

**THE EFFECT OF CAROUSEL BRAINSTORMING STRATEGY BY
CARTOON PICTURES ON STUDENTS' SPEAKING ACHIEVEMENT**

SKRIPSI

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For The Degree of Sarjana Pendidikan (S.Pd)
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ABSTRACT

AydilaAdhaMaisara, 1502050066. The Effect of Carousel Brainstorming by Cartoon Picture on Students Speaking Achievement. English Department of Teachers Training and Education. University of Muhammadiyah Sumatera Utara, Medan 2019.

The Effect of Carousel Brainstorming by Cartoon Picture on Students Speaking Achievement. This research was an experimental research and was conducted in SMK Mandiri. I was taken two classes, which each class consisted of 28 students. So, the total population was 56 students. The research used cluster random sampling. The design of research was test including pre-test and post-test. In the pre-test the mean score of experimental group was 61.10 and in the post-test the mean score was 82.71. Meanwhile In pre-test students' score of control group was 61.39 and in the post-test, the students' score of control group was 76.35. Thus, the t-test in the experimental group was 9.31 and the t-table was 2.00. Because the t-test value was higher than the t-table ($9.31 > 2.00$), H_a was accepted and H_o was rejected. The result shows that the hypothesis that there was significant Effect. The effect of carousel brainstorming by cartoon picture on students speaking achievement in senior high school.

Keyword: *Carousel Brainstorming, Speaking Achievement.*

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CHAPTER I

INTRODUCTION

A. The Background of The Problem

Speaking is key aspects that should to students express their idea in learning english. Through speaking, the students can express their idea, feeling, and opinion by producing sounds or utterances. It makes them able to communicate and interact with the society by using the language. According to Fulcher (2003) that speaking is the verbal use of language to communicate with other. It can be concluded that speaking is a process in sharing idea and opinion in oral language which is situated face to face interaction for making communication in the society.

Teaching speaking in Indonesia is not easy because Indonesia sets English as a foreign language not a second language. It needs hard work and long process at least vocabulary, pronunciation, grammar, fluency and comprehension. Most of their students still get the difficulties in using English for communication. It is caused many factors the students difficult to speak English in front of class, because their English proficiency still low, they are lazy to speak without motivation, smallest self confidence a, felt shy and lack vocabulary and another factors the students are lack motivation to practice the foreign language in daily conversation. It needs hardwork and a long process at least there are five components in speaking They are pronunciation, grammar, vocabulary, fluency, comprehension.

The students must study hard to master it and the teachers should create a good atmosphere in class. However, it is contrary to the real situation in class. Speaking activities do not work in class because many factors including, students are afraid of making mistakes in speaking because the fluency and pronunciation, of being laughed at by friends and having lack of confidence in students' ability. Most students also do not have many vocabularies, and not only vocabulary when students try to speak students always think about grammar so they are afraid to express students' opinion.

In Indonesia educational system is based on the syllabus and curriculum from government so the teachers must be required to more creative in developing strategies and learning models used. especially teaching English, lack of student interest in learning English so teachers must be creative. many models or strategies that can be applied in learning so students are more interested in following the lessons that are delivered.

According Tsou (2005) that students cannot answer their teachers' questions in English. Most of those students have a problem in speaking English. This result shows that speaking skill is still to some extent not given enough attention and new methods should be adopted to improve this skill. The individuals in a discussion require some skills to enable them to convey their messages to other people. If they lack this skill, they cannot convince other people who have different views or ideas. One of the basic problems in foreign-language teaching is to prepare learners to be able to use the language. students also do not want to speak because of lack of confidence and lack of motivation in students so

students are reluctant to express their opinions by speaking . How this preparation is done, and how successful it is, depends very much on how we as teachers understand.

Strategy is one way that is used to achieve the goal. In this case, strategy is one way which can be used by teacher or students to enhance the language learning. Strategy in language learning can determine the comprehension of language learning, whether positive or negative outcomes. However, These problems may be caused by many factors such as the strategy and techniques applied by the English teachers and the media used in the teaching and learning process. Students' interests and learning motivation also become the important factors to develop students' speaking ability. Therefore, the teacher should create enjoyable atmosphere, apply fun activities, and use interesting teaching media to present the materials in the class.

So based on the researcher's observation at SMK MANDIRI ,Jl . Datuk Kabu No.99 Pasar 3 Tembung, Bandar Klipah, Percut Sei Tuan. the problem as explained above, in this case the researcher will be investigated about problem of speaking in senior high school. The researcher found some problem of speaking :

- 1) speaking problems with students occur because learners find it difficult to express an opinion.
- 2) Speaking students are lack of self confidence and anxiety.
- 3) Using traditional strategy in teaching that make students bored.

Carousel Brainstorming one of the cooperative learning strategies. The results of the study conducted revealed that cooperative learning strategies create a positive atmosphere that encourages participation. Carousel Brainstorming is a

graphic organizer that allows students to generate a lot of ideas and speak their thoughts visually alternately. Through the carousel brainstorming strategy, teacher becomes a facilitator to create active, creative and fun learning processes. With this strategy, students are expected to have better learning outcomes and be motivated to take part in teaching and learning activities in school.

According to Daryanto (2013) Learning media includes some devices that are physically used for delivering the content of teaching materials which consist of books, films, videos, televisions, graphics, picture, etc. In other words, learning media is everything that can be used to channel messages from teachers to students so they can increase interest and stimulate students' thoughts, feelings, and attention so that the learning process can be achieved. The atmosphere the class will be different because the media used are combined with interesting strategies so that they are expected to be able to create a new learning atmosphere. Therefore the researcher decides to conduct a study entitled "The Effect of Carousel Brainstorming Strategy by Cartoon Picture on Students' Speaking Achievement".

B. Identification of The Problem

Based on the background above, the identification of problem can be identified as follows.

1. Students have trouble expressing their opinions.
2. The students' english proficiency was still lack of self confidence.
3. Using traditional strategy in teaching that make students bored.

C. Scope and Limitation

This scope in this research will be focused on speaking skill with teaching using carousel brainstorming. The limitation of this research is about teaching speaking to describing noun such as people, place, food, etc.

D. The Formulation of The Problems

The formulation of the problems of this study as the following :is there any significant effect in learning speaking with using carousel brainstorming strategy by cartoon picture?

E. The Objective of Study

Based on the problem statement, the writer states the objective of the study to know the effect of teaching and learning process speaking for tenth grade students' by carousel brainstorming strategy assisted cartoon picture.

F. The Significance of The Study

The result of the study is expected to give contributions to the related study both theoretically and practically.

1. Theoretically, the writer hopes that this research result is expected for broadening knowledge about teaching English and as a teacher would be known the media suitable for the students the teacher who applies the strategies in English learning has awareness about different learning

style of her/ his students in the class. So that, teacher use some strategies to enhance the language learning.

2. Practically, For students, this research expected to encourage the students mastering the English lesson, the students to be able to improve their speaking , relax and enjoy and selfconfidence whenthey learn or speak english.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This chapter discusses the theories related to the title and formulation of the problem. The theories are presents about any reviews related with literature. Including definition of speaking, factor of speaking ability, type of speaking, component of speaking, teaching speaking, cooperative learning, carousel brainstorming, media in learning.

1. Speaking

1.1. Definition of Speaking

There are some definition of speaking that have been explained such, According to Thornbury (2006) Speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation According Nunan (2003) Speaking is being capable of speech, expressing or exchanging thought using language. "Speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning .

According Harmer (2007) Speaking ability is a matter which needs much effort. No matter how great an idea is, if it is not communicated properly, it cannot be effective. Through speaking, students learn concepts, develop vocabulary, and perceive the structure of the English language essential components of learning. To speak English well and casual, the students obviously have to try to speak it in the way the native speakers do.

1.2. Factors Of Speaking ability

Two main factors which influence the students to speak ability:

1. Internal factors

Which is these factor from students themselves that consist of physiological aspect that is organ body and psychological aspect such as intelligence , attitude, interest, talent and motivation.

2. External factors

Factors of social environment such as family, teacher, friend and society, and non social environment such as house, school, atmosphere.

1.3. Type Of Speaking

According to Brown(2004) there are 6 basic types of classroom speaking performance, there are speaking aspects are described as follows:

a. Imitative

In this type of speaking assessment, the ability to imitate a word, phrase, and sentence pronunciation is main criteria being tested and assessed. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. The example of imitative speaking test is word repetition task.

b. Intensive

Intensive speaking goes one step beyond imitative includes any speaking

performance that is designed to practice some phonological or grammatical aspect of language. Example of intensive assessment task include: dialogue and sentence completion, reading aloud, directed response tasks, and picture-cued task.

c. Responsive

Responsive assessment task include interaction and test comprehension but somewhat limited level of very short conversations, standards greeting and small talk, simple requests and comments, and the like. The example of responsive speaking task include: paraphrasing, giving directions and instruction, and question and answer.

d. Transactional (dialogue)

Transactional language carried out for the purpose of conveying or exchanging specific information, is an extend from of responsive language.

e. Interactive

Interactive speaking is similar to responsive one, the differences between them is the length and complexity of the interaction which sometimes includes multiple exchanges or participants. The interaction can take two forms of transactional language which carried out for the purpose of conveying or exchanging specific information and interpersonal exchanges which carried out more for the purpose of maintaining social relationship than for transmission of facts and information. For

instance: interviews, role plays, games, discussions.

f. Extensive (Monologues)

Extensive oral production, the teachers give students extend monologues in form in oral reports include speeches, oral presentations, and storytelling. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going. When students are proper and ready for the activity, they can do it using the language correctly.

1.4. Component Of Speaking

According to Harmer(2007) speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension. Speaking has some important components, there are speaking aspects are described as follows:

a. Grammar

Grammar is one of components and also one of speaking abilities to support and help students and help students to have a good ability in communicating well. Grammar is common in both the written and spoken form of the language, so that grammar is considered important for learning English. Grammar is generally thought to be a set of rules specifying the correct ordering of word at the sentence level. Sentence are acceptable if day follow the rules set out by the grammar of the language. Nunan(2003) The longman dictionary of applied linguistics defines

it as “a description of the structure of language and the way in which unit such as words and phrases are combined to produce sentences in the language.

b. Vocabulary

Vocabulary is one of five speaking ability components, which has an important role in speaking English skill. That’s way, if the students have a lot of vocabularies, their speaking will be fluent and they are not confuse in pronouncing or producing a lot of words just because have many vocabularies. Words are clearly vocabulary, if learners want to use language fluently and want to sounds like native speakers, they need to be able to put words together quickly in typical combination Paw and Syder, (1983). When you communicate with other people, then you need to understand what the person is talking about, and the coincidence of communication is done in English, so you must have vocabulary to understand what people talk about . Vocabulary as being a very important part of language learning and one of the difficulty in planning. The vocabulary component of a course is making sure that it does not overwhelm other essential part of the couse. Nunan (2003)

c. Pronunciation

Pronunciation definition taken from Oxford Dictionary states pronunciation is the way in which a language or a particular word or sound is spoken. But pronunciation here refers to the standard of pronunciation. That is, it will cause a misunderstanding of the listener to be spoken to and message to be delivered, will be lost and difficult to understand. Pronunciation is more than precise enunciations of individual vowel and consonant sounds, but include broader

dimension of spoken language such as speed of speech, tone, pausing patterns, intonation, and even the use of our whole bodies as complementary tools for getting spoken message across. Nunan (2003)

d. Fluency

Fluency is a key contributor toward independent and successful speaking, because to speak easily, reasonably quickly and smoothly when speak. Students can be said to speak English or have good English skills if they can speak fluently. This means that the fluency of students in English is a sign that they can speak English.

e. Comprehension

In the teaching and learning process, the teacher must speak clearly to understand students. Stating that teachers need an understanding that is as good as what we currently have about the nature of understanding and the process of understanding. Understanding is the component of speech we need to avoid misunderstandings between the speaker and the listener.

2. Teaching Speaking

Teaching speaking is a really important part of teaching a foreign language. Leading students to obtain correct communicative and collaborative skills is very important than just using memorization techniques. Many students want to learn English in order to use English for communication purposes. In addition, students are considered successful if they can communicate effectively in language. How to reduce students' difficulties in class, the teachers using creative strategies to improve students' speaking skills.

There are concept of teaching speaking that have been proposed by some experts in language learning.

According Harmer (2003) To make the teaching-learning process more affective, good methods must be used by a teacher. A teacher has many options when choosing a style to teach. A teacher may write a lesson plan of his own, borrow lesson plans from another teacher, or search online, or within books. When deciding what teaching method to use, a teacher will need to consider the background knowledge, environment, and learning goals of the students. Good speaking activities can and should be extremely engaging for the students. If they are all participating fully - and if the teacher has set up the activity properly and can then give sympathetic and useful feedback - they will get tremendous satisfaction from it.

2.1. Principle For Teaching Speaking

According to Nunan(2003) the teachers should know for teaching speaking as follows :

a. .Be aware of differences between second language and foreign language learning contexts. as a teacher you must understand because this is a challenge as a teacher and partly determined by the context of the target language. Speaking is learned in two broad contexts : foreign language and second language situation. The challenges you face as a teacher are determined partly by the target language

1. A foreign language (FL) context is one where the target language is not the language of communication in the society (e.g., learning English in Indonesia or studying French in Australia). Learning speaking skills is very challenging for students in FL contexts, because they have very few opportunities to use the target language outside the classroom. Sometimes foreign language learners traveling in countries where their target language are spoken find that they can neither understand native speakers nor be understood.
 2. A second language (SL) context is one where the target language is the language of communication in the society (such as English in the UK or Spanish in Mexico). Second language learners include refugees, international students, and immigrants. Some second language learners (especially those who arrive in their new country as children) achieve notable speaking skills, but many others progress to a certain proficiency level and then go no further.
- b. Give students practice with both fluency and accuracy,** because in language lessons especially at the beginning and intermediate level learners must be given opportunities to develop both of their fluency and their accuracy.

c. Provide opportunities for students to talk by using group work or pair work and limiting teacher talk

because pair work and group work activities can be used to increase the amount of the time that learners get to speak in the target during lessons.

d. Plan speaking tasks that involve negotiation for meaning.

This process is called negotiating for meaning, it involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

e. Design classroom activities that involve guidance and practice in both transactional speaking.

Intraactional speech is communicating with someone for social purposes. It include both and maintaining relationship.

Transacsional speech involve communicate to get something done, including exchange of good or services.

2.2.Reason to Teach Speaking

In teaching you have to make simulations to provoke speaking to students. Certain ideas must be made for students to get an idea of what will be discussed.According (Harmer, 2004) there are there basic reasons why it is good idea to give students speaking tasks which provoke them to use all and any language at their command.

1. Rehearsal : getting students to have free discussions give them a chance to rehearse having discussions outside the classroom.
2. Feedback: speaking task where students are trying to use all and any language they know provides feedback for both teacher and students. The teachers can see how well their class is doing and what language problems they are having.
3. Engagement: good speaking activities can and should be highly motivating. If all students are participating fully and if the teacher has set up the activity properly and can then give sympathetic and useful feedback they will get tremendous satisfaction from it.

3. Descriptive Text

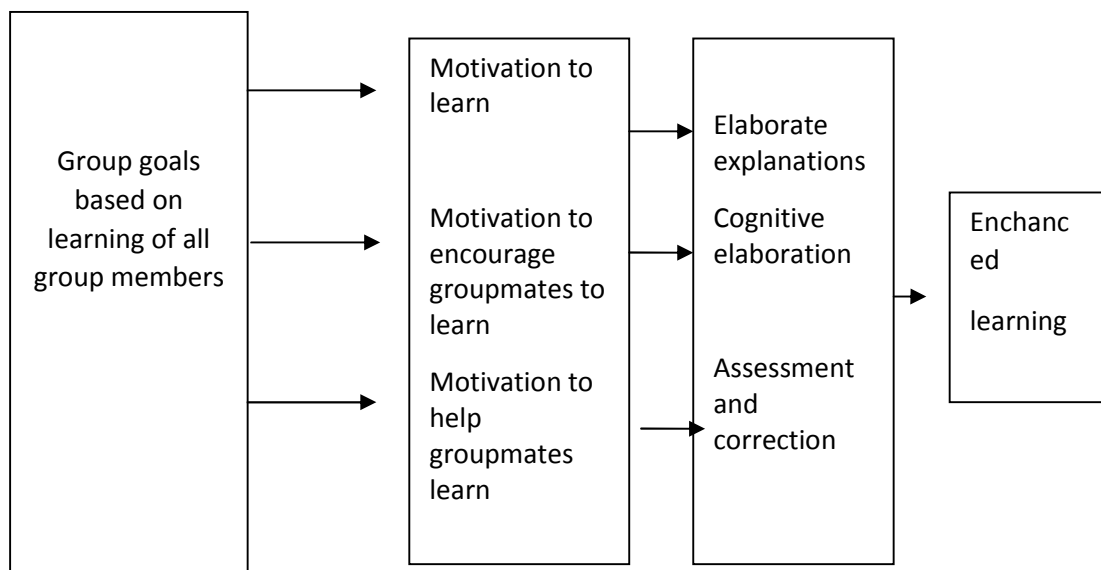
Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. In other hand, according to Lailatul Husna, Zainil, and Yenni Rozimela in *Journal English Language Teaching (ELT)* state that “descriptive text is the text that describes something in order the readers or

listeners are able to get the same sense as what the writer experienced with his/her six senses: looks, smells, feels, acts, tastes, and sounds. It helps another to understand your experience. The researcher concludes that descriptive text is a text which is used to describe a particular person, place, or thing. It consists of two

schematic structures namely identification and description. Description is used to convey what you have sensed, what you have seen, heard, smelled, felt, test”. It means that description is the explanation of something that we have seen, sense, heard, smelled, felt, and test.

4. Cooperative learning strategy

Cooperative learning is a student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members. Students interact with each other in the same group to acquire and practice the elements of a subject matter in order to solve a problem, complete a task or achieve a goal. Cooperative learning can improve learning, describe the main components of group learning interactions and represent functional relationship between different theoretical approaches. According slavin (1990) graphs the relationship between the objectives of group learning ,motivation, and learning improvement as presented in the Figure below.



The purpose of group learning results in self-motivated team members learning, encouraging others members to learn, and motivate members to help each other learn. Inside each member deeper learning occurs as a result of peer guidance, practice, assessment and correction. This diagram of the interdependent relationships among the components begins with a focus on group goals or incentives based on the individual learning of all group members. It assumes that motivation to learn and to encourage and help others to do so activates cooperative behaviors that will result in learning. Carousel brainstorming is one of the cooperative learning strategies, all cooperative learning strategies share the idea that students work together to learn and are responsible for learning their teammates and their own learning. In addition to cooperative work ideas, Student team learning strategies emphasize the use of team goals and team success, which can be achieved only if all team members learn the objectives taught. Learning student assignments is not to do something as a team but to learn something as a team. Behind this form of cooperative learning is that if students want to succeed as a team, they will encourage their teammates to excel and will help do it. So often, students can do extraordinary work to explain difficult ideas to each other.

5. Carousel Brainstorming

carousel brainstorming is the development of the previous strategy of brainstorming. Brainstorming is the default method of idea-generation in organization , and is widely applied in higher education by students, academics and support staff. Its popularity is mainly attributable to an illusory belief that groups working together are more productive than individuals working apart.

The carousel brainstorming strategy is a strategy used to help students learn new information or review existing information through movement and reflection. This strategy facilitates the development of group skills (brainstorming, discussion, communicating, information). This is an effective teaching strategy for organizing content and ideas and facilitating student understanding of newly acquired information. Carousel brainstorming techniques are activities that involve all students. When students "carousel" from the chart to the chart, they record ideas, details, and illustrations that show their understanding of certain concepts. In using carousel brainstorming, students brainstorm together for several minutes about questions or topics before they "carousel" to the next chart. Using this technique, students collaborate and discuss with their groups, so that it will help them exchange ideas for their essays. Carousel Brainstorming is a questioning technique, in which different questions are asked, to encourage learners to generate ideas, enhance group work and allow physical movement. Carousel Brainstorming is the best way to get learners out of their chairs. Carousel Brainstorming strategy usually can be used in teaching Science and Mathematics and other subject areas in the curriculum.

Facilitators have not been used with nominal groups, but we have found that the addition of "facilitator rules" to the brainstorming rules has similar positive effects on number of ideas generated for both interactive and nominal groups.

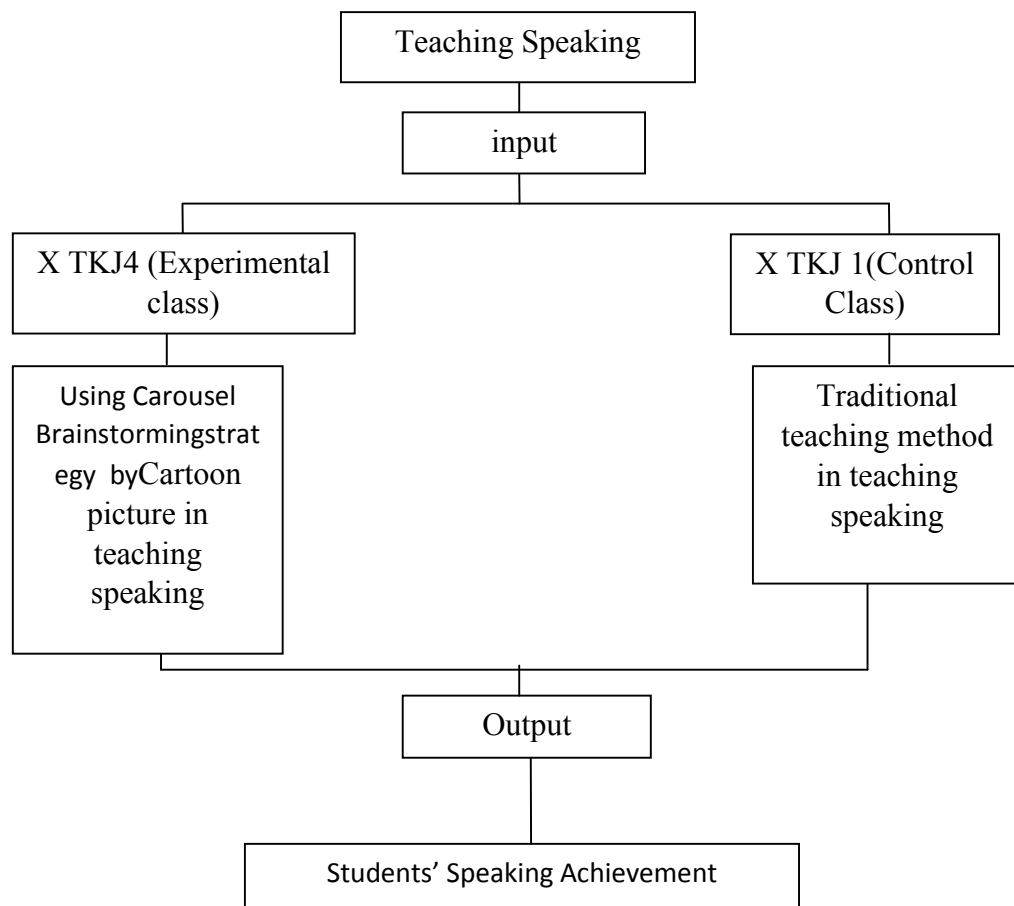
6. Cartoon Picture As Media in teaching

In the teaching and learning process of media As a tool processes, audio and visual aids fill a number of roles. Media is whatever a combination of things or system of things used delivers for communications or other instructional stimulate to the learner. They function as a tool for instruction and study aids. In the help of instruction, the media serves to help teachers manage teaching more efficient. They help teachers to communicate more effectively and take over the operating role of instruction from the teacher, such as computer use, presentation tape slides, moving images, and so on. Media is important in teaching , media that can be used to help students in their study. By using media the material is more interesting concrete and easier to understand.

Teaching media is al physical form that can convey message and stimulate students to learn. In this research, researcher use cartoon picture to stimulate students speaking . The researcher expects students to convey ideas or ideas clearly and completely using English. with the existence of cartoon picture as a medium students are also expected to be able to work together to stimulate English speaking partners. Some function of media attract students' attention

1. help to accelerate understanding in the learning process
2. clarify the presentation of material so it is not verbal
3. overcome space limitations
4. learning becomes communicative and productive
5. eliminate student boredom
6. increase student motivation in learning

B. Conceptual framework



This research focused to see the effect of carousel brainstorming strategy on the students speaking achievement .strategy is one way in the learning approach, this learning strategy is also a way of presenting material by the teacher by making the learning atmosphere different from usual. in teaching speak many strategies that can be used but the presentation of the right material in the learning process makes students reach the goal. in teaching to speak, students are expected to have confidence in expressing their ideas in English. and students are expected

to be able to practice it in their daily activities. choosing the right strategy carried out by this teacher will have a positive impact. with the carousel brainstorming strategy with cartoon picture is the right action of the teacher in teaching speaking. this action is guided by the teacher to solve the problem of speaking to students.

C. Hypothesis

Ha: there is any significant effect of applying carousel brainstorming by cartoon picture on students speaking achievement.

H0: there is no significant effect of applying carousel brainstorming by cartoon picture on students speaking achievement.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMK Mandiri, Jl. Datuk Kabu No.99 Pasar 3 Tembung, Bandar Klipah, Kec. Percut Sei Tuan Medan. The Research focused in tenth grade in senior high school. Reason for choosing SMK Mandiri because This place still using conventional learning and strategy and monotonous even though the method of discussion has been done but not yet able to activate all students to be active in activities learning. And the researcher found some problems about students speaking and self confidence, and teaching by using Carousel Brainstorming Strategy Using Cartoon Pictures as the media has not been conducted in teaching speaking of this school.

B. Population and Sample

1. Population

The population of this research was taken from 10th grade students of academic year 2018 - 2019 in SMK Mandiri which consist of four classes.

Table 3.1
Table of population

Class	Population
XTKJ 1	32
X TKJ 2	30
X TKJ 3	29
X TKJ 4	28

XTSM 1	29
X TSM 2	28
XTSM 3	30
Total	206

2. Sample

This research was used cluster random sampling Technique by card., where X TSM2 as control class and X TKJ 2 as experimental class. The total number of sampling is 56 students, 28 students for control class and 28 students in experimental class.

Table 3.2
Table of sample

o	Class	Sample
	X TSM2 (Control Group)	3
	X TKJ 2 (Experimental Group)	3
	Total	5

C. Research Design

The researchers used carousel brainstorming strategy to the experimental group while group used traditional strategy. This research was conducted by true experimental research, with experimental and control class. In experimental class, researcher was applied carousel brainstorming strategy in teaching while in control class was used conventional teaching model.

The researcher was used pre-test and post-test design in both experimental and controlled class. The aim to find out of carousel brainstorming strategy Using cartoon picture, to get the effectiveness significant by comparing the pre-test and post-test both experimental class and controlled class.

**Table 3.3
Research Design**

Group	Pre-test	Treatment	Post-test
Experimental	√	Carousel brainstorming by cartoon picture	√
Control	√	Communicative Method	√

A. Pre-test

Pre-test was used before treatment, this research applied to investigate the effect of carousel brainstorming Using cartoon picture on student speaking achievement. The pre-test was used to find out the homogeneity of the samples and the mean score of each group.

B. Treatment

The experimental and control groups was taught by using some topics but different treatments. Experiment group was taught by using carousel brainstorming by cartoon picture on student speaking achievement.

The Procedure Treatment of Experimental Group

Teaching procedure in Experimental Group, it was show in the table 3.4 :

**Table 3.4
The Experimental Group Procedure**

No	Experimental Group	
	Teacher's Activities	Student's Activities
1	The teacher opened the class and check attendance list and be given motivation	The students would be given response to the teacher
2	The teacher would be explained about the material "Describing People"	The students would be listened the teacher's explain about the material.
3	The teacher would be instruct the students to make groups.	The students would make group discussion

- | | | |
|---|---|---|
| 4 | The teacher would determine every group leader and writer in each group and every leader choose one cartoon picture but before the leader take a picture leader must take random card. After this leader must take cartoon picture in each terminal based on random card that the leader get. | The students take cartoon picture based on number in random card that leader get and start discussing . |
| 5 | The teachers ask every member group to speak up about characteristic of the cartoon picture one by one in carousel and after that write on the board. | The students speak up about characteristic of cartoon picture obtained, and after speak they must write what they speak |
| 6 | The teacher would be instruct each group to guessing. | other groups was start guessing |
| 7 | The teacher reviewed and concluded what they speak up with clearly and correctly | The students listen to the teacher |
| 8 | Finally the teachers, closed the meeting and motivated students to learn at home and practice speaking | The students greets the teachers |

The Procedure Treatment of Control Group

Teaching procedure in control group, it was show in the table 3.5 :

Table 3.5
The control group procedure

Teacher's Activities	Student's Activities
1 The teacher would be given motivation to students.	The students would be given response to the teacher
2 The teacher would be explained about the material "Describing People"	The students would be listened the teacher's explain about the material.
3 The teacher asked the students about describing people	The students responses teachers
4 The teacher giving speaking instructions that describe someone	The students present on the seat
5 The teacher make conclusion	Students listen to the teacher

- what they have learning
- 6 The teacher closed meeting and Students greets the teacher
motive students to learn

C. Post-test

After having treatment, the post- test is given to each group. The items of the post –test are exactly the same as the ones in the pre –test, it is intended to discover the mean score of the experimental group and control group. Final test in this research. was measured whether significant or not on the students speaking achievement.

D. Instrument of The Research

The instrument of this research is oral test. The researcher was took the data assisted by video record and voice record. The test consist of a number of picture. In this study, the students are particular discussion about describing noun such as people, place, food, and then practice in front of class. The test is used to get information about the students' ability in speaking. According to Fulcher (2003) There are five components of speaking to be scored; pronoun, grammar, vocabulary, fluency, and comprehension. (See Appendix I)

E. Technique of Collecting Data

The data of this research was collected, following procedures as follows:

1. giving each pre-test to both groups
2. giving the treatment of each group

- a. teaching experimental by using carousel brainstorming strategy assisted cartoon picture
 - b. control group by communicative method
3. giving post-test in both of groups
 4. giving assessment when students speak in class based on speaking indicators on instrument of research.
 5. Comparing the score of experimental and control group by using t-test.
 6. Testing the hypothesis.

F. Technique of Data Analysis

The following techniques are implement to analyza the data :

1. Calculating the total score
2. Listing the score between experimental class and control class
3. Calculating the total score post test in experimental group and control group .

a. $y = a + b$ where a and b get by:

$$a = \frac{(Y)(X) - (X)(XY)}{N(Y)^2 - (Y)^2}$$

$$b = \frac{N(XY)(X) - (X)(Y)}{N(Y)^2 - (Y)^2}$$

b. determining coefficient r^2 by formulation (sudjana, 2005)

$$r = \frac{b[N(XY) - (X)(Y)]}{NY^2 - Y^2}$$

c. The statistical data hypothesis could be determined by using:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

d. percentages of the use of method :

$$D = R_2 \times 100\%$$

G. Statistical Hypothesis

Based on conceptual framework above the researcher formulates hypothesis as follows :

Ha: $\rho \neq 0$ = There was significant effect carousel brainstorming strategy by cartoon picture on students' achievement.

H₀ = $\rho = 0$ = There is no significant effect of using point counterpoint strategy on the students' achievement in speaking ability.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of this research was taken from SMK Mandiri and the data was collected by giving oral test that consist of five (5) indicated, there are vocabulary, comprehension, pronunciation, fluency and grammar. And in this research, the samples were divided into two groups, the experimental group and control group. That consist of 28 students in experimental (X TKJ 4) and 28 students in control class (X TSM 2) Each group was given a pretest and post test. The data of this research was the scores of pretest and post test of the two groups, experimental and control group, As seen in table.

Table 4.1
The Students' score of experimental group

No	Students' Initial	Score	
		Pre-test	Post-test
1	RA	60	80
2	PWS	47	75
3	D R	56	76
4	HS	60	81
5	IK	62	81
6	DO	62	82
7	AW	60	82
8	R DAS	63	82
9	SB	61	80
10	RS	63	81
11	JPN	63	82
12	HR	60	81
13	SA	62	84
14	AFN	60	82
15	SA	65	82
16	FA	69	83
17	AR	60	89
18	BLA	72	90
19	MRP	62	81
20	MA	72	89
21	WS	57	78
22	MRA	71	90
23	AM	64	84
24	RH	70	90
25	MR	68	80
26	RI	63	78
27	ALA	73	93

28	TP	62	80
Total		1767	2316
MEAN		61,10	82,71

The data in table 4.1 above showed that in the experimental group the lowest score for pre-test was 47 and the highest score was 73. While the lowest score for the post test was 75, the highest score was 93. In this case, students' score in speaking was calculated based on scoring speaking test, they were vocabulary, comprehension, pronunciation, fluency and grammar(see appendix II)

Table 4.2
The students'score of Control Group

No	Students' Initial	Score	
		Pre-test	Post-test
1	NP	55	74
2	IR	47	70
3	DS	54	72
4	AKS	56	74
5	DP	57	76
6	MFN	62	77
7	WIK	60	73
8	RS	49	78
9	RA	61	73
10	MH	63	74
11	HC	63	77
12	BP	60	72
13	AR	62	75
14	MS	59	73
15	RSN	60	75
16	ZK	60	77
17	ARS	60	76
18	MOM	69	83
19	TM	62	72
20	AAS	72	82
21	HH	57	72
22	YRN	71	83
23	R	64	88

24	FA	70	84
25	JT	68	77
26	AR	63	75
27	SS	73	84
28	AA	62	72
Total		1719	2138
MEAN		61,39	76,35

Table 4.2 showed that in the control group the lowest score for pre-test was 47 and the highest score was 77 . While the lowest score for the post-test 70, the highest score was 84 (See Appendix III). After getting students' scores in the pre-test and post-test for both groups, it can be known that there was a significant difference of students' achievement in speaking.

B. The Data Analysis

After scoring and listing the students' pre-test and post-test scores, the next step was analyzing the data by measuring the mean score of experimental and control group. From The result of the test in the table 4.1 and 4.2. There was the significant effect of applying carousel brainstorming by cartoon picture on students speaking achievement. So the researcher found the significant differences scores between pre-test and post-test in both experimental and control group.

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

No	Name	Pre-test	T_1^2	Post-test	T_2^2	$X=(T_2-T_1)$
1	RA	60	3600	80	6400	22
2	PWS	47	2209	75	5625	34
3	D R	56	3136	76	5776	28
4	HS	60	3600	81	6561	23
5	IK	62	3844	81	6561	21
6	DO	62	3844	82	6724	19
7	AW	60	3600	82	6724	31
8	R DAS	63	3969	82	6724	17
9	SB	61	3721	80	6400	24
10	RS	63	3969	81	6561	19
11	JPN	63	3969	82	6724	20
12	HR	60	3600	81	6561	17
13	SA	62	3844	84	7056	21
14	AFN	60	3600	82	6724	23
15	SA	65	4225	82	6724	15

16	FA	69	4761	83	6889	16
17	AR	60	3600	89	7921	26
18	BLA	72	5184	90	8100	9
19	MRP	62	3844	81	6561	19
20	MA	72	5184	89	7921	11
21	WS	57	3249	78	6084	26
22	MRA	71	5041	90	8100	12
23	AM	64	4096	84	7056	22
24	RH	70	4900	90	8100	20
25	MR	68	4624	80	6400	14
26	RI	63	3969	78	6084	25
27	ALA	73	5329	93	8649	6
28	TP	62	3844	80	6400	26
TOTAL		ΣT_1	$\Sigma(T_1^2)$	ΣT_2	$\Sigma(T_2^2)$	$\Sigma(T_2)^2$
		=1767	=112355	2316	192110	566

Based on the data above the researcher shown that there was the significant differences score, the researcher saw the total score pre-test in experimental group was 1767 in which the lowest score was 47 and the highest score was 73, and the researcher used the formula (T_1^2) in every students' value, So the total score was 112355 in pre-test. The total score post-test in experimental group was 2316, which was the lowest score 75 and the highest score was 93 and a researcher used the formula (T_2^2) formula in every students' value, So the total score was 192110. So in that case the researcher found the difference component and there was progress between pre-test and post test. After found out that case the researcher calculated score pre-test and post-test without (T^2) , So the result was 566. Then the researcher made the calculation for pre-test and post-test in experimental group.

The Calculation in Experimental Group

a. The Calculation for Pre-test in Experimental Group

1. Mean

$$M(T_2-T_1) = \frac{\sum T_1}{28}$$

$$= \frac{1767}{28}$$

$$= 63,10$$

2. Variances

$$S^2 = \sum T_1^2 - \frac{T_1^2}{n}$$

$$= 112355 - \frac{1767^2}{28}$$

$$\begin{aligned}
&= 112355 - \frac{3122289}{28} \\
&= 112355 - 111510,32 \\
&= 844,68 \\
S^2 &= 844,68 = \sqrt{844,68} = 29,06
\end{aligned}$$

3. Standart deviation

$$SD = \sqrt{\frac{\sum(T_1)^2}{N}} = \sqrt{\frac{112355^2}{28}} = \sqrt{4012.67} = 63.34$$

b. The Calculation for Post-test in Experimental Group

1. Mean

$$\begin{aligned}
M(T_2.T_1) &= \frac{\sum T_2}{28} \\
&= \frac{2316}{28} \\
&= 82.71
\end{aligned}$$

2. Variances

$$\begin{aligned}
S^2 &= \sum T_1^2 - \frac{T_2^2}{n} \\
&= 192110 - \frac{2316^2}{28} \\
&= 192110 - \frac{3122289}{28} \\
&= 192110 - 111510,32 \\
&= 180599.68 \\
S^2 &= 180599.68 = \sqrt{180599.68} = 424,97
\end{aligned}$$

3. Standart Deviation

$$SD = \sqrt{\frac{\sum(T_1)^2}{N}} = \sqrt{\frac{192110^2}{28}} = \sqrt{6861.07} = 82.83$$

Table 4.4
The Differences Scores of the Pre-test and Post-test in Control Group

No	Name	Pre-test	T_1^2	Post-test	T_2^2	$Y=(T_2.T_1)$
1	NP	55	3025	74	5476	19

2	IR	47	2209	70	4900	23
3	DW	54	2916	72	5184	18
4	AKS	56	3136	74	5476	18
5	DP	57	3249	76	5776	19
6	MFN	62	3844	77	5929	15
7	WIK	60	3600	73	5329	13
8	RS	49	2401	78	6084	29
9	RA	61	3721	73	5329	12
10	MH	63	3969	74	5476	11
11	HB	63	3969	77	5929	14
12	BP	60	3600	72	5184	12
13	AR	62	3844	75	5625	13
14	MS	59	3481	73	5329	14
15	RSN	60	3600	75	5625	15
16	ZK	60	3600	77	5929	17
17	ARS	60	3600	76	5776	16
18	MOM	69	4761	83	6889	14
19	TM	62	3844	72	5184	10
20	AAS	72	5184	82	6724	10
21	HH	57	3249	72	5184	15
22	YRN	71	5041	83	6889	12
23	R	64	4096	88	7744	24
24	FA	70	4900	84	7056	14
25	JT	68	4624	77	5929	9
26	AR	63	3969	75	5625	12
27	SS	73	5329	84	7056	11
28	AA	62	3844	72	5184	10
TOTAL		ΣT_1	$\Sigma(T_1^2)$	$\Sigma T_2=$	$\Sigma(T_2^2)=$	$\Sigma(T_2)^2=$
		=1719	=106605	2138	163820	419

Based on the data above the researcher shown that there was the significant differences score, the researcher saw the total score pre-test in control group was 1719 in which the lowest score was 47 and the highest score was 73, and the researcher used the formula (T_1^2) in every students' value, So the total score was 106605 in pre-test. The total score post-test in control group was 2138, which was the lowest score 70 and the highest score was 88 and a researcher used the formula (T_2^2) formula in every students' value, So the total score was 163820. So the result was 419.

The Calculation in Control Group

- a. The Calculation for Pre-test in Control Group

1. Mean

$$\begin{aligned} M(T_2-T_1) &= \sum \frac{T_1}{28} \\ &= \frac{1719}{28} \\ &= 61,39 \end{aligned}$$

2. Variances

$$\begin{aligned} S^2 &= \sum T_1^2 - \frac{T_2^2}{n} \\ &= 106605 - \frac{1719^2}{28} \\ &= 106605 - \frac{2954961}{28} \\ &= 106605 - 105534,32 \\ &= 1070,68 \end{aligned}$$

$$S^2 = 1070,68 = \sqrt{1070,68} = 32,72$$

3. Standart Deviation

$$SD = \sqrt{\frac{\sum(T_1)^2}{N}} = \sqrt{\frac{106605^2}{28}} = \sqrt{11364626025} = 106$$

b. The Calculation for Post-test in Control Group

1. Mean

$$\begin{aligned} M(T_2-T_1) &= \sum \frac{T_1}{28} \\ &= \frac{2138}{28} \\ &= 76,35 \end{aligned}$$

2. Variances

$$\begin{aligned} S^2 &= \sum T_1^2 - \frac{T_2^2}{n} \\ &= 163820 - \frac{2138^2}{28} \\ &= 163820 - \frac{46,23}{28} \\ &= 163820 - 1,65 \\ &= 163818,35 \end{aligned}$$

$$S^2 = 163818,35 = \sqrt{163818,35} = 404.74$$

3. Standart Deviation

$$SD = \sqrt{\frac{\sum(T1)^2}{N}} = \sqrt{\frac{16382^2}{28}} = \sqrt{268369924} = 16,38$$

Table 4.5
The Calculation of Table

No	X	Y	X ²	Y ²	XY
1	80	74	3600	5476	5920
2	75	70	2209	4900	5250
3	76	72	3136	5184	5472
4	81	74	3600	5476	5994
5	81	76	3844	5776	6156
6	82	77	3844	5929	6314
7	82	73	3600	5329	5986
8	82	78	3969	6084	6396
9	80	73	3721	5329	5840
10	81	74	3969	5476	5994
11	82	77	3969	5929	6314
12	81	72	3600	5184	5832
13	84	75	3844	5625	6300
14	82	73	3600	5329	5986
15	82	75	4225	5625	6150
16	83	77	4761	5929	6391
17	89	76	3600	5776	6764
18	90	83	5184	6889	7470
19	81	72	3844	5184	5832
20	89	82	5184	6724	7298
21	78	72	3249	5184	5616
22	90	83	5041	6889	7470
23	84	88	4096	7744	7392
24	90	84	4900	7056	7560
25	80	77	4624	5929	6160
26	78	75	3969	5625	5850
27	93	84	5329	7056	7812
28	80	72	3844	5184	5760
TOTAL	ΣX=	ΣY=	ΣX² =	ΣY² =	ΣXY =

2316

2138

112355

163820

177279

C. Testing The Hypothesis

a. The Equation of Linear Regression

$y = a + b$ where a and b got by :

$$\begin{aligned}
 a &= \frac{(\sum Y)(\sum Y^2) - (\sum X)(\sum XY)}{N(\sum X^2) - (\sum X)^2} \\
 &= \frac{(2138)(112355) - (2316)(177279)}{28(112355) - (2316)^2} \\
 &= \frac{240214990 - 410578164}{3145940 - 5363856} \\
 &= \frac{-170363174}{-2217916} \\
 &= 76,81
 \end{aligned}$$

$$\begin{aligned}
 b &= \frac{(\sum XY) - (\sum X)(\sum Y)}{N(\sum X^2) - (\sum X)^2} \\
 &= \frac{(177279) - (2316)(2138)}{28(112355) - (2316)^2} \\
 &= \frac{-4774311}{3145940} \\
 &= 1.5
 \end{aligned}$$

$$\begin{aligned}
 Y &= a + b \\
 &= 76.81 + 1.5 \\
 &= 78.31
 \end{aligned}$$

b. Coefficientr

$$\begin{aligned}
 r^2 &= \frac{b\{N(\sum XY - (\sum X)(\sum Y))\}}{N\sum Y^2 - (\sum Y)^2} \\
 &= \frac{1,5(56)(177279) - (2316)(2138)}{56(163820) - (2138)^2} \\
 &= \frac{14891436 - 4951608}{9173920 - 4571044} \\
 &= \frac{9939828}{4602876} \\
 &= 0,77
 \end{aligned}$$

$$\begin{aligned}
 r^2 &= \sqrt{0,77} \\
 r &= 0,6
 \end{aligned}$$

c. Examination the Statistic Hypothesis

$H_a : P \neq 0$ There is Significant effect of The effect of carousel brainstorming by cartoon picture on students speaking achievement.

$H_0 : P = 0$ There is no significant effect of The effect of carousel brainstorming by cartoon picture on students speaking achievement.

The Statistical hypothesis could be determined by using :

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

With a criteria examination H_a is accepted if $t_{observed} > t_{table}$ or H_0 is rejected if $t_{observed} < t_{table}$ with degree of freedom or $df = N-2 = 54$. $\alpha = 5\% = 0.05$

$$\begin{aligned} t_{observed} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\ &= \frac{0,6\sqrt{56-2}}{\sqrt{1-0,7^2}} \\ &= \frac{0,6\sqrt{54}}{\sqrt{1-0,77}} \\ &= \frac{0,6(7,3)}{0,47} \\ &= 9,31^{df} \\ t_{table} &= t(1 - \frac{1}{2}\alpha)^{df} \\ &= (t(1 - \frac{1}{2}0,05))^{54} \\ &= (t(1 - 0,025))^{54} \\ &= 2,00 \end{aligned}$$

Based on the calculation $t_{observed} > T_{table}(9.31 > 2.00)$ it could be concluded than H_0 was rejected. Its means that H_a was accepted or “ there issignificant effect of Show and Tell Method by smart cube on students speaking achievement’’. **The percentage effect of carousel brainstorming by cartoon picture on students speaking achievement’’.**

In determining of the percentage the effect of applying Actional functional model on students’ achievement in speaking ’’, formula was use :

$$\begin{aligned} D &= R_2 \times 100\% \\ &= 0.6 \times 100\% \\ &= 60\% \\ X &= 100\% - 60\% \\ &= 40\% \end{aligned}$$

It means that the effect of effect of carousel brainstorming by cartoon picture on students speaking achievement was 60 % and 30 % was influence by theother factor.

D. Discussion

By consulting of the data, it is clearly stated that there was an effect of applying carousel brainstorming strategy by cartoon picture on students speaking achievement. Teaching speaking by applying carousel brainstorming strategy is one of the strategy in learning that is appropriate to handle student problem in speaking because this strategy is kind of applying without the text, so the students can express their mind and the media can help the students to imagine. The strategy make the students share with the others in form of the class. Meanwhile, conventional method was not effective in teaching speaking because conventional method teacher centered and include the use of teacher and discussion.

E. Research Finding

Based on the testing of hypothesis, There is the significant effect of carousel brainstorming by cartoon picture on students achievement, which was proven from the result of the test $T_{observed} > T_{table}$ or $9.31 > 2.00$. The percentage of effect of carousel brainstorming by cartoon picture on students achievement the was 60 % and 40 % was influenced by another factor.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Having analyzed the data, conclusions can be drawn as the following: Carousel brain storming strategy is one of the learning strategy that allow the students share with the others in form of the class. It is a learning strategy when the students work in group and orally exchange the main idea from the material learning. Carousel brainstorming strategy allows the students exchanging information they got from material learning orally. This carousel brainstorming strategy is really suitable for speaking class because speaking is about sharing or exchanging idea, information or thought orally.

1. There was significant effect of carousel brainstorming strategy by cartoon picture on students speaking achievement. Which is proved from the result test $t_{observed} > T_{table}$ or $9.31 > 2.00$. It means, null hypothesis was rejected and the alternative hypothesis was accepted.
2. The percentage of the effect carousel brainstorming strategy by cartoon picture on students speaking achievement it was 60 % and 40 % was influenced by another factor.

B. Suggestion

Suggestion In relation to the significant of the study, there are a few suggestions :

1. The suggestions for the teachers are, they are expected to apply carousel brainstorming as one of the way to improve their professionalism on teaching the students" need as the guidance, and they are expected to enrich their knowledge related to English teaching model so that they can find the appropriate learning strategy for the students.
2. English teacher should give them the interesting learning in speaking so that they are not feel bored.
3. The suggestion for the students are they have to participate more in speaking class. Practicing to speak frequently not only in the class but also outside the class. Outside the class means that they are also expected to practice speaking English on their daily life. This way they can speak more fluently and finally meet the standard based on the curriculum.

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APPENDIX I

A. Vocabulary(20)

LEVEL	EXPLANATION
16-20	Very good : rarely has trouble
11-15	Good : sometimes used inappropriate terms about language
6-10	Fair : frequent uses wrong words speech limited to simple vocabulary
1-5	Unsatisfactory :very limited comprehension quite difficult. vocabulary

B. Comprehension(20)

LEVEL	EXPLANATION
16-20	Very good : few noticeable errors
11-15	Good : occasionally grammatical errors which do not obscure meaning
6-10	Fair : error of the basic structure meaning occasionally obscure by grammatical errors.
1-5	Unsatisfactory : usage definitely ,unsatisfactory ,frequently needs to rephrase construction or restrict himself to basic structure

C. Pronunciation(20)

LEVEL	EXPLANATION
16-20	Very good : understandable
11-15	Good : few noticeable
6-10	Fair : error of basic pronunciation
1-5	Unsatisfactory :hard to understand because sound,accent,pitch,difficulties,and incomprehensible.

D. Fluency(20)

LEVEL	EXPLANATION
16-20	Very good :understandable
11-15	Good :speech is generally natural
6-10	Fair : some definite stumbling but manage to rephrase and continue.

1-5	Unsatisfactory : speed of speech and length of utterances are far below normal long pauses utterances, left unfinished.
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A. Grammar (20)

LEVEL	EXPLANATION
16-20	Very good : errors in grammar are vquite rare
11-15	Good :control of grammar is good
6-10	Fair : construction quite accurately but does not have through or confident control of grammar.
1-5	Unsatisfactory :error in grammar frequent to speak language.

APPENDIX III**The Students' score pre test of experimental group**

No	Students' Initial Names	The Components to Evaluate					Total
		Vocab	Compre	Pronun	Fluen	Gram	
1	RA	12	10	13	14	11	60
2	PWS	10	10	9	8	10	47
3	DR	11	10	11	11	13	56
4	HS	12	11	13	11	13	60
5	IK	16	10	12	11	13	62
6	DO	13	11	12	13	13	62
7	AW	11	11	12	13	13	60
8	RDAS	10	11	13	14	15	63
9	SB	11	11	12	13	14	61
10	RS	13	12	12	12	14	63
11	JPN	14	10	12	13	14	63
12	HR	12	12	11	12	13	60
13	SA	18	11	11	4	18	62
14	AFN	13	11	11	12	13	60
15	SA	15	10	12	14	14	65
16	FA	15	11	13	14	16	69
17	AR	12	12	11	12	13	60
18	BLA	14	15	14	14	15	72

19	MRP	12	13	12	13	12	62
20	MA	14	15	14	14	15	72
21	WS	12	11	11	11	12	57
22	MRA	14	14	14	15	14	71
23	AM	15	10	11	14	14	64
24	RH	15	14	13	13	15	70
25	MR	15	11	13	14	15	68
26	RI	13	11	12	13	14	63
27	ALA	14	14	15	15	15	73
28	TP	13	11	12	13	13	62
TOTAL						1767	

The Students' score post test of experimental group

No	Students' Initial Names	The Components to Evaluate					Total
		Vocab	Compre	Pronun	Fluen	Gram	
1.	RA	18	15	15	17	15	80

2.	PWS	18	15	14	14	14	75
3.	DR	18	15	15	14	14	76
4.	HS	17	17	15	15	17	81
5.	IK	18	15	16	16	16	81
6.	DO	17	16	16	16	17	82
7.	AW	18	15	15	17	17	82
8.	RDAS	17	16	16	16	17	82
9.	SB	17	16	16	15	16	80
10.	RS	18	17	15	15	16	81
11.	JPN	18	16	16	16	16	82
12.	HR	17	17	15	16	16	81
13.	SA	19	17	15	15	18	84
14.	AFN	18	15	16	16	17	82
15.	SA	18	17	15	15	17	82
16.	FA	17	17	16	16	17	83
17.	AR	18	18	17	19	17	89
18.	BLA	19	17	18	18	18	90
19.	MRP	17	15	16	16	17	81
20.	MA	19	17	17	17	19	89
21.	WS	17	15	15	15	16	78
22.	MRA	19	19	18	17	17	90
23.	AM	17	16	17	16	18	84
24.	RH	19	18	17	18	18	90
25.	MR	18	15	15	15	17	80
26.	RI	18	14	14	15	17	78

27.	ALA	19	19	18	18	19	93
28.	TP	17	16	15	16	16	80
TOTAL						2316	

APPENDIX IV

The Students' score pre test of control group

No	Students' Initial Names	The Components to Evaluate					Total
		Vocab	Compre	Pronun	Fluen	Gram	
1.	NP	12	10	11	11	11	55
2.	IR	10	10	9	8	10	47
3.	DW	11	10	11	11	11	54
4.	AKS	12	11	11	11	11	56
5.	DP	11	10	12	11	13	57
6.	MFN	13	11	12	13	13	62
7.	WIK	11	11	12	13	13	60
8.	RS	10	10	10	10	9	49
9.	RA	11	11	12	13	14	61
10.	MH	13	12	12	12	14	63
11.	HB	14	10	12	13	14	63
12.	BP	12	12	11	12	13	60
13.	AR	18	11	11	4	18	62
14.	MS	13	11	11	12	12	59

15.	RSN	14	10	12	12	12	60
16.	ZK	14	11	11	11	13	60
17.	ARS	12	12	11	12	13	60
18.	MOM	14	14	14	14	13	69
19.	TM	12	13	12	13	12	62
20.	AAS	14	15	14	14	15	72
21.	HH	12	11	11	11	12	57
22.	YRN	14	14	14	15	14	71
23.	R	15	10	11	14	14	64
24.	FA	15	14	13	13	15	70
25.	JT	15	11	13	14	15	68
26.	AR	13	11	12	13	14	63
27.	SS	14	14	15	15	15	73
28.	AA	13	11	12	13	13	62
TOTAL						1719	

The Students' score post test of control group

No	Students' Initial	The Components to Evaluate
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	Names	Vocab	Compre	Pronun	Fluen	Gram	Total
1.	NP	15	12	15	17	15	74
2.	IR	17	15	12	12	14	70
3.	DS	17	12	13	13	17	72
4.	AKS	16	15	15	15	13	74
5.	DP	17	15	15	14	15	76
6.	MFN	15	15	15	15	17	77
7.	WIK	17	15	13	13	15	73
8.	RS	15	16	15	15	17	78
9.	RA	15	14	14	14	16	73
10.	MH	17	14	14	14	15	74
11.	HC	18	13	15	15	16	77
12.	BP	16	14	14	14	14	72
13.	AR	19	14	14	10	18	75
14.	MS	16	14	14	14	15	73
15.	RSN	17	16	14	14	14	75
16.	ZK	17	15	14	14	17	77
17.	ARS	15	15	15	15	16	76
18.	MOM	18	16	16	16	17	83
19.	TM	15	14	14	14	15	72
20.	AAS	18	15	16	16	17	82
21.	HH	15	14	14	14	15	72
22.	YRN	17	17	16	16	17	83
23.	R	19	17	17	17	18	88
24.	FA	18	17	16	16	17	84

25.	JT	16	14	15	15	17	77
26.	AR	17	14	14	15	15	75
27.	SS	18	17	16	16	17	84
28.	AA	15	16	13	14	14	72
TOTAL						2138	

APPENDIX V

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMK MANDIRI
Mata Pelajaran	: Bahasa Inggris
Kelas	: X Semester 1 (Ganjil)
Program Keahlian	: TKJ 4
Materi Pokok	: Describing Noun
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan makanan tradisional , sesuai dengan konteks penggunaannya.
 - 3.7.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata dan makanan tradisional , sesuai dengan konteks penggunaannya.
- 4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.
 - 4.8.1 Mendeskripsikan makna dalam teks deskriptif lisan dan tulis sederhana.
- 4.9 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan makanan tradisional , dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
 - 4.9.1 Mengidentifikasi teks deskriptif lisan dan tulis, sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
 - 4.9.2 Mendeskripsikan teks deskriptif lisan dan tulis, sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

- 4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan makanan tradisional , dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
- 4.10.1 Melakukan monolog dan dialog teks deskriptif sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.
- 4.10.2 Menulis monolog dan dialog teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benardan sesuai konteks.

C. Tujuan Pembelajaran

- Diperlihatkan dan diperdengarkan video/teks, peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan makanan tradisional , sesuai dengan konteks penggunaannya.
- Diberikan situasi, peserta didik dapat mendeskripsikan makna dalam teks deskriptif lisan dan tulis sederhana.
- Diberikan situasi, peserta didik dapat mengidentifikasi teks deskriptif lisan dan tulis, sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat mendeskripsikan teks deskriptif lisan dan tulis, sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat melakukan monolog dan dialog teks deskriptif sederhana tentang orang, tempat wisata dan makanan tradisional

, dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

- Diberikan situasi, peserta didik dapat menulis monolog dan dialog teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata dan makanan tradisional, dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

D. Materi Pembelajaran (Rincian dan Materi Pokok)

Teks deskriptif lisan dan tulis, sederhana, tentang orang.

Kegiatan pembelajaran pada bab ini berisi bahasan berikut:

- Meminta dan memberikan informasi yang berhubungan dengan orang, binatang dan benda.

Struktur descriptive text (generic structure) :

1. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive text :

- Mengenalkan simple present tense.
- Menggunakan attribute verb seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut.

Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

Unsur kebahasaan

(1) Pertanyaan dan pernyataan tentang deskripsi

How does the picture look like?



· *He's short and wears glasses he has two big teeth. He is friendly and kind. And the body is square with yellow skin*

- (2) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- (3) Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*
- (4) Kata sifat, tanpa atau dengan penambahan kata *quite, very,* atau kombinasi seperti *dark brown, sweet, big* dan sebagainya.
- (5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik

Berbagai hal terkait dengan gambar yang di berikan

E. Metode Pembelajaran (Rincian dari Kegiatan Pembelajaran)

Metode : Using Carousel Brainstorming Strategy

Teknik : Group Discussion

F. Media, Alat, dan Sumber Pembelajaran

1. Cartoon picture dan kotak
2. Buku Paket Bahasa Inggris K.13
3. Spidol, penghapus, papan tulis

A. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan : 2JP

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	1. Salam dan tegursapa 2. Guru memeriksakehadiransiswa 3. Guru MenjelaskanTentangTujuan Pembelajaranataukompetensidasar yang akan di capai. 4. Guru menyampaikancakupanmateri dan uraiankegiatan sesuai RPP	15'
Kegiatan Inti	1. Mengamati : <ul style="list-style-type: none">- Guru membaca teks atau percakapan yang ada di buku paket mereka kemudian siswa nya mengikuti apa yang telah dibaca oleh gurunya tersebut.- Kemudian guru menyuruh siswa untuk membentuk group yang terdiridari 5- 6 orang .- Guru member arahan aturan permainan dalam strategy	

	<p>carousel brainstorming</p> <p>2. Menanya :</p> <ul style="list-style-type: none"> - Guru memberikan kesempatan pada siswa untuk mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa inggris terutama tentang fungsi social, struktur teks, dan unsur kebahasaan . <p>3. Mengumpulkan informasi :</p> <p>Guru memberikan kesempatan pada masing – masing ketua group untuk menginstruksikan kepada anggota untuk mencari informasi atau mengemukakan jawaban lebih lanjut dan lebih jelas lagi.</p> <p>4. Mengeksplorasi :</p> <p>Masing – masing anggota group mendeskripsikan gambar gambar yang diberikan oleh guru dengan kalimat yang berbeda beda.</p> <p>5. Mengkomunikasikan :</p> <p>Guru memberikan kesempatan kepada group lain untuk menebak deskripsi dari group temanya.</p>	60'
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Penutup	<ol style="list-style-type: none"> 1. Guru memerintahkan siswa menyimpulkan apa yang telah di pelajari. 2. Guru kembali menyimpulkan pembelajaran dan menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan selanjutnya. 3. Guru mengucapkan salam perpisahan 	10'

H. Penilaian

The Indicators to Evaluate Speaking Skill

1. Vocabulary (20)

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

2. Comprehension (20)

level	Explanation
15-20	Very Good: few noticeable errors
10-15	Good: occasionally grammatical errors which do not observe meaning.
5-10	Fair: errors of the basic structure, meaning occasionally obscure by grammatical errors.
5	Unsatisfactory: usage definitely unsatisfactory frequently needs to rephrase construction or distort himself to basic structure.

3. Pronunciation (20)

Level	Explanation
15-20	Very Good: understandable
11-15	Good: few noticeable errors
6-10	Fair: errors of basic pronunciation
1-5	Unsatisfactory: hard to understand because of sound, accent, pitch, difficulties and incomprehensible.

4. Fluency (20)

Level	Explanation
15-20	Very Good: understandable
11-15	Good: speech is generally natural
6-10	Fair: some definite stumbling but manager to rephrase and continue
1-5	Unsatisfactory: errors in grammar frequent to speak language

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 thorough or confident control of grammar
1-5	Unsatisfactory: errors in grammar frequent to speak language

Student's Score = Score obtained X100

Score maximal

Criteria of the Score

The criteria of the score used to interpret whether the students are considered excellent, very good, good, moderate, enough, low and poor.

The score Category

Percentage Range	Level of Competency
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Moderate
51-60	Enough
41-50	Low
0-40	Poor

Instrument:

Describe about ipin upin and friends. Please choose one of them, at least six sentences !

Mengetahui,
Guru Pamong



Venny, S.pd

Peneliti

AydilaAdhaMaisara

APPENDIX VI

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMK MANDIRI
Mata Pelajaran	: Bahasa Inggris
Kelas	: XSemester 1 (Ganjil)
Program Keahlian	: TSM 2
Materi Pokok	: Describing Noun
Alokasi Waktu	: 2 x 45 menit

G. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

H. Kompetensi Dasar dan Indikator

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.4 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan makanan tradisional , sesuai dengan konteks penggunaannya.
 - 3.7.2 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata dan makanan tradisional , sesuai dengan konteks penggunaannya.
- 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.
 - 4.8.2 Mendeskripsikan makna dalam teks deskriptif lisan dan tulis sederhana.
- 4.12 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan makanan tradisional , dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
 - 4.9.3 Mengidentifikasi teks deskriptif lisan dan tulis, sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
 - 4.9.4 Mendeskripsikan teks deskriptif lisan dan tulis, sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.13 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan makanan tradisional , dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

- 4.13.1 Melakukan monolog dan dialog teks deskriptif sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.
- 4.13.2 Menulis monolog dan dialog teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benardan sesuai konteks.

I. Tujuan Pembelajaran

- Diperlihatkan dan diperdengarkan video/teks, peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan makanan tradisional , sesuai dengan konteks penggunaannya.
- Diberikan situasi, peserta didik dapat mendeskripsikan makna dalam teks deskriptif lisan dan tulis sederhana.
- Diberikan situasi, peserta didik dapat mengidentifikasi teks deskriptif lisan dan tulis, sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat mendeskripsikan teks deskriptif lisan dan tulis, sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat melakukan monolog dan dialog teks deskriptif sederhana tentang orang, tempat wisata dan makanan tradisional , dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat menulis monolog dan dialog teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata dan

makanan tradisional , dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benardan sesuai konteks.

J. Materi Pembelajaran (Rincian dan Materi Pokok)

Teks deskriptif lisan dan tulis, sederhana, tentang orang.

Kegiatan pembelajaran pada bab ini berisi bahasan berikut:

- Meminta dan memberikan informasi yang berhubungan dengan orang, binatang dan benda.

Struktur descriptive text (generic structure) :

3. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
4. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive text :

- Mengenalkan simple present tense.
- Menggunakan attribute verb seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut.

Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

Unsur kebahasaan

(1) Pertanyaan dan pernyataan tentang deskripsi

- *How does your friend look like?*
- *He's tall and wears glasses, he has pointed nose*

(2) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*).

(3) Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*

- (4) Kata sifat, tanpa atau dengan penambahan kata *quite*, *very*, atau kombinasi seperti *dark brown*, *sweet*, *big* dan sebagainya.
- (5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik

Berbagai hal terkait dengan orang, makanan tradisional atau tempat.

K. Metode Pembelajaran (Rincian dari Kegiatan Pembelajaran)

Metode : Conventional Method

L. Media, Alat, dan Sumber Pembelajaran

- 4. Buku Paket Bahasa Inggris K.13
- 5. Spidol, penghapus, papan tulis

B. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan : 2JP

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	1. Salam dan tegursapa 2. Guru memeriksakehadiransiswa 3. Guru MenjelaskanTentangTujuan Pembelajaranataukompetensidasar yang akan di capai. 4. Guru menyampaikancakupanmateri dan uraiankegiatan sesuai RPP	15'
Kegiatan Inti	1. Mengamati : - Guru membaca teks atau percakapan yang ada di buku paket mereka kemudian siswa nya mengikuti apa yang telah dibaca oleh gurunya tersebut. 2. Menanya : - Guru memberikan kesempatan pada siswa untuk mempertanyakan antara lain perbedaan antar berbagai teks	

	<p>deskripsi yang ada dalam bahasa inggris terutama tentang fungsi social, struktur teks, dan unsur kebahasaan.</p> <p>3. Mengumpulkan informasi : Guru memberikan kesempatan pada siswa untuk mencari informasi atau mengemukakan jawaban lebih lanjut dan lebih jelas lagi.</p> <p>4. Mengeksplorasi : Siswa mendeskripsikan gambar gambar atau benda – benda yang ada di dalam kelas mereka atau mendeskripsikan tentang teman mereka.</p> <p>5. Mengkomunikasikan : Guru memberikan kesempatan kepada siswa untuk menyampaikan descriptive text tentang teman sebangku mereka.</p>	<p>60'</p>
--	---	------------

Penutup	<p>4. Guru memerintahkan siswa menyimpulkan apa yang telah di pelajari..</p> <p>5. Guru kembali menyimpulkan pembelajaran dan menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan selanjutnya.</p> <p>6. Guru mengucapkan salam perpisahan</p>	10'
----------------	---	------------

H. Penilaian

The Indicators to Evaluate Speaking Skill

6. Vocabulary (20)

level	xplanation
5-20	ery good : rarely has trouble
15-10	ood : sometimes user inappropriate term about language
10	air: frequent user wrong words speech limited to simply vocabulary.
5	nsatisfactory: very limited vocabulary and make the comprehension quite difficult.

7. Comprehension (20)

level	xplanation
5-20	ery Good: few noticeable errors
15-10	ood: occasionally grammatical errors which do not observe meaning.
10	air: errors of the basic structure, meaning occasionally obscure by grammatical errors.
5	nsatisfactory: usage definitely unsatisfactory frequently needs to rephrase construction or district himself to basic structure.

8. Pronunciation (20)

level	Explanation
16-20	Very Good: understandable
11-15	Good: few noticeable errors
6-10	Fair: errors of basic pronunciation
1-5	Unsatisfactory: hard to understand because of sound, accent, pitch, difficulties and incomprehensible.

9. Fluency (20)

level	Explanation
16-20	Very Good: understandable
11-15	Good: speech is generally natural
6-10	Fair: some definite stumbling but manager to rephrase and continue
1-5	Unsatisfactory: errors in grammar frequent to speak language

10. 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 thorough or confident control of grammar
1-5	Unsatisfactory: errors in grammar frequent to speak language

Student's Score = Score obtained X100

Score maximal

Criteria of the Score

The criteria of the score used to interpret whether the students are considered excellent, very good, good, moderate, enough, low and poor.

The score Category

Percentage Range	Level of Competency
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Moderate
51-60	Enough
41-50	Low
0-40	Poor

Instrument:

Describe about ipin upin and friends. Please choose one of them, at least six sentences !

Mengetahui,
Guru Pamong



Venny, S.pd

Peneliti

AydilaAdhaMaisara

APPENDIX VII

The photos of Experimental Group



Teacher explain the rule of carousel brainstorming



Making group discussion



Each leader group take a number of paper



Leader of group was taken picture



Every member of group speak the characteristic based on pictures that students get



Other group try to guess



Media

APPENDIX VII

The photos of control Group





APPENDIX X

WORK SHEET

POST-TEST

Name Group :

Class :



can you describe the characteristics of the characters above?

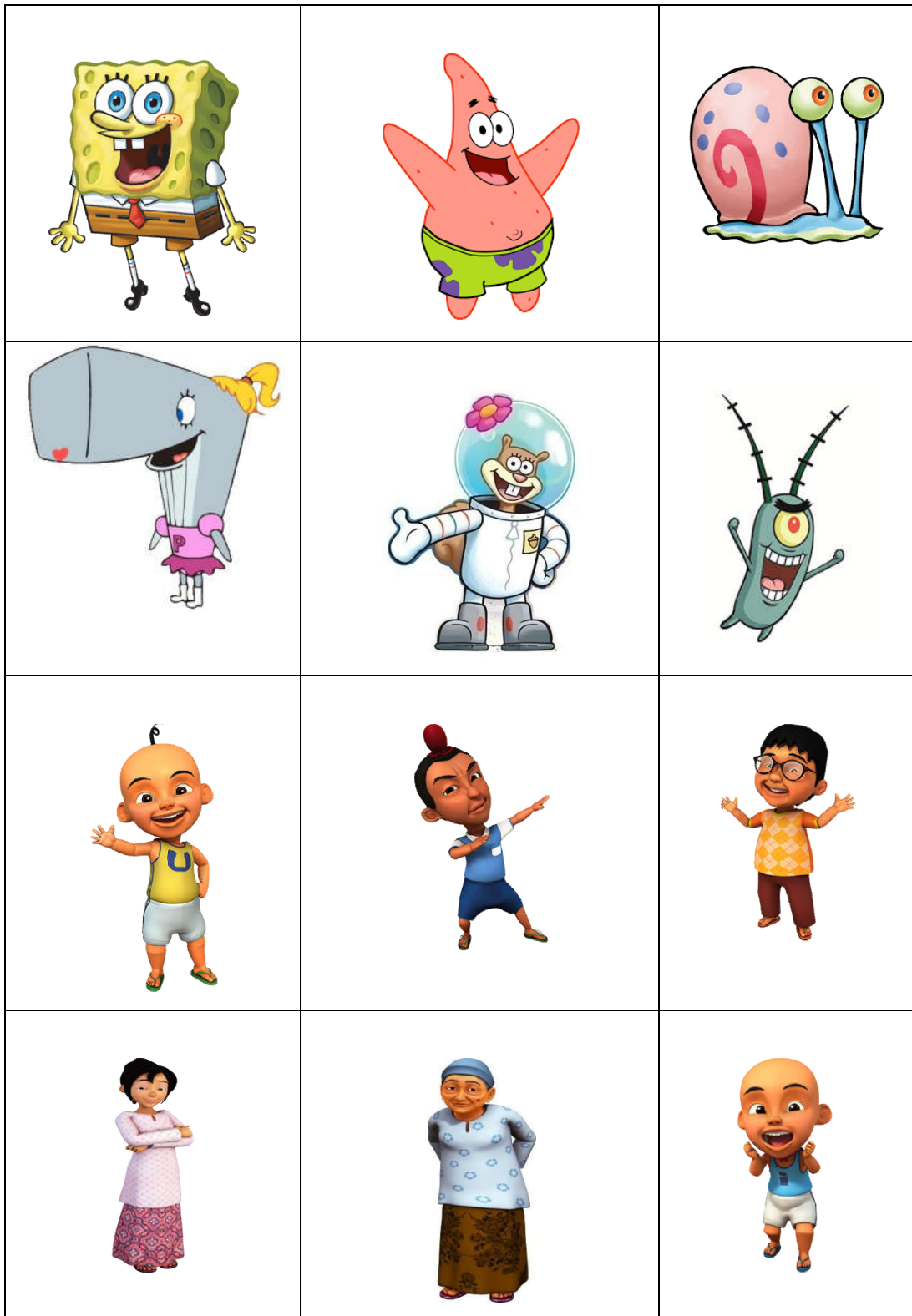
Name :

Class :

can you describe the characteristics about upin ?

APPENDIX XI

The Test Picture





**MAJELIS PENDIDIKAN TINGGI
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Jalan Kapten Mukhtar Basri No. 3Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

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 dibawah ini :

Nama Mahasiswa : Aydila Adha Maisara
NPM : 1502050066
Pro. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 138 SKS

Persetujuan Ket/Sekret. Prof Studi	Judul Yang Diajukan	IPK = 3,47
	The Effect of Counsel Brandstorming Strategy by Talking Chip on the Students' Speaking Achievement	
	Using Repeating Reading Strategy in Teaching Descriptive Text	
	Using Media Storyboard to Increasing Students' Ability in Writing	

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

Medan, 29 Maret 2019

Hormat Pemohon,

Aydila Adha Maisara

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



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Ilm. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 023/IL3/UMSU-021/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakatuh

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 : Aydila Adha Maisara
N P M : 1502050066
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Carousel Brainstorming by Cartoon Picture on The Students' Speaking Achievement

Pembimbing : Dr. T. Winona Emelia, M.Hum

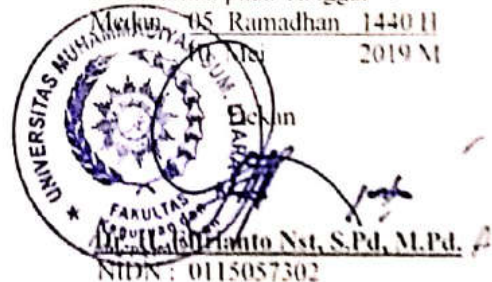
Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

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 : 10 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :

Medan, 05 Ramadhan 1440 H
2019 M



Dibuat rangkap 4 (empat) :

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



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Website: <http://www.fkip.umstu.ac.id> E-mail: fkip@umstu.ac.id

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 : Aydila Adha Maisara
NPM : 1502050066
Prog. Studi : Pendidikan Bahasa Inggris

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

The Effect of Carousel Brainstorming by Cartoon Picture
on the Students' Speaking Achievement

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Dr. T. Winona Emelia, M.Hum *ACE 18-2019*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

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

Medan, Mei 2019
Hormat Pemohon,

Aydila Adha Maisara

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website <http://www.fkip.umsu.ac.id> E-mail fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Aydila Adha Maisarah
N.P.M : 1502050066
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Carousel Brainstorming Strategy by Cartoon Picture
on Students Speaking Achievement

Pada hari Jumat tanggal 17 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Disetujui oleh: Medan, Juli 2019

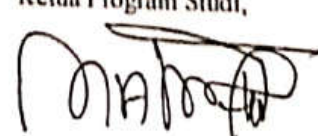
Dosen Pembahas


Rini Ekayati, SS, MA

Dosen Pembimbing


Dr. T. Winona Emelia, M.Hum

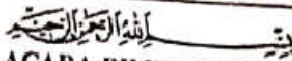
Diketahui oleh
Ketua Program Studi,


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



UMSU
Universitas Muhammadiyah Sumatera Utara

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umma.ac.id> | email: fdip@umma.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Aydila Adha Maisara
N.P.M : 1502050066
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Carousel Brainstorming Strategy by Cartoon Picture on the Students' Speaking Achievement

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
2 Mei 2019	→ Table of contents - Chapter I - Identification of the problem	
3 Mei 2019	→ Chapter II - Theory & concept - References	
4 Mei 2019	→ Chapter III - Research design	

dibuat di 4/5/2019

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Medan, Mei 2019

Dosen Pembimbing

(Dr. T. Winona Emelia, S.Pd, M.Hum.)



MAJELIS PENDIDIKAN TINGGI
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Website: <http://www.fkip.umstu.ac.id> E-mail: fkip@umstu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Juni Tanggal 17 Bulan Mei Tahun 2019 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Aydila Adha Maisarah
N.P.M : 1502050066
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Carousel Brainstorming by Cartoon Picture on Students' Speaking Achievement

No	Masukan dan Saran
Judul	✓
Bab I	- WRITING SYSTEM, CAPITAL LETTER - GRAMMAR - REVISE
Bab II	- REFERENCE
Bab III	✓
Lainnya	✓
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(BUDI EKHYATI, SS) MPA

Dosen Pembimbing

(Dr. T. Winona Emelia, M.Hum)

Panitia Pelaksana

Ketun

(Mandra Saragih, S.Pd., M.Hum.)

Sekretaris

(Pirman Ginting, S.Pd., M.Hum.)



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Aydila Adha Maisara
N.P.M : 1502050066
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Carousel Brainstorming Strategy by Cartoon Picture
on Students' Speaking Achievement

sudah layak disidangkan.

Medan, September 2019

Disetujui oleh:

Pembimbing



Dr. T. Winona Emelia, M.Hum

Diketahui oleh:

Dekan

Ketua Program Studi


Dr. H. Elfrianto Nasution, S.Pd., M.Pd.


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



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BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Aydila Adha Maisara
N.P.M : 1502050066
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Carousel Brainstorming Strategy by Cartoon Picture on Students' Speaking Achievement

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
18 September 2019	→ ABSTRACT	
	→ Acknowledgements	
	→ Chapter I	
	→ Chapter II	
	→ Chapter III	
21 September	→ Chapter IV	
	- data analysis	
	Chapter V	
	- suggestion	
	- conclusion	
24 September 2019		
	- conclusion	
	- References	

Medan, September 2019

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

(Mandra Saragih, S.Pd, M.Hum.)

(Dr. T. Winona Emelia, M.Hum)



MAJELIS PENDIDIKAN TINGGI
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

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

Nama Lengkap : Aydila Adha Maisarah
N.P.M : 1502050066
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Carousel Brainstorming Strategy by Cartoon Picture on Students Speaking Achievement

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 17, Bulan Mei, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Juli 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Aydila Adha Maisarah
N.P.M : 1502050066
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Carousel Brainstorming Strategy by Cartoon Picture on Students Speaking Achievement

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas 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 tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juli 2019
Hormat saya
Yang membuat pernyataan,



Aydila Adha Maisarah

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



YAYASAN PENDIDIKAN SIAP MANDIRI

SEKOLAH MENENGAH KEJURUAN (SMK) MANDIRI

Jl. Datuk Kabu No. 99 Psr 1 Tembung

SIOP : Nomor. 421/4216/PDM/2013

e-mail : smk_mandiri01@yahoo.com website : smkmandiri.ach.id



Nomor : 403 /105.2/SMK.M/2019
Lamp. : -
Hal : Riset

Percut Sei Tuan, 2 September 2019

Kepada

Yth. : Dekan

Dr. H. Elfrianto Nst, S.Pd. M.Pd.
Universitas Muhammadiyah Sumatera Utara
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Kapten Mukhtar Basri No. 3 Medan



Dengan hormat,

Yang bertanda tangan dibawah ini Kepala SMK Mandiri Percut Sei Tuan, menerangkan bahwa Mahasiswa :

Nama : **Aydila Adha Maisarah**
NIM : 150205066
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : "The Effect of Carousel Brainstroming Strategy by Cartoon Picture on Students' Speaking Achievement".

Telah selesai melaksanakan Riset di SMK Mandiri Percut Sei Tuan tanggal 1 Agustus s.d 2 September 2019.

Demikian kami sampaikan, atas perhatiannya di ucapkan terima kasih.

u.n. Kepala,
Waka Kurikulum

FRANKY MS, M. Pd.




MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Website: <http://www.fkip.umma.ac.id/fkip> <http://www.umma.ac.id>

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Aydila Adha Maisara
N.P.M : 1502050066
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Carousel Brainstorming Strategy by Cartoon Picture
on Students' Speaking Achievement

udah layak dis/dangkan.

Medan, September 2019

Disetujui oleh:

Pembimbing



Dr. T. Winona Emelia, M.Hum

Diketahui oleh:

Ketua Program Studi



Dr. H. Elfrianto Nasution, S.Pd., M.Pd.


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



BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-I Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, Tanggal 10 Oktober 2019, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Aydilla Adha Maisarah
NPM : 1502050066
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Carousel Brainstorming Using Cartoon Pictures on Students' Speaking Achievement

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : () Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

Ketua : 
Dr. H. Elfrianto Nasution, S.Pd., M.Pd.
Sekretaris : 
Dra. Hj. Svamsuyarnita, M.Pd.

ANGGOTA PENGUJI:
1. Prof. Dr. H. Syahron Lubis, M.A
2. Rini Ekayati, SS, MA
3. Dr. T. Winona Emelia, M.Hum

1. 
2. 
3. 



Amal Cerdas & Berprestasi
mengembangkan kecerdasan akademik
dan bernalar

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400
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Nomor : 113/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 28 Dzulqaidah 1440 H
31 Juli 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMK Mandiri Medan
di-
Tempat

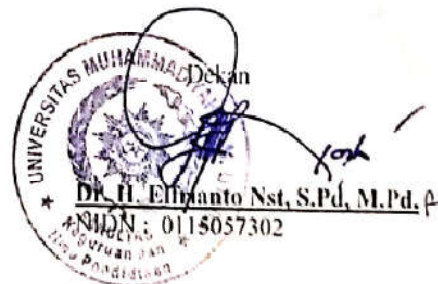
Assalamu'alaikum Warahmatullahi Wabarakatuh

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 : Aydila Adha Maisarah
N P M : 1502050066
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Carousel Brainstorming Strategy by Cartoon Picture on Students' Speaking Achievement.

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

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



** Pertinggal **

CURRICULUM VITAE

(DAFTAR RIWAYAT HIDUP)

I. DATA PRIBADI

Nama : **AYDILA ADHA MAISARA**
Tempat, Tanggal Lahir : Medan, 04 April 1997
Jenis Kelamin : Perempuan
Agama : Islam
Alamat : Jl. Balai desa no.90 Medan- Sunggal
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II. LATAR BELAKANG PENDIDIKAN

1. Madrasah Ibtidaiyah Negeri sunggal (MIN) (2002 – 2008)
2. SMP Bina Sejahtera (2008 – 2011)
3. SMK Negeri 09 Medan (2011 – 2014)
4. Universitas Muhammadiyah Sumatera Utara (2015 – sampai sekarang)

III. KEMAMPUAN

1. Mengoperasikan Komputer

Demikian daftar riwayat hidup ini saya perbuat dengan sebenarnya untuk dapat dipergunakan dengan seperlunya.

Medan, Oktober 2019
Hormat Saya,

Aydila Adha Maisara