APPENDIX A

**The Scoring Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Comprehension** | **Vocabulary** | **Grammar** | **Fluency** | **Pronunciation** |
| 5 | Appears to understand everything without difficulty | Speaks in L2 with accurate English words | Produces complete and accurate sentences | Speaks in L2 very fluently and effortlessly | Speaks in L2 Intelligibly and has  few traces of foreign accent |
| 4 | Understands  nearly everything  at normal speed,  although  occasional  repetition may  be  necessary | Speaks  mostly  in L2 with  few  L1 words | Produces some  phrases instead  of complete  sentences with  consistent and  accurate word  order or  produces  consistent  omitted  sentence | Speaks in L2  less fluently  due to few  problems of  vocabulary/  selection of  word. | Speaks mostly  in L2  intelligibly  with  mother tongue  accent |
| 3 | Understands  Most  of what is said  At  slower than  normal speed with  many repetitions | Produces 4-6  English words | Produces  inconsistent and  incorrect  sentences/  phrases | Speaks  mostly in L2  with some  long pauses  and  hesitancy | Speaks mostly  in L1, but  produces 1-3  English words  and  pronounce  them in  intelligible  mother  tongue accent |
| 2 | Has great  difficulty  understanding  what is said, often  misunderstands  the Qs | Produces 1-3  English words  (brands or  Place names such As KFC,  Roppan, etc. do not Count as English word /vocabulay) due to very limited  Vocabulary | Answers  mostly in L1,  with 1-3  English  words/phrases | Speaks  mostly in L1,  Tries to speak  in L2 but so  halting with  so many  pauses and  “er..” | Speaks mostly  in L1, but  produces 1-3  English words,  Needs so  me  repetition in  pronouncing  the words to  understand  them |
| 1 | Unable to  comprehend the  material so that  unable to  express/respond  the questions  correctly | Vocabulary  limitations so  extreme as to  make conversation  in L2 virtually  impossible so that the student speaks in L1all  the time | Unidentified  because of  speaking in  L1 all the time | Unidentified  because of  speaking in L1  all the time | Unidentified  because  of speaking  in L1 all the  time |

*Note : Maximum score =25*

Score =

APPENDIX B

# LESSON PLAN

# (EXPERIMENTAL GROUP )

School : MTs Al-Ikhlasiyah Sei Buluh

Class/ Semester : VIII/

Subject :Narrative Text

Skill : Speaking

Time/ Allocation : 2 x 35 minutes

Meeting : First

* + - * 1. **Standard of Competency**

2. To understand the form of oral monologue text, reports, narrative accurately, smoothly, and acceptable in the context of daily life and access to knowledge

4.. Expressing the meaning in the shaped monologue text, reports, narrative accurately, smoothly, and acceptable in the context of daily life and access to knowledge

* + - * 1. **Basic of Competency**
  1. Responding the meaning in the short functional formal or informal orally and accurate in the context of daily life in narrative text.
  2. Responding the meaning in teks monologue orally in the context of daily life in narrative text.
  3. Expressing the meaning in the short functional formal or informal orally and accurate in the context of daily life in narrative text.
  4. Expressing the meaning in teks monologue orally accurately, smoothly, and acceptable in the context of daily life and access to knowledge
     + - 1. **Indicators**

1. Identifying the topic in the short spoken text
2. Identifying the spesific information in spoken text
3. Identifying the objective of communication from short spoken functional text
4. Using spoken language in giving short functional text
5. Identifying the characters in the text
6. Doing the monologue in narrative text
7. Using past tense in telling narrative text
   * + - 1. **The Objective of Learning**
8. The students can response the narrative monologue
9. The students can do monologue in narrative text
   * + - 1. **The Main Topic**

Narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

The steps for constructing a narrative are:

1. Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.
2. Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise.
3. Resolution, In a “satisfying “narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved
4. Reorientation

The Lion and The Bear

Once upon a time a lion and a bear caught the goat. They had a quarrel over it. “it is mine “ said the bear. “ I caught it with ny strong paws “ “ It is not yours” “it is mine” said the lion. “ i killed it with my strong jaws” . Then they began to fight over it. They ran out and daw the hill, under and over the fallen trees strees, in and out of the forest. They bit and stratched with all their strength, but no one could over come the other

* + - * 1. **Method**

**PPP (Presentation Practice Produce)**

* + - * 1. **Teaching and Learning Process**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Openig  Main Activities | * Greeting the Students * Checking the attendance list * Introducing today’s activity   ***Eksploration***   * The teacher introduces the story “ The Lion and The Bear “ to the students * Discussing the story with the students * Explaining how to do storytelling   ***Elaboration***   * Sharing the printed paper to the students and ask them to memorize it   ***Konfirmation***   * Giving feedbacl to the students to give them support to the students who brave to give their opinion about the story   Giving motivation to the students who have not understand about narrative text | | 10 Minutes  45 Menit | |
| Closing | | * The teacher concludes the lesson today * Praying | | 10 Menit | |

* + - * 1. Source / Media:

1. Script Monologue Narrative
2. Dictionary
3. Relevant Source

# LESSON PLAN

# (EXPERIMENTAL GROUP )

School : MTs Al-Ikhlasiyah Sei Buluh

Class/ Semester : VIII/

Subject :Narrative Text

Skill : Speaking

Time/ Allocation : 2 x 35 minutes

Meeting : Second

1. **Standard of Competency**

2. To understand the form of oral monologue text, reports, narrative accurately, smoothly, and acceptable in the context of daily life and access to knowledge

4.. Expressing the meaning in the shaped monologue text, reports, narrative accurately, smoothly, and acceptable in the context of daily life and access to knowledge

1. **Basic of Competency**
   1. Responding the meaning in the short functional formal or informal orally and accurate in the context of daily life in narrative text.
   2. Responding the meaning in teks monologue orally in the context of daily life in narrative text.
   3. Expressing the meaning in the short functional formal or informal orally and accurate in the context of daily life in narrative text.
   4. Expressing the meaning in teks monologue orally accurately, smoothly, and acceptable in the context of daily life and access to knowledge
2. **Indicators**
3. Identifying the topic in the short spoken text
4. Identifying the spesific information in spoken text
5. Identifying the objective of communication from short spoken functional text
6. Using spoken language in giving short functional text
7. Identifying the characters in the text
8. Doing the monologue in narrative text
9. Using past tense in telling narrative text
10. **The Objective of Learning**
11. The students can response the narrative monologue
12. The students can do monologue in narrative text
13. **The Main Topic**

Narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

The steps for constructing a narrative are:

1. Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.
2. Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise.
3. Resolution, In a “satisfying “narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved
4. Reorientation

Timun Mas

Once upon a time there lived an old widow wanted a daughter to live with her in the villagr. Knowing her wish, a huge giant visited her house . He gave her a cucumber seed. He told an old widow that there would be a baby inside the cucumber. The giant promise to come back for the baby when she was 17 years old. When timun mas was 17 years old, the giant came to the old widow to catch timun mas, but timun mas ran and brought 2 pockets. The giant was angry. He ran to catch timun mas, and timun mas throw the fist pocket which contain cucumber seed, ad suddenly there were so many cucumber plants, and arrested the giant, but the giant still can ran, and again timun mas throw the last pocket which contain permented shrimp, and the field become muddy field. The muddy field swallowed the giant and he wasnever seen again.

1. **Method**

**PPP (Presentation Practice Produce)**

1. **Teaching and Learning Process**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Openig  Main Activities | * Greeting the Students * Checking the attendance list * Introducing today’s activity   ***Eksploration***   * The teacher introduces the story “ The Lion and The Bear “ to the students * Discussing the story with the students * Explaining how to do storytelling   ***Elaboration***   * Sharing the printed paper to the students and ask them to memorize it   ***Konfirmation***   * Giving feedbacl to the students to give them support to the students who brave to give their opinion about the story   Giving motivation to the students who have not understand about narrative text | | 10 Minutes  45 Menit | |
| Closing | | * The teacher concludes the lesson today * Praying | | enit | |

1. **Source / Media:**
2. Script Monologue Narrative
3. Dictionary
4. Relevant Source

# LESSON PLAN

# (CONTROL GROUP )

School : MTs Al-Ikhlasiyah Sei Buluh

Class : VIII-II

Subject :Narrative Text

Skill : Speaking

Time/ Allocation : 2 x 35 minutes

Meeting : First

1. **Standard of Competency**

2. To understand the form of oral monologue text, reports, narrative accurately, smoothly, and acceptable in the context of daily life and access to knowledge

4.. Expressing the meaning in the shaped monologue text, reports, narrative accurately, smoothly, and acceptable in the context of daily life and access to knowledge

1. **Basic of Competency**
   1. Responding the meaning in the short functional formal or informal orally and accurate in the context of daily life in narrative text.
   2. Responding the meaning in teks monologue orally in the context of daily life in narrative text.
   3. Expressing the meaning in the short functional formal or informal orally and accurate in the context of daily life in narrative text.
   4. Expressing the meaning in teks monologue orally accurately, smoothly, and acceptable in the context of daily life and access to knowledge
2. **Indicators**
3. Identifying the topic in the short spoken text
4. Identifying the spesific information in spoken text
5. Identifying the objective of communication from short spoken functional text
6. Using spoken language in giving short functional text
7. Identifying the characters in the text
8. Doing the monologue in narrative text
9. Using past tense in telling narrative text
10. **The Objective of Learning**
11. The students can response the narrative monologue
12. The students can do monologue in narrative text
13. **The Main Topic**

Narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

The steps for constructing a narrative are:

1. Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.
2. Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise.
3. Resolution, In a “satisfying “narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved
4. Reorientation

The Lion and The Bear

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1. **Method**

**Reading**

1. **Teaching and Learning Process**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Openig  Main Activities | * Greeting the Students * Checking the attendance list * Introducing today’s activity   ***Eksploration***   * The teacher introduces the story “ The Lion and The Bear “ to the students * Discussing the story with the students * The teacher teach the students how to read the text   ***Elaboration***   * Sharing the printed paper to the students and ask them to read it   ***Konfirmation***   * Giving feedback to the students’ reading performance to give them support * Giving motivation to the students who have not understand about narrative text | | 10 Minutes  45 Menit | |
| Closing | | * The teacher concludes the lesson today * Praying | | 1. enit | |

1. **Source / Media**:
2. Script Narrative text
3. Dictionary
4. Relevant Source

# LESSON PLAN

# ( CONTROL GROUP )

School : MTs Al-Ikhlasiyah Sei Buluh

Class/ Semester : VIII- II

Subject :Narrative Text

Skill : Speaking

Time/ Allocation : 2 x 35 minutes

Meeting : Second

1. **Standard of Competency**

2. To understand the form of oral monologue text, reports, narrative accurately, smoothly, and acceptable in the context of daily life and access to knowledge

4.. Expressing the meaning in the shaped monologue text, reports, narrative accurately, smoothly, and acceptable in the context of daily life and access to knowledge

1. **Basic of Competency**
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   2. Responding the meaning in teks monologue orally in the context of daily life in narrative text.
   3. Expressing the meaning in the short functional formal or informal orally and accurate in the context of daily life in narrative text.
   4. Expressing the meaning in teks monologue orally accurately, smoothly, and acceptable in the context of daily life and access to knowledge
2. **Indicators**
3. Identifying the topic in the short spoken text
4. Identifying the spesific information in spoken text
5. Identifying the objective of communication from short spoken functional text
6. Using spoken language in giving short functional text
7. Identifying the characters in the text
8. Doing the monologue in narrative text
9. Using past tense in telling narrative text
10. **The Objective of Learning**
11. The students can response the narrative monologue
12. The students can do monologue in narrative text
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1. **Method**

**Reading**

1. **Teaching and Learning Process**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Openig  Main Activities | * Greeting the Students * Checking the attendance list * Introducing today’s activity   ***Eksploration***   * The teacher introduces the story “ Timun Mas “ to the students * Discussing the story with the students * The teacher teach the students how to read the text   ***Elaboration***   * Sharing the printed paper to the students and ask them to read it   ***Konfirmation***   * Giving feedback to the students’ reading skill to give them support * Giving motivation to the students who have not understand about narrative text | | 10 Minutes  45 Menit | |
| Closing | | * The teacher concludes the lesson today * Praying | | 1. enit | |

1. **Source / Media:**
2. Script Monologue Narrative
3. Dictionary
4. Relevant Source

**APPENDIX C**

**Oral Test (Experimental Group & Control Group)**

**Oral Pre-test**

**“The Unforgettable moment”**

**Questions :**

1. Can you tell me your unforgettable moment ?
2. When it was happen ?
3. What was your feeling at the moment ?
4. Have you ever told this story to other people ?
5. What were their response ?

Name :

Class :

|  |  |  |
| --- | --- | --- |
| **No** | **Aspects** | **Score** |
| 1 | Comprehension |  |
| 2 | Vocabulary |  |
| 3 | Grammar |  |
| 4 | Fluency |  |
| 5 | Pronunciation |  |
| **Score** | |  |

*Note : Maximum score =25*

Score =

**Oral Post-test**

**“The Holiday Story”**

**Questions :**

1. Can you tell me about your holiday story ?
2. When did you go there?
3. How long did you stay?
4. With whom did you go there?
5. What did you do there?
6. How did you go there?
7. Why did you chose that place as your destination?
8. Did you buy some souvenir?

**NAME :**

**CLASS:**

|  |  |  |
| --- | --- | --- |
| **No** | **Aspects** | **Score** (1-5 ) |
| 1 | Comprehension |  |
| 2 | Vocabulary |  |
| 3 | Grammar |  |
| 4 | Fluency |  |
| 5 | Pronunciation |  |
| **Total Score** | |  |

*Note : Maximum score =25*

Score =

APPENDIX D

**DOCUMENTATION**























