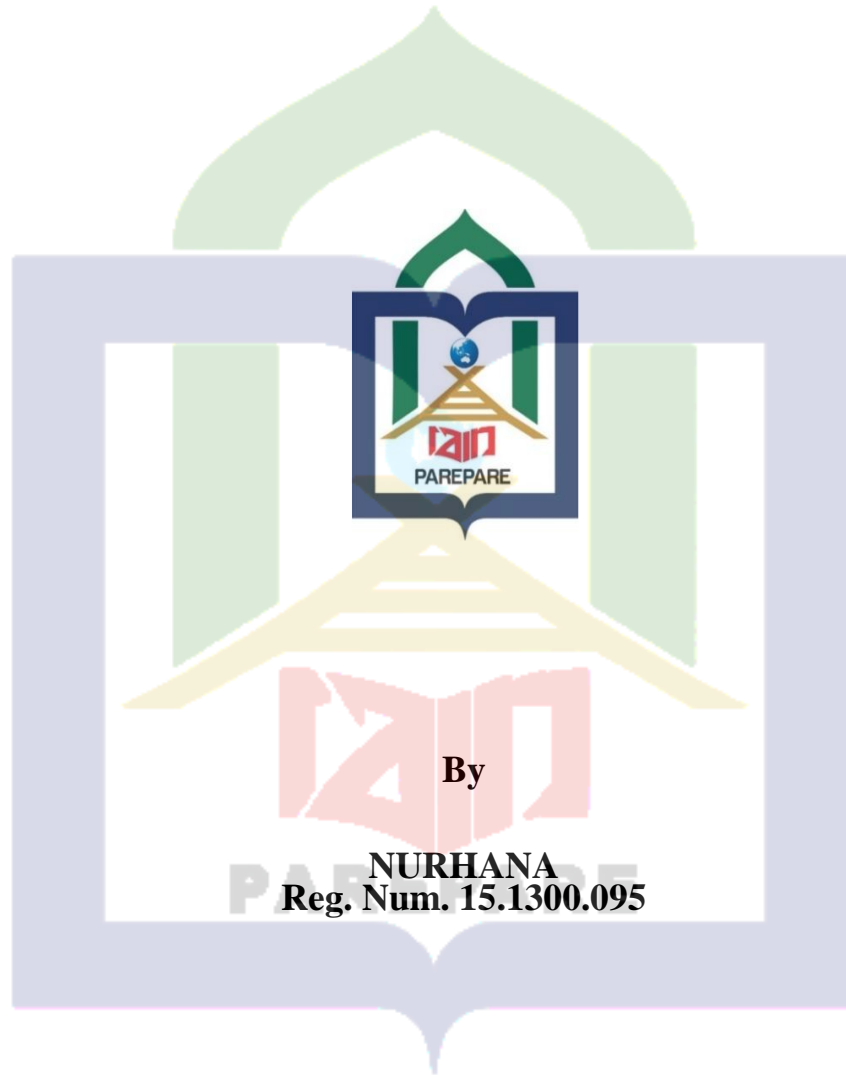**SKRIPSI**

**THE USE OF RELAY RACE GAME TO INCREASE THE
STUDENTS PERFORMANCE SPEAKING ABILITY AT
THE EIGHT GRADE STUDENTS OF SMPN 2
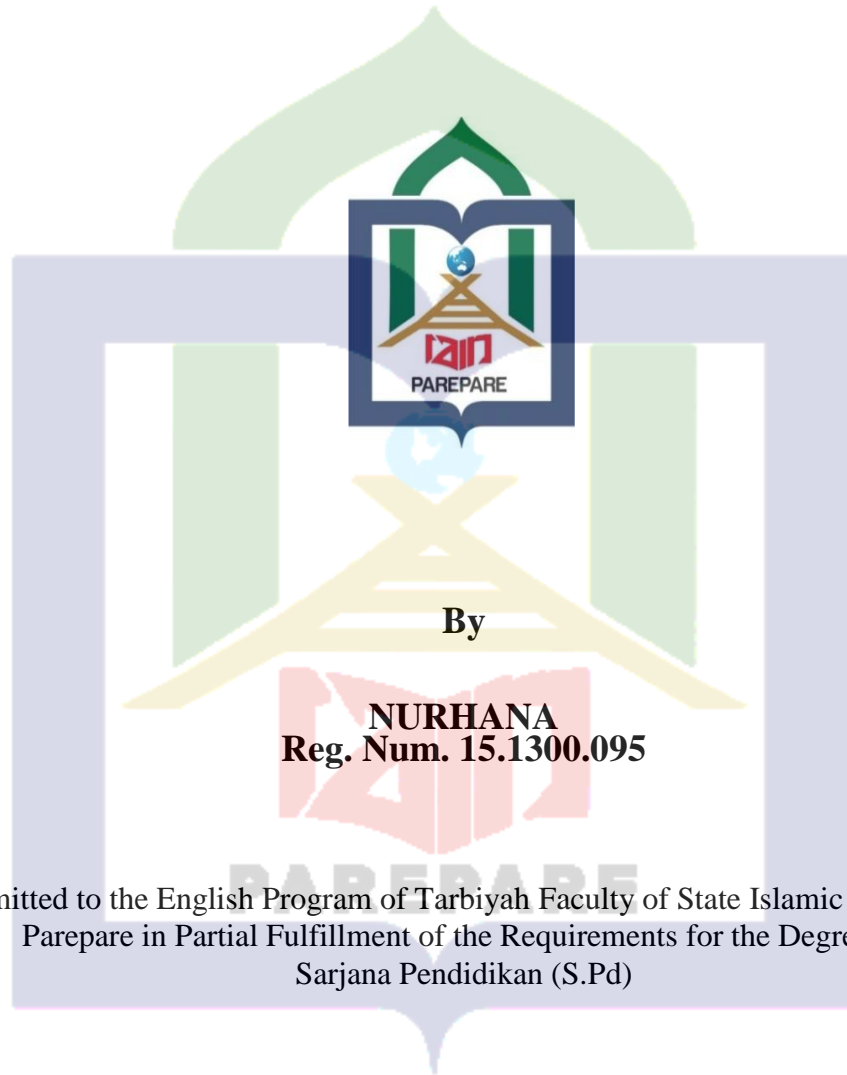PANGALE KAB. MAMUJU TENGAH**

By

**NURHANA
Reg. Num. 15.1300.095**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

SKRIPSI

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NURHANA
Reg. Num. 15.1300.095

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of
Parepare in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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PAREPARE**

2020

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THE USE OF RELAY RACE GAME TO INCREASE THE STUDENTS PERFORMANCE SPEAKING ABILITY AT THE EIGHT GRADE STUDENTS OF SMPN 2 PANGALE KAB. MAMUJU TENGAH

Skripsi

**As Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)**

English Education Program

Submitted by

**NURHANA
Reg. Num. 15.1300.095**

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
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2020

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SKRIPSI

THE USE OF RELAY RACE GAME TO INCREASE THE STUDENTS PERFORMANCE SPEAKING ABILITY AT THE EIGHT GRADE STUDENTS OF SMPN 2 PANGALE KAB. MAMUJU TENGAH
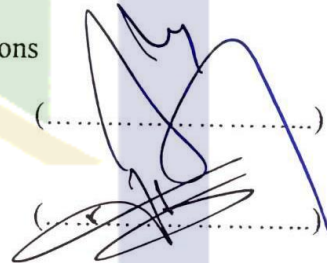
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Had been examined in February 11th, 2020 and had been declared that it fulfilled the requirements

Approved by Consultant Commissions

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Drs. Ismail Latif, M.M.	(Chairman)	(...)
Mujahidah, M.Pd.	(Secretary)	(...)
Drs. Amzah Selle, M.Pd.	(Member)	(...)
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Alhamdulillahi Rabbil'Alamin, Praise is merely to the Almighty Allah swt. give thanks for God's love and grace for us, the most gracious, the most merciful, the lord of the universe, and the master of the judgment day, the king of the kings, who has given his bless to the writer for finishing this skripsi entitled: the use of a relay race game to increase the Students performance in learning english at the Eight grade of SMPN 2 Pangale Kab Mamuju Tengah. Shalawat and Salam always be given to our prophet Muhammad saw. (peace be upon him) a person that becomes a great leader, the best example for us, who has been guided us from Jahiliah era to Islamiah, from the darkness to the lightness and from uneducated person to be educated person.

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Parepare, Desember 30th2020

The Researcher,

Nurhana
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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

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Performance In Learning English at the Eight Grade
Students of SMPN 2 Pangale Kab. Mamuju Tengah

State that this skripsi is her own writing and if can be proved that was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would postponed.

Parepare, 30th September 2020

The Writer,

Nurhana
Reg.Num. 15.1300.095

ABSTRACT

Nurhana. *The use of Relay Race Game Method to Improve Students'Capabilities in Grade Eight at SMPN 2 Pangale Kab, Mamuju Tengah* (supervised by Ismail Latief and Mujahidah)

Trough observations made on students of SMPN 2 Pangale Kab, Mamuju Tengah. Specially in class VIII it was found that students did not show motivation in learning English in school.

Therefore, the researcher decided to use a Relay Race game to solve problems. Expected via a Relay Race Games are used, Students motivation can be increased and improved see how the steps in the game can improve Students motivation in learning English second year students of SMPN 2 Pangale Kab, Mamuju Tengah.

The design of this study is a quantitative method using a quasi-experimental design (nonequivalent control group) with to groups, namely the exprtmental group and the control group. The study population was second year students in SMPN 2 Pangale Kab, Mamuju Tengah consisting of two classes in which the total number was 40 Students. The sample of this research was purposive sampling technique. Researchers tookone class, VIII which was divided into two groups, the first group was VIII (A) as an experimental group consisting of 20 students and the second group was VIII (B) because the control group consisted of 20. Data collected trought pretes and posttest. The method Relay Race game can improve students English ability the apply the discussion method.

The results of this study indicate how students speak significantly improve. Based on calculations, the results of data analysis using the SPSS 21 application. In coculation,

Keybords: Relay Race game method, ability to speak English.

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CHAPTER I

INTRODUCTION

1.1 Background

English is a language that is needed in this era, because English is an international language, where English can help us to understand a language, one of them is English, therefore learning English is very important tool for human communication. It is used to interact with others in society and is used to express expression, logging, and opinions in language. According to Huda. English has developed into a second and foreign language in the world. It is undeniable that language is one of human needs to understand information, knowledge, science, and technology.

The students of SMP and SMA are hoped to have enough competence seaking ability because it becomes subject tested in National Final Examination. In order to reach the goal above, many experts of education try to overcome the problems ofspeaking ability. They try to carry out different attempts improve Speaking ability process. The curriculum, approach, method of speaking teaching are always revised and improved in order to meet the goal of teaching are always revised and improved in order to meet the goal of teaching speaking process.

Speaking English is one difficult skill for students. Based on cursory observation, it was found that most of students could not speaking well bacause of several reason. Those were lack of vocabularies, did grammatical mistakes in

speaking, mispronounced words, got stuck in speaking, pausing, and still shy to speak.

Performance can be interpreted as the level of achievement of results or The degree of accomplishment.Often also called the level of achievement of organizational goals. Evaluation of performance or also called performance is a very important activity. The assessment referred to can be made as input to make improvements to improve performance.

In Indonesia, English language is the first foreign language which thought from junior high school until university. It is a must from Indonesia students to learn english as a compulsory subject to get values in the school.

Motivation is one of the important things needed in doing such things in life. However, the problem that occurs among the students now days is that the students lack motivation in learning. It was clearly showed when the researcher did observation in the classroom. During the observation period in the class, the researcher found that most of the students did not show much excitement during the learning; they often did not finish the tasks and they could not work in their groups well. Some of them stated that they felt bored during the learning process because they do the some activities most of the time in the english class. They were not feeling enthusiastic following those activities. Even though sometimes they did discussion, games or other activities, but still they were not feeling excited about what they were doing during those activities.[1]

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[1] Brophy, J. (2004). Motivating students to learn (2nd ed.). London Lawrence Erblbaum Associates Publisher.

SMPN 2 Pangale is a school located in the countryside precisely in the village of kombiling subdistrict pangale kab, mamuju tengah. Where the school has approximately 150 students, which consists of classes VII, VIII and IX.

where the school is the same as other schools, which is learning Speaking ability as usual. But unlike students in the city, where students are very concerned about subjects, especially English. Whereas in rural areas most students are ignorant with their lessons, especially speaking ability lessons, because they are less interested speaking skill.

Relay race games can motivate students in English learners. Because students are able to accept a language which by using one of the games where students do not feel bored in Speakin ability. then students can not only use it in the classroom or at school but students can also use outside of school together with their friends because this relay race game can be used outside the learners at school so students can speak English quickly and well.

Therefore, the researcher decided to use relay race game, by using the relay race game, it was expected that the purpose of the research which were to find out whether or not the relay race game could increase the students motivation in Speaking ability, not only as an indiv idual student, but also as a team work and how each step of the game could be done consistenly to make it effective.[2]

1.2 Problems Statement

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[2] Prensky. (2011). Educational & psychological journal: Using games to promote students' motivation towards learning English, vol. 2.

Based on the background above, the researcher formulates the problem statement as follow:

1.2.1 Is the use of relay race game able to increase students performance speaking ability at SMPN 2 Pangale kab. Mamuju Tengah?

1.2.2 Is without using relay race game able to increase students performance speaking ability at SMPN 2 Pangale kab. Mamuju Tengah?

1.2.3 Is there any significan diffence between using relay race game and without using relay race game in increase the students performance speaking ability at SMPN 2 Pangale kab. Mamuju Tengah?

1.3 Objective of the Research

1.3.1 To find out the relay race game able to increase the students performance speakingat ability SMPN 2 Pangale kab. Mamuju Tengah.

1.3.2 To find out without using relay race game able to increase students performance speaking ability at SMPN 2 Pangale kab. Mamuju Tengah.

1.3.3 To fine out significan diffence between using relay race game and without using relay race game in increase the students performance speaking ability at SMPN 2 Pangale kab. Mamuju Tengah.

1.4 Significance of the Research

It is expected that the result of the research will provide useful contribution for:

1.4.1 For the students

      This research was expected to enrich the knowledge of the students in their English class, and they are supposed to find out how to overcome their problems in English class.

1.4.2 For the teacher

      This research can give information to the teacher in teaching speaking ability, so he/she can help students to overcome their problems in speaking ability.

1.4.3 For the other research

      It can be good information to make a good research has not to work hard for finding new method in teaching English,especially speaking ability.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concepts of Performance Learning English

Learning is one of important things in educational process because it is inseparable in teaching.[3]

2.1.1.1 Defination of Learning English

One of the most popular of these defination about learning that it is the one suggestion by Kimble, which define learning as relatively permanent change in behavioral potentiality that occurs as a result of reinforced practice. The First, learning is indexed by a change in behavior. Second, this behavioral change is relatively permanent, that it is neither transitory nor fixed. The third, the change in b ehavior need not occour immediately following the learning experience.[4] In other words, the result of learning must always be translation into observable behavior after learning. Learners are capable of doing something that they could not do before learni ng took place.

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[3]Jeremi Hermey, *How to Teach English,* P.11.

[4]Re ece, Ian and Walker, Stephen, *Teaching, training and learning.* Third Edition (Britain: Business Education Publisher Limitid. 1997), p. 6.

Brown stated that "learning is acquiring or getting of knowledge of a subject or as kill by st udy, experience, or instruction.[5]

Learning English as foreign language, either spoken or written.learning to communicate must be supported by learning process of language skill and element of language. In learning English there are four language skills namely: reading, writing, speaking and listening.

Nowadays, according to johnson there are about a billion people in the world learning English as a foreign language.[6] The process of learning language has a significant effect on how young learners are able to acquer the foreign language. The increase of learning from mother tongue can be adopted for learning foreign language. Primarily, those who are involved in the children's learning process are their parents, and latter their teacher. So the teachers have the important role in the students' learning foreign language.

Learning process is a complex, espesially when is deals with a foreign language like English. It differ according to the contex, place, time, and types of learners. It focuses on what happens in class when learning takes place. Then we will speak in details about this process; we will discover who does this practice. The reasons why students learn it, how successful they are at it, and their differences in terms of age, gender, language level,and aptitude. Moreover, it will gives a general view about theories of learning, their leaders, and the main perspective; because a

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[5]H.Douglas Brown, *Principle of Language Learning and Teaching* (UAS:pentice-Hall, Inc, 2007), p.7.

[6]Keith Johnson, *An Introduction to Foreign Language Learning and Teaching* (England: Pearson Education Limitid, 2001), p.3.

learning theory is an attempt to discribe how people learn, to provide as with a frame work, and suggest practical solutions to problems. There are four main categories of these theories: behaviorism, cognitivism, constructivism, and humanism. Behaviorism focuses only on observable aspects of learning. Cognitive theories explain learning based on the brain. Constructivism views learning as a process in which the learner counstructs new ideas or concepts. Humanism focuses on the learner himself.

Learning a second language is not an easy matter to discuss, for the reason that it does not require just learning its vocabulary or its grammar, but its also culture, and a new way of thinking and acting. The task of learning foreign language is much more complex since, "you must havea comprehensive knowledge of entry behavior ofa person of the objectives you wih to reach of possible method. Therefore, there are some factors that influence students achievement in learning English; internal factors such as intelligence and perception, self-esteem and learning styles and external as motivation, and socio cultutal status.

Based on the concept about learning English above, the researcher can conclude that learning is process of selection information including knowledge, skillsor attitude obtain by study or education to make a change for our selves to be better and learning English is the act, process or experience to get English knowledge or English skill, through school or course eventhough English Club.

2.1.1.2 The Purpose of Learning English

Similarly, teaching which is implied in the first defination of learning may be defined as "showing or helping someone ro learn how to do something, giving

instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

There are several porpuse ofthe teaching English:

1. Learning is acquisition or getting.
2. Learning retention ofinformation or skills.
3. Retention implies storage systems, memory, cognitive, organizition.
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject for forgetting.
6. Learning involves some from of practice, perhaps reinforced practice.
7. Learning is a change in behavior.[7]

Based on the definations of learning above, it can be concluded that learning is a process of gatting where the people be changed whether the behaivor or knowledge as the result of the experience or practice during the process.

2.1.1.3 Types of Learning

As know that learning is a process of acquiring the knowledge or behavior changing. The process of learning of every is different, it depends on the personality of the learner. Gagne have identified the types of learning and finally found four types of it, they are:

1) Signal learning

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[7]H.Douglas Brown, *Principles of Language Learning and Teaching* (New Jersey: Prentice-Hall, 1980), P.7.

The individual learns to make a general diffuse response a signal. This is the classical conditioned response of Pavlov.

2) Stimulus-response learning

The learner acquires a precise response to a discriminated stimulus. What is learned is a connection or, in skinnerian terms, a discriminated operant, sometimes called an instrumental response.

3) Chaining

What is acquired by the learner is a chain of two or more stimulus-response connections.

4) Problem solving

It ois a kind of learning that requires the internal events usually referred to as "thingking." Previously acquired concepts and principles are combined in a conscious focus on an unresolved or ambiguous set event.[8]

2.1.1.4 The Principle of Learning English

There are some principles of learning English as follow:

a. All English Languange Learning to high standards if optimal teaching and a supportive environment are provided.

b. Learning is a process of apprenticeship in which novices become Experts with scaffolding from the teacher or more capable peer.

c. Language is acquired through social interactions that are engaging, meaningful, and purposful.

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[8]H. Douglas Brown, *Principles of Language Learning and Teaching,* 3rd edition (New Jersey: Prentice Hall, 1994), p. 87-88.

d. Teaching/learning needs to be responsive. Cultural norms and expectations for effective participation in mainstream social and academic life to be explicitly taught to English learners.

e. Using language is more than using correct grammar and vocabulary. It requires cultural knowledge of what is appropiate and an understanding of discourse.

f. Use of rituals or familiar participation structures is necessary when concepts of language are novel (new). Familiar concepts and familiar language (i.e., L1) can serve as the vehicle to learn new rituals or ways of participating in academic events.

g. Language learning requires conscious effort by the student, and by the informed support (scaffold) of the teacher.

h. Students should be encouraged to engage all of their resources, including their native language, in the learning of English as a second language.

i. In instruction, the content must be rich and challenging, the language must move beyond the sentence level to approximate natural discourse, and the teaching must be carefully scaffold.

j. Academic practices, learning and self-assessment strategies need to be explicitly taught to English Language learners.

k. Instruction, curriculum, and assessments are aligned to reflect high standards by best practices.

l. All parents can become successful partners in the education of English learners by continuing to support the development of the first language.[9]

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[9]Vlad Grind, *principles of Learning for English* Learners, (America: GM English Learning, 2013), http://www.center-school. Org/esl/documents/principlesoflearning-handout.pdf. (Accessed on September 15[th 2015).

2.2 The Concept of Game

2.2.1 Defination of Game

According Fauziah A Game is form of entertainment that is often used as a refreshing sense of fatigue of the mind coused by the activities and routines.[10]

In oxford dictionary game is form of play, esp with rules e.g tennis, football, card.[11]

2.2.2 Why use game

Game is a good way for who is learning English. Teaching English by using game to the students in the school is program better and make our teaching more be fun. There are many people say that giving material about English for the learners are not easy because it is foreign language which forcing us have to be done according to curriculum's rules in our country. But the fact, English can be thought more easy and interesting by doing special technique. It is player method.

2.2.3 Kinds of Game

There are many kinds of game can be applied in English teaching. But the researcher can not mention all of them, just some example of game, they are:

a) Interesting letters game

b) Stop the letters game

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[10]Fausiah, *Defenition of Speakin*.http://carapedia.com/*defenition of game*_info2144.html.(18 januari)

[11]A.S. Hornby, *The Oxford Paperback American Dictionary*, h.284.

c) Relay race game

d) Marketing game

e) The three some letters

f) Double words

g) Identity

h) The boss and act[i12]

2.2.3 Defination of Relay Race Game

The relay race game, the students must play along in group to withen game. However, even though this game was played in a team, every student must be responsible in doing her or his part individually which is filling the blank column on the board without rely on other teammates' help. The longer the first student answers the question, the longer the next students get their turn to do their part, meaning that the team will spend longer time to finish the game. Therefore, every student in the team must have a strategy whether about the speed in running to the board or the strategy in learning the word lists before playing the game. More than just planning for some strategies in playing the game, every student must be ready for his or h er turn to go even since the first student starts to get his or her turn. They must be alert to the sign of the game start and to their friends' movement. Relay race are games where equal teams race to achieve a task. Relay race provide a good opportunity for teams compete against each other."Relay race games can be modified and be used for many different occasions". The relay race incorporates a combination of both individual tasks and teamwork based tasks. This way, students can work together and help each other to come up with the right answer, but it still allows individuals to

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[12]Ayurini, *Eexcellent English Game* (Jakarta:kesaintblsnc, 2008), h.22.

practice their skills and what they have learned without always relying on the help from others. This activity tries to account for the various types of students' learning styles in the classroom as well. In the relay race game that is played in this topic, students in SMPN 2 Pangale are challenged to think in a more complex way which is being able to write V2, and V3 forms of each base word simultaneously on the board. However, the students would not just play the game for fun but it would also help the students to getthe deeper understanding about the lesson. The students would understand the meaning and the difference between V1, V2, V3 forms.

Therefore, the researcher decided to use relay race game, by using the relay race game, it was expected that the purpose of the research which were to find out whether or not the relay race game could increase the students motivation in learning english, not only as an indiv idual student, but also as a team work and how each step of the game could be done consistenly to make it effective.

2.2.3.1 Games as Teaching Strategy

Game is a structured activity, uselly understaken for enjoyment and sometimes used

as an aducational tool, Games are distinct from work, which is usually carried out for remuneration, and from art, which is more concerned with the expression of ideas. However, the distinction is not clear-cut, and many games are also considered to be work (such as professional players of spectator sprts/games) or art (such as jigsaw puzzles or ga mes involving an artistic layout such as Mahjong solitaire, or same Vidio Games).

After looking at all of the explanation above, the researcher takes summary about game. Game is an activity that could be done by people wherever yhey are and indirectly thet had done learning process especially learning English. Learning vocabulary trhough game is one effective and interesting way that can be applied in any classrooms. Games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.[13]

2.2.3.2 Type of Games

Clark argues that "games may be classify according to whether emphasize skill, chance, reality or fantasy as well as according to whether they are strategies or show down game". Furthermore, he explained as follows:

1. In game of skill the outcome depend on the capabilities of the players as in chess, tennis or some type of business. Games of skill reward achievement encourage individual responsbility and initiative and discourage laziness.however, game of skill has the possible educational disadvantage of discourse slow learners, traumatizing student' inequalities and feeling the conceit of the skillful.

2. In game of change the outcome is independent of player capabilities, as in dice, roulette and poor financial speculation. Game of change has has the educational advantage of dramatizing the limitation of effort and skill, humbling the overachiever and encouraging the underachievers. On the other effort and skill and may encourage medical thinking and passivity.

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[13] Page, terry and Thomas, *International Dictionary of Education,* (New York: Nicholas publisher Co.int,1973),p 173

3. Game of reality are assentialy models or simulation of no play,real word operation, as teather, fiction, military, maneuvers and such game as monopoly and diplomacy. They offer the greatest educational potential for students' comprehesion of structural relationship, the problems, motives, and method of others and vicarious experiences of possibility beyond the students' experiences.

4. Finally, games on fntasy which many person would not call game at all, while admitting that they do involve play, release the player from conventional perception and inhibition, as in dancing and skiing is emotional refresment and simulation of the imagination.[14]

For more details, we have to know that classifying into categories can be difficult, because categories often overlap. Hadfield explains two ways of classifying language games. First, she divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.[15]

2.2.3.3 When and How to Use Games

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yes, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing

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[14]Clark, *Group Gifted,* (The Third Edition, California: States University, 1998), p. 77.

[15]J.Hadifield, *Itermediate Vocabulary Games* (Harlow, essex: Longman, 1999)*,*

better to do".[16] Games ought to be at the heart of teaching foreign languages. Rixon suggest that games be used at all stage of the lesson, provided that they are suitable and carefully chosen. At different stages of the lesson, the teacher's aims connected with a game may vary:

1. Presentation, provide a good model making its meaning clear.
2. Controlled practice, Elicit good imitation of new language and appropriate responses.
3. Communicative practice. Give students a chance to use the language.

Games can play a range of relay race in the language curriculum. Traditionally game have been used in the language class as warm-ups at the beggining of class, fill-ins when ther is extra time near the end of class, or as an occasional bit of spice stirred into the curriculum to add variety. All these are fine, but games can also constitute a more subtantial part of language courses.[17]

Children often are very enthusiastic about gavi me, but precisely for that reason, some older students may worry that games are too childish for them. Teachers need to explain the purpose of the game in order to reassure such students that there is such a phenomenon as "serious fun." Also, older students can be involved in modifying and even creating games. Furthermore, adults have long participated in games on radio and television, not to mention the fact that popular board games, such as Monopoly, are played by adults.

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[16] S.K. Lee *Creative Game for the Language Class* (forum, 1979), p. 3.

[17] W.R, *Language Teaching Games and Contents* (Oxford: Oxford University, 1979),

As with other learning activities, teachers need to pay careful attention to the difficulty level of games. Part of the appeal of games lies in the challenge, but if the challenge is too great, some students may become discouraged. The challenge can be of two kinds: understanding how to play the game and understanding the language content. Some suggestions for promoting both types understand are:

1. Demostrations of how the game is played. The teacher can demonstrate with a group of students or a group can demonstrate for the class.
2. A kind of script of what people said as they played or a list of useful phrase, similarly, key vocabulary and concepts may need to be explained.
3. Clear directions. Demonstrations can accompany directions, and directions can be give when needed, rather than explaining all the steps and rules in one go. Also, some student-initiated modifications can be accepted.
4. Games already known to students.
5. Games used to revise and recyle previously studied content, rather that involving new content.
6. Group are heterogeneous in tearm of current language proficiency, so that the more proficient members can help others.
7. Resources, online or print, such as dictionaries and textbooks.

2.2.3.4 Performance Students

Performance can be interpreted as the level of achievement of results or "The degree of accomplishment" (Rue and Byars, 1981: 375). Often also called the level of achievement of organizational goals. Evaluation of performance or also

called performance is a very important activity. The assessment referred to can be made as input to make improvements to improve performance.

According to Mangkunegara, performance is performance is the result of work in quality and quantity achieved by an amployee in performing his duties as an educator responsibility.[18]

2.2.4 Conceptual Framework

The focuss of this research the use of a relay race game to increase the students perfromance in learnin English at SMPN 2 Pangale.

The conceptual framwork of this research is presented this folling:

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[18]Keke.T. Aritonang, *Kompensasi Kerja, Disiplin Kerja Guru dan Kinerja Guru SMP Kristen BPK penabur Jakarta* (Jakarta : 2005), P. 5.

```
┌─────────────────────────────────────────────┐
│                    INPUT                      │
│  The Understanding about basic concept in learning English │
└─────────────────────────────────────────────┘
```

INPUT

PROCESS

Experimental Class

Control Class

Increase in learning English by applying Relay race game

Increase in learning English by applying conventional Method

Students performance in learning English (Experimental Class)

Students performance in learning English (Control

OUTPUT

Figure 2.1 *Conceptual Framework*

2.4 Hypothesis

It is a temporary problem before the data collected through collecting proving. Based on the research problem mentioned above, the researcher predicts that:

2.4.1 Null Hypothesis (Ho)

By increase in learning English the students who focus on problem-based learning is not able improve students' skills in increase English in students at SMPN 2 pangale.

2.4.2 Alternative Hypothesis (H_1)

By increase in learning English that focuses on problem-based learning able to improve students' skills in English.

CHAPTER III
METODE OF THE RESEARCH

In this part would describe about the description of the research design, setting of the research, subjective of research, research variable and the operational definition, instrument of the research, procedur of collecting data, and technique of data analysis.

3.1 Research Design

In this research, the researcher would like to collect, process, analysis data to get conclusion of the research. This research is called quantitative research because it would use statistic analysis. This research employed Quasi Experimental Design. Nonequivalent Control group Design is used in this research. This research is presented as follow:

$$O_1 \quad \underline{X \quad O_2} \quad \underline{} \quad O_1$$
$$X \quad O_2$$

Where: O_1 : Pre-test for the experiment group and control group

             X   : Treatment in Learning English

             O_2 : Post Test for the experiment group and control group.[19]

3.2 Variables and Operational Defination of Items

3.2.1 Variables

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[19] Sugiyono, *Metode Penelitian (Pendekatan Kuantitatif, Kualitatif, dan R&D),* (Bandung:Alfabeta, 2013), p. 116.

There are two variables of this research; these are independent variable and dependent variable.

3.2.1.1 Independent variable

Independent variable is the used of a Relay race game to increase the students' in learning english.

3.2.1.2 Dependent variable

Dependent variable of this researche to increase the students performance in learning English at SMPN 2 Pangale.

3.3 Location and Duration

The research is conducted in SMPN 2 Pangale, West Sulawesi and it took duration was about two month.

3.4 Population and Sample

3.4.1 Population

The population of this research is the at SMPN 2 Pangale. It consisted of two classes. They were class VIII A and VIII B consisted of 40 students.

Table 3.1 The total of the eight grade students of SMPN 2 Pangale.

No.	Class	Male	Fermale	Total
1.	VIII A	7	13	20
2.	VIII B	8	12	20
	Total	17	23	40

(*Source of SMPN 2 Pangale)*

3.4.2 Sample

base on the population, the research chose two classes those are VIII A and VIII B as sample by using total sampling. the researcher concider that the students' understanding or knowledge about increase learning english. basides, it is recommendation of the English teacher. The teacher states that in the students in the class have representation of the population. VIII A as an experimental class that consisted of 20 students, and VIII B as a control class that consisted of 20 students. The total number of sample is 40 students consist 13 male and 37 female.

Table 3.2 The total of samples of the research

No.	Class	Male	Female	Total
1	VIII A as experimental Class	9	11	20
2	VIII B as Control Class	8	12	20
	Total	17	23	40

3.5 Instrument of the Research

In collecting data, researcher using writing test and performance as the instrument of this research. the students made some test that relates to the students' enviorment of relates to the students' real life situation as the writing test. After making some question, the students addressed their increase in learning english as the performance test.

3.6 Procedure of Collection Data

In this research, data is all informations that is directly gathers from the research's subject. The present of data collecting is in chronological order bellow:

3.6.1 Pre-Test

Before continuing to provide treatment, the researcher will geve the students the pre-test as an activity in the first meeting. Where students make several sentences based on their understanding of learning English. After, students make a test, the students speak in front of their friends and researcher.

3.6 2. Post-Test

After giving a treatment, the researcher will gave the test which use in the post-test. It is a significant result after doing the treatment. The post-test will be given at the end of the day and the steps will be the same as the steps in the pre-test.

3.7 Treatment

After giving a pre-test, the researcher provided care to students and has finished the meeting, in this meeting the author used the final learning contextual learning specifically to improve the problem of learning English in the experimental class and conventional methods in the control class.

3.7.1 Experimental Class

3.7.1.1 The first meeting

1. The greeting to the students to open the class.
2. The researcher gave direction to pray before learning.
3. The researcher absent the students.
4. Before the lesson of the convey to learning purpose.
5. The researcher explains about expressions for greeting and introducing self material.
6. The researcher explains about the application of the game.
7. The researcher will divide students into 4 groups.

8. The researcher asks the students to memorize the expressions that have been gave.

9. The researcher asks students to line up and write memorized expressions on the board alternately within 15 minutes.

10. The researcher assignments to students to make a conversation using expressions.

11. The researcher gave motivation to the students.

12. The researcher gave a greeting to the students to close the class.

3.7.2 The second meeting

1. The greeting to the students to open the class.

1. The researcher gave direction to pray before learning.

2. The researcher absent the students.

3. Before the lesson of the Convey to learning purpose.

4. The researcher explains about expression material asking about someone's condition after she / he is ill.

5. The researcher explains about the application of the game.

6. The researcher divide students into 4 groups.

7. The researcher asks the students to memorize the expressions that have been give

8. The researcher asks students to line up and write memorized expressions on the board alternately within 15 minutes.

9. The researcher assignments to students to make a conversation using expressions.

10. The researcher gave motivation to the students.

11. The researcher gave a greeting to the students to close the class.

3.7.4 The third meeting

1. The researcher gave to the students to open the class.

2. The researcher gave direction to pray before learning.

3. The researcher absent the students.

4. Before the convey learning purpose learning researcher.

5. The researcher explained the material about expressions of telling goodbay to students.

6. The researcher explained about the application of the game

7. The researcher divide students into 4 groups.

8. The researcher asks the students to memorize the expressions that have been gave.

9. The researcher ask students to line up and write memorized expressions on the board alternately within 15 minutes.

10. The researcher assignments to students to make a conversation using expressions.

11. The researcher gave motivation to the students.

12. The researcher gave a greeting to the students to close the class.

3.7.5 Control Class

3.7.5.1 The first meeting

1. The greeting to the students to open the class.

2. The researcher gave direction to pray before learning.

3. The researcher absent the students.

4. Before the lesson of the convey to learning purpose.

5. The researcher explains about expressions for greeting and introducing self material.

6. The researcher assignments to students to make a conversation using expression.

7. The researcher gave e motivation to the students.

8. The researcher gave a greeting to the students to close the class.

3.7.5.2 The second meeting

1. The greeting to the students to open the class.

2. The researcher gave direction to pray before learning.

3. The researcher absent the students.

4. Before the lesson of the Convey to learning purpose.

5. The researcher explains about expression material asking about someone's condition after she / he is ill..

6. The researcher gave motivation to the students.

7. The researcher gave a greeting to the students to close the class.

3.5.7.3 The third meeting

1. The researcher gave to the students to open the class.

2. The researcher gave direction to pray before learning.

3. The researcher absent the students.

4. Before the convey learning purpose learning researcher.

5. The researcher explained the material about expressions of telling goodbay to students..

6. The researcher gave motivation to the students.

7. The researcher gave a greeting to the students to close the class.

3.8 Technique of Data Analysis

The data collected through the test was analyzed quantitatively. This quantitative analysis employed statically caculation to the test the hypothesis. Some formulas was applied in this research to process the data as follows:

3.6.1 Scoring the students' correct answer of pre-test and post-test.[20]

Table 3.3 Scoring the students correct answer of pre-test and post-test

Classification	Score	Criteria
Fluency	9-10	- Directly explain completely
	7-8	- Explain completely while thinking
	5-6	- Explain but not complete
	3-4	- Explain while thinking but not complete
	1-2	- Purpose is not clear, needs a lot of communicating usually does not respond.
Vocabulary	9-10	- Professional vocabulary adequate to discuss all interest.
	7-8	- Professional vocabulary adequate to discuss special interest.
	5-6	- Choice of words recently accurate.
	3-4	- Vocabulary limited to basic personal and survival area.
	1-2	- Vocabulary inadequate for even the simplets conversation.
Pronunciation	9-10	- Very good pronunciation
	7-8	- Good pronunciation
	5-6	- Fair pronunciation
	3-4	- Poor pronunciation
	1-2	- Very poor pronunciation[21]

$$\text{Score:} \frac{\text{Students' Correct Answer}}{\text{Total number of items}} \text{ X } 100$$

1.6.2 Classifying the score of the students into the following criteria:

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[20] Skala nilai pada Raport peserta didik Kurikulum 2013, http://googleweblight.com/fatkoer.wordpress.com/skala-nilai-raport-kurikulum-2013. (Accessed on 29th of April 2017),

[21]Yanti, *The Aplication of Socio Drama in Improving Students' Speaking Skill of the First Year Students at SMP PGRI 1 Parepare.* (Unpublished),

Table 3.4 Classification of the students' Score

No	Score	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor[22]

1.6.3 Calculation the frequency and percentage of the students

$$P = \frac{Fq}{N} \times 100\%$$

Where:

P = Precentage

Fq = prequency

N = Total number of sample[23]

1.6.4 Concluding the mean score of students' pre-test and post-test using this formula:

$$X = \frac{\sum x}{N}$$

Where:

X = Mean score

$\sum x$ = The sum of the all score

N = Total number of sample[24]

[22]Suharsimi Arikunto, *Dasar-Dasar Evaluasi pendidikan*, Edisi revisi; (jakarta: Bumi Aksara. 2009), p. 245.

[23]Rismawati B, *Using "Tahta" Game in Improving Students' Vocabulary at the Second Grade of SMP Negeri 8 Pinrang"*, (Parepare, 2015), p. 37.

1.6.5   Finding out the standard deviation by using the following formula:

$$SD = \sqrt{\frac{SS}{N}} \text{ in whice } SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

Where:

SD   = Standard deviation

SS   = The square roofof the sum of square

N   = The total number of subject

$\sum x^2$ = The sum of square[25]

1.6.6   Finding out the significant different between pre-test and post-test by calculating the value of t-test by using the following formula:

$$t = \frac{\overline{x1} - \overline{x2}}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Where:

T   = Test of significant

X_1 = The mean score of experimental class

X_2 = The mean score of control class

SS_1 = The sum of square of experimental class

SS_2 = The sum of square of control class

N_1 = The total number of experimental class

N_2 = The total number of control class

1   = Constant number

2   = The number of class involved[26]

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[24]Sukardi,*Methodology Penelitian Pendidikan Kompetensi dan Praktiknya,* (jakarta. PT. Bumi Aksara, 2004), p. 88.

[25]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan,* (Jakarta: Bumi Aksara, 2009), p. 264-265.

[26]Sukardi, *Metodology Penelitian Pendidikan Kompetensi dan Praktiknya,* (Jakarta: PT. Bumi Aksara, 2004), p. 91.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts, namely the finding of research and the discussion of the research. The finding of the research cover the description of the result of data collected through test that can be discussed in the part below.

4.1 Findings

The findings of this research deals with the students' score in pre-test and post- test, the students' score classification, mean scor, the significant differences between the score of pre-test and post-test, and hypothesis testing of the faired samples. This findings are described as follows:

4.1.1 Students' In Speaking Ability Using Relay Race Game as Experimental group.

This section described the result of data analysis pre-test and post-test in using relay race game at VIII A class as Experimental group in SMPN 2 Pangale in academic year of 2019/2020.

4.1.1.1 The Students' Score of Pre-test in Experimental Group

In pre-test the researcher gave some question to the students for making conversation to see their skill in learning english using Relay Race Game, the kind of the test is oral test. Therefore, the researcher recorded the students' answer to gain the value of the students. There are thrid aspects to give score for students, they were fluency, vocabulary, and pronunciation. The result was described in the following table:

Table 4.1 Students' Score in experiment group (Pre-Test)

No	Name of students	Fluency	Vocabulary	pronounciation	Total	Score
1	Zhakira	4	5	5	14	50
2	Supia	4	5	4	13	40
3	Safri	4	4	5	13	50
4	Agung	6	4	4	14	40
5	Rahmadi	4	4	4	12	43
6	Aryo	4	4	4	12	45
7	Rusmiati	5	5	4	14	40
8	Nasta	5	3	3	11	40
9	Eja bunga	5	4	4	13	55
10	Rosdiana	4	4	4	12	33
11	Rasmawati	6	5	5	16	60
12	Nur haida	5	4	4	13	45
13	Nur hamia	4	4	4	12	45
14	Aswil	3	3	3	9	39
15	Mirdad	4	3	3	10	40
16	Ekawati	5	6	5	16	63
17	Shanti hawa	5	4	4	13	45
18	Risma	4	5	3	12	43
19	Taswin andika	4	3	3	10	40
20	Ridwan	5	4	4	13	50

(Data' Source: the students' score in experiment group (pre-test)

Mean score of the pre-test:

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{252}{20} = 12,60$$

The following is a general description of the ability scores of the students' performance in learning English student procedures before and after applying the

Relay race game Method obtained from the Pretest and Posttest scores obtained from the formula discussed earlier.

Tests carried out using parametric statistical types of Frequencies on the IBM SPSS Version 21 application, note that the value of the ability of the students' performance in learning English in Pretest shows that the average value of 12.60 categories is very good. Descriptive, it can be said that the increase in students' performance in learning English has increased from before applying the Method of use of a relay race game.

Table: Students' Score in experiment group (Pre-Test)

Statistic		Pretest
N	Valid	20
	Missing	0
Mean		12,60
Std. Error of Mean		,400
Median		12,64[a]
Mode		13
Std. Deviation		1,789
Variance		3,200
Skewness		,002
Std. Error of Skewness		,512
Kurtosis		,309
Std. Error of Kurtosis		,992
Range		7

Minimum			9
Maximum			16
Sum			252
Percentiles		10	10,00[b]
		20	11,17
		25	11,50
		30	11,83
		40	12,27
		50	12,64
		60	13,00
		70	13,44

Based on the pretest given to 20 respondents with 10 question items. The results showed the Relay race game score effectively improved the ability of the students' performance in learning English in class VIII A to be at a mean, 12.60 median 12.64, mode 13, variance 3,200 and standard deviation 1.789.

4.1.1.2 The Students' Score of Post-test in Experimental group

While the students' score on post-test or the result of students after giving treatment can be seen clearly in the following table:

Table 4.2 Students' Score in Experiment group (Post-Test)

No	Name of students	Fluency	vocabulary	pronounciation	Total	Score
1	Zhakira	7	8	7	22	80
2	Supia	7	7	7	21	63
3	Safri	6	7	7	20	68

4	Agung	8	5	7	20	66
5	Rahmadi	7	7	6	20	65
6	Aryo	6	8	7	21	75
7	Rusmiati	8	7	7	22	75
8	Nasta	7	7	6	20	65
9	Eja bunga	8	7	6	21	73
10	Rosdiana	6	7	6	19	63
11	Rasmawati	8	8	7	23	65
12	Nur haida	7	7	6	20	63
13	Nur hamia	7	6	6	19	65
14	Aswil	6	7	6	19	68
15	Mirdad	7	5	5	17	70
16	Ekawati	7	8	7	22	68
17	Shanti hawa.	6	7	6	19	70
18	Risma	7	6	6	19	65
19	Taswin andika	7	7	7	21	63
20	Ridwan	8	7	6	21	75

Data' Source: the students' score in Experiment group (post-test))

Mean score of the post-test:

$$X = \frac{\sum x}{N}$$

$$X = \frac{406}{20} = 20,30$$

After presented the data as on the table above, then classify the data in thrid classifications by looking at the table 4.2 below:

4.1.1.3 Scoring Classifications Achievement of the Students in Experimental group on Pre-test and Post-test

Table 4.3 The Rate Frequency of the Students' Pretest and Posttest Score in

Experimental group (Relay Race Game)

No	Classification	Scores	Frequency	
			Pretest	Posttest
1	Very Good	80-100	0	1
2	Good	66-79	0	10
3	Fair	56-65	1	9
4	Poor	40-55	17	0
5	Very Poor	≤ 39	2	0
Total			20	

Table 4.4 shows that the average score of students before using Relay Race Game represented that most of students' In English Learning got poor classification. As the result of it, the researcher approximated that the speaking achievement of the students was low, because they were still shy to in english learning, don't know how to express their, feeling, lack of motivation in learning English and they could not dispense their skill especially in english learning. After giving treatment through Relay Race Game method no one student got very poor, it is different from students' frequency before giving treatment because the students' in english learning achievement after treatment bigger than before using Relay Race Game method . It could be proven that teaching english learning through using method leads the students expressions greeting their and introduction self in learning English. It could say that using Relay Race Game method is significant.

Table: Students' Score in Experiment group (Post-Test)

Statistic		Post-test
N	Valid	20
	Missing	0
Mean		20,30
Std. Error of Mean		,317
Median		20,30[a]
Mode		19[c]
Std. Deviation		1,418
Variance		2,011
Skewness		-,224
Std. Error of Skewness		,512
Kurtosis		,255
Std. Error of Kurtosis		,992
Range		6
Minimum		17
Maximum		23
Sum		406
Percentiles	10	18,00[b]
	20	19,10
	25	19,30
	30	19,50
	40	19,90

50	20,30
60	20,70
70	21,13
75	21,38
80	21,63
90	22,25

Based on the post-test given to 20 respondents with 10 question items. The results shoed the Relay race game score effectively improved the ability of students in class VIII A English learning performance to be at, mean 20.30 median 20.30a 19c mode, variance 2.011 and standard deviation 1.418

4.1.1.4 Normality Test

Data Normality Test Effective score of the ability variable The students' performance in learning English before applying the Relay race game Method.

From the normality test table, the significant level in the Col-Smirnov column is 0.00. this means that p <0.05, so that it can be concluded that the distribution of the ability score data of the students' performance in learning english after applying the relay race game method is normal (systematic) can be assessed as a percentage of 95% with the category of "good".

Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	,169	20	,138	,944	20	,290
Posttest	,139	20	,200[*]	,948	20	,334

Paired Test Sample Test Results
Paired Samples Test

		Paired Differences				T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper			
Pair 1	Pretest – Posttest	-7,700	1,302	,291	-8,309	-7,091	-26,452	19	,000

Based on the test results shown in the paired sample test table, the calculated t value of 26.462 and t table value of 0.468 with degrees of freedom (df) of 19, and the significance of 2- tailed of 0.00, minus sign (-) on the results of t - count is not. denotes value, but shows the intent as a hint of the difference or degree of difference. The significance value is smaller (>) than alpha (α) 0.05. This can be interpreted that student learning outcomes before and after applying the relay race game method there are differences, until there is an effect or effect of the learning model applied to the ability of students in English, students are considered effective. It can be concluded that the effective relay race game method is used as teaching material in learning English especially in everyday conversation material.

4.1.1.5 Determination of Categories Based on Absolute Standards on the Pretest Competency Test

Tabel Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	1	5,0	5,0	5,0
	10	2	10,0	10,0	15,0
	11	1	5,0	5,0	20,0
	12	5	25,0	25,0	45,0
	13	6	30,0	30,0	75,0
	14	3	15,0	15,0	90,0

16	2	10,0	10,0	100,0
Total	20	100,0	100,0	

There are 5 categories of student acquisition in the pre-test implementation, namely the very good, good, fair and very poor categories. In the category known interval acquisition value of students 16 with a frequency of 2 students, then, the frequency value is divided by the number of students namely 20 students and multiplied by 100, obtained a percentage value of 94% with a good category.

In the category of "good enough" it is known that the interval for the acquisition of student scores shows the value of the interval 13 with a frequency of 6 students, then the frequency value is divided by the number of students, which is 20 students and multiplied by 100 gets a 75.0% participatory value with a good enough category.

In the category of "Less" it is known that the interval of students' score shows an interval of 9 with a frequency of 1 student, then the frequency value is divided by the number of students, which is 20 students and multiplied by 100 gets a 5.0% participant value with a less category.

4.1.1.6. Determination of Categories Based on Absolute Standards on Posttest competency tests

Table Post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
	17	1	5,0	5,0	5,0
Valid	19	5	25,0	25,0	30,0
	20	5	25,0	25,0	55,0

	21	5	25,0	25,0	80,0
	22	3	15,0	15,0	95,0
	23	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

The category of student acquisition in the posttest is very good, good and not good. In the category, it is known that the interval of students' scores is 23 with a frequency of 1 student, then, the percentage of 20 students obtained is 100% with a very good category.

In the category of "good" it is known that the interval for the acquisition of student scores shows a value of 22 intervals with a frequency of 3 students, the percentage value of the 20 students obtained is 100% with a good category.

Table 4.4 The result of t-test and t-table value

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest	31,500	19	,000	12,600	11,76	13,44
Posttest	64,026	19	,000	20,300	19,64	20,96

4.1.2 Students' In English Learning as Control group

This section described the result of data analysis pre-test and post-test in implementing "Discussion" at VIII B class as control group in SMPN 2 Pangale Kab, Mamuju Tengah in academic year of 2019/2020:

4.1.2.1 The Students' in Implementing about Discussion Score of Pre-test in Control group

In this pre-test researcher also gave the questions seems like in the Experimental group.

Tabel 4.5 Students' Score in Control group (Pre-Test)

No	Name of students	Fluency	Vocabulary	pronounciation	Total	Score
1	Muh. Arif	4	3	3	10	45
2	Nuraida	4	4	3	11	38
3	Umar	3	3	3	9	45
4	Herdi	4	3	4	11	55
5	Astuti arif	4	3	2	9	35
6	Nurfadillah	5	4	4	13	33
7	Nuraeda	5	5	3	13	40
8	Riska	4	3	4	11	43
9	Muh. Rifki	6	4	3	13	63
10	Muh.Fajrin	5	5	3	13	40
11	Rina	4	6	3	13	38
12	Leni	5	3	4	12	48
13	Nurul aulia	6	4	3	13	43
14	Andi	3	3	3	9	35
15	Arkam	4	3	3	10	48
16	Reskiyanti	5	5	4	14	50

17	Arif	4	3	2	9	33
18	Yuliani	4	3	3	10	53
19	Hasmiati	6	4	3	13	50
20	Riska	4	4	4	12	48

Data' Source: the students' score in control group (pre-test))

Mean score of the pre-test:

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{228}{20} = 11,40$$

The following is a general description of the ability scores of the students' performance in learning English student procedures before and after applying the conventional method obtained from the Pretest and Post-test scores obtained from the formula discussed earlier.

Tests conducted using parametric statistical types of Frequencies on the IBM SPSS Version 21 application, it is known that the value of the ability of the students' performance in learning English in Pretest shows that the average value of 11.40 categories is good. Descriptive it can be said that the increase in students' performance in learning English has increased from before applying the Method of use of a relay race game.

Tabel 4.8 Students' Score in Control group (Pre-Test)

Statistic		Pretest
N	Valid	20
	Missing	0
Mean		11,40

Std. Error of Mean		,380
Median		11,50
Mode		13
Std. Deviation		1,698
Variance		2,884
Skewness		-,203
Std. Error of Skewness		,512
Kurtosis		-1,489
Std. Error of Kurtosis		,992
Range		5
Minimum		9
Maximum		14
Sum		228
	25	10,00
Percentiles	50	11,50
	75	13,00

Based on the pretest given to 20 respondents with 10 question items. The results showed the conventional method was not effective in improving the ability of the students' performance in learning English grade VIII B students were at a mean value of 11.40, median, 11.50 mode 13, variance 2.884 and standard deviation 1.698

4.1.2.2 The Students' in Implementing about Discussion Score of Post-test in Control group

4.1.2.3

Tabel 4.9 Students' Score in control group (Post-test)

No	Name of students	Fluency	Vocabulary	Pronounciation	Total	Score
1	Muh. Arif	7	7	5	19	48
2	Nuraida	7	6	5	18	50
3	Umar	6	7	5	19	48
4	Herdi	8	7	6	21	50
5	Astuti arif	7	7	5	19	58
6	Nurfadillah	8	6	7	21	43
7	Nuraeda	5	6	5	16	58
8	Riska	8	8	5	21	55
9	Muh. Rifki	6	5	5	16	48
10	Muh.Fajrin	7	8	6	21	48
11	Rina	7	7	5	19	50
12	Leni	8	7	6	21	58
13	Nurul aulia	6	6	6	18	45
14	Andi	6	5	5	16	45
15	Arkam	8	6	5	19	48
16	Reskiyanti	7	7	6	20	43
17	Arif	7	7	5	19	38
18	Yuliani	8	7	6	21	40
19	Hasmiati	6	5	6	17	58
20	Riska	7	7	6	20	68

Data' Source: the students' score in control group (post-test)

Mean score of the post-test:

$$X = \frac{\sum x}{N}$$

$$X = \frac{381}{20} = 19,05$$

Tabel 4.10 Students' Score in control group (Post-test)

Statistic		Postest
N		20
		0
Mean		19,05
Std. Error o f Mean		,394
Median		19,00
Mode		19[a]
Std. Deviation		1,761
Variance		3,103
Skewness		-,533
Std. Error of Skewness		,512
Kurtosis		-,777
Std. Error of Kurtosis		,992
Range		5
Minimum		16
Maximum		21
Sum		381
Percentiles	25	18,00
	50	19,00
	75	21,00

Based on the post-test given to 20 respondents with 10 question items. The results showed that the conventional method was quite effective in increasing the ability of students in learning performance in class VIII B was at, mean 19.05 median 19.00 mode 19a variance 3.103 and standard deviation 1.761.

4.1.2.3 Scoring Classifications Achievement of the Students in Control group on Pretest and Post-test

Table 4.11 The Rate frequency of the Students' Pretest and Posttest Score in Control group

No	Classification	Scores	Frequency	
			Pretest	Posttest
1	Very Good	80-100	0	0
2	Good	66-79	0	0
3	Fair	56-65	1	5
4	Poor	40-55	13	15
5	Very Poor	≤ 39	6	0
Total			20	

thrid classifications as table 4.10 shows that before giving treatment through "Discussion" indicated that many students got poor. It was also signify that the skill of students was also still fairly satisfactory. So, the students need the way to increase their skill in English learning especially in langue. By the result of it, the researcher taught them through "Discussion", and after giving the method the students have improved. It also different frequancy of students' score before and after giving

"Discussion" based on the result above because there were one addition in good classification.

4.1.2.3 Normality Test

Data Normality Test Effective score of the ability variable of students' performance in learning English by using conventional methods.

From the normality test table, the significant level in the Col-Smirnov column is 0.00. this means that $p \geq 0.05$, so that it can be concluded the distribution of the variable scores of the ability of the students' performance in learning english by using Conventional Method is not normal "not good"

Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig	Statistic	Df	Sig.
Pre-test	,227	20	,,008	,874	20	,014
Post-test	,189	20	,,060	,871	20	,012

4.1.2.4 Test Results Paired Test Samples

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Ppair 1	Pretest - Postest	-7,650	2,455	,549	-8,799	-6,501	-13,933	19	,000

Based on the test results shown in the paired sample test table, the calculated t value of 26.462 and t table value of 0.468 with degrees of freedom (df) of 19, and the significance of 2- tailed of 0.00, minus sign (-) on the results of t-calculate not. Show the value, but indicate the intent as a hint of the difference or degree of difference. The significance value is greater ($\leq$) than alpha (α) 0.05. This can be interpreted that student learning outcomes before and after by conducting conventional methods there are no effects or effects of learning models applied to the ability of students in English, students are considered ineffective. It can be concluded that the conventional method is not effective as a teaching material in learning English especially in everyday conversation material.

4.1.2.5 Determination of Categories Based on Absolute Standards on the Pretest Competency Test

Tabel Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	4	20,0	20,0	20,0
	10	3	15,0	15,0	35,0
	11	3	15,0	15,0	50,0
	12	2	10,0	10,0	60,0
	13	7	35,0	35,0	95,0
	14	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

There are 5 categories of student acquisition in the pre-test implementation, namely the very good, good, fair, poor, and very poor categories. In the category known interval acquisition value of students 14 with a frequency of 1 student, then, the frequency value is divided by the number of students namely 20 students and multiplied by 100 obtained a percentage value of 70% with a good category.

In the "good" category, it is known that the interval of students' score shows the interval value of 13 with a frequency of 7 students, then the frequency value is divided by the number of students, which is 20 students and multiplied by 100 gets a participant value of 65.0% with a good enough category.

In the category of "poor" it is known that the interval for the acquisition of student scores shows a value of interval 9 with a frequency of 4 students, then the frequency value is divided by the number of students, which is 20 students and multiplied by 100 gets a participant value of 45% with less category.

4.1.2.6 Determination of Categories Based on Absolute Standards on Posttest competency test

Tabel post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
	16	3	15,0	15,0	15,0
	17	1	5,0	5,0	20,0
	18	2	10,0	10,0	30,0
Valid	19	6	30,0	30,0	60,0
	20	2	10,0	10,0	70,0
	21	6	30,0	30,0	100,0
	Total	20	100,0	100,0	

The category of student acquisition in the posttest implementation is the category of very good, good, fair, poor and very poor. In the category known interval acquisition value of 21 students with a frequency of 6 students, then, the percentage value of 20 students obtained is 100% with a very good category.

In the category of "good" it is known that the interval for the acquisition of student scores shows an interval value of 20 with a frequency of 2 students, the percentage value of the 20 students obtained is 100% with a good category.

To make it clear the result of the mean score and standar d deviation of pre-test and post-test for Experimental group and control group, the researcher presented the table below:

Table 4.12 The Mean Score and Standard Deviation

Group	Mean score		Standard deviation	
	Pre-test	Post-test	Pre-test	Post-test
Experimental group	12.60	20.30	1.789	1.418
Control group	11.40	19.05	1.698	1.761.

Table 4.11 shows that the students' English Learning in Experimental group and control group almost have the same skill before treatment. It can be seen from the mean score gained by the students in Experimental group and the mean score in control group was not far difference score. Although the score in Experimental group (12.60) is lower than in control group (11.40), it showed just a little different score both of them. But after treatment (post-test), the main score obtained by the students in Experimental group (20.30) is higher than the main score in control group (19.05). The result score both in experimental and control group before and after treatment were increase. It means after using "Relay Race Game" method and Discussionthe

One-Sample Test

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest	30,020	19	,000	11,400	10,61	12,19
Postest	48,367	19	,000	19,050	18,23	19,87

Table 4.14 the result of t-test and t-table value

T-test for experimental group	T-test for control group	t-table value
95,527	78,387	1,21865

The T-Test value of SIS NTS in Experimental Group (95.57) is higher than the T-Table value (1.21865) as table 4.14 of the analysis after providing treatment. While the value of T-Test students in the control group (78.387) is higher than the T-Table value (1.21865) as well. According to the statistical hypothesis, if the T-Table value is lower than the T-Test value, it means that using the "Relay Race game " is able to improve English language learning students in eighth grade SMPN 2 Pangale Kab, Central Mamuju. But, there is a significant difference in value between students taught by "Methode Game " and taught by "discussion ". Based on the table T-Test and T-table values above say that the T-Test in the experimental group is higher than the T-Test in the control group. Therefore, researchers concluded that implementing the Relay Race Game method "To improve student English is one of the good ways to lead students more interested in learning English especially in. Language and learn

English through the "Relay Race Game " Better than the "discussion " To improve students ' English skills.

4.1.2.7 Effective teaching process for both experimental groups through "Relay Race game method " and control group through conventional way (discussion)

To find out how effective implementing the "Relay Race game method " and the conventional way "discussion " To improve students ' English proficiency, researchers have gotten some information from student activities in the learning process.

There were three meetings in experimental groups and three meetings in the control group, and two meetings to give the test. To know the knowledge of students before and after the treatment, the researcher gave the test that is Pretest and post test. This type of test is a writing test consisting of ten questions for pre-Test and ten questions to post-test in the form of multiple choice. The researchers called a student in conducting a test, and it was done until all the students had been tested, aiming to talk about the theme that the researcher provided.

4.1.2.8 Experimental group

First treatment: The researchers provide lessons about first Speaking ability, namely how to talk about expressions greeting and introduction self in English. And then the researcher will greet the students, after that the researcher gives motivation about the importance of Language to students before giving material especially to master one of the significant Speaking ability. After that the researcher wants to introduce the method that will be implemented in teaching Language, the Relay Race

Game method. The researcher applies the Relay Race Game instruction method to students by asking students to say their greetings and introduce themselves in English. Before asking them to do that the researcher gave the students fifteen minutes. Then, researchers guide students how to give greetings and introduce themselves first in Speaking ability.

Second treatment: The researcher gives instruction about asking someone's condition or condition in Language. After the first meeting, in the second meeting the researcher will greet the students, after that explain to students the topic or material to be studied. Before asking students to recall material at the first meeting, the researcher wants to repeat to explain the role of the Relay Race Game. Then, give a few words related to the topic because at the first meeting there were some students who did not know how to introduce themselves and give greetings. After that the researchers taught them how to or practiced directly to students with correct pronunciation and expression. Next, the researchers gave a few minutes to remember their texts related to asking one's condition.

Third treatment: The researchers teach about how to express them selves in saying goodbye to their friends, this meeting, researchers will also greet students, then always provide motivation so that students are more eager to learn English. After that give a brief explanation about the Relay Race Game to make them remember the method. Furthermore, researchers divided it into groups consisting of four members. And students are asked to memorize the test that has been given by the researcher Before asking students to discuss the test, the researcher gives a few minutes to the student. Then from several groups that have been divided there are some groups that are very active and some are quiet.

4.1.2.9 Grup kontrol

In control group, the researcher gave some materials for students but different treatment. The researcher gave the treatment through "Discussion". Through this method, the students also faced the improvement in speaking, the explanation improvement of students in fourth meetings they were:

The first meeting : The theme of discussion was Discussion In this meeting, the researcher gave guiding used conventional way is "Discussion", seems like introducing the topic, but specially talk about agree and disagree an opinion, opening and closing the discussion. All must memorized by all the students to make the students have basic before begin the discussion. With memorized all of that, would enrich the new knowledge of students because they have known some statement in Speaking especially in doing the discussion. Because the students have basic before doing discussion in the class, they would not reluctant to language and with that it would guide the students how to open, and to close the discussion process. And it would be try to improve the students' In Speaking ability. The researcher had not seen the enthusiastic in this meeting because the main activity was not began yet.

Second meeting: where the researcher gives the material to students with a discussion method with the same material studied in class experimental, only in this class do not use the Game method.

The third meeting of the researchers gave the material by way of discussion, them gave students the text by means of discussion not to use games anymore. Because only using students' discussion did not really understand what they had to do with this test, many students found it difficult to talk or practice in previous meetings because they were not interested. It can be concluded that students' interests are based

on topic discussions. The topic is able to stimulate students Speaking ability, although they still lack vocabulary but, at least they have motivation in the learning process.

4.2 Discussion

In this section a discussion will be made of the findings of the results indicated in the previous chapter. This part of the study will provide insight into students 'Speaking ability before and after using the relay race game in experimental groups, then explain students' Speaking ability before and after applying "Discussion" in the control group, and finally explain a significantly different improvement from students' speaking ability between the experimental group and the control group. This is based on the problem statement in Chapter I.

4.2.1 To find out the relay race game able to increase the performance of students in Speaking ability at SMPN 2 Pangale district, Central Mamuju.

Before using the "relay race game" method based on the findings, students' speaking ability was still low. Classification of students in speaking many students become poor and very poor. It was proven that students' speaking ability were not good enough, the researchers found that, students were still lacking in the aspect of accuracy. Those who happen because besides students are still shy to say something in front of their friends or lack confidence, they also lack motivation to learn duo not to be interesting about English and also they can't remember anything to say in English, this a problem supported by Rivers in the journal Lai Mei Leong who thinks that students often have nothing to say because their teacher has chosen a topic that is not appropriate for them and is lacking information about it and students find it very

difficult to say something in language foreign because they have little opinion about what to say and which vocabulary to apply.

With these results, an alternative way to solve problems faced by students, researchers provide motivation to learn through the relay race game method, it should be that this method is able to improve students' English skills, especially in expressing something what they want to say to others. The "relay race game" method is one way to make learning more interesting which encourages students to improve their speaking skills and try to help students express their feelings by giving the situation they feel, and also that allows students to express their opinions, and very important to improve their conversation. On the other hand partner work or group work will create opportunities for student knowledge to be shared. Therefore, this helps students to build their confidence for further conversation.

In this relay race game experimental group there are three meetings, the first meeting the researcher gives a theme about the first time speaking ability or introducing himself. The second meeting was about asking about their condition or condition. The third meeting is about the first time meeting and separating.

By doing this method, many students are more motivated and confident to speak in front of the class after they use the relay race game method. Therefore students will realize that Speaking ability is easy and fun.
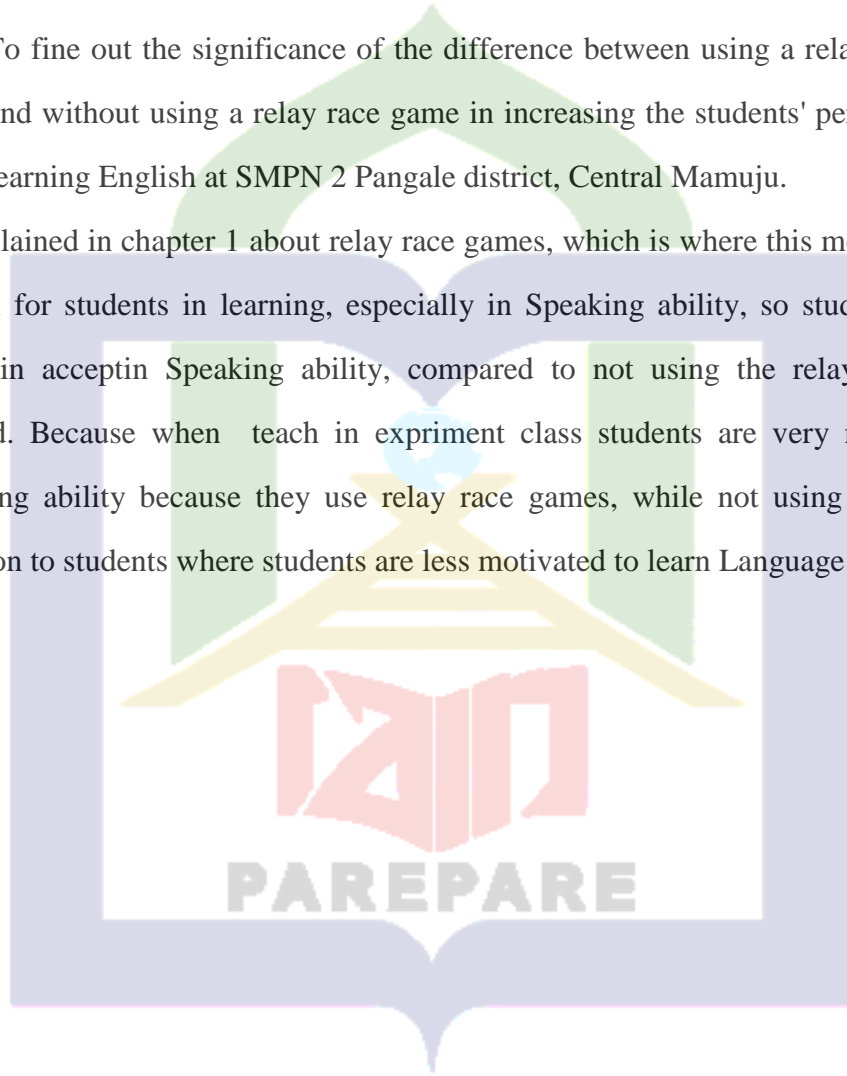
4.2.2 To find out without using a relay race game able to increase students' performance in learning English at SMPN 2 Pangale district, Mamuju Tengah.

In addition, after the researcher explained the process and findings of the experimental group, the researcher moved to explain the pre-Test of the control group based on the findings of the results as well, he found the English language ability of

students in Pretest were still low. That is the same factor that problems faced in experimental groups, certain deficiencies such as lack of motivation, lack of confidence and even nothing to say that can make students feel ashamed to speak, and afraid to make mistakes.

4.2.3 To fine out the significance of the difference between using a relay race game and without using a relay race game in increasing the students' performance in learning English at SMPN 2 Pangale district, Central Mamuju.

As explained in chapter 1 about relay race games, which is where this method is very helpful for students in learning, especially in Speaking ability, so students are not bored in acceptin Speaking ability, compared to not using the relay race game method. Because when teach in expriment class students are very motivated in Speaking ability because they use relay race games, while not using games pay attention to students where students are less motivated to learn Language.

BAB V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions. The conclusion is based on the results of discussions and research in the previous chapter. While suggestions are based on research conclusions.

5.1 Conclusions

Based on the research findings and discussion in the previous chapter, the results of data analysis show that:

5.1.1 The ability to speak English from eighth grade students of SMPN 2 Pangale in class VIII A as an experimental class increased significantly through teaching speaking using the "Relay race game" method. That can be seen from the different pre-test and post-test scores. Where the post-test score was 20.30 compared to the pre-test score of 12.60. Therefore this method can be said to be a good method.

5.1.2 students' speaking ability in class VIII B as a control class by teaching speaking through "discussion" Conventional Ways also appear to be improved in the experimental class. Because, there are different improvements shown in the average score of pretest and posttest. The average score on the posttest was 19.05 higher than the average score on the pretest which was 11.40. Therefore teaching speaking through "Discussion" is also good. Although it is not the same as using the game method.

5.1.3 The application of the "Relay race game" method to improve students' English skills is better than the "Discussion", because there is a significant improvement of English language skills of students in the eighth grade of SMPN 2 Pangale Kab, Middle Mamuju before and after using the "relay race game" method in the experimental class and "discussion" in the control class. According to researchers, teaching English through these two methods is actually a good wayto improve English language skills, although the improvements faced by students are not the same, both are seen from the score results in the t-test formula. The improvement that was different from students between the experimental classes was higher than the increase in students in the control class. Researchers found there are several factors that influence differences in both the experimental and control classes, such as: motivation in learning and speaking in English, confidence in speaking, interest in the topic and pleasure to learn. Therefore, teaching English through the "relay race game" method is better than teaching through "Discussion".
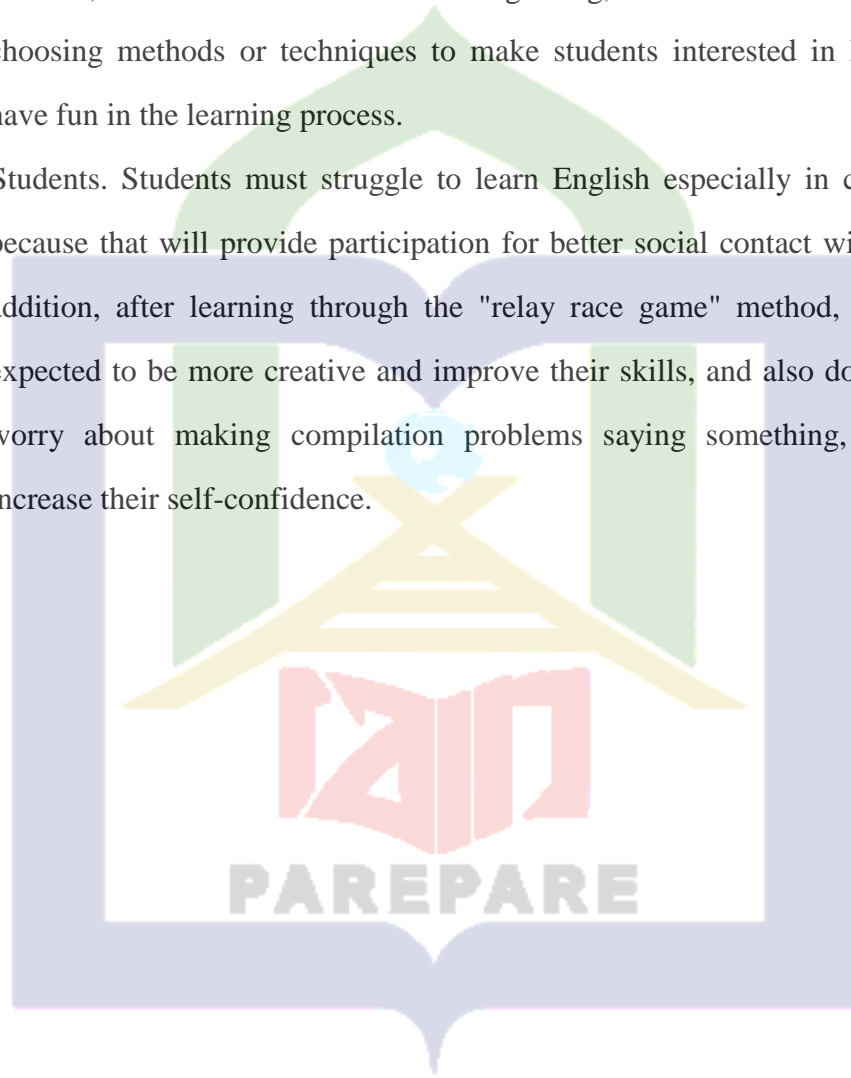
5.2 Suggestion

After conducting research in eighth grade using the "relay race game" method, researchers have found a positive effect in learning English. There are a number of important things that can be agreed upon for readers and hopefully useful for others, useful for:

5.2.1 English teacher. Teaching English through the "relay race game" method can improve students' skills in learning to speak English. Therefore this is one of the suggestions to apply in the classroom, because it is easier to learn, can also

help students more interested in talking, make them happy to learn, and can increase their motivation to learn English.

5.2.2 Teacher. Learning English is known as a difficult subject for many beginner learners, it needs to be seen in the beginning, the teacher must be smart in choosing methods or techniques to make students interested in learning and have fun in the learning process.

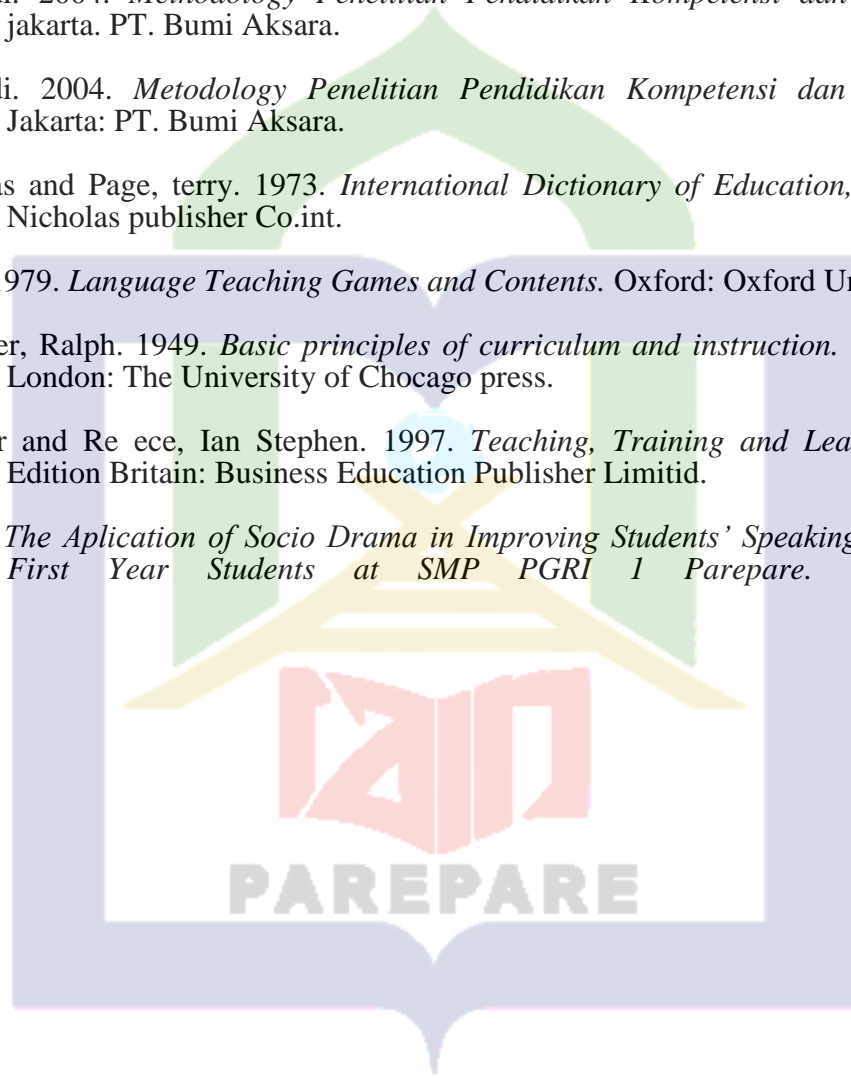5.2.3 Students. Students must struggle to learn English especially in conversation, because that will provide participation for better social contact with others. In addition, after learning through the "relay race game" method, students are expected to be more creative and improve their skills, and also do not have to worry about making compilation problems saying something, which will increase their self-confidence.

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APPENDICES

Appendix 1
Lesson Plan

RENCANA P ELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP NEGERI 2 Pangale

Matapelajaran : Bahasa Inggris

Kelas/Semester : V111

Materi Pokok :**Talking About Expressions of Telling Goodbay to students**

Alokasi Waktu : 2 x 45 Menit

A. KOMPETENSI INTI (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 Menghayati dan mengamalkan prilaku jujur , disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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   Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B.   KOMPETENSI DASAR DAN INDIKATOR

<u>Kompetensi Dasar</u>

1.   Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.

2.   Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

3.   Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaanya.

4.   Menyusun teks lisan dan tulis sederhana untuk memaparkan, menanyakan dan merespon pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai dengan konteks.

Indikator:

1.   Menganalisis fungsi social dari teks berbicara tentang ekspresi menyatakan selamat tinggal kepada siswa.

2.   Menganalisis struktur teks dari ekspresi tentang menyatakan selamat tinggal kepada siswa

3.   Menganalisis unsur kebahasaan ekspresi tentang menyatakan selamat tinggal kepada siswa, sesuai dengan konteks penggunaanya.

C. TUJUAN PEMBELAJARAN:

1. Menunjukkan kesungguhan belajar bahasa inggris dan berkomunikasi tentang ekspresi menyatakan selamat tinggal kepada siswa.

2. Menunjukkan perilaku peduli percaya diri, bertanggung jawab dalam melaksanakan komunikasi tentang ekspresi tentang menyatakan selamat tinggal kepada siswa.

3. Menganalisis fungsi social dan struktur text dari ekspresi tentang menyatakan selamat tinggal kepada siswa serta responnya.

4. Menganalisis unsur kebahasaan ekspresi tentang menyatakan selamat tinggal kepada siswa serta responnya sesuai dengan konteks penggunaannya.

5. Menyusun teks lisan dan tulisan tentang ekspresi menyatakan selamat tinggal kepada siswa serta responnya.

6. Menyatakan dan menanyakan secara lisan dan tulisan ekspresi tentang menyatakan selamat tinggal kepada siswa serta responnya.

7. Merespon ekspresi tentang menyatakan selamat tinggal kepada siswa serta responnya dengan memperhatikan fungsi social struktur teks dan unsur kebahasaan secara benar sesuai dengan konteks.

D. MATERI PEMBELAJARAN

1. Materi fakta

Kemampuan dalam berbicara tentang ekspresi menyatakan selamat tinggal kepada siswa, dalam bahasa inggris sangat dibutuhkan di era globalisasi ini.

2. materi konsep

Ungkapan yang dapat digunakan dalam berbicara tentang ekspresi menyatakan selamat tinggal kepada siswa.

Goodbay, children.

Goodbay, everyone.

See you again on Friday.

See you tomorrow morning.

3. Materi prinsip

Upaya penguasaan berbicara tentang ekspresi menyatakan selamat tinggal kepada

siswa dalam bahasa inggris.

4. Prosedur

Analisis materi dari berbagai sumber seperti melalui internet, buku bacaan, berbicara

langsung.

E. METODE PEMBELAJARAN

 Dengan mengaplikasikan relay race games.

F. SUMBER BELAJAR, MEDIA DAN ALAT

- Laptop
- LCD
- Buku siswa bahasa inggris kelas V111

G. KEGIATAN BELAJAR

1. kegiatan pendahuluan (15 menit)

a. Mengucapkan salam dan berdoa bersama

b. Mengecek kehadiran siswa

c. Memberi motivasi belajar

d. guru menyampaikan tujuan pembelajaran tersebut dan ruang lingkup [materi

yang akan di pelajari.

2. kegiatan inti (65 menit)

a. Guru membacakan texs dan memperkenalkan diri.

b. Siswa mendengarkan contoh text lisan dengan ungkapan berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit

c. Siswa menanyakan ciri-ciri interaksi berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit dari fungsi sosial, struktur text dan unsure kebahasaan.

d. Guru membagi siswa kedalam beberapa kelompok dengan tiap kelompok berjumlah 5 orang untuk menghafal dan mengaplikasikan relay race games.

e. Guru mengobservasi kegiatan siswa. Secara bergantian siswa menuliskan exspressions for asking about someone's condition after she/he is ill.

f. Dengan mengaplikasikan relay race games dan guru mengamati kesalahan dan mengoreksi kesalahan siswa.

3. Kegiatan penutup (10 menit)

a. Guru bersama- sama dengan siswa membuat kesimpulan.

b. Melakukan penilaian terhadap hasil kegiatan yang sudah dilakukan.

c. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

H. PENILAIAN HASIL BELAJAR

Tehnik penilaian

a. penilaian sikap   : observasi

b. penelaian pengetahuan   : testertulis, lisan dan penugasan

c. penilaian keterampilan   : praktik

Prosedur penilaian

No	Aspek yang dinilai	Tekhnik penilaian	Waktu penilaian
1.	Sikap a. terlihat aktif dalam	Pengamatan	Selama pembelajaran dan saat diskusi

	pembelajaran ekspresi tentang menyatakan selamat tinggal kepada siswa b. Bekerjasama dalam kegiatan kelompok. c. Toleran terhadap proses pemecahan masalah yang berbeda dan kreatif.		
2.	Pengetahuan d. ekspresi tentang menyatakan selamat tinggal kepada siswa dengan benar.	Pengamatan dan tes	Penyelesaian tugas individu dan kelompok
3.	Keterampilan e. Terampil berbicara tentang ekspresi menyatakan selamat tinggal	Pengamatan	Penyelesaian tugas (baik individu maupun kelompok) dan saat persentasi

	kepada siswa		
	di depan kelas.		

RENCANA P ELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMP NEGERI 2 Pangale

Matapelajaran   : Bahasa Inggris

Kelas/Semester   : V111

Materi Pokok   :**Talking About Expressions for asking about someone's condition after she/he is ill.**

Alokasi Waktu   : 2 x 45 Menit

C.   KOMPETENSI INTI (KI)

KI 1   : Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

KI 3   :Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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   :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

D.   KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar

1.   Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.

2.   Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

3.   Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaanya.

4.   Menyusun teks lisan dan tulis sederhana untuk memaparkan, menanyakan dan merespon pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai dengan konteks.

Indikator:

8. Menganalisis fungsi social dari teks berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit

9. Menganalisis struktur teks dari berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit

10. Menganalisis unsur kebahasaan dari berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit sesuai dengan konteks penggunaanya.

C. TUJUAN PEMBELAJARAN:

1. Menunjukkan kesungguhan belajar bahasa inggris dan berkomunikasi tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit dengan guru dan teman.
2. Menunjukkan perilaku peduli percaya diri, bertanggung jawab dalam melaksanakan komunikasi berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit.
3. Menganalisis fungsi social dan struktur text dari berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit serta responnya.
4. Menganalisis unsur kebahasaan dari berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit serta responnya sesuai dengan konteks penggunaannya.
5. Menyusun teks lisan dan tulisan tentang berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit serta responnya.
6. Menyatakan dan menanyakan secara lisan dan tulisan tentang berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit serta responnya.
7. Merespon berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit serta responnya dengan memperhatikan fungsi social struktur teks dan unsure kebahasaan secara benar sesuai dengan konteks.

D. MATERI PEMBELAJARAN

1. Materi fakta

Kemampuan dalam berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit, dalam bahasa inggris sangat dibutuhkan di era globalisasi ini.

2. materi konsep

Ungkapan yang dapat digunakan dalam berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit.

Are you feeling better today, ana?

Do you feel better now?

Have you been ill?

5. Materi prinsip

Upaya penguasaan berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit dalam bahasa inggris kepada siswa.

6. Prosedur

Analisis materi dari berbagai sumber seperti melalui internet, buku bacaan, berbicara langsung.

E. METODE PEMBELAJARAN

Dengan mengaplikasikan relay race games.

F. SUMBER BELAJAR, MEDIA DAN ALAT

- Laptop
- LCD
- Buku siswa bahasa inggris kelas V111

G. KEGIATAN BELAJAR

1. kegiatan pendahuluan (15 menit)

- **e.** Mengucapkan salam dan berdoa bersama
- **f.** Memberi motivasi belajar

g. Mengecek kehadiran siswa

h. guru menyampaikan tujuan pembelajaran tersebut dan ruang lingkup [materi yang akan di pelajari.

2. kegiatan inti (65 menit)

g. Guru membacakan texs dan memperkenalkan diri.

h. Siswa mendengarkan contoh text lisan dengan ungkapan berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit

i. Siswa menanyakan ciri-ciri interaksi berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit dari fungsi sosial, struktur text dan unsure kebahasaan.

j. Guru membagi siswa kedalam beberapa kelompok dengan tiap kelompok berjumlah 5 orang untuk menghafal dan mengaplikasikan relaya race game.

k. Guru mengobservasi kegiatan siswa. Secara bergantian siswa menuliskan exsspressions for asking about someone's condition after she/he is ill.

l. dengan mengaplikasikan relay race game dan guru mengamati kesalahan dan mengoreksi kesalahan siswa.

4. Kegiatan penutup (10 menit)

d. Guru bersama- sama dengan siswa membuat kesimpulan.

e. Melakukan penilaian terhadap hasil kegiatan yang sudah dilakukan.

f. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

H. PENILAIAN HASIL BELAJAR

Tehnik penilaian

d. penilaian sikap   : observasi

e. penelaian pengetahuan   : testertulis, lisan dan penugasan

f. penilaian keterampilan   : praktik

Prosedur penilaian

No	Aspek yang dinilai	Tekhnik penilaian	Waktu penilaian
1.	Sikap a. terlihat aktif dalam pembelajaran tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit. b. Bekerjasama dalam kegiatan kelompok. c. Toleran terhadap proses pemecahan masalah yang berbeda dan kreatif.	Pengamatan	Selama pembelajaran dan saat diskusi
2.	Pengetahuan d. tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit dengan benar.	Pengamatan dan tes	Penyelesaian tugas individu dan kelompok
3.	Keterampilan e. Terampil tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit. di depan kelas.	Pengamatan	Penyelesaian tugas (baik individu maupun kelompok) dan saat persentasi

RENCANA P ELAKSANAAN PEMBELAJARAN (RPP)

  Sekolah   : SMP NEGERI 2 Pangale

  Matapelajaran   : Bahasa Inggris

  Kelas/Semester   : V111

  Materi Pokok   **:Talking About Expressions Greeting and Introduction Self**

  Alokasi Waktu   : 2 x 45 Menit

E.   KOMPETENSI INTI (KI)

KI 1   : Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

KI 3   :Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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   :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## F.	KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.

2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaanya.

4. Menyusun teks lisan dan tulis sederhana untuk memaparkan, menanyakan dan merespon pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai dengan konteks.

Indikator:

11. Menganalisis fungsi social dari teks pemaparan jati diri

12. Menganalisis struktur teks dari pemaparan jati diri

13. Menganalisis unsure kebahasaan dari teks pemaparan jati diri sesuai dengan konteks penggunaanya.

C. TUJUAN PEMBELAJARAN:

8. Menunjukkan kesungguhan belajar bahasa inggris dan berkomunikasi tentang pemaparan jati diri dengan guru dant eman.

9. Menunjukkan perilaku peduli percaya diri, bertanggung jawab dalam melaksanakan komunikasi tentang pemaparan jati diri.

10. Menganalisis fungsi social dan struktur text dari pemaparan jati diri serta responnya.

11. Menganalisis unsur kebahasaan dari pemaparan jati diri serta responnya sesuai dengan konteks penggunaannya.

12. Menyusun teks lisan dan tulisan tentang pemaparan jati diri serta responnya.

13. Menyatakan dan menanyakan secara lisan dan tulisan tentang pemaparan jati diri serta responnya.

14. Merespon pemaparan jati diri serta responnya dengan memperhatikan fungsi social struktur teks dan unsure kebahasaan secara benar sesuai dengan konteks.

D. MATERI PEMBELAJARAN

1. Materi fakta

Kemampuan dalam memperkenalkan jati diri dalam bahasa inggris sangat dibutuhkan di era globalisasi ini.

2. materi konsep

Ungkapan yang dapat digunakan dalam memperkenalkan diri.

Good morning...

My full name is...

You can call me...

I came from..., but i live in...

7. Materi prinsip

Upaya penguasaan pemaparan jati diri dalam bahasa inggris kepada siswa.

8. Prosedur

Analisis materi dari berbagai sumber seperti melalui internet, buku bacaan, berbicara langsung.

E. METODE PEMBELAJARAN

Dengan mengaplikasikan relay race games.

F. SUMBER BELAJAR, MEDIA DAN ALAT

- Laptop
- LCD
- Buku siswa bahasa inggris kelas V111

G. KEGIATAN BELAJAR

1. kegiatan pendahuluan (15 menit)

i. Mengucapkan salam dan berdoa bersama

j. Memberi motivasi belajar

k. Mengecek kehadiran siswa

l. guru menyampaikan tujuan pembelajaran tersebut dan ruang lingkup [materi yang akan di pelajari.

2. kegiatan inti (65 menit)

m. Guru membacakan texs dan memperkenalkan diri.

n. Siswa mendengarkan contoh text lisan dengan ungkapan memperkenalkan diri

o. Siswa menanyakan cirri-ciri interaksi perkenalan diri dari fungsi sosial, struktur text dan unsure kebahasaan.

p. Guru membagi siswa kedalam beberapa kelompok dengan tiap kelompok berjumlah 5 orang untuk menghafal dan mengaplikasikan relay race games.

q. Guru mengobservasi kegiatan siswa.

r. Secara bergantian siswa meenuliskan exspressions introduction self dengan mengaplikasikan relay race games dan guru mengamati kesalahan dan mengoreksi kesalahan siswa.

5. Kegiatan penutup (10 menit)

g. Guru bersama- sama dengan siswa membuat kesimpulan.

h. Melakukan penilaian terhadap hasil kegiatan yang sudah dilakukan.

i. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

H. PENILAIAN HASIL BELAJAR

Tehnik penilaian

g. penilaian sikap   : observasi

h. penelaian pengetahuan   : testertulis, lisan dan penugasan

i. penilaian keterampilan   : praktik

Prosedur penilaian

No	Aspek yang dinilai	Tekhnik penilaian	Waktu penilaian
1.	Sikap f. terlihat aktif dalam pembelajaran perkenalan diri. g. Bekerjasama dalam kegiatan kelompok. h. Toleran terhadap proses pemecahan masalah yang berbeda dan kreatif.	Pengamatan	Selama pembelajaran dan saat diskusi
2.	Pengetahuan a. perkenalan tentang perkenalan diri dengan benar.	Pengamatan dan tes	Penyelesaian tugas individu dan kelompok
3.	Keterampilan a. Terampil memperkenalkan diri di depan kelas.	Pengamatan	Penyelesaian tugas (baik individu maupun kelompok) dan saat persentasi

RENCANA P ELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP NEGERI 2 Pangale

Matapelajaran : Bahasa Inggris

Kelas/Semester : V111

Materi Pokok :**Talking About Expressions for asking about someone's condition after she/he is ill.**

Alokasi Waktu : 2 x 45 Menit

G. KOMPETENSI INTI (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

KI 3 :Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

H.   KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar

1.   Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.

2.   Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

3.   Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaanya.

4.   Menyusun teks lisan dan tulis sederhana untuk memaparkan, menanyakan dan merespon pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai dengan konteks.

Indikator:

14. Menganalisis fungsi social dari teks berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit

15. Menganalisis struktur teks dari berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit

16. Menganalisis unsur kebahasaan dari berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit sesuai dengan konteks penggunaanya.

C. TUJUAN PEMBELAJARAN:

15. Menunjukkan kesungguhan belajar bahasa inggris dan berkomunikasi tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit dengan guru dan teman.

16. Menunjukkan perilaku peduli percaya diri, bertanggung jawab dalam melaksanakan komunikasi berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit.

17. Menganalisis fungsi social dan struktur text dari berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit serta responnya.

18. Menganalisis unsur kebahasaan dari berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit serta responnya sesuai dengan konteks penggunaannya.

19. Menyusun teks lisan dan tulisan tentang berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit serta responnya.

20. Menyatakan dan menanyakan secara lisan dan tulisan tentang berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit serta responnya.

21. Merespon berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit serta responnya dengan memperhatikan fungsi social struktur teks dan unsure kebahasaan secara benar sesuai dengan konteks.

D. MATERI PEMBELAJARAN

1. Materi fakta

Kemampuan dalam berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit, dalam bahasa inggris sangat dibutuhkan di era globalisasi ini.

2. materi konsep

Ungkapan yang dapat digunakan dalam berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit.

Are you feeling better today, ana?

Do you feel better now?

Have you been ill?

9. Materi prinsip

Upaya penguasaan berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit dalam bahasa inggris kepada siswa.

10. Prosedur

Analisis materi dari berbagai sumber seperti melalui internet, buku bacaan, berbicara langsung.

E. METODE PEMBELAJARAN

 Dengan menggunakan conventional Method .

F. SUMBER BELAJAR, MEDIA DAN ALAT

- Laptop
- LCD
- Buku siswa bahasa inggris kelas V111

G. KEGIATAN BELAJAR

1. kegiatan pendahuluan (15 menit)

m. Mengucapkan salam dan berdoa bersama

n. Mengecek kehadiran siswa

o. Memberi motivasi belajar

p. guru menyampaikan tujuan pembelajaran tersebut dan ruang lingkup [materi yang akan di pelajari.

2. kegiatan inti (65 menit)

s. Guru membacakan texs dan memperkenalkan diri.

t. Siswa mendengarkan contoh text lisan dengan ungkapan berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit

u. Siswa menanyakan ciri-ciri interaksi berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit dari fungsi sosial, struktur text dan unsure kebahasaan.

v. Guru membagi siswa kedalam beberapa kelompok dengan tiap kelompok berjumlah 5 orang untuk menghafal dan menggunakan conventional Method.

w. Guru mengobservasi kegiatan siswa. Secara bergantian siswa menuliskan exspressions for asking about someone's condition after she/he is ill.

x. Dengan menggunakan conventional Method dan guru mengamati kesalahan dan mengoreksi kesalahan siswa.

6. Kegiatan penutup (10 menit)

j. Guru bersama- sama dengan siswa membuat kesimpulan.

k. Melakukan penilaian terhadap hasil kegiatan yang sudah dilakukan.

l. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

H. PENILAIAN HASIL BELAJAR

Tehnik penilaian

j. penilaian sikap : observasi

k. penelaian pengetahuan : testertulis, lisan dan penugasan

l. penilaian keterampilan : praktik

Prosedur penilaian

No	Aspek yang dinilai	Tekhnik penilaian	Waktu penilaian
1.	Sikap i. terlihat aktif dalam pembelajaran tentang ekspresi untuk menanyakan	Pengamatan	Selama pembelajaran dan saat diskusi

No	Aspek	Teknik Penilaian	Waktu Penilaian
	kondisi seseorang setelah dia sakit. j. Bekerjasama dalam kegiatan kelompok. k. Toleran terhadap proses pemecahan masalah yang berbeda dan kreatif.		
2.	Pengetahuan l. tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit dengan benar.	Pengamatan dan tes	Penyelesaian tugas individu dan kelompok
3.	Keterampilan m. Terampil tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit. di depan kelas.	Pengamatan	Penyelesaian tugas (baik individu maupun kelompok) dan saat persentasi

RENCANA P ELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMP NEGERI 2 Pangale

Matapelajaran   : Bahasa Inggris

Kelas/Semester   : V111

Materi Pokok   :**Talking About Expressions of Telling Goodbay to students**

Alokasi Waktu   : 2 x 45 Menit

I.   KOMPETENSI INTI (KI)

KI 1   : Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

KI 3   :Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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   :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

J.   KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.
3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaanya.
4. Menyusun teks lisan dan tulis sederhana untuk memaparkan, menanyakan dan merespon pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai dengan konteks.

Indikator:

17. Menganalisis fungsi social dari teks berbicara tentang ekspresi menyatakan selamat tinggal kepada siswa.
18. Menganalisis struktur teks dari ekspresi tentang menyatakan selamat tinggal kepada siswa
19. Menganalisis unsur kebahasaan ekspresi tentang menyatakan selamat tinggal kepada siswa, sesuai dengan konteks penggunaanya.

C. TUJUAN PEMBELAJARAN:

4. Menunjukkan kesungguhan belajar bahasa inggris dan berkomunikasi tentang ekspresi menyatakan selamat tinggal kepada siswa.
5. Menunjukkan perilaku peduli percaya diri, bertanggung jawab dalam melaksanakan komunikasi tentang ekspresi tentang menyatakan selamat tinggal kepada siswa.
6. Menganalisis fungsi social dan struktur text dari ekspresi tentang menyatakan selamat tinggal kepada siswa serta responnya.
20. Menganalisis unsur kebahasaan ekspresi tentang menyatakan selamat tinggal kepada siswa serta responnya sesuai dengan konteks penggunaannya.

21. Menyusun teks lisan dan tulisan tentang ekspresi menyatakan selamat tinggal kepada siswa serta responnya.

22. Menyatakan dan menanyakan secara lisan dan tulisan ekspresi tentang menyatakan selamat tinggal kepada siswa serta responnya.

23. Merespon ekspresi tentang menyatakan selamat tinggal kepada siswa serta responnya dengan memperhatikan fungsi social struktur teks dan unsur kebahasaan secara benar sesuai dengan konteks.

D. MATERI PEMBELAJARAN

1. Materi fakta

Kemampuan dalam berbicara tentang ekspresi menyatakan selamat tinggal kepada siswa, dalam bahasa inggris sangat dibutuhkan di era globalisasi ini.

2. materi konsep

Ungkapan yang dapat digunakan dalam berbicara tentang ekspresi menyatakan selamat tinggal kepada siswa.

Goodbay, children.

Goodbay, everyone.

See you again on Friday.

See you tomorrow morning.

11.   Materi prinsip

Upaya penguasaan berbicara tentang ekspresi menyatakan selamat tinggal kepada siswa dalam bahasa inggris.

12. Prosedur

Analisis materi dari berbagai sumber seperti melalui internet, buku bacaan, berbicara langsung.

E. METODE PEMBELAJARAN

 Dengan menggunakan conventional method.

F. SUMBER BELAJAR, MEDIA DAN ALAT

- Laptop
- LCD
- Buku siswa bahasa inggris kelas V111

G. KEGIATAN BELAJAR

1. kegiatan pendahuluan (15 menit)

- **q.** Mengucapkan salam dan berdoa bersama
- **r.** Memberi motivasi belajar
- **s.** Mengecek kehadiran siswa
- **t.** guru menyampaikan tujuan pembelajaran tersebut dan ruang lingkup [materi yang akan di pelajari.

2. kegiatan inti (65 menit)

- y. Guru membacakan texs dan memperkenalkan diri.
- z. Siswa mendengarkan contoh text lisan dengan ungkapan berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit
- aa. Siswa menanyakan ciri-ciri interaksi berbicara tentang ekspresi untuk menanyakan kondisi seseorang setelah dia sakit dari fungsi sosial, struktur text dan unsure kebahasaan.
- bb. Guru membagi siswa kedalam beberapa kelompok dengan tiap kelompok berjumlah 5 orang untuk menghafal dan menggunakan conventional method.

cc. Guru mengobservasi kegiatan siswa. Secara bergantian siswa menuliskan exspressions for asking about someone's condition after she/he is ill.

dd. Dengan menggunakan conventional method dan guru mengamati kesalahan dan mengoreksi kesalahan siswa.

7. Kegiatan penutup (10 menit)

m. Guru bersama- sama dengan siswa membuat kesimpulan.

n. Melakukan penilaian terhadap hasil kegiatan yang sudah dilakukan.

o. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

H. PENILAIAN HASIL BELAJAR

Tehnik penilaian

m. penilaian sikap   : observasi

n. penelaian pengetahuan   : testertulis, lisan dan penugasan

o. penilaian keterampilan   : praktik

Prosedur penilaian

No	Aspek yang dinilai	Tekhnik penilaian	Waktu penilaian
1.	Sikap f. terlihat aktif dalam pembelajaran ekspresi tentang menyatakan selamat tinggal kepada siswa g. Bekerjasama dalam kegiatan kelompok. h. Toleran terhadap	Pengamatan	Selama pembelajaran dan saat diskusi

	proses pemecahan masalah yang berbeda dan kreatif.		
2.	Pengetahuan a. ekspresi tentang menyatakan selamat tinggal kepada siswa dengan benar.	Pengamatan dan tes	Penyelesaian tugas individu dan kelompok
3.	Keterampilan a. Terampil berbicara tentang ekspresi menyatakan selamat tinggal kepada siswa di depan kelas.	Pengamatan	Penyelesaian tugas (baik individu maupun kelompok) dan saat persentasi

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP NEGERI 2 Pangale
Matapelajaran	: Bahasa Inggris
Kelas/Semester	: V111
Materi Pokok	:**Talking About Expressions Greeting and Introduction Self**
Alokasi Waktu	: 2 x 45 Menit

к. KOMPETENSI INTI (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

KI 3 :Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

L.   KOMPETENSI DASAR DAN INDIKATOR

<u>**Kompetensi Dasar**</u>

1.   Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.

2.   Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

3.   Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaanya.

4.   Menyusun teks lisan dan tulis sederhana untuk memaparkan, menanyakan dan merespon pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai dengan konteks.

Indikator:

24. Menganalisis fungsi social dari teks pemaparan jati diri

25. Menganalisis struktur teks dari pemaparan jati diri

26. Menganalisis unsure kebahasaan dari teks pemaparan jati diri sesuai dengan konteks penggunaanya.

C. TUJUAN PEMBELAJARAN:

22. Menunjukkan kesungguhan belajar bahasa inggris dan berkomunikasi tentang pemaparan jati diri dengan guru dant eman.

23. Menunjukkan perilaku peduli percaya diri, bertanggung jawab dalam melaksanakan komunikasi tentang pemaparan jati diri.

24. Menganalisis fungsi social dan struktur text dari pemaparan jati diri serta responnya.

25. Menganalisis unsur kebahasaan dari pemaparan jati diri serta responnya sesuai dengan konteks penggunaannya.

26. Menyusun teks lisan dan tulisan tentang pemaparan jati diri serta responnya.

27. Menyatakan dan menanyakan secara lisan dan tulisan tentang pemaparan jati diri serta responnya.

28. Merespon pemaparan jati diri serta responnya dengan memperhatikan fungsi social struktur teks dan unsure kebahasaan secara benar sesuai dengan konteks.

D. MATERI PEMBELAJARAN

1. Materi fakta

Kemampuan dalam memperkenalkan jati diri dalam bahasa inggris sangat dibutuhkan di era globalisasi ini.

2. materi konsep

Ungkapan yang dapat digunakan dalam memperkenalkan diri.

Good morning...

My full name is...

You can call me...

I came from..., but i live in...

13.   Materi prinsip

Upaya penguasaan pemaparan jati diri dalam bahasa inggris kepada siswa.

14.   Prosedur

Analisis materi dari berbagai sumber seperti melalui internet, buku bacaan, berbicara langsung.

E. METODE PEMBELAJARAN

Dengan menggunakan conventional Method.

F. SUMBER BELAJAR, MEDIA DAN ALAT

- Laptop
- LCD
- Buku siswa bahasa inggris kelas V111

G. KEGIATAN BELAJAR

1. kegiatan pendahuluan (15 menit)

    u. Mengucapkan salam dan berdoa bersama

    v. Memberi motivasi belajar

    w. Mengecek kehadiran siswa

    x. guru menyampaikan tujuan pembelajaran tersebut dan ruang lingkup [materi yang akan di pelajari.

2. kegiatan inti (65 menit)

    ee. Guru membacakan texs dan memperkenalkan diri.

    ff. Siswa mendengarkan contoh text lisan dengan ungkapan memperkenalkan diri

    gg. Siswa menanyakan cirri-ciri interaksi perkenalan diri dari fungsi sosial, struktur text dan unsure kebahasaan.

    hh. Guru membagi siswa kedalam beberapa kelompok dengan tiap kelompok berjumlah 5 orang untuk menghafal dan menggunakan conventional Method.

    ii. Guru mengobservasi kegiatan siswa.

    jj. Secara bergantian siswa meenuliskan exspressions introduction self dengan menggunakan conventional Method dan guru mengamati kesalahan dan mengoreksi kesalahan siswa.

8. Kegiatan penutup (10 menit)

    p. Guru bersama- sama dengan siswa membuat kesimpulan.

    q. Melakukan penilaian terhadap hasil kegiatan yang sudah dilakukan.

    r. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.
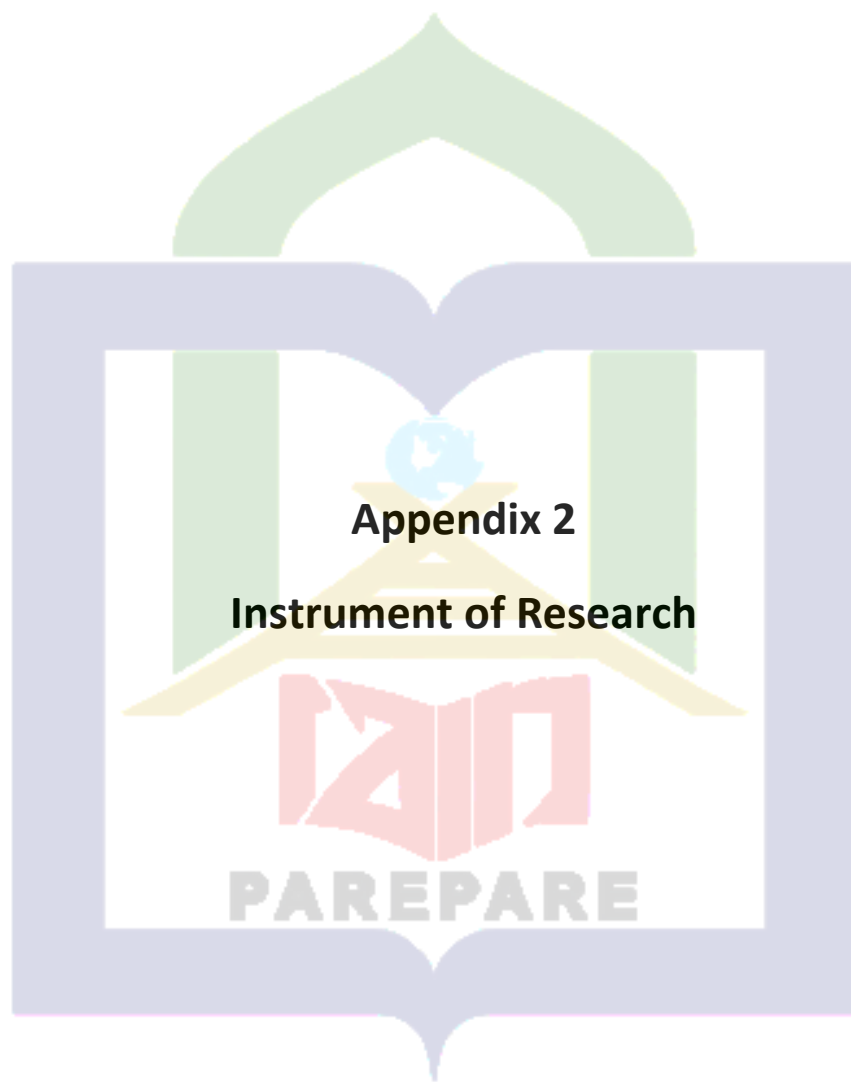
H. PENILAIAN HASIL BELAJAR

Tehnik penilaian

p. penilaian sikap : observasi

q. penelaian pengetahuan : testertulis, lisan dan penugasan

r. penilaian keterampilan : praktik

Prosedur penilaian

No	Aspek yang dinilai	Tekhnik penilaian	Waktu penilaian
1.	Sikap n. terlihat aktif dalam pembelajaran perkenalan diri. o. Bekerjasama dalam kegiatan kelompok. p. Toleran terhadap proses pemecahan masalah yang berbeda dan kreatif.	Pengamatan	Selama pembelajaran dan saat diskusi
2.	Pengetahuan b. perkenalan tentang perkenalan diri dengan benar.	Pengamatan dan tes	Penyelesaian tugas individu dan kelompok
3.	Keterampilan b. Terampil memperkenalkan diri di depan kelas.	Pengamatan	Penyelesaian tugas (baik individu maupun kelompok) dan saat persentasi

Appendix 2

Instrument of Research

Name : Ekawati

Nis :

Class : VIII

Pre - Test

A. Choose the correct answer from op tion a, b, c, or d.

Questions 1–3 are based on the dialogue.

Yunus is a new neighbour. Yunus meets Farid in the street.

Farid : Hello, I'm Farid.

Yunus : Hello, I'm Yunus.

Farid : You are a new neighbour, right?

Yunus : Yes, I am. I just moved from Lampung.

Farid : Well, nice to meet you, Yun us.

Yunus : Nice to meet you, too.

1. Yunus is…

A. a new teacher

B. a new student

C. a n ew lecturer

D. a new neighbour

2. Who is moved from Lampung...

   A. Yunus

   B. Farid

   C. Student

   D. Teacher

3. Where are they meet?

   A. In the park

   B. In the street

   C. In the mall

   D. In the market

4. Sinta : Good afternoon, sir?

   Mr. Budi : ...., Sinta.

   A. Good afternoon

   B. Nice to meet you too

   C. I'm fine

   D. How do you do

5. Dina : What is your name?

   Vina : ....

   A. I live at Melati street

   B. I'm seventeen years old

   C. My name is Vina

   D. I 'm fine. Thank you

6. Alex : How do you do?

   Boy : ....

   A. How do you do

B. I'm fine. Thank you

C. I am reading a novel

D. My name is Boy

7. doni : i'm doni. how do yo u do?

dina : .... i' am dina mariana

A. are you ok?

B. Ho w are you?

C how do you do?

A. I am fine.

For numbers 8-10

Sofie : How beautiful you are. Where are you

going?

Lisa : To my classmate's birthday. Look at my

dress. What do you think?

Sofie : That's a nice dress. You look… in red.

Lisa : Thanks. It's my favorite … . Most of

my dress are red.

8. A. Bad   C. Good

   B. Ugly   D. Worse

9. A. Style   C. Fashion

   B. Colour   D. Mode

10. "To my classmate's birthday." The bold word means…

   A. Sahabat sejati   C. Teman bermain

   B. Saudara   D. Teman sekelas

KEMENTRIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE
FAKULTAS TARBIYAH
Jl. Amal bakti No. 8 Soreang 911331
Telepon (0421) 21307, Faksimile (0421) 2404

INSTRUMEN PENELITIAN PENULISAN
SKRIPSI

Name : Zhabira

Nis :

Class : VIII

Post - Test

B. Choose the correct answer from option a, b, c, or d.

For numbers 1-3

Sofie : How beautiful you are. Where are you

going?

Lisa : To my classmate's birthday. Look at my

dress. What do you think?

Sofie : That's a nice dress. You look… in red.

Lisa : Thanks. It's my favorite … . Most of

my dress are red.

1. A. Bad   ☒ Good
   B. Ugly   D. Worse

2. A. Style   ☒ Fashion
   B. Colour   D. Mode

3. "To my classmate's birthday." The bold word means…
   A. Sahabat sejati   C. Teman bermain

7. Sinta : Good afternoon, sir?

 Mr. Budi : ………………………, Sinta.

 A. Good afternoon

 B. Nice to meet you too

 C. I'm fine

 D. How do you do

8. Dina : What is your name?

 Vina : ……………………………

 A. I live at Melati street

 B. I'm seventeen years old

 C. My name is Vina

 D. I 'm fine. Thank you

9. Alex : How do you do?

 Boy : ………………………….
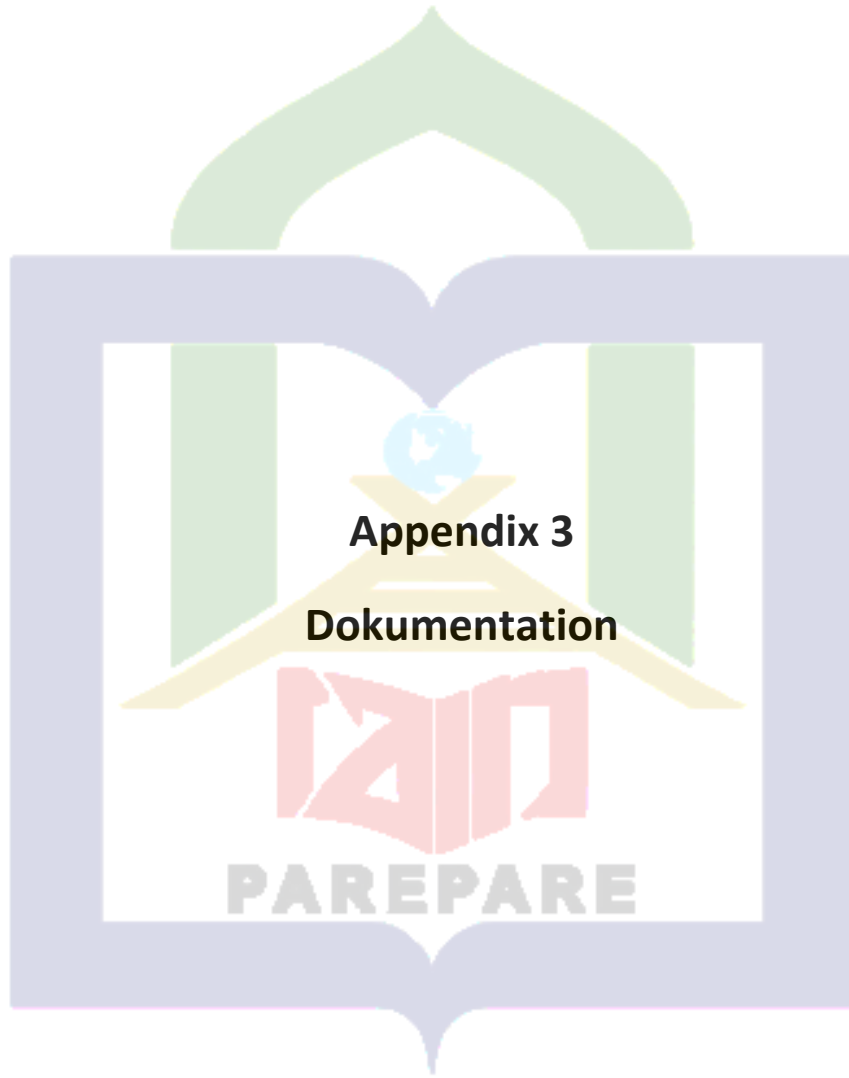
 A. How do you do

 B. I'm fine. Thank you

 C. I am reading a novel

 D. My name is Boy

10. doni : i'm doni. how do you do?

 dina : ………… i' am dina mariana

 A. are you ok?

 B. how are you?

 C how do you do?

 D. I am fine.

Appendix 3

Dokumentation

PEMERINTAH KABUPATEN MAMUJU TENGAH
KANTOR KESATUAN BANGSA DAN POLITIK
Alamat : Jl. Poros Tobadak Kec. Tobadak, Kab. Mamuju Tengah Prov. Sulawesi Barat, Kode Pos 91563

Nomor	: 070/5V3/ X I / 2019	
Lampir	: -	
Perihal	: <u>Permohonan Izin Penelitian</u>	

Kepada,
Yth. Ka.Sekolah SMP Negeri 2
Panggale
Di-
Tempat

Berdasarkan Surat dari Kementrian Agama Republik Indonesia Institut Agama Islam Negeri Pare-Pare Fakultas Tarbiyah nomor: B.1993/In.39.5/PP.00.9/11/2019 Tentang Permohonan Izin Penelitian.

Maka yang bertanda tangan di bawah ini :

Nama	: **NIMIS, SH., MH**	
Pangkat	: Pembina Tk. I	
NIP	: 19630531 199103 1 001	
Jabatan	: Kepala Kantor Kesbangpol Kabupaten Mamuju Tengah	
Alamat	: Tobadak	

Memberikan izin kepada :

Nama	: **NURHANA**	
NIM	: 15.1300.095	
Fakultas	: Fakultas Tarbiyah / Tadris Bahasa Inggris	
Alamat	: Kombiling, Desa Kombiling, Kec.Pangale,Kab.Mamuju Tengah	

Untuk : Melakukan Penelitian Dengan Judul "**The use of a relay race game to increase the students performance in learning English at the eight grade students of SMPN 2 Pangale** *Kabupaten Mamuju Tengah*"

Pada Prinsipnya Pemerintah Daerah Menyetujui Mahasiswa tersebut di atas dapat Melakukan Penelitian di Desa Tabolang Kecamatan Topoyo Kabupaten Mamuju Tengah dari tanggal 12 November s/d 23 Desember 2019 dengan Ketentuan hasil penelitian disampaikan kepada Pemerintah Daerah melalui Kantor Kesatuan Bangsa dan Politik Kabupaten Mamuju Tengah.

Demikian surat izin ini diberikan untuk digunakan sebagaimana mestinya.

Dikeluarkan di   : Tobadak
Pada Tanggal   : 12 November 2019

Kepala Kantor,

<u>NIMIS, SH., MH</u>
Pangkat : Pembina Tk. I
NIP. 19630531 199103 1 001

<u>Tembusan disampaikan Kepada Yth :</u>
1. Bupati Mamuju Tengah (Sebagai Laporan) di Tobadak ;
2. Rektor IAIN Pare-Pare;
3. Dekan Fakultas Tarbiyah;
4. Saudara (i) NUHANA
5. Arsip.

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Nomor : B. 1953 /In.39.5.1/PP.00.9/11/2019
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. GUBERNUR SULAWESI BARAT
C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
   KAB. MAMUJU

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Nurhana
Tempat/Tgl. Lahir : Kombiling, 04 Pebruari 1998
NIM : 15.1300.095
Fakultas / Program Studi : Tarbiyah / Tadris Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Kombiling, Desa Kombiling Kec. Pangale Kab. Mamuju Tengah

Bermaksud akan mengadakan penelitian di wilayah KAB. MAMUJU TENGAH dalam rangka penyusunan skripsi yang berjudul :

"The Use Of A Relay Race Game To Increase The Students Performance In Learning English at The Eight Grade Students of SMPN 2 Pangale Kab. Mamuju tengah"
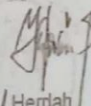
Pelaksanaan penelitian ini direncanakan pada bulan November sampai selesai.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.
Wassalamu Alaikum Wr. Wb.

Parepare, 08 November 2019
Wakil Dekan I,

Herdah

Tembusan :
1. Rektor IAIN Parepare

PEMERINTAH KABUPATEN MAMUJU TENGAH
DINAS PENDIDIKAN
UPTD SMP NEGERI 2 PANGALE
Dusun Bahana Desa Kombiling Kec. Pangale Kab. Mamuju Tengah 91567

<u>SURAT KETERANGAN PENELITIAN</u>
No. 421.3 / 42/SMPN2/XI/2019

Yang bertandatangan di bawah ini Kepala UPTD SMPN 2 Pangale menerangkan bahwa :

NAMA	: **NURHANA**	
NIM	: **15.1300.095**	
JENIS KELAMIN	: **PEREMPUAN**	
PROGRAM STUDI	: **PENDIDIKAN BAHASA INGGRIS**	

Benar telah melakukan penelitian dengan judul "The use of a relay race game to increase the students performance in learning English at the eight grade students of SMPN 2 Pangale Kabupaten Mamuju Tengah" yang pelaksanaannya dari tanggal 12 November s.d 23 Desember 2019.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Mamuju Tengah, 23 Desember 2019
Kepala UPTD SMPN 2 Pangale

Syamsul Bahri, S.Pd.
NIP 19811110 200604 1 013

CURRICULUM VITAE

Nurhana is the author's name. The author was born to a couple Jalani and Hasni. She was the second of six children. She was born in Kombiling on 04 February 1998. She began studying in SD Negeri Kombiling (graduated in 2009), in the same year, she continued studies at SMP Negeri 2 Pangale (graduated in 2012), she continued education in MAN Mamuju (graduated in 2015), and finally she completed she bachelor's degree (S1) at the Institut Islamic Collage (IAIN) Parepare, the Department of Tarbiyah an English language education.

With high diligence and motivation to keep learning and striving, he has successfully completed the final project of this thesis. Hopefully the final writing of the thesis will be able to contribute positively to education.

Finally, the author expressed gratitude for the completion of the thesis titled "The use of Relay Race Game to Increased The Students Performance Speaking Ability at The Eight Grade Students of SMPN 2 Pangale Kab. Central Mamuju.