

**THE EFFECTIVENESS OF NUMBERED HEADS TOGETHER IN
SPEAKING SKILL OF RECOUNT TEXT AT EIGHTH GRADE
STUDENTS IN MTS ANNUR BAITURRAHIM SEPPONG**

THESIS



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FACULTY OF EDUCATION AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY MAULANA MALIK IBRAHIM**

MALANG

May, 2023

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SPEAKING SKILL OF RECOUNT TEXT AT EIGHTH GRADE
STUDENTS IN MTS ANNUR BAITURRAHIM SEPPONG**

THESIS

Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment
of the Requirement for the Degree of Education (S.Pd.) in English Education
Department

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MALANG**

May, 2023

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STUDENTS IN MTS ANNUR BAITURRAHIM SEPPONG**

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**THE EFFECTIVENESS OF NUMBERED HEADS TOGETHER IN
SPEAKING SKILL OF RECOUNT TEXT AT EIGHTH GRADE
STUDENTS IN MTS ANNUR BAITURRAHIM SEPPONG**

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MOTTO

"No matter how slow you go, as long as you never stop and most importantly never compare your process with others because everything will be beautiful according to the best destiny of each of us."

Irmayanti

DEDICATION

I dedicate this thesis that has been written with great effort to my two wingless angels who we know as parents, to Udin's beloved father, and to Rida's beloved mother. Thank you for being good and sincere parents in guiding, teaching, directing a good way of life for your eldest daughter, as a source of encouragement, affection, asking for all the needs in pursuing education from the beginning until now. I really love you. To my friends who have contributed to me, during process in completing this thesis, thank you for being storyteller, a friend to share all joys and sorrows. Thank you for being a friend who managed to make me a better person. I hope you are always healthy and get a lot of goodness from anywhere in this world. As well as for myself, thank you profusely for being able to survive until this moment, being able to continue to be healthy, willing to fight, willing to try, willing to pray, able to face and go through every difficulty in the process, willing to be patient in every test in completing this thesis. I believe that anything we imagine can become reality, if we want to act and don't like to delay.

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To fulfill one of the requirements in completing studies and obtaining a bachelor's degree (S1) at the State Islamic University of Maulana Malik Ibrahim Malang is to make scientific papers in the form of a thesis. Therefore, the author wrote a thesis entitled "THE EFFECTIVENESS OF NUMBERED HEADS TOGETHER IN SPEAKING SKILL OF RECOUNT TEXT AT EIGHTH GRADE STUDENTS IN MTS ANNUR BAITURRAHIM SEPPONG".

In the process of completing this thesis, the writer experienced many challenges and obstacles. However, thanks to sincerity, encouragement from loved ones, hard work, never giving up, and also help from various parties so that this thesis can be completed to the end. For the help and encouragement either in the form of moral or material to the author, the author would like to thank as much as possible and the highest appreciation to:

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The author realizes that this thesis is far from perfect, and there are still many shortcomings, therefore we accept suggestions and criticism constructive from all sides.

In addition, the authors hope that this thesis can help and provide more in-depth knowledge to readers and researchers.

Malang, May 13th 2023

The Researcher



Irmayanti

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LATIN ARABIC TRANSLITERATION GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows:

A. Alphabet

ا	=	A	ز	=	Z	ق	=	Q
ب	=	B	س	=	S	ك	=	K
ت	=	T	ش	=	Sy	ل	=	L
ث	=	Ts	ص	=	Sh	م	=	M
ج	=	J	ض	=	Dl	ن	=	N
ح	=	<u>H</u>	ط	=	Th	و	=	W
خ	=	Kh	ظ	=	Zh	ه	=	H
د	=	D	ع	=	'	ء	=	`
ذ	=	Dz	غ	=	Gh	ي	=	Y
ر	=	R	ف	=	F			

B. Long Vocal

Long Vocal (a)	=	Â
Long Vocal (i)	=	Î
Long Vocal (u)	=	Û

C. Diphtong Vocal

أَوْ	=	Aw
أَيَّ	=	Ay
أُو	=	Û
إَيَّ	=	Î

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ABSTRAK

Irmayanti, 2023. **Keefektifan Numbered Heads Together dalam Kemampuan Berbicara pada Recount Text Siswa Kelas VIII di MTS Annur Baiturrahim Seppong**. Skripsi. Jurusan Pendidikan Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Farid Munfaati, M.Pd.

Kata kunci: Numbered Heads Together; Kemampuan berbicara; Recount Text.

Kemampuan berbicara menjadi hal yang utama dalam mengukur kemampuan berbahasa Inggris seseorang. Oleh karena itu, diperlukan strategi yang menarik dalam mengajarkan kemampuan berbicara kepada siswa, salah satunya melalui *numbered heads together*. Tujuan dari penelitian ini adalah untuk mengetahui apakah *numbered heads together* efektif dalam kemampuan berbicara pada *recount text* siswa kelas VIII di MTS Annur Baiturrahim Seppong.

Dalam penelitian ini, peneliti menggunakan pendekatan penelitian kuantitatif dengan metode penelitian *pre-experiment* serta desain yang digunakan adalah *one group pretest and posttest*. Jumlah sampel yang digunakan dalam penelitian ini, adalah sebanyak sepuluh siswa kelas VIII yang terdiri dari 6 laki-laki dan 4 perempuan. Instrumen yang digunakan dalam penelitian ini adalah tes lisan. Hasil dari *pretest* dan *posttest* siswa yang diperoleh akan dihitung dan dianalisis menggunakan bantuan SPSS 21.

Hasil dari penelitian ini, menunjukkan bahwa hasil *posttest* lebih tinggi daripada *pretest*. Skor tertinggi pada *pretest* adalah 68, adapun skor terendahnya adalah 48. Dengan nilai rata-rata = 55.9, standart deviasinya adalah 7.156 serta standart erornya adalah 2.263. Sedangkan skor tertinggi pada *posttest* adalah 85 dan skor terendah adalah 62, nilai rata-ratanya adalah 71.2, standart deviasinya adalah 7.33 serta nilai standar eror adalah 2.318. Selanjutnya, hasil dari uji hipotesis menggunakan *sample paired t-test* yang menunjukkan bahwa *t table* lebih rendah dari nilai *t* yaitu $2.262 < 25.619$. Ini berarti bahwa hipotesis alternatif diterima dan hipotesis nol ditolak.

ABSTRACT

Irmayanti, 2023. **The Effectiveness of Numbered Heads Together in Speaking Skill of Recount Text at Eighth Grade Students in MTs Annur Baiturrahim Seppong.** Thesis. English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Farid Munfaati, M.Pd.

Keywords: Numbered Heads Together, Speaking, Recount Text

Speaking was the main thing to measuring someone's English skill. Therefore, an interesting strategy was needed in teaching speaking skill to students, one of which is through numbered heads together. The purpose of this research was to find out whether the use of numbered heads together was effective in speaking skill in recount text for class VIII students at MTS Annur Baiturrahim Seppong.

In this research, researcher used a quantitative research approach with the pre-experiment research method and the design used was one group pretest and posttest design. The samples of this research were ten students in class VIII consisting of six males and four females. Instrument in this research was an oral test. The results of the students' pretest and posttest obtained would be calculated and analyzed use SPSS 21.

The results of this research, that score was obtained by students from pretest to posttest showed that posttest result was higher than pretest. The highest score on the pretest was 68, while the lowest score was 48. With an average value = 55.9, standard deviation was 7.156 as well standard error was 2.263. While the highest score on the posttest was 85 and the lowest score was 62, the average value was 71.2, the value of standard deviation was 7.33 and the value of standard value error was 2,318. Next, the results of the hypothesis test used sample paired t-test which shows that t-table was lower than t-value was $2.262 < 25.619$. It means that the alternative hypothesis was accepted and the null hypothesis was rejected.

الملخص

إرمايانتي، 2023. فعالية الرؤوس المرقمة معًا في مهارات التحدث في إعادة الفرز لطلاب الصف الثامن في مدرسة الثانوية النور بيت الرحيم سفنج. البحث العلمي. قسم تعليم اللغة الإنجليزية. كلية علوم التربية وتعليم جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: فريد منفعتي، ماجستير.

الكلمة الإشتارية: ترقيم الرؤوس معًا، يتحدثون، ويعيدون فرز النص.

كان التحدث هو الشيء الرئيسي لقياس مهارات اللغة الإنجليزية لشخص ما. لذلك ، كانت هناك حاجة إلى استراتيجية مثيرة للاهتمام في تدريس مهارات التحدث للطلاب ، واحدة منها من خلال الرؤوس المرقمة معًا. كان الغرض من هذا البحث هو معرفة ما إذا كان استخدام الرؤوس المرقمة معًا كان فعالًا في مهارات التحدث في إعادة فرز نص لطلاب الصف الثامن في مدرسة الثانوية النور بيت الرحيم سفنج.

استخدم الباحث في هذا البحث منهج البحث الكمي مع أسلوب البحث قبل التجربة وكان التصميم المستخدم عبارة عن مجموعة واحدة قبل الاختبار وبعده. وكانت عينات هذا البحث عشرة طلاب في الصف الثامن يتكون من ستة ذكور وأربع إناث. كانت الأداة في هذا البحث اختبارًا شفهيًا. سيتم حساب وتحليل نتائج الاختبار القبلي والبعدي للطلاب باستخدام SPSS 21.

أظهرت نتائج هذا البحث، التي حصل عليها الطلاب هذه النتيجة من الاختبار التمهيدي إلى الاختبار البعدي، أن نتيجة الاختبار البعدي كانت أعلى من الاختبار القبلي. كانت أعلى درجة في الاختبار القبلي 68، بينما كانت أقل درجة 48. بمتوسط قيمة = 55.9، كان الانحراف المعياري 7.156، وكذلك الخطأ المعياري 2.263. بينما كانت أعلى درجة في الاختبار البعدي 85 وأقل درجة 62، ومتوسط القيمة 71.2، والانحراف المعياري 7.33 وخطأ القيمة المعيارية 2318. بعد ذلك ، استخدمت نتائج اختبار الفرضية اختبار t المقترن بالعينة والذي يوضح أن جدول t كان أقل من قيمة t كان $2.262 < 25.619$. وهذا يعني قبول الفرضية البديلة ورفض الفرضية الصفرية.

CHAPTER I

INTRODUCTION

This chapter describes about background of the research, research question, objective of the research, significances of the research, limitation of the research and definition of key terms.

1.1 Background of the Research

The four parts of language abilities are speaking, reading, writing, and listening. One of the most crucial abilities in communication is speaking. Anyone cannot convey their ideas to others without communicating. One of the abilities that anyone need to develop is speaking. Speaking exercises in the classroom can include speeches, interviews, and dialogues. It is related to Holy Qur'an use the speaking which is stated below:

وَأَتَتْكُمْ أُمَّةٌ يَدْعُونَ إِلَى الْخَيْرِ وَيَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ ۗ وَأُولَٰئِكَ هُمُ الْمُفْلِحُونَ

And there may spring from you a nation who invite to goodness, and enjoin right conduct and forbid indecency. Such are they who are successful. (Ali-imran:104)

In Holy Qur'an Ali Imran: 104 above, it encourages humans to be able to communicate well in order to convey kindness to others. According to Savage in Marianne's (2001:101), speaking is seen as the key skill; learners don't learn to speak English, they will have trouble in speaking. In the age of globalization, being able to communicate with the community at large requires the ability to speak English. Therefore, the Indonesian state has made English a language that must be taught in formal educational institutions. However, the implementation of English language teaching in schools did not always go as smoothly as expected. Most of the students complain that using their English in everyday situations is hard. The Netherlands has the highest rank in English Proficiency in the world this year, according to Education First's (2022) release of the English Proficiency Index report, with a score of 625 (very good). With a score of 453, Indonesia was rated 74th globally and 15th in Asia, as showed

poorly. Both linguistic and non-linguistic variables might contribute to English-speaking. Difficulties in English speaking may be caused by aspects such as. linguistics and non-linguistics. Previous researchers had also identified the problem. Siti Salihun (2019) showed that the difficulties that students have in speaking were inhibition, nothing to say, low, uneven participation, and use mother tongue. Adit (2019) stated that it was found that some students choose to stay silent because of anxiety about speaking poorly. They are worried about being made fun of by their friends. This has an impact on the way students think when speaking English. Therefore, learning strategy was needed that could help students in teaching speaking.

Zhang (2010) stated that cooperative learning be able to used to increase the efficiency of the learning process, it could help students in improving their reading abilities and provided additional opportunities for communication. The teacher could select from a variety of teaching strategies to help students develop their speaking abilities, including jigsaw, talking sticks, numbered heads together (NHT), think pair and share (TPS), and make a match. In this research, the researcher chose to use "numbered heads together" (NHT) due to the variety of cooperative learning strategies. NHT is learning strategy enable students to be active and responsible to understand subject matter either in groups as well as individually. This is one way to form a character education (responsibility), because with this method students are required to be more active and responsible in the learning process. Darmuki & Hidayati (2019) stated numbered head together, students were given the opportunity to experience or do theirself, following a process, observing an object, analyze, prove and draw their own conclusions about something object and state of a process specific learning.

This phenomenon also occurs at MTs Annur Baiturrahim Seppong, there are still students who experience problems in learning English. When making direct observations of the research site, it turned out that there were still students who felt difficult to speaking English in front of their friends. It is

caused they lack habituation when learning English in the classroom and regions that are indeed thick with tribal language. Meanwhile, the successful way to be able to speak English is by habituation. Through the research, the researcher wanted to use the Numbered Heads Together learning method to help students in solving their speaking difficulties. Hopefully through NHT students became more active and excited in the learning process. The use of Numbered Heads Together (NHT) is a type of cooperative learning that conditions students to think together in groups where each student is assigned a number and has the same opportunity to answer problems posed by the teacher through random numbers. In addition, Slavin (2005) stated Numbered Heads Together (NHT) learning strategy was developed by Russ Frank. The purpose of Numbered Heads Together (NHT) to give students the opportunity to share ideas with each other and consider the most appropriate answers. Numbered Heads Together (NHT) could be used for all subjects and grade levels. Rahmi and Syaputra (2015) state that the learning strategy Numbered Heads Together is more focused on how students explore analyze, and report information from diverse sources before presenting it to the class.

There have been a few previous studies done by other researchers. First, research was conducted by Hidayati (2022) titled “The Effectiveness of Using Numbered Heads Together (NHT) Strategy in Teaching Speaking at First Grade of MAS Darul Makmur Sungai Cubadak”. Based on the result of the research, it was revealed that Numbered Heads Together strategy was effective in teaching speaking. It could be seen from the results of the researcher’s interview with the teacher who used Numbered Heads Together strategy, and also it could be seen from the result of the observation sheet and was supported by an average student learning outcome in speaking which reached 82.770%. It could be said that the Numbered Heads Together Strategy was in a very effective category. Second, research conducted by Hidayah et al (2021), titled “The Effectiveness of the Numbered Heads Together (NHT) Learning Model in the Exposition Text Writing Skills of MA Darul Istiqamah Lappae Kabupaten Sinjai”. The results of the research data analysis showed that the

application of the NHT (Numbered Heads Together) learning model was more effective than the conventional learning model in learning to write Indonesian exposition texts. It was evident from the results of $t_{count} > t_{table}$ or $2,369 > 1,995$ so it could be concluded that the hypothesis test H_1 was accepted and H_0 is rejected. The NHT model was effectively used in learning to write exposition texts. Third, the research in this year by Feybi et al (2022). The title of the research was “The Use of Numbered Heads Together (NHT) to Increase Students’ Reading Comprehension on Narrative Text at SMP Negeri 1 Langowan”. The result of the research shows that the score of the students in post-test were higher than the students’ score in pre-test. The mean score of pretest was 48,03 while the mean score of posttest was 74,82. It was clear that the result of post-test was better than pre- test.

This research is different from the previous studies in some points. First, previous studies had mostly used numbered heads together at the senior high school level. Second, previous studies mostly focus on reading and writing skill. Third, they are using classroom action research (CAR) and qualitative research method. This research is interested in conducting research to use of numbered heads together in junior high schools with a focus on teaching speaking skill of recount text. It can be concluded that numbered heads together have a positive impact on the learning process. Researcher choose speaking in this research because learning speaking that is done by the teacher is still inclined knowledge transfer oriented solely by the method of monotone and conventional, and less teachers varied in using the method learning. Especially at the junior high school level, it requires activeness and creativity from an internal teacher teaching speaking in class. NHT has a relationship with teaching speaking students to be more able to exchange ideas, to solve problems and to answer questions orally. Then this NHT can also be applied in the teaching of recount text. Given that in the recount text there are several things that must be understood both in terms of understanding the concept and practice. Because, with the help of this strategy, students can work in groups to solve issues or answer questions while also sharing the information they

know with others. Therefore, the researcher will conduct on title “The Effectiveness of Numbered Heads Together in Speaking Skill of Recount Text at Eighth Grade Students in MTs Annur Baiturrahim Seppong”.

1.2. Research Question

Based on the background above, the research question is formulated as follows:

Is the use of numbered heads together effective in speaking skill of recount text at eighth grade students in MTs Annur Baiturrahim Seppong?

1.3. Objective of the Research

The objective of the research is to find out whether numbered heads together is effective in speaking skill of recount text at eighth grade students in MTs Annur Baiturrahim Seppong.

1.4. Significances of the Research

1.4.1. Theoretical Significance

The result of this research hopefully to provide benefits in the scope of education and can also be used as a source of information and reference for completion similar scientific papers.

1.4.2. Practical Significance

1. For Future Researchers

The finding hopefully of this research used as a reference or guide for conducting research in the process of English learning, especially teaching speaking.

2. For Teacher

For English teacher especially in teaching speaking. The finding hopefully will help teachers in designing learning that more creative and used learning strategy enable students to be active and responsible to understand subject matter either in groups as well as individually.

1.5. Limitation of the Research

The research focused on used numbered heads together in speaking skill of recount text at eighth grade students of MTs Annur Baiturrahim Seppong. The students are 10 students at eighth grade consist of 6 males and 4 females. This research emphasized recount text because this text has become one of the texts familiar to students. It concerns students' self-experience and they further develop their creativity with their own language.

1.6. Definition of Key Terms

In order to avoid misunderstanding, the definition of several important terms used in this research are provided as follows:

1. Speaking skill is a of the skill in English that is used to convey an idea or intention to others. Speaking skill for eighth grade students at MTs Annur Baiturrahim Seppong.
2. Numbered Heads Together (NHT) is one of the cooperative learning strategies where students in classroom are divided into several groups. Then, each group distributed a number that will be placed on the student's head. Next, students are given opportunity to experience or do himself, following a process, observing an object, analyze, prove and draw your own conclusions about something object and state of a process specific learning.
3. A Recount text is one of text to retells events in the past. This text tell an action or activity before anyone writes the text. It is taught in the second semester at eighth grade. When researcher conducting research can continue the material from what is taught by the English teacher.

CHAPTER II

LITERATURE REVIEW

The researcher discusses the meaning and several theories related to the variables in the research in this chapter. For this reason, a supporting theory is needed in conducting a research. These theories consist of the meaning of numbered heads together, benefits of numbered heads together, steps of numbered heads together, the meaning of speaking, the function of speaking, the aims of speaking, the aspects of speaking, recount text, the generic structure of recount text, social function of recount text, and language features of recount text.

2.1. Numbered Heads Together (NHT)

2.1.1. Definition of Numbered Heads Together

Numbered Heads Together is a of cooperative learning strategies. It can make learning more active and make students feel bored. The definition of NHT according to Kagan (1993), defines the NHT learning strategy as a cooperative learning technique that also emphasizes working groups. This technique provides an opportunity for students to share ideas. As Rahmi (2015), explains that one of the cooperative learning methods that can help improve students' abilities in the process of learning to speak is Numbered Head Together (NHT), which is a learning method that allows students to be more active and fully responsible for understanding the subject matter both physically and group or individual. Meanwhile, according to Suparlan (2019), NHT is a very fun and effective thing to incorporate learning partnerships into groups or teams of four or more people.

2.1.2. Benefits of Numbered Heads Together

1. The occurrence of interaction between students through discussion/ students together in solving the problem at hand.

2. Both smart students and weak students alike benefit through cooperative learning activities.
3. With this cooperative work, the possibility of construction knowledge will be greater/more likely for students to be able to come to the expected conclusion.
4. Can provide great opportunities for students to use questioning, discussing, and developing talent skills leadership that is inherent in each student.

2.1.3. Steps of Numbered Heads Together

According to Hastari (2012) the six steps that will be listed as needed in this research, the six steps are:

1. Students are divided into groups and each student in each of his groups gets a sequence number.
2. The teacher gives assignments, and each group does the work problems.
3. The group decides on the answer that is considered the most correct and makes sure each member of the group knows the answer.
4. The teacher calls one of the numbers and the numbered student reports the results of the group work.
5. A response from another student, then the teacher points to a number other.
6. Create a conclusion about the material.

2.2. Speaking

2.2.1. Definition of Speaking

Speaking is a way to share information, ideas or knowledge between the speaker and the listener. Information delivered orally is acceptable to the listener if the speaker is able to convey it properly and correctly. With thus, the ability to speak is a very factor affect a person's

proficiency in conveying information oral. Motta, Link, Bussolaro (2021). One of the skill that must be mastered by students is speaking skill. This is necessary because it does not rule out the possibility of once a student encounters a problem that must go through with speech. In this case, the role of speaking is very dominant. By establishing good communication with people must begin by boldly sharing certain ideas, knowledge and intentions. This can be done if you have good speaking skill. Khairuddin (2007) stated that nature of Speaking is highly functional knowledge in understanding the ins and outs of speaking. Human beings live always in groups ranging from small groups to large groups in their groups interact with others, in order for the impact to interact well, the ability to speak can unite with other members of society.

2.3.2. The Function of Speaking

The main function of speaking is communicating, convey questions, facts, opinions and events, grow, maintain a relationship, and describe something or certain things through vocabulary.

2.3.3. The Aims of Speaking

According to Tarigan (2008), there are three important aims of speaking:

1. Tell something to the listener, it is the main aim of speaking to convey ideas, and knowledge to others by using easy-to-understand language
2. Convincing or influencing the listener, meaning that in speaking one must convince the person that what is conveyed has an influence on others
3. Entertain the listener, another purpose of speaking is to entertain the speakers regarding the topic of the conversation that is being carried out.

2.2.4. The Aspects of Speaking

Brown (2001) to measure the speaking can through five components:

1. Vocabulary

Vocabulary is key in speaking. without mastering a lot of vocabulary then one cannot express certain ideas or information to others. Hearing will be more aroused and will understand better, if the words used are words that already known to listeners. Learning vocabulary is the initial stage of learning the English language. Consequently, one of the language's fundamentals is vocabulary.

2. Fluency

Fluency is proof that a person masters the language. It will help the speaker to more easily understand the interlocutor.

3. Grammar

Grammar is the best approach to arranging words so that they form a proper sentence. It is not a simple subject to learn, so students need to pay attention. Students should be aware of essential concepts in grammar, such as language patterns.

4. Comprehention

Comprehension is a student's capacity to comprehend everything that is said to them by all speakers. If the speaker gives the information meaningfully, the other speaker can respond and understand what they said.

5. Pronunciation

Good pronunciation is necessary for the development of key competencies. It is best technique to produce sounds of words and phrases in communication. Teaching pronunciation is done to help students pronounce sounds more clearly and confidently.

2.3. Recount Text

2.3.1. Definition of Recount Text

According to Dewi (2021), “recount text is a genre that has been taught to junior high school students through second grade”. Recount is meant to inform and entertain the audience by outlining what occurred and retelling earlier events. Recount texts typically employ the past tense as their verb tenses. It tell about happened and retells events in the past for the purpose to informing and entertaining audience. In recount text used past tense.

2.3.2. Generic Structure of Recount Text

Recount text has the following structure:

- a. Orientation: Introduction to when, and where events happen.
- b. Events: This section contain events written in chronological.
- c. Reorientation: This section is a closing section usually containing opinions of the author about the events told.

2.3.3. Social Function of Recount Text

To retell past events, it is function of recount. Informing and entertaining the audience is the recount's main objective. Generally, the story's narrator tells how the events have impacted him or her personally.

2.3.4. Language Features of Recount Text

These below are language features of recount text as follow:

- a. Using pronoun, such as: The cat, Lisa, Ida, etc.
- b. Using action verb, such as: take, go, invite, etc.
- c. Using the past tense, such as: Irma went to the beach with family.
- d. Using adjectives, such as: Like happy, chaotic, bad etc.
- e. Using words that indicate place and time, such as: The city of Bandung.

f. Using words to show chronology in the story, such as: after, next, then.

g. Using words that indicate time in past, such as: two years ago, last week.

CHAPTER III

METHODOLOGY

This chapter presents design of the research, subject of the research, research variable, research instrument, data collection, procedures of the research, data analysis, and hypothesis.

3.1. Design of the Research

This research used a quantitative research approach. According to Sugiyono (2017), quantitative research is a research method based on the philosophy of positivism, used to examine certain populations or samples, collecting data using research instruments, analyzing quantitative or statistical data with the aim of testing established hypotheses. This research pre-experiment research method, namely there was only one experimental class without a control class. Sugiyono (2014), states that pre-experimental was a design that includes only one group or class that was given a pretest and posttest. In experimental research, researcher find out how much influence the originality of a treatment given to students had on students' speaking skill. The data to be obtained was compared after and after the treatment was given through the numbered heads together strategy. Therefore, researcher used the normality test and hypothesis test analysis to find results of using NHT in students' speaking skill. The research design in this research was the one group pretest posttest design. Where a pretest was given at the beginning before the treatment and a posttest at the end after the treatment, the researcher knew the differences in the accurate results of the two. The reason for selecting this research design was researcher wanted to know effect of a change with the treatment given to the research subject. This research could be described as following Sugiyono (2017):

Table 3.1 One group pretest and posttest design

O₁ (PRETEST)
X (TREATMENT)
O₂ (POSTTEST)

This research was conducted results of the treatment given. The experiment is intended to determine the effect of X, namely NHT on Y, namely speaking skills. Accuracy during research is very influential on the research results to be obtained.

3.2. Subject of the Research

The subject of this research were eighth grade students of MTS Annur Baiturrahim Seppong. The class consists of 6 males and 4 females. The sampling in this research used non-probability sampling. It only used one class, namely eighth grade with a population of less than 30. The reasons' researcher selected this subject because in the eighth grade, they found it difficult in speaking English, learning strategy used by teacher were less attractive, which affect the result of students' speaking skill, and students were more used to working individually than in group. Moreover, text recount was taught in the second semester at eighth grade. The researcher when conducting research could continue the material from what was taught by the English teacher.

3.3. Research Variable

3.3.1. Independent variable

Independent variable was variable that affect the dependent variable or could also be interpreted as variables that caused changes dependent variable. The independent variable in this research was numbered heads together.

3.3.2. Dependent variable

The dependent variable was a variable that was influenced by the independent variable or it could also be interpreted as a variable that had changed because of the independent variable. The dependent variable in this research was speaking skill.

3.4. Research Instrument

Sugiyono (2017), research instrument was a tool used to measure natural or social phenomena that will be specifically observed. The phenomenon was referred to as a variable in research. In this research the researcher used an oral test instrument. The test consists of a pretest (before treatment) and a posttest (after treatment). From the results of these two tests, it will be seen how effective NHT in speaking skill. The material was chosen by researcher in this research was recount text. By using the lesson plan that had been set at the school. Therefore, a set of guidelines was needed to facilitate the research process related to pretest and posttest. This research used a rubric score adapted from David P. Haris (1977). The criteria in this research rubric include grammar, vocabulary, fluency, pronunciation and also the structure of the recount text.

Scoring:

Grammar : 5

Vocabulary : 5

Fluency : 5

Pronunciation : 5

Orientation : 5

Events : 5

Reorientation : 5

Total Score : 35

$$Grade = \frac{\text{score is obtained}}{\text{total score}} \times 100$$

The value category used in this research was adopted from Rahadian (2018), could be seen in table below.

Table 3.2 Category of Students' Score

Value	Criteria
86-100	Very good
71-85	Good
56-70	Sufficient
≤50	Poorly

3.5. Data Collection

The data collection technique was used in this research was an oral test about speaking skill of students at eighth grade. The research was conducted in four meetings or one month because at the school chosen by the researcher, English was only taught once a week. For the first meeting, the researcher gave a pretest to find out the level of speaking skill of students. Then, the next two meetings and the researcher provided a treatment. One remaining meeting was used for giving a posttest to find out whether there were changes or differences before and after giving the treatment. The following were the steps to collect the data:

1. Pretest

To measure the speaking skills of eighth grade students in MTs Annur Baiturrahim Seppong. It was necessary to hold a pretest at the begin of the meeting before gave treatment to students. In this research, recount text as a test for students. Students was asked to make a recount text and they were explained verbally in front of the teacher and their friends.

2. Treatment

Giving treatment was important in this research to find out how effective using a treatment. The results could be seen by comparing the results of the pretest and posttest. The treatment that was applied in research is numbered heads together or NHT.

3. Posttest

After the treatment was given, the next step was to give a test similar to the pretest which is called the posttest. Posttest was a test given at the end of the meeting after receiving treatment. The results of the posttest showed different results or not, it could answer the objective of this research.

Below is the table of intervention data collection:

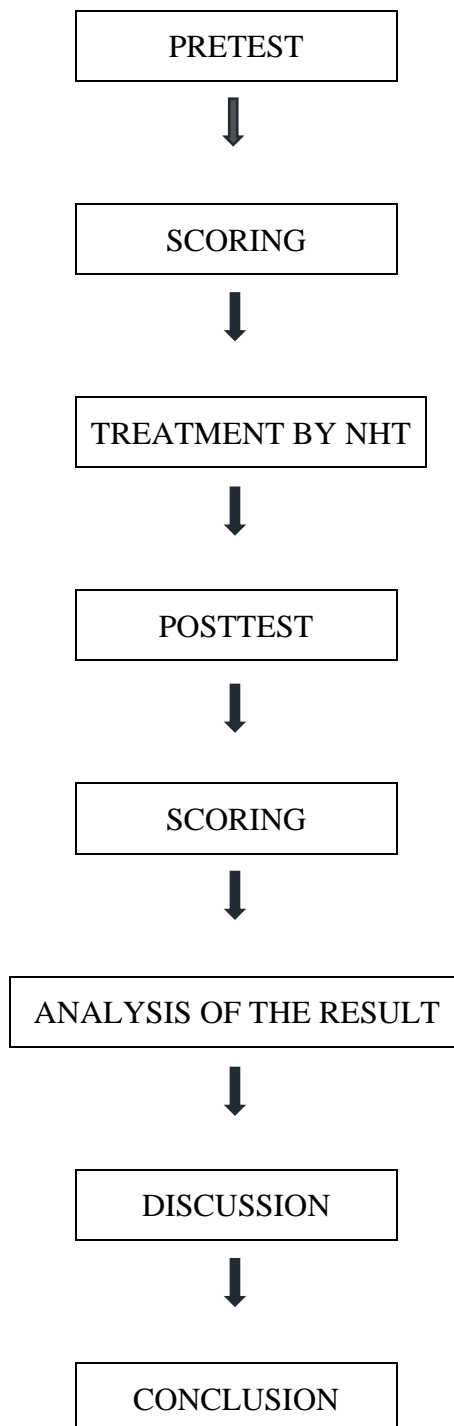
Table 3.3 Intervention of Data Collection

Pre test (One meeting)
Treatment (Two meetings)
Post test (One Meeting)

3.6. Procedures of the Research

Below were some of the procedures that would be carried out:

Flowchart 3.1 Procedures of the Research



3.7. Data Analysis

3.7.1. Descriptive Analysis

1. Collecting the score of the students with the table:

Table 3.4 Student's score of pre-test and post-test

Code of students	Pre-test	Post-test
A		
B		
C		
Etc		
SUM Σ		

2. Calculating the mean, standard deviation, standard of error, degree of freedom with the formula follows:

- a. Mean

$$M = \frac{\sum x_i}{n}$$

Where:

M = Mean

Σ = Sigma of SUM

X_i = Score

n = Total of respondent

- b. Standard deviation

$$S = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n-1}}$$

Where:

S = Standard deviation

$\sum D$ = Square deviation sum of experiment group

n = Total of respondent

c. Standard error

$$SEM = \frac{SD}{\sqrt{N - 1}}$$

Where:

SEM = Standard error of the mean

SD = Standard deviation

N = Total of respondent

d. Measuring t-test between score of pre-test and post-test

$$t_0 = \frac{MD}{SEMD}$$

Where:

t₀ = T test

MD = Mean of different

SEMD = Standard error of mean

e. Degree of freedom (d.f)

$$df = N - 1$$

Where:

df = Degree of freedom

N = Total of respondent

3.7.2. Inferential Analysis

1. Normality test

In this research, the researcher used the Kolmogorov-Smirnov test because the researcher would compare the data distribution to normally test using the standard normal distribution. To make it easier for researcher to analysis data, the SPSS version 21 for Windows application is used. According to Dewi (2021) stated that “The distribution can be stated to be normal or not. It can be seen from the value of the pretest and posttest with the provisions of the level of significant $\alpha = 0.05$. The interpretation of the test of normality can be concluded as follows: a. If the value of Sig. (2-tailed) is greater than the rate of 5% alpha (sig. (2-tailed) $> 0,05$), it can be concluded that the data is derived from the populations that are normally distributed. b. If the value of Sig. (2-tailed) is smaller than the rate of 5% alpha (sig. (2-tailed) $< 0,05$), it can be concluded that the data derived from the population distribution is not normal.”

2. Hypothesis test

The researcher used the paired sample t test with SPSS to analyse the data of pretest and posttest scores. The procedure inferential analysis in this research is:

Determine the hypothesis:

Ha : Numbered heads together was effective in speaking skill at eighth grade students in MTs Annur Baiturrahim Seppong.

H0 : Numbered heads together was not effective in speaking skill at eighth grade students in MTs Annur Baiturrahim Seppong.

a. Determine the significant level (α)

In this research, it was necessary to determine the significant level limit. Usually, it varies or was different for each research. However, researchers will use the level of significance that was commonly used in research was $\alpha < 0.05$.

b. Determine the criteria of the research:

$t_0 < t_t$: The alternative hypothesis (H_a) was accepted and the Null hypothesis (H_0) was rejected. Numbered heads together was effective in speaking skill at eighth grade students of MTs Annur Baiturrahim Seppong. $t_0 > t_t$: The alternative hypothesis (H_a) was rejected and the null hypothesis (H_0) was accepted. It means that numbered heads together was not effective in speaking skill at eighth grade students of MTs Annur Biturrahim Seppong.

3.8. Hypothesis

Below is the description of the hypothesis:

- a. (H_a) Numbered heads together was effective in speaking skill at eighth grade students in MTs Annur Baiturrahim Seppong.
- b. (H_0) Numbered heads together was not effective in speaking skill at eighth grade students in MTs Annur Baiturrahim Seppong.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents about the research findings and the discussion.

4.1 Research Findings

4.1.1 Data Description

This research was conducted in March 2023 until completion. The sample used was class VIII from MTs Annur Baiturrahim Seppong, Polewali Mandar. This section, after carrying out the data collection process for a month. The following described the students' speaking skill before and after giving treatment, namely through the numbered heads together strategy. The data defined includes the average, standard deviation, standard error, and bar chart based on the results that had been obtained.

4.1.2 The Description of Pretest Score

Based on the results of the students' pretest could be seen before being given the nht treatment at the beginning of the meeting. From the data, the total score was 559, with an average was 55.9, with the highest score of 68 and the lowest score of 48.

The next step was to calculate the data used the formula. Below was a manual calculation to determine the results of the mean, standard deviation, and standard error, as well as the translation of the data results in the form of a bar chart.

1. Mean

$$\begin{aligned} M &= \frac{\sum x_i}{n} \\ &= \frac{559}{10} \\ &= 55.9 \end{aligned}$$

2. Standard deviation

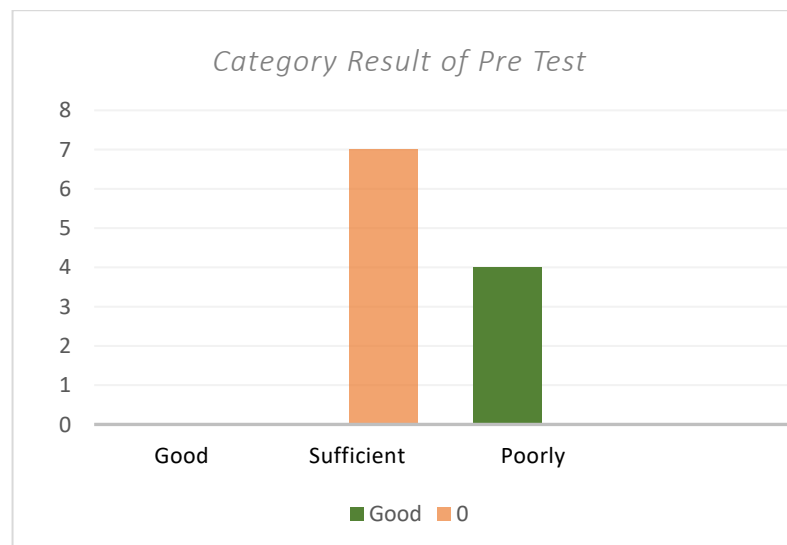
$$\begin{aligned} S &= \sqrt{\frac{\sum(\bar{x}-x_i)^2}{n-1}} \\ &= \sqrt{\frac{460.9}{10-1}} \\ &= \sqrt{51.211} \\ &= 7.156 \end{aligned}$$

3. Standard error

$$\begin{aligned} S.E &= \frac{S}{\sqrt{n}} \\ &= \frac{7.156}{\sqrt{10}} \\ &= \frac{7.156}{3.162} \\ &= 2.263 \end{aligned}$$

Based on the manual calculation above, it could be found that the average of the students' pretest score was 55.9, while the standard deviation value was 7.156, and the final result of the standard error was 2.263.

Figure 4.1 Category of Students' pretest score



4.1.3 The description of Treatment

While giving treatment to students, researcher did not only focus on the used strategy of numbered heads together but also noticed how students answered the questions. Were there any things that could be improved in speaking that the researcher still needed to correct so that students know which answer was more correct.

During this treatment process, it began with dividing students into several groups. After that, the teacher explained about recount text material and later students would speaking practice which involves the activity of all students. After the teacher explains the material, giving a recount text to students to analyze the text along with other group members. Then the teacher would choose randomly based on the number worn by students from each group. Then, students were asked to answer questions orally in front of their classmates. Beside that, researcher would assess speaking from five aspects, namely grammar, vocabulary, pronunciation, fluency, and intonation of students. Students would be given the opportunity to repeat answers if the answer was not correct and before the researcher provided corrections to the answer that had been submitted by students orally.

4.1.4 The Description of Posttest Score

Based on the results of the students' posttest could be seen after being given the nht treatment at the end of the meeting. From the data, the total score was 712, with an average = 71.2, with the highest score was 85 and the lowest score was 62.

In the next step, the researcher calculated the data using the formula. Below was a manual calculation to determine the results of the mean, standard deviation, and standard error, as well as the translation of the data results in the form of a bar chart.

1. Mean

$$\begin{aligned} M &= \frac{\sum x_i}{n} \\ &= \frac{712}{10} \\ &= 71.2 \end{aligned}$$

2. Standard deviation

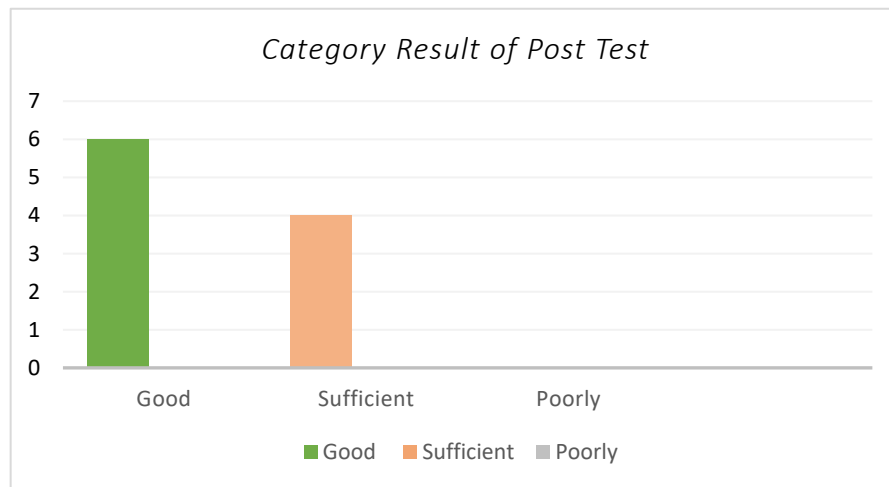
$$\begin{aligned} S &= \sqrt{\frac{\sum (\bar{x} - x_i)^2}{n-1}} \\ &= \sqrt{\frac{483.6}{10-1}} \\ &= \sqrt{53.733} \\ &= 7.33 \end{aligned}$$

3. Standard error

$$\begin{aligned} \text{S.E} &= \frac{S}{\sqrt{n}} \\ &= \frac{7.33}{\sqrt{10}} \\ &= \frac{7.33}{3.162} \\ &= 2.318 \end{aligned}$$

Based on the manual calculations above, it could be found that the average posttest score of the students was 71.2, while the standard deviation value was 7.33, and the final result of the standard error was 2.318.

Figure 4.2 Category of Students' Posttest Score



4.2 Analysis of Data

4.2.1 Inferential Analysis

In this research, researcher conducted an inferential analysis consisting of a normality test and a hypothesis test. To find the results of the normality test and hypothesis test, the researcher used SPSS help version 21 for Windows. The results obtained from the inferential analysis are as follows:

4.2.1.1 Normality Test

Table 4.1 Normality test of pre and post test

		One-Sample Kolmogorov-Smirnov Test	
		pretest	Posttest
N		10	10
Normal Parameters ^{a,b}	Mean	55,90	71,20
	Std. Deviation	7,156	7,330
	Absolute	,205	,114
Most Extreme Differences	Positive	,205	,114
	Negative	-,135	-,105
Kolmogorov-Smirnov Z		,647	,362
Asymp. Sig. (2-tailed)		,796	,999

a. Test distribution is Normal.

b. Calculated from data.

Based on the table 4.1, used the Kolmogorov-Smirnov level, the principle significance was 0.05. It could be seen from the table that the result value significance normality test of the pretest was 0.796. While the value significance posttest normality test was 0.999. Thus, the data above was normally distributed if the significance value was higher than the significance level. Then, based on the data above, it showed that $(0.796 > 0.05)$ and $(0.999 > 0.05)$. Therefore, it could be concluded that the data distribution was normal.

4.2.1.2 Hypothesis Test

Table 4.2 Result of pretest and posttest

No.	Code of Students	X	Y	D = (y-x)	D ²
1	A	60	74	14	196
2	B	48	62	14	196
3	C	54	71	17	289
4	D	60	77	17	289
5	E	54	71	17	289
6	F	65	77	12	144
7	G	48	65	17	289
8	H	54	68	14	196
9	I	68	85	17	289
10	J	48	62	14	196
	Σ	559	712	153	2.373

After carrying out the normality test and the data showed a normal distribution. The next step was to calculate the hypothesis test. Below, the researcher performed calculations using the formula:

1. Mean

$$\begin{aligned} M &= \frac{\sum D}{n} \\ &= \frac{153}{10} \\ &= 15.3 \end{aligned}$$

2. Standard Deviation

$$\begin{aligned} S &= \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n-1}} \\ &= \sqrt{\frac{2373 - \frac{(153)^2}{10}}{10-1}} \\ &= \sqrt{\frac{32.1}{9}} \\ &= \sqrt{3.567} \\ &= 1.889 \end{aligned}$$

3. Standard Error

$$\begin{aligned} \text{S.E} &= \frac{S}{\sqrt{n}} \\ &= \frac{1.889}{\sqrt{10}} \\ &= \frac{1.889}{3.162} \\ &= 0.597 \end{aligned}$$

Based on the above calculations, it showed that the average result was 15.3, and the standard deviation value was 1.889 while the standard error value was 0.597. To calculate the hypothesis test manually, the researcher used the formula below:

$$T0 = \frac{M}{SE}$$

$$= \frac{15.3}{0.597}$$

$$= 25.6$$

$$Df = (n-1)$$

$$= (10-1)$$

$$= 9$$

To test the results of hypothesis test, researcher also used SPSS version 21 for Windows. The results could be seen in the table below:

Table 4.3 Result of Paired Sample T test

		Paired Differences				t	df	Sig. (2-tailed)
pretest – posttest	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
	-15,300	1,889	,597	-16,651	-13,949	-25,619	9	,000

Based on the table 4.3, performing calculations using SPSS version 21 showed that the average result was 15.3. The standard deviation value was 1.889, and the standard error value was 0.597, while the t-test value of the data was 25.619.

4.3. Discussion

After processing and performing calculations on statistical data, the researcher would interpret the results through descriptive and inferential analysis in this section.

4.3.1. Descriptive of interpretation analysis

After collecting and analyzing student pretest and posttest data using SPSS version 21. In this section, the researcher provided several important information points that could support this research.

a. The result of pretest students' speaking skill

In the previous section, it was known that the highest score in the pretest results for class VIII students at MTs Annur Baiturrahim Seppong was 68. The lowest score in the pretest results was 48. With an average value was 55.9, the standard deviation was 7.156 and the standard error value was 2.263. This showed that the pretest results of class VIII students at MTs Annur Baiturrahim Seppong could be categorized as sufficient in speaking skill. For more details, the researcher would describe the ten samples. Students who got a score (56-70) were seven students who fall into the sufficient category in speaking skill. Students who got scores ($50 \geq$) were as many as 3 students fall into the category of lacking in speaking skill.

b. The result of students' speaking skill

The posttest results for class VIII students at MTs Annur Baiturrahim Seppong were 85. The lowest score from the pretest results was 62. With an average score was 71.2, the standard deviation was 7.33, and the standard error value was 2.318. This showed that the pretest results of class VIII students at MTs Annur Baiturrahim Seppong could be categorized as good in speaking skill of recount text. For more details, the researcher would describe the ten samples. Students who got scores (71-85) were as many as six

students who fall into the good category in speaking skill. Students who got scores (56-70) were as many as four students who fall into the sufficient category in speaking skill. For students who got a score ($50 \geq$) is as much as 0 students. The post-test results for these students were higher than the pretest results for students. It could be seen that the average posttest score was 71.2 while the average pretest result was 55.9. It means that the numbered heads together strategy is effective in speaking skill of recount text at eighth grade students in MTs Annur Baiturrahim Seppong.

4.3.2. Inferential analysis interpretation

Based on the previous analysis, it showed that the sample was taken from the population is normally distributed. It could be seen from the value of Asymp. Sig. (2-tailed) from the pretest results is 0.796 higher than the value of 0.05 ($0.796 > 0.05$). As for the results of Asymp. Sig. (2-tailed) posttest is 0.999 higher than the value of 0.05 ($0.999 > 0.05$). This means that the sample was taken from the population was normally distributed.

4.3.3. Hypothesis test interpretation

In the previous section, it was stated that the hypothesis in the research was "the strategy of numbered heads together is effective in speaking skill of recount text at eighth students in MTs Annur Baiturrahim Seppong."

From the previous analysis, it showed that the total of samples used in this research was 10 with a significance level of 0.05, and a t-value of -25.619. Then the researcher would look for a t-table with $n = 10$, a significance value of 0.05 and a value of degree of freedom is 9, so a t-table value of 2.262 was obtained. Finally, it could be seen that the t-table was lower than the t-value, which was $2.262 < 25.619$.

Therefore, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. This mean that numbered heads together (nht) was effective in speaking skill of recount text at eighth grade students in MTs Annur Baiturrahim Seppong.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusions and suggestions of this research. The researcher explains the conclusion of the research and suggestion for future researcher and English teacher.

5.1 Conclusion

Based on the statistical results that had been explained in the previous chapter, it could be concluded that numbered heads together effective in speaking skill of recount text. By used the numbered heads together strategy, this could make more students confident and more active in the process of learning English. Besides that, the numbered heads together was a cooperative learning strategy so that students could foster better cooperative relationships with their group mates and raise the courage of each student to be able to speak in front of the class. Not only that, during the learning process, researcher could also pay attention to the speaking element when they talk about their experiences in front of their classmates. It could be seen in the results of the students' pretest before giving the treatment and the results of the students' posttest after giving treatment. In the previous chapter, it showed that the students' posttest results were higher than the students' pretest results. This means that the numbered heads together learning strategy was the right solution for both teachers and students in the class so that the learning process was more effective.

In addition, this conclusion has been proven by statistical calculations of several data that have been carried out by researcher. Enhancement score obtained by students from pretest to posttest showed that the posttest result was higher than pretest. The highest score on the pretest was 68, while the lowest score was 48. With an average value = 55.9, standard deviation was 7.156 as well standard error was 2.263. While the highest

score on the posttest was 85 and the lowest score was 62, the average value was 71.2, standard deviation was 7.33 and the standard value error was 2,318. Next, the results of the hypothesis test used sample paired t-test which shows that the t table was lower than the t value was $2.262 < 25.619$. It mean that the alternative hypothesis was accepted and the null hypothesis was rejected. It caused by numbered head together all students had a role to play take turns speaking. When Conducting discussions, students were required to understand the material, active discussion, and able to transfer to group of friends or groups other. Used of type cooperative numbered head together could make students active during the learning process so that the results are practical their speaking also increased.

Finally, it could be concluded that the numbered heads together (nht) learning strategy was effective in speaking skill of recount text at grade students of MTs Annur Baiturrahim Seppong.

5.2. Suggestion

Based on the above conclusions from this research, this numbered heads together learning strategy effective in speaking skill of recount text. Meanwhile, suggestions that could be delivered after conducting research at MTs Annur Baiturrahim Seppong are as follow. First, for the future researcher. Facilitate future researcher whether it is used as a reference for research material or as an initial reference to further develop research in almost the same field. Second, for the English teacher. Facilitate teachers in conveying material through learning strategies that evoke a spirit of cooperation, activeness of each student in the class and make it easier for students to receive material presented by them in learning English specifically on the speaking aspect.

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APPENDICES

Appendix I Result of Pretest

No.	Students	Aspects of Speaking					General Structure of Recount Text			Final Score
		Grammar	Vocabulary	Fluency	Pronunciation	Comprehension	Orient ation	Events	Reorientation	
1	A	3	3	3	2	2	3	3	2	60
2	B	2	2	2	2	2	2	3	2	48
3	C	2	3	3	2	2	2	3	2	54
4	D	2	3	3	2	3	3	3	2	60
5	E	3	2	2	2	3	2	3	2	54
6	F	3	3	3	3	3	3	3	2	65
7	G	2	3	2	2	2	2	2	2	48
8	H	3	3	2	2	2	2	3	2	54
9	I	3	4	3	3	3	3	3	2	68
10	J	2	2	2	2	2	2	3	2	48

Appendix II Result of Posttest

No.	Students	Aspects of Speaking					General Structure of Recount Text			Final Score
		Grammar	Vocabulary	Fluency	Pronunciation	Comprehension	Orientation	Events	Reorientation	
1	A	4	4	3	3	3	3	3	3	74
2	B	3	3	3	2	3	3	3	2	62
3	C	3	4	3	3	3	3	3	3	71
4	D	4	4	3	3	3	4	3	3	77
5	E	3	4	2	3	3	4	3	3	71
6	F	4	4	3	3	3	4	3	3	77
7	G	3	3	3	3	3	3	3	2	65
8	H	3	4	3	2	3	3	3	3	68
9	I	4	4	4	4	4	4	4	2	85
10	J	3	3	3	2	3	3	3	2	62

Appendix III Category of Pretest Score

No.	Code of Student	Score	Criteria
1	A	60	Sufficient
2	B	48	Poorly
3	C	54	Sufficient
4	D	60	Sufficient
5	E	54	Sufficient
6	F	65	Sufficient
7	G	48	Poorly
8	H	54	Sufficient
9	I	68	Sufficient
10	J	48	Poorly
	Σ	559	
	\bar{x}	55.9	

Appendix IV Category of Posttest Score

No.	Code of Student	Score	Criteria
1	A	74	Good
2	B	62	Sufficient
3	C	71	Good
4	D	77	Good
5	E	71	Good
6	F	77	Good
7	G	65	Sufficient
8	H	68	Sufficient
9	I	85	Good
10	J	62	Sufficient
Σ		712	
\bar{x}		71.2	

Appendix V Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin_malang.ac.id

Nomor : 1079/Un.03.1/TL.00.1/05/2023 08 Mei 2023
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

Kepada
Yth. Kepala MTS Annur Baiturrahim Seppong
di
Polewali Mandar

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Irmayanti
NIM : 19180001
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2022/2023
Judul Skripsi : **The Effectiveness of Numbered Heads Together in Speaking Skills of Recount Text at Eighth Grade Students in MTs Annur Baiturrahim Seppong**

Lama Penelitian : Mei 2023 sampai dengan Juli 2023 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.


An Dekan,
Wakil Dekan Bidang Akademi


Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix VI Survey Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 167/Un.03.1/TL.00.1/01/2023 31 Januari 2023
Sifat : Penting
Lampiran : -
Hal : Izin Survey

Kepada

Yth. Kepala MTS Annur Baiturrahim Seppong
di
Polewali Mandar

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:


Nama : Irmayanti
NIM : 19180001
Tahun Akademik : Genap - 2022/2023
Judul Proposal : **The Effectiveness of Numbered Heads Together in Speaking Skills of Recount Text at Eighth Grade Students in MTs Annur Baiturrahim Seppong**

diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan,
Wakil Dekan Bidang Akademi


Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix VII Instrument Validation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : B-0828/Un.03/FITK/PP.00.9/01/2023 02 Februari 2023
Lampiran : -
Perihal : Permohonan Menjadi Validator (Ahli Instrumen)

Kepada Yth.
Rendhi Fatrisna Yuniar, M.Pd
di -
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Irmayanti
NIM : 19180001
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : The Effectiveness Of Numbered Heads Together In Speaking Skills Of Recoont Text At Eighth Grade Students In MTS Annur Baiturrahim Seppong
Dosen Pembimbing : Farid Munfaati, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator media skripsi tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

an Dekan
Wakil Dekan Bid. Akademik


D. Muhammad Walid, M.Ah
NIR 197308232000031002

Appendix VIII Validation Sheet

Validation Sheet

Blueprint of Pre-Test and Post-Test Instruments

**“The Effectiveness of Numbered Heads Together in Speaking Skill of
Recount Text at Eighth Grade Students in MTs Annur Baiturrahim
Seppong”**

Validator	:	Rendhi Fatrisna Yuniar, M.Pd
NIP	:	199406182020121003
Expertise	:	English Language Teaching
Instance	:	UIN Maulana Malik Ibrahim Malang
Validation Date	:	31/01/2023

A. INTRODUCTION

This validation sheet is used to obtain an assessment from the validator (Mr./Mrs.) on the research instrument that I use. Every feedback is essential for improving the quality of the instrument I use. I want to say thank you for your willingness to become a validator and fill out this validation sheet.

B. GUIDANCE

Please give a score on each item of the statement using the sign (√) in the column with the scale as follows:

1 = Very Poor

4 = Good

2 = Poor

5 = Excellent

3 = Average

C. ASSESMENT RUBRIC

No.	Indicator	Score					Feedback/ Suggestion
		1	2	3	4	5	
1	Research instruments are well constructed					V	
2	Research instruments are relevant to the research question					V	
3	Research instruments use good and proper language and grammar					V	
4	Research instruments are easy to understand				V		
5	Research instruments can help researcher collect data about students' speaking skill					V	

D. CONCLUSION

Based on the assessment above, it can be concluded that this instrument is:
Please strikethrough on the answer that do not match with your conclusion.

1. Proper to use to collect the data without revision
2. Proper to use to collect the data within revision (✓)
3. Not proper to use to collect the data

Malang, January 31st, 2023

Validator,



Rendhi Fatrisna Yuniar, M.Pd

NIP. 1994182020121003

Appendix IX Rubric Score

No.	Aspect	Criteria	Score
1.	Grammar	<ul style="list-style-type: none"> • <i>Make few noticeable errors of grammar in using a variety of structures; past tense, adjective, conjunction, action verb.</i> 	5
		<ul style="list-style-type: none"> • <i>Occasionally makes grammatical errors in using a variety of structures; past tense, adjective, conjunction, action verb.</i> 	4
		<ul style="list-style-type: none"> • <i>Makes frequent errors of grammar in using a variety of structures; past tense, adjective, conjunction, action verb.</i> 	3
		<ul style="list-style-type: none"> • <i>Grammar errors make comprehension difficult when using a variety of structures, such as the past tense, adjectives, conjunctions, and action verbs.</i> 	2
		<ul style="list-style-type: none"> • <i>Error in grammar is severe enough to be virtually unintelligible.</i> 	1
2.	Vocabulary	<ul style="list-style-type: none"> • <i>The use of vocabulary is virtually that of a native speaker.</i> 	5
		<ul style="list-style-type: none"> • <i>Sometimes uses inappropriate terms due to limitations in vocabulary.</i> 	4
		<ul style="list-style-type: none"> • <i>Frequently uses the error words because inadequate vocabulary.</i> 	3
		<ul style="list-style-type: none"> • <i>Misuse of words and limited vocabulary make comprehension quite difficult.</i> 	2

		<ul style="list-style-type: none"> • <i>Vocabulary limitations extreme make comprehension difficult.</i> 	1
3.	Fluency	<ul style="list-style-type: none"> • <i>Speech as fluent and effortless as that of a native speaker.</i> • <i>Speech seems to be slightly affected by language limitations.</i> • <i>Speed and fluency are not strongly affected by language problems.</i> • <i>Usually hesitant, often forced into silence by language limitations.</i> • <i>Speech is so halting and fragmentary as to make conversation virtually impossible.</i> 	5 4 3 2 1
4.	Pronunciation	<ul style="list-style-type: none"> • <i>Has view traces of foreign accent</i> • <i>Always intelligible, though one is conscious of a definite accent.</i> • <i>Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.</i> • <i>Very hard to understand because of the pronunciation problem.</i> • <i>Pronunciation problems are so severe as to make speech virtually unintelligible.</i> 	5 4 3 2 1
5	Comprehension	<ul style="list-style-type: none"> • <i>Appears to understand without difficulty.</i> • <i>Understandable at normal speed, although occasional repetition is necessary.</i> 	5 4

	<ul style="list-style-type: none"> • <i>Understand most at slower than normal speed with repetition.</i> 	3
	<ul style="list-style-type: none"> • <i>Has great difficulty with frequent repetition.</i> 	2
	<ul style="list-style-type: none"> • <i>It is difficult to understand even simple sentences in English.</i> 	1

Generic Structure	Scoring				
	1	2	3	4	5
Orientation	Not relevant at all with orientation	Less relevant to orientation	Quite relevant to orientation	Relevant to orientation	Very relevant to orientation
Events	Not relevant to events	Less relevant to events	Quite relevant to events	Relevant to events	Very relevant to events
Reorientation	Not relevant to reorientation	Less relevant to reorientation	Quite relevant to reorientation	Relevant to reorientation	Very relevant to reorientation

Appendix X Research Evidence Letter



YAYASAN PENDIDIKAN ANNUR BAITURRAHIM
MADRASAH TSNAWIYAH ANNUR BAITURRAHIM
KECAMATAN MATAKALI KAB. POLEWALI MANDAR
Alamat : Lingk. Seppong, Kelurahan Matakali,
Kec. Matakali Kab. PolewaliMandar

SURAT KETERANGAN

No:

Kepala Madrasah MTs Annur Baiturrahim Seppong menerangkan dengan sebenarnya bahwa:

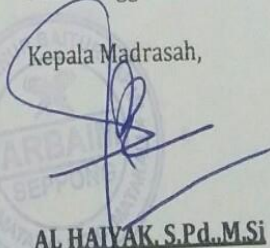
Nama : Irmayanti
NIM : 19180001
Jurusan : Tadris Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan
Instansi : Universitas Islam Negeri Maulana Malik Ibrahim Malang
Judul : **The Effectiveness of Numbered Heads Together in Speaking**
Penelitian : **Skills of Recount Text at Eighth Grade Students in MTs Annur Baiturrahim Seppong**

Benar-benar telah melaksanakan penelitian di MTs Annur Baiturrahim Seppong mulai bulan Maret sampai dengan april 2023.

Demikian surat keterangan ini, agar dipergunakan sebagaimana mestinya.

Ditetapkan di : Seppong
Pada Tanggal : 25 April 2023

Kepala Madrasah,


AL HAIYAK, S.Pd., M.Si
NIP : 196812312005011053

Appendix XI Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

School	: MTs Annur Baiturrahim Seppong
Subject	: Bahasa Inggris
Class/Semester	: VIII/Genap
Main Subject	: Recount Text
Time	: 3x60 Minutes

A. Kompetensi Inti (KI)

1. Appreciate and live up to the teachings of the religion he adheres to.
2. Appreciate and appreciate honest, disciplined, responsible, caring (tolerance, mutual cooperation), polite, self-confident behavior in interacting effectively with the social and natural environment within reach of association and existence
3. Understanding knowledge (factual, conceptual and procedural) based on curiosity about science, technology, art, culture related to visible phenomena and events
4. Trying, processing, and presenting in the concrete realm (using, parsing, composing, modifying, and creating) and the abstract realm (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources from the same point of view /theory.

B. Basic Competency and dan Indikator Pencapaian Kompetensi

Basic Competency	Indikator Pencapaian Kompetensi (GPA)
1.1 Comparing the social function, text structure, and linguistic elements of several spoken and written personal recount texts by giving and receiving information related to personal experiences in the past, short and simple,	1.1.1 Comparing the social function of personal recount text.
	1.1.2 Identify the structure of personal recount text.
	1.1.3 Determine the linguistic elements of personal recount text.
	1.1.4 Identify the use of punctuation and spelling in personal recount text.

according to the context of their use.	1.1.5 Identify the main idea and explanation of personal recount text.
<p>4.1 Capturing meaning contextually related to social functions, text structure, and linguistic elements of spoken and written recount texts, very short and simple, related to personal experiences in the past.</p> <p>4.2 Compose oral and written recount texts, very short and simple, related to personal experiences in the past, taking into account social functions, text structure, and linguistic elements, correctly and in context.</p>	<p>4.1.1. Finding explicit and implied meanings related to personal recount text.</p> <p>4.2.1. Perfecting the use of punctuation and spelling of personal experience texts in the past.</p> <p>4.2.2. Make a text of personal experience in the past.</p> <p>4.2.3. Share personal experiences in the past</p>

C. Tujuan Pembelajaran

1. Diakhir pembelajaran, diharapkan siswa dapat membandingkan, mengidentifikasi, dan menemukan makna teks recount terkait fungsi sosial, struktur teks secara benar dan sesuai konteks.
2. Diakhir pembelajaran, diharapkan siswa dapat mengidentifikasi dan menyempurnakan penggunaan tanda baca, dan ejaan teks recount secara benar dan sesuai konteks.
3. Diakhir pembelajaran, diharapkan siswa dapat mengidentifikasi ide pokok atau penjelas, membuat dan menceritakan teks recount secara benar dan sesuai konteks.

D. Materi Pembelajaran

E. Metode Pembelajaran

1. Pendekatan : Saintifik
2. Model Pembelajaran : Discovery Learning
3. Metode Pembelajaran : Numbered Heads Together (NHT)

F. Media Pembelajaran

1. Media : nht, lembar kerja, and dictionary
2. Alat dan bahan : whiteboard, and marker

G. Sumber Bahan Ajar

Buku Bahasa Inggris kelas VIII

H. Langkah-langkah Pembelajaran

Meeting 2

Kegiatan	Deskripsi	Alokasi Waktu
Pre activity	<ul style="list-style-type: none"> - Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. - Guru memeriksa kehadiran peserta didik sebagai sikap disiplin. - Mengaitkan materi yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. - Menyampaikan tujuan dan manfaat dengan mempelajari materi hari ini. - Menjelaskan tujuan pembelajaran, hal-hal yang akan dipelajari, serta metode belajar yang akan ditempuh. 	10 minutes

Main activity	<ul style="list-style-type: none"> - Guru membagi siswa menjadi dua kelompok masing-masing terdiri dari lima peserta didik - Guru memberikan atribut dari numbered heads together sebagai identitas yang dikenakan di kepala setiap peserta didik. - Guru menjelaskan materi mengenai recount text meliputi pengertian , struktur teks, dan unsur kebahasaan. - Guru memberikan contoh recount text, kemudian menjelaskan isi teks tersebut. - Guru memberikan waktu kepada peserta didik untuk memahami materi yang telah disampaikan oleh guru. - Guru memberikan lembar kerja mengenai teks recount lalu disajikan 5 pertanyaan mengenai isi teks recount. - Setiap anggota kelompok akan menjawab pertanyaan sesuai dengan nomor di kepala. - Peserta didik mencari jawaban dari pertanyaan tersebut lalu guru memanggil berdasarkan nomor di kepala peserta didik untuk menjawab secara lisan didepan kelas. 	40 minutes
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Post activity	<ul style="list-style-type: none"> - Guru bersama peserta didik membuat rangkuman/kesimpulan pelajaran tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang telah dilakukan. - Guru memberikan penguatan terhadap materi yang sudah dipelajari - Guru menyampaikan rencana pembelajaran selanjutnya - Guru mengakhiri pembelajaran dengan salam penutup. 	10 minutes
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Meeting 3

Kegiatan	Deskripsi	Alokasi Waktu
Pre activity	<ul style="list-style-type: none"> - Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. - Guru memeriksa kehadiran peserta didik sebagai sikap disiplin. - Mengaitkan materi yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya, serta mengajukan pertanyaan untuk mengingat dan menghubungkan 	10 minutes

	<p>denagn materi selanjutnya.</p> <ul style="list-style-type: none"> - Menyampaikan tujuan dan manfaat dengan mempelajari materi hari ini. - Menjelaskan tujuan pembelajaran, hal-hal yang akan dipelajari, serta metode belajar yang akan ditempuh. 	
Main activity	<ul style="list-style-type: none"> - Guru membagi siswa menjadi dua kelompok masing-masing terdiri dari lima peserta didik - Guru memberikan atribut dari numbered heads together sebagai identitas yang dikenakan di kepala setiap peserta didik. - Guru menjelaskan materi mengenai recount text meliputi pengertian , struktur teks, dan unsur kebahasaan seperti pada pertemuan sebelumnya. - Guru memberikan contoh recount text, 	40 minutes

	<p>kemudian menjelaskan isi teks tersebut.</p> <ul style="list-style-type: none"> - Guru memberikan waktu kepada peserta didik untuk memahami materi yang telah disampaikan oleh guru. - Guru memberikan lembar kerja mengenai teks recount lalu disajikan 5 pertanyaan mengenai isi teks recount. - Setiap anggota kelompok akan menjawab pertanyaan sesuai dengan nomor di kepala. - Peserta didik mencari jawaban dari pertanyaan tersebut lalu guru memanggil berdasarkan nomor di kepala peserta didik untuk menjawab secara lisan didepan kelas. 	
Post activity	<ul style="list-style-type: none"> - Guru bersama peserta didik membuat rangkuman/kesimpulan pelajaran tentang poin-poin penting yang muncul dalam kegiatan 	10 minutes

	<p>pembelajaran yang telah dilakukan.</p> <ul style="list-style-type: none"> - Guru memberikan penguatan terhadap materi yang sudah dipelajari - Guru memberikan informasi mengenai posttest yang akan dilaksanakan dipertemuan berikutnya yaitu siswa diminta membuat teks recount dan mencerikannya secara lisan, - Guru mengakhiri pembelajaran dengan salam penutup. 	
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I. Assessment

Oral test

J. Rubrik Penilaian

No.	Students	Aspects of Speaking					General Structure of Recount Text			Final Score
		Grammar	Vocabulary	Fluency	Pronunciation	Comprehension	Orientation	Events	Reorientation	
1										
2										
3										
4										
5										
6										

Polewali Mandar, 20 Maret 2023

Mahasiswa



Irmayanti

Appendix XII Text Recount for Treatment I

Kanang Waferfall

Last week, I and my big family went to Kanang Waterfall. This had become a routine in our family on holidays. We wanted to refresh our brains and wanted to enjoyed the view and fresh air.

We took a car to reach this location, it was a long but fun journey all the way because we were together in the car and told each other about what we were going to do when we got there.

We arrived there at 09.00 am. Many other visitors too, the fresh air and cold water made fatigue disappear instantly. We immediately put all the food and drank that we prepared at home in the house that had been provided in that place. My family and I bathed in the river while playing in the water. After taking a shower we had lunch together. And back home at 15.30.

I was very happy to be able to vacation with my family in this beautiful place.

Questions

1. Who went to Kanang Waterfall?
2. When did they go to Kangang Waterfall?
3. Why did they go to Kanang Waterfall?
4. What did they do when they arrived at Kanang Waterfall?
5. How did the author feel about that day?

Appendix XIII Text Recount For Treatment II

Dato Beach

My classmates in school and I went to Dato Beach two months ago, we went at 07.00 in the morning using our respective motorbikes.

We went because we wanted to be refreshed, not stressed with the tasks we had piled up and wanted to enjoy the sea waves on the Majene beach. We were excited. Upon arrival at the location we were very happy with the very cool beach breeze and the bright morning sun. We took pictures together, walked while buying food on the beach, some of my friends were busy playing swings and playing sand castles on the beach. After that we were ready to back home

This experience became a very pleasant experience in life together with my classmates.

Questions:

1. Who went to Dato Beach?
2. When did they go to Dato Beach
3. How did they go to Dato Beach?
4. Why did they go to Dato Beach?
5. How did the author feel about that day?

Appendix XIV Result of Student's Pretest

Student I

Table Tennis Training

Two days ago, I'm play table tennis with my friend in the school yard. First time, I think play table tennis is easy but is different when I try play it. It's so hard.

But in over time It's so easy because I is diligent to try it. I'm play table tennis with my friend in free time.

I'm so happy because I can play table tennis.

Student II

Went to Center Healt

When I'm sick. I was told to drink medicine. But I do not like to drink the medicine because it is so bitter taste. Then. I was under to healt center with my parent.

I was at the center healt suddenly i met my cousin there. Then I was called by doctor to took few drops of blood to check my dangerous.

After that, I go to back home with my parent. In afternoon, my friends named are Agung and Heri visited to my home.

That day, I feeling bad, sad because I could not enjoy in my free time like other people.

Student III

Go to Polewali

My friends and I go to senior high school 4 Polewali. We leave at 15.00 afternoon. In short story, the exercise was over and we immediately went to home.

In the middle trip we stop to go the for magrib prayer. I and my friends take wudhu and follow together prayer.

In day my friend and I are happy because we buy a drink and food side of road we really enjoy in our journey together.

Appendix XV Result of Student's Posttest

Student I

My Holiday

On Holiday, I just stay at home to ate, slept,and helped my mother to cook for the breakfast. After that, I go to my bedroom for took a rest for several minutes. But before it, I played my handphone to scrool instagram reels.

Then, I want to took a walk with my sister and my friends, and I bought meatball and ate together with my sister and my friends.

I was happy with momerable experience.

Student II

To Mamuju

I went to Mamuju with my big family for visited my grandmother and grandfather's house. We spend a day to until there.

Arrived in Mamuju city, I saw with my cousin and member family other in Grandma's house. They waited our. After that, we took a rest in bedroom and slept.

Next day, I went to play with my cousin around the grandma's mother. I was happy that day.

Student III

Mampie Beach

In monday, my family spend weekend to Mampie Beach. We went at 07.00 that morning. And arrived there at 08.43.

In the beach I played football with my brother my uncle, and my parent. After that, we eaten Buras and tomato sauce. Then, I made a sand castle side of Mampie beach. After that, I was swimming and played water with my family.

I was really happy and enjoy that day, spend weekend with my lovely family.

Appendix XVI Instructions of the Pretest and Posttest

Instructions of the Pre test

1. Make a recount text according theme “personal experience”
2. Students is given 30 minutes to make a recount text.
3. Recount text is made consist of orientation, events, and reorientation
4. Recount text has been made will be put forward orally in front of the class







Instructions of the Post test




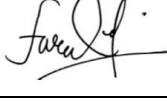


1. Make a recount text according theme “holiday”
2. Students is given 30 minutes to make a recount text.
3. Recount text is made consist of orientation, events, and reorientation
4. Recount text has been made will be put forward orally in front of the class

Appendix XVII Thesis Consultation Sheet

KONSULTASI BIMBINGAN SKRIPSI

Nama : Irmayanti
NIM : 19180001
Judul : THE EFFECTIVENESS OF NUMBERED HEADS
TOGETHER IN SPEAKING SKILL OF RECOUNT
TEXT AT EIGHTH GRADE STUDENTS IN MTS
ANNUR BAITURRAHIM SEPPONG
Dosen Pembimbing : Farid Munfaati, M.Pd

No.	Tanggal/Bulan/Tahun	Materi Bimbingan	TTD
1	30 November 2022	Konsultasi pertama	
2	07 Desember 2022	Konsultasi kedua	
3	22 Desember 2022	Penyerahan bab 1-3	
4	09 Januari 2023	Revisi pertama bab 1-3	
5	12 Januari 2023	Revisi kedua bab 1-3	
6	13 Januari 2023	ACC proposal	
7	01 Februari 2023	Konsultasi persyaratan validasi instrumen penelitian	

8	03 Februari 2023	Pengumpulan revisi proposal setelah sempro	
9	27 April 2023	Konsultasi rancangan penulisan bab 4 dan 5	
10	04 Mei 2023	Penyerahan bab 4 dan 5	
11	07 Mei 2023	Penyerahan bagian lampiran	
12	12 Mei 2023	Revisi pertama bab 4, 5 dan lampiran	
13	16 Mei 2023	Penyerahan skripsi dan ACC	

Dosen Pembimbing



Farid Munfaati, M.Pd
NIP. 19860420 20180201 2 225

Malang, 13 Mei 2023

Mengetahui,

Ketua Jurusan TBI



Dr. H. Langgeng Budianto, M. Pd
NIP. 19711014 2003121001

Appendix XVIII Curriculum Vitae

BIODATA

Nama Lengkap	: Irmayanti	
Tempat Tanggal Lahir	: Mapilli, 11 April 2000	
Jenis Kelamin	: Perempuan	
Agama	: Islam	
Jurusan	: Tadris Bahasa Inggris	
Fakultas	: Ilmu Tarbiyah dan Keguruan	
Perguruan Tinggi	: UIN Maulana Malik Ibrahim Malang	
No. Hp	: 082195301291	
Alamat E-mail	: irmhaayanti@gmail.com	
Nama Ayah Kandung	: Udin	
Nama Ibu Kandung	: Rida	
Hobby	: Membaca dan Mengajar	
Cita-cita	: Dosen dan Kepala Sekolah	
Alamat Rumah	: Desa Baru, Kec. Luyo, Kab. Polewali Mandar	

Riwayat Pendidikan

1. SD Negeri 018 Bonra : 2007-2013
2. MTs DDI Baru : 2013-2016
3. MAN 1 Polewali Mandar : 2016-2019
4. UIN MALIKI Malang : 2019-Now

Malang, 2 Mei 2023

Mahasiswa,



Irmayanti

NIM. 19180001