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Speaking/.

**APPEDIXES**

Appendix 1

1. Pre-test of Speaking Skill (Before Using Inquiry Method)

Activity:

1. The teacher asks to students to tell their experience based on the topic given by the teacher. In this activity the teacher divides the students into some groups and each group consists of 7 to 8 students. However, this activity is without using inquiry method.
2. In pre test, the teacher assesses the students’ speaking skill based discussion process the way to tell the result of group discussion in front of class. There are four topics that used by the teacher in pre test which are classroom, school sport yard, class cooperation, and library.
3. Pos-test of speaking Skill (After Using Inquiry Method)

Activity:

1. The teacher asks to students to tell their experience base on the topic given by the teacher. In this activity, the teacher divides the students into some groups and each group consists of 7 to 8 students. However, this activity is using inquiry method.
2. In post test, the teacher assesses the students’ speaking skill base discussion process and the way to tell the result of group discussion in front of class. There are four topics that are used by the teacher in post test which are same with pre test speaking skill.

Appendix 2

 **Speaking Activity**

 **CLASSROOM CLASS COOPERATION**

 **SCHOOL SPORT YARD LIBRARY**

Appendix 3

 **The Different Score of Pre-test and Post-test**

 **(To Gain (D) / Post-Test – Pre-Test**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Pre-test | Post-test | Gain (d) | d2 |
| 1 | 45 | 67 | 22 | 484 |
| 2 | 40 | 50 | 10 | 100 |
| 3 | 39 | 34 | -3 | 9 |
| 4 | 46 | 89 | 43 | 1849 |
| 5 | 41 | 78 | 37 | 1369 |
| 6 | 51 | 63 | 12 | 144 |
| 7 | 41 | 43 | 2 | 4 |
| 8 | 60 | 68 | 8 | 64 |
| 9 | 56 | 72 | 16 | 256 |
| 10 | 52 | 45 | -7 | 49 |
| 11 | 57 | 74 | 17 | 289 |
| 12 | 54 | 82 | 28 | 784 |
| 13 | 41 | 47 | 6 | 36 |
| 14 | 54 | 77 | 23 | 529 |
| 15 | 55 | 62 | 7 | 49 |
| 16 | 51 | 84 | 33 | 1089 |
| 17 | 41 | 58 | 17 | 289 |
| 18 | 44 | 46 | 2 | 4 |
| 19 | 71 | 64 | -7 | 49 |
| 20 | 42 | 43 | 1 | 1 |
| 21 | 39 | 45 | 6 | 36 |
| 22 | 47 | 61 | 14 | 196 |
| 23 | 43 | 61 | 18 | 324 |
| 24 | 51 | 53 | 2 | 4 |
| 25 | 52 | 80 | 28 | 784 |
| 26 | 49 | 61 | 12 | 144 |
| 27 | 55 | 73 | 18 | 324 |
| 28 | 63 | 89 | 26 | 676 |
| 29 | 47 | 81 | 34 | 1156 |
| 30 | 47 | 83 | 36 | 1296 |
| 31 | 55 | 86 | 31 | 961 |
| 32 | 43 | 56 | 13 | 169 |
| 33 | 52 | 83 | 32 | 1024 |
| 34 | 55 | 84 | 29 | 841 |
| 35 | 55 | 60 | 5 | 25 |
| 36 | 55 | 83 | 28 | 784 |
| 37. | 57 | 94 | 37 | 1369 |
| 38 | 53 | 89 | 36 | 1296 |
| N=38 | 1899X1=49.974 | 2568X2=67.579 | ∑d=672 | ∑d2=18856 |

Appendix 4

**Table 4.6 Find the Xd and X2d**

|  |  |  |  |
| --- | --- | --- | --- |
| Subject | D | Xd (d – Md) | X2d |
| 1 | 22 | 20.32 | 412.9024 |
| 2 | 10 | -7.68 | 58.9824 |
| 3 | -3 | -20.68 | 427.6624 |
| 4 | 43 | 25.32 | 641.1024 |
| 5 | 37 | 19.32 | 373.2624 |
| 6 | 12 | -5.68 | 32.2624 |
| 7 | 2 | -15.68 | 245.8624 |
| 8 | 8 | -9.68 | 93.7024 |
| 9 | 16 | -1.68 | 2.8224 |
| 10 | -7 | -24.68 | 609.1024 |
| 11 | 17 | -0.68 | 0.4624 |
| 12 | 28 | 10.32 | 106.5024 |
| 13 | 6 | -11.68 | 136.4224 |
| 14 | 23 | 5.32 | 28.3024 |
| 15 | 7 | -10.68 | 114.0624 |
| 16 | 33 | 15.32 | 234.7024 |
| 17 | 17 | -0.68 | 0.4624 |
| 18 | 2 | -15.68 | 245.8624 |
| 19 | -7 | -24.68 | 609.1024 |
| 20 | 1 | -16.68 | 278.2224 |
| 21 | 6 | -11.68 | 136.4224 |
| 22 | 14 | -3.68 | 13.5424 |
| 23 | 18 | 0.32 | 0.1024 |
| 24 | 2 | -15.68 | 245.8624 |
| 25 | 28 | 10.32 | 106.5024 |
| 26 | 12 | -5.68 | 32.2624 |
| 27 | 18 | 0.32 | 0.1024 |
| 28 | 26 | 8.32 | 69.2224 |
| 29 | 34 | 16.32 | 266.3424 |
| 30 | 36 | 18.32 | 335.6224 |
| 31 | 31 | 13.32 | 177.4224 |
| 32 | 13 | -4.68 | 21.9024 |
| 33 | 32 | 14.32 | 205.0624 |
| 34 | 29 | 11.32 | 128.1424 |
| 35 | 5 | -12.68 | 160.7824 |
| 36 | 28 | 10.32 | 106.5024 |
| 37 | 37 | 19.32 | 373.2624 |
| 38 | 36 | 18.32 | 335.6224 |
| N=38 | ∑d= 558 |  | ∑ X2d=7366.4512 |

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Certifies that the thesis I wrote to fulfill the requirement for Islamic Education Degree entitled: “The Effectiveness on the Teaching Speaking Skill by using Inquiry Method to the Second Grade Students at MTs Sunan Ampel Ringinrejo Academic Years 2011/2012” is truly original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and references. Due this fact, I am the only person who takes responsibility for the thesis if there is any an objection or claim from others.

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