THESIS

THE USE OF ORAL DRILL METHOD IN TEACHING SPEAKING AT THE EIGHTH GRADE EXCELLENT CLASS OF MTS AL-AMIRIYYAH BLOKAGUNG TEGALSARI BANYUWANGI IN ACADEMIC YEAR 2020/2021

BY

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FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
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THESIS

Presented to the Faculty of Education and Teacher Training
in a Partial Fulfillment of the Requirement for the Degree of Strata 1
in English Education Department

BY

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2021

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This is creatifying that Sarjana's of **Yeni Komariyah** has been approved by thesis advistor for further approval by board of examiners.

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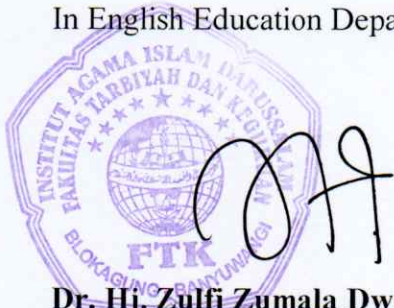
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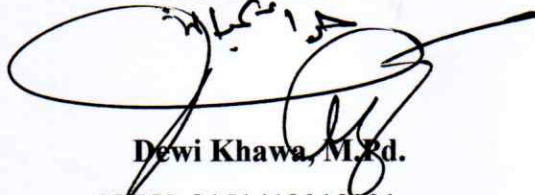
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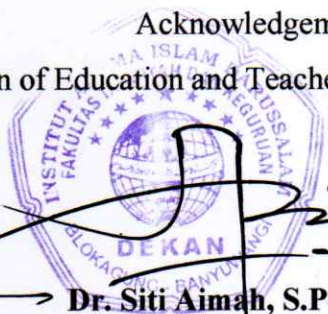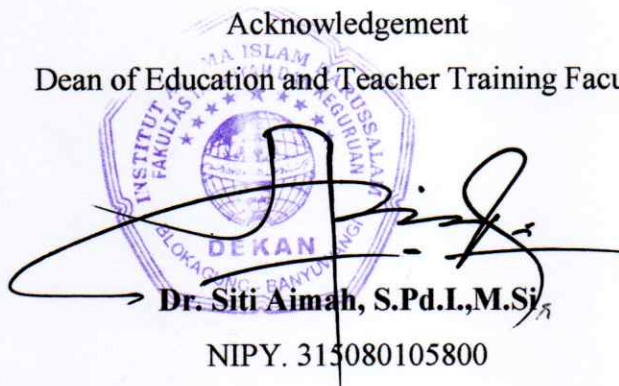
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MOTTO

'' THE WAY GET STARTED IS TO QUIT TALKING AND BEGIN

DOING''

-WALT DISNEY-

''ALWAYS BE GRATEFUL''

YENI KOMARIYAH

DEDICATION

I dedicated this thesis to:

''My Lovely Parents''

My Dad **Fatoni** and My Mom **Hardiyanti**

who always pray the better for me, give me a big motivation on my education way,

provide comfort and everything for my life.

''My Beloved Youngers Sister and Brother",

Winda Aryani and Alif Hafidz Rajendra

Who always gives me great motivation to be a good figure.

''All of my friends specially my classmate''

TBIG_17

thank you for being together during happiness, sadness and experience, which carves

so many memories. friendship that never breaks.

All my relative, friends, and everybody whom I can not mentioned that always make

colour in my life. May God bless them all.

Big Thanks and May Allah Always Give Mercy and Blessing For Our Life.

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I do expect this thesis gives advantages to the world of Education for Improvement of this thesis. I welcome warmly for any constructive and suggestion. Hopefully, my God bless those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Amin

Banyuwangi, 03rd August 2021

The Researcher

ABSTRACT

Komariyah, Yeni 2021. *The Use of Oral Drill Method in Teaching Speaking At The Eighth Grade Excellent Class of MTs Al-Amiriyyah Blokagung Tegalsari Banyuwangi in Academic Year 2020/2021.*

Keywords: *Teaching Speaking, Oral Drill Method.*

English is one of difficulties subject in Indonesia. Most all students in Indonesia country felt afraid if speaking English. Therefor, speaking is one of important competencies that students must master at school. While the eighth grade excellent class of Mts Al-Amiriyyah had problem in speaking ability, most of them felt difficulted to pronounce English. They were also less vocabulary and not understand in English lesson. If teaching method from the teacher not good they felt lazy to study English. The aim of this research is to describe the use of oral drill method in teaching speaking at eighth grade excellent class of MTs Al-Amiriyyah in academic year 2020/2021.

This research uses descriptive qualitative research design. This research study about English teaching method by Mrs Atiya in eighth grade excellent class of MTs Al-Amiriyyah Blokagung Tegalsari Banyuwangi. This research involved 23 female students. In this research data collection technique are classroom observation, interview, and documentation.

Based on the result of observation, the researcher seen there was improvement of students in eighth grade excellent class of MTs Al-Amiriyyah. This is evidenced by the results of classroom observations that have been carried out by the researcher, which shows that with the addition of plus points from the teacher, students are more enthusiastic in getting points so that they try to get points from each other. This is also seen from the results of interviews with students, some of them said that using Q&A made them more challenged to speak English. From the results of the student's scores, it shows that of the 23 students the lowest score is 75, the highest score is 95 and the average is 84.3 from these results, the researcher concluded that the oral drill method in teaching speaking was successful for improving speaking ability.

ABSTRAK

Komariyah, Yeni 2021. *Penggunaan Metode Oral Drill Dalam Pengajaran Berbicara di Kelas VIII Unggulan MTs Al-Amiriyyah Blokagung Tegalsari Banyuwangi pada Tahun Ajaran 2020/2021*

Key Word: *Kemampuan Berbicara, Metode Oral Drill*

Bahasa Inggris merupakan salah satu mata pelajaran yang sulit di Indonesia. Hampir semua siswa di negara Indonesia merasa takut jika berbicara bahasa Inggris. Oleh karena itu, berbicara merupakan salah satu kompetensi penting yang harus dikuasai siswa di sekolah. Sedangkan kelas VIII unggulan MTs Al-Amiriyyah, memiliki masalah dalam kemampuan berbicara, kebanyakan dari mereka kesulitan mengucapkan bahasa Inggris. Mereka juga kurang kosa kata dan tidak mengerti dalam pelajaran bahasa Inggris. jika guru tidak memiliki metode pengajaran yang baik mereka merasa malas untuk belajar bahasa Inggris. Tujuan dari penelitian ini adalah untuk mendeskripsikan penggunaan metode oral drill dalam pembelajaran berbicara di kelas VIII Unggulan MTs Al-Amiriyyah tahun ajaran 2021/2022.

Penelitian ini menggunakan penelitian deskriptif kualitatif. Penelitian ini mengkaji tentang metode pengajaran Bu Atiya di kelas VIII program unggulan MTs Al-Amiriyyah blokagung tegalsari banyuwangi tahun ajaran 2020/2021. Penelitian ini melibatkan 23 siswa perempuan. Peneliti menggunakan pendekatan kualitatif, adapun teknik pengumpulan data yaitu observasi kelas, wawancara, dan dokumentasi.

Hal tersebut dibuktikan dari hasil observasi kelas yang telah dilakukan oleh peneliti menunjukkan bahwa dengan penambahan point plus dari guru murid semakin antusias dalam mendapatkan point sehingga mereka saling berusaha untuk mendapatkan point. Hal ini juga dilihat dari hasil interview kepada murid sebagaian dari mereka mengatakan bahwa dengan Q&A question membuat mereka semakin tertantang untuk speaking English. Dari hasil students scores menunjukkan bahwa dari 23 students nilai terendah adalah 75 nilai tertinggi 95 dan average 84,3 dari hasil tersebut peneliti menyimpulkan bahwa metode oral drill dalam pengajaran berbicara berhasil meningkatkan kemampuan berbicara.

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CHAPTER I

INTRODUCTION

This chapter present the background of the study, objective of the study, assumption of the study, significance of the study, the scope of limitations, and definition of key terms.

A. Background Of The Study

Language is a tool of communication. According to Kridalaksana (1985:12) Understanding this language is a meaningful sound system used for communication by human groups. Communication is a process of transferring messages and information. We need communicated between people with other people used language. Almost every day we speak used language. Such as, share and changed the information, mutual sharing and express ideas, talking about something, and others. Devis (2010) stated communication in the process of passing information and understanding from one person to another. Communication is a form of human interaction that influences each other, intentionally or unintentionally (Canggara, 2007:20-21). West & Turner (2009: 23) adds that communication is a social process in which individuals use symbols to create and interpret meaning in their environment. Based on the above definition, it can be concluded that language and communication are important components for transferring meaning to others. Without language, humans cannot speak and understand what is being said.

There are four skills in English that we must master if we want to fluently in English. Such as speaking, listening, writing and reading. Ur (1996) mentioned, "Speaking as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language". In short, the one most important is speaking skills. The advantages of speaking is much such as, in social life, they can talk with the tourist, can go to around on the other country, als can get job easier such as being teacher English, translator and many others. Hasanah (2020:2) suggested, students also needed to learn speaking English, because by speaking they can develop their goal in the future, with speaking skills, the students can get their job easier, such as a guide of tourism place, English teacher, English course etc.

There are some features that make speaking as a difficult language skill. They cover clustering, redundancy, reduced forms, performance variable, colloquial language, rate delivery, stress, rhythm, intonation of English and interaction Brown (2001:270). According to Hedge (2000) Suggested, it is a complex process because "learners need to develop at the same time knowledge of grammar, vocabulary functional language and communicative skills. Attention to the systems of language is crucial, but the development of fluency and contextual accuracy are equally important goals. Besides that, students often felt afraid to speak English. Due to their less confidence in speaking and judging English as a difficult subject, so, they were felt lazy to learned English lesson.

The process of teaching and learning, techniques, methods and strategies are one of the most important things in the success of the teaching and learning process. As a teacher, must have an interesting teaching method so that students don't feel bored and feel happy when following the learning process.

The teaching method is the way the teacher gives lessons and the way students receive lessons during the lesson, either in the form of informing or evoking. Abu Ahmad (1986). With a good teaching method, it is hoped that students can better understand the material that has been delivered by the teacher well. The teaching process is good when students are more active than the teacher. Therefore, a good teaching method is a method that can foster student learning activities and in accordance with the learning material Atiya (2021).

The drill method is a way of teaching students to carry out training activities, students have higher dexterity and skills than what they are learning. Roestiyah NK, (1985:125) Meanwhile, Zuhairini (1983:106) said, oral drill method A method in education and teaching by training students on the subject matter that has been given. From the conclusions of the opinions of the experts above, the researcher concludes that the oral method is an exercise or practice that is carried out repeatedly to increase students' understanding of the material that has been conveyed so that students understand and are trained with the material given by the teacher.

In this study the researcher discussed about the oral drill method in teaching speaking which was implemented by Mrs. Atiya, As an English teacher

in eighth grade excellent class of MTs Al-Amiriyyah, Mrs. Atiya implemented this method because according to Mrs. Atiya this method was very effective for learning foreign languages. Mrs. Atiya said that language is not only learned but also spoken and practiced. English lessons are considered one of the subjects that are considered difficult, whether it is elementary school, junior high school or high school" Umar (2010: 1). Because English is a difficult subject, a teacher must have the right teaching method to make students not find it difficult to understand English material.

There were a reason why the researcher chose the teaching method that was implemented by Mrs. Atiya the first, The researcher found a problem in the teacher's teaching method after conducting an interview with one of students eighth grade excellent class of MTs Al-Amiriyyah. She said that monotonous teaching had the effect of being bored and not enthusiastic in participating in the learning process. If they do not feel happy in the learning process, the material presented by the teacher is difficult to understand, especially the English lesson which is one of the foreign language lessons and is also considered difficult to understand. They need practice and practice repeatedly in order to understand the material. Also in speaking skills, students said English is difficult because the pronunciation is difficult. Writing and reading are also different. Lack of vocabulary is also one of the factors that sometimes made confused when speak English. One of students said that Mrs Atiya's teaching method was very fun, they did not feel bored and enjoyed participating in the learning process

especially in study English. Beside of that, the researcher interesting to doing research about Mrs. Atiya's teaching method named oral drill method.

The one of junior high school which considered as an excellent program is Mts Al-Amiriyyah. It is located at Jl. PP Darussalam Blokagung Tegalsari Banyuwangi East Java. MTs Al-Amiriyyah has three excellent programs, namely language, science and Tahfidzul Qur'an. So the students must excellent in their field. Besides, there are many excellent teachers were supported their learning. Due to the problem in learning becomes a very important thing to be solved. Therefore, researchers conducted research to solve problems in the eighth grade excellent class, especially in the English program of MTs Al-Amiriyyah in the academic year 2020/2021.

According to the researcher which has conducted classroom observation in Mrs. Atiya's teaching class. The problem in eighth grade excellent class of MTs Al-Amiriyyah in the academic year 2020/2021 is the lack of vocabulary and the difficulty of pronunciation in English. If they don't understand how to translate the word of English and how to pronounce words in English correctly then they won't understand the English material while all the worksheets are in English. when they do not understand it will cause the effect of bored and laziness in the learning process. Therefore as a teacher must have the right learning method in order to make students happy and enthusiastic in learning English. According to Robertson and Acklam (2000: 19) Drill is a basic technique whereby the teacher

can give students the opportunity to practice saying in a new word, phrase or structure in a highly controlled environment.

Based on the explanation above, the researcher conducted the research by the title **"THE USE OF ORAL DRILL METHOD IN TEACHING SPEAKING AT THE EIGHTH GRADE EXCELLENT CLASS OF MTS AL-AMIRIYYAH BLOKAGUNG TEGALSARI BANYUWANGI IN ACADEMIC YEAR 2020/2021**". The writer hopes and motivated that the use of the oral drill method in teaching speaking can foster students' enthusiasm in learning English, especially in speaking ability. It also strengthened by some thesis and article from previous study such as ''The Use of Drilling Technique in Teaching Speaking to The Eighth Grade Students of Smp Dharma Wanita Pare'' (Article by Novia Luluk Aisyah 2017). ''The Influence of using Drill Technique on The Students' Speaking Competence at The First Grade Students of MA Subulul Huda Darma-Kuningan'' by Yeli purmasari (2012). ''The Use of Multiple-Slot Substitution Drill Technique to Increase The Student's Speaking Performance At The Eighth Grade Of Smp N 7 Metro'' By Nurul Hasanah (2019).

B. The Research Problem

Based on the background above, the researcher formulated the research problem is:

How is the use of oral drill method in teaching speaking at the eighth grade excellent class of Mts Al-Amiriyyah Blokagung Tegalsari Banyuwangi in academic year 2020/2021?

C. Objectives of The Study

Based on the research problem, the purpose of this research is to describe the use of oral drill method in teaching speaking at the eighth grade excellent class of Mts Al-Amiriyyah in academic years 2020/2021.

D. Significance of The Study

1. For the teachers

   For English teacher, researcher hope that the result of the study can help find the best method in the speaking learning process for the student.

2. For the students

   For the students, researchers hope that the results of this study can help add information and knowledge of the students in developing and applying oral drill method in teaching speaking

3. For other researchers

   Researchers hope that the result of the research can be contributed and reference for other researchers.

E. The Scope Of Limitation

Based on the background and research problem above, the limitation of this research is to focus on Mrs Atiya's teaching method to improve speaking ability by using oral drill method, with the focus on "expression of capability" material. The location of this research is Mts Al-Amiriyyah Blokagung Tegalsari Banyuwangi. The research focuses on 23 student's female of English program from the eighth grade excellent class in the academic year 2020/2021.

F. Definition Of Key Terms

1. Teaching Speaking

Brown (2000:7) said that "teaching is guiding and facilitating learning, enabling the learners to learn, and setting the conditions". It means that in teaching learning process, those aspects can not be separated with others because all those components must be integrated to achieve the goal.

Speaking is an interactive process of communication. Khoiriyah (2015) mentioned, Speaking is a process interaction with others to pass information through communication. So speaking was an interactive process in which learners could communicate with the other particulary in speaking it self.

From the explanation about teaching and speaking above, the researcher concludes teaching speaking in this research focus on learning target applied by Mrs Atiya on speaking skill, which is being able to pronounce English sentences according to good and correct pronunciation.

So, students can understand English lessons and master it then can speak English fluently with the correct pronunciation.

2. Oral Drill Method

The oral drill method is a teaching method by which the teacher provides exercises to see the students' ability to capture the material that has been given by the teacher. According to Hamdani (2011), the drill method is a method that teaches students to carry out training activities so that students have skills in doing practice questions.

From the explanation above, it can be concluded that the oral drill method is a teaching method in which the teacher provides exercises to get students' skills in the material that has been delivered. In this study, researchers will examine the oral drill method applied by Mrs. Atiya as an English teacher in the eighth grade excellent class of MTs Al-Amiriyyah Blokagung Tegalsari Banyuwangi in the academic year 2020/2021.

CHAPTER II

REVIEW OF LITERATURE

In this chapter present such as definition of speaking, component of speaking, difficulties of speaking, teaching speaking, definition of oral drill, drill method application procedure, various methods of oral drill, the previous study.

A. Definition of Speaking

The most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Nunan (1995). Speaking needed practice every day, According to Thornbury (2005), Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day although some peoples such as auctioneers or politicians may produce even more than that. In speaking needed oral communication to develop their language and according to bygate (1987)" the functional of oral interaction is that the participant need constantly negoitative meaning and generally manage the interaction in terms of who is to say, to whom, and what about". So, speaking is one of important things in daily activity.

Sometimes the students found it difficult to speak English because they were afraid of not having enough vocabulary, using incorrect grammar, or pronouncing words correctly, so they became unconfident. Finnochiro and Bonomono (1987:109) state that the speakers must think of the idea wished to

express. They must change the position of the tongue in order to articulate the appropriate sound. They must consciously be aware of the grammatical, lexical and cultural needed to express the ideas. Speakers must be sensitive to any changes in register or style necessitated by the people whom speak on the situation in which the conversation is taking place. Kayi (2006) added that speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Speaking ability can be defined as the ability to use words in essential normal communication situation and signal system of pronunciation, stress, intonation, grammatical, and vocabulary of foreign language at normal rate of delivery for native speakers of the language. Speaking also used to communicate as by talking, to make a request, to make a speech. Anggia (2018). According to explanation above the researcher concluded that speaking is manner to get some ideas and expressions our brain for transferring meaning other throught understanding communicative language. So, how can other people understand what we say, catch every word and meaning.

B. **Components of Speaking**

According to Wif (1982:2), English has a variety of speaking components, including:

1. Pronunciation of the word

   The most significant factor in deciding the success of communication is pronunciation. It would be difficult for the listener to understand and grasp the meaning of what the speaker says if the pronunciation is poor.

2. Vocabulary

   One of the most critical aspects of learning to communicate is developing a vocabulary. According to Craff (1998), there are two types of vocabulary. The first is active vocabulary, which consists of words that students use to comprehend concepts and to communicate effectively. The second type is passive vocabulary, which consists of words that students can identify and comprehend when they are used in context.

3. Grammar

   Grammar is generally thought to be a set of rules specifying the contact ordering of words at the sentence level Nunan (2003). In addition, grammar is the ordering of words arranged into a sentence to give a meaning.

4. Fluency

   Fluency can be defined as the ability to speak smoothly and readily. Lambardo (1994) states that fluency has the meaning as the way of someone speak with normal speed, like native speaker or they who own the language because the one who owns the language can dispose the language skill.

5. Comprehension

According to Manser (1991), comprehension is the capacity to comprehend anything. Comprehension is important in speaking since it allows the speaker to initiate contact and the listener to reply. Comprehension is essential for effective communication since it prevents misunderstandings between a speaker and a listener.

C. Difficulties of Speaking

According to Brown (1994) what makes speaking difficult including the characteristics below:

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

2. Redundancy

The speaker has an opportunity to make meaning clearer through redundancy language. Learners can capitalize on this future of spoken language.

3. Reduced forms

Contractions, elisions, reduced vowels etc. all form special problems in teaching spoken English.

a. Performance variables

Learners can actually be taught how to pause and hasitate. One of the most salient differences between native and nonnative speaker of a language is in their hesitation phenomena.

b. Colloquial language

Usually the students will know about words, idioms and phrases of colloquial language. And they get practice in producing these forms.

c. Rate of delivery

One of tasks in teaching spoken English is to help learners achieve and acceptable speed along with other attributes of fluency.

d. Stress, rhythm, and intonation

The stress-timed rhythm of spoken English its intonations patterns convey important message.

e. Interaction

If students can't interact well, it will cause a vacuum in the dialogue process. Therefore interaction is also a component that causes difficulties in the speaking process.

Brown (1994) mentioned "speaking is an interactive process of constructing meaning that involves producing, receiving and processing information". It is not enough if the students only have the skills of listening, reading and writing without practicing their abilities directly through oral speaking.

D. Definition of Oral Drill

The training method is a habit that is carried out repeatedly to gain skills, accuracy in understanding the learning material that has been given. The goal is that students can understand the material and remember the material on an ongoing basis. The following are according to experts regarding the meaning of the oral drill method:

1. In Nana Sudjana's book (2011:86), the drill method is an activity of doing the same thing over and over again in earnest with the aim of perfecting a skill to make it permanent. The distinctive feature of this method is the activity in the form of repetition of the same thing many times.

2. Salahuddin (2008:100), an activity in doing the same thing over and over again and seriously with the aim of perfecting a skill so that it becomes permanent.

3. Sagala (2013:217), the drill method is a good way of teaching to Improve Cognitive Learning Outcomes. Students instill certain habits, as a means to acquire dexterity, accuracy, opportunity and skills.

4. In his book Winarno Surakhmad (1994:76), the drill method is also called an exercise which is intended to gain dexterity and training skills for what is being learned, because only by doing it practically can knowledge be perfected and prepared.

From the opinions of the experts above, it is concluded that the oral drill method is a teaching method that is carried out repeatedly by training students to master the lesson and be skilled in carrying out the given training tasks.

1. The procedure of oral drill method

   According to Sumiati and Asra (2011) the implementation oral drill methods are:

   a. The teacher gives a brief explanation of the concepts, principles, or rules that are the basis for carrying out the work to be trained.

   b. The teacher demonstrates how to do the job properly and correctly according to certain concepts and rules. In the form of verbal learners, what is shown is the pronunciation or writing of words or sentences.

   c. If learning is done in groups or classically, the teacher can order one of the students to imitate what the teacher has done, while other students pay attention.

   d. Individual training can be done through guidance from the teacher so that learning outcomes are achieved in accordance with the objectives

   Beside that, according to Muhaimin Abdul Mujib (1993) the procedure of oral drill method as follow:

   1) The teacher gives the material

   2) The teacher explains the material in front of the class

   3) The teacher gives questions to students about the material that has been given

4) The teacher orals the material by appointing students to answer the questions asked by the teacher

5) The teacher creates a pleasant atmosphere in the classroom

6) The teacher gives plus points to students who can answer questions from the teacher

7) The teacher involves students in working on the questions

8) The teacher provides opportunities for students to continue practicing

2. Various Methods of Oral Drill

According to Muhaimin Abdul Mujib (1993) the forms of the oral drill method can be classified as follows:

a. Group work technique

This technique is done by teaching a group of students to work together in solving problems by doing the assigned tasks.

b. Micro Teaching Techniques

Used to prepare students as prospective teachers to face teaching work in front of the class by obtaining the value of knowledge, skills and attitude as teachers.

c. Learning Module Techniques

d. Used by teaching students through learning packages.Independent Study Techniques

This is done by asking students to learn on their own and stay under the guidance of the teacher, both in class and outside the classroom.

Meanwhile According to Haycraft (36: 1978) said, drills have several types in form:

a. The Repetition Drill

The teacher says models (the word or phrases) and the students repeat it.

Example:

Teacher : It didn't rain, so I needn't have taken my umbrella

Students : It didn't rain, so I needn't have taken my umbrella.

b. The Substitution Drill

Substitution drill can be used to practice different structures or vocabulary items (i. e one word or more word change during the drill)

Example:

Teacher : I go to school. Hey?

Students : He goes to school.

Teacher : They?

Students : They go to school.

c. The Question and Answer Drill

The teacher gives students practice with answering questions. The students should answer the teacher's questions very quickly. It is also possible for the teacher to let the students practice to ask question as well. This gives students practice with the question pattern.

Example:

Teacher : Does he go to school? Yes?

Student : Yes, he does.

Teacher   : No?

Students   : No, he does not.

d. The Transformation Drill

The teacher gives students a certain kind of sentence pattern, an affirmation sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into a reported speech. Example: (positive into negative)

Teacher : I clean the house.

Students : I don't clean the house.

Teacher : She sings a song.

Students : She doesn't sing a song.

e. The Chain Drill

The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, then turns to the students sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

Teacher : What is the color of sky? The color of sky is blue

What is the color of banana?

Student A : The color of banana is yellow. What is the color of leaf?

Student B : The color of leaf is green

What is the color of our eyes?

Student C : The color of our eyes is black and white.

f. The Expansion Drill

This drill is used when a long line dialogue is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then following the teacher's cue, the students expand what they are repeating part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs. Example:

Teacher : My mother is a doctor.

Students : My mother is a doctor

Teacher : She works in the hospital.

Students : She works in the hospital

Teacher : My mother is a doctor. She works in the hospital.

Students : My mother is a doctor. She works in the hospital

Teacher : She takes cares the patient.

Students : She takes cares the patient

Teacher : My mother is a doctor. She works in the hospital. She takes cares the patient

Students : My mother is a doctor. She works in the hospital. She takes cares the patient.

g. Communicative Drills

This kind of drills is quite different from the so-called meaningless and mechanical drills used in a traditional grammar oriented class by some teachers, in which the primary focus is on the form of the language being used rather than its communicative content. Children do not blindly mimic adults' speech in a parrot fashion, without really needing to understand or communicate anything, but make selective use of simulation to construct the grammar and make sense of the expressions according to the grammar. This kind of drills has meanings and connotes information accordingly in a certain situation and at a certain time. It has an information gap and does involve a communicative process. The child has access to language data and opportunities to interact with the inputs (meaningful inputs). When processing the language they hear, children construct the grammar and make sense of the expression according to the grammar. When producing utterance, they follow the internalized grammatical rules. This kind of drilling can be formed by using the other drilling types. But the emphasis is that the student involves something real as well as communicative value and the practice creates an information gap.

Example :

Guessing game: Teacher has something in mind (things, job, event, etc) and the students must guess that thing by using yes no question:

Students : Is it in the class?

Teacher : Yes, it is.

Student : Is it blue?

Teacher : No, it is not.

Student : Is it black?

Teacher : Yes, it is.

Students : Is it in the front of the class?

Teacher : Yes, it is.

Student : Is it blackboard?

Teacher : Yes, it is

With the basis of the communicative drills, teachers may design more advanced communicative activities so that learners can have more opportunities to produce sustained speech with more variations in possible responses.

E. The Previous Study

One of studies relating article by NOVIA LULUK AISYAH (2017). This article was entitle " THE USE OF DRILLING TECHNIQUE IN TEACHING SPEAKING TO THE EIGHTH GRADE STUDENTS OF SMP DHARMA WANITA PARE IN ACADEMIC YEAR 2017/2018 " the result of this articles mention that the use of drilling technique give significant effect on the students speaking ability at the students of eighth grade SMP DHARMA WANITA PARE in academic year 2017/2018. This can be seen from the

results of the pre-test and post-test. The difference between this are article with this thesis are the population and the research method. This article the population was the students of eighth grade A class of Smp Dharma Wanita Pare in academic year 2017/2018. while this thesis was conducted on the eighth grade excellent class of MTs Al-Amiriyyah in the academic year 2020/2021. The research method of her article used quantitative research while this thesis used qualitative research. The similarities with the researcher is focus in teaching speaking

The second study had been done thesis by Yeli purmasari (2012). This thesis was Entitle "THE INFLUENCE OF USING DRILL TECHNIQUE ON THE STUDENTS' SPEAKING COMPETENCE AT THE FIRST GRADE STUDENTS OF MA SUBULUL HUDA DARMA-KUNINGAN." In this thesis, the researcher suggested to use drill technique in teaching and learning process, especially in speaking because drill technique and speaking has a good relation with each other. From the calculation of this research, it is known that there is a positive and significant influence of using drill technique on the students' speaking competence. The similarities this thesis between her thesis are using oral drill technique in speaking competence and in teaching learning process. The differences between this research in data processing and object of the research. This study used a qualitative research while her thesis used a quantitative research. Object of this research on eighth grade of excellent class MTs Al-amiriyyah but in her thesis on the first grade students of MA Subulul Huda Darma-Kuningan.

The third study had been done thesis by Nurul Hasanah (2019). Her thesis was entitled "THE USE OF MULTIPLE-SLOT SUBSTITUTION DRILL TECHNIQUE TO INCREASE THE STUDENT'S SPEAKING PERFORMANCE AT THE EIGHTH GRADE OF SMP N 7 METRO'. The result of this research showed that multiple-slot substitution drill technique had positive role in increasing the speaking performance at the eighth grade of SMP N 7 Metro. It can be proved by the students' average score from pre test to post test. The average score in pre test was 61.61 and in post test was 69.82 became 76.07. It means that the using of multiple-slot substitution drill technique can increase the students' speaking performance at the eighth graders of the state Junior High School of 7 Metro. The similarities between this thesis was through speaking ability, drill technique and the population of the research. The population of the research was the same on eighth grade of junior high school. The differences between this thesis and her thesis is a method of the research. In this thesis used descriptive qualitative research and her thesis used classroom action research (CAR).

CHAPTER III

RESEARCH METHOD

This chapter present such as: research design, subject of the research, setting of the research, data source, procedure of data collection, data analysis, data validity.

A. Research Design

According to Sugiyono (2017:2), the research method is a way of scientific research to obtain data with specific purposes and uses. According to Darmadi (2013:153), research method is a scientific way to obtain data with the aim of certain uses. The scientific method means that research activities are based on scientific characteristics, namely rational, empirical, and systematic. Based on the presentation in above it can be concluded that the research method is a scientific way to obtain.

Bogdanand Taylor suggested that Qualitative Methodologies is a research procedure that produces descriptive data in the form of written and spoken words from people and observed behavior. Afriani (2009) qualitative research was carried out in natural conditions and finding. In qualitative research, the researcher is the key instrument. Therefore, researchers must have broad theoretical and insightful provisions so that can ask, analyze, and construct the object under study to be more clear data with specific purposes and uses.

According to Gay (1987:11), descriptive research entails gathering data in order to test a hypothesis or address a query about the current state of the study's item. Suryana (2010:14) mentioned, descriptive analysis is concerned with organizing and accurately representing facts and particular objects. Beside of that descriptive research that occurs naturally into something that is happening now.

The type of this research is descriptive qualitative method. The researcher selected descriptive qualitative method as the research because this study describes the implementation of oral drill method in teaching speaking which is carried out by Mrs. Atiya in eighth grade excellent class of Mts Al-Amiriyyah in academic year 2020/2021.

B. Subject Of The Research

According to Nasution (2003: 32), study subjects are sources of information that can help them achieve their goals. In qualitative research, the research subject is called the informant According to Moleong (20101:32) stated:

"Research subjects are informants, which mean people in the research setting which is used to provide information about the situation and conditions research background. In qualitative research, data are obtained from different sources is something that has a central position because it is the subject of research that's the data about the variables under study are located and observed by researchers."

The informant in this study was Mrs. Atiya as a teacher who applied the oral drill method in teaching speaking at the eighth grade excellent

class of Mts Al-Amiriyyah in academic year 2020/2021. And the students of eighth grade excellent class Mts Al-Amiriyyah in the academic year 2020/2021.

C. Setting of The Research

1. Location of The Research

   The location of this research is MTs Al-Amiriyyah exactly in Blokagung hamlet, Karangdoro village, Tegalsari district, Banyuwangi regency, East Java provience.

2. Schedule of The Research

Table 2.1 Schedule of Collecting Data

No	Time	Description
1	March, 30th 2021	the researcher asked to the students about the problem in the learning process.
2	April, 3rd 2021	Researcher chat via wa makes a meeting agreement with the informant.
3	April, 4th 2021	Researchers conducted direct interviews with teachers regarding the learning methods used by the teacher
4	April, 5th 2021	The researcher Request permission to conduct research at MTs Al Amiriyah
		classroom observation and the process of collecting data and

5	July, 11st 2021	conducting action research, analyzing Mrs. Atiya in applying the oral drill method on improving speaking abilities
6	July, 30th 2021	Researchers met with teachers to asked for lesson plans etc.

3. Data Source

     According to Ary et al. (1985: 332), there are two methods for gathering data in qualitative study. Those are:

a. Primary source

     According to Sugiyono (2008: 225), a primary source is one that can provide useful knowledge directly. In other words, the primary source's aim is to provide important information about the researcher issues.

     The primary source of this research were: Interview to the teacher and students to obtain information on the teaching of oral drill, classroom observation to obtain data on the application of oral drill in the classroom, taking pictures for documentation of the teaching process from Mrs. Atiya.

b. Secondary sources

     A secondary source is a source of data that is used in addition to the primary source. "Secondary data sources are preexisting sources that have been compiled for a particular reason or by

someone other than the researcher," Given (2008: 803). In other words, when doing analysis, secondary sources may be used to gather data for a variety of purposes.

In this study, the secondary source is in the form of a document in the form of a lesson plan and transcript from the teacher.

4. Procedure of Data Collection

According to Sugiyono (2017:193), revealed that data collection techniques are techniques or methods used to collect the data. Data collection technique is very important for collecting the data. Due to the aims of the research process is to get the data. In qualitative research, collecting the data mostly is done in participant observation, depth interview and documentation. Participation in the environment, direct observation, in-depth questioning, and documentation review are the primary methods used by qualitative researchers to collect information Sugiyono (2008: 225).

In this research procedure of data collecting include:

a. Interview

Ary.et al (1985: 342) "In an interview, data are obtained by face-to-face or telephone contact between the interviewer and the respondent directly and also via WhattSap. In this study, interviews were conducted by researchers about the oral drill method applied by Mrs. Atiya, how successful was using the oral drill method on

students' comprehension in participating in learning And interview to the students, From 23 students of eighth grade of excellent class at MTs al-Amiriyyah, the researcher conducted interviews with 3 students.

The list of interviews as follows:

1) Interview with a student

   a) Do you think English lesson is difficult?

   b) Do you speak English at school?

   c) What methods do teachers use in teaching?

   d) How is the atmosphere during the learning process?

   e) Is the teaching method very effective to use?

   f) What are the benefits of the learning method used?

   g) What are the disadvantages of the learning method used?

   h) What are the advantages of the learning method used?

   i) What are the results of the application of the teaching methods used?

   j) What problems are there in class?

2) Interview with a teacher

   a) What is the method in teaching speaking?

   b) Based on the information of the students, is it true that your teaching method is using guessing games or guessing words?

   c) What methods have been teached?

   d) How did apply it?

e) What that the application of the oral drill method can increase the enthusiasm of students in the learning process?

f) What that the teacher's teaching method is also important?

g) What skill is the oral method use?

h) What does the level assessment of speaking?

i) What is the aspect of the success on implemented oral drill method in improving speaking skills?

j) Why do you choose oral material/oral drill as a method for learning?

k) What is the problem in eighth grade excellent class of MTs Al-Amiriyyah?

l) Is there an oral method in the teaching method?

m) According to you, oral drill is a method or strategy?

b. Classroom Observation

Classroom observation is a collection of data through direct observation. Supriyati guess (2011:46) Observation is a way of gathering data for study that is naturalistic in character and takes place in a natural setting. This is also confirmed by Basrowi's viewpoint (2012). The term "observation" refers to a technique that involves making systematic observations and recording them.

In classroom observation, the researcher made observations by entering the classroom teaching of Mrs. Atiya to see the implementation

process of the oral drill method with taking note and taking picture for documentation.

c. Documentation

According to Sugiyono (2008:240), "documentation is written and picture by someone which will be accustomed to obtain information. In conducting documentation method the researcher provided lesson plan analysis (RPP) from teacher and student score analysis.

5. Data Analysis

The researcher needed analyze the data after collecting the data. Wiesma (1991: 85) mentioned, "Data analysis in qualitative research is a process categorization, description, and synthesis. In addition, data analysis systematically processes to research data which are collected.Sugiyono (2008: 245) stated, there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification.

Based on those statements, the researcher divides the activity in analyzing data into three activities there are data reduction, data display, and conclusion drawing.

a. Data Reduction

According to Imam Suprayogo (2001) Data reduction activity is managing the raw data collected from the results of interviews, documentation and observations that are summarized and systematized, for the reader to understand and understand. This data

reduction is a form of data analysis in such a way that the final conclusions of the research data can be verified.

In this case the research systematic processes accurate data obtained related the application of the oral drill in teaching method applied by Mrs. Atiya so that from the results of interviews and field observations added to the existing documentation, finally This thesis can be understood and observed easily by the readers

b. Data Display

The most common type of display data for qualitative research data in the past is narrative text (Miles and Huberman, 1984). While According to Sugiyono (2018:249) "deep qualitative research, data presentation can be done in the form of descriptions brief, charts, relationships between categories, flowcharts and others''. Then the data that is most often used in qualitative research is in the form of descriptions or text in the form of narrative.

c. Conclusion Drawing/ Verification

According to Soerjono Soekanto (1971) Data Verification, namely the data processing method carried out by researchers in order to find the meaning of the data and try to conclude it at the beginning of the conclusion the data is still full of doubts but with increasing data and a conclusion is drawn, in the end it will be found by processing the data.

In addition, the researcher concluded, the conclusion drawing/verification of this research are:

1) The data is gathered through an interview, classroom observation, and documentation. The researcher then chooses, identifies, and focuses on the data using the study issue formulation as a guide.

2) After selecting the information, the researcher organizes it into meaningful sentences.

3) The reference of researched after the data has been shown.

6. Data Validity

Based on the presentation of Sugiyono (2007), the purpose of the triangulation data collection technique is a technique that has the nature to combine many data collection methods and data sources that already exist. The following types of triangulation according to Sugiyono (2007):

a. Source triangulation

This triangulation is carried out to test the validity of the data by testing the data that has been obtained from various sources. In this research the testing the validity of data regarding teacher teaching methods, then data collection and checking the data that has been obtained will be carried out to students and teachers.

b. Triangulation Technique

This triangulation was carried out to test the validity of the data which was carried out by testing the data to the same source with several varied techniques. In this study, the data were obtained by means of interviews which were then tested by documentation and observation.

c. Time triangulation

In this study, the time triangulation to take the validity of the data is seen from the free time of the subject to be interviewed. For example, the teacher who will be interviewed here, the researcher asks for the right time where the teacher who will be interviewed has free time so that he can provide the validity of accurate data.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter the researcher presents findings and discussion during collecting data of the research.

A. Research Findings

1. The History of Mts Al-Amiriyyah Blokagung

Madrasah Tsanawiyah Al-Amiriyyah (MTsA) Blokagung is one of the many educational units under the auspices of Pondok Pesantren Darussalam Blokagung Tegalsari Banyuwangi Foundation which is a member of KKM MTs Negeri Sambirejo.

MTs Al Amiriyyah was established on April 2, 1968 on November 26, 1983 received a deed of establishment with No.LM / 3712-13/1983 with **Madrasah Statistics Number (NSM): 121235100017** and in 2003 obtained **the School Order Number (NUS)** from the P and K Office of Banyuwangi city with **Number: 210210.** And MTs Al Amiriyyah is one of the most private MTs students in Banyuwangi with the last 4 years of students are:

Table 4.1 Classification Students MTs Al-Amiriyyah

Year of lessons	CLASS VII		CLASS VIII		Class IX		SUM
	LK	PR	LK	PR	LK	PR	LK & PR
2014/2015	172	178	203	183	161	137	1034
2015/2016	198	174	185	189	176	182	1104

2016/2017	175	146	177	153	155	185	991
2017/2018	180	134	150	144	158	152	918
2018/2019	182	184	175	137	144	135	957
2019/2020	201	181	159	171	130	133	975
2020/2021	188	175	197	173	150	169	1.052

Which is divided into 34 Rombel (Study Group) in 2020-2021

MTs Al-Amiriyyah there are two excellent programs, excellent programs such as language program (English) science (MIPA) and Tahfidzul Qur'an. Because within the scope of boarding schools, the excellent program of these MTs Al-Amiriyyah has a special place for the development of superior skills, namely superior dormitories. Which is consists of asy-syafiiyah dormitory (V) excellent program of female that had two programs language and science. Nurul Qur'an Dormitory (AD) excellent program of tahfidz female. Alfirdaus Dormitory (S) is the men's excellent program that houses language programs and science. Maqomin Amin dormitory (MB) excellent program of tahfidz male. As well as regular dormitories scattered in the main hut dormitory.

Because it is one of the excellent-based schools, MTs Al-Amiriyyah prioritizes the quality of education both in terms of teachers and materials. The selected teacher is also a competent teacher in his field so that he can grow competent students also in their field. For this reason, every month MTs al-amiriyyah conducts evaluations to improve the quality of superior students, especially in their respective programs.

The excellent language program consists of female students divided into three classes namely, class VII, VIII and IX. In the language program students are expected to be able to master English language materials and be able to speak fluently and correctly. Therefore, the teaching methods of teachers who teach are also influential in the learning process and the results obtained in learning.

In this case MTs Al-Amiriyyah always strives for the best for students. Add facilities to support education for student development both academic and non-academic. Until now MTs Al-Amiriyyah always experienced an increase in students every year because the quality and quantity can be proven by various academic and non-academic achievements from the regional to national levels.

2. The objective of teaching speaking by oral drill method

The eighth grade excellent class of MTs Al-Amiriyyah has good competence in English learning, moreover they focus on language majors which are required to master English. The purpose of the language program at eighth grade is to make them confident speak up in front of class with fluency and correct pronunciation. The teacher helps them to speak confidently in English through oral drill on the material that has been given. After applying the oral drill method, the teacher expects students to be able to solve problems faced by students such as lack of vocabulary, unconfident speak English and ununderstanding of english lessons. Oral drill method is the materials of

English by the way the teacher practices the material in front of the class then the students repeat it, then the teacher gives questions to the material that has been given and gives plus points to the correct answer. This plus point aims to foster students' enthusiasm in speaking up English.

3. The material of teaching speaking by oral drill method

The material is a facility in a learning process. Without material students cannot know what will be learned. In this research, the material is seen from the framework of the lesson plan. In teaching speaking, the goal is the students can practice speaking directly with the correct pronunciation. In this study, researchers looked at the delivery of material on expression of capability using the oral drill method to improve speaking skills. Expression of capability is an expression that states ability. This material is divided into: 1) expression of asking capability 2) expression of stating capability 3) expression of stating incapibility

4. The technique of teaching speaking with oral drill method

Researchers get data from interviews with the subject of this research and see from the results of the observation class. The presentation of findings, in this parts, teaching speaking used oral drill method starting from the teacher giving the material on the worksheet and writing it on the whiteboard, the teacher explaining the meaning, function and translating the material, the

teacher practicing the material in front of the class, the students following what the teacher said and practice what the teacher do.

After students understand the material presented, the teacher gives oral material to the students and asked questions related to the material. For students who can answer questions from the teacher, they will get plus points from the teacher. This plus point aims to foster students' enthusiasm in speaking up English.

From the observations that have been made by the researcher, the following is the use of the oral drill method in teaching speaking with the following procedure:

a. Teacher greets the students

b. Teachers pray together with students

c. Teacher absent students

d. The teacher gives a stimulus to the students and writes the material that has been given at the last meeting

e. The teacher gives the material and explains in front of the students

f. The teacher practices the material that has been delivered

g. The teacher appoints students to practice the material that has been given

h. The teacher gives questions to all students about the material that has been given for those who can answer and practice it will be given plus points

i. The teacher answers the questions on the worksheets and they answer them together

j. The teacher closes the lesson by greeting

5. The media for teaching speaking used oral drill method

    Media is used to help students in understanding the material provided by teachers, media also provides advice for teachers to improve the learning process so that students do not feel bored and make students more interesting in following the learning process. Based on the observation, the medium that is often used by teachers is a paper sheet. This is used by teachers to make it easier for teachers to explain the material and students can understand directly because they see the paper sheet they have. Sometimes teachers also use electronic media in the form of mobile phones to increase knowledge about the material given to students.

    The application of the material using the oral drill method carried out by Mrs Atiya also uses whiteboard and boardmarker. Whiteboards are used to write material while boardmarkers are tools used to write material. The material rewritten on the whiteboard aims to make students better understand the material. So, students not only look at the paper sheet but also look directly at the whiteboard.

6. The assessment of teaching speaking used oral drill method

    From the results of the interview subject and object of the research, teachers and students conducted by researchers. The researcher concludes that the evaluation of the oral drill method is divided into two types:

    1) If the material is in the form of grammar, the assessment aspects includes: correct grammar and fluency

2) If the material is an adjective, the aspect of the assessment includes:

Vocabulary and pronunciation.

In this study, because the material is in the form of expressions, the assessment is in the form of vocabulary and pronunciation. The following scoring rubric of speaking as table below:

Table 4.2 Scoring Speaking Rubrics

No	Fluency	Grammar	Pronounciation	Vocabulary
1	(60-100)	(60-100)	(60-100)	(60-100)

NOTE:

A. Fluency

1. Low (60-75)   : students cannot carry out conversations fluency.

2. Average (76-80): students are able to carry out conversations but still not fluent.

3. Good (80-100) : students are abe to carry out coversations very fluent.

B. Grammar

1. Low (60-75)   : Students can not arrange grammar correctly

2. Average (76-80): Students can arrange grammar but is not correct

3. Good (81-100) : Students can arrange grammar correctly

C. Pronounciation

1. Low (60-75)   : Students can not pronounce a pronounciation correctly

2. Average (76-80): Students are able to pronounce a pronounciation but not yet correct.

3. Good (81-100) : Students are able to pronounce a pronounciation correctly

D. Vocabulary

1. Low (60-75)   : Students can not pronounce vocabulary

2. Average (76-80): Students are be able pronounce vocabulary but not yet correct

3. Good (81-100) : Students are able pronounce vocabulary

For the assessment of oral drill in teaching speaking at the eighth grade excellent class MTs Al-Amiriyyah, The teacher gives question and answer (Q&A) to the students. From the first, The teacher limits five students to answer questions from the teacher, those who can answer will get plus points from the teacher. If the five students answer incorrectly, they take turns with other students who have not answered.

Not only scoring rubric of speaking, assessing of speaking used oral drill method also throught predicate interval score. Predicate interval score can be seen on the table below:

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Table 4.3 Predicate Interval Score

Predicate interval	Interval	Description
(91-100)	A	Very good
(81-90)	B	Good
(76-80)	C	Enough
(60-75)	D	Poor

7. The Implementation Oral Drill Method in Teaching Speaking at the Eighth Grade Excellent Class of Mts Al-Amiriyyah.

Teaching methods are needed in the learning process, because one of the keys to success in the teaching and learning process is that students can understand the material, feel enjoyable and happy and enthusiastic in following the learning. One of the teaching methods is through the oral drill method. Oral drill method is a teaching method by way of the teacher delivering material in front of the class and the student repeats what the teacher has conveyed.

The researcher begins of the research with classroom observation on Wednesday, 07th July 2021, and on Sunday, 11st july 2021. The researcher entered Mrs. Atiya's class to see the teaching process of Mrs. Atiya and the implementation of the oral drill method in the classroom. The researcher saw

from the beginning teacher entered in the class until finished the lesson. Learning is done two times a week.

The first observation began on Wednesday, 07th July 2021. The first meeting Mrs Atiya gave materi ''expression of asking capability and expression of stating capability''.

At first the teacher entered the classroom in eighth grade excellent class of MTs Al-Amiriyyah then researchers followed the teacher into the room. The teacher told students that the researchers would conduct research in the eighth grade excellent class of MTs Al-Amiriyyah. Rearcher sat on the back bench observed the classroom and took a note. The condition of the classroom is very clean with the facilitate such as white board, boardmarker, eraser also papersheet owned by teacher.

The application of oral drill method that was carried out by Mrs. Atiya began with Mrs. Atiya greets the students then prays together with the students and attends students. After being absent the teacher gave stimulus to students in the form of learning motivation and oral material that had been passed opening teacher speaking English. There are some students who understand what is conveyed by the teacher, but there are also those who are only kept silen. In the opening section, the teacher performs the opening for 10 minutes. Next , the teacher started the lesson by writing the material on the whiteboard and explained each sub-chapter on the material. The material is taken from paper sheets on teachers and students. Sometimes teachers speak

English in giving lessons, this is to invite students to understand the material and get used to listening to speaking English.

After the material was explained. The teacher asks the student to follow the expression material exemplified to the student and then the student repeats what the teacher exemplifies. After the student can follow, the teacher asks questions in general regarding the material that has been submitted. After that, the teacher asks questions to the individual. In this section, the teacher asks questions related to expression, and then the teacher asks the student to initiate an expression of capability with examples other than those mentioned on the whiteboard. For students who can answer the questions that have been asked by the teacher, the teacher will give plus points or additional points from the student. These grades aim to add to the student's daily value. So for those who are active in the orall section surely the daily value is good. For that Mrs. Atiya always provides motivation so that the spirit in adding points by always answering questions related to the material that has been given by Mrs. Atiya. The core activity is carried out for 30 minutes.

After explaining the material, then the material had been oral to the students, students answer questions from the teacher about the material that has been delivered, write the names of students who successfully answer the correct questions as a reward, then discuss the questions on the worksheet and discuss them together. After that, Mrs. Atiya closed the lesson by praying together and saying "see you later" to the students. Closing activities by the teacher done five minute.

The scond observation began on Sunday, 11st July 2020. The bell rang. The teacher entered in the class and researcher followed behind the teacher. The researcher sat behind the students and observed what the teacher does. Taken note during scond observed. In this class observation researchers saw from Mrs Atiya doing the opening with greeting to the students with said "good morning students, ''how are you? " and all the students answered ''good morning Mrs, im fine. and you? ". Im fine to, thank you, said Mrs Atiya. After that Mrs. Atiya attendance the student's one by one, then, Mrs. Atiya repeated the past material by giving a Q & A session with the student. After 10 minutes Mrs Atiya began the learning by continuing the material "expression of capability". But this second meeting in the application of learning methods from Mrs. Atiya is different from the first, Mrs. Atiya explained the material using listening media, so students listen to examples of expression of capability pronunciation then students imitate it together. Once completed, Mrs Atiya tested students' abilities by testing their mentality for confident speaking in front of class mimicking the expression of capability version on themselves. Five people who dare to comeforward in front of class with correct answers then students get a plus point from Mrs. Atiya, if their answers are wrong then will be replaced with students who have never come forward. After the core process in learning, Mrs. Atiya did the closing that is repeating the material and answered simultaneously with the student. Then give homework to fill out the exercise in the worksheet. At the last, invited students to pray and leave the classroom. By saying "see you next time".

After the researcher made observations in Mrs. Atiya's teaching class, the researcher conducted direct interviews with Mrs. Atiya regarding the oral drill method. Mrs. Atiya implements the oral drill method not only in the excellent class, but also in the regular class, Mrs. Atiya applies this method. Because according to Mrs. Atiya, the oral drill method is very effective to be applied in teaching and learning, especially in learning foreign languages such as learning English. This method is used to make students remember the material that has been given so they don't forget easily. Then this method also used to develop students' speaking skills because a question must be answered with an answer and the answer is in the form of a statement in English. Thus, students practice the material that has been given by speaking English.

After the researchers saw the application of oral drill methods in the eighth grade excellent class of MTs Al-Amiriyyah by doing classroom observation researchers saw a significant increase in the eighth grade excellent class of MTs Al-Amiriyyah, can be seen from the results of evaluation from the teacher show from 23 students who can entirely pass through KKM.

B. Discussion

1. Discussion of the Important Activities in Teaching Speaking Used Oral Drill Method

Based on the observation, the method used in teaching speaking is oral drill method. Oral drill method is a teaching method that is carried out repeatedly by

training students to master the lesson and be skilled in carrying out the given training tasks. The objective of this method to made speaking English more effective and made the students confidents speak up English also made the students interesting in learning English. The teacher used paper sheet for media in teaching learning due to all students have paper sheets this makes it easier for teachers to convey material. The teacher gave evaluation by providing a Q&A session to the students. For students who can answer questions from teachers, it will get a point plus, point plus this aims to add to the daily value of students. For those who actively answer questions from teachers, the addition of daily values is even better. In this evaluation students are emphasized in practice speaking on the material that has been delivered, namely expression of capability. Teachers tell students to practice expression of capability to test students' confident levels. The classroom procedure divided into opening, explanation, practicing, evaluation and closing.

Based on the observation, the technique used in teaching speaking is discussion. Based on the investigation, the intention is to obtain in speak up and tried confidents speak English. Based on the interview, teacher gives games only when there is time left for learning, games are only used to refresh the brain. so that students do not feel bored during the learning process.

2. The Result of Students Learning

From the result of the researcher that had been presented, it concluced that students more active in learning process, they were very antusias when the teacher

gave oral drill method, they felt challenged for got point plus from the teacher. Based on the result of observation, the researcher seen there was improvement of students in eighth grade excellent class of MTs Al-Amiriyyah in academic year 2020/2021. This is evidenced by the results of classroom observations that have been carried out by the researcher, which shows that with the addition of plus points from the teacher, students are more enthusiastic in getting points so that they try to get points from each other. This is also seen from the results of interviews with students, some of them said that using Q&A questions made them more challenged to speak English. From the results of the student's scores, it shows that of the 23 students the lowest score is 75, the highest score is 95 and the average is 84.3 from these results, the researcher concluded that the oral drill method in teaching speaking was successful for improving speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

After the researcher conducted observations in the classroom, interviewed to students and teachers, and took documentation. The researchers concluded that the students of the eighth grade of excellent class at Mts Al-Amiriyyah had problems in learning, they said that teaching that only focused on the material made them bored and not enthusiastic in the learning process, this was confirmed by the opinion of Mrs. Atiya, an English teacher at the eighth grade of excellent class at Mts Al-Amiriyyah. Mrs. Atiya said that students who were only given the lecture method in teaching would make students not enthusiastic. Besides, Mrs. Atiya looked for methods that could make students enthusiastic in taking lessons. Therefore, Mrs. Atiya applied the oral drill method as a learning method to increase student enthusiasm in learning.

The oral drill method was implemented by Mrs Atiya is a teaching method in which the teacher provides exercises to get students' skills in the material that has been delivered. The implementation of the Oral drill from bu atiya is expected so that students can understand the material and not easily forget the material that has been given. However, the oral drill method implemented by Mrs. Atiya is not only oral material but also sometimes with question and answers (Q & A) or giving games. Games are carried out when there is still time left, this is used by the teacher to refresh the students' brains after the material is

given. The target of teaching speaking Mrs. Atiya is pronunciation, how students can speak English with good and correct pronunciation and

The implementation of the oral drill method has a positive influence on the student learning process, students are very enthusiastic in responding to questions posed by the teacher, this can be seen from the results of the researcher's observations when entering the teaching class of Mrs. Atiya and the students scores of Mrs. Atiya, it shows that from 23 students English excellent program of MTs Al-Amiriyyah, 100% students have scores above the KKM. From these result shown that oral drill method was succesfull to improve speaking skill.

B. Suggestions

After the researcher conducted the research and analyzed the data. The researcher gave suggestion to teacher and students:

1. For the teachers

The results of this study are expected to be a feedback for a teacher in improving speaking ability which as a teacher understands the shortcomings in teaching methods. This research help the teachers solve problems in learning methods. The implementation of the oral drill method is expected to be a source of teacher reference and teacher solutions in developing speaking skills.

2. For students

The results of this study are expected to be used as a source of student motivation in the learning process. Through the oral drill method, students can increase their enthusiasm for learning and can improve their English skills, especially in developing speaking abilities

3. Another researcher

The findings of this study can be used as benefits for future researchers. About the problem of teaching and learning especially in speaking ability

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Appendix 1
Interview
Transcript

Interview 1

Dormitory

Wednesday, 30ᵗʰ March 2021

R : Researcher

N: Najwa

R : hay.. najwa boleh ngobrol sebentar.

N: iya mbak boleh.

R : kira kira pelajaran bahasa inggris itu susah gk sih?

N: ya kadang susah kadang nggak.. hehe..

R: susahnya kenapa?

N: susah kalau mengucapkan, soalnya jarang berbicara bahasa inggris

R: oh, gituu.. kalau disekolah speaking English apa nggak?

N: Iya mbak, tapi tergantung gurunya. Kalau mom atiya selalu diajak speaking English terus kalau ngajar juga enak. Seruuu.. kadang diajak maen game terus dikasih pertanyaan gitu terus yang bisa jawab dikasih point plus

R: kalau kayak gitu metode nya semangat ya belajarnya.

N: Iya mbak, soalnya kalau Cuma monoton, mendengarkan penjelasan dari guru kitanya kadang males mbak, boring hehe..

R: gituu.. ya udah makasih yaa

N: iya mbak sama-sama.

Interview 2

Dormitory

Wednesday, 30ᵗʰ March 2021

R : Researcher

N: Novelista

R : listaa lagi ngapain?

N: gak ngapa-ngapain mbak, santay aja

R: oh gituu,, kalau aq mau Tanya-tanya tentang pengajaran nya bu atiya boleh?

N: iya mbak boleh

R: bu atiya itu kalau dikelas pake metode pengajaran apa sih?

N: itu biasanya bu atiya ngasih materi, terus dikasih soal sama main games

R: suasana pembelajaran dikelas waktu bu atiya ngasih metode itu gimana?

N: ya seru, semangat, gak bosan

R: efektif gak sih kalau metode pengajarannya kayak gitu?

N: efektif

R: manfaat nya apa dari metode pengajarannya bu atiya?

N: memahamkan, juga sesuai dengan materi yang ada di LKS

R: kekurangannya dari metode pengajarannya bu atiya apa?

N: selama ini gak ada sih mbak

R: kalau kelebihannya apa?

N : kelebihannya cara penyampaian materinya unik, beda dari yang lain

R: oh gitu ya, menurut kamu selama ini hasil dari pengaplikasian metode yang digunakan oleh bu atiya apa?

N: bisa tambah faham dengan materi dan lebih mengingat materi yang kemarin

R: kalau problem dikelas dalam pengajaran bahasa inggris itu apa sih?

N: itu mbak, kalau dikelas teman-teman itu kurang vocab jadi ketika diajak ngomomg bahasa inggris sama bu atiya gak faham, jadi gak PD mau ngomong inggris.

R: berarti bu atiya speaking English dikelas?

N : iya mbak

R : oh ya udah kalau gitu, makasih yaa

N : iya mbak sama-sama

Interview 3

Dormitory

Thursday, 31ᵗʰ March 2021

R : Researcher

B : Belqies

R: Hai belqies, boleh Tanya-tanya gak terkait pengajarannya bu atiya?

B: Iya boleh mbak

R: bu atiya itu metode pengajarannya bagaimana sih?

B: biasanya bu atiya itu kalau mengajar dikasih materi dulu terus dikasih pertanyaan terus yang bisa jawab angkat tangan. Biasanya cepat-cepatan. Dan dibatasi 5 orang.

R: suasana pembelajaran dikelas gimana?

B: menegangkan hehee.. tapi seru

R : kira-kira efektif gak sih metode pengajarannya dari bu atiya?

B: efektif

R : manfaat nya apa dari metode pengajarannya bu atiya?

B : dapat melatih mental dan melatih pemahaman

R : kekurangan dari metode pengajarannya bu atiya apa?

B : tidak ada

R : kalau kelebihannya apa?

B : seru, gak membosankan dan dapat memahamkan

B : teman-teman lebih faham, lebih terlatih pronounciation

R : menurut kamu hasil dari pengaplikasian metode pengajarannya bu atiya apa?

B : teman-teman lebih faham, lebih terlatih pronounciation

R : kira-kira problem yang ada dikelas apa sih qies?

B : susah speaking English mbak. Soalnya pronunciation nya susah.

R : oh gitu yaa.. ya udahh makasih yaa

B : iya mbak sama sama.

Interview 4

Chat Via Whattsap

Friday , 01st April 2021

R : Researcher

ET: English Teacher

R : ''Assalamualaikum, mohon maaf bu mengganggu waktunya , niki saya yeni komariyah dari mahasiswi TBIG 2017 bu saya ingin melakukan interview dengan ibu terkait metode pengajaran yang digunakan ibu dikelas boleh bu? Soalnya saya mendapat informasi dari salah satu siswi yang mengatakan metode pengajaran nya ibu menyenangkan. Saya ingin meneliti damel penelitian skripsi, pripun bu?

ET : '' Wa'alaikumsalam.. nggeh mbak monggo''

R : kapan bu kulo saget interview langsung .

ET : hari minggu saya ada jam mengajar , besok langsung langsung ke kantor saja

R : enggeh bu.. terimakasih

Interview 5

Teacher's Office

Saturday, 03rd April 2021

R: Researcher

HM : Headmaster

R: ''assalamualaikum''

HM: ''waalaikumsalam.. bagaimanaa mbak ada yang bisa dibantu?

R: pak ngapunten niki kulo bade melakukan penelitian damel skripsi Ajenge meneliti metode mengajarnya bu atiya boleh pak?

HM: iya mbak silahkan.

R : terimakasih pak

Interview 5

Teacher's office

Sunday, 04th April 2021

R: Researcher

ET : English Teacher

R: good morning mrs?

ET : good morning

R : ini bu mau interview terkait metode pengajaran nya ibu, saya mendapat informasi dari salah satu siswi dia mengatakan bahwa cara mengajarnya bu atiya itu enak, menyenangkan dan gak bosan, terkadang juga dkasih game. Apa benar bu metode mengajarnya ibu menggunakan guessing game?

ET : sebenarnya kalau games itu jarang ya mbak, saya kasih games hanya ketika materi sudah selesai akhirnya saya kasih games agar anak-anak dapat merefresh otak

R: O.. gitu ya bu, terus ibu selama ini mengajar memakai metode apa?

ET: pakai metode oral materi/oral drill mbak

R : itu bagaimana bu pengaplikasiannya?

ET: oral materi/oral drill method adalah metode pengajaran yang bersifat mengulang atau latihan yang berulang.. misalnya gini, sekarang materinya tenses simple present.. awalnya saya menjelaskan materi pengertian, rumus, contoh. Setelah itu saya bertanya kepada anak-anak tentang meteri tersebut. Setelah semua faham saya memberikan sesi Tanya jawab, bagi yang bisa menjawab maka akan mendapat point plus dari saya. Sejauh ini anak-anak merasa antusias ketika mereka dapat menjawab pertanyaan dan benar maka saya kasih point plus mereka semakin semangat untuk berlomba mendapatkan nilai plus.

R : berarti penerapan metode oral dapat menambah semangat siswa dalam belajar ya bu?

ET : iya betul.. karena sebagai seorang pengajar kita harus mempunyai metode yang pas agar murid yang kita ajar dapat nyaman dan senang dalam mengikuti proses pembelajaran

R : berarti metode pengajaran guru juga important ya bu ..

ET : ya very important

R : baik, terimakasih ya bu untuk penjelasan nya.. interview ini sebenarnya sebagai penelitian skripsi saya bu, jika ibu berkenan saya ingin menjadikan ibu sebagai subject dari penelitian skripsi saya.

ET : iya mbak silahkan

R : terimakasih ya bu, kalau tiba-tiba terdapat masalah dan kendala atau saya butuh informasi lanjutan saya bisa menghubungi ibu

ET : Iya mbak bisa, jika tidak bertemu langsung chat saja lewat w.a

R : siap bu, sekali lagi terimakasih banyak bu, saya pamit undur diri. Assalamualaikum wr.wb

ET : waalaikumsalam wr.wb

Interview 6

Chat Via whattsap

Monday, 05th April 2021

R :Researcher

ET :English teacher

R : Assalamualaikum.. bu ini saya yeni, maaf menggangu waktunya saya ingin melanjutkan interview saya terkait metode pengajarannya ibu, saya mau bertanya tentang metode oral yang kemarin bu, kira kira itu untuk skill apa?

ET : Waalaikumsalam, lebih ke skill speaking nya

R : nggeh bu, kalau tingkat penilaian speakingnya mencakup apa saja ? kan penilaian speaking banyak ya bu, kira-kira menurut ibu tingkat keberhasilan metode oral dalam improving speaking skill dalam aspek apa saja?

ET : kalau improvingnya berbeda setiap oralnya. Tergantung materi yang saya oral apa. Semisal saya ambil contoh ketika saya menerangkan tentang simple present tense , kemudian saya membuat pertanyaan secara oral maka yang saya nilai adalah : 1) grammar 2) fluency.

sedangkan semisal saya kasih materi tentang adjective lalu saya memberi pertanyaan secara oral maka penilian saya: 1) vocabulary 2) pronounciation

R : kenapa ibu memilih oral materi/oral drill sebagai metode untuk pembelajaran? Sebenarnya problem di kelas VIII unggulan putri itu apa sih bu?

ET : saya memilih oral materi karena menurut saya itu lebih efektif ketimbang hanya metode ceramah atau diskusi, dengan oral anak-anak lebih bersemangat dan berusaha untuk mengingat materi yang telah saya sampaikan. Kalau dikelas VIII unggulan tidak saya kasih metode oral mereka kurang semangat, dan materi hanya faham sekilas lalu lupa lagi.

R : njih bu, terimakasih ya bu atas informasinya maaf mengganggu aktifitasnya ibu.

Interview 6

Via chat whattsap

Monday. 19th April 2021

R :Researcher

ET :English teacher

R: Assalamualaikum,, ibu maaf mengganggu waktunya , mau bertanya terkait oral materi yang di aplikasikan ibu pada proses pembelajaran itu seperti apa ya bu, maksudnya proses pada oral materi

ET : Waalaikumsalam.. jadi begini, oral ini saya gunakan:

1) untuk menstimulus anak-anak agar ingat dengan materi yang telah lalu
2) mengulang kembali materi yang sudah saya sampaikan.

Saya ambil contoh, saya baru saja menyampaikan materi tentang simple present tense dengan metode ceramah kemudian agar materi ini melekat diingatan anak, dan anak-anak menjadi antusias untuk mengkuti materi ini saya berlanjut ke oral, dengan memberikan 1 kalimah bahasa Indonesia, nanti satu kelas bersama merubah kalimat itu kedalam bahasa inggris sesuai dengan tenses simple tense baik positif atau negative maupun introgative.

Setelah itu baru berlanjut ke sesi Tanya jawab dengan oral materi yang sama tapi ini dijawab dengan individu tidak serentak 1 kelas bersama-sama. Nah, pada sesi oral individu inilah yang benar-benar saya tekankan, dengan cara barang siapa yang tercepat mengangkat tangan dia yang menjawab, jika jawaban benar anak tersebut mendapat reward. Reward ini berupa point tambahan nilai harian. Menurut saya tidak hanya metode yang menentukan kesuksesan penyampaian materi dikelas tapi reward pun menjadi hal yang penting. Untuk memacu anak-anak semakin bersemangat, antusias mengikuti pelajaran dikelas.

R : terimakasih ibu atas penjelasannya sangat menjawab pertanyaan saya.

ET : enggih sama-sama.

Interview 7

Chat via whattsap

Friday, 9th July 2021

R : Researcher

ET: English Teacher

R : Bu sebenarnya sebenarnya metode oral itu apa memang ada dalam metode pengajaran?

ET : ada mbak, Oral Drill Method namanya. Menurutku ini efektif untuk pembelajaran bahasa asing. Yang namanya bahasa kan harus diucapkan gak cukup dipelajari saja. Saya jug abaca-baca artikel, oral di ilhami bisa melatih bahasa asing seseorang. Disini bahasa asing maksudnya bukan bahasa neagara seseorang, jadi bukan hanya bahasa inggris lo ya. Cuma yang sering dipakai itu istilah metode pembelajaran jigsaw, cooperative learning, metode ceramah. Itu sering di dengar, padahal metode pembelajaran itu banyak lo. Tinggal kita pilih yang paling cocok yang mana

R : kalau menurut ibu oral drill itu lebih ke method atau strategy

ET : kalau drill itu masuk ke method

R : njih bu.. thank you very much ibuu

ET : your'e welcome

Interview 8

Tuesday, 28th july 2021

Chat via whattsap

R: Researcher

ET: English Teacher

R : Assalamualaikum.. ibu ngapunten mengganggu waktunya, bu kalau mau minta hasil penilaian anak-anak yang mendapat point plus boleh bu? Sebagai lampiran skripsi.

ET : Waalaikumsakam.. iya boleh mbak.

R: Itu dari awal amsuk semester ini ya bu penilain nya?

ET : iya mbak, ni udah jalan 2 bab masuk bab 3

R : itu hanya 19 siswi bu?

ET : Iya,, soalnya yang 4 belum pernah angkat tangan

R : Oalahh.. nggeh bu.. terimakasih ya bu.

ET : iya sama-sama mbak.

Appendix 2
Photograph

1.1 Met the headmaster in office to ask for research permission

1.2 Situation in the class

1.3 Teacher explain the materi ''expression of capability'' in front of class

1.4 Teacher discussed about question inside LKS

1.5 Teacher gave a question and the teacher gave points to the students who have raised their hands

1.6 Teacher hears the student's answer and gives a plus point when the answer is correct

Appendix 3
Lesson plan and materials

Satuan Pendidikan   : **MTs Al-Amiriyyah**
Mata Pelajaran   : **Bahasa Inggris**
Materi Pokok   : **ability & willingness**
Kelas /Semester   : **VIII**
Tahun Pelajaran   : **2020/2021**
Alokasi Waktu   : **2 JP (2 Pertemuan)**

A. Kompetensi Inti

KI 1   :   Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi

KI 2   :   Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana

KI 3   :   Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat

KI 4   :   Menyususn teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan can, will)	3.2.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari memberi dan meminta informasi terkait kemampuan dan kemauan 3.2.2 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait kemampuan 3.2.3 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait kemauan
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.2.1 Menulis teks lisan dan tulis sederhana untuk mengucapkan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan.

C. Tujuan Pembelajaran

1. Pertemuan Pertama

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:
➢ Mengidentifikasi fungsi social dari memberi dan meminta informasi terkait kemampuan
➢ Mengidentifikasi struktur teks memberi dan meminta informasi terkait kemampuan

> ➢ Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait kemampuan

2. Pertemuan Kedua

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

➢ Menyebutkan ungkapan meminta dan memberi informasi terkait kemampuan
➢ Merespon ungkapan memberi dan meminta informasi terkait kemampuan
➢ Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan memberi dan meminta informasi terkait kemampuan
➢ Mengidentifikasi unsur kebahasaan dari memberi dan meminta informasi terkait kemampuan

Fokus nilai-nilai sikap

✦ Peduli
✦ Jujur berkarya
✦ Tanggung jawab
✦ Toleran
✦ Kerjasama
✦ Proaktif
✦ kreatif

D. Materi Pembelajaran

1. **Materi pembelajaran regular**

   a. **Fakta:**
      ✦ Teks Lisan dan tulisan memberi dan meminta informasi terkait ungkapan kemampuan
      ✦ Teks Lisan dan tulisan memberi dan meminta informasi terkait ungkapan kemauan melakukan sesuatu

   b. **Konsep**
      ✦ Menjelaskan fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan memberi dan meminta informasi terkait ungkapan kemampuan dan kemauan melakukan sesuatu
      ✦ Mnejelaskan unsur kebahasaan dalam tindakan memberi dan meminta informasi terkait ungkapan kemampuan dan kemauan melakukan sesuatu

   c. **Prinsip**
      ✦ Menganalisis berbagai fungsi sosial hubungan interpersonal dalam menanggapi tindakan memberi dan meminta informasi terkait ungkapan kemampuan dan kemauan melakukan sesuatu
      ✦ Menganalisis struktur teks memulai dan menanggapi tindakan memberi dan meminta informasi terkait ungkapan kemampuan dan kemauan melakukan sesuatu
      ✦ Menganalisis unsur kebahasaan memberi dan meminta informasi terkait ungkapan kemampuan dan kemauan melakukukan sesuatu

   d. **Prosedur**
      ✦ Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
      ✦ Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

2. **Materi pembelajaran remedial**
   • Melakukan suatu tindakan untuk menunjukkan sikap personal tentang kemampuan dan kemauan diri sendiri dan orang lain untuk melakukan suatu tindakan

3. **Materi pembelajaran pengayaan**
   • Menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks

E. MetodePembelajaran

⤴ Pendekatan   : Scientific Learning

⤣ Model Pembelajaran	: Discovery Learning (Pembelajaran Penemuan)
⤣ Metode	: Ceramah, diskusi, dan penugasan

F. Media/alat, Bahan, dan Sumber Belajar
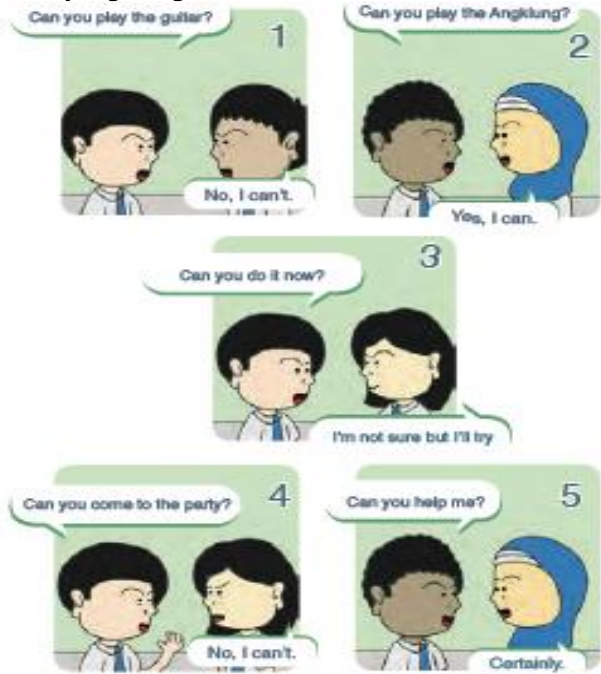
1. **Media/alat, Bahan Pembelajaran**
   a. White board
   b. boarmarker
   c. LKS
2. **Sumber Belajar**
   a. Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata Pelajaran Bahasa Inggris kelas. VIII Jakarta: Kementerian Pendidikan dan Kebudayaan.
   b. Kementerian Pendidikan dan Kebudayaan. 2016. Buku siswa Mata Pelajaran Bahasa Inggris *kelas. VIII* Jakarta: Kementerian Pendidikan dan Kebudayaan
   c. Buku *teks* pelajaran yang relevan

G. Langkah-langkah Pembelajaran

1. Pertemuan Ke-1 (2 x 40menit)	Waktu

Kegiatan Pendahuluan
Guru :
Orientasi
❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran **(PPK: Religius)**
❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin
❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
Apersepsi
❖ Mengaitkan materi/*tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/*tema/kegiatan* sebelumnya
  ✦ *Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan mengungkapkan pendapat*
  ✦ *Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan*
  ✦ *Kesesuaian format penulisan/ penyampaian*
  ✦ *Melakukan percakapan tentang tindakan mengungkapkan pendapat, serta responnya didepan kelas*
❖ Mengingatkan kembali materi prasyarat dengan bertanya.
❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.
Motivasi
❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
❖ Apabila materi/tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang:
  ✦ *Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan memberi dan meminta informasi terkait ungkapan kemampuan*
❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
❖ Mengajukan pertanyaan.
Pemberian Acuan
❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
❖ Pembagian kelompok belajar
❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
	15 menit

Kegiatan Inti	
Sintak Model Pembelajaran	**Kegiatan Pembelajaran**	**130 menit**

1. Pertemuan Ke-1 (2 x 40menit)		Waktu

Orientasi peserta didik kepada masalah	**Mengamati**
	
	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik
	✦ *Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan memberi dan meminta informasi terkait ungkapan kemampuan*
	dengan cara :
	❖ **Melihat** (tanpa atau dengan alat)
	Menayangkan gambar/foto/tabel berikut ini
	
	❖ **Mengamati**
	lembar kerja, pemberian contoh-contoh materi/soal untuk dapat dikembangkan peserta didik, dari media interaktif, dsb yang berhubungan dengan
	❖ **Membaca** (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), **(Literasi)**
	materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan
	  ✦ *Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan memberi dan meminta informasi terkait ungkapan kemampuan*
	❖ **Mendengar**
	pemberian materi oleh guru yang berkaitan dengan
	  ✦ *Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan memberi dan meminta informasi terkait ungkapan kemampuan*
	❖ **Menyimak**,
	penjelasan pengantar kegiatan/materi secara garis besar/global tentang materi pelajaran mengenai :
	  ✦ *Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan memberi dan meminta informasi terkait ungkapan kemampuan*
	untuk melatih kesungguhan, ketelitian, mencari informasi.	

Mengorganisasikan peserta didik	**Menanya** Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan	

1. Pertemuan Ke-1 (2 x 40menit)		Waktu
	gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :	
	❖ **Mengajukan pertanyaan** tentang :	
	✦ *Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan memberi dan meminta informasi terkait ungkapan kemampuan*	
	yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya :	

Membimbing penyelidikan individu dan kelompok	**Mengumpulkan informasi**
	 Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan:
	 ❖ **Mengamati obyek/kejadian,**
	 ❖ **Membaca sumber lain selain buku teks,**
	 mengunjungi laboratorium komputer perpustakaan sekolah untuk mencari dan membaca artikel tentang
	   ✦ *Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan memberi dan meminta informasi terkait ungkapan kemampuan*
	 ❖ **Mengumpulkan informasi** *(Berpikir kritis dan bekerjasama (4C) dalam mencari informasi (Literasi) dan mempresentasikan (4C) dengan penuh tanggung jawab (Karakter))*
	 Mengumpulkan data/informasi melalui diskusi kelompok atau kegiatan lain guna menemukan solusi masalah terkait materi pokok yaitu
	   ✦ *Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan memberi dan meminta informasi terkait ungkapan kemampuan*
	 ❖ **Aktivitas (4C)**
	   ✦ *Peserta didik diminta melengkapi kalimat berdasarkan percakapan yang ada di halaman sebelumnya*
	   ✦ *Peserta didik dimita melakukan wawancara kepada teman-teman sekelasnya mengenai informasi terkait ungkapan kemampuan*
	 ❖ **Mempraktikan**
	 ❖ **Mendiskusikan (**Berpikir kritis dan bekerjasama (4C) dalam mendiskusikan penyelesaian masalah (Literasi) dengan cermat (Karakter))
	 ❖ **Saling tukar informasi tentang** :
	   ✦ *Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan memberi dan meminta informasi terkait ungkapan kemampuan*
	 dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.	

1. Pertemuan Ke-1 (2 x 40menit)		Waktu

Mengembangkan dan menyajikan hasil karya	**Mengkomunikasikan**
	
	Peserta didik berdiskusi untuk menyimpulkan
	❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan
	❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang :
	   ✦ *Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan memberi dan meminta informasi terkait ungkapan kemampuan*
	❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan
	❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.
	❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang
	   ✦ *Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan memberi dan meminta informasi terkait ungkapan kemampuan*
	❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
	❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa.
	❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran	

Menganalisa & mengevaluasi proses pemecahan masalah	**Mengasosiasikan**
	Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran tentang: ……
	❖ **Mengolah informasi** yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.
	❖ Peserta didik mengerjakan beberapa soal mengenai
	   ✦ *Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan memberi dan meminta informasi terkait ungkapan kemampuan*
	❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan :
	   ✦ *Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan memberi dan meminta informasi terkait ungkapan kemampuan*	

Catatan : **Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)**		
Kegiatan Penutup Peserta didik :		**15 menit**

1. Pertemuan Ke-1 (2 x 40menit)	Waktu
- Membuat rangkuman/simpulan pelajaran. tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. - Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. Guru : - Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek. - Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik - Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan). - Mengagendakan pekerjaan rumah. - Menyampaikan rencana pembelajaran pada pertemuan berikutnya	

2. Pertemuan Ke-2 (2 x 40menit)	Waktu
Kegiatan Pendahuluan **Guru :** **Orientasi** - Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran **(PPK: Religius)** - Memeriksa kehadiran peserta didik sebagai sikap disiplin - Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. **Apersepsi** - Mengaitkan materi/*tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/*tema/kegiatan* sebelumnya *Fungsi sosial hubungan interpersonal dan struktur teks memulai dan menanggapi tindakan memberi dan meminta informasi terkait ungkapan kemampuan* - Mengingatkan kembali materi prasyarat dengan bertanya. - Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. **Motivasi** - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. - Apabila materi/tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang: *Ketepatan unsur kebahasaan ungkapan kemampuan dengan modal: can, will* *Kesesuaian format penulisan/ penyampaian* *Ketepatan menggunakan unsur kebahasaan dalam tindakan memberi dan meminta informasi terkait ungkapan kemampuan* - Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung - Mengajukan pertanyaan. **Pemberian Acuan** - Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. - Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung - Pembagian kelompok belajar - Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.	**15 menit**
Kegiatan Inti	
<table><tr><td>**Sintak Model Pembelajaran**</td><td>**Kegiatan Pembelajaran**</td></tr><tr><td>Orientasi peserta didik kepada masalah</td><td>**Mengamati** Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik</td></tr></table>	**130 menit**

2. Pertemuan Ke-2 (2 x 40menit)	Waktu

	✦ *Ketepatan unsur kebahasaan ungkapan kemampuan dengan modal: can, will*
	✦ *Kesesuaian format penulisan/ penyampaian*
	✦ *Ketepatan menggunakan unsur kebahasaan dalam tindakan memberi dan meminta informasi terkait ungkapan kemampuan*
	dengan cara :
	❖ **Melihat** (tanpa atau dengan alat)
	Menayangkan gambar/foto/tabel berikut ini
	
	❖ **Mengamati**
	lembar kerja, pemberian contoh-contoh materi/soal untuk dapat dikembangkan peserta didik, dari media interaktif, dsb yang berhubungan
	❖ **Membaca** (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), **(Literasi)**
	materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan
	   ✦ *Ketepatan unsur kebahasaan ungkapan kemampuan dengan modal: can, will*
	   ✦ *Kesesuaian format penulisan/ penyampaian*
	   ✦ *Ketepatan menggunakan unsur kebahasaan dalam tindakan memberi dan meminta informasi terkait ungkapan kemampuan*
	❖ **Mendengar**
	pemberian materi oleh guru yang berkaitan dengan
	   ✦ *Ketepatan unsur kebahasaan ungkapan kemampuan dengan modal: can, will*
	   ✦ *Kesesuaian format penulisan/ penyampaian*
	   ✦ *Ketepatan menggunakan unsur kebahasaan dalam tindakan memberi dan meminta informasi terkait ungkapan kemampuan*
	❖ **Menyimak**,
	penjelasan pengantar kegiatan/materi secara garis besar/global tentang materi pelajaran mengenai :
	   ✦ *Ketepatan unsur kebahasaan ungkapan kemampuan dengan modal: can, will*
	   ✦ *Kesesuaian format penulisan/ penyampaian*
	   ✦ *Ketepatan menggunakan unsur kebahasaan dalam tindakan memberi dan meminta informasi terkait ungkapan kemampuan*
	untuk melatih kesungguhan, ketelitian, mencari informasi.	

Mengorganisasikan peserta didik	**Menanya**
	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :
	❖ **Mengajukan pertanyaan** tentang :
	   ✦ *Ketepatan unsur kebahasaan ungkapan kemampuan dengan modal: can, will*
	   ✦ *Kesesuaian format penulisan/ penyampaian*	

2. Pertemuan Ke-2 (2 x 40menit)		Waktu
	✦ *Ketepatan menggunakan unsur kebahasaan dalam tindakan memberi dan meminta informasi terkait ungkapan kemampuan* yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya :	

Membimbing penyelidikan individu dan kelompok	**Mengumpulkan informasi**
	Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan:
	❖ **Mengamati obyek/kejadian,**
	❖ **Membaca sumber lain selain buku teks,**
	mengunjungi laboratorium komputer perpustakaan sekolah untuk mencari dan membaca artikel tentang
	  ✦ *Ketepatan unsur kebahasaan ungkapan kemampuan dengan modal: can, will*
	  ✦ *Kesesuaian format penulisan/ penyampaian*
	  ✦ *Ketepatan menggunakan unsur kebahasaan dalam tindakan memberi dan meminta informasi terkait ungkapan kemampuan*
	❖ **Mengumpulkan informasi** *(Berpikir kritis dan bekerjasama (4C) dalam mencari informasi (Literasi) dan mempresentasikan (4C) dengan penuh tanggung jawab (Karakter))*
	Mengumpulkan data/informasi melalui diskusi kelompok atau kegiatan lain guna menemukan solusi masalah terkait materi pokok yaitu
	  ✦ *Ketepatan unsur kebahasaan ungkapan kemampuan dengan modal: can, will*
	  ✦ *Kesesuaian format penulisan/ penyampaian*
	  ✦ *Ketepatan menggunakan unsur kebahasaan dalam tindakan memberi dan meminta informasi terkait ungkapan kemampuan*
	❖ **Aktivitas (4C)**
	  ✦ *Peserta didik diminta melengkapi kalimat berdasarkan hasil wawancara dengan teman sekelasnya*
	  ✦ *Peserta didik diminta membuat kalimat dengan bantuan gambargambar yang tersedia*
	❖ **Mempraktikan**
	❖ **Mendiskusikan** *(Berpikir kritis dan bekerjasama (4C) dalam mendiskusikan penyelesaian masalah (Literasi) dengan cermat (Karakter))*
	❖ **Saling tukar informasi tentang** :
	  ✦ *Ketepatan unsur kebahasaan ungkapan kemampuan dengan modal: can, will*
	  ✦ *Kesesuaian format penulisan/ penyampaian*
	  ✦ *Ketepatan menggunakan unsur kebahasaan dalam tindakan memberi dan meminta informasi terkait ungkapan kemampuan*
	dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.	

2. Pertemuan Ke-2 (2 x 40menit)		Waktu

Mengembangkan dan menyajikan hasil karya	**Mengkomunikasikan**
	
	Peserta didik berdiskusi untuk menyimpulkan
	❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan
	❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang :
	   ✦ *Ketepatan unsur kebahasaan ungkapan kemampuan dengan modal: can, will*
	   ✦ *Kesesuaian format penulisan/ penyampaian*
	   ✦ *Ketepatan menggunakan unsur kebahasaan dalam tindakan memberi dan meminta informasi terkait ungkapan kemampuan*
	❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan
	❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.
	❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang
	   ✦ *Ketepatan unsur kebahasaan ungkapan kemampuan dengan modal: can, will*
	   ✦ *Kesesuaian format penulisan/ penyampaian*
	   ✦ *Ketepatan menggunakan unsur kebahasaan dalam tindakan memberi dan meminta informasi terkait ungkapan kemampuan*
	❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
	❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa.
	❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran	

Menganalisa & mengevaluasi proses pemecahan masalah	**Mengasosiasikan**
	Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran tentang: ……
	❖ **Mengolah informasi** yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.
	❖ Peserta didik mengerjakan beberapa soal mengenai
	   ✦ *Ketepatan unsur kebahasaan ungkapan kemampuan dengan modal: can, will*
	   ✦ *Kesesuaian format penulisan/ penyampaian*
	   ✦ *Ketepatan menggunakan unsur kebahasaan dalam tindakan memberi dan meminta informasi terkait ungkapan kemampuan*
	❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan :
	   ✦ *Ketepatan unsur kebahasaan ungkapan kemampuan dengan modal: can, will*
	   ✦ *Kesesuaian format penulisan/ penyampaian*	

2. Pertemuan Ke-2 (2 x 40menit)	Waktu
✦ *Ketepatan menggunakan unsur kebahasaan dalam tindakan memberi dan meminta informasi terkait ungkapan kemampuan*	
Catatan : **Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)**	
Kegiatan Penutup Peserta didik : - Membuat rangkuman/simpulan pelajaran. tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. - Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. Guru : - Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek. - Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik - Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan). - Mengagendakan pekerjaan rumah. - Menyampaikan rencana pembelajaran pada pertemuan berikutnya	**15 menit**

H. Penilaian, Pembelajaran Remedial dan Pengayaan

1. **Teknik Penilaian**
   a. **Sikap**
      1) Obeservasi (Jurnal)
      2) Penilaian Diri
      3) Penilaian Antar Teman
   b. **Pengetahuan**
      1) Tes Tertulis
         a) Pilihan ganda
         b) Uraian/esai
      2) Tes Lisan
   c. **Keterampilan**
      1) Proyek, pengamatan, wawancara'
         ✦ *Mempelajari buku teks dan sumber lain tentang materi pokok*
         ✦ *Menyimak tayangan/demo tentang materi pokok*
         ✦ *Menyelesaikan tugas yang berkaitan dengan pengamatan dan eksplorasi*
      2) Portofolio / unjuk kerja
         ✦ *Laporan tertulis individu/ kelompok*
      3) Produk,
2. **Instrumen Penilaian**
   a. Pertemuan Pertama (Terlampir)
   b. Pertemuan Kedua (Terlampir)
3. **Pembelajaran Remedial dan Pengayaan**
   a. **Remedial**
      ❖ Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampui KKM. Remidial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar
      ❖ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriterian Ketuntasan Minimal), misalnya sebagai berikut.
         ✦ *Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta*

dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

b. Pengayaan

❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.

❖ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.

❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya

✦ *Penggunaan ungkapan rewarding someone's work*

……………, 17 Juli 2020

Mengetahui
Kepala Sekolah   Guru Mata Pelajaran

…………………………………….   …………………………………….
NIP/NRK.   NIP/NRK.

GRAMMAR

Expression of asking capability

- Do you think you are capable of..?
- Are you capable of (v-ing)?
- Are you capable to…?
- Are you able to… ?
- Can/could you?

Expression of stating capability

- Im capable of doing it.
- I am able to…
- I have the ability to do it.
- I am good at (noun).
- I can/could do it.

Expression of stating incapibilty

- I'm not sure I'm capable of doing it.
- I'm not capable doing it.
- I am not able to…
- I don't think I have ability.
- I'm not sure I can.

TASK 1

Complete the following text by transliting the words in the bracket and read it briefly!

My ability to dance

Hi, my name is selva. I am a students of art junior high school. I am at… (*kelas*)

Eight now. I have… (kemampuan) in dancing traditional dance… (menari) is my hobby. I always learn dancing twice a week. My mother always (mengajari) me how to dance. She teaches me… (tradisional) dance and… (modern) dance also. That way I am able to dance.

I always… (berlatih) with my mother and my youngers sister in our hall house. My niece and aunt sometime comes to… (bergabung) with us. My mom is specialist leader for traditional dance, while I am specialist leader for modern dance. Sometimes, we make an… (percobaan) don't do that for traditional dance because it has so much rules.

Task 2

1. Who is in the text?
2. What is selva ability?
3. How often selva practice dance?
4. With whom does selva always practice dance?
5. Where is selva practice dance?

Appendix 4
Student's scores

STUDENT'S SCORES

No	Name	Point
1	Amelia ayuningtyas	85
2	Asni furoida	75
3	Bagis puspita	90
4	Belqies qolbiyah rahma	90
5	Cherina shofi aurora	80
6	Desty nursaqina risma anggraeni	85
7	Dina qoyyumunnisa	85
8	Eka aprilia setya rahayu	80
9	Firni faricha	80
10	Jessica Angelina jasmine	85
11	Jihan nur rahmawati	80
12	Marisa millatul haq	85
13	Nabila salsabila	85
14	Nafisa rahmania zein	90
15	Najuwa kirania	80
16	Nauroh nadya shafwah	85
17	Nayla naflatul muna	85
18	Nayla Zahra imarotul edenia	80
19	Neisya arinil haq	80
20	Nindita andriani	90
21	Novelista fauzia alinski	95
22	Nurieza naysella afwa	85
23	Puan rahma nurria	85
TOTAL		**1940**
AVERAGE		**84,3**
THE HIGHEST STUDENT SCORE		**95**
THE LOWEST STUDENT SCORE		**75**

Appendix 5
General Description

P R O F I L
MADRASAH TSANAWIYAH AL –AMIRIYYAH
BLOKAGUNG-TEGALSARI-BANYUWANGI
STATUS TERAKREDITASI –A   NSM : 121235100017 NUS : 210210 NPSN : 20581701
ALAMAT: Jl. PP. Darussalam Blokagung Tegalsari Banyuwangi Tlp. (0333) 845973
e-mail : mts.alamiriyyah@ymail.com

A. IDENTITAS MADRASAH :

1. Nama Madrasah : MTs Al Amiriyyah

2. Jenis Madrasah : SLTP

3. Nomor Statistik Madrasah : 121235100017

4. Nomor Urut Sekolah : 210210

5. NPSN : 20581701

6. Alamat Madrasah :

   a. Dusun : Blokagung

   b. Desa : Karangdoro

   c. Kecamatan : Tegalsari

   d. Kabupaten : Banyuwangi

   e. Propinsi : Jawa Timur

   f. Kode Area/ No.Telp/e-mail : (0333) 845973 / mts.alamiriyyah@ymail.com

   g. Kode Pos : 68485 Jajag

7. Jarak Lokasi ke Ibu Kota :

   a. Desa : 01   Km

   b. Kecamatan : 10   Km

   d. Kabupaten : 55   Km

   e. Propinsi : 305 Km

8. Tahun berdiri : 02 April 1968

9. Pendiri : Yayasan Pondok Pesantren Darussalam

10. Status Madrasah : Terakreditasi – A

11. P i a g a m : Depag RI Wilayah Jawa Timur

   a. Nomor : 175/BAP-S/M/SK/X/2015

   b. Tanggal : Surabaya, 27 Oktober 2015

12. Waktu Belajar : Pagi Hari

13. Kurikulum Yang Digunakan : Departemen Agama & Yayasan (Kurikulum 2013)

B. SEJARAH SINGKAT BERDIRINYA MADRASAH

Madrasah Tsanawiyah Al AMiriyyah (MTsA) Blokagung adalah salah satu dari sekian unit pendidikan yang ada dibawah naungan Yayasan Pondok Pesantren Darussalam Blokagung Tegalsari Banyuwangi yang merupakan anggota KKM MTs Negeri Sambirejo.

MTs Al Amiriyyah berdiri sejak tanggal 02 April 1968 pada tanggal 26 Nopember 1983 mendapat akte pendirian dengan No.LM/3712-13/1983 dengan **Nomor Statistik Madrasah (NSM) : 121235100017** dan pada tahun 2003 memperoleh **Nomor urut Sekolah (NUS)** dari Dinas P dan K kota Banyuwangi dengan Nomor **: 210210.** dan MTs Al Amiriyyah merupakan salah satu MTs Swasta terbanyak siswanya di Banyuwangi dengan jumlah siswa 4 tahun terakhir adalah :

Tahun pelajaran	KELAS VII		KELAS VIII		KELAS IX		JUMLAH
	LK	PR	LK	PR	LK	PR	LK & PR
2014/2015	172	178	203	183	161	137	1034
2015/2016	198	174	185	189	176	182	1104
2016/2017	175	146	177	153	155	185	991
2017/2018	180	134	150	144	158	152	918
2018/2019	182	184	175	137	144	135	957
2019/2020	201	181	159	171	130	133	975
2020/2021	188	175	197	173	150	169	1.052

yang terbagi menjadi 34 Rombel (Rombongan Belajar) pada tahun 2020-2021.

Sejak berdirinya MTs Al Amiriyyah sampai tahun 1980 masih mengikuti Program Kurikulum Madrasah Diniyyah (Madrasah yang ada di Pesantren Darussalam Blokagung Banyuwangi), siswa-siswi dalam proses belajar-mengajar terpisah antara putra dan putri dan seragamnya masih menggunakan ala pondok pesantren yang mengunakan sarung dan sandal, materi pelajaran bercampur antara materi yang berasal dari Departemen Agama dengan materi yang berasal dari Diniyyah Pondok Pesantren. Namun seiring dengan perkembangan zaman, situasi dan kemajuan tehnologi, keadaan pendidikan di MTs Al Amiriyyah juga mengalami perubahan baik dalam bidang proses belajar mengajar dan kerapian serta ketertiban pelaksanaan Proses Belajar Mengajar (PBM).

Kepemimpinan MTs Al Amiriyyah tahun 1979 sampai dengan 1982 di pimpin oleh KH. Ahmad Hisyam Syafa'at, S.Sos.I, M.H. Sebagai kepala sekolah pada tahun 1981-1982 MTs Al Amiriyyah dengan perhatian Departemen Agama yang membina dan mengembangkan pendidikan yang ada di dalam Pondok Pesantren, sejak itu MTs Al Amiriyyah mengikuti kurikulum Departemen Agama, sekaligus peserta didiknya berhak mengikuti Ujian Negara.

Departemen Agama dengan segala perhatiannya pada tahun 1981 mengirim bantuan guru ke MTs Al Amiriyyah, beliau adalah Bapak Djoko Supriyono, S.Ag, M.Pd.I yang dinasnya terhitung 01 Agustus 1981 dengan S.K Ka Depag Kabupaten Banyuwangi Nomor : Min.26/1a/Agustus/81. Mulai tahun 1983-1984 dipercaya sebagai Kepala Sekolah MTs Al Amiriyyah Pon-Pes Darussalam Blokagung Tegalsari Banyuwangi samapai dengan tahun 1994, kemudian beliau ditugaskan di Madrasah Aliyah Al Amiriyyah, kepala sekolah MTs Al Amiriyyah ditugaskan kepada Drs. M. Khozin Kharis 1994 sampai tahun 2000. kemudian pada tahun 2001 beliau ditugaskan ke Madrasah Aliyah Al Amiriyyah dan Kepala MTs Al Amiriyyah pada tahun 2001 samapai dengan 2008 dikepalai oleh Drs. Muh. Nuchi, M.Pd.I, kemudian setelah itu digantikan oleh Bapak Masrofi, M.Pd.I Dan pada tahun 2019 digantikan oleh **Bpk Ahmadi, M.Pd.I** sampai sekarang.

C. VISI DAN MISI MTs Al Amiriyyah

VISI : *"Unggul dalam kompetensi agama, akademik, life skill dan berakhlakul karimah"*

MISI :

- **membekali pengetahuan agama islam yang kuat.**
- **meningkatkan kesadaran diri siswa atas tugas dan kewajiban beribadah**
- **meningkatkan kualitas tingkat kelulusan**
- **mengenalkan dan membekali siswa dengan ketrampilan kecakapan hidup**

- **mengamalkan dan melaksanakan budaya ahlakul karimah dalam kehidupan sehari-hari**

D. PROGRAM DAN SCHEDULE SEKOLAH

No	Tanggal	Jenis Kegiatan	
		Kelas IX	Kelas VII dan VIII
1	02 jun-30 Jun '20	Libur	Libur
2	14-31 Jul '20	Jam Efektif	Jam Efektif
3	01-08 Nov '20	Bimbingan UAN	Jam Efektif
4	09-14 Nov '20	Midle Semester	Midle Semester
5	15 Nov – 12 Des ''20	Jam Efektif	Jam Efektif
6	12-18 Des '20	Semester Ganjil	Semester Ganjil
7	19 Jan – 01 Feb '1	Jam Efektif	Jam Efektif
8	02 – 05 Feb '21	Try Out I	Jam Efektif
9	06 – 28 Feb '21	Jam Efektif	Jam Efektif
10	02 – 05 Mar '21	Try Out II	Jam Efektif
11	06 – 07 Mar '21	Jam Efektif	Jam Efektif
12	08 – 17 Mar '21	Libur Maulud	Libur Maulud
13	18 – 22 Mar '21	Jam Efektif	Jam Efektif
14	23 – 26 Mar '21	Try Out III	Jam Efektif
15	27-29 Mar '21	Jam Efektif	Jam Efektif
16	30 Mar - 04 Apr '21	Semester Genap	Jam Efektif
17	05 – 06 Apr '21	Ujuan Susulan	Jam Efektif
18	07 – 26 Apr '21	Jam Efektif	Jam Efektif
19	27 – 30 Apr '21	UAN '20	Libur
20	01 – 03 Apr 21	Jam Efektif	Jam Efektif
21	04 – 07 Apr '21	Ujian Susulan	Jam Efektif

22	08 – 14 Apr '21	Ujian Praktek	Jam Efektif
23	15 – 20 Mei '21	UAM	Libur
24	21 – 23 Mei '21	UAY	Libur
25	15 – 21 Jun '21	Libur	Semester Genap
26	22 – 23 Jun '21	Libur	Remidi / Susulan
27	24 Jun '21	Sidang Kelulusan Yayasan	Sidang Kenaikan Kelas
28	25 Jun '21	Libur	Pembagian Raport

E. STRUKTUR ORGANISASI SEKOLAH

STRUKTUR ORGANISASI MTs AL AMIRIYYAH

Blokagung Tegalsari Banyuwangi

Tahun Ajaran 2020/2021

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┌─────────────────────┐              ┌─────────────────────┐
│   Kepala Madrasah    │- - - - - - - │   Komite Sekolah     │
├─────────────────────┤              ├─────────────────────┤
│                      │              │   Ka.Tata Usaha      │
└─────────────────────┘              └─────────────────────┘
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Stap Tata Usaha

1. As'ad Munandir, S.Pd
2. Fahmi Iskandar, S.Pd
3. Ahmad Fauzi, S.Pd

WKM. Kurikulum	WKM. Sarpras

WKM. Kesiswaan	WKM. Bendahara

WKM. Humasy	Pembina OSIS Pa/Pi	BP/BK	Bendahara Bos
		1. Aris Fadhillah, S.Pd	

Koord. Esktra Kurikuler	Koord. Madin Desa	Koord. Tahfidz	Koord. Unggulan
			1. Kumalasari, S.Pd

Kelas IX

A. Moh. Thoha, S.Pd
B. Asngadi Rofik, S.Pd
C. Sidiq, S.Pd.I

Kelas VII	Kelas VIII
A. Drs. Imam Tauhid B. M. Sidiq Purnomo, S.Pd C. Sunaryo, S.Pd D. Markaban, S.Pd E. Aris Fadillah, S.Pd F. Ismawati, S.Pd G. Nining Pratiwi, S.Pd H. Jazilatun Naimah, S.Pd I. Shofi Amalia. S.Pd J. Mutamaina. S.Pd	A. Moh. Abdul Qohar, M.Pd B. Husnul Khotimatuz Z, S.Pd C. M. Rizky Ilham Syah, S.Pd D. Yazid Fatoni E. Drs. Nor Kholis F. Nur hasyim G. Roisatul Azizah, S.Pd H. Athiyah Arfiyana, S.Pd

F. DATA GURU DAN KARYAWAN

DATA GURU DAN KARYAWAN

MTs AL AMIRIYYAH BLOKAGUNG

No	NAMA GURU	Pelajaran
1	Masrofi, S.Pd.I.M.Pd.I	Aqidah Akhlaq
2	Drs. Imam Tauhid	IPS Terpadu
3	M. Shidiq Purnomo, S.Pd	IPS
4	Leni Agustina, S.Si	IPA Terpadu
5	Ahmadi, S.Pd.I.M.Pd.I	Qur'an Hadis
6	Nur Hasyim	Aqidah Akhlaq
7	Muh. Toha, S.Pd	B. Indonesia
8	Moh. Asrofi, S.Pd.I	IPS Terpadu
9	Waras, S.Pd.I	B. Arab
		Ke-Nu-an
10	Erlan Cahyaningsih,S.Pd	Matematika
11	Rijalawanur. SPd	Matematika
12	Eko Dewi Nugrohety, SPd	PPKn
		B. Inggris
13	Drs. Nur Kholis	Penjaskes
14	Hadrotun Ni'mah, S.Ag	Fiqih
		B. Indonesia
15	Muslimin, S.Pd.I	B. Arab

16	As'adi Rofik, S.Pd	B. Indonesia
17	Leni Agustin, S.Pd	IPA Terpadu
18	Aris Fadillah, S.Pd.I	SKI
		PPKn
19	Sholehan, S.Pd.I	Fiqih
		Ke-Nu-an
20	Sunaryo, S.Pd	B. Inggris
21	Kumalasari, S.Pd	IPA Terpadu
22	M. Ali Nasihin, S.Pd	Komputer
23	Shofi Amalia, S. Pd	Qur'an Hadis
		IPS Terpadu
24	Moh. Abdul Qohar, S.Pd	Matematika
25	Siti Masrifah Nuraini, S.Pd	B Arab
26	Moh Sidiq Purnomo, M.Pd	Aqidah Akhalq
27	Muh. Rizky Ilhamsyah	Penjaskes
28	Mar'atus Sholihah, S.Pd	B. Indonesia
29	Arbaiyyah, S.Pd	Bhs. Inggris
30	Nining Pratiwi, S.Si	IPA Terpadu
31	Rini Nur Diana, S.Pd	B. Inggris
		Prakarya/SBK
32	Roisatul Azizah, S.Pd	Matematika
33	Mutmainnah, S.Pd	Matematika
		PPKn
34	Jazilatun Naimah, S.Pd	IPS/Pramukla
35	Atiyah Arifiyana	b. inggris
36	Harun Afandi	PPKN/Prmuka
37	Markaban, S.Pd	B Indonesia
38	M. Arif Rahmatullah, S.Pd	Ka. TU/B Inggris
39	Ahmad Sa'ad , S.Pd	Staf TU
40	Moh. Fatoni	Staf TU
41	Markaban, S.Pd	Staf TU
42	Rohmat ainur rofiq, S.Pd	Staf TU

a. **Hubungan kerja/pertanggungjawaban kerja**

Hubungan kerja di MTs Al Amiriyyah itu hanya meliputi 2 hal yaitu

a)   Hubungan kerja antara guru dengan Kepala sekolah

b)   Hubungan kerja antara guru dengan guru yang lainnya

Sedangkan pertanggung jawaban kerja yang ada di MTs Al Amiriyyah itu hanya ada satu yaitu :

b. Pertanggung jawaban antara guru dengan Kepala sekolah

   Pertanggung jawaban ini meliputi dalam hal :

1. Pembuatan laporan perangkat pembelajaran seperti :

   - APP
   - Program tahunan
   - Program semester
   - Program satuan pelajaran
   - Program rencana pengajaran
   - Program mingguan guru

2. Keaktifan siswa

3. Dan lain-lain

1.   Pengkoordinasian (Coordinating)

   a. Keseimbangan peran guru dan karyawan sekolah

   Setiap organisasi itu pasti mempunyai kegiatan-kegiatan tersendiri yang dapat memajukan organisasi tersebut sehingga orang-orang yang ada di organisasi tersebut mempunyai peran dan tugas sendiri-sendiri. Begitu juga dengan MTs Al Amiriyyah ini. Untuk mencapai agar kegiatan terlaksana dengan maksimal maka lembaga ini menyeimbangkan peran guru dan karyawan sekolah dalam artian saling kerja sama dan saling membantu antara guru dengan karyawan sehingga kegiatan yang ada di lembaga ini terlaksana dengan maksimal.

   b. Penjadwalan kerja

   Agar kerja sama antara guru dengan karyawan di MTs Al Amiriyyah ini dapat berjalan dengan baik, maka lembaga ini membuat jadwal piket dengan tujuan agar supaya kegiatan belajar mengajar dapat terlaksana dengan lancar dan tidak ada kelas yang kosong atau bisa dikatan tidak ada kegiatan belajar mengajar. Adapun jadwal piketnya sebagai berikut :

JADWAL PIKET GURU

MTs Al Amiriyyah Tegalsari Banyuwangi

NO	HARI	NAMA
01	Senin	Drs. Imam Tauhid
02	Selasa	Rijala Wanur, S.Pd
03	Rabu	Ahmadi, S.Pd.I
04	Kamis	Nur Hasyim
05	Sabtu	Sunaryo, S.Pd
06	Ahad	Staf TU

c. Penyelesaian masalah / penyamaan presepsi demi tujuan bersama

Organisasi yang merupakan satu kesatuan dari beberapa personel yang selalu punya tujuan dan program-program tertentu tidak akan ernah bisa berjalan dengan lancar tanpa adanya koordinasi antara satu dengan yang lain. Begitu juga dengan MTs Al Amiriyyah ini, untuk menyelesaikan masalah dan untuk menyamakan presepsi untuk mencapai tujuan bersama yang diinginkan, lembaga ini telah menetapkan pertemuan rutin setiap satu bulan sekali. Selain itu juga lembaga ini terbiasa mengadakan rapat dadakan jika ada kepentingan yang mendadak atau terburu-buru.

c. Pelaporan ke Dinas / Departemen

Demi untuk kemajuan bersama dan semakin tertanamnya rasa kekeluargaan, maka lembaga ini selalu melaporkan agenda belajarnya ke Dinas atau Departemen setiap akhir semester sekali

2. Pengawasan (Controling)

a. Program supervisi Kepala Sekolah

Program supervisi Kepala Sekolah itu dibuat diawal tahun ajaran baru bersama-sama dengan Wakil Kepala Sekolah bersamaan dengan membuat RAPBS.

b. Tujuan supervisi kepala sekolah

Adapun tujuan dari sepervisi kepala sekolah yaitu untuk membuat kestabilan kinerja kepala sekolah serta bawahannya

c. Pelaksanaan supervisi kepala sekolah

Pelaksanaan program supervise kepala sekolah tersebut diantaranya adalah :

a) Jangka pendek Yaitu setiap satu bulan sekali dengan objek murid, guru dan wali murid

b) Jangka menengah yaitu setiap satu semester dan

c) Jangka panjang yaitu setiap akhir tahun

d. Hasil supervisi kepala sekolah

Hasil dari supervisi kepala sekolah yaitu ditindak lanjuti untuk menyempurnakan program ajaran berikutnya dan sebagai laporan pengurus

e. Supervisi oleh pengawas sekolah

Supervisi oleh pengawas sekolah itu diadakan setiap tri wulan dan ditindak lanjuti oleh semua guru.

Nomor : 31.5/211.24/FTK.IAIDA/C.3/VIII/2021
Lamp. : -
Hal   : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:
Kepala MTs Al Amiriyyah

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

      Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama   : **YENI KOMARIYAH**
TTL   : **Rantau Durian, 11/10/1999**
NIM /NIMKO   : **17112210048/2017.4.071.0147.1.000069**
Fakultas   : Tarbiyah dan Keguruan (FTK)
Program Studi   : Tadris Bahasa Inggris (TBIG)
Alamat   : Dusun Dusun III Rt 003 Rw 000 Kel. Rantau Durian I Kec. Lempuing Jaya Kab. Ogan Komering Ilir Prov. Sumsel
HP   : 082131812336
Dosen Pembimbing   : **Adib Ahmada, M.Pd.**

      Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.
Adapun judul penelitiannya adalah:
"The Use Of Oral Drill Method In Teaching Speaking At The Eighth Grade Excellent Class Of Mts Al-Amiriyyah Blokagung Tegalsari Banyuwangi In Academic Year 2020/2021"

      Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 04 Agustus 2021
Dekan

Dr. Siti Aimah, S.Pd.I., M.Si,
NIPY. 3150801058001

SURAT KETERANGAN PENELITIAN
NOMOR: 31.1/   67   /MTsA/E.05/VIII/2021

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Al Amiriyyah kecamatan Tegalsari, Kabupaten Banyuwangi, dengan ini menerangkan dengan sebenarnya, bahwa mahasiswa yang beridentitas di bawah ini:

N a m a   : **YENI KOMARIYAH**
Tempat, Tgl Lahir   : Rantau Durian, 11 Oktober 1999
NIM   : 17112210048
Fakultas   : Tarbiyah dan Keguruan (FTK)
Program Studi   : Tadris Bahasa Inggris
Angkatan   : 2017

Benar-benar Telah Melaksanakan Penelitian, Dengan judul : **"The use of oral drill method in teaching speaking at the eighth grade excellent class of MTs Al-Amiriyyah Blokagung Karangdoro Tegalsari Banyuwangi in academic year 2020/2021** sebagai persyaratan dalam menempuh ujian skripsi di Institut Agama Islam Darussalam (IAIDA), adapun waktu Penelitian mulai tanggal : **"11 - 30 Juli 2021"**

Demikian surat keterangan ini kami buat, untuk sedapatnya dipergunakan sebagaimana mestinya.

Blokagung, 07 Agustus 2021
Kepala Madrasah

AHMADI, M.Pd.I

NIM	17112210048
NAMA	YENI KOMARIYAH
FAKULTAS	TARBIYAH DAN KEGURUAN
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS
PERIODE	20202
JUDUL	THE USE OF ORAL DRILL METHOD IN TEACHING SPEAKING AT THE EIGHTH GRADE EXCELLENT CLASS OF MTS AL-AMIRIYYAH BLOKAGUNG TEGALSARI BANYUWANGI IN ACADEMIC YEAR 2020/2021.

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20202	08 Agustus 2021	08 Agustus 2021	Acc Thesis	Bimbingan 9
2	20202	01 Agustus 2021	01 Agustus 2021	Revisi Bab 1-5	Bimbingan 8
3	20202	15 Juli 2021	15 Juli 2021	Bab 5	Bimbingan 7
4	20202	01 Juli 2021	01 Juli 2021	Bab 4	Bimbingan 6
5	20202	28 April 2021	28 April 2021	Acc bab 1,2,3	Bimbingan 5
6	20202	25 April 2021	25 April 2021	Bab 3	Bimbingan 2
7	20202	12 April 2021	12 April 2021	Bab 2	Bimbingan 3
8	20202	03 April 2021	03 April 2021	Bab 1	Bimbingan 2
9	20202	29 Maret 2021	29 Maret 2021	Judul	Bimbingan 1

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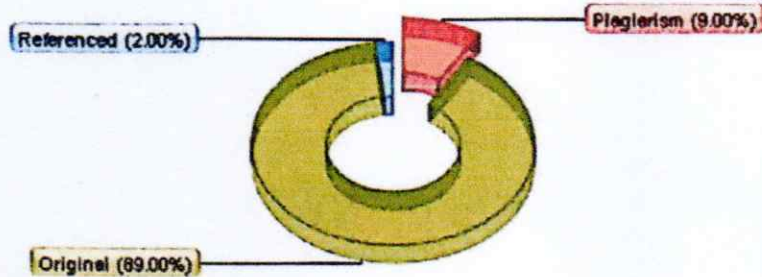
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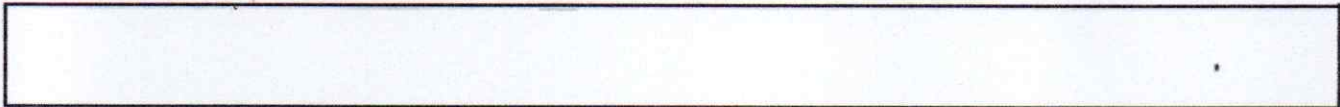❷ Prasetel Perbandingan: Menulis kembali ❷ . Bahasa yang terdeteksi:

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Education Stage :

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2. **Madrasah Tsanawiyah Baiturrohman (2011-2014)**
3. **Madrasah Aliyah Darul Ulum (2014-2017)**
4. **IAIDA Blokagung English Department (TBIG) (2017-2021)**