THE EFFECT OF COMMUNICATIVE APPROACH BY USING POP-UP BOOK IN SPEAKING SKILL AT SMP BUDISATRYA MEDAN

SKRIPSI

Submited In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program

By:

NUR AULI MUTIA
1502050136

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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BERITA ACARA

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 28 September 2019, pada pukul 07.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama	:	Nur Auli Mutia
N P M	:	1502050136
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Effect of Communicative Approach by Using Pop – Up Book in Speaking Skill at SMP Budisatrya Medan

Ditetapkan   :   (B^+) Lulus Yudisium
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PANITIA PELAKSANA

Ketua   Sekretaris

Dr. Elfrianto Nasution, S.Pd, M.Pd   **Dra. Hj. Syamsuyurnita, M.Pd**

ANGGOTA PENGUJI :

1. Dr. Bambang Panca S., M.Hum   1. _____

2. Pirman Ginting, S.Pd., M.Hum   2. _____

3. Drs. Ali Amran, M.Hum   3. _____

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3Telp. (061) 6619056 Medan 20238
Webside : http://www.fkip.umsu.ac.id E-mail:fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap   :   Nur Auli Mutia

N.P.M   :   1502050136

Program Studi   :   Pendidikan Bahasa Inggris

Judul Skripsi   :   The Effect of Communicative Approach by Using Pop-Up Book in Speaking Skill at SMP Budisatrya Medan

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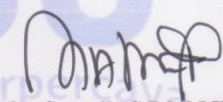Disetujui oleh:

Dosen Pembimbing

Drs. Ali Amran, M.Hum

Diketahui oleh:

Dekan   Ketua Program Studi,

Dr. H. Elfrianto Nasution, S.Pd, M.Pd.   **Mandra Saragih, S.Pd, M.Hum**

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	:	Universitas Muhammadiyah Sumatera Utara
Fakultas	:	Keguruan dan Ilmu Pendidikan
Nama	:	Nur Auli Mutia
NPM	:	1502050136
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Effect of Communicative Approach by Using Pop – Up Book in Speaking Skill at SMP Budisatrya Medan

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Diketahui Oleh:
Ketua Program Studi
Pendidikan Bahasa Inggris

Dosen Pembimbing
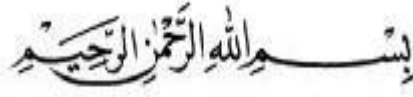
Mandra Saragih, S.Pd, M.Hum

Drs. Ali Amran, M.Hum

ABSTRACT

Nur Auli Mutia,1502050136 "The Effect of Communicative Approach By Using Pop-Up Book In Speaking Skill At SMP Budisatrya Medan". Thsis English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. (UMSU). Medan. 2019.

This study was conducted as quantitative research. The objective of this research was to investigate the effect of communicative approach by using Pop-Up Book in speaking skill at SMP Budisatrya Medan. This research was conducted at SMP Budisatrya Medan, Jl. Letda Sujono No.166, Bandar Selamat, Medan Tembung. The population of this research was the VIII grade students of the academic year 2019/2020. There were 4 classes consisting 112 students. The researcher used cluster random sampling. The sample was taken from two class of population which consisted 56 students. The students dividing into two group, namely two group pre-test – post-test design. The experimental group was taught by using Pop-Up Book with communicative approach and the control group was taught by conventional method. Oral test was used as the instrument. In scoring the students' speaking skill there are five categories evaluation scale namely comprehension, pronunciation, grammar, vocabulary and fluency. The finding showed that the $t_{observe}$ was higher than t_{table} (4.1267 > 0.2960). The finally hypothesis showed that (Ho) was rejected and (Ha) was accepted. It means that there was a significant effect of communicative approach by using Pop-Up Book in speaking skill

Keywords: *Using Pop-Up Book Media, Communicative Approach, Speaking Skill*

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The Researcher

<u>Nur Auli Mutia</u>
1502050136

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is a tool for communication in the form of a sound symbol that can be produced by the sense organs say humans, namely the mouth. Language is also the most important part for humans to communicate with other humans. Language consists of words or a set of words, each of which has meaning.

In the world, there are many different languages used to communicate, such as Persian from Iranian countries, Arabic from Iraqi countries, Japanese from Japanese countries, Chinese from Chinese, Indonesian from Indonesian, English from Australian countries, Liberia, etc. In the country of Indonesia itself, many various languages are used in communicating every day. The language used is the regional language. Indonesian is a country that uses English as a second language to communicate with other countries. Not only Indonesia, almost all countries use English as their second language and also almost all countries set English as an international language to communicate. In the Indonesian education system, English is one of the subjects that must be taught in Indonesian schools. In English there are several skills that must be mastered, namely listening, speaking, reading and writing. The most important basic thing for speaking English starts with speaking in English. However, not everyone in Indonesia is able to speak English fluently, because the Indonesian state does not use English in their daily lives.

As a teacher in teaching English, the teacher is responsible for educating students little by little about knowledge in English. (Johann Wolfgang Von Goethe), argues that those who do not know anything about foreign languages do not know their own language. This means that every human in this world has a different language. Even though there are so many languages, we must know several languages in the world, at least one foreign language that can be mastered in a person. Therefore, one must know and be able to learn foreign languages such as English for a second language in communicating with other countries.

English learning system has not been fully effective to make students able to speak English. Making students use English in class is very difficult, because of their daily language, namely Indonesian which is always used in communicating every day. Not only that, the difficulty also occurred due to the lack of motivation to learn English and the shame of practicing speaking directly in English. There are many factors that can cause problems for students, such as a lack of student interest in learning, materials that is difficult to understand, and there is absolutely no interesting or creative media to support the teaching and learning process in English.

There are several factors that influence learning is (1) Objectives (2) Motivation (3) interest (4) practicing (5) boring learning atmosphere (6) emotional factors. In the learning process, motivation is needed by students to support the activities they do so that the goals in the learning process are achieved. These goals must be well designed to encourage students to speak well in English. And

the most important is basically to be able to speak English someone has had the basic vocabulary in English.

One way to make learning systems effective in the process of learning English is with a strategy or method that is appropriate to the level of students. So that students are easier to understand, interested in learning, can make students happy and most importantly, students can think quickly. Therefore, the strategy used is a communicative approach using interesting media, the Pop-Up Book media. This communicative approach is a teaching and learning strategy that aims to improve students' skills in communication, so students was able to tell stories, respond to problems, and express their opinions in the language they understand and the Pop-Up Book is also a learning medium to help make students interested in learning is better and the learning environment is not boring for students in learning. With the aim of using this interesting strategy and media, it will certainly make the school learning system more effective, it can focus students' attention and greatly motivate students to enthusiastically participate in learning and be able to understand the material being taught. In concentration or focus, students will think of creative ideas and present them into conversation. This can stimulate students' imagination and creativity in learning, which can be expressed in speech. With the existence of a problem around for learning English, this strategy with media is very interesting in the learning process.

The most interesting thing about this Pop -Up Book media is a book that has a three-dimensional layered image that can move or shape as it appears in the original image. "Pop-Up Book is a book that displays pages of books where there

are folds of cut images that form a three-dimensional layer that can also be moved so that the reader is not bored" (Aimatus Sholikhah, 2017). This Pop-Up Book media can grow students 'interest in learning to speak English, besides that the Pop-up Book is used to arouse students' imagination and be conveyed through speech. Based on the problem and the statement above, so the researcher feels interested to choose the title in this research about "The Effect of Communicative Approach by Using Pop – Up Book in Speaking Skill at SMP Budisartrya Medan".

B. The Identifications of the Problems

This study is identified as being related to:

1. The lack of students' interest in learning English, so students find it difficult to speak English.

2. The teacher is more dominant in applying traditional methods, so students are more likely to get bored in learning.

3. The lack of English vocabulary owned by students, this can prevent students from speaking English well.

C. The Scope and Limitation

The scope of this research is about speaking. The limitation Communicative Approach by using Pop-Up Book in Teaching expression asking and giving opinion at SMP Budisatrya Medan VIII Grade 2019/2020 academic year.

D. The Formulations of the Problems

The problems of this study are formulated as follows:

1. Is there any significant effect of communicative approach by using Pop-Up Book in speaking skill?

E. The Objectives of the Study

The objectives of the study were:

1. To find out the effect of communicative approach by using Pop – Up Book in speaking skill.

2. To find out students' learning speaking skill taught by using Pop-Up Book to students in speaking.

F. The Significance of Study

The results of this research are expected to be useful for:

a. Theoretically

1. To enlarge the horizon in teaching speaking by Pop – Up Book.

2. As a reference for other researchers.

b. Practically

1. English teachers, to improve the process of teaching and learning English through Pop-Up Book in speaking.

2. The student, they are able to find out their difficulties in speaking by Pop-Up Book media.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conduction a research, theories are needed to explain some concept and term applied in the research concerned. The research presented some theories related to the study in order to focus on the scope of research. The theoretical elaboration on the concepts and term used had been presented in the following part.

1. Speaking

1.1 Definition of Speaking

Speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significant and its use for communication. It is very important to be able to speak English regarding that it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. More than that, they will not find it difficult to communicate and interact with people around the world when they travel (Gard & Gautam, 2015).

Speaking is intentional the activity, it serves a purpose the speaker wants to realize (Levelt, 1989). Therefore, speaking is somebody's aptitude that is uttered eagerly to make an expression for some reasons. Speaking is the presence of communication goal that has to be realized, for instance the speakers want to

express wish and desire to do something, negotiate and solve particular problem, or establish and maintain social relationship with others. In the statement above, the meaning is a person's ability to speak spiritually with the aim of establishing good communication with others.

Gert and Hans (2008: 207), speaking is an expression of the mouth with the intention of having the intention to be recognized by the speaker and the recipient to process statements to recognize their intentions. Brown and Yule (1999: 14) state that speaking depends on what information must be communicated or communicating, however, the speaker sometimes finds it difficult to explain what the speaker wants to say. Rebecca (2006: 144) states that speaking is the first reminder where children acquire language, it is part of the daily involvement of most people with language activities, and that is the key to change in language.

1.2 Elements of Speaking

Many students have difficulties in speaking. They are many elements of speaking that must be mastered by students in order to be a good speaker:

1. Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English, but also to use fluent connected speech. In connected speech sounds are modified, omitted, added, or weakened. It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

2. Expressive devices: native of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling. The use of these devices contributes

to the ability to convey meaning. They allow the extra expressions of emotion and intensity, students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

3. Lexis and grammar: spontaneous speech is marked by the use of number the common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting, agreeing and disagreeing.

4. Negotiation language: effective speaking benefits from the negotiation language we use to seek clarification and to show the structure of what we are say. 15 We often need ask for clarification when we are listening to someone else talk.

Speaking is not only having amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. All messages we delivered will be acceptable by all communicants if we mastered those elements.

1.3 Components of Speaking Skills

There are four components of speaking skill introduced by Heaton (1988:100) they are: accuracy, fluency, comprehensibility, and content.

a. Accuracy

Accuracy in speaking means when someone can produce correct sentences in pronunciation, grammar and word choice so it can be understood. There are three components of accuracy. They are pronunciation, vocabulary and grammar.

b. Fluency

Stovall in Asni (2007: 19) defined fluency as the ability to converse with others to much more than the ability to read, write or comprehend oral language. In Longman dictionary, fluency is defined as the features that give speech the qualities of being natural and normal.

Meanwhile, Simon and Schuster in Amin (2006: 22) defined fluency as: (1) the quality of flowing, smoothness, freedom from harshness, (2) the ability to write or to speak easily, smoothly, expressively, readiness or smoothness of speech.

c. Comprehensibility

Comprehensibility is the process of understanding of the utterances sent by the speaker done by the listener. Also comprehensibility in speaking means that people can understand what we say and we can understand what they say. Harmer (1998: 107) says that if two people want to make the communication to each other, they have to speak because they have different information. If there is a 'gap' between them, it is not a good communication if the people still confuse with what they say.

d. Content

Jacob (1981: 38) explains that content should be clear to the listener so that they can understand what the messages convey and gain information from it. Content refers to how suitable or substantive the explanation toward the object to be explained. To have a good content in speaking, the contents should be well unified and completed.

1.4 The Factors of Speaking Skill

No language skill is so difficult to assess with precision as speaking ability. Moreover, some of the problems involved in the evaluation of speaking skill occur in other forms of language testing. Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often developing at different rates. Either five components are generally recognized in analyses of the speech process: (1) Pronunciation including the segmental features-vowels and consonants- and the stress and intonation patterns. (2) Grammar. (3) Vocabulary. (4) Fluency: the ease and speed of the flow of speech. (5) Comprehension. For oral communication certainly requires a subject to respond to speech as well as to initiate it.

1.5 Teaching Speaking

Teaching speaking is started at teaching the students how to speak in English as theirs foreign language, for then ask them to be able to pronounce the new language accurately. It's continued then to guide students to a point where they can begin to judge whether their sound productions are correct or not. At this point, teacher is no longer primarily to correct, but he or she is supposed to encourage students to practice speaking the target language. Meanwhile, teacher should be able to encourage students speaking some sounds, repeating, and imitating him/her. Finally, the students are required to be used to practice and do oral language.

According brown (2001:406-407) In scoring the students' speaking skill there are five components to evaluate speaking that is vocabulary, comprehension, pronunciation, fluency, and grammar. It can be seen in the following table:

Table 2.1
The Indicators to Evaluate Speaking Skill

1. **Vocabulary (20)**

Level	Explanation
16-20	Very Good: rarely has trouble
11-15	Good: sometimes user inappropriate term about language
6-10	Fair: frequent user wrong words speech limited to simply vocabulary
1-5	Unsatisfactory: very limited vocabulary and make the comprehension quite difficult.

2. **Comprehension (20)**

Level	Explanation
16-20	Very Good: few noticeable errors
11-15	Good: occasionally grammatical errors which do not observe meaning.
6-10	Fair: errors of the basic structure, meaning occasionally obscure by grammatical errors.
1-5	Unsatisfactory: usage definitely unsatisfactory frequently needs to rephrase contruction or district him a self to basic structure.

3. **Pronunciation (20)**

Level	Explanation
16-20	Very Good: rarely has trouble
11-15	Good: sometimes user inappropriate term about language
6-10	Fair: frequent user wrong words speech limited to simply vocabulary
1-5	Unsatisfactory: very limited vocabulary and make the comprehension quite difficult.

4. **Fluency (20)**

Level	Explanation
16-20	Very Good: understand able
11-15	Good: speech is generally natural
6-10	Fair: some definite stumbling but manager to rephrase and continue
1-5	Unsatisfactory: speed of speech and length of utterances are for below normal, long, pause, utterances left

5. Grammar (20)

Level	Explanation
16-20	Very Good: errors in grammar are quite rare
11-15	Good: control of grammar is good
6-10	Fair: construction quite accurately but does not have throught or confident control of the grammar
1-5	Unsatisfactory: errors in grammar frequent to speak language

1.6 Principles of Teaching Speaking

Westwood, Peter and Oliver (1979:57) state the principles of oral language should be based on:

1. Create an enjoyable, entertaining social learning situation which gives pleasure to the students. Teacher personality is a vital vector.

2. Create an enjoyable, entertaining social learning situation which gives pleasure to the students. Teacher personality is a vital vector.

3. Keep the small group, not more than five or six students.

4. Arrange for fragment, intensive sessions in two or three short sessions daily.

5. Ensure active participation remembering that it is what a student practices saying, not what he hears, that improves communicating ability.

6. Have clearly defined, short term goals for each sessions: teaching a certain adjective, adverb, or conjunction: 'and' and 'but'.

7. Use material such as practices and games to hold attention as the basis for language simulation;

8. Observe the slow learner and give some degree of repetition in teaching if necessary.

9. Use please and praise as reinforces.

2. Media

2.1 Definition of Media

Media is the delivery of messages from the sender to the recipient of the message. Gerlach and Ely, he stated that media when understood broadly is human, material, or events that build conditions that make students able to obtain knowledge, skills, or attitudes. In other words, media can be defined as the carrier of information from the teacher to students in learning activities. Media can assist teachers in delivering material so students will understand the topic of the material presented.

Learning media as external factors can be used to improve the efficiency of learning because they have the potential or ability to stimulate the learning process, which in turn will increase the absorption of student learning provided by the teacher. Therefore the teacher is very instrumental in planning what media will be used in the learning implementation plan. There are five principles for choosing the media used by the teacher in the class, namely: (a). the media that will be used by the teacher must be appropriate and directed towards achieving the learning objectives. (b). the media to be used must be in accordance with the learning material. (c). Learning media must be in accordance with the interests, needs, and conditions of students. (d). the media that will be used must pay attention to its effectiveness and effectiveness. (e). the media used must be in accordance with the teacher's ability to operate it.

The main function of media is as the teaching aids which influence the learning condition created by the teachers. Levie and Lentz (1982) suggest four functions of instructional media, especially visual media. The first function is attention function. Media are aimed to attract and direct the students' attention to focus on the lesson. The second is affective function. The affective function of visual media can be seen from the comfort level when students learn (or read) the text with pictures. Pictures or visual symbols can build the students' emotion and attitude toward the whole content of the story. The next is cognitive function. Cognitive function of visual media can be seen from the findings of research which revealed that a visual symbol or picture expedites the achievement of the goal to understand and remember the information or messages contained in the pictures.

(Anderson & Hamdani, M. A 2011: 187), learning media formed into nine groups. They are (1) Audio, (2) Printed, (3) Audio-Print, (4) Visual silent projects, (5) Visual silent projects with audio, (6) Visual motion, (7) Visual Motion with audio, (8) Objects, (9) computers. In this study, researchers focused on print media. Print media comes from a mechanical or photographic oriented process to produce or transmit material, such as books and visual static materials.

In this case, Pop-Up Books are one type of print media. The characteristics of print media are; 1) text read linearly and visually observed based on space, 2) text and visual shows communication and tendency of one direction to be receptive, 3) text and visual displayed statically, 4) media development depending

on the principal's language and visual perception, 5) Both text and visual are student-oriented, and 6) Information can be reset by the user.

2.2 The Types of Media

There are several types of media to teach, namely: (1) Chalkboard is a common visual aid that teachers use to write material in the learning process and help students understand the material easily. (2) Maps namely Teachers can ask students to comment on global maps from other countries and their own countries. (3) Reality is a real object that is used as a teaching material. (4) Pictures are interesting media as a medium for teach, this helps the teacher to deliver material. 5. Chart, the use of charts in the class has the same way as the use of images to stimulate students to understand the material.

2.3 The Benefits of Media

Kemp and Dayto (2011: 73) the benefits of media are identified, namely: (a) Delivering learning material can be uniformed. (b) The learning process becomes more clear and interesting. (c) The learning process becomes more interactive. (d) Efficiency in time and energy. (e) Improve the quality of student learning outcomes. (f) Allow learning outcomes and anytime. (g) The media can foster a positive attitude towards the material and learning process (h) Change the teacher's role towards a more positive productive one.

2.4. Function of Learning Media

There are several main functions of learning media that we need to know. The first function of the media is as a learning aid, and the second function is as a

medium of learning resources. These two main functions can be explored in the review below.

(1)   The learning media as a tool in learning.

Without the help of media, teaching materials become difficult to digest and understood by each student. This will be felt even more if the teaching material is abstract and complicated / complex. As a tool, the media has the function of paving the way towards achieving learning goals. This is based on the belief that learning activities with the help of media enhance the quality of student learning activities in a long period of time. That means, student learning activities with the help of media will produce better learning processes and results than without media assistance.

(2)   The learning media as a source of learning.

The source of learning is everything that can be used as a place for learning materials to learn from these students. Learning resources can be grouped into five categories, namely humans, library books, mass media, natural environment, and educational media. Media education, as one source of learning, helps teachers to facilitate the achievement of understanding teaching material by students, and can enrich students' insight.

2.5 The Advantages or Uses of Learning Media

(1) Clarify the presentation of learning not too verbalistic (in the form of words, mere written or oral). (2) Overcoming the boundaries of space, time and sense power, such as: Objects that are too large are replaced with reality, images, films, films or models, Small objects are assisted by micro projectors, film frames,

films or images, Motion that is too slow or too fast can be helped by tame lapse or high speed photography, events or events that occur in the past can be displayed again through recording films, videos, frame films, photos or verbally, objects that are too complex (machines) can be presented with models, diagrams , and concepts that are too broad (volcanoes, earthquakes, climate etc.) can be visualized in the form of films, frame films, pictures, etc. (3) By using educational media appropriately and varying the passive nature of students can be overcome. In this case the learning media is useful for: Causing the excitement of learning, Enables more direct interaction between students and the environment and reality, Enable students to learn on their own according to their abilities and interests. (4) With the unique nature of each student coupled with a different environment and experience, while the curriculum and educational material are determined equally for each student, the teacher will experience difficulties. Everything must be dealt with on its own. Especially if the teacher and student background are also different. This problem can also be overcome by different media with the ability in: Giving the same stimulus, likening experience, giving rise to the same perception.

2.6 The Classification and Characteristics of Learning Media

The classification of media and special features there are several classifications of media according to Rudi Bretz, among others: audio visual motion media, silent audio visual media, semi-motion audio media, visual motion media, visual silent media, semi-motion visual media, audio media, and print media. Meanwhile, according to Oemar Hamalik, the classification of media,

among others: visual tools such as: filmstrip, transparency, microcprojection, blackboard, pictures, illustrations, charts, graphics, posters and maps, auditive tools, such as: radio, tape recorder, and transcription electric, visual-auditive tools, such as: electric maps, dioramas, television, etc., dramatization tools, socio dramas, or skits.

3. Pop-Up Book

3.1 Definition of Pop-Up Book

Pop-Up Book is a type of book that has a folded image that forms 3 dimensions when the page is opened one by one. Taylor and Bluemel (Desta Setyawan: 2014) Media Pop-Up Book "Mechanical books, books moving, opening and going up from the page are our surprise and joy". Pop-Up Book can be used in accordance with learning material and of course with student learning steps. This Pop-Up Book contains 3-dimensional images. This media can be used in language learning to improve basic language, one of which is speaking skills and also arouses children's imagination.

The Pop-Up Book display is one of the advantages because it looks unique and the different from other learning media images and two-dimensional images. This Pop-Up book has an image dimension that can appear when the page is opened. There are various types of Pop-Up Book techniques. A Pop-Up Book is a book that offers the potentials for motion and interaction through the use of paper mechanisms such as fold, scrolls, slides, tabs, or wheels (Bluemel and Taylor, 2012). This kind of book is sometimes called 'movable book' or 'interactive

books'. It can be used effectively to promote a story, to motivate speaking, and to stimulate interest in the subject at hand.

The use of Pop-Up Book in an educational setting is very beneficial for both teachers and students. Movable books are full of surprises. Children' reactions while watching this kind of book are so priceless when they turn the pages.

3.2 The Types of Pop-Up Book

Sefriastina (2016) regarding the types of Pop-Up, namely: (1) Transformation, which is a display form consisting of vertically arranged Pop - Up pieces, (2) Volvelles, which is a display form that uses a circular part element in making it, (3) Peepshow, which is a display consisting of a series of piles of paper arranged together into one that creates the illusion of depth and perspective, (4) Pull-tab, namely sliding paper tabs or paper shapes drawn and pushed to show movement of new images, (5) Carousel, this technique is supported by a rope, ribbon or button that when opened and folded back into a complex object, (6) Box and cylinder, or box and cylinder is the movement of a cube or tube moving upward from the middle of the page when the page is opened.

3.3 The Advantages of the Pop-Up Book

Can overcome the limitations of space, time, and observation because not all objects, objects or events can be brought into the classroom or students can observe the object's events, are concrete, which means more realistic than verbal media, can be a learning resource for any age level because each page of the book can be filled with images and information that fit the concept, and the Pop-Up

Book has dimensional spaces where this book can take the form of a three-dimensional structure so that this book is more interesting to read.

3.4 The Weaknesses of the Pop-Up Book

Weaknesses of the Pop-Up Book In addition to various advantages, the Pop-Up Book also has weaknesses, including: the processing time tends to be longer because it requires more extra accuracy so that the mechanics can work well in a long time and also to maintain durability. In addition, the use of more quality book materials also makes this book more expensive (Dzuanda 2009). Its means to make a Pop-Up Book this requires quite a long time and in making the shape of the image requires precision so that the results are maximums and the durability is long and also this makes the Pop-Up Book quite expensive in the market.

3.5 How to Make Pop-Up Books

1.   Take two 9×12 construction papers and fold them into two parts. Now take one paper and find a point in the center of the folded edge.

2.   Draw a line from the dot marked with the outer edge of the paper.

3.   Use the scissors to cut through the lines, starting from the folded edge. Fold back the lid made by cutting. Fold them back so that they form two triangles.

4.   Open the lid again and also open the entire page. Now, hold the paper in a way that looks like a tent. Place your finger at the top of the triangle and

carefully push it down so that the triangle is pushed through to the other side of the paper.

5. Now put your finger at the bottom of the paper triangle and repeat the same thing. You will see that the upper and lower triangles will be pushed out to form the mouth on the card.

6. Every time you open or close a card, the mouth will simultaneously open and close and it will appear that it is speaking.

7. Now you can draw people or animals or even a monster around the mouth and glue the inside and outside pages together. But make sure you don't apply glue in the area with pop-up mouth. Your cover for your book is ready.

8. Now you can add pages to cover you. Decide how many pages you want to include and fold each paper into parts. Put glue inside the folded edge of the paper and attach the page together. Let it dry.

9. Choose the story and pen on these pages, only if it is dried well. While writing stories on the inside page, you can leave space to add pop-up characters.

10. Now cut interesting characters for your story and determine which characters will be inserted on each page. Be sure to leave some space at the bottom of the character.

    Carefully glue characters into the story. Make sure you fold the bottom of each character and then add a little glue on it. Press them firmly so that they can

remain correct. Continue the process for other characters on other pages of this book.

4. Communication Approach

1.1 Definition of Communicative Approach

Communicative approach is to improve the students 'skills in communication, and also to support the development of students' abilities. The application of this approach is fully carried out by students. Meaning in this communicative approach students must be able to use it properly and correctly, as well as in reality. Beside this ability requires the ability of discourse, strategic ability and sociolinguistic abilities.

At this time, there are many ways to make the learning process effective and enjoyable in delivering learning material. One of them is by using games in learning and assisted with interesting media to increase students' interest in learning. The game used is like simons says games, word match games, crossword puzzle games, and others The communicative approach is seen as a superior approach in language teaching. This advantage is partly because it is based on linguistic views and language learning theories that prioritize the use of language in accordance with its function. In addition, the purpose of language teaching with a communicative approach is to form communicative students. Which means that through various learning activities students are expected to master communication skills (Speaking), namely the ability to use forms of speech in accordance with the function of language in the process of understanding and using.

The most important thing in teaching English to teenagers is that teachers need to know or understand the characteristics of adolescents. So, the teacher can apply what is the best strategy in teaching English to them. Theirs characteristics in thinking, behaving and others dissect with adults. (Brought in John W. Santrok, 2010: 97) Characteristics of the development of thought are: (1). Early formal operational thinking, namely the ability of adolescents to think hypothetically that produce voluntary thinking (free) about a variety of possibilities that are not limited. (2) The end of formal operational thinking is that teens begin to test their minds that are contrary to their experience, and restore their intellectuals. Through accommodation (information about new things), adolescents begin to adjust to the conditions they experience. Hypothetically, the thinking abilities of teenagers have been able to integrate what they have learned with the challenges ahead. Even though adolescents are seen as able to solve problems, but in some ways the thinking of adolescents is still not mature.

Through a communicative approach, learning activities can be carried out with pre-communicative activities and communicative activities. In pre-communicative, students are given training in elements of linguistic skills to practice it separately. While in communication activities, students directly actively use these language skills in communication. So, besides practicing from what the teacher exemplifies, students can also do their own communication learning. Thus, through a communicative approach it will be possible to gain maximum mastery of language skills, especially speaking.

4.2 The Nature of the Communicative Approach

The nature of the communicative approach, according to Syafi'ie (in http://m.nasirazami.blogspot.com) there are eight things that need to be considered, namely: (1) Language Theory, the communicative approach is based on language theory which states that in essence language is a system for expressing meaning. This theory puts more emphasis on the semantic and communicative dimensions. Therefore, in language learning based on a communicative approach that needs to be highlighted is language interaction and communication, not knowledge of language. (2) Learning Theory, students are required to carry out tasks that are meaningful and are required to use the language they learn. The learning theory that is suitable for this approach is the natural second language acquisition theory. This theory assumes that the language learning process is more effective if language is taught informally through direct communication in the language being studied. (3) The aim, the purpose to be achieved based on the communicative approach is a goal that better reflects the needs of students, namely the need for communication, then the general purpose of language learning is to develop the ability of students to communicate (competence and performance). (4) Syllabus, syllabus is arranged in the same direction as the learning objectives, which must be considered is the needs of the learners. The objectives formulated and the material chosen must be in accordance with the needs of students. (5) Activity type, the type of communication activities can be information exchange activities, meaning negotiations, or interacting activities. (6) The role of the teacher, the teacher acts as a facilitator, counselor, and manager of the learning process. (7) The role of students, the role of students

as givers and recipients, as negotiators and interactors. In addition, training can directly develop learner communicative competencies. Thus, students not only master the structure of language, but also master the form and meaning in terms of the context of its use. (8) Role of Material, the material is compiled and presented in the role as a supporter of efforts to improve language proficiency in real communication actions. Material functions as a very important tool in order to achieve learning goals.

4.3 The Characteristics of the Communicative Approach

The communicative approach has the following characteristics (Iskandarwassid and Sunendar 2009: 55-56): (1) Reference refers to the needs of students and language functions. (2) The purpose of language learning is to guide students to be able to communicate in the real situation. (3) The teaching syllabus must be arranged according to the function of language use. (4) The role of grammar in language teaching is still recognized. (5) The main purpose is purposeful communication. (6) The role of the teacher as the class manager and the student guide in communicating is expanded. (7) Learning activities must be based on the creative techniques of the students themselves, and students are divided into small groups.

5. Previous Studies

Many researchers have written about the use of Pop-Up Book to enrich the students' speaking. They all find that using Pop-Up Book as a teaching media plays great role in improving students' English skills especially speaking. Utsna Khoiro Ummatin (2016) wrote in the form of a thesis entitled "Improving Student

Story Skill Using Indonesia Pop-Up Book Media Class III Students of SD Nu At-Thohiriyah Gresik". This research is based on the background of the low level of storytelling skills of grade 3 students at SD NU At-Thohiriyah Gresik in Indonesian language lessons. Low student storytelling skills have an impact on the low student learning outcomes. This is due to the monotonous and boring learning atmosphere. To improve students' storytelling skills, the author takes action learning using the Pop-Up Book media. The results of the study show that the application of learning storytelling skills to personal experience material using Pop-Up Book media can improve storytelling skills which can be seen in increasing student activity.

Dwi Riyanti (2015) conducts Classroom Action Research (CAR) in the 4th September 2015 edition of Primary School Teacher Education Journal entitled "Improved Speaking Skills through Pop-Up Book Media In 2-Grade Class of Widor Elementary School in Sub-District of Lovers". The purpose of his research was to improve speaking skills through the use of pop up media in class II SD N Widoro Subdistrict Pengasih. The speaking skills observed in this study include language and non-language aspects. In linguistic aspects consist of pronunciation, intonation and selection of sentences, while in non-language aspects consist of fluency, sound loudness and mastery of the topic. Based on the results of research and discussion, that use of Pop-Up Book media can improve the speaking skills of second grade students at SD Negeri Widoro in the Sub-district of Loving.

Elin Marlina, Apriliya Art, Ghullam Hamdu (2018: 1-16) conducts research in the Gueu Primary School Scientific Education journal, Vol. 5, No. 1 (2018) 84-

99 titled "Kemampuan Bercerita Siswa SD Menggunakan Buku Pop-Up ". The purpose of his research is to describe the initial ability of students in storytelling, as well as the ability of students in telling stories using a Pop-Up Book. Pop-Up Book are used to help students in Story Telling. The results show a progress that the ability of students in telling stories using Pop-Up Book in the aspect of the accuracy of the overall meaning of the story and the aspect of fluency.

B. Relevant Study

The first study was done by Utsna Khoiro Ummatin (2016) wrote in the form of a thesis entitled "Improving Student Story Skill Using Indonesia Pop-Up Book Media Class III Students of SD Nu At-Thohiriyah Gresik". This research is based on the background of the low level of storytelling skills of grade 3 students at SD NU At-Thohiriyah Gresik in Indonesian language lessons.

The second study was done by Dwi Qoriani Miratanti (2017) wrote in the form of a thesis entitled "Peningkatan Kemampuan Berbicara Anak Kelompok A2 Melalui Metode Bercrita dengan Media Pop-Up Book Di TK Darus Sholah Tegal, Besar JEMBER". The purpose of this study is to improve children's speaking through storytelling methods using the Pop-Up Book media.

C. Conceptual Framework

This learning process is done using the Pop -Up Book. The teacher displays the Asking and Giving Opinion Material. The teacher explains about the materials expression asking and giving opinion and a little explain use Pop-Up Book in this

material. The teachers ask the students to discuss and understanding about the material. The teacher shows the picture in the Pop-Up book to students and the teacher asks students to speak by giving opinions about the picture. In this research the students' Communicative approach with Pop-Up Book media is used to make students can understand to speak well in English.

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┌─────────────────────┐        ┌─────────────────────┐
│  Teaching Speaking  │ ────▶  │    Communicative    │
│                     │        │      Approach       │
└─────────────────────┘        └─────────────────────┘
          │                               │
          ▼                               │
┌─────────────────────┐                   │
│  The teacher displays│                  │
│     the material    │                   ▼
└─────────────────────┘        ┌─────────────────────┐
          │                    │   The students can  │
          ▼                    │ understand to speak │
┌─────────────────────┐        │      well in        │
│ The teacher explains │       │      English.       │
│ about the material   │       └─────────────────────┘
│ and the explain used │                   ▲
│ Pop-Up Book in this  │                   │
│      material        │                   │
└─────────────────────┘                   │
          │                               │
          ▼                               │
┌─────────────────────┐                   │
│ The teacher ask the  │                  │
│ students to discuss  │                  │
│ and understanding    │                  │
│ about the material   │                  │
└─────────────────────┘                   │
          │                               │
          ▼                               │
┌─────────────────────┐                   │
│ The teacher shows    │                  │
│ the picture in the   │ ─────────────────┘
│ Pop-Up book to       │
│ students and the     │
│ teacher asks students│
│ to speak by giving   │
│ opinions about the   │
│ picture              │
└─────────────────────┘
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Figure 2.1
Conceptual Framework

D. Hypothesis

The Hypothesis of this study can be formulated:

Ha : There is a significant Effect of Communicative Approach by Using Pop-Up Book in Speaking Skill.

Ho : There is not significant Effect of Communicative Approach by using Pop - Up Book in speaking skill.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at the VIII class of SMP Budisatrya Medan and academic year 2019/2020 on Jl. Letda Sujono No.166, Bandar Selamat, Medan Tembung. The reason for choosing this school because the researcher found that the student have a problem in speaking, especially in grammar, vocabulary comprehension so the researcher intended to help them by using Pop-Up Book media that is easy to do.

B. Population and Sample

1. Population

Population of this research was taken from eight grade students in academic year 2019/2020 of SMP Budisatrya Medan, which consists of 112 students in four classes. They are VIII-1 consist of 28 students, VIII-2 consist 28 students, VIII-3 consist 28 students, and VIII-4 consist 28 students. The following is the table of the population.

Table 3.1
Population in SMP Budisatrya Medan

No.	Class	Population	Sample
1	VIII-1	28	28
2	VIII-2	28	28
3	VIII-3	28	28
4	VIII-4	28	28

Total	112	112

2. Sample

In taking the sample, the research was used Cluster Random Sampling of taking data. Cluster random sampling was the method of respond determining to be sample based on the certain classes which was choosing by random class.

Table 3.2
Sample in SMP Budisatrya Medan

No.	Class	Population	Sample
1	VIII-1	28	28
2	VIII-2	28	28
	Total	56	56

C. Research Design

In this research, in the researcher was used an experimental research it deals with quantitative research. The design of two the groups named experimental group and control group. Experimental group was taught by Pop-Up Book Media with communicative approach and the experimental group which consist of 28 students. Control group was taught by conventional method and control group which consist of 28 students. The design of this research can be seen in table 3.3

Table 3.3
Research Design

Class	Pre-Test	Treatment	Post-Test
Experimental Group	✓	Media Pop-Up Book and Communicative approach	✓
Control Group	✓	Conventional Method	✓

VIII 1 was experimental group who was taught by using media Pop-Up Book and communicative approach, and VIII 2 who was taught by using conventional method in speaking skill.

1. Pre-test

Pre-test was conducted to find out the students' speaking skill before having a treatment. Both group, the experimental and control group was given pre-test. A pre-test was administrated to the experimental group and control group was given a same test. The pre-test is useful to know the mean score of experimental and control group.

2. Treatment

Treatment was given to the students after the pre-test administrated. The experimental group was taught by using media Pop-Up Book and communicative approach, while the control group was taught by using conventional method.

Table 3.4
Treatment in Experimental and Control Group

Meeting	Experimental Group	Control Group
1 (First) Pre-Test	1. Teacher greats the students to start learning process in the class. 2. Teacher give the pre-test to the students. 3. Teacher collects the students' answer sheet. 4. Teacher calculates the score of the test.	1. Teacher greats the students to start learning process in the class. 2. Teacher give the pre-test to the students. 3. Teacher collects the students' answer sheet. 4. Teacher calculates the score of the test.
2 (Second)	1. Teacher shares the material.	1. Teacher share the Material

Treatment	2. Teacher asks students in advance about their knowledge of the learning material before the researcher explains the material. 3. Teacher explained expression asking and giving opinion, its definition, example of expression asking and giving opinion from to slide power point. 4. Teacher introduces and explained about Pop-Up Book Media in the learning expression asking and giving opinion. 5. Teacher shows the pictures in the Pop-Up Book, and then Teacher give example about expression asking and giving opinion use Pop-Up Book. 6. Teacher shows some pictures in the Pop-Up Book to each group. 7. Teacher asked to student about what is your opinion about the pictures in the Pop-Up Book. 8. Teacher give conclusion about material.	2. Teacher explained expression asking and giving opinion, its definition, example of expression asking and giving opinion from to slide power point. 3. Teacher gives treatment using conventional method. 4. Teacher asked to students make conversation in the slide power point. 5. Teacher give conclusion about material.
3 (Third)	1. The teacher gives direction	1. The teacher gives

Post-Test	related to the post-test. 2. The teacher gives the post-test. 3. The teacher collects the students' answer sheets. 4. The teachers calculates the scores.	direction related to the post-test. 2. The teacher gives the post-test. 3. The teacher collects the students' answer sheets. 4. The teachers calculates the scores.

3. Post-test

Post-test was given to the students after having a treatment. The post-test is same as the pre-test. The post-test was the final test in this research. Especially in measuring the treatment, whether it was significant or not. It means to know whether the treatment was given effect to the students' speaking skill in process learning. The post-test was meant to find out the difference of scores of both experimental and control group before and after giving the treatment. The researcher uses post-test to know the effect of communicative approach by using Pop-Up Book in speaking skill.

D. Instrument of The Research

The instrument for collective data of this research was oral test and observation. The students was the 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 and the pictures was from Pop-Up Book.

E. The Technique for Collecting the Data

In collecting the data, the researcher used some steps:

1. Giving pre-test to both of the groups.

2. Giving treatment :

   a. Experimental Group using by Pop-Up Book Media and Communicative Approach.

   b. Control Group: Using Conventional Method.

3. Giving post-test with the similar test to both of the groups.

4. Scoring the student's answer.

   In scoring the students' speaking skill there are five components to evaluate speaking that is vocabulary, comprehension, pronunciation, fluency, and grammar.

F. Technique of The Data Analysis

After collecting the data from the test, the data were analyzed by the following procedures:

1. Correcting the students' answer.

2. Identifying of the students' answer.

3. Scoring the students' answer for correct answer and the wrong answer.

4. Listing the students' score into table, first for the experimental group scores as X Variable and the second for the control group scores as Y Variable.

5. Calculating the total of the score.

   a. coefficient of correlation :

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\}\{n \sum y_i^2 - (\sum y_i)^2\}}} \quad \text{(Sugiyono,2018:183)}$$

b. Test of Significant :

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$ (Sugiono,2015:259)

c. Test of Linear

Y = a + b X

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$ (Sugiono, 2015:262)

d. Test of The Effect

D = (rxy)^2 x 100 %

e. Test of Sample Related

$$t = \frac{x1 - x2}{\sqrt{\frac{s_2^1}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$ (Sugiyono, 2018:197)

Note:

t   = test

X_1 = Average of variable 1 (Experimental Group)

X_2 = Average of Variable 2 (Control Group)

S_1^2 = Standard deviation squire (variants) of sample 1 (Experimental

Group) and sample 2 (Control Group)

n   = Total of Sample

n_1 = Number of cases for variable 1 (Experimental Group)

n_2 = Number of cases for variable 2 (Control Group)

1   = Number Consonant

r   = Correlation of product moment between X_1 and X_2

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The finding of this research was the t-test showed that $t_{observe}$ was higher than t_{table} (4.1267> 0.2960). It also found that the students who were taught by Media Pop-Up Book and communicative approach (experimental group) got higher scores than the students who were taught by using conventional method (control group). So, the researcher concluded that the alternative hypothesis was accepted or there was any significant effect of communicative approach by using Pop-Up Book in speaking skill.

B. Discussion

In this research the writer was media Pop-Up Book and communicative approach. In the previous chapter, the researcher explained that speaking was not as easy as people thought. It was not easy to have the speaking skill to communicate. Therefore, to solve this problem the teacher must use a new strategy and media which could attract the students' attention on teaching speaking. Media Pop-Up Book which could help the students to commununicate well. As the name of this strategy, media Pop-Up Book meant the teacher must help and support the students to complete their speaking skill.

When the research was conducted, the researcher using media Pop-Up Book self and communicative approach at experimental class, while the control

class was taught by conventional method. The research was started on July 31st 2019 and ended on August 26th 2019. The description of the result gotten was expounded below.

1. The Score of Pre-test and Post-test in Experimental Class.

a. Pre-Test

From the result of pre-test, the total score of students was 1725 and the number of students who took the test 28 students. The mean score of pre-test was 61.60. From 28 students, there were 27 students getting score under 70. This showed that most of the students' speaking skills were low, while the student with the highest score still had their speaking to be low (See appendix 10). The data could be detailed into diagram bellow:
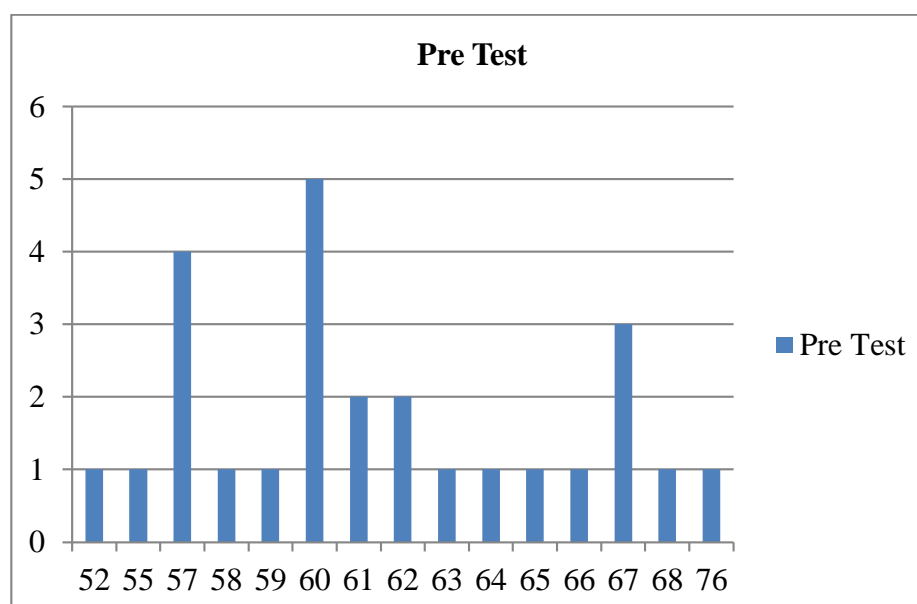
Figure 4.1 Diagrams of Pre-Test in Experimental Class

b. Post-Test

After the researcher gave treatment of media Pop-Up Book and communicative approach, a post-test was given to the students in experimental class. Based on the result of post-test, the total score of students was 2495. The mean score of post-test was 83.16. From 28 students, all of the students got score higher than 70 (See appendix 10). This showed that there was an improvement in students' speaking. The data could be detailed into diagram bellow:

Figure 4.2 Diagrams of Post-Test in Experimental Class

From the pre-test and post-test result, it could be concluded that most of the students that were taught by media Pop-Up Book and communicative approach got a better result than those who were not taught by media Pop-Up Book and communicative approach. It could be said that there was a significant difference between students' scores. From the data, there were 28 students had their scores

increased and none of them had their scores decreased or constant. The increasing scores showed that media Pop-Up Book and communicative approach on the students' speaking skill.

2. The Score of Pre-test and Post-test in Control Class.
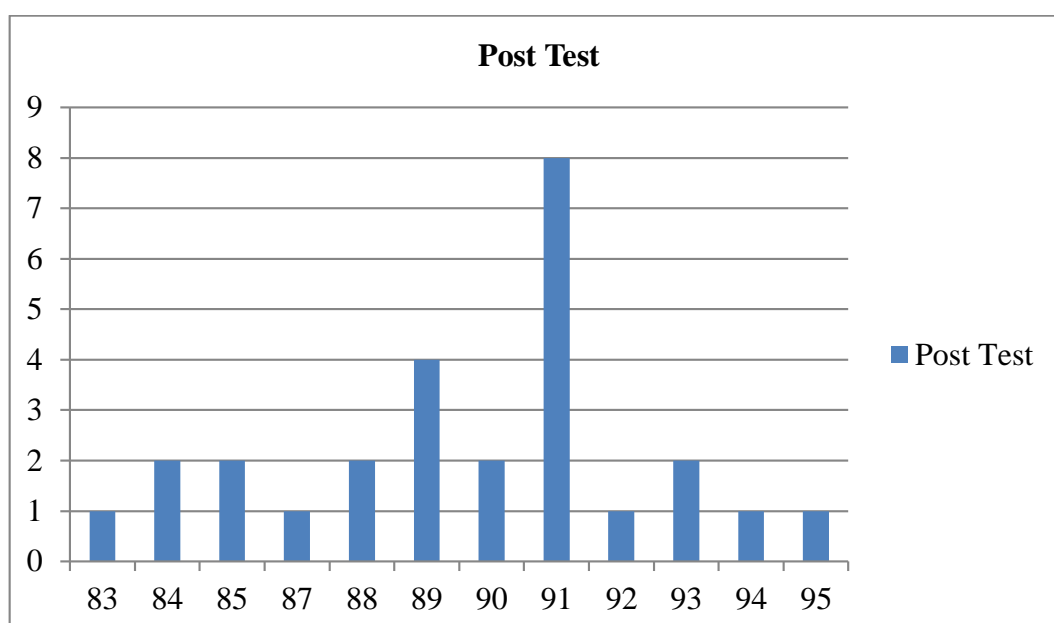
a. Pre-Test

Based on the result of pre-test, the total score of students was 1597 and the number of the students who took the test 28 students. The mean score of pre-test was 57.03. The lowest score of pre-test was 28 and highest score was 70 (See appendix 11). The data could be detailed into diagram bellow:

Figure 4.3 Diagrams of Pre-Test in Control Class

b. Post-Test

After researcher gave pre-test to the students, the students in control class were given the post-test. Based on the result of post-test, the total score of

students was 2141 and number of students who took the test was 28 students. The mean score of post-test was 76.46. The students' ability in speaking was better than before, but they still had difficulties in speaking. From 28 students, 2 got score under 70 and 26 got score higher than 70 (See appendix 11). This showed that there was an improvement in students' speaking. The data could be detailed into diagram bellow:
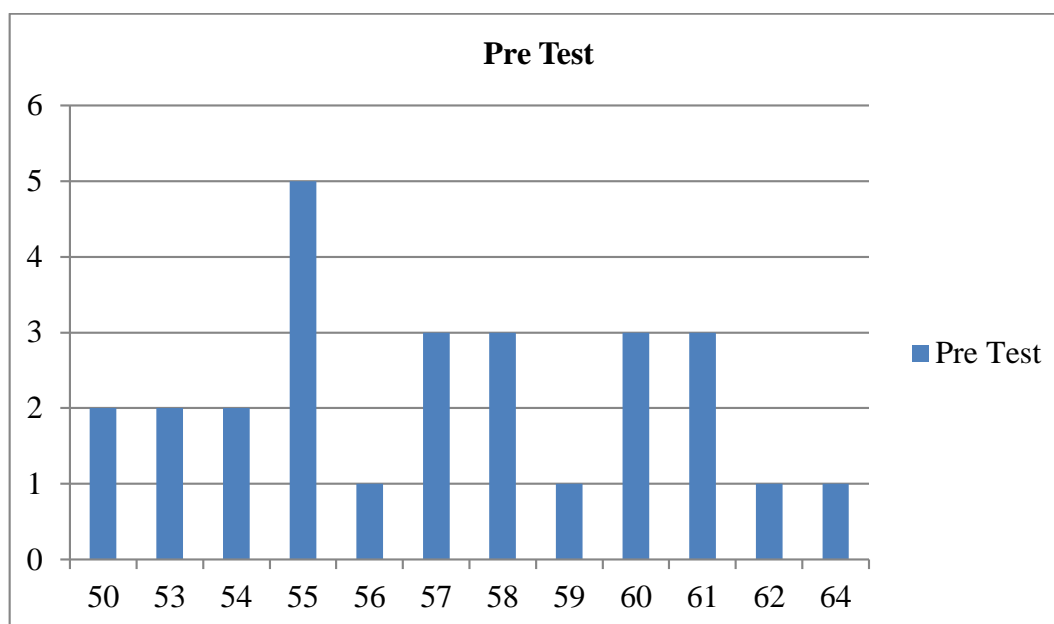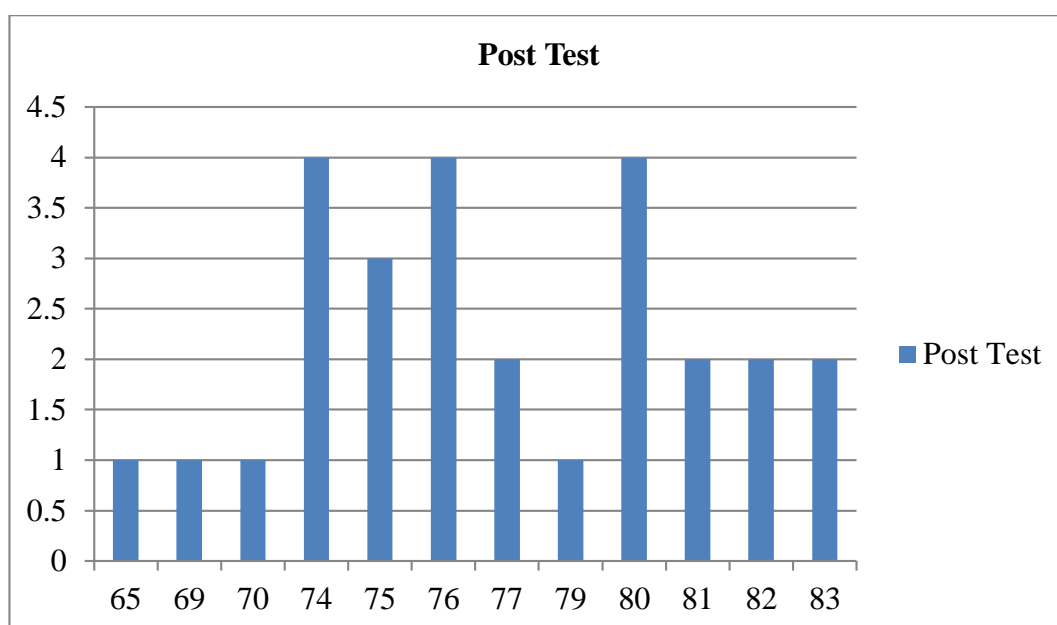

Figure 4.4 Diagrams of Post-Test in Control Class

Based on the test which was given to the students in control class, the students' mean scores in pre-test was 57.03. After the pre-test, the writer conducted the-post test without treatment of using conventional method. Eventually, the students' mean score of the post-test in this class was76.46. It could be seen that difference between the mean score of the pre-test and post-test of this class was not significant, at 19.43.

3. The Difference Score of Experimental class and Control class

The data showed that in experimental class that highest score was 95 while in control class was 83. The lowest score in experimental class was 83 while in control class was 65 (See appendix 12). It could be said that there was a significant difference between students' score from both of classes. The students' who were taught by treatment got a better result than those who were taught without treatment. From the data, there were 40 students had increasing score, 0 students was constant, and 0 students was decreased. The increasing scored showed that the students had more speaking skill.

4. Statistical Hypothesis

The last step in analyzing the data was using statistical hypothesis test. It was used to know whether there was any significant effect of communicative approach by using Pop-Up Book in speaking skill. With the criteria examination, Ha was accepted if $t_{hitung} > t_{table}$ where t_{hitung} was gotten by distribution with dk = n -2. dk = 28 – 2 = 26. α = 5 % = 0.05. To know the statistical hypothesis of this research, the researcher used *t-test* formula. The result of the statistical hypothesis showed that there was a difference of output between both of classes. Based on the calculation, t-observed (4.1267) was higher than t-table (0.2960) with degree of freedom (26) at the level of significance (0.05). It also found that the students who were taught by using media Pop-Up Book in speaking skill with communicative approach (experimental class) got higher scores than the students who were taught by using conventional method (control class). So, the researcher

concluded that the alternative hypothesis was accepted (See appendix 13). It meant that there was a significant effect of communicative approach by using Pop-Up Book in speaking skill at SMP Budisatrya Medan.

CHAPTER V

COCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis, there are conclusion that can be described as:

1. From this research, using Pop-Up Book media with communicative approach there was significant effect on the students' speaking skill, by the result of t-test $T_{observe}$ was higher than T_{table} (4.1267 > 0.2960). If $T_{observe} > T_{table}$ means that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

2. The students speaking skill taught by using Pop-Up Book with communicative approach is higher than the students speaking skill taught by traditional method.

B. Suggestions

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

1. The English teacher should try to make some variations in teaching speaking until the student comprehension and master pronunciation and vocabulary, so the students can practice with others.

2. To suggestion the students to should study to improve speaking skill. Practice to speaking someone is very important. The students should practice speaking English in daily conversation not only in the school.

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APPENDIX I

LESSON PLAN

(EXPERIMENTAL GROUP)

Name of School   : SMP SWASTA BUDISATRYA MEDAN

Class/Semester   : VIII/1

Subject   : English

Topic   : Asking and Giving Opinion

Aspect/Skill   : Speaking

Time and Allocation   : 2 x 40 Minutes

A. Core Competencies

1. Appreciate and live the teachings of the religion they hold.
2. Appreciate and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of relationships and his existence.
3. Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to phenomena and events seen in the eye.
4. Express the meaning in conversation of transactional to very simple to interact with the immediate environment.

B. Basic Competencies

1.1. Grateful for the opportunity to learn English as a language of communication for international communication which is manifested in the spirit of learning.

2.2. Showing honest behavior, discipline, and is responsible for carrying out communication transactional with the teacher and friend.

3.3. Applying the structure of the text and linguistic elements to ask for and express opinions, and responses, according to the context of their use.

4.4. 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.

C. Indicators

1. Identify the meaning of asking opinion and giving opinion.
2. Applying Pop-Up Book Media and Communicative Approach in the learning material.

D. Learning Objectives

After learning students are expected to:

1. Students can determine the function and purpose of expressing opinions and thoughts.
2. Students find information based on expressions of opinions and thoughts.
3. Students answer questions based on expressions of opinions and thoughts.
4. Students can use expressions of opinion and thoughts in everyday life.

E. 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

- o What do you think of…? (Bagaimana pendapatmu?)
- o What is your opinion? (Apa pendapat mu?)
- o What do you think about…? (Bagaimana pendapatmu?)
- o What are you feeling? (Apa perasaanmu?)

- What your view on? (Bagaimana pandangan mu?)

- What is your reaction? (Apa reaksimu?)

- What do you like? (Apa yang kamu suka?)

- What is your idea? (Apa pendapatmu?)

- What is your comment? (Apa komentar mu?)

- How is your opinion? (Bagaimana pendapatmu?)

- How about this? (Bagaimana dengan ini?)

- How do you like? (Bagaimana menurutmu?)

- How was the trip? (Bagaimana perjalanan nya?)

- How do you think of my idea? (Bagaimana menurutmu pendapatku)

- How about…? (Bagaimana tentang…?)

- How do you feel? (Apa yang kamu rasakan?)

- How do you think? (Apa yang kamu pikirkan?)

- Please give me your opinion? (Tolong berikan aku pendapatmu?)

- Give me your comment? (Beri aku komentarmu?)

- Give me your reaction (Berikan reaksimu?)

- Do you have opinion of…? (Kamu punya pendapat tentang…?)

- Do you have any idea? (Kamu punya ide?)

- Do you like that? (Kamu menyukainya?)

- Do you think is it good? (Apakah kamu berfikir ini bagus?)

Giving Opinion

- In my opinion (Di pendapatku)

- I think…. (Menurut saya)

- I think that (Aku berfikir bahwa)

- I think I like it (Aku pikir aku menyukainya)

- I personally consider …. (Saya beranggap)

- In my opinian (Menurut Opini saya)

- I personally believe (Saya yakin)

- I tend to think that (Aku berpikir bahwa)

- It is my comment (Ini komentarku)

- In my view (Menurutku)

- As far I know (Sejauh yang aku tau)
- From my point of view (Dari pendapatku)
- The way I see is that (Caraku melihat ini yaitu)
- My comment is (Komentarku adalah)

Applying Communicative Approach and Pop-Up Book Media

Communicative Approach is to assist students in communicative and interation performance and express opinion. A Pop-Up Book is a medium to help stidents thing quickly to determine what vocabulary they want to convey to the asking and giving opinion.

F. Learning Method/Technique

Learning using the Communicative Approach Method and using Pop-Up Book media.

G. Learning Steps

Activity	Description	Time
Opening Activity	1. Researcher give greeting. 2. Researcher greet and invites students to pray before start the class. 3. Researcher check the student attendance. 4. Ask about news students. 5. Researcher present indicators and learning objectives. 6. Researcher communicate with the students and giving the question to material will be taught.	5 Minutes
	Observing : 1. Researcher displays a power point slide to students. 2. Researcher explains the contents of the slide	

	to students.	
Core Activity	3. Students focus and understand the researcher explanation of the material. 4. Researcher explains the use of asking and giving opinions using simple sentences. 5. Then the researcher explains the example of using asking and giving opinion assisted by the Pop-Up Book media. **Questioning:** 1. Researcher asks students about understanding the use of asking and giving opinions. **Gathering information / trying:** 1. With the Pop-Up Book media students give opinions about the images that are in the book. 2. Students try to give their opinion about the picture. **Associating** 1. Researcher shows a Pop-up Book to students. 2. Then, students make an opinion about the picture in the Pop-Up book. **Communicating** 1. Students raise their hands and talk or express their opinions.	60 Minutes
Closing Activity	1. Students and researcher conclude learning. 2. The students and researcher reflect on theirs learning activities and benefits. 3. Give opportunities to students to express the difficulties experienced.	15 Minutes

	4. Carry out follow-up activities in the form of individual assignments.	

H. Tool/Materials/Learning Resources

Sources of Relevant Books : Scaffolding for grade VIII of Junior High School.

Tools/Materials : Laptop, Projector, Power point, Paper to the material and Media Pop-Up Book.

I. Assessment

- Technique Assessment: Responding expression / questions oral and in writing.
- Form : Performance
- Instrument :

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 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't 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 disjoin and stopped so that the conversation can't be happening.

Guidelines for Assessment Speaking

1. Total maximum score per student:16

2. Value of students is obtained by dividing the total value of the acquisition with a maximum total score of 16 multiplid by 100.

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

English Teacher

(Mega Larasati, S.Pd)

Medan,   Agustus 2019

The Researcher

(Nur Auli Mutia)

Knowing by:

A/n Headmaster of SMP SWASTA BUDISATRYA MEDAN

PKS 1
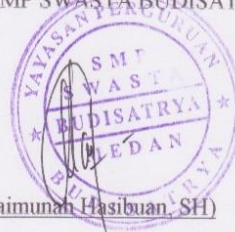
(Maimunah Hasibuan, SH)

LESSON PLAN

(CONTROL GROUP)

Name of School	: SMP SWASTA BUDISATRYA MEDAN
Class/Semester	: VIII/1
Subject	: English
Topic	: Asking and Giving Opinion
Aspect/Skill	: Speaking
Time and Allocation	: 2 x 40 Minutes

A. Core Competencies

1. Appreciate and live the teachings of the religion they hold.
2. Appreciate and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of relationships and his existence.
3. Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to phenomena and events seen in the eye.
4. Express the meaning in conversation of transactional to very simple to interact with the immediate environment.

B. Basic Competencies

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2.2. Showing honest behavior, discipline, and is responsible for carrying out communication transactional with the teacher and friend.

3.3. Applying the structure of the text and linguistic elements to ask for and express opinions, and responses, according to the context of their use.

4.4. 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.

C. Indicators

1. Identify the meaning of asking opinion and giving opinion.
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After learning students are expected to:

1. Students can determine the function and purpose of expressing opinions and thoughts.
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o What is your opinion? (Apa pendapat mu?)
o What do you think about…? (Bagaimana pendapatmu?)

- o What are you feeling? (Apa perasaanmu?)
- o What your view on? (Bagaimana pandangan mu?)
- o What is your reaction? (Apa reaksimu?)
- o What do you like? (Apa yang kamu suka?)
- o What is your idea? (Apa pendapatmu?)
- o What is your comment? (Apa komentar mu?)
- o How is your opinion? (Bagaimana pendapatmu?)
- o How about this? (Bagaimana dengan ini?)
- o How do you like? (Bagaimana menurutmu?)
- o How was the trip? (Bagaimana perjalanan nya?)
- o How do you think of my idea? (Bagaimana menurutmu pendapatku)
- o How about…? (Bagaimana tentang…?)
- o How do you feel? (Apa yang kamu rasakan?)
- o How do you think? (Apa yang kamu pikirkan?)
- o Please give me your opinion? (Tolong berikan aku pendapatmu?)
- o Give me your comment? (Beri aku komentarmu?)
- o Give me your reaction (Berikan reaksimu?)
- o Do you have opinion of…? (Kamu punya pendapat tentang…?)
- o Do you have any idea? (Kamu punya ide?)
- o Do you like that? (Kamu menyukainya?)
- o Do you think is it good? (Apakah kamu berfikir ini bagus?)

Giving Opinion
- In my opinion (Di pendapatku)
- I think…. (Menurut saya)
- I think that (Aku berfikir bahwa)
- I think I like it (Aku pikir aku menyukainya)
- I personally consider …. (Saya beranggap)
- In my opinian (Menurut Opini saya)
- I personally believe (Saya yakin)
- I tend to think that (Aku berpikir bahwa)
- It is my comment (Ini komentarku)

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- As far I know (Sejauh yang aku tau)
- From my point of view (Dari pendapatku)
- The way I see is that (Caraku melihat ini yaitu)
- My comment is (Komentarku adalah)

F. Learning Method/Technique

Learning using the traditional method.

G. Learning Steps

Activity	Description	Time
Opening Activity	1. Teachers give greeting. 2. Teachers start of pray. 3. Teachers check the student attendance. 4. Ask about news students. 5. The teachers present indicators and learning objectives.	5 Minutes
Core Activity	**Observing :** 6. The teacher displays a power point slide to students. 7. The teacher explains the contents of the slide to students. 8. Students focus and understand the teacher's explanation of the material. 9. The teacher explains the use of asking and giving opinions using simple sentences. 10. Then the teacher explains the example of using asking and giving opinion assisted by the Pop-Up Book media. **Questioning:**	65 Minutes

	2. The teacher asks students about understanding the use of asking and giving opinions. **Associating** 3. The teacher shows the conversation that is in the book. **Communicating** 2. Students raise their hands and talk or express their opinions.	
Closing Activity	5. Students and teachers conclude learning. 6. The students and teacher reflect on theirs learning activities and benefits. 7. Give opportunities to students to express the difficulties experienced. 8. Carry out follow-up activities in the form of individual assignments.	15Minutes

H. Tool/Materials/Learning Resources

    Media   : -

    Tool   : Power Point, Paper Print

    Source   : Buku Paket SMP Bahasa Inggris.

I. Assessment

- Technique Assessment: Responding expression / questions oral and in writing.
- Form   : Performance
- Instrument :

    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 the class.

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	2	Often hesitated and stalled because of the

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Eg: A student got a score of 12, the he/his value is $12/16 \times 100 = 75$

Medan,   Agustus 2019

English Teacher   The Researcher

(Mega Larasati, S.Pd)   (Nur Auli Mutia)

A/n Headmaster of SMP SWASTA BUDISATRYA MEDAN

PKS 1

(Maimunah Hasibuan, SH)
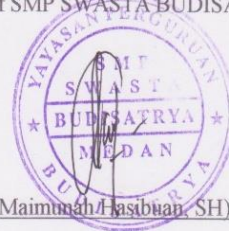
APPENDIX III

TEST ITEM
PRE-TEST

Name:

Class:

Look at the picture.

1. With your partner, create a dialogue based on the picture (Dress). Use expressions of asking and giving opinions and then Practice it in front of the class!

Name: Tria & Adin.

Class: VIII - 1.

Look at the picture.

1. With your partner, create a dialogue based on the picture (Dress). Use expressions of asking and giving opinions and then Practice it in front of the class!

Adin : Tria what is your opinion about dress in that Picture?

Tria : good, dress have colour is Pink and white.

Adin : oh, ok thankyou.

Ta : V 12   MzC : V 11
     C 12   C 12
     P 14   P 11
     f 12   F 11
     G 11   G 12
     ――   ――
     61   57

Name: CINDY AILIA and FIRA RAMADHANI

Class: VIII-2

Look at the picture.

1. With your partner, create a dialogue based on the picture (Dress). Use

   expressions of asking and giving opinions and then Practice it in front of

   the class!

DIALOGUE :

Cindy   : what's your opinion of dress
FIRA   : I'm very like this dress, beautiful dress and because this op dress
            my favorite color is pink
Cindy   : i think that's opinion

CA : V 15   FR : V 12
     C 10   C 12
     P 10   P 13
     F 10   F 11
     G 10   G 13
     ──   ──
     52   61

TEST ITEM

POST-TEST

Name:

Class:

Look at the picture.

1. With your partner, create a dialogue based on the picture (Dress). Use expressions of asking and giving opinions and then Practice it in front of the class!

TEST ITEM

POST-TEST

Name: Syabra, Nazwa dan Lamdan

Class: VIII-I

Look at the picture.

1. With your partner, create a dialogue based on the picture (Dress). Use expressions of asking and giving opinions and then Practice it in front of the class!

A: what do you think about this dress

B: I think this dress in very nice and beutiful

A: Do you like this dress

B: yes, I like it

A: what do you like about this dress

B: I like the color of the ping and the ribbon motif

A: Ohh

B: do you like this dress to

C: I don't like a derss It

SMN:V17
C17
P16
F17
G17
84

NN:V 18
C 18
P 16
F 18
G 17
87

RR:V17
C17
P17
F17
G16
84

TEST ITEM

POST-TEST

Name: Kumala Desi aprianti and Silvia Suwandi
Class: VIII2

Look at the picture.

1. With your partner, create a dialogue based on the picture (Dress). Use expressions of asking and giving opinions and then Practice it in front of the class!

Silvia: What's your opinion The dress?
Desi : That Very good
Silvia: Do you like?
Desi : yes.

KOA: V15
C 15
P14
F 15
G 15
74

SS: V13
C 13
P13
F 13
G 13
65

APPENDIX IV

OBSERVATION SHEET

Subject	**:** English	
Class	**:** VIII	
Number of Students	**:** 28	
Observer's Name	**:** Nur Auli Mutia	
Teacher's Name	**:** Mega Larasati, 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	✓				✓			✓	
2	Melakukan apersepsi.		✓			✓			✓	
3	Menyampaikan standar kompetensi dan kompetensi dasar yang akan dipelajari.		✓			✓				✓
4	Menyampaikan tujuan pembelajaran.		✓		✓				✓	
5	Melaksanakan pembelajaran secara berkelompok.		✓			✓				✓
6	Melaksanakan kegiatan pembelajaran membaca dari kegiatan yang sederhana dan makin lama makin sulit	✓				✓			✓	
7	Melakukan kegiatan pembelajaran membaca secara		✓			✓			✓	

No		1	2	3	4	5	6	7	8	9
	berjenjang yaitu dengan memberikan contoh dan bimbingan terlebih dahulu kemudian contoh maupun bimbingan dari sedikit demi sedikit dikurangi, apabila siswa makin mampu melakukan dan memilih sendiri apa yang akan mereka lakukan.									
8	Mengkaitkan materi dengan pengalaman pribadi siswa.		✓			✓			✓	
9	Mengkaitkan materi dengan realitas linkungan kehidupan sehari-hari.	✓				✓			✓	
10	Melaksanakan pembelajaran sesuia dengan kompetensi (tujuan) yang akan dicapai dan karakteristik siswa.		✓			✓				✓
11	Membantu siswa untuk mengerti apa arti kata yang mereka ucapkan apa yang mereka tulis, dari gerakan, roman muka, serta nada suara dari guru atau temanya.		✓			✓				✓
12	Menumbuhkan partisipasi aktif siswa dalam pembelajaran.		✓		✓				✓	
13	Meminta siswa untuk mengingat dan menyebutkan fakta-fakta atau konsep yang sederhana yang terdapat dalam wacana		✓			✓				✓

No								
	yang dibacanya.							
14	Membimbing siswa untuk memahami hubungan antarhal, sebab akibat, hubungan antar fakta-fakta dan membedakan antarhal dalam wacana yang dibaca.	✓				✓		✓	
15	Membimbing siswa untuk menerapkan konsep yang ada dalam wacana dengan cara memberi contoh dan demonstrasi.	✓				✓			✓
16	Mengarahkan siswa untuk menganalisis bagian-bagian yang khusus, mengidentifikasi, membedakan informasi tertentu dalam wacana.	✓				✓			✓
17	Mengarahkan siswa untuk menganalisis dengan kritis sebuah teks baru.	✓				✓		✓	
18	Membantu dan membimbing dengan sabar terhadap siswa yang mengalami kesulitan belajar.		✓			✓		✓	
19	Memberi motivasi belajar kepada siswa.		✓			✓		✓	
20	Menumbuhkan motivasi belajar siswa agar mau terlibat dalam pembelajaran.		✓			✓			✓
21	Melakukan penilaian setiap		✓			✓			✓

No										
	akhir pembelajaran sesuia dengan kompetensi pembelajaran.									
22	Menggunakan bahasa Inggris sebagai bahasa pengantar yang relative benar dan salah.		✓			✓				✓
23	Melakukan refleksi dengan melibatkan siswa.		✓			✓				✓
24	Melaksanakan tindak lanjut dengan memberikan arahan, kegiatan, atau tugas sebagai bagian pengayaan.		✓			✓				✓
Total Number		**41**			**46**			**58**		
Mean		$\frac{41}{24} = 1,70$			$\frac{46}{24} = 1,91$			$\frac{58}{24} = 2,41$		

APPENDIX V

OBSERVATION SHEET

Subject   : English
Class   : VIII
Number of Students : 28
Observer's Name   : Nur Auli Mutia
Teacher's Name   : Mega Larasati, 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.	✓				✓			✓	
2	Menghubungkan isi wacana dengan pengalaman pribadi.	✓				✓				✓
3	Melakukan kegiatan diskusi dengan sungguh-sungguh.		✓			✓				✓
4	Bersikap krisis terhadap wacana yang dibacanya.	✓				✓				✓
5	Menunjukan motivasi yang tinggi untuk terlibat dalam kegiatan pembelajaran.		✓			✓				✓
6	Mengerti apa arti kata yang mereka ucapkan.	✓					✓			✓
7	Mengingat dan menyebutkan		✓			✓			✓	

No		1	2	3	4	5	6	7	8	9
	fakta-fakta atau konsep yang sederhana yang terdapat dalam wacana yang dibacanya.									
8	Memahami hubungan antarhal, sebab akibat, hubungan antarfakta-fakta dan membedahkan antarhal dalam wacana yang dibaca.	✓			✓				✓	
9	Menerapkan konsep yang ada dalam wacana dengan cara memberi contoh dan demonstrasi.	✓			✓					✓
10	Menganalisis bagian-bagian yang khusus, mengidentifikasi, membedakan informasi tertentu dalam wacana.	✓				✓			✓	
11	Mampu berkomunikasi dengan menggunakan bahasa yang baik secara lisan maupun tulisan.		✓				✓			✓
12	Mengerjakan soal evaluasi dengan serius.		✓				✓			✓
13	Meminta secara langsung bimbingan dari guru apabila menemukan kesulitan.		✓				✓			✓
14	Mengajukan pertanyaan terhadap guru secara kritis berhubungan dengan wacana yang dibacanya.	✓			✓				✓	
15	Berperilaku sopan baik terhadap guru maupun sesamaa teman.		✓				✓			✓

Total Number	22	32	39
Mean	$\dfrac{22}{15} = 1{,}46$	$\dfrac{32}{15} = 2{,}13$	$\dfrac{40}{15} = 2{,}66$

APPENDIX VI
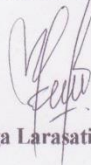
LIST OF ATTENDANCE

EXPERIMENTAL GROUP (VIII-1)

NO.	NAME	MEETING 1	MEETING 2	MEETING 3	MEETING 4
1	ABDURRAHMAN				
2	APRILIA DWI SARI				
3	APRILIANA				
4	BIMA RADITYA S				
5	CHAIRICA ULFANY				
6	DEVIN IBNU ZARE				
7	DIMAS SYAHPUTRA				
8	MALIKA PUTRI B				
9	MHD. ZENEDINE				
10	MHD. AIDIL FITRA				
11	MHD. ABIMANYU				
12	NAZWA NABILA A				
13	NAISHILA NAZWA				
14	NAZWA AUDINA M				
15	NABILA RAMADHANI				
16	NAYLA FAZIRA				
17	NATASYA LAUDYA				
18	NAUFAL ZHARIF A				
19	PUTRI AULIA				
20	REVAL SYAHRI				
21	RAMDAN RAFLI				

22	NURDILLA PRATIWI				
23	PUTRI RAMADHANI				
24	RAFLI ADITYA A				
25	RANDIKA DWI P				
26	SALWA AULIA HRP				
27	SILVIA SUWANDI				
28	TIARA DEWI S				

Medan,   August 2019

The Teacher

(Mega Larasati, S.Pd)

The Researcher

(Nur Auli Mutia)

APPENDIX VII

EXPERIMENTAL GROUP (VIII-1)

NO.	NAME	MEETING 1	MEETING 2	MEETING 3	MEETING 4
1	ABDURRAHMAN				
2	APRILIA DWI SARI				
3	APRILIANA				
4	BIMA RADITYA S				
5	CHAIRICA ULFANY				
6	DEVIN IBNU ZARE				
7	DIMAS SYAHPUTRA				
8	MALIKA PUTRI B				
9	MHD. ZENEDINE				
10	MHD. AIDIL FITRA				
11	MHD. ABIMANYU				
12	NAZWA NABILA A				
13	NAISHILA NAZWA				
14	NAZWA AUDINA M				
15	NABILA RAMADHANI				
16	NAYLA FAZIRA				
17	NATASYA LAUDYA				
18	NAUFAL ZHARIF A				
19	PUTRI AULIA				
20	REVAL SYAHRI				
21	RAMDAN RAFLI				

22	RYANSYAH LUBIS				
23	SHAILA AMELIA				
24	SELPIRA PUTRI				
25	SONO HARTA KAORI				
26	STEPHANIE PUTRI A				
27	SYAKIRA MAYLANI N				
28	TRIA				

Medan,   August 2019

The Teacher

(Mega Larasati, S.Pd)

The Researcher

(Nur Auli Mutia)

APPENDIX VIII

Table 1.1
The Score of Pre-test in Experimental Group

No.	Student's Initial	Indicator					Score
		Voc	Com	Pron	Flue	Gram	Pre-Test
1	AD	13	12	12	13	12	62
2	ADS	12	11	13	12	12	60
3	ARL	11	11	13	11	13	59
4	BRS	15	10	15	10	12	62
5	CU	13	15	13	11	13	65
6	DIZ	11	15	10	10	11	57
7	DS	11	12	11	13	13	60
8	MA	11	13	14	10	12	60
9	MPB	14	15	10	14	10	63
10	MAF	15	12	12	11	14	64
11	MZC	11	12	11	11	12	57
12	NR	13	14	15	12	13	67
13	NN	11	15	15	15	10	66
14	NL	10	15	10	10	13	58
15	NZA	10	11	11	15	10	57
16	NF	10	10	10	10	12	52
17	NAM	12	18	10	12	8	60
18	NNA	15	10	10	12	15	62
19	PA	18	15	15	18	10	76
20	RR	10	10	10	15	12	57
21	RS	12	20	15	10	10	67
22	RL	13	13	10	13	12	61
23	SP	10	10	15	10	10	55
24	SA	14	16	15	12	10	67

No.	Student's Initial	Voc	Com	Pron	Flue	Gram	Score
25	SHK	10	10	10	15	15	60
26	SPA	18	12	10	14	8	62
27	SMN	15	16	15	12	10	68
28	TA	12	12	14	12	11	61
Total							1725
Mean							61,60

Table 1.2
Score of Post-test in Experimental Group

No.	Student's Initial	Indicator					Score
		Voc	Com	Pron	Flue	Gram	Post-Test
1	AD	18	17	19	17	19	90
2	ADS	18	18	17	18	17	88
3	ARL	18	19	20	18	20	95
4	BRS	17	18	19	20	18	92
5	CU	19	17	18	19	17	90
6	DIZ	20	20	18	19	18	95
7	DS	18	18	17	18	17	88
8	MA	19	19	18	18	17	91
9	MPB	18	18	17	18	17	88
10	MAF	19	18	17	18	17	89
11	MZC	17	18	17	18	19	90
12	NR	19	18	17	19	17	90
13	NN	18	18	16	18	17	87
14	NL	18	19	17	20	18	92
15	NZA	19	18	17	18	17	89
16	NF	20	18	18	19	18	93
17	NAM	19	18	17	19	17	90

18	NNA	18	18	17	18	17	88
19	PA	19	18	17	19	17	90
20	RR	17	17	17	17	16	84
21	RS	20	20	18	18	18	94
22	RL	19	19	17	18	17	90
23	SP	17	18	16	18	16	85
24	SA	18	18	16	18	17	87
25	SHK	17	16	16	17	16	83
26	SPA	17	16	16	17	16	83
27	SMN	17	17	16	17	17	84
28	TA	19	19	17	18	17	90
Total							2495
Mean							89,10

APPENDIX IX

Table 1.1
The Score of Pre-test in Control Group

No.	Student's Initial	Indicator					Score
		Voc	Com	Pron	Flue	Gram	Pre-Test
1	ANN	10	10	11	12	12	55
2	AA	11	12	11	12	12	58
3	AS	14	10	11	14	12	61
4	BN	13	11	10	10	12	56
5	CA	15	10	10	10	10	55
6	CAH	11	12	11	13	12	59
7	DW	12	12	12	10	15	61
8	FR	12	12	13	11	13	61
9	HA	12	13	11	11	11	58
10	HSY	15	10	10	10	10	55
11	IF	10	15	10	15	10	60
12	KDA	10	11	9	10	10	50
13	LW	10	10	15	10	10	55
14	MFN	13	11	12	11	13	60
15	MIS	12	11	13	11	12	59
16	MRZ	15	15	10	10	10	60
17	MRH	13	11	11	11	11	57
18	MRP	13	10	10	15	9	57
19	NA	10	12	10	10	11	53
20	NS	10	10	10	11	12	53
21	NA	15	15	10	10	12	62
22	NP	11	11	10	10	13	55
23	NA	11	11	12	12	12	58
24	RAA	13	14	13	12	12	64

No.	Student's Initial	Voc	Com	Pron	Flue	Gram	Score
25	RDP	11	12	12	11	8	54
26	SAH	10	13	11	12	8	54
27	SS	10	10	10	10	10	50
28	TDS	10	10	13	12	12	57
Total							1597
Mean							57,03

Table 1.2
The Score of Post-test in Control Group

No.	Student's Initial	Indicators					Score
		Voc	Com	Pron	Flue	Gram	Post-Test
1	ANN	15	15	16	15	16	77
2	AA	15	15	15	15	14	74
3	AS	16	16	18	16	17	83
4	BN	15	15	14	16	15	75
5	CA	15	14	15	16	15	75
6	CAH	16	16	17	16	17	82
7	DW	16	16	16	16	16	80
8	FR	15	15	15	15	16	76
9	HA	16	16	16	16	16	80
10	HSY	16	16	16	15	16	79
11	IF	16	16	17	16	16	81
12	KDA	15	15	14	15	15	74
13	LW	15	15	15	16	14	75
14	MFN	16	16	16	16	16	80
15	MIS	15	16	15	15	15	76
16	MRZ	17	16	16	16	16	81
17	MRH	16	14	15	15	15	75
18	MRP	15	15	14	15	15	74

19	NA	16	15	15	15	15	76
20	NS	16	17	17	16	16	82
21	NA	16	16	16	16	16	80
22	NP	15	15	15	16	14	75
23	PR	15	16	15	15	15	76
24	RAA	15	14	15	15	15	74
25	RDP	15	15	10	15	15	70
26	SAH	14	15	15	14	11	69
27	SS	13	13	13	13	13	65
28	TDS	15	15	16	15	16	77
Total							2141
Mean							76,46

APPENDIX X

The Result of Pre-Test and Post-Test in Experimental Class

No.	Students' Initial	Score	
		Pre-Test	**Post-Test**
1	AD	62	90
2	ADS	60	88
3	ARL	59	95
4	BRS	62	92
5	CU	65	90
6	DIZ	57	95
7	DS	60	88
8	MA	60	91
9	MPB	63	88
10	MAF	64	89
11	MZC	57	90
12	NR	67	90
13	NN	66	87
14	NL	58	92
15	NZA	57	89
16	NF	52	93
17	NAM	60	90
18	NNA	62	88
19	PA	76	90
20	RR	57	84
21	RS	67	94
22	RL	61	90
23	SP	55	85
24	SA	67	87
25	SHK	60	83
26	SPA	62	83
27	SMN	68	84
28	TA	61	90
Total		$\sum T_1 = 1725$	$\sum T_2\, 2495$

APPENDIX XI

The Result of Pre-Test and Post-Test in Control Group

No.	Students' Initial	Score	
		Pre-Test	**Post-Test**
1	ANN	55	77
2	AA	58	74
3	AS	61	83
4	BN	56	75
5	CA	55	75
6	CAH	59	82
7	DW	61	80
8	FR	61	76
9	HA	58	80
10	HSY	55	79
11	IF	60	81
12	KDA	50	74
13	LW	55	75
14	MFN	60	80
15	MIS	59	76
16	MRZ	60	81
17	MRH	57	75
18	MRP	57	74
19	NA	53	76
20	NS	53	82
21	NA	62	80
22	NS	55	75
23	PR	58	76
24	RAA	64	74
25	RDP	54	70
26	SAH	54	69
27	SS	50	65
28	TDS	57	77
Total		$\sum T_1 = 1597$	$\sum T_2 = 2141$

The Difference Score of Experiment Class and Control Class

No	Experiment Class	Control Class
1	90	77
2	88	74
3	95	83
4	92	75
5	90	75
6	95	82
7	88	80
8	91	76
9	88	80
10	89	79
11	90	81
12	90	74
13	87	75
14	92	80
15	89	76
16	93	81
17	90	75
18	88	74
19	90	76
20	84	82
21	94	80
22	90	75
23	85	76
24	87	74
25	83	70
26	83	69
27	84	65
28	90	77
Total	**2495**	**2141**

APPENDIX XIII

DATA ANALYSIS

1. The effect of Communicative Approach by Using Pop-Up Book in Speaking Skill at

   SMP Budisatrya Medan.

The Difference of Score of Pre-Test and Post-Test in Experimental Group

No	Students' Initial	Score				
		Pre-Test (T_1)	T_1^2	Post-Test (T_2)	T_2^2	T_2-T_1 (X1)
1	AD	62	3844	90	8100	28
2	ADS	60	3600	88	7744	28
3	ARL	59	3481	95	9025	36
4	BRS	62	3844	92	8464	30
5	CU	65	4225	90	8100	25
6	DIZ	57	3249	95	9025	38
7	DS	60	3600	88	7744	28
8	MA	60	3600	91	8281	31
9	MPB	63	3969	88	7744	25
10	MAF	64	4096	89	7921	25
11	MZC	57	3249	90	8100	33
12	NR	67	4489	90	8100	23
13	NN	66	4356	87	7569	21
14	NL	58	3364	92	8464	34
15	NZA	57	3249	89	7921	32
16	NF	52	2704	93	8649	41
17	NAM	60	3600	90	8100	30
18	NNA	62	3844	88	7744	26
19	PA	76	5776	90	8100	14
20	RR	57	3249	84	7056	27
21	RS	67	4489	94	8836	27
22	RL	61	3721	90	8100	29
23	SP	55	3025	85	7225	30
24	SA	67	4489	87	7569	20
25	SHK	60	3600	83	6889	23
26	SPA	62	3844	83	6889	21
27	SMN	68	4624	84	7056	16
28	TA	61	3721	90	8100	29
Total		$\sum T_1 =$ **1725**	$\sum T_1^2 =$ **106901**	$\sum T_2 =$ **2495**	$\sum T_2^2 =$ **222615**	$\sum(X1) =$ **770**

The data in the appendix 13 showed the difference scores between pre-test and post-test in the experimental group. From the result of the test previously, the data was calculated to find out wheter Communicative Approach By using Pop-Up Book had significant effect on the students' speaking skill. The collected data were analysis t-test formula. In experimental group, pre-test and post-test was 1725 and post-test was 2495. The differences of the pre-test and post-test were T2-T1 = 770.

2. The Calculation in Experimental Group

   1. The calculation for total in pre-test and post-test in experimental group

      a. Mean

$$M1(X1) = \frac{\Sigma(T2 - T1)}{N1}$$

$$= \frac{770}{28} = 27.5$$

      b. Standard Deviation (SD)

$$SD_t = \sqrt{\frac{\Sigma(T2-T1)^2}{N}}$$

$$= \sqrt{\frac{(770)^2}{28}}$$

$$= \sqrt{\frac{592900}{28}}$$

$$= \sqrt{21175}$$

$$= 145.5$$

2. The calculation for pre-test in experimental

   a. Mean

$$MT_1 = \frac{\sum T1}{N}$$

$$= \frac{1725}{28}$$

$$= 61{,}60$$

   b. Variances

$$S^2 = \sum T_I{}^2 - \frac{(\sum T1)^2}{N}$$

$$= 106901 - \frac{(1725)^2}{28}$$

$$= 106901 - \frac{2975625}{28}$$

$$= 106901 - 106272{,}3$$

$$= 628{,}7$$

   c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T1^2}{N}}$$

$$= \sqrt{\frac{106901}{28}}$$

$$= \sqrt{3817}$$

$$= 61{,}78$$

3. The calculation for post-test in experimental group

a. Mean

$$MT_2 = \frac{\sum T2}{N}$$

$$= \frac{2495}{28}$$

$$= 89.10$$

b. Variances

$$S^2 = \sum T_2{}^2 - \frac{(\sum T_2)^2}{N}$$

$$= 222615 - \frac{(2495)^2}{28}$$

$$= 222615 - \frac{6225025}{28}$$

$$= 222615 - 222322,32$$

$$= 292,68$$

c. Standard Devation (SD)

$$SD = \sqrt{\frac{\sum T_2{}^2}{N}}$$

$$= \sqrt{\frac{222615}{28}}$$

$$= \sqrt{7950,53}$$

$$= 89,16$$

The Difference of Score of The Pre-Test and Post-Test in Control Group

No.	Students' Initial	Score				
		Pre-Test (T_1)	T_1^2	Post-Test (T_2)	T_2^2	T_2-T_1 (X1)
1	ANN	55	3025	77	5929	22
2	AA	58	3364	74	5476	16
3	AS	61	3721	83	6889	22
4	BN	56	3136	75	5625	19
5	CA	55	3025	75	5625	20
6	CAH	59	3481	82	6724	23
7	DW	61	3721	80	6400	19
8	FR	61	3721	76	5776	15
9	HA	58	3364	80	6400	22
10	HSY	55	3025	79	6241	24
11	IF	60	3600	81	6561	21
12	KDA	50	2500	74	5476	24
13	LW	55	3025	75	5625	20
14	MFN	60	3600	80	6400	20
15	MIS	59	3481	76	5776	17
16	MRZ	60	3600	81	6561	21
17	MRH	57	3249	75	5625	18
18	MRP	57	3249	74	5476	17
19	NA	53	2809	76	5776	23
20	NS	53	2809	82	6724	29
21	NA	62	3844	80	6400	18
22	NP	55	3025	75	5625	20
23	PR	58	3364	76	5776	18
24	RAA	64	4096	74	5476	10
25	RDP	54	2916	70	4900	16
26	SAH	54	2916	69	4761	15
27	SS	50	2500	65	4225	15
28	TDS	57	3249	77	5929	20
Total		**1597**	**91415**	**2141**	**164177**	**544**

3. The Calculation in Control Group

1. The calculation for total test in pre-test and post-test in control group

    a. Mean

    $$M1(X1) = \frac{\sum(T2 - T1)}{N1}$$

    $$= \frac{544}{28}$$

    $$= 19,42$$

    b. Standard Deviation (SD)

    $$SD_t = \sqrt{\frac{\sum(T2-T1)2}{N}}$$

    $$= \sqrt{\frac{(544)2}{28}}$$

    $$= \sqrt{\frac{295936}{28}}$$

    $$= \sqrt{10569}$$

    $$= 102,80$$

2. The calculation for pre-test in control group

    a. Mean

    $$MT_{1\,=}\frac{\sum T1}{N}$$

    $$= \frac{1597}{28}$$

    $$= 57,03$$

b. Variances

$$S^2 = \sum T_1{}^2 - \frac{(\sum T_1)^2}{N}$$

$$= 91415 - \frac{(1597)^2}{28}$$

$$= 91415 - \frac{2550409}{28}$$

$$= 91415 - 91086{,}03$$

$$= 328{,}97$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T1^2}{N}}$$

$$= \sqrt{\frac{91415}{28}}$$

$$= \sqrt{3264{,}82}$$

$$= 57{,}13$$

3. The calculation for post-test in control group

a. Mean

$$MT_2 = \frac{\sum T2}{N}$$

$$= \frac{2141}{28}$$

$$= 76{,}46$$

b. Variances

$$S^2 = \sum T_2{}^2 - \frac{(\sum T_2)^2}{N}$$

$$= 164177 - \frac{(2141)^2}{28}$$

$$= 164177 - \frac{4583881}{28}$$

$$= 164177 - 163710{,}03$$

$$= 466{,}97$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{T2^2}{N}}$$

$$= \sqrt{\frac{164177}{28}}$$

$$= \sqrt{5863{,}46}$$

$$= 76{,}57$$

APPENDIX XIV

The Calculation Table

No.	X	Y	X^2	Y^2	XY
1	77	90	5929	8100	6930
2	74	88	5476	7744	6512
3	83	95	6889	9025	7885
4	75	92	5625	8464	6900
5	75	90	5625	8100	6750
6	82	95	6724	9025	7790
7	80	88	6400	7744	7040
8	76	91	5776	8281	6916
9	80	88	6400	7744	7040
10	79	89	6241	7921	7031
11	81	90	6561	8100	7290
12	74	90	5476	8100	6660
13	75	87	5626	7569	6525
14	80	92	6400	8464	7360
15	76	89	5776	7921	6764
16	81	93	6561	8649	7533
17	75	90	5625	8100	6750
18	74	88	5476	7744	6512
19	76	90	5776	8100	6840
20	82	84	6724	7056	6888
21	80	94	6400	8836	7520
22	75	90	5625	8100	6750
23	76	85	5776	7225	6460
24	74	87	5476	7529	6438
25	70	83	4900	6889	5810
26	69	83	4761	6889	5727
27	65	84	4225	7056	5460
28	77	77	5929	8100	6930
Total	**2141**	**2495**	**1641777**	**222615**	**191011**

The table above, calculating table that explained formula of post-test in experimental and control group was implemented to find t-critical value both group as the basis to the hypothesis the research.

1. Testing the Hypothesis

Testing hypothesis should be done in to know wheter the hypothesis is accepted or rejected.

a. The Equation of Linier Regression

Y = a + b was getting by

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i)(\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$a = \frac{(2495)(164177) - (2141)(191011)}{28(164177) - (2141 . 2141)}$$

$$a = \frac{409621615 - 408954551}{4596956 - 4583881}$$

$$a = \frac{667064}{13075}$$

$$a = 51,01$$

$$b = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{28(191011) - (2141)(2495)}{28(164177) - 4583881}$$

$$b = \frac{5348308 - 5341795}{4596956 - 4583881}$$

$$b = \frac{6513}{13075}$$

$$b = 0,49813$$

Y = a + bx

= 51,01 + 0,49x

b. Coeficient r^2

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\}\{n \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{28(191011)-(2141)(2495)}{\sqrt{\{28\sum 164177-(2141)^2\}\{28(222615-(2495)^2\}}}$$

$$r_{xy} = \frac{5348308-5341795}{\sqrt{\{4596956-4583881\}\{6233220-6225025\}}}$$

$$r_{xy} = \frac{6513}{\sqrt{\{13075\}\{8195\}}}$$

$$r_{xy} = \frac{6513}{10351,31}$$

$$r_{xy} = 0,6291$$

c. Examining The Statistical Hypothesis

Ha : P#0 there was any significant effect of communicative approach by using Pop-Up Book in speaking skill at SMP Budisatrya Medan.

H0 : P#0 there was not any significant effect of communicative approach by using Pop-Up Book in speaking skill at SMP Budisatrya Medan.

With the criteria examination , Ha was accepted if t $\{1 - 1a\} < t < t \frac{\{1-1a\}}{2}$

where t $\frac{\{1-1a\}}{2}$ was getting by t distribution with dk = n -2. dk = 28 – 2 = 26. a = 5 % = 0,05. In the other way, H0 was rejected.

$$t_{hitung} = t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0,6291\sqrt{28-2}}{\sqrt{1-(0,6291)^2}}$$

$$t = \frac{3,2077}{\sqrt{0,6042}}$$

$$t = 4,1267$$

$$t_{tabel} = \left(1 - \frac{1}{2}.a\right)(26)$$

$$= \left(1 - \frac{1}{2}.0,05\right)(26)$$

$$= t_{0,975}(26)$$

$$= 0,2960$$

The conclusion from the calculating above, it showed that $t_{hitung} > t_{table}$ or 4,1267> 0,2960. So, H0 was rejected. It meant that Ha was accepptable or there was any significant effect of communicative approach by using Pop-Up Book in speaking skill at SMP Budisatrya Medan.

    d. Determining the percentage of the effect of X variable toward Y variable

$$D = (rxy)^2 \text{ x } 100 \%$$

$$= 0,6291^2 \text{ x } 100 \%$$

$$= 0,4057 \text{ x } 100 \%$$

$$= 40,57\%$$

It meant the effect of X variable toward Y variable or the effect of applying self and peer assessment method on the students' speaking ability was 40,57% and 59,43% was influenced by another factors.

APPENDIX XV

DOCUMENTATION OF RESEARCH

PRE-TEST

Explaining the procedure to answer the question

Explaining again to students who do not understand in

answering question

The next day (Start Learning with Pop-Up Book Media)

Some students want to know more about Pop-Up Book

Form : K – 1
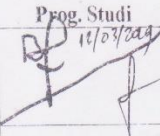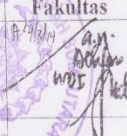
Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa	: Nur Auli Mutia
NPM	: 1502050136
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 154 SKS

IPK= 3,48

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
11/03/2019	The Effect of Communicative Approch by Using Pop-Up Book in Speaking Skill at SMP Budisatrya Medan	
	An Analysis of the Meaning and Message of the Song "Jealous" by Labrinth	
	The Use Blindfold Game to Add Vocabulary for Students in Speaking English at SMP Sabilina Tembung	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 12 Maret 2019
Hormat Pemohon,

Nur Auli Mutia

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa   : Nur Auli Mutia

NPM   : 1502050136

Prog. Studi   : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Communicative Approch by Using Pop-Up Book in Speaking Skill at SMP Budisatrya Medan	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Medan, 12 Maret 2019
Hormat Pemohon,

Drs. Ali Amran, M.Hum

Nur Auli Mutia

Form K-2

Kepada :Yth.Bapak/ Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa	:	Nur Auli Mutia
NPM	:	1502050136
Pro. Studi	:	Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Effect of Communicative Approch by Using Pop-Up Book in Speaking Skill at SMP Budisatrya Medan

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Dr. Ali Amran, M.Hum.

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 01 April 2019
Hormat Pemohon,

Nur Auli Mutia

Keterangan
Dibuat rangkap 3 : - Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua / Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan

Nomor   : 867 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
               Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Nur Auli Mutia
N P M   : 1502050136
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Communicative Approch by Using Pop-UP Book in Speaking Skill at SMP Budisatrya Medan.

Pembimbing   : Drs. Ali Amran, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 15 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 10 Sya'ban 1440 H
15 April   2019 M
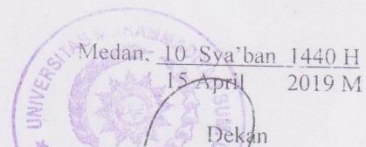
Dekan

Dr. H. Elfrianto Nst, S.Fd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
    WAJIB MENGIKUTI SEMINAR

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Nurauli Mutia

NPM   : 1502050136

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : The Effect of Cummunicative Approach by Using POP-UP

Book in Speaking Skill at SMP Budisatrya Medan

sudah layak diseminarkan.

Medan,   Mei 2019
Dosen Pembimbing,

Drs. Ali Amran, M.Hum

BERITA ACARA BIMBINGAN PROPOSAL

PerguruanTinggi	:	Universitas Muhammadiyah Sumatera Utara
Fakultas	:	Keguruan dan Ilmu Pendidikan
Nama Lengkap	:	Nur Auli Mutia
N.P.M	:	1502050136
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Communicative Approch by Using Pop-Up Book in Speaking Skill at SMP Budisatrya Medan

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
11 Maret 2019	Perbaikan Judul Proposal	
19 Maret 2019	Bimbingan Bab I	
23 Maret 2019	Revisi Bab I	
2 April 2019	Bimbingan Bab II	
20 April 2019	Revisi Bab II	
24 April 2019	Bimbingan Bab III	

Medan, April 2019

Diketahui Oleh :
Ketua Program Studi

Dosen Pembimbing

Mandra Saragih, S.Pd, M.Hum.

Drs. Ali Amran, M.Hum

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Nur Auli Mutia

N.P.M   : 1502050136

Prog. Studi   : Pendidikan Bahasa Inggris

Judul Proposal : The Effect of Communicative Approach by Using Pop-Up Book in Speaking Skill at SMP Budisatrya Medan

Benar telah melakukan seminar proposal skripsi pada hari Sabtu, tanggal 18 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas.

Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan,   Juli 2019
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

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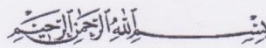
LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap   : Nur Auli Mutia

N.P.M   : 1502050136

Prog. Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : The Effect of Communicative Approach by Using Pop-Up Book

                                in Speaking Skill at SMP Budisatrya Medan

Pada Sabtu, tanggal 18 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.
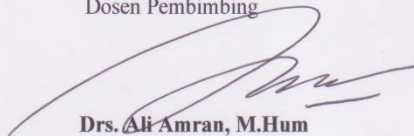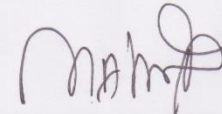
Medan,   Juli 2019

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

Dr. Bambang Panca Syahputra, M.Hum   **Drs. Ali Amran, M.Hum**

Diketahui oleh
Ketua Program studi

Mandra Saragih S.Pd., M.Hum

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Nur Auli Mutia
N.P.M   : 1502050136
Prog. Studi   : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Communicative Approach by Using Pop-Up Book
                       in Speaking Skill at SMP Budisatrya Medan

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat ta npa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

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Hormat saya
Yang membuat pernyataan,

Nur Auli Mutia

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI

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Website : http//fkip.umsu.ac.id   Email : fkip@umsu.ac.id

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Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

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Lamp   : ---
H a l   : Mohon Izin Riset

Medan, 27 Dzulqaidah 1440 H
          30 Juli   2019 M

Kepada Yth. Bapak/Ibu Kepala
SMP Swasta Budisatrya Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama   : Nur Auli Mutia
N P M   : 1502050136
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Communicative Approach by Using Pop-Up Book in
                    Speaking Skill at SMP Budisatrya Medan.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertinggal **

SMP BUDISATRYA

AKREDITASI : A

Nomor   : 198/SM)-BS/2019

Lampiran :

Perihal   : Penerimaaan Izin Riset / Penelitian

Kepada Yth,

Dekan Fakultas Keguruan Dan Ilmu Pendidikan

Universitas Muhammadiyah Sumatera Utara

Di –

    Tempat

Dengan hormat,

Menindaklanjuti Surat Permohonan Penelitian Mahasiswa/i dari Bapak yang bernomor : 5045/II.3/UMSU-02/F/2019 pada tanggal 31 juli 2019, bersama dengan surat ini kami **Bersedia** memberi izin untuk melakukan penelitian di SMP Swasta Budisatrya Medan kepada :

Nama   : Nur Auli Mutia

NPM   : 1502050136

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : **"The Effect of Communicative Approach by Using Pop-Up Book in Speaking Skill at SMP Budisatrya Medan".**

Demikian Surat ini kami sampaikan dan atas kerja samanya kami mengucapkan terima kasih.

Medan, 31 Juli 2019

a/n Kepala Sekolah

PKS I

Maimunah Nasibuan, S.H

SMP BUDISATRYA

AKREDITASI : A

Nomor : 201/SMP-BS/2019
Lampiran :
Perihal : Surat Keterangan Selesai Riset

Kepada Yth,

Dekan Fakultas Keguruan Dan Ilmu Pendidikan

Universitas Muhammadiyah Sumatera Utara

Di –

Tempat

Yang bertanda tangan dibawah ini :

Nama : Maimunah Hasibuan, S.H

Jabatan : PKS I

Sekolah : SMP Swasta Budisatrya Medan

Menerangkan bahwa

Nama : Nur Auli Mutia

NPM : 1502050136

Program Studi : Pendidikan Bahasa Inggris

Benar dan telah melakukan riset (penelitian) di SMP Swasta Budisatrya Medan dengan permasalahan dan judul **"The Effect of Communicative Approach by Using Pop-Up Book in Speaking Skill at SMP Budisatrya Medan".** sejak tanggal 31 Juli 2019 s.d 26 agustus 2019

Demikianlah surat keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan semestinya.

Medan, 26 Agustus 2019
a/n Kepala Sekolah
PKS I

Maimunah Hasibuan, S.H

CURRICULUM VITAE

Name   : Nur Auli Mutia

Registered Number : 1502050136

Place/Date of Birth : Tembung, 7th September 1997

Phone Number   : 0822-8861-9110

Gender   : Female

Religion   : Islam

Material Status   : Single

Father's Name   : Sartono S.E

Mother's Name   : Hamidah

Address   : Tembung Pasar VII Jl. Sukamaju

Education

2003 – 2009   : Madrasah Ibtidaiyah An-Nur

2009 – 2012   : SMP Negeri 1 Percut Sei Tuan

2012 – 2015   : SMA Swasta Teladan Medan

2015 – 2019   : Universitas Muhammadiyah Sumatera Utara

Medan,   September 2019

The researcher

Nur Auli Mutia
1502050136

Nur_Auli_Mutia.docx

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