THE EFFECT OF APPLYING BAROMETER AND THREE-STEP INTERVIEW STRATEGY ON THE STUDENTS' ACHIEVEMENT IN SPEAKING

SKRIPSI

*Submitted in Partial Fulfillment of Requirements
for the Degree of SarjanaPendidikan (S.Pd.)
English Education Program*

By:

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MEDAN
2018**

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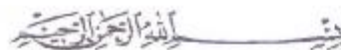
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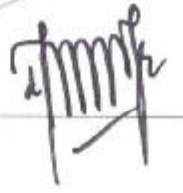
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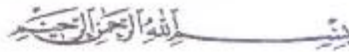
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BERITA ACARA BIMBINGAN SKRIPSI

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ul Skripsi	: The Effect of Applying Barometer and Three-Step Interview Strategy on the Students' Achievement in Speaking

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
/03/2018	Chapter I Almost all	
	Chapter IV	
	Data Analysis	
	Data Collection	
/03/2018	Chapter IV	
	Data Analysis	
	Chapter III	
	Tenses, Appendix	
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	Chapter V Almost All	
	ABSTRACT	
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Medan,   Maret 2018

ahui oleh:
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ABSTRACT

Ririn Fitri Suryani,1402050277 "The Effect of Applying Barometer and Three-Step Interview Strategy On The Students' Achievement In Speaking ". Thesis English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. (UMSU). Medan. 2018.

The objective of this research was to investigate the effect of applying Barometer and Three-Step Interview Strategy on the students achievement in speaking. This research was conducted at SMP Muhammadiyah 48 Medan, Jl. Tangkuk Bongkar X No. 02, Tegal Sari Mandala II, Medan Denai . The population of this research was the VIII grade students of the academic year 2016/2017. There were 3 classes consisting 84 students. The sample consisted of 42 students were taken by using random sampling technique. The sample was divided into 2 classes, the experimental group which consisted of 21 students taught by applying Barometer and Three-Step Interview Strategy and the control group consisted of 21students by using Direct Method. Oral test was used as the instrument. Each group was given a pre-test, treatment and post-test. The result of this research showed that t-test (28.1) was higher than t-table (2.02) and degree of freedom (df) was 42. The final hyphothesis showed that Ho was rejected and Ha was accepted. It means that there was a significant effect of applying Barometer and Three-Step Interview strategy on the students achievement in speaking. The students' speaking difficulties in expression asking aand giving opinion by applying barometer and three-step interview strategy because students was lack of vocabulary, fluency and pronaunciation and the teacher difficult to manage class caused by students was naughty and noisy. The students' achievement taught by applying barometer and three-step interview strategy is higher than the students' achievement taught by using direct method in teaching speaking.

Keywords : Barometer and Three-Step Interview strategy, and speaking achievement .

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In the name of Allah SWT, the most beneficient, the most merciful, praise to Allah SWT the Lord of universe. Firsty, the researcher would like to thank to Allah SWT the most almighty who has given the chances in finishing the research. Bless and peace is upon the prophet Muhammad SAW who has broke human being from the darkness into the brightness era. Thanks to her beloved parents **IPDA**.**Sudarso**and **Siti Fatimah.S.Pd.** For their support moraly and materially during her academic years in completing her study at Faculty of Teacher Training and Education, UMSU Medan.

This research intended to fulfill one of requirements in accomplishing S-1 degree at English Department of Faculty Teacher Training and Education Muhammadiyah University of Sumatera Utara. Furthermore in finishing the research entitle *"The Effect of Applying Barometer and Three-Step Interview Strategy on the Students Achivment in speaking "*, 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. The rearcher also would like to thanks to :

1. **Dr. Agussani, M.AP**, The Rector of University of Muhammadiyah North Sumatera Medan.

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10. All of the teacher in SMP Muhammadiyah 48 Medan . Thanks for all support, suggestion, guidance, knowlege, etc.

11. All of the student (class VIII) of SMP Muhammadiyah 48 Medan that helped her to observation this study.

The reseacher realized that her study was still far from being perfect. So, the reseacher axpected suggestions and comments from all of the readers or other researcer who want to learn about this study. May Allah SWT the most almighty always bless all of us.

Medan,   March 2018

The Reseacher

Ririn Fitri Suryani

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CHAPTER I

INTRODUCTION

A. Background of the Study

There are many popular techniques to teach speaking more effective and interesting. By using the Barometer and Three-Step interview strategy in speaking will help students to improve their speaking skills. Speaking is one of the ways for people to communicate with other speaker of the other language and culture. This fact makes speaking become important in our life. Through speaking everyone can express their ideas, opinion, and giving explanation to someone in real communication. But most of the students get some difficulties to share and give their opinion or solution about issue and topic that presented by the teacher in discussion. These might be caused some factors such as; they have lack of vocabulary about the topic, do not have self confidence and they do not understand about the topic. These problems make the students were afraid and nervous to share their idea in front of the classroom.

By looking at the phenomena, to solve the problem in speaking, there are some strategies that can be used to motivates students speak actively during teaching and learning Barometer strategy, Three-Step Interview strategy. First, Barometer is strategy to help students share their opinion by lining up along a continuum to represent their point of view. By using this strategy, the students are able to develop their speaking ability. This strategy also encourages students to

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support their opinion. Second, Three-Step Interview is a strategy multipurpose critical thinking strategy designed of four but adaptable for other sizes. By using this strategy, the students are able to develop their speaking ability. This strategy also encourages students to support their opinion.The teacher presents a lesson and then students work within their team to make sure all team members have mastered the lesson. Based on the experience of researchers in the observation program at SMP Muhammadiyah 48 Medan, the researcher found that the students still low speaking for VIII grade in SMP Muhammadiyah 48 Medan. Based on the educational unit level curriculum especially for junior high school about standard competence in speaking, students are expected to be able to speak with polite and clear action.The goal is to convince the reader that a review of an event supposed or not supposed to occur.

By using good strategy in teaching speaking, the teacher will be easy pass on the lesson and the students also more understand about the lesson. So strategy Barometer and Three Steps Interview can help the students produces their oral language, increase self confidence, to practice, sharing ideas and opinion. The researcher interested to do research upon this technique in order to know whether barometer and three-step intervew to achieve the speaking ability on students. Practice Barometer and Three-Step Interview is one of learning strategies that can improve the students to speak english . the students are enjoying to speak english with their partner. The researcher believes that this strategy is useful in teaching English because it give students competition feeling to speak in english.

So, the appropriate teaching process of the curriculum can be applied by teachers who will apply the BTSI method and be able to achieve student creativity and student mentality in Speaking. It is expected that the theory and practice in accordance with the field strategy and media teachers used.

B. The Identification of Problem

The problems of this research are stated as follows:

1. Students' speaking ability in english learning process is low.
2. The students' ferformance in speaking practice is not supported by strong confident.

C. The Scope and Limitation

The Scope of this research is about speaking. The limitation is focused on applying Barometer and Three-Steps Interview strategy by Pictures Stick in teaching expression asking and giving opinion at SMP Muhammadiyah 48 Medan VIII grade 2017/2018 academic year.

D. The Formulation of the Problem

The problem of this study is formulated as follows:

1. Is there any significant of effect of applying Barometer and Three Steps Interview Technique on student's speaking achievement.
2. What are the students' speaking difficulties in expression asking and giving opinion by applying Barometer and Three Steps Interview ?

3. Which one is higher, the students' achievement taught by applying Barometer and Three Steps Interview strategy than the students' achievement taught by using direct method in teaching speaking ?

E. The Objective of the Study

The objectives of this research are as follows:

1. To investigates the effect of applying Barometer and Three-Step Interview strategy on the students' achievement in speaking.

2. To investigate out the students' speaking difficulties in expression asking and giving opinion by applying Barometer and Three Steps Interview strategy.

3. To investigate out which one is higher, the students' achievement taught by applying Barometer and Three Steps Interview strategy than the students' achievement taught by using Direct method in teaching speaking.

F. The Significance of the Study

The findings of the study are expected to be useful and relevant in some aspects. The relevance of the findings will be elaborated as the following:

a. Theoretical

The finding of the study is expected to be useful input in english teaching learning process, especially especially barometer and three-step interview techinique in teaching speaking.

b. Practical

Practically, this research is a contribution to:

1. The students, to get their experience of applying Barometer and Three-Step Interview in speaking, it will to help them to improve their ability in speaking.

2. The teachers, to contribute the English teachers in improving and enriching their teaching strategies and as a means of improving the students' to able speaking.

3. Other researcher, to help other researcher who interest in this study. It is hope that other researcher will be conducted as much more in depth study to improve the students speaking, and try to find out some other methods applicable to teach speaking.

CHAPTER II
REVIEW OF LITERATURE

A. Theoritical Framework

In conducting a research, theories are needs to explain some concepts apply concerning to the research. The theories must be clarify to avoid confusion. The following theories are uses in this study.

1. Teaching Speaking

1.1. The Nature of Speaking

Speaking is one of important skills in learning English besides listening, reading, and writing. Through speaking, the students at any level are able to ask and answer the question in English. According to Brown (2004: 140) state " while speaking is a productive skill that can be directly and empirically observed, those observations are invariable by accuracy and effectiveness of a test taker'slistening skill, which necessary compromises the realibility and validity of an oral production test.

Speaking is language productive skill which requaires direct rensponseand spontaneity from listener. Speaker must be able to anticipate and then and produce the expected pattern of specific discourse situations. They must also manage discrete element such us turn taking providing feedback , or redirecting. Speaking is the productive skill in the oral made, it is not like the other skill, it is more complicated than it seems at first and involves more than pronouncing words in speaking, there is process of communication which convey message from a speaker to a listener. Then a speaker has to encode the message and listener has to decode or interpret the message which information. Encoding is the process of

conveying the message of information to a listener while decoding is the process of receiving information is given by the speaker.

According to Brown (2004:141-142), there are five basic types of speaking. They are imitative, rensponsive, interactive and extensive. Imitative speaking is the ability to imitate (parrot back) a word or a phrase or possibly a sentence. Imitation of this kind is carried out not purpose of the meaningful interaction, but for focusing on some particular element of language form. Intensive speaking goes one step beyond imitative to include any speaking performance, that is designed to practice some phonilogical and grammatical aspect of language.

Rensponsive speaking is interaction at some what limited level of very short conversation , standart greeting and small talk, simple somment and request, and the like interactive speaking is complex interaction which sometimes include multiple exchanged and or multiple participant. And the last is extensive speaking: extensive speaking is oral production , include specches, oral presentation and story telling. In conclusion, speaking is a tool of communication to express idea, feeling or opinion using verbal skill.

1.2. The Function of Speaking

Speaking is very importand skill that have to be mastered by the students in English , because by mastering speaking skill they can carry out conversation with others, express their ideas and exchange the information. Learning and speaking English is an important step in settelement process in the real world, because it helps someone obtain better job.

According to the statement above, can be concluded the speaking is very important for the student who learns a language. Spoken language is used mostly in the communication. It means that they have to speak in other to express their aims. Therefore , it can be said that without speaking, communication cannot be done potimally.

According to Nunan (2003 : 56) says that interaction is communicating with someone for social purposes. It includes both entablishing and maintains social relationship. Transactional is involves communicating to get something done, including the exchange of good and service.

1.3. Component of Speaking

Harris (1974 : 81) five components of language that influence speaking ability. They are :

1. Pronounciation

Pronounciation is very important in speaking if we do not appropriate pronounciation it can influence meaning of word. pronounciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the word of language.

Pronounciation still obviously influenced by first language thought clearly inteligble. In this case, the students who are able pronounce correctly will be mark has " foreign accent". Not two people pronounce exaclty alike. The difference is from variety a causes such a locality, early influences and social surronding.

2. Grammar

Mastering grammar knowledge will help one in speaking English, beacuse he will know hoe to arrange eord in sentence, what tense will be use, how to use appropriate utterance. In other word , grammar is important role to master the spoken of the language.

Murphy elaborate that in grammar the teacher us how a language is a spoken and write correctly and effectively. So , it could be said that grammar is primary concerned with formulation and classification of word and sentence. And their practical significance daliy life. Grammar is the description of the structure of language and the way in which linguistic units such as word and phrases and combined produce sentence in the language.

3. Vocabulary

Mastering vocabulary is first step to speaking English if we do not master vocabulary we can not utterance what is our purpose.

Vocabulary is basic elemnts in language. Vocabulary is a sigle words, set pharases, veritable pharases, pharasal verb and idioms It is clear that limited vocabulary mastery makes conversation virtually imposible.

4. Fluency

fluency is the ability to talk freely without to much stopping or hersitating. In speaking, we must speak fluency because listeners are able to rensponse what we say. A fluency speaker speaker could keep going both when interacting with other speaker and when monologue.

5. Comprehension

In speaking , comprehension is needed if not misundersatnding will happen between speaker and listener ant the communication can not run well. Comprehension as building meaning from sounds. It mean whether the listeners hear and understand what the speaker show to his comprehension. In another way, the listener took in the sounds uttered by a speaker and use them to construct an interpretation of words they think the speaker intended to convey. So , comprehension is the ability to listen, to understand and to speak accordingly what the speaker intended. Definitely , without this ability the conversation would never occur.

1.4. Strategy

A strategy is a plan design for particular purpose. It is also defines that strategy is specific method of approaching a problem task, model of operation for achieving a particular end, planed design for controlling and manipulating certain information.

In teaching English, a strategy of teaching will influence the result of teaching. According to Dick and Carey (in Rusman 2010:132) strategy is a set of learning materials and procedures that are used together to induce learning outcomes on the learners or students. Effort to implement lesson plan that have been prepared in real activity so that the goals can be achieved optimally prepared, we need a method that is used to realize a predetermined strategy. Thus, one possible teaching strategy could be used expository lecture as well as question and answer method or even discussion by utilizing the available resources including the use of instructional media. Therefore both of strategies and methods

are different. The strategy suggests a plan of corporation achieving something, while the method is a way in achieving something.

2. Expression asking and giving opinion

2.1. Definition

Before we know what is asking and giving opinion, we must know what is opinion first. Opinion is phrase or sentence that consists of argument, reason or opinion from someone.

Asking Opinion is a sentence which asking opinion or argument to other people to satisfaction. Giving Opinion is a sentence that gives a reason to someone or other people. So, Asking and Giving Opinion is expressions that is used for talking about argument or opinion of two or more people.

2.2. Expression of asking and giving opinion

Asking opinios :

1. What do you think of …
2. Is that right (true) that …
3. Do you think it's going …
4. Why do they behave like that?
5. Do you have any idea?
6. Please give me your frank opinion.
7. What's your opinion?

Expressing Opinions :

1. In my opinion, …

2. I personally believe

3. I personally think …

4. To my mind …

5. From my point of view…

6. Well, personally ..

7. If I had my way I would …

3. Barometer and Three-Step Interview

3.1. Definition Barometer and Three-Step Interview

Every teacher knows that variety of technique, strategy or method in teaching learning process is very important to be implement because it is one of the factors in maintaning a high level of motivation and interest among the students. To maintain the students' motivation and interest, the teacher should find strategy that make them comfortable in learning English. One of the strategy is Barometerand Three-step Interview.

Barometer is strategy to make the students active in teaching speaking process through giving solution about the problem or issue and use facts and come to conclusion in discussion (Green and Diane ; 2011:47). Based on the experts' explanation above, the writer can conclude that Barometer is teaching strategy to help the students share their opinions by lining up along a continuum to represents their point of view. And than strategy to make the students more active in teaching speaking process.

three-step is another multipurpose strategy designed for groups of four but adaptable for other group sizes (Kagan in Richardson ; 2009:202). Based on the experts' explanation above, the writer can conclude that Three-Step Interview Strategy is one of the strategies of cooperative learning structure. Three-Step Interview has purpose to engage students in conversation, so that the students can analyze and synthesize new information from their partner. This strategy is cooperative structure that helps students personalize to appreciate their ideas and think based on their paraphrasing about what they have learned from the interview.

3.2. Teaching Speaking Applying Barometer and Three-Step Interview

a. Teaching Speaking Applying Barometer

To make the students success in teaching speaking, the teachers can use Barometer strategy in teaching speaking, Green and Diane (2011:48) explain some steps in barometer strategy:

1. Choose a controversial topic that the students have been studying, one that has many sides to the same issue.

2. Review the content, and ask students to consider how they feel about this particular issue or situation.

3. Ask students to take a stand on the issue and choose one of the following options: strongly agree, agree, neutral, disagree, and strongly disagree.

4. Ask students to move into the group that corresponds with the opinion they hold. Group will discuss why they hold the beliefs and list reasons to support their opinion.

5. If room allows, seat the group in circles along a vertical or diagonal line in the classroom.

6. Each groups have had chance to talk among themselves, give each group five minutes to explain their position to the rest of the class and try to change the opinion of the other group.

7. After each group had a chance to present, ask students whether they have been persuade to change their position.

b. Teaching Speaking Applying Three-Step Interview

To make the students success in teaching speaking, the teachers can use three-step interview strategy in teaching speaking, Then, There are three steps considered important in the implementation of the three step interview classroom (Kagan, 1994) :

1. Students work in pairs. Student A interviews students B .

2. Partners reverse roles, repeating the interview process.

3. Each pair then joins another pair to form groups of four. Then, in Round Robin Format, introduce the original partner and interview each pair what they have learned from their interviews.

3.3. Advantages of Barometer and Three-Step Interview

a. Advantages of Barometer Strategy

Based on data sources of internet (in *id.portalgaruda.org/index*) Barometer has advantages for students in learning process, such as:

Barometer is strategy that can atracts the tudents to speak in the classroom. This strategy has good application in teaching speaking because, some procedures that can motivates the students to give their opinion about ontroversial issue. Automatically, this strategy help the students produces their orallanguage,gain self onfidence,overcome passivity and provides opportunities to practice, sharing ideas and opinion. In addition, this strategy help the student produces their oral language, gain self confidence, overcome passivity andprovides opportunities for student to practice, sharing ideas and opinion

b. **Advantages of Three-Step Interview Strategy**

Based on data sources of internet fromRelaUtami, *Improving Speaking Skill using Three-Step Interview,* Retrieved: June 21, 2012. Three-Step Interview has advantages of using this strategy , such as:

1.   Three-step Interview Strategy is a physically active process to activate students' prior knowledge of a topic through conversation that uses language in the process of learning and gives the learner opportunity to practice their speaking.

2.   the learners will get the same chance to practice their ability of speaking without feel anxious.

3.   this strategy will make the situation in the classroom more joyful and can be expected to make the learner more cooperative during the speaking class.

3.4. Disadvantages of Barometer and Three-Step Interview

a. Disadvantages of Barometer Strategy

There are some disadvantages of applying barometer. They are :

a. Students become uncontrolled

b. Limited ability of students in explain their opinions

b. Disadvantages of Three-Step Interview Strategy

There are some disadvantages of applying three - step interview. They are :

a. Students might be using to much time for interviews

b. This technique can be very slow, So less material can be covered.

B. Conceptual Framework

In teaching and learning speaking, most of the teachers still uses conventional method. Conventional method just concern with the teacher as the controller and the students sit in their desk and listen what they have heard from the teachers. The students did not think to discover what they want to do. They can not express their ideas, thoughts, and experiences. So,they are limite vocabulary to comprehend the meaning of the words and can not to speaking. Whereas many strategies can be apply by the teachers. The teacher must be able to choose the interesting strategy which is able to make the students to be active, increase their motivation in learning and their speaking. Strategy in teaching influences the teaching learning speaking, one of the strategy is barometer and three-step interview.

Barometer strategy in speaking class directly makes the students easier to share and give their opinion about some problems. Then, Three-Step Interview strategy makes the students do not shy or afraid to speak English and give the students large of opportunities and more time to practice also this strategy designed for groups of four groups but adaptable other group sizes or they can interview each other. So, the researcher expected that applying barometer and three-step interview in teaching speaking could affect their speaking achievement.

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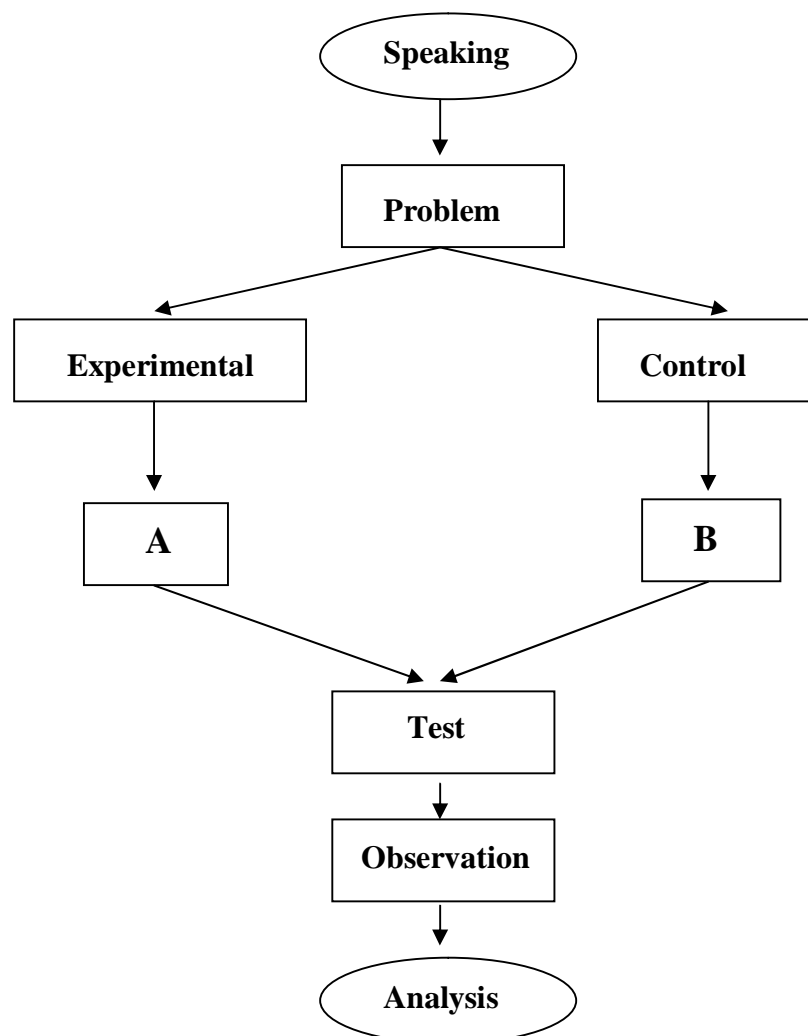
Figure 1. Mind Mapping

C. Hypothesis

Based on the explanation of both theoritical and conceptual framework above, the hypothesis will be formulated as :

Ha   : There is a significant effect of applying barometer and three-step interview on the students' achievement in speaking

Ho   : There is no a significant effect of applying barometer and three-step interview on the students' achievement in speaking

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMP Muhammadiyah 48 Medan at Tangkuk Bongkar in Academic Year 2017/2018 in second semester . The reason for choosing this school because the researcher found that the students' speaking achievement were still low. So, it was needed to find out the effect of applying barometer and three-step intervew on the students'achievement in speaking.

B. Population and Sample

1. Population

The population of this research was taken from the eighth grade students in academic year 2017/2018 of SMP Muhammadiyah 48 Medan, which consists of 84 students in three classes. VIII-A consists of 28 students, VIII-B consists of 28 students and VIII-C consists of 28 students.

Table 3.1

Sample

No	Class	Population
1	VIII-A	28
2	VIII-B	28
3	VIII-C	28
Total		84

2. Sample

In taking the sample, the researcher was used Simple Random Sampling. simple random sampling is a technique to take sample randomly so the population has an equal chance to be the sample. Based on the explanation above, the researcher was taken the sample by choosing the students who have even number in the student's attendace book. Continuously, the sample of the research list in the table below.

Table 3.2

Sample

No	Class	Sample
1	VIII-A	14
2	VIII-B	14
3	VIII-C	14
Total		42

C. Research Design

In this research , the researcher was use an experimental research it deals with quantitative research. There are two different groups namely experimental group and control group. The experimental group was taught by Applying Barometer and Three-Step Interview while control group was taught by using conventional method. The explanation can be seen in table 3.3.

Table 3.3

Research Design

Class	Pre-test	Treatment	Post-Test
Experimental	ü	Barometer and Three-Step Interview	ü
Control	ü	Direct Method	ü

1. **Pre-test**

Pre-test was given to the two classes (experimental class and control class) before having the treatment. The teacher ask students to give the expression asking and giving opinion, the teacher give the picture about expression asking and giving opinion and the students answer the question by giving an argument. Then when the time was over the answer sheet should be collected. The test was given to both experimental and control group. Pre test will be aimed at knowing the students' ability before having treatment.

2. **Treatment**

In teaching speaking, different treatment was taken to experimental and control group. The experimental group was given applying barometer and Three-step interview, while the control group was given by using conventional method.

Table 3.4

Treatment for Experimental Group

Teacher	Students
1- -Researcher greeting the students	- Students answer
- Researcher give the pre-test	- Students did the pre-test
2- - Researcher make a small group	- Students make a small group and circle seat
- Researcher explain expression asking and giving opinion, its definition, example of expression	- Students paid attention to the researcher and listen.
- Researcher was asked the students to re-tell about their holiday	- Students make a conversation about their holiday
3- - Researcher introduce and explain about barometer and three-step interview	- Students paid attention on Researcher explanation
- Researcher show the picture stick barometer and three-step interview to the groups	- Students look the pictures in the pictures stick
- Researcher was discussed together how a text construct by barometer and three-step	- Students give attention and ask what they don't understand

Teacher	Students
interview - Researcher asked the students to argument in the picture stick	- Students give argument in the picture stick and write in the paper their ideas
4- - Researcher gives post-test	- Students did the post test
5- - Researcher gives conclusions about the material	- Students listen

Table 3.5

Treatment for Control Group

Teacher	Students
1- - Researcher greeting the students - Researcher give the pre-test - Researcher was explained expression asking and giving opinion and example of expression. - Researcher was asked the students to re-tell about their holiday	- Students answer - Students did the pre-test - Students paid attention to the researcher and listen. - Students make a conversation about their holiday
2- - Researcher gives treatment using conventional method	- Students attend class in accordance with the treatment that is given researcher

- Researcher was asked to students make conversation	- Students make conversation
3- - Researcher give post test	- Students did the post-test
4- - Researcher gives conclusions about the material	- Students listen

3. Post-test

Post-test was given to the students after conducting the treatment. The test was given same with pre-test to both of experimental and control group, in order to find out the students' achievement in speaking by using barometer and three-step interview and by conventional method.

D. Instrument of Research

The instrument for collective data of this research was oral test and observation sheet. The students was asked to make a conversation in pair about expression asking and giving opinion and then the students perform in front of the class. The test and the source of material was taken from english handbook.

E. The Technique of Collecting the Data

Quantitative data was used in this study. The instrument for collecting data is by doing speaking test. Observation sheet was used to measure the level activities during teaching learning process. Oral test was used to find the students' difficulties in speaking observation sheet the researcher made activity in the

classroom such as explains the material about speaking, give question to the students, and motivated the students, and the observer observe the researcher in the teaching learning process. Oral test the researcher give the students question about English to know the students difficulties in speaking. oral test ask to the researcher the students about students' difficulties in speaking.

1. **Observation**

The observation provides opportunity to record information as it occurs in a setting, to study actual behavior, to study individuals who have difficulty verbalizing their idea. observation as the process of gathering information by observing people and places at a research site. In addition, observations are most aften used to collect data on how learners use language in variety of settings, to study language learning and teaching and learning processes in the classroom, and also to study teachers' and students' behavior. In this research, the observation was conducted to draw on the direct evidences of the students' speaking skill and the interaction during the teaching and learning process. While undertaking the observation, field notes and videos were taken so that empirical data gained.

F. **The Technique of Data Analysis**

In this research, descriptive quantitative technique was applied to analyze the data, and the steps are:

1. Scoring the students' answer.

in scroing the students' speaking skills there are five components to evaluate speaking achievement namely vocabulary, comprehension , pronounciation , fluency and grammar.

Table 3.6
The five Component to Evaluate Speaking skills

1. Vocabulary

Level	Explanation
16-20	Very good, rarely has trouble
11-15	Good , sometimes use in appropriate language
6-10	Fair, frequent use wrong speech limited to simple vocabulary.
1-5	Unisatisfactory , very limited vocabulary and make the comprehension quite difficult.

2. Comprehension

Level	Explanation
16-20	Very good, few noticable errors
11-16	Good, occasional grammatical errors do not obscure meaning
7-12	Fair , error of the basic structure, meaning occasionally obscure by grammatical errors.
1-5	Unsatisfactory, usage definetely unsatisfactory , frequently needs to rephrase construction orrestrict himself to basic structure

3. Pronounciation

Level	Explanation
16-20	Very good, understandable
11-15	Good , few noticable errors
6-10	Fair , error of basic pronounciation
1-6	Unsatifactory, hard to understand because of sound, accent, pitch, difficulties and incomprehensible.

4. Fluency

Level	Explanation
16-20	Very good, undertandable
11-15	Good, speech in generally natural
6-10	Fair ,some define stumbling but marriage to rephrase and continue
1-5	Unsatisfactory, speed of speech and leght of utterances are far below normal, long pattern, utterances left unfinished.

5. Grammar

Level	Explanation
16-20	Very good : errorsin grammar are qiute rare
11-15	Good : control of grammar is good
6-10	Fair : contruction quite accurately but does not have through or confidentscontrol of the grammar.
1-5	Unistifactory : errors in grammar frequent to speak language .

2. Listing the score into tables, first for the experimental group scores and the second for the control group scores.

3. Calculating the total score post-test in experimental group and control group. Calculating would be conducted by using t-test as show below, according to Sugiyono (2015):

   a. Calculating Mean Score:

$$\bar{x} = \frac{\sum x_i}{n} \qquad \text{(Sugiyono, 2015)}$$

Note: $\bar{x}$ = Mean

$\sum x_i$ = The total of students' value

N = The number of students

b. Standard Deviation by Formula

$$SD_1 = \sqrt{\frac{n(\sum x_i^2)-(\sum x_i)^2}{n_1(n_1-1)}}$$ (Sugiyono, 2015)

c. Calculating correlation Product Moment between X and Y

$$R_{xy} = \frac{n\sum X_iY_i-(\sum X_i)(\sum Y_i)}{\sqrt{\{n\sum Xi^2-(Xi)^2\}\{n\sum yi^2-(yi)^2\}}}$$ (Sugiyono, 2015)

d. Hypothesis test (t-test)

$$t = \frac{\bar{X}_1-\bar{X}_2}{\sqrt{\frac{s_1^2}{N_1}+\frac{s_2^2}{N_2}-2R\left(\frac{s_1}{\sqrt{N_1}}\right)\left(\frac{s_2}{\sqrt{N_2}}\right)}}$$ (Sugiyono. 2015)

Where:

t = t-test

$\bar{x}_1$ = Mean of variable 1 (experimental group)

$\bar{x}_2$ = Mean of variable 2 (control group)

S_1 = Standard Deviation of sample 1 (experimental group)

S_2 = Standard Deviation of sample 2 (control group)

S_1^2 = Standard deviation squared (variants) of sample 1 (experimental group)

S_2^2 = Standard deviation squared (variants) of sample 2 (control group)

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data was collected by giving the students a oral test. In this research, the sampel devided into two groups, the experimental and control group. Each group was given a pre-test and post-test. The research was conducted four meetings. The test was treated to experimental and control group in two stages. The first stage was treated before giving treatment and the second was treated after giving treatment. The students in experimental group were though by applying barometer and three-step interview strategy while student in control group were taught by using direct method.

The students' score pre-test and post-test from both groups indicated they were many variation of different score in which experimental groups was significantly affected by barometer and three-step interview strategy and the students' speaking score was assessed by five indicator; comprehension, vocabulary, grammar, fluency, and pronounciation. And the data can be seen clearly in appendix VIII and IX.

B. Data Analysis

1. Significant effect applying of Barometer and Three-Step Interview

The data were collected by asking the student with a number with question based on title in the effect of applying barometer and three-step

interview strategy on the student achievement in speaking from as mentioned on the instrument of collecting data. The data of this study were obtained from the result of the pre-test and post-test were from experimental and control group. The researcher calculated into formulas to find out the mean ,standart deviation, and t-test.

Table 4.1

Differences between pre-test and post-test of experimental group

No	Student's Initial	Pre-test $(X_{1)}$	Post-test $(X_{2)}$	$\sum X_1^2$	$\sum X_2^2$
1	AM	40	81	1600	6561
2	AAL	49	80	2401	6400
3	ADC	59	90	3481	8100
4	AF	50	91	2500	8281
5	HZ	50	91	2500	8281
6	IA	50	86	2500	7396
7	IHR	47	93	2209	8649
8	JEA	46	80	2116	6400
9	KNS	52	91	2704	8281
10	K	34	75	1156	5625
11	M	38	89	1444	7921
12	MD	41	77	1681	5929
13	MG	51	80	2601	6400
14	MRP	49	84	2401	7056
15	MR	50	92	2500	8464
16	MM	43	86	1849	7396
17	NA	48	80	2304	6400

18	SI	39	75	1521	5625
19	SS	39	81	1521	6561
20	SM	41	90	1681	8100
21	WA	45	80	2025	6400
TOTAL		$X_1 =$ 961	$X_2 =$ 1772	$\sum X_1^2 =$ 44695	$\sum X_2^2 =$ 150226

Based on the table 4.1 above it can be seen that there was differences between pre-test and post-test of experimental class. The students   score of experimental group showed that the highest score of pre-test in experimental group was 59 and the lowest was 34. the highest of score of post-test was 93 and the lowest was 75. There was one student that got lowest score. After calculated the data for the experimental group above score for pre-test was 961 and the total score post-test was 1772. It means the score for post-test is higher than pre-test. The mean score was calculated as follows :

The average (Mean)

$$\bar{x} = \frac{\sum x}{n\,x}$$

$$= \frac{1772}{21}$$

$$= 84.38$$

Standart deviation of X variable

$$SD_1 = \sqrt{\frac{N\left(\sum X_2{}^2\right) - \left(\sum X_2\right)^2}{(n_1)(n_1 - 1)}}$$

$$= \sqrt{\frac{21\,(150226)-1772^2}{(21)(21-1)}}$$

$$= \sqrt{\frac{3154746-3139984}{21\,(20)}}$$

$$= \sqrt{\frac{14762}{420}}$$

= **35,15**

= 5.9

Table 4.2

Differences between pre-test and post-test of control group

No	Student's Initial	Pre-test (Y$_1$)	Post-test (Y$_2$)	$\sum Y_1^2$	$\sum Y_2^2$
1	AAA	50	66	2500	4356
2	AA	39	64	1521	4096
3	AR	34	57	1156	3249
4	FW	41	69	1681	4761
5	HU	59	70	3481	4900
6	H	36	68	1296	4624
7	HR	35	50	1225	2500
8	KJ	51	65	2601	4225
9	M	54	73	2916	5329
10	MH	41	60	1681	3600
11	MM	49	60	2401	3600
12	NPS	47	73	2209	5329
13	NU	36	71	1296	5041
14	NA	41	59	1681	3481
15	PAL	53	67	2809	4489

16	RE	36	60	1296	3600
17	RF	46	56	2116	3136
18	SA	42	60	1764	3600
19	SW	41	64	1681	4096
20	SB	37	70	1369	4900
21	SP	43	53	1849	2809
TOTAL		$Y_1 =$ **911**	$Y_2 =$ **1335**	$\sum Y_1^2 =$ **40529**	$\sum Y_2^2 =$ **85721**

Based on the table 4.2 above it can be seen that there was differences between pre-test and post-test score of control class. The students' score of control group showed that the highest score of pre-test in control group was 59 and the lowest was 34.. The highest score of post-test was 73 and the lowest was 57. After calculated the data for the control group above the score for pre-test was 911 and the total score for post-test was 1335 It mean the score for post-test is higher than pre-test. The mean score was calculated as follows :

The average (Mean)

$$\bar{y} = \frac{\sum y}{n\, y}$$

$$= \frac{1335}{21}$$

$$= 66.75$$

Standart deviation of Y variable

$$SD_1 = \sqrt{\frac{N\,(\sum Y_2{}^2)-(\sum Y_2)^2}{(N)(N-1)}}$$

$$= \sqrt{\frac{21\,(85721)-1335^2}{(21)(21-1)}}$$

$$= \sqrt{\frac{1800141-1782225}{21(20)}}$$

$$= \sqrt{\frac{17916}{420}}$$

$$= \sqrt{\mathbf{42,65}}$$

$$= 6.5$$

Based on the previous data it was concluded in the following table

Table 4.3

Calculating Correlation Product Moment between X1 and X2

No	Student's Initial	Pre-test (X$_1$)	Post-test (X$_2$)	$\sum X_1^2$	$\sum X_2^2$	$\sum X_1 X_2$
1	AM	40	81	1600	6561	3240
2	AAL	49	80	2401	6400	3920
3	ADC	59	90	3481	8100	5310
4	AF	50	91	2500	8281	4550
5	HZ	50	91	2500	8281	4550
6	IA	50	86	2500	7396	4300
7	IHR	47	93	2209	8649	4371

8	JEA	46	80	2116	6400	3680
9	KNS	52	91	2704	8281	4732
10	K	34	75	1156	5625	2550
11	M	38	89	1444	7921	3382
12	MD	41	77	1681	5929	3157
13	MG	51	80	2601	6400	4080
14	MRP	49	84	2401	7056	4116
15	MR	50	92	2500	8464	4600
16	MM	43	86	1849	7396	3698
17	NA	48	80	2304	6400	3840
18	R	39	75	1521	5625	2925
19	SI	39	81	1521	6561	3159
20	SS	41	90	1681	8100	3690
21	SM	45	80	2025	6400	3600
TOTAL		$X_1 =$ 961	$X_2 =$ 1772	$\sum X_1^2 =$ 44695	$\sum X_2^2 =$ 150226	$\sum X_1 X_2 =$ 81450

$$R = \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n\sum x_i{}^2 - (\sum x_i)^2\}\{n\sum y_i{}^2 - (\sum y_i)^2\}}}$$

$$= \frac{21\,(81450) - (961)(1772)}{\sqrt{\{21(44695) - (961)^2\}\{21(150226) - (1772)^2\}}}$$

$$= \frac{1710450 - 1702892}{\sqrt{\{938595 - 923521\}\{3154746 - 3139984\}}}$$

$$= \frac{7558}{\sqrt{\{15074\}\{14762\}}}$$

$$= \frac{7558}{\sqrt{\{222522388\}}}$$

$$= \frac{7588}{14917{,}18}$$

$$= 0.51$$

Determining the value of t-test with formula :

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2R\left(\frac{s_1}{\sqrt{N_1}}\right)\left(\frac{s_2}{\sqrt{N_2}}\right)}}$$

$$= \frac{84,38 - 46.76}{\sqrt{\frac{34,81}{21} + \frac{42,25}{21} - 2(0,51)\left(\frac{5,9}{\sqrt{21}}\right)\left(\frac{6,5}{\sqrt{21}}\right)}}$$

$$= \frac{37,62}{\sqrt{1,81}}$$

$$= \frac{37,62}{1,34}$$

$$= 28.1$$

2. The Difficulties in expression asking and giving opinion

Besides explanation data above, the researcher was found that the students' speaking difficulties in expression asking and giving opinion in both groups expecially experimental group applying Barometer and Three-Step Interview strategy because the students was lack vocabulary and pronounciation and the teacher difficult to manage class caused by students was naughty and noisy.

3. The higher score

From the data above, it observed that there were the differences score between pre-test and post-test in experimental group and control group. Based on the data in appendix VIII and IX, the differences pre-test and post-test of experimental group was taken from calculation of mean score was 84.38 and the differences pre-test and post-test of control group was taken from calculation of mean score was 63.57. It was obtained that, the

mean score of experimental group high value than mean score of control group. It can be seen clearly in appendix VIII and IX.

C. Testing Hypothesis

After accounting the data previously by using t_{test} formula that critical value 28.1 then after seeking the table of distribution dialog test method as basis of counting t-critical in certain degree of freedom (df), the calculation shows that df is $n_1 + n_2 - 2 = 21 + 21 - 2 = 40$ that t_{table} is 2.02 for 0.05. It could be concluded $t_{test} > t_{table}$ or $28.1 > 2.02$. So, Ho is rejected and Ha is accepted or there was the effect of applying *Barometer and three-step interview* Strategy on the students' achievement in speaking

D. The Significant Effect of Applying Barometer and Three-Step Interview Strategy on the Students' in Speaking

$$D = r^2 \text{ x } 100 \text{ %}$$

$$= 0.51^2 \text{ x } 100\%$$

$$= 0,26 \text{ x } 100\%$$

$$= 26\%$$

It meant the effect of X variable toward Y variable or the effect of applying Barometer and Three-Step Interview Strategy on the student's ability in speaking was 26% and 74% was influenced by other factors.

E. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by applying Barometer and Three-Step Interview Strategy got higher score than those who were taugh by using Direct Method. It was proved from the result of t-test which was 28.1 and t_{table} which was 2.02 (t_{test}>t_{table} , 28.1 > 2.02). So, the fact showed that the students' ability in speaking was more significant than those by applying Barometer and Three-Step Interview Strategy. Total of significant effect was 74% was influenced by other factors and the test of hypothesis was found that $t_{observe}$>t_{table} (28.1>2.02). The students' speaking difficulties in expression asking aand giving opinion by applying barometer and three-step interview strategy because students was lack of vocabulary, fluency and pronaunciation and the teacher difficult to manage class caused by students was naughty and noisy. The students' achievement taught by applying barometer and three-step interview strategy is higher than the students' achievement taught by using direct method in teaching speaking.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data which had been analyzed, it was found that :

1. The applying of barometer and three-step interview strategy there was significant effect on the students' achievement in speaking, by the result of t-test $>$. or $28.1 > 2.2$. If $>$ means that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

2. The students' speaking difficulties in expression asking aand giving opinion by applying barometer and three-step interview strategy because students was lack of vocabulary, fluency and pronaunciation and the teacher difficult to manage class caused by students was naughty and noisy.

3. The students' achievement taught by applying barometer and three-step interview strategy is higher than the students' achievement taught by using direct method in teaching speaking.

B. Suggestions

Based on conclusion above,the researcher would like to give suggestion, they are as follows :

1. It is very important for the students to enrich their speaking to make them easier in speaking achievement. barometer and three-step interview strategy can make them enjoyable and interested.

2. Teachers can apply barometer and three-step interview strategy in the class because it can be alternative method to motivation the students in speaking. Beside it can be contribution for English teacher to improve their teaching method.

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LESSON PLAN

(EXPERIMENTAL GROUP)

Name of School   : SMP Muhammadiyah 48 Medan

Class/Semester   : VIII/2

Subject   : Bahasa Inggris

Topic   : Asking and Giving Opinion

Aspect skill   : Speaking

Allocation of time   : 2 x 40 minutes

Standard Competence   : 12. Express the meaning in conversation of transactional and interpersonal to very simple to interact with the immediate environment.

Basic Competence   : 12.2. Respond meaning in conversation of transactional (to get things done) and interpersonal (social) formal by using a variety of oral language accurately, fluently and acceptable to interact with surrounding environment that involves speech acts: asking and giving opinion.

A. Indicator
1. Identify the meaning of asking opinion and giving opinion.
2. Applying Barometer and three-step interview in the learning material

B. Learning Objectives

At the end of the lesson students are expected to:

1. Students are able to determine the meaning of expressions of asking and giving opinion.
2. Students are able to use the expressions of asking opinion and giving opinion in a conversation
3. Studens are able to practice the conversation in front of the class.

C. Learning Materials

Asking and Giving Opinion

Asking and Giving Opinion is the way how we ask the opinion from someone and how we give the opinion to someone.

Asking Opinion	Giving Opinion
What do you think of........?	I think (that).......
What do you think about.........?	I believe (that).......
What's your opinion of............?	In my opinion........
What are your views on.......?	I don't know about........

A. Applying barometer and three-step interview

Barometer is strategy to help students share their opinion by lining up along a continuum to represent their point of view. Three-Step Interview is a strategy multipurpose critical thinking strategy designed of four but adaptable for other sizes.

D. Learning Methods

Approach   : Scientific Approach

Method   : Discussion by Applying barometer and three-step interview.

E. Learning activities

Activities	Descriptions	Time allocation
Opening	• Researcher greets and invites students to pray before start the class. • Researcher check attendance. • Researcher motivate students. • The Researcher explains the purpose of studying the material and what capabilities must be master.	5 minutes
Core	**Observing** • The Researcher ask students to know about the expression of asking and giving opinion. **Exploring** • Students watch the video that relate with the material. • Researcher asks students to guess the material. • Students are asked to tell about the meaning of asking and giving opinion. • Researcher explains the material. • Students read the expressions of asking and giving opinion. • Researcher gives an example about the material by	60 minutes

	applying barometer and three-step interview by using picture stick. • Students read the dialogue. • Students identified the expressions of asking and giving opinion which in the dialogue. **Asking** • The Researcher asks the students to identify unknown words, confusing words or interesting words in the material. •The Researcher asks the students to write text about expression of asking and giving opinion. **Associating** • The Researcher asks the students to know about difference expression asking and giving opinion • Students acquire a feedback (feedback) from Researcher and friends on social functions and elements of the language uses. **Communicating** • The Researcher asks the students to retell about expression asking and giving opinion that they work. • Researcher evaluates the students' work.	
Closing	• Researcher gives conclusions about the material • Researcher discuss the students' difficulties in speaking about expression aking and giving opinion applying barometer and three-step interview by using pictures stick. • The researcher say goodbye to the students.	15 minutes

F. Tools/ Materials/ Learning Resources

Sources of relevant books   : Scaffolding for Grade VIII of Junior High School

Tools/ materials   : Laptop, projector, Powerpoint, and pictures stick, of barometer and three-step interview.

G. Assessment

1. Technique   : Oral Test
2. Form   : Performance
3. Instruments   :

Discuss with your group to make a conversation using expression of asking and giving opinion. Then, teacher will choose 2 persons of a group to practice it in front of the class.

SECTION ASSESSMENT SPEAKING

ASPECTS	SCORES	INFORMATION
INFORMATION	4	Very clear so easy to understand
	3	Easily understood despite the influence of the mother tongue can be detected
	2	There pronunciation problems so that listeners need full concentration
	1	There is a serious pronunciation problems that can not be understood
GRAMMAR	4	There is no or little solecism
	3	Sometimes there is a mistake but does not affect the meaning
	2	Often make the mistake of making meaning elusive
	1	Solecism so badly that it could not be understood

	4	Using the appropriate vocabulary and expressions
	3	Sometimes using less precise vocabulary that had to explain again
VOCABULARY	2	Often using a vocabulary that is not appropriate
	1	Vocabulary is very limited so that the conversation can not be happening
	4	Very fluent
	3	Fluency slightly disturbed by the language problem
FLUENCY	2	Often hesitated and stalled because of the limitations of language
	1	Talk disjointed and stopped so that the conversation can not be happening.

Guidelines for Assessment SPEAKING:

- Total maximum score per student: 16.
- Value of students is obtained by dividing the total value of the acquisition with a maximum total score of 16 multiplied by 100.

  Eg: A student got a score of 12, then her/his value is 12/16 x 100 = 75

Medan,   march 2018

English Teacher   **Researcher**

Rismawati Sirait S.Pd   **Ririn Fitri Suryani**

Know by:

Head Master of SMP Muhammadiyah 48 Medan

Drs. Abdullah Sani Nasution

Appendix II

LESSON PLAN

(CONTROL GROUP)

Name of School   : SMP Muhammadiyah 48 Medan

Class/Semester   : VIII/2

Subject   : Bahasa Inggris

Topic   : Asking and Giving Opinion

Aspect skill   : Speaking

Allocation of time   : 2 x 40 minutes

Standard Competence   : 12. Express the meaning in conversation of transactional and interpersonal to very simple to interact with the immediate environment.

Basic Competence   : 12.2. Respond meaning in conversation of transactional (to get things done) and interpersonal (social) formal by using a variety of oral language accurately, fluently and acceptable to interact with surrounding environment that involves speech acts: asking and giving opinion.

A. Indicator
1. Identify the meaning of asking opinion and giving opinion.
2. Using conventional method in the learning material

B. Learning Objectives

At the end of the lesson students are expected to:

1. Students are able to determine the meaning of expressions of asking and giving opinion.
2. Students are able to use the expressions of asking opinion and giving opinion in a conversation
3. Studens are able to practice the conversation in front of the class.

C. Learning Materials

Asking and Giving Opinion

Asking and Giving Opinion is the way how we ask the opinion from someone and how we give the opinion to someone.

Asking Opinion	Giving Opinion
What do you think of........?	I think (that).......
What do you think about.........?	I believe (that).......
What's your opinion of............?	In my opinion........
What are your views on.......?	I don't know about........

D. Learning Methods

Approach   : Scientific Approach

Method   : Conventional Method

E. Learning activities

Activities	Descriptions	Time allocation
Opening	• Researcher greets and invites students to pray before start the class. • Researcher check attendance. • Researcher motivate students. • The Researcher explains the purpose of studying the material and what capabilities must be master.	5 minutes
Core	**Observing** • The Researcher ask students to know about the expression asking and giving information **Exploring** • Researcher gives an explanation about the material and students listen to explanations from the teacher. • The Researcher asks the students to read a referral from a variety of sources, including textbooks, to determine the definition, language features in speaking about expression asking and giving opinion of goods. **Asking** • The Researcher asks the students to identify unknown words, confusing words or interesting words in the material. • The Researcher asks the students to retell about them vacation **Associating** • The Researcher asks the students to know about difference expression asking and giving information	60 minutes

	Communicating • The Researcher asks the students to make more expression asking and giving opinion • The Researcher asks the students to read dialog about expression asking and giving opinion • Researcher evaluates the students' work.	
Closing	• Researcher gives conclusions about the material • Researcher discuss the students' difficulties applying barometer and three-step interview using pictures stick. • The Researcher say goodbye to the students.	15 minutes

F. Tools/ Materials/ Learning Resources

Sources of relevant books   : Scaffolding for Grade VIII of Junior High School

Tools/ materials   : Laptop, projector, Powerpoint, and pictures stick, of barometer and three-step interview.

G. Assessment

1. Technique   : Oral Test
2. Form   : Performance
3. Instruments   :
   Discuss with your group to make a conversation using expression of asking and giving opinion. Then, teacher will choose 2 persons of a group to practice it in front of the class.

SECTION ASSESSMENT SPEAKING

ASPECTS	SCORES	INFORMATION
INFORMATION	4	Very clear so easy to understand
	3	Easily understood despite the influence of the mother tongue can be detected
	2	There pronunciation problems so that listeners need full concentration
	1	There is a serious pronunciation problems that can not be understood
GRAMMAR	4	There is no or little solecism
	3	Sometimes there is a mistake but does not affect the meaning
	2	Often make the mistake of making meaning elusive
	1	Solecism so badly that it could not be understood
VOCABULARY	4	Using the appropriate vocabulary and expressions
	3	Sometimes using less precise vocabulary that had to explain again
	2	Often using a vocabulary that is not appropriate
	1	Vocabulary is very limited so that the conversation can not be happening
FLUENCY	4	Very fluent
	3	Fluency slightly disturbed by the language problem
	2	Often hesitated and stalled because of the limitations of language
	1	Talk disjointed and stopped so that the conversation can not be happening.

Guidelines for Assessment SPEAKING:

- Total maximum score per student: 16.
- Value of students is obtained by dividing the total value of the acquisition with a maximum total score of 16 multiplied by 100.

  Eg: A student got a score of 12, then her/his value is 12/16 x 100 = 75

Medan,   march 2018

English Teacher   **Researcher**

Rismawati Sirait S.Pd   **Ririn Fitri Suryani**

Know by:

Head Master of SMP Muhammadiyah 48 Medan

Drs. Abdullah Sani Nasution

APPENDIX III

TEST ITEM

PRE-TEST

1. With your partner, create a dialogue based on the situation below. Use expressions of asking and giving opinions. Then play the dialogue.

   Your friend is an adventurous student.

POST TEST

1. With your partner, create a dialogue based on the situation about " Holiday".

Use expressions of asking and giving opinions. Then play the dialogue.

APPENDIX IV

OBSERVATION SHEET

Subject   : English
Class   : VIII
Number of students : 21
Observer's name   : Ririn Fitri Suryani
Teacher's name   : Rismawati Sirait S.Pd
Note   : 3 = very good, 2 = good, 1 = bad

A. KEGIATAN GURU

No.	JENIS KEGIATAN YANG DIOBSERVASI	First meeting			Second meeting			Third meeting		
		1	**2**	**3**	**1**	**2**	**3**	**1**	**2**	**3**
1.	Melakukan kegiatan presensi.	P				P			P	
2.	Melakukan apersepsi.		P			P			P	
3.	Menyampaikan standar kompetensi dan kompetensi dasar yang akan dipelajari.		P			P				P
4.	Menyampaikan tujuan pembelajaran.	P			P				P	
5.	Melaksanakan pembelajaran secara berkelompok.		P			P				P
6.	Melaksanakan kegiatan pembelajaran membaca dari kegiatan yang sederhana dan makin lama makin sulit.	P				P			P	
7.	Melakukan kegiatan pembelajaran membaca secara berjenjang yaitu dengan memberi contoh dan bimbingan terlebih dahulu kemudian contoh maupun bimbingan dari		P			P			P	

No.		C1	C2	C3	C4	C5	C6	C7	C8	C9
	sedikit demi sedikit dikurangi, apabila siswa makin mampu melakukan dan memilih sendiri apa yang akan mereka lakukan.									
8.	Mengaitkan materi dengan pengalaman pribadi siswa.		P			P			P	
9.	Mengaitkan materi dengan realitas lingkungan kehidupan sehari-hari.	P				P			P	
10.	Melaksanakan pembelajaran sesuai dengan kompetensi (tujuan) yang akan dicapai dan karakteristik siswa.		P			P				P
11.	Membantu siswa untuk mengerti apa arti kata yang mereka ucapkan atau mereka tulis, dari gerakan, roman muka, serta nada suara dari guru atau temannya.		P			P				P
12.	Menumbuhkan partisipasi aktif siswa dalam pembelajaran.	P			P				P	
13.	Meminta siswa untuk mengingat dan menyebutkan fakta-fakta atau konsep yang sederhana yang terdapat dalam wacana yang dibacanya.		P			P				P
14.	Membimbing siswa untuk memahami hubungan antarhal, sebab akibat, hubungan antar fakta-fakta dan membedakan antarhal dalam wacana yang dibaca.	P				P			P	
15.	Membimbing siswa untuk menerapkan konsep yang ada dalam wacana dengan cara memberi contoh dan demonstrasi.		P			P				P

No.										
16.	Mengarahkan siswa untuk menganalisis bagian-bagian yang khusus, mengidentifikasi, membedakan informasi tertentu dalam wacana.		**P**				**P**			**P**
17.	Mengarahkan siswa untuk menganalisis dengan kritis sebuah teks baru.	**P**				**P**			**P**	
18.	Membantu dan membimbing dengan sabar terhadap siswa yang mengalami kesulitan belajar.		**P**			**P**			**P**	
19.	Memberikan motivasi belajar kepada siswa.		**P**			**P**			**P**	
20.	Menumbuhkan motivasi belajar siswa agar mau terlibat dalam pembelajaran.		**P**			**P**				**P**
21.	Melakukan penilaian setiap akhir pembelajaran sesuai dengan kompetensi pembelajaran.		**P**				**P**			**P**
22.	Menggunakan bahasa Inggris sebagai bahasa pengantar yang relatif benar dan salah.		**P**			**P**				**P**
23.	Melakukan refleksi dengan melibatkan siswa.		**P**			**P**				**P**
24.	Melaksanakan tindak lanjut dengan memberikan arahan, kegiatan, atau tugas sebagai bagian pengayaan.		**P**			**P**				**P**
	Total number	41			54			58		
	Mean	$\dfrac{41}{24} = 1{,}70$			$\dfrac{52}{24} = 2{,}16$			$\dfrac{58}{24} = 2{,}41$		

APPENDIX V

OBSERVATION SHEET

Subject : English
Class : VIII
Number of students : 21
Observer's name : Ririn Fitri Suryani
Teacher's name : Rismawati Sirait, S.Pd
Note : 3 = very good, 2 = good, 1 = bad

B. KEGIATAN SISWA

No.	JENIS KEGIATAN YANG DIOBSERVASI	First meeting			Second meeting			Third meeting		
		1	2	3	1	2	3	1	2	3
1.	Menganalisis wacana dengan sungguh-sungguh.	P				P			P	
2.	Menghubungkan isi wacana dengan pengalaman pribadi.	P				P				P
3.	Melakukan kegiatan diskusi dengan sungguh-sungguh.		P			P				P
4.	Bersikap kritis terhadap wacana yang dibacanya.	P				P				P
5.	Menunjukkan motivasi yang tinggi untuk terlibat dalam kegiatan pembelajaran.		P				P			P
6.	Mengerti apa arti kata yang mereka ucapkan.	P			P				P	
7.	Mengingat dan menyebutkan fakta-fakta atau konsep yang sederhana yang terdapat dalam	P				P			P	

No.		1	2	3	4	5	6	7	8	9
	wacana yang dibacanya.									
8.	Memahami hubungan antarhal, sebab-akibat, hubungan antarfakta-fakta dan membedakan antarhal dalam wacana yang dibaca.	P			P			P		
9.	Menerapkan konsep yang ada dalam wacana dengan cara memberi contoh dan demonstrasi.		P			P				P
10.	Menganalisis bagian-bagian yang khusus, mengidentifikasi, membedakan informasi tertentu dalam wacana.		P			P				P
11.	Mampu berkomunikasi dengan menggunakan bahasa yang baik secara lisan maupun tulisan.		P				P			P
12.	Mengerjakan soal evaluasi dengan serius.	P			P			P		
13.	Meminta secara langsung bimbingan dari guru apabila menemukan kesulitan.		P			P				P
14.	Mengajukan pertanyaan terhadap guru.secara kritis berhubungan dengan wacana yang dibacanya.	P			P			P		
15.	Berperilaku sopan baik terhadap guru maupun sesama teman		P			P				P
Total number		22								
Mean		$\frac{22}{15} = 1{,}46$			$\frac{29}{15} = 1{,}93$			$\frac{39}{15} = 2{,}6$		

ATTENDANCE LIST OF EXPERIMENTAL GROUP

NO	NAME	SIGNATURE			
		MEETING I	MEETING II	MEETING III	MEETING IV
1	Abdullah Mukhlisan				
2	Aigho Aidi Lubis				
3	Andari Dwi Chairia				
4	Annisa Faradillah				
5	Hera Zulfiana				
6	Ira Anggraini				
7	Izhar Hanafi Ray				
8	Junico Eri Akbar				
9	Khairiyah Naqo Salwa				
10	Khairunna				
11	Mardiyanti				
12	Mariana Daud				
13	Muhammad Guntur				
14	Muhammad Ridho Prabudinata				
15	Muhammad rinaldi				

16	Mutiara Maharani				
17	Nella Ardita				
18	Sintia Indriyani				
19	Siti Sa'adah				
10	Syahfitri Maharani				
21	Wulan Anggraini				

Medan,   March 2018

The Teacher   The Researcher

(Rismawati Sirait, S.Pd)   (Ririn Fitri Suryani)

The Principal of SMP Muhammadiyah 48 Medan

(Drs. Abdullah Sani Nasution)

APPENDIX VIII

ATTENDANCE LIST OF CONTROL GROUP

NO	NAME	SIGNATURE			
		MEETING I	MEETING II	MEETING III	MEETING IV
1	Aadhista Ardhana Alfi				
2	Aldi Ananda				
3	Ali Ramadhan				
4	Fitria Widuri				
5	Hafiza Ulfani				
6	Halizah				
7	Handrian Ramadhan				
8	Kiki Jesica				
9	Mawar				
10	Muhammad Hamdan				
11	Marsha Madira				
12	Nabila Priska Sari				
13	Nabila Utari				
14	Nadila Amanda				
15	Putri Aulia Lubis				

16	Rani Evriani				
17	Rangga ferdiansyah				
18	Sri Andayani				
19	Sri Wahyuni				
20	Shinta Bella				
21	Syarla Prastika				

Medan,   March 2018

The Teacher   The Researcher

(Rismawati Sirait, S.Pd)   (Ririn Fitri Suryani)

The Principal of SMP Muhammadiyah 48 Medan

(Drs. Abdullah Sani Nasution)

APPENDIX IX

Score of Pre-test in Experimental Group

No.	Student's Initial	Indicator					Score
		Com	Voc	Gra	Flue	Pron	
1	AM	10	9	8	9	9	40
2	AAL	10	10	10	10	9	49
3	ADC	13	17	11	9	9	59
4	AF	10	10	10	10	10	50
5	HZ	9	10	12	10	9	50
6	IA	10	12	9	10	9	50
7	IHR	12	9	8	9	9	47
8	JEA	11	8	9	9	9	46
9	KNS	12	7	10	12	11	52
10	K	8	6	8	6	6	34
11	M	10	6	7	7	6	38
12	MD	11	9	8	9	9	41
13	MG	12	11	10	11	7	51
14	MRP	12	11	10	10	6	49
15	MR	9	10	12	10	9	50
16	MM	10	7	9	8	9	43
17	NA	10	10	9	10	9	48
18	SI	8	10	9	9	7	39
19	SS	10	7	9	8	9	39
20	SM	11	9	8	9	9	41
21	WA	11	8	9	8	9	45
SUM							961
MEAN							45,76

Score of Post-test in Experimental Group

No.	Student's Initial	Indicators					Score
		Com	Voc	Gra	Flue	Pron	
1	AM	16	12	16	18	19	81
2	AAL	15	13	15	18	18	80
3	ADC	13	22	18	20	17	90
4	AF	15	20	21	20	15	91
5	HZ	15	22	18	19	17	91
6	IA	18	10	17	17	16	86
7	IHR	15	18	18	20	22	93
8	JEA	15	13	15	18	15	80
9	KNS	15	20	18	20	18	91
10	K	13	14	15	17	16	75
11	M	15	18	18	20	18	89
12	MD	15	14	15	13	19	77
13	MG	18	18	15	13	15	80
14	MRP	18	15	17	14	19	84
15	MR	16	18	19	20	19	92
16	MM	20	16	15	14	20	86
17	NA	18	15	15	13	18	80
18	SI	17	13	16	13	15	75
19	SS	18	18	15	13	16	81
20	SM	15	20	18	20	17	90
21	WA	18	18	15	13	15	80
SUM							1772
MEAN							84,38

APPENDIX X

Score of Pre-test in Control Group

No.	Student's Initial	Com	Voc	Gra	Flue	Pron	Score
				Indicators			Score
1	AAF	10	12	10	10	8	50
2	AA	11	8	7	7	6	39
3	AR	9	7	7	5	6	34
4	FW	10	9	8	8	6	41
5	HU	12	12	13	11	11	59
6	H	10	7	7	6	6	36
7	HR	10	7	7	6	7	35
8	KJ	10	12	10	10	9	51
9	M	11	12	12	11	8	54
10	MH	10	8	9	8	6	41
11	MM	10	11	11	10	7	49
12	NPS	9	11	10	10	7	47
13	NU	9	8	8	5	6	36
14	NA	10	9	8	8	6	41
15	PUL	10	12	11	12	8	53
16	RE	10	7	6	7	6	36
17	RF	10	10	10	9	7	46
18	SA	10	9	9	8	6	42
19	SW	9	8	9	8	7	41
20	SB	8	8	8	6	7	37
21	SP	10	9	9	8	7	43
SUM							911
MEAN							43,38

Score of Post-test in Control Group

No.	Student's Initial	Indicators					Score
		Com	Voc	Gra	Flue	Pron	
1	AAF	14	15	14	13	10	66
2	AA	13	15	13	13	10	64
3	AR	13	13	13	11	7	57
4	FW	15	15	16	14	9	69
5	HU	14	15	15	16	10	70
6	H	15	13	14	15	11	68
7	HR	10	12	11	10	7	50
8	KJ	14	13	15	15	8	65
9	M	15	15	14	17	12	73
10	MH	11	13	14	14	8	60
11	MM	10	13	12	16	9	60
12	NPS	15	15	15	16	12	73
13	NU	15	15	14	15	10	71
14	NA	12	13	12	14	8	59
15	PUL	14	13	14	16	10	67
16	RE	11	13	13	14	9	60
17	RF	10	13	13	11	9	56
18	SA	10	13	14	14	9	60
19	SW	11	14	15	15	9	64
20	SB	15	14	14	16	11	70
21	SP	11	12	11	11	8	53
SUM							1335
MEAN							63,57

CURRICULUM VITAE

Name : Ririn Fitri Suryani

Registered Number : 1402050277

Place/Date of Birth : Aek Tobang, ndmei 1996

Phone Number : 081269904401

Gender : Female

Religion : Islam

Material status : Single

Father's Name : IPDA.Sudarso

Mother's Name : Siti Fatimah S.Pd

Address : Jl. Lintas Sumatera, LabuhanBatu

Education

2002 – 2008 : SDN 116255 AekTobang

2008 – 2011 : MTs.N 1 SeiKanan

2011 – 2014 : SMAN 1 SeiKanan

2014 – 2018 : Universitas Muhammadiyah Sumatera Utara

Medan,   march 2018

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The researcher

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