

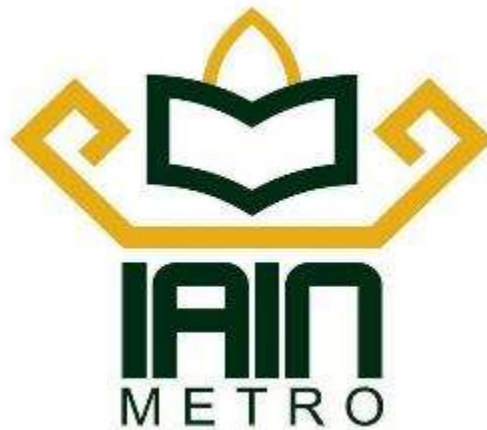
**AN UNDERGRADUATE THESIS**

**IMPROVING SPEAKING PERFORMANCE  
BY USING CAROUSEL STRATEGY  
AMONG THE TENTH GRADERS OF MA MA'ARIF 14 BUMI  
NABUNG CENTRAL LAMPUNG**

**By:**

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**1501070232**



**TARBIYAH AND TEACHERS TRAINING FACULTY**

**ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1441 H / 2019 M**

**AN UNDERGRADUATE THESIS**

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AMONG THE TENTH GRADERS OF MA MA'ARIF 14 BUMI  
NABUNG CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

**BY:**  
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**STUDENT.ID. 1501070232**

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Tarbiyah and Teachers Training Faculty  
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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1441 H / 2019 M**



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**APPROVAL PAGE**

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STRATEGY AMONG THE TENTH GRADERS OF MA MA'ARIF 14  
BUMI NABUNG CENTRAL LAMPUNG  
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**NOTIFICATION LETTER**

Number : -  
Appendix : 1 (One) Bundle  
Matter : In order to hold the Munaqosyah of Latifatun Nikmah

To The Honorable,  
The Head of Tarbiyah Faculty  
State Institute of Islamic Studies (IAIN) of Metro

*Assalamua'alaikumWarahmatullahiWabarakatuh*

We have given guidance and enough improvement to research thesis script which is written by:

Name : Binti Amanah  
Student Number : 1501070232  
Faculty : Tarbiyah  
Department : English Education  
Title : Improving Speaking Performance by Using Carousel Strategy among The Tenth Graders of Ma Ma'arif 14 Bumi Nabung Central Lampung

It has been agreed so it can continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

*Wassalamu'alaikumWarahmatullahiWabarakatuh*

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**NOTA DINAS**

Number :  
Appendix :  
Matter : In order to hold the Munaqosyah of Latifatun Nikmah

***Assalamu'alaikum, Wr. Wb***

We have given guidance and enough improvement to the research which is written by:

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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosah. Thank you very much.

***Wassalamu'alaikumWr.Wb***

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**RATIFICATION PAGE**

No. L-4607/11-28-1/D/PP-00-9/12/2019

An Undergraduate thesis entitled: IMPROVING SPEAKING PERFORMANCE BY USING CAROUSEL STRATEGY AMONG THE TENTHTH GRADERS OF MA MA'ARIF 14 BUMI NABUNG CENTRAL LAMPUNG, written by Binti Amanah, student number 1501070232, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, 26<sup>th</sup> December 2019 at 10.00 – 11.00 am.

**BOARD OF EXAMINERS:**

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**IMPROVING SPEAKING PERFORMANCE  
BY USING CAROUSEL STRATEGY  
AMONG THE TENTH GRADERS OF MA MA'ARIF 14 BUMI  
NABUNG CENTRAL LAMPUNG**

**ABSTRACT**

**By:  
BINTI AMANAH**

The purpose of this research are to show that using Carousel strategy can improve the students' speaking performance and their learning activities at the tenth grade of MA MA'ARIF 14 Bumi Nabung Central Lampung in the academic year 2019/2020. The researcher had outlined the problem in this research that focused on students' speaking performance. To improve students' speaking performance, the researcher used Carousel strategy.

The kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. Object of this research is the students' writing ability. In collecting the data, the researcher used test, observation, documentation, field notes. This research was conducted which an English teacher of MA MA'ARIF 14 Bumi Nabung Central Lampung.

Finally, the result of this research proves that the use of Carousel Strategy can improve the speaking performance. It is because based on the result of post-test II. 77% of the students can achieve the minimum mastery criteria (MMC). In addition, the result of post-test II that the percentage of students' learning activity. Therefore, it is concluded that the use of carousel strategy can improve the speaking performance and students learning activity among the tenth grade students at Ma Ma'arif 14 Bumi Nabung Central Lampung.

**Keywords:** *Speaking Performance, carousel strategy*

**IMPROVING SPEAKING PERFORMANCE  
BY USING CAROUSEL STRATEGY  
AMONG THE TENTH GRADERS OF MA MA'ARIF 14 BUMI  
NABUNG CENTRAL LAMPUNG**

**ABSTRAK**

**Oleh:**

**BINTI AMANAH**

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan Carousel strategi dapat meningkatkan kemampuan berbicara dan aktifitas pembelajaran mereka pada siswa kelas sepuluh MA MA'ARIF 14 Bumi Nabung Lampung Tengah pada tahun pelajaran 2019/2020. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan berbicara. Untuk meningkatkan kemampuan berbicara, peneliti menggunakan strategi Carousel.

Bentuk dalam penelitian adalah penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan,, pengamatan, dan refleksi. Objek dari penelitian ini adalah kemampuan menulis. Dalam pengumpulan data, peneliti menggunakan test, observasi, dokumentasi, catatan lapangan. Penelitian ini dilaksanakan dengan guru mata bahasa inggris kelas sepuluh MA MA'ARIF 14 Bumi Nabung Lampung Tengah.

Akhirnya setelah data diteliti dapat disimpulkan bahwa hasil pre-test hanya 18% siswa yang dapat mencapai Kriteria Ketuntasan Minimum (KKM) dengan rata-rata 56 hal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan. Dan hasil post test I adalah 53% siswa yang dapat mencapai KKM dengan rata-rata 66. Kemudian, hasil post-test II adalah 76% siswa yang dapat mencapai KKM dengan rata-rata 78. Hal ini dapat disimpulkan bahwa penggunaan strategi Carousel dalam berbicara dapat meningkatkan kemampuan berbicara siswa pada kelas sepuluh di MA MA'ARIF 14 Bumi Nabung Lampung Tengah.

**Kata Kunci:** *berbicara. carousel strategy*



## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : BINTI AMANAH  
Student Id : 1501070232  
Department : English Education (TBI)  
Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, Desember 2019  
The Researcher



**BINTI AMANAH**  
1501070232

## ORISINALITAS PENELITIAN

Yang bertandatangan dibawah ini :

Nama : BINTI AMANAH  
NPM : 1501070232  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Desember 2019  
Yang Menyatakan,



**BINTI AMANAH**  
1501070232

## MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ۗ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ

سُوْءًا فَلَا مَرَدَّ لَهُ ۗ وَمَا لَهُم مِّن دُونِهِ ۗ مِنْ وَآلٍ ﴿١١﴾

“ Surely Allah Will Not Change The Fate Of A People Until They Change  
Themselves ”

( Surat Ar-Ra'd: 11 )

## **DEDICATION PAGE**

This Undergraduate thesis is especially dedicated:

My beloved parents (Mr. Tunut and Mrs.Paini), brother (Ahmad Af Roni) sister  
(Umul Ma'rifatin) and all my family support me by their endless love.

My beloved lectures of English Education Department State Institute for Islamic  
Students of Metro.

Thank you very much for Brother Singgih Rudi Atma who always support and  
company me.

Thank you very much for my beloved friend Ana Rosa Diana S.Pd.

Thank you very much for Griya Sukma boarding house who always help me (vita,  
Elma, Liya', Yanti, Malla, Wahyu, Vista, Anes, Risa, Merita, Icha and Utik)

Thank you very much for MA MA'ARIF 14 BUMI NABUNG who give me  
permission for Research special in X IPA Class.

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In the name of god Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they donot know before. Allah has given His gift to the researcher that she could accomplish this undergraduate thesis. May Shalawat and Salam always be given to our prophet Muhammad SAW, who has brought us from the darkness to the lightness in the world.

This undergraduate thesis is entitled “IMPROVING SPEAKING PERFORMANCE BY USING CAROUSEL STRATEGY AMONG THE TENTH GRADERS OF MA MA’ARIF 14 BUMI NABUNG CENTRAL LAMPUNG”.

The researcher would like to express her sincere gratitude toher sponsor and co-sponsor, Dr. Kuryani, M.Pd and Ahmad Subhan Roza, M.Pd that have guided her by giving understanding and motivation in the process of completing this undergraduate thesis. Her gratitude also goes to:

1. Prof. Dr. Enizar, M.Ag, the Rector of State Institute for Islamic Studies of Metro (IAIN Metro).
2. Dr. Akla, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty.
3. Ahmad Subhan Roza, M.Pd, the Head of English Education Department.
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7. All teachers and staff of MA MA'ARIF 14 Bumi Nabung. Especially, Samsul Arifin, S.Pd, the English teacher of the tenth graders of MA MA'ARIF 14 Bumi Nabung.
8. Beloved father and mother who has nurtured and educated her with sincerity and affection and always prayed for my success.
9. Beloved big family. Thanks for attention, love, help, and motivation do that she becomes who she is now, much better than before.
10. Beloved friends in English Education Department thanks for being nice and kind friends that always accompanied her to study.

Metro, December 2019

The writer

  
**Binti Amanah**  
**1501070232**

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**CURRICULUM VITAE**

# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is an international language that is used to all countries as the first, the second or the foreign language as communication tool at the international level. English mastery plays an important role in the needs of science and communication at various aspects including of the aspects of education, political, economic, social, and culture. English is a foreign language in Indonesia, so English teaching holds a very important role in Indonesia. Teaching English is a very meaningful effort that not only serves to transfer science in English knowledge but also to familiarize language learners to use English in the daily life by using orally or in writing.

Moreover, speaking is one of the most demanding skills in the existence. Every person needs to communicate with others. In this manner, speaking plays an imperative role in making a social interaction with another people in arrange to gain information. In this way, it is necessary for each people to have a great speaking ability. Speaking has played an imperative part in foreign language setting. It is considered to be the underestimated abilities. Perhaps this is often due to the presumption that the most pointer of success in learning a language is the ability to talk that language.

Through speaking, people are able to associate their mind in each perspective of life. It implies that talking is productive skill of language learning. It includes communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. Speaking is influenced by non-linguistic aspects that include of learning media used for speaking teaching strategy, environmental support and the aspects of psychology.

However, speaking is not an easy language skill to master. There are many problems got by the students in the process of learning to speak, a limitation of English vocabulary becomes one of the problems experienced by students who cause them to have difficulty expressing ideas using the right word option. In addition, the low grammar mastery causes students to have difficulty in making the important message in the conversation with proper grammar. It can cause misunderstanding in the communication process. The mismatch between vocabulary pronunciation affects the quality of speaking of the speaker because it will disallow the listener's interest and cause the meaning to be misconceptions.

Furthermore, the researcher had conducted a pre-survey to find out students' problems in speaking. The pre-survey had been conducted at MA Ma'arif 14 Bumi Nabung Lampung Tengah. The speaking problem was obtained from the results of a pre survey conducted on 18 April 2019 in Ma Ma'arif Bumi Nabung Lampung Tengah. The problem of the tenth

graders student speaking Ma'arif Bumi Nabung Central Lampung is illustrated in this table.

**Table I**  
**The Data of Pre-Survey Result**  
**Speaking Performance among the Tenth Graders**  
**At MA Ma'arif 14 Bumi Nabung Ilir Central Lampung**

<b>NO</b>	<b>NAME</b>	<b>SCORE</b>	<b>CRITERIA</b>
1	AD	70	COMPLETE
2	AS	60	INCOMPLETE
3	AB	45	INCOMPLETE
4	AA	55	INCOMPLETE
5	AN	60	INCOMPLETE
6	DT	70	COMPLETE
7	DH	60	INCOMPLETE
8	JL	60	INCOMPLETE
9	KU	65	INCOMPLETE
10	LS	45	INCOMPLETE
11	MM	60	INCOMPLETE
12	MA	70	COMPLETE
13	MF	50	INCOMPLETE
14	MZ	60	INCOMPLETE
15	NN	50	INCOMPLETE
16	NE	40	INCOMPLETE
17	NH	55	INCOMPLETE
18	NL	40	INCOMPLETE
19	NA	65	INCOMPLETE
20	RS	45	INCOMPLETE
21	SA	50	INCOMPLETE
22	SN	55	INCOMPLETE
23	SI	60	INCOMPLETE
24	TS	70	COMPLETE
25	UH	65	INCOMPLETE
26	UL	70	COMPLETE

The ability to speak English among the tenth graders at MA Ma'arif 14 Bumi Nabung is categorized based on MMC subjects of the English subject Result of

Categorization of the tenth grade Ma Ma'arif 14 Bumi Nabung illustrated in the following table:

**Table 2**

**Calculation of Students Speaking Performance  
among the Tenth Graders at MA Ma'arif 14 Bumi Nabung Ilir**

No	Grade	Categories	Frequency	Percentage
1	$\geq 70$	Complete	5	19%
2	$<70$	Incomplete	21	81%
Total			26	100%

Based on the table above, it is known that Minimum Mastery Criteria (MMC) of English subject at the tenth grade of MA Ma'arif 14 Bumi Nabung Ilir is 70 the percentage of students whose speakers ability to achieve Minimum Mastery Criteria (MMC) is 11%. While the percentage of students whose ability is not able to achieve MMC of 81%. This means that the percentage of students who are able to achieve MMC is less than the percentage of students who are unable to reach the embassy. Therefore, it can be concluded that the class of speaking skills of students of tenth graders MA Ma'arif 14 Bumi Nabung is unsatisfied.

Based on the problem of speaking above, from the results of pre-survey, the researcher had investigated the students ' speaking problems caused by the limited vocabulary, grammar, pronunciation and confidence and motivation also affect their limitations in speaking.

The issue of speaking students MA Ma'arif 14 Bumi Nabung Ilir should be solved by implementing a proper learning strategy, one of the appropriate teaching to improve the speaking skills of students MA Ma'arif 14 Bumi Nabung Ilir is to use the Carousel teaching strategy.

The Carousel strategy has a remarkable range of benefits in improving student speaking. Teaching using Strategy Carousel is very effective to teach this carousel to help students be more active in their groups and more critically responding to a given topic. This strategy gives students an opportunity to work in Small group and discuss and use language arts vocabulary in a variety of ways.

Based on the illustration above, students ' speaking problems at the tenth MA Ma'arif 14 Bumi Nabung should be handled by the proper implementation of the teaching strategy. The researcher tried to improve the students ' speaking of MA Ma'arif 14 Bumi Nabung, implementing the Carousel strategy; therefore, the researcher conducted a classroom research study entitled “Improving Speaking Performance by using Carousel Strategy among the tenth graders of MA Ma’arif 14 Bumi Nabung Central Lampung.”

## **B. Problem Identification**

Referring the background above the problem can be identified as follows:

1. The students have lack vocabulary.
2. The students have low motivation in learning English.
3. The students are not confidence to speak up in English.
4. The students are difficult to express their ideas in English.
5. The students get difficulty to say vocabulary with good pronunciation.

6. The students have the insufficient speaking performance.

### **C. Problem Limitation**

Based on the problem identification above, the researcher limits the problem that the students have insufficient speaking performance, The research focused on using Carousel strategy to improving students' speaking performance at the tenth grade of MA MA'ARIF 14 Bumi Nabung Central Lampung.

### **D. Problem Formulation**

Based on the problem limitation above, the researcher formulates the problem as follows: Can Carousel strategy improve students' speaking performance and their learning activity among the tenth grade at MA MA'ARIF 14 Bumi NabungCentral Lampung?

### **E. Objective and Benefit of Research**

#### **1. The objectives of this research**

Based on the problem formulation above, the researcher had determined the objective of this research the research objective that is to improve students' speaking performance by using Carousel strategy and their learning activity at the tenth grade of MA MA'ARIF 14 Bumi Nabung Ilir Central Lampung.

#### **2. The Benefit of this research :**

##### **a. For the Students**

The Carousel strategy as a motivation to solve problem of the students' in speaking performance.

b. For the English Teacher

This strategy as an alternative strategy in teaching and learning English.

c. For Headmaster

This strategy as a the consideration for the headmaster to find out how quickly students learn specially in speaking performance and evaluated together after the writer has conducted her research.

## **F. Prior Research**

This research was done based on the consideration some prior researchers. The first prior research had been conducted by Ayu Ari Wiryadi Joni entitled of Efektivitas Carousel Activity in speaking Class<sup>1</sup> The objective of the first prior research is helping law students of Universitas Mahasaraswati Denpasar to speak English, the research method used on The first prior research is a class room action research method. The sample of the first prior research is law students of Universitas Mahasaraswati Denpasar. The finding of the first prior research provides the evidence of teaching English for specific purpose using carousel activity.

The first prior research and this research have similarities and differences. The similarities and differences between the first prior research and this research lies in its similarity to the research strategy and its difference lies in the subject being taught. The research topic of this

---

<sup>1</sup>Dewa Ayu Ari Wiyardi Joni, "Efektivitas Carousel activity Dalam speaking Class". *Pendidikan Bahasa Inggris*. Vol. 03 No. 02. (2014). p. 2



research is class room action research method. The difference in this research and the first prior research is lies in the sample research. Samples of this research will involve MA MA'ARIF students 14 Bumi Nabung.

In addition, the second prior research has been conducted by Rofika Tiara Avisteva entitled of *The Effect of Using Carousel Activity on Student ' Speaking performanceof Descriptive Text.*<sup>2</sup> The objective of the second prior research is to obtain the empirical Evidence of the effect of using carousel activity on students' writing of descriptive text at the seventh grade students of SMP Al Fath Cirendeu, the research method used on the second prior research is a quantitative research method. The sample of the second prior research are two classes were taken as The sample of the study with 24 students in each class. The finding of the first prior research is effective in teaching.

The second prior research and this research have similarities and differences. The similarities and differences between the second prior research and this research lies in its similarity to the research strategy and its difference lies in the subject being taught. The research topic of these two studies is the qualitative research method. The difference in this research and the second prior research is lies Class Room Action Research the sample research. Samples of this research involved students of SMP Al Fath Cirendeu. While the sample of The second prior research is a tenth class student of MA MA'ARIF 14 Bumi Nabung.

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<sup>2</sup>Rofika Tiara Avisteva. *The Effect of Using Carousel Activity on Student ' Speaking performanceof Descriptive Text.* (Jakarta: UIN Syarif Hidayatullah, 2016) p.18.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Speaking Performance

##### 1. The concept of Speaking

###### a. The Definition of Speaking Performance

According to Brown, speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Speaking is the product of creative construction of linguistic strings. The speaker makes choices of lexicon, structure, and discourse.<sup>3</sup>

Moreover, Torcky maintains that speaking is the methods through which students can speak with others to achieving goals or to show their assessment shapes, intentions, and perspective one of the four language skills besides reading, writing, listening and speaking.<sup>4</sup>

Furthermore, according to Thornbury, speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or

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<sup>3</sup> Brown, H Douglas. *Language Assessment Principles and Classroom Practices*. (New York : Pearson Education). P.140. 2004.

<sup>4</sup> Shiamaa Abd EL Fattah Torcky, *The Effective of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students*. (Ain Shams: Ain Shams University, 2006), p.13.

politicians may produce even more than that so natural and integral is speaking that we forget how we once struggled to achieve this ability until that is we have to learn how to do it all over again in a foreign language. He claims that speech production takes place in real time and is therefore essentially linear. Words follow words, and phrases follow phrases. Likewise, at the level of utterance that is to say, the spoken equivalent of sentence), speech is produced utterance by utterance, in response by utterance productions of the person we are talking to.<sup>5</sup>

In addition, Richards states that the mastery of speaking is a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their speaking language proficiency.<sup>6</sup>

Furthermore McDonough states that speaking is desire and purpose driven; in other words, we genuinely want to communicate something to achieve a particular end. He also adds that speaking involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships.<sup>7</sup>

Based on definition above, the researcher concludes that speaking is way to expressing ideas, opinions, or feelings to others by using words

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<sup>5</sup> Scott Thornbury. *How to Teach Speaking*.(New York: Longman 1989), p.1-2.

<sup>6</sup> Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice*. (Cambridge: Cambridge University Press, 2008), p. 19.

<sup>7</sup> Jo McDonough, et.al, *Materials and Methods in ELT: A Teacher's Guide*, (USA: Blackwell Publishing, 2013), p. 157.

or sounds of articulation in order to inform, to persuade, and to entertain. As we know that language is a habit, if we can convey by using clearly, so the listener will easier understand what we mean. There are some factors that influence speaking, such as vocabulary, fluently, grammar, motivation, lexicon and the others.

## **b. Functions of Speaking**

According to Brown and Yule in Jack C. Richard the functions of speaking are classified into:<sup>8</sup>

### 1) Talk as Interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

### 2) Talk as Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

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<sup>8</sup> Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice*. (Cambridge: Cambridge University Press, 2008), p.21-25.

### 3) Talk as Performance

This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

From explanation above the researcher conclude that there are three functions of speaking. The first function is as interaction, it means to make interaction to each other. Second, the function is as transaction, it focused in message. Third, talk as performance, that it means speaking is delivering information.

#### **c. Problems in Speaking**

Brown suggests some causes that make speaking difficult, as follows:<sup>9</sup>

##### 1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

##### 2) Redundancy

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

##### 3) Reduced Forms

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<sup>9</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition* (New York: Longman, 2001), p. 270-271.

Contractions, elisions, reduced vowels, all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

5) Colloquial Language

In speaking sometimes the students use informal word. So, Make sure your students are reasonably well acquainted with the words, idioms, and phrase of colloquial and that they get practice in producing these forms.

6) Rate of Delivery

One of silent characteristic of fluency is rate of delivery. One of the tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm and Intonation

This is the most important characteristic of English pronunciation, as well be explained the stress-timed rhythm of spoken English and its intonation patterns convey important messages.

## 8) Interaction

Learning to produce waves of language in a vacuum without interlocutor would rob speaking skill of its riches component, the creativity of conversational negotiation.

### **d. General Problem in Developing Speaking Performance**

The instruction always devises the difficulties or the problem in teaching English mainly in learning speaking. There are four problems in speaking activity.<sup>10</sup>

#### 1) Inhibition.

They are concerned to have mistakes if their speaking/discourse doesn't interesting in the audience. The students are often hindered to attempt in speaking English in the classroom.

#### 2) Nothing to Say.

The students have no motivation in speaking foreign languages. They have no consideration to say anything in English and they feel hesitation and lack of confidence. They have no motivation to declare themselves.

#### 3) Low or Uneven Participation.

Participant in the speaking class is part of importance. If students do not have a strong desire to participate in speaking English, their speaking looks bad. This problem is compounded by the tendency of some learners to dominate while others speak very little or not at all.

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<sup>10</sup>Ur. Penny, *a course in language teaching practice and theory* (New York: Cambridge University Press 1996), p. 121.

#### 4) Mother Tongue Use.

The students prefer to use mother tongue in the class so that there are easy to communicate with others. When they speak in a foreign language, but they use mother tongue they sense free to show their competence.

## 2. The Concept of Speaking Performance

### a. The Definition of Speaking Performance

According to Brown, there are some types of classroom speaking performance, as follows:<sup>11</sup>

#### 1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

#### 2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

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<sup>11</sup>H. Douglas Brown. *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition* (New York: Longman, 2001), p.271-274.



### 3) Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student initiated questions or comments.

### 4) Transactional (dialogue)

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

### 5) Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

### 6) Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. This monologue can be planned or impromptu.

Based on rationalization on top of the researcher concludes that there are some varieties of room speaking performance. the primary is imitative, during this performance the scholars simply imitate the way to say in correct intonation not significant interaction. The second is intensive, the scholars follow some phonologic or grammatical side of language. The third is responsive, the scholars ought to have question or command for his or her teacher. The fourth is transactional, during this

activity the scholars can try and speak to induce the aim of obtaining info. The fifth is social, the scholars can get the aim of maintaining social relationship to induce the very fact and knowledge. The last is in depth, the scholars can try and perform oral monologues like report, outline or short speak.

**b. Factors Affecting Speaking Performance**

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. There are factors affecting speaking performance, as follows:<sup>12</sup>

1) Performance conditions

Students perform a speaking task under a variety of conditions. Nation and Newton believe that performance conditions can affect speaking performance. The four types of performance conditions that Nation and Newton suggest include time pressure, planning, the standard of performance and the amount of support.

2) Affective factors

One of the most important influences on language learning success or failure is probably the affective side of the learner. Krashen states that a variety of affective variables has been confirmed to be related to success in second language acquisition in

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<sup>12</sup>Nguyen Hoang Tuan & Tran Ngoc Mai. *Factors Affecting Students' Speaking Performance at Le Thanh Hien High School Asian Journal of Educational Research*.Vol. 3 No. 2,(2015), p.9.

research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

### 3) Listening ability

Doff states that speaking skills cannot be developed unless we develop listening skills. Students must understand what is said to them to have a successful conversation. Shumin shares the ideas of Doff by stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

From explanation above the researcher concludes that students' speaking performance can be affected by the factors that come from performance conditions, such as time pressure, planning, standard of performance and amount of support. The students can perform their speaking well when they have a good plan and have support from their friend or teacher. The next is affective factors such as motivation, confidence and anxiety. It means that low confidence and motivation can influence students' speaking performance. The students who have low motivation in learning English will find it hard to speak up in English, and the students will not confidently perform in front of the class. Finally, the last factor is listening ability and feedback during speaking activities.

**c. The Measurement of Speaking Criteria**

According to Professor Weir Cyril, there are some indicators that be supposed to score to test speaking:

**Table 3  
Analytic Speaking Criteria<sup>13</sup>**

Aspect	Category	Indicators
Fluency	4 (excellent)	General natural delivery, only occasional halting when searching for appropriate word/expressions
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
	4	Effective use of vocabulary for the task

<sup>13</sup>Cyril J. Weir, *language and validation*, (United States: Palgrave Macmillan, 2005), p.195-196.

Vocabulary	(excellent)	with few improprieties.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2 (adequate)	Limited use vocabulary with frequent in appropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

**Table 4**

**The Classification of Grade Category**

No	Category	Grade
1.	Excellent	76 - 100
2.	Good	51 – 75
3.	Adequate	26 – 50
4.	Fair	0 – 50

**B. The Concept of Carousel Strategy**

**1. The Definition of Carousel Strategy**

According to Yopp, Yopp, and Bishop, carousel is an activity in which students rotate like a carousel around the classroom and complete various tasks related to a familiar vocabulary word. This strategy gives students opportunity to work in small groups and discuss and use language arts vocabulary in a variety of ways. Students may communicate their understandings of a word both orally and writing.<sup>14</sup>

In other hand, Carousel is a strategy that can be used to probe the students' background knowledge or a review strategy to reinforce what the students have already by reflecting on subtopics within a

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<sup>14</sup> Dugan, Christine. *Strategies For Building Academic Vocabulary In Language Art*. (California : Shell Education, 2004), P.89.

broader topic. This strategy can be used in any subject area. It has to be modified to be effective to a specific subject or topic.<sup>15</sup>

Then, According to Tomkins and Blanchfield attribute this strategy to teacher Kathleen Markovich, who invented the vocabulary carousel, “a merry-go-round of work,” as a way to expeditiously teach vocabulary for Steinbeck’s novel *The Pearl*. The carousel strategy, can work well in many different disciplines and provides a way for students to quickly learn several new words. It has the added advantage of incorporating movement into the class period as well. If you find that you don’t have a whole lot of time to teach students vocabulary, you may want to try the vocabulary carousel.<sup>16</sup>

According to Silver, Strong and Perini, 2001 carousel is a questioning technique that encourages students to develop and share their thoughts and ideas on a variety of questions. However, since sometimes students are reluctant to share what they know, or, in fact, they may not know very much about the topic, this strategy works to reduce their anxiety by allowing them to peruse a set of posted questions and choose ones that they feel they can answer comfortably. In addition, this strategy incorporates movement, one of the elements fisher and frey (2008) stress help students pay attention, and this

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<sup>15</sup> Sabere, Hassan. *A Vertical And Horizontal Framework For Innovative Teaching: The Step-By-Step Framework To Excellence In Teaching*, (Pittsburgh : Dorrance Publishing, 2017), P.28.

<sup>16</sup> Berry, Gregory. *Literacy for Learning: A Handbook of Content-Area Strategy for Middle and High School Teachers*.( New York : Rowman & littlefield, 2014),p.211.

movement around the classroom allows students to discuss their questions with their peers, a powerful vehicle for generating ideas.<sup>17</sup>

From the definition above, the researcher conclude that, carousel strategy is an activity where students like to rotate a carousel around the classroom and perform different tasks related to a familiar vocabulary. Students can communicate their formal and informal comprehension of a language.

In addition, Carousel is a strategy that can be used to test the background information of the students or an analysis strategy to strengthen what the students already have by reflecting on subtopics within a broader subject material. In any subject area, this strategy can be used. It must be modified in order to be effective on a particular topic or subject.

## **2. The Procedure of Carousel Strategy in the Class**

The Procedure for carousel are:<sup>18</sup>

- a. Prior to class, the teacher prepares a series of questions about a topic, word, or concept students will study or research and write each question on a separate piece of chart paper. The pieces of chart paper are then hung up around the classroom on distributed to students at their desks or in their groups.

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<sup>17</sup> Sejnost Roberta L. *Tools For Teaching In The Block*. (California : Corwin, 2009), p.70.

<sup>18</sup> Sejnost Roberta L. *Tools For Teaching In The Block*. (California : Corwin, 2009), p.70.



- b. As students enter the classroom, the teacher distributes markers and asks students to read the various questions posted or placed at their tables and write down all things they know about each question.
- c. When all the students have finished, the class can discuss the responses.
- d. After the discussion, students are ready to read, research, or listen to information to verify or refute the knowledge they shared.

### **3. Advantages of carousel strategy**

The advantages of carousel strategy are as follows:<sup>19</sup>

- a. It increases students' involvement and motivation.
- b. It increases students' interests and motivation.
- c. It promotes spontaneity and creativity.
- d. It is efficient and productive. Scores of ideas and suggestions or problems and obstacles can be listed in a few minutes.
- e. Students learn to respect the others' ideas and views about a subject.
- f. It enables students to learn actively.
- g. It generates enthusiasm and eagerness to join in by its open invitation to participate and its rapid, free-wheeling approach.
- h. It improves students' conceptual knowledge.
- i. It develops problem-solving skills.

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<sup>19</sup> Celal Akdeniz. *Instructional Process and Concepts in Theory and Practice; Improving the Teaching Process*,( Isparta: Springer Science, 2016),p.183

- j. It involves participants in the ownership of ideas. The participants feel a greater kinship for their product as they assume group ownership of their ideas and suggestions.

#### **4. Disadvantages of carousel strategy**

The disadvantages of carousel strategy are as follows:<sup>20</sup>

- a. It may not be effective with large groups.
- b. Implementing the technique quickly can make some students' engagement to learning difficult.
- c. If the leader or teacher don't know the technique's using principles well, it can be difficult to engage students in learning and to produce creative ideas.
- d. If students don't have enough previous knowledge about the problem, it can be difficult to produce ideas and solutions.
- e. It takes a long time.
- f. It is difficult to use this technique for developing students' psychomotor skills.

#### **C. Action Hypothesis**

The action hypothesis of this research is constructed as follows:

“Carousel strategy can improve students' speaking performance

Among the tenth grade at MA MA'ARIF Bumi Nabung Central Lampung.

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<sup>20</sup> Ibid,182

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Variable and Definition Operational Variable

##### 1. Variables of Research

This research consists of two variables; they are independent and dependent variables. The independent variable in this research is Carousel Strategy that was implemented to improve the students' speaking performance in easy way. This strategy is useful to make their speaking performance improved.

The dependent variable of this research is speaking as one of the four of language skills that has to be mastered by the students in order to be able to communicate the message effectively.

##### 2. Operational Definition of Variable

Operational definition is the definition based on characteristic of the things that was defined, and it can be observed or measured. Meanwhile, variable can be defined as an attribute of a person or a subject which varies from object to object.<sup>21</sup> According to Raymond mark the definition an operational tells us what activities or operation we need to perform to measure a concept or variable.<sup>22</sup>

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<sup>21</sup>John creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Lincoln: SAGE Publications,2002), p.24.

<sup>22</sup> Allen Rubin & Earl R Babie, *Esential research Method for Social Work*, ( Engaged Learning: United State of America,2010), p.70.

Based on the statement, the definition operational of the variable in this research are:

a. Independent Variable

The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment, independent variable of this research is carousel strategy which is defined as a teaching strategy used by teacher in the process of teaching. Moreover, based on the explanation above, in this research the researcher used carousel strategy to conduct a treatment for the students the tenth graders of MA MA'ARIF 14 Bumi Nabung Cental Lampung. In addition, the researcher collected the data by using a speaking test.

b. Dependent Variable

According to Evelyn Hatch, Dependent Variable is the major variable that was measure in the research. Dependent variable is a variable that can improve by an independent variable.<sup>23</sup> The dependent variable of this research is students' speaking performance that focuses on the students' ability.

The way or technique to measure student's speaking is by conducting speaking test. The instrument of speaking test is oral test by asking students to perform English dialogue.

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<sup>23</sup> Ibid, p.63

The indicators of students' speaking skill including as follows:<sup>24</sup>

1. The students' speaking fluency is generally natural delivery, only occasional halting when searching for appropriate words/expressions.
2. The students' pronunciation has occasional errors that shows a few inconsistencies of rhythm, intonation.
3. The vocabulary used in speaking is appropriate with the context of speaking.
4. The use of grammar in student's speaking is accurate.

## **B. Research Location**

This research was conducted the classroom action research at the tenth grade of MA Ma'arif 14 Bumi Nabung. MA Ma'arif 14 Bumi Nabung is one of school that it has located at Bumi Nabung Lampung Tengah. The total of teachers here are 30 and the head master, and the total students are 205.

## **C. Subject and Object of Study**

This research was conducted the Classroom Action Research (CAR) type, and the subject of this research is the students of the tenth grade of MA MA'ARIF 14 Bumi Nabung. This class consists of 26 students MA MA'ARIF 14 Bumi Nabung. The researcher chose this class because most of the students have low score in learning English especially

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<sup>24</sup> Cyril J. Weir. *Language Testing And validation*,. (London: Palgrave Macmillan, 2005),p.195-196.

in speaking. While the object of this research is the students speaking performance at class tenth MA MA'ARIF 14 Bumi Nabung Ilir .

The researcher asked the English teacher Mr. Samsul Arifin, S.Pd as the collaborator in this research that the function is as the controller in teaching learning process.

#### **D. Action Plan**

According to Anne Burns, classroom action research is part of a broad movement that has been going on in education generally for some time. So, one of the main aims of classroom action research is to identify a problems situation or issue that the participants who may include teachers, students, managers, administrators, or even parents consider worth looking into more deeply and systematically.<sup>25</sup>

According to Pelton, action research is activity explore is making the learning condition, communicating with the understudies, creating exercise designs, relegating homework, and nearly everything does in day by day schedule of instructing comprises the activity of activity inquire.<sup>26</sup>

Stringer, Christensen, and Baldwin State that action research as a procedure or instructor's guide sees, collects data, investigates, plans and implements and evaluates learning.<sup>27</sup> Moreover, McNiff and Whitehead,

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<sup>25</sup> Anne Burns, *Doing Action Resaerch in English Language Teaching* (New York: Routledge, 2010), p.2.

<sup>26</sup> Robert P. Pelton, *Action Research For Teacher Candidates* (New York: R&L Education, 2010),P. 4.

<sup>27</sup> Ernes T. Stinger, Lois McFadyen Christensen, Shelia C. Baldwin, *Integrating Teaching, Learning, And Action Research* (London:Sage,2010), P.1.

report that activity looks into is a name given to a specific method for exploring your very own learning.<sup>28</sup>

Meanwhile, Henning and Kelly hold that action research is research activities have four stages including plans, which regulate activities. Then collect data, which can include setting tests, as well as prominent meetings. After that examination, which can combine the perception of cooperation. And finally is recording which requires a method that combines information, and writing.<sup>29</sup>

Moreover, Bell and Aldridge indicate that action research Instructor activity investigate was viewed as the most fitting vehicle to help this type of expert learning as it offered a decent level of adaptability, as well as gave chances to coordinated effort and energized dynamic and supported interest. Activity investigation as a major aspect of their association in the exploration program, educator members were urged to utilize an activity look into the process as the center proficient improvement action.<sup>30</sup>

The researcher would like to divide the research in two cycles in the classroom action research. Classroom action research (CAR) has various models but in this research, the researcher used O'Leary research design. O'Leary report that action research is a cyclical process that takes

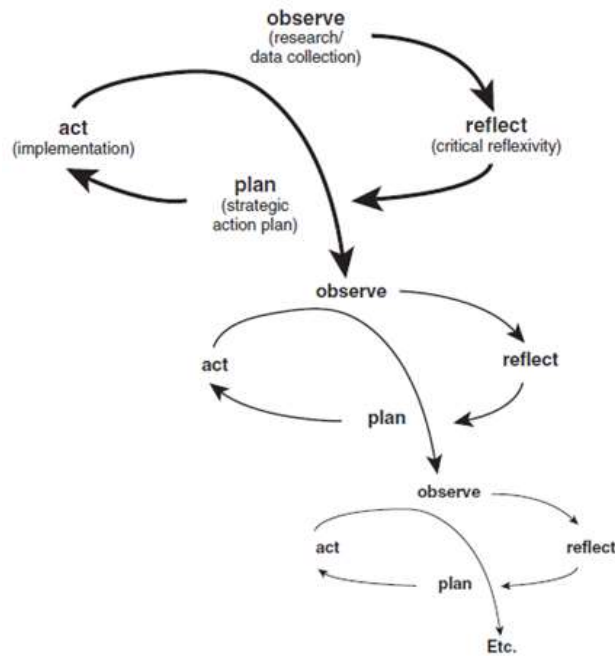
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<sup>28</sup> Jean McNiff And Jack Whitehead, *Action Research: Principles And Practice* (Falmer, London: Routledge, Second Adition 2002),P. 15.

<sup>29</sup> John E. Henning, Jody M. Stone, And James L. Kelly, *Using Action Research to Improve Instruction An Interactive Guide for Teachers* (Taylor & Francis :Routledge, Taylor & Francis, 2009), P.8-10.

<sup>30</sup> Lisa M. Bell and Jill M. Aldridge, *Student Voice, Teacher Action Research And Classroom Improvement* (Rotterdam: Sense,2014),P.13.

shape as knowledge emerges. Cycles converge towards better situation understanding and improved action implementation and are based in evaluative practice that alters between action and critical reflection.<sup>31</sup>



**Figure 1**

**Adapted Zina O'Leary Model<sup>32</sup>**

This figure describes the sequence of the research that is preceded by a preliminary study and followed by generally involve some variation on planning, acting, observation, and reflection. The researcher makes a plan, how to stimulate the students by the technique and based the cycle.

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<sup>31</sup> Zina O'Leary, *The Essential Guide To Doing Research*, (London: Sage, 2004), P.140.

<sup>32</sup> *Ibid.* 141



In the classroom action research, the researcher would like to hold the research in two cycles. The steps of cycle 1 was as follows:

**a. Planning**

Planning is the first step in each activity. In this cycle, with the teacher prepare some plans to conduct four steps such as planning, acting, observing, and reflecting in the classroom, In this step, the researcher can make in planning as follow:

- 1) The researcher prepares the lesson plan, procedure, media and material to be applied in the classroom.
- 2) The researcher prepares the learning source for the student.
- 3) The researcher establishes the strategy. The researcher used the carousel strategy to improve students' speaking performance.
- 4) The researcher with the collaborate make the criteria for success.

**b. Acting**

This step is the implementation of planning. This step must follow the plan that had been planned in the planning step. The second step in every cycle is active. In which the researcher put the plan into action through the following step:

1. Pre-teaching activity
  - a) The researcher starts the lesson by greeting the students.
  - b) The researcher and students pray together.
  - c) The researcher checks student attendance.

- d) The researcher informs the students about the competence, the indicators, and objectives that should be achieved.

## 2. While teaching activity

- a) Prior to class, the teacher prepares a series of questions about a topic, word, or concept students studied or research and write each question on a separate piece of chart paper. The pieces of chart paper are then hung up around the classroom on distributed to students at their desks or in their groups.
- b) As students enter the classroom, the teacher distributes markers and asks students to read the various questions posted or placed at their tables and write down all things they know about each question.
- c) When all the students have finished, the class can discuss the responses.
- d) After the discussion, students are ready to read, research, or listen to information to verify or refute the knowledge they shared.

### **c. Observing**

Observation was done to investigate the learning activity in this classroom action research. By the process of observation, the researcher knew the action achieves the aim of the researcher goals. The researcher observes them in every activity.

**d. Reflecting**

By reflecting, the researcher can get information about the strength and the weakness of the action that the researcher has been done.

**1. Cycle 2**

**a. Re-Planning**

When the researcher found the problem in the first cycle, the researcher repaired the problem in the next cycle. It was explained as a following:

- 1) The researcher studied the reflection result to obtain the problem-solving.
- 2) The researcher creates the material and revises the lesson plan including the media, and teaching procedure based on the problem that appears in cycle 1.
- 3) The researcher rearranges the observation format and also reform the evaluation format to improve the planned indicators that have not been achieved yet in the previous cycle.

**b. Acting**

The researcher applied the same step in the previous cycle with the collaborate, but they applied the revised plan such as lesson plan, material, and instrument for evaluation. The activities are:

1. Pre-teaching activity
  - a) The researcher starts the lesson by greeting the students.
  - b) The researcher and students pray together.

- c) The researcher checks student attendance.
  - d) The researcher informs the students about the competence, the indicators, and objectives that should be achieved.
1. While teaching activity
- a) Prior to class, the teacher prepares a series of questions about a topic, word, or concept students studied or research and write each question on a separate piece of chart paper. The pieces of chart paper are then hung up around the classroom or distributed to students at their desks or in their groups.
  - b) As students enter the classroom, the teacher distributes markers and asks students to read the various questions posted or placed at their tables and write down all things they know about each question.
  - c) When all the students have finished, the class can discuss the responses.
  - d) After the discussion, students are ready to read, research, or listen to information to verify or refute the knowledge they shared.

### **c. Observing**

In the third phase, the researcher observes students' activity, their participation, and makes the note about the learning process.

### **d. Reflecting**

After contrasting the score distribution of pre-test and post-test, the researcher and reflect on the view and teacher performance whether is positive or negative.

## **E. Data Collection Technique**

In order for collecting the data, the researcher used the following techniques:

### **1. Test**

Brown maintains that a test, in plain words is a method of measuring a person's ability or knowledge in a given domain.<sup>33</sup> It is a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test taker.

#### **a. Pre-test**

In the first meeting, the researcher administrated the pre-test of the researcher in order to find out the difference between the individual who has a similar level. The pre-test employed in this research is in the form of speaking performance test. In

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<sup>33</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy, Second Edition*, (California: San Fransisco State University, 2001), p. 384.

order to know the student's speaking performance, the researcher employs oral question. The researcher gives a speaking topic that should be generated in a pair by describing something such as a friend of his bench.

#### **b. Post-test**

After handling to know the influence of the technique whether it is able to improve the student's speaking performance. It was held after they have gotten the treatment. Both prepare test and post-test are different. In order to know the student's speaking performance, the researcher uses in the form of question. it was administrated orally by the researcher. Post-test was done after the process of each cycle.

### **2. Observation**

In this present research, observation is used to know the student speaking performance in the learning procedure. In this research the researcher will observe the learning activity in each cycle. The observation was done to know the teacher and student's activeness in speaking learning process the data that was observed as follows:

- a. The students' activeness in learning process
- b. The students' ability in doing the task
- c. The students' activeness in group work
- d. The students' ability in answering the teacher's questions.

### **3. Documentation**

Documentation is the technique which is used to get information from the written source or document. In this present researcher, the researcher also employs documentation to know all data of the students in MA MA'ARIF 14 Bumi Nabung Central Lampung.

The documentation was done to document the following the items:

- a. The history of the school
- b. Organization structure of the school
- c. Location
- d. The distribution of the teacher in each subject
- e. The quantity of the students in each class
- f. The learning facility of the school

### **4. The Field Note**

The researcher use data field note. It is making the data analyzing simpler. In this survey was held on March 19<sup>th</sup>, 2018 this implementation was precisely in MA MA'ARIF 14 Bumi Nabung. The implementation carried out with students by describing his friends and doing it in the tenth class. In many professions, it is a matter of good practice to make 'field-notes' while actually engaged

in professional action.<sup>34</sup> This note has been prepared systematically and given interpretation by the research.

## F. Data Analysis Technique

Data analysis is the processing of information or data that has been gathered in order to draw conclusion. It is a process of organizing the data in order in order to gain regularity of the pattern and form of the research.

Data analysis technique would be conducted by taking the average of the pre test, and post test. To know students achievements after the actions are conducted and given test at the early and the last cycles.

Data analysis method conducted by taking the average of the pre test, and post test. To know students achievements after the actions are conducted and given test at the early and the last cycles.

The formula :

$$\bar{X} = \frac{\sum x}{N}$$

X : Mean Score

$\Sigma x$  : The Sum of all scores

n : The total number of subject<sup>35</sup>

To know the percentage of students ability in speaking the students measured the percentation of students speaking performance by using the following the formula:

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<sup>34</sup> Michael. Wallace, *Action Research For Language Teachers*, (Cambridge: Cambridge University Press, 1998), p.57.

<sup>35</sup> Ary Donald et all. *Introduction to Research in Education*. (Canada: WadsworthCengage Learning 2010), p.108-109.



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

P : Class Percentage

F : Frequency

N : Number of student.<sup>36</sup>

### G. Indicator of Success

Indicator of success can be started successful in teaching learning process if the result of the cycle II more successful than cycle I. The students are called success if 70% students get 70 score and 70% the students who able in learning process.

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<sup>36</sup> Anas Sudijono, *pengantar statistic pendidikan*, (Jakarta: PT.Raja Grafindo Persada, 2010).P.43

## **CHAPTER IV RESEARCH RESULT AND DISCUSSION**

### **A. Result of The Research**

#### **1. Description of Research Location**

##### **a. The History of Ma Ma'arif 14 Bumi Nabung**

Based on the collected documents, it was obtained that Madrasah Aliyah (MA) 14 Bumi Nabung Central Lampung was established in 2004. Ma Ma'arif 14 Bumi Nabung Central Lampung has land area of 3.750 m<sup>2</sup> and building area of 3.350 m<sup>2</sup> with ownership status.

##### **b. Vision and Mission of Ma Ma'arif 14 Bumi Nabung**

###### **1) Vision of School**

Becoming a school that has achievement based on faith and piety.

###### **2) Mission of School**

- a) Developing curriculum content according to school character, but with national standards.
- b) Striving to provide complete educational facilities from simple to sophisticated ones such as the use of ICT.
- c) Trying to develop school websites as one of the effective means of promotion
- d) Trying to implement a valid and authentic assessment or testing system

**c. The Quantity of the Students of Ma Ma'arif 14 Bumi Nabung**

There are 205 students of Ma Ma'arif 14 bumi nabung. Each grader consists of 2 classes. The tenth grade consists of two classes with 65 students, the eleventh grade consists of two classes with 74 students, and the twelve grade consists of two classes with 65 students. The Quantities of the students at Ma Ma'arif 14 bumi nabung that could be identified as follows:

**Table 8**

The Students Quantity of Ma Ma'arif 14 Bumi Nabung in the academic year of 2019/2020

No	Class	Male	Female	Total
1	X A	39	26	65
2	X B	13	16	29
3	XI A	36	36	74
4	XI B	13	11	24
5	XII A	34	31	65
6	XII B	13	18	25
Total				205

*Source: Documentation of Students' Quantity at MA Ma'arif 14 bumi nabung in the academic year 2018/2019*

**d. The Condition of Teacher and Official Employees at MA MA'ARIF 14 Bumi Nabung**

**Table 4****The Condition of Teacher and Official Employers at  
MA Ma'arif 14 1 Bumi Nabung**

No	Name	Position
1	Ibrahim Ilyas, S.Pd	Headmaster
2	Badil Aqif Aroni, S.Pd.I	Teacher
3	Supandi, M.Pd.I	Teacher
4	Matngali, S.Pd	Teacher
5	Ali Murtadho, S.Pd.I	Vice headmaster
6	H. Sali, S.Pd.I	Teacher
7	H. Slamet Riyadi, S.Ag	Teacher
8	H. Ali Sodikin, S.Pd.I	Teacher
9	Juwarlan, S.Pd.I	Teacher
10	H. Jahuri, S.Pd.I	Teacher
11	Ir. Basir Rohman	Teacher
12	Nuryadi, S.Pd	Teacher
13	Eko Sih Widodo, S.Pd.I	Teacher
14	Tarmizi, S.Pd	Teacher
15	Siti Fadilah, S.Pd	Teacher
16	Nur Aenah, S.Ag	Teacher
17	Muhammad Saiful Rohim, S.Pd.I	Teacher
18	Nurul Khotimah, S.Pd.I	Teacher
19	Suharni, S.Pd.I	Teacher
20	Dedi Harjanto, S.Pd	Teacher
21	Samsul Arifin, S.Pd	Teacher
22	Siti Nuraisyah, S.Pd.I	Teacher
23	Fahrul Rozi Zulkarnain, S.Pd	Teacher
24	Peni Utami, S.Pd	Teacher
25	Ika Pertiwi, S.Pd.I	Teacher
26	Langgeng Purwito, S.Pd.I	Teacher
27	Khoirul Farisnan, S.Pd.I	Teacher
28	Anindiya Eka Juarlan, S.Pd	Teacher
29	Siti Halimah	Non constant teacher
30	Indra Junaidi	Non constant teacher
31	Suwito	Non constant teacher

source: Documentation of MA MA'ARIF14 Bumi Nabung

**e. The Building of MA MA'ARIF 14 Bumi Nabung**

The condition of facilities in MA MA'ARIF 14 Bumi Nabung in the academic year of 2019/2020 that is illustrated on the table below:

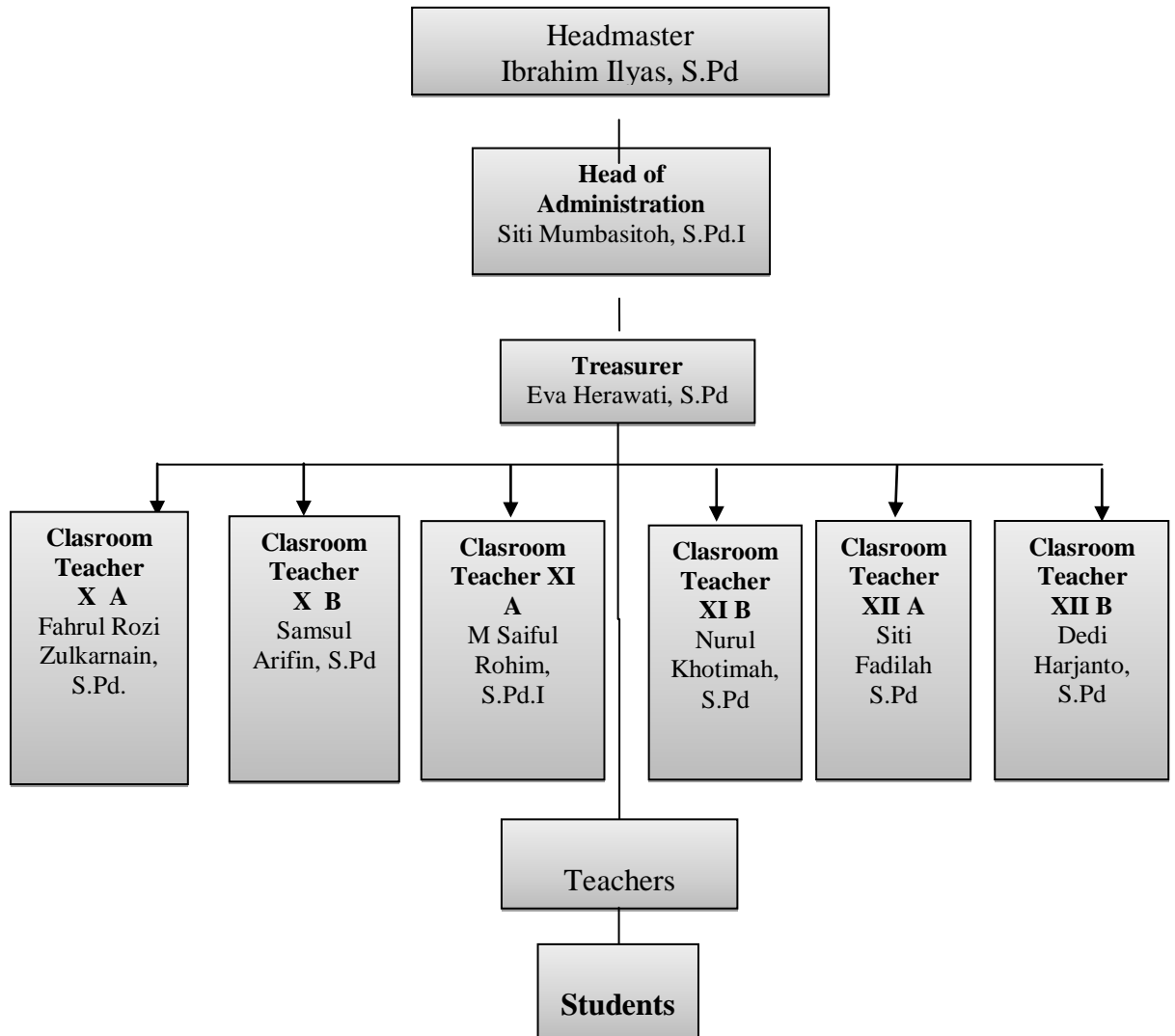
**Table 6**

**The Building of MA MA'ARIF 14 Bumi Nabung**

<b>No</b>	<b>Building facility</b>	<b>Quantity</b>
1	Classroom	7
2	library room	1
3	Administration room	1
4	Principal's office	1
5	Teacher council room	1
6	Computer Laboratory Room	1
7	Chemistry laboratory	1
8	Physics Laboratory	1
9	Mousque	1
10	Principal's WC	1
11	Teacher's toilet	1
12	OSIS room	1
13	Warehouse	1

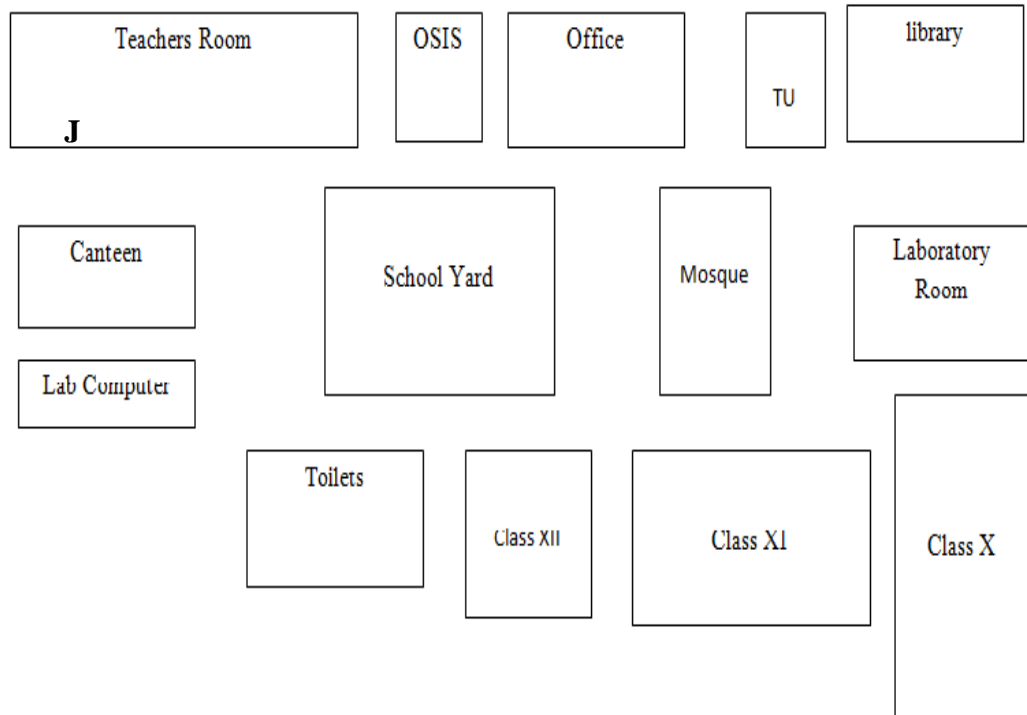
f. The Organization of Ma Ma'arif 14 Bumi Nabung

**Figure 1**  
**Organization Structure of Ma Ma'arif 14 Bumi Nabung**



**g. Location Sketch of MA MA'ARIF 14 Bumi Nabung**

**Figure 3**



**2. Description of the Research Data**

This research used classroom action research. It was conducted in two cycles that include of cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2×45 minutes. Each cycle comprised of planning, action, observation and reflection. To manage the class, the researcher made lesson plan. The action of this research used Carousel Strategy to improve the students' Speaking Performance.

a. **Pre-test activity**

The researcher conducted the pre-test, All the students have already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their speaking performance before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of test was speaking test that asked the students to describe “way Kambas”. Then, the students’ pre-test result is illustrated on the table below:

**Table 7**  
**Students’ Pre-test Grade**

No	Name	P	G	V	F	TOTAL POINT	TOTAL GRADE
1	AD	1	1	2	1	5	31
2	AS	1	1	1	1	4	25
3	AB	1	1	1	1	4	25
4	AA	1	1	1	1	4	25
5	AN	1	1	1	1	4	25
6	DT	1	1	1	1	4	25
7	DH	1	1	1	1	4	25
8	JL	1	1	1	1	4	25
9	KU	1	1	1	1	4	25
10	LS	1	1	1	1	4	25
11	MM	1	1	1	1	4	25
12	MA	1	1	2	2	6	37
13	MF	1	1	2	1	5	31
14	MZ	1	1	1	1	4	25
15	NN	1	1	1	1	4	25
16	NE	1	1	1	1	4	25
17	NH	1	1	1	1	4	25
18	NL	1	1	1	1	4	25
19	NA	1	1	1	1	4	25
20	RS	1	1	1	1	4	25



21	SA	2	2	2	2	8	50
22	SN	1	1	1	1	4	25
23	SI	1	1	1	1	4	25
24	TS	1	1	1	1	4	25
25	UH	1	1	1	1	4	25
26	UL	1	1	1	1	4	25
<b>Total of all students' grade</b>							<b>699</b>
<b>Total all of the studets (n)</b>							<b>26</b>
<b>The highestgrade</b>							<b>50</b>
<b>The lowestgrade</b>							<b>25</b>
<b>Average</b>							<b>26</b>

Source: The result grade of Speaking pre-test at XI class of MA MA'ARIF 14 Bumi Nabung

**Table 8**  
**Note of Speaking Criteria Symbol**

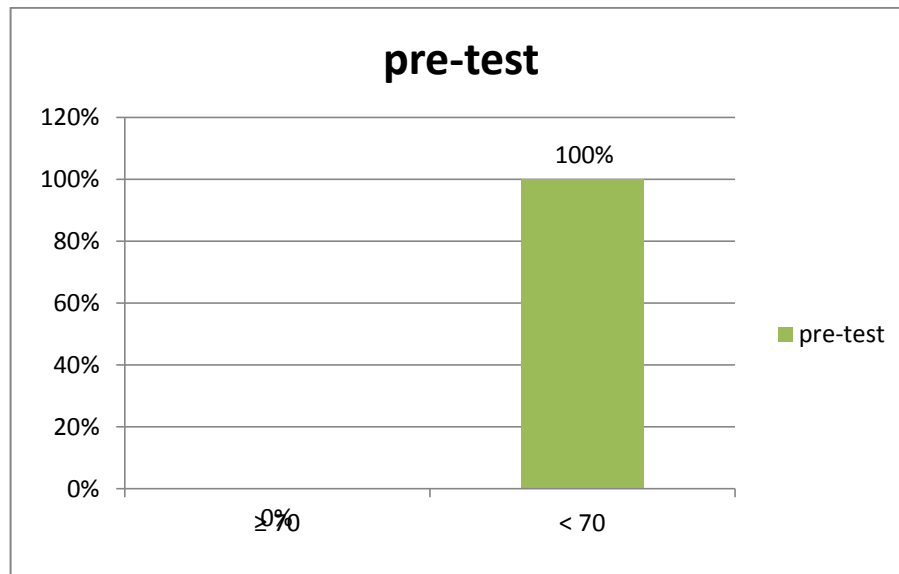
No	Symbol	Criteria
1	P	Pronunciation
2	G	Grammar
3	V	Vocabularry
4	F	Fluency

**able 9**  
**Frequency of students' grade in Pre-test**

No	Grade	Frequencies	Percentage	Explanation
1	$\geq 70$	0	0%	Complete
2	$< 70$	26	100%	Incomplete
	Total	26	100%	

Source: The result grade of Speaking pre-test at X class of MA MA'ARIF 14 Bumi Nabung

**Figure 4**  
**The Percentage of the Students' Speaking Performance in Pre-test**



Based on the data above, it could be inferred that 26 students (100%) were not successful and 0 other students (0%) were not successful. The successful students were those who got the minimum mastery criteria of English subject at MA MA'ARIF 14 Bumi Nabung least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 26, so the result was unsatisfied. Therefore, the researcher used Carousel strategy to improve the students' speaking performnace.

#### **a. Cycle I**

##### **1) Planning**

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would

be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

## **2) Acting**

### **a) The first meeting**

The first meeting was conducted on November, 19<sup>th</sup>2019 at 09.00 until 10.30 and followed by 26 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

In the beginning, the researcher introduced CAROUSEL strategy to the students. The researcher asked students to sit up upright posture but relaxed. The researcher asked students to lean forward learning forward slightly. The researcher asked the students to activate students to achieve the discussion of "the danau ranau" by asking themselves the question: "what is this about?". The researcher prepares a series of questions

about danau ranau, As students enter the classroom, the researcher distributes markers and asks students to read the various questions posted or placed at their tables and write down all things they know about each question. When all the students have finished, the class can discuss the responses. After the discussion, students are ready to read, research, or listen to information to verify or refute the knowledge they shared.

**b. The second meeting**

The second meeting was conducted on November, 21<sup>th</sup> 2019 at 09.00 until 10.30. for 2x45 minutes after the students has been given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity continue by giving some explanation more about descriptive text how to apply CAROUSEL to understanding. Then, the end of this meeting the researcher gave post test 1 conducted in cycle I with similar task on pre-test before. The kind of the test was speaking test that asked the students to describe "National Monument". The result of the students' test in post test 1 was better than test in pre-test before.

**Table 10**  
**The Students' Speaking Performance of Post-test 1**

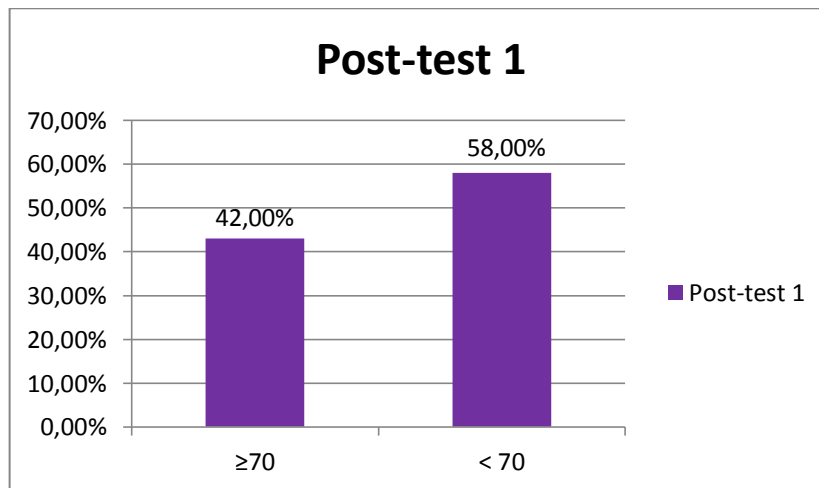
No	Name	P	G	V	F	TOTAL POINT	TOTAL SCORE	CATEGORY
1	AD	3	2	3	2	10	63	Incomplete
2	AS	3	2	3	2	10	63	Incomplete
3	AB	3	2	3	2	10	63	Incomplete
4	AA	2	2	3	3	10	63	Incomplete
5	AN	2	2	3	3	10	63	Incomplete
6	DT	2	2	3	3	10	63	Incomplete
7	DH	3	2	4	3	12	75	Complete
8	JL	3	2	3	2	10	63	Incomplete
9	KU	3	3	4	3	13	81	Complete
10	LS	3	2	3	2	10	63	Incomplete
11	MM	3	2	3	3	11	69	Incomplete
12	MA	3	3	3	3	12	75	Complete
13	MF	2	2	3	3	10	63	Incomplete
14	MZ	2	2	3	3	10	63	Incomplete
15	NN	3	2	3	3	11	69	Incomplete
16	NE	3	3	4	3	13	81	Complete
17	NH	3	2	4	3	12	75	Complete
18	NL	3	2	3	2	10	63	Incomplete
19	NA	2	3	3	3	12	75	Complete
20	RS	3	3	3	3	12	75	Complete
21	SA	3	2	3	3	11	69	Incomplete
22	SN	3	3	3	3	12	75	Complete
23	SI	2	2	3	3	10	63	Incomplete
24	TS	3	3	3	3	12	75	Complete
25	UH	3	3	4	4	14	88	Complete
26	UL	3	3	3	3	12	75	Complete
<b>Total of all students' grade</b>							<b>1.813</b>	
<b>Total all of the studets (n)</b>							<b>26</b>	
<b>The highest grade</b>							<b>88</b>	
<b>The lowest grade</b>							<b>63</b>	
<b>Average</b>							<b>70</b>	

**Table 11**  
**Frequency of students' grade in Post-test I**

No	Grade	Frequencies	Percentage	Explanation
1	$\geq 70$	11	42%	Complete
2	$< 70$	15	58%	Incomplete
	Total	26	100%	

Source: The result grade of speaking Post-test I at X class of MA MA'ARIF 14 Bumi Nabung 1 November 05<sup>th</sup> 2019

**Figure 5**  
**The Percentage of the Students' Grade on Post-test 1**



Based on the result above, it could be seen that 11 students (42%) got grade up to the standard and 15 students (58%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade  $\geq 70$ . The fact showed that the result was unsatisfied.

### 3) Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave speaking topic about "Borobudur Temple" by using CAROUSEL strategy.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow:

**Table 12**  
**The Students' Learning Activity Observation in Cycle I**

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
1.	AD	√	-	√	√
2.	AS	√	√	-	√
3.	AB	√	-	√	√
4.	AA	√	√	-	-
5.	AN	√	-	√	√
6.	DT	-	-	√	-
7.	DH	√	-	-	√
8.	JL	√	√	-	√
9.	KU	-	-	√	-
10.	LS	√	-	-	√
11.	MM	√	√	√	√
12.	MA	-	-	√	-
13.	MF	√	√	-	√
14.	MZ	-	-	√	-

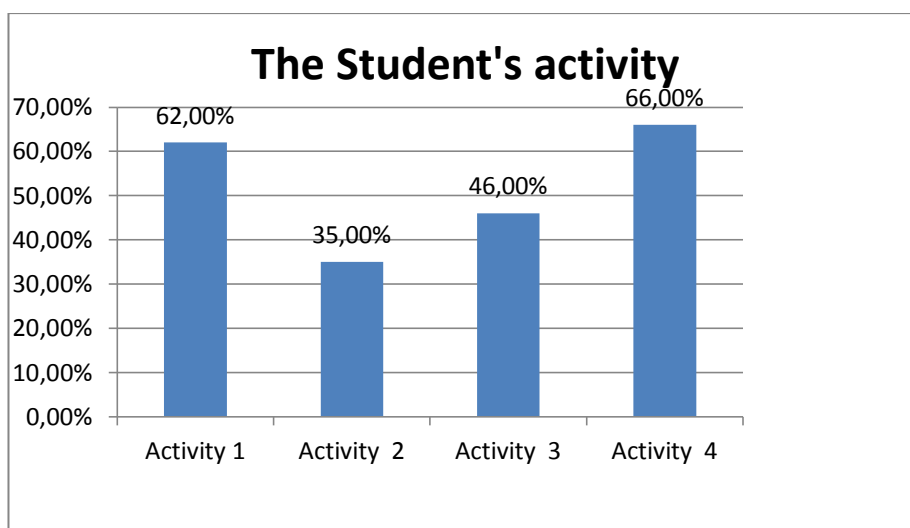
15.	NN	√	-	-	√
16.	NE	-	√	-	-
17.	NH	-	-	√	√
18.	NL	√	-	-	√
19.	NA	√	√	-	-
20.	RS	√	-	√	√
21.	SA	-	-	-	√
22.	SN	√	-	-	-
23.	SI	-	-	√	√
24.	TS	-	√	-	-
25.	UH	√	-	√	√
26.	UL	-	√	-	√
→	<b>TOTAL</b>	<b>16</b>	<b>9</b>	<b>12</b>	<b>17</b>

**Table 13**  
**The Frequency Students' Activities in Cycle I**

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	16	62%
2	The students' ask/answer question	9	35%
3	The students active in the class	12	46%
4	The students able do the task	17	66%
Total Students		26	

Source: The students' activity at the eleventh grade X Class of MA MA'ARIF 14 Bumi Nabung.

**Figure 6**  
**The Percentage of Students Activities in Cycle I**





The table showed that not all the students' were active in learning process. There were 16 students (62 %) who gave attention to the teacher explanation. 9 students (35%) who asked answered question, 12 students who were active in the class (46%) 17 students (66 %) who are able to do the task.

#### 4) Reflecting

From the result observation in learning process in cycle I, it is concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) that is 70 of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follows:

**Table 14**

**The Comparison Between Pre-test and Post-test I Grade in Cycle I**

<b>NO</b>	<b>Name Initial</b>	<b>Pre Test</b>	<b>Post Test I</b>	<b>Deviation</b>	<b>Explanation</b>
1.	AD	25	63	38	Improved
2.	AS	31	63	32	Improved
3.	AB	25	63	38	Improved
4.	AA	25	63	38	Improved
5.	AN	25	63	38	Improved
6.	DT	25	63	38	Improved
7.	DH	25	75	50	Improved
8.	JL	25	63	38	Improved
9.	KU	25	81	56	Improved
10.	LS	25	63	38	Improved
11.	MM	38	69	31	Improved
12.	MA	25	75	50	Improved
13.	MF	31	63	32	Improved

14.	MZ	25	63	38	Improved
15.	NN	25	69	44	Improved
16.	NE	25	81	56	Improved
17.	NH	25	75	50	Improved
18.	NL	25	63	38	Improved
19.	NA	25	75	50	Improved
20.	RS	25	75	50	Improved
21.	SA	38	69	31	Improved
22.	SN	50	75	25	Improved
23.	SI	25	63	38	Improved
24.	TS	25	75	50	Improved
25.	UH	25	88	63	Improved
26.	UL	25	75	50	Improved
<b>Total</b>		682	1.813	1.138	
<b>Average</b>		26	70		
<b>The highest grade</b>		50	88		
<b>The lowest grade</b>		25	63		

**Table 15**

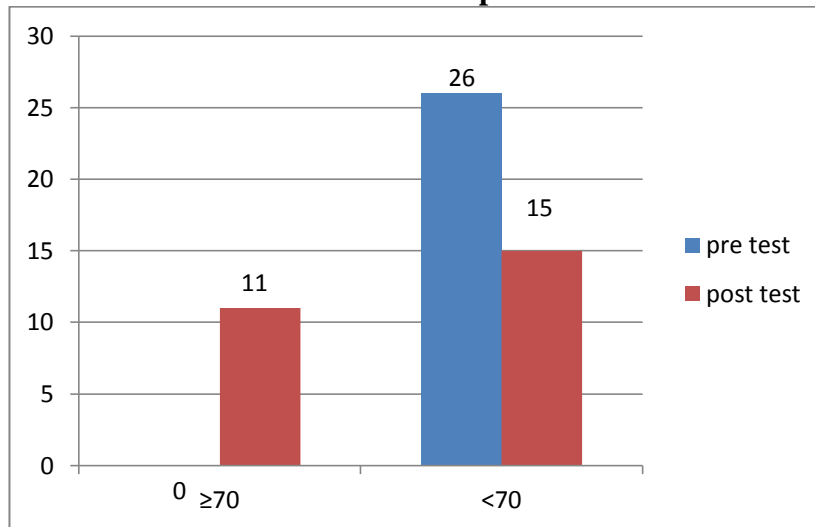
**The Comparison of Students' Pre-Test and Post-Test I in Cycle I**

<b>Interval</b>	<b>Pre-Test</b>	<b>Post-Test I</b>	<b>Explanation</b>
$\geq 70$	0	11	Complete
$< 70$	26	15	Incomplete
<b>Total</b>	<b>26</b>	<b>26</b>	

Then, the graph of comparison students' comparison speaking performance of pre-test and post-test I grade in cycle I could be seen as follow:

**Figure 7**

**The Comparison of Percentage of the Students' Completness Grade on Pre-test and post-test I**



The table and the graphic above, it could be inferred that 26 students (100%) were not successful and 0 other students (0%) were successful. The successful students were those who got the minimum mastery criteria at MA MA'ARIF 14 Bumi Nabung at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 26, so the result was unsatisfied. Meanwhile, based on the graphic of pot-test 1, it could be seen that 11 students (42%) got grade up to the standard and 15 students (58%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade  $\geq 70$ . The fact showed that the result was unsatisfied.

### **c. Cycle II**

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

#### **1) Planning**

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in speaking performance by the CAROUSEL strategy.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

#### **2) Acting**

##### **a) The first meeting**

The first meeting was conducted on November 26<sup>th</sup> 2019 at 09.00 until 10.30 followed by 26 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, the speaking topic of this meeting is "Prambanan Temple".

Next, the researcher introduced CAROUSEL strategy to the students. The researcher asked students to sit up upright posture but relaxed. The researcher asked students to learn . The researcher asked the students to activate students to achieve the discussion of “Prambanan Temple” by asking themselves the question: “what is this about?”. The researcher prepares a series of questions about Prambanan Temple, As students enter the classroom, the researcher distributes markers and asks students to read the various questions posted or placed at their tables and write down all things they know about each question. When all the students have finished, the class can discuss the responses. After the discussion, students are ready to read, research, or listen to information to verify or refute the knowledge they shared.

b) The second meeting

The second meeting was conducted on November 19<sup>th</sup> 2019. This meeting used to post test II at the end of cycle II, for 2x45 minutes after the students given the action. The researcher gave post test to the students. In this meeting almost all of the students could answer well. It could be seen from the result of the post test II provided in table 13. There were 20 of 26 students got the grade under the minimum mastery criteria in MA MA'ARIF 14 Bumi Nabung.

**Table 16****The Students' Post Test II grade**

<b>No.</b>	<b>Students' Name</b>	<b>Grade</b>	<b>Note</b>
1.	AD	88	COMPLETE
2.	AS	81	COMPLETE
3.	AB	75	COMPLETE
4.	AA	75	COMPLETE
5.	AN	69	INCOMPLETE
6.	DT	75	COMPLETE
7.	DH	69	INCOMPLETE
8.	JL	88	COMPLETE
9.	KU	69	INCOMPLETE
10.	LS	88	COMPLETE
11.	MM	75	COMPLETE
12.	MA	81	COMPLETE
13.	MF	75	COMPLETE
14.	MZ	88	COMPLETE
15.	NN	81	COMPLETE
16.	NE	81	COMPLETE
17.	NH	81	COMPLETE
18.	NL	69	INCOMPLETE
19.	NA	75	COMPLETE
20.	RS	75	COMPLETE
21.	SA	69	INCOMPLETE
22.	SN	81	COMPLETE
23.	SI	75	COMPLETE
24.	TS	69	INCOMPLETE
25.	UH	75	COMPLETE
26.	UL	81	COMPLETE
<b>Total of all students' grade</b>		2.008	
<b>Total all of the studets (n)</b>		26	
<b>The highest grade</b>		88	
<b>The lowest grade</b>		69	
<b>Average</b>		77	

Source: The result grade of speaking post test II at X class of MA MA'ARIF 14 Bumi Nabung.

**Table 17**

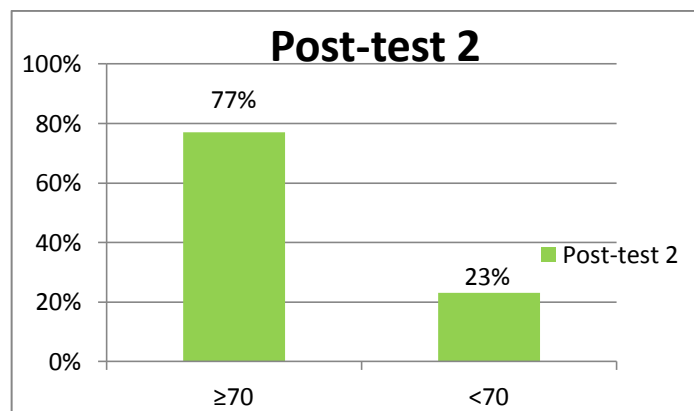
**The Frequency of students' grade in Post-test II**

No	Grade	Frequencies	Percentage	Explanation
1	$\geq 70$	20	77 %	Complete
2	$< 70$	6	23%	Incomplete
	Total	26	100 %	

Source: The result grade of speaking post test II at X class of MA MA'ARIF 14 Bumi Nabung.

**Figure 8**

**The Percentage of the Students' Grade in Post-test II**



Based on the result above, it could be inferred that 20 students (77%) were successful and 6 other students (23%) were not successful. From the post test 2 results, the researcher got the average of 77 %. It was higher than post test 1 in cycle I.

**3) Observing**

In this step, the researcher presented the material by CAROUSEL strategy. In learning process, there were also four

indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result grade of students' learning activities observation, as follow:

**Table 18**  
**The Students' Activity Result in Cycle II**

No	Name	The observation Aspects			
		The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The students' able do the task
1.	AD	√	√	√	√
2.	AS	√	-	√	√
3.	AB	√	√	√	√
4.	AA	-	√	-	-
5.	AN	√	√	√	√
6.	DT	-	√	-	-
7.	DH	√	-	√	√
8.	JL	-	√	√	√
9.	KU	√	-	√	√
10.	LS	√	√	√	-
11.	MM	√	√	-	√
12.	MA	-	√	-	-
13.	MF	√	√	√	√
14.	MZ	√	√	√	√
15.	NN	√	√	-	√
16.	NE	√	√	-	√
17.	NH	√	-	-	√
18.	NL	√	√	√	√
19.	NA	√	√	-	√
20.	RS	√	-	√	-
21.	SA	√	√	√	√
22.	SN	√	√	√	√
23.	SI	√	-	√	√
24.	TS	√	√	-	-



25.	UH	√	√	√	√
26.	UL	√	-	-	√
<b>Total</b>		<b>22</b>	<b>20</b>	<b>16</b>	<b>20</b>

**Table 19**  
**The Frequency Students' Activity in Cycle II**

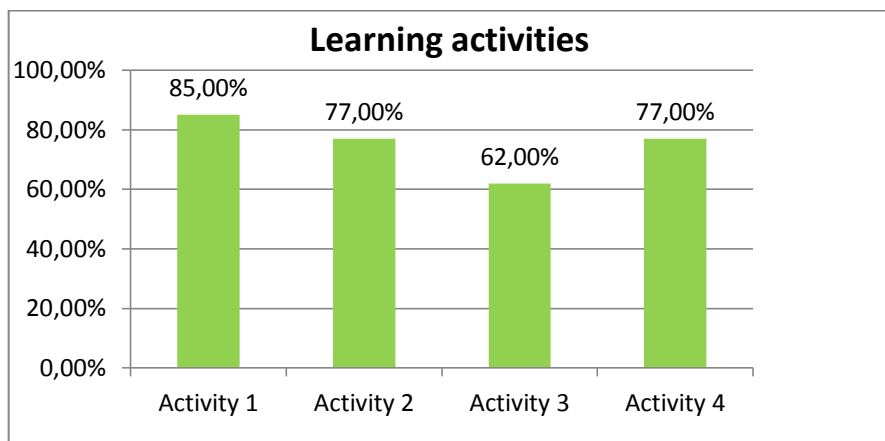
No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	22	85%
2	The students' ask/answer question	20	77%
3	The students active in the class	16	62%
4	The students able do the task	20	77%
The Average Percentage			75 %
<b>Total Students</b>		<b>26</b>	

Source: The students' speaking performance at the tenth grade of MA MA'ARIF 14 Bumi Nabung.

Furthermore, the graph of percentage students speaking performance in cycle II, as follow:

**Figure 9**

**The Prcentage of Students speaking performance in Cycle II**



The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 85%, then, the students ask/answer the question from the teacher 77% and the students active in the class 62%, and the last the students able do the task 77%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage  $\geq 70\%$ .

#### 4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using CAROUSEL strategy, the students speaking performance would improve.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison between students post test I grade and post-test II grade could be compared on the following table.

**Table 20**

**The Comparison Between Post-Test I Grade and Post-Test II Grade**

NO	Name Initial	Post-Test I Grade	Post-Test II Grade	Deviation	Explanation
1.	AD	63	88	25	Improved
2.	AS	63	81	18	Improved
3.	AB	63	75	12	Improved
4.	AA	63	75	12	Improved
5.	AN	63	69	6	Improved

6.	DT	63	75	12	Improved
7.	DH	75	69	-6	Declined
8.	JL	63	88	25	Improved
9.	KU	81	69	12	Improved
10.	LS	63	88	25	Improved
11.	MM	69	75	6	Improved
12.	MA	75	81	6	Improved
13.	MF	63	75	12	Improved
14.	MZ	63	88	25	Improved
15.	NN	69	81	12	Improved
16.	NE	81	81	0	Constant
17.	NH	75	81	6	Improved
18.	NL	63	69	6	Improved
19.	NA	75	75	0	Constant
20.	RS	75	75	0	Constant
21.	SA	69	69	0	Constant
22.	SN	75	81	6	Improved
23.	SI	63	75	12	Improved
24.	TS	75	69	-6	Declined
25.	UH	88	75	13	Improved
26.	UL	75	81	6	Improved
<b>Total</b>		1.813	2.008	245	
<b>Average</b>		70	77		
<b>The highest grade</b>		88	88		
<b>The lowest grade</b>		63	69		

**Table 21**

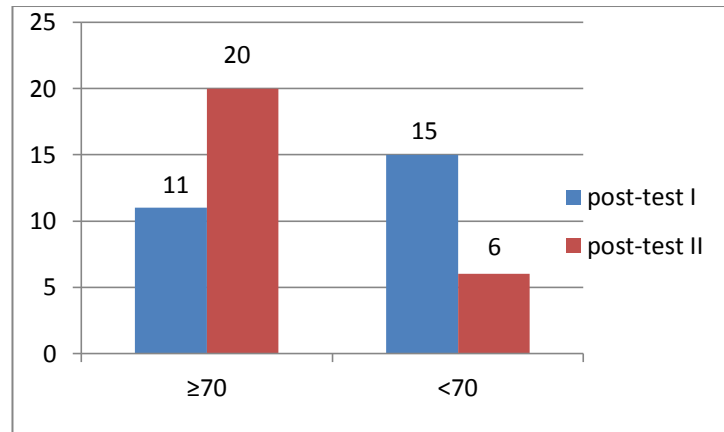
**The Comparison of Students' Grade in Post-test I and Post-Test II**

<b>Interval</b>	<b>Post-Test I</b>	<b>Post-Test II</b>
$\geq 70$	11	20
$< 70$	15	6
<b>Total</b>	<b>26</b>	<b>26</b>

Then, the graph of students speaking performance post-test I and post-test II grade in cycle II could be seen as follow:

**Figure 10**

**The Percentage of Comparison of Students' grade on Post-test I and Post-test II**



From the table above, it could be seen that the grade of the students in post-test II was various. It could be inferred that 11 students (42%) were successful and 19 other students (58%) were not successful. From the post test 2 results, the researcher got the average of 73 %. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was  $\geq 75\%$  students got grade 70. It indicated that the students' speaking performance was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means

that CAROUSEL strategy improve the students' speaking performance.

## **B. INTERPRETATION**

Speaking would be easier to understanding when it is supported by the appropriate teaching strategy because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching speaking performance by using CAROUSEL strategy can improve students' speaking performance. Carousel is a strategy that can be used to test the background information of the students or an analysis strategy to strengthen what the students already have by reflecting on subtopics within a broader subject material. In any subject area, this strategy can be used. It must be modified in order to be effective on a particular topic or subject. Therefore, it has proved that Carousel strategy could be an interesting strategy to teaching speaking performance.

### **1. Result of Students Learning**

#### **a. Result of students Pre- Test Grade**

In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment. The researcher obtained the data through test in the from of multiple choise which completed for 60 minutes. It was done on

May 21<sup>st</sup>, 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on pre-test result, it could be inferred that 26 students (100%) were not successful and 0 other students (0%) were successful. The successful students were those who got the minimum mastery criteria at Ma Ma'arif 14 Bumi Nabung Result of Students Post- Test 1 Grade

In this research, to know the students speaking performance after implementing the treatment the researcher conducted the post-test I. It was done on May, 29<sup>nd</sup> 2019. based on the result of post-test 1, it could be seen that 11 students (42%) got grade up to the standard and 15 students (58%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade  $\geq 70$ . The fact showed that the result was unsatisfied.

b. Result of Students' Post- Test II Grade

In this phase, the researcher continued to cycle II because the grade of post test I in cycle I did not fulfilled the MMC yet that was only 58% passed the MMC. The researcher presented the post-test II to measure the students ability after implementing the treatment. The researcher obtained the data through test in the form of speaking test which completed for 60 minutes. it could be seen

that the grade of the students in post-test II was various. It could be inferred that 20 students (77%) were successful and 6 other students (23%) were not successful. From the post test 2 results, the researcher got the average of 77. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was  $\geq 75\%$  students got grade 70. It indicated that the students' speaking performance was improved.

**c. Comparison of Grade in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.**

English learning process was successfully in cycle I but the students' average grade was low. While. The grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average grade was higher than cycle I. the following was the table of illustration grade in cycle I and cycle II.

**Table 22**

**The Comparison of Speaking performance of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II**

No	Grade		
	Pre-Test	Post-Test I	Post-Test II
1.	25	63	88
2.	31	63	81
3.	25	63	75
4.	25	63	75
5.	25	63	69
6.	25	63	75
7.	25	75	69
8.	25	63	88
9.	25	81	69
10.	25	63	88

11.	38	69	75
12.	25	75	81
13.	31	63	75
14.	25	63	88
15.	25	69	81
16.	25	81	81
17.	25	75	81
18.	25	63	69
19.	25	75	75
20.	25	75	75
21	38	69	69
22	50	75	81
23	25	63	75
24	25	75	69
25	25	88	75
26	25	75	81
<b>Total</b>	682	1.813	2.008
<b>Average</b>	26	70	77

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' grade. It could be seen from the students get grade 70 from 0 to 11 became 20. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

**Table 22**

**The Comparison of Students' Pre-Test, Post-Test I Grade in Cycle I and Post-Test II Grade in Cycle II**

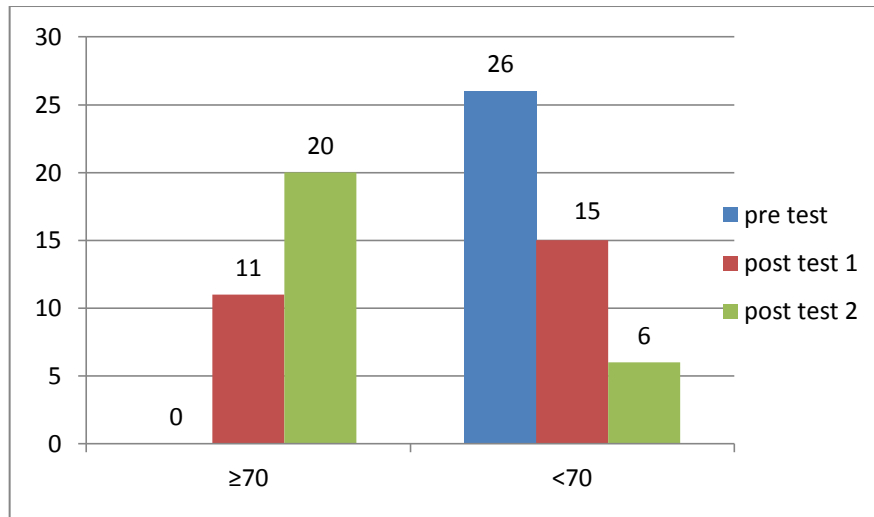
<b>Interval</b>	<b>Pre-Test</b>	<b>Post-Test I</b>	<b>Post-Test II</b>	<b>Explanation</b>
$\geq 70$	0	11	20	Complete
$< 70$	26	15	6	Incomplete
<b>Total</b>	<b>26</b>	<b>26</b>	<b>26</b>	

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:



**Figure 11**

**The Comparison Grade of Students Speaking performance in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle I**



Based on the graph above, it could be inferred that CAROUSEL strategy could improve the students' speaking performance. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

## **2. The Result of Students' Learning Activities in Cycle I and Cycle II**

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement is as follows:

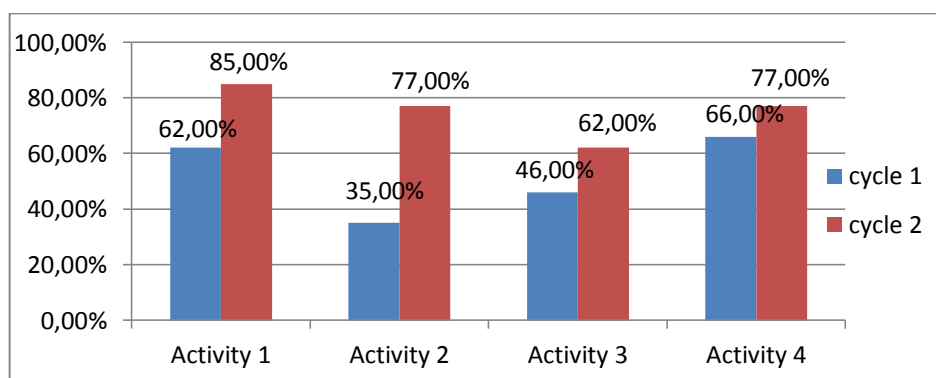
**Table 24**

**The Presentage of Students Activities in Cycle I and Cycle II**

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Pay attention of teacher explanation	16	62%	22	85%	Improved
2	The students' ask/answer question	9	35%	20	77 %	Improved
3	The students active in the class	12	46%	16	62 %	Improved
4	The students able do the task	17	66%	20	77%	Improved

**Figure 12**

**Figure of Learning Activity in Cycle I and Cycle II**



Based on the data had gotten, it can be explained as follow:

**a) The Students' pay attention to the teacher's explanation**

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I it was only 62% and in cycle II 85%, it is improved 23%.

**b) The students ask/answer question from the teacher**

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 42%, from cycle I 35%% and cycle II 77%.

**c) The students' activeness in the class**

The active students in class were improved. It could be seen on the cycle I 46% and cycle II also 62%, it improved 16%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in speaking performance when CAROUSEL strategy was applied in learning process from cycle I up to cycle II.

**d) The students' ability in doing the task**

The students who had done the task were increased. It could be seen on the cycle I 66% and cycle II 77%, it increased 11%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of CAROUSEL strategy improve the students' in speaking performance. There was progress average grade from 25 to 70 and to 77.

Based on the result of pre-survey, it can be inferred that there was an improving on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. The average grade in the pre-test was 26 students' did not achieve the criteria (100%).

Moreover, in the post-test I there was 11 students or (42%) passed the test the indicator students get grade  $\geq 70$  with average 70. Meanwhile, in the post-test II there was 20 students or (77%) passed the test the indicator students get grade  $\geq 70$  with average 77. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 75% of students got grade 70 was achieved.

### **C. DISCUSSION**

In teaching speaking performance to the students' of MA MA'ARIF 14 Bumi Nabung especially in students of X class, based on the pre survey there are some problems like some students have inadequate vocabulary mastery and explored their ideas in speaking performance. The researcher chose Carousel Strategy to improve the students' speaking performance.

The researcher used this strategy to organize students' idea and made students more active in speaking performance in learning English. Therefore, it is proved that the implementation of Carousel Strategy improves the students' learning activities using Carousel Strategy. Therefore, Carousel Strategy hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of Carousel Strategy could improve the students' in speaking performance. There is progress from the students gets grade  $\geq 70$  from pre-test 100% or 0 students, post-test I 42% or 11 students and post-test II become 77% or 20 students. It is inferred that there is improvement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got grade  $\geq 70$  are reached.

The result of the student's activities in cycle I and cycle II are improved. Pay' attention of the teacher' explanation from 62% become 85%, the students' ask/answer question from 35% become 77%, the students' activeness in the class from 46% become 62%, the students' able do the task from 66% become 77%. The result of students' activities in cycle I and cycle II, there is improvement in students' learning activity.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the speaking performance could be improved through carousel strategy at the tenth graders of MA MA'ARIF 14 Bumi Nabung Central Lampung, Carousel strategy can improve speaking performance at the tenth graders of MA MA'ARIF 14 Bumi Nabung Central Lampung. It can be seen on the progress from pre-test to cycle I and cycle II.

The percentage of students' speaking performance got from post-test 2 of cycle 2 is 77%. It means that result of cycle II had already achieved the indicator of succes that is 70 % of the students achieve the Minimum Mastery Criteria (MMC).

In addition Carousel strategy can improve students' learning activity at the tenth graders of MA MA'ARIF 14 Bumi Nabung Central Lampung. It was investigated that the percentage of learning activity of cycle 2 is 75%. It means that 9 Carousel strategy can improve the student's learning activity.

## **B. Suggestion**

Based on the conclusion above, there are some suggestions intended to the increasement of teaching and learning process, as follows:

### 1. To English Teacher

- a. The teacher should prepare and select appropriate strategy and materials in order to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved.
- b. It is better for the teacher to use Carousel strategy in English learning especially in Speaking Performance.
- c. The teacher in order to give motivation for the students to be more active in learning process.

### 2. To the Students

It is suggested to the students in order to be more active in learning process in the class and improve their speaking performance so they can be successful in English learning.

### 3. To Headmaster

To support the Headmaster in order to support the English learning process by preparing the facilities of teaching and learning completely.

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# APPENDICES



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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
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IAIN METRO

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NPM : **1501070232**

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1	02-12-2019		✓	Revisi chapter 1-5	
2	05-12-2019		✓	Complete All	
3	06-12-2019		✓	Selesai Revisi Selesai Revisi	

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**Ahmad Subhan Roza, M.Pd.**  
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**KEMENTERIAN AGAMA**  
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**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
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Nama : Binti Amanah  
NPM : 1501070232

Jurusan : TBI  
Semester : IX / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	12/12 2019	✓		Foto & diberi keterangan, Revisi ch. 1 Va ✓ base on notifikasi ✓	
2	16/12 2019	✓		Acc Mengetahui	

Mengetahui,  
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INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

Nomor : B-3279 /In.26.1/J/PP.00.9/10/2019  
Lamp : -  
Hal : **BIMBINGAN SKRIPSI**

16 Oktober 2019

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
  2. Ahmad Subhan Roza, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi  
Di -  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Binti Amanah  
NPM : 1501070232  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : Improving Speaking Performance By Using Carousel Strategy Among  
The Tenth Graders At MA Ma'Arif 14 Bumi Nabung Central Lampung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan ± 1/6 bagian
  - b. Isi ± 2/3 bagian
  - c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan TBI,

**A. Subhan Roza, M.Pd**  
NIP. 19750610 2008011049 ↑



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3810/In.28/D.1/TL.00/11/2019  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MA MAARIF 14 BUMI  
NABUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-3811/In.28/D.1/TL.01/11/2019,  
tanggal 18 November 2019 atas nama saudara:

Nama : **BINTI AMANAH**  
NPM : 1501070232  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MAARIF 14 BUMI NABUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING SPEAKING PERFORMANCE BY USING CAROUSEL STRATEGY AMONG THE TENTH GRADERS AT MA MAARIF 14 BUMI NABUNG CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Metro, 18 November 2019

Wakil Dekan I,

*[Signature]*  
Dra. Isti Fatonah MA

NIP. 19670531 199303 2 003



BADAN PELAKSANA PENYELENGGARA PENDIDIKAN  
LEMBAGA PENDIDIKAN MA'ARIF NU LAMPUNG TENGAH  
**MA MA'ARIF 14 BUMI NABUNG**  
STATUS : TERAKREDITASI B.  
NSM. 131218020029 NPSN. 10813409

Alamat : Jln. KH. Hasyim Asy'ari Ds. 10 Bumiabung Ilir Kec. Bumiabung Kab. Lampung Tengah HP. 0812 7284 047

### SURAT KETERANGAN

Nomor : 0481/MA.14/XVI/MBN/2019

Berdasarkan Surat Nomor : B-3810/In.28.1/J/TL.00/11/2019 perihal **Izin Research**, Kepala MA MA'ARIF 14 BUMI NABUNG, Lampung Tengah menerangkan bahwa :

Nama : **BINTI AMANAH**  
NPM : 1501070232  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul Skripsi : IMPROVING SPEAKING PERFORMANCE BY USING  
CAROUSEL STRATEGY AMONG THE TENTH GRADES AT  
MA MA'ARIF 14 BUMI NABUNG CENTRAL LAMPUNG

Benar-benar mengadakan Research di MA MA'ARIF 14 BUMI NABUNG Lampung Tengah, guna memperoleh data yang diperlukan dalam penyusunan skripsi.

Demikian surat ini kami buat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Bumiabung, 28 November 2019

Kepala Madrasah



**IBRAHIM ILYAS, S.Pd**

NPM: 196304161988071003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-3811/In.28/D.1/TL.01/11/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : **BINTI AMANAH**  
NPM : 1501070232  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA MAARIF 14 BUMI NABUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING SPEAKING PERFORMANCE BY USING CAROUSEL STRATEGY AMONG THE TENTH GRADERS AT MA MAARIF 14 BUMI NABUNG CENTRAL LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 18 November 2019

Wakil Dekan I,

Dra. Isti Fatonah MA  
NIP 19670531 199303 2 003



Mengetahui,  
Pejabat Setempat

**IBRAHIM ILYAS, S.Pd**





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0087/In.28.1/J/TL.00/01/2019  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA MA MA'ARIF 14 BUMI NABUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **BINTI AMANAH**  
NPM : 1501070232  
Semester : 7 (Tujuh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : IMPROVING SPEAKING PERFORMANCE OF THE TENTH GRADES OF MA MA'ARIF 14 BUMI NABUNG BY USING CAROUSEL STRATEGY IN ACADEMIC YEARS 2019/2020

untuk melakukan *pra-survey* di MA MA'ARIF 14 BUMI NABUNG.

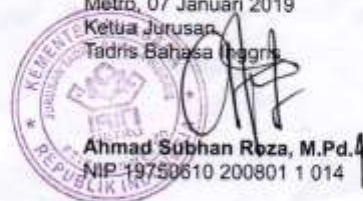
Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 07 Januari 2019

Ketua Jurusan  
Tadris Bahasa Inggris

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014





BADAN PELAKSANA PENYELENGGARA PENDIDIKAN  
LEMBAGA PENDIDIKAN MA'ARIF NU LAMPUNG TENGAH  
**MA MA'ARIF 14 BUMI NABUNG**  
STATUS : TERAKREDITASI B.  
NSM. 131218020029 NPSN. 10813409

Alamat : Jln. KH. Hayim Asy'ari Ds. 10 Bumiabung Ilir Kec. Bumiabung Kab. Lampung Tengah HP. 0812 7284 047

### SURAT KETERANGAN

Nomor : 0456/MA.14/XVI/MBN/2019

Berdasarkan Surat Nomor : B-0087/In.28.1/J/TL.00/01/2019 perihal izin riset/penelitian,  
Kepala MA MA'ARIF 14 BUMI NABUNG, Lampung Tengah menerangkan bahwa :

Nama : **BINTI AMANAH**  
NPM : 1501070232  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul Skripsi : IMPROVING SPEAKING PERFORMANCE OF THE TENTH  
GRADES OF MA MA'ARIF 14 BUMI NABUNG BY USING  
CAROUSEL STRATEGY IN ACADEMIC YEARS 2019/2020

Benar-benar mengadakan riset / penelitian di MA MA'ARIF 14 BUMI NABUNG Lampung Tengah,  
guna memperoleh data yang diperlukan dalam penyusunan skripsi.

Demikian surat ini kami buat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Bumiabung, 12 September 2019

Kepala Madrasah



**IBRAHIM ILYAS, S.Pd**

NPM: 196304161988071003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3810/In.28/D.1/TL.00/11/2019  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MA MAARIF 14 BUMI  
NABUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-3811/In.28/D.1/TL.01/11/2019,  
tanggal 18 November 2019 atas nama saudara:

Nama : **BINTI AMANAH**  
NPM : 1501070232  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MAARIF 14 BUMI NABUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING SPEAKING PERFORMANCE BY USING CAROUSEL STRATEGY AMONG THE TENTH GRADERS AT MA MAARIF 14 BUMI NABUNG CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

18 November 2019  
Wakil Dekan I,  
  
Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 003


**SURAT KETERANGAN**

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : **Binti Amanah**  
NPM : **1501070232**  
Fakultas : **Tadris Bahasa Inggris / FTIK**  
Angkatan : **15**

Telah Menyerahkan buku berjudul : **Grammar**

Metro,  
Ketua Jurusan TBI

  
**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

**SURAT KETERANGAN**

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : **Binti Amanah**  
NPM : **1501070232**  
Fakultas : **Tadris Bahasa Inggris / FTIK**  
Angkatan : **15**

Telah Menyerahkan buku berjudul : **Grammar**

Metro,  
Ketua Jurusan TBI

  
**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1058/In.28/S/U.1/OT.01/12/2019**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : BINTI AMANAH  
NPM : 1501070232  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070232.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan sepenuhnya.

Metro, 09 Desember 2019  
Kepala Perpustakaan

Drs. Mokhtari Sudin, M.Pd.  
NIP. 195808311981031001

**DOCUMENTATION**  
Pre test



The Researcher gives pre test to the student Ma Ma'arif 14 Bumi Nabung Central Lampung

POST TEST 1



The Researcher ask the students to make a group



Speaking Performance from the student Ma Ma'arif 14 Bumi Nabung Central Lampung in post Test I





Speaking Performance from the student Ma Ma'arif 14 Bumi Nabung Central Lampung in post Test I

POST TEST 2



Speaking Performance from the student Ma Ma'arif 14 Bumi Nabung Central Lampung in post Test II



Speaking Performance from the student Ma Ma'arif 14 Bumi Nabung Central Lampung in post Test II



Speaking Performance from the student Ma Ma'arif 14 Bumi Nabung Central Lampung in post Test



#### **CURRICULUM VITAE**

Binti Amanah was born in the village of Bumi Nabung Ilir, Central Lampung on 19-06-1996, She is the third daughter of three siblings to the happy couple Mr. Tunut and Mrs. Pains.

The writer completed his education at PERTIWI Kindergarten in 2002 and continued his education at SDN 02 Bumi Nabung, Bumi Nabung Ilir, Central Lampung in 2008, in 2011 the writer completed his junior high school at MTs Ma'arif Bumi Nabung, Central Lampung and completed his senior high school education to above at MA Tri Bhakti At Taqwa in Rama Puja, East Lampung in 2014.

In 2014 the writer continued non-formal education in the English village of Pare, Kediri, East Java for 3 months, in 2015, the writer was listed as a student of the English Education Department Study Program of Teacher Training Faculty and Education at IAIN METRO.