

**THE EFFECT OF USING ONE STAY THREE STRAY STRATEGY  
IN IMPROVING STUDENTS' SPEAKING ABILITY AT  
GRADE OF SENIOR HIGH SCHOOL 1  
KAMPAR TIMUR**

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BY

INDAH BESTARI

NIM. 11414200109

FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1441 H/2020 M



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IN IMPROVING STUDENTS' SPEAKING ABILITY AT  
GRADE OF SENIOR HIGH SCHOOL 1  
KAMPAR TIMUR**

A Thesis

Submitted in Partial Fulfilment of the Requirements  
for Bachelor Degree of Education  
(S.Pd)



UIN SUSKA RIAU

BY

**INDAH BESTARI**

**NIM. 11414200109**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
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The thesis entitled *the Effect of Using One Stay Three Stray Strategy in Improving Students' Speaking Ability at Tenth grade of senior High School 1 Kampar Timur* written by Indah Bestari, SIN. 11414200109. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Dzulqa'dah 24<sup>th</sup>, 1441 H

July 15<sup>th</sup>, 2020 M

Approved by

The Head of the Department  
of English Education

Drs. Samsi Hasan, M.H.Sc.  
NIP.19630803 19903 1 003

Supervisor

Abdul Hadi, MA, PhD  
NIP. 197301182000031001

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### EXAMINER APPROVAL

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Pekanbaru, Dzulhijah 17<sup>th</sup>, 1441 H  
August 7<sup>th</sup>, 2020 M

Examination Committee

Examiner I

**Drs. Samsi Hasan, M.HSc**

Examiner II

**Riri Fauzana, M.Sc.**

Examiner III

**Nur Aisyah Zulkifli, M.Pd.**

Examiner IV

**Mainar Fitri, M.Pd**  
NIP.198105192014112001

Dean

Faculty of Education and Teacher Training



**Dr. H. Muhammad Syaifuddin, S. Ag., M. Ag.**  
NIP.19740704 199803 1 001

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In the Name of Allah, the most gracious, the most merciful

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The Writer

Indah Bestari  
SIN. 11414200109



## ABSTRACT

### Indah Bestari , (2019) :The Effect of Using one Stay Three Stray Strategy in Improving Students'Speaking Ability at Tenth Grade Senior High School 1 Kampar Timur

The research was conducted based on students' speaking ability. The researcher formulated into two research question that would be answered by using quantitative research, that is ;1) is there any significant effect of using one stay three stray strategy on students' speaking ability of descriptive text at senior high school 1 Kampar Timur?, and 2) On which component of speaking ability does the use of one stay three stray strategy have the biggest effect on students' speaking ability? This research had two variables, One Stay Three Stray Strategy as independent variable and students' speaking ability as dependent variable. This research was a quasi-experimental research. The research selected two class from total eight classes by using cluster random sampling technique; experimental and control class there were 40 students as sample out of 160 students. In collecting the data , the writer used test. In analyzing the data ,the researcher used independent sample t-test formula calculated by using SPSS 23 version continued by using eta square formula. Based on analysis of the t-test formula, the sig .value is 0.000. It could be stated that  $0.000 < 0.05$ . Then, the effect size was 0.47 categorized into moderate level The writer concluded that there is significant effect of using one stay three stray strategy on students' speaking ability of descriptive text at senior high school 1 Kampar Timur and the biggest effect was found on the second component of speaking ability that is identifying grammar where the effect size was 0.47 categorized into large level.

**Key words:** One Stay Three Stray Strategy, Speaking Ability



## ABSTRAK

Indah Bestari , (2019)

### : Pengaruh Penggunaan one Stay Three Stray Strategy terhadap kemampuan berbicara siswa di Sekolah Menengah Atas Negeri 1 Kampar Timur

Penelitian ini dilakukan berdasarkan masalah siswa dalam kemampuan berbicara. peneliti merumuskan masalah menjadi dua rumusan masalah yang akan dijawab dengan menggunakan penelitian kuantitatif, yaitu; 1) Apakah ada pengaruh yang signifikan dari penggunaan one stay three stray strategy pada kemampuan berbicara siswa di SMA Negeri 1 Kampar Timur? dan 2) Pada komponen kemampuan berbicara manakah penggunaan one stay three stray strategy memiliki efek terbesar pada kemampuan berbicara? Penelitian ini memiliki dua variabel One Stay Three Stray Strategy sebagai variabel independen dan students' speaking ability sebagai variabel dependen. Penelitian ini merupakan penelitian kuasi eksperimental. Penulis memilih dua kelas dari total 8 kelas menggunakan teknik pengambilan sampel kelompok secara acak: kelas eksperimen dan kontrol. Ada 40 siswa sebagai sampel dari 160 siswa. Dalam pengumpulan data, penulis menggunakan test Dalam menganalisis data, penulis menggunakan rumus *independent sample t-test* dihitung dengan menggunakan SPSS versi 23 dilanjutkan dengan menggunakan rumus *eta square*. Berdasarkan analisis *t-test*, nilai sig. adalah 0,000. Hal ini dapat dinyatakan bahwa  $0,000 < 0,05$ . Kemudian, *effect size* adalah 0,47 pada tingkat yang menengah, maka  $H_a$  diterima. Penulis menyimpulkan bahwa ada pengaruh yang signifikan dari penggunaan one stay three stray strategy pada kemampuan berbicara siswa pada descriptive text di SMA Negeri 1 Kampar Timur. Dan efek terbesar ada pada komponen kedua dari kemampuan berbicara yaitu mengidentifikasi grammar *effect size* adalah 0,47 dikategorikan kedalam tingkat besar.

**Kata kunci:** One Stay Three Stray Strategy, kemampuan berbicara.



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## ملخص

إنداه بستاري، (٢٠١٩) : أثر استخدام استراتيجية الإقامة الواحدة وثلاثة ضالين على مهارة الكلام لدى التلاميذ في المدرسة الثانوية الحكومية ١ كمفر الشرقية

تم إجراء هذا البحث بناءً على مشاكل التلاميذ في مهارة الكلام. وتصيغ الباحثة المشكلة في سؤالي البحث ستم إجابتهما باستخدام البحث الكمي ، وهما : (١) هل هناك أثر هام من استخدام استراتيجية الإقامة الواحدة وثلاثة ضالين على مهارة الكلام لدى التلاميذ في المدرسة الثانوية الحكومية ١ كمفر الشرقية ؟ و (٢) في أي مكون مهارة الكلام يمكن أن يكون استخدام الإقامة الواحدة وثلاثة ضالين له أثر أكبر على مهارة الكلام ؟ لهذا البحث متغيران، استراتيجية الإقامة الواحدة وثلاثة ضالين كمتغير مستقل ومهارة الكلام لدى التلاميذ كمتغير غير مستقل. وإن هذا البحث لبحث شبه تجريبي. اختار الباحث فصلين من إجمالي ٨ فصول باستخدام تقنية أخذ العينة الجماعية العشوائية : الفصل التجريبي والضابطي. وهناك ٤٠ تلميذا كعينة من ١٦٠ تلميذا. وفي جمع البيانات، استخدم الباحث الاختبار، وفي تحليل البيانات، استخدمت صيغة اختبار  $t$  المستقل للعينة، محسوبة باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية بإصدار ٢٣ وباستخدام صيغة  $eta\ square$ . بناء على تحليل اختبار  $t$ ، قيمة  $sig$  هي ٠٠٤٠٠٠. ويمكن أن يقال إن  $٠٠٤٠٠ > ٠٠٥٠٠$ . ثم يكون حجم الأثر هو ٤٧،٠ في الفئة المتوسطة، فالفرضية البديلة مقبولة. ويستنتج الباحث أن هناك أثرا هاما في استخدام استراتيجية الإقامة الواحدة وثلاثة ضالين على مهارة الكلام لدى التلاميذ عند النص الوصفي في المدرسة الثانوية الحكومية ١ كمفر الشرقية. وهناك أكبر الأثر في المكون الثاني من مهارة الكلام، أي تعريف القواعد لحجم الأثر هو ٤٧،٠ وهو كبير. الكلمات الأساسية : استراتيجية الإقامة الواحدة وثلاثة ضالين، مهارة الكلام.





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## CHAPTER I INTRODUCTION

### A. Background of the Study

As one of language skill, speaking plays an important role which is like communities of household consumption by everyone , especially to the people who want to build communication that creates a language which is good considering the importance of speaking well in the world of education. In reference to , Tornbury (2005,p.1) speaking is so much a part of daily life that we take it for granted. Mostly in daily activity , human produce tons words. Based on the fact above ,it true that speaking become the important think that people should be able with, including students in a school.

Learning English becomes a process which must be studied by students. The government of Indonesia placed English as an important subject at school in different level of education. It can be seen in the new school curriculum which is the 2013 curriculum on BSNP (2013, P.14), written that English is one of the compulsory subject that must be followed by the students.

As the school curriculum or 2013 curriculum for senior high school stated that learning English in senior high school tends students to develop language skills that are used to accompany action in the future. In line with the purpose of Indonesia nation on *Undang-undang dasar (1945)*, in it is own curriculum mentioned with the English, students can develop and form the



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character and civilization of a dignified nation in order to educate the nation's life to face globalization and modernization .

According to 2013 curriculum, it is expected that the senior high school students to be able to speak and communicative in English. Therefore, speaking ability is important thing for students to be mastered. They should be able to showing their care; introduce themselves; congratulate to others; describe about person and place; tell about their unforgettable experience; and storytelling about some legend story which is these material are written at 2013 curriculum, BSNP (2013, p.65). It is expected that the students can use English in real communication in their daily life.

However, based on observation the students and interview to English teacher at SMAN 1 Kampar Timur , the school use 2013 curriculum, most of the students are still on the least satisfying level of proficiency in speaking English. They have been learn English since elementary school up to junior high school continue to senior high school but in fact, they still not able to speak and understand English.

The researcher found some problems dealing with the English teaching and learning process. The students had low motivation in learning English, especially in speaking activities. They are still not familiar to English sounds and pronunciation. It can be seen when the English teacher giving question or instruction, the students do not understand and be quite. Based on informal interview with students, some of the students said that speaking is the terrible activity because they are afraid to speak with wrong grammar and vocabulary.



The researcher also found the problem in teacher's way of teaching. When teaching English, the teacher used whiteboard and infocus then ask students to do presentation about the material. The activity were less varied, it makes students bored at class. Based on interview with the English teacher, she said that to persuade student to speaking in speaking activity is hard and she agreed that some of the students are difficult to speak and always refuse to join the activity.

In the preliminary observation at State Senior High School 1 Kampar Timur, the writer found the following phenomena:

- a) Some of the students were not able to speak English confidently
- b) Some of the students were not able to speak English grammatically
- c) Some of the students were not able to speak English by using proper vocabulary.
- d) Some of the students are not able to speak English fluently
- e) Some of the students were not able to express and develop their ideas.

Based on the problem above, the researcher intends to offer a solution for the teacher to implement an English teaching strategy, technique or method as media in teaching speaking which can help and motivate the students to speak English.

According to Makinster, Mathews, Saul and Crawford, (2005, p,64) One Stay Three Stray Strategy can be fun for the students, because it gets them up and moving around, and exposes them to other face. Students enjoy being interviewed and they also enjoy telling their table mates what they



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learned when they visited the other groups. If the produce is set up properly students can be learn to move around quickly to their new places.

The facts and phenomena above, indicate that it is necessary to carryout a research titled: **“THE EFFECT OF ONE STAY THREE STRAY STRATEGY IN IMPROVING STUDENTS’ SPEAKING ABILITY AT THE TENTH GRADE OF SENIOR HIGH SCHOOL 1 KAMPAR TIMUR”**

## B. Problem

### 1. The Identification of the Problem

- a) Why were some the students not able to speak English confidently?
- b) Why were some of the students not able to speak English grammatically?
- c) Why were some of the students not able to speak English by using proper vocabulary?
- d) Why were some of the students not able to speak English fluently?
- e) Why were some of the students not able to express and develop their ideas?

### 2. The Limitation of the Problem

After identifying the problems stated above,those , the researcher is necessary to focus on students’ speaking ability in descriptive text, and for resolve students speaking ability the researcher use of One stay three Stray as a treatment of tenth grade students at state senior high school 1 Kampar Timur



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### 3. Formulation of the problem

Based on the limitation of the problem stated above ,thus the research question are formulated in the following question:

- a. Is there any significant difference in speaking ability between students taught by using One Stay Three Stray and those taught without using one stay three stray strategy?
- b. On which component of speaking ability does the use of one stay three stray strategy have the biggest effect on students' speaking ability?

### C. Objective and Significance of the research

#### 1. The Objective of the research

- a. To find out whether there is a significant difference on students' speaking ability those taught by using One Stay Three Stray and without using it of the tenth grade students at tThree Stray at senior high school 1 Kampar Timur.
- b. To find out which component of speaking ability does the use of one stay three stray strategy have the biggest effect on students' speaking ability

#### 2. The Significance of the Research

The research activity is significantly carried out for the following needs. They are:

1. It is expected to give the positive contribution related to the process of teaching and learning English, especially in term of students'





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## E. The definition of Term

### 1. The Effect

Richards (2010, p. 190) states that, effect is a measure of the strength of one variable effect on another or the relationship between two or more variables. In this research, the effect is defined as the result of teaching speaking with One Stay Three Stray strategy, especially speaking skill at Senior High School 1 Kampar Timur.

### 2. One Stay Three Stray Strategy

According to Makinster, Mathews, Saul and Crawford, (2005, p,63) One Stay Three Stray strategy is a cooperative learning activity for sharing ideas within a classroom.

### 3. Speaking ability

Speaking ability by Samjai (2015) said that this is the ability (1) to verbalize the English language in conversation purposively, (2) to speak fluently and communicate effectively, (3) to use language structure and vocabulary in the right context, (4) to use appropriate pronunciation, and (5) to apply appropriate manner. Speaking ability in research is students' understanding in speaking English language.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Speaking Ability

Many definitions about speaking have been proposed by language experts. Speaking is one of four language skills that should be mastered by someone. It is one of two kinds of productive skills. According to (Brown, 2000), speaking is a productive skill that can be directly and empirically observed, those observations are invariably collared by the accuracy and effectiveness of their takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Speaking is the main form of communication that is used to get any message across, moreover in teaching and learning process.

According to Hasibuan and Ansyari (2007, p 101), many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. It means that the mastery of the language can be seen from the speaking fluency.



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Moreover, Cameron in Wahyudi (2016: p.3) said that speaking is active use of language to express meanings so that other people can make sense of them. When doing speaking, both the speaker and listener emphasize on the meaning what each is saying about in order that they understand one another and it will create communication. Jie in Wahyudi (2016, p.3) support Cameron statement and added some by saying, who says that the use of language is more important than knowing the usage of language.

From the definition of speaking above, the writer can conclude that speaking is one of the ability which human can do, by doing this ability, both speaker and listener can get or share their ideas and information by using thing or visual in the order to create communication. In the conclusion, speaking will be important part in the overall human activity.

## 2. The Components of Speaking Ability

Since the idea that speaking is a productive skill, there will be necessary to know what the component of speaking. According to H. Douglass Brown (2003, p. 172) the component of speaking cannot be ignore if someone wants to succeed in the producing process (speaking process), the component will be involved. Speaking has five components there are:

### a. Grammar

According to Nunan (1991, p. 296). Grammar remains us how to make the use of words that is to say, it teaches us how to make the use



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of them in proper manner , to be choose the words which ought to be placed. We must be acquainted withh certain principls and rules constitute what is collect grammar it means that without grammar our sentences are not complete yet ,sometimes the listener is so difficult to understand our purposes.

## b. Vocabulary

According to Nunan (1991. p 117) vocabulary is a group of the words that includes in languange ,have many words that must be mastered by person to speak or write something. Vocabulary as acqusition of an adequate vocabulary is essential for succesful second language use ,because without an extensive vocabulary we will be unable to use the structure and the function that we have learner for comprehensible communication.It means that vocabulary mastery is one of important components in communication.

## c. Comprehension

Swan (1999) states that comprehension is knowing an understanding. It indicates that, in comprehension the speaker and listeners have to understand what the intended meaning of the speaker when she/he says something.

## d. Fluency

According to H. Douglas Brown (2001. P .255) . Fluency is probably best achieved by allowing the air stream of speech to follow them as some of this speech spill over beyond comprehensibility. It means that



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fluency is the important one in speaking that makes the listener understand more when they communicate with other

#### e. Pronunciation

According to Richard (1992, p.296), pronunciation is the way a certain sound or sounds are produced. To make pronunciation accepted by listeners, it is better for someone to produce the words that has most similar pronunciation such as head (hed), and hate (heit), and the word that has similar formation such “read” in the regular (pronounced ri:d) and in the regular (pronounced red).

### 3. Teaching Speaking Skill

Hughes (2003, p 113) said that speaking skill is one component involved in curriculum of language teaching that has to be taught by the teacher. the purpose of teaching spoken language is to developed the student’ ability in interacting succes of the language and involving comprehension as well as production. The success of the teacher can be decided by the way of presenting the material whether the language is acceptable and easy to be understood by the students or not.

According to (Nunan, 2003) there are five principles for teaching English. They are :

- 1) Be aware of the difference between second language and foreign language learning context.
- 2) Give the students practice with both fluency and accuracy



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- 3) Provide opportunities for students to talk by using group work or pair work ,and limiting teacher talk.
- 4) Plan speaking tasks that involve negotiation for meaning
- 5) Design classroom activities that involve guidance and practice in both transactional and interactional speaking

From the five principles above, it is concluded that the teacher should be able to build a good interaction between teacher and students in teaching speaking English as a foreign language.

#### 4. Assessment of Speaking Ability

There are some categories which scoring in speaking. Brown (2003,p. 172) state that there are some oral r esponding scoring categories, they are:

- 1) Grammar
  - a) Error in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
  - b) Can usually handle elementary construction quite accurate quite accurately but does not have through or confident control of the grammar.
  - c) Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topic.



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- d) Able to use the language accurately on all levels normally pertinent to professional need. Error in grammar are quite are.
  - e) Equivalent to that of an educated native speaker
- 2) Vocabulary
- a) Speaking vocabulary inadequate to express anything but the most elementary school
  - b) Has speaking vocabulary sufficient to express him simply with some circumlocution
  - c) Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics. Vocabulary is broad enough that rarely has to grope for a word
  - d) Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary
  - e) Speech on all level is fully accepted by educated native speakers in all it is features including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references
- 3) Comprehension
- a) Within the scope of very limited language experience, can understand simple question and statement. If delivered with slowed speech repetition or paraphrase.
  - b) Can get the gist of most conversations of non-technical subjects



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- c) Comprehension is quite complete at a normal rate of speech
  - d) Can understand any conversation within the range of his experience
  - e) Equivalent to that of an educated native speaker
- 4) Fluency
- a) No specific fluency description. Refers to other 4 language areas for implied level of fluency
  - b) Can handle with confident but not with facility most social situation, including introductions and casual conversation about current events, as well as work, family, and autobiographical information
  - c) Can discuss particular interest of competence with reasonable ease. Rarely has to grope for word
  - d) Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluently
  - e) Has completed fluently in the language such that his speech is fully accepted by educated native speakers
- 5) Pronunciation
- a) Error in pronunciations are frequent but can be understood by a native speaker used to dealing with foreigner attempting to speak his language
  - b) Accent is intelligible though often quite faulty



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- c) An error never interferes with understanding and rarely disturbs the native speaker. Accent may be obviously foreign
- d) Error in pronunciations are quite rare
- e) Equivalent to and fully accepted by educated native speakers

Beside, Hughes (1989, p.111) gives the way to scoring oral testing are:

- 1) Accent
  - a) Pronunciation frequently unintelligible
  - b) Frequent gross and very heavy accent make understanding difficult, require frequent repetition
  - c) “foreign accent” requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
  - d) Marked “foreign accent” and occasional mispronunciation which do not interfere with understanding
  - e) No conspicuous mispronunciation. But would not be taken for a native speaker
  - f) Native pronunciation, with no trace of “foreign accent”
- 2) Grammar
  - a) Grammar almost entirely inaccurate except in stock phrases
  - b) Constant errors showing control of very few major patterns and frequently preventing communication
  - c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding



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- d) Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
  - e) Few errors, with no patterns of failure
  - f) No more than to errors during the interview
- 3) Vocabulary
- a) Vocabulary in adequate for event the simplest conversation
  - b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
  - c) Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic
  - d) Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non technical subject with some circumlocution
  - e) Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations
  - f) Vocabulary apparently as accurate and expensive as that of an educated native speaker
  - g) Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations



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#### 4) Fluency

- a) Speech is so halting and fragmentary that conversation is virtually impossible
- b) Speech is very slow and uneven except for short or routine sentence
- c) Speech is frequently hesitant and jerky, sentence may be uncompleted
- d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for word
- e) Speech is effortless and smooth, but perceptively non native in speed and evenness
- f) Speech on all professional and general topic as effortless and smooth as a native speaker

#### 5) Comprehension

- a) Understanding to little for the simplest type of conversation
- b) Understands only slow, very simple speech on common social and touristic topic; requires constants repetition and rephrasing
- c) Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
- d) Understanding quite well normal educate speech when engaged in a dialogue, but requires occasional repetition or rephrasing



### 5. The factors that influence speaking ability

According to Harmer (2002, p.51), motivation that brings students to the task of learning English can be effected and influenced by the attitude of number of people. It is worth considering what and who these are since they from part of the world around students' feeling and angangement with learning process.

There are several factors that influence students' speaking ability in learning, the first is personal and socio cultural factors that include individual characteristics, such as attitudes and values students bring to collage based on prior personal, family, and cultural experiences. The second component is the classroom environmental factors that pertain to instructional experiences in different course.

- e) Understanding everything in normal education conversation expect for very colloquial or low frequency items, exceptionally rapid or shirred speech
- f) Understanding everything in both formal and colloquial speech to be expected of an educated native speaker

Based on explanation above, the writer used Hughes theory to give students' score. Because the writer thinks that the theory is complete, easy to understand and should be considered in giving students' score: they are accent, grammatical, vocabulary, fluency, and comprehension. The scoring process will be done by two raters by using the indicators of speaking ability.

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The third component is internal factors or students' beliefs and perception. The internal factors are the students' itself (students' goal, belief, attitude, and personality) and external are the students' environment (students' family, teacher friend and classroom)

## 6. One Stay Three Stray

According to Makinster, Mathews, Saul and Crawford, (2005, p,63) One Stay Three Stray strategy is a cooperative learning activity for sharing ideas within a classroom.

Moreover, Kagan in (Dimiyati, 2011) said that "One Stay Two Stray (also known as *Two Stay Two Stray (TSTS)* or *One Stay Three Stray (OSTS)*) is one of the cooperative learning instructional strategies or Structures". One Stay Two Stray is a learning strategy that gives a chance for a group discussion to share the result and information to other groups. This is done by visiting each other group and share information.

Meanwhile, according to Lie in (Ulumuddin, 2011) said that Two Stay Two Stray is kind of technique that gives chance each students in group to share the result and information with other students in group. It means that two stay two stray gives the students experience in gathering information and reporting back to their teammates.

### a. Step of One Stay Three Stay Strategy

Makinster, Mathews, Saul and Crawford, (2005, p,64) states that there are some steps of one stay three stray strategy, they are:

**Step 1** : The students are assigned to home groups of four or five.



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- Step 2** : The teacher also gets the students sitting at each table to count off, one through four or five.
- Step 3** : The students are assigned a question to discuss, or a task to perform.
- Step 4** : After they have worked on the task for an interval, perhaps 15 minutes, the teacher asks everyone with the number one to stand up, then move one table to the next highest numbered table (from table one to table two, from table two to table three, and so on).
- Step 5** : Once the students with number one have moved, the teacher asks those with number two to stand. They should move from table one to table three, from table two to table four, and so on. Those with number three move three tables: from table one to table four, and so on. Those with number four or five should stay at their original tables.
- Step 6** : The teacher asks the students who are visiting each table to interview the remaining member from the original group to find out how that group answered the question. They should take notes and prepare to take them back to their own table. The student who stayed behind explains as clearly as possible his or her group's answers to the question.



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**Step 7** : After five to eight minutes, have everyone go back to their original group and report on what they learned from the other tables. Each student should take three minutes to report on what they learned.

**b. Advantages of One Stay Three Stray**

According to Makinster, Mathews, Saul and Crawford, (2005, p.64) there are some advantages in this strategy, they are:

- 1) Can be fun for students
- 2) Students are enjoy being interviewed
- 3) It can increase students' social skill
- 4) It makes students respect for other's opinions and perspectives

**7. Descriptive text**

Wishon in Istifaizah (2014, p.13) said that description gives sense impression the feel, sound, taste, smell, and look of things. Emotion may be described too feeling such as happiness, fear, loneliness, gloom, and joy. A description of something can give the audience through his/her imagination, to visualize a scene or a person, or to understand a sensation or emotion.

Descriptive text is one kind of texts in learning English. According to Benyamin (2010, p.190) Description text is a descriptive paragraph describes a person, place, thing, or idea of what the topic is really like. By using this kind of text, someone can get what the subject looks, sounds, feels, tastes, and even smells of something. As Syafii (2015, p.41) states



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that descriptive is used to tell what the subject looks, sounds, feels, tastes and/or smells like.

The generic structures which are summarized as follows:

a. Identification

In this point speaker identifies phenomenon that will be described.

b. Description

Speaker describe about parts, qualities, and characteristics more specific by giving the detail of the object.

Descriptive often uses 'be' and 'have'. Tenses which is often used is Simple Present Tense. Besides the Simple Present Tense, speaker also uses the other grammar features, such as action verb, adverb, and special technical terms.

Based on theories above, the writer concludes that a descriptive paragraph is kind of text that should be learned by students. The paragraph tells the audience about something like place, people, and animal. The students should be able to understand and speak it in form of descriptive paragraph, by giving specific information about the thing. The goal of this text is to explain and describe to the audience, so they can imagine what the speaker said.

## B. Relevant Research

There are several relevant researches which have relevance to this research.



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The first is A research from Mahfudh Dimiyati (2011) *the Implementation of Kagan structure: one stay two stray' in managing class-discussion in speaking class of grade VII of junior high school at Semarang.* One Stay Two Stray is learning strategy that gives a change for a group discussion to share the result and information to other group. The features of OSTs i.e. listening to others, paraphrasing, and reporting back, can help students improve their speaking skills. This study belongs to action research which consists of cyclical process. There are two cycles in this research. These cycles were conducted as treatment to improve the students speaking skill that covers grammar, vocabulary, comprehension, fluency, pronunciation, and the task. Observation sheet and questionnaire were used for collecting the data. The study indicated that the implementation of OSTs in managing class-discussion would help students improve their speaking skill if the teaching and learning process took place using the right procedures. The OSTs implementation could help students increase their interest and willingness of being in the class. They felt happy and enjoy the teaching learning activities. This study also indicated that students' behaviors of using language were also changed. With the help of OSTs features, i.e. listening to others, paraphrasing, and reporting can help students build their habit of using English and finally they can improve their speaking skill.

The second research from Dina Ayu Kartika I.S.(2015) *The Use of Two Stay Two Stray Method to Improve Students Writing Ability of Recount Text (A Classroom Action Research with Eighth the Graders of MTs Al Asror*



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Semarang. In this study, the researcher conducted a classroom action research as the method of this research. There were three meeting during the research; they were pre-cycle test, cycle test 1 and cycle test II. The researcher used written test and observation checklist in collecting the data. The using of written test was to measure the student's skill in writing recount text after giving treatment, and the using of observation was to monitor student's activities during teaching learning process. The result of the test showed that the average students score in the pre-cycle test was 67.8, it meant fair. And the observation result of students achievement was 45%, it also meant fair. In the first cycle, the students test got 78.3, whereas the observation of students achievement score got 70%. Based on the result of first cycle, it showed good. And in the second cycle students test got 87.6, and the observation of the students achievement score got 85%, it meant excellent. Teaching learning process ran well. From the result of the study, it can be stated that the using of Two Stay Two Stray was effective and very useful. It can be seen from improvement of students test result during pre-cycle, cycle I and cycle II. However, it will be better if the future related studies the treatment gave more than two times, not only cycle I and cycle II.

All of the researchers above are relevant with the research, which will be done by the researcher because they also did a research about teaching English and using strategy like three stray one stray or two stay two stray was effective and useful to enhance students' speaking ability.



### C. Operational Concept

In this operational concept, the researcher would like to explain briefly about variables of the research itself. There are two variables used. The first is One Stay Three Stray strategy and the second is students' ability in speaking.

1. The use of One Stay Three Stray strategy as independent variable, symbolized by "X". The following treatment as a collection of procedures of the implementation of one stay three stray strategy can be seen as the following steps according to Makinster, Mathews, Saul and Crawford, (2005, p.64)
  - a. The students are assigned to home groups of four or five.
  - b. The teacher also gets the students sitting at each table to count off, one through four or five.
  - c. The students are assigned a question to discuss, or a task to perform.
  - d. After they have worked on the task for an interval, perhaps 15 minutes, the teacher asks everyone with the number one to stand up, then move one table to the next highest numbered table (from table one to table two, from table two to table three, and so on).
  - e. Once the students with number one have moved, the teacher asks those with number two to stand. They should move from table one to table three, from table two to table four, and so on. Those with number three move three tables: from table one to table four, and so on. Those with number four or five should stay at their original tables.

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- f. The teacher asks the students who are visiting each table to interview the remaining member from the original group to find out how that group answered the question. They should take notes and prepare to take them back to their own table. The student who stayed behind explains as clearly as possible his or her group's answers to the question.
  - g. After five to eight minutes, have everyone go back to their original group and report on what they learned from the other tables. Each student should take three minutes to report on what they learned
2. The students' ability in speaking as the dependent variable symbolized by "Y" there are some indicator to asses students speaking ability according Hughes(2003,p.131).
    - a. Students are able to describe something in English confidently
    - b. Students are able to describe something in English grammatically
    - c. Students are able to describe something in English by using proper vocabulary
    - d. Students are able to describe something in English fluently.
    - e. Students are able to express and develop their ideas

**D. Assumption and hypothesis****1. The Assumption**

Before formulating the hypothesis as temporary answer of the problem, the researcher would like to present the assumption. The researcher assumes that by using One Stay Three Stray strategy the



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students will be able to improve their English speaking, They speaking ability will be communicate effectively and they will be more active at speaking activity in the classroom.

## 2. The Hypothesis

The hypothesis are the null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ). Testing hypothesis will be applied if null hypothesis was refused, and the alternative hypothesis was accepted. In this study, the hypotheses are formulated as follows

### Hypothesis

$H_0$  : There is no significant difference between students speaking ability taught by using one stay three stray (experiment class) and who taught without using one stay three stray (control class).

$H_a$  : There is significant difference between students speaking ability taught by using one stay three stray (experiment class) and who taught without using one stay three stray (control class)

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## CHAPTER III

### METHOD OF RESEARCH

#### A. The Research Design

The design of this research is an experimental research. Ary (2010, p.26), states that experimental research involves a study of the effect of the systematic manipulation of the one variable(s) on another variable. Thus, in experimental research, the research has purpose to try something that can influence the result of studying. Creswell (2008, p.60), stated that it is procedurs in quantitative research in which in the investigator determines wheter an activity or materials make difference in result for participants. In this research, the researcher used quasi experimental design with nonequivalent control group. Gay and Airasian (2000, p. 367) stated that quasi experimental design is used when the researcher keeps the students in exiting classroom interact and the entire classroom are assigned to treatment. It is appropriate one to use in this research.

The design of this research use two classes. One class was a control class teach without one stay three stray and the other class was a treatment/experimental class teach by using one stay three stray. In both of classes, the writer gave pre-test first. It is to know the basic ability of students. After that, the writer gives treatment by using one stay three stray to the experimental class and without using one stay three stray for the control class. The last one, after teaching several meetings, the writer gave post-test to know

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the significant difference between using one stay three stray and without using one stay three stray. The control class was also give the post-test to know the differences between both classes.

**Table III.1**  
**Table of Research Design**

Group	Pre-test	Treatment	Post-test
Experimental	X IPA 1	T	Y1
Control	X IPA 2	-	Y2

Where:

- E = Experimental group
- C = Control group
- X1 = Pre-test in experimental group
- X2 = Pre-test in control group
- Y1 = Post-test in experimental group
- Y2 = Post-test in control group
- T = Treatment

## B. Time And Location Of The Research

### 1. Time

This research was conducted on February – April 2019

### 2. Location

The research was conducted at Senior High School 1 Kampar Timur

## C. Subject and Object of the Research

The subject of this research was the tenth grade students at Senior High School 1 Kampar Timur, while the object of this research was the effect of One Stay Three Stray Strategy on students' speaking ability.

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## D. The Population and The Sample

### 1. Population

The population of this research was the tenth grades students of senior high school 1 Kampar Timur. There are eight classes of tenth grades students senior high school 1 Kampar Timur. The total number of students are 160.

**Table III. 2**  
**The Total Population of the Tenth Grade Students of Senior High School 1Kampar Timur**

No	Class	Total
1.	X IPA 1	20 students
2.	X IPA 2	20 students
3.	X IPA 3	20 students
4.	X IPA 4	20 students
5.	X IPA 5	20 students
6.	X IPS 1	20 students
7.	X IPS 2	20 students
8	X IPS 3	20 students
<b>Total</b>		160udents

### 2. Sample of the Research

The total number of the tenth grade students of senior high school 1 Kampar Timur was large enough to be taken all as sample of the research. In this research, the writer only needed two classes. One class is as the experimental class and the other was as the control class, so the writer limited the population by using cluster random sampling. According to Sugiono(2010) random sampling is the way to select the sample that the number of population can be selected randomly.

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To select the sample, the writer calls chairman from each class to pull out the lottery. Each chairman pulls out a paper that includes an experimental class and control class. Chairman XIPA 1 got experimental group and chairman XIPA 2 got control class. Thus, in this research the writer used XIPA 1 which consists of 20 students as experimental group and XIPA 2 which consists of 20 students as the control group.

**Table III. 3**  
**Table of Sample**

No	Class	Total	
1.	XIPA 1	20	Experimental Class
2.	XIPA 2	20	Control Class

#### E. Techniques of Collecting the Data

To find out the use of one stay three stray strategy for students' speaking ability at the tenth grade of senior high school 1 Kampar Timur, the researcher was used test as the instrument to collect the data. The researcher was helped by two raters by using the indicator of speaking ability.

The research would do the test to find out the result of teaching and learning process new strategy. In here, the researcher will use oral production test to collect the data.

The kinds of the test given to the students are as follows:

- 1) Pre-test was given to both classes, experimental and control class, by the writer to know the basic ability of students' speaking.
- 2) Posttest was given after teaching several times both of classes. It was given the writer about the difference between students' speaking ability



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after being taught by using one stay three stray and without using one stay three stray..

The data was collected through the following procedures:

#### 1. Procedures of collecting data for experimental class

##### a. Pretest

The pretest was carried out to determine the students' speaking ability.

##### b. Treatment

The treatment was conducted for the experimental class. This use one stay three stray and it is applied for about six meetings.

##### c. Posttest

After giving the treatment, the posttest was administered and analyzed as final data for this research. The steps are:

- 1) The writer gives some topic
- 2) Students should understand it about five until ten minutes
- 3) The writer ask the students to give their presentation then record
- 4) Students should present it about 3 minutes maximally.

#### 2. Procedures of collecting data for control class

##### a. Pretest

The control class was given pretest to know their speaking ability. The test is the same as experimental class.

##### b. No treatment

##### c. Posttest

Posttest was also given to control class, and the result is analyzed and used as final data for this research. The steps are:

- 1) The writer gives a topic based on lesson plan
- 2) Students should understand it about five until ten minutes
- 3) The writer ask the students to give their presentation then record
- 4) Students should present it about 3 minutes maximally.

There were some components considered in assessing the students' speaking ability. According to Hughes (Hughes (2003, p.131), stated that there are some proficiency descriptions of speaking, which speaking skills are assessed based on the components of speaking as in the following:

**Table III.4**  
**Assessing speaking from each components of speaking**

According to Hughes (Hughes (2003, p.131)

Components of speaking	Requirements	Score
<b>Accent</b>	Native pronunciation, with no trace of "foreign accent"	<b>6</b>
	No conspicuous mispronunciation. But would not be taken for a native speaker	<b>5</b>
	Marked "foreign accent" and occasional mispronunciation which do not interfere with understanding	<b>4</b>
	"foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary	<b>3</b>
	Frequent gross and very heavy accent make understanding difficult, require frequent repetition	<b>2</b>
	Pronunciation frequently unintelligible	<b>1</b>
<b>Grammar</b>	No more than to errors during the interview	<b>6</b>
	Few errors, with no patterns of failure	<b>5</b>
	Occasional errors showing imperfect control of some patterns but no weakness that	<b>4</b>

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Components of speaking	Requirements	Score
	causes misunderstanding	
	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding	3
	Constant errors showing control of very few major patters and frequently preventing communication	2
	Grammar almost entirely inaccurate except in stock phrases	1
<b>Vocabulary</b>	Vocabulary apparently as accurate and expensive as that of an educated native speaker	6
	Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations	5
	Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non technical subject with some circumlocution	4
	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic	3
	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)	2
	Vocabulary in adequate for event the simplest conversation	1
	<b>Fluency</b>	Speech on all professional and general topic as effortless and smooth as a native speaker
Speech is effortless and smooth, but perceptively non native in speed and evenness		5
Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for word		4
Speech is frequently hesitant and jerky, sentence may be uncompleted		3
Speech is very slow and uneven except for short or routine sentence		2
Speech is so halting and fragmentary that conversation is virtually impossible		1

Components of speaking	Requirements	Score
Comprehension	Understanding everything in both formal and colloquial speech to be expected of an educated native speaker	6
	Understanding everything in normal education conversation expect for very colloquial or low frequency items, exceptionally rapid or shirred speech	5
	Understanding quite well normal educate speech when engaged in a dialogue, but requires occasional repetition or rephrasing	4
	Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing	3
	Understands only slow, very simple speech on common social and touristic topic; requires constants repetition and rephrasing	2
	understanding to little for the simplest type of conversation	1

Note: for non native speaker, number 5 is the highest score

Each component had 20 the highest score and the total of all components is 100. The specification is as follow:

**Table III.5**  
**The Specification of the Test Score**

No	Speaking Skill	The Highest Score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
<b>Total</b>		100

The test was given to both experiment and control classes. The students were required to speak based on the topics provided. Then, the students' speaking ability was measured based on the indicators of speaking ability.



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## F. The Validity and Reliability of the Test

### 1. Validity

According to Cohen et.al (2005, p.109), to demonstrate this form of validity the instrument must show that it fairly and comprehensively covers the domain or items that it purports to cover. The purpose of conducting the test is to find out students' speaking ability, thus the students have to speak English within 1-3 minutes based on the topic discussed. The material or the topic of the test must be related to the syllabus and the textbook used by the students. The textbook and syllabus of the school was the guidance in determining the materials in pretest, treatment and also posttest in six meetings.

### 2. Reliability

According to Ary (2006,p.258), reliability is important in measuring instruments that require ratings or observations of individuals by other individuals. In this research, the researcher was used inter-rater reliability to find out reliability. Ary (2006,p.258) stated that inter-rater reliability is the extent to which two or more observers produce similar quantitative results when observing the same individual during the same time period.

## G. Technique of Analyzing the Data

In analyzing the data, the researcher was used t-test formula. According to Gay and Airasian (2000, P.512) stated that t-test is one of the statistic tests used to determine whether two means are significantly different at a selected probability level. The data were statistically analyzed by using SPSS 23

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version to know whether the result of the research statistically significant. In manually, the formula of t-test is as follows:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:

- $t_o$  = The value of t-obtained  
 $M_x$  = Mean score of experimental sample  
 $M_y$  = Mean Score of control sample  
 $SD_x$  = Standard deviation of experimental group  
 $SD_y$  = Standard deviation of control group

The t-table was employed to see whether there is a significant difference between the mean score of both experimental and control group. The t-obtained value was consulted with the value of t-table at the degree of freedom (df) as follows:

$$df = (N1+N2) - 2$$

df : the degree of freedom

N1 : the number of students in experimental class

N2 : the number of students in experimental class.

Statistically hypothesis is:

$$H_a : t_o > t\text{-table}$$

$$H_o : t_o < t\text{-table}$$

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$H_a$  is accepted if  $t_o > t\text{-table}$  or there is a significant effect of using one stay three stray toward students' speaking ability at the tenth grade of senior high school 1 Kampar Timur

$H_o$  is accepted if  $t_o < t\text{-table}$  or there is no significant effect of using One Stay Three Stray toward students' speaking ability at the tenth grade of senior high school 1 Kampar Timur

To know there is any significant effect between two groups, the following are the formula of Eta squared independent sample t-test:

$$\eta^2 = \frac{t^2}{t^2 + (N1 + N2 - 2)}$$

Where :

- $\eta^2$  = Eta squared
- $t^2$  = t o
- N = Number of students

According to Pallant (2003, p.181), To interpret the eta squared value the following guidance:

- .01= small effect
- .06 = moderate effect
- .14 = large effect

1. Independent sample t-test

According to Pallant (2003,p.177) an independent sample t-test is used when we want to know there is any significant effect between two groups. It is to know is there any significant effect between those who

taught with one stay three stray and those who taught without one stay three stray strategy

## 2. Paired sample t-test

The researcher also use paired sample t-test to analysis the data, Pallant (2010, p.234) states that a paired sample t-test is used when you have only one group and you collect data from them on two different occasions or under two different conditions. It is to know is there any significant difference between students speaking ability before and after being taught by using one stay three stray strategy on students' speaking ability.



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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research was conducted to find out whether there is a significant effect of using One Stay Three Stray Strategy on students' speaking ability and to know on which component of speaking does the use of One Stay Three Stray Strategy have the biggest effect. So, the researcher concludes based on what has been discussed in the previous chapter as follow:

1. One Stay Three Stray Strategy is an effective strategy to improve students' speaking ability.
2. One stay three stray strategy is the most effective in increasing students' speaking ability especially in grammar component.

Based on the result of the research, it was clear that the use of One Stay Three Stray Strategy has important roles in improving students' One Stay Three Stray Strategy to grammar in the text which can also improve their speaking ability.

#### B. Suggestion

Considering the effect of using One Stay Three Stray Strategy on students' speaking ability, the writer would like to give some suggestion as follows:



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### 1. Suggestion for Teachers

- a. It is recommended to teachers to use One Stay Three Stray Strategy in teaching speaking class.
- b. The teacher should be creative to improve the students' ability in speaking by using many kinds of approach or strategy.

### 2. Suggestion for Students

- a. The students should be creative to improve their ability in speaking by make a dialy conversation with give attention in grammar, add more vocabulary.
- b. The students should pay more attention to the lesson explained by the teacher.
- c. The students should know the content of the text if they want to speak some topics.



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# APPENDIX 1

## The Syllabus of State Senior High School 1 Kampar Timur

UIN SUSKA RIAU



**Bahasa Inggris Umum**

Satuan Pendidikan : SMA/MA  
 Kelas : X (Sepuluh)  
 Kompetensi Inti :

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif 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
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru</li> <li>• Struktur Teks                         <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan                         <ul style="list-style-type: none"> <li>- Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>- Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal.</li> <li>- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya</li> </ul>
<p>4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>)</li> <li>- Subjek Pronoun: <i>I, You, We, They, He, She, It</i></li> <li>- Kata ganti possessive <i>my, your, his, dsb.</i></li> <li>- Kata tanya <i>Who? Which? How? Dst.</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my,</i></li> </ul>	<ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UN Suska Riau.



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>2. Diarangi mengumumkannya dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p><i>their</i>, dsb.</p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</li> <li>• Struktur Teks                         <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan                         <ul style="list-style-type: none"> <li>- Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar</li> <li>- Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya</li> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menyatakan rencana,</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan</li> </ul>



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p>	<p>menyarankan, dsb.</p> <ul style="list-style-type: none"> <li>• Struktur Teks                             <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan atau di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan                             <ul style="list-style-type: none"> <li>- Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik                             <p>Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI</p> </li> </ul>	<p>dalam/dengan tampilan visual(gambar, video)</p> <ul style="list-style-type: none"> <li>- Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya</li> <li>- Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan</li> <li>- Bermain game terkait dengan niat mengatasi masalah</li> <li>- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial                             <p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> </li> <li>• Struktur Teks                             <p>Dapat mencakup</p> <ul style="list-style-type: none"> <li>- Identifikasi (nama keseluruhan dan bagian)</li> <li>- Sifat (ukuran, warna, jumlah, bentuk, dsb.)</li> <li>- Fungsi, manfaat, tindakan, kebiasaan</li> </ul> </li> <li>• Unsur kebahasaan                             <ul style="list-style-type: none"> <li>- Kosakata dan istilah terkait dengan tempat</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.</li> <li>- Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain</li> <li>- Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain</li> <li>- Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif</li> </ul>
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial                             <p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> </li> <li>• Struktur Teks                             <p>Dapat mencakup</p> <ul style="list-style-type: none"> <li>- Identifikasi (nama keseluruhan dan bagian)</li> <li>- Sifat (ukuran, warna, jumlah, bentuk, dsb.)</li> <li>- Fungsi, manfaat, tindakan, kebiasaan</li> </ul> </li> <li>• Unsur kebahasaan                             <ul style="list-style-type: none"> <li>- Kosakata dan istilah terkait dengan tempat</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.</li> <li>- Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain</li> <li>- Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain</li> <li>- Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif</li> </ul>
<p>4.4 Teks deskriptif</p>		
<p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial,</p>		



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>wisata dan bangunan bersejarah terkenal</p> <ul style="list-style-type: none"> <li>- Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i></li> <li>- Kalimat deklaratif dan interogatif dalam tense yang benar</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <ul style="list-style-type: none"> <li>• Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>tentang tempat wisata atau bangunan bersejarah setempat.</p> <ul style="list-style-type: none"> <li>- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p>4.5 Teks pemberitahuan (<i>announcement</i>)</p> <p>4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (<i>announcement</i>)</p> <p>4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah</li> <li>• Struktur Teks             <ul style="list-style-type: none"> <li>- Istilah khusus terkait dengan jenis pemberituannya</li> <li>- Informasi khas yang relevan</li> <li>- Gambar, hiasan, komposisi warna</li> </ul> </li> <li>• Unsur Kebahasaan             <ul style="list-style-type: none"> <li>- Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan)</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar.</li> <li>- Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya</li> <li>- Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain</li> <li>- Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>



2. Diarantng mengemukakan dan memperbahayak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>(announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>• Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI</li> <li>• Multimedia <i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.</li> </ul>	
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb.</li> <li>• Struktur Teks                         <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan                         <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interrogative dalam <i>simple past tense</i>, <i>present perfect tense</i>.</li> <li>- Adverbial dengan <i>since</i>, <i>ago</i>, <i>now</i>; klause dan adverbial penunjuk waktu</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat</li> <li>- Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut</li> <li>- Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait.</li> <li>- Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung</li> </ul>
<p>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang</p>	<ul style="list-style-type: none"> <li>• Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>



2. Diaransir mengemukakan dan memperhatikan sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UN Suska Riau.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		
<p>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan</li> <li>• Struktur Teks Dapat mencakup:                             <ul style="list-style-type: none"> <li>- orientasi</li> <li>- urutan kejadian/kegiatan</li> <li>- orientasi ulang</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks</li> <li>- Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks</li> </ul>
<p>4.7 Teks recount – peristiwa bersejarah</p>		
<p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</p>	<ul style="list-style-type: none"> <li>• Unsur Kebahasaan                             <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan</li> <li>- Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb.</li> <li>- Adverbia dan frasa preposisional penunjuk waktu</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya</li> <li>- Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia</li> <li>- Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> </ul>
<p>4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>3.8 Membedakan fungsi sosial, struktur teks,</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak guru membacakan legenda, sambil</li> </ul>



2. Diarhang mengemukakan dan memperbahayak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin Un Suska Riau.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<p>Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan</p> <ul style="list-style-type: none"> <li>• Struktur Teks Dapat mencakup:                             <ul style="list-style-type: none"> <li>- Orientasi</li> <li>- Komplikasi</li> <li>- Resolusi</li> <li>- Orientasi ulang</li> </ul> </li> <li>• Unsur Kebahasaan                             <ul style="list-style-type: none"> <li>- Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan</li> <li>- Kosakata: terkait karakter, watak, dan setting dalam legenda</li> <li>- Adverbia penghubung dan penunjuk waktu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>dilibatkan dalam tanya jawab tentang isinya</p> <ul style="list-style-type: none"> <li>- Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada</li> <li>- Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi</li> <li>- Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MA K</p> <p>4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MA K</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>• Unsur kebahasaan                             <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca, menyimak, dan menirukan lirik lagu secara lisan</li> <li>- Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>- Mengambil teladan dari pesan-pesan dalam lagu</li> <li>- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>



UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau

**Hak Cipta Dilindungi Undang-Undang**

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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UIN SUSKA RIAU

# APPENDIX 2

## The Lesson Plan

UIN SUSKA RIAU

### Hak Cipta Dilindungi Undang-Undang

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## LESSON PLAN

School	: State Senior High School 1 Kampar Timur
Subject/skill	: English/speaking
Class/Semester	: X/II
Meeting	: 1
Time Allocated	: 2 x 45 Minutes
Topic	: Descriptive text (Borobudure temple, toba lake,and monas)

### A. core competence:

1. Living and practice the teachings of the religion
2. Appreciate and practice honest behaviour, discipline, responsibility, caring (mutual assistance, cooperative, tolerance, peace), polite, responsive and proactive and displayed as part of solution to various problem in interacting effectively with the social and natural environment and in placing itself as a reflection of the nation in the association word.
3. Understanding, applying, analyzing factual knowledge, conceptual, procedural based on curiosity about science, technology, arts, culture and humanities with insight into humanity, nationality, and civilization-related phenomena and event, as well as apply the knowledge procedural in specific fields of study according to their talents and asked him to solve the problem
4. Rework, in the real of the reason and cover concrete and abstract domains associated with the development of the independently learned in school, and was able to use the method according to the rules of science

### B. Basic Competence



1. Analyzing social function, text structure, and language features oral and written transactional interactions involving giving and soliciting information regarding information regarding identity and family relationships, in the context of their use.
2. Arranging simple and short a transactional interaction with spoken and written that involve giving and asking for information about identity, by demonstrating the correct and contextual the function, text structure, and language features.

### C. Indicator

1. Students are able to express their accent by using English
2. Students are able to speak English grammatically
3. Students are able to speak English by using proper vocabulary
4. Students are able to speak English fluently.
5. Students have a good comprehension.

### D. Learning Objective

At the end of the lesson, students are able to:

1. Express their accent by using English
2. Speak English grammatically
3. Speak English by using proper vocabulary
4. Speak English fluently
5. Comprehend the content in speaking

### E. Learning Material

1. Model of descriptive text : talking about place



2. Generic structure :

- ❖ Identification : in this point speaker identifies phenomenon that will be describe
- ❖ Description : speaker describe about Parts, qualities and characteristics morespecific by giving the detail of the object.

3. Language features

- ❖ Using simple present tense : the sentence pattern used is simple present tense because it tells the fact of the object described.
- ❖ Action adverb : verbs that show an activity
- ❖ Using adjective(an adjective) : to clarify the noun
- ❖ Specific participant : has a certain object

4. Example

**Borobudur Temple**

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world.

After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks

**The Story of Toba Lake**

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

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 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



One day, while the man was fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, his daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

#### **F. Learning strategy:**

One stay three stray strategy

#### **G. Procedure**

##### **Pre-activities**

- a. Greetings
- b. Checkling attendance list
- c. The teacher asks about students condition
- d. Teacher asks about what students know about descriptive text

##### **Whilst Activities**

- a. Teacher give students 5 -7 minutes to search about descriptive text
- b. Teacher explain about descriptive text just a little
- c. Teacher share 3 topics which students should be able to describe



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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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- d. Teacher gives student 5 minute to prepare to do oral presentation test
- e. Teacher asks students to do oral presentation for 1 until 3 minutes
- f. Teacher invites students to do oral presentation in front of the class by calling their name randomly.

**post-activity**

- a. The teacher responds to the students' activity and concludes the lesson
- b. Teacher asks students about their difficulties during learning process.

**H. Tools and Material**

- 1. Tools :Whiteboard,markers,relevant books and voice recorder
- 2. Material :English text books and printed text

**I. Assesment**

No	Aspect Assessed	Score				
		1	2	3	4	5
1	Accent					
2	Grammar					
3	Vocabulary					
4	Fluency					
5	Comprehension					
Total						

Final score = total score X 4

English Teacher

Pekanbaru, February 18, 2019  
The researcher



**SARIPUDDIN,SPd**

**NIP. 19630523 198803 1 002**

**INDAH BESTARI**

**NIM. 11414200109**

Known By  
Headmaster of SMA.N 1 Kampar Timur

**H. KIRAM,S.Sos.M.Pd**

**NIP. 19600101 198412 1 002**

## LESSON PLAN

School	: State Senior High School 1 Kampar Timur
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Class/Semester	: X/II
Meeting	: 2
Time Allocated	: 2 x 45 Minutes
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7. Understanding ,applying,analyzing factual knowledge,conseptual,procedural based on curiosity about science , technology,arts,culture and humanities with insight into humanity,nationality,and civilization-relatedphenomena and event,as well as apply the knowledge procedural in specific fields of study according to their talents and asked him to solve the problem
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### H. Indicator

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7. Speak English grammatically
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## Learning Material

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  - ❖ Using simple present tense : the sentence pattern used is simple present tense because it tells the fact of the object described.
  - ❖ Action adverb : verbs that show an activity
  - ❖ Using adjective(an adjective) : to clarify the noun
  - ❖ Specific participant : has a certain object

### 4. Example

#### Borobudur Temple

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago. Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world.



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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls. Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks

### The Story of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, his daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

### **F. Learning strategy:**

One stay three stray strategy

### **J. Procedure**



**Pre-activities**

- e. Greetings
- f. Checkling attendance list
- g. The teacher asks about students condition
- h. Teacher asks about what students know about descriptive text

**Whilst Activities**

- g. Teacher gives students 5-7 minutes to search about descriptive text
- h. Teacher explain about descriptive text
- i. Teacher explain about one stay three stray strategy
- j. Teacher explain steps of one stay three stray strategy to the students

**post-activity**

- c. The teacher responds to the students' activity and concludes the lesson
- d. Teacher asks students about their difficulties during learning process.

**K. Tools and Material**

- 3. Tools :whiteboard,markers,relevant books and voice recorder
- 4. Material :English text books and printed text

**L. Assesment**

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 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
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No	Aspect Assessed	Score				
		1	2	3	4	5



1	Accent					
2	Grammar					
3	Vocabulary					
4	Fluency					
5	Comprehension					
Total						

Final score = total score X 4

Pekanbaru, February 25, 2019

The researcher

English Teacher

**SARIPUDDIN,SPd**

**NIP. 19630523 198803 1 002**

**INDAH BESTARI**

**NIM. 11414200109**

Known By  
Headmaster of SMA.N 1 Kampar Timur

**H. KIRAM,S.Sos.M.Pd**

**NIP. 19600101 198412 1 002**

**LESSON PLAN**

School : State Senior High School 1 Kampar Timur

Subject/skill : English/speaking

Class/Semester : X/II

Meeting : 3

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 b. Pengutipan tidak diperbolehkan untuk kepentingan yang melanggar moral atau hukum UIN Suska Riau.



Time Allocated : 2 x 45 Minutes

Topic : Descriptive text (Borobudure temple, toba lake,and monas)

### K. core competence:

9. Living and practice the teachings of the religion
10. Appreciate and practice honest behaviour, discipline, responsibility, caring (mutual assistance, cooperative, tolerance, peace), polite, responsive and proactive and displayed as part of solution to various problem in interacting effectively with the social and natural environment and in placing itself as a reflection of the nation in the association word.
11. Understanding, applying, analyzing factual knowledge, conceptual, procedural based on curiosity about science, technology, arts, culture and humanities with insight into humanity, nationality, and civilization-related phenomena and event, as well as apply the knowledge procedural in specific fields of study according to their talents and asked him to solve the problem
12. Rework, in the real of the reason and cover concrete and abstract domains associated with the development of the independently learned in school, and was able to use the method according to the rules of science

### L. Basic Competence

5. Analyzing social function, text structure, and language features oral and written transactional interactions involving giving and soliciting information regarding information regarding identity and family relationships, in the context of their use.
6. Arranging simple and short a transactional interaction with spoken and written that involve giving and asking for information about identity, by demonstrating the correct and contextual the function, text structure, and language features.

### M. Indicator

11. Students are able to express their accent by using English



12. Students are able to speak English grammatically
13. Students are able to speak English by using proper vocabulary
14. Students are able to speak English fluently.
15. Students have a good comprehension.

### N. Learning Objective

At the end of the lesson ,students are able to:

11. Express their accent by using English
12. Speak English grammatically
13. Speak English by using proper vocabulary
14. Speak English fluently
15. Comprehend the content in speaking

### O. Learning Material

1. Model of descriptive text : talking about place
2. Generic structure :
  - ❖ Identification :in this point speaker identifies phenomenon that will be describe
  - ❖ Description : speaker describe about Parts, qualities and characteristics morespecific by giving the detail of the object.
3. Language features
  - ❖ Using simple present tense : the sentence pattern used is simple present tense because it tells the fact of the object described.
  - ❖ Action adverb : verbs that show an activity
  - ❖ Using adjective(an adjective) : to clarify the noun
  - ❖ Specific participant : has a certain object



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## Borobudur Temple

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world.

After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks

## The Story of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, his daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.



Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

**E. Learning strategy:**

One stay three stray strategy

**M. Procedure**

**Pre-activities**

- i. Greetings
- j. Checking attendance list
- k. The teacher asks about students condition
- l. Teacher asks about what students know about descriptive text

**Whilst Activities**

- k. Teacher review about descriptive text and one stay three stay strategy
- l. Teacher make students into 4 groups
- m. Teacher numbers the tables and also gets the students sitting at each table to count off, one through four or five.
- n. the teacher asks everyone with the number one to stand up, then move one table to the next highest numbered table (from table one to table two, from table two to table three, and so on).
- o. the students with number one have moved, the teacher asks those with number two to stand. They should move from table one to table three, from table two to table



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four, and so on. Those with number three move three tables: from table one to table four, and so on. Those with number four or five should stay at their original tables.

- p. The teacher asks the students who are visiting each table to interview the remaining member from the original group to find out how that group answered the question
- q. After five to eight minutes, have everyone go back to their original group and report on what they learned from the other tables. Each student should take three minutes to report on what they learned.

**post-activity**

- e. The teacher responds to the students' activity and concludes the lesson
- f. Teacher asks students about their difficulties during learning process.

**N. Tools and Material**

- 5. Tools :whiteboard,markers,relevant books and voice recorder
- 6. Material :English text books and printed text

**O. Assesment**

No	Aspect Assessed	Score				
		1	2	3	4	5
1	Accent					
2	Grammar					
3	Vocabulary					
4	Fluency					
5	Comprehension					
Total						

Final score =  $\frac{\text{total score}}{5} \times 4$

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English Teacher

**SARIPUDDIN,SPd****NIP. 19630523 198803 1 002**Pekanbaru, March 04, 2019  
The researcher**INDAH BESTARI****NIM. 11414200109**Known By  
Headmaster of SMA.N 1 Kampar Timur**H. KIRAM,S.Sos.M.Pd****NIP. 19600101 198412 1 002**

UIN SUSKA RIAU





**R. Indicator**

- 16. Students are able to express their accent by using English
- 17. Students are able to speak English grammatically
- 18. Students are able to speak English by using proper vocabulary
- 19. Students are able to speak English fluently.
- 20. Students have a good comprehension.

**S. Learning Objective**

At the end of the lesson ,students are able to:

- 16. Express their accent by using English
- 17. Speak English grammatically
- 18. Speak English by using proper vocabulary
- 19. Speak English fluently
- 20. Comprehend the content in speaking

**T. Learning Material**

- 4. Model of descriptive text : talking about place
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- 6. Language features
  - ❖ Using simple present tense : the sentence pattern used is simple present tense because it tells the fact of the object described.
  - ❖ Action adverb : verbs that show an activity

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- ❖ Using adjective(an adjective) : to clarify the noun
- ❖ Specific participant : has a certain object

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Few years later, his daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and

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got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

#### F. Learning strategy:

One stay three stray strategy

#### P. Procedure

##### Pre-activities

- m. Greetings
- n. Checkling attendance list
- o. The teacher asks about students condition
- p. Teacher asks about what students know about descriptive text

##### Whilst Activities

- r. Teacher review about descriptive text and one stay three stay strategy
- s. Teacher make students into 4 groups
- t. Teacher numbers the tables and also gets the students sitting at each table to count off, one through four or five.
- u. the teacher asks everyone with the number one to stand up, then move one table to the next highest numbered table (from table one to table two, from table two to table three, and so on).



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- v. the students with number one have moved, the teacher asks those with number two to stand. They should move from table one to table three, from table two to table four, and so on. Those with number three move three tables: from table one to table four, and so on. Those with number four or five should stay at their original tables.
- w. The teacher asks the students who are visiting each table to interview the remaining member from the original group to find out how that group answered the question
- x. After five to eight minutes, have everyone go back to their original group and report on what they learned from the other tables. Each student should take three minutes to report on what they learned.

**post-activity**

- g. The teacher responds to the students' activity and concludes the lesson
- h. Teacher asks students about their difficulties during learning process.

**Q. Tools and Material**

- 7. Tools :whiteboard,markers,relevant books and voice recorder
- 8. Material :English text books and printed text

**R. Assesment**

No	Aspect Assessed	Score				
		1	2	3	4	5
1	Accent					
2	Grammar					



3	Vocabulary					
4	Fluency					
5	Comprehension					
Total						

Final score =  $\frac{\text{total score}}{4} \times 4$

English Teacher

Pekanbaru, March 11, 2019

The researcher

**SARIPUDDIN,SPd**

**INDAH BESTARI**

**NIP. 19630523 198803 1 002**

**NIM. 11414200109**

Known By  
Headmaster of SMA.N 1 Kampar Timur

**H. KIRAM,S.Sos.M.Pd**

**NIP. 19600101 198412 1 002**

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**LESSON PLAN**

School	: State Senior High School 1 Kampar Timur
Subject/skill	: English/speaking
Class/Semester	: X/II
Meeting	: 5
Time Allocated	: 2 x 45 Minutes
Topic	: Descriptive text (Borobudure temple, toba lake,and monas)

**U. core competence:**

17. Living and practice the teachings of the religion
18. Appreciate and practice honest behaviour, discipline, responsibility, caring (mutual assistance, cooperative, tolerance, peace), polite, responsive and proactive and displayed as part of solution to various problem in interacting effectively with the social and natural environment and in placing itself as a reflection of the nation in the association word.
19. Understanding, applying, analyzing factual knowledge, conceptual, procedural based on curiosity about science, technology, arts, culture and humanities with insight into humanity, nationality, and civilization-related phenomena and event, as well as apply



the knowledge procedural in specific fields of study according to their talents and asked him to solve the problem

20. Rework ,in the real of the reason and cover concrete and abstract domains associated with the development of the independenly learned in school,and was able to use the method according to the rules of science

### V. Basic Competence

9. Analyzing social fuction ,text structure , and language features oral and written transactional interactions involving giving and soliciting information regarding information regarding identity and family relationships,in the context of their use.
10. Arranging simple and short a transactional interaction with spoken and written that involve giving and asking for information about identity,by demonstrating the correct and contextual the function,text structure , and language features.

### W. Indicator

21. Students are able to express their accent by using English
22. Students are able to speak English grammatically
23. Students are able to speak English by using proper vocabulary
24. Students are able to speak English fruently.
25. Students have a good comprehension.

### X. Learning Objective

At the end of the lesson ,students are able to:

21. Express their accent by using English
22. Speak English grammatically
23. Speak English by using proper vocabulary



- 24. Speak English fluently
- 25. Comprehend the content in speaking

**Y: Learning Material**

- 7. Model of descriptive text : talking about place
- 8. Generic structure :
  - ❖ Identification :in this point speaker identifies phenomenon that will be describe
  - ❖ Description : speaker describe about

Parts ,qualities and characteristics morespecific by giving the detail of the object.

- 9. Language features
  - ❖ Using simple present tense : the sentence pattern used is simple present tense because it tells the fact of the object described.
  - ❖ Action adverb : verbs that show an activity
  - ❖ Using adjective(an adjective) : to clarify the noun
  - ❖ Specific participant : has a certain object

**Monas National Monument**

The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Sukarno era of fierce nationalism. The top of the National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.

Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history.

This imposing obelisk is Jakarta's most famous landmark. Construction started in 1961 under President Soekarno but was not completed until 1975, under President

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 State Islamic University of Sultan Syarif Hassan Riau



Soeharto. The monument houses a couple of museums. The Freedom Hall depicts Indonesia's struggle for independence through a series of dioramas, whereas the Hall of Contemplation displays the original Declaration of Independence document and a recording of the speech.

**E. Learning strategy:**

One stay three stray strategy

**S. Procedure**

**Pre-activities**

- q. Greetings
- r. Checking attendance list
- s. The teacher asks about students condition
- t. Teacher asks about what students know about descriptive text

**Whilst Activities**

- y. Teacher give students 5 -8 minutes to search about descriptive text
- z. Teacher explain about descriptive text
- aa. Teacher explain about one stay three stray stratgy
- bb. Teacher expalin steps of one stay three stray strategy

**post-activity**

- i. The teacher responds to the students' activity and concludes the lesson
- j. Teacher asks students about their difficulties during learning process.

**T. Tools and Material**

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- 9. Tools :whiteboard,markers,relevant books and voice recorder
- 10. Material :English text books and printed text

**U. Assesment**

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No	Aspect Assessed	Score				
		1	2	3	4	5
1	Accent					
2	Grammar					
3	Vocabulary					
4	Fluency					
5	Comprehension					
Total						

Final score =  $\frac{\text{total score}}{5} \times 4$

English Teacher

**SARIPUDDIN,SPd**

**NIP. 19630523 198803 1 002**

Pekanbaru, March 18, 2019

The researcher

**INDAH BESTARI**

**NIM. 11414200109**

Known By  
 Headmaster of SMA.N 1 Kampar Timur



**H. KIRAM,S.Sos.M.Pd**  
**NIP. 19600101 198412 1 002**



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**LESSON PLAN**

School	: State Senior High School 1 Kampar Timur
Subject/skill	: English/speaking
Class/Semester	: X/II
Meeting	: 6
Time Allocated	: 2 x 45 Minutes
Topic	: Descriptive text (Borobudure temple, toba lake,and monas)

**Z. core competence:**



21. Living and practice the teachings of the religion
22. Appreciate and practice honest behaviour, discipline, responsibility, caring (mutual assistance, cooperative, tolerance, peace), polite, responsive and proactive and displayed as part of solution to various problem in interacting effectively with the social and natural environment and in placing itself as a reflection of the nation in the association word.
23. Understanding, applying, analyzing factual knowledge, conceptual, procedural based on curiosity about science, technology, arts, culture and humanities with insight into humanity, nationality, and civilization-related phenomena and event, as well as apply the knowledge procedural in specific fields of study according to their talents and asked him to solve the problem
24. Rework, in the real of the reason and cover concrete and abstract domains associated with the development of the independently learned in school, and was able to use the method according to the rules of science

**AA. Basic Competence**

11. Analyzing social function, text structure, and language features oral and written transactional interactions involving giving and soliciting information regarding information regarding identity and family relationships, in the context of their use.
12. Arranging simple and short a transactional interaction with spoken and written that involve giving and asking for information about identity, by demonstrating the correct and contextual the function, text structure, and language features.

**BB. Indicator**

26. Students are able to express their accent by using English
27. Students are able to speak English grammatically
28. Students are able to speak English by using proper vocabulary

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29. Students are able to speak English fluently.

30. Students have a good comprehension.

**CC. Learning Objective**

At the end of the lesson ,students are able to:

- 26. Express their accent by using English
- 27. Speak English grammatically
- 28. Speak English by using proper vocabulary
- 29. Speak English fluently
- 30. Comprehend the content in speaking

**DD. Learning Material**

- 10. Model of descriptive text : talking about place
- 11. Generic structure :
  - ❖ Identification :in this point speaker identifies phenomenon that will be describe
  - ❖ Description : speaker describe about Parts, qualities and characteristics morespecific by giving the detail of the object.
- 12. Languange features
  - ❖ Using simple present tense : the sentence pattern used is simple present tense because it tells the fact of the object described.
  - ❖ Action adverb : verbs that show an activity
  - ❖ Using adjective(an adjective) : to clarify the noun
  - ❖ Specific participant : has a certain object

**Monas National Monument**

The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Sukarno era of fierce nationalism. The top of the National Monument

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(Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.

Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history.

This imposing obelisk is Jakarta's most famous landmark. Construction started in 1961 under President Soekarno but was not completed until 1975, under President Soeharto. The monument houses a couple of museums. The Freedom Hall depicts Indonesia's struggle for independence through a series of dioramas, whereas the Hall of Contemplation displays the original Declaration of Independence document and a recording of the speech.

**F. Learning strategy:**

One stay three stray strategy

**V. Procedure**

**Pre-activities**

- u. Greetings
- v. Checking attendance list
- w. The teacher asks about students condition
- x. Teacher asks about what students know about descriptive text

**Whilst Activities**

- cc. Teacher review about descriptive text and one stay three stay strategy

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- dd. Teacher make students into 4 groups
- ee. Teacher numbers the tables and also gets the students sitting at each table to count off, one through four or five.
- ff. the teacher asks everyone with the number one to stand up, then move one table to the next highest numbered table (from table one to table two, from table two to table three, and so on).
- gg. the students with number one have moved, the teacher asks those with number two to stand. They should move from table one to table three, from table two to table four, and so on. Those with number three move three tables: from table one to table four, and so on. Those with number four or five should stay at their original tables.
- hh. The teacher asks the students who are visiting each table to interview the remaining member from the original group to find out how that group answered the question
- ii. After five to eight minutes, have everyone go back to their original group and report on what they learned from the other tables. Each student should take three minutes to report on what they learned.

### post-activity

- k. The teacher responds to the students' activity and concludes the lesson
- l. Teacher asks students about their difficulties during learning process.

### W. Tools and Material

11. Tools :whiteboard,markers,relevant books and voice recorder
12. Material :English text books and printed text



**X. Assesment**

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1	Accent					
2	Grammar					
3	Vocabulary					
4	Fluency					
5	Comprehension					
Total						

Final score =  $\frac{\text{total score}}{5} \times 4$

English Teacher

Pekanbaru, March 25, 2019  
 The researcher

**SARIPUDDIN,SPd**

**INDAH BESTARI**

**NIP. 19630523 198803 1 002**

**NIM. 11414200109**

Known By  
 Headmaster of SMA.N 1 Kampar Timur

**H. KIRAM,S.Sos.M.Pd**

**NIP. 19600101 198412 1 002**



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**LESSON PLAN**

School : State Senior High School 1 Kampar Timur  
 Subject/skill : English/speaking  
 Class/Semester : X/II  
 Meeting : 7  
 Time Allocated : 2 x 45 Minutes  
 Topic : Descriptive text (Borobudure temple, toba lake,and monas)

**EE. core competence:**

- 25. Living ang practice the teachings of the religion
- 26. Appreciate and practice honest behaviour, discipline, reesponsibility, caring (mutual assistance, cooperative, tolerance, peace), polite, responsive and proactive and displayed as part of solution to various problem in interacting effectively with the social an natural environment and in placing itself as a reflection of the nation in the association word.
- 27. Understanding ,applying,analyzing factual knowledge, conseptual, procedural based on curiosity about science , technology, arts, culture and humanities with insight into humanity, nationality, and civilization-related phenomena and event, as well as apply the knowledge procedural in specific fields of study according to their talents and asked him to solve the problem
- 28. Rework ,in the real of the reason and cover concrete and abstract domains associated with the development of the independenly learned in school, and was able to use the method according to the rules of science

**FF. Basic Competence**

- 13. Analyzing social fuction , text structure , and languange features oral and written transactional interactions involving giving and soliciting information regarding information regarding identity and family relationships, in the context of their use.



14. Arranging simple and short a transactional interaction with spoken and written that involve giving and asking for information about identity,by demonstrating the correct and contextual the function,text structure , and language features.

**GG. Indicator**

- 31. Students are able to express their accent by using English
- 32. Students are able to speak English grammatically
- 33. Students are able to speak English by using proper vocabulary
- 34. Students are able to speak English fruently.
- 35. Students have a good comprehension.

**HH. Learning Objective**

At the end of the lesson ,students are able to:

- 31. Express their accent by using English
- 32. Speak English grammatically
- 33. Speak English by using proper vocabulary
- 34. Speak English fluently
- 35. Comprehend the content in speaking

**II. Learning Material**

- 13. Model of descriptive text : talking about place
- 14. Generic structure :
  - ❖ Identification :in this point speaker identifies phenomenon that will be describe

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 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





## Y. Procedure

### Pre-activities

- y. Greetings
- z. Checking attendance list
- aa. The teacher asks about students condition
- bb. Teacher asks about what students know about descriptive text

### Whilst Activities

- jj. Teacher review about descriptive text and one stay three stay strategy
- kk. Teacher make students into 4 groups
- ll. Teacher numbers the tables and also gets the students sitting at each table to count off, one through four or five.
- mm. the teacher asks everyone with the number one to stand up, then move one table to the next highest numbered table (from table one to table two, from table two to table three, and so on).
- nn. the students with number one have moved, the teacher asks those with number two to stand. They should move from table one to table three, from table two to table four, and so on. Those with number three move three tables: from table one to table four, and so on. Those with number four or five should stay at their original tables.
- oo. The teacher asks the students who are visiting each table to interview the remaining member from the original group to find out how that group answered the question
- pp. After five to eight minutes, have everyone go back to their original group and report on what they learned from the other tables. Each student should take three minutes to report on what they learned.



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 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**post-activity**

- m. The teacher responds to the students' activity and concludes the lesson
- n. Teacher asks students about their difficulties during learning process.

**Z. Tools and Material**

- 13. Tools :whiteboard,markers,relevant books and voice recorder
- 14. Material :English text books and printed text

**AA. Assesment**

No	Aspect Assessed	Score				
		1	2	3	4	5
1	Accent					
2	Grammar					
3	Vocabulary					
4	Fluency					
5	Comprehension					
Total						

Final score =  $\frac{\text{total score}}{5} \times 4$

English Teacher

**SARIPUDDIN,SPd**  
 NIP. 19630523 198803 1 002

Pekanbaru, April 01, 2019  
 The researcher

**INDAH BESTARI**  
 NIM. 11414200109

Known By  
Headmaster of SMA.N 1 Kampar Timur

**H. KIRAM,S.Sos.M.Pd**

**NIP. 19600101 198412 1 002**



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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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**LESSON PLAN**

School	: State Senior High School 1 Kampar Timur
Subject/skill	: English/speaking
Class/Semester	: X/II
Meeting	: 8
Time Allocated	: 2 x 45 Minutes
Topic	: Descriptive text (Borobudure temple, toba lake,and monas)

**JJ. core competence:**

29. Living and practice the teachings of the religion
30. Appreciate and practice honest behaviour, discipline, responsibility, caring (mutual assistance, cooperative, tolerance, peace), polite, responsive and proactive and displayed as part of solution to various problem in interacting effectively with the social and natural environment and in placing itself as a reflection of the nation in the association word.
31. Understanding, applying, analyzing factual knowledge, conceptual, procedural based on curiosity about science, technology, arts, culture and humanities with insight into



humanity,nationality,and civilization-related phenomena and event,as well as apply the knowledge procedural in specific fields of study according to their talents and asked him to solve the problem

32. Rework ,in the real of the reason and cover concrete and abstract domains associated with the development of the independenly learned in school,and was able to use the method according to the rules of science

**KK. Basic Competence**

15. Analyzing social fuction ,text structure , and language features oral and written transactional interactions involving giving and solicing information regarding information regarding identity and family relationships,in the context of their use.

16. Arranging simple and short a transactional interaction with spoken and written that involve giving and asking for information about identity,by demonstrating the correct and contextual the function,text structure , and language features.

**LI. Indicator**

36. Students are able to express their accent by using English

37. Students are able to speak English grammatically

38. Students are able to speak English by using proper vocabulary

39. Students are able to speak English fruently.

40. Students have a good comprehension.

**MM. Learning Objective**

At the end of the lesson ,students are able to:

36. Express their accent by using English

37. Speak English grammatically



- 38. Speak English by using proper vocabulary
- 39. Speak English fluently
- 40. Comprehend the content in speaking

**Learning Material**

- 16. Model of descriptive text : talking about place
- 17. Generic structure :
  - ❖ Identification :in this point speaker identifies phenomenon that will be describe
  - ❖ Description : speaker describe about
- Parts ,qualities and characteristics morespecific by giving the detail of the object.
- 18. Languange features
  - ❖ Using simple present tense : the sentence pattern used is simple present tense because it tells the fact of the object described.
  - ❖ Action adverb : verbs that show an activity
  - ❖ Using adjective(an adjective) : to clarify the noun
  - ❖ Specific participant : has a certain object

**Borobudur Temple**

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world.

After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It

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makes them easier to change their money. But some of them like to bring credit cards and checks

### The Story of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, his daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

#### **F. Learning strategy:**

One stay three stray strategy

#### **BB. Procedure**

##### **Pre-activities**

- cc. Greetings
- dd. Checking attendance list
- ee. The teacher asks about students condition

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ff. Teacher asks about what students know about descriptive text

**Whilst Activities**

- qq. Teacher give students 5 -7 minutes to search about descriptive text
- rr. Teacher explain about descriptive text just a little
- ss. Teacher share 3 topics which students should be able to describe
- tt. Teacher gives student 5 minute to prepare to do oral presentation test
- uu. Teacher asks students to do oral presentation for 1 until 3 minutes
- vv. Teacher invites students to do oral presentation in front of the class by calling their name randomly.

**post-activity**

- o. The teacher responds to the students’ activity and concludes the lesson
- p. Teacher asks students about their difficulties during learning process.

**CC. Tools and Material**

- 15. Tools :whiteboard,markers,relevant books and voice recorder
- 16. Material :English text books and printed text

**DD. Assesment**

No	Aspect Assessed	Score				
		1	2	3	4	5
1	Accent					
2	Grammar					
3	Vocabulary					

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4	Fluency					
5	Comprehension					
Total						

Final score = total score X 4

English Teacher

Pekanbaru, January 21, 2019

The researcher

**SARIPUDDIN,SPd**

**INDAH BESTARI**

**NIP. 19630523 198803 1 002**

**NIM. 11414200109**

Known By  
Headmaster of SMA.N 1 Kampar Timur

**H. KIRAM,S.Sos.M.Pd**

**NIP. 19600101 198412 1 002**

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b. Pengecualian tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

# APPENDIX 3

## The Reasearch Instruments of Speaking Ability

UIN SUSKA RIAU

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## Instrument

### Pre-Test

Thank you for participation. This test is used only for research purpose only. I asked you to choose one of the topics below and prepare 7-10 minutes talk.

The topics are :

1. Borobudure temple



2. Lake Toba



3. Monas (national monument)



## Instrument

### Pre-Test

Thank you for participation. This test is used only for research purpose only. I asked you to choose one of the topics below and prepare 7-10 minutes talk.

The topics are :

#### 1. Borobudure temple



#### 2. Lake Toba



#### 3. Monas (national monument )

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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# APPENDIX 4

## Recommendation Letters

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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# APPENDIX 5

## The Result of Students' Speaking Ability

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## Control class free test

Students	Accent	Grammmar	Vocabulary	Fluency	Comprehension	Total	Score
Student 1	2	3	3	2	3	13	52
Student 2	2	3	3	2	3	13	52
Student 3	3	3	3	3	3	15	60
Student 4	2	2	3	2	3	12	48
Student 5	2	3	3	2	3	13	52
Student 6	3	3	3	3	3	15	60
Student 7	3	3	3	3	3	15	60
Student 8	2	3	3	2	3	13	52
Student 9	3	3	3	3	3	15	60
Student 10	2	2	3	2	3	12	48
Student 11	3	3	3	3	3	15	60
Student-12	3	3	3	2	3	14	56
Student-13	2	3	3	2	3	13	52
Student-14	3	3	3	3	3	15	60
Student-15	2	3	3	2	3	13	52
Student-16	3	3	4	3	4	17	68
Student-17	3	3	3	3	3	15	60
Student-18	3	3	3	2	3	14	56
Student-19	3	3	3	2	3	14	56
Student-20	2	3	3	2	3	13	52

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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 a. Pengutipan tidak diperbolehkan untuk tujuan komersial, termasuk untuk iklan, promosi, atau kampanye politik.  
 b. Pengutipan tidak diperbolehkan untuk tujuan yang melanggar hukum atau kebijakan.  
 c. Pengutipan tidak diperbolehkan untuk tujuan yang merugikan reputasi UIN Suska Riau.

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## Control class post test

Students	Accent	Grammmar	Vocabulary	Fluency	Comprehension	Total	Score
Student-1	3	3	4	3	4	17	68
Student-2	2	2	2	3	2	11	44
Student-3	3	2	3	2	3	13	52
Student-4	2	2	3	4	2	13	52
Student-5	3	3	4	3	3	16	64
Student-6	3	3	4	3	3	16	64
Student-7	2	2	3	2	2	11	44
Student-8	3	3	3	3	3	15	60
Student-9	3	3	3	3	3	15	60
Student-10	3	3	3	3	3	15	60
Student-11	3	3	4	4	4	18	72
Student-12	3	3	3	3	3	15	60
Student-13	2	3	3	3	3	14	56
Student-14	2	2	3	2	2	11	44
Student-15	2	2	2	2	2	10	40
Student-16	3	3	4	3	3	16	64
Student-17	3	3	4	3	3	16	64
Student-18	2	2	3	3	3	13	52
Student-19	3	3	4	4	4	18	72
Student-20	2	2	3	3	3	13	52

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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 1. Dilarang mengutip, menyalin, atau menjiplak sebagian atau seluruh isi karya tulis ini tanpa izin UIN Suska Riau.  
 a. Mengutip harus dengan cara yang benar, yaitu dengan menyebutkan nama penulis, judul karya tulis, dan sumber yang dikutip.  
 b. Mengutip tidak boleh mengubah isi yang dikutip.

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## Ekperiment class free test

Students	Accent	Grammmar	Vocabulary	Fluency	Comprehension	Total	Score
Student-1	3	3	3	3	3	15	60
Student-2	3	3	3	3	3	15	60
Student-3	3	4	4	3	4	18	72
Student-4	3	3	3	3	3	15	60
Student-5	2	3	3	2	3	13	52
Student-6	3	3	3	2	3	14	56
Student-7	3	3	3	3	3	15	60
Student-8	2	3	3	2	3	13	52
Student-9	2	2	2	2	2	10	40
Student-10	3	3	3	3	3	15	60
Student-11	3	3	4	3	4	17	68
Student-12	3	3	3	3	3	15	60
Student-13	2	3	3	2	3	13	52
Student-14	2	3	3	2	3	13	52
Student-15	3	3	3	3	3	15	60
Student-16	3	4	4	3	4	18	72
Student-17	3	3	3	3	3	15	60
Student-18	2	3	3	2	3	13	52
Student-19	3	3	3	2	3	14	56
Student-20	3	3	3	3	3	15	60

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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## Ekperiment class post test

Students	Accent	Grammmar	Vocabulary	Fluency	Comprehensi on	Total	Score
Student-1	3	4	4	3	4	18	72
Student-2	4	4	4	3	4	19	76
Student-3	4	4	4	4	4	20	80
Student-4	3	3	4	3	4	17	68
Student-5	3	3	4	3	4	17	68
Student-6	4	4	4	3	4	19	76
Student-7	4	4	4	4	4	20	80
Student-8	3	3	3	3	3	15	60
Student-9	3	3	3	3	3	15	60
Student-10	4	3	4	3	4	18	72
Student-11	3	4	4	3	4	18	72
Student-12	3	3	4	3	4	17	68
Student-13	4	4	4	4	4	20	80
Student-14	3	3	4	3	4	17	68
Student-15	3	3	3	3	3	15	60
Student-16	3	4	4	3	4	18	72
Student-17	3	3	4	3	4	17	68
Student-18	3	3	3	3	3	15	60
Student-19	3	4	4	3	4	18	72
Student-20	3	4	4	3	4	18	72

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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# APPENDIX 6

## Recapitulation raters

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**THE SCORE OF STUDENTS' SPEAKING ABILITY  
IN POST TEST OF CONTROL CLASS**

NO	List of students	Post test score		Final score
		Rater 1	Rater 2	
1	Student 1	64	68	66
2	Student 2	72	44	58
3	Student 3	72	52	62
4	Student 4	68	52	60
5	Student 5	72	64	68
6	Student 6	68	64	66
7	Student 7	64	44	54
8	Student 8	76	60	68
9	Student 9	80	60	70
10	Student 10	72	60	66
11	Student 11	76	72	74
12	Student 12	68	60	64
13	Student 13	64	56	60
14	Student 14	60	44	52
15	Student 15	60	40	50
16	Student 16	76	64	70
17	Student 17	72	64	68
18	Student 18	68	52	60
19	Student 19	68	72	70
20	Student 20	60	52	56
Total				1262

**Rater 1**

**Rizki Amelia, M.Pd**

**Rater 2**

**Kurnia Budiyananti, M.Pd**

Hak Cipta Dilindungi Undang-undang. Untuk keperluan pendidikan dan penelitian, penulisan kritik atau tinjauan suatu masalah, a. Pengutipan hanya untuk keperluan pendidikan dan penelitian, penulisan kritik atau tinjauan suatu masalah. b. Pengutipan tidak mengindikasikan kepemilikan oleh UIN Suska Riau. 2. Dilarang mengkomersialkan dan memperjualbelikan atau menggunakan sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**THE SCORE OF STUDENTS' SPEAKING ABILITY  
IN POST TEST OF EXPERIMENTAL CLASS**

NO	List of students	Post test score		Final score
		Rater 1	Rater 2	
1	Student 1	72	80	76
2	Student 2	76	72	74
3	Student 3	80	76	78
4	Student 4	68	52	60
5	Student 5	68	76	72
6	Student 6	76	80	78
7	Student 7	80	64	72
8	Student 8	60	48	54
9	Student 9	60	80	70
10	Student 10	72	72	72
11	Student 11	72	72	72
12	Student 12	68	68	68
13	Student 13	80	84	82
14	Student 14	68	68	68
15	Student 15	60	44	52
16	Student 16	72	44	58
17	Student 17	68	60	64
18	Student 18	60	52	56
19	Student 19	72	76	74
20	Student 20	72	56	64
Total				1364

**Rater 1**

**Rizki Amelia, M.Pd**

**Rater 2**

**Kurnia Budiyantri, M.Pd**



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# APPENDIX 7

## Docummentation

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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## CURRICULUM VITAE



Indah Bestari was born on may 10<sup>th</sup> 1995 in Penyasawan, Kampar regency. She is the third daughter from Agusnar and Salhana. She has two brothers and sister, Ribut Sembara, Guntur Gunawan, S.Pd and Wina Aprilia.

She graduated from Elementary School was SDN 042 Penyasawan on 2008, graduated from Junior High School was MTS.M Penyasawan on 2011, and graduated from Senior High

School was SMA.N 01 Kampar Timur in 2014, she continue her study at State Islamic University of Sultan Syarif Kasim Riau at English Education Department, Faculty of Education and Teaching Training. On September 2017, she did teaching practice (PPL) SMA 2 Tambang and KKN (Kuliah Kerja Nyata) in Sungai Liti Kampar Kiri on 2017.

In finishing her study at the University to fulfill the requirements for Undergraduate Degree in English Education. She conducted a research on a research on february 2019 by the thesis entitled “ The Effect of One Stay Three Staray Strategy in Improving Students’ *Speaking Ability at Tenth Grade of Senior High School 1 Kampar Timur*”

Then, her thesis was finally accepted and approved by the Munaqasah Examination committee for award of Undergraduated Degree of Education on August 2020, after she successfully passed the Munaqasah Examination. She finished with predicate Sangat Menuaskan and appropriate to get Undergraduated Degree (S.Pd).