

**TEACHING SPEAKING SKILL BY USING SPYING METHOD
AT THE EIGHTH GRADE OF SMPN 1 MLANDINGAN SITUBONDO**

THESIS



**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER**

By :

**Isna Amelia Agustin
SRN. T20176037**

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER
DECEMBER 2022**

**TEACHING SPEAKING SKILL BY USING SPYING METHOD
AT THE EIGHTH GRADE OF SMPN 1 MLANDINGAN SITUBONDO**


THESIS

State Islamic University of Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirements for Bachelor Degree (S.Pd)
English Education Department
Faculty of Tarbiyah and Teacher Training

By :

Isna Amelia Agustin
SRN.T20176037

Approval by Advisor


As'ari, M.Pd.I
NIP. 197609152005011004

TEACHING SPEAKING SKILL BY USING SPYING METHOD AT THE EIGHTH GRADE OF SMPN 1 MLANDINGAN SITUBONDO

THESIS

Telah diuji dan diterima untuk memenuhi salah satu
Persyaratan memperoleh gelar Sarjana Pendidikan (S.Pd.)
Fakultas Tarbiyah dan Ilmu Keguruan
Jurusan Pendidikan Islam dan Bahasa
Program Studi Tadris Bahasa Inggris

Day : Monday
Date : 12th of December 2022

The Board of Examiners

Chairman

Secretary

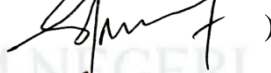


Dr. Indah Wahyuni, M.Pd.
NIP.198003062011012009



Dewi Nurul Qomariyah, S.S, M.Pd.
NIP.197901272007102003

Members:

1. Dr. Suparwoto Sapto Wahono, M.Pd. ()
2. As'ari, M.Pd.I ()

Approved by
Dean of Faculty Tarbiyah and Teacher Training



Prof. Dr. Hj. Mukni'ah, M.Pd.I
NIP.196405111999032001



MOTTO

إِنَّ اللَّهَ لَا يُعَيِّرُ مَا بَقِيَ حَتَّىٰ يُعَيِّرُوا مَا بِأَنفُسِهِمْ...

.....Surely Allah will not change the fate of people except the people themselves who change what is in themselves.....(QS ar-ra'ad:11)¹

UIN
UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

¹ * Muhammad Habib Shakir, The Noble Qur'an (Ahlul Bayt Digital Islamic Library Project: 2010), <https://quran.al-islam.org/>



DEDICATION

I dedicate this thesis to:

1. My beloved parents, my father Abdur Rahim and my mother Khoiriyah Nur Holisa who understand me the most and give everything for my life.
2. My beloved sister Khanza Nabila Puteri and Fitria Yuni Kartika who always support anything I do.
3. My aunties Aisyah and Sulistiyawati who has supported me to do my thesis.
4. My cousins Novita Ovia Febrianti, Miftahud Dafiq Fawaizi, and Miftahul Lutfi.

UIN

UNIVERSITAS ISLAM NEGERI

**KH ACHMAD SIDDIQ
JEMBER**

ACKNOWLEDGEMENT

All praises be to Allah the almighty who has given me everything we need long our life. Peace and solutation may always be given to our prophet Muhammad SAW who has guided us from the misleading era into the bright, straight, right and blessed one. And we always wait for his help in the doomsdayor the day of qiyamah later. Praises be to Allah the almighty for all his wishes so that the authorcan complete a thesis entitled “Teaching Speaking Skill Spying Method at The Eighth Grade Of SMPN 1 Mlandingan Situbondo” to achieve the undergraduate degree of English education department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Kiai Haji Achmad Siddiq Jember.

The author awared that this thesis would never finish without any helps and supports from others during the process of writing. Therefore in this occasion, the author would like to thankful to:

- 1 Prof. Dr. H. Babun Suharto SE. MM, as the Rector of UIN Kiai Haji Achmad Siddiq Jember.
- 2 Prof. Dr. Hj. Mukni’ah, M.Pd.I., as the Dean of Faculty of Tarbiyah and Teacher Training of UIN Kiai Haji Achmad Siddiq Jember who has given permission to do this research.
- 3 Dr. Rif’an Humaidi, M.Pd.I, as the Head of Islamic Education Department who has given space to the writer to write the thesis.

- 4 As'ari, M.Pd.I., as the Coordinator of English Education Department and also as my thesis Advisor. Thank you for your patience, guidance, and suggestions.
- 5 Moh. Fadli, S.Pd., as the headmaster of SMPN 1 Mlandingan who has helped me a lot to finish this research.
- 6 Siti Fatimah, S.Pd., as the English teacher of SMPN 1 Mlandingan who has guided and teach me about English lesson.

May Allah SWT. repay all of kindness. However, the writer understands that this thesis is far from perfect, but hopefully it will be useful for readers and future researchers

Jember, 5 Desember 2022

Isna Amelia Agustin

UIN
UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

ABSTRACT

Isna Amelia Agustin, 2022 : *Teaching Speaking Skill By Using Spying Method at The Eighth Grade of SMPN 1 Mlandingan Situbondo.*

Keywords : speaking skill, spying method.

Speaking becomes priority skill and visual aspect that shows up verbal intelligences. Speaking is not only about how to communicate each other, but it is also how to show thoughts, wishes, also opinions. Speaking skill also influences language aspects, such as writing and reading. Speaking skill is a tool that is needed in teaching and learning process. Commonly, the students will speak up when the discussion is happening, but when they have chance to speak, share their opinion, or give suggestion, they are still unconfident due to afraid of making mistakes. One of method which is appropriate to teach speaking is spying method. This learning model may help students to learn better because it focused on the process of speaking.

The research focused on: 1). How is the goal of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan? 2). How is the material of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan? 3). How are the steps of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan? 4). How is the evaluation of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan?

To answer the research questions, the researcher conducted field research at SMPN 1 Mlandingan, by applying qualitative research in the type of descriptive. In data collection techniques the researcher used interview, observation and document review. The data analysis used in this research were data condensation, data display, verifying conclusion according to Miles, Huberman, and Saldana. For the validity of data, the researcher used source triangulation and technical triangulation.

The research result were : 1) The goal of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan are: a) the students were able to speak fluently b) the students were able to speak confidently b) the students were able to speak with good pronunciation, 2). The material of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan was to show the existence of things and people with the topic was about human profession those were, police, doctor, nurse, teacher, and chef. 3). The steps of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan were: a) dividing students into five or six people of home group, b) appointing one student from each group to be a leader, c) dividing the material (pictures of human profession), d) Assigning the students to learn the material, e) The leader describing the picture to other groups, f) The leader get back into the home group. 4). The evaluation of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan was formative evaluation in the form of test and non-test technique.

TABLE OF CONTENTS

COVER	i
APPROVAL SHEET	ii
APPROVAL OF EXAMINERS	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF APPENDIXES	xii
CHAPTER I INTRODUCTION	1
1. Background of Research	1
2. Research Questions.....	5
3. Objectives of Research	6
4. Research Significance.....	6
5. Definition of Key Term.....	7
CHAPTER II LITERATURE REVIEW	9
1. Previous Research.....	9
2. Theoretical Description.....	14
CHAPTER III RESEARCH METHODOLOGY	31
1. Research design	31
2. Research location.....	32
3. Research subject	32
4. Data Collection Technique	33

5. Data Analysis.....	36
6. Validity of Data	37
7. Research Steps.....	38
CHAPTER IV RESEARCH FINDING AND DISCUSSION	41
A. Description of Research Object	41
B. Finding.....	42
C. Discussion.....	51
CHAPTER V CONCLUSION AND SUGGESTION.....	58
A. Conclusion	58
B. Suggestion.....	59
REFERENCES.....	61



UNIVERSITAS ISLAM NEGERI
 KH ACHMAD SIDDIQ
 JEMBER



LIST OF TABLES

No.	Description	Page
2.1	The Similarities and Differences of Previous Research.....	11
4.1	The Result of Research Finding.....	50

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

TABLE OF APPENDIXES

Appendix 1 : Matrix of Research.....	63
Appendix 2 : Research Journal	65
Appendix 3 : Research Instrument.....	66
Appendix 4 : Document Review.....	67
Appendix 5 : Research Permission Letter.....	79
Appendix 6 : Research Completion Letter.....	80
Appendix 7 : Declaration of Authenticity.....	81
Appendix 8 : Curriculum Vitae.....	82

UIN

UNIVERSITAS ISLAM NEGERI

**KH ACHMAD SIDDIQ
JEMBER**

CHAPTER I

INTRODUCTION

This chapter covers five important points: the first point is background of research, the second point is the focus of research, the third point is objective of research, the fourth point is research benefit, and the last one is definition of key term and to close this chapter.

1. Background Of Research

In Indonesia, English is considered as a foreign language. It is taught not only for higher education but for all the levels. There are four skills that must be taught in junior high school, those are reading, speaking, writing, and listening. Most of English learners said that, the most difficult skill that must be learned is speaking skill.

Imam Syafi'i (1993:34) stated that good speaking skill can be reached if it is practiced and done continuously. Speaking becomes priority skill and visual aspect that shows up verbal intelligences. Speaking is not only about how to communicate each other, but it is also how to show thoughts, wishes, also opinions. Speaking skill also influences language aspects, such as writing and reading. They usually speak up from the sentences which taken from book or newspaper.

Based on the Qur'an Allah has said in verse 22 of Surah Ar-Room that Allah created various nations, tribes, races and languages for us to learn, so that fellow human beings can know each other and understand all matters relating to the people around.

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَالاخْتِلافُ اَلْسِنَتِكُمْ وَالْوَاوِنِكُمْ ۗ اِنَّ فِي ذٰلِكَ لآيٰتٍ لِّلْعٰلَمِيْنَ
 “And of His signs are the creator of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for that knowledge”.¹

In the context of Surah above, Allah shows that among the signs of his power by creating the heavens, the earth and even the several of languages and Allah also created humans with different skin colors.

Speaking skill is a tool that is needed in teaching and learning process. If the teacher or the students have bad speaking skill, it will impact for teaching and learning process. Commonly, the students will speak up when the discussion is happening, but when they have chance to speak, share their opinion, or give suggestion, they are still unconfident due to afraid of making mistakes. Based on the research on education journal written by Dewantara, it is known that speaking skill is still low caused of two factors. Those are internal and external factor. The internal factors that influence students' low speaking skill are, 1). Learning and teaching approach is conventional, 2). Difficult to construct the experience and the knowledge which are owned, 3). Shyness and nervous, 4). The disturbances from other students. Besides, the external factor is short of society and parents supports.²

According to Parupalli, speaking skill is the most important skill to acquire foreign or second language learning among the four key language

¹ Muhammad Habib Shakir, *The Noble Qur'an* (Ahlul Bayt Digital Islamic Library Project: 2010), <https://quran.al-islam.org/>

² Dewantara. (2013). *Jurnal Ilmiah Kajian Pendidikan*, XIII(01), 117.

skills³. Speaking skill is the most essential skills for all the learners who wish to learn English to enhance their career, build confidence levels, improve business, get better job opportunities, attend interviews, make public speeches, participate in debates and group discussions, give presentations and so on. In the present modern world, everything is linked with speaking skills. One who has good talent in speaking can conquer the whole world. Lisrohli said that speaking is a skill which becomes important in daily life; it is the line for people to create social relationship as human being, so it needs to be developed and practiced independently in the grammar curriculum.⁴ Thus, it can be concluded that one of function of speaking skill is to build communication between people

Mastering speaking refers to mastering communication. Communication plays a vital role in getting success in all fields. Language is used as a tool for communication. Having good communication is the passport to get better employment opportunities. Someone practice to speak English to communicate with other people, moreover they live in different language or in the different region. Perfect communication is not possible for people without using a language. In learning foreign language, English speaking is not as same as mother language that can be produced automatically and directly, this skill needs interaction and communicative competence to build continuously practice and opportunities.

³ Parupalli Srinivas Rao, “*The Importance Of Speaking Skills In English Classrooms*”, Alford Council of International English & Literature Journal(ACIELJ), 2 (7,2019), 8.

⁴ Lisrohli Iramawati, “*Improving Student’s Speaking Ability Trough Communicative Language Games*,” Magistra 8, No.7 (Maret, 2014), 26.

There are lots of problems that may be faced by students during learning process. Wayan stated that the big problem that still goes on in learning speaking ability is not confident to express students' minds⁵. That unconfident caused by some aspects, those they have limited English knowledge and difficulties to initiate, maintain in conversations due to lack of linguistic knowledge. Some students may be satisfied with the material presented in class, but there are some who want more and practice in another time. They did not satisfy when they got material just in the class with limited time. It makes them also seek the activity which can enhance their skill and knowledge, for example from informal and non-formal education.

The difficulties of speaking which is faced by students because several reasons, some of the reasons are due to the previous teaching methods which were less effective. Regardless of its importance, learning speaking skills have been undervalued and most of the English teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills. Nevertheless, the modern world demands for the requirement of communication skills for the learners and the English teachers have to teach the students based on the proper method, so that they will improve their abilities in speaking and perform well in real life situations.

This problem also happens in SMPN 1 Mlandingan. From the preliminary study done by researcher in this school through interview with the

⁵ Ni Wayan Suarini, "The Use Of Communication Strategies By The Teacher As A Technique Of Teaching To Help Students Learn To Communicate In English On Elementary Level In Bali Children Foundation", Jurnal Pendidikan Bahasa Inggris Undiksha, 01(2019), 49.

English teacher, it was found that many students still had some problems in speaking. They felt difficult to share their idea because they were shy, unconfident, nervous, it was also caused by their poor vocabularies. They had to think hard first to choose some words that would be used in speaking. Sometimes they used ungrammatical sentences when they spoke.

The students' problem in speaking needs to be solved and their speaking ability needs to be increased. To solve the students' speaking problems, the English teacher had tried to use telling method. Unfortunately, the English teacher effort to improve the students' speaking ability was not successful yet. So it was necessary to use different techniques, methods to be applied in order to make the students' speaking ability become more motivated and in the end they study better. One of method that can be used by teacher is applying spying method. Therefore the researcher conduct the research under the title "*Teaching Speaking Skill By Using Spying Method At The Eighth Grade Of SMPN 1 Mlandingan Situbondo*".

2. Research Questions

1. How are the goals of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan Situbondo?
2. How is the material of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan Situbondo?
3. How are the steps of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan Situbondo?

4. How is the evaluation of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan Situbondo?

3. Objectives of Research

1. To describe the goals of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan Situbondo.
2. To describe the material of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan Situbondo.
3. To describe the steps of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan Situbondo.
4. To describe the evaluation of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan Situbondo.

4. Research Significance

The significance of this research divided as theoretical and practical knowledge, those are explained as follows:

1. Theoretical Significance

The benefit of this research hopefully can enhance much knowledge about the strategy in learning English, specifically to make speaking ability improved. Besides that, this research hopefully be the reference for the other researcher.

2. Practical Significance

a. For English teacher

This research would help them in creating a better and to know how a better way of teaching speaking skill through this spying method.

b. For Further Researcher

Every researcher needs references in conducting their research. This research can be as reference in conducting further researcher to help them in conducting good research.

5. Definition of Key Term

Definition of key term actually is given to make the reader has same perception and understanding about some terms which are used in this research. This also intended to avoid misunderstanding in comprehending this research. The terms which are provided in this research as follows:

1. Teaching Speaking Skill Through Spying Method

Teaching speaking skill through spying method means that the teacher apply spying method to teach speaking skill to the students.

2. Speaking Skill

Speaking ability is an ability, capability, or skill to inform, transfer, communicate or convey the ideas, thought, or a sentence by good grammatical, pronunciation, intonation, accent, and other component of speaking English in which the partner can understand what the speaker mean. Speaking is the activity where person produce his/her speech and express his/her mind, such as feeling, idea or many others.

3. Spying Method

According to Aronson et al (1971) stated that the spying method is a cooperative learning strategy that allows each student from the “home group” to specialize in one aspect of the learning unit. Students meet with

CHAPTER II

LITERATURE REVIEW

This chapter contains review of related literature such as previous research and theory of research related with the research conducted by researcher.

1. Previous Research

Previous researches are an attempt by researcher to look for comparisons and find new inspiration for future research. In this section the researcher lists the various results of previous research related to the research to be carried out, then summarizes, both published or unpublished research (mini thesis, thesis, dissertation, etc.). By doing this step, it will be possible to see the extent to which originality and research will be carried out.

Firstly, a Thesis Written by Silvi Dian Syahri “Improving Students’ Speaking Ability By Applying Spying Method ”. This research was done at the eight grade students in MTs Negeri 2 Medan of academic 2020/2019 year which consist of 30 students. This research was conducted by applying Classroom Action Research. Based on the findings, it was concluded that there was the improvement of students’ speaking ability by applying spying method.

The next research comes from a journal written by Ratna Rismayanti with the title “Spying Method To Improve The English Speaking Skill Of The Students’ Of The Extracurricular English Conversation Club In SMPN 6 Yogyakarta”. This research was a classroom action research. The result finding indicated that the spying method was an innovative teaching strategy.

It could be seen in the improvement of the students' skill in the English conversations. Most of the students spoke actively and did not feel afraid and shy eventhough not maximally yet. Based on the interview with the teacher, it can be concluded that the spying method could help the teacher improve the students' interest in the English subject.

The third is a journal written by Dwi Suci Amaniarsih, "Improving Students' Speaking Ability By Using Spying Method At The Eighth Grade Of Madinatussalam Foundation". Based on the percentage of completeness of student learning outcomes, it could be seen that at the stage of the first cycle of completeness of student learning outcomes obtained by 62%, while in the second cycle of completeness of student learning outcomes increased to 91%.,

The fourth is a thesis written by Hoerunnisa, with the title "The Effectiveness of Spying Method in Improving Students' Speaking Ability". The result of this study revealed that spying method could be applied effectively to teach speaking ability. The research showed that the majority of students showed their interest in learning speaking through spying method.

The fifth is a thesis written by Nur Diana Kholidah (2015) entitled "Increasing Students' Speaking Skill By Applying Spying Method at MAN Paiton". In which, student at the senior high school level was more active than the students at the junior high school level. The implementation of spying method in this research was really helpfull to increase the students ability in speaking. Where they already owned the basic of English, by this

method the students had more chances to show up their skill especially in speaking. It could be seen on how their activeness in the classroom during the learning process using spying method. All the students were enthusiast to get their chance to speak.

Table 1
Similarities and Differences
Previous Research and This Research

No.	Title of Research	Similarities	Differences
1	2	3	4
1.	A thesis written by Silvi Dian Syahri (2019) entitled "Improving Students' Speaking Ability By Applying Spying Method"	Both researchers conduct the research about communicative as the way in learning speaking ability	a. Previous research used classroom action research, while this research uses qualitative research. b. Previous research used quantitative data and observation sheet to collect the data, while this research uses observation, interview, and document review.
2.	A journal written by Ratna Rismayanti (2013) entitled	Both researcher conduct speaking skill as the object of	a. Previous research used classroom action

	<p>“Spying Method To Improve The English Speaking Skill Of The Students’ Of The Extracurricular English Conversation Club In SMPN 6 Yogyakarta”</p>	<p>research</p>	<p>research, while this research uses qualitative research.</p> <p>b. The previous research focused on the non formal side of the education process not to formal education, while this research uses formal education process.</p>
3.	<p>A journal written by Dwi Suci Amaniarsih (2022)entitled “Improving Students’ Speaking Ability By Using Spying Method At The Eighth Grade Of Madinatussalam Foundation”</p>	<p>Both researcher focus on how the students can speak English fluently with always practicing more</p>	<p>Previous research used classroom action research, while this research uses qualitative research.</p>
4.	<p>A thesis written by Hoerunnisa (2013) entitled “The Effectiveness of Spying Method in</p>	<p>Both researcher have done the research in SMP, and discuss about the spying method to improve</p>	<p>The previous research used classroom action research meanwhile the</p>

	Improving Students' Speaking Ability”	speaking skill	current research used qualitative research
5.	A thesis written by Nur Diana Kholidah (2015) entitled “Increasing Students' Speaking Skill By Applying Spying Method at MAN Paiton”	Both researcher present the spying method in the class to increase the students' speaking skill and to build the students' confidence in public speaking.	The previous research have done the research at MA meanwhile the current research at SMP, also the previous research used a classroom action research.

Based on the explanation above, it could be seen that most of the researchers have their ways to analyze the students' understanding. The researcher concluded that the similarities between the previous research and this research were about the students' understanding in using spying method in teaching and learning process. While the difference between previous research and this research was on the method in which the previous research was conducted classroom action research while this research uses a qualitative. The previous research only focused on students' strategies in learning English. Meanwhile, this research did not only focus on the types of student learning strategies used, but also the teacher's method on how to apply teaching speaking used by the teacher can be easily understood by students.

2. Theoretical Description

1) Teaching Speaking Skill

a. Definition of Teaching

According to Douglas Brown teaching as showing or helping someone to learn is guiding and facilitating learning enables the learner to learn how to do something, giving instruction, guiding of the study of something, providing with knowledge causing to know or understand.⁶

Teaching is accompanying and facilitating learning something. It means teaching conditions is an activity that can help students gain knowledge from environmental system. The environmental system consists of instructional objectives, materials delivered, policies, facilities, teachers and students.

b. Aspect of Teaching

In every activity, goals have strategic value and define a person or an organization. With a goal, a person can plan and determine what activities to do. Likewise, goals can direct where a person, institution or organization must go. So that with the goals that have been decided, everyone, organization and institution can actually be achieved⁷.

⁶ H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: San Fransisco State Univercity,2000), 7.

⁷ Haidir. *Strategi Pembelajaran*, (Medan: Ikatan Penerbit Indonesia (IKAPI), 2014), 52

1) Goal of teaching

The goal of teaching speaking is as a communicative efficiency. Learners should be able to make themselves understood by using their current proficiency to the fullest. To sum up, the purpose of teaching speaking is to drill their speaking ability so that they are able to speak English well and they know what they want to speak about. Students should be familiar with three areas of knowledge speaking⁸:

- a. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- b. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- c. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

2) Material of Teaching

The material that should be given to the students in teaching speaking through spying method must reference to the context of

⁸ Klayo Hasibuan, *Teaching English as Foreign Language*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), 102

the teaching in nowadays. To arrange the material, it is needed to have an idea about the quality of students to arrange the suitable material of students.

The following aspects to arrange the material of speaking to develop the learner's communicative competence⁹:

- a) Some idea of the setting in which they would use the language; for example, in an office, on an airplane, in education or in a store.
- b) The communicative events in which the learners would participate: everyday situations, vocational or professional situations, academic situations, and so on; for example, making telephone calls, engaging in casual conversation, or taking part in a meeting
- c) The skills involved of discourse; for example, storytelling, giving an effective business presentation
- d) The grammatical content that would be needed
- e) The lexical content, or vocabulary, that would be needed
- f) The variety or varieties of the target language that would be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners would need to reach

⁹ Jack C. Richard, *Communicative Language Teaching Today*, (New York : University Press, 2006), 09

3) Step of teaching

Education world is known various methods of learning, without a learning method, learning will not be effective. Therefore, in order that the learning process goes well, we need effective teaching methods. Every teacher must have own method in teaching material to students, but all students cannot receive the teacher's methods. Therefore teachers must master the methods of teaching. Teaching method has several kinds, namely:

- a) Various method lectures
- b) Question and answer method
- c) Discussion method
- d) Administration task method (recitation)
- e) Demonstration method
- f) Drill method (Training)
- g) Describing picture method
- h) Group work method
- i) Problem solving method (Problem solving)
- j) Travel work method, and many others methods¹⁰.

Teaching method is the ways of teachers deliver the subjects to students by using certain methods corresponding to the characteristics of students that were encountered. Each student has different characteristics from the very clever, moderate, and

¹⁰ Munawwaroh. "The Influence of Teaching Methods and Learning Environment to The Student's Learning Achievement of Craft and Entrepreneurship Subjects at Vocational High School", International Journal Of Environmental & Science Education, no. 4. (Januari 2017) ,667.

there is also less able to receive lessons quickly. Therefore, a teacher must be able to apply the learning method in accordance with the characteristics of students. Unless the students whose middle - low ability will be left behind in the understanding of the material that is presented. And it caused the students mentioned are not interested and lazy to learn because they have felt unable to do. Teaching method helps to determine the success or failure of learning and teaching activity and it is a unity in teaching system. The more precise method that is used by teachers in teaching is expected to be more effective the achievement of learning goal.

According to M. Salahuddin in *Kiat-Kiat Praktis Belajar Speaking* There are many models of teaching and learning speaking as follows:¹¹

a) Main class and study club

It is better for meeting with the teacher in the class twice a day. First meeting is called main class and second meeting is called study club. Main class is meeting with the teacher, that the teacher as students' advisor in the class. The teacher has important character in the class. All activities in the class depend on the teacher. Study club is group of learning, it held to repeat the material study in the class by

¹¹ M. Sholehuddin, *kiat-kiat praktis belajar speaking*, (Jogjakarta: Diva Press, 2009), .66

senior. Because the senior is not teacher, so the students more enjoy make questions and practices speaking with the senior. Activities in the study club are not different with main class, because the reason of study is to explain material learning.

b) Conversation on the way

Conversation on the way is one of activity in speaking class. The function is to bore disappear in the class. They can share about their daily activity. So, the students feel the conversation more clearly, attractive, and comfortable.

c) Discussion group

Discussion group is one of activity in speaking class. Discussion in speaking's program only talking about easy topic. Because this discussion just to train the members to speak English. So that, The purpose of discussion method to train the students to speak English more clearly.

d) Describing picture

Describing picture is one of activity in teaching speaking English. In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell story in speaking English.

4) Evaluation of Teaching

Evaluation is a process through which a value judgment or decision is made from a variety of observations and from the background and training of the evaluator. Evaluation basically not only assessing learning outcomes, but also the processes that are passed educators and students in the whole learning process¹².

In teaching evaluation, there are five of evaluation¹³:

a) Pre-test and Post-test

The pre-test is carried out by the teacher regularly at each start of the new presentation. While the post-test is the opposite of the pre-test, namely the evaluation activities carried out teacher at the end of each presentation of the material.

b) Diagnostic Evaluation

This evaluation is carried out after completing the presentation of a lesson unit. The aims of this evaluation to identify the students' weaknesses and what factors that cause it.

c) Selective Evaluation

Selective evaluation is an evaluation used to select students who are most appropriate or in accordance with the criteria of a particular activity program.

¹² Asrul, *Evaluasi Pembelajaran* (Bandung: Aulia Grafika Press,2014). 2

¹³ lisRatna Wulan. *Evaluasi Pembelajaran* (Bandung: Pustaka Setia,2014).46-47

d) Summative Evaluation

Summative evaluation can be considered as a “general test” conducted to measure academic performance or student achievement at the end of the period implementation of teaching programs, or also known as evaluations carried out to determine student learning outcomes and progress.

e) Formative Evaluation

This type of evaluation can be viewed as a “test- and non-test” that is performed on each the end of the presentation of the lesson unit or module.

The Evaluation uses methods and measures to judge student learning and understanding of the material for purposes of grading and reporting. Evaluation is feedback from the instructor to the student about the student’s learning.

Forms of formative assessment on This research uses test techniques and non-test observation techniques as follows: information on the assessment process and student learning outcomes.

1) Test Technique

a) Description Test

Description test is a form of test that contains several questions each containing problems and demand student answers through word descriptions in reflecting

students' thinking abilities.¹⁴ In short, This test contains questions in the form of problems which then students are able to think to answer over that problem.

b) Objective Test

Objective test is a test with short and one of the form of test consisting of items that can be answered by the tester by choosing one or more. There are types of objective tests, including complete test, choice test double, match, and choose between true/false.¹⁵ In short, Objective test is a form of test that demands to choose one or more answers among several possibilities correct.

c) Oral Test

Oral test is a test used to measure the ability of students in the communication carried out can be individually or in groups.¹⁶ written, oral test is a test that requires students to answer questions through face-to-face communication process to measure learning outcomes students who are proven orally.

d) Performance Test

Performance tests are tests carried out by means of observing and assessing student activities or

¹⁴ Haryanto, *Evaluasi Pembelajaran* (Yogyakarta: UNY Press, 2020), 155.

¹⁵ Asrul, Rusydi Ananda, dan Rosita, *Evaluasi Pembelajaran* (Bandung: Citapustaka Media, 2015), 45

¹⁶ Moh. Sahlan, *Evaluasi Pembelajaran* (Jember: STAIN Jember Press, 2015)

performance in do something.¹⁷ More specifically, students of the lesson practice directly on the problem action questions.

2) Non-Test Technique

a) Observation

Observation is a way to collect materials information that is carried out through the process of observation and systematic recording of phenomena.¹⁸

Clearly, Observation is a method used by researchers to obtain information through systematic observation.

b) Interview

Interviews are a way of gathering information through a one-sided oral question and answer, face to face, and with the direction and goals that have been set. There are two the types of interviews are structured and unstructured interviews structured. Clearly, the interview is a non-test instrument in obtaining information through question and answer and conversation directly or indirectly and systematically or free.

¹⁷ Shlan, *Evaluasi Pembelajaran*,95

¹⁸Rina Febrian , *Evaluasi Pembelajaran* (Jakarta: Bumi aksar, 2019 ,47

c) Attitude Scale

The attitude scale is a non-test instrument that using a closed-ended questionnaire, in which the question or the statement contains the properties of the value being learning objectives.¹⁹

Therefore, the evaluation of teaching speaking proses in this study using a test technique in the form of an oral test and a non-test technique in the form of observation. which includes observing students' speaking. speech, poetry, singing, storytelling and so on.

c. Speaking

1) The Definition Of Speaking Ability

Many definition of speaking have been proposed by language. Speaking derives from the word “Speak”. According to Oxford dictionary, “Speak” means that say thing; talk, be able to use a language, make speech, express ideas, feelings and etc.²⁰ It means that speaking is productive language skill to express and to get the ideas or message to transfer the message from the speaker to the listener with the language itself.

¹⁹ Moh. Sahlan, *Evaluasi Pembelajaran*, 119

²⁰ Victoria Bull, *Oxford learner's Pocket Dictionary Forth Edition*, (New York: Oxford University Press, 2008),426

2) Basic Types of Speaking Ability

Brown states the kinds of oral production that students are expected to carry out in the classroom. Those objectives may be classified in term of several types of speaking ability. They are;²¹

- a) Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.
- b) Intensive. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships
- c) Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and other.
- d) Interactive can take the two forms of transactional language which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.
- e) Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling.

²¹ H Douglas Brown, *Language Assessment Principles And Classroom Practices*, (San Fransisco: Longman, 2004) 141-142

Language style is frequently more deliberative (planning is involved) and formal for extensive tasks.

3) Element of Speaking

According to Brown that speaking skill must have five aspects they are vocabulary, grammar, fluency, comprehension, pronunciation. So, the students who want to master in speaking skill the five aspects must be mastered as well²². They are:

- a) Vocabulary: Vocabulary is very essential but it is not the first thing to be considered if speaking takes place is a very early stage. Vocabulary is a total number of words, which a make up a language.
- b) Grammar: Grammar is the rule in spoken language and written language. The students' must obey the rules of grammar to obtain a good result, the students' can also find the grammar rule in pronunciation, morphology, and syntax. In speaking ability, sometimes the speaker and the listener do not care about the grammar itself.
- c) Fluency: It shows that people are able to communicate well because it consists of the case and speed of the flowing speech. Someone who can communicate fluently but she may be able to use the language fluently.

²² Lalu Bohori, *Improving Speaking Skills Through Small Group Discussion at Eleventh Grade Students of SMA Plus Munirul Arifin NW Praya*. Journal of Languages and Language Teaching, no. 1 (Mei 2019) .70

- d) Comprehension: Comprehension means that the speaker and the listener must have a good understanding so that the conversation certainly requires a subject to respond to speech as well as to initiate it.
- e) Pronunciation: Pronunciation is the way we make a sound of the language how and where we place the stress and how we use pitch and intonation to show how we are feeling and what we mean.

4) The Criteria of English Speaking Assignment

Speaking is the tool in communicating activity, that needs accurately and even the speaker must be clear in sharing information. According to Nunan (1999), there some aspects that should be assessed in speaking skill, those are²³:

a) Grammar

Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

b) Vocabulary

The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are

²³ Yenny Rahmawati, Ertin, "Developing Assessment for Speaking", *journal of IJEE*, 2 (2014), 202.

c) Comprehension

Understanding the context of the conversation and able to give appropriate response according to the question

d) Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words

f) Pronunciation

Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment

g) Task

Task deals with finishing the command given during the speaking test.

2) Spying Method

a. Definition of Spying Method

Spying method is first developed by Aronson and firstly used in 1971 in Austin, Texas. Aronson et al (1971) state that spying method is cooperative learning strategy that enables each students of a “home group” to specialize in one aspect of a learning unit. Student meet with other members from other groups who are assigned the same

aspect called “expert group” and teach or explain the materials to their group members.

Spying method enables students to learn together in a group and take responsibility in understanding the materials for each other. Each group member is assigned some unique material to learn and then to teach to the group members.

Based on the description above, spying method allows students to work in a team and maintain the personal responsibility.

b. Procedure of Spying Method

According to Aronson (1978a, 1997b, 2008c), the procedures of spying method in teaching speaking skill are as follows:

- a. Dividing students into five or six people called “home group”.
The groups should be divergent in terms of gender, ethnicity, and ability.
- b. Appointing one student from each group as a leader.
- c. Dividing the material into five or six segments.
- d. Assigning each student to learn the material at least twice and become familiar with it.
- e. Forming temporary “expert group” by having one student from each home group join other students assigned to the same segment. At this step, teacher must give time to these “expert

CHAPTER III

RESEACRH METHODOLOGY

This chapter contains a research method that uses in this research, such as research approach and type of research, object of the research, source of data, technique of data collection, technique of data analysis, and validity of data.

1. Research Design

The approach of this research uses the qualitative research approach. Qualitative inquiry seeks to understand and interpret human and social behavior as it is lived by participants in a particular social setting. It is an intensely personal kind of research, one that freely acknowledges and admits the subjective perceptions and biases of both participants and researcher²⁴. It aims to know about something in depth, focus on single unit, such as one individual, one group, one organization or one program. Qualitative research is research about a person's life, stories, behavior, and also about the function of organizations, social movements or interrelationships. And this research usually uses descriptions in the form of words and language, in explaining the problem.²⁵

While the type of the research is qualitative descriptive research. It means that the research method is directed to describe clearly and deeply the social reality and various phenomena that occur in society, in order to obtain a

²⁴ Donald Ary, *Introduction to educational research* 8th edition, (Canada: Wadsworth Cengage Learning, 2010), 420

²⁵ Salim, *Metode Penelitian Kualitatif*. (Bandung,: Citapustaka 2012), 16.

complete picture of the characteristics, character, nature, and model of the phenomenon.²⁶

The Qualitative Descriptive research is to describe the activities of English Speaking Learning at the eighth grade of SMPN 1 Mlandingan.

The researcher use descriptive qualitative because the researcher would like to describe clearly the use of spying method in learning speaking skill at the eighth grade of SMPN 1 Mlandingan.

2. Research Location

This research was conducted in SMPN 1 Mlandingan which was located at Mlandingan Street, West Mlandingan, Situbondo Regency, East Java, Indonesia. The place was chosen by the researcher because it was one of institution which need more better strategy in learning English especially for the speaking ability, because the students was still quite difficult in learning English speaking.

3. Research subject

Research subjects are informants who are used as data sources to report data sources that are related to the research focus. The description includes what data you want to obtain, who wants to be an informant or research subject, how the data will be sought and captured so that its validity can be guaranteed.²⁷

²⁶ Wina Sanjaya, *Penelitian Pendidikan*, (Jakarta: Kencana, 2013) 47

²⁷ Tim penyusun, *Pedoman Penulisan Karya Ilmiah*, (Jember: IAIN Jember Press, 2019), 94.

This research used purposive sampling technique. This technique is choosing research subject based on consideration and a specific purpose.

Below is the research subject that has been decided:

1. The Headmaster of SMPN 1 Mlandingan, which the researcher set as informants in order to obtain the historical data when the beginning of the SMPN 1 Mlandingan.
2. English teacher, which the researcher set as informants in order to obtain related data goal of teaching, material, method, and evaluation of teaching.
3. Students of the eighth grade of SMPN 1 Mlandingan, researcher set students as informants in order to obtain the data of the successful students' studying in spying method.

4. Data Collection Techniques

Data collection methods used by researchers are as follows:²⁸

1. Observation

Observation is the collection of data through the use of human senses. In some natural condition, observation is the act of watching social phenomenon in the real world and recording events as they happen.

The researcher used observation non-participant to observe the location where the research was carried out. The purpose of this observation was to know how the students learning process in the spying method. By using the observation the researcher could know a description

²⁸ John W. Creswell, *Educational Research Fourth Edition*, (Boston: Pearson Education, 2012) 211.

of the students' behavior, learning process, natural phenomenon, problems and how to solve them. The observation was used when the object of research was human behavior, work process, natural phenomena and small respondent.²⁹

There were four observations conducted by researcher. They were:

- a. Goals of teaching speaking skill through spying method at SMPN 1 Mlandingan
 - b. Material of teaching speaking skill through spying method at SMPN 1 Mlandingan
 - c. Steps of teaching speaking skill through spying method at SMPN 1 Mlandingan
 - d. Evaluation of teaching speaking skill through spying method at SMPN 1 Mlandingan
2. Interview

According to Gorden, Interviewing is conversation between two people in which one person tries to direct the conversation to obtain information for some specific purpose. It is done by dialogue orally either directly or indirectly. Interview is used to gather data from people about opinions, beliefs and feelings about situation.³⁰

There are three types of interviews which are going to be used by the researcher. They are;

²⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D Bandung*: (Alfabeta, 2011), 145

³⁰ Umar Sidiq, *Metode penelitian kualitatif di bidang pendidikan*, (Ponorogo : CV. Nata Karya, 2019),59.

a. Structured interview

Structured interviews are used as data collection techniques, if the researcher or data collectors have known for sure about what information will be obtained. By Therefore, in conducting interviews, the data collector has prepared the instrument research in the form of written questions which alternative answers have been prepared.

b. Semistructured interview

This type of interview is included in in-dept interview category, where in implementation is more free when compared with structured interviews. The purpose of This type of interview is to find problems more openly, where parties interviewees were asked for their opinions and ideas. In conducting interviews, researchers need to listen carefully and take notes stated by the informant.

c. Unstructured interview

Unstructured interview is free interviews in which the researcher does not using interview guidelines that have been systematically and completely arranged for data collection. The interview guide used only as outlines problem to be asked.

In this study, researcher used the third type, namely semistructured interviews with the aim of knowing the whole activities in implementing spying method:

- 1) The goal of teaching speaking skill through spying method at SMPN 1 Mlandingan

- 2) The material of teaching speaking skill through spying method at SMPN 1 Mlandingan
- 3) The steps of teaching speaking skill through spying method at SMPN 1 Mlandingan
- 4) The evaluation of teaching speaking skill through spying method at SMPN 1 Mlandingan

3. Document Review

Documentation consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. They represent public and private documents.

The data that were obtained through document review was RPP (Rencana Pelaksanaan Pembelajaran).

5. Data Analysis

The data analysis technique used in this research is an interactive model of analysis. According to Miles and Huberman, and Saldana³¹ ” There are three concurrent verification flow of activity in the model such as data collection, data condensation, data display, and data conclusion drawing and verification”.

1. Data Condensation

³¹ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis* (USA: SAGE Publishing, 2014), 15 & 16.

Data condensation according to Miles is referred to as the process of selecting, focusing, simplifying, abstracting, and transforming the data in written-up field notes or transcripts. In this stage, the researcher needs to separate the accurate from the inaccurate ones. Through the data condensation, the researcher focuses on the data that will be analyzed. It can be easier for the researcher to continue collecting the data.

2. Data Display

The next step is data display which is an important thing to do after data condensation. In this stage, the researcher will be easier to understand what is happening and also to do something further analysis on that understanding. It is also well-known as the process of showing data only in the form of words, narrative, able to get the appropriate conclusion at the end. So, in this research, the researcher uses an essay and charts in displaying the data which is very commonly used in qualitative research.

3. Conclusion Drawing and Verification

The last step is the stage of drawing conclusions based on findings and verifying data. As explained above are still temporary and are changed if substantial evidence is found to support the next stage of data collection. This process of obtaining evidence is called data verification.

6. Validity of Data

To test the validity of data in this study was used triangulation. According to Lexy Moleong, "Triangulation is a data validity checking

technique that utilizes something other than the data for checking purposes or as a comparison of the data". Triangulation is divided into two types:

1. Source Triangulation

Triangulation with sources that is testing the credibility of the data is done by checking the data that has been obtained through several sources. For example, the researcher obtained strong data through interviews with the English teacher and then strengthened by the results of interviews with students.

2. Technical Triangulation

Technical triangulation is the use of various data disclosure techniques that are carried out to the data source. Test the credibility of the data by triangulation of techniques, that is, checking the data to the same source with different techniques.

For example in this research, the researcher will use technique and data source triangulation to validate the data. So, after getting the data from observation, especially during the teaching and learning process of English subject, the researcher will compare it with the result of the interview from different participants (between the teacher and students).

7. Research Steps

This section outlines the research implementation plan that would be carried out by researchers, starting from preliminary research, design development, actual research, and to writing reports.³²

³² Tim Penyusun, *Pedoman Karya Ilmiah*, .48

The research phase that was passed by the researcher in the research process was as follows.

1. Pre-field step

The pre-field stage is the stage where it is determined what must be done before a researcher enters the field of study object.

a. Develop research designs

In compiling this plan, the researcher establishes the following: the title of the study, the reasons for the research, the focus of the study, the purpose of the study, the benefits of the study, the object of the study, and the method used.

b. Choosing research fields

Before conducting research, a researcher must first choose a research field. The chosen research field is the eighth grade of SMPN 1 Mlandingan.

c. Permit processing

Before conducting research, researcher takes care of licensing in advance to the campus. Thus, researcher can immediately carry out the CVC stages of research after getting permission to conduct research at the site.

d. Assess the state of the field

After getting permission, researcher begins to explore and assess the field to know better the background of the research object. This is done in order to make it easier for researcher to dig up the data.

e. Prepare research equipment

The researcher prepares the equipment needed in the study before plunging into the field starting from preparing notebooks, papers, and so on.

2. Stage of field work

The next step is to carry out research. In carrying out this stage, the researcher collects the data needed by using several methods, including observations, interviews, and documentation.

3. Data analysis stage

After all the data is collected, analyze the whole data and then describe it in the form of a report and consult with the supervisor. This activity continues to be carried out by researcher so that the supervisor states the results of this study are ready to be tested.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter covers research finding and discussion of the research. The finding is the information found from the field, while the discussion is process of making a decision or a conclusion about the topic of this research that is the implementation of teaching speaking skill through spying method. The finding and discussion are explained as follows :

A. Description of Research Object

1 The Profile of SMPN 1 Mlandingan Situbondo

The place where this research was conducted was in the eighth class of SMPN 1 Mlandingan, Mlandingan District, Situbondo Regency. SMPN 1 Mlandingan is one of school which is right on the north coast road Mlandingan. The school environment is quite supportive even in a rural environment. The school has facilities that are quite complete in supporting teaching and learning activities.

This secondary school has 22 rooms, 12 are classrooms, 2 are teacher's room and Principal's room, 1 teacher's bathroom and 2 bathrooms for students, 1 room

School library as well as 1 UKS room, 1 OSIS room, 1 computer room, 1 science room, and 1 social studies room. SMPN 1 Mlandingan personnel consist of, 1 Principal, 12 teachers Civil servants, 3 honorary teachers, 1 officer librarian and 1 guard.

The aim of secondary education is to increase intelligence, knowledge, personality, noble character, and skills to live independently and to attend further education. To fulfill these secondary education goals, SMPN 1 Mlandingan has the vision of "a superior school based on local culture, with environmental insight, and with a global orientation". SMPN 1 Mlandingan also has missions, including: increasing faith and piety through religious guidance and activities, organizing curriculum and extra-curricular activities for achievement and character building of students, implementing effective, innovative, and integrated learning in the environment, fostering local culture-based learning science and technology oriented, and create a comfortable, safe, and fun school climate.³³

B. Finding

Researcher should be provided with the data serving as the main of research that would be analyzed. According to the discussion previously that, researcher used interview, observation, and document review which was served by collecting data using three mentioned technique.

Researcher elaborated research findings based on the interview, document review, and observation as follows:

³³ Document Review of SMPN 1 Mlandingan

1. **The Goal of Teaching Speaking Skill through Spying Method at The Eighth Grade of SMPN 1 Mlandingan Situbondo.**

Researcher was able to analyze the data in qualitative descriptive after collecting data by using interview, observation and document review. Researcher described elaborated and interpreted data so that became whole description.

The goal of teaching speaking skill through spying method, according to Mrs. Siti Fatimah as the English teacher of 2nd grade of SMPN 1 Mlandingan:

“In English learning activities students often feel they are unable and less confident to show their talents in front of the class, especially in speaking learning activities. The lack of students' courage to speak in front of the class is one of the causes of the inhibition of communication learning in the classroom. This spying method is able to invite students to be more confident in speaking to their classmates. Therefore, the learning objectives in the speaking aspect can be fulfilled by using this method. This method also helps students easily learn to speak English fluently with the right pronunciation.”³⁴

Based on interview above, it could be seen that the goal of teaching speaking skill using spying method were: students were being confident to speak English fluently in front of the class by using, students also could receive the information that had been given by teacher in spoken, students also learn how to speak with a good pronunciation.

The same thing was also conveyed by Novita Sari, a student of 2nd grade of SMPN 1 Mlandingan said that:

³⁴ Mrs. Siti Fatimah, Interviewed by the researcher, 19th of October 2022

“by using spying method, we become more confident and fluent in speaking English during the learning activity and also students have a chance to speak in class with a good pronunciation”.³⁵

Based on the interviewed above, it could be seen that the goal of spying method were to make students speaking English fluently with a good pronunciation and had a chance to speak confidently in class.

It was also supported by Alvin Dimas as the student of 2nd grade of SMPN 1 Mlandingan. He explained as follows:

“when using spying method, we become more fluent and confident to speak in front of the classmates, we also learn how to pronounce the English vocabulary because we have our own chance to deliver the topic given by the teacher. So it help us to build our confidence in speaking”.³⁶

From the interview above, it could be seen that the goals of using spying method in teaching speaking skill were to make students became more confident, fluent and having a good pronunciation in speaking and describing the topic that had been given by the teacher related to the materials.

It was supported by the observation by the researcher that in the field, researcher found that before the teacher explain the material, she explained the goal of public speaking class. The goals mentioned by teacher were: the Students were able to increase self- confidence in public speaker, the students were able to speak fluently with the good pronunciation. In another activity, the researcher found that teacher

³⁵ Novita Sari, Interviewed by the researcher, 19th of October 2022

³⁶ Alvin Dimas, Interviewed by the researcher, 19th of October 2022

explained the importance of learning English in this globalization era. so students are encouraged to participate actively in teaching learning.³⁷

Based on the interview, observation, and document review above, there were three points that the researcher concluded the goals of teaching speaking through spying method. They were: 1)The students were able to build their self-confident in speaking. 2)The students were able to speak with a good pronunciation. 3)The students were able to speak fluently.

2. The Material of Teaching Speaking Skill through Spying Method at The Eighth Grade of SMPN 1 Mlandingan Situbondo.

The material of teaching speaking skill through spying method according to Mrs. Siti Fatimah as the english teacher at SMPN 1 Mlandingan, said that:

“I gave the students material about he existence of things and people with the theme was about describing human profession those are, police, doctor, nurse, teacher, and chef including the pronunciation, language features, and the text structure”³⁸

Regarding to the learning material for teaching speaking skill using spying method, Novita Sari as a student of 2nd grade of SMPN 1 Mlandingan stated that:

“Mrs. Siti Fatimah gave us some pictures about human professions those are police, doctor, nurse, teacher, and chef and asked us to describe the picture to the group that has been devided by Mrs. Siti Fatimah. Before we started to describe, she explained us about the language features of the descriptive text”³⁹.

³⁷ Observasion at SMPN 1 Mlandingan, 17th of October 2022

³⁸ Mrs. Siti Fatimah, Interviewed by the researcher, 19th of October 2022

³⁹ Novita sari, Interviewed by the researcher, 19th of October 2022

Due to the interviewed above, teaching speaking skill through spying method made students easier to understand the material.

The interview was also supported by Lesson Plan (Appendix 4) in the point D that the material was determined as follows:

“Descriptive text about My English Teacher”.⁴⁰

It can be seen from the interview above that the material presented by the teacher based on the lesson plan on teaching speaking skill through spying method was about to show the existence of things and people with the theme was describing about human professions those are police, doctor, nurse, teacher, and chef. Which is the material requires more understanding about the pronunciation, the text whether on the language features or the text structure also to the speaking ability of the students.

Based on the interview, observation, and document review, the researcher concluded that the material of teaching speaking skill using Spying Method was to show the existence of things and people with the topic was about human profession such as police, doctor, nurse, teacher, and chef.

3. The Step of Teaching Speaking Skill through Spying Method at The Eighth Grade of SMPN 1 Mlandingan Situbondo.

The step of teaching speaking skill based on the results of observations, the Spying Method were applied in 2nd grade of SMPN 1

⁴⁰ Lesson Plan By Mrs. Siti Fatimah.

Mlandingan. Regarding to the process of the teaching speaking skill through Spying Method, Mrs. Siti Fatimah said that:

“The process of teaching speaking skill using Spying Method applied according to the lesson plan (RPP) in point H⁴¹ that I have compiled, as we know that Spying Method is really focused on the speaking ability of the students, so I have to build their confidence in speaking by using this method and it helps during the learning process because every students have their own chance to speak. In the steps of spying method, I used six steps those are, 1)dividing the students become a group consist of five or six people, 2)appointing one student to be a leader of the group, 3)giving the pictures about human profession to each groups, 4)asking them who are choosen to be a leader to start describing to other groups in 5 minutes, 5)switching the leader of the group and go to other groups to describe after 5 minutes, 6)the leader get back to the home group”.

It can be known that the teacher applied spying method for teaching speaking. The teacher did 6 steps of spying method, besides in my theory about the steps of spying method consista of 6 steps. The teacher can also encourage the students to be more confident in the public speaking. It can be seen from the activity in which the teacher gave them some pictures, asked them to understand the point of the pictures in both individual and in group and present their own picture to the other groups in change by change.

In research finding above, it is found that all the steps were relevant with the procedures of spying method. At the first step teacher was dividing the students become a group consists of five or six people. In which in every groups there will be the leader who will describe the topic given to other groups. The teacher gave students the opportunity to

⁴¹ Lesson Plan by Mrs. Siti Fatimah point H

identify and analyze their picture. It was a useful technique in building speaking skill of the students so that they will be confident to speak in front of the public.⁴²

In data processing, students did the processing of data that were collected then they were written as a product of their writing project. The data processing is an activity of process data and information that has been obtained by the students through interview, observation, and document review.

Based on the interview, observation, and document review above, it could be concluded that the teacher facilitated the students to show their speaking skill confidently and fluently with a good pronunciation. The teacher is a facilitator who facilitates the proper task. Furthermore, the teacher also provided useful experience. It expected to gain competence in data processing step. The competence which is developed in this activity was to develop the students fluently and confidently in speaking also a good pronunciation. It is to express their opinion briefly and to develop good and correct language skill.

4. The Evaluation of Teaching Speaking Skill through Spying Method at The Eighth Grade of SMPN 1 Mlandingan Situbondo.

To know the evaluation of the teaching learning process using spying method that was done on October 20th 2022, the researcher

⁴² Observation at SMPN 1 Mlandingan, 17th of October 2022

interviewed the English teacher of SMPN 1 Mlandingan. Starting with Mrs. Siti Fatimah explaining what the evaluation is.

“Evaluation is a process of providing information about the extent to which a particular activity has been achieved, how the achievement differs from a certain standard to find out whether there is a difference between the two, and how the benefits that have been carried out are compared to the expectations”.⁴³

Teacher also said that the result of teaching learning process using spying method made students more confident and fluent in speaking without feeling afraid of the wrong pronunciation. This method make all students active in the class without leaving any one of them to be passive in the class. All students have their chance to speak and describe the material to the classmates. It can be concluded that every students have their own capability and we can not blame them if the result of the evaluation process is out of our expectation. Mrs. Siti Fatimah said :

“In learning process every students have their own right to show up their skill, there is no bias in learning process. So, it becomes the teacher’s responsibility to give them the stage in the class. By using this spying method is the right choice to build the students confidence in speaking. And in the end of the class I gave the test and non-test to the students as the evaluation ”.⁴⁴

Based on the interview above, it can be seen that the evaluation of teaching speaking skill through spying method was students could speak confidently and fluently in front of the classroom. Based on the interview above, it could be concluded that the evaluation of teaching speaking skill through spying method at SMPN 1 Mlandingan implemented appropriately with steps of spying method. The aspects which were

⁴³ Mrs. Siti Fatimah, Interviewed by the researcher, 19th October 2022

⁴⁴ Mrs. Siti Fatimah, Interviewed by the researcher, 19th October 2022

evaluated were confidence, fluency, and a good pronunciation. Formative evaluation, this type of evaluation can be viewed as a “test and non-test” that is performed on each the end of the presentation of the lesson.

The evaluation process, the teacher gave the students one question to evaluated their writing and oral test. The teacher asked them to discribed a picture based on the descriptive text structure than the students presented in front of the class to explain about their understanding of the picture conducted descriptive text.⁴⁵

Table 4.1
Matrix of Research Finding

No.	Research Focuses	Research Findings
1.	The goals of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan	The goals of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan, were : 1. The students were confidently speaking in the classroom. 2. The students could speak fluently. 3. The students could speak with a good pronunciation.
2.	The material of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan	The material presented by the teacher on teaching speaking skill through spying method was about to show the existence of things and people with the theme was about human profession such as

⁴⁵ Observation at SMPN 1 Mlandingan, 17th of October 2022

		police, doctor, nurse, teacher, and chef which were presented by a picture.
3.	The steps of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan	The teacher's step conducted six steps due to the steps of spying method. Those are, a) dividing students into five or six people of home group, b) appointing one student from each group to be a leader, c) dividing the material (pictures of human profession), d) Assigning the students to learn the material, e) The leader describing the picture to other groups, f) The leader get back into the home group.
4.	The evaluation of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan	The evaluation of teaching speaking skill through spying method was using formative evaluation in the form of the test and non-test technique such as written and oral test.

C. Discussion

This section is researcher's idea, discussion was interpreting and describing the significance of the findings based on what was already known about the research problems that have been investigated and to explain any new understanding that emerged as the result of the study. Discussion was also as the analyzed by the researcher about the research findings

There are four points to be discussed in this term. 1) The goal of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan. 2) The material of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan. 3) The steps of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan. 4) The evaluation of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan.

1. The Goal of Teaching Speaking Skill Through Spying Method at The Eighth Grade of SMPN 1 Mlandingan Situbondo

In this phase, the researcher would like to discuss about the goal of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan. Based on the finding, the goal of teaching through spying method are, 1)The students were confidently speaking in the classroom, 2) The students are able to speak fluently, 3) The students could speak with a good pronunciation, and it was relevant with the theory that students should be familiar with three areas of knowledge speaking.⁴⁶

- a. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
- b. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).

⁴⁶ Klayo Hasibuan, *Teaching English as Foreign Language*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007) ,102.

- c. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the process of teaching implementation should have teaching goal to achieve what the teacher and students want for next. The implementation of teaching speaking aimed at to encouraging learner to get learning experience and showing the better and positive result. One of the goal of teaching to make better students then before especially for the confidence, fluency and pronunciation. It influenced the chosen method. The method should be appropriate with ability in order to growth in learner. In every activity, goals have strategic value and define a person or an organization. With a goal, a person can plan and determine what activities to do. Likewise, goals can direct where a person, institution or organization must go. So that with the goals that have been decided, everyone, organization and institution can actually be achieved.⁴⁷

Based on the findings and the theory about goal of teaching speaking through Spying Method, the goal of teaching speaking through Spying Method had been fixed that students have to be able to speak confidently, fluently, have good pronunciation. The teaching process at the eighth grade of SMPN 1 Mlandingan runs well and systematically so that

⁴⁷ Haidir. *Strategi Pembelajaran*, (Medan: Ikatan Penerbit Indonesia (IKAPI), 2014), 52

the goals of teaching by spying method such as increasing self-confidence, fluency and pronunciation would be easily achieved.

2. The Material of Teaching Speaking Skill Through Spying Method at The Eighth Grade of SMPN 1 Mlandingan Situbondo

According to the lesson plan in teaching speaking skill that was arranged by Mrs. Siti Fatimah as the English teacher at the eighth grade of SMPN 1 Mlandingan that was about the existence of things and people with the theme was about describing human profession such as police, doctor, nurse, teacher and chef.

Learning materials were very important to achieve learning objectives. Therefore, the determination of learning materials must be based on the objectives to be achieved. One of the important factor that greatly affects the success of learning as a whole was the ability and success of teachers in designing teaching materials.

According to the findings and theory above; researcher concluded that Spying Method at the eighth grade of SMPN 1 Mlandingan, teacher applied the theory of how choosing material. Teacher had been in good experience and knew the condition of class to determine the material. The material was relevance with the goal of learning and students' necessity. In addition, learning material was arranged in logic and systematic concept and sourced from authentic sources, characteristic of teacher master, and society.

3. The Steps of Teaching Speaking Skill Through Spying Method at The Eighth Grade of SMPN 1 Mlandingan Situbondo

According to the result of observation done by the researcher by using field notes, it can be known that the teacher applied spying method for teaching speaking. The teacher did five steps due to all of the stages of spying method. Those steps are, 1) dividing the students become a group consist of five or six people, 2) appointing one student to be a leader of the group, 3) giving the pictures about human profession to each groups, 4) asking them who are chosen to be a leader to start describing to other groups in 5 minutes, 5) switching the leader of the group and go to other groups to describe after 5 minutes. The teacher can also encourage the students to be more confident to speak English. It can be seen from the activity in which the teacher gave them some pictures and ask them to describe it to the members of the groups that has been divided by the teacher.

Based on the findings above the steps that were used by the English teacher in SMPN 1 Mlandingan was related with theory that education world was known by various methods of learning, without a learning method, learning would not be effective. Therefore, in order that the learning process goes well, we need effective teaching methods. Every teacher must have their own method in teaching material to students, but all students can not receive the teacher's methods. Therefore teachers must master the methods of teaching. It has correlation with Munawwaroh

statement that there are several kinds of method, namely: a) various method lectures b) question and answer method c) discussion method d) describing picture method e) demonstration method f) drill method (Training) g) socio drama and role method h) group work method i) problem solving method j) travel work method, and many others methods .⁴⁸

From the kinds of method above, the teacher only took one method in teaching speaking. That is the describing picture method. The activities focused on how the students speak English with good pronunciation, fluency and have self-confident. Based on the finding and discussion above, researcher can conclude that the important thing to determine learning method based on the condition of class, the ability of the teacher, and psychology of the students in order the goal of teaching can be achieved by this method. Moreover, the teacher should be creative to bring method of teaching in order to make students feel enjoy in learning. In some way, teacher were necessary to combine some methods in a process of learning.

4. The Evaluation of Teaching Speaking Skill Through Spying Method at The Eighth Grade of SMPN 1 Mlandingan Situbondo

Evaluation is a process to provide information about the extent to which a certain activity has been achieved. These characteristics in the scope of teaching and learning activities is the appearance of students in the cognitive field (knowledge and intellectual), affective (attitude, interest,

⁴⁸ Munawwaroh. *The Influence of Teaching Methods and Learning Environment to The Student's Learning Achievement of Craft and Entrepreneurship Subjects at Vocational High School*, International Journal Of Environmental & Science Education, no. 4. (Januari 2017) ,667.

and motivation), and psychomotor (skills and actions). The evaluation of teaching speaking skill through spying method was using formative evaluation provided by the teacher, where the students work on test and non-test assignment.

As Ratna Wulan statement that the type of assignment is an important component of speaking assessment because the main purpose of the assessment task is to provide information related to student progress in the speaking practice process which will eventually be considered as a reference in determining students' speaking ability. Formative test was a kind of test which was administered by teacher to know how successful the teaching and learning process in the classroom in periodical meeting. Similar with this statement, Gronlund states that a formative test was given to monitoring learning progress during instruction⁴⁹.

Based on the explanation above, the evaluation of teaching speaking skill through spying method was using formative evaluation those are test and non-test. Based on the findings and theory above, the researcher concludes that evaluation was another important factor in the implementation of teaching. The existence of the evaluation to assess how well and successful teaching and learning process based on learning objectives. Evaluation helps teacher to make learning better in the next meeting.

⁴⁹ Lis Ratna Wulan. *Evaluasi Pembelajaran* (Bandung: Pustaka Setia,2014).46-47

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion related to what has been analyzed and discussed. It has correlated with the title, “Teaching Speaking Skill By Using Spying Method at The Eighth Grade of SMPN 1 Mlandingan”

A. Conclusion

The goals of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan, were : 1)The students were confidently speaking in the classroom. 2) The students could speak fluently. 3) The students could speak with a good pronunciation.

The researcher can conclude that the materials delivered by the teacher is accordance with her RPP about to show the existence of things and people with the theme was about descriptive text in describing human profession such as police, doctor, nurse, teacher, and chef by using picture.

The steps of spying method were, a) dividing students into five or six people of home group, b) appointing one student from each group to be a leader, c) dividing the material (pictures of human profession), d) Assigning the students to learn the material, e) The leader describing the picture to other groups, f) The leader back into the home group.

The evaluation of teaching speaking skill through spying method was using formative evaluation provided by the teacher, where the students work on test and non-test assignment in the form of oral and written test. Based on the findings and theory above, the researcher

concludes that evaluation was another important factor in the implementation of teaching. The existence of the evaluation to assess how well and successful teaching and learning process based on learning objectives. Evaluation helps teacher to make learning better in the next meeting.

B. Suggestion

Based on the conclusion, the researcher would like to present some suggestions. The researcher hoped that this study can be used as additional reference by other researchers or the otherschools. Suggestions are proposed as follows:

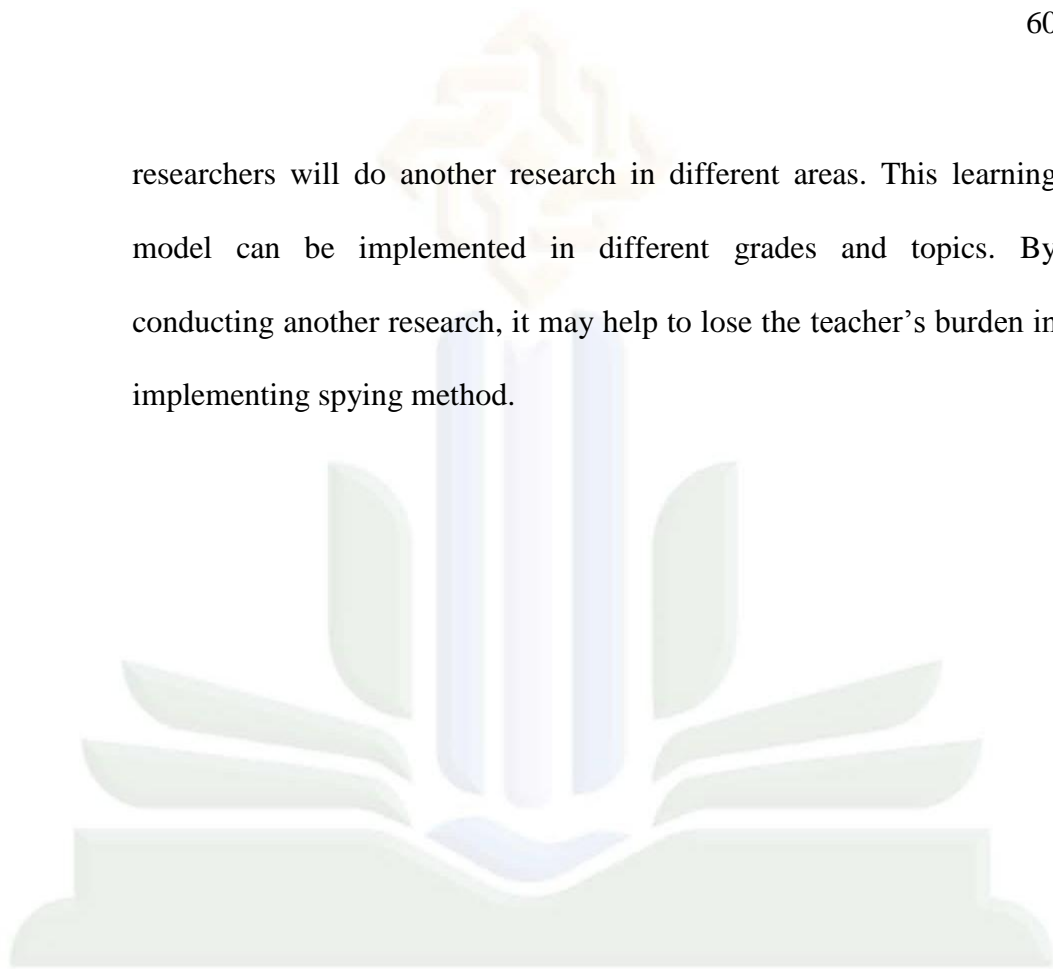
1. English Teacher

The English teachers are expected to use learning methods that were easy to be understood and easy to be implemented together. Because this will affect the development of understanding of the material presented. In addition, teachers at SMPN 1 Mlandingan must look for many variations on the materials, methods and evaluations needed to encourage students to learn speaking well.

2. Other Researchers

For next researchers, it is better to do a more in-depth topic to discuss about this learning method. Today's researchers only focus on teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan. There should be further research about the implementation of spying method. It is expected that the next

researchers will do another research in different areas. This learning model can be implemented in different grades and topics. By conducting another research, it may help to lose the teacher's burden in implementing spying method.



UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

REFERENCE

- Al-Qur'an dan Terjemahannya. Bandung: PT Sygma Examedia arkelama.
- Asrul, *Evaluasi Pembelajaran*, Bandung: Aulia Grafika Press.
- Bohori, Lalu. Improving Speaking Skills Through Small Group Discussion at Eleventh Grade Students of SMA Plus Munirul Arifin NW Praya. *Journal of Languages and Language Teaching*, no. 1 (2019): 68-81
- Brown, H Douglas. *Language Assessment Principles And Classroom Practices*, Lamongsn: San Fransisco.
- Brown, H. Douglas. *Principles of Language Learning and Teaching*, New York: San Fransisco State Univercity
- Bull, Victoria. "*Oxford learner's Pocket Dictionary Forth Edition*", New York: Oxford University Press.
- C. Richard, Jack *Communicative Language Teaching Today*, New York : University Press.
- Dewantara. (2013). *Jurnal Ilmiah Kajian Pendidikan*, XIII(01), 117.
- Haidir. *Strategi Pembelajaran*, Medan: Ikatan Penerbit Indonesia (IKAPI).
- Haryanto, *Evaluasi Pembelajaran*, Yogyakarta: UNY Press
- Hasibuan, Klayo Hasibuan. *Teaching English as Foreign Language*, Pekanbaru: Alaf Riau Graha UNRI Press.
- Hasibuan, Klayo. *Teaching English as Foreign Language*, Pekanbaru: Alaf Riau Graha UNRI Press.
- Wulan. Lis Ratna. *Evaluasi Pembelajaran*, Bandung: Pustaka Setia.
- Jack C. Richard, *Communicative Language Teaching Today*, (New York : University Press, 2006).
- Klayo Hasibuan, *Teaching English as Foreign Language*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007)
- M. Sholehuddin, *kiat-kiat praktis belajar speaking*, Jogjakarta: Diva Press.
- Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis USA*: SAGE Publishing
- Miles and Huberman, *Qualitative Data Analysis 3rd Edition*, London: Sage.
- Muhammad Habib Shakir, *The Noble Qur'an* (Ahlul Bayt Digital Islamic Library Project: 2010), <https://quran.al-islam.org/>

- Munawwaroh. The Influence of Teaching Methods and Learning Environment to The Student's Learning Achievement of Craft and Entrepreneurship Subjects at Vocational High School, *International Journal Of Environmental & Science Education*, no. 4. (2017):666-677
- Febrian, Rina , *Evaluasi Pembelajaran*, Jakarta: Bumi aksar.
- Salim, *Metode Penelitian Kualitatif*. Bandung,: Citapustaka.
- Sayuri, English Speaking Problem of EFL Learners of Mulawarman University. *Indonesia Journal of EFL and Linguistics*. no. 1(2016):47-61
- Sidiq, Umar. *Metode penelitian kualitatif di bidang pendidikan*, Ponorogo : CV. Nata Karya.
- Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* Bandung: Alfabeta.
- Tim penyusun, *Pedoman Penulisan Karya Ilmiah*, (Jember: IAIN Jember Press.
- W. Creswell, John. *Educational Research Fourth Edition*, Boston: Pearson Education.
- Sanjaya, Wina. *Penelitian Pendidikan*, Jakarta: Kencana.
- Wulan, Lis Ratna. *Evaluasi Pembelajaran*, Bandung: Pustaka Setia.
- Yenny Rahmawati, Ertin, "developing assessment for speaking", *journal of IJEE*, 2 (2014)

UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ

JEMBER

Appendix 1

MATRIX OF RESEARCH

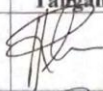


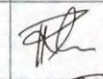
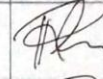
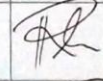
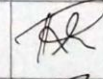
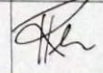
TITLE	VARIABLE	SUB-VARIABLE	INDICATOR	SOURCE OF DATA	RESEARCH METHOD	RESEARCH FOCUS
The Implementation of Teaching Speaking Skill Through Spying Method at The Eighth Grade of SMPN 1 Mlandingan Situbondo	Teaching Speaking Skill	<ol style="list-style-type: none"> 1. Planning 2. Implementation 3. Evaluation 	<ol style="list-style-type: none"> 1. Basic types of speaking ability 2. The elements of speaking ability 3. Problems in speaking ability 4. Assessment of speaking ability 5. Pronunciation 6. Fluency 7. Confidence 8. Intonation 9. Vocabulary 10. Grammar 11. Comprehension 	<ol style="list-style-type: none"> a. Interview <ol style="list-style-type: none"> 1. The English teacher 2. The eighth grade students b. Observation c. Document Review 	<ol style="list-style-type: none"> 1. Approach and type of research <ol style="list-style-type: none"> a. Qualitative b. Descriptive 2. Data Collection Method <ol style="list-style-type: none"> a. Observation b. Interview c. Documentat Review 3. Data analysis technique: Qualitative Descriptive 4. Validation of Data: Triangulation technique 	<ol style="list-style-type: none"> 1. How are the goals of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan Situbondo? 2. How is the material of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan Situbondo? 3. How are the steps of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan Situbondo?

	Spying Method		<ol style="list-style-type: none"> 1. Goal of spying method 2. Material of spying method 3. Steps of spying method 4. Evaluation of spying method 		<ol style="list-style-type: none"> 4. How is the evaluation of teaching speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan Situbondo?
--	------------------	--	---	--	---



Appendix 2


RESEARCH JOURNAL

No.	Hari/Tanggal	Jenis Kegiatan	Tanda Tangan
1	Monday, 10th of October 2022	The researcher look at the location and enviromental condition of SMPN 1 Mlandingan	
2	Thursday, 13th of October 2022	The researcher confirm the research permission	
3	Friday, 14th of October 2022	Submit the research proposal	
4	Monday, 17th of October 2022	Observe the classroom activity in learning speaking skill through spying method at the eighth grade of SMPN 1 Mlandingan	
5	Wednesday, 19th of October 2022	Interview with the English teacher about the strategy used in the learning process	
6	Wednesday, 19th of October 2022	Interview with the eighth grade students of SMPN 1 Mlandingan	
7	Monday, 31st of October 2022	Complete the research data and documentation	
8	Tuesday, 1st of November 2022	The researcher asking for a letter of research finishing	

Mengetahui

Mlandingan, 1 November 2022

Kepala Sekolah SMPN 1 Mlandingan



 Moh. Fadli, S.Pd.

Appendix 3

RESEARCH INSTRUMENT

A. Observation Instruments

1. Profile of SMPN 1 Mlandingan Situbondo.
2. Geographical location of SMPN 1 Mlandingan Situbondo.
3. Objective conditions of SMPN 1 Mlandingan Situbondo.

B. Interview Instruments

a. The English Teacher

1. What do you think about the planning of the implementation of learning speaking skill through Spying Method at the eighth grade of SMPN 1 Mlandingan Situbondo?
2. How is the goal of teaching speaking skill through Spying Method at the eighth grade of SMPN 1 Mlandingan Situbondo?
3. How is the step of teaching speaking skill through Spying Method at the eighth grade of SMPN 1 Mlandingan Situbondo?
4. How is the material of the implementation of speaking skill through Spying Method at the eighth grade of SMPN 1 Mlandingan Situbondo?
5. How is the evaluation of the implementation of speaking skill through Spying Method at the eighth grade of SMPN 1 Mlandingan Situbondo?

b. The Students

1. What is your opinion after using the Spying Method at the eighth grade of SMPN 1 Mlandingan Situbondo?
2. How is the material of the implementation of speaking skill through Spying Method at the eighth grade of SMPN 1 Mlandingan Situbondo?

C. Documentation Instruments

1. Vision and Mission of SMPN 1 Mlandingan Situbondo.
2. Documents relevant to the research of SMPN 1 Mlandingan Situbondo.

Appendix 4**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah	: SMPN 1 Mlandingan
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/Ganjil
Materi Pokok	: To show the existence of things and people
Alokasi Waktu	: 4JP
Guru Kelas	: Mrs. Siti Fatimah

A. Kompetensi Inti

1. KI1 dan KI2: Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
2. KI3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
3. KI4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KI.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1.Mensyukuri kesempatan dapat	1.1.1.Menunjukkan rasa syukur kepada Tuhan selama pembelajaran.

	mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	
2	2.3. Menunjukkan perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1. Menunjukkan perilaku peduli dalam pembelajaran
3	3.10. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya	<p>3.10.1. Memberi nama benda</p> <p>3.10.2. Mengidentifikasi sifat benda</p> <p>3.10.3. Mendeskripsikan benda</p> <p>3.10.4. Menyebutkan fungsi sosial teks deskriptif.</p>
4	4.12. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi	4.12.2. Menyusun teks deskriptif sederhana tentang benda

	<p>sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	
--	---	--

❖ **Karakter yang diharapkan : Disiplin**

C. Tujuan Pembelajaran

Melalui metode pembelajaran *Spying*, siswa mampu aktif dan berpikir kritis. Berdasarkan kompetensi, siswa mampu:

1. Menunjukkan rasa syukur kepada Tuhan selama pembelajaran.
2. Menunjukkan perilaku peduli dalam pembelajaran
3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya
4. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
5. Mendeskripsikan secara lisan tentang pekerjaan manusia (Dokter, Perawat, Polisi, Guru, dan Chef) dengan pelafalan kata yang tepat, kelancaran berbicara, serta percaya diri yang tinggi.

D. Materi Pembelajaran

Example of descriptive text

My English Teacher

She is my favourite teacher in my school, she teach us about English lesson. Her name is Mrs. Dina. She has short brown hair and she wear glasses. She is about 155cm tall and 48kg weight,.

1. What does the text tell about?
2. Why the text is called descriptive?
3. What is the generic structure of the text?

Fungsi sosial

To describe something /someone /some place in specific way.

For example: Monumen Nasional, Bruno, My Rabbit, My English Teacher, etc.

a. Doctor



Doctor is one of popular jobs. Many people want to be a doctor. With his white uniform, making the doctor look dashing. Doctor is a very noble job. Doctor heal sich people by giving them medicine. Doctors also give advice to people to live healthier.

b. Nurse



Person who helps doctors to look after their patients is nurse. Being a nurse should have a high level of patience. Everyday nurse takes care of her patients in the hospital. Nurse also usually help doctors to check the patient condition. Nurse also give medicine that has been prescribed by the doctor to the patients..

c. Police



Police's job is to keep the safety of the environment. The traffic police keep an eye on people who are driving so that they always obey the traffic rules. People who are driving a car should use their seat belt for their safety while people who are driving a motorcycle should use helmet for their safety. Police always remind people to bring the complete driving licence.

d. Teacher



Teachers are people who work at school. Teaching is the job of teacher. Patience is the most important thing in teaching. Students like fun teachers. Because if the teacher teaches with fun students will be more enthusiastic in learning.

e. Chef



Cooking is the job of a chef. Besides that, chef also makes recipes for the dishes that will be served. Chef works to serve a delicious food to his customers. Chef also has a special uniform that is very elegant, that is a white shirt with a high white hat.

E. Metode Pembelajaran

Spying Method

F. Media Belajar

- Gambar

G. Sumber Belajar

1. Buku Siswa “When English Rings a Bell”, Jakarta: Kemendikbud 2017
2. Ppt yang dishare oleh guru

H. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<p>a. Orientasi</p> <ol style="list-style-type: none"> 1) Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran 2) Memeriksa kehadiran peserta didik sebagai sikap disiplin 3) Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>b. Apersepsi</p> <ol style="list-style-type: none"> 1) Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya 2) Mengingat kembali materi prasyarat dengan bertanya. 3) Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>c. Motivasi</p> <ol style="list-style-type: none"> 1) Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. 2) Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung 3) Mengajukan pertanyaan <p>d. Pemberian Acuan</p> <ol style="list-style-type: none"> 1) Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. 2) Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung 3) Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	15 Menit
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru membagi siswa menjadi 5 kelompok yang terdiri dari 5-6 siswa. 2. Guru menunjuk salah satu siswa yang akan menjadi ketua kelompok. 3. Guru membagikan materi gambar tentang profesi manusia secara acak kepada setiap kelompok. 4. Guru memberikan waktu kepada siswa untuk mempelajari gambar yang sudah diberikan. 5. Siswa yang menjadi ketua kelompok mendeskripsikan gambar yang diperoleh kelompoknya kepada kelompok lain. Setelah waktu berlalu selama 5 menit, ketua kelompok bergantian dengan anggota kelompok yang lain untuk mendeskripsikan gambar. 6. Setelah waktu habis semua anggota kelompok berkumpul kembali. 	60 Menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Penutup	1) Guru memberikan tugas rumah kepada siswa untuk mencari referensi/ bahan bacaan terkait dengan tema diskusi pada pertemuan berikutnya 2) Guru bersama siswa membaca doa kafaratul majlis untuk mengakhiri pembelajaran 3) Guru memberi salam sebagai tanda akhir pembelajaran	15 menit

I. Penilaian

No.	Jenis Penilaian	Teknik Penilaian
1.	Sikap	Observasi
2.	Pengetahuan	Tes Objektif
3.	Keterampilan	

1. Penilaian Sikap/Observasi

Indikator:

- (1) Memiliki semangat untuk melakukan setiap kegiatan dalam pembelajaran bahasa Inggris.
- (2) Memiliki keseriusan untuk melakukan setiap kegiatan dalam pembelajaran bahasa Inggris.

No.	Aspek yang dinilai (skor 1-4)		Total Skor	Rata-Rata
	indikator (1)	indikator (2)		
1				
2				
3				
4				
5	Etc			

Keterangan:

- 4 = Sangat Baik (jika selalu melakukan perilaku yang diamati)
 3 = Baik (jika sering melakukan perilaku yang diamati)
 2 = Cukup (jika kadang melakukan perilaku yang diamati)
 1 = Kurang (jika tidak pernah melakukan perilaku yang diamati)

2. Pengetahuan

a. Teknik Penilaian : Tes Tulis

b. Bentuk Instrumen : Essay

No	Aspek yang dinilai	Kriteria	Score
1.	Unsur kebahasaan dan struktur teks tentang Teks Deskriptif	Sangat memahami	5
		memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1
2.	Pilihan kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1
3	Tujuan komunikatif	Sangat Memahami	5
		Memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1
4	Keruntutan teks	Struktur teks yang digunakan sangat runtut	5
		Struktur teks yang digunakan runtut	4
		Struktur teks yang digunakan cukup runtut	3
		Struktur teks yang digunakan kurang runtut	2
		Struktur teks yang digunakan tidak runtut	1
5	Pilihan kosa kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1

3. Keterampilan

Bentuk Penilaian : Tes Lisan

Instrumen penilaian : Text Descriptive

Indikator:

- (1) Pronunciation
- (2) Fluency
- (3) Confidence

No	Aspek yang dinilai	Kriteria	Score
1	Pronunciation	Mudah dipahami dan memiliki aksen penutur asli	5
		Mudah dipahami meskipun dengan aksen tertentu	4
		Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang-kadang ada kesalahpahaman	3
		Sulit dipahami karena ada masalah pengucapan, sering diminta mengulang	2
		Masalah pengucapan serius sehingga tidak bisa dipahami	1
2	Fluency	Lancar seperti penutur asli	5
		Kelancaran tampak sedikit terganggu oleh masalah bahasa	4
		Kelancaran agak banyak terganggu oleh masalah bahasa	3
		Sering ragu-ragu dan terhenti karena keterbatasan bahasa	2
		Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi	1
3	Confidence	Sangat percaya diri tidak ragu untuk berbicara	5
		Percaya diri	4
		Cukup percaya diri	3
		Kurang percaya diri	2
		Tidak percaya diri	1

PEDOMAN PENSKORAN

SKOR = $\frac{\text{Jumlah Perolehan Nilai}}{\text{Jumlah Aspek}}$

Keterangan :

- 1 = 1 - 20
- 2 = 21 - 40
- 3 = 41 - 60
- 4 = 61 - 80
- 5 = 81 - 100

J. Assessment Rubric

Name : Moch. Rifki Putra

Class : VIII B

No	Aspek yang dinilai	Kriteria	Score	Nilai
1	Pronunciation	Mudah dipahami dan memiliki aksen penutur asli	5	60
		Mudah dipahami meskipun dengan aksen tertentu	4	
		Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang-kadang ada kesalahpahaman	3	
		Sulit dipahami karena ada masalah pengucapan, sering diminta mengulang	2	
		Masalah pengucapan serius sehingga tidak bisa dipahami	1	
2	Fluency	Lancar seperti penutur asli	5	80
		Kelancaran tampak sedikit terganggu oleh masalah bahasa	4	
		Kelancaran agak banyak terganggu oleh masalah bahasa	3	
		Sering ragu-ragu dan terhenti karena keterbatasan bahasa	2	
		Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi	1	
3	Confidence	Sangat percaya diri tidak ragu untuk berbicara	5	85
		Percaya diri	4	
		Cukuppercaya diri	3	
		Kurang percaya diri	2	
		Tidak percaya diri	1	
	Total Score			75

Name : Siti Amelia Diana Putri

Class : VIII B

No	Aspek yang dinilai	Kriteria	Score	Nilai
1	Pronunciation	Mudah dipahami dan memiliki aksen penutur asli	5	90
		Mudah dipahami meskipun dengan aksen tertentu	4	
		Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang-kadang ada kesalahpahaman	3	
		Sulit dipahami karena ada masalah pengucapan, sering diminta mengulang	2	
		Masalah pengucapan serius sehingga tidak bisa dipahami	1	
2	Fluency	Lancar seperti penutur asli	5	82
		Kelancaran tampak sedikit terganggu oleh masalah bahasa	4	
		Kelancaran agak banyak terganggu oleh masalah bahasa	3	
		Sering ragu-ragu dan terhenti karena keterbatasan bahasa	2	
		Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi	1	
3	Confidence	Sangat percaya diri tidak ragu untuk berbicara	5	95
		Percaya diri	4	
		Cukup percaya diri	3	
		Kurang percaya diri	2	
		Tidak percaya diri	1	
	Total Score			89

Name : Husnia 'Afra
Class : VIII B

No	Aspek yang dinilai	Kriteria	Score	Nilai
1	Pronunciation	Mudah dipahami dan memiliki aksen penutur asli	5	78
		Mudah dipahami meskipun dengan aksen tertentu	4	
		Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang-kadang ada kesalahpahaman	3	
		Sulit dipahami karena ada masalah pengucapan, sering diminta mengulang	2	
		Masalah pengucapan serius sehingga tidak bisa dipahami	1	
2	Fluency	Lancar seperti penutur asli	5	85
		Kelancaran tampak sedikit terganggu oleh masalah bahasa	4	
		Kelancaran agak banyak terganggu oleh masalah bahasa	3	
		Sering ragu-ragu dan terhenti karena keterbatasan bahasa	2	
		Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi	1	
3	Confidence	Sangat percaya diri tidak ragu untuk berbicara	5	80
		Percaya diri	4	
		Cukup percaya diri	3	
		Kurang percaya diri	2	
		Tidak percaya diri	1	
Total Score				81

Appendix 5



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-5562/In.20/3.a/PP.009/11/2022

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 1 Mlandingan

Jln Raya Mlandingan, Kecamatan Mlandingan, Kabupaten Situbondo

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan IlmuKeguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20176037
 Nama : ISNA AMELIA AGUSTIN
 Semester : Semester sebelas
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Teaching Speaking Skill Through Spying Method at The Eighth Grade of SMPN 1 Mlandingan" selama 21 (dua puluh satu) hari di lingkungan lembaga wewenang Bapak/Ibu Moh. Fadli
 Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 12 Oktober 2022

an. Dekan,

Wakil Dekan
 Bidang Akademik,



MASHUDI

Appendix 6



SMP NEGERI 1 MLANDINGAN

(TERAKREDITASI A)

Jl. Raya Mlandingan, Pesisir, Mlandingan Kulon, Kabupaten
Situbondo, Jawa Timur, Kode Pos 68353, Telp. (0338) 390367

SURAT KETERANGAN

Nomor : 234/SMP.S.531/SK/V/2022

Yang bertanda tangan di bawah ini :

Nama : Moh. Fadli, S.Pd.
Tempat tanggal lahir : Situbondo, 12 April 1970
Jabatan : Kepala Sekolah
Alamat : Dusun Krajan, RT 01 RW 02, Desa Mlandingan Kulon, Kecamatan
Mlandingan, Kabupaten Situbondo.

Menerangkan dengan sesungguhnya bahwa :

Nama : Isna Amelia Agustin
NIM : T20176037
Semester : Sebelas
Jurusan/Prodi : Tadris Bahasa Inggris
Judul Skripsi : The Implementation of Teaching Speaking Skill Through Spying
Method at The Eighth Grade of SMPN 1 Mlandingan.

Telah melakukan penelitian di SMPN 1 Mlandingan mulai tanggal 10-1 November 2022
dalam rangka menyusun Skripsi untuk menyelesaikan tugas akhir.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Mlandingan, 1 November 2022

Kepala Sekolah SMPN 1 Mlandingan



Moh. Fadli, S.Pd.

Appendix 7**DECLARATION OF AUTHENTICITY**

The undersigned bellow :

Name : Isna Amelia Agustin
NIM : T20176037
Major : Tadris Bahasa Inggris
Faculty : Tarbiyah dan Ilmu Keguruan
Institution : UIN KHAS Jember

States that thesis entitled "The Implementation of Teaching Speaking Skill Through Spying Method at The Eighth Grade of SMPN 1 Mlandingan" is truly my original work. It does not incorporate any material previously written or published by another person except those indicated in quotation and bibliography. Due the fact, I am the only person who is responsible for the thesis if there is any objection or claim for other.

Situbondo, 1st of Desember 2022



Isna Amelia Agustin
Isna Amelia Agustin
NIM. T20176037

*Appendix 8***CURRICULUM VITAE**

Name : Isna Amelia Agustin
NIM : T20176037
Place, date of birth : Situbondo, 16 Agustus 1999
Gender : Female
Address : Mlandingan Kulon – Situbondo
Faculty : Education and Teacher Training
Major : English Education Departement
Email : isnaamelia6@gmail.com

Educational Background

TK Baitur Rahman

SDN 2 Tribungan

SMPN 1 Mlandingan

SMA Nurul Jadid