THE EFFECT OF USING CARTOON TOWARD SPEAKING
ABILITY AT THE SECOND YEAR STUDENTS OF
EKATAMA VOCATIONAL HIGH SCHOOL
PEKANBARU

BY

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A Thesis
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(S.Pd.)

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The thesis entitled "*The Effect of Using Cartoon toward Speaking Ability at the Second Year Students of Ekatama Vocational High School Pekanbaru*" is written by Helmi Yardi, NIM. 10514000307. It is accepted and approved to be examined in the meeting of final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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ABSTRAK

Judulpenelitianiniadalah
"KeefektifanPenggunaanKartunterhadapkemampuanberbahasainggrispadasiswakelas
dua SMK EkatamaPekanbaru".Penelitianiniterbagikedalamdua variable, yaitu
variable X sebagai variable bebas
(penggunaankartunterhadapkemampuanberbahasainggrissiswa) dan variable Y
sebagai variable terikat (KemampuanberbahasaInggris).

Subjekdaripenelitianiniadalahparasiswaangkatankedua di SMK Ekatama,
terutamaparasiswajurusanakomodasipelayanan hotel.Penelitimengambil sample
denganmenggunakanteknik cluster random sampling.
PenelitianinidilakukandaribulanOktobersampai November
2010.Didalammengumpulkan data
penelitimenggunakanteknikobservasidimanapenelitimenggunakanpengamatuntukmen
gontrolbagaimanapenelitimelakukanpenelitiannyadanpenelitimemberikan "Oral
Presentation Test" pada pre-test dan post-test. Hal
inidilakukanuntukmenjawabrumusanmasalahsebagaiberikut:
"Bagaimanakemampuanberbahasainggrissiswasebelumdiajarkanmenggunakankartun
?,Bagaimanakemampuanberbahasainggrissiswasetelahdiajarkanmenggunakankartun?,
danapakahadaefek yang
signifikandaripenggunaankartunterhadapkemampuanberbahasainggrispadasiswakelas
dua SMK EkatamaPekanbaru?".

Didalam menganalisa data penulis menggunakan SPSS persi 16.0 dengan
membandingkan nilai pre-test dan post-test. Berdasarkanhasiltemuan t_o is
3.077lebihtinggidari t-tabel, padataraf 5% = 2.04 atau 1% = 2.76 ; (2.04 < (3.077) >
2.76). Dengan kata lainnilai rata-rata pada posttest
siswalebihtinggidibandingkandengannilai rata-rata pada pretest
siswaataudapatdisimpulakanbahwa Ho ditolak, dan Ha diterima.Artinya, adaefek
yang
signifikandaripenggunaankartunterhadapkemampuanberbahasainggrispadasiswakelas
dua SMK EkatamaPekanbaeru.

ABSTRACT

This thesis entitles" The Effectof Using Cartoon toward Speaking Ability at the Second Year of SMK EkatamaPekanbaru". This research used two variables; variable X, as independent variable (The use of cartoon toward students' speaking ability) and variable Y, as dependent variable (speaking ability)

The subject of this research is the second year students of Ekatama Vocational High School, especially for hotel accomodation major. The researcher took the samples by using cluster random sampling technique. The research was conducted from October to November 2010. In collecting the data, the researcher used observation technique where the researcher used an observer to control how the researcher conducted the research and the researcher gave oral presentation test at the pretest and posttest. It was done to answer the formulation of the problem; how is the students' speaking ability before being taught by using cartoon? How is the students' speaking ability after being taught by using cartoon? Is there any significant effect of using cartoon toward speaking ability at the second year students of SMK EkatamaPekanbaru?

In analyzing the data, the researcher used SPSS 16.0 version which compare the score of pretest and posttest. Based on the research finding, t_o is 3.077 is higher than t-table, at the level 5% = 2.04 or 1% = 2.76 ; (2.04 < (3.077) > 2.76). In other word, Mean of the posttest score is higher than Mean of the pretest score. It can be conclude that Ho is rejected and Ha is accepted. It means that there is a significant effect of using cartoon toward speaking ability at the second year students of SMK EkatamaPekanbaru.

حلمي ياردي (2010): فعالية تدريس اللغة الإنجليزية باستخدام الرسوم لطلاب السنة الثانية فيالمدرسة المتوسطة المهنية إيكاتاماباكنبارو.

عنوان هذه الرسالة" فعالية تدريس اللغة الإنجليزية باستخدام الرسوم لطلاب السنة الثانية فيالمدرسة المتوسطة المهنية إيكاتاماباكنبارو ."
هذه الدراسة هي التجربةالتي فيها متغيران ، المواضيع من هذه الدراسة هو طلاب الجيل الثاني فيالمدرسة المتوسطة المهنية   لإقامة في الفنادق ، في حين أن الهدف منالبحث هو كيف كانت فعالية تدريس اللغة الإنجليزية باستخدام الرسوم في تحسين قدرة التلاميذ   اللغوية.
تهدف هذه الدراسة لطلاب المرحلة الثانيةفي المدرسة المتوسطة المهنية إيكاتاما .حيث أخذت العينة من 40   20   1المجموعة التجريبية و 20 هالسيطرة .وتؤخذ العينات مع أسلوب أخذالعينات العشوائية .هذه الدراسة تستخدم رمز المشكلة هو : "هل كانت هناك اختلافات كبيرة بين إتقان الطلابالذين حصلوا على تعليمهم باستخدام الرسوم   مع   الطلاب   الذينيتعلمون   بدون   است
في محاولة جمع البيانات استخدام الباحث اختبار التكلم كأداة جمع البيانات .في هذه الدراسة التجريبية ،أجرى الباحث اختبارا أوليا لفرقتي الطلاب، وكلتاالمجموعتين التجريبية والسيطرة باستخدام التجربة المتساوية .ثم أجرى الباحث المعلجة للفرقة التجريبية طوال التعليم لما يقرب من ثمانيجلسات ، في حين أن السيطرة لم تحصل على نفس المعاملة مع المجموعةالتجريبية ،
ين لاتستخدم الرسوم عند التعليم بعد ثمان جلسات ، أجريالباحث التجربة الاخيرة ضد الفريقين ، كلا المجموعتين التجريبية والسيطرة، مع نفس الاختبار .
يل البيانات ، فإننانستنتج أن الفرضيات الحسابية ، وذلك باستخدام t ـ قيمة جدول t ـ 2.16   5 % هو 2.04 ، مما أدى إلى أن قيمة t - ملاحظة ما يزيد t ـ   .هكذا فرضية (Ho) موفوضة وفرضية (Ha)   .وأظهرت هذه الدراسة أنالرسوم كانت فعالة لتحسين الكفاءة في اللغة الانكليزية للطلاب في السنةالثانية في المدرسة المتوسطة المهنية إيكاتاما   .

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CHAPTER I

INTRODUCTION

A. Background

Facing the global needs the skill and the ability to communicate well is very important.The ability to communicate has the prominent role to convey the information among people. Moreover it will need in their daily interaction. To fulfill this problem, people need a language to in order to interact in their life. The language should be known by the communicator and also communicant. It means, language is important to convey the messages.Without language, every one cannot communicate to others. A conversation requires the speaker to face temporal constraints and the social pressure of face – to – face interaction. (Chafe in Richards 2002.p. 212). One of the languages that are important over the world is English. Undeniably, English is needed in some aspect of life such as, politics, economics, arts, technologies, etc. By English, every oneis easy to access the information and current issues over the world, English easy person to get information about science, technology, culture and life style clearly. Meaning that, English plays a prominent role in all life sectors in the world. All countries regard English as an important means of communication for international relationship. Nowadays, English is becoming lingua franca in some countries of the world, and some others becoming their native language. According to Wardaugh, (Wardhaugh, 1998, p. 55) a lingua franca as "a language which is used habitually by people whose mother tongues are different in order to facilitate

communication between them". In Indonesia English is foreign language, it is important to learn. So that, English has been the most dominant foreign language taught in Indonesian educational institution, starting from kindergarten until university educational institution.

Every student who wants to be master in English, he/she must study four skills of English, they are reading, speaking, writing, and listening. According to Brown (Cited in Amri, 2005, p.1), there are four skills that must be mastered by students in their last process of study.They are listening, speaking, writing and reading. So that in the process of communication, speaking is needed besides writing, listening, and reading. Speaking is a main component in interaction between one and others; it is the important thing of English should be learned. The ability of students in speaking can be seen from the accuracy and the fluency in their speaking. In speaking, students should be able to convey the information well and respond the conversation perfectly in order to avoid the misunderstanding in speaking process. They should know details of competencies of their speaking. It is supported by Richard, Platt and Weber (Cited in Risnadedi, 2005, p.3) that, the communicative competences include:

a. Knowledge of the grammar and vocabulary of the language

b. Knowledge of the rules of speaking (e.g. knowing how to begin and end conversations, knowing what topics can be talked about in different types of speech events, knowing which address forms should be used with different person one speak to and in different situations);

c. Knowing how to use and respond to different types of speech acts such as requests, apologies, thanks and invitations;

d. Knowing how to use language appropriately.

Based on Richard's ideas above, we get point that when we want to become master in speaking English, these criteria should be fulfilled.

In learning process, teacher should have the capability to use some learning techniques in order to make students active in teaching-learning process. One of the techniques is using Media. Teacher can use media to teach. Teacher can modify the abilities of student with media used, so that the purpose of study can be reached. By teaching media, students will understand fully, they will focus on the process of learning. This theory supported by Rohani (1997, p.3) that the roles of media give the unity of perception to something, while the students do not focus on the theory, it will gives the motivation (stimulation) to students and give them clarification. Teacher should be able to choose the media that will make students interested in studying; it will make an effective teaching. This statement is supported by Rohani (1997, p.1) that "the using of teaching media should have the education side". Moreover in teaching of speaking, teacher must create the new condition which makes students active to speak. Teachers do not force the students to be master of speaking shortly because there is a process to get it.

One of teaching media that can be used is cartoon. It can stimulate the students to express their ideas in speaking. Based on Hamid (in Purwanto, p.3) points out that teaching aids will stimulate the students and make the materials taught to be

more interesting and impressed. Picture is painting, drawing, draft, sketch, cartoon, etc, especially as a work of art. Cartoon will make students interest in studying; it will make students focus to the lesson given.

Cartoon can describe the real condition interestingly. Cartoon can attract the students' attention and develop the students' motivation (Nana, 1991. p. 61). Students can study effectively if the teacher uses visual media likes cartoon in learning and teaching process.Rohani (1997, p. 76) states that, generally people will study effectively and longer to memorize something when the lesson substance are taught in visual, shorten and clear. From the statement above, we are aware that cartoon is a medium, that can be used in teaching and learning process. Teachers may get cartoon from books, websites, DVD, magazines, or draw by themselves.

EKATAMA Vocational High School Pekanbaru is one of the high schools in RIAUProvince.This school is located in Pekanbaru, English is the main subject taught at this school. Students study English twice a week, 2 hours for each. This school uses KTSP curriculum in teaching process.In standard competence of English Subject of KTSP, speaking is one of prominent skill, that should be taught by teacher of English, where students should be able to respond the performing dialogue in English, even transactional or interpersonal in formal or informal situation. Briefly, ELT methodology covers the content of instruction the curriculum KTSP. Even, ELT methodology develops continuously. Based on Rodgers (2001, in Kalayo, 2007,p.6) curriculum Developmentalism, "methodology is viewed as only one of several instructional considerations that are necessarily thought out and realized in

conjunction with all other curricular considerations". As a Vocational High School, Teachers of Ekatama Vocational High School teaching of English using English Specific Purposes (ESP) Method. They focus on speaking and listening. ESP it is a needs analysis that determines which language skills are most needed by the students, and the syllabus is designed accordingly. The term "specific" in ESP refers to the specific purpose for learning English. Students approach the study of English through a field that is already known and relevant to them, the students of Ekatama Vocational High School Focus on speaking of Hotel Hospitality.

This school consists of two major.They are Hotel Accommodation and Restaurant Accommodation.The Researcher focus on the second year students of Hotel Accommodation which is divided into two classes; they are XI.Aph I and XI.Aph 2. They are taught by one English teacher who graduated from English teacher Department of teacher training faculty.

Based on preliminary observation of Researcher, even though the students of Ekatama have studied English at least three years in junior high school and one year at the first year at SMK Ekatama, but in real condition, most of students still have problem in their speaking; they are shy to speak English in their class or out side of the class. In teaching and learning process, the teacher has tried many ways to increase the ability of students in speaking, the teacher using media to teach, but as a matter of fact, most of students look still have problem in learning English, especially to speaking English. The Researcher finds some phenomena after conducting the observation, they are:

1. Most of the students arenot able to pronounce English accurately.

2. Mostof the students are not able to speak fluently.

3. Most of the students are not able to speak grammatically.

4. Most of the students have lack of vocabulary.

5. Media used cannot accommodate students to speak English.

Based on the description above and the phenomena that Researcher found in the research field,the researcher thinks that Paper – based Cartoon is one of the effective media that should be applied in order to improve the students' speaking ability. In order to know the effectiveness of Cartoon to improving the students' speaking Ability, The Researcher is interested in carrying out a research entitled **"THE EFFECT OF USING CARTOON TOWARD SPEAKING ABILITY AT THE SECOND YEAR STUDENTS OF EKATAMA VOCATIONAL HIGH SCHOOL PEKANBARU"**

B. Definition of the Terms

To avoid the misunderstanding and misinterpretation about the title of the research, it is better to define the term used as follows:

1. Speaking

   The functions of spoken language are interactional and transactional, the primary intention of the former is to maintain social relationship, whereas that of the latter is to convey information and ideas (Shumin, 1992, p. 208)

2. Cartoon

A humorous drawing in a newspaper or magazines; a sequence of such drawings that tell a story; an animated film made from sequence of drawings; a full - size drawing made as a preliminary design for painting or other work of art (Catherine, 2001, p. 125) cartoon are animation, caricature, comic strip, drawing, sketch (Alan, 2001, p. 125)

3. Teaching Media

Teaching media means the tools used in learning and teaching process. Briggs (in Purwanto,2007, p.7) states teaching media comprises equipments or tools used to convey teaching materials that consists of book, tape recorder, cassette, video, film, slide, photo, picture, graphic, television, and computer.

C. Problem

1. Identification of the Problems

Based on the background and the phenomena explained above, the Researcher identifies the problems as follows:

a. Why are most of the students unable to pronounce English accurately?

b. Why aremost of the studentsunable to speak English fluently?

c. Why are most of the students unable to speak grammatically?

d. Why most of the students have lack of vocabulary?

e. What factors make media used cannot accommodate students to speak English well?

2. Limitation of the Problems

It is too broad to investigate the problems above, so that, in this research, the researcher limits the problems to analyze the effect of using cartoon toward students' speaking ability at the second year students of Ekatama Vocational High School Pekanbaru.

3.Formulation of the Problems

The research is conducted in order to find out the answer of problems.Therefore, the Researcher specifies the problems discussed in the following formulated question:

1. How is the students' speaking ability before being taught using cartoon?

2. How is the students' speaking ability after being taught using cartoon?

3. Is there any significant effect of using cartoon toward students' speaking ability at the second year students of Ekatama Vocational High School Pekanbaru?

4. Reason for Choosing the Title

The Researcher is interested in carrying out this research because of some reasons:

a. The research is very interesting to be discussed in order to know the effect of media cartoon in teaching speaking.

b. This research is important; it is relevant to the Researcher's status as English education system.

c. This research is very important to be discussed and it will be valuable contributions for the Researcher particularly and for English teachers generally to be recognized and applied to the students in teaching speaking.

d. As far as the Researcher is concerned, any other researchers have never researched this title yet.

5. Objective and Significance of the Research

a. Objective of the Research

The objective of the research is to find out the effect of using cartoon toward students' speaking ability at the second year students of EkatamaVocationalHigh School.

b. Significance of the Research

1. The research finding is to give the valuable input to the teachers of English at SMK Ekatama especially and all teachers of English generally as an attempt to improve the ability of students in speaking English.

2. The research finding is expected to provide both theoretical and practical benefits for teaching of English as foreign language , especially for those who have great concerns in teaching of speaking English as a foreign language.

3. Motivating students to improve their proficiency in speaking English, in order to give a chance for students to be master of English.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

In this research the Researcher wants to know the effect of using cartoon toward students' speaking ability. The Researcher used observation when the teacher taught the class by using cartoon. Then, It is necessary to clarify briefly t the variable used in analyzing the problem. As experimental research, the researcher used the design of pre – test and post – test in one group. In conducting this research, one class of second year students of SMK EkatamaPekanbaru was participated. The class got a pretest at the beginning, treatment in the middle and the researcher cooperated with observer, at the last of the research, the researcher gave the posttest to the class. The pretest and posttest result were compared in order to determine the effect of treatment. According to Gay (2000, p. 388) research called the one-group pretest-posttest design. The success of this treatment was determined by comparing the result of pretest and posttest.

This research involves two variables; they are independent variable and dependent variable. The independent variable is using cartoon as media in teaching speaking, and dependent variable is students' speaking ability.

The purpose of the study is intended to compare the students' speaking ability from pretest and posttest. It can measure the effect of cartoon toward students' speaking ability. The design of this research is concerned on the effect of using

cartoon toward students' speaking ability.In briefly; the experiment study can be drawn as in the figure below:

Table III. I

Sample	Pre test	Treatment using cartoon	Post test
		Observation	

The theory above adopted from Schumacher (1993, p.317) are:

Experimental designs

Group   Pretest   Treatment   Posttest

Sample   ⟶   O   ⟶   X   ⟶   O

Time

Where:

O   : Test

X   : Treatment given

B. The Location and Time of the Research

This research was conducted at EkatamaVocationalHigh School on Pekanbaru. It is located on Surabaya Street. The time of the research had started on Juli until September 2009.

C. The Subject and the Object of Research

The subject of this research was the second year students of EkatamaVocationalHigh School especially Hotel Accommodation students.

While the object of the research, the effect of using cartoon toward students' speaking ability.

D. Population and Sample of the Research

The population of this research was the second year students of SMK EkatamaPekanbaru that were divided into five classes. Where 3 classes are Hotel Accommodation and 2 classes are FB Services. The total of Population is 157 students. The researcher used cluster random sampling in order to take the sample of the research.

The Population above was large enough to be sample of the research, so the researcher took one class only from Hotel Accommodation Major; XI Aph.I. The students' ability in Mastery English was homogenous. There are 30 students of XI.Aph.I. So the researcher took all population of the class.

Table III.2

The Population of the Second Year Students of Ekatama Vocational High School Pekanbaru

No	Class	Total Population
1	XI.Aph.I	30
2	XI.Aph.II	31

3	XI.AIph.III	31
4	XI.FB.I	33
5	XI.FB.II	32
Total		157

Based on table above, the total populations are 157 and the samples are 30 students.

A. Technique Collecting Data

To gain the data how the effect of using cartoon toward students' speaking ability, the researcher used observation, the researcher observed by observer about the procedure of treatment done. Besides that, In order to know the students' ability in speaking as variable Y in this research, the Researcher used speaking test. The Researcher asked some questions to students based on cartoon that Researcher shown.

The Researcher gave the test for class, the researcher had conducted the speaking test to know their score of pre – test. On the other hand post test conducted after four week treatment.

According to Hughes (2003,P.28) there are some components should be considered in giving students score: They are accent, grammatical, vocabulary, fluency, and comprehension. They have typical scale where each component has asset of qualities (Level) to be rated and a series of possible rating. He describes the rating as follow:

1. Accent

Table III.3

Accent

Score	Requirement
6	Native pronunciation, with no trace of "foreign accent"
5	No conspicuous mispronunciations, but would not be taken for a native speaker.
4	Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
3	"foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
1	Pronunciation frequently unintelligible

2. Grammar

Table III.4

Grammar

Score	Requirement
6	No more than two errors during the interview
5	Few errors, with no patterns of failure
4	Occasional errors showing imperfect control of some patterns but not weaknesses that causes misunderstanding
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
2	Constant errors showing control of very few major patterns and frequently preventing communication
1	Grammar almost entirely inaccurate phrase

3. Vocabulary

Table III.5

Grammar

Score	Requirement
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations
4	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any-nontechnical subject

	with some circumlocutions
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
1	Vocabulary inadequate for even the simple conversation

4. Fluency

Table III.6

Fluency

Score	Requirement
6	Speech on all professional and general topics as effortless and smooth as a native speaker's
5	Speech is effortless and smooth, but perceptibly non-native in speech and evenness
4	Speech is occasionally hesitant, with some unevenness caused by

	rephrasing and groping for words
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted
2	Speech is very slow and uneven expect for short or routine sentences
1	Speech is so halting and fragmentary that conversation is virtually impossible

5. Comprehension

Table III.7

Comprehension

Score	Requirement
6	Understanding everything in both normal and colloquial speech to be expected of an educated native speaker
5	Understands everything in normal educated conversation except

	for very colloquial or low-frequency items, or exceptionally rapid or slurred speech
4	Understanding quite well normal educated speech when engage in a dialogue, but requires occasional repetition or rephrasing
3	Understanding careful, somewhat simplified speech when engage in a dialogue, but may require considerable repetition and rephrasing
2	Understands only slow, very simple speech on common social touristic topics; requires constant repetition and rephrasing
1	Understand too little for the simplest type of conversation

In SMK EkatamaPekanbaru, They use following form to assess the students' speaking ability, as follow:

Table. III.8
Assessment Aspects of Speaking Ability

No	Aspect Assessed	Score

		1	2	3	4
1	Pronunciation				
2	Grammar				
3	Vocabulary				
4	Fluency				
5	Comprehension				
Total					
Maximum Score		20			

Explanation of score

Score	Explanation
1	Incompetent
2	Competent Enough
3	Competent
4	Very Competent

Final Score = $\dfrac{Total\ Score}{Maximum\ Score} \times 80$

F. Technique of Data Analysis

In analyzing the data, the Researcher used graduated standard of English lesson in SMK EkatamaPekanbaru (SKL) that is score 60 for Speaking Ability.

Meaning that for those got <60, they cannot pass the graduated standard (SKL), while for those got 60 they pass the score graduated standard (SKL). In order to know the effect of using cartoon toward students' speaking ability, the researcher used score of pretest and posttest. The score were analyzed by using statistical analysis. The score was analyzed by t – test using SPSS 16.0 Version. In order to analyze the score of T-test, it is obtained by considering the degree of freedoom (df) as follow:

$$df = N\text{-}1$$
$$= 30 - 1$$
$$= 29$$

The score obtained was compared to t – table either at level 5% and 1%. The statistical Hypotheses are:

Ho : to < t-table

Ha : to   t-table

Ho is accepted if to < t-table or there is no significant effect of using cartoon toward students' speaking ability at the second year students of SMK EkatamaPekanbaru. Ha is accepted if to   t-table or There is a significanteffect of using cartoon toward students' speaking ability at the second year students of SMK EkatamaPekanbaru.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

In this research the Researcher wants to know the effect of using cartoon toward students' speaking ability. The Researcher used observation when the teacher taught the class by using cartoon. Then, It is necessary to clarify briefly t the variable used in analyzing the problem. As experimental research, the researcher used the design of pre – test and post – test in one group. In conducting this research, one class of second year students of SMK EkatamaPekanbaru was participated. The class got a pretest at the beginning, treatment in the middle and the researcher cooperated with observer, at the last of the research, the researcher gave the posttest to the class. The pretest and posttest result were compared in order to determine the effect of treatment. According to Gay (2000, p. 388) research called the one-group pretest-posttest design. The success of this treatment was determined by comparing the result of pretest and posttest.

This research involves two variables; they are independent variable and dependent variable. The independent variable is using cartoon as media in teaching speaking, and dependent variable is students' speaking ability.

The purpose of the study is intended to compare the students' speaking ability from pretest and posttest. It can measure the effect of cartoon toward students' speaking ability. The design of this research is concerned on the effect of using

cartoon toward students' speaking ability.In briefly; the experiment study can be drawn as in the figure below:

Table III. I

Sample	Pre test	Treatment using cartoon	Post test
Observation			

The theory above adopted from Schumacher (1993, p.317) are:

      Experimental designs

        Group   Pretest   Treatment   Posttest

    Sample   ⟶   O   ⟶   X   ⟶   O

                       Time ⟶

      Where:

      O : Test

      X : Treatment given

B. The Location and Time of the Research

This research was conducted at EkatamaVocationalHigh School on Pekanbaru. It is located on Surabaya Street. The time of the research had started on Juli until September 2009.

C. The Subject and the Object of Research

The subject of this research was the second year students of EkatamaVocationalHigh School especially Hotel Accommodation students.

While the object of the research, the effect of using cartoon toward students' speaking ability.

D. Population and Sample of the Research

The population of this research was the second year students of SMK EkatamaPekanbaru that were divided into five classes. Where 3 classes are Hotel Accommodation and 2 classes are FB Services. The total of Population is 157 students. The researcher used cluster random sampling in order to take the sample of the research.

The Population above was large enough to be sample of the research, so the researcher took one class only from Hotel Accommodation Major; XI Aph.I. The students' ability in Mastery English was homogenous. There are 30 students of XI.Aph.I. So the researcher took all population of the class.

Table III.2

The Population of the Second Year Students of Ekatama Vocational High School Pekanbaru

No	Class	Total Population
1	XI.Aph.I	30
2	XI.Aph.II	31

3	XI.AIph.III	31
4	XI.FB.I	33
5	XI.FB.II	32
Total		157

Based on table above, the total populations are 157 and the samples are 30 students.

A. Technique Collecting Data

To gain the data how the effect of using cartoon toward students' speaking ability, the researcher used observation, the researcher observed by observer about the procedure of treatment done. Besides that, In order to know the students' ability in speaking as variable Y in this research, the Researcher used speaking test. The Researcher asked some questions to students based on cartoon that Researcher shown.

The Researcher gave the test for class, the researcher had conducted the speaking test to know their score of pre – test. On the other hand post test conducted after four week treatment.

According to Hughes (2003,P.28) there are some components should be considered in giving students score: They are accent, grammatical, vocabulary, fluency, and comprehension. They have typical scale where each component has asset of qualities (Level) to be rated and a series of possible rating. He describes the rating as follow:

1. Accent

Table III.3

Accent

Score	Requirement
6	Native pronunciation, with no trace of "foreign accent"
5	No conspicuous mispronunciations, but would not be taken for a native speaker.
4	Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
3	"foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
1	Pronunciation frequently unintelligible

2. Grammar

Table III.4

Grammar

Score	Requirement
6	No more than two errors during the interview
5	Few errors, with no patterns of failure
4	Occasional errors showing imperfect control of some patterns but not weaknesses that causes misunderstanding
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
2	Constant errors showing control of very few major patterns and frequently preventing communication
1	Grammar almost entirely inaccurate phrase

3. Vocabulary

Table III.5

Grammar

Score	Requirement
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations
4	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any-nontechnical subject

	with some circumlocutions
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
1	Vocabulary inadequate for even the simple conversation

4. Fluency

Table III.6

Fluency

Score	Requirement
6	Speech on all professional and general topics as effortless and smooth as a native speaker's
5	Speech is effortless and smooth, but perceptibly non-native in speech and evenness
4	Speech is occasionally hesitant, with some unevenness caused by

	rephrasing and groping for words
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted
2	Speech is very slow and uneven expect for short or routine sentences
1	Speech is so halting and fragmentary that conversation is virtually impossible

5. Comprehension

Table III.7

Comprehension

Score	Requirement
6	Understanding everything in both normal and colloquial speech to be expected of an educated native speaker
5	Understands everything in normal educated conversation except

	for very colloquial or low-frequency items, or exceptionally rapid or slurred speech	
4	Understanding quite well normal educated speech when engage in a dialogue, but requires occasional repetition or rephrasing	
3	Understanding careful, somewhat simplified speech when engage in a dialogue, but may require considerable repetition and rephrasing	
2	Understands only slow, very simple speech on common social touristic topics; requires constant repetition and rephrasing	
1	Understand too little for the simplest type of conversation	

In SMK EkatamaPekanbaru, They use following form to assess the students' speaking ability, as follow:

Table. III.8
Assessment Aspects of Speaking Ability

No	Aspect Assessed	Score

		1	2	3	4
1	Pronunciation				
2	Grammar				
3	Vocabulary				
4	Fluency				
5	Comprehension				
Total					
Maximum Score		20			

Explanation of score

Score	Explanation
1	Incompetent
2	Competent Enough
3	Competent
4	Very Competent

Final Score = $\dfrac{Total\ Score}{Maximum\ Score} \times 80$

F. Technique of Data Analysis

In analyzing the data, the Researcher used graduated standard of English lesson in SMK EkatamaPekanbaru (SKL) that is score 60 for Speaking Ability.

Meaning that for those got <60, they cannot pass the graduated standard (SKL), while for those got 60 they pass the score graduated standard (SKL). In order to know the effect of using cartoon toward students' speaking ability, the researcher used score of pretest and posttest. The score were analyzed by using statistical analysis. The score was analyzed by t – test using SPSS 16.0 Version. In order to analyze the score of T-test, it is obtained by considering the degree of freedoom (df) as follow:

$$df = N\text{-}1$$

$$= 30 - 1$$

$$= 29$$

The score obtained was compared to t – table either at level 5% and 1%. The statistical Hypotheses are:

Ho : to < t-table

Ha : to   t-table

Ho is accepted if to < t-table or there is no significant effect of using cartoon toward students' speaking ability at the second year students of SMK EkatamaPekanbaru. Ha is accepted if to   t-table or There is a significanteffect of using cartoon toward students' speaking ability at the second year students of SMK EkatamaPekanbaru.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Data

The data of the research was the score of the students' pre-test and post-test. The researcher gave pre-test before treatment, and after the treatment the researcher gave post-test. The speaking test was evaluated by concerning five components: pronunciation, grammar, vocabulary, fluency, and comprehension. Each component had its score. In the research, the total score of pre-test and post-test was significantly different. The total score of pre-test was 1584 while the highest score was 72 and the lowest score was 44. The total score of post-test was 1738 while the highest score was 76 and the lowest score was 48.

B. The Data Presentation

The data of the research was the score of the students' pre-test and post-test. The data was collected through the following procedure:

a. At pre-test and post-test, students were asked some oral and cues picture.

b. Their speaking record was collected to evaluate the appropriate vocabulary, pronunciation, grammar, fluency, and comprehension.

c. The writer used two raters to evaluate the students' speaking ability.

d. The writer added the scores from the raters and divided it.

1. **The Data Presentation of Using Cartoon (Variable X) from Classroom Observation**

The writer taught the students directly. The English teacher observed the writer for eight meetings in sample class. The data was obtained by considering the observation list. It described how the writer used and investigated cartoon in the classroom. The following table will described the distribution frequency of each observation.

Table IV.1
THEOBSERVATION PERCENTAGE OF USING CARTOON IN THE CLASSROOM

No	Observation	Categories	
		Yes	No
01	The teacher puts the class into four groups, calling them A, B, C, and D. Then the teacher gives one of the cartoon picture (Paper-Based Cartoon) to each group	8	0
02	The groups have to memories everything they can about the cartoon pictures, (who is in them, what's happening, etc.). Then, they can talk about the details in their groups	8	0
03	The teacher now collects back the cartoon picture given and asks for one student from each group (A, B, C, and D) to form a new four-person group.	7	1
04	The teacher tells them that they have each seen a different cartoon pictures but that the cartoon pictures taken together in some order.	8	0
05	The task is for the students to work out what the cartoon is about. The only way they can do this by describing their pictures to each other	8	0
06	The group tells the whole class what their version is. Then the teacher can finally re-show the cartoon	7	1
07	The teacher evaluates the students' speaking ability based on grammar, vocabulary, pronunciation, Comprehension and Fluency	5	3

	Total	51	5
	Percentage	91.07%	8.92%

P = Percentage

R = Total "yes" or "No"

N = Total of all categories = 56

$$P = \frac{R}{N} \times 100\%$$

$$P = \frac{51}{56} \times 100\% = 91.07\% \qquad P = \frac{5}{56} \times 100\% = 8.92\%$$

The table above showed the result of observation of using cartoon in the classroom. The result of the observation "yes" is 91.07% and "No" is 8.92%. Based on the table above, it can be seen that the most frequent treatments of using cartoon had been implemented by the writer as the teacher in order to increase students' speaking ability in the classroom.

1. **The Data Presentation of the Students' Speaking Ability**

   2.1 Students' Speaking Ability before Being Taught by Using Cartoon (Pre-Test Score)

   The following table is the students' score in Pre-Test:

Table VI. 2

STUDENTS' SCORE IN SPEAKING ABILITY
(PRE-TEST)

No	Student	Rater Score		Final Score
		Rater I	Rater II	
1	Student	48	48	48
2	Student	44	44	44
3	Student	72	72	72
4	Student	52	52	52
5	Student	52	52	52
6	Student	44	44	44
7	Student	48	52	50
8	Student	48	44	46
9	Student	56	56	56
10	Student	52	52	52
11	Student	48	44	50
12	Student	64	68	66
13	Student	48	40	44
14	Student	64	64	64

15	Student	64	60	62
16	Student	56	56	56
17	Student	56	56	56
18	Student	56	56	56
19	Student	56	56	56
20	Student	56	48	52
21	Student	44	48	46
22	Student	64	64	64
23	Student	48	44	46
24	Student	48	44	46
25	Student	52	52	52
26	Student	48	44	46
27	Student	48	52	50
28	Student	52	52	52
29	Student	52	52	52
30	Student	52	52	52

From the table above, it can be seen the students' ability speaking ability before being taught by using cartoon are various. In order to know the final score of the two raters, the researcher used the following formula:

$$Final\ Score = \frac{Score\ (rater\ I) + Score\ (rater\ II)}{2}$$

The following table is the description of students' pre-test scores.

Table IV. 3

**THE DISTRIBUTION OF FREQUENCY OF
STUDENTS' PRE-TEST SCORES**

Score	Frequency	Percentage (%)
44	3	10.0 %

46	5	16.7 %
48	1	3.3 %
50	3	10.0 %
52	8	26.7 %
56	5	16.7 %
62	1	3.3 %
64	2	6.7 %
66	1	3.3 %
72	1	3.3 %
Total	**30**	**100 %**

Based on the table above, it can be seen that there are 3 students got score 44 (10.0%), 5 students got score 46 (16.7%), 1 student got score 48 (3.3%), 3 student got score 50 (10.0%), 8 students got score 52 (26.7%), 5 students got score 56 (16,7%), 1 students got score 62 (3.3%), 2 student got score 64 (6,7%), 1 student got score 66 (3,3%), 1 students got score 72 (3,3%). The highest frequency was 8at the score of 52. The total frequency was 30.

2.2 Students' Speaking Ability after Being Taught by Using Cartoon (Post-Test Score)

The following table is the students' score in Pre-Test:

Table IV. 4

**STUDENTS' SCORE IN SPEAKING ABILITY
(POST-TEST)**

No	Student	Rater Score		Final Score
		Rater I	Rater II	
1	Student	60	56	58
2	Student	60	56	58
3	Student	72	76	74
4	Student	64	60	62
5	Student	60	60	60

6	Student	48	48	48
7	Student	60	72	66
8	Student	68	68	68
9	Student	72	72	72
10	Student	76	76	76
11	Student	72	72	72
12	Student	76	76	76
13	Student	68	60	64
14	Student	76	76	76
15	Student	76	76	76
16	Student	76	76	76
17	Student	72	76	74
18	Student	76	72	74
19	Student	72	60	64
20	Student	76	76	76
21	Student	72	72	72
22	Student	68	72	70
23	Student	76	72	74
24	Student	72	72	72
25	Student	72	72	72
26	Student	72	72	72
27	Student	68	72	70
28	Student	76	76	76
29	Student	76	76	76
30	Student	72	72	72

From the table above, it can be seen the students' ability speaking ability after being taught by using cartoon are various. In order to know the final score of the two raters, the researcher used the following formula:

$$Final\ Score = \frac{Score\ (rater\ I) + Score\ (rater\ II)}{2}$$

The following table is the description of students' post-test scores.

Table IV. 5
THE DISTRIBUTION OF FREQUENCY OF
STUDENTS' POST-TEST SCORES

Score	Frequency	Percentage (%)
48	1	3.3 %
58	2	6.7 %
62	2	6.7 %
64	2	6.7 %
66	1	3.3 %
68	1	3.3 %
70	2	6.7 %
72	7	23.3 %
74	4	13.3 %
76	8	26.7 %
Total	**30**	**100.0 %**

Based on the table above, it can be seen that there are 1 student got score 48 (3,3%), 2 students got score 58 (6,7%), 2 students got score 62 (6,7%), 2 student got score 64 (6,7%), 1 students got score 66 (3.3%), 1 students got score 68 (3.3%), 2 students got score 70 (6.7%), 7 students got score 72 (23.3%), 4 student got score 74 (13.3%), 8 students got score 76 (26.7%). The highest frequency was 8 at the score of 76. The total frequency was 30.

2. The Effect of Using Cartoon toward Students' Speaking Ability

To know the effect of using cartoon toward students' speaking ability can be seen from the difference score between students' speaking ability before being taught by using cartoon (pretest) and students' speaking ability after being taught by using

cartoon (posttest). The following table will describe the students' scores of Pretest-

Posttest:

Table IV. 6

STUDENTS' PRETEST – POSTTEST SCORES

No	Student	Pretest	Posttest
1	Student	48	58
2	Student	44	58
3	Student	72	74

4	Student	52	62
5	Student	52	60
6	Student	44	48
7	Student	50	66
8	Student	46	68
9	Student	56	72
10	Student	52	76
11	Student	50	72
12	Student	66	76
13	Student	44	64
14	Student	64	76
15	Student	62	76
16	Student	56	76
17	Student	56	74
18	Student	56	74
19	Student	56	64
20	Student	52	76
21	Student	46	72
22	Student	64	70
23	Student	46	74
24	Student	46	72
25	Student	52	72
26	Student	46	72
27	Student	50	70
28	Student	52	76
29	Student	52	76
30	Student	52	72

From the table above, there is a significant difference between the pretest scores and posttest score. While at the posttest, the students' speaking ability is higher than at the pretest score. In order to know the significant effect of the students' speaking ability before and after being taught by using cartoon briefly, it will be analyzed in the data analysis.

C. The Data Analysis

The data analysis presented the statistical result followed by the discussion about the effect of using cartoon toward students' speaking ability at the second year students of Ekatama Vocational High School Pekanbaru. The data are divided into two groups, they are pre-test and post-test.

In analyzing the data, the Researcher used graduated standard of English lesson in SMK EkatamaPekanbaru (SKL) that is score 60 for Speaking Ability. Meaning that for those got <60, they cannot pass the graduated standard (SKL), while for those got 60 they pass the score graduated standard (SKL). In order to know the effect of using cartoon toward students' speaking ability, the researcher used score of pretest and posttest. The score were analyzed by using statistical analysis. The score was analyzed by t – test using SPSS 16.0 Version. In order to analyze the score of T-test, it is obtained by considering the degree of freedoom (df) as follow:

df = N-1

= 30 – 1

= 29

The score obtained was compared to t – table either at level 5% and 1%. The statistical Hypotheses are:

Ho : to < t-table

Ha : to   t-table

Ho is accepted if to < t-table or there is no significant effect of using cartoon toward students' speaking ability at the second year students of SMK

EkatamaPekanbaru. Ha is accepted if to   t-table or There is a significanteffect of using cartoon toward students' speaking ability at the second year students of SMK EkatamaPekanbaru.

1. **The Data Analysis of Using Cartoon (Variable X)**

    The data analysis of using cartoon in the experimental classroom was obtained by considering the percentage of the observation list from the teacher. It described how the writer implemented/ operated the indicator of variable X (using cartoon). Based on the data presentation of using cartoon, it can be seen that the percentage of the implementation teaching using cartoon is 91.07%. It means that the writer has been implemented the variable X in this research. It was obtained by using the following formula;

    $$P = \frac{R}{N} \ X \ 100\%$$

    $P = \frac{51}{56} X \ 100\% \ = 91.07\%$ $P = \frac{5}{56} X \ 100\% \ = 8.92\%$

    P = Percentage

    R = Total "yes" or "No"

    N = Total of all categories = 56

2. **The Data Analysis of Students' Speaking Ability**

2.1 Students' Speaking Ability before Being Taught by Using Cartoon (Pre-Test Score)

The data of students' pre-test scores were obtained from the result of their writing narrative essay. The data can be described as follows:

Table IV. 7
STUDENTS' PRE-TEST SCORES

Score (x)	Frequency (f)	Fx	Graduated Standard
44	3	132	No Pass
46	5	230	No Pass
48	1	48	No Pass
50	3	150	No Pass
52	8	416	No Pass
56	5	280	No Pass
62	1	62	Pass
64	2	128	Pass
66	1	66	Pass
72	1	72	Pass
Total	**30**	**1584**	**Pass**

Based on the data obtained, there were 25 students did not pass the graduated standard (SKL), or the score obtained < 60 while there were 5 students passed the graduated standard (SKL), or the score obtained ≥ 60. The percentage of students who do not pass the graduated standard as follows:

$$= \frac{25}{30} \; x \; 100\%$$

$= 83.\,34\%$

The percentage of students who pass the graduated standard as follows:

$$= \frac{5}{30} \ x \ 100\%$$

= 16.67%

Besides, it can also be seen that the total frequency is 30 and the total scores is 1584 so that Mean (M_x) and Standard Deviation (δ) can be obtained by using SPPS as follows.

Table IV. 9
MEAN AND STANDARD DEVIATION OF PRE-TEST SCORES

Mean	52.80
Standard Deviation	7.058

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other word, the scores obtained are normal.

Besides, to analyze the students' Mean Score of The test were classified into the following table;

Table IV.10
STUDENTS' CLASSIFICATION SCORE

The Score Level	Category
80-100	Very good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

Based on the mean of the students' speaking ability before being taught by using cartoon (52.80) were categorized into Less Level.Harahap (1982, in Jonri Kasdi 2006)

Chart IV. 1
Students' Pre-test Scores
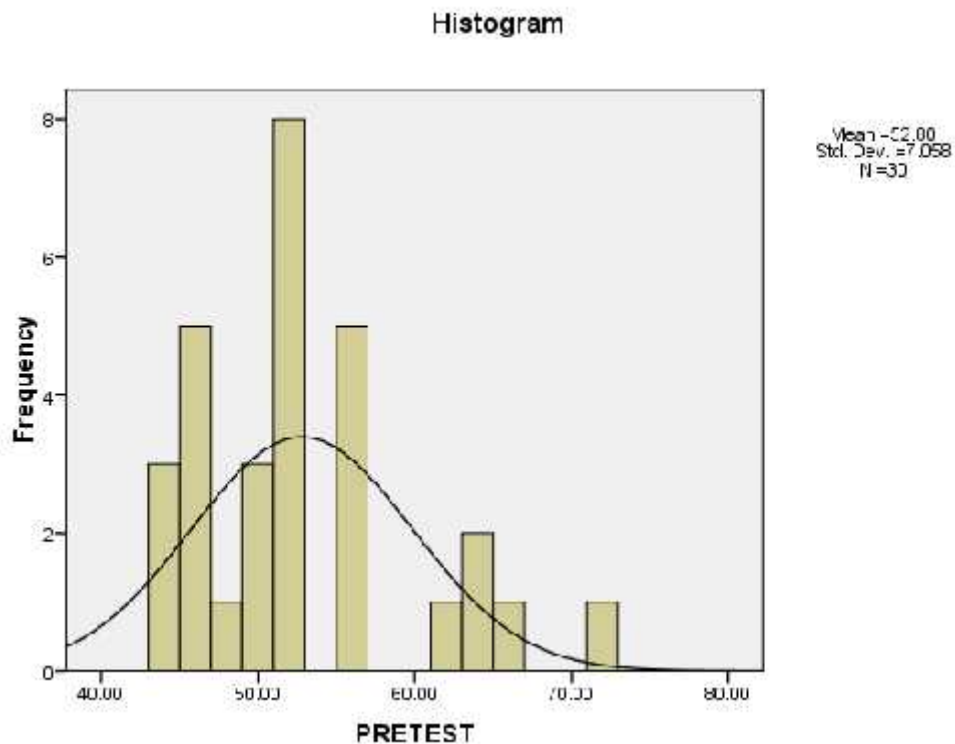
Histogram

From the histogram, it can be analyzed that the histogram almost normal even though there are three scores over the curve.

2.2   Students' Speaking Ability after Being Taught by Using Cartoon (Post-Test Score)

The data of students' post-test scores are obtained from the result of their writing narrative essay. The data can be described as follows:

Table IV. 11
STUDENTS' POST-TEST SCORES

Score (x)	Frequency (f)	Fx	Graduated Standard
48	1	48	No Pass
58	2	116	No Pass
62	2	124	Pass
64	2	128	Pass
66	1	66	Pass
68	1	68	Pass
70	2	140	Pass
72	7	144	Pass
74	4	296	Pass
76	8	608	Pass
Total	**30**	**1738**	

Based on the data obtained, there were 3 students did not pass the graduated standard (SKL), or the score obtained < 60 while there were 27 students passed the graduated standard (SKL), or the score obtained ≥ 60. The percentage of students who do not pass the graduated standard as follows:

$$= \frac{3}{30} \; x \; 100\%$$

= 10%

The percentage of students who pass the graduated standard as follows:

$$= \frac{27}{30} \; x \; 100\%$$

= 90%

Besides, it can also be seen that the total frequency is 30 and the total score is 1738 so that Mean (M_x) and Standard Deviation (δ) can be obtained by using SPSS in the following table.

Table IV. 12
MEAN AND STANDARD DEVIATION OF POST-TEST SCORES

Mean	69.93
Standard Deviation	6.878

From the table, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other word, the scores obtained are normal.

Besides, to analyze the students' Mean Score of The test were classified into the following table;

Table IV.13
STUDENTS' CLASSIFICATION SCORE

The Score Level	Category
80-100	Very good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

Based on the mean of the students' speaking ability after being taught by using cartoon (69.93) were categorized into Good Level.Harahap (1982, in Jonri Kasdi 2006)

Chart IV. 2
Students' Post-test Scores
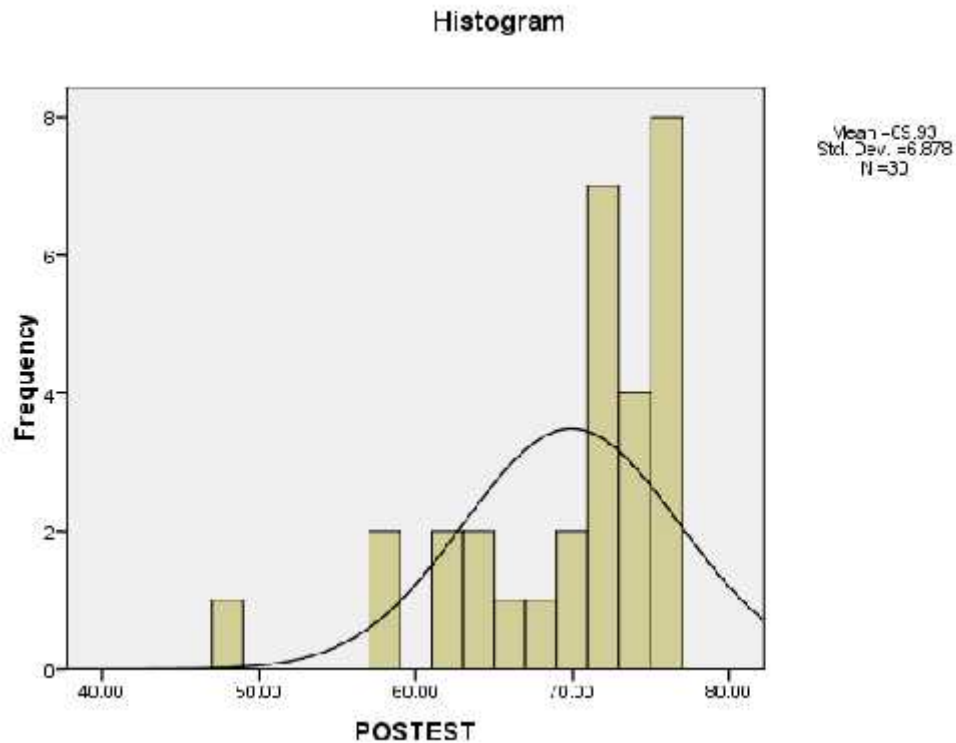
Histogram

Mean =69.93
Std. Dev. =6.878
N =30

From the histogram, it can be analyzed that the histogram almost normal even though there are two scores over the curve, those are 72 and 76.

3. The Effect of Using Cartoon toward Students' Speaking Ability

To know the effect of using cartoon toward 2nd year students' speaking ability at SMK Ekatama, it can be seen from the improvement of the mean score from pre-test (52.80) to post-test (69.93) that means there is actually effect of using cartoon toward speaking ability at the second year students' of SMK EkatamaPekanbaru. To make it clearer, it can be seen from the result of t-test in the following table;

Table IV. 14
PAIRED SAMPLES TEST

	t	df	Sig. (2-tailed)
Pair 1 Post-test-Pre-test	3.077	29	.000

From the table above, it can be seen that t_o is 3.077 and df is 29. The t_o obtained is compared to t table either at 5% or 1%. At level 5%, t table is 2.04 and at level 1%, t table is 2.76. Based on t table, it can be analyzed that t_o is higher than t table either at level 5 % or 1%. In other word, we can read $2.04 < 3.077 > 2.76$. So that, the writer can conclude that H_o is rejected and H_a is accepted. It means that there is significant effect of using cartoon toward students' speaking ability at the second year students of Ekatama Vocational High School Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis explained at the chapter IV, finally, the research about the effect of using cartoon toward students' speaking ability at the second year students of Ekatama Vocational High School Pekanbaru comes to the conclusion as follows:

1. The students' speaking ability before being taught by using cartoon is categorized into less level.

2. The students' speaking ability after being taught by using cartoon is categorized into good level.

3. There is a significant effect of using cartoon toward students' speaking ability at the second year students' of Ekatama Vocational High School Pekanbaru.

B. Suggestion

Based on the research findings, the writer would like to give some suggestions especially to the teacher and to the school.

From the conclusion of the research above, it is known that using paper based cartoon technique can give significant effect toward students' speaking ability at the second year students of EkatamaVocationalHigh School. Because of that, Paper based cartoon can be one of the choices for the English teacher in order to help students' ability in speaking. Therefore, English teacher should know how to

teach writing by using cartoon as a media in teaching-learning English. Besides, teacher should also use many ways to encourage students in speaking ability;

a. Teachers should use media cartoon creatively in order to increase students' speaking ability.

b. Teachers should be able to attract students' attention by using interesting cartoon, so that they have a new motivation in studying speaking.

c. Teachers should support theirconventional techniques by using interesting media such as cartoon.

d. Teachers can encourage students' awareness about the importance of speaking skill.

e. Teacher makes speaking as habitual activities for students in the school.

THE RECAPITULATION OF PRE-TEST SCORES OF STUDENTS' SPEAKING ABILITY

No	Students	Total	Final Score
1	Student	12	48
2	Student	11	44
3	Student	18	72
4	Student	13	52
5	Student	13	52
6	Student	11	44
7	Student	12	48
8	Student	12	48
9	Student	14	56
10	Student	13	52
11	Student	14	48
12	Student	16	64
13	Student	12	48
14	Student	16	64
15	Student	16	64
16	Student	14	56
17	Student	14	56
18	Student	14	56
19	Student	14	56
20	Student	14	56
21	Student	11	44
22	Student	16	64
23	Student	12	48
24	Student	12	48
25	Student	13	52
26	Student	12	48
27	Student	12	48
28	Student	13	52
29	Student	13	52
30	Student	13	52

Pekanbaru, Februari 2011
Rater I

(Yasir Amri, M. Pd)

THE RECAPITULATION OF POST-TEST SCORE OF STUDENTS' SPEAKING ABILITY

No	Students	Total	Final Score
1	Student	15	60
2	Student	15	60
3	Student	18	72
4	Student	16	64
5	Student	15	60
6	Student	12	48
7	Student	15	60
8	Student	17	68
9	Student	18	72
10	Student	19	76
11	Student	18	72
12	Student	19	76
13	Student	17	68
14	Student	19	76
15	Student	19	76
16	Student	19	76
17	Student	18	72
18	Student	19	76
19	Student	17	72
20	Student	19	76
21	Student	18	72
22	Student	17	68
23	Student	19	76
24	Student	18	72
25	Student	18	72
26	Student	18	72
27	Student	17	68
28	Student	19	76
29	Student	19	76
30	Student	18	72

Pekanbaru, Februari 2011
Rater I

(Yasir Amri, M. Pd)

THE RECAPITULATION OF PRE-TEST SCORES OF STUDENTS' SPEAKING ABILITY

No	Students	Total	Final Score
1	Student	12	48
2	Student	11	44

3	Student	18	72
4	Student	13	52
5	Student	13	52
6	Student	11	44
7	Student	13	52
8	Student	11	44
9	Student	14	56
10	Student	13	52
11	Student	11	44
12	Student	17	68
13	Student	10	40
14	Student	16	64
15	Student	15	60
16	Student	14	56
17	Student	14	56
18	Student	14	56
19	Student	14	56
20	Student	12	48
21	Student	12	48
22	Student	16	64
23	Student	11	44
24	Student	11	44
25	Student	13	52
26	Student	11	44
27	Student	13	52
28	Student	13	52
29	Student	13	52
30	Student	13	52

Pekanbaru, Februari 2011
Rater II

(Kurnia Budiyanti, M. Pd)

THE RECAPITULATION OF POST-TEST SCORES OF STUDENTS' SPEAKING ABILITY

No	Students	Total score	Final score
1	Student	14	56
2	Student	14	56
3	Student	19	76
4	Student	15	60
5	Student	15	60

6	Student	12	48
7	Student	18	72
8	Student	17	68
9	Student	18	72
10	Student	19	76
11	Student	18	72
12	Student	19	76
13	Student	15	60
14	Student	19	76
15	Student	19	76
16	Student	19	76
17	Student	19	76
18	Student	18	72
19	Student	15	60
20	Student	19	76
21	Student	18	72
22	Student	18	72
23	Student	18	72
24	Student	18	72
25	Student	18	72
26	Student	18	72
27	Student	18	72
28	Student	19	76
29	Student	19	76
30	Student	18	72

Pekanbaru, Februari 2011
Rater II

(Kurnia Budiyanti, M. Pd)

STUDENTS' SCORE IN SPEAKING ABILITY
(PRE-TEST)

No	Student	Rater Score		Final Score
		Rater I	Rater II	
1	Student	48	48	48
2	Student	44	44	44
3	Student	72	72	72
4	Student	52	52	52
5	Student	52	52	52
6	Student	44	44	44
7	Student	48	52	50
8	Student	48	44	46

9	Student	56	56	56
10	Student	52	52	52
11	Student	48	44	50
12	Student	64	68	66
13	Student	48	40	44
14	Student	64	64	64
15	Student	64	60	62
16	Student	56	56	56
17	Student	56	56	56
18	Student	56	56	56
19	Student	56	56	56
20	Student	56	48	52
21	Student	44	48	46
22	Student	64	64	64
23	Student	48	44	46
24	Student	48	44	46
25	Student	52	52	52
26	Student	48	44	46
27	Student	48	52	50
28	Student	52	52	52
29	Student	52	52	52
30	Student	52	52	52

STUDENTS' SCORE IN SPEAKING ABILITY
(POST-TEST)

No	Student	Rater Score		Final Score
		Rater I	Rater II	
1	Student	60	56	58
2	Student	60	56	58
3	Student	72	76	74
4	Student	64	60	62
5	Student	60	60	60
6	Student	48	48	48
7	Student	60	72	66
8	Student	68	68	68
9	Student	72	72	72
10	Student	76	76	76
11	Student	72	72	72

12	Student	76	76	76
13	Student	68	60	64
14	Student	76	76	76
15	Student	76	76	76
16	Student	76	76	76
17	Student	72	76	74
18	Student	76	72	74
19	Student	72	60	64
20	Student	76	76	76
21	Student	72	72	72
22	Student	68	72	70
23	Student	76	72	74
24	Student	72	72	72
25	Student	72	72	72
26	Student	72	72	72
27	Student	68	72	70
28	Student	76	76	76
29	Student	76	76	76
30	Student	72	72	72

STUDENTS' PRETEST – POSTTEST SCORES

No	Student	Pretest	Posttest
1	Student	48	58
2	Student	44	58
3	Student	72	74
4	Student	52	62
5	Student	52	60
6	Student	44	48
7	Student	50	66
8	Student	46	68
9	Student	56	72
10	Student	52	76
11	Student	50	72
12	Student	66	76
13	Student	44	64
14	Student	64	76
15	Student	62	76
16	Student	56	76

17	Student	56	74
18	Student	56	74
19	Student	56	64
20	Student	52	76
21	Student	46	72
22	Student	64	70
23	Student	46	74
24	Student	46	72
25	Student	52	72
26	Student	46	72
27	Student	50	70
28	Student	52	76
29	Student	52	76
30	Student	52	72

LESSON PLAN

Level   : Ekatama Vocational High School

Subject   : English

Class/ Program   : XI/ Aph.1

Semester   : 1st

Time Allocated   : 2 x 45 minute

Meeting   : 1

1. Standard competence

    "Communicate in English Elementary Level"

2. Basic Competence

    Speaking   : Explaining an activities and contextually

3. Indicators

    a. Describing an event based on the time and location orally and accurately

    b. Expressing the opinion / feeling about while event orally and accurately

4. The Goals

    a. The students are able to describe the event based on the time and location orally
        and accurately

b. The students are able to express the opinion / feeling about while event orally and accurately

5. Materials/ Lesson item: Hobbies and Interest
6. Teaching aids   : Paper based cartoon, Students' text book
7. The steps of activity
   a. Lead in
      1. Greeting
      2. Check for the role/ attendance list
   b. Pre Activities
      1. Teacher tells the students about the objectives of the lesson
      2. Teacher gives the today topic to the students and checks the students' involvement.
   c. While Activities
      1. The teacher puts the class into four groups, calling them A, B, C, and D. Then the teacher gives one of the cartoon picture (Paper-Based Cartoon) to each group.
      2. The groups have to memories everything they can about the cartoon pictures, (who is in them, what's happening, etc.). Then, they can talk about the details in their groups.
      3. The teacher now collects back the cartoon picture given and asks for one student from each group (A, B, C, and D) to form a new four-person group.
      4. The teacher tells them that they have each seen a different cartoon pictures but that the cartoon pictures taken together in some order.
      5. The task is for the students to work out what the cartoon is about. The only way they can do this by describing their pictures to each other.
      6. The group tells the whole class what their version is. Then the teacher can finally re-show the cartoon.
   d. Post-Activities

1. The teacher asks the students to describe the cartoon picture that have been discussed individually.

   e. Evaluation

   1. The teacher evaluates the students' speaking ability based on grammar, vocabulary, pronunciation, Comprehension and Fluency.

8. Resources

   Paper-based cartoon and students' text book

9. Assessment

No	Aspects Assessed	Score			
		1	2	3	4
1	Pronunciation				
2	Fluency				
3	Vocabulary				
4	Grammar				
5	Comprehension				
Total					
Maximum Score		20			

Explanation of Score:

1 : Incompetent

2 : Competent Enough

3 : Competent

4 : Very competent

$$Final\ Score = \frac{Total\ Score}{Maximum\ Score} \times 80$$

Known by

The English Teacher   Researcher

H.M.Rusli, S.Pd   Helmi Yardi

Head Master of SMK Ekatama

Drs. H. Rasyidi Hamzah

NIP. 992001021-1

LESSON PLAN

Level   : Ekatama Vocational High School

Subject   : English

Class/ Program   : XI/ Aph.1

Semester   : 1st

Time Allocated   : 2 x 45 minute

Meeting   : 2

1. Standard competence

    "Communicate in English Elementary Level"

2.   Basic Competence

    Speaking   : Explaining an activities and contextually

3. Indicators

    a. Describing an event based on the time and location orally and accurately

    b. Expressing the opinion / feeling about while event orally and accurately

4. The Goals

    a. The students are able to Describe the event based on the time and location orally

        and accurately

b. The students are able to express the opinion / feeling about while event orally and accurately

5. Materials/ Lesson item: Hobbies and Interest
6. Teaching aids   : Paper based cartoon, Students' text book
7. The steps of activity
   a. Lead in
      1. Greeting
      2. Check for the role/ attendance list
   b. Pre Activities
      1. Teacher tells the students about the objectives of the lesson
      2. Teacher gives the today topic to the students and checks the students' involvement.
   c. While Activities
      1. The teacher puts the class into four groups, calling them A, B, C, and D. Then the teacher gives one of the cartoon picture (Paper-Based Cartoon) to each group.
      2. The groups have to memories everything they can about the cartoon pictures, (who is in them, what's happening, etc.). Then, they can talk about the details in their groups.
      3. The teacher now collects back the cartoon picture given and asks for one student from each group (A, B, C, and D) to form a new four-person group.
      4. The teacher tells them that they have each seen a different cartoon pictures but that the cartoon pictures taken together in some order.
      5. The task is for the students to work out what the cartoon is about. The only way they can do this by describing their pictures to each other.
      6. The group tells the whole class what their version is. Then the teacher can finally re-show the cartoon.
   d. Post-Activities

1. The teacher asks the students to describe the cartoon picture that have been discussed individually.

   e. Evaluation

   1. The teacher evaluates the students' speaking ability based on grammar, vocabulary, pronunciation, Comprehension and Fluency.

8. Resources

   Paper-based cartoon and students' text book

9. Assessment

No	Aspects Assessed	Score			
		1	2	3	4
1	Pronunciation				
2	Fluency				
3	Vocabulary				
4	Grammar				
5	Comprehension				
Total					
Maximum Score		20			

Explanation of Score:

1.   : Incompetent
2.   : Competent Enough
3.   : Competent
4.   : Very competent

$$\text{Final Score} = \frac{Total\ Score}{Maximum\ Score} \times 80$$

Known by

The English Teacher   Researcher

H.M.Rusli, S.Pd   Helmi Yardi

Head Master of SMK Ekatama

<u>Drs. H. Rasyidi Hamzah</u>

NIP. 992001021-1

LESSON PLAN

Level   : Ekatama Vocational High School

Subject   : English

Class/ Program   : XI/ Aph.1

Semester   : 1st

Time Allocated   : 2 x 45 minute

Meeting   : 3

1. Standard competence

   "Communicate in English Elementary Level"

2. Basic Competence

   Speaking   : Explaining an activities and contextually

3. Indicators

   a. Describing an event based on the time and location orally and accurately

   b. Expressing the opinion / feeling about while event orally and accurately

4. The Goals

   a. The students are able to Describe the event based on the time and location orally and accurately

b. The students are able to express the opinion / feeling about while event orally and accurately

5. Materials/ Lesson item: Profession
6. Teaching aids   : Paper based cartoon, Students' text book
7. The steps of activity
   a. Lead in
      1. Greeting
      2. Check for the role/ attendance list
   b. Pre Activities
      1. Teacher tells the students about the objectives of the lesson
      2. Teacher gives the today topic to the students and checks the students' involvement.
   c. While Activities
      1. The teacher puts the class into four groups, calling them A, B, C, and D. Then the teacher gives one of the cartoon picture (Paper-Based Cartoon) to each group.
      2. The groups have to memories everything they can about the cartoon pictures, (who is in them, what's happening, etc.). Then, they can talk about the details in their groups.
      3. The teacher now collects back the cartoon picture given and asks for one student from each group (A, B, C, and D) to form a new four-person group.
      4. The teacher tells them that they have each seen a different cartoon pictures but that the cartoon pictures taken together in some order.
      5. The task is for the students to work out what the cartoon is about. The only way they can do this by describing their pictures to each other.
      6. The group tells the whole class what their version is. Then the teacher can finally re-show the cartoon.
   d. Post-Activities

1. The teacher asks the students to describe the cartoon picture that have been discussed individually.

    e. Evaluation

        1. The teacher evaluates the students' speaking ability based on grammar, vocabulary, pronunciation, Comprehension and Fluency.

8. Resources

Paper-based cartoon and students' text book

9. Assessment

No	Aspects Assessed	Score			
		1	2	3	4
1	Pronunciation				
2	Fluency				
3	Vocabulary				
4	Grammar				
5	Comprehension				
Total					
Maximum Score		20			

Explanation of Score:

1. : Incompetent
2. : Competent Enough
3. : Competent
4. : Very competent

$$Final\ Score = \frac{Total\ Score}{Maximum\ Score} \times 80$$

Known by

The English Teacher   Researcher

H.M.Rusli, S.Pd   Helmi Yardi

                        Head Master of SMK Ekatama

                        Drs. H. Rasyidi Hamzah
                           NIP. 992001021-1

                           LESSON PLAN

Level   : Ekatama Vocational High School
Subject   : English
Class/ Program   : XI/ Aph.1
Semester   : 1st
Time Allocated   : 2 x 45 minute
Meeting   : 4

1. Standard competence

   "Communicate in English Elementary Level"

2. Basic Competence

   Speaking   : Explaining an activities and contextually

3. Indicators

   a. Describing an event based on the time and location orally and accurately

   b. Expressing the opinion / feeling about while event orally and accurately

4. The Goals

   a. The students are able to Describe the event based on the time and location orally
      and accurately

b. The students are able to express the opinion / feeling about while event orally and accurately

5. Materials/ Lesson item: Profession
6. Teaching aids   : Paper based cartoon, Students' text book
7. The steps of activity
   a. Lead in
      1. Greeting
      2. Check for the role/ attendance list
   b. Pre Activities
      1. Teacher tells the students about the objectives of the lesson
      2. Teacher gives the today topic to the students and checks the students' involvement.
   c. While Activities
      1. The teacher puts the class into four groups, calling them A, B, C, and D. Then the teacher gives one of the cartoon picture (Paper-Based Cartoon) to each group.
      2. The groups have to memories everything they can about the cartoon pictures, (who is in them, what's happening, etc.). Then, they can talk about the details in their groups.
      3. The teacher now collects back the cartoon picture given and asks for one student from each group (A, B, C, and D) to form a new four-person group.
      4. The teacher tells them that they have each seen a different cartoon pictures but that the cartoon pictures taken together in some order.
      5. The task is for the students to work out what the cartoon is about. The only way they can do this by describing their pictures to each other.
      6. The group tells the whole class what their version is. Then the teacher can finally re-show the cartoon.
   d. Post-Activities

1. The teacher asks the students to describe the cartoon picture that have been discussed individually.

   e. Evaluation
      1. The teacher evaluates the students' speaking ability based on grammar, vocabulary, pronunciation, Comprehension and Fluency.

8. Resources

   Paper-based cartoon and students' text book

   English for SMK, Angkasa 2009.

9. Assessment

No	Aspects Assessed	Score			
		1	2	3	4
1	Pronunciation				
2	Fluency				
3	Vocabulary				
4	Grammar				
5	Comprehension				
Total					
Maximum Score		20			

Explanation of Score:
1. : Incompetent
2. : Competent Enough
3. : Competent
4. : Very competent

$$\text{Final Score} = \frac{Total\ Score}{Maximum\ Score} \times 80$$

Known by

The English Teacher   Researcher

H.M.Rusli, S.Pd   Helmi Yardi

Head Master of SMK Ekatama

Drs. H. Rasyidi Hamzah

NIP. 992001021-1

LESSON PLAN

Level   : Ekatama Vocational High School

Subject   : English

Class/ Program   : XI/ Aph.1

Semester   : 1st

Time Allocated   : 2 x 45 minute

Meeting   : 5

1. Standard competence

   "Communicate in English Elementary Level"

2. Basic Competence

   Speaking   : Explaining an activities and contextually

3. Indicators

   a. Describing an event based on the time and location orally and accurately

   b. Expressing the opinion / feeling about while event orally and accurately

4. The Goals

   a. The students are able to Describe the event based on the time and location orally

      and accurately

b. The students are able to express the opinion / feeling about while event orally and accurately

5. Materials/ Lesson item: Guest Handling
6. Teaching aids   : Paper based cartoon, Students' text book
7. The steps of activity

a. Lead in

1. Greeting
2. Check for the role/ attendance list

b. Pre Activities

1. Teacher tells the students about the objectives of the lesson
2. Teacher gives the today topic to the students and checks the students' involvement.

c. While Activities

1. The teacher puts the class into four groups, calling them A, B, C, and D. Then the teacher gives one of the cartoon picture (Paper-Based Cartoon) to each group.
2. The groups have to memories everything they can about the cartoon pictures, (who is in them, what's happening, etc.). Then, they can talk about the details in their groups.
3. The teacher now collects back the cartoon picture given and asks for one student from each group (A, B, C, and D) to form a new four-person group.
4. The teacher tells them that they have each seen a different cartoon pictures but that the cartoon pictures taken together in some order.
5. The task is for the students to work out what the cartoon is about. The only way they can do this by describing their pictures to each other.
6. The group tells the whole class what their version is. Then the teacher can finally re-show the cartoon.

d. Post-Activities

1. The teacher asks the students to describe the cartoon picture that have been discussed individually.

e. Evaluation

1. The teacher evaluates the students' speaking ability based on grammar, vocabulary, pronunciation, Comprehension and Fluency.

8. Resources

Paper-based cartoon and students' text book

English for SMK, Angkasa 2009.

9. Assessment

No	Aspects Assessed	Score			
		1	2	3	4
1	Pronunciation				
2	Fluency				
3	Vocabulary				
4	Grammar				
5	Comprehension				
Total					
Maximum Score		20			

Explanation of Score:

1. : Incompetent
2. : Competent Enough
3. : Competent
4. : Very competent

$$Final\ Score = \frac{Total\ Score}{Maximum\ Score} \times 80$$

Known by

The English Teacher   Researcher

H.M.Rusli, S.Pd   Helmi Yardi

Head Master of SMK Ekatama

<u>Drs. H. Rasyidi Hamzah</u>

NIP. 992001021-1

LESSON PLAN

Level   : Ekatama Vocational High School

Subject   : English

Class/ Program   : XI/ Aph.1

Semester   : 1st

Time Allocated   : 2 x 45 minute

Meeting   : 6

1. Standard competence

   "Communicate in English Elementary Level"

2. Basic Competence

   Speaking   : Explaining an activities and contextually

3. Indicators

   a. Describing an event based on the time and location orally and accurately

   b. Expressing the opinion / feeling about while event orally and accurately

4. The Goals

   a. The students are able to Describe the event based on the time and location orally

      and accurately

b. The students are able to express the opinion / feeling about while event orally and accurately

5. Materials/ Lesson item: Hotel Services
6. Teaching aids   : Paper based cartoon, Students' text book
7. The steps of activity

   a. Lead in

      1. Greeting

      2. Check for the role/ attendance list

   b. Pre Activities

      1. Teacher tells the students about the objectives of the lesson

      2. Teacher gives the today topic to the students and checks the students' involvement.

   c. While Activities

      1. The teacher puts the class into four groups, calling them A, B, C, and D. Then the teacher gives one of the cartoon picture (Paper-Based Cartoon) to each group.

      2. The groups have to memories everything they can about the cartoon pictures, (who is in them, what's happening, etc.). Then, they can talk about the details in their groups.

      3. The teacher now collects back the cartoon picture given and asks for one student from each group (A, B, C, and D) to form a new four-person group.

      4. The teacher tells them that they have each seen a different cartoon pictures but that the cartoon pictures taken together in some order.

      5. The task is for the students to work out what the cartoon is about. The only way they can do this by describing their pictures to each other.

      6. The group tells the whole class what their version is. Then the teacher can finally re-show the cartoon.

   d. Post-Activities

1. The teacher asks the students to describe the cartoon picture that have been discussed individually.

e. Evaluation

    1. The teacher evaluates the students' speaking ability based on grammar, vocabulary, pronunciation, Comprehension and Fluency.

8. Resources

Paper-based cartoon and students' text book

English for SMK, Angkasa 2009.

9. Assessment

No	Aspects Assessed	Score			
		1	2	3	4
1	Pronunciation				
2	Fluency				
3	Vocabulary				
4	Grammar				
5	Comprehension				
Total					
Maximum Score		20			

Explanation of Score:

1. : Incompetent
2. : Competent Enough
3. : Competent
4. : Very competent

$$\text{Final Score} = \frac{Total\ Score}{Maximum\ Score} \times 80$$

Known by

The English Teacher   Researcher

H.M.Rusli, S.Pd   Helmi Yardi

Head Master of SMK Ekatama

Drs. H. Rasyidi Hamzah

NIP. 992001021-1

LESSON PLAN

Level   : Ekatama Vocational High School

Subject   : English

Class/ Program   : XI/ Aph.1

Semester   : 1st

Time Allocated   : 2 x 45 minute

Meeting   : 7

1. Standard competence

   "Communicate in English Elementary Level"

2. Basic Competence

   Speaking   : Explaining an activities and contextually

3. Indicators

   a. Describing an event based on the time and location orally and accurately

   b. Expressing the opinion / feeling about while event orally and accurately

4. The Goals

   a. The students are able to Describe the event based on the time and location orally
      and accurately

b. The students are able to express the opinion / feeling about while event orally and accurately

5. Materials/ Lesson item: Hotel Services
6. Teaching aids   : Paper based cartoon, Students' text book
7. The steps of activity
   a. Lead in
      1. Greeting
      2. Check for the role/ attendance list
   b. Pre Activities
      1. Teacher tells the students about the objectives of the lesson
      2. Teacher gives the today topic to the students and checks the students' involvement.
   c. While Activities
      1. The teacher puts the class into four groups, calling them A, B, C, and D. Then the teacher gives one of the cartoon picture (Paper-Based Cartoon) to each group.
      2. The groups have to memories everything they can about the cartoon pictures, (who is in them, what's happening, etc.). Then, they can talk about the details in their groups.
      3. The teacher now collects back the cartoon picture given and asks for one student from each group (A, B, C, and D) to form a new four-person group.
      4. The teacher tells them that they have each seen a different cartoon pictures but that the cartoon pictures taken together in some order.
      5. The task is for the students to work out what the cartoon is about. The only way they can do this by describing their pictures to each other.
      6. The group tells the whole class what their version is. Then the teacher can finally re-show the cartoon.
   d. Post-Activities

1. The teacher asks the students to describe the cartoon picture that have been discussed individually.

   e. Evaluation

   1. The teacher evaluates the students' speaking ability based on grammar, vocabulary, pronunciation, Comprehension and Fluency.

8. Resources

   Paper-based cartoon and students' text book

   English for SMK

9. Assessment

No	Aspects Assessed	Score			
		1	2	3	4
1	Pronunciation				
2	Fluency				
3	Vocabulary				
4	Grammar				
5	Comprehension				
Total					
Maximum Score		20			

Explanation of Score:

1. : Incompetent

2. : Competent Enough

3. : Competent

4. : Very competent

$$\text{Final Score} = \frac{Total\ Score}{Maximum\ Score} \times 80$$

Known by

The English Teacher   Researcher

H.M.Rusli, S.Pd   Helmi Yardi

Head Master of SMK Ekatama

Drs. H. Rasyidi Hamzah

NIP. 992001021-1

LESSON PLAN

Level   : Ekatama Vocational High School

Subject   : English

Class/ Program   : XI/ Aph.1

Semester   : 1st

Time Allocated   : 2 x 45 minute

Meeting   : 8

1. Standard competence

    "Communicate in English Elementary Level"

2.   Basic Competence

    Speaking   : Explaining an activities and contextually

3. Indicators

    a. Describing an event based on the time and location orally and accurately

    b. Expressing the opinion / feeling about while event orally and accurately

4. The Goals

    a. The students are able to Describe the event based on the time and location orally

        and accurately

b. The students are able to express the opinion / feeling about while event orally and accurately

5. Materials/ Lesson item: Travelling

6. Teaching aids   : Paper based cartoon, Students' text book

7. The steps of activity

    a. Lead in

        1. Greeting

        2. Check for the role/ attendance list

    b. Pre Activities

        1. Teacher tells the students about the objectives of the lesson

        2. Teacher gives the today topic to the students and checks the students' involvement.

    c. While Activities

        1. The teacher puts the class into four groups, calling them A, B, C, and D. Then the teacher gives one of the cartoon picture (Paper-Based Cartoon) to each group.

        2. The groups have to memories everything they can about the cartoon pictures, (who is in them, what's happening, etc.). Then, they can talk about the details in their groups.

        3. The teacher now collects back the cartoon picture given and asks for one student from each group (A, B, C, and D) to form a new four-person group.

        4. The teacher tells them that they have each seen a different cartoon pictures but that the cartoon pictures taken together in some order.

        5. The task is for the students to work out what the cartoon is about. The only way they can do this by describing their pictures to each other.

        6. The group tells the whole class what their version is. Then the teacher can finally re-show the cartoon.

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1. The teacher asks the students to describe the cartoon picture that have been discussed individually.

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1. The teacher evaluates the students' speaking ability based on grammar, vocabulary, pronunciation, Comprehension and Fluency.

8. Resources

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Known by

The English Teacher   Researcher

H.M.Rusli, S.Pd   Helmi Yardi

Head Master of SMK Ekatama

Drs. H. Rasyidi Hamzah

NIP. 992001021-1

Observation sheet

Observation   :

Day/Date   :

Class   : Xl.Aph1

Please mark ( ) in alternative answer "yes" or "no"

No	Observation	Categories	
		Yes	No
01	The teacher puts the class into four groups, calling them A, B, C, and D. Then the teacher gives one of the cartoon picture (Paper-Based Cartoon) to each group		
02	The groups have to memories everything they can about the cartoon pictures, (who is in them, what's happening, etc.). Then, they can talk about the details in their groups		
03	The teacher now collects back the cartoon picture given and asks for one student from each group (A, B, C, and D) to form a new four-person group.		
04	The teacher tells them that they have each seen a different cartoon pictures but that the cartoon pictures taken together in some		

		order.		
	05	The task is for the students to work out what the cartoon is about. The only way they can do this by describing their pictures to each other		
	06	The group tells the whole class what their version is. Then the teacher can finally re-show the cartoon		
	07	The teacher evaluates the students' speaking ability based on grammar, vocabulary, pronunciation, Comprehension and Fluency		
		Total		

English Teacher

H.M.Rusli,S.Pd

Observation sheet

Observation   :

Day/Date   :

Class   : Xl.Aph1

Please mark ( ) in alternative answer "yes" or "no"

No	Observation	Categories	
		Yes	No
01	Teacher shows paper-based cartoon and elicits the students' interested and attention	8	0
02	Teacher encourages the students to make composition in oral by giving some information, concepts, or skills related to the paper-based cartoon	8	0
03	Teacher explains the way to describe a paper-based cartoon (event or opinion) related to the topic by giving example	7	1
04	Teacher asks the students to describe the paper-based cartoon by using their own word	8	0

05	Teacher gives chance to the students to express their opinion about cartoon based on their classmate presentations	8	0
06	Feedback; Teacher checks what the students have already learned	7	1
07	The teacher evaluates the students' speaking ability based on grammar, vocabulary, pronunciation, Comprehension and fluently	5	3
Total		51	5
Percentage		91.07%	8.92%

P = Percentages

R = Total "yes" or "No"

N = Total of all categories = 56

$$P = \frac{R}{N} \ X \ 100\%$$

$$P = \frac{51}{56} \ X \ 100\% \ = 91.07\% \qquad\qquad P = \frac{5}{56} \ X \ 100\% \ = 8.92\%$$

Paper Based Cartoon : Hobbies and Interest

Profession

Diskusi 1.2
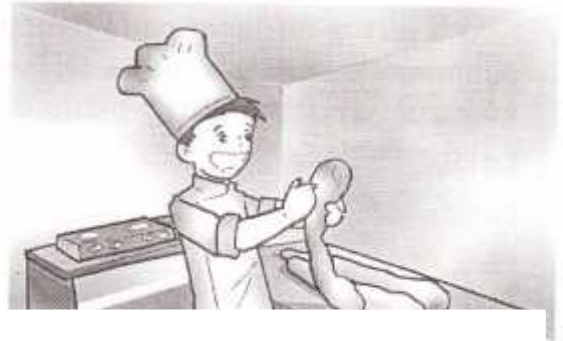
Perhatikan gambar di atas. Seorang koki hotel sedang melakukan aktivitasnya. Perhatikan pakaiannya! Apakah telah memenuhi syarat-syarat kesehatan dan *hygiene*? Diskusikan dalam kelompok kalian, kemudian hasil diskusi tersebut kalian presentasikan di depan kelas. Mintalah guru kalian untuk memberikan penilaian dan saran.
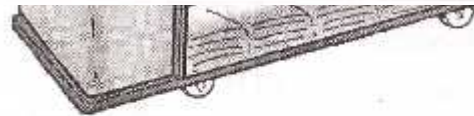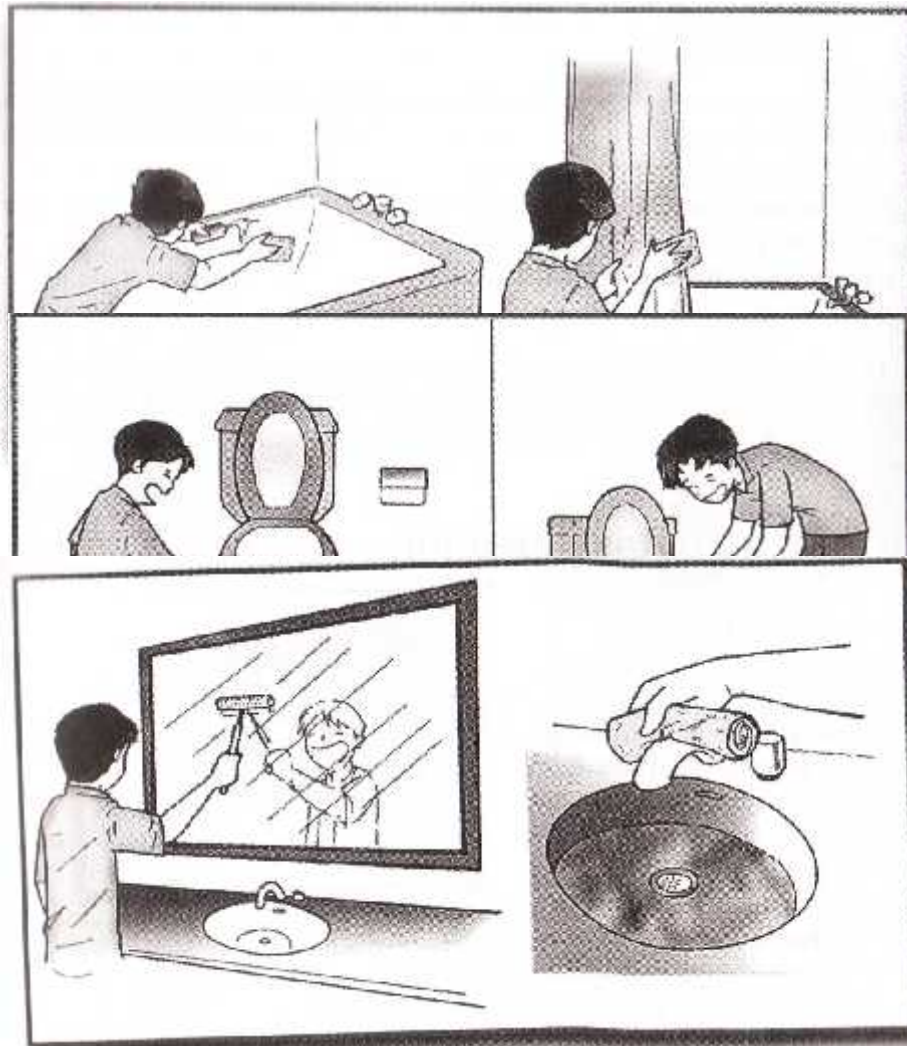
Gambar 2.1 Trolley cart

520

Travelling

FLIGHT 102
TO HAWAII
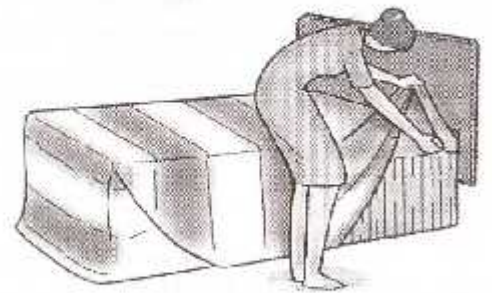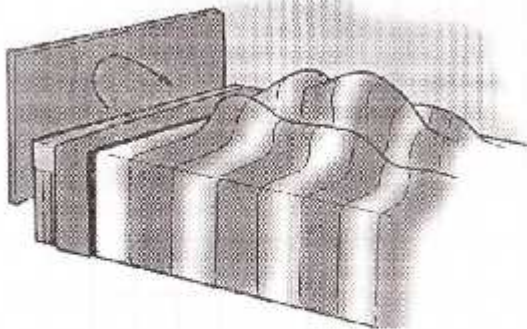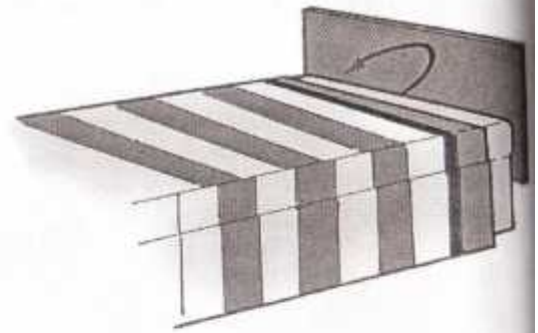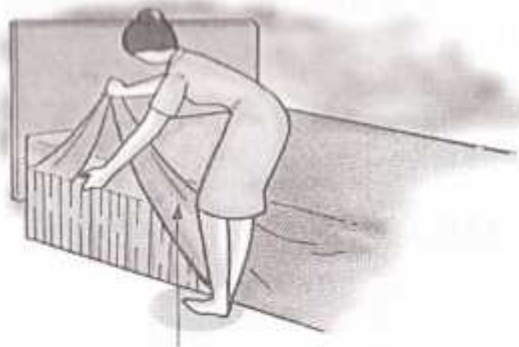
APPENDIX I

Question Test

1. This test used for scientific research
2. This is test does not affecting your grade in certain teacher after doing this research
3. Thanks for your cooperation during this research

Describe the paper based cartoon below by your own word

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