

**THE EFFECT OF ANIMATION SERIES TOWARDS
SPEAKING SKILL AT ELEVENTH GRADE STUDENTS
IN MA PERGURUAN HIDAYATUL ISLAMIYAH
KUALA TUNGKAL**

THESIS



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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN THAHA SAIFUDDIN**

JAMBI

2023

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IN MA PERGURUAN HIDAYATUL ISLAMIYAH
KUALA TUNGKAL**

THESIS

Submitted as Partial Fulfill of Requirements to Obtain
Undergraduate (S1) Degree at English Education Study Program
Faculty of Tarbiyah and Teacher Training



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FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN THAHA SAIFUDDIN
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Jambi, December 29, 2022
Advisor I



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Day : Monday
Date : January 16th, 2023
Time : 09.30 – 11.00
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DEDICATION

In the name of Allah SWT for the blessing and merciful. Sholawat and salam to our prophet Muhammad SAW, his coming really change the world.

I present this thesis to my parent. My beloved mother (Hidayatus Samawiyah) and my father (Rudi Syahputra Hutagalung), who always wish the best thing for me, support me, mentally and financially. My beloved sister (Malika Aulia Al Khalila Br Hutagalung), and my beloved brother (Abdillah Al-Musthofa Hutagalung) who always support me, and bright my day. My beloved cousin (Rizka Khairinnisa), who always support me, help me in every hard situation, and bright my day as well.

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May Allah SWT bless us, Amin.

MOTTO

إِنِّ عَاقِبَةَ الْأَعْرَابِ لَشَرٌّ لِّعَالَمِ النَّاسِ

So verily, with the hardship there is relief, with the hardship there is relief

(Al Insyirah: 5-6)

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The researcher hopes that this thesis will be useful in teaching of English. The researcher realize that this thesis is far from perfect. As a result, criticism and advice concerning the writing of the entire contents of this thesis are greatly accepted. The researcher hope this can be usefull for developing of knowledge.

Jambi, January 24, 2023

Researcher



Putri Aulia Br Hutagalung

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ABSTRACT

Name : Putri Aulia Br Hutagalung

Major : English Education

Title : The Effect of Animation Series Towards Speaking Skill at Eleventh Grade Students in MA Perguruan Hidayatul Islamiyah Kuala Tungkal

The aim of this research was to found the significant effect and differences of Animation Series on students' speaking skills of 11th grade students in MA PHI Kuala Tungkal. The researcher applied a quasi-experimental quantitative method with a Nonequivalent (Pre-test and Post-test) control-group design. Researchers took two classes; XI A students as an experimental class who were taught using animation series, and XI B students as a control class who were not taught using animation series. The researcher applied total sampling which used all of the population as the sample of the research. The data were taken using an instrument in the form of a speaking test given at the beginning and at the end of the research. In analyzing the data, the researcher applied a paired sample t-test to find out whether there was a difference between students' speaking performance before and after the treatment, the researcher analyzed the difference between the experiment and the control class by using an independent sample t-test. The results of the paired sample t-test show a 2-tailed sig value of $0.001 < 0.05$. This proves that animation series were effectively used as learning media. While the results of the independent sample t-test showed the sig2 tailed were $0.001 < 0.05$. It means that there is a difference between students who were taught by using animation series and students who were invited to use the traditional way (book). The conclusion is animation series had a significant effect towards students' speaking skill, and there was a significant difference between students who use animation series and those who did not.

Keywords: animation series, speaking skill, 11th grade

ABSTRAK

Nama : Putri Aulia Br Hutagalung

Jurusan : Tadris Bahasa Inggris

Title : The Effect of Animation Series Towards Speaking Skill at Eleventh Grade Students in MA Perguruan Hidayatul Islamiyah Kuala Tungkal

Tujuan penelitian ini adalah untuk menemukan efek signifikan dan perbedaan dalam menggunakan seri animasi pada kemampuan berbicara bahasa Inggris siswa kelas XI MA PHI Kuala Tungkal. Peneliti menerapkan metode kuantitatif –quasi experiment dengan non-ekuivalen (pre-test dan post-test) desain grup. Peneliti menggunakan dua kelas ; kelas XIA sebagai kelas eksperimen yang menggunakan seri animasi dalam belajar, dan kelas XI B sebagai kelas kontrol yang belajar dengan metode tradisional. Peneliti menerapkan total sampling yang menggunakan seluruh populasi sebagai sampel penelitian. Data penelitian ini diambil menggunakan instrumen dalam bentuk speaking test, yang diberikan pada awal dan akhir penelitian. Dalam menganalisis data, peneliti menerapkan paired sample t-test untuk menemukan perbedaan antara performa siswa dalam speaking sebelum dan sesudah treatment. Peneliti menganalisis perbedaan performa siswa antar kelas eksperimen dan kelas kontrol menggunakan independent sample t-test. Hasil dari paired sample t-test menunjukkan bahwa nilai 2-tailed sig adalah $0.01 < 0.05$. Hasil ini membuktikan bahwa seri animasi efektif digunakan sebagai media belajar. Hasil dari independent sample t-test menunjukkan bahwa sig 2 tailed adalah $0.001 < 0.05$, yang berarti adanya perbedaan antara siswa yang belajar menggunakan seri animasi, dan siswa yang belajar dengan metode tradisional. Kesimpulannya adalah, seri animasi dapat memberikan efek signifikan terhadap kemampuan berbicara bahasa Inggris siswa, serta. Dalam hal lain, penelitian ini menunjukkan bahwa adanya perbedaan antara kemampuan berbicara siswa yang belajar menggunakan seri animasi, dan siswa yang tidak menggunakan seri animasi dalam speaking skill.

Kata kunci: animation series, speaking skill, kelas XI

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CHAPTER I INTRODUCTION

A. Research Background

Speaking is a process of producing and receiving words to obtain information. This process is interactive because happens among the speakers (Brown 1994, Burns & Joyce, 1997). The meaning of words that come out could be different depend on the speaker, situation, or the context of the conversation. For instance, the statement "I'm hungry" when spoken by a beggar could be mean that he needs money to buy food. The meaning would be different if the speaker is not a beggar. When an employee who has enough money to buy food say "I'm hungry" he is probably mean that he is going to have lunch. The discussion about context in speaking can be expand into pragmatics but researcher would leave this discussion here, and focus on the fact that we are speaking language to communicate among one another.

Language provides a lot of different ways of expressing ideas, greeting, describing things, giving compliments, and many more (Holmes, 2013). Some aspects such as social factors, dimension, and explanation affect the difference of why people choose how to express their ideas. Who the speakers are, to whom they speak, status gap, formality, and affection can make the speakers express same thing in different linguistic variation (Holmes, 2013). Furthermore, where the speakers live; from which country, which region, also caused the difference of how we express our ideas in speaking. In this case, the distinction is not only about linguistic variation, yet about language we probably use as well.

Indonesian people speak Indonesian, Germany people speak German, Malaysian people speak Malay. The fact that each country has its own language does not restrict us to learn other languages. The awareness to participate in global development fosters desire to learn foreign languages. Research has shown that mastering foreign languages can be an important rule to get a better job opportunity, which is a reason of why students pay more attention to foreign language when developing their career and educational expectation (OECD 2020).

According to the data that was collected from questionnaire to students in the average age of 15-year-old in 79 countries as a part of The Programme for International Student Assessment (PISA) 2018, the students think that mastering foreign languages is important to support their qualification to obtain good opportunity for education, training, and occupation in the long term (OECD, 2020). If the students realize the relevance of foreign languages later, it may cause disadvantage for them. They will lose a lot of time to acquire the competence of mastering foreign language before entering labor market. This is why the students need to discover the value of foreign languages for work. It does not matter if they have mastered the foreign language or not, as long as they realize its importance sooner, they will have enough time to learn. Moreover, foreign languages can be learned in school, because most school systems offer students the opportunity to learn foreign language.

Equal opportunity should be provided in school systems and curriculum for all students, so their opportunity of learning foreign language and pursue their future work are not limited whether by students' or school capability. In learning foreign languages, especially speaking skills, students have to know how to deliver the linguistic competence; grammar, pronunciation, and vocabulary. Not only that, they also need to understand when, why, and how they should deliver their ideas into language they are going to speak (Flores, C. M, 1999). The students need to select the correct vocabulary that is understandable and related to the topic being discussed. They may also need to emphasize some words to explain the purpose of their statement (Flores, C. M, 1999). The interceptors can understand their speech or not is depend on students' competence in delivering their ideas. The method of delivering sound of language, put the correct stressing, the tone, and the rhythmic structures are several abilities that need to be learn by the students in mastering foreign language speaking skill (Flores, C. M, 1999).

By considering students main reason and the criteria of good speaker of foreign language, teacher could decide speaking tasks that is suitable with students. In other hand, teacher also need to ensure that their lesson plan and material design could fulfill students' need in learning foreign language speaking skill. However, if



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we are looking at the field of teaching and learning, instead of guiding their students to apply the lesson into real speaking activity, the students learn strictly to get a good score and pass the final exam. It has been a natural process of learning foreign language. Teachers are unconsciously forgetting students' main reason in learning foreign language. As the result, even after graduate from senior high school, most of the students have not mastered foreign language well enough. Particularly in Indonesia, our competence of mastering foreign language; especially English Language, is ranked in 80 with 466 points (EPI 2021). In global term, Indonesian's EPI's score still far from average, rank 503. So, what exactly is the underlying reason for our poor competence in English speaking skill? In fact, we have received English lesson since we were in junior high school. Moreover, some of the students have started to know basic english since they were in playground school.

According to researcher pre-observation in MA Perguruan Hidayatul Islamiyah (PHI) Kuala Tungkal, some obstacles that was faced by the students when learning English such as lack of vocabulary, difficult pronunciation, complicated structures, and low confidence. Furthermore, the COVID-19 pandemic added more problem and difficulties for teachers and students in the process of learning and teaching at schools. Circular of the Minister of Education, Culture, Research, and Technology Number 3 of 2022, stated that the teaching and learning process could be carried out face-to-face, by following the provisions in the four ministerial decisions. However, parents are given the freedom to allow their children to attend face-to-face, or distance learning.

Responding to that decision, some schools are applied blended learning where the students are divided into shift one and shift two. Each shift would attend face to face learning in turn. Meanwhile, MA PHI does not apply this blended learning system. All students in MA PHI attend direct meeting and studying in school together. Consequently, the learning hours are shortened from 45 minutes into 30 minutes. As they have short time to process and understand the material, the students hope the teacher provides interesting media, to help them understanding the material easier, especially for english subject.

However, instead of using different media as compensation for their short study time, the teacher gives them a lot of homework, which of course doesn't give enough help for the students in learning English speaking skill. It is clearly that the students want a learning media that is more interesting and could give a positive effect on their improvement in speaking skills.

Animation has a great potency as the media in teaching and learning process. Trevisan, et. al., (2009) investigated the contrast of two groups. One group used conventional teaching, and the other group used animation video. The result showed that the group that used animation video got significantly higher score. This explains, even though both groups were using video, but their score were significantly different. It is because animation video brings more realistic representation, and way more interesting than traditional teaching (Hegarty, 2005). Mayer (2002) the proper use of animation in teaching and learning process could be a decent choice in the future Pailiothet & Mosenthal (2000). The use of animation series that have light story line and contain a lot of conversation will help the students to improve every element of speaking, such as intonation, articulation, and facial expression.

The use of animation as the media of teaching had been applied by some previous researcher. One of the researchers is Fitri (2022), who did a research about “The Effect of Animation Video Towards Students Speaking Skill at 10th Grade Students”. Her research was considered as a successful research because the data showed the students' who taught by animation video scored 83,33 which is higher than the students who learn English without animation video with 77,53 points.

Another research by Puspitaningrum (2017), about “The Influence of Animation Movie Towards Students' Speaking Ability at 11th Students”. According to the result of the research; H_a is accepted because $Sig < a = 0,003 < 0,05$, which means there are a significance influence of animation video towards students' speaking ability. This research has some similarities and differences with the previous research. The similarities among this research and previous researches: this research was using quantitative – quasi experimental design. This research also used animation video as the media of teaching speaking. Then Difference among

this research and previous researches: this research limited the animation video into animation series with shorter duration and lighter topic.

As students at the highest level of the school stage in Indonesia, senior high school students should have mastered English properly. In fact, most senior high school students are still far from good in English. Most of them are having difficulty in learning English, especially speaking skill. Various conditions that could be the barriers for students in the process of understanding and mastering English speaking skills such as lack of vocabulary, difficult articulation, complicated sentence structures and lack of confidence.

According to the background above researcher conducted a research about "The Effect of Animation Series Towards Speaking Skill of Eleventh Grade Students in MA Perguruan Hidayatul Islamiyah Kuala Tungkal" The researcher chose MA PHI because MA PHI is the only private institution Kuala Tungkal.

B. Problem Identification

According to the background above, researcher identified some factors such as teachers' method and the use of media which affected students' confidence, interest, and improvement in learning English, especially for speaking.

C. Limitation of the Problem

To restrict the information that should be collected by the researcher, this research focused into teaching speaking skill by using Animation Series for eleventh grade students at MA PHI Kuala Tungkal. The speaking skill focused on daily speaking. The kind of the speaking skill material that was used in this research is Opinion and Thoughts, which was taught in first semester of eleventh grade students in MA PHI Kuala Tungkal.

D. Problem Formulation

According to the background above, researcher stated the research problem as follows:



1. Is there any significance effect of using animation series towards speaking skill of opinion and thoughts at eleventh grade students in MA PHI Kuala Tungkal?
2. Is there any significant difference between those who are thought using animation and those who are not?

E. Significance of the Research

The researcher wished this research could give some advantages to certain people, practically and theoretically.

1. Theoretical

Help the students to enhance their interest, motivation, and keep pursuing their goal in learning speaking and giving various media choices for teacher in teaching and learning process, so their students could achieve their true goal in learning speaking.

2. Practical

The researcher wished this research could support the students to enhance their English Speaking ability, increase their learning motivation and enhance their confidence to speak english in real life. In other side, this research would help teacher practically, in some aspect in the process of teaching and learning, such as knowing students' weakness, and pay more attention to students' goal in learning speaking. The result of this research would be a reference to determine their strategy in teaching, and be able to develop students speaking skill. As for the other research, the researcher hopes this research would be a good reference and useful for another researcher in the future, especially for them who would do the research about the similar topic as this research.

F. Operational Definition

The researcher investigated two variables in this research; independent and dependent variable. The independent variable was English Animation Series, while the dependent variable was Student's Speaking Skill.

1. English Animation Series

English Animation Series is a series of animation that using english. The duration is about 3 - 15 minutes. The short duration is the reason why researcher choose it as the media to measure students' speaking skill, so that the rest of the time can be used to identify the point of the animation in speaking skill. The English Animation series that will be used in this research is animation from disney or pixar.

2. Speaking skill

Speaking skill is the ability to communicate using oral language. The skill was limited to English as the spoken language to communicate among one another. The elements of speaking english that need to be measure are pronunciation, intonation, fluency, accuracy, and vocabulary.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Speaking

1. The Nature of Speaking

The use of speech are adjusted to the purpose of the conversation. For instance, when we participate in conversations just to build social interaction with other people, we practically use different approach or style from the time when we need to express our ideas or opinion related to certain thing (Richard & Renandya, 2010). In the case of speaking itself, Burn & Siegel (2018) stated that speaking is a skill that consist of several micro skill. We can call those micro skill as element of speaking. There are 3 elements of speaking instead of grammar and pronunciation, those are various speaking context, conversational strategies, and functional language (Harmer, 2007)

a. Various speaking context

Despite the intention of speaking, we can distinguish it as interactive and non- interactive speaking (Harmer, 2007). Interactive speaking is a situation when the speaker talks face to face to the person whom talking to. For instance, 2 students have a conversation about particular topic in a group discussion. However, the term of "face to face" here can also be defined in a situation when the speakers discuss about particular topic in the phone, where they can give and accept feedback from their conversation partner, or ask for repetition directly. It means, interactive speaking is an activity when people use their speaking and listening ability to communicate and give feedback directly at the time. Meanwhile, non-interactive speaking is the opposite from interactive speaking. Non-interactive speaking define any situation where the speaker cannot response directly about what other speaker talk about. For example: speech, radio broadcast, and news report on television.

b. Conversational Strategies

Successful interactive speaking depend on the execution of turn taking (Harmer, 2007). In face to face conversation, we probably don't know what our speaking partner will say, with our acknowledgment about what they are going to say, we need to ready anytime to give feedback about the ongoing sentences. In many cases, we might need some time to process the information from our speaking partner sentences, such as "umm, well, or well i think..." This kind of little skill we called as conversational strategy, can really help us to handle conversation at any time.

c. Functional Language

We are basically living our live by talking to other people; bargaining with a shopkeeper, talking to our family, or even just talking nonsense among one another. In such situation, we naturally react to other people sentence, and sometimes unconsciously create a fixed expression that just make sense (Eggs, 2004). The fixed expression also known as functional language. The use of functional language in our everyday life gives more variety of language speaking. The same ideas can be expressed differently even within the same language (Matthiessen et al., 2010). Simply when someone realize that other people is going to get a trouble, instead of saying "be careful", the speaker say "watch out!" The speaker has reconstructed the word "be careful" to "watch out!" To give additional stressed and spontaneous warning. Different expression even with the same meaning and similar intention probably will caused different reaction. The same situation can be expressed differently depend on speakers' perspective (Matthiessen et al., 2010).

2. Learning Speaking

a. Learning Process

Learning is all about stimulus, giving rewards and punishment (Skinner, 1974). Meanwhile, Gagne (1970) stated that learning can be defined as the process to master a particular knowledge, skill, habit, and

behavior by following the certain instruction. To simplify, we can assume learning as a "process" of gathering a certain knowledge or skill. The existence of the word "process" in learning clearly explain that there are several stages which need to be experienced by the students to be able to gain the knowledge or skill that they want. Kolb (2015) divided learning process into 4 stages; presentation, analysis, practice, and application.

In presentation stage, students will accept new knowledge from teacher explanation. The lesson from the teacher will be analyzed by students. Their brain probably will try to find the relation between the lesson and their everyday life. This is why in common situation; teacher will give some example that relate to students' daily life. Example always play a role to make the explanation clearer, and easier to be understood by the students. Once students have understood they will step the next stage of learning; practice. The students will perform their ability in front of the class with their friends with teacher guidance. This practice stage helps students to build their confidence until they finally can applied it to their everyday life.

b. Obstacle in learning speaking

The students probably will experience the same learning stages as stated while learning english speaking skill. However, we cannot expect them to be able to past each stage easily, because there must be some obstacles that will be faced by the students in a process of mastering english speaking skill, such as mother language/mother tongue, pronunciation, and grammar. Normally, we learn how to speak since we were still very young (Troike, 2012). The students probably learnt their first language without thinking too much, they learnt it naturally as a part of growing up among the people around them. They also naturally learnt their second language along with the process of learning their first language. Everything that is learned since childhood is easier to absorb in memory than if it is learned as an adult. Not only that, what has been learned as a child also tends to stick in the brain until grow up. In Indonesia, most of students were never get an

english lesson. They will start to learn english when they were in elementary school.

While speaking is an ability that requires habituation, student learning time is not long enough to create that habit. Students do not fully speak English during class hours, not to mention, they will constantly speak their mother tongue after class is over. English pronunciation is also quite difficult for Indonesian students. Students who are used to speak in their mother tongue and local language have to learnt very hard to pronounce english words which have phonetic rules that are completely different from Indonesian phonetic rules. What if students focus on mastering vocabulary without thinking too much about pronunciation? Mastering a lot of vocabulary may be able to help them understand the meaning in written English, but unfortunately, no matter how much students master English vocabulary, it will not be very helpful in speaking if their pronunciation is not good. Correct pronunciation is very important because we need to express our ideas in sound form to communicate with others (Pennington & Revel, 2019)

Furthermore, the students are also faced with a grammar which is also completely different from the structure of Indonesian Language. Of course, we cannot deny that grammar is important in order to create an understandable sentence, even in the relative method of communication orientation, assuming that speaking is an activity of practicing grammar (Thornbury, 2005), but in fact, understanding grammar and being able to speak English are two slightly different things. Grammar is more often used and considered in writing than in speaking activities which we often do spontaneously (Thornbury, 2005).

3. Teaching Speaking

The goal of teaching speaking is communicative efficiency. At the end of the lesson, students can use all the lesson they have learned in real conversation; formal and informal, without struggling in pronunciation,

vocabulary, or grammar. In that case, the process of learning requires the support of more varied learning resources, they not only take lessons from textbooks, but also from other sources. There are various kinds of non-human facilities that can help the process of student learning activities. These facilities can be in the form of materials that must be prepared and provided by the teacher in the form of printed materials or digital materials provided on the computer. In other words, students need media to support them in understanding the lessons they are learning (Arsyad, 2019). To develop students speaking ability, teacher can use an approach that includes language input, structured output, and communicative output (Arends, 2015).

Language input is when the teacher explains and deliver the lesson, then the students listen, or read the explanation. In structured output, students are given the opportunity to give feedback, however, they have to give responses using certain forms or language structure that related to their lesson at the time. Teacher also can combine it to previous lesson. This structured output provides a chance for the students to perform their speaking competency. Communicative output usually occurs when students have to complete assignments, they need to gather information, and develop the material they have received. They may use newly learned language structures, but they can also make use of vocabulary, grammar, from previous lessons, or anything else they know. the success of the communicative output activities, measured by the results shown by the students.

a. Teaching Strategy

Piaget (1964) argues that we have to conquer four stages of cognitive development, those are sensory motor stage, pre-operational stage, concrete operational stage, and formal operational stage. His theory has been applied in the field of teaching and learning process. Based on his theory of cognitive development, learning should be student - centered, and accomplished through active discovery learning. Instead of become the one who control the classroom situation, the role of teacher is become the facilitator. During teaching and learning process, teacher should focus on

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the process of learning rather than the result, using active and collaborative methods so students can learn from each other.

Meanwhile, Operant conditioning by B.F Skinner (1974) explains that we can increase or decrease certain behavior by giving punishment or reward. For example, if a student got a bad score on their exam, we can either giving reinforcement so the student will do better next time, or give punishment to make him stop being lazy and study harder. Both actions can be positive and negative, which means we have four possible methods to teach, they are positive reinforcement, negative reinforcement, positive punishment, and negative punishment.

- 1) Positive reinforcement is based on a binding response, because it is followed by a supportive stimulus (reward). Some examples of positive reinforcement in teaching can be in the form of giving praise for correct answers, such as great, good, or giving awards in the form of grades, etc.
- 2) Negative reinforcement is based on a binding response, but followed by removing negative stimulus
- 3) Positive punishment is based on binding response by giving negative response, to decrease the negative stimulus. For example: frowning, or showing disappointed expression.
- 4) Negative reinforcement also uses binding response, but now by removing something pleasant from the students.

B. Media

1. Choosing Media

New media technology provides more choices and opportunities to enhance the productivity of learning (Xiao, 2013). Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts. Media can be a component of active learning strategies such as group discussions or case studies. In general, the selection of media is done by considering several factors.

According to Arsyad (2019), factors that need to be considered in the selection of learning media include:

- a. Data, facility, tool, time for teaching and developing the lesson and media.
- b. Contents, assignment, and learning type. The difference of students characteristic and behavior in learning causes teachers to choose appropriate techniques and media for presenting the lesson.
- c. Obstacle from students' perspective, and considering students' basic competency.
- d. The level of students' interest and media effectiveness.
- e. The ability to give suitable stimulus
- f. Considering the secondary media.

The criteria of selecting learning media stem from the concept that the media is part of an instructional design. Arsyad (2019) stated the following criteria that need to be considered in choosing instructional media:

- a. In accordance with the objectives to be achieved.
- b. Appropriate and can support learning.
- c. Practical, flexible, and slowly.
- d. Teacher's skills in using media.
- e. Target grouping.
- f. Technical quality

After considering some factors and criteria in selecting learning media, teacher can select the learning media to support teaching and learning process. There are several types of media that can be applied in teaching and learning process:

- a. Audio, closely related to the sense of hearing. Examples: radio, tape recorder, telephone, language laboratory, and others.

- b. Visual, serves to attract attention, clarify the presentation of ideas, describe facts that may be easy to understand and remember if presented in visual form. Examples: pictures, photos, maps, diagrams, etc.
- c. Audio visual learning media is media that is able to display sound and images. Example: sound books, movies, etc.

2. Animation Series

Animation is a moving picture (Mayer & Moreno, 2002). If drawings of the stages of an action were shown in fast succession, the human eye would perceive them as a continuous movement. According to Xiao (2013), animation content in the classroom can be classified into three main types:

- a. Expositive: The students watch the animation content related to the current lesson on the screen.
- b. Interactive: The students analyze the content of the animation in more depth.
- c. Quizzes: The students are given a test.

As mentioned in Introduction to TEFL, McCarthy stated that Each student has their own style in learning. 5% students learn by doing, 30% students learn by audio media, and 60% learning by seeing and writing. Learning by doing means that the students can understand better if they perform the lesson directly by themselves. Learning by hearing means that the students can memorize the lesson by hearing the lesson. They can learn through spoken instruction, but they will hard to understand the written information, until they hear it. Learning by seeing and writing means the students will understand the lesson with a support of visual media, such as written material, diagram, picture, etc. Animation series, which provide audio and visual are great resource for the students because they enable them to understand concepts without the barriers that hinder learning. in teaching speaking, animation series will be very helpful, because it will show the students not only the theory, but the description of real situation in daily speaking.

There is a stereotype about animation is a only suitable for kids, but in fact, Animation is not only easy to understand by kids, but also has some potentials for teenagers (Booker, 2010). If we keep in mind that students watch animation in their free time, we have a great reason to use animation to help our students in learning speaking. The fact that animation series present issues and stories that are close to students real life strenghten our reason to.use animation series as the media to teach speaking in classroom. Some animation series such as *The Simpson's*, *Nina Needs to Go*, and *Handy Manny* are example that can be used in teaching speaking. We can discuss it with our students and analyze the problem together. They can learn how the character communicate each other, the language form, turn - taking, pronunciation, and even gestures and intonation in speaking.

Animations have the advantage of delivering better representations in teaching (Hwang, et. al., 2012). Lowe (2004) stated that animations have the more potential to provide affective and cognitive functions. Affective function refers to presenting the material in a humorous, spectacular, or different way so that students will be attracted to focus their attention on the learning materials. Cognitive function refers to the clear explanation of difficult topic matters that can allow learners to understand in an easier way.

However, Teacher need to prepare the media very well, before use it in classroom. The preparation may be complicated, because teacher need to choose an animation video that relate to the lesson. Teacher also need to analyze the animation video first, and consider if the animation appropriate or not to be shown in classroom. Considering it may time-consuming, conventional teaching or using text will be time saving (Morrison, et. al., 2000).

C. Teaching Opinion and Thoughts Using Animation Series

1. Concept of Opinion and Thoughts

According to kemendikbud 2013, opinion is the way we feel or think about something. It is important to give reasoning whenever we give or express our opinion, whether when we agree or disagree about any particular thing. We

can use collocations to express opinions, such as strong argument, strong criticism, strong denial, strong opinion, and strong resistance. Some expression of opinion and thoughts that can be taught to the students such as:

Table 2.1. *Expression of Opinion and Thoughts*

Asking for Opinion	Giving Opinion
What do you think of/about ...?	I'm convinced that...
What is your opinion about ...?	I consider that ...
What/How about ...?	In my opinion ...
	I think ...

2. Learning Reflection of Opinion and Thoughts

Based on Doddy, et. al (2008), after learning opinion and thought, students are expected to be able to:

- Expressing satisfaction and dissatisfaction in English
- Expressing their opinion and thought in English
- Responding to expressions for giving and asking for opinion in English
- Responding to satisfaction and dissatisfaction in English
- Using the expression of opinion and thoughts in their daily life.

D. Previous Research

Before doing this research, researcher reviewed some related studies that are relevant to this research. The research are:

In her research of “The Effect of Using Animation Video as Audio Visual Media Toward Students’ Speaking Skill at the Tenth Grade of SMAN Plus Riau Province”, Fitri (2022) used quasi experimental design. The population of this research was the tenth grade student at SMAN Plus Riau Province. The result of this research explains that there was a significance effect of using Animation Video as Audio Visual Media Toward Students’ Speaking Skill at the Tenth Grade of SMAN Plus Riau Province.

Stevani, et al (2021) “The Effectiveness of Using Short Animation Subtitle Movie Toward Students’ Speaking Skill of Eleventh Grade at Senior High School 8 in Serang City.” This research was a quantitative research and used quasi

experimental design. The population of this research was the eleventh grade student at Senior High School 8 in Serang. This research revealed that the value of t-test was higher than t-table, which means there was a significant difference on students' achievement of speaking skills between students whom taught by using short animation subtitle movie.

Ramadhani, et al (2020) "The Use of Animation Videos to Improve Students' Speaking Skill". The sample of this research was VIII grade students that consisted of 30 students. The result of this result was that the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected.

Puspitaningrum (2017) "The Influence of Using Animation Movie Towards Students' Speaking Ability at the First Semetser of Eleventh Grade of MA Al Hikmah Bandar Lampung in the Academic Year of 2017/2018" This research used quasi experimental design. The population of this research is the eleventh grade students at MA Al Hikmah Bandar Lampung. Based on the data analysis from this research, explains there is significant influence of using animation movie towards students' speaking ability.

The similarities among this research and previous research is: these research was using quantitative – quasi experimental design. These research also use animation video as the media of teaching speaking. Then Difference among this research and previous researches are: this research limited the animation video into animation series with shorter duration and lighter topic.

E. Hypothesis of the Research

There were two hypotheses to be tested in this research, those are:

1. H_{a1} – There is any significant effect of using animation series towards speaking skill of opinion and thoughts at eleventh grade students in MA PHI Kuala Tungkal.

H_{01} – There is no significant effect of using animation series towards speaking skill of opinion and thoughts at eleventh grade students in MA PHI Kuala Tungkal.

2. H_{a2} – There is any significant difference on students' speaking skill before and after being taught by using english animation series, and those whom are not.
 H_{02} – There is no significant difference on students' speaking skill before and after being taught by using english animation series, and those whom are not.

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CHAPTER III RESEARCH DESIGN

A. Research Setting

This research was conducted in MA PHI Kuala Tungkal. There were 6 total classes in MA PHI Kuala Tungkal. Tenth grade had 2 classes, eleventh grade had 2 classes, and twelveth grade had 2 classes. The treatment in this research was Animation Series which provided conversation about opinion and thoughts. The treatment was applied to experiment class, while the control class was taught without receive the treatment. There were 7 meetings to apply pre-test, treatment, and post-test. The experiment class in this research was grade XI A of MA PHI Kuala Tungkal. The control class in this research was grade XI B of MA PHI Kuala Tungkal.

B. Research Design

This research was a quantitative research. According to Creswell (2014) "Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, could be measured, typically on instruments, so that numbered data could be analyzed using statistical procedures" (p. 4). The research design in this research was quasi - experimental design. Quasi experiment used nonequivalent control group design, where the researcher gave pre - test and post - test for 2 groups of class, but only 1 group got a treatment. This group was stated as treatment class, while another group was stated as control class.

Table 3,1. *Experiment design.*

Class	Pre-Test	Treatment	Post-Test
Experimental	O ₁	X	O ₂
Control	O ₃	-	O ₄

Note:

O₁ = Pre-test of experimental class

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- O₂ = Post-test of experimental class
 O₃ = Pre-test of control class
 O₄ = Post-test of control class
 X = Treatment of experimental class.

C. Population and Sample

1. Population

The population of this research was the eleventh grade students of MA PHI Kuala Tungkal which consisted of 2 classes, with 78 total students. The research was conducted in eleventh grade students because the topic of speaking that was measured in this research is opinion and thoughts, which was one of the chapter in English Subject for eleventh grade according to English guide book, Kemendikbud, curriculum 2013.

Table 3.2. *Table of Population*

Class	Population
XIA	37
XIB	41
Total	78

2. Sample

Sample is a group of people who becomes a subject to collect the data in a research (McMillan & Schumacher, 2014). The researcher used a total sampling, because in this research the sample included a whole population. The researcher decided the experimental and control class based on the researchers' discussion with the english teacher for the sample class in MA PHI Kuala Tungkal.

Table 3.3. *Table of Sample*

Class	Population	Group
XIA	37	Experimental
XIB	41	Control
Total	78	

D. Research Instrument

In order to achieve the objective of the study, the researcher applied a suitable speaking test. The test in this research was pre-test and post-test. The test was applied on experiment and control class. The purpose of the test was to find out wheter there was any significance on students' score before and after treatment. The researcher gave an oral test where the students had to do a conversation about opinion and thoughts.

E. Validity and Reability

1. Content Validity

Validity for instruments in the form of tests, could be done by comparing the contents of the instrument with the subject matter that has been taught (Creswell, 2014). In order to know the validity of the test, the researcher used content validity which compared the content of the instruments.

2. Reliability

Reliability also known as consistency or repeatability of an instrument (Creswell, 2018). A test could be defined as a reliable test if it gave constant result. . In this research, the researcher used inter-rater reliability to measure the speaking test. Mackey and Gass (2005, p. 129) assert inter-rater reliability begins with a well-defined construct. If the reliability is strong, it could be assumed with reasonable confidence that raters were judging the same set of data as representing the same phenomenon. The raters in this research were Miss Fitri Hidayatul Husna and Miss Fadila Wahyuni; the Speaking Tutors from English Village, Pare, Kediri. *See appendix 2.*

Table 3.4. *Case Processing Summary*

	Case Processing Summary					
	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Penilai1 * Penilai2	2	100.0%	0	0.0%	2	100.0%

Table 3.5. *Correlation*

		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	.960**
	Sig. (2-tailed)		<.001
	N	37	37
VAR00002	Pearson Correlation	.960**	1
	Sig. (2-tailed)	<.001	
	N	37	37

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3.4 explained that the instruments were valid. Meanwhile, table 3.5 explained that the result of person correlation is (r value =1 and ,960 and N=37). If the value of Pearson correlation is -1, it means a perfect negative linear correlation, 0 to 0,3 mean a weak positive (negative), 0,3 to 0,7 mean moderate positive (negative) and 0,7 to 1 mean a strong positive correlation (Ratner,2009) in other words, the result from the table 3.5 shows that the results of the assessment of the raters had a strong positive correlation.

F. Technique of Data Collection

Technique of data collection in this research was pre-test and post-test. The researcher used pre-test and post-test to find out whether the students had a progress in speaking or not. The test that was given was oral test, where the students do a conversation about opinion and thoughts. Their progress were scored by Miss Fitri Hidayatul Husna and Miss Fadila Wahyuni; the Speaking Tutors from English Village, Pare, Kediri. In this study, the researcher used rubric of speaking by O'Malley & Pierce (1990) for assessment. *See appendix 1.*

1. Pre-test

The pretest was given to the students to find out students' speaking skill before they get the treatment. The test was an oral test where the students did a conversation with their friend in pairs. The students were given information to prepare their conversation before the pre-test was conducted. The topic of the pre-test was about "Their Opinion of Harry Potter Movie". This topic was

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chosen according to the discussion between the researcher and the students, furthermore, questions that they use to complete in term of listening test.

2. Treatment

The treatment in the experimental class, the teacher taught about opinion and thoughts briefly. After that, the students watch series animation entitled “Forky Asks a Question” and “Ms. Marvel”. In treatment, students learnt how to deliver their thoughts, how to ask other people opinion, opinion of satisfaction and dissatisfaction, and how to deliver an opinion of disagreement through the series they have watched. At the end of the lesson, the students analyze and imitated some sentences about opinion and thoughts from the animation series they had watched.

The materials that were given to control class was similar from the experimental class. However, they got different procedure in term of the using of media in learning speaking. The experimental class got the treatment by using animation series, while the control class learned by using conventional way.

Table 3.6. *Treatment Procedure*

Class	Teaching Procedure				
	Treatment 1	Treatment 2	Treatment 3	Treatment 4	Treatment 5
Control Class	<ol style="list-style-type: none"> 1. Researcher greet the students and checked the attendance list. 2. Researcher introduced the material to the students. 3. Researcher explained the material to the students. 4. Researcher asked the students to make a conversation about opinion and thoughts (opinion about the best way to spending time) 	<ol style="list-style-type: none"> 1. Researcher greet the students and checked the attendance list. 2. Researcher reviewed the last material with the students. 3. Researcher asked the students to practice their conversation in front of the class (opinion about the best way to spending time) 	<ol style="list-style-type: none"> 1. Researcher greet the students and checked the attendance list. 2. Researcher reviewed the last material with the students. 3. Researcher asked the students to create another conversation of Opinion and Thoughts (My New Pet) and practice in front of the class. 	<ol style="list-style-type: none"> 1. Researcher greet the students and checked the attendance list. 2. Researcher reviewed the last material with the students. 3. Researcher asked the students to create another conversation of Opinion and Thoughts (Leadership) and practice in front of the class. 	<ol style="list-style-type: none"> 1. Researcher greet the students and checked the attendance list. 2. Researcher reviewed the last material with the students. 3. Researcher asked the students to create another conversation of Opinion and Thoughts (Friendship) and practice in front of the class.
Experimental Class	<ol style="list-style-type: none"> 1. Researcher greet the students and checked the attendance list. 2. Researcher introduced the 	<ol style="list-style-type: none"> 1. Researcher greet the students and checked the attendance list. 	<ol style="list-style-type: none"> 1. Researcher greet the students and checked the attendance list. 	<ol style="list-style-type: none"> 1. Researcher greet the students and checked the attendance list. 	<ol style="list-style-type: none"> 1. Researcher greet the students and checked the attendance list.

	<p>material to the students.</p> <p>3. Researcher played an animation series (What is Time?) and asked the students to analyze the expression of Opinion and Thoughts in the Animation Series.</p> <p>4. Researcher checked whether the students find the expression of opinion and thoughts in the animation series, or not.</p>	<p>2. Researcher reviewed the material with the students.</p> <p>3. Researcher played an animation series (What is Time) and asked the students to imitate the expression of opinion and thoughts from the animation.</p> <p>4. Researcher asked the students to make a conversation about opinion and thoughts (opinion about the best way to spending time).</p>	<p>2. Researcher reviewed the material with the students.</p> <p>3. Researcher played an animation series (What is Pet?) and asked the students to imitate the expression of opinion and thoughts from the animation.</p> <p>4. Researcher asked the students to make a conversation about opinion and thoughts (My New Pet) and practice in front of the class.</p>	<p>2. Researcher reviewed the material with the students.</p> <p>3. Researcher played an animation series (What is Leader?) and asked the students to imitate the expression of opinion and thoughts from the animation.</p> <p>4. Researcher asked the students to make a conversation about opinion and thoughts (Leadership) and practice in front of the class.</p>	<p>2. Researcher reviewed the material with the students.</p> <p>3. Researcher played an animation series (What is Friend?) and asked the students to imitate the expression of opinion and thoughts from the animation.</p> <p>4. Researcher asked the students to make a conversation about opinion and thoughts (Friendship) and practice in front of the class.</p>
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3. Post-Test

Post-test was held in both classes after finishing the treatment. In the post test, the students of both classes were asked to do a conversation of opinion and thoughts in pairs in front of the class. The topic of the conversation was “opinion and thoughts about famous people”. The test was given to found out whether the treatments had an effect or not to the students’ ability in speaking skill.

G. Technique of Data Analysis

1. Descriptive Analysis

The purpose of the descriptive analysis was to provide answers to the questions of the effect of using animation series to develop students' speaking skills. The data were provided to explain the result of the research, so that the researcher or those who interested in the results of the study can understand it easily. A descriptive statistic may be used to describe the data. The aim of descriptive analysis, which employs statistical methods, is to summarize data so that it can be seen and understood easily.

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2. Statistical Analysis

a. T-test

T-test was used to find out whether there is any difference between the samples. In this research, the researcher will use paired sample t-test and independent sample t-test. Paired sample t-test was used to find out whether there is any effect towards students' speaking skill before and after applying English Animation Series as the media of teaching. Independent sample t-test was used to find out whether there was any difference between the score of the students who were taught by using English Animation series, and the students whom were not.

The researcher used Statistical Program for Social Science (SPSS) version 25 for windows to calculate both paired and independent sample t-test.

CHAPTER IV

RESEARCH FINDINGS AND INTERPRETATION

A. Finding of The Research

The researcher used pre-test and post-test as the instruments to collect the data in this chapter. The purpose of this research is to investigate whether or not there is any significant effect on students speaking skill who were taught by applying Animation Series and students speaking skill who were taught by using conventional way in the process of teaching English. The procedure of accounting the raw data on students' pre-test and post-test was proceed with the assistance of two raters. After that, the researcher continued to calculate the data from the raters by SPSS (Statistical Product and Service Solution). As the result of this research, the researcher discovered 2 findings in this research. The first finding is about the explanation of students' speaking ability in form of descriptive analysis. The Second is the result of students' speaking performance tests in form of statistical analysis.

1. Descriptive Analysis

This research was conducted in MA PHI Kuala Tungkal by the academic year of 2022/2023 by the researcher. First of all, researcher did a pre-observation, then applied a pre-test and post-test were to 78 students in grade XI A and XI B who are the sample of the research. The pre-test and post-test were done by utilizing a speaking performance test. The purpose of this research is to investigate whether or not there is any significant effect of Animation Series on students' speaking ability. The students' ability of speaking in English previously and subsequently treatment could be discovered by pre-test and post-test action. In the end of pre-test and post-test action, the researcher evaluated the data, and proceed it into further process with *SPSS*.

- a) The pre-test and post-test were somewhat similar in both experimental and control classes. The researcher provided a certain subject for students to talk practically for about 1-2 minutes for pretest and post-test.
- b) The researcher was helped by 2 raters to score the data. The raters scored the data according to the rubric scoring of speaking from (O'malley and

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Pierce, 1990). After that, the data was calculated by the researcher. *See appendix 3 and 4.*

The frequencies of test score, percentages and means score would be explained in this section based on the result of test before and after the treatment procedure in both experiment and control groups. The scoring criterion could be seen in the table 4.1.

Table 4.1. *Score of Scoring Criterion*

Score	Criteria
0 – 25	Poor
26 – 50	Fair
51 – 75	Good
76 – 100	Excellent

a. Pre-test and post-test in Experimental Class

On October 14th, 2022, pre-test was directed in experimental class, and the post-test was directed on the 28th of October 2022. In pre-test, the students were requested to have a conversation about their opinion of Harry Potter Movie, it was conducted in order to know the level of students' ability in English speaking skill. The post-test was directed after the treatment procedure were done. Similar with the pre-test, the students were also requested to have a conversation of opinion and thoughts in the post-test, but with different topic. The topic for conversation in the post test was opinion about famous person. Post-test was directed to investigate students' score improvement after the treatment procedure. *See Appendix 5 and 6.*

Table 4.2. *Descriptive Statistics of Pre-test and Post-test in Experimental Class*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PRE-TEST EXPERIMENTAL	37	50	100	59.0541	9.26746
POST-TEST EXPERIMENTAL	37	55	100	66.6216	9.50541
Valid N (listwise)	37				



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According to table of the calculation above, it was dissolved that the student's best score was 100 and the poorest score was 50. The mean of students' pre-test was 59,0541 with standard deviation in the number of 9,267. Moreover, the improvement on the students' speaking skill was discovered, and the improvement is rather significant. The frequencies and percentages score of pre-test and post-test is presented in the table 4.3.

Table 4.3. *Pre-test in Experimental Class*

Criteria	Percentage	Total Students
Poor	0%	0
Fair	16%	6
Good	78%	29
Excellent	6%	2

As indicated by table 4.3 above, it was discovered that from 37 students, there was no students (0%) classified in poor criteria of speaking skill. It also showed that there were 6 students (16%) in total who got fair score (25-50). Furthermore, there were 29 students (78%) who were discovered had a good criterion in speaking skill with score (51-75), and 2 students (6%) who had an excellent criterion for their ability in speaking english with score (76-100).

Table 4.4. *Post-test in Experimental Class*

Criteria	Percentage	Total Students
Poor	0%	0
Fair	0%	0
Good	92%	34
Excellent	8%	3

According to table 4.4 above, it was discovered that from 37 students, there was no one of the students (0%) classified in poor criteria of speaking skill, 0 students (0%) who sorted in fair criteria, it also showed that 34 students had good criterion (92%) with score (51-75), and 3 other

students (8%) got score in interval (76-100) who was categorized as excellent.

b. Pre-test and post-test in Control Class

On October 17th, 2022, pre-test was directed in control class, and the post-test was directed on the 27th of October 2022. In pre-test, the students were requested to have a conversation about their opinion of Harry Potter Movie, it was conducted in order to know the level of students' ability in English speaking skill. The post-test was directed after the treatment procedure were done. Similar with the pre-test, the students were also requested to have a conversation of opinion and thoughts in the post-test, but with different topic. The topic for conversation in the post test was opinion about famous person. Post-test was directed to investigate students' score improvement after the treatment procedure.

Table 4.5. *Descriptive Statistics of Pre-test and Post-test in Control Class*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PRE-TEST CONTROL CLASS	41	35	95	50.7317	9.84638
POST-TEST CONTROL CLASS	41	35	95	51.2195	9.66828
Valid N (listwise)	41				

According to table of the calculation above, it was dissolved that the student's best score was 95 and the poorest score was 35. The mean of students' pre-test was 50,7317 with standard deviation in the number of 9,846. Moreover, the improvement on the students' speaking skill was discovered, but the improvement is somewhat low. The frequencies and percentages score of pre-test and post-test is presented in the table 4.6.

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Table 4.6. *Pre-test in Control Class*

Criteria	Percentage	Total Students
Poor	0%	0
Fair	63%	26
Good	34%	14
Excellent	3%	1

As indicated by table 4.6 above, it was discovered that from 41 students, there was no students (0%) classified in poor criteria of speaking skill. It also showed that there were 26 students (63%) in total who got fair score (25-50). Furthermore, there were 14 students (34%) who were discovered had a good criterion in speaking skill with score (51-75), and 1 student (3%) who had an excellent criterion for their ability in speaking english with score (76-100).

Table 4.7. *Post-test in Control Class*

Criteria	Percentage	Total Students
Poor	0%	0
Fair	61%	25
Good	37%	15
Excellent	2%	1

According to table 4.7 above, it was discovered that from 41 students, there was no one of the students (0%) classified in poor criteria of speaking skill, 25 students (61%) who sorted in fair criteria, it also showed that 15 students had good criterion (37%) with score (51-75), and 1 last student (2%) got score in interval (76-100) who was categorized as excellent.

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2. Statistical Analysis of the Test

a. T-Test

1) Paired Sample T-Test

The t-test equation was utilized by using IBM SPSS. The hypotheses' standards acceptance and rejection were: if Sig (Pvalue) $\geq \alpha = 0.05$ means the H_0 is accepted. In other ways, if Sig (Pvalue) $\leq \alpha = 0.05$, H_a is accepted and H_0 is rejected. The purpose of calculate the Paired sample t-test is to discover whether or not there is any significant effect on students' ability in English speaking skill before and after the treatment procedure.

Table 4.8. *Paired Sample Statistics*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	59.0541	37	9.26746	1.52356
	POST-TEST	66.6216	37	9.50541	1.56268

Table 4.9. *Paired Sample T-Test*

		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	PRE-TEST - POST-TEST	-7.56757	6.41414	1.05448	-9.70615	-5.42899	-7.177	36	<.001	<.001

The result of the test shows that there was an obvious significant enhancement on students' speaking skill before the treatment with pre-test score mean 59,05 and standard deviations 9.26746, and after using the treatment procedure which was using Animation Series: (Mean= 66,62 Standard deviations= 9.50541). According to the table 9, it shows that the Sig. (2-tailed) value of paired-sample t-test was $0.001 \leq 0.05$, which means that H_a is accepted, and H_0 is rejected.

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2) Independent Sample T-Test

Independent sample t-test was utilized test to discover the contrast of two means unrelated groups in order to determine whether there is any statistical evidence that the associated population means are in contrast (significantly different).

Table 4.10. *Group Statistics of Independent Sample T-Test*

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil belajar B.Inggris	Kelas A	37	66.6216	9.50541	1.56268
	Kelas B	41	51.2195	9.66828	1.50993

Table 4.11. *Independent Sample T-Test*

Independent Samples Test										
Levene's Test for Equality of Variances					T-test for Equality of Means					
	F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					One-Sided p	Two-Sided p			Lower	Upper
Hasil belajar B.Inggris	.110	.741	7.092	76	< .001	< .001	15.40211	2.17490	11.07041	19.73380
					< .001	< .001	15.40211	2.17288	11.07370	19.73051

According to the table of independent sample t-test above, it is presented that the mean of the differences is 15,40211 and the value of significant 2-tailed was ≤ 0.05 ($0.001 \leq 0.05$), which means H_a was accepted. Therefore, the result is there is difference effect of students' result in their speaking performance between experimental and control class. Although the improvement in control class was discovered, but the improvement was not higher than the experimental class. To sum up, the researcher discovered that there was a significant effect of students' speaking skill between experimental and control class in MA PHI Kuala Tungkal.

B. Interpretation

The researcher would describe the interpretation in this research after collecting and analyzing the data of pre-test and post-test in experimental and

control class by using SPSS 25. The purpose of this research were: 1). to investigate the alteration of students' speaking ability in english speaking skill after being taught by using animation series. Besides, the researcher also determined to investigate the significance different between the experiment and the control class. The early stage in this research was conducting a pre-test by requested the students to have a conversation practice (speaking test). The pre-test was conducted before the treatment procedure in both experiment and control class. The purpose of the was pre-test to discover their basic competence in english speaking skill. After the pre-test, the two groups were continued to the next stage; treatment. Both classes were given different treatment and treated differently. The experimental class was given a lesson by using animation series, and the control class, students were taught using the conventional teaching procedure. In the end, as the final stage, the researcher conducted a post-test. The post-test was the same as the pre-test; the students were requested to have a conversation in pairs in front of the class. The purpose of the post-test was to evaluate the students' abilities after the treatment procedure.

According to the post-test result, the experimental class mean score in speaking performance was 66,62 while the mean score of control class speaking performance was 51,22. It can be interpreted that the mean score of the control group was lower than the experimental class. In means, we could assume animation series has a role for students' enhancement of their score in the post-test. The distribution of frequency in the experimental class post-test could be seen in chapter 4. There was no one of the students (0%) classified in poor criteria of speaking skill, 0 students (0%) who sorted in fair criteria, it also showed that 34 students had good criterion (92%) with score (51-75), and 3 other students (8%) got score in interval (76-100) who was categorized as excellent. In the other side, as could be seen in the table of control group class in chapter 4, there was 1 student (2%) classified into excellent category. There were 15 students (37%) in good category, and 25 students (61%) in fair category. The findings showed that the experimental group speaking performance was better and has a higher improvement than the control group class which means, animation series could assist students' performance to be better and

more confident in speaking English. It's the line with the study conducted by Fitri (2022), audio visual media (video) has a beneficial impact in the process of teaching and learning speaking skill. The other study by Stevani, et al (2021), which stated that video (animation movie) is one of the most effective media for learning speaking skill, because students could learn a lot of things from animation movie. Meanwhile, some of study also stated that animation video could improve students' speaking ability. According to the study by Ramadhani, et al (2020), students could imitate how the intonation while speaking is supposed to be. Students also could use the expression in a real context. Students also became more active in class, and practice the speaking more confidently. Puspitaningrum (2017) stated that students interested in animation movie which is connected with Booker (2010) which is stated that animation has great potential to gain not only children's but also teenagers' interest.

There were some factors that made animation series useful for the students of MA PHI Kuala Tungkal, as follow:

1. The students were thinking that audio visual media such as animation series was fun and interesting.
2. The students were open with new method of teaching and learning.
3. The students had big enthusiast in learning and imitating the scenes from the animation series. It had been discussed in chapter 2 that animations have the advantage of delivering better representations in teaching (Hwang, et. al., 2012). It was natural that the students imitate what they had seen more than what they had told.

Regarding to the research which had done in MA PHI Kuala Tungkal, this research showed that using animation series on students' speaking skill at MA PHI Kuala Tungkal in academic year 2022/2023 was effective. In other words, H_{a1} was accepted, and H_{01} was rejected. Furthermore, the result of this research showed that there was significant difference between students' speaking skill taught using animation series and those taught by conventional way, which means H_{a2} was accepted, and H_{02} was rejected.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the results of the calculations presented in Chapter IV, there are several conclusions that can be drawn as follows:

1. As has been mentioned on paired sample t-test previously, it presented that there was statistically significant improvement on students' speaking skill before using animation series (Mean= 59,05 Standard deviations = 9.26746), and after using Animation Series: (Mean= 66,62 Standard deviations= 9.50541). The value of sample paired t-test Sig. (2-tailed) was $0.001 \leq 0.05$, it means that H_a is accepted. As has been noted, it can be concluded there is a significant effect of animation series on students' speaking skill.
2. Furthermore, based on independents sample t-test, the means of differences is 15,40211 and the significant 2-tailed was ≤ 0.05 ($0.001 \leq 0.05$). It can be concluded there are difference effect of students' speaking skill between experimental and control class. All in all, the researcher found that there was a significant difference on students' speaking skills between students who were taught by using animation series and students who were taught by using conventional way.

B. Suggestion

After analyzing the results of this study, the researchers have some suggestions as follow:

1. Students' can always enhance their speaking ability as long as they practice more. As speaking is a practical skill, it cannot be helped to improve the skill by practicing itself. The more often we use English speaking skill, the better it will be.
2. This research was conducted to help the teacher. The result shows that the teacher may considering to implement more interesting media such as audio

visual media; in this case was animation series, in teaching and learning process.

3. For the other researcher who is interested to do similar research, it is really important to prepare everything as good as possible, because implementing media in teaching really need big concern and focus, so it will be able to help the students. The Researcher also suggest the future researcher to choose a school which has a low score in speaking, to be able to compare the significant effect of the applied media on students' speaking performance before and after treatment. Furthermore, it would be better if the researcher chooses the class that has a lower motivation or score in the certain subject, so we can see the significant result as we wished. Researcher hopes this research could help as the reference to other research.

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APPENDIX

RUBRIC OF SCORING BY O'MALLEY AND PIERCE (1990)

Aspects	Score	Criteria	Indicator
Pronunciation and Intonation	1	Poor	Makes frequent problems with pronunciation and intonation
	2	Fair	Pronunciation and intonation are sometimes not clear or accurate
	3	Good	Pronunciation and intonation are clear or accurate
	4	Excellent	Pronunciation and intonation are almost always clear or accurate
Fluency	1	Poor	Hesitates too often when speaking, which interferes the communication
	2	Fair	Speaks with some hesitation, which often interferes the communication
	3	Good	Speaks with some hesitation, which seldom interferes the communication
	4	Excellent	Speaks smoothly, with little hesitation that does not interfere the communication
Accuracy	1	Poor	Uses basic structures and makes frequent errors
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures occasionally
	3	Good	Good Uses a variety of grammatical structures, but makes some errors
	4	Excellent	Excellent Uses a variety of structures with only occasional grammatical errors
Vocabulary	1	Poor	Uses only basic vocabulary and expressions
	2	Fair	Uses limited vocabulary and expressions
	3	Good	Uses a variety of vocabulary and expressions, but makes some errors in the word choice
	4	Excellent	Uses a variety of vocabulary and expressions and almost never makes some errors in the word choice

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APPENDIX

SCORE OF TRY OUT (RELIABILITY)

Rater 1: Fadila Wahyuni, S.Pd

NO	NAMA	NILAI						
		Pronunciation	Intonation	Fluency	Accuracy	Vocabulary	Jlh	Distribution
1	Student 1	3	3	3	2	3	14	70
2	Student 2	3	3	3	3	2	14	70
3	Student 3	2	3	3	2	3	13	65
4	Student 4	3	3	2	2	2	12	60
5	Student 5	3	3	3	3	3	15	75
6	Student 6	3	3	3	2	3	14	70
7	Student 7	3	3	2	2	2	12	60
8	Student 8	2	3	3	2	3	13	65
9	Student 9	2	2	2	3	3	12	60
10	Student 10	2	2	2	3	3	12	60
11	Student 11	3	3	3	2	2	13	65
12	Student 12	3	3	3	2	2	13	65
13	Student 13	3	3	2	2	2	12	60
14	Student 14	3	3	3	3	2	14	70
15	Student 15	4	3	3	3	3	16	80
16	Student 16	2	2	2	3	3	13	65
17	Student 17	3	3	2	3	3	14	70
18	Student 18	3	3	3	3	3	15	75
19	Student 19	3	3	3	3	2	14	70
20	Student 20	3	3	3	2	3	14	70
21	Student 21	3	3	3	3	2	14	70
22	Student 22	3	3	2	2	2	12	60
23	Student 23	3	3	3	2	2	13	65
24	Student 24	4	4	3	2	2	15	75
25	Student 25	4	3	2	3	3	15	75
26	Student 26	4	3	3	3	3	16	80
27	Student 27	3	3	3	3	3	15	75
28	Student 28	3	3	2	2	2	12	60
29	Student 29	2	3	3	2	3	13	65
30	Student 30	2	3	3	2	3	13	65
31	Student 31	3	3	3	2	2	13	65
32	Student 32	3	3	3	2	2	13	65
33	Student 33	3	2	3	2	2	12	60
34	Student 34	3	3	3	2	2	13	65
35	Student 35	2	3	3	2	3	13	65
36	Student 36	3	2	3	3	3	14	70
37	Student 37	2	2	2	3	3	12	60

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Rater 2: Fitri Hidayatul Husna, S.Pd

NO	NAME	SCORE						
		Pronunciation	Intonation	Fluency	Accuracy	Vocabulary	sum	Distribution
1	Student 1	3	3	3	2	3	14	70
2	Student 2	3	3	3	3	2	14	70
3	Student 3	2	3	3	2	3	13	65
4	Student 4	3	3	3	2	2	13	65
5	Student 5	3	3	3	3	3	15	75
6	Student 6	3	3	3	2	3	14	70
7	Student 7	3	3	2	2	2	12	60
8	Student 8	2	3	3	2	3	13	65
9	Student 9	2	2	2	3	3	12	60
10	Student 10	2	2	2	3	3	12	60
11	Student 11	3	3	3	2	2	13	65
12	Student 12	3	3	3	2	2	13	65
13	Student 13	3	3	2	2	2	12	60
14	Student 14	3	3	2	3	2	13	65
15	Student 15	4	3	3	3	3	16	80
16	Student 16	2	2	2	3	3	13	65
17	Student 17	3	3	2	3	3	14	70
18	Student 18	3	3	3	3	3	15	75
19	Student 19	3	3	3	3	2	14	70
20	Student 20	3	3	3	2	3	14	70
21	Student 21	3	3	3	3	2	14	70
22	Student 22	3	3	2	2	2	12	60
23	Student 23	3	3	3	2	2	13	65
24	Student 24	4	4	3	2	2	15	75
25	Student 25	4	3	2	3	3	15	75
26	Student 26	4	3	3	3	3	16	80
27	Student 27	3	3	2	3	3	14	70
28	Student 28	3	3	2	2	2	12	60
29	Student 29	2	3	3	2	3	13	65
30	Student 30	2	3	3	2	3	13	65
31	Student 31	3	3	3	2	2	13	65
32	Student 32	3	3	3	2	2	13	65
33	Student 33	3	2	3	2	2	12	60
34	Student 34	3	3	2	2	2	12	60
35	Student 35	2	3	3	2	3	13	65
36	Student 36	3	2	3	3	3	14	70
37	Student 37	2	2	2	3	3	12	60

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APPENDIX 3

THE DISTRIBUTION OF PRE-TEST SCORE

(Experimental Class)

Rater 1: Fadila Wahyuni, S.Pd

NO	NAME	SCORE					
		Pronunciation	Intonation	Fluency	Accuracy	Vocabulary	SUM
1	Student 1	2	2	2	2	2	10
2	Student 2	2	2	2	2	3	11
3	Student 3	2	2	2	2	3	11
4	Student 4	2	3	2	2	3	12
5	Student 5	2	2	2	2	3	11
6	Student 6	2	2	2	2	3	11
7	Student 7	2	3	3	2	2	12
8	Student 8	2	2	3	3	3	13
9	Student 9	2	2	2	2	3	11
10	Student 10	2	3	2	2	3	12
11	Student 11	2	3	3	3	3	14
12	Student 12	2	3	3	3	3	14
13	Student 13	2	3	3	3	3	14
14	Student 14	2	3	3	3	3	14
15	Student 15	2	2	2	2	3	11
16	Student 16	2	3	2	3	2	12
17	Student 17	2	2	2	2	3	11
18	Student 18	2	3	3	2	3	13
19	Student 19	2	3	2	2	3	12
20	Student 20	3	4	3	3	4	17
21	Student 21	2	3	2	3	3	13
22	Student 22	3	3	3	3	4	16
23	Student 23	2	2	2	3	3	12
24	Student 24	4	4	4	4	4	20
25	Student 25	2	3	3	3	2	13
26	Student 26	3	3	3	3	3	15
27	Student 27	2	3	2	3	3	13
28	Student 28	2	3	2	3	3	13
29	Student 29	2	2	2	2	3	11
30	Student 30	2	2	2	3	3	12
31	Student 31	2	3	2	3	3	13
32	Student 32	2	2	2	2	3	11
33	Student 33	2	3	2	2	3	12
34	Student 34	2	2	2	2	3	11
35	Student 35	2	2	3	2	3	12
36	Student 36	2	2	2	2	3	11
37	Student 37	3	3	3	2	3	14

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Rater 2: Fitri Hidayatul Husna, S.Pd

NO	NAME	SCORE					
		Pronunciation	Intonation	Fluency	Accuracy	Vocabulary	SUM
1	Student 1	2	2	2	2	2	10
2	Student 2	2	2	2	2	3	11
3	Student 3	2	2	2	2	3	11
4	Student 4	2	3	2	2	3	12
5	Student 5	2	2	2	2	3	11
6	Student 6	2	2	2	2	3	11
7	Student 7	2	3	3	2	2	12
8	Student 8	2	2	3	3	3	13
9	Student 9	2	2	2	2	3	11
10	Student 10	2	3	2	2	3	12
11	Student 11	2	3	3	3	3	14
12	Student 12	2	3	3	3	3	14
13	Student 13	2	3	3	3	3	14
14	Student 14	2	3	3	3	3	14
15	Student 15	2	2	2	2	3	11
16	Student 16	2	3	2	3	2	12
17	Student 17	2	2	2	2	3	11
18	Student 18	2	3	3	2	3	13
19	Student 19	2	3	2	2	3	12
20	Student 20	3	4	3	3	4	17
21	Student 21	2	3	2	3	3	13
22	Student 22	3	3	3	3	4	16
23	Student 23	2	2	2	3	3	12
24	Student 24	4	4	4	4	4	20
25	Student 25	2	3	3	3	2	13
26	Student 26	3	3	3	3	3	15
27	Student 27	2	3	2	3	3	13
28	Student 28	2	3	2	3	3	13
29	Student 29	2	2	2	2	3	11
30	Student 30	2	2	2	3	3	12
31	Student 31	2	3	2	3	3	13
32	Student 32	2	2	2	2	3	11
33	Student 33	2	3	2	2	3	12
34	Student 34	2	2	2	2	3	11
35	Student 35	2	2	3	2	3	12
36	Student 36	2	2	2	2	3	11
37	Student 37	3	3	3	2	3	14

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(Control Class)

Rater 1: Fadila Wahyuni, S.Pd

NO	NAME	SCORE					SUM
		Pronunciation	Intonation	Fluency	Accuracy	Vocabulary	
1	Student 1	1	2	2	2	1	8
2	Student 2	2	2	2	2	1	9
3	Student 3	2	2	2	2	2	10
4	Student 4	2	2	2	2	2	10
5	Student 5	3	3	2	2	2	12
6	Student 6	2	2	2	2	2	10
7	Student 7	3	2	1	2	2	10
8	Student 8	2	2	1	2	2	9
9	Student 9	2	2	2	2	2	10
10	Student 10	2	1	2	2	2	9
11	Student 11	1	2	1	2	2	8
12	Student 12	2	2	2	2	2	10
13	Student 13	2	2	1	2	2	9
14	Student 14	2	3	2	2	2	11
15	Student 15	2	2	1	2	1	8
16	Student 16	1	3	2	2	1	9
17	Student 17	3	2	3	2	1	11
18	Student 18	4	4	3	4	4	19
19	Student 19	2	2	2	4	4	14
20	Student 20	2	3	2	2	2	11
21	Student 21	2	2	2	2	2	10
22	Student 22	3	2	2	2	2	11
23	Student 23	2	2	2	2	2	10
24	Student 24	2	2	2	2	1	9
25	Student 25	2	2	2	2	1	9
26	Student 26	2	3	2	2	2	11
27	Student 27	2	2	3	2	2	11
28	Student 28	1	2	2	1	1	7
29	Student 29	2	3	2	1	1	9
30	Student 30	2	2	1	2	1	8
31	Student 31	2	2	2	2	1	9
32	Student 32	3	2	2	2	2	11
33	Student 33	3	2	3	2	2	12
34	Student 34	2	2	3	2	2	11
35	Student 35	2	2	3	2	2	11
36	Student 36	3	2	3	2	2	12
37	Student 37	2	2	2	2	2	10
38	Student 38	2	2	3	2	2	11
39	Student 39	2	1	2	2	2	9
40	Student 40	2	2	2	1	2	9
41	Student 41	2	2	2	1	2	9

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2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

Rater 2: Fitri Hidayatul Husna, S.Pd

NO	NAME	SCORE					SUM
		Pronunciation	Intonation	Fluency	Accuracy	Vocabulary	
1	Student 1	1	2	2	2	1	8
2	Student 2	2	2	2	2	1	9
3	Student 3	2	2	2	2	2	10
4	Student 4	2	2	2	2	2	10
5	Student 5	3	3	2	2	2	12
6	Student 6	2	2	2	2	2	10
7	Student 7	3	2	1	2	2	10
8	Student 8	2	2	1	2	2	9
9	Student 9	2	2	2	2	2	10
10	Student 10	2	1	2	2	2	9
11	Student 11	1	2	1	2	2	8
12	Student 12	2	2	2	2	2	10
13	Student 13	2	2	1	2	2	9
14	Student 14	2	3	2	2	2	11
15	Student 15	2	2	1	2	1	8
16	Student 16	1	3	2	2	1	9
17	Student 17	3	2	3	2	1	11
18	Student 18	4	4	3	4	4	19
19	Student 19	2	2	2	4	4	14
20	Student 20	2	3	2	2	2	11
21	Student 21	2	2	2	2	2	10
22	Student 22	3	2	2	2	2	11
23	Student 23	2	2	2	2	2	10
24	Student 24	2	2	2	2	1	9
25	Student 25	2	2	2	2	1	9
26	Student 26	2	3	2	2	2	11
27	Student 27	2	2	3	2	2	11
28	Student 28	1	2	2	1	1	7
29	Student 29	2	3	2	1	1	9
30	Student 30	2	2	1	2	1	8
31	Student 31	2	2	2	2	1	9
32	Student 32	3	2	2	2	2	11
33	Student 33	3	2	3	2	2	12
34	Student 34	2	2	3	2	2	11
35	Student 35	2	2	3	2	2	11
36	Student 36	3	2	3	2	2	12
37	Student 37	2	2	2	2	2	10
38	Student 38	2	2	3	2	2	11
39	Student 39	2	1	2	2	2	9
40	Student 40	2	2	2	1	2	9
41	Student 41	2	2	2	1	2	9

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APPENDIX 4

THE DISTRIBUTION OF POST-TEST SCORE (Experimental Class)

Rater 1: Fadila Wahyuni, S.Pd

NO	NAME	SCORE					
		Pronunciation	Intonation	Fluency	Accuracy	Vocabulary	SUM
1	Student 1	2	3	3	2	2	12
2	Student 2	3	3	3	2	2	13
3	Student 3	2	3	2	2	2	11
4	Student 4	3	3	3	2	2	13
5	Student 5	3	2	2	2	2	11
6	Student 6	3	3	3	2	2	13
7	Student 7	3	2	2	3	2	12
8	Student 8	2	3	3	3	2	13
9	Student 9	3	2	2	3	2	12
10	Student 10	3	3	3	3	2	14
11	Student 11	3	3	3	3	2	14
12	Student 12	2	3	3	3	3	14
13	Student 13	3	3	3	2	3	14
14	Student 14	3	3	3	2	3	14
15	Student 15	2	2	3	2	2	11
16	Student 16	2	3	3	2	2	12
17	Student 17	3	3	3	4	2	15
18	Student 18	3	2	2	4	2	13
19	Student 19	3	2	3	2	2	12
20	Student 20	3	3	3	4	3	16
21	Student 21	3	2	2	4	4	15
22	Student 22	4	3	3	4	4	18
23	Student 23	3	2	2	4	4	15
24	Student 24	4	4	4	4	4	20
25	Student 25	2	2	3	2	2	13
26	Student 26	3	3	3	3	3	15
27	Student 27	3	3	3	2	2	13
28	Student 28	3	2	2	2	2	13
29	Student 29	2	2	2	3	2	11
30	Student 30	3	2	2	3	2	12
31	Student 31	2	3	3	3	2	13
32	Student 32	3	3	3	2	2	13
33	Student 33	3	3	3	3	2	14
34	Student 34	2	2	2	3	2	11
35	Student 35	2	3	3	2	2	12
36	Student 36	2	3	3	2	2	12
37	Student 37	3	3	3	3	2	14

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Rater 2: Fitri Hidayatul Husna, S.Pd

NO	NAME	SCORE					
		Pronunciation	Intonation	Fluency	Accuracy	Vocabulary	SUM
1	Student 1	2	3	3	2	2	12
2	Student 2	3	3	3	2	2	13
3	Student 3	2	3	2	2	2	11
4	Student 4	3	3	3	2	2	13
5	Student 5	3	2	2	2	2	11
6	Student 6	3	3	3	2	2	13
7	Student 7	3	2	2	3	2	12
8	Student 8	2	3	3	3	2	13
9	Student 9	3	2	2	3	2	12
10	Student 10	3	3	3	3	2	14
11	Student 11	3	3	3	3	2	14
12	Student 12	2	3	3	3	3	14
13	Student 13	3	3	3	2	3	14
14	Student 14	3	3	3	2	3	14
15	Student 15	2	2	3	2	2	11
16	Student 16	2	3	3	2	2	12
17	Student 17	3	3	3	4	2	15
18	Student 18	3	2	2	4	2	13
19	Student 19	3	2	3	2	2	12
20	Student 20	3	3	3	4	3	16
21	Student 21	3	2	2	4	4	15
22	Student 22	4	3	3	4	4	18
23	Student 23	3	2	2	4	4	15
24	Student 24	4	4	4	4	4	20
25	Student 25	2	2	3	2	2	13
26	Student 26	3	3	3	3	3	15
27	Student 27	3	3	3	2	2	13
28	Student 28	3	2	2	2	2	13
29	Student 29	2	2	2	3	2	11
30	Student 30	3	2	2	3	2	12
31	Student 31	2	3	3	3	2	13
32	Student 32	3	3	3	2	2	13
33	Student 33	3	3	3	3	2	14
34	Student 34	2	2	2	3	2	11
35	Student 35	2	3	3	2	2	12
36	Student 36	2	3	3	2	2	12
37	Student 37	3	3	3	3	2	14

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(Control Class)

Rater 1: Fadila Wahyuni, S.Pd

NO	NAME	SCORE					
		Pronunciation	Intonation	Fluency	Accuracy	Vocabulary	SUM
1	Student 1	1	2	2	2	2	9
2	Student 2	2	2	2	2	2	10
3	Student 3	2	2	2	2	2	10
4	Student 4	2	2	2	2	2	10
5	Student 5	3	3	2	2	2	12
6	Student 6	2	2	2	2	2	10
7	Student 7	3	2	1	2	2	10
8	Student 8	2	2	1	2	2	9
9	Student 9	2	2	2	2	2	10
10	Student 10	2	1	2	2	2	9
11	Student 11	1	2	1	2	2	8
12	Student 12	2	2	2	2	2	10
13	Student 13	2	2	1	2	2	9
14	Student 14	2	3	2	2	2	11
15	Student 15	2	2	1	2	1	8
16	Student 16	2	3	2	2	2	11
17	Student 17	3	2	3	2	1	11
18	Student 18	4	4	3	4	4	19
19	Student 19	2	2	2	4	4	14
20	Student 20	2	3	2	2	2	11
21	Student 21	2	2	2	2	2	10
22	Student 22	3	2	2	2	2	11
23	Student 23	2	2	2	2	2	10
24	Student 24	2	2	2	2	1	9
25	Student 25	2	2	2	2	1	9
26	Student 26	2	3	2	2	2	11
27	Student 27	2	2	3	2	2	11
28	Student 28	1	2	2	1	1	7
29	Student 29	2	3	2	1	1	9
30	Student 30	2	2	1	2	1	8
31	Student 31	2	2	2	2	1	9
32	Student 32	3	2	2	2	2	11
33	Student 33	3	2	3	2	2	12
34	Student 34	2	2	3	2	2	11
35	Student 35	2	2	3	2	2	11
36	Student 36	3	2	3	2	2	12
37	Student 37	2	2	2	2	2	10
38	Student 38	2	2	3	2	2	11
39	Student 39	2	1	2	2	2	9
40	Student 40	2	2	2	1	2	9
41	Student 41	2	2	2	1	2	9

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Rater 2: Fitri Hidayatul Husna, S.Pd

NO	NAME	SCORE					
		Pronunciation	Intonation	Fluency	Accuracy	Vocabulary	SUM
1	Student 1	1	2	2	2	2	9
2	Student 2	2	2	2	2	2	10
3	Student 3	2	2	2	2	2	10
4	Student 4	2	2	2	2	2	10
5	Student 5	3	3	2	2	2	12
6	Student 6	2	2	2	2	2	10
7	Student 7	3	2	1	2	2	10
8	Student 8	2	2	1	2	2	9
9	Student 9	2	2	2	2	2	10
10	Student 10	2	1	2	2	2	9
11	Student 11	1	2	1	2	2	8
12	Student 12	2	2	2	2	2	10
13	Student 13	2	2	1	2	2	9
14	Student 14	2	3	2	2	2	11
15	Student 15	2	2	1	2	1	8
16	Student 16	2	3	2	2	2	11
17	Student 17	3	2	3	2	1	11
18	Student 18	4	4	3	4	4	19
19	Student 19	2	2	2	4	4	14
20	Student 20	2	3	2	2	2	11
21	Student 21	2	2	2	2	2	10
22	Student 22	3	2	2	2	2	11
23	Student 23	2	2	2	2	2	10
24	Student 24	2	2	2	2	1	9
25	Student 25	2	2	2	2	1	9
26	Student 26	2	3	2	2	2	11
27	Student 27	2	2	3	2	2	11
28	Student 28	1	2	2	1	1	7
29	Student 29	2	3	2	1	1	9
30	Student 30	2	2	1	2	1	8
31	Student 31	2	2	2	2	1	9
32	Student 32	3	2	2	2	2	11
33	Student 33	3	2	3	2	2	12
34	Student 34	2	2	3	2	2	11
35	Student 35	2	2	3	2	2	11
36	Student 36	3	2	3	2	2	12
37	Student 37	2	2	2	2	2	10
38	Student 38	2	2	3	2	2	11
39	Student 39	2	1	2	2	2	9
40	Student 40	2	2	2	1	2	9
41	Student 41	2	2	2	1	2	9

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APPENDIX

PRE-TEST AND POST-TEST SCORE

Control Class				Experiment Class			
No	Name	Pre-Test Score	Post –Test Score	No	Name	Pre-Test Score	Post –Test Score
1	Student 1	40	40	1	Student 1	50	60
2	Student 2	45	50	2	Student 2	55	65
3	Student 3	50	50	3	Student 3	50	55
4	Student 4	50	50	4	Student 4	60	65
5	Student 5	60	60	5	Student 5	55	55
6	Student 6	50	50	6	Student 6	55	65
7	Student 7	50	50	7	Student 7	60	60
8	Student 8	45	45	8	Student 8	65	65
9	Student 9	50	50	9	Student 9	55	60
10	Student 10	45	45	10	Student 10	60	70
11	Student 11	40	40	11	Student 11	55	70
12	Student 12	50	50	12	Student 12	55	70
13	Student 13	45	45	13	Student 13	65	70
14	Student 14	55	55	14	Student 14	65	70
15	Student 15	40	40	15	Student 15	50	55
16	Student 16	45	45	16	Student 16	50	60
17	Student 17	55	55	17	Student 17	55	75
18	Student 18	95	95	18	Student 18	65	65
19	Student 19	70	70	19	Student 19	55	60
20	Student 20	55	55	20	Student 20	65	80
21	Student 21	50	50	21	Student 21	65	75
22	Student 22	55	55	22	Student 22	80	90
23	Student 23	50	50	23	Student 23	60	75
24	Student 24	45	45	24	Student 24	100	100
25	Student 25	45	45	25	Student 25	50	65
26	Student 26	55	55	26	Student 26	50	75
27	Student 27	55	55	27	Student 27	65	65
28	Student 28	35	35	28	Student 28	55	65
29	Student 29	45	45	29	Student 29	55	55
30	Student 30	40	40	30	Student 30	60	60
31	Student 31	45	45	31	Student 31	60	65
32	Student 32	55	55	32	Student 32	55	65
33	Student 33	60	60	33	Student 33	60	70
34	Student 34	55	55	34	Student 34	55	55
35	Student 35	55	55	35	Student 35	60	60
36	Student 36	60	60	36	Student 36	55	60
37	Student 37	50	50	37	Student 37	55	70
38	Student 38	55	55				
39	Student 39	45	45				
40	Student 40	45	45				
41	Student 41						

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APPENDIX

INSTRUMENT FOR PRE-TEST & POST-TEST OF SPEAKING TEST

(Pre-Test)

- Type of the test : Oral Test (Conversation)
- Skill : Speaking
- Language Function : Opinion & Thoughts (Asking and Giving Opinion)
- Topic : Harry Potter Movie
1. Please make a conversation of opinion and thoughts about Harry Potter Movie with your friends!
 2. Present your conversation in front of the class.
- Procedures :
- a. The Researcher instructed the students to make a conversation of Opinion and Thoughts by WhatsApp group.
 - a. The students were allowed to choose their partner independently.
 - b. The Students were asked to do the conversation in front of the class.
 - c. The conversation was recorded and sent to the raters.
 - d. The rates scored the test using the rubric of scoring adapted from O'Malley & Pierce (1990). *See Appendix 1.*

(Post-Test)

Type of the test : Oral Test (Conversation)
 Skill : Speaking
 Language Function : Opinion & Thoughts (Asking and Giving Opinion)
 Topic : Famous Person

1. Choose 1 of 3 pictures below. Then, tell your opinion and thoughts about them!



- Procedures :
- a. The Researcher instructed the students to make a conversation of Opinion and Thoughts.
 - b. The students were allowed to choose their partner independently.
 - c. The Students were asked to do the conversation in front of the class.
 - d. The conversation was recorded and sent to the raters.
 - e. The rates scored the test using the rubric of scoring adapted from O'Malley & Pierce (1990). *See Appendix 1.*

APPENDIX 7

SYLLABUS

School/Institution : MA PHI Kuala Tungkal

Class : XI

Core Competency:

1. **KI-1 and KI-2: Living and practicing** the teachings of their religion. Living and practicing honest, disciplined, polite, caring (mutual cooperation, cooperation, tolerance, peace) behavior, responsible, responsive and pro-active in interacting effectively in accordance with the development of children in the environment, family, school, community and natural environment surroundings, nation, state, regional area, and international area.
2. **KI 3: Understanding, applying, and analyzing** factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, as well as applying procedural knowledge in specific fields of study according to their talents and interests to solve problems
3. **KI 4: Processing, reasoning, and presenting** in the realm of concrete and abstract realms related to the development of what is learned at school independently, to act effectively and creatively, and to be able to use methods according to scientific principles

Basic Competence	Learning Material	Learning Activity
<p>3.2 Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding opinions and thoughts, according to the context of its use. (Pay attention to the language elements I think, I suppose, in my opinion)</p>	<ul style="list-style-type: none"> • Social Functions: Maintain interpersonal relationships with teachers, friends, and others. 	<ul style="list-style-type: none"> - Watching/listening to several interactions in visual media (images or videos) that involve expressions of opinion and thoughts
<p>4.2 Compose short and simple transactional interaction texts, spoken and written, involving the act of giving and asking for information regarding opinions and thoughts, taking into account social functions, text structure, and linguistic elements that are correct and in context</p>	<ul style="list-style-type: none"> • Text Structure: Start, Respond (expected/unexpected) • Linguistic Elements: <ul style="list-style-type: none"> - Expression of opinion I think, I suppose, in my opinion. - Singular and plural nouns with or without a, the, this, those, my, their, etc. 	<ul style="list-style-type: none"> - Identify and mention situations that gave rise to statements of opinion and thoughts and mention the statements in question - Ask and question about things that are unknown or different - Given several situations students express opinions and thoughts that are

<ul style="list-style-type: none"> - Speech, word stress, intonation, spelling, punctuation and handwriting • Topics: Situations that allow the emergence of statements about opinions and thoughts that can foster behavior contained in KI 	<p>appropriate in writing and then read to class</p> <ul style="list-style-type: none"> - Make observations in the area and its surroundings and then express opinions and thoughts related to efforts to maintain, maintain and improve it - Reflect on the process and learning outcomes
--	--

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
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APPENDIX 8

LESSON PLAN

(Experimental Class)

Nama Sekolah : MA PHI Kuala Tungkal
Mata Pelajaran : Bahasa Inggris
Komp. Keahlian : Opinion and Thoughts
Kelas/Semester : XI/Ganjil
Tahun Ajaran : 2022/2023
Alokasi Waktu : 2 x 30 minutes

A. Main Competence

1. Live and practice the teachings of the religion they adhere to.
2. Living and practicing honest, disciplined, polite, caring (mutual cooperation, cooperation, tolerant, peaceful) behavior, responsible, responsive and proactive in interacting effectively in accordance with the development of children in the environment, family, school, community and surrounding natural environment, nation, state, regional area, and international area.
3. Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization regarding the causes of phenomena and events, and apply procedural knowledge in a specific field of study according to their talents and interests to solve problems.
4. Processing, reasoning, and presenting in the realm of concrete and abstract realms related to the development of what is learned at school independently, to act effectively and creatively, and to be able to use methods according to scientific rules

A. Kompetensi Dasar

Basic Competence	Competency Achievement Indicators
1. Analyze the structure, social function, and language features of opinion and thoughts (C2)	1.1 Understanding the structure, social function, and language features of opinion and thoughts, based on the context. (C4)
2. Create a text spoken and written dialogue about opinion and thoughts, by considering the social function, text structure, and language features, based on the context. (C6)	2.1 Create a text spoken and written dialogue about opinion and thoughts. (C6)

B. Learning Purpose

After following the learning process, the students are hoped to be able to:

1. Identify the term, communication purpose, text structure, and language features about opinion and thoughts. **(C4)**
2. Asking and giving opinion correctly, based on the context. **(C3)**
3. Create a conversation about opinion and thoughts based on the context. **(C6)**

C. Learning Material

1. Social Function: Introducing, keeping the social relation among the teacher, friends, and other people.
2. Text Structure: Asking, giving(Answering)
3. Language Features: *Simple present tense, pronoun (subject, object, etc), question tag (what,who how, etc), vocabulary about opinion and thoughts, adjective, etc.*
4. Topic: Students opinion and thoughts as the part of social community that be able to grow the behavior on main competence.

**E. Learning Method**

1. Approach : Scientific
2. Learning Model: Problem based learning
3. Method : Discussion, QnA, role-play.

F. Learning Media**1. Media**

- a. Animation series video
- b. Students' guidance book

2. Alat/Bahan

- a. Boardmarker, Whiteboard, laptop, projector, gadget.

G. Learning Source

1. Book of curriculum 2013, English Subject. Grade XI. Kemendikbud,
2. Animation Series
3. Dictionary
4. Students' and teachers' experience.

H. Learning Procedures

1st Meeting
Opening (10 Minutes)
<p>1. Orientation</p> <ol style="list-style-type: none"> a. Opening, greeting and praying before start the lesson. b. Checking students' attendance. c. The teacher prepares the students' mental in receiving the lesson. <p>2. Motivation</p> <ol style="list-style-type: none"> a. Teacher give the description of the advantage of learning opinion and thoughts. b. If this theme/project is succeeded, the students wished to be able to do a short dialogue about the opinion and thoughts. c. Teacher informs the purpose of the lesson.

3. Guidance	
The teacher give a clue to the students about the lesson today.	
Main Activity (45 Minutes)	
Syntax (Learning Model)	Lesson Activity
Problem Statement	<ol style="list-style-type: none"> 1. Teacher stimulates the students about the lesson by asking: “<i>What do you say if you want to express your idea?</i>” 2. Play th animation series.
Data Collection	<ol style="list-style-type: none"> 1. The students are divided in pairs (Collaboration) 2. Every pair is instructed to discuss the content of the animation series. (C4) (Collaboration) 3. Every pair is asked to imitate the expression of opinion and thoughts from the animation. (C6) (Collaboration)
Development & Verification	<ol style="list-style-type: none"> 1. Every pair deliver their discussion. (C6) (Collaboration) 2. Every pair imitate the expression of opinion and thoughts from the animation they have watched. (C1) (Collaboration) 3. Every pair imitate the expression of opinion and thoughts from the animation they have watched. (C1) (Collaboration) 4. Other students give the feedback and comment about their friends’ performance. (C4) (Communication)
Evaluation	<ol style="list-style-type: none"> 1. Teacher give the feedback about students’ performance.(C5)
Closing (5 minutes)	

<ol style="list-style-type: none"> 1. The students conclude the learning outcome. 2. The teacher gives the assessment/task/homework. 3. The teacher close the lesson with greeting/send off. 	
2nd Meeting	
Opening (10 Minutes)	
<ol style="list-style-type: none"> 1. Orientation <ol style="list-style-type: none"> a. Opening, greeting and praying before start the lesson. b. Checking students' attendance. c. The teacher prepares the students' mental in receiving the lesson. 2. Motivation <ol style="list-style-type: none"> a. Teacher give the description of the advantage of learning opinion and thoughts. b. If this theme/project is succeeded, the students wished to be able to do a short dialogue about the opinion and thoughts. c. Teacher informs the purpose of the lesson. 3. Guidance <p>The teacher give a clue to the students about the lesson today.</p> 	
Main Activity (45 Minutes)	
Syntax (Learning Model)	Lesson Activity
Problem Statement	<ol style="list-style-type: none"> 1. Teacher stimulates the students about the lesson by asking: <i>“Do you still remember about last lesson?”</i> 2. Play the animation series
Data Collection	<ol style="list-style-type: none"> 1. The students are divided in pairs (Collaboration) 2. Every pair is instructed to discuss the content of the animation series. (C4) (Collaboration)

	3. Every pair is asked to imitate the expression of opinion and thoughts from the animation. (C6) (Collaboration)
Development & Verification	<ol style="list-style-type: none"> 1. Every pair deliver their discussion. (C6) (Collaboration) 2. Every pair imitate the expression of opinion and thoughts from the animation they have watched. (C1) (Collaboration) 3. Every pair imitate the expression of opinion and thoughts from the animation they have watched. (C1) (Collaboration) 4. Other students give the feedback and comment about their friends' performance. (C4) (Communication)
Evaluation	1. Teacher give the feedback about students' performance. (C5)
Closing (5 minutes)	
<ol style="list-style-type: none"> 1. The students conclude the learning outcome. 2. The teacher gives the assessment/task/homework. 3. The teacher close the lesson with greeting/send off. 	
3rd Meeting	
Opening (10 Minutes)	
<ol style="list-style-type: none"> 1. Orientation <ol style="list-style-type: none"> a. Opening, greeting and praying before start the lesson. b. Checking students' attendance. c. The teacher prepares the students' mental in receiving the lesson. 2. Motivation <ol style="list-style-type: none"> a. Teacher give the description of the advantage of learning opinion and thoughts. 	



- b. If this theme/project is succeeded, the students wished to be able to do a short dialogue about the opinion and thoughts.
- c. Teacher informs the purpose of the lesson.

3. Guidance

The teacher give a clue to the students about the lesson today.

Main Activity (45 Minutes)

Syntax (Learning Model)	Lesson Activity
Problem Statement	<ol style="list-style-type: none"> 1. Teacher stimulates the students about the lesson by asking: <i>“Do you still remember about last lesson?”</i> 2. Play the animation series
Data Collection	<ol style="list-style-type: none"> 1. The students are divided in pairs (Collaboration) 2. Every pair is instructed to discuss the content of the animation series. (C4) (Collaboration) 3. Every pair is asked to imitate the expression of opinion and thoughts from the animation. (C6) (Collaboration)
Development & Verification	<ol style="list-style-type: none"> 1. Every pair deliver their discussion. (C6) (Collaboration) 2. Every pair imitate the expression of opinion and thoughts from the animation they have watched. (C1) (Collaboration) 3. Every pair imitate the expression of opinion and thoughts from the animation they have watched. (C1) (Collaboration) 4. Other students give the feedback and comment about their friends' performance. (C4) (Communication)

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Evaluation	1. Teacher give the feedback about students' performance.(C5)
Closing (5 minutes)	
<ol style="list-style-type: none"> 1. The students conclude the learning outcome. 2. The teacher gives the assessment/task/homework. 3. The teacher close the lesson with greeting/send off. 	
4th Meeting	
Opening (10 Minutes)	
<ol style="list-style-type: none"> 1. Orientation <ol style="list-style-type: none"> a. Opening, greeting and praying before start the lesson. b. Checking students' attendance. c. The teacher prepares the students' mental in receiving the lesson. 2. Motivation <ol style="list-style-type: none"> a. Teacher give the description of the advantage of learning opinion and thoughts. b. If this theme/project is succeeded, the students wished to be able to do a short dialogue about the opinion and thoughts. c. Teacher informs the purpose of the lesson. 3. Guidance The teacher give a clue to the students about the lesson today. 	
Main Activity (45 Minutes)	
Syntax (Learning Model)	Lesson Activity
Problem Statement	<ol style="list-style-type: none"> 1. Teacher stimulates the students about the lesson by asking: <i>"Do you still remember about last lesson?"</i> 2. Play the animation series
Data Collection	1. The students are divided in pairs (Collaboration)

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	<ol style="list-style-type: none"> 2. Every pair is instructed to discuss the content of the animation series. (C4) (Collaboration) 3. Every pair is asked to imitate the expression of opinion and thoughts from the animation. (C6) (Collaboration)
Development & Verification	<ol style="list-style-type: none"> 1. Every pair deliver their discussion. (C6) (Collaboration) 2. Every pair imitate the expression of opinion and thoughts from the animation they have watched. (C1) (Collaboration) 3. Every pair imitate the expression of opinion and thoughts from the animation they have watched. (C1) (Collaboration) 4. Other students give the feedback and comment about their friends' performance. (C4) (Communication)
Evaluation	<ol style="list-style-type: none"> 1. Teacher give the feedback about students' performance. (C5)
Closing (5 minutes)	
<ol style="list-style-type: none"> 1. The students conclude the learning outcome. 2. The teacher gives the assessment/task/homework. 3. The teacher close the lesson with greeting/send off. 	
5th Meeting	
Opening (10 Minutes)	
<ol style="list-style-type: none"> 1. Orientation <ol style="list-style-type: none"> a. Opening, greeting and praying before start the lesson. b. Checking students' attendance. c. The teacher prepares the students' mental in receiving the lesson. 2. Motivation 	



<p>a. Teacher give the description of the advantage of learning opinion and thoughts.</p> <p>b. If this theme/project is succeeded, the students wished to be able to do a short dialogue about the opinion and thoughts.</p> <p>c. Teacher informs the purpose of the lesson.</p> <p>3. Guidance</p> <p>The teacher give a clue to the students about the lesson today.</p>	
Main Activity (45 Minutes)	
Syntax (Learning Model)	Lesson Activity
Problem Statement	<ol style="list-style-type: none"> 1. Teacher stimulates the students about the lesson by asking: <i>“Do you still remember about last lesson?”</i> 2. Play the animation series
Data Collection	<ol style="list-style-type: none"> 1. The students are divided in pairs (Collaboration) 2. Every pair is instructed to discuss the content of the animation series. (C4) (Collaboration) 3. Every pair is asked to imitate the expression of opinion and thoughts from the animation. (C6) (Collaboration)
Development & Verification	<ol style="list-style-type: none"> 1. Every pair deliver their discussion. (C6) (Collaboration) 2. Every pair imitate the expression of opinion and thoughts from the animation they have watched. (C1) (Collaboration) 3. Every pair imitate the expression of opinion and thoughts from the animation they have watched. (C1) (Collaboration)

	4. Other students give the feedback and comment about their friends' performance. (C4) (Communication)
Evaluation	1. Teacher give the feedback about students' performance.(C5)
Closing (5 minutes)	
<ol style="list-style-type: none"> 1. The students conclude the learning outcome. 2. The teacher gives the assessment/task/homework. 3. The teacher close the lesson with greeting/send off. 	

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(Control Class)

Nama Sekolah : MA PHI Kuala Tungkal
 Mata Pelajaran : Bahasa Inggris
 Komp. Keahlian : Opinion and Thoughts
 Kelas/Semester : XI/Ganjil
 Tahun Ajaran : 2022/2023
 Alokasi Waktu : 2 x 30 minutes

A. Main Competence

1. Live and practice the teachings of the religion they adhere to.
2. Living and practicing honest, disciplined, polite, caring (mutual cooperation, cooperation, tolerant, peaceful) behavior, responsible, responsive and pro-active in interacting effectively in accordance with the development of children in the environment, family, school, community and surrounding natural environment, nation, state, regional area, and international area.
3. Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization regarding the causes of phenomena and events, and apply procedural knowledge in a specific field of study according to their talents and interests to solve problems.
4. Processing, reasoning, and presenting in the realm of concrete and abstract realms related to the development of what is learned at school independently, to act effectively and creatively, and to be able to use methods according to scientific rules

B. Basic Competency

1. KD on KI knowledge
 - a. Analyzing the social function, text structure, and linguistic elements of interactional, transactional, spoken and written texts, which involve asking for and giving information related to activities to be carried out in the future (opinion and thoughts).

2. KD on KI skills

- a. Compile interactive, transactional, spoken and written texts, related to the activity of asking for and giving information related to activities to be carried out in the future (opinion and thoughts) taking into account the social function, text structure, and linguistic elements, according to the context of its use.

C. Competency Achievement Indicators

1. KD indicators on KI knowledge

- a. Understanding social functions, text structures, and linguistic elements from opinions and thoughts
- b. Applying social functions, text structures, and linguistic elements from opinions and thoughts
- c. Analyzing the social function, text structure, and linguistic elements from opinions and thoughts

2. KD indicators on KI skills

- a. Compose sentences related to opinions and thoughts by paying attention to social functions, text structure, and linguistic elements, according to the context of their use.
- b. Use sentences related to opinions and thoughts by paying attention to social functions, text structure, and linguistic elements, according to the context of their use.

D. Learning Purpose

After following the learning process, the students are hoped to be able to:

1. Identify the term, communication purpose, text structure, and language features about opinion and thoughts. **(C4)**
2. Asking and giving opinion correctly, based on the context. **(C3)**
3. Create a conversation about opinion and thoughts based on the context. **(C6)**



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E. Learning Material

1. Social Function: Introducing, keeping the social relation among the teacher, friends, and other people.
2. Text Structure: Asking, giving(Answering)
3. Language Features: *Simple present tense, pronoun (subject, object, etc), question tag (what,who how, etc), vocabulary about opinion and thoughts, adjective, etc..*
4. Topic: Students opinion and thoughts as the part of social community that be able to grow the behavior on main competence.

F. Learning Method

1. Approach : Saintific
2. Learning Model: Discovery Learning
3. Methode : Discussion, QnA, roleplay.

G. Learning Media

1. Media
 - a. Students' guidance book
2. Alat/Bahan
 - a. Boardmarker, Whiteboard.

H. Learning Source

1. Book of curriculum 2013, English Subject. Grade XI. Kemendikbud,
2. Dictionary
3. Studens'and teachers' experience.

I. Learning Procedures

1st Meeting (2x30 minutes)
Opening (10 Minutes)
1. Orientation <ol style="list-style-type: none"> a. Opening, greeting and praying before start the lesson.

- b. Checking students' attendance.
 - c. The teacher prepares the students' mental in receiving the lesson.
- 2. Apperception**
- a. Teacher give the description of the advantage of learning opinion and thoughts.
 - b. Teacher informs the purpose of the lesson.
- 3. Guidance**
- The teacher give a clue to the students about the lesson today.

Main Activity (45 minutes)

Syntax (Learning Model)	Lesson Activity
Stimulation	<p>A. Literation</p> <p>Students are given motivation and stimulus to focus on the topic of opinion and thoughts material by:</p> <ol style="list-style-type: none"> 1. Listening: Outline/global introductory explanation of activities regarding opinions and thoughts. 2. View: The teacher writes down several expressions of opinions and thoughts. I think... In my opinion... in my views... 3. Listening: The teacher conveys the material, students listen carefully. 4. Reading: a. Reading material in textbooks and other supporting books, related opinions and thoughts (done at home and at school before and during lessons).

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<p>Problem Statement</p>	<p>B. CRITICAL THINKING</p> <p>The teacher provides opportunities for students to identify as many questions as possible material presented and will be answered through learning activities, for example:</p> <ol style="list-style-type: none"> 1. Ask questions related to opinion and thoughts that are not understood from what is observed or questions to get additional information about what is observed (ranging from factual questions to hypothetical questions) to develop creativity, curiosity, the ability to formulate questions to form thoughts critical needs for smart living and lifelong learning. 2. The teacher asks students regarding opinion and thoughts.
<p>Data Collection</p>	<p>C. LITERATION ACTIVITY</p> <p>Students are asked to collect relevant information related to opinions and thoughts through the following activities:</p> <ol style="list-style-type: none"> 1. Read the dialogue chapter 2 of the English language manual for Class XI of the Kemendikbud in pairs.
<p>Data Processing</p>	<p>D. COLLABORATION</p>



	<p>Students process data from the dialogues they have read through the following activities:</p> <ol style="list-style-type: none"> 1. Identify the opinion and thoughts contained in the dialogue that has been read.
Verification	<p>E. CRITICAL THINKING</p> <p>Learners are divided into several groups consisting of 2 or more people to:</p> <ol style="list-style-type: none"> 1. Make a short dialogue that contains an opinion and thoughts. 2. Conducting conversations in front of the class in accordance with the dialogues that have been made by the students.
Closing (5 Minutes)	
<p>Learners:</p> <ol style="list-style-type: none"> 1. Together conclude the important points regarding the opinion and thoughts. <p>Teacher:</p> <ol style="list-style-type: none"> 1. Give appreciation to students regarding the performance of students in learning opinion and thoughts. 2. Closing teaching and learning activities with greetings. 	
2nd Meeting (2x30 minutes)	
Opening (10 Minutes)	
<ol style="list-style-type: none"> 1. Orientation <ol style="list-style-type: none"> a. Opening, greeting and praying before start the lesson. b. Checking students' attendance. c. The teacher prepares the students' mental in receiving the lesson. 2. Apperception 	



<p>a. Teacher give the description of the advantage of learning opinion and thoughts.</p> <p>b. Teacher informs the purpose of the lesson.</p> <p>3. Guidance</p> <p>The teacher give a clue to the students about the lesson today.</p>	
Main Activity (45 minutes)	
Syntax (Learning Model)	Lesson Activity
<p>Stimulation</p>	<p>A. Literation</p> <p>Students are given motivation and stimulus to focus on the topic of opinion and thoughts material by:</p> <ol style="list-style-type: none"> 1. Listening: Outline/global introductory explanation of activities regarding opinions and thoughts. 2. View: The teacher gave an example of opinion and thoughts in form of conversation. 3. Listening: The teacher conveys the material, students listen carefully. 4. Reading: a. Reading material in textbooks and other supporting books, related opinions and thoughts (done at home and at school before and during lessons).
Problem Statement	B. CRITICAL THINKING

	<p>The teacher provides opportunities for students to identify as many questions as possible material presented and will be answered through learning activities, for example:</p> <ol style="list-style-type: none"> 1. Ask questions related to opinion and thoughts that are not understood from what is observed or questions to get additional information about what is observed (ranging from factual questions to hypothetical questions) to develop creativity, curiosity, the ability to formulate questions to form thoughts critical needs for smart living and lifelong learning. 2. The teacher asks students regarding opinion and thoughts.
<p>Data Collection</p>	<p>C. LITERATION ACTIVITY</p> <p>Students are asked to collect relevant information related to opinions and thoughts through the following activities:</p> <ol style="list-style-type: none"> 1. Read the dialogue chapter 2 of the English language manual for Class XI of the Kemendikbud in pairs.
<p>Data Processing</p>	<p>D. COLLABORATION</p> <p>Students process data from the dialogues they have read through the following activities:</p>



	1. Identify the opinion and thoughts contained in the dialogue that has been read.
Verification	2. CRITICAL THINKING Learners are divided into several groups consisting of 2 or more people to: <ol style="list-style-type: none"> 1. Make a short dialogue that contains an opinion and thoughts. 2. Conducting conversations in front of the class in accordance with the dialogues that have been made by the students.
Closing (5 Minutes)	
Learners: <ol style="list-style-type: none"> 1. Together conclude the important points regarding the opinion and thoughts. Teacher: <ol style="list-style-type: none"> 1. Give appreciation to students regarding the performance of students in learning opinion and thoughts. 2. Closing teaching and learning activities with greetings. 	
3rd Meeting (2x30 minutes)	
Opening (10 Minutes)	
1. Orientation <ol style="list-style-type: none"> a. Opening, greeting and praying before start the lesson. b. Checking students' attendance. c. The teacher prepares the students' mental in receiving the lesson. 2. Apperception <ol style="list-style-type: none"> a. Teacher give the description of the advantage of learning opinion and thoughts. 	



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b. Teacher informs the purpose of the lesson.	
3. Guidance The teacher give a clue to the students about the lesson today.	
Main Activity (45 minutes)	
Syntax (Learning Model)	Lesson Activity
Stimulation	<p>A. LITERATION</p> <p>Students are given motivation and stimulus to focus on the topic of opinion and thoughts material by:</p> <ol style="list-style-type: none"> 1. Listening: Outline/global introductory explanation of activities regarding opinions and thoughts. 2. View: The teacher gave an example of opinion and thoughts in form of conversation. 3. Listening: The teacher conveys the material, students listen carefully. 4. Reading: a. Reading material in textbooks and other supporting books, related opinions and thoughts (done at home and at school before and during lessons).
Problem Statement	<p>B. CRITICAL THINKING</p> <p>The teacher provides opportunities for students to identify as many questions as possible material presented and will be</p>



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	<p>answered through learning activities, for example:</p> <ol style="list-style-type: none"> 1. Ask questions related to opinion and thoughts that are not understood from what is observed or questions to get additional information about what is observed (ranging from factual questions to hypothetical questions) to develop creativity, curiosity, the ability to formulate questions to form thoughts critical needs for smart living and lifelong learning. 2. The teacher asks students regarding opinion and thoughts.
Data Collection	<p>C. LITERATION ACTIVITY</p> <p>Students are asked to collect relevant information related to opinions and thoughts through the following activities:</p> <ol style="list-style-type: none"> 1. Read the dialogue chapter 2 of the English language manual for Class XI of the Kemendikbud in pairs.
Data Processing	<p>D. COLLABORATION</p> <p>Students process data from the dialogues they have read through the following activities:</p> <ol style="list-style-type: none"> 1. Identify the opinion and thoughts contained in the dialogue that has been read.



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Verification	<p>E. CRITICAL THINKING</p> <p>Learners are divided into several groups consisting of 2 or more people to:</p> <ol style="list-style-type: none"> 1. Make a short dialogue that contains an opinion and thoughts. 2. Conducting conversations in front of the class in accordance with the dialogues that have been made by the students.
Closing (5 Minutes)	
<p>Learners:</p> <ol style="list-style-type: none"> 1. Together conclude the important points regarding the opinion and thoughts. <p>Teacher:</p> <ol style="list-style-type: none"> 1. Give appreciation to students regarding the performance of students in learning opinion and thoughts. 2. Closing teaching and learning activities with greetings. 	
4th Meeting (2x30 minutes)	
Opening (10 Minutes)	
<ol style="list-style-type: none"> 1. Orientation <ol style="list-style-type: none"> a. Opening, greeting and praying before start the lesson. b. Checking students' attendance. c. The teacher prepares the students' mental in receiving the lesson. 2. Apperception <ol style="list-style-type: none"> a. Teacher give the description of the advantage of learning opinion and thoughts. b. Teacher informs the purpose of the lesson. 3. Guidance <p>The teacher give a clue to the students about the lesson today.</p> 	
Main Activity (45 minutes)	
Syntax (Learning Model)	Lesson Activity

<p>Stimulation</p>	<p>A. LITERATION</p> <p>Students are given motivation and stimulus to focus on the topic of opinion and thoughts material by:</p> <ol style="list-style-type: none"> 1. Listening: Outline/global introductory explanation of activities regarding opinions and thoughts. 2. View: The teacher gave an example of opinion and thoughts in form of conversation. 3. Listening: The teacher conveys the material, students listen carefully. 4. Reading: a. Reading material in textbooks and other supporting books, related opinions and thoughts (done at home and at school before and during lessons).
<p>Problem Statement</p>	<p>B. CRITICAL THINKING</p> <p>The teacher provides opportunities for students to identify as many questions as possible material presented and will be answered through learning activities, for example:</p> <ol style="list-style-type: none"> 1. Ask questions related to opinion and thoughts that are not understood from what is observed or questions to get additional information about what is observed (ranging from factual



	<p>questions to hypothetical questions) to develop creativity, curiosity, the ability to formulate questions to form thoughts critical needs for smart living and lifelong learning.</p> <p>2. The teacher asks students regarding opinion and thoughts.</p>
<p>Data Collection</p>	<p>C. LITERATION ACTIVITY</p> <p>Students are asked to collect relevant information related to opinions and thoughts through the following activities:</p> <p>1. Read the dialogue chapter 2 of the English language manual for Class XI of the Kemendikbud in pairs.</p>
<p>Data Processing</p>	<p>D. COLLABORATION</p> <p>Students process data from the dialogues they have read through the following activities:</p> <p>1. Identify the opinion and thoughts contained in the dialogue that has been read.</p>
<p>Verification</p>	<p>E. CRITICAL THINKING</p> <p>Learners are divided into several groups consisting of 2 or more people to:</p> <p>1. Make a short dialogue that contains an opinion and thoughts.</p> <p>2. Conducting conversations in front of the class in accordance with the</p>



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	dialogues that have been made by the students.
Closing (5 Minutes)	
<p>Learners:</p> <ol style="list-style-type: none"> Together conclude the important points regarding the opinion and thoughts. <p>Teacher:</p> <ol style="list-style-type: none"> Give appreciation to students regarding the performance of students in learning opinion and thoughts. Closing teaching and learning activities with greetings. 	
5th Meeting (2x30 minutes)	
Opening (10 Minutes)	
<ol style="list-style-type: none"> Orientation <ol style="list-style-type: none"> Opening, greeting and praying before start the lesson. Checking students' attendance. The teacher prepares the students' mental in receiving the lesson. Apperception <ol style="list-style-type: none"> Teacher give the description of the advantage of learning opinion and thoughts. Teacher informs the purpose of the lesson. Guidance The teacher give a clue to the students about the lesson today. 	
Main Activity (45 minutes)	
Syntax (Learning Model)	Lesson Activity
Stimulation	<p>A. LITERATION</p> <p>Students are given motivation and stimulus to focus on the topic of opinion and thoughts material by:</p> <ol style="list-style-type: none"> Listening: Outline/global introductory explanation of



	<p>activities regarding opinions and thoughts.\</p> <ol style="list-style-type: none"> 2. View: The teacher gave an example of opinion and thoughts in form of conversation. 3. Listening: The teacher conveys the material, students listen carefully. 4. Reading: a. Reading material in textbooks and other supporting books, related opinions and thoughts (done at home and at school before and during lessons).
<p>Problem Statement</p>	<p>B. CRITICAL THINKING</p> <p>The teacher provides opportunities for students to identify as many questions as possible material presented and will be answered through learning activities, for example:</p> <ol style="list-style-type: none"> 1. Ask questions related to opinion and thoughts that are not understood from what is observed or questions to get additional information about what is observed (ranging from factual questions to hypothetical questions) to develop creativity, curiosity, the ability to formulate questions to form thoughts critical needs for smart living and lifelong learning.



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	2. The teacher asks students regarding opinion and thoughts.
Data Collection	<p>C. LITERATION ACTIVITY</p> <p>Students are asked to collect relevant information related to opinions and thoughts through the following activities:</p> <ol style="list-style-type: none"> 1. Read the dialogue chapter 2 of the English language manual for Class XI of the Kemendikbud in pairs.
Data Processing	<p>D. COLLABORATION</p> <p>Students process data from the dialogues they have read through the following activities:</p> <ol style="list-style-type: none"> 2. Identify the opinion and thoughts contained in the dialogue that has been read.
Verification	<p>E. CRITICAL THINKING</p> <p>Learners are divided into several groups consisting of 2 or more people to:</p> <ol style="list-style-type: none"> 1. Make a short dialogue that contains an opinion and thoughts. 2. Conducting conversations in front of the class in accordance with the dialogues that have been made by the students.
Closing (5 Minutes)	
<p>Learners:</p> <ol style="list-style-type: none"> 1. Together conclude the important points regarding the opinion and thoughts. 	



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- Teacher:
1. Give appreciation to students regarding the performance of students in learning opinion and thoughts.
 2. Closing teaching and learning activities with greetings.

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APPENDIX TEST OF NORMALITY

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		37
Normal <u>Parameters^{a,b}</u>	Mean	.0000000
	Std. Deviation	9.99736700
Most Extreme Differences	Absolute	.200
	Positive	.200
	Negative	-.132-
Test Statistic		.200
<u>Asymp. Sig. (2-tailed)</u>		.001 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		37
Normal <u>Parameters^{a,b}</u>	Mean	.0000000
	Std. Deviation	6.10131763
Most Extreme Differences	Absolute	.092
	Positive	.092
	Negative	-.083-
Test Statistic		.092
<u>Asymp. Sig. (2-tailed)</u>		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

APPENDIX 88 DOCUMENTATION



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CONSULTATION CARD OF THESIS

Document Code	Form Code	Date Valid	Receipt Number	Date of Revision	Page
In.08-PP-05-01	In.08-FM-PP-05-02		R-0		

Name : Putri Aulia Br Hutagalung

Student ID : 205180061

Advisor 1 : Wahyuni Fitria, M.Pd

Title : "The Effect of Animation Series Towards Speaking Skill of Eleventh Grade Students in MA PHI Kuala Tungkal"

Major : English Education

No	Date	Material Consultation	Signature
1.	February 23, 2022	▪ Submission Proposal	W.Fitria
2.	August 15, 2022	▪ Revise the background	W.Fitria
3.	August 22, 2022	▪ Add T-Test in chapter 3	W.Fitria
4.	August 30, 2022	▪ ACC for proposal seminar	W.Fitria
5.	September 6, 2022	▪ Conducted proposal seminar	W.Fitria
6.	September 27, 2022	▪ ACC research	W.Fitria
7.	October 14, 2022	▪ Conducted research	W.Fitria
8.	December 14, 2022	▪ Elaborate to previous research in interpretation	W.Fitria

		▪ Add the conclusion for future researcher	WFA
9.	December 26, 2022	▪ ACC	WFA

December 29, 2022
Advisor I



Wahyuni Fitria, M.Pd
NIP. 198606052015032004

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Document Code	Form Code	Date Valid	Receipt Number	Date of Revision	Page
In.08-PP-05-01	In.08-FM-PP-05-02		R-0		







Name : Putri Aulia Br Hutagalung

Student ID : 205180061

Advisor 2 : Aryawira Pratama, M.Pd





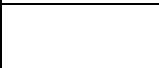




Title : “The Effect of Animation Series Towards Speaking Skill of Eleventh Grade Students in MA PHI Kuala Tungkal”

Major : English Education

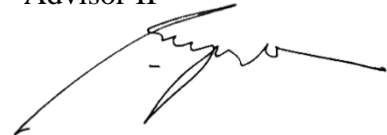
No	Date	Material Consultation	Signature
1.	February 23, 2022	▪ Proposal Submission	
2.	March 18, 2022	▪ Revise the title ▪ Finish chapter 1-3	
3.	April 11, 2022	▪ Revise the title and the background ▪ Add sub – chapter in chapter 2 ▪ Add detail to chapter 3	
4.	April 19, 2022	▪ Add detail to background ▪ Re-arrange and add sub chapter to chapter 2 ▪ Lear more about technique of sampling	
5.	June 13, 2022	▪ Add more researcher or expert statement in media of teaching ▪ Find the theory of animation series ▪ Revise chapter 3 (sample and instrument)	
6.	June 24, 2022	▪ Fix the typo ▪ Add more detail in chapter 1	

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		<ul style="list-style-type: none"> ▪ Pay attention to the citation and reference ▪ Revise chapter 3 	
7.	July, 2022	<ul style="list-style-type: none"> ▪ ACC to advisor 1 (ACC seminar) 	
8.	September 6, 2022	<ul style="list-style-type: none"> ▪ Conducted proposal seminar 	
9.	September 27, 2022	<ul style="list-style-type: none"> ▪ ACC research 	
10.	October 14, 2022	<ul style="list-style-type: none"> ▪ Conducted research 	
11.	November 4, 2022	<ul style="list-style-type: none"> ▪ Revise the Interpretation and conclusion ▪ Use table for presentation of the score 	
12.	November 14, 2022	<ul style="list-style-type: none"> ▪ Revise the data table (use the one from SPSS) 	
13.	December 7, 2022	<ul style="list-style-type: none"> ▪ Have a consultation with advisor 1 	
14.	December 26, 2022	<ul style="list-style-type: none"> ▪ ACC 	

December, 29 2022
Advisor II



Aryawira Pratama, M.Pd
NIDN. 20051119401

CURRICULUM VITAE



Name : Putri Aulia Br Hutagalung

Gender : Female

Birthday : October 3rd, 2000

Adress : Betara - Tanjung Jabung Barat, Jambi

Email : auliahtagalung@gmail.com

Contact Person : 082223325913

Educational Background	NO	Education	Graduation
	1.	SD N 60/V Mekar Jaya	2012
	2.	MTs N Kuala Tungkal	2015
	3.	MA PHI Kuala Tungkal	2018
	4.	UIN STS Jambi	2023

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