

**THE EFFECT OF READING MAP THROUGH PICTURE
IN POWERPOINT ON THE STUDENTS'
ACHIEVEMENT IN SPEAKING**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana pendidikan (S.Pd)
English Education Program*

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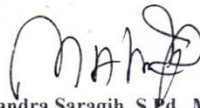

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Dengan ini saya menyatakan bahwa:

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ABSTRACTS

Rini Anggraini. 1502050056, *The Effect of Reading Map Through Picture in PowerPoint on The Students' Achievement in Speaking*. Skripsi. English Education Program, Faculty of Teacher's Training and education, University of Muhammadiyah Sumatera Utara. Medan. 2019.

This research deals with The Effect of Reading Map Through Picture in PowerPoint on The Students' Achievement in Speaking. This research was conducted at SMP Muhammadiyah 1 Medan. It was classroom action research by using Reading Map Through Picture in PowerPoint learning and the objective of this research was found out Picture in PowerPoint can make the students' speaking achievement. The population was the students of the eight grade of SMP Muhammadiyah 1 Medan at 2018/2019 academic year. It was conducted two classes which consisting of 60 students in the class. This research was conducted in experiment class and control class. The technique for collecting data were quantitative. The instruments for collecting data were speaking test as quantitative data and observation sheet, questionnaire sheet. Based on the speaking score. Based on observation sheet, questionnaire sheet, it was found that students were actively involve in speaking process. The result of the research showed that t-observed was higher than t-table ($4,2512 > 2.024$) with the level significant 0.05 and Degree of Freedom (DF)= 60. The finding showed that hypothesis of study is accepted. It means that with Reading Map Through Picture in PowerPoint gave a significant effect on students' speaking achievement.

Keywords: Speaking , Collecting Information, Reading Map Through Picture in PowerPoint.

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The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

English is the language for international communication, in the last decade it has become the language used by the majority of the world's population, and in many countries it is more important than before because it spreads well throughout the world. Many people try to learn English as a foreign language for many purposes, the main goal is to communicate and to achieve this goal the person needs to have the ability to speak, and to do influently.

Speaking skills are very important for communication compared to the four skills used to learn new foreign languages that listening, speaking, writing and reading. Speaking is an important part of foreign language teaching and learning, where many students may face many difficulties to express themselves in English, due to the influence of mother tongue, limited time to practice the target, lack of vocabulary to confidence or shame.

The using of media in the classroom makes students aware of the changing world of communication, giving them a better understanding of resources as it will now prepare them to be successful in the future. Students not only learn how to use PowerPoint as teaching material to facilitate students in the learning process so that they can understand English quickly.

In learning speaking skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of motivation lack to practice the second language in daily conversation. They are also shy and afraid to take part in the conversation.

Rahman (2007:2) believes that speaking is a communication tool in conveying ideas, information and feelings to others. This is the most important way for the speaker to express the language. In addition, Bashrin (2013:2) stated that speaking also the important as a productive skill. In the past, teachers rarely taught speaking in any class. However, currently the process of speaking has a lot of progress because the teacher is trying to encourage students to improve their speaking skills.

The purpose of speaking according to Brown (2001:) “ Is that our students can participate in short conversations, provide and answer questions, find ways to convey intent, gathering information from others, and much more. Primary school age children have own characteristics in the study, compared with adult learners”.

Based on the researcher's experienced when did field the experience of Internship Program 1, Internship Program 2 and Internship Program 3. The writer found that many students could not speak English fluently. After knowing the problem that students face, the writer was deciding that they were difficulty to speak english. Therefore, the english teachers not only have to find out new learning strategies in teaching speaking, but also have to achieve the students in speaking. Based the experience of any researcher the students shown that students

anxious in speaking and some of them preferred to sit at the corner of the class or pretending to be sick to avoid a chance to speaking in front of the class.

Reading Map Through Picture in PowerPoint is one of learning strategy that can achieve the students to speak english. The students are enjoying to speak English. The researchers believes that this model is useful in teaching english because it makes the students interest to speak. The Reading mapping is a strategy for representing the interrelationship in an integrated, hierarchical manner. Reading map should not simply list information from text randomly, or even in alinear fashion, rather, reading maps should depict the structure of knowledge in proposition statements that ilustrate the relationship among the reading in a map (Novak, 1981).

Murley(2007:1) notes that a reading map is a organizer of study using by mapping in which the main idea is released from the central idea and sub-ideas are represented as of a larger branch.this is a visual tool that can be used to generate ideas, record and organize thoughts. Reading map is also strategies are beneficial for strong visual learners who are able to absorb information better when presented through visual rather than through written text.

B. The Identification of the Problem

The problems of this research were identified as the following:

1. The students' still have problems in speaking .
2. The students' still have difficulty in speaking especially in the students' fluent.

C. The Scope of Limitation

The scope of the study was focused in language skill. And limited on the students' speaking ability.

D. The Formulation of the Problem

The problems of this study were formulated as follows

1. Is there any significant effect of applying Reading Map Through Picture in PowerPoint on The Students' Achievement in Speaking ?
2. What are the students' difficulties in speaking of Reading Map Through Picture in PowerPoint?

E. The Objective of the Problem

The objectives of the study were following:

1. To investigate the students' achievement in speaking of Reading Map Through Picture in PowerPoint.
2. To investigate the students' difficulties in speaking of Reading Map Through Picture in PowerPoint.

F. The Significance of the Problem

Finding of the study were expected to be useful for:

1. Theoritically,

the findings were useful for the students to achieve their speaking competence. The findings were relevant to English teacher in their attempts to achieve their teaching of speaking and other researcher in order to get information for further researchers..

2. Practically:

For the students: to increase their confidence in speaking english communicatively and give more exposure and opportunities to them to be more actives to speaking.

For the teachers: to achieve their teaching strategy in teaching speaking.

For the readers: to provide information for those who were interested this study.

For the government: to develop and modernize the country.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This study is planned to investigate the Effect of Reading Map Through Picture in PowerPoint on the Students' Achievement in Speaking. The basic of this study will be made and clear from the start. This considered worth to understand the ideas conveyed.

1. Speaking

1.1 Definition of Speaking

Boonkit (2010) , speaking is one of four important abilities in english, especially when the spaker is not from a native english country. The ability is described as the ability to use language in real situation, the ability to report actions with the right words, or the ability to express or convey ideas smoothly.

When the students are asked to use the spoken language in the classroom, they are required to take part in process that do not only involve knowledge of target forms and functions, but also a general knowledge of the interaction between the speaker and listener in order that meanings are made clear. Because oral communication involves the negotiation of meaning between two or more persons, it is always related to the context in which it occurs.

O'Malley and Pierce as quoted by Hughes (2002:) state the speaking means negotiating intended meanings and adjusting one's speech produce the desired effect to the listener. Speaking as we all know is a skill required in English. It is more complicated than it seems at first, and involves more than just pronouncing words. A speaker determines the ideas to be communicated, selects the form and words in a memory, and finally expresses them in a series of sounds. In short, speaking is a complex linguistic skill.

Lesakova (2008:7) speaking is the ability to develop and share meaning by using verbal or non-verbal symbol. Speaking is a productive skill that people use to interact with others verbally. This is produced and processed in 7 real life situations which means the speaker conveys his message to the listener directly. Lucas (1986:) describes the definition of speaking namely speaking means utterance or discourse of one who speaks, while as verb (speak) is to utter words or articulate sounds with the ordinary voice; to make oral communication.

Speaking is an activity used by someone to communicate with other. Speaking is always used in daily activity everywhere we are. When we speak, we use the language to express our ideas, feelings and thought. according to Nunan (1999:) states communication is collaborative achievement in which the speakers negotiate meaning in order to achieve the goal. It means that a speaker and listener have to understand each other. In speaking, people begin a conversation as a means of exchanging and sharing information with others.

In learning speaking, the students must communicate with their friend in using English. It is difficult for them, but they also believe that learning it is something hard to do and English is very important for their life. English teacher have to find the way to make the students interest and improve their achievement in speaking ability.

1.2 The Purpose of Speaking

The purpose of speaking is communicating your thoughts, instructions, and greetings, in a manner that can be understood by those you are communicating with. Hammer (2003:) says that communicating occurs because there is communicative purpose between speaker and listener. The communication purpose for the speaker can be:

1. They want to say something
2. They have some communicative purpose; speaker say something because they want something to happen as a result of what they say
3. They select from their language store. Speaker have an inventive capacity to create new sentences. In order to achieve this communicative purpose they will select the language they think is appropriate for this purpose.

As language skills that enable us to produce utterance, when genuinely communicative, speaking is desire and purpse driven, in other words, we genuinely want to communicative something to achieve a particular end. This may involve expressing ideas and opinions, expressing a wish or a desire to do something; negoitating

and solving particular problem; or establishing and maintaining social relationship and friendships.

1.3 Types of Speaking

There are two types in speaking, namely monologue and dialogue, they are present below:

1. Monologue

The term monologue in Oxford Advance Learner Dictionary (1995:) is defined as it is a long speech by one person in conversation. In monologues, when one speaker uses spoken language for any length of time, as is speeches, lectures, new broadcast, and the like, the hearer must process long stretches of speech without interruption-the stream of speech will go on whether or not the hearer comprehends. Planned, as opposed to unplanned, monologues differ considerably in their discourse structure. Planned monologue (such as speeches and other prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend, unplanned monologues (impromptu lectures and long “stories” in conversations, for example) exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension.

2. Dialogues

Dialogue involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information.

According to Nunan (1999:) “ transactional talk is produced in order to get something, or do get something done. Interactional language is produced for social purposes”. Moreover, Brown (2001:) assert that transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language and interactional language is a form of language which is related to make social relationship.

1.4 The Characteristic of Speaking

According to Richard (1990), there are eight characteristics of spoken language, they are:

1. Clustering

Clustering is attending to appropriate “chunks” of language-phrases, clauses, constituents. Fluent speech is phrasal, not word by word. Students can organize their output both cognitively and physically (in breath groups) through clustering.

2. Redundancy

Redudancy means taht the students can recognize the kinds of repetitions, rephrasing, elaborations, and insertions that unrehearsed spoken language often contains, and benefiting from recognition. The

speaker has an opportunity to make meaning clearer through redundancy of language. learners can capitalize on this feature of spoken language.

3. Reduced Forms

Understanding the reduced forms that may not have been a part of an English learner part learning experiences in classes where only formal textbook language has been presented. Contractions, elisions, reduced vowels. All from special problems in teaching spoken English. Students who do not learn colloquial constructions can sometimes develop a stilted, bookish quality of speaking that in stigmatizes them.

4. Performance Variables

Performance variables refer to being able to “throw away” nervous, false starts, pauses, and corrections in natural speech. One of the advantages of spoken language is the process of thinking as you speak allows you to manifest a certain number of performance nervous, pauses, backtracking and corrections. Students can actually be taught how to pause and hesitate. For example, in English our “thinking time” is not silent; we insert certain “filter” such as *uh, um, well, you know, i mean, like, etc.*

5. Colloquial Language

Colloquial language means that speaker have to comprehend idioms, slang , reduced forms, shared cultural knowledge. Students should be made reasonably well acquainted with the words, idioms, and phrases

of colloquial language and then they get practice in producing these forms.

6. Rate of Delivery

One of teacher's tasks in teaching spoken language is to help students achieve an acceptable speed along with other attributes of fluency. Keeping up rate of delivery means that speakers have to control his or her speed uttering in order to make the listener comprehend what the speaker said. Speech develops in time that the speaker says with speed that is suitable for him, even if it may not be appropriate for the listener and though a request for repetition is possible, it is difficult to imagine a conversation in which every sentence is to be rephrased.

7. Stress, Rhythm, Intonation

Significant features of speech are related to pronunciation namely stress, rhythm, and intonation. An acceptable rhythm of connected speech should be achieved by the appropriate use of strong and weak syllables, the smooth linking of words and effective highlighting of information bearing words. Intonation, which includes the use of a sufficiently wide pitch range and the appropriate use of contours, should be used effectively to convey meaning. It might be considered the different meanings in varying the intonation in such a simple sentence as "this is wonderful": we can sound bored, ironic, surprised or indeed, interested. Word stress shows a number key of

pattern in English; because both ‘regular’ and ‘marked’ stress patterns essentially carry the message of a stretch of speech

8. Interaction

In speaking there is social interaction and communication process. Interactive communication refers to taking an active part in the development of discourse, showing sensitivity to turn taking and without undue hesitation. It includes the ability to use function language and strategies to maintain or repair interaction.

2. Reading Map

2.1 Definition of Reading Map

Reading Maps have been described as “metacognitive strategies” (Mintzes, Wandersee, & Novak, 1997) that encourage students to think reflectively about what they know through the visual representation of concept meanings and relationships. The process of creating and modifying a concept map involves making decisions about the different ways that concepts are related to one another, leading the individual to reflect on prior knowledge as it relates to new material (McAleese, 1998), as well as engaging in control processes of planning, monitoring progress, and evaluating goal attainment as the map is constructed (Brown, 1987).

Novak and Gowin first introduced Reading Mapping in (1984) to facilitate the process of meaningful learning. They defined the reading map as a schematic diagram that represents key Reading Map. Also, the

construction of Reading Map might have helped students to build more complex cognitive structure regarding information which was vital for comprehension. According to Pintrich(2000). The cognitive area of self-regulation begins with goal setting. Prior knowledge activation and planning. He places the actual use of cognitive strategies in the phase of cognitive control regulation. It has been suggested that strategy instruction should be integrated into a large framework of self-regulation in involving the helping of students to identify their goals in a learning task (Butler .2002).

2.2Procedure Reading Map

The procedure of Reading Map include into some steps are the central media is the starting point of Reading map and represents the picture you are going to explore. Your central idea should be in the center of your page and can include an image or colour that make your attention be stimulate, our brain respond better. From the central image are the key , you can remember tha way your Reading Map spans out will come naturally as you badd more ideas and your brain freely to say everything that you has been seen from the picture in PowerPoint.

The example of it is the visual maps or Picture in PowerPoint with the logical and helps your brain to creat and analyze the information and identify it. The image more appealing and engaging compared to plain and to convey much information than a word.they processed instantly by the brain and the visual stimulate to get the information. Better yet images are a

universal language barrier. From visualize pictures in their mind which are concepts. The Reading map can be potential to get the imagery .

3. Picture in PowerPoint

3.1 Definition of Picture in PowerPoint

Picture in PowerPoint is a widely used presentataion programme that organated in the world of business but has now commonplace in the world of educational technology. However, its use is far from controversial in this education context and opinions as to its range from highly supportive to significantly negative (Szabo & Hastings, 2000; Lowry, 2003).

The evidence that Picture in PowerPoint presentation influence learning is largely anecdotal. Bryant and Huntas (2000) state that the degree of improving learning is a function of a complex set of interaction among learner and medium attributes.

Mason and Hlynka (1998) states that Picture in PowerPoint helps structure the content and processing of a lesson or lecture. Aiding note-taking (and thus facilitating study) is another purpated advantages of using Picture in PowerPoint (Cook, 1998).

3.2 The benefit of Picture in PowerPoint

Picture in PowerPoint is an easy way to use and powerful to teaching and giving a presentation, wheter your presentation needs a visual. PowerPoint is a good option, it can even help reduce speaking anxiety from the screen. just

do not expect this technology to substitute for sound and dynamic speaking skills.

4. Teaching Speaking Using Reading Map through Picture in PowerPoint

The process creating and modifying a reading map involves making decisions about the different ways that concepts are related to one another. By using Picture in Powerpoint is a widely used presentataion programme that organated in the world of business but has now commonplace in the world of educational technology. Teaching Reading Map through picture in PowerPoint is how to create and modifying the statement that illustrate the relationship between Reading map and Picture in PowerPoint.

4.1 Advantages and Disadvantages of Reading Map through Picture in PowerPoint.

a. Advantages of Reading Map through Picture in PowerPoint.

Reading Map through Picture in PowerPoint has advantages. The advantages as follows:

1. The students are not passive in teaching and learning process in speaking, they will be active students. Reading Map help students to be active in the teaching learning process by discussing material with Picture in PowerPoint.
2. The students will be easier to give their statement that illustrate the relationship among the Reading of map in Picture in PowerPoint.

3. It makes student more interested in the speaking class because there is not traditional method for teacher but the students active to discuss a new material by using Reading Map through Picture in PowerPoint.
4. The students have many chances to speak more and more with reading map which is see interesting Picture in PowerPoint.
5. The students have same opportunities for representing the interrelationship among the reading map in an integrated.

b. Disadvantages of Reading Map through Picture in PowerPoint

Reading Map through Picture in PowerPoint has disadvantages. The disadvantages as follows:

1. Manage the time. The time will be longer to discuss Reading Map at the Picture in PowerPoint , make statement.
2. Monitoring Class The class will be crowded by discussing Picture in PowerPoint by using Reading mapping and monitoring the activities of students will be difficult in a big class because in big class there are many students have different idea but also the students work individual, they just end up and chatting in their own language. It makes the teacher difficult to handle the class.

B. Conceptual Framework

Speaking is one of four basic elements skill that have to understand in learning english. To increase the students' speaking, the teacher have to apply the strategy of teaching that can make the students interest and motivate to speak english. There are some strategy can be used to increase the students' speaking. Reading Map is a strategy for representing the interrelationship among concept in an integrated, hierarchical manner.. This study is intended to find out the effect of teaching speaking by using Reading Map Through Picture in PowerPoint.

The use of Reading Map will show to enhance academic performance by enabling students to synthesize and retain complex information, thus promoting meaningful learning. And it appears to foster the development of critical thinking skills to client situation. (Gaines), who incorporated the use of Reading Map into lectures, concluded that their use may have helped decrease attrition by enhancing students' understanding of basic pharmacology. Students also used Reading Map to assist with preparation for class.

By using Reading Map as a individual learning in teaching learning process will be effective to help the students to increasing their speaking with give the sample into 2 groups are experimental and control group. The reseracher will be give the treatment for them. After using the treatment, the post-test will be give to both of groups to compare which one the treatment is given to the students the effect or not in the students' achievement in speaking.

C. Hypothesis

A hypothesis is a formal statement that presents the expected relationship between an independent and dependent variable (Creswell. 1994).

From the opinions above the researcher hypothesize that Reading Map strategy is the effective towards the students' achievement in speaking. An experimental at VIII grade students of SMP Muhammadiyah 1 Medan. The researcher purpose alternative hypothesis below:

Ha: there is a significant effect of Reading Map Through Picture in PowerPoint on the students' Achievement in Speaking.

Ho: there is no significant effect of Reading Map Through Picture in PowerPoint on the students' Achievement in Speaking.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMP Muhammadiyah 01 Medan. Jl. Demak No.3 sei Rengas Permata, Medan Area, Kota Medan. This research was conducted at VIII class students 2019/2020. The reason for choose this school because students' speaking which is still low and bad . so thats' why the researcher interest to solving the students' problem with individual learning in junior high school by using Reading Map Through Picture in PowerPoint.

B. Population and sampe

1. Population

The population of this research was conducted in SMP Muhammadiyah 01 Medan. Jl. Demak No.3 sei Rengas Permata, Medan Area, Kota Medan for Grade VIII. In class VIII contain 60 students. This subject was choosen class VIII because the students' speaking were still low.

Table 3.1
The Population of Research

No.	Class	Population	Sample
1.	VIII B	30	30
2.	VIII UNGGUL	30	30
TOTAL NUMBER		60	60

2. Sample

If there were large amount of subject of the population, the sample could be taken between, 10%- 15% or 20%-25% (Arikunto, 2002). It depends on the students' speaking of the writer based on the time , energy and fund. The reseacher was conducted the students in grade VIII of SMP Muhammadiyah 1 Medan as a sampling. There are 60 students. The table in below.

Table 3.2
The Sample of Research

No.	Class	Population	Sample
1.	VIII B	30	30
2.	VIII UNGGUL	30	30
TOTAL NUMBER		60	60

C. Research Design

The research was conducted by using experimental method which consisted of two groups, they were experimental group and control group. The Experimental group will be taught by using Reading Map Through Picture in PowerPoint , and the Control group taught without Reading Map Through Picture in PowerPoint. The design was applied in order to investigate The Effect of Reading Map Through Picture in PowerPoint on the students' Achievement in Speaking. The explanation can be seen in table.

Table 3.3
Research Design

Group	Pre-test	Treatment	Post-test
EXPERIMENTAL VIII UNGGUL	✓	EXPERIMENT	✓
CONTROL VIII B	✓	CONTROL	✓

There were three steps in this research, they are:

1. Pre Test

Pre-test was given to both groups; experimental group and control group before the treatment. Pre-test was applied to find out quality and homogeneity of the sample. Pre-test was given to both classes.

2. Treatment

The treatment was conducted after the pre-test. In the experimental group, the students were taught by using Reading Map while the control group. Both experimental and control group will be taught with the same material but the different treatment. The followings were the learning activities during the treatment for the experimental group.

Table 3.4 The procedures of treatment in experimental class

Activities	Teacher	Students
Pre-teaching	- Greeting	- Greeting Answer
Main Activity	- Teacher explain to the students about the experience of the students and related to the picture to collecting the information	- The students pay attention and gives the responses and they make a note.
	- The teacher explains about Reading Map and teach students how the way to make the statement by using Reading Map Through Picture in PowerPoint.	- The students listen to teacher's explanation.
	- The teacher have pictures. The teacher also selected the picture.	- The students listen to the teacher explanation.
	- The teacher asks to the students about the picture which is already give by the teacher. And the teacher distributed the pictures to each student.	- The students follows the teacher's direction.
	- The teacher asks to the students to prepare a piece of paper to write their sentences and asks them to speak up from the picture that made be a sentences.	- Every group speak up

	- The teacher asks to see the pictures and make a conversation.	- The students follows the instruction of the teacher
	- After that, the teacher asks to the students to exchange their result of statement that make from collecting the information.	- Student A and B compared their result and understood between their statement.
	- The teacher asks to every group to speak their statement with show the picture to other students.	- Every students speaking in the front of the class.
	- The teacher engage the whole class into a group discussion about the piece of text.	- The students pay attention and gives the responses.
Closing	- The teacher asks students do the reflection by using their own work, making conclusion.	- The students recall new information from the technique.

3. Post Test

After the treatment, the post-test was used after giving treatment to the students. The test was same with the pre-test before. In this post-test, the researcher wanted to see the achievement of the students after giving treatment.

D. Instrument of the Research

The instrument of this research was by doing speaking test. The students were asked to make or practice a monologue based on the topic by teacher give. The test was conducted in every meeting of the technique in the speaking test, questionnaire sheet used to indentify the students characteristic.

E. Technique for Collecting Data

In collecting the data, steps are:

1. Giving pre-test
2. Giving the treatment
3. Giving post-test
4. Collecting the students' answer sheet.

F. Technique for Analyzing Data

In analyzing the data, some technique was taken as follow: Sudijono (2017) stated that to test the hypothesis:

- a. Reading the students' answer sheet
- b. Identifying the students' answer
- c. Scoring the students' answer by counting the correct answer with this formula :

$$S = \frac{R}{N} \times 100$$

Where:

S = score of the test

R = number of correct answer

N = number of question

- d. Listing their scores in two scores tables; first for experimental group scores as X variable and control group scores as Y variable
- e. Calculating the total score pre test and post test in experimental group and control group.
- f. Calculating the mean of the students' score by using formula:

$$M_1 = \frac{\sum X}{N_1} \text{ For variable X}$$

$$M_2 = \frac{\sum Y}{N_2} \text{ For variable Y}$$

- g. Measuring Standard Deviation of variable X and Y by using the following formula:

$$SD_1 = \sqrt{\frac{\sum X^2}{N_1}} \text{ For variable X}$$

$$SD_2 = \sqrt{\frac{\sum Y^2}{N_2}} \text{ For variable Y}$$

8. Finding out a standard error of mean of both variable by using the following formula:

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1-1}} \text{ For variable X} \quad SE_{M2} = \frac{SD_2}{\sqrt{N_2-1}} \text{ For variable Y}$$

9. Finding out the Standard Error differential between Mx and My using the formula:

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

10. Testing the hypothesis by applying T-test:

$$t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Note :

SD_X : Standart Deviation of experimental group

SD_Y : Standart Deviation of control group

X^2 : Total score of $(X_2 - X_1)^2$

Y^2 : Total score of $(Y_2 - Y_1)^2$

N_1 : Total sample of experimental group

N_2 : Total sample of control group

SE_{M_1} : Standard Error of Mean in experimental group

SE_{M_2} : Standard Error of Mean in control group

$SE_{M_1 - M_2}$: Standard Error differential between M_x and M_y

t_o : Test Observation

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of this research were students' answer which was collected by giving the students an essay test consisting the pictures. There were 60 students as sample involved in this research. Samples were divided into two groups, namely the experimental group and control group. Each group was given a pre-test and post-test. The description could be seen in the following table:

Table 4.1
The Result of Pre-Test and Post-Test in Experimental Group

No	Students' Initial	Score of Test	
		Pre-Test	Post-Test
1	MZ	50	90
2	AR	40	80
3	BJ	30	80
4	SA	50	85
5	FZ	50	90
6	AF	40	80
7	ZH	50	90
8	RI	60	95
9	IY	45	85
10	RD	45	85
11	LS	60	95
12	RS	30	80
13	SA	40	80
14	SA	30	80
15	AS	40	80
16	IS	50	90
17	FR	50	90

18	RQ	60	95
19	QG	50	90
20	AS	50	90
21	CA	40	90
22	FR	50	80
23	MR	40	90
24	SA	30	80
25	KE	50	80
26	NA	40	90
27	AAF	50	80
28	FA	50	95
29	MF	40	95
30	LA	50	80
Total		T₁ = 1.360	T₁ = 2.590

Table 4.2
The Result of Pre-Test and Post-Test in Control Class

No	Students' Name	Score of Pre-Test	
		Pre-Test	Post-Test
1	RPR	45	60
2	KAR	35	85
3	Z	40	65
4	MA	25	60
5	NA	35	70
6	RAR	40	65
7	PZ	25	65
8	AJS	35	70
9	SRS	45	65
10	BH	25	65
11	RL	45	70
12	MRR	20	50
13	SP	25	55
14	AH	30	60

15	SA	60	80
16	AG	20	60
17	KK	25	75
18	NK	30	65
19	KAN	30	75
20	SD	30	50
21	FS	40	80
22	AAR	50	75
23	FFH	40	75
24	AA	45	70
25	DI	35	80
26	NNS	40	45
27	RPL	40	85
28	A	20	65
29	AU	25	70
30	RA	50	70
Total		1055	2025

Based on the data in the table above, the students' initial and the students' score in the pre-test and post-test of two groups could be seen in the table 4.1 and 4.2. In the pre-test, the highest score in the experimental group was 60 and the lowest was 30 with the total score of pre-test was 1.360. While the highest score of post-test was 95 and the lowest was 80 with the total score of post-test was 2.590.

From the control group, the highest score of pre-test in control group was 60 and the lowest score was 20 with the total score of pre-test 1.055. While the highest score of post-test in control group was 85 and the lowest score was 50 with the total score of post-test was 2.025.

B. Data Analysis

From all the data of the pre-test and post-test of experimental group and control group obtained, then the researcher analyzed the data to find out the differences of the sample's score between pre-test and post-test in the experimental group.

1. The Effect of Reading Map Through Picture in PowerPoint on the students' Achievement in Speaking.

Based on the table above, the following table 4.3 and 4.4 showed the difference scores between pre-test and post-test of both experimental group and control group.

Table 4.3
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 (X ₁)
1	MZ	50	2500	90	8100	40
2	AR	40	1600	80	6400	40
3	BJ	30	900	80	6400	50
4	SA	50	2500	85	7225	35
5	FZ	50	2500	90	8100	40
6	AF	40	1600	80	6400	40
7	ZH	50	2500	90	8100	30
8	RL	60	3600	95	9025	30
9	IY	45	2025	85	7225	40
10	RD	45	2025	85	7225	40
11	LS	60	3600	95	9025	35
12	RS	30	900	80	6400	50
13	SA	40	1600	80	6400	40
14	SA	30	900	80	6400	50

15	AS	40	1600	80	6400	40
16	IS	50	2500	90	8100	40
17	FR	50	2500	90	8100	40
18	RQ	60	3600	95	9025	35
19	QG	50	2500	90	8100	40
20	AS	50	2500	90	8100	40
21	CA	40	1600	90	8100	50
22	FR	50	2500	80	6400	30
23	MR	40	1600	90	8100	50
24	SA	30	900	80	6400	50
25	KE	50	2500	80	6400	30
26	NA	40	1600	90	8100	50
27	AAF	50	2500	80	6400	30
28	FA	50	2500	95	9025	45
29	MF	40	1600	95	9025	55
30	LA	50	2500	80	6400	30
Total		$\Sigma T_1 =$ 1360	$\Sigma T_1^2 =$ 63750	$\Sigma T_2 =$ 2590	$\Sigma T_2^2 =$ 224600	$\Sigma (X_1) =$ 1230

The data in the table 4.3 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 whether Reading Map Through Picture in PowerPoint had significant effect on the students' achievement in speaking. The collected data were analysis t-test formula. In experimental group, pre-test was 1360 and post-test was 2590. The differences of the pre-test and post-test were $T_2 - T_1 = 1230$.

2. The Calculation in Experimental Group

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

a. Mean

$$M_1(X_1) = \frac{\Sigma(T_2 - T_1)}{N_1}$$

$$= \frac{1230}{40}$$

$$= 30,75$$

b. Standard Deviation (SD)

$$SD_t = \sqrt{\frac{\sum(T_2 - T_1)^2}{N}}$$

$$= \sqrt{\frac{(1230)^2}{40}}$$

$$= \sqrt{\frac{1512900}{40}}$$

$$= \sqrt{37822,5}$$

$$= 194,48$$

2. The calculation for pre-test in experimental group

a. Mean

$$MT_1 = \frac{\sum T_1}{N}$$

$$= \frac{1360}{40}$$

$$= 34$$

b. Variances

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

$$\begin{aligned}
&= 63750 - \frac{(1360)^2}{40} \\
&= 63750 - \frac{1849600}{40} \\
&= 63750 - 46240 \\
&= 17510
\end{aligned}$$

c. Standard Deviation (SD)

$$\begin{aligned}
SD &= \sqrt{\frac{\sum T_1^2}{N}} \\
&= \sqrt{\frac{63750}{40}} \\
&= \sqrt{1593,75} \\
&= 39,92
\end{aligned}$$

3. The calculation for post-test in experimental group

a. Mean

$$\begin{aligned}
MT_2 &= \frac{\sum T_2}{N} \\
&= \frac{2590}{40} \\
&= 64,75
\end{aligned}$$

b. Variances

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

$$\begin{aligned}
 &= 224600 - \frac{(2590)^2}{40} \\
 &= 224600 - \frac{6708100}{40} \\
 &= 224600 - 167702,5 \\
 &= 568,9
 \end{aligned}$$

c. Standard Deviation (SD)

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum T_2^2}{N}} \\
 &= \sqrt{\frac{224600}{40}} \\
 &= \sqrt{5615} \\
 &= 74,93
 \end{aligned}$$

Table 4.4
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 (X ₁)
1	RPR	45	2025	60	3600	25
2	KAR	35	1225	85	7225	50
3	Z	40	1600	65	4225	25
4	MA	25	625	60	3600	40
5	NA	35	1225	70	4900	40
6	RAR	40	1600	65	4225	25
7	PZ	25	625	65	4225	40
8	AJS	35	1225	70	4900	40

9	SRS	45	2025	65	4225	20
10	BH	25	625	65	4225	40
11	RC	45	2025	70	4900	35
12	MRR	20	400	50	2500	30
13	SP	25	625	55	3025	30
14	AH	30	900	60	3600	30
15	SA	60	3600	80	6400	20
16	AG	20	400	60	3600	40
17	KK	25	625	75	5625	50
18	NK	30	900	50	2500	20
19	KAH	30	900	75	5625	45
20	SO	30	900	50	2500	20
21	FS	40	1600	80	6400	40
22	AAR	50	2500	75	5625	25
23	FFH	40	1600	75	5625	35
24	AD	45	2025	70	4900	25
25	DI	35	1225	80	6400	50
26	NNS	40	600	45	2025	5
27	RPL	40	1600	85	7225	45
28	A	20	400	65	4225	40
29	AU	25	625	70	4900	45
30	RA	50	2500	70	4900	20
Total		$\Sigma T_1 =$ 1050	$\Sigma T_1^2 =$ 39750	$\Sigma T_2 =$ 2025	$\Sigma T_2^2 =$ 132950	$\Sigma(X_1) =$ 975

3. The Calculation in Control Group

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

a. Mean

$$M_1(X_1) = \frac{\Sigma(T_2 - T_1)}{N_1}$$

$$= \frac{975}{40}$$

$$= 24,3$$

c. Standard Deviation (SD)

$$SD_t = \sqrt{\frac{\sum(T_2 - T_1)^2}{N}}$$

$$= \sqrt{\frac{(975)^2}{40}}$$

$$= \sqrt{\frac{950625}{40}}$$

$$= \sqrt{23765}$$

$$= 154,15$$

2. The calculation for pre-test in control group

a. Mean

$$MT_1 = \frac{\sum T_1}{N}$$

$$= \frac{1050}{40}$$

$$= 26,25$$

b. Variances

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

$$= 39750 - \frac{(1050)^2}{40}$$

$$= 39750 - \frac{1102500}{40}$$

$$= 26,568$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T_1^2}{N}}$$

$$= \sqrt{\frac{39750}{40}}$$

$$= \sqrt{993,75}$$

$$= 31,52$$

3. The calculation for post-test in control group

a. Mean

$$MT_2 = \frac{\sum T_2}{N}$$

$$= \frac{2025}{40}$$

$$= 50,62$$

b. Variances

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

$$= 132950 - \frac{(2025)^2}{40}$$

$$= 132950 - \frac{4100625}{40}$$

$$= 132950 - 102515$$

$$= 30435$$

c. Standard Deviation (SD)

$$\begin{aligned}
 SD &= \sqrt{\frac{T^2}{N}} \\
 &= \sqrt{\frac{132950}{40}} \\
 &= \sqrt{332375} \\
 &= 567,5
 \end{aligned}$$

Table 4.5
The Calculation Table

No	X	Y	X ²	Y ²	XY
1	60	90	3600	8100	5400
2	85	80	7225	6400	6800
3	65	80	4225	6400	5200
4	60	85	3600	7225	5200
5	70	90	4900	8100	6300
6	65	80	4225	6400	5200
7	65	90	4225	8100	5850
8	70	95	4900	9025	6650
9	65	85	4225	7225	5525
10	65	85	4225	7225	5525
11	70	95	4900	9025	6650
12	50	80	2500	6400	4000
13	55	80	3025	6400	4400
14	60	80	3600	6400	4800
15	80	80	6400	6400	6400
16	60	90	3600	8100	5400
17	75	90	6400	8100	6750
18	50	95	3600	9025	4750
19	75	90	5625	8100	6750
20	50	90	2500	8100	4500

21	80	90	6400	8100	7200
22	75	80	5625	6400	6000
23	75	90	5625	8100	6750
24	70	80	4900	6400	5600
25	80	80	6400	6400	6400
26	45	90	2025	8100	4050
27	85	80	7225	6400	6800
28	65	95	4225	9025	6175
29	70	95	4900	9025	6650
30	70	80	4900	6400	5600
Total	2025	2590	139725	224600	173275

The table 4.5 above, calculating table that explained formula of post-test in experimental and control group was implemented to find the effect both group as the basis to the hypothesis the research.

C. Testing The Hypothesis

Testing the hypothesis should be done in order to know whether the hypothesis was accepted or rejected.

a. The Equation of Linier Regression

$Y = a + b$ was getting by

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

$$a = \frac{(2590)(139725) - (2025)(173275)}{40(139725) - (2025 \cdot 2025)}$$

$$a = \frac{361887750 - 350881875}{5589000 - 4100625}$$

$$a = \frac{11005875}{1488375}$$

$$a = 7,39$$

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

$$b = \frac{40(173275) - (2025)(2590)}{40(139725) - 4100625}$$

$$b = \frac{6931000 - 524475}{5589000 - 4100625}$$

$$b = \frac{6406}{1488}$$

$$b = 4,3$$

$$Y = a + bx$$

$$= 7,39 + 4,3x$$

b. Coeficient r^2

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

$$r_{xy} = \frac{40(173275) - (2025)(2590)}{\sqrt{\{40 \sum 139725 - (2025)^2\}\{40(224600 - (2590)^2)\}}}$$

$$r_{xy} = \frac{6931000 - 5244750}{\sqrt{\{5589000 - 4100625\}\{8984000 - 6708100\}}}$$

$$r_{xy} = \frac{1686}{\sqrt{\{1488\}\{2275\}}}$$

$$r_{xy} = \frac{1686}{3385}$$

$$r_{xy} = 0,49$$

c. Examining The Statistical Hypothesis

Ha : $P \neq 0$ there was any significant effect of Reading Map Through Picture in PowerPoint on the Students' Achievement in Speaking.

H0 : $P = 0$ there was not any significant effect of Reading Map Through Picture in PowerPoint on the Students' Achievement in Speaking.

With the criteria examination, Ha was accepted if $t_{\{1-\alpha\}} < t < t_{\frac{\{1-\alpha\}}{2}}$ where $t_{\frac{\{1-\alpha\}}{2}}$ was getting by t distribution with $dk = n - 2$. $dk = 40 - 2 = 38$.

$\alpha = 5\% = 0,05$. In the other way, H0 was rejected.

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

$$t = \frac{0,49\sqrt{40-2}}{\sqrt{1-(0,49)^2}}$$

$$t = \frac{3,0184}{\sqrt{0,51}}$$

$$t = 4,2512$$

$$t_{tabel} = \left(1 - \frac{1}{2} \cdot \alpha\right) (38)$$

$$= \left(1 - \frac{1}{2} \cdot 0,05\right) (38)$$

$$= t_{0,9975}(38)$$

$$= 2,024$$

The conclusion from the calculating above, it showed that $t_{hitung} > t_{table}$ or $4,2512 > 2,024$. So, H_0 was rejected. It mean that H_a was acceptable or “there was any significant The Effect of Reading Map Through Picture in PowewrPoint on the Students’ Achievement in Speaking.

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

$$D = (r_{xy})^2 \times 100 \%$$

$$= 0,49^2 \times 100\%$$

$$= 0,2401 \times 100\%$$

$$= 24,01\%$$

It meant the effect of X variable toward Y variable or The Effect of Reading Map Through Picture in PowerPoint on the Students’ Achievement in Speaking was 24,01% and 38,41% was influenced by another factors.

D. Research Finding

The finding of this research was the t-test showed that t_{observe} was higher than t_{table} ($4,2512 > 2,024$). It also found that the students who were taught by Reading Map Through Picture in PowerPoint (experimental group) got higher scores than the students who were taught by applying conventional way (control group). So, the researcher concluded that the alternative hypothesis was accepted or there was any significant the effect of Reading Map Through Picture in PowerPoint on the Students' Achievement in Speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having analyzed the data, it was found that Reading Map through Picture in PowerPoint significantly there was The Effect of the Students' Achievement in Speaking. Conclusion can be seen follows:

1. Having analyze the data it showed that t_{observe} was higher than t_{table} ($4,2512 > 2,024$)
2. The students felt more interested in learning speaking by using Reading Map through Picture in PowerPoint . It showed by their speaking skill in test. The students got the achievement of speaking, but the difficulties that they faced in speaking is about pronunciation, fluency, grammar and vocabulary.

B. Suggestions

The result of this study showed that the use of Reading Map through Picture in PowerPoint could achieve the students' speaking. In relation to the conclusion suggestion are staged as follows:

1. It is suggested to the teacher more active by making the students usual in speaking learning.
2. The students must increase their vocabulary to enrich them in speaking.
3. The students must be confident when they were speaking english.
4. Practice more in can make your speaking be better than before

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APPENDIXES

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah : SMP Muhammadiyah 1 Medan
Mata Pelajaran : Speaking (Berbicara)
Kelas/Semester : VIII (Delapan) / 1
Pertemuan Ke : 1
Alokasi Waktu : 8 x 40 menit

Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan mengumpulkan informasi dalam bentuk gambar untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

Mengungkapkan makna dalam bentuk gambar dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari

Indikator

- To share the experience by using the picture
- To Show and report the experience that made it.

Tujuan Pembelajaran

At the end of the learning students can respond meaning in:

- a. Make a sentence by using the picture to collecting the information.
- b. Using the picture in the book .
- c. Speaking in front of the class by see the picture.
- d. To practice speaking by using picture

❖ **Nilai Karakter** : Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

Tanggung jawab (*responsibility*)

a. **Materi Pembelajaran** : Collecting information

- Picture, the choice of answer and an explanation activities

b. Developing skills

- An explanation of the situation, the picture in the text book.

c. Grammar Practice

- An explanation of the use of the form of passive list active sentence
- An explanation verb change belonging to the collecting the information.
- An explanation by using *experience sentences*.
- An explanation by using *picture in PowerPoint or in the text book*.
- An explanation of the use of property pronoun

d. Unit Self-test

- The table and an explanation activities.

Metode Pembelajaran : Lecture technique

Langkah-langkah Kegiatan

1. Langkah-langkah Kegiatan

Pertemuan pertama dan kedua.

A. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab tentang materi sebelumnya
- Berbicara tentang pengalaman yang berhubungan dengan materi sebelumnya

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ Menelaah gambar dengan baik
- ☞ Menyusun kata-kata menjadi sebuah kalimat
- ☞ Membaca gambar yang akan di tunjukkan.
- ☞ Melengkapi kalimat berdasarkan situasi yang ada
- ☞ Melengkapi tabel dengan kalimat dari hasil pengumpulan informasi pada gambar.
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;

- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - ☞ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - ☞ Membantu menyelesaikan masalah;
 - ☞ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
 - ☞ Memberi informasi untuk bereksplorasi lebih jauh;
 - ☞ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Alat/Bahan/Sumber :

1. Buku teks Bahasa Inggris “When English Rings a Bell”
2. Infocus, laptop.
3. Gambar-gambar yang relevan.

Penilaian

- a. Instrumen:

Give the statement about the picture from the book or in the slide PowerPoint by using Collecting the information and handwrite the statement that said of that picture.

- b. Pedoman Penilaian

Nilai maksimal masing-masing elemen= 25

Nilai maksimal = 100

$$\text{Nilai perolehan} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$$

c. Rubrik Penilaian

Element	Score
Grammar	25
Vocabulary	25
pronouncation	25
fluency	25

Medan, 2019

Mengetahui,

Kepala SMP MUHAMMADIYAH 1 MEDAN

Guru bidangstudi

Paiman S.Pd

Rini Anggraini





EXPERIMENT CLASS



CONTROL CLASS

