THE EFFECTIVENESS OF REPORTING METHOD ON SPEAKING SKILL

OF 8th GRADE STUDENTS IN MTS PLUS AL MADINAH KROYA, CILACAP REGENCY

AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiyah and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of Requirements of **Sarjana Pendidikan** (S.Pd.) Degree

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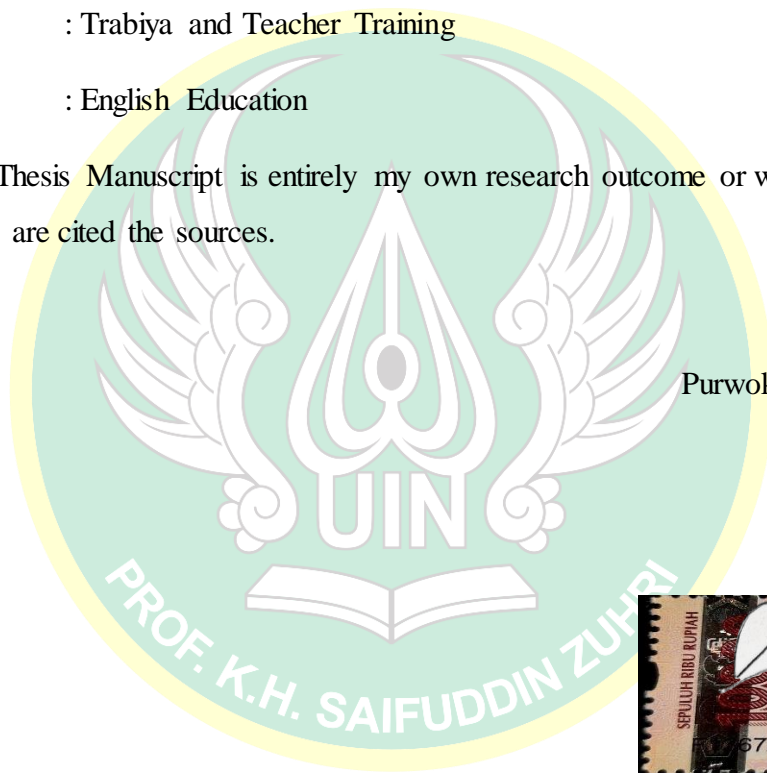Grade   : Undergraduate

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Assalamu'alaikum Wr. Wb.

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THE EFFECTIVENESS OF REPORTING METHOD ON SPEAKING SKILL

OF 8 GRADE STUDENTS MTS PLUS AL-MADINAH KROYA, CILACAP REGENCY

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ABSTRACT

THE EFFECTIVENESS OF REPORTIN G METHOD ON SPEAKING SKILL AT 8 GRADE STUDENTS IN MTS PLUS AL-MADINAH KROYA, CILACAP REGENCY

RIZKA AULIA

(1717404075)

This research evaluates the effectiveness of reporting method. Reporting method is a method of teaching that is often used for teaching speaking. There is many process usual that has proven that this method is for teaching speaking. However, there has been an evidences for the effectiveness of this method in MTs Plus Al Madinah kroya Cilacap.

This method has been used in the institute. This research is experimental research using a quantitative approach. To examine the effectiveness of the method the researcher chose the method because she wanted to know the effectiveness of reporting method speaking skill in MTs Plus Al Madinah Kroya. The method used was quantitative and in pre-test used how well the students know about speaking skills are before being given treatment. The researcher took a sample of 2 classes, there are 8A and 8B.

The sample that using reporting method there many pictures and they can explain or retell story about the picture. The name about classes become the experimental class and control class. The experimental class given a treatment and the class control not used treatment. The result of pre-test and post-test were analysed using N-Gain. The experimental class had a mean score of 71,07, while the control class had a score of 73,83. It can be concluded that the reporting method on Speaking Skill of 8th grade students in MTs Plus Al- Madinah Kroya Cilacap Regency is less effective to be applied to students to improve speaking skills, because the results of the post-test calculations using the N-Gain Test show the control class average value of 50,1772%. If you look at the table for the N-Gain percentage category, then the average score is included in the less effective category.
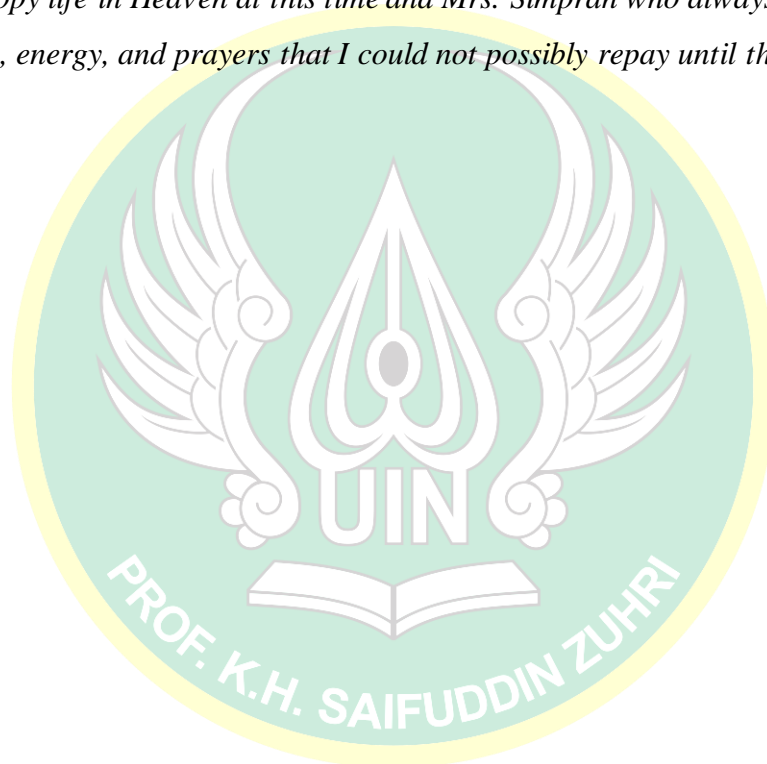
Keywords: Reporting Method, Speaking Skills, Effectiveness

MOTTO

"Because you are the main character of your life, so better to do something than not doing anything at all".

DEDICATION

I would like to dedicate this thesis to my beloved parents Mr. Riswan, who has lived in a peaceful and happy life in Heaven at this time and Mrs. Simprah who always gave me support with love, time, energy, and prayers that I could not possibly repay until the end of my life.

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First and foremost, the author offers praise and thanks to Allah SWT, the Lord of the world master and creator all of everything in the world, thus author could complete this thesis for specific purpose. It is a precious thing that the researcher finally accomplished this thesis entitled "The Effectivenes of Reporting Method on Speaking Skill at 8 Grade Students in MTs Plus Al-Madinah Kroya, Cilacap Regency". It is presented to the faculty of Tarbiyah and Teacher Training, in a partial fulfillment of the requirements for the degree of S.Pd. (S-1) in English Education.

The author is also grateful to all school that have been very open to be the research place for collecting data, including headmaster, teachers, and all students that we observed because of their good cooperation, we can finish this report.

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This thesis script has been proposed to Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri as the partial fulfilment of the Requirement for Obtaining the Scholar degree of Education (S. Pd.).

During the arrangement of this thesis and as long the author learns in this Institution, the author has got many directions, motivations, and guidance from some side. Thus, in this chance the author will convey the gratefulness and award as high as possible to the honourable:

1. Prof. Dr. H. Suwito, M. Ag., as the Dean Faculty Tarbiya and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri.

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Purwokerto, 6 April 2023
The Writer

Rizka Aulia
1717404075

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CHAPTER I
INTRODUCTION

A. Background of Problem

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. Language is the communication by voice in the distinctively human manner, using arbitrary sounds in conventional ways with conventional meanings. In English language, there are four skills that should be mastered by a language learner. Those are listening, reading, speaking, and writing. Listening and reading skills are referred as respective skills, while speaking and writing skills are referred as productive skills. Therefore, English should be mastered actively either in spoken or written aspects. In order to complete in international world, people are not only required to speak in English, but also must be able to write well. First, commonly students feel afraid and nervous when they want to speak or communicate using English in front of their classmates. Second, the students do not have any ideas or initiative to speak English, it is caused by the lack of vocabulary, grammatical patterns, and lack of practicing English speaking. Third, the students still frequently made mistakes in pronouncing the English words. Fourth, their problems with prosodic features such as intonation, stress, and other phonological nuances still cause a misunderstanding in communication. Those problems make the students reluctant and unmotivated to speak.

The object of this study are students in eight grade in MTs Plus Al Madinah Kroya. According to the standard competence for the speaking skill for the beginning semester, students in eleventh grade of senior high school are expected to be able to express meaningful ideas for both simple transactional (to get something done or get the information) and interpersonal (to get in touch with others for social purposes) communication to interact with people in their nearest environment. The students at this level are forced to achieve the informational level which is to be able to communicate orally and in written form to find information.

In order to solve the students' problems and enhance their speaking ability, the teachers should provide some good technique that can involve the students in practicing speaking and also give some motivation.

English is one of the favorite subjects in some schools, but sometimes some of the students dislike this subject because of the situation in the class. In Indonesian English is as a foreign language, and language is the key aspect of human intellegenc.[1] In written form it is a long term record of knowledge from one generation to the next while in spoken from it is a means of communication. Language is the key aspect of human intelligence.[2] So it is a common problem to face a passive class because of the students unresponsive when the teacher gives more explanation or avoid instruction with their teacher.

The function the language include communication, the expression of identity, play, imaginative, and emotional release. Students will be enjoyed if there are some interactions in language learning between teacher and students in the classroom. In teaching and learning process, sometimes teacher only teach without questioning. Some factors for it because they are in hurry, they do not well understand the material, they do not care about the students or they are lazy.

While speaking is often found by students as a problem, teachers must be creative to find out an appropriate method to in classes students interest, more pleasant, and more enjoyable in speaking class. To make effectiveness of English conversation in teaching speaking the teacher should lead the students to facilitate their oral production. The students can ease the oral production of speech in the following manner.[3] In MTS Plus Al Madinah Kroya many students thinks about English. First students think that English is a foreign language which should be learnt for communicating. The second students think that English is very important for its role as an international means of communication. The third students think that English will be very useful for her future.

As one of basic skill of English, speaking has an important role in language learning process. According to Fulcher that speaking is the verbal use of language to communicate with others.[4] in the context of English language learning, however there is a problem which students have been aware of for a long time. It is the problem of the students who are structurally competent but who cannot communication appropriately in

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[1] David Crystal Robert Henry Robins (2013) "Language" Available : https://w ww.briatannica.com/topic/language.

[2] Robin[2013]"Whatislanguage" Available:http://language.worldofcomputing.net/linguistics/introduction/what-is-language.html

[3] Mark Coughlin [2006] "Teaching Speaking and Conversation" Open Journal.

[4] Glenn Fulcher,(2003), Teaching Second Language Speaking, New York: Pearson-Longman, p.24

speaking. Therefore, we need to realize that the important point of foreign learners who want to be able communicate fluently with the target language is become proficient at the sound system, in this case English pronunciation.[5] Maxom states that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their idea, feelings and desires to others. In many school the students learns how to speak English language easier because there are teachers and friends who can be their facilitators and pairs to practice English.[6]

So, in school students must learn how to speak English because it is very important to communication in class if students have material of English. In this case learning, the students must study hard to master it and the teacher must be creating a good supplement in class. It is inverse to the real situation in class, because in class many factors prevent students from speaking English with their friends. They are afraid of making many mistakes, of being laughed at by his or her friends and having lack of confidence in their ability. The students also think that learning English is not interesting, because the method or strategy that is used less attack students learning has focus on the teachers and put the listener.

Students, who do not develop strong oral skills during this time, will find it difficult to keep face with their peers in later years. Based on the characteristic of the problems, they can be solved by giving appropriate technique. The researcher gives solutions to applying the technique in speaking English, namely action learning strategy.

Action learning is a process for bringing together a group of people with varied levels of skills and experience to analyze an actual work problem and develop an action plan. The group continues to meet as actions are implemented, learning from the implementation and making mid-course corrections. Action learning is a form of learning by doing. Learning is done in groups where each groups is presented an action and dialogue by students with attention to pronunciation, vocabulary, accuracy and fluency. This is done to improve students English speaking skills in daily life. Levels of assessment

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[5] Mulyani, & Dewi Sartika, (2019), Analysis of Students' Proficiency on English Pronunciation Using Youtube-Based Video Media, *Getsempena English Education Journal*, Vol. 06, Nu. 02, p. 249.

[6] Nurokhma, (2009), Elicitation Technique Used in Teaching Speaking, Yogyakarta:Unpublished Thesis, p.183

are considered one of the challenging areas in educational theories and practice.[7] It used to achieve a range of purposes by using different methods and techniques; each method has its own characteristics and properties. The assessment has three main purposes: to assist learning, to evaluate the entire program, and to measure the thinking achievement of specific students.[8]

In this case, the students must study hard to master it and the teacher should create a good atmosphere in class. It is contrary to the real situation in class, speaking activities do not work in class because many factors about prevent students from speaking English with their friends. They are afraid of making many mistakes, of being laughed at by his or her friends and having lack of confidence in their ability. The students also think that English learning is not interesting, this is because the method or strategy that is used less attrack students learning has focus on the teacher and put the listener. The action learning process attempts to achieve this blend through giving rigor and pace to the cycle of learning and through using the positive powers of small groups, to sustain this discipline and rhythm.[9]

B. Operational Definition

1. Speaking skill

Many definitions about speaking have been proposed by language. Speaking derives from the word "Speak". According to Oxford dictionary, "Speak" means say things; talk, be able to use a language, make a speech, express ideas, feelings, etc.[10] Speaking is the verbal use of language to communicate with other.[11] In additional, Hughes explain that speaking in interactive and according to accomplish pragmatic goals through interactive discourse with other speaker of language.[12]

Speaking is the most frequently used language skill. In learning process, English is included as required subject in every high school in Indonesia. Speaking skill is the

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[7] Abosalem, Yousef. 2016. Assessing Techniques and Students' Higher-Order Thinking Skills. *International Journal of Secondary Educational.* Vol. 4. No. 1. p. 1-11.

[8] Pellegrino, J, Chudowsky, N & Glaser, R (eds). 2001. Knowing what students know: The science and design of educational assessment. Washington DC: National Academy Press. p. 37.

[9] Mike Pedler. (2011). *Action Learning in Practice,* England: Gower Publishing Limited. P. 20

[10] Martin H. Manser, (1995), Oxford Learner's Pocket Dictionary, New York: Oxford University Press, p.398

[11] Fulcher, G. (2003). Testing Language Second Language Speaking. Sydney: Longman. p.79

[12] Dewi Hughes. (2007). Public Speaking. Jakarta: Gramedia Widiasarana. p.57

priority skill to be learned. There are some components in speaking skill based on the characteristics of spoken language. Those components are commonly used to check the ability of students' speaking skill.[13] Learners can benefit from until real-life language use, practicing greater range of register and exercise formal language in classroom. In addition, the simulation practice may improve certain learner's self-confidence. Students who feel uncomfortable because limited comprehension on English speaking will feel relaxed when engaging in activities and performing in front of their public.

2. Reporting Method

A report is simply a story in a newspaper or on radio or television that is about something that happened or that gives information about something language. It is also defined as a written or spoken description of a situation, event or an official document that gives information about a particular subject.[14] About method means is a procedure or process for attaining an object. Such as a systematic procedure, technique, or mode of inquiry employed by or proper to a particular discipline or art and a systematic plan followed in presenting material for instruction the lecture method.

C. Research Questions

Based on the research problem, the researcher decided the research question as follow:

1. Is reporting method effective in teaching speaking on the MTS Plus Al Madinah Kroya?

2. How effective is reporting method in speaking skills at MTS Plus Al Madinah Kroya?

D. Objective and Significance of the Research

1. The objectives of the research are:

   a. To exam teacher's efforts in effectiveness of reporting method in MTS Plus Al Madinah Kroya.

   b. To explain out factors by the teacher in effective of reporting method.

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[13] Septiana Wulandari, Clarry Sada & Zainal Arifin. 2015. "The Effectiveness of DTS to Development Speaking Ability for English Club Students".

[14] Roswita M Aboe. 2016. "Enhancing the Students Speaking Interest Through News Reporting Technique". Khairun University, Ternate, North Maluku.

2. Significances of the research:
   a. Theoretical Significances
      1) The research hopes the technique can be implemented in other school for helping the English learning process.
      2) This research is expected to be useful for English learning, especially in speaking skill.
   b. Practical Significances
      1) For English teacher

         This research could be used as one of learning in reporting method by the teacher.
      2) For students

         Through this research, the students are expected to be more enthusiastic and interested in learning English so that they can be more give them new experience in English learning, especially in learning speaking so they can be more motivated.
      3) For School

         This research could help the school to solve their problem in teaching speaking skill.
      4) For researcher

         The researcher could acquire more experience and knowledge during the process of arranging the research.

E. Structure of Research

The structure of this research aimed to make systematic and easy to understand by the reader will explain in this part. The structure of this research as follow.

Chapter I contains introduction. It has consisted of eight sub section and those are background of the research. Operational definition, research question, objectives and significances of the research, review of relevant studies, literature review, research method and structure of the research.

Chapter II contains of the theories of effectiveness of reporting method in MTS Plus Al Madinah Kroya which is consists two sub section, those are effectiveness and reporting method.

Chapter III contains the research method. This chapter consists of the research design, subject of the study, object of the study, instrument for obtaining data, and the technique of analyzing data.

Chapter IV contains which is consists of general description of MTS Plus Al Madinah Kroya and effectiveness reporting method in MTS Plus Al Madinah Kroya.

Chapter V contains conclusion and suggestion of the research. As a result, in this part the research will present the conclusion and the suggestion related to the research.

CHAPTER II

LITERATUR REVIEW

A. Speaking

In this study, the term speaking is one of the four skills related to language teaching and learning. As a language skill, speaking is sometimes underrated or, in other word, take for granted. This language is characterized by well- formed sentence that are integrated into highly structured paragraphs.[15] In fact, speaking is also important for students. In order to know how important speaking is, we need to know the nature of speaking itself.

1. Definition Speaking Skill

As the writer wrote in the first chapter, there are four skills in learning English language and the most important one in speaking. Speaking is one of the skills to be mastered by students in order to communicate in English. It is one of the ways to express ideas, thoughts, feeling, to share information, and to build social relationship. It means that, speaking is important from the to improve their ability to communicate orally by presenting their ideas in real life.

Based on Oxford Dictionary, speaking is simply concerning putting ideas into words to make other people grasp the massage that is conveyed.[16] When people communicate with others, speaker will use some utterance in order to tell their purpose the listener. Speaking is also depending on the context speaking being used. People language because they want to apply language in specific purpose.[17] For example, speaking between students is about the many assignments, score and everyday situation at classroom. It is different if speaking used by air traffic controllers. In other words,

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[15] David Nunan, *Designing Task for the Communicative Classroom*, (Cambridge: Cambridge University Press, 2001),p. 58

[16] Oxford University Press, *Oxford Learner's Pocket Dictionary*. (New York: Oxford University Press, 2003), p. 426.

[17] Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1991), p. 343.

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speaking is seen as an interactive process of constructing meaning that involves producing and receiving information in order to get the particular end between speaker and listener.

Some language learning experts have tried to define speaking in their own way. Richard said that speaking is the verbal use of language and a medium through which human beings communicate with each other.[18] Speaking is one of the skills to be mastered by students in order to communicate in English. It is one of the ways to express ideas, thoughts, feeling, to share information, and to build social relationship. It means that, speaking is important to improve their ability to communicate orally by presenting their ideas in real life.[19] Speaking is also the media of transaction between speaker and listener. Speaker sends massage to the listener, and the conversation with others, this activity given by speaker. By constructing conversation with others, this activity gives an opportunity to share information and opinion, and to build good social relationship between speaker and listener.

In general idea, speaking is defined as having interaction between two speakers consisting of a speaker a hearer. In the field of research, that general idea has led to some definitions of what speaking is about based one some experts. There is an information gap between what speaker said and what listener received when they are talking. Both of them should be able to comprehend the information given in order to achieve communicative and. This means that students just knowledge of the interaction between the speaker and listener in order their meaning are made clear, not should have knowledge of target language forms and functions.

It is important for the teacher to take deeply in to account the four criteria of choosing the materials so that the class may run well as planned at the right level, for example, the students with elementary levels of proficiently have to discuss the topic, using the very simple language, for example, *where is the book?* The students with advanced levels many talk about the topic using more complex syntaxes. The second aspect of selecting the materials is that the topic or content must be suitable for students. This suggests that teachers have to provide their students with number of topic which familiar and suitable

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[18] Jack C. Richards & Willy A, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 24

[19] Welli Septia Dionar, *Imroving Speaking of Senior High School Students by Using Thruth or Dare Game* (English Departement: niversitas Negeri Padang) journal of English language vol. 7 No. 2

with their backgrounds and levels. The third step to select the materials for teachers to follow is that there must be right activities of speaking. This refers to the way the materials are presented in the classroom. The activities of speaking are necessarily made in such a way that they are able to extend the students engagement with the topic.

In summary, speaking is the ability to express something in a spoken language. It is the action of providing information or expressing one feeling in speech. Speaking activities commonly involves communicative conversation between the speaker, who delivers a massage, and the listener, who receives it.

There is an information gap between what speaker said and what listener received when they are talking. Both of them should be able to comprehend the information given in order to achieve communicative end. This means that students not only should have knowledge of target language forms and functions, but also knowledge of the interaction between the speaker and listener in order their meaning are made clear.

2. Functions of Speaking

According to Richard, there are two main function of speaking. The first is interactional function of speaking which serves to establish and maintain social relations, and the second is transactional function, in which focused on the exchange of information. [20] Moreover, speaking has three communicative functional; talk as interaction entertain, talk as performance.[21]

The first is to talk as interaction it refers to what people normally mean by "conversation" and describes interaction that servers a primarily social function. This function focuses on the speakers and how they wish to present themselves to each other than on the massage. For example, when people meet, small talk, telling the experience and so on.

Another function is talk as transaction it refers to situation where the focus is on what is said or done. The massage and making oneself understood clearly and accurately is central focus, rather than participants and how they interact socially with each other. For

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[20] J.Richard, *Teaching Listening and Speaking-From to Practice*, (New York: Cambdrige University Press: 2008), p.21.

[21] J.Richard, *Teaching Listening and Speaking-From to Practice*, (New York: Cambdrige University Press: 2008), p.22-27

example, students may be engaged I hands-on activities to explore concepts associated with floating and sinking.

The last function is talk as performance. It is about public talk, talk transmits information before audience, such as classroom presentation, public announcements, and speeches.

In addition, there is a relation between the three functions of speaking with reporting method. Reporting method is one of speaking activity which force or simulate students to perform their speaking skill. So, it means that storytelling can encourage the students use the function of speaking.

3. **The Element of Speaking**

Oral communication can be maintained by having some components as follow:

a. Pronunciation

Pronunciation focuses on production and identification of the sounds, stress patterns, and intonation in English. It introduces multiple-choice hearing identification.[22] English pronunciation is considered by some aspect. First, it relates to the speech organs and how the organs produced sounds. The follow of air which comes from lings will have modification at vocal cord, pharynx, mouth, and nasal cavity. It happens as the open and close of the vocal cord. While, the upper part of speech organs like at pharynx, mouth, and nasal cavity, the air will be modified into plosive, lateral, Nasal, bilabial, alveolar, dental, etc.[23]

Without a good pronunciation, listener can't understand what another person says and this will make the communication process more difficult. Therefore, pronunciation has a central role in both academic and social fields in the way students can be able to participate in their community or organization.

b. Grammar

Grammatical is about proficiency in matters ranging from inflections to syntax.[24] We will not be able to say the language of grammar without knowing

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[22] Harold S Madsen, *Teaching in Testing*, (New York: Oxford University Press, 1983), p. 57.

[23] Gerald Kelly, *How to Teach Pronunciation* (England: Pearson Education Limited, 2000). Pp.4-6.

[24] Harold S Madsen, *Op. Cit.*, p. 34.

the pattern of the language itself. Since knowledge of grammar is essential for these rules to be able to speak correctly.

c. Vocabulary

Vocabulary is one of important elements in teaching and learning speaking. It is important for language learners to choose appropriate words in certain situations in order to make their speaking meaningful.[25] For example, when people want to describe their feeling about something, they have to be able to find a word which reflects their feeling. Therefore, students need to understand the importance of meaning in context and the facts about word formation and how to twist words to fit different grammatical contexts.

d. Fluency

Fluency is the ability to speak spontaneously and eloquently with no pausing and with absence of disturbing hesitation markers. Fluency cannot be separated from accuracy. Accuracy refers to the mastery of phonology elements, grammar and discourse.

e. Comprehension

The last speaking element is comprehension. Comprehension means understanding and the interpretation of what is said. It's about student's proficiency in speaking on all professional and general topics without a big effort and smooth as good as the native speakers.[26] In conclusion, pronunciation, grammar, vocabulary, fluency, and comprehension are the important and complementary components in the development of students' speaking skill. These elements support each other to gain the goal of speaking.

Moreover, those elements will be the instrument or scoring rubric for the speaking test in this study. Each element has the scoring scale to measure the learners' speaking skills. Then, the scores will be collected as the data of the research.

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[25] Paul Bogaards, & Batia Laufer-Dvorkin, *Vocabulary in a Secound Language: Selection, Acquisition, and Testing*, (Amsterdam: John Benjamins Publishing, 2004), p. 40.

[26] Arthur Hughes, *testing for Language Teachers,* (Unites Stated: Cambirdge University Press, 2003), p. 112.

4. The Characteristics of Good Speaking Activities

The characteristic of good speaking activities according to Brown and Yule have shown that, broadly speaking, spoken communications are essentially "transactional" or "interactional". Transactional language is said to be that which contains factual or propositional information. Typically, written language is transactional. Example of transactional language would be a policeman giving direction to a driver or of someone filing an insurance claim. In each case the massage has to be very clearly communication.[27]

The characteristics on successful speaking activity according Penny Ur are:

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk.
2. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly distributed.
3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contributed to achieving a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.[28]

About teaching speaking, the goal of teaching and learning English in Indonesia is to develop communicative skills that include all the skills. Therefore, the teacher should provide the students with speaking task and give them opportunities to used the target language to communicate with others.

- Rehearsal

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[27] MCDonough and Christopher Shaw, *Material and Methods in ELT : A Teacher Guide,* (Cambridge: Blackwell Publisher, 1993), p.155.

[28] Penny Ur, A Course in Language Teaching, (Cambridge: Cambridge University Press, 1996), p. 120.

Getting student to have a free discussion, gives them a chance to rehearse having discussions outside the classroom. Teacher asks students to rehearse outside classroom in order to know how their speaking ability except in the class.

- Feedback

Speaking task where students are trying to used all and any language that they know to provide feedback for both teacher and students. Teacher can see how will their class is doing and want language problems they have. Students can also see how easy they find a particular kind of speaking and what they need to do to improved. Students activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance a can encourage them into further study.

- Engagement

Good speaking activities can be highly motivating. If all students are participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback, they were get tremendous satisfaction from it. Many speaking task (role-play, discussion, problem solving etc) are intrinsically enjoyable in themselves. In this thesis, the research was explaining about reporting method in speaking skill English at the eighth grade.

B. Reporting Method

1. Definition of Reporting Method

According to Oxford (1990) defines a report is give a spoken or written account of something that one has observed, heard, done, or investigated, while based on Oxford's method is a particular procedure for accomplishing or approaching something, especially a systematic or established one.

A report is simply a story in a newspaper or on radio or television that is about something that happened or that give information about something. It is also defined as a written or spoken description of a situation, event or an official document that gives information about a particular subject.[29] Reporting method are commonly used in news reading or learning styles for reporting news. The role reporting in student's speaking development is very effective in simulating the creativity of presenting the analyzed data.

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[29] M Webster, *Merriam Webster* Dictionary, (www.merriam-webster.com: 2016).

Reporting in learning it easy to apply in EFL classroom, as well as in the form of infographics. In addition, Kayi argued that there are many ways to improve student's speaking skills, one of the most effective ways in the reporting method.[30] Reporting method is an activity of compiling word of information that has been seen into oral form, so as to proclaim the listener as new information in a new style.

Study and learning is an activity of human life. By learning, people can develop the potential that is brought from birth. Without learning people can't meet their needs. Learning is an active interaction between the teacher who provides learning material with students' as the object. Learning had several processes of learning activities, such as learning methods. Learning methods are essential for teachers to make the students interest in the learning process. Learning should be carried out in exciting ways to raise students' interest in carrying out the learning process.

Reported speech refers to producing the idea of another person's words. Not all of the exact words are used: verb forms and pronoun may change.[31]

A.J. Thompson and A. V. Martinet stated in *A Practical English Grammar,* "in indirect speech we give the exact meaning of a remark or a speech, without necessary using the speaker's exact words."[32]

Betty Shrimper Azar stated in *Understanding English Grammar,* "Reported speech refers to using a noun clause to report what someone has said."[33]

Reported speech (also called indirect speech) is used to communicate what someone else said, but without using the exact words. From some definitions above, it can be concluded that reported speech is to quote somebody's idea or thoughts without exactly repeating the exact word produced by the speaker.

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[30] Kayi Hayriye, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, (TESL Journal: Vol. XII, No. 11, November 2006)

[31] Betty Shrimper Azar*, Fundamental of English Grammar*, (London: Prentice Hall, 1992), 2edition, p. 366.

[32] Thomson, A Particular, p. 269.

[33] Betty Schrampfer Azar, *Understanding and Using English Edisi Inggris Indonesia*, (Jakarta: Binarupa Aksara, 1993), 2nd edition, p. 275.

Roswitha, in Webster's site, a report is simply a story in a newspaper or on radio or television that is about something that happened or that gives information about something. It is also defined as a written or spoken description of a particular subject. From the definition above, the researcher concludes reporting method is a method with a spoken or written story and act as a reporter.

Minnesota claims there are many ways to present data in the reporting method easily understood by students. Regardless of the reporting method, simplicity will ensure that the evaluation results are both accessible and understandable. There are two broad categories of reporting methods: those that are written (annual reports, fact sheets, etc.) and those that are oral/visual (PowerPoint presentations, exhibits, news releases, etc.). Regardless of the method, the report should consider the audience and be both accessible and understandable.

Reporting of student's achievements to parents, guardians, teachers, students and others must be fair and accurate. Reporting will also support teaching and learning by providing information about students learning and achievements at each level of schooling. Formal reporting to parents and guardians will vary depending on the level of schooling. Schools must complete and maintain national student record cards for each level of schooling.[34] So, about Reporting method systems collect information on adverse events, errors, or both. Adverse have been defined as injuries related to medical management (in contrast to complication of disease).

The primary purpose of reporting is to learn from experience. Many others method are also used to identify threats to safety, but a good internal reporting system ensures that all responsible parties are aware of major hazards. Reporting is also important for monitoring progress in learning activity class. External reporting allows lesson to be shared so that others can avoid the same mishaps. So, this method makes students to collect data use information around us. And in around us must many information explain about reporting method.

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[34]Pater M. Baki: 2003: *National Assessment and Reporting Policy*: Department of Education

Reported speech refers to producing the idea of another person's words. Not all of the exact words are used: verb forms and pronoun may change.[35] Reported speech (also called indirect speech) is used to communication what someone else said, but without necessarily using the exact words. From someone definitions above, it can be concluded that reported speech is to quote somebody's idea or thoughts without exactly repeating the exact word produced by the speaker.

Many students can practice in front of class to explain about information which you get, and we definitive will many knowledge outdoor. And can help another student to get some more information about outside world. And if we explain about this information we must actually understand about information which we get, so here your friends understand about your information.

And if we explain about this information we must actually understand about information which we get, so here your friends understand about your information. And many about advantages and disadvantages in reporting method.

Advantages:
1. Keeps the group together-everyone knows what is happening.
2. Involves the total class in exploring an idea.
3. Gives the entire class a chance to check on any particular ides that may be presented.
4. May stimulate critical thinking.

Disadvantages:

1. Produces fewer ideas that the small-group method.
2. Moves slowly and is likely to get sidetracked.
3. May be easily dominated by a few talkers.
4. Prevents some groups members from speaking: the large the group, the fewer there are who feel free to speak.

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[35] Betty Schrampfer Azar, Understanding and Using English Grammar Edisi Inggris-Indonesia, (Jakarta: Binarupa Aksara, 1993), 2nd edition, p. 275

In this method have characteristics of an effective research report. An Effective report ha –at least -the following four characteristics:

1. Focus: an effective report emphasizes the important information.
2. Accuracy: an effective report does not mislead the reader.
3. Clarity: an effectives report does not confuse the reader.
4. Conciseness: an effective report does not waste the reader's time

2. Steps of Reporting Method

1. Analysis the task or picture

   As with any assignment task, you must first analysis what is expected of you. This involves careful reading the assessment task as outline in your course information book or picture. You may find the following questions useful when analyzing the task:

   - What is the purpose of the report?
     (it could be analyzing, persuading or reporting on an investigation.)
   - Who is the audience for the report?
   - What is the word limit?
     (many times the word limit only includes the body of the report.)
   - What is the topic of the report?
     (the topic may be specified by the teacher, but other times you will have a choice.)
   - What is the expected format of the report?

2. Develop a rough plan

   Use the section headings (outlined above) to assist with your rough plan. Write a thesis statement that clarifies the overall purpose of your report. Jot down anything you already knows that about the topic in the relevant sections.

3. Do the research

   Steps 1 and 2 will guide your research for this report. You may need the report on other research on a particular topic or do some research of your own. Keep referring to your analysis and rough plan while you are doing your research to ensure that you remain on track.

Give yourself plenty of time in this step, as the research phase of your work will usually take this most time of any steps in producing your report. Also, ensure you keep correct bibliographic details for all of the material you may later use in your report.

4. Draft the body of your report

 ▪ Introduction – the purpose of your report. The thesis statement will be useful here. Background information may include a brief review of the literature already available on the topic so that you are able to 'place' your research in the field.

 ▪ Literature review – if asked to do a separate literature review, you must carefully structure your findings. It may be useful to do a chronological format where you discuss from the earliest to the latest research, placing your research appropriately in the chronology.

 ▪ Methodology – here you clearly outline what methodology you used in your research. What you did and how you did it. It must be clearly written so that wit would be easy for another researcher to duplicate your research if they wished to.

 ▪ Result – this is where you discuss the relevance of your result of your research, but do not interpret them.

 ▪ Discussion – this is where you discuss the relevance of your results and how your findings fit with other research in the area. It will relate back to your literature review and your introductory thesis statement.

 ▪ Conclusion – this is a summer of the most significant result/findings. You should not include any new material in this section. Sometimes you could indicate some areas where your research has limits or where further research would be useful.

 ▪ Recommendations – this include suggestions for what needs to be done as a result of your findings. Recommendation are usually listed in order of priority.

5. Draft the supplementary material

- References or Bibliography – this include all references used in your report or referred to for background information. This must be done using the referencing convention specified by your lecture/tutor.
- Appendices – these should add extra information to the report. If you include appendices they must be referred to in the body of the report and must have a clear purpose for being included.

6. Draft the preliminary material
   - Tittle of Report – make sure this is clear and indicates exactly what you are researching.
   - Table of Contents – list all sections, sub headings tables/graphs appendices and give page numbers for each.
   - Abstract/Synopsis – this gives a very brief overview of the report in a condensed form.

7. Polish your report

   The final steps is checking your report to ensure you have followed all of the guidelines as outlined in your course information. [36]

3. Advantages and Disadvantages of Reporting Method

Reporting method in the development of speaking in the classroom have advantages and disadvantages, including for students and teachers.

Reporting method have various benefits, including for student's. students have the opportunity to identify the material early and have time to explore the material before learning begins. This make students speak according to the ideas they want. Widrilina in her thesis agrees that, in addition to their own thoughts, students will learn and accept other people's opinions about the same material differently. [37] Reporting method also make the class active at least in the sense of involvement of all students expressing their opinions.

Besides the many advantages, there are disadvantages when using reporting for students, namely that the information conveyed by students is less directional. This hall is due to the use of infographic that do not fully explain the material. Reporting

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[36] *Writing a Research Report*. 2014 In University of Adeliade, www.adeliade.edu.au/writingcenter/

[37] Desika Widrilina, *Using the Cooperative Report-out Method to Improve the Student's Speaking Ability of Grade XI at SMAN 1 Pringsurat Temanggungin the Academic year of 2013/2014*. In e-thesis.

method is also known as one-way communication that allowed students to be unable to interact with listeners.

In addition to the benefits of reporting method for students, there are several benefits for teacher who use reporting method in the teaching and learning process. Widrilina argues that students can make the classroom atmosphere active. Behind these advantages, there are this disadvantages in using reporting method for teachers. Teachers are required to design teaching materials in advance, in this study using infographics. And many about advantages and disadvantages in reporting method.

Advantages:

5. Keeps the group together-everyone knows what is happening.
6. Involves the total class in exploring an idea.
7. Gives the entire class a chance to check on any particular ides that may be presented.
8. May stimulate critical thinking.

Disadvantages:

5. Produces fewer ideas that the small-group method.
6. Moves slowly and is likely to get sidetracked.
7. May be easily dominated by a few talkers.
8. Prevents some groups members from speaking: the large the group, the fewer there are who feel free to speak.[38]

C. Review of Relevant Studies

Based on several sources related to this research, there are some previous research related to the topic of this research:

First, a research written by Abdul Gafur Marzuki under tittle *Developing Speaking Skill through Oral Report in an EFL Class in Indonesia*. This research focused on method and implementation of the action plan. This classroom action research was conducted to develop students speaking skill focusing on English fluency and accuracy through applying oral report technique. The technique was designed in more adaptable model

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[38] Geraldine Hasting. (1966). *Techniques for Effective Teaching*, Sixteenth St., N.W., Washington, D.C. 20036 : DEPARTMENT OF HOME ECONOMICS .

through spiral of cycle consisting of planning, acting, observing, analyzing, and reflecting.[39] The different between Abdul's research is about object of the research. The object of Abdul's research is the students to practice their speaking skill and the material discussed in class based on students. So, this research focused teacher and students because consider many teachers and many students in school.

Second, a research written by Roswita M. aboe under tittle *Enhancing the Students Speaking Interest Through News Reporting Technique*. This research focused in finding out the degree of student interest to word the use of news reporting technique, which is very infrequent in its use for speaking skills class. The difference between Roswita's research and this research is about object of the research. The object of Roswita's research is the students to collecting the data, the presenter distributed the instrument following the application of news reporting in speaking class. So, this many students in school.

Third, a research entitled *The Effectiveness of English Conversation to Improve Students Speaking Skill* in Journal of Language Teaching, Vol. 5 No 2, November 2017 written by Suparman. The research was designed in a pre-experimental pre-test and post-test research, where the research only applied the English conversation to the experimental group that consisted of 28 students. The different between Suparman's research is the perspective of using the technique, Suparman's research same about the elicitation technique used in the classroom and the influence will the student interaction. And in may research focused in one technique about speaking skill.

D. Hypothesis

The research hypothesis that used in this research concerned with the reporting method in speaking skill. There are two kinds of hypothesis, there are:

1. Alternative Hypothesis (Ha)

There is significant influence to applying reporting method on speaking skill of 8 Grade Students in MTs Plus Al-Madinah Kroya Cilacap Regency.

2. Null Hypothesis (Ho)

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[39] Marzuki, A. G. *developing Speaking Skill Through Oral Reporting in an EFL Class in Indonesia*. Al-Ta Lim Journal, 24(3). Doi: http://dx.doi.org/10.15548/jt/v24i3.330. 2017

There is no significant influence to applying reporting method on speaking skill of 8 Grade Students in MTs Plus Al-Madinah Kroya Cilacap Regency.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes about the process of answering the research questions. There contains type of the research, time and place, collecting data, and data analysis.

A. Type of Research

Teacher considerably need to have good planning of teaching speaking before going in to the classroom so that they have destination they require their students to reach and how they are going to reach the goal. Planning helps teachers prepare activities there are going to do in the classroom, which in turn, leads them to have high self-confidence. Teachers will, therefore, have to make sure that they are well prepared in particular, with what and how they are going in class and to do with their students so that the class may work well as planned.

The statement suggests that teachers are required to provide students with a wide range of activities or tasks which are rich in varieties but have a logical connection to each others. in others words, students are exposed to a fairly similar theme or topic but are manipulated with various related activities. And about preparing materials of speaking

teachers need to prepared the materials they are going to do their students before going into the classroom. This warns that they are required to select the right materials in that they will have to be relevant to the student backgrounds or needs. In addition, the materials must be suited to the context with which the students are familiar so that they can easily get involved in teaching-learning activities.

It is important for the teacher to take deeply in to account the four criteria of choosing the materials so that the class may run well as planned at the right level, for example, the students with elementary levels of proficiently have to discuss the topic, using the very simple language, for example, *where is the book?* The students with advanced levels many talk about the topic using more complex syntaxes. The second aspect of selecting the materials is that the topic or content must be suitable for students. This suggests that teachers have to provide their students with number of topic which familiar and suitable with their backgrounds and levels. The third step to select the materials for teachers to follow is that there must be right activities of speaking. This refers to the way the materials are presented in the classroom. The activities of speaking are necessarily made in such a way that they are able to extend the students engagement with the topic.

And after the students are ready to study the topic, they must be provided with various activities which allow them to practice what material they are learning. And the last aspect off choosing materials is that the material must be logically sequenced. This warns that teacher have to take deeply into account the sequenced of the topic or the material students have to study. The right materials should meet the four features for this may keep teaching learning activities run well.

Depending on the variables used, this research includes to experimental research. Experimental research is a study that tries to predict and explain what happens or will happen between specific factors by manipulating or controlling these variables or their relationships in order to find a relationship, influence, or difference between one or more variables.[40]

The design that used in this study was Quasi Experimental Design (quasi-experimental). Quasi-experiment is an empirical interventional study intended to determine the causal influence of an intervention on the target population without random

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[40] Burhan Bungin, (2005), *Metode Penelitian Kuantitatif*, Jakarta: Prenadamedia, p. 38.

assignment. Although quasi-experimental research resembles typical experimental design or randomized controlled trials, it does not include the element of random treatment or control assignment. On the other hand, quasi-experimental design usually allows the researcher to manipulate the treatment condition assignment using a criterion other than random assignment. [41] Each experimental group was given certain treatment with controllable conditions.[42]

To determine the effectiveness of using the reporting method, the researcher used the N Gain score test. N Gain is done by calculating the difference between the pre-test scores and the post-test scores.

$$N\ Gain = \frac{Post\ test\ score - Pre\ test\ score}{Ideal\ score - Pre\ test\ score}$$

Table 3.1

Ideal Score is the highest score that can be obtained.

Limitation	Category
g > 0,7	High
0,3 ≤ g ≤ 0,7	Medium
g < 0,3	Low[43]

According the effectiveness of the reporting method, in the ideal score limitation and category are 3 categories. The first, g>0,7 is High, 0,3≤ g ≤ 0,7 is Medium, g<0,3 is Low.

Table 3.2

Percentage of Effectiveness

Percentage (%)	Interpretation

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[41] Dinardo, J. (2008). "Natural Experiments And Quasi-Natural Experiments". *The New Palgrave Dictionary of Economics*. pp. 856–859. doi:10.1057/9780230226203.1162. ISBN 978-0-333-78676-5.

[42] Nurul Zuriah, (2005), *Metodologi Penelitian Sosial dan Pendidikan Teori dan Aplikasi*, Jakarta: Bumi Aksara, p.16.

[43] Hake, R.R, 1999. "*Analysing Change/Gain Score*". Journal of Woodland Hills Dept. of Physics., p. 1

< 40	Ineffective
40-55	Less effective
56-75	Quite effective
>76	Effective

According the effectiveness of the reporting method, in the percentage of the N-Gain test there are 4 categories. the first, <40% is considered ineffective, 40-55% is considered less effective, 56-75% is considered quite effective and >76% is considered effective.

B. Variable and Indicator of Research

1. Variable

Research variable is also referred to research object which will be learned by researcher. [44] In other words, research variables are anything that is determined by the researcher to be researched, whether it is an object or a person's attribute, in order to gather knowledge about the subject being studied, and then conclusions are produce. The research variable of this study is distinguished into the two kinds of variable as follows:

a. Independent variable is that becomes the cause of the change or the appearance of the dependent variable. It is usually called with an X. independent variable of this research is "Reporting Method".

b. Dependent variable is an affected variable or caused by the existing of independent variable. It is usually called with a Y. Dependent variable of this research is "Speaking Skill".

C. Research Context

1. Place and time of Research

a. Place

This research was conducted in MTS PLUS Al Madinah Kroya at eight-grade students in the academic year 2022/2023. It was located in Jl. Toba No 33, Tegalanyar, Mujur Lor , Kec. Kroya, Kab. Cilacap, Prov. Jawa Tengah.

b. Time

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[44] Sugiono, (2011), *Metode Penelitian Kuantitatif Kualitatif dan R&D,* Bandung: Alfabeta, p. 38.

The research was held on Agustus, 1st 2022 until finish of the academic year 2022/2023.

2. Population and sample

a. Population

The population in this research are students in grade 8th of MTs Plus Al-Madinah Kroya Cilacap which has 2 classes and 36 students.

b. Sample

Sample is part of the population analysed in a research and the results will be considered to be representative of the original population, but not the population itself. The researcher took a sample of 2 classes, there are 8A and 8B. the sample that using reporting method there are have many pictures and they can explain or retell story about the picture. The name about this classes become the experimental class and control class. The experimental class will be given a treatment and the class control not used treatment.

D. Technique of Collecting Data

There are some steps in collecting the data for this study. It is including of pre-test and post-test. The pre-test and post-test will be given to the students of experimental class and control class. The pre-test will be given at the beginning of the meeting before the treatment. While, the post-test will be given to the students after three-time treatment were done. The score of the pre-test and post-test from experimental class will be compared with the control class. Then, those two scores will be used as numerical data to measure the effectiveness of using reporting method to enhance speaking skill.

1. Pre-Test and Post-test

In pre-test used how well the students know about speaking skills are before being given treatment. The pre-test will be held in grade 8A and 8B the allocation of time is take 15 minutes to answer pre-test (8B) conclude on August 3,2022. While the control class(8A) the pre-test conclude on August 3,2022.

In determining the score, the writer used oral rating scale proposed by H. Douglas Brown. The scoring rubric of the test provide a measure of quality of performance on the basis of some criteria: pronunciation, task, comprehension, fluency, grammar, and vocabulary.[45]

Table 3.3

Oral proficiency categories (brown, 2001, pp. 406-407)

Aspect	Definition	Score	
Pronunciation	Equivalent to and fully accepted by educated native speakers.	5	(95-100)
	Errors in pronunciation are quite rare.	4	(85-94)
	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	3	(75-84)
	Accent is intelligible thought often quite faulty.	2	(65-74)
	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners.	1	(below 65)
Task	Speaking proficiency equivalent to that of an educated native speaker.	5	95-100
	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.	4	85-94
	Can participate effectively in most formal and informal conversation on practical, social and professional topic.	3	75-84

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[45] Brown H. Douglas, *Language Assessment Principles and Classroom 3 Practices*,(2001), pp.406-407.

	Able so satisfy routine social demands and work requirements needs help in handling any complication or difficulties.	2	65-74
	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases and tell time.	1	Below 65
Comprehension	Equivalent to that of an educated native speaker.	5	95-100
	Can understand any conversation within the many of his experience.	4	85-94
	Comprehension is quite complete a normal rate of speech.	3	75-84
	Can get the gist of most conversations of non-technical subject.	2	65-74
	Within the scope of his very limited language experience, can understand simple question and statements if delivered with slowed speech, repetition, or paraphrase.	1	Below 65
Fluency	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	5	95-100
	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 fluency.	4	85-94

	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.	3	75-84
	Can handle with confidence but not with facility most social situations, including introductions and casual conversation about current events, as well as work, family, and autobiographical.	2	65-74
	(no specific fluency description, refer to other four language areas for implied level of fluency.)	1	Below 65
Grammar	Equivalent to that of an educated native speaker.	5	95-100
	Able to use the language accurately on all levels normally pertinent to professionals needs. Error in grammar are quite rare.	4	85-94
	Control of grammar is good. Able to speak the language with sufficient structural accuracy of participate effectively in most formal and informal conversation on practical, social and professional topics.	3	75-84
	Can usually handle elementary construction quite accurately but does not have through or confident control of the grammar.	2	65-74
	Errors in grammar are frequent, but speaker can be understood dealing with foreigners attempting to speak his language.	1	Below 65
Vocabulary	Speech on all levels in fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms.	5	95-100

	Colloquialisms and pertinent cultural references.		
	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	4	85-94
	able to speak the language with sufficient to participate effectively in most formal and informal conversational on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	3	75-84
	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	2	65-74
	Speaking vocabulary inadequate to express anything but the most elementary needs.	1	Below 65

2. Documentation

The lesson plain, student names, and the list of 8 grade used as documentation in this study.

E. **Technique of Data Collection**

There are some steps in collecting the data for this study. It is including of pre-test and post-test. The pre-test and post-test will be given to the students of experimental class and control class. The pre-test will be given at the beginning of the meeting before the treatment. While, the post-test will be given to the students after three-time treatments were done. Furthermore, the score of the pre-test and post-test from experimental class will be compared with the control class. Then, those two scores will be used as numerical data to measure the effectiveness of using storytelling technique to enhance speaking skill.

F. **Techniques of Data Analysis**

The pre-test and post-test data were used by researcher to know the effects of the reporting method results. This research also helps with IBM SPSS Statistic to help the data analysis. Data analysis technique that were used in this research:

1. Normality Test

    The normality test was used to see whether the distribution of instrument and responses was verbal or not.[46] Normality using the help of the IBM SPSS Statistic.

2. Homogeneity Test

    The homogeneity test is used to determine about population and to finding out before comparing several class. Homogeneity test using the helps of the IBM SPSS Statistic.

3. Hypothesis Test

    The effectiveness of the reporting method seen from the pre-test and post-test data in the experimental and control classes, the N-Gain Test was used. To find out the significant difference from the jolly phonics method, the Independent Sample T-test was used. To draw conclusions can use the value of Sig. If $Sig > 0,05$ then H_0 is accepted and H_a is rejected and if $Sig < 0,05$ then H_0 is rejected and H_a is accepted.[47]

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter describes the finding and discussion in the research. In this research using pre-test and post-test to collecting the data and used N-gain test to explain the effectiveness of the treatment and analyzed the data. In this chapter, the researcher will give the research findings and discuss how he or she evaluates the data. The effectiveness of reporting method in speaking skill by researchers. Test was applied as research instrument by the research, which suggests that the test was the most common among the 39 eight-grade students at MTs Al Madinah Kroya. To determine whether Reporting Method was effectiveness in teaching speaking skill, the researcher

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[46] Sugiyono. 2012. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Alfabeta: Bandung. p.241

[47] M. Jainuri. 2019. *Pengantar Aplikasi Komputer (Edisi Revisi)*. Hira Institute: p. 71

reviewed the outcomes of tests conducted on the experimental class and control class. The researcher collected data by offering a test, and as a result, it was concerned about the test result. The data was collected from both the experimental class was analyzed first, followed by the data from the control class. The following are the result of the pre-test and post-test in the experimental class and control class

A. Finding

1. Description of the Data

This research is an experimental at MTs Plus Al-Madinah Kroya Cilacap. The population is grade 7, and the subject is 36 students. Based on the result of sampling is 7A as the control and 7B as the experimental class. In this research for students gave treatment to the 7B (experimental class), and while 7A (control class) did not receive any treatment.

The treatment given is the correct way pronunciation in English method. After the researcher gave treatment with reporting method, the researcher used the N-gain test to finding out how effectiveness using reporting method was to improve speaking skills. Another test was conducted to find out score the significant different between experimental class that given treatment and control class without treatment.

Table 4.1

Results of the Pre-test and Post-test

No.	Experiment Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
1	68	74	67	76
2	68	73	66	76
3	70	74	66	76
4	67	75	66	76
5	64	75	66	76
6	75	76	65	75
7	68	73	65	76
8	67	75	68	78
9	71	76	68	75
10	68	76	70	74
11	68	76	72	76
12	64	73	69	75
13	68	71	66	75
14	69	74	64	74
15	69	72	65	76

16	67	73	61	78
17	66	72	61	76
18	68	71	64	74

By using result of the pre-test and post-test data, the analysis used the N-gain test to determine the effectiveness of using reporting method and difference between the pre-test and post-test scores. And it can be seen whether the used of this method is effective for speaking skills.

a. Pre-test and Post-test data in Control Class

The pre-test was on 3 September 2022, while the post-test was on 17 October 2022. The result of the control class study was not given any treatment, result the following table:

Table 4.2

Score Control Class (Pre-Test and Post-Test)

No.	Statistics	Control Class	
		Pre-test	Post-test
1	N	18	18
2	Minimum	61	74
3	Maximum	72	78
4	Mean	66,05	75,66
5	Median	66	76
6	Mode	66	76
Mean Different=73,83			

Based on the data from the table above, the minimum score in pre-test, which is 61, shows that the students still in the low category of speaking skills. The maximum score is 72, the mean score is 66,05, and the median score is 66. The post-test controls a significant increase, the minimum score 74 and the maximum was 78. With a mean score of 75,66, median 76, and mode same was the median 76.

Based on the data, 18 students as respondent from the control class who were taken as sample based on the pre-test and post-test score different of 73,83. The

minimum score on the pre-test was 61, and the maximum score was 74, and the minimum score on the post-test 74 and the maximum score post-test 78.

b. Pre-test and Post-test data in Experiment Class

<div align="center">

Table 4.3

Score Experimental Class (Pre-Test and Post-Test)

</div>

No.	Statistics	Experimental Class	
		Pre-test	**Post-test**
1	N	18	18
2	Minimum	64	71
3	Maximum	75	76
4	Mean	68,05	73.83
5	Median	68	74
6	Mode	68	73
Mean Different=71,07			

Based on the data from the table above, the minimum score in pre-test, which is 64, shows that the students still in the low category of speaking skills. The maximum score is 71, the mean score is 68,05, and the median score is 68. The post-test controls a significant increase, the minimum score 71 and the maximum was 76. With a mean score of 71,07, median 74, and mode same was the median 74.

Based on the data, 18 students as respondent from the control class who were taken as sample based on the pre-test and post-test score different of 73,56. The minimum score on the pre-test was 64, and the maximum score was 75, and the minimum score on the post-test 71 and the maximum score post-test 76.

2. Data Analysis

a. Instrument Testing

1) Validity Test

Validation test is to find out the instrument of the sentence being test is valid or not. To find out whether it is valid or not the validation test must be compared with r table, it is knowing that r table for 32 respondents.

$$rxy = \frac{\Sigma\, xy}{\sqrt{(\Sigma x^{2})\ (\Sigma y^{2}}}$$

$\mathrm{x} = \mathrm{X} - \bar{X}$

$\mathrm{y} = \mathrm{Y} - \bar{Y}$

$\bar{X} = average\ score\ \mathrm{X}$

$\bar{Y} = average\ score\ of\ Y$

Table 4.4

The Result of Pre-test Validity Test

No	r_{hitung}	r_{tabel}	Description
1	0,461	0,424	Valid
2	0,553	0,424	Valid
3	0,563	0,424	Valid
4	0,475	0,424	Valid
5	0,676	0,424	Valid
6	0,574	0,424	Valid
7	0,533	0,424	Valid
8	0,536	0,424	Valid

Table 4.5

The Results of Post-test Validity Test

No	r_{hitung}	r_{tabel}	Description
1	0,685	0,424	Valid
2	0,782	0,424	Valid
3	0,834	0,424	Valid
4	0,765	0,424	Valid
5	0,783	0,424	Valid
6	0,745	0,424	Valid
7	0,470	0,424	Valid
8	0,656	0,424	Valid

Based on the calculation of validity test class 7A and 7B, it show that 8 items pre-test and post-test of the question for assessing reporting method in speaking skills are valid, because $r_{hitung} > r_{tabel}$. So that 8 items question of valid can be used as the test instrument.

2) Reliability Test

The reliability test is used to see reliably as a data gathering tool and capable of revealing actual information on the ground. The reliability test using formula of alpha:

$$r_{11} = 1 - \frac{Vs}{Vr}$$

$r_{11} =$ instrument reliability

$Vr =$ variant of respondent

$Vs =$ leftover variant

The value of r_{11} obtained was consulted with r_{tabel} and with a level significant 5%. If the value of $r_{11} > r_{tabel}$, then the instrument was reliable.

Table 4.6

Result of Pre Test Reliability Test

r_{hitung}	r_{tabel}	Description
0,795	0,329	Reliable

For the instrument, r_{tabel} were obtained from 36 respondents with significant of 0,05 is 0,329. Based on the table above, it can see that the instrument in this study is reliable, because 0,795 > 0,329 and 0,795 > 0,329.

Table 4.7

Results of Post Test Reliability Test

r_{hitung}	r_{tabel}	Description
0,955	0,329	Reliable

For the instrument, r_{tabel} were obtained from 36 respondents with significant of 0,05 is 0,329. Based on the table above, it can see that the instrument in this study is reliable, because 0,795 > 0,329 and 0,955 > 0,329.

b. **Requirements of Testing N-Gain**

1) **Normality Test**

Normality test is used to test the dependent and independent data variables have normal or not. In this study, the normality test was using IBM SPSS Statistic for windows.

The hypotheses are:

H_0 : Data is normally distributed

H_a : Data is not normally distributed[48]

Normality test criteria as follows:

If Sig > Alpha then the data is normally distributed

If Sig < Alpha then the data is not normally distributed

Table 4.8

Result of Pre-test Normality
Tests of Normality

	Ivitas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Pre test speaking skills	pre test experiment	.231	18	. .152	.880	18	.026
	pre test control	.175	18	.102	.956	18	.529

Table 4.9
Result of Post-test Normality
Tests of Normality[c]

	Ivitas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post test speaking skills	post test experiment	.144	18	.200[*]	.919	18	.122
	post test control	.274	18	,001	.853	18	.009

According to the normality test above, it showed that the probability value of statistic. Then the data meet the assumption of normality and can be used for the next steps.

2) **Homogeneity Test**

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[48] M. Jainuri. 2019. *Pengantar Aplikasi Komputer (Edisi Revisi)*. Hira Institute: p. 36

Homogeneity test is used of the highest importance for the certification of reference materials.[49] And to determine two or more population variance. the results of homogeneity tests for pre-test and post-test are below:

Result of Homogeneity Test

Table 4.10

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil belajar reporting	Based on Mean	.479	1	34	.494
	Based on Median	.482	1	34	.492
	Based on Median and with adjusted df	.482	1	34.000	.492
	Based on trimmed mean	.419	1	34	.522

Based on the data pf homogeneous test result, it was found that sig 0,494 > 0,05 significant level. So in the variance od two or more class is the same.

3) Hypothesis Test

a) N-Gain

To determine the effectiveness of using reporting method, the researcher used the N Gain score test. N Gain is done by calculating the difference between the pre-test scores and the post-test scores.

$$N\ Gain = \frac{Post\ test\ score - Pre\ test\ score}{Ideal\ score - Pre\ test\ score}$$

While: Ideal Score is the highest score (100)

b) Score Category

Table 4.11

Ideal Score is the Highest Score

c) Limitation	Category
g > 0,7	High
0,3 ≤ g ≤ 0,7	Medium
g < 0,3	Low[50]

[49] J. Pauwles.1998. *Homogeneity Testing of Reference Materials*. Accreditstion and Quality Assurace 3(2):51-55

[50] Ramdhani, E. P., Khoirunnisa, F., & Siregar, N. A. N. (2020). Efektifitas modul elektronik terintegrasi multiple representation pada materi ikatan kimia. *Journal of Research and Technology*, 6(1), 162-167.

According the effectiveness of the reporting method, in the ideal score limitation and category are 3 categories. The first, g>0,7 is High, $0,3 \leq g \leq 0,7$ is Medium, g<0,3 is Low.

Table 4.12

Percentage of ScorEffectiveness

Percentage (%)	Interpretation
< 40	Ineffective
40-55	Less effective
56-75	Quite effective
>76	Effective

According the effectiveness of the reporting method, in the percentage of the N-Gain test there are 4 categories. the first, <40% is considered ineffective, 40-55% is considered less effective, 56-75% is considered quite effective and >76% is considered effective.

Table 4.13
Descriptive of N-Gain Experimental Class

Descriptives

Kelas				Statistic	Std. Error
n_Gain	Expeeriment	Mean		50.1772	.01650
		95% Confidence Interval for Mean	Lower Bound	45.1424	
			Upper Bound	60.2120	
		5% Trimmed Mean		50.1777	
		Median		60.1744	
		Variance		130.005	
		Std. Deviation		.07000	
		Minimum		.04	
		Maximum		.31	
		Range		.27	
		Interquartile Range		.12	
		Skewness		-.106	.536
		Kurtosis		-.509	1.038
	Control	Mean		.2781	.01727
		95% Confidence Interval for Mean	Lower Bound	.2416	
			Upper Bound	.3145	
		5% Trimmed Mean		.2773	
		Median		.2899	
		Variance		.005	

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Std. Deviation		.07327	
Minimum		.13	
Maximum		.44	
Range		.30	
Interquartile Range		.06	
Skewness		-.173	.536
Kurtosis		1.015	1.038

Based on the data from the calculation of the N-Gain test for the experimental class which amounted to 18 students, it shows that the average for the experimental class is 0.1772%. Which is included in the category of quite effective with a median of 0.1744%. The minimum value is 0.4% and the maximum value is 0.31%.

Regarding the effectiveness of the reporting method, in the percentage of the N-Gain test there are 4 categories. the first, <40% is considered ineffective, 40-55% is considered less effective, 56-75% is considered quite effective and >76% is considered effective. In this study, the calculation of the N-Gain test shows that the experimental class is in the average percentage of 50.1772%. That means, included in the category of quite effective. It can be said that the reporting method is quite effective in improving the speaking skills of 8th graders.

c) **Independent Sample T-test**

Table 4.14

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Posttest reporting method	Experiment	18	73.83	1.689	.398
	Control	18	75.67	1.138	.268

Based on the table above, there are significant differences in the experimental class and the control class. The mean data shows that the mean score in the control class is 75.67 and the experiment class is 73.83. So it can be concluded that the use of reporting method can improve speaking skills in grade 8th students.

3. **Discussion**

In this study, the research objective was to determine whether the reporting method was effective and there were significant differences between the classes that were given the treatment and those who were not, in improving speaking skills. In this study, the N-Gain Test and Independent Sample T-test was used to determine the effectiveness

of the reporting method and its significant difference with the control class. Respondents from the control class and treatment class were 18 students.

Data from the experiment class had an average pre-test score of 68,05 while the average post-test score was 73,83, with a minimum pre-test score of 64, post-test 71 and a maximum pre-test score of 75, and maximum post-test 76. Meanwhile, the data from the control class had an average pre-test score of 66,05 while the post-test score averaged 75,66, with a minimum pre-test score of 61, a post-test score of 74 and a maximum pre-test score 72 and a maximum post-test of 78.

From the score data of the control and experimental class, it shows that the pre-test and post-test scores achieved by the control class (who were not given treatment) and the experimental class (who were given treatment) have similarities. However, when compared to this increase in score, it is still superior to the experimental class using the reporting method.

According the effectiveness of the reporting method, in the percentage of the N-Gain test there are 4 categories. the first, <40% is considered ineffective, 40-55% is considered less effective, 56-75% is considered quite effective and >76% is considered effective. In this study, the calculation of the N-Gain test shows that the experimental class is in the average percentage of 50.1772%. That means, included in the category of quite effective. It can be said that the reporting method is less effective in improving the speaking skills of 8th graders.

Meanwhile, in the Independent Sample T-test there are significant differences in the experimental class and the control class. The mean data shows that the mean score in the experimental class is 71,07 and the control class is 73,83. The control class were higher than experiment class. So it can be concluded that the use of the reporting method can improve speaking skills in grade 8th students.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results and discussion of the research that has been described, quantitative data shows that students have good achievements in calculating post-test results using IBM SPSS STATISTIC. From these data, a significant increase was found. It can be concluded that the reporting method for 8th grade students in MTs Plus Al-Madinah Kroya Cilacap is quite effective to be applied to students to improve speaking skills, because the results of the post-test calculations using the N-Gain Test show the

control class average value of 50,1772%. If you look at the table for the N-Gain percentage category, then the average score is included in the less effective category.

B. Suggestion

Considering the results of the research that has been carried out entitled "The Effectiveness of Reporting Method on Speaking Skill at 8th grade students in MTs Plus Al-Madinah Kroya Cilacap Regency" some suggestions are made as follows:

1. For Teachers
   a. Teachers should teach speaking skills to students and correct if there are errors in pronouncing a word.
   b. Teachers should be familiar with this reporting method in learning activities.
   c. This method can be used by teachers to improve speaking skills.

2. For Students
   a. Students must learn about speaking skill during learning activities and when not in learning activities.
   b. With the reporting method, it is hoped that students can be better at speak and become good in learning English.

3. For School

   The use of the reporting method can be applied to English subjects not only on speaking skills, but also spreads to other material. Reporting method as a learning media can arouse students' interest and reduce tension during class learning. So that it can be an alternative method for teaching and learning activities.

4. For Other Researcher

   This research has not covered many aspects. Therefore, it is recommended for other researchers to conduct discussions using several factors in the same topic.

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APPENDICES

Research Instrument

THE EFFECTIVENESS OF REPORTING METHOD IN SPEAKING SKILL AT 8 GRADE IN MTS PLUS AL-MADINAH KROYA CILACAP

A. **PRE-TEST**

Students' Identity

Researcher : Rizka Aulia	

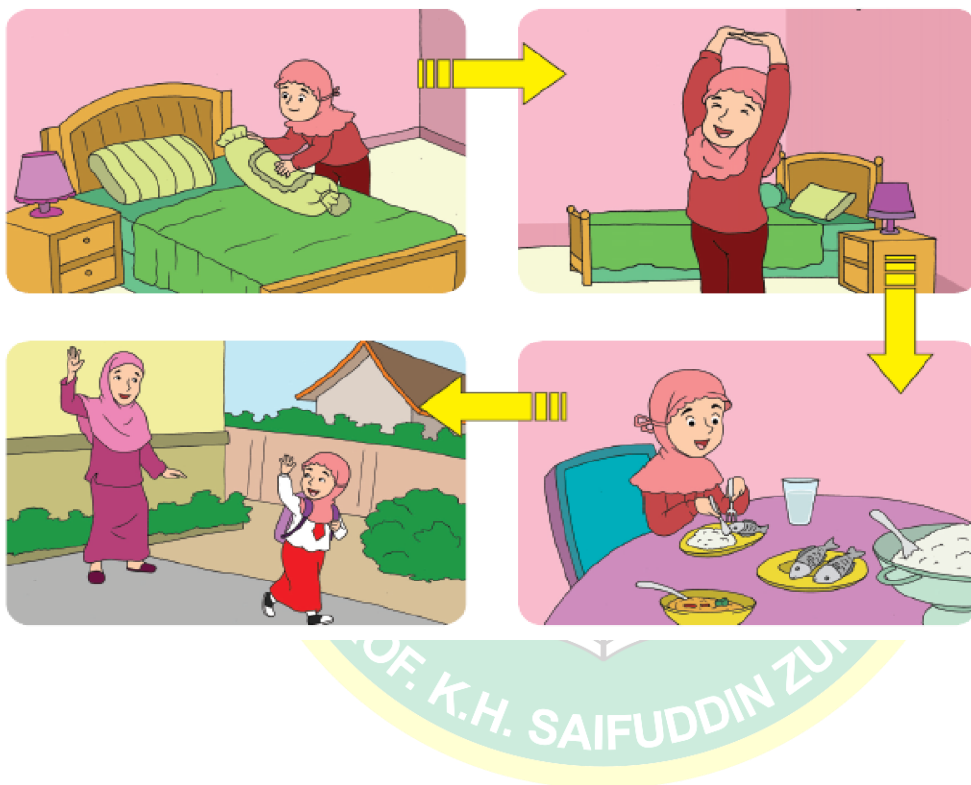| Students' Name	:
Class	:
Date/Time	:

Soal Pre test

Nama :

Kelas :

Petunjuk:

1) Pilihlah satu jawaban yang paling epat dengan memberi tanda silang (X)
2) Jawaban ditulis pada lembar jawaban yang disediakan
3) Tulis nama dan kelas
4) Selamat mengerjakan!

1. Pengertian speaking adalah:
   a. Bentuk komunikasi lisan antar manusia
   b. Suatu bakat
   c. Suatu tugas yang harus dikerjakan
   d. Semua benar
2. Tujuan speaking adalah:
   a. Mencari perhatian banyak orang
   b. Mencari informasi disekitar
   c. Menyampaikan informasi yang benar
   d. Menyanggah pendapat orang
3. Apa pengertian dari reporting:
   a. Menyuseun sebuah kalimat paragraph
   b. Membuat kelompok bersama lalu mengerjkan bersama
   c. Menghafal kosa kata
   d. Mencari informasi diberbagai sumber lalu menceritakan kembali

4. Manfaat dari reporting adalah:

    a. Menambah wawasan

    b. Menambah informasi

    c. Melatih pemikiran terhadap berita yang akan disampaikan kembali

    d. Semua benar

B. TREATMENT

In this session, the researcher will use picture as a learning. The picture will be explaining and after that the students will imitate the picture to get information.

C. POST TEST

Students' Identity

Researcher	:	Rizka Aulia
Students' Name	:	
Class	:	
Date/Time	:	

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Soal Pre test

Nama :

Kelas :

Petunjuk:

5) Pilihlah satu jawaban yang paling epat dengan memberi tanda silang (X)

6) Jawaban ditulis pada lembar jawaban yang disediakan

7) Tulis nama dan kelas

8) Selamat mengerjakan!

1. Pengertian speaking adalah:
   e. Bentuk komunikasi lisan antar manusia
   f. Suatu bakat
   g. Suatu tugas yang harus dikerjakan
   h. Semua benar

2. Tujuan speaking adalah:
   e. Mencari perhatian banyak orang
   f. Mencari informasi disekitar
   g. Menyampaikan informasi yang benar
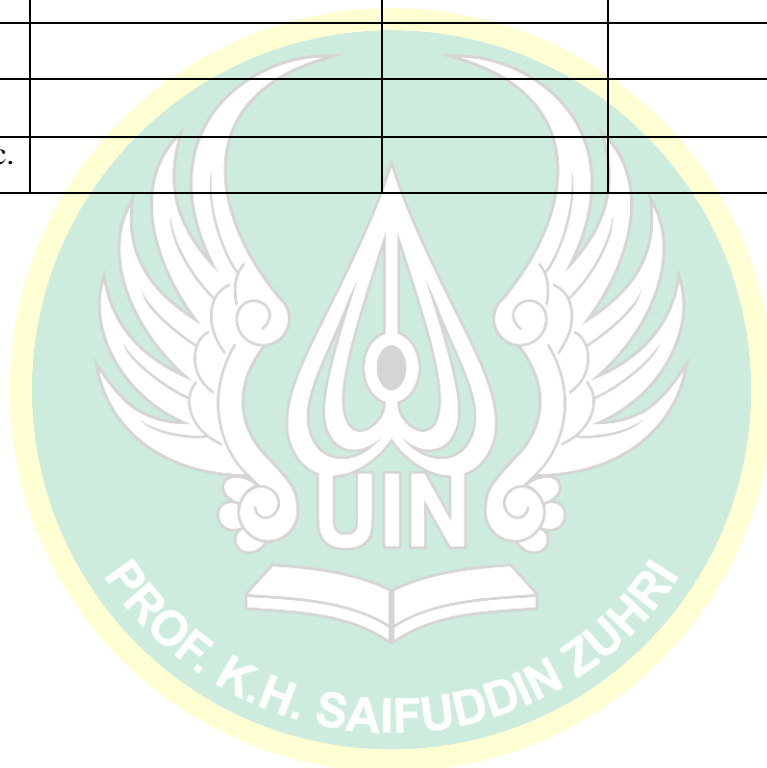   h. Menyanggah pendapat orang

3. Apa pengertian dari reporting:
   e. Menyuseun sebuah kalimat paragraph
   f. Membuat kelompok bersama lalu mengerjkan bersama
   g. Menghafal kosa kata
   h. Mencari informasi diberbagai sumber lalu menceritakan kembali

4. Manfaat dari reporting adalah:
   e. Menambah wawasan
   f. Menambah informasi
   g. Melatih pemikiran terhadap berita yang akan disampaikan kembali
   h. Semua benar

D. The Students' Score of Pre-Test and Post Test

No.	Students' Name	Pre Test	Post Test
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
Etc.			

RENCANA PELAKSANAAN PELAJARAN

(RPP)

Satuan Pendidikan : MTs Plus Al-Madinah Kroya Cilacap

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : 8/Ganjil

Materi Pokok : The Expression of Obligation

51

Alokasi Waktu   :   40 menit

A. Kompetensi Dasar

Mengidentifikasi Fungsi Sosial, Struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan tahun sesuai dengan konteks penggunaannya.

B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi fungsi exspression of obligation yang melibatkan tindakan memberi dan meminta informasi terkait waktu sesuai dengan konteks penggunaannya.

2. Menyusun teks interaksi lisan sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait waktu dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Media Pembelajaran, Alat, Bahan, dan Sumber Belajar

Media   : worksheet

Alat/Bahan   : Papan tulis

Sumber Belajar   : Buku Bahasa Inggris Kelas VIII

Kegiatan Pendahuluan (5 Menit)
Melakukan pembuakaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik.
Mengaitkan materi/tema/kegiatan pembelajaran yang dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
Menyamppaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi tentang obligation.
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Kegiatan Inti (30 Menit)

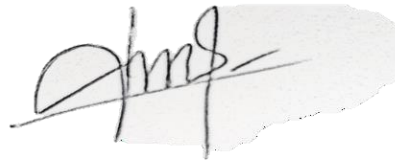| Kegiatan Literasi	Peserta didik mengamati contoh dari teks memberi dan menerima informasi mengenai ekspresi kewajiban .
Critical Thingking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi struktur bahasa yang digunakan untuk memberi dan meminta tentang kewajiban.
Collaboration	Peserta didik diberi kesempatan berdiskusi dan saling bertukar pikiran mengenai hal-hal yang berkaitan dengan kewajiban.
Communication	Peserta didik menyebutkan vocabulary yang berkaitan dengan ekspresi kewajiban.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait dengan materi Expression of Obligation. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
Kegiatan Penutup (5 Menit)	
Guru menyampaikan rangkuman atau kesimpulan tentang poin-poin penting dalam kegiatan pembelajaran yang telah dilakukan.	
Menutup pembelajaran dengan berdo'a untuk mengakhiri pembelajran dan mengucapkan salam penutup	

D. Penilaian Hasil Belajar

1. Penilaian pengetahuan berupa tes tertulis mengenai speaking skill tentang hal yang berkaitan dengan materi Exspression of Obligation.

2. Penilaian keterampilan berupa penilaian untuk kerja dan penilaian produk yang dihasilkan atau dibuat.

Kroya, 3 Agustus 2022

Mengetahui,

Guru Mapel Bahasa Inggris   Mahasiswa

<u>Novita Nur Azizah, S. Pd.</u>   <u>Rizka Aulia</u>

RENCANA PELAKSANAAN PELAJARAN
(RPP)

Satuan Pendidikan   :   MTs Plus Al-Madinah Kroya Cilacap

Mata Pelajaran   :   Bahasa Inggris

Kelas/Semester   :   8/Ganjil

Materi Pokok   :   The Expression of prohibition

Alokasi Waktu   :   40 menit

A. Kompetensi Dasar

Mengidentifikasi Fungsi Sosial, Struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan tahun sesuai dengan konteks penggunaannya.

B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Memahami Ekspresi larangan serta penggunaannya dalam kalimat yang berhubungan dengan menunjukkan ekspresi larangan.

2. Menyebutkan apa saja contoh dari expression of Obligation.

C. Media Pembelajaran, Alat, Bahan, dan Sumber Belajar

Media   : worksheet

Alat/Bahan   : Papan tulis dan laptop

Sumber Belajar   : Buku Bahasa Inggris Kelas VII dan gambar

Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)	
Melakukan pembuakaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik.	
Mengaitkan materi/tema/kegiatan pembelajaran yang dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyamppaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi The Expression of Prohibition.	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (30 Menit)	
Kegiatan Literasi	Peserta didik mengamati contoh dari Exspression of obligation.

Critical Thingking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi penjelasan dari exspression larangan.
Collaboration	Peserta didik diberi kesempatan berdiskusi dan saling bertukar pikiran mengenai karakteristik dari ekspresi larangan.
Communication	Peserta didik menyimak melihat gambar kemudian menyebutkan aekspresi apa yang tertera pada gambar.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait dengan materi expression of obligation. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
Kegiatan Penutup (5 Menit)	
Guru menyampaikan rangkuman atau kesimpulan tentang poin-poin penting dalam kegiatan pembelajaran yang telah dilakukan.	
Menutup pembelajaran dengan berdo'a untuk mengakhiri pembelajran dan mengucapkan salam penutup	

D. Penilaian Hasil Belajar

1. Penilaian pengetahuan berupa tes lisan mengenai vocabulary tentang hal yang berkaitan dengan materi The Expression of Obligation.

2. Penilaian keterampilan berupa penilaian untuk kerja dan penilaian produk yang dihasilkan atau dibuat.
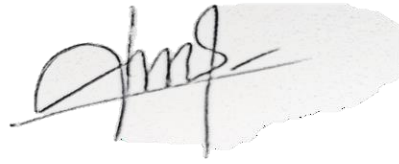
Kroya , 7 September 2022

Mengetahui,

Guru Mapel Bahasa Inggris   Mahasiswa

Novita Nur Azizah, S. Pd.   Rizka Aulia

RENCANA PELAKSANAAN PELAJARAN

(RPP)

Satuan Pendidikan   :   MTs Plus Al-Madinah Kroya Cilacap

Mata Pelajaran   :   Bahasa Inggris

Kelas/Semester   :   8/Ganjil

Materi Pokok   :   The Expression of Suggestion

Alokasi Waktu   :   40 menit

E. Kompetensi Dasar

Mengidentifikasi Fungsi Sosial, Struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan tahun sesuai dengan konteks penggunaannya.

F. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Memahami materi tentang expression of obligation serta penggunaannya dalam kalimat yang berhubungan dengan menunjukkan ekspresi saran.
2. Menyebutkan contoh beberapa kalimat saran.

G. Media Pembelajaran, Alat, Bahan, dan Sumber Belajar

Media   : worksheet

Alat/Bahan   : Papan tulis dan laptop

Sumber Belajar   : Buku Bahasa Inggris Kelas VII dan gambar

Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)
Melakukan pembuakaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik.
Mengaitkan materi/tema/kegiatan pembelajaran yang dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
Menyamppaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi The Expression of Suggestion.
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Kegiatan Inti (30 Menit)

58

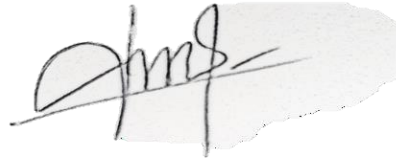|	
Kegiatan Literasi	Peserta didik mengamati contoh dari Exspression of Suggestion.
Critical Thingking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi penjelasan dari exspression saran.
Collaboration	Peserta didik diberi kesempatan berdiskusi dan saling bertukar pikiran mengenai karakteristik dari ekspresi saran.
Communication	Peserta didik menyimak melihat gambar kemudian menyebutkan aekspresi apa yang tertera pada gambar.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait dengan materi expression of suggestion. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
Kegiatan Penutup (5 Menit)	
Guru menyampaikan rangkuman atau kesimpulan tentang poin-poin penting dalam kegiatan pembelajaran yang telah dilakukan.	
Menutup pembelajaran dengan berdo'a untuk mengakhiri pembelajran dan mengucapkan salam penutup	

H. Penilaian Hasil Belajar

    3. Penilaian pengetahuan berupa tes lisan mengenai vocabulary tentang hal yang berkaitan dengan materi The Expression of Suggestion.

    4. Penilaian keterampilan berupa penilaian untuk kerja dan penilaian produk yang dihasilkan atau dibuat.

Kroya , 14 September 2022

Mengetahui,

Guru Mapel Bahasa Inggris   Mahasiswa

Novita Nur Azizah, S. Pd.   Rizka Aulia

RENCANA PELAKSANAAN PELAJARAN

(RPP)

Satuan Pendidikan   : MTs Plus Al-Madinah Kroya Cilacap

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : 8/Ganjil

Materi Pokok   : The Expression of Instruction

Alokasi Waktu   : 40 menit

I. Kompetensi Dasar

Mengidentifikasi Fungsi Sosial, Struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan tahun sesuai dengan konteks penggunaannya.

J. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Memahami materi tentang expression of instruction serta penggunaannya dalam kalimat yang berhubungan dengan menunjukkan ekspresi saran.

2. Menyebutkan contoh beberapa kalimat saran.

K. Media Pembelajaran, Alat, Bahan, dan Sumber Belajar

Media   : worksheet

Alat/Bahan   : Papan tulis dan laptop

Sumber Belajar   : Buku Bahasa Inggris Kelas VII dan gambar

Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)
Melakukan pembuakaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik.
Mengaitkan materi/tema/kegiatan pembelajaran yang dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
Menyamppaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi The Expression of Instruction.
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Kegiatan Inti (30 Menit)

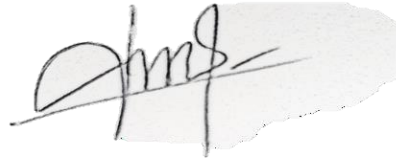| Kegiatan Literasi	Peserta didik mengamati contoh dari Exspression of Instruction.
Critical Thingking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi penjelasan dari exspression intruksi.
Collaboration	Peserta didik diberi kesempatan berdiskusi dan saling bertukar pikiran mengenai karakteristik dari ekspresi intruksi.
Communication	Peserta didik menyimak melihat gambar kemudian menyebutkan aekspresi apa yang tertera pada gambar.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait dengan materi expression of instruction. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
Kegiatan Penutup (5 Menit)	
Guru menyampaikan rangkuman atau kesimpulan tentang poin-poin penting dalam kegiatan pembelajaran yang telah dilakukan.	
Menutup pembelajaran dengan berdo'a untuk mengakhiri pembelajran dan mengucapkan salam penutup	

L. Penilaian Hasil Belajar

5. Penilaian pengetahuan berupa tes lisan mengenai vocabulary tentang hal yang berkaitan dengan materi The Expression of Instruction.

6. Penilaian keterampilan berupa penilaian untuk kerja dan penilaian produk yang dihasilkan atau dibuat.

Kroya , 21 September 2022

Mengetahui,

Guru Mapel Bahasa Inggris   Mahasiswa

Novita Nur Azizah, S. Pd.   Rizka Aulia

RENCANA PELAKSANAAN PELAJARAN

(RPP)

Satuan Pendidikan   :   MTs Plus Al-Madinah Kroya Cilacap

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : 8/Ganjil

Materi Pokok   : The Expression of Invitation

Alokasi Waktu   : 40 menit

M. Kompetensi Dasar

Mengidentifikasi Fungsi Sosial, Struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan tahun sesuai dengan konteks penggunaannya.

N. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Memahami materi tentang expression of invitation serta penggunaannya dalam kalimat yang berhubungan dengan menunjukkan ekspresi mengundang.

2. Menyebutkan contoh beberapa kalimat saran.

O. Media Pembelajaran, Alat, Bahan, dan Sumber Belajar

Media   : worksheet

Alat/Bahan   : Papan tulis dan laptop

Sumber Belajar   : Buku Bahasa Inggris Kelas VII dan gambar

Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)
Melakukan pembuakaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik.
Mengaitkan materi/tema/kegiatan pembelajaran yang dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
Menyamppaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi The Expression of Invitation.
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.

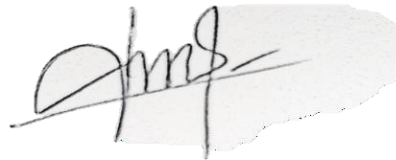| Kegiatan Inti (30 Menit)	
Kegiatan Literasi	Peserta didik mengamati contoh dari Exspression of Invitation.
Critical Thingking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi penjelasan dari exspression invitation.
Collaboration	Peserta didik diberi kesempatan berdiskusi dan saling bertukar pikiran mengenai karakteristik dari ekspresi mengundang.
Communication	Peserta didik menyimak melihat gambar kemudian menyebutkan aekspresi apa yang tertera pada gambar.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait dengan materi expression of invitation. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
Kegiatan Penutup (5 Menit)	
Guru menyampaikan rangkuman atau kesimpulan tentang poin-poin penting dalam kegiatan pembelajaran yang telah dilakukan.	
Menutup pembelajaran dengan berdo'a untuk mengakhiri pembelajran dan mengucapkan salam penutup	

P. Penilaian Hasil Belajar

7. Penilaian pengetahuan berupa tes lisan mengenai vocabulary tentang hal yang berkaitan dengan materi The Expression of Invitation.

8. Penilaian keterampilan berupa penilaian untuk kerja dan penilaian produk yang dihasilkan atau dibuat.

Kroya , 28 September 2022

Mengetahui,

Guru Mapel Bahasa Inggris   Mahasiswa

Novita Nur Azizah, S. Pd.   Rizka Aulia

RENCANA PELAKSANAAN PELAJARAN

(RPP)

Satuan Pendidikan   :   MTs Plus Al-Madinah Kroya Cilacap

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : 8/Ganjil

Materi Pokok : Greeting Card

Alokasi Waktu : 40 menit

Q. Kompetensi Dasar

Mengidentifikasi Fungsi Sosial, Struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan tahun sesuai dengan konteks penggunaannya.

R. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Memahami Ekspresi larangan serta penggunaannya dalam kalimat yang berhubungan dengan menunjukkan kartu undangan.
2. Menyebutkan apa saja contoh dari expression of Obligation.

S. Media Pembelajaran, Alat, Bahan, dan Sumber Belajar

Media : worksheet

Alat/Bahan : Papan tulis dan

Sumber Belajar : Buku Bahasa Inggris Kelas VII dan gambar

Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)
Melakukan pembuakaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik.
Mengaitkan materi/tema/kegiatan pembelajaran yang dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
Menyamppaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi greeting card.
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.

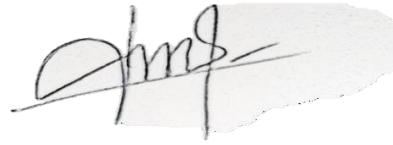| Kegiatan Inti (30 Menit)	
Kegiatan Literasi	Peserta didik mengamati contoh dari greeting card.
Critical Thingking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi penjelasan dari greeting card.
Collaboration	Peserta didik diberi kesempatan berdiskusi dan saling bertukar pikiran mengenai karakteristik dari surat undangan.
Communication	Peserta didik menyimak melihat gambar kemudian menyebutkan aekspresi apa yang tertera pada gambar.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait dengan materi expression of obligation. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
Kegiatan Penutup (5 Menit)	
Guru menyampaikan rangkuman atau kesimpulan tentang poin-poin penting dalam kegiatan pembelajaran yang telah dilakukan.	
Menutup pembelajaran dengan berdo'a untuk mengakhiri pembelajran dan mengucapkan salam penutup	

T. Penilaian Hasil Belajar

9. Penilaian pengetahuan berupa tes lisan mengenai vocabulary tentang hal yang berkaitan dengan materi Greeting Card.

10. Penilaian keterampilan berupa penilaian untuk kerja dan penilaian produk yang dihasilkan atau dibuat.

Kroya , 5 Oktober 2022

Mengetahui,

Guru Mapel Bahasa Inggris   Mahasiswa

<u>Novita Nur Azizah, S. Pd.</u>   <u>Rizka Aulia</u>

LANGUAGE EXPERT VALIDATION

Title : The Effectiveness of Reporting Method in Speaking Skill
at 8 Grade in Mts Plus Al-Madinah Kroya Cilacap

Name : Rizka Aulia

NIM : 1717404075

Study Program : Tadris Bahasa Inggris

Evaluator : Muflihah, S.S., M. Pd.

A. Instruction

Put a checkmark (v) in the assessment column that matches with your assessment based on the question for speaking assessment.

5= Strongly Agree

4= Agree

3= Doubt

2= Disagree

1= Strongly Disagree

No	Statements	1	2	3	4	5
1.	The language used is by the understanding of 8th grade Students of Junior High School					
2.	Arrangement of the sentences by good and correct speaking					
3.	The language used is easy to understand					
4.	The material asked is in accordance with the measured competence					
5.	The question communicative					

6.	Do not use work/ expressions that give rise to multiple interpretation or misunderstandings					
7.	The question formulation does not contain word/ expressions that can offed student's feelings					
8.	The subject matter is formulated briefly and clearly					
9.	The meaning of the questions is clear					

A. Conclusion Validator/Assessor

Please fill in by circling the following answer according to your conclusion:

1. Can be used without revisions
2. Can be used with minor revisions
3. Can be used multiple revisions
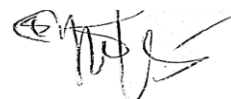4. Unable to used

B. Comments/Suggestion

…………………………………………………………………………………………
…………………………………………………………………………………………
……………………………………………

Purwokerto, 15 Juni 2022

Validator,

Muflihah, S.S., M. Pd.

VALIDATION SHEET

Title   :   The Effectiveness of Reporting Method in Speaking Skill at 8 Grade in Mts Plus Al-Madinah Kroya Cilacap

Name   :   Rizka Aulia

NIM   :   1717404075

Study Program :   Tadris Bahasa Inggris

Evaluator   :   Desi Wijayanti Ma'rufah, M. Pd.

B. Instruction

Put a checkmark (v) in the assessment column that matches with your assessment based on the question for speaking assessment.

5= Strongly Agree

4= Agree

3= Doubt

2= Disagree

1= Strongly Disagree

No	Statements	1	2	3	4	5
1.	The language used is by the understanding of 8th grade Students of Junior High School					
2.	Arrangement of the sentences by good and correct speaking					
3.	The language used is easy to understand					
4.	The material asked is in accordance with the measured competence					
5.	The question communicative					

6.	Do not use work/ expressions that give rise to multiple interpretation or misunderstandings					
7.	The question formulation does not contain word/ expressions that can offed student's feelings					
8.	The subject matter is formulated briefly and clearly					
9.	The meaning of the questions is clear					

C. Conclusion Validator/Assessor

Please fill in by circling the following answer according to your conclusion:

5. Can be used without revisions
6. Can be used with minor revisions
7. Can be used multiple revisions
8. Unable to used

D. Comments/Suggestion

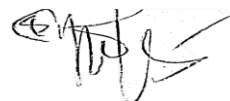………………………………………………………………………………………………
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Purwokerto, 15 Juni 2022

Validator,

Muflihah, S.S., M. Pd.

Pre-Test

Treatment

Post-Test