

**Improving Speaking Ability Through Know-Want to Know
Learned (KWL) Method at the XI Grade Students'
Of SMA Negeri 3 Padangsidempuan**



A THESIS

*Submitted to the State Islamic Syekh Ali Hasan Ahmad Addary
Padangsidempuan as a Partial Fulfillment of the Requirement for the
Graduate Degree of Education (S.Pd.) in English*

Written By

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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2025

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Assalamu 'alaikumwarohmatullahwabarakatuh


After reading, studying and giving advice for necessary revision on the thesis belongs to **Yuyu Sartika Siagian**, entitled "**Implementing Know-Want to Know-Learned (KWL) Method to Improve Students' Speaking Ability at XI Grade SMA N 3 Padangsidimpuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of education (S.Pd) in English Education Departement, Tarbiyah and Teacher Training Faculty in State Islamic University of Syakh Ali Hasan Ahmad Addary Padangsidimpuan. Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullahiwabarakatuh.

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Thesis Title : "Improving Speaking Ability through Know-Want to Know Learned (KWL) Method at the XI Grade Students' Of SMA Negeri 3 Padangsidempuan

This research investigation into improving students' speaking abilities at SMA Negeri 3 Padangsidempuan through the Know-Want to Know-Learned (KWL) method. The research was conducted with 30 eleventh-grade students, utilizing Classroom Action Research (CAR) over two cycles, each consisting of planning, acting, observing, and reflecting. In Cycle 1, the study identified several challenges in students' speaking skills, including low fluency, limited vocabulary, and weak pronunciation. The average score in speaking tests was 64.5, with only 13 out of 30 students meeting the minimum mastery criterion (KKM) of 75%. Observations revealed that many students displayed disinterest and passive behavior during lessons, underscoring the need for a more engaging instructional approach. Reflecting on the first cycle, modifications were made to improve the teaching strategies. In Cycle 2, enhancements included more structured group discussions and increased student participation, which fostered confidence and motivation. The results showed a significant improvement, with the average score rising to 85.33. Remarkably, 25 out of 30 students achieved the KKM. The findings indicate that the KWL method effectively improves students' speaking skills by promoting active engagement and critical reflection on their learning process. This method enhances fluency and vocabulary while instilling a greater sense of confidence in students when speaking English. The study concludes that the KWL method is a valuable alternative for teaching speaking in senior high school settings, demonstrating that structured engagement leads to considerable progress in students' oral communication abilities. Recommendations for further research and practical applications in various educational contexts are also provided.

Keywords: *Speaking Ability, KWL Method, Classroom Action Research*

ABSTRAK

Nama : Yuyu Sartika Siagian
Nim : 21 203 00011
Judul Skripsi : “Meningkatkan Kemampuan Berbicara Melalui Metode Know-Want To Know Learned (KWL) Pada Siswa Kelas XI SMA Negeri 3Padangsidimpuan”.

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa kelas XI SMA Negeri 3 Padangsidimpuan melalui penerapan metode Know–Want to Know–Learned (KWL). Penelitian ini melibatkan 30 siswa kelas XI dan menggunakan Penelitian Tindakan Kelas (CAR) selama dua siklus, yang masing-masing terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Pada Siklus 1, penelitian ini mengidentifikasi beberapa tantangan dalam kemampuan berbicara siswa, termasuk rendahnya kelancaran, kosakata terbatas, dan pengucapan yang lemah. Rata-rata nilai dalam tes berbicara adalah 64,5, dengan hanya 13 dari 30 siswa yang memenuhi kriteria ketuntasan minimum (KKM) sebesar 75%. Instrumen yang digunakan untuk pengumpulan data meliputi tes berbicara, lembar observasi, dan wawancara. Pengamatan menunjukkan bahwa banyak siswa menunjukkan kurangnya minat dan perilaku pasif selama pelajaran, yang menunjukkan perlunya pendekatan pengajaran yang lebih menarik. Setelah melakukan refleksi pada siklus pertama, modifikasi dilakukan untuk meningkatkan strategi pengajaran dan materi yang digunakan. Dalam Siklus 2, perbaikan termasuk diskusi kelompok yang lebih terstruktur dan peningkatan partisipasi siswa, yang meningkatkan rasa percaya diri dan motivasi. Hasilnya menunjukkan peningkatan yang signifikan, dengan rata-rata skor naik menjadi 85,33. Secara mencolok, 25 dari 30 siswa mencapai KKM. Temuan menunjukkan bahwa metode KWL secara efektif meningkatkan kemampuan berbicara siswa dengan mempromosikan keterlibatan aktif dan refleksi kritis terhadap proses belajar mereka. Metode ini meningkatkan kelancaran dan kosakata sambil menumbuhkan rasa percaya diri yang lebih besar pada siswa ketika berbicara dalam bahasa Inggris. Studi ini menyimpulkan bahwa metode KWL adalah alternatif berharga untuk pengajaran berbicara di tingkat SMA, yang menunjukkan bahwa keterlibatan yang terstruktur dapat menghasilkan kemajuan yang signifikan dalam kemampuan komunikasi lisan siswa. Rekomendasi untuk penelitian lebih lanjut dan penerapan praktis dalam berbagai konteks pendidikan juga disediakan.

Kata Kunci: *Kemampuan Berbicara, Metode KWL, Penelitian Tindakan Kelas*

ملخص البحث

الاسم: يويو سارتيكا سياجيان
رقم التسجيل: ٢١٢٠٣٠٠٠١١:
عنوان البحث: تحسين مهارات التحدث من خلال منهج «ما أعرفه - ما أريد معرفته - ما تعلمته» لدى طلاب الصف الحادي عشر في المدرسة الثانوية الحكومية رقم ٣ بادانغسيديمبوان

تتناول هذه الدراسة البحثية تحسين مهارات التحدث لدى طلاب مدرسة المدرسة الثانوية رقم ٣ في بادانغ سيديمبوان من خلال طريقة «ما أعرفه - ما أريد معرفته - ما تعلمته». أجريت الدراسة على ٣٠ طالباً من الصف الحادي عشر، باستخدام «البحث الإجرائي الصفي» على مدار دورتين، تضمنت كل منهما مراحل التخطيط، والتنفيذ، والمراقبة، والتقييم. في الدورة الأولى، حدد البحث عدة تحديات في مهارات التحدث لدى الطلاب، بما في ذلك ضعف الطلاقة، ومحدودية المفردات، وضعف النطق. كان متوسط الدرجات في اختبارات التحدث ٦٤,٥، حيث لم يستوف سوى ١٣ طالباً من أصل ٣٠ معيار الإتقان الأدنى البالغ ٧٥٪. كشفت الملاحظات أن العديد من الطلاب أبدوا عدم اهتمام وسلوكاً سلبياً خلال الدروس، مما يؤكد الحاجة إلى نهج تعليمي أكثر جاذبية. وبالتفكير في الدورة الأولى، تم إجراء تعديلات لتحسين استراتيجيات التدريس. في الدورة الثانية، شملت التحسينات مناقشات جماعية أكثر تنظيماً وزيادة مشاركة الطلاب، مما عزز الثقة والدافع. وأظهرت النتائج تحسناً ملحوظاً، حيث ارتفع متوسط الدرجات إلى ٨٥,٣٣. واللافت للنظر أن ٢٥ طالباً من أصل ٣٠ حققوا معيار الكفاءة الدنيا. وتشير النتائج إلى أن طريقة ما أعرفه - ما أريد معرفته - ما تعلمته تعمل على تحسين مهارات التحدث لدى الطلاب بشكل فعال من خلال تعزيز المشاركة النشطة والتفكير النقدي في عملية التعلم. وتعزز هذه الطريقة الطلاقة والمفردات اللغوية، بينما تغرس شعوراً أكبر بالثقة لدى الطلاب عند التحدث باللغة الإنجليزية وتخلص الدراسة إلى أن طريقة ما أعرفه - ما أريد معرفته - ما تعلمته تُعد بديلاً قيماً لتدريس مهارة التحدث في المدارس الثانوية، حيث تثبت أن المشاركة المنظمة تؤدي إلى تقدم ملحوظ في قدرات التواصل الشفوي لدى الطلاب. كما تقدم الدراسة توصيات لإجراء مزيد من الأبحاث والتطبيقات العملية في سياقات تعليمية متنوعة.

الكلمات المفتاحية: مهارة التحدث، منهجية «ما أعرفه - ما أريد معرفته - ما تعلمته»، البحث الإجرائي في الفصل الدراسي

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I realize this thesis cannot be finished without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better

Padangsidimpuan, 08 September 2025
Researcher

Yuyu Sartika Siagian
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Speaking is one of the most difficult skill for students because to be able to speak well, students need to have a good ability in grammar, fluency, pronunciation, vocabulary and comprehension. When students can speak, it means they understand the language. Speaking happens between two or more people called listeners and speakers. From the speaking activity, it has been known whether the students understand or not by looking at the feedback from both. The teacher is involved in the classroom when teaching speaking. Besides that, teachers have to prepare the appropriate media for speaking as well to build speaking skill.

Speaking skill is one of the most important language skill to be mastered in order to be able to communicate effectively. Because speaking skill is the way to give information to someone and the way to express the idea to other person. . In speaking, there is a process of communicate between speaker and listener and used to communicate orally. Based on the book explains that the speaking component involves speaking skill that include choosing the right words and phrases, good pronunciation, correct intonation, as well as the ability to organize and convey messages clearly and structured to the listener.¹ When Conveying message clearly from the speaker to the listener need to be mastered speaking skill. In reality, many students at the senior high school level—especially at SMA Negeri 3 Padangsidempuan still face significant

¹ L.D. Viera V, “Handbook of Speaking Skills” 2 (2019): 25.

challenges in developing their speaking skills. Classroom observations and preliminary interviews with English teachers revealed that most students lack fluency, frequently pause while speaking, rely heavily on filler words (such as “uh,” “um,” and “like”), and are reluctant to speak due to fear of making mistakes. Their limited vocabulary and difficulty in forming grammatically correct sentences further hinder their oral communication. Despite having received English instruction for several years, students’ speaking performance often falls below the expected competence standard.

Moreover, current classroom teaching methods tend to focus more on grammar drills or reading comprehension rather than encouraging spontaneous speaking. This highlights a gap between students’ needs and the instructional approaches used in the classroom. To bridge this gap, teachers must adopt innovative and student-centered methods that encourage active participation and build speaking confidence.

One effective method to enhance students’ spontaneous speaking ability is by activating their prior knowledge related to the topic being discussed. The KWL technique (Know – Want to Know – Learned), developed by Donna Ogle, is particularly useful for this purpose². It is designed to help teachers tap into students’ background knowledge and interests. This strategy involves three basic steps that guide students in constructing understanding: first, identifying what they already know about a topic (K), then determining what they want to know (W), and finally reflecting on what they have learned after instruction (L).

² Noerdjanah Noerdjanah and Sugiono Sugiono, “Peningkatan Hasil Belajar Speaking Menggunakan Teknik Know, What To Know, Learned And Monologue Text,” *Interest : Jurnal Ilmu Kesehatan* 9, no. 1 (2020): 87–95, <https://doi.org/10.37341/interest.v9i1.193>.

Although originally developed for reading comprehension, the KWL method was highly adaptable and can be applied to speaking activities. It encourages active participation, promotes curiosity, and provides students with a clear structure for expressing idea. By beginning with what students already know, the method fosters confidence and relevance. Moreover, when students are given the opportunity to set their own learning goals and reflect on their progress, they were more likely to stay motivated and engage in meaningful communication. However, based on previous studies, the application of the KWL method in speaking classes was still relatively underexplored, especially in the context of Indonesian senior high schools. Most studies focus on reading skills, while only a few have examined how KWL influences speaking fluency, vocabulary usage, and student engagement. Therefore, this research aims to fill that gap by applying the KWL method specifically to improve students' speaking ability at the eleventh grade of SMA Negeri 3 Padangsidempuan.

KWL is a combination approach that can be used to teach speaking. The outcomes and efficiency of the KWL method are the main topics of this study, which focuses on three KWL implementations. Increasing student participation in presenting sessions, asking teachers questions, answering questions from other students and teachers, and speaking up without fear are all KWL tactics³. Actually, this method is not a new method of language learning. Language teacher had applied its principle for many years. Language teachers to teach various contextual topics in reading classes usually

³ Siti Fathin et al., "Enhance Students' Speaking Skills In Learning English Using The Know, Want To Know, And Learned (Kwl) Strategy For Eleventh Graders Of Ibnu Sina Sman 11 Pangkep," no. 3 (2024): 10.

use the KWL method. However, in the present study the researcher use KWL method in teaching speaking.

Given the significance of speaking ability in language proficiency, it is necessary to assist English language learners in thoroughly mastering speaking. In addition, speech is still not very well. A KWL strategy can be used in this situation as a method of problem solving. The KWL learning approach is more dynamic and natural, which is the reason. When student learn on their own, their weaknesses will becomes obvious, leading to frustration and boredom. Instead, kids will be motivated to learn more when utilizing KWL to learn English. So the researcher interest to take title *“Improving Speaking Ability Through Know-want to Know- Learned (KWL) Method at the Xi Grade Students of SMA Negeri 3 Padangsidempuan”*.

B. The Identifications of the Problem

Based on the background of the problem above, the identifications of this research are:

1. Weaknesses in Speaking Skills: Many students struggle with speaking. They often have a limited vocabulary, find it hard to pronounce words correctly, and tend to use filler words like "uh" and "um" too often. These problems make it difficult for them to speak fluently and confidently.
2. Teacher's Previous Methods: The teacher mainly uses traditional methods that focus on grammar and reading. This approach often leaves little room for practicing speaking, which means students are not getting the chance to communicate effectively in real-life situations.

3. Lack of Effective Teaching Methods for Speaking: This study will look into the lack of effective teaching methods that really encourage students to participate and practice speaking. The current methods often do not give students enough chances to engage in meaningful speaking activities, which is important for their improvement. This research will not cover other areas of language teaching or assess methods that are not directly related to speaking skills.

C. The Limitation of the Problem

Based on the identification of the problems above, several factors influence students' speaking ability. These include weaknesses in speaking skills, previous teaching methods employed by teachers, and a lack of effective teaching methods for speaking. Therefore, this research would specifically focus on the lack of effective teaching methods for speaking. The primary objective is to improve students' speaking abilities by implementing more effective teaching methods that promote active participation and practice. In particular, this study will utilize the Know–Want to Know–Learned (KWL) method as a framework for enhancing student engagement and facilitating the learning process.

This method encourages students to articulate what they already know, express their learning goals, and reflect on what they have learned, fostering a deeper understanding of speaking skills. This study would concentrate on enhancing fluency in speaking among students at SMA Negeri 3 Padangsidimpuan, particularly in class XI-2, during the academic year 2025/2026. By integrating the KWL method, the research aims to create a more interactive and effective learning

environment that directly addresses the identified challenges in students' speaking abilities.

The researcher chooses to focus on the lack of effective teaching methods for speaking for several reasons. First, the researcher wants to tackle a specific issue in teaching methods that directly influences how well students speak. By zeroing in on this area, the researcher better understands how to help improve their speaking skills. Second, this focus is important because it addresses what students really need right now. By improving teaching methods, the researcher hopes to make speaking practice more relevant and helpful for them. Third, by concentrating on this limitation, the researcher explores ways, like using the KWL method, to boost students' fluency and pronunciation in speaking. This improvement is essential for their success in school and beyond.

D. The Definitions of Key Terms

1. Speaking Ability

Speaking is the ability to communicate orally between a speaker and a listener, to exchange information, feelings, and ideas, and to understand the meaning of verbal or non-verbal use in a variety of life situations.

2. Know – Want to know-Learned (KWL) Method

KWL is a learning method that helps students organize information before, during, and after the learning. Which focuses on three KWL implementations. Increasing student participation in presenting sessions, asking teachers questions, answering questions from other students and teachers, and speaking up without fear.

E. The Formulations of the Problem

Based on the background of the problem above, the researcher formulates the problem of the researcher as follow:

1. How does the Know-Want to know-Learned (KWL) method improve the students' speaking ability of eleventh grade students at SMA Negeri 3 Padangsidempuan?
2. Which aspects of speaking improve the most after applying the KWL method in the classroom?

F. The objectives of the Research

Based on the problem above, the objective of this research are:

1. To investigate whether the KWL method can improve students' speaking ability at the eleventh grade of SMA Negeri 3 Padangsidempuan.
2. To identify which aspects of speaking improve the most after the application of the KWL method

G. The Significances of the Research

This research have the benefit for teachers, students, and the researcher. The significances of this research are:

1. To English teachers, the result of this research can give additional knowledge and be useful as one alternative media to teach speaking.
2. For the Headmaster, the findings of this research can provide insights into effective teaching methods for improving students' speaking skills and assist in curriculum development and teacher training.
3. For researchers, the result of this research can be a reference for conducting other research related to this research study.

H. The Indicator of Action

Action research is any systematic inquiry conducted by teachers' researcher, principals, school counselor, or other stakeholders in the teaching learning environment to gather information about the ways that their particular school operate how they taught, and how well their students' learn. This information is gathered with the goals of gaining insight developing reflective practice, effecting positive changes in the school environment outcomes and the lives of those involved.

Action means that the activities that had been done. The researcher would make the teaching program, Module that use to teach speaking to the students, in the end of the action that have been done. In this research the researcher collaborate with the teacher to become a teamwork who work together to solve the students' problem increasing speaking mastery through know want to know (KWL) method.

This research have the benefit for teachers, students, and the researcher. The significances of this research are:

1. To English teachers, the result of this research can give additional knowledge and be useful as one alternative media to teach speaking.
2. For students, this research is expected to be useful to make the students more interested and motivated to improve their speaking skills.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Descriptions

1. Speaking Ability

a.) The Definition of speaking

Speaking is a skill that holds oral communication that involves meaning derivation between two persons or more, as the speaker and the listener. Both are talking about the content that is relate to their purposes. The spoken contents or ideas contain information that we are expected to hold in memory, and all at once to give feedback to the interlocutor.

Brown explains that the speaking component involves speaking skills that include choosing the right words and phrases, good pronunciation, correct intonation, as well as the ability to organize and convey messages clearly and structured to the listener.¹ Speaking is use for many different purposes, and each purpose involves different skills. The ability to speak a second or foreign example, purposes may be to make social contact with people to establish rapport, or to engage in the harmless chitchat that occupies language well is a very complex task if try to understand the nature of what appears to be involved. When the students use casual conversation, for much of the time the students spend with friends.

¹ Viera V, "Handbook of Speaking Skills"...pg.25

Before discussing how speaking is assessed and practiced, it is essential to clarify the purposes of speaking, since these functions shape how students use language in real communication.

b.) The Purposes of Speaking

Speaking serves various purposes in communication. Here are some key purposes:

1. To inform

To share information with listeners by defining, describing, or explaining a thing, place, concept, process or function, this is about helping audience members acquire information that they do not already process. In this way, the speaker is sharing meaning and ways of understanding.

2. To persuade

To change or reinforce a listener's attitude, belief, value or behavior. When speak to persuade we attempt to get listeners to embrace a point of view or to adopt a behavior that they would not have do otherwise.

3. To entertain

To help listeners have a good time by getting them to relax, smile and laugh. Whereas informative and persuasive speech making is focuses on the result of the speech process entertainment

speaking is focuses on the theme and occasion of the speech². The purpose of speaking especially for senior high school is students can express the meaning of transactional and interpersonal conversation to express admiration and congratulation, ask for, give ideas, and ask for information.

To evaluate students' speaking performance effectively, several essential components must be understood. The following subsection outlines the elements that contribute to successful oral communication.

c.) The Components of Speaking

According to Vanderkevent there are three components in speaking:

1) The Speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

2) The Listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

² Agus Setyonegoro, "Hakikat , Alasan , Dan Tujuan Berbicara (Dasar Pembangun Kemampuan Berbicara Mahasiswa)" 3, no. 1 (2013): 67–80.

3) The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.³

Brown states that there are four aspects of speaking that the students could consider in speaking. They are pronunciation, grammar, fluency and vocabulary⁴.

- 1) Pronunciation: includes the segmental features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English word correctly⁵. From the explanation above, pronunciation is as important as any aspects of foreign language learning. Correct pronunciation is very necessary to develop speaking skill.
- 2) Grammar: that communication in speaking will run smoothly if grammar is used in speaking. So, grammar or structure is a very important aspect in speaking achievement.
- 3) Fluency: as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation and grammar.

³ Vanderkevent, *Teaching Speaking and Component of Speaking*, vol. 5 (New York: Cambridge University Press.1990., n.d.).

⁴ Richard Schmidt and C.Richard, "*Teaching by Principles. An Interactive Approach to Language Pedagogy*" ((Anglewood Cliffs: Prentice Hall, 2001),P.406., n.d.).

⁵ Ida Royani, "Pronunciation Learning Strategies Used by EFL Learners in University Context" 3 (n.d.): 1, English Education Department; UIN Syekh Ali Hasan Ahmad Addary Padangsidipuan; Indonesia.

According to Jack, fluency describes a level of proficiency in communication, which includes:

- a) The ability to produce written and/or spoken language with ease.
- b) The ability to speak with a good but not necessarily perfect command of intonation, vocabulary and grammar.
- c) The ability to communicate ideas effectively.
- d) The ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication⁶.

From definitions above, fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners.

- 4) Vocabulary: is range of words known or used by a person in trade, profession, etc. if students have many vocabularies, it will be easier for them to express their idea.

Although speaking is a crucial skill, learners often face various obstacles that hinder their performance. The next section presents common problems encountered by students when speaking English.

⁶ Richard Schmidt and C. Richard, *Longman Dictionary of Language Teaching and Applied Linguistics* (New York: Longman, 2002), p.204, n.d.).

d.) The Principles of speaking

Speaking teaching learning in order to achieve well where the students can speak English Fluently. Therefore, the researcher wants to use these principles to teach speaking based on Asiva Noor there are;

1. Focus on both fluency and accuracy

In our current zeal interactive language teaching, can easily slip into a pattern of providing zesty content-based, interactive activities that do not capitalize on grammatical pointers or pronunciations tips. We need to bear in mind a spectrum of learner needs, from language-based focus on accuracy message-based focus on interaction, meaning, and fluency

2. Provide intrinsically motivating technique

Try a call times to appeal to students ultimate goals and interest, to their need for knowledge, for status, for achieving competence and autonomy, and for “being all that they can be” even in those techniques that don’t send students into ecstasy, help them to see how the activity will benefit them. Often-English student do not know why we ask them to do certain things: it usually pay to tell them

3. Encourage the use authentic language in meaningful contexts

This theme has been played repeatedly in this book, one more reminder should not hurtle is not easy to keep coming up with meaningful interaction. We all succumb to the temptation to do, say, disconnect little grammar exercise where we go around the room calling on student one by one to pick the right answer. It takes energy and creativity to devise

authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material, it can be done.

4. Provide appropriate feedback and correction
5. In most EFL situation, students are very dependent on the teacher for useful linguistic feedback. In ESL situation, they may such feedback “out there” beyond the classroom, but even then, you are in a position to be of great benefit. It is important that you take advantages of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.
6. Capitalize on the natural link between speaking and listening
Many interactive techniques that involve speaking will also of course include listening. Do not miss opportunities to integrate these two skill. As you are perhaps focusing in speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.
7. Gives students opportunities to initiate oral communication
A deal of typical classroom interaction is characterized by teacher initiation of language. We ask questions, give direction, and provide information, and students have been conditioned only to “speak when spoken to”. Part of oral communication competence is the ability to initiate conversation, to nominate topics, to ask questions, to control conversations, and to change the subject

8. Encourage the development of speaking strategies

The concept of strategies competence is one that view beginning language students are aware of. The simply have not thought about developing their own personal strategies for accomplishing oral communicative purpose.⁷ In conclusion, effective speaking instruction involves several key principles: balancing fluency and accuracy, motivating students, using authentic language in meaningful contexts, providing constructive feedback, linking speaking and listening, allowing students to initiate communication, and encouraging the development of speaking strategies. By implementing these principles, educators can enhance students' speaking skills and boost their confidence in using English effectively.

e.) **The Difficulties of speaking**

The students have their own difficulties in learning the language particularly in improving speaking ability is not easy for the students. There are the difficulties:

1. Inhibition: In learning English students lack of desire about read, listening to, and write language, so when students speak in class they feel nervous and lack of confidents when they see the audiences.
2. Nothing to say: The problems when students speak English in front of the class is nothing to say. Because they do not know vocabulary and

⁷ Asiva Noor Rachmayani, "Teacher's Role and the Principles of Teaching Speaking Skill Moh.," n.d., 6.

grammar so they should could to motivate themselves to have speak to train their abilities.

3. Low or uneven participants: Participants of low or uneven. Only one participant as a time talk if he/she is be heard and in large groups, this means that everyone will have only very little speaking. The problems are compounded by the tendency of some learners to dominate, while others speak very little or not at all.
4. Mother tongue use: The phenomenon of students we see today a number of students are accustomed to using mother tongue, they tend to use their mother tongue because it is indeed familiar they were small, so it is easier to talk to their fellow. They feel less to speak a foreign language or that lack of motivation. They are accustomed to using foreign language⁸. Based on explanation above that can concluded that there are several difficulties for students in speaking English in the classroom, there are; inhibition, nothing to say, low or uneven participants and mother tongue use which these difficulties are often experienced by students.

f.) Speaking Assessment

Speaking is the most difficult skill to assess accurately. Assessing speaking is difficult because there are many factors that influence impressions of how well someone can speak a language, expecting an accurate score appropriate to the purpose of assessment. According to

⁸ Ester Maji, Udi Samanhudi, and Maryanti E Mokoagouw, “students ’ _ difficulties in speaking english : (A Case Study in SMKN 3 Sorong)” 5, no. 1 (2022).

Luoma, she said that comprehensibility of pronunciation (sound of speech), spoken grammar, and vocabulary used as the consideration of designing speaking assessments.⁹ Through assessing speaking has some difficulties, for instance in oral performance, it is necessary to assess students' communication skills in a foreign language. It implies teachers should be able to apply an appropriate assessment approach in assessing speaking. There are indicators of speaking: Fluency, Pronunciation, Grammar, and Vocabulary¹⁰ It concludes the points below:

a.) Pronunciation

Pronunciation is the use of sound to communicate meaning. Harmer says that language users must know how to pronounce a word that is how to pronounce.¹¹ Related to pronunciation, the students' difficulties with the pronunciation also of short and long vowels are that they were shy and afraid that when they spoke English, their friends would laugh because they used a Batakese accent, they had low motivation to study short and long vowels, and they also lacked pronunciation practice.¹²

⁹ Sari Luoma, *Assessing Speaking* (New York: Cambridge University Press, 2004), hlm.9

¹⁰ Mahrukh Bashi, "A DESIGN OF SPEAKING ASSESSMENT RUBRIC" 10, no. May (2021): 31–46.

¹¹ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Long Man Group UK Limited, 1991), hlm. 11

¹² Sinta Irawati, "Students' Ability In Pronouncing Short And Long Vowel At The Fourth Semester Of English Department Uin Syahada Padangsidempuan," 2024, 1–100.

b.) Grammar

Grammar includes many important areas for spoken language such as an understanding of tenses and the correct way to structure sentences. According to Harmer, Grammar of language is the description of the ways in which words can change their form and can be combined into sentence in the language.¹³ To have effective communication, grammar is used both in spoken and written form.

c.) Vocabulary

Vocabulary is a central of language and of critical important of typical language. Without sufficient vocabulary, people cannot communicate effectively or express his ideas in both oral and written form. To support the speaker interaction in communication, vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence¹⁴

d.) Fluency

Fluency is the ability to hear words and understand them straight away. If they see a word written down, they can read it aloud and pronounce it properly. Ways to develop this include guiding your students to read passages aloud. You could also get your students to read aloud in front of the class. This builds their confidence and helps them to communicate better.

¹³ Jeremy Harmer. *The Practice of English Language Teaching*, hlm. 15

¹⁴ Fitri Rayani Siregar and Eka Sustri Harida, *Building A Better Vocabulary By Word Formation Process* (iain padangsidempuan, 2021).

Assessment is one of the systematics for obtaining results in the teaching and learning process, the assessment will be a reference for knowing the development of students.¹⁵ In Conclusion, from the speaking assessments above the teacher can categorize students according to their respective abilities.

2. Know-Want to Know-Learned

a.) The definition of Know-Want to Know-Learned (KWL)

KWL method is a learning method that helps students organize Information and understand the material to be learned. KWL stands for:
 K (Know): What students already know about the topic (Want to know): What students want to know or learn more about the topic (Learned): What students have learned after completing the material.

KWL consists of three basic stage. They are K stage, W stage, and L stage. In the K stage: What I know, students access their background knowledge to the text by listing what they already know about a specific topic. Then in the W stage: What I want to know students determine what they want to know by making questions related to the topic, and finally assess what they learn in the L stage: What I learn¹⁶. In addition, after the learning process, they can reflect on what they have learned, which helps in knowledge reinforcement. The KWL method is often used in various contexts, both in the classroom and in independent learning.

¹⁵ Nurhasanah, Mahrukh Bashir. *Buku Guru Bahasa Inggris*.

¹⁶ Nurfadillah, "KWL (Know, Want to Know, Learned) Strategy for Teaching English Reading Comprehension In Efl Classroom," *Journal of Islamic Studies and Society* 1, no. 2 (2020): 91–110.

b.) The Steps of KWL Method in Speaking

The KWL method helps students activate prior knowledge, set learning goals, and reflect on what they have learned. It also serves as an excellent tool to enhance speaking ability through structured discussion and oral presentation.

Table 1.1 Procedure for Using the KWL method

Stage	Description	Steps / Activities	Speaking Focus
K: What I Know	Students record prior knowledge about the topic.	<ol style="list-style-type: none"> 1. Choose a topic (e.g., Climate Change, Hobbies). 2. Have group discussions to bring out what students already know. 3. Fill in the K column of the KWL chart with known facts. 4. Example: "I know that climate change is caused by greenhouse gas emissions." 	<ol style="list-style-type: none"> 1. Students orally explain what they know. 2. Practice using complete sentences and clear pronunciation.
W: What I Want to Know	Students think of questions about the topic that they want to explore.	<ol style="list-style-type: none"> 5. Stimulate curiosity through discussion. 6. Ask: "What do you want to know about this topic?" 7. Students write their questions in the W column. 8 Example: "What is the impact of 	<ol style="list-style-type: none"> 3. Students express their questions orally in pairs or groups. 4. Practice question forms and intonation.

			climate change on daily life?"	
L: What I Learned	Students and record knowledge after learning.	reflect new after	9. After the lesson, ask students what they learned. 10. Fill in the L column of the chart. 11. Example: "I learned that renewable energy helps reduce emissions." 12. Have students present their learning.	5. Students give short presentations. - Reflect orally on how their understanding changed. 6. Use new vocabulary and summarize information clearly.

Table 1.2 Example of KWL Charts for Students

Know	Want to Know	Learned
I know that there are different types of food	I want to know the different classes of food	I learned that there are six classes of food

c.) Advantages and disadvantages of KWL method

1. Advantages of KWL Method

1. Increases Student Engagement:

The KWL method encourages students to actively engage in the learning process by identifying their own prior knowledge and questions, which can increase motivation.

2. Encourages Critical Thinking:

By asking students to formulate questions and reflect on their learning, this method can help develop critical thinking skills.

3. Flexibility in Application:

The KWL method can be applied across different disciplines and educational levels, making it a versatile tool for teaching.

4. Supports Independent Learning:

Students learn to identify what they want to know, which can encourage autonomy and responsibility in learning.

5. Increased Information Retention:

The active process of writing and reflecting on learning can help students remember information better.

6. Assists Teachers in Assessing Student Needs:

Through the “Know” and “Want to know” components, teachers can better understand students' needs and interests, which can inform instruction that is more appropriate.

7. Encourages Collaboration:

This method is often conducted in groups, encouraging interaction between students and collaboration in learning.

The KWL method offers various advantages in enhancing students' learning experience, with a focus on active engagement and reflection. Utilizing these advantages can help achieve better learning objectives.

2. Disadvantages of KWL Method

1. Dependence on Students' Active Participation:

KWL method requires active involvement of the students. If students are disengaged or unmotivated, the effectiveness of this method may be reduced.

2 . Difficulty in Assessing Comprehension:

Assessment of learning outcomes based on the “Learned” component can be subjective. Teachers may find it difficult to objectively assess students' understanding.

3. Time Required:

Using the KWL method thoroughly can take more time compared to traditional teaching methods, especially in information gathering and discussion.

3. Variations in Learning Readiness Levels:

Students with different ability levels may have difficulty in framing relevant questions, which can disrupt classroom dynamics.

4. Limitations in Deep Learning:

This method may not always allow for in-depth exploration of a topic, as the focus is more on information gathering than critical analysis.

5. Resistance to New Methods:

Some students or even teachers maybe more comfortable with traditional methods. Resistance to the KWL method may reduce its effectiveness.

6. Limitations in the Use of Technology:

In the context of modern learning, the KWL method may not fully utilize available technological tools to enhance learning¹⁷.The KWL method presents several advantages, including increased student engagement, encouragement of critical thinking, and flexibility across disciplines. It promotes independent learning and collaboration while assisting teachers in understanding student needs. However, its effectiveness can be hindered by factors such as student participation, difficulty in assessing comprehension, and variations in learning readiness. Additionally, the method may require more time and might not fully leverage technological tools. Balancing these advantages and disadvantages is crucial for educators to effectively implement the KWL method in their teaching practices.

Therefore, the KWL method offers many benefits in improving student engagement, there are some drawbacks that need to be considered for its effective implementation.

¹⁷ English Education et al., “*the implementation of kwl technique to improve students ’ reading comprehension achievement at the second grade of students ’ in smp kartika ii -2,*” n.d.

d.) The Challenges of KWL Method in Speaking Learning

In applying the KWL (Know, Want to know, Learned) method in speaking lessons, there are some challenges that need to be considered.

1. Variations in Students' Speaking Skill Levels:

Students have different backgrounds and speaking abilities. This challenge causes difficulties in designing activities that are accessible to all students, so some students may feel pressured or lack confidence.

2. Time Limitations:

In a short learning session, it is difficult to implement all KWL components in depth. Limited time may reduce the opportunity for students to practice speaking and discussing what they learn.

3. Difficulty in Asking Questions:

In the “Want to know” section, students may have difficulty in formulating appropriate questions to guide the discussion. This can hinder their engagement and reduce the effectiveness of the learning process.

4. Managing Class Discussions:

Organizing class discussions so that all students are actively involved in speaking can be challenging. Without good management, some students may dominate the discussion while others tend to be passive.

5. Limitations in Assessment of Speaking Skills

Objectively assessing students' speaking skills in the context of KWL can be difficult. Subjective assessments may affect the feedback given to students, which is important for their development.

6. Need for a Supportive Environment:

Students need to feel comfortable and safe to speak in front of their peers. Without a positive environment, students may be reluctant to participate, hindering the learning process.

These challenges show that while the KWL method has the potential to improve students' speaking skills, special attention needs to be paid to overcome these barriers. With a better understanding of these challenges, I hope to design more effective method to improve speaking learning using the KWL method.

e.) Teaching Speaking By Using KWL Method

Teaching speaking becomes more effective by using the KWL (Know–Want to Know–Learned) method, which supports students with different levels of speaking ability:

1. Divide Students into Small Groups

- Group students according to their speaking proficiency levels (low, medium, high).
- Lower-level groups focus on simple discussions and sharing ideas to build confidence.

- Higher-level groups engage in deeper, analytical discussions related to the topic.

2. Use Visuals and Supporting Media

- Provide pictures, short videos, diagrams, or infographics to support understanding.
- Lower-level students use visuals to describe what they know or want to know.
- Higher-level students are encouraged to interpret, explain, or argue using the visuals.

3. Allow Extra Preparation Time

- Give students—especially those with lower speaking confidence—time to write down ideas and questions before speaking.
- This reduces anxiety and helps them organize their thoughts clearly.

Provide Sentence Structures and Examples

- Offer sample sentence starters to help students complete the KWL chart.
- Use formats like: *“I know that...”*, *“I want to know why...”*, *“I learned that...”*.
- Encourage advanced students to elaborate and build explanations that are more complex.

4. Include Role Play and Simulations

- Create role-play scenarios relevant to the topic. Assign students different roles.

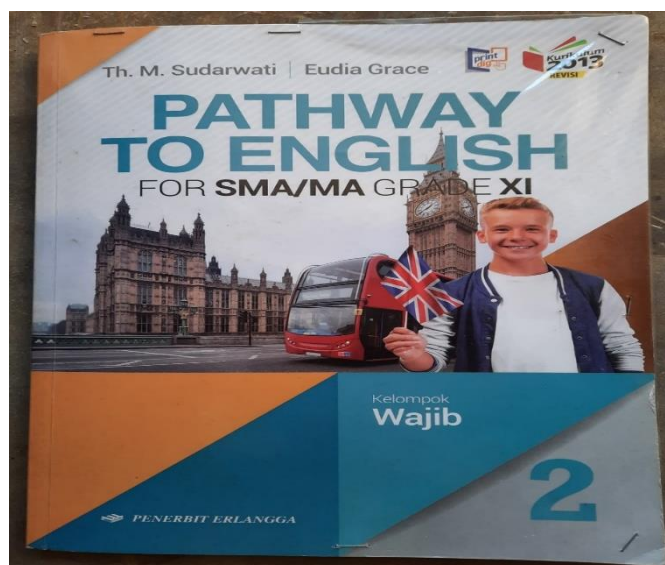
- Students practice speaking through role-based interactions (e.g., doctor-patient, customer-cashier, scientist-interviewer).
- Higher-level students can take on leadership roles or characters that are more complex.

5. Facilitate Reflection and Provide Feedback

- After the speaking activity, ask students to share what they have learned in the “Learned” stage.

Lower-Higher-level students can give short oral summaries or presentations and receive feedback from peers and the teacher¹⁸.

The material for teaching in the classroom from the book will be show below¹⁹:



¹⁸ Felicia O Agbo et al., “Original Paper Adapting Kwl Strategy for Teaching Science Practicals to Children with Special Needs for Effectives Learning” 10, no. 1 (2023): 67–73, <https://doi.org/10.22158/wjer.v10n1p66>.

¹⁹ Eudia Grace Th.M. Sudarwati, *Pathway to English for SAM/MA Grade XI*, ed. Erlangga, Erlangga (Ciracas, Jakarta: ERLANGGA Amil Melovan Pengetahuan, 2013), erlangga.co.id.

ASKING AND GIVING OPINIONS

Ways to Say It

- When we are asking someone's opinion, we say:
 - What do you think of...?
 - How do you feel about...?
 - What's your opinion of...?
- When we want to express our opinion, we say:
 - Well, if you ask me, they are terrible.
 - As far as I'm concerned, they are pretty good.
 - I think the film is not suitable for children.
 - Most of the programs are not educative.
 - The programs are quite good.
 - They broadcast some great talk shows these days.

11. Look at the example of asking and giving opinions. Practice it with your friend.

Nina : You have a big collection of books, Dino.
 Dino : Yes, Nina. I have a large collection of Indonesian and English novels.
 Nina : Yeah, I believe you. I think you really are a bookworm.
 Dino : I read for one hour every day.
 Nina : Oh, that's a good idea. By the way, I see many novels by Agatha Christie. What do you think of her?
 Dino : To me, she is the greatest detective novelist of all time. I've never found another brilliant novelist like her in this century.
 Nina : And how do you like the novels?
 Dino : I personally feel that Agatha Christie was an expert in describing crafty plots of the stories. The way she described the eccentric characters in her novels was clever. All in all, I like all her novels.

12. Look again at the dialogue example in Activity 11. In groups, discuss the questions below.

- Identify all the expressions in asking and giving opinions.
- What is an opinion?
- Are adjectives showing opinions found in the dialogue? What are they?

Pathway to English 2

Ways to Say It

When we listen to someone giving their opinion, we might either agree or disagree. There are many ways to express our agreement or disagreement with someone's opinion.

Expressing an opinion	Agreeing with an opinion	Disagreeing with an opinion
The programs on this channel are quite good. (positive)	I (completely) agree (with you).	Do you think so? I think a few of them aren't quality programs.
I think the film is not suitable for children. (negative)	I think so, too.	I don't know about that. I think children of a certain age can watch it with parental guidance.
I think this shirt will look good on you. (positive)	I agree. This colour will complement my complexion.	I don't think so. It makes my skin look washed out.

When disagreeing with someone's opinion, pay attention to the following:

- Do not attack the person with rude expressions. Do not say things such as:
 - You're a fool.
 - You're too dumb to understand.
- Even if you disagree with the opinion, do not use sarcastic comments, such as:
 - That's a stupid/ridiculous idea.
 - My idea is better than yours.
 - You're wrong. I'm right.
 - Your idea isn't good enough.
- Express your disagreement using polite expressions and "I" statements, such as:
 - I'm afraid I can't agree with that opinion.
 - I personally partly agree with the idea.
 - I don't completely agree with the idea.
- Listen to the other person until they finish and do not interrupt them.
- Try to find common ground even if you disagree with the idea, for example:
 - While I agree that homeschooling is good, I think traditional schooling has more benefits.
 - Your idea is interesting. It seems we have different points of view. Do you mind if I explain my thoughts to you?

It's also possible that we don't have an opinion (yet) about something or don't want to express it. Here are some ways to avoid expressing an opinion.

- I couldn't say.
- I really can't say.
- You're asking the wrong person.
- I'm not in a position to give an opinion.

Figure II.I learning material

This method helps students become more confident and organized in speaking. It also encourages active participation and provides equal opportunities for all students to develop their speaking skills in an engaging and supportive learning environment.

B. The Related Studies

In the context of speaking learning, the KWL (Know, Want to know, Learned) method has shown significant results in various previous studies. This method not only increases students' engagement in the learning process, but also contributes to the improvement of their speaking ability. Research conducted in various educational settings shows that this method is able to encourage students to participate more actively, formulate relevant questions, and reflect on their learning more deeply.

These findings form the basis for further exploring how the KWL method can be effectively implement in SMA Negeri 3 Padangsidempuan, especially in improving the speaking ability of XI grade students. In this section, there are various related studies that support the effectiveness of the KWL method in the context of speaking learning, as well as its implications for classroom teaching.

First, Reni stated that this study was conducted to investigate the effect of KWL technique on students' speaking skill. The goal of this investigation was to figure out whether the use of KWL technique had effect on students' speaking skill. The study used research by doing Classroom Action Research design. The population of this study was 40 English Education program students of **main potential** a University in the fourth semester of 2017-2018 Academic Year. A

placement test was given to 40 students. Forty students were taken as the sample of this research. Before test and after test was designed using analysis descriptive and quantitative. The average value for cycle I and cycle II shows the average, which increased substantially. Furthermore, this significant difference means that cycle II more effective than cycle I. The results of the questionnaire analysis clearly indicate increases when learning the speaking skills through technique KWL.²⁰

Second, Fatin According to SMAN 11 Pangkep's observations, the issue is that the teachers do not employ an effective method, the pupil's speaking abilities are still low, and they show little enthusiasm for speaking. Researchers to teach speaking skills are using the KWL approach. It aims as an alternative strategy for raising students' speaking. This research uses classroom action research (CAR) with the cycle of the research consisting of (1) planning (2) action (3) observation (4) reflection. To gather information, the researcher collected a variety of data. The first one came from pre-and post-test. The second one was discovered through the questioner. Both two types of data were acquired to calculate the scores after doing the study. The researcher conducted a descriptive and quantitative analysis utilizing the mean score method and success indicator formula to determine the student's involvement, skill, and speaking ability scores. To obtain factual results on speaking skills through KWL, the post-tests and the questionnaire were given throughout cycles 1 and 2. The findings of this

²⁰ Reni Rosianna Lumbangaol, "The Effect of Kwl Technique on Students' Speaking Skill of English Education Program At Potensi Utama University," *Journal MELT (Medium for English Language Teaching)* 4, no. 1 (2021): 73, <https://doi.org/10.22303/melt.4.1.2019.73-94>.

study conclusively show that KWL can be used to improve students' speaking skills. In addition, it is evident from the percentage analysis of the questionnaire that the KWL technique significantly increases students' motivation to speak.²¹

Third, Noerdjanah & Sugiono stated that Speaking in English learning was crucial and essential. An increase in English language learning is not natural. The limitation of student speaking inhibits self-development in science, technology, and the arts. This study aims to determine the increase in the outcome of speaking learning using the technique of know, what to know, learned, and monologue text in physiotherapy students college. Methods: Quantitative experiment research without control group design. The amount of sample is 48 physiotherapy students in first grade. Instrument to describe the result of the study consist of 40 questions. Students study using know what to know learned, and monologue text for two months. The data was analyzed using the paired t-test. Results: The result of the paired t-test shows that the P-value is 0,000. Based on the results, the technical influence testing technique of know, what to know, learned, and monologue text, there is an increase in the outcome of learning outcomes, from results pretest, posttest. This can be noted there are influences of the technique of know-want to know-learned, and monologue text in improving the outcome of learning physiotherapy student's college of Poltekkes Kemenkes Surakarta. Conclusion: Recommendation and implication of the study, students are expected to be able to provide new knowledge about

²¹ Fathin et al., "*enhance students' speaking skills in learning english using the know, want to know, and learned (kwl) strategy for eleventh graders of ibnu sina sman 11 pangkep.*"

KWL techniques that are applied in understanding monologue texts and speaking practices so that students are easy to understand a text in English and spoken in speaking practice.²²

Based on three researcher above, the study shows that the implementation of KWL method is effective in improving students' speaking ability. This method helps students to be more active in the learning process by identifying what they know (Know), what they want to know (Want to Know), and what they have learned (Learned). Therefore, this research will be about Implementing Know-Want To Know-Learned (KWL) Method in Students' Speaking Ability at Grade XI SMA N 3 Padangsidempuan.

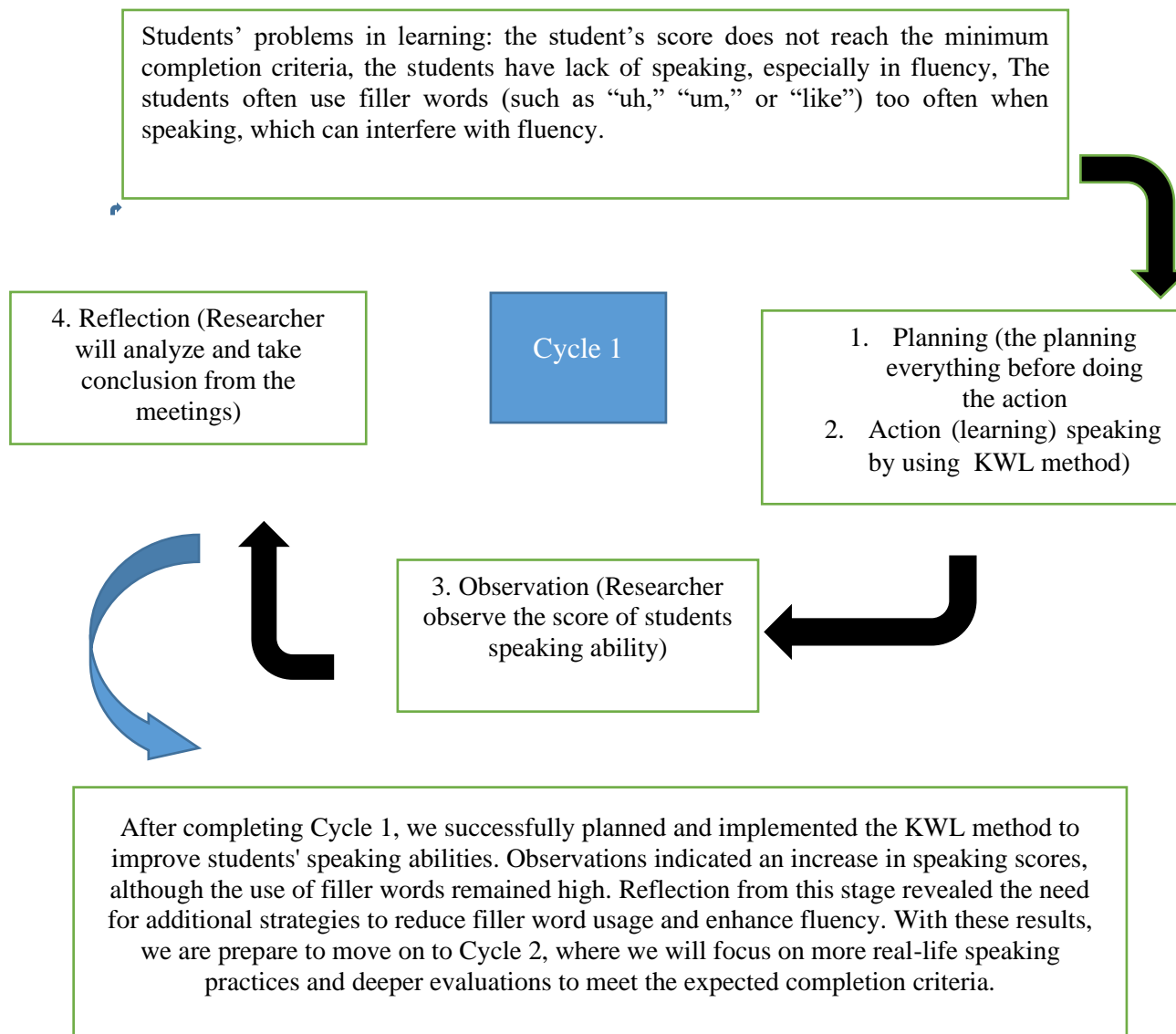
C. The Conceptual Framework

This research is concerned with using kwl method in students' speaking ability, and will be use in teaching and learning speaking. Before the researcher go to the research, first the researcher observed what problems are needed to be solved. The researcher ask the teacher about English learning especially about speaking at SMA N 3 Padangsidempuan.

After the problems are find, the researcher makes plan to make the first cycle in teaching and learning speaking by using KWL method. Then, the researcher will act on this planning and observe students when they are learning speaking by using KWL method. Lastly the researcher reflects to know, whether the problem is solve or not. After that, the researcher plans to make the second

²² Noerdjanah and Sugiono, "Peningkatan Hasil Belajar Speaking Menggunakan Teknik Know, What To Know, Learned And Monologue Text."

cycle to repair the first cycle, and to solve the problem that appear from the first cycle. Therefore, the researcher writes the plan to do research based on the framework below:



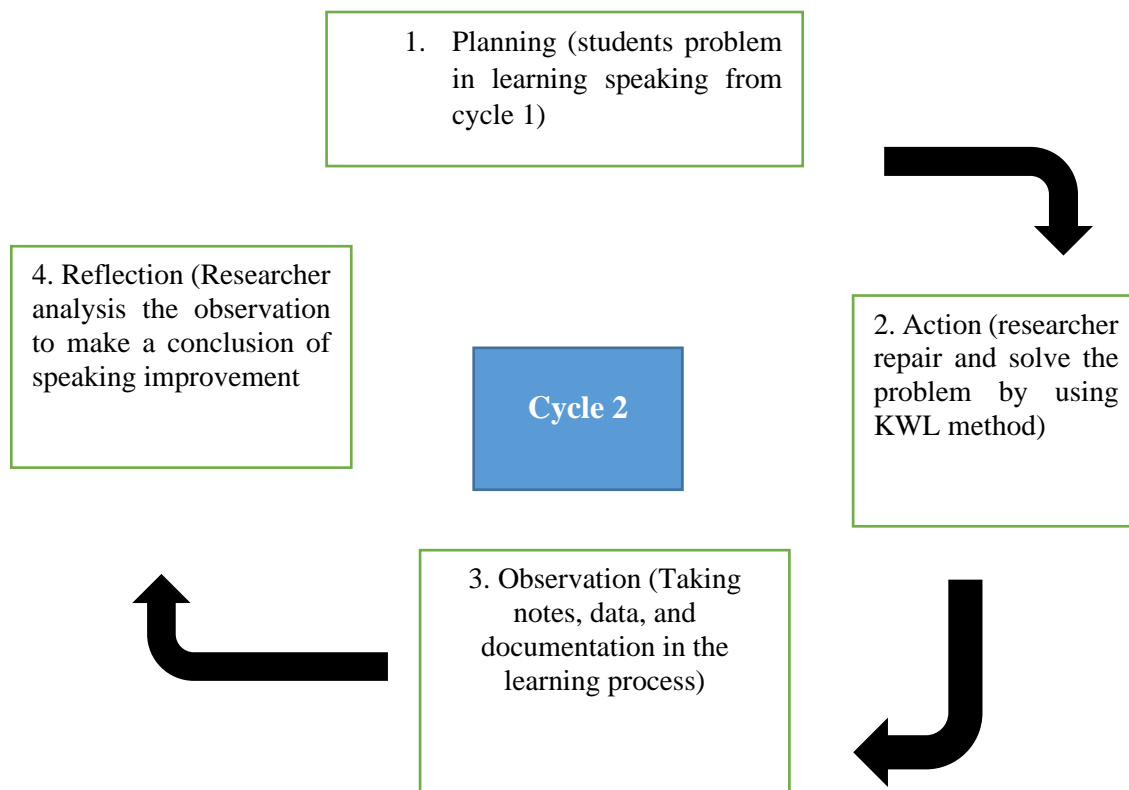


Figure II.1 Conceptual framework

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

The research location is in SMA N 3 Padangsidempuan. It is in Jalan Perintis Kemerdekaan No. 56, Padang Matinggi, Kec. Padangsidempuan Selatan, Kota Padangsidempuan, North Sumatera. This research start from April 2025 up to finish.

B. The Research Design

This research was classroom action research. Classroom action research was a type of research conduct by teachers to determine and solve learning problems in the classroom with the aim of improving the quality of learning. This collaborative classroom action research was conduct by researchers who work together with teachers. The teacher was in charge of observing the process of the activity. In addition, the teacher was also in charge of designing the stages of action in learning activities.

Classroom Action Research (CAR) is research used by teachers who are also researchers, starting in the form of a plan to evaluate real activities in the form of teaching and learning activities that aim to improve learning activities with a focus on improvement efforts. This class action research method involves action research activities carried out in the classroom¹. Classroom action

¹ Vol No and Oktober Desember, “Meningkatkan Aktivitas Belajar Dan Keterampilan Berpikir Kritis Melalui Implementasi Model Problem Based Learning” 1, no. 3 (2023): 387–94.

research is carried out to improve the quality and quality of learning in the hope of achieving educational goals efficiently.

This Research employs the Classroom Action Research (CAR) model as proposed by Kemmis and Taggart, which was adapted from Kurt Lewin's original concept of action research. The model consists of four cyclical stages: planning, Action, Observing, and Reflecting². CAR is design to improve educational practices by enabling teachers to systematically reflect on and enhance their instructional methods within the classroom context.

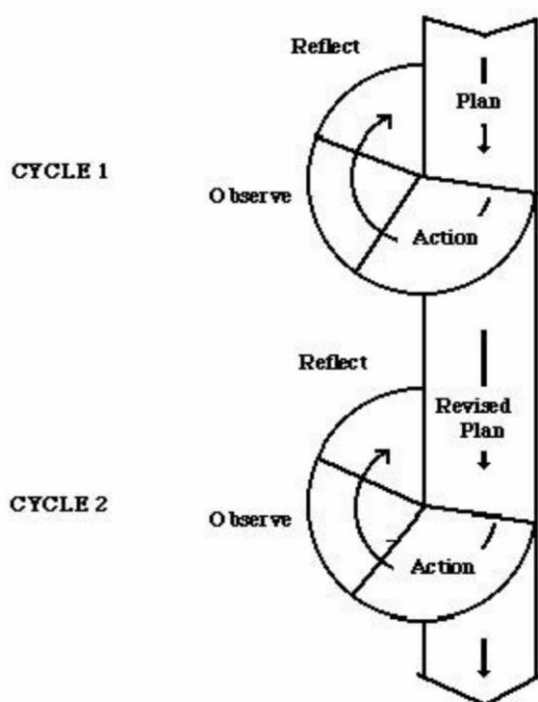


Figure III.1 cyclical AR model on kemmis and Mc Taggart (1990)³

² Anne Burns, "Action Research," no. January 2015 (2017).

³ H S W Nugroho, "Pendekatan Action Research," *Prosiding Nasional FORIKES* 1, no. 1 (2020): 1–12, <http://forikes-ejournal.com/index.php/profo/article/view/2020a01>.

C. The Participants of the Research

The participants of this research was grade XI-2 SMA N 3 Padangsidimpuan academic year 2025/2026. The class consist of 30 students. The researcher would teach by used kwl method in classroom at grade XI- 2 SMA N 3 Street Perintis Kemerdekaan No. 56, Padang Matinggi, Kec. Padangsidimpuan Selatan, Kota Padangsidimpuan, North Sumatera in academic year 2025/2026. The researcher would used **Simple Random Sampling** to ensure that every member of the population would have an equal chance of being select as a sample. This technique would be chosen because the population would be consider homogeneous, and the sampling would be conduct randomly through a draw⁴. ultimately enhancing the study's reliability.

Another participant was an English teacher from grade XI-2 at SMA N 3 Padangsidimpuan. The researcher would observed classroom activitie while the teacher conduct the lessons. Additionally, the teacher would assist the researcher in analyzing the data from the observations and in making plans for each cycle.

D. The Instruments of Data Collection

Instrument is very important in conducting a research. Instrument is the tools that the researcher need to do a research. In this research, the instrument that the researcher use are test observation and interview.

1. Oral Test

The researcher gave speaking test to measure the knowledge of students speaking skill. In this research, researcher used oral test to know the students

⁴ Alfira Mulya Astuti, “*Statistika Penelitian Astuti*,” 2016.

ability in speaking. Brown defined test a method of measuring a person ability. Knowledge performance in a giving domain⁵. The oral test aims to evaluate students' speaking skills through direct communication, focusing on fluency, vocabulary, grammar, and pronunciation. Each test would involve a conversation between the student and the examiner, lasting approximately 10-15 minutes. Scoring would be based on four criteria: fluency, assessed on a scale of 1 to 5 points for smoothness and continuity; vocabulary, which evaluates the range and appropriateness of word choice; grammar, checking the accuracy and complexity of grammatical structures; and pronunciation, measuring the clarity and correctness of speech sounds. The test would include various task types, such as conversational responses on familiar topics, descriptive tasks where students describe a picture or scenario, and opinion questions that prompt students to express their views. To facilitate preparation, students would receive a list of potential topics or questions in advance. This format provides a comprehensive evaluation of students' speaking abilities in an interactive and engaging manner. The rubric score would be present below:

⁵ H. Douglas Brown, "principles and classroom practice : Es T > Pearson," Brown, H. Douglas, 2019, 1–395.

Table III.1 Rubric Score of Speaking Test⁶

Indicators	Point	Performance Description
Fluency	5	Almost perfect
	4	There are some mistakes but do not interfere the meaning
	3	There are some mistakes and interfere the meaning
	2	Many mistakes and interfere the meaning
	1	Too much mistakes and interfere the meaning
Vocabulary	5	The vocabulary that used advance vocabulary
	4	The vocabulary that used rarely used vocabulary
	3	The vocabulary that used common vocabulary
	2	The vocabulary that used frequently vocabulary
	1	The vocabulary that used very frequently vocabulary
Pronunciation	5	Very Good
	4	Good
	3	Enough
	2	Not too bad
	1	Bad
Grammar	5	Few errors, with no patterns or failure.
	4	Constant errors showing control of very few major patterns and frequently preventing communication
	3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
	2	Constant errors showing control of very few major patterns and frequently.
	1	Grammar almost entirely inaccurate phrases

2. Observation

To support the data of the research, the researcher conduct and observation. Observation can be did directly and indirectly. The researcher did

⁶ Bashi, "A DESIGN OF SPEAKING ASSESSMENT RUBRIC."

directly observation namely to observed the object directly without mediator. This observation used to knew the location and circumstances of equipment and facilities as supporter of learning English speaking subject process and how the situation of teaching and learning English speaking process happened including the English teachers techniques and students responded in teaching and learning process⁷.

1) Teacher Observation Sheet

This teacher observation sheet was used full for assisting teachers in obtaining data in the teaching and learning process at SMA N 3 Padangsidempuan.

2) Student Observation Sheet

This student observation sheet can help observers in obtaining data in the learning process at SMA N 3 Padangsidempuan.

3) Interviews

The third instrument of this research was interview. interview is a tool of verification about information that get before now.⁸ A second important qualitative data collection approach is the interviews. An interview is a purposeful interaction, usually between two people, focused on one person trying to get information from the other person. It is important to consider two

⁷ Damla Tonsuk and Sydney University Of Technology, “*Observation*,” *Kaos GL Dergisi* 2, no. October (1970): 765–70.

⁸ A. N. Rangkuti, *Metode Penelitian Pendidikan*, ed. M.Ed Dr. Mara Samin Lubis (Jl. Cijotang Indah II No. 18-A Bandung Telp.: 2016, 2016).

conditional aspects of interviews. First, not all qualitative researcher who gather data through interviews will accept the definition of interview state above.

A meeting of two person to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.

Interviews have three basic choices for collecting their data. They are taking notes during the interview, writing notes after the interview, and tape recording the interview. Thus, the data collection method of choice is tape recording the interview, which provides a verbatim account of the session. There are a number of actions that can improve the collection of interviews data.

- a. Listen more, talk less. Listening is the most important part of interviewing.
- b. Follow up on what participants say and ask questions when you do not understand.
- c. Avoid leading questions, ask open-ended questions.
- d. Don't interrupt. Learn how to wait.
- e. Keep participants focused and ask for concrete details
- f. Tolerate silence. It means the participant is thinking.

- g. Don't be judgmental about participants' views or beliefs. You are there to learn about their perspectives, whether you agree with them or not.
- h. Don't debate with participants over their responses. You are a recorder, not a debater.

The researcher conducts face-to-face interviews with participants. On the other hand, engages in focus group interviews with six to eight interviewees in each group. These interviews involve structure and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.⁹

E. The Procedures for Classroom Action Research

The action research follows the model that is developed by Kemmis and Taggart. It is a famous representation of the action research spiral that contain four stages: planning, action, observing and reflecting.

In this research, the researcher apply two cycles. Every cycle consist of two meeting and the time allocation is 180 minutes. The explanation activities in teaching Know-Want To Know-Learned (KWL) Method in Students' Speaking Ability At XI Grade Sma Negeri 3 Padangsidimpuan.

1. Cycle I

Each cycle consisted of two meetings. Every meeting consists of ninety minutes. The research observes all activities of students in the classroom.

⁹ Frank C. Costigliola, "Library of Congress Cataloging in Publication Data," *Awkward Dominion*, 2019, 381–82, <https://doi.org/10.7591/9781501721144-016>.

a. First Meeting

1) Planning

Planning is arrangement of doing something. Many activities are planning, such as:

- a) Arranging the Module
- b) Determining the lesson material about “Asking and giving Opinion”
- c) Designing the procedure teaching speaking using KWL method
- d) Preparing instrument to be use by students
- e) Preparing instrument for teacher and observer

2) Action

- a) Interacting with students in the classroom
- b) Giving the reward to the students, such as; good, very good, smart, right.
- c) Giving the feedback on the students’ progress by respecting or responding to what the students say.

3) Observing

- a) Discussing with English teacher to observation planning
- b) Monitoring the KWL method to do.
- c) Making note every activity in learning process to do
- d) Discussing with English teacher about the finding activity during observation to do.

4) Reflecting

- a) Reflecting on the KWL method used
- b) Reflecting on the students learning activity

- c) Evaluating or interpret the data get from the class and make decision for next meeting.

b. Second Meeting

1) Planning

- a) Designing the teaching speaking procedure using kwl method
- b) Preparing not for each students as a media for them to give comments and suggestions toward their speaking
- c) Preparing the final draft sheet for each students as a sheet, where the students revise the draft as the final result of their speaking

2) Action

- a) Helping the students to keep practicing in activity
- b) Asking the students to return their peer's speaking draft to improve base on their comments and suggestions.

3) Observing

- a) Observing the students' speaking skill
- b) Observing the students' difficulties as long as doing practicing
- c) Observing the problems in the learning process and giving solution

4) Reflecting

- a) Discussing with the teacher about the action
- b) Making any decision for the next meeting
- c) Clarifying the problems found in the activity whether in the case of students or teacher.

2. Cycle II

a. Third Meeting

1) Planning

- a) Making the module more
- b) Designing the procedure teaching speaking by using KWL method

2) Action

- a) Preparing the class and greet when open the matter

- b) Giving the example
 - c) Performing the students conversation in front of class
 - d) Correcting the students' speaking
- 3) Observing
- a) Monitoring the teaching learning by using KWL method
 - b) Discussing the problems in the process of learning and find the solution
 - c) Discussing about the speaking result
- 4) Reflecting
- a) Reflecting on the students learning activity
 - b) Evaluating and interprets the data get from the class.
- b. Fourth Meeting
- 1) Planning
- a) Designing the teaching speaking procedure by using KWL method
 - b) Preparing the note for each students as a media for them to give comments and suggestions toward their speaking
- 2) Action
- a) Preparing the class for learning
 - b) Giving the topic about
 - c) Giving the example
- 3) Observing
- a) Monitoring the students activity as long as performance begin
 - b) Discussing the problem in the learning process and giving the solution
- 4) Reflecting

In this cycle, the researcher can reflect the data has been found.

The researcher gathered the result of speaking skill by using KWL method.

F. The Techniques of Data Analysis

Technique of data analysis in this research is the researcher will use quantitative and qualitative data. Quantitative data will use to analyze the

scores of speaking test of students. The researcher counts quantitative data by computing the score of the speaking. The formula is in the following¹⁰:

$$M = \frac{\sum fx}{N}$$

Where

M : Mean of the students

$\sum f X$: The frequency of student's times total of scores

N : Total of students

By using this formula, researchers can get an idea of the average performance of participants in a particular test or measurement. It helps in evaluating the impact of actions or interventions implement in the classroom. Providing objective information about the changes that may occur because of the strategies or changes implement.

The percentages of students' Speaking through the KWL Method will calculate by applying the following formula

$$P = \frac{R}{T} \times 100\%$$

Explanation:

¹⁰ Dosen Universitas and Islam Negeri, *Metodologi Penelitian Dilengkapi Analisis Regresi Dan Path Analysis Dengan IBM" SPSS" Statistics Version 25* (Jl. H.R. Soebrantas Komplek Metropolitan City (MTC)/GIANT Blok A 39-41 Panam Tampan Pekanbaru 28293 Telp. 0761-589935, 589936 HP.0823 8791 6640 Fax. 0761-589990 Email: zanafa.publishing@gmail.com Website: zanafa.com, penerbit.zanafa.com, 2019).

P : The percentage of student

R : The number of students

T : The total number of students

This formula can use to calculate the percentage of success of the total trials. The interpretation is that the percentage states how big the proportion of success is in the overall experiment in percentage form. If (R) is the number of students who show an increase in understanding the material after applying a learning method, and (T) is the number of students in the class, this formula can use to measure the percentage of success of the learning method in increasing student understanding. This percentage provides an idea of how effective the class action is in achieving the desire improvement goals.

Finally, the researcher summarize the qualitative data in six steps as suggested by Creswell as in the follow:

Step 1: organize prepare the data for analysis. This involves transcribing observation, scanning material, typing up field notes, or shorting and arranging the data into different type depending on the source or information.

Step 2: read all the data. This will done by obtaining a general sense of the information and reflecting on its overall meaning.

Step 3: begin the detail analysis with a coding process it organize material into chunks before bring meaning to those chunks. It involves take the

data into categories and labeling those with a term (a term based in the actual language of the participant)

Step 4: use the coding process to generate a description of the setting or people as well as categories or analysis. Description is involving a detail rendering of information about notes. Then, researcher uses this to generate themes or categories.

Step 5: advanced how the description and themes are represented in the qualitative. This may be a discussion that mentions a chronology of events, the detail discussion of several themes or interconnecting themes. Researcher uses visual or figure to convey descriptive information about participants in a table.

Step 6: make interpretation or meaning of the data. It is researcher personal interpretation; meaning will be derived from a comparison of the findings with information gleaned from the literature.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

To evaluate the result of teaching speaking by using KWL method to improve students speaking ability, the researcher described into data description, the comparative result of students' speaking test, the discussion, and the threats of the research findings.

A. The Data Description

Researcher divided this action research into two cycles. Each cycle consisted of four stages: planning, acting, observing and reflecting. Researcher described learning process and students' score of cycle 1 and cycle 2.

1. Setting

The place of the research was at SMA N 3 Padangsidempuan. The location was at Jl. Perintis Kemerdekaan no.61. The participants of this research were the students of class XI-2 and the teacher who involved in this research was Mrs. Herlinda Lubis, S.Pd. The researcher chosen this class because the researcher found the problem of students' speaking ability.

The school condition was clean and orderly, creating an effective learning atmosphere. The teacher also arrived on time according to the specified lesson hours. The students also had good manners, were polite, and really respect the teacher.

The situation in the classroom while teaching and learning process. Some of students made noisy and it would affect to other students who learn in that place. In the same hand, students were not focus to study because some factors such as noisy and internal factors from themselves. Besides that, there were several students actively participated in the learning process. These students were very enthusiastic when listening to the researcher's explanation regarding speaking material. Teacher made observation when the learning process occurs, sometimes teacher reprimand students who were too active and are considered to be making noise during the learning process.

Finally, the result of the action would be delivered into a part, based on the question on formulation of the problem. The results have been presented at the result of classroom learning process in cycle 1 and cycle 2 points

2. Result of Classroom Learning Process in Cycle 1 and Cycle 2

a. Cycle 1

The first cycle was done at 21 th July-24th July 2025. In this case, the cycle was conducted for two meetings. In SMAN 3 Padangsidimpuan, every meeting was 45 minutes. It means that the time allocation was 90 minutes. It caused 2 x 45 minutes was 90 minutes. Along the time, the researcher explained about asking and giving opinion. Here, the researcher made the activities and gave the process of improvement of students' speaking ability in the first cycle as follow:

1) Classroom Learning Process in the First Meeting

In the first meeting, was done at 21th July 2025 at 14.30 pm the teacher found some problems of students' learning process. Some students do not ready to study. Many students walked in class, made noisy, passive in class, did not give full attention, sat on the move, felt boring and not able to practice the conversation. Furthermore, the learning process consisted of four steps for doing research, such as planning, acting, observing and reflecting. It would be explained as follow:

1) Planning

In this step, the researcher prepared the material about "Expression Asking and Giving Opinion", determined the topic about "Spend Holiday Together", prepare the instrument such as test and observation note sheet to the collaborator, and indicator of speaking score.

2) Acting

In this step, the researcher conducted this cycle in two meetings. The first meeting was started on Monday 21th July 2025. The meeting was started by greeted to students. Then, the researcher asked about their condition. The condition in class less effective even though the collaborator handed the class. It showed that some students not gave full their attention to the researcher during the learning process. The researcher started the lesson by asking question about their holiday. After that, the researcher explained material about expression asking and giving opinion through KWL Method.

After the researcher finished give explanation to students the researcher asked students to make a small group discussion consisted of three students. Then, the researcher gave students example of expression of asking and giving opinion. After finishing the explanation, the researcher gave the students a chance to asked question. She asked them “do you understand about expression asking and giving opinion? Yes miss students answered. There was no comment of question from students. When the researcher asked some students about what the expressions were used to asking and giving opinion, students can answer them well.

In this session, some students were active to follow the teaching learning process, because they enjoyed following the learning process. But, there were still some problems faced by students such as: students walk in class, make noisy in class, did not give full attention, students sat on the move, felt boring of the lesson, felling slept in the class. After 90 minutes the researcher closed the lesson and reminded the students that it would be discussed in the next meeting

3) Observing

In this step, when the students were learning trough KWL method, the researcher monitored the steps students' activities. It started from the learning materials, time of allocation of introduction, explanation and evaluation. Even though it had been arranged, but there were some students were not ready to study. Many students walked in class, made noisy, passive in class, did not

give full attention, sat on the move, felt boring and not able to practice the conversation. Based on the observation note sheet, the students' activities on teaching learning process will be described as follow:

(1) There were three students who were not ready to study, it can be seen when the researcher asked the students about the material they were not motivated, there were RC, RM, SR, TH and RA.

(2) There were three students who walked in class, it can be seen when the researcher explained the material in front of the class, and students walked in class from one table to another, there were: HA, ID, and KH.

(3) There were five students who made noisy in class, it can be seen when the researcher explained the material in front of the class, and the students talked to their classmates and called their friends, there were FA, FS, FR, RA, and RP.

(4) There were three students who passive in class, it can be seen when the researcher gave questions the students just keep silent and did not do it, there were PA, RD, and RN

(5) There were three students who did not give full attention, it can be seen when the researcher explained the material in front of the class the students talked with their friends, and there were ST, SP, and SZ.

(6) There were four students who sat on the move, it can be seen when the researcher explained the material in front of the class the students sit and move with their friends, there were : LS, MR, MT, and NA.

(7) There were four students who felt boring of this lesson, it can be seen by their face expression when the researcher explained the material the students look dreamy and keep yawning, and there were NS, NA, PR and PA.

(8) There were seven students who was not able to practice, it can be seen when the researcher gave test to students for practice some students make mistakes in pronunciation and students look shy there were : AF, AF, and AW.

The condition of class was influenced by some factors, such as the students who not ready to study, walked in class, made noisy in class, passive in class, did not give full attention, students who sat on move, felt boring of this lesson, and there were students were not able to practice.

4) Reflecting

In Cycle 1, the KWL (Know-Want to Know-Learned) method was applied to improve students' speaking skills. This initial phase revealed a variety of challenges, including class dynamics, student engagement, and overall participation. Despite the goal of improving learning, several issues influence the results. The following reflection highlights these observations and areas requiring improvement.

1. Classroom Conditions: Many students are not ready to learn, displaying passive attitudes and making noise in class. This disrupts the teaching and learning process and the concentration of other students.

2. **Motivation Issues:** Students appear unenthusiastic, with many of them feeling bored and inactive in discussions. This indicates the need for a more engaging approach to involve students.
3. **Difficulties in Practice:** Students have difficulty applying the material taught, including pronunciation and vocabulary usage. This reflects that their understanding of the material is not yet adequate.
4. **Learning Not Yet Achieved:** Although there are some students who are active and participate, the final results show that their achievement is still low, with only 43.33% of students achieving the minimum passing grade. Therefore, improvements are needed in the next cycle.
5. **Decision to Continue:** Based on this reflection, the researcher decided that the action should be continued into the second cycle with improvements in teaching methods to increase student engagement and motivation.

From the result, it showed the researcher should be continued to the next cycle because the condition of learning process still uncontrolled, some students did not focus on the material and made the class noisy and the students mean score have not achieved the standard minimum criteria yet.

2) Classroom Learning Process in the Second Meeting

The second meeting was conduct on Thursday 24th July 2025. After the researcher gave the explaining the material in the first meeting, the researcher came to the class to continue the second meeting to know the students' achievement in speaking ability.

The procedure of the second meeting was the same as the first meeting. But, in second meeting the researcher just reviewed the previous material and make it clear. Then the researcher asked students to make a small group discussion consisted of three students. Then, the researcher gave a test to students. The researcher gave 30 minutes to finish the test. The researcher told the students to be natural when they were speaking. Then, the researcher asked the students to do the test, after that the researcher asked the students to present the result in their own group firstly and practice in front of the class.

In this action, the students had a little bit motivation because they had studied the material before and had understood about the material.

3) Students' Speaking Score in the First Cycle

Cycle I done while applied the first test. The result of students' speaking score in cycle I showed in the table below:

Table IV. 1 Students' Speaking Score in Cycle I

No	Students' Initial	The Rubric Score of Students' Speaking in Cycle 1				Total point (x5)	Test Score
		Indicators					
		Fluency	Vocabulary	Pronunciation	Grammar		
1.	AF	2	2	2	2	8	40
2.	AP	2	3	2	3	10	50
3.	AW	2	2	2	2	8	40
4.	AS	3	2	3	2	10	50
5.	AD	3	3	4	3	13	65
6.	DA	3	2	2	3	10	50
7.	FA	3	4	4	4	15	75
8.	FS	4	4	4	4	16	80
9.	FR	4	4	4	4	16	80
10.	HA	4	3	4	4	15	75
11.	ID	3	2	3	2	10	50
12.	KH	4	4	4	4	16	80
13.	LS	3	2	3	2	10	50
14.	MR	3	3	4	3	13	65
15.	MT	2	3	3	3	11	55
16.	NA	2	3	3	4	12	60
17.	NS	4	4	3	4	15	75
18.	NA	2	2	2	2	8	40
19.	PR	3	4	3	4	14	70
20.	PA	3	3	4	4	14	70
21.	PM	3	3	3	4	13	65
22.	RD	3	2	3	4	12	60
23.	RN	3	2	3	2	10	50
24.	RA	4	4	4	4	16	80
25.	RP	4	4	4	4	16	80
26.	RC	4	3	4	4	15	75
27.	RM	4	4	4	3	15	75
28.	RA	4	4	4	4	16	80
29.	ST	4	3	4	4	15	75
30.	SP	4	3	4	4	15	75
Total		96	91	100	100	387	1935
Mean		3,2	3,033	3,33	3,33		64,5
Percentages		43,33%					

Based on the table above, the researcher could explain that mean score of students were 64, 5. There were three students got 40 score. Six students got 50 score. One student got 55 score, Two students got 60 score. Three students got 65 score. Two students got 70 score. Seven students got 75 score, and six students got 80 score. Than the mean score for each indicator can be seen, where for the first indicator the mean score was 3,2 , the second indicator was 3,03, the third indicator was 3,33 and the last indicator was 3,33.

This research concluded the data by using statistic count, so the resume of the data by using statistic count as follows:

Table IV.2 Resume of Variable Score in cycle I

Descriptive	Statistics
Total score	1935
Total points	387
Highest score	80
Lowest score	40
Mean	64,5
Median	65
Modus	50,75 and 80
Range	40

From the table above, it showed total score from 30 students' in class XI were 1935 with 387 points. The mean score was 64, 5. Highest score was 80. The Lowest score was 40. The median was 65. Modus was 50, 75 and 80. The range was 40.

The frequency of students' result score in cycle I showed in the table below:

Table IV. 3 Frequency Distribution of Students' Score in cycle I

No	Class interval	Mid-point	Frequency	Percentage
1.	40-46	43	3	10%
2.	47-53	50	6	20%
3.	54-60	57	3	10%
4.	61-67	64	3	10%
5.	68-74	71	2	6,67%
6.	75-81	78	13	43,33%
	I=7		30	100%

In order to get description of the data clearly and completely, the researcher present the histogram on the following figure:

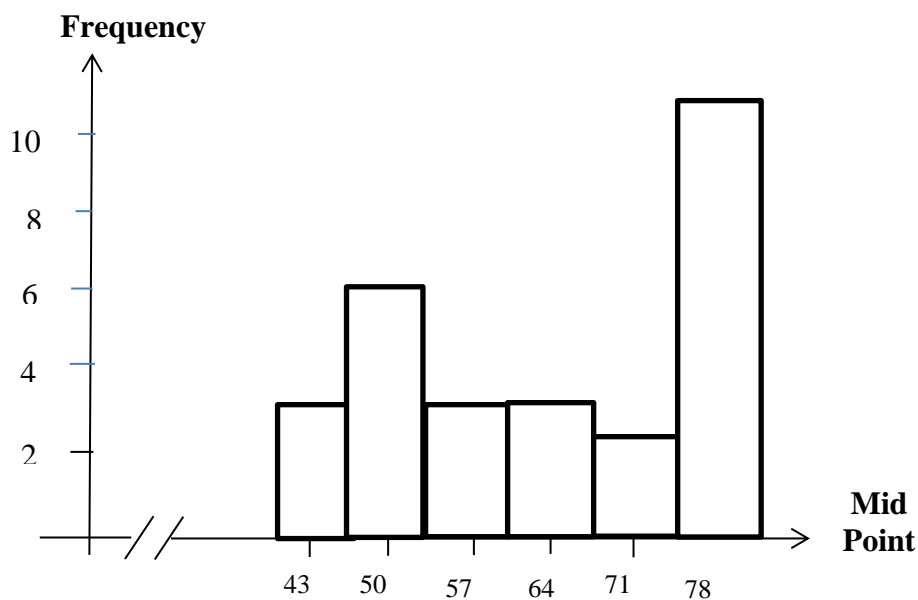


Figure IV.1 Figure Speaking Score in Cycle 1

Based on the data description above, it could be concluded that the students' speaking ability in cycle 1 was still low. The researcher got the

students` result of test in speaking ability based on indicator of speaking test. From 30 students in the class just 13 students who got the score passed the KKM (75). The total score of the students in cycle 1 was 387. The students` score in speaking test were the total score from some indicators of speaking test.

Based on the classification quality of students` score, 43.33% was low criteria. It means that the students` speaking ability was still low. The result of first cycle was not success for improve the students` speaking ability. It could be concluded that the action should be repaired and change to improve students` speaking ability again. The researcher should change the trick or the new atmosphere in teaching learning process activity. It means that this test result could not fulfill of the criteria of success. It did not show improvement. So, this research would continue to second cycle.

b. Cycle 2

The second cycle was done at 28th July - 31th July 2024 at 14.30 pm, every meeting was done for 2x45 minutes or 90 minutes. Here, the researcher made activities and gave the students` improvement as follow:

1) Classroom Learning Process in the Third Meeting

In this third meeting, was conduct at 24th July 2025 at 14.30 pm. The procedures of the second cycle was in the following:

1) Planning

In this step, the researcher prepared the material about “Expression Asking and Giving Opinion” determined the topic about my birthday party, prepared the instrument such test and observation note sheet to the collaborator, and indicator of speaking score.

2) Acting

In this step, the researcher opened the class as the same as usual, greeted to students, asked their students, pray before starting the teaching learning activity. Before giving the material, the researcher engages students’ knowledge to make students speak actively. It did not matter if they did mistakes. After that the researcher gave and explained the material about “Asking Giving Opinion and Thought” class and gave some vocabularies about the material, the researcher asked students work in pair and group. Each students had more chances to do the dialogue. After that the students had to practice it in front of the class and gave some vocabularies about the material. In this action, the students had a little bit motivation because they had studied the material before and had understood about the material.

3) Observing

In this step, there was an improvement in learning process. Some students who was not ready to study in the first cycle, they had been ready to start the study. Based on observation note sheet, the students’ activities in teaching learning process will be described as follow:

- (1) There were two students were not ready to study, it can be seen when the researcher asked the students about the material they did not have motivation there were APS, and FA
 - (2) There was a student who walked in class, it can be seen when the researcher explained the material in front of the class, student walked in class from one table to another, there was AR
 - (3) There was a students who made noisy in class, it can be seen when the researcher explained the material in front of the class, the students talked to their classmates and called their friends there was AS
 - (4) There was a student who passive in class, it can be seen when the researcher gave questions the student just keep silent and did not do it, there was AL
 - (5) There were two students who sat on move, it can be seen when the researcher explained the material in front of the class the students sit and move with their friends there were APS and AA
 - (6) There were two students who not able to practice the conversation, it can be seen when the researcher gave test to students for practice some students make mistakes in pronunciation and students look shy there were AS and AL
- In this step, there was an improvement of students in learning process. Some students

4) Reflecting

After evaluating the results of Cycle 1, Cycle 2 implemented improvements based on previous findings and challenges. The KWL (Know-Want to Know-Learned) method was revised to further encourage student engagement and improve classroom dynamics. The following reflections include observations of student performance and changes that occurred during this cycle.

1. **Improved Class Readiness:** Most students came to class better prepared and more eager to learn, creating a positive and productive atmosphere.
2. **Increased Student Activity:** In this cycle, students were more actively involved in group discussions and questions, demonstrating increased confidence and understanding of the material.
3. **Better Application of Material:** Students showed improvement in speaking skills, with some showing significant progress in pronunciation and vocabulary usage.
4. **Higher Achievement:** The final results of this cycle showed that 83.33% of students successfully achieved the minimum passing grade, reflecting the effectiveness of the methods applied.
5. **Awareness of the Learning Process:** Through reflection, students are expected to realize the importance of self-evaluation and how the students can continue to improve their speaking skills.

Based on the result, it showed that cycle II was better than cycle I. It happened because the students were easy to think aloud in their mind. The students were serious in doing the assignment. In this meeting most of the students got high scores. It happened because the researcher has raised and improved the teaching and learning process in cycle II, the students were also active to do the assignment than before.

2. Classroom Learning Process in the Fourth Meeting

In the fourth meeting, was conducted at 31st July 2025 at 14.30 pm. The researcher reviewed the material for a while. It had a purpose to remind the students about the material. Then, to measure students' achievement the researcher had done the second test. To measure students' speaking mastery the researcher made group randomly and performance test in front of the class.

3. Students' Speaking Ability Score in the Second Cycle

Learning in the second cycle was based on re-planning, thus it was found the improvement of students' speaking ability and the influencing factors of the students' speaking ability.

After doing the test, the researcher could explain that the mean score was 85,3 as the ideal score. There were five students got 70 score, there were six students got 80 score, there were four students got 85 score, there were seven students got 90 score, there were eight students got 85 score, and there were eight students got 95 score. Based on the test, student's achievement could be described as follows:

Table IV.4 Students' Speaking Score in Cycle 2

No	Name	The Rubric Score Of Students' Speaking In Cycle 2				Total	
		Indicators					
		Fluency	Vocabulary	Pronunciation	Grammar		
1	AF	4	3	4	3	14	70
2	AP	4	3	4	5	16	80
3	AW	4	3	4	5	16	80
4	AS	4	4	4	4	16	80
5	AD	5	4	5	4	18	90
6	DA	4	4	4	4	16	80
7	FA	5	4	5	4	18	90
8	FS	5	5	5	4	19	95
9	FR	5	5	5	4	19	95
10	HA	5	5	5	3	18	90
11	ID	4	4	4	4	16	80
12	KH	5	5	5	4	19	95
13	LS	4	4	3	3	14	70
14	MR	5	4	4	4	17	85
15	MT	4	3	4	3	14	70
16	NA	4	4	4	4	16	80
17	NS	5	5	5	4	19	95
18	NA	4	3	4	3	14	70
19	PR	5	4	5	4	18	90
20	PA	5	4	4	4	17	85
21	PM	5	4	4	5	18	90
22	RD	4	4	5	4	17	85
23	RN	4	3	4	3	14	70
24	RA	5	4	5	5	19	95
25	RP	5	4	5	5	19	95
26	RC	4	5	5	5	19	95
27	RM	5	4	4	5	18	90
28	RA	5	5	5	4	19	95
29	ST	5	4	5	4	18	90
30	SP	5	4	4	4	17	85
	Total	137	121	133	121	512	2560

	Mean	4,56	4,03	4,43	4,03		85,33
	Percentage	83,33%					

Based on the table above, the mean score for each indicator can be seen, where for the first indicator the mean score was 4,56. The second indicator was 4, 03. The third indicator was 4, 43. And the fourth indicator was 4, 03. It can be concluded that students master the first indicator of speaking when they speak fluently better than the forth indicator.

This research concluded the data by using statistic count, so the resume of the data by using statistic count as follows:

Table IV. 5 Resume of Variable Score in cycle II

Descriptive	Statistics
Total point	512
Total score	2560
Highest score	95
Lowest score	70
Mean	85,33
Median	87,5
Modus	95
Range	25

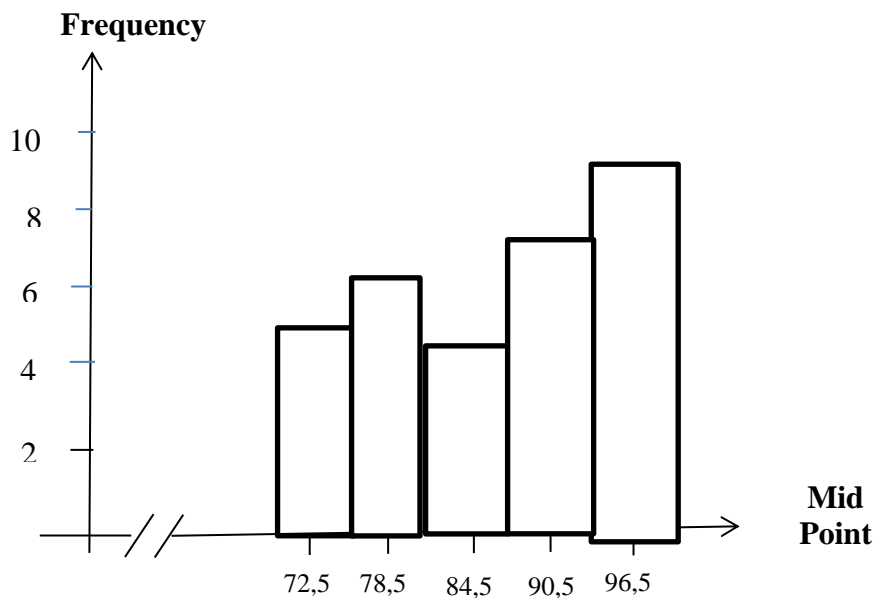
From table above, it showed total score from 30 students' in class XII were 2560 with 512 points. The mean score was 85,33. Highest score was 95. Lowest score was 70. The median was 87,5. Modus was 76. The range was 25.

The frequency of students' result score in cycle II showed in the table below:

Table IV. 6 Frequency Distribution of Students' Score in cycle II

No.	Class Interval	Mid- Point	Frequency	Percentages
1.	70-75	72,5	5	16,67%
2.	76-81	78,5	6	20,00%
3.	82-87	84,5	4	13,33%
4.	88-93	90,5	7	23,33%
5.	94-99	96,5	8	26,67%
	I=6		30	100%

In order to get description of the data clearly and completely, the researcher present the histogram on the following figure:

**Figure IV. 2 Students' Score in Cycle 2**

Based on the data description above, it could be concluded that students' speaking ability in cycle 2 was good. Based on the result of the first test in cycle

2, the researcher got the students` result of test in speaking ability based on indicator of speaking test. The result showed that speaking achievement was improved. There were 25 students who got the score passed the KKM (75). The total score of the students in cycle 2 was 512. The students` score in speaking test were the total score from some indicators of speaking test. They are, Fluency, Vocabulary, Pronunciation, and Grammar.

The classification quality of students` score in speaking test the researcher should know the percentage of the students` mean score. The way were the total students who passed the KKM (25 students) times 100% and then divided to the total of student (30 students), the result was 85,33 %. So, the percentage of the students` mean score in cycle 2 was 83,33%. Based on the classification quality of students` score, 85,33% was good criteria. It means that the students` speaking was good in cycle 2.

B. Comparative of Students` Achievement in First and Second Cycle

The students` score improved from the first test to the second test. The researcher gave the test in second and fourth meeting. During the research, it was found out that the students` score kept improving from the first test to the last test. By application, KWL method to the students` score was significantly improved. There were difference in lowest and the highest of students` speaking score in each speaking test, which was given during the researcher. The improvement of students` score in each test can be seen in the following table:

Table IV.7 Students Mean Score Speaking Test in Cycle 1 and Cycle 2

Indicators	Total the correct	Percentage	Total the correct	Percentage
	answer in Cycle 1		answer in Cycle 2	
Fluency	96		137	
Vocabulary	91		121	
Pronunciation	100	64,5%	133	85,33%
Grammar	100		121	
Total	387		512	

According to the above table, it showed that the improvement happened in cycle 2. The students could improve their score in each indicators of speaking test. The mean score of students' speaking mastery by using KWL method in cycle 2 was 85.33% while in the cycle 1 was 64, 5%. It means that the students' mean score in cycle 2 was higher than the students 'score in cycle 1. To make be clear the comparison mean score of the students in each indicators from cycle 1 to cycle 2, the researcher would describe it in the following figure above:

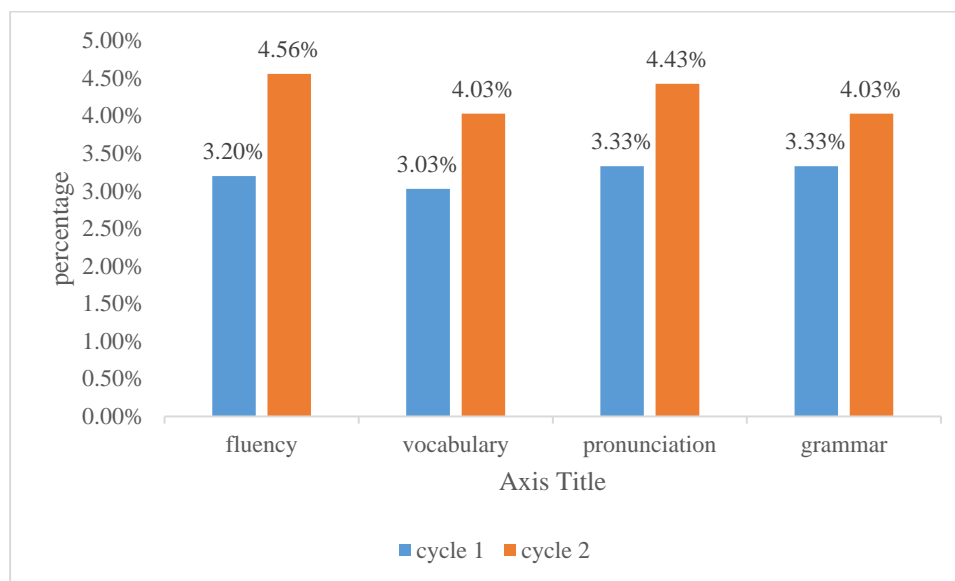


Figure IV. 3 Improvement of Students' Indicator in Cycle 1 and Cycle 2

The researcher also provided the graph that showed the comparison of the students' achievement between cycle 1 and cycle 2 that could be seen below:

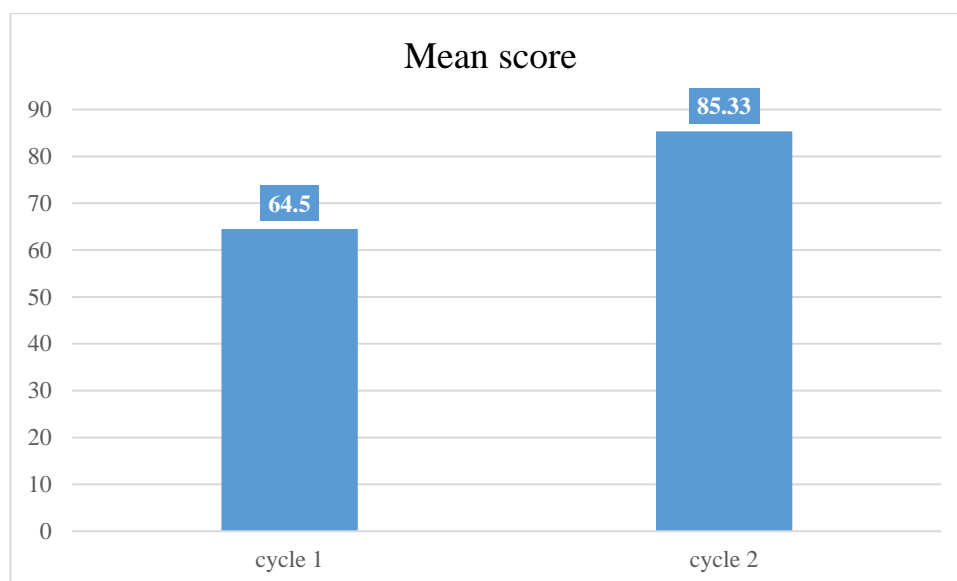


Figure IV. 5 The Comparison of Students' Achievement in Cycle 1 and Cycle 2

From the above chart, it could be seen the differences of the students' means score. Based on the result of data analysis and research finding, it could be summarized

that students' speaking ability improved in cycle 2. From the test in cycle 1 the students mean score was 64,5 increased to be 85,33 in test cycle 2. It means that the implementation of KWL method can improve students' speaking ability.

C. Discussion

The findings of this research show that the implementation of the Know–Want to Know–Learned (KWL) method significantly improved the students' speaking ability at XI Grade SMA Negeri 3 Padangsidempuan. The improvement could be seen from the students' mean score, which increased from 64.5 in Cycle 1 to 85.33 in Cycle 2. In addition, the number of students who achieved the minimum mastery criterion (KKM 75) increased from 13 students (43.33%) in Cycle 1 to 25 students (83.33%) in Cycle 2. This indicates that the application of the KWL method successfully enhanced students' speaking achievement.

The improvement covered several aspects of speaking, including fluency, vocabulary, pronunciation, and grammar. In Cycle 1, the students still had difficulties in expressing ideas smoothly, often hesitated, and lacked sufficient vocabulary. The classroom observation also showed that some students were passive and unmotivated, while others were noisy and distracted. However, after the implementation of the KWL method in Cycle 2, students became more active, engaged, and confident in expressing their ideas. They participated actively in group discussions, asked questions, and reflected on what they had learned, which led to better speaking performance.

These findings are in line with the theoretical perspectives that the KWL method helps students to activate prior knowledge (K stage), set learning goals (W stage), and

reflect on their learning outcomes (L stage). By going through these stages, students are encouraged to think critically, formulate questions, and connect new information with their existing knowledge. As a result, the learning process becomes more meaningful and student-centered, which positively affects their speaking ability.

This improvement aligns with previous studies that also reported the positive impact of the KWL technique on speaking ability. Lumbangaol found that students' speaking scores increased significantly after applying the KWL strategy because it encouraged learners to activate prior knowledge and organize their ideas before speaking¹. Similarly, Mantra and Maba in their study *Implementing KWL Strategy to Improve Students' Speaking Skill* revealed that students became more confident, fluent, and motivated to speak in English after going through the KWL stages (Know, Want, and Learned). These studies support the present findings that students' active involvement in each KWL phase contributed to the improvement of their speaking ability².

The enhancement of speaking aspects fluency, vocabulary, pronunciation, and grammar is also consistent with the results of Guru Pencerah Semesta, who reported that the KWL technique promotes learners' engagement and supports better performance across all speaking indicators. In the present study, students performed best in fluency and pronunciation (mean scores 4.56 and 4.43), indicating that the reflective and

¹ Lumbangaol, "The Effect of Kwl Technique on Students' Speaking Skill of English Education Program At Potensi Utama University."

² *Ida Bagus Nyoman Mantra, "Implementing Kwl Strategy to Improve the Students English Speaking Skill" 6 (2016): 2.*

structured nature of the KWL process helped them to speak more smoothly and accurately.³

From a theoretical perspective, the findings support the notion that KWL develops metacognitive and communicative skills. According to Sage on KWL Plus Strategy, the method helps students organize ideas, activate schemata, and set learning goals before performing a language task. This process allows learners to integrate new and prior knowledge, leading to better oral production. The improvement observed in Cycle II—where students became more active and confident—can thus be explained by this metacognitive activation and goal-oriented learning framework⁴.

In summary, the results of this study are consistent with numerous previous findings (Lumbangaol, Mantra & Maba, Guru Pencerah Semesta,; Sage), confirming that the KWL method is an effective and practical strategy to improve students' speaking ability. It not only increases their speaking scores but also enhances their motivation, confidence, and classroom engagement. Hence, the KWL method is recommended as an alternative strategy for English teachers to create interactive and student-centered speaking activities in senior high school contexts.

³ Fathin et al., "Enhance Students' Speaking Skills in Learning English Using the Know ,Want to Know, and Learned (KWL) Strategy for Eleventh Graders of Ibnu Sina SMAN 11 Pangkep."

⁴ Efecan Karago, "*The Impact of the KWL Plus Strategy on University Students ' Note-Taking and Academic Listening Skills : A Mixed- Methods Research,*" no. December (2025), <https://doi.org/10.1177/21582440251379210>.

Table IV. 8 The Percentage of Students' Speaking Ability Trough KWL Method

Meeting	The Students Got Point up 75	The Total Number of Students	Percentage
Cycle 1	13	30	43,33%
Cycle 2	25	30	83,33%

The result indicated that there was an improvement on the students' speaking ability trough KWL method at grade XI SMA N Padangsidempuan. So, the result of the first cycle and the second cycle showed that there was improvement from the first cycle to the second cycle.

D. Threats of the Research

In doing the research, the researcher found some threats in this research. The researcher found the students' problems in the classroom teaching learning process. the students still did not have motivation and could not active yet in learning process through KWL method. Therefore, it would make them passive and silent. The students noise uncontrolled and made the class noisy.

CHAPTER V

CLOSING

A. CONCLUSION

In conclusion, the implementation of the Know-Want to Know-Learned (KWL) method significantly improved the speaking ability of students in Grade XI at SMA Negeri 3 Padangsidempuan. The research demonstrated that through structured engagement and active participation, students not only enhanced their fluency and vocabulary but also gained confidence in their speaking skills. The mean score increased from 64.5 in the first cycle to 85.33 in the second cycle, indicating a positive shift in their speaking performance. This study underscores the effectiveness of the KWL method as a valuable instructional strategy for fostering better communication skills among English language learners.

B. IMPLICATION

The findings of this research have important implications for English language teaching, particularly in enhancing students' speaking abilities. By adopting the KWL method, educators can create a more interactive and student-centered learning environment that encourages active participation and critical thinking. This method not only addresses the challenges students face in speaking but also fosters a deeper connection to the material, making learning more relevant and engaging. Additionally, the positive outcomes suggest that integrating innovative teaching strategies like KWL can lead to improved student motivation and confidence, ultimately contributing to their overall language proficiency. Through Classroom Action Research (CAR), teachers can

continuously evaluate and refine their teaching practices, ensuring that the methods used are effective in meeting students' needs.

C. SUGGESTION

1. For Teachers: Use the KWL method in speaking lessons to make learning more engaging for students. Also, provide clear feedback to help them improve.
2. For Researchers: Study how the KWL method works in different settings and with various age groups to see its wider impact. Explore how this method assists students over time.
3. For Students: Get involved in KWL activities to boost speaking skills and confidence in English. Set personal goals and reflect on progress to better understand the material being learned.

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CURRICULUM VITAE



I. Identity

- 1. Name : Yuyu Sartika Siagian
- 2. Reg. No. : 20 203 00011
- 3 Sex : Female
- 4 Place/ Birth : Gunung Tua Baringin, 27 July 2003
- 5 Child : 2
- 6 Nationality : Indonesia
- 7 Status : Not Married
- 8 Religion : Islam
- 9 Address : Situmba Gunung Tua Baringin, Sipirok
- 10 Phone Number : 081375035089
- 11 e-mail : yuyusartika7@gmail.com

II. Parents

a. Father

- 1. Name : Hoirun Siagian
- 2. Job : Farmer
- 3. Address : Situmba Gunung Tua Baringin, Sipirok

4. Phone Number : 0812625772507

b. Mother

1. Name : Siti Sairo Siregar

2. Job : Farmer

3. Address : Situmba Gunung Tua Baringin, Sipirok

4. Phone Number : 082177922253

III. Education Background

1. Elementary School	: SD Negeri 110101216 Situmba	2015
2. Junior High School	: MTS Negeri Sipirok	2018
3. Senior High School	: MAN Sipirok	2021
4. S.1	:UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan	2025

APPENDIX 1

MODUL AJAR 1 Cycle 1

ASKING AND GIVING OPINION

INFORMASI UMUM

A. IDENTITAS MODUL

Nama Penyusun	: Yuyu Sartika Siagian
Satuan Pendidikan	: SMA N 3 Padangsidimpuan
Kelas / Fase	: XI / F
Mata Pelajaran	: Bahasa Inggris
Alokasi Waktu	: 2 x 45 menit
Tahun Penyusunan	: 2025 / 2026

CAPAIAN PEMBELAJARAN BAHASA INGGRIS FASE F

Elemen Menyimak – Berbicara

Pada akhir fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.

Elemen Membaca – Memirsa

Pada akhir fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesa dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.

Elemen Menulis – Mempresentasikan

Pada akhir fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosa kata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

B. KOMPETENSI AWAL

Pada kehidupan sehari-hari kita pasti pernah memiliki opini pada sesuatu yang kita lihat, dengar, maupun rasakan. Entah opini itu mendukung atau bertentangan satu dengan yang lainnya. Opini merupakan sebuah teks atau dialog yang mengandung pendapat tentang suatu hal. Biasanya opini satu sama lain itu berbeda atau bertentangan, tergantung pada sudut pandang mana kita memihak. Ketika kita memberikan atau mengekspresikan opini kita, penting sekali untuk memberikan alasannya untuk mendukung opini itu sendiri. Kata kerja yang biasanya digunakan dalam opini adalah *agree* (setuju), *believe* (percaya), *reckon* (memperhitungkan), *doubt* (meragukan), *assume* (berasumsi), *don't agree* (tidak setuju), *think* (rasa/pikir).

C. PROFIL PELAJAR PANCASILA

Peserta didik yang beriman, bertakwa kepada Tuhan YME, mandiri dan berpikir kritis dan kreatif.

D. SARANA DAN PRASARANA

- ✦ Laptop, Computer, LCD, Akses Internet
- ✦ Rekaman untuk Listening, Loud Speaker, Film/gambar, Materi Power Point Presentation, dan Referensi lain yang mendukung

E. TARGET PESERTA DIDIK

Peserta didik reguler/umum; tidak ada kesulitan dalam memahami materi ajar.

F. MATERI PEMBELAJARAN

- ✦ Fungsi Sosial dari ekspresi memberikan opini dan responnya. Fungsi dari text atau dialog dalam modul ini adalah untuk menjaga hubungan interpersonal dengan guru, teman, dan orang lain.
- ✦ Struktur Teks yang terbagi menjadi ekspresi memulai percakapan dan menanggapi ekspresi dari teks.

- ✦ Unsur kebahasaan yang mengungkapkan ekspresi menyampaikan opini dan responnya.

G. MODEL PEMBELAJARAN

Blended learning melalui model pembelajaran dengan menggunakan *Project Based Learning* (PjBL) terintegrasi pembelajaran berdiferensiasi berbasis *Social Emotional Learning* (SEL).

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

- ✦ Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks interaksi lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran.
- ✦ Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan dari teks interaksi lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran.

B. PEMAHAMAN BERMAKNA

- ✦ Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *I think, I suppose, in my opinion*)
- ✦ Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. PERTANYAAN PEMANTIK

- ✦ Guru mengajukan pertanyaan terbuka kepada peserta didik seputar materi *Giving Opinion And Its Responses*
- ✦ Guru membandingkan jawaban peserta didik satu dengan jawaban peserta didik lainnya.

D. KEGIATAN PEMBELAJARAN

KEGIATAN PENDAHULUAN

- ✦ Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- ✦ Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

KEGIATAN INTI

<i>Stimulus</i>	✦ Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik : <i>Asking and Giving Opinion</i>
<i>Identifikasi masalah</i>	✦ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi : <i>Asking and Giving Opinion</i>
<i>Pengumpulan data</i>	<ul style="list-style-type: none"> ✦ Mengamati dengan seksama materi : <i>Asking and Giving Opinion</i>, dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya ✦ Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi : <i>Asking and Giving Opinion</i>
	✦ Mengajukan pertanyaan berkaitan dengan materi : <i>Asking and Giving Opinion</i>
<i>Pembuktian</i>	<ul style="list-style-type: none"> ✦ Berdiskusi tentang data dari materi : <i>Asking and Giving Opinion</i>. ✦ Peserta didik mengerjakan beberapa soal mengenai materi <i>Asking and Giving Opinion</i>.
<i>Menarik kesimpulan</i>	<ul style="list-style-type: none"> ✦ Menyampaikan hasil diskusi tentang materi : <i>Asking and Giving Opinion</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan ✦ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <i>Asking and Giving Opinion</i>. ✦ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi : <i>Asking and Giving Opinion</i> dan ditanggapi oleh kelompok yang mempresentasikan ✦ Bertanya atas presentasi tentang materi: <i>Asking and Giving Opinion</i> dan peserta didik lain diberi kesempatan untuk menjawabnya.

REFLEKSI DAN KONFIRMASI

- ✦ Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- ✦ Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- ✦ Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

E. ASESMEN / PENILAIAN HASIL PEMBELAJARAN

a) Penilaian Sikap / Profil Pelajar Pancasila

Selama proses mengajar berlangsung guru mengamati profil pelajar Pancasila pada siswa dalam pembelajaran yang meliputi Beriman, bertakwa kepada Tuhan Yang Maha Esa, Kebhinekaan Global, Mandiri, Bernalar Kritis, Gotong Royong dan Kreatif

b) Penilaian Pengetahuan

Penilaian pengetahuan yang dilakukan pada Capaian Pembelajaran ini sesuai dengan tujuan pembelajaran yang ingin di capai adalah dengan tes tertulis

c) Penilaian Keterampilan

Penilaian keterampilan yang dilakukan pada Capaian Pembelajaran ini sesuai dengan tujuan pembelajaran yang ingin di capai adalah dengan tes unjuk kerja / praktek

PENILAIAN DIRI

Setelah kalian menyelesaikan latihan soal dengan hasil minimal kategori baik, maka disilahkan kalian mengisi penilaian diri berikut untuk menilai pencapaian kompetensi selama kalian mempelajari modul ini.

1. Learning Journal

Complete the following statements to show your learning development.

- ✦ The materials I have learned are
- ✦ In my opinion, the most difficult part in this unit is
- ✦ It is difficult for me because
- ✦ The other problem(s) I face in this unit is/are
- ✦ The effort(s) I do to solve the problem is/are
- ✦ The support(s) which I need to solve the problem is/are

2. Reflection

Check your comprehension after studying this unit.

No	Statements	Yes	Partly	No
1.	I can understand the social function of the expression of opinion and its responses			

2.	I can understand text structure of the expression of opinion and its responses.			
3.	I can understand the language features of the expression of opinion and its responses			

F. PENGAYAAN DAN REMEDIAL

Remedial

Peserta didik yang hasil belajarnya belum mencapai target, guru melakukan pengulangan materi dengan pendekatan yang lebih individual dengan memberikan tugas individu tambahan untuk memperbaiki hasil belajar peserta didik yang bersangkutan

Pengayaan

Peserta didik yang daya tangkap dan daya kerjanya lebih dari peserta didik lain, guru memberikan kegiatan pengayaan yang lebih menantang dan memperkuat daya serapnya terhadap materi yang telah diajarkan guru.

PROGRAM REMEDIAL DAN PENGAYAAN

Sekolah : SMA N 3 Padangsidempuan

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : 2025 / 20256

No	Nama Peserta Didik	Rencana Program		Tanggal Pelaksanaan	Hasil		Kesimpulan
		Remedial	Pengayaan		Sebelum	Sesudah	
1							
2							
3							
4							
5							
dst							

G. REFLEKSI GURU DAN PESERTA DIDIK

Lembar Refleksi Guru

No	Aspek	Refleksi Guru	Jawaban
1	Penguasaan Materi	Apakah saya sudah memahami cukup baik materi dan aktifitas pembelajaran ini?	
2	Penyampaian Materi	Apakah materi ini sudah tersampaikan dengan cukup baik kepada peserta didik?	
3	Umpan balik	Apakah 100% peserta didik telah mencapai penguasaan tujuan pembelajaran yang ingin dicapai?	

Lembar Refleksi Peserta Didik

No	Aspek	Refleksi Guru	Jawaban
1	Perasaan dalam belajar	Apa yang menyenangkan dalam kegiatan pembelajaran hari ini?	
2	Makna	Apakah aktivitas pembelajaran hari ini bermakna dalam kehidupan saya?	
3	Penguasaan Materi	Saya dapat menguasai materi pelajaran pada hari ini a. Baik b. Cukup c. kurang	
4	Keaktifan	Apakah saya terlibat aktif dan menyumbangkan ide dalam proses pembelajaran hari ini?	
5	Gotong Royong	Apakah saya dapat bekerjasama dengan teman 1 kelompok?	

LAMPIRAN- LAMPIRAN

LAMPIRAN 1
LEMBAR KERJA PESERTA DIDIK (LKPD)

LKPD adalah panduan dalam melakukan aktivitas pembelajaran, yaitu:

Kelas/Semester : XI / Ganjil

Mata Pelajaran : Bahasa Inggris

Hari/Tanggal :

Nama siswa :

Materi pembelajaran :

Penugasan Mandiri

Untuk mengingatkan kalian akan materi yang telah dipelajari, silahkan mengisi tabel berikut. Nomor 1 adalah contoh yang diberikan.

No	Kata ini belum pernah saya dengar sebelumnya	Saya pernah mendengar kata ini, tapi belum paham/tidak yakin maknanya	Saya tahu definisi kata ini atau pernah menggunakannya	Saya tahu berbagai makna atau penggunaan kata ini dan dapat memberikan contohnya
1.	-	-	Opini	-

Dari daftar kata yang telah kalian tulis, Disilahkan bagi kalian untuk menggunakan kamus untuk membantu kalian memahami makna dari daftar kata yang kalian buat.

**Lati
han
Soal
Tas
k 1.**

Fill in the blanks using the opinion expressions given in the box below.

1. I ... with you bullying should be banned.

2. It is all right if you don't agree with me but I have every right to my...
.
3. As far as I ... , I will not support bullying in my school.
4. I ... that medical care should be free for everyone.
5. Some people ... eating fish and yogurt at the same time causes a severe skin disease. totally agree, opinion, am concerned, strongly believe, believe that

Task 2.

Below are several opinions. Some of them are polite and some impolite. Highlight an opinion with:

Red : if it is an impolite way of disagreeing. Blue : if it is a polite way of disagreeing.

Green : if it is a polite way of giving an opinion. Yellow : if it is an impolite way of giving an opinion.

1. I am afraid, I don't agree with you on this matter.
2. I agree with you to a certain point but I would appreciate if you look at it from another point of view.
3. That's an interesting idea but I think our idea is much better.
4. Do you really think like that?
5. Rubbish! Nonsense! I don't agree with this.
6. Actually, as a matter of fact, I think we can look at it again and decide.
7. This is what I am getting at.
8. You want to know what I think? Let me tell you what I think.
9. I feel compelled to disagree with you on this matter.
10. I find it rather silly that you think like this.

LAMPIRAN 2
BAHAN BACAAN GURU DAN PESERTA DIDIK

1. Sub Materi: Pengertian dan Struktur kalimat memberikan opini

Perhatikan percakapan antara 6 siswa dibawah ini. Bacalah dengan suara dikeraskan agar kamu dapat berlatih membaca teks dengan intonasi dan pengucapan kata yang jelas. Janitra : *I like Harry Porter movies because the magic seems so real.*

Fauzan : *I don't agree with you. Harry Porter movies are just overrated.* Kenzie : *I like playing tag because it is so much fun.*

Deana : *I don't like playing tag because people end up fighting.*

Renda : *In my opinion, the government should provide means of sustenance for under privileged people instead of building tall towers.*

Rahmat : *I agree with what you are saying but have you ever thought that building tall tower provides work for unemployed people?*

Perhatikan bahwa setiap siswa pada percakapan diatas menyampaikan pendapat atau opininya masing- masing. Tahukah kamu, apa yang disebut sebagai opini?

An opinion is the way you feel or think about something. Our opinion about something or someone is based on our perspective. Whenever we give or express our opinion, it is important to give reasoning or an example to support our opinion.

Nah, dari deskripsi tentang opini diatas, dapat kita simpulkan bahwasanya opini adalah pendapat seseorang yang didasari oleh perspektif atau sudut pkaliannngnya masing-masing. Sangat dianjurkan untuk memberikan opini beserta alasan dan bukti sebagai penguat atas opini yang diberikan.

Perhatikan struktur kalimat dari ekspresi menyampaikan opini berikut!

Subject	Verb	Object
<i>I</i>	<i>Agree</i>	<i>With what you are saying</i>
<i>I</i>	<i>Don't agree</i>	<i>With you</i>
<i>We</i>	<i>Believe</i>	<i>This is not the right way to handle things</i>
<i>I</i>	<i>Reckon</i>	<i>This could be right considering the reasons you have provided</i>
<i>I</i>	<i>Doubt</i>	<i>That this is possible</i>
<i>We</i>	<i>Assume</i>	<i>You are blased this issue</i>
<i>I</i>	<i>Think</i>	<i>You are mistaken</i>
<i>I</i>	<i>Don't think</i>	<i>So</i>

Tahukah kalian bahwa opini dapat terbagi menjadi tiga kategori, yaitu (1) opini kuat, (2) sedang, dan (3) lemah. Mau tahu apa saja?

Seperti namanya, opini kuat merupakan opini yang memiliki argumen yang kuat. Opini sedang ialah opini yang memiliki argumen tidak terlalu kuat maupun lemah. Sementara itu, opini lemah merupakan opini yang memiliki argumen kurang meyakinkan. Supaya lebih paham, perhatikan contoh di bawah ini.

(1) **Strong (kuat)** ✦ *I'm absolutely certain*

that.... (Saya benar-benar yakin bahwa...)

✦ *I'm convinced that....* (Saya yakin bahwa...)

✦ *I strongly believe that...* (Saya sangat percaya bahwa...)

(2) **Medium (sedang)**

✦ *I believe....* (Saya percaya...)

✦ *I don't doubt that....* (Saya tidak meragukannya...)

✦ *I feel certain that...* (Saya yakin bahwa...)

✦ *My impression is that....* (Kesan menurut saya...)

✦ *As I see it...* (Seperti yang saya lihat...)

✦ *It seems to me that...* (Tampaknya bagi saya...)

✦ *It strikes me that...* (Ini mengejutkan saya bahwa...)

(3) **Weak (lemah)** ✦ *I think....* (saya pikir...)

✦ *I don't think...* (Saya tidak berpikir...)

✦ *I'm fairly certain that....* (Saya cukup yakin bahwa...) ✦ *I'm quite certain that....* (Saya cukup yakin bahwa...)

✦ *I would have thought that....* (Saya akan berpikir bahwa...) **Example:**

George: *What do you guys think about this song?*
(Apa pendapat kalian tentang lagu ini?)

Cath : *I don't think it's a good song.*
(Saya tidak berpikir ini lagu yang bagus.) → weak opinion

Linda : *It seems to me that this song is good.*
(Menurut saya, lagu ini bagus.) → medium opinion

Dion : *I strongly believe that it's the best song I've ever heard.*
(Saya sangat yakin ini lagu terbaik yang pernah saya dengar.) → Strong opinion

ruang guru

2. Sub Materi 2: Mengeksresikan Opini

Berikut adalah bagaimana cara mengekspresikan opini yang terbagi menjadi: **Personal Point of View** dan **General Point of View**

Personal point of view	General point of view
I think ...	Most people do not agree ...
Personally, I think ...	Almost everyone ...
In my experience ...	Some people say that ...
I strongly believe that ...	Some people believe ...
As far as I am concerned ...	Of course, many argue ...
From my point of view ...	While some people believe ...
As I understand	Generally it is accepted ...
In my opinion ...	The majority agree with ...
What I mean is ...	The majority disagree with ...
In my humble opinion ...	It is sometimes argued ...
I would like to point out that ...	While some people believe ...
To my mind ...	
By this mean ...	
I am compelled to say ...	
I reckon ...	
As I see it ...	

Personal Point of view atau opini/pendapat pribadi adalah opini yang didasari oleh penilaian pribadi seseorang sedangkan *general point of view* atau pendapat umum adalah opini yang bersifat umum dan digunakan untuk menghindari pendapat yang bersifat individual.

Kapan menggunakan jenis kalimat tersebut dapat kalian sesuaikan dengan kebutuhan pada saat kalian menyampaikan Opini.

Nah, lanjut pada materi berikutnya adalah bagaimana cara memberikan respon terhadap suatu opini, dapat kalian perhatikan dengan seksama contoh-contoh kalimat berikut: ***Ekspresi Setuju atau Tidak Setuju terhadap Opini***

Agreeing	Disagreeing
Of course	I am sorry, I don't agree with you
This is absolutely right	I am not sure I agree with you

I agree with this opinion	I don't agree with you
I couldn't agree more	I am afraid I have to disagree with you
I agree, I never thought of that	I do not believe that
Neither do I	By this mean
That's a good point	I disagree with you
I think so too	I think you are wrong
I agree with what you're saying but have you ever..	That's not the same thing at all
	It is not justified to say so
	I am not convinced that ...
	I can't say I agree with this, and here's why

Berikut contoh Penggunaan kalimatnya.

Statement/Opinion	Agree	Disagree
Smoking should be banned in public places	I totally agree that smoking should be banned in public places	I am sorry but I tend to disagree with you on this
Bullying is so prevalent in most schools	I couldn't agree more with you	I think it would be wrong to generalize
Women should not work	I think so too. Women should stay at home and take care of their children	I am afraid I have to disagree with you on this
Harry Porter series is much better than Twilight series	Yes. I agree. Harry Porter series has much better and well-developed story line	It's not justified to say because both have different plots
Online gaming should be banned	Absolutely right. It should be as it distracts students from studying.	I don't agree with you. T is a venue for students to develop their skills

Setelah mempelajari materi ajar diatas, Pilihlah salah satu emotikon berikut untuk menunjukkan sejauh mana pemahaman kalian terkait materi yang telah dipelajari.



1



2

Jika kalian memilih emotikon 1, maka kalian dapat melanjutkan tahap berikutnya. Jika emotikon 2 yang and pilih, jangan putus asa, kalian dapat kembali mempelajari bagian yang sulit berulang kali hingga kalian paham, lalu lanjutkan ke tahap berikutnya.

LAMPIRAN 3

GLOSARIUM

- *Opinion* : Opini/pendapat
- *Agree* : Setuju/sependapat
- *Don't agree* : Tidak setuju/Tidak sependapat
- *Believe* : Percaya/yakin
- *Reckon* : Menganggap
- *Doubt* : Ragu
- *Assume* : Menganggap
- *Think* : Berfikir/fikir
- *Don't think* : Tidak berfikir

LAMPIRAN 4

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APPENDIX 2

TEST IN CYCLE I

Direction (Petunjuk):

1. Teacher makes a small group discussion every groups consists of 3 students
2. Discuss with your group to make a dialogue/conversation using Asking and Giving Expression
3. Please present your result in your group firstly then in front of the class

APPENDIX 3

STUDENTS ANSWER IN CYCLE I

1 .RD: Hey I'm thinking of going to China for holiday. What do you think?

AW: That sounds great! Have you decided which cities to visit?

RD: I'm planning to go to Beijing and Sanghai. Any recommendation?

AS: Definetly visit the great wall! It's amazing.

AW: And don't miss the Peking duck in Beijing

RD: Sounds delicious

AS: It will be helpful! Simple greetings are so good start

AWThank you for the advice I'm exited!

2. PR: Hey I'm thinking of going to Jogja for holiday. What do you think?

RC: That sounds great! Have you decided which place to visit?

PR: I'm planning to go to Borobudur. Any recommendation?

PM: Definetly visit Borobudur It's amazing.

RC: And don't miss to visit the malioboro

PRSounds delicious

PM: It will be helpful! Simple greetings are so good start

RC: Thank you for the advice I'm exited!

3. HA: Hey I'm thinking of going to Bukit Tinggi for holiday. What do you think?

RA: That sounds great! Have you decided which cities to visit?

HA: I'm planning to go to Jam Gadang and Lobang Jepang. Any recommendation?

FA: Definetly visit Istana Pagaruyung! It's amazing.

RA: And don't miss the nasi kapau in Bukit Tinggi

HA: Sounds delicious, should I learn Padang Pharase

FA: It will be helpful! Simple greetings are so good start

RA: Thank you for the advice I'm exited!

4. SP: Hey I'm thinking of going to Japan for holiday. What do you think?

PA: That sounds great! Have you decided which cities to visit?

SP: I'm planning to go to Tokyo. Any recommendation?

AF: Definetly visit the great wall! It's amazing.

PA: And don't miss the Puji Mountain

SP: Sounds delicious.

AF: It will be helpful! Simple greetings are so good start

PA: Thank you for the advice I'm exited!

5. AF: Hey I'm thinking of going to Lake Toba for holiday. What do you think?

DA: That sounds great! Have you decided which cities to visit?

AF: I'm planning to go to Samosir and Siborong-borong. Any recommendation?

ID: Definetly visit the great wall! It's amazing.

DA: And don't miss the Peking duck in Lake Toba

AF: Sounds delicious

ID: Yes, It will be helpful! Simple greetings are so good start

DA: Thank you for the advice I'm exited!

6. RM: Hey I'm thinking of going to Bandung for holiday. What do you think?

MT: That sounds great! Have you decided which cities to visit?

RM: I'm planning to go to Ciwidei. Any recommendation?

MR: Definetly visit the great wall! It's amazing.

MT: And don't miss the Peking duck in Ciwidei

RM: Sounds delicious

MR: It will be helpful! Simple greetings are so good start

MT: Thank you for the advice I'm exited!

7. FY: Hey, I'm thinking of going to Medan for a holiday. What do you think?

FR: That sounds great! Have you decided which places to visit?

FY: I'm planning to go to Lake Toba and Maimun Palace. Any recommendations?

RP: Definitely visit Lake Toba! In my opinion, it's one of the most beautiful places in Indonesia.

FR: That's a good idea. Anything else?

FP: Don't miss Medan's special food, like Bika Ambon and Soto Medan. I think they are really delicious.

FY: Sounds tasty! Should I try local fruits too?

RP: Yes, I suggest trying durian. Medan is very famous for it.

FR: Thank you for the advice. I'm so excited!

FY: You're welcome. Have a wonderful trip to Medan

8 .RA: Hey, I'm thinking of going to Korea for a holiday. What do you think?

MR: That sounds amazing! Have you decided which places to visit?

RA: I'm planning to go to Seoul and Jeju Island. Any recommendations?

LS: Definitely visit Gyeongbokgung Palace in Seoul. In my opinion, it's very beautiful and full of history.

RA: That's a good idea. Anything else?

B: Don't miss Korean food like Bibimbap and Korean BBQ. I think they are really delicious.

MR: Sounds tasty! Should I try learning a little Korean language?

LS: Yes, I suggest learning simple greetings like *Annyeonghaseyo*. It will be very helpful.

MR: Thank you for the advice. I'm so excited!

RA: You're welcome. Have a great trip to Korea!

9. AD: Hey, I'm thinking of going to Jakarta for a holiday. What do you think?

ST: That sounds great! Have you decided which places to visit?

AD: I'm planning to go to Monas and Ancol. Any recommendations?

NA: Definitely visit Monas. In my opinion, it's the most iconic place in Jakarta.

AD: That's a good idea. Anything else?

ST: Don't miss the traditional food like Kerak Telor and Soto Betawi. I think they are really delicious.

NA: Sounds tasty! Should I also go shopping there?

AD: Yes, I suggest visiting Grand Indonesia or Tanah Abang. They are famous for shopping.

ST: Thank you for the advice. I'm so excited!

AD: You're welcome. Have a fun holiday in Jakarta!

10. KH: Hey, I'm thinking of going to Bogor for a holiday. What do you think?

MR: That sounds nice! Have you decided which places to visit?

KH: I'm planning to go to Kebun Raya Bogor and Puncak. Any recommendations?

NS: Definitely visit Kebun Raya. In my opinion, it's very beautiful and relaxing.

KH: That's a good idea. Anything else?

NS: Don't miss the local food like Soto Bogor and Asinan Bogor. I think they are really delicious.

MR: Sounds tasty! Should I also buy some souvenirs?

NS: Yes, I suggest buying Talas Bogor. It's very popular there.

NS: Thank you for the advice. I'm so excited!

KH: You're welcome. Have a great trip to Bogor!

APPENDIX 4

MODUL AJAR 2 *EXPRESSION OF GIVING OPINION AND THOUGHT*

INFORMASI UMUM

A. IDENTITAS MODUL

Nama Penyusun	: Yuyu Sartika Siagian
Satuan Pendidikan	: SMA N 3 Padangsidempuan
Kelas / Fase	: XI / F
Mata Pelajaran	: Bahasa Inggris
Alokasi Waktu	: 2 x 45 Menit
Tahun Penyusunan	: 2025 / 2026

CAPAIAN PEMBELAJARAN BAHASA INGGRIS FASE F

Elemen Menyimak – Berbicara
<p>Pada akhir fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.</p>
Elemen Membaca – Memirsa
<p>Pada akhir fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesa dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.</p>
Elemen Menulis – Mempresentasikan

Pada akhir fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosa kata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

B. KOMPETENSI AWAL

Pada kehidupan sehari-hari kita pasti pernah memiliki opini pada sesuatu yang kita lihat, dengar, maupun rasakan. Entah opini itu mendukung atau bertentangan satu dengan yang lainnya. Opini merupakan sebuah teks atau dialog yang mengandung pendapat tentang suatu hal. Biasanya opini satu sama lain itu berbeda atau bertentangan, tergantung pada sudut pandang mana kita memihak. Ketika kita memberikan atau mengekspresikan opini kita, penting sekali untuk memberikan alasannya untuk mendukung opini itu sendiri. Kata kerja yang biasanya digunakan dalam opini adalah *agree* (setuju), *believe* (percaya), *reckon* (memperhitungkan), *doubt* (meragukan), *assume* (berasumsi), *don't agree* (tidak setuju), *think* (rasa/pikir).

C. PROFIL PELAJAR PANCASILA

Peserta didik yang beriman, bertakwa kepada Tuhan YME, mandiri dan berpikir kritis dan kreatif.

D. SARANA DAN PRASARANA

- ✦ Laptop, Computer, LCD, Akses Internet
- ✦ Rekaman untuk Listening, Loud Speaker, Film/gambar, Materi Power Point Presentation, dan Referensi lain yang mendukung

E. TARGET PESERTA DIDIK

Peserta didik reguler/umum; tidak ada kesulitan dalam memahami materi ajar.

F. MATERI PEMBELAJARAN

- ✦ Menganalisis makna dari teks interaksi transaksional, lisan dan tulis tentang “*giving opinion and its responses.*”
- ✦ Menyusun teks interaksi transaksional, lisan dan tulis tentang “*giving opinion and its responses.*”

G. MODEL PEMBELAJARAN

Blended learning melalui model pembelajaran dengan menggunakan *Project Based Learning* (PBL) terintegrasi pembelajaran berdiferensiasi berbasis *Social Emotional Learning* (SEL).

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Setelah kegiatan pembelajaran 2 ini diharapkan dapat menyusun teks interaksi lisan dan tulis terkait ekspresi '*Asking and Giving Opinion*'.

B. PEMAHAMAN BERMAKNA

- ✦ Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *I think, I suppose, in my opinion*)
- ✦ Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. PERTANYAAN PEMANTIK

- ✦ Guru mengajukan pertanyaan terbuka kepada peserta didik seputar materi *Expression Of Giving Opinion And Thought*
- ✦ Guru membandingkan jawaban peserta didik satu dengan jawaban peserta didik lainnya.

D. KEGIATAN PEMBELAJARAN

KEGIATAN PENDAHULUAN

- ✦ Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- ✦ Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan **Profil Pelajar Pancasila**; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

KEGIATAN INTI

<i>Stimulus</i>	<ul style="list-style-type: none"> ✦ Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik : <i>Expression Of Giving Opinion And Thought</i>
<i>Identifikasi masalah</i>	<ul style="list-style-type: none"> ✦ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi : <i>Expression Of Giving Opinion And Thought</i>
<i>Pengumpulan data</i>	<ul style="list-style-type: none"> ✦ Mengamati dengan seksama materi : <i>Expression Of Giving Opinion And Thought</i>, dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya ✦ Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi : <i>Expression Of Giving Opinion And Thought</i> ✦ Mengajukan pertanyaan berkaitan dengan materi : <i>Expression Of Giving Opinion And Thought</i>
<i>Pembuktian</i>	<ul style="list-style-type: none"> ✦ Berdiskusi tentang data dari materi : <i>Expression Of Giving Opinion And Thought</i>.
	<ul style="list-style-type: none"> ✦ Peserta didik mengerjakan beberapa soal mengenai materi : <i>Expression Of Giving Opinion And Thought</i>.
<i>Menarik kesimpulan</i>	<ul style="list-style-type: none"> ✦ Menyampaikan hasil diskusi tentang materi : <i>Expression Of Giving Opinion And Thought</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan ✦ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <i>Expression Of Giving Opinion And Thought</i>. ✦ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi : <i>Expression Of Giving Opinion And Thought</i> dan ditanggapi oleh kelompok yang mempresentasikan ✦ Bertanya atas presentasi tentang materi : <i>Expression Of Giving Opinion And Thought</i> dan peserta didik lain diberi kesempatan untuk menjawabnya.
REFLEKSI DAN KONFIRMASI	
	<ul style="list-style-type: none"> ✦ Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan. ✦ Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. ✦ Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

E. ASESMEN / PENILAIAN HASIL PEMBELAJARAN

a) Penilaian Sikap / Profil Pelajar Pancasila

Selama proses mengajar berlangsung guru mengamati profil pelajar Pancasila pada siswa dalam pembelajaran yang meliputi Beriman, bertakwa kepada Tuhan Yang Maha Esa,

Kebhinekaan Global, Mandiri, Bernalar Kritis, Gotong Royong dan Kreatif

b) Penilaian Pengetahuan

Penilaian pengetahuan yang dilakukan pada Capaian Pembelajaran ini sesuai dengan tujuan pembelajaran yang ingin di capai adalah dengan tes tertulis

c) Penilaian Keterampilan

Penilaian keterampilan yang dilakukan pada Capaian Pembelajaran ini sesuai dengan tujuan pembelajaran yang ingin di capai adalah dengan tes unjuk kerja / praktek

PENILAIAN DIRI

Setelah kalian menyelesaikan latihan soal dengan hasil minimal kategori baik, maka disilahkan kalian mengisi penilaian diri berikut untuk menilai pencapaian kompetensi selama kalian mempelajari modul ini.

1. Learning Journal

Complete the following statements to show your learning development.

- ✦ The materials I have learned are
- ✦ In my opinion, the most difficult part in this unit is
- ✦ It is difficult for me because
- ✦ The other problem(s) I face in this unit is/are
- ✦ The effort(s) I do to solve the problem is/are
- ✦ The support(s) which I need to solve the problem is/are

2. Reflection

Check your comprehension after studying this unit.

No.	Statements	Yes	Partly	No
1.	I understand the contextual meaning of dialogue			
2.	I can arrange the jumbled sentences into the proper order.			
3.	I can write the expression of opinion and thought dialogue			

Setelah kalian selesai dengan penilaian diri, perhatikan hasil jawaban kalian. Jika sekiranya jawaban kalian menunjukkan sebagian belum tercapai, maka kalian sangat dianjurkan untuk mengulang pembelajaran. Jika sebagian besar jawaban kalian sudah tercapai, maka

‘SELAMAT’ kalian dapat melanjutkan pada tahap berikutnya.

F. PENGAYAAN DAN REMEDIAL

Remedial

Peserta didik yang hasil belajarnya belum mencapai target, guru melakukan pengulangan materi dengan pendekatan yang lebih individual dengan memberikan tugas individu tambahan untuk memperbaiki hasil belajar peserta didik yang bersangkutan

Pengayaan

Peserta didik yang daya tangkap dan daya kerjanya lebih dari peserta didik lain, guru memberikan kegiatan pengayaan yang lebih menantang dan memperkuat daya serapnya terhadap materi yang telah diajarkan guru.

PROGRAM REMEDIAL DAN PENGAYAAN

Sekolah : SMA N 3 Padangsidempuan

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI / Ganjil

No	Nama Peserta Didik	Rencana Program		Tanggal Pelaksanaan	Hasil		Kesimpulan
		Remedial	Pengayaan		Sebelum	Sesudah	
1							
2							
3							
4							
5							
dst							

G. REFLEKSI GURU DAN PESERTA DIDIK

Lembar Refleksi Guru

No	Aspek	Refleksi Guru	Jawaban
1	Penguasaan Materi	Apakah saya sudah memahami cukup baik materi dan aktifitas pembelajaran ini?	
2	Penyampaian Materi	Apakah materi ini sudah tersampaikan dengan cukup baik kepada peserta didik?	

3	Umpan balik	Apakah 100% peserta didik telah mencapai penguasaan tujuan pembelajaran yang ingin dicapai?	
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**Lembar Refleksi
Peserta Didik**

No	Aspek	Refleksi Guru	Jawaban
1	Perasaan dalam belajar	Apa yang menyenangkan dalam kegiatan pembelajaran hari ini?	
2	Makna	Apakah aktivitas pembelajaran hari ini bermakna dalam kehidupan saya?	
3	Penguasaan Materi	Saya dapat menguasai materi pelajaran pada hari ini a. Baik b. Cukup c. kurang	
4	Keaktifan	Apakah saya terlibat aktif dan menyumbangkan ide dalam proses pembelajaran hari ini?	
5	Gotong Royong	Apakah saya dapat bekerjasama dengan teman 1 kelompok?	

LAMPIRAN- LAMPIRAN

LAMPIRAN 1

LEMBAR KERJA PESERTA DIDIK (LKPD)

LKPD adalah panduan dalam melakukan aktivitas pembelajaran, yaitu:

Kelas/Semester : XI / Ganjil

Mata Pelajaran : Bahasa Inggris

Hari/Tanggal :

Nama siswa :

Materi pembelajaran :

Latihan Soal

Task 1. Look at the jumbled sentence below! Arrange them into good dialogue!

B : Yeah. Once, one of my good friends lied to me. He was a really good friend, and I just felt completely betrayed. It destroyed the friendship.

B : In my opinion friends need to be completely honest. One little lie and the friendship just disappears.

A : Some people say friends are always honest with each other. What do you think?

A : Ah, that's pretty strong language. Do you really think that?

Task 2. Read the following Context! Then, brainstorm the ideas and give your opinion based on that context.

Benny has sent a letter to Rudy asking for his opinion about his problem in managing his fund. Benny has not had much enough. He is confused to decide whether to buy a bicycle to take him to school or to run a small farm in sheep animal husbandry.

As Rudy, write a letter to Benny giving response and opinion about his problem. Perhatikan bagan berikut ini untuk membantu kalian menempatkan idenya.

Bagian atas surat (Sapaan kepada Benny)
Uraikan secara singkat masalah Benny. Nyatakan perasaan kamu jika kamu jadi Benny.
Sampaikan secara jelas posisi kamu (sebagai Rudy) setuju atas penggunaan uang Benny untuk membeli sepeda atau kah untuk modal usaha peternakan kambing. Berikan alasan yang mendukung pendapat kamu.
Berikan harapan baik kepada Benny atas pendapat yang kamu berikan
Penutup surat

LAMPIRAN 2
BAHAN BACAAN GURU DAN PESERTA DIDIK

Setelah sebelumnya pada pembelajaran I kalian telah mempelajari fungsi sosial dan struktur teks dan unsur kebahasaan dari *'expression of giving opinion and thought'*, maka pada pembelajaran II kali ini Kalian kalian berfokus pada bagaimana menyusun teks lisan dan tulis secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan yang melekat pada *'expression of giving opinion and thought'*.

Perhatikan percakapan dibawah ini: **Text 1.**

Vidia : Hi Ryan, by the way, I just don't understand why you guys like smoking?

Ryan : Well... It's nice you know...

Vidia : Nice? What's nice about smoking? *In my opinion, there is nothing nice about smoking; it's dangerous for your health. And it is waste of money*

Ryan : I've heard many times, but I don't believe it.

Vidia : *Maybe you'll believe it when you get your lung cancer.*

Perhatikan bahwa percakapan antara Vidia dan Ryan adalah tentang bahaya merokok. Vidia menanyakan alasan Ryan tetap merokok dan memberikan opini akan bahaya merokok. Namun, nampaknya Ryan sulit percaya tentang opini yang disampaikan oleh Vidia.

Konteks percakapan diatas adalah antara teman sehingga penggunaan ekspresi dan kalimat juga disesuaikan bersifat lebih santai dan kurang resmi. kalian dapat menggunakan sejumlah ekspresi pada pembelajaran 1 untuk menyusun teks terkait dengan opini dan respon terhadap opini yang diberikan disesuaikan dengan konteks percakapan.

Tips Menyusun Dialogue

Adapun cara atau langkah-langkah dalam menyusun dialog yang sederhana, diantaranya sebagaimana berikut ini:

- ✦ Pertama-tama, menentukan tema tentang apa yang akan dibicarakan.
- ✦ Lalu, menentukan tokoh yang ikut terlibat di dalam dialog tersebut.
- ✦ Selanjutnya menentukan posisi ataupun peran masing-masing tokoh tersebut.
- ✦ Terus, membuat inti atau garis besar materi tentang pembicaraan.
- ✦ Setelah itu, menyusun dialog berdasarkan garis besar dari pembicaraan dan memperlihatkan kaidah dari penulisan dialog

Text 2.

Perhatikan contoh balasan pesan di email dari Mirna kepada Shinta berikut ini. *Hi, Shinta. It's me again Mirna. I know how you might feel about your doubt to decide your next stage of your life after graduation. You told me that you prefer taking your time in higher education to staying at home for short courses; both in accounting as you like.*

I am afraid I have to disagree with you this time. Going to college is truly good choice. But you have to remember your mother's condition. She badly needs you in her side. You need to take care of her. Your presence will mean a lot for her recovery after the surgery. I wish you could get the best achievement in your short course for I believe that you are the cleverest friend I have ever had. I hope you take this into consideration.
Best friend, Mirna

Mirna menghargai semua niat baik dan cita-cita Shinta. Karena Mirna teman akrab Shinta, dia mengungkapkan ketidaksetujuannya kepada Shinta tentang study lanjutnya di perguruan tinggi. Perhatikan cara Mirna menyampaikan pendapatnya yang tidak setuju tersebut. Tentu kalian juga pernah memberikan pendapat kepada teman kalian melalui media tulis selain juga dengan pembicaraan langsung. Menyampaikan pendapat secara tertulis memerlukan paparan yang lebih jelas agar pesan yang diterima bisa dimaknai secara utuh dan tidak terjadi kesalahpahaman.

LAMPIRAN 3

GLOSARIUM

- *Opinion* : Opini/pendapat
- *Agree* : Setuju/sependapat
- *Don't agree* : Tidak setuju/Tidak sependapat
- *Believe* : Percaya/yakin
- *Reckon* : Menganggap
- *Doubt* : Ragu
- *Assume* : Menganggap
- *Think* : Berfikir/fikir
- *Don't think* : Tidak berfikir

LAMPIRAN 4

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APPENDIX 5

TEST IN CYCLE II

Direction (Petunjuk):

1. Teacher makes a small group discussion every groups consists of 3 students
2. Discuss with your group to make a dialogue/conversation using Expression of Giving Opinion and Thought
3. Please present your result in your group firstly then in front of the class

APPENDIX 6

STUDENTS ANSWER IN CYCLE II

Group 1 Theme

RD: "What theme should we choose for my birthday party?"

AW: "A superhero theme would be awesome!"

AS: "Or maybe a movie theme?"

RD: "Superhero theme sounds cool!"

AW: "We can make decorations that fit the theme!"

AS: "And make superhero costumes too!"

RD: "Let's start planning!"

AW: "I'll help with the decorations!"

Group 2 Food

PR: "What food should we serve at my birthday party?"

RC: "Cake and ice cream are a must!"

PM: "We can also have some snacks."

PR: "Cake is a birthday party staple!"

RC: "Let's choose a theme for the cake!"

PM: "And make a menu for the snacks."

PR: "I'll help with the menu."

RC: "I'll help with the shopping!"

Group 3 Games

HA: "What activities can we do at my birthday party?"

RA: "We can play games or make crafts!"

FA: "Or have a photo booth!"

HA: "Games sound like fun!"

RA: "Let's plan some fun games!"

FA: "And give out prizes for the winners."

HA: "Let's get started!"

RA: "I'll help plan the games!"

Group 4 Decoration

SP: "How should we decorate for my birthday party?"

PA: "We can use balloons and banners!"

AF: "Or decorate according to the theme."

SP: "Balloons are always a hit!"

PA: "Let's choose balloons that fit the theme!"
AF: "And make a banner with my name."
SP: "I'll help with the decorations."
PA: "I'll help with the balloon arrangements!"

Group 5 invitation

AF: "How should we invite people to my birthday party?"
DA: "We can make digital invites or paper invites!"
ID: "Or invite through social media."
AF: "Digital invites are so convenient!"
DA: "Let's design some cool invites!"
ID: "And send them out to our friends."
AF: "I'll help with the design."
DA: "I'll help send out the invites!"

Group 6 Music

RM: "What music should we play at my birthday party?"
MT: "Pop music or dance music would be great!"
MR: "Or we can make a playlist of my favorite songs."
RM: "Pop music is always a crowd-pleaser!"
MT: "Let's make a playlist!"
MR: "And play it during the party."
RM: "I'll help with the playlist."
MR: "I'll help with the music setup!"

Group 7 Gift

FY: "What kind of gifts should we give to our guests?"
FR: "We can give small gifts like keychains or candies!"
RP: "Or bigger gifts like books or toys."
FY: "Small gifts are always appreciated!"
FR: "Let's choose gifts that fit the theme!"
RP: "And add a nice label to each gift."
FY: "I'll help choose the gifts."
FR: "I'll help with the labels!"

Group 8 Time and Place

RA: "When and where should we hold my birthday party?"
MR: "Let's choose a time and place that works for you!"

LS: "Or a place close to your house."
RA: "Time and place are important!"
MR: "Let's pick a time that works for everyone!"
LS: "And a place that's convenient."
RA: "I'll help choose the time and place."
MR: "I'll help with the scheduling!"

9. Budget

AD: "What's the budget for my birthday party?"
ST: "Let's make a budget that fits our needs!"
NA: "Or find ways to save money."
AD: "Budget is important!"
ST: "Let's make a list of expenses!"
NA: "And find ways to cut costs."
AD: "I'll help with the budget."
ST: "I'll help find ways to save money!"

Group 10 History

KH: "How can we make my birthday party memorable?"
MR: "We can make a photo album or a video!"
NS: "Or create a special tradition."
KH: "A photo album sounds great!"
MR: "Let's take lots of photos!"
NS: "And make a beautiful album."
KH: "I'll help with the photos."
MR: "I'll help create the album!"

APPENDIX 7

INTERVIEW SHEET WITH TEACHER

1. Researcher: What are the main problems students face in speaking English in your class?

Teacher: “Students are shy and afraid of making mistakes. Their vocabulary is limited, grammar is weak, and pronunciation is often unclear, so they are not confident to speak. Many of them prefer to be silent, and only a few are active in class discussions.”

2. Researcher: How do you see the effect of the KWL method on students’ speaking ability?

Teacher: “KWL makes students more active and confident. They can speak based on what they already know, ask questions, and then share what they learned. Their fluency and vocabulary especially improve, and they are not as shy as before when speaking in front of the class.”

3. Researcher: In your opinion, what are the challenges of using the KWL method in teaching speaking?

Teacher: “The challenge is time management, because KWL takes longer. Some students are still shy to make questions, but overall the method is effective for speaking practice. With good preparation, I believe this method can really help students improve step by step.”

APPENDIX 8

INTERVIEW SHEET WITH STUDENTS

1. Researcher: Before learning with KWL, was speaking English easy or difficult for you? Why?

Student: Speaking English was difficult for me. I often forget the words, so I just keep silent. My pronunciation was not good, and I felt afraid my friends laugh at me. Sometimes I want to speak, but I don't know the grammar, so I stop

2. Researcher: "After learning with KWL, do you like speaking English more?"

Student: "Yes, I like it more now. KWL makes me more active. First I can say what I already know, then I learn new things. It is easier to speak because I can prepare my ideas before talking. The group work also helps me because I can share with friends. I feel more confident to try speaking in front of class

3. Researcher: What do you feel now about your speaking?

Student : Now I feel better in speaking. I can use more vocabulary, I can make sentences, and my friends understand me. I still make mistakes, but I don't feel too shy anymore. I think my fluency is better, I can speak without stopping too much. KWL helps me to be brave and not afraid of making mistakes

APPENDIX 9

A. Teacher Observation Sheet

Cycle 1 :Meeting 1

Observer : Herlinda Lubis,S.Pd. as a collaborator

No	Aspects Observed	Indicators	Yes/No	Observation Notes
1.	Preparation	Teacher prepares lesson plan & KWL chart	Yes	Semua perangkat telah disiapkan.
2	Motivation	Teacher greets students positively	Yes	Siswa merespons tetapi masih pasif.
3.	Explaining objectives	Teacher explains goals	Yes	Tujuan disampaikan singkat namun jelas.
4.	Presenting material	Teacher explains topic	Yes	Materi disampaikan, namun beberapa siswa kurang fokus.
5.	Introducing KWL	Teacher explains KWL steps	Yes	Penjelasan masih perlu diperjelas.
6.	Guiding K Stage	Students share what they know	No	Siswa sangat pasif, hanya beberapa yang mau berbicara.
7.	Guiding W Stage	Students ask questions	No	Siswa bingung membuat pertanyaan.
8.	Guiding L Stage	Students summarize learning	No	Masih banyak siswa tidak tahu apa yang harus ditulis.
9.	Classroom management	Handles noise	No	Beberapa siswa ribut dan berjalan ke belakang kelas.

10.	Feedback	Gives corrective feedback	Yes	Guru memberi perbaikan, tetapi terbatas.
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B.Students Observation Sheet

Cycle 1 :Meeting 1

No.	Student Activity	Indicators	Yes/No	Observation Notes
1.	Attention	Focus during explanation	No	Banyak yang ngobrol.
2.	Participation (K)	Write what they know	No	Kebanyakan diam.
3	Participation (W)	Ask questions	No	Siswa belum paham cara bertanya.
4.	Participation (L)	Summarize learning	No	Masih bingung.
5.	Speaking activity	Students speak	No	Hanya 5–6 siswa mencoba.
6.	Fluency	Speak with fewer fillers	No	Banyak “uh... um... like...”.
7.	Vocabulary	Use appropriate	No	Kosakata sangat terbatas.

APPENDIX 10

A. Teacher Observation Sheet

Cycle 1 :Meeting 2

Observer : Herlinda Lubis,S.Pd. as a collaborator

No	Aspects Observed	Yes/No	Observation Notes
1.	Preparation	Yes	Guru menyiapkan contoh KWL yang lebih jelas.
2.	Motivation	Yes	Siswa terlihat lebih antusias.
3.	Presenting Materia	Yes	Penjelasan lebih sistematis.
4.	Guiding K Stage	Yes	Lebih banyak siswa menuliskan pengetahuan awal.
5.	Guiding W Stage	Yes	Setelah diberi contoh pertanyaan, siswa mulai membuat pertanyaan sederhana.
6.	Guiding L Stage	Yes	Siswa masih kesulitan merangkum.
7.	Classroom Management	Yes	Kelas lebih kondusif dibanding Cycle 1.

B. Students Observation Sheet

Cycle 1 :Meeting 2

No	Student Activity	Yes/No	Observation Notes
1.	Attention	Yes	Siswa lebih fokus.
2.	Participation in (K)	Yes	Hampir setengah kelas aktif.
3.	Participation in (W)	Yes	Siswa menulis 1–2 pertanyaan.
4.	Speaking activity	No	Siswa mulai mencoba berbicara.
5.	Fluency	No	Masih banyak filler words tetapi berkurang.
6.	Vocabulary	No	Mulai mencoba kosakata baru.

7.	Confidence	Yes	Beberapa siswa tampil lebih percaya diri.
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APPENDIX 11

A. Teacher Observation Sheet

Cycle 2 :Meeting 1

Observer : Herlinda Lubis,S.Pd. as a collaborator

No	Aspects Observed	Yes/No	Observation Notes
1.	Preparation	Yes	Guru menyiapkan aktivitas berbicara lebih variatif.
2.	Guiding K Stage	Yes	Hampir semua siswa mau mengisi.
3.	Guiding W Stage	Yes	Pertanyaan siswa lebih kritis.
4.	Guiding L Stage	Yes	Siswa mampu merangkum dengan kalimat sendiri.
5	Feedback	Yes	Guru memberikan koreksi lebih terarah.
6.	Classroom management	Yes	Kelas kondusif dan tertib.

B. Students Observation Sheet

Cycle 2 meeting 1

No	Student Activity	Yes/No	Observation Notes
1.	Attention	Yes	Semua siswa memperhatikan.
2.	Participation	Yes	Siswa aktif dalam 3 tahap KWL
3..	Speaking	Yes	Hampir semua siswa berbicara.
4.	Fluency	Yes	Filler words menurun drastis.

5.	Vocabulary	Yes	Banyak siswa menggunakan kosakata baru.
6.	Pronunciation	Yes	Masih ada kesalahan kecil.
7.	Confidence	Yes	Siswa jauh lebih percaya diri.

APPENDIX 12

A. Teacher Observation Sheet

Cycle 2 :Meeting 2

Observer : Herlinda Lubis,S.Pd. as a collaborator

No	Aspects Observed	yes/No	Observation Notes
1.	Preparation	Yes	Guru siap dengan evaluasi akhir.
2.	Teaching KWL	Yes	Semua tahap dilakukan dengan lancar.
3.	Speaking Guidance	Yes	Guru memberikan umpan balik cepat dan tepat.
4.	Classroom Management	Yes	Kelas berjalan sangat efektif.

B. Students Observation Sheet

Cycle 2 :Meeting 2

No	Student Activity	Yes/No	Observation Notes
1.	Participation	Yes	Seluruh siswa terlibat aktif.
2.	Speaking	Yes	Siswa berbicara dengan lancar dan jelas.
3.	Fluency	Yes	Sangat sedikit filler words.

4.	Vocabulary	Yes	Kosakata beragam.
5.	Pronunciation	Yes	Sangat meningkat.
6.	Grammar	Yes	Struktur kalimat lebih baik.
7.	Confidence	Yes	Seluruh siswa berani berbicara.

APPENDIX 13

A. Perhitungan Data Nilai Cycle 1

$$\text{Score} = 80 \text{ Low score} = 40$$

$$\text{Range} = 80 - 40 = 40$$

$$\begin{aligned} \text{a. Total of Class} &= 1 + 3.3 \text{ Log } n \\ &= 1 + 3.3 \log 30 \\ &= 5.87 = 6 \end{aligned}$$

$$\begin{aligned} \text{b. Length of Class} &= R/K \\ &= 40/6 = 6.6 = 7 \end{aligned}$$

No	Class interval	Mid-point	Frequency	Percentage
1.	40-46	43	3	10%
2.	47-53	50	6	20%
3.	54-60	57	3	10%
4.	61-67	64	3	10%
5.	68-74	71	2	6,67%
6.	75-81	78	13	43,33%
I=7			30	100%

B. Perhitungan Data Nilai Cycel 2

$$\text{Score} = 95 \text{ Low score} = 70$$

$$\text{Range} = 95 - 70 = 25$$

$$\begin{aligned} \text{a. Total of Class} &= 1 + 3.3 \text{ Log } n \\ &= 1 + 3.3 \log 30 \\ &= 5.87 = 6 \end{aligned}$$

$$\begin{aligned} \text{b. Length of Class} &= R/K \\ &= 25/6 = 4.17 = 5 \end{aligned}$$

No.	Class Interval	Mid-Point	Frequency	Percentages
1.	70-75	72,5	5	16,67%
2.	76-81	78,5	6	20,00%
3.	82-87	84,5	4	13,33%
4.	88-93	90,5	7	23,33%

5.	94-99	96,5	8	26,67%
I=6			30	100%

Rata-rata selisih skor (Cycle 2 – Cycle 1)

= 20.83

Standar deviasi selisih (SDd)

= 8.73

Nilai t-hitung

$$t = \frac{20.83}{(8.73 / \sqrt{30})} = 13.10$$

$$t = 13.10 > 2.045$$

$$df = N - 1 = 29$$

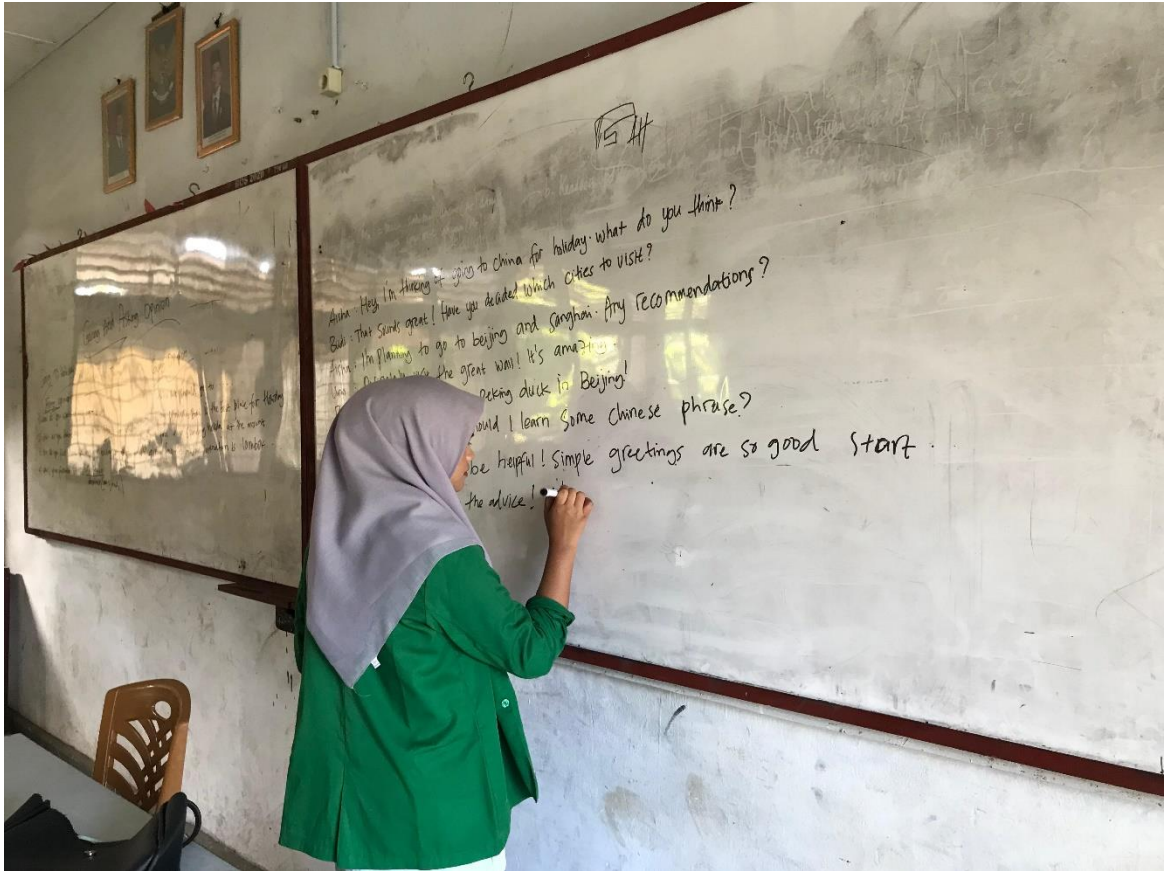
t-hitung = 13.10

t-tabel = 2.045

$$13.10 > 2.045$$

DOCUMENTATION















KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : 3386 /Un.28/E.1/TL.00.9/07/2025

15 Juli 2025

Lampiran : -

Hal : Izin Riset

Penyelesaian Skripsi

Yth. Kepala SMA Negeri 3 Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Yuyu Sartika Siagian
NIM : 2120300011
Fakultas : Tarbiyah Dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Sipirok

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"Implementing Know-Want to Know-Learned (KWL) Method to Improve Students' Speaking Ability at XI Grade SMA Negeri 3 Padangsidempuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin Riset penelitian dengan judul di atas. Mulai Dari Tanggal 21 Juli s.d 19 Agustus 2025

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.



Wakil Dekan
Wakil Dekan Bidang akademik dan
Kelembagaan

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SURAT KETERANGAN

Nomor :800/709/ SMAN-3.PSP/VIII/2025

Yang bertanda tangan dibawah ini Kepala SMA Negeri 3 Padangsidimpuan, Kecamatan Padangsidimpuan
Padangsidimpuan, Kota Padangsidimpuan, Provinsi Sumatera Utara dengan ini menerangkan bahwa :

1. Nama : YUYU SARTIKA SIAGIAN
2. NIM : 2120300011
3. Prodi : Pendidikan Bahasa Inggris

Sesuai dengan Surat dari Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan
Nomor : 3386/Un.28/E.1/TL.00.9/07/2025 tanggal 15 Juli 2025 Tentang Pelaksanaan Penyelesaian
Penelitian Skripsi dengan judul “ *Implementing Know-want to Know-Learned (KWL) Method to Improve
Students’Speaking Ability at XI Grade SMA Negeri 3 Padangsidimpuan*” yang dilaksanakan pada tanggal
15 Juli s/d 19 Agustus 2025 .

Demikian Surat Keterangan ini diperbuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Padangsidimpuan, 20 Agustus 2025
Kepala SMA Negeri 3
Padangsidimpuan,

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