

THESIS



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State Islamic University of Sulthan Thaha Saifudd **ENGLISH EDUCATION STUDY PROGRAM** FACULTY OF TARBIYAH AND TEACHER TRAINING STATE ISLAMIC UNIVERSITY SULTAN THAHA SAIFUDDIN Jambi **JAMBI**

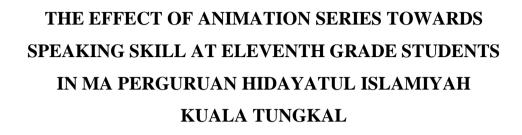
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Submitted as Partial Fulfill of Requirements to Obtain Undergraduate (S1)Degree at English Education Study Program Faculty of Tarbiyah and Teacher Training



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The Thesis entitle "The Effect of Animation Series Towards Speaking Skill of Eleventh Grade Students in MA Perguruan Hidayatul Islamiyah Kuala Tungkal" has been thesis defensed by Education and Teacher Training Faculty (FTK) on:

Day	: Monday
Date	January 16th, 2023
Time	: 09.30 - 11.00
Name	: Putri Aulia Br Hutagalung
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Title	: The Effect of Animation Series Towards Speaking Skill of Eleventh Grade Students in MA Perguruan Hidayatul Islamiyah Kuala Tungkal

Has been approved as the result of thesis defense above and has been accepted as part of the thesis endorsement requirement.

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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. my father (Rudi Syahputra Hutagalung), who always wish the best thing for me, Jam 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.

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ΜΟΤΤΟ

َع ا العُم َع ا لغم ڑا ، إن رسرًا ņ ښ ايس ښ

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

(Al Insyirah: 5-6)



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ACKNOWLEDGMENT

Alhamdulillah, praise and gratitude we pray for the presence of Allah SWT for \equiv giving the strength and the guidance for the researcher. Because of it, I as could a \succeq writer this Thesis. Blessing and Peace be on Prophet Muhammad SAW, his family, $\overline{\mathbf{c}}$ his relatives, and all his followers. This thesis is written to fulfill one of the crequirements to get undergraduate degree (S1) at the English Education Study $\overrightarrow{\mathbf{o}}$ Program of Tarbiyah faculty and Teacher Training. State Islamic University Sulthan Thaha Saifuddin Jambi. The researcher realizes that this thesis would have not been completed without the help advice and guidance from many people. Therefore, in this opportunity the researcher would like to express thanks and gratitude the following paties and their contributions:

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The researcher hopes that this thesis will be useful in teaching of English. The reseacher realize that this thesis is far from perfect. As a result, critism 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 knowladge.

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Jambi, January 24, 2023 Researcher

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ABSTRACT

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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 Noneequivalent (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 $\frac{1}{10}$ \overline{o} 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 ี่กี sample t-test showed the sig2 tailed were 0.001 < 0.05. It means that there is a C \mathbf{R} difference between students who were taught by using animation series and Φ students who were invited to use the traditional way (book). The conclusion is \overline{o} animation series had a significant effect towards students' speaking skill, and there Ewas a significant difference between students who use animation series and those who did not. 2

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ABSTRAK

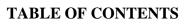
Nama : Putri Aulia Br Hutagalung Jurusan : Tadris Bahasa Inggris

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

Jamb 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 samplingyang menggunakan seluruh populasi sebagai sampel penelitian. Data penelitian ini diambil menggunakn instrumen dalam bentuk speaking test, yang diberikan pada awal dan akhir penelitian. Dalam menganalisis data, peneliti menerpkan paired sample t-test untuk menemukan perbedaan antara performa siswa dalam speakingsebelum dan sesudah treatmen. Peneliti menganalisis perbedaan performa \underline{Q} siswa antar kelas experimen dan kelas kontrol menggunakan independent sample 0 mttest. Hasil dari paired sample t-test menunjukkan bahwa nilai 2-tailed sig adalah Ω 0.01 < 0.05. hasil ini membuktikan bahwa seri animasi efektif digunakan sebagai media belajar. Hasil dari independent sample t-test menunjukkan bahwa sig2 tailed adalah 0.001 < 0.05, yang berarti adanya perbedaan antara siswa yang belajar Φ ämenggunakan seri animasi, dan siswa yang belajar dengan metode tradisional. Kesimpulannya adalah, seri animasi dapat memberikan efek signifikan terhadap C ≤ 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.

Solidoo Solidoo Series, speaking skill, kelas XI xii

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CHAPTER I INTRODUCTION

@ Hak cipta milik UIXA. Research Background

S Speaking is a process of producing and receiving words to obtain \vec{o} 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 $\vec{0}$ why people choose how to express their ideas. Who the speakers are, to whom they $\frac{\sqrt{3}}{2}$ speak, status gap, formality, and affection can make the speakers express same thing in different linguistic variation (Holmes, 2013). Furthermore, where the speakers Elive; 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.

9 Indonesian people speak Indonesian, Germany people speak German, \leq 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). iddin Jambi

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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 FInternational Student Assessment (PISA) 2018, the students think that mastering \sum foreign languages is important to support their qualification to obtain good \leq opportunity for education, training, and occupation in the long term (OECD, 2020). $\vec{\circ}$ If the students realize the relevance of foreign languages later, it may cause $\frac{1}{2}$ disadvantage for them. They will lose a lot of time to acquire the competence of Emastering 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 \mathcal{L} the linguistic competence; grammar, pronunciation, and vocabulary. Not only that, $\vec{0}$ they also need to understand when, why, and how they should deliver their ideas $\frac{1}{2}$ into language they are going to speak (Flores, C. M, 1999). The students need to mic 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 For 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 oforeign 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. [2] 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.

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 linto 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.

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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 that 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 Istudents' speaking ability. This research has some similarities and differences with the previous research. The similarities among this research and previous research also this research was using quantitative – quasi experimental design. This research also used animation video as the media of teaching speaking. Then Difference among

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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.

¹C. 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:

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2. Is there any significant difference between those who are thought using animation and those who are not?

E. Significance of the Research

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

1. Theoretical

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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 would help teacher pract learning, such as known students' goal in learning reference to determine the speaking skill. As for the would be a good reference especially for them who research. 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

The researcher investigated two variables in this research; independent and dependent variable. The independent variable was English Animation Series, while Control of the dependent variable was Student's Speaking Skill. 1. English Animation Series

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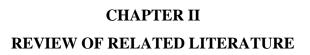
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English Animation Series is a series of animation that using english. The duration is about 3 - 15 minutes. The short duration is the reason why researcher choose it as the media to measure students' speaking skill, so that the rest of the time can 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.

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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 interractive 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 repitition directly. It means, interactive speaking is an activity when people use their speaking and listening ability to communicate and give feedbacl directly at the time. Meanwhile, noninterractive speaking is the opposite from interractive speaking. Noninterravive 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.

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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 acknowledment 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 (Eggins, 2004). The fixed expression also known as functional langugae. The use of funtional 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 relize 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 spontanious warning. Different expression even with the same meaning and similar intention probably will caused different reaction. The same situation can be expressed differently deepend on speakers' persepctive (Matthiessen et al., 2010).

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

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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

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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

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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,

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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 chance for the students to perform their speaking competency. a 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.

1. Choosing Media

State Islamic University of Sulthan Thana Saifuddin Jambi 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.

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@ Hak cipta milik UIN Sutha Jamb 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.
- The level of students' interest and media effectiveness. d.
- The ability to give suitable stimulus e.
- Considering the secondary media. f.

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:

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

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.

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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.

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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

that students will be attracted to focus their attention on the la Cognitive function refers to the clear explanation of difficult can allow learners to understand in an easier way.
However, Teacher need to prepare the media very we classroom. The preparation may be complicated, because teach an animation video that relate to the lesson. Teacher also ne animation video first, and consider if the animation appropriate shown in classroom. Considering it may time-consumi teaching or using text will be time saving (Morrison, et. al., 2 **C. Teaching Opinion and Thoughts Using Animation Series 1. Concept of Opinion and Thoughts**According to kemendikbud 2013, opinion is the way about something. It is important to give reasoning whenever wour opinion, whether when we agree or disagree about any participation of the saving text with the saving text and te 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).

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

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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? What is your opinion about? What/How about?	I'm convinced that I consider that 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:

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

State Isla **D.** Previous Research

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

Univ In her research of "The Effect of Using Animation Video as Audio Visual Ø Media Toward Students' Speaking Skill at the Tenth Grade of SMAN Plus Riau ZProvince", Fitri (2022) used quasi experimental design. The population of this Ο 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.

ba Stevani, et al (2021) "The Effectiveness of Using Short Animation Subtitle Saifuddin Jamb 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

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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' achievment 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.

There were two hypothesis of the Research There were two hypothesis 1. H_{a1} – There is any sign speaking skill of opinion a Kuala Tungkal. H_{01} – There is no signi speaking skill of opinion a Kuala Tungkal.

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

 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.

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kanya

ilmiah, penyusunan

laporan, penulisan kritik atau tinjauan suatu masalah



H_{a2}- There is any significant difference on students' speaking skill before 2. and after being taught by using english animation series, and those whom are not.

H₀₂ – 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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karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.



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CHAPTER III RESEARCH DESIGN

Hak cipta milik A. Research Setting

SZ 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 $\vec{\mathbf{0}}$ classes, and twelveth grade had 2 classes. The treatment in this research was Animation Series which provided conversation about opinion and thoughts. The $\vec{\mathbf{o}}$ 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 ō design. Quasi experiment used nonequivalent control group design, where the Ω researcher gave pre - test and post - test for 2 groups of class, but only 1 group got \vec{e} a treatment. This group was stated as treatment class, while another group was niversity of Sulthan Thaha Saifuddin Jamb stated as control class.

Table 3,1. Experiment design	Table 3.1.	Experiment	design.
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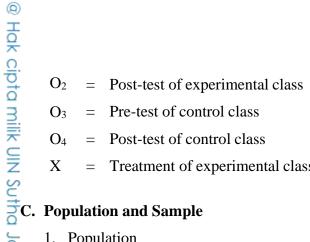
Class	Pre-Test	Treatment	Post-Test
Experimental	O ₁	Х	O_2
Control	O ₃	-	O_4

Note:

Pre-test of experimental class O_1 =

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- Pre-test of control class
- Post-test of control class
- Treatment of experimental class.

1. Population

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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

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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.

Class	Population	Group
XIA	37	Experimental
XIB	41	Control
Total	78	

Table 3.3 Table of Sample

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D. Research Instrument

З In order to achieve the objective of the study, the researcher applied a $\overline{=}$ suitable speaking test. The test in this research was pre-test and post-test. The test $\mathbf{\Xi}$ was applied on experiment and control class. The purpose of the test was to find out \leq wheter there was any significance on students' score before and after treatment. The $\overline{\circ}$ researcher gave an oral test where the students had to do a conversation about δ 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 repeatabelity 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.

Case Processing Summary

Sto	result In this r	research. th	he research	ner used in	ter-rater re	eliability to	o measure f	
ate	speaking test.					-		
State Islamic University of Sulthan Thaha Saifuddin Jamb	begins with a assumed with a data as represe Miss Fitri Hiday English Village	well-defin reasonable enting the yatul Husr	e confident same phe na and Mis	uct. If the ce that rat nomenon. s Fadila W	reliability ers were j The rater ahyuni; th	7 is strong udging the s in this r	g, it could e same set esearch we	
<u>o</u>	0 0	Table	3.4. Case	Processing	summar	v		
Sultha	Case Processing Summary							
В				Cas		-		
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Table 3.5. Correlation

Correlations

		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	.960**
	Sig. (2-tailed)		<.001
	N	37	37
VAR00002	Pearson Correlation	.960	1
	Sig. (2-tailed)	<.001	
	Ň	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 Ö ⁽¹⁾ researcher used pre-test and post-test to find out whether the students had a progress $\frac{\sqrt{3}}{2}$ in speaking or not. The test that was given was oral test, where the students do a Sconversation about opinion and thoughts. Their progress were scorred by Miss Fitri Hidayatul Husna and Miss Fadila Wahyuni; the Speaking Tutors from English ò Village, Pare, Kediri. In this study, the researcher used rubric of speaking by \overrightarrow{O} Malley & Pierce (1990) for assessment. See appendix 1. of Sulthan Thaha Saifuddin Jamb

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.

	Class	Teaching Procedure					
	Class	Treatment 1	Treatment 2	Treatment 3	Treatment 4	Treatment 5	
State Islamic University of Sulthan The	Control Class	 Researcher greet the students and checked the attendance list. Researcher introduced the material to the students. Researcher explained the material to the students. Researcher asked the students to make a conversation about opinion and thoughts (opinion about the best way to spending time) 	 Researcher greet the students and checked the attendance list. Researcher reviewed the last material with the students. Researcher asked the students to practice their conversation in front of the class (opinion about the best way to spending time) 	 Researcher greet the students and checked the attendance list. Researcher reviewed the last material with the students. Researcher asked the students to create another conversation of Opinion and Thoughts (My New Pet) and practice in front of the class. 	 Researcher greet the students and checked the attendance list. Researcher reviewed the last material with the students. Researcher asked the students to create another conversation of Opinion and Thoughts (Leadership) and practice in front of the class. 	 Researcher greet the students and checked the attendance list. Researcher reviewed the last material with the students. Researcher asked the students to create another conversation of Opinion and Thoughts (Friendship) and practice in front of the class. 	
ha Saifud	Experimental Class	 Researcher greet the students and checked the attendance list. Researcher introduced the 	1. Researcher greet the students and checked the attendance list.	1. Researcher greet the students and checked the attendance list.	1. Researcher greet the students and checked the attendance list.	1. Researcher greet the students and checked the attendance list.	

 Table 3.6. Treatment Procedure

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material to the	2.	Researcher	2.	Researcher	2.	Researcher	2. Researcher
students.		reviewed the		reviewed the		reviewed the	reviewed the
3. Researcher		material with		material with		material with	material with
played an		the students.		the students.		the students.	the students.
animation series	3.	Researcher	3.	Researcher	3.	Researcher	Researcher
(What is Time?)		played an		played an		played an	played an
and asked the		animation		animation		animation	animation
students to		series (What		series (What is		series (What	series (What
analyze the		is Time) and		Pet?) and		is Leader?)	is Friend?)
expression of		asked the		asked the		and asked the	and asked the
Opinion and		students to		students to		students to	students to
Thoughts in the		imitate the		imitate the		imitate the	imitate the
Animation		expression of		expression of		expression of	expression of
Series.		opinion and		opinion and		opinion and	opinion and
4. Researcher		thoughts		thoughts from		thoughts from	thoughts
checked whether		from the		the animation.		the animation.	from the
the students find		animation.	4.	Researcher	4.	Researcher	animation.
the expression	4.	Researcher		asked the		asked the	4. Researcher
of opinion and		asked the		students to		students to	asked the
thoughts in the		students to		make a		make a	students to
animation series,		make a		conversation		conversation	make a
or not.		conversation		about opinion		about opinion	conversation
of not.		about opinion		and thoughts		and thoughts	about
		and thoughts		(My New Pet)		(Leadership)	opinion and
		(opinion		and practice in		and practice in	thoughts
		about the best		front of the		front of the	(Friendship)
		way to		class.		class.	and practice
		•		01055.		C1035.	in front of
		spending time).					the class.
		une).					the class.

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

and thoughts in pairs in front "opinion and thoughts about f whether the treatments had an skill. **G. Technique of Data Analysis** 1. Descriptive Analysis The purpose of the des questions of the effect of usin skills. The data were provided researcher or those who intere easily. A descriptive statistic descriptive analysis, which en so that it can be seen and unde 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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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 aplying English Animayion Series as the media of teaching. Independent sample ttest 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 independet sample ttest.

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CHAPTER IV RESEARCH FINDINGS AND INTERPRETATION

A. Finding of The Research

S The researcher used pre-test and post-test as the instruments to collect the \mathcal{E} data in this chapter. The purpose of this research is to investigate whether or not $\vec{\mathbf{0}}$ 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 $\overline{\mathbf{o}}$ 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 preobservation, 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 posttest 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.

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

Table 4.1. Score of Scoring Criterion

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.

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

Table 4.3. Pre-test in Experimental Class

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

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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

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

Descriptive Statistics

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.

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

Table 4.6. Pre-test in Control Class

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

1	1	
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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Statistical Analysis of the Test 2.

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_o is accepted. In other ways, if Sig (Pvalue) $\leq \alpha = 0.05$, H_a = is accepted and H_o 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

Paired Samples 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

Ş			Paired \$	amples Test					
Ω			Paired Differen	es				Signif	icance
đ				95% Confidence Differen					
10	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	1	df	One-Sided p	Two-Sided p
~	Pair 1 PRE-TEST - POST-TEST - 7.56757	6.41414	1.05448	-9.70615	-5.42899	-7.177	36	<.001	<.001
State Islamic University of Sulthan Thaha Saifuddin Jambi	The rest enhancement or score mean 59 treatment proce Standard deviat Sig. (2-tailed) v that H _a is accep	n studen ,05 and edure w ions= 9 alue of j	ts' speak standard hich was .50541). A paired-san	deviations using A According mple t-tes	before t ons 9.26 Animatic g to the	he trea 5746, a on Sea table	atmer and a ries: 9, it	nt with after us (Mean= shows	pre-test ing the = 66,62 that the

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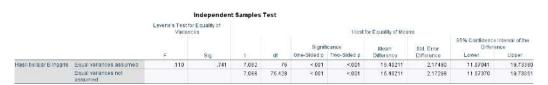
Independent sample t-test was utilized test to discover the contrast of two means unrelated groups in order to determine whether there is any statistical evidence that the associated population means are in contrast (significantly different).

Table 4.10. Group Statistics of Independent Sample T-Test

*			oroup of	acistics		
		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

Group Statistics

Table 4.11. Independent Sample T-Test



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

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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 $\overline{\mathbf{x}}$ taught by using animation series. Besides, the researcher also determined to Einvestigate the significance different between the experiment and the control class. \leq The early stage in this research was conducting a pre-test by requested the students $\vec{\circ}$ to have a conversation practice (speaking test). The pre-test was conducted before $\frac{1}{2}$ the treatment procedure in both experiment and control class. The purpose of the $\overline{\Box}$ 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 \mathcal{L} speaking performance was 66,62 while the mean score of control class speaking $\vec{0}$ performance was 51,22. It can be interpreted that the mean score of the control $\frac{\sqrt{2}}{2}$ 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 \int_{0}^{∞} 4. There was no one of the students (0%) classified in poor criteria of speaking skill, $\stackrel{\circ}{\Rightarrow}$ 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 \leq (76-100) who was categorized as excellent. In the other side, as could be seen in the $\overline{\mathbf{Q}}$ 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 get formance was better and has a higher improvement than the control group class Ewhich means, animation series could assist students' performance to be better and ddin Jamb

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more confident in speaking english. It's the line with the study conducted by Fitri 3 (2022), audio visual media (video) has a beneficial impact in the process of teaching $\overrightarrow{\mathbf{x}}$ and learning speaking skill. The other study by Stevani, et al (2021), which stated Ethat video (animation movie) is one of the most effective media for learning \leq speaking skill, because students could learn a lot of things from animation movie. ^QMeanwhile, 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 b. 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.
- Store students were open with new method of teaching and learning.
 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 presearch showed that using animation series on students' speaking skill at MA PHI

 $\overline{\overline{3}}$ Kuala Tungkal in academic year 2022/2023 was effective. In other words, H_{a1} was accepted, and H₀₁ was rejected. Furthermore, the result of this research showed that cthere was significant difference between students' speaking skill taught using Q animation series and those taught by conventional way, which means H_{a2} was aifuddin Jambi accepted, and H_{02} was rejected.

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CHAPTER V CONCLUSION AND SUGGESTION

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

- 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 $0.001 \le 0.05$, 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 $\leq 0.05 (0.001 \leq 0.05)$. It can be

concluded there experimental ar was a signification who were taugh using convention **B. Suggestion** After analyzing suggestions as follow: 1. Students' can al more. As speak skill by practicition better it will be 2. This research we teacher may con 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.

After analyzing the results of this study, the researchers have some

- 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



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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
	1	Poor	Makes frequent problems with pronunciation and intonation
Pronunciation	2	Fair	Pronunciation and intonation are sometimes not clear or accurate
and Intonation	3	Good	Pronunciation and intonation are clear or accurate
	4	Excellent	Pronunciation and intonation are almost always clear or accurate
	1	Poor	Hesitates too often when speaking, which interferes the communication
	2	Fair	Speaks with some hesitation, which often interferes the communication
Fluency	3	Good	Speaks with some hesitation, which seldom interferes the communication
	4	Excellent	Speaks smoothly, with little hesitation that does not interfere the communication
	1	Poor	Uses basis structures and makes frequent errors
Accuracy	2 uracy		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
	1	Poor	Uses only basic vocabulary and expressions
	2	Fair	Uses limited vocabulary and expressions
Vocabulary	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
			41
	Pronunciation and Intonation Fluency Accuracy	IPronunciation and Intonation23341234412Fluency3412344123412Vocabulary333	IPoorPronunciation and Intonation2Fair2Fair3Good4Excellent2Fair2Fair3Good4Excellent1Poor2Fair3Good4Excellent1Poor2Fair3Good4Excellent1Poor2Fair3Good4Excellent1Poor2Fair3Good4Excellent1Poor2Fair3Good3Good

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APPENDIX SCORE OF TRY OUT (RELIABILITY)

Book Control Score Of Score Of Rater 1: Fadila Wahyuni, S.Pd

\subseteq]	NILAI			
Z	NO	NAMA	Pronunciation	Intonation	Fluency	Accuracy	Vocabulary	Jlh	Distribution
Sutha	1	Student 1	3	3	3	2	3	14	70
S	2	Student 2	3	3	3	3	2	14	70
	3	Student 3	2	3	3	2	3	13	65
Jamb	4	Student 4	3	3	2	2	2	12	60
д	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
Ī	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
Sto	20	Student 20	3	3	3	2	3	14	70
te	21	Student 21	3	3	3	3	2	14	70
ate Islamic	22	Student 22	3	3	2	2	2	12	60
q	23	Student 23	3	3	3	2	2	13	65
Ц.	24	Student 24	4	4	3	2	2	15	75
2	25	Student 25	4	3	2	3	3	15	75
n.	26	Student 26	4	3	3	3	3	16	80
Inivers	27	Student 27	3	3	3	3	3	15	75
LS!	28	Student 28	3	3	2	2	2	12	60
\leq	29	Student 29	2	3	3	2	3	13	65
0	30	Student 30	2	3	3	2	3	13	65
S	31	Student 31	3	3	3	2	2	13	65
Sulthan	32	Student 32	3	3	3	2	2	13	65
9	33	Student 33	3	2	3	2	2	12	60
	34	Student 34	3	3	3	2	2	13	65
Ы	35	Student 35	2	3	3	2	3	13	65
ho	36	Student 36	3	2	3	3	3	14	70
S	37	Student 37	2	2	2	3	3	12	60
Thaha Saifuddin Jambi					42				

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Rater 2: Fitri Hidayatul Husna, S.Pd

NO	NAME	Pronunciation	Intonation	Fluency	SCORE Accuracy	Vocabulary	sum	Distributio
1	Student 1	3	3	3	2	3	14 sum	70
2	Student 1 Student 2	3	3	3	3	2	14	70
3	Student 2 Student 3	2	3	3	2	3	14	65
		3		3				
4	Student 4	3	3	3	2	2	13	65
5	Student 5	3	3			3	15	75
6	Student 6 Student 7		3	3	2	3	14	70
7		3	3				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)

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z s					SCO	RE		
-	10	NAME	Pronunciation	Intonation	Fluency	Accuracy	Vocabulary	SUM
, Da	1	Student 1	2	2	2	2	2	10
	2	Student 2	2	2	2	2	3	11
й :	3	Student 3	2	2	2	2	3	11
6	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
1	8	Student 8	2	2	3	3	3	13
9	9	Student 9	2	2	2	2	3	11
1	10	Student 10	2	3	2	2	3	12
1	11	Student 11	2	3	3	3	3	14
1	12	Student 12	2	3	3	3	3	14
1	13	Student 13	2	3	3	3	3	14
1	14	Student 14	2	3	3	3	3	14
1	15	Student 15	2	2	2	2	3	11
1	16	Student 16	2	3	2	3	2	12
1	17	Student 17	2	2	2	2	3	11
1	18	Student 18	2	3	3	2	3	13
1	19	Student 19	2	3	2	2	3	12
2 2	20	Student 20	3	4	3	3	4	17
D 2	21	Student 21	2	3	2	3	3	13
2	22	Student 22	3	3	3	3	4	16
	23	Student 23	2	2	2	3	3	12
5 2	24	Student 24	4	4	4	4	4	20
	25	Student 25	2	3	3	3	2	13
2	26	Student 26	3	3	3	3	3	15
<u>p</u> 2	27	Student 27	2	3	2	3	3	13
	28	Student 28	2	3	2	3	3	13
< 2	29	Student 29	2	2	2	2	3	11
	30	Student 30	2	2	2	3	3	12
3	31	Student 31	2	3	2	3	3	13
5 3	32	Student 32	2	2	2	2	3	11
3	33	Student 33	2	3	2	2	3	12
. 1	34	Student 34	2	2	2	2	3	11
3 3	35	Student 35	2	2	3	2	3	12
3	36	Student 36	2	2	2	2	3	11
3	37	Student 37	3	3	3	2	3	14
Thaha Saifuddin Iambi				44				

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi

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



Rater 2: Fitri Hidayatul Husna, S.Pd

an					SCO	RE		
milik UIN	NO	NAME	Pronunciation	Intonation	Fluency	Accuracy	Vocabulary	SUM
ê	1	Student 1	2	2	2	2	2	10
Z	2	Student 2	2	2	2	2	3	11
S	3	Student 3	2	2	2	2	3	11
Sutha	4	Student 4	2	3	2	2	3	12
	5	Student 5	2	2	2	2	3	11
Jamb	6	Student 6	2	2	2	2	3	11
В	7	Student 7	2	3	3	2	2	12
⊆.	8	Student 8	2	2	3	3	3	13
Ī	9	Student 9	2	2	2	2	3	11
Ī	10	Student 10	2	3	2	2	3	12
Ī	11	Student 11	2	3	3	3	3	14
Ī	12	Student 12	2	3	3	3	3	14
	13	Student 13	2	3	3	3	3	14
Ī	14	Student 14	2	3	3	3	3	14
ĺ	15	Student 15	2	2	2	2	3	11
Ī	16	Student 16	2	3	2	3	2	12
Ī	17	Student 17	2	2	2	2	3	11
Ī	18	Student 18	2	3	3	2	3	13
Ī	19	Student 19	2	3	2	2	3	12
Ī	20	Student 20	3	4	3	3	4	17
Ī	21	Student 21	2	3	2	3	3	13
S	22	Student 22	3	3	3	3	4	16
q	23	Student 23	2	2	2	3	3	12
te	24	Student 24	4	4	4	4	4	20
S	25	Student 25	2	3	3	3	2	13
Islamic	26	Student 26	3	3	3	3	3	15
1ic	27	Student 27	2	3	2	3	3	13
	28	Student 28	2	3	2	3	3	13
-li	29	Student 29	2	2	2	2	3	11
0	30	Student 30	2	2	2	3	3	12
sit/	31	Student 31	2	3	2	3	3	13
0	32	Student 32	2	2	2	2	3	11
Ś	33	Student 33	2	3	2	2	3	12
	34	Student 34	2	2	2	2	3	11
J.	35	Student 35	2	2	3	2	3	12
Ľ	36	Student 36	2	2	2	2	3	11
T	37	Student 37	3	3	3	2	3	14
ersity of Sulthan Thaha Saifuddin Jambi								
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 Hak Cipta Dilindungi Undang-Undang:
 Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi



(Control Class)

Rater 1: Fadila Wahyuni, S.Pd

No NAME Pronunciation Intonation Fluency Accuracy Vocabulary 1 Student 1 1 2 2 2 1 2 Student 2 2 2 2 2 2 2 3 Student 3 2 2 2 2 2 2 4 Student 5 3 3 2 2 2 2 5 Student 6 2 2 2 2 2 2 7 Student 7 3 2 1 2 2 2 10 Student 9 2 2 2 2 2 2 11 Student 13 2 2 1 2 2 2 12 Student 14 2 3 2 2 1 1 14 Student 16 1 3 2 2 2 1 15 Student 14 </th <th></th> <th></th> <th></th> <th></th> <th>SCO</th> <th>RE</th> <th></th> <th></th>					SCO	RE		
4 Student 3 2 1 2 1 2 1 2 1 1 1 2 2 2 1 1 1 1 1 2 2 2 1 1 1 1 1 1 1 1 1 1 1 1 2	NO	NAME	Pronunciation	Intonation	Fluency	Accuracy	Vocabulary	SUM
4 Student 4 2 2 2 2 2 4 Student 5 3 3 2 2 2 5 Student 6 2 2 2 2 2 6 Student 7 3 2 1 2 2 7 Student 7 3 2 1 2 2 9 Student 8 2 2 1 2 2 9 Student 9 2 2 2 2 2 10 Student 10 2 1 2 2 2 2 11 Student 11 1 2 1 2 2 2 12 Student 13 2 2 1 2 2 2 13 Student 16 1 3 2 2 1 1 16 Student 17 3 2 3 2 1 1 17 Student 18 4 4 3 4 4 19 St	1	Student 1	1	2	2	2	1	8
A Student J 2 2 2 2 2 4 Student 4 2 2 2 2 2 5 Student 5 3 3 2 2 2 2 6 Student 6 2 2 2 2 2 2 7 Student 7 3 2 1 2 2 2 9 Student 9 2 2 2 2 2 2 9 Student 10 2 1 2 2 2 2 11 Student 11 1 2 1 2 2 2 12 Student 13 2 2 1 2 1 2 1 13 Student 16 1 3 2 2 1	2	Student 2	2	2	2	2	1	9
5 Student 5 3 3 2 2 2 6 Student 6 2 2 2 2 2 7 Student 7 3 2 1 2 2 8 Student 8 2 2 1 2 2 9 Student 9 2 2 2 2 2 10 Student 10 2 1 2 2 2 11 Student 11 1 2 1 2 2 12 Student 12 2 2 2 2 2 13 Student 13 2 2 1 2 2 14 Student 14 2 3 2 2 1 15 Student 16 1 3 2 2 1 16 Student 17 3 2 3 2 2 2 21 Student 19 2 2 2 2 2 2 22 Student 23 2 2 <td>3</td> <td>Student 3</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>10</td>	3	Student 3	2	2	2	2	2	10
6Student 6222227Student 7321228Student 8221229Student 92222210Student 102122211Student 111212212Student 122222213Student 132212214Student 142322115Student 161322116Student 161322117Student 18443449Student 19222221Student 192222221Student 202322222Student 212222223Student 232222224Student 242222125Student 262322226Student 281221129Student 302212130Student 312222233Student 33323223	4	Student 4	2	2	2	2	2	10
7 Student 7 3 2 1 2 2 8 Student 8 2 2 1 2 2 9 Student 9 2 2 2 2 2 10 Student 10 2 1 2 2 2 11 Student 11 1 2 1 2 2 12 Student 12 2 2 2 2 2 13 Student 14 2 3 2 2 2 14 Student 14 2 3 2 2 1 1 16 Student 16 1 3 2 2 1 1 17 Student 17 3 2 3 2 1 1 18 Student 19 2 2 2 4 4 2 </td <td>5</td> <td>Student 5</td> <td>3</td> <td>3</td> <td>2</td> <td>2</td> <td>2</td> <td>12</td>	5	Student 5	3	3	2	2	2	12
8Student 8221229Student 92222210Student 102122211Student 1112122212Student 1222222213Student 1322122214Student 1423221116Student 161322117Student 184434419Student 192222221Student 202322222Student 212222223Student 232222224Student 242222225Student 262322226Student 262322227Student 281221129Student 302212130Student 312222233Student 312222233Student 333232234Student 342232235Student 352 <td>6</td> <td>Student 6</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>10</td>	6	Student 6	2	2	2	2	2	10
9 Student 9 2 2 2 2 2 2 10 Student 10 2 1 2 2 2 11 Student 11 1 2 1 2 2 12 Student 12 2 2 2 2 2 13 Student 14 2 3 2 2 2 14 Student 14 2 3 2 2 1 16 Student 16 1 3 2 2 1 17 Student 18 4 4 3 4 4 19 Student 19 2 2 2 2 2 21 Student 20 2 3 2 2 2 22 Student 21 2 2 2 2 2 23 Student 23 2 2 2 2 2 24 Student 24 2 2 2 2 2 25 Student 26 2 3 <t< td=""><td>7</td><td>Student 7</td><td>3</td><td>2</td><td>1</td><td>2</td><td>2</td><td>10</td></t<>	7	Student 7	3	2	1	2	2	10
10Student 102122211Student 1112122212Student 1222222213Student 1322122214Student 1423222115Student 1522121116Student 1613232117Student 184434419Student 192224420Student 2023222221Student 2122222223Student 2322221125Student 2623222227Student 2623222126Student 2623221129Student 2812211130Student 3122221131Student 3122222133Student 3332322234Student 3422322235Student 3422322 <td< td=""><td>8</td><td>Student 8</td><td>2</td><td>2</td><td>1</td><td>2</td><td>2</td><td>9</td></td<>	8	Student 8	2	2	1	2	2	9
11 Student 11 1 2 1 2 2 12 Student 12 2 2 2 2 2 2 13 Student 13 2 2 1 2 2 2 14 Student 14 2 3 2 2 1 2 2 15 Student 16 1 3 2 2 1 1 1 16 Student 16 1 3 2 3 2 1 1 17 Student 18 4 4 3 4 4 19 Student 19 2 2 2 4 4 20 Student 20 2 3 2 2 2 2 21 Student 21 2 2 2 2 2 2 2 22 Student 23 2 2 2 2 2 2 2 2 2 23 Student 24 2 2 2 2 1 1<	9	Student 9	2	2	2	2	2	10
12 Student 12 2 2 2 2 2 13 Student 13 2 2 1 2 2 14 Student 14 2 3 2 2 2 15 Student 16 1 3 2 2 1 16 Student 16 1 3 2 2 1 17 Student 17 3 2 3 2 1 18 Student 18 4 4 3 4 4 19 Student 20 2 3 2 2 2 21 Student 21 2 2 2 2 2 22 Student 23 2 2 2 2 2 23 Student 24 2 2 2 2 1 26 Student 26 2 3 2 2 2 1 25 Student 28 1 2 2 1 1 1 29 Student 30 2	10	Student 10	2	1	2	2	2	9
13 Student 13 2 2 1 2 2 14 Student 14 2 3 2 2 2 15 Student 15 2 2 1 2 1 16 Student 16 1 3 2 2 1 17 Student 16 1 3 2 3 2 1 18 Student 19 2 2 2 4 4 19 Student 20 2 3 2 2 2 21 Student 21 2 2 2 2 2 22 Student 23 2 2 2 2 2 23 Student 24 2 2 2 2 2 24 Student 26 2 3 2 2 2 1 25 Student 26 2 3 2 2 2 1 1 29 Student 30 2 2 1 1 1 1 1 2	11	Student 11	1	2	1	2	2	8
14 Student 14 2 3 2 2 2 15 Student 15 2 2 1 2 1 16 Student 16 1 3 2 2 1 17 Student 17 3 2 3 2 1 18 Student 18 4 4 3 4 4 19 Student 19 2 2 2 4 4 20 Student 20 2 3 2 2 2 21 Student 21 2 2 2 2 2 22 Student 23 2 2 2 2 2 23 Student 24 2 2 2 2 1 25 Student 26 2 3 2 2 2 1 26 Student 27 2 2 3 2 2 1 1 29 Student 30 2 2 1 1 1 1 30 Stude	12	Student 12	2	2	2	2	2	10
15 Student 15 2 2 1 2 1 16 Student 16 1 3 2 2 1 17 Student 17 3 2 3 2 1 18 Student 18 4 4 3 4 4 19 Student 19 2 2 2 4 4 20 Student 20 2 3 2 2 2 21 Student 21 2 2 2 2 2 21 Student 23 2 2 2 2 2 23 Student 24 2 2 2 2 2 24 Student 25 2 2 2 1 1 25 Student 26 2 3 2 2 2 1 26 Student 28 1 2 2 1 1 1 29 Student 30 2 2 1 1 1 1 30 Student 31	13	Student 13	2	2	1	2	2	9
16 Student 16 1 3 2 2 1 17 Student 17 3 2 3 2 1 18 Student 18 4 4 3 4 4 19 Student 19 2 2 2 4 4 20 Student 20 2 3 2 2 2 21 Student 21 2 2 2 2 2 22 Student 23 2 2 2 2 2 23 Student 24 2 2 2 2 1 25 Student 24 2 2 2 1 1 26 Student 26 2 3 2 2 1 1 29 Student 28 1 2 2 1 1 1 30 Student 30 2 2 1 1 1 1 30 Student 31 2 2 2 1 1 1 30 Stude	14	Student 14	2	3	2	2	2	11
17 Student 17 3 2 3 2 1 18 Student 18 4 4 3 4 4 19 Student 19 2 2 2 4 4 20 Student 20 2 3 2 2 2 21 Student 21 2 2 2 2 2 22 Student 21 2 2 2 2 2 23 Student 23 2 2 2 2 2 24 Student 24 2 2 2 2 1 25 Student 26 2 3 2 2 2 26 Student 27 2 2 3 2 2 28 Student 28 1 2 2 1 1 30 Student 30 2 2 2 1 1 31 Student 31 2 2 2 2 1 32 Student 33 3 2 3	15	Student 15	2	2	1	2	1	8
18 Student 18 4 4 3 4 4 19 Student 19 2 2 2 4 4 20 Student 20 2 3 2 2 2 21 Student 21 2 2 2 2 2 22 Student 22 3 2 2 2 2 23 Student 23 2 2 2 2 2 24 Student 24 2 2 2 2 1 26 Student 26 2 3 2 2 2 1 26 Student 27 2 2 3 2 2 2 27 Student 27 2 3 2 2 1 1 29 Student 28 1 2 2 1 1 1 30 Student 31 2 2 1 2 1 1 31 Student 31 2 2 2 2 2 2 3	16	Student 16	1	3	2	2	1	9
19 Student 19 2 2 2 4 4 20 Student 20 2 3 2 2 2 21 Student 21 2 2 2 2 2 22 Student 21 2 2 2 2 2 23 Student 23 2 2 2 2 2 24 Student 24 2 2 2 2 1 25 Student 26 2 3 2 2 2 1 26 Student 26 2 3 2 2 1 1 29 Student 28 1 2 2 1 1 29 Student 30 2 2 1 1 1 30 Student 31 2 2 2 2 1 1 30 Student 31 2 2 2 2 2 1 31 Student 31 2 2 2 2 2 2 2 3	17	Student 17	3	2	3	2	1	11
20 Student 20 2 3 2 2 2 21 Student 21 2 2 2 2 2 22 Student 22 3 2 2 2 2 2 23 Student 23 2 2 2 2 2 2 24 Student 24 2 2 2 2 1 1 25 Student 26 2 3 2 2 2 1 26 Student 26 2 3 2 2 2 2 27 Student 27 2 2 3 2 2 2 28 Student 28 1 2 2 1 1 29 Student 30 2 2 1 2 1 30 Student 31 2 2 2 2 1 31 Student 31 2 2 2 2 2 33 Student 33 3 2 3 2 2 2	18	Student 18	4	4	3	4	4	19
21 Student 21 2 2 2 2 2 22 Student 22 3 2 2 2 2 2 23 Student 23 2 2 2 2 2 2 24 Student 24 2 2 2 2 1 1 25 Student 26 2 3 2 2 2 1 26 Student 27 2 3 2 2 2 2 27 Student 28 1 2 2 1 1 29 Student 28 1 2 2 1 1 29 Student 30 2 2 1 1 1 30 Student 31 2 2 2 1 1 31 Student 31 2 2 2 2 2 33 Student 32 3 2 3 2 2 2 34 Student 34 2 2 3 2 2 2	19	Student 19	2	2	2	4	4	14
21 Student 21 2 2 2 2 2 22 Student 22 3 2 2 2 2 2 23 Student 23 2 2 2 2 2 2 24 Student 24 2 2 2 2 1 1 25 Student 26 2 3 2 2 2 1 26 Student 27 2 3 2 2 2 2 27 Student 28 1 2 2 1 1 29 Student 28 1 2 2 1 1 29 Student 30 2 2 1 1 1 30 Student 31 2 2 2 1 1 31 Student 31 2 2 2 2 2 33 Student 32 3 2 3 2 2 2 34 Student 34 2 2 3 2 2 2	20	Student 20	2	3	2	2	2	11
23 Student 23 2 2 2 2 2 1 24 Student 24 2 2 2 2 1 1 25 Student 26 2 3 2 2 2 1 26 Student 26 2 3 2 2 2 2 27 Student 27 2 2 3 2 2 2 28 Student 28 1 2 2 1 1 29 Student 30 2 2 1 1 30 Student 31 2 2 2 1 31 Student 31 2 2 2 1 32 Student 33 3 2 3 2 2 33 Student 34 2 2 3 2 2 2 34 Student 34 2 2 3 2 2 2 35 Student 35 2 2 3 2 2 2 36 <td>21</td> <td></td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>10</td>	21		2	2	2	2	2	10
23 Student 23 2 2 2 2 2 1 24 Student 24 2 2 2 2 1 1 25 Student 26 2 3 2 2 2 1 26 Student 27 2 2 3 2 2 2 27 Student 28 1 2 2 1 1 29 Student 28 1 2 2 1 1 30 Student 30 2 2 1 1 1 30 Student 31 2 2 2 1 1 31 Student 31 2 2 2 2 1 32 Student 31 2 2 2 2 2 33 Student 33 3 2 3 2 2 34 Student 34 2 2 3 2 2 35 Student 35 2 3 2 2 3 36 Stude	22	Student 22	3	2	2	2	2	11
25 Student 25 2 2 2 2 1 26 Student 26 2 3 2 2 2 27 Student 27 2 2 3 2 2 28 Student 28 1 2 2 1 1 29 Student 29 2 3 2 1 1 30 Student 30 2 2 1 2 1 31 Student 31 2 2 2 2 1 32 Student 31 2 2 2 2 1 33 Student 32 3 2 2 2 2 34 Student 34 2 2 3 2 2 35 Student 35 2 2 3 2 2	23	Student 23	2	2	2	2	2	10
25 Student 25 2 2 2 2 1 26 Student 26 2 3 2 2 2 27 Student 27 2 2 3 2 2 28 Student 28 1 2 2 1 1 29 Student 29 2 3 2 1 1 30 Student 30 2 2 1 2 1 31 Student 31 2 2 2 2 1 32 Student 31 2 2 2 2 1 33 Student 31 2 2 2 2 2 33 Student 33 3 2 3 2 2 34 Student 34 2 2 3 2 2 35 Student 35 2 2 3 2 2	24	Student 24	2	2	2	2	1	9
27 Student 27 2 2 3 2 2 28 Student 28 1 2 2 1 1 29 Student 29 2 3 2 1 1 30 Student 30 2 2 1 2 1 31 Student 31 2 2 2 2 1 32 Student 31 2 2 2 2 1 33 Student 31 2 2 2 2 2 33 Student 32 3 2 3 2 2 2 34 Student 34 2 2 3 2 2 2 35 Student 35 2 2 3 2 2 2	25		2	2	2	2	1	9
28 Student 28 1 2 2 1 1 29 Student 29 2 3 2 1 1 30 Student 30 2 2 1 2 1 31 Student 31 2 2 2 2 1 32 Student 31 2 2 2 2 1 33 Student 32 3 2 2 2 2 33 Student 33 3 2 3 2 2 34 Student 34 2 2 3 2 2 35 Student 35 2 2 3 2 2 36 Student 36 3 2 3 2 2	26	Student 26	2	3	2	2	2	11
29 Student 29 2 3 2 1 1 30 Student 30 2 2 1 2 1 31 Student 31 2 2 2 2 1 32 Student 32 3 2 2 2 2 33 Student 33 3 2 3 2 2 34 Student 34 2 2 3 2 2 35 Student 35 2 2 3 2 2	27	Student 27	2	2	3	2	2	11
30 Student 30 2 2 1 2 1 31 Student 31 2 2 2 2 1 31 Student 31 2 2 2 2 1 32 Student 32 3 2 2 2 2 33 Student 33 3 2 3 2 2 34 Student 34 2 2 3 2 2 35 Student 35 2 2 3 2 2 36 Student 36 3 2 3 2 2	28	Student 28	1	2	2	1	1	7
31 Student 31 2 2 2 2 1 32 Student 32 3 2 2 2 2 2 33 Student 33 3 2 3 2 2 2 2 34 Student 34 2 2 3 2 2 2 35 Student 35 2 2 3 2 2 36 Student 36 3 2 3 2 2	29	Student 29	2	3	2	1	1	9
32 Student 32 3 2 2 2 2 33 Student 33 3 2 3 2 2 34 Student 34 2 2 3 2 2 35 Student 35 2 2 3 2 2 36 Student 36 3 2 3 2 2	30	Student 30	2	2	1	2	1	8
33 Student 33 3 2 3 2 2 34 Student 34 2 2 3 2 2 35 Student 35 2 2 3 2 2 36 Student 36 3 2 3 2 2	31	Student 31	2	2	2	2	1	9
33 Student 33 3 2 3 2 2 34 Student 34 2 2 3 2 2 35 Student 35 2 2 3 2 2 36 Student 36 3 2 3 2 2								11
34 Student 34 2 2 3 2 2 35 Student 35 2 2 3 2 2 36 Student 36 3 2 3 2 2	33		3	2	3	2	2	12
35 Student 35 2 2 3 2 2 36 Student 36 3 2 3 2 2	34				3			11
36 Student 36 3 2 3 2 2	35		2	2	3	2	2	11
37 Student 37 2 2 2 2 2 38 Student 38 2 2 3 2 2 39 Student 39 2 1 2 2 2 40 Student 40 2 2 2 1 2 41 Student 41 2 2 2 1 2	36		3	2		2	2	12
38 Student 38 2 2 3 2 2 39 Student 39 2 1 2 2 2 40 Student 40 2 2 2 1 2 41 Student 41 2 2 2 1 2	37		2	2	2			10
39 Student 39 2 1 2 2 2 40 Student 40 2 2 2 1 2 41 Student 41 2 2 2 1 2								11
40 Student 40 2 2 2 1 2 41 Student 41 2 2 2 1 2			2			2	2	9
41 Student 41 2 2 2 1 2								9
								9
	1		1	1	L	<u>I</u>	<u>ı </u>	

Hak Cipta Dilindungi Undang-Undang:
1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi



Rater 2: Fitri Hidayatul Husna, S.Pd

NO	NAME	Pronunciation	Intonation	SCO Fluency	Accuracy	Vocabulary	SUM
1	Student 1	1	2	2	2	1	8
2	Student 1 Student 2	2	2	2	2	1	9
3	Student 2 Student 3	2	2	2	2	2	10
4	Student 3 Student 4	2	2	2	2	2	10
5	Student 4	3	3	2	2	2	10
6	Student 6	2	2	2	2	2	10
7	Student 7	3	2	1	2	2	10
8	Student 7 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 10	1	2	1	2	2	8
12	Student 11 Student 12	2	2	2	2	2	10
13	Student 12 Student 13	2	2	1	2	2	9
14	Student 13 Student 14	2	3	2	2	2	11
15	Student 15	2	2	1	2	1	8
16	Student 15 Student 16	1	3	2	2	1	9
17	Student 17	3	2	3	2	1	11
18	Student 19 Student 18	4	4	3	4	4	19
19	Student 19 Student 19	2	2	2	4	4	14
20	Student 20	2	3	2	2	2	11
21	Student 20 Student 21	2	2	2	2	2	10
22	Student 21 Student 22	3	2	2	2	2	11
23	Student 22 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

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi



APPENDIX 4

THE DISTRIBUTION OF POST-TEST SCORE

(Experimental Class)

Hok cipto THE DISTRIE (() (

2				SCO	RE		
NO	NAME	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
22 23 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
26 27 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
31 32 33 34 35 36 37			48				



Rater 2: Fitri Hidayatul Husna, S.Pd

am	NO	NAME	SCORE						
milik	NO	NAME	Pronunciation	Intonation	Fluency	Accuracy	Vocabulary	SUM	
	1	Student 1	2	3	3	2	2	12	
UN	2	Student 2	3	3	3	2	2	13	
S	3	Student 3	2	3	2	2	2	11	
Sutha	4	Student 4	3	3	3	2	2	13	
	5	Student 5	3	2	2	2	2	11	
D	6	Student 6	3	3	3	2	2	13	
dun	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	
ĺ	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	
ĺ	13	Student 13	3	3	3	2	3	14	
ĺ	14	Student 14	3	3	3	2	3	14	
ĺ	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	
S	22	Student 22	4	3	3	4	4	18	
đ	23	Student 23	3	2	2	4	4	15	
e	24	Student 24	4	4	4	4	4	20	
S	25	Student 25	2	2	3	2	2	13	
an	26	Student 26	3	3	3	3	3	15	
Ъ.	27	Student 27	3	3	3	2	2	13	
	28	Student 28	3	2	2	2	2	13	
Ν	29	Student 29	2	2	2	3	2	11	
0	30	Student 30	3	2	2	3	2	12	
sit	31	Student 31	2	3	3	3	2	13	
0	32	Student 32	3	3	3	2	2	13	
ersity of Sulthan	33	Student 33	3	3	3	3	2	14	
Č	34	Student 34	2	2	2	3	2	11	
, L	35	Student 35	2	3	3	2	2	12	
Ы	36	Student 36	2	3	3	2	2	12	
F	37	Student 37	3	3	3	3	2	14	

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naha Saifuddin Jambi



(Control Class)

Rater 1: Fadila Wahyuni, S.Pd

ik U	NG	2112	SCORE						
Z	NO	NAME	Pronunciation	Intonation	Fluency	Accuracy	Vocabulary	SUM	
Sutha	1	Student 1	1	2	2	2	2	9	
5	2	Student 2	2	2	2	2	2	10	
	3	Student 3	2	2	2	2	2	10	
l d n	4	Student 4	2	2	2	2	2	10	
З	5	Student 5	3	3	2	2	2	12	
Ξ.	6	Student 6	2	2	2	2	2	10	
Γ	7	Student 7	3	2	1	2	2	10	
Γ	8	Student 8	2	2	1	2	2	9	
Ē	9	Student 9	2	2	2	2	2	10	
Γ	10	Student 10	2	1	2	2	2	9	
F	11	Student 11	1	2	1	2	2	8	
F	12	Student 12	2	2	2	2	2	10	
F	13	Student 13	2	2	1	2	2	9	
F	14	Student 14	2	3	2	2	2	11	
F	15	Student 15	2	2	1	2	1	8	
-	16	Student 16	2	3	2	2	2	11	
F	17	Student 17	3	2	3	2	1	11	
F	18	Student 18	4	4	3	4	4	19	
F	19	Student 19	2	2	2	4	4	14	
F	20	Student 20	2	3	2	2	2	11	
0	21	Student 21	2	2	2	2	2	10	
2	22	Student 22	3	2	2	2	2	11	
D	23	Student 22 Student 23	2	2	2	2	2	10	
2	24	Student 24	2	2	2	2	1	9	
2	25	Student 25	2	2	2	2	1	9	
amic	26	Student 26	2	3	2	2	2	11	
_	27	Student 27	2	2	3	2	2	11	
⊇.	28	Student 27	1	2	2	1	1	7	
niversit	29	Student 29	2	3	2	1	1	9	
2.	30	Student 29 Student 30	2	2	1	2	1	8	
4	31	Student 30	2	2	2	2	1	9	
<u>_</u>	32	Student 31 Student 32	3	2	2	2	2	11	
2	33	Student 32 Student 33	3	2	3	2	2		
Sulthan		Student 35 Student 34	2	2	3	2	2	12	
2	34 35	Student 34 Student 35	2	2	3	2	2	11	
5			3	2	3	2	2	11	
5	36	Student 36		2		2		12	
2	37	Student 37	2	2	2 3	2	2 2	10	
ă,	38	Student 38	2					11	
S	39	Student 39	2	1	2	2	2	9	
Ĭ	40	Student 40	2	2	2	1	2	9	
ă	41	Student 41	2	2	2	1	2	9	
haha Saifuddin Jambi									

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Rater 2: Fitri Hidayatul Husna, S.Pd

	NAME		SCORE				
NO 1 2		Pronunciation	Intonation	Fluency	Accuracy	Vocabulary	SUM
1	Student 1	1	2	2	2	2	9
2	Student 2	2	2	2	2	2	10
<mark>)</mark> 3	Student 3	2	2	2	2	2	10
3 4 5	Student 4	2	2	2	2	2	10
	Student 5	3	3	2	2	2	12
6	Student 6	2	2	2	2	2	10
6 7 8	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 20 Student 21	2	2	2	2	2	10
22	Student 21 Student 22	3	2	2	2	2	10
23	Student 22 Student 23	2	2	2	2	2	10
	Student 23 Student 24	2	2	2	2	1	9
24 25	Student 24 Student 25	2	2	2	2	1	9
	Student 25 Student 26	2	3	2	2	2	11
20	Student 20 Student 27	2	2	3	2	2	11
26 27 28	Student 27 Student 28	1	2	2	1	1	7
28	Student 28 Student 29	2	3	2	1	1	
30	Student 29 Student 30	2	2	1	2	1	9
							8
31	Student 31	2 3	2 2	2	2	1	9
32	Student 32			2		2	11
33	Student 33	3	2	3	2	2	12
31 32 33 34 35 36 37 38 39 40 41	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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lent 39	
lent 40	
lent 41	

APPENDIX

PRE-TEST AND POST-TEST SCORE

n	Control Class					Experiment Class			
	Pre-Test Post –Test					Pre-Test	Post –Test		
JZ	No	Name	Score	Score	No	Name	Score	Score	
S	1	Student 1	40	40	1	Student 1	50	60	
\subseteq	2	Student 2	45	50	2	Student 2	55	65	
bo	3	Student 3	50	50	3	Student 3	50	55	
2	4	Student 4	50	50	4	Student 4	60	65	
9	5	Student 5	60	60	5	Student 5	55	55	
nk.	6	Student 6	50	50	6	Student 6	55	65	
≌.	7	Student 7	50	50	7	Student 7	60	60	
Γ	8	Student 8	45	45	8	Student 8	65	65	
Ē	9	Student 9	50	50	9	Student 9	55	60	
Γ	10	Student 10	45	45	10	Student 10	60	70	
Γ	11	Student 11	40	40	11	Student 11	55	70	
Γ	12	Student 12	50	50	12	Student 12	55	70	
Γ	13	Student 13	45	45	13	Student 13	65	70	
Γ	14	Student 14	55	55	14	Student 14	65	70	
Γ	15	Student 15	40	40	15	Student 15	50	55	
Γ	16	Student 16	45	45	16	Student 16	50	60	
ſ	17	Student 17	55	55	17	Student 17	55	75	
Γ	18	Student 18	95	95	18	Student 18	65	65	
Γ	19	Student 19	70	70	19	Student 19	55	60	
Ē	20	Student 20	55	55	20	Student 20	65	80	
Γ	21	Student 21	50	50	21	Student 21	65	75	
	22	Student 22	55	55	22	Student 22	80	90	
St	23	Student 23	50	50	23	Student 23	60	75	
¥e	24	Student 24	45	45	24	Student 24	100	100	
	25	Student 25	45	45	25	Student 25	50	65	
S	26	Student 26	55	55	26	Student 26	50	75	
B	27	Student 27	55	55	27	Student 27	65	65	
0	28	Student 28	35	35	28	Student 28	55	65	
\subseteq	29	Student 29	45	45	29	Student 29	55	55	
١L	30	Student 30	40	40	30	Student 30	60	60	
Ð	31	Student 31	45	45	31	Student 31	60	65	
Sit	32	Student 32	55	55	32	Student 32	55	65	
\leq	33	Student 33	60	60	33	Student 33	60	70	
4	34	Student 34	55	55	34	Student 34	55	55	
S	35	Student 35	55	55	35	Student 35	60	60	
of Sulthan	36	Student 36	60	60	36	Student 36	55	60	
ď	37	Student 37	50	50	37	Student 37	55	70	
_	38	Student 38	55	55					
Th.	39	Student 39	45	45					
9	40	Student 40	45	45					
ã	41	Student 41							
S									
Ĭ									
Thaha Saifuddin Jambi									
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APPENDIX

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

(Pre-Test)

$\overline{\mathbb{Z}}$ Type of the test	:	Oral Test (Conversation)
Skill	:	Speaking Opinion & Thoughts (Asking and Giving Opinion) Harry Potter Movie
Language Function	:	Opinion & Thoughts (Asking and Giving Opinion)
Торіс	:	Harry Potter Movie
2 mg m		onversation of opinion and thoughts about Harry Pot

- 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

- The Researcher instructed the students to make a. a conversation of Opinion and Thoughts by WhatsApp group.
- The students were allowed to choose their a 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.
- The rates scored the test using the rubric of d. scoring adapted from O'Malley & Pierce (1990). See Appendix 1.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan i karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah

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(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	pic	tures below. Then, tell your opinion and thoughts
about them!		



Jerome Polin

:

Robert Downey Jr

State Islamic University of Sulthan Thaha Saifuddin Jambi Procedures

- The Researcher instructed the students to make a 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.

. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi

kanya ilmiah,

, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah

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APPENDIX 7 SYLLABUS

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Hak Cipta Dilindungi Undang-Undang-Undang-Undang-Undang-Undang-Undang memperbanyak sebagian dan ata
Dilarang memperbanyak sebagian kunyak sebagian dan ata
School/Instatution ata

iversity

of Sulthan Thaho

sumber asii: Iaporan, penulisan kritik atau

UIN Sutha Jamb

: XI

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milik UIN Sutha Jambi

Class dan atotening an penyork Core Competency:

믖

- 1. KI-L 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 of

ta milik UIN Sutha , Hak Cipta Dilindungi U 1. Dilarang mengutipan hany b. Pengutipan hany 2. Dilarang memperba	56
3.2 Applying social functions, text structures, and linguistic elements of point and simple 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 fanguage elements I think, I suppose, in my opinion) 4.2 Compose short and simple transactional interaction texts, spoken and written incomposition and thoughts, taking into account social functions, text structure, and linguistic elements that are correct and in context and simple transaction texts that are correct and in context and thoughts, taking into account social functions, text structure, and linguistic elements that are correct and in context and thoughts the structure of the structure of the structure of the structure of the struct	 Maintain interpersonal relationships with teachers, friends, and others. Text Structure:Start, Respond (expected/unexpected) Watching/listening to several interactions in visual media (images or videos) that involve expressions of opinion and thoughts Identify and mention situations that gave rise to statements of opinion and
f Sulthan Thaha r asli: n, penulisan kritik atau t	

Hak Cipta Dilindungi U 1. Dilarang mengutips a. Pengutipan hany b. Pengutipan tidak 2. Dilarang memperba	ta milik UIN Sutha .		57
ndang-Undang: iebagian dan atau seluruh karya tulis ini tanpa m a untuk kepentingan pendidikan, penelitian, per merugikan kepentingan yang wajar UIN Sutha Jo nyak sebagaian dan atau seluruh karya tulis ini c	ambi.	 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 	efforts to maintain, maintain and improve it
encantumkan da menyebutkan sumber asli: ulisan karya ilmiah, penyusunan laporan, penulisan kritik atau t ambi talam bentuk apapun tanpa izin UIN Sutha Jambi	State Islamic University of Sulthan Thaha		

APPENDIX 8 LESSON PLAN (Experimental Class)

省 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.
- 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

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi

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Hak Cipta Dilindungi Undang-Undang

Kompetensi Dasar

Hak		
Hak cipta	A. Kompetensi Dasar	
В	Basic Competence	Competency Achievement Indicators
IK U	1. Analyze the structure, social	1.1 Understanding the structure, social
Z	function, and language features	function, and language features of
Uth	of opinion and thoughts (C2)	opinion and thoughts, based on the
ğ		context. (C4)
am	2. Create a text spoken and written	2.1 Create a text spoken and written
ō	dialogue about opinion and	dialogue about opinion and thoughts.
	thoughts, by considering the	(C6)
	social function, text structure,	
	and language features, based on	
	the context. (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)
- Asking and giving opinion correctly, based on the context. (C3) 2.
- Create a conversation about opinion and thoughts based on the context. (C6) 3.

State Islamic University of Sulthan Thaha Saifuddin Jambi **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.

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karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah



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

1. Media

Jambi

Jambi

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

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. Studens' and teachers' experience.

H. Learning Procedures

			1 st Meeting		
	Opening (10 Minutes)				
5	1.	Orie	entation		
		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				
+		a.	Teacher give the description of the advantage of learning opinion and		
25			thoughts.		
22		b.	If this theme/project is succeeded, the students wished to be able to do		
2			a short dialogue about the opinion and thoughts.		
		C	c. Teacher informs the purpose of the lesson.		
2					
2					



3. Guidance

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

lik (Main Activity (45 Minutes)		
JN	Syntax (Learning Model) Lesson Activity		
Problem Statement 1. Teacher stimulates the students about lesson by asking: "What do you say if want to express your idea?"			
ğ		2. Play th animation series.	
	Data Collection	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)	
6	Development &	1. Every pair deliver their discussion. (C6)	
tat	Verification	(Collaboration)	
e Is		2. Every pair imitate the expression of opinion	
am		and thoughts from the animation they have	
IC U		watched. (C1) (Collaboration)	
tate Islamic Univers		3. Every pair imitate the expression of opinion	
ersit		and thoughts from the animation they have	
√ of		watched. (C1) (Collaboration	
S		4. Other students give the feedback and	
tha		comment about their friends' performance.	
n Th		(C4) (Communication	
aho	Evaluation	1. Teacher give the feedback about students'	
os c		performance.(C5)	
UTIC	(Closing (5 minutes)	
ity of Sulthan Thaha Salfuddin Jambi			
Ja			
M			

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- The students conclude the learning outcome. 1.
- 2. The teacher gives the assessment/task/homework.
 - 3. The teacher close the lesson with greeting/send off.

2nd Meeting

Opening (10 Minutes)

Orientation 1.

- a. Opening, greeting and praying before start the lesson.
- Checking students' attendance. b.
- The teacher prepares the students' mental in receiving the lesson. c.

2. Motivation

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

3. Guidance

Sta

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

te	Main Activity (45 Minutes)				
slar	Syntax (Learning Model)		Lesson Activity		
nic	Problem Statement	1.	Teacher stimulates the students about the		
Un			lesson by asking: "Do you still remember		
IVer			about last lesson?"		
vtis		2.	Play the animation series		
0	Data Collection	1.	The students are divided in pairs		
Sult			(Collaboration)		
han		2.	Every pair is instructed to discuss the		
h			content of the animation series. (C4)		
haha Saifuddin Jambi			(Collaboration)		
Sa					
ifuc					
dir					
J J					
m					
₫.					

Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan

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karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

	@ Hak ci <mark>pta</mark>
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Ω.		
pto		3. Every pair is asked to imitate the expression
m		of opinion and thoughts from the animation.
Ţ		(C6) (Collaboration)
UN	D	
S	Development &	1. Every pair deliver their discussion. (C6)
tha	Verification	(Collaboration)
cipta milik UIN Sutha Jamb		2. Every pair imitate the expression of opinion
dm		and thoughts from the animation they have
Ξ.		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)
Sto		
ate	1. The students conclude the	le learning outcome.
olsi	2. The teacher gives the ass	sessment/task/homework.
tate Islamic	3. The teacher close the less	son with greeting/send off.
		3rd Meeting
nive	0	pening (10 Minutes)
rsity	1. Orientation	
of	a. Opening, greeting and	praying before start the lesson.
Sul	b. Checking students' att	endance.
University of Sulthan Thaha Saifuddin Jambi	c. The teacher prepares the	he students' mental in receiving the lesson.
) The	2. Motivation	
bht	a. Teacher give the desc	ription of the advantage of learning opinion and
Sa	thoughts.	
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Teacher informs the purpose of the lesson. c.

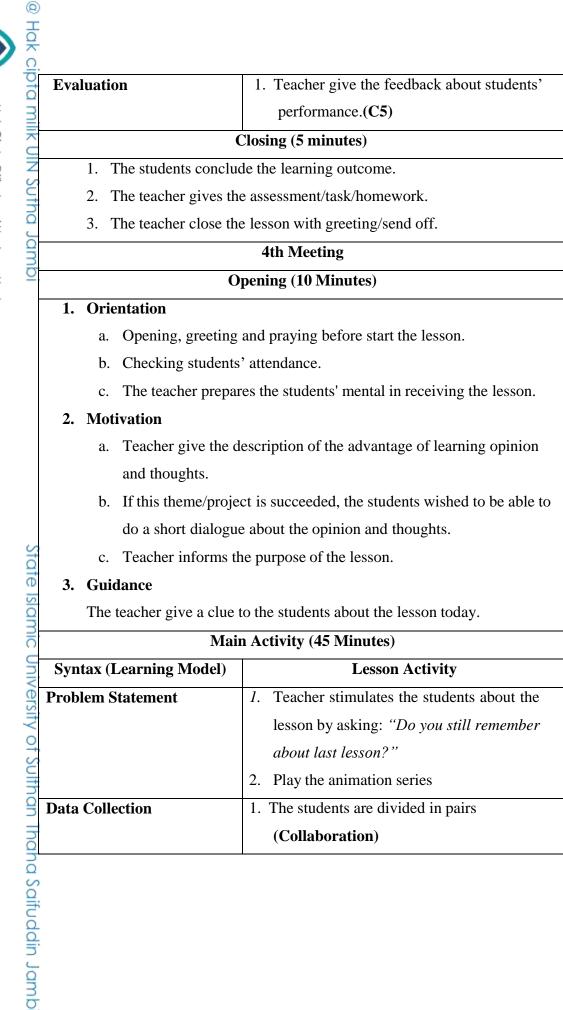
3. Guidance

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

Syntax (Learning Model)	Lesson Activity
Problem Statement	<i>1</i> . Teacher stimulates the students about the
	lesson by asking: "Do you still remember
	about last lesson?"
	2. Play the animation series
Data Collection	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 &	1. Every pair deliver their discussion. (C6)
Verification	(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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 Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah

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@ Hak cipta milik UIN Sutha Jam		
cipto		2. Every pair is instructed to discuss the
m.		content of the animation series. (C4)
		(Collaboration)
N		3. Every pair is asked to imitate the
Suth		expression of opinion and thoughts from
la J		the animation. (C6) (Collaboration)
amt	Development &	1. Every pair deliver their discussion. (C6)
	Verification	(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
stat	Evaluation	1. Teacher give the feedback about students'
S 9.		performance.(C5)
slamic	(Closing (5 minutes)
	1. The students conclude	the learning outcome.
Iniv	2. The teacher gives the a	ssessment/task/homework.
ersi	3. The teacher close the le	esson with greeting/send off.
ty o		5th Meeting
S	0	pening (10 Minutes)
1	. Orientation	
Т	a. Opening, greeting and	l praying before start the lesson.
hat	b. Checking students' at	tendance.
na s	c. The teacher prepares t	the students' mental in receiving the lesson.
	. Motivation	
University of Sulthan Thaha Saituddin Jambi		
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- Teacher give the description of the advantage of learning opinion and a. 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

 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.				
5			tivity (45 Minutes)	
	Syntax (Learning Model)		Lesson Activity	
ł	Problem Statement	<i>1</i> . 2.	Teacher stimulates the students about the lesson by asking: "Do you still remember about last lesson?" Play the animation series	
I	Data Collection		The students are divided in pairs (Collaboration) Every pair is instructed to discuss the	
Ctor			content of the animation series. (C4) (Collaboration)	
nte klamic I		3.	Every pair is asked to imitate the expression of opinion and thoughts from the animation. (C6) (Collaboration)	
	Development &	1.	Every pair deliver their discussion. (C6)	
preity of Sulthan Thaha Saifudalin Tambi	Verification	2. 3.	(Collaboration) Every pair imitate the expression of opinion and thoughts from the animation they have watched. (C1) (Collaboration) Every pair imitate the expression of opinion and thoughts from the animation they have watched. (C1) (Collaboration	

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<u>0</u> .			
ptq		4. Other students give the feedback and	
milik		comment about their friends' performance.	
IK U		(C4) (Communication	
Z	Evaluation	1. Teacher give the feedback about students'	
Sutho		performance.(C5)	
<u> </u>	Closing (5 minutes)		
lambi	1. The students conclude the learning outcome.		
g	2. The teacher gives the assessment/task/homework.		
	3. The teacher close the lesson with greeting/send off.		

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a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.



Nama Sekolah	:	MA PHI Kuala Tungkal
Gamma 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.
- and civilization is procedural know and interests to s
 4. Processing, reasorealms related to to act effectively scientific rules
 B. Basic Competency
 1. KD on KI knowl a. Analyzing th 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

- 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).

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karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi

2. KD on KI skills

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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)

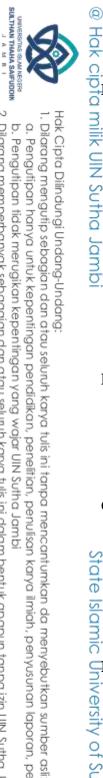
3. Create a conversation about opinion and thoughts based on the context. (C6)

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 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi



- 1. Social Function: Introducing, keeping the social relation among the teacher, friends, and other people.
- 2. Text Structure: Asking, giving(Answering)
- Paction of the second state of th 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

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

G. Learning Media

1. Media

State

Islamic

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

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

Learning Procedures

5.		
SH	l. Le	arning Source
ive	1.	Book of curriculum 2013, English Subject. Grade XI. Kemendikbud,
rsity	2.	arning Source Book of curriculum 2013, English Subject. Grade XI. Kemendikbud, Dictionary Studens'and teachers' experience.
<u>o</u>	3.	Studens' and teachers' experience.
Sult		
J.	Le	arning Procedures
n		1 st Meeting (2x30 minutes)
\geq		
9		Opening (10 Minutes)
aha S	1. (Opening (10 Minutes) Drientation
aha Saifu		
aha Saitudd		Drientation
aha Saituddin .		Drientation
aha Saifuddin Jan		Drientation
aha Saifuddin Jambi		Drientation

karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah



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 Act	ivity (45 minutes)
Syntax (Learning Model)	Lesson Activity
Stimulation	A. Literation
	Students are given motivation and
	stimulus to focus on the topic of
	opinion and thoughts material by:
	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).
	I

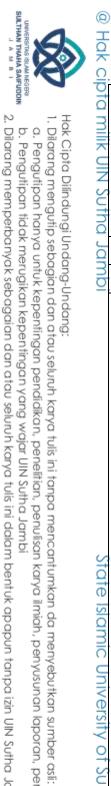
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UNKEEDTIG SUM NEGER	@ Hak c)	
FUDDIN	ptq	Problem Statement	B. CRITICAL THINKING
2	ă		The teacher provides opportunities for
2. Pe Dilarc Dilarc	milik		students to identify as many questions as
Cipta Dilind arang meng Pengutipan Pengutipan arang mem	Z		possible material presented and will be
nem pan pan	Sut		answered through learning activities, for
perb	ba		example:
Cipta Dilindungi Undang-Undang arang mengutip sebagian dan a Pengutipan hanya untuk kepenti Pengutipan tidak merugikan kep arang memperbanyak sebagaia	Sutha Jamb		1. Ask questions related to opinion
ng-L ntugiar k set	Idu		and thoughts that are not
ndar indar n ki			understood from what is
dang-Undang: bagian dan atau se untuk kepentingan nerugikan kepenting nyak sebagaian dar			observed or questions to get
20.0			additional information about
uruh Dendi Din ya			what is observed (ranging from
luruh karya pendidikan jan yang w atau seluru			factual questions to hypothetical
n, pe vajar			questions) to develop creativity,
ulis ini tang penelitian jar UIN Sut kanya tuli			curiosity, the ability to formulate
ian, pa Sutha tulis i			questions to form thoughts
a mencai penulisan a Jambi ini dalam			
tulis ini tanpa mencant . penelitian, penulisan k ajar UIN Sutha Jambi h karya tulis ini dalam k	5		critical needs for smart living and
itumkan karya ilr bentuk (tate		lifelong learning. 2. The teacher asks students
	e Is		
da m niah, p	am		regarding opinion and thoughts.
ın da menyebutkan sumber asli: îlmiah, penyusunan laporan, penulis; k apapun tanpa izin UIN Sutha Jamb	0 C	Data Collection	C. LITERATION ACTIVITY
npa i	Iniv		Students are asked to collect relevant
an si zin U	ersi		information related to opinions and
sumber Iaporan, UIN Suth	t v		thoughts through the following
ər asli: ın, pe	of Sc		activities:
enulis Jamb	Iff		1. Read the dialogue chapter 2 of the
×i an k	B		English language manual for Class
	Tha		XI of the Kemendikbud in pairs.
rtau t	ha	Data Processing	D. COLLLABORATION
xsli: penulisan kritik atau tinjauan suatu masalah. a Jambi	iaha Saituddin Jambi		
an su	do		
atu n	Ĩ		
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	Students process data from the dia
	they have read through the following
	activities:
	1. Identify the opinion and the
	contained in the dialogue the
	been read.
Verification	E. CRITICAL THINKING
	Learners are divided into several gr
	consisting of 2 or more people to:
	1. Make a short dialogue
	contains an opinion and the
	2. Conducting conversations i
	of the class in accordance v
	dialogues that have been ma
	the students.
Closing (5 Minutes)	
Learners:	
	nportant points regarding the opinion an
thoughts.	
Teacher: 1. Give appreciation to stu-	dents regarding the performance of stud
learning opinion and tho	
• •	rughts.
2. Closing teaching and learning activities with greetings. 2 nd Meeting (2x30 minutes) Opening (10 Minutes)	
1. Orientation	o · · · · · · · · · · · · · · · · · · ·
	praying before start the lesson.
b. Checking students' atter	
c. The teacher prepares the	e students' mental in receiving the lesson.
 b. Checking students attended to a student st	
/ Annorcontion	

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagaian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

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- Teacher give the description of the advantage of learning opinion and a. 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	A. Literation	
	Students are given motivation and	
	stimulus to focus on the topic of	
	opinion and thoughts material by:	
	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).	

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi

Data Collection	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.C. LITERATION ACTIVITYStudents are asked to collect relevant information related to opinions and thoughts through the following activities:1. Read the dialogue chapter 2 of the English language manual for Class
	0
Data Collection	
3	
5	information related to opinions and
	thoughts through the following
214	activities:
	1. Read the dialogue chapter 2 of the
2	XI of the Kemendikbud in pairs.
Data Processing	D. COLLLABORATION
2	Students process data from the dialogues
	they have read through the following
2	activities:
	Data Collection

	1. Identify the opinion and thou	
	contained in the dialogue that	
	been read.	
Verificatio	n 2. CRITICAL THINKING	
	Learners are divided into several gro	
	consisting of 2 or more people to:	
	1. Make a short dialogue	
	contains an opinion and thou	
	2. Conducting conversations in	
	of the class in accordance wi	
	dialogues that have been mad	
	the students.	
	Closing (5 Minutes)	
Learners:		
1. Toge	ether conclude the important points regarding the opinion and	
1. Toge thou	ether conclude the important points regarding the opinion and ughts.	
1. Toge thou Teacher:	ights.	
1. Toge thou Teacher: 1. Giv	ights. e appreciation to students regarding the performance of stude	
1. Toge thou Teacher: 1. Giv lear	ights. e appreciation to students regarding the performance of studer ning opinion and thoughts.	
 Toge thou Teacher: Giv lear Clo 	ights. e appreciation to students regarding the performance of studen	
1. Toge thou Teacher: 1. Giv lear 2. Clo	ights. e appreciation to students regarding the performance of studen ning opinion and thoughts. sing teaching and learning activities with greetings.	
 Toge thou Teacher: Giv lear Clo 	ights. e appreciation to students regarding the performance of studen ning opinion and thoughts. sing teaching and learning activities with greetings. 3rd Meeting (2x30 minutes)	
1. Toge thou Teacher: 1. Giv lear 2. Clo	ights. e appreciation to students regarding the performance of studen ning opinion and thoughts. sing teaching and learning activities with greetings. 3 rd Meeting (2x30 minutes) Opening (10 Minutes)	
1. Toge thou Teacher: 1. Giv lear 2. Clo	nghts. e appreciation to students regarding the performance of studen ning opinion and thoughts. sing teaching and learning activities with greetings. 3 rd Meeting (2x30 minutes) Opening (10 Minutes) ation	
1. Toge thou Teacher: 1. Giv lear 2. Clo	aghts. e appreciation to students regarding the performance of studen ning opinion and thoughts. sing teaching and learning activities with greetings. 3 rd Meeting (2x30 minutes) Opening (10 Minutes) ation ening, greeting and praying before start the lesson.	
1. Toge thou Teacher: 1. Giv lear 2. Clo	nghts. e appreciation to students regarding the performance of studen ning opinion and thoughts. sing teaching and learning activities with greetings. 3 rd Meeting (2x30 minutes) Opening (10 Minutes) ation	
1. Toge thou Teacher: 1. Giv lear 2. Clo	nghts. e appreciation to students regarding the performance of student ning opinion and thoughts. sing teaching and learning activities with greetings. 3 rd Meeting (2x30 minutes) Opening (10 Minutes) ation ening, greeting and praying before start the lesson. ecking students' attendance. e teacher prepares the students' mental in receiving the lesson.	
1. Toge thou Teacher: 1. Giv lear 2. Clo	aghts. e appreciation to students regarding the performance of student ning opinion and thoughts. sing teaching and learning activities with greetings. 3 rd Meeting (2x30 minutes) Opening (10 Minutes) ation ening, greeting and praying before start the lesson. ecking students' attendance. e teacher prepares the students' mental in receiving the lesson. ception	
 Toge thou Teacher: Giv lear Clo Clo Clo Choic The Composition of the Choic Composition of the	nghts. e appreciation to students regarding the performance of student ning opinion and thoughts. sing teaching and learning activities with greetings. 3 rd Meeting (2x30 minutes) Opening (10 Minutes) ation ening, greeting and praying before start the lesson. ecking students' attendance. e teacher prepares the students' mental in receiving the lesson.	

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 Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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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 A. LITERATION Students are given motivation and						
The teacher give a clue to the students about the lesson today.						
Main Activity (45 minutes)						
Syntax (Learning Me						
Stimulation	A. LITERATION					
	Students are given motivation and					
	stimulus to focus on the topic of opinion					
	and thoughts material by:					
	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					
r robiem Statement	The teacher provides opportunities for					
Troblem Statement	The teacher provides opportunities for					
Problem Statement	students to identify as many questions as					

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SULTHAN THAHA SAIFUDDIN Hak Cipta Dilindungi Undang-Undang:
1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi

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	@ Hak cipta milik UIN Sutha Jambi		
EOE	ipto		answered through learning activities, for
	μr		example:
, Cip I. Per	lik (1. Ask questions related to opinion
ng n ng n	JIN		and thoughts that are not
lindu pan l	Sut		understood from what is observed
ngi U nany	, DC		or questions to get additional
ndar ebag	Jan		information about what is observed
nigion Victoria	Id		(ranging from factual questions to
Hak Cipta Dilindungi Undang-Undang 1. Dilarang mengutip sebagian dan a a. Pengutipan hanya untuk kepenti b. Pengutipan tidak menunikan kep			hypothetical questions) to develop
g: atau tingo			creativity, curiosity, the ability to
selur in pe			formulate questions to form
uh ka			thoughts critical needs for smart
ikan,			living and lifelong learning.
pen i			2. The teacher asks students regarding
lis ini tanp venelitian,			opinion and thoughts.
sk Cipta Dilindungi Undang-Undang: Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, pe		Data Collection	C. LITERATION ACTIVITY
nuliso			Students are asked to collect relevant
antu in ka	Sto		information related to opinions and
mkar rya il	te		thoughts through the following
n da i miah	slar		activities:
, per	nic		1. Read the dialogue chapter 2 of the
yebu nyusu	UN		English language manual for Class
tkan Inan	University		XI of the Kemendikbud in pairs.
sumt	-	Data Processing	D. COLLLABORATION
an, p	ot S		Students process data from the dialogues
sli: penul	III		they have read through the following
lisan	nan		activities:
kritik	Ihc		1. Identify the opinion and thoughts
atau	phr		contained in the dialogue that has
tinja	Sa		been read.
ın da menyebutkan sumber asli: ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.	ot Sulthan Thaha Saituddin Jambi		

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi 2. Dilarang memperbanyak sebagaian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

UNIVERSITIAS ISLAM NEGERI SULTHAN THAHA SAIFUDDIN J A M R I

	@ Hak		
HA SAIFUDDIN	cipto	Verification	E. CRITICAL THINKING
н. 9	μ		Learners are divided into several groups
c Cip Dilara 1. Per Dilara	lik (consisting of 2 or more people to:
ipta Dilindung engutipan ha engutipan tid rang memper	JIN		1. Make a short dialogue that
indu Jengu Dan t	Suth		contains an opinion and thoughts.
ngi U nany idak	tha .		2. Conducting conversations in front
Undang-Undar sebagian dan ya untuk keper k merugikan ke anyak sebaga	Jamb		of the class in accordance with the
jian o uk ke ugika	Id		dialogues that have been made by
ndang dan c epent an kep			the students.
j: linga pentir de		Closin	g (5 Minutes)
k Cipta Dilindungi Undang-Undang: Dilarang mengutip sebagian dan atau seluruh karya tulis ini t a. Pengutipan hanya untuk kepentingan pendidikan, penelit b. Pengutipan tidak merugikan kepentingan yang wajar UIN Dilarang memperbanyak sebagaian dan atau seluruh karya		Learners:	
ndidiji Vang		1. Together conclude the import	tant points regarding the opinion and
nya ti Kan, j Ywaj		thoughts.	
ulis ini pene ar UII		Teacher:	
i tanp litian, N Suth a tulis		1. Give appreciation to studen	ts regarding the performance of students in
, pen ha Jo		learning opinion and though	nts.
enca ulisar ambi		2. Closing teaching and learning	ng activities with greetings.
a mencantumko penulisan karya a Jambi ini dalam bentu	State Islamic Univ	4 th Meeting	(2x30 minutes)
kan c 'a ilm			(10 Minutes)
a mencantumkan da menyebutkan sumber asli: penulisan karya ilmiah, penyusunan laporan, penulisc na Jambi ini dalam bentuk apapun tanpa izin UIN Sutha Jambi		1. Orientation a. Opening, greeting and prayi	ing before start the lesson.
yebutki nyusunc tanpa i		b. Checking students' attendarc. The teacher prepares the students	nce. Idents' mental in receiving the lesson.
an sum an lapo zin UIN	iversity	2. Apperception	
ran, Sutha	0		n of the advantage of learning opinion and
ısli: penu	Sult	thoughts.	
lisan kr	Ithan	b. Teacher informs the purpos	e of the lesson.
ittik atau	Ihaha	3. Guidance The teacher give a clue to the st	udents about the lesson today.
J tinjo	5	Main Activi	ty (45 minutes)
Juan	IITUC	Syntax (Learning Model)	Lesson Activity
ın da menyebutkan sumber asli: 11miah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. k apapun tanpa izin UIN Sutha Jambi	aituddin Jambi		

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi 2. Dilarang memperbanyak sebagaian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

UNREGETIS SUM NECISI	@ Hak ci)	
NICON	pto	Stimulation	A. LITERATION
2	∃		Students are given motivation and
: Cipta Dilindun iliarang mengu I. Pengutipan h 5. Pengutipan ti ilarang mempe	milik		stimulus to focus on the topic of opinion
Cipta Dilind larang meng Pengutipan Pengutipan larang mem	Z		and thoughts material by:
nemp pan nemg	Sut		1. Listening: Outline/global
hany berbo	tha Jamb	-	introductory explanation of
sebc va ur anya	Jar		activities regarding opinions and
k set	Igu		thoughts.
Cipta Dilindungi Undang-Undang arang mengutip sebagian dan a Pengutipan hanya untuk kepenti Pengutipan tidak merugikan kep arang memperbanyak sebagaia			2. View: The teacher gave an
dang-Undang: bagian dan atau se untuk kepentingan nerugikan kepenting nyak sebagaian dar			example of opinion and thoughts
u seli Jan p Itingo			in form of conversation.
ungi Undang-Undang: putip sebagian dan atau seluruh karya hanya untuk kepentingan pendidika tidak merugikan kepentingan yang v perbanyak sebagaian dan atau selur			3. Listening: The teacher conveys
sk Cipta Dilindungi Undang-Undang: Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumka a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi Dilarang memperbanyak sebagaian dan atau seluruh karya tulis ini dalam bentul			the material, students listen
n, pe vajar			carefully.
tulis ini ta penelitic ajar UIN S h karya t			4. Reading: a. Reading material in
anpo Sutho Tulis i			
a mencar penulisan a Jambi ini dalam			textbooks and other supporting
ncar Ilisan nbi	5		books, related opinions and
karya bentu	đ		thoughts (done at home and at
a ilm tuk a	S O		school before and during lessons).
tanpa mencantumkan da menyebutkan sumber asli; itian, penulisan karya ilmiah, penyusunan laporan, pe U Sutha Jambi 1 tulis ini dalam bentuk apapun tanpa izin UIN Sutha J	lan	Problem Statement	B. CRITICAL THINKING
nenyebutkan penyusunan vun tanpa izir	10		The teacher provides opportunities for
npa npa	JUN		students to identify as many questions as
han k	/ers		possible material presented and will be
sumber laporan, UIN Suth	Ţ		answered through learning activities, for
an, p	9		example:
in da menyebutkan sumber asli: ilmiah, penyusunan laporan, penulisç k apapun tanpa izin UIN Sutha Jambi	Ŭ		1. Ask questions related to opinion
lisan	an		and thoughts that are not
kritik	Ŋ		understood from what is observed
atau	ahc		or questions to get additional
, tinjc	So		information about what is
asli: penulisan kritik atau tinjauan suatu masalah. a Jambi	niversity of Sulthan Inaha Saituddin Jambi	·	observed (ranging from factual
uatu	din		
mas	Jan		
alah.	d		

	questions to hypoth
	questions) to develop crea curiosity, the ability to form
	questions to form thoughts c
	needs for smart living and lif
	learning.
	2. The teacher asks stu
	regarding opinion and thoug
Data Collection	C. LITERATION ACTIVITY
	Students are asked to collect rele
	information related to opinions a
	thoughts through the following
	activities:
	1. Read the dialogue chapter 2 d
	English language manual for
	XI of the Kemendikbud in pa
Data Processing	D. COLLLABORATION
	Students process data from the dial
	they have read through the foll
	activities:
	1. Identify the opinion and the
	contained in the dialogue th
TT 101 /1	been read.
Verification	E. CRITICAL THINKING
	Learners are divided into several gro
	consisting of 2 or more people to:1. Make a short dialogue that
	contains an opinion and thou
	2. Conducting conversations in
	of the class in accordance wi

UNIVERSITIAS BLAM NEGERI SULTHAN THAHA SAIFUDDIN J A M R I a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi 2. Dilarang memperbanyak sebagaian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

	@ 		
	cipt		dialogues that have been made by
* 	a n		the students.
Dilan b. Pe	milik	Closir	ng (5 Minutes)
ang r angut	NIN	Learners:	
Dilindu meng tipan	Sut		rtant points regarding the opinion and
perb	.ha	thoughts.	r
Unda Seba iya un ik mer	dup	Teacher:	
ipta Dilindungi Undang-Undang rang mengutip sebagian dan a engutipan hanya untuk kepenti engutipan tidak merugikan kep rana memperbanyak sebagaia	Idu		ts regarding the performance of students in
ndar dan an ke		learning opinion and though	
ian d ing: ing nting		2. Closing teaching and learning	
dang-Undang: bagian dan atau seluruh karya untuk kepentingan pendidikar rerugikan kepentingan yang w			(2x30 minutes)
ruh k endic n yar			(10 Minutes)
		1. Orientation	· · · ·
tulis ini tanpa , penelitian, p ajar UIN Sutha		a. Opening, greeting and pray	ing before start the lesson.
		b. Checking students' attendarc. The teacher prepares the students	nce. Idents' mental in receiving the lesson.
mencan enulisan Jambi	St	2. Apperception a. Teacher give the description	on of the advantage of learning opinion and
tumka karya	ate	thoughts.	
ilmia	olsi	b. Teacher informs the purpos	e of the lesson.
apun	IMIC	3. Guidance	
nyeb enyus	Ur	The teacher give a clue to the s	tudents about the lesson today.
unar unar	University	Main Activi	ty (45 minutes)
n ulu	rsity	Syntax (Learning Model)	Lesson Activity
n da menyebutkan sumber asli: miah, penyusunan laporan, penulis apapun tanpa izin UIN Sutha Jamb	9	Stimulation	A. LITERATION
penu	Sult		Students are given motivation and
nbi	har		stimulus to focus on the topic of opinion
kritik	n lh		and thoughts material by:
atau	ahc		1. Listening: Outline/global
, tinjo	DS K		introductory explanation of
ı da menyebutkan sumber asli: miah, penyusunan laporan, penulisan kritik atau finjauan suatu masalah. apapun tanpa izin UIN Sutha Jambi	ot Sulthan Thaha Saifuddin Jambi		I]
suatu	din		
mas	Jar		
alah.	nbi		

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi 2. Dilarang memperbanyak sebagaian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

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ritik atau tinjauan suatu masalah.		

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Hak cipta m	2. The teacher asks stud regarding opinion and thought
Data Collection	C. LITERATION ACTIVITY
	Students are asked to collect releva
	information related to opinions an
	thoughts through the following
	activities:
	1. Read the dialogue chapter 2 of
	English language manual for C
	XI of the Kemendikbud in pair
Data Processing	D. COLLLABORATION
	Students process data from the dialog
	they have read through the follow
	activities:
	2. Identify the opinion and thou
	contained in the dialogue that
	been read.
Verification	E. CRITICAL THINKING
	Learners are divided into several grou
	consisting of 2 or more people to:
	1. Make a short dialogue
	contains an opinion and thoug
	2. Conducting conversations in f
	of the class in accordance with
	dialogues that have been made
	the students.
	Closing (5 Minutes)
Learners:	
Learners: 1. Together conclude thoughts.	the important points regarding the opinion and
thoughts.	

UNIVERSITAS ISLAM NEOERI SULTHAN THAHA SAIFUDDIN JAMIR I

b. Pengutipan tidak merugikan keperlitingan yang wajar UIN Sutha Jambi
 Dilarang memperbanyak sebagaian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi



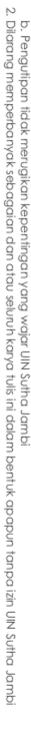
Teacher:

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

State Islamic University of Sulthan Thaha Saifuddin Jambi

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi



. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:

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Hak Cipta Dilindungi Undang-Undang:

J A M R I

@ Hak cipta milik UIN Sutha Jambi



APPENDIX TEST OF NORMALITY

One-Sample Kolmogorov-Smirnov Test

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

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

One-Sample Kolmogorov-Smirnov Test

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

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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a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

















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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi



KEMENTERIAN AGAMA REPUBLIK INDONESIA UIN SULTHAN THAHA SAIFUDDIN JAMBI FAKULTAS TARBIYAH DAN KEGURUAN

Suth	CONSULTATION CARD OF THESIS						
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Jam	Code	Form Code	Date Valid	Number	Revision	Page	
ğ	In.08-PP-05-	In.08-FM-PP-		R-0			
	01	05-02		K- 0			

Name Putri Aulia Br Hutagalung :

Student ID 205180061 :

Wahyuni Fitria, M.Pd Advisor 1 :

- 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
State 1.	February 23, 2022	 Submission Proposal 	WEin
1. 1. 2. 3.	August 15, 2022	 Revise the background 	WFU
nic Un	August 22. 2022	 Add T-Test in chapter 3 	WA
4.	August 30, 2022	 ACC for proposal seminar 	WEhr
5. 0	September 6, 2022	 Conducted proposal seminar 	WFilm
ulthar	September 27, 2022	• ACC research	WEIn
7.	October 14, 2022	Conducted research	WEAu
ha Saituc	December 14, 2022	 Elaborate to previous research in interpretation 	WEAu
University of Sulthan Thana Saltuadin Jambi		91	

- Hak Cipta Dilindungi Undang-Undang: 1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi



9.

December 26, 2022

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

Add

• ACC

the

researcher

conclusion

December 29, 2022 Advisor I

for

future

WEAu

WFAu

Wahyuni Fitria, M.Pd NIP. 198606052015032004



KEMENTERIAN AGAMA REPUBLIK INDONESIA UIN SULTHAN THAHA SAIFUDDIN JAMBI FAKULTAS TARBIYAH DAN KEGURUAN

Suth	CONSULTATION CARD OF THESIS						
d	Document	Earra Cada	Dete Velid	Receipt	Date of	Dama	
Jam	Code Form Code		Date Valid	Number	Revision	Page	
ğ	In.08-PP-05-	In.08-FM-PP-		R-0			
	01	05-02		K- 0			

Name Putri Aulia Br Hutagalung :

Student ID 205180061 :

Aryawira Pratama, M.Pd Advisor 2 :

- 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	la l
		Finish chapter 1-3	- mon
3.	April 11, 2022	• Revise the title and the background	
		Add sub – chapter in chapter 2	ingo
		• Add detail to chapter 3	
4.	April 19, 2022	 Add detail to background 	
		•Re-arrange and add sub chapter to	-
		chapter 2	- you
		•Lear more about technique of	<i>/ /</i>
		sampling	
5.	June 13, 2022	•Add more researcher or expert	
		statement in media of teaching	- myo
		• Find the theory of animation series	-
		•Revise chapter 3 (sample and	
		instrument)	
6.	June 24, 2022	• Fix the typo	Lugar
		Add more detail in chapter 1	

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a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi

Hak Cipta Dilindungi Undang-Undang: 1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:

in Jambi



Hak Cipta Dilindungi Undang-Undang: 1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

State Islamic University of Sulthan Thaha Saifuddin Jambi

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi

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

		• Pay attention to the citation and	5. Common
		reference	- man
		Revise chapter 3	
7.	July, 2022	• ACC to advisor 1 (ACC seminar)	Ligro
8.	September 6, 2022	 Conducted proposal seminar 	high
9.	September 27, 2022	 ACC research 	Ligro
10.	October 14, 2022	 Conducted research 	rugo
11.	November 4, 2022	• Revise the Interpretation and	
		conclusion	
		• Use table for presentation of the	- man
		score	
12.	November 14, 2022	• Revise the data table (use the one	Prine In
		from SPSS)	/ - / - / - / - / - / - / - / - / - / -
13.	December 7, 2022	• Have a consultation with advisor 1	hugo
14.	December 26, 2022	• ACC	Ligro
	 8. 9. 10. 11. 12. 13. 	8. September 6, 2022 9. September 27, 2022 10. October 14, 2022 11. November 4, 2022 12. November 14, 2022 13. December 7, 2022	referenceRevise chapter 37.July, 2022• ACC to advisor 1 (ACC seminar)8.September 6, 2022• Conducted proposal seminar9.September 27, 2022• ACC research10.October 14, 2022• Conducted research11.November 4, 2022• Revise the Interpretation and conclusion• Use table for presentation of the score12.November 14, 2022• Revise the data table (use the one from SPSS)13.December 7, 2022• Have a consultation with advisor 1

December, 29 2022 Advisor II

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SULTHAN THAHA SAIFUDDIN

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