THE EFFECT OF GIVING BROCHURES AND PAMPHLETS ON STUDENTS' SKILL IN SPEAKING AT SECOND YEAR STUDENT OF JUNIOR HIGH SCHOOL

SKRIPSI

Submitted in Partial Fulfilment as the Requirements
FortheDegree of Sarjana Pendidikan (S.Pd.)
English Education Program

by

PAUZIAH MARPAUNG
NPM. 1302050297

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
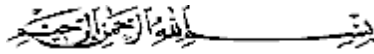**MEDAN**
2017

ABSTRACT

Pauziah Marpaung, 1302050297. The Effect of Giving Brochures and Pamphlets on Students' Skill in Speaking at Second Year Student of Junior High School. Skripsi. English Faculty of Teachers Training and Education. English Education Program. University of Muhammadiyah Sumatera Utara, Medan 2017.

This study deals with the effect of giving brochures and pamphlets on students' skill in speaking at second year student of junior high school. The objective of study was to find out the use of giving brochures and pamphlets icrease the students achievements in speaking English. To find out the student's ability taught by giving brochures and pamphlets in speaking English. This research was conducted at SMP Bina Satria Medan, located in Marelan Pasar I Medan. This research was focused during the academic year 20087/2018. The reason for choosing the school was because the school easy to be reached for the purpose of collecting data. And the same materials had already been applied there. The findings show that Based on the data analysis which shows that $t_{observed}$ is 24,19 and t_{table} is 2,024. t_{table} was found based on the result of degree of freedom (df). The fact shows that $t_{observed}$ is higher than the value of t_{table}. It means that null hypothesis is rejected and alternative hypothesis is accepted. The students' skill taught by giving brochures and pamphlets on the students' skill in speaking is higher as 93% .

Key Words : Effect of Giving Brochures and Pamphlets on Students'

ACKNOWLEDGEMENTS

بسم الله الرحمن الرحيم

Assalamu'alaikum wr. wb.

In the name of Allah SWT the most Gracious and the most Merciful. Firstly, the writer would like to thanks to Allah SWT who has given her chances in finishing her skripsi. Secondly, blessing and please be upon the prophet Muhammad SAW, who has brought human being from the uncivilized era to the fully civilized era as we have today. This skripsi is entitled "**The Effect Of Giving Brochures And Pamphlets On Students' Speaking Skill In Speaking At Second Year Student Of Junior High School**". In writing this skripsi, there were so many troubles, faced by the writer, and without much help from many people it was impossible for her to finish it. Especially her lovely great parents, Paian Marpaung and Rahmatina Manurung, million would never be enough to Endless love, care, attention, prayers encouragement and heart they have given. Therefore, the researcher would like to deliver her thankfull to all people mention below:

- Drs. Agussani, M.AP., as Rector of University Muhammadiyah of North Sumatra Medan.

- Dr. Elfrianto Nst, S.Pd., M.Pd., as Dekan of FKIP UMSU who has given her recommendation to carry out this study.

- Mandra Saragih, S.Pd, M.Hum.and Pirman Ginting, S.Pd, M. Hum, as the head and secretary of English Department of FKIP UMSU who had helped in administration.

- Dr. Muhizar Muchtar, M.S., as her supervisors who had given her suggestion, idea critism and guidance in writing this study.

- All lectures of FKIP UMSU, especially those of English Education Program who have given the valuable thought and instruction well as the information in teaching English during her academic year in completing her study in UMSU.

- Her beloved family for all of their love, attentions, supports, suggestion and prayers.

- All friends, especially classmate at VII E Morning, who gave care and supported her in finishing this study.

- For her beloved one Wira Budiman who always gave care, support and motivation.

- Her beloved friends, especially Putri Tobing, Wahyuni Nasution who always gave cared supported, motivation and spent a lot of time, to finishing her study at FKIP UMSU.

- All the people that can not be mentioned for supporting her alot.

Wassalamu'alaikum wr. Wb.

Medan, October 2017

The researcher,

Pauziah Marpaung

TABLE OF CONTENTS

LIST OF APPENDICES

Form K-1

Form K-2

Form K-3

Lembar Pengesahan Proposal

Lembar Pengesahan Hasil Seminar

Surat Pernyataan Plagiat

Surat Permohonan Perubahan Judul

Surat Izin Riset

Appendix Surat Balasan Riset

Berita Acara Bimbingan Proposal

Berita Acara Bimbingan Skripsi

Surat Pengesahan Skripsi

Form Curriculum Vitae

Absensi Mahasiswa

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the most demanding skills in the daily life. Every person needs to communicate with others through speaking. Speaking plays an important role in making a social interaction with another people in order to gain information. Thus, it is necessary for every people to have a good speaking skill.

As the needs of English increase over the year, people do not only communicate with those who come from the same country, but also with those who come from different countries. In order to be able to convey meaning and talk to people around the world, they must be able to speak English since it is an international language. Due to its importance, it is very reasonable why English as a foreign language is taught as a compulsory subject from the elementary level to the university level.

In Indonesia, the teaching of English is based on the School-Based Curriculum (KTSP). In reference to this Curriculum proposed by the Department of National Education in 2006, the objective of the English teaching as a compulsory subject at the junior high school level is to enable students to communicate in both oral and written forms. As the language is a means of communication, students have to be accustomed to speak utterances orally in the classroom even in the very simplest way, such as greeting, answering, expressing ideas, giving responses, and the like. Thus, the students need to have a good speaking ability in order to achieve the objectives of English teaching and

learning as stated in the current curriculum.

In the teaching and learning process, there are some components to make the instruction successful. They are teacher, students, material, media, and the like. Those components are essential and should be inter-correlated.

Media as one of the components in teaching and learning process are used by teacher as a source to explain the materials to students. Since the existence of technology has given us a big influence in the educational field, there are many schools adopting technology as the sources in the teaching and learning process. In fact, technology has affected positively to the language teaching, especially in attracting the students' motivation in learning a language.

One of the educational technologies that is easy to be applied as teaching aids is brochures and pamphlets. Brochures is an informative paper document (often also used for advertising), that can be folded into a template, pamphlet or leaflet. Pamphlet is an unbound booklet (that is, without a hard cover or binding). It may consist of a single sheet of paper that is printed on both sides and folded in half, in thirds, or in fourths, called a leaflet, or it may consist of a few pages that are folded in half and saddle stapled at the crease to make a simple book.

In reference to the observation conducted by the researcher, many students of SMP Bina Satria Medan still get difficulties in speaking English because of some causes. One of the causes is the ineffective media, particularly during the English speaking teaching and learning process. It could affect the students' competence to speak in English. Consequently, it is difficult to make a conducive speaking class and need higher effort to improve the students' willingness in

learning English speaking.

With regard to this condition, the researcher is interested in conducting an action research on improving the quality of teaching and learning process, especially in speaking class. In this action research, the researcher works in team involving all of the students.

There are some factors which determine the success of teaching and learning of speaking. The researcher interviewed the teacher and the students. The researcher also observed the English teaching and learning process at SMP Bina Satria Medan. Based on the interview and observation, the researcher found some problems. They are as follows.

The first problem is related to the teacher. The English teacher did not use interesting media to conduct the teaching and learning process. She did not optimize any teaching aids as the sources to help her to conduct the teaching. Consequently, the teaching and learning process seemed less interesting.

The second problem is related to the students. Students have many difficulties in learning English as a compulsory subject at school. They often make mistakes in speaking because they must adopt the structures or patterns that differ from those of their mother tongue. As a matter of fact, the students have a minimum chance in practicing English in the daily context. They neither practice nor communicate in English. Even, they tend to speak in Indonesian instead of English. Therefore, they are reluctant to speak in English.

The third problem is media. In SMP Bina Satria Medan, the media for teaching and learning process were available, whereas the English teacher of SMP

Bina Satria Medan still got difficulties in applying those media in the teaching and learning process. In the teaching and learning process, the English teacher always used textbook and students' worksheet as the main media instead of using another interesting media. This condition made the students easily got bored to join the lesson.

The last problem comes from the activities during the speaking teaching and learning process. In fact, the activities during the English lesson seem to be boring and less interactive. This can be seen in the speaking activities, which consist of drilling materials in the textbook, practicing the material, and finally producing the task based on the text in the worksheet. There are no variations of learning English speaking which could engage students to be more involved to the speaking activities. In the classroom, the process of teaching and learning tends to be monotonous. This makes the process of the learning speaking tend to be passive and uninteresting. It affects the students' motivation in learning English. Besides that, the activities implemented by the teacher are sometimes not interactive. The teacher mostly uses individual performance so that the interaction among the students is quite minimal.

In reference to the above discussion, there are some problems concerned with the quality of speaking teaching and learning in SMP Bina Satria Medan. The crucial problems are the lack of students' motivation in joining English teaching and learning, ineffective teaching methods, and limited media. Those problems are believed to provide a big impact on the quality of English speaking teaching and learning process.

Based on the reasons above, the researcher here come up to make a research which entitles, **"The Effect of Giving Brochures and Pamphlets on Students' SKill in Speaking at Second Year Student of Junior High School"**.

B. Identification of Problems

The problems of this research was identified as having relations to:

1. The English teacher did not use interesting media to conduct the teaching and learning process.

2. The students often make mistakes in speaking because they must adopt the structures or patterns that differ from those of their mother tongue.

3. The English teacher of SMP Bina Satria Medan still got difficulties in applying those media in the teaching and learning process.

C. Scope and Limitation

With regard to the identification of the problem, it is impossible for the researcher to solve all problems influencing the quality of students' speaking teaching and learning process. This research is focused on improving the quality of students' speaking teaching and learning process through the use of brochures and pamphlets.

The limitation is based on the facts that the researcher got during the observation. In fact, SMP Bina Satria Medan has various tools or media but the English teacher do not optimize those tools or media. Using media in the teaching and learning process need a lot of preparation, meanwhile the English did not

have a willingness to use it. Therefore, the researcher focused on using brochures and pamphlets, to improve their quality of speaking teaching and learning process.

D. Formulation of Problems

The problems of this study was formulated as follows:

1. Do the use of giving brochures and pamphlets icrease the students achievements in speaking English?

2. Which one is higher, the student's ability taught by giving brochures and pamphlets in speaking English?

E. Objectives of the Study

The objectives of the study was described about:

1. To find out the use of giving brochures and pamphlets icrease the students achievements in speaking English.

2. To find out the student's ability taught by giving brochures and pamphlets in speaking English.

F. Significance of the Study

1. Theoretically

Related to this research, the writer hopes that this research can be used as reference) for other researcher who wants to conduct the similar research.

2. Practically

The writer expects that the results of the study would be useful for:

a. Teachers, to provide the English teachers a plan and to conduct a better and interesting learning process, used as an alternative method.

b. Students, who want to know about the similar topic.

c. The results of this study hopefully will provide information for those who are interested in this study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. The Nature of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning.

Brown (2008) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Richards and Renandya (2012) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007: 237) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

In their discussion on the nature of spoken language, Brown and Yule in

Nunan (2012: 26) distinguish spoken language from written language. They point out that for most of its history. The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs. Brown and Yule in Nunan (2012) also differentiate between two basic language functions, i.e. the transactional and the interactional functions. The former basically concerns the transfer of information. According to Nunan (2012: 32) successful oral communication involves: a) the ability to articulate phonological features of the language comprehensibly, b) mastery of stress, rhythm, intonation patterns, c) an acceptable degree of fluency, d) transactional and interpersonal skills, e) skills in taking short and long speaking turns, f) skills in the management of interaction, g) skills in negotiating meaning, h) conversational listening skills (successful conversations require good listeners as well as good speakers), i) skills in knowing about and negotiating purposes for conversations, j) using appropriate conversational formulae and fillers.

Moreover, he states that the teacher can apply the bottom-up-top-down approach to speaking. The bottom-up approach to speaking means that the learners begin with the smallest units of language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand, proposes that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

Brown (2008: 271) adds in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more that make up to the whole. Furthermore he mentions micro skills of oral communication: 1) Produce chunks of language of different lengths. 2) Orally produces differences among the English phonemes and allophonic variants. 3) Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours. 4) Produce reduced forms if words and phrases. 5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose. 6) Produce fluent speech at different rates of delivery. 7) Monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message. 8) Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms. 9) Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences. 10) Express a particular meaning in different grammatical forms. 11) Use cohesive devices in spoken discourse. 12) Accomplish appropriately communicative functions according to the situation, participants and goals. 13) Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations. 14) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. 15) Use facial features, kinetics, body languages, and other

non verbal cues among with verbal language to convey meanings. 16) Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown (2008: 275-276) states that there are seven principles for designing speaking techniques.

a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.

b. Provide intrinsically motivating techniques.

c. Encourage the use of authentic language in meaningful contexts.

d. Provide appropriate feedback and correction.

e. Capitalize on the natural link between speaking and listening.

f. Give students opportunities to initiate oral communication.

g. Encourage the development of speaking strategies.

The process of teaching speaking itself can be done in several stages. Scott (1981) mentions three stages to complete the teaching of speaking. The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. When the students understand the objectives of learning, the instruction was done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the objectives is preferable. Another way is using visual aids to attract students' attention and participation.

The next stage is presentation. One thing that should be considered in this stage is the whole language operations that was given in the lesson are presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like.

The last is practice and production. Drilling check was given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses. The teacher will direct the students by providing information gap and feedback for students. And the students' replies are not only seen from the grammatical accuracy point of view but rather of language appropriateness and acceptability.

Then, there are some important points that should be considered in teaching speaking to young learners. The first thing to be considered is who the

learner is and why they are. The clear objective is the next. In the end of the lesson, students at least are able to do something using oral English. The third is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teacher's role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

Knowing the students' characteristics is the first step that will help the teachers to help them. It will also help the teachers to prepare the students to help themselves. Students should learn the best strategies to improve their own learning. Spratt (2005: 53) states the characteristics of senior high school students: able to keep still for longer periods, able concentrate for longer periods, learn in more abstract ways, usually able to control and plan their own behavior, not so willing to make mistakes or take risks, aware of themselves and/or their actions, paying attention to form and meaning in language, and have experience of life.

Meanwhile, Harmer (2008: 40) states that adult learners are notable for a number of special characteristics: (a) They can engage with abstract thought, (b) They have a whole range of life experiences to draw on, (c) They have expectations about the learning process and may already have their own set patterns of learning, (d) Adults tend to be more discipline than some teenagers and crucially, they are often prepared to struggle on despite boredom, (e) They come into classroom with a rich range of experiences which allow teachers to use a

wide range of activities with them, (f) Unlike young children and teenagers, they often have a clear understanding of why they want to get out of it.

The important thing is teachers have to involve the students in more indirect learning through communicative speaking activities. They also allow them to use their intellects to learn consciously where this is appropriate. They encourage their students to use their own life experience in the learning process too.

As stated in School Based Curriculum, the purpose of the English subject in senior high schools is to develop communicative competence in spoken and written English through the development of related skills. That is why the school graduates are expected to reach the informational level. The learners was able to support their next study level through the ability of the English communicative competence.

Standard of Competence and Basic Competency which the research focus on are the Standard of Content in the English subject, particularly the English speaking lesson to the tenth grade students of the second semester at SMA Berbudi. It is also limited to the scope of expressing meanings in a transactional and interpersonal dialogue in the contextt of daily life.

2. Criteria of Good Speaking

Teaching good speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2008: 348-352) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students was very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b. Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2008:272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.

The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text.

The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

The last is formal debates. Students prepare arguments in favor or against various propositions. The debate was started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

d. Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f. Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that was taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

3. Categories Of Speaking Skill Area

Brown (2009: 271) describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific

information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

4. Brochures

Brochure is one of media. Media is often related with means of communication. The term media often refers of any device that brings information from the source of message to the destination. In our daily life, we can see some examples. They are television, radio, book, record, and picture. Media are any devices that assist an instructor to transmit to learner facts, skills, attitudes, knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy, as it intends to help both the teacher to

teach more reflectively and the learner to grasp the concepts more effectively. Roblyer *et al* (2010) states media such as slides and films delivered information in more concrete and therefore more effective ways than lectures and books did.

According to Kamaludin (2009) media is facilities, resources or tools to utter expressions of art, the line form that is used by people to produce message or information. Any components around the students that can convey messages that motivated the students to learn. Any forms of communication whether printed or audio visual, as well as their instrumentation are a means that transmits message from transmitter to receiver and enables human being to influence other people who do not have contact with him or her immediately.

Media are part of communication. Wherever communication is held, media is always used. The use of media is needed to ensure effective communication in order to improve the effect of instruction. In the teaching and learning process, media is the way of teacher to communicate with the students. It is not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry meaningful learning experiences.

A brochure is an informative paper document (often also used for advertising), that can be folded into a template, pamphlet or leaflet. Brochures are promotional documents, primarily used to introduce a company, organization, products or services and inform prospective customers or members of the public of the benefits.

Brochures are distributed inside newspapers, handed out personally or placed in brochure racks in high traffic locations. They may be considered as grey literature. They are usually present near tourist attractions.

Brochures are now available in electronic format and are called *e-brochures*. They have the added benefit of having unlimited distribution and cost savings when compared to traditional paper brochures.

The most common types of single-sheet brochures are the *bi-fold* (a single sheet printed on both sides and folded into halves) and the *tri-fold* (the same, but folded into thirds). A bi-fold brochure results in four panels (two panels on each side), while a tri-fold results in six panels (three panels on each side).

Other brochure fold arrangements are possible: the accordion or "z-fold" method, the "c-fold" method, etc. Larger sheets, such as those with detailed maps or expansive photo spreads, are folded into four, five, or six panels. When two card fascia are affixed to the outer panels of the z-folded brochure.

Booklet brochures are made of multiple sheets most often saddle-stitched, stapled on the creased edge, or perfect bound like a paperback book, and result in eight or more panels.

In applying the brochures in speaking, the teacher teaches the students how important the brochures in speaking. This makes the students glad when they speak English because this media is interesting and educative for the students so the students' are more enthusiastic in speaking.

5. The Advantage and Disadvantage of Brochure

The advantage of brochures:

1. Simple

2. Easy to bring

3. Can be designed

4. Cheap

The disadvantage of brochures:

If the brochures are produced very much, it can waste money.

6. Procedures of Applying Brochures in Teaching Speaking

The procedures are as follows:

a. Teacher introduces the student the plan for strategic reading (preview, click and clunk, get the gist and wrap up) and the students' give attention on the teacher's explanation

b. Teacher gives the brochure and then modeled the strategic reading while reading the brochure. Students read the brochure by following teacher's instruction

c. The teacher asks student to read the brochure loudly, a paragraph first, and explain why, how and when the strategies is used. Students listen to the teacher explanation.

d. Teacher invites the students to give questions about the teacher's explanation. Students give questions.

e. After the initial modeling, students are invited to try using the strategies when reading the next paragraph. Students follow the teacher's instruction.

f. Teacher corrects the students' comprehension of the text. Students listen to the teacher and correct their answer.

g. Teacher gives the conclusion about the lesson.

7. Pamphlets

A pamphlet is an unbound booklet (that is, without a hard cover or binding). It may consist of a single sheet of paper that is printed on both sides and folded in half, in thirds, or in fourths, called a *leaflet*, or it may consist of a few pages that are folded in half and saddle stapled at the crease to make a simple book.

For the "International Standardization of Statistics Relating to Book Production and Periodicals", UNESCO defines a pamphlet as "a non-periodical printed publication of at least 5 but not more than 48 pages, exclusive of the cover pages, published in a particular country and made available to the public" and a book as "a non-periodical printed publication of at least 49 pages, exclusive of the cover pages". The UNESCO definitions are, however, only meant to be used for the particular purpose of drawing up their book production statistics.

In applying the pamphlets in speaking, the teacher teaches the students how important the pamphlet in speaking. This makes the students glad when they speak English because this media is interesting and educative for the students so the students' are more enthusiastic in speaking.

8. The Advantage and Disadvantage of Pamphlets

The advantage of pamphlets:

1. Can contain many information

2. Easy to bring

3. Simple

4. Use the clear language

The disadvantage of pamphlets

Sometime the pamphlets can make the readers bored because it contain very much information.

9. Procedures of Applying Pamphlets in Teaching Speaking

The procedures are as follows:

a. Teacher introduces the student the plan for strategic reading (preview, click and clunk, get the gist and wrap up) and the students' give attention on the teacher's explanation

b. Teacher gives the pamphlet and then modeled the strategic reading while reading the pamphlet. Students read the pamphlet by following teacher's instruction

c. The teacher asks student to read the pamphlet loudly, a paragraph first, and explain why, how and when the strategies is used. Students listen to the teacher explanation.

d. Teacher invites the students to give questions about the teacher's explanation. Students give questions.

e. After the initial modeling, students are invited to try using the strategies when reading the next paragraph. Students follow the teacher's instruction.

f. Teacher corrects the students' comprehension of the text. Students listen to the teacher and correct their answer.

g. Teacher gives the conclusion about the lesson.

In scoring test, the researcher used four components to evaluate speaking test. They are:

Table 2.1
The Four Components to Evaluate Speaking Achievement

1. Vocabulary

Level	Explanation
19-25	Very good, rarely has trouble
13-18	Good, sometimes use in appropriate terms about language.
7-12	Fair, frequent use wrong words speech limited to simple vocabulary.
1-6	Unsatisfactory, very limited vocabulary and make the comprehension quite difficult.

2. Accuracy

Level	Explanation
19-25	Very good, few noticeable errors
13-18	God, occasional grammatical errors do not obscure meaning.
7-12	Fair, error of the basic structure, meaning occasionally obscure by grammatical errors
1-6	Unsatisfactory, usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure.

3. Pronunciation

Level	Explanation
19-25	Very good, understandable
13-18	Good, few noticeable errors
7-12	Fair, error of basic pronunciation
1-6	Unsatisfactory, hard to understand because of sound, accent, pitch, difficulties, and incomprehensible.

4. Fluency

Level	Explanation
19-25	Very good, understandable
13-18	Good, speech generally natural
7-12	Fair, some define stumbling but manage to rephrase and continue
1-6	Unsatisfactory, speed of speech and length utterances are far below normal, long pauses, utterances left unfinished.

The scoring of speaking test is in table below:

Table 3.4
The Criteria of Score

No.	Item	Criteria
1	80 – 90	Very good
2	70 – 79	Good
3	60 – 69	Enough
4	50 – 59	Bad
5	0 – 49	Fail

B. Conceptual Framework

A child requires not only vocabularies, knowledge of the sentences as grammatical, but as appropriate to the context in which they are made, "He knows when to speak and when to talk about, with whom, and in what manner", (Hymes (1982: 277).

To make students are interested in studying English, information on the student's achievements in English as the target language can be obtained. Brochures and phamplets media are used to introduce a new way of learning to the students to have more experiences on it. Hopefully, that they were giving their enthusiastic in following the lessons. They are highly encouraged and motivated to express themselves when they are assigned to solve the problems. As they solve the problems their achievement in speaking and their vocabularies increasingly was improved.

C. Hypothesis

The hypothesis of this research as follows:

Ha = The students who were taught by using brochures and pamphlets have a better achievement in speaking.

Ho = The students who were taught by not using brochures and pamphlets have not a better achievement in speaking.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMP Bina Satria Medan, located in Marelan Pasar I Medan. This research was focused during the academic year 20087/2018. The reason for choosing the school was because the school easy to be reached for the purpose of collecting data. And the same materials had already been applied there.

B. Population and Sample

The population of this sample consists of two classes that are divided into two groups namely the experimental and control class. There was 20 students from experimental group and 20 students from control group. The explanation of the the population and sample can be looked on the table I.

Table 3.1
Population and Sample

No	Class	Population	Sample
1	Class VIII-1	20	20
2	Class VIII-2	20	20
Total		**40**	**40**

C. Design of the Research

This study used experimental method. In this research, the samples was divided in two groups, such as:

1. Experimental group, which consisted of 38 students, was taught by giving brochures and pamphlets (using pictures).

2. Control group which consisted of 37 students, was taught without giving brochures and pamphlets (using as usual context material consist of some words).

The design of this research is shown below:

Table 3.2
Research Design

Group	Pre-test	Treatment	Post-test
Experimental Group	√	Giving brochures and pamphlets	√
Control Group	√	Lecturing method	√

Note:

X_1 = Experimental Group, where the sample was taught by giving brochures and pamphlets

X_2 = Control Group, where the sample will taught without giving brochures and pamphlets (using as usual context material consist of some words).

D. Instrument of the Research

The data of this research was collected by using oral test. The test is consist of 25. Each test scores 4, thus the maximum score is 100 .

E. Technique of Data Analysis

In this research these following steps taken from Sugiyono (2012: 35) were administrated, such as:

1. The research was scoring the sample's answers

2. The researcher was listening their scores in two score tables, first for experimental group scores as X variable, second for control group scores as Y variable.

3. The researcher was searching the mean of experimental and control group.

4. The researcher was calculating the standard deviation (SD) of X_1 and X_2.

$$\text{SD}_x \text{ and }_y \text{ or SD}_1 \text{ and }_2 = \sqrt{\frac{\sum (Xory)^2}{N}}$$

5. The researcher was calculating the correlation of both variables.

$$\text{SE}_{MI} - \text{SE}_{M2} = \sqrt{\frac{SD_{1or2}}{N_{1or2-1}}}$$

6. The researcher was calculating the error standard or deviation between M_1 and M_2.

$$\text{SE}_{M1} - \text{SE}_{M2} = \sqrt{SE_{M_1^2} + SE_{M_2^2}}$$

7. The researcher was using t-test by using the following formula:

$$\text{To critical value} = \frac{M1 - M2}{SE_{M1} - SE_{M2}}$$

F. Statistical Hypothesis

In this research, the researcher was using statistical hypothesis which used to decide whether the hypothesis was accepted or rejected. The statistical hypothesis formula such as:

$H_o = X_1 = X_2$ or $H_o = X_1 < X_2$

$H_a = X_1 > X_2$

Note:

$X_1 =$ Learner's achievement in learning speaking by giving brochures and pamphlets

$X_2 =$ Learner's achievement in learning speaking without giving brochures and pamphlets only using word texts.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data were collected by giving the students a test that consisted of ten (10) items. In this research, the sample was divided in two groups, the experimental and control group. That consist of 20 students in experimental group (VIII-1) and 20 students in control group (VIII-2). Each group was given pre-test and post-test. The data of this research, the initial of students (sample) and students' score in the pre-test and post-test of two groups can be seen in Table 4.1 that is the result of the pre-test and post-test in experimental group and Table 4.2 that is the result of the pre-test and post-test in control group.

Table 4.1
The Data of Students' Score of the Pre-Test in Experimental Group

No	Initial Name	Criteria of scoring test				Score
		V	A	P	F	Pre-Test (T_1)
1	AS	10	20	20	15	65
2	AN	20	15	20	15	70
3	BAS	15	15	15	15	60
4	CH	15	15	20	20	70
5	CA	15	15	15	15	60
6	ES	15	15	15	10	55
7	FR	10	10	15	10	45
8	IN	15	10	10	10	45
9	IA	15	10	15	15	55
10	ISM	20	10	20	15	60
11	KR	15	15	20	20	70
12	MI	15	10	15	15	55
13	MN	15	10	10	10	45
14	MS	20	15	15	15	65
15	M	15	15	15	10	55
16	MA	10	10	15	10	45

17	GP	10	5	15	10	40
18	RSB	15	15	15	15	60
19	RZL	15	10	15	15	55
20	YY	10	10	15	10	45
Total						$\sum T_1 = 1120$

Table 4.2
The Data of Students' Score of the Post-Test in Experimental Group

| No | Initial Name | Criteria of scoring test | | | | Score |
		V	A	P	F	Post-test (T_2)
1	AS	15	20	20	25	80
2	AN	20	20	20	25	85
3	BAS	15	15	20	20	70
4	CH	20	20	25	20	85
5	CA	15	15	20	20	75
6	ES	20	15	20	15	70
7	FR	15	10	15	15	55
8	IN	15	15	15	10	55
9	IA	15	15	20	15	65
10	ISM	20	20	20	15	75
11	KR	20	20	20	20	80
12	MI	15	15	20	15	65
13	MN	15	10	15	10	50
14	MS	20	15	20	20	75
15	M	20	15	20	15	70
16	MA	15	10	15	15	55
17	GP	10	15	15	10	50
18	RSB	15	15	20	15	65
19	RZL	15	15	20	15	65
20	YY	10	20	20	15	65
Total						$\sum T_2 = 1350$

The data in table 4.1 showed that the highest score of the pre-test in experimental group was 70 and the lowest was 40, while the highest score of post test in table 4.2 was 85 and the lowest was 50.

Table 4.3
The Scores of the Pre-Test and Post-Test in Experimental Group

No	Initial Name	Score	
		Pre-Test (T_1)	Post-Test (T_2)
1	AS	65	80
2	AN	70	85
3	BAS	60	70
4	CH	70	85
5	CA	60	75
6	ES	55	70
7	FR	45	55
8	IN	45	55
9	IA	55	65
10	ISM	60	75
11	KR	70	80
12	MI	55	65
13	MN	45	50
14	MS	65	75
15	M	55	70
16	MA	45	55
17	GP	40	50
18	RSB	60	65
19	RZL	55	65
20	YY	45	65
Total		$\sum T_1 = 1120$	$\sum T_2 = 1350$

Table 4.4
The data of students' Score of the Pre-Test in Control Group

No	Initial Name	Criteria of scoring test				Score
		V	A	P	F	Pre-Test (T_1)
1	AN	10	10	15	10	50
2	AS	10	10	10	10	40
3	AZ	15	10	15	10	50
4	BAA	15	15	10	15	55
5	D	10	10	15	15	40
6	DI	15	15	15	10	40
7	EYS	10	10	15	10	45
8	FU	15	10	15	20	60
9	MKF	15	10	15	15	55
10	MP	15	15	15	15	60

11	NIY	15	10	10	10	45
12	NS	10	10	15	15	50
13	PM	15	10	15	10	50
14	SM	10	10	15	10	45
15	SH	15	15	15	15	60
16	SH	10	10	15	10	50
17	SFH	15	15	15	15	60
18	TMS	15	15	15	10	55
19	VA	10	10	15	10	45
20	YY	10	10	15	10	45
Total						**1000**

Table 4.5
The data of students' Score of the Post-Test in Control Group

No	Initial Name	Criteria of scoring test				Score
		V	A	P	F	Post-Test (T_2)
1	AN	15	15	20	15	65
2	AS	10	10	15	15	50
3	AZ	15	15	15	15	60
4	BAA	15	15	15	15	60
5	D	10	15	15	15	55
6	DI	15	10	15	10	50
7	EYS	15	15	15	15	60
8	FU	15	15	20	20	70
9	MKF	15	15	15	15	60
10	MP	20	15	20	15	70
11	NIY	15	10	15	10	50
12	NS	15	15	15	15	60
13	PM	15	10	15	10	50
14	SM	15	15	15	15	60
15	SH	15	15	20	15	65
16	SH	20	15	20	15	70
17	SFH	15	15	20	15	65
18	TMS	15	15	20	15	65
19	VA	15	15	15	10	55
20	YY	15	15	15	15	60
Total						**1200**

Table 4.6
The Scores of the Pre-Test and Post-Test In Control Group

No	Initial Name	Score	
		Pre-Test (T_1)	Post-Test (T_2)
1	AN	50	65
2	AS	40	50
3	AZ	50	60
4	BAA	55	60
5	D	40	55
6	DI	40	50
7	EYS	45	60
8	FU	60	70
9	MKF	55	60
10	MP	60	70
11	NIY	45	50
12	NS	50	60
13	PM	50	50
14	SM	45	60
15	SH	60	65
16	SH	50	70
17	SFH	60	65
18	TMS	55	65
19	VA	45	55
20	YY	45	60
Total		$\sum T_1 = 1000$	$\sum T_2 = 1200$

The data in table 4.2 showed that the highest score of pre-test in control group was 60 and the lowest was 40. While the highest score post-test was 70 and the lowest 50.

B. Data Analysis

1. The Effect of Giving Brochures and Pamphlets on the Students' skill in Speaking

Based on the table above, the following table is the different scores between pre-test and post-test of the experimental and control group.

Table 4.7
The Differences Scores of the Pre-Test and Post-Test in Experimental Group

No	Initial Name	Score		
		Pre-test (T_1)	Post-test (T_2)	($T_2 - T_1$) X_1
1	AS	65	80	15
2	AN	70	85	15
3	BAS	60	70	10
4	CH	70	85	15
5	CA	60	75	15
6	ES	55	70	15
7	FR	45	55	10
8	IN	45	55	10
9	IA	55	65	10
10	ISM	60	75	15
11	KR	70	80	10
12	MI	55	65	10
13	MN	45	50	5
14	MS	65	75	10
15	M	55	70	15
16	MA	45	55	10
17	GP	40	50	10
18	RSB	60	65	5
19	RZL	55	65	10
20	YY	45	65	15
	Total	$\sum T_1 = 1120$	$\sum T_2 = 1350$	$\sum (T_2 - T_1) = 230$

Based on the table above, the mean score are calculated as the follow:

$$Mx = \frac{\sum X_1}{N_x}$$

$$M_x = \frac{230}{20}$$

$$M_x = 11.5$$

Table 4.8
The Differences Scores of the Pre-Test and Post-Test in Control Group

No.	Initial Name	Score		
		Pre-test (T₁)	**Post-test (T₂)**	**(T₂-T₁) Y_1**
1	AS	50	65	15
2	AN	40	50	10
3	BAS	50	60	5
4	CH	55	60	10
5	CA	40	55	15
6	ES	40	50	10
7	FR	45	60	15
8	IN	60	70	10
9	IA	55	60	5
10	ISM	60	70	10
11	KR	45	50	5
12	MI	50	60	10
13	MN	50	50	0
14	MS	45	60	15
15	M	60	65	5
16	MA	50	70	20
17	GP	60	65	5
18	RSB	55	65	10
19	RZL	45	55	10
20	YY	45	60	15
Total		$\sum T_1 = 1000$	$\sum T_2 = 1255\ 1200$	$\sum (T_2 - T_1) = 200$

Based on the table above, the mean score are calculated as follows:

$$M_y = \frac{\sum Y_1}{N_y}$$

$$M_y = \frac{200}{20}$$

$$M_y = 10$$

Table 4.9
The calculation of Mean and Standard Deviation in Experimental Group

No	X	$X_1 - M_x$	$(X_1 - M_x)^2$
1	35	6,75	45,56
2	25	-3,25	10,56
3	20	-8,25	67,24
4	30	1,8	3,24
5	35	6,8	45,56
6	25	-3,25	10,56
7	25	-3.25	10,56
8	30	1,8	3,24
9	25	--3,25	10,56
10	25	-3,25	10,56
11	25	-3,25	10,24
12	30	1,8	3,24
13	25	-3,25	10,56
14	25	-3,25	10,56
15	25	-3,25	10,56
16	30	1,8	3.24
17	30	1,8	3.24
18	30	1,8	3.24
19	35	6,8	45,56
20	35	6.8	45,56
	$\sum X_1 = 565$		$\sum (X_1 - M_x)^2 = 364$

Table 4.10
The calculation of Mean and Standard Deviation in Control

No	Y	$Y_1 - M_y$	$(Y_1 - M_y)^2$
1	20	2,75	7,56
2	10	-7,25	52,56
3	15	-2,25	5,06
4	20	2,75	7,56
5	20	2,75	7,56
6	20	2,75	7,56
7	10	-7,25	52,56
8	15	-2.25	5,06
9	15	-2,25	5,06

10	10	-7,25	52,56
11	10	-7,25	52,56
12	15	-2,25	5,06
13	20	2,75	7,56
14	20	2.75	7,56
15	20	2,75	7,56
16	15	2,25	5,06
17	20	2,75	7,56
18	20	2,75	7,56
19	20	2,75	7,56
20	20	2,75	7,56
	$\sum Y_1 = 345$		$\sum (Y_1 - M_y)^2 = 319$

Based on the calculation of the tables above, the following formula is implemented to find out the critical value of both groups as the basis to the hypothesis of this research:

2. Testing the Hypothesis

a. SD variable X

$$SDx = \sqrt{\frac{\sum X^2}{N_x}}$$

$$SDx = \sqrt{\frac{364}{20}}$$

$$SDx = \sqrt{18,2}$$

$$SDx = 4,26$$

b. SD variable Y

$$SDy = \sqrt{\frac{\sum Y^2}{N_y}}$$

$$SDy = \sqrt{\frac{319}{20}}$$

$$SDy = \sqrt{15,96}$$

$$SDy = 3,99$$

Therefore, the following formula is implemented to find out the standard error as follows:

$$SE_{Mx} = \frac{SD}{\sqrt{N-1}}$$

$$SD_{Mx} = \frac{4,26}{\sqrt{20-1}}$$

$$SD_{Mx} = \frac{4,26}{\sqrt{19}}$$

$$SD_{Mx} = \frac{4,26}{4,35}$$

$$SD_{Mx} = 0,979$$

$$SE_{My} = \frac{SD}{\sqrt{N_y - 1}}$$

$$SD_{My} = \frac{3,99}{\sqrt{19}}$$

$$SD_{My} = \frac{3,99}{4,35}$$

$$SD_{My} = 0,917$$

Next the following formula is implemented to find out the error of derivation between M1-M2:

$$SE_{Mx-My} = \sqrt{SE_{Mx}^2 + SE_{My}^2}$$

$$SE_{Mx-My} = \sqrt{(0,979)^2 + (0,917)^2}$$

$$SE_{Mx-My} = \sqrt{0,958 + 0,840}$$

$$SE_{Mx-My} = \sqrt{1,798}$$

$$SE_{Mx-My} = 1,340$$

The result was applied to test hypothesis as follows:

$$t_0 = \frac{Mx - My}{SE_{Mx} - SE_{My}}$$

$$t_0 = \frac{11,5 - 10}{0,979 - 0,917}$$

$$t_0 = \frac{1,5}{0,062}$$

$$t_0 = 24,19$$

After measuring the data above by using t-test formula, it shows that t-critical value is 24,19. Then after seeking the table of distribution of critical as a basis of counting t-critical in certain degree of freedom (df), the calculation showed that:

$$df = n_1 + n_2 - 2$$

$$df = 20 - 20 - 2$$

$$df = 40 - 2$$

$$df = 38$$

With the significant level=95%, so the error =100%-95%=5%. The error or alpha (α)-0,05. With the two-tailed test, so the alpha value is devided with 2, so 0,05/2=0,025

$T^{table(0,025:38)} = 2{,}024$

From the research, it was found that the value of t_0 (24,19) > t-table (2,024).

3. The Students's Achievement Taught by Brochures and Pamphlets on the Students' Skill in Speaking

Next, for knowing how many the effect of giving brochures and pamphlets on the students' skill in speaking was used pattern of index determinant below:

$$r^2 = \frac{b\{n\sum xy - (\sum x)(\sum y)\}}{n\sum y^2 - (\sum y)^2}$$

$$r^2 = \frac{-0{,}19\{20(55676) - (1120)(1000)\}}{20(50900) - (1000)^2}$$

$$r = \frac{-0{,}19\{1113500 - 1120000\}}{1018000 - 1000000}$$

$$r^2 = \frac{-0{.}19\{-6500\}}{18000}$$

$$r^2 = \frac{1235}{18000}$$

$$r^2 = 0{,}068$$

Determining percentage of the effect of X variable toward Y variable

D= $r^2 \times 100\%$

D= $0{,}068 \times 100\%$

D= 6,8%

X=100-6,8

$= 93,2\% = 93\%$

$Y = 6,8\% = 7\%$

It means the effect of X variable toward Y variable or the effect of giving brochures and pamphlets on the students' skill in speaking is 93% % and 7 % was conventional method.

C. Findings

Based on the research and data analysis, there were some conclusion that can be described as follow:

1. From the research, it was found that the value of $t_{observed}(24,19) > t_{table}(2,024)$. It shows that the students at the second class of SMP Bina Satria Medan who were taught by using Brochures and Pamphlets could learn speaking effectively, than those were taught by using conventional method.

2. The null conventional method was rejected and alternative hypothesis was accepted. It means that there was significant effect of using Brochures and Pamphlets.

3. The student who were taught learning speaking by using Brochures and Pamphlets got 93% higher scores than those who taught without Brochures and Pamphlets.

CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclusion

1. Based on the data analysis which shows that $t_{observed}$ is 24,19 and t_{table} is 2,024. t_{table} was found based on the result of degree of freedom (df). The fact shows that $t_{observed}$ is higher than the value of t_{table}. It means that null hypothesis is rejected and alternative hypothesis is accepted.

2. The students' skill taught by giving brochures and pamphlets on the students' skill in speaking is higher as 93% .

B. Suggestion

In this case, the writer would like to give some suggestions to people who get benefits from this research. The writer hopes this research will be useful for anyone in teaching and learning process:

1. The English teacher of SMP Bina Satria Medan should make variations in teaching and learning activities to make the students interested in speaking English.

2. The English teacher of SMP Bina Satria Medan is exptected to use the right media in teaching and learning process.

3. In improving students ability in speaking the writer suggests that the students have to study English anytime and anywhere. They are hoped to be more active in following the teaching and learning process, especially English.

4. It is expected to the teachers in SMP Bina Satria Medan to apply pamphlete and brochures as a media for teaching material in the class.

REFERENCES

Allen, B.H. 2005. *Teaching English as a Second Language*. New York: Hill Book Company.

Brown, H.D. 2008. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* England: Pearson Longman.

Currey, G. 2013. *A Practical English Grammar*. London: Oxford University Press.

Dongoran, T.H. 2006. *Classroom Interaction*. Longman: London.

Hornsby, A.S. 2008. *Oxford Advanced Learner's Dictionary of Current English*. London: Oxford University Press.

Hymes, R. 2009. *Teaching English for Children*. New Delhi: New Delhi Publisher.

Krashen, S.D. 2011. *Second Language Acquisition as Second Language Learning*. London: Oxford University Press.

Nunan, D. 2012. *The Impact of English as a Global Language on Educational Policies and Practices in the Asia-Pacific Region*. London: Oxford University Press.

Plukrose, 2009. *Essential of Learning*. New York: Macmillan Publishing.

Richards, J.C. and Renandya, W. A. 2012. *Methodology in Language Teaching*. New York: Cambridge University Press.

Sudijono, A. 2012. *Pengantar Evaluasi Pendidikan*. Jakarta: Raja Grafindo Persada.

Wright. 2009. *The Elements of Teaching*. London: Oxford University Press.

CURRICULUM VITAE

Name   : Pauziah Marpaung

Register Number   : 1302050297

Sex   : Female

Religion   : Moslem

Material Status   : Single

Place/Date of Birth   : Porsea, 30 July 1995

Hobbies   : Travelling, Singing, Cooking

Father's Name   : Paian Marpaung

Mother's Name   : Rahmatina Manurung

Address   : Jl. Gunung Sibayak No. 7

Education   :

1. Primary School at SDN 173632 Porsea 2001-2007

2. Junior High School at SMP Negeri 2 Porsea in 2007-2010

3. Senior High School at SMA Negeri 1 Laguboti in 2010-2013

4. Students of English Department at UMSU in 2013-2017

Medan, October 2017

The researcher,

Pauziah Marpaung