**“The Implementation of Turn-Taking Strategy to Improve Student’s Speaking Ability”**

(Quasi Experimental Research at Tenth Grade Students of SMKS TPI AL-Ghoniyyah Selaawi)

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**RESEARCH INSTRUMENTS**

# **OBSERVATION SHEET**

## Scores Category Alternative

(Sugiono, 2014)

|  |  |  |  |
| --- | --- | --- | --- |
| Category | Description | Scores | |
| Favorable | Unfavorable |
| Always | Nothing is missed | 4 | 1 |
| Often | Missed 1-2 times | 3 | 2 |
| Seldom | Missed 3-5 times | 2 | 3 |
| Hardly ever | Missed more than 5 times | 1 | 4 |

## Observation Checklist of Student Engagement Aspect in Speaking Class

(Fredriks, 2011)

Group : Control & Experimental

Time : Pretest & Posttest

# **Validity Test (r-count > r-table)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Aspect of Engagement** | **No** | **Indicators** | **Scores** | | | |
| **4** | **3** | **2** | **1** |
| Behavior | 1 | Apakah siswa hadir tepat waktu ketika pelajaran bahasa Inggris dimulai? |  |  |  |  |
| 2 | Apakah siswa memperhatikan ketika guru menjelaskan materi? |  |  |  |  |
| 3 | Apakah siswa melakukan apa yang diinstruksikan oleh guru? |  |  |  |  |
| 4 | Apakah siswa mencoba mengulangi pronunciation suatu kata bahasa Inggris diucapkan dengan tepat secara sukarela? |  |  |  |  |
| 5 | Apakah siswa bertanya dan menjawab/menanggapi interaksi menggunakan bahasa Inggris? |  |  |  |  |
| Emotional | 6 | Apakah siswa terlihat antusias ketika guru menjelaskan materi speaking? |  |  |  |  |
| 7 | Apakah siswa terlihat siap dan berani ketika diminta guru untuk membaca teks/berbicara menggunakan bahasa Inggris? |  |  |  |  |
| 8 | Apakah siswa terlihat percaya diri ketika diminta untuk berpatisipasi dalam sebuah percakapan? |  |  |  |  |
| 9 | Apakah siswa terlihat takut/malu ketika berbicara menggunakan bahasa Inggris? |  |  |  |  |
| 10 | Apakah siswa terlihat bahagia ketika diminta pendapatnya tentang suatu topik dengan menggunakan bahasa Inggris? |  |  |  |  |
| Cognitive | 11 | Apakah siswa mampu mengidentifikasi fungsi social, struktur teks, dan unsur bahasa suatu teks menggunakan bahasa Inggris secara lisan? |  |  |  |  |
| 12 | Apakah siswa mampu memahami isi percakapan dan menanggapinya menggunakan bahasa Inggris dengan tepat? |  |  |  |  |
| 13 | Apakah siswa mampu menghapal dan menerapkan kalimat atau frasa meminta dan memberikan informasi? |  |  |  |  |
| 14 | Apakah siswa mampu mengembangkan kosakata topik percakapan dan menggunakan salah satu jenis pronoun (subjective, objective, possessive)? |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Items | r-count | r-table (N=30) | Result |
| 1 | 0,558 | 0,361 | Valid |
| 2 | 0,570 | 0,361 | Valid |
| 3 | 0,437 | 0,361 | Valid |
| 4 | 0,286 | 0,361 | Not Valid |
| 5 | 0,720 | 0,361 | Valid |
| 6 | 0,405 | 0,361 | Valid |
| 7 | 0,603 | 0,361 | Valid |
| 8 | 0,635 | 0,361 | Valid |
| 9 | 0,320 | 0,361 | Not Valid |
| 10 | 0,255 | 0,361 | Not Valid |
| 11 | 0,308 | 0,361 | Not Valid |
| 12 | 0,217 | 0,361 | Not Valid |
| 13 | 0,260 | 0,361 | Not Valid |
| 14 | 0,097 | 0,361 | Not Valid |

# **Validity Test (Revision)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Aspect of Engagement** | **No** | **Indicators** | **Scores** | | | |
| **4** | **3** | **2** | **1** |
| Behavior | 1 | Siswa memperhatikan ketika guru menjelaskan materi bahasa Inggris. |  |  |  |  |
| 2 | Siswa melakukan apa yang guru instruksikan. |  |  |  |  |
| 3 | Siswa bertanya/menanggapi sebuah interaksi menggunakan bahasa Inggris. |  |  |  |  |
| 4 | Siswa berusaha mempelajari pronunciation suatu kata bahasa Inggris secara sukarela. |  |  |  |  |
| Emotional | 5 | Siswa terlihat antusias ketika guru menjelaskan materi speaking. |  |  |  |  |
| 6 | Siswa terlihat berani ketika diminta guru untuk membaca teks/berbicara menggunakan bahasa Inggris. |  |  |  |  |
| 7 | Siswa terlihat percaya diri ketika diminta untuk berpatisipasi dalam sebuah percakapan bahasa Inggris. |  |  |  |  |
| Cognitive | 8 | Siswa mampu memahami isi percakapan teks inroduction dan menanggapinya menggunakan bahasa Inggris secara lisan. |  |  |  |  |
| 9 | Siswa mampu menghapal dan menerapkan kalimat atau frasa bahasa Inggris secara lisan. |  |  |  |  |
| 10 | Siswa mampu mengembangkan vocabulary menggunakan salah satu jenis pronoun (subjective, objective, possessive) secara lisan? |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Items | r-count | r-table (N=30) | Result |
| 1 | 0,413 | 0,361 | Valid |
| 2 | 0,413 | 0,361 | Valid |
| 3 | 0,471 | 0,361 | Valid |
| 4 | 0,586 | 0,361 | Valid |
| 5 | 0,399 | 0,361 | Valid |
| 6 | 0,653 | 0,361 | Valid |
| 7 | 0,687 | 0,361 | Valid |
| 8 | 0,402 | 0,361 | Valid |
| 9 | 0,477 | 0,361 | Valid |
| 10 | 0,618 | 0,361 | Valid |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Correlations** | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | X1.1 | | X1.2 | | X1.3 | | X1.4 | | X2.5 | | X2.6 | | X2.7 | | X3.8 | | X3.9 | | X3.10 | | X | |
| X1.1 | Pearson Correlation | | 1 | | .285 | | .436\* | | -.150 | | .182 | | .476\*\* | | .350 | | -.232 | | -.152 | | .025 | | .413\* | |
| Sig. (2-tailed) | |  | | .127 | | .016 | | .429 | | .335 | | .008 | | .058 | | .218 | | .422 | | .895 | | .023 | |
| N | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | |
| X1.2 | Pearson Correlation | | .285 | | 1 | | .401\* | | .053 | | .262 | | .225 | | .207 | | .173 | | -.224 | | .046 | | .413\* | |
| Sig. (2-tailed) | | .127 | |  | | .028 | | .783 | | .161 | | .233 | | .272 | | .361 | | .234 | | .808 | | .023 | |
| N | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | |
| X1.3 | Pearson Correlation | | .436\* | | .401\* | | 1 | | .000 | | .393\* | | .259 | | .239 | | -.022 | | .075 | | -.078 | | .471\*\* | |
| Sig. (2-tailed) | | .016 | | .028 | |  | | 1.000 | | .032 | | .167 | | .204 | | .906 | | .692 | | .682 | | .009 | |
| N | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | |
| X1.4 | Pearson Correlation | | -.150 | | .053 | | .000 | | 1 | | .169 | | .215 | | .289 | | .264 | | .556\*\* | | .498\*\* | | .586\*\* | |
| Sig. (2-tailed) | | .429 | | .783 | | 1.000 | |  | | .372 | | .254 | | .122 | | .158 | | .001 | | .005 | | <.001 | |
| N | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | |
| X2.5 | Pearson Correlation | | .182 | | .262 | | .393\* | | .169 | | 1 | | -.101 | | .207 | | .016 | | .069 | | .078 | | .399\* | |
| Sig. (2-tailed) | | .335 | | .161 | | .032 | | .372 | |  | | .594 | | .273 | | .932 | | .719 | | .682 | | .029 | |
| N | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | |
| X2.6 | Pearson Correlation | | .476\*\* | | .225 | | .259 | | .215 | | -.101 | | 1 | | .598\*\* | | .221 | | .139 | | .218 | | .653\*\* | |
| Sig. (2-tailed) | | .008 | | .233 | | .167 | | .254 | | .594 | |  | | <.001 | | .240 | | .464 | | .247 | | <.001 | |
| N | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | |
| X2.7 | Pearson Correlation | | .350 | | .207 | | .239 | | .289 | | .207 | | .598\*\* | | 1 | | .113 | | .051 | | .360 | | .687\*\* | |
| Sig. (2-tailed) | | .058 | | .272 | | .204 | | .122 | | .273 | | <.001 | |  | | .553 | | .788 | | .051 | | <.001 | |
| N | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | |
| X3.8 | Pearson Correlation | | -.232 | | .173 | | -.022 | | .264 | | .016 | | .221 | | .113 | | 1 | | .219 | | .297 | | .402\* | |
| Sig. (2-tailed) | | .218 | | .361 | | .906 | | .158 | | .932 | | .240 | | .553 | |  | | .245 | | .111 | | .028 | |
| N | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | |
| X3.9 | Pearson Correlation | | -.152 | | -.224 | | .075 | | .556\*\* | | .069 | | .139 | | .051 | | .219 | | 1 | | .517\*\* | | .477\*\* | |
| Sig. (2-tailed) | | .422 | | .234 | | .692 | | .001 | | .719 | | .464 | | .788 | | .245 | |  | | .003 | | .008 | |
| N | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | |
| X3.10 | Pearson Correlation | | .025 | | .046 | | -.078 | | .498\*\* | | .078 | | .218 | | .360 | | .297 | | .517\*\* | | 1 | | .618\*\* | |
| Sig. (2-tailed) | | .895 | | .808 | | .682 | | .005 | | .682 | | .247 | | .051 | | .111 | | .003 | |  | | <.001 | |
| N | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | |
| X | Pearson Correlation | | .413\* | | .413\* | | .471\*\* | | .586\*\* | | .399\* | | .653\*\* | | .687\*\* | | .402\* | | .477\*\* | | .618\*\* | | 1 | |
| Sig. (2-tailed) | | .023 | | .023 | | .009 | | <.001 | | .029 | | <.001 | | <.001 | | .028 | | .008 | | <.001 | |  | |
| N | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | | 30 | |
| \*. Correlation is significant at the 0.05 level (2-tailed). | | | | | | | | | | | | | | | | | | | | | | | | |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | | | | | | | | | | | | | | | | | | | | | | |

# **Reliability Test Revision (v > 0,6)**

|  |  |
| --- | --- |
| **Reliability Statistics** | |
| Cronbach's Alpha | N of Items |
| .696 | 10 |

# **SPEAKING TEST**

## Speaking Assessment Rubrics

(Brown, 2004)

|  |  |  |
| --- | --- | --- |
| **Aspect of Speaking** | **Scores** | **Categories** |
|
| Pronunciation | 4 | Student pronounces the words without any mispronunciation |
| 3 | Student pronounces the words with mispronunciation 1-2 times |
| 2 | Student pronounces the words with mispronunciation 3-5 times |
| 1 | Student pronounces the words with mispronunciation more than 5 times |
| Vocabulary | 4 | Student has more than 5 unique vocabularies |
| 3 | Student has 3-5 unique vocabularies |
| 2 | Student has 1-2 unique vocabularies |
| 1 | Student has limited vocabulary, not any unique vocabulary |
| Grammar | 4 | Student has very good grammar without any mistake |
| 3 | Student has errors in grammar 1-2 times |
| 2 | Student has errors in grammar 3-5 times |
| 1 | Student has errors in grammar more than 5 times |
| Fluency | 4 | Speech with the style without any hesitation |
| 3 | Speech with the style and hesitation 1-2 times |
| 2 | Speech without any style, halting and hesitant 3-5 times |
| 1 | Speech is very halting and hesitant more than 5 times |
| Comprehension | 4 | Understand the idea easily and respond it correctly without any repetition |
| 3 | Understand the idea and respond it correctly with repetitions 1-2 times |
| 2 | Difficulty to understand, correct respond with more than 3 repetitions |
| 1 | Don’t understand the idea, incorrect respond |

Speaking Assessment Table

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Students | Pro | Voc | Gra | Flue | Com | Total | Notes |
| 1 |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

## Speaking Test

Group : Control & Experimental

Time : Pretest & Posttest

**The teacher will test students speaking ability in pairs and turn orally using English by giving several simple questions in a simple conversation.**

*\*This activity will be recorded*

|  |
| --- |
| The questions predictions based on objectives learning:   1. Hi, good morning *(student name*)? 2. How are you today? /How do you do? 3. Could tell me about you? / Please introduce yourself! Like your full name, family, friends, hobbies, habit or something? 4. What do you think about your friends? 5. Give me three words to describe you/your friends? |

**While the student answer/respond the questions orally using English.**

|  |
| --- |
| The answers prediction based on objectives learning   1. Hi, good morning too/mis/mam 2. I’m good/fine/great, not bad,   I’m sick/not good/ feeling well,  \*How about you?  \*How are you?   1. Yes/sure/of course/alright/okay   \*Let me introduce myself…  I’m/my name is…, I’m … years old/My age is …, My mother name is …, She is …, My father name is …, He is …, I have … brother/sister, Her/His name. My hobbies are …, I usually like …  \*I think it’s enough  \*Thank you   1. I think she/he is…,   \*Because she/he always…, but/however/even though she/he is … sometimes  \*What’s your opinion? / How about you? What do you think? Do you agree?   1. Okay/alright/sure/of course   \*Hmm, I think…, Let me think…, Wait a second/minutes…, How to say that…,  \*What else, you can call me … because …  I’m …, and … |

# **Validity Test**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Correlations** | | | | | | | |
|  | | Pro | Voc | Gra | Flue | Comp | Score |
| Pro | Pearson Correlation | 1 | .274 | -.045 | .210 | .416\* | .699\*\* |
| Sig. (2-tailed) |  | .144 | .812 | .266 | .022 | <.001 |
| N | 30 | 30 | 30 | 30 | 30 | 30 |
| Voc | Pearson Correlation | .274 | 1 | .146 | .067 | .194 | .516\*\* |
| Sig. (2-tailed) | .144 |  | .442 | .724 | .305 | .004 |
| N | 30 | 30 | 30 | 30 | 30 | 30 |
| Gra | Pearson Correlation | -.045 | .146 | 1 | .241 | .285 | .488\*\* |
| Sig. (2-tailed) | .812 | .442 |  | .200 | .127 | .006 |
| N | 30 | 30 | 30 | 30 | 30 | 30 |
| Flue | Pearson Correlation | .210 | .067 | .241 | 1 | .186 | .516\*\* |
| Sig. (2-tailed) | .266 | .724 | .200 |  | .326 | .004 |
| N | 30 | 30 | 30 | 30 | 30 | 30 |
| Comp | Pearson Correlation | .416\* | .194 | .285 | .186 | 1 | .745\*\* |
| Sig. (2-tailed) | .022 | .305 | .127 | .326 |  | <.001 |
| N | 30 | 30 | 30 | 30 | 30 | 30 |
| Score | Pearson Correlation | .699\*\* | .516\*\* | .488\*\* | .516\*\* | .745\*\* | 1 |
| Sig. (2-tailed) | <.001 | .004 | .006 | .004 | <.001 |  |
| N | 30 | 30 | 30 | 30 | 30 | 30 |
| \*. Correlation is significant at the 0.05 level (2-tailed). | | | | | | | |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | | | | | |

# **Reliability Test (v > 0,6)**

|  |  |
| --- | --- |
| **Reliability Statistics** | |
| Cronbach's Alpha | N of Items |
| .556 | 5 |

# **Validity Test (Revision)**

|  |  |  |  |
| --- | --- | --- | --- |
| Items | r-count | r-table | Result |
| 1 | 0,782 | 0,361 | Valid |
| 2 | 0,629 | 0,361 | Valid |
| 3 | 0,595 | 0,361 | Valid |
| 4 | 0,674 | 0,361 | Valid |
| 5 | 0,732 | 0,361 | Valid |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Correlations** | | | | | | | |
|  | | Pro | Voc | Gra | Flue | Comp | Score |
| Pro | Pearson Correlation | 1 | .388\* | .211 | .425\* | .491\*\* | .782\*\* |
| Sig. (2-tailed) |  | .034 | .264 | .019 | .006 | <.001 |
| N | 30 | 30 | 30 | 30 | 30 | 30 |
| Voc | Pearson Correlation | .388\* | 1 | .279 | .293 | .307 | .629\*\* |
| Sig. (2-tailed) | .034 |  | .136 | .116 | .099 | <.001 |
| N | 30 | 30 | 30 | 30 | 30 | 30 |
| Gra | Pearson Correlation | .211 | .279 | 1 | .367\* | .339 | .595\*\* |
| Sig. (2-tailed) | .264 | .136 |  | .046 | .067 | <.001 |
| N | 30 | 30 | 30 | 30 | 30 | 30 |
| Flue | Pearson Correlation | .425\* | .293 | .367\* | 1 | .273 | .674\*\* |
| Sig. (2-tailed) | .019 | .116 | .046 |  | .145 | <.001 |
| N | 30 | 30 | 30 | 30 | 30 | 30 |
| Comp | Pearson Correlation | .491\*\* | .307 | .339 | .273 | 1 | .732\*\* |
| Sig. (2-tailed) | .006 | .099 | .067 | .145 |  | <.001 |
| N | 30 | 30 | 30 | 30 | 30 | 30 |
| Score | Pearson Correlation | .782\*\* | .629\*\* | .595\*\* | .674\*\* | .732\*\* | 1 |
| Sig. (2-tailed) | <.001 | <.001 | <.001 | <.001 | <.001 |  |
| N | 30 | 30 | 30 | 30 | 30 | 30 |
| \*. Correlation is significant at the 0.05 level (2-tailed). | | | | | | | |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | | | | | |

# **Reliability Test Revision (v > 0,6)**

|  |  |
| --- | --- |
| **Reliability Statistics** | |
| Cronbach's Alpha | N of Items |
| .716 | 5 |

# **LESSON PLAN**

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

## **Control Group**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Satuan Pendidikan | : | SMK TPI Al-Ghoniyyah | KD | : | 3.1 & 4.1 |
| Kelas / Semester | : | X/1 | Pembelajaran Ke- | : | 3 |
| Materi Pokok | : | Chapter 1 Talking about Self  Transactional Interaction  Conventional strategy | Alokasi Waktu | : | 2 X 45 menit |

1. **TUJUAN PEMBELAJARAN**

Melalui modelpembelajarandiharapkan peserta didik dapat:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memperkenalkan dan menyebutkan identitas untuk mengembangkan komunikasi interaksional dengan orang lain.
2. Mengidentifikasi struktur teks transaksional yang meliputi opening, exchange dan closing pada sebuah teks.
3. Mengidentifikasi unsur kebahasaan yang meliputi name, family-relationship, jobs, friends’ vocabulary dan jenis pronoun (subjective, objective, and possessive) pada sebuah teks.
4. Meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan struktur teks yang tepat sesuai dengan konteks penggunaan.
5. Meminta memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan unsur kebahasaan pronoun (subjective, objective, and possessive) yang tepat sesuai dengan tujuan dan konteks penggunaan.
6. **KEGIATAN PEMBELAJARAN**

|  |  |  |
| --- | --- | --- |
| **Kegiatan** | **Deskripsi Kegiatan** | **Alat**  **dan Media** |
| **Waktu** | 15 Menit |  |
| **Pendahuluan** | 1. Guru membuka kegiatan dengan senyum, salam, sapa dan berdoa 2. Guru mengecek kehadiran siswa melalui konfirmasi sekretaris kelas (Disiplin) 3. Guru mereview materi sebelumnya kemudian memperkenalkan materi baru | Daftar hadir siswa  Whiteboard  Spidol |
| **Waktu** | 60 Menit | |
| **Kegiatan Inti** | **Model:** | |
| 1. Listening-Speaking  * Guru memberikan stimulus berupa pertanyaan mengenai judul materi: *Talking about Self*   *What is introduction? What do you think about introduction?*   * Siswa menjawab pertanyaan menggunakan bahasa Inggris/Indonesia secara suka rela, atau ditunjuk oleh guru * Guru memberikan feedback dan menjelaskan materi berdasarkan definisi, struktur teks, dan unsur bahasa.  1. Reading-Responding  * Guru meminta siswa membaca text 1: *An email from Hannah* hal.4 bergantian dengan pronunciation feedback untuk menjawab *Comprehension Questions 1 hal.8* * Siswa merespon instruksi guru tentang teks tersebut secara bersama-sama untuk mengidentifikasi text structure hal.10. * Guru meminta beberapa siswa untuk memberikan contoh kalimat yang mengandung *pronouns* dengan membaca *text hal.12-13*.  1. Writing-Presenting  * Guru meminta siswa untuk membuat sebuah teks tentang *Talking about self* meliputi struktur teks, dan unsur bahasa: *name, family relationship, friends* juga *pronoun* *(Subjective, Objective, Possessive)* * Siswa mempersentasikan hasil karya tulisannya secara bergantian, sementara guru mengoreksi kesalahan pronunciation. | Buku paket bahasa Inggris X SMA/  SMK |
| **Waktu** | 15 Menit |  |
| **Penutup** | 1. Kesimpulan   Siswa diminta untuk menyimpulkan kegiatan pembelajaran hari ini kemudian guru memperkuat poin pentingnya.   1. Motivasi   Guru memotivasi siswa untuk tetap semangat dan meminta untuk latihan dan menerapkan apa yang telah dipelajari dikehidupan sehari-hari.   1. Refleksi   Guru melakukan refleksi terhadap pembelajaran yang telah diberikan kepada peserta didik.   1. Doa penutup   Guru menutup kegiatan pembelajaran dengan berdoa bersama. |  |

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

## **Experimental Group**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Satuan Pendidikan | : | SMK TPI Al-Ghoniyyah | KD | : | 3.1 & 4.1 |
| Kelas / Semester | : | X/1 | Pembelajaran Ke- | : | 3 |
| Materi Pokok | : | Chapter 1 Talking about Self  Transactional Interaction  Turn-taking strategy | Alokasi Waktu | : | 2 X 45 menit |

1. **TUJUAN PEMBELAJARAN**

Melalui modelpembelajarandiharapkan peserta didik dapat:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memperkenalkan dan menyebutkan identitas untuk mengembangkan komunikasi interaksional dengan orang lain.
2. Mengidentifikasi struktur teks transaksional yang meliputi opening, exchange dan closing pada sebuah teks.
3. Mengidentifikasi unsur kebahasaan yang meliputi name, family-relationship, jobs, friends’ vocabulary dan jenis pronoun (subjective, objective, and possessive) pada sebuah teks.
4. Meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan struktur teks yang tepat sesuai dengan konteks penggunaan.
5. Meminta memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan unsur kebahasaan pronoun (subjective, objective, and possessive) yang tepat sesuai dengan tujuan dan konteks penggunaan.
6. **KEGIATAN PEMBELAJARAN**

|  |  |  |
| --- | --- | --- |
| **Kegiatan** | **Deskripsi Kegiatan** | **Alat**  **dan Media** |
| **Waktu** | 15 Menit |  |
| **Pendahuluan** | 1. Guru membuka pembelajaran dengan senyuman, salam dan sapa *Hello class, how are you today?* 2. Guru mengecek kehadiran siswa *Who’s not present?* *Why?* 3. Guru memberikan motivasi belajar kepada siswa untuk menciptakan suasana siap belajar baik secara fisik maupun psikis.   *Are you ready class for a new lesson?*   1. Guru memperkenalkan materi baru dan menyampaikan tujuan pembelajaran | Daftar hadir siswa  Whiteboard  Spidol |
| **Waktu** | 60 Menit | |
| **Kegiatan Inti** | **Model:** | |
| * Siswa diperkenalkan dengan *Turn-taking Strategy* meliputi definisi, tahapan, dan contoh oleh guru. * Guru memberikan stimulus agar siswa menerapkan strategi Turn-taking berupa pertanyaan mengenai judul materi: *Talking about Self*   *What is introduction? What do you think about introduction?*   * Siswa menjawab pertanyaan/menanggapi pernyataan menurut pendapatnya secara bergiliran.   *For me .., In my opinion.., I think.., I guess..,*  *I agree with.., I think so.., That’s true..,*  *And how about you?.., what do you think about?.., what’s your opinion?*   * Guru menjelaskan materi tentang *Talking about Self* meliputi fungsi, struktur teks dan unsur bahasa. * Guru meminta siswa membuat sebuah teks tentang topik *Talking about self* dengan memperhatikan struktur teks, dan unsur bahasa: *name, family relationship, friends* juga *pronoun* *(Subjective, Objective, Possessive).* Sementara guru berkeliling untuk mengoreksi tulisan. * Guru meminta seluruh siswa menghapal teks untuk dipresentasikan (pronunciation, fluency, comprehension) dengan strategi turn-taking. Sementara guru mempersiapkan kelas untuk merekam kegiatan. * Seorang siswa ditunjuk guru untuk mempresentasikan hasil karya tulisannya. * Sementara siswa lainnya menyimak dan bersiap-siap untuk menunggu gilirannya tiba berdasarkan tabel (struktur teks, unsur bahasa: vocabulary dan grammar) yang diberikan.  1. *Taking the floor*  * Siswa 1 dapat memilih mengawali giliran berbicara tentang topik *talking about self* dengan:   *hi/hello, good morning, everyone/friends/everybody, let me tell/introduce…,*  atau memilih untuk mengambil giliran berbicara dengan menanggapi giliran orang lain menggunakan konjungsi seperti  *(but, however, meanwhile, even though, on the other hand, on the other words, likewise, in addition, therefore, in conclusion)*   1. *Holding the floor*  * Siswa 1 mempertahankan giliran berbicaranya menggunakan frasa/konjungsi:   *hmm, let me think, actually, wait a second/minutes, hold on, how to say that*, *what else,*  atau menunggu giliran berbicaranya.   1. *Yielding the floor*  * Siswa 1 kemudian dapat melempar giliran berbicara pada siswa 2 dengan memberikan pertanyaan   *(How about you? What’s your name/your mother’s name?)*  *(Who’s your friends? Tell me about.,)*  Pola giliran berlangsung sampai siswa terakhir   * Guru membimbing jalannya percakapan, mengoreksi pronunciation, grammar dan unsur bahasa. | Buku paket bahasa Inggris X SMA/  SMK |
| **Waktu** | 15 Menit |  |
| **Penutup** | 1. Kesimpulan   Siswa diminta untuk menyimpulkan kegiatan pembelajaran hari ini kemudian guru memperkuat poin pentingnya.   1. Motivasi   Guru memotivasi siswa untuk tetap semangat dan meminta untuk latihan dan menerapkan apa yang telah dipelajari dikehidupan sehari-hari.   1. Refleksi   Guru melakukan refleksi terhadap pelajaran yang diberikan  kepada peserta didik.   1. Doa penutup   Guru menutup kegiatan pembelajaran dengan berdoa bersama. |  |