

**THE EFFECT OF APPLYING COOPERATIVE SCRIPT LEARNING
MODEL BY USING MEDIA PICTURES AND STICK NOTE ON
STUDENTS' SPEAKING ACHIEVMENT**

SKRIPSI

*Submitted in partial fulfillment of requirements
For degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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ABSTRACT

LUSI HANDAYANI PUTRI: 1502050075 “*The Effect of Applying Cooperative Script Learning Model by Using Media Pictures and Stick Note on the Students’ Speaking Achievement*” Skripsi: English Education Program, Faculty of Teachers Training and Education, University of Muhammadiyah Sumatra utara. Medan 2019.

The objective of this study was to find out the significant effect of Applying Cooperative Script Learning Model by using Media Pictures and Stick Note on the Students’ Speaking Achievement. The reasearch was conducted in SMP Muhammadiyah 57 Medan at Jl. Mustafa No. 1 Kecamatan Medan Timur. The population of this study was the 8th grade students of SMP Muhammadiyah 57 Medan at academic year 2019/2020. Th populations were 85 students which distributed in three class there are VIII A, VIII B, and VIII C. The sample of this study was VIII A and VIII B which was taken by random sampling technique and then was being as the experimental group, and being treated with Applying Cooperative Script Learning Model by using Media Pictures and Stick Note. The instrument in collecting the data was oral test about Cheking for Understanding. The data was analyzed by using t-test formula. The result of the data analysis showed that t-test was higher than t-table ($20,4 > 1,637$) with the level significant 0,05 and the Degree of Freedom (DF)=54. The finding showed that the hypothesis of study is accepted. It means that with Applying Cooperative Script Learning Model by using Media Pictures and Stick Note gave a significant effect on the students’ speaking achievement.

Keyword: Speaking, Checking for Understanding, Cooperative Script, Media Pictures and Stick Note.

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CHAPTER I

INTRODUCTION

A. The Background of The Study

Language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings. Language is an important part of human life. Everyday they always use a language as their tool of communication. Communication is the imparting or interchange of thoughts, opinion of information.

Speaking is one of important skills in learning a language. Many language learners regard that speaking ability as an important indicator of mastering the language. Richards and Renandya (2008) state that speaking in a foreign language is difficult for foreign language learners because efective oral communication requires the ability to use the language appropriately in social interaction. Foreign language learners need to know how to deliver different purposes, the needs of listeners and the situation where the conversation happens.

Based on the researcher observation, when the researcher did practice teaching (teaching practicum) in the classes of second year students in SMP Muhammadiyah 57 Medan, the students still difficulty to express their ideas orally in English. They still keep silent when the teacher asks them to interact using English in the classroom. They do not want to speak English, feel shy and not confident, lack of vocabulary, afraid of having mistake in grammar. Therefore, the students have lack of participation in classroom interaction, especially students

whose skill is average. Then, the writer interviewed some English teachers about the way of students to be able to speak English well and easier to understand about the lesson. They answered that the students can be easier to understand a lesson and can speak English better because they interact to each other not merely by listening to the teacher's explanation. Harmer (2009) also states that 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 give sympathetic and useful feedback, they will get tremendous satisfaction from it. So the researcher want to research about speaking through expression of checking understanding with cooperative script learning model by using media picture and stick note for knowing how the high score and how the low score from the student's in SMP Muhammadiyah 57 Medan.

B. The Identification of the Problem

Based on the background of the study, the problems of the study are identified as follows:

1. The students' still keep silent when the teacher asks them to interact using English in the classroom.
2. The students' do not want to speak English, feel shy and not confident, lack of vocabulary, afraid of having mistake in grammar.
3. The students' have lack of participation in classroom interaction, especially students whose skill is average.

C. The Scope and Limitation

This study was focused on the speaking of 8th grade students of SMP Muhammadiyah 57 Medan at academic year 2018/2019 and is limited on the expression of checking understanding.

D. The Formulation of the Problem

The problems of the study are formulated as follows:

“Is there any significant effect of applying cooperative script learning model by using media picture and stick note on the students’ speaking achievement”?

E. The Objective of the Study

“To figure out the significant effect of applying cooperative script learning model by using media picture and stick note on the students’ speaking achievement”

F. Significance of the Study

The findings of this research were expected to offer theoretical and practical of significance.

1. Theoretically, this research hope will give some contributions as well as information for the readers. And this study can be references for the readers

to hold a further research. It is also given to fulfill the requirement in the teaching English. The study will give valuable information to develop the speaking by using easier and interesting of Student.

2. Practically, the study consider to be practical in its nature that is to provide the educational feedback.
 - a. Students, to help the students more understand the material given by the teacher. This finding also hoped can increasing student's motivation and more confidence in speaking.
 - b. Teachers, to help teacher in determining the learning models of teaching as the way to create new atmosphere and new habit which can improve student's motivation and confidence in teaching English especially teaching speaking skill.
 - c. For the other researcher, it helps the next research get prior information who are interested in forming study in order fields of research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The meaning of effect

The effect is meant by result or change of something. As stated by Stevenson (2002:220), the term effect could be generally meant by change that something causes was something else a result. The definition of the second deems to fit the actions rather than the processes in doing something. In the terms of statistics, this concept should be made operational and measurable. It was actual production. Finally, there is benefit which can be taken as the result that refers to positive sense.

Effect in this research means as any ability improvement after learning something. Slameto (2004) stated that improvement in learning is certain proof of success or ability of the student in doing their learning activities which based in their level of class.

The improvement obtained by the students they are realized in the form of scores so that students get recognition in certain position in the class because the scores they get can illustrate how much improvement is gained by a student in the learning process. Moreover, effect of teaching treatment in language in learning, according to Buehl (2002) stated that related to the changes of getting something into our cognitive system. The result of the learning process that involves the teacher with students can understand the knowledge the students have. Based on

previous definition can be resolved the effect is the influence that change a condition from bad into good or good into bad after doing something.

2. Speaking

Speaking is the productive oral skill. In addition Nunan says that it consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people without training to teach conversation. Although speaking is totally natural, speaking in language other than our own is anything but simple.

But sometimes, the real fact is many students feel speaking instead of nothing, in their mind, speaking is something difficult to learn, they difficult to understand what the teachers said in English, they do not know what they have to speak. So the teachers must have responsibility make interesting by using learning model or strategy when teaching process goes on.

The definition above told us that speaking skill should be habitually practiced in order that students can speak well. Speaking is the ability of language skill such develops in the childhood beginning with the listening skill. Speaking and vocabulary has relationship, which a child required through reading and listening activities the conclude statement above, to increase students' speaking ability they should be habitually practiced in their daily life.

2.1 Background to teach speaking

For many years people taught speaking by having students repeat sentences and recite memorized textbook dialogues. Audiolingual repetition drills were designed to familiarize students with the sounds and structural patterns of the target language (the language which learners are aiming to learn). People supposedly learned to speak by practicing grammatical structures and then later using them in conversation. So an audiolingual speaking lesson might involve an interaction.

For many years, teaching speaking involved providing students with the components of the language, in hopes that they would eventually put them all together and speak. So students might spend several semesters repeating after the teacher, studying grammar rules, reciting dialogues, and learning vocabulary. Unfortunately, actual conversation didn't sound like the textbook dialogues.

2.2 Principles for teaching speaking

There are some of principles for teaching speaking (Kathleen M. Bailey, 2003 : 54-56)

a. Be aware of the differences between second language and foreign language learning context.

A foreign language (FL) context is one where the target language is not the language of communication in the society. Learning speaking skill is very challenging for students in FL contexts, because they have very few opportunities to use the target language outside the classroom.

A second language (SL) context is one where the target language is the language of communication in the society. Second language learner includes refugees, international students, and immigrants. Some second language learners 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, patterns errors. These can be errors in grammar vocabulary, pronunciation, or may combination of problem that effect 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 people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

In language lesson especially at the beginning and intermediate levels learner must be given opportunities to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teacher must provide students with fluency building practice and realize that making mistakes is a natural part of learning a new language.

c. Plan speaking tasks that involve negotiation for meaning.

Research suggest that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood thus process is called negotiating meaning. 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 explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

2.3 Characteristics of successful speaking

According to Underhill (2001:120) there are some characteristics of successful speaking activity

a. Students talk a lot

As much as possible period of time allotted to the activity occupied by students talk. This is obvious, but often most time is taken up with teacher talks or pauses.

b. Participation is even

Classroom discussion is not dominated by a minority of talk active participants: all get a chance to speak, and contributions are fairly evenly distributed.

c. Motivation is high

Students are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve an object task.

d. Language is of an acceptable level

Students express themselves in utterance that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

2.4 The component of speaking

Speaking is making use of words in an ordinary voice, uttering words knowing and being able to use language; expressing oneself in words; making speech. While skill is the ability to do something well. Therefore, we can infer that speaking is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform the linguistics knowledge in actual communication. The ability to functions to express our ideas, feeling, thoughts, and need orally (Hornby, 2007:4). Speaking is also one of the language arts that is most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates. According Brown (2001:406-407) in scoring students' achievement, there are five indicators to evaluate speaking achievement namely vocabulary, comprehension, pronunciation, fluency and grammar.

- 1) Comprehension. For all communication, it certainly requires a subject to respond, to speech as well as to initiate it. Comprehension is discussed by

both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by reasonable comprehension of the subject or as the knowledge of what a situation is really like,

- 2) Grammar. It is obvious that in order to be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sounds patterns, the basic unit of meaning, such as words and the rules to combine them to form new sentence. Therefore, grammar is very important to speaking, because someone does not mastering the grammar they cannot speak English well.
- 3) Vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Willid in Mora, 2007:5). So based on the explanation, the researcher can concluded that without mastering vocabulary, someone will not be able speak English or write in English.
- 4) Pronunciation. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard 2007:5). Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principle that determine how sounds vary and patterns in a language. There are two features or pronunciation; phonemes and suprasegmental features.

5) Fluency. Fluency can be defined as the ability to speak fluently and accurately.

Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonable fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown in Mora, 2007:5)

2.5 Teaching speaking

In general, teaching is the process of learning how to do something, guiding in the study, giving instructions, causing to know or understand and proving with the knowledge (Brown, 2001). Kayi (2006) there are several meanings of teaching speaking as follows

- a. Use word and sentence stress, intonation patterns and the rhythm of the second language to produce the English speech sounds and sound patterns.
- b. Organize their thoughts in a meaningful and logical sequence.
- c. Use the language quickly and confidently with few unnatural pauses, which are called as fluency.
- d. Produce the English speech sounds and sound patterns.
- e. Use language as a means of expressing values and judgments.
- f. Select appropriate words and sentences according to the proper social setting.

Based on the point above, it can be understood that teaching speaking should improve the student speaking achievement, and to make the student can express themselves and how to follow the social. However, an English teacher

should have many knowledge about the speaking itself to make the students interested in the classroom. The teacher should be able to select the learning models in teaching the materials as well classroom learning activities to build the motivation of students.

3. Media Pictures and Stick Note

3.1 Definition of Media Pictures and Stick Note

Picture and stick note is one of the media which may be used by teacher to help the students easily to understand the new words. According to Andrew, pictures and stick note are kinds of visual instruction material which might be use more effectively to develop and sustain motivation and producing positive attitude towards English to teach or reinforce language skills. It mean that picture and stick note have an irascible appeal for the students. They create surprise and suspense as well as interest, all of which are indispensable in teaching and learning a foreign language.

3.2 The Advantages and Disadvantages of Media Pictures and Stick Note

According to Andrew, there are some advantages and disadvantages of media pictures and stick note

1. The Advantages

- a. Media Pictures and Stick Note can motivate the student and make they want to pay attention and want to take part.
- b. Media Pictures and Stick Note contribute to the context in which the language is being used. They bring the world into the classroom.

- c. Media Pictures and Stick Note can be described in an objective way or responded to subjectively.
- d. Media Pictures and Stick Note can cue responses to questions or cue substitutions through controlled practice.
- e. Media Pictures and Stick Note can stimulate and provide information to be referred to in conversation and discussions.

Wright (2008:7) says that pictures provide students with challenges and opportunities to try to speak. Challenges in this case refer to identify, describe, match, analyze, interpret and convince the content of the pictures. Opportunities refer to the time to express feeling, ideas and to exchange information. Pictures are considered as the appropriate media in teaching speaking. It was hoped that, picture given could affect the students speaking ability, especially for those aspects of speaking as picture affected students' pronunciation and fluency when oral production was produced into a good speech which was easy and intelligible for listener to understand the speech and content. Then, picture series affected students' grammar when oral production was produced with correct formula. It was also important when picture affected vocabulary and content.

2. The Disadvantages

Sadiman, Wright (2008) explains the disadvantages on using picture and stick note. Those are picture and stick note that are too complex are not effective for learning activities and the size is very limited for large groups. To overcome the disadvantages above, the use of picture and stick note in this research had to show the main point of the conversation clearly done, by choosing a particular

picture that will support the lesson. Due to the size, the researcher used big and clear picture, and for the stick note the researcher using some candy to make student interesting for the lesson and distribute to each student for the teaching learning process of speaking.

4. Cooperative Script

4.1 Definition of Cooperative Script

According to Slavin, (2008:175), cooperative script is a learning model that can improve student memory while A'la (2011:97) said that a cooperative script is a learning method in which students work in pairs and verbally summarize parts of the material they learn in the classroom. It is very helpful for student in developing and linking facts and concepts that have been obtained in problem solving. Brousseau i hadi (2007:18) wrote that cooperative script learning model is a learning contract between the teacher an the students on how to collaborate.

4.2 Steps of Cooperative Script Learning Model

According to Hamid (2016) there are some steps of cooperative script learning model

- a) Teachers divide students to group.
- b) The teacher distributes the materials of each students to read and create summary.
- c) Teacher and students determine who first role as speakers and whom the master divides students into pairs.

- d) The teacher distributes the listeners as a listeners.
- e) The speaker read the summary as completely as possible listeners listen to the basic ideas there are incomplete and helpful recall the main idea and relate them to other material.
- f) Exchanging roles as speakers converted to listeners.
- g) Students conclude together with teacher.

4.3 The Advantage and Disadvantage of Cooperative Script

- a. The advantage of cooperative script (Miftahul'Ala, 2011:98)
 - Practice listening accurately
 - Play roles
 - Practice giving feed back to others' mistake orally
- b. The disadvantage of cooperative script (Miftahul'Ala, 2011:98)
 - The method is only used to the teach certain subject
 - The cooperative script is used by only two persons or pairs (not all class), so the feed back to the others' mistake is limited to the pairs.

B. Conceptual Framework

It has been mentioned before that speaking is considered as the most difficult skill to be mastered by the students. In speaking, the students have to apply their knowledge the language when they converse with others. However, it become a complicated process to the students because they have limited vocabularies and grammar knowledge.

There are so many learning models will be used by teacher. Cooperative script learning model is one of learning models which are suitable to help the students to improve about their speaking. With applying cooperative script learning model by using media picture and stick note the students can be easily to speak, express their idea by ask and answer question with their friends. So, it is very helpful to create a comfortable condition in studying since the students have more opportunity to interact with others. In conclusion, With applying cooperative script learning model by using media picture and stick note in teaching speaking will be significant improvement on the students' speaking achievement.

C. Hypothesis

Based on the explanation of both theoretical and conceptual framework, the hypothesis is formulated as follow:

Ha : There is a significant Effect of Applying Coopertive Script Learning Model by using Media Picture and Stick Note on The Students' Speaking Achievement

Ho : There is not significant Effect of Applying Coopertive Script Learning Model by using Media Picture and Stick Note on The Students' Speaking Achievement

CHAPTER III
METHOD OF RESEARCH

A. Location Research

This research was conducted at SMP Muhammadiyah 57 Medan. It was located at Jalan Mustafa No.1, Kecamatan Medan Timur. The reasons of chosen this school because based on the researcher observation in this school when doing real teaching program that the students' ability in speaking through expression of checking understanding was low and bad. The researcher interest in solving the students' problem with cooperative script learning model by using media picture and stick note in junior high school.

B. Population and Sample

1. Population

The population of this research was taken from eight grade students of SMP Muhammadiyah 57 Medan of the academic year 2018/2019, which consisted of three classes. VIII-A, VIII-B, VIII-C,. So the total of population of this research is 85 Students

Table 3.1 The Population of Research

Class	Population
VIII-A	28
VIII-B	28
VIII-C	29
Total	85

2. Sample

The samples in this research was chosen VIII-A which consist 28 students as control group and VIII-B which consist 28 students as experimental group. Random sampling technique will apply to determine the samples. The total sample is 56 students.

Table 3.2 The Sample of Research

Class	Sample
VIII-A	28
VIII-B	28
Total	56

C. Research Design

The research design was applied by using experimental quantitative design, to investigate the effect of applying cooperative script learning model by using media picture and stick note in speaking. It has different groups of students, experimental and control group. The experimental group was taught with Cooperative script learning model by using media picture and stick note. The control group was teach by using Direct Method. The design of this research was illustrated as follow:

Table 3.3 The Research Design

No.	Group	Pre-test	Treatment	Post-test
1	Experimental (x)	√	Coopertive Script Learning Model By Using Media Picture And Stick Note	√
2	Control group (y)	√	Direct Method	√

a. Pre-Test

Pre- Test is the test which will be given before treatment process began. The test is aim to find out the students' speaking ability of both groups and know the mean scores of experimental and control group.

b. Treatment

A treatment will be given to the students. The experimental group will be taught with coopertive script learning model by using media picture and Stick Note, while the control group will be taught by using Snowball throwing.

c. Post-Test

The post-test is given after the treatment. The post-test will be conducted to measure the competence of the students. Then find out the difference in mean score of both experimental group and control group. It also used to find out the students' ability in speaking after the treatment.

D. The Instrument of Research

The instrument of this research was collected by giving oral test to know their fluency, comprehension, grammar, vocabulary, pronounce, and fluency. The contain of the test about make some conversation and show in front of the class. Each group willgiven three component, they are pre test, treatment, and post test. While, the source of this test will from English in Focus Grade VIII Junior High School. According Brown (2001:406-407) in scoring students' achievement, there are five indicators to evaluate speaking achievement namely vocabulary, comprehension, pronunciation, fluency, and grammar. It can be seen in the following table:

Table 3.4
The Indicators to Evaluate Speaking Skill

1. Vocabulary (20)

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

2. Comprehension (20)

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

3. Pronunciation (20)

Level	Explanation
16-20	Very Good: understand able
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
16-20	Very Good: understand able
11-15	Good: speech is generally natural
6-10	Fair: some definite stumbling but manager to rephrase and continue
1-5	Unsatisfactory: 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 thought or confident control of the grammar
1-5	Unsatisfactory: errors in grammar frequent to speak language

E. The Technique of Collecting Data

The data was collected by giving the test to the students. Several steps were use to collect the data:

1. Giving Pre-test to Experimental and Control Group.
2. Submit Pre-test to Experimental and Control Group.

3. Giving treatment to Experimental Group of applying cooperative script learning model by using media picture and stick note
4. Giving Post-test to Experimental and Control Group.
5. Submit Post-test to Experimental and Control Group.
6. Listing the score of Pre-test and Post-test in table to the Experimental and Control Group.

F. The Technique of Data Analysis

After collecting the data from the test, the data analyzed by using the following procedure:

1. Measuring the different scores between Pre-test and Post-test from the experimental group and control group.
2. Listing the scores into two tables, first for the experimental group scores and second for the control group scores.
3. Calculating the total score Pre-test and Post-test in experimental group and control group. Calculating was conducted by using t-test as show below, according to Sugiyono (2017):

a. Calculating Mean Score:

$$\bar{x} = \frac{\sum xi}{n} \text{ (Sugiyono, 2017)}$$

Note :

\bar{x} = Mean

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

n = The number of students

b. Standar Deviation by Formula

$$SD_1 = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{(n)(n-1)}} \text{ (Sugiyono, 2017)}$$

c. Calculating correlation Product Moment between X₁ and X₂

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\left\{n \sum x^2 - (\sum x_i)^2\right\} \left\{n \sum y_i^2 - (\sum y_i)^2\right\}}} \text{ (Sugiyono, 2017 : 255)}$$

d. Determining the percentage of X variable toward Y variable

$$D = r^2 \times 100\%$$

$$x = 100\% - D$$

e. Hypothesis test (t-test)

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}} \right) \left(\frac{s_2}{n_2} \right)}} \text{ (Sugiyono, 2017 : 275)}$$

In which :

t = t-test

x_1 = Mean of variable 1 (experimental group)

x_2 = Mean of variable 2 (control group)

s_1 = Standard deviation of sample 1 (experimental group)

- s_2 = Standard deviation of sample 2 (control group)
- s_1^2 = Standard deviation squared (variants) of sample 1 (experimental group)
- s_2^2 = Standard deviation squared (variants) of sample 2 (control group)
- n = Total of sample
- n_1 = Number of cases for variable 1 (experimental group)
- n_2 = Number of cases for variable 2 (control group)
- r = Correlation of product moment between x_1 and x_2

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data were collected by giving an oral test. The sample in this research is 56. The sample was divided into two classes, the experimental group and control group. Each group was given pre-test and post-test of the same test. In experimental group, the students' total score of pre-test was 1801 with the lowest score of pre-test was 50 and the highest one was 80, while the total score of post-test was 2441 with the lowest score of post-test was 75 and the highest one was 95 (see appendix). Meanwhile, in control group, the students' total score of pre-test was 1786 with the lowest score 55 and the highest score was 75, while the total score of post-test was 2065 with the lowest score 50 and the highest score 78 (see appendix).

After getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students' achievement in speaking after receiving the treatment.

B. Data Analysis

The data were analyzed by computing reliability and t-observed which was related to examine the hypothesis in order to answer the research problem. The data of this study was the score of pre-test and post-test used to find out the mean and standard deviation of experimental and control group. The score of pre-test and post-test as follow:

Table 4.1**Differences Score Between Pre-test and Post-test of Experimental Group**

No	Students' Initial	Pre-test (X ₁)	Post-test (X ₂)	(X ₁) ²	(X ₂) ²
1	ABD	52	80	2704	6400
2	ADS	56	85	3136	7225
3	AP	57	75	3249	5625
4	AND	62	76	3844	5776
5	AAN	65	85	4225	7225
6	CN	65	85	4225	7225
7	DWS	68	79	4624	6241
8	FFS	67	92	4489	8464
9	GNAH	56	95	3136	9025
10	GK	59	80	3481	6400
11	IA	60	92	3600	8464
12	IHA	80	85	6400	7225
13	KZ	68	83	4624	6889
14	MRA	67	82	4489	6724
15	MN	70	85	4900	7225
16	MAA	80	90	6400	8100
17	MFH	50	85	2500	7225
18	MI	65	95	4225	9025
19	MSH	50	90	2500	8100
20	NA	64	90	4096	8100
21	NAB	80	90	6400	8100
22	NH	61	90	3721	8100
23	NSI	80	85	6400	7225
24	RZ	59	95	3481	9025
25	RNS	56	90	3136	8100
26	RZ	66	95	4356	9025
27	SA	68	95	4624	9025
28	TKD	70	92	4900	8464
TOTAL		$\sum x_1 = 1801$	$\sum x_2 = 2441$	$\sum x_1^2 = 117865$	$\sum x_2^2 = 213747$

Based on the table 4.1 above it can be seen that there was differences between pre-test and post-test of experimental class. After calculated the data for experimental group above the total score of pre-test was 1801 and the total score of post-test was 2441. It means that, the score the total score of post-test higher than pre-test. The mean score was calculated as follows:

a. The Average (Mean)

$$x = \frac{\sum x_2}{n - x}$$

$$= \frac{2441}{28}$$

$$= 87,17$$

b. Standard Deviation of X Variable

$$SD_1 = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{(n)(n-1)}}$$

$$= \sqrt{\frac{28(213747) - (2441)^2}{(28)(28-1)}}$$

$$= \sqrt{\frac{5984916 - 5958481}{756}}$$

$$= \sqrt{\frac{26435}{756}}$$

$$= \sqrt{35}$$

$$= 6$$

Table 4.2 Differences Score between Pre-test and Post-test of the Control**Group**

No	Students' Initial	Pre-test Y_1	Post-test Y_2	$(Y_1)^2$	$(Y_2)^2$
1	STM	65	73	4225	5329
2	NR	63	76	3969	5776
3	NS	62	75	3844	5625
4	CNY	62	75	3844	5625
5	HKIH	67	73	4489	5329
6	AGA	65	75	4225	5625
7	CNR	70	78	4900	6084
8	ZP	61	78	3721	6084
9	ZA	63	75	3969	5625
10	SNA	65	76	4225	5776
11	ADF	66	75	4356	5625
12	RS	63	69	3969	4761
13	MZ	58	75	3364	5625
14	MNA	57	76	3249	5776
15	CGA	60	75	3600	5625
16	ARF	62	73	3844	5329
17	FH	67	75	4489	5625
18	WA	61	75	3721	5625
19	RS	59	75	3481	5625
20	PI	65	71	4225	5041
21	FD	75	70	5625	4900
22	MA	61	76	3721	5776
23	MR	60	75	3600	5625
24	FJR	67	50	4489	2500
25	IM	65	76	4225	5776
26	TFQ	70	75	4900	5625
27	YSTH	55	75	3025	5625
28	MRF	72	75	5184	5625
TOTAL		$\sum y_1$ =1786	$\sum y_2$ =2065	$\sum y_1^2$ =114478	$\sum y_2^2$ =152987

Based on the table 4.2 above, it can be seen that there was differences between pre-test and post-test score of control class. After calculated the data for control group above the total score of pre-test was 1786 and the total score of post-test was 2065. It means that, the total score of post-test higher than pre-test. The Mean score was calculated as follows:

a. The Average (Mean)

$$\begin{aligned} y &= \frac{\sum y_2}{ny} \\ &= \frac{2065}{28} \\ &= 73,75 \end{aligned}$$

b. Standard Deviation of Y Variable

$$\begin{aligned} SD_2 &= \sqrt{\frac{n(\sum y_2^2) - (\sum y_2)^2}{(n)(n-1)}} \\ &= \sqrt{\frac{28(152987) - (2065)^2}{(28)(28-1)}} \\ &= \sqrt{\frac{(4283636) - (4264225)}{756}} \\ &= \sqrt{\frac{19411}{756}} \\ &= \sqrt{25,67} \\ &= 5 \end{aligned}$$

Based on the previous data, after the Mean was obtained, then the correlation determined with the formula:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\left\{ n \sum x_i^2 - (\sum x_i)^2 \right\} \left\{ n \sum y_i^2 - (\sum y_i)^2 \right\}}}$$

it was concluded in the following

table:

Table 4.3 Calculating Correlation Product Moment between X_1 and X_2

No	Students' Initial	Pre-test (X_1)	Post-test (X_2)	$(X_1)^2$	$(X_2)^2$	$(X_1)(X_2)$
1	ABD	52	80	2704	6400	4160
2	ADS	56	85	3136	7225	4760
3	AP	57	75	3249	5625	4275
4	AND	62	76	3844	5776	4712
5	AAN	65	85	4225	7225	5525
6	CN	65	85	4225	7225	5525
7	DWS	68	79	4624	6241	5372
8	FFS	67	92	4489	8464	6164
9	GNAH	56	95	3136	9025	5320
10	GK	59	80	3481	6400	4720
11	IA	60	92	3600	8464	5520
12	IHA	80	85	6400	7225	6800
13	KZ	68	83	4624	6889	5644
14	MRA	67	82	4489	6724	5494
15	MN	70	85	4900	7225	5950
16	MAA	80	90	6400	8100	7200
17	MFH	50	85	2500	7225	4250
18	MI	65	95	4225	9025	6175
19	MSH	50	90	2500	8100	4500
20	NA	64	90	4096	8100	5760
21	NAB	80	90	6400	8100	7200
22	NH	61	90	3721	8100	5490
23	NSI	80	85	6400	7225	6800
24	RZ	59	95	3481	9025	5605
25	RNS	56	90	3136	8100	5040
26	RZ	66	95	4356	9025	6270
27	SA	68	95	4624	9025	6460
28	TKD	70	92	4900	8464	6440
TOTAL		$\sum x_1$ =1801	$\sum x_2$ =2441	$\sum x_1^2$ =117865	$\sum x_2^2$ =213747	$\sum x_1 x_2$ =157131

a. Correlation Product Moment between X_1 and X_2

$$\begin{aligned}
 r_{xy} &= \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \\
 &= \frac{28(157131) - (1801)(2441)}{\sqrt{\{28(117865) - (1801)^2\} - \{28(213747) - (2441)^2\}}} \\
 &= \frac{4399668 - 4396241}{\sqrt{\{3300220 - 3243601\} - \{5984916 - 5958481\}}} \\
 &= \frac{3427}{\sqrt{\{56619\} \{26435\}}} \\
 &= \frac{3427}{\sqrt{1496723265}} \\
 &= \frac{3427}{38621} \\
 &= 0,88
 \end{aligned}$$

b. Coefficient

$$\begin{aligned}
 r_{xy} &= \frac{n \sum x_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \\
 &= \frac{60(157131) - (2441)(2065)}{\sqrt{60\{(213747) - (2441)^2\} \{60(152987) - (2065)^2\}}} \\
 &= \frac{9427860 - 5040665}{\sqrt{\{12824820 - 5958481\} - \{9179220 - 4264225\}}} \\
 &= \frac{4387195}{\sqrt{(6866339) - (4914995)}}
 \end{aligned}$$

$$= \frac{4387195}{\sqrt{33748021853305}}$$

$$= \frac{4387195}{5809304}$$

$$= 0,7552$$

c. Determining the score of t-test with formula:

After the correlation score was obtained, then specified t-test with the formula;

$$t = \frac{x_i x_i}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}} \right) \left(\frac{s_2}{\sqrt{n_2}} \right)}}$$

$$= \frac{87,17 - 73,75}{\frac{6}{28} + \frac{5}{28} - 2(0,88) \left(\frac{6}{\sqrt{28}} \right) \left(\frac{5}{\sqrt{28}} \right)}$$

$$= \frac{13,42}{0,21 + 0,17 - (0,77)(1,13)(0,94)}$$

$$= \frac{13,42}{\sqrt{0,38 - 0,81}}$$

$$= \frac{13,43}{\sqrt{0,43}}$$

$$= \frac{13,42}{0,66}$$

$$= 20,4$$

After measuring the data above, by using t-test formula it showed that t-test score 20,4. After seeking the table of the distribution of t-test as the accounting in certain Degree of Freedom (DF) the calculation as follows:

$$Df = 2n - 2$$

$$= 2(28) - 2$$

$$= 56 - 2$$

$$= 54$$

d. Determining the Percentage of the Effect of X Variable and Y variable

In determining the percentage the effect of Applying Cooperative Script Learning Model by using Media Pictures and Stick Note on the Students' Speaking Achievement, the formula was:

$$D = r \times 100\%$$

$$D = 0,7552 \times 100\%$$

$$D = 75,52\%$$

$$X = 100\% - D$$

$$X = 100\% - 75,52\%$$

$$X = 24.48\%$$

It means that the percentage of the effect of X toward Y or the Effect of Applying Cooperative Script Learning Model by using Media Pictures and Stick Note on the Students' Speaking Achievement was 75,25% and 24,48% was influence by others factor. 1,673.

C. Testing Hypothesis

After accounting the data previously by using t-test formula that critical value then after seeking the table of distribution of evaluate Speaking Skill as basic of counting Degree of Freedom (DF), the calculation shows that DF was $(2n-2=56-2=54)$ in line 54 that t-table is 1,673 for 0,05. It could concluded $t\text{-test} > t\text{-table}$ or $20,4 > 1,673$. So H_0 was rejected an H_a was accepted or there was the effect of Applying Cooperative Script Learning Model by using Media Pictures and Stick Note on the Students' Speaking Achievement through checking for understanding at eight grade in SMP Muhammadiyah 57 Medan.

D. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught with Applying Cooperative Script Learning Model by using Media Pictures and Stick Note got higher score than the students who were taught by using Direct Method. Total of significant effect was 75,25%. It was proved by the result of t-test which was 20,4 and t-table which was 1,637 ($t\text{-test} > t\text{-table}$, $20,4 > 1,637$). It means that the students' Speaking

Achievement with Applying Cooperative Script Learning Model by using Media Pictures and Stick Note was significant than using Direct Method.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the findings and data analysis, the researcher could make the conclusion as follow: There was significant effect of Applying Cooperative Script Learning Model by using Media Pictures and Stick Note on the Students' Speaking Achievement is proven by the result of the test $t\text{-test} > t\text{-table}$ or $20,4 > 1,637$. It means that the result of analysis showed that $t\text{-test}$ was higher than $t\text{-table}$ with the level significant 0,05 and the Degree of Freedom (DF) = 54. Cooperative Script Learning Model by using Media Pictures and Stick Note gives stimulus for the students to become active learning and accept the lesson that the teacher gave. The students be active to giving opinion and speak up in front of the class.

B. Suggestion

In this case the researcher, would like to give the suggestion, the suggestion were put forward as follows:

1. The English teachers, the teacher were suitable applying cooperative script learning model by using media pictures and stick note on the learning process. The teacher should stimulus students to interact with other in English. The teacher should make the students interest and enjoy in learning proses.

2. The students, they should improve their speaking skills by increasing vocabulary. Practice speaking with someone is very important. The students should practice their speaking in daily conversation, so that will make them competent in English.
3. The reader, were encouraged to have a lot of information about teaching learning experience for them.
4. The other researchers, it is suggested to conduct further research related to the topic of the study.

APPENDIXES

RENCANA PELAKSANAAN PEMBELAJARAN
(Experimental Group)

Satuan Pendidikan	: SMP Muhammadiyah 57
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII B
Materi Pokok	: Checking for Understanding
Alokasi Waktu	: 2 x 40 menit

A. KOMPETENSI INTI

- KI 1 Sikap spiritual yaitu menghayati dan mengamalkan ajaran agamayang dianutnya.
- KI 2 Sikap sosial yaitu menunjukkan prileku jujur, disiplin, tanggung jawab, peduli (Gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efetif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cermian bangsa dalam pergaulan dunia.
- KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, terkait fenomena dan kejadian tampak mata.
- KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mngurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR

3.1 Menerapkan strukture teks dan unsur kebahasaan untuk meaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.	3.10.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan mengecek pemahaman. 3.10.2 Menyebutkan ungkapan mengecek pemahan. 3.10.3 Merespon ungkapan mengecek pemahaman.
4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja tyag baik, meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.	4.1.1 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan mengecek pembahasan.

C. TUJUAN PEMBELAJARAN

Melalui pendekatan saintifik dan metode diskusi peserta didik dapat :

1. Menerapkan struktur teks da unsur kebahasaan untuk melaksanakan fungsi sosial dari *mengerti serta cara meresponnya*, sesuai dengan konteks penggunaan.
2. Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan dan merespon, ekspresi *mengerti serta cara meresponnya* dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. MATERI PEMBAHASAN

Expression for Understanding

1. Checking for Understanding
2. Showing Understanding
3. Showing for Lack of Understanding

E. PENDEKATAN DAN METODE PEMBELAJARAN

Pendekatan : Saintifik

Model : Cooperative Script

F. MEDIA PEMBELAJARAN

1. Media : Pictures and Stick Note
2. Alat : Papan Tulis
3. Bahan : Kertas Karton

G. SUMBER BELAJAR

1. Buku paket Bahasa Character Building PAKEM Kurikulum 2013
2. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
3. Contoh interaksi lisan
4. Contoh teks tertulis

H. KEGIATAN PEMBALAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Membuka pembelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama) b. Apresiasi c. Memeriksa kehadiran peserta didik	15 Menit

	<p>d. Menyampaikan atau mengingatkan kembali kepada murid tentang materi yang telah lalu</p> <p>e. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran</p> <p>f. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu)</p>	
Kegiatan inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Siswa mendengarkan dan membaca beberapa contoh kalimat ekspresi mengerti dan responnya 2. Siswa menirukan model pengucapan dan intonasi dari ekspresi mengerti dan responnya <p>Menanya</p> <p>Dengan bimbingan dan arahan guru siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ekspresi mengerti dan responnya dalam bahasa Inggris.</p> <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Siswa membaca contoh kalimat ekspresi mengerti serta cara meresponnya 2. Siswa membuat percakapan berdasarkan instruksi dari guru serta melalui contoh ekspresi mengerti serta cara meresponnya <p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi ekspresi mengerti, struktur teks, dan unsur kebahasaan, serta format penulisannya. 2. Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang 	

	<p>disampaikan dalam kerja kelompok.</p> <p>3. Siswa menyimpulkan hasil analisisnya terkait fungsi sosial, struktur teks, dan unsur kebahasaan dari kalimat/ungkapan mengatakan ekspresi mengerti serta responnya.</p> <p>Mengkomunikasikan</p> <p>Siswa menyatakan ekspresi mengerti, didalam dan diluar kelas, serta lingkungan sekitar sesuai dengan konteksnya</p>	
Penutup	<p>a. Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran</p> <p>b. Evaluasi dengan melaksanakan tes secara lisan</p> <p>c. Peserta didik melakukan refleksi manfaat dari kegiatan pembelajaran dengan menjawab pertanyaan</p> <p>d. Menutup pembelajaran dengan mengucapkan hamdalah</p>	

I. PENILAIAN HASIL BELAJAR

1. Sikap spiritual

- a. Teknik Penilaian : Observasi
- b. Bentuk Instrument : Lembar Observasi

2. Sikap Sosial

- a. Teknik Penilaian : Observasi
- b. Bentuk Instrument : Lembar Observasi

3. Pengetahuan

- a. Teknik penilaian : 1. Tes : Lisan.
2. Non tes : Penugasan Kelompok
- b. Bentuk Instrument : Soal tes lisan

4. Keterampilan

- a. Teknik : Observasi
- b. Bentuk Instrument : Check list

Medan, 06 Mei 2019

Mengetahui

Guru Mata Pembelajaran

Peneliti

Murniyati, S.Pd

Lusi Handayani Putri

Kepala Sekolah

Muhammad Nasir, M.Pd

Lampiran 1 : Instrumen Penilaian Sikap Spiritual

No	Nama Peserta Didik	Indikator : Berdoa sebelum dan sesudah kegiatan pembelajaran (1-4)

Petunjuk Penyeoran :

Skor 4 = Baik Sekali ; selalu berdo'a dengan sungguh-sungguh

Skor 3 = Baik ; sering berdo'a dengan sungguh-sungguh

Skor 2 = Cukup ; kadang-kadang berdo'a dengan sungguh-sungguh

Skor 1 = Kurang ; berdoa dengan tidak sungguh-sungguh

Lampiran 2 : Intrumen Penilaian Sikap Sosial

No	Peserta Didik	Indikator						Jumlah Skor
		Menghargai setiap Orang Yang ada Di Kelas			Menajaga Kebersihan Lingkungagn Kelas (1-4)	Memelihara Hubungan Biak dengan Teman Sekelas		
		Senyum (1-4)	Sapa (1-4)	Salam (1-4)		Tingkat Keramahan (1-4)	Tingkat Toleransi (1-4)	

Petunjuk Penyeoran :

Skor 1 : Tida Pernah

Skor 2 : Kadang- Kadang

Skor 3 : Sering

Skor 4 : Selalu

Lampiran 3

1. Model Diskusi

Siswa dikelompokkan dengan anggota 4 orang dengan kemampuan Heterogen

- Anggota tim menggunakan lembar kegiatan atau perangkat tugas yang lain
- Setiap anggota saling membantu memahami bahan pelajaran

No	Nama Siswa	Aspek Penilaian					Jlh	Nilai	Ket
		Gagasan	Kerjasama	Inisiatif	Keaktifan	Bahasa			

Keterangan Skor :

Baik sekali = 4
Baik = 3
Cukup = 2
Kurang = 1

Kriteria Nilai

A = 80-100 : Baik Sekali
B = 70-79 : Baik
C = 60-69 : Cukup
D = > 60 : Kurang

Skor Perolehan

Nilai _____ x 100

Skor Maksimal

2. Penilaian Presentasi (Praktek Percakapan) Berdasarkan Brown (2001)

1. Vocabulary (20)

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

2. Comprehension (20)

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

3. Pronunciation (20)

Level	Explanation
16-20	Very Good: understand able
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
16-20	Very Good: understand able
11-15	Good: speech is generally natural
6-10	Fair: some definite stumbling but manager to rephrase and continue
1-5	Unsatisfactory: 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 thought or confident control of the grammar
1-5	Unsatisfactory: errors in grammar frequent to speak language

RENCANA PELAKSANAAN PEMBELAJARAN

(Control Group)

Satuan Pendidikan	: SMP Muhammadiyah 57
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII A
Materi Pokok	: Checking for Understanding
Alokasi Waktu	: 2 x 40 menit

J. KOMPETENSI INTI

- KI 1 Sikap spiritual yaitu menghayati dan mengamalkan ajaran agamayang dianutnya.
- KI 2 Sikap sosial yaitu menunjukkan prileku jujur, disiplin, tanggung jawab, peduli (Gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efetif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cermian bangsa dalam pergaulan dunia.
- KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, terkait fenomena dan kejadian tampak mata.
- KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mngurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

K. KOMPETENSI DASAR DAN INDIKATOR

3.1 Menerapkan strukture teks dan unsur kebahasaan untuk meaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.	3.10.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan mengecek pemahaman. 3.10.2 Menyebutkan ungkapan mengecek pemahan. 3.10.3 Merespon ungkapan mengecek pemahaman.
4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja tyag baik, meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.	4.1.1 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan mengecek pembahasan.

L. TUJUAN PEMBELAJARAN

Melalui pendekatan saintifik dan metode diskusi peserta didik dapat :

3. Menerapkan struktur teks da unsur kebahasaan untuk melaksanakan fungsi sosial dari *mengerti serta cara meresponnya*, sesuai dengan konteks penggunaan.
4. Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan dan merespon, ekspresi *mengerti serta cara meresponnya* dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

M. MATERI PEMBAHASAN

Expression for Understanding

4. Checking for Understanding
5. Showing Understanding
6. Showing for Lack of Understanding

N. PENDEKATAN DAN METODE PEMBELAJARAN

Pendekatan : Saintifik

Model : Direct Method

O. MEDIA PEMBELAJARAN

4. Media : Throwing Snowball
5. Alat : Papan Tulis
6. Bahan : Kertas Bergambar

P. SUMBER BELAJAR

5. Buku paket Bahasa Character Building PAKEM Kurikulum 2013
6. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
7. Contoh interaksi lisan
8. Contoh teks tertulis

Q. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	g. Membuka pembelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama) h. Apresiasi i. Memeriksa kehadiran peserta didik	15 Menit

	<ul style="list-style-type: none"> j. Menyampaikan atau mengingatkan kembali kepada murid tentang materi yang telah lalu k. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran l. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu) 	
Kegiatan inti	<p>Mengamati</p> <ul style="list-style-type: none"> 3. Siswa mendengarkan dan membaca beberapa contoh kalimat ekspresi mengerti dan responnya 4. Siswa menirukan model pengucapan dan intonasi dari ekspresi mengerti dan responnya <p>Menanya</p> <p>Dengan bimbingan dan arahan guru siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ekspresi mengerti dan responnya dalam bahasa Inggris.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> 3. Siswa membaca contoh kalimat ekspresi mengerti serta cara meresponnya 4. Siswa membuat percakapan berdasarkan instruksi dari guru serta melalui contoh ekspresi mengerti serta cara meresponnya <p>Mengasosiasi</p> <ul style="list-style-type: none"> 4. Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi ekspresi mengerti, struktur teks, dan unsur kebahasaan, serta format penulisannya. 5. Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang 	

	<p>disampaikan dalam kerja kelompok.</p> <p>6. Siswa menyimpulkan hasil analisisnya terkait fungsi sosial, struktur teks, dan unsur kebahasaan dari kalimat/ungkapan mengatakan ekspresi mengerti serta responnya.</p> <p>Mengkomunikasikan</p> <p>Siswa menyatakan ekspresi mengerti, didalam dan diluar kelas, serta lingkungan sekitar sesuai dengan konteksnya</p>	
Penutup	<p>e. Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran</p> <p>f. Evaluasi dengan melaksanakan tes secara lisan</p> <p>g. Peserta didik melakukan refleksi manfaat dari kegiatan pembelajaran dengan menjawab pertanyaan</p> <p>h. Menutup pembelajaran dengan mengucapkan hamdalah</p>	

R. PENILAIAN HASIL BELAJAR

5. Sikap spiritual

- c. Teknik Penilaian : Observasi
- d. Bentuk Instrument : Lembar Observasi

6. Sikap Sosial

- c. Teknik Penilaian : Observasi
- d. Bentuk Instrument : Lembar Observasi

7. Pengetahuan

- c. Teknik penilaian : 1. Tes : Lisan.
2. Non tes : Penugasan Kelompok
- d. Bentuk Instrument : Soal tes lisan

8. Keterampilan

- c. Teknik : Observasi
- d. Bentuk Instrument : Check list

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Guru Mata Pembelajaran

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No	Peserta Didik	Indikator						Jumlah Skor
		Menghargai setiap Orang Yang ada Di Kelas			Menajaga Kebersihan Lingkungagn Kelas (1-4)	Memelihara Hubungan Biak dengan Teman Sekelas		
		Senyum (1-4)	Sapa (1-4)	Salam (1-4)		Tingkat Keramahan (1-4)	Tingkat Toleransi (1-4)	

Petunjuk Penyeoran :

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Skor 2 : Kadang- Kadang

Skor 3 : Sering

Skor 4 : Selalu

Lampiran 3

3. Model Diskusi

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Level	Explanation
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1-5	Unsatisfactory: usage definitely unsatisfactory frequently needs to rephrase construction or restrict himself to basic structure.

8. Pronunciation (20)

Level	Explanation
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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
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11-15	Good: speech is generally natural
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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 thought or confident control of the grammar
1-5	Unsatisfactory: errors in grammar frequent to speak language

“Guess the expression from the picture and see the stick Note bellow, then make the conversation based on the picture and stick note. After that, show the conversiation in front of the class.”



SORRY I DON'T UNDERSTAND

“Guess the expression from the picture and see the stick Note bellow, then make the conversation based on the picture and stick note. After that, show the conversiation in front of the class.”



I GET IT / I GOT IT

“Guess the expression from the picture and see the stick Note bellow, then make the conversation based on the picture and stick note. After that, show the conversation in front of the class.”



DO YOU UNDERSTAND ?

Experimental Class (VIII B)

Students' Attendance of Pre-Test B

No	Name	Attendance
1	Abdurrasyid Karim	✓
2	Adinda Dwi Syahputri	✓
3	Andini Pratiwi	✓
4	Ahmad Naufal Ditrohat	✓
5	Azizan Alfarezi	✓
6	Chaca Nopaliza	✓
7	Daksa Wirawan S	✓
8	Fashu Febri Setiawan	✓
9	Gio Nashi A'yazid H	✓
10	Giska Khumairoh	✓
11	Ilham Alfaridz	✓
12	Iskandar Helpi A	✓
13	Kayla Zuhra	✓
14	M. Reza Alfaridzi	✓
15	Mufidin Nafiz	✓
16	M. Araf Alfarqon	✓
17	M. Fadlan Hafadz	✓
18	M. Ilham	✓
19	M. Shauqy Hidayat	✓
20	Nabila Amanda	✓
21	Nabila Ardinata	✓
22	Naila Hanifah	✓
23	Naila Syakira	✓
24	Rapita Zulfikar	✓
25	Ratu Naila Salsa	✓
26	Riza Zulfi	✓
27	Sukma Ayu	✓
28	Tri Khairudzaki R	✓

Experimental Class (VIII B)

Students' Attendance of Post-Test

No	Name	Attendance
1	Abdurrasyid Karim	✓
2	Adinda Dwi Syahputri	✓
3	Andini Pratiwi	✓
4	Ahmad Naufal Ditrohat	✓
5	Azizan Alfarezi	✓
6	Chaca Nupaliza	✓
7	Daksa Wirawan S	✓
8	Fasha Febri Setiawan	✓
9	Gio Nasbi A'yazid II	✓
10	Giska Khumairoh	✓
11	Ilham Alfaridz	✓
12	Iskandar Helpi A	✓
13	Kayla Zuhra	✓
14	M. Reza Alfaridzi	✓
15	Mufidin Nafiz	✓
16	M. Araf Alfurqon	✓
17	M. Fauzan Hafadz	✓
18	M. Ilham	✓
19	M. Shauqy Hidayat	✓
20	Nabila Amanda	✓
21	Nabila Ardinata	✓
22	Naila Hanifah	✓
23	Naila Syakica	✓
24	Rapita Zulfikar	✓
25	Ratu Naila Salsa	✓
26	Riza Zulfi	✓
27	Sakma Ayu	✓
28	Tri Khairudzaki R	✓

Control Class (VIII A)

Students' Attendance of Pre-Test

No	Name	Attendance
1	Adisti Gina Az-zahra	✓
2	Ajeng Qorirah faiz	✓
3	Aqil Ridwan Fadly	✓
4	Callysta Nabila Rusty	✓
5	Chevin Gading Alfarizky	✓
6	Cut Narasha Yasmin	✓
7	Fajar	✓
8	Farhan Dhany	✓
9	Fikri Haikal	✓
10	Hafizah Khairani	✓
11	Imam Maulana	✓
12	Meirza Aditya	✓
13	M. Jaffier	✓
14	M. Nabil Al-ghifari	✓
15	M. Rival	✓
16	M. Revaldi	✓
17	Nabila Rahmi	✓
18	Nazwa syafa	✓
19	Pranata Ibram	✓
20	Rabiur Suryo	✓
21	Rafid Sulfabri	✓
22	Shafa Nayla Az-zahra	✓
23	Siti Mahdina	✓
24	Taufiq	✓
25	Widan Abran	✓
26	Yusabbihulillah	✓
27	Zuhriyyatu Aqila	✓
28	Zurfahira F.	✓

Control Class (VIII A)

Students' Attendance of Post-Test


No	Name	Attendance
1	Adisti Gina Az-zahra	✓
2	Ajeng Qorirah faiz	✓
3	Aqil Ridwan Fadly	✓
4	Callysta Nabila Rusty	✓
5	Chevin Gading Alfarizky	✓
6	Cut Narasha Yasmin	✓
7	Fajar	✓
8	Farhan Dhany	✓
9	Fikri Haikal	✓
10	Hafizah Khairani	✓
11	Imam Maulana	✓
12	Meirza Aditya	✓
13	M. Jafier	✓
14	M. Nabil Al-ghifari	✓
15	M. Rival	✓
16	M. Revaldi	✓
17	Nabila Rahmi	✓
18	Nazwa syafa	✓
19	Pranata Ibram	✓
20	icabiul Suryo	✓
21	Rafid Sulfahri	✓
22	Shafa Nayla Az-zahra	✓
23	Siti Mahdina	✓
24	Taufiq	✓
25	Wildan Abran	✓
26	Yusabbihulillah	✓
27	Zuhriyyatu Aqila	✓
28	Zurfahira P.	✓

The Score of Pre-test in Experimental Group

No	Students' Initial	Indicators					Pre-test
		V	C	P	F	G	
1	ABD	10	10	9	11	12	52
2	ADS	14	9	8	12	13	56
3	AP	15	9	9	14	10	57
4	AND	16	8	10	16	12	62
5	AAN	16	7	16	14	12	65
6	CN	14	10	15	15	11	65
7	DWS	15	16	11	16	10	68
8	FFS	14	15	13	14	11	67
9	GNAH	12	12	11	12	9	56
10	GK	11	15	8	14	11	59
11	IA	13	14	7	16	10	60
12	IHA	15	16	18	16	15	80
13	KZ	16	13	14	15	10	68
14	MRA	15	12	14	14	12	67
15	MN	15	16	14	14	11	70
16	MAA	18	15	18	14	15	80
17	MFH	9	10	11	10	10	50
18	MI	15	13	12	12	13	65
19	MSH	10	10	10	10	10	50
20	NA	14	12	11	15	12	64
21	NAB	15	16	18	16	15	80
22	NH	15	14	11	10	11	61
23	NSI	18	15	18	15	14	80
24	RZ	13	11	9	15	11	59
25	RNS	14	10	10	10	12	56
26	RZ	16	12	11	15	12	66
27	SA	16	14	12	15	11	68
28	TKD	16	15	13	15	17	70
TOTAL							1801

Explanation:

- V = Vocabulary
- C = Comprehension
- P = Pronunciation
- F = Fluency
- G = Grammar

 The lowest Score of Pre-test

 The Highest Score of Pre-test

The Score of Post-test in Experimental Group

No	Students' Initial	Indicators					Post-test
		V	C	P	F	G	
1	ABD	15	15	16	16	18	80
2	ADS	19	15	18	15	18	85
3	AP	15	15	17	16	12	75
4	AND	16	18	15	15	12	76
5	AAN	18	18	16	17	16	85
6	CN	19	16	16	16	18	85
7	DWS	18	17	18	16	10	79
8	FFS	18	19	19	18	18	92
9	GNAH	20	18	19	19	19	95
10	GK	17	18	12	17	16	80
11	IA	19	18	18	18	19	92
12	IHA	18	16	16	17	18	85
13	KZ	16	15	18	18	16	83
14	MRA	18	15	16	17	15	82
15	MN	18	17	18	17	15	85
16	MAA	20	18	16	17	19	90
17	MFH	18	16	17	15	19	85
18	MI	20	18	20	18	19	95
19	MSH	19	17	20	16	18	90
20	NA	19	16	20	18	17	90
21	NAB	20	18	19	14	19	90
22	NIH	19	17	19	17	18	90
23	NSI	18	16	18	15	18	85
24	RZ	20	19	20	17	19	95
25	RNS	20	18	19	15	18	90
26	RZ	20	18	19	18	20	95
27	SA	20	19	19	18	19	95
28	TKD	20	17	20	16	19	92
TOTAL							2441

Explanation:

- V = Vocabulary
- C = Comprehension
- P = Pronunciation
- F = Fluency
- G = Grammar

The lowest Score of Post-test

The Highest Score of Post-test

The Score of Pre-test in Control Group

No	Students' Initial	Indicators					Pre-test
		V	C	P	F	G	
1	STM	15	11	14	21	13	65
2	NR	16	12	14	10	11	63
3	NS	15	11	15	8	13	62
4	CNY	12	10	13	13	14	62
5	HKIH	13	12	15	12	15	67
6	AGA	15	12	15	12	11	65
7	CNR	15	11	15	15	14	70
8	ZP	15	12	8	13	13	61
9	ZA	15	13	10	13	12	63
10	SNA	16	14	11	12	12	65
11	ADF	15	13	13	12	13	66
12	RS	14	12	9	13	13	63
13	MZ	13	8	12	12	13	58
14	MNA	11	10	12	12	12	57
15	CGA	10	11	15	12	12	60
16	ARF	12	12	16	11	11	62
17	FH	16	15	16	10	10	67
18	WA	12	15	14	8	12	61
19	RS	12	16	12	9	10	59
20	PI	14	13	10	13	15	65
21	FD	17	14	16	15	13	75
22	MA	17	14	16	12	13	61
23	MR	15	12	9	13	10	60
24	FJR	16	10	16	12	13	67
25	IM	14	12	14	12	13	65
26	TFQ	15	15	12	13	15	70
27	YSTH	11	12	9	11	12	55
28	MRF	15	14	15	13	15	72
TOTAL							1786

Explanation:

- V = Vocabulary
- C = Comprehension
- P = Pronunciation
- F = Fluency
- G = Grammar

The lowest Score of Pre-test

The Highest Score of Pre-test

The Score of Post-test in Control Group

No	Students' Initial	Indicators					Post-test
		V	C	P	F	G	
1	STM	18	14	16	14	11	73
2	NR	13	17	15	16	15	76
3	NS	16	15	14	16	14	75
4	CNY	16	15	17	14	13	75
5	HKH	15	14	15	14	15	73
6	AGA	16	14	15	15	15	75
7	CNR	16	16	16	15	15	78
8	ZP	16	15	18	15	14	78
9	ZA	15	17	15	16	12	75
10	SNA	16	14	16	15	15	76
11	ADF	18	12	17	16	12	75
12	RS	14	16	15	12	12	69
13	MZ	16	15	16	15	13	75
14	MNA	16	15	16	15	14	76
15	CGA	18	15	17	12	13	75
16	ARF	12	16	18	14	13	73
17	FH	17	15	16	15	12	75
18	WA	18	12	17	15	13	75
19	RS	12	17	15	16	15	75
20	PI	14	14	15	14	14	71
21	FD	15	17	15	13	10	70
22	MA	17	12	17	15	15	76
23	MR	16	15	16	13	15	75
24	EJR	10	10	10	10	10	50
25	IM	17	14	17	15	13	76
26	TFQ	15	14	15	15	16	75
27	YSTH	17	12	17	15	14	75
28	MRF	15	15	15	12	15	75
TOTAL							2065

Explanation:

- V = Vocabulary
- C = Comprehension
- P = Pronunciation
- F = Fluency
- G = Grammar

The lowest Score of Post-test

The Highest Score of Post-test













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 : Lusi Handayani Putri
 NPM : 1502050075
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 156 SKS

IPK = 3,54

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Applying Cooperative Script Learning Model by using Media Pictures and Stick Note on the Students' Speaking Achievement	
	The Effectiveness of Using Pokemon Short Movie by Nigahiga to Develop Vocabulary Achievement	
	The Implementation of Teaching Listening by Using Call Method Especially in the Procedure Text at The Second Grade Students'	

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

Medan, 12 Maret 2019
 Hormat Pemohon,

Lusi Handayani Putri

Keterangan

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



Nomor : 700/H.3A/MSU-02/F/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 : Lusi Handayani Putri
NPM : 1502050075
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Cooperative Script Learning Model by Using Media Pictures and Stick Note on the Students' Speaking Achievement.
Pembimbing : Dr. Hj. Dewi Kesuma Nst. 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'alaikumussalam Warahmatullahi Wabarakatuh

Dikeluarkan pada Tanggal :
Medan, 05 Ramadhan 1440 H
10 Mei 2019 M

Dekan

Dr. H. ElFianto Nst. S.Pd. M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 tempat

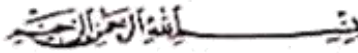
1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing
 4. Mahasiswa yang bersangkutan :
- WAJIB MENGIKUTI SEMINAR**



UMSU
UIN | MAJELIS | PERGURUAN

**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.umma.ac.id> E-mail: fkip@umma.ac.id

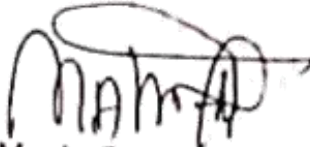


BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Lusi Handayani Putri
 N P M : 1502050075
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effect of Applying Cooperative Script Learning Model by Using Media Pictures and Stick Note on the Students' Speaking Achievement


Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
20 April 2019	Table of content	
	Each page	
	the way of typing, check grammar	
	conceptual framework	
	Revised lesson plan	
15 Mei 2019	- Conceptual Framework	
	- lesson plan	
14 Mei 2019	- Revision complete	
	acc	

Diketahui oleh
 Ketua Prodi


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

Medan, 16 Mei 2019

Dosen Pembimbing


 (Dr. Hj. Dewi Kesuma Ns, SS, M.Hum.)



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Lusi Handayani Putri
NPM : 1502050075
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Cooperative Script Learning Model by Using Media Pictures and Stick Note on the Students' Speaking Achievement

sudah layak diseminarkan.

Medan, 16 Mei 2019

Dosen Pembimbing,

Dr. Hj. Dewi Kesuma Nst, S.S, M.Hum



UMSU
Unggul | Cerdas | Terpercaya

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

SURAT PERNYATAAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Lusi Handayani Putri
N.P.M : 1502050075
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Cooperative Script Learning Model by Using Media Pictures and Stick Note on the Students' Speaking Achievement

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.

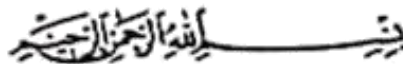
Medan, Juli 2019
Hormat saya
Yang membuat pernyataan,



Lusi Handayani Putri

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Lusi Handayani Putri
N.P.M : 1502050075
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Cooperative Script Learning Model by Using Media Pictures and Stick Note on the Students' Speaking Achievement

Pada hari Selasa, tanggal 21 bulan Mei 2019 sudah layak menjadi proposal skripsi.

Medan, Juli 2019

Disetujui oleh:

Dosen Pembahas



Khairil, S.Pd., M.Hum

Dosen Pembimbing



Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum

Diketahui oleh
Ketua Program studi



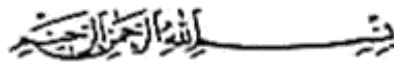
Mandra Saragih S.Pd, M.Hum



UMSU
Unggul | Cerdas | Terampil

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

Jalan 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



SURAT KETERANGAN

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

Nama Lengkap : Lusi Handayani Putri
N.P.M : 1502050075
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Cooperative Script Learning Model by Using Media Pictures and Stick Note on the Students' Speaking Achievement

Benar telah melakukan seminar proposal skripsi pada hari Selasa, tanggal 21 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas. Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Juli 2019

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum



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

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

Bila merujuk surat ini agar disebutkan nomor dan tanggalnya

Nomor : 456 /H.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 07 Dzulqaidah 1440 H
10 Juli 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMP Muhammadiyah 57 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 : Lusi Handayani Putri
N P M : 1502050075
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Cooperative Script Learning Model by Using Media Pictures and Stick Note on the 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.


Dr. H. Effianto Nst, S.Pd, M.Pd. A
NPM 15057302


** Peringgal **



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH KP. DADAP MEDAN
SMP MUHAMMADIYAH 57 MEDAN
Jl. Mustafa No. 1 Kp. Dadap Medan - 20238 Telp. 061 - 6636044
SUMATERA UTARA

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN
Nomor : 591/KET/IV.4/F/2019

Kepala Sekolah Menengah Pertama Muhammadiyah 57 Medan dengan ini menerangkan bahwa :

Nama : Lusi Handayani Putri
NPM : 1502050075
Program Studi : Pendidikan Bahasa Inggris

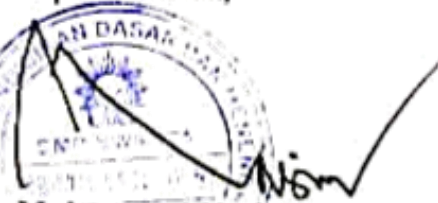
benar telah melakukan Riset/ pengumpulan data di SMP Muhammadiyah 57 Medan untuk keperluan penyusunan Skripsi dengan judul : "The Effect of Cooperative Script Learning Model by Using Media Pictures and Stick Note on the Students' Speaking Achievement".

Surat Keterangan ini diberikan berdasarkan surat dari Universitas Muhammadiyah Sumatera Utara, Fakultas Keguruan Ilmu Pendidikan Nomor : 4565/II.3-AU/UMSU-02/F/2019, Tanggal 10 Juli 2019.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Medan, 15 Agustus 2019

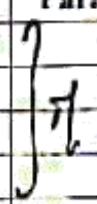
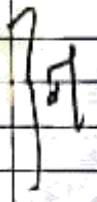
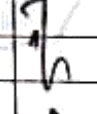

Kepala Sekolah,


Muhammad Nasir, M.Pd



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Lusi Handayani Putri
N.P.M : 1502050075
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Cooperative Script Learning Model by Using Media Pictures and Stick Notes on The Students' Speaking Achievement

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
22 April 2019	- Revisi Chapter II P.20		
	- Revisi Conclusion		
3 Sept 2019	- Revisi Chapter IV Data Analysis		
	- Conclusion		
	- References		
9 Sept 2019	- Abstract		
	- Acknowledgement		
11 Sept 2019	- Revisi Complete		

Diketahui oleh :
Ketua Program Studi


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

Medan, 11 September 2019

Dosen Pembimbing


Dr. Hj. Dewi Kesuma Nst, M.Hum

CURRICULUM VITAE

IDENTITY

1. Name : Lusi Handayani Putri
2. Place/ date of birth : Aceh Singkil. 4th July 1997
3. Register Number : 1502050072
4. Sex : Female
5. Religion : Moslem
6. Maritial Status : Single
7. Address : Aceh Singkil, Blok VI Baru
8. Parents :
 - a. Fathers Name : Alm. Amri
 - b. Mothers Name : Rasiwen
 - c. Address : Aceh Singkil, Blok VI Baru

EDUCATION

1. Elementary School at SD Muhammdiyah Gunung Meriah (2004-2010)
2. Junior High School at MTs Muhammadiyah Gunung Meriah (2010-2012)
3. Senoir High School at SMA Muhammadiyah Gunung Meriah (2012-2015)
4. Students of University of Muhammadiyah Sumatera Utara of English
Deapartment (2015-2019)

