THE EFFECT OF USING VISUAL MAP THROUGH PICTURE ON THE STUDENTS' ACHIEVEMENT IN SPEAKING

S K R I P S I

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English Education Program

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1

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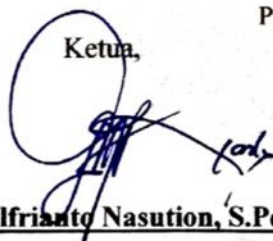
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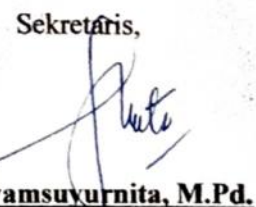
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ABSTRACT

ALYUSI: 1502050032 *"The Effect of Using Visual Map Through Picture on The Students' Achievement in Speaking"*Skripsi **: English Education Program, Faculty of Teachers Training and Education, University of Muhammadiyah Sumatera Utara. Medan 2019**

This research was a quantitative research. The objective of this research was to find out the effect of using Visual Map on the Students' Achievement in Speaking. This research was conducted at SMP SMP Swasta Satria Dharma Perbaungan, Jln. Akasia, Jambur Pulau, Perbaungan. The population of this study was the students of eight grade academic year 2019/2020. The Populations were 75 which distributed in three classes there are VIII A, VIII B, and VIII C. The sample consisted of 50 students were taken by using simple random sampling technique. The sample was divided into that 2 classes, the experimental group which was consisting of 25 students and taught by using chain drill technique, and the control group which consisted of 25 students by using conventional method. The instrument of collecting the data in this research was oral test about descriptive text. The data was analyzed by using t-test formula. The result of the data analysis showed that t-test was higher than t-table ($50.355 > 47.959$) with the level of significant 0,05 and Degree of Freedom (DF) = 48. It means that students were taught by using visual map is higher than applying conventional method. Based on the finding above, it can be said the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

Keywords : *Visual Map, Speaking, Descriptive Text.*

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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Hopefully the findings of this research were expected to be useful for those who read this study and interested to the topic. Finally, the researcher realized that her study was still far from being perfect in spite of the fact she had done her best in completing this study. Therefore, construction criticism, comment, suggestion were welcomed for further improvement of this study.

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is the productive skill in the oral mode. Is like other skill is more complicated that it seems at first and in values more than just pronouncing stated words. Speaking skill should be practiced by speaking and expression drills or by thinking and feeling orally where lexical and semantic system is orderly use by intothe students need to have a good speaking ability in order to achieve the objectives of English teaching and learning as stated in the current curriculum.

In case of speaking as one of the aspects of language proficiency.Speaking is an activity used by someone to communicate one another. It takes place everywhere and has become part of our daily activities. Speaking is very important to learn. When someone speaks, he or she interacts and uses the language to expresss his or her ideas, feelings and thoughts. In fact, The students were lack of speaking skill especially Making,

Accepting and Refusing an Invitation and then also the students were less ofvocabulary.The teacher is demanded to create the situation that can encourage real communication. It is because communication will make atmosphere in the class can run as teaching learning activity. In speaking class, when the teacher teaches the students definitely the teacher needs the responses from the students to show that the students understand over the teacher's explanation. To make the students join the class discussion, teacher is demanded to have high creativity to invite the students to understand and then enjoy the communication in the class. The teacher should be able to apply a suitable strategy or technique that can easily be understood by them and solve any problem in the class includes students' difficulties in speaking. Actually the students were less of vocab and tenses. Many student could not speaking well because they could not understand a word which speaking in English.

In reality, based on the Observations conducted by researcher At SMP SwastaSatria Dharma Perbaungan, some problems above appear because of some factors internally and externally. Internally there are some student feel afraid to

speak in front of class because they don't know what should speak and the students are lack of vocabulary to speak. Externally, the teacher still used the conventional strategy in teaching speaking, such as in this case, the teachers ask the students to speak and then check are pronunciation. The teacher doing so can't make the speaking class interesting and develop the students' ability in speaking. Teacher have to be more creative in choosing method which can make the speaking class moreinteresting activities in the classroom. So, that the students can develop their vocabulary and the student audacious to perform in front of class speaking.

One of teaching strategies that was believed to improve students' achievement in speaking is Student Facilitator And Explaining Method. Student Facilitator And Explaining Method of learning where there was interaction between learners working together group and presented the results of discussions in turn. The learning result was something that is achieved or score students.

Background knowledge on the students were very influential in speaking skills in the foreign language has always been considered the most demanding skill to develop in the learners of the target language compared to such other skills. This was in pact due to the fact that it involves more than it involves more than simply knowing the linguistics components of the language.Knowledge of the linguistic components such as vocabulary and grammatical structures seems essential but not efficient. Gebhard (2000) says that points out that Background Knowledge relates to our real world experiences and expectations that we have. This knowledge was very important when we consider the language processing problem of students. Based on the description above Visual Map Using Visual on Speaking will very importantwhen we consider the language processing problem of students.

B. Identification of the Problem

Based of background of the study,the problems of this study are formulated as follow:

1. The students had little confidence to perform in front of class.

2. The Students are lack knowledge in speaking a foreign language

3. Teachers dominantly apply the traditional method in teaching writing

C. The Scope and Limitation

The scope of this study is to find out the effect of using roulette technique to the students' achievement in speaking. There are many techniques used to teach each stages but this study is restricted only on the using roulette technique to the students' achievement in speaking.

D. The Formulation of the Problems

The problems of the study is formulated as the following; "Is there anysignificance effect of using Visual Map to the students' achievement in speaking?"

E. Objectives of the Study

The Objectives of this research is;to find out the effect of using Visual Map to the students' achievement in speaking.

F. The Significance of the Study

The findings of the study are expected to be useful theoretically and practically,this study is useful for:

1. The students of Muhammadiyah University of North Sumatera to improve their understanding in using roulette technique to the students' achievement in speaking.

2. The findings of this research will be used as source.The readers can develop their writing skill,and this research will be useful.

CHAPTER II

REVIEW OF LITERATURE

1. Description of Speaking

Speaking is one of the skills in English which is important. It can be developed by implementing it in communicating to other people who adopt the target language that wants to be learned. According to Ur (1996: 120) that all the four skills (listening, speaking, reading, writing) speaking seems intuitively the mostimportant. Those statements above mean that speaking becomes the most important skill because it is needed in daily life for communicating easily and effectively.Besides that, speaking can be a reference of someone's ability in communication.But, the point is that speaking is as the message or information which is understood by other people in communication.

2.Principles for Teaching Speaking

a. Be aware of the differences between second languageand foreign language learning contexts.

Speaking is learned in two broad contexts: foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context.

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 Japan 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 languages are spoken find that they can neither understand native speakers nor be understood.There is an old story of the college freshman who struggled with introductory French and then with intermediate French.

A second language (SL) contextis 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, internationalstudents, 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.

Their speech seems to stop developing at a point where it still contains noticeable, patterned errors. These can be errors in grammar, vocabulary,pronunciation, or any combination of problems that affect the learners' ability to communicate by speaking.

b. Give students practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what peopleactually say when they use the target language.Fluencyis the extent towhich speakers use the language quickly and confidently, with few hesitationsor unnatural pauses, false starts, word searches, etc.In language lessons—especially at the beginning and intermediate levels—learners must be given opportunities to develop both their fluency and theiraccuracy. They cannot develop fluency if the teacher is constantly interruptingthem to correct their oral errors. Teachers mustprovide students with fluency-building practice and realize that making mistakes is a natural part oflearning a new language.

c. Provide opportunities for students to talk by usinggroup work or pair work, and limiting teacher talk.

Research has repeatedly demonstrated that teachers do approximately 50to 80 percent of the talking in classrooms. It is important for us as languageteachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking.Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. One further interesting point is that when the teacher is removed from the conversation,the learners take on diverse speaking roles that are normally filled by the teacher (such as posing questions or offering clarification).

d. Plan speaking tasks that involve negotiation for meaning.

Research suggests that learners make progress by communicating in thetarget language because interaction necessarily involves trying to understand and make yourself understood. This process is called negotiating formeaning. It

involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning. By asking for clarification, repetition, or explanationsduring conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

e. Design classroom activities that involve guidanceand practice in both transactional and interactionalspeaking.

When we talk with someone outside the classroom, we usually do so forinteractional or transactional purposes.

Interactional speechis communicatingwith someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speechinvolves communicatingto get something done, including the exchange of goods and/or services.Most spoken interactions " can be placed on a continuum from relatively predictable to relatively unpredictable"(Nunan, 1991, p. 42). Conversationsare relatively unpredictable and can range over many topics, with the participants taking turns and commenting freely. In contrast, Nunan states that" transactional encounters of a fairly restricted kind will usually contain highlypredictable patterns" (1991, p. 42), and he gives the example of telephoningfor a taxi. According to Nunan, interactional speech is much more fluidand unpredictable than transactional speech. Speaking activities inside the classroom need to embody both interactional and transactional purposes,since language learners will have to speak the target language in both transactional and interactional settings.

3. Characteristics of a Successful Speaking

Ur (1996: 120) characteristics of successful speaking activity, the first is learners talk a lot. Means they can express their ideas what they thought by speaking a lot. The second is participation is even. In the learning process the students are not onlylistening what the speaker talked, but alsothey respond by their opinion. And then motivation is high, students can motivate themselves to improve their speaking well.And the last speaking is of an acceptable level. Those

points are should be tried by the teacher to build their students become that characteristics in classroom activity.

4. Characteristics for Speaking Task

They must use the target language to share that information.For instance, one student has the directions to a party and must give them to a classmate.

a. Jigsaw activitiesare a bidirectional or multidirectional information gap.Each person in a pair or group has some information the other persons need.For example, one student could have a timetable for train travel in Canada.Another could have a map of Canada. Without showing each other the visualinformation, they must speak English to plan a one-week trip.Many information gap and jigsaw activities can be done with simpleprops, such as coins. First, make sure each student in a class has a penny, aquarter, a nickel, and dime (or the coins of your country). Next, hide yourcoins so the students can't see what you are doing. The students then followyour instructions as you do the actions you are describing: "Place the quarterwith the man's picture facing up. Put the penny on the quarter. Put the dime below the quarter but not touching it. Put the nickel next to the dime on the right." Finally, reveal the design you have made with your coins so the students can see if their patterns match yours.

In the teacher-led version of this task, the students are primarily listening.But you can have them do the activity in pairs, where they take turns speaking.One natural information gap task—especially if the students don't know each other well—is to have one learner describe his family to another, while his partner draws a family tree diagram and labels it with names and information about the speaker's family. This activity promotes a great deal of negotiation for meaning, as one student asks another, "Wait-who lives in Madrid? Your aunt or. how you say, your cousin?" You can have the students use tango seating to work in pairs. In tango seating one student's right shoulder is next to the other student's right shoulder and they are facing opposite directions. This arrangement allows them tohear one another but not see what is being drawn or constructed on their partner's desk.

b. Role-playsare also excellent activities for speaking in the relatively safeenvironment of the classroom. In a role-play, students are given particular roles in the target language. For example, one student plays a tourist telephoning the police to report his wallet stolen. The other plays the role of a police officer trying to help the tourist file a report. Role-plays give learners practice speaking

the target language before they must do so in a real environment. Simulations are more elaborate than role-plays. In a simulation, props and documents provide a somewhat realistic environment for language practice. So for instance, in a language lesson about the grocery store, a teacher might bring in "products" for the students to buy (a box of crackers, coffee, a jar of jam) and even play money for making their purchases. A check-out counter would be set up for the students to practice transactional speaking with the cashier.Plan a role-play activity for a language lesson. The task should involve two people (for instance, a tourist and a waiter in a cafe). Write brief instructionson index cards.

c. Contact assignmentsinvolve sending students out of the classroom witha stated purpose to talk to people in the target language. In a second language environment, you can send students on an information treasure hunt in a nearby business district. Provide a worksheet which the students complete by asking merchants questions. For instance, at a grocery store, they would have to ask how soon a shipment of fresh fruit would be delivered. You can also use contact assignmentsin FL contexts if there aretourists, exchange students, or international businesspersons for your studentsto talk to in the target language. In a train station or at a ferry terminal,for example, students can interview tourists. Afterwards the students compile the results of the class survey and report what they learned.

In designing a contact assignment, be sure the required information cannot be gotten by reading available written information. The point is to get the students to speak with people using the target language.

5.Teaching Speaking

Bashir at al (2011: 39) that speaking strategies used by teacher consist of using minimal responses, recognizing scripts,and using language to talk about language. Using minimal responses means the teacher tries to help the students who are silent in the class creating responses in any exchanges. In recognizing scripts strategy,the teacher teaches the students to use suitable scripts in different context to exchanges information with others. And the last is using language to talk about language. Although the students can't understand what their conversation partners'language, they shouldn't be shy. They have to try to make clarification.Mistakes in speaking often happen, but the

mistakes lead the students to create.

6.   Descriptions of Picture

Pictures isimportant because it may give a significant impact in teaching learning process,especially in teaching English skills that had been conducted in some schools.The use of pictures may also create an interesting situation in the classroom.

7.   The Description of Visual Map

From above elaboration it can be concluded that a visual map is a diagram used to represent word,ideas,tasks,or other items linked to arranged radically around a central key word or idea .it uses not only verbal description but also picture and symbol (Deporter,2005, p. 152).Outlining technique developed based on the way how the brain works. Hedge (1998, p. 30) states that making a mind map is a strategy for note-making before writing; in other words, scribbling down ideas about a topic and developing those ideas as the mind makes associations. Therefore, it can be said that mind mapping can give students a way to begin speaking assignments. Hayes (1992, p. 203) states that through mind mapping students turns random thoughts into patterns that can be written down and developed. Students become increasingly motivated to complete a writing task as their ideas emerge in organized forms.

Therefore, it can be said that mind mapping can give students a way to begin speaking assignments. Hayes (1992, p. 203) states that through mind mapping students turns random thoughts into patterns that can be written down and developed. Students become increasingly motivated to complete a writing task as their ideas emerge in organized forms.

B. Conceptual Framework

In this section, the conceptual framework could be explained in detail.

Many students have limited vocabulary mastery. Besides, the teacher usually

teachers by using general technique. Those many be caused their motivation

low. This technique is based on a desire to help language learners to learn

better by creating a variety of opportunity for them to be able to reflect on

everything that has been learned and can look back on a different side. This technique can make the students active in evaluating their own grammatical errors that are made by the teacher.

By using this technique the teaching learning process will be more interesting and motivate students to write descriptive text. The students will not get bored and they will be more active. This technique wishfully can make it easy for the students to get ideas to make arguments in their descriptive text

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                  │  SMP SWASTA SATRIA DHARMA        │
                  │         PERBAUNGAN               │
                  └─────────────────────────────────┘
                     ╱                           ╲
        ┌───────────────────────┐      ┌───────────────────────┐
        │        VIII A         │      │        VIII B         │
        │  EXPERIMENTAL GROUP   │      │     Control Group     │
        └───────────────────────┘      └───────────────────────┘
                  │                               │
        ┌───────────────────────┐      ┌───────────────────────┐
        │      Visual Map        │      │    Lecturing Method   │
        └───────────────────────┘      └───────────────────────┘
                  │                               │
              ┌───────────────────────────────┐
              │         Speaking :             │
              │      Descriptive Text          │
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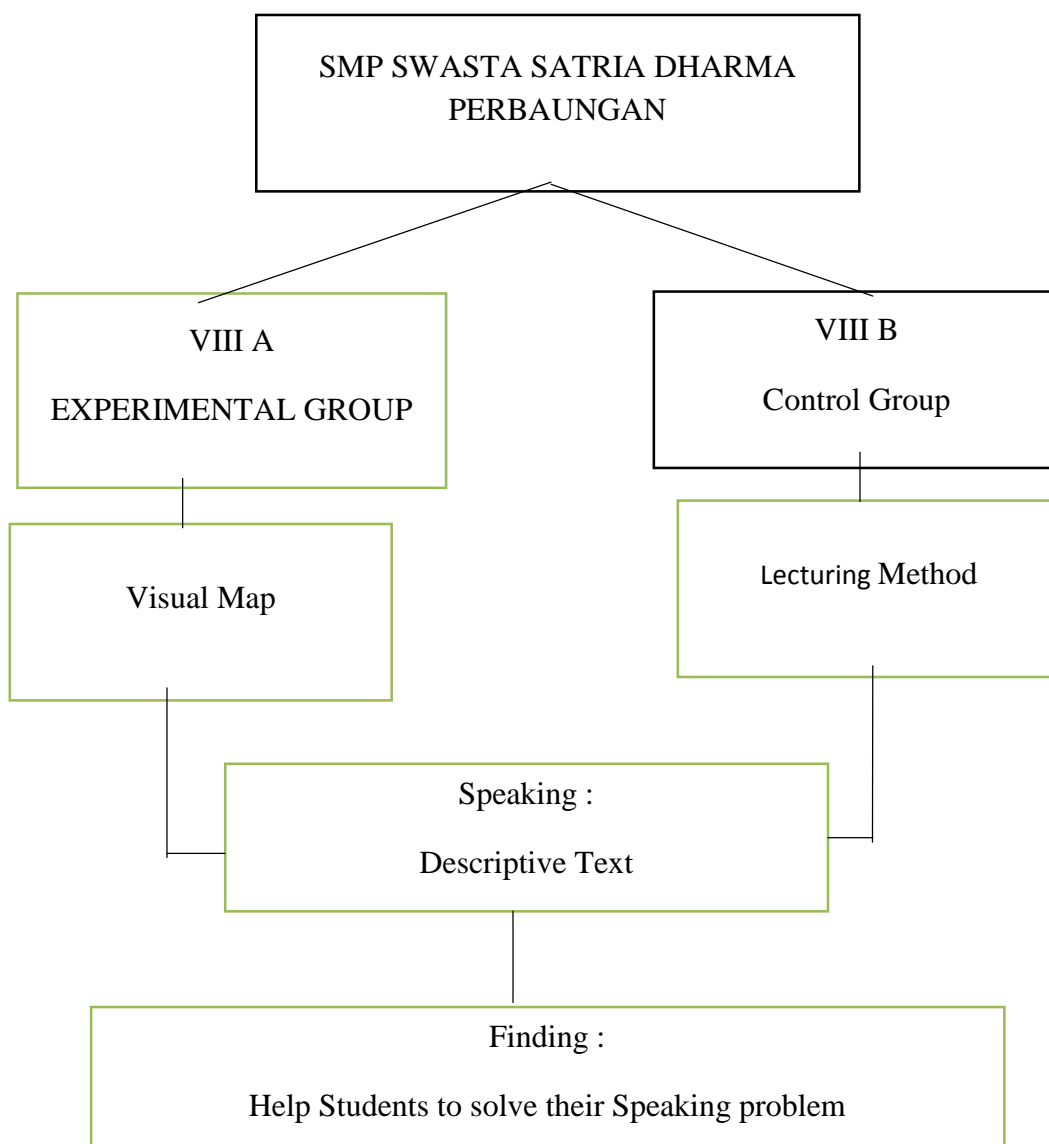
C. Hypothesis

The Hypothesis of this study can be formulated:

Ha : There is a significant Effect Of VisualMap through Picture on the students

Ability in Speaking Skill.

Ho : There is not significant Effect Of VisualMap through Picture on the students

Ability in Speaking Skill.

CHAPTER III

METHOD OF RESEARCH

A. Location Research

The research will be conducted at SMP SWASTA SATRIA DHARMA in Jl. Akasia, Jambur Pulau,PerbaunganKecamatanSerdangBedagai.The location is choose because the researcher found the problems of the students in learning speaking in that school, especially in second grade of Junior High School.

B. Population And Sample

1. Population

Based on Sugiyono (2015:117), population is generalization area that consists of object/subject that has certain quality and characteristic from the researcher to learn and then make conclusion. So based on this theory, the population of this research will be taken from eighth grade of SMP SWASTA SATRIA DHARMA Medan academic year 2019/2020, which consists of three classes. There are VIII-A, VIII-B, and VIII-C. Class VIII- A consists of 25students, class VIII-B consists of 25 students, and class VIII- C consists of 25 students. The distribution of the students and classes will be presented in the table 3.1 below :

Table3.1
The Population of Research

No	CLASS	TOTAL
1	VIIIA	25
2	VIII B	25
3	VIII C	25
Population		75

2. Sample

After deciding the population, the next step is taking the sample. Based on Sugiyono (2015:118) states that sample is part of total characteristic that the population have. So, purposive sampling technique will be applied in, and class VIII-A and VIII-B will be taken as the sample of this research. The total of the sample is 50 students that consists of 25students in class VIII-A, and 25students in class VIII-B. The table of sample can be seen below in table 3.2

Table 3.2
The Sample of Research

No	CLASS	TOTAL
1	VIIIA	25
2	VIII B	25
Sample		50

C. Research Design

The experimentalresearchmethod is used. It is used to compare The effect of using Visual Map Trough Picture on The Students' Achievement Speaking The

experimental group consisted of 25 students is taught by Visual Map and the control group consisted of 25 students is taught by Lecturing Method. Then following design would be implemented in the research:

Table 3.3
Design of the Research

Class	Group	Pre-Test	Treatment	Post-Test
VII A	Experimental		Visual Map	
VII B	Control		Lecturing Method	

X_1 : The experimental group, are the sample is taught by Visual Map.

X_2 : The control group, are the sample is taught by Lecturing Method.

D. Instrument of Research

In collecting data of research the test is used, there is a multiple choice which consist of 10 items will be used as instrument for collecting data. Each correct answer will score 10, and the incorrect answer will scored 0 or will not be given score. So, the total of the right answer will 100. The materials of the test will be taken from questions bank and then the students fill the answer by choose the right answer.

The test will be administrated for the following reasons :

1. Pre-test

Pre-test will be conducted to find out the students' ability in learningPas

Tense before having a treatment. Both group, the experimental and control group

will be given pre-test. A pre-test is administrated to the experimental group and control group will be given a same test. The pre-test is useful to know the mean score of experimental and control group.

2. Treatment

Treatment will be given to the students after the pre-test administrated. The experimental group will be taught by Visual Map while the control group will be taught by using lecturing method.

3. Post-test

Post-test will be given to the students after having a treatment. The post-test is same as the pre-test. The post-test is the final test in this research. Especially in measuring the treatment, whether it is significant or not. It means to know whether the treatment is given effect to the students' ability in learning Pas Tense especially in Daily Activities. In the experimental and control group, a post-test is also administrated. The administrating of the post-test is meant to find out the difference of scores of both experimental and control group before and after giving the treatment.

E. Techniques for Collecting Data

To collect the data, this research used pre-test and post-test that was given to the experimintal group and control group.

1. Giving pre-test

2. Scoring the students' answer

3. Applying the treatment, where Visual Map will be given to experimental group, while conventional technique will be given to control group.

4. Giving post-test.

F. Technique of Data Analysis

In this research, descriptive quantitative technique applied to analyze the data. They are:

1. Scoring the students' answer.

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

3. Calculating the total score post-test in experimental group and control group.

From the data, a calculation wasmade to find out whether applying of Visual Map can be helpful in teaching Pas Tense or not. The data will be calculated by using t-test to SPSS.
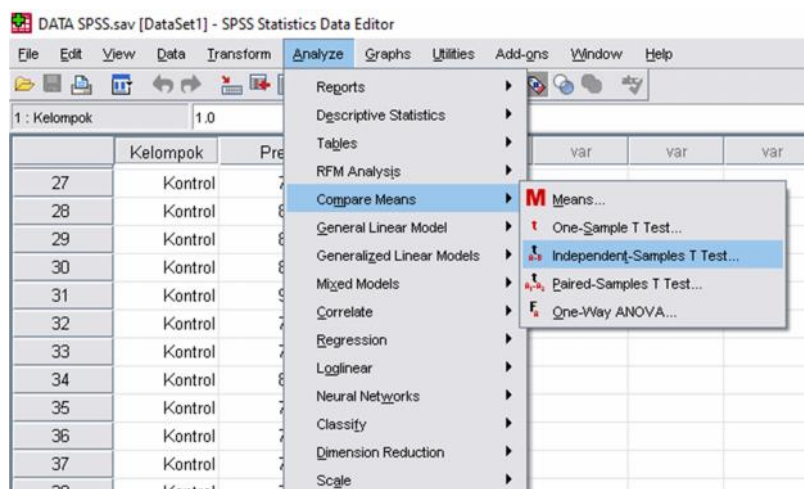
The following are the steps in the SPSS formula or the steps in SPSS. First, the data is inputted into SPSS as shown in Figure 1.

Figure 1

Furthermore, the t test formula in SPSS can be accessed by selecting Analyze => Compare Means => Independent-Samples T Test (Figure 2).

Figure   **2**

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A.Descriptive Analysis

In the descriptive analysis section, the minimum, maximum, average and standard deviation values for scores (pre) and scores (post) are presented. Table 4.1   presents the results of the descriptive analysis.

Tabel 4.1
Statistik Deskriptif

Score	Treatment		Standar Deviasi	Minimum	Maksimum
Score (Pre)	Control Group	73.68	6.84	60	85
	Experimental	75.32	7.55	60	90
Score (Post)	Control Group	85.6	3.59	78	91
	Experimental	86.4	4.05	79	95

Based on Table 4.1 it is known that the minimum score (pre) in the Control Group is 60, while the maximum (pre) score in the Control Group is 85. The average score (pre) in the Control Group is 73.68, with a standard deviation of 6, 84. The minimum (pre) score in the Experimental group is 60, while the maximum (pre) score in the Experimental group is 90. The average score (pre) in the Experimental group is 75.32, with a standard deviation of 7.55. Based on Table 4.1 it is known the minimum post score in the Control Group is 78, while the maximum post score in the Control Group is 91. The average post score in the Control Group

is 85.6, with a standard deviation of 3.59. The minimum post (post) score in the Experimental group is 79, while the maximum post score in the Experimental group is 95. The average post score in the Experimentalgroup is 86.4, with a standard deviation of 4.05.

B. Comparison of Effectiveness between Experiment and Control Groups.

Next will be tested whether there is a difference in effectiveness between experimental and control treatments. Table 4.2 presents a comparison of scores, before (pre) and after (post), betweenthe experimental and Control Group.

Table 4.2
Comparison of Before and After Scores between Experiment and Control

Treatment	Before (Pre)	After (Post)	P-Value
Experimental	75.32	86.40	p = 0,000
Control Group	73.68	85.60	p = 0,000

Based on the results in Table 4.2 it is known that the average score (pre) in the Experimental group was 75.32, while the average (post) in the Experimental group was 86.40. On average there is an increase in scores, before and after. Based on the results of statistical tests, the value of $p = 0,000 < 0.05$, concluded that there was a significant effect, before and after in the Experimental group.

Based on the results in Table 4.2 it is known that the average score (pre) in the Control Group was 73.68, while the average (post) in the Control Group was 85.60. On average there is an increase in scores, before and after. Based on the results of statistical tests, the value of $p = 0,000 < 0.05$, concluded that there is a significant influence, before and after the Control Group.

Because the average score (post) in Experimental 86.40 is greater than the average score (post) in the Control Group 85.60, the Experimental is better than the Control Group.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of this study it can be concluded that the average score (pre) in the Experimental group was 80,917, while the average (post) in the Experimental group was 85,333. On average there is an increase in scores, before and after. Based on the results of statistical testing, the value of $p = 0.015 < 0.05$, it was concluded that there was a significant effect, before and after in the Experimental group. The average score (pre) in the Control Group was 78.417, while the average (post) in the Control Group was 85. On average there was an increase in scores, before and after. Based on the results of statistical tests, the value of $p = 0,000 < 0.05$, concluded that there was a significant effect, before and after in the Experimental group. It is known that the average effectiveness in the Experimental group was 6.583, greater than the average effectiveness in the Control Group 4.417, so it was concluded that the Experimental group was better than the Control Group

B. Suggestions

Based on the resultof this research, the researcher purposes suggestions as follow :

1. For English Teacher

The teacher suggests the English teacher to apply Visual Map as one of strategi in Speaking. It can helps the students to understand Visual Map trough the picture, because this method helps the studenta to develop their imagination and ideas to making they remember the lessons theat had taken place previously.

2. For Students

The students should be active in the classroom because in the Visual Map Method the students are supported to be active in learning process, it's hope that the students can be increase the knowledge.

3. For Other Researcher

In this researcher conducted Visual Map in teaching Past Tense trough Picture at grade eight of junior high school to investigate the effect of using visual map trough picture on the students' achievement in speaking. For the other researcher, it is suggested to study this research in order to get information which still has relationship to their study.

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP SWASTA SATRIA DHARMA

Mata Pelajarann : BahasaInggris

Kelas/Semester : VIII/I(Ganjil)

MateriPokok : Past Tanse

AlokasiWaktu : 2 x 40 Menit (1 Pertemuan)

A. KompetensiInti

KI 3 :Memahamidanmenerapkanpengetahuan (faktual, konseptual, danprosedural) berdasarkan rasa ingintahunyatentangilmupengetahuan, teknologi, seni, budayaterkaitfenomenadankejadiantampakmata.

KI 4 : Mengolah, menyaji, danmenalardalamranahkonkret (menggunakan, mengurai, merangkai, memodifikasi, danmembuat) danranahabstrak (menulis, membaca, menghitung, menggambar, danmengarang) sesuaidengan yang dipelajari di sekolahdansumber lain yang samadalamsudutpandang/teori.

B. KompetensiDasar

3.11.

Menerapkanstrukturteksdanunsurkebahasaanuntukmelaksanakanfungsisosialmenyatak andanmenanyakantindakan/kejadian yang dilakukan/terjadi di waktulampau, sesuaidengankontekspenggunaannya.

4.13. Menyusuntekslisandantulisuntukmenyatakandanmenanyakantentangtindakan/kejadian yang dilakukan/terjadidiwaktulampau, denganmemperhatikanfungsisosial, strukturteks, danunsurkebahasaan yang benardansesuaikonteks.

C. Indikator :

3.11.1 Siswamampumenerapkanstrukturteks danunsurkebahasaantentangkejadian yang terjadidiwaktulampau.

3.11.2 Siswamampumenyatakan / menanyakankejadian yang terjadidiwaktulampau.

4.13.1

Siswamampumenyusunkalimatpendeksederhanatentangkegiatan/peristiwadiwaktulam pauberdasarkanpengalamanpribadisiswa.

D. TujuanPembelajaran

Setelahmempelajari subtopic dariteks recount siswadiharapkanmampu:

- Terampilmemahami, menyatakandanmenanyakantekslisandantulisuntukmenyatakandanmenanyakantin dakan/kejadian yang dilakukan/terjadidiwaktulampau.

- Menyusun, menceritakan, menjelaskandenganstrukturteks yang runtutdengan unsurkebahasaan yang benarsesuaikonteks, secarajujur, disiplin, percayadiri, bertanggungjawab, peduli, kerjasamadancintadamai (sikap, pengetahuan, ketrampilan).

- Membuatteksdengankalimatsederhanamengenaikejadian/peristiwa yang dialamisiswa yang terjadidiwaktulampaudalambentuk scrapbook.

E.   MateriPembelajaran

Tekslisandantulisuntukmenyatakandanmenanyakantindakan/ kejadian yang dilakukan/ terjadi di waktulampau.

·   *Fungsisosial*

Menyatakandanmenjelaskankesehariananak-anakdimasalampaudengankalimatpendekdanjelas.

·   *Unsurkebahasaan*

-   Kata kerjadalam simple past tense.

-   katasambung *when, while, after, dll.*

-   Penggunaannomonal singular dan plural secaratepatdenganatautanpa *a,   the,   this, those, my, their, dsb* secaratepatdalamfrasa nominal.

-   Ucapan, tekanan kata, intonasi.

-   Ejaandantandabaca.

-   Tulisantangan.

·   *Strukturteks*

a.   *What **did** you **do** after school yesterday?*

   *My brother and i **went** fising in the river*

*b. Where **did** they **spend** their last holiday?*

*I **went** to Yogyakarta to Studytour last holiday*

Simple Past Tense

S + V2 + O

S + (WAS/WERE) + O

·   Last years

·   Last week

·   Yesterday

·   5 years ago

·   Five minutes ago

·   Dst

Pertemuan ke-1

Task

Siswasecara individual membuatkalimattentangaktivitas yang merekalakukan di masalampau.

1. study

DAILY ACTIVITYES

MOSQUE

HOUSE

publicdomainvectors.org
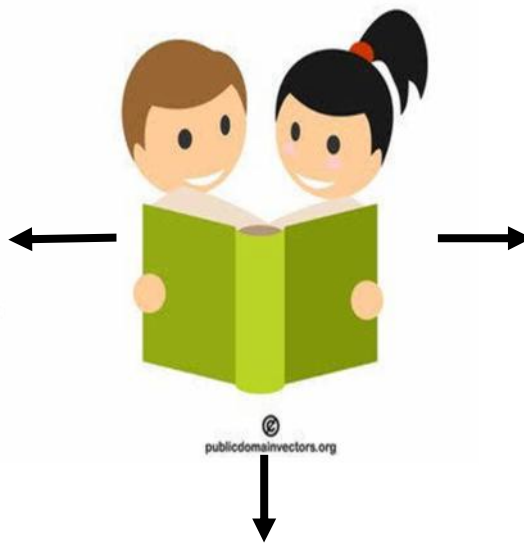
SCHOOL

Describe your activities in yesterday from morning until night!

Answer :

Answer :

Answer

F. MetodePembelajaran

1. Pendekatan   : Scientific Approach

2. Metode   : Cooperative Learning

G. Media, alatdansumberpembelajaran

1. Media   : Visual Map (Video)

2. Alat   : Infocus,Board Marker danblackwhite

3. Sumberbelajar   :   KementrianPendidikandanKebudayaan . 2014.

   BahasaInggris, *When Eng lish rings the bell* SMP/MTsKelas VIII. Jakarta:

   KementrianPendidikandanKebudayaan. Hal.108-131

H. Langkah-langkahkegiatanpembelajaran

Kegiatan	Deskripsi		Alokasiwaktu
	Siwa	**Guru**	
Pen	- Salam	- Salam	5

dahuluan	- Berdoa - Mengecekdaftarhadir - Apersepsi - Menjelaskankompetensisertatujuanpembelajaran	- Meminta KM memimpindoa - Memberikanmotivasidanapersepsi - Memeriksakehadiransiswa - Memintasiswauntukmempersiapkankerjasecara individual. - Menginformasikantujuanpembelajaran.	menit
Inti	**1. Observing** Mengamatigambar Menirukankalimat-kalimat yang diucapkan/dicontohkanoleh guru **2. Questioning** Menanyakanberbagaihalmengenai kalimat yang	Menunjukangambar yang berkaitandenganperistiwamasalampau Memancingsiswauntukbertanya	10 menit 10 meni

	berkaitandengang ambar	Membimbingsiswauntukmencaridanmengumpulkaninformasidenganbertanyajawab dengantemannyadarikelompok lain	t
	3. **Collecting Data**		
	Mengumpulkaninformasi yang adadidalambukupaketmerekapunya		
	Mencariinformasistrukturteks yang berkaaitandenganteksdanunsurkebahasaandalamteks.	Guru memintasiswasecaraberkelompokmembuat tekssederhanatentangpengalamanmasalam paudalambentuk past tense	15 menit
	4. Associating	Guru memintasiswamembacakanhasilkerjasiswa didepankelassecarabergantian	
	Membuatkalimat – kalimat yang berkaitandengankejadian di masalampau.		
	5.		

	Communicating Secarabergantia nmembacakanteks yang ditulisnyadalambe ntukkalimat past tense.		20 menit 15 menit
Pen utup	Membuatrangkuman / simpulan. Melakukanrefleksiterhadapkegiatan yang sudahdilakukan Guru memberikanumpanbalikterhadap proses danhasilpembelajaran Memberikanpenilaian/refleksiterhadapkegiatan yang sudahdilaksanakansecarakonsistensecaraterprogram Memberikantugasindividu / kelompok		5 menit

	Menyampaikanrencanapembelajaranpadapertemuanberikutnya.	

I. Penilaian

Jenis/teknikpenilaian

Aspekpengetahuan : tes

Aspekketrampilan : tesketerampilanmenulis (Speaking Skill)

Bentukinstrumen : Tesketrampilanmenulis (Speaking Skill)

No.	Uraian	Skor
1.	Keaslianpenulisan	1-5
2.	Kesesuaianisidenganjudul	1-5
3.	Keruntutanteks	1-5
4.	Pilihankosa kata	1-5
5.	Pilihantatabahasa	1-5

6.	Penulisankosa kata	1-5
7.	Kerapihantulisan	2-5

Subang, 16 maret 2015

KepalaSekolah   Guru Mata

Pelajaran

ABD.KHOLIK LUBIS, S.Pd

   ALYUSI

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

UMSU

Form : K – 1

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

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Al Yusi
NPM : 1502050032
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 136 SKS   IPK=3,46

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Visual Map Through Picture on The Students' Ability Achievement in Speaking	
	The Use of Webtoon Comic us A Media in Improving Students' Speaking Skill	
	The Use of Dubbing Club to Improve Students' Speaking Ability in Junior High School	

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

Medan, 29 Maret 2019
Hormat Pemohon,

Al Yusi

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

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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	: Al Yusi
NPM	: 1502050032
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 Visual Map Through Picture on The Students' Ability
Achievement in Speaking

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Dr. T. Winona Emelia, M.Hum

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,

Al Yusi

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

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Jln. Mukthar Basri BA No. 3 Telp. 6622400   Medan 20217   Form : K3

Nomor   : 2301 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
                 Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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

Nama   : Al Yusi
N P M   : 1502050032
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Visual Map Through Picture on The Students' Ability
                   Achievement in Speaking

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 : 21 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 17 Ramadhan 1440 H
          21 Mei   2019 M

Dekan

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

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

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

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Al Yusi
N.P.M   : 1502050032
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : The Effect of Visual Map through on the Students' Achievement
                  in Speaking

Pada hari Jumat tanggal 24 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan,   Mei 2019

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

Pirman Ginting, S.Pd, M.Hum   **Dr. T. Winona Emelia, M.Hum**

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Webside : http://www.fkip.umsu.ac.id E-mail:fkip@umsu.ac.id

Kepada :   Yth. Bapak Ketua
Program Studi Pendidikan Bahasa Inggris
FKIP Universitas Muhammadiyah Sumatera Utara

Perihal :   **Permohonan Perubahan Judul Skripsi**

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa   :   Al Yusi
N P M   :   1502050032
Program Studi   :   Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan perubahan judul Skripsi sebagaimana tercantum dibawah ini :

The Effect of Using Visual Map Through Picture on The Students' Ability Achievement in

Speaking

Menjadi

The Effect of Using Visual Map Through Picture on The Students' Achievement in
Speaking

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

Ketua Program Studi   Medan,   Juni 2019
Pendidikan Bahasa Inggris   Hormat saya

Mandra Saragih, S.Pd, M.Hum   ´**Al Yusi**

Diketahui Oleh :

Dosen Pembahas   Dosen Pembimbing

Pirman Ginting, S.Pd, M.Hum   **Dr. T. Winona Emelia, M.Hum**

MAJELIS PENDIDIKAN TINGGI
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Webside : http://www.fkip.umsu.ac.id E-mail:fkip@umsu.ac.id

UMSU
Unggul | Cerdas | Terpercaya

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap	:	Al Yusi
N.P.M	:	1502050032
Prog. Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Using Visual Map Through Picture on The Students' Achievement in Speaking

Dengan ini saya menyatakan bahwa :

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

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

Medan,   Juli 2019
Hormat saya
Yang membuat pernyataan,

Al Yusi

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: http://fkip.umsu.ac.id E-mail: fkip@yahoo.co.id

UMSU
Unggul | Cerdas | Terpercaya
Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor	: 5149 /II.3/UMSU-02/F/2019	Medan, 06 Dzulhijjah 1440 H
Lamp	: ---	07 Agustus 2019 M
H a l	: Mohon Izin Riset	

Kepada Yth, Bapak/Ibu Kepala
SMP Swasta Satria Dharma Perbaungan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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

Nama	: Al Yusi
N P M	: 1502050032
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: The Effect of Using Visual Map Through Picture on The Students' Achievement in Speaking.

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

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

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

** Pertinggal **

YAYASAN PENDIDIKAN SATRIA DHARMA
SMP- SMA - SMK SWASTA SATRIA DHARMA
PERBAUNGAN
KABUPATEN SERDANG BEDAGAI

SEKRETARIAT : JLN. AKASIA NO. 08 JAMBUR PULAU PERBAUNGAN TELP. (061) 7990730

SURAT KETERANGAN
Nomor : 815/ 105.2 / SMP-SD / LL / 2019

Yang bertanda tanggan dibawah ini :

Nama Lengkap	:	ABDUL KHOLIK LUBIS, S. Pd
Jabatan	:	Kepala Sekolah
Nama Sekolah	:	SMP Swasta Satria Dharma Perbaungan
Alamat Sekolah	:	Jln. Akasia No. 08 Jambur Pulau Perbaungan

Menerangkan dengan sebenarnya, bahwa :

Nama	: AL YUSI
NIM	: 1502050032
Jabatan	: Mahasiswa
Program Study	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan
Judul Penelitian	:

"**The Effect of Using Visual Map Through Picture on The Students Achievement in Speaking.**"

Benar telah melaksanakan Penelitian di SMP Swasta Satria Dharma Perbaungan selama empat hari dari tanggal 12 Agustus 2019 sampai 15 Agustus 2019

Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagai mestinya.

Perbaungan, 26 Agustus 2019
Kepala Sekolah,

ABD. KHOLIK LUBIS, S.Pd

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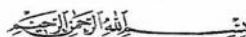**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan
20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama	: Al Yusi
NPM	: 1502050032
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Visual Map Through Picture on The Students' Ability Achievement in Speaking

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
8 mei	↗ table of contents	
	- chapter I	
	- Identification of the problem	
10 mei 2019	chapter II	
	- Theory & concepts	
	- references	
11 mei 2019	↗ chapter III	
	- research design	

Medan, Mei 2019
Dosen Pembimbing

Diketahui oleh:
Ketua Prodi

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

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

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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UMSU
Unggul | Cerdas | Terpercaya

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama Lengkap	: Al Yusi
N.P.M	: 1502050032
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Using Visual Map Through Picture on The Students' Achievement in Speaking

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
18 September 2019		
	> Abstract	
	> Acknowledgement	
	> Chapter I	
21 September 2019		
	> Chapter II	
	> Chapter III	
	> References	
23 September 2019		
	> Chapter IV	
	> Chapter V	
	- conclusion	
	- suggestion	

Medan, September 2019

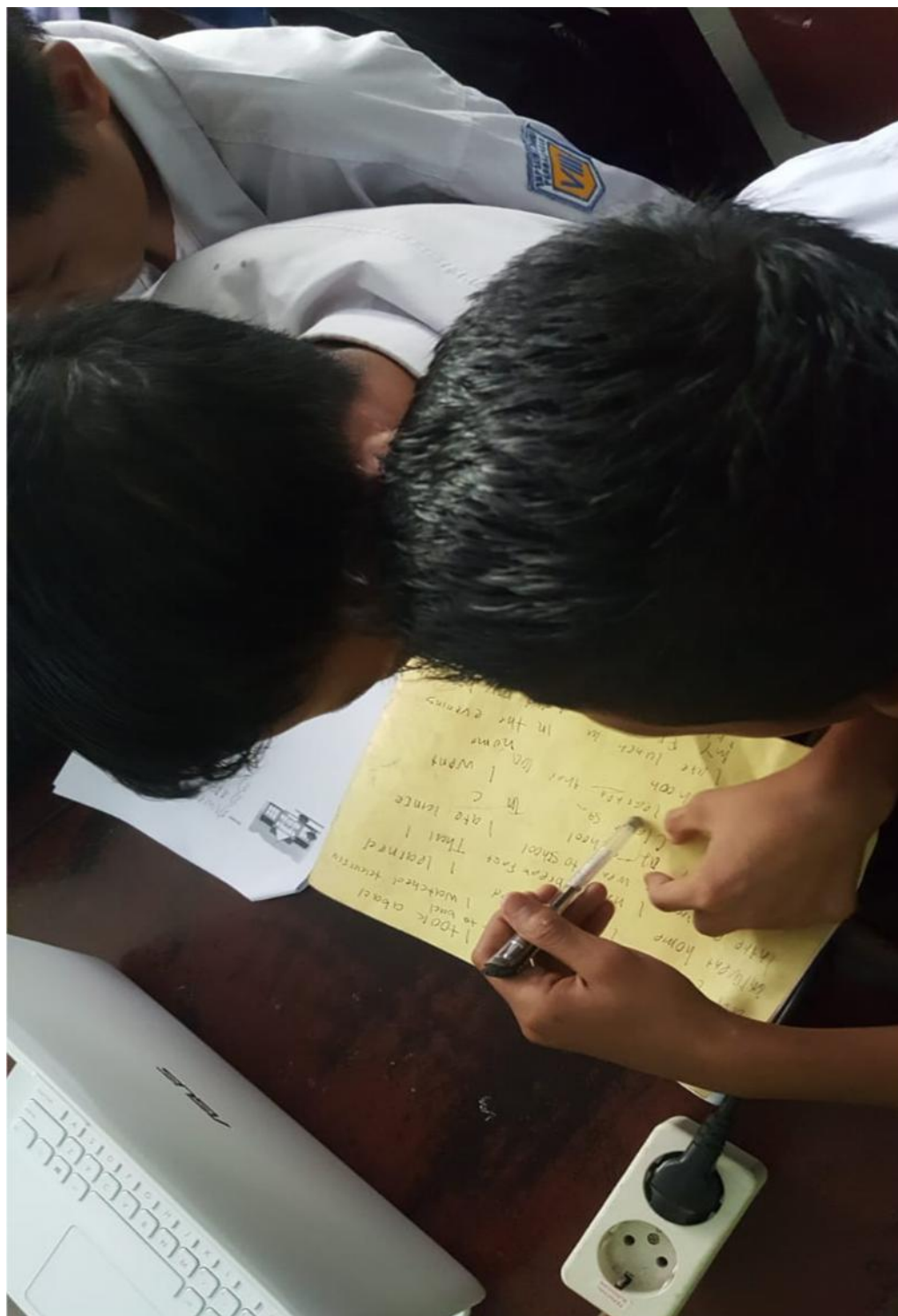Diketahui oleh:
Ketua Prodi

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

Dosen Pembimbing

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

APPENDIX XVII

XVII . 1 CONTROL GROUP

XVII . 2 EXPERIMENTAL GROUP

XVII . 3 EXPERIMENTAL GROUP

Experimental Results :

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Score (Pre)	75.3200	25	7.55932	1.51186
	Score (Post)	86.4000	25	4.05175	.81035

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Score (Pre) - Score (Post)	-11.08000	8.54361	1.70872	-14.60663	-7.55337	-6.484	24	.000

Tests of Normality

	GROUP	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score (Pre)	Experimental Group	.216	25	.004	.912	25	.034
	Control Group	.123	25	.200[*]	.975	25	.772
Score (Post)	Experimental Group	.194	25	.016	.933	25	.103
	Control Group	.165	25	.078	.942	25	.167
Efectiveness	Experimental Group	.152	25	.142	.936	25	.119
	Control Group	.124	25	.200[*]	.960	25	.418

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Control Group Results :

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Score (Pre)	73.6800	25	6.84787	1.36957
	Score (Post)	85.6000	25	3.59398	.71880

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Score (Pre) - Score (Post)	-11.92000	8.29618	1.65924	-15.34450	-8.49550	-7.184	24	.000

Tests of Normality

	GROUP	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score (Pre)	Experimental Group	.216	25	.004	.912	25	.034
	Control Group	.123	25	.200*	.975	25	.772
Score (Post)	Experimental Group	.194	25	.016	.933	25	.103
	Control Group	.165	25	.078	.942	25	.167
Efectiveness	Experimental Group	.152	25	.142	.936	25	.119
	Control Group	.124	25	.200*	.960	25	.418

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

CURRICULUM VITAE

Name   : ALYUSI

Place/Date of Birth   : Langsa, 03 Agustus 1996

Register Number   : 1502050032

Sex   : Female

Religion   : Islam

Marital Status   : Single

Hobby   : Traveling

Father's Name   : Zufri

Mother's Name   : Asmawati S. Pd

Address   : Jl.Marelan IV pasar 3 Timur

EDUCATION

- Elementary School at SD Negeri 064999 finish 2007/2008
- Junior High School at SMP SwastaBinaTaruna Jaya finish 2010/2011
- Senior High School at SMK SwastaBinaTaruna Jaya finish 2013/2014
- Students from University of Muhammadiyah Sumatera Utara Until Sarjana Degree of English Department 2019

Medan,   September 2019

ALYUSI
1502050032