THE EFFECT OF USING THE BALLOON DEBATE TECHNIQUE TOWARDS STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADE STUDENTS OF SMAN 2 BUKITTINGGI

A Thesis

Submitted as a Fulfillment of Requirements to Obtain Strata One (S1) Degree in English Education Department

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LETTER OF ADVISOR APPROVAL

Thesis with the title **" The Effect of Using The Balloon Debate Technique Towards Students' Speaking Ability At The Eleventh Grade Students Of SMAN 2 Bukittinggi"** prepared by **Anisa Putri Anzani** with **NIM 2320078**, English Language Education Study Program, faculty of Tarbiyah and Teacher Training, Sjech M Djamil Djambek Bukittinggi State Islamic University, Academic Year 2025/2026, has fullfiled the scientific, requirements and has been approved for submissionto the Munaqasyah session.

Thus, this approval is given so that can be used properly.

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ABSTRACT

Anisa Putri Anzani, 2320078, "The Effect Of Using The Balloon Debate Technique Towards Students' Speaking Ability At The Eleventh Grade Students Of Sman 2 Bukittinggi". A Thesis, English Education Department, Islamic State University of Sjech M. Djamil Djambek Bukittinggi, 2025.

Balloon debates are one of the popular types of debates that can be used as an alternative to teaching students' speaking ability. Students' English skills at SMAN 2 Bukittinggi face problems in terms of speaking score that do not reach the Criteria score, teaching techniques for speaking students are still less interactive, students are afraid to come forward and speak. This study aims to determine the effect of using balloon debate on students' speaking ability.

This research was quantitative research and the researcher used true experimental design with the the pretest-posttest non-equivalent control design. The population of this research was the 11th grade students of SMAN 2 Bukittinggi. The researcher used cluster random sampling as the technique of sampling and the sample was the student XI F10 as the control class and taught without balloon debate technique and XI F11 as the experimental class taught with balloon debate technique.The data was obtained from oral speaking test.

From the results of the pre-test and post test of the experimental and control classes, the researcher got the answers of the hypothesis. First, there was significant effect of using balloon debate technique towards students' speaking ability proven based on the mean score posttest is better than pre-test in experiment class (69.88 > 59.18). Second, there was significant difference the experiment class and control class.It was proven from the independent sample T-test that have the sig (2- tailed) was 0.000 < 0.05. Third, teaching and learning by using balloon debate technique was better than teaching without using balloon denate technique towards students speaking ability. It was proven by improvement of the mean score of the experimental class was higher than the control class in the post-test (10.7 > 9.5).

Keywords : Effect, Balloon Debate, Speaking Ability

ABSTRAK

Anisa Putri Anzani, 2320078, "Pengaruh Penggunaan Teknik Debat Balon Terhadap Kemampuan Berbicara Siswa Kelas Sebelas Sman 2 Bukittinggi". Skripsi, Jurusan Pendidikan Bahasa Inggris, Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, 2025.

Debat balon merupakan salah satu jenis debat yang populer yang dapat digunakan sebagai alternatif untuk mengajarkan kemampuan berbicara siswa. Kemampuan bahasa Inggris siswa di SMAN 2 Bukittinggi menghadapi masalah dalam hal nilai speaking yang tidak mencapai nilai KKM, teknik pengajaran untuk speaking siswa masih kurang interaktif, siswa takut untuk maju ke depan dan berbicara. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan debat balon terhadap kemampuan berbicara siswa.

Penelitian ini merupakan penelitian kuantitatif dan peneliti menggunakan desain true experimental design dengan desain pretest-posttest non-equivalent control design. Populasi penelitian ini adalah siswa kelas XI SMAN 2 Bukittinggi. Peneliti menggunakan cluster random sampling sebagai teknik pengambilan sampel dan sampelnya adalah siswa kelas XI F10 sebagai kelas kontrol yang diajar tanpa menggunakan teknik debat balon dan kelas XI F11 sebagai kelas eksperimen yang diajar dengan menggunakan teknik debat balon.

Dari hasil pre-test dan post-test kelas eksperimen dan kelas kontrol, peneliti mendapatkan jawaban dari hipotesis. Pertama, terdapat pengaruh yang signifikan dari penggunaan teknik debat balon terhadap kemampuan berbicara siswa yang dibuktikan berdasarkan nilai rata-rata post test yang lebih baik dibandingkan dengan nilai rata-rata pre test pada kelas eksperimen (69,88 > 59,18). Kedua, terdapat perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol, hal ini dibuktikan dengan hasil uji independent sample t-test yang memiliki nilai sig (2-tailed) sebesar 0,000 < 0,05. Ketiga, pembelajaran dengan menggunakan teknik debat balon lebih baik dibandingkan dengan pembelajaran tanpa menggunakan teknik debat balon terhadap kemampuan berbicara siswa. Hal ini dibuktikan dengan peningkatan nilai rata-rata kelas eksperimen yang lebih tinggi dibandingkan dengan kelas kontrol pada post-test (10,7 > 9,5).

Kata kunci : Pengaruh, Debat Balon, Kemampuan Berbicara

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Bukittinggi, Februari 2025

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CHAPTER I

INTRODUCTION

A. Background Of The Problem

The ability to speak English is essential today because speaking English brings many benefits for learners. First, students can get information from abroad and use technology in this digital era in all activities, this can be seen from the development of Industry 5.0 which enables people to communicate and speak using mobile phones, or computers.[1] Second, the ability to speak in English, students can communicate with people from different countries and learn about other country cultures. Third, English speaking ability also facilitates access to higher education abroad. Hence, teachers' focus is on teaching students to communicate confidently and independently in English.

Teaching speaking is an important part of English Language learning. The ability to carry out a conversation in the target language is useful for the English language learner to communicate in class or outside the classroom. Arung states that among the four skills in language (speaking, reading, listening, and writing), speaking English are important because it appear in people's daily life to communicate with each other.[2] Therefore, it is essential for teachers pay attention

[1] Nidaul Hasanah Ahmad, Agus Gunawan, and Muhammad Rizky Fadhil, 'Utilizing Ict-Based Learning Media (Tiktok) To Enhance Students' Speaking Skills', Akademika, 12.02 (2023), 423–35
[2] Fernandes Arung, 'Improving the Students' Speaking Skill through Debate Technique', *Journal of*

to teach students in speaking and communicate interactively.

Speaking is the way students talk interactively by asking, answering, and giving information directly to each other. As said by H Douglas Brown, Interactive is one of the categories of speaking performance. Speaking is a length and complexity of interaction that involves student exchange information hence the students must be able to speak interactively to communicate in English. [3] The ability of students to speak English interactively can not be separated from the teacher's role to give the students an opportunity to speak English and be involved in a classroom that is interesting and motivating.

Nunan explains that classroom techniques and tasks to practice English language teaching are through debate and discussion. Discussions and debates can be an alternative to promote student speaking ability in class because giving students opportunities to express ideas and opinions about topics.[4] In line with Nunan, debate promotes an interactive communication process that involves students directly in the class to communicate with each other.

The advantages of debate are explains by Jon M. Ericson. First, the student learns how to speak convincingly. Second, Students can learn the ability to collect and organize ideas. Third subordinate the ideas, it means students can think about the correlation between the first idea and the other. Fourth, students can learn how

English Education JEE, 1.1 (2016), 70–76.

[3] H Douglas Brown, *Language Assesment Principles and Classroom Practices*, *Revista Brasileira de Linguística Aplicada*, 2004, V. p 142

[4] David Nunan, *TEFL Book Practical English Language Teaching*, 1st editio, 2003. P 210

to evaluate the evidence because they should have knowledge about some issues from the concrete source. Fifth, students learn about logical connections and think and speak outline terms. Finally, students learn the ability to adapt to every situation. [5] Hence, debate is a good choice to promote students' speaking ability. It will make students to be more creative and foster critical thinking and communication skills.

Debate is a technique that allows students to share and cooperate with others and gives students chances to train and practice their speaking English proficiency. [6] in debate, students present a controversial point of view about a topic just like in a persuasive speech. [7] There are many kinds of debates one of them is the Balloon debate. Thornbury says many teachers would agree that the best discussions in class are those that arise spontaneously and interactively because a topic in the course book triggers some debate. It is useful to have a store of techniques for setting up discussions in a more formal way such as balloon debate. [8]

The Balloon Debate encourages students to think about the strong arguments of the topic and explain it orally to make the audience interested in their arguments. The reason why the debate called as balloon debate is because the students are invited to imagine that they are flying in the hot air balloon. The

[5] Jon M Ericson, James J Murphy, and Raymond Bud Zeuschner, *Debater ' s Guide*, 2003.p3
[6] Mr Satit Somjai and Anchalee Jansem, 'The Use of Debate Technique To Develop Speaking Ability of Grade Ten Students At Bodindecha (Sing Singhaseni) School', 13.13 (2015), 27–31.
[7] Wolf James C Dale, Paulette, *Speech Communication Made Simple*, 2016. P 205
[8] Scott Thornbury, *How to Teach Speaking*, 2005.

balloon is broken and only one survivor could stay in the balloon. The Students should do the debate in hot air balloon to win the argument and be the only survivor in the balloon. The students have to present arguments and make the opponent's argument seems absurd. Using the balloon debate technique brings impact on student's English proficiency such as, students can develop ideas, improve their English skills, think critically, and gain the ability to interact with others.

Balloon Debate involves every 4 language skills: speaking, listening, reading, and writing. Through balloon debate, the students read some material and information given about the topic being discussed and write some important points that will be delivered. After that students utter the point in speaking and listening to the other people's point. This process of uttering points to each other involves an interactive speaking performance. Thus, The Balloon debate can be used as an interactive communication technique to teach speaking English.

The researcher conducted preliminary research on 11th-grade students of SMAN 2 Bukittinggi by observations on July 2024. The researcher had an opportunity to saw the process of teaching and learning in class. The researcher saw how the teacher taught students in class.

First, The teacher did not actively use English in the classroom and mostly used the Indonesian language. The teacher used Indonesian language to gave instructions to the students. This made little use of the target language which is English language.. The result is students' inability to actively used English to communicate interactively in class. Teacher should use English language during

the process of teaching to motivate students to speak English more in front of the class.

Second, In Kurikulum Merdeka, the lesson is focused on the students center. The reason is to allow the students to be active and creative in the class. However, based on observation, the lesson used teacher center. The teacher explained the learning material and spoke more in front of the class it made the students passive. The teacher center limited student engagement leading to decreased motivation, reduced critical thinking independently, and student interest.

Third, The teacher did not create enough variety in teaching students to speak English in the classroom. Teachers only give a text for students to read which did not lead students to speak interactively in the classroom. In real life, conversation should be interactive, spontaneous, and critical but that did not happen in the classroom.

Fourth, teacher did not give equal oppurtunity for the students to speak in front of the class. Teacher encouraged students to speak in class by appoints two untill five student to read the text, It makes not all the students have oppurtunity to speak because only few of them spoke in front of the class. Students need to practice their English language proficiency through speaking and do it in front of the class. The benefit is to make student more confidence to use English language in front of the other and gave them a chance to practice what they have learned.

Fifth, the English speaking ability of 11th-grade students at SMAN 2

Bukittinggi is still low. Many students have low scores below the criteria for achieving learning objectives or in Indonesian called (KKTP) *Kriteria Ketercapaian Tujuan Pembelajaran*. The teacher said that the speaking score KKTP is 80. Based on the interview of the English teacher of SMAN 2 Bukittinggi, the students' speaking practice scores are still below the average to be achieved. The average score of students in each class is as follows; XI.F1 (78), XI.F2 (76), XI.F3 (74), XI.F4(75), XI.F5 (78), XI.F6 (74), XI.F7 (73), XI.F8 (76), XI.F9 (74), XI.F10 (77), XI.F11(77). (See Appendix 1).

It is written in the Learning Objective Flow or in Indonesia *Alur Tujuan Pembelajaran* (ATP), at the end of the learning phase, students are expected to interact fluently, spontaneously, regularly, and without any significant obstacles to communicate orally in narrative, exposition and discussion texts. (See Appendix 4) Despite this, the reality is that students' ability to speak is still not fluent, not interactive, and even seem passive in class. This is a gap in the research to be carried out.

After doing an observation in class researcher conducted an interview with students and teachers on July 2024. The researcher had the opportunity to interview the teacher and students at school regarding students' speaking ability and discover some problems.

Based on interviewed with students, students afraid of made mistake when speak English. Student said that they are anxious if they will misspronounce a word and use a wrong grammar during speaking. student are afraid if they made mistake

in front of the class their friends will mocked them. This make them anxious if it's just few of the students are appoint to speak in front of the classroom

Finally, based on interviews with the teacher, while doing a presentation in front of the class most of the students speak English only while opening the presentation and explained what was written in their PowerPoint by reading it. Students did presentations that didn't interactive with their classmates. Students only read their PowerPoint during the question and answer session, Students who did presentations only look for answers on their cellphones and read what is written on their cellphones.

Based on the facts above, the research would like to offer The Balloon Debate technique, that the technique can help the teacher to teach student speaking ability. Therefore, the researcher will conduct research entitled "The Effect Of Using The Balloon Debate Technique Towards Students' Speaking Ability At The Eleventh Grade Students Of SMAN 2 Bukittinggi"

B. Identification Of The Problem

According to the background of the problem described above, there is some identification of the problem as follows :

1. Teacher in 11th grade of SMAN 2 Bukittinggi using less variety of teaching techniques to make the lesson interesting for students
2. Teacher uses Indonesian language to explain the materials it makes students passively speak English in class

3. Teacher didn't give all the students opportunity to practice their speaking in learning English because teacher only appoint 2 untill 5 students to come in front of the class.
4. Some Students in 11th grade of SMAN 2 Bukittinggi didn't have an adequate score in speaking practice.
5. Some Students in 11th grade of SMAN 2 Bukittinggi are afraid of making mistakes and being mocked by classmate
6. Some students in 11th grade of SMAN 2 Bukittinggi doing presentation in class only read what is written and not interactively answer questions in class.

C. Limitation Of The Problem

Based on the Identification of the problem researcher limits the research focus to The Effect of Using the Balloon Debate Technique toward students' Speaking Ability. The researcher only focuses on finding out the students's Speaking ability with and without using the Balloon Debate Technique for 11th-grade students in SMAN 2 Bukittinggi.

D. Formulation Of The Problem

Following the limitation of the problem, the Formulation of the problem in this research will be formulated in the following questions :

1. Is there any significant effect of teaching using The balloon debate technique?

2. Is there any significant difference between teaching using The balloon debate technique and the conventional method?
3. Is the speaking ability of students who are taught speaking using Balloon Debate technique better than the students who are taught without using Balloon debate technique?

E. Purpose Of The Research

Based on problems of 11th grade students of SMAN 2 Bukittinggi, the objectives of the research as follows:

1. To find out the effect of Using The balloon debate technique on students' speaking ability.
2. To find out the significant difference between teaching using The balloon debate technique and the conventional method.
3. To find out students' abilities who are taught speaking by using Balloon debate technique and without Balloon debate technique.

F. Significance Of The Research

The researcher hopes the research will have advantages for some people including:

1. Teachers can get new techniques in teaching English Speaking to increase students' interest and desire to learn English.
2. For researchers, it is a requirement for obtaining knowledge and improving

researcher skills and experience in teaching.

3. Students can obtain an interest in practicing spoken English and speak English confidently in front of others
4. This research is expected readers and future researchers can use this research for reference for teaching speaking and technique that can be use.

G. Definition Of Key Term

To avoid misunderstanding the title of this proposal, it needs some important explanation about the definition of key terms such as :

1. Balloon debate

   Balloon debate is a technique that can be used by teachers to teach speaking to students. It encourages students to give their arguments orally in front of an opponent defend their arguments and persuade the audience. In debate, students are invited to imagine they are flying in a hot air balloon and there is only one person who can survive the situation. In order to choose the survivor, a debate is held and a vote is taken to determine the winner.

2. Speaking ability refers to the act of orally expressing thoughts, ideas, opinions, or feelings to others through the use of language. The speaking includes various aspects such as pronunciation, grammar, vocabulary, and fluency.

CHAPTER II

REVIEW OF RELATED LITERATURE

1. Review Of Related Theories

A. The Nature of Speaking

1. The Definition Of Speaking

There are four skills in language learning; reading, writing, speaking, and listening. These skills are often divided into two types, Receptive skills used for reading and listening. While productive skills are used for writing and speaking, skills where students have to produce language themselves. [9] Receptive skills are language skills that involve the ability to receive messages in the form of spoken or written language. While productive skills are the opposite of receptive. The process of productivity of speaking could happen in the process of transactional and interactional. Production of speaking involves the interaction using oral ways to convey some words with meaning and ideas in mind.

Speaking is the ability to speak fluently presupposes not only a knowledge of language feautures but also the ability to process information and language on the spot. [10] Speaking is done verbally on the spot, if

[9] Jeremy Harmer, *Book The Practice of English Language Teaching Jeremy Harmer 4th Edition.Pdf*. 4th edition P 265

[10] Jeremy Harmer, *The Practice of English Language Teaching*, *Longman*, 2018. 3rd edition P 269

someone speaks they cannot correct what they say later, but must be corrected on the spot. This is one of the advantages of speaking, different from writing which can be corrected later and done repeatedly.

Thornbury said Speaking is a key to communication, that speech production takes place in real-time and is therefore essentially linear. [11] It plays a very crucial part in people's daily life. Almost every aspect of our life is covered by speaking. Speaking in a second language involves the development of a particular type of communication skill. Speaking is essential because it is an interactive process of understanding students meaning of the word, giving and receiving ideas and information, and sharing what students think and sharing their emotions. However, speaking is part of human behavior that helps the speaker to communicate with the outside world and be understood by the other.

Speaking should be prioritized by the teacher to help students involved in communication, whether in a formal or informal setting. Formal setting in speaking is the oral expression of thoughts and feelings, either to convey meaning or to engage in communication with others. Focusing on formal speaking also provides an excellent opportunity for learners to become aware of being involved in speaking effectively and can lead to the development of useful planning and delivery strategies. Informal speaking typically involves

[11] Thornbury. P 2

tasks where conveying information is not as important as maintaining friendly relationships. [12]

As reported by Hughes in conveying ideas and opinions in speaking, it is necessary to master the components of speaking, namely accent, vocabulary, grammar, fluency, and comprehension. [13] Teachers need to add these five components in teaching English so that the lesson makes students speaking skills organized and they can convey ideas, thoughts, and feelings, which are in their minds to communicate with others. The learning process must be varied by using various approaches, methods, and techniques that make students interested in improving students' speaking ability.

From the above definition, the researcher can conclude that speaking is the act of producing spoken language orally that has many functions in daily life. Through speaking, people can share ideas, feelings, and any opinions that involve interactions between participants that happen on the spot. Speaking ability can be improve through various teaching and learning techniques.

2. The Nature of Speaking Ability

Richard states that “the ability to speak a second or foreign language

[12] I. S.P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, 2008. P 121

[13] Hughes Arthur, ‘Testing for Language Teacher’, 2003, p. 251.

well is a very complex task if we try to understand the nature of what appears to be involved."[14] Students should have more motivation and ambition to learn a new language. It will make students easier to understand and apply the language. Students'speaking ability can be determined by their communication orally and their taking part in spoken language activities directly. It can be also described as the ability of persons to express their ideas. The structural aspect concentrates on the grammatical system, describing the way in which linguistic items can be combined. Functional means the application of language in suitable situations and conditions.

Speaking ability refers to person's capacity or ability to speak a language. It includes various aspects such as pronunciation, grammar, vocabulary, and fluency. It indicates how well a person can use spoken language to convey ideas, thoughts, or feelings. An important part of language learning and communication is producing sentences to convey meaning and interact with others.

3. The Purpose of Speaking Ability

Speaking is a crucial skill in language learning for several reasons:

1. Communication: Speaking allows learners to express their thoughts, ideas, and emotions effectively, facilitating interaction and

[14] Jack C Richards, 'Teaching Listening and Speaking: From Theory to Practice (RELC Portfolio Series)', *Cambridge University Press*, January 2018, 2009, 1–48.

communication with others. As mentioned by Thornbury

2. Real-life Application: Speaking skills are essential for real-life situations such as conversations, presentations, interviews, and social interactions, making them practical and relevant for learners.
3. Critical Thinking: Speaking requires learners to organize their thoughts coherently, analyze information, and respond appropriately, promoting critical thinking skills.
4. Cultural Understanding: Through speaking, learners can explore different cultural perspectives, norms, and practices, fostering intercultural competence and empathy.
5. Confidence Building: Regular practice in speaking helps learners gain confidence in expressing themselves in the target language, leading to increased self-assurance and motivation.

Overall, speaking plays a vital role in language acquisition by providing a platform for meaningful communication, linguistic development, and cultural engagement

4. The Components Of Speaking Ability

David P Harris in his book mentions speaking components encompass Pronunciation (including the segmental features – vowels and consonants – and the stress and intonation patterns), grammar, vocabulary, fluency (the ease and speed of the flow of speech), and comprehension, for oral communication

certainly requires a subject to respond to speech as well as to initiate it. [15]

1. Pronunciation

   Pronunciation refers to the way in which words or language are spoken, encompassing the sequences of sounds that form the spoken representation of a word. It can vary based on dialects, individual speech patterns, and regional accents. Pronunciation is not only about the correct articulation of sounds but also involves aspects such as stress, intonation, and rhythm in speech. [16]

2. Comprehension

   Comprehension begin with the received data that is analyzed sounds, words clauses, sentences, and texts untill meaning is derived. [17]Comprehension is the ability to recognize and interpret spoken language, allowing speakers to create meaningful interpretations of the sentences and concepts expressed in dialogue. This skill is essential for successful communication, as it enables speakers to articulate their ideas clearly while helping listeners understand the intended message.

3. Fluency

   Fluency refers to the ability to speak a language smoothly and effortlessly, without stammering characterized by a natural flow of speech without

[15] David P Harris, 'Testing English as Second Language', 1969. P 81
[16] Nation and Newton. P 76
[17] Richards. P 4

excessive pauses, hesitations, or interruptions.

4. Vocabulary

Vocabulary is the set of words known and used by a particular person or group, as well as the words that exist in a specific language or field of knowledge. The more vocabulary students know, the better they can speak and know the meaning and context of vocabulary to use correctly.

5. Grammar

Grammar is the set of rules that control how words are combined to form sentences and convey meaning in a language. It encompasses various aspects such as syntax (sentence structure), morphology (word formation), and punctuation.

5. Testing Speaking Ability

The indicator for assessing speaking according to Harris in his book demonstrates the oral proficiency categories below[18]:

Table 2. 1 Sample Oral English Rating By Harris

PRONUNCIATION	
5	Pronunciation is clear and quite understandable for students
4	There are some pronunciation problem but still quite understandable
3	Pronunciation problem necesitate listening and occasionally lead a misunderstanding

[18] Harris. P 84

2	Very hard to understand because of pronunciation problem. Must frequently asked to repeat
1	Pronunciation problem is so severe as to make speech virtually unitelligible
GRAMMAR	
5	Errors in grammar are quite rare
4	There are few grammatical eror but still intelligible
3	Make frequent errors and word order occasionally obscure meaning
2	Grammar and word order errors make comprehension difficult must often rephrase sentences him basic pattern
1	Errors in grammar and word order so severe as make speech virtually unintelligible
VOCABULARY	
5	Almost all vocabulary used are in proper used
4	Frequently use inappropriate terms or must replace ideas but still intelligible
3	Frequently uses the wrong word, conversation somewhat limited because of inadequate vocabulary
2	Misuse up words and very limited vocabulary make comprehension quite difficult
1	Vocabulary limitation so extreme as to make conversation virtually impossible
FLUENCY	
5	Able to use the language fluently, rare skill, and the speed of speech are at the normal rate
4	Speed of speech seem to be slightly affected by language problem

3	Speed and fluency are rather strongly affected by language problem
2	Usually hesitatant often forced into silent by language limitation
1	Speech is so halting and fragmentary as to make conversation virtually impossible
COMPREHENSION	
5	Understand most of what is said at average speed
4	Understand what issaid ata average speed, but occasional repitition may be necessary
3	Understand what is said is at slower than average speed repetition
2	Has a great difficulty following what is said. Can comprehend only, “social conversation” spoken slowly and with frequent repetition
1	Cannot be said to understand even simple conversational English
25	**TOTAL SCORE**

Based on oral proficiency categories above, then the teacher must analyze the percentage of students speaking ability score used the following formula:

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

Where :

P : Percentage of students speaking ability

n : Number of score obtained by students

N : Total score

6. The Principal of Teaching Speaking Ability

Teachers monitor and evaluate students' progress in learning the English language through speaking. Students are encouraged to speak English interactively. Several key principles should be followed by the teacher to enhance the learning process. One crucial aspect is for the teacher to step back and observe and listen to students during speaking activities, ensuring that students feel the teacher's involvement at an appropriate level. However, if an activity is not progressing smoothly, the teacher may need to intervene to guide the students effectively. There are five principles of teaching speaking as explained by Nunan[19] :

a. Recognize the difference between second and foreign language learning situations.

   In an English foreign language context, the target language is not being used as the language of communication in the learner area. While English as a second language learners often use English in daily activities. Foreign language learners travel to countries where their target language is spoken, they find that it is difficult for them to be involved in communication with natives if they never use the language.

   Students may have errors in grammar, vocabulary, pronunciation, or a combination of questions that affect the learner's oral communication skills. It

[19] Nunan. P 53

is important for the teacher distinct the differences between teaching English for English foreign language or English second language

b. Give students practice with both fluency and accuracy.

Accuracy refers to the extent to which students' language matches what people say when using the target language. Fluency refers to the degree to which a speaker can use the language quickly and confidently, without hesitation, awkward pauses, false starts, or word search puzzles. Improve fluency and accuracy cannot be achieved if teachers constantly interrupt to correct verbal mistakes. Teachers must provide students with opportunities to practice fluency and recognize that mistakes are a natural part of learning a new language.

c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

It is important for language teachers to be aware of how much teachers talk during class. Pairwork and group work activities allow learners to increase the amount of time they spend speaking in the target language during lessons. Another interesting point is that when the teacher moves away from the conversation, learners take on various speaking roles such as asking questions and explaining that would normally be done by the teacher.

d. Plan speaking tasks that involve negotiation for meaning.

Research shows that learners progress in communicating in the target language because interaction necessarily involves attempts to understand and

be understood. This process is called the negotiation of meaning. It includes checking if the listener understand what the partner are saying, clarifying the understanding, and checking if other people understand what the speaker saying. By asking for repetition or clarification during a conversation, learners get their interlocutors to speak to them in a language they can learn and understand.

e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

When talking to someone outside of class, the goal is usually to have a dialog or transaction. Interactional language is communicating with someone for social purposes. Transactional language involves communicating to get something done, such as the exchange of goods or services.

7. Implications Of Teaching Speaking Ability

There are some issues that need to be addressed in planning speaking activities for an English class. The first is to determine what kinds of speaking skills the class will focus on. The second issue is identifying teaching strategies to teach and providing opportunities for learners to acquire each kind of speaking. There are several implications of speaking : [20]

[20] Richards. P 35

a. Teaching speaking as interaction

Teaching speaking as interaction focuses on the dynamic nature of conversation, where learners engage in verbal exchanges that require them to listen, respond, and adapt their speech based on the context and their interlocutors. Teach students with creating a natural dialogs that model features such as opening and closing conversations, making small talk, recounting personal incidents and experiences, and reacting to what others say. One rule for making small talk is to initiate interactions between the participant know about the topic that being discussed.

b. Teaching speaking as transaction

Transactional speaking is centered around the content of the conversation, where the primary goal is to exchange information or complete a task. This can include situations like making requests, giving directions, or negotiating. The focus is on ensuring that the message is understood rather than on the social dynamics of the interaction Talk as a transaction is more easily planned since current communicative materials are a rich resource of group activities, information-gap activities, debate and role plays that can provide a source for practicing how to use talk for sharing and obtaining information, as well as for carrying out real-world transactions. .

c. Teaching speaking as performance

Teaching speaking as performance requires a different teaching strategy.

Speaking as performance needs to be prepared and scaffolded in much the same way as written text, and many of the teaching strategies used to make understandings of written text accessible can be applied to the formal uses of spoken language. This approach involves providing examples or models of speeches, oral presentations, stories, etc., through video or audio recordings or written examples.

B. The Nature Of Balloon Debate

1. Definition of Balloon Debate

Debate is one of the techniques in discussion. In debate, students are invited to do a persuasive speech to win arguments. The debate involves students to share their point of view about the topic and have opponent to argues with. Students have to discredit opponent's persuasive arguments and defend themselves.[21] It encourages students to stick to a point of view and to use language persuasively. Debate is a technique strongly assumed can improve students' speaking ability.[22] There are group in debate and each group tries to keep their ideas and also tries to persuade the participants or listeners to accept their opinions. Moreover, at the end of the debate, the winner is determined

[21] Dale, Paulette. P 205
[22] Larasati, 'Debate as an Alternative Technique of Teaching Speaking for the Students', 8.2 (2017), 2–12.

through voting or the judges' decision which will stimulate the students to give more argumentation.

Krieger in matheus state that debate is recognized technique of interactive and repsentative argument aimed at persuading the audience.[23] Teach students using appropriate technique such as debate is the way teachers can enhance students speaking ability significantly. Many kinds of debate exist one of the debates that can be used by the teacher is a Balloon Debate technique

A Balloon debate is a technique to teach speaking ability students to convey the argument and persuade the audience of the debate to choose them as the winner in the debate. The Balloon debate involves interactions between the speakers to defend their arguments and refute the arguments of opponents to win the debate. This technique involves students in the debate or discussion about a real or simulated issue.

William Littlewood in his book mentions that the learners' in debate is to ensure that they have enough knowledge about issues or topic and have different interest and opinions to defend. At the end, students may have reach decision or put the issue being discuss into vote. [24] This is related to balloon debate which requires students to be active in presenting arguments and students' interest for

[23] Matheus Ferry Renaldo and Odo Fadloeli, 'THE Effectiveness of Using Debate Technique in Teaching Speaking Skill', 4.6 (2021), 979–84.
[24] William Littlewood, 'Cambridge Language Teaching Library - Communicative Language Teaching_ An Introduction', 1981. P 57

debate which encourages students to defend themselves in real or simulated situations. In order to decide the winner, the audience or judges must vote.

Jeremy Harmer states that the Balloon debate is part of debate and discussions, "A popular debate which has survived many decades of use is the Balloon Debate because it is based on the scenario in which a group of people is traveling in the basket of a balloon.[25] Besides, A balloon debate is a debate in which several speakers attempt to win the approval of the audience. The audience is invited to imagine that the speakers are flying in a sinking hot-air balloon and that someone must be thrown out if everyone doesn't want to die. Each speaker has to make the case why they should not be thrown out of the balloon to save the remainder. Typically each participant speaks on behalf of a famous person, profession, or fictional character. [26]

A Balloon Debate is a technique in learning speaking. There are multiple speakers pretend to be some characters, occupation, or famous people. The speakers compete through the debate to deliver their arguments and defend themselves and making the opponent's arguments seem absurd to win the audience's approval through voting. Traditionally, Balloon Debates have been used as an engaging way to introduce debate to a class. However, with proper planning, Balloon Debate can be elevated to a more sophisticated level.

[25] Harmer, *The Practice of English Language Teaching*. P 273
[26] Sather Trevor, *Pros and Cons Debater's Guide 19th Ediiton*, 2014.

2. The Advantages of Balloon Debate

According to Ericson, there are many benefits to using debate :[27]

1) The ability to collect and organize ideas. A good debater is one who can get evidences and data accurately on the debate topic that has good quality to be discussed. It will make students think hard and force them to have knowledge about issue that being discussed.
2) The ability to subordinate ideas. A debater can be able to add ideas that will support the first idea that has been delivered. The students will practice making a good correlation between the first idea and the other.
3) The ability to evaluate evidence. The students will have knowledge and learn on how to make the accurate evidence. The evidence is also supported by the sources.
4) The ability to see logical connections. The great mass of data presented during most debates confuses the hearers. Therefore, the students can identify the relationship between items and help to clarify the debate for the audience and thus improve their chances of success. It means that the students would have the ability to find out the correlation between the ideas and the topic.
5) The ability to think and speak in outline terms. Clarity is essential in a debate during the debate, ideas often confuse an audience. Studying using debate

[27] Ericson, Murphy, and Zeuschner. P 4

helps student to have a clear mental outline of the entire case but also the ability to communicate the sense of the outline to the audience.

6) The ability to speak convincingly. A debater will learn about how to makes good speech to convince the audience from the debate. The students also will learn about communication skills to explain the ideas in front of audiences. So, the audience can understand what the speaker means.

7) The ability to adapt. A debate is a fluid situation that constantly changes as new ideas are introduced by various speakers. Students must be ready in practice, this readiness means that students must not only be well organized, logical, analytic, and convincing but also to react to new ideas quickly.

3. Procedure of Balloon Debate

Jeremy Harmer states the applications of balloon debate.

> A popular debate that has survived many decades of use is the Balloon Debate because it is based on the scenario in which a group of people is traveling in the basket of a hot air balloon. Unfortunately, there is a leak and the balloon cannot take their weight: unless someone leaves the balloon, or they will die.
>
> The procedure of the Balloon debate technique started with Students taking on the role of a real-life person, either living or historical - from Confucius to Shakespeare, from Cleopatra to Marie Curie. They think up arguments about why they should be the survivors, either individually or in pairs or groups. After a first round of argument, everyone votes on who should be

the first to jump. As more air escapes, a second round means that one more person has to go, until, some rounds later, the eventual sole survivor is chosen. Participants in a balloon debate can represent occupations rather than specific characters they can also take on the roles of different age groups, hobby enthusiasts, or societies.[28]

There are several procedures for applying Balloon debate techniques in the classroom. One of them is stated by Thornbury.[29]

Balloon Debate is based on the idea that a hot air balloon with its cargo of passengers is dangerously overloaded and at least one of the passengers has to be jettisoned. The group members representing famous people in history, famous living people, or people in different professions, put their case as to why they should be saved and why someone else should be sacrificed. This works best if students have time to prepare a case, and this can be done in pairs. For example, if there are enough students to form two balloons, matched pairs from each balloon first work together, before re-forming in order to stage the debate.

The steps of balloon debate are various, one of the steps is reported by Graham Dixon in Busy Teacher article in 6 easy steps :[30]

[28] Harmer, *The Practice of English Language Teaching*. P 351
[29] Thornbury. P 103
[30] Graham Dixon, 'The Balloon Debate an Integrated ESL Classic in 6 Easy Steps', *Busy Teacher* <https://busyteacher.org/21221-balloon-debate-integrated-esl-classic-6-steps.html> [accessed 6 September 2024].

1. Set up (listening or reading)

   In this step, the teacher explains the important vocabulary that exists in the balloon debate section. Then, the teacher introduces the passengers around 6 people in the balloon, on each person's values there will be detail such as age, gender, skills, titles, and special details.

2. The emergency

   The teacher describes the situation in which they are flying the hot air balloon around the mountain. Suddenly, the Balloon is sinking and there's no way they could go back to the start. The problem is the balloon could held one person weight and the other should be thrown out of the balloon . Hence only one person could stay in the balloon.

3. Initial ordering

   The students choose their characters and invite students to consider the order in which passengers should be thrown out of the balloon. What criteria that the students use, whether they are older, the urgency of character, the status of person, or the youngest first.

4. Role-play setup

   Students write their argument based on the character's they get. Each student now can represent one of the characters they chose or randomly chose. The students can start their argument by saying the background of the character.

To prepare for the debate, the students should consider two aspects:

a. the reason why students should stay in the balloon,
b. The reason why the others should be thrown out of the balloon.

Give students time to make notes or guidelines against writing full sentences which they will simply read during the debate, but they also can use spontaneous language. Review the language of agreement and disagreement, comparison, persuasion, and criticism.

5. The debate

The students have two minutes approximately to persuade the audience why they are important. The students speak confidently and interactively so that they're less likely to be thrown out. Monitor the activity cause it's usually very noisy and boisterous activity, throwing in ideas to complicate or simplify the debate, as necessary. Each student should spend time with an example of every other character, so they will have at least five conversations.

6. Voting

After the debate, invite students to make a list of top characters that should be thrown out first. Tally the votes on the board, give points to the most highly voted students and the least points then throw out. Ask the students what criteria they use. Are they surprised with the result? What do they tell about society and how they view particular professions? What would made the choice more difficult and make notes about it.

Similar to Dixon, Alex Walls's in Article talks about the procedure of how to conduct a Balloon Debate. A balloon debate typically involves the following steps:[31]

1) Assign roles to the students

   Students are assigned characters to portray, which could be historical figures, celebrities, or people from various occupations.

2) Explain the premise of the activity to the students

   Students are facing a crisis in a hot air balloon. The balloon is losing altitude quickly, and the only way to avoid a crash is to reduce its weight by sacrificing one or more passengers.

3) Students prepare the arguments

   Students are given time to think about why they should be allowed to stay in the hot air balloon. They might consider how their work benefits others and what they could contribute in the future.

4) Conduct the debate

   Each student takes turns explaining why they should be saved from the balloon. Others can then argue against their points and defend themselves from being chosen. Explain their arguments and persuade the audience to choose them as the survivors.

5) Voting on who should be thrown out

[31] Alex Walls, 'Balloon Debate The Classic ESL Class Debate', *Alex Walls ELT*, 2021 <https://alexwallselt.com/hestia-front/about-alex-walls-elt/> [accessed 6 September 2024].

The audience chooses who should be thrown out of the balloon. They use a voting method where students raise two hands against their least favorite and one hand against their second least favorite. The process of voting continues until there's only one person left and declared as the winner

4. Teaching Speaking Using Balloon Debate

Using balloon debates as a teaching technique for speaking ability can be highly effective in engaging students, critical thinking and enhancing their communication abilities. This technique involve student in discussion and give student equal opportunity to speak in front the class

a. Structure of Balloon Debates

1. Set up the situations. Students are informed that they are in a hot air balloon and there are several characters in the balloon.
2. The emergency of situations. The hot air balloon is losing altitude due to being overweight. To save the people inside the basket, they must decide who will be ejected from the balloon.
3. Initial ordering of characters. Each student chooses or is assigned a character (e.g., historical figures, celebrities, or professionals) to represent during the debate. This character should relate to the topic of study, encouraging research and engagement. The students consider the order in which the five passengers should be thrown out of the balloon.
4. Role Play Setup. Students research their character and prepare arguments for why they should remain in the balloon. They may use templates or guidelines

to structure their presentations, focusing on key points such as contributions, significance, and personal qualities.

5. Debate. Each student presents their case to the class, articulating why they should stay in the balloon and persuade the audience to chose the speaker to stay in the hot air balloon. This presentation typically has a time limit to encourage concise speaking.
6. Voting After all debate , students vote on who should be thrown out of the balloon based on the arguments presented. This process can repeat until only one character remains.

b. Benefits of Using Balloon Debates for Teaching Speaking

1. Enhances Research Skills. Students must gather information about their characters, which promotes research and analytical skills.
2. Develop Public Speaking Skills. The format encourages students to practice speaking clearly and confidently in front of an audience.
3. Fosters Critical Thinking. Engaging with opposing viewpoints and formulating counterarguments helps students develop critical thinking skills.
4. Encourages Collaboration: Students often work in teams to prepare arguments, fostering collaboration and teamwork.
5. Increases Engagement: The interactive nature of balloon debates makes learning fun and engaging, motivating students to participate actively.

6. Promotes Language Use in Context: Students practice using language in a meaningful context, which enhances their ability to communicate effectively.

c. Variations of teaching Speaking Using Balloon Debate

The balloon debate format can adapted into suit different contexts or topics. According to harmer participants in a balloon debate can represent occupations rather than specify characters; they can also take on the roles of different age groups, hobby, ethusiast or societies :[32]

I. Change the scenario (e.g., a sinking ship, burning building or a spaceship) to keep the activity fresh and the situation is on emergency.

II. Use different types of characters or themes (e.g., professions related to a specific subject).

III. Incorporate follow-up activities such as writing reflections or creating visual aids related to the debate.

In summary, balloon debates are an effective technique for teaching speaking as they engage students in research, critical thinking, and public speaking within a collaborative framework. The Balloon Debate not only enhances language proficiency but also builds confidence and social skills among learners.

[32] Harmer, *Book The Practice of English Language Teaching Jeremy Harmer 4th Edition.Pdf*. P 351

2. Review Of Related Studies

Some similar research studies have been conducted before. The result of the research is described as follows:

1. The research was conducted by Amelia Inda Fitria entitled *"Balloon Debate: An Alternative Technique in Teaching Speaking at Senior High School in Jambi".*[33] She used quasi experimental research design. The result of the research showed that Balloon Debate had an effect on the students' speaking skills. The effect was proved by the increase of the students' pronunciation, grammar, fluency, and vocabulary. Her research was different from this reseach, because in her research she used Balloon Debate grouply and she only found out four components to assess students' speaking.
2. The research was conducted by Eva Apriliani " A Use of Debate Technique to Improve Speaking Skill at SMK Setia Karya Depok" the year 2021. The type of research was classroom action research with 2 cycles. The population of the research was STKIP Kusuma Negara. The instrument of the study was observation and testing with the result the use of debate techniques can improve students' speaking skills. This study concludes that the debate technique is the right technique that can be used to improve students' English Speaking Skills.[34]

[33] Amelia IndaFitria, 'Balloon Debate: An Alternative Technique in Teaching Speaking at Senior High School in Jambi.', 2013.

[34] Zeta Brown, 'The Use of In-Class Debates as a Teaching Strategy in Increasing Students' Critical Thinking and Collaborative Learning Skills in Higher Education', *Educationalfutures*, 7.1 (2015), 39–55.Eva Apriliani, Vera Yulia Harmayanthi, and Dini Fitriani, 'A Use of Debate Technique to Improve Speaking Skill', 2021, 98–

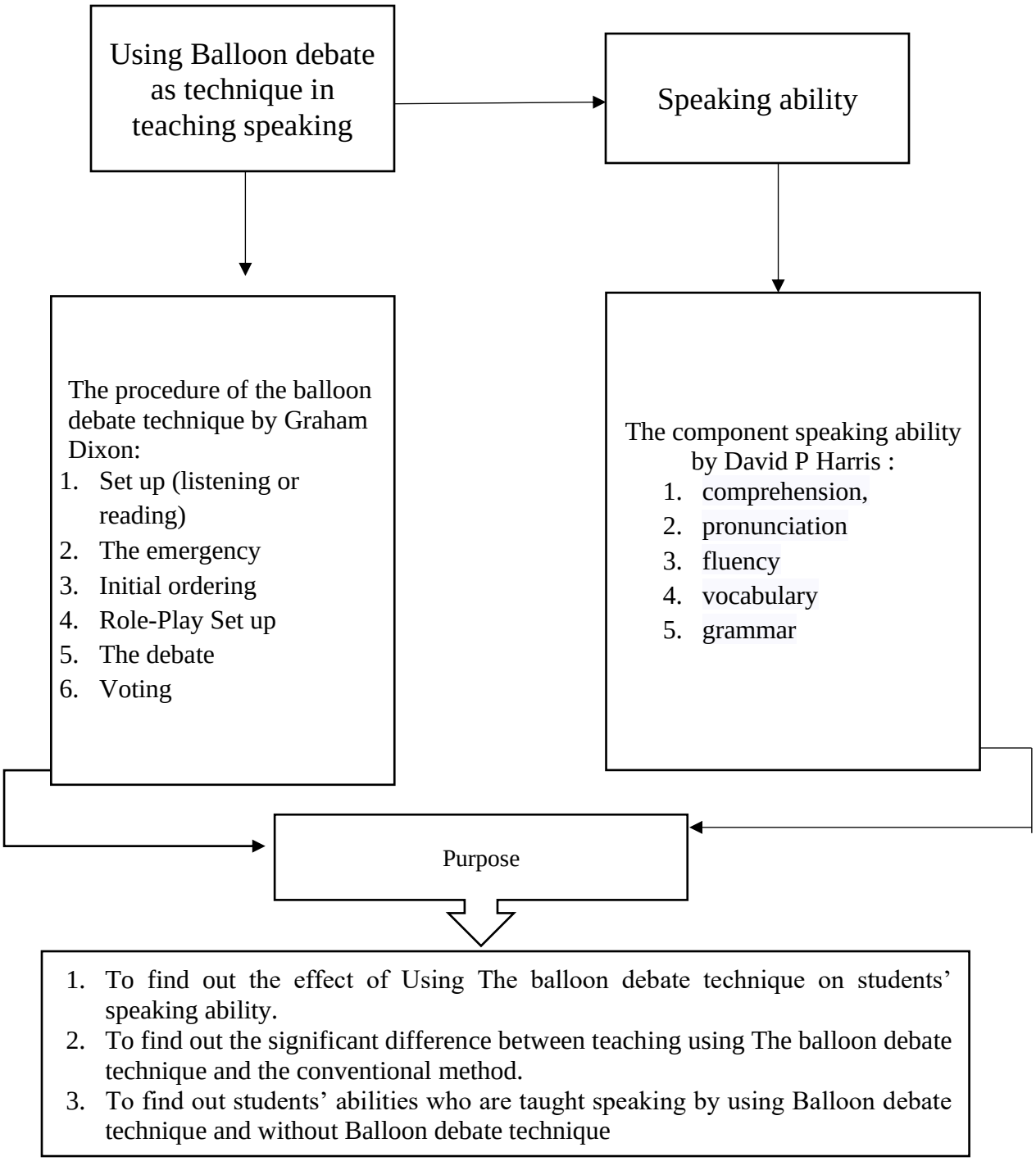
3. Helga Ferdilla conducted a research entitled “The Effect Of Using Balloon Debate Technique Toward Students’ Speaking Ability At Second Year Of SMAN Tempuling In Indragiri Hilir” the year 2013 the research that used was experimental research with nonequivalent control group. The control and experiment class has 20 students in each class and uses an oral presentation test as the instrument. The result of the research there was a significant effect of using the balloon debate technique toward students' speaking ability and it was effective in using the technique to improve students' speaking ability[35]
4. Asih Kurniawati reseacrh entitled “The use of Balloon debate as Teaching Media to Improve Students’ Speaking Skill A case of the Elevnth Grade Students of SMAN 1 Karangtengah Demak” The type of the research was quasi experimental design. The sample was the eleventh grade students. Instrument of research istest. The result of her research was that there was a significant difference in the students’ speaking skill between experimental and control group. Her research was different from this research, because she used media to apply the technique in the classroom

106.Brown, V.

[35] Helga Ferdilla, ‘The Effect Using Balloon Debate Towards Students Speaking Skill’, 2013.

3. Conceptual Framework

The conceptual framework in this research is described as follows :



The conceptual framework above, it can be seen the researcher will conduct a study by testing the procedures of the balloon debate technique and hope that the technique will have an effect towards student's speaking ability that has several components. The conceptual framework is also expected to fulfill the significance of research.

4. Hypothesis

According to the background of the problem, formulation, and purpose of the problem above, the hypothesis research is:

1. Ha: There is a significant effect of teaching using the balloon debate technique towards student speaking ability

   H0: there is no significant effect of teaching using the balloon debate technique towards student speaking ability
2. Ha: there is a difference between teaching speaking using the balloon debate technique compared with the conventional method

   H0: there is no difference between teaching speaking using the balloon debate technique compared with the conventional method
3. Ha: The speaking ability of students who are taught speaking by using Balloon debate technique is better than the students who are taught without using Balloon debate technique

   H0: The speaking ability of students who are taught by using Balloon debate technique is not better than the students who are taught without using Balloon debate technique.

CHAPTER III

RESEARCH METHOD

1. Design Of The Research

This research uses quantitative research. The main traits of quantitative research define a research problem by presenting trends or the requirement to explain the relationship between variables. According to Creswell quantitative research is creating purpose statements, research questions, and hypotheses that are specific, narrow, measurable, and observable collecting numeric data from a large number of people using instruments with preset questions and responses.[36] Cohen stated quantitative research is associated with large scale research, but can also serve smaller scale, like experiments.[37] This research belongs to experimental research the researcher aims to find out whether the technique of balloon debate has a significant effect on the students' speaking ability.

According to Creswell experimental research seeks to determine if a specific treatment influences an outcome. This impact is assessed by providing a specific treatment to one group and withholding it from another and then determining how both groups scored on an outcome. [38] As explained by Cohen the essential features of experimental research involve making a change in the value of one variable called

[36] Johnw Creswell, *Educational Research Planning Conductive and Evaluating Quantitative and Qualitative Research*, 2012. P 26
[37] Morison Keith Cohen Louis, Manion Lawrence, *Research Methods In Education, Research Methods in Physical Activity and Health*, 2017. P 501
[38] john w Creswell, 'Qualitative, Quantitative, and Mixed-Methods Research', *Microbe Magazine*, 4.11 (2009), 485–485.

the independent variable and the effect of that change on another variable called the dependent variable. An independent variable is the input variable, whereas the dependent variable is the outcome variable.[39] In this research independent variable is The effect of using the Balloon debate technique and the variable as the outcome is the Students' speaking ability. In experimental studies, researcher collect data so participants not only the experimental group being benefit from the treatments. And the other group which is the control group receives different treatment, or beneficial treatment.[40]

The kind of experimental research that the researcher will use is a true-experimental design because the most rigorous and strong experimental designs because of equating the groups through random assignment.[41] The benefit of using random assignment is to avoid bias to in determining the participants. Researcher will randomly choose the participants of the research based on the population homogenity and normality. True experimental is better to use as the type of research because most of the threats to internal vality do not happen and true experimental is more strict to control the participants of the research. Randomization or equating the groups of population minimizes the possibility of history, selection, maturation, and the interactions between selection and other threats. The threat that can be happen possibly diffusion, rivalry, resentlful

[39] Cohen Louis, Manion Lawrence. P 272
[40] john w Creswell.
[41] Johnw Creswell. 4th edition P309

demoralization and etc. researcher also use the same instrumentation for pre test and post test so the threats will be minimum.

The researcher will use the pretest – post test non – equivalent group design in this research. Non-equivalent indicates that the experimental and control groups have not been equated by randomization. Participants of the research are not randomly assigned to the treatment and control groups which means the groups may differ on important characteristics. The control group and experiment group receive a pretest but both groups receive different treatments. This design uses two classes, one class the experimental class which receives treatment using the balloon debate technique. And the control class will teach without the balloon debate technique. At the end of the study, both classes will receive a post-test to compare the speaking ability score to determine the effect of the treatment. The design of the experimental designs in educational research can be represented as :

Table 3. 1 The Pre-test - post-test non –Equivalent group design

Groups	Pre-test	Treatment	Post-test
Experimental	O1	X	O2
Control	O3	-	O4

Description :

O1: pre test for experimental class

O2: post-test for experimental class

O3: Pre-test for control class

O4: post-test for control class

X: The treatment

- : No Treatment

2. Population And Sample

This part focuses on the population and sample of the research. Before conducting research, the researcher needs to determine the participants of the research which is the student of the SMAN 2 Bukittinggi.

a. Population

A population is a group of individuals who have the same characteristics.[42] Abu Bakar explains population is the target of researchers or research subjects to make the research a success. Population is the whole subject of research, it can be in the form of people or areas. Population or universe is the total number of units of analysis whose characteristics will be estimated. So the population in research is the entire source of data or research subjects or sources from which data will be obtained. [43] The population of the research is all the students in grade XI of SMAN 2 Bukittinggi. The population is described in the following table.

Table 3. 2 Distribution of XI Grade SMAN 2 Bukittinggi

No	Name of class	Students
1	XI F1	28
2	XI F2	36

[42] john w Creswell. P 142
[43] M.A. Dr. Drs. H.Rifa'i Abubakar, *Pengantar Metodologi Penelitian*, 2021.p 58

3	XI F3	36
4	XI F4	36
5	XI F5	37
6	XI F6	36
7	XI F7	35
8	XI F8	36
9	XI F9	36
10	XI F10	36
11	XI F11	36
Total Students		388

From the table above the total of students is 388 and they are divided into eleven classes. The population of this research is all the grade XI of SMAN 2 Bukittinggi.

b. Sample

Cresswell mentions that a sample is a subgroup of the target population that the researcher plans to study for generalizing the target population.[44] In line with Cresswell, Abu Bakar stated that a sample is a portion of the research population or an example of the entire research population. The sample is a part or representative of the population under study. Sample research is conducted

[44] john w Creswell. P142

when researcher intend to generalize the results of the study.[45] Hence the sample represents the population of the research.

This research needs two classes as the sample that will be tested as control class and the experiment class. The experimental class will be taught using The Balloon Debate technique and the control class will be taught using conventional techniques.

A good sample is the sample that is homogenous and normal. In determining the homogenous and the normality of the sample. The researcher has done a normality and homogeneity test on the students' speaking test scores analyzed with SPSS 20 application. The normality test used Kolmogorov Smirnov and the homogenity test used Levene test.

(a) Normality test

The normality test is used to measure the data in the experimental class and whether the control class is normally distributed or not. The researcher used IBM SPSS statistic 20 application and to test the normality of the data and used Kolmogorov Smirnov because the sample is more than 30 students. The steps of the normality test are below :

1) Arrange students' speaking practice scores in order by class.
2) Input the scores into SPSS statistic 20 and use the Kolmogorov Smirnov

[45] Dr. Drs. H.Rifa'i Abubakar.P 60

3) Take the conclusion, if the significance value of the data is greater than (α) 5% (0.05), it means the data distributed normally

Table 3. 3 Normality test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
XIF1	.126	28	**.200***	.948	28	**.172**
XIF2	.109	28	**.200***	.978	28	**.800**
XIF3	.152	28	**.095**	.928	28	**.054**
XIF4	.157	28	**.075**	.948	28	**.173**
XIF5	.131	28	**.200***	.941	28	**.115**
XIF6	.125	28	**.200***	.946	28	**.160**
XIF7	.103	28	**.200***	.960	28	**.346**
XIF8	.137	28	**.194**	.951	28	**.214**
XIF9	.088	28	**.200***	.966	28	**.477**
XIF10	.116	28	**.200***	.949	28	**.191**
XIF11	.126	28	**.200***	.948	28	**.172**

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

		Unstandardized Residual
N		28
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	3.33577908
Most Extreme Differences	Absolute	.115
	Positive	.107
	Negative	-.115
Kolmogorov-Smirnov Z		.609

Asymp. Sig. (2-tailed)	**.853**

a. Test distribution is Normal.
b. Calculated from data.

Based on the table above the data is distributed normally if the significant value of the data is higher than the value (α) 5% (0.05). It can be seen from all of the significant value of data (bold) is higher than the value (α) 5% (0.05). It means the data is distributed normally. All of the data are distributed normally hence the researcher will use a parametric test.

(b) Homogeneity test

The purpose of the homogeneity test is to know whether the population is homogenous or not. The researcher used the IBM SPSS Statistic 20 app and the Levene test with the following steps:

1) Arrange students' speaking practice scores in order by class
2) Input the scores into SPSS statistic 20 and use the Levene statistic
3) Take the conclusion, if the the significance value of the data is greater than (α)5% (0.05), it means the data distributed normally

Table 3. 4 Homogeneity Test

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
XIF1	Between Groups	359.357	17	21.139	2.502	**.071**

	Within Groups	84.500	10	8.450		
	Total	443.857	27			
XIF2	Between Groups	208.756	19	10.987	.445	**.953**
	Within Groups	394.800	16	24.675		
	Total	603.556	35			
XIF3	Between Groups	590.439	19	31.076	.779	**.702**
	Within Groups	638.533	16	39.908		
	Total	1228.972	35			
XIF4	Between Groups	835.022	19	43.949	1.863	**.107**
	Within Groups	377.533	16	23.596		
	Total	1212.556	35			
XIF5	Between Groups	752.606	19	39.611	1.444	**.231**
	Within Groups	439.033	16	27.440		
	Total	1191.639	35			
XIF7	Between Groups	687.476	19	36.183	1.234	**.343**
	Within Groups	439.667	15	29.311		
	Total	1127.143	34			
XIF8	Between Groups	473.022	19	24.896	1.611	**.170**
	Within Groups	247.200	16	15.450		
	Total	720.222	35			
XIF9	Between Groups	401.250	19	21.118	.687	**.784**
	Within Groups	491.500	16	30.719		
	Total	892.750	35			
XIF10	Between Groups	420.256	19	22.119	1.672	**.152**
	Within Groups	211.633	16	13.227		
	Total	631.889	35			
XIF11	Between Groups	314.806	19	16.569	1.471	**.220**

Within Groups	180.167	16	11.260		
Total	494.972	35			

From the table above the significant value of the data (bold) is higher than values (α) 5% (0.05), it means that the data is homogenous.

The population of the research is normal and homogenous, so the researcher choose the technique of sample determination by cluster random sampling technique. Cluster random sampling divides the population into groups and the groups are randomly selected. [46] Furthermore, gay mentions The selection of cluster sampling as a sample selection method if the population is large and the list of names from the population is too large. Cluster sampling reduces the sample size and can save time because the researcher usually cannot select certain individuals as participants and exclude some students from the class. Step cluster sampling is usually not very different from random sampling. The technique to determine the sample is as follows: identify the population which is XI grade students of SMAN 2 Bukittinggi, then determine the required sample size which will be two classes, define a logical cluster, and select the sample randomly.

In determined the class, the researcher used an online fortune wheel. First, the researcher wrote the names of the classes in the roulette. Then the researcher

[46] Airasian Peter Gay L.R , Mills Geoffrey E, *Educational Research Competencies For Analysis and Applications*, 2012. P 135

rotated the roulette. The first class name that came out was the control class, namely class XI F10 consisted of 36 students, and the second class was the experimental class, namely class XI F11 consisted of 36.

4. Instrumentation

The instrument that will use in this research is a speaking test. The type of test that the researcher will use is an oral test. The speaking test aims to test the student's ability to speak critically about some topic or issue. The researcher will give a hortatory text about The Plastic Bag Should Be Banned. The students need to write the argument they get from the text and explain it orally in front of the class.

A good instrument should be valid and reliable. The validity and reliability help the researcher to get measurable data. In order to make a good instrument for the speaking test, reliability and validity should be tested as below:

a) Validity

Validity is a measure that shows the level of validity of a research instrument. Validity is a measure that shows the extent to which a research instrument can be trusted to measure what it is supposed to measure. An instrument is said to be valid if it can provide accurate results and be consistent with the research objectives. The researcher will consult the instrumentation to the three experts. Two validator is lecturers in the English

departement of UIN Sjech M. Djamil Djambek Bukittinggi and one English teacher in SMAN 2 Bukittinggi. The type of validity is content validity it ensures that the content of the test represents the content of the module or teaching materials.

Validity testing is very important in research because it ensures that the measuring instrument used can provide accurate and relevant data, so that research results can be trusted and applied properly. researchers can effectively determine the validity of research instruments and ensure that research results reflect the reality being measured.. A valid instrument can measure what is desired, which can reveal data from the variables variables studied precisely. A high or low validity instrument shows the extent to which the data collected does not deviate from the description of the variable intended. [47]

b) Reliability

Gay in his book mentions that reliability means dependability or trustworthiness, reliability is the degree to which a test consistently makes whatever it is measuring. [48] Reliability is an instrument that can be trusted enough to be used as a data collection tool because the instrument is good. A good instrument avoids tendentiousness that leads respondents to choose certain

[47] Dr. Drs. H.Rifa'i Abubakar. P 129
[48] Gay L.R , Mills Geoffrey E. p 165

answers. A trustworthy instrument, reliable will produce reliable data, meaning that the data is true according to reality, even if taken repeatedly, it will remain the same.

Researcher tested the reliability of the instrument by using inter-rater reliability which compared the assesment from two different raters. The raters were the researcher herself and the English teacher at school. The comparison is to make sure the accuracy and consistency of the scores from each rater. The class XI F7 was used for testing the reliability.

In this research, the oral test criteria being used was grammar, vocabulary, comprehension, fluency, pronunciation. Each criterion used 1-5 scale. The researcher used Kappa Statistic in SPSS 20 to test reliability as shown in the table

Symmetric Measures

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Measure of Agreement	Kappa	.299	.097	4.830	.000
N of Valid Cases		27			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

According to the general classification of Cohen's Kappa values, a score of 0.299 represents a "Fair" level of agreement. The classification is detailed as follows :

- Less than 0 : Poor agreement
- 0.01 – 0.20 : Slight agreement
- 0.21 – 0.40 : Fair agreement
- 0.41 – 0.60 : Moderate agreement
- 0.61 – 0.80 : Substantial agreement
- 0.81 – 1.00 : Almost perfect agreement

Researcher can conclude from the Kappa value of 0.299 means that was fair level of agreement. there is a reasonable degree of consistency in theratings, although there is still room for improvement. In hence, the result ofreliability testing can be relied on..

5. The Procedure Of Experiment Research

a. Pre test

This test aims to test the prior knowledge and the ability of students related to the material and related to the debate. The researcher tests the students' speaking ability to know the ability of students when speaking.

b. Treatment

After conducting the pre-test, the next phase is treatment. The experimental class got a treatment using Balloon Debate, while the control class didn't get the treatment using Balloon Debate but they learn speaking English like usual. The topics given in each meeting will be :

I : The Plastic bag should be banned

II : Mobile Phone should be banned for students at school

III : Tourism for local people or multinational companies?

IV : The Plastic bag should be banned

The procedure that will be use by the researcher is the procedure of Balloon debate by Graham Dixon as explains below: [49]

1) Set up (listening or reading)

   In this step, the teacher explains the important vocabulary that exists in the balloon debate section. Then, the teacher introduces the passengers around 6 people in the balloon, on each person's values there will be detail such as age, gender, skills, titles, and special details.

2) The emergency

   The teacher describes the situation in which they are flying the hot air balloon around the mountain. Suddenly, the Balloon is sinking and there's no way they could go back to the start. The problem is the balloon could held one person weight and the other should be thrown out of the balloon . Hence only one person could stay in the balloon.

3) Initial ordering

   The students choose their characters and invite students to consider the order in which passengers should be thrown out of the balloon. What criteria that the students use, whether they are older, the urgency of character, the status of person, or the youngest first.

[49] Walls.

4) Role-play setup

Students write their argument based on the character's they get. Each student now can represent one of the characters they chose or randomly chose. The students can start their argument by saying the background of the character.

To prepare for the debate, the students should consider two aspects:

a. the reason why students should stay in the balloon,
b. The reason why the others should be thrown out of the balloon.

Give students time to make notes or guidelines against writing full sentences which they will simply read during the debate, but they also can use spontaneous language. Review the language of agreement and disagreement, comparison, persuasion, and criticism.

5) The debate

The students have two minutes approximately to persuade the audience why they are important. The students speak confidently and interactively so that they're less likely to be thrown out. Monitor the activity cause it's usually very noisy and boisterous activity, throwing in ideas to complicate or simplify the debate, as necessary. Each student should spend time with an example of every other character, so they will have at least five conversations.

6) Voting

After the debate, invite students to make a list of top characters that should be thrown out first. Tally the votes on the board, give points to the most highly

voted students and the least points then throw out. Ask the students what criteria they use. Are they surprised with the result? What do they tell about society and how they view particular professions? What would made the choice more difficult and make notes about it.

c. Post-test

The post-test was carried out after conduct the treatment had finished. The post-test is to determine whether the material has been delivered and whether the treatment has been conducted is successful or not. The researcher will give a speaking test to the students to see the achievement of students.

6. Technique Of Data Collection

The researcher will use the Speaking test to collect the data. The type of test is oral test. The speaking test is to determine the student's ability to speak about some topics or issues that are given. The speaking test sees the student's ability to speak with the component of speaking. The researcher will test students using hortatory text that discusses The Plastic Bag Should Be Banned.

a. Pre-test will be given to both classes, experimental and control classes. The pre-test is to measure the student’s basic speaking ability. The researcher will give hortatory exposition text. The students will be given 10 minutes to read the text about the plastic bag should be banned and after that, the researcher ask the students to write their understanding of the the text. Each student will present the text in front of the class minimum 1 minute and a maximum 2

minutes and the researcher will assess the student's speaking ability using an assessment paper that has been prepared. Two raters are needed in a pre-test and post-test to get a reliable data. Hence researcher will ask the teacher to help. The first rater is the English teacher and the second rater is the researcher herself. In order to make the total score of the students speaking test use the formula :

Total Score = $\frac{R1+R2}{2}$ = …

Where:

R1: Rater 1

R2: Rater 2

b. Post-test will give after the teaching/ treatment several times to both classes. Post-test will be given to both classes (experimental and control class) to know the difference between students' speaking ability after being taught using the Balloon debate technique and conventional technique. The test using hortatory exposition text the same with pre-test and also with the same procedure.

7. Technique Of Data Analysis

In analyzing the data, the researcher will see the difference between the two classes of experiment and the control class. The researcher use SPSS Application and T-Test formula to analyze and comparing the data and answer the hypothesis of the research. The goal was to ascertain the significant effect of using

Balloon debate on students' speaking ability. The researcher compare the mean score between two classes using the independent T-test formula which is suggested by Gay to know the significant Effect of the Balloon Debate Technique towards Students speaking ability. Gay using the formula below : [50]

$$\bar{x} = \frac{\overline{\Sigma fx1}}{n}$$

$$s = \sqrt{\frac{\overline{\Sigma f(x_i - \bar{x})^2}}{n-1}}$$

$$ss = \sum x1^2 - \frac{(\sum x1)^2}{n1}$$

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\frac{(SS_1 + SS_2)}{n1+n2-2}} \cdot \frac{1}{n1} + \frac{1}{n2}}$$

Where :

$\bar{x} : Mean\ Score$

$\bar{x}1$: Mean Score of Experiment Class

$\bar{x}2$: Mean Score of Control Class

s: Standard Deviation

ss : The Sum of Squares

SS_1: The Sum of Squares of Experiment Class

SS_2: The Sum of Squares of Control Class

[50] Gay L.R , Mills Geoffrey E. p 351

$n1$: Number of Sample of Experiment Class

$n2$: Number of Sample of Control Class

t : The Value of Obtained-t

Then, after calculating the data using the t-test formula to answer the hypothesis. Researcher compared the value of sig (2-tailed) < 0.05 means that the hypothesis is accepted. Meanwhile, if the value sig (2-tailed > 0.05) the hypothesis is rejected. Researcher used the paired sample T –test to answer the first hypothesis to compare the result of experimental class before and after the treatment. After that, researcher used the independent sample T-test to answer the second hypothesis. Researcher compared the result of experiment class and control class after the different kind of treatment. The test was used to prove wheather balloon debate technique had effects towards students'speaking ability.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter is explains about the findings and discussions about the research. The findings consist of description of the data, analysis of the data and hypothesis testing.

1. Description of The Data

Researcher have collected students speaking scores of the eleventh grade students of SMAN 2 Bukittinggi as the data of this research. The students speaking scores was collected from the pre-test which was conducted at the beginning of the research and the post-test was conducted after the treatment of both classes. The scores of the students speaking scores pre-test and post test were used as the data of this research.

Researcher obtained the data from the research sample, namely grade 11 students at SMAN 2 Bukittinggi. The research sample was students of Class XI F10 as the control class and XI F11 as the experimental class. There were 72 students as the sample of the research. However, there were only 69 students involved in both pre –test and post test. Students of XI F10 as the control class contained 35 students while, XI F11 as the experimental class contained 34 students. Some students did not come to school for several reasons and there is a students move to another class. Hence the researcher only took the data from students who attend the class and join both tests. The description of the control

and experimental class explained below:

a. The Data From Pre- Test of Control And Experimental Class

The researcher taught the control class without ballooon debate technique and ethe xperimental class with balloon debate technique. Before teaching both of the classes, the researcher gave the pre-test to the students.The researcher gave the pre-test in the first meeting of the experimentaland control classes. The pre-test in the control class was conducted at 6 Januari 2025, and pre-test in the experimental class at 7 January 2025.

The analysis of pre-test scores obtained by the control class explained in the table below:

Table 4. 1 Pre-test scores of Control Class (XI F10)

No	Student's Code	Speaking Score		Total Score
		Rater 1	Rater 2	
1	AR	52	52	52
2	AN	52	48	50
3	AS	52	60	56
4	AKP	52	56	54
5	APS	56	64	60
6	APA	56	64	60
7	BAS	64	64	64
8	DA	56	52	54
9	DJP	52	60	56
10	FFA	44	52	48
11	FNA	64	68	66
12	HAB	48	44	46
13	KMS	68	64	66
14	KAM	48	56	52
15	LDP	52	48	50
16	MVA	52	56	54
17	MHM	44	40	42
18	MAQ	60	56	58

19	MCK	52	44	48
20	MDZ	56	60	58
21	MI	56	60	58
22	NMR	60	64	62
23	NMT	56	48	52
23	NK	64	60	62
25	OY	60	68	64
26	RCM	60	68	64
27	RYR	52	48	50
28	SHF	64	60	62
29	SA	72	68	70
30	SCS	60	72	66
31	SF	52	60	56
32	TMD	44	48	46
33	ZAP	52	60	56
34	ZS	64	48	56
35	ZG	40	40	40

From the table above, it can be stated that there were 35 students in control class. It can be seen that the lowest score is 40 and the higher score is 70.

After that researcher collected the results of students speaking scores on the pre-test in experimental class as follows:

Table 4. 2 Pre-Test scores of Experimental Class (XI F11)

No	**Student's Code**	**Speaking Score**		**Total Score**
		Rater 1	**Rater 2**	
1	AK	76	44	60
2	AVS	56	60	58
3	AMC	56	60	58
4	AS	60	44	52
5	BBAJ	48	44	46
6	CDR	64	60	62
7	CDR	60	60	60
8	FD	68	40	54

9	FAR	60	60	60
10	FQE	76	40	58
11	FAJ	64	60	62
12	MH	56	52	54
13	HAR	44	44	44
14	HLK	64	68	66
15	IHI	64	56	60
16	KN	64	68	66
17	MF	52	44	48
18	MR	56	56	56
19	MRW	64	40	52
20	MRNR	44	44	44
21	MZA	76	60	68
22	NP	60	64	62
23	NRAI	80	44	62
24	PHN	64	80	72
25	RGVS	80	64	72
26	RA	76	44	60
27	SA	52	60	56
28	STL	72	40	56
29	SCM	56	60	58
30	SNMP	64	64	64
31	TQ	52	92	72
32	VZP	64	60	62
33	VTM	92	44	68
34	ZA	76	44	60

The data above is pre-test scores of experimental class. It is stated that there were 34 students in the class. The lowest scores is 44 meanwhile the highest score is 72.

After collecting the data from pre-test of control class and experimental class, researcher compared scores of both classes. It can be seen in the table below :

Table 4. 3 The Result of Score Calculation from The Pre-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-test control	35	40	70	55.94	7.252	52.585
Pre-test experiment	34	44	72	59.18	7.305	53.362
Valid N (listwise)	34					

From the table above it was shown that the mean score of the control class was 55,94 and the mean score of experimental class was 59.18. It was shown that the pre-test score of the control class was lower than the experimental class.

b. The Data from Post-Test of Control And Experimental Class

In this research, the post-test was conducted at the end of the meeting after the treatment in the experimental class and control class. Both groups were given the same test material and time allocation. The post test in the control class was conducted at 3rd february 2025. While the post-test of experimental class was conducted at 4th february 2025. The data from post-test of control class can be seen in the table below:

Table 4. 4 Post-Test Scores of Control Class

No	Student's Code	Speaking Score		Total Score
		Rater 1	Rater 2	
1	AR	68	60	64
2	AN	60	60	60
3	AS	68	72	70
4	AKP	72	72	72
5	APS	68	68	68
6	APA	68	64	66
7	BAS	64	68	66
8	DA	64	60	62
9	DJP	60	60	60
10	FFA	64	68	66
11	FNA	60	60	60
12	HAB	64	68	66
13	KMS	72	72	72
14	KAM	64	60	62
15	LDP	64	60	62
16	MVA	60	68	64
17	MHM	72	60	66
18	MAQ	72	64	68
19	MCK	64	72	68
20	MDZ	64	64	64
21	MI	64	64	60
22	NMR	68	68	68
23	NMT	60	64	62
23	NK	72	72	72
25	OY	68	64	66
26	RCM	72	68	70
27	RYR	68	56	62
28	SHF	60	64	62
29	SA	60	60	60
30	SCS	68	64	66
31	SF	72	72	72
32	TMD	64	64	64
33	ZAP	72	68	70
34	ZS	72	72	72
35	ZG	60	60	60

The data above mention that there were 35 students in control class that

involve in the post test. It was shown that the lowest score is 60 and the highest score is 72.

Next, the results of students' score on the post test in th experimental class as follows:

Table 4.5 Post-Test Scores of Experimental Class

No	Student's Code	Speaking Score		Total Score
		Rater 1	Rater 2	
1	AK	64	68	66
2	AVS	76	76	76
3	AMC	64	72	68
4	AS	60	68	64
5	BBAJ	64	72	68
6	CDR	64	80	72
7	CDR	68	72	70
8	FD	64	76	70
9	FR	76	72	74
10	FQE	60	68	64
11	FAJ	72	72	72
12	MH	64	64	64
13	HAR	60	64	62
14	HLK	72	72	72
15	IHI	72	72	72
16	KN	72	76	74
17	MF	64	72	68
18	MR	80	80	80
19	MRW	64	68	66
20	MRNR	68	80	74
21	MZA	64	72	68
22	NP	60	68	64
23	NRAI	60	60	60
24	PHN	64	80	72
25	RGVS	80	80	80
26	RA	60	72	66
27	SA	64	64	64
28	STL	68	68	68
29	SCM	72	76	74
30	SNMP	80	80	80

31	TQ	88	72	80
32	VZP	64	64	64
33	VTM	60	72	66
34	ZA	76	72	74

The data above mention that there were 34 students in th experimental class. It was shown that the lowest score is 60 and the highest score is 80.

The result of post-test from control class and experimental class can be seen in the following able below:

Table 4.6 The Result of Score Calculation from Pots-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Post-test control	35	60	72	65.49	4.068	16.551
Post-test experimental	34	60	80	69.88	5.504	30.289
Valid N (listwise)	34					

The table above it shown that the mean score of control class was 65.49 and mean score of experimental class was 69.88. it can be stated that the score of experimental class was higher thatn control class. After finishing the pre-test and the post-test for both classes, the researcher compared the data from those classes. The data of result compared from pre-test and post-test in control class and experimental class was follows:

Table 4.7 The Comparison of Pre-test and Post-test from Control Class And Experimental Class

Class	Pre-test	Post-test
Control class	$\bar{x}$ = 55.94 SD = 7.252 S^2 = 52.585	$\bar{x}$ = 65.49 SD = 4.068 S^2 = 16.551
Experimental class	$\bar{x}$ = 59.18 SD = 7.305 S^2 = 53.362	$\bar{x}$ = 69.88 SD = 5.504 S^2 = 30.289

Based of the table above, it can be stated that the post-test result of experimental class was higher than pre-test result (69.88 > 59.18). It means that the balloon debate technique had improved students' speaking ability. Then the post-test result between both classes showed that the experimental class got higher mean score than control class (69.88 > 65.49). Then it was indicated that students from experimental class which was XI F11 who were taught using balloon debate technique got better results than the students from control class (XI F10) who were taught without balloon debate technique.

2. Analysis of The Data

In this research, the researcher used two kinds of the analysis of the data were pre-test and post-test. There were two classes, the first class was control class (XI F10) and other class was experimental class (XI F11). The classes were equal since the beginning of the research because the data was normal and homogen. In order to analyze the data of pre-test and post-test of experimental and control classes, the researcher did the following stepsbelow :

a. Testing The Normality of The Data

The researcher used two kinds of data analysis to analyze the data from pre-test and post-test of experimental and control classes by using Kolmogorov-Smirnov. The pre-test of both classes shows that the two classes were equal at the beginning of the research because they were normal and homogeneous. In this research, the researcher used the software SPSS 20 to find out whether the data was distributed normally or not and to obtain whether the data of two classes were homogenous or not.

1) Normality test of pre-test score of control class (XI F10). The normality test can be seen in the table below:

Table 4. 8 Normality Test of Pre-test Score of Control Class

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test control	.084	35	.200*	.982	35	.816

*. This is a lower bound of the true significance.

The table above was the result of normality test of control class (XI F10) it was distributed normally because the significant value was higher than 0.05, it was 0.200 > 0.05.

2) Normality test of pre-test score experimental class (XI F11). The normality test can be seen in the table below:

Table 4.9 Normality Test of Pre-test Score of Experimental Class

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test experiment	.114	34	.200*	.960	34	.245

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The table above shows the sample of experimental class (XI F11) were distrubuted normally because the significant value was higher than 0.05, it was 0.200 > 0.05.

3) Normality test of post-test score of control class (XI F10). The normality test can be seen in the table below:

Table 4.10 Normality Test of Post-test Score of Control Class

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-test control	.147	35	.053	.914	35	.010

a. Lilliefors Significance Correction

The table above shows the sample of control class (XI F10) were distrubuted normally because the significant value was higher than 0.05, it was 0.053 > 0.05.

4) Normality test of post-test score of experimental class (XI F11). The Normality test can be seen in th table below:

Table 4.11 Normality Test of Post-test Score of Experimental Class

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-test experiment	.134	34	.129	.943	34	.078

a. Lilliefors Significance Correction

The table above show the normality test of post-test of experimental class (XI F11) the data were distrubuted normally because the significant value was higher than 0.05, it was 0.129 > 0.05

b. Testing The Homogeneity of The data

Researcher used IBM SPSS 20 statistics to test the homogeneity of the data from Control class (XI F10) and Experimental class (XI F11). The data from Pre-test and post test of control class and experimental class can be seen below:

1) Homogeneity test of pre-test of control class and experimental class as follows:

Table 4. 12 Homogeneity Test of Pre-test of Control Class And Experimental Class

Test of Homogeneity of Variances

Pre-test

Levene Statistic	df1	df2	Sig.
.063	1	67	.803

The table above showed that the significant value was higher than 0.05 it was 0.803 > 0.05 can be concluded that the data are homogeneous

2) Homogeneity test of post-test of control class and experimental class as follows

Table 4.13 Homogeneity Test of Post-test of Control Class And Experimental Class

Test of Homogeneity of Variances

Post-test

Levene Statistic	df1	df2	Sig.
3.626	1	67	.061

The table above showed that significant value was higher than 0.05, it was 0.061 > 0.05. it can be concluded the data were homogeneous.

3. Hypothesis Testing

After calculating the data from pre-test and post-test in control and experimental class, the researcher tested the hypothesis in this research. There were three hypothesis in this research as follows :

a. First Hypothesis

The first hypothesis of this research :

Ha : There is a significant effect of teaching using the balloon debate technique towards student speaking ability

H0 : There is no significant effect of teaching using the balloon debate technique towards student speaking ability.

The researcher used the paired sample T-test to measure the hypothesis accepted or rejected. The hypothesis is accepted if the value of sig (2-tailed) < 0.05 and the hypothesis is rejected if the value of sig (2-tailed > 0.05)

Table 4.14 Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test experiment	59.18	34	7.305	1.253
	Post-test-experiment	69.88	34	5.504	.944

Researcher compared the pre-test and post-test scores of the experimental class (XI F11), the mean scores of post-test was higher than pre-test scores (69.88 > 59.18). The experimental class post test score difference was 10.7 and increased by 18%. Although the increase is not too significant, these results indicate the effect of teaching using Balloon debate.

Table 4. 15 Paired Sample Test for Pre-test and Post-test of Experimental Class

(XI F11)

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test experiment post-test experiment	-10.706	7.416	1.272	-13.294	-8.118	-8.417	33	.000

Based on the table above, it was found the sig (2-tailed) in the first hypothesis test was 0.000 < 0.05, which showed that there was significant effect of teaching using balloon debate technique towards stundents' speaking ability at the eleventh grade students of SMAN 2 Bukittinggi in the Experimental class. From the data, it can be concluded that H_a is accepted and the H0 is rejected.

b. Second Hypothesis

The second hypothesis of this research :

Ha : There is a difference between teaching speaking using the balloon debate technique compared without using ballon debate technique

H0 : There is no difference between teaching speaking using the balloon debate technique compared without using balloon debate technique

The researcher used the independent sample T-test to measure the hypothesis accepted or rejected. The hypothesis is accepted if the value of sig (2-tailed) < 0.05 and the hypothesis is rejected if the value of sig (2-tailed > 0.05)

Table 4. 16 Group Statistics

Group Statistics Post-test of Control and Experimental Class

	category	N	Mean	Std. Deviation	Std. Error Mean
Speaking Ability test	Post-test control	35	65.49	4.068	.688
	Post-test experiment	34	69.88	5.504	.944

Based on the table, the mean score of Speking ability post-test in the control class was 65.49 and standard deviation was 4.068 while the an score of experiment class was 69.88 and the standard deviation was 5.504. Hence the mean score of experiment class higher than the control class (69.88 > 65.49). The difference between the post test score of both classes was 4.39. Although the difference is not too significant, these results indicate there is a difference between teaching speaking using balloon debate technique and without balloon debate technique.

Table 4. 17 T-test for Post-test of Control and Experimental Class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	3.626	.061	-3.781	67	.000	-4.397	1.163	-6.718	-2.076
	Equal variances not assumed			-3.765	60.726	.000	-4.397	1.168	-6.732	-2.061

Based on the results, it was found that the sig (2- tailed) in the second hypothesis was 0.000 < 0.05, which showed that there was significant difference between teaching speaking using the balloon debate technique compared with the the class did not teaching speaking using balloon debate technique. From the data it can be concluded that H_a is accepted and the H0 is rejected.

c. Third Hypothesis

The third hypothesis of this research :

Ha : The speaking ability of students who are taught speaking by using Balloon debate technique is better than the students who are taught without using Balloon debate technique

H0 : The speaking ability of students who are taught by using Balloon debate technique is not better than the students who are taught without using Balloon debate technique.

The third hypothesis found that students' speaking ability who were taught by using balloon debate technique was better than the students who were taught without balloon debate technique. It can be seen from the mean score of the post-test score of the experimental class was (69.88 > 65.49) . The improvement of mean score of the post-test of the experiment class was greater than the mean score of post-test of the control class (10.7 > 9.5). this means that the hypothesis (H0) is rejected and (Ha) is accepted, it can be concluded that the students who ere taught using balloon debate technique were better than students that were taught without balloon debate technique.

B. Discussion

Speaking English brings many benefit for students in this digital era. Hence, it is crucial for a teacher to teach students to speak Enlish because it is appear in people's daily life to communicate with each other, especially to

communicate with people from abroad. [51] In teaching speaking teachers must master a variety of technique that can be adapted to classroom conditions. [52] The technique can be used was balloon debate technique. The purpose of this research was to find out wheather there is significant effect of using balloon debate technique towards students' speaking ability at the eleventh grade students of SMAN 2 Bukittinggi. To assess the students speaking ability, the researcher used the criteria of speaking from david p harris. There are five components to be assessed, there are students grammar, vocabulary, comprehension, fluency, and pronunciation.

Based on the research findings, it can be seen from the data that obtained from the experimental class in post-test is better than pre-test. The mean score of experimental class in pre-test was 59.18, while the mean score after conduct a treatment with balloon debate technique was 69.88. Based on the paired sample T –test it was found the sig (2-tailed) was 0.000 < 0.05, which showed that there was significant effect of teaching using balloon debate technique towards stundents' speaking ability at the eleventh grade students of SMAN 2 Bukittinggi.

Researcher also found that students who were taught using balloon debate technique had a better result than the students who were not taught by

[51] Arung. (2016)
[52] Vira Santika and others, 'An Analysis Of Teaching Techniques Used For Improving Students ' Reading Comprehension In Efl Classroom', 4.4 (2023).

using balloon debate technique. It can be seen from the mean score of the post-test score in the experimental class was (68.88 > 65.49). Although the difference in student scores in the experimental class on the pre-test and post-test was not too significant, which increased by 10.7 or 18%. In the pre-test assessment most students still have a lot of pronunciation that is lacking, they have difficulty pronouncing some words and still mix sentences with Indonesian. Most students chose inappropriate vocabulary and grammar and mostly copied the vocabulary in the hortatory text that had been provided. According to Dewi Grammar is extremely important in learning English but students still have problem with it.[53]

After treatment in the Experiment class, the students' pronunciation ability is slightly better. The pronunciation of some wrong words during the pre-test has been corrected by students and they are more fluent in conveying their arguments and opinions. Researcher saw students still use the same vocabulary that they used in the pre-test but they use . In speaking class, it is important for teachers to create communicative and interactive classroom activities by providing students with opportunities to practice speaking in front of the class as well as talking with classmates. Students need to improve their pronunciation and choose more appropriate vocabulary to convey their arguments.

[53] Merry Prima Dewi, 'Problems Faced By The English Department Students in Studying Grammar at Bung Hatta University', 4.July (2019), 34–44.

Jeremy harmer stated that the balloon debate is part of debate and discussions based on scenarion in which a group of people are travelling in the basket of balloon.[54] There is a leak in the balloon that makes only one person can survive in the balloon and the other should be thrown out. The students represent their own characters and they made a persuasive arguments to stay in the balloon to win the audience approval. These people can represent occupation, characters or famous people. During the treatment in the experimental class researcher saw that students become more active in the class to join the debate and perform their speaking ability in front of their friends.

The teachers should pay attention more to the students and gathering more information related to all aspects of students in class which may influence their learning process.[55] Researcher also pay attention on students in class and they become more passionate to speak in classto win the arguments and made the other member of the team arguments less persuasive. Thus, balloon debate technique had an effect on students' speaking ability. Meanwhile, in the control that used conventional technique, the students is more passive and still shy to join the discussion in the class.

The fourth industry was evolve especially in educational sector, it affects interaction between teacher ands students. [56] Teachers must also be part

[54] Harmer, *The Practice of English Language Teaching*.
[55] Absharini Kardena, 'Decision Maker in Efl Class: A Case Study of Teachers' Hidden Role', *Of English Language Pedagogy*, 9.2 (2024), 141–56.
[56] widya syafitri Mardhatilla, hilma pami putri, melyann melani, 'A Comparative Study on Speaking

of this change by improving technique of teaching speaking become more interactive and interesting one of the technique is debate. Krieger mention that debate is technique of interactive and representative argument aimed at persuading the audience. [57] Teaching using balloon debate in class help the students in the to join the discussion and express their arguments and speak persuasively to win the audience approval.

From the explanation above, it can be conluded that Balloon debate technique had an effect towards students' speaking ability in learning English. Moreover, balloon debate can also be used as an effective technique to help researchers and students in teaching and learning. This can be proven by the scores of post-tests in the experimental class was better than control class.

Anxiety Level Vetween Male and Female Students at the VIIth Grade of Islamic Boarding School Ashhabul Yamin Lasi', 3, 285–96.wicy

[57] Renaldo and Fadloeli.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based of the finding and discussion of the research about using Balloon Debate technique towards students' speaking ability, it can be concluded that :

1. There was significant effect of teaching using the balloon debate technique towards students' speaking ability at the eleventh grade students of SMAN 2 Bukittinggi academic year 2024/2025. It can be seen from the score improvemnet in experimental class after taught by using balloon debate technique in several meetings. On the other hand, it was also proven by the value of sig (2-tailed) was 0.000 < 0.05. and the researcher compared the post-test in experiment class is better than the pre-test (69.88 > 59.18)
2. There was significant differences between the students who were taught by using balloon debate technique and the students who were taught without balloon debate technique. It is know from mean score of post-test of students in experimental class was higher than students on control class. In the post-test, the students in experimental class obtained a mean score 69.88 Meanwhile, students in control class got mean score 65.49 on the other hand, the result of independent t-test it was found that sig (2- tailed) in the second hypothesis was 0.000 < 0.05.
3. The students' speaking ability which taught by using balloon debate technique is better that students' who were taught without balloon debate

technique. It can be seen from the improvement of experimental class was higher than control class (69.88 > 65.49). The improvement of mean score of the post-test of the experiment class was greater than the mean score of post-test of the control class (10.7 > 9.5). This means that the hypothesis (H0) is rejected and (Ha) is accepted.

B. Suggestion

Based on the findings of the research above, it has been proved that there is significant effect of using balloon debate technique towards students' speaking ability at the eleventh grade students of SMAN 2 Bukittinggi. It can be seen from the result of the research, the researcher would like to suggest as follows:

a. Based of th result of the research, the English teacher is recommended to use balloon debate technique to teach students' speaking ability and to improve students motivation to speak in the class.
b. The teacher could use balloon debate technique to teach other material not only hortatory text but in other text and lesson and teacher can promote students ability to express their arguments in class.
c. Students also recommended to use balloon debate technique outside of the class or while playing with friends to improve students' speaking ability
d. Other researcher is recommended to conduct a research using balloon debate technique to teach other skills such as listening, reading and writing and using balloon debate technique to explore other and material

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APPENDICES

Appendix 1 ASSESSMENT OF STUDENTS SPEAKING

SMAN 2 BUKITTINGGI

Topic : unforgettable vacation
Subject : English Language

NO	NAME OF STUDENTS	L/P	CLASS	SCORE
1.	ADRIAN ZACKY PRIMA	L	XI.F7	76
2.	AGUNG KURNIAWAN	L	XI.F7	73
3.	AJENG RAHAYU	P	XI.F7	77
4.	ANITA MURDANINGRUM	P	XI.F7	72
5.	ANNISA NOVITA	P	XI.F7	73
6.	AREL ARDHANA	L	XI.F7	65
7.	ARNEIL AFDEL CALIFA	L	XI.F7	80
8.	DEANA NAURAH	P	XI.F7	71
9.	FAKHRUL ARSYAD	L	XI.F7	69
10.	FAUZI RUSYDA	L	XI.F7	66
11.	FIKRI FAISAL RIZAL	L	XI.F7	67
12.	HABIB ALHAKIM	L	XI.F7	65
13.	HABIB ATHA PERMANA	L	XI.F7	75
14.	HAFID RADHIANSYACH.Y	L	XI.F7	77
15.	HANIFA PUTRI ANGRAENI	P	XI.F7	81
16.	IRFAN DIZHWAR TSANI	L	XI.F7	80
17.	JULIEN IRENE	P	XI.F7	85
18.	KEISYA PERMATA AZZURA	P	XI.F7	76
19.	LUTHFI AINUR RIDHO	L	XI.F7	69
20.	MUHAMMAD FAUZAN	L	XI.F7	70
21.	MUHAMMAD RAFI ADREN	L	XI.F7	75
22.	MUHAMMAD RAFLI KHAIRU	L	XI.F7	73
23.	MUTHIA NURUL HASANAH	P	XI.F7	77
24.	MUTIA ANDINI	P	XI.F7	80
25.	NAUFAL ARRAFI	L	XI.F7	67
26.	NISRINA FATIN	P	XI.F7	68
27.	PUTI LENGOGENI	P	XI.F7	76
28.	PUTRA FIRDAUS	L	XI.F7	67
29.	RADO MARCHEL	L	XI.F7	81
30.	SAFIRA AURELIA PUTRI IVANA	P	XI.F7	85
31.	SALMA LATHIFANI	P	XI.F7	70
32.	SUTAN IBRAHIM	L	XI.F7	73
33.	SYAHLA ALIYAH KEISHA	P	XI.F7	78
34.	XAYMACA VINAYA ZARNA S	P	XI.F7	80
35.	ZAKY YUFADILLAH	L	XI.F7	83
	RATA –RATA KELAS			73

Bukittinggi, 23 July 2024
English Teacher



(Alvin Khaira, S.Pd)

ASSESSMENT OF STUDENTS SPEAKING
SMAN 2 BUKITTINGGI

Topic : unforgettable vacation
Subject : English Language

NO	NAME OF STUDENTS	L/P	CLASS	SCORE
1.	ABYAN RAIFARIZQ	L	XI.F10	75
2.	ADIATUL ANSYORI	L	XI.F10	77
3.	AHMAD SYOUQI	L	XI.F10	78
4.	AISYA KIRANA PUTRI	P	XI.F10	80
5.	ANDIKA PRAJANA SETIAWAN	L	XI.F10	81
6.	ASSYIFA PUTRI AZZAHRA	P	XI.F10	84
7.	BIAN ADRIA SANDRA	P	XI.F10	70
8.	DEVINA AMELIA	P	XI.F10	78
9.	DZAKI JUANDA PRATAMA	L	XI.F10	78
10.	FADHIL FAHREZI ARMEL	L	XI.F10	77
11.	FAIQAH NIBRAS ALGHIFARI	P	XI.F10	80
12.	HAVIP AR RAYHAN B	L	XI.F10	75
13.	KEISHA MAHYA SHIFA	P	XI.F10	73
14.	KEISYHA ADYA MECCA	P	XI.F10	82
15.	KEVIN ALIANDA JEFRI PUTRA	L	XI.F10	76
16.	LEOVA DEKA PUTRI	P	XI.F10	76
17.	MICHAEL VERRELS AKIRA	L	XI.F10	75
18.	MHD HARIFIN MAULANA	L	XI.F10	70
19.	MUHAMMAD ALFAYAD QALBI	L	XI.F10	76
20.	MUHAMMAD COGA K	L	XI.F10	82
21.	MUHAMMAD DAFFA ZIV	L	XI.F10	81
22.	MUHAMMAD IRSAN	L	XI.F10	77
23.	NAFLA MUTHI RAVANDA	P	XI.F10	70
24.	NAUFAL MUDZAKI TRYENDRA	L	XI.F10	73
25.	NAURA KHAIRUNNISA	P	XI.F10	77
26.	OVIKA YULI	P	XI.F10	78
27.	RAFA CIPTA MAHESWARI	P	XI.F10	70
28.	RAHMI YULIA RESHA	P	XI.F10	78
29.	SULTHAN HASANA FILARDHI	L	XI.F10	84
30.	SYAHRIFA AINNI	P	XI.F10	70
31.	SHAKIRA CAHAYA SAPUTRA	P	XI.F10	82
32.	SYIFA FATHIYA	P	XI.F10	70
33.	TSAQIF MUHAMMAD DJUFRI	L	XI.F10	79
34.	ZAHRA ALLISYA PUTRI	P	XI.F10	80
35.	ZAHRATU SYIFA	P	XI.F10	78
36.	ZALDI GUSTIAR	L	XI.F10	84
	RATA –RATA KELAS			77

Bukittinggi, 27 July 2024
English Teacher



(Yessy Anggraini, S.Pd, M.Pd)
NIP. 19751212 200604 2013

ASSESSMENT OF STUDENTS SPEAKING
SMAN 2 BUKITTINGGI

Topic : unforgettable vacation
Subject : English Language

NO	NAME OF STUDENTS	L/P	CLASS	SCORE
1.	AIDA KHALISHA	P	XI.F11	75
2.	AIRIN VELA SARI	P	XI.F11	76
3.	ANGGUN MUTIARA CINTA	P	XI.F11	73
4.	ARI SATRIAWAN	L	XI.F11	78
5.	BALQIS SAKIRA KEISYA	P	XI.F11	76
6.	BENARDO BAGAS AL JUFRI	L	XI.F11	83
7.	CHELSA DHIYA RONA	P	XI.F11	70
8.	CHELSY DHIYA RONA	P	XI.F11	77
9.	FADIL DAURI	L	XI.F11	78
10.	FAJAR AL RAZAQ	L	XI.F11	80
11.	FARROS QUSHOYYI EVDA	L	XI.F11	80
12.	FAZIRA ASYIFATUL JANNAH	P	XI.F11	70
13.	FERDI KURNIAWAN	P	XI.F11	70
14.	HAIKAL AR RHASYID	L	XI.F11	76
15.	HUMAIRATUL LATHIFAH KOIYUM	L	XI.F11	85
16.	IBNU HILAL ISMAN	P	XI.F11	70
17.	KHAIRAN NABIL	L	XI.F11	75
18.	MARSYA ADISTY PUTRI	L	XI.F11	78
19.	MUHAMMAD FADIL	P	XI.F11	80
20.	MUHAMMAD RAIHAN	L	XI.F11	77
21.	MUHAMMAD RIYANSAH WIJAYA	L	XI.F11	75
22.	MUHAMMAD RIZKI NUR	L	XI.F11	76
23.	MUHAMMAD ZAKI AKRIBY	L	XI.F11	82
24.	NABILA PUTRI	L	XI.F11	78
25.	NAYLA RAHMATAL AINI ILYAS	P	XI.F11	78
26.	PRASETYO HADI NUGROHO	P	XI.F11	80
27.	RICHO GOMGOM VALENTINO S	L	XI.F11	84
28.	RIZKY AKBAR	L	XI.F11	78
29.	SALSA ARIFA	L	XI.F11	80
30.	SHAYRA TAUFANI LOFRIZA	P	XI.F11	76
31.	SHEYLA CHRISTI MARANATHA	P	XI.F11	79
32.	SITI NURZAHARA MAISYAH PUTRI	P	XI.F11	80
33.	TSYURAYYA QANITHA	P	XI.F11	76
34.	VANIA ZILLA PHOTINA	P	XI.F11	82
35.	VICKEL TRI MAHESA	P	XI.F11	78
36.	ZHAKI ALIFYANDAFA	L	XI.F11	80
	RATA- RATA KELAS			**77**

Bukittinggi, 27 July 2024
English Teacher

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Appendix 2 RESEARCH GUIDELINE

THE EFFECT OF USING THE BALLOON DEBATE TECHNIQUE TOWARDS STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADE STUDENTS OF SMAN 2 BUKITTINGGI

Variable	Indicator	Indicator Description
Balloon Debate Technique	Set up (listening or reading)	The researcher explains important vocabulary that exists in the text and connects it to the balloon debate section. Then the researcher introduces the passengers in the hot air balloon. Students begin to establish their views on each person's values such as age, gender, skills, title, and details.
	The emergency	The researcher help student to imagine that they are flying in a hot air balloon but the balloon cannot hold the weight of the people. The crisis in a hot air balloon and the emergency of throwing out the people to avoid a crash
	Initial Ordering	The students choose the character and consider which passengers should be thrown out. What criteria that students use, wheather the age, the urgency of character, status of persons or the value of person to society

	Role-Play Setup	The students prepare their arguments in notes or guidelines. Student can represent one of the characters they chose or randomly chose. The arguments contain two things; the reason why they should stay, and the reason why the others should be thrown out of the balloon.
	The Debate	The students have two minutes approximately to persuade the audience. Allow the students to present their case for why they should stay. The students are given a chance to defend themselves.
	Voting	The audience votes among all the characters who have presented their arguments. the audience can vote by a show of hands if the character they want can stay in the balloon. the voting process continues until only one person is left.
Speaking Ability	Grammar	The students use an appropriate sentence and able to to convey meaning in language.
	Vocabulary	The students use an appropriate vocabulary and idioms when students are speaking.

	Comprehension	The students are able to understand any conversation with the level of a native speaker
	Fluency	The students have complete fluency in speaking without stuttering and speak without hesitation.
	Pronunciation	The students pronounce the words with correct articulation, intonation, stress, and rhythm.

Appendix 3 STUDENT LEARNING OUTCOMES

CAPAIAN PEMBELAJARAN
BAHASA INGGRIS

A. Rasional Mata Pelajaran Bahasa Inggris

Bahasa Inggris adalah program di luar pengajaran bahasa Inggris wajib, yang diberikan untuk Kelas XI dan XII (SMA/MA/Program Paket C) dengan memfasilitasi peserta didik yang benar-benar berminat untuk mempelajari bahasa Inggris dengan lebih komprehensif dan terfokus. Program ini diharapkan dapat membantu peserta didik agar berhasil mencapai kemampuan akademik yang ditargetkan serta *life skills* yang diperlukan untuk dapat hidup dalam tatanan dunia dan teknologi yang berubah dengan cepat. Selain *life skills*, di dalam pembelajaran Bahasa Inggris juga menekankan pada keterampilan Abad 21 (berpikir kritis, kreativitas, komunikasi, dan kolaborasi), pengembangan karakter, dan literasi sesuai kebutuhan.

Pengajaran Bahasa Inggris ini memberikan kesempatan kepada peserta didik untuk mengembangkan kemampuan bahasa Inggris, pada keempat keterampilan bahasa Inggris yang meliputi menyimak, berbicara, membaca dan menulis, kepada tingkat yang lebih tinggi. Capaian Pembelajaran minimal keempat keterampilan Bahasa Inggris pada program Bahasa Inggris ini mengacu pada *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFRL) dan setara Level B2. English Level B2 adalah tingkat keempat bahasa Inggris, yakni tingkat *Upper Intermediate* dalam *Common European Framework of Reference* (CEFR), suatu penentuan berbagai tingkat kecakapan bahasa yang disusun oleh Dewan Eropa. Dalam percakapan sehari- hari, tingkat ini biasa disebut

sebagai *confident* atau percaya diri. Pada tingkat ini, peserta didik dapat berfungsi secara mandiri di berbagai lingkungan akademik dan profesional menggunakan bahasa Inggris, meskipun dengan berbagai nuansa dan keakuratan yang terbatas. (https://www.cambridgeenglish.org/exams-and-tests/cefr/; EF, CEFR, https://www.efset.org/id/cefr/b2/).

Pendekatan yang digunakan dalam pembelajaran Bahasa Inggris ini adalah pendekatan berbasis teks (*genre-based approach)*, yakni pembelajaran difokuskan pada teks, dalam berbagai moda, baik lisan, tulisan, visual, audio, maupun multimodal.

Pembelajaran dirancang untuk memberikan pengalaman dalam menggunakan teks-teks berbahasa Inggris untuk memahami dan menerapkan pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa keingintahuan *(curiousity)* tentang ilmu pengetahuan, teknologi, seni, dan budaya terkait fenomena dan kejadian tampak kasad mata. Teks menjadi fokus pembelajaran sebagaiamana yang dikatakan oleh Halliday dan Mathiesen (2014: 3) bahwa *"When people speak or write, they produce text, and text is what listeners and readers engage with and interpret*." Untuk itu, pengajaran juga difokuskan pada penguatan kemampuan menggunakan bahasa Inggris dalam empat keterampilan berbahasa, yakni menyimak, berbicara, membaca dan menulis secara terpadu, dalam tiga jenis teks, yakni naratif, eksposisi, dan diskusi. Ada 4 tahap pada pengajaran bahasa yang menggunakan pendekatan berbasis teks: tahap pertama *Building Knowledge of Field;* guru dan peserta didik membangun konteks budaya, berbagi pengalaman, membahas kosakata, pola-pola kalimat, dan sebagainya. Pada tahap kedua, *Modelling of Text;* guru menunjukkan teks model (lisan atau

tulisan) dari jenis teks yang sedang dipelajari. Tahap ketiga, *Joint Construction of Text;* peserta didik mencoba memproduksi teks secara berkelompok dengan bantuan guru. Tahap keempat, *Independent Construction of Text*; peserta didik diberi kesempatan untuk memproduksi teks lisan dan tulisan secara mandiri, dengan bimbingan guru yang minimal, hanya kalau diperlukan.

Pembelajaran Bahasa Inggris juga dirancang untuk membentuk Profil Pelajar Pancasila seperti beriman dan berakhlak mulia, mandiri, bernalar kritis, kreatif, gotong royong, dan berkebhinekaan global, baik secara langsung maupun tidak langsung,dalam berinteraksidengan lingkungan sosial dan alam melalui pembelajaran yang bersifat kontekstual.Dalam kaitannya dengan tujuanpembentukan Profil Pelajar Pancasila,pengajaran Bahasa Inggris diharapkan dapat mewujudkan peserta didik yang merdeka, yakni menjadi pengguna bahasa Inggris yang mandiri dan percaya diri, selain itu, pembentukan Profil Pelajar Pancasila juga dapat dicapai melalui berbagai aktivitas pembelajaran dengan berbagai jenis teks.

B. Tujuan Mata Pelajaran Bahasa Inggris

Mata pelajaran Bahasa Inggris bertujuan untuk memastikan peserta didik sebagai berikut.

1. Menggunakan bahasa Inggris secara mandiri dan dengan rasa percaya diri untuk mencapai tujuan komunikasi baik lisan maupun tulisan dalam tiga jenis teks, yakni naratif, eksposisi, dan diskusi dalam empat keterampilan berbahasa secara terpadu, dengankompetensi bahasa Inggris setara Level B2 CEFR.

Pada Level B2 CEFR, peserta didik diharapkan mampu:

a. memahami gagasan utama dari teks yang kompleks baik

tentang topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif, eksposisi, dan diskusi;

b. berinteraksi dengan lancar, spontan, dan mampu berinteraksi secara teratur dengan penutur jati bahasa Inggris, serta cukup mungkin tanpa ada hambatan bagi kedua belah pihak yang berkomunikasi atau berinteraksi;

c. memproduksi teks dengan struktur organisasi yang jelas dandetail, tentang berbagai topik dan menjelaskan pendapat atau pandangan terkait isu dalam topik tertentu dengan memberikan manfaat dan kelemahan (pro dan kontra) dari berbagai pilihan atau pendapat.

Semua karakteristik kemampuan bahasa Inggris Level B2 di atas sesuai dengan tujuan dari teks naratif, eksposisi, dan diskusi.

2. Memiliki keterampilan Abad 21, termasuk berpikir kritis, kreatif, berkomunikasi lisan dan tulisan, dan mampu bekerja sama, serta mampu berliterasi digital.

3. Menjadi warga masyarakat global yang tetap memegang teguh nilai- nilai Pancasila sebagai falsafah hidup bangsa dengan mengedepankan Profil Pelajar Pancasila seperti beriman dan berakhlak mulia, mandiri, bernalar kritis, kreatif, gotong royong,dan berkebhinekaan global.

C. Karakteristik Mata Pelajaran Bahasa Inggris

1. Pengajaran mencakup empat keterampilan berbahasa, yakni menyimak, berbicara, membaca dan menulis yang diajarkan secara terintegrasi dalam siklus pengajaran berbasis teks, khususnya 3 jenis teks, yakni naratif, eksposisi, dan diskusi. Teks naratif dipilih karena tiga alasan utama. Pertama, teks naratif merupakan *life— worlds*

(Macken-Horarik, dkk, 2017: 32) peserta didik, tersedia di setiap masa, dalam setiap kalangan dan kelompok usia, dalam berbagai jenis dan topik, mulai dari topik sejarah sampai topik terkini. Kedua, teks naratif bertujuan untuk menghibur, dan merupakan bagian dari karya sastra. Hal ini diharapkan mampu menarik perhatian dan meningkatkan minat peserta didik untuk terus belajar bahasa Inggris. Alasan terakhir adalah naratif juga memainkan peran penting dalam menentukan cara pandang seseorang terhadap dunia (Bruner, 1986; Gee, 1989,1999, dalam Lopez-Bonilla, 2011:49).

2. Teks eksposisi dan diskusi dipilih karena jenis teks ini mempunyai peranan yang sangat penting, tidak hanya di dunia akademik, tetapi juga di dunia kerja. Teks eksposisi dan diskusi menuntut peserta didik untuk mampu menggunakan bahasa Inggris untuk mengemukakan pendapat tentang suatu isu, dengan mengungkapkan argumen yang didukung fakta, data, dan pendapat para ahli terkait isu tersebut. Teks diskusi, khususnya, menuntut peserta didik untuk melihat satu isu dari berbagai perspektif, minimal dua perspektif, yakni perspektif yang mendukung dan menentang. Pengajaran teks diskusi dapat memfasilitasi peserta didik untuk berlatih berdebat dalam bahasa Inggris dan juga kemampuan yang sangat penting baik dalam dunia akademik maupun dalam dunia kerja dewasa ini. Kedua jenis teks ini, dengan argumen sebagai bagian utama, berperan penting dalam pengembangan kemampuan berpikir kritis dan mendapat perhatian besar dari pemerintah dewasa ini.
3. Ketiga teks ini disajikan bukan hanya dalam bentuk teks tulisan, tetapi juga teks lisan (monolog atau dialog), teks

visual, teks audio, dan teks multimodal (teks yang mengandung aspek verbal, visual dan audio), baik otentik maupun teks yang dibuat untuk tujuan pengajaran, baik tunggal maupun teks ganda, yang diproduksi dalam kertas maupun layar. Hal ini diupayakan untuk memfasilitasi peserta didik supaya terampil menggunakan teknologi (literasi teknologi), sehingga kemampuan peserta didik meningkat dalam mengelola informasi digital.

4. Pengajaran sastra dan lintas budaya menjadi bagian dari pengajaran Bahasa Inggris, karena teks merupakan konstruksi sosial, pembahasan teks tidak akan terlepas dari pembahasan budaya yang direfleksikan dalam setiap teks yang dibahas. Dengan demikian, pengajaran sastra dan budaya sudah inklusif dalam pengajaran pada 3 jenis teks di atas.
5. Konsep belajar yang digunakan adalah *the zone of proximal development*, yakni bahwa proses belajar harus menciptakan jarak antara tingkat perkembangan aktual yang ditentukan oleh penyelesaian masalah secara mandiri dengan tingkat perkembangan yang dicapai di bawah bimbingan orang dewasa (guru) atau kerja sama dengan teman sebaya yang lebih mampu (Vygotsky, 1978: 86). Dalam kaitannya dengan konsep merdeka belajar, pengajaran Bahasa Inggris diharapkan dapat mewujudkan para peserta didik yang merdeka, yakni menjadi pengguna bahasa Inggris yang mandiri dan percaya diri.
6. Proses belajar berlangsung berdasarkan konsep bahwa belajar merupakan proses sosial, dan peserta didik belajar bahasa, belajar melalui bahasa, dan belajar tentang bahasa (Halliday, dalam Feez and Joyce, 1998).

7. Proses belajar terjadi dalam kerangka *apprenticeship* (magang), di mana guru berperan sebagai ahli yang bisa memberikan bimbingan sampai peserta didik memiliki kemampuan yang diharapkan. Proses belajar selanjutnya berfokus pada peserta didik (*learner- centred*) (Tyler, 1949, 1990), yakni bahwa proses belajar harus difokuskan pada upaya mengubah perilaku peserta didik (yang asalnya dari tidak mampu menjadi mampu), dalam menggunakan bahasa Inggris pada empat keterampilan berbahasa dalam jenis teks naratif, eksposisi, dan diskusi.
8. Prinsip belajar adalah *scaffolding*, yakni bantuan tutorial yang diberikan oleh guru atau orang dewasa lain yang mengetahui cara mengontrol hal-hal yang berada di luar kapasitas peserta didik (Wood, Bruner and Ross, 1976; Wells, 1999). Guru berperan mengajarkan kepada peserta didik cara melakukan sesuatu, dalam hal ini cara menggunakan bahasa Inggris dan memberikan kesempatan untuk mempraktikkannya (Mendelsohn, 2008: 56).

Elemen-elemen mata pelajaran beserta deskripsinya

Elemen	Deskripsi
Menyimak ***(Listening)***	Peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memahami gagasan utama dari teks dengaran yang kompleks baik tentang topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif, eksposisi dan diskusi.
Membaca ***(Reading)***	Peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memahami gagasan utama dari teks tulis, baik dalam bentuk cetak maupun dalam visual, baik teks tunggal maupun ganda, dan yang kompleks baik topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif, eksposisi dan diskusi.
Menulis ***(Writing)***	Peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memproduksi teks dengan struktur organisasi yang jelas dan detail dalam jenis teks naratif, eksposisi dan diskusi tentang berbagai topik dan menjelaskan pendapat atau pandangan terkait isu dalam topik tertentu dengan menjelaskan manfaat dan kelemahan atau argumen yang mendukung dan menentang tentang berbagai pilihan atau pendapat.
Berbicara ***(Speaking)***	Peserta didik mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu berinteraksi dengan lancar dan spontan secara teratur dengan penutur asli bahasa Inggris dan cukup mungkin tanpa ada hambatan bagi kedua belah pihak yang berkomunikasi atau berinteraksi dalam jenis teks naratif, eksposisi, diskusi.

D. Capaian Pembelajaran Mata Pelajaran Bahasa Inggris Setiap Fase

Fase F, Umumnya untuk Kelas XI dan XII (SMA/MA/Program Paket C) Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti naratif, eksposisi, diskusi, teks sastra, teks otentik maupun multiteks menjadi rujukan utama dalam mempelajari bahasa inggris pada faseini. Peserta didik menggunakan kemampuan bahasa Inggris untukmengeksplorasi teks naratif, eksposisi, dan diskusi dalam berbagaimacam topik termasuk isu sosial dan konteks budaya. Pada fase ini, bukan hanya kemampuan berbahasa peserta didik yang semakinberkembang, tetapi juga kemampuan berpikir kritis, kreatif, komunikatif, kolaboratif, dan percaya diri demi terwujudnya Profil Pelajar Pancasila.

Elemen	**Capaian Pembelajaran**
Menyimak (*Listening)*	Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memahami gagasan utama dari teks dengaran yang kompleks baik tentang topik konkrit terkaitkejadian-kejadian di lingkungan sekitar, maupunabstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif, eksposisi dan diskusi. *At the completion of Phase F, students are expected toachieve the targeted competence in the compulsory English subject and to comprehend the main ideas of complex listened texts, on both concrete and abstract topics (on events in their surrounding and current issue), including those specialized ones relevant to other subjects in the curriculum in Narrative, Exposition and Discussion texts.*
Membaca (*Reading)*	Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memahami gagasan utama dari teks tulisan, baikdalam bentuk cetak maupun dalam visual, baik teks tunggal maupun ganda, yang kompleks baiktopik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif, eksposisi, dan diskusi. *At the completion of Phase F, students are expected toachieve the*

Elemen	Capaian Pembelajaran
	targeted competence in the compulsory English subject, and can comprehend main ideas of complex written texts, both in print and on screen, single or multiple, both concrete and abstract topics (on events in their surrounding and current issue), including the discussion on specialised ones relevant to other subjects in the curriculum in three text types: Narrative, Exposition, and Discussion.
Menulis (*Writing)*	Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memproduksi teks dengan struktur organisasi yangjelas dan detail dalam jenis teks naratif, eksposisi dan diskusi tentang berbagai topik dan menjelaskan pendapat atau pandangan terkait isu dalam topik tertentu dengan menjelaskan manfaat dan kelemahan atau argumen yang mendukung dan menentang tentang berbagai pilihan atau pendapat. *At the completion of Phase F, students are expected toachieve the targeted competence in the compulsory English subject, and can produce texts with a clear and detailed structure of organisation on different topics, and express ideas or opinions on a certain issues or topics by explaining the strengths and weaknesses or arguments for and against of differentchoices or opinions*.
Berbicara (*Speaking)*	Pada akhir Fase ini, peserta didik mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu berinteraksi dengan lancar dan spontan secara teratur dengan penutur asli Bahasa Inggris, serta cukup mungkin tanpa ada hambatan bagi kedua belah pihak yang berkomunikasi atau berinteraksidalam jenis teks naratif, eksposisi, dan diskusi. *At the end of this Phase, students are expected to achieve the targeted competence in the compulsoryEnglish subject and can interact fluently and spontaneously, and can interact regularly with English native speakers and quite possibly withouthindrances for both sides of interactants or can interact in these text types that is Narrative, Exposition and Discussion*.

Bukittinggi,

Mengetahui,

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Guru Mata Pelajaran

Yessy Anggraini, S.Pd, M.Pd
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Appendix 4 LEARNING OBJECTIVE

	PEMERINTAH PROVINSI SUMATERA BARAT **DINAS PENDIDIKAN** **SMA NEGERI 2 BUKITTINGGI** Jln. Sudirman No. 5 Bukittinggi Telp (0752) 21093 Email: smanda_bkt@yahoo.com website: www.sman2bukittinggi.sch.id	

ALUR TUJUAN PEMBELAJARAN (ATP)

Mata Pelajaran **: Bahasa Inggris**
Fase **: F Kelas XII**
Rasional **:** Pembelajaran bahasa Inggris difokuskan pada penguatan kemampuan menggunakan bahasa Inggris dalam enam keterampilan berbahasa, yakni menyimak, berbicara, membaca, memirsa, menulis, dan mempresentasikan secara terpadu, dalam berbagai jenis teks. Pendekatan yang digunakan dalam pembelajaran bahasa Inggris umum adalah pendekatan berbasis teks (genre-based approach), yakni pembelajaran difokuskan pada teks, dalam berbagai moda, baik lisan, tulisan, visual, audio, maupun multimodal. Pembelajaran bahasa Inggris umum di dalam kurikulum nasional membantu peserta didik untuk menyiapkan diri menjadi pembelajar sepanjang hayat, yang memiliki Profil Pelajar Pancasila seperti beriman dan berakhlak mulia, mandiri, bernalar kritis, kreatif, gotong royong, dan berkebhinekaan Global

Capaian Pembelajaran **:**

No.	Elemen	Capaian Pembelajaran	Tujuan Pembelajaran	Alur Tujuan Pembelajaran	Ruang Lingkup Materi	Indikator Tujuan	Waktu	P-5
1.	Menyimak (Listening)	Pada akhir fase ini, peserta didik memahami gagasan utamadan informasi rinci dari teks lisan yang kompleks tentang topik konkrit dan abstrak terkait kejadian di lingkungan sekitar, isu mutakhir atau topik terkait mata pelajaran lain dalam teks narasi, eksposisi,	1. Siswa mampu memahami gagasan utama dari teks dengaran yang kompleks dalam teks Analytical Exposition. 2. Siswa mampu mengidentifikasi informasi rinci dari teks dengaran yang kompleks dalam teks Exposition .	1. Siswa mampu memahami gagasan utama dari teks dengaran yang kompleks dalam teks Analytical Exposition. 2. Siswa mampu mengidentifikasi informasi rinci dari teks dengaran yang kompleks dalam teks Exposition .	Analytical Exposition Text Hortatory Exposition Text	Analytical Exposition Text 1.1 Menggunakan Language features untuk memahami gagasan utama dari teks dengaran Exposition Text: causal conjunctions, indefinite pronouns, dan Verb to Noun forms 2.1 Mengidentifikasi informasi; rinci tersirat, rinci tersurat, persamaan/lawan kata, makna kata dan kosa kata baru Hortatory Exposition Text 1.2 Menggunakan Language features untuk memahami gagasan utama dari teks	10 JP 20 JP	1. Akhlak kepada manusia 2. Bernalar Kritis 3. Mandiri 4. Kreatif

No.	Elemen	Capaian Pembelajaran	Tujuan Pembelajaran	Alur Tujuan Pembelajaran	Ruang Lingkup Materi	Indikator Tujuan	Waktu	P-5
		dan diskusi.				dengaran Exposition Text: causal conjunctions, indefinite pronouns, dan Verb to Noun forms 2.1 Mengidentifikasi informasi; rinci tersirat, rinci tersurat, persamaan/lawan kata, makna kata dan kosa kata baru	25 JP	1. Akhlak kepada manusia 2. Akhlak pribadi 3. Bernalar Kritis 4. Mandiri 5. Kreatif 1. Akhlak kepada manusia 2. Akhlak pribadi 3. Bernalar Kritis 4. Mandiri Kreatif

No.	Elemen	Capaian Pembelajaran	Tujuan Pembelajaran	Alur Tujuan Pembelajaran	Ruang Lingkup Materi	Indikator Tujuan	Waktu	P-5
							30JP	1. Akhlak kepada manusia 2. Akhlak pribadi 3. Bernalar Kritis 4. Mandiri Kreatif
2.	Membaca (Reading)	Pada akhir fase ini, peserta didik memahami gagasan utamadan informasi rinci dari teks tulis yang kompleks	1. Siswa mampu memahami gagasan utama dari teks tulisan yang kompleks dalam teks Exposition. 2. Siswa mampu mengidentifikasi informasi rinci		Analytical Exposition Text	Analytical Exposition Text 1.1 Menggunakan Language features untuk memahami gagasan utama dari teks Exposition : causal conjunctions, indefinite pronouns, dan Verb to Noun forms	10 JP	1. Akhlak kepada manusia 2. Bernalar Kritis 3. Mandiri 4. Kreatif

No.	Elemen	Capaian Pembelajaran	Tujuan Pembelajaran	Alur Tujuan Pembelajaran	Ruang Lingkup Materi	Indikator Tujuan	Waktu	P-5
		tentang topik konkrit dan abstrak dalam bentuk cetak, digital, teks tunggal maupun ganda, terkait kejadian di lingkungan sekitar, isu mutakhir atau topik terkait mata pelajaran lain dalam teks narasi, eksposisi, dan diskusi.	dalam teks Exposition .		Hortatory Exposition Text	2.1 Menemukan informasi; rinci tersirat, rinci tersurat, persamaan/lawan kata, makna kata dan kosa kata baru Hortatory Exposition Text 1.1 Menggunakan Language features untuk memahami gagasan utama dari teks Exposition : causal conjunctions, indefinite pronouns, dan Verb to Noun forms 2.1 Menemukan informasi; rinci tersirat, rinci tersurat,	12 JP	1. Akhlak kepada manusia 2. Akhlak pribadi

No.	Elemen	Capaian Pembelajaran	Tujuan Pembelajaran	Alur Tujuan Pembelajaran	Ruang Lingkup Materi	Indikator Tujuan	Waktu	P-5
3.	Menulis (Writing)	Pada akhir fase ini, peserta didik memproduksi teks dengan struktur organisasi yang jelas dan detail dalam jenis teks narasi, eksposisi, dan diskusi tentang berbagai topik. Teks yang ditulis menunjukkan pendapat atau pandangan dengan menjelaskan manfaat	1. Siswa mampu memproduksi teks Exposition		Analytical Exposition Text	persamaan/lawan kata, makna kata dan kosa kata baru	23 JP 30 JP	3. Bernalar Kritis 4. Mandiri 5. Kreatif 1. Akhlak kepada manusia 2. Akhlak pribadi 3. Bernalar Kritis 4. Mandiri 5. Kreatif

No.	Elemen	Capaian Pembelajaran	Tujuan Pembelajaran	Alur Tujuan Pembelajaran	Ruang Lingkup Materi	Indikator Tujuan	Waktu	P-5
		dan kelemahan atau argumen yang mendukung dan menentang tentang berbagai pilihan atau pendapat.						1. Akhlak kepada manusia 2. Akhlak pribadi 3. Bernalar Kritis 4. Mandiri 5. Kreatif
4.	Berbicara (Speaking)	Pada akhir Fase ini, peserta didik berinteraksi dengan lancar, spontan, teratur dan tanpa ada hambatan berarti untuk berkomunikasi secara lisan dalam teks	1. Siswa mampu mempraktekkan interaksi dengan lancar dan spontan secara teratur dengan penutur asli Bahasa Inggris pada jenis teks Exposition.					

No.	Elemen	Capaian Pembelajaran	Tujuan Pembelajaran	Alur Tujuan Pembelajaran	Ruang Lingkup Materi	Indikator Tujuan	Waktu	P-5
		narasi, eksposisi, dan diskusi.						

Bukittinggi,

Mengetahui,
Kepala SMA Negeri 2 Bukittinggi

Guru Mata Pelajaran

Murnita, S.Pd, M.Pd
NIP. 19750810 200212 2 002

Yessy Anggraini, S.Pd, M.Pd
NIP. 19751212 200604 2013

Appendix 5 ATTENDANCE OF STUDENT'S XI F10

DAFTAR HADIR SISWA KELAS XI F10 SMAN 2 BUKITTINGGI

Subject : English Language
Material: Hortatory Expostion Text

No	Nama Siswa	Pertemuan 1	Pertemuan 2	Pertemuan 3	Pertemuan 4
1	Abyan Raifarizq				
2	Adiatul Ansyori				

3	Ahmad Syouqi				
4	Aisya Kirana Putri				
5	Andika Prajana Setiawan				
6	Assyifa Putri Azzahra				
7	Bian Adria Sandra				
8	Devina Amelia				
9	Dzaki Juanda Pratama				
10	Fadhil Fahrezi Armel				
11	Faiqah Nibras Alghifari				
12	Havip Ar Rayhan B				
13	Keisha Mahya Shifa				
14	Keisyha Adya Mecca				
15	Kevin Alianda Jefri Putra				
16	Leova Deka Putri				
17	Michael Verrels Akira				
18	Mhd Harifin Maulana				
19	Muhammad Alfayad Qalbi				
20	Muhammad Coga Kurniawan				
21	Muhammad Daffa Ziv				
22	Muhammad Irsan				
23	Nafla Muthi Ravanda				
24	Naufal Mudzaki Tryendra				
25	Naura Khairunnisa				
26	Ovika Yuli				

27	Rafa Cipta Maheswari				
28	Rahmi Yulia Resha				
29	Sulthan Hasana Filardhi				
30	Syahrifa Ainni				
31	Shakira Cahaya Saputra				
32	Syifa Fathiya				
33	Tsaqif Muhammad Djufri				
34	Zahra Allisya Putri				
35	Zahratu Syifa				
36	Zaldi Gustiar				

Bukittinggi, 2024

Mengetahui
Guru Mata Pelakaran

Peneliti,

(Yessy Anggraini, S.Pd, M.Pd)
NIP. 19751212 200604 2013

(Anisa Putri Anzani)
2320078

Appendix 6 ATTENDANCE OF STUDENT'S XI F11

DAFTAR HADIR SISWA KELAS XI F11 SMAN 2 BUKITTINGGI

Subject : English Language
Material: Hortatory Expostion Text

No	Nama Siswa	Pertemuan 1	Pertemuan 2	Pertemuan 3	Pertemuan 4
1	Aida Khalisha				
2	Airin Vela Sari				

3	Anggun Mutiara Cinta				
4	Ari Satriawan				
5	Balqis Sakira Keisya				
6	Benardo Bagas Al Jufri				
7	Chelsa Dhiya Rona				
8	Chelsy Dhiya Rona				
9	Fadil Dauri				
10	Fajar Al Razaq				
11	Farros Qushoyyi Evda				
12	Fazira Asyifatul Jannah				
13	Ferdi Kurniawan				
14	Haikal Ar Rhasyid				
15	Humairatul Lathifah Koiyum				
16	Ibnu Hilal Isman				
17	Khairan Nabil				
18	Marsya Adisty Putri				
19	Muhammad Fadil				
20	Muhammad Raihan				
21	Muhammad Riyansah Wijaya				
22	Muhammad Rizki Nur Ramadhan				
23	Muhammad Zaki Akriby				
24	Nabila Putri				
25	Nayla Rahmatal Aini Ilyas				
26	Prasetyo Hadi Nugroho				

27	Richo Gomgom Valentino S				
28	Rizky Akbar				
29	Salsa Arifa				
30	Shayra Taufani Lofriza				
31	Sheyla Christi Maranatha				
32	Siti Nurzahara Maisyah Putri				
33	Tsyurayya Qanitha				
34	Vania Zilla Photina				
35	Vickel Tri Mahesa				
36	Zhaki Alifyandafa				

Mengetahui
Guru Mata Pelakaran

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Bukittinggi, 2024
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(Anisa Putri Anzani)
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Appendix 7 DOCUMENTATION OF INTERVIEW AND OBSERVATIONS



Interview with teacher Ms Alvin Khaira S.Pd



Interview with teacher Ms Mursida S.Pd



Interview with teacher Ms Yessy Anggraini M.Pd



Interview with Student



Interview with Student



Observation in class



Observation in class

Appendix 8 MODULE OF CONTROL CLASS

	PEMERINTAH PROVINSI SUMATERA BARAT **DINAS PENDIDIKAN** **SMA NEGERI 2 BUKITTINGGI** **Jln. Sudirman No. 5 Bukittinggi Telp (0752) 21093** **Email: smanda_bkt@yahoo.com website: www.sman2bukittinggi.sch.id**	

MODUL AJAR KELAS CONTROL
TAHUN /2024

1. INFORMASI UMUM

A. Identitas Sekolah

Nama Satuan Pendidikan : SMA Negeri 2 Bukittinggi
Mata Pelajaran : Bahasa Inggris
Kelas : XI F
Alokasi Waktu : 8 JP (4 pertemuan)
Tahun Penyusunan : 2024

B. Kompetensi Awal :

Peserta didik memahami bahaya sampah plastik terhadap manusia dan lingkungan

C. Profil Pelajar Pancasila

1. Beriman, Bertaqwa kepada TuhanYang Maha Esa dan Berakhlak Mulia
2. Gotong Royong
3. Mandiri
4. Bernalar Kritis
5. Kreatif
6. Nasionalisme

D. Sarana dan Prasarana

- Laptop, speaker, koneksi internet, video pembelajaran
- Buku sumber yang relevan

E. Target Peserta Didik

- Peserta didik Umum: Mampu memahami teks eksposisi tentang bahaya polusi terhadap manusia dan lingkungan
- Peserta didik dengan kesulitan belajar: Memerlukan bimbingan belajar lebih lanjut tentang teks eksposisi (remedial teaching)
- Peserta didik dengan pencapaian tinggi: Diberikan pembelajarn HOTS dengan mengerjakan tugas pengayaan

F. Model Pembelajaran

- Genre-Based Approach

G. Kompetensi Dasar

Kompetensi Dasar	Indikator Pencapaian Kompetensi
embedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *hortatory exposition* lisan dan tulis dengan memberi danmeminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya	Mampu mengidentifikasi fungsi sosial, struktur teks, dan unsurkebahasaan teks *hortatory exposition* lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya Mampu menyampaikan teks *hortatory exposition* lisan dan tulis dengan memberi dan meminta informasi terkai t pandangan/pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya
4.9 Teks hortatory exposition 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *hortatory exposition* lisan dan tulis, terkait isu aktual 4.9.2 Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	.1. Mampu menyusun teks *hortatory exposition* lisan dan tulisdengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya

2. KOMPONEN INTI

1. Tujuan Pembelajaran
   1. Mengidentifikasi konteks, gagasan utama, informasi terperinci, makna tersurat, tujuan penulis dari ragam teks eksposisi lisan maupun tulisan yang disajikan dalam bentuk multimoda dalam lingkup minat remaja
   2. Mengimplementasikan penggunaan kosakata dan tata bahasa, merancang serta memproduksi beragam teks eksposisi sederhana yang tepat dan sesuai saat menulis atau berbicara dalam berbagai konteks

2. Pemahaman Bermakna
   - Sebagai bagian dari alam semesta, manusia bertanggung jawab menjaga keseimbangan alam. Siswa mampu memberikan pendapat mereka mengenai apa yang terjadi di sekitar mereka

3. Kegiatan Pembelajaran

A. Pertemuan 1 (Pre-Test)

✓ Pendahuluan (15 menit)

a) Pendidik memberi salam dan membuka pembelajaran
b) Berdoa dan mengaji sebelum memulai pembelajaran (Beriman, Bertaqwa kepada TuhanYang Maha Esa dan Berakhlak Mulia
c) Pendidik memeriksa kondisi kebersihan kelas (peduli lingkungan dan gotong royong)
d) Pendidik membangun pengetahuan peserta didik terhadap topik dengan memberikan pertanyaan pemantik
   - ✓ *Can you identify any trash that you know around you?*
   - ✓ *Do you think plastic is good or bad for the environment?*
   - ✓ *What is the reason if it's good, or bad?*

e) Pendidik menyampaikan tujuan pembelajaran

✓ Inti (60 menit)

a) Pendidik membagi siswa dalam beberapa kelompok (2 kelompok)
b) pendidik memberikan 2 macam teks hortatory dengan kode A dan B yang berkenaan dengan materi yang diajarkan.
c) Peserta didik diberikan waktu 5 – 10 menit membaca dan menuliskan apa yang mereka pahami dari teks tersebut
d) pendidik melakukan **Pre-test** dan meminta siswa untuk mempresentasikan hasil nya di depan kelas secara oral

✓ Penutup (15 menit)

a) Bersama peserta didik merangkum pembelajaran yang sudah dilalui dan melaksanakan refleksi

b) Menyampaikan materi selanjutnya
c) Menutup pembelajaran dengan doa

B. Pertemuan 2 (Introduction of Hortatory Text)

✓ Pendahuluan (15 menit)

a) Pendidik memberi salam dan membuka pembelajaran
b) Pendidik mengajak siswa Berdoa dan mengaji sebelum memulai pembelajaran (Beriman, Bertaqwa kepada TuhanYang Maha Esa dan Berakhlak Mulia
c) Pendidik memeriksa kondisi kebersihan kelas (peduli lingkungan dan gotong royong)
d) Pendidik Membangun pengetahuan peserta didik terhadap topik dengan pertanyaan pemantik
   - ✓ *Do you have a phone?*
   - ✓ *Do you use your phone wisely?*
   - ✓ *What is the disadvantage of a phone*
   - ✓ *What is the advantage of a phone?*
e) Pendidik Menyampaikan tujuan pembelajaran

✓ Inti (60 menit)

a) Pendidik memberikan contoh dialog , dan meminta 2 orang siswa membaca dialog tersebut
b) Pendidik membahas dengan siswa mengenai isu yang dibahas di dalam dialog tersebut
   "*from the dialogue can you identify the issues discussed by Andi and Tony ?"*
c) Pendidik menanyakan kepada siswa mengenai argumen apa saja yang ada di dalam dialog
   "*what argument does Tony say in the dialogue? " "What is the fact that Toni said to Andi?"*
d) Pendidik menanyakan apa rekomendasi yang di gagas di dalam dialog
   "after the dialogue, what does tony recommend to andi ?"
e) Pendidik membagi siswa dalam berpasangan
f) Pendidik membagikan sebuah teks hortatory berjudul **"Mobile Phone Should be Banned For Students at School"**
g) Peserta didik berpasangan menganalisis tujuan dari teks, struktur, argumen dari teks
h) Peserta didik beserta pendidik membahas hasil diskusi siswa mengenai teks hortatory (materi ajar)
i) Pendidik meminta siswa menampilkan hasil diskusi nya di depan kelas

✓ Penutup

a) Bersama peserta didik merangkum pembelajaran yang sudah dilalui dan melaksanakan refleksi
b) Menyampaikan materi selanjutnya
c) Menutup pembelajaran dengan doa

C. Pertemuan 3 (Writing Argument in Hortatory text)

✓ Pendahuluan (15 menit)

a) Pendidik memberi salam dan membuka pembelajaran
b) Pendidik mengajak siswa Berdoa dan mengaji sebelum memulai pembelajaran (Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia
c) Pendidik memeriksa kondisi kebersihan kelas (peduli lingkungan dan gotong royong)
d) Pendidik Membangun pengetahuan peserta didik terhadap topik dengan memberikan pertanyaan pemantik.
   - ✓ *Have you ever visit a tourist destination in Bukittinggi ?*
   - ✓ *What kind of place did you go ?*
   - ✓ *Why people should visit the tourism spot*
e) Pendidik Menyampaikan tujuan pembelajaran

✓ Inti (60 menit)

a) Pendidik menampilkan macam –macam tourism spot yang ada di kota bukittinggi
b) Pendidik memberikan teks hortatory dengan judul "**Tourism for local people or multinational companies ?** "
c) Peserta didik dalam kelompok terdiri dari 5-6 siswa
d) Peserta didik menganalisis argumen yang ada di dalam teks dan kalimat persuasi yang di gunakan di dalam teks
e) Pendidik berkeliling memantau kelompok yang memerlukan bimbingan lebih lanjut
f) Peserta didik bergantian menampilkan hasil diskusi dengan kelompok mereka

✓ Penutup

a) Pendidik dan peserta didik melaksanakan refleksi pembelajaran yang telah di lalui
b) Menyampaikan pembelajaran selanjutnya
c) Menutup pembelajaran dengan doa

D. Pertemuan 4 (post-test)

✓ Pendahuluan (15 menit)

a) Pendidik memberi salam dan membuka pembelajaran
b) Pendidik mengajak siswa Berdoa dan mengaji sebelum memulai pembelajaran (Beriman, Bertaqwa kepada TuhanYang Maha Esa dan Berakhlak Mulia
c) Pendidik memeriksa kondisi kebersihan kelas (peduli lingkungan dan gotong royong)
f) Pendidik membangun pengetahuan peserta didik terhadap topik dengan memberikan pertanyaan pemantik
   - ✓ *Can you identify any trash that you know around you?*
   - ✓ *Do you think plastic is good or bad for the environment?*
   - ✓ *What is the reason if it's good, or bad?*

g) Pendidik menyampaikan tujuan pembelajaran

✓ Inti (60 menit)

e) Pendidik membagi siswa dalam beberapa kelompok (2 kelompok)
f) pendidik memberikan 2 macam teks hortatory dengan kode A dan B yang berkenaan dengan materi yang diajarkan.
g) Peserta didik diberikan waktu 5 – 10 menit membaca dan menuliskan apa yang mereka pahami dari teks tersebut
h) pendidik melakukan **Post-test** dan meminta siswa untuk mempresentasikan hasil nya di depan kelas secara oral

✓ Penutup

a) Guru dan peserta didik melaksanakan refleksi mengenai test yang sudah di lakukan
b) Menyampaikan materi selanjutnya
c) Menutup pembelajaran dengan doa

4. Materi Pembelajaran

A. Definisi dan tujuan teks hortatory

Teks hortatory exposition adalah teks yang ditulis berdasarkan pemikiran sang penulis terhadap suatu gagasan yang bertujuan untuk memberi saran atau nasehat kepada para pembacanya.

Hortatory exposition biasanya ditemukan dalam buku-buku ilmiah,

jurnal, majalah, artikelkoran, pidato akademik, atau laporan penelitian dll. Hortatory exposition sangat populer bagi para ilmuwan, masyarakat akademik, dan orang-orang berpendidikan. Untuk memperjelas pendapat yang dinyatakan pada *thesis statement*, biasanya pembicara atau penulis memaparkanbeberapa argumen sebagai alasan pendukung.

Fungsi sosial dari sebuah Hortatory Exposition text adalah untuk mengangkat suatu isu atau permasalahan dan menjelaskan padapembaca mengapa suatu hal atau tindakan terhada p masalah tersebut harus terjadi atau dilakukan, atau tidak seharusnya terjadi atau dilakukan. Hal inilah yang ingin dicapai oleh sang penulis dengan menyajikan argument serta bukti pendukung yang meyakinkan sekaligus Untuk membujuk / mempengaruhi para pembaca.

B. Generic structure sebuah teks hortatory exposition terdiri dari:



Gambar 1
https://englishadmin.com/2012/07/what-is-hortatory-exposition.html

Sedangkan ciri kebahasaan atau Language feature dalam teks hortatory adalah :

a) Menitikberatkan pada pelaku penulis sendiri.
b) Menggunakan abstract noun
c) Menggunakan action verb
d) Menggunakan modal adverb, misalnya certainly, surel
e) Menggunakan temporal connective, misalnya firstly, secondly, dll
f) Menggunakan evaluative words. misalnya valuable, trustworthy, dll
g) Menggunakan passive voice

C. Menganalisis Teks Hortatory

Tujuan Pembelajaran:

- Menganalisis teks hortatory untuk memahami teknik persuasi yang digunakan.

Materi:

1. Teknik Persuasi dalam Teks Hortatory:
   - Emosi: Menyentuh perasaan pembaca atau pendengar.
   - Logika: Memberikan argumen rasional dan data.
   - Etika: Menunjukkan bahwa tindakan yang diusulkan adalah hal yang benar dan moral.
2. Contoh Teknik Persuasi:
   - Menggunakan kata-kata yang kuat dan meyakinkan.
   - Menyediakan bukti atau data untuk mendukung argumen

D. Menulis Teks Hortatory

Tujuan Pembelajaran:

- Menulis teks hortatory dengan struktur dan teknik persuasi yang tepat.

Materi:

1. Langkah-langkah Menulis Teks Hortatory:
   - Menentukan topik dan tujuan ajakan.

- Menyusun argumen yang mendukung ajakan.
- Mengorganisasi teks dengan struktur yang jelas.

2. Tips Menulis:

- Gunakan bahasa yang persuasif dan jelas.
- Sertakan contoh konkret atau data jika memungkinkan.

Setelah mempelajari materi teks Hortatory exposition dan membaca contoh teks nya, apakah kalian dapat memahami tujuan, struktur teks dan unsur kebahasaan Hortatory Exposition? Berikanlah pendapat dengan memilih emotikon yang sesuai dibawah ini!





1. GLOSARIUM

1.	Effect	: something that is produced by a cause, result
2.	Harmful	: causing or capable of causing harm
3.	Plastics	: made from natural materials such as cellulose, coals, and crude oil.
4.	Pollution	: the introduction of harmful materials through the environment.
5.	Thesis statement	: Pernyataan isu
6.	abstract noun	: Kata benda abstrak
7.	ban	: melarang
8.	persuade	: meyakinkan
9.	despite	: meskipun
10.	Adverb	: Kata keterangan

2. DAFTAR PUSTAKA

- **https://www.nrdc.org/experts/dillon-hanson-ahumada/dangers-plastic-pollution**
- **https://www.ibanet.org/article/76F8D2A9-1A1D-4A2F-8A6F-0A70149FD4D5**
- **https://www.youtube.com/watch?v=G8MO_8Zfu3Q&t=89s**

Mengetahui,	Bukittinggi, September 2024
Guru Mata Pelajaran	Peneliti
MURSIDA.S.Pd	**Anisa Putri Anzani**
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PRE TEST

1ST MEETING

Instruction :

1. Pre- test speaking
2. Read the hortatory text below for 10 minute and identify the component of the text
3. After you read the text write your understanding about the text
4. The table below is a guideline for presenting your thoughts
5. Present it orally for 2 minute in front of the class.

The Paid Plastic bag

The paid plastic bag policy implemented in 2016 was not effective in reducing plastic waste for several reasons.

The first reason is that the fee charged is very low, at IDR 200. If we compare it with the cost of paid plastic bags in Scotland, the cost of paid plastic there is more expensive than the cost of paid plastic in Indonesia. In addition, the paid plastic bag policy is only implemented in retail markets, such as Indomaret, Alfamart, Giant, Hypermart, and many more. However, the largest use of plastic bags is in traditional markets. In traditional markets, the use of plastic bags reaches 70% while in retail markets it is only 30%.

Plastic bags should be replaced by materials that are more durable and can be used multiple times such as paper bags, cloth bags, or tote bags that are widely used by large companies. although the use of tote bags is more expensive, it can make people more interested in shopping because of their more stylish shape than plastic bags that do not have an attractive shape. Tote bags can also be an alternative to protecting the environment polluted by plastic because they can be used multiple times.

Therefore, the paid plastic bag policy was discontinued on October 1, 2016. In my opinion, it is better for the government to re-evaluate this policy to make it more effective by increasing the price, implementing it not only in retail markets, and implementing a policy of using biodegradable plastic bags.

Title :

Issue :

……
……
……

Arguments 1 :

……
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……
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……

Arguments 2 :

……
……
……
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……

Recommendation :

……
……
……

Conclusion (optional) :

……
……

ASESMENT PRE-TEST DAN POST-TEST

Class :

No	Name of students	Grammar	vocabulary	comprehension	fluency	pronunciation	Score	Total score
		1-5	1-5	1-5	1-5	1-5		
1								
dst								

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

Where :

P : Percentage of students speaking ability

n : Number of score obtained by students

N : Total score

STUDENT'S TASK

2nd MEETING –

Task 1

Let's Practice the dialogue. Read and practice the dialogue

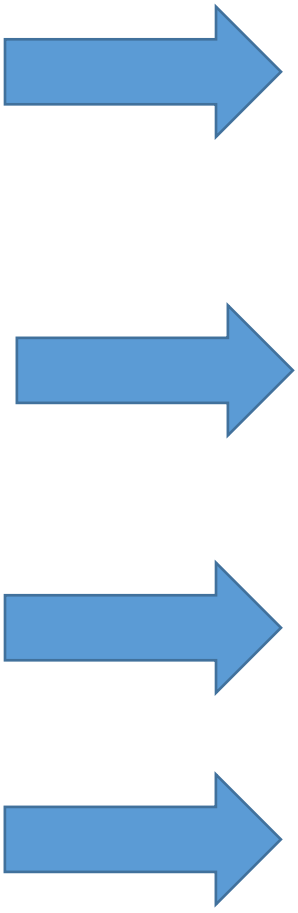
Situation: Andi and Toni are discussing issues of banning smartphone in the school.

Andi: Have you heard about our school's plan to ban smartphones in the school?
Toni : Yes , I heard about it.
Andi: What do you think about it?
Toni : Well, I think that's fair enough.
Andi : why do you think so?
Toni: you see… Smartphones have caused so much trouble in our class. Remember yesterday's history class? Our teacher got very angry because was interrupt by smartphone ringing many times. This may happen again and again.
Andi: yes, that's right
Toni: Another thing is… Smartphones have caused a kind of stupid competition.
Andi: what do you mean?
Toni : you know, Everyone seems to compete to have the latest model.
Andi: Yes, I feel that too.
Toni : So it's a good idea if the school doesn't allow students to use their smartphone in the school.

Adapted from : ***http://englishadmin.com/2013/08/3-contoh-dialog-bahasa-inggris-terjemah-opinion.html***

Task 2 Let's Practice your knowledge.

Read the text and analyze the purpose of the text, structure, and language features of the text



Mobile Phone Should be Banned For Students at School

Nowadays, mobile phone user increase dramatically. It is because mobile phone features and functions have enhanced. Mobile phone is not only used for calling and texting but also for taking pictures, recording video, playing games, acessing internet, and much more. These days, mobile phone not only used by the adults but also used by teenager and students. However, should students be allowed to bring mobile phone at school?

Many schools do not allow their students to bring mobile phone to school. It is very reasonable, because bringing mobile phone to school potentially disrupt the learning process. A lot of students use mobile phone irresponsibly. Students often use mobile phone to communicate with their friends during the class. They also like to take pictures with their friends in the class as well. Those can make the students less concentrated during the teaching learning process.

Mobile phone also provide a large temptation for the students to cheat in a test. As we know, mobile phone can connect people to anyone and anywhere on this planet. So, they can ask their friends for an answer for the test. Because of the small size of the mobile phone, students can send text quitely without being noticed by the teacher. Learning at school is to behave fair way not cheating.

Therefore, schools should ban their student for bringing mobile phone to school. However, in case of an emergency and students need a call for help, schools should provide easy access to phone.

STUDENT'S TASK

3rd MEETING –

Read the text above and answer the questions

Tourism for local people or multinational companies ?

What are the benefits of tourism to local communities? Yes, Tourism is now a big contributor to the economy of most countries. The tourism industry can bring money, jobs and progress especially to developing regions. However, this money often goes into the pockets of foreign investors, and rarely to local communities.

In addition, some facts show that tourists tend to go, visit and spend their money in restaurants, bars and even luxury hotels owned by these multinational companies. They are less likely to visit places such as; restaurants, bars, hotels, shops owned by local communities. This can hinder local businesses from becoming bigger.

Secondly, the tourism industry will not provide many benefits to local communities. For example, multinational hotel chains do not care about the surrounding nature when they build new hotels. This can cause many social, cultural and geographical problems. Some local people may get jobs and money from those international hotel chains. But if they lose that opportunity, some of them still have their own neighborhood.

Finally and most importantly, tourism tours or visits have little effect on nature. It can even disrupt or damage the ecosystem and environment, and if that happens, the local community will get the risk. Nature will change and result in changes in the ecosystem and climate that destabilize nature.

So local government policies should be made to ensure that tourism will make its benefits spread widely. Those policies should guarantee that local people will get the impact of tourism. So that the economy of the local people will rise and make the country develop in the economic sector.

1. Identify the structure of the text and the arguments in it
2. Discussed persuasive sentence in the text
3. Present you discussion in front of the class

POST – TEST

4th MEETING

Instruction :

1. Post- test speaking
2. Read the hortatory text below for 10 minute and identify the component of the text
3. After you read the text write your understanding about the text
4. The table below is a guideline for presenting your thoughts
5. Present it orally for 2 minute in front of the class.

The Paid Plastic bag

The paid plastic bag policy implemented in 2016 was not effective in reducing plastic waste for several reasons.

The first reason is that the fee charged is very low, at IDR 200. If we compare it with the cost of paid plastic bags in Scotland, the cost of paid plastic there is more expensive than the cost of paid plastic in Indonesia. In addition, the paid plastic bag policy is only implemented in retail markets, such as Indomaret, Alfamart, Giant, Hypermart, and many more. However, the largest use of plastic bags is in traditional markets. In traditional markets, the use of plastic bags reaches 70% while in retail markets it is only 30%.

Plastic bags should be replaced by materials that are more durable and can be used multiple times such as paper bags, cloth bags, or tote bags that are widely used by large companies. although the use of tote bags is more expensive, it can make people more interested in shopping because of their more stylish shape than plastic bags that do not have an attractive shape. Tote bags can also be an alternative to protecting the environment polluted by plastic because they can be used multiple times.

Therefore, the paid plastic bag policy was discontinued on October 1, 2016. In my opinion, it is better for the government to re-evaluate this policy to make it more effective by increasing the tariff, implementing it not only in retail markets, and implementing a policy of using biodegradable plastic bags.

Title :

Issue :

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Arguments 1 :

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Arguments 2 :

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Recommendation :

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Conclusion (optional) :

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PEMERINTAH PROVINSI SUMATERA BARAT
DINAS PENDIDIKAN
SMA NEGERI 2 BUKITTINGGI
Jln. Sudirman No. 5 Bukittinggi Telp (0752) 21093
Email: smanda_bkt@yahoo.com website: www.sman2bukittinggi.sch.id

Appendix 9 MODULE OF EXPERIMENT CLASS

MODUL AJAR KELAS EXPERIMENT
TAHUN /2024

1. **INFORMASI UMUM**

A. Identitas Sekolah

Nama Satuan Pendidikan	: SMA Negeri 2 Bukittinggi
Mata Pelajaran	: Bahasa Inggris
Kelas	: XI F
Alokasi Waktu	: 8 JP (4 pertemuan)
Tahun Penyusunan	: 2024

B. Kompetensi Awal :

Peserta didik memahami bahaya sampah plastik terhadap manusia dan lingkungan

C. Profil Pelajar Pancasila

1) Beriman, Bertaqwa kepada TuhanYang Maha Esa dan Berakhlak Mulia
2) Gotong Royong
3) Mandiri
4) Bernalar Kritis
5) Kreatif
6) Nasionalisme

D. Sarana dan Prasarana

- Laptop, speaker, koneksi internet, video pembelajaran
- Buku sumber yang relevan

E. Target Peserta Didik

- Peserta didik Umum: Mampu memahami teks eksposisi tentang bahaya polusi terhadap manusia dan lingkungan
- Peserta didik dengan kesulitan belajar: Memerlukan bimbingan belajar lebih lanjut tentang teks eksposisi (remedial teaching)
- Peserta didik dengan pencapaian tinggi: Diberikan pembelajarn HOTS dengan mengerjakan tugas pengayaan

F. Model Pembelajaran

- Genre-Based Approach

G. Kompetensi Dasar

Kompetensi Dasar	Indikator Pencapaian Kompetensi
Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *hortatory exposition* lisan dan tulis dengan memberi danmeminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya	Mampu mengidentifikasi fungsi sosial, struktur teks, dan unsurkebahasaan teks *hortatory exposition* lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya Mampu menyampaikan teks *hortatory exposition* lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya
4.10 Teks hortatory exposition 4.10.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *hortatory exposition* lisan dan tulis, terkait isu aktual 4.10.2 Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	.1. Mampu menyusun teks *hortatory exposition* lisan dan tulisdengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya

3. KOMPONEN INTI

1. Tujuan Pembelajaran
    1. Mengidentifikasi konteks, gagasan utama, informasi terperinci, makna tersurat, tujuan penulis dari ragam teks eksposisi lisan maupun tulisan yang disajikan dalam bentuk multimoda dalam lingkup minat remaja
    2. Mengimplementasikan penggunaan kosakata dan tata bahasa, merancang serta memproduksi beragam teks eksposisi sederhana yang tepat dan sesuai saat menulis atau berbicara dalam berbagai konteks

2. Pemahaman Bermakna

- Sebagai bagian dari alam semesta, manusia bertanggung jawab menjaga keseimbangan alam. Siswa mampu memberikan pendapat mereka mengenai apa yang terjadi di sekitar mereka

3. Kegiatan Pembelajaran

A. Pertemuan 1 (Pre-Test)

✓ Pendahuluan (15 menit)

a. Pendidik memberi salam dan membuka pembelajaran
b. Berdoa dan mengaji sebelum memulai pembelajaran (Beriman, Bertaqwa kepada TuhanYang Maha Esa dan Berakhlak Mulia
c. Pendidik memeriksa kondisi kebersihan kelas (peduli lingkungan dan gotong royong)
d. Pendidik membangun pengetahuan peserta didik terhadap topik dengan memberikan pertanyaan pemantik
    - ✓ *Can you identify any trash that you know around you?*
    - ✓ *Do you think plastic is good or bad for environement?*
    - ✓ *What is the reason if it's good, or bad?*

e. Pendidik menyampaikan tujuan pembelajaran

✓ Inti (60 menit)

a. Pendidik membagi siswa dalam beberapa kelompok (2 kelompok)
b. pendidik memberikan 2 macam teks dengan kode A dan B yang berkenaan dengan materi yang diajarkan.
c. Peserta didik diberikan waktu 5 – 10 menit membaca dan menuliskan apa yang mereka pahami dari teks tersebut
d. pendidik melakukan **Pre-test** dan meminta siswa untuk mempresentasikan hasil diskusi nya di depan kelas secara oral

✓ Penutup (15 menit)

a. Bersama peserta didik merangkum pembelajaran yang sudah dilalui dan melaksanakan refleksi
b. Menyampaikan materi selanjutnya
c. Menutup pembelajaran dengan doa

B. Pertemuan 2 (Experiment using Balloon debate)

✓ Pendahuluan (15 menit)

a. Pendidik memberi salam dan membuka pembelajaran
b. Pendidik mengajak siswa Berdoa dan mengaji sebelum memulai pembelajaran (Beriman, Bertaqwa kepada TuhanYang Maha Esa dan Berakhlak Mulia
c. Pendidik memeriksa kondisi kebersihan kelas (peduli lingkungan dan gotong royong)
d. Pendidik Membangun pengetahuan peserta didik terhadap topik dengan pertanyaan pemantik
   - ✓ *Do you have a phone?*
   - ✓ *Do you use your phone wisely?*
   - ✓ *What is the disadvantage of a phone*
   - ✓ *What is the advantage of a phone?*
e. Pendidik Menyampaikan tujuan pembelajaran

✓ Inti (60 menit)

a. Pendidik mengaplikasikan Balloon debate teknik kepada siswa dan memfokuskan perhatiaan siswa pada speaking
b. Pendidik meminta siswa membaca selama 10 menit teks hortatory dengan judul "**Mobile phone should be banned for students at school"**
c. Pendidik menunjukkan vocabulary yang penting di dalam teks dan isu yang dibahas di dalam teks.
d. Pendidik membagi siswa menjadi 6 orang dalam 1 kelompok
e. Pendidik menjelaskan kosa kata penting dan memperkenalkan karakter di dalam balon udara yang berhubungan dengan teks **(Set up listening or reading)**
f. Pendidik menjelaskan kejadian yang terjadi di dalam balloon udara yang mana 1 orang yang dapat selamat di dalam balloon udara tersebut **(The Emergency)**
g. Pendidik membagikan karakter yang akan dipilih siswa di masing-masing kelompok dengan cara di random
h. Peserta didik diberikan waktu mempertimbangkan kriteria apa yang akan di gunakan berdasarkan usia, urgensi atau status **(initial ordering)**

i. Peserta didik menuliskan argumen mereka dan menampilkan karakter yang mereka pilih **(Role-play setup)**
j. peserta didik melakukan debat dan mempengaruhi audiens dan diberikan waktu membela diri (**The Debate)**
k. Peserta didik melakukan **(voting)** memilih teman yang akan tetap berada di dalam balloon udara tersebut
l. Peserta didik di tiap tim di berikan kesempatan hingga hanya tersisa masing- masing 1 orang dalam satu tim

✓ Penutup

a. Bersama peserta didik merangkum pembelajaran yang sudah dilalui dan melaksanakan refleksi
b. Menyampaikan materi selanjutnya
c. Menutup pembelajaran dengan doa

C. Pertemuan 3 (Experiment using Balloon debate)

✓ Pendahuluan (15 menit)

a. Pendidik memberi salam dan membuka pembelajaran
b. Pendidik mengajak siswa Berdoa dan mengaji sebelum memulai pembelajaran (Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia
c. Pendidik memeriksa kondisi kebersihan kelas (peduli lingkungan dan gotong royong)
d. Pendidik Membangun pengetahuan peserta didik dengan memberikan pertanyaan pemantik
   - ✓ *Have you ever visit a tourist destinaation in Bukittinggi ?*
   - ✓ *What kind of place did you go ?*
   - ✓ *Why people should visit the tourism spot*

e. Pendidik Menyampaikan tujuan pembelajaran

✓ Inti (60 menit)

a) Pendidik mengaplikasikan Balloon debate teknik kepada siswa dan memfokuskan perhatiaan siswa pada speaking
b) Pendidik meminta siswa membaca selama 10 menit teks hortatory dengan judul "**Tourism for local people or multinational companies ?** "
c) Pendidik menunjukkan vocabulary yang penting di dalam teks dan isu yang dibahas di dalam teks.
d) Pendidik membagi siswa menjadi 6 orang dalam 1 kelompok

e) Pendidik menjelaskan kosa kata penting dan memperkenalkan karakter di dalam balon udara yang berhubungan dengan teks **(Set up listening or reading)**

f) Pendidik menjelaskan kejadian yang terjadi di dalam balloon udara yang mana 1 orang yang dapat selamat di dalam balloon udara tersebut **(The Emergency)**

g) Pendidik membagikan karakter yang akan dipilih siswa di masing-masing kelompok dengan cara di random.

h) Peserta didik diberikan waktu mempertimbangkan kriteria apa yang akan di gunakan berdasarkan usia, urgensi atau status **(initial ordering)**

i) Peserta didik menuliskan argumen mereka dan menampilkan karakter yang mereka pilih **(Role-play setup)**

j) peserta didik melakukan debat dan mempengaruhi audiens dan diberikan waktu membela diri (**The Debate)**

k) Peserta didik melakukan **(voting)** memilih teman yang akan tetap berada di dalam balloon udara tersebut

l) Peserta didik di tiap tim di berikan kesempatan hingga hanya tersisa masing- masing 1 orang dalam satu tim

✓ Penutup

a. Bersama peserta didik merangkum pembelajaran yang sudah dilalui dan melaksanakan refleksi
b. Pendidik dan peserta didik melaksanakan refleksi
c. Menyampaikan materi selanjutnya
d. Menutup pembelajaran dengan doa

D. Pertemuan 4 (post-test)

✓ Pendahuluan (15 menit)

a. Pendidik memberi salam dan membuka pembelajaran
b. Pendidik mengajak siswa Berdoa dan mengaji sebelum memulai pembelajaran (Beriman, Bertaqwa kepada TuhanYang Maha Esa dan Berakhlak Mulia
c. Pendidik memeriksa kondisi kebersihan kelas (peduli lingkungan dan gotong royong)

h) Pendidik membangun pengetahuan peserta didik terhadap topik dengan memberikan pertanyaan pemantik

- ✓ *Can you identify any trash that you know around you?*
- ✓ *Do you think plastic is good or bad for the environment?*
- ✓ *What is the reason if it's good, or bad?*

i) Pendidik menyampaikan tujuan pembelajaran

✓ Inti (60 menit)

a. Pendidik membagi siswa dalam beberapa kelompok (2 kelompok)
b. pendidik memberikan 2 macam teks hortatory dengan kode A dan B yang berkenaan dengan materi yang diajarkan.
c. Peserta didik diberikan waktu 5 – 10 menit membaca dan menuliskan apa yang mereka pahami dari teks tersebut
d. pendidik melakukan **Post-test** dan meminta siswa untuk mempresentasikan hasil nya di depan kelas secara oral

✓ Penutup

a. Bersama peserta didik merangkum pembelajaran yang sudah dilalui dan melaksanakan refleksi
b. Pendidik dan peserta didik melaksanakan refleksi
c. Menyampaikan materi selanjutnya
d. Menutup pembelajaran dengan doa

4. Materi Pembelajaran

A. Definisi dan tujuan teks hortatory

Teks hortatory exposition adalah teks yang ditulis berdasarkan pemikiran sang penulis terhadap suatu gagasan yang bertujuan untuk memberi saran atau nasehat kepada para pembacanya.

Hortatory exposition biasanya ditemukan dalam buku-buku ilmiah, jurnal, majalah, artikelkoran, pidato akademik, atau laporan penelitian dll. Hortatory exposition sangat populer bagi para ilmuwan, masyarakat akademik, dan orang-orang berpendidikan. Untuk memperjelas pendapat yang dinyatakan pada *thesis statement*, biasanya pembicara atau penulis memaparkanbeberapa argumen sebagai alasan pendukung.

Fungsi sosial dari sebuah Hortatory Exposition text adalah untuk

mengangkat suatu isu atau permasalahan dan menjelaskan padapembaca mengapa suatu hal atau tindakan terhada p masalah tersebut harus terjadi atau dilakukan, atau tidak seharusnya terjadi atau dilakukan. Hal inilah yang ingin dicapai oleh sang penulis dengan menyajikan argument serta bukti pendukung yang meyakinkan sekaligus Untuk membujuk / mempengaruhi para pembaca.

B. Generic structure sebuah teks hortatory exposition terdiri dari:



Gambar 1
https://englishadmin.com/2012/07/what-is-hortatory-exposition.html

Sedangkan ciri kebahasaan atau Language feature dalam teks hortatory adalah :

a) Menitikberatkan pada pelaku penulis sendiri.
b) Menggunakan abstract noun
c) Menggunakan action verb
d) Menggunakan modal adverb, misalnya certainly, surel
e) Menggunakan temporal connective, misalnya firstly, secondly, dll
f) Menggunakan evaluative words. misalnya valuable, trustworthy, dll

g) Menggunakan passive voice

C. Menganalisis Teks Hortatory

Tujuan Pembelajaran:

- Menganalisis teks hortatory untuk memahami teknik persuasi yang digunakan.

Materi:

1. Teknik Persuasi dalam Teks Hortatory:
   - Emosi: Menyentuh perasaan pembaca atau pendengar.
   - Logika: Memberikan argumen rasional dan data.
   - Etika: Menunjukkan bahwa tindakan yang diusulkan adalah hal yang benar dan moral.
2. Contoh Teknik Persuasi:
   - Menggunakan kata-kata yang kuat dan meyakinkan.
   - Menyediakan bukti atau data untuk mendukung argumen

D. Menulis Teks Hortatory

Tujuan Pembelajaran:

- Menulis teks hortatory dengan struktur dan teknik persuasi yang tepat.

Materi:

1. Langkah-langkah Menulis Teks Hortatory:
   - Menentukan topik dan tujuan ajakan.
   - Menyusun argumen yang mendukung ajakan.
   - Mengorganisasi teks dengan struktur yang jelas.
2. Tips Menulis:
   - Gunakan bahasa yang persuasif dan jelas.
   - Sertakan contoh konkret atau data jika memungkinkan.

Setelah mempelajari materi teks Hortatory exposition dan membaca contoh teks nya, apakah kalian dapat memahami tujuan, struktur teks dan unsur kebahasaan Hortatory Exposition? Berikanlah pendapat dengan memilih emotikon yang sesuai dibawah ini!

Procedure of Balloon Debate:

1) **Set up (listening or reading).** Read the text about mobile phone should be banned for students at school/ text about the tourism is for local or multinational company. There are some several important vocabulary and arguments in the text. There are characters that are related to the text. Make sure you understand the text and relate the character with the text provided
2) **The emergency.** Several people were flying in an air balloon that was flying between the hills. But it seems that the fuel to make the aerial balloon fly has a leak. The hot air balloon cannot return to its origin and must keep flying. People inside the hot air balloon try to throw things down but it doesn't work because the problem is the weight of each person. Among the six passengers, there was only one person who could stay in the hot air balloon and survive while the others had to be thrown out.
3) **Initial order.** Each person have characteristics to be considered. **S**tudents consider the order in which passengers should be thrown out of the balloon. What criteria that the students use, whether they are older, the urgency of character, the status of person, or the youngest first.
4) **Role Play Setup.** Provide your best opinion on why you should stay alive and remain in the hot air balloon. Write a note or guideline to prepare your arguments.
5) **The debate.** Students, you have a maximum of 2 minutes to present your arguments and persuade the audience to choose you. First, think about why you should not be thrown from the hot air balloon. For example, you could emphasize the importance of your contributions to the group or how your presence adds value for everyone. Then, you also need to explain why others should be thrown out. There may be specific reasons that make them less reliable or less contributive in this situation. Remember, you need to defend yourself convincingly to the audience about how valuable your presence is. Good luck with your debate !
6) **Voting.** hold a vote to decide who to throw out of the balloon.

Example of how making an arguments

S1: I should stay because I'm a pop star. I have entertained millions of people. Little girls look up to me and will be heartbroken if I die. Also I have done a lot of charity work. I have given some of my wealth to schools in Africa. If you let me stay, I promise I will use all of the money from my next tour to fight poverty.

S2: I don't think we need singers. Besides, she hasn't had a good song in years. Anyway I'm a businessman and my empire is worth billions, so I can give more to charity.





3. GLOSARIUM

11. Effect	:	something that is produced by a cause, result
12. Harmful	:	causing or capable of causing harm
13. Plastics	:	made from natural materials such as cellulose, coals, and crude oil.
14. Pollution	:	the introduction of harmful materials through the environment.
15. Thesis statement	:	Pernyataan isu
16. abstract noun	:	Kata benda abstrak
17. ban	:	melarang
18. persuade	:	meyakinkan
19. despite	:	meskipun
20. Adverb	:	Kata keterangan

4. DAFTAR PUSTAKA

- **https://www.nrdc.org/experts/dillon-hanson-ahumada/dangers-plastic-pollution**
- **https://www.ibanet.org/article/76F8D2A9-1A1D-4A2F-8A6F-0A70149FD4D5**
- **https://www.youtube.com/watch?v=G8MO_8Zfu3Q&t=89s**

Mengetahui,
Guru Mata Pelajaran

Bukittinggi, September 2024
Peneliti

MURSIDA.S.Pd
NIP. 19760910 200312 2 003

Anisa Putri Anzani
23200878

PRE TEST

1ST MEETING

Instruction :

1) Pre- test speaking
2) Read the hortatory text below for 10 minutes and identify the component of the text
3) After you read the text write your understanding about the text
4) The table below is a guideline for presenting your thoughts
5) Present it orally for 2 minute in front of the class.

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The paid plastic bag policy implemented in 2016 was not effective in reducing plastic waste for several reasons.

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Plastic bags should be replaced by materials that are more durable and can be used multiple times such as paper bags, cloth bags, or tote bags that are widely used by large companies. although the use of tote bags is more expensive, it can make people more interested in shopping because of their more stylish shape than plastic bags that do not have an attractive shape. Tote bags can also be an alternative to protecting the environment polluted by plastic because they can be used multiple times.

Therefore, the paid plastic bag policy was discontinued on October 1, 2016. In my opinion, it is better for the government to re-evaluate this policy to make it more effective by increasing the tariff, implementing it not only in retail markets, and implementing a policy of using biodegradable plastic bags.

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Arguments 2 :

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Recommendation :

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Conclusion (optional) :

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ASESMENT PRE-TEST DAN POST-TEST

Class :

No	Name of students	Grammar	vocabulary	comprehension	fluency	pronunciation	Score	Total score
		1-5	1-5	1-5	1-5	1-5		
1								
dst								

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

Where :

P : Percentage of students speaking ability

n : Number of score obtained by students

N : Total score

STUDENT'S TASK

2nd MEETING –

Mobile Phone Should be Banned For Students at School

Nowadays, mobile phone user increase dramatically. It is because mobile phone features and functions have enhanced. Mobile phone is not onlyused for calling and texting but also for taking pictures, recording video, playing games, acessing internet, and much more. These days, mobile phone not only used by the adults but also used by teenager and students. However, should students be allowed to bring mobile phone at school?

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Mobile phone also provide a large temptation for the students to cheat in a test. As we know, mobile phone can connect people to anyone and anywhere on this planet. So, they can ask their friends for an answer for the test. Because of the small size of the mobile phone, students can send text quitely without being noticed by the teacher. Learning at school is to behave fair way not cheating.

Therefore, schools should ban their student for bringing mobile phone to school. However, in case of an emergency and students need a call for help, schools should provide easy access to phone.

Instruction

1) Make a group consist of 6 people
2) Read the text about mobile Phone Should Be Banned for students at School
3) Discuss with your group the arguments why you should stay in the Balloon
4) Provide some facts and try to make a persuasive arguments
5) After you finish your arguments conduct a debate with your group with teacher instructions

ROLES :

The teacher (35)

You are a teacher. you have a fiancé and will get married soon. you have excellent teaching skills and will soon continue your master's education. you have written many research papers on education and all your papers are internationally accredited. you have a family consist of two younger sisters and one younger brother that will go to university soon

The Parent (42)

You are a parent of student's at school. You have 3 children in kindergarden, junior, and senior highschool. You are responsible parent that always pick up your kids on time and never late. You also a chief of good parents club that work to help single parent in your neighborhood. You are not working because you take care of children at home.

The student (16)

You are a student. You have a complete family consisting of father mother, and sister. You are a student who excels in various fields such as physics. You won the best science project in the national scope and won the highest award. You have a bright future and will enter the world's best university, MIT. You never help your parents at home because you busy at school.

The CEO of Mobile Phone Company (60)

You are married and have three children. The cellphone company you lead always exports cellphones to various parts of the world and you have thousands of employees working for you. Your company is about to register a patent because you are the inventor of software that is very useful for the advancement of cellphone technology today. You will soon retire and enjoy your old age with your children and grandchildren.

The headmaster (53)

You are a principal and have divorced your spouse. You have two children, both of whom are adopted. You are a wise principal and make your school the most favorite school in your city. And every year your school produces students who excel at the national level. But you often make rules that restrain students and teachers at school.

The Education Influencer (26)

You are an educational content creator with 750k followers. You are not married because you have two elderly parents who need care. You help many people with the content you create. You are called by many events to fill seminars and motivate many people to go to school. You will soon write a book related to education.

STUDENT'S TASK

3rd MEETING –

Tourism for local people or multinational companies ?

What are the benefits of tourism to local communities? Yes, Tourism is now a big contributor to the economy of most countries. The tourism industry can bring money, jobs and progress especially to developing regions. However, this money often goes into the pockets of foreign investors, and rarely to local communities.

In addition, some facts show that tourists tend to go, visit and spend their money in restaurants, bars and even luxury hotels owned by these multinational companies. They are less likely to visit places such as; restaurants, bars, hotels, shops owned by local communities. This can hinder local businesses from becoming bigger.

Secondly, the tourism industry will not provide many benefits to local communities. For example, multinational hotel chains do not care about the surrounding nature when they build new hotels. This can cause many social, cultural and geographical problems. Some local people may get jobs and money from those international hotel chains. But if they lose that opportunity, some of them still have their own neighborhood.

Finally and most importantly, tourism tours or visits have little effect on nature. It can even disrupt or damage the ecosystem and environment, and if that happens, the local community will get the risk. Nature will change and result in changes in the ecosystem and climate that destabilize nature.

So local government policies should be made to ensure that tourism will make its benefits spread widely. Those policies should guarantee that local people will get the impact of tourism. So that the economy of the local people will rise and make the country develop in the economic sector.

1) Make a group consist of 6 people
2) Read the text about Tourism for local people or multinational company?
3) Discuss with your group the arguments why you should stay in the Balloon
4) Provide some facts and try to make a persuasive arguments
5) After you finish your arguments conduct a debate with your group with teacher instructions

ROLES :

The nature scientist (50)

You are a researcher at a major university. You had a scientific breakthrough ten years ago when you discovered how to processing waste that is safe for nature. Presently you are focused on rehabilitation of nature and damaged beaches. However, after ten years of research, you don't appear to be any closer to a solution. You are divorced and never had children.

The hotel worker (38)

You are a low-level employee in a big hotel You are married and have five children. Your oldest child starts university soon. In your spare time, you are an active member of your community – you help local people and helping out at a homeless shelter and driving a minibus for blind people.

The souvenir seller (44)

You are a souvenir seller who owns 3 shops spread across the tourism area. You used to employ many locals to help your business and they were able to get decent jobs. You are married and you have no children. You used to spend your income on parties and buying antiques that are not very useful.

The owner of restaurant (35)

You are a well-known restaurant owner in your area. You contribute a lot to the welfare of the surrounding community and often do charity work by distributing free food to the underprivileged. Your spouse often helps out at the restaurant and your son is studying to be a chef abroad. However, due to the destruction of nature your restaurant has become quiet and not many tourists come to your restaurant.

The politician (40)

You are a local politician who has been in office for five years. You are a firm politician who will not tolerate injustice against the people. You are married and have two children at university. Recently you voted on several unpopular decisions, which has turned local people against you. However, you believe the decisions you made were in the best interests of the city.

The celebrity (23)

You are a well-known celebrity who winning award.You have 2 million followers and encourage people to come to the places you visit. You use your earnings to give to charity and support many people in your area with the content you create. But you also spend a lot of your money on clothes, high heels and jewelry.

POST – TEST

4th MEETING

Instruction :
1. Post- test speaking
2. Read the hortatory text below for 10 minute and identify the component of the text
3. After you read the text write your understanding about the text
4. The table below is a guideline for presenting your thoughts
5. Present it orally for 2 minute in front of the class.

The Paid Plastic bag

The paid plastic bag policy implemented in 2016 was not effective in reducing plastic waste for several reasons.

The first reason is that the fee charged is very low, at IDR 200. If we compare it with the cost of paid plastic bags in Scotland, the cost of paid plastic there is more expensive than the cost of paid plastic in Indonesia. In addition, the paid plastic bag policy is only implemented in retail markets, such as Indomaret, Alfamart, Giant, Hypermart, and many more. However, the largest use of plastic bags is in traditional markets. In traditional markets, the use of plastic bags reaches 70% while in retail markets it is only 30%.

Plastic bags should be replaced by materials that are more durable and can be used multiple times such as paper bags, cloth bags, or tote bags that are widely used by large companies. although the use of tote bags is more expensive, it can make people more interested in shopping because of their more stylish shape than plastic bags that do not have an attractive shape. Tote bags can also be an alternative to protecting the environment polluted by plastic because they can be used multiple times.

Therefore, the paid plastic bag policy was discontinued on October 1, 2016. In my opinion, it is better for the government to re-evaluate this policy to make it more effective by increasing the tariff, implementing it not only in retail markets, and implementing a policy of using biodegradable plastic bags.

Appendix 10 INSTRUMENT SPEAKING TEST

SMAN 2 BUKITTINGGI

Mata pelajaran	:	Bahasa Inggris
Kelas	:	XI F
Alokasi Waktu	:	90 Menit

Instruction :

1. Read the hortatory text below and identify the component of the text
2. After you read the text for 10 minute and write your understanding about the text
3. The table below is a guideline for presenting your thoughts
4. Present it orally for 2 minute in front of the class.

The Paid Plastic bag

The paid plastic bag policy implemented in 2016 was not effective in reducing plastic waste for several reasons.

The first reason is that the fee charged is very low, at IDR 200. If we compare it with the cost of paid plastic bags in Scotland, the cost of paid plastic there is more expensive than the cost of paid plastic in Indonesia. In addition, the paid plastic bag policy is only implemented in retail markets, such as Indomaret, Alfamart, Giant, Hypermart, and many more. However, the largest use of plastic bags is in traditional markets. In traditional markets, the use of plastic bags reaches 70% while in retail markets it is only 30%.

Plastic bags should be replaced by materials that are more durable and can be used multiple times such as paper bags, cloth bags, or tote bags that are widely used by large companies. although the use of tote bags is more expensive, it can make people more interested in shopping because of their more stylish shape than plastic bags that do not have an attractive shape. Tote bags can also be an alternative to protecting the environment polluted by plastic because they can be used multiple times.

Therefore, the paid plastic bag policy was discontinued on October 1, 2016. In my opinion, it is better for the government to re-evaluate this policy to make it more effective by increasing the tariff, implementing it not only in retail markets, and implementing a policy of using biodegradable plastic bags.

Title :

Issue :
……
……
……
Arguments 1 :
……
……
……
……
……
Arguments 2 :
……
……
……
……
……
Recommendation :
……
……
……
Conclusion (optional) :
……
……

ASESMENT PRE-TEST DAN POST-TEST

Class :

No	Name of students	Grammar	vocabulary	comprehension	fluency	pronunciation	Score	Total score
		1-5	1-5	1-5	1-5	1-5		
1								
dst								

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

Where :

P : Percentage of students speaking ability

n : Number of score obtained by students

N : Total score

Appendix 11 RUBRIC SCORING SPEAKING TEST CLASS XI F10

SMAN 2 BUKITTINGGI

No	Name of students	COMPONENT					Score	Total score
		Grammar	vocabulary	comprehension	fluency	pronunciation		
		1-5	1-5	1-5	1-5	1-5		
1.	Abyan Raifarizq							
2.	Adiatul Ansyori							
3.	Ahmad Syouqi							
4.	Aisya Kirana Putri							
5.	Andika Prajana Setiawan							
6.	Assyifa Putri Azzahra							
7.	Bian Adria Sandra							
8.	Devina Amelia							
9.	Dzaki Juanda Pratama							
10.	Fadhil Fahrezi Armel							
11.	Faiqah Nibras Alghifari							
12.	Havip Ar Rayhan B							

13.	Keisha Mahya Shifa							
14.	Keisyha Adya Mecca							
15.	Kevin Alianda Jefri Putra							
16.	Leova Deka Putri							
17.	Michael Verrels Akira							
18.	Mhd Harifin Maulana							
19.	Muhammad Alfayad Qalbi							
20.	Muhammad Coga K							
21.	Muhammad Daffa Ziv							
22.	Muhammad Irsan							
23.	Nafla Muthi Ravanda							
24.	Naufal Mudzaki Tryendra							
25	Naura Khairunnisa							
26.	Ovika Yuli							
27.	Rafa Cipta Maheswari							
28.	Rahmi Yulia Resha							
29.	Sulthan Hasana Filardhi							
30.	Syahrifa Ainni							

31.	Shakira Cahaya Saputra							
32.	Syifa Fathiya							
33.	Tsaqif Muhammad Djufri							
34.	Zahra Allisya Putri							
35	Zahratu Syifa							
36.	Zaldi Gustiar							

Bukittinggi, 2025
Rater

(……)

Appendix 12 RUBRIC SCORING SPEAKING TEST CLASS XI F11

SMAN 2 BUKITTINGGI

No	Name of students	COMPONENT					Score	Total score
		Grammar	vocabulary	comprehension	fluency	pronunciation		
		1-5	1-5	1-5	1-5	1-5		
1.	Aida Khalisha							
2.	Airin Vela Sari							
3.	Anggun Mutiara Cinta							
4.	Ari Satriawan							
5.	Balqis Sakira Keisya							
6.	Benardo Bagas Al Jufri							
7.	Chelsa Dhiya Rona							
8.	Chelsy Dhiya Rona							
9.	Fadil Dauri							
10.	Fajar Al Razaq							
11.	Farros Qushoyyi Evda							
12.	Fazira Asyifatul Jannah							

13.	Ferdi Kurniawan							
14.	Haikal Ar Rhasyid							
15.	Humairatul Lathifah Koiyum							
16.	Ibnu Hilal Isman							
17.	Khairan Nabil							
18.	Marsya Adisty Putri							
19.	Muhammad Fadil							
20.	Muhammad Raihan							
21.	Muhammad Riyansah Wijaya							
22.	Muhammad Rizki Nur Ramadhan							
23.	Muhammad Zaki Akriby							
24.	Nabila Putri							
25	Nayla Rahmatal Aini Ilyas							
26.	Prasetyo Hadi Nugroho							
27.	Richo Gomgom Valentino S							
28.	Rizky Akbar							
29.	Salsa Arifa							

30.	Shayra Taufani Lofriza							
31.	Sheyla Christi Maranatha							
32.	Siti Nurzahara Maisyah Putri							
33.	Tsyurayya Qanitha							
34.	Vania Zilla Photina							
35	Vickel Tri Mahesa							
36.	Zhaki Alifyandafa							

Bukittinggi, 2025
Rater

(……)

Appendix 13 ASESMENT PRE-TEST DAN POST-TEST

Class :

No	Name of students	Grammar	vocabulary	comprehension	fluency	pronunciation	Score	Total score
		1-5	1-5	1-5	1-5	1-5		
1								
dst								

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

Where :

P : Percentage of students speaking ability

n : Number of score obtained by students

N : Total score

Kriteria penilaian speaking siswa

PRONUNCIATION	
5	Pronunciation is clear and quite understandable for students
4	There are some pronunciation problem but still quite understandable
3	Pronunciation problem necesitate listening and occasionally lead a misunderstanding
2	Very hard understand because of pronunciation problem. Must frequently asked to repeat
1	Pronunciation problem is so severe as to make speech virtually unitelligible
GRAMMAR	
5	Errors in grammar are quite rare
4	There are few grammatical eror but still intelligible
3	Make frequent errors and word order occasionally obscure meaning
2	Grammar and word order errors make comprehension difficult must often rephrase sentences him basic pattern
1	Errors in grammar and word order so severe as make speech virtually unintelligible
VOCABULARY	
5	Almost all vocabulary used are in proper used
4	Frequently use inappropriate terms or must replace ideas but still intelligible
3	Frequently uses the wrong word, conversation somewhat limited because of inadequate vocabulary
2	Misuse up words and very limited vocabulary make comprehension quite difficult
1	Vocabulary limitation so extreme as to make conversation

	virtually impossible
FLUENCY	
5	Able to use the language fluently, rare skill, and the speed of speech are at the normal rate
4	Speed of speech seem to be slightly affected by language problem
3	Speed and fluency are rather strongly affected by language problem
2	Usually hesitatant often forced into silent by language limitation
1	Speech is so halting and fragmentary as to make conversation virtually impossible
COMPREHENSION	
5	Understand most of what is said at average speed
4	Understand what issaid ata average speed, but occasional repitition may be necessary
3	Understand what is said is at slower than average speed repetition
2	Has a great difficulty following what is said. Can comprehend only, “social conversation” spoken slowly and with frequent repetition
1	Cannot be said to understand even simple conversational English
25	TOTAL SCORE

Appendix 14 NORMALITY AND HOMOGENITY TEST OF THE POPULATION OF RESEARCH

1. Normality test of data in each class

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
XIF1	.126	28	**.200***	.948	28	**.172**
XIF2	.109	28	**.200***	.978	28	**.800**
XIF3	.152	28	**.095**	.928	28	**.054**
XIF4	.157	28	**.075**	.948	28	**.173**
XIF5	.131	28	**.200***	.941	28	**.115**
XIF6	.125	28	**.200***	.946	28	**.160**
XIF7	.103	28	**.200***	.960	28	**.346**
XIF8	.137	28	**.194**	.951	28	**.214**
XIF9	.088	28	**.200***	.966	28	**.477**
XIF10	.116	28	**.200***	.949	28	**.191**
XIF11	.126	28	**.200***	.948	28	**.172**

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

2. Normality test using kolmogorov smirnov

		Unstandardized Residual
N		28
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	3.33577908
Most Extreme Differences	Absolute	.115
	Positive	.107
	Negative	-.115
Kolmogorov-Smirnov Z		.609
Asymp. Sig. (2-tailed)		**.853**

a. Test distribution is Normal.

b. Calculated from data.

3. Homogenity test of data in each class

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
XIF1	Between Groups	359.357	17	21.139	2.502	**.071**
	Within Groups	84.500	10	8.450		
	Total	443.857	27			
XIF2	Between Groups	208.756	19	10.987	.445	**.953**
	Within Groups	394.800	16	24.675		
	Total	603.556	35			
XIF3	Between Groups	590.439	19	31.076	.779	**.702**
	Within Groups	638.533	16	39.908		
	Total	1228.972	35			
XIF4	Between Groups	835.022	19	43.949	1.863	**.107**
	Within Groups	377.533	16	23.596		
	Total	1212.556	35			
XIF5	Between Groups	752.606	19	39.611	1.444	**.231**
	Within Groups	439.033	16	27.440		
	Total	1191.639	35			
XIF7	Between Groups	687.476	19	36.183	1.234	**.343**
	Within Groups	439.667	15	29.311		
	Total	1127.143	34			
XIF8	Between Groups	473.022	19	24.896	1.611	**.170**
	Within Groups	247.200	16	15.450		
	Total	720.222	35			
XIF9	Between Groups	401.250	19	21.118	.687	**.784**
	Within Groups	491.500	16	30.719		
	Total	892.750	35			
XIF10	Between Groups	420.256	19	22.119	1.672	**.152**
	Within Groups	211.633	16	13.227		

	Total	631.889	35			
XIF11	Between Groups	314.806	19	16.569	1.471	**.220**
	Within Groups	180.167	16	11.260		
	Total	494.972	35			

Appendix 15 VALIDY INSTRUMENTS

LEMBAR VALIDASI INSTRUMENT

THE EFFECT OF USING BALLOON DEBATE TECHNIQUE TOWARDS STUDENTS' SPEAKING ABILITY AT ELEVENTH GRADE STUDENTS OF SMAN 2 BUKITTINGGI

Nama/ NIM : Anisa Putri Anzani / 2320078

Judul Penelitian : The Effect of Using Balloon Debate Technique Towards Students' Speaking Ability at Eleventh Grade Students of SMAN 2 Bukittinggi

Fakultas/ Prodi : Fakultas Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap instrument "The Effect of Using Balloon Debate Technique Towards Students' Speaking Ability at Eleventh Grade Students of SMAN 2 Bukittinggi". Bapak/Ibu cukup memberikan tanda check list (✓) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:

   1 : Tidak Valid
   2 : Kurang Valid
   3 : Cukup Valid
   4 : Valid
   5 : Sangat Valid

3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:

   A : Dapat digunakan tanpa revisi
   B : Dapat digunakan dengan sedikit revisi
   C : Dapat digunakan dengan revisi sedang
   D : Dapat digunakan dengan banyak revisi
   E : Tidak dapat digunakan

A. ASPEK PENILAIAN

No	Aspek penilaian	Penilaian					Keterangan
		1	2	3	4	5	
1.	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas				✓		
	b. Indikator yang diamati pengamat mudah diamati				✓		
	c. Masing-masing indicator dapat dibedakan dengan jelas				✓		
2.	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek				✓		
	b. Kebenaran isi instrument			✓			
3.	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b. Menggunakan kalimat yang mudah dipahami				✓		

B. PENILAIAN SECARA UMUM

No	Uraian	A	B	C	D	E
1.	Penilaian secara umum terhadap instrumen		✓			

C. KOMENTAR / SARAN

- Pertimbangkan apakah dalam instrument, mesh memberikan text ke siswa. Hindari siswa hanya memorize / menghafal dan ayat yg sudah diberikan.
- Gunakan topik yang mudah dianalisa untuk siswa tingkat 2 SMA.
- Perhatikan durasi waktu dalam ~~tes~~ ~~test~~ speaking test.

Bukittinggi, 15 November 2024
Validator

(Elsy Pranita, M.Pd)
Nip.

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini :

Nama : Elsy Pranita, M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama Anisa Putri Anzani dengan NIM 2320078 dengan judul skripsi "The Effect of Using The Balloon Debate Technique Towards Students' Speaking Ability at Eleventh Grade Students of SMAN 2 Bukittinggi" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 15 November 2024
Validator

(Elsy Pranita,M.Pd)
Nip.

A. ASPEK PENILAIAN

No	Aspek penilaian	Penilaian					Keterangan
		1	2	3	4	5	
1.	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas				✓		
	b. Indikator yang diamati pengamat mudah diamati				✓		
	c. Masing-masing indicator dapat dibedakan dengan jelas				✓		
2.	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek					✓	
	b. Kebenaran isi instrument				✓		
3.	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b. Menggunakan kalimat yang mudah dipahami				✓		

B. PENILAIAN SECARA UMUM

No	Uraian	A	B	C	D	E
1.	Penilaian secara umum terhadap instrumen	✓				

C. KOMENTAR / SARAN

1. Source yang digunakan untuk research guideline & rubric harus dicantumkan.
2. It is better to desribe the scoring criteria in order to make students to be aware ~~ab~~ more about the test.

Bukittinggi,8 November 2024
Validator

(Muthia Rahman, M.Pd)
Nip.

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini :

Nama : Muthia Rahman, M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama Anisa Putri Anzani dengan NIM 2320078 dengan judul skripsi "The Effect of Using The Balloon Debate Technique Towards Students' Speaking Ability at Eleventh Grade Students of SMAN 2 Bukittinggi" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 08 November 2024
Validator

(Muthia Rahman)
Nip.

A. ASPEK PENILAIAN

No	Aspek penilaian	Penilaian					Keterangan
		1	2	3	4	5	
1.	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas					✓	
	b. Indikator yang diamati pengamat mudah diamati					✓	
	c. Masing-masing indicator dapat dibedakan dengan jelas					✓	
2.	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek					✓	
	b. Kebenaran isi instrument					✓	
3.	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar					✓	
	b. Menggunakan kalimat yang mudah dipahami					✓	

B. PENILAIAN SECARA UMUM

No	Uraian	A	B	C	D	E
1.	Penilaian secara umum terhadap instrumen	✓				

C. KOMENTAR / SARAN

This instrument can be used for research

Bukittinggi, 11 November 2024
Validator

(Dr. Widya Syafitri, M.Pd)
Nip. 198007262015032002

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini :

Nama : Dr. Widya Syafitri, M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama Anisa Putri Anzani dengan NIM 2320078 dengan judul skripsi "The Effect of Using The Balloon Debate Technique Towards Students' Speaking Ability at Eleventh Grade Students of SMAN 2 Bukittinggi" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 11 November 2024
Validator

(Dr. Widya Syafitri, M.Pd)

Appendix 16 STUDENTS' PRE TEST SCORE IN CONTROL CLASS (RATER 1)

Pre-test control

RUBRIC SCORING SPEAKING TEST CLASS XI F10

SMAN 2 BUKITTINGGI

No	Name of students	COMPONENT					Score	Total score
		Grammar	vocabulary	comprehension	fluency	pronunciation		
		1-5	1-5	1-5	1-5	1-5		
1.	Abyan Raifarizq	3	3	2	2	3	13	52
2.	Adiatul Ansyori	2	2	3	3	3	13	52
3.	Ahmad Syouqi	3	2	2	3	3	13	52
4.	Aisya Kirana Putri	2	3	2	3	3	13	52
5.	Andika Prajana Setiawan	2	2	3	4	3	14	56
6.	Assyifa Putri Azzahra	3	2	4	3	2	14	56
7.	Bian Adria Sandra	3	3	4	3	3	16	64
8.	Devina Amelia	2	3	3	3	3	14	56
9.	Dzaki Juanda Pratama	2	2	3	3	3	13	52
10.	Fadhil Fahrezi Armel	2	2	3	2	2	11	44
11.	Faiqah Nibras Alghifari	4	3	3	4	4	16	64
12.	Havip Ar Rayhan B	2	2	3	2	3	12	48
13.	Keisha Mahya Shifa	4	4	3	3	3	17	68
14.	Keisyha Adya Mecca	2	3	3	2	2	12	48
15.	Kevin Alianda Jefri Putra	-	-	-	-	-	-	-
16.	Leova Deka Putri	3	3	2	2	3	13	52

		Grammar	Vocab	Comp	fluency	Pronun.		
17.	Michael Verrels Akira	2	2	3	3	3	13	52
18.	Mhd Harifin Maulana	2	2	3	2	2	11	44
19.	Muhammad Alfayad Qalbi	3	3	4	2	3	15	60
20.	Muhammad Coga K	3	3	2	2	3	13	52
21.	Muhammad Daffa Ziv	3	3	3	3	2	14	56
22.	Muhammad Irsan	3	2	3	3	3	14	56
23.	Nafla Muthi Ravanda	2	2	3	4	4	15	60
24.	Naufal Mudzaki Tryendra	3	3	3	2	3	14	56
25	Naura Khairunnisa	3	3	3	4	3	16	64
26.	Ovika Yuli	3	3	3	3	3	15	60
27.	Rafa Cipta Maheswari	2	2	3	4	4	15	60
28.	Rahmi Yulia Resha	3	3	3	2	2	13	52
29.	Sulthan Hasana Filardhi	2	2	4	4	4	16	64
30.	Syahrifa Ainni	3	3	4	4	4	18	72
31.	Shakira Cahaya Saputra	3	3	3	3	3	15	60
32.	Syifa Fathiya	2	2	3	3	3	13	52
33.	Tsaqif Muhammad Djufri	2	2	3	2	2	11	44
34.	Zahra Allisya Putri	3	3	3	2	2	13	52
35	Zahratu Syifa	3	3	4	3	3	16	64
36.	Zaldi Gustiar	2	2	2	2	2	10	40

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(ANISA PUTRI ANZANI)

Appendix 17 STUDENTS' PRE TEST SCORE IN CONTROL CLASS (RATER 2)

Pre-test control

RUBRIC SCORING SPEAKING TEST CLASS XI F10
SMAN 2 BUKITTINGGI

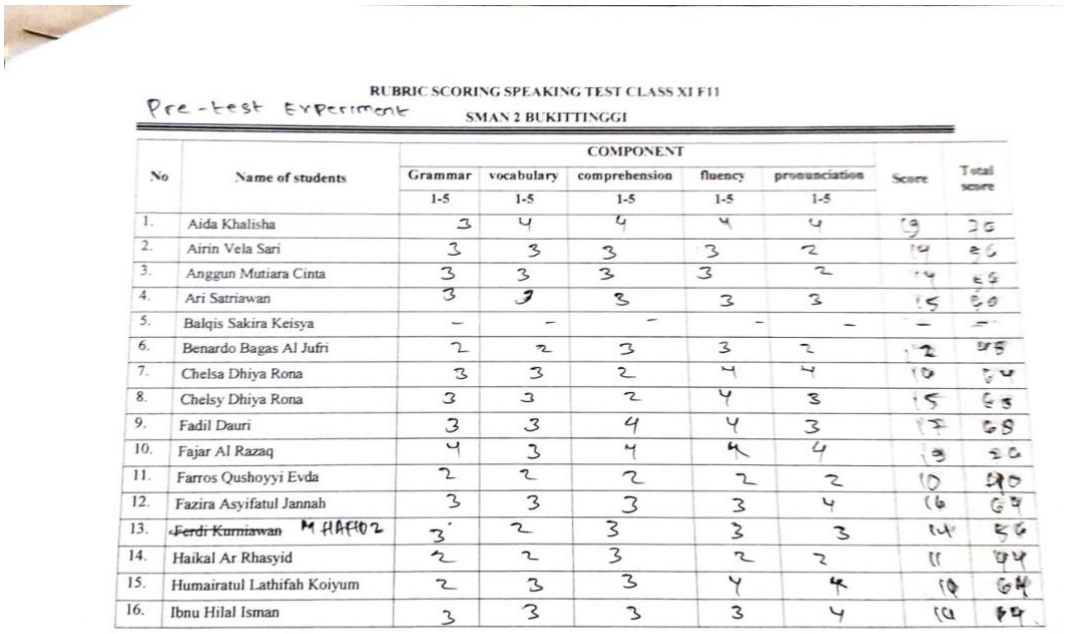
No	Name of students	COMPONENT					Score	Total score
		Grammar	vocabulary	comprehension	fluency	pronunciation		
		1-5	1-5	1-5	1-5	1-5		
1.	Abyan Raifarizq	3	3	2	2	3	13	52
2.	Adiatul Ansyori	3	3	2	2	2	12	48
3.	Ahmad Syouqi	3	3	3	3	3	15	60
4.	Aisya Kirana Putri	3	2	3	3	3	14	56
5.	Andika Prajana Setiawan	3	3	3	3	4	16	64
6.	Assyifa Putri Azzahra	3	3	3	4	3	16	64
7.	Bian Adria Sandra	3	3	3	4	3	16	64
8.	Devina Amelia	3	2	2	3	3	13	52
9.	Dzaki Juanda Pratama	3	3	3	3	3	15	60
10.	Fadhil Fahrezi Armel	2	3	2	2	2	13	52
11.	Faiqah Nibras Alghifari	4	3	4	3	3	17	68
12.	Havip Ar Rayhan B	3	2	2	2	2	11	44
13.	Keisha Mahya Shifa	3	3	4	4	4	18	72
14.	Keisyha Adya Mecca	3	2	3	3	3	14	56
15.	Kevin Alianda Jefri Putra	-	-	-	-	-	-	-
16.	Leova Deka Putri	3	3	2	2	2	12	48

		G	V	Comp	Fluen	Pronun		
17.	Michael Verrels Akira	3	3	3	2	3	14	56
18.	Mhd Harifin Maulana	2	2	2	2	2	10	40
19.	Muhammad Alfayad Qalbi	3	3	3	3	2	14	56
20.	Muhammad Coga K	2	2	2	2	3	11	44
21.	Muhammad Daffa Ziv	3	3	3	3	3	15	60
22.	Muhammad Irsan	3	3	3	3	3	15	60
23.	Nafla Muthi Ravanda	3	3	3	3	4	16	64
24.	Naufal Mudzaki Tryendra	2	2	2	3	3	12	48
25	Naura Khairunnisa	3	3	3	3	3	15	60
26.	Ovika Yuli	3	3	4	4	3	17	68
27.	Rafa Cipta Maheswari	3	3	3	4	4	17	68
28.	Rahmi Yulia Resha	3	3	2	2	2	12	48
29.	Sulthan Hasana Filardhi	3	3	3	3	3	15	60
30.	Syahrifa Ainni	4	4	3	3	3	17	68
31.	Shakira Cahaya Saputra	4	3	3	4	4	18	72
32.	Syifa Fathiya	3	3	3	3	3	15	60
33.	Tsaqif Muhammad Djufri	2	2	3	3	2	12	48
34.	Zahra Allisya Putri	3	3	3	3	3	15	60
35	Zahratu Syifa	3	3	2	2	2	12	48
36.	Zaldi Gustiar	2	2	2	2	2	10	40

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(Yessy Anggraini, S.Pd, M.Pd)

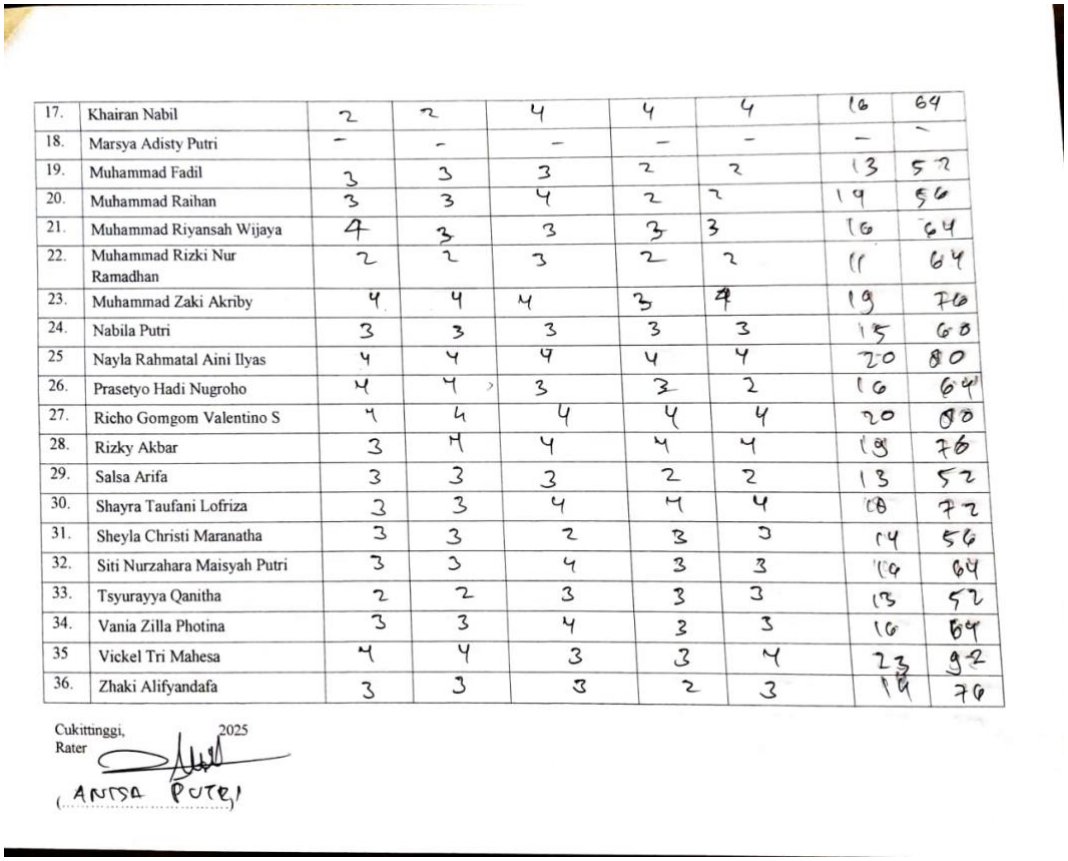
Appendix 18 STUDENTS'PRE TEST IN EXPERIMENTAL CLASS (RATER 1)



RUBRIC SCORING SPEAKING TEST CLASS XI F11

Pre-test Experiment SMAN 2 BUKITTINGGI

No	Name of students	COMPONENT					Score	Total score
		Grammar	vocabulary	comprehension	fluency	pronunciation		
		1-5	1-5	1-5	1-5	1-5		
1.	Aida Khalisha	3	4	4	4	4	19	76
2.	Airin Vela Sari	3	3	3	3	2	14	56
3.	Anggun Mutiara Cinta	3	3	3	3	2	14	56
4.	Ari Satriawan	3	3	3	3	3	15	60
5.	Balqis Sakira Keisya	-	-	-	-	-	-	-
6.	Benardo Bagas Al Jufri	2	2	3	3	2	12	55
7.	Chelsa Dhiya Rona	3	3	2	4	4	16	64
8.	Chelsy Dhiya Rona	3	3	2	4	3	15	60
9.	Fadil Dauri	3	3	4	4	3	17	68
10.	Fajar Al Razaq	4	3	4	4	4	19	76
11.	Farros Qushoyyi Evda	2	2	2	2	2	10	40
12.	Fazira Asyifatul Jannah	3	3	3	3	4	16	64
13.	~~Ferdi Kurniawan~~ M HAFIDZ	3	2	3	3	3	14	56
14.	Haikal Ar Rhasyid	2	2	3	2	2	11	44
15.	Humairatul Lathifah Koiyum	2	3	3	4	4	16	64
16.	Ibnu Hilal Isman	3	3	3	3	4	16	64



17.	Khairan Nabil	2	2	4	4	4	16	64
18.	Marsya Adisty Putri	-	-	-	-	-	-	-
19.	Muhammad Fadil	3	3	3	2	2	13	52
20.	Muhammad Raihan	3	3	4	2	2	14	56
21.	Muhammad Riyansah Wijaya	4	3	3	3	3	16	64
22.	Muhammad Rizki Nur Ramadhan	2	2	3	2	2	11	44
23.	Muhammad Zaki Akriby	4	4	4	3	4	19	76
24.	Nabila Putri	3	3	3	3	3	15	60
25	Nayla Rahmatal Aini Ilyas	4	4	4	4	4	20	80
26.	Prasetyo Hadi Nugroho	4	4	3	3	2	16	64
27.	Richo Gomgom Valentino S	4	4	4	4	4	20	80
28.	Rizky Akbar	3	4	4	4	4	19	76
29.	Salsa Arifa	3	3	3	2	2	13	52
30.	Shayra Taufani Lofriza	3	3	4	4	4	18	72
31.	Sheyla Christi Maranatha	3	3	2	3	3	14	56
32.	Siti Nurzahara Maisyah Putri	3	3	4	3	3	16	64
33.	Tsyurayya Qanitha	2	2	3	3	3	13	52
34.	Vania Zilla Photina	3	3	4	3	3	16	64
35	Vickel Tri Mahesa	4	4	3	3	4	23	92
36.	Zhaki Alifyandafa	3	3	3	2	3	19	76

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(ANISA PUTRI)

Appendix 19 STUDENTS'PRE-TEST IN EXPERIMENTAL CLASS (RATER 2)

RUBRIC SCORING SPEAKING TEST CLASS XI F11

Pre-test - Experiment **SMAN 2 BUKITTINGGI**

No	Name of students	COMPONENT					Score	Total score
		Grammar	vocabulary	comprehension	fluency	pronunciation		
		1-5	1-5	1-5	1-5	1-5		
1.	Aida Khalisha	2	2	2	2	3	11	44
2.	Airin Vela Sari	3	3	3	3	3	15	60
3.	Anggun Mutiara Cinta	3	3	3	3	3	15	60
4.	Ari Satriawan	2	2	2	3	2	11	44
5.	Balqis Sakira Keisya	-	-	-	-	-	-	-
6.	Benardo Bagas Al Jufri	2	2	3	2	2	11	44
7.	Chelsa Dhiya Rona +	3	3	3	3	3	15	60
8.	Chelsy Dhiya Rona +	3	3	3	3	3	15	60
9.	Fadil Dauri	2	2	2	2	2	10	40
10.	Fajar Al Razaq	3	3	3	3	3	15	60
11.	Farros Qushoyyi Evda	2	2	2	2	2	10	40
12.	Fazira Asyifatul Jannah	3	3	3	3	3	15	60
13.	~~Eerdi Kurniawan~~ Hafidz	3	3	3	2	2	13	52
14.	Haikal Ar Rhasyid	2	2	2	2	3	11	44
15.	Humairatul Lathifah Koiyum	3	4	4	3	3	17	68
16.	Ibnu Hilal Isman	3	3	3	3	2	14	56

		1-5 Grammar	1-5 Vocab	1-5 Compre	1-5 Fluency	1-5 Pronun		
17.	Khairan Nabil +	3	3	4	3	4	17	68
18.	Marsya Adisty Putri	-	-	-	-	-	-	-
19.	Muhammad Fadil +	2	2	2	2	3	11	44
20.	Muhammad Raihan +	2	3	3	3	3	14	56
21.	Muhammad Riyansah Wijaya	2	2	2	2	2	10	40
22.	Muhammad Rizki Nur Ramadhan +	2	2	3	2	2	11	44
23.	Muhammad Zaki Akriby	3	3	3	3	3	15	60
24.	Nabila Putri	3	3	4	3	3	16	64
25	Nayla Rahmatal Aini Ilyas	2	2	2	2	3	11	44
26.	Prasetyo Hadi Nugroho	4	4	4	4	4	20	80
27.	Richo Gomgom Valentino S	3	4	3	3	3	16	64
28.	Rizky Akbar	2	2	3	2	2	11	44
29.	Salsa Arifa	3	3	3	3	3	15	60
30.	Shayra Taufani Lofriza	2	2	2	2	2	10	40
31.	Sheyla Christi Maranatha +	3	3	3	3	3	15	60
32.	Siti Nurzahara Maisyah Putri	3	3	4	3	3	16	64
33.	Tsyurayya Qanitha +	4	4	5	5	5	23	92
34.	Vania Zilla Photina	3	3	3	3	3	15	60
35	Vickel Tri Mahesa	2	2	3	2	2	11	44
36.	Zhaki Alifyandafa	2	2	2	3	2	11	44

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(Yessy Apprani, S.Pd)

Appendix 20 STUDENTS' POST-TEST SCORE IN CONTROL CLASS (RATER 1)

RUBRIC SCORING SPEAKING TEST CLASS XI F10

Post - test control

SMAN 2 BUKITTINGGI

No	Name of students	COMPONENT					Score	Total score
		Grammar	vocabulary	comprehension	fluency	pronunciation		
		1-5	1-5	1-5	1-5	1-5		
1.	Abyan Raifarizq	3	3	3	4	4	17	68
2.	Adiatul Ansyori	2	2	3	4	4	15	60
3.	Ahmad Syouqi	4	4	3	3	3	17	68
4.	Aisya Kirana Putri	3	3	4	4	4	18	72
5.	Andika Prajana Setiawan	3	3	3	4	4	17	68
6.	Assyifa Putri Azzahra	4	3	4	3	3	17	68
7.	Bian Adria Sandra	3	3	3	4	3	16	64
8.	Devina Amelia	3	3	3	3	4	16	64
9.	Dzaki Juanda Pratama	4	2	2	4	3	15	60
10.	Fadhil Fahrezi Armel	3	3	4	3	3	16	64
11.	Faiqah Nibras Alghifari	3	3	3	3	3	15	60
12.	Havip Ar Rayhan B	3	3	3	3	4	16	64
13.	Keisha Mahya Shifa	4	3	4	3	4	18	72
14.	Keisyha Adya Mecca	3	3	3	3	4	16	64
15.	Kevin Alianda Jefri Putra	-	-	-	-	-	-	-
16.	Leova Deka Putri	3	3	4	3	3	16	64.
17.	Michael Verrels Akira	3	3	3	3	3	15	60
18.	Mhd Harifin Maulana	3	3	4	4	4	18	72
19.	Muhammad Alfayad Qalbi	4	4	4	3	3	18	72
20.	Muhammad Coga K	3	3	3	4	3	16	64
21.	Muhammad Daffa Ziv	3	4	3	3	4	17	64
22.	Muhammad Irsan	3	3	3	3	3	15	60
23.	Nafla Muthi Ravanda	4	4	3	3	3	17	68
24.	Naufal Mudzaki Tryendra	3	3	3	3	3	15	60
25	Naura Khairunnisa	3	3	4	4	4	18	72
26.	Ovika Yuli	3	3	3	4	4	17	68
27.	Rafa Cipta Maheswari	4	4	4	3	3	18	72
28.	Rahmi Yulia Resha	3	3	4	3	4	17	68
29.	Sulthan Hasana Filardhi	3	3	3	3	3	15	60
30.	Syahrifa Ainni	4	4	3	2	2	15	60
31.	Shakira Cahaya Saputra	4	4	3	3	3	17	68
32.	Syifa Fathiya	3	3	3	3	3	15	60
33.	Tsaqif Muhammad Djufri	3	3	3	4	3	16	64
34.	Zahra Allisya Putri	4	4	4	3	3	18	72
35	Zahratu Syifa	4	3	3	4	4	18	72
36.	Zaldi Gustiar	3	4	3	2	3	15	60

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(ANISA PUTRI ANZANI)

Appendix 21 STUDENTS' POST-TEST SCORE IN CONTROL

(RATER 2)

Post-test Control

RUBRIC SCORING SPEAKING TEST CLASS XI F10

SMAN 2 BUKITTINGGI

No	Name of students	COMPONENT					Score	Total score
		Grammar	vocabulary	comprehension	fluency	pronunciation		
		1-5	1-5	1-5	1-5	1-5		
1.	Abyan Raifarizq	3	3	3	3	3	15	60
2.	Adiatul Ansyori	3	2	3	4	3	15	60
3.	Ahmad Syouqi	4	4	4	3	3	18	72
4.	Aisya Kirana Putri	3	3	4	4	4	18	72
5.	Andika Prajana Setiawan	3	4	3	3	4	17	68
6.	Assyifa Putri Azzahra	3	3	4	3	3	16	64
7.	Bian Adria Sandra	4	4	3	3	3	17	68
8.	Devina Amelia	3	3	3	3	3	15	60
9.	Dzaki Juanda Pratama	3	3	3	3	3	15	60
10.	Fadhil Fahrezi Armel	3	3	3	4	4	17	68
11.	Faiqah Nibras Alghifari	3	3	3	3	3	15	60
12.	Havip Ar Rayhan B	3	3	4	3	4	17	68
13.	Keisha Mahya Shifa	3	3	4	4	4	18	72
14.	Keisyha Adya Mecca	3	3	3	3	3	15	60
15.	Kevin Alianda Jefri Putra	-	-	-	-	-	-	-
16.	Leova Deka Putri	4	4	3	2	2	15	60

1-5 1-5 1-5 1-5 1-5

Grammar Vocab Compre Fluency Pronu

17.	Michael Verrels Akira	4	4	3	3	3	17	68
18.	Mhd Harifin Maulana	3	3	3	3	3	15	60
19.	Muhammad Alfayad Qalbi	3	3	3	4	3	16	64
20.	Muhammad Coga K	4	4	4	3	3	18	72
21.	Muhammad Daffa Ziv	4	3	3	2	4	16	64
22.	Muhammad Irsan	3	3	3	3	3	15	60
23.	Nafla Muthi Ravanda	3	3	3	4	4	17	68
24.	Naufal Mudzaki Tryendra	2	2	3	4	4	15	64
25	Naura Khairunnisa	4	4	3	3	4	18	72
26.	Ovika Yuli	3	4	3	3	3	16	64
27.	Rafa Cipta Maheswari	3	3	3	4	4	17	68
28.	Rahmi Yulia Resha	2	2	4	3	3	14	56
29.	Sulthan Hasana Filardhi	3	3	3	4	3	16	64
30.	Syahrifa Ainni	3	3	3	3	3	15	60
31.	Shakira Cahaya Saputra	3	3	4	3	3	16	64
32.	Syifa Fathiya	4	3	4	4	3	18	72
33.	Tsaqif Muhammad Djufri	3	2	3	4	4	16	64
34.	Zahra Allisya Putri	4	3	3	3	4	17	68
35	Zahratu Syifa	4	3	4	3	4	18	72
36.	Zaldi Gustiar	3	3	3	3	3	15	60

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(Yessy Anggraini)

Appendix 22 STUDENTS' POST-TEST SCORE IN EXPERIMENT CLASS (RATER 1)

RUBRIC SCORING SPEAKING TEST CLASS XI F11

Post-test Experiment. **SMAN 2 BUKITTINGGI**

No	Name of students	COMPONENT					Score	Total score
		Grammar	vocabulary	comprehension	fluency	pronunciation		
		1-5	1-5	1-5	1-5	1-5		
1.	Aida Khalisha	3	3	3	3	4	16	64
2.	Airin Vela Sari	4	4	3	4	4	19	76
3.	Anggun Mutiara Cinta	4	3	3	3	3	16	64
4.	Ari Satriawan	3	3	3	3	3	15	60
5.	Balqis Sakira Keisya	–	–	–	–	–	–	–
6.	Benardo Bagas Al Jufri	3	3	4	3	3	16	64
7.	Chelsa Dhiya Rona	3	3	4	3	3	16	64
8.	Chelsy Dhiya Rona	3	4	3	3	4	17	68
9.	Fadil Dauri	3	3	4	3	3	16	64
10.	Fajar Al Razaq	3	4	4	4	4	19	76
11.	Farros Qushoyyi Evda	3	3	3	3	3	15	60
12.	Fazira Asy'fatul Jannah	3	3	4	4	4	18	72
13.	~~Ferdi Kurniawan~~ M. HAFIDZ	3	3	4	3	3	16	64
14.	Haikal Ar Rhasyid	3	3	3	3	3	15	60
15.	Humairatul Lathifah Koiyum	3	3	4	4	4	18	72

		Grammar	vocabu	Compre	fluency	Pronoun		
16.	Ibnu Hilal Isman	3	3	4	4	4	18	72.
17.	Khairan Nabil	3	3	4	4	4	18	72
18.	Marsya Adisty Putri	–	–	–	–	–	–	–
19.	Muhammad Fadil	3	3	3	4	3	16	64
20.	Muhammad Raihan	4	4	4	4	4	20	80
21.	Muhammad Riyansah Wijaya	3	3	3	4	3	16	64
22.	Muhammad Rizki Nur R	3	3	4	4	3	17	68
23.	Muhammad Zaki Akriby	3	3	3	4	3	16	64
24.	Nabila Putri	3	3	3	3	3	15	60
25	Nayla Rahmatal Aini Ilyas	3	3	3	3	3	15	60
26.	Prasetyo Hadi Nugroho	3	3	3	4	3	16	64
27.	Richo Gomgom Valentino S	4	4	4	4	4	20	80
28.	Rizky Akbar	3	3	3	3	3	15	60
29.	Salsa Arifa	3	3	3	4	3	16	64
30.	Shayra Taufani Lofriza	3	3	3	4	4	17	68
31.	Sheyla Christi Maranatha	4	4	4	3	3	18	72
32.	Siti Nurzahara Maisyah Putri	4	4	4	4	4	20	80
33.	Tsyurayya Qanitha	4	4	4	5	5	22	88
34.	Vania Zilla Photina	3	3	4	3	3	16	64
35	Vickel Tri Mahesa	3	3	4	2	3	15	60
36.	Zhaki Alifyandafa	4	4	3	4	4	19	76

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(ANISA PUTRI)

Appendix 23 STUDENTS' POST TEST SCORE IN EXPERIMENT CLASS (RATER 2)

RUBRIC SCORING SPEAKING TEST CLASS XI F11

Post - test Experiment **SMAN 2 BUKITTINGGI**

No	Name of students	COMPONENT					Score	Total score
		Grammar	vocabulary	comprehension	fluency	pronunciation		
		1-5	1-5	1-5	1-5	1-5		
1.	Aida Khalisha	4	3	3	3	4	17	68
2.	Airin Vela Sari	3	4	4	4	4	19	76
3.	Anggun Mutiara Cinta	3	4	3	4	4	18	72
4.	Ari Satriawan	3	3	3	4	4	17	68
5.	Balqis Sakira Keisya	-	-	-	-	-	-	-
6.	Benardo Bagas Al Jufri	4	4	3	4	3	18	72
7.	Chelsa Dhiya Rona	4	4	4	4	4	20	80
8.	Chelsy Dhiya Rona	3	4	3	4	4	18	72
9.	Fadil Dauri	4	4	3	4	4	19	76
10.	Fajar Al Razaq	4	4	3	3	4	18	72
11.	Farros Qushoyyi Evda	3	4	4	3	3	17	68
12.	Fazira Asyifatul Jannah	4	4	4	3	3	18	72
13.	~~Ferdi Kurniawan~~ Hafidz	4	3	3	3	3	16	64
14.	Haikal Ar Rhasyid	4	3	3	3	3	16	64
15.	Humairatul Lathifah Koiyum	4	4	4	3	3	18	72
16.	Ibnu Hilal Isman	3	3	4	4	4	18	72
17.	Khairan Nabil	3	3	4	4	4	18	72
18.	Marsya Adisty Putri	-	-	-	-	-	-	-
19.	Muhammad Fadil	3	3	3	3	3	15	60
20.	Muhammad Raihan	4	4	4	4	4	20	80
21.	Muhammad Riyansah Wijaya	3	3	3	3	3	15	60
22.	Muhammad Rizki Nur R	3	3	3	3	3	15	60
23.	Muhammad Zaki Akriby	3	3	4	3	3	16	64
24.	Nabila Putri	3	3	4	4	4	18	72
25	Nayla Rahmatal Aini Ilyas	3	3	3	3	3	15	60
26.	Prasetyo Hadi Nugroho	4	4	4	4	4	20	80
27.	Richo Gomgom Valentino S	4	4	4	4	4	20	80
28.	Rizky Akbar	3	3	3	3	3	15	60
29.	Salsa Arifa	4	4	3	4	4	19	76
30.	Shayra Taufani Lofriza	3	3	3	3	3	15	60
31.	Sheyla Christi Maranatha	4	4	4	3	3	18	72
32.	Siti Nurzahara Maisyah Putri	4	3	4	4	3	18	72
33.	Tsyurayya Qanitha	3	4	3	4	4	18	72
34.	Vania Zilla Photina	3	4	4	3	3	17	64
35	Vickel Tri Mahesa	3	3	3	3	4	16	64
36.	Zhaki Alifyandafa	4	3	3	4	4	18	72

Bukittinggi, 2025
Rater

(Yessy Anggraini)

Appendix 24 NORMALITY TEST PRE-TEST AND POST-TEST OF EXPERIMENT AND CONTROL CLASS

NORMALITY TEST OF CONTROL CLASS ON PRE TEST

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test control	.084	35	.200*	.982	35	.816

NORMALITY TEST OF EXPERIMENTAL CLASS ON PRE TEST

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test experiment	.114	34	.200*	.960	34	.245

NORMALITY TEST OF CONTROL CLASS ON POST TEST

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-test control	.147	35	.053	.914	35	.010

NORMALITY TEST OF EXPERIMENTAL CLASS ON POST TEST

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-test experiment	.134	34	.129	.943	34	.078

Appendix 25 HOMOGENEITY TEST OF CONTROL AND EXPERIMENTAL CLASS

HOMOGENEITY TEST OF PRE-TEST OF CONTROL CLASS AND EXPERIMENTAL CLASS

Test of Homogeneity of Variances

Pre-test

Levene Statistic	df1	df2	Sig.
.063	1	67	.803

HOMOGENEITY TEST OF POST-TEST OF CONTROL CLASS AND EXPERIMENTAL CLASS

Test of Homogeneity of Variances

Post-test

Levene Statistic	df1	df2	Sig.
3.626	1	67	.061

Appendix 26 DATA ANALYSIS OF PRE TEST AND POST TEST OF EXPERIMENTAL

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test experiment post-test experiment	-10.706	7.416	1.272	-13.294	-8.118	-8.417	33	.000

Appendix 27 DATA ANALYSIS OF POST TEST OF EXPERIMENTAL ANDCONTROL CLASSES

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	3.626	.061	-3.781	67	.000	-4.397	1.163	-6.718	-2.076
	Equal variances not assumed			-3.765	60.726	.000	-4.397	1.168	-6.732	-2.061

Appendix 28 STUDENTS' ATTENDANCE LIST

ATTENDANCE OF STUDENT'S XI F10
DAFTAR HADIR SISWA KELAS XI F10 SMAN 2 BUKITTINGGI
Subject : English Language
Material: Hortatory Expostion Text

No	Nama Siswa	Pertemuan 1	Pertemuan 2	Pertemuan 3	Pertemuan 4
1	Abyan Raifarizq				
2	Adiatul Ansyori				
3	Ahmad Syouqi				
4	Aisya Kirana Putri				
5	Andika Prajana Setiawan				
6	Assyifa Putri Azzahra				
7	Bian Adria Sandra				
8	Devina Amelia				
9	Dzaki Juanda Pratama				
10	Fadhil Fahrezi Armel				
11	Faiqah Nibras Alghifari				
12	Havip Ar Rayhan B				
13	Keisha Mahya Shifa				
14	Keisyha Adya Mecca				
15	Kevin Alianda Jefri Putra				
16	Leova Deka Putri				
17	Michael Verrels Akira				
18	Mhd Harifin Maulana				
19	Muhammad Alfayad Qalbi				
20	Muhammad Coga Kurniawan				
21	Muhammad Daffa Ziv				
22	Muhammad Irsan				
23	Nafla Muthi Ravanda				
24	Naufal Mudzaki Tryendra				
25	Naura Khairunnisa				
26	Ovika Yuli				
27	Rafa Cipta Maheswari				
28	Rahmi Yulia Resha				
29	Sulthan Hasana Filardhi				
30	Syahrifa Ainni				
31	Shakira Cahaya Saputra				
32	Syifa Fathiya				
33	Tsaqif Muhammad Djufri				
34	Zahra Allisya Putri				
35	Zahratu Syifa				
36	Zaldi Gustiar				

Bukittinggi,
Peneliti,

Mengetahui
Guru Mata Pelakaran

(Yessy Anggraini, S.Pd, M.Pd)
NIP. 19751212 200604 2013

(Anisa Putri Anzani)
2320078

Appendix 29 SURAT IZIN PENELITIAN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email: ftik@uinbukittinggi.ac.id

Nomor : B-0788/Un.26.1/PP.02/01/2025 Bukittinggi, 06 Januari 2025
Lamp : 1 (Satu) rangkap
Hal : Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

Nama	:	**ANISA PUTRI ANZANI**
NIM	:	**2320078**
Semester	:	9
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***The Effect of Using Ballon Debate Technique Towards Student's Speaking Ability at the Eleventh Grade Students' of SMAN 2 Bukittinggi***
Lokasi Penelitian	:	SMAN 2 Bukittinggi
Waktu	:	Januari 2025 s/d Selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

DR. ISWANTIR M., M.Ag

Appendix 30 SK PEMBIMBING

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI
Nomor : B-1246/Un.26.1/HK.00.5/11/2024

TENTANG
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA
PRODI PENDIDIKAN BAHASA INGGRIS FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI

Membaca : Permohonan Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Syekh M. Djammil Djambek Bukittinggi an. **Anisa Putri Anzani, NIM 2320078** tanggal 7 November 2024 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang : a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Universitas Islam Negeri (UIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;

: b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 85 Tahun 2022 tentang Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;
4. Peraturan Menteri Agama Nomor 76 tahun 2022 Tentang Organisasi dan Tata Kerja Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan: ***"The Effect Of Using Balloon Debate Technique Towards Students' Speaking Ability At The Eleventh Grade Students Of SMAN 2 Bukittinggi"***

KEDUA : Menunjuk Saudara :

Nama	**: Loli Safitri, M.Pd**
NIP	**: 198805282015032003**
Pangkat/Gol.Ruang	: Penata Tk. I /III/d
Jabatan	: Lektor
Bidang Keahlian Pokok	: Pendidikan Bahasa Inggris
Sebagai Dosen	: PEMBIMBING

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di Bukittinggi,
Pada tanggal : 7 November 2024

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Dr. JUNAIDI, S. Ag, M. Pd
NIP.197706162003121003

Appendix 31 DOCUMENTATION OF THE RESEARCH



Students pre-test speaking in the experiment class



Students pre-test speaking in the control class



Treatment in Experiment class



Treatment in control class



Students conduct balloon debate



Students speaking in control class



Students post-test speaking in the experiment class



Students post-test speaking in the control class