lia nur fauziah |
| 16 | Laihatul jannah | 16 | Linda mufidah |
| 17 | La'ihatuz zulfa | 17 | Lulu mansyurotul lailatul janah |
| 18 | Laula khutomatul ifki | 18 | Manda riani |
| 19 | Maya indriyani dewi | 19 | Nabilatul maulidah |
| 20 | Nabila aulia rahmah | 20 | Nurfaida |
| 21 | Nazwa salsabila | 21 | Nurul azkia ramadhani |
| 22 | Rani juwita sari | 22 | Nurul khofifah |
| 23 | Safalis ananda | 23 | Resya nazwa maulidah |

| | | | |
|----|--------------------------------|----|-------------------------|
| 24 | Sarah auliyah | 24 | Riska febrianti |
| 25 | Sari auliya | 25 | Royatul inayah |
| 26 | Siti vera vitriani | 26 | Safira yunita sari |
| 27 | Syalwah anniffah putri badryah | 27 | Shofiyatunnajmi mahiroh |
| 28 | Syifa rohmatika | 28 | Siti dahliyah |
| 29 | Tazkiyah ummus syifa | 29 | Sunariyah |
| 30 | Tita raudhotul aini | 30 | Syifa aulia |

B. Modul Ajar: Describing House (Speaking Skills)

Kelas: 9

Mata Pelajaran: Bahasa Inggris

Fokus: Speaking Skills

Model Pembelajaran: Station Rotation (experimental class), tradisional (control class)

Durasi: 3x Pertemuan

Pertemuan 1: Pretest - Speaking Assessment

Tujuan: Mengukur kemampuan awal siswa dalam mendeskripsikan rumah secara lisan berdasarkan gambar yang disediakan.

1. Pendahuluan (10 menit):

- Guru menjelaskan tujuan pertemuan dan memberikan instruksi tentang pretest. Siswa akan mendeskripsikan rumah berdasarkan gambar yang ada di kertas instrumen.

2. Pembagian Gambar (5 menit):

- Guru membagikan gambar rumah yang berbeda-beda kepada setiap siswa. Gambar ini akan menjadi dasar untuk mendeskripsikan rumah.

3. Pretest (25 menit):

Siswa diminta untuk mendeskripsikan rumah pada gambar secara individu di depan kelas atau dalam kelompok kecil. Setiap siswa memiliki waktu 2-3 menit untuk mendeskripsikan rumah yang mereka lihat di gambar.

- Topik yang harus dibahas meliputi:
 - Nama dan jumlah ruangan.
 - Fungsi dari setiap ruangan.
 - Perabotan utama di setiap ruangan.

4. Pencatatan Penilaian (10 menit):

Guru mencatat performa siswa berdasarkan kriteria berikut:

- Ketepatan kosakata.
- Kejelasan dan kelancaran berbicara.
- Struktur kalimat.

5. Penutup (10 menit):

- Guru memberikan umpan balik umum mengenai hasil pretest dan memberi gambaran tentang pertemuan berikutnya.

Pertemuan 2: Experiment - Speaking Through Station Rotation

Tujuan: Meningkatkan keterampilan berbicara siswa melalui kegiatan di tiga stasiun yang berfokus pada aspek berbeda dalam berbicara.

1. Pendahuluan (5 menit):

- Guru menjelaskan tujuan pembelajaran hari ini dan cara kerja Station Rotation.
- Siswa dibagi menjadi tiga kelompok.

2. Station 1: Pronunciation & Vocabulary Station (15 menit)

- Aktivitas: Siswa berlatih pengucapan kosakata terkait rumah menggunakan kartu kata dan latihan pengulangan.
- Tujuan: Memperbaiki pengucapan dan memperkaya kosakata yang digunakan dalam mendeskripsikan rumah.
- Evaluasi: Guru mendengarkan dan memberikan umpan balik langsung.

3. Station 2: Descriptive Speaking Station (15 menit)

- Aktivitas: Siswa diminta untuk menyimak beberapa video pembelajaran yang sudah disiapkan tentang describing house dan ruangan untuk memperdalam deskripsi.
- Tujuan: Mendapatkan pemahaman yang lebih baik tentang materi, dilatih untuk menyimak secara kritis dan menerapkan apa yang mereka pelajari dalam kegiatan berbicara atau diskusi selanjutnya.
- Evaluasi: Guru berkeliling dan memberikan umpan balik penjelasan.

4. Station 3: Interactive Speaking Station (15 menit)

- Aktivitas: Siswa bermain peran (role play) berdialog dengan teman secara acak dan terus bergilir bergantian teks dialog yang sudah di siapkan.
- Tujuan: Mengasah kepercayaan diri dan kemampuan interaksi dalam berbicara.
- Evaluasi: Guru menilai kemampuan interaksi, penggunaan bahasa tubuh, dan kejelasan komunikasi.

5. Penutup (5 menit):

- Guru merangkum kegiatan hari itu dan menekankan pentingnya latihan berbicara.
- Siswa diberikan tugas untuk mempersiapkan deskripsi lisan (dialog) tentang deskripsi rumah/ruangan yang mereka pilih untuk post-test.

Pertemuan 2: Control Class

Model Pembelajaran: Tradisional/Ceramah

Tujuan Pembelajaran:

- Siswa dapat menggunakan kosakata untuk mendeskripsikan rumah secara lisan dengan jelas dan runtut.
- Siswa meningkatkan kepercayaan diri dalam berbicara dengan menggunakan bahasa Inggris.

1. Pendahuluan (5 menit)

Salam & Absensi: Guru membuka kelas dengan salam dan melakukan absensi.

Motivasi & Apersepsi:

- Guru mengingatkan kembali topik yang telah dipelajari pada pertemuan sebelumnya (pretest).
- Guru menjelaskan tujuan pembelajaran hari ini yaitu mempelajari cara mendeskripsikan rumah menggunakan kosakata yang tepat.

2. Ceramah & Presentasi Materi (15 menit)

Pengenalan Kosakata (Vocabulary Introduction):

- Guru memperkenalkan kosakata yang berhubungan dengan bagian-bagian rumah dan benda-benda di dalamnya menggunakan gambar atau visual aid.
- Guru menjelaskan arti dari setiap kosakata dan cara pengucapannya yang benar.
- Guru memberikan contoh kalimat sederhana menggunakan kosakata tersebut, misalnya, "The living room has a big sofa and a TV."

Struktur Deskripsi (Structure of Description):

- Guru menjelaskan cara menyusun deskripsi rumah dengan runtut, mulai dari bagian luar hingga bagian dalam rumah.

- Guru memberikan contoh deskripsi singkat.

3. Latihan Terpandu (Guided Practice) (15 menit)

Latihan Pengucapan (Pronunciation Drill):

- Guru meminta siswa untuk mengulangi kosakata yang telah dipelajari dengan benar, sambil memberikan umpan balik.

- Latihan Deskripsi (Descriptive Practice):

- Guru meminta beberapa siswa untuk membuat dialog bersama teman sebangku tentang mendeskripsikan rumah sesuai gambar yang di bagikan menggunakan struktur dan kosakata yang telah diajarkan.

4. Latihan Mandiri (Independent Practice) (5 menit)

- Guru memberikan arahan agar siswa siap untuk berdialog bersama temanya pada pertemuan berikutnya (post-test).

5. Penutup (5 menit)

Guru merangkum kegiatan hari itu dan menekankan pentingnya latihan berbicara.

- Siswa diberikan tugas untuk mempersiapkan deskripsi lisan (dialog) tentang deskripsi rumah/ruangan yang mereka pilih untuk post-test.

Pertemuan 3: Post-Test - Speaking Performance

Tujuan: Mengukur peningkatan keterampilan berbicara siswa setelah proses pembelajaran dengan model Station Rotation (experimental clas) dan model ceramah (control class).

1. Pendahuluan (5 menit):

- Guru menjelaskan tujuan post-test dan memberi motivasi kepada siswa untuk melakukan yang terbaik.

2. Post-Test - Speaking Performance (35 menit):

- Format: Siswa berdialog di hadapan kelas.
- Kriteria Penilaian:
 - Pronunciation: Kejelasan dan ketepatan pengucapan.
 - Fluency: Kelancaran berbicara tanpa jeda yang mengganggu.
 - Vocabulary: Keragaman dan ketepatan kosakata yang digunakan.

- Coherence: Keselarasan ide-ide yang disampaikan.
- Confidence & Interaction: Kepercayaan diri, penggunaan bahasa tubuh, dan kemampuan menjawab pertanyaan dari teman sekelas.
- Durasi per siswa: 3-5 menit.

3. Penutup (5 menit):

- Guru memberikan umpan balik umum dan menyampaikan apresiasi atas usaha siswa.
- Menyimpulkan hasil pembelajaran dan mendorong siswa untuk terus melatih keterampilan berbicara mereka.

Penilaian

- Pertemuan 1: Pretest digunakan untuk mengetahui kemampuan awal siswa.
- Pertemuan 2: Penilaian dilakukan melalui observasi dan partisipasi aktif siswa.
- Pertemuan 3: Hasil post-test digunakan sebagai penilaian akhir untuk keterampilan berbicara siswa.

C. Data

Pre-test Control Class

| No | Name | Criteria | | | | | score | total |
|----|------------|----------|---------------|---------------|---------|------------|-------|-------|
| | | Fluency | Pronouncation | comprehension | grammar | vocabulary | | |
| 1 | Student 1 | 3 | 3 | 3 | 3 | 3 | 15 | 50 |
| 2 | Student 2 | 2 | 2 | 2 | 2 | 3 | 11 | 36 |
| 3 | Student 3 | 3 | 2 | 2 | 3 | 4 | 14 | 46 |
| 4 | Student 4 | 3 | 3 | 3 | 3 | 4 | 16 | 53 |
| 5 | Student 5 | 2 | 3 | 3 | 3 | 3 | 14 | 46 |
| 6 | Student 6 | 3 | 4 | 3 | 4 | 5 | 14 | 46 |
| 7 | Student 7 | 2 | 3 | 3 | 4 | 4 | 16 | 53 |
| 8 | Student 8 | 2 | 2 | 2 | 4 | 4 | 14 | 46 |
| 9 | Student 9 | 3 | 2 | 2 | 3 | 3 | 13 | 43 |
| 10 | Student 10 | 2 | 2 | 2 | 3 | 4 | 13 | 43 |
| 11 | Student 11 | 3 | 3 | 3 | 2 | 3 | 14 | 46 |
| 12 | Student 12 | 3 | 2 | 2 | 3 | 3 | 13 | 43 |
| 13 | Student 13 | 3 | 3 | 2 | 3 | 4 | 15 | 50 |
| 14 | Student 14 | 2 | 3 | 3 | 3 | 3 | 14 | 46 |
| 15 | Student 15 | 4 | 3 | 3 | 3 | 4 | 17 | 56 |
| 16 | Student 16 | 4 | 3 | 2 | 4 | 4 | 17 | 56 |
| 17 | Student 17 | 2 | 2 | 3 | 3 | 4 | 14 | 46 |
| 18 | Student 18 | 3 | 2 | 2 | 3 | 4 | 14 | 46 |
| 19 | Student 19 | 2 | 2 | 2 | 3 | 3 | 12 | 40 |
| 20 | Student | 3 | 2 | 2 | 3 | 4 | 14 | 46 |

| | | | | | | | | |
|----|---------------|---|---|---|---|---|-----------|-----------|
| | 20 | | | | | | | |
| 21 | Student 21 | 2 | 3 | 2 | 4 | 5 | 16 | 53 |
| 22 | Student 22 | 3 | 2 | 3 | 3 | 3 | 14 | 46 |
| 23 | Student 23 | 2 | 3 | 2 | 4 | 4 | 15 | 50 |
| 24 | Student 24 | 3 | 3 | 2 | 3 | 3 | 14 | 46 |
| 25 | Student 25 | 3 | 3 | 2 | 4 | 5 | 18 | 60 |
| 26 | Student 26 | 3 | 2 | 3 | 4 | 4 | 16 | 53 |
| 27 | Student 27 | 2 | 2 | 2 | 3 | 3 | 12 | 40 |
| 28 | Student 28 | 3 | 3 | 4 | 3 | 4 | 17 | 56 |
| 29 | Student 29 | 2 | 2 | 3 | 3 | 3 | 13 | 43 |
| 30 | Student 30 | 3 | 4 | 3 | 4 | 5 | 19 | 63 |

Post-test Experimental Class

| No | Name | Criteria | | | | | score | total |
|----|------------|----------|---------------|---------------|---------|------------|-------|-------|
| | | Fluency | Pronouncation | comprehension | grammar | vocabulary | | |
| 1 | Student 1 | 2 | 3 | 2 | 2 | 2 | 11 | 36 |
| 2 | Student 2 | 1 | 2 | 1 | 1 | 2 | 7 | 23 |
| 3 | Student 3 | 2 | 2 | 2 | 2 | 3 | 11 | 36 |
| 4 | Student 4 | 3 | 2 | 2 | 2 | 3 | 12 | 40 |
| 5 | Student 5 | 2 | 3 | 2 | 3 | 2 | 12 | 40 |
| 6 | Student 6 | 3 | 4 | 2 | 3 | 2 | 14 | 46 |
| 7 | Student 7 | 2 | 3 | 3 | 3 | 3 | 14 | 46 |
| 8 | Student 8 | 2 | 2 | 2 | 3 | 3 | 12 | 40 |
| 9 | Student 9 | 3 | 2 | 2 | 2 | 2 | 11 | 36 |
| 10 | Student 10 | 2 | 1 | 1 | 2 | 2 | 8 | 26 |
| 11 | Student 11 | 3 | 2 | 2 | 1 | 3 | 11 | 36 |
| 12 | Student 12 | 1 | 2 | 2 | 2 | 3 | 10 | 33 |
| 13 | Student 13 | 3 | 2 | 1 | 2 | 2 | 10 | 33 |
| 14 | Student 14 | 2 | 1 | 2 | 2 | 3 | 10 | 33 |
| 15 | Student 15 | 4 | 2 | 2 | 2 | 2 | 12 | 40 |
| 16 | Student 16 | 3 | 2 | 2 | 2 | 3 | 12 | 40 |
| 17 | Student 17 | 2 | 1 | 1 | 2 | 2 | 8 | 26 |
| 18 | Student 18 | 3 | 2 | 2 | 2 | 2 | 11 | 36 |
| 19 | Student 19 | 2 | 2 | 2 | 2 | 2 | 10 | 33 |
| 20 | Student 20 | 3 | 2 | 2 | 3 | 3 | 13 | 43 |
| 21 | Student 21 | 2 | 3 | 2 | 2 | 3 | 12 | 40 |
| 22 | Student 22 | 1 | 1 | 1 | 2 | 2 | 7 | 23 |
| 23 | Student 23 | 2 | 3 | 1 | 2 | 3 | 11 | 36 |
| 24 | Student 24 | 2 | 1 | 2 | 3 | 3 | 11 | 36 |
| 25 | Student 25 | 2 | 1 | 2 | 2 | 2 | 9 | 30 |
| 26 | Student 26 | 3 | 2 | 3 | 3 | 2 | 13 | 43 |
| 27 | Student 27 | 1 | 2 | 1 | 2 | 1 | 7 | 23 |
| 28 | Student 28 | 3 | 2 | 2 | 2 | 3 | 12 | 40 |
| 29 | Student 29 | 2 | 1 | 1 | 1 | 2 | 7 | 23 |
| 30 | Student 30 | 3 | 4 | 2 | 2 | 2 | 13 | 43 |

Post-test Control Class

| No | Name | Criteria | | | | | score | total |
|----|------------|----------|---------------|---------------|---------|------------|-------|-------|
| | | Fluency | Pronunciation | comprehension | grammar | vocabulary | | |
| 1 | Student 1 | 3 | 3 | 3 | 4 | 3 | 16 | 53 |
| 2 | Student 2 | 3 | 2 | 2 | 2 | 3 | 12 | 40 |
| 3 | Student 3 | 3 | 3 | 2 | 3 | 4 | 15 | 50 |
| 4 | Student 4 | 3 | 3 | 3 | 5 | 4 | 18 | 60 |
| 5 | Student 5 | 2 | 4 | 3 | 3 | 3 | 15 | 50 |
| 6 | Student 6 | 3 | 4 | 3 | 4 | 5 | 19 | 63 |
| 7 | Student 7 | 3 | 3 | 3 | 4 | 4 | 17 | 56 |
| 8 | Student 8 | 3 | 2 | 2 | 4 | 4 | 15 | 50 |
| 9 | Student 9 | 3 | 2 | 2 | 3 | 4 | 14 | 46 |
| 10 | Student 10 | 2 | 2 | 2 | 3 | 4 | 13 | 43 |
| 11 | Student 11 | 3 | 3 | 3 | 3 | 3 | 15 | 50 |
| 12 | Student 12 | 3 | 2 | 2 | 4 | 4 | 15 | 50 |
| 13 | Student 13 | 3 | 3 | 2 | 3 | 4 | 15 | 50 |
| 14 | Student 14 | 2 | 3 | 3 | 4 | 3 | 15 | 50 |
| 15 | Student 15 | 4 | 3 | 3 | 5 | 4 | 19 | 63 |
| 16 | Student 16 | 4 | 3 | 2 | 4 | 4 | 17 | 56 |
| 17 | Student 17 | 2 | 3 | 4 | 3 | 4 | 16 | 53 |
| 18 | Student 18 | 3 | 3 | 2 | 3 | 4 | 15 | 50 |
| 19 | Student 19 | 2 | 2 | 3 | 3 | 3 | 13 | 43 |
| 20 | Student 20 | 3 | 2 | 2 | 4 | 4 | 15 | 50 |
| 21 | Student 21 | 2 | 3 | 2 | 4 | 5 | 16 | 53 |
| 22 | Student 22 | 4 | 2 | 3 | 3 | 3 | 15 | 50 |
| 23 | Student 23 | 3 | 3 | 2 | 4 | 4 | 16 | 53 |
| 24 | Student 24 | 4 | 3 | 2 | 3 | 3 | 15 | 50 |
| 25 | Student 25 | 3 | 4 | 2 | 4 | 5 | 18 | 60 |
| 26 | Student 26 | 3 | 3 | 3 | 4 | 4 | 17 | 56 |
| 27 | Student 27 | 2 | 4 | 2 | 3 | 5 | 16 | 53 |
| 28 | Student 28 | 3 | 3 | 4 | 4 | 4 | 18 | 60 |
| 29 | Student 29 | 2 | 2 | 3 | 4 | 3 | 14 | 46 |
| 30 | Student 30 | 3 | 4 | 3 | 4 | 5 | 19 | 63 |

| No | Experimental class (x1-m1) hasil pengurangan setiap angka dengan 44,2: | No | Control class (x2-m2) hasil pengurangan setiap angka dengan 52,3: |
|-----------|---|-----------|--|
| 1 | $50 - 44,2 = 5,8$ | 1 | $53 - 52,3 = 0,7$ |
| 2 | $36 - 44,2 = -8,2$ | 2 | $40 - 52,3 = -12,3$ |
| 3 | $46 - 44,2 = 1,8$ | 3 | $50 - 52,3 = -2,3$ |
| 4 | $50 - 44,2 = 5,8$ | 4 | $60 - 52,3 = 7,7$ |
| 5 | $46 - 44,2 = 1,8$ | 5 | $50 - 52,3 = -2,3$ |
| 6 | $56 - 44,2 = 11,8$ | 6 | $63 - 52,3 = 10,7$ |
| 7 | $53 - 44,2 = 8,8$ | 7 | $56 - 52,3 = 3,7$ |
| 8 | $46 - 44,2 = 1,8$ | 8 | $50 - 52,3 = -2,3$ |
| 9 | $43 - 44,2 = -1,2$ | 9 | $46 - 52,3 = -6,3$ |
| 10 | $40 - 44,2 = -4,2$ | 10 | $43 - 52,3 = -9,3$ |
| 11 | $46 - 44,2 = 1,8$ | 11 | $50 - 52,3 = -2,3$ |
| 12 | $40 - 44,2 = -4,2$ | 12 | $50 - 52,3 = -2,3$ |
| 13 | $46 - 44,2 = 1,8$ | 13 | $50 - 52,3 = -2,3$ |
| 14 | $43 - 44,2 = -1,2$ | 14 | $50 - 52,3 = -2,3$ |
| 15 | $53 - 44,2 = 8,8$ | 15 | $63 - 52,3 = 10,7$ |
| 16 | $50 - 44,2 = 5,8$ | 16 | $56 - 52,3 = 3,7$ |
| 17 | $36 - 44,2 = -8,2$ | 17 | $53 - 52,3 = 0,7$ |
| 18 | $46 - 44,2 = 1,8$ | 18 | $50 - 52,3 = -2,3$ |
| 19 | $40 - 44,2 = -4,2$ | 19 | $43 - 52,3 = -9,3$ |
| 20 | $46 - 44,2 = 1,8$ | 20 | $50 - 52,3 = -2,3$ |
| 21 | $43 - 44,2 = -1,2$ | 21 | $53 - 52,3 = 0,7$ |
| 22 | $33 - 44,2 = -11,2$ | 22 | $22. 50 - 52,3 = -2,3$ |
| 23 | $40 - 44,2 = -4,2$ | 23 | $53 - 52,3 = 0,7$ |
| 24 | $40 - 44,2 = -4,2$ | 24 | $50 - 52,3 = -2,3$ |
| 25 | $36 - 44,2 = -8,2$ | 25 | $60 - 52,3 = 7,7$ |
| 26 | $50 - 44,2 = 5,8$ | 26 | $56 - 52,3 = 3,7$ |

| | | | |
|----|---------------------|----|--------------------|
| 27 | $33 - 44,2 = -11,2$ | 27 | $53 - 52,3 = 0,7$ |
| 28 | $43 - 44,2 = -1,2$ | 28 | $60 - 52,3 = 7,7$ |
| 29 | $40 - 44,2 = -4,2$ | 29 | $46 - 52,3 = -6,3$ |
| 30 | $56 - 44,2 = 11,8$ | 30 | $63 - 52,3 = 10,7$ |

| No | $x_1^2 = \text{Squared score of } x_1$ (experiment) | No | $x_2^2 = \text{Squared score of } x_2$ (control) |
|----|--|----|--|
| 1 | 33.64 | 1 | 0, 49 |
| 2 | 67.24 | 2 | 144, 9 |
| 3 | 3.24 | 3 | 4, 9 |
| 4 | 33.64 | 4 | 49, 49 |
| 5 | 3.24 | 5 | 4, 9 |
| 6 | 139.24 | 6 | 100, 49 |
| 7 | 77.44 | 7 | 9, 49 |
| 8 | 3.24 | 8 | 4, 9 |
| 9 | 1.44 | 9 | 36, 9 |
| 10 | 17.64 | 10 | 81, 9 |
| 11 | 3.24 | 11 | 4, 9 |
| 12 | 17.64 | 12 | 4, 9 |
| 13 | 3.24 | 13 | 4, 9 |
| 14 | 1.44 | 14 | 4, 9 |
| 15 | 77.44 | 15 | 100, 49 |
| 16 | 33.64 | 16 | 9, 49 |
| 17 | 67.24 | 17 | 0, 49 |
| 18 | 3.24 | 18 | 4, 9 |
| 19 | 17.64 | 19 | 81, 9 |
| 20 | 3.24 | 20 | 4, 9 |
| 21 | 1.44 | 21 | 0, 49 |
| 22 | 125.44 | 22 | 4, 9 |
| 23 | 17.64 | 23 | 0, 49 |
| 24 | 17.64 | 24 | 4, 9 |

| | | | |
|----|--------|----|---------|
| 25 | 67.24 | 25 | 49, 49 |
| 26 | 33.64 | 26 | 9, 49 |
| 27 | 125.44 | 27 | 0, 49 |
| 28 | 1.44 | 28 | 49, 49 |
| 29 | 17.64 | 29 | 36, 9 |
| 30 | 139.24 | 30 | 100, 49 |

Appendix 9

D. Documentation



1. The researcher gave a letter of permission to conduct research at the school.



2. The researcher distributed the pretest sheet



3. The researcher conducts treatment



4. The researcher distributed the post-test sheet and practice

PRE-TEST
Experiment class

Type of test: Performance test
Skill: Speaking


In this test, the students will be able to show how well the students speaking English

The role:

1. The students divide into pairs of two students and make the dialogue in front of the class.
2. The students are 5 to 10 minutes to prepare for script dialogue with their friend.
3. The student will have about 5 minutes to come up with a dialogue.

Instruction:

- The students choose one picture of the topics below.
- The students create a dialogue about the description from the picture below.
- The students' dialogue in front of the class.



Name: Wito - Lulu
Class: 8A

L: Hi, can I visit your bedroom?
W: Yes, of course, what's your name?
L: What's the color your bedroom?
W: Blue.
L: What in your bedroom?
W: There bed, table, chair, and window.
L: Where do you have desk?
W: Yes, I have desk near.
L: What the colour?
W: Brown.
L: Oh, thanks very.
W: Yes, your welcome.

PRE-TEST
Experiment class

Type of test: Performance test
Skill: Speaking


In this test, the students will be able to show how well the students speaking English

The role:

1. The students divide into pairs of two students and make the dialogue in front of the class.
2. The students are 5 to 10 minutes to prepare for script dialogue with their friend.
3. The student will have about 5 minutes to come up with a dialogue.

Instruction:

- The students choose one picture of the topics below.
- The students create a dialogue about the description from the picture below.
- The students' dialogue in front of the class.



Name: Irena, Sifa
Class: 8A

Wita: In your home there is how many bed room?
Sifa: There is three.
Wita: What color is your bed room?
Sifa: Color is white and grey.
Wita: In your bed room there is?
Sifa: Bed, table, chair, desk, blanket, lamp, desk, window, garden, book, sleeping lamp, study lamp.

PRE-TEST
Experiment class

Type of test: Performance test
Skill: Speaking


In this test, the students will be able to show how well the students speaking English

The role:

1. The students divide into pairs of two students and make the dialogue in front of the class.
2. The students are 5 to 10 minutes to prepare for script dialogue with their friend.
3. The student will have about 5 minutes to come up with a dialogue.

Instruction:

- The students choose one picture of the topics below.
- The students create a dialogue about the description from the picture below.
- The students' dialogue in front of the class.



Name: Rizka and Monda
Class: IX

Rizka: In dining room there is?
Monda: There many a object and thing.
Rizka: There what thing?
Monda: There are a chair, table, kurras, television.
Rizka: What the colors of dining room?
Monda: White.

PRE-TEST
Experiment class

Type of test: Performance test
Skill: Speaking


In this test, the students will be able to show how well the students speaking English

The role:

1. The students divide into pairs of two students and make the dialogue in front of the class.
2. The students are 5 to 10 minutes to prepare for script dialogue with their friend.
3. The student will have about 5 minutes to come up with a dialogue.

Instruction:

- The students choose one picture of the topics below.
- The students create a dialogue about the description from the picture below.
- The students' dialogue in front of the class.



Name: Sofia, Sofia, Sari, Wanda, Wanda
Class: IX

Sofia: What's your name?
Wanda: My name is Wanda.
Sofia: Oh, is the Wanda where's you address?
Wanda: My address is ...
Sofia: In your home how many's your what's that?
Wanda: There is six rooms, there are bath room, bedroom, living room, ...
Kuliner, game, ...

POST-TEST

Type of test: Performance test
Skill: Speaking


In this test, the students will be able to show how well the students speaking English

The role:

1. The students divide into pairs of two students and make the dialogue in front of the class.
2. The students are 5 to 10 minutes to prepare for script dialogue with their friend.
3. The student will have about 5 minutes to come up with a dialogue.

Instruction:

- The students choose one picture of the topics below.
- The students create a dialogue about the description from the picture below.
- The students' dialogue in front of the class.



Name: Vanda, Gellin
Class: SD (X 0)

Wanda: What's your name?
Gellin: My name is Gellin.
Wanda: Oh, where do you live?
Gellin: I live in Surabaya.
Wanda: How many rooms does your house have?
Gellin: I have six rooms.
Wanda: There is one dining room, two bedrooms, one bathroom, two bedrooms, kitchen and some.
Gellin: What kind of bed is it?
Gellin: My bed is very soft.
Wanda: What color is your bed?
Gellin: My bed is blue.
Wanda: What are you doing?
Gellin: I am watching TV.
Gellin: What are you doing in that room?

Gellin: I'm sitting on my bed.
Wanda: What are you doing?
Gellin: I'm watching TV.
Wanda: Oh, what's it for now?
Gellin: I'm watching TV.

POST-TEST

Type of test: Performance test
Skill: Speaking


In this test, the students will be able to show how well the students speaking English

The role:

1. The students divide into pairs of two students and make the dialogue in front of the class.
2. The students are 5 to 10 minutes to prepare for script dialogue with their friend.
3. The student will have about 5 minutes to come up with a dialogue.

Instruction:

- The students choose one picture of the topics below.
- The students create a dialogue about the description from the picture below.
- The students' dialogue in front of the class.



Name: Fitri, Ayu Nurjati
Class: IX 0

Fitri: Hello
Ayu: Hello
Fitri: How many rooms are there in your house?
Ayu: 6 rooms.
Fitri: How many bedrooms are there?
Ayu: 2 bedrooms.
Fitri: How many bathrooms are there?
Ayu: 1 bathroom.
Fitri: How many living rooms are there?
Ayu: 1 living room.
Fitri: How many dining rooms are there?
Ayu: 1 dining room.
Fitri: How many bedrooms are there?
Ayu: 2 bedrooms.
Fitri: How many bathrooms are there?
Ayu: 1 bathroom.
Fitri: How many living rooms are there?
Ayu: 1 living room.
Fitri: How many dining rooms are there?
Ayu: 1 dining room.

POST-TEST

Type of test: Performance test
Skill: Speaking


In this test, the students will be able to show how well the students speaking English

The role:

1. The students divide into pairs of two students and make the dialogue in front of the class.
2. The students are 5 to 10 minutes to prepare for script dialogue with their friend.
3. The student will have about 5 minutes to come up with a dialogue.

Instruction:

- The students choose one picture of the topics below.
- The students create a dialogue about the description from the picture below.
- The students' dialogue in front of the class.



Name: Rizki Nur Rizki and dia Nur Rizki
Class: SD

D: Hello Rizki, How are you today?
R: Hello Rizki, I am very well today.
D: Thank you for inviting me to your room.
R: Your welcome, here. Sit by me in my bed.
D: What's your room so nice.
R: Thank you.
D: Can I see something?
R: Of course.
D: Can you describe about your room to me, please?

R: Oh, I have one bed in behind me, and that is my laptop on my study table.
D: anything else?
R: Oh yeah, I have some picture on the wall.
D: oh how about your daily activities here?
R: I always wasting time with my cell, study on my laptop and for sure I sleep here.
D: how your routine very-productive?
R: Thank you.

PRE-TEST

Type of test: Performance test
Skill: Speaking


In this test, the students will be able to show how well the students speaking English

The role:

1. The students divide into pairs of two students and make the dialogue in front of the class.
2. The students are 5 to 10 minutes to prepare for script dialogue with their friend.
3. The student will have about 5 minutes to come up with a dialogue.

Instruction:

- The students choose one picture of the topics below.
- The students create a dialogue about the description from the picture below.
- The students' dialogue in front of the class.



Name: Kherunisa, Nur Rizki, Nur Rizki, Nur Rizki
Class: IX 0

Nur Rizki: Hello, Rizki.
Kherunisa: Hello, Rizki.
Nur Rizki: How many rooms are there in your house?
Kherunisa: There are six rooms.
Nur Rizki: How many bedrooms are there?
Kherunisa: There are two bedrooms.
Nur Rizki: How many bathrooms are there?
Kherunisa: There is one bathroom.
Nur Rizki: How many living rooms are there?
Kherunisa: There is one living room.
Nur Rizki: How many dining rooms are there?
Kherunisa: There is one dining room.
Nur Rizki: How many bedrooms are there?
Kherunisa: There are two bedrooms.
Nur Rizki: How many bathrooms are there?
Kherunisa: There is one bathroom.
Nur Rizki: How many living rooms are there?
Kherunisa: There is one living room.
Nur Rizki: How many dining rooms are there?
Kherunisa: There is one dining room.

Appendix 10

Skripsi Imelda Nurlaeli_cepetsidang (1).docx

ORIGINALITY REPORT

15%

SIMILARITY INDEX

14%

INTERNET SOURCES

10%

PUBLICATIONS

5%

STUDENT PAPERS

PRIMARY SOURCES

| | | |
|----------|---|---------------|
| 1 | repository.uinbanten.ac.id Internet Source | 2% |
| 2 | knepublishing.com Internet Source | 1% |
| 3 | www.researchgate.net Internet Source | 1% |
| 4 | works.bepress.com Internet Source | 1% |
| 5 | digilib.iain-palangkaraya.ac.id Internet Source | 1% |
| 6 | repository.radenintan.ac.id Internet Source | <1% |
| 7 | Nagy Mohammed Abdel-hakam. "The Effect of Using the Station Rotation Model on Preparatory Students' Writing Performance", 2018 بحوث في تدريس اللغات, 2018 Publication | <1% |
| 8 | positori.uin-alauddin.ac.id Internet Source | <1% |