



**PROMOTING ISLAMIC SENIOR HIGH SCHOOL STUDENTS' ABILITY IN  
SPEAKING THROUGH *ALL-WRITE ROUND ROBIN TECHNIQUE* (AWRRT)**

**THESIS**

**By**

**INTAN MAHARANI DEWI**

**NIM 140210401070**

**ENGLISH EDUCATION STUDY PROGRAM  
THE LANGUAGE AND ARTS EDUCATION DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the  
English Education Program, Language and Arts Department,  
the Faculty of Teacher Training and Education, Jember University

**By**

**INTAN MAHARANI DEWI**

**NIM 140210401070**

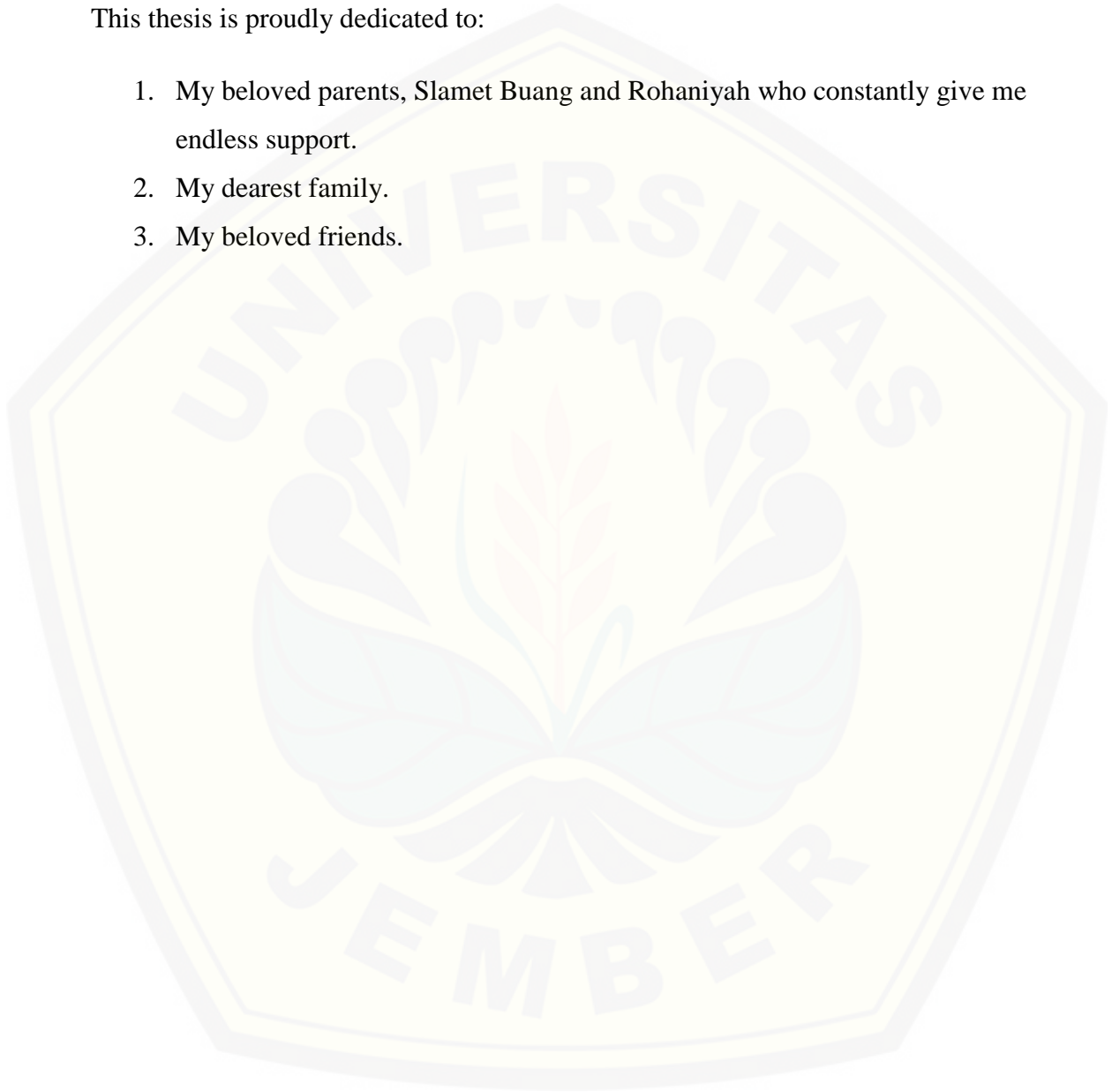
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**2018**

## DEDICATION

This thesis is proudly dedicated to:

1. My beloved parents, Slamet Buang and Rohaniyah who constantly give me endless support.
2. My dearest family.
3. My beloved friends.



**THE STATEMENT OF THESIS AUTHENTICITY**

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of approved thesis title; this thesis has not been submitted previously, in whole part, to qualify for any other academic award; ethics procedure and guideline of thesis writing from the university and the faculty have been followed.

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The Writer,

Intan Maharani Dewi

140210401070

**CONSULTANTS' APPROVAL**

**PROMOTING ISLAMIC SENIOR HIGH SCHOOL STUDENTS' ABILITY IN  
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Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English  
Education Program of the Language and Arts Education Department  
Faculty of Teacher Training and Education  
Jember University

**Name** : Intan Maharani Dewi  
**Identification Number** : 140210401070  
**Level** : 2014  
**Place of Birth** : Banyuwangi  
**Date of Birth** : November, 11<sup>th</sup> 1996  
**Program** : English Education  
**Department** : Language and Arts Education  
**Faculty** : Teacher Training and Education

**Approved by:**

**Consultant 1**

**Consultant 2**

**Dr. Aan Erlyana F, M.Pd.**

**NIP. 19650309 198902 2 001**

**Dr. Budi Setyono, M.A.**

**NIP. 19630717 199002 1 001**

**APPROVAL OF THE EXAMINATION COMMITTEE**

This thesis entitled “Promoting Islamic Senior High School Students’ Ability in Speaking through *All-Write Round Robin Technique* (AWRRT)” is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University on:

Day : Monday

Date : September 24<sup>th</sup>, 2018

Place : Faculty of Teacher Training and Education

**The Examination Committee**

**The Chairperson,**

**The Secretary,**

**Drs. Bambang Suharjito, M.Ed**

**Dr. Budi Setyono, M.A.**

**NIP. 19611025 198902 1 004.**

**NIP. 19630717 199002 1 001**

**The Members:**

**Signatures**

**1. Dr. Aan Erlyana F, M.Pd.**

.....

**NIP. 19650309 198902 2 001**

**2. Drs. I Putu Sukmaantara, M.Ed.**

.....

**NIP. 19640424 199002 1 003**

**The Dean,**

**Faculty of Teacher Training and Education**

**Prof. Drs. Dafik, M.Sc., Ph.D.**

**NIP. 19680802 199303 1 004**

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Finally, I hope this thesis will be useful for the readers. Any constructive suggestions and criticism are appreciated since the researcher realizes this thesis might still have some weaknesses.

Jember, September 24th, 2018

The Writer



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## SUMMARY

**Promoting Islamic Senior High School Students' Ability in Speaking through *All-Write Round Robin Technique* (AWRRT);** Intan Maharani Dewi, 140210401070; 2018; 33 pages; English Education Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This Classroom Action Research (CAR) raised the issue Cooperative Learning (Henceforth CL), in particular *All-Write Round Robin Technique* (henceforth AWRRT) as a model of CL strategy to promote students' speaking ability. AWRRT is a technique that provides an interaction activity in the form of negotiation of meanings. From the result of interview and observation of the preliminary study conducted at MAN Bondowoso, it was identified that the students of XI Agama 2 experienced difficulties in speaking as indicated by the inequality of the students' speaking achievement. The interviewee informed that some students (40%) could achieve  $\geq 75$  in their speaking while the rest of them (60%) could not achieve  $\geq 75$ . Those 60% of the students were still struggling with fluency, pronunciation, and accuracy that tended to cause miscommunication.

This present research was conducted within two cycles. Each cycle consisted of 3 meetings: 2 meetings for the implementation of the action and 1 meeting for the test. This research investigated two kinds of data: quantitative and qualitative data. The quantitative data (i.e. students' speaking ability) were in the forms of students' speaking scores gathered through speaking test. The qualitative data (i.e. changes in the way students negotiate meaning) were in the forms of descriptive notes collected through field notes by observing the speaking teaching and learning process using AWRRT, specifically the discussion activity.

The results of the observation in cycle 1 showed that the changes took place in the way the students negotiate meanings from meeting 1 to meeting 2 were not really significant. In addition, the results of the speaking test in cycle 1 showed that there were only 14 out of 30 or 47% of students who could achieve score  $\geq 75$ . It means that the action given to the students in Cycle 1 were not successful. After doing a reflection of the

action in Cycle 1, it was identified that the problem was laid on the students' unfamiliarity with the procedure of the group discussion and students' pronunciation. Therefore, cycle 2 needed to be conducted by revising the weakness points found.

In cycle 2, the data of the observation showed that AWRRT gave a chance for the students to have an interaction, causing some changes in the way students negotiated meanings. The changes were the students seemed to be more confident in asking questions, prioritized mutual understanding by not ignoring the other members' questions, were more polite in asking question and clarification, expanded their way in asking questions and for clarification, and negotiated meanings more significantly. Furthermore, the results of the students' speaking test in cycle 2 showed an improvement. There were 23 students who could achieve  $\geq 75$  and 7 students achieved score below 75. It means that there were 76.6% of the student who were successful and 23.3% of the students who were failed. The students who got score  $\geq 75$  increased from 47% in Cycle 1 to 76.6% in Cycle 2.

Finally, it can be concluded that the result of the action research proved that the use of AWRRT could promote the speaking ability of XI Agama 2 students of MAN Bondowoso and also there were some changes took place in in the way students negotiate meanings by implementing AWRRT in English teaching and learning process. Thus, the researcher suggest English teachers to use AWRRT as an input and consideration in teaching speaking due to the improvement of students' speaking ability showed in this research result. The result of this research also might be used as guidance for English teachers to create, find, or give more suitable activities in teaching speaking. The result of this research could also be used as a useful reference and information for future researchers in conducting further researches. This will also be a very beneficial guidance to conduct further research studies on the issue of CL in promoting the four English skills or components in different contexts.



## CHAPTER I. INTRODUCTION

This introductory chapter gives readers the information about research background, research questions, research objectives, and research contributions.

### 1.1 Research Background

In recent years, Cooperative Learning (henceforth CL) has been adopted as a popular methodology in English Language Teaching (ELT) due to its emphasis on collaborative learning. In language learning, collaboration serves as an important condition for building communication skill. There are several kinds of cooperative learning that the English teachers may choose from to promote students' listening, speaking, reading and writing skills. The present research raised the issue CL, in particular *All-Write Round Robin Technique* (henceforth AWRRT) as a model of CL to promote students' speaking ability. This issue was important to investigate with regard to the strengths of CL, the findings of previous studies on CL, and the results of preliminary study. Researching about students' speaking ability by implementing AWRRT of CL becomes the researcher interest as the technique provides a procedure which gave the students an extra chance to speak more in class, especially in the *discussion* phase of the technique.

Empirically, the effectiveness of CL has been approved by the results of previous researches. Previous researches on CL have also been widely investigated in different contexts (Australia, China, New Zealand, Yemen, Sudan, and Indonesia). The researches were conducted with the same purpose which was to give students more time and chances to speak. Regardless of the fact that those researches had the same purpose, they were carried out with different research focuses.

The reviewed researches were classified into 4 focuses. The first focus of the researches was the teachers' reflection on the implementation of CL. The researches were done in Australia by Gillies and Boyle (2010) and in China by Meng (2010). The second focus of the reviewed research was applying CL in teaching language skills and components. The researches with the focus mentioned were administered by Ning and Hornby (2010) in New Zealand, Al-Tamimi and Attamimi (2014) in Yemen, Ahmed and



Bedri (2017<sub>a</sub>) and Ahmed and Bedri (2017<sub>b</sub>) in Sudan. Another focus of the reviewed researches was applying communicative activities in teaching speaking. The research was conducted in Thailand by Oradee (2012). Implementing Round Robin Technique (henceforth RRT) in teaching speaking was the last focus of the reviewed researches. The researches with the last focus were all conducted in Indonesia by Syafryadin, Rahmawati, and Widiastuti (2013), Dewi, Soetjipto, and Utaya (2016) and Asari, Ma'rifah, and Arifani (2017). All the findings of the reviewed researches showed that both CL and RRT gave remarkable benefits in teaching the four language skills and components for the elementary and higher education levels. However, the reviewed researches only focused on the use of CL in general and the base type of RRT. In addition, only one of them was done in the field of senior high school.

From the result of interview and observation of the preliminary study, it was identified that the students of XI Agama 2 experienced difficulties in speaking as indicated by the inequality of the students' speaking achievement. The interviewee informed that some students (40%) could achieve  $\geq 75$  in their speaking while the rest of them (60%) could not achieve  $\geq 75$ . Those 60% of the students were still struggling with fluency, pronunciation, and accuracy that tended to cause miscommunication.

By considering the elaborated discussion, the research investigating the use of AWRRT as the specific technique of CL in promoting the speaking ability of senior high school students in Indonesia was important to be conducted. This present research would be focused on implementing AWRRT in teaching speaking in the field of Islamic Senior High School that prioritized cooperative discussion activity. Based on the finding of the reviewed researches, AWRRT would be a promising technique to solve the problem the researcher found in the preliminary study. Furthermore, AWRRT would allow students to have a more organized and planned discussion activity. Hence, a Classroom Action Research entitled "Promoting Islamic Senior High School Students' Ability in Speaking through *All-Write Round Robin Technique* (AWRRT)" was conducted.

## 1.2 Research Questions

The present research is focused to answer the following research questions:

- 1) Can the use of AWRRT promote the speaking ability of XI Agama 2 students of MAN Bondowoso?
- 2) What changes take place in the way students interact to one another or negotiate meanings by implementing AWRRT in English teaching and learning process?

## 1.3 Research Objectives

This research aimed to find out whether or not AWRRT could promote the speaking ability of XI Agama 2 students of MAN Bondowoso. It also aimed to identify the changes took place in the way students interacted to one another or negotiated meanings by implementing AWRRT in English teaching and learning process.

## 1.4 Research Contributions

The result of this research was expected to give significant contribution theoretically, empirically, and practically. Theoretically, the findings of this research were expected to confirm the applicability of AWRRT as a model of CL for the teaching of speaking. Practically, the findings of this research would be a consideration for the English teachers to implement AWRRT in their classroom, as a technique that helped teachers to overcome students' problems in speaking. In turn, it was expected that students' speaking ability would be enhanced by implementing AWRRT in teaching speaking skill. Empirically, the findings of this research would be a very beneficial guidance to conduct further research studies on the issue of CL in promoting the four English skills or components in different contexts.

## CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter presents the theoretical and conceptual framework of *All Write Round Robin Technique* (AWRRT) and Speaking Ability and the previous researches related to the topic of this present research.

### 2.1 Social Constructivist Learning Theory

AWRRT as a type of CL is rooted in the social constructivist learning theory. The theory of social constructivism believes that social interaction and individual meaning play fundamental roles in learning (Ernest 1998 in Bozkurt, 2017). Social constructivism emphasizes the collaborative nature of learning in which social interaction and individual meaning are much needed. Vygotsky (1987) explains that if learners are guided by more capable peers or adults, social interaction in the form of participation in classroom activities will provide learners with intellectual development and the acquisition of knowledge of the culture and the world. This led Vygotsky to develop the Zone of Proximal Development (ZPD) in order that social and participatory learning with a teacher or peer/group will be accounted.

ZPD is the distance between an actual developmental level and potential developmental level. Actual developmental level is determined as independent problem solving while potential developmental level is the problem solving under guidance of teacher or in collaboration or cooperation with more skilled/informed peers (Vygotsky, 1987:38). As what have been explained, by working cooperatively with peers/group or with guidance of teacher, social interaction will provide learners with intellectual development and the acquisition of knowledge of the culture and the world. This is because what learners can do alone might be less indicative of their mental development than what learners can do with the assistance of others (Vygotsky, 1987:37). Shabani, Khatib & Ebadi (2010) also support Vygotsky's statement by claiming that the best time for individual to learn something is when they are working together. Here is where Cooperative Learning plays its role in teaching learning process as cooperative learning upholds social interaction.

## 2.2 AWRRT as a Technique in Cooperative Learning

CL is a teaching strategy that involves a maximum use of cooperative activities (Richard & Rodgers, 2001:192). CL helps students build their social skill, establish cooperation within the group (team building), communication skills, and build students' knowledge (knowledge building), thinking skills and ability to express information (Kagan, 2009).

CL provides several techniques, one of them is AWRRT. AWRRT is a technique in CL which is rooted from Round Robin Technique (RRT) developed by Kagan in 2009. AWRRT makes the maximum use of key elements of successful CL activity such as Positive Interdependence, Group Formation, Individual Accountability, Social Skills, Structuring and Structure (Olsen & Kagan 1992 in Richard & Rodgers, 2001:192). Individual Accountability in AWRRT refers to the need of each student to contribute any idea which then all the ideas will be combined into one united idea. It then builds students' Positive Interdependence as all students in the group are dependent on one another. To create Positive Interdependence, good Group Formation is needed. Group Discussion (GD) in AWRRT allows students to develop their Social Skills for it gives a way for the students to interact with each other. Structuring and Structures refers to the ways how to organize students' interaction. Since AWRRT offers an organized discussion activity, that makes AWRRT make a good use of the element.

In AWRRT, each student records all the members' answer on their own paper (Kagan, 2009), making it easier for the students to conduct the discussion activity. The students take notes of what the other members say on their own paper. Each student needs to compile the ideas uttered by different students on their paper so that those different ideas are combined into one united idea. This activity is called as discussion or brainstorming activity in AWRRT. In this activity, students will share some arguments or/and opinions that they need to write on their own paper which later on, they will reach an agreement (also called as negotiate meanings). This activity becomes the strength of AWRRT because by writing the ideas delivered by the members of the group, the discussion activity will be more organized and prepared.



### 2.3 Speaking Ability

Speaking is an activity that involves two or more people in sending and receiving oral information or messages. They then react to what they hear and make their contributions to respond to the language as encoders and decoders (Scott, 1982). This definition is in line with the definition of speaking proposed by Nunan (1999) that considers speaking an interactive process of constructing meaning which involves producing, receiving, and processing information orally; meaning that both the speaker and the listener make a contribution to the speaking process. It is important for an individual to master speaking as it is considered as the basic ability for building communication and interaction.

Speaking ability refers to the ability to express or communicate ideas orally. To be able to speak well, learners need to acquire accuracy, fluency and appropriacy. Accuracy deals with the ability to produce accurate pronunciation, grammar, and vocabularies; fluency refers to the ability to convey ideas smoothly and fluently; appropriacy refers to the ability to select appropriate speech utterances according to its contexts (i.e. the participants involved and situations where the speech events take place).

The role of speaking as the basic ability for building communication and interaction becomes the coverage of the English teaching learning process of the revised 2013 curriculum. In this curriculum, students are expected to develop their ability in transactional communication with teacher or other students. Thus, the students are required to interact with the teacher or each other in the teaching and learning process.

### 2.4 How AWRRT Develops Students' Speaking Ability

To facilitate language learners in acquiring speaking ability, an English teacher needs to put students' communication ability into consideration. Students' ability to speak is closely linked to their social skill since speaking ability requires them to build an interaction and communication. That makes AWRRT a suitable technique to be implemented in teaching speaking as all activities in AWRRT have students practice their social skill. Kagan (2009) explains that there is a possibility that students will acquire a certain language skill (speaking, listening, reading, or writing) by applying them any

structure that has students practice a social skill. In addition, Richard & Rodgers (2001:193) state that applying the techniques of CL will provide opportunities to develop successful learning and communication strategies. Due to those reasons, AWRRT gives chances for students to promote their speaking ability that will lead them to improve their speaking achievement.

Implementing AWRRT in teaching speaking has its own advantages as well as disadvantage. As a technique that employs CL, Peregoy and Boyle (2013) claim that the advantages of AWRRT is shown by the chance of developing students' social skill and speaking ability developed and improved. Besides, AWRRT gives the students the chance to display their own knowledge by expressing their opinions and fosters teamwork. Also, AWRRT allows the high achievers to guide the low ones in conducting the GD. The last point of the advantages of AWRRT is also inclined to be the disadvantage because by applying AWRRT, there is a possibility for some students who are active and high achievers to be dominant in the classroom (Syafryadin, Rahmawati, & Widiastuti, 2013). The requirement needed in conducting AWRRT technique is that the members of each group must be diverse in terms of ability and achievement.

## **2.5 Previous Studies on the Use of CLS and AWRRT**

Some previous researches related to the topic of this present research were mostly situated in EFL countries (e.g China, Yemen, Sudan, Thailand and Indonesia) and two of them were conducted in Australia and New Zealand. Chronologically, the findings of previous researches are reported in the following.

Gillies and Boyle (2010) conducted a research about teachers' reflection on CL in Australia by employing descriptive research design with the data being collected through interview. From the interview, they found out that some teachers could easily apply CL in their classroom as indicated by their statement saying that CL provided a good vibe in the classroom and students could do a lot of things. However, a number of teachers still encountered difficulties in the time and classroom management.

Another descriptive research was done in China by Meng (2010). It was intended to confirm that cooperative learning was more effective in teaching English in Colleges. The researcher tried to combine cooperative learning with the teaching of English reading

and speaking to first-year College English learners. By doing so, the finding showed that applying cooperative learning like working in groups or pairs in teaching speaking and reading, learners became real language users in and out of English classroom.

In the same year, Ning and Hornby (2010) carried out a research that was focused on applying CL in teaching the four language skills and vocabulary for Chinese tertiary students. The research used quasi-experimental design. After applying CL in teaching and giving pre-test-post-test, findings revealed clear differences regarding CL approach in the areas of listening, speaking and reading except for writing and vocabulary.

In 2012, a research about developing speaking skills of 11 grade students using communicative activities was conducted by Oradee in Thailand. Mix method research design was chosen to gain the result of the research. The final data was collected by teaching using communicative activities, giving pre-test and post-test, and distributing questionnaire. The result showed that the students' speaking abilities were significantly higher than the prior to their use after using communicative activities.

Different from Oradee (2012), Indonesian researchers Syafryadin, Rahmawati, and Widiastuti (2013) conducted a Classroom Action Research (CAR) that aimed to improve Grade 10 students' Speaking achievement by implementing RRT. After doing an observation and administering speaking test, the researchers could tell that there was an improvement which was shown by the score gained by the participants which surpassed the average score.

A year after (2014), an experimental research that was intended to investigate the effectiveness of cooperative learning in English language classrooms to enhance Yemeni university students' speaking skills and attitudes research, was conducted by Al-Tamimi and Attamimi. An oral test and a five Likert scale-questionnaire were given before and after CL activities were provided. Then, the finding showed a remarkable development in the students' speaking skills and attitudes after the introduction of CL.

In 2016, Indonesian researchers Dewi, Soetjipto, and Utaya conducted a CAR about the use of TSTS (Two Stray Two Stray) and RRT to enhance communication skill and social researches learning outcome for the 4<sup>th</sup> grade students in Indonesia. After doing a thorough observation and teaching by using TSTS and RRT, the researchers



concluded that the two techniques could improve students' communication skills and learning outcomes.

Similarly, Asari, Ma'rifah, and Arifani (2017) administered a CAR about how RRT enhance Senior High School students' critical thinking, presentation skills, confidence, and independent learning in Teaching English as a Foreign Language (TEFL) class. The researchers utilized Pop-up quiz, teacher made-tests, classroom participation sheet, observation sheet, and rubric. Those led the researchers to find out that RRT operated well if it was supported with fixed and detailed roles of both students and teacher to establish a good equal interactive practice.

In 2017, Ahmed and Bedri carried out two researches about CL in Sudan. The first research employed a descriptive analytical method that aimed to investigate the effectiveness of implementing cooperative learning strategy for developing University students' speaking skills. After collecting the data gained from questionnaire, the researchers highlighted three finding of the research: CL provides students with interesting and useful learning a way that helps them to develop better speaking skills, allows students to fill each other's gaps through the exchange of information among each other, and fosters students' performance and understanding. Another research of Ahmed and Bedri (2017) used experimental research design to clarify the importance of implementing cooperative learning strategy for developing English language learners' communication skill. Pre-test and Post-test were given to find out that second year students could develop better communication and speaking skills through the implementation of CL, students' performance improved significantly and they developed better attitudes towards learning English via CL, and in cooperative learning, students were motivated and less reluctant.

From the previous studies reviewed, it can be synthesized that previous researchers mostly discuss CLS and RRT incompletely compared to AWRRT. In addition, only one of them was conducted in the context of senior high school, while others were conducted in higher education context. All the findings of the reviewed articles showed that both CLS and RRT gave remarkable benefits in teaching the four language skills and components for the elementary and higher education levels. If RRT which has less complete activity can give remarkable benefit, the researcher was sure that

AWRRT which has more complete activity can prove the same thing. With regard to the findings of previous studies on CL and RRT, and the results of the preliminary study, the researcher intended to conduct a Classroom Action Research in the field of Islamic Senior High School context. This present research focused on promoting the speaking ability of the students of one of Islamic Senior High in Indonesia. Rather than using RRT, the researcher preferred AWRRT as it provided more structured and organized discussion activity.

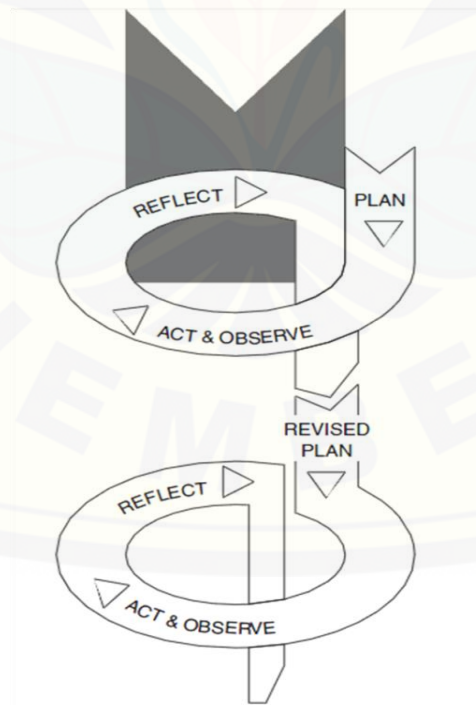


## CHAPTER III. THE RESEARCH

This chapter presents the methodology used in conducting the research. It discusses the research design, research context, research participants, data collection method and data analysis method. Each part will be presented in the following explanations respectively.

### 3.1 Research Design

This research aimed to promote the speaking ability of Islamic Senior High School Students through *All Write Round Robin Technique (AWRRT)*. Therefore, the present research was designed as classroom action research (CAR). The spiral model of action research proposed by Kemmis' and Mc Taggart's (2007) was used in this research. This design includes some phases: planning, acting, observing, and reflecting as illustrated in the following diagram.



**Diagram 1.** CAR Spiral by Kemmis and McTaggart (2007:278)

Based on Diagram 1, the present research followed the activities of planning, acting and observing, reflecting, the revised plan, acting and observing, reflecting. The detailed procedures in conducting this action research are described in the following:

1. Conducting fact-finding activities. Before doing the planning, fact-finding activities was done by interviewing the English teacher and conducting classroom observation to know students' problems or difficulties in the classroom.
2. In planning, the researcher chose the appropriate action believed to be able to solve the students' problems in speaking (i.e. teaching speaking by implementing AWRRT). The researcher then explained AWRRT to the English teacher of MAN Bondowoso. In addition, the researcher also constructed lesson plans and the speaking test as well as the criteria of success.
3. Implementing the action for cycle 1. That was by teaching speaking using AWRRT.
4. Observing the classroom activity. The researcher and the English teacher observed the speaking teaching learning process by implementing AWRRT.
5. Conducting speaking test.
6. Analyzing the result of the speaking test.
7. Reflecting the result of the speaking test and classroom observation.
8. Conducting cycle 2 since the results of action in cycle 1 was not considered as successful enough. In cycle 2, revised action was employed by reflecting the result of cycle 1. Therefore, there were a number of revisions in some aspects that was considered as the obstacles of success in cycle 1.

### **3.2 Research Context**

This research was conducted in MAN Bondowoso which was located on Jl. Khairil Anwar No. 278 Badean, Bondowoso. The school provided three majors for each grade: exact science (IPA), social science (IPS) and, religion (Agama). The school executed the Revised 2013 Curriculum or commonly known as revised K-13. There was only one meeting for English teaching learning process in a week with 2x45 minutes for each meeting.

In carrying out the academic and non-academic activities, MAN Bondowoso implemented single sex system. It was a system in which the school activities for male and the female students were separated, including the teaching learning process.

### 3.3 Research Participants

The participants of the research were the XI Agama-2 students of MAN Bondowoso in the 2017/2018 academic year determined purposively. The class consisted of 30 students with all of them were female students. The teacher recommended class XI Agama-2 as the participants of this research because based on the result of interview with the teacher, the students in this class had some problems in learning English, in particular learning to speak English. It was identified that 60% of the students were still struggling with fluency, pronunciation, and accuracy that had a tendency to cause miscommunication.

### 3.4 Action Design

The material taught in cycle 1 is Analytical Exposition Text. The learning objective was that the students would be able to speak English in the genre of Analytical Exposition Text related to actual issues by paying attention to its social function, text structure, language features accurately and contextually (Curriculum 2013). The material for Analytical Exposition Text was adapted from <https://freeenglishcourse.info/analytical-exposition-sample-in-learning-english/> and [https:// www. importantindia.com/24012/importance-of-mobile-phones-in-our-daily-life/](https://www.importantindia.com/24012/importance-of-mobile-phones-in-our-daily-life/). The texts were adapted as one of them had incomplete generic structure while the other one was too long and too difficult for the students to understand.

To develop Islamic Senior High School students' ability in speaking English in the genre of Analytical Exposition Text, this action research applied AWRRT of Cooperative Learning. In applying AWRRT, the teaching learning process of speaking ability followed the following steps: 1) Teacher formed groups consisting of 3-5 students per group; 2) Teacher posed a problem to which there were multiple possible responses or solutions; 3) Teacher provided think time for the students; 4) Students took turns stating responses or solutions (Discussion phase); 5) Each student took note on what the



other members said in a paper (Discussion phase); 6) The group then shared the result of their discussion to other groups. The above steps were the modification from Kagan (2009) that lists the steps as follows: 1) Teacher posed a problem to which there were multiple possible responses or solutions; 2) Teacher provided think time in which each student recorded the other members answer; 3) Students took turns stating responses or solutions.

### **3.5 Data Collection Methods**

In this present research, there were two kinds of data that were collected: quantitative and qualitative data. The quantitative data (i.e. students' speaking ability) were in the forms of students' speaking scores gathered through speaking test. The qualitative data (i.e. changes in the way students negotiate meaning) were in the forms of descriptive notes collected through field notes by observing the teaching learning process speaking using AWRRT.

#### **3.5.1 Speaking Test**

The speaking test was administered at the end of each cycle after the action was done (Post Test). This aimed to know if the students' speaking ability could reach the target score by applying AWRRT. The test was given to the students in the form of individual presentation about an actual issue in the genre of Analytical Exposition Text (See appendices G and J).

In Cycle 1, the test was carried out within a day. The first 15 students were given a problem 'Why we need internet in our life' and the other 15 students were given a problem 'why we need law and rules in society'. For Cycle 2, the test was also conducted in a day. The problem for the first 15 students was "Why we need library in school" and for the rest was "Why need computer lab in school".

In each Cycle, while the first 15 students were doing their test, the other 15 were waiting outside the classroom and the other way around. When all the 15 students were ready, they were given 15 minutes to make an outline about what they were going to

speak. After that, the researcher called the students randomly one by one to deliver what they had prepared for maximally 5 minutes.

For producing the reliable scores, the English teacher and researcher did the scoring together (inter-rater reliability) by using the adapted analytic scoring rubric (see Table 3.1). The scoring range of the original scoring rubric was 1-25 per aspect which was decided to change into 1-4 per aspect. By doing so, it was easier for us to do the scoring. Before scoring, we discussed the aspects to be assessed (i.e. content, accuracy, fluency and pronunciation) together. The scores were categorized into 4: very good, good, fair, and poor. When there were some extreme differences of the scores (e.g. very good versus fair/ poor), we discussed it together by crosschecking in the recordings of the speaking test.

**Table 3.1 The Analytic Rubric of Speaking**

ASPECTS	CRITERIA	SCORE
<b>Content</b>	<b>VERY GOOD:</b> Demonstration of excellent mastery and comprehensive elaboration	4
	<b>GOOD:</b> Demonstration of good mastery of the topic and give most supportive details.	3
	<b>FAIR:</b> Demonstration of fair mastery of the topic with some missing supportive details.	2
	<b>POOR:</b> Demonstration of inadequate mastery of the topic with only few important details given.	1
<b>Accuracy</b>	<b>VERY GOOD:</b> Excellent mastery of grammar and vocabulary with all appropriate choice of expression/register.	4
	<b>GOOD:</b> Good mastery of grammar and vocabulary with mostly appropriate choice of expression/register.	3
	<b>FAIR:</b> Fair mastery of grammar and vocabulary with occasional inappropriate choice of expression/register.	2
	<b>POOR:</b> inadequate mastery of grammar and vocabulary with frequent inappropriate choice of expression/register.	1
<b>Fluency</b>	<b>VERY GOOD:</b> Speech is very fluent, no unnatural pauses; all comprehensible.	4
	<b>GOOD:</b> Speech is mostly fluent, a few unnatural pauses; fairly comprehensible.	3
	<b>FAIR:</b> Speech is frequently halted, frequent unnatural pauses; fairly comprehensible.	2
	<b>POOR:</b> Speech is jerky; hardly comprehensible.	1



<b>Pronun- ciation</b>	<b>VERY GOOD:</b> Pronunciation is always intelligible and clear with excellent rhythm and stress pattern.	4
	<b>GOOD:</b> Pronunciation is mostly intelligible and clear with good rhythm and stress pattern.	3
	<b>FAIR:</b> Pronunciation is poor and unclear with some incorrect rhythm and stress pattern.	2
	<b>POOR:</b> Pronunciation is fairly intelligible and clear with some incorrect rhythm and stress pattern.	1
<b>Total</b>		16

*(Adapted from; Pilmapres Oral Presentation Rubric for S1 Degree 2017)*

### 3.5.2 Observation

Observation was done by taking notes on the group discussion activity. The focus of the observation was in the way students negotiated meanings during the group discussion. The researcher and the English teacher took notes about the changes in the way students negotiate meanings during group discussion in the field notes (see Appendix B). Apart from taking the notes, the discussion activity were also videotaped. After the class, the English teacher and the researcher discussed the notes taken and made some necessary changes by adding and/or reducing some information. At home in the same day, the researcher also played the video to crosscheck whether there was still more information to be added.

## 3.6 Data Analysis Methods

The observational data containing notes about the changes in the way students negotiate meaning by implementing AWRRT was analyzed qualitatively. Meanwhile, the scores of speaking were analyzed quantitatively using descriptive statistics by calculating the number of students who achieve score  $\geq 75$ .

### 3.6.1 Qualitative Data Analysis Method

The Qualitative Data Analysis Method that was used in this research is the Qualitative Data Analysis Method by Miles and Huberman (1994:10-13). The method consisted of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification.

a. Data Reduction

Data reduction was the process of focusing, simplifying, abstracting, and transforming the data in the field notes or the observation checklist. The data gained in the field notes was narrowed and specified into the data that is truly needed by the researcher.

b. Data Display

Data display referred to many types of matrices, graphs, charts, and networks to ease researcher to draw or justify conclusion.

c. Conclusion Drawing/Verification

Conclusion drawing/verification was done after going through all the procedure above. The conclusion reflected the teaching learning process using AWRRT from meeting 1 to the last meeting.

### 3.6.2 Quantitative Data Analysis Method

Quantitative Data Analysis Method was used to find out the percentage of the students who could achieve score equal to or greater than 75. To find the percentage of the students who could get score  $\geq 75$  in the speaking test, their speaking score was analyzed by using the following formula.

Scoring Formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E= The percentage of the students who get  $\geq 75$

n= The total number of the students who get  $\geq 75$

N= The total number of the students in the class

*(Adapted from Ali, 1998:186)*

## CHAPTER V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the research and the suggestions based on the research findings and discussion described in the previous chapter.

### 5.1 Conclusion

Based on the result of the data analysis and discussion, it could be concluded that:

1. The use of All Write Round Robin Technique (AWRRT) could promote the speaking ability of XI Agama 2 students of MAN Bondowoso. The improvement could be seen from the percentage of the students speaking score that increased from 47% in Cycle 1 to 76.6% in Cycle 2.
2. There were changes took place in the way students interacted to one another (negotiated meanings) by implementing AWRRT in English teaching and learning process. The changes were the students seemed to be more confident in asking questions, prioritized mutual understanding by not ignoring the other members' questions, were more polite in asking question and clarification, expanded their way in asking questions and for clarification, and negotiated meanings more significantly.

The results above showed that students speaking ability improved significantly from Cycle 1 to Cycle 2. Therefore, the research problems were solved.

### 5.2 Suggestions

The results of this research show that the use of AWRRT could promote the students' speaking ability. Thus, the researcher would like to give suggestions to the following people:

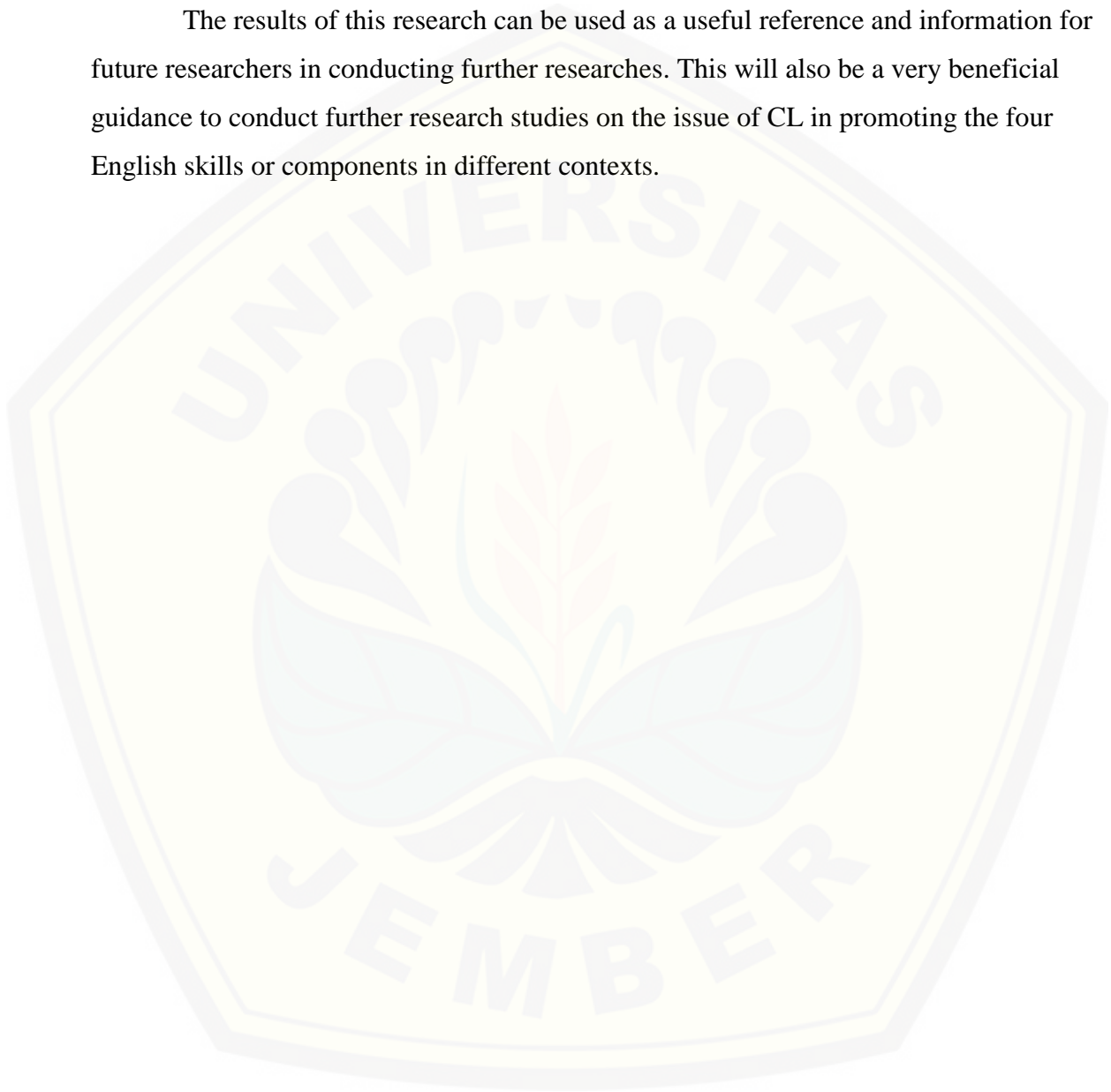
1. The English Teachers

The results of this research serve as a technique of teaching speaking that can be beneficial for the teacher. Thus, the researcher suggest English teachers to use AWRRT as an input and consideration in teaching speaking due to the improvement of students'

speaking ability showed in this research result. This research result also might be used as guidance for English teachers to create, find, or give more suitable activities in teaching speaking.

## 2. The Future Researchers

The results of this research can be used as a useful reference and information for future researchers in conducting further researches. This will also be a very beneficial guidance to conduct further research studies on the issue of CL in promoting the four English skills or components in different contexts.



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APPENDIX A

RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Methods	Cycles	Action Hypothesis
Promoting Islamic Senior High School Students' Ability in Speaking through <i>All-Write Round Robin Technique</i> (AWRRT)	<ol style="list-style-type: none"> <li>1. Can the use of AWRRT promote the speaking ability of XI Agama 2 students of MAN Bondowoso?</li> <li>2. What Changes take place in the way students interact to one another (negotiate meanings) by implementing AWRRT in English teaching and learning process?</li> </ol>	<ol style="list-style-type: none"> <li>1. Speaking ability</li> <li>2. All Write Round Robin Technique</li> </ol>	<ol style="list-style-type: none"> <li>1. Students' speaking ability:                             <ol style="list-style-type: none"> <li>a. Fluency</li> <li>b. Accuracy</li> <li>c. Pronunciation (Brown; 2007)</li> <li>d. Content</li> </ol> </li> <li>2. All-Write Round Robin procedure:                             <ol style="list-style-type: none"> <li>a. Teacher forms groups.</li> <li>b. Teacher poses a problem to which there are multiple possible responses or solutions.</li> <li>c. Teacher provides think time for the students.</li> <li>d. Students take turns stating responses or solutions.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Participants:</b> The XI Agama 2 students of MAN Bondowoso</li> <li>2. <b>Informant:</b> The English teacher of XI Agama 2 students of MAN Bondowoso</li> <li>3. <b>School Documents:</b> <ol style="list-style-type: none"> <li>a. The school's video documentation of the participants' speaking learning process.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Research Design:</b> Classroom Action Research with Cycle Model by Kemmis and Mc Taggart consisting of 4 stages:                             <ol style="list-style-type: none"> <li>a. Planning</li> <li>b. Acting</li> <li>c. Observing</li> <li>d. Reflecting</li> </ol> </li> <li>2. <b>Area Determination Method:</b> Purposive</li> <li>3. <b>Data Collection Methods:</b> <ol style="list-style-type: none"> <li>a. Speaking Test</li> <li>b. Observation of:                                     <ol style="list-style-type: none"> <li>1. The process of All Write Round Robin Technique implementation</li> <li>2. The evaluation</li> </ol> </li> </ol> </li> <li>4. <b>Data Analysis</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Actions in the first cycle: Teaching speaking by implementing All Write Round Robin Technique and observing the teaching learning process and the evaluation.</li> <li>2. Revised action: Teaching speaking by implementing All Write Round Robin Technique and observing the teaching learning process and the evaluation.</li> </ol>	The implementation of All Write Round Robin technique can promote the speaking ability of XI Agama 2 students of MAN Bondowoso.

			<p>e. Each student takes note on what the other members say in a piece of paper.</p> <p>f. Teacher chooses one member from each group to deliver their discussion result to other groups.</p>	<p><b>Method:</b></p> <ol style="list-style-type: none"> <li>1. Qualitative Data Analysis Method by Miles and Huberman</li> <li>2. Simple statistic measurement</li> </ol> <p>Passing Grade : 75</p> <p>Max score: 100</p> $E = \frac{n}{N} \times 100\%$ <p>E= The percentage of the students who get <math>\geq 75</math></p> <p>n= total of students whose score <math>\geq 75</math></p> <p>N= Total number of students</p>	
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**APPENDIX B****CLASSROOM OBSERVATION GUIDE**

## Classroom Observation Overview

Components	Sample questions for reflections
1. Educational climate for learning	<ul style="list-style-type: none"><li>• Are students interested and enthusiastic?</li><li>• Is the atmosphere of the classroom participative?</li></ul>
2. The discussion activity	<ul style="list-style-type: none"><li>• Does the discussion activity run well?</li><li>• Do all the members of the groups participate in the group discussion?</li><li>• Do all the members of the groups contribute ideas?</li><li>• Does negotiate meanings occur?</li><li>• What changes in the way students negotiate meaning? (meeting 2)</li></ul>

## APPENDIX C

## LESSON PLAN

## Meeting 1 (Cycle 1)

School	: MAN BONDOWOSO
Class/ Semester	: XI / 2
Lesson	: English
Material	: Analytical Exposition
Skill	: Speaking
Theme/Topic	: Technology/Communication Tools
Time Allocation	: 2 x 45 minutes

## A. Core Competence

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

**KI 4:** Mengelola, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Basic Competence

Basic Competence		Indicator (s)	
3.4	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.	a.	Identifying the similarities between social function, the text structure, and the language features of an <i>Analytical Exposition Text</i> based on the context of use.
		b.	Analyzing the differences between the social function, the text structure, and the language features of an <i>Analytical Exposition Text</i> based on the context of use.



<p>4.4 Teks eksposisi analitis</p> <p>4.4.2 Menyusun teks eksposisi analitis lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>a. Forming opinions about an actual issue in <i>All-Write Round Robin Technique (AWRRT)</i> discussion.</p> <p>b. Arranging the opinions into an <i>Analytical Exposition Text</i>.</p> <p>c. Explaining the <i>Analytical Exposition Text</i> orally.</p> <p>d. Producing an oral <i>Analytical Exposition Text</i>.</p>
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**C. Learning Objectives**

**Indicator(s) 3.4:**

After learning about the social function, the text structure, and the language features of *Analytical Exposition Text*, students are able to identify the similarities and analyze the differences between the social function, the text structure, and the language features of an *Analytical Exposition Text* based on the context of use.

**Indicator(s) 4.4:**

Students are able to form opinions about an actual issue in *All-Write Round Robin Technique (AWRRT)* discussion, arrange the opinions into an *Analytical Exposition Text* and explain the *Analytical Exposition Text* orally after doing *All-Write Round Robin Technique (AWRRT)* activities, and produce an oral *Analytical Exposition Text*.

**D. Material**

(Enclosed)

**E. Learning Method**

- a. Approach : Cooperative Language Learning
- b. Technique : All Write Round Robin Technique

**F. Media and Learning Sources**

Media		Learning Sources	
Whiteboard	Power Point	LCD projector	1. English syllabus of Bondowoso Islamic Senior High School for grade XI. 2. Internet a. <a href="https://pakpuguh.wordpress.com/2011/08/12/1-analytical-exposition-text/">https://pakpuguh.wordpress.com/2011/08/12/1-analytical-exposition-text/</a> b. <a href="https://www.importantindia.com/24012/importance-of-mobile-phones-in-our-daily-life/">https://www.importantindia.com/24012/importance-of-mobile-phones-in-our-daily-life/</a>
Board marker	Laptop	Camera	

## G. Teaching and Learning Activities

No.	Activities		Time	Technique
	Teacher	Student		
1.	<p><b>Set Induction:</b></p> <p>a. Greeting, praying, and checking the students' attendance.</p> <p>b. Giving leading questions related to the topic.</p> <p>c. Stating the learning objectives.</p>	<p>a. Greeting, praying, and answering the teacher's question</p> <p>b. Answering teacher's questions.</p> <p>c. Paying attention.</p>	<p>1'</p> <p>5'</p> <p>1'</p>	Question and answer
2.	<p><b>Main Activities:</b></p> <p>a. Introducing example of Analytical Exposition text about <i>Technology</i> and explaining the generic structure and language feature of descriptive text</p> <p>b. Asking the students to identify the social function, the structure, and the language features of the examples.</p> <p>c. Informing the students that they are going to do a group discussion.</p> <p>d. Explaining about the procedure of the group discussion.</p> <p>1. <i>Forming groups consisting of 3-5 students per group.</i></p> <p>2. <i>Distributing question sheets containing a question related to Technology to which the students will answer and</i></p>	<p>a. Paying attention.</p> <p>b. Identifying the social function, the structure, and the language features of the examples</p> <p>c. Paying attention.</p> <p>d. Paying attention.</p>	<p>8'</p> <p>5'</p> <p>5'</p>	Group Discussion

	<p><i>arrange the answers in the form of Analytical Exposition.</i></p> <ol style="list-style-type: none"> <li>3. <i>Providing think time for the students.</i></li> <li>4. <i>Directing the students to take turns stating responses or solutions (Discussion phase).</i></li> <li>5. <i>Students taking note on what the other members say in a paper (Discussion phase)</i></li> <li>6. <i>The group sharing the result of their discussion to other groups.</i></li> </ol> <p><b>e.</b> Dividing the students into some groups consisting of 3-5 students by counting from 1-5.</p> <p><b>f.</b> Distributing the question sheets containing a question related to <i>Technology</i>.</p> <p><b>g.</b> Giving <i>think time</i> for the students.</p> <p><b>h.</b> Directing the students to share the opinions to the members of the groups and arrange them into an Analytical Exposition Text.</p>	<p><b>e.</b> Making some groups of 3-5 students.</p> <p><b>f.</b> Examining the problem posed by the teacher.</p> <p><b>g.</b> Using the <i>think time</i> to form some opinions regarding to the question/problem the teacher posed.</p> <p><b>h.</b> Taking turns to share the opinions to the other members of the group while taking notes to others' opinions and arranging the opinions into an</p>	<p>2'</p> <p>1'</p> <p>5'</p> <p>11'</p>	
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	<p>i. Asking the groups to share the result of the discussion with the other groups.</p>	<p>Analytical Exposition Text.</p> <p>i. The students share the result of the discussion with the other groups.</p>	40'	
3.	<p><b>Closure:</b></p> <p>a. The teacher asks the students what they have learned in today's meeting.</p> <p>b. Directing the students to pray to God by saying hamdallah.</p>	<p>a. The students conclude today's lesson.</p> <p>b. The students and the teacher say hamdallah altogether.</p>	5'  1'	Demonstration

**Jember, 8 April 2018**

**Mengetahui**

**Guru Pembimbing**

**Mahasiswa**

**Drs. H. Warai Efendi**

**Intan Maharani Dewi**

**NIP. 196910291997031004**

**NIM. 140210401070**

## ATTACHMENT

## 1. Set Induction

## Leading Questions

- Take a look at these pictures! (displaying pictures)
- What pictures are these?
- Now, think about what you can do with these devices?
- So gadgets have some benefits right?
- If you write those benefits of gadgets into a text, it is called analytical exposition text.



## 2. Main Activities

## Material

## Analytical Exposition

## a. Social Function:

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is an important matter.

## b. Generic Structure

- Thesis : Introducing the topic and indicating the writer's view about the topic.  
 ex: in the writer's view, phone is important for our life.
- Argument 1 : Explaining the argument to support the writer's view.
- Argument 2 : Explaining the other arguments to support the writer's view more.
- Reiteration : Restating the writer's view about the topic using different sentences.

## c. Language Features

- Focusing on generic human and non-human participants (ex: Phone)
- Using abstract nouns (ex: Technology, Internet, situation, etc)
- Using conjunctive adverbs (ex: Firstly, Secondly, Finally, moreover)



Using causal conjunction (ex: because)

Using Simple Present Tense (ex: Phone is one of electronic technology devices in our life)

**d. Example**

**The Importance of Phone in our Daily Life**

Phone is one of electronic technology devices in our life. There are many beneficial and important functions that we can take from it. Some of the benefits of using phone are continual contact with friends and families, entertainment and information source, and safety insurance.

Firstly, Information technology has improved the mobile phones to a great level. Today, with the help of internet, we are able to access various social media sites and apps that help us stay connected with our friends, family and the entire world. Mobile phones have made communication easier with quick placing of calls and SMS.

Secondly, Mobile phones come with FM radio, inbuilt games and various other apps that entertain us. Moreover, you can download apps of your choice like news apps, health apps, and music apps, etc. that will entertain and inform you. You can also watch videos and movies in your mobile phones.

Finally, one of the most important benefits of mobile phones is that they ensure safety. You can talk to your children and confirm that they have reached safely at their friend's place or other destination. At the time of emergencies or difficult situations, the mobile phone can be used quickly to get help.

Mobile phone is a very useful and important device. All we need to do is to use this device smartly and wisely. We should remember that it is mainly a device with purpose of communication, but that does not mean that we keep on wasting hours on chatting or through messaging. We should also remember that spending too much time on mobile phones is dangerous because mobile phones emit harmful radiations leading to various diseases.

Adapted from <https://www.importantindia.com/24012/importance-of-mobile-phones-in-our-daily-life/>

**3. Group assignment**

**Group Work (Small Group Discussion)**

Students will work in group of 3-5 students to answer a question about **the importance of Television** and arrange the opinions into an outline of Analytical Exposition Text. Every group will be given the same question.

**Question Sheet**

Please work in group consisting of 3-5 students. Answer the question **“Is Television important for our life?”** and discuss it with in group. You have 5 minutes to discuss with your group and one student must have at least 3 opinions of why Television is important in our life. Then, each group needs to arrange the opinions into an outline of Analytical Exposition Text. After 5 minutes, the group will be called randomly to present the result of the discussion.

## APPENDIX D

## LESSON PLAN

## Meeting 2 (Cycle 1)

School	: MAN BONDOWOSO
Class/ Semester	: XI / 2
Lesson	: English
Material	: Analytical Exposition
Skill	: Speaking
Theme/Topic	: Knowledge/ Learning
Time Allocation	: 2 x 45 minutes

## A. Core Competence

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

**KI 4:** Mengelola, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Basic Competence

Basic Competence	Indicator (s)
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.	<p>c. Identifying the similarities between the social function, the text structure, and the language features of an <i>Analytical Exposition Text</i> based on the context of use.</p> <p>d. Analyzing the differences between the social function, the text structure, and the language features of an <i>Analytical Exposition Text</i> based on the context of use.</p>
4.4 Teks <i>eksposisi analitis</i> 4.4.2 Menyusun teks eksposisi	a. Forming opinions about an actual issue in <i>All-Write Round Robin Technique (AWRRT)</i> discussion.

<p>analitis lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>b. Arranging the opinions into an <i>Analytical Exposition Text</i>.                  c. Explaining the <i>Analytical Exposition Text</i> orally.                  d. <i>Producing an oral Analytical Exposition Text</i>.</p>
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**C. Learning Objectives**

**Indicator(s) 3.4:**

After learning about the social function, the text structure, and the language features of *Analytical Exposition Text*, students are able to identify the similarities and analyze the differences between the social function, the text structure, and the language features of an *Analytical Exposition Text* based on the context of use.

**Indicator(s) 4.4:**

Students are able to form opinions about an actual issue in *All-Write Round Robin Technique (AWRRT)* discussion, arrange the opinions into an *Analytical Exposition Text* and explain the *Analytical Exposition Text* orally after doing *All-Write Round Robin Technique (AWRRT)* activities, and produce an oral *Analytical Exposition Text*.

**D. Material**

(Enclosed)

**E. Learning Method**

- c. Method : Small Group Discussion
- d. Technique : All Write Round Robin Technique

**F. Media and Learning Sources**

Media		Learning Sources	
Whiteboard	Power Point	LCD projector	3. English syllabus of Bondowoso Islamic Senior High School for grade XI. 4. Internet c. <a href="https://pakpuguh.wordpress.com/2011/08/12/1-analytical-exposition-text/">https://pakpuguh.wordpress.com/2011/08/12/1-analytical-exposition-text/</a> d. <a href="https://www.importantindia.com/24012/importance-of-mobile-phones-in-our-daily-life/">https://www.importantindia.com/24012/importance-of-mobile-phones-in-our-daily-life/</a>
Board marker	Laptop	Camera	

## G. Teaching and Learning Activities

No.	Activities		Time	Technique
	Teacher	Student		
	<p><b>Set Induction:</b></p> <p>a. Greeting, praying, and checking the students' attendance.</p> <p>b. Stating the learning objectives.</p>	<p>a. Greeting, praying, and answering the teacher's question</p> <p>b. Paying attention.</p>	<p>1'</p> <p>1'</p>	Question and answer
	<p><b>Main Activities:</b></p> <p>a. Informing the students that they are going to do a group discussion.</p> <p>b. Reminding the students about the procedure of the group discussion.</p> <p>1. <i>Forming groups consisting of 3-5 students per group.</i></p> <p>2. <i>Distributing question sheets containing a question related to Technology to which the students will answer and arrange the answers in the form of Analytical Exposition.</i></p> <p>3. <i>Providing think time for the students.</i></p> <p>4. <i>Directing the students to take turns stating responses or solutions (Discussion phase).</i></p> <p>5. <i>Students taking note on what the other</i></p>	<p>a. Paying attention.</p> <p>b. Identifying the social function, the structure, and the language features of the examples</p> <p>c. Paying attention.</p> <p>d. Paying attention.</p>	<p>8'</p> <p>5'</p> <p>5'</p>	Group Discussion

	<p><i>members say in a paper (Discussion phase).</i></p> <p>6. <i>The group sharing the result of their discussion to other groups.</i></p> <p>c. Dividing the students into 6 groups consisting of 5 students by counting from 1-6.</p> <p>d. Distributing the question sheets containing a question related to <i>Knowledge</i>.</p> <p>e. Giving <i>think time</i> for the students.</p> <p>f. Directing the students to share the opinions to the members of the groups and arrange them into an Analytical Exposition Text.</p> <p>g. Asking the groups to share the result of the discussion with the other groups.</p>	<p>e. Making 6 groups consisting of 5 students</p> <p>f. Examining the problem posed by the teacher.</p> <p>g. Using the think time to form some opinions regarding to the question/problem the teacher posed.</p> <p>h. Taking turns to share the opinions to the other members of the group while taking notes to others' opinions and arranging the opinions into an Analytical Exposition Text.</p> <p>i. The students share the result of the discussion with the other groups.</p>	<p>2'</p> <p>1'</p> <p>5'</p> <p>13'</p> <p>43'</p>	
	<p><b>Closure:</b></p> <p>a. The teacher asks the students what they have learned in today's meeting.</p> <p>b. Directing the students</p>	<p>a. The students conclude today's lesson.</p> <p>b. The students and the</p>	<p>5'</p> <p>1'</p>	<p>Demonstration</p>



	to pray to God by saying hamdallah.	teacher say hamdallah altogether.		
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**Jember, 8 April 2018**

**Mengetahui**

**Guru Pembimbing**

**Mahasiswa**

**Drs. H. Warai Efendi**

**Intan Maharani Dewi**

**NIP. 196910291997031004**

**NIM. 140210401070**



## ATTACHMENT

**Group assignment****Group Work (Small Group Discussion)**

Students will work in group of 3-5 students to answer a question about **the importance of having religious values important in teaching and learning process** then arrange the opinions into an outline of Analytical Exposition Text. Every group will be given the same question.

**Question Sheet**

Please work in group consisting of 3-5 students. Answer the question **“Is having religious values important in teaching and learning process?”** and discuss it with in group. You have 5 minutes to discuss with your group and one student must have at least 3 opinions of why religious values is important in teaching and learning process. Then, each group needs to arrange the opinions into an outline of Analytical Exposition Text. After 5 minutes, the groups will be called randomly to present the result of the discussion.

## APPENDIX E

## SPEAKING TEST CYCLE 1

Subject	: English
Level/Semester	: XI/2
Language Skill	: Speaking
Topic	: Technology and Knowledge
Time allocation	: 2x45 minutes

Students 1-15

Take a look at the statement below!

**“Why we need internet in our life.”**

Please find some reasons of why we need internet in our life. Then, you need to arrange the reasons into an outline of Analytical Exposition Text. You will have 15 minutes to make the outline and practice. After 15 minutes, you will be called randomly to deliver what you have prepared.

Students 16-30

Take a look at the statement below!

**“Why we need law and rules in society.”**

Please find some reasons of why we need law and rules in society. Then, you need to arrange the reasons into an outline of Analytical Exposition Text. You will have 15 minutes to make the outline and practice. After 15 minutes, you will be called randomly to deliver what you have prepared.

## APPENDIX F

## LESSON PLAN

## Meeting 1 (Cycle 2)

School	: MAN BONDOWOSO
Class/ Semester	: XI / 2
Lesson	: English
Material	: Analytical Exposition
Skill	: Speaking
Theme/Topic	: Knowledge/ General knowledge
Time Allocation	: 2 x 45 minutes

## A. Core Competence

- KI 3:** Memahami, menerapkan, menganalisis, pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4:** Mengelola, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Basic Competence

Basic Competence	Indicator (s)
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.	e. Identifying the similarities between the social function, the text structure, and the language features of an <i>Analytical Exposition Text</i> based on the context of use. f. Analyzing the differences between the social function, the text structure, and the language features of an <i>Analytical Exposition Text</i> based on the context of use.
4.4 Teks <i>eksposisi analitis</i>	e. Forming opinions about an actual issue in <i>All-Write Round Robin</i>

4.4.2 Menyusun teks eksposisi analitis lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<p>f. <i>Technique (AWRRT) discussion. Arranging the opinions into an Analytical Exposition Text.</i></p> <p>g. <i>Explaining the Analytical Exposition Text orally.</i></p> <p>h. <i>Producing an oral Analytical Exposition Text.</i></p>
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### C. Learning Objectives

#### Indicator(s) 3.4:

After learning about the social function, the text structure, and the language features of *Analytical Exposition Text*, students are able to identify the similarities and analyze the differences between the social function, the text structure, and the language features of an *Analytical Exposition Text* based on the context of use.

#### Indicator(s) 4.4:

Students are able to form opinions about an actual issue in *All-Write Round Robin Technique (AWRRT) discussion*, arrange the opinions into an *Analytical Exposition Text* and explain the *Analytical Exposition Text* orally after doing *All-Write Round Robin Technique (AWRRT) activities*, and produce an oral *Analytical Exposition Text*.

### D. Material

(Enclosed)

### E. Learning Method

- e. Method : Small Group Discussion  
 f. Technique : All Write Round Robin Technique

### F. Media and Learning Sources

Media			Learning Sources
Whiteboard	Power Point	LCD projector	5. English syllabus of Bondowoso Islamic Senior High School for grade XI. 6. Internet
Board marker	Laptop	Camera	e. <a href="https://pakpuguh.wordpress.com/2011/08/12/1-analytical-exposition-text/">https://pakpuguh.wordpress.com/2011/08/12/1-analytical-exposition-text/</a> f. <a href="https://www.importantindia.com/24012/importance-of-mobile-phones-in-our-daily-life/">https://www.importantindia.com/24012/importance-of-mobile-phones-in-our-daily-life/</a>



## G. Teaching and Learning Activities

No.	Activities		Time	Technique
	Teacher	Student		
	<p><b>Set Induction:</b></p> <p>a. Greeting, praying, and checking the students' attendance.</p> <p>b. Stating the learning objectives.</p>	<p>a. Greeting, praying, and answering the teacher's question</p> <p>b. Paying attention.</p>	<p>1'</p> <p>1'</p>	Question and answer
	<p><b>Main Activities:</b></p> <p>a. Introducing the example of Analytical Exposition text about <i>Knowledge</i>.</p> <p>b. Asking the students to identify the similarities and the differences between the social function, the structure, and the language features of the examples.</p> <p>c. Showing the students how to pronounce some words on the text</p> <p>d. Informing the students that they are going to do a group discussion.</p> <p>e. Reminding the students about the procedure of the group discussion.</p> <ol style="list-style-type: none"> <li>1. <i>Forming groups consisting of 3-5 students per group.</i></li> <li>2. <i>Distributing question sheets containing a question related to Technology to which the students will answer and</i></li> </ol>	<p>a. Paying attention.</p> <p>b. Paying attention.</p> <p>c. imitating the teacher</p> <p>d. Paying attention.</p> <p>e. Paying attention.</p>	<p>5'</p> <p>8'</p> <p>5'</p> <p>5'</p>	Group Discussion

	<p><i>arrange the answers in the form of Analytical Exposition.</i></p> <p>3. <i>Providing think time for the students.</i></p> <p>4. <i>Directing the students to take turns stating responses or solutions (Discussion phase).</i></p> <p>5. <i>Students taking note on what the other members say in a paper (Discussion phase).</i></p> <p>6. <i>The group sharing the result of their discussion to other groups.</i></p> <p>f. Dividing the students into 6 groups consisting of 5 students by counting from 1-6.</p> <p>g. Distributing the question sheets containing a question related to <i>Knowledge</i>.</p> <p>h. Giving <i>think time</i> for the students.</p> <p>i. Directing the students to share the opinions to the members of the groups and arrange them into an Analytical Exposition Text.</p>	<p>f. making 6 groups consisting of 5 students by counting from 1-6</p> <p>g. Examining the problem posed by the teacher.</p> <p>h. Using the think time to form some opinions regarding to the question/problem the teacher posed.</p> <p>i. Taking turns to share the opinions to the other members of the group while taking notes to others' opinions and arranging the</p>	<p>2'</p> <p>1'</p> <p>5'</p> <p>11'</p>	
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	j. Asking the groups to share the result of the discussion with the other groups.	opinions into an Analytical Exposition Text.  j. The students share the result of the discussion with the other groups.	40	
	<b>Closure:</b> a. The teacher asks the students what they have learned in today's meeting.  c. Directing the students to pray to God by saying hamdallah.	a. The students conclude today's lesson.  b. The students and the teacher say hamdallah altogether.	5'  1'	Demonstration

**Jember, 8 April 2018**

**Mengetahui**

**Guru Pembimbing**

**Mahasiswa**

**Drs. H. Warai Efendi**

**Intan Maharani Dewi**

**NIP. 196910291997031004**

**NIM. 140210401070**

## ATTACHMENT

## 1. Example

**Why We Have to Learn English**

Language is the mean of **communication**. Mostly groups of **society** have their own languages and some of them appear to be the top global **languages**. As one of the top **global** languages, **English** takes the place as the most global spoken **language**; distributing a pivotal role in communication, scientific and technical **knowledge**, economic, social, politics development, and job **requirement**.

**Firstly**, everyone **recognizes** English as an international language. It is not only spoken by one or two **countries** but also by most **countries** in the world. English is **used** by many **people** all over the world both in writing or speaking. English can be either the **first** or **second** language in some countries. In some countries like England, US, Australia, and Ireland; English is used as the first language while some countries like Denmark, Malaysia, Norway, and Singapore use English as the second language.

Besides its importance in communication, English is also used as a key to open the doors leading to **scientific** and **technical** knowledge. No wonder we can easily find manual guides and instructions of many **technology** devices all in English. This marks that the **significance** of English in science and technology will bring about an **influence** on economic, social, and political **development**.

Finally, the most easily seen in the **importance** of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive. Job applicants who master English are more favorable than the ones who do not.

The **mentioned** facts will raise the awareness that we, at least **comprehend** the knowledge of English. Additionally, they prove that we need to learn English if the greeting of global era is what we dream of.

Adapted from <https://freeenglishcourse.info/analytical-exposition-sample-in-learning-english/>

## 2. Group assignment

**Group Work (Small Group Discussion)**

Students will work in group of 3-5 students to answer a question about **why we need music in our life** then arrange the opinions into an outline of Analytical Exposition Text. Every group will be given the same question.

**Question Sheet**

Please work in group consisting of 3-5 students. Answer the question “**why do we need music in our life?**” and discuss it with in group. You have 5 minutes to discuss with your group and one student must have at least 3 opinions of why we need music in our life. Then, each group needs to arrange the opinions into an outline of Analytical Exposition Text. After 5 minutes, the groups will be called randomly to present the result of the discussion.

## APPENDIX G

## LESSON PLAN

## Meeting 2 (Cycle 2)

School	: MAN BONDOWOSO
Class/ Semester	: XI / 2
Lesson	: English
Material	: Analytical Exposition
Skill	: Speaking
Theme/Topic	: Technology
Time Allocation	: 2 x 45 minutes

## A. Core Competence

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

**KI 4:** Mengelola, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Basic Competence

Basic Competence		Indicator (s)	
3.5	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.	a.	Identifying the similarities between social function, the text structure, and the language features of an <i>Analytical Exposition Text</i> based on the context of use.
		b.	Analyzing the differences between the social function, the text structure, and the language features of an <i>Analytical Exposition Text</i> based on the context of use.



<p>4.4 Teks eksposisi analitis</p> <p>4.4.2 Menyusun teks eksposisi analitis lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>e. Forming opinions about an actual issue in <i>All-Write Round Robin Technique (AWRRT)</i> discussion.</p> <p>f. Arranging the opinions into an <i>Analytical Exposition Text</i>.</p> <p>g. Explaining the <i>Analytical Exposition Text</i> orally.</p> <p>h. Producing an oral <i>Analytical Exposition Text</i>.</p>
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**C. Learning Objectives**

**Indicator(s) 3.4:**

After learning about the social function, the text structure, and the language features of *Analytical Exposition Text*, students are able to identify the similarities and analyze the differences between the social function, the text structure, and the language features of an *Analytical Exposition Text* based on the context of use.

**Indicator(s) 4.4:**

Students are able to form opinions about an actual issue in *All-Write Round Robin Technique (AWRRT)* discussion, arrange the opinions into an *Analytical Exposition Text* and explain the *Analytical Exposition Text* orally after doing *All-Write Round Robin Technique (AWRRT)* activities, and produce an oral *Analytical Exposition Text*.

**D. Material**

(Enclosed)

**E. Learning Method**

- g. Approach : Cooperative Language Learning
- h. Technique : All Write Round Robin Technique

**F. Media and Learning Sources**

Media			Learning Sources
Whiteboard	Power Point	LCD projector	7. English syllabus of Bondowoso Islamic Senior High School for grade XI. 8. Internet g. <a href="https://pakpuguh.wordpress.com/2011/08/12/1-analytical-exposition-text/">https://pakpuguh.wordpress.com/2011/08/12/1-analytical-exposition-text/</a>
Board marker	Laptop	Camera	h. <a href="https://www.importantindia.com/24012/importance-of-mobile-phones-in-our-daily-life/">https://www.importantindia.com/24012/importance-of-mobile-phones-in-our-daily-life/</a>

## G. Teaching and Learning Activities

No.	Activities		Time	Technique
	Teacher	Student		
	<p><b>Set Induction:</b></p> <p>a. Greeting, praying, and checking the students' attendance.</p> <p>b. Stating the learning objectives.</p>	<p>a. Greeting, praying, and answering the teacher's question</p> <p>b. Paying attention.</p>	<p>1'</p> <p>1'</p>	Question and answer
	<p><b>Main Activities:</b></p> <p>a. Showing the students how to pronounce some words related to <i>Technology</i>.</p> <p>b. Informing the students that they are going to do a group discussion.</p> <p>c. Explaining about the procedure of the group discussion.</p> <ol style="list-style-type: none"> <li>1. <i>Forming groups consisting of 3-5 students per group.</i></li> <li>2. <i>Distributing question sheets containing a question related to Technology to which the students will answer and arrange the answers in the form of Analytical Exposition.</i></li> <li>3. <i>Providing think time for the students.</i></li> <li>4. <i>Directing the students to take turns stating responses or solutions (Discussion phase).</i></li> </ol>	<p>a. Imitating the teacher.</p> <p>b. Paying attention.</p> <p>c. Paying attention.</p>	<p>5'</p> <p>5'</p>	Group Discussion

	<p>5. <i>Students taking note on what the other members say in a paper (Discussion phase)</i></p> <p>6. <i>The group sharing the result of their discussion to other groups.</i></p> <p>d. Dividing the students into 6 groups consisting of 5 students by counting from 1-6.</p> <p>e. Distributing the question sheets containing a question related to <i>Technology</i>.</p> <p>f. Giving <i>think time</i> for the students.</p> <p>g. Directing the students to share the opinions to the members of the groups and arrange them into an Analytical Exposition Text.</p> <p>h. Asking the groups to share the result of the discussion with the other groups.</p>	<p>d. Making 6 group consisting of 5 students. .</p> <p>e. Examining the problem posed by the teacher.</p> <p>f. Using the <i>think time</i> to form some opinions regarding to the question/problem the teacher posed.</p> <p>g. Taking turns to share the opinions to the other members of the group while taking notes to others' opinions and arranging the opinions into an Analytical Exposition Text.</p> <p>h. The students share the result of the discussion with the other groups.</p>	<p>2'</p> <p>1'</p> <p>6'</p> <p>22'</p> <p>41'</p>	
	<p><b>Closure:</b></p> <p>a. The teacher asks the students what they have learned in today's meeting.</p>	<p>a. The students conclude today's lesson.</p>	<p>5'</p>	<p>Demonstration</p>

	c. Directing the students to pray to God by saying hamdallah.	b. The students and the teacher say hamdallah altogether.	1'	
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Jember, 8 April 2018

**Mengetahui**

**Guru Pembimbing**

**Mahasiswa**

**Drs. H. Warai Efendi**

**Intan Maharani Dewi**

**NIP. 196910291997031004**

**NIM. 140210401070**



## ATTACHMENT

**1. Words list (Pronunciation)**

Computer	Function
Machine	Information
Television	Advantage
Modern	Disadvantage
Facility	Source

**2. Group assignment****Group Work (Small Group Discussion)**

Students will work in group of 3-5 students to answer a question about **the importance machine in today's life** and arrange the opinions into an outline of Analytical Exposition Text. Every group will be given the same question.

**Question Sheet**

Please work in group consisting of 3-5 students. Answer the question “**Is machine important in today's life?**” and discuss it with in group. You have 5 minutes to discuss with your group and one student must have at least 3 opinions of why machine is important in our life. Then, each group needs to arrange the opinions into an outline of Analytical Exposition Text. After 5 minutes, the group will be called randomly to present the result of the discussion.



## APPENDIX H

## SPEAKING TEST CYCLE 2

Subject	: English
Level/Semester	: XI/2
Language Skill	: Speaking
Topic	: Knowledge and Technology
Time allocation	: 45x2 minutes

Students 1-15

Take a look at the statement below!

**“Why we need library in school.”**

Please find some reasons of why we need library in school. Then, you need to arrange the reasons into an outline of Analytical Exposition Text. You will have 15 minutes to make the outline and practice. After 15 minutes, you will be called randomly to deliver what you have prepared

Students 16-30

Take a look at the sentence below!

**“Why we need computer labs in school.”**

Please find some reasons of why we need computer labs in school. Then, you need to arrange the reasons into an outline of Analytical Exposition Text. You will have 15 minutes to make the outline and practice. After 15 minutes, you will be called randomly to deliver what you have prepared.

## APPENDIX I

## STUDENTS' SPEAKING SCORE IN CYCLE 1

## BY RATER 1

NO	NAME	ASPECTS				TOTAL	SCORE
		Content	Accuracy	Fluency	Pronun- ciation		
1	AAPC	3	4	3	3	13	81
2	ADI	3	4	2	2	11	69
3	ASAF	3	3	4	3	13	81
4	AF	3	3	2	2	10	62
5	ASAM	3	2	2	2	9	56
6	ANI	3	4	3	3	13	81
7	DAP	3	4	4	4	15	94
8	FAR	2	3	3	4	12	75
9	FL	3	3	3	3	12	75
10	HS	2	1	1	1	5	31
11	HN	3	3	3	3	12	75
12	IH	3	3	2	2	10	62
13	IQ	4	3	3	3	13	81
14	LUD	3	3	3	2	11	69
15	LA	4	4	3	3	14	87
16	MTA	3	3	2	2	10	62
17	MUS	1	2	1	1	5	31
18	NF	4	3	3	3	13	81
19	NI	4	3	3	2	12	75
20	RFN	3	3	3	2	11	69
21	SM	4	3	3	2	12	75
22	SMAW	2	2	2	2	8	50
23	SNF	4	3	2	2	11	69
24	SR	2	1	1	1	5	31
25	UK	3	2	3	3	11	69
26	UH	4	3	3	2	12	75
27	WR	3	3	2	3	11	69
28	WAR	4	3	3	3	13	81
29	KUR	3	3	2	2	10	62
30	AKK	4	4	3	3	14	87

## STUDENTS' SPEAKING SCORE IN CYCLE 1

## BY RATER 2

NO	NAME	ASPECTS				TOTAL	SCORE
		Content	Accuracy	Fluency	Pronunciation		
1	AAPC	3	4	3	4	14	87
2	ADI	3	4	3	2	12	75
3	ASAF	3	3	4	3	13	81
4	AF	3	3	3	2	11	69
5	ASAM	2	2	2	2	8	50
6	ANI	3	3	3	3	12	75
7	DAP	4	4	4	4	16	100
8	FAR	3	3	3	3	12	75
9	FL	3	3	3	3	12	75
10	HS	1	1	1	1	4	25
11	HN	3	4	3	3	13	81
12	IH	3	2	2	3	10	62
13	IQ	4	3	3	3	13	81
14	LUD	3	3	3	3	12	75
15	LA	4	3	3	3	13	81
16	MTA	3	3	2	2	10	62
17	MUS	1	1	1	1	4	25
18	NF	3	3	3	3	12	75
19	NI	3	3	3	2	11	69
20	RFN	3	3	3	2	11	69
21	SM	3	3	3	3	12	75
22	SMAW	2	2	2	1	7	43
23	SNF	3	3	2	2	10	62
24	SR	1	1	1	1	4	25
25	UK	3	2	2	3	10	62
26	UH	4	3	3	2	12	75
27	WR	3	3	2	3	11	69
28	WAR	4	4	3	3	14	87
29	KUR	3	3	2	2	10	62
30	AKK	4	4	4	3	15	93

## THE AVERAGE OF STUDENTS' SPEAKING SCORE IN CYCLE 1

NO	NAME	RATER 1	RATER 2	AVERAGE	SUCCESSFUL/ FAILED
1	AAPC	81	87	84	SUCCESSFUL
2	ADI	69	75	72	FAILED
3	ASAF	81	81	81	SUCCESSFUL
4	AF	62	69	66	FAILED
5	ASAM	56	50	53	FAILED
6	ANI	81	75	78	SUCCESSFUL
7	DAP	93	100	97	SUCCESSFUL
8	FAR	75	75	75	SUCCESSFUL
9	FL	75	75	75	SUCCESSFUL
10	HS	31	25	28	FAILED
11	HN	75	81	78	SUCCESSFUL
12	IH	62	62	62	FAILED
13	IQ	81	81	81	SUCCESSFUL
14	LUD	69	75	72	FAILED
15	LA	87	81	84	SUCCESSFUL
16	MTA	62	62	62	FAILED
17	MUS	31	25	28	FAILED
18	NF	81	75	78	SUCCESSFUL
19	NI	75	69	72	FAILED
20	RFN	69	69	69	FAILED
21	SM	75	75	75	SUCCESSFUL
22	SMAW	50	44	47	FAILED
23	SNF	69	62	66	FAILED
24	SR	31	25	28	FAILED
25	UK	69	62	66	FAILED
26	UH	75	75	75	SUCCESSFUL
27	WR	69	69	69	FAILED
28	WAR	81	87	84	SUCCESSFUL
29	KUR	62	62	62	FAILED
30	AKK	87	93	91	SUCCESSFUL
					S = 14 (47%) F = 16 (23.3%)

## APPENDIX J

## STUDENTS' SPEAKING SCORE IN CYCLE 2

## BY RATER 1

NO	NAME	ASPECTS				TOTAL	SCORE
		Content	Accuracy	Fluency	Pronun- ciation		
1	AAPC	4	4	3	3	14	87
2	ADI	3	4	3	3	13	81
3	ASAF	3	3	3	3	12	75
4	AF	3	4	2	3	12	75
5	ASAM	2	2	2	2	8	50
6	ANI	3	4	3	3	13	81
7	DAP	4	4	3	4	15	93
8	FAR	4	3	3	3	14	87
9	FL	4	3	3	2	12	75
10	HS	2	1	1	1	5	31
11	HN	3	3	3	3	12	75
12	IH	3	3	3	3	12	75
13	IQ	4	3	3	3	13	81
14	LUD	3	3	3	3	12	75
15	LA	4	3	3	3	13	81
16	MTA	3	3	3	3	12	75
17	MUS	2	1	1	1	5	31
18	NF	3	3	3	3	12	75
19	NI	3	3	3	2	11	69
20	RFN	3	3	2	2	10	62
21	SM	3	3	3	3	12	75
22	SMAW	2	3	3	2	10	62
23	SNF	4	3	3	2	12	75
24	SR	2	2	1	1	6	37
25	UK	4	4	3	3	14	87
26	UH	3	3	3	3	12	75
27	WR	3	3	3	3	11	75
28	WAR	4	3	3	3	13	81
29	KUR	3	3	3	3	12	75
30	AKK	4	3	4	3	14	87



## STUDENTS' SPEAKING SCORE IN CYCLE 2

## BY RATER 2

NO	NAME	ASPECTS				TOTAL	SCORE
		Content	Accuracy	Fluency	Pronun- ciation		
1	AAPC	3	4	3	3	13	81
2	ADI	3	3	3	3	12	75
3	ASAF	3	3	3	3	12	75
4	AF	3	3	3	3	12	75
5	ASAM	2	2	2	2	8	50
6	ANI	3	3	3	3	12	75
7	DAP	4	4	4	4	16	100
8	FAR	4	3	3	3	13	81
9	FL	3	3	3	3	12	75
10	HS	1	1	1	1	4	25
11	HN	3	3	3	3	12	75
12	IH	3	3	3	3	12	75
13	IQ	4	4	3	3	14	87
14	LUD	3	3	3	3	12	75
15	LA	4	4	3	3	14	87
16	MTA	3	4	3	3	13	81
17	MUS	1	1	1	1	4	25
18	NF	4	3	3	2	12	75
19	NI	3	3	3	2	11	69
20	RFN	3	3	2	2	10	62
21	SM	3	3	3	3	12	75
22	SMAW	2	3	3	2	10	62
23	SNF	4	4	2	2	12	75
24	SR	1	1	1	1	4	25
25	UK	4	4	4	3	15	93
26	UH	3	3	3	3	12	75
27	WR	3	4	2	3	11	75
28	WAR	4	3	3	3	13	81
29	KUR	3	3	3	3	12	75
30	AKK	4	4	4	3	15	93

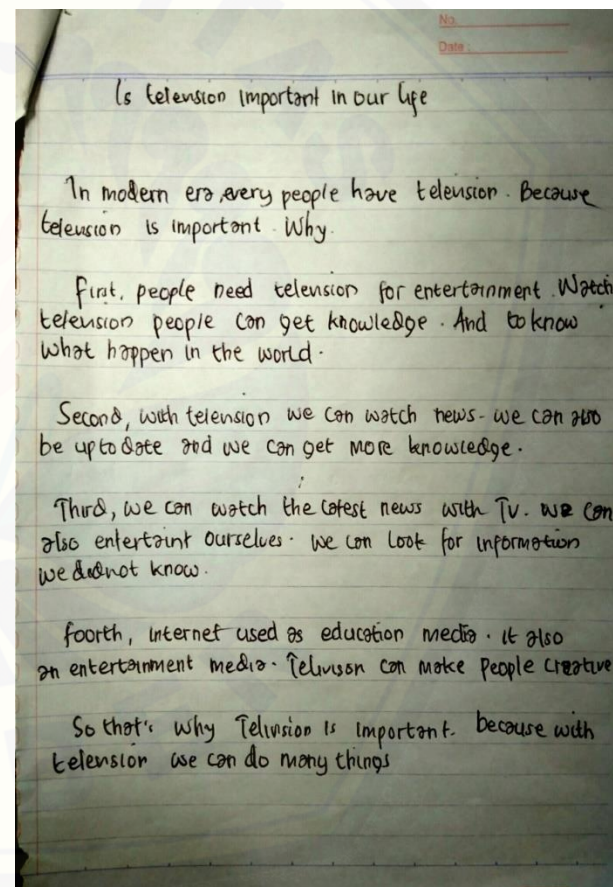
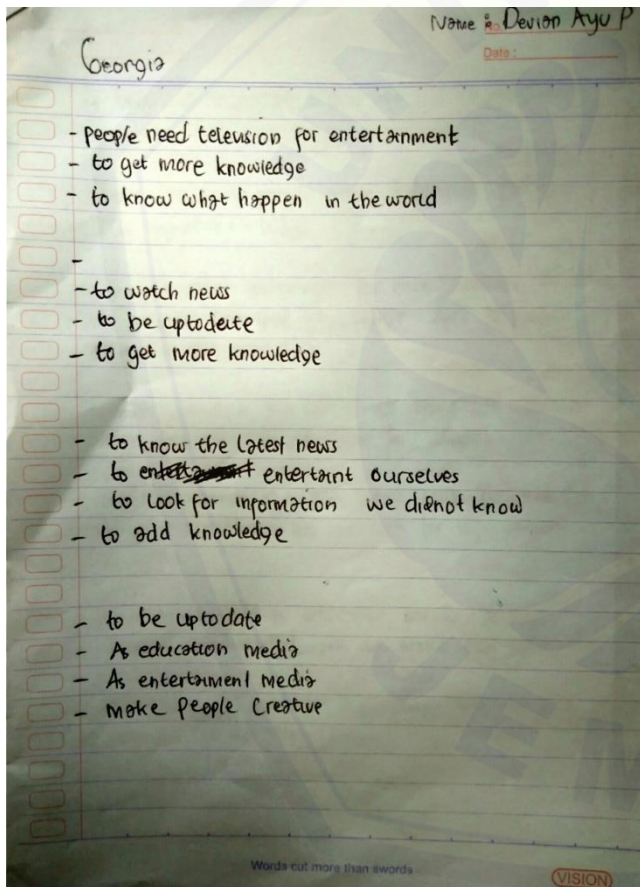
## THE AVERAGE OF STUDENTS' SPEAKING SCORE IN CYCLE 2

NO	NAME	RATER 1	RATER 2	AVERAGE	SUCCESSFULL/ FAILED
1	AAPC	87	81	84	SUCCESSFULL
2	ADI	81	75	78	SUCCESSFULL
3	ASAF	75	75	75	SUCCESSFULL
4	AF	75	75	75	SUCCESSFULL
5	ASAM	50	50	50	FAILED
6	ANI	81	75	77	SUCCESSFULL
7	DAP	94	100	97	SUCCESSFULL
8	FAR	87	81	84	SUCCESSFULL
9	FL	75	75	75	SUCCESSFULL
10	HS	31	25	28	FAILED
11	HN	75	75	75	SUCCESSFULL
12	IH	75	75	75	SUCCESSFULL
13	IQ	81	87	84	SUCCESSFULL
14	LUD	75	75	69	SUCCESSFULL
15	LA	81	87	84	SUCCESSFULL
16	MTA	75	81	78	SUCCESSFULL
17	MUS	31	25	28	FAILED
18	NF	75	75	75	SUCCESSFULL
19	NI	69	69	69	FAILED
20	RFN	62	62	62	FAILED
21	SM	75	75	75	SUCCESSFULL
22	SMAW	62	62	62	FAILED
23	SNF	75	75	75	SUCCESSFULL
24	SR	37	25	31	FAILED
25	UK	87	94	91	SUCCESSFULL
26	UH	75	75	75	SUCCESSFULL
27	WR	75	75	75	SUCCESSFULL
28	WAR	81	81	81	SUCCESSFULL
29	KUR	75	75	75	SUCCESSFULL
30	AKK	87	94	91	SUCCESSFULL
					S = 23 (76.6%) F = 7 (23.3%)

APPENDIX K

THE SAMPLES OF THE STUDENTS' DISCUSSION RESULT IN CYCLE 1

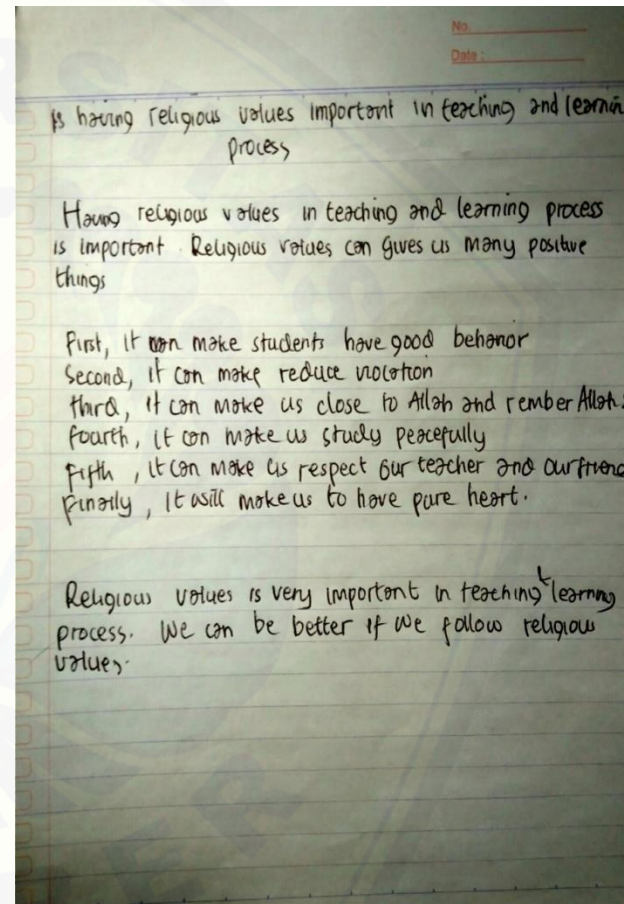
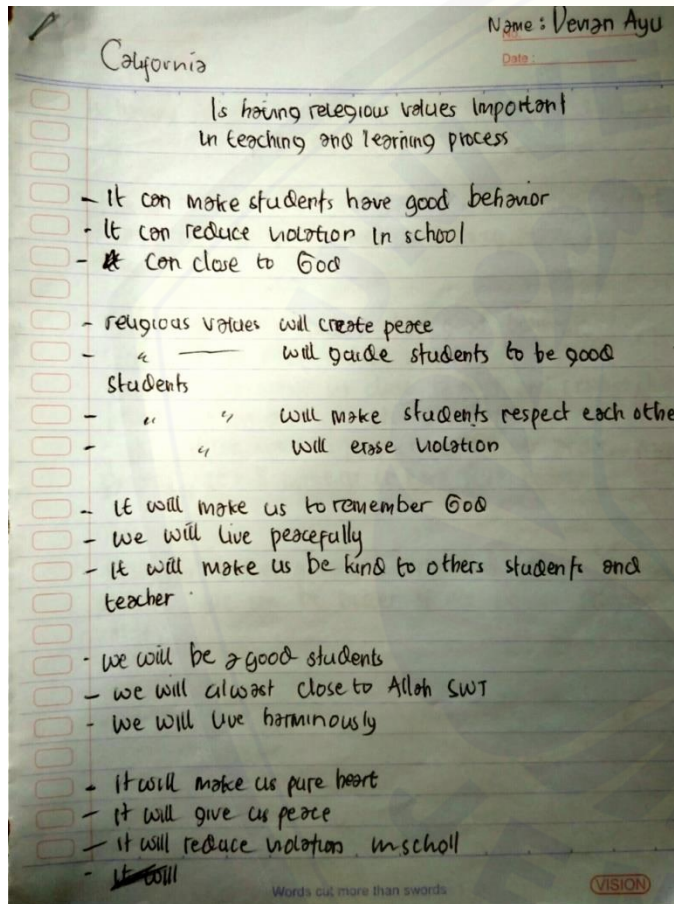
Meeting 1





## THE SAMPLES OF THE STUDENTS' DISCUSSION RESULT IN CYCLE 1

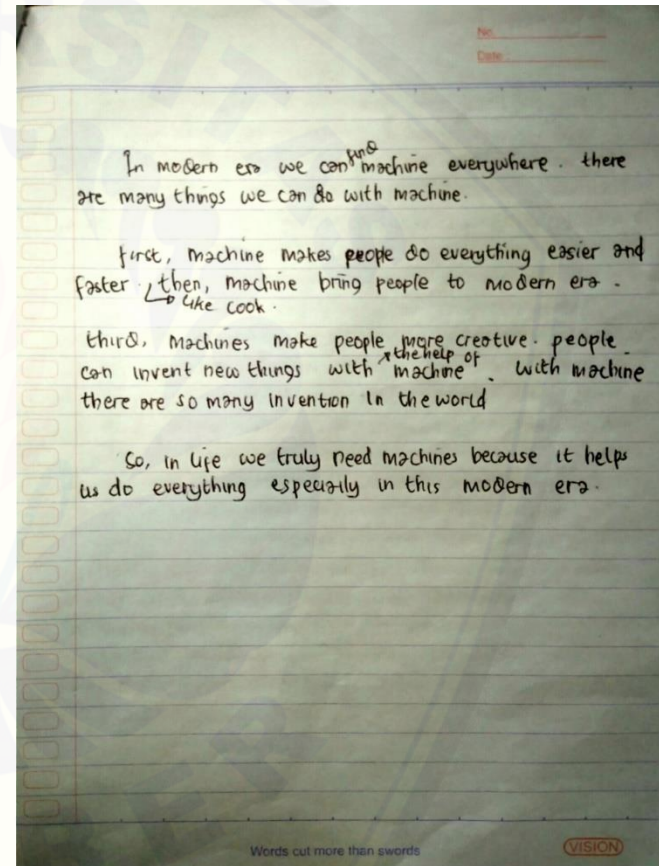
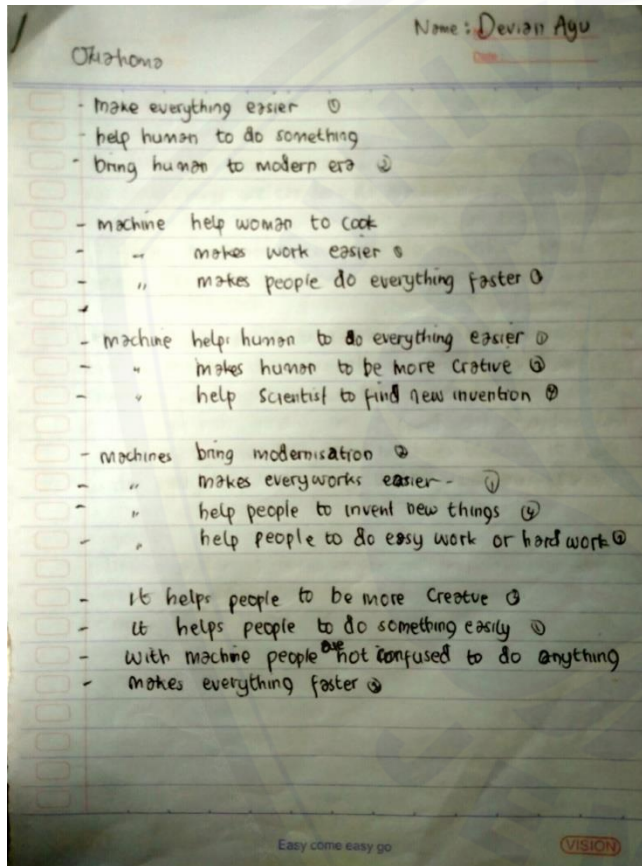
### Meeting 2



## APPENDIX L

### THE SAMPLES OF THE STUDENTS' DISCUSSION RESULT IN CYCLE 2

#### Meeting 1





The Samples of the Students' Discussion Result in Cycle 2

Meeting 2

California

Name: Devina Ayu f

Date: \_\_\_\_\_

Why do we need music in our life

- It entertains us ☺
- It accompanies us when we are sad ☺
- It makes our day brighter
- Islamic music make people close to Allah SWT ☺
- music will make people's heart peaceful ☺
- It makes us express our feeling ☺
- without music we will feel lonely ☺
- music is a source of entertainment ☺
- we can choose music according to our feeling ☺
- music can change the world ☺
- by listening to the music we will go back to the past
- music can entertain us ☺
- music will accompany us in doing our work ☺
- make us peaceful ☺
- music completes our activities
- music is a source of entertainment ☺

Easy come easy go

VISION

No: \_\_\_\_\_

Date: \_\_\_\_\_

Why do we need music in our life

music is the thing that can't be separated from our life. music is the thing that we need in our life

The first, music is the source of entertainment. It can entertain us we we are sad, when we are lonely, ~~second, with music we can~~

Second, there are islamic music. Islamic music will make us close to Allah SWT and make us feel peaceful.

third, with music we can express our feeling we can choose music according to our feelings.

fourth, music can change the world. Like Michael Jackson's songs.

the last, music will make us go back to the past, it bring back our memories

That's why music is important. We need music in our life because with music our day will be brighter.

VISION

## APPENDIX M

## THE SAMPLES OF STUDENTS' SPEAKING TEST SCRIPT

\_\_\_\_\_ = grammatical errors/wrong structures/incorrect words used

*Italic* = Incorrect pronunciations

## 1. DAP (7)

Assalamu'alaikum Wr. Wb. Good afternoon class. Today I would like to presenting about internet. Before I'm talking about internet, I will take you in the past like ten years ago there are so many who know about internet. But now, almost every people use it. Internet have so many benefits, for example we can access a lot of many information from internet easy. By using internet we can do some *business* and so many others. And guys, from all of this we all know that internet is *very* important to our life. From internet we can do something what we can't do. We can find many information from internet that we cannot find in outside of internet. That's all from me, thank you. Wassalamu'alaikum Wr. Wb.

Corrections:

## 1. Accuracy

I would like to presenting => I would like to present	Internet have => Internet has
Every people use => Everyone uses	A lot of many => a lot of
Ten years ago the are => Ten years ago the were	Easy => easily
Who know => who knew	In outside => outside

## 2. Pronunciation

Business	: /'bʌznəs/ => /'bɪznəs/
Verv	: /'feri:/ => /'veri:/

## 2. LA (15)

Assalamu'alaikum Wr. Wb. Good afternoon guys. I want to explain about the *importance* internet in our life. Today the internet is the most powerful tool in the world. The internet is a collection of *various* services and resources. However, like every single innovation in science and technology, internet has its own *advantages* and *disadvantages*. Internet has played an important part in our daily life and in fact it bring us *lot of advantages*. And the first, I want to mention is communication. The foremost *target* of the internet has always

been the communication. Now thanks to the internet, we can communicate interaction of second with a person *who* is sitting in the *other* part of the world. Today, for better communication we can avail the facilities of email. We can chat for hours with our friends. With the hold of such service, it has become *very* easy to establish a kind of *global* friendship where you can explore other cultures of *different* countries. Besides, information is the biggest advantage internet is offering. The Internet is a virtual *treasure* of information. Any kind of information of any topic is *available* on internet and you can almost find any type of data and almost any kind of subject that you are looking for. There is a *huge* amount of information *ranging* for government *law* and service to market information, new ideas and technical support. It is useful for students. Okay, thank you for your attention. Wassalamu'alaikum Wr Wb

#### Corrections:

##### 1. Accuracy

The important internet => The importance of internet                      It bring=> It brings

Lot of                      => A lot of

we can communicate interaction of second => we can communicate.

who is sitting in the other part of the world => who is in the other part of the world

With the hold of such service => With such a service

##### 2. Pronunciation

Importance : /ɪm'pɔ:tnt/ => /ɪm'pɔ:tns/                      Global                      : /'gləʊbəl/ => /'gləʊbl/

Various                      : /vəriəs/ => /veəriəs/                      different                      : /'dɪfrənt/ => /'dɪfrənt/

Advantages : /əd'vænt/ => /d'væntɪdʒəz/                      treasure                      : /'trɪzə(r)/ => /treʒə(r)/

Target                      : /tɑ:dʒet/ => /tɑ:ɡɪt/                      available                      : /ə'veɪləbl/ => /ə'veɪləbl/

Who                      : /wu:/ => /hu:/                      huge                      : /hʌdʒ/ => /hju:dʒ/

Very                      : /'feri:/ => /'veri:/                      ranging                      : /'reɪŋɪŋ/ => /'reɪndʒɪŋ/

Hours                      : /'haʊə(r)s/ => /'aʊə(r)s/                      law                      : /lɔ:/ => /lɔ:/

Students                      : /stʌdnts/ => /stju:dnts/

##### 3. HS (10)

Assalamu'alaikum Wr. Wb. Today important internet of life. Internet is mother the important left because we need internet to seek. So meeting we don't understand. Internet

that ease to seek insight Almost every person in internet cause impact negative and positive.

Corrections:

1. Accuracy

The importance of internet in our life. Internet is very important because we need internet to search for any information.

The samples of students' speaking transcription above show the variety of the students' performance. The first students, DAP, achieved score 97. LA could achieve 84. Meanwhile, HS could only get 28.


As we can see, with less speech DAP could get higher score than LA. The thing was, except for the *content* aspect, DAP was better than LA. The content of LA's speech carried more weight compared to DAP's. She could give additional information to the information she initially said. Additionally, what she delivered contained more advanced information than what DAP said. However, for the *fluency* LA was still stuttering in delivering her speech while DAP, though she spoke rather slowly she could deliver her speech smoothly and easy to understand without being stuttering. Different from LA who seemed and sounded so in hurry; Calmly, DAP could convey what she was thinking to the audiences with convincing tone. For *pronunciation* aspect, it can be seen from the correction box that there were more words that LA pronounced wrong compared to DAP. That was why, DAP could achieve higher score than LA despite the long content of LA's speech.

Different from DAP and LA, HS lacked at every aspect. What she delivered was so confusing that it was hard for the English teacher and the researcher to score. The content of her speech was un-understandable because while it was too short, there were too many grammar mistakes and incorrect used of words. The same thing happened to her pronunciations, resulting to the English teacher and the researcher give only 1 score for each aspect.



## APPENDIX N

**Research Permission Letter from the Vice Dean 1 of the Faculty of Teacher Training**

 KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121  
Telepon: 0331-334 988, Faks: 0331-334 988  
Laman: [www.fkip.unj.ac.id](http://www.fkip.unj.ac.id)

24 NOV 2017

Nomor : 7821 /UN25.1.5/MT/2017  
Lampiran : -  
Perihal : Permohonan Ijin Penelitian


Yth. Kepala MAN Bondowoso  
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember dibawah ini,

Nama : Intan Maharani Dewi  
NIM : 140210401070  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkean dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di MAN Bondowo dengan judul penelitian "Promoting Islamic Senior High School Students' Ability in Speaking through *All Write Round Robin Technique* (AWRRT)". Sehubungan hal tersebut, diharapkan pihak sekolah berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian pemberitahuan dari kami. Atas izin dan kerjasamanya kami sampaikan terimakasih.

a.n. Dekan  
W. H. Dekan I,  
  
  
Dr. Suratno, M.Si.  
NIP. 19670625 199203 1 003



## APPENDIX O

**Statement Letter of Accomplishing the Research from the  
Principal of MAN**

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN BONDOWOSO**  
**MADRASAH ALIYAH NEGERI BONDOWOSO**  
Jalan Khairil Anwar No.278 Kel.Badean Kec. Bondowoso Kab Bondowoso  
Telephon 0332-421032; Faximile 0332-421032  
Email : manbondowoso278@gmail.com

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**SURAT KETERANGAN**  
Nomor : B-1121 /Ma 13.06.01/PP.00.6/07/2018

Yang bertanda tangan di bawah ini,

Nama	: Ibrahim, S.Ag.,M.Pd.I.
NIP	: 196806212000031001
Jabatan	: Kepala Madrasah

Dengan ini menerangkan bahwa

Nama	: Intan Maharani Dewi
NIM	: 140210401070
Universitas	: Universitas Jember
Fakultas	: FKIP
Program studi	: Pendidikan Bahasa Inggris

Yang bersangkutan telah selesai melaksanakan penelitian di lembaga kami dari tanggal 30 April – 11 Mei 2018, Dengan Judul "Promoting Islamic Senior High School Students' Ability in Speaking through All Write Round Robin Technique ( AWRRT )" .

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya..

Bondowoso, 27 Juli 2018  
Kepala,

  
IBRAHIM