

APPENDICES

APPENDIX 1

Students List

STUDENTS' LIST

NO	NAMA SISWA
1	AHMAD SAHRONI
2	APIF KHOIRUDIN
3	APRILIA WATI
4	CINDI CHOLIFAH
5	EKA ASTRIANA
6	ERLINA ASTUTI
7	FERI IRAWAN
8	GEA AULIA V.S
9	GUNANTO
10	IKARATRI NUR CAHYANI
11	JUMANI ABDUL ADZIS
12	KHOIRUL UMAM
13	KRISNA WATI
14	KRISNO SETIAWAN
15	LISTINA
16	RIRIN MARYANI
17	RISKI ALFIAN
18	RISKI BAYU PRASETIYO
19	RISKI YULIANI

20	RIYANTO
21	SANTI KUMALA SARI
22	SENI OKTAFIA
23	WARSINO RESKIYANTO
24	WIDIYA ENDANG R
25	WINA WIDIYA ASTUTI
26	ZENITA RESHA
27	RONI PRASETYA

APPENDIX 2

Lesson plan cycle I

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

SATUAN PENDIDIKAN : MTs SUNAN KALIJAGA BULUKERTO
MATA PELAJARAN : BAHASA INGGRIS
SKILL : SPEAKING
KELAS/ SEMESTER : 9/ GANJIL
MATERI POKOK : PROCEDURE TEXT
ALOKASI WAKTU : 2X 45 MENIT

A. KOMPETENSI DASAR

1.1 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *procedur*.

B. INDIKATOR PENCAPAIAN KD

1. Siswa mampu berbicara berdasarkan gambar berseri sesuai retorika yang tepat.
2. Siswa mampu berbicara berdasarkan gambar berseri dengan grammar yang benar.
3. Berbicara dengan kalimat sesuai dengan pola kalimat dan dapat dipahami.
4. Berbicara dengan vocabulary dan ekspresi yang baik.

C. TUJUAN PEMBELAJARAN

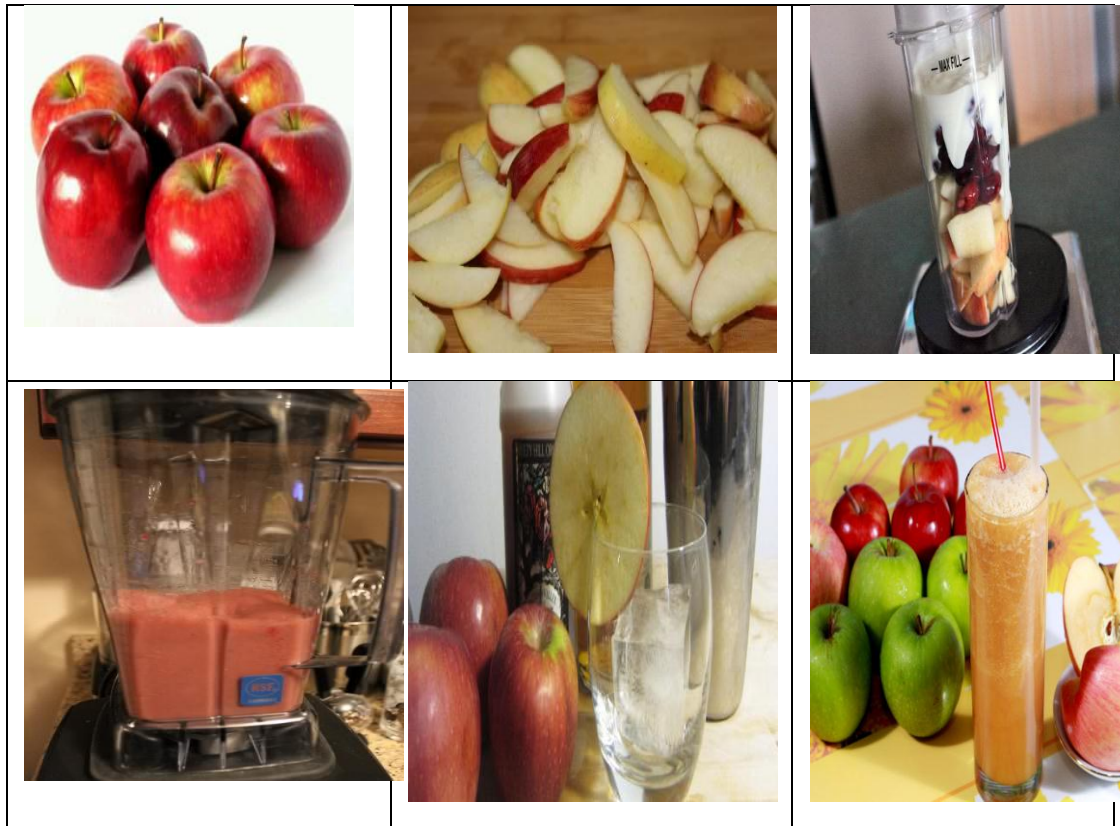
1. Siswa mampu berbicara berdasarkan gambar berseri sesuai retorika yang tepat.

2. Siswa mampu berbicara berdasarkan gambar berseri dengan grammar yang benar.
3. Berbicara dengan kalimat sesuai dengan pola kalimat dan dapat dipahami.
4. Berbicara dengan vocabulary dan ekspresi yang baik.

D. MATERI PEMBELAJARAN

1. Procedure text
2. How to make a drink
3. Tata Bahasa
 - kalimat intruksi atau imperative (present tense)
 contoh: pour into a glass (how to make apple juice)
4. Sequencing (temporal)
 First,....second,....next,....then,....finally,....

The example of procedure text



How to make a glass of apple juice

- a. the material we need are:
 - two spoonful of sugar
 - a glass of cold water
 - ice cubed
 - apple
- b. the tool we need are:
 - a knife
 - a glass
 - a blender
- c. the steps are:

- the first peel an apple and cut into small piece
- the second put apple into the blender
- and then pour a glass of cold water into the blender
- and then plug in the power cord into the wall outlet
- and then push the switch on button and wait until the mixture of the ingredient well blended
- next push of the switch of button and pour the mixture into a glass
- finally a glass of apple juice is ready to be served and it is nicer if served while it is still cold

E. METODE/ TECHNIQUE PEMBELAJARAN

Procedure text using series picture

F. LANGKAH-LANGKAH PEMBELAJARAN

1. Pertemuan pertama

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris agar <i>English Environment</i> dapat langsung tercipta di pertemuan pertama. • Guru memperkenalkan diri karena ini adalah pertemuan pertama. • Guru memberikan kuesioner kepada siswa untuk mengetahui minat mereka pada pelajaran Bahasa Inggris. • Guru menyampaikan topik pelajaran. 	10 menit
Inti	<ul style="list-style-type: none"> • Guru menulis kata kunci dari langkah-langkah membuat procedure text dipapan 	60 menit

	<p>tulis.</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membagi dalam kelompok. • Guru meminta siswa untuk mengembangkan kata kunci menjadi kata. • Guru membagikan gambar berseri kepada siswa secara acak. • Siswa mengurutkan gambar berseri secara benar. • Guru pergi dari kelompok satu ke kelompok lain dan membantu siswa dalam penggunaan kosa kata dan ekspresi. • Guru memberi kesempatan kepada kelompok untuk berlatih berbicara sesuai gambar. • Guru meminta siswa untuk berbicara di depan kelas • Guru membuat situasi yang kondusif untuk membuat pelajaran berjalan lancar. 	
Penutup	<ul style="list-style-type: none"> • Guru menyimpulkan apa yang telah mereka pelajari. • Memberi kesempatan kepada siswa untuk bertanya. • Guru memberikan tugas kepada siswa untuk dikerjakan di rumah. • Menutup pelajaran dengan salam. 	10 menit

G. MEDIA PEMBELAJARAN

1. White Board
2. Board Marker
3. Series Pictures

H. EVALUATION

Produktive Test

1. Tell procedure text about series picture you have. You can find it in your books or internet.
2. Then, practice it in front of class.

Rubrik Penilaian Speaking

Aspect	Score	Notification
Pronunciation	5	Easy to understand and has few traces of native accent
	4	Easy to understand although with certain accent
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
	2	Difficult to understand because of pronunciation problems, often asked to repeat
	1	Pronunciation problems so severe as to make speech virtually unintelligible
Grammar/ structure	5	There is no or few error of grammar and word order
	4	Sometimes makes grammatically and/ or word order errors butdoes not affect meaning
	3	Often make structure and/ or word order mistakes which affect meaning
	2	Often makes structure and/ or word order errors which affect meaning and often rearranging the sentences
	1	Structure and/ or word order mistakes so severe to understand
Vocabulary	5	Uses vocabulary and expression like native speaker
	4	Sometimes uses inappropriate vocabulary and/ or rephrases ideas because the vocabularies are not many
	3	Often uses inappropriate vocabulary; the conversation limited because of inadequate vocabulary
	2	Misuse of words and very limited vocabulary make comprehension quite difficult
	1	Vocabulary are very limited which makes conversation is imposible to occur
	5	Fluent as native speaker

Fluency	4	Fluency is a little bit disturbed by language problem
	3	Fluency is much disturbed by language problem
	2	Often doubtful and stop because of language problem
	1	Speak unnaturally and stop which makes conversation is imposible to occur

Total is: $5 \times 4 = 20 \times 5 = 100$

Score = $\frac{\text{Students score}}{\text{Total score}} \times 100$

0-44 = E / Extremely low

45-59 = D / Low

60-74 = C / Fair

75-89 = B / Good

90-100 = A / Extremely Good

Bulukerto, 6 Agustus 2015

Mengetahui
Guru Pamong

Mahasiswa

ANDI NUGROHO S. Pd

NUR LISTYOWATI

NIM 11331618

Lampiran

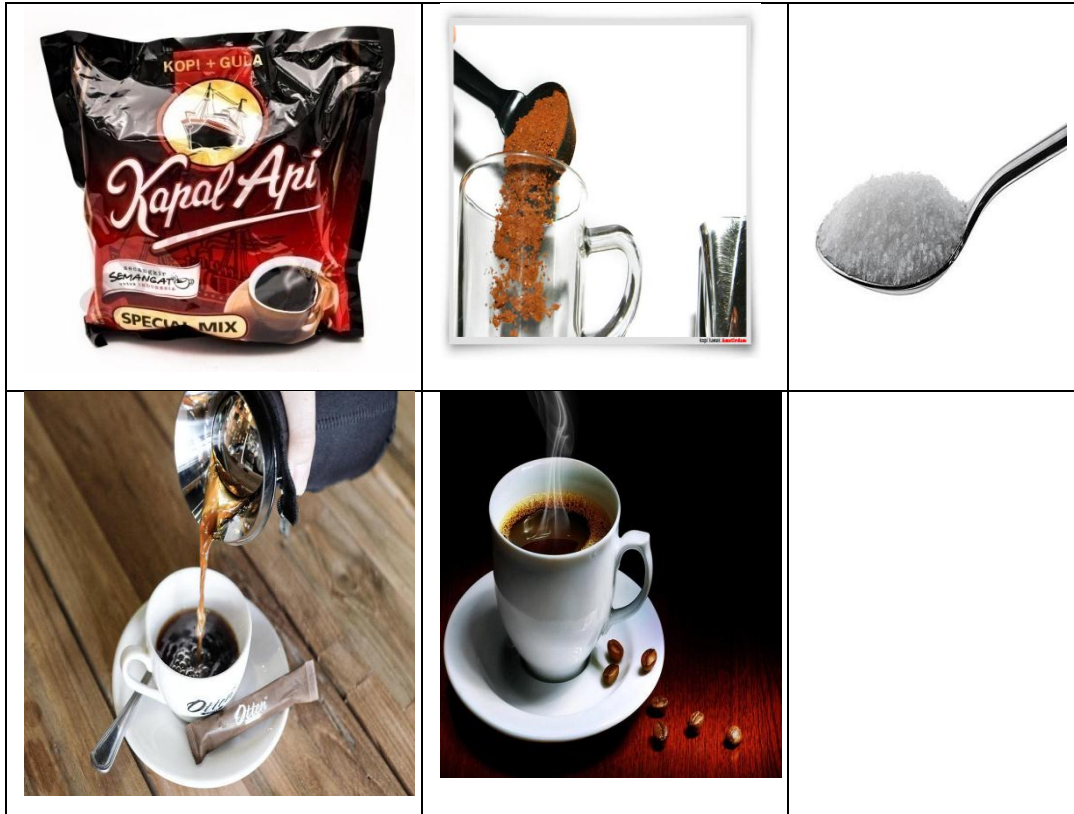
1. Guru memberi gambar berseri secara acak per kelompok dan siswa mengurutkan gambar berseri secara benar.
2. Siswa membuat monologue secara berkelompok berdasarkan gambar berseri
3. Siswa berbicara didepan kelas berdasarkan gambar berseri secara kelompok

Gambar yang digunakan untuk media pembelajaran

1. How to make a glass of apple juice



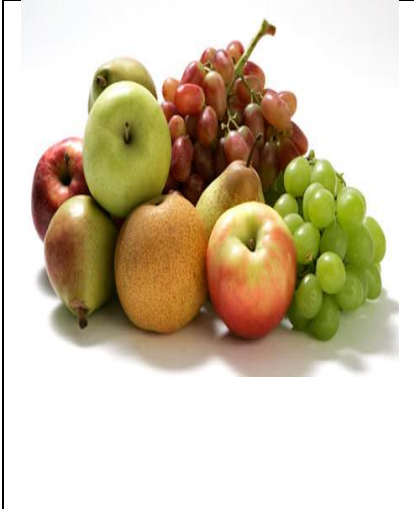
2. How to make a cup of coffee



3. How to make sweet hot tea



4. How to make fruit ice



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

SATUAN PENDIDIKAN : MTs SUNAN KALIJAGA BULUKERTO
MATA PELAJARAN : BAHASA INGGRIS
SKILL : SPEAKING
KELAS/ SEMESTER : 9/ GANJIL
MATERI POKOK : PROCEDURE TEXT
ALOKASI WAKTU : 2X 45 MENIT

I. KOMPETENSI DASAR

1.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *procedur*.

J. INDIKATOR PENCAPAIAN KD

5. Siswa mampu berbicara berdasarkan gambar berseri sesuai retorika yang tepat.
6. Siswa mampu berbicara berdasarkan gambar berseri dengan grammar yang benar.
7. Berbicara dengan kalimat sesuai dengan pola kalimat dan dapat dipahami.
8. Berbicara dengan vocabulary dan ekspresi yang baik.

K. TUJUAN PEMBELAJARAN

5. Siswa mampu berbicara berdasarkan gambar berseri sesuai retorika yang tepat.
6. Siswa mampu berbicara berdasarkan gambar berseri dengan grammar yang benar.
7. Berbicara dengan kalimat sesuai dengan pola kalimat dan dapat dipahami.
8. Berbicara dengan vocabulary dan ekspresi yang baik.

L. MATERI PEMBELAJARAN

1. Procedure text
2. How to make a drink
3. Tata Bahasa
 - kalimat intruksi atau imperative (present tense)
contoh: put the pulp of the avocado in a blender (how to make avocado juice)
4. Sequencing (temporal)
First,....second,....next,....then,....finally,....

Example procedure text how to make avocado juice





How to make avocado juice

The material we need

- Avocado
- Sugar and milk
- Ice cube

The tools we need are

- A knife
- A glass
- A blender

The steps are

- The first cut the avocado and scoop out the pulp
- The second put the pulp of the avocado in a blender
- And then add the milk, if applicable, bit by bit
- Finally finish blending, garnish and serve chilled.

M. METODE/ TECHNIQUE PEMBELAJARAN

Procedure text using series picture

N. LANGKAH-LANGKAH PEMBELAJARAN

2. Pertemuan kedua

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Environment</i> dapat langsung tercipta. • Guru mengajukan pertanyaan yang berhubungan dengan pelajaran di pertemuan sebelumnya. • Guru mengulang sedikit pelajaran sebelumnya. 	10 menit
Inti	<ul style="list-style-type: none"> • Guru meminta siswa menyiapkan tugas yang di berikan di pertemuan sebelumnya (mencari series picture tentang bagaimana membuat minuman). • Guru meminta siswa untuk berbicara di depan kelas berdasarkan gambar berseri. • Siswa mempraktekkan berbicara di depan kelas. • Guru mengambil nilai siswa dari praktek dialog tersebut. 	60 menit
Penutup	<ul style="list-style-type: none"> • Guru menyimpulkan apa yang telah mereka pelajari. • Memberi kesempatan kepada siswa untuk bertanya. • Guru memberikan tugas kepada siswa untuk dikerjakan di rumah. • Menutup pelajaran dengan salam. 	10 menit

O. MEDIA PEMBELAJARAN

4. White Board
5. Board Marker
6. Series Pictures

P. EVALUATION

Produktive Test

Practices tell procedure text in front of class.

Rubrik Penilaian Speaking

Aspect	Score	Notification
Pronunciation	5	Easy to understand and has few traces of native accent
	4	Easy to understand although with certain accent
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
	2	Difficult to understand because of pronunciation problems, often asked to repeat
	1	Pronunciation problems so severe as to make speech virtually unintelligible
Grammar/ structure	5	There is no or few error of grammar and word order
	4	Sometimes makes grammatically and/ or word order errors but does not affect meaning
	3	Often make structure and/ or word order mistakes which affect meaning
	2	Often makes structure and/ or word order errors which affect meaning and often rearranging the sentences
	1	Structure and/ or word order mistakes so severe to understand
Vocabulary	5	Uses vocabulary and expression like native speaker
	4	Sometimes uses inappropriate vocabulary and/ or rephrases ideas because the vocabularies are not many
	3	Often uses inappropriate vocabulary; the conversation limited because of inadequate vocabulary
	2	Misuse of words and very limited vocabulary make comprehension quite difficult
	1	Vocabulary are very limited which makes conversation is impossible to occur
	5	Fluent as native speaker
	4	Fluency is a little bit disturbed by language problem

Fluency	3	Fluency is much disturbed by language problem
	2	Often doubtful and stop because of language problem
	1	Speak unnaturally and stop which makes conversation is imposible to occur

Total is: $5 \times 4 = 20 \times 5 = 100$

Score = $\frac{\text{Students score}}{\text{Total score}} \times 100$

0-44 = E / Extremely low

45-59 = D / Low

60-74 = C / Fair

75-89 = B / Good

90-100 = A / Extremely Good

Bulukerto, 8 Agustus 2015

Mengetahui
Guru Pamong

Mahasiswa

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NUR LISTYOWATI
NIM 11331618

Lampiran

Pilih salah satu dan praktekkan di depan kelas:

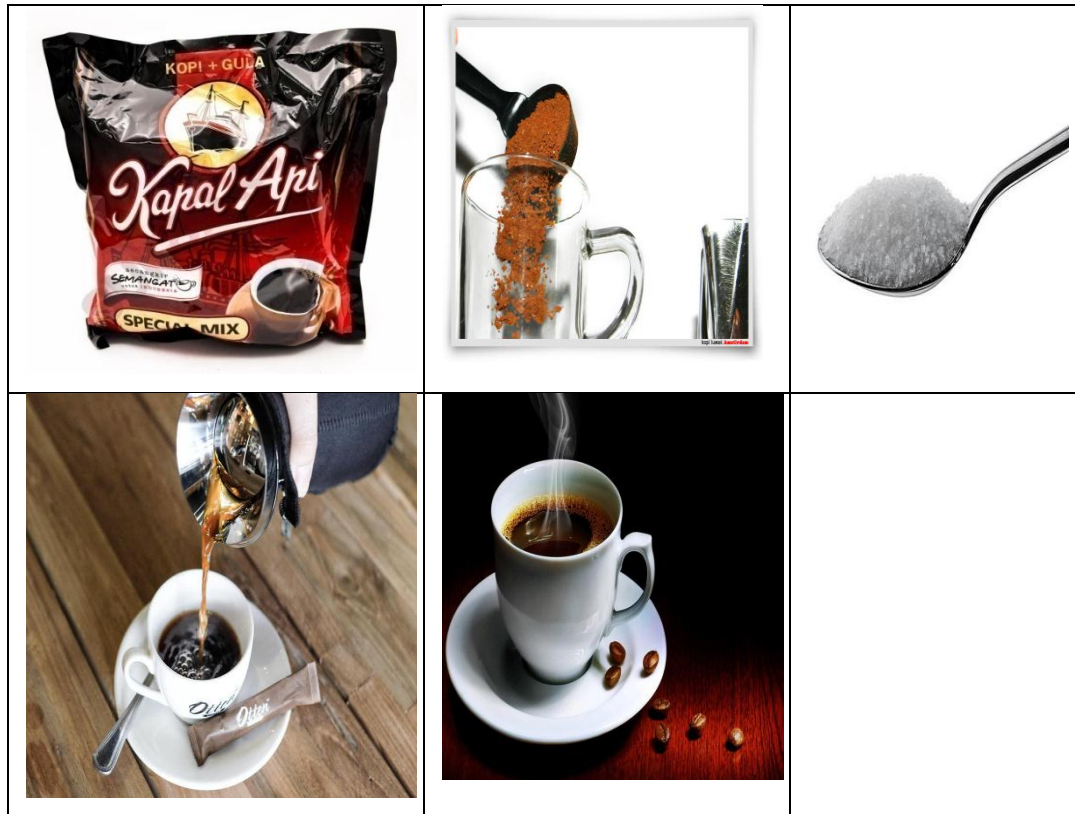
1. How to make a glass of avocado juice
2. How to make a cup of coffee
3. How to make sweet hot tea
4. How to make strawberry milk
5. How to make coconut ice
6. How to make orange juice

Gambar yang digunakan untuk media pembelajaran

1. How to make avocado juice



2. How to make a cup of coffee



3. How to make sweet hot tea





4. How to make strawberry milk





5. How to make coconut ice



6. How to make orange juice



APPENDIX 3

Lesson plan cycle II

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

SATUAN PENDIDIKAN : MTs SUNAN KALIJAGA BULUKERTO
MATA PELAJARAN : BAHASA INGGRIS
SKILL : SPEAKING
KELAS/ SEMESTER : 9/ GANJIL
MATERI POKOK : PROCEDURE TEXT
ALOKASI WAKTU : 2X 45 MENIT

Q. KOMPETENSI DASAR

1.3 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *procedur*.

R. INDIKATOR PENCAPAIAN KD

9. Siswa mampu berbicara berdasarkan gambar berseri sesuai retorika yang tepat.
10. Siswa mampu berbicara berdasarkan gambar berseri dengan grammar yang benar.
11. Berbicara dengan kalimat sesuai dengan pola kalimat dan dapat dipahami.
12. Berbicara dengan vocabulary dan ekspresi yang baik.

S. TUJUAN PEMBELAJARAN

9. Siswa mampu berbicara berdasarkan gambar berseri sesuai retorika yang tepat.

10. Siswa mampu berbicara berdasarkan gambar berseri dengan grammar yang benar.
11. Berbicara dengan kalimat sesuai dengan pola kalimat dan dapat dipahami.
12. Berbicara dengan vocabulary dan ekspresi yang baik.

T. MATERI PEMBELAJARAN

5. Procedure text
6. How to make a food
7. Tata Bahasa
 - kalimat intruksi atau imperative (present tense)
 - contoh: add the rice and soya sauce (how to make fried rice)
 - Generic structures of procedure text are: goal, material and steps
 - Language feature of procedure text are: imperative (present tense), action verb, precise vocabulary, and mainly temporal conjunction relation/adverbial.
8. Sequencing (temporal)
First,....second,....next,....then,....finally,....

The example of procedure text “how to make a food”





How to make fried rice

Ingredients:

- A plate of rice
- Red chili paper chopped
- Clove garlic chopped fine
- Clove chopped onion
- Pinch off salt
- Margarine
- Sauce

The steps are:

- The first, crush the red pepper, garlic and onion until very fine
- Then, add the salt and sauté in margarine over low heat for 2 minutes
- Then add the rice and soya sauce
- Next, stir until well mixed and rice is hot
- Next serve hot on plate
- Finally, garnish with shredded omelet and slice cucumber and tomatoes.

U. METODE/ TECHNIQUE PEMBELAJARAN

Procedure text using series picture

V. LANGKAH-LANGKAH PEMBELAJARAN

3. Pertemuan ke tiga

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris.• Guru bertanya kepada murid tentang pelajaran yang telah disampaikan sebelumnya.	10 menit
Inti	<ul style="list-style-type: none">• Guru menulis kata kunci dari langkah-langkah membuat procedure text tentang bagaimana membuat makanan dipapan tulis.• Guru meminta siswa untuk membagi dalam kelompok.• Guru meminta siswa untuk mengembangkan kata kunci menjadi kata.• Guru membagikan gambar berseri kepada siswa secara acak.• Siswa mengurutkan gambar berseri secara benar.• Guru pergi dari kelompok satu ke kelompok lain dan membantu siswa dalam penggunaan kosa kata dan ekspresi.• Guru memberi kesempatan kepada kelompok untuk berlatih berbicara sesuai gambar.• Guru meminta siswa untuk berbicara di depan kelas• Guru membuat situasi yang kondusif untuk membuat pelajaran berjalan lancar.	60 menit
Penutup	<ul style="list-style-type: none">• Guru menyimpulkan apa yang telah mereka pelajari.• Memberi kesempatan kepada siswa untuk bertanya.• Guru memberikan tugas kepada siswa untuk dikerjakan di rumah.	10 menit

	• Menutup pelajaran dengan salam.	
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W. MEDIA PEMBELAJARAN

7. White Board
8. Board Marker
9. Series Pictures

X. EVALUATION

Produktive Test

- Tell procedure text about how to make a food with series picture that give teacher for you, and then practice it in front of class.

Rubrik Penilaian Speaking

Aspect	Score	Notification
Pronunciation	5	Easy to understand and has few traces of native accent
	4	Easy to understand although with certain accent
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
	2	Difficult to understand because of pronunciation problems, often asked to repeat
	1	Pronunciation problems so severe as to make speech virtually unintelligible
Grammar/ structure	5	There is no or few error of grammar and word order
	4	Sometimes makes grammatically and/ or word order errors butdoes not affect meaning
	3	Often make structure and/ or word order mistakes which affect meaning
	2	Often makes structure and/ or word order errors which affect meaning and often rearranging the sentences
	1	Structure and/ or word order mistakes so severe to understand
	5	Uses vocabulary and expression like native speaker

Vocabulary	4	Sometimes uses inappropriate vocabulary and/ or rephrases ideas because the vocabularies are not many
	3	Often uses inappropriate vocabulary; the conversation limited because of inadequate vocabulary
	2	Misuse of words and very limited vocabulary make comprehension quite difficult
	1	Vocabulary are very limited which makes conversation is imposible to occur
Fluency	5	Fluent as native speaker
	4	Fluency is a little bit disturbed by language problem
	3	Fluency is much disturbed by language problem
	2	Often doubtful and stop because of language problem
	1	Speak unnaturally and stop which makes conversation is imposible to occur

Total is: $5 \times 4 = 20 \times 5 = 100$

Score = $\frac{\text{Students score}}{\text{Total score}} \times 100$

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45-59 = D / Low

60-74 = C / Fair

75-89 = B / Good

90-100 = A / Extremely Good

Bulukerto, 13 Agustus 2015

Mengetahui
Guru Pamong

Mahasiswa

ANDI NUGROHO S. Pd

NUR LISTYOWATI

NIM 11331618

Lampiran

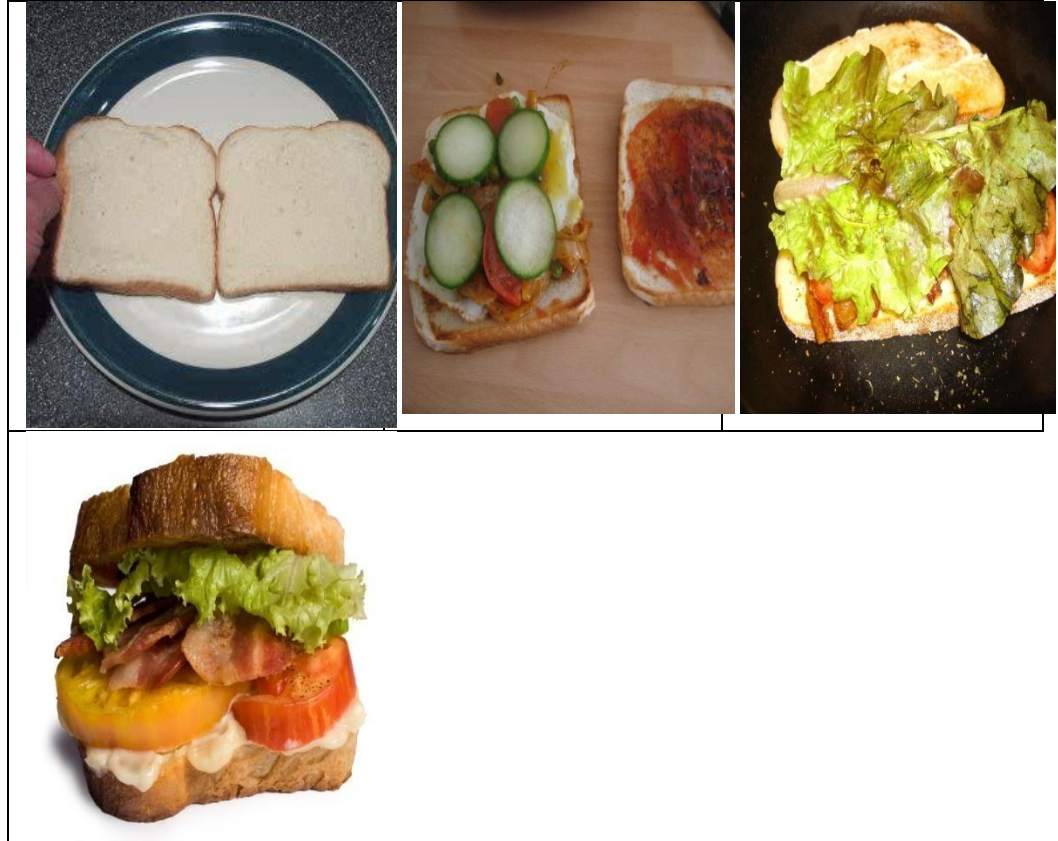
4. Guru memberi gambar berseri secara acak per kelompok dan siswa mengurutkan gambar berseri secara benar.
5. Siswa membuat monologue secara berkelompok berdasarkan gambar berseri
6. Siswa berbicara didepan kelas berdasarkan gambar berseri secara kelompok

Gambar yang digunakan untuk media pembelajaran

1. How to make fried rice



2. How to make sandwich



. How to cook instants noodle





3. How to cook rice



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

SATUAN PENDIDIKAN : MTs SUNAN KALIJAGA BULUKERTO
MATA PELAJARAN : BAHASA INGGRIS
SKILL : SPEAKING
KELAS/ SEMESTER : 9/ GANJIL
MATERI POKOK : PROCEDURE TEXT
ALOKASI WAKTU : 2X 45 MENIT

Y. KOMPETENSI DASAR

1.4 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *procedur*.

Z. INDIKATOR PENCAPAIAN KD

13. Siswa mampu berbicara berdasarkan gambar berseri sesuai retorika yang tepat.
14. Siswa mampu berbicara berdasarkan gambar berseri dengan grammar yang benar.
15. Berbicara dengan kalimat sesuai dengan pola kalimat dan dapat dipahami.
16. Berbicara dengan vocabulary dan ekspresi yang baik.

AA. TUJUAN PEMBELAJARAN

13. Siswa mampu berbicara berdasarkan gambar berseri sesuai retorika yang tepat.

14. Siswa mampu berbicara berdasarkan gambar berseri dengan grammar yang benar.
15. Berbicara dengan kalimat sesuai dengan pola kalimat dan dapat dipahami.
16. Berbicara dengan vocabulary dan ekspresi yang baik.

BB. MATERI PEMBELAJARAN

9. Procedure text
10. How to make a food
11. Tata Bahasa
 - kalimat intruksi atau imperative (present tense)
 - contoh: (how to make chocolate pudding)
 - Generic structures of procedure text are: goal, material and steps
 - Language feature of procedure text are: imperative (present tense), action verb, precise vocabulary, and mainly temporal conjunction relation/adverbial.
12. Sequencing (temporal)

First,....second,....next,....then,....finally,....

The example of procedure text “how to make a food”





How to make chocolate pudding

Ingredients:

- 1 packet of chocolate Nutrijell
- 5 spoon of sugar
- 800 ml water
- 1 packet of cream chocolate milk

The steps are;

- First, let it 800 ml water come to boil
- Second, add 1 packet of chocolate Nutrijell into boiling water
- Then, add 1 packet off cream chocolate milk and sugar into water
- Next, stir all slowly for 7 minutes until dissolve
- Next, pour into a cuta mold and let it cool
- Finally, serve chocolate pudding.

CC. METODE/ TECHNIQUE PEMBELAJARAN

Procedure text using series picture

DD. LANGKAH-LANGKAH PEMBELAJARAN

4. Pertemuan ke empat

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
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Pendahuluan	<ul style="list-style-type: none"> • Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Environment</i> dapat langsung tercipta. • Guru mengajukan pertanyaan yang berhubungan dengan pelajaran di pertemuan sebelumnya. • Guru mengulang sedikit pelajaran sebelumnya. 	10 menit
Inti	<ul style="list-style-type: none"> • Guru meminta siswa menyiapkan tugas yang di berikan di pertemuan sebelumnya (mencari series picture tentang bagaimana membuat makanan). • Guru meminta siswa untuk berbicara di depan kelas berdasarkan gambar berseri. • Siswa mempraktekkan berbicara di depan kelas. • Guru mengambil nilai siswa dari praktek dialog tersebut. 	60 menit
Penutup	<ul style="list-style-type: none"> • Guru menyimpulkan apa yang telah mereka pelajari. • Memberi kesempatan kepada siswa untuk bertanya. • Guru memberikan tugas kepada siswa untuk dikerjakan di rumah. • Menutup pelajaran dengan salam. 	10 menit

EE. MEDIA PEMBELAJARAN

10. White Board
11. Board Marker
12. Series Pictures

FF.EVALUATION

Produktive Test

Practices tell procedure text in front of class.

Rubrik Penilaian Speaking

Aspect	Score	Notification
Pronunciation	5	Easy to understand and has few traces of native accent
	4	Easy to understand although with certain accent
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
	2	Difficult to understand because of pronunciation problems, often asked to repeat
	1	Pronunciation problems so severe as to make speech virtually unintelligible
Grammar/ structure	5	There is no or few error of grammar and word order
	4	Sometimes makes grammatically and/ or word order errors butdoes not affect meaning
	3	Often make structure and/ or word order mistakes which affect meaning
	2	Often makes structure and/ or word order errors which affect meaning and often rearranging the sentences
	1	Structure and/ or word order mistakes so severe to understand
Vocabulary	5	Uses vocabulary and expression like native speaker
	4	Sometimes uses inappropriate vocabulary and/ or rephrases ideas because the vocabularies are not many
	3	Often uses inappropriate vocabulary; the conversation limited because of inadequate vocabulary
	2	Misuse of words and very limited vocabulary make comprehension quite difficult
	1	Vocabulary are very limited which makes conversation is imposible to occur
Fluency	5	Fluent as native speaker
	4	Fluency is a little bit disturbed by language problem
	3	Fluency is much disturbed by language problem
	2	Often doubtful and stop because of language problem

	1	Speak unnaturally and stop which makes conversation is imposible to occur
--	---	---

Total is: $5 \times 4 = 20 \times 5 = 100$

Score = $\frac{\text{Students score}}{\text{Total score}} \times 100$

0-44 = E / Extremely low

45-59 = D / Low

60-74 = C / Fair

75-89 = B / Good

90-100 = A / Extremely Good

Bulukerto, 15 Agustus 2015

Mengetahui
Guru Pamong

Mahasiswa

ANDI NUGROHO S. Pd

NUR LISTYOWATI
NIM 11331618

Lampiran

Pilih salah satu dan praktekkan di depan kelas:

7. How to make chocolate pudding
8. How to make an omelet
9. How to make fried rice
10. How to make sandwich
11. How to make instant noodle
12. How to cook rice

Gambar yang digunakan untuk media pembelajaran

1. How to make chocolate pudding



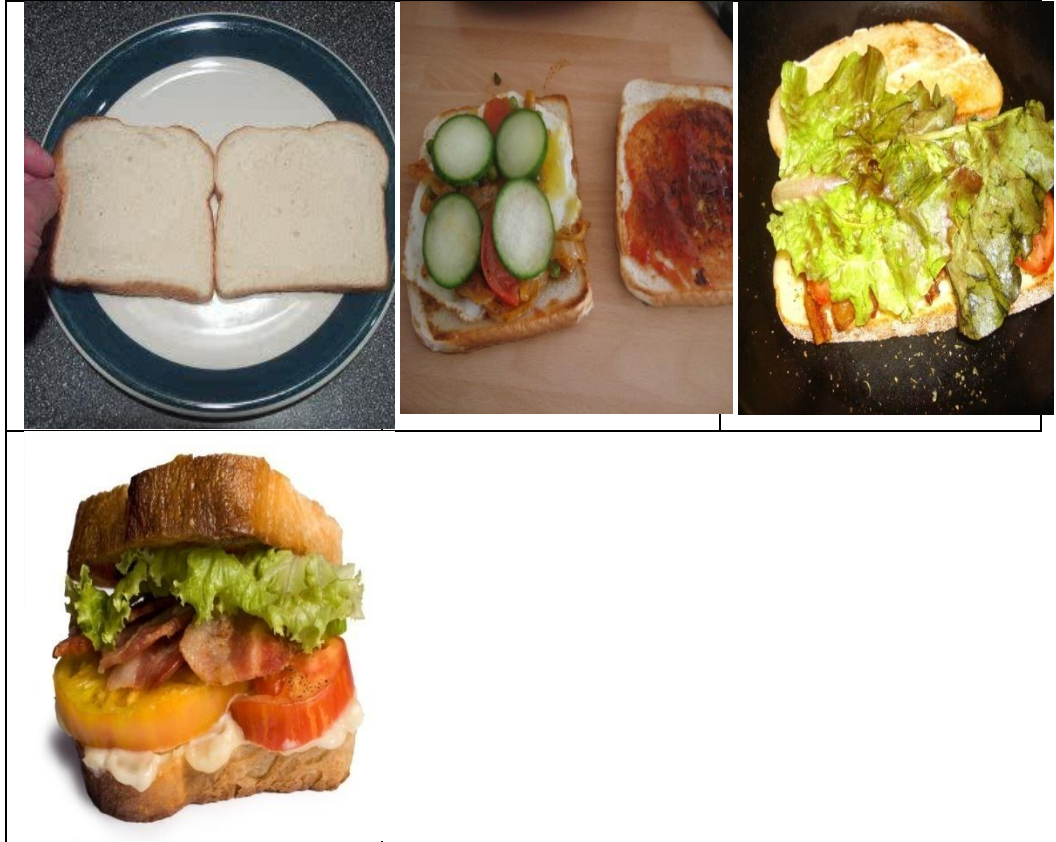
2. How to make an omelet



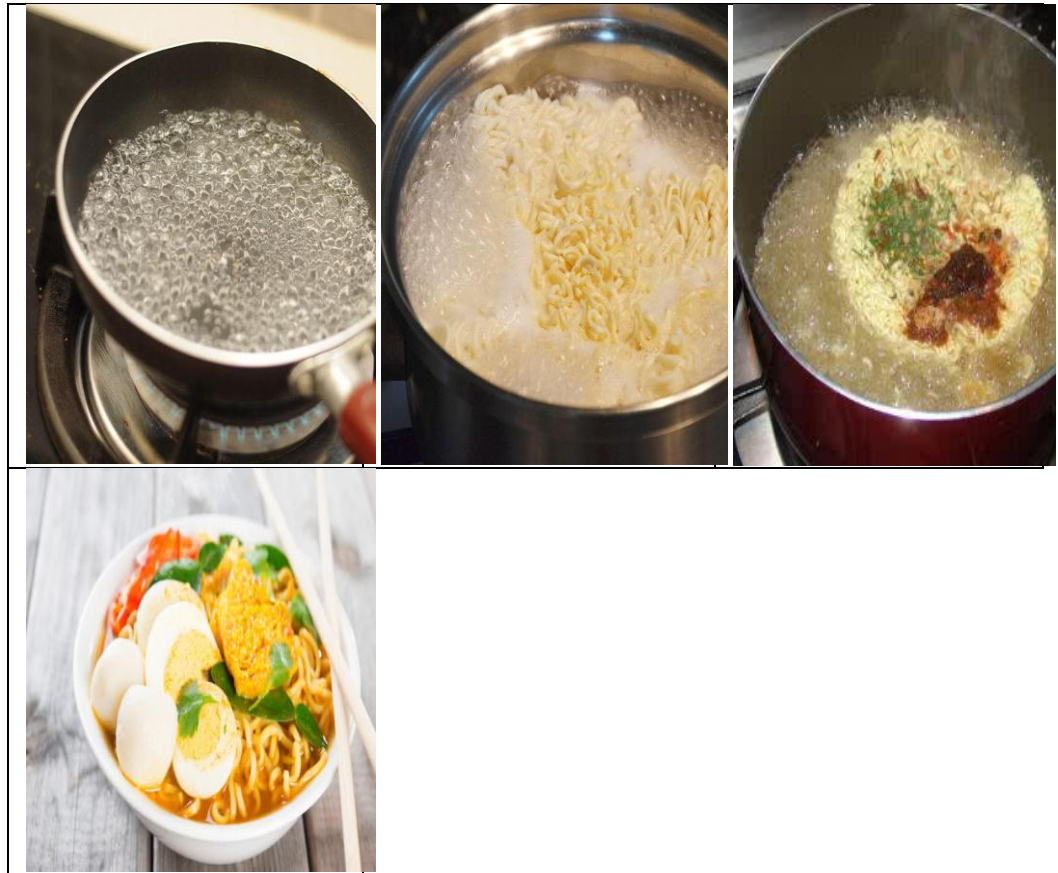
3. How to make fried rice



4. How to make sandwich



5. How to cook instants noodle



6. How to cook rice



APPENDIX 4

Observation checklist I and II

The result of Observation Checklist I

No.	Aspect Being Observed	Category/ score			
		R/ 1	S/ 2	O/ 3	A/ 4
1	The students interactive communication among students and teacher			✓	
2	The students enjoy using series picture technique			✓	
3	The students ask the teacher about lesson material		✓		
4	The students can practice speaking using series picture				✓
5	The students pay attention when the teacher explains lesson material				✓
6	The students can make conversation about series pictures with the group			✓	
7	The students can finish task on time			✓	
Total		-	1	4	2
Score		-	2	12	8

Note :

A: Always Score 4

O: Often Score 3

S : Sometime Score 2

R: Rarely Score 1

Total Score : (4 x 7) = 28

Bulukerto, 6 Agustus 2015

Collaborator

Andi Nugroho, S.Pd

The result of Observation Checklist II

No.	Aspect Being Observed	Category/ score			
		R/ 1	S/ 2	O/ 3	A/ 4
1	The students interactive communication among students and teacher			✓	
2	The students enjoy using series picture technique				✓
3	The students ask the teacher about lesson material			✓	
4	The students can practice speaking using series picture				✓
5	The students pay attention when the teacher explains lesson material				✓
6	The students can make conversation about series pictures with the group				✓
7	The students can finish task on time				✓
Total		-	-	2	5
Score				6	20

Note :

A: Always Score 4

O: Often Score 3

S : Sometime Score 2

R: Rarely Score 1

Total Score : (4 x 7) = 28

Bulukerto, 6 Agustus 2015

Collaborator

Andi Nugroho, S.Pd

APPENDIX 5

Questionnaire I and II

The Result of Questionnaire 1

No	Questions	Students' answered	
		Yes (%)	No (%)
1	Apakah pembelajaran speaking dengan menggunakan series picture menjadi lebih mudah?	19 (70%)	8 (29%)
2	Apakah pelajaran speaking dengan menggunakan series picture menjadi lebih menyenangkan?	19 (70%)	8 (29%)
3	Apakah series picture dapat meningkatkan rasa percaya diri anda dalam berbicara di depan kelas?	17 (62%)	10 (37%)
4	Apakah series picture dapat membuat anda lebih aktif dalam pembelajaran speaking?	5 (18%)	22 (81%)
5	Apakah anda setuju jika series picture digunakan dalam pembelajaran bahasa inggris di SMP?	24 (88%)	3 (11%)

Bulukerto, 6 Agustus 2015

Researcher

Collaborator

Nur Listyowati

Andi Nugroho S.Pd

The Result of Questionnaire II

No	Questions	Students' answered	
		Yes (%)	No (%)
1	Apakah pembelajaran speaking dengan menggunakan series picture menjadi lebih mudah?	25 (92%)	2 (7%)
2	Apakah pelajaran speaking dengan menggunakan series picture menjadi lebih menyenangkan?	26 (96%)	1 (3%)
3	Apakah series picture dapat meningkatkan rasa percaya diri anda dalam berbicara di depan kelas?	21 (77%)	6 (22%)
4	Apakah series picture dapat membuat anda lebih aktif dalam pembelajaran speaking?	24 (88%)	3 (11%)
5	Apakah anda setuju jika series picture digunakan dalam pembelajaran bahasa inggris di SMP?	27 (100%)	-

Bulukerto, 6 Agustus 2015

Researcher

Collaborator

Nur Listyowati

Andi Nugroho S.Pd

APPENDIX 6

1. Test I and II
2. Students assignment in group

The Result of Test I

No.	Name	Score Aspect					Σ	Mark	Category
		P	G	V	F	C			
1	AS	3	3	3	3	3	15	60	C
2	AK	4	3	4	3	3	17	68	C
3	AW	4	4	4	3	4	19	76	B
4	CC	4	4	4	3	4	19	76	B
5	EA	4	4	4	3	4	19	76	B
6	EA	4	4	4	4	4	20	80	B
7	FI	3	3	4	3	3	16	64	C
8	GAVS	4	4	4	3	4	19	76	B
9	G	3	4	4	4	3	18	68	C
10	INC	4	4	4	3	4	19	76	B
11	JAA	3	4	4	3	3	17	68	C
12	KU	4	4	4	3	4	19	76	B
13	KW	3	4	4	4	4	19	76	B
14	KS	3	4	4	4	3	18	72	C
15	L	4	4	4	4	4	20	80	B
16	RM	4	4	4	3	4	19	76	B
17	RA	3	3	3	3	3	15	60	C
18	RBP	4	5	4	4	4	21	84	B
19	RY	3	4	3	2	3	15	60	C
20	R	3	4	3	3	3	16	64	C
21	SKS	4	4	4	4	4	20	80	B
22	SO	3	4	4	3	3	17	68	C
23	WR	3	4	4	3	3	17	68	C
24	WER	4	4	4	4	4	20	80	B
25	WWA	3	3	3	3	3	15	60	C
26	ZR	4	4	4	3	4	19	76	B
27	RP	3	4	4	3	3	17	68	C

The Percentage of the Result Test I				
Score	Equal Score	Overall Description	Σ Students	Percentage
A	90-100	Extremely Good	0	0
B	80-89	Good	5	17.86
C	70-79	Fair	10	37.03
D	50-69	Low	12	42.86
E	0-49	Extremely Low	0	0

Bulukerto, 8 August 2015

Researcher

Collaborator

Nur Listyowati

Andi Nugroho S.Pd

The Result of Test II

No.	Name	Score Aspect				Σ	Mark	Category
		P	G	V	F			
1	AS	4	4	4	3	15	75	B
2	AK	4	4	4	3	15	75	B
3	AW	4	4	4	3	15	75	B
4	CC	4	4	4	3	15	75	B
5	EA	4	4	4	4	16	80	B
6	EA	4	4	4	4	16	80	B
7	FI	4	4	4	3	15	75	B
8	GAVS	4	4	4	3	15	75	B
9	G	4	4	4	3	15	75	B
10	INC	4	4	4	4	16	80	B
11	JAA	4	4	4	4	16	80	B
12	KU	4	4	4	3	15	75	B
13	KW	4	4	4	3	15	75	B
14	KS	4	4	4	3	15	75	B
15	L	4	4	5	4	17	85	B
16	RM	4	4	5	4	17	85	B
17	RA	3	4	4	4	15	75	B
18	RBP	4	4	4	3	15	75	B
19	RY	4	4	4	3	15	75	B
20	R	3	4	4	4	15	75	B
21	SKS	4	4	4	4	16	80	B
22	SO	4	4	4	3	15	75	B
23	WR	4	4	4	3	15	75	B
24	WER	4	4	4	4	16	80	B
25	WWA	3	4	4	4	15	75	B
26	ZR	4	4	4	4	16	80	B
27	RP	4	4	4	3	15	75	B

The Percentage of the Result Test II				
Score	Equal Score	Overall Description	Σ Students	Percentage
A	90-100	Extremely Good	0	0
B	80-89	Good	9	33.33
C	70-79	Fair	18	64.29
D	50-69	Low	0	0
E	0-49	Extremely Low	0	0

Bulukerto, 15 August 2015

Researcher

Collaborator

Nur Listyowati

Andi Nugroho, S.Pd

APPENDIX 7

Speaking test I and II from collaborator

The result of speaking test from collaborator

The result of test I

No.	Name	Score Aspect					Σ	Mark	Category
		P	G	V	F	C			
1	AS	4	3	4	3	3	17	68	C
2	AK	4	3	4	3	3	17	68	C
3	AW	4	4	4	3	4	19	76	B
4	CC	3	4	4	4	3	18	68	C
5	EA	4	4	4	3	4	19	76	B
6	EA	4	4	4	4	4	20	80	B
7	FI	3	3	4	3	3	16	64	C
8	GAVS	4	4	4	3	4	19	76	B
9	G	3	4	4	4	3	18	68	C
10	INC	4	4	4	3	4	19	76	B
11	JAA	3	4	4	3	3	17	68	C
12	KU	4	4	4	3	4	19	76	B
13	KW	3	4	4	4	4	19	76	B
14	KS	3	4	4	4	3	18	72	C
15	L	4	4	4	4	4	20	80	B
16	RM	4	4	4	3	4	19	76	B
17	RA	4	4	4	3	4	19	76	B
18	RBP	4	5	4	4	4	21	84	B
19	RY	3	4	4	4	4	19	76	B
20	R	3	4	3	3	3	16	64	C
21	SKS	4	4	4	4	4	20	80	B

22	SO	3	4	4	3	3	17	68	C
23	WR	3	4	4	3	3	17	68	C
24	WER	4	4	4	4	4	20	80	B
25	WWA	3	4	4	4	4	19	76	B
26	ZR	4	4	4	3	4	19	76	B
27	RP	3	4	4	3	3	17	68	C

English Teacher

ANDI NUGROHO, S.Pd

The Result of Test II

No.	Name	Score Aspect				Σ	Mark	Category
		P	G	V	F			
1	AS	4	4	4	3	15	75	B
2	AK	4	4	4	3	15	75	B
3	AW	4	4	4	4	16	80	B
4	CC	4	4	4	3	15	75	B
5	EA	4	4	4	4	16	80	B
6	EA	4	4	4	4	16	80	B
7	FI	4	4	4	3	15	75	B
8	GAVS	4	4	4	3	15	75	B
9	G	4	4	4	3	15	75	B
10	INC	4	4	4	4	16	80	B
11	JAA	4	4	4	4	16	80	B
12	KU	4	4	4	3	15	75	B
13	KW	4	4	4	3	15	75	B
14	KS	4	4	4	3	15	75	B
15	L	4	4	5	4	17	85	B
16	RM	4	4	5	4	17	85	B
17	RA	3	4	4	4	15	75	B
18	RBP	4	4	4	3	15	75	B
19	RY	4	4	4	4	16	80	B
20	R	3	4	4	4	15	75	B

21	SKS	4	4	4	4	16	80	B
22	SO	4	4	4	3	15	75	B
23	WR	4	4	4	3	15	75	B
24	WER	4	4	4	4	16	80	B
25	WWA	3	4	4	4	15	75	B
26	ZR	4	4	4	4	16	80	B
27	RP	4	4	4	4	16	80	B

English Teacher

ANDI NUGROHO, S.Pd