THE USE OF SONG-MEDIATED ACTIVITIES TO TRIGGER STUDENTS' RESPONSE TO ASKING AND GIVING INFORMATION

A Thesis: Best Practice

Presented to the Department of English Language Education as Partial Fulfillment of

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APPROVAL SHEET

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RATIFICATION SHEET

THE USE OF SONG-MEDIATED ACTIVITIES TO TRIGGER STUDENTS'

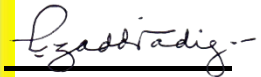**RESPONSE TO ASKING AND GIVING INFORMATION**

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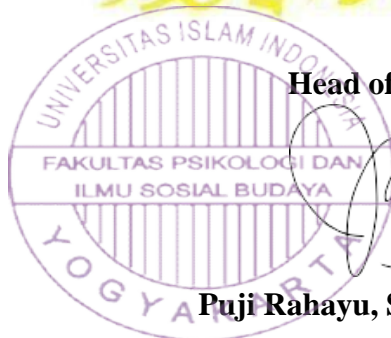First Examiner   :   **Nizamuddin Sadiq, S.Pd., M. Hum., Ph.D**

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STATEMENT OF WORK'S ORIGINALITY

I declare that I have written this undergraduate thesis independently, without any contribution or plagiarism from others. All sources used in this scientific paper have been properly cited and referenced in quotations.

Yogyakarta, October 10th 2023

Citra Noor Azizah

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MOTTO

"The most complete gift of God is a life based on knowledge"

- Ali Bin Abi Thalib -

DEDICATION

I dedicate this thesis to my dear people, who have always been there for me, both directly and indirectly. To my parents, Ate Sumarna and Euis Maya who always encourage, guide, and accompany me unconditionally in everything I accomplish every day. To my supervisor, Mrs. Anandayu Suri Ardini, S.S., M.A., who has guided me from zero to being able to complete this final assignment well, and not to forget my friends that I could not mention one by one who always support me and are always there to encourage me, I could not be more grateful.

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In the name of Allah, the Most Gracious and Merciful, for the successful completion of this thesis and Muhammad SAW as His messenger who has brought wisdom to his people. The author would like to thank:

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Yogyakarta, October 10th 2023

Citra Noor Azizah

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ABSTRACT

This research aims to report the results of my teaching practice which describes how English as a Foreign Language (EFL) teachers apply song-mediated activities to trigger student responses in teaching, asking questions, and providing information to students. This research was conducted at one of the best high schools in Sleman, Yogyakarta with 9th graders as the research object. As what I observed before, one of the most challenging aspects of the teaching process is maintaining student enthusiasm and engagement throughout the learning process. Therefore, here the researcher tries to use songs in the hope that they will act as the main stimulus for students to carry out further activities related to transactional conversations. Due to the school implementing a paperless system, the author feels that song media is suitable because the learning media they use is already accessible. The songs here aim to help teachers transform their classrooms into a relaxed and enjoyable environment. Not only is it taught as authentic material, but music can also teach students several linguistic and social aspects. The results of the research also show that songs make students a learning tool as a trigger to utilize knowledge in various ways and activities in a more creative environment. Because of songs, students tend to show more interest in the continuity of the teaching and learning process, resulting in students being able to achieve the learning objectives.

Keywords: Song-mediated Activities, Asking and Giving Information, EFL Speaking

CHAPTER I

INTRODUCTION

1.1 Teaching Context

This study was conducted at a public junior high school SMPN 4 Pakem, one of the favorite schools in Yogyakarta, founded in 1952 and located at JL. Kaliurang KM 17, Yogyakarta. It was initially a private school, then turned into a public school. Additionally, the school focuses on cultivating a solid religious foundation, fostering high discipline and outstanding competence, providing a broad understanding of science and technology, and promoting proficient and accurate Indonesian speaking skills. Moreover, the school focuses on academics and non-academics, including sports, arts, and more. It is evident in the numerous trophies earned at various levels from many competitions.

There are several things that I observed that this school has good students as evidenced by their capacity. Coming from different backgrounds, some of the students there are proficient in English. Regardless of their ability, every Tuesday students use Indonesian and English for communication and all kinds of school announcements, all teachers, students, and staff must prioritize the use of English and minimize the use of Indonesian. Even to improve more, the school took action in every Monday and Tuesday. English extracurriculars are held for all grade levels.

This school implements a paperless system, which means they no longer use paper or books as learning media. IPads are the main tool used by teachers and students here, although there are some cases where laptops are still used because not all students can afford iPads and this is not a problem for schools as long as they still use online devices. In my opinion, this is a good thing, because even though learning is done offline, online learning applications such as Google Classroom, Apple Classroom, online videos and live worksheets are still used as assignments. This system is intended to increase understanding of technology and simplify the learning process to become more effective and modern learning. This is a challenge for me because I have never taught using sources other than books. To facilitate teaching and learning activities while meeting learning objectives, I must obtain and utilize several innovations, good teaching techniques and strategies.

1.2 Consideration for Using Song to Trigger Students' Response

I chose music as my medium to assist students in teaching and learning because the school has extensive technical capabilities and requires the use of paperless media. Therefore, the song effectively allows the teacher to bring the students joy in learning English (Hadi, 2019). The teacher facilitates the discovery learning method, encouraging students to take a more active role in their learning and adapt their methods to what suits them best. As a result, the classroom environment becomes less passive, and students become more accustomed to speaking in English.

CHAPTER II

CONSTRUCTS

2.1 Teaching Speaking in EFL Context

Speaking is one of the productive skills that English learners must learn and master, allowing them to communicate effectively on any occasion. Confidence is a key factor in speaking English fluently. It is essential and necessary as a supporter of student academic achievement. The context relates to speaking skills. The ability to communicate is an aspect of learning English that must be possessed and mastered from an academic perspective and in terms of daily conversational needs.

However, many students have difficulty learning to speak English due to lack of motivation (Saeed Al-Sobhi & Preece, 2018). After making previous observations, one of the factors causing their low motivation was the need for more teaching variations, because the classes they had previously taken tended to be passive and monotonous. According to Hadi (2019), of all the main problems faced by students, choosing the right delivery method and media is crucial. Therefore, the process of selecting methods in this research with careful consideration is quite time consuming.

2.2 Song as a Learning Media

Simanjuntak and Uswar (2021) stated that a song is a musical composition created by the human voice, often accompanied by other instruments (lyrics). The meaning of lyrics, in general, is not just lyrics that contain words, but song lyrics are also one of the characteristics that determine the meaning of what is displayed in the song. The primary attributes of songs that enhance language acquisition include their rhythmic and repetitive nature and the joy of the connection between content and melody in learning activities (Ali, 2020).

The purpose of songs is quite broad and varied; it all relies on what and how the song needs to be used. Songs can be used for promotion, information, cultural introduction, narrative, or as a region's identity. In addition, songs can be accessed on almost all mobile phones and other hardware devices, which is one of their advantages. Aside from being easily accessible, songs can be streamed on many online sites and applications. As a result, in the academic sector, songs have become an essential tool or resource. Songs can improve learning methods and nurture critical thinking. These songs promote diversity and produce excellent learning outcomes.

Among junior high school students entering their teenage years, music is nothing new for this age group because it often represents their young soul in expression. The environment plays a significant part in learning a foreign language. In this situation, the author discovered that students were exhausted in

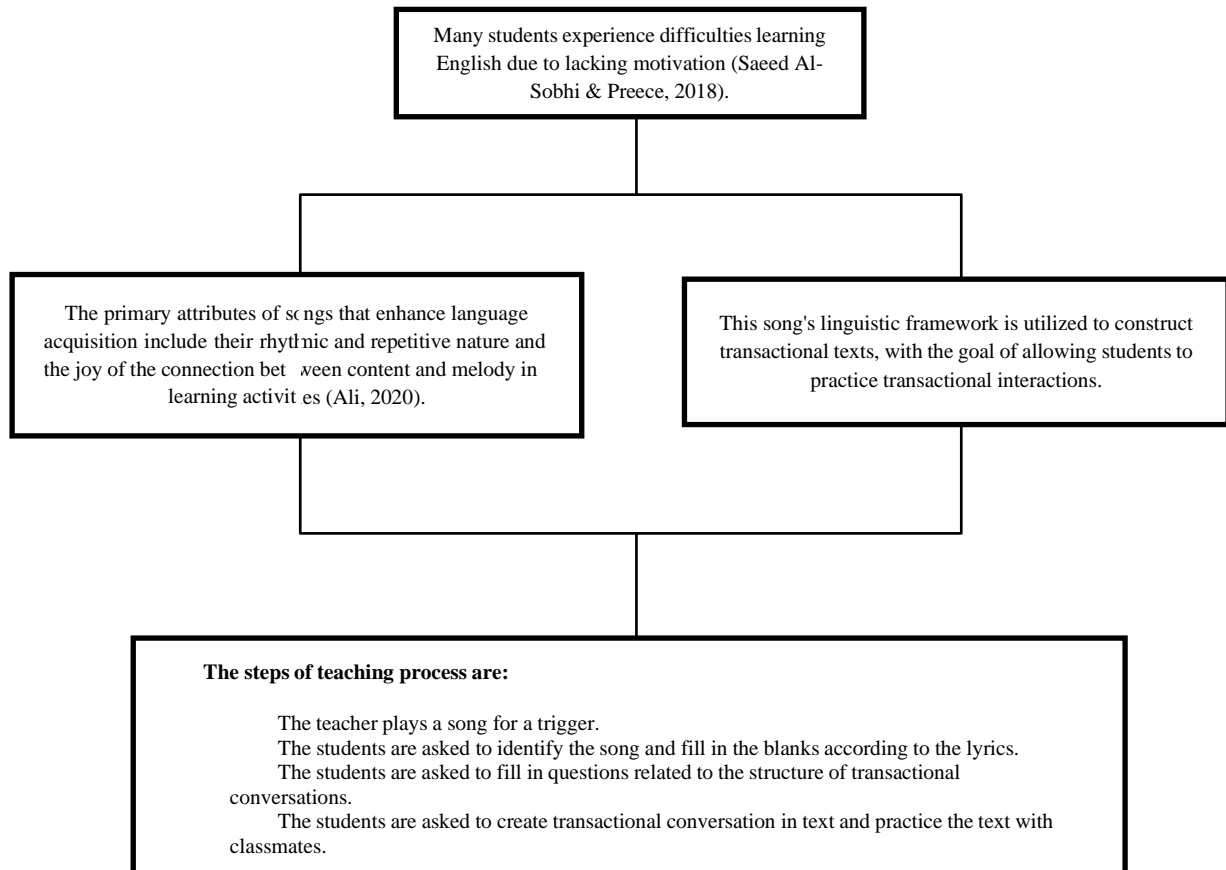the afternoon and struggled to concentrate because they had started the class in the morning.

Songs, in my opinion, have the power to inspire students to participate more fully in their education, build their self-esteem, and ignite their desire to pursue further education. Emotional states, such as anxiety, lack of confidence, or feeling threatened, can positively impact learning by emotionally stimulating students or facilitating their engagement. Students are encouraged to participate in the learning process by applying their musical knowledge. Popular music plays a crucial role in the foreign language learning process, as students tend to feel more at ease comprehending songs they have heard before. Considerations regarding using songs also arise because songs inherently serve as entertainment rather than for instructional purposes in learning.

This song's linguistic framework is utilized to construct transactional texts, allowing students to practice transactional interactions. In a context like this, the range of language used is not limited because the context of transactional conversational learning does not require students to ask for one thing.

The steps of teaching process are:

- The teacher plays a song for a trigger.
- The students are asked to identify the song and fill in the blanks according to the lyrics.
- The students are asked to fill in questions related to the structure of transactional conversations.
- The students are asked to create transactional conversation in text and practice the text with classmates.

The framework is presented below:

Many students experience difficulties learning English due to lacking motivation (Saeed Al-Sobhi & Preece, 2018).

The primary attributes of songs that enhance language acquisition include their rhythmic and repetitive nature and the joy of the connection between content and melody in learning activities (Ali, 2020).

This song's linguistic framework is utilized to construct transactional texts, with the goal of allowing students to practice transactional interactions.

The steps of teaching process are:

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The students are asked to fill in questions related to the structure of transactional conversations.
The students are asked to create transactional conversation in text and practice the text with classmates.

CHAPTER III

IMPLEMENTATION

3.1 Pre-teaching Preparations

Given the inadequacies of the 9th grade students, the author decided to go with discovery learning as the strategy for the following four meetings. By the teacher serving as a facilitator, the goal is to assist pupils in developing their abilities and cognitive processes. In discovery learning, the teacher acts as a facilitator, and pupils are expected to be more active in the learning process.

Developing lesson plans that refer to KD 3.6 and 4.6, which read transactional text with material asking and delivering information for grade 9, is the first step in preparing to teach. Students are anticipated to attain level C6 in this KD, which is the stage of creating transactional texts about asking and giving information while paying attention to social functions, text structure, and language components that are correct and in context.

Before class begins, students are given a link to enter through Google Classroom, which contains a live worksheet. Students must recognize transactional texts containing KD's present perfect tense. The present perfect tense has the following grammatical structure: Subject + Have/Has + Verb 3. Students must access the live worksheets one by one before the learning process can begin because the school is paperless. Most students use iPads to access all the necessary materials for learning.

Students were presented with a song and asked to identify the song's missing lyrics. Following this, they were asked several questions about the song's flow, which included content related to transactional texts with grammatical structures in the present perfect tense. Afterward, I chose Taylor Swift's "Love Story" as the basis for the transactional text. The students' reactions mostly showed happiness and excitement, and they related to the song because they had heard it before, and some students liked it. Students were reminded to pay attention closely once the live assignment instructions were presented on the projector because the lyrics were presented.

Love Story lyrics
by: Taylor Swift

We were both young when I first saw you
I close my eyes
And the flashback starts
I'm standing there
On a balcony in summer air

See the lights
See the party, the ball gowns
I see you make your way through the crowd
And say hello, little did I know

That you were Romeo, you were throwing pebbles
And my daddy said stay away from Juliet
And I was crying on the staircase
Begging you please don't go, and I said

Romeo take me somewhere we can be alone
I'll be waiting all there's left to do is run
You'll be the prince and I'll be the princess
It's a love story baby just say yes

So I sneak out to the garden to see you
We keep quiet 'cause

we're dead if they knew
So close your eyes
Escape this town for a little while

'Cause you were Romeo, I was a scarlet letter
And my daddy said stay away from Juliet
But you were everything to me
I was begging you please don't go and I said

Romeo take me somewhere we can be alone
I'll be waiting all there's left to do is run
You'll be the prince and I'll be the princess
It's a love story baby just say yes

Romeo save me, they try to tell me how to feel
This love is difficult, but it's real
Don't be afraid, we'll make it out of this mess
It's a love story baby just say yes
Oh oh

I got tired of waiting
Wondering if you were

ever coming around
My faith in you is fading
When I met you on the outskirts of town, and I said

Romeo save me I've been feeling so alone
I keep waiting for you but you never come
Is this in my head? I don't know what to think
He knelt to the ground and pulled out a ring

And said, marry me Juliet
You'll never have to be alone
I love you and that's all I really know
I talked to your dad, go pick out a white dress
It's a love story baby just say yes

Oh, oh, oh, oh
'Cause we were both young when I first saw you

Picture 1. Love Story lyrics

3.2 The Implementations

Activity 1: Teaching Materials through Song as a Trigger

The song was played three times. In the first attempt, the song was played in its entirety. Students were expected to recognize it fully and to identify the gaps and blanks. In this session, the students could hone their listening skills. After the song was played, most students smiled since they already knew the lyrics, although not entirely. In the next attempt, the song was played verse by verse. For the last attempt, the song was played in its entirety. Students were expected to have filled in the gaps in the song, and the third time was the last chance for students to match their answers whether they were correct.

Picture 2: The activity for listening comprehension (fill the blanks)

Activity 2: Transactional Text in Present Perfect Tense

Taylor Swift's song "Love Story" served as a trigger during the learning process. Students learned how the song used a reverse groove, still in sync with past events, which helped them better understand the present perfect tense.

Activity 1

Task 1 Read the dialog and answer the following questions.

Kia : I see that you really like Taylor Swift from your lockscreen

Gina : Oh this? Yeah I really like her songs, they're all so catchy.

Kia : What's your favorite song of her?

Gina : Love story, have you heard it?

Kia : Of course I have, it is one of my favorite songs of her.

Gina : I really like the meaning of the song itself

Kia : I can see that. Have you gone to one of her concerts?

Gina : I have gone to one of her concerts before, it was amazing

Kia : Ahh that must be nice, I'm so jealous of you. I never went to her concert. I wish I could go to one of her concerts!

Gina : That's okay, there's another time. We could go together even, if you want?.

Kia : Of course, I'd love to go together with you!

Question

1. What did Gina offer to Kia?

   _____

2. What is the tittle of the song that they discussed?

   _____

3. Why did Gina like the song?

   _____

4. Has Kia ever gone to Taylor Swift's concert?

   _____

5. What was kia reaction to Gina's offer?

   _____

Picture 3. Activity 1.

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After listening to the students' songs, they were directed to the next activity, where students were expected to identify the song's social function and answer related questions. Students were asked to respond to questions such as, "Where does this text take place?" to determine the setting and context in which transactional text dialogues could be applied. This activity aims to warm up before students can process and apply their knowledge to transactional texts. Because the author sets discovery learning as the main method, students here are invited to look for answers to their own questions.

Picture 4. Students are doing the task

Before producing their transactional conversation texts, students were directed to the grammatical structure of the present perfect tense. The students were instructed to work on gap texts and to correct wrong sentences into present perfect tense sentences. Here, students were not previously given directions for

the present perfect tense and how to compose perfect tense sentences. Students were allowed to explore and fill in as they understood the material that had been passed.

Students are allowed to search for sources from the internet that can be accessed on their devices. Students are stimulated to be able to solve problems. In the end, students are expected to be able to produce textual transactions with correct linguistic elements. Most students tend to have no difficulty in carrying out this activity and reflect on how the song ties together the topic they have studied. Through the knowledge they gain, at the end of the learning session there is the role of the teacher as a corrector in the form of confirmation regarding what they did wrong or right with accurate sources.

Activity 3: Transactional Conversation Practice

The ultimate purpose of this method, following the learning objectives, is for students to be able to construct their transactional conversations. Students were expected to develop their textual material for this assignment. They must choose partners or teams of two to four people before creating their writing based on linguistic and social components. In this group, students were invited to create texts based on themes: Visiting Grandparents House, Holiday, Final Exams, Planning a Trip, Corona Virus and Lockdown, and Dream Jobs. Indeed, speaking skills from this practice were evaluated using four criteria: fluency, clarity, accuracy, and pronunciation.

Malika : Hi Naomi, how are you doing?

Naomi : I'm doing really well. I've just booked a holiday!

Malika : Oh great, where are you going?

Naomi : I'm going to Japan.

Malika : Have you been there before?

Naomi : No, this is my first time. Have you ever been to Japan?

Malika : No, I've never been, but I'd love to go.

Naomi : So what are you up to this holiday?

Malika : I'm going to visit my grandparents in Bandung.

Naomi : Oh, for how long?

Malika : Uhm, about a week.

Naomi : That's awesome.

Malika : Yes, i really missed them. I haven't met them ever since last year.

Malika : Anyway, I have to get off. See you later, enjoy your holiday!

Naomi : Bye, you too!

Picture 6. Students' work in transactional conversation

In this practice, students were expected to move to the front of the class with their teammates. When students had to perform in front of the class, their peers were instructed to remain quiet and attentively listen to their friends standing before them. This was done to create a conducive classroom environment and foster mutual respect among students, allowing them to learn from one another's examples and personal growth. The students' transactional texts also varied; some told stories about their experiences that had happened, but some imagined as if they had done the event. This is a positive thing because students could tell about their experiences and imagine the context of the language structure that has been determined.

Picture 5. Students Practice

3.3 Evaluation

After completing the given activities, teaching materials and comprehension of transactional language in the present perfect tense were provided at the end. This allowed students to freely correct and assess their mistakes. When students listened to the performed music, their listening comprehension improved even further, and they identified and corrected errors. This approach increased their incentive to learn more and explore, producing a sense of satisfaction when their answers were suitable and proper. It allowed them to employ transactional texts and implement them verbally.

CHAPTER IV

CONCLUSION

4.1 Reflection

While teaching at this school, I gained new perspectives on using technology in teaching English Foreign Language, and how delivery is critical in executing the learning process. In school, my ability to use English was limited to contextual English, and I lacked opportunities to use English extensively. As a result, I decided to employ a song to establish context and increase students' enthusiasm in the learning process. However, teaching technology in language teaching was quite challenging, as I previously only had experience utilizing books as a reference.

Choosing songs that correlate with the topic I will teach is also a challenge for me. Choosing songs with context that tells the plot is not easy. Sorting out which songs are accurate and which songs they can relate to is also one of the considerations why I chose this song. With familiar songs as the main trigger in the learning process, students here tend to feel happy and interested, especially when songs they already know are played. The author here noticed that students also felt less anxious during learning. The euphoria that is built up in activities can be more positive because here students feel they are closer to the teacher. Produces a class atmosphere that tends to be less monotonous and less passive. Therefore, creating materials that students enjoy and are familiar with becomes one of the most

effective strategies. As a result, no matter how minimal a teacher's effort may seem, it critically impacts the students' success.

The results of the study revealed that EFL students had no difficulty in listening to Western music and translating foreign language comprehension. Even with their limited vocabulary, they can quickly acquire and independently explore more complex language. After understanding music, students are asked to understand the next learning objectives. That's when I realized that the use of songs made the course entertaining. However, creating learning tools with songs that are appropriate and balanced with learning objectives and important competencies is one of my challenges.

4.2 Recommendation

The characteristics of students are high motivation in learning because the school is one of the best schools in Yogyakarta. Therefore, the quality of the school is known for having qualified teachers and good regulations. If teachers cannot use precise approaches, students will likely become bored and uninterested in learning. The students tend to get bored when the class consistently suggests the same approaches and methods. Therefore, teachers can use songs as a teaching tool for listening. The positive and relaxed atmosphere created by the songs facilitates problem-solving in class (Lestary, 2019). Specifically, certain emotional situations, including anxiety, lack of confidence, and feeling threatened, can favorably affect learning or facilitate it by emotionally

stimulating it. Students are encouraged to participate in the learning process using their musical knowledge actively.

Due to variations in methods and media platforms that support diverse approaches to English learning, singing holds significant importance in the lives of people of all ages, both within and outside of school. Introducing a foreign language into this fundamental activity contributes to its normalization. Songs are an excellent tool because people of all ages can easily reproduce sounds and enjoy engaging with rhythm and rhye.

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Appendix 1 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN
(LURING)

Satuan Pendidikan   : SMP Negeri 4 Pakem
Mata Pelajaran   : Bahasa Inggris
Kelas / Semester   : IX / Ganjil
Materi   : Teks Transaksional yang lisan dan tulis yang melibatkan
tindakan memberi dan meminta informasi
Metode Pembelajaran : Discovery Learning
Alokasi Waktu   : 6 x 40 Menit (3 x pertemuan)

A. **Kompetensi Inti (KI)**
   o **KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya
   o **KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
   o **KI 3** : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
   o **KI 4** : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. **Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

Kompetensi Dasar	Indikator Penyampaian Kompetensi
3.6 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang sudah/telah dilakukan/terjadi di	3.6.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan

waktu lampau dikaitkan dengan keadaan sekarang, tanpa menyebutkan waktu terjadinya secara spesifik, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan present perfect tense)	kesudahannya, sesuai dengan konteks penggunaannya. 3.6.2 Menyusun kalimat dari bentuk present perfect tense berdasarkan rumus kalimat present perfect yang sudah dipelajari.
4.6 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait dengan keadaan/ tindakan/kegiatan/ kejadian yang sudah/telah dilakukan/terjadi di waktu lampau dikaitkan dengan keadaan sekarang, tanpa menyebutkan waktu terjadinya secara spesifik, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	**4.6.1** Mendesain teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks **4.6.2** Membuat teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran
I.Pertemuan 1
1. Melalui kegiatan mendengarkan lagu siswa dapat melengkapi teks rumpang dalam suatu lirik lagu yang telah disediakan.
2. Melalui kegiatan mendengarkan lagu, Menentukan topik dari lagu yang telah didengarkan
3. Melalui kegiatan mendengarkan lagu, Siswa dapat mengidentifikasi kata-kata asing dan menerjemahkan kedalam bahasa Indonesia
4. Peserta didik diharapkan dapat menentukan fungsi soal sesuai konteks dan unsur kebahasaannya.
5. Peserta didik diharapkan dapat membuat teks transaksional sesuai unsur sosial dan kebahasaan.

D. Metode
Discovery Learning
- (stimulation)

- (problem statement)
- (data collection)
- (verification)
- (generalization)

E. Kegiatan Pembelajaran

Tahap	Kegiatan Pembelajaran
Pendahuluan (15 Menit)	• Guru mengucapkan salam kepada siswa • Guru menyampaikan tujuan pembelajaran kepada siswa • Guru mendiskusikan kompetensi yang telah dipelajari dan dikembangkan sebelumnya terkait dengan kompetensi yang akan dipelajari • Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. • Menyampaikan lingkup dan teknik penilaian yang akan digunakan

Inti (45 Menit)	**Fase *Stimulation***
	    • Peserta didik mendengarkan lagu "Love Story" yang dinyanyikan oleh Taylor Swift
	    • Peserta didik menyimak dan mendengarkan isi dari lagu tersebut.
	
	Fase *Problem statement*
	    • Peserta didik diminta untuk melengkapi lirik lagu yang kosong sesuai dengan lagu yang sudah diputar.
	    • Peserta didik diminta untuk menuliskan kata-kata asing.
	    • Peserta didik diminta untuk menerjemahkan kata-kata asing dengan benar.
	    • Peserta didik membaca dialog teks transaksional secara berpasangan sesuai dengan dialog yang telah disediakan.
	    • Peserta didik diharapkan dapat membuat kalimat berdialog terkait teks transaksional

Penutupan (20 Menit)	• Guru bertanya tentang seputar teks transaksional yang sudah ditampilkan sebagai konfirmasi pemahaman siswa. • Guru menyimpulkan materi teks transaksional secara menyeluruh. • Guru bertanya ulang tentang materi yang sudah dipelajari hari ini.

Appendix 2 Speaking Practice Rubric.

Aspects	Weight	Criteria					Score
		1	**2**	**3**	**4**		
Fluency		Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently		
Clarity		Often mumbles or cannot be understood, more than one mispronounced word	Speaks clearly and distinctly most of the time, no more than one mispronounced word	Speaks clearly and distinctly nearly all the time, no more than one time, no mispronounced word	Speaks clearly and distinctly all the time, no mispronounced word		
Pronunciation		Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation		
Accuracy		The serious errors present speech makes the massage difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are so minor so that the massage would be easily comprehended		