THESIS

IMPLEMENTING DIRECT PRACTICE METHOD TO IMPROVE

SPEAKING SKILL OF TENTH GRADE STUDENTS AT SMK 17

AGUSTUS 1945 MUNCAR – BANYUWANGI

IN ACADEMIC YEAR 2021/2022

BY

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FACULTY OF EDUCATION AND TEACHER TRAINING

ISLAMIC INSTITUTE DARUSSALAM

BLOKAGUNG BANYUWANGI

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in English Education Department

BY

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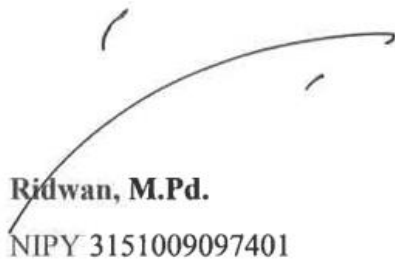
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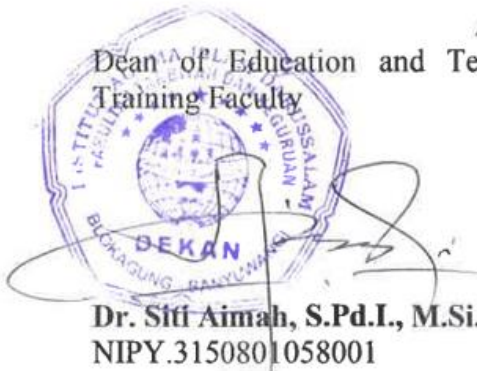
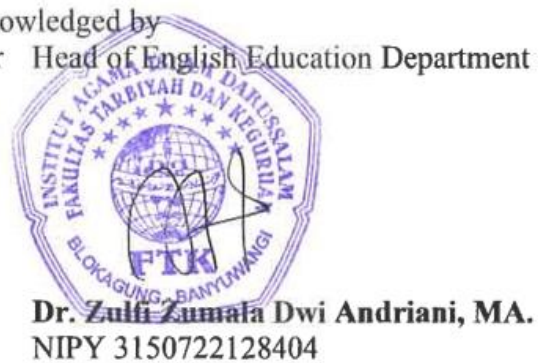Examiner 2

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DEDICATION

I DEDICATE THIS THESIS TO MY
BELOVED PARENT AND HUSBAND

Thank you so much for your material and non-material support, for encouraging

me to finish this thesis as soon as possible, for his love and patience, and for your

mental support and love.

No One was Born as fool Person

Education is the movement

from darkness to light

-Allan Bloom-

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has granted us permission to conduct study and assisted us throughout the experiment.

7. Thank you for your mental support and affection, Mr. Wahyudi and Mrs. Sri Ningasih.

8. To my loving spouse Yoga Lautarta, thank you so much for your material and non-material support, for encouraging me to finish this thesis as soon as possible, for his love and patience, and for your mental support and love.

9. To my dear brother Bhaktiar Dimas Saputra, who is always prepared to assist and pray for me.

10. Tadris Friends in English 2018

11. SMK 17 August 1945 Muncar with all X graders. Finally, the researcher thinks that his findings will be valuable to readers, particularly English Education Program students interested in conducting research, as well as other researchers.

ABSTRACT

Aliviana Dewi, 2022. "Implementing Direct Practice Method to Improve Speaking Skill of Tenth Grade Students at SMK 17 Agustus 1945 Muncar – Banyuwangi in Academic Year 2021/2022."

Keywords   : Direct Practice, Improve, Speaking skill.

In addition to having a role in various aspects of life, English is also a problem for students who want or are learning it, especially in speaking. The difficulties are caused by several factors, including the lack of practice in speaking, the difficulty of students to pronounce certain vocabulary, the limited vocabulary they have, and the lack of self-confidence of students. This study uses CAR (Classroom Action Research) as the methodology of the research by using a qualitative approach. The purpose of this study was to find out how is the application Direct Practice Method to Improve Speaking Skill.

This research method used class action research (CAR), And in this research contains two cycles which every single cycle contains two meeting, moreover, this research carried out according to class action research process steps such as: preliminary study, planning, implementing, observing, reflecting.

This study aims to determine the improvement of the direct method in teaching speaking achievement. This research is applied using Classroom Action Research. It is done through planning, action, observation, and reflection. This research was conducted at SMK 17 August 1945 Muncar-Banyuwangi. The subjects of this study were all students of class X RPL consisting of 27 students. This research a positive impact on student achievement, especially in speaking. The researcher conducted two cycles in this study, there were two meetings in cycle 1 and two meeting in cycle 2. Quantitative data shows that the average score in cycle 1

is 61.54, the average score in cycle 2 is 85.75. Qualitative data obtained from observation sheets in each cycle showed that the improvement of student, so this research is declared successful because the results obtained by students have met the predetermined success criteria. Based on the results of prove that Direct Practice improves student achievement in speaking.

ABSTRACT

Aliviana Dewi, 2022. *Penerapan metode praktek langsung untuk meningkatkan keterampilan berbicara siswa kelas X SMK 17 Agustus 1945 Muncar – Banyuwangi tahun ajaran 2021/2022.*

Kata Kunci : Metode praktek langsung, meningkatkan, berbicara.

Selain memiliki peran yang dalam berbagai aspek kehidupan, bahasa inggris juga menjadi kesulitan bagi peserta didik yang ingin atau sedang mempelajarinya, khususnya dalam berbicara. Adapun kesulitan tersebut disebabkan oleh beberapa faktor antara lain kurangnya praktik berbicara yang mereka lakukan, kesulitan peserta didik untuk melafalkan kosa kata tertentu, terbatasnya vocabulary yang dimiliki, dan kurangnya rasa percaya diri peserta didik. Penelitian ini menggunakan metode CAR (Classroom Action Reserach) dengan menggunakan pendekatan kualitatif. Tujuan penelitian ini adalah untuk mengetahui bagaimana penerapan task-based learning strategy dengan membuat video perkenalan dapat meningkatkan kemampuan berbicara peserta didik.

Metode penelitian ini menggunakan penelitian tindakan kelas (PTK), Dan dalam penelitian ini terdiri dari dua siklus yang setiap siklusnya terdiri dari dua pertemuan, apalagi penelitian ini dilaksanakan sesuai dengan langkah-langkah proses penelitian tindakan kelas seperti: studi pendahuluan, perencanaan, pelaksanaan, observasi, mencerminkan.

Penelitian ini bertujuan untuk mengetahui peningkatan metode langsung dalam mengajar prestasi berbicara. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK). Dilakukan melalui perencanaan, tindakan, observasi, dan refleksi. Penelitian ini dilaksanakan di SMK 17 Agustus 1945 Muncar-Banyuwangi. Subjek penelitian ini adalah seluruh siswa kelas X RPL yang terdiri dari 27 siswa. Penelitian ini berdampak positif terhadap prestasi belajar siswa khususnya dalam berbicara. Peneliti melakukan dua siklus dalam

penelitian ini, ada dua pertemuan pada siklus 1 dan dua pertemuan pada siklus 2. Data kuantitatif menunjukkan bahwa skor rata-rata pada siklus 1 adalah 61,54, rata-rata skor pada siklus 2 adalah 85,75. Data kualitatif yang diperoleh dari lembar observasi pada setiap siklus menunjukkan adanya peningkatan siswa, jadi penelitian ini dinyatakan berhasil karena hasil yang diperoleh siswa telah memenuhi kriteria keberhasilan yang telah ditentukan. Berdasarkan hasil membuktikan bahwa Direct Practice meningkatkan prestasi siswa dalam berbicara.

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CHAPTER I

INTRODUCTION

A. **The Background of the Study**

The English language is critical for our lives in this era of globalization. In fact, it is the world's second most widely spoken language. As a result of globalization, the English language has been more widely used. Foreign languages are rarely utilized in the immediate social context of students, learning in the context of travel and other intercultural contact, academically or sensibly, according to Saville and Troike (2005: 4). The ability to speak and write English has long been considered one of the most important professional talents. Learning English in Junior High Schools is crucial because it not only prepares us for the globalization process, but it also allows Junior High School students to continue their education at a higher level. English is taught as a lesson that students must control.

Septia (2018) Demonstrates that teachers benefit from proper teaching environments, which is why in teaching English as a second language, new and modified patterns are used so that the end result of the teaching process contributes more input to a satisfied learning outcome. Recently, people all over the world have encouraged the use of English as a target or second language based on entire interactions and communication playing a major role in all aspects of their lives. English is the most extensively used language in the teaching and learning process in a variety of contexts, both formal and informal.

Thereunto, in the Al- Qur'an surah Ar- Rahman verse 1-4 Allah already declared:

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

اَلرَّحْمٰنُ, عَلَّمَ الْقُرْاٰنَّ ـ ٢ خَلَقَ الْإِنْسَانُ ـ ٣ عَلَّمَهُ الْبَيَانَ ـ ٤

"The beneficent, hath known the Qur'an, He hath created man, He hath taught him utterance"

Language is a tool used by communication to exchange opinions and ask questions about something. Throughout history language has not ceased to be human speech. Where there is human, there is also a language. "For the quantity of foreign language learners should emphasize speaking competence in English to be learned," according to Richard (2008: 19 In Nurhayati and Harpen 2018: 79). More interestingly, people talk about language thourgh language as well. That the greatness of human and language at the same time. Human a creature of God, the rightful owner of language. Language of the center of human understanding and misunderstanding. The point is that something that is not clear can become clearer because of language.

We can communicate completely and effectivelly, so that we can convey intentions, ideas, and opinions to oteher by using language. In this case we will discuss about speaking in a foreign language, namely English language. A language that is always common can be learned by every individual, for now it has become a necessity for us to be able to speaking English so that it is not outdated. In Indonesia, English is a well-known foreign language. It is one of the most crucial parts in Indonesian education. Because English is used in a variety of languages in our country.

Speaking is also one of the most vital communication skills in English. Foreign language skills, particularly English, are very high to support various kinds of communication needs in order to improve quality and the reliability of education in Indonesia. Given that we are living in a period of globalization, which directly or indirectly uses foreign languages to communicate more and more and is popular, along with the development of technology and science, foreign language skills, particularly English, are very high to support various kinds of communication needs in order to improve quality and the reliability of education in Indonesia. Because English is an international language, we will be able to communicate easily even if we are in another country.

Reading, listening, speaking, and writing are the most common ways for beginners to learn basic English. The four talents are separated into two categories: receptive and productive skills. Listening and writing are separate talents, but speaking and writing are productive abilities. In Indonesia, English is a foreign language that is taught from elementary school to university level schooling. English is a worldwide language that is extremely necessary for its primary students to master and can also be learned by other adults in general. Because anyone can speak English at any time and in any location. Especially in today's world, which is becoming increasingly advanced and technological. It has become necessary to communicate in English. The following experts base their definition of speaking on Harmer's opinion (in Tarigan, 1990:12). Speaking skills, he claims, can be acquired through three methods: learning a new language, training, and communicative activities.

Mastering English well is a very useful speaking skill in this day and age. As we know today, speaking is a parameter of language proficiency. This means that people need some kind of teaching speaking activities to be able to speak well. The activity of teaching speaking can have an effect on our speaking ability because it indirectly makes us practice more often than before. teaching speaking is about learning a foreign language, namely English.

Speaking a foreign language is a meaningful oral practice, so people must be able to understand every word spoken by the other person because they use a foreign language. The ability to speak a foreign language will encourage someone to express opinions or some interesting ideas orally that have been said. Need a way that is considered the most relevant and up-to-date in the teaching and learning process. English is a lesson that has become one of the main materials in the world of education in Indonesia, and to teach English material, several methods or methods are needed that are adapted to the conditions and situations of the students themselves. According to Brown (2001), oral communication competence or speaking skill is a goal of English learning. Speaking also involve communictive performance and other important element such as, pronunciation, grammar and vocabularies.

According to Campbell (1978:32 in Umar 2019:156) speaking is an activity on the part of that other to understand what was in the mind of the first. Moreover, the interaction process between a listener and a speaker is also speaking, the messages from a speaker to a listener orally which is delivered by the process of communication is also in orally's communication is speaking. However, according to many assumptions, the ability to speak English is not easy according

to young students in Indonesia, because English is a foreign language that is not used in daily life.

Therefore, to determine the ability to speaking English, the researcher conducted a preliminary study to one of the public Vocational School in SMK 17 Agustus 1945 Muncar. Muncar Vocational High School is located in Jl. Raya Blambangan No. 37 Muncar Banyuwangi.

When the researcher did English Teaching Practice at SMK 17 Agustus 1945 Muncar-Banyuwangi, the researcher found that some students at the school were still in state of several problem in speaking English. mostly some students had no experience to speaking English. from that case the students get some problem such as: The first poor speaking ability, the second embarrassed to speaking English, then fear of communicating oral speak with other people, reluctance to speak, not memorize vocabulary, and lack peers or social circle with whom they are explore their speaking potentials. The students at the school still have very little desire to start speaking English, in fact there are some students also take English course in other place but they still cannot invite other friends to be interested in speaking English. Most of them are focused on their respective class majors, rather than having a desire to learn more about English rather some of them are not interested in learning and speaking English. Because some of the problems that exist and have been mentioned above, Minimum Completeness Criteria of some students do not meet the requirements, and some of the students' grades are below average, the researcher uses a method that is easily accepted by students, namely the use of the direct method to hone each student's English speaking. therefore, researcher are interested in taking research

at the school and want to solve some problems there. On that occasion the researcher chose to examine the tenth grade of RPL (Rekayasa Perangkat Lunak) majors.

With this thesis, the researcher offers a solution to the challenges mentioned above Implementing Direct Practice Method to Improve Speaking Skill Of Tenth Graders At SMK 17 AGUSTUS 1945 Muncar-Banyuwangi In Academic Year 2021/2022. There are various abilities in the class, there are some who are interested in learning English and try to practice speaking in front of their friends, there are also those who have absolutely no desire to know, but this time the researcher is more challenged to explore the class, so that find out why they like and don't like English. it turned out that most students answered they did not know the translation of the word they wanted to express and again they were embarrassed and afraid to speak the wrong way. With the various reasons that have been described, the researcher becomes more aware of what and how to overcome all of the students' reasons.

The researcher considered the use of Direct Practice as an appropriate strategy to help students improve their speaking skill. Direct practice in social work constitutes one-on-one contact with people at the micro level and is usually identified as working with people directly at the individual, group, or family level. By applying direct practice to improve speaking skills, the researcher uses the direct method. The method is expected later so that students can immediately be moved to be willing to speak English. By going forward in front of the class speaking English one by one to introduce themselves to each other first, after that it can be continued with the material that the researcher has provided, namely

"Daily Activity or Daily Routine" from there we will understand how and what are the weaknesses of the students in the class.

After giving examples of successful words in daily activities, we can continue by training students to learn to listen to English songs. Furthermore, we can also teach students confidence by practicing speaking English in front of the mirror. Teach students to continue the practice speaking English. More importantly find friends who are willing to speak English and try to speak English with each other.

Departing from discussion above, th researcher wanted apply the Direct Practice in the process of teaching English speaking skills at SMK 17 Agustus 1945 Muncar – Banyuwangi. The finding of this study are reported in this minor thesis entitled **"Implementing direct practice method to improve speaking skill of tenth grade at smk 17 agustus 1945 muncar – banyuwangi in academic year 2021/2022"**.

B. Research Problem

Based on the background of the study above, the research problem of formulation is "how is the implementation of direct practice method to improve speaking skill of tenth graders at SMK 17 Agustus 1945 Muncar – Banyuwangi in academic year 2021/2022?"

C. The Objective of Research

Based on the formulation of the research problem, the purpose of the research is to descibe the implementation of direct practice method to improve speaking skill of tenth graders at SMK 17 Agustus 1945 Muncar – Banyuwangi in academic year 2021/2022?

D. The Significant of the Research

The research is expected to be useful information for many people in learning process, such as:

1. Teacher

   The result of the study gives an input to the teacher in teachig orally. And direct practice method can be implemented in the real situation as well as an alternative approach in teaching speaking in the classroom.

2. Student

   This result of the study gives benefits to student in improving their skill in learning speaking.

3. The next researcher

   This research study can give contribution and information for the next researcher who wants to conduct more complex research especially for pronunciation, grammar, vocabullary, and smoothness in speaking.

E. The Scope of Limitation

This research study is limited to the process of Implementation Direct practice able to improve students' speaking skills of tenth graders at SMK 17 Agustus 1945 Muncar – Banyuwangi in academic year 2021/2022. Furthermore, the criteria for success that has been set was 75 which is the KKM of school.

F. The Definition of Key Terms

1. Implementing

   Implementing is the action of putting a well-thought-out and detailed strategy into effect. Following the completion of the planning phase, the implementation phase begins. Implementing, according to Nurdin Usman, is based on activity, action, action, or the existence of a mechanism for a system; implementing is not merely an activity, but one that is planned and designed to meet the activity's goals. Implementing can also refer to the act of carrying out something, which derives from the English word implement. That it is possible to conclude that implementation is a planned activity, not just an activity, and that it is carried out seriously in accordance with specified standards in order to fulfill the activity's goals.

2. Speaking Skill

   Wilson (1983: 5) defines speaking as the establishment of a relationship between the listener and the person who is speaking. Speaking is primarily used to build communication by expressing it in a creative manner.

3. Direct practice method

   The direct method or direct model is a way of teaching foreign language subject matter where the teacher directly uses the foreign language as the language of instruction, and without using the language of the students at all in teaching. If there are words that are difficult for students to

understand, then the teacher can interpret them by using props, demonstrating, describing and others.

CHAPTER II

LITERATURE REVIEW

A. Definition of Speaking Skill

According to Brown, speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. It means that when we speak something it can be directly measured by listener.

Speaking abilities are described as the ability to effectively communicate. The ability to deliver information directly and indirectly in a way that the audience understands is known as speaking ability. Wilson (1983:5) describes speaking as the evolution of the speaker-listener interaction. Furthermore, identifying which logical, verbal, psychological, and physical norms should be used in a certain communication context. To communicate clearly and concisely, the speaker must know exactly what he wants to communicate, be able to assess the impact of his communication on the listener, and comprehend the objective and purpose of communicating to the other person. Septia: (2018) One of the four essential skills that students must develop is speaking. Talking It has a significant impact on communication. The oral cycle contains the activity of speaking. Students face a variety of challenges when it comes to speaking, some of which are related to the language itself. In fact, even if they have a large

vocabulary and have written it correctly, the majority of the pupils have difficulty communicating. As a result, speaking is understood as communication, and speakers must be able to specify what they wish to say as efficiently as possible in order to transmit the message.

B. Types of Classroom Speaking Performance

Designing acceptable assessment tasks, according to Brown (2003:141), begins with the identification of objectives or criteria, as it does with all effective tests. Those goals can be divided into numerous categories based on the sort of speaking performance:

1. Imitative

It's probably evident what the pupil is attempting to do at the imitative level. At this level, the student is merely attempting to repeat what has been spoken to them in an understandable manner while adhering to the teacher's pronunciation guidelines. It makes no difference if the learner understands what they are saying or can carry on a discussion. The primary purpose is to repeat what was spoken to them.

A "repeat after me" experience in the classroom is a good example of this. The ability to just parrot back (imitate) a word, phrase, or maybe a sentence is at one end of a continuum of sorts of speaking performance. While this is just a phonetic level of oral production, the criterion performance can reveal a number of prosodic, lexical, and grammatical features of language.

2. Intensive

The production of brief lengths of oral language aimed to indicate proficiency in a restricted band of grammatical, phrasal, lexical, or phonological relationship is a second style of speaking that is widely used in assessment contexts (such as prosodic element-intonation, stress, rhythm, juncture). Directed response activities, reading aloud, phrase and dialogue completion are examples of comprehensive assessment tasks.

Limited picture-cued tasks include simple sequences and relationships up to the simple sentence level are examples of limited picture-cued tasks. Intensive speaking entails a limited amount of linguistic production in a tightly controlled environment. To give an example, read a passage aloud or give a clear response to a basic question. At this level, competence is demonstrated by acquiring grammatical or lexical mastery. This is dependent on the expectations of the teacher.

3. Responsive

Interaction and comprehension tests are included in responsive assessment activities, but they are confined to extremely short discussions, basic greetings and small talk, simple requests and comments, and the like. Although responsive is slightly more complicated than intensive, the distinction is, to say the least, hazy. At this level, the discourse consists of a short query and one or two follow-up questions. By this time, there have been a few conversations, but they have been brief. Those replies are usually sufficient, meaningful and do not extend into dialogue :

K: How are you today?

M: Pretty good, thanks.

K: What is the main idea of the text?

M: The united nation should have authority

4. Interactive

Intensive speaking is distinguished by the fact that it is usually more interpersonal than transactional. When we say interpersonal, we're talking about preserving relationships. At the response level, transactional speech is used to share information.

The context, or pragmatics, is the most difficult aspect of interpersonal speaking. When communicating, the speaker must be aware of the usage of slang, humor, ellipsis, and other devices. This is far more difficult than simply answering yes or no or giving directions to the bathroom in a foreign language.

5. Extensive

Extensive communication is usually accompanied by some form of monologue. Speeches, story-telling, and other such activities are examples. This requires a significant amount of planning and is not typical of impromptu communication. It's one thing to make it through a conversation in a foreign language.

To compensate for communication gaps, you might rely on each other's body language. When it comes to prolonged communication, however, the student can either talk in a comprehensive manner without relying on criticism or they can't. In my experience, the ordinary ESL student is incapable of doing so convincingly.

C. Aspect of Speaking

There are two types of fluency in speaking: accuracy and fluency. According to Marcel in Asri (2010:10), accuracy is defined as a person's ability to use proper words and phrase patterns. Accuracy is concerned with the proper use of pronunciation, grammar, vocabulary, and other abilities. In most lessons, the teacher builds accuracy through controlled or semi-controlled exercises in the early stages. Students rehearse a pattern while both seeing and using the language in a real-world setting. In any level of instruction, drills, staged dialogues, and short questions that prompt the language are all popular examples.

According to Harris (1974) there are five components of speaking skills concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

a. Comprehension

Oral communication necessitates both a subject who responds to speech and one who initiates it.

b. Grammar

Students must be able to construct a correct sentence in conversation. It is consistent with Heaton's (1978: 5) assertion that pupils' capacity to alter structure and recognize suitable grammatical form in appropriateness. Grammar is also useful for learning the proper technique to achieve proficiency in a language in both oral and written form.

Grammar concerns about the ability to produce correct and appropriate phrases, according to Heaten (1988:56). Prepositions, tenses,

such as the use of verbs, nouns, and adjectives, as well as conjunctions and articles, must all be considered by the writer. In addition, he claims that it is critical for the writer to clarify the proper use of point grammar because it will be difficult for the reader to understand. It has a significant impact, so we must read and reread what we have written.

c. Vocabulary

Vocabulary refers to the appropriate diction used in communicating. Without a sufficient vocabulary, it is impossible to communicate effectively or express oneself in both oral and written form. Another obstacle that stops people from learning a language is a limited vocabulary. Without grammar, little can be communicated, and without vocabulary, nothing can be communicated. As a result of this reasoning, the researcher concluded that English learners who do not master vocabulary will be unable to effectively speak or write English. When it comes to spoken language, mastering vocabulary is the first step in learning a language. It should be learned by a student who needs to improve his speaking skills.

According to Longman dictionary of contemporary English (Longman 1995:240) vocabularies are all words someone knows, learners or user the words in particularly language a list of words with explanation of their meaning, in a book for learning foreign language. This statement supported by Berlin in Jaharuddin (2007:15) states vocabulary is one of the significant components of learning. Vocabulary development is critical in any foreign language learning program, not only because it correlates with learners' intellectual maturity, but also because it can help students

improve their four language skills: without grammar, very little can be communicated, but without vocabulary, nothing can be communicated.

d. Pronunciation

Language characteristics (vocabulary and grammar) as well as skills are included in pronounciation (speaking and listening). We pronounce by observing and understanding the principles and patterns that lie behind the surface of speech, just as we do with vocabulary and grammar. When an English word includes two syllables, the first syllable is normally stressed for nouns and adjectives, while the second syllable is usually stressed for verbs.

Pronunciation is both physical and mental because it is an element of speech. We must retrain our speaking muscles in order to enunciate a new language. Listening to how the language sounds is also a part of pronunciation. We can practice by concentrating on related speech while listening to speech fragments.

e. Fluency

In the field of EFL, the term 'fluency' refers to the ability to talk easily and freely without having to pause and think about the grammar, vocabulary, or pronunciation needed to communicate.

The terms 'fluency' and 'accuracy' are frequently used interchangeably. One could speak fluently (without pauses) but be exceedingly inaccurate throughout, making several grammatical or lexical errors. (Notice the distinction between the layperson's and the EFL definitions of fluency.)

D. The Concept of Direct Method

a. Definition of Direct Method

Brown (2007:21) believes that direct approach emphasizes oral engagement, with the basic premise being that learning a second language should be more like learning a first language - plenty of spontaneous and natural oral practice without translation or grammatical analysis. The direct method of language education involves using the teachers' bodily and mental talents to develop an immediate and audiovisual relationship between experience and expression, words and phrases, idioms and meanings, rules and performances, all without the use of the learners' mother tongue.

1. The direct approach of language education strives to provide a direct path into the target language's universe by establishing a link between experience and language, word and concept, thought and expression, and rule and performance.

2. The goal of this strategy is to teach pupils how to communicate in the target language.

3. This method is founded on the idea that the student should experience the new language in the same way that he or she experienced his or her mother tongue, without taking into account the fact that his or her mother tongue exists.

b. Aim of Direct Method in teaching English

According to H.G. Palmer, the goal of the direct technique is to create a direct link between experience and expression. Students should

think directly in English, according to the direct technique. When a student encounters a statement in the English language, the mother tongue should not be used in the translation technique. He considers the sentence's native language equivalent, and then considers the underlying idea or concept.

c. The Principle of Direct Method in teacing English

When instructors are in charge of learning in the classroom. In particular, while teaching speaking, they must understand what technique to use and what principles to follow in order to achieve successful learning. Here are some direct method principles based on Brown (2007:21) ideas:

1. The classroom was conducted entirely in the target language.

2. Only common vocabulary and phrases were taught.

3. Oral communication abilities have been developed in a carefully graded progression centered on question and answer exchanges between teachers and students in small, intensive classes.

d. The use of Direct Method

to use in order to achieve successful learning. Here are some direct method based on Brown (2007):

1. In front of the class, the teacher presents a discussion.

2. To help pupils understand the dialogue, the teacher asks them questions and they practice a laudably sound discourse.

3. The teacher instructs the pupils to notice and identify the dialogue's grammatical usefulness.

4. Using the direct method, the teacher asks the question orally.

e. The Advantage of Direct Method

According to H.G Palmer, the following are some of the benefits of using the Direct Method to teach English:

1. The direct method aids in the acquisition of perfect pronunciation.

2. It facilitates comprehension.

3. Saved time

 4. Aided in the teaching of idioms

5. It improves linguistic proficiency.

6. Psychological principle-based

7. There is no distinction between active and passive vocabulary.

E. Conceptual Framework

English is essential for our lives in the Globalization Era. In fact, it is the world's second most widely spoken language. English is becoming increasingly widely used as a result of globalization. The capacity to communicate in English, both orally and in writing, has become one of the most significant professional benchmarks. Learning English at Vocational Schools is crucial because, in addition to serving as a preparation for the globalization process, it also serves as a means for SMK students to continue their education at a higher level. English is taught as a lesson that students must learn. In our country, English is a foreign language that has evolved into an international language. For a long time, English has been taught in secondary schools. English is gaining more clout in the modern world and

has established itself as an international language. There's also the benefit of learning a new language.

F. Previous Studies

This research has also been carried out by several researchers and is strengthened by their thesis. There are several theses conducted by several researchers and related to this research below on previous research as follows:

1. The Implementation of Direct Method to Improve the Students' Speaking Achivement at SMK N 1 Medan in Academic Year 2018-2019 (action research study) by Ika Tri Septia. The result of this study showed that Software Adope Flash was improved the students' speaking achievement in term of news. Similarities with this thesis, the second Previous study has a qualitative approach as research methodology so did this research study. Furthermore, both of them implemented direct method as method in teaching. Differences the Second Previous Study used The Software Adope Flash as a media, on the other hand, this research study implemented a method that focused more on direct practice with the native speaker.

2. Implementing Direct Practice Method With The Native Speakers To Improve Student's Speaking Skill Of Usaha Jasa Wisata Department At Lkp Aloha Tegaldlimo In G-Land Bobby's Surf Camp Banyuwangi In Academic Year 2020/2021 by Danang Prayogo Utomo. Similarities with this thesis the Researcher took some of the research at above as a stregthened or to improve knowledge, that's have some similarities,

including the first method used from the three studies with the researcher's same, namely using Classroom Action Research (CAR), The second is the Object of Research has did in the same environment. Differences the researcher focused on improve native speaker. on the other hand, this research study implemented a method that focused more on direct practice to improve speaking skill.

3. Using The Direct Method In Teaching To Improve Students' Speaking Skill At Purikids Language Course Yogyakarta in the academic year of 2015/2016 (action research study) by Nila Andriyani. As mentioned in her result of research study "Based on the result of this research delivered that there was an improvement on students' speaking skill". Similarities The first Previous study has some similarities with this research study, either this research study or the first previous study used car (classroom action research) as the design of a research study. Besides, both of them used a qualitative approach include the procedure of research such as planning, acting. observing, and reflecting based on the model of Kemmis and Mc Taggart. Differences The first Previous study aimed to produce short sentence, on the other hand, this research study implemented a method that focused more on direct practice method as method in the improvement of speaking introduction to native speaker. However the first previous study conducted a research study involving second grade students of Purikids Language Course as 30 population, but this research study was conducted by Involving Usaha Jasa Wisata Class at Lkp Aloha Tegaldlimo as population or subject of the research study. The

Implementation of Direct Method to Improve TheStudents' Speaking Achivement.

CHAPTER III

RESEARCH METHODOLOGY

This chapter the setting of research, research design, instrument of the study, technique of data collection, and technique of data analysis.

A. **Research Design**

CAR (Classroom Action Research) according to Elliot (1982) is the study of social situations with the goal of improving the quality of action in those contexts. The researcher and collaborating instructor in this example formed a partnership to solve the difficulty of teaching speaking. The researcher acts as a teacher in this study, instructing students on how to use this method in the classroom and collaborating with an English teacher. As a result, classroom action research is a type of research undertaken by practitioners to improve educational procedures. The data for this study came from observations of the teaching-learning process in the classroom.

According to Stringer (2017:1) Classroom Action Research is an investigating systematic approach that is used to find the effectiveness and solution to solve problems in their situation. Stringer states that the basis of the action research routine is as below:

Table 3.1

Basic Action Research Routine

Activity	Explanation
Look	• Gather relevant information • Build a picture: Describe the situation (define and describe)
Think	• Explore and analyze: what is happening here? (Analyze) • Interpret and explain: How/why are thing as they are (theorize)
Act	• Plan (report) • Implement

B. Research Setting

This classroom action research took place in the academic year 2021/2022 at SMK 17 AGUSTUS 1945 MUNCAR BANYUWANGI, which is located at Dusun Krajan, Blambangan, Muncar, Banyuwangi Regency, East Java 68472. email (smk17agustus.1945-muncar@yahoo.com). Agustus 17, 1945 Muncar Vocational School was founded in 1976 by the National Education Foundation (YAPENAS) on August 17, 1945 in Banyuwangi. SMK 17 August 1945 Muncar initially controlled two skill competencies: accounting and business administration, but there are currently five: Accounting (AK), Commerce (PM), Hotel management (APH), Software Engineering (RPL), Technical light vehicle (TKR).

Muncar Vocational High School is located in Jl. Raya Blambangan No. 37 Muncar Banyuwangi, on this culturally rich Blambangan region, and was founded on August 17, 1945. Muncar Vocational School has not gone unnoticed by the Muncar sub-district government in terms of culture, as seen by the invitation of both dance groups and others to every Muncar sub-district

event. This study was place during the first semester of 2021, from October 6 to November 5.This study focuses on employing direct practice approaches in the learning process to improve students' confidence in speaking English in front of the class.

Table 3.2

Time of Research Study

No.	Activity		Date	Month	Year
1	Preliminary Study		13th	October	2021
2	The Cycle I	• 1 st meeting • 2 nd meeting	• 16th • 22th	October October	2021
3	The Cycle II	• 1 st meeting • 2 nd meeting	• 27th • 2nd	October November	2021

C. Research Subject Of the Study

The subject in this study were 27 of 10th grade students from the RPL Department of SMK 17 August 1945 Muncar-Banyuwangi. There were 9 female students and 18 male students in this study. This study was place during the first semester of the school year 2021/2022.

D. Procedure of The Study

The researcher would want to present Kurt Lewin's model of classroom action research in order to make it apparent. It can be represented in the following. The authors employed the Kemmis & McTaggart CAR

model (1998). This CAR was divided into two cycles, with cycle one being the first and cycle two being the second. According to Kemmis & McTaggart (1998), action research typically encompasses four main phases in a research cycle. (1) planning, (2) action, (3) observation, and (4) reflection are the four phases of a cycle. The four phases are depicted in the diagram.

Figure 2 Classroom Action Research Design
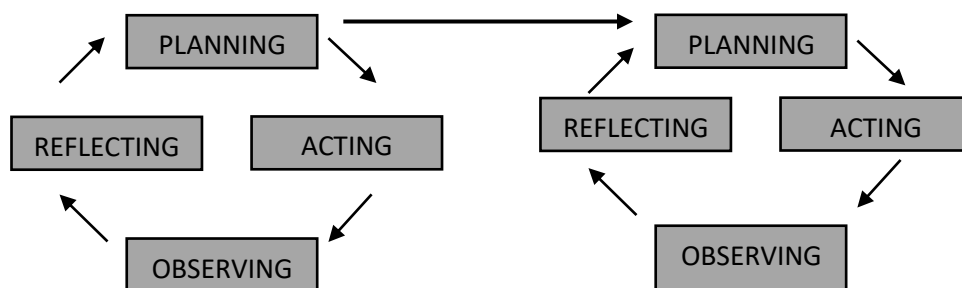
The following method was followed before the researcher conducted the cycles in action:

1. Preliminary Observation

   The researcher's goal in this step is to discover:

   a. Observing the students in class

      In the academic year 2021/2022, the researcher observed English language instruction and learning at SMK 17 AGUSTUS 1945 MUNCAR - BANYUWANGI. She concentrated on the teaching-learning process and how students respond in class to the direct practice learning paradigm for improving speaking abilities.

b. Determining the issue

The researcher found issues experienced by teachers and students in understanding the direct method model in the teaching and learning process during the preliminary investigation.

2. Planning into Practice

According to Kemmis and McTaggart, one cycle for conducting classroom action research has four components. (1) planning, (2) acting, (3) KKM, (4) Implementation of the plan, (5) observing, and (6) reflecting.

a. Planning

The first phase in the research technique is to plan a solution to the difficulties that have been found. The initial phase in the CAR treatment is planning. This activity focuses on identifying the problem. This is the most crucial step in conducting CAR since knowing the difficulties allows the writers to come up with a great solution to the challenges.

b. Acting

Following the idea planning, the researcher carried out the treatment according to the strategy. Before starting the treatment, the researcher did a pre-test. The scenario of learning teaching processes of English speaking skill through the deployment of Direct Practice technique in classroom activities was implemented in this level.

c. KKM Minimum Completeness Criteria

This class is intended to exceed the KKM that has been set at this school, which can be more than 75, or at the at least not fall below the KKM,

while learning CAR Classroom Action Research. Because the KKM set at this school is 75.

d. Implementation of the plan

Before beginning the lesson, the researcher will greet the students, pray before class, inquire about their well-being, take class attendance, begin the lesson by reviewing previous lessons, explaining the upcoming lesson, giving students the opportunity to ask questions, and then give a test if they understand. Finally, the class will be closed with prayers and greetings.

e. Observing

Observation is the process of looking at the data obtained to see if the action activities met the study's goals. The researcher recognized and examined the data gathered throughout the treatment in this step.

f. Reflecting

Reflection is the process of critically examining a student's growth or change. In this step, the researcher considered, assessed, and described the impact of applying forward one by one in front of the class to directly practice English language skills in the teaching and learning process, such as examples of speaking in front of daily activities to improve the ability to speak directly without being shy and confident. The researcher can then assess whether the action activities have improved the participant's capacity to talk. To gather data for the study, the researchers used tests. The teacher and researchers then discuss the findings of the observations, which includes analysis and evaluation of the findings.

E. Data Collecting Method

When researchers apply certain approaches, they use research tools. Instruments should be used by researchers to obtain more accurate data. Researchers use research instruments to collect data in order to acquire better results; they are complete and methodical. A questionnaire, a list of observations, interviews, achievement exams, and other types of instruments are examples of instruments. The researcher employed an observation checklist, documentation, and an achievement exam in this investigation.

1. Observation

According to Creswell (2012), observation is a set of tools used to gather open data by observing people and places in the research setting. Field notes, according to Ary (2010), are brief notes taken by researchers throughout the observation process. Participant observation and non-participant observation are the two sorts of observations based on the researcher's role. Researchers in the observed group were involved in participant observation. Non-participant observation, on the other hand, is a sort of observation in which the researcher is merely an observer and not a participant in the group being studied. In this study, the researchers used participant observation. As a result, the researcher is one of 27 students who teach grade 10 RPL, putting her in contact with the teaching and learning process. The first research topic is to determine the teacher's challenges in managing class 10 RPL students in Direct Practice in the

RPL Department class from one of the students, Aliviana Dewi, IAIDA Blokagung.

2. Documentation

Documents are essentially written documents that deal with some area of society. Documentation connected to this study is used by researchers. The Direct Practice approach is used to create student rosters, student score lists, student workbooks, teaching and learning photos, lesson plan, syllabus, annual program, and semester program.

3. Test

An objective test, according to Harjanto, is one that is designed in such a way that the test findings can be evaluated objectively. Everyone who takes the test receives the same result. This time, the students in class 10 RPL were required to come forward one by one in front of the class to practice speaking English with the theme of Daily Activities. After that, the researcher will have an idea of the students' abilities who took the test.

F. Data Analysis Technique

After collecting all of the data from the study devices, the researcher examined the information to find answers to the research questions. The data in this study was divided into two categories: data from research and information gathering and data from preliminary field testing. The following section explains the data analysis strategies for those two groups of data.

1. **Using Scoring Rubric**

The researcher used scoring rubric to analysed students' score in introducing to student in class. There is score rubric that adapted from Jeremy harmer,(2017:343) that researcher uses to convert students score as follows:

Table 3.3

Pronunciation Scoring Rubric of the Students' Speaking Ability

No	Description	Scale of Score
1	As few traces of foreign action	5
2	Always intelligible, though one is conscious of definite accent	4
3	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding	3
4	Very hard to understand because of pronunciation problem.	2
5	Must frequently be asked to repeat. Pronunciation problem so severe as to make speech virtually unintelligible	1

Table 3.4

Grammar Scoring Rubric of the Students' Speaking Ability

No	Description	Scale Of Score
1	Makes a few (if any) noticeable errors of grammar or word order	5
2	Occasionally makes grammatical and/or word order errors which do not, however obscure meaning	4
3	Makes frequent errors of grammar and word which occasionally obscure meaning	3
4	Grammar and word order errors make comprehension difficult, Must often rephrase sentences and/or restrict himself to basic patterns.	2
5	Errors in grammar and word order as severe as to make speech virtually unintelligible	1

Table 3.5

Vocabulary Scoring Rubric of the Students' Speaking Ability

No	Description	Scale of Score
1	Use vocabulary and idioms is virtually like native speaker	5
2	Sometimes uses in appropriate terms and/or must rephrase ideas because of lexical inadequacies	4
3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	3
4	Misuse of words and very limited vocabulary make comprehension quite difficult.	2
5	Vocabulary limitation so extreme as to make conversation virtually impossible.	1

Table 3.6

Vocabulary Scoring Rubric of the Students' Speaking Ability

No	Description	Scale of Score
1	If the content of the speech is accurate and appropriate with the topic	5
2	If the content of the speech keep a few tracks of the target	4
3	If the content of the speech keep some tracks of the target	3
4	If there few understanding and frequently producing incoherent statements	2
5	If the content of the speech entirely inaccurate and vague	1

Table 3.7

Fluency Scoring Rubric of the Students' Speaking Ability

No	Description	Scale of Score
1	Speech as fluent and effortless as that of native speaker	5
2	Speed of speech seems to be slightly affected by language problems	4
3	Speed and fluency strongly affected by language problems.	3
4	Usually hesitant; often forced into silence by language limitation.	2
5	Speed is as halting and fragmentary as to make conversation virtually impossible.	1

Table 3.8

RATING SCALE

NO	CATEGORY	RANGE
1	EXCELLENT	80-100
2	GOOD	60-79
3	FAIR	40-59
4	POOR	20-39
5	FAILED	0-19

If the students' test score reach 75 or more, researcher considers them as successful. There is scoring rubric that adapted from harmer (2017:343). The Formula of Assessing Students' Speaking Ability is:

$$\text{Student's Score} = \frac{n}{N} \times 100$$

Explanation:

n: score reached by the students

N : Maximum Score of Speaking Components

CHAPTER IV

FINDING AND DISCUSSION

The outcomes of the research were provided in this chapter, which focused on the use of the role-playing approach to develop a student's speaking abilities via action research. Preliminary research, as well as the processes of planning, execution, observation, and reflection in classroom action research, were addressed throughout these exercises.

A. Preliminary Study

The researcher did a preliminary learn throughout the teaching and learning process of speaking at the start of this investigation. In this study, the researcher discovered genuine classroom settings associated to speaking, including issues such as students' poor motivation to talk, lack of confidence, and trouble articulating thoughts. A pre-test was undertaken to determine the pupils' beginning circumstances. Its purpose is to obtain a score of the students' achievement in speaking performance prior to the researcher's therapy.

To determine the state of the students' speaking abilities at the outset. That In order to begin the learning process, researchers observed classrooms from October to November 2021. There are 20 students enrolled in the first semester. Oral communication was used to make observations, which consisted of basic phrases with subjects or names such as 'Daily Activities.' Students are given the option to speak up about what they're thinking. The researcher observed the kids' capacity to talk during the exercise. There was schedule of research as following:

Table 4.1

The Schedule of Research

Activity		Date		
		13th October 2022	21th October 2022	1st November 2022
Pre-Study	Conventional			
	Test			
The Cycle I	Treatment			
	Formative Test			
The Cycle II	Treatment			
	Test			

The findings of the observation revealed that most students had difficulties communicating in English verbally because they lacked confidence in their ability to speak the language. This is demonstrated by the fact that, out of fear of making a mistake, most students remain mute during discussion exercises. Based on the observation form's findings that students' speaking abilities are lacking, the researcher employs Direct Practice approaches to help students improve their speaking skills.

The action's execution is described through the research cycle's activities. Planning, implementation, observation, and reflection are the four phases in this action research approach.

Table 4.2

Observation Checklist for Student

No.	Name	Paying attention	Asking the question	Responding to the question	practicing the task	Student were active in doing the practice speaking English use Direct Method to improve speaking skill
1.	Quludy	✓				✓
2.	Ahmad	✓	✓	✓	✓	✓
3.	Jihana		✓	✓	✓	✓
4.	Catur		✓	✓	✓	✓
5.	Nuril				✓	✓
6.	Jaya	✓	✓			✓
7.	Rahma	✓				✓
8.	Faiqoh		✓		✓	✓
9.	Lorenso	✓				✓
10.	Aji		✓	✓		✓
11.	Fahil	✓	✓	✓	✓	✓
12.	Yusuf			✓		✓
13.	Najib	✓		✓		✓
14.	Risky				✓	✓
15.	Syarifian				✓	✓
16.	Rohman	✓	✓			✓
17.	Hilmi	✓			✓	✓
18.	Rendy				✓	✓
19.	Esterling	✓	✓	✓	✓	✓
20.	Rizka	✓	✓	✓	✓	✓

Table 4.3

Observation Checklist for the Teacher

No.	The Teacher Activities	Yes	No
1.	Giving a material well	✓	
2.	Greeting students	✓	
3.	Verifying students' attending lists	✓	
4.	Delivering a motivation	✓	
5.	Explaining the Material	✓	
6.	Delivering a traditional media to teach	✓	
7.	delivering the difficult for students to ask	✓	
8.	Guiding students' difficulty during learning	✓	
9.	Delivering the feedback after the lesson over	✓	

Based on the observation checklist above, the researcher concluded that 11 students continued to pay attention. As described in the description of observation above, their attention was not only divided to talk to each other and focus on their mobile phones, but it was also divided to pay attention to the teacher's explanation. Furthermore, when the researcher asked them a question, they responded positively. Only a few students responded. Even when the researcher asked them a basic question, such as "Anyone know, why do we have to use could to ask people activity?" just a few students responded to the inquiry. During the teaching-learning implementing direct practice to improve speaking skill with Daily Activitis, just 9 students answered to the other researcher's inquiry. Furthermore, when the researcher provided them the option to ask questions about Daily Activities, 10 students did not participate in asking inquiries. Furthermore, among the few students who were keen to pose a question, 20 students were very active in doing the practice speaking English use Direct Method to improve speaking skill. Meanwhile, the majority of pupils were engaged in completing a task. In addition, the researcher conducted an oral exam in the post-activity to determine the students' achievement in implementing direct practice to improve speaking skill. Every student presented their work in response to a particular theme.

Table 4.4

Preliminary Study Result Score

No	Student	Activity Items										Raw Score	Converter Score
		1	2	3	4	5	6	7	8	9	10		
1	QULUDY	2	3	3	1	2	2	2	2	2	2	21	42
2	AHMAD	3	3	2	2	1	2	2	3	2	3	23	46
3	JIHAN	2	3	3	1	2	2	2	2	2	2	21	42
4	CATUR	3	5	4	3	4	3	4	4	3	3	36	72
5	NURIL	2	2	3	3	4	4	3	3	5	4	33	66
6	JAYA	2	2	2	3	2	2	3	2	2	2	22	44
7	RAHMA	3	4	3	4	3	3	2	2	3	4	31	62
8	FAIQOH	3	5	4	3	4	3	4	4	3	3	36	72
9	LORENSO	3	3	2	2	2	2	2	2	2	3	23	46
10	AJI	3	3	2	2	3	4	4	2	3	3	29	58
11	FAHIL	3	2	3	3	2	2	3	3	4	3	28	56
12	YUSUF	3	5	4	3	4	3	4	4	3	3	36	72
13	NAJIB	3	4	4	3	2	2	3	3	3	4	31	62
14	RISKY	3	3	4	4	2	2	2	3	3	3	29	58
15	SYARIFIAN	3	4	5	3	3	4	3	3	2	3	33	66
16	ROHMAN	3	2	2	2	2	1	3	3	2	2	22	44
17	HILMI	2	2	3	3	3	2	2	3	3	2	25	50
18	RENDY	4	5	3	4	3	3	3	3	4	3	35	70
19	ESTERLING	2	2	3	3	4	4	3	3	5	4	33	66
20	RIZKA	2	2	3	3	3	2	2	3	3	2	25	50
Average Score													57,2

B. Classroom Action Research

All information gathered during the implementation of class action lawsuitsThe findings are provided by outlining the steps involved in each study cycle. This action research approach follows the four-step model proposed by Kemmis and Mc Tanggart (MC Niff, 1992; 27), which includes planning, implementation, observation, and reflection. The researcher broke down the data from one cycle to the next in order to demonstrate how to use Direct Practice in the learning process.

1. **Cycle I**

   This study begins with cycle 1, in which the researcher assesses the process to see if the activity has to be completed in order to go on to the next step or if it should be stopped. Cycle 1 takes place from October 13 to November 19, 2021, and the results are listed below.

   a. Planning in Action

      Action planning is the first step in creating Direct Practice learning techniques and modules/RPPs that are tailored to the speaking syllabus. The Direct Practice methodology used by relates to appropriate Hands-on Practice criteria that include their relevance to the curriculum, course program, and even the speaking syllabus. The researcher selects the Direct Practice approach based on its principles and characteristics in this case. The lesson plans were used to keep track of the activities and the time allotted. It was also aided by the use of lesson plans.

      To talk, choose the appropriate Researcher's Direct Practice, focusing on increasing speaking abilities and meeting all success requirements. As a result, the Direct Practice Method is supposed to boost students' confidence and drive to speak English, even in simple phrases.

      The technique for cycle 1 is shown in the table for Live Practice Type.

Table 4.5

For the first cycle, the technique for teaching and learning

activities through Direct Practice is described.

No.	Stage	Activity
1	Pre-Activities	Getting ready to go Check the student attendance list and say hi. Replay Last but not least, there are activities for brainstorming. Explain what the lesson's goal is. The Direct Practice Method is introduced. Describe the Direct Practice Method's method.
2	Main Activity	The Direct Practice Method is being implemented. Choosing instructional material Choose a situation and start a conversation. Dialogue for Direct Practice is a skill that may be taught. Allow for time to teach alone. Students are being asked to change the situation and dialogue. Invite pupils to participate in role-playing exercises. Getting Direct Practice Started (by rules) Evaluating the performance of students
3	Post Activity	Conclusion Students' comprehension is reviewed, evaluated, and checked. Giving instructions for the following meeting's new topic, which must be prepared prior.

Modules provide particular instructional, time allocation, and methods for Direct Practice teaching and learning activities. To give arguments in one session, provide Direct Practice time for each Exercise while executing Direct Practice Activities. The first meeting's theme was "Daily Activities." The focus of the teaching and learning process is on how the practice will be implemented. Direct Practice during the first meeting is designed to develop students' speaking abilities and encourage them to speak out. The researcher offered an easy topic at the first meeting, and during the Direct Practice phase, the researcher did not focus on grammar. The researcher produces teaching materials and media that will be

utilized in the teaching and learning process after finishing the lesson plan or module design. Researchers also devised methods for gathering data. During the execution of the action, it was decided that the researcher would be the one to carry out the Direct Practice teaching practice.

Table 4.6

The Activities meeting in the class

Meeting/Date	Activities	Topic	Time
I 13/10/2021	Introduction the Rule of Direct Practice	Daily Activities	60
II 14/10/2021	Practice one by one for exercise	Daily Activities	60
III 15/10/2021	Practice for speaking skill use Direct Practice Method	Have Fun	60
IV 16/10/2021	Direct practice method with dialogue	Daily Activities	60
V 18/10/2021	Direct practice method with dialogue	Daily Activities	60
VI 19/10/2021	Direct practice method with dialogue	What is your plan?	60

b. Implementing

The researcher implementing the stage based on the teaching and learning process and the schedule. Implementing Direct practice method to improve speaking skill for cycle 1 consit of two meetings. Implementing for each meeting as explained. The cycle 1 meetings started October 13 2021 which the topic of the planning of the action above. The teaching land learning scenario was presented as follow:

1. Meeting

    a) Pre-Activity

    The researcher began the action by welcoming the participants and checking the attendance record. The researcher notifies the students that they have been chosen to participate in action research. To ensure that the researcher runs well, the instructor gives a promise to the students that they will not be permitted to be in a terrible circumstance throughout the action research process. Following that, he explained the research as well as the roles of the researcher and students during the study.

    Researchers begin by brainstorming ideas. It is used to determine pupils' prior understanding of the issue. The researcher asked various questions on the prior lecture to enhance students' motivation.

    The goal of Direct Practice is to assess preceding students' capacity to speak before implementing the approach. The researchers then addressed and asked students some questions on the learning process for Daily Activity using the Direct Practice approach.

b) Main Activity

The researcher presents Direct Practice, instructional goals, and processes from Direct Practice after focusing on the topic. Because one of the hallmarks of Direct Practice is that it is casual and entertaining, it is used to encourage pupils to practice speaking properly in a timely manner.

The researcher introduced and used Direct Practice for observation for the first time at the first meeting. Before using the 'Daily. Direct Practice Activity,' the instructor decides the same themes with activities based on the student's ability. The goal is to make it easy for pupils to obtain data or information. Despite the fact that the topic has been used earlier, the researcher uses the Direct Practice approach to give each student time to learn and prepare.

Before beginning Direct Practice, the researcher asked students if they were ready to begin by referring to the themes that had been addressed. Researchers prepare themselves to offer an assessment of these activities when students are ready to Practice Direct Practice.

c) Post Activity

In post-activity activities, the teacher wraps up and gives pupils feedback on Direct Practice activities, assuming

that they are better than before. During the Direct Practice Method learning process, the researcher asked the students about their challenges.

c. Observation

Students from SMK 17 August 1945 Muncar were on hand to observe the activity. Face-to-face instruction is being used by pupils. On the student observation sheet, the observation report is placed. During the teaching and learning process, the following issues have been discovered:

1. Students' speaking abilities are still lacking, particularly in terms of vocabulary, pronunciation, and speaking fluency in front of a group.

2. Students struggle with unfamiliar terminology. Errors in students' teaching and learning processes used to be the cause.

During cycle 1's Direct Practice procedure, the researcher assessed the students to see if they had improved their speaking skills. The researcher evaluated students' actions and improvements, as well as teachers' performance in using Direct Practice to teach speaking abilities, during the teaching and learning process. The researcher determined that the implementation of Direct Practice will be maintained in cycle 2 based on the findings acquired during cycle 1 since developing speaking abilities through Direct Practice

did not fulfill all of the success criteria. Only a few indicators were met, despite the fact that Direct Practice's main goal was to encourage students to actively practice English in the teaching and learning process, particularly in improving students' speaking skills, learning motivation, and creating a pleasant learning environment, and then all criteria were found to be met.

d. Reflection

The researcher observed at the first meeting of cycle 1. In class, the students' achievement in speaking is low. From the initial exam, it was discovered that few pupils were able to get a score of 75 or above. That they find it tough to speak in front of the class because they find it uninteresting. Because the teacher only presented the Daily Activities content and taught how to speak about the information so that others would understand at the first meeting in cycle 1, most of them created noise and disrupted their companions while teaching the learning process. Students began to try to implement the exercise directly during the second meeting of cycle 1. What they are studying is understandable to all students. After explaining the news, the instructor was not given a test, but the students were asked to engage in a discussion with their peers. The teacher continued the lecture about talking directly about Daily Activities during the second meeting of cycle 1. Students deliver the discussion in front of the class after the teacher offers an

explanation, and the teacher assigns a score. And at the final meeting of cycle 2, the teacher did not explain the content, but instead conducted a test concerning dialogue and presentation in front of the class, to which all of the students responded positively. Based on the results of the first cycle's reflection, it has been determined that the second cycle must be completed. The second cycle is expected to produce greater outcomes than the first. The students' grades have improved, and they now all meet the minimal completion requirements.

Table 4.7

Observation Result of the students Cycle 1

No	Student	Activity Items										Raw Score	Converter Score
		1	2	3	4	5	6	7	8	9	10		
1	QULUDY	3	4	4	4	4	3	4	5	2	3	36	72
2	AHMAD	3	3	2	2	1	2	2	3	2	3	23	46
3	JIHAN	2	3	3	1	2	2	2	2	2	2	21	42
4	CATUR	3	5	4	3	4	3	4	4	3	3	36	72
5	NURIL	2	2	3	3	4	4	3	3	5	4	33	66
6	JAYA	2	2	2	3	2	2	3	2	2	2	22	44
7	RAHMA	3	4	3	4	3	3	2	2	3	4	31	62
8	FAIQOH	3	2	2	1	2	3	2	2	2	1	20	40
9	LORENSO	3	3	2	2	2	2	2	2	2	3	23	46
10	AJI	3	3	2	2	3	4	4	2	3	3	29	58
11	FAHIL	3	2	3	3	2	2	3	3	4	3	28	56
12	YUSUF	3	2	3	3	2	2	2	2	3	1	23	46
13	NAJIB	3	4	4	3	2	2	3	3	3	4	31	62
14	RISKY	3	3	4	4	2	2	2	3	3	3	29	58
15	SYARIFIAN	3	4	5	3	3	4	3	3	2	3	33	66
16	ROHMAN	3	2	2	2	2	1	3	3	2	2	22	44
17	HILMI	2	2	3	3	3	2	2	3	3	2	25	50
18	RENDY	4	5	3	4	3	3	3	3	4	3	35	70
19	ESTERLING	4	5	5	5	4	3	5	4	5	5	45	90
20	RIZKA	5	5	5	5	5	4	3	5	5	3	45	90
Average Score													57,73

2. Cycle II

Cycle 2 took place between November 25th and November 27th, 2021, and was divided into two meetings. The data from Cycle 3 was presented in the following manner:

a. Revision of Cycle I

Based on the result students score in the cycle I with the average 57,73. the Researcher did a revision of the strategy that implemented in the cycle I. Because it was first time for student to encounter with other friend for dialogue about Daily Activity, so it caused an obstacle as following, the students were nervous. By knowing this, the researcher used the Direct Method in the cycle II which was different from the first direct practice method was used in the cycle I. The differences both of them was the information the second Direct method to improve speaking skill was more complete than before. Because the researcher gave example directly to practice with other friend consistently. In addition, students could speak about Daily Activities to improve speaking skill with Direct Practice Method better and properly according to completed information.

b. Planning of the Action

When it comes to planning, researchers do the following:

Create learning lesson plans, particularly for the Daily Activity content. Using Direct Practice, researchers create research tools for use in teaching speaking. After the instructor has explained the content, the pupils should listen. After the teacher has finished explaining, students should try to use Direct Practice. Students attempt to follow the conversation using the Daily Activity materials as a guide. Have a discussion on the subject with the students. Then, in front of the class, each student can voice their thoughts.

The researcher completed the additional lesson plans that were organized in cycle 1 in this stage, as well as correcting the earlier flaws. In terms of news, the questions in cycle 1 and cycle 1 are identical. Cycle 1 begins with the introduction and ends with the conclusion of the teaching and learning process.

The following are the actions that were carried out:

1. Providing observation forms.

2. Instructional materials We're talking about day-to-day activities.

The researcher informed the students about their faults in cycle 1 during the second cycle meeting. The majority of them made the same blunders when it came to speaking. Between cycle 1 and

cycle 2, the researchers gave different grades. After earning the highest score in the cycle test, the researcher conducted a second exam in cycle 2 with the same test regarding discussing news. 36.36% of the students, or 17 students, obtained a score of more than 75. In the second cycle, 27 students received a perfect score of 75 or 100.

Table 4.8

For the first cycle, the technique for teaching and learning

activities through Direct Practice is described.

No.	Stage	Activity
1	Pre-Activities	Getting ready to go Check the student attendance list and say hi. Replay Last but not least, there are activities for brainstorming. Explain what the lesson's goal is. The Direct Practice Method is introduced. Describe the Direct Practice Method's method.
2	Main Activity	The Direct Practice Method is being implemented. Choosing instructional material Choose a situation and start a conversation. Dialogue for Direct Practice is a skill that may be taught. Allow for time to teach alone. Students are being asked to change the situation and dialogue. Invite pupils to participate in role-playing exercises. Getting Direct Practice Started (by rules) Evaluating the performance of students
3	Post Activity	Conclusion Students' comprehension is reviewed, evaluated, and checked. Giving instructions for the following meeting's new topic, which must be prepared prior.

c. Implementing

Implementing of cycle 2 was continued based on the reflection of the previous cycle. Implementing Direct Practice for cycle 2 consit of 2 meetings. Implementing for each meeting as explained. The teaching and learning scenario were presented as follows;

1. Meeting

a) Pre- Activiy

Before beginning cycle 2, you must first complete cycle 2. The researcher began the lesson by introducing himself, inquiring about the students' health, and verifying the attendance list. The researcher informs the students that the Direct Practice form for action researchll be continued. To ensure that the research was successful, the researcher made a promise to the students that they would not be given permission during the procedure. After that, the researcher explained the research and the duties of both the researcher and the students throughout cycle 3 of the research. The researcher began by doing some brainstorming exercises. Students' past knowledge on the issue is used to determine how far they grasp the topic. Ask some questions on the prior lesson to help students stay motivated.

b) Main Activity

The researcher describes and examines, Direct Practice aims, and methodologies in this part. Because one of the hallmarks of Direct Practice is that it is calm and entertaining, it seeks to excite students to comprehend better and motivate them to talk without feeling obligated. To help students comprehend and do Direct Practice better than previously, the researcher demonstrated Direct Practice by showing a movie or a Direct Practice technique video, followed by a discussion. Following the viewing of the film, the teacher instructed the students to form groups of four to five kids apiece. Following the formation of groups, the researcher chose themes from a list on the calendar (Daily Activities). Researchers allow each team thirty minutes to deliberate (create scenarios) before applying the topic for Direct Practice. The teacher invites pupils to refer to the subjects presented before beginning Direct Practice. When pupils are ready to practice in front of the class, the instructor uses the assessment sheet to prepare the assessment.

c) Post Activity

Following the completion of the task, the teacher examined the topic and provided feedback in order to encourage the student to improve their Direct Practice

performance. Also, the teacher came to a decision about the Direct Practice Method, and he always questioned the students about any challenges they had throughout the role-playing process before concluding the meeting.

Table 4.9

The Activities meeting in the class

Meeting/Date	Activities	Topic	Time
I 25/10/2021	Introduction the Rule of Direct Practice	Daily Activities	60
II 25/10/2021	Practice one by one for exercise	Daily Activities	60
III 27/10/2021	Practice for speaking skill use Direct Practice Method	Have Fun	60
IV 28/10/2021	Direct practice method with dialogue	Daily Activities	60
V 29/10/2021	Direct practice method with dialogue	Daily Activities	60
VI 30/10/2021	Direct practice method with dialogue	What is your plan?	60

    d. Observation

      During the teaching and learning process, observations were done to determine student activities: Students' speaking abilities are excellent; they receive a five-point Talk indication. When presenting Daily Activity Materials, students can use Direct Practice in class.

      As a result, researchers gather data to serve as a foundation for reflection. At the same time, observations and

actions are being carried out. It was designed to help students learn more about their behavior, attitudes, performance, and activities by using Direct Practice in the classroom. The researcher was helped by an English instructor as a collaborator when performing observations.

e. Reflection

Based on student observations and exams, it is clear that using Direct Practice to teach and learn speaking is effective and beneficial to students. According to the descriptions in eachycle, student accomplishment in learning is demonstrated via the use of Direct Practice, which students appreciate in the teaching and learning processes, as well as because the teacher's material is more creative, not repetitive, enjoyable, and innovative. Direct Practice can boost student performance in learning to speak, according to these findings. The researcher discovered that the implementation of the Direct Practice approach in Cycle I had yet to be successful. KKM 75 was present. Furthermore, 60% of the pupils did not pass. The issue was the kids' ccu and their ability to pronounce words correctly in cycle I.

Meanwhile, they had to use Direct Practice to develop their speaking abilities. As a consequence, the cycle I was altered in the cycle II, and the first method was included into

the cycle II in a little way. Furthermore, the students'
performance increased in cycle II, with 100% of students
passing.

Table 4.10

Observation Result of the students Cycle II

No	Student	Activiy Items										Raw Score	Converter Score
		1	2	3	4	5	6	7	8	9	10		
1	QULUDY	5	4	5	4	5	5	4	5	3	5	45	90
2	AHMAD	3	3	4	4	3	4	3	5	5	4	38	76
3	JIHAN	2	3	3	5	5	4	4	5	5	4	40	80
4	CATUR	3	5	4	3	4	3	4	4	5	5	40	80
5	NURIL	4	4	5	5	4	4	5	3	5	4	43	86
6	JAYA	4	3	4	4	4	5	4	4	5	5	42	84
7	RAHMA	3	4	4	4	5	4	4	4	4	4	40	80
8	FAIQ	4	4	3	5	4	4	3	4	5	3	39	78
9	LORENSO	3	3	4	4	4	3	5	5	4	4	39	78
10	AJI	3	5	4	3	4	5	4	4	4	3	39	78
11	FAHIL	4	4	4	4	5	5	4	4	4	3	41	82
12	YUSUF	3	4	3	4	5	5	4	4	3	5	40	80
13	NAJIB	5	4	4	5	4	3	4	4	3	4	40	80
14	RISKY	4	4	4	4	5	5	4	5	4	3	42	84
15	FIAN	3	4	5	4	4	4	4	4	4	3	39	78
16	ROHMAN	3	4	3	4	5	5	4	3	4	3	38	76
17	HILMI	4	4	4	3	4	5	5	4	3	4	40	80
18	RENDY	4	5	4	4	4	3	4	3	4	3	38	76
19	ESTERLING	4	5	5	5	4	3	5	4	5	5	45	90
20	RIZKA	5	5	5	5	5	4	3	5	5	3	45	90
Average Score													81,3

Based on the findings of this cycle, the researcher concluded that the
application of Direct Practice in teaching and learning activities resulted in an
improvement. The achievement of the success criterion revealed the improvement:
first, the students were engaged in the teaching and learning process. It was
discovered through the students' active engagement in Direct Practice and the
results of the observation form and adjudication sheet in cycle 3. Second, when it

is the student's turn to speak, they gain confidence in their ability to respond and argue as well as articulate their opinions.

Furthermore, the cycle 3 action had satisfied all of the success criteria. During the application of the Role play approach, the pupils were more engaged and self-assured in speaking. As a result, the researcher came to the conclusion that the activity will be halted in cycle 2.

C. Summary of Findings

Based on data analysis, it appears that using Direct Practice boosted students' learning performance in speaking. The quantitative evidence supports this. Students who scored more than 75 in cycle 1 were, while students who scored more than 75 in cycle 2 were 20, and the percentage of students who scored more than 75 in cycle 1 was 57,73%, while the percentage of students who scored more than 75 in cycle 2 was 100. The qualitative data in the form of observation sheets also supports this. As a result, Direct Practice is found to increase students' speaking abilities in the Daily Activity topic.

The study's goal was to use the Direct Practice approach to help students enhance their speaking skills. The most crucial aspect of employing Direct Practice is that it allows students to practice communicating in English as they are being taught. Direct Practice was chosen based on the language learning goal, such as motivating students to participate actively in teaching and learning class, encouraging students to communicate in English, developing positive interactions among students, improving students' speaking skills in English, giving students opportunities to initiate oral communication, asking students to think critically, and

allowing students to become more self-confident in conveying or expressing themselves.

During the teaching and learning process, the students' results were actively involved. Their reaction to the deployment of Direct Practice had a favorable effect on their ability to communicate. Following the implementation of Direct Practice, the students were more engaged and eager to communicate. The pupils gained more confidence in their ability to converse. Students were brave enough to stand out and express themselves in front of the class. Using Direct Practice, the children were delighted and loved learning to speak. Finally, the average of the score results from cycle 2 met the success requirements.

D. Discussion

The researcher got some conclusions about the benefits of using Direct Practice approach based on reflection and data acquired during cycles.

1. Establishing objectives

The following are the specific objectives associated with using Direct practical methods in this study.

a. To give instructors with design references for teaching and learning activities involving the introduction of native speakers.

b. When it comes to improving speaking abilities, it's best to employ the Direct Practice Method to assist pupils in coming up with new ideas and vocabulary variants.

c. Encourage students to be more confident and passionate about practicing speaking about everyday activities since learning and practicing speaking is enjoyable.

2. The Direct Practice Method is presented.

   The direct practice method communicates ways for communicating in English that are connected to the Direct Practice Method in daily activities to practice English speaking abilities. The researcher provides the direct practice technique as a paradigm in teaching for several reasons, including:

   A. Because the approach is exciting, creative, and innovative, children are motivated to be more passionate and purposeful in practicing recounting daily actions using this method.

   B. Nowadays, children seldom practice with other speakers, thus this form of direct practice is unique.

   C. Changing the perspective of students who chat to other students or alone in front of the class is not as difficult as it appears using this strategy.

3. Using approaches such as direct practice and observation.

   Cycle 1 and cycle 2 were used to implement the direct practice approach. In class 10 RPL at SMK 17 August 1945 Muncar, there were various activities in which the direct practice approach was used to

master the content for everyday activities. Before and after pupils had received material explanations, the teacher provided direct practice procedures. activities on a daily basis Furthermore, pupils pay attention to the information and examine it. The instructor next conducts an oral exam to students to good discussion based on good facts presented by the researcher, following which the teacher takes students to practice with other friends or practice alone in front of the class.

4. Observation

   In both cycle I and cycle I, cycle II, the instructor observed numerous activities, including first, students' motivation in learning everyday tasks to enhance their english speaking skills. Second, the instructor observes students' abilities in learning vocabulary, in addition to the teacher's observations of students' abilities in the subject, such as mastering the structure of words, students' pronunciation skills, and so on. Third, the teacher monitors student engagement in material practice.

5. Reflecting

   The researcher discovered that the direct practice strategy had not been successful in my cycle. KKM of 75 exists. Furthermore, 40% of students fail to pass the course. The issue is that the students' ccu (communication control unit) and their ability to pronounce words in cycle I was fairly good. Meanwhile, kids must practice speaking about everyday activities' topics. As a consequence, in the second cycle, the

first cycle was somewhat altered, and the first approach was slightly revised. In addition, the student's score was raised in cycle II, with 100 percent of pupils passing.

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

This chapter presented the final result of the research that improving speaking skill through Role play. This chapter would talk about conclusion and suggestion concerning the implementing Direct Practice Method.

In order to solve the problems at Students', the researcher chose one of the teaching techniques namely Direct Practice Method that was able to create a good learning atmosphere. Direct Practice Method in other classroom contexts has had several beneficial results. First and most importantly, Direct Practice Method exercises can increase and motivate students to think critically about information, and encourage them to engage material broadly, deeply and personally.

Direct Practice Method is able to improve oral communication skills interpersonal as well as public speaking. In particular, Direct Practice Method activities increase both self confidence in stating one's view and open-mindedness towards the views of others. From this statement we may concluded that Direct Practice is able to motivate students' braveness to speak and react spontaneously. There is no doubt that through Direct Practice students provided with a change to study language freely in related atmosphere. In short, dialogue with other friends can be a very useful teaching technique because they can give a positive impact on students' interest and motivation in studying English as well as they increase their speaking ability.

The following conclusions may be derived after evaluating the data, based on the reflections and data obtained during the action research, the researcher found several points that refer to improving speaking skills through Direct Practice, presented as below, Direct Practice learning outcomes are able to improve students' speaking skills. Students can solve their problems especially in expressing their ideas, responses, and confidence. Students' speaking ability can be demonstrated from their ability to respond to statements from others without giving too many pauses when delivering speeches during Direct Practice. The use of variation strategies in the teaching and learning process in class activities can form student learning motivation can improve students' speaking skills. Based on the reflection in cycles 1 and 2, the researcher found that all the success criteria were met in cycle 2. Results students' responses to the application of the Direct Practice Method are satisfactory as stated. The results of this study reveal an increase in student achievement in talking about Daily Activities utilizing the Direct Practice Method, particularly among SMK 17 August 1945 Muncar tenth grade students.

The average score of pupils on the second exam demonstrates this. The average score in cycle 1 is 51,73, and the average score in cycle 2 is 81,3. In cycle 1, there are 12 students who receive a score of more than 75, and in cycle 2, there are 27 students who receive a score of more than 75. And the proportion of students who scored more than 75 in the first cycle is 2 students, whereas the percentage of students who scored more than 70 in the second cycle is 100%. In addition, the observation sheet demonstrates that kids' speaking ability has improved Furthermore, God's approach of teaching speaks via the Direct Practice Method, which makes the teaching and learning process more meaningful.

B. Suggestion

The researcher offers many suggestions based on the findings of the research up to this point, which are directed at researchers, instructors, and students.

1. For other researchers

    This discovery of research study can aid and answer their query as a reference for future researchers who will have the same title as this research.

    a. In order to increase teaching and learning in the future, the researcher will require a sensational technique and a lot of encouragement. Based on the findings of previous researchers, the researcher recommends the deployment of a direct practice method to develop speaking skills.

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APPENDICES

Appendices: The Table of Observation Form

No	Activity	Always	Often	Sometimes	Rarely	Never
A		5	4	3	2	1
1	Students speak loudly					
2	Students speak clearly					
3	Students were able to response quickly					
4	Students arrange the question completely					
5	Students answer the question completely					
6	Students ask the another					
7	Students could express ideas					
8	Students understand what the partner say					
9	Students brave to make mistake in speaking					
10	Students have self confidence					

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMK 17 AGUSTUS 1945 MUNCAR
Mata Pelajaran	: BAHASA INGGRIS
Tahun Pelajaran	: 2020 / 2021
Kompetensi Keahlian	: Rekayasa Perangkat Lunak (Teknik Informatika)
Kelas/Semester	: X/ GANJIL
Kompetensi Dasar	:

3.12 Menganalisis fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) sesuai dengan konteks penggunaan di dunia kerja.

4.12 Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dunia kerja

Materi Pokok	: DAILY ROUTINES
Alokasi Waktu	: 2 x 35 menit

A. Tujuan Pembelajaran siswa mampu :

1. Menelaah text bacaan dalam bentuk dialog dan reading text

2. Menemukan kosa kata yang tepat untuk incomplete dialogue dan text rumpang.

3. Menganalisa aktivitas seseorang di rumah dan di luar rumah.

4. Melatih menceritakan aktivitas di rumah dan luar rumah.

5. Menemukan jawaban yang tepat pada soal pilihan ganda dan essay.

B. Langkah-Langkah Pembelajaran (model *problem based learning*)

1. Peserta didik mencermati tujuan pembelajaran.

2. Peserta didik mengamati Slide mengenai *How to describe daily routines at work*

3. Peserta didik membuat catatan kecil mengenai materi

4. Setelah mengamati slide peserta didik dengan difasilitasi dan dibimbing guru, berdiskusi interaktif di grup rombel BDP XII (grup WA) dengan teknik Tanya jawab

5. Peserta didik setelah melakukan diskusi, sebagai tambahan bahan bacaan diminta untuk membaca secara mandiri mengenai Materi *simple present (Dialogue, Reading text, incomplete text)*

6. Peserta didik dibimbing oleh guru, melakukan refleksi mengenai materi *Daily Routines.*

C. Penilaian

1. Sikap: Observasi saat diskusi tentang sikap komunikatif dan kreatif.

2. Pengetahuan: peserta didik dapat menjelaskan penggunaan simple present, dan menyususn percakapan pendek. Peserta didik mengerjakan Quiz dalam bentuk pilihan ganda sebanyak 30soal. Dan Latihan soal di lembar kerja Siswa Hal 19-20.

3. Keterampilan: peserta didik dapat membuat percakapan pendek menggunakan simple present dalam percakapan.

Muncar, 13 Juli 2020

Mengetahui,
Kepala SMK 17 Agustus 1945 Muncar

Guru Mata Pelajaran

SUSILO KASRI,SH.MH

ALIVIANA DEWI

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMK 17 AGUSTUS 1945 MUNCAR
Mata Pelajaran	: Bahasa Inggris
Komp. Keahlian	: Rekayasa Perangkat lunak
Kelas/Semester	: X/Ganjil
Tahun Pelajaran	: 2021/2022
Alokasi Waktu	: 2 x 35 Menit

A. Kompetensi Inti

KI-1	:	Menghayati dan mengamalkan ajaran agama yang dianutnya.
KI-2	:	Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, pedui (Gotong royong, kerja sama, toleran, damai), santun, responsive, dan Pro- aktif, dan menunjukkan sikap sbagai bagian dari solusi atas berbagai permasalahan dalam berintraksi secara cerminan bangsa dalam pergaulan duania.
KI-3	:	Menerapkan fungsi social, strutur teks, dan unsure kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (Extended), serta menanggapinya, sesuai dengan konteks penggunaannya
KI-4	:	Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja bahasa inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. Kompetensi Dasar

3.3 Menganalisis fungsi social, struktur teks, dan unsure kebahasaan teks interaksi

transaksional lisan dan tulis yang melibatkan tindakan member dan meminta

informasi terkait niat melakukan suatu tindakan / kegiatan, sesuai dengan

konteks penggunaannya (Perhatikan unsure kebahasaan *be going to*, *woud like*

to)

4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana

yang melibatkan tindakan member dan meminta informasi terkait niat

melakukan suatu tindakan / kegiatan, dengan memperhatikan fungsi social,

struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks

penggunaannya

C. Indikator Pencapaian Kompetensi

Indikator KD pada KI pengetahuan

- Menemukan ide pokok dalam percakapan "Do you have planning on

  holiday?"

- Mengidentifikasi Fungsi sosial teks

- Menemukan Struktur teks "Do you have planning on holiday?"

- Menelaah Unsur kebahasaan dalam teks percakapan "Do you have

  planning on holiday?"

Indikator KD pada KI keterampilan

- Menanyakan rencana teman

- Menyusun pertanyaan tentang rencana mendatang

- Menggunkan unsur kebahasaan dengan tepat (Future Tense : will, will be, be going to)

D. Tujuan Pembelajaran

Setelah berdiskusi dan menggali informasi, siswa dapat:

- Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan pada percakapan "What will you do?"

- Mengidentifikasi Fungsi sosial teks dengan benar

- Menelaah unsur kebahasaan (Future tense : will, will be, be going to)

Disajikan ungkapan menyakan rencana, siswa dapat:

- Menyusun percakapan menanyakan rencana

- Menggunakan daftar ungkapan menanyakan rencana

- Menyusun Percakapan menanyakan rencana mendatang

E. Materi Pembelajaran

1. Jenis teks: Narration Text

2. Fungsi sosial teks asking for planning

3. Struktur teks asking planning

4. Unsur kebahasaan Future Tense : Will, will be, be going to

F. Pendekatan, Model, dan Metode

1. Pendekatan   : scientific

2. Model pembelajaran   : Discovery Learning & Process Approach

3. Metode   : Direct Practice and Diskusi interaktif

G. Kegiatan Pembelajaran

Pertemuan 1 (2 X 35 Menit)

No	Keterangan/Sintaks	Alokasi Waktu
1	Pendahuluan	
	- Guru memberi salam, selanjutnya menanyakan kabar peserta didik - Salah satu siswa memimpin berdoa sebelum memulai pelajaran - Siswa mengecek kebersihan kelas - Guru memberikan apersepsi terkait materi yang akan diajarkan - Guru mengaitkan materi dengan manfaat dalam kehidupan sehari-hari - Guru menyampaikan KD, tujuan pembelajaran, dan bentuk penilaian	15
2	Kegiatan Inti	
	Pemberian rangsangan (Mengamati) - Siswa melihat slide tentang rencana liburan yang disediakan guru - Guru memberikan informasi umum terkait slide yang sudah dilihat Siswa - Siswa mengamati short dialogue yang ditayangkan melalui slide *Identifikasi masalah (Menanya)* - Siswa diminta bertanya tentang informasi umum yang terdapat dalam percakapan menanyakan rencana liburan yang ditayangkan melalui slide tersebut. - Siswa yang lain bisa memberikan respon/jawaban terhadap pertanyaan teman *Pengumpulan data (Mengumpulkan informasi)* - Siswa membentuk kelompok kecil (3-4 anak/kelompok) - Siswa saling berbagi informasi tentang isi (jenis teks, fungsi sosial, struktur teks , dan unsur kebahasaan) announcement yang telah dilihat dan dibaca teksnya	60

	Pembuktian (Menalar) - Siswa diminta untuk membandingkan hasil temuan mereka dengan kelompok lain - Guru menampilkan beberapa photo tempat wisata - Siswa bermain peran menanyakan rencana liburan *Menarik kesimpulan (Mengkomunikasikan)* - Guru membimbing siswa untuk menuliskan hasil identifikasi tentang hasil diskusi	
3	Kegiatan Penutup	
	- Guru mengajak peserta didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan dan ditulis dalam buku catatan masing-masing. - Guru memberikan umpan balik terhadap proses dan hasil pembelajaran. - Salah satu siswa memimpin doa untuk mengakhiri pelajaran - Guru menutup pelajaran dengan mengucapkan salam.	15

Pertemuan 2 (2 X 35 Menit)

No	Keterangan/Sintaks	Alokasi Waktu
1	Pendahuluan	
	- Guru memberi salam, selanjutnya menanyakan kabar peserta didik - Salah satu siswa memimpin berdoa sebelum memulai pelajaran - Siswa mengecek kebersihan kelas - Guru memberikan apersepsi terkait materi yang akan diajarkan - Guru mengaitkan materi dengan manfaat dalam kehidupan sehari-hari - Guru menyampaikan KD, tujuan pembelajaran, dan bentuk penilaian	15
2	Kegiatan Inti	
	Pemberian rangsangan (Mengamati) - Siswa melihat slide tentang Future Tense yang disediakan guru - Guru memberikan informasi umum terkait slide yang sudah dilihat Siswa	60

	- Siswa mengamati short dialogue yang ditayangkan melalui slide *Identifikasi masalah (Menanya)* - Siswa diminta bertanya tentang informasi umum yang terdapat dalam percakapan menanyakan rencana liburan yang ditayangkan melalui slide tersebut. - Siswa yang lain bisa memberikan respon/jawaban terhadap pertanyaan teman *Pengumpulan data (Mengumpulkan informasi)* - Siswa membentuk kelompok kecil (3-4 anak/kelompok) - Siswa saling berbagi informasi tentang isi (jenis teks, fungsi sosial, struktur teks , dan unsur kebahasaan) rencana yang telah dilihat dan dibaca teksnya *Pembuktian (Menalar)* - Siswa diminta untuk membandingkan hasil temuan mereka dengan kelompok lain - Guru menampilkan beberapa kalimat yang berisi be going to, would like to, dan Plural and Singular - Siswa menjawab soal – soal yang berhubungan dengan struktur kebahasaan *Menarik kesimpulan (Mengkomunikasikan)* - Guru membimbing siswa untuk menuliskan hasil identifikasi tentang hasil diskusi	
3	Kegiatan Penutup	
	- Guru mengajak peserta didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan dan ditulis dalam buku catatan masing-masing. - Guru memberikan umpan balik terhadap proses dan hasil pembelajaran. - Salah satu siswa memimpin doa untuk mengakhiri pelajaran - Guru menutup pelajaran dengan mengucapkan salam.	15

H. Media, Alat/Bahan, dan Sumber Belajar

   1. Media

      ▪ Teks intention

   2. Alat/Bahan

      ▪ Laptop

      ▪ LCD/Proyektor

      ▪ Pengeras suara

   3. Sumber Belajar

      ▪ Buku Guru edisi 2016

I. Penilaian Pembelajaran, Remedial dan Pengayaan

   1. Teknik Penilaian

      Teknik penilaian: Tes tulis dan penugasan

      Bentuk penilaian: Pilihan Ganda dan Uraian

   2. Instrumen Penilaian

      Pertemuan pertama (Pengetahuan), Pertemuan kedua (keterampilan)

Pedoman penskoran aspek pengetahuan:

Skor tiap soal = 6.67

Nilai = <u>Skor yang diperoleh</u> x 100

      Skor maksimal (6,67)

Penilaian Keterampilan

KD	IPK	Materi Pokok	Indikator Soal	Bentuk Soal	No Soal	Butir Soal
4.3 Menyususn teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait niat melakukan suatu tindakan / kegiatan, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks penggunaannya	Membuat percakapan pendek menayakan kativitas yang akan dilakukan	1. Expression in asking for planning 2. Fungsi sosial text asking for planning 3. Struktur teks asking for planning 4. Unsur kebahasaan asking for planning	Menyjikan percakapan pendek yang menanyakan aktivitas yang akan dilakukan	Speaking		

Soal

Buatlah percakapan dengan teman sebangku menyakana rencana yang akan dilakukan pada saat liburan semester

KRITERIA PENILAIAN SPEAKING

RUBIK PENILAIAN SPEAKING		
Aspek	**SKOR**	**KETERANGAN**
Pengucapan	5	Mudah dipahami dan memiliki aksen penutr asli
	4	Mudah dipahami meskipun dengan aksen tertentu
	3	Ada masalah pengucapan yang membuat pendengar harus konsentrasi penh dan kadang – kadang ada kesalah pahaman
	2	Suliit dipahami karena ada masaah pengucapan, sering diminta mengulang

1	Masalah pengucapan serius sehingga tidak bisa dipahami

RUBIK PENILAIAN SPEAKING		
Aspek	**SKOR**	**KETERANGAN**
Tata Bahasa	5	Tidak ada atau sedikit kesalahan tata bahasa
	4	Kadang – kadang membuat kesalahan tata bahasa tetapi tidak mempengaruhi makna
	3	Sering membuat kesalahan
	2	Banyak kesalahan
	1	Kesalahan dalam tata bahasa sangat parah

RUBIK PENILAIAN SPEAKING		
Aspek	**SKOR**	**KETERANGAN**
Kosa Kata	5	Menggunakan kosa kata dan ungkapan seperti penutur asli
	4	Kadang – kadang menggunakan kosa kata yang tidak tepat
	3	Sering menggunakan kosa kata yang tidak tepat, percakapan menjadi terbatas karena keterbatasn kosa kata
	2	Menggunakan kosa kata secara salah
	1	Kosa kata sangat terbatas sehingga percakapan tidak mungkin terjadi

Muncar, 07 Oktober 2021

Mengetahui,

Kepala Sekolah   Guru Mata pelajaran

SUSILO KASRI,SH,MH   **ALIVIANA DEWI**

PROGRAM TAHUNAN

Nama Sekolah   : SMK 17 Agustus 1945 Muncar

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : X/ GANJIL

Program Keahlian   : Teknik Kendaraan Ringan

Semester	Kompetensi Dasar	Alokasi Waktu	Keterangan
GANJIL	3.3 Menganalisis fungsi social, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait niat melakukan suatu tindakan / kegiatan, sesuai dengan konteks penggunaannya (Perhatikan unsure kebahasaan *be going to*, *woud like to*) 4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait niat melakukan suatu tindakan / kegiatan, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks penggunaannya	2 JP	
	3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya. 4.4. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	2 JP	

SILABUS BAHASA INGGRIS SMK 17 AGUSTUS 1945 MUNCAR

MAPEL   **: BAHASA INGGRIS**

KELAS   **: X**

SEMESTER   **: GANJIL**

ALOKASI WAKTU   **: 2 x 35 menit**

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora, dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Melaksanakan tugas spesifik dengan menggunakan alat, informasi dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja dibwah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolabolarif, dan solutif dalam ranah abstrak terkait dengan penegmbangan dari yang dipelajarinya di sekolah. Serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai konteks penggunaannya (Pronoun, Subjective, Objective, possessive) 4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi social, struktur	• **Fakta** Teks interaksi transaksional lisan dan tulis tentang simple present tense in use dan penggunaan pronoun sesuai dengan bidang keahlian • **Fungsi Sosial** Menjelaskan, mendeskripsikan dan membuat text perkenalan diri sendiri dan orang lain • **Struktur Teks** - Memulai - Menanggapi pernyataan untuk menjelaskan penggunaan simple present dan pronoun • **Unsur Kebahasaan**	**Langkah-Langkah Pembelajaran** (**model** *problem based learning*) 7. Peserta didik mencermati tujuan pembelajaran. 8. Peserta didik mengamati Slide mengenai *self introduction and Structure (Pronoun, Subjective, Objective, Possessive)dengan baik* 9. Peserta didik membuat catatan kecil mengenai materi dengan teliti 10. Setelah mengamati slide peserta didik dengan difasilitasi dan dibimbing guru,	**Penilaian** 4. Sikap: Observasi saat diskusi tentang sikap komunikatif dan kreatif. 5. Pengetahuan: peserta didik dapat memahami cara memberikan informasi jati diri dan penggunaan Pronoun, Subjective, Objective, dan Possessive 6. Keterampilan: Peserta didik dapat memperkenalkan diri dan memberikan informasi jati diri	**8 JP**	**Septiarti W,2020. Bahasa Inggris X SMK.CV GRAHA PUSTAKA SURAKARTA**

teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.	- Simple presen tense dan penggunaannya - Penggunaan pronoun (subjective, Objective, possessive pronoun) • **Topik** Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI	berdiskusi interaktif di grup rombel BDP X (grup WA) dengan teknik Tanya jawab 11. Peserta didik setelah melakukan diskusi, sebagai tambahan bahan bacaan diminta untuk membaca secara mandiri mengenai Materi *self Introductions, Subjective, Pronoun, Objective, dan possessive dengan baik* 12. Peserta didik dibimbing oleh guru, melakukan refleksi mengenai materi *Self Introduction and givin identity dengan baik*			
3.2 Menganalisis fungsi social,	**Reading**	**Langkah-Langkah Pembelajaran**	**Penilaian**	**8 JP**	**Septiarti W,2020.**

struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat bersayap (Extended), dan responnya, sesuai dengan konteks penggunaannya 4.2 Menyususn teks interaksi interpersonal lsan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat bersayap (Extended), dan	- Memahami Text dialogue memberi ungkapan selamat dan pujian **Listening** - Mendapatkan informasi ungkapan memberi pujian dan ucapan selamat **Writing** - Menemukan kosa kata yang tepat pada text rumpang **Speaking** - Percakapan menyusun dialog memberi ucapan selamat dan pujian Ulangan Harian 2	**(model *problem based learning*)** 1. Peserta didik mencermati tujuan pembelajaran. 2.Peserta didik mengamati Slide mengenai *Expression of congratulating, compliment, and responding, conversation text of giving congratulating, complimenting and responding* 3. Peserta didik membuat catatan kecil mengenai materi 4. Setelah mengamati slide peserta didik dengan difasilitasi dan dibimbing guru, berdiskusi interaktif di kelas Tanya jawab 5. Peserta didik setelah melakukan diskusi, sebagai tambahan bahan bacaan diminta untuk membaca secara mandiri mengenai Materi *giving*	**1.Sikap: Observasi saat diskusi tentang sikap komunikatif dan kreatif.** **2.Pengetahuan: peserta didik dapat memahami menggunakan ungkapan membereri ucapan selamat, peujian dan respon** **3.Keterampilan: Peserta didik dapat memberikan ucapan selamat, pujian dan respon**		**Bahasa Inggris X SMK.CV GRAHA PUSTAKA SURAKARTA**

responnya dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar da sesuai konteks		*Compliment, Congratulate and doing task* 6. Peserta didik dibimbing oleh guru, melakukan refleksi mengenai materi *giving complimenting, praise, and responding*			
3.3 Menganalisis fungsi social struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan sesuatu tindakan / kegiatan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebhaasaan Be Going To, would like to)	**Reading** **-Memahami informasi yang tersirat dai text** **Speaking** **-Menceritakan kegiatan di rumah dan diluar rumah** **Writing** **-Mengisi schedule** **Listening** **-Memahami isi dialogue** **Ulangan Harian 3** **-Menemukan jawaban yang tepat pada soal pilihan ganda**	**1.Peserta didik mencermati tujuan pembelajaran.** **2.Peserta didik mengamati Slide mengenai Penggunaan Future untuk menanyakan dan memberi informasi apa yang akan dilakukan. Memahami text percakapan yang berisi menanyakan aktivitas yang akan dilakukan** **3.Peserta didik membuat catatan kecil mengenai materi**	**Penilaian** 1. Sikap: Observasi saat diskusi tentang sikap komunikatif dan kreatif. 2. Pengetahuan: peserta didik dapat memahami penggunaan future tense untuk menayakan dan memberi informasi kegiatan yang akan dilakukan	**10 JP**	**Septiarti W,2020. Bahasa Inggris X SMK.CV GRAHA PUSTAKA SURAKARTA**

4.3	Menyususn teks interaksi transaksional lisan dan tulis sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan sesuatu tindakan / kegiatan, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya		**4.Setelah mengamati slide peserta didik dengan difasilitasi dan dibimbing guru, berdiskusi interaktif di kelas dengan teknik Tanya jawab** **5.Peserta didik setelah melakukan diskusi, sebagai tambahan bahan bacaan diminta untuk membaca secara mandiri mengenai Materi percakapan , dan text reading yang berhubungan dengan aktivitas yang akan dilakukan** **6. Peserta didik dibimbing oleh guru, melakukan refleksi mengenai materi Wahat is your plan?**	3. Keterampilan: Peserta didik dapat menceritakan aktivitas yang direncanakan dan akan dilakukan		
3.4	Menganalisis fungsi social, struktur teks, dan unsur kebahasaan beberapa teks deskriptif	**Listening** Memahami cara menyusun text deskriptif **Speaking**	Peserta didik mencermati tujuan pembelajaran. • Peserta didik mengamati Slide	**Penilaian** **1.Sikap: Observasi saat diskusi tentang sikap komunikatif dan kreatif.**	**14 JP**	**Septiarti W,2020.** **Bahasa** **Inggris X**

lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya 4.4 Menyususn teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Meceritakan tempat bersejarah di Indonesia / daerah setempat **Reading** Memahami text yang berisi sejarah , benda, tempat dll **Writing** Menyusun jumble words dan membuat kalimat , menemukan kosa kata yang tepat **Ulangan Harian** Menemukan jawaban yang tepat pada soal pilihan ganda	mengenai *Askin and giving information about people, thing, and place* . Memahami text percakapan yang berisi menanyakan dan memberi informasi tentang orang, benda dan tempat. • Peserta didik membuat catatan kecil mengenai materi • Setelah mengamati slide peserta didik dengan difasilitasi dan dibimbing guru, berdiskusi interaktif di kelas dengan teknik Tanya jawab • Peserta didik setelah melakukan diskusi, sebagai tambahan bahan bacaan diminta untuk membaca secara	**2.Pengetahuan: peserta didik dapat memahami cara menanyakan dan memberi informasi tentang orang, benda, dan tempat** **3.Keterampilan: Peserta didik dapat menceritakan tentang orang, benda, dan tempat.**		**SMK.CV GRAHA PUSTAKA SURAKARTA**

			mandiri mengenai Materi *percakapan , dan text reading yang berhubungan dengan memberi informasi tentang benda, orang dan tempat.* • Peserta didik dibimbing oleh guru, melakukan refleksi mengenai materi *Various Place in Indonesia.*			
3.5	Menganalisis fungsi social, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan	**Listening Memahami cara menyusun text announcement Speaking Meceritakan isi text announcement dan dialog**	1. Peserta didik mencermati tujuan pembelajaran. 2. Peserta didik mengamati Slide mengenai Askin and giving information announcement. 3. Memahami isi dan menemukan informasi yang	**Penilaian 1.Sikap: Observasi saat diskusi tentang sikap komunikatif dan kreatif. 2.Pengetahuan: peserta didik dapat memahami text announcement.**	**14 JP**	**Septiarti W,2020. Bahasa Inggris X SMK.CV**
4.5	Menysusn teks khusus dalam bentuk pemberitahuan (Announcment), lisan	**Reading**	ada pada teks announcement Peserta didik	**3.Keterampilan: Peserta didik dapat menceritakan**		**GRAHA PUSTAKA SURAKARTA**

| dan tulis, pendek dan sederhana, dengan memperhatikan fungsi social. | **Memahami text announcement dan dialogue**

Writing
Menyusun jumble words dan membuat kalimat , menemukan kosa kata yang tepat

Ulangan Harian
Menemukan jawaban yang tepat pada soal pilihan ganda | 4. membuat catatan kecil mengenai materi
Setelah mengamati slide peserta didik dengan difasilitasi dan dibimbing guru, berdiskusi interaktif di grup rombel BDP X (grup WA) dengan teknik Tanya jawab
Peserta didik setelah melakukan diskusi, sebagai tambahan bahan bacaan diminta untuk membaca secara mandiri mengenai Materi percakapan , dan text reading yang berhubungan dengan memberi informasi yang ada pada teks announcement
Peserta didik dibimbing oleh guru, melakukan refleksi mengenai materi text announcement. | **informasi yang ada pada teks announcement.** | | |

Apendices: Kalender Akademik

HARI EFEKTIF, HARI EFEKTIF FAKULTATIF DAN HARI LIBUR SEKOLAH/MADRASAH

DI PROVINSI JAWA TIMUR TAHUN PELAJARAN 2021/2022 UNTUK

TKLB, SDLB, SMPLB, SMA/SMALB/SMK DAN SEDERAJAT

No	BULAN	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1	JULI'21				LU							LU	1	2	3	4	5	6	LU	7	LHB	8	9	10	11	LU	12	13	14	15	16	17
2	AGUSTUS'21	LU	18	19	20	21	22	23	LU	24	LHB	25	26	27	28	LU	29	LHB	30	31	32	33	LU	34	35	36	37	38	39	LU	40	41
3	SEPTEMBER'21	42	43	44	45	LU	46	47	48	49	50	51	LU	52	53	54	55	56	57	LU	58	59	60	61	62	63	LU	64	65	66	KTS	
4	OKTOBER'21	KTS	KTS	LU	67	68	69	70	71	72	LU	73	74	75	76	77	78	LU	79	LHB	80	81	82	83	LU	84	85	86	87	88	89	LU
5	NOPEMBER'21	90	91	92	93	94	95	LU	96	97	98	99	100	101	LU	102	103	104	105	106	107	LU	108	109	110	111	112	113	LU	114	115	
6	DESEMBER'21	116	117	118	119	LU	120	121	122	123	124	125	LU	126	127	128	129	130	131	LU	132	133	134	135	CB	LHB	LU	LS1	LS1	LS1	LS1	LS1
7	JANUARI'22	LHB	LU	1	2	3	4	5	6	LU	7	8	9	10	11	12	LU	13	14	15	16	17	18	LU	19	20	21	22	23	24	LU	25
8	PEBRUARI'22	LHB	26	27	28	29	LU	30	31	32	33	34	35	LU	36	37	38	39	40	41	LU	42	43	44	45	46	47	LU	48			
9	MARET'22	LHB	49	LHB	50	51	LU	52	53	54	55	56	57	LU	58	59	60	61	62	63	LU	64	65	66	67	68	69	LU	70	71	72	73
10	APRIL'22	74	LPP	LU	LPP	LPP	75	76	77	78	LU	79	80	81	82	LHB	83	LU	84	85	86	87	88	89	LU	EF	EF	EF	LHR	LHR	LHR	
11	MEI'22	LU	LHR	LHR	LHR	LHR	LHR	LHR	LU	90	91	92	93	94	95	LU	LHB	96	97	98	99	100	LU	101	102	103	LHB	104	105	LU	106	107
12	JUNI'22	LHB	108	109	110	LU	111	112	113	114	115	116	LU	117	118	119	120	121	122	LU	123	124	125	126	127	128	LU	LS2	LS2	LS2	LS2	
	JULI'22	LS2	LS2	LU	LS2	LS2	LS2	LS2	LS2	LHB	LU	LS2	LS2	LS2	LS2	LS2	LS2	LU							LU							LU

KETERANGAN:

LHB

:

LPP

: Libur Permulaan

: Pondok

LU   : Libur Umum   LHR : Libur Sekitar Hari Raya : Prediksi USP SMK

LS1   : Libur Semester 1*   EF   : Hari Efektif Fakultatif :

LS2   : Libur Semester 2*

: 135

hari : 128 hari hari

: PAS/PAT dan Ujian Prakte k
: Tanggal Raport
: Hari Sant ri Nasional

Libur Hari Besar

Puasa : Awal Masuk
Ramadhan

Prediksi UKK SMK

SEMESTER GENAP	
TANGGAL	**KETERANGAN**
1 Januari 2022	Tahun Baru Masehi 2022
3 Januari 2022	Hari Pertama Sem. Genap TP 2021/2022
1 Februari 2022	Tahun Baru Imlek
1 Maret 2022	Isra Miraj Nabi Muhammad SAW
3 Maret 2022	Hari Raya Nyepi
15 April 2022	Wafat Yesus Kristus
1 Mei 2022	Hari Buruh Internasional
2-3 Mei 2022	Hari Raya Idul Fitri 1443 H
16 Mei 2022	Hari Raya Waisak
26 Mei 2022	Kenaikan Isa Almasih
30 Mei - 11 Juni 2022	Rentang waktu pelaksanaan PAT
17 Juni 2022	Pembagian Rapor Semester Genap

Kalender Pendidikan untuk 6 Hr Kerja
Semester Ganjil
Semester Genap
Hari Efektif Fakultatif   : 3

Jumlah Minimal Hari Efektif Semester 1
Semester 1 minimal 18 Pekan

Jumlah Minimal Hari Efektif Semester 2
Semester 2 minimal 17 Pekan

KETERANGAN:

* Penyelenggaraan Ujian Satuan Pendidikan (USP) SMA dan SMK menyesuaikan dengan penetapan POS USP dari Dinas Pendidikan Prop. Jawa Timur * Penyelenggaraan

Asesmen Nasional (AN) meyesuaikan dengan kebijakan Kemendikbu

Apendices: Profil Sekolah SMK 17 AGUSTUS 1945 MUNCAR

PROFIL

SMK 17 AGUSTUS 1945 MUNCAR

PROFIL SEKOLAH

2021 - 2022

A. Identitas

Sekolah

1. Nama Sekolah : SMK 17 AGUSTUS 1945 MUNCAR

2. Alamat

Desa : Blambangan

Kecamatan : Muncar

Kabupaten : Banyuwangi

Propinsi
: Jawa Timur

Kode Pos
: 68472

No. Telepon : (0333) 592170

Email : smk17agustus.1945-muncar@yahoo.com

N S S : 342052505007

N I S : 400070

NPSN : 20525605

3. Nama Yayasan : Yapenas 17 Agustus 1945

Nomer Akte : 69

Tanggal : 24 Mei 1973

4. Status Sekolah : Swasta / Terakriditasi B Konversi

5. SKKelembagaan : 2722/104/PP/2001

6. Tipe Sekolah : -

7. Tahun didirikan / beroperasi : 1987

No.ijin pendirian : 560/34.B/1988

Tanggal : 25 Januari 1988

8. Status Tanah : Milik Sendiri

9. Luas Tanah : 4863 m^2

10. IMB : 503.640/1396/429.206/2011

11. Nama Kepala sekolah : SUSILO KASRI,SH.MH.

12. Alamat : RT.02 RW.XI Desa Tembokrejo – Muncar

– BWI

13. Telpon : 08123462979

14. No. SK Kepala Sekolah : 7.803/YPN.SK-KS/2018

Tanggal : 9 Juli 2018

15. Masa Bhakti kepala Sekolah : 2018 - 2022

B. Data Guru Karyawan,dan Siswa

    1.Jumlah Guru

Tipe Guru	Jumlah	Kurang	Berlebihan
1. Pegawai Negri Sipil	-	-	-
2. Guru tetap yayasan	24	-	-
3. Guru Tidak Tetap	16	-	-
4. Guru Kontak Pusat	-	-	-
5. Staf / Karyawan	11	-	-
JUMLAH	51		

    2.Perkembangan Jumlah Siawa 3 tahun terakhir

Tahun Pelajaran	KOMPETENSI KEAHLIAN /JURUSAN					
	Keuangan	Pemasaran	Perhotelan	R P L	TKR	Total
2018-2019	250	56	190	74	75	645
2019-2020	196	55	161	82	107	601
2020-2021	158	49	140	80	113	540

C. Data Fasilitas Sekolah

    1. Ruangan

No	Jenis Ruangan	Jumlah Ruangan	Kondisi		
			Baik	Rusak Ringan	Rusak Berat
1	**Ruang kelas**	23	23	-	2
2	**Ruang perpustakaan**	1	1	-	-

3	Ruang Tata Usaha	1	1	-	-
4	Ruang Kepala Sekolah	1	1	-	-
5	Ruang Guru	2	2	-	-
6	Ruang Laboraturium	5	5	-	-
7	Ruang BP/BK	1	1	-	-
8	Ruang BKK	1	1		
9	Ruang UKS	1	1		
	Jumlah	36	36		

2. Infrastruktur

No	Jenis	Jumlah	Kondisi		
			Baik	Rusak Ringan	Rusak Berat
1	Pagar Depan	1	1	-	-
2	Pagar Samping	1	1	-	-
3	Pagar Belakang	-	-	-	-
4	Tiang Bendera	2	2	-	-
5	Resorvoir/Menara Air	2	2	-	-
6	Bak Sampah	23	23	-	-
7	kopsis	1	1	-	-
8	Bank Mini	1	1		

3 Perabot

No	Jenis Ruangan	Jumlah	Kondisi		
			Baik	Rusak Ringan	Rusak Berat
1	Ruang kelas	460	440	40	
2	Ruang Perpustakaan	6	6		
3	Ruang Tata usaha	11	11		
4	Ruang Kepala Sekolah	4	4		
5	Ruang Guru	9	9		
6	Ruang laboraturium	5	5		
7	Lain – lain	3	2		

4. **Sanitasi dan Air Bersih**

No	Jenis Ruangan	Jumlah	Kondisi		
			Baik	Rusak Ringan	Rusak Berat
1	KM/WC – Siswa Putra	4	4	-	-
2	KM/WC – Siswa Putri	4	4	-	-
3	KM/WC – Guru	2	2	-	-

5. Sumber Air bersih

    a.   Jenis Air bersih

No	Jenis Ruangan	Kondisi		
		Baik	Rusak Ringan	Rusak Berat
1	Sumur dengan Pompa Listrik	V	-	-
2	Sumur Tanpa Pompa air	-	-	-
3	Tadah Hujan	-	-	-
4	Lain – lain	-	-	-

6. Sumber Listrik PLN

No	Fasilitas	Jumlah	Pemamfaatan			Kondisi		
			Dipakai	Tidak	Jarang	Baik	RR	RB
1	Lampu TL							
2	Lampu pijar	88	88					
3	Stop kontak	44	34		10	44		
4	Inst Listrik	2	2		-	2	-	
5	Lain – lain							

DATA AKREDITASI DAN PENERAPAN KURIKULUM SMK

Kompetensi Keahlian	Akreditasi	Tahun diakreditasi
Akuntansi dan keuangan lembaga	A	2015
Bisnis daring dan Pemasaran	A	2017
Perhotelan	B	2014
Rekayasa Perangkat Lunak	B	2015
Teknik Kendaraan Ringan	-	BELUM

KURIKULUM YANG DIGUNAKAN			
KLAS X	KLAS XI	KLAS XII	
K.13	K.13	K.13	
K.13	K.13	K.13	
K.13	K.13	K.13	
K.13	K.13	K.13	
K.13	K.13	K.13	

DATA SISWA MENGULANG DAN PUTUS SEKOLAH

Kompetensi Keahlian	SISWA MENGULANG								SISWA PUTUS SEKOLAH							
	Tk.1		Tk. 2		Tk. 3		Tk.4		Tk.1		Tk. 2		Tk. 3		Tk.4	
	L	P	L	P	L	P	L	P	L	P	L	P	L	P	L	P
KEUANGAN																
PEMASARAN																

TOTAL													

Teknik Kendaraan ringan Otomotif	43		43				3	12	3	13	
	103	69	103	69			39	88	18	81	

TENAGA KEPENDIDIKAN

No	Tenaga Kependidikan	Total Pegawai	Status Kepegawaian				Pendidikan				Usia			Jenis Kelamin		Kebutuhan Pegawai	
			PNS		NON PNS		SLTA	Dip	SI/D4	S2	<35	35-50	>51	L	P	Ideal	+/-
			PT	PTT	PT	PTT											
1.	Kepala tata usaha	1				1			1			1			1		
2	Tenaga teknis keuangan	2				2	2					1	1		2		
3	Tenaga perpustakaan	1				1	1				1			1			
4	Tenaga laboratorium	5				5		1	4			5		2	3		

No	Jenis	Total	PNS GT	PNS GTT	Non PNS GT	Non PNS GTT	Dip	S1/D4	S2	Sertifikasi profesi	<35	35-51	≥51	L	P	Ideal	+/-
5	Tenaga teknis praktek kejuruan	1			1				1			1		1			
6.	Pesuruh/ Penjaga sekolah	1			1	1								1	1		
7.	Tenaga administrasi lainnya	3			3	3					3			3			
	TOTAL	14			14	7	1	6			4	8	2	8	6		

PENDIDIK (GURU)

No	Nama Mata Pelajaran	Total Guru	PNS GT	PNS GTT	Non PNS GT	Non PNS GTT	Dip	S1/D4	S2	lulus Sertifikasi profesi	<35	35-51	≥51	L	P	Ideal	+/-
1	**Normatif**																
	Pendidikan Agama Islam	2			2			2				2			2		
	Pendidikan Agama Protestan							1									
	Pendidikan Agama Katolik																
	Pendidikan Agama Hindu	1			1			1			1				1		
	Pendidikan Agama Budha																
	Pendidikan Agama Konghuchu																
	Bahasa Indonesia	2			2			2			1	1		2			

No	Mata Pelajaran																
	Pendidikan Kewarganegaraan & Sejarah	3			3			3			1	2		1			
	Pendidikan Jasmani & Olah Raga	2			2	1		1			1	1		1			
	Seni & Budaya	1			1			1				1		1			
	BP/ BK	3		2	1			3		2	1	2		2	1		
	Muatan Lokal	2		1	1			2				2		1	1		
2	**Adaptif**																
	Matematika	3			3						2	1			3		
	Bahasa Inggris	4		3	1			1	3			4		3	1		
	KKPI	2		1	1							2		1	1		
	IPA	1			1			1				1			1		
	IPS	1			1			1				1	1	1			
	Kewirausahaan	3		1	2			2	1			2	1	1	2		
	Fisika																
	Kimia																
	Biologi																
	Ekonomi																
	Pelayanan Prima																
	Bahasa asing …….	2		1	1						1	2		1	1		
3	**Produktif**																

Akuntasi	4			1	3	1	2		1	2	2	1	1	3	
Penjualan	4			1	3		2		1	2	2		1	3	
Perhotelan…	5									3	2		1	4	
RPL	4									2	2			4	
Teknik otomotif	4										4			4	
…															
…															
…															
…															
…															
TOTAL	**56**			**16**	**30**	**2**	**28**	**5**	**4**	**17**	**36**	**3**	**26**	**30**	

PRASARANA SMK

No	Nama Ruang/Area Kerja	Kondisi Saat Ini						Kebutuhan Ruang		
		Jumlah Ruang	Luas (m2)	Total Luas (m2)	Jumlah Baik	Jumlah Rusak Sedang	Jumlah Rusak Berat	Jumlah ruang	Luas (m2)	Total Luas (m2)
A	**Ruang Pembelajaran Umum**									
1.	Ruang Kelas	23	56	1288	18			5	56	280
2.	Ruang Lab. Fisika									
3.	Ruang Lab. Kimia									
4.	Ruang Lab. Biologi									
5.	Ruang Lab. Bahasa									
6.	Ruang Lab. Komputer	3	56	168	3			1	56	56
7.	Ruang Lab. Multimedia									

8.	Ruang Praktek Gambar Teknik										
9.	Ruang Perpustakaan Konvensional	1	20	20	1						
10.	Ruang Perpustakaan Multimedia										
B	**Ruang Khusus (Praktik)**										
1.	Ruang Praktek/Bengkel/Workshop										
	R. Praktek Bengkel	1	72								
	R. Praktek….										
	R. Praktek….										
	R. Praktek….										
	R. Praktek….										
	R. Praktek….										
	R. Praktek….										
C	**Ruang Penunjang**										
1.	Ruang Kepala Sekolah & Wakil	1	16	16	1						
2.	Ruang Guru	1	81	81	1						
3.	Ruang Pelayanan Administrasi (TU)	1	40	20	1						
4.	BP/BK	1	1	40	1						
5.	Ruang OSIS	1	1	20	1						
6.	Ruang Pramuka,										
7.	Koperasi,	1	15	15	1						
8.	UKS,	1	8	8	1						
9.	Ruang Ibadah	1	18	18	1						
10.	Ruang Bersama (Aula)	1	112	112	1						
11.	Ruang Kantin Sekolah	3	20	60	3						
12.	Ruang Toilet	6	3	18	6						
13.	Ruang Gudang	1	4	4	1						

14.	Ruang Penjaga Sekolah	1	12	12	1					
15.	Ruang Unit Produksi									
16.	Asrama Siswa									

STATUS LAHAN SMK

No	Jenis Lahan	Luas (M²)	Status Kepemilikan Lahan		Keterangan Lahan
			Pemerintah / Yayasan	Lainnya (sebutkan)	
1	Luas Lahan Bangunan	2.265	YAYASAN		
2	Luas Lahan Tanpa Bangunan	2526			
	a. Taman	72	YAYASAN		
	b. Lapangan Olah Raga				
	c. Lahan praktek				
	d. Lain-lain				
3	Total Luas Lahan Seluruhnya	4.863			

INFRASTRUKTUR SMK

Sumber Listrik	Daya Listrik	Voltase	Phase	Biaya Per Bulan
) PLN / Genset Diesel / Tenaga Surya / PLN & ~~Diesel / Sumber lainnya/ Tidak Ada Listrik~~	**)** <~~900 Watt / 900 -2.200 Watt / 2.200-5000 Watt~~ / 5000-15.000 Watt / >15.000 Watt	*)220volt/ ~~110 volt~~	*) 2 Phase/ 3 Phase	Rp. 450.000

*) Coret yang tidak perlu

Akses Internet	Provider	Bandwidth (Mbps)	Biaya Per Bulan
*) ~~VSAT / Listline~~ / Wireline (Modem Mobile) / lainnya / ~~tidak ada akses~~	*) Jardiknas / ~~Telkom / Indosat / Telkomsel / Excelcomindo / Smart / Provider Lainnya~~	....	200.000.

*) Coret yang tidak perlu

Sumber Air Bersih	Ketersediaan	Biaya Per Bulan
*) ~~PDAM~~ / Sumur Bor / ~~Sumur gali / Mata air / Air tadah hujan / Air permukaan / lainnya~~	*) Memadai / ~~tidak memadai~~	....

PERABOT RUANG PEMBELAJARAN & BUKU TEKS PENUNJANG UJIAN NASIONAL DI PERPUSTAKAAN

No	Jenis Perabot	Jumlah Yang ada
1	Meja Siswa	320
2	Kursi Siswa	640
3	Lemari	7
4	Papan Tulis	23
5	Meja Guru	40
6.	Kursi Guru	40

No	Mata Pelajaran	Jumlah Judul	Jumlah Eksemplar yang ada	Jumlah Kebutuhan	Jumlah Kekurangan
1.	Metematika	4	20	80	60
2.	Bahasa Inggris	6	30	80	50
3.	Bahasa Indonesia	4	20	80	60
4.	Produktif	6	30	80	50

SARANA PRAKTEK PENUNJANG PEMBELAJARAN BERBASIS TIK SMK

No	Nama Alat Praktek	Kondisi Saat Ini	Kebutuhan Alat

		Jumlah Alat	Jumlah Baik / Berfungsi	Jumlah Rusak / Tidak Berfungsi	Jumlah Alat	+/-
A	**Alat Praktek Umum**					
1.	Komputer Laptop	20	10	10	20	
2.	Komputer PC	93	93			
3.	Komputer Server	8	8			
4.	LCD	3	3		3	
5.	Tape / Audio	2	2		2	
6.	TV/ Video	2	2		4	
7.	Printer	8	8		10	**-2**

VISI MISI SEKOLAH

VISI   :

MENINGKATKAN KEDISIPLINAN, MENGEMBANGKAN KETRAMPILAN DAN MENYALURKAN LULUSAN.

MISI   :

1.   a. **MEMBIASAKAN KEHADIRAN TEPAT WAKTU**

   b.   **MEMBERIKAN SANGSI YANG TIDAK DISIPLIN**

   c.   **MENCATAT KETIDAK HADIRAN DAN HOME VISIT**

2.   a. **MENINGKATKAN PRAKTEK KEJURUAN**

   b.   **MENYEDIAKAN FASILITAS PRAKTEK**

3.   a. **MENJALIN KERJASAMA DENGAN DU/DI**

   b.   **MENINGKATKAN PERANAN DAN FUNGSI BURSA KERJA KHUSUS**

      (BKK)

TUJUAN SEKOLAH

1.   **Membentuk sikap dan perilaku siswa agar patuh terhadap peraturan**

2.   **Mendorong siswa untuk mengembangkan ketrampilan dan keahlian**

3.   **Membangun sekolah yang berprestasi bidang akademik dan non akademik.**

Apendices: Documentation

FOTO-FOTO KEGIATAN BELAJAR MENGAJAR

Nomor : 31.5/273.11/TBIG/FTK/IAIDA/C.3/I/2022
Lamp. : -
Hal   : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

SMK 17 Agustus 1945 Muncar

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   : **ALIVIANA DEWI**
TTL   : **Banyuwangi, 08 Desember 1997**
NIM   : **18112210024**
Fakultas   : Tarbiyah dan Keguruan (FTK)
Program Studi   : Tadris Bahasa Inggris (TBIG)
Alamat   : Sumberbening-Kesilir-Siliragung-Banyuwangi-Jawa Timur
HP   : 083125150959
Dosen Pembimbing : **Ridwan, M.Pd.**

       Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi. Adapun judul penelitiannya adalah:

Implementing Direct Practice Method to Improve Speaking Skill of Tenth Grade Students at SMK 17 Agustus 1945 Muncar - Banyuwangi in Academic Year 2021/2022

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.
Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 11 Januari 2022
Dekan

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

SEKOLAH MENENGAH KEJURUAN
SMK 17 AGUSTUS 1945 MUNCAR
ALAMAT : JALAN RAYA BLAMBANGAN NO. 37 TELPON (0333) 592170 FAXIMILE : (0333) 592170
MUNCAR – BANYUWANGI
NSS : 342052505007 NIS : 400070 NPSN : 20525605
Web site : http://www.smk17muncar.sch.id / Email : smk17agustus.1945_muncar@yahoo.com

SURAT KETERANGAN
Nomor : 039 /2192/ 429.245.070 /2022

Yang bertanda tangan di bawah ini :

|	
Nama	: Susilo Kasri, SH. MH.
Jabatan	: Kepala Sekolah
Unit kerja	: SMK 17 Agustus 1945 Muncar
Alamat sekolah	: Jl. Raya Blambangan No. 37 Muncar – Banyuwangi

Dengan ini menerangkan bahwa :

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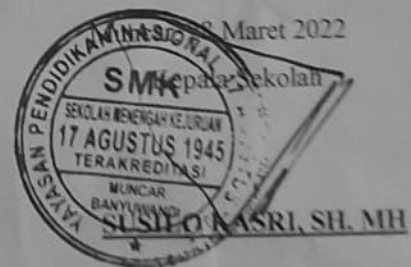
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PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS
PERIODE	20212
JUDUL	IMPLEMENTING DIRECT PRACTICE METHOD TO IMPROVE SPEAKING SKILL OF TENTH GRADE STUDENTS AT SMK 17 AGUSTUS 1945 MUNCAR - BANYUWANGI IN ACADEMIC YEAR 20212022

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1	20212	29 November 2021	07 April 2022	1. Konsultasi judul dan chaper 1 , rn2. BAB I dan penerangan isi,rn3. Chapter II dan III, rn4. Chapter III,rn5. Chapter III Revision,rn6. Chapter IV,rn7. Chapter IV Dissscusion,rn8. Chapter V	1. 22 November 2021 Konsultasi Judul dan Chapter Irn2. 13 Desember 2021 BAB I dan penerangan isirn3. 14 Desember 2022 Chapter II dan IIIrn4. 31 Maret 2022 Chapter IIIrn5. 02 April 2022 Chapter III Revisionrn6. 05 April 2022 Chapter IVrn7. 06 April 2022 Chapter IV Disscusionrn8. 07 April 2022 Chapter 5
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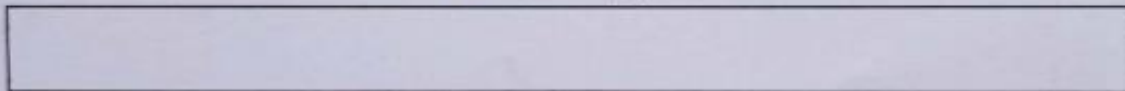❓ Comparison Preset: **Rewrite** ❓ Detected language: **En**

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CURRICULUM VITAE

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