

**THE EFFECT OF APPLYING THE RECITATION METHOD ASSISTED
BY TOURISM BROCHURES PICTURES IN TEACHING
SPEAKING DESCRIPTIVE TEXT**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
English Educational Program*

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS OF MUHAMMADIYAH SUMATERA UTARA
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**MAJELIS PENDIDIKAN TINGGI
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26/9-2019	- Abstract - RPP - Acknowledgment	
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29/9-2019	- Data and Analysis	
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Medan, September 2019

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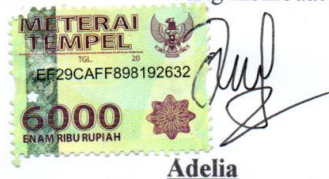
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ABSTRACT

Adelia. 1502050224. The Effect Of Applying The Recitation Method Assisted By Tourism Brochures Pictures In Teaching Speaking Descriptive Text. Skripsi. English Faculty of Teachers Training and Education. English Education Program. University of Muhammadiyah Sumatera Utara, Medan 2019.

The objective of the research was to find out the effect of using Recitation Method in speaking descriptive text. The scope of the research is focused on speaking skill. The researcher limited the discussion on speaking descriptive text by applying Recitation Method.

This research was conducted at Madrasah Aliyah Muhammadiyah 1 Medan Jl. Mandala By Pass No.140, Bantan, Medan Tembung, Kota Medan, Sumatera Utara 20226. The reason for choosing this school because it was practical for collecting the data and a similar research had never been conducted in this school. In this school, most of the student have problems to express their idea orally, so they confuse to speak.

Based on the data analysis and the findings, the conclusions were there is any significant improvement on the ten grade accomodation student's descriptive speaking before and after the treatment Madrasah Aliyah Muhammadiyah 1 Medan. There is any significant difference on the tengrade accomodation student's descriptive speaking taught by using tourism brochures and those who are not at Madrasah Aliyah Muhammadiyah 1 Medan.

Keywords: Recitation Method, tourism brochures pictures, speaking descriptive text.

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The aim of writing this study is to fulfil the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program. In resolving this study with the title “*The Effect of Applying the Recitation Method Assisted by Tourism Brochures Pictures in Teaching Speaking Descriptive Text*”, the researcher faced a lot of difficulties and problems and without much help from the following people, it was impossible for her to finish it. For that, the writer wants to thank her beloved father M. Nur and her mother Murnilis who had given support both in material and spiritual to complete her study for the researcher from the first education until the completion of the study. Thanks a lot for their pray and motivation. The researcher got many contributions and guidance from various parties. Therefore, the researcher would like to thank a lot of to:

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The researcher realizes that study is still far from being perfect. So, the researcher hopes suggestions and comments from all the readers, especially from the students of English Department who want to do a research. May Allah SWT the most almighty always bless all of us.

Medan, September 2019

The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Study.

English is an international language. In Indonesia, English is considered as the first foreign language and is taught formally from elementary school up to the university level. It is realized that studying English is not easy for Indonesian students because the fact that English and Indonesian language are very different in terms of spelling, sound, and pronunciation, vocabulary or lexical meaning and grammar. In learning the English language, it contains four basic language skills: receptive skills, listening (understanding spoken language) and reading (understanding the written language) and the productive skills, speaking and writing. In practice, learning the lessons taught speaking after reading, listening and writing. But this does not state that learning speaking is not important. In fact, speaking is a very important lesson learning that is why speaking is taught after the third important element is taught and speaking also is the very difficult subject for the students. Based on the interview in preliminary observation found that students are difficult to learn English particularly writing skill. Students often failed in speaking because they faced some difficulties such as poor confidence, lack of vocabulary, literature, and information. They do not give attention and enthusiasm on speaking especially speaking report text. They might have some ideas on their mind, but they do not know how to express themselves in speaking. They had trouble presenting their ideas. They thought that it will be very difficult to speak descriptively.

English Teacher states that there are many students can not achieve 75 points as the minimal completeness criteria on (KKM). This problem can be resulted from the teacher's technique and strategy as they still applies traditional method, by which they fail to motivate the students. As a result, in learning process, students have poor cognition, defecient concentration, and limited knowledge in speaking. Learning is affected by the total situation (Aggarwal , 2001). It depends on a number of factors, external and internal factors. External factors affecting learning are (1) goals, purpose (2) motivation (3) interest (4) attention (5) drill or practice (6) bore or fatigue (7) aptitude (8) attitude (9) emotional factors (10) speed, accuracy, and retention (11) age (12) learning activities. The relation with learning, motivation has big factors towards students learning process. In concept learning, motivation mean the art of supporting the students to be supported to do learning activities, so the purpose of learning process should design a good concept to encourage students into a good speaking.

Based on the situation, the researcher thinks that it is important to find ways to overcome to the problem. One of the ways to solve the problem is by proposing a teaching model that is suitable, easy, effective, fun, interesting, and helpful to the students. Therefore, Recitation Learning is proposed to be one model, which might be able to solve the speaking problem. Recitation Learning is an integrated model of teaching and learning that creates passionate teachers, engaging classroom and meaningful concent resultingin accelerated studentachievement. Recitation method is about giving a task, giving an assignment to the students in order to develop students' interest and motivate them to speak. It helps teacher to present their concent in a way that engages and energizes students. It is an

effective strategy for classroom management, focusing attention, and motivating students to increase participation in learning. The situation will motivate the students concentrate and make them easier to learn. The relaxed situation and good motivation was engage the students to think the idea and present it into their speaking. It may stimulate students' imagination and creation in learning especially in speaking report text. By knowing the problem faced by the students in learning speaking especially report text, the researcher think that teaching report text by applying Recitation Learning was more effective to develop their speaking accievement.

Recitation is often equated with "home work", when actually different. Homework has a more specific understanding, namely the tasks assigned by educators, done home learners. While the recitation, the task given by educators is not just implemented at home, but can be done dilaboratorium, library or other places that have to do with the task or lessons given. So, the recitation is wider than home work. Nevertheless, both have in common, that is to have an element of duty, done by learners, and reported the results, and has a pedagogical didactic element. Assignment as a method of teaching is a gift of work by educators to learners to achieve certain teaching objectives. By giving the task the learners learn, do the task.

In carrying out the learning activities, learners are expected to get a result, in the form of certain behavior changes, and the most important goal of applying this method is for students to hone their speaking and get used to doing it very well.

Speaking skill is one of four skills in English subject along with listening, reading and writing. Conveying ideas through oral form involve input and output

from reading or listening, need to have large amount of vocabulary and conveyed ideas in appropriate situation and context. Luoma (2004), stated that in a typical spoken interaction, two or more people talk to each other about things that they think are mutually interesting and relevant in the situation. It is clearly that speaking is an interaction between speaker and listener and both parties are involved in conversation when they are chatting about same topic.

There is much information about tourism places in the brochure that can be used for teaching English especially and it was much more effective to improve students' speaking skill. Werff (2003), state that pictures are good sources media for practicing listening, speaking, writing, vocabulary and grammar. It will stimulate students to arise their creative and enjoyable activities in learning process. Moreover, Thomson (2008) says that tourism brochures contain a large amount of information about tourism place in the world and bring a small part of the world around them. It means they will enrich their vocabularies while reading it and was good source for them while perform their speaking.

B. The Identification of the Problem

Based on the background above, this study aims at answering the following question:

1. There is any significant improvement on the ten grade accommodation student's descriptive speaking before and after the treatment Madrasah Aliyah Muhammadiyah 1 Medan?

2. There is any significant difference on the tengrade accomodation student's descriptive speaking taught by using tourism brochures and those who are not at Madrasah Aliyah Muhammadiyah 1 Medan?

C. The Scope and Limitation

The scope of the research is focused on speaking skill. The researcher limited the discussion on speaking descriptive text by applying Recitation Method.

D. The Formulation of The Problem

1. There is any significant effect of using Recitation Method in teaching speaking descriptive text ?
2. There is a significant influence using the tourism brochure media?

E. The Objective of The Study

1. To find out the effect of using Recitation Method in speaking descriptive text.
2. To find out the significant influence using the tourism brochure media

F. The Significance of The Study

The results of this study are expected to give the benefical contribution for teachers of English, students or learners, and the next researchers.

The usefulness of the findings is described as the following:

1. For teachers, this study will give meaningful information to English teachers in helping them to improve students descriptive speaking skill through tourism brochures as the media in descriptive text.
2. For students, this study was helpful to improve students' achievement in descriptive speaking skill through the use of tourism brochures and to motivate students to speaking in English.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting research, theories are needed to explain and clarify some concepts or terms used in the study concerned. The terms used in this study are needed to be theoretically explained. This framework is absolutely useful in order to give clearer understanding about all of the things related to the study. The theoretical elaboration on the concepts and terms was presented in the following.

1. Speaking

Speaking is a communication skill that enables a person to verbalize thoughts and ideas.

People speak because of some reasons such as, asking and telling information, debating, argumentation, expressing feeling, emotion, and desires. Speaking is also one of the most important skills to master in a language. Its success is measured in terms of ability to carry out conversation in an interactive process constructing meaning that involves producing, receiving, and processing information.

The learners should be able to produce basic structure correctly. Fulcher (2003) suggests that "Speaking is the verbal use of language to communicate with others". Since the listening and speaking are products of skill, there are many relationships between them. The ability of the listening and speaking have some information which is gained from listening. In other words, the topic to be

discussed in speaking is relevant to what the speaker has heard from another person. That is the reason why listening is always related to speaking.

The communicative interaction can be identified through the existence of participants negotiating a meaning, in a general term their existence is the control interaction by noticing who is saying, to whom the speakers are saying, what is discussed and when the interaction occurs. It means that in speaking, there are a process between speaker and listener. That is a interaction between them. There are using of language as the medium of speaking in students skill. It is necessary to use accept able forms of correct language. The forms involve grammar, vocabulary, and pronunciation.

To Improve the students' speaking skill, the teacher need to help the students as produce forms in the foreign language. It is a part of teacher's job to help the students in producing form in foreign language. It means that one communicate naturally while thinking about forms of the message rather than the message itself. Brown (2001) suggests, 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.

According to Richards (2002) "Effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech". 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 language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

2. Functions of Speaking

There are many functions of speaking proposed by many practitioners. Brown and Yule in Richards (2008) classified propose three functions of speaking. They are talk as interaction, talk as transaction, and talk as performance. Talk as interaction refers to what people normally do in communication that is “conversation” and describes the interaction that serves a primarily social function. People interact with each other when they meet though exchange greeting because they wish to be friendly and to establish and maintain social relations. Talk as transaction refers to situations where the focus is on what is said or done. The focus of talk as transaction is on the message rather than how they interact socially with each other.

3. Types of Speaking Performances

Brown (2004) describes six categories of speaking skill area. These six categories as into follow:

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 things 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 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 text comprehension but at the somewhat limited level of very short conversation, started greeting and small talk, simple request and comments. This is a kind of short replies to teacher or students initiated questions or comments, giving instruction and direction. 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, discussion, conversation and games.

f. Extensive (Monologue)

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

Based on the theory above, it can be concluded that there are some points that should be considered an 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. Recitation Method

Strength of the Recitation Method (Richards, 2008):

1. Recitation is a place for developing reflective thinking and creative expression, favorable attitudes and ideals of social living.
2. Recitation is a student-centered .
3. Wholesome attitudes essential to effective social living can very well be developed.
4. There is freedom of expression, and training of good speech.

Weaknesses of the Recitation Method (Richards, 2008):

1. There is emphasis on the ability to memorize, and the student who memorizes best is the best.
2. The favorite lesson procedure is the lecture method.
3. Students are not motivated to ask question.
4. There was poor result when it comes to group discussions.

5. Teacher-centered if he is autocratic and considers himself the chief factor in the process.
6. Students assume little responsibilities and his only responsibilities and his to memorize.
7. Feeling of aloofness has to exist.

4. Part of Descriptive Text

a. Definition of Descriptive Text

Description is writing that can describe a story that aims to invite readers to be able to understand, feel and enjoy the objects being discussed such as moods, activities and so on.

b. Character Text Description

There are typical description text elements, including the characteristics and characteristics of the description text such as the language style and contents. The following are the elements and characteristics of the full description text.

Describe an object such as a certain object, place or atmosphere. Involves the five senses such as vision, hearing, taste, smell and touch. Reveal the physical characteristics and properties of objects such as the size, shape, color and nature of the object. Explain the object clearly, in detail and in detail. Use words or phrases that mean adjectives or circumstances.

c. Types of Descriptive Text

There are several kinds of description text when viewed from the contents of the text. The following are the types of description texts and their complete understanding.

1. Text of subjective descriptions

Definition of subjective description text is a description text that in the description of the object is based on the impression that is owned by the author of the paragraph.

2. Spatial description text

Understanding spatial description text is a description text where the object described is only in the form of objects, places, spaces and so on.

3. Text of objective description

Definition of objective description text is a type of description text where an explanation of an object is described as it is based on the actual state of the object, without any additional opinion from the author.

d. Text Structure Description

In general, there are 3 structures of description text which include identification, classification and description or core parts. The following are the 3 structures of the description text and their understanding.

1. Identification

The definition of identification in the description text is a part that contains the determination of a person's identity, object, or other object.

2. Classification

The definition of classification in the description text is a systemic constituent element in a group according to rules or standards that have previously been established.

3. Section Description

Understanding the part of the description or the core part of the description paragraph is the part that contains the description or exposure of an object or topic discussed.

5. Tourism Brochures

There is much information about tourism places in the brochure that can be used for teaching English especially and it was much more effective to improve students' speaking skill. Thomson (2008) says that tourism brochures contain a large amount of information about tourism places in the world and bring a small part of the world around them. It means they will enrich their vocabularies while reading it and was good source for them while perform their speaking.

Johari (2008) mentions some advantages use tourism brochure in the class. First, it provides students an opportunity to use the knowledge that they get from outside of the school, such as knowledge of the tourism sight and activity in the tourism places. Next, it makes students acquire English vocabulary and speaking skill that they require in their career purpose (maybe become a tour guide) and students was more realized that English as a tool they might need for their future jobs or studies.

Tourism brochures are available with colors, pictures, words etc. Students would enjoy activities would include tourism integratively by using speaking, listening with the learning English with varies of activities and practices because those are vital for their comprehension and would provide them with fun learning activities.

Tourism brochures provide an interesting page, since they have colorful pages, nice photography, and awesome description about the tourism places. Tourism brochures bring meaning that is related to places, people, object, history, foods and so on. The students could find many words in the tourism brochures. Therefore, tourism brochures can be used as media to teach speaking descriptive text for students. It is believed that speaking which are available in tourism brochure was found by them in their daily life. Once, it emphasizes in this research that the students was taught speaking which are existed in the tourism brochures. So, teaching speaking descriptive text by using tourism brochures as visual media could encourage the students to stay focus on learning speaking descriptive text. Many researchers have proved that by using interesting media will arouse students' motivation in learning process.

B. Conceptual Framework

The Effect of Applying The Recitation Method Assisted By Tourism Brochures Pictures In Teaching Speaking Descriptive Text.

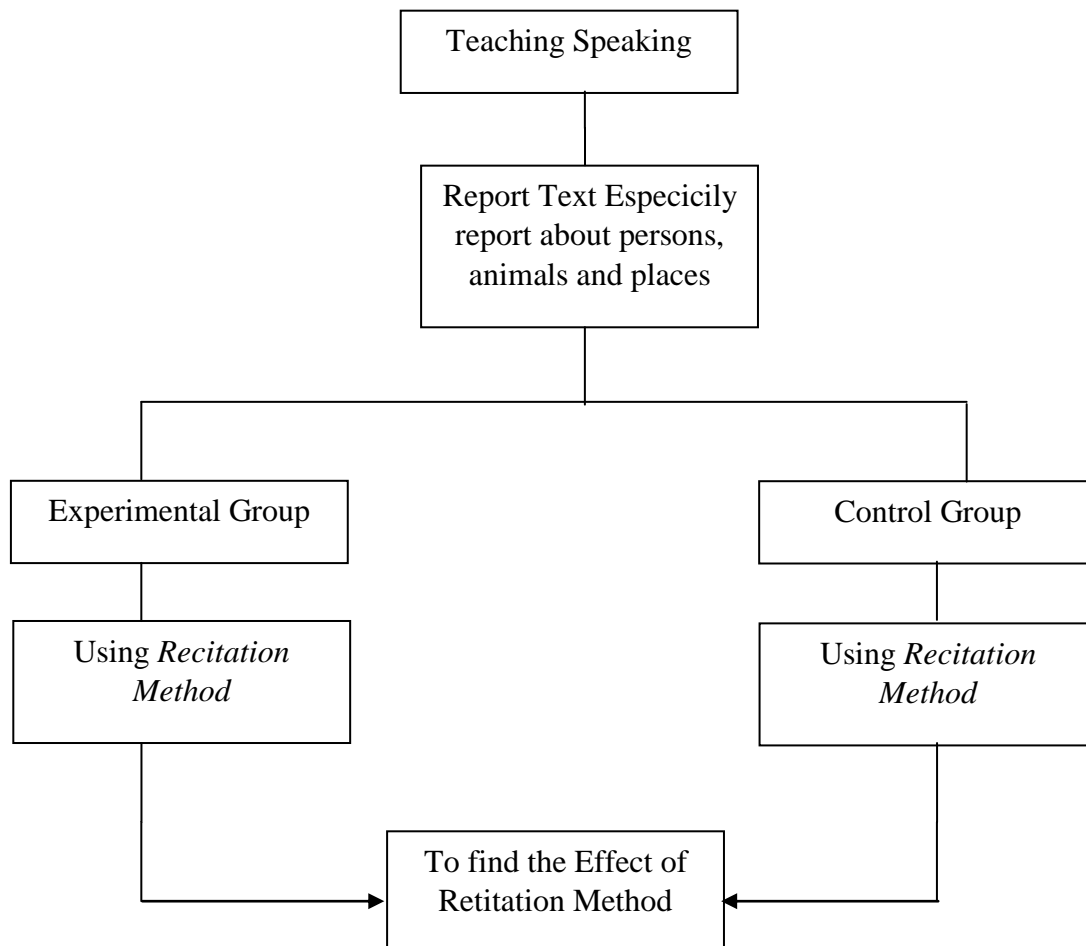


Figure 21.
Conceptual Framework

C.Hypothesis

The two hypothesis was formulated as follows:

Ha: There is a significant effect of applying Recitation Method on the students' achievement in speaking.

H0: There is no significant effect of applying Recitation Method on the students' achievement in speaking

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time

This research was conducted at Madrasah Aliyah Muhammadiyah 1 Medan Jl. Mandala By Pass No.140, Bantan, Medan Tembung, Kota Medan, Sumatera Utara 20226. The reason for choosing this school because it was practical for collecting the data and a similar research had never been conducted in this school. In this school, most of the student have problems to express their idea orally, so they confuse to speak.

B. Population and Sample

This population of this research was taken from the ten grade of Madrasah Aliyah Muhammadiyah 1 Medan, which consist of two classes, and the total number is 60 students. Since it is an experimental design, two classes will take as sample.

Table 3.1
The Populations of Madrasah Aliyah Muhammadiyah 1 Medan

NO	CLASS	POPULATION
1	X- IPS	30
2	X- IPA	30
	TOTAL	60

Arikunto (2010) states that sample is a part of population or the representation of population being assessed. In determining the size of sample, Arikunto (2010) says that population more than 100, the researcher may take 10%-15% or 20%-25% or more as the sample, if the population less than 100, the researcher may take all as the sample. It was frequently to test a large number of the students because the limited time involved, so only 60 students (50% of the population) were taken as the sample. Then the student was divided into two groups of 15 and 15 students. One group is the control group and the other group is the experimental group. The sample were assigned randomly to represent the population.

Table 3.2
The Sample of Madrasah Aliyah Muhammadiyah 1 Medan

NO	CLASS	SAMPLE
1	X- IPS	15
2	X- IPA	15
	TOTAL	30

C. Research Design

This study was conducted by using an experimental quantitative research. There were two groups of students in this study, namely control group and experimental group. These two were taught by using different treatments. This research utilizes randomized groups, pre-test and post-test design. In this design, the subject is assigned to the experimental group and control group by random method and both of them were given a pre-test. Pre-test was given in order to know the student's ability in speaking report text. After conducting the treatment, the

researcher give the post-test for both of group. The post-test will give to identify the students' ability in speaking report text after the treatment. The difference average between the pre-test and posttest will found for each group and then these difference average score were compare in order to as certain whether the experimental treatment produced a greater change than the control group situation.

Table 3.3
Research Design

Groups	Pre-Test	Treatment	Post-Test
Experimental	X1	Method	X2
Control	Y1	Conventional Method	Y2

D. The Instrument of Research

In this study, speaking test was used to collect the data as instrument. The same test in pre-test was give to both of group. After that, student in experimental group was given the treatment and with the same content test in post-test was given again to both of group. The researcher conduct the test in order to know the effect of recitation method in experimental group.

E. The Technique for Collecting the Data

The data collection is important parts in conducting study. In order to get the data and to know influence of this technique to the students. The researcher were applied in steps in collecting data, such as (a) giving pre-test to both of class (b) giving treatment to the experimental group by using Recitation Method and

Free speaking Style to control classes (c) giving post test to both of the classes and (d) collecting the student worksheet.

F. The Technique for Analyzing Data

After gave the pre-test and post-test result, the researcher was corrected the result by using 5 components of evaluating. The pre-test score from experimental and control were compared with the post-test scores from experimental group and control group. After compared the pre-test and post test scores from both of the groups, the researcher was used the formula of t-test to test the hypothesis. Before calculated the t-test, the first step was calculated mean formula according Arikunto (2017) as follow:

$$X = \frac{\sum x}{N}$$

Where:

x = the mean of the students

\sum = the total score

N = the number of students

T-test formula as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{(Nx + Ny)^2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

M_x = the mean of experimental group

M_y = the mean of control group

d_{x^2} = the standard deviation of experimental group

d_{y^2} = the standard deviation of control group

N_x = total sample of experimental

N_y = total sample of control group

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data Collection

The data were the students score in the pre-test and post test. Both the experimental and control group.

Table 4-1
The result pre-test and post testof the experimental group

No	Student's Initial	Pre-Test	Post-Test
1	AH	60	65
2	AV	70	80
3	AA	60	70
4	DS	60	65
5	DF	62	70
6	FG	70	75
7	FA	68	75
8	HH	60	65
9	IP	60	72
10	JW	62	72
11	MJ	62	72
12	MI	60	75
13	MH	60	72
14	MT	60	65

15	MR	60	65
16	RA	60	65
17	RS	70	80
18	SA	60	70
19	MA	70	83
20	IP	70	80
21	AG	70	85
22	KA	60	65
23	MR	60	65
24	NH	70	75
25	NH	75	80
26	FR	70	75
27	VV	70	80
28	SY	75	82
29	SK	75	80
30	AW	72	75

Table 4.1 showed the score of experimental group in the pre-test and post-test. The lowest score for the pre-test was 60 and the highest score was 75. While for the post-test, the lowest score was 65 and highest score were 80. In calculating the score the five aspects of reading (Content, Organization, vocabulary, language use and, mechanics) was used.

Table 4-2
The result pre-test and post test of the control group

No	Student's Initial	Pre-Test	Post-Test
1	FW	75	85
2	HN	70	75
3	DK	60	65
4	HP	70	75
5	IL	65	73
6	MS	70	82
7	MC	65	72
8	SU	65	73
9	TR	65	73
10	YA	70	80
11	ZH	70	80
12	DW	65	70
13	FG	65	72
14	IP	75	80
15	LH	65	75
16	MH	60	65
17	MN	70	75
18	MP	65	73
19	MW	65	70
20	MA	60	65
21	NJ	70	80
22	NG	65	70

23	PW	60	65
24	SI	65	70
25	SL	60	70
26	SE	65	70
27	YH	60	65
28	IH	70	80
29	IG	65	72
30	AC	75	80

In the pre test the lowest score was 60 and the highest score was 70. Meanwhile, in the post test , the lowest score was 65 and the highest score were 85.

B. The Data Analysis

The data analysis was given by doing calculation of the t-test was presented in following tables:

Table 4-3
The Calculation t-test of the Experimental Group

No	Students	Pre –test	Post - test	d	d ²
1	AH	60	65	5	25
2	AV	70	80	10	100
3	AA	60	70	10	100
4	DS	60	65	5	25

5	DF	62	70	8	64
6	FG	70	80	5	25
7	FA	68	75	7	49
8	HH	60	70	10	100
9	IP	60	72	10	100
10	JW	62	72	8	64
11	MJ	62	72	10	100
12	MI	70	80	10	100
13	MH	60	72	12	144
14	MT	60	65	5	25
15	MR	70	75	5	25
16	RA	60	65	5	25
17	RS	70	80	10	100
18	SA	60	70	10	100
19	MA	70	80	10	100
20	IP	70	80	10	100
21	AG	70	80	10	100
22	KA	60	65	5	25
23	MR	60	65	5	25
24	NH	70	75	5	25
25	NH	75	80	5	25
26	FR	70	80	10	100

27	VV	70	80	10	100
28	SY	75	82	7	49
29	SK	75	80	5	25
30	AW	70	80	10	100
	N=30			$\sum d = 254$	$\sum d^2 = 2194$

Table 4.3 was the calculation in pre-test. It was shown that the pre-test score was lower than the post-test score. Because the score of post-test was higher than pre-test, the score of post-test decreased with the score of pre-test. In calculation of t-test experimental group $\sum d = 254$ then quadrate $\sum d^2 = 2194$.

$$M_x = \frac{\sum d}{N_x} \qquad dx^2 = \sum d^2 - \left(\frac{(\sum d)^2}{N_x} \right)$$

$$M_x = \frac{254}{32} \qquad dx^2 = 2194 - \left(\frac{(254)^2}{32} \right)$$

$$M_x = 7,93 \qquad dx^2 = 2194 - \left(\frac{64516}{32} \right)$$

$$dx^2 = 2194 - 2016,12$$

$$dx^2 = 177,88$$

Table 4-4
The calculation t-test of the control group

No	Students' Initial	Pre-test	Post-test	d	d ²
1	FW	75	85	10	100
2	HN	70	75	5	25
3	DK	70	75	5	25
4	HP	65	72	7	49
5	IL	70	80	10	100
6	MS	65	72	7	49
7	MC	70	73	3	9
8	SU	65	73	8	64
9	TR	70	80	10	100
10	YA	70	75	5	25
11	ZH	65	70	5	25
12	DW	65	72	7	49
13	FG	75	80	5	25
14	IP	70	75	5	25
15	LH	60	65	5	25
16	MH	70	75	5	25
17	MN	65	73	8	64
18	MP	65	70	5	25
19	MW	60	65	5	25
20	MA	70	80	10	100
21	NJ	65	70	5	25

22	NG	60	65	5	25
23	PW	65	70	5	25
24	SI	60	70	10	100
25	SL	65	70	5	25
26	SE	60	65	5	25
27	YH	70	80	10	100
28	IH	65	72	7	49
29	IG	75	80	5	25
30	AC	65	75	10	100
31	FW	70	80	10	100
30	HN	60	65	5	25
	N=30			$d=212$	$d^2=1558$

Table 4.4 was the calculation in pre-test which show sthe pre-test score was lower than the post- test score. Because, calculation of t-test in control group $\sum d = 212$ then quadrate $\sum d^2 = 1558$.

$$M_y = \frac{\sum d}{N_y} \qquad dy^2 = \sum d^2 - \left(\frac{(\sum d)^2}{N_y} \right)$$

$$M_y = \frac{212}{32} \qquad dy^2 = 1558 - \left(\frac{(212)^2}{32} \right)$$

$$My = 6.62 \qquad dy^2 = 1558 - \left(\frac{44944}{32} \right)$$

$$dy^2 = 1588 - 1404.5$$

$$dy^2 = 153.5$$

From the data presented in the previous. it was obtained that:

$$Mx = 7.93$$

$$My = 6.62$$

$$dx^2 = 177.88$$

$$dy^2 = 153.5$$

$$Nx = 30$$

$$Ny = 30$$

$$df = Na + Nb - 2$$

$$= 30 + 30 - 2$$

$$= 58$$

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{(Nx + Ny) - 2} \right) \left(\frac{1}{Nx} + \frac{1}{Ny} \right)}}$$

$$t = \frac{7,93 - 6,62}{\sqrt{\left(\frac{177,88 + 153,5}{(30 + 30) - 2} \right) \left(\frac{1}{30} + \frac{1}{30} \right)}}$$

$$t = \frac{1,31}{\sqrt{\left(\frac{331,38}{58} \right) \left(\frac{2}{58} \right)}}$$

$$t = \frac{1,31}{\sqrt{(5,344)(0,03)}}$$

$$t = \frac{1,31}{\sqrt{0,16032}}$$

$$t = \frac{1,31}{0,40}$$

$$t = 3.27$$

C. Hypothesis Testing

The hypothesis testing was aimed to know whether the hypothesis was accepted or rejected. The hypothesis could be tested as follow.

$$H_o : t_{\text{test}} \leq t_{\text{table}}$$

$$H_a : t_{\text{test}} > t_{\text{table}}$$

In this study, the calculation of t_{test} for the degree of freedom (df) = 58 at the level of significance 0.05 showed that the critical value (t_{table}) was 1.67. Thus, $t_{\text{test}}(3.27) > t_{\text{table}}(1.67)$.

Based on the calculation of hypothesis testing above, it was concluded that the value of t-test was higher than the value of t_{table} ($3.27 > 1.67$). Therefore, the null hypothesis was accepted.

D. Findings

Based on the calculation, the result of t_{test} was 3.27 and was higher than t_{table} (1.67). In the hypothesis testing, it was shown that the alternate hypothesis was accepted. It meant that the Tourism brochures gave significant effect on descriptive speaking. It was proved from the data showing that the score of

experimental group (using Tourism brochures) was higher than the score of control group (using conventional method).

The Tourism brochures gave a better way to gather all information well. It helped the students to learn by experience or real situation. It also encouraged them to be more active and interested in reading.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis and the findings, there were some conclusions as follow:

1. There is any significant improvement on the ten grade accomodation student's descriptive speaking before and after the treatment Madrasah Aliyah Muhammadiyah 1 Medan.
2. There is any significant difference on the tengrade accomodation student's descriptive speaking taught by using tourism brochures and those who are not at Madrasah Aliyah Muhammadiyah 1 Medan.

B. Suggestions

In relation to the conclusion above,it was suggested:

1. The readers of UMSU library should make this thesis as a reference to make a similar research.
2. Headmaster of the school should support teachers in applying Tourism brochures because the method can increase the students' descriptive speaking.
3. As an input for the writer in order to increase knowledge about teaching students.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Descriptive – Tour Guide)

Nama Sekolah : Madrasah Aliyah Muhammadiyah 1 Medan
Nama Guru : Arini Zakia, S.Pd
Jenjang Pendidikan : SMA
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Descriptive Text
Kelas/Semester : X
Alokasi waktu : 7 x 45 menit

I. Standar Kompetensi

1. Memahami/ mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari- hari.
2. Memahami/ mengungkapkan makna teks fungsional pendek dan teks monolog sederhana descriptive, narrative dan dalam konteks kehidupan sehari- hari.
3. Memahami/ mengungkapkan makna teks tulis fungsional pendek dan esei sederhana dalam bentuk descriptive, narrative dalam konteks kehidupan sehari- hari dan untuk mengakses ilmu pengetahuan.

II. Kompetensi Dasar

Speaking – Writing

III. Indikator

1. Siswa mendiskripsikan tempat – tempat di objek wisata dengan struktur teks yang tepat.
2. Siswa mempresentasikan tempat – tempat di objek wisata di depan siswa lain untuk kemudian mempresentasikannya ke pengunjung lain (tour guide).
3. Siswa bertanya dan merespon pertanyaan WH maupun YES/NO questions dengan tepat.
4. Siswa membuat/menulis brosur atau poster sederhana secara descriptive dengan menggunakan struktur dan fitur bahasa yang tepat.

IV. Tujuan Pembelajaran

1. Siswa dapat mendiskripsikan secara lisan tempat-tempat di objek wisata berdasarkan gambar atau data yang mereka dapatkan
2. Siswa dapat mempresentasikan tempat – tempat di objek wisata tersebut di depan siswa lain dan para pengunjung (*tour guide*).
3. Siswa dapat berinteraksi dengan bertanya dan merespon pertanyaan WH maupun YES/NO questions dengan tepat.
4. Siswa dapat membuat/menulis brosur atau poster sederhana secara descriptive berdasarkan gambar/data yang mereka dapatkan dengan menggunakan struktur dan fitur bahasa yang tepat.

V. Materi Pembelajaran

1. Tema : Descriptive text
Sub Tema : Describing Places

A kind of text which is to describe a particular person, place, or thing. The generic structure of the text is identification and description.

2. WH and YES/NO questions: *What is the building used for? Do the visitors often come here?*

VI. Strategi Pembelajaran

Descriptive

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> • Mengamati gambar-gambar yang tersedia. • Menuliskan kata sifat yang berkaitan dengan penampilan gambar atau model gambar. • Menyusun kata – kata sifat tersebut sehingga menjadi kalimat yang bagus. 	<ul style="list-style-type: none"> • Mencari dan mengumpulkan data tempat-tempat yang ada di objek wisata, meliputi siapa yang sering berkunjung disana, apa saja yang dapat dibeli di tempat itu, fungsi tempat, dan lain-lain. • Mengambil gambar 	<ul style="list-style-type: none"> • Siswa berlatih mendiskripsikan tempat-tempat yang sudah mereka dapat data-datanya di hadapan siswa lain dengan struktur yang benar. • Mempresentasikan dengan mengajak pengunjung lain (<i>tour guide</i>) ke tempat-tempat yang ada di objek

Tatap Muka	Terstruktur	Mandiri
	untuk dijadikan brosur/poster sederhana.	wisata tersebut. Kegiatan ini dilakukan secara dwi bahasa dengan komposisi 75 % bahasa Inggris dan 25 % bahasa Indonesia.

WH – YES/NO Questions

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> • Mengamati model interaksi interpersonal yang diperagakan oleh guru atau teman dengan menggunakan beberapa pertanyaan. • Menggolongkan pertanyaan-pertanyaan yang diamati ke dalam tabel WH or YES/NO yang tersedia. 	<ul style="list-style-type: none"> • Membuat 10 jenis pertanyaan WH – YES/NO questions di handout yang sudah tersedia. • Mempraktekannya secara berpasangan. 	<ul style="list-style-type: none"> • Siswa membiasakan diri untuk menggunakan pertanyaan WH –YES/NO questions kepada guru dan teman dalam bahasa Inggris setiap kali ada kesempatan yang tepat, terutama dalam mata pelajaran Bahasa Inggris. • Permainan hunting game

Langkah – langkah Pembelajaran:

Kegiatan awal (45 menit)

1. Siswa mereview descriptive text dan penggunaan WH – YES/NO questions diikuti dengan tanya jawab.
2. Siswa melakukan permainan hunting game untuk menemukan kelompoknya dan sekaligus mempraktekan WH – YES/NO questions.
3. Pembagian kelompok.

Kegiatan Inti 1 (2 x 45 menit)

1. Siswa dibagi menjadi 9 kelompok. Masing-masing kelompok terdiri dari 3 orang.
2. Siswa mencari tempat-tempat dalam lokasi wisata untuk kemudian diamati, dicatat data-data yang diperlukan, mengambil gambar, dan mereka diperbolehkan untuk melakukan wawancara dengan pengunjung lain atau petugas yang berwenang dilokasi.
3. Siswa kemudian menuliskan data-data yang mereka peroleh di descriptive sheet yang sudah disediakan oleh pengajar.

Kegiatan Inti 2 (2 x 45 menit)

1. Dengan bimbingan guru, siswa mendiskripsikan tempat-tempat yang sudah mereka kunjungi atau mereka dapatkan data-datanya di depan kelompok lain. Mereka melakukan role-play ada yang berperan sebagai tour guide dan visitors. Mereka diharuskan membuat pertanyaan dengan menggunakan WH – YES/NO questions dengan baik dan benar.
2. Dengan pengawasan guru dan petugas yang berwenang siswa mempresentasikan dengan mengajak pengunjung lain (*tour guide*) ke tempat-tempat yang ada di objek wisata tersebut. Kegiatan ini dilakukan secara dwi bahasa dengan komposisi 75 % bahasa Inggris dan 25 % bahasa Indonesia.

Kegiatan Akhir (2 x 45 menit)

1. Siswa diberi tugas membuat brosur/poster sederhana dari data yang sudah mereka dapatkan dengan struktur bahasa yang tepat.
2. Guru melakukan penilaian (evaluasi).

VII. Alat dan Bahan Pembelajaran

1. Internet digunakan untuk mengakses materi yang berkaitan dengan descriptive.
2. Flash cards/wallpaper digunakan dalam pengajaran descriptive dan digunakan untuk mempermudah siswa dalam menyebutkan kata sifat yang berkaitan dengan gambar.

3. Kamera digital digunakan siswa untuk mengambil gambar tempat-tempat di objek wisata.
4. Handy cam digunakan untuk mengambil gambar bergerak, dokumentasi, dan alat perekam untuk melakukan penilaian/evaluasi.
5. Block notes digunakan untuk mencatat tugas/data.
6. Descriptive organizer handouts digunakan siswa untuk mengumpulkan data-data yang terdapat di lapangan dan menggunakannya sebagai alat bantu tour guide.
7. Laptop digunakan untuk membuat draft brosur/poster sederhana.
8. Kertas dan alat tulis (pensil warna/crayon) untuk membuat brosur/poster sederhana.
9. Sampel brosur/poster yang akan digunakan siswa sebagai acuan dalam menulis/membuat brosur/poster sederhana.

VIII. Evaluasi

Speaking (Descriptive – tour guide/describing places; WH – YES/NO Questions)

Kognitif meliputi: content (comprehension)

Psikomotor meliputi: Fluency, pronunciation.

Afektif meliputi: performance

Format Penilaian untuk semua jenis kegiatan speaking

No	Name	Content 25%	Fluency 25%	Pronunciation 25%	Performance 25%	Score 100%

Writing (Brosur dan poster)

Format Penilaian untuk semua jenis kegiatan writing (kebahasaan)

No	Name	Content 25%	Accuracy 25%	Coherency & Cohesiveness 25%	Punctuation 25%	Score 100%

Format Penilaian untuk semua jenis kegiatan writing (social)

No	Name	Pictures 25%	Word Power 25%	Marketabl e 25%	Persuasion 25%	Score 100%

IX. Sumber Pembelajaran

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Mengetahui:
Kepala
Madrasah Aliyah Muhammadiyah 1 Medan

Guru Mata Pelajaran,

Arini Zakia, S.Pd



Questions:

This text is for no. 1-5



Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

1. The text mainly focuses on
 - a. Singapore
 - b. Orchard Plantation
 - c. Plaza and Mall
 - d. Orchard road as business and entertainment center
 - e. Shopping Center

2. Which statement is TRUE?
 - a. At first Orchard Road is a crowded settlement
 - b. Orchard road became business and entertainment center since 1974
 - c. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
 - d. Orchard road is infamous place at Singapore
 - e. Orchard road is not surrounded by flower garden

3. In the third paragraph the writer describes about?
 - a. The location of Orchard Road
 - b. The things that we can see at orchard road
 - c. The direction to get to Orchard Road
 - d. The history of Orchard Road
 - e. The distance of Orchard Road

4. Words “it” in line 4 refers to?
 - a. The plantation
 - b. Luxury branded things
 - c. The plaza
 - d. Singapore
 - e. Suburban street

5. The word “satisfy” in line eighth has the closet meaning with?
 - a. Pleased
 - b. Free
 - c. Frighten
 - d. Threat
 - e. Loved

This text is for no. 6–10



Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

6. What is the text purpose?

- a. To inform readers about tourism in Kebumen
- b. To entertain reader about Petruk Cave
- c. To explain the reader about floors in Petruk Cave
- d. To Introduce The Local tourism in Kebumen
- e. To describe Petruk Cave

7. Why did Petruk cave named as one of character in Punokawan puppet?
- Because the cave is belong to Petruk
 - Because Petruk is the first explorer of the cave
 - Because Petruk is buried at the cave
 - Because the cave's length is as long as Petruk's nose
 - Because the cave's depth is as deep as Petruk's hair
8. Which part of Petruk Cave which used for place to put foods for ancestor?
- In the basic cave
 - In petruk cave
 - In Hindu cave
 - In front of the cave
 - Inside the cave
9. What is stalactites means?
- A type of formation that hangs from the ceiling of caves
 - Types of formation that lay on the floor of caves
 - Types of food given to ancestor
 - Someone who guide the visitor in the cave
 - Kind of animals in the cave
10. What is "lead" means in paragraph 2?
- Guide
 - Take
 - Bring
 - Put
 - Place

Answers:

- | | |
|------|-------|
| 1. d | 8. c |
| 2. c | 9. a |
| 3. c | 10. a |
| 4. e | |
| 5. a | |
| 6. e | |
| 7. d | |

Appendix

The result pre-test and post testof the experimental group

No	Student's Initial	Pre-Test	Post-Test
1	AH	60	65
2	AV	70	80
3	AA	60	70
4	DS	60	65
5	DF	62	70
6	FG	70	75
7	FA	68	75
8	HH	60	65
9	IP	60	72
10	JW	62	72
11	MJ	62	72
12	MI	60	75
13	MH	60	72
14	MT	60	65
15	MR	60	65
16	RA	60	65
17	RS	70	80
18	SA	60	70
19	MA	70	83
20	IP	70	80

21	AG	70	85
22	KA	60	65
23	MR	60	65
24	NH	70	75
25	NH	75	80
26	FR	70	75
27	VV	70	80
28	SY	75	82
29	SK	75	80
30	AW	72	75

Appendix**The result pre-test and post test of the control group**

No	Student's Initial	Pre-Test	Post-Test
1	FW	75	85
2	HN	70	75
3	DK	60	65
4	HP	70	75
5	IL	65	73
6	MS	70	82
7	MC	65	72
8	SU	65	73
9	TR	65	73
10	YA	70	80
11	ZH	70	80
12	DW	65	70
13	FG	65	72
14	IP	75	80
15	LH	65	75
16	MH	60	65
17	MN	70	75
18	MP	65	73
19	MW	65	70
20	MA	60	65
21	NJ	70	80
22	NG	65	70

23	PW	60	65
24	SI	65	70
25	SL	60	70
26	SE	65	70
27	YH	60	65
28	IH	70	80
29	IG	65	72
30	AC	75	80

Appendix

Test Validity and Reliabilities

Correlations

		VAR1	VAR2	VAR3	VAR4	VAR5	VAR6	VAR7	VAR8	VAR9	VAR10	Total
VAR1	Pearson Correlation	1	-.023	-.113	.380	-.237	-.015	-.067	.380	.081	.010	.576
	Sig. (2-tailed)		.905	.552	.038	.208	.938	.723	.038	.670	.956	.001
	N	30	30	30	30	30	30	30	30	30	30	30
VAR2	Pearson Correlation	-.023	1	-.302	-.154	.207	-.237	.135	.202	-.223	.010	.380
	Sig. (2-tailed)	.905		.105	.415	.272	.208	.477	.284	.236	.956	.204
	N	30	30	30	30	30	30	30	30	30	30	30
VAR3	Pearson Correlation	-.113	-.302	1	-.079	-.196	-.196	.000	.118	-.269	-.035	.380
	Sig. (2-tailed)	.552	.105		.679	.299	.299	1.000	.534	.150	.856	.814
	N	30	30	30	30	30	30	30	30	30	30	30
VAR4	Pearson Correlation	.380	-.154	-.079	1	.479	.247	-.035	-.118	-.323	-.093	.421
	Sig. (2-tailed)	.038	.415	.679		.007	.188	.853	.535	.081	.626	.020
	N	30	30	30	30	30	30	30	30	30	30	30
VAR5	Pearson Correlation	-.237	.207	-.196	.479	1	.135	.088	.015	-.343	-.095	.387
	Sig. (2-tailed)	.208	.272	.299	.007		.478	.645	.935	.064	.618	.124
	N	30	30	30	30	30	30	30	30	30	30	30
VAR6	Pearson Correlation	-.015	-.237	-.196	.247	.135	1	-.175	.015	.053	-.095	.471
	Sig. (2-tailed)	.938	.208	.299	.188	.478		.354	.935	.782	.618	.291
	N	30	30	30	30	30	30	30	30	30	30	30
VAR7	Pearson Correlation	-.067	.135	.000	-.035	.088	-.175	1	.176	-.211	-.155	.410

	Sig. (2-tailed)	.723	.477	1.000	.853	.645	.354		.352	.264	.414	.228
	N	30	30	30	30	30	30	30	30	30	30	30
VAR8	Pearson Correlation	.380	.202	.118	-.118	.015	.015	.176	1	-.005	-.256	.563**
	Sig. (2-tailed)	.038	.284	.534	.535	.935	.935	.352		.978	.172	.001
	N	30	30	30	30	30	30	30	30	30	30	30
VAR9	Pearson Correlation	.081	-.223	-.269	-.323	-.343	.053	-.211	-.005	1	.033	.496*
	Sig. (2-tailed)	.670	.236	.150	.081	.064	.782	.264	.978		.864	.908
	N	30	30	30	30	30	30	30	30	30	30	30
VAR00010	Pearson Correlation	.010	.010	-.035	-.093	-.095	-.095	-.155	-.256	.033	1	.512*
	Sig. (2-tailed)	.956	.956	.856	.626	.618	.618	.414	.172	.864		.288
	N	30	30	30	30	30	30	30	30	30	30	30
Total	Pearson Correlation	.576**	.239	-.045	.421	.287	.199	.227	.563**	.022	.200	1
	Sig. (2-tailed)	.001	.204	.814	.020	.124	.291	.228	.001	.908	.288	
	N	30	30	30	30	30	30	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Reliability Statistics

Cronbach's Alpha ^a	N of Items
.756	10

Test of Homogeneity

Oneway

Test of Homogeneity of Variances

Pre Test

Levene Statistic	df1	df2	Sig.
6.203	5	22	.001

ANOVA

Pre Test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	523.750	7	74.821	22.575	.000
Within Groups	72.917	22	3.314		
Total	596.667	29			

Appendix

The Calculation t-test of the Experimental Group

No	Students	Pre –test	Post - test	d	d ²
1	AH	60	65	5	25
2	AV	70	80	10	100
3	AA	60	70	10	100
4	DS	60	65	5	25
5	DF	62	70	8	64
6	FG	70	80	5	25
7	FA	68	75	7	49
8	HH	60	70	10	100
9	IP	60	72	10	100
10	JW	62	72	8	64
11	MT	62	72	10	100
12	MI	70	80	10	100
13	MH	60	72	12	144
14	MT	60	65	5	25
15	MR	70	75	5	25
16	RS	60	65	5	25
17	RS	70	80	10	100
18	SA	60	70	10	100
19	MA	70	80	10	100

20	IP	70	80	10	100
21	AG	70	80	10	100
22	KA	60	65	5	25
23	MR	60	65	5	25
24	NH	70	75	5	25
25	NH	75	80	5	25
26	FRA	70	80	10	100
27	VV	70	80	10	100
28	SY	75	82	7	49
29	SK	75	80	5	25
30	AW	70	80	10	100
	N= 30			$\sum d = 254$	$\sum d^2 = 2194$

Because the score of post –test was higher than pre-test, the score of post-test decreased with the score of pre-test. In calculation of t- test experimental group $\sum d = 254$ then quadrate $\sum d^2 = 2194$.

$$M_x = \frac{\sum d}{N_x} \qquad dx^2 = \sum d^2 - \left(\frac{(\sum d)^2}{N_x} \right)$$

$$M_a = \frac{254}{32} \qquad dx^2 = 2194 - \left(\frac{(254)^2}{32} \right)$$

$$M_x = 7,93 \qquad dx^2 = 2194 - \left(\frac{64516}{32} \right)$$

$$dx^2 = 2194 - 2016,12$$

$$dx^2 = 177,88$$

Appendix**The calculation t-test of the control group**

No	Students' Initial	Pre-test	Post-test	d	d ²
1	FW	75	85	10	100
2	HN	70	75	5	25
3	DK	70	75	5	25
4	HP	65	72	7	49
5	IL	70	80	10	100
6	MS	65	72	7	49
7	MC	70	73	3	9
8	SU	65	73	8	64
9	TR	70	80	10	100
10	YA	70	75	5	25
11	ZH	65	70	5	25
12	DW	65	72	7	49
13	FG	75	80	5	25
14	IP	70	75	5	25
15	LH	60	65	5	25
16	MH	70	75	5	25
17	MN	65	73	8	64
18	MP	65	70	5	25
19	MW	60	65	5	25
20	MA	70	80	10	100
21	NJ	65	70	5	25

22	NG	60	65	5	25
23	PW	65	70	5	25
24	SI	60	70	10	100
25	SL	65	70	5	25
26	SE	60	65	5	25
27	YH	70	80	10	100
28	IH	65	72	7	49
29	IG	75	80	5	25
30	AC	65	75	10	100
31	FW	70	80	10	100
30	HN	60	65	5	25
	N= 30			$d=212$	$d^2=1558$

Because, calculation of t-test in control group $\sum d = 212$ then quadrate $\sum d^2 = 1558$.

$$M_y = \frac{\sum d}{N_y} \qquad dy^2 = \sum d^2 - \left(\frac{(\sum d)^2}{N_y} \right)$$

$$M_y = \frac{212}{32} \qquad dy^2 = 1558 - \left(\frac{(212)^2}{32} \right)$$

$$M_y = 6.62 \qquad dy^2 = 1558 - \left(\frac{44944}{32} \right)$$

$$dy^2 = 1588 - 1404.5$$

$$dy^2 = 153.5$$

From the data presented in the previous. it was obtained that:

$$M_x = 7.93$$

$$M_y = 6.62$$

$$dx^2 = 177.88$$

$$dy^2 = 153.5$$

$$N_x = 30$$

$$N_y = 30$$

$$df = N_a + N_b - 2$$

$$= 30 + 30 - 2$$

$$= 58$$

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{dx^2 + dy^2}{(N_x + N_y) - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{7,93 - 6,62}{\sqrt{\left(\frac{177,88 + 153,5}{(30 + 30) - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{1,31}{\sqrt{\left(\frac{331,38}{58}\right)\left(\frac{2}{58}\right)}}$$

$$t = \frac{1,31}{\sqrt{(5,344)(0,03)}}$$

$$t = \frac{1,31}{\sqrt{0,16032}}$$

$$t = \frac{1,31}{0,40}$$

$$t = 3.27$$



