

**THE IMPLEMENTATION OF THE TEAM QUIZ TECHNIQUE ON
STUDENTS' SPEAKING SKILL**

A PAPER

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THE IMPLEMENTATION OF THE TEAM QUIZ TECHNIQUE ON
STUDENTS' SPEAKING SKILL

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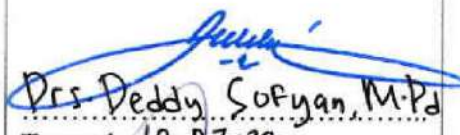
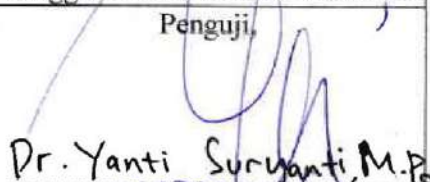
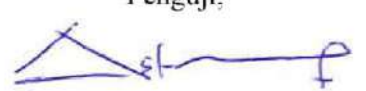
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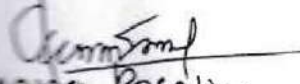
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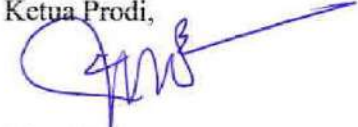
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DECLARATION

I hereby declare that the paper entitled "The Implementation of the Team Quiz Technique on Students' Speaking Skill" is completely my own work. I am fully aware that I have quoted some statements and ideas for many resources. All quotations are properly acknowledged the text. Should there be any claim on the originality or ownership of this paper, I would be prepared to take any legal responsibility.

Bogor, 29 July 2020



Maya Rosalina

PREFACE

Alhamdulillahirabbil'alamin, by the grace of God, Allah SWT, who has given health and opportunity to the writer, so that the writer has completed her paper entitled, **THE IMPLEMENTATION OF TEAM QUIZ TECHNIQUE ON STUDENTS' SPEAKING SKILL**". This paper is written to fulfil one of the requirements for to the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences of Pakuan University as a Partial Fulfilment of the Requirement for the Sarjana Pendidikan Examination.

The writer expects her paper to give contributions to educational practitioners concerned about team quiz technique. She allows future researchers who would like to use this research as a reference.

Bogor, 29 July 2020

Maya Rosalina

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Her gratitude also goes to her beloved friends in class B 2013 of the English Study Program, Faculty of Teacher Training and Educational Sciences for sharing memorable moments and experiences.

ABSTRACT

The paper entitled “The Implementation of Team Quiz Technique on Students’ Speaking skill” is intended to investigate whether there is an effect of using “quiz team” on students’ speaking skill. Pre-experimental method and one group pretest posttest design is chosen as the research method. The population of the research is 8th-C grade and the total sample was 35 students of 8th-C grade of SMPN 10 Bogor. In conducting this research the writer applies pre-experimental method and chooses one groups pre-test and post-test design. She gives pre-test, four treatments and post-test to the students. Team quiz is given to measure students’ speaking skill. The data are analyzed by using t-test formula. From the calculation, the writer finds the result of t-test value is 7.38 meanwhile the t-table value is 2.04 at significant level 0,05 with the degree of freedom (*df*) is 34. It is found that the t-calculation is higher than t table ($7.38 > 2.04$). It means that the null hypothesis (*H_o*) is rejected, and *H_a* is accepted. This implies that, there is an effect of team quiz technique on students’ speaking skill.

Keywords: Speaking skill, eight grade students, Team Quiz Technique.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the important skills that should be mastered in language learning. Through speaking, the students can communicate with each other easily. To make students active to speak in the class is not easy as what people imagine. There are some reasons why students are reluctant to speak in class. One of the reasons is their fear of speaking.

In fact, students find difficulties and problems in speaking English. The students are shy and not confident because of their fear of making mistakes. The students are often confused how to deliver their speech because of their limited vocabulary. The primary reason of fear of mistake is that students are afraid of looking foolish in front of the class and they are concerned about how other students will see them.

To make students active in speaking skill in the class is not easy because the students do not use their English in their daily activities. The students commonly learn English 2- 3 times a week. It feels very lack if the teacher does not have the appropriate way to teach the students. The teacher as facilitator needs to be active in practice speaking English as much as possible in the class and it must be useful for them because it might be hard for students to practice in speaking English outside the English class.

In the context of teaching English, SMPN 10 Bogor needed more attention in teaching speaking for the students. There were many students did not show the positive participation in the class. The students listened to their teacher more than speaking in English. These then made many students get lower score than the passing grade in speaking. In addition, based on the result of interview to the teacher of SMPN 10 Bogor. The teacher said she seldom used method or technique in teaching process. This then made the students easy to be bored in practice speaking because of the monotone way in teaching English. The result of observation showed that the teacher was still a main actor in the class; since it was not appropriately done for the school that expects to use student-centred learning.

Based on the case of teaching speaking in SMPN 10 Bogor, the writer would like to introduce the technique to improve students' speaking skill that is called Team Quiz. It is important using this technique in teaching speaking because the eighth grade students are ideally can produce the simple sentences and accepted by others, so they must be active in speaking English at least in the class. In addition, it is also important to decrease students' boredom in English class so that teaching and learning objectives can be reached well.

B. Reason for Choosing the Topic

Based on the writer's pre-observation, the writer finds some problems. The writer finds most students are silent and did not respond to the questions of the teacher when the teacher asks them to perform the dialogue in front of the class. So, the writer has two reasons for choosing the topic.

First, the writer finds that students consider as a difficult skill because they are afraid of making mistakes in vocabulary and grammar. So, it makes the students hard to speak. Hence, the students should be helped to solve their problems. Second, the writer wants to apply Team Quiz Technique, because this technique can be an alternative way to teach speaking. This technique is very interesting because there are so many interactions not only between students to students but also between students to the teacher. Therefore the writer begins to be curious about the effect of this technique to have an outcome in students' speaking skill.

C. Statement of the Problem

After knowing the reasons above, the writer chooses the statement of the problem in this research is: "Is there an effect of Team Quiz technique on students' speaking skill?".

D. The Aims of the Research

The aim of the research is to investigate the effect of Team Quiz Technique on students' speaking skill.

E. Hypothesis

Based on the problem, there is hypothesis in conducting the research. It proposes the alternative hypothesis (H_a) that is: There is an effect of team quiz technique on the students' speaking skill.

F. Limitation of the Study

There are five components on speaking skill including vocabulary, comprehension, pronunciation, fluency, and grammar. Here the writer was only investigate speaking skill in terms of students' vocabulary, comprehension, pronunciation and grammar. Those aspects are really important in communication. The students will speak well, if they have a lot vocabularies, understand the instruction to complete the task related to content, know how to pronounce the words, and know how to use grammar.

G. Operational Definition

Some explanations of this research:

Team Quiz is a technique of active learning, in which students will be divided into small groups where each group has duties and responsibilities. In this research, team quiz will be technique on students speaking skill.

Speaking is the important thing of a language. It becomes a basic skill in language learning. Speaking also plays an important role in daily activities. Speaking skill is used for communication the people in the world, because language is a tool to interact each other. Without speaking someone cannot deliver information and express their ideas.

H. Research Significance

The significant of the research is expected can be useful for the teacher, students, and the riders. This research is expected to give information and make

an effect to the teacher on students speaking skill by using Team Quiz Technique.

Students research also could help the teachers to solve the problems when they teach speaking. This technique can be alternative ways for the teachers, so the students can be more active with this active learning.

CHAPTER II

THEORETICAL FOUNDATION

A. Speaking

1. The Definition of Speaking

Speaking skill is an important part in students' English learning process. It becomes a basic skill in language learning. In the area of education with English as a foreign language, the students, especially junior high school students, are required to be able to communicate in both spoken and written language. Thus, students need to learn how to speak fluently.

According to Harmer (2007:343), "if the students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech". It means that stress, intonation patterns, and speak in connected speech should be considered in making fluent speech. Those things are very important for the students' to speak as fluent as possible.

Thornbury (2005:1) emphasizes that speaking is a skill, and as such needs to be developed and practiced independently. It means that learners should have skill in speaking to communicate with others. Learners should practice to develop their speaking skill because without practicing a lot their speaking skill is useless. In addition, Thornbury (2005:1) states, "speaking is so much part of daily life that we take it for granted. It means that we need speaking in our life to make good communication with others."

2. The Purpose of Speaking

According to Wrenchet. *al.*(2011) there are three general purposes of speaking:

a. To Inform

The first general purpose that some people have for giving speeches is to inform. Simply put, this is about helping the audience member acquire information that they do not already possess. Audience members can then use this information to understand something.

b. To Persuade

The second general purpose people can have for speaking is to persuade. A persuasive speech can be distinguished from and informative speech by the fact that it includes a call for action for the audience to make some change in their behavior or thinking.

a. To Entertain

The last general-purpose people can have for public speaking is to entertain. An entertaining speech can be either informative or persuasive at its roof, but the context or theme of the speech requires speakers to think about the speech primarily in term of audience enjoyment.

In conclusion, there are three purposes of speaking including: to inform, to persuade, and to entertain. Informative speech will be focused on sharing about objects, people, events, etc. Persuasive speech asks the

listener to persuade or believe something. Then, entertainment speech is to entertain the audience to make them happy, laugh, sad etc.

3. Speaking Elements

Folse (2006:207) says, “The first thing to remember about good assessment-regardless of the skill being assessed. Is that the teacher should consider assessment even as the initial class planning is started”. It means that in learning speaking, students need to consider some elements. There are six elements that should be considered according to Brown (2004).

a. Grammar

This aspect measures students’ skill in usage and accuracy of the basic language structure. Basic language structures are such as subject pronouns, subject verb agreement, the use of possessive and adjective pronouns.

b. Vocabulary

This aspect measures accuracy, variety, and quantity of vocabulary on students’ response. Vocabulary trains the students’ accuracy in choosing the appropriate words to make sentences in the target language.

c. Comprehension

It measures the students’ range of understanding about some topics, content, conversation, etc.

d. Fluency

It measures the students' skill to speak fluently in the target language. This aspect sees whether or not the students should grope for words when they are speaking in the target language.

e. Pronunciation

It measures the students' skill to produce the sounds. It also measures how the students adapt intonation with their phrasal and how the students use the stress in their speech to make other students' understand the meaning of the conveyed phrasal.

f. Task

It measures the learners' speaking skill entirely; whether or not the learners can ask and answer questions, participate informal and informal conversation and discussion, respond appropriately in unexpected situation, etc.

4. Types of Speaking Activities

According to Brown (2007:327-330) there are six types of classroom speaking performance as follows:

a. Imitative

In this type of speaking, the teacher uses drills or repetition. Both of them give students an opportunity to listen and to orally repeat elements of language, Such as intonation and vowel. It gives them a chance to learn some more specific or certain elements of language form.

b. Intensive

In this type of speaking activity, the students are set to learn or practice specific phonological and grammatical points. Intensive speaking can be pair work activity in speaking class.

c. Responsive

Responsive speaking activity points out the students respond to the teacher's questions and comments. If the teacher asks the students questions or give comments, the students will respond with short replies. The comments and responds should be simple, not to be a long conversation between the teacher and the students.

d. Transactional (dialogue)

Transactional language is longer than responsive language. The teacher asks the students question in detail. The students are asked to tell more what they mean. The teacher will ask large question to connect the students' respond.

e. Interpersonal (dialogue)

The students will face the more casual conversation in this speaking activity because its aim to maintain social relationship. This kind of speaking activity will be a little bit troublesome for the students because there are some factors such as slang and sarcasm will be faced in the conversation.

f. Extensive

In this speaking activity, the intermediate to advanced level students are asked to do some monologues such as oral reports,

summaries, or perhaps short speeches. These activities will be formal and deliberative but it can be prepared or spontaneous monologues.

B. Team Quiz

1. Team Quiz definition

Team Quiz is a technique of active learning which developed by Mel Silberman. In this model technique students will be divided into small groups where each group has duties and responsibilities. In the context of the learning process in class when it is necessary the development of critical thinking skill, creative thinking and the skill of students to solve problems. With the critical and creative thinking as well as having the skill to solve problems. Team Quiz technique gives a good motivation for the students because it consists of interesting question, and provides reward or gift for the winner. It aims to know the students' interests in class. The word "Quiz" comes from English, which means, "playing of riddles".

In this technique usually the teacher give some prize, reward or gift. The academics' competition can create the competition among group or team, thus students will try to learn with hard motivation in order to get a high score in competition. This technique also can help for developing the students' responsibility in materials individually or group in fun and no threatening ways. Because of each student will take or be given some questions which have to be answer correctly to get sum score.

According to Hisyam Zaini, Team Quiz technique is one technique of learning for students a stimulating and critical mindset. In addition (Silberman, 2009; 113) Team Quiz technique improve learners responsibility trough fun way. From the statements above, it can be concluded that Team Quiz can increases the students' activeness in the teaching learning process.

According to Dalvi (2006;53) One of the types of learning that is capable of increases the students activeness in the teaching learning process. In these types of students formed in small groups with each group member has same responsibility for the success of the group in understanding the subject and answer the question. In this type of Team Quiz, it begins with the teacher explaining the subject in the classical style, then the students were divided to three major groups. All members of group together to learn the subject matter, giving each direction, each providing questions and answers to understand the subject. Once completed the material so the teacher makes academic game. With the academic game is it creates competition between groups, the students always try to learn with high motivation to be high value in the game. This technique increases the skill of learner's responsibility. They learn are fun and not scary.

The principles of use this technique, as follows; Growing The motivation to make competence between other group. To make students actively working together in the teaching learning process. Train memory skills or critical thinking of students and make learning more interesting.

2. The Process of Team Quiz Technique

Here are the procedures of Team Quiz according to Silberman (2006: 70). This technique is an enjoyable and non-threatening way to increase the participants' accountskill for what they are learning from a lecture or presentation.

- a. Choose a topic that can be presented in three segments.
- b. Divide the participants into three teams.
- c. Explain the format of the session and start the presentation. Limit it to ten minutes or less.
- d. Have Team A prepare a short-answer quiz based on the first segment of the lecture. The quiz should take no more than five minutes to prepare. Teams B and C use this time to review their notes.
- e. Team A quizzes a member of Team B. If Team B cannot answer the question, Team C is given an opportunity to answer the same question.
- f. Team A directs its next question to a member of Team C and repeats the process. Team A continues asking questions until the quiz is complete.
- g. When the quiz is over, continue with the second segment of your lesson, and appoint Team B as quizmaster.
- h. After Team B completes its quiz, continue with the third segment of your lesson, and appoint Team C as quizmaster.

3. The Advantages Of Team Quiz

- a. Improving the seriousness and less bored in the teaching learning process.

- b. Inviting the students to focus in the teaching learning process.
- c. Improving the learning process, build self-creativity, reaching significance of learning through experience.
- d. Focusing students as a subject of study
- e. Adding passion and interest student in learning process.

C. Related Research

In conducting this research, there are two related research. The first was done by Wahyu Ika Wibowo (2008) who conducted research entitled *“Improving the students’ Speaking Skill Using Team quiz Technique”* (research conducted to the first grade students of SMP Al Islam Kartasura). He attempts to teach English speaking using team quiz technique. Actually, He found a team quiz technique can help student in teaching speaking. Students will be motivated by competition in teaching speaking. He focused on teaching speaking based on his view that speaking is basic competence which should increase to the students. In this study, the researcher offers the teaching method which same in using one technique. The researcher hopes it can give a positive contribution in teaching grammar as a mean competence in teaching English.

Second is found from the thesis under title, “Pengaruh Penggunaan Metode Belajar Aktif Tipe Team quiz Terhadap Minat Belajar dan Hasil Belajar Akuntansi Siswa kelas X AK SMK N 3 Jepara Tahun 2006/2007” by Eva Nurhayati (Economic Faculty of State University of Semarang, 2007).²¹ This result of the study shows that there are some influences between students taught

using team quiz and students are taught using conventional method. Students are taught using team quiz have improvement of result from 65.97 to 83.18. This study has same not only hearing teacher information but students look for the information and try it by them self.

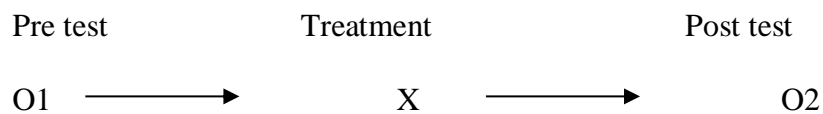
CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

In conducting the research, the writer uses pre-experimental method and pretest-posttest design was applied. In this research, the writer uses one class as the sample. At the beginning of the research, the sample is given pretest to find out students' speaking skill.

Then, they will be taught by using team quiz technique as the treatment in teaching learning process in the classroom. The treatment is conducted four times. At the end of teaching learning process, posttest is given to find out the effect of team quiz technique in students' speaking skill. The method and the design are adapted from Sugiyono (2015: 75).



Notes:

O₁ : Pretest

O₂ : Posttest

X : Treatment

B. Population and Sample

The population of the research is 8th grade students of SMPN 10 Bogor. There are eight classes of the 8th grade. Each class consists of 35 students, so there are 280 students of total number on 8th grade. In conducting the research, the writer uses proportional random sampling technique. The writer takes one class. Here, 8th - c grade will be chosen as a sample. The total numbers of the sample are 35 students.

C. Research Instrument

An oral test as an instrument was used to collect the data. The tests is given twice; before the treatment (pre-test) and after the treatment (post-test). The tests are given to measure their speaking skill.

The rating scale of speaking is used to assess students' speaking skill. Speaking scale from Brown (2004:172) is used to measure the students' speaking skill. There are five components in assessing oral test; grammar, vocabulary, pronunciation, fluency, and comprehension. In this research is only investigated the students' speaking skill in term of their pronunciation, vocabulary, grammar and comprehension.

Table 3.1
Oral Proficiency Scoring Categories

Pronunciation

Scale	Criteria
1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
2	Accent is intelligible though often quite faulty
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Errors in pronunciation are quite rare.
5	Equivalent to and fully accepted by educated native speaker.

Vocabulary

Scale	Criteria
1	Speaking vocabulary inadequate to express anything but the most elementary needs.
2	Has speaking vocabulary sufficient to express himself simply with Some circumlocutions.
3	Able to speak the language with sufficient the vocabulary to participate effectively in most formal and informal on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.

4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
5	Speech on all levels is fully accepted by educated native speakers in all its features including breath of vocabulary and idioms, colloquialisms, and pertinent cultural references.

Comprehension

Scale	Criteria
1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slow speech repetition, or paraphrase.
2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)
3	Comprehension is quite complete at a normal rate of speech.
4	Can understand any conversation within the range of his experience.
5	Equivalent to that of an educated native speaker.

Grammar

Scale	Criteria
1	Errors in grammar are frequent, but speaker can be understood 'by a native speaker' used to dealing with foreigners attempting to speak his language.
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.

4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
5	Equivalent to that of an educated native speaker.

D. Data Collection Technique

There are some steps in doing this research. First, the writer gives pre-test to the sample to know their speaking skill in personal. Second, the writer gives treatment in four meetings by using team quiz technique in groups. Third, after the treatment is done, post-test is given to measure their speaking skill and to find out the use of team quiz technique on their speaking skill.

E. Data Analysis

To observe the result after the treatment on students' speaking skill, t-test is used to calculate it. The t-test is used to analyze data of pre-test and post-test result. The following formulas are taken from Supardi (2013: 325). The processes are shown below.

1. Calculating Gain (d)

$$d = [y - x]$$

Y = the post-test result of one student

X = the pre-test result of one student

2. Calculating Mean of gain (M_d)

$$M_d = \frac{\sum d}{n}$$

M_d = Mean of gain

Σd = Sum of gain

n = total of sample

3. Calculating t-test

$$t = \frac{M_d}{\sqrt{\frac{\sum x_d^2}{n(n-1)}}}$$

t = t-test

M_d = Mean of gain

$\sum x_d$ = Deviation of gain score ($x_d = d_i - M_d$)

$\sum x_d^2$ = Quadrate deviation of gain score

n = total of sample

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

The research was conducted to 8th-C grade students of SMPN 10 Bogor and started from January 28 until February 18, 2020. The total sample was 35 students Of 8th-C grade of SMPN 10 Bogor. In the first meeting, the students were given the pre-test in an oral test. After pre-test the students were given the exercises in each meeting. The treatment was continued for four times. The students also were given the post-test in presentation about their experience in the last meeting of teaching learning process. The data were analyzed to find out whether there is an effect or not in using "Team Quiz Technique".

In the first until the last meeting of the treatment, the students were given the same materials but with deferent text. Before they quizzed each other in group, every group made 4 questions based on the material and based on the text that given by the teacher. Before that the teacher lead them how to make the questions and they may asked to the teacher if they had difficulties.

In the last meeting, the teacher gave a posttest to the students. The post test is presentation or story telling about their experience. The writer took the data from the pre-test and post-test scores. After the data were collected, the results were calculated by using t-test formula. Firstly, the writer calculated the difference of pretest and posttest scores. Then, the writer counted the mean and the deviation of difference. After finding the mean and deviation of difference, the writer calculated t-test to find out t-test value. In the table, the pre-test and post-test scores are presented as X and Y.

Table 4.1
The Pre-test and Post-test score

No	Respondents	Pre-test	Post-test	d=(Y-X)	X _d	X _d ²
		X	Y			
1	A D P	40	60	20	5.14	26.41
2	A A P	45	55	10	-4.85	23.52
3	A W E	40	50	10	-4.85	23.52
4	A	40	50	10	-4.85	23.52
5	A A B T	50	65	15	0.15	0.02
6	A R F	40	50	10	-4.85	23.52
7	A R K	45	65	20	5.14	26.41
8	A L	45	50	5	-9.85	97.02
9	A K	45	50	5	-9.85	97.02
10	A F A	40	65	25	10.14	102.87
11	A Z S P	50	65	15	0.15	0.02
12	E K	50	70	20	5.14	26.41
13	F P	40	65	25	10.14	102.87
14	H N	40	60	20	5.14	26.41
15	I H S	40	50	10	-4.85	23.52
16	I N	55	60	5	-9.85	97.02
17	J	40	60	20	5.14	26.41
18	K	45	60	15	0.15	0.02
19	M A A	55	80	25	10.14	102.87
20	M I	40	50	10	-4.85	23.52
21	M R R	45	50	5	-9.85	97.02
22	N A	45	50	5	-9.85	97.02
23	N A	40	55	15	0.15	0.02
24	R S O	50	75	25	10.14	102.87
25	R A	40	60	20	5.14	26.41
26	S C R	40	65	25	10.14	102.87
27	S M	45	65	20	5.14	26.41
28	S S	40	60	20	5.14	26.41
29	S F A	55	70	15	0.15	0.02
30	T B	40	50	10	-4.85	23.52
31	Y B G	45	50	5	-9.85	97.02
32	Y S	45	60	15	0.15	0.02
33	Y F	60	65	5	-9.85	97.02
34	Z A H	40	65	25	10.14	102.87
35	Z L S	45	60	15	0.15	0.02
	N=	Total Σ		520		1.672.4 2

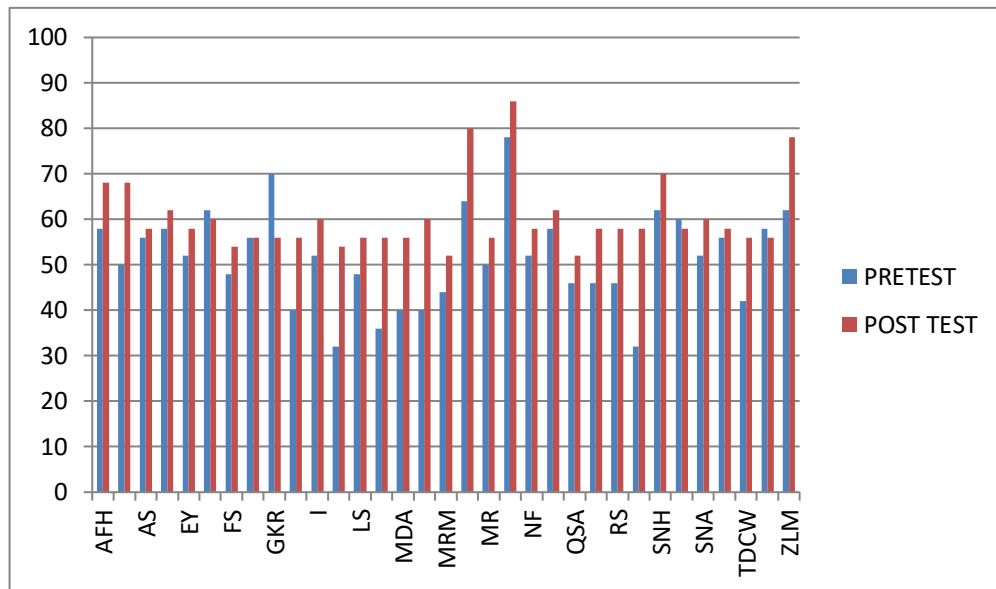


Figure 4.1
Bar Graph of the Result of Pre-test (X) and Post-test (Y)

Based on the graph above, it can be concluded that there is an increase between pre-test and post-test. The students' score is higher in the post-test rather than their pre-test. It means that there is an effect of team quiz technique on students' speaking skill.

1. Calculating the Mean of Difference

To find the mean, the total score of difference are divided by the total number of the sample. The total score of difference are presented by d . Meanwhile, the total number of students is presented by n . Here is the calculation.

$$\begin{aligned}
 M_d &= \frac{\sum d}{n} \\
 &= \frac{\sum 520}{35}
 \end{aligned}$$

$$= 14.85$$

2. Calculating Deviation of Difference

The deviation of difference is calculated as follows.

$$\begin{aligned} X_d &= d - M_d \\ &= 20 - 14.85 \\ &= 5.14 \end{aligned}$$

3. Calculating the t-test

After obtaining the mean and the deviation of difference, the t-test is calculated to find out the t-test value. The calculation is as follows.

$$\begin{aligned} t &= \frac{Md}{\sqrt{\frac{\sum x^2 d}{n(n-1)}}} \\ &= \frac{14.85}{\sqrt{\frac{1.672.42}{35(35-1)}}} \\ &= \frac{14.85}{\sqrt{\frac{1.672.42}{35(34)}}} \\ &= \frac{14.85}{\sqrt{\frac{1.672.42}{1.190}}} \\ &= \frac{14.85}{\sqrt{1.40}} \\ &= \frac{8.72}{1.18} \end{aligned}$$

$$= 7.38$$

4. Testing hypothesis

Testing the hypothesis is done to find out the value of degree of freedom (df). The degree of freedom is calculated after the t-test value is found out. It is intended to gain the value of t-table. The calculation is as follows.

$$Df= n-1$$

$$=35-1$$

$$=34$$

From those calculations, the degree of freedom is 34. Based on t-table, the degree of freedom of 34 at the significant level of 0.05 is 2.04. Besides, the t-test value is 7.38. It means that t-test value is higher than the value of t-table ($7.38 > 2.04$). So, it can be concluded that there is an effect of team quiz technique on the students' speaking skill, the null hypothesis (H_0) is rejected and the experimental hypothesis (H_a) is accepted.

B. Discussion

In this research conducted at SMPN 10 Bogor, a significant difference was observed between the speaking skills of students taught using the quiz team technique and those who were not. A single class was selected as the sample for

this research. At the beginning of the research, a pre-test was administered to assess the students' speaking abilities. Subsequently, the students underwent instruction through the quiz team technique, which was implemented over four sessions as the experimental treatment. At the conclusion of the instructional period, a post-test was administered to evaluate the impact of the quiz team technique on the students' speaking skills.

The data analysis revealed a mean difference of 8.72 between the pre-test and post-test scores. The total deviation of the differences was calculated to be 1,672.42. The resulting t-test value was 7.38, which exceeded the critical t-table value of 2.04 at a significance level of 0.05 with 34 degrees of freedom. This indicates that the t-test value (7.38) was significantly higher than the t-table value (2.04), leading to the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_o). These results demonstrate that the quiz team technique has a statistically significant positive effect on students' speaking skills.

The result shows that the implementation of team quiz technique on students' speaking skill affects students' speaking skill. It can be used as an alternative way which gives fun atmosphere in teaching and learning process. This activity can build students motivation and interest to speak.

According to Tambunan (1996:2) Quiz is a set of question to know the tendency or willingness. It aims to know the students' interests in class. The word "Quiz" comes from English, which means, "playing of riddles". The result shows that the students can share their ideas in group, and they can

communicate with English better after the treatment. They can tell their experience in front of the class about personal recount on pleasant experience and sad experience. The students produce their story based on the language features of recount text by using past tense.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the data are calculated, it can be concluded that the implementation of the team quiz technique affects students' speaking skill. It is proven by the

result of t-test value which is higher than t-table. There is an effect of team quiz technique on the students' speaking skill. t-test value is 7.38, but t-table value is 2.04 at significant level 0.05 with the degree of freedom (*df*) is 35. In this case, the t-test value is higher than the t-table ($8.63 > 2.04$). It can be assumed that the null hypothesis (*H₀*) is rejected and experimental hypothesis (*H_a*) is accepted.

The team quiz technique puts the students in an enjoyable activity. It also facilitates the students an interesting activity which directs them to communicate. This activity can be used to build students' interest in speaking.

B. Suggestion

Based on the conclusion above, some suggestions are given to the teachers. First, choose effective techniques to make students interested in speaking such as the team quiz technique. Based on the writer's research, there is an effect after she used the quiz team technique. The post-test was significantly higher than the pre-test, therefore the treatment succeeded. has a significantly higher score. The teacher should also give ice breaking before or after the treatment to make the students feel fun and do not feel bored in the class.

Second, the teachers should walk around the class to ask the students whether they have some difficulties in speaking class. This way will motivate the students in speaking class without having difficulties in expressing ideas, applying new vocabulary, and producing the sound in speaking activity.

The last, the teacher should give introduction about the activity that will be given. The teacher should also give ice breaking before or after the treatment to make the students feel fun and do not feel bored in speaking class.

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APPENDICES



UNIVERSITAS PAKUAN
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UNIVERSITAS PAKUAN
NOMOR: 385.1/SK/D/ FKIP/XII/2019

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- Memperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
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- Menetapkan : Mengangkat Saudara:
- Pertama : 1. Drs. Deddy Sofyan, M.Pd.
2. Mursidah Rahmah, M.Pd.
- sebagai pembimbing dari :
- Nama : Maya Rosalina
- NPM : 031113043
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : The Implementation of Team Quiz Technique on Students' Speaking Skill
- Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
- Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
Pada tanggal 11 Desember 2019
Dekan, *[Signature]*

Drs. Deddy Sofyan, M.Pd.
NIP. 19560108 198601 1 001

- Tembusan:
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 2. Wakil Rektor I, II, dan III Universitas Pakuan
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Nomor : 243/WADEK /FKIP//2020
Perihal : Izin Penelitian

21 Januari 2020

Yth. Kepala SMPN 10 Bogor
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : MAYA ROSALINA
NPM : 031113043
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 27 Januari s.d. 26 Februari mengenai:
THE IMPLEMENTATION OF TEAM QUIZ TECHNIQUE ON STUDENTS' SPEAKING SKILL

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik,



Dr. Agus Satiana, M. Pd.
NPM. 101033404



PEMERINTAH KOTA BOGOR
DINAS PENDIDIKAN

SMP NEGERI 10 BOGOR

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Nomor : 800 / 030 - TU

Yang bertanda tangan di bawah ini :

Nama : **ESTIZA SEPTIANA, M.Pd**
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Jabatan : Kepala Sekolah
Instansi : SMP Negeri 10 Bogor

Dengan ini menerangkan bahwa :

Nama : **MAYA ROSALINA**
NPM : 031113043
Program Studi : Pendidikan Bahasa Inggris
Semester : Akhir

Yang bersangkutan telah melaksanakan Penelitian di SMP Negeri 10 Kota Bogor mengenai :

" THE IMPLEMENTATION OF TEAM QUIZ TECHNIQUE ON STUDENTS' SPEAKING SKILL".

Demikian surat keterangan ini dibuat dengan sesungguhnya, untuk dapat dipergunakan sebagaimana mestinya.

Bogor, 11 Februari 2020



ESTIZA SEPTIANA, M.Pd
NIP. 19650925 198903 1 010

INSTRUMENT

Pre-test

Grade/Semester : VIII/1
School : SMP N 10 Bogor
Text Type : Recount Text
Item Types : Oral performance test

Instructions

Students are asked to tell their experience

T: Hi what is your name?

T: Where do you live?

T: What is your hobby?

T: Do you know what kinds of text that you have learnt? Mention it!

T: What do you know about recount text?

T: Can you tell me about your experience or your last holiday!

Note:

- T (Teacher)
- You are given 10 minutes to create your story.
- You may use your dictionary.

Post-test

Grade/Semester : VIII/1
School : SMP N 10 Bogor
Text Type : Recount Text
Item Types : Oral performance test

Instructions

Students are asked to presentation about recount text and tell their story.

Note:

- T (Teacher)
- You are given 10 minutes to create your story.
- You may use your dictionary.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 1)

Nama Sekolah : SMPN 10 Bogor
Mata Pelajaran : Bahasa Inggris
Kelas : VIII / 8
Tema : When I was a child
Materi Pelajaran : Recount Text
Alokasi Waktu : 2x 40 menit (1 pertemuan)
Aspek/skill : Berbicara

A. Kompetensi Inti

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Pencapaian Indikator

No	Kompetensi Dasar	Indikator
1.	3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none">• Mengidentifikasi penggunaan past tense.• Menentukan keterangan waktu yang tepat pada kalimat past tense
2.	4.13 Menangkap makna dalam teks recount lisan dan tulis sederhana	<ul style="list-style-type: none">• Memahami berbagai makna recount text

C. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada recount text.
2. Siswa mampu mengidentifikasi makna dari recount text dengan benar
3. Siswa mampu membuat recount text dengan struktur text dan unsur kebahasaan yang benar

D. Materi

Definition of Recount :

Recount text is a text that tells the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

Generic Structure of Recount Text :

- Orientation : tells who was involved, what happened, where the events took place, and when it happened.
- Events : tell what happened in chronological sequence.
- Re-orientation : consists of optional-closure of events/ending.

Purpose of Recount Text :

The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened. Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both) in a simple word the purpose of recount text is to retell past experience

Language Feature of Recount Text :

- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- Focus on specific participant, e.g. I (the writer)
- Using the conjunctions, such as: then, before, after, etc.
- Using action verb, e.g. went, stayed

Types of recount :

- Personal recount. These usually retell an event that the writer was personally involved in.
- Factual recount. Recording an incident, e.g. A science experiment, police report. Imaginative recount. Writing an imaginary role and giving details of events, e.g. A day in the life of a pirate; how I invented...

E. Metode/Teknik

Team quiz Technique

F. Media

Papan tulis, marker, recount text.

G. Sumber

- Buku siswa dan buku pegangan guru (When English Rings a Bell)
- jagoanbahasainggris.com
- Active learning (Mel Silberman)

A. Langkah-langkah Pembelajaran (pertemuan pertama)

1. Kegiatan Pendahuluan
2. Kegiatan Inti (60 menit)

Guru	Siswa	Waktu
- Memberi salam kepada siswa.	- Menjawab salam guru	10 menit
- Memeriksa kehadiran siswa.	- Memeriksa kehadiran	
- Yes no questions.(apersepsi)	- Menjawab pertanyaan.	
- Menyampaikan topik pelajaran	- Menyimak guru	

Guru	Siswa	Waktu
Mengamati (observing)		
- Menceritakan pengalaman yang sangat menyenangkan.	- Mengamati guru.	
Mempertanyakan (Questioning)		
- Memberi kesempatan pada siswa untuk bertanya.	- Menanyakan pertanyaan yang berhubungan dengan materi.	
Mengeksplorasi (Exploring)		
- Menyajikan sebuah teks recount	- Mendengarkan penjelasan guru	

- Menjelaskan definisi, generic structure, dan tujuan dll.	- Mendengarkan penjelasan guru	
Mengasosiasi (Associating)		
Prosedur team quiz <ul style="list-style-type: none"> • Guru memilih topik yang biasa disajikan dalam tiga segmen/untuk 3 kelompok. • Siswa dibagi ke dalam tiga kelompok besar. • Guru menjelaskan skenario pembelajaran. • Guru menyajikan materi pelajaran yang akan dibuat quiz. • Guru meminta tim A untuk menyiapkan kuis jawaban singkat, sementara tim B ,tim C menggunakan waktu untuk memeriksa catatan mereka. 	- Melakukan kegiatan yang guru tugaskan.	

Mengkomunikasikan (Communicating)		
<ul style="list-style-type: none"> • Tim A memberikan kuis kepada tim B. jika tim B tidak dapat menjawab pertanyaan, tim C segera menjawabnya. • Tim A mengarahkan pertanyaan berikutnya kepada anggota tim C, dan mengulang proses tersebut. • Ketika kuisnya selesai, lanjutkan segmen kedua dari pelajaran dan mintalah tim B sebagai pemandu kuis. • Setelah tim B menyelesaikan kuisnya, lanjutkan dengan segmen ketiga dari pelajaran dan tunjukkan tim C sebagai pemandu kuis. • Melanjutkan game hingga selesai 	- Melakukan yang guru tugaskan.	

3. Kegiatan Penutup

Guru	Siswa	Waktu
<ul style="list-style-type: none"> - Menanyakan perasaan pada pelajaran hari. - Merangkum pelajaran hari ini. - Menyampaikan materi untuk pertemuan berikutnya. - Memberikan salam penutup 	<ul style="list-style-type: none"> - Merangkum pelajaran hari ini. - Menyimak - Menjawab salam 	10 menit

Table 3.1
Oral Proficiency Scoring Categories

Pronunciation

Scale	Criteria
1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
2	Accent is intelligible though often quite faulty
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Errors in pronunciation are quite rare.
5	Equivalent to and fully accepted by educated native speaker.

Vocabulary

Scale	Criteria
1	Speaking vocabulary inadequate to express anything but the most elementary needs.
2	Has speaking vocabulary sufficient to express himself simply with Some circumlocutions.
3	Able to speak the language with sufficient the vocabulary to participate effectively in most formal and informal on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
5	Speech on all levels is fully accepted by educated native speakers in all its features including breath of vocabulary and idioms, colloquialisms, and pertinent cultural references.

Comprehension

Scale	Criteria
1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slow speech repetition, or paraphrase.
2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)

3	Comprehension is quite complete at a normal rate of speech.
4	Can understand any conversation within the range of his experience.
5	Equivalent to that of an educated native speaker.

Skor perolehan x 100 = $\frac{20}{20} \times 100 = 100$
Skor Maksimal 20

Bogor,
Mengetahui,
Guru Mapel

(MayaRosalina)
031113043

Lampiran

Contoh Recount Text

Orientation

Last week I went to the theatre. It was the only theatre at my town. I had 1 free ticket to watch a movie. I had no idea about the movie I would like to watch and I did not know the schedule of that theatre. So that, I just wanted to come and see if there was any good movie.

Event

I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day. Unfortunately, I missed it. The ticket was already expired 2 days before.

Reorientation

I went home and I was very disappointed about that.

Segment untuk Kelompok 3

Definition of Recount :

Recount text is a text that tells the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

Generic Structure of Recount Text :

- Orientation : tells who was involved, what happened, where the events took place, and when it happened.
- Events : tell what happened in chronological sequence.
- Re-orientation : consists of optional-closure of events/ending.

Segment untuk kelompok 2

Purpose of Recount Text :

The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened. Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both) in a simple word the purpose of recount text is to retell past experience

Language Feature of Recount Text :

- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- Focus on specific participant, e.g. I (the writer)

Segment untuk kelompok 1

Language Feature of Recount Text :

- Using the conjunctions, such as: then, before, after, etc.
- Using action verb, e.g. went, stayed

Types of recount :

- Personal recount. These usually retell an event that the writer was personally involved in.
- Factual recount. Recording an incident, e.g. A science experiment, police report. Imaginative recount. Writing an imaginary role and giving details of events, e.g. A day in the life of a pirate; how I invented...

Recount text untuk Team quiz

My First Experience to Ride Motorcycle

One day, when I was ten years old, my father bought an old motorcycle. I think it was small light object and easy to ride it. I persuaded my father to teach me to ride it.

Firstly, my father refused my request, but I still whimpered. My father surrendered and promised to teach me. He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my skill to ride a motorcycle.

One day later, when I was alone at home, I intended to try my riding skill. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street I lost my control and I fell to the ditch.

Finally, in home I told my father about the last accident. My father was not angry but he was very proud of me. He just gave me some advices and since that accident, I got permission to ride motorcycle.

Catatan :

1. Setiap kelompok membuat 3 soal sesuai segment atau materi yang telah diberikan pada masing-masing kelompok

Contoh soal :

1. What is the purpose of the text?
 2. In what paragraph can you find the records of events?
 3. What is the last paragraph tells about?
 4. Find some conjunctions of the text!
 5. What is the conclusion of this text?
 6. Based on this text, which part is the orientation and what is the definition of orientation?
2. Setiap kelompok bisa membuka catatan ketika menjawab pertanyaan
 3. Pertanyaan bisa dilempar jika tidak bisa menjawabnya.

4. Ketika membuat soal siswa bisa bertanya pada guru jika mengalami kesulitan.
5. Grammar tidak dinilai.
6. Guru membimbing siswa untuk membuat soal jika mereka tidak bisa mentranslate kedalam bahasa Inggris

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 2)**

Nama Sekolah : SMPN 10 Bogor
Mata Pelajaran : Bahasa Inggris
Kelas : VIII / 8
Tema : When I was a child
Materi Pelajaran : Recount Text
Alokasi Waktu : 2x 40 menit (1 pertemuan)
Aspek/skill : Berbicara

A. Kompetensi Inti

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Pencapaian Indikator

No	Kompetensi Dasar	Indikator
1.	3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none">• Mengidentifikasi penggunaan past tense.• Menentukan keterangan waktu yang tepat pada kalimat past tense

2.	4.13	Menangkap makna dalam teks recount lisan dan tulis sederhana	<ul style="list-style-type: none"> Memahami berbagai makna recount text
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C. Tujuan Pembelajaran

4. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada recount text.
5. Siswa mampu mengidentifikasi makna dari recount text dengan benar
6. Siswa mampu membuat recount text dengan struktur text dan unsur kebahasaan yang benar

D. Materi

Definition of Recount :

Recount text is a text that tells the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

Generic Structure of Recount Text :

- Orientation : tells who was involved, what happened, where the events took place, and when it happened.
- Events : tell what happened in chronological sequence.
- Re-orientation : consists of optional-closure of events/ending.

Purpose of Recount Text :

The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened. Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both) in a simple word the purpose of recount text is to retell past experience

Language Feature of Recount Text :

- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- Focus on specific participant, e.g. I (the writer)
- Using the conjunctions, such as: then, before, after, etc.
- Using action verb, e.g. went, stayed

Types of recount :

- Personal recount. These usually retell an event that the writer was personally involved in.
- Factual recount. Recording an incident, e.g. A science experiment, police report. Imaginative recount. Writing an imaginary role and giving details of events, e.g. A day in the life of a pirate; how I invented...

E. Metode/Teknik

Team quiz Technique

F. Media

Papan tulis, marker, recount text.

G. Sumber

- Buku siswa dan buku pegangan guru (When English Rings a Bell)
- jagoanbahasainggris.com
- Active learning (Mel Silberman)

H. Langkah-langkah Pembelajaran (pertemuan pertama)

4. Kegiatan Pendahuluan

Guru	Siswa	Waktu
- Memberi salam kepada siswa.	- Menjawab salam guru	10 menit
- Memeriksa kehadiran siswa.	- Memeriksa kehadiran	
- Yes no questions.(apersepsi)	- Menjawab pertanyaan.	
- Menyampaikan topik pelajaran	- Menyimak guru	

5. Kegiatan Inti (60 menit)

Guru	Siswa	Waktu
Mengamati (observing)		
- Menceritakan pengalaman yang sangat menyenangkan.	- Mengamati guru.	
Mempertanyakan (Questioning)		
- Memberi kesempatan pada siswa untuk bertanya.	- Menanyakan pertanyaan yang berhubungan dengan materi.	
Mengeksplorasi (Exploring)		
- Menyajikan sebuah teks recount	- Mendengarkan penjelasan guru	
- Menjelaskan definisi, generic structure, dan tujuan dll.	- Mendengarkan penjelasan guru	
Mengasosiasi (Associating)		
Prosedur team quiz <ul style="list-style-type: none">Guru memilih topik yang biasa disajikan dalam tiga segmen/untuk 3 kelompok.Siswa dibagi ke dalam tiga kelompok besar.Guru menjelaskan skenario pembelajaran.Guru menyajikan materi pelajaran yang akan dibuat quiz.	- Melakukan kegiatan yang guru tugaskan.	

<ul style="list-style-type: none"> • Guru meminta tim A untuk menyiapkan kuis jawaban singkat, sementara tim B ,tim C menggunakan waktu untuk memeriksa catatan mereka. 		
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Mengkomunikasikan (Communicating)

<ul style="list-style-type: none"> • Tim A memberikan kuis kepada tim B. jika tim B tidak dapat menjawab pertanyaan, tim C segera menjawabnya. • Tim A mengarahkan pertanyaan berikutnya kepada anggota tim C, dan mengulang proses tersebut. • Ketika kuisnya selesai, lanjutkan segmen kedua dari pelajaran dan mintalah tim B sebagai pemandu kuis. • Setelah tim B menyelesaikan kuisnya, lanjutkan dengan segmen ketiga dari pelajaran dan tunjukkan tim C sebagai pemandu kuis. • Melanjutkan game hingga selesai 	<ul style="list-style-type: none"> - Melakukan yang guru tugaskan. 	
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6. Kegiatan Penutup

Guru	Siswa	Waktu
<ul style="list-style-type: none"> - Menanyakan perasaan pada pelajaran hari. - Merangkum pelajaran hari ini. - Menyampaikan materi untuk pertemuan berikutnya. - Memberikan salam penutup 	<ul style="list-style-type: none"> - Merangkum pelajaran hari ini. - Menyimak - Menjawab salam 	10 menit

Table 3.1
Oral Proficiency Scoring Categories

Pronunciation

Scale	Criteria
1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
2	Accent is intelligible though often quite faulty
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Errors in pronunciation are quite rare.
5	Equivalent to and fully accepted by educated native speaker.

Vocabulary

Scale	Criteria
1	Speaking vocabulary inadequate to express anything but the most elementary needs.
2	Has speaking vocabulary sufficient to express himself simply with Some circumlocutions.
3	Able to speak the language with sufficient the vocabulary to participate effectively in most formal and informal on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
5	Speech on all levels is fully accepted by educated native speakers in all its features including breath of vocabulary and idioms, colloquialisms, and pertinent cultural references.

Comprehension

Scale	Criteria
1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slow speech repetition, or paraphrase.
2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)
3	Comprehension is quite complete at a normal rate of speech.
4	Can understand any conversation within the range of his experience.
5	Equivalent to that of an educated native speaker.

Skor perolehan x 100 = $\frac{20}{20} \times 100 = 100$
Skor Maksimal 20

Bogor,
Mengetahui,
Guru Mapel

(MayaRosalina)
031113043

Recount Text untuk Team quiz

My First Time in Yogyakarta

My family and I went to my grandmother's house in Yogyakarta last month. It was my first trip to this city. We went there two days after my sister's graduation ceremony in Semarang. We arrived at Yogyakarta at night. We spent a week staying in my grandmother's house which is 5 minutes away by foot to Malioboro street.

In the first morning, we were still too tired after a long trip from Semarang to Yogyakarta. So we decided to stay at home to recharge our energy. I walk around the neighborhood with my sister just to experience how it is like to be in Yogyakarta. There were too many house, I think, which made the space between a house and the other was so small, even the road was also small that only bicycle and motorcycle can go through.

On the second day, all of us went to Malioboro street. We saw so many merchant with various of product which they claim to be a traditional product of Yogyakarta. I bought some wooden figurine and T-shirt with the word "Yogyakarta" printed on it, while my sister bought some leather handbag. My mom and dad were busy choosing some merchandise to be brought home when we go back.

On the third day, we went to Taman Sari and Keraton Ngayogyakarta Hadiningrat to see some historical building in Yogyakarta. We took a lot of picture there. We also took some picture of the building so we can check it again at home. We found some place providing Yogya traditional food around the building and we jumped in right away.

We spent the rest of our week in Yogyakarta by visiting some Shopping Malls such as Jogja City Mall, Malioboro Mall, Hartono Mall and Ambarrukmo Plaza. We realized that Yogyakarta turned out to be very warm during the day that was the reason why we decided to spend more time in air conditioned building like this. My Holiday with My Family at Pangandaran Beach

Last month was New Year holiday. I and my family went to Pangandaran beach for a vacation. We took a tourism bus to go there. We left at 07.00 o'clock in the morning. The trip took about four hours and we arrived at around 11.00 am. As we arrived there, I walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some seagulls flew around hunting for fish.

The waves there were suitable for swimming, but I didn't swim because I couldn't swim and only play with the water on shallow part. We also didn't miss our opportunity here taking some pictures with the background of scenic Pangandaran beach. Before we went home, I looked for some beautiful souvenir at the nearby shop there. Eventually, we went home at about 05.00 pm. It was a memorable experience for me with my family.

Segment untuk Kelompok 1

Definition of Recount :

Recount text is a text that tells the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

Generic Structure of Recount Text :

- Orientation : tells who was involved, what happened, where the events took place, and when it happened.
- Events : tell what happened in chronological sequence.
- Re-orientation : consists of optional-closure of events/ending.

Segment untuk kelompok 3

Purpose of Recount Text :

The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened. Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both) in a simple word the purpose of recount text is to retell past experience

Language Feature of Recount Text :

- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- Focus on specific participant, e.g. I (the writer)

Segment untuk kelompok 2

Language Feature of Recount Text :

- Using the conjunctions, such as: then, before, after, etc.
- Using action verb, e.g. went, stayed

Types of recount :

- Personal recount. These usually retell an event that the writer was personally involved in.
- Factual recount. Recording an incident, e.g. A science experiment, police report. Imaginative recount. Writing an imaginary role and giving details of events, e.g. A day in the life of a pirate; how I invented...

Catatan :

1. Setiap kelompok membuat 3 soal sesuai segment atau materi yang telah diberikan pada masing-masing kelompok

Contoh soal :

1. What is the purpose of the text?
 2. In what paragraph can you find the records of events?
 3. What is the last paragraph tells about?
 4. Find some conjunctions of the text!
 5. What is the conclusion of this text?
 6. Based on this text, which part is the orientation and what is the definition of orientation?
2. Setiap kelompok bisa membuka catatan ketika menjawab pertanyaan
 3. Pertanyaan bisa dilempar jika tidak bisa menjawabnya.
 4. Ketika membuat soal siswa bisa bertanya pada guru jika mengalami kesulitan.
 5. Grammar tidak dinilai.
 6. Guru membimbing siswa untuk membuat soal jika mereka tidak bisa mentranslate kedalam bahasa Inggris.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 3)

Nama Sekolah : SMPN 10 Bogor
Mata Pelajaran : Bahasa Inggris
Kelas : VIII / 8
Tema : When I was a child
Materi Pelajaran : Recount Text
Alokasi Waktu : 2x 40 menit (1 pertemuan)
Aspek/skill : Berbicara

A. Kompetensi Inti

- KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Pencapaian Indikator

No	Kompetensi Dasar	Indikator
1.	3 9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Mengidentifikasi penggunaan past tense. • Menentukan keterangan waktu yang tepat pada kalimat past tense

2.	4 . 1 3	Menangkap makna dalam teks recount lisan dan tulis sederhana	<ul style="list-style-type: none"> Memahami berbagai makna recount text
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C. Tujuan Pembelajaran

7. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada recount text.
8. Siswa mampu mengidentifikasi makna dari recount text dengan benar
9. Siswa mampu membuat recount text dengan struktur text dan unsur kebahasaan yang benar

D. Materi

Definition of Recount :

Recount text is a text that tells the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

Generic Structure of Recount Text :

- Orientation : tells who was involved, what happened, where the events took place, and when it happened.
- Events : tell what happened in chronological sequence.
- Re-orientation : consists of optional-closure of events/ending.

Purpose of Recount Text :

The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened. Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both) in a simple word the purpose of recount text is to retell past experience

Language Feature of Recount Text :

- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- Focus on specific participant, e.g. I (the writer)
- Using the conjunctions, such as: then, before, after, etc.
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Types of recount :

- Personal recount. These usually retell an event that the writer was personally involved in.
- Factual recount. Recording an incident, e.g. A science experiment, police report. Imaginative recount. Writing an imaginary role and giving details of events, e.g. A day in the life of a pirate; how I invented...

F. Metode/Teknik

Team quiz Technique

G. Media

Papan tulis, marker, recount text.

H. Sumber

- Buku siswa dan buku pegangan guru (When English Rings a Bell)
- jagoanbahasainggris.com
- Active learning (Mel Silberman)

I. Langkah-langkah Pembelajaran (pertemuan pertama)

1. Kegiatan Pendahuluan

Guru	Siswa	Waktu
- Memberi salam kepada siswa.	- Menjawab salam guru	10 menit
- Memeriksa kehadiran siswa.	- Memeriksa kehadiran	

- Yes no questions.(apersepsi)	- Menjawab pertanyaan.	
- Menyampaikan topik pelajaran	- Menyimak guru	

2. Kegiatan Inti (60 menit)

Guru	Siswa	Waktu
Mengamati (observing)		
- Menceritakan pengalaman yang sangat menyenangkan.	- Mengamati guru.	
Mempertanyakan (Questioning)		
- Memberi kesempatan pada siswa untuk bertanya.	- Menanyakan pertanyaan yang berhubungan dengan materi.	
Mengeksplorasi (Exploring)		
- Menyajikan sebuah teks recount	- Mendengarkan penjelasan guru	
- Menjelaskan definisi, generic structure, dan tujuan dll.	- Mendengarkan penjelasan guru	
Mengasosiasi (Associating)		
Prosedur team quiz	- Melakukan kegiatan yang guru tugaskan.	

<ul style="list-style-type: none"> • Guru memilih topik yang biasa disajikan dalam tiga segmen/untuk 3 kelompok. • Siswa dibagi ke dalam tiga kelompok besar. • Guru menjelaskan skenario pembelajaran. • Guru menyajikan materi pelajaran yang akan dibuat quiz. • Guru meminta tim A untuk menyiapkan kuis jawaban singkat, sementara tim B ,tim C menggunakan waktu untuk memeriksa catatan mereka. 		
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Mengkomunikasikan (Communicating)		
<ul style="list-style-type: none"> • Tim A memberikan kuis kepada tim B. jika tim B tidak dapat menjawab pertanyaan, tim C segera menjawabnya. • Tim A mengarahkan pertanyaan berikutnya kepada anggota tim C, dan mengulang proses tersebut. • Ketika kuisnya selesai, lanjutkan segmen kedua dari pelajaran dan mintalah tim B sebagai pemandu kuis. 	- Melakukan yang guru tugaskan.	

<ul style="list-style-type: none"> • Setelah tim B menyelesaikan kuisnya, lanjutkan dengan segmen ketiga dari pelajaran dan tunjukkan tim C sebagai pemandu kuis. • Melanjutkan game hingga selesai 		
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3. Kegiatan Penutup

Guru	Siswa	Waktu
<ul style="list-style-type: none"> - Menanyakan perasaan pada pelajaran hari. - Merangkum pelajaran hari ini. - Menyampaikan materi untuk pertemuan berikutnya. - Memberikan salam penutup 	<ul style="list-style-type: none"> - Merangkum pelajaran hari ini. - Menyimak - Menjawab salam 	10 menit

Table 3.1
Oral Proficiency Scoring Categories

Pronunciation

Scale	Criteria
1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
2	Accent is intelligible though often quite faulty
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Errors in pronunciation are quite rare.
5	Equivalent to and fully accepted by educated native speaker.

Vocabulary

Scale	Criteria
1	Speaking vocabulary inadequate to express anything but the most elementary needs.
2	Has speaking vocabulary sufficient to express himself simply with Some circumlocutions.
3	Able to speak the language with sufficient the vocabulary to participate effectively in most formal and informal on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
5	Speech on all levels is fully accepted by educated native speakers in all its features including breath of vocabulary and idioms, colloquialisms, and pertinent cultural references.

Comprehension

Scale	Criteria
1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slow speech repetition, or paraphrase.
2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)
3	Comprehension is quite complete at a normal rate of speech.
4	Can understand any conversation within the range of his experience.
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$$\text{Skor perolehan} \times 100 = \frac{20}{20} \times 100 = 100$$

Skor Maksimal

Mengetahui,

Bogor,

Guru Mapel Writer

(Maya Rosalina)
031113043

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 4)

Nama Sekolah : SMPN 10 Bogor

Mata Pelajaran : Bahasa Inggris

Kelas : VIII / 8

Tema : When I was a child

Materi Pelajaran : Recount Text

Alokasi Waktu : 2x 40 menit (1 pertemuan)

Aspek/skill : Berbicara

A. Kompetensi Inti

- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Pencapaian Indikator

No	Kompetensi Dasar	Indikator
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2.	4.13	Menangkap makna dalam teks recount lisan dan tulis sederhana	<ul style="list-style-type: none"> Memahami berbagai makna recount text
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C. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada recount text.
2. Siswa mampu mengidentifikasi makna dari recount text dengan benar
3. Siswa mampu membuat recount text dengan struktur text dan unsur kebahasaan yang benar

D. Materi

Definition of Recount :

Recount text is a text that tells the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

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Language Feature of Recount Text :

- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- Focus on specific participant, e.g. I (the writer)
- Using the conjunctions, such as: then, before, after, etc.
- Using action verb, e.g. went, stayed

Types of recount :

- Personal recount. These usually retell an event that the writer was personally involved in.
- Factual recount. Recording an incident, e.g. A science experiment, police report. Imaginative recount. Writing an imaginary role and giving details of events, e.g. A day in the life of a pirate; how I invented...

E. Metode/Teknik

Team quiz Technique

F. Media

Papan tulis, marker, recount text.

G. Sumber

- Buku siswa dan buku pegangan guru (When English Rings a Bell)
- jagoanbahasainggris.com
- Active learning (Mel Silberman)

H. Langkah-langkah Pembelajaran (pertemuan pertama)

1. Kegiatan Pendahuluan

Guru	Siswa	Waktu
- Memberi salam kepada siswa.	- Menjawab salam guru	10 menit
- Memeriksa kehadiran siswa.	- Memeriksa kehadiran	
- Yes no questions.(apersepsi)	- Menjawab pertanyaan.	
- Menyampaikan topik pelajaran	- Menyimak guru	

2. Kegiatan Inti (60 menit)

Guru	Siswa	Waktu
Mengamati (observing)		
- Menceritakan pengalaman yang sangat menyenangkan.	- Mengamati guru.	
Mempertanyakan (Questioning)		
- Memberi kesempatan pada siswa untuk bertanya.	- Menanyakan pertanyaan yang berhubungan dengan materi.	
Mengeksplorasi (Exploring)		
- Menyajikan sebuah teks recount	- Mendengarkan penjelasan guru	
- Menjelaskan definisi, generic structure, dan tujuan dll.	- Mendengarkan penjelasan guru	
Mengasosiasi (Associating)		
Prosedur team quiz <ul style="list-style-type: none">Guru memilih topik yang biasa disajikan dalam tiga segmen/untuk 3 kelompok.Siswa dibagi ke dalam tiga kelompok besar.Guru menjelaskan skenario pembelajaran.Guru menyajikan materi pelajaran yang akan dibuat quiz.	- Melakukan kegiatan yang guru tugaskan.	

<ul style="list-style-type: none"> Guru meminta tim A untuk menyiapkan kuis jawaban singkat, sementara tim B ,tim C menggunakan waktu untuk memeriksa catatan mereka. 		
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Mengkomunikasikan (Communicating)		
<ul style="list-style-type: none"> Tim A memberikan kuis kepada tim B. jika tim B tidak dapat menjawab pertanyaan, tim C segera menjawabnya. Tim A mengarahkan pertanyaan berikutnya kepada anggota tim C, dan mengulang proses tersebut. Ketika kuisnya selesai, lanjutkan segmen kedua dari pelajaran dan mintalah tim B sebagai pemandu kuis. Setelah tim B menyelesaikan kuisnya, lanjutkan dengan segmen ketiga dari pelajaran dan tunjukkan tim C sebagai pemandu kuis. 	<p>- Melakukan yang guru tugaskan.</p>	

<ul style="list-style-type: none"> • Melanjutkan game hingga selesai 		
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3. Kegiatan Penutup

Guru	Siswa	Waktu
<ul style="list-style-type: none"> - Menanyakan perasaan pada pelajaran hari. - Merangkum pelajaran hari ini. - Menyampaikan materi untuk pertemuan berikutnya. - Memberikan salam penutup 	<ul style="list-style-type: none"> - Merangkum pelajaran hari ini. - Menyimak - Menjawab salam 	10 menit

Table 3.1
Oral Proficiency Scoring Categories

Pronunciation

Scale	Criteria
1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
2	Accent is intelligible though often quite faulty
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Errors in pronunciation are quite rare.
5	Equivalent to and fully accepted by educated native speaker.

Vocabulary

Scale	Criteria
1	Speaking vocabulary inadequate to express anything but the most elementary needs.
2	Has speaking vocabulary sufficient to express himself simply with Some circumlocutions.

3	Able to speak the language with sufficient the vocabulary to participate effectively in most formal and informal on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
5	Speech on all levels is fully accepted by educated native speakers in all its features including breath of vocabulary and idioms, colloquialisms, and pertinent cultural references.

Comprehension

Scale	Criteria
1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slow speech repetition, or paraphrase.
2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)
3	Comprehension is quite complete at a normal rate of speech.
4	Can understand any conversation within the range of his experience.
5	Equivalent to that of an educated native speaker.

Skor perolehan x 100 = $\frac{20}{20} \times 100 = 100$
Skor Maksimal 20

Mengetahui,
Guru Mapel Writer

Bogor,

(Maya Rosalina)
031113043

Recount Text untuk Team quiz

My Last Holiday

Last year holiday of Lebaran I went to Surabaya visiting my grandmother and grandfather. I had to go there because the previous holiday I wasn't there.

I missed them so much because I lived with them when I was a child. At that time both of my parents had to go to another city to earn money so they left me with my grandma and grandpa. After graduated from junior high school, I follow my parents living at Jakarta. Since that, I had visited them only at holiday time. Unfortunately, I didn't have any ticket of either train and plane so that I went to Surabaya by bus. It was so tiring because the traffic was too crowded and stagnant.

Normally, the trip needs around 24-28 hours but my trip at that time took 40 hours from Jakarta to Surabaya. That made me mad. The madness and tiredness during the trip had gone after I met my grandma and grandpa. They were looked old. I was so happy knowing them in healthy condition.

Segment untuk Kelompok 1

Definition of Recount :

Recount text is a text that tells the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

Generic Structure of Recount Text :

- Orientation : tells who was involved, what happened, where the events took place, and when it happened.
- Events : tell what happened in chronological sequence.
- Re-orientation : consists of optional-closure of events/ending.

Segment untuk kelompok 2

Purpose of Recount Text :

The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened. Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both) in a simple word the purpose of recount text is to retell past experience

Language Feature of Recount Text :

- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- Focus on specific participant, e.g. I (the writer)

Segment untuk kelompok 3

Language Feature of Recount Text :

- Using the conjunctions, such as: then, before, after, etc.
- Using action verb, e.g. went, stayed

Types of recount :

- Personal recount. These usually retell an event that the writer was personally involved in.
- Factual recount. Recording an incident, e.g. A science experiment, police report. Imaginative recount. Writing an imaginary role and giving details of events, e.g. A day in the life of a pirate; how I invented...

Catatan :

1. Setiap kelompok membuat 3 soal sesuai segment atau materi yang telah diberikan pada masing-masing kelompok

Contoh soal :

1. What is the purpose of the text?

2. In what paragraph can you find the records of events?
 3. What is the last paragraph tells about?
 4. Find some conjunctions of the text!
 5. What is the conclusion of this text?
 6. Based on this text, which part is the orientation and what is the definition of orientation?
2. Setiap kelompok bisa membuka catatan ketika menjawab pertanyaan
 3. Pertanyaan bisa dilempar jika tidak bisa menjawabnya.
 4. Ketika membuat soal siswa bisa bertanya pada guru jika mengalami kesulitan.
 5. Grammar tidak dinilai.
 6. Guru membimbing siswa untuk membuat soal jika mereka tidak bisa mentranslate kedalam bahasa Inggris

My First Trip to Pari Island

Last September, I went to Pari Island for a holiday. I went there with Sarah, Andi, Eveline, and Yoko. That was my first time to travel there. Our boat departed from Muara Angke port to the island at 8.00 AM. We arrived at Pari Island around 10.00 Am. After that, we went to our guest house that we had booked before.

Fortunately, our guest house was located near to the port, so we did not have to walk so far. The first thing that we did after that was rent bicycle. It only cost IDR 20.000 per day. Then we did cycling for a while and had lunch before we decided to do snorkeling. When we went snorkeling, the fisherman who became our guide brought us to the beach far enough from our guest house. We did snorkeling there.

The water was very clear. We could see groups of tiny fishes and beautiful coral under the sea. After we did snorkeling for approximately three hours, we returned to our guest house. We ended up the first day by getting dinner and took some walks around. On the second day, we woke up so early to watch sunrise.

We did not need to go far to watch the sunrise because our guest house was so near to the beach and we could watch the sunrise there. Sunrise on the beach, what a beautiful view! After we spent long enough time to watch the sunrise, we decided to get breakfast. There was a festival at that time. We went to the festival and had breakfast there. We ate some delicious sea foods. We felt time went so fast that day.

We needed to return to our guest house because our boat that would bring us home would depart at 10.00 AM.

In summary, my first trip to Pari Island was so enjoyable. I would like to visit this place again together with my family in another chance.

Segment untuk Kelompok 2

Definition of Recount :

Recount text is a text that tells the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

Generic Structure of Recount Text :

- Orientation : tells who was involved, what happened, where the events took place, and when it happened.
- Events : tell what happened in chronological sequence.
- Re-orientation : consists of optional-closure of events/ending.

Segment untuk kelompok 3

Purpose of Recount Text :

The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened. Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both) in a simple word the purpose of recount text is to retell past experience

Language Feature of Recount Text :

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- Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- Focus on specific participant, e.g. I (the writer)

Segment untuk kelompok 1

Language Feature of Recount Text :

- Using the conjunctions, such as: then, before, after, etc.
- Using action verb, e.g. went, stayed

Types of recount :

- Personal recount. These usually retell an event that the writer was personally involved in.
- Factual recount. Recording an incident, e.g. A science experiment, police report. Imaginative recount. Writing an imaginary role and giving details of events, e.g. A day in the life of a pirate; how I invented...

Catatan :

1. Setiap kelompok membuat 3 soal sesuai segment atau materi yang telah diberikan pada masing-masing kelompok

Contoh soal :

1. What is the purpose of the text?
 2. In what paragraph can you find the records of events?
 3. What is the last paragraph tells about?
 4. Find some conjunctions of the text!
 5. What is the conclusion of this text?
 6. Based on this text, which part is the orientation and what is the definition of orientation?
2. Setiap kelompok bisa membuka catatan ketika menjawab pertanyaan
 3. Pertanyaan bisa dilempar jika tidak bisa menjawabnya.
 4. Ketika membuat soal siswa bisa bertanya pada guru jika mengalami kesulitan.
 5. Grammar tidak dinilai.
 6. Guru membimbing siswa untuk membuat soal jika mereka tidak bisa mentranslate kedalam bahasa Inggris

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