

**USING SHORT ANIMATED FILM TO IMPROVE SPEAKING ABILITY  
( A CLASSROOM ACTION RESEARCH AT THE TENTH GRADE  
STUDENTS OF SMAN 15 LUWU )**



**A THESIS**

*Submitted to the Faculty of Teacher Training And Education  
Makassar Muhammadiyah University in Part Fufillment of the  
Requirement for the Degree of Education English Department*

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**2018**



**UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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# **MOTTO**

Hai orang-orang yang beriman, apabila dikatakan kepadamu: “Berlapang-lapanglah dalam majelis”, maka lapangkanlah, niscaya Allah akan memberi kelapangan untukmu. Dan apabila dikatakan: Berdirilah kamu, maka berdirilah, niscaya Allah akan meninggikan orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat. Dan Allah Maha Mengetahui apa yang kamu kerjakan.

**( Q.S Al-Mujadilah : 11 )**

*I dedicated this thesis to  
My beloved parents and my families*

## ABSTRACT

**Riska Aulia Sartika. 2019. *Using Short Animated Film To Improve Speaking Ability ( A Classroom Action Research at The Tenth Grade Students Of SMAN 15 Luwu )*. Thesis of English Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Consultant by Erwin Akib, Amar Ma'ruf.**

The objective of the research is to find out the improvement of students' speaking ability through the use of short animated film at the tenth grade student of SMAN 15 LUWU. This study used classroom action research. Classroom action research is a reflective form of research by taking certain action to improve classroom practice more professionally. Classroom action research is a strategy way for teacher to improve the learning process in the classroom. Research procedure are planning, implementation of action, observation and reflection.

The results of the test include pre-cycle test results, cycle 1 test results, and cycle 2 test results. The results achieved in the cycle 2 have met the set targets. This increase in value proves the success of the use of animated film media in speaking of class X MIA 1 students of SMAN 15 LUWU. Changes in student learning behavior have increased in a positive direction after the implementation of speaking learning using animated media. This can be seen from the non-test results which include the results of observation and documentation in the cycle 1 and cycle 2. In addition, students look enthusiastic and enjoy the learning process so the class looks more active and the tasks given can be done and implemented properly. Positive changes in student learning behavior are followed by an increase in competence in telling stories of class X MIA 1 students of SMAN 15 LUWU.

*Keywords : Learning Media, Animated Film Media, Speaking Ability.*

## ACKNOWLEDGMENT



In the name of Allah SWT The Most Beneficent and The Most Merciful. *Alhamdulillah Rabbil Alamin*, the writer would like to express to the Almighty Allah SWT., who has been giving us blessings, mercies and good health all the time of research and writing of this thesis. Also, Shalawat and Salam are delivered to the great prophet Muhammad SAW., who has bringing us from the darkness to the lightness by introducing Islam and teaching the great source of knowledge “the holy Qur’an”. Immeasurable appreciation and sincere gratitude are extended to the people who in one way or another have contributed in all the time of the research and writing of this thesis, especially for the writer’s parents **Kartini Bakri S.Pd** and **Drs. Syarifuddin**, The writer would like to express her genuine grattitudes to:

1. Dr. H. Abd. Rahman Rahim, SE., M.M.as the Rector of Muhammadiyah University of Makassar.
2. Erwin Akib, S.Pd., M.Pd., Ph.D. as the Dean of Faculty of Teacher Training and Education (FKIP) for the guidance and suppor the writer.
3. Ummi Khaerati Syam, S.Pd., M.Pd., the Head of English Education Department for the guidance and suggestion during the research.

4. The most profound thanks to all lecturers of English Education Department and all staffs for their help, support, and guidance during research's time in studying at Muhammadiyah University of Makassar. And especially for Erwin Akib, M.Pd., Ph.D. and Maharida S.Pd., M.Hum., Ph.D as the first and the second consultant for their guidance, supports and suggestions during the research and writing of this thesis.
5. Big thank to the researcher's beloved sisters and beloved brothers to be always praying for writer's success.
6. With a special mention to the researcher's best friends, my beloved organization LKIM-PENA, Angkatan X DIKLAT ILMIAH, EXITORS, Members of Jaguar Class, which is the writer can't mention one by one. And also my roommate who always supporting the writer.

Makassar, December 2018

The Writer

Riska Aulia Sartika

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# CHAPTER I

## INTRODUCTION

### A. Background

The development of science and technology bring a positive impact to the progress of education. Education is a conscious and well-planned effort to create an atmosphere of learning so that learners actively develop their potential to have the spiritual, religious, self-controlling, personality, intelligence, social and skills they need themselves, society, nation and state (Setyandari, 2015). Strategy to improve the quality of education in the learning process has been done by many teachers. One of the efforts made is using learning media.

Learning media is one of the strategies to improve students' motivation in learning and also help students to understand the lesson. The use of learning media is now a lot we find such as learning media in improving the ability to writing, speaking, listening and reading. Through learning media everything that can be delivered in the form of learning information that can stimulate thoughts, feelings, attention of the recipient of the message so as to create forms of communication or teaching and learning ( Santosa In Supriyanti, 2011 ).

Teachers should be able to have their own skills in using learning media so that the skills and knowledge of students can increase.

To be able to realize a quality and efficient education, in addition to demanding to be able to manage the class well and conducive, to motivate students to want to learn, give examples and good models in various matters related to the implementation of learning, teachers should empower themselves to be more active, creative, and innovative. Teachers as professionals can determine and develop appropriate media and in accordance with the characteristics of learning materials so as to create an effective learning process.

Effective learning can not be separated from effective teacher roles, effective learning conditions, student involvement, and learning resources and a supportive learning environment. Effective learning conditions should include three important factors, namely learning motivation, learning objectives, and how to learn (Sani, 2014). To create an effective and enjoyable learning environment a teacher must be able to choose the right learning media in teaching according to what is taught.

In addition to the intelligence of understanding the material there are several skills that must be possessed by each student. especially in learning English there are four skills that must be known based on the school curriculum that is listening skills, speaking skills, reading skills, and writing skills. Each skill is interconnected with one another (Mardiah, 2013). Each skill certainly has a different level of difficulty and each student also has different skills and problems in mastering skills in English.

Two factors that influence students in learning English are external and internal factors. External factors are factors of family environment and society. Most families communicate daily. The second factor is internal factors, which referred to internal factors in this case is the factor of learning English is from learning strategies, including the use of methods, media, learning materials, and teacher competence. It has a very important role in determining the success of a learning, because during this time teachers still use conventional learning strategies (Aliyah, 2013).

This research is focused on efforts to overcome the problems of students in speaking, namely the lack of innovation and creativity in using learning media so that the learning activities of speaking ability are monotonous and boring. One of the learning media that is able to realize conducive learning situation, active, creative, effective, and fun is the use of animated film media. In addition to making it easier for students to digest information visually, cartoons will also create a relaxed and exciting learning environment (Soliah, 2010).

In learning English there are four skills that must be mastered by each student namely reading skill, writing skill, listening skill and speaking skill. These four skills must be able to be possessed and revised since entering junior high school. Based on observations conducted by researcher at the one of senior high school in Luwu, namely SMAN 15 Luwu showed that English speaking skill of students were still lacking, seen from the student convey what they want are still afraid, children become passive, lack of courage in speaking

student, vocabulary in student is still lacking, student are not fluent in communication or talking to other people or friends. Therefore, researcher sought the use of animated film media as learning to develop student speaking skill that must be done as early as possible, because student who are skilled in speaking English can easily explain their needs and desires, and can express their feelings and ideas to others and to the teacher so that their potential can develop optimally.

English language cartoons indirectly have become a source of language exposure for children. Watching English language cartoon can spark a child's learning of English, they can export new things they see or hear through the conversations of characters in the cartoons ( Makasau, 2017 ).

The Advantages of using animated film media for the subject, according to the subjectivity of the subject who likes visuals especially animal images. In addition to visual, film media is also a medium using auditory, so that will sound the words to be make children become more understanding. Use of this medium will create subjects are more interested in following learning. Animated films too describes the real object that is packaged in the form of animation. Besides it's use of animated film also has the advantage can be played repeatedly according to the learning needs (Wulandari, 2016).

Based on the above description the author intends to use animated films as a medium for improving speaking skills on learning english students.

## **B. Problem Statments**

Based on the background above, the research formulates the following research question :

How is the improvement of the students' speaking ability through the use of short animated film at the tenth grade student of SMAN 15 Luwu ?

## **C. Objective of The Research**

Based on the problem statment above, the objective of the research is to find out the improvement of students' speaking ability through the use of short animated film at the tenth grade student of SMAN 15 LUWU.

## **D. Significance of The Research**

### a. For Teachers:

The subject can add experience for teachers about using film media to improve student speaking skills

### b. For Children

It is expected to add to the learning experience and get the right media alternative to improve speaking skills.

### c. For School

The subject can be a school policy in the use of learning media, especially listening and speaking skills.



## **E. Scope of The Research**

The Study is restricted to improve of the students' ability through short animated film in terms of speaking ability in storytelling narrative text.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Previous of Research**

Research on general language skills and speaking in particular is not new in the world of education. The study also included classroom action research to improve the learning of speech skill that had been going on. Learning speaking skills needs to get attention because this ability is a very important ability. In everyday life the ability to speak is the first to meet the needs in communication with others.

The literature that underlies this research is the writings of previous studies that have relevance to this research. Some of the studies that raised the issue of learning ability to speak among others were conducted by Setiawan in his research in the Development of German Speaking Skill Through Group Discussion in 2000. According to him, in the learning process, German speaking skill are still difficult for student to master. To overcome this, Setiawan used group discussion techniques as an effort to develop the ability to speak German for his students. In his research Setiawan concluded that through group discussion techniques, although there were no quantitative indicators that showed an increase in students'

ability to speak, but if a comprehensive review of the learning process and the result of the discussion is carried out by the lecture, there is an illustration that this technique can increase student participation in the teaching and learning processes by expressing opinion, suggestion, idea, argument and arguments again other people's perspective to improve language skill.

Another study about speaking was also conducted by Suyoto ( 2003 ) with the title Effect of Ability to Respond to Teacher Tutors and Verbal Thinking Abilities of Elementary School Students to their Speaking Ability. The data source of this research is the teacher with the number of respondent 40 students. The result of this study concluded that between the ability factors to respond to the teacher's speech and speaking ability ranked first, while the ability to think verbally with students' speaking ability was second. Thus, the speaking ability of grade 2 elementary school student will experience an increase if the teacher contributes to the ability to respond his speech.

Lestari ( 2006 ) contributed to the language aspect of speaking by conducting a study entitled Comparison of the Effectiveness of Learning to Speak with Storytelling Technique that Utilize Direct Object and Utilizing Image Media in Elementary Student. From his research it was concluded that learning to speak with storytelling techniques that uses direct objects turned out to be more effective than telling stories using media images.

Starting from the literature review that has been presented, indirectly these studies gave expression to and motivated researchers to conduct research with similar problems. Although research an speech ability has been done a lot, but

researcher still consider that similar research still needs to be done to find various alternative techniques in learning the ability to speak. This is due to the fact that students' speaking skill are still not satisfying.

## **B. Learning Media**

The word media comes from Latin and is a plural form of the word medium which literally means an intermediary or introduction. Medoe is an intermediary or delivery message from the sender to the recipient of the message ( Sadiman, 2008 ). Learning media is anything that can channel the message, can stimulate the mind, feelings and abilities of learners so as to encourage the creation of learning process in the learners themselves in order to achieve the learning objectives. the use of media in learning is to facilitate communication and learning. Learning activities can not be separated from the communication process, where information from the learning source needs to be conveyed to the recipient (students), so that students better understand then the communication in the form of audio visuals takes precedence, besides learning aids also greatly affect the level of student understanding in learning ( Yulia and Muhammad Arifin, 2016 ).

The role of a media in learning is very important, because the learning media can clarify the presentation of information messages, so as to facilitate the learning process and improve learning outcomes. Learning media can also direct the attention of the child so that it can lead to learning motivation, and help students to learn independently in accordance with the ability sertaminatnya (Hasanah and Lukman Nulhakim, 2015).

Learning media is one of the effective supporters in helping the learning process. In the learning process, teaching media is a container and channel message from the source message, in this case the teacher, to the recipient of the message, in this case the student. Benefits of media in teaching is to improve the quality of education by increasing the speed of learning (rate of learning), Giving the possibility of education that is more individualized, Giving a more scientific base of teaching, Teaching can be done steadily, Increasing the realization of learning closeness (immediacy learning), and Provide a broader education presentation (Mahnun, 2012).

There are several types of media that can be used in the learning process. the first is graphic media in the form of images, photos, graphics, charts or diagrams, posters, comics, and cartoons. the second is three-dimensional media such as solid media, cross-section models, stacking models, work models, mock ups, and dioramas. third is the projection model such as slides, film strips, and films ( Sudjana and Rivai, 2005 ).

### **C. Animated Film Media**

#### **a. Film Media**

The most sophisticated presentation media is a medium that can convey five different forms of information: images, lines, symbols, sounds, and movements. The media are live images (movies) and television / video. Movies are also called live images, a series of still images that glide quickly and projected to give the impression of life and move. The film is also very helpful

in the learning process, what is seen by the eye and heard by the ear, faster and easier to remember than what can only be read or just heard (Wijayanti, 2015).

In the development of films can be used for educational media, here are 12 types of films that can be used for media education or learning by Mc. Clusky in Rico Anthony Firmansyah and Aryani Tri Wrastari 2014.

1. Narrative Film: a film that uses narration when it is aired.
2. Dramatic Film: a film that combines theatrical drama, which is usually used for drama lessons or Indonesian language.
3. Discursive Film: a movie made with several series of topics that are interconnected with each other.
4. Evidential Film: This is a film about science that is recorded naturally. Usually aired on television, for example, Discovery Channel.
5. Factual Film: almost the same as the discursive film, the difference is more systematic each episode.
6. Emulative Movie: this is a film that is usually used for war training which is the core so that the audience can imitate what is shown in the movie.
7. Problematic Film: a film made to hone cognitive skills and make the audience think more critical.
8. Incentive Film: can be called a documentary, which is expected the audience to do something on the phenomenon that occurs after seeing this movie.
9. Rhythmic Film: Film a kind of video art used to stimulate the aesthetic ability of the audience.

10. Therapeutic Film: A film used to aid the therapeutic process.
11. Drill Films: In this film the audience will participate in the activities that aired in the film.
12. Participative Film: almost similar to film drill the difference is this film is more toward appreciation than instructional.

The film media has the ability to create a fictitious reality as an alternative to reality. This imaginary reality can offer a sense of beauty, reflection, or simply entertainment. In appearance, the movie already has a theme and plot is quite clear because in the making of a film, all scenarios are well prepared. Film is a medium that presents audio and visual messages. Therefore, the film gives an impressive impression to its viewers. In addition, the film can also be interpreted as images in frames in which frame by frame is projected through the lens of the projector mechanically so that on the screen it appears the image is alive. Movies are typically used for entertainment, documentation, and education (Harnata, 2014).

#### b. Animated Film

Animated film is a medium that combines audio and visual with storytelling using animated steps or often called cartoons. The use of animated films in integrated learning is a step to make it easier for teachers to apply learning materials in accordance with their roles and functions. Student interest in animated films needs to be supported also by providing the development of script. Difficulties of students to mastery and understanding of script should be anticipated by giving the story in the animated film in which told by using

various languages in communicating. The move is felt to be able to give a good picture of his writing and the way of pronunciation (Fathurrohman, 2017).

Animations that are not constructed properly will not be effective if used in learning. Some things to consider in the use of animation is the ability to process memory, early knowledge of students, students' spatial abilities and how animation is made. There are three types of animation formats:

1. Animation without a control system, this animation only provides a picture of actual events (behavioral realism), without any system control. For example to pause, slow the frame turnover, Zoom in, Zoom Out.
2. Animation with control system, animation is equipped with control buttons. For example the button to pause, zoom in, zoom out.
3. Direct manipulation animation (Direct-manipulation Animation (DMA) ). DMA provides facilities for users to interact directly with the navigation controls (eg buttons and sliders). Users are free to determine the direction of attention. Pressing the button or sliding the slider will cause a change of state. The results can be directly seen and the events can be repeated (Utami, 2011). The type of animation in this research is animation with control system.

Not all cartoons deserve to be used as a medium of learning, then we and teachers should have made the selection process first where the relevant film and worthy of being a medium of learning. With the use of quality films, it is expected to improve efficiency, increase motivation, facilitate active learning, facilitate experimental learning, consistent with student-centered learning, and



guide for better learning and accelerate student understanding (Herdiannanda, 2010).

According to Efendi in Putri (2013) excess media cartoon as a medium of learning that is: animation film can cause a deep impression in the teacher or students; the sounds and movements shown are depictions of reality, according to the material presented. Psychologically, cartoons can fulfill elements of exchange, and contrast; cartoons as the leading media in sound, moving cartoons, lines and symbols are displayed; cartoons can complement the basic experiences of students when discussing, practicing. An educational themed cartoon film containing positive values can invite thought and discussion in groups of students; cartoons can be shown to large or small groups, heterogeneous groups, and individuals.

#### **D. Speaking Ability**

Speaking is the way of people to express and communicate ideas to others orally. According to Gert and Hans in Efrizal (2012: 127), speaking is speech or utterances produced by the speaker with an intention of being known and then, the listener processes the sayings in order to know the speaker's intention. Irawati (2014: 26) defines speaking as an activity to produce sayings in the form of words and sentences orally in order to communicate with others. Meanwhile, Khorashadyzadeh (2014: 12) states that speaking needs not only the learners' understanding about the way to produce the linguistic competence such as grammar, pronunciation, and vocabulary but also comprehension about

sociolinguistic competence such as when, why , and how to speak. Bahadorfar and Omidvar (2015: 9) say that speaking skills can be categorized as good speaking skill when the listener can understand the words produced by the speaker. The successful speaking activity has the characteristics as follows:

1. The language learners talk so much.
2. All the participants of speaking activity get the opportunity to.
3. The language learners are highly motivated and have interest in the speaking.
4. The language produced is at the acceptable level.

Speaking does not cover just knowing the linguistic feature; linguistic feature of the message expanding oral communication requires more than memorized vocabulary and grammatical comprehension. One of the obstacles of learning speaking is contradiction between class materials and courses, so that most of the teachers do not facilitate situations for real practice in speaking; Besides, the teacher should take into account learners' interest and needs. Learners should take part in oral activities to exchange spontaneously their thought in second language speaking (Zuhriyah, 2017).

**E. Conceptual Study**

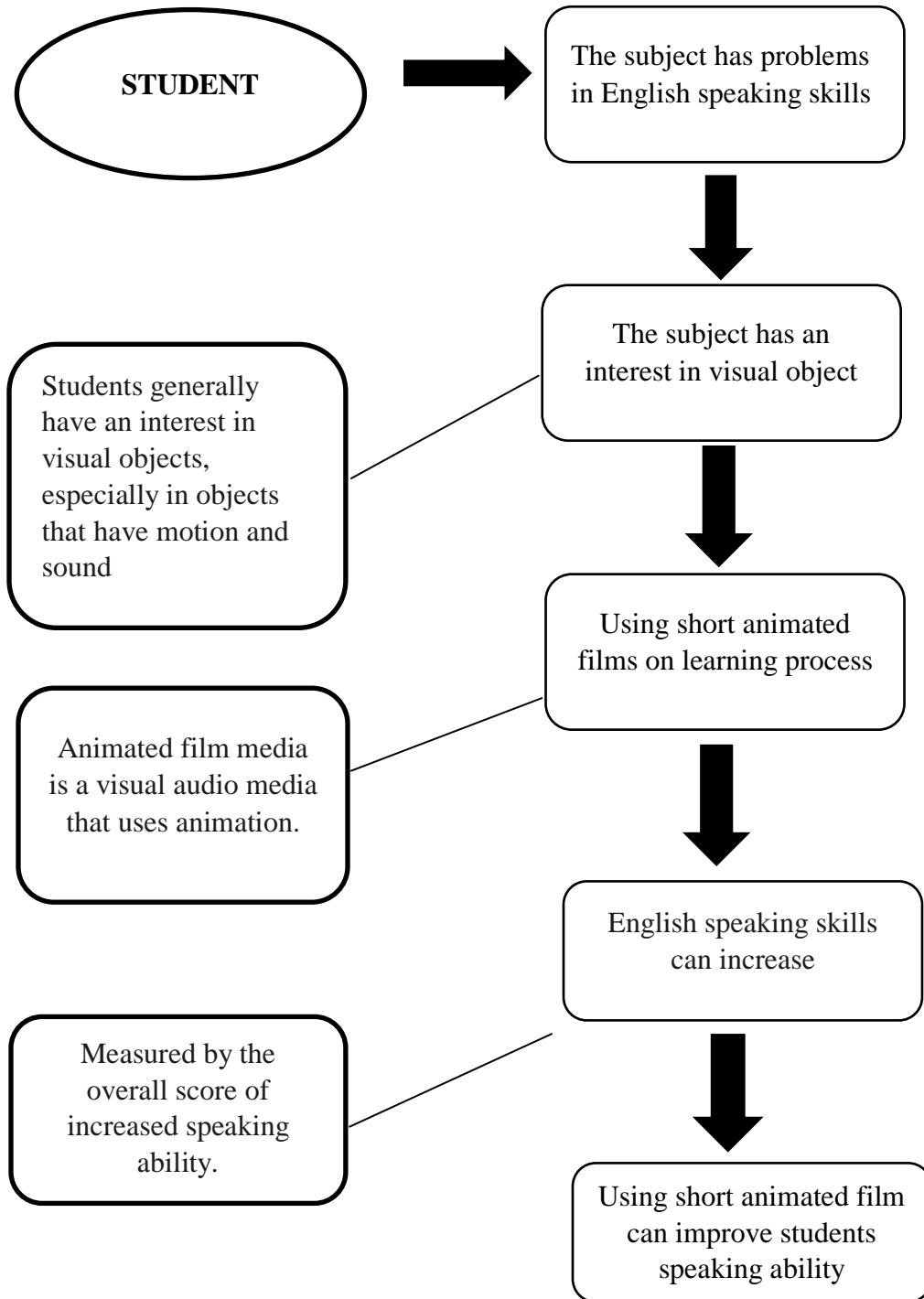


Figure 2.1. The framework for using animated film media to improve students' speaking ability.

The subject will be examined are having problems on the ability of English speaking skill. Speaking is one of the aspects that are important in learning english. Students is the subject of research that will be done. Basically students have an interest in visual objects. The subject of research interest mainly on visual images that can be moved and can be voiced. Animated film media is a learning medium that utilizes visual and auditory as a medium for learning. The author intends to use animated film media as a stimulus and motivate so that the subject can speak using English. After being given speaking learning using animated film media, the subject's speaking ability is expected to increase. So that the use of animated film can improve the ability to speak in English.

#### **F. Hypothesis**

Ho : There was no Improvement of the students' speaking ability through the use of short animated film media.

H<sub>1</sub> : There was an Improvement of the students' speaking ability through the use of short animated film media.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This study used classroom action research. Classroom action research is a reflective form of research by taking certain actions to improve classroom practices more professionally. The purpose of classroom action research is closely related to one's desire to improve learning practices in the classroom. This research should be done by the teachers, because the teachers are people who are directly dealing with the problems that exist in the class. Classroom action research is a strategic way for teachers to improve the learning process in the classroom.

#### **B. Location and Time of The Research**

The location of the research was conducted at SMAN 15 LUWU, which is location at Ponrang South Sulawesi. Research conducted on 3th December 2018 and the study was conducted with six meetings.

### **C. Factors Investigated**

Factors investigating by prospective researchers in action research this class are :

1. Student factors, observing the activities of students who follow the process learning in improving student motivation using animated film.
2. Teacher Factor, observe and implementing inner learning activities increase student speaking ability using animated film.

### **D. Research Procedures**

#### 1. Planning

This stage is to prepare a draft action to be carried out. The planning stage referred to in this study is to prepare all things related to the preparation steps in giving action to improve speaking skills. The planning stage includes several steps :

- a. Establish criteria for knowing the initial speaking ability the subject.
- b. Discussing the initial ability criteria with collaborator teachers, this initial ability will be used as the beginning to determine the achievement of speaking skills before being given action.
- c. Measuring the speaking ability the subject.
- d. Prepare tools and materials to be used and discuss with the teacher about the use of media to improve the subject's speaking skills.
- e. Establish criteria for the success of the action in the ability to speak the subject.
- f. Prepare observation sheets to observe teacher performance and student participation in the learning process.
- g. Prepare lesson plan.

## 2. Implementation of actions

Before the implementation of the action, the researcher conducts pre-actions to determine the students' initial abilities. At this stage of the action the teacher collaborates with the researcher that the teacher provides learning material while the researcher makes observations. Basically the giving of the actions carried out at each meeting is the same. The steps for giving such actions are as follows:

### a. Preliminary activities

- 1) Conditioning students for concentration (eye contact) and giving greetings, and students replying to the teacher's greetings with greetings.
- 2) Before starting learning by praying together with the teacher.
- 3) The teacher conveys the learning activities to be carried out, the learning objectives at the meeting, and the scope of the material to be studied.

### b. Core activities

- 1) Students are given the opportunity to watch a movie
- 2) Students are given stimulation to ask questions regarding the film that has been played.
- 3) Students are shown again the parts of the film
- 4) Students are given the opportunity to tell stories about things that are in the film.
- 5) While carrying out the core activities, the researcher observes and records students' speaking skills.

### c. Closing Activity

The closing activity conducted at each meeting is to reflect on the activities that have been done by the students before. As well as providing motivation to students to always learn to speak well wherever and with anyone.

### 3. Observation

Observation activities will be carried out during activities. Observation aims to observe student participation and the performance or role of the teacher using film media. The things observed were related to vocabulary, articulation, fluency of speech, eye contact, and making sentences. Observations carried out were then recorded and documented on the observation instruments prepared by the researcher.

### 4. Reflection

Reflection activity is an activity to see the impact of the actions given, review, see and consider the impact of actions taken. After doing all the actions using animated film media and all data collecting so that data analysis is carry out. Reflection activities carry out in this research are:

- a. The use of animated film media to improve students' speaking skills
- b. If the results of the actions taken are not in accordance with the success criteria that are set then the researcher begins to plan the actions that will be carried out next.
- c. Carry out the next cycle of action if the results achieved by students have not reached the established criteria.



## **E. Research Instruments**

### **a. Instrument Type**

To make it easier to measure using a measuring instrument called an instrument. According to Sugiyono (2010: 148) research instruments are a tool used to measure observed natural and social phenomena. Specifically, all of these phenomena are called research variables. In the research that will be conducted there are two variables, namely the ability to speak students and the media of animated films. To measure existing variables, research instruments are used that use the test method and observation method.

### **b. Observation Guidelines**

The observation guide will help researchers in measuring the level of success or achievement of learning objectives in learning activities whose technique is to provide a checklist and small notes needed. Observations made for students are related to the ability of students to master predetermined criteria. Observations are carried out when learning takes place by giving a check list and notes needed.

### **c. Test Guide**

The preparation of the test guideline lattice used in this study is based on the component of speech ability that has been chosen to be used as research material. to facilitate the measurement process, the test guideline lattice is equipped with an assessment rubric as a guideline and a score on the speaking ability addressed by the subject.

## **F. Data Colection**

Data colection used in this research there are two, namely formative test for quantitative data colection technique, and observation guidance sheet for qualitative data colection technique.

### **1. Formative Test**

Formative tests are using to collect data consisting of students, in order to find out student learning outcomes after applying animated film in each cycle.

### **2. Observation Sheet.**

This observation sheet are using to collect data on student learning activities during classroom action research improving student speaking ability using animated film.

## **G. Data Analysis**

To know a method used in the activity need data analysis. After data collection through observation, then data analysis by using descriptive quantitative techniques using percentage. To know how successful the activities performed every cycle. Quantitative data that will be analyzed on a quantitative technique is obtained from test results to tell stories with the media cartoon movie in the cycle I and cycle II. The value of the results from each test were then analyzed using the following formula:

$$NP = \frac{\sum N}{n \times s} \times 100 \%$$

Description:

NP : The value of the percentage of students ' ability

$\sum N$  : Number of values in a single class

N : Maximum value

S : The number of respondents in one class

100 : Fixed numbers

The result of the calculation is then collected and compared between one cycle I and cycle II. The results of the comparison that's what then gives an overview and decide how large an increase in the ability to tell a story using media animated movie.

#### **H. Indicators of Success.**

Success criteria is the benchmark for determining the success of a program or activity. A program is said to be successful if able to achieve predetermined criteria and fail if not able to reach the predetermined criteria. Success criteria used in this research was established through discussion with the classroom teacher. This research is said to be successful if :

1. The ability of post actions > ability pre action
2. The increase in score obtained indicate the minimum percentages KKM.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Finding**

The results of the research presented in this study were obtained from pre-cycle, cycle I actions, and cycle II actions. In full, this study consisted of test results and non-test results. The pre-cycle test results are the ability to tell students before the cycle is done. Then, the results of the first and second cycle of action tests are students' speaking abilities using animated film media. Furthermore, the non-test results data, namely observation and documentation data during the learning process.

##### **a. Pre-cycle Result**

Pre-cycle is an activity carried out before cycle 1. This action is carried out to determine the initial condition of students before the use of animated film media in learning to speak. The initial conditions of students' speaking ability can be known from the results of tests obtained by tenth grade students of SMAN 15 Luwu. Based on the results of the pre-cycle research the ability to tell stories reached a value of 41.87 in the deficient category. In this assessment students can only achieve grades with enough and less categories. The results of

the pre-cycle learning process of learning are only in the form of test results, these results are summarized in table 4.1.

Table 4.1 Pre-cycle Result

No	Category	Value Range	frequency	Score weight	Percentage	Average Value
1.	Very Good	82-100	0	0	0	$\frac{1.340}{32}$ = 41,87 ( Deficient )
2.	Good	63-81	0	0	0	
3.	Sufficient	44-62	15	725	46,87%	
4.	Deficient	25-43	17	615	53,12%	
	Total		32	1.340	100%	

Based on table 4.1, 15 students obtained grades with a value range of 44-62 or 46.87% and included in the sufficient category. 17 students obtained score with a range of values from 25-43 or 53.12% or included in the deficient category. Furthermore, there is no students obtained score with very good and good categories. Students who obtain score in the category have been able to tell stories with a volume that can be heard from a distance of approximately 3 meters, the language used is quite communicative so that the stories delivered are almost entirely understood, but the structure of the sentence used is still less effective, and expressions which was shown to be less than optimal, seemed tense and nervous. For students who get score in the category of less able to tell stories with less clear volume. In addition, insecurity is very visible. It can be seen from a timid attitude and un directed eyes, and inappropriate expressions.

Table 4.2 Vocabulary Aspect ( Pre-Cycle )

No	Skor	Frequency	Score weight	Percentage	Average Value	
					Score	Percent ( % )
1	4	0	0	0%	$\frac{58}{58}$	$\frac{58}{58} \times 100$

2	3	0	0	0%	32 = 1,82	4 X 32  = 45,31 % (Sufficient)
3	2	26	52	81,25%		
4	1	6	6	18,75%		
TOTAL		32	58	100%		

Based on the data in table 4.2 it can be stated that the results of the speaking ability test for class X MIA 1 students of SMAN 15 LUWU reached a total value of 45.31% in the Sufficient category. From the 32 students, there are 26 students or 81.25% of students who scored in the category were sufficient. Furthermore, 6 students or 18.75% of students get score in deficient categories. In the vocabulary mastery aspects students have not been able to obtain a maximum score.

Table 4.3 Mastery of The Topic ( Pre-Cycle )

No	Score	Frequency	Score Weight	Percentage	Average Value	
					Score	Percent ( % )
1	4	0	0	0%	59 32 = 1,84	<u>59 X 100</u> 4 X 32  = 46,09 % ( Sufficient )
2	3	1	3	3,12%		
3	2	25	50	78,12%		
4	1	6	6	18,75%		
TOTAL		32	59	100%		

Based on the data in table 4.3 it can be stated that the results of the Speaking ability test for class X MIA 1 students of SMAN 15 LUWU reached a total value of 46.09% in the sufficient category. From the 32 students, there is 1 student or 3.12% of students who scored in the good category. Furthermore, 25 students or 78.12% of students obtain score in sufficient category and 6 students or 18.75% of students get score in the deficient category. In the topic mastery aspect students have not been able to obtain a maximum score.

Table 4.4 Fluency ( Pre-Cycle)

No	Score	Frequency	Score Weight	Percentage	Average Value	
					Score	Percent ( % )
1	4	0	0	0%	= 1,59	$\frac{51 \times 100}{4 \times 32}$ = 39,84 % ( Deficient )
2	3	0	0	0%		
3	2	19	38	59,57%		
4	1	13	13	40,62%		
TOTAL		32	51	100%		

Based on the data in table 4.4 it can be stated that the results of the speaking ability test on class X MIA 1 students of SMAN 15 LUWU reached a total value of 39.84% in the deficient category. From the 32 students, there are 19 students or 59.57% of students who had sufficient category. Furthermore, 13 students or 40.62% of students scored in deficient. On the fluency students have not been able to obtain a maximum score.

Table 4.5 Eye Contact ( Pre-Cycle )

No	Score	Frequency	Score Weight	Percentage	Average Value	
					Score	Percent ( % )
1	4	0	0	0%	= 1,82	$\frac{44 \times 100}{4 \times 32}$ = 34,37 % ( Deficient )
2	3	0	0	0%		
3	2	12	24	37,5%		
4	1	20	20	62,5%		
TOTAL		32	44	100%		

Based on the data in table 4.5 it can be stated that the results of the Speaking ability test for class X MIA 1 students of SMAN 15 LUWU reached a total value of 34.37% in the Deficient category. From the 32 students, 12 students or 37.5% of students who scored in the sufficient. Furthermore, 20 students or 62.5% of students get deficient category and there is no student get

score in very good and good categories. On the aspect of eye contact students have not been able to obtain a maximum score.

Table 4.6 Make Sentence ( Pre-Cycle )

No	Score	Frequency	Score Weight	Percentage	Average Value	
					Score	Percent ( % )
1	4	0	0	0%	= 1,75	$\frac{56 \times 100}{4 \times 32}$ = 43,75 % ( Sufficient )
2	3	0	0	0%		
3	2	24	48	75%		
4	1	8	8	25%		
TOTAL		32	56	100%		

Based on the data in table 4.6 it can be stated that the results of the speaking ability test on class X MIA 1 students of SMAN 15 LUWU reached a total value of 43.75% in the sufficient category. From the 32 students, there are 24 students or 75% of students who obtained score in the sufficient category. Furthermore, 8 students or 25% of students get deficient category and there is no student get score in very good and good category. In the aspect of making sentence students have not been able to obtain a maximum score.

### b. Result of Cycle 1

The test results in the cycle 1 are the initial data applied to speaking learning using animated film media. In the cycle 1, student was shown the title of a "Snow White" to be told by each student. Every student tells a film with their own language and method. The title of the animated film at the first meeting and the second meeting is the same. At the first meeting, students were given material about what should be known and mastered, watching the



screening of animated films, discussing it in their respective groups related to the identification of animated film stories and then assembling them in a whole story in a coherent manner according to the story of the animated film screenings. Furthermore, at the second meeting students began to tell individually in front of the class to be assessed.

Cycle 1 test results are the initial data applied to learning to speak using animated film media. The criteria for assessing the ability to speak using the animation film media in cycle 1 included five aspects, namely (1) vocabulary, (2) mastery of the topic, (3) fluency in speaking, (4) eye contact, (5) making sentences. The speaking ability test results using animated film media in class X MIA 1 LUWU SMAN 15 for each assessment aspect of cycle 1 can be seen in table 4.7

Table 4.7 Cycle 1 Result

No	Category	Value Range	Frequency	Score Weight	Percentage	Average Value
1.	Very Good	82-100	0	0	0%	$\frac{1.790}{32} = 55,93$ (Sufficient)
2.	Good	63-81	7	480	21,87%	
3.	Sufficient	44-62	25	1.310	78,12%	
4.	Deficient	25-43	0	0	0%	
	TOTAL		32	1.790	100%	

Based on data in table 4.7 it can be stated that the average value of students in the first cycle is 55.93 or it can be said that the scores obtained are sufficient category. A total of 7 students or 21.87% of students obtained score with a value range of 63-81 or a good category. 25 students or 78.12% of students who get score with a range of values of 44-62 or a sufficient category and there is no student enter the category of very good and deficient. The cycle

1 test results still indicate the need to increase the results of the speaking ability test to be good even better. It can be said that the results obtained by students in the cycle 1 are still low. The low value of students in the speaking test using animated film media is due to the learning applied by researchers is still new by students and the intimate relationship of learning has not been established, indirectly it affects students' enthusiasm in receiving lessons. However, this is not so problematic because it is the initial process for students to adjust to learning.

Table 4.8 Vocabulary ( Cycle 1 )

No	Score	Frequency	Score Weight	Percentage	Average Value	
					Score	Percent ( % )
1	4	0	0	0%	= 2,06	$\frac{66 \times 100}{4 \times 32} = 51,56 \%$ ( Sufficient )
2	3	5	15	15,62%		
3	2	24	48	75%		
4	1	3	3	9,37%		
TOTAL		32	66	100%		

Based on the data in table 4.8 it can be stated that the results of the speaking ability test using animated film media for class X MIA 1 students of SMAN 15 LUWU reached a total value of 51.56% in sufficient category. From the 32 students, there were 5 students or 15.62% of students who scored in good category. Furthermore, 24 students or 75% of students get sufficient category, and 3 students or 9.37% of students get score in deficient categories. There is no students who scored in the good category. In the aspect of vocabulary mastery using animated film media students have not been able to obtain a maximum score.

Table 4.9 Mastery of Topic ( Cycle 1 )

No	Score	Frequency	Score Weight	Percentage	Average Value	
					Score	Percent ( % )
1	4	2	8	6,25%	80 32 = 2,5	$\frac{80 \times 100}{4 \times 32}$  = 62,5 % ( Sufficient )
2	3	12	36	37,5%		
3	2	18	36	56,25%		
4	1	0	0	0%		
TOTAL		32	80	100%		

Based on the data in table 4.9 it can be stated that the results of the speaking ability test on class X MIA 1 students of SMAN 15 LUWU reached a total score of 62.5% in the sufficient category. From the 32 students, there are 2 students or 6.25% of students who scored in the good category. Furthermore, 12 students or 37.5% of students get score in good categories, 18 students or 56.25% of students in the sufficient category and no students get score in deficient categories. In the topic mastery aspect students have not been able to obtain a maximum score.

Table 4.10 Fluency ( Cycle 1 )

No	Score	Frequency	Score Weight	Percentage	Average Value	
					Score	Percent ( % )
1	4	0	0	0%	70 32 = 2,18	$\frac{70 \times 100}{4 \times 32}$  = 54,68 % ( Sufficient )
2	3	9	27	28,12%		
3	2	20	40	62,5%		
4	1	3	3	9,37%		
TOTAL		32	70	100%		

Based on the data in table 4.10 it can be stated that the results of the speaking ability test on class X MIA 1 students of SMAN 15 LUWU reached a total score of 54.68% in the sufficient category. From the 32 students, there

are 9 students or 28.12% of students who scored in good category. 20 students or 62.5% students get score in sufficient category, 3 students or 9.37% of students get score in deficient category, and there is no student get score in very good categories. On the fluency aspect students have not been able to obtain a maximum score.

Table 4.11 Eye Contact ( Cycle 1 )

No	Score	Frequency	Score Weight	Percentage	Average Value	
					Score	Percent ( % )
1	4	0	0	0%	= 2,18	$\frac{70 \times 100}{4 \times 32}$ = 54,68 % ( Sufficient )
2	3	7	21	21,87%		
3	2	24	48	75%		
4	1	1	1	3,12%		
TOTAL		32	70	100%		

Based on the data in table 4.11 it can be stated that the results of the speaking ability test using animated film media for class X MIA 1 students of SMAN 15 LUWU reached a total score of 54.68% in the sufficient category. From the 32 students, there are 7 students or 21.87% of students who scored in good category. Furthermore, 24 students or 75% of students obtain score in a sufficient category and 1 student or 3.12% of student get score in deficient category. There is no student who scored in the good category. In the aspect of eye contact using animated film media, students have not been able to obtain a maximum score.

Table 4.12 Make Sentence ( Cycle 1 )

No	Score	Frequency	Score Weight	Percentage	Average	
					Score	Percent ( % )
1	4	0	0	0%	= 1,75	$\frac{72 \times 100}{4 \times 32}$ = 56,25 % (Sufficient)
2	3	8	24	25%		
3	2	24	48	75%		
4	1	0	0	0%		
TOTAL		32	72	100%		

Based on the data in table 4.12, it can be stated that the results of the speaking ability test use the animation film media for class X MIA 1 students of SMAN 15 LUWU to reach a total score of 56.25% in the sufficient category. From the 32 students, there are 8 students or 25% of students who scored in good category. Furthermore, 24 students or 75% of students obtain score in a sufficient category and there is no students get score in very good or deficient category. In the aspect of making sentences students have not been able to obtain a maximum score.

a) Result of Non Test of Cycle 1 ( Observation )

In contrast to the results of the test, in the results of the non-test cycle 1 data were obtained from observations and documentations. Retrieval of data through observation aims to obtain information about student behavior during learning. Observations are carried out during the learning process. The aspects observed in this observation included positive behaviors shown by students during the learning process. Aspects that are the target of observation are (1) students enthusiastically pay attention to the explanation of the researcher, (2) students active to ask or comment if there

are difficulties, (3) students orderly in forming groups, (4) students respond positively to film animation, (5) students active in group discussions, and (6) students enthusiastic in speaking activities.

In this first cycle, all student attitudes during the learning process are described through observation. During the learning process, not all students follow it properly. Some students talk with other students and some other students seem confused, tense or afraid. This behavior is caused by the lack of a learning relationship that is familiar with the presence of researcher and learning systems that researcher apply because it is the initial stage.

In general, the results of observations made by researcher and auxiliary researcher during conducting research stories using the help of animated film media can be seen in table 4.13 below.

Table 4.13 Observation Cycle 1 Result

No.	positive attitude criteria	Frequency	Percentage	Category	Average
1.	Students are enthusiastic and pay attention to the teacher's explanation	20	62,5%	Sufficient	$\frac{143 \times 100}{6 \times 32} = 74,47 \%$ ( Good )
2.	Students active to ask or comment when there are difficulties	15	46,87%	Sufficient	
3.	Students orderly in forming groups	26	81,25%	Good	

4.	Students respond positively to film animation	31	96,87%	Very Good	
5.	Students active in group discussions	25	78,12%	Good	
6.	Students enthusiastic in speaking activities	17	53,12%	Sufficient	
	TOTAL	143			

Based on table 4.3, it can be explained that students are enthusiastic about learning to speak using animated film media. This can be stated by the number of students who respond positively to learning. 20 students or 62.5% of students were enthusiastic in paying attention to the explanation of the researcher. This percentage falls into the sufficient category. Some students were enthusiastic when learning began, even the enthusiasm was shown before learning began. Enthusiastically it appears when researcher ask about their readiness to take part in learning, they respond in unison with enthusiasm, "Ready BU!" However, students' enthusiasm is not shown well when paying attention to material explanations and also not comparable with the number of students who actively ask or comment . There were only 15 students or 46.87% of students who seemed enthusiastic to ask if they got into trouble. As previously explained, some of the other students still seemed tense or stiff because they were still in the initial stages, although they were enthusiastic in paying attention to good explanations.

In the implementation of learning that researcher do, students are asked to form discussion groups. In this activity students show good enthusiasm, even students propose their own way of forming groups. 81.25% of students recorded orderly in forming groups and in good categories. Furthermore, the students gave a very good response when the film screening took place. Students cheered when researchers told the animated film to be played soon. A sense of enthusiasm returned when the animated film began to air on the projector screen. Some have argued to propose the title of the animated film that was played. When the animated film screenings take place, no one student makes a noise. All students listened to the screening of animated films together. Student interest reappeared when the duration of the film being played was finished. Students ask to be played back.

explained in the observation sheet 96.8% of students were enthusiastic about the use of animated film media in learning. Students respond well when asked to discuss identification of animated film stories that have just been played and practice telling stories in their respective groups. 78.12% of students recorded active discussions in groups. However, some students find it difficult to have to identify the story, so the researcher must explain the important things related to the material and the storytelling activities carried out. This activity takes the most time. Students feel confused about having to write animated stories in a series of sentences. Responses are shown when several students ask when they have



difficulty making stories in the worksheet given by the researcher. When the process of practicing storytelling in each group took place, the students also showed a pretty good attitude, even though the atmosphere became boisterous with the jokes of the students in the group, but run smoothly.

Finally, the activity of telling stories in front of the class. In this activity students were less enthusiastic with only 53.12% of them being enthusiastic in speaking activities. This is because students are less accustomed to telling stories in front of the class with loose text and feeling embarrassed or afraid to appear in front. Noise occurs before students appear telling stories in front. Students point to each other to advance first. The researcher motivates other students to appear telling stories in front of the class.

The average gain of positive attitude of students must be increased so that negative behavior can be reduced. By reducing the negative behavior of students, it is expected that there will be no more significant obstacles in learning. The learning atmosphere will also be more conducive. In the end, what is the purpose of learning can be achieved well. Therefore, in retrieving data in cycle 2 the researcher will motivate students to eliminate things that are less supportive in learning, more communicative, and more attention to class conditions.

#### b) Result of Non Test Cycle 1 ( Documentation )

In this cycle 1, the documentation taken was photos of student activities while following the learning process of telling stories using film

animation media and video images of the results of the story telling in front of the class. The activities of the students in the learning process include listening to the teacher's explanation, when students discuss, when the students conduct a question and answer process to the teacher, when students practice in groups discussing what has been seen in the animated film that has been played, and when students appear telling stories in class in front of the teacher and classmates.

c) Reflection of Cycle 1

Learning to speak with the first cycle of animated film media uses the results of tests and non-tests to get the overall results of the learning process. Cycle 1 test results still indicate the need to improve the ability to tell stories to be good even better because the average results obtained still have not reached the value of 75.00.

The non-test results in cycle 1 which included observation and documentation also showed many shortcomings. Based on the results of observations, the most prominent drawback is that students are less active in asking or commenting or less active in performing activities telling stories in front. The low value of storytelling of students in cycle 1 is because learning with animated film media that is applied is still felt by students, so that learning methods like this are the initial process for students to adjust to learning. Most students are still awkward and hesitant, so when they tell the story in front of the results, the results are not maximal, most students still feel nervous, shy, and not confident when

telling stories in front of their friends. This problem can be overcome by (1) giving a further explanation to students about storytelling learning with cartoon media, (2) increasing the intensity of students to speak, such as submitting opinions, answering questions, and appearing in front, and (3) researchers more conditioned students to pay attention to their direction and friends who are telling stories in front of the class seriously.

Researchers feel the need to make improvements to the implementation of the action with a little change in learning treatment from researchers to establish the media used by researchers is really effective in improving the ability to tell stories in the cycle 1 based on the results obtained in cycle 1. Thus, the cycle 1 of values should be held students can reach the expected target.

### **c. Result of Cycle 2**

Cycle 2 is carried out because cycle 1 has not reached the target. The implementation of the research in cycle 2 was carried out as an improvement in the implementation of actions with better plans and preparation. With the improvement of learning that leads to improved learning outcomes, the results of research in the form of student storytelling competency test scores increase. Cycle Test Results 2. Competency test results tell stories with animated film media in this cycle 2 is the second data after the implementation of the learning action in cycle 1. The assessment criteria in cycle 2 are still the same as in cycle 1 tests covering 5 aspects, namely (1) vocabulary, (2) mastery of topics, (3) fluency, (4) contact eyes, and (5) make sentences. The results of the

competency storytelling test with animated film media in the second cycle can be seen in the following table 4.14.

Table 4.14 Cycle 2 Result

No	Category	Range of Value	Frequency	Score Weight	Percentage	Average Value
1.	Very Good	82-100	21	1.830	65,62%	$\frac{2.575}{32} = 80,46$ ( Good )
2.	Good	63-81	6	460	18,75%	
3.	Sufficient	44-62	5	285	15,62%	
4.	Deficient	25-43	0	0	0%	
TOTAL			32	2.575	100%	

Based on data in table 4.14 it can be stated that the average value obtained by students is 80.46 or a good category. 21 students or 65.62% who scored in a range of grades 82-100, 6 students or 18.75% students who scored in a range of values 63-81, 5 students or 15.62% who scored in a range of values 44-81 62. And no students get deficient category value. There was an increase in the cycle 2, this increase was inseparable from the improvement of the actions carried out in the cycle 2, namely (1) repeating the material that emphasized aspects of confidence, aspects of fluency, aspects of intonation, aspects of expression, attitude aspects, aspects of storytelling, and the effectiveness aspects of sentences, (2) giving students more opportunities to talk, such as asking if there are difficulties, answering questions, increasing the intensity of students to come forward more, and (3) giving students the opportunity to memorize stories at home . Learning in cycle 2 is much better than cycle 2I. The appearance of telling students in cycle 2 is better than the appearance of students in cycle 1. Students have understood the things that

must be considered in speaking, which is expected from learning to tell stories. Students tell stories with quite appropriate expressions, attitudes that are no longer stiff, accompanied by styles that make their speaking more interesting than the cycle 2, and the volume that sounds clear. The test results are a combination of five aspects of the assessment of storytelling abilities that are used to assess students' speaking competencies with animated film media.

Table 4.15 Vocabulary ( Cycle 2 )

No	Score	Frequency	Score Weight	Percentage	Average Value	
					Score	Percen ( % )
1	4	12	48	37,5%	102 32 = 3,18	$\frac{102 \times 100}{4 \times 32}$ = 79,68% ( Good )
2	3	14	42	43,75%		
3	2	6	12	18,75%		
4	1	0	0	0%		
TOTAL		32	102	100%		

Based on the data in table 4.15 it can be stated that the results of the speaking ability test using animated film media in class X MIA 1 LUWU SMAN 15 reached a total value of 79.68% in the Good category compared to the results obtained from the pre-cycle and cycle 1. From 32 students, there were 12 students or 37.5% students who scored in the very good category. Furthermore, 14 students or 43.75% of students get score in good categories, 6 students or 18.75% of students get score sufficient category, and no students get score in deficient category. In the aspect of student vocabulary mastery students' abilities begin to increase.

Table 4.16 Mastery of Topic ( Cycle 2 )

No	Score	Frequency	Score Weight	Percentage	Average Value	
					Score	Percent ( % )
1	4	13	52	40,62%	= 3,37	$\frac{108}{4 \times 32}$ = 84,37 % (Very Good)
2	3	18	54	56,25%		
3	2	1	2	6,25%		
4	1	0	0	0%		
TOTAL		32	108	100%		

Based on the data in table 4.16 it can be stated that the results of the speaking ability test using animated film media in class X MIA 1 LUWU SMAN 15 reached a total value of 84.37% in the Good category compared to the results obtained from pre-cycle and cycle 1. 32 students, there were 13 students or 40.62% of students who scored in the very good category. Furthermore, 18 students or 56.25% of students get score in good category, 1 student or 6.25% of students get score sufficient category, and there is no students get score in deficient category. In the aspect of vocabulary mastery the ability of students begins to increase.

Table 4.17 Fluency ( Cycle 2 )

No	Score	Frequency	Score Weight	Percentage	Average Value	
					Score	Percent ( % )
1	4	12	48	37,5%	= 3,25	$\frac{104}{4 \times 32}$ = 81,25 % (Good)
2	3	16	48	50%		
3	2	4	8	12,5%		
4	1	0	0	0%		
TOTAL		32	104	100%		

Based on data in table 4.17 it can be stated that the results of the speaking ability test using animated film media in class X MIA 1 LUWU

SMAN 15 reached a total value of 81.25% in the Good category compared to the results obtained from pre-cycle activities and cycle I. From 32 students, there were 12 students or 37.5% students who scored in the very good category. Furthermore, 16 students or 50% of students get score in good category, 4 students or 12.5% of students get score in sufficient category, and there is no student get score in less category. In the aspect of fluency students' abilities began to increase.

Table 4.18 Eye Contact ( Cycle 2 )

No	Score	Frequency	Score Weight	Percentage	Average Value	
					Score	Percent ( % )
1	4	12	48	37,5%	103 32 = 3,21	$\frac{103 \times 100}{4 \times 32}$ = 80,46 % (Good )
2	3	15	45	46,87%		
3	2	5	10	15,62%		
4	1	0	0	0%		
TOTAL		32	103	100%		

Based on the data in table 4.18, it can be stated that the results of the speaking ability test using the animation film media for class X MIA 1 students of SMAN 15 LUWU reached a total value of 80.46% in the Good category compared to the results obtained from the pre-cycle and cycle 1. From 32 students, there were 12 students or 37.5% students who scored in the Very Good category. Furthermore, 15 students or 46.87% of students get score in good category, 10 students or 15.62% students get score in sufficient category, and there is no students get score in deficient category. In the aspect of eye contact students' abilities begin to increase.

Table 4.19 Make Sentence ( Cycle 2 )

No	Score	Frequency	Score Weight	Percentage	Average Value	
					Score	Percent ( % )
1	4	5	20	15,62%	= 3,03	$\frac{97 \times 100}{4 \times 32}$ = 75,78 % (Good )
2	3	23	69	71,87%		
3	2	4	8	12,5%		
4	1	0	0	0%		
TOTAL		32	97	100%		

Based on the data in table 4.19 it can be stated that the results of the speaking ability test using the animation film media in class X MIA 1 LUWU SMAN 15 reached a total value of 75.78% in the Good category compared to the results obtained from the pre-cycle and cycle 1 activities. From 32 students, there were 5 students or 15.62% of students who scored in a very good category. Furthermore, 23 students or 71.87% of students obtain score in good category, 4 students or 12.5% of students obtain score in sufficient category and there is no student get score in deficient category. In the making sentence aspect students' abilities begin to increase.

a) Result of Non Test Cycle 2 ( Observation )

Retrieval of data through observation aims to obtain information about student behavior during learning. Observations are carried out during the learning process. The aspects observed in this observation included positive behaviors shown by students during the learning process. The aspects that are subject to observation are (1) students enthusiastically pay attention to the explanation of the researcher, (2) students active to ask or comment if there are difficulties, (3) students orderly in forming groups,



(4) students respond positively to animated film screenings, (5) students active in group discussions, (6) students enthusiastic in speaking activities.

In general, the results of observations made by researcher and auxiliary researcher during conducting research tell stories using the help of animated film media can be seen in the following table 4.20.

Table 4.20 Observation Result ( Cycle 2 )

No.	Positive attitude criteria	Frequency	Percentage	Category	Average
1.	Students enthusiastically pay attention to the explanation of the researcher	32	100%	Very Good	$\frac{165 \times 100}{192} = 85,97\%$ ( Very Good )
2.	Students active to ask or comment if there are difficulties	20	62,5%	Sufficient	
3.	Students orderly in forming groups	24	90,62%	Very Good	
4.	Students respond positively to animated film screenings	32	100%	Very Good	
5.	Students active in group discussions	25	78,12%	Good	
6.	Students enthusiastic in speaking activities	27	84,37%	Very Good	
	<b>TOTAL</b>	165			

In this cycle 2, researchers feel a change in student learning behavior. This can be seen from the behavior of students who previously did not follow the study well, so that it can be seen that they are able to adjust to the application of speaking learning with animated film media. Students appear to have responded positively to speaking learning with animated film media.

Based on table 4.20 it can be stated that there is an increase in some positive attitude of students in participating in learning. Starting from the positive attitude of students in paying attention to the researcher explanation in cycle 2 this increased rapidly to 100%. This means that all students in the class follow and pay attention to the researcher explanations well. This can be indicated by increasing the percentage of students who are active in asking, commenting, or answering questions when explanations are given to students. 20 students or 62.5% recorded a positive response by actively asking, commenting, or answering questions.

In group forming activities also address changes in student learning behavior. It is known from the increase in the percentage of positive responses from students which is 29 students or 90.62%. This is because students already understand the activities carried out in learning that is with a group discussion system, so students do it in an orderly manner. Next, the positive response of the students shown in watching the animated film screenings. As well as in cycle 1 students also show good

response or learning behavior. All students pay attention to the stories played on the projector. In this behavior there are no significant problems.

In discussing and practicing storytelling in groups, students experienced an increase in the percentage of positive behaviors, with 25 students discussing and training enthusiastically in their respective groups. In this activity, the classroom atmosphere became boisterous with the jokes of students when practicing storytelling, but the atmosphere of the class remained under control. The excitement of telling stories ahead. Although, students still seemed embarrassed and reluctant to appear in front of the story telling, but some students actually volunteered to appear telling stories. Overall, in this cycle 2 students have shown positive changes in learning behavior. This can be seen from the results of the percentage of students' success in the storytelling test using an animated film media that increased 85.97%.

b) Result of Non Test Cycle 2 ( Documentation )

In this cycle 1, the documentation taken is the same as recording in the cycle 1, namely the activity of students listening to the teacher's explanation, when students practice in groups, and when students appear telling stories in front of the class and when students conduct question and answer sessions. In the cycle 2 students who ask or answer questions are expected to stand. This indicates a change in student learning attitudes from the cycle 1. When a student tells a story, other students pay close attention. Then gave a response to his friend's story. Image captions can

be seen in the discussion section on changes in student learning behavior in speaking learning using animated film media.

c) Reflection of Cycle 2

The competency value tells the story of class X MIA 1 students of SMAN 15 LUWU in cycle 2 has experienced an increase from cycle 1. The behavior of students has also experienced a change towards a positive direction. Most students concentrate and pay attention when the teacher gives an explanation. Students who were initially lazy to practice became a passion for practice, so when telling stories through animation media in front of a large group they were bolder, confident, not shy, and not nervous. It can be said that the improvements made in the cycle 2 are very useful and have an effect on students. They are more focused on learning so that their test scores are better.

Based on the data, it can be stated that student storytelling competencies are included in the good category. If it is reviewed from each aspect it has reached a complete value in the good category. Therefore, no further research is needed in the next cycle.

## **B. Discussion**

The discussion in this paper includes a discussion of improving students' speaking abilities and changes in learning attitudes of class X MIA 1 students of LUWU 15 High School after participating in learning to speak with animated film media on the results of cycle 1 and cycle 2 research.

students in learning to speak with animated film media have not yet achieved the minimum targeted limitation criteria. In cycle 1 learning there are still students who show negative attitudes towards learning to tell stories, such as lack of enthusiasm in listening to explanations of material, less active in asking questions or discussing, especially in speaking in front of the class. In addition, students' speaking competence is also still low. Therefore, researchers made improvements to the implementation of the action so that students' behavior during the learning process of learning experienced a change in learning behavior towards a positive direction and followed by increased competency in telling stories of class X MIA 1 students of SMAN 15 LUWU.

Improving the implementation of actions is realized in learning in cycle 2. In cycle 2 there is an increase in student competence in storytelling. The increase can be seen from the change in student learning behavior towards positive learning and the acquisition of test scores tells the story after participating in storytelling learning with animated film media. Changes in student learning behaviors obtained from increasing speaking competencies and non-test results obtained.

#### **a. Improvement Speaking Skill**

The results of the improvement in speaking skills using cartoon film media of class X MIA 1 students of SMAN 15 LUWU based on the results of tests and non-cycle 1 and cycle 2 are described as follows.

Table 4.21 Improvement Speaking Skill

No	Category	Pre-Cycle		Cycle 1		Cycle 2	
		Score Weight	Percent	Score Weight	Percent	Score Weight	Percent
1	Very Good	0	0	0	0	1.830	65,62%
2	Good	0	0	480	21,87%	460	18,75%
3	Sufficient	725	46,87%	1.310	78,12%	285	15,62%
4	Deficient	615	53,12%	0	0	0	0
Total		1.340	100%	1.790	100%	2.575	100%
Average		41,87		55,93		80,46	

Based on table 4.21 it can be stated that there is an increase from the loyal cycle. It can be explained that the test scores of students' speaking skills on pre-cycle reached 1,340 with an average value of 41.87 included in the deficient category. On the first cycle test the value obtained was 1,790. The average value obtained is 55.93 in the sufficient category. This indicates that the test results achieved in cycle 2 had an increase of 2,575 or the average value obtained was 80.46 in the good category.

Based on the collected data it can be stated that the application of talking learning using animated film media has been successful in learning in class X MIA 1 LUWU SMAN 15. This can be seen by the increase in the average success of students who have reached the limit of 75.

#### **b. Student Learning Behavior**

Based on the results of the cycle 1 of research and cycle 2 indicated a change in students' learning behavior in following storytelling learning using cartoon media. The behavior of students when attending storytelling

learning uses animated film media illustrated through observation sheets, and documentation. Evidence of changes in student learning behavior is illustrated by the increase in speaking test results.

Basically students have shown enthusiasm for learning storytelling using cartoon media at the beginning of cycle 1, students seem to follow all the explanations of the researcher and record the material that the researcher gave, but the behavior of students when attending the study still lacks enthusiasm and familiarity. This results in lack of smooth communication between researchers and students. But in the first cycle students lacked in conducting question and answer sessions and enthusiasm did not exist when students were given the task to speak before their friends to re-enlighten the animated films that had been watched. Many students still feel shy, afraid and not confident. This is the task for researchers to make corrective actions in cycle 2.

In the cycle 2 the researcher took a different action, the researcher gave more motivation to the students. From the beginning of learning to the end of study. Before telling the story students are given the chance to return to discuss with friends related to the film they have watched. Students are very enthusiastic in the discussion process. After the discussion process students are given confidence that they are able to speak in front of the class to tell stories about the film they have watched. Researchers also give enthusiasm to ask students so students are active in asking questions. Every student who appears must get applause from his friends as well as when

finished telling stories so that the enthusiasm of students to appear better. Motivate each other. A sense of self-confidence begins to grow in the action of cycle 2.

From the discussion it can be stated that the use of animated film media in improving students' speaking ability is very effective. Can be seen from the increase in value obtained from each cycle that has been done.



## **CHAPTER V**

### **CONCLUSION**

#### **A. Conclusion**

Based on the results of the research and discussion it can be concluded that the improvement of the students' speaking ability through the use of animated film at the tenth grade student of SMAN 15 Luwu was improved significantly. It was proved by the result of students' speaking skills on pre-cycle reached 1,340 with an average value of 41.87 included in the deficient category. On the first cycle test the value obtained was 1,790. The average value obtained is 55.93 in the sufficient category. This indicates that the test results achieved in cycle 2 had an increase of 2,575 or the average value obtained was 80.46 in the good category.

#### **B. Suggestion**

Based on the conclusions of this study, the following suggestions were suggested.

- a. In this study the use of animated film media proved successful improve students' speaking skills with basic competencies in telling stories in good order, proper pronunciation and intones, and appropriate expressions. The

success of using animated film media in this basic competency should also be used in other learning as an effort to achieve other basic competencies.

- b. Besides being able to improve learning outcomes in speaking learning, the use of animated film media should also be used in listening, reading and writing as an effort to create a more conducive learning atmosphere to improve student learning outcomes.

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## Appendice 1

### RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )

#### SIKLUS I

Nama Sekolah : SMAN 15 Luwu

Mata Pelajaran : Pendidikan Bahasa Inggris

Kelas /Semester : Sepuluh ( X MIA 1 ) / Semester I

Kompetensi Inti :

- 1) KI-1 dan KI-2 : Menghayati dan mengamalkan ajaran agama yang dianutnya.  
Menghayati dan mengamalkan perilaku jujur, disiplin, santun , peduli ( gotong royong, kerjasama, responsive, dan pro-aktif dalam berintraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara Kawasan, regional, dan Kawasan internasional.
- 2) KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- 3) KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan rana abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan meode sesuai kaidah keilmuan.

Kompetensi Dasar :

3.8 Membedakan fungsi Sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna secara kontekstual terkait fungsi social, struktur teks dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

Indikator : 1) Bercerita dengan runtut/kronologis  
2) Bercerita dengan lancar  
3) Bercerita dengan intonasi yang tepat  
4) Bercerita dengan ekspresi yang sesuai

Alokasi Waktu : 4 x 40 menit (2 x pertemuan)

#### A. Tujuan Pembelajaran

Siswa mampu bercerita dengan runtut/kronologis, lancar, intonasi yang tepat, serta ekspresi yang sesuai.

#### B. Materi Pembelajaran

- 1) Kegiatan bercerita
- 2) Hal penting dalam bercerita

Kegiatan bercerita adalah kegiatan menyampaikan informasi/hal secara lisan. Informasi/hal yang diceritakan dapat diperoleh dari hal-hal yang dialami, dilihat, dirasakan, dipikirkan, atau dibaca. Untuk bercerita dengan baik, siswa harus mampu mengidentifikasi cerita yang akan disampaikan. Kegiatan yang harus dilakukan oleh siswa sebelum bercerita adalah menentukan pokok-pokok cerita yang meliputi jenis cerita, tokoh, point-point penting yang terjadi dalam alur/jalan cerita, dialog, tema, amanat.

#### C. Langkah-Langkah Pembelajaran



No	Skenario Pembelajaran	Metode Pembelajaran	Alokasi Waktu
1.	<p><b>Pertemuan pertama</b></p> <p><b>Kegiatan Awal</b></p> <p>a. mengkondisikan siswa untuk siap belajar</p> <p>b. memberikan gambaran cakupan materi yang akan dibelajarkan.</p> <p>c. menjelaskan manfaat dan tujuan pembelajaran</p> <p>d. menyampaikan kompetensi dasar dan indikator yang harus dicapai</p>	Ceramah Tanya jawab	10 menit
2.	<p><b>Kegiatan Inti</b></p> <p>a. tanya jawab seputar kegiatan bercerita, identifikasi cerita, dan pokok-pokok cerita.</p> <p>b. siswa membentuk kelompok, tiap kelompok terdiri atas 5-6 siswa</p> <p>c. kartun pertama diputarkan ( Snow white and the seven dwarves )</p> <p>d. siswa mendiskusikan identifikasi dan pokokpokok cerita kartun yang diputarkan.</p>	Tanya jawab Diskusi Pemodelan	60 menit

	<p>e. pemantauan terhadap kegiatan diskusi siswa pada tiap kelompok</p> <p>f. guru memberikan contoh/pemodelan bercerita yang baik</p> <p>g. Guru memotivasi keberanian siswa untuk memberi tanggapan terhadap penampilan bercerita model tersebut dengan memberi nilai plus, kemudian guru memberi penguatan dengan menjelaskan hal-hal yang harus dikuasai dan dicapai dalam kegiatan bercerita</p>		
3.	<p><b>Kegiatan Akhir</b></p> <p>a. Guru dan siswa mengambil simpulan kegiatan bercerita yang dilakukan</p> <p>b. Guru melakukan refleksi terhadap pembelajaran yang dilakukan dengan menanyakan hasil diskusi dalam mengidentifikasi dan</p>	Tanya Jawab	10 Menit

	menentukan pokok-pokok cerita apakah sudah sama dan paham, dan menanyakan kesulitan-kesulitan yang ditemui siswa.		
4.	<p><b>Pertemuan Kedua</b></p> <p><b>Kegiatan Awal</b></p> <p>a. mengkondisikan siswa untuk siap belajar</p> <p>b. menjelaskan manfaat dan tujuan pembelajaran</p> <p>c. menyampaikan KD dan indikator yang harus dicapai</p> <p>d. mengaitkan pembelajaran yang akan dilakukan dengan pembelajaran yang telah dilakukan pada pertemuan sebelumnya dengan menunjukkan kesalahan/kekurangan yang dilakukan pada kegiatan bercerita, kemudian guru memberi penguatan</p>	Ceramah jawab	Tanya 10 menit
5.	<p><b>Kegiatan Inti</b></p> <p>a. Guru sekali lagi memberi penguatan terkait dengan</p>	Ceramah Jawab	Tanya 60 Menit

	<p>mengidentifikasi dan menentukan pokok-pokok cerita, serta hal-hal yang harus diperhatikan dan dicapai siswa yang meliputi rasa percaya diri, kelancaran, keruntutan cerita, ekspresif, variasi intonasi, kemenarikan cerita (gaya khusus) santun kinestetika, dan pilihan kata yang digunakan.</p> <p>b. Siswa kembali membentuk kelompok, tiap-tiap kelompok terdiri atas 5-6 siswa.</p> <p>c. Guru memutar kembali film pada pertemuan sebelumnya ( snow white and the seven dwarves) guna mengingatkan dan menguatkan cerita yang akan dibawakan siswa</p> <p>d. Pemberian instruksi penilaian bercerita.</p>		
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	<p>e. Sekali lagi pemberian contoh/pemodelan bercerita yang baik dan tak baik agar siswa dapat menegrti dan paham bagaimana sebaiknya bercerita</p> <p>f. Pemberian permainan rolling stick untuk menentukan giliran siswa bercerita di depan siswa bercerita di depan</p>		
6.	<p><b>Kegiatan Akhir</b></p> <p>a. Guru mengajak siswa untuk menentukan siswa yang mampu bercerita paling baik dan memberi reward pada siswa yang penampilan berceritanya paling baik</p> <p>b. Guru dan siswa mengambil simpulan kegiatan bercerita yang dilakukan.</p> <p>c. Guru melakukan refleksi terhadap pembelajaran yang dilakukan dengan menanyakan hasil diskusi dalam</p>	Tanya Jawab	10 Menit

	mengidentifikasi dan menentukan pokok-pokok cerita apakah sudah sama dan paham, dan menanyakan kesulitan-kesulitan yang ditemui siswa .		
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#### D. Sumber Belajar

- Video Animasi
- Buku
- Kamus

#### E. Penilaian

1. Teknik : unjuk kerja/tes perbuatan
2. bentuk instrument : rubrik
3. soal instrument : ceritakanlah secara lisan cerita film kartun yang kalian simak dengan urutan yang baik/runtut, lancar, intonasi, dan ekspersi yang tepat!

## RENCANA PELAKSANAAN PEMBELAJRAN ( RPP )

### SIKLUS II

Nama Sekolah : SMAN 15 Luwu

Mata Pelajaran : Pendidikan Bahasa Inggris

Kelas /Semester : Sepuluh ( X MIA 1) / Semester I

Kompetensi Inti :

- 1) KI-1 dan KI-2 : Menghayati dan mengamalkan ajaran agama yang dianutnya.  
Menghayati dan mengamalkan perilaku jujur, disiplin, santun , peduli ( gotong royong, kerjasama, responsive, dan pro-aktif dalam berintraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara Kawasan, regional, dan Kawasan internasional.
- 2) KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- 3) KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan rana abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan meode sesuai kaidah keilmuan.

Kompetensi Dasar :

- 3.8 Membedakan fungsi Sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna secara kontekstual terkait fungsi social, struktur teks dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

Indikator : 1) Siswa mampu bercerita dengan runtut/kronologis  
2) Siswa mampu bercerita dengan suara nyaring  
3) Siswa mampu bercerita dengan lafal yang jelas  
4) Siswa mamapu bercerita dengan intonasi yang tepat  
5) Siswa mampu bercerita dengan ekspresi yang sesuai

Alokasi Waktu : 4 x 40 menit (2 x pertemuan)

#### A. Tujuan Pembelajaran

Siswa mampu bercerita dengan runtut/kronologis, lancar, intonasi yang tepat, serta ekspresi yang sesuai.

#### B. Materi Pembelajaran

- 1) Kegiatan bercerita
- 2) Hal penting dalam bercerita

Kegiatan bercerita adalah kegiatan menyampaikan informasi/hal secara lisan. Informasi/hal yang diceritan dapat diperoleh dari hal-hal yang dialami, dilihat, dirasakan, dipikirkan, atau dibaca. Untuk bercerita dengan baik, siswa harus mampu mengidentifikasi cerita yang akan disampaikan. Kegiatan yang harus dilakukan oleh siswa sebelum bercerita adalah menentukan pokok-pokok cerita yang meliputi jenis cerita, tokoh, pointpoint penting yang terjadi dalam alur/jalan cerita, dialog, tema, amanat.

#### C. Langkah-Langkah Pembelajaran

No	Skenario Pembelajaran	Metode Pembelajaran	Alokasi Waktu
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1.	<p><b>Pertemuan pertama</b></p> <p><b>Kegiatan Awal</b></p> <p>a.mengkondisikan siswa untuk siap belajar.</p> <p>b.mem berikan gambaran cakupan materi yang akan dibelajarkan.</p> <p>c.menjelaskan manfaat dan tujuan pembelajaran.</p> <p>d.menyampaikan kompetensi dasar dan indikator yang harus dicapai.</p> <p><b>e.guru memotivasi rasa percaya diri siswa dengan memintanya maju ke depan kelas satu persatu dan menyerukan “sekarang mungkin aku belum bisa, tapi aku pasti bisa!” dengan disertai kenistetika yang bersemangat</b></p>	Ceramah Tanya jawab	10 menit
2.	<p><b>Kegiatan Inti</b></p> <p>a. tanya jawab seputar kegiatan bercerita, identifikasi cerita, dan pokok-pokok cerita.</p> <p><b>b. guru memberikan</b></p>	Tanya jawab Diskusi Pemodelan	60 menit

	<p><b>penjelasan lebih mendalam terkait hal-hal penting dalam bercerita.</b></p> <p>c. siswa membentuk kelompok, tiap kelompok terdiri atas 5-6 siswa .</p> <p>d. kartun kedua diputarkan ( The Rabbit and The Turtle ).</p> <p>e. siswa mendiskusikan identifikasi dan pokok-pokok cerita kartun yang diputarkan dalam lembar kerja.</p> <p>f. pemantauan terhadap kegiatan diskusi siswa pada tiap kelompok.</p> <p><b>g. guru memberi motivasi pada siswa yang dalam siklus I terlihat tidak percaya diri dalam bercerita secara individu .</b></p> <p><b>h. guru meminta salah satu siswa dari kelompok yang dianggap paling baik dan memperoleh nilai</b></p>		
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	<p><b>tertinggi pada siklus I untuk bercerita berdasarkan hasil diskusi kelompok sebagai model bagi siswa-siswa yang lain.</b></p> <p>i. Guru memotivasi keberanian siswa untuk memberi tanggapan terhadap penampilan bercerita temannya sebagai model tersebut dengan memberi nilai plus, kemudian guru memberi penguatan dengan menjelaskan hal-hal yang harus dikuasai dan dicapai dalam kegiatan bercerita</p>		
3.	<p><b>Kegiatan Akhir</b></p> <p>a. Guru dan siswa mengambil simpulan kegiatan bercerita yang dilakukan.</p> <p>b. Guru melakukan refleksi terhadap pembelajaran yang dilakukan dengan menanyakan hasil diskusi dalam mengidentifikasi</p>	Tanya Jawab	10 Menit

	<p>dan menentukan pokok-pokok cerita apakah sudah sama dan paham, dan menanyakan kesulitan-kesulitan yang ditemui siswa.</p>		
4.	<p><b>Pertemuan Kedua</b></p> <p><b>Kegiatan Awal</b></p> <p>a. mengkondisikan siswa untuk siap belajar</p> <p>b. menjelaskan manfaat dan tujuan pembelajaran</p> <p>c. menyampaikan KD dan indikator yang harus dicapai</p> <p>d. mengaitkan pembelajaran yang akan dilakukan dengan pembelajaran yang telah dilakukan pada pertemuan sebelumnya dengan menunjukan kesalahan/kekurangan yang dilakukan pada kegiatan bercerita, kemudian guru memberi penguatan.</p>	<p>Ceramah jawab</p>	<p>Tanya 10 menit</p>
5.	<p><b>Kegiatan Inti</b></p>	<p>Ceramah</p>	<p>Tanya 60 Menit</p>

	<p>a. Guru sekali lagi memberi penguatan terkait dengan mengidentifikasi dan menentukan pokok-pokok cerita, serta hal-hal yang harus diperhatikan dan dicapai siswa .</p> <p>b. Siswa kembali membentuk kelompok, tiap-tiap kelompok terdiri atas 5-6 siswa</p> <p>c. Guru memutar kembali film pada pertemuan sebelumnya guna mengingatkan dan menguatkan cerita yang akan diceritakan siswa</p> <p>d. Pemberian instruksi penilaian bercerita.</p> <p>e. Guru mengadakan kompetisi bercerita dengan melibatkan seluruh siswa untuk menentukan penilaian penampilan bercerita yang terbaik .</p> <p>f. Siswa maju bercerita di depan secara bergiliran</p>	Jawab	
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6.	<p><b>Kegiatan Akhir</b></p> <p>a. Guru mengajak siswa untuk menentukan siswa dari kelompok mana yang mampu bercerita paling baik dan memberi reward pada siswa yang penampilan berceritanya paling baik dan paling banyak disukai .</p> <p>b. Guru dan siswa mengambil simpulan kegiatan bercerita yang dilakukan.</p> <p>c. Guru melakukan refleksi terhadap pembelajaran yang dilakukan dengan menanyakan hasil diskusi dalam mengidentifikasi dan menentukan pokok-pokok cerita apakah sudah sama dan paham, dan menanyakan kesulitan-kesulitan yang ditemui siswa .</p>	Tanya Jawab	10 Menit
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D. Sumber Belajar

-Video Animasi

-Buku

- Kamus

#### E. Penilaian

4. Teknik : unjuk kerja/tes perbuatan
5. bentuk instrument : rubrik
6. soal instrument : ceritakanlah secara lisan cerita film kartun yang kalian simak dengan urutan yang baik/runtut, lancar, intonasi, dan ekspresi yang tepat!

## Appendice 2

### REKAP NILAI HASIL PRASIKLUS

No.	Nama Siswa	Aspek Penilaian					Jumlah	Kategori
		1	2	3	4	5		
1.	Adianto	1	2	1	1	1	30	Kurang
2.	Afsar	2	2	1	1	1	35	Kurang
3.	Ainun Nabila Ramli	2	1	1	1	1	30	Kurang
4.	Andi Muis	2	2	2	1	2	45	Cukup Baik
5.	Anisa Larasati	2	2	2	2	2	50	Cukup Baik
6.	Annisyah Dwi Ramadani	1	2	2	1	1	35	Kurang
7.	Aswadi	2	1	1	2	2	40	Kurang
8.	Deni Julianto Bahri	2	2	2	2	2	50	Cukup Baik
9.	Dian Afifah	2	2	2	1	1	40	Kurang
10.	Dinda Amini Nursaid	2	2	2	2	2	50	Cukup baik
11.	Erik Aprianto Rahmat	2	2	1	1	1	35	kurang
12.	Fadthia Astuti Assana	2	2	2	2	2	50	Cukup baik
13.	Fawas Al Hafit	2	2	2	2	2	50	Cukup baik
14.	Fitra Dewani	1	2	1	1	2	35	Kurang
15.	Ihksan Marjawi	2	2	2	1	2	45	Cukup baik
16.	Iqram	2	1	1	1	2	35	Kurang
17.	Julia	2	1	1	1	2	35	Kurang
18.	Marni	2	2	1	2	2	45	Cukup baik
19.	Muh. Fadly Tasrullah	2	2	2	1	2	45	Cukup baik
20.	Muh. Harsyam	2	3	1	2	2	50	Cukup baik
21.	Muh.Lutfillah Amrullah	2	1	1	1	2	35	Kurang
22.	Muh. Fitrah	2	2	2	2	2	50	Cukup baik
23.	Nadila	1	2	2	1	1	35	Kurang
24.	Nofita Arief	2	2	2	2	2	50	Cukup baik
25.	Nurakma Risa	2	2	1	1	2	40	Kurang
26.	Nur Fasihah	2	2	2	1	1	40	Kurang
27.	Nurhapni Joring	1	2	2	1	2	40	kurang
28.	Nurul Auliyah Abidin	2	2	2	2	2	50	Cukup baik
29.	Putri	2	2	2	2	2	50	Cukup baik
30.	Rahmat Purnama Jaya	2	2	2	1	2	45	Cukup baik
31.	Rahmawati	2	2	1	1	2	40	Kurang
32.	Rizki Amalia Hasan	1	1	2	1	2	35	Kurang

**Keterangan : 1 ( Kosa kata ), 2 ( Penguasaan Topik ), 3 ( Kelancaran Bicara ), 4 ( Kontak Mata ), 5 ( Membuat Kalimat ).**



### REKAP NILAI HASIL SIKLUS I

No.	Nama Siswa	Aspek Penilaian					Jumlah	Kategori
		1	2	3	4	5		
1.	Adianto	2	2	2	2	3	55	Cukup baik
2.	Afsar	2	3	2	2	2	55	Cukup baik
3.	Ainun Nabila Ramli	2	2	2	2	2	50	Cukup baik
4.	Andi Muis	2	2	2	3	2	55	Cukup baik
5.	Anisa Larasati	3	3	3	3	2	70	Baik
6.	Annisyah Dwi Ramadani	2	3	1	2	3	55	Cukup baik
7.	Aswadi	1	2	2	2	3	50	Cukup baik
8.	Deni Julianto Bahri	3	3	3	3	2	70	Baik
9.	Dian Afifah	2	2	2	2	2	50	Cukup baik
10.	Dinda Amini Nursaid	2	2	1	2	2	45	Cukup Baik
11.	Erik Aprianto Rahmat	2	2	2	2	2	50	Cukup Baik
12.	Fadthia Astuti Assana	2	3	2	1	3	55	Cukup baik
13.	Fawas Al Hafit	2	2	1	2	2	45	Cukup baik
14.	Fitra Dewani	1	2	2	2	2	45	Cukup baik
15.	Ihksan Marjawi	2	2	2	2	2	50	Cukup baik
16.	Iqram	2	3	3	2	2	60	Cukup Baik
17.	Julia	2	3	2	2	2	55	Cukup baik
18.	Marni	3	4	3	3	2	75	Baik
19.	Muh. Fadly Tasrullah	3	3	2	2	3	65	Baik
20.	Muh. Harsyam	3	4	2	2	3	70	Baik
21.	Muh.Lutfillah Amrullah	2	2	3	2	2	55	Cukup baik
22.	Muh. Fitrah	2	2	2	2	2	50	Cukup baik
23.	Nadila	1	2	2	2	2	45	Cukup baik
24.	Nofita Arief	2	2	2	2	2	50	Cukup baik
25.	Nurakma Risa	2	2	2	2	2	50	Cukup baik
26.	Nur Fasirah	2	3	3	3	2	65	Baik
27.	Nurhapni Joring	2	3	3	3	2	65	Baik
28.	Nurul Auliyah Abidin	2	2	2	2	3	55	Cukup baik
29.	Putri	2	3	3	2	2	60	Cukup Baik
30.	Rahmat Purnama Jaya	2	2	2	3	2	55	Cukup baik
31.	Rahmawati	2	2	3	2	3	60	Cukup baik
32.	Rizki Amalia Hasan	2	3	2	2	2	55	Cukup baik

**Keterangan : 1 ( Kosa kata ), 2 ( Penguasaan Topik ), 3 ( Kelancaran Bicara ), 4 ( Kontak Mata ), 5 ( Membuat Kalimat ).**

## REKAP NILAI HASIL SIKLUS II

No.	Nama Siswa	Aspek Penilaian					Jumlah	Kategori
		1	2	3	4	5		
1.	Adianto	3	4	3	3	3	80	Sangat baik
2.	Afsar	3	3	2	3	3	70	Baik
3.	Ainun Nabila Ramli	2	3	2	2	2	55	Cukup baik
4.	Andi Muis	2	3	2	2	3	60	Cukup baik
5.	Anisa Larasati	4	4	4	4	3	95	Sangat baik
6.	Annisyah Dwi Ramadani	3	3	3	3	3	75	Baik
7.	Aswadi	2	3	2	3	3	65	Baik
8.	Deni Julianto Bahri	4	4	4	3	3	90	Sangat baik
9.	Dian Afifah	3	3	3	3	3	75	Baik
10.	Dinda Amini Nursaid	3	4	3	3	3	80	Baik
11.	Erik Aprianto Rahmat	3	3	3	3	3	75	Baik
12.	Fadthia Astuti Assana	2	3	3	2	2	60	Cukup baik
13.	Fawas Al Hafit	2	3	2	3	3	65	Baik
14.	Fitra Dewani	2	3	2	3	3	65	Baik
15.	Ihksan Marjawi	2	3	3	3	3	70	Baik
16.	Iqram	2	3	3	3	3	70	Baik
17.	Julia	3	4	2	2	3	70	Baik
18.	Marni	4	4	4	4	3	95	Sangat baik
19.	Muh. Fadly Tasrullah	3	4	3	3	3	90	Sangat baik
20.	Muh. Harsyam	4	4	2	2	3	85	Sangat baik
21.	Muh.Lutfillah Amrullah	3	2	2	3	3	65	Baik
22.	Muh. Fitrah	2	3	3	3	3	70	Baik
23.	Nadila	2	3	2	3	3	65	Baik
24.	Nofita Arief	2	3	3	3	3	70	Baik
25.	Nurakma Risa	2	2	3	3	3	65	Baik
26.	Nur Fasirah	2	3	3	2	2	60	Cukup baik
27.	Nurhapni Joring	3	3	3	2	2	65	Baik
28.	Nurul Auliyah Abidin	3	3	3	3	3	75	Baik
29.	Putri	2	2	2	2	2	50	Cukup baik
30.	Rahmat Purnama Jaya	3	3	3	2	2	65	Baik
31.	Rahmawati	3	3	3	2	3	70	Baik
32.	Rizki Amalia Hasan	3	3	2	2	2	60	Cukup baik

**Keterangan : 1 ( Kosa kata ), 2 ( Penguasaan Topik ), 3 ( Kelancaran Bicara ), 4 ( Kontak Mata ), 5 ( Membuat Kalimat )**

**Appendice 3**

**HASIL OBSERVASI SIKLUS II**

**Mata Pelajaran : Pendidikan Bahasa Inggris**

**Kelas : X MIA 1**

**Berikan tanda check list (√) pada kolom lembar observasi berikut ini!**

No.	Aspek Pengamatan						Keterangan
	1	2	3	4	5	6	
							<b>PERILAKU POSITIF</b>
1.	√	√	√	√	√	√	1. Siswa antusias dan memperhatikan penjelasan guru.
2.	√	√	√	√	√	√	
3.	√	√	√	√	√	√	
4.	√	√	√	√	√	√	
5.	√	√	√	√	√	√	
6.	√	X	√	√	√	√	
7.	√	√	√	√	√	√	2. Siswa aktif bertanya atau berkomentar apabila ada kesulitan.
8.	√	√	√	√	√	√	
9.	√	X	√	√	√	√	
10.	√	X	√	√	√	√	3. Siswa tertib dalam membentuk kelompok.
11.	√	X	√	√	√	√	
12.	√	X	√	√	X	X	4. Siswa merespon positif (senang) terhadap media film animasi yang digunakan.
13.	√	X	√	√	X	√	
14.	√	√	√	√	√	X	
15.	√	X	√	√	√	√	
16.	√	X	√	√	√	√	
17.	√	√	√	√	√	√	
18.	√	√	√	√	√	√	
19.	√	√	√	√	√	√	
20.	√	√	√	√	√	√	
21.	√	√	√	√	√	√	
22.	√	X	√	√	√	√	5. Siswa aktif berdiskusi dalam kelompok.
23.	√	√	√	√	X	√	
24.	√	√	√	√	√	√	6. Siswa antusias dalam kegiatan bercerita di depan kelas.
25.	√	√	√	√	X	√	
26.	√	X	√	√	√	√	
27.	√	X	√	√	X	√	
28.	√	√	X	√	√	√	
29.	√	X	√	√	√	√	
30.	√	√	√	√	√	√	
31.	√	√	X	√	X	X	
32.	√	√	X	√	X	X	

## HASIL OBSERVASI SIKLUS I

**Mata Pelajaran : Pendidikan Bahasa Inggris**

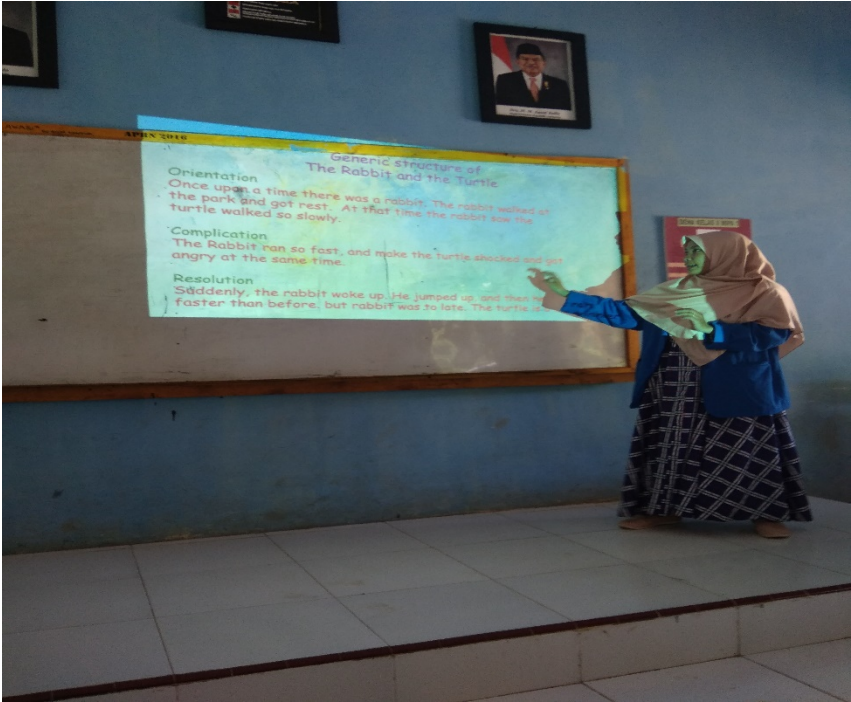
**Kelas : X MIA 1**

**Berikan tanda check list (√) pada kolom lembar observasi berikut ini!**

No.	Aspek Pengamatan						Keterangan
	1	2	3	4	5	6	
							PERILAKU POSITIF
1.	X	X	V	V	V	X	1. Siswa antusias dan memperhatikan penjelasan guru.
2.	V	X	V	V	V	V	2. Siswa aktif bertanya atau berkomentar apabila ada kesulitan.
3.	V	V	V	V	V	V	3. Siswa tertib dalam membentuk kelompok.
4.	X	V	V	V	V	X	4. Siswa merespon positif (senang) terhadap media film animasi yang digunakan.
5.	X	V	V	V	V	V	5. Siswa aktif berdiskusi dalam kelompok.
6.	V	X	V	V	X	X	6. Siswa antusias dalam kegiatan bercerita di depan kelas.
7.	V	X	V	V	V	X	
8.	X	V	X	V	V	V	
9.	V	V	V	V	V	V	
10.	V	V	V	V	V	V	
11.	V	V	V	V	V	V	
12.	X	X	X	V	V	X	
13.	X	V	V	V	V	X	
14.	X	X	V	V	X	X	
15.	V	X	V	V	V	V	
16.	V	X	X	V	V	X	
17.	V	X	V	V	V	V	
18.	V	V	V	V	V	V	
19.	V	V	V	V	V	V	
20.	V	V	V	V	V	V	
21.	V	V	V	V	V	V	
22.	X	V	V	V	X	X	
23.	X	V	V	V	V	X	
24.	V	V	V	V	V	V	
25.	X	X	X	X	X	X	
26.	V	V	V	V	V	X	
27.	V	V	V	V	V	V	
28.	V	V	V	V	X	X	
29.	V	V	X	V	V	X	
30.	V	X	X	V	V	X	
31.	X	X	V	V	X	X	
32.	X	X	V	V	V	X	

Appendice 4

DOCUMENTASION



Siklus II Peneliti Memberikan Penjelasan Terhadap Siswa



Siklus II Siswa menyimak film animasi.



Siklus II Siswa Bercerita Didepan Kelas