

**THE INFLUENCE OF ORAL - CUED RETELL
STRATEGY IN TEACHING STUDENTS'
SPEAKING SKILL**

(An Experimental Research at first Grade of MA ANNIDA Islamic
Boarding School Jayanti Kab.Tangerang Banten)

A PAPER

Submitted To English Education Department
As A Partial Fulfillment Of The Requirements for
undergraduate Degree



BY

ALIEF ACHRUN NAZAR

SRN.142301752

**FACULTY OF EDUCATION AND TEACHER
TRAINING THE STATE ISLAMIC UNIVERSITY
SULTAN MAULANA HASANUDDIN BANTEN**

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STATEMENT OF ORIGINALITY

I here with declare that the research paper I wrote as a partial fulfillment of the requirement for the Sarjana degree and submitted to the English Education Department, the Faculty of education and letters wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal are intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, September 20th 2018

ALIEF ACHRUN NAZAR

S.R.N: 142301752

ABSTRACT

Alief Achrun Nazar, 142301752, 2018. The Influence of Oral-Cued Retell Strategy in Teaching Students' Speaking Skill (*An Experimental Research at first Grade of MA ANNIDA Islamic Boarding School Jayanti Kab.Tangerang Banten*)

Speaking using foreign language well, especially English is still a problem for some students / language learners in Indonesia, especially for students in first Grade of MA ANNIDA Islamic Boarding School Jayanti Kab.Tangerang Banten. They are still confused and the biggest problem of students is less of confidence in using and practicing English. This research is to determine whether the students' speaking skill can be improved by using Oral-Cued Retell Strategy or not. The researcher used Quantitative Research with Quasi-experiment type to determine the influence of Oral-cued retell strategy in teaching students' speaking skill. This is involved two classes (experimental class and control class), each class consist of thirtieth students. Then from findings above, it can be concluded that Oral-cued retell strategy has an influence in improving students' speaking skill especially students become more interested and more confident in practicing their daily English.

The result of this research shows that the students speaking abilities who use cued retell strategy achieve better performance than those who do not use Oral-cued retell strategy The result of the data analysis is using t-test the value of t is 5,27, the degree of freedom 58. In the degree significance 5% = 1,67 in degree of significance 1% = 2,39. After that the writer compared the data with (t table) both in degree significance 5% and 1%. Therefore $t = 5,27 > 1,67$ in degree of significance 5% and $t = 5,27 > 2,39$ in degree significance 1%. t is bigger than it means there is significance effect of using Oral-cued retell strategy to improve students' speaking skill.

Keyword: Speaking, Oral-Cued Retell Strategy, Experimental research

THE ADVISERS' APPROVAL

This is to certify that the undergraduate research paper of Alief Achrun Nazar entitled “The Influence of Oral-Cued Retell Strategy in Teaching Students’ Speaking Skill at first Grade of MA ANNIDA Islamic Boarding School Jayanti Kab.Tangerang Banten”

has been approved by the research paper advisers for further Approval
by the Board of Examiners.

Serang, September 20th 2018

Adviser I

Adviser II

Moh. Nur Arifin, S.Ag., M.Pd
NIP. 19710221 200212 1 002

Eulis Rahmawati, M.Pd.
NIP. 19790713 200312 2 002

**THE INFLUENCE OF ORAL-CUED RETELL STRATEGY IN
TEACHING STUDENTS' SPEAKING SKILL**

(An Experimental Research at first Grade of MA ANNIDA Islamic
Boarding School Jayanti Kab.Tangerang Banten in 2017/2018
Academic Year)

By:

ALIEF ACHRUN NAZAR

Std. Number 142301752

Under the Supervision of:

Adviser I

Adviser II

Moh. Nur Arifin, S.Ag., M.Pd

NIP. 19710221 200212 1 002

Eulis Rahmawati, M.Pd.

NIP. 19790713 200312 2 002

Acknowledged by:

The Dean of Education
and Teacher Training Faculty

The Head of
English Education Department

Dr. H. Subhan, M. Ed.
NIP.19680910 200003 1 001

Dr. H. Abdul Muin, S. Ag., M.M.
NIP.19710923 199903 1 003

THE BOARD OF EXAMINERS' APPROVAL

This is to certify that the undergraduate research paper of Alief Achrun Nazar. Has been approved by the board of examiners as a partial fulfillment of the requirement for the degree of sarjana in english

Serang, 13th November 2018

The board of examiners:

<u>Dr. Nana Jumhana, M.Ag.</u> NIP. 19711029 199903 1 002	Chairperson	_____
<u>Anis Uswatun Khasanah, S.Si., M.Sc</u>	Secretary	_____
<u>Yayu Heryatun, M.Pd</u> NIP. 19730107 20080 2 005	Examiner I	_____
<u>Dr .H. Abdul Mu'in, S.Ag., M.M</u> NIP. 19710223 199903 1003	Examiner II	_____
<u>Moh. Nur Arifin, S.Ag., M.Pd</u> NIP. 19710221 2002121 1 002	Adviser I	_____
<u>Eulis Rahmawati, M.Pd</u> NIP. 19790713 200312 2 002	Adviser II	_____

A Brief Biography

The writer, Alief Ahcrun Nazar, was born in serang, Banten, on may 6th, 1995. he is the second child of Sariya .MH (alm) and Aty haryaty.S.Pd.SD. He finished his elementary education at SDN Terondol serang banten in 2007, whereas his junior high education was finished at Islamic Boarding School of Daar El-istiqomah serang banten in 2010, and then he finished his Senior high education at Islamic Boarding School of Daar El-istiqomah serang banten in 2013. After graduate of Senior high education, he continued his education by joining undergraduate program of English Education Department, Faculty of Education and Teacher Training, the State Islamic University “Sultan Maulana Hasanuddin” Banten.

During his time of studentship, he only involved at internal organization by having position as member of **MAHAPEKA** (*Mahasiswa Pecinta Kelestarian Alam*)

Dedication

Thanks Allah, finally I have finished this paper and

With very deep love, this paper dedicated to:

My beloved parents Mr. Sariya.M.H [alm] and Mrs. Aty
Haryaty.S.Pd.SD that always support me from
financial and emotional side and already give their
greatest love, advice, struggle, sacrifice, and
unceasing prayer.

MOTTO

“ SLOW ”

- JOHN -

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In the name of Allah, the most Beneficent and the most Merciful. All praise be to Allah SWT Lord of the world, who has given the mercy, direction, guidance to us and who has given fluency and pleasure so that the writer can complete this paper.

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Finally, the writer realizes that this paper is far from being perfect, so the writer hopes this paper will be useful especially for the writer and for any readers or any researchers. Therefore, the researcher would like to accept some suggestions to correct the weakness of this paper.

Wassalamu'alaikumWr. Wb.

Serang, September 20th 2018

Alief Achrin Nazar

Std. Number 142301752

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CHAPTER I

INTRODUCTION

A. Background of Research

Language is considered as media in human's life. By using language anyone can communicate to each other and obtain many kind of information well and it is good at facing the development of science and technology. English is important to be mastered and increased by those who study and schools in Indonesia. In language teaching activities. The teachers teach English more in the form of memorization with emphasizing on structure and grammar. The learner probably will master it, but they have little chance to speak or practice in teaching learning process.

The importance of teaching speaking skill is that language is acquired through speaking and listening before someone learns reading and writing. Many language learners regard speaking as the criteria for knowing a language and progress is assessed in terms of success in spoken communication. Therefore, it is important if teachers teach students how to speak strategically for effective communication. Strategy based instruction is a process oriented

approach to teaching which focuses on the learning process, and results in improvements both in the process and product of learning.

So far we have been describing what speaker do as if they were speaking in a kind of vacuum and nervous, but of course most speaking takes the form of face-to-face dialogue and therefore involves interaction, According to Jack C. Richards and Willy A. Renandya “Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction.”¹⁵

The way of teaching speaking is intended to give basic competence about the language itself and to give opportunity for the students to express their idea in speaking class. But teaching speaking is not an easy job for several reasons. Based on my experience when researcher taught English course in Daar El-istiqomah Islamic Boarding School 2 years ago, researcher found some problems such as, First, students are lack of the vocabulary mastery. Second, they like to use their native language more than English language in the

¹⁵ Jack C. Richrd And Willy A. Renandya, *Methodology In Language Teaching An Anthology Of Current Practice* United States Of America: Cambridge University Press, 2002. P.204

teaching learning process. Third, they rarely practice to use English for communication. Fourth, most of the students are not confident to speak English in speaking class, especially in front of people. The other problem related to the students is they are not interest in the method given in teaching and learning process.

Based on focus the research, he takes conclusion that some of the students still can't improve their speaking skill, these are reasons and make the students can't improve their speaking skill, the researcher watched some of the English teacher rarely to use media of learning, that make students interest in speaking up and in learning process of facility in that boarding school. Main factor that make students lack to improve their skill is from the lack of awareness and laziness to practice of speaking in front of the class or in daily conversation.

Discussing about teaching strategy, Socio-affective strategy is a cooperative learning strategy in which a learner interacts with one or more people in order to support learning, Oral-Cued Retell Strategy is one of the strategy Socio-affective that can improve comprehension and it's hoped to be a solution for student speaking learning, as well as serve a means for monitoring student's understanding of content.

According to Margaret B, “Cued Retell is cooperative learning strategy that gives students an opportunity to recall” content information that was read, either in oral format. That is an excellent strategies for ELLs because it enables them to monitor their comprehension of text while learning to orally communicate the content to another person, also provides social interaction it is helpful an ELL with a native speaker.¹⁶ “For the strategy, each student silently reads a section of text. One of the students retells what was read. Their partner places a check mark in the free column if the student mentions any of the listed ideas, concepts, and words. If any of the ideas are not mentioned, the partner prompts the reader by reading each on the list one at a time. the reader responds with one or two sentences to tell more about each idea. Students then switch roles.”¹⁷

The researcher needs an Oral-Cued Retell Strategy of how to speak the dialogue in order to gain a better performance when it is being involved in speaking ability proves to process a high self-

¹⁶ Margaret Bouchard, *Comprehension Strategies for English Language Learners*, Published by Scholastic Inc, 102

¹⁷ University of Texas Center for Reading & Language Arts (UTCRLA), ©2004, 2003, 2002 University of Texas System/Texas Education Agency, <http://www.texasreading.org>

confidence when he or she is engaged in conversation. Based on statement above, the researcher takes principle of the problem in this researches, it is about “The Influence of Oral-Cued Retell Strategy in Teaching Students’ Speaking Skill” (*An Experimental Research at first Grade of MA ANNIDA Islamic Boarding School Jayanti Kab.Tangerang Banten*).

B. Identification of the problem

Based on the background of the problems outlined above, it can be identified some of the problems faced by students in learning English, such as :

1. The students get the difficulty in speaking English.
2. The students have less confidence, shy, nervous, and afraid of making mistakes when the teacher asks them to speak.
3. Some students are not interest to learn English.

C. Limitation of the problem

From the identification of the problem above, the researcher limited the problem as follow :

1. The researcher will focus on using Oral-Cued Retell in teaching speaking.
2. The object of research is student of at first Grade of MA ANNIDA Islamic Boarding School Jayanti Kab.Tangerang Banten.
3. The research methodology that will be used in this research is Experimental Research.

D. Statement of the problem

Some research problems may arise since many factors are involved. Those problems are formulated in question, which parentally appear.

1. How is the students speaking skill at first Grade of MA ANNIDA Islamic Boarding School Jayanti Kab.Tangerang Banten ?
2. How is the effectiveness of Oral-Cued Retell strategy in students speaking skill improvement ?

E. The Objectives of the research

Back to Background of the problem above, the purpose of this research is to make that can give the clear explanation about :

1. To know the students speaking skill at first Grade of MA ANNIDA Islamic Boarding School Jayanti Kab.Tangerang Banten.
2. To know the effect of Oral-Cued Retell strategy toward students speaking ability at first Grade of MA ANNIDA Islamic Boarding School Jayanti Kab.Tangerang Banten.

F. Significance of the Research

Depends on the objectives of study has been mentioned above, this study will give several significant that is not only for student and teacher, but also for other researcher. First of all for students can be useful to develop their speaking skill. Second, this research expects to be useful for the teacher giving more knowledge in increasing their strategy to develop speaking skill.

G. Previous Research

The researcher finds some previous studies of researches in Academic research as follows:

1. Darwisyah Irwan D, The Use of Retelling Technique in Procedure Text to Improve Students' Speaking Ability At Private Madrasah Aliyah In Bandar Lampung, IAIN Raden Intan Lampung.

The research methodology used experiment. The sample is 56 students who are chosen randomly from Madrasah Aliyah in Bandar Lampung, then divide the sample into two classes. The first class contain 28 students as experiment class, and the second class contain 28 students as class control. Data analysis is using descriptive statistics, normality test, homogeneity test, and two-way ANNOVA to test the hypothesis by using SPSS 20. Research result : 1) There is no significant effect of teaching and proved by the result of $F_0 = 0.001$ with sig. $0.987 > 0.05$, then the hypothesis (H1) is rejected 2) There is significant effect of Retelling Technique in Procedure Text to Improve Students' Speaking Ability. This is proved by the result of $F_0 = 6.52$ with sig. $0.000 < 0.05$ 3) There are no significant interaction effects of teaching. This is proved by the result of $F_0 = 0.704$ with sig. $0.648 > 0.05$.¹⁸

¹⁸ Darwisyah Irwan D, The Use of Retelling Technique in Procedure Text to Improve Students' Speaking Ability At Private Madrasah Aliyah In Bandar Lampung, Raden Intan Lampung.

CHAPTER II

THEORETICAL FRAMEWORK

A. Speaking

1. The Definition of Speaking

According to Jack C. Richards and Willy A. Renandya “Speaking a language is especially difficult for foreign language learners because effective oral communication require the ability to use the language appropriately in social interaction.”¹⁹

In line with Richards, Charles W. Kreidler stated “Language is a symbol through which people communicate. The symbols may be spoken and written, or signed with the hand.”²⁰

Based on the definitions above researcher know that speaking is a production of oral language by human which aimed to deliver message, expressing idea, opinion or feeling to get some purposes. Every people who meet each other will speak a language to prove that they are exists in their community. That’s

¹⁹ Jack C. Richard And Willy A. Renandya, *Methodology In Language Teaching An Anthology Of Current Practice*. p.20

²⁰ Charles W. Kreidler, *Introducing English Semantics* New York: The Taylor And Francis E-Library, 2002, p.19

why we need to speak up and we need to improve our speaking skill by learning a new language. Whether writing or speaking, it is included of productive skill. There are differences between writing or speaking. In speaking occurred oral communication by what is said and done. Meanwhile, writing occurred producing the message with idea by written. The most important in speaking is about how much the student practice and having confident to speak.

2. Basic type of Speaking

Speaking is a communication skills that enable a person to verbalize thoughts and ideas, writer established the importance of communication can only be considered effective if both of basic type of speaking aspect are achieved successfully.

According to H. Douglas Brown there are five basic types of speaking are: (1) **Imitative** is performs the ability to imitate a word, phrase, and sentence, (2) **Intensive** is performs the ability to produce short stretches of oral language. (3) **Responsive** is included the ability to perform short conversation, small talk and simple request comment. (4) **Interactive** speaking is in the length and complexity of the interaction, which sometimes includes

multiple participant. (5) **Extensive** is oral production task including speeches, oral presentation and storytelling.²¹

Based on the statement above that the *imitative* is testing the skill imitate a word, phrase and sentence. It is refer to ability of the students in speaking performance of simply parrot back or imitates a word, phrase, or possibly a sentences, the appropriate assessment test for this level is word repetition task. And also *intensive* is the aim producing short stretches of oral language, it refer to the use of picture or sequence of picture. This method is effective to stimulate speaking respond of the test taker. Administrator provides some picture with some clues, and then the test taker point to the picture to give the answer or teacher point to the picture and then the test taker mention the answer orally. It is designed to demonstrate competence in grammatical, phrasal, lexical and phonological. And also responsive is included the skill perform short conversation, small talk, and simple requests comment. It is refer to short interview example question and answer. It is giving instruction and direction. In this

²¹ H. Daoules Brown, *Language Assessment Principles And Classroom Practices* United States Of Amirica: San Fracisco State University, 2003. P.151

case, the administrator poses the problem and then the test takers respond it. The scoring primarily based on the comprehensibility, and secondary on another grammatically category. *Interactive* this technique is very popular in communicative language teaching classes. It is like drama in which the test taker act out to perform some character in particular story. And the last *extensive* is oral production example oral presentation in this case, the test taker are ordered to arrange a particular paper or assignment and then present the material in front of the class.

Discussing about teaching strategy, Intensive is related with Oral-Cued Retell Strategy because rules of this type to stimulate speaking respond, when teacher provides some picture with some clues, and then the test taker point to the picture to give the answer or teacher point to the picture and then the test taker mention the answer orally.

3. Classroom speaking activities

For getting a good students speaking ability, teachers are allowed to implement some activities in the classroom. It is addressed to make students more interested and they will not be bored during the class. By having a fun activity and being

enjoyable, students are assumed to talk a great deal in class and they can express it freely.

According to Jeremy Harmer, there are some activities to promote speaking skill in the classroom: (1) Simulation and role-play, simulation and role play are examples of a set of events that a teacher is used to teach students how to perform something in a sequence. (2) Communication games, that games are to provoke communication, so that the student has to talk to a partner in order to solve a puzzle, draw a picture. (3) Prepared talk, a popular kind of activity is the prepared talk where a student makes a presentation on a topic of their own choice. (4) Discussion, discussion happens when one person faces the other person to talk each about his feeling, opinion or idea.²²

Based on the statement above, the situation is the way for students to be fun and enjoy while learning process and can be able to stimulate the thinking, one of the media of teaching is games. Example: draw picture or make some presentation with the good topic and presenting in front of the audience, and discussion for

²² Jeremy Harmer, *The Practice Of English Language Teaching Third Edition*, Longman: Person Limited, 2001. P. 271

increasing the way of thinking by material with the feeling, opinion, and ideas, from the explanation, there are so many activities that can promote speaking and it help the teacher to present the material easily. However, the level of its success depends on the teacher's way in managing the classrooms' activities. He or she should be able to organize the activity well, make the students feel secure and enjoy the activities.

4. Speaking Assessment

Assessment is the systematic process includes collecting information (number, verbal description), analysis, interpreting the information to make decision.

Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose. This is a tall order, and in different contexts teachers and testers have tried to achieve all this through a range of different procedures.

In this research the researcher use the oral test that to assess the oral test writer use scoring instruments that notes by Hughes with the proficiency description as follow:²³

Table 2.1
Scoring instrument

Weighting Table						
Proficiency Description	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	2	15	19	23
Total	16	33	50	65	82	99

Note : The test are assess by two raters, by the researcher herself and the English teacher.

B. Oral-Cued Retell Strategy

1. The Definition of Cued Retell

According to Margaret B, “Cued Retell is cooperative learning strategies that gives students an opportunity to recall" content information that was read, either in oral format.”²⁴ It can be take a conclusion students should take the time when pre-retell

²³ Arthur Hughes, *Testing for Language Teachers*, 2nd Ed. (Cambridge: Cambridge University Press, 2003), pp. 131–3.

²⁴ Margaret Bouchard, *Comprehension Strategies for English Language Learners*. P.102

then the retell process can success because the enough preparation.

That is an excellent strategies for ELLs because it enables them to monitor their comprehension of text while learning to orally communicate the content to another person, also provides social interaction it is helpful an ELL with a native speaker. As teacher when the process is working, monitoring should cooperate with the students. So, the students can take helping from teacher for monitoring teacher. Teacher decides on passage to be read that matches student learning needs (TEXS) and chooses words from the text that focus on the most important ideas students need to learn. Don't choose too many words, and make sure they are all key to what students must know. Enter the key terms in the "Key Ideas" column on the right of the form; make a copy for each pair of students.

Students read passage in textbook.

Pass out Cued Retelling sheet to Partner A (Partner B does not see the word list.) Partner B talks about the passage they have just read as Partner A listens without talking. As Partner B says a word on the list, Partner A puts a check in the "Free" column.

When Partner B has recounted everything he/she can remember, Partner A “cues” Partner B by giving clues or asking questions to prompt the use of the words listed. (Perhaps asking questions like, “What does the word ‘panic’ have to do with the Great Depression?”) Any word that Partner B can explain gets a check the “Cued” column. Limit the amount of time allowed to keep students on task and focused on the learning.

This strategy allows students, in a supportive yet somewhat academically challenging environment, to process what they have read and to be supported in using the academic language. Important ideas are keyed by the words you choose to include, thus focusing student attention on what they are supposed to learn. The words chosen should ideally help students scaffold and connect the details of the reading to the big ideas and overarching questions for the unit.

On other hand this strategy allows students, in a supportive yet somewhat academically challenging environment, to process what they have read and to be supported in using the academic language. Important ideas are keyed by the words you choose to include, thus focusing student attention on what they are supposed

to learn.²⁵ The utterances are appropriate based on the list key word they have to speak.

2. The Procedure of Oral-Cued Retell

1. Assign a section of text for student to read.
2. Compile a list of key words or phrase from the content information that was read. Write them on the Cued Retell activity and make copies for student to use. Be sure that the words are listed in the order which they appear in the text. It is important to use no more than 5 items.
3. Have students form pairs.
4. Divide the list of words in half. On the activity sheet, List 1 is the top half of the page and list 2 is the bottom half. Each partner has a list.
5. One partner begins to “retell” the content information that was read. The other student who has list 1 checks off the word or phrase as his or her partner says them. Use the “Free Retell” column for this.

²⁵ TESCCC, *Cued Retelling*, 3rd Grade Social Studies Unit: 2 Lesson: 1, 2011. P.1

6. The first student is done “retelling” when he or she reaches the place that contains the last word of that half. Any words or phrases that were not mentioned are then read to the student by his or her partner. The student then tells as much as he or she knows about the phrases and words that were omitted. Partners can discuss any item that may be unknown by one of the partners and share information. After an item is discussed, it is checked off in the “Cued Retell” column.
7. Students switch roles for list 2. This partner picks up retelling where the other partner left off, using the same procedure.

From those above, the important steps are cooperating between each students, how the key words are arranged, the utterances freely, then the feedback of each students as the evaluating at the end. When students work in pairs, monitoring focusses on students because teacher monitoring is the final step from whole evaluation.

3. The advantage of using Oral-Cued retell strategy

Most of student especially senior high school students that is still in young age, they need a socio-affective strategies that can

motivate them to study actively in class. The benefits of the use of cued retell in the classroom are many and varied. The use of cued retell provides an opportunity for student expression through the social aspects of communication. Students who are working in a group to prepare are learning to work cooperatively with others, where there is give and take and sharing of ideas and these have particular relevance for the learning and teaching process.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Method

According to David Nunan there are three kinds of an experimental of research (1) pre-experimental design, (2) quasi experimental design, and (3) true experimental design.” Pre experimental research design is an experimental design that has no control group as a comparison. True experimental research design is an experimental design that is not taken randomly and there are also two groups compared. Quasi experimental research design is an experimental design that the subject of the research is randomly chosen and there are two groups included.²⁶

Refer to stated above researcher will use Quasi experimental research design is an experimental design that the subject of the research is randomly chosen and there are two groups included.

The research is aimed at capturing phenomena at students speaking ability in apply Oral-Cued Retell Strategy. Therefore, this

²⁶ David Nunan, *Research Methods In Language Learning* Cambridge. p.41

study employed quantitative approach, particularly experimental method. The experimental method was chosen in this study since researcher study has same characteristic which are the same with experimental method and this research conducted at first Grade of MA ANNIDA Islamic Boarding School Jayanti Kab.Tangerang Banten.

The characteristic that was investigated in the natural background : the setting of this study were classes where pre-service teaching program occurred, the participant involved in the research were and experience in apply Oral-Cued Retell Strategy.

B. Place and Time of the Research

To collect the data for this paper, the researcher take a place at first Grade of MA ANNIDA Islamic Boarding School Jayanti Kab.Tangerang Banten. And for the time, the researcher conduct the research on april to may 2018.

C. Population and Sample

1. Population

Nunan says, population is all cases, situations, or individuals or share one or more characteristic.²⁷ The population of this research is the first Grade of MA ANNIDA Islamic Boarding School Jayanti Kab.Tangerang Banten. There are two classes of first years. One class has around 30 students and other 30 students. The number of first grades population is about 60 students.

2. Sample

Sample is important because in almost cases. It is not practical to study all the members of population. Nunan state, that sample is subset of individual of cases from within population.²⁸ This research conduct based on nonrandom sampling/cluster sampling method. Common nonrandom methods include *systematic*, *convenience*, and *purposive sampling*.

The researcher takes the sample part of first grades' of MA ANNIDA Islamic Boarding School Jayanti Kab.Tangerang Banten as the sample. The researcher takes the sample two classes. so the researcher takes 60 students as the sample, the first for experiment class and the second for control class. This enable the researcher

²⁷ David Nunan, *Research Method And Language Learning*,231

²⁸ David Nunan, *Research Method And Language Learning*,232

take 30 students from class X A And 30 from student class X B .
So, the researcher uses nonrandom sampling/cluster sampling
method of quasi-experimental design.

D. Instrument of the Research

1. Observation

Before doing the research, the researcher does the observation directly to the school which become the place of this research and the population who becomes the object of this research. The researcher use observation to identify the condition of students in the class and investigate their problem and difficulties in study. The purpose of this observation is to get information about teaching learning of students in English subject.

2. Lesson Plan

Lesson plan is use for treatment process. The purpose is to make systematical learning process. This lesson plan is attached.

2. Scoring Sheet

Scoring sheet is used to make the researcher know about the ability of students in speaking. After giving test to the students the researcher has measured and score the result of them by the purpose to analyze the test that was given by researcher. The researcher use the oral test that to assess the oral test writer use

scoring instruments that notes by Hughes with the proficiency description as follow.²⁹

The rating sheet of speaking test

Name :

Class :

Table 3.1

The Criteria of Students' Score

Conversational English Proficiency Weighting Table

Proficiency Description	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total	16	33	50	65	82	99

Note : The test are assess by two raters, by the researcher herself and the English teacher

Level	1. Accent	
	Score	Criteria
1	0	Pronunciation frequently unintelligible
2	1	Frequens gross errors and very heavy accent can make understanding difficult, require frequent repetition.
3	2	Foreign accent requires concentrated listening and mispronunciations lead to occasional

²⁹ Arthur Hughes, *Testing for Language Teachers*, 2nd Ed. (Cambridge: Cambridge University Press, 2003), pp. 131–3.

		misunderstanding and apparent errors in grammar and vocabulary.
4	2	Marked foreign accent and occasional mispronunciation which do not interfere in grammar or vocabulary.
5	3	No conspicuous mispronunciation, but would not be taken for native speaker.
6	4	Native pronunciation, which no trace of foreign accent.

2. Grammar		
Level	Score	Criteria
1	6	Grammar almost entirely in appropriate or inaccurate phrase.
2	12	Constant errors showing control of very few major patterns and frequently preventing communication.
3	18	Frequent errors showing major pattern uncontrolled and causing occasional irritation and misunderstanding.
4	24	Occasional errors showing imperfect control of some patterns, but no weakness that causes misunderstanding.
5	30	Few errors, with no patterns of failure.
6	36	No more than two errors doing the interview.

3. Vocabulary		
Level	Score	Criteria
1	4	Vocabulary inadequate for even the simplest conversation.

2	8	Vocabulary limited to basic personal and survival areas.
3	12	Choice of words sometime inaccurate, limitation of vocabulary prevent discussion of some common and social topics.
4	16	Professional vocabulary adequate to discuss speacial inteerest, general vocabulary permits discussion of any non-technical subject with some circumlocution.
5	20	Professional vocabulary board and precise; general vocabulary adequate to cope with complex practical problem and varied social situation.
6	24	Vocabulay apparently as accurate and extensive as that an educated native speakers.

Level	4. Fluency	
	Score	Criteria
1	2	Speech is so halting and fragmentary that conversation is virtually imposible.
2	4	Speech is very slow an uneven except for short and routine sentence.
3	6	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4	8	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5	10	Speech is effortless and smooth, but percebtibly nonnative in speech and evennes.
6	12	Speech on all professional and general topics as effortless and smooth as a native speakers.

Level	5. Comprehension	
	Score	Criteria
1	4	Understand too little for the simplest type conversation.
2	8	Understand only show, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3	12	Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4	15	Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5	19	Understand everything in normal educated conversation, except for very colloquial or low-frequency items or exceptyonally rapid or slurred speech.
6	23	Understands everything in both formal and colloquial speech to be excepted of an educated of an educated native speaker.

3. Tape Recorder

Recording use to record the students' voice when they speak during the test. The researcher use a tape recorder like hand phone. The purpose this recording is to analyzing the scoring rubric of speaking.

E. The Technique of Data Collecting

The collecting of data is a systematic procedure and standard obtain the necessary data. For collecting the data in this research, the researcher use test (pre-test and post-test) and documentation.

1. Pre-test

Before applying the Oral-Cued Retell Strategy in experimental class, the researcher gives the pre-test to experiment and control class in the first meeting to know the initial students' speaking skill.

2. Post-test

Both experiment and control class have the post-test after giving the treatment for experimental class. It is use to measure the Oral-Cued Retell Strategy toward students' speaking ability.

3. Documentation

Documentation for collect data to see a report that is available. This method is taken some pictures, record video and audio.

Both the test are assess by two raters, by the researcher herself and the English teacher. It is doing to keep the validity and reliability.

F. The technique of Analysis Data

The technique of analysis data in this research uses t-test. According to Anis Sudijono t-test is use for testing the null hypothesis of the mean differences of two samples.³⁰ Because the quasi experiment use pre-test and post-test then the researcher uses this test to measure the final test between experiment class and control class.

³⁰ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo, 2014), 278.

The steps for statistic analyze that are¹⁷ :

1. Determining mean of variable X1 with formula :

$$M_{1} = \frac{\sum X_{1}}{N_{1}}$$

2. Determining mean of variable x2 with formula :

$$M_{2} = \frac{\sum X_{2}}{N_{2}}$$

3. Determining derivation score variable x1 with formula :

$$x_{1} = X_{1} - M_{1}$$

4. Determining derivation score variable x2 with formula :

$$x_{2} = X_{2} - M_{2}$$

After collecting the data from pre-test and post-test, the researcher analyze it by using statistic calculation of t-test by using fisher formula with significance degree 5% and 1%. The formula is as follow :

$$t = \frac{M_{1} - M_{2}}{\sqrt{\left(\frac{\sum x_{1}^2 + \sum x_{2}^2}{N_{1} + N_{2} - 2}\right) \left(\frac{N_{1} + N_{2}}{N_{1} \cdot N_{2}}\right)}}$$

Notes :

M_{1} = Mean score of the experiment class

M_{2} = Mean score of the control class

$\sum x_{1}^2$ = Sum of square deviation score in experiment class

$\sum x_{2}^2$ = Sum of square deviation score in control class

N_{1} = Number of students of experiment class

N_{2} = Number of students of control class

2 = Constant number

¹⁷ Sudijono, *Pengantar Statistik Pendidikan*, 317.

df = Degree of Freedom ($df = N_1 + N_2 - 2$)

G. Research Procedure

In general, the procedure of this research can be described as follows :

1. Observation the English teaching activity.
2. Provide pre-test of the experimental class and control class.
3. Provide treatment to the experimental class using Oral-Cued Retell Strategy and control class without Oral-Cued Retell Strategy as follow :

a. Experimental Class

- 1) Preparation
 - a) Preparing the lesson plan
 - b) Preparing the material
 - c) Preparing the Oral-cued retell for students' speaking
- 2) Implementation
 - a) Teacher explain the material
 - b) Teacher gives the example
 - c) Teacher guide students to make group and discuss the material and give them the Oral-cued retell strategy
 - d) Teacher guide students to speak the result of discussion by using Oral-cued retell strategy

b. Controlled Class

- 1) Preparation
 - a) Preparing the lesson plan
 - b) Preparing the material
- 2) Implementation

- a) Teacher explain the material
 - b) Teacher gives the example
 - c) Teacher ask the students to speak in front of class
4. Provide post-test of the experimental class and control class.
5. Analyzing the data from pre-test and post-test
6. Drawing the interpretation based on the result of test and making conclusion.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Data

In this chapter the researcher would like to present the description of data obtained. As the researcher explained in the previous chapter that the population in this research were students of first Grade of MA ANNIDA Islamic Boarding School Jayanti Kab.Tangerang Banten, and the sample were 30 students of X A as experimental class and 30 students of X B as control class. In this research, the researcher identified some result to find out the effect of using Oral-Cued Retell strategy.

They are the score of students before treatment, the students score after treatment, the differences between pre-test and post-test score of students and the differences of students' condition between who are taught by using Oral-Cued Retell strategy and who are not in the learning process. The researcher also gave test to students in experimental class and control class. The test divided two types are pre-test and post-test. Pre-test was given before treatment and post-test was given after treatment. In giving test, the students were asked

to describe about Pet and their Idol. Then the test was evaluated by concerning the five components of speaking: accent, grammar, vocabulary, fluency and comprehension. Each component had its score. The researcher describes the data in experimental and control class as below :

1. Experimental Class

The researcher describes the result of pre-test in the experimental class by the table as follow :

Table 4.1
The students' score of pre-test at the experimental class

No	Name	Criteria					Score
		A	G	V	F	C	
1	AC	2	24	20	8	19	73
2	AR	2	12	12	6	12	44
3	CF	2	12	12	4	12	42
4	DM	2	12	12	6	15	47
5	ES	2	12	8	6	12	40
6	EQ	2	12	12	6	12	44
7	FR	2	18	16	6	15	57
8	FA	2	18	16	6	12	54
9	FWI	0	12	12	6	12	42
10	GDK	2	12	12	4	12	42
11	LK	0	12	16	4	8	42
12	MAS	2	18	12	6	15	53
13	MCK	2	12	12	6	12	44
14	MF	2	18	12	6	12	50

15	NE	2	18	12	6	12	50
16	RFP	0	12	12	8	12	44
17	SN	2	12	8	6	12	40
18	SM	2	12	12	4	12	42
19	UM	2	18	16	8	15	59
20	FQ	2	12	12	6	15	47
21	ZW	2	18	12	4	12	48
22	RD	2	12	8	6	12	40
23	NVPA	2	18	12	6	15	53
24	IS	2	18	12	6	15	53
25	DM	2	12	8	6	12	40
26	SSN	2	12	8	6	12	40
27	IM	2	18	12	6	15	53
28	AZA	2	12	12	4	12	42
29	AF	2	18	12	6	15	53
30	ASL	2	12	8	6	12	40
N = 30	TOTAL						$\sum X = 1418$
	AVERAGE						M = 47.26

Mean of Pre-test :

$$X = \frac{\sum X}{N} = \frac{1418}{30} = 47.26 \text{ (the mean of pre-test experimental class is 47.26)}$$

From the table 4.1 above showed that the result of students' pre-test score at the experimental class. The data showed the maximum score was 73 and the minimum score was 40. The average score of pre-test in experimental class was 47.26. While the result of post-test in experimental class got better score. The

result of post-test in experimental class described by table bellow

:

Table 4.2

The students' score of post-test at the experimental class

No	Name	Criteria					Score
		A	G	V	F	C	
1	AC	2	30	24	10	19	85
2	AR	2	24	16	8	15	65
3	CF	2	24	16	8	15	65
4	DM	2	24	20	6	15	67
5	ES	2	24	16	8	15	65
6	EQ	2	24	20	6	15	67
7	FR	2	24	20	8	15	69
8	FA	2	24	20	8	15	69
9	FWI	2	24	16	8	15	65
10	GDK	1	24	20	12	8	65
11	LK	2	24	16	8	15	65
12	MAS	2	24	20	8	15	69
13	MCK	2	24	16	8	15	65
14	MF	2	24	20	8	15	69
15	NE	2	24	20	8	19	73
16	RFP	0	24	20	8	15	67
17	SN	2	24	16	8	15	65
18	SM	2	24	24	8	19	77
19	UM	2	24	20	6	15	67
20	FQ	2	24	16	8	15	65
21	ZW	2	24	16	8	15	65
22	RD	2	24	16	8	15	65
23	NVPA	2	24	20	8	19	73
24	IS	2	24	20	8	19	73
25	DM	2	24	16	8	15	65
26	SSN	2	24	16	8	15	65

27	IM	2	24	20	8	15	69
28	AZA	2	24	16	8	15	65
29	AF	2	24	20	6	15	67
30	ASL	2	24	16	8	15	65
N = 30	TOTAL						$\Sigma X = 2036$
	AVERAGE						M = 67.86

Mean of Post-test :

$$X = \frac{\Sigma X}{N} = \frac{2036}{30} = 67.86 \text{ (the mean of post-test experimental class is 67.86)}$$

Table 4.3

The difference score between pre-test and post-test at experimental class

No	Name	Pre-test	Post-test
1	AC	73	85
2	AR	44	65
3	CF	42	65
4	DM	47	67
5	ES	40	65
6	EQ	44	67
7	FR	57	69
8	FA	54	69
9	FWI	42	65
10	GDK	42	65
11	LK	42	65
12	MAS	53	69

13	MCK	44	65
14	MF	50	69
15	NE	50	73
16	RFP	44	67
17	SN	40	65
18	SM	42	77
19	UM	59	67
20	FQ	47	65
21	ZW	48	65
22	RD	40	65
23	NVPA	53	73
24	IS	53	73
25	DM	40	65
26	SSN	40	65
27	IM	53	69
28	AZA	42	65
29	AF	53	67
30	ASL	40	65
N = 30	TOTAL	$\sum X = 1418$	$\sum X = 2036$
	AVERAGE	M = 47.26	M = 67.86

From the table 4.2 above showed that the result of students' post-test score at the experimental class. The data showed the maximum score was 85 and the minimum score was 65. The average score of post-test in experimental class was 67.86.

From the table 4.3 showed the difference result of pre-test and post-test at the experimental class. It got the significant improvement after giving treatment using Oral-Cued Retell

strategy, it was seen from the average of the post-test better than pre-test $47.26 < 67.86$.

2. Control Class

The researcher describes the result of pre-test in the control class by the table as follow :

Table 4.4

The students' score of pre-test in the control class

No	NAME	Criteria					Score
		A	G	V	F	C	
1	AK	0	6	12	6	12	36
2	APP	2	12	12	4	12	42
3	AI	2	18	16	4	15	55
4	AH	2	18	20	6	12	58
5	AH	2	18	12	4	12	48
6	ASF	2	18	16	8	15	59
7	DN	2	18	12	6	8	46
8	DTP	2	18	16	4	12	52
9	HN	2	30	12	8	9	61
10	JW	2	18	12	4	12	48
11	MDS	2	18	12	6	12	50
12	NS	2	18	12	6	8	46
13	R	2	18	20	6	12	58
14	SA	2	18	16	6	12	54
15	TS	2	18	16	6	12	54
16	UA	2	18	16	6	12	54
17	WS	2	18	16	8	12	56
18	ZS	2	18	20	6	12	58
19	NSN	2	12	8	4	12	38

20	MM	2	18	16	8	12	56
21	IKD	2	18	16	4	12	52
22	HU	2	24	16	6	15	63
23	AS	2	12	8	4	12	38
24	ILS	2	18	16	6	12	54
25	AR	2	12	16	6	8	44
26	EP	2	18	16	4	12	52
27	FS	2	18	16	8	12	56
28	MFAG	2	18	12	4	12	48
29	R	2	18	16	6	12	54
30	K	2	18	12	4	12	48
N = 30	TOTAL						$\sum X = 1538$
	AVERAGE						M = 51.26

Mean of Pre-test :

$$X = \frac{\sum X}{N} = \frac{1538}{30} = 51.26 \text{ (the mean of pre-test control class is 51.26)}$$

From the table 4.3 above showed that the result of students' pre-test score at the control class. The data showed the maximum score was 63 and the minimum score was 36. The average score of pre-test in control class was 51.26. While the result of post-test in control class got better score. The result of post-test in control class described by table bellow :

Table 4.5

The students' score of post-test at the control class

No	Name	Criteria					Score
		A	G	V	F	C	
1	AK	0	12	16	6	12	46
2	APP	2	12	16	4	12	46
3	AI	2	24	16	6	15	63
4	AH	2	18	20	6	15	61
5	AH	2	18	16	6	15	57
6	ASF	2	18	20	6	15	61
7	DN	2	18	16	6	15	57
8	DTP	2	18	16	6	15	57
9	HN	2	24	16	6	19	67
10	JW	2	18	16	6	15	57
11	MDS	2	18	16	6	15	57
12	NS	2	18	16	6	15	57
13	R	2	24	16	8	15	65
14	SA	2	24	16	8	15	65
15	TS	2	18	16	6	15	57
16	UA	2	18	16	6	15	57
17	WS	2	18	20	6	15	61
18	ZS	2	18	16	6	15	57
19	NSN	2	12	16	4	12	46
20	MM	2	18	16	8	15	59
21	IKD	2	18	16	6	15	57
22	HU	2	24	16	8	19	69
23	AS	2	12	16	4	12	46
24	ILS	2	18	16	6	15	57
25	AR	2	12	16	4	12	46
26	EP	2	18	16	6	15	57
27	FS	2	24	20	6	15	67
28	MFAG	2	18	16	6	15	57
29	R	2	18	16	6	15	57
30	K	2	18	16	6	15	57
N = 30	TOTAL						$\sum X = 1723$
	AVERAGE						M = 57.4

Mean of Post-test :

$$X = \frac{\sum X}{N} = \frac{1723}{30} = 57.4 \text{ (the mean of post-test control class is } 57.4)$$

Table 4.6

The difference score between pre-test and post-test at the control class

No	Name	Pre-test	Post-test
1	AK	36	46
2	APP	42	46
3	AI	55	63
4	AH	58	61
5	AH	48	57
6	ASF	59	61
7	DN	46	57
8	DTP	52	57
9	HN	61	67
10	JW	48	57
11	MDS	50	57
12	NS	46	57
13	R	58	65
14	SA	54	65
15	TS	54	57
16	UA	54	57
17	WS	56	61

18	ZS	58	57
19	NSN	38	46
20	MM	56	59
21	IKD	52	57
22	HU	63	69
23	AS	38	46
24	ILS	54	57
25	AR	44	46
26	EP	52	57
27	FS	56	67
28	MFAG	48	57
29	R	54	57
30	K	48	57
N = 30	TOTAL	$\sum X = 1538$	$\sum X = 1723$
	AVERAGE	M = 51.26	M = 57.4

From the table 4.4 above showed that the result of students' post-test score at the control class. The data showed the maximum score was 69 and the minimum score was 46. The average score of post-test in control class was 57.4.

From the table 4.6 above showed the difference result of pre-test and post-test at the control class got the significant improvement after giving treatment without using Oral-Cued Retell strategy, it was seen from the average of the post-test better than pre-test $51.26 < 57.4$.

B. Data Analysis

1. Experimental Class

The researcher analysis the data by comparing students' score in pre-test and post-test in the experimental class. The students' improvement score caused the researcher used Oral-Cued Retell strategy in teaching speaking. If seen from the students improvement score, it means that used Oral-Cued Retell strategy was success in improving students' speaking skill. The researcher describes the students' improvement score of pre-test and post-test at the experimental class by the table below:

Table 4.7
The difference score between pre-test and post-test result of experimental class

No	Name	Pre-test (X_1)	Post-test (X_2)	Difference ($X_2 - X_1$)
1	AC	73	85	12
2	AR	44	65	21
3	CF	42	65	23
4	DM	47	67	20
5	ES	40	65	25
6	EQ	44	67	23
7	FR	57	69	12

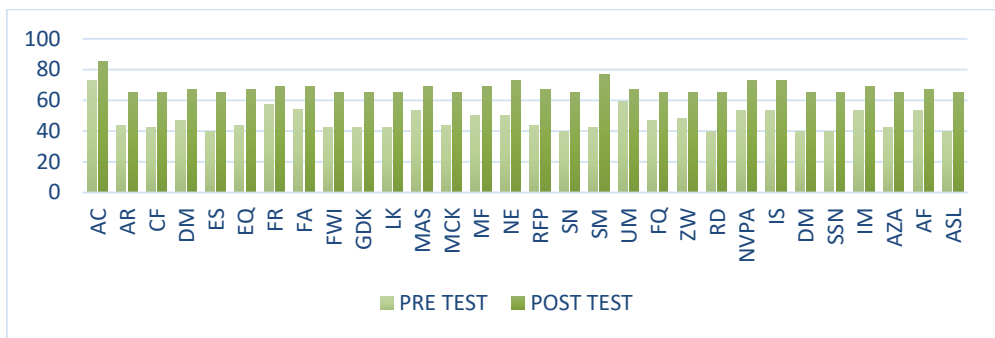
8	FA	54	69	15
9	FWI	42	65	23
10	GDK	42	65	23
11	LK	42	65	23
12	MAS	53	69	16
13	MCK	44	65	21
14	MF	50	69	19
15	NE	50	73	23
16	RFP	44	67	23
17	SN	40	65	25
18	SM	42	77	35
19	UM	59	67	8
20	FQ	47	65	18
21	ZW	48	65	17
22	RD	40	65	25
23	NVPA	53	73	20
24	IS	53	73	20
25	DM	40	65	25
26	SSN	40	65	25
27	IM	53	69	16
28	AZA	42	65	23
29	AF	53	67	14
30	ASL	40	65	25
N = 30	TOTAL	$\sum X = 1418$	$\sum X = 2036$	$\Sigma = 618$
	AVERAGE	M = 47.26	M = 67.86	

Table 4.5 above showed that the difference score between pre-test and post-test at the experimental class. The difference score was the result from the post-test scores reduced pre-test score. There was significant difference score between pre-test

and post-test at the experimental class by the highest score was 35 and the lowest was 8.

The graphic describes the table as follow:

Graphic 4.1
*The different score between pre-test and post-test of
experimental class*



From graphic 4.1 above showed the results of the students' pre-test and post-test scores on the criteria in speaking at the experimental class. Data showed that the maximum score in pre-test was 73 and the minimum score was 40. While in post-test the maximum score was 85 and the minimum score was 65.

2. Control Class

The researcher analysis the data by comparing students' score in pre-test and post-test at the control class. This result describes by the table below:

Table 4.6

The difference score between Pre-test and Post-test result of control class

No	Name	Pre-test (X_1)	Post-test (X_2)	Difference ($X_2 - X_1$)
1	AK	63	69	6
2	APP	36	46	10
3	AI	55	63	8
4	AH	58	61	3
5	AH	48	57	9
6	ASF	59	61	2
7	DN	46	57	11
8	DTP	52	57	5
9	HN	61	67	6
10	JW	48	57	9
11	MDS	50	57	7
12	NS	46	57	11
13	R	58	65	7
14	SA	54	65	11
15	TS	54	57	3
16	UA	54	57	3
17	WS	56	61	5
18	ZS	58	57	1
19	NSN	38	46	8
20	MM	56	59	3

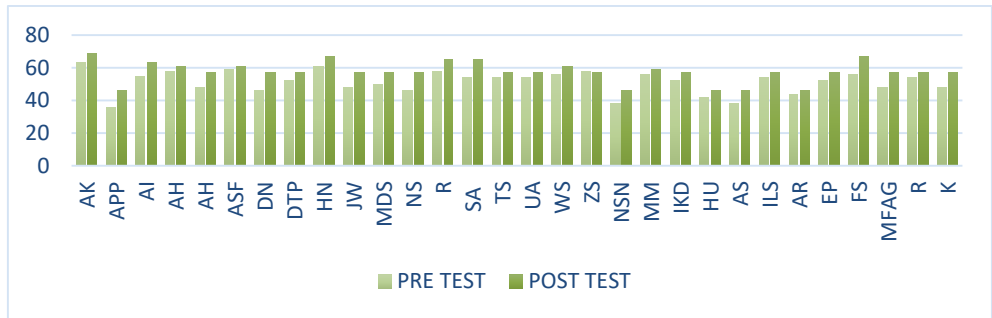
21	IKD	52	57	5
22	HU	42	46	4
23	AS	38	46	8
24	ILS	54	57	3
25	AR	44	46	2
26	EP	52	57	5
27	FS	56	67	11
28	MFAG	48	57	9
29	R	54	57	3
30	K	48	57	9
N = 30	TOTAL	$\sum X = 1538$	$\sum X = 1723$	$\sum = 185$
	AVERAGE	M = 51.26	M = 57.4	

Table 4.5 above showed that the difference score between pre-test and post-test at the control class. The difference score was the result from the post-test scores reduced pre-test score. There was significant difference score between pre-test and post-test at the control class by the highest score was 11 and the lowest was 1.

The graphic describes the table as follow:

Graphic 4.2

The different score between pre-test and post-test of control class



From graphic 4.2 above showed the results of the students' pre-test and post-test scores on the criteria in speaking at the control class. Data showed that the maximum score in pre-test was 63 and the minimum score was 36. While in post-test the maximum score was 69 and the minimum score was 46. After getting the data from score of two classes, then the researcher analyzed it by using t-test. The formula as follow :

$$t_0 = \frac{M_1 - M_2}{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2} \right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2} \right)}$$

Notes :

t_0 = t observation

M_1 = Mean score of the experiment class

M_2 = Mean score of the control class

$\sum x_1^2$ = Sum of square deviation score in experiment class

$\sum x_2^2$ = Sum of square deviation score in control class

N_1 = Number of students of experiment class

N_2 = Number of students of control class

2 = Constant number

df = Degree of Freedom ($df = N_1 + N_2 - 2$)

Table 4.7

*The result calculation of post-test at the experimental class (X_1^2)
and the control class (X_2^2)*

No	X_1	X_2	x_1	x_2	x_1^2	x_2^2
1	85	69	17,14	11,6	293,78	134,56
2	65	46	-2,86	-11,4	8,1796	129,96
3	65	63	-2,86	5,6	8,1796	31,36
4	67	61	-0,86	3,6	0,7396	12,96
5	65	57	-2,86	-0,4	8,1796	0,16
6	67	61	-0,86	3,6	0,7396	12,96
7	69	57	1,14	-0,4	1,2996	0,16
8	69	57	1,14	-0,4	1,2996	0,16
9	65	67	-2,86	9,6	8,1796	92,16
10	65	57	-2,86	-0,4	8,1796	0,16
11	65	57	-2,86	-0,4	8,1796	0,16
12	69	57	1,14	-0,4	1,2996	0,16
13	65	65	-2,86	7,6	8,1796	57,76
14	69	65	1,14	7,6	1,2996	57,76
15	73	57	5,14	-0,4	26,42	0,16
16	67	57	-0,86	-0,4	0,7396	0,16
17	65	61	-2,86	3,6	8,1796	12,96
18	77	57	9,14	-0,4	83,54	0,16
19	67	46	-0,86	-11,4	0,7396	129,96
20	65	59	-2,86	1,6	8,1796	2,56
21	65	57	-2,86	-0,4	8,1796	0,16

22	65	46	-2,86	-11,4	8,1796	129,96
23	73	46	5,14	-11,4	26,42	129,96
24	73	57	5,14	-0,4	26,42	0,16
25	65	46	-2,86	-11,4	8,1796	129,96
26	65	57	-2,86	-0,4	8,1796	0,16
27	69	67	1,14	9,6	1,2996	92,16
28	65	57	-2,86	-0,4	8,1796	0,16
29	67	57	-0,86	-0,4	0,7396	0,16
30	65	57	-2,86	-0,4	8,1796	0,16
Σ	2036	1723			589,5	1159

Note :

X_1 = Score Post-test (Experimental Class)

X_2 = Score Post-test (Control Class)

x_1 = $X_1 - M_1$ (Mean X_1)

x_2 = $X_2 - M_2$ (Mean X_2)

x_1^2 = The Squared Value of x_1

x_2^2 = The Squared Value of x_2

From the table above, the researcher got the data $\Sigma X_1 = 2036$, $\Sigma X_2 = 1723$, $\Sigma x_1^2 = 589,5$, $\Sigma x_2^2 = 1159$ where as $N_1 = 30$ and $N_2 = 30$. After that the researcher calculated them based on the t-test formula, the steps as follow :

1. Determine mean of variable X_1 and X_2

$$\text{Variable } X_1 \quad M_1 = \frac{\sum x_1}{N_1} = \frac{2036}{30} = 67.8$$

$$\text{Variable } X_2 \quad M_2 = \frac{\sum x_2}{N_2} = \frac{1723}{30} = 57.4$$

2. Determine t_o (t observation)

$$\sum x_1^2 = 589,5$$

$$\sum x_2^2 = 1159$$

$$df = N_1 + N_2 - 2 = 30 + 30 - 2 = 58$$

$$t_o = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}}$$

$$= \frac{67,8 - 57,4}{\sqrt{\left(\frac{1159 + 589,5}{30 + 30 - 2}\right) \left(\frac{30 + 30}{30 \cdot 30}\right)}} =$$

$$\frac{10,4}{\sqrt{\left(\frac{1748,5}{58}\right) \left(\frac{60}{900}\right)}}$$

$$= \frac{10,4}{\sqrt{30,14 \times 0,06}} = \frac{10,4}{\sqrt{1,8084}} = \frac{10,4}{1,34} =$$

7,76

So after the researcher calculates this data based on the formula t-test, the obtained t_o or $t_{\text{observation}}$ was 7,76.

3. Determining t_t (t table) at a significance level of 5% and 1%

$$\begin{aligned} \text{Df} &= (N_1 + N_2) - 2 \\ &= (30 + 30) - 2 \\ &= 58 \end{aligned}$$

by df (degree of freedom) of 58, we consult with the mark table of "t", both at the 5% significance level and at the 1% significance level. So the obtained results are:

- a. At significance 5%, t_t (t table) = 1.67
- b. At significance 1%, t_t (t table) = 2.39

C. Hypothesis Testing

The data obtained from experiment class and control class were calculated with the assumption as follow :

If $t_0 > t_t$: the alternative hypothesis was accepted. It means there was significant effect of teaching speaking using Oral-Cued Retell strategy than without using Oral-Cued Retell strategy. If $t_0 < t_t$: null hypothesis was rejected. It means there was no significant effect of teaching speaking using Oral-Cued Retell strategy than without it.

From the result of calculation above, it is obtained that the value of t_o ($t_{observation}$) was 7,76, the degree of freedom (df) = 58. In the degree significance 5% = 1,67 in degree of significance 1% = 2,39. After that the researcher compared the data with t_t (t table) both in degree significance 5% and 1%. Therefore $t_o:t_t = 7,76 > 1,67$ in degree of significance 5% and $t_o:t_t = 7,76 > 2,39$ in degree significance 1%.

The statistic hypothesis states that if t_o is higher than t_t , it shows that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that there was an effect of teaching speaking using Oral-Cued Retell strategy.

D. Interpretation Data

Based on the finding data of the research, the implementation of teaching speaking by using Oral-Cued Retell strategy was found that the students taught by this strategy have improved in speaking skill than the students taught without using Oral-Cued Retell strategy. The students who are taught by this strategy can speak easily and be active in speaking because they are taught by cooperative that they are matched each other and afterward one by one giving clue to his

friend. From that clue, students can make a sentences easily. Then, it can motivate students to speak in front of their friends.

From the result of the research that the mean of pre-test score obtained by students of first Grade of MA ANNIDA Islamic Boarding School Jayanti Kab.Tangerang Banten in the class X A(experimental class) 47,26 was smaller than class X B (control class) 51,26. The highest score of pre-test in X A (experimental class) was 73 and in the class X B (control class) was 63. The lowest score of pre-test in class X A (experimental class) was 40 and in the class X B (control class) was 36. It means that the distribution of score in experimental score was smaller than control class.

The mean of post-test score in experimental class was 67.86 was greater than in control class was 57.4. The highest score in experimental class was 85 and in control class was 69. The lowest score in experimental class was 65 and in control class was 46. It means that the distribution of score post-test in experimental class was greater than class control. It can be seen in teaching process as follow :

1. In the experimental class

When the teacher taught speaking using Oral-Cued Retell strategy, it made students more active in speaking because they forced to speak in learning process. The students also can discuss with their friend to share their idea in the classroom. that gives students an opportunity to recall" content information that was read, either in oral format."³⁷ It can be take a conclusion students should take the time when pre-retell then the retell process can success because the enough preparation. When the teacher asked them to speak in front of the class using Cued Retell strategy, the students did it with fun.

2. In the control class

When the teacher taught in control class, the teacher only explain the material without using Oral-Cued Retell strategy, the students less interested. They got bored and they fell confused when the teacher asked them to speak in front of the class.

³⁷ Margaret Bouchard, *Comprehension Strategies for English Language Learners*. P.102

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of research conducted towards 60 samples (consist of 30 students in the experimental class and 30 students in the control class) about the influence of Oral-Cued Retell strategy in teaching students' speaking skill, then it can be concluded that :

1. The students speaking skill at first Grade of MA ANNIDA Islamic Boarding School Jayanti Kab.Tangerang Banten is not good enough, not only caused of lees of innovation in English language learning but also students feel bored and surfeited towards its lesson. However the biggest problem of students is less of confidence in using and practicing English. After Oral-Cued Retell Strategy was applied gradually, students become more interested and more confident in practicing their daily English.
2. Oral-Cued Retell Strategy is effective in improving students' speaking skill especially on their confidence. According to the data obtained from the hypothesis statistic, students experience a

significant increase of score after treated using Oral-Cued Retell Strategy. That means Oral-Cued Retell Strategy can be used by teachers as a powerful and recommended alternative strategy in improving students skill especially in speaking skill.

Based on the fact above, the researcher can summarize that the use of Oral-Cued Retell Strategy has significant effect to increase students' speaking in MA ANNIDA Jayanti.

B. Suggestion

After conducting research about the influence of Oral-Cued Retell strategy in teaching students' speaking skill, the researcher would like to give some suggestion such as:

1. For The Teachers

- a) The writer hopes to be the one of some alternative in improving students' speaking skill by using Oral-Cued Retell strategy.
- b) The English teacher should learn more how to enhance their abilities in teaching English and to establish a good atmosphere in the class, so that the students fell happy and enthusiastic in learning English.

c) Teacher has to give clear instruction to make students' understand what they had to do.

1. For Students

- a. The students should practice a lot of speaking English, especially in speaking to more correct about aspect of speaking skill like accent, grammar and vocabulary.
- b. This strategy give students opportunity to think critically and also requires the students to be active.

2. For other researcher

The writer hopes that this research could be one of the references in conducting some research for better result.

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Agency, <http://www.texasreading.org>

<http://junaidichaniago.wordpress.com>

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MA ANNIDA

Kelas/Semester : X/2 (**experiment class**)

Mata Pelajaran : Bahasa Inggris

Topik : Descriptive Text

Pertemuan ke : 1 (Pertama)

Alokasi waktu : 1 Pertemuan (2 JP)

A. Kompetensi Inti

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

B. Kompetensi dasar

- 4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Indikator Pencapaian Kompetensi

4.10.1 Mengidentifikasi teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

4.10.2 Menjelaskan isi kandungan teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

D. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi teks deskriptif lisan dan tulis sederhana tentang Paris, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
2. Siswa mampu menjelaskan isi kandungan teks deskriptif tentang Paris, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

E. Materi Pembelajaran

1. Descriptive Text

Descriptive text is a text which says what a person or things is like.

2. Social Function

Its purpose is to describe and reveal a particular person, place and thing.

3. Generic Structure of Descriptive Text

- a. Identification : Identifies phenomenon to be describe
- b. Description : Describes the phenomenon in parts (physical appearance), qualities (degree of beauty, excellence, or worth/value), or/and characteristic (prominent aspect that are unigue).

4. Grammatical Feature of Descriptive Text

There are grammatical features indicating this kind of texts, as follow:

- Focus on **specific participants**
- Use of Attributive and Identifying Processes

- Frequent use of Epithets and classifiers in nominal group
- Use simple present tense.

5. Example of Descriptive Text

Paris

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the City of Light.

Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. The Louvre, one of the world's largest art museums, draws many visitors. The Cathedral of Notre Dame, a famous church, is another favorite place to visit

F. Metode pembelajaran

- Pendekatan Pembelajaran : *Scientific Approach*
- Model Pembelajaran : *Discuss and Practice*
- Strategi Pembelajaran : Oral-Cued-Retell Strategy

G. Media dan alat pembelajaran

- Media : Power point
- Alat : Buku Paket, laptop, proyektor
- Sumberbelajar : <http://www.belajarbahasainggris.us/>

H. Langkah-Langkah Pembelajaran

Fase	Langkah Kegiatan	Waktu
<p>Kegiatan Pendahuluan</p>	<ol style="list-style-type: none"> a. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti salam, berdoa, absensi, menyiapkan buku pelajaran; b. Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai Descriptive text. c. Mereview kembali pelajaran minggu lalu dan mengaitkannya dengan materi yang akan diajarkan saat ini. d. Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari. e. Menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang Descriptive text terkait dengan kegiatan sehari-hari. 	<p>5 menit</p>
	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru menjelaskan mengenai pengertian teks deskriptif, fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif singkat dan sederhana tentang Paris serta memberikan contoh tentang teks deskriptif. • Peserta didik mengamati contoh teks deskriptif singkat dan sederhana tentang Paris yang diberikan guru secara terbimbing. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks 	<p>10 menit</p> <p>15 menit</p> <p>15 menit</p>

	dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas.	
Kegiatan Penutup	<ul style="list-style-type: none"> a. Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you are involved in the interaction. How do you feel during the lesson? Is there anyone want to say something? b. Menyimpulkan apa yang dipelajari hari ini c. Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	5 menit

Jayanti , 19 April 2018

Disetujui oleh Guru Pamong

Peneliti

Devi Budianto

Alief Achrun Nazar

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MA ANNIDA

Kelas/Semester : X/2 (**control class**)

Mata Pelajaran : Bahasa Inggris

Topik : Descriptive Text

Pertemuan ke : 1 (Pertama)

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7. KI. 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
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J. Kompetensi dasar

- 8.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

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4.10.2 Menjelaskan isi kandungan teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

L. Tujuan Pembelajaran

3. Siswa mampu mengidentifikasi teks deskriptif lisan dan tulis sederhana tentang Paris, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
4. Siswa mampu menjelaskan isi kandungan teks deskriptif tentang Paris, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

M. Materi Pembelajaran

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N. Metode pembelajaran

Pendekatan Pembelajaran : *Scientific Approach*

Model Pembelajaran : *Discuss and Practice*

Metode Pembelajaran : ceramah

O. Media dan alat pembelajaran

Media : Power point

Alat : Buku paket, laptop, proyektor

Sumber belajar : <http://www.belajarbahasainggris.us/>

P. Langkah-Langkah Pembelajaran

Fase	Langkah Kegiatan	Waktu
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<p style="text-align: center;">Kegiatan Pendahuluan</p>	<p>f. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti salam, berdoa, absensi, menyiapkan buku pelajaran;</p> <p>g. Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai Descriptive text.</p> <p>h. Mereview kembali pelajaran minggu lalu dan mengaitkannya dengan materi yang akan diajarkan saat ini.</p> <p>i. Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari.</p> <p>j. Menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang Descriptive text terkait dengan kegiatan sehari-hari.</p>	<p style="text-align: center;">5 menit</p>
	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran Paris. • Siswa menirukan contoh secara terbimbing. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan 	<p style="text-align: center;">10 menit</p> <p style="text-align: center;">15 menit</p> <p style="text-align: center;">15 menit</p>

	<p>teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</p> <ul style="list-style-type: none">• Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif	15 menit
	<p>Mengeksplorasi</p> <ul style="list-style-type: none">• Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat• Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.• Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan• Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari <p>Mengasosiasi</p> <ul style="list-style-type: none">• Dalam kerja kelompok terbimbing siswa mendeskripsikan teks descriptive menggambarkan Paris dengan fokus pada struktur teks, dan unsur kebahasaan.• Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya.• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.	25 menit

	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menceritakan kembali permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya. 	
<p>Kegiatan Penutup</p>	<p>d. Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you are involved in the interaction. How do you feel during the lesson? Is there anyone want to say something?</p> <p>e. Menyimpulkan apa yang dipelajari hari ini</p> <p>f. Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p>	<p>5 menit</p>

Disetujui oleh Guru Pamong

Peneliti

Devi Budianto

Alief Achrun Nazar

