

**THE IMPACT OF USING ANIMATION MOVIE TOWARS STUDENTS`
SPEAKING SKILL AT SENIOR HIGH SCHOOL
(An Experimental Research)**



A THESIS

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in Partial Fulfillment of the Requirement for the Degree
of Education Bachelor*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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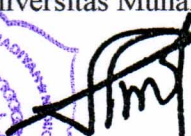
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MOTTO AND DEDICATION

“Yakinlah ada sesuatu yang menantimu selepas banyak kesabaran (yang kau jalani) yang akan membuatmu terpana hingga kau lupa pedihnya rasa sakit”

(Ali Bin Abi Thalib Alaihi Salam)

“ It does not matter how slowly you go as long as you do not stop. “

(Confucius)

BIRDS DON'T JUST FLY, THEY FALL DOWN AND GET UP

(The Researcher)

This thesis is proudly presented to:

- ✓ My great father
- ✓ My beloved mother
- ✓ My grandfather and grandmothers
- ✓ My bestfriend

ABSTRACT

NURUL INDAH ABUBAKAR. 2019. *The Impact of Using Animation Movie towards Students' Speaking Skill at Senior High School (A Classroom quasi – Experimental Research At The second Grade of SMK Muhammadiyah 2 Bontoala)*. A Thesis. English Education Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by H. Arief Paturusi and Awalia Azis.

This research aimed to find out the impact of using animation movie towards students' speaking skill at senior high school.

The population of this research was the second grade students of SMK Muhammadiyah 2 Bontoala in academic year 2018/2019. The sample of this research was two classes consisting of 30 students for experimental class and 30 students for control class. The methodology used in this research was quasi – Experimental design. The researcher got data by used instrument in the form oral test

The result showed that the impact of using animation movie at the second grade students of SMK Muhammadiyah 2 Bontoala was good with The students` mean score of experimental class was 66.78 which indicated there was a significant impact of students` speaking after getting treatment for six meetings from researcher, while the mean score of controlled class was 64,38 which told us that students` speaking also got a little improvement at the second grade students of SMK Muhammadiyah 2 Bontoala in academic year 2018/2019.

Key word : Animation Movie, Quasi Experimental, Students' Speaking skill.

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However, this success would not be achieved without the support, guidance, advice, help and encouragement from individuals and institutions. In this occasion, the researcher would like to express her great and deepest gratitude to her beloved parents, Abubakar Mustafa (beloved father) and Madina Kasim (beloved mother) who always gives motivation and moral encouragement to the researcher and also who always give support either, material and spiritual.

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4. The headmaster of SMK Muhammadiyah 2 Bontoala who gave me a chance to do my research in the school
5. The English teachers and students of SMK Muhammadiyah 2 Bontoala
6. All her friends in English Department especially her classmates in “Diamond Class”

Finally, the researcher realizes that this thesis is still far from being perfect. Critics and suggestion are really acceptable to make it better.

Makassar, Januari 2019

The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of The Research

According to Daoud Haor Bricki (1987 : 21), speaking is an essential tool of communicating, thinking, and learning. It is an essential proficiency to be acquired in learning a language. Speaking as a basis of communication becomes an important element in a language learning. Bricki states that one's capability of expressing her/himself orally is a first sign of her/his language competence. That's why speaking is the competence which is more valued and desired in learning a language including in learning English.

The problem arises since teaching English as a foreign language in our country mostly emphasizes on literary skills such as reading and writing but less on oral skills. The learners can often read or even write better than they can speak in English. Nonnative speakers often know more grammar or at least grammatical terms than the average native speakers.

According to Prentice Hall (1987 : 106), learners who learn English as a foreign language often face difficulties to speak in English. Speaking a language is actually difficult for foreign language learners since effective oral communication requires the ability to use the language appropriately in social interaction. Learners' performance in speaking English is influenced by personality and language factors. The personality factors are motivation, self-confidence and anxiety. The influence of personality factors can facilitate the

learners' progress. One of the obstacles from the language factor is the lack of vocabulary for learners to speak in the target language.

Every learner who wants to speak English has a great intention to master the language as soon as possible. Learners have little patience to let timework in language acquisition process. In other words they want to talk fast, for time is running out. One of the ways to master the language itself is by practicing. Therefore, the one who wants to speak English fluently should practice the language in daily communication so that he/she will get accustomed to using the language that leads to fluency in speaking the target language.

The keystone of education is communication. However, being able to communicate in English is not only mastering its vocabulary and structure but also mastering how native speakers use the language in the real context. Carroll (1977 : 4) notes the ability to speak the language fluently and to understand it when spoken by native speakers is the kind of competence that most valued and designed, with reading and writing being important secondary goals. Therefore, it is very difficult for foreign language learners to speak in the target language fluently and appropriately. Moreover, learners have to understand that learning the language also means learning how native speakers speak the language in the real communication.

For decades, languages experts have tried to make innovation after innovation in the method of teaching speaking to help the learners with their communication skill. Allan believes that in teaching speaking, generally learners are introduced and trained with dialogues or narratives to present the language of the unit. This technique has weaknesses since a number of expressions of daily conversation cannot be found by referring only the books.

Meanwhile, there has been a lot of talk in recent years about the impact of technology in language learning. The use of audiovisual equipment, English Films, can be an audiovisual aid in the language teaching learning. Smith finds the students of today are truly a television generation, accustomed to gaining knowledge about the world from TV screen instead of from newspaper and magazine.

Unlike printed materials, movie viewing provides greater chance for students to get the knowledge of how native speakers of English use the language in the real communication. Therefore, seeing movie will develop speaking skill and speaking skill itself will be improved through some communication activities conducted by the teacher. The activities are held to encourage learners to be ready to communicate in the target language. Some of these activities depend on information gaps so that an individual viewer can get the full message only by communicating with another viewer. It will make students to talk. Takashima believes that the best way to teach speaking is simply by giving more opportunity to the learners to be active to talk in the target language. Seeing English Animation Movie makes it possible.

Based on the researcher teaching experience before, When the researcher did teaching practice P2K in MAS YPPI Bulukumba, she found some students have some difficulties in expressing their ideas in English, they often made mistakes while trying to communicate in English. For example, when the researcher asked the students to practice speaking with their classmates in front of the classroom in pairs, the student often did mistakes in speaking. From the personal experience above, she would like to know the impact if the students is taught by animation movie.

Regarding the background above, the researcher chooses the title of this thesis : “ THE IMPACT OF USING ENGLISH ANIMATION MOVIE TOWARDS STUDENT SPEAKING SKILL AT SENIOR HIGH SCHOOL (An Experimental Study at The Second Grade of SMK MUHAMMADIYAH 2 BONTOALA MAKASSAR) ”.

B. Problem of the Research

Based on the background above, the researcher formulates the problem statement; “ Does English Animation Movie impact towards Students’ speaking skill in terms of Grammar, Pronunciation, and Fluency at Senior High School ? ”

C. Objective of the Research

Relating to the problem statement above, the reseacher state that objective of the study was ; “ to find out the Impact of Using Animation Movie towards Students’ Speaking Skill at Senior High School”’.

D. Significant of the Research

1) The Student

In this study the students are expected to be able to impact their speaking skill by using Animation Movie.

2) The Teacher

This study is hoped to help teachers to increase student's speaking skill with Animation Movie.

3) The Readers

By reading this proposal, the readers are expected to catch any information in order to improve their knowledge.

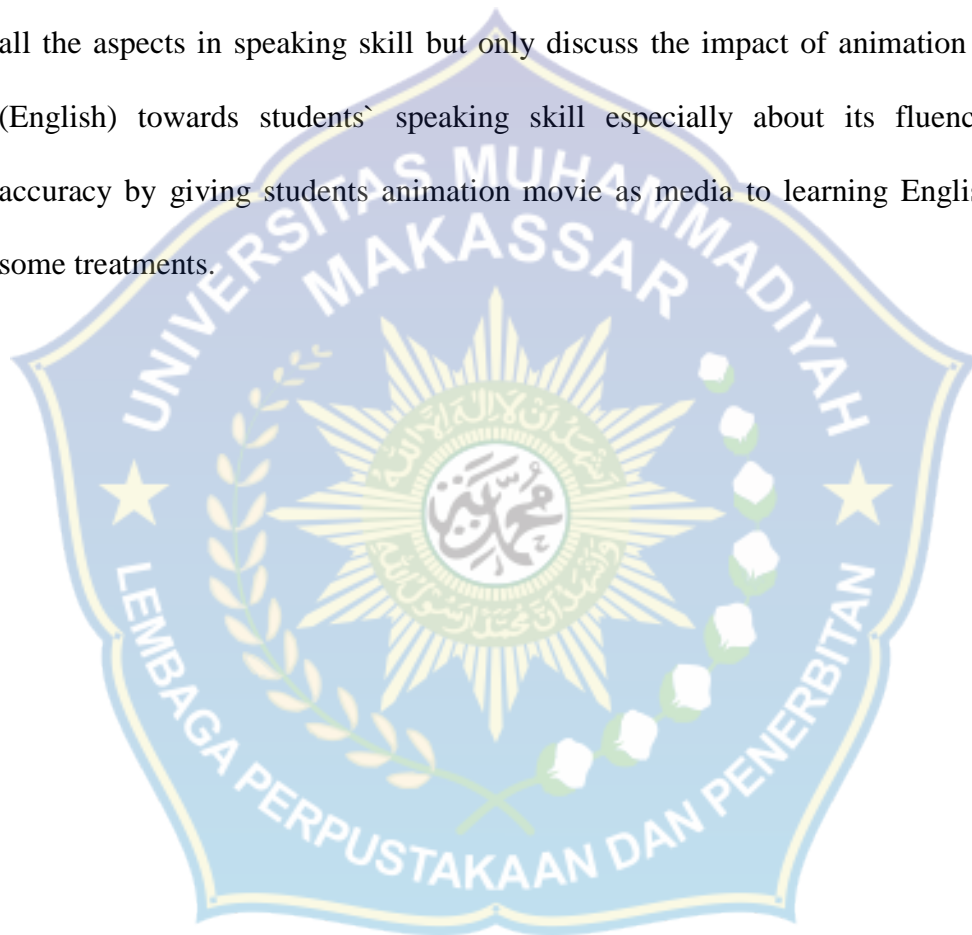
4) The Writer

This proposal helps the writer to develop her knowledge and experience in composing academic writing.

In order to see the impact, the writer was used experiment in teaching speaking using English Animation movie. Pre-test is given before the experiment and post-test after the experiment. The result of both scores are then formulated by using of t-test calculation to see whether or not there is an effect of the teaching technique by using English Animation Movies.

E. The Scope of The Research

This research will be focus to find out the impact of Animation Movie towards students' speaking skill at Senior High School. To avoid misunderstanding and clarify the problem, it is necessary to make limitation of study. There are aspects in improving speaking ability, the writer was not discuss all the aspects in speaking skill but only discuss the impact of animation movie (English) towards students' speaking skill especially about its fluency and accuracy by giving students animation movie as media to learning English and some treatments.



CHAPTER II

REVIEW OF LITERATURE

A. Speaking

1. Definition of Speaking

According to Nessa and Elthon Jadd (1983 : 19), Speaking is seen as the most important instrument of communication. People almost use it constantly. Speech is the basic language activities by which people relate themselves to one another. There is a great need in this day for speech skill that go beyond the individual, because it enable him to lives as a man among men, not only part of them. According to Daoud Haor Bricki (1987 : 21), speaking is an essential tool of communicating, thinking, and learning. It is an essential proficiency to be acquired in learning a language. Speaking as a basis of communication becomes an important element in a language learning.

According to Oxford dictionary (1897 : 827) , the definition of speaking is to make the use of language in ordinary, not singing, voice, to state view, wishes etc or act as a spokesman for. Richards and Rodgers offer four characteristic of communicative view of language, they are:

- a. Language is a system for the expression of meaning.
- b. The primary function of language is for interaction and communication.

- c. The structure of language reflects its functional and communicative uses.
- d. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

From the characteristics that Richards and Rodger give, the view of language that they mean has a similar meaning with speaking. Here, they said language as a system for expressing of the meaning, for interaction and communication; it is just the same as speaking which mean as a medium to communicate with other. In other words, when we are speak with others, it can mean that want to express something or maybe we can say that we want to get a feedback or respond from others.

Theodore Huebener (1976 : 4) stated that speech is the essence of the language and speech is basically communicated by sound. That is why speaking in a second or foreign language has often been viewed as the most demanding skill. Without doubt, the ability to speak foreign language is the most highly prize language skill. Referring to theories above, the writer can concludes that speaking is the process of using language in order to share with other person about opinions, attitudes, ideas or knowledge using words or sounds.

2. The Types of Speaking Activity

There are many ways to get students practice the knowledge

of language. Here the writer has tried to find out some activities in order to help the students speaking effectively, there are lots of activities that will encourage students speaking, they are:

a. Communication Games

Speaking activities by using games is often useful way to encourage students practice speaking because games are implying fun. Communication games activity can involve practice of oral strategies such as describing, predicting, simplifying and asking for feedback.

For example, “just a minute” game, it is a long running comedy contest where each participant has to speak for sixty seconds on a subject which are given by the chair person/teacher without hesitation, repetition or deviation. If the contestant interrupts, he/she will get one points and the person who is speaking at the end of sixty second gets two points.

b. Simulation/Role Play

Role play is an excellent way to stimulate students in the classroom. In role play, student can have the opportunity to use their knowledge of vocabulary, narration, speech acts, discourse fillers, and turn taking, pause and so forth. Students are usually given some information about a role so that the students can prepare before the role pay activity.

In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting like a singer, he/she brings a microphone to sing and so on.

c. Discussion

Discussion is maybe the most commonly used in oral skill activity. Typically, the students are given a topic from reading or pictures and then the students are asked into pairs or group to discuss a related topic in order to find out the solution and response. The examples of discussion activity are describing pictures, determining picture differences, make a shopping list and solving a problem.

d. Retelling the Story

Retelling a story in a foreign language is a very demanding task. The demands of retelling story after listening and understanding should not be underestimated: language needed a word, sentence and discourse levels must be found and produced. If students are to retell the story, they are asked to work at this level in production.

e. Conversation

One speaking ability which is particularly suited in order to become a competent speakers in English is conversation.

One way to approach this activity is to assign students to find a

native speaker or near native speaker. The role of native speakers is asked all of the questions and the non-native speaker (students) are merely respond the native speaker said.

f. Information Gap Activities

In this activity, students are supposed to be working in pairs. All of the students have the same task but each task has different information so that students are working in pair in order to complete or share the information each others. These activities are effective because every student has the opportunity to talk extensively in the target language.

3. Elements of Speaking

There are five components are generally recognized in analysis of speech progress:

a. Pronunciation

According to Martin Hewings (2004 : 9), “Pronunciation is a feature of speech.” That includes many components of speech which are combined together to form the pronunciation of language, such as sound, syllables, words and intonation. This particular component range from the individual sound that make up speech, to the way in which pitch, the rise and the fall of the voice.

b. Grammar

In defining grammar, H. Douglas Brown (1987 : 36) states that, “Grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence.”

In order to speak well, especially in formal situation, the learners have to master grammar.

c. Vocabulary

Vocabulary is defined as the “words” in foreign language. Words are perceived as the building blocks upon which knowledge of a second language can be built. However, a new item of vocabulary may be more than a single word. For example, police man and father-in-laws which are made up of two or three words but express a single idea. There are also a multi-word idioms such as “call it a day”, where the meaning of phase cannot be deduced from an analysis of the word components.

d. Fluency

This refers to the ability to talk with normal levels or continuity, rate and effort and to link ideas and language together to form coherent, connected speech. The key indicators of fluency are speech rate and speech continuity. The key indicators of coherence are logical sequencing of sentences, clear making of stages in a discussion, narration or argument, and the use of

cohesive devices, for example: connectors, pronouns and conjunctions within and between sentences.

e. Comprehension

The last speaking element is comprehension. Comprehension can make people get the information they want. It is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what situation is really like.

B. Animation Movie

1. Definition of Animation Movie

Animation movie is a kind of movie which involves sound, recording a series of drawing or manipulating in animate object, one frame in one time. When projected, the sequences of frames take on the illusion of motion. This movie uses computer graphics in creating animated images. In this research, animation movies were used. Animation movies that were given were appropriate with the age of Senior High School students. In this study, the researcher choose animation movies that have funny characteristics, so it can make teaching learning process more enjoyable.

According to Dirks (2010), he defines that animation movie is a part of types of movies; it is motion picture that has sound in its movie and create the illusion of motion. In animation movie, it can also teach people

about history, story, adventure, and any other subject. Besides some animation movies combine entertainment with instruction, make the learning process more enjoyable. It means that animation movie is type of movie that use motion picture that can be used in teaching process and it can make the students entertain and enjoy in join the class.

Furthermore, Collins gives meaning that animation movie is a film produced by photographing a series of gradually changing drawings, etc. which give illusion of movement when the series is projected rapidly. After being processed and printed, the animation movie is run through a projector, which shines light through the animation so that the images are sparked on screen. Most animation movies have accompanying sound. The functions of animation movies are to educate, entertain, enlighten and inspire the audiences. It means that animation movie is a kind of movie that uses sound and photographing or drawing of motion pictures that displayed by using projector to give education.

Another opinion about animation movie given by Kuchimanchi (2013), she states that animation movie is rapid display of images to create an illusion of movement. They have the power to gain the attention of a person for hours together without boring them. And sometimes animations are extremely helpful. They help us show and generate interest in something which we otherwise would not entertain. It means that animation movie is kind of movie that used movement images to give entertain to the audience. From the statements above, it can concluded that

animation movie is a kind of movie which involves sound, recording a series of drawing or manipulating in motion picture, it can be used as teaching aids that give education and entertain to the students and make the teaching and learning process run well and enjoyable.

C. Procedure of Teaching Speaking by using Animation Movie Media

The researcher hopes by using movie in the classroom, it can make students more interested in learning English especially in speaking ability. The most common procedure for using a movies clip in teaching consists of the following steps:

- 1) Prepare the students to study, after gaining the students attention; the teacher tells them what they are going to do.
- 2) The teacher divides the class into some couples.
- 3) Prepare laptop, LCD projector, loudspeaker, photograph, Animation movie collection, materials, lesson plan, students' exercises, posttest, and everything relate to the action.
- 4) The teacher gives explanation to students some of examples, expression of opinion.
- 5) Plays animation movie and ask students to watch the movie in the class together.
- 6) After the students watched the movie, teacher ask the students to make a conversation with their couple using expression of opinion about the movie by using theirs' own words and perform it in

front the class.

D. Advantages and Disadvantages of Using Animation Movie.

Teaching in general or English teaching in particular is a combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, by the role of all components involved. However, in teaching-learning process, a teacher must bring all components into classroom and apply them. Harmer states that there are many reasons why animation movie can be used in language learning. Below are some the advantages and disadvantages of movie by Brown.

a. Seeing language-in-use

One of the main advantages of movie is that students do not just hear language, they see it too. This greatly aids comprehension, since for example; general meaning and moods are often conveyed through expression, gesture and other visual clues. Thus we can observe how intonation can match facial expression. All such, paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

b. Cross-cultural awareness

A movie uniquely allows students to look at situations far beyond their classrooms. This is especially useful if they want to see, for

example, typical British body language" when inviting someone out, or how American speaks to waitres. Movie is also great values in giving students a chance to see such things as what kinds of food people eat in other countries and what they wear.

c. The power of creation

When the students make their own movie as media in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of filmmaking can provoke genuine creative and communicative uses of language, with students finding them doing new things in English motivation For all reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks. Besides the advantages, the use of movie as media also has several disadvantages. There are:

- 1) During playing movie, teachers cannot explain any material because it can disturb students" concentration.
- 2) Students can't understand the movie well if it is played too fast.
- 3) If the listening equipment has bad quality, the students can not hear the sound of the movie well.

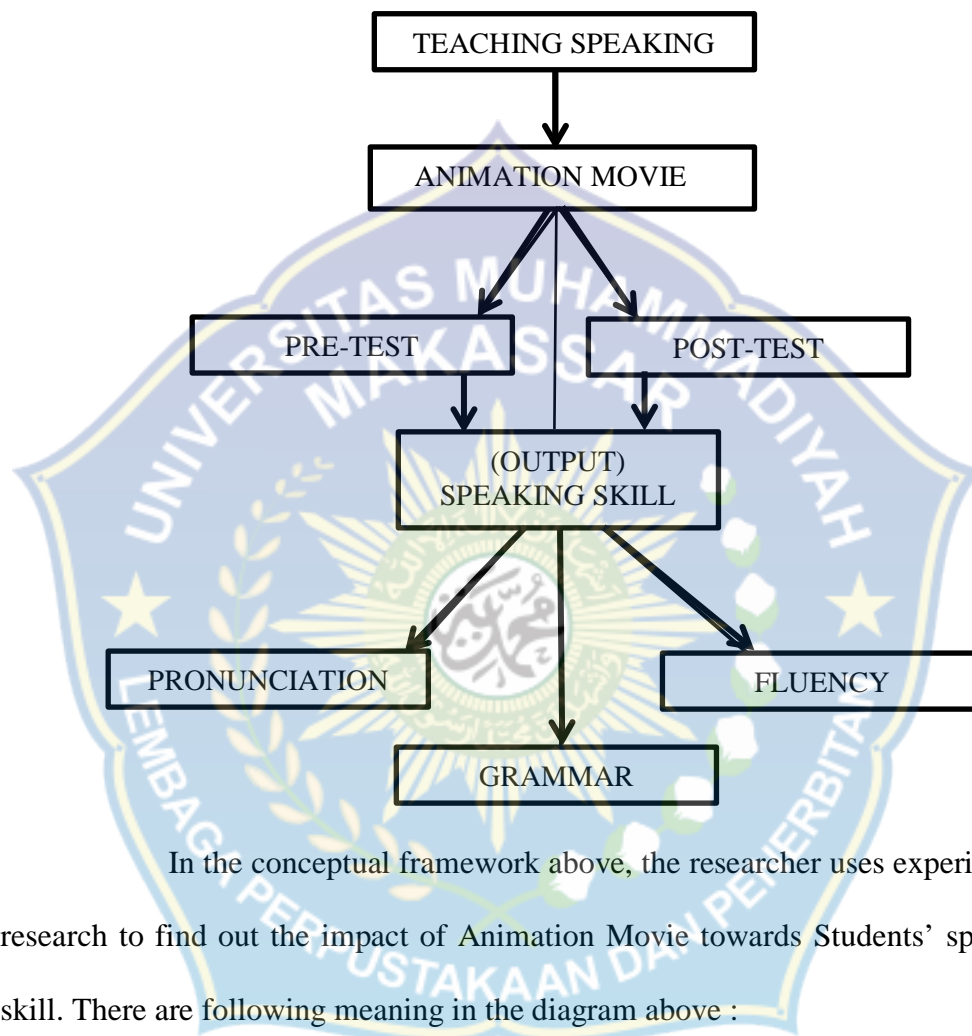
4) The equipment is expensive.

Based on those explanation it can be concluded that there are same advantages and of animation movie, the researcher assumes to prevent the disadvantages of animation movie, the teacher should explain the material before the teacher plays the movie, the teacher have to replay the movie in several time, the teacher has to prepare the good sound system, and the teacher does not need to bring the movie equipment, the teacher can use the school equipment.



E. Conceptual Framework

The conceptual Framework underlying in this research is give in the following diagram :



In the conceptual framework above, the researcher uses experimental research to find out the impact of Animation Movie towards Students' speaking skill. There are following meaning in the diagram above :

1. Teaching Speaking is the purpose
2. The Animation Movie is media for students to learn about English Speaking.
3. Process refers to the way to give pre-test (before treatment) and post-test (after treatment) by using animation movie.

4. Output refers to the impact of the students' speaking skill ;
Fluency, grammar, and pronunciation by using animation
movie.

F. Research Hypothesis

There are two hypothesis in this research, H₀ (Null Hypothesis) and H₁ (Alternative Hypothesis). Based on the review of related literature, the research formulates hypothesis as follow :

H₀ : There is not significant difference between the pre-test and post-test of student' scores and impact to students' speaking skill after the treatment by using Animation Movie.

H₁ : There is significant difference between the pre-test and post-test of students' score and impact of student' speaking skill after the treatment by using Animation Movie.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used a quantitative research in the form of quasi experimental research. The researcher used the experimental design because it is investigate the impact of used animation movie towards students" speaking ability. An experimental design is the general plan for carrying out study with an active independent variable. The design is important because it determines the studys internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the variable. In quasi experimental design includes assignment, but not random assignment of participants to groups for the experiment.

The variety of quasi experimental design can be divided into two main categories, they are pre-test and post test group design. In this research, the researcher applied quasi-experimental pre test-post test group design. The researcher will apply the pre-test and post-test approach to a quasi-experimental design.

The researcher was used two classes, one as an experimental class, the researcher was given treatment by using animation movie (X) and the other one as a control class that are taught by picture (Y).

The formula of quasi-experimental design is described as follows:

Groups	Pre-Test	Variable	Post-Test
G1	T1	X	T2
G2	T1	Y	T2

Figure 1 : Research Design

RESEARCH DESIGN :

G1 : Group 1 (Experimental Group)

G2 : Group 2 (Control Group)

T₁ : Pre-test

T₂ : Post-test

X : Treatment by using Animation Movie

Y : Treatment by using Picture

B. Variable of the research

There are two variables in this research, they are: independent variable and dependent variable.

1. Independent variable of the research is animation movie in teaching speaking (X)
2. Dependent variable of the research is students' speaking skill (Y)

C. Research Population and Sample

a. Population

The population of this research was The second Grade

Students at SMK MUHAMMADIYAH 2 BONTOALA in academic year 2018/2019. The second grade consist of two classes (XI A-B). Total of the population was 90 students.

b. Sample

A sample is any part of a population of individuals on whom information is obtained. It may, for a variety reason, be different from the sample originally selected. The sample of this research are two classes. One classes as the experimental class, whose the students are taught by using animation movie, and another class as control class, whose the students are taught by using picture.

In this research was using the purposive sampling with quasi experimental method. The sample of this research was class XIA, where the class consist of 30 students (Experimet Class) and 30 student (Control Class). Total of the sample was 90 students. The researcher make a comparison of the result of pre-test and post-test from this class.

D. Technique of Data Collecting

In collecting the data, the researcher used test to know the students speaking ability. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, gathering information by asking people questions or observing their behaviors of paramount concern in this process is the need to obtain accurate data from

individuals and places.

To collect the data, the researcher used the following technique:

1. Pre – Test

A Pre – Test provides a measure on some attributes or characteristics that you assess for participants in an experiment before they receive a treatment. Pre-test used to know the students' speaking ability before the treatment is given. By using movie animation for class experiment and by some picture for class control.

2. Post – Test

A Post – Test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. The post-test administered after giving the pre-test and the treatments to know the students' speaking ability in making transactional dialogue in a group.

E. Research Instrument

An instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and responsibilities that you establish or develop in advance of the study. In this research, the researcher used a test for testing to know students' speaking skill. The test was in the form of an oral test, the teacher asked all of students from each group to come forward and make dialogue based on situation and the theme of the test is based on the

syllabus that was learned by the students.

1. Pre – Test

Instrument instruction :

- a. Make a couple with your friends.
- b. Make a dialogue with your friends based on the topic given.

1. Topic :

- a. Traditional Market
- b. River
- c. Beach

2. Situation:

- Your best friend has passed his exam and he gets a good mark
- Your relative is going abroad for studying
- Your brother has done excellent job.
- Your teacher is honoured with the "Teacher of the month" title.
- When you visit this place with your friend, it was very dirty and not maintain. You and your friend will asking and giving opinion about it.

- c. Perform your dialogue in front of class.

2. Post-test

Instrument Instruction :

- a. Make a couple with your friends.
- b. Make a dialogue with your friends based on the topic given.

1. Topic :

- a. Traditional Market
- b. River
- c. Beach

2. Situation :

- Your best friend has passed his exam and he gets a good mark
 - Your relative is going abroad for studying
 - Your brother has done excellent job.
 - Your teacher is honoured with the "Teacher of the month" title.
 - When you visit this place with your friend, it was very dirty and not maintain. You and your friend will asking and giving opinion about it.
- c. Perform your dialogue in front of class.

After the researcher got the score from pre-test and post-test, the researcher found some significant differences of students' speaking ability before treatments and after treatments.

F. Research Data Analysis

To find out how significance the influence of the impact animation movie in teaching speaking, the writer used statistical calculation of t-test to determine the final calculation t_o (t observation) that was done to measure the last score of the research test. The t-test is a kind of statistical calculation used to examine the truth or the false of null hypothesis that states no significant differences between the results of two samples from a same population. It is useful to describe and to find out the impact one of method or technique used in an experiment. The writer used the formula that compares two samples that have a relationship each other :

$$t_o = \frac{MD}{SE_{MD}}$$

MD → Mean of differences; the average score from the differences gained scores, between X variable and Y variable which are calculated with formula:

$$MD = \frac{\sum D}{N}$$

$\sum D$ → The total score between X variable and Y variable. D is gained with the formula : $D = X - Y$

N → Total of students

Anas Sudijono (2003 : 86)

Table 1.1 The Scoring For Speaking Skill (Grammar, Fluency, and Pronunciation)

NO.	Criteria	Number	Comments
1.	Grammar	80 – 100 Excellent	Equivalent to that of an educated native speaker.
		68 – 79 Very good	Able to use the language accurately on All levels normally pertinent to professional needs. Errors in grammar are quite rare.
		56 – 67 Good	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate affectively in most formal and informal conversations on practical, social, and professional topics.
		25 – 55 Fair	Can usually handle elementary construction quite accurately but does not have through or confident control of the grammar.
		Below 45 Poor	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his/her language.
2.	Fluency	80 -100 Excellent	Has complete fluency in the language such that his/her speech is fully accepted native speaker.
		68 - 79 Very Good	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.

		56 -67 Good	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
		25 - 55 Fair	Can handle with confidence but not with facility most social situation, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
		Below 45 Poor	No specific fluency description. Refer to other four language areas for implied level to fluency.
3.	Pronunciation	80- 100 Excellent	Equivalent to and fully accepted by educated native speakers.
		68 – 79 Very Good	Errors in pronunciation are quite rare.
		56 - 67 Good	Errors never interfere with understanding are rarely disturb the native speaker. Accent may be obviously foreign.
		25 – 55 Fair	Accent is intelligible though often quite faulty.
		Below 45 Poor	Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his/her language.

David P. Harris (1969 : 84).

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

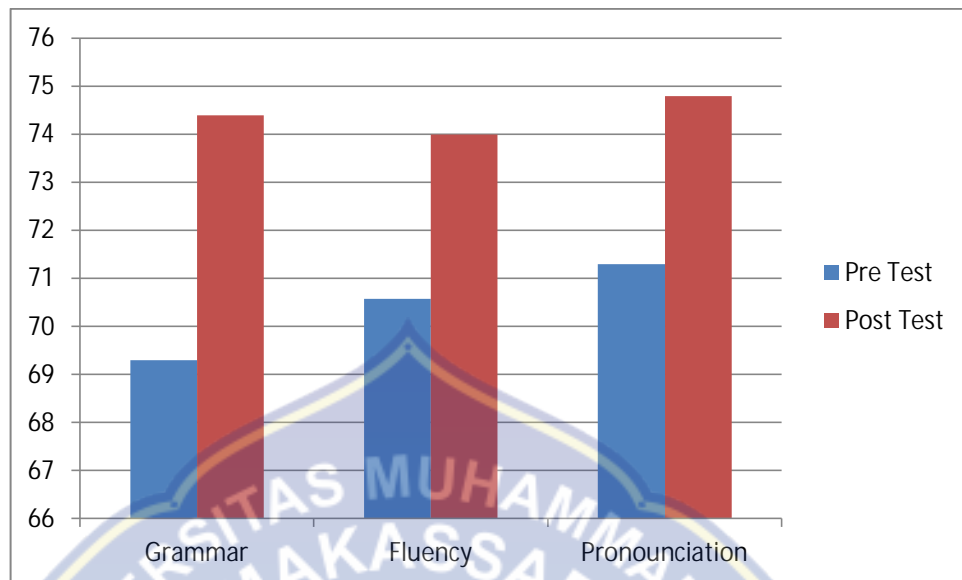
The impact of Using Animation Movie towards Students' Speaking Skill at the second grade students of SMK Muhammadiyah 2 Bontoala Makassar in academic year 2018/2019 was impact significantly. The table above showed the mean score of Grammar, Fluently and Pronoun. The data indicate that there was significant different the mean score of pre-test and post-test.

1. The Classification of Students' Students' Pre-test and Post-test Scores in Experimental Class

Table 4.1 The Rate Percentage of Pre-test and Post-test speaking in Experimental Class

No	Indicators	Score		Percentage	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1	Grammar	69,3	74,4	48,23 %	51,77 %
2	Fluency	70,57	74	48,81 %	51,19 %
3	Pronunciation	71,3	74,8	48,80 %	51,20 %

Based on the table above, it could be seen that each aspect used to assess the students' speaking skills is improve. The greatly improvement could be seen in the grammar, fluency and pronunciation. The students' improvements on speaking skills are also presented in the following chart.



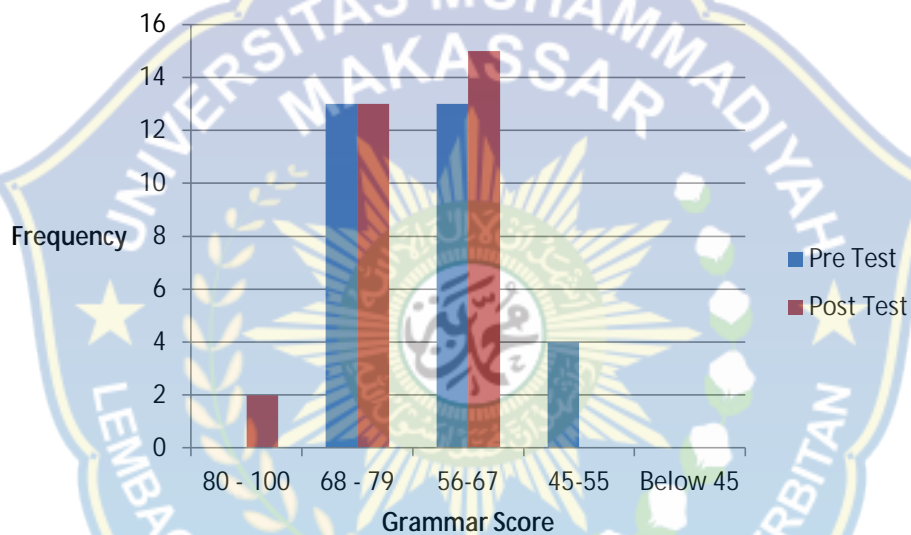
With regard to the results of the research above, each aspect is improve. The score of grammar in post-test greater than pre-test with percentage of pre-test is 48,23% and post-test is 51,77%. The score of fluency in post-test greater than pre-test with percentage of pre-test is 48,81% and post-test is 51,19%. The score of pronunciation also improve with percentage in pre-test is 48,80% and post-test is 51,20%.

Table 4.2 The Rate Percentage of Grammar Score in Pre-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 -100	0	0%
2	Very Good	68 - 79	13	43,33%
3	Good	56-67	13	43,33%
4	Fair	45-55	4	13,33%
5	Poor	Below 45	0	0%
Total			30	100%

Table 4.3 The Rate Percentage of Grammar Score in Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	2	6,67%
2	Very Good	68 - 79	13	43,33%
3	Good	56-67	15	50%
4	Fair	45-55	0	0%
5	Poor	Below 45	0	0%
Total			30	100%



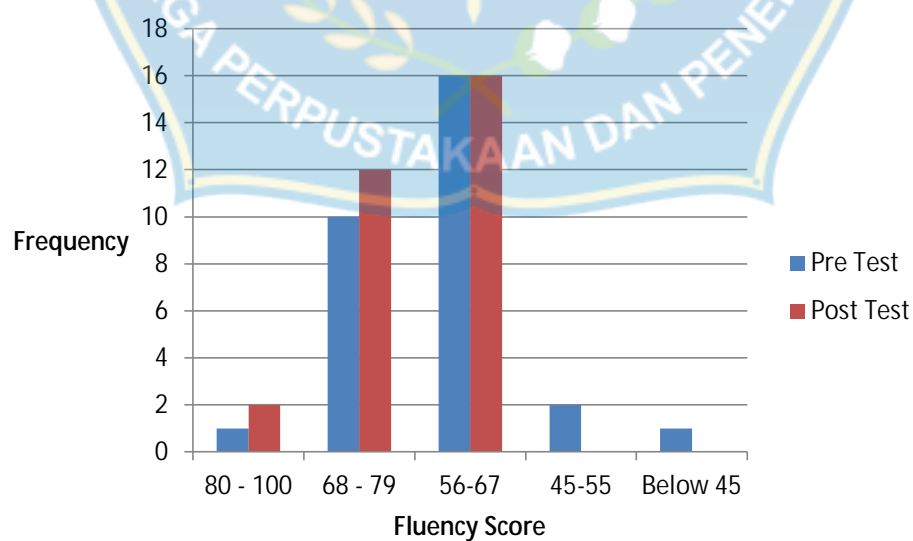
The Table and diagrams above showed the distribution of frequency students' score of Grammar in pre-test and post-test of experimental class. The data indicated that the mean score of students' Grammar test in Good category.

Table 4.4 The Rate Percentage of Fluency Score in Pre-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	1	3,33%
2	Very Good	68 - 79	10	33,33%
3	Good	56-67	16	53,33%
4	Fair	45-55	2	6,67%
5	Poor	Below 45	1	3,33%
Total			30	100%

Table 4.5 The Rate Percentage of Fluency Score in Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	2	6,67%
2	Very Good	68 - 79	12	40%
3	Good	56-67	16	53,33%
4	Fair	45-55	0	0%
5	Poor	Below 45	0	0%
Total			30	100%



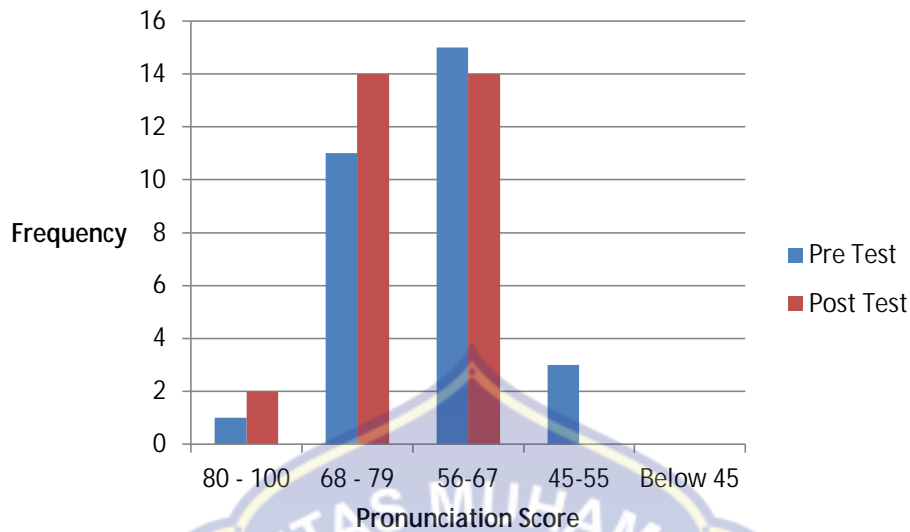
The Table and diagrams above showed the distribution of frequency students' score of fluency in pre-test and post-test of experimental class. The data indicated that the mean score of students' Fluency test in Good category.

Table 4.6 The Rate Percentage of Pronunciation Score in Pre-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	1	3,33%
2	Very Good	68 - 79	11	36,67%
3	Good	56-67	15	50%
4	Fair	45-55	3	10%
5	Poor	Below 45	0	0%
Total			30	100%

Table 4.7 The Rate Percentage of Pronunciation Score in Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	2	6,66%
2	Very Good	68 - 79	14	46,67%
3	Good	56-67	14	46,67%
4	Fair	45-55	0	0%
5	Poor	Below 45	0	0%
Total			30	100%



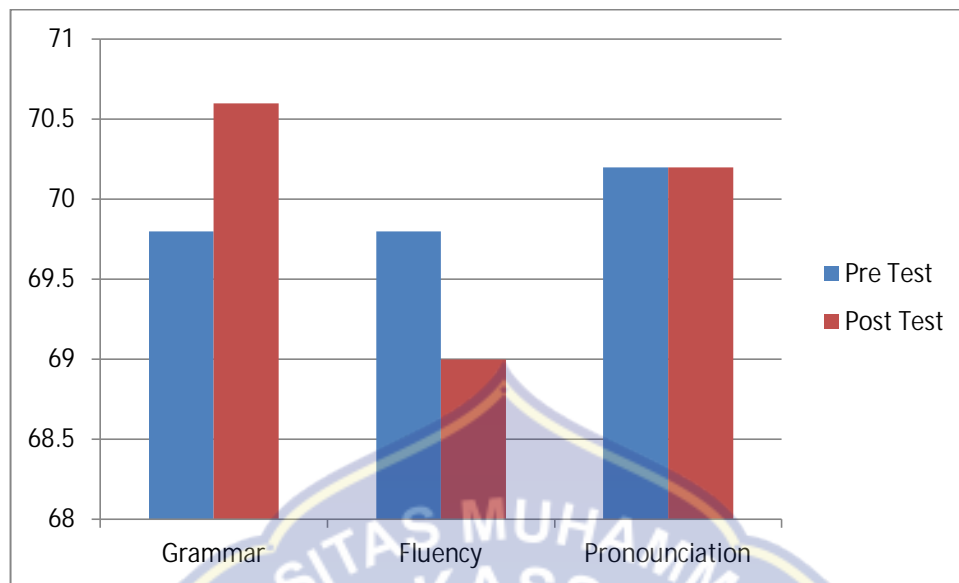
The Table and diagrams above showed the distribution of frequency students' score of pronunciation in pre-test and post-test of experimental class. The data indicated that the mean score of students' Pronunciation test in Good category.

2. The Classification of Students' Pre-test and Post-test Scores in Controlled Class

Table 4.8 The Rate Percentage of Pre-test and Post-test speaking in Controlled Class

No	Indicators	Score		Percentage	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1	Grammar	69,8	70,6	49,71 %	50,29 %
2	Fluency	69,8	69	50,29 %	49,71 %
3	Pronunciation	70,2	70,2	50,00 %	50,00 %

Based on the table above, it could be seen that from three aspect used to assess the students' speaking skills there are one aspect not improved. The greatly improvement could be seen in the grammar and pronunciation. The students' improvements on speaking skills are also presented in the following chart.



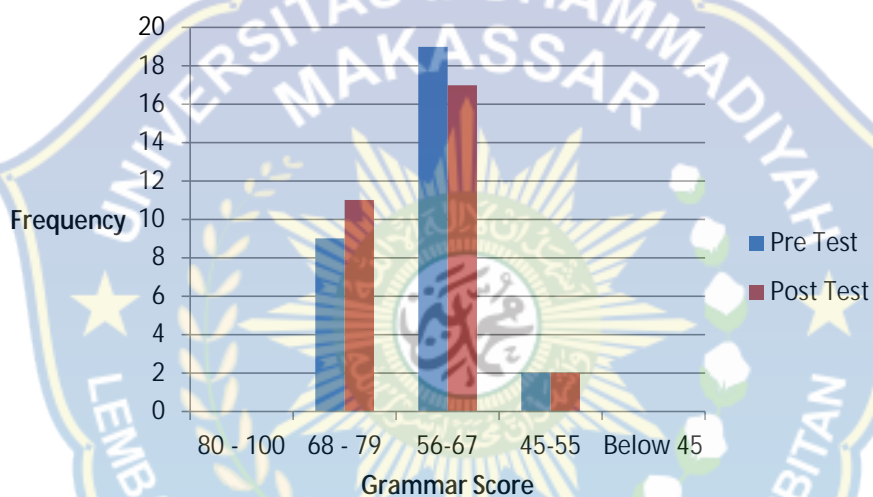
With regard to the results of the research above, each aspect is improve. The score of grammar in post-test greater than pre-test with percentage of pre-test is 49,71% and post-test is 50,29%. The score of fluency in post-test lower than pre-test with percentage of pre-test is 50,29% and post-test is 49,71%. The score of pronunciation improve with percentage in pre-test is 50,00% and post-test is 50,00%.

Table 4.9 The Rate Percentage of Grammar Score in Pre-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	0	0%
2	Very Good	68 - 79	9	30%
3	Good	56-67	19	63,33%
4	Fair	45-55	2	6,67%
5	Poor	Below 45	0	0%
Total			30	100%

Table 4.10 The Rate Percentage of Grammar Score in Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	0	0%
2	Very Good	68 - 79	11	36,57%
3	Good	56-67	17	56,66%
4	Fair	45-55	2	6,67%
5	Poor	Below 45	0	0%
Total			30	100%



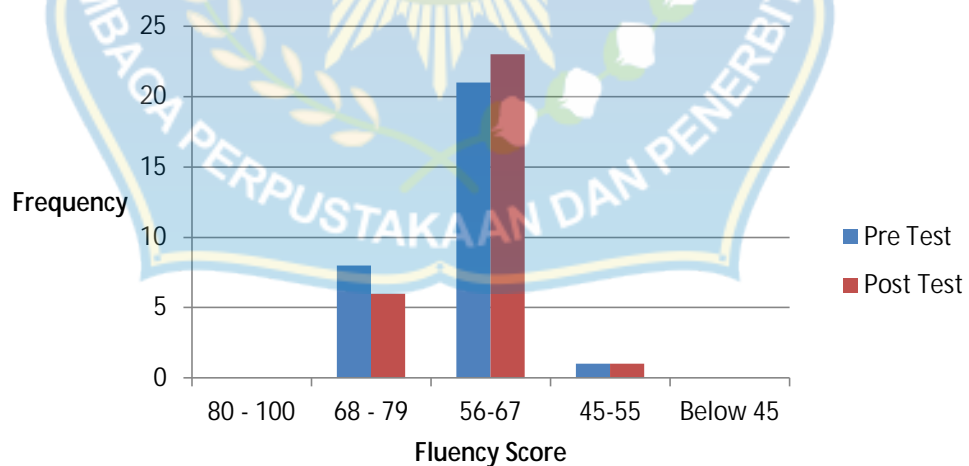
The Table and diagrams above showed the distribution of frequency students' score of Grammar in pre-test and post-test of Controlled class. The data indicated that the mean score of students' Grammar test in Good category.

Table 4.11 The Rate Percentage of Fluency Score in Pre-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	0	0%
2	Very Good	68 - 79	8	26,67%
3	Good	56-67	21	70%
4	Fair	45-55	1	3,33%
5	Poor	Below 45	0	0%
Total			30	100%

Table 4.12 The Rate Percentage of Fluency Score in Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	0	0%
2	Very Good	68 - 79	6	20%
3	Good	56-67	23	76,67%
4	Fair	45-55	1	3,33%
5	Poor	Below 45	0	0%
Total			30	100%



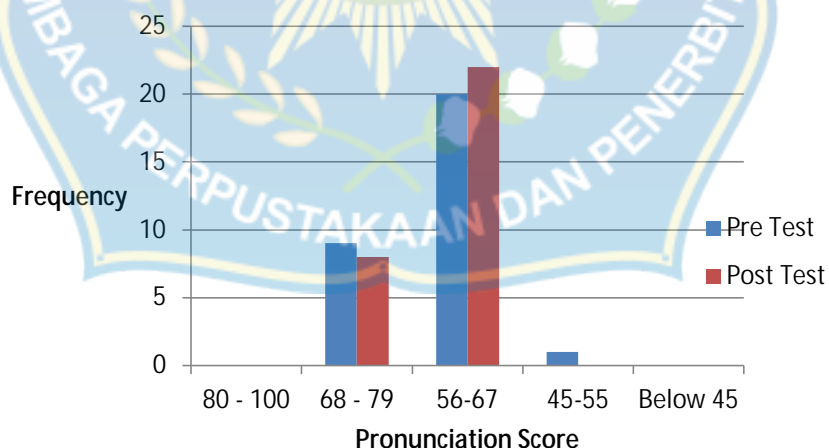
The Table and diagrams above showed the distribution of frequency students' score of fluency in pre-test and post-test of Controlled class. The data indicated that the mean score of students' Fluency test in Fair category.

Table 4.13 The Rate Percentage of Pronunciation Score in Pre-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	0	0%
2	Very Good	68 - 79	9	30%
3	Good	56-67	20	66,67%
4	Fair	45-55	1	3,33%
5	Poor	Below 45	0	0%
Total			30	100%

Table 4.14 The Rate Percentage of Pronunciation Score in Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	0	0%
2	Very Good	68 - 79	8	26,67%
3	Good	56-67	22	73,33%
4	Fair	45-55	0	0%
5	Poor	Below 45	0	0%
Total			30	100%



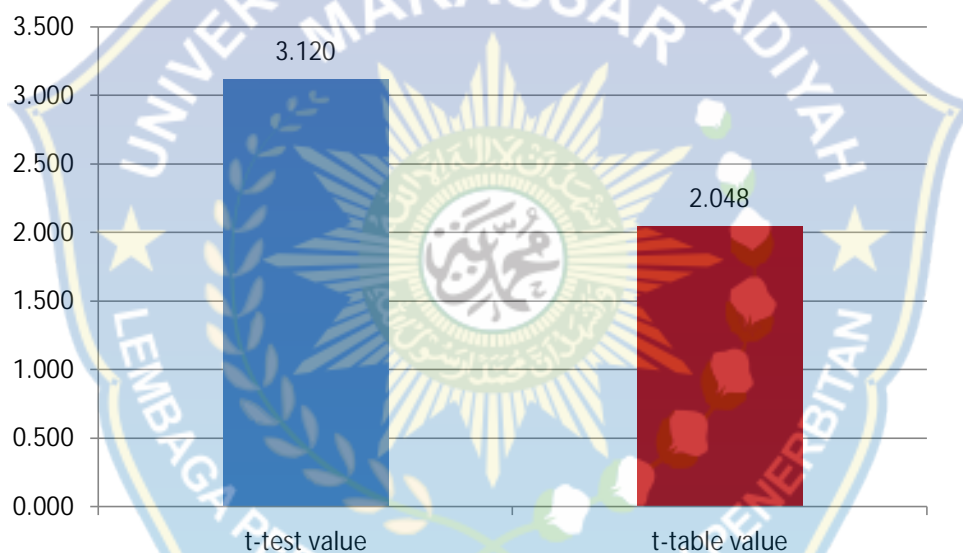
The Table and diagrams above showed the distribution of frequency students' score of pronunciation in pre-test and post-test of Controlled class. The data indicated that the mean score of students' Pronunciation test in Good category.

3. The Comparison of t-test Experimental Class between Score of Post-test
After Using Animation Movie

Table 4.15 Distribution the Value of t-Test and t-Table in Post-test of
Experimental Class

Variable	t-test value	t-table value
Post-test	-3,120	-2,048

The value of t-test value and t-table value showed on the diagram below:



Hypothesis :

H_0 = There was not significant different the mean score of before and after
giving the treatment

H_1 = There was significant different the mean score of before and after giving
the treatment

Testing Requisite Hypothesis

- If $t_{\text{value}} > t_{\text{table}}$, H_0 rejected dan H_1 accepted
- If $-t_{\text{value}} < -t_{\text{table}}$, H_0 rejected dan H_1 accepted

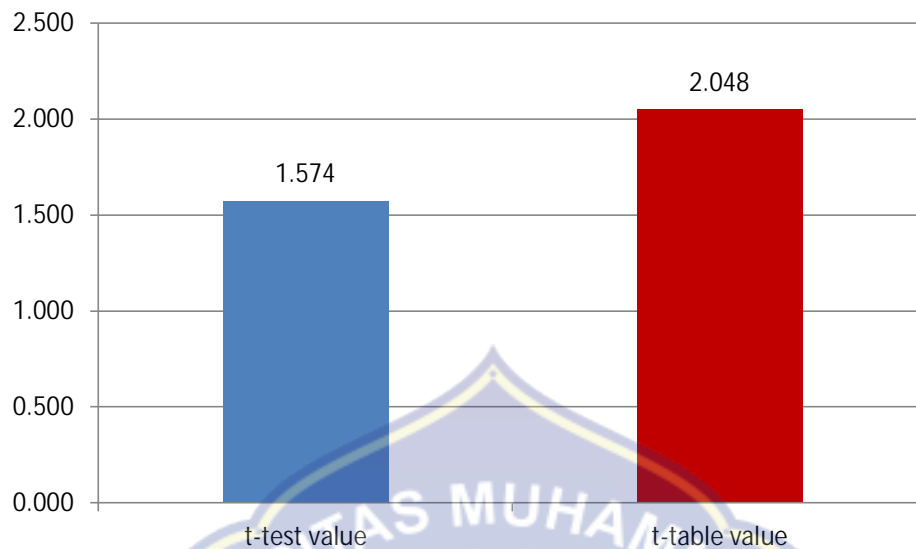
So, the result of analysis score $t_{\text{value}}=3,120$ while $t_{\text{table}}= 2,048$ score of $df= 28$ at the level significantly 5% . Then score t_{value} compared t_{table} and the result $-t_{\text{value}} < -t_{\text{table}}$ ($-3,120 < -2,048$). Because $-t_{\text{value}} < -t_{\text{table}}$, so H_0 rejected dan H_1 accepted, it means that there was significant difference mean score before and after giving the treatment that was Animation Movie.

4. The significant score between experimental and controlled class by using t-test.

Table 4.16 Distribution the Value of t-Test and t-Table in Post-test of Control Class

Variable	t-test value	t-table value
Post-test	-1,574	-2,048

The value of t-test value and t-table value showed on the diagram below:



Hypothesis :

H_0 = There was not significant different the mean score of before and after giving the treatment

H_1 = There was significant different the mean score of before and after giving the treatment

Testing Requisite Hypothesis

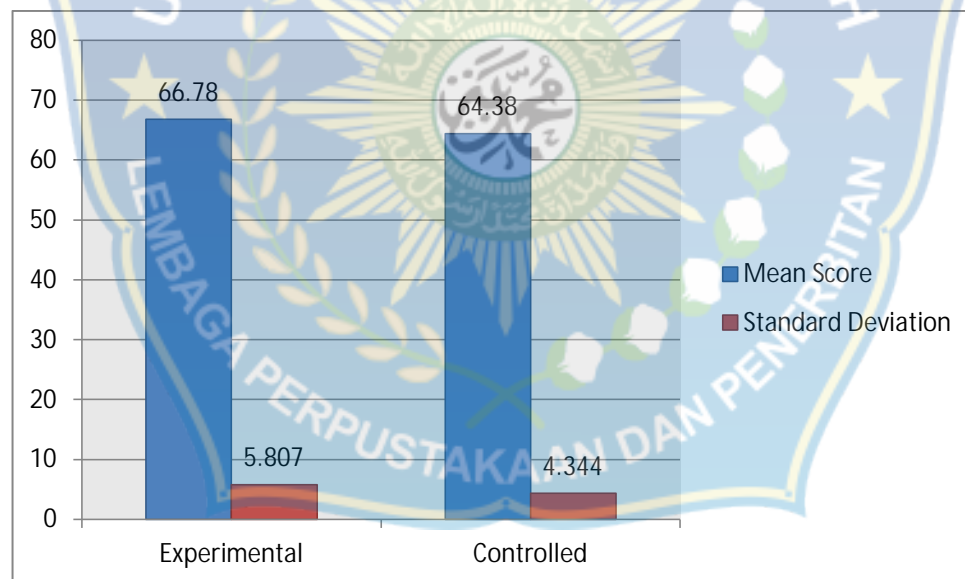
- If $t_{\text{value}} > t_{\text{table}}$, H_0 rejected dan H_1 accepted
- If $-t_{\text{value}} < -t_{\text{table}}$, H_0 rejected dan H_1 accepted

So, the result of analysis score $t_{\text{value}}=1,574$ while $t_{\text{table}}= 2,048$ score of $df= 36$ at the level significantly 5% . Then score t_{value} compared t_{table} and the result $-t_{\text{value}} > -t_{\text{table}}$ ($-1,574 < -2,048$). Because $-t_{\text{value}} > -t_{\text{table}}$, so H_0 rejected dan H_1 accepted, it means that there was not significant difference mean score before and after giving the treatment that was Animation Movie.

Table 4.17 The Mean Score and Standard Deviation of Experimental Class and Controlled Class in Post-Test

Class	Mean Score	Standard Deviation
Experimental	66.78	5.807
Controlled	64.38	4.344

The mean score and standard deviation of experimental and control class showed on the diagram below:



The table and diagram above showed that the mean score of students' vocabulary increased in post-test. The students' mean score of experimental class was 66.78 which indicated there was a good improvement of students' speaking after getting treatment for eight meetings from researcher, while the mean score of controlled

class was 64,38 which told us that students` speaking also got a little improvement. In summary, the mean score of controlled class was lower than mean score of experimental class.

B. Discussion

Animation movies enable students to interact by gesture, eye contact and facial expression to convey the meaning of a language. There are some techniques in using Animation movies in teaching and learning. Rice (1993) suggests five techniques, they are: freeze frame, silent viewing, sound only, jigsaw viewing and normal viewing. These five techniques can be applied for an type of activities. The results showed that all speaking aspects have increased. The highest score improvement occurred in the grammar aspect. This is in line with the findings of Yassaei (2012), who stated that the use of animation movie can increase a student's speaking. In addition to that, animation movie can also help a student's pronunciation, register, and intonation, as well as increase his or her oral comprehension Rice (1993). This result is also supported by Hu (2006), who claimed that animation movies provide both audio and visual materials that help the students understand the language more easily.

According to Dirks (2010), he defines that animation movies is a part of types of movies; it is motion picture that has sound in its movie and create the illusion of motion. In animation movie, it can also teach people about history, story, adventure and any other subject. Besides some animation movies combine entertainment with instrucion, make the learning process more enjoyable.

Moreover, teaching speaking using animation movie can also motivate students to learn English. Such movie animation provides meaningful language through interesting content and extended context, thereby enabling learners to become more motivated to learn and communicate in the target language. In agreement to this, Hemei (1997) state that students love animation movie because its presentation is interesting, challenging, and stimulating to watch. It can also contextualize language naturally by showing its real life application into the classroom.

The findings above have proven that movie animation can improve students' speaking. The mean score of the experimental class is 66,78 which indicate there is a good improvement students' speaking after getting the treatment from researche4, while the mean score of controlled class is 64,38 which show us that the students' speaking also get a little improvement without getting treatment. In the other hand, the mean score of experimental class greater than the mean score of controlled class.

The result of the t-test statistical analysis showed that there was significant difference between the experimental class who got treatment by using movie animation with controlled class who got treatment by verbal explanation, eventhough the different both of them was not enough high. The statement was proved by the t-test value (1,574) which higher than t-table value (2,048), at the level of significance 0.05 and the degree of freedom $(N_1 + N_2) - 2 = (30 + 37) - 2 = 71$. Thus, the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected.

From the explanation about the analysis of the result on the table and diagram, we can see that there is impact of using movie animation in teaching speaking. It can be seen that the score of post-test is higher than pre-test. It means teaching speaking using English animation movie have a good impact than teaching speaking without English movie animation. So the researcher can conclude that there may have impact teaching speaking by using movie animation towards students' speaking skill at the first year students' at SMK MUHAMMADIYAH 2 BONTOALA MAKASSAR.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis and the research findings and discussion in the previous chapter, the researcher concluded that the impact of the students speaking skill by using Animation movie was improve significantly. It was proved by the t-test value that was 3,120 greater than the t-table 2,048. In this case, Animation movie was an interesting way in teaching speaking, beside that, it was very helpful to activate the students' background knowledge that was very important to help students' comprehension what would be learn.

B. Suggestion

Considering the conclusion above, the researcher puts forward some suggestions as follows:

1. The English Department Students should be more creative in choosing the techniques that will be used in teaching and learning process.
2. The English teacher better apply Animation movie in teaching and learning process especially in teaching speaking to engage the students to learn English.
3. The students should use Animation movie to improve their Speaking skill.

4. The lecturer or teacher should conduct classroom action research to identify and to solve students` problem in teaching and learning process.



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Appendix 2 : Instrument (Speaking Text)

INSTRUMENT OF POST-TEST

I. Instrument Instruction :

- a. Make a couple with your friends.
- b. Make a dialogue with your friends based on the topic given.

1. Topic :

- a. Traditional Market
- b. River
- c. Beach

2. Situation: Create a dialogue based on the following situations, using *the expressions of congratulation or responds of expressing happiness*

- Your best friend has passed his exam and he gets a good mark
- Your relative is going abroad for studying
- Your brother has done excellent job.
- Your teacher is honoured with the "Teacher of the month" title.
- When you visit this place with your friend, it was very dirty

and not maintain. You and your friend will asking and giving opinion about it.

c. Perform your dialogue in front of class.

II. MEDIA :

1. ANIMASI
2. LAPTOP
3. LCD
4. TAPE



Appendix 7 : The Frequency Distribution

A. The Frequency Distribution of Experimental Class

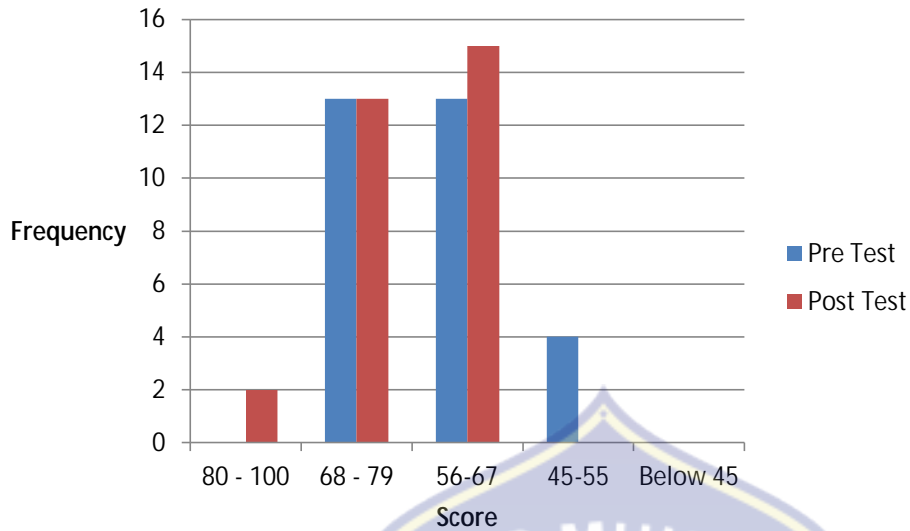
1. Grammar

pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	0	0
2	Very Good	68 - 79	13	43,33
3	Good	56-67	13	43,33
4	Fair	45-55	4	13,33
5	Poor	Below 45	0	0
Total			30	100

post test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	2	6,67
2	Very Good	68 - 79	13	43,33
3	Good	56-67	15	50
4	Fair	45-55	0	0
5	Poor	Below 45	0	0
Total			30	100



Based on the table and diagram

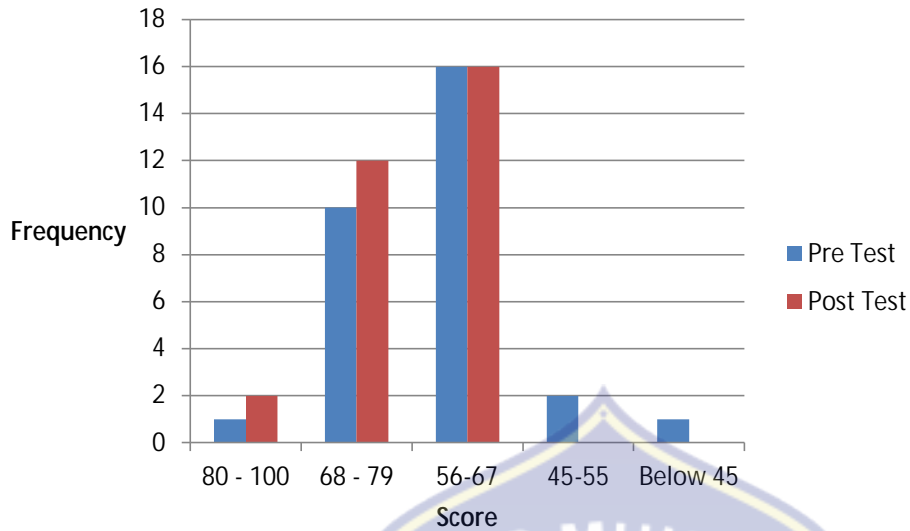
2. Fluency

pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	1	3,33
2	Very Good	68 - 79	10	33,33
3	Good	56-67	16	53,33
4	Fair	45-55	2	6,67
5	Poor	Below 45	1	3,33
Total			30	100

post test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	2	6,67
2	Very Good	68 - 79	12	40
3	Good	56-67	16	53,33
4	Fair	45-55	0	0
5	Poor	Below 45	0	0
Total			30	100



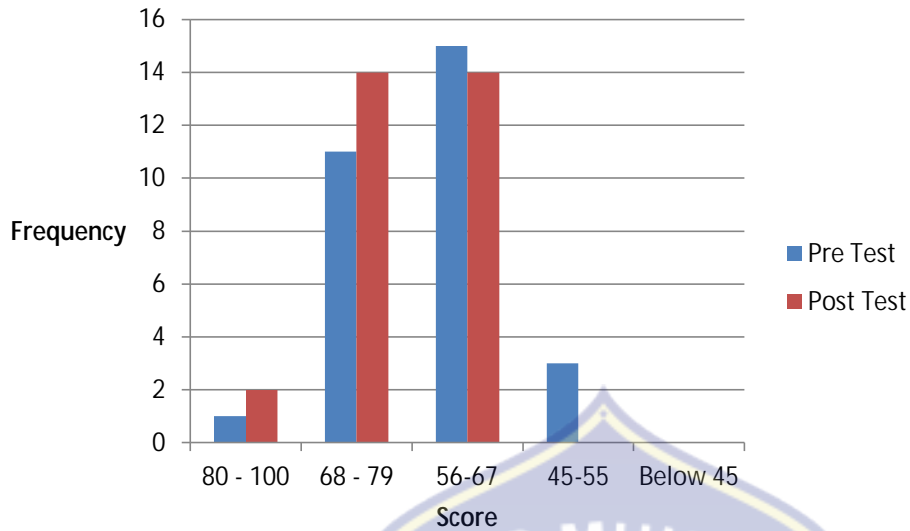
3. Pronunciation

pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	1	3,33
2	Very Good	68 - 79	11	36,67
3	Good	56-67	15	50
4	Fair	45-55	3	10
5	Poor	Below 45	0	0
Total			30	100

post test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	2	6,66
2	Very Good	68 - 79	14	46,67
3	Good	56-67	14	46,67
4	Fair	45-55	0	0
5	Poor	Below 45	0	0
Total			30	100



B. The Frequency Distribution of Experimental Class

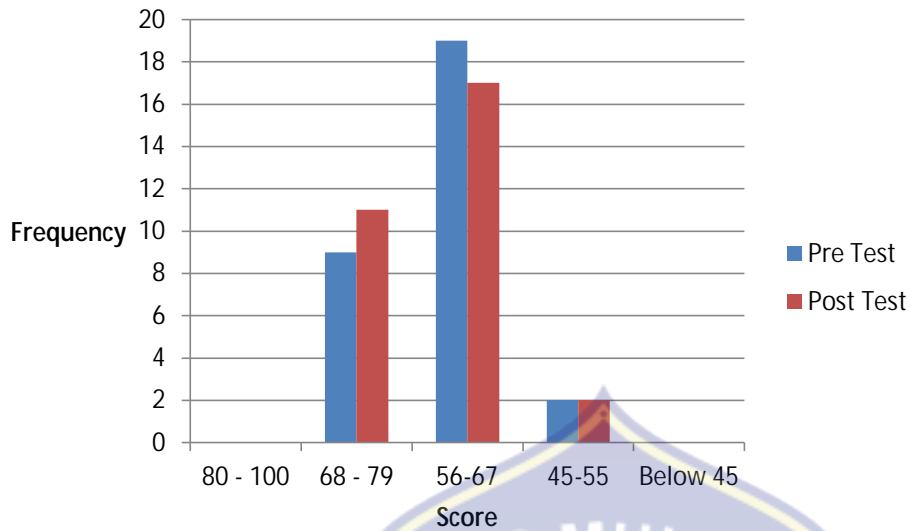
1. Grammar

pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	0	0
2	Very Good	68 - 79	9	30
3	Good	56-67	19	63,33
4	Fair	45-55	2	6,67
5	Poor	Below 45	0	0
Total			30	100

post test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	0	0
2	Very Good	68 - 79	11	36,57
3	Good	56-67	17	56,66
4	Fair	45-55	2	6,67
5	Poor	Below 45	0	0
Total			30	100



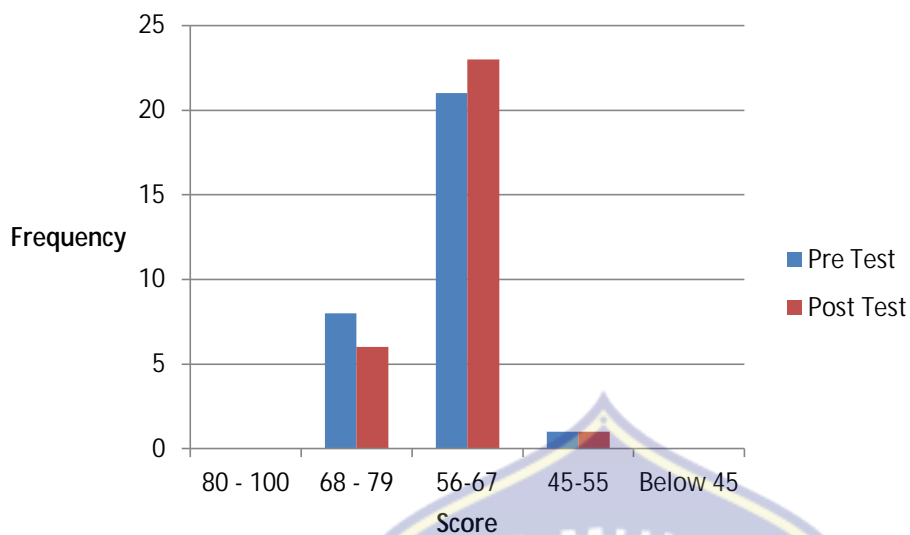
2. Fluency

pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	0	0
2	Very Good	68 - 79	8	26,67
3	Good	56-67	21	70
4	Fair	45-55	1	3,33
5	Poor	Below 45	0	0
Total			30	100

post test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	0	0
2	Very Good	68 - 79	6	20
3	Good	56-67	23	76,67
4	Fair	45-55	1	3,33
5	Poor	Below 45	0	0
Total			30	100



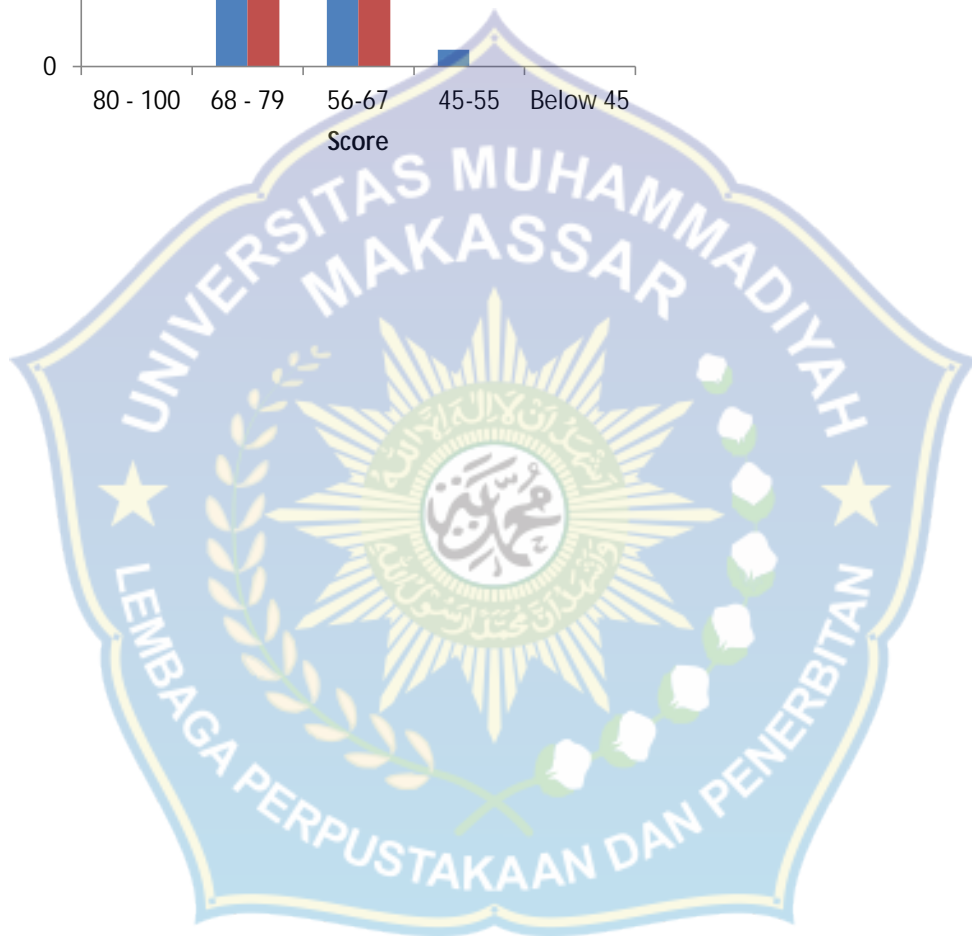
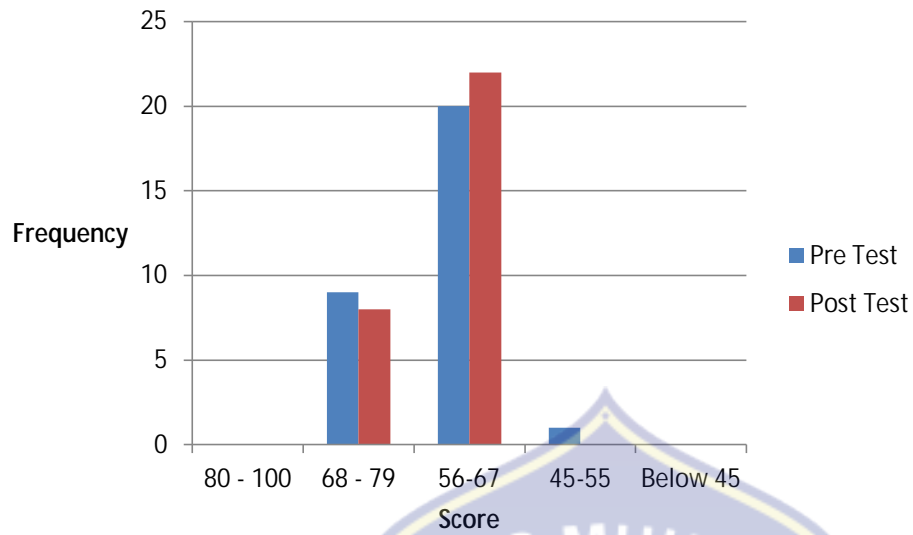
3. Pronunciation

pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	0	0
2	Very Good	68 - 79	9	30
3	Good	56-67	20	66,67
4	Fair	45-55	1	3,33
5	Poor	Below 45	0	0
Total			30	100

post test

No	Classification	Score	Frequency	Percentage
1	Excellent	80 - 100	0	0
2	Very Good	68 - 79	8	26,67
3	Good	56-67	22	73,33
4	Fair	45-55	0	0
5	Poor	Below 45	0	0
Total			30	100



Appendix 6 : Hasil Analisis SPSS

1. Deskripsi

A. Kelas Kontrol

Frequencies

		Statistics	
		Pre Test	Post Test
N	Valid	30	30
	Missing	0	0
Mean		64.1443	64.3883
Median		65.6650	65.0000
Mode		66.67	66.33
Std. Deviation		4.68777	4.34411
Variance		21.975	18.871
Skewness		-.372	-.158
Std. Error of Skewness		.427	.427
Range		17.66	16.33
Minimum		53.67	55.67
Maximum		71.33	72.00
Sum		1924.33	1931.65

Frequency Table

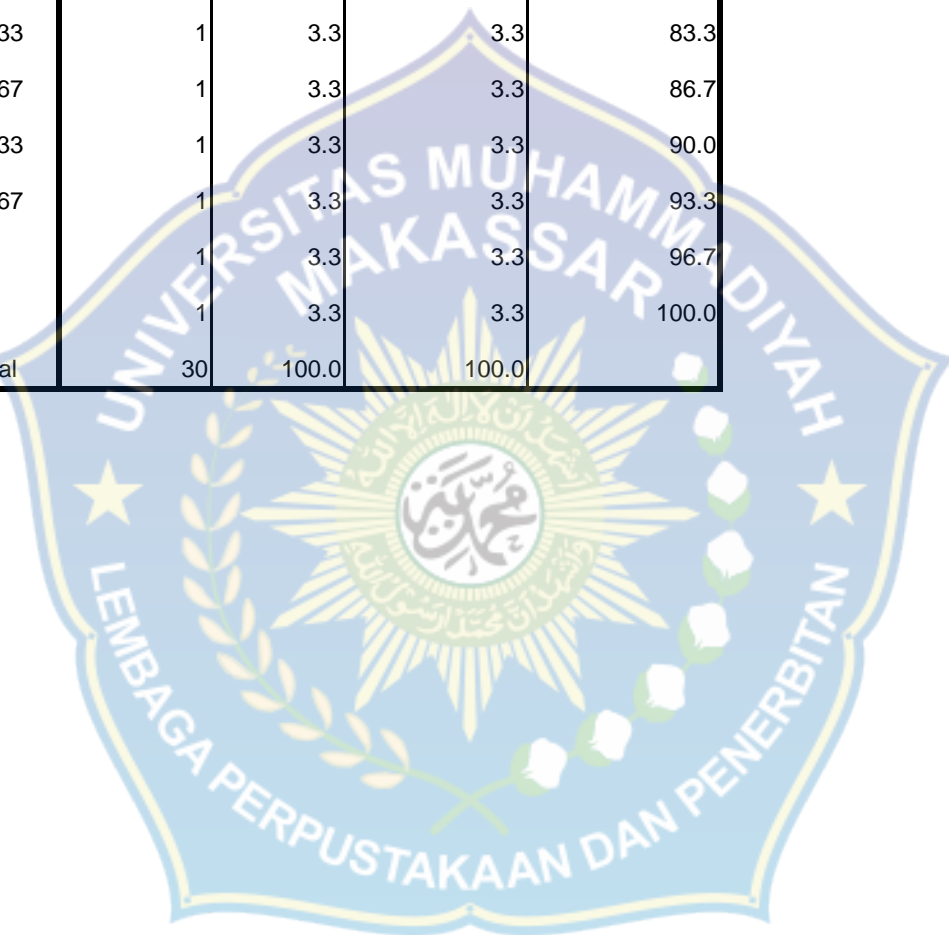
		Pre Test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53.67	1	3.3	3.3	3.3
	56.67	1	3.3	3.3	6.7
	57.33	1	3.3	3.3	10.0
	58.33	1	3.3	3.3	13.3
	59	1	3.3	3.3	16.7
	59.33	1	3.3	3.3	20.0

60	1	3.3	3.3	23.3
60.33	1	3.3	3.3	26.7
61.33	2	6.7	6.7	33.3
61.67	2	6.7	6.7	40.0
63	1	3.3	3.3	43.3
63.67	1	3.3	3.3	46.7
65.33	1	3.3	3.3	50.0
66	1	3.3	3.3	53.3
66.33	1	3.3	3.3	56.7
66.67	3	10.0	10.0	66.7
67	1	3.3	3.3	70.0
67.33	2	6.7	6.7	76.7
67.67	1	3.3	3.3	80.0
68.67	1	3.3	3.3	83.3
69.33	1	3.3	3.3	86.7
69.67	1	3.3	3.3	90.0
70	1	3.3	3.3	93.3
71	1	3.3	3.3	96.7
71.33	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Post Test

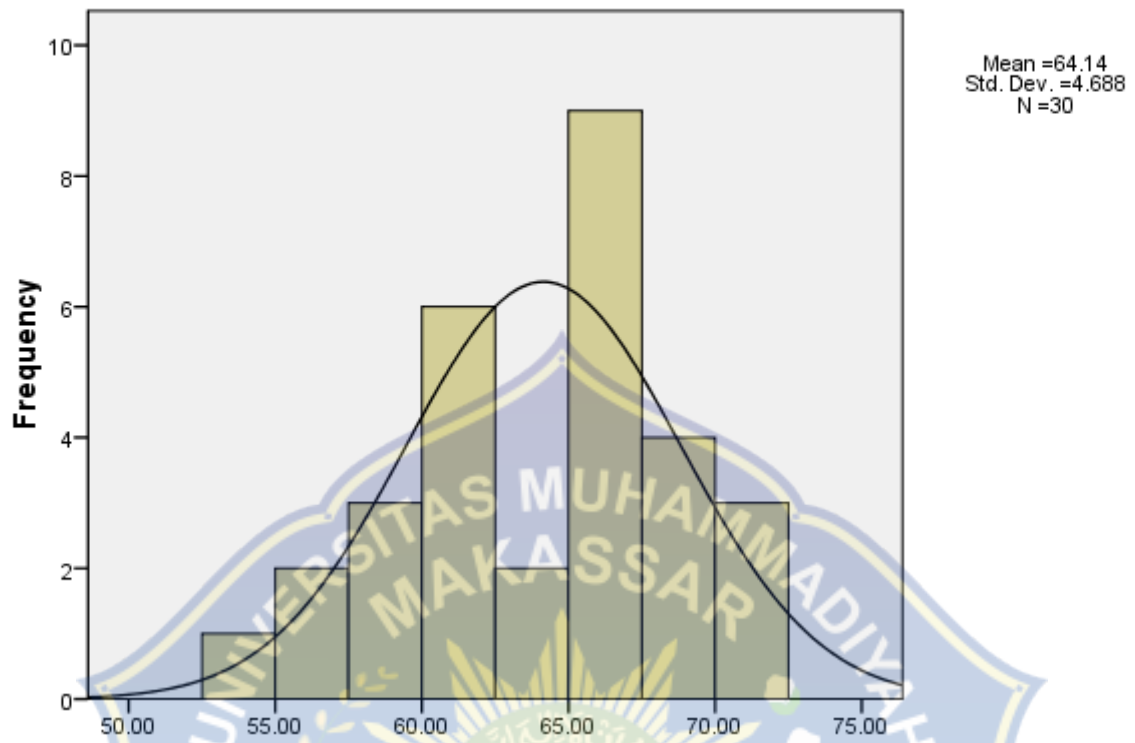
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 55.67	1	3.3	3.3	3.3
57	1	3.3	3.3	6.7
57.67	1	3.3	3.3	10.0
59.33	1	3.3	3.3	13.3
59.67	1	3.3	3.3	16.7
60	1	3.3	3.3	20.0
61	2	6.7	6.7	26.7
62	2	6.7	6.7	33.3

62.33	2	6.7	6.7	40.0
63.33	2	6.7	6.7	46.7
65	2	6.7	6.7	53.3
66	1	3.3	3.3	56.7
66.33	4	13.3	13.3	70.0
67	1	3.3	3.3	73.3
67.67	1	3.3	3.3	76.7
68	1	3.3	3.3	80.0
68.33	1	3.3	3.3	83.3
68.67	1	3.3	3.3	86.7
70.33	1	3.3	3.3	90.0
70.67	1	3.3	3.3	93.3
71	1	3.3	3.3	96.7
72	1	3.3	3.3	100.0
Total	30	100.0	100.0	

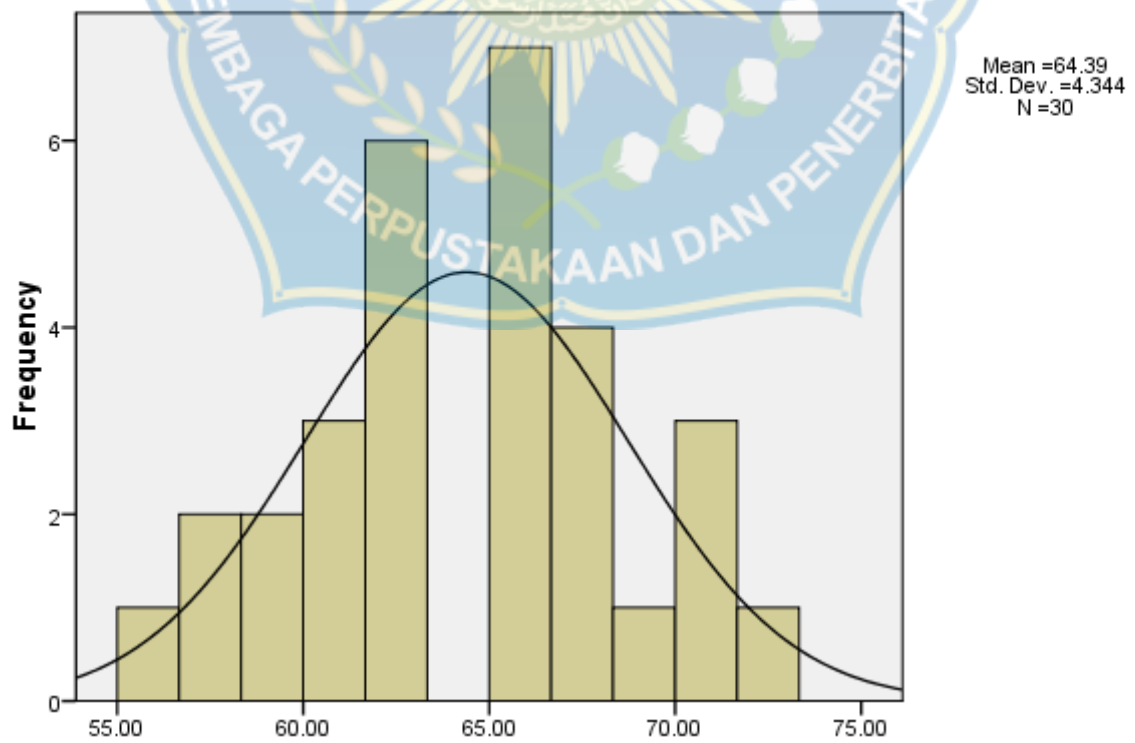


Histogram

Pre Test



Post Test



T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre Test	64.1443	30	4.68777	.85587
Post Test	64.3883	30	4.34411	.79312

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre Test & Post Test	30	.985	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-.24400	.84882	.15497	-.56095	.07295	-1.574	29	.126

Interpretasi t-test kelas kontrol

Hipotesis :

H_0 = tidak terdapat perbedaan yang signifikan rata-rata nilai siswa sebelum dan sesudah pemberian treatment.

H_1 = terdapat perbedaan yang signifikan rata-rata nilai siswa sebelum dan sesudah pemberian treatment.

Syarat pengujian hipotesis

- Jika $t_{hitung} > t_{tabel}$, maka H_0 ditolak dan H_1 diterima
- Jika $-t_{hitung} < -t_{tabel}$, maka H_0 ditolak dan H_1 diterima.

Dari hasil analisis diperoleh nilai $t_{hitung} = 1,574$, sedangkan nilai $t_{tabel} = 2,048$ dengan nilai $df = 36$ pada taraf signifikansi 5%. Nilai t_{hitung} kemudian dibandingkan dengan nilai t_{tabel} , dan diperoleh $-t_{hitung} < -t_{tabel}$ ($-1,574 > -2,0048$). Karena $-t_{hitung} > -t_{tabel}$, maka H_1 ditolak dan H_0 diterima, yang artinya **tidak** terdapat perbedaan yang signifikan rata-rata nilai sebelum dan sesudah pemberian treatment.



B. Kelas Eksperimen

Frequencies

Statistics

		Pre Test	Post Test
N	Valid	30	30
	Missing	0	0
Mean		64.8113	66.7887
Median		65.6650	66.3300
Mode		68.67	64.67 ^a
Std. Deviation		7.53203	5.80724
Variance		56.732	33.724
Skewness		-.459	.447
Std. Error of Skewness		.427	.427
Range		34.33	24.33
Minimum		45.00	55.67
Maximum		79.33	80.00
Sum		1944.34	2003.66
Percentiles	25	60.9975	62.7500
	50	65.6650	66.3300
	75	68.6700	71.3300

a. Multiple modes exist. The smallest value is shown

Frequencies

Pre Test

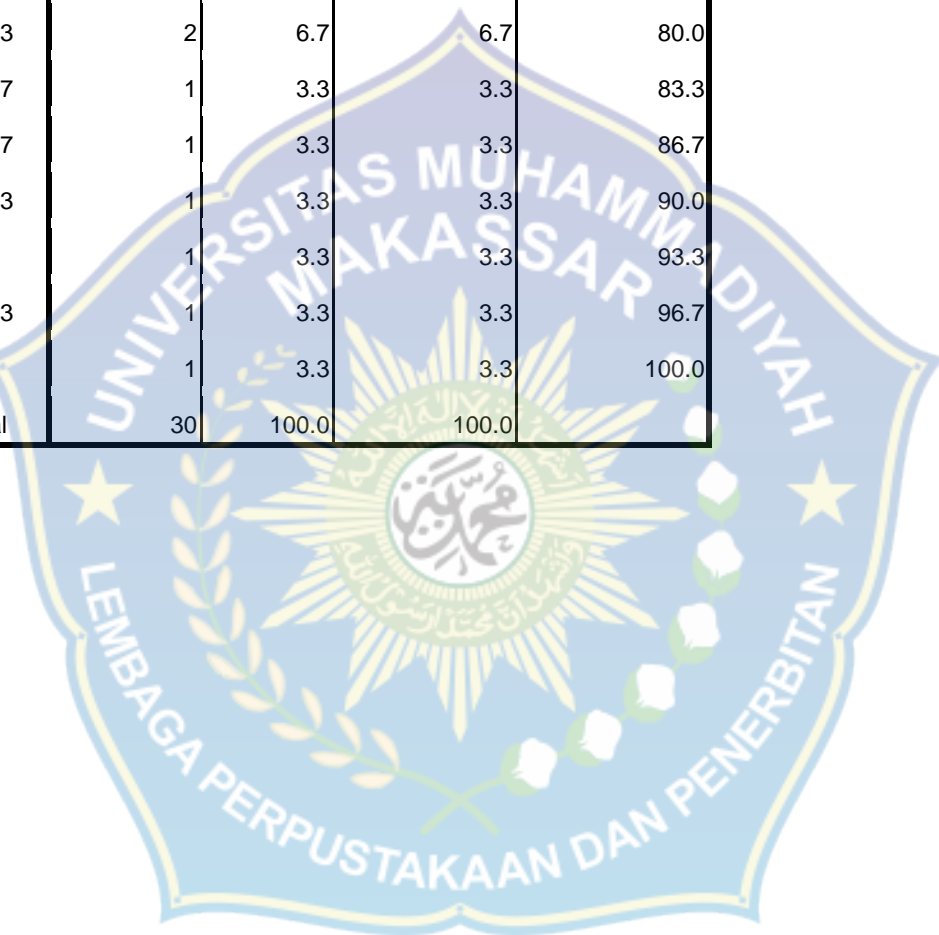
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	3.3	3.3	3.3
	51	1	3.3	3.3	6.7
	53	1	3.3	3.3	10.0
	56.33	1	3.3	3.3	13.3
	58	1	3.3	3.3	16.7
	60	2	6.7	6.7	23.3

61.33	1	3.3	3.3	26.7
61.67	1	3.3	3.3	30.0
62	1	3.3	3.3	33.3
62.67	1	3.3	3.3	36.7
63.33	1	3.3	3.3	40.0
64.33	1	3.3	3.3	43.3
64.67	1	3.3	3.3	46.7
65.33	1	3.3	3.3	50.0
66	1	3.3	3.3	53.3
66.33	1	3.3	3.3	56.7
67	2	6.7	6.7	63.3
68	1	3.3	3.3	66.7
68.67	4	13.3	13.3	80.0
70	1	3.3	3.3	83.3
71	1	3.3	3.3	86.7
71.67	1	3.3	3.3	90.0
76.67	1	3.3	3.3	93.3
78	1	3.3	3.3	96.7
79.33	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Post Test

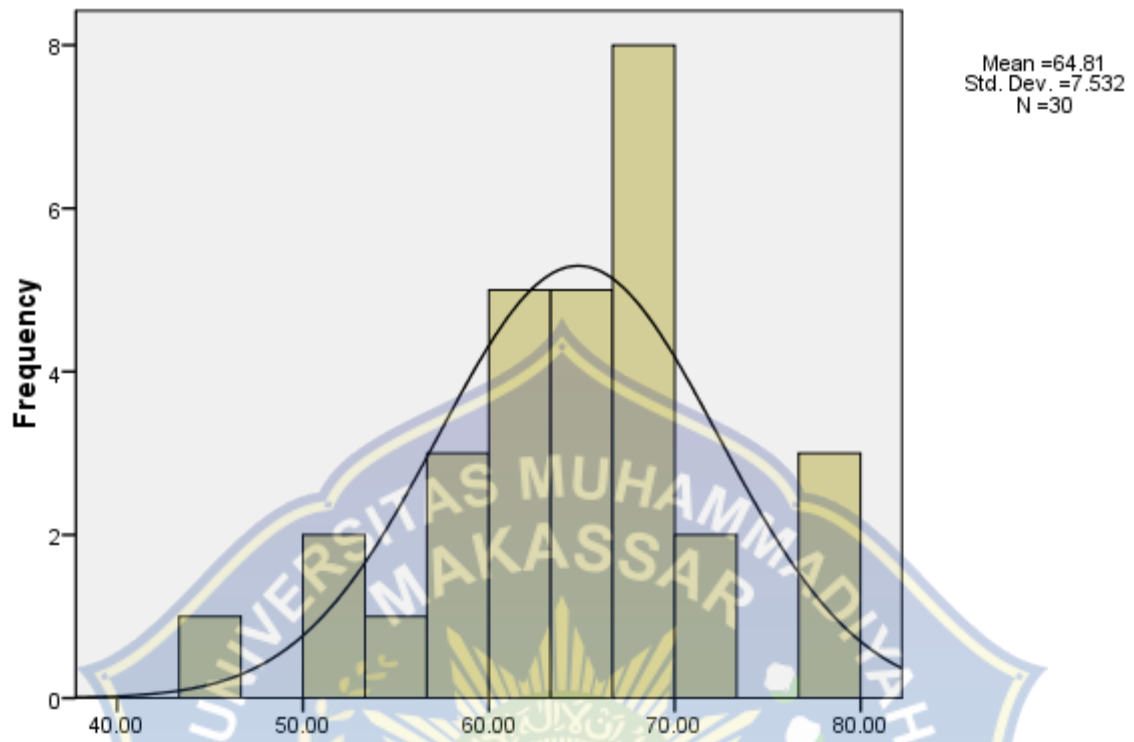
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 55.67	1	3.3	3.3	3.3
58.33	1	3.3	3.3	6.7
59	1	3.3	3.3	10.0
60	1	3.3	3.3	13.3
61.33	1	3.3	3.3	16.7
62	2	6.7	6.7	23.3
63	1	3.3	3.3	26.7
63.33	1	3.3	3.3	30.0

64.67	3	10.0	10.0	40.0
65	1	3.3	3.3	43.3
65.67	1	3.3	3.3	46.7
66.33	3	10.0	10.0	56.7
66.67	1	3.3	3.3	60.0
67.67	1	3.3	3.3	63.3
68.33	2	6.7	6.7	70.0
69.67	1	3.3	3.3	73.3
71.33	2	6.7	6.7	80.0
71.67	1	3.3	3.3	83.3
72.67	1	3.3	3.3	86.7
73.33	1	3.3	3.3	90.0
75	1	3.3	3.3	93.3
79.33	1	3.3	3.3	96.7
80	1	3.3	3.3	100.0
Total	30	100.0	100.0	

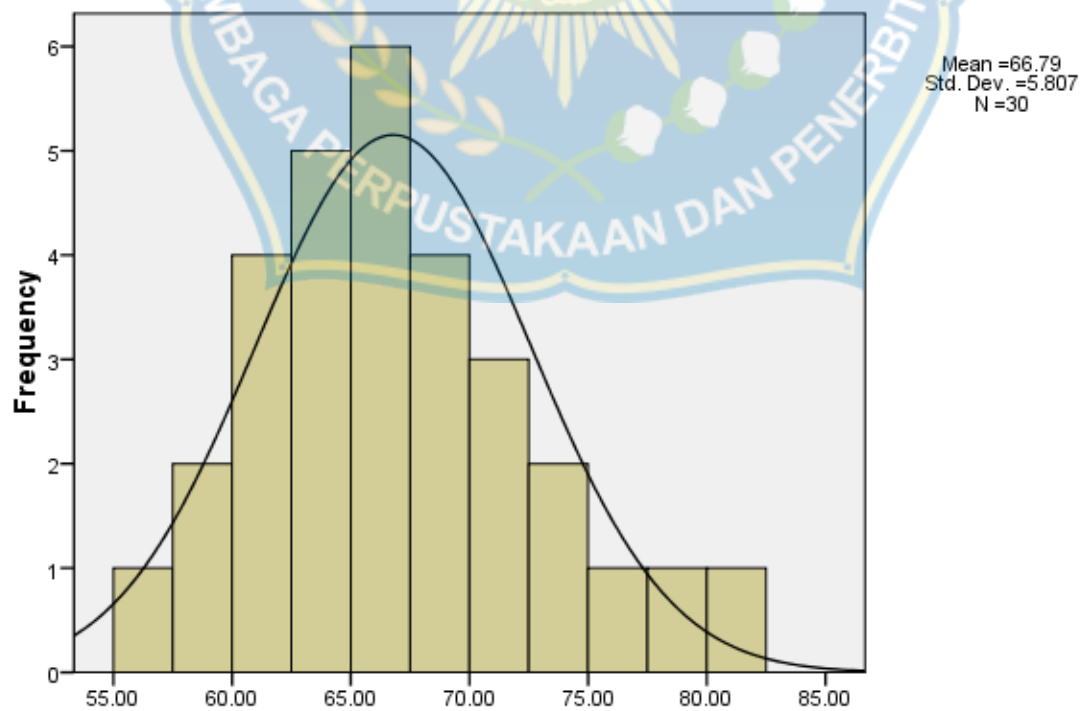


Histogram

Pre Test



Post Test



T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre Test	64.8113	30	7.53203	1.37515
Post Test	66.7887	30	5.80724	1.06025

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre Test & Post Test	30	.896	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-1.97733	3.47137	.63378	-3.27357	-.68110	-3.120	29	.004

Interpretasi t-test kelas eksperimen

Hipotesis :

H_0 = tidak terdapat perbedaan yang signifikan rata-rata nilai siswa sebelum dan sesudah pemberian treatment.

H_1 = terdapat perbedaan yang signifikan rata-rata nilai siswa sebelum dan sesudah pemberian treatment.

Syarat pengujian hipotesis

- Jika $t_{hitung} > t_{tabel}$, maka H_0 ditolak dan H_1 diterima
- Jika $-t_{hitung} < -t_{tabel}$, maka H_0 ditolak dan H_1 diterima.

Dari hasil analisis diperoleh nilai $t_{hitung} = 3,120$, sedangkan nilai $t_{tabel} = 2,048$ dengan nilai $df = 28$ pada taraf signifikansi 5%. Nilai t_{hitung} kemudian dibandingkan dengan nilai t_{tabel} , dan diperoleh $-t_{hitung} < -t_{tabel}$ ($-3,120 < -2,048$). Karena $-t_{hitung} < -t_{tabel}$, maka H_0 ditolak dan H_1 diterima, yang artinya terdapat perbedaan yang signifikan rata-rata nilai sebelum dan sesudah pemberian treatment.



Uji independent t-test

T-Test

Group Statistics

Kelas		N	Mean	Std. Deviation	Std. Error Mean
Nilai	Eksperimen	30	68.3220	5.94673	1.08572
	Kontrol	30	64.3883	4.34411	.79312

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	2.086	.154	2.926	58	.005	3.93367	1.34456	1.24225	6.62509
	Equal variances not assumed			2.926	53.091	.005	3.93367	1.34456	1.23694	6.63040

Interpretasi Uji independent t-test

Hipotesis yang diajukan:

H_0 : tidak terdapat perbedaan yang signifikan antara rata-rata prestasi belajar Kelas Eksperimen dengan Kolompok Kontrol setelah treatment.

H_1 : terdapat perbedaan yang signifikan antara rata-rata prestasi belajar Kelas Eksperimen dengan Kolompok Kontrol setelah treatment.

1. Pengujian hipotesis metode 1 :

- Jika nilai Signifikansi atau Sig.(2-tailed) $> 0,05$, maka H_0 diterima dan H_a ditolak.
- Jika nilai Signifikansi atau Sig.(2-tailed) $< 0,05$, maka H_0 ditolak dan H_a diterima.

Berdasarkan output di atas diperoleh nilai Sig.(2-tailed) sebesar $0,005 < 0,05$, maka sesuai dasar pengambilan keputusan dalam Uji Independent Sample T-Test, maka dapat disimpulkan H_0 ditolak dan H_1 diterima, yang artinya bahwa terdapat perbedaan yang signifikan antara rata-rata prestasi belajar Kelas Eksperimen dengan Kolompok Kontrol setelah treatment.

2. Pengujian hipotesis metode 2 :

- Jika $t_{hitung} > t_{tabel}$, maka H_0 ditolak dan H_1 diterima
- Jika $t_{hitung} < t_{tabel}$, maka H_1 ditolak dan H_0 diterima.

Dari hasil analisis diperoleh nilai $t_{hitung} = 2,926$, sedangkan nilai $t_{tabel} = 2,001$ dengan nilai $df = 58$ pada taraf signifikansi 5%. Nilai t_{hitung} kemudian dibandingkan dengan nilai t_{tabel} , dan diperoleh $t_{hitung} > t_{tabel}$ ($2,926 > 2,001$). Karena $t_{hitung} > t_{tabel}$, maka H_0 ditolak dan H_1 diterima, yang artinya terdapat perbedaan yang signifikan antara rata-rata prestasi belajar Kelas Eksperimen dengan Kolompok Kontrol setelah treatment.

Appendix 3 : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMK MUHAMMADIYAH II BONTOALA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/1

Materi Pokok : Invitation

Alokasi Waktu : 6 JP

A. Kompetensi Inti (KI)

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya

3.4.1 Mengidentifikasi fungsi sosial dari teks undangan resmi, sesuai dengan konteks penggunaannya

3.4.2 Mengidentifikasi struktur teks dari teks undangan resmi, sesuai dengan konteks penggunaannya

3.4.3 Mengidentifikasi unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya

4.4 Menangkap makna teks undangan resmi.

4.4.1 Mendeskripsikan makna teks undangan resmi

4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

- 4.5.1 Mendeskripsikan undangan resmi dengan memperhatikan fungsi sosial yang benar sesuai konteks
- 4.5.2 Mendeskripsikan undangan resmi dengan memperhatikan struktur teks yang benar sesuai konteks
- 4.5.3 Mendeskripsikan undangan resmi dengan memperhatikan unsur kebahasaan yang benar sesuai konteks
- 4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.6.1 Mendeskripsikan teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks
- 4.6.2 Menulis monolog dan dialog teks undangan resmi dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks
- 4.6.3 Melakukan dialog undangan resmi dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks

C. Tujuan Pembelajaran

- Diperlihatkan dan diperdengarkan dialog, peserta didik dapat mengidentifikasi teks undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- Di berikan situasi, peserta didik dapat mendeskripsikan makna teks undangan resmi.
- Di berikan situasi, peserta didik dapat mendeskripsikan undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- Di berikan situasi, peserta didik dapat menulis teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks
- Di berikan situasi, peserta didik dapat menulis monolog dan dialog teks undangan resmi dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks
- Diberikan situasi, peserta didik dapat melakukan dialog undangan resmi dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks

D. Materi Pembelajaran (Rincian dan Materi Pokok)

Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana

Fungsi Sosial

Menjaga hubungan transaksional dengan orang lain

Struktur

Salutation

- *Will/ Could you come with me to the exhibition?*
- *Is it possible for you to attend my birthday party?*
 - *Would you like to come...*
 - *Would you like to join us...*
 - *I would like to invite you...*
 - *Request the present of...*

Closing

Unsur kebahasaan:

- (1) Kata dan tata bahasa baku
- (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
- (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
- (4) Layout

Rujukan kata

Extended Material:

Type of invitation : Formal and Informal

Formal Invitation

Formal invitation is an invitation which follows a dignified form, tone or style in agreement with the established norms, customs or values (Websters, 2012).

For example:

- **An invitation to the opening of a school**
- **An invitation to the graduation ceremony**
- **An invitation to a wedding, etc.**

According to Oxford Learner's Dictionary "invitation" is a spoken or written request to somebody to do something or to go somewhere.

According to vocabulary.com, invitation is a request, a solicitation, or an attempt to get another person to join you at a specific event.

Common format of a Formal Invitation

- The first line is the name(s) of the person(s) who invite(s)
- The second line is the request for the participation.
- The third line is the name of the person(s) invited.
- The fourth line is the occasion for invitation.
- The fifth line is the time and the date of the occasion.
- The sixth line is the place of the occasion.
- The last line is the request for reply.

Contoh dari undangan resmi :

Responding to formal invitation

Formal invitations should be responded to within 3 days.

Replies are written in third person.

Replies have to be handwritten.

Reason should be briefly stated for declining the invitation

Example:

1. Acceptance

- Mr. and Mrs. Eri Utomo accept with pleasure the kind invitation of Mr. and Mrs. Pujiyanto to the wedding ceremony of their daughter on Friday, the twelfth of December at seven o'clock.
- Mr. and Mrs. Wibowo accept the invitation with pleasure.

2. Declining/Regret

- Mr. and Mrs. Situmorang regret that they are unable to accept the kind invitation of Mr. and Mrs. Pujiyanto for Friday, the twelfth of December at seven o'clock due to prior engagement.
- Mr. and Mrs. Wibowo regret to decline the invitation due to health reasons.

3. Responding Card

The responding card comes with the invitation card. This card should preferably be hand written.

E. Metode Pembelajaran (Rincian dari Kegiatan Pembelajaran)

Metode : Pendekatan scientific/ilmiah.

Teknik : Discussion, Role Play, Dialogue, Presentation.

F. Media, Alat, dan Sumber Pembelajaran

1. Buku paket Bahasa Inggris kelas XI K.13
2. Berbagai undangan dalam bahasa Inggris
3. Laptop dan LCD
4. Sumber dari internet:

- www.dailyenglish.com

- http://americanenglish.state.gov/files/ae/resource_files

- <http://learnenglish.britishcouncil.org/en/>

G. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan Pertama (First Meeting)

Pendahuluan/Kegiatan Awal

Kegiatan	Rincian (T=Guru, S=Peserta Didik)	Alokasi Waktu (dalam menit)
Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;	<ul style="list-style-type: none">• Berdo'a;• Menyapa (How are you?);• Mengecek presensi;• Mengecek kesiapan alat (papan tulis, LCD, speakeractive)	5'
Mengajukan pertanyaan-pertanyaan tentang pengalaman	<i>T: Do you ever invited by someone? Or do you ever invite someone?</i>	2'

peserta didik dalam menulis undangan resmi		
Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau KD yang akan dicapai; dan	<i>T: Today we are going to learn about formal invitation</i>	1'
Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.	<i>T: You will be shown some example of invitation card. Prepare your note!</i>	2'

Kegiatan Inti

Kegiatan	Rincian (T=Guru, S=Peserta Didik)	Alokasi Waktu (dalam menit)
<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet). • Siswa berlatih menentukan gagasan utama, dan informasi rinci • Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. 	<p>Guru memberikan beberapa contoh undangan resmi</p> <p><i>T: Please read it first.</i></p>	10'

<ul style="list-style-type: none"> · Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. 		
<p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> · Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi. · Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi. 	<p>Siswa mencari arti dari kata-kata sulit serta informasi yang didapat dengan bimbingan dan arahan guru.</p> <p><i>T: What did you get from this invitation?</i></p> <p><i>Did you find any difficult word?</i></p> <p><i>What kind of invitation is it?</i></p>	20'
<p>Mengeksplorasi</p> <ul style="list-style-type: none"> · Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber 	<p>Siswa diberikan beberapa contoh untuk mengidentifikasi undangan resmi.</p>	15'
<p>Mengasosiasi</p> <ul style="list-style-type: none"> · Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. · Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. · Siswa menyunting undang 	<p><i>T: Do the exercise on page 82, 83 and 84, then we will discuss it together.</i></p> <p><i>Please make a group consist of 5-6 members. Then I want you to make a Formal Invitation with your group. Based on the options above. You can design your formal invitation card. (page 87)</i></p>	40'

<p>yang diambil dari berbagai sumber</p> <ul style="list-style-type: none"> · Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok 		
<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> · Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>. · Siswa berkreasi dalam membuat klipng undangan resmi · Siswa menyunting undang yang diambil dari berbagai sumber · Dengan menggunakan multimedia, siswa membuat kartu undangan · Siswa memperoleh penguatan dari guru dan teman sejawat 	<p>Siswa mempresentasikan hasil kerja kelompok mereka di depan teman-temannya dengan di dampingi oleh guru.</p>	<p>20'</p>

Penutup

Kegiatan	Rincian (T=Guru, S=Peserta Didik)	Alokasi waktu (dalam menit)
<p>Pendidik bersama-sama dengan Peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.</p>	<p>Menyimpulkan kegiatan yang telah dilaksanakan.</p>	<p>3'</p>
<p>Pendidik bersama-sama dengan peserta didik dan/atau sendiri</p>	<p><i>T : What did we learn just now? What new words did you learn?</i></p>	<p>3'</p>

melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.		
Pendidik bersama-sama dengan peserta didik dan/atau sendiri memberukan umpan balik terhadap proses dan hasil pembelajaran.	<i>T : Did you enjoy the lesson? Did you get the point?</i>	1'
Pendidik bersama-sama dengan peserta didik dan/atau sendiri merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai hasil belajar peserta didik.	<i>T : At home, write a formal invitation and learn about directly invitation, you can find it in youtube.</i>	2'
Pendidik bersama-sama dengan peserta didik dan/atau sendiri menyampaikan rencana pembelajaran pada pertemuan berikutnya.	<i>T : Tomorrow we still discuss about formal invitation. So don't forget with your homework. I'll take the score.</i>	1'

Pertemuan Kedua (Second Meeting)

Pendahuluan/Kegiatan Awal

Kegiatan	Rincian (T=Guru, S=Peserta Didik)	Alokasi Waktu (dalam menit)
Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;	<ul style="list-style-type: none"> • Berdo'a; • Menyapa (How are you?); • Mengecek presensi; • Mengecek kesiapan alat (papan tulis, LCD, speakeractive) 	5'
Mengajukan pertanyaan-pertanyaan tentang pengalaman	<i>T: Have you done with your formal invitation?</i>	2'

peserta didik dalam menulis undangan resmi		
Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau KD yang akan dicapai; dan	<i>T: Today we are still going to learn about formal invitation.</i>	1'
Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.	<i>T: But now, I want you to write your partner's responding invitation. That is up to you, you want to accept or decline it. Then I will show you a video conversation about invitation.</i>	2'

Kegiatan Inti

Kegiatan	Rincian (T=Guru, S=Peserta Didik)	Alokasi Waktu (dalam menit)
Mengamati <ul style="list-style-type: none"> • Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet). • Siswa berlatih menentukan gagasan utama, dan informasi rinci • Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. 	<p>Siswa membaca undangan resmi milik teman sebangku.</p> <p><i>T: Please read your partner's formal invitation.</i></p>	5'

<ul style="list-style-type: none"> · Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. 		
<p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> · Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi. · Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi. 	<p>Siswa mencoba memahami undangan resmi milik teman sebangkunya dengan bantuan dan arahan dari guru.</p> <p><i>T: What did you get from this invitation?</i></p> <p><i>Did you find any difficult word?</i></p> <p><i>What kind of invitation is it?</i></p>	5'
<p>Mengeksplorasi</p> <ul style="list-style-type: none"> · Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber 	<p>Siswa membuat jawaban dari undangan resmi milik teman sebangku.</p> <p><i>T: I want you to write your partner's responding invitation. That is up to you, you want to accept or decline it. Then submit it to me.</i></p>	30'
<p>Mengasosiasi</p> <ul style="list-style-type: none"> · Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. · Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. · Siswa menyunting undang yang diambil dari berbagai 	<p>Guru memperlihatkan contoh video conversation invitation.</p> <p><i>T: Please pay attention to the video.</i></p> <p><i>What did you get from the video?</i></p> <p>Siswa di berikan situasi oleh guru untuk membuat percakapan undangan dengan teman sebangku seperti yang ada di video.</p>	15'

<p>sumber</p> <ul style="list-style-type: none"> · Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok 		
<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> · Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>. · Siswa berkreasi dalam membuat kliping undangan resmi · Siswa menyunting undang yang diambil dari berbagai sumber · Dengan menggunakan multimedia, siswa membuat kartu undangan · Siswa memperoleh penguatan dari guru dan teman sejawat 	<p>Siswa ditunjuk maju kedepan untuk berdialog dengan teman sebangku.</p> <p><i>T: Please come in front and present your work. (role play)</i></p>	<p>30'</p>

Penutup

Kegiatan	Rincian (T=Guru, S=Peserta Didik)	Alokasi waktu (dalam menit)
<p>Pendidik bersama-sama dengan Peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.</p>	<p>Menyimpulkan kegiatan yang telah dilaksanakan.</p>	<p>3'</p>
<p>Pendidik bersama-sama dengan peserta didik dan/atau sendiri melakukan penilaian dan/atau refleksi terhadap kegiatan yang</p>	<p><i>T : What did we learn just now? What new words did you learn?</i></p>	<p>3'</p>

sudah dilaksanakan secara konsisten dan terprogram.		
Pendidik bersama-sama dengan peserta didik dan/atau sendiri memberikan umpan balik terhadap proses dan hasil pembelajaran.	<i>T : Did you enjoy the lesson? Did you get the point?</i>	1'
Pendidik bersama-sama dengan peserta didik dan/atau sendiri merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai hasil belajar peserta didik.	<i>T : At home, write a formal invitation and learn about directly invitation, you can find it in youtube.</i>	2'
Pendidik bersama-sama dengan peserta didik dan/atau sendiri menyampaikan rencana pembelajaran pada pertemuan berikutnya.	<i>T : Tomorrow we have a test. The test is making a formal invitation and also the respond.</i>	1'

H. Penilaian

1. Jenis/teknik penilaian

Jenis tes : Tes dan non tes

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen
Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya	Non tes	Oral
Mendeskripsikan makna teks undangan resmi	Non tes	Oral
Menulis teks surat pribadi dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks.	Tes	Tertulis

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PENILAIAN :

Portofolio :

- Peserta didik menulis undangan resmi secara berkelompok dan mendesain kartu undangan resmi mereka.
- Peserta didik menulis undangan resmi
- Peserta didik menulis respon dari undangan resmi teman sebangkunya.
- Peserta didik membuat dialog tentang topik undangan tersebut.

INSTRUMEN TERTULIS

- Buku paket Bahasa Inggris K.13
- Situasi dari guru untuk conversation.

2. Bentuk Instrumen dan Instrumen

RUBRIK PENILAIAN

A. Aspek Penilaian Rasa Syukur

No.	Aspek Rasa Syukur	Skor	Keterangan/Rubrik/Kriteria
1.	Aspek rasa syukur	4	Peserta didik mengungkapkan rasa syukur dengan jelas, tulus dan ikhlas
		2	Peserta didik kurang mengungkapkan rasa syukur atas arahan guru.
		1	Peserta didik tidak mengungkapkan rasa syukur.

$$\text{Score} = \frac{\text{Jawaban benar}}{\text{Skor maksimal}} \times 100\%$$

B. Aspek Penilaian Sikap Kejujuran dan Tanggung Jawab

No.	Aspek Sikap Kejujuran dan Tanggung Jawab	Skor	Keterangan/Rubrik/Kriteria
1.	Aspek Sikap Kejujuran	3	Peserta didik mengerjakan secara mandiri dan benar.
		2	Peserta didik mengerjakan tugas/latihan dengan membandingkan pekerjaan orang lain.
		1	Peserta didik mengerjakan tugas/latihan dengan menyalin pekerjaan orang lain.
2.	Aspek Tanggung Jawab	3	Peserta didik menyelesaikan tugas/pekerjaan benar dan tepat waktu.
		2	Peserta didik menyelesaikan tugas dan benar tidak tepat waktu.
		1	Peserta didik tidak menyelesaikan tugas dengan kurang benar dan tidak tepat waktu.

$$\text{Score} = \frac{\text{Jawaban benar}}{\text{Skor maksimal}} \times 100\%$$

C. Rubrik Writing

No.	Aspek Penilaian	Skor	Keterangan/Rubrik/Kriteria
1.	Structure	4	Tidak ada kesalahan struktur teks percakapan.
		3	Ada kesalahan struktur namun bisa dipahami.
		2	Banyak kesalahan struktur dan sulit dipahami.

		1	Banyak kesalahan struktur dan sulit dipahami.
2.	Vocabulary	3	Penggunaan kosa kata dengan tepat.
		2	Penggunaan kosa kata yang kurang tepat namun masih bisa dipahami.
		1	Penggunaan kosakata yang salah dan sulit dipahami percakapannya
3.	Punctuation	3	Tidak ada kesalahan penggunaan punctuation.
		2	Ada sedikit kesalahan dalam penggunaan punctuation.
		1	Banyak kesalahan dalam penggunaan punctuation.

$$\text{Score} = \frac{\text{Jawaban benar}}{\text{Skor maksimal}} \times 100\%$$

D. Rubrik Speaking

No.	Aspek Penilaian	Skor	Keterangan/Rubrik/Kriteria
1.	Structure	4	Tidak ada kesalahan struktur saat percakapan.
		3	Ada kesalahan struktur namun bisa dipahami.
		2	Banyak kesalahan struktur dan sulit dipahami.
		1	Banyak kesalahan struktur dan sulit dipahami.
2.	Pronunciation	4	Peserta dapat melafalkan ungkapan mendekati native speaker.
		3	Peserta didik dapat melafalkan ungkapan dipengaruhi dengan logat.

		2	Peserta didik dapat melafalkan ungkapan dengan menggunakan logat bahasa lokal dan masih dapat dipahami.
		1	Peserta didik melafalkan ungkapan dengan menggunakan logat bahasa lokal dan sulit dipahami.
3.	Fluency	3	Peserta didik mengungkapkan dengan lancar.
		2	Peserta didik mengungkapkan diselingi dengan jeda.
		1	Peserta didik menggunakan dengan banyak jeda.

$$\text{Score} = \frac{\text{Jawaban benar}}{\text{Skor maksimal}} \times 100\%$$

Lampiran 1

Example of formal invitation card.



Lampiran 2

Example of responding card



Lampiran 3

Exercise for the students, they are given any situation and they have to make a conversation from their own situation.

1. Invitation to birthday party.
2. Invitation to graduation ceremony.
3. Invitation to your brother's wedding party.
4. Invitation to attend in ribbon cutting inaugurating of new company.
5. Invitation to your violin concert.
6. Invitation to attend a political rally.
7. Invitation to attend in your best friend's dance performance.
8. Invitation to social devotion event.
9. Invitation to dinner in your residence.

Lampiran 4

Please answer the questions based on The Animation Video, and repeating their dialogue again with your partner in front of your friends !

1. What are they talking about ?
2. When will the party be held ?
3. What kind the party will Eric do in his house ?
4. Who will Mary bring to the party with her ?

Appendix 4 : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA SARIBUANA MAKASSAR
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 1
Alokasi Waktu : 2 x 45 menit
Topik Pembelajaran : Expressing Happiness

A. Standar Kompetensi

Mendengarkan

1. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.

Berbicara

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

- 1.2 Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi.

- 3.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
Merespon berbagai tindak tutur dalam wacana lisan interpersonal/ transaksional: dalam berbagai acara secara senang dan bahagia.	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri
Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/ transaksional: dalam berbagai acara secara senang dan bahagia.	

Kewirausahaan/ Ekonomi Kreatif :

- § Percaya diri (keteguhan hati, optimis).
- § Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- § Pengambil resiko (suka tantangan, mampu memimpin)
- § Orientasi ke masa depan (punya perspektif untuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Merespon berbagai tindak tutur dalam wacana lisan interpersonal/ transaksional: dalam berbagai acara secara senang dan bahagia .
- Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/ transaksional: dalam berbagai acara secara senang dan bahagia.

E. Materi Pokok

- *Expressing happiness : formal*

- § *oh, I'm so happy.*
- § *I can't say how pleased I am.*
- § *I had a splendid time there.*
- § *What a marvelous place I, Ve ever seen.*

- § *It's an interesting experience.*
- § *It's an outstanding adventure.*
- § *It' a sensational trip.*

Idioms for expressing happiness:

- § **To be over the moon**
- § **To have a whale of time**

F. Metode Pembelajaran/Teknik:

Total Physical Response

G. Strategi Pembelajaran

★ Tatap Muka	★ Terstruktur	★ Mandiri
§ Bertanya jawab tentang berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: dalam berbagai acara secara senang dan bahagia.	§ Dengan kelompok belajarnya, siswa diberi tugas untuk melakukan hal-hal berikut, dan melaporkan setiap kegiatan kepada guru, a.l. tentang tempat, siapa saja yang datang,	§ Siswa melakukan berbagai kegiatan terkait dengan wacana berbentuk naratif di luar tugas tatap muka dan terstruktur yang diberikan guru.
§ Membahas unsur dan langkah retorika berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: dalam berbagai acara secara	§ kesulitan yang dihadapi. § Membahas unsur dan langkah retorika dalam teks naratif. § Membahas ciri-ciri leksikogramatika. § Membacakan cerita kepada kelompok	§ Siswa mengumpulkan setiap hasil kerja dalam portofolio, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi secara rutin kepada guru.

senang dan bahagia.	(monolog).	
§ Membahas ciri-ciri leksikogramatika.	§ Menceritakan kembali cerita kepada kelompok (monolog).	
§ Membacakan cerita kepada kelompok atau kelas (monolog).		
§ Menceritakan kembali cerita kepada kelompok atau kelas (monolog).		
§ Membahas kesulitan yang dihadapi siswa dalam melakukan kegiatan terstruktur dan mandiri.		

Langkah-langkah Kegiatan Pembelajaran

§ Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- Mengecek Pekerjaan Rumah siswa yang telah diberikan sebelumnya
- Mengecek kembali sampai mana pengetahuan siswa tentang pelajaran yang lalu (*Expressing of Congratulating*)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD

- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

§ **Kegiatan Inti (70')**

Eksplorasi

Dalam kegiatan eksplorasi guru:

- § Memberikan stimulus berupa pemberian materi pertanyaan teks berbagai tindak tutur dalam wacana lisan interpersonal/ transaksional: dalam berbagai acara secara senang dan bahagia.
- § Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai pertanyaan teks berbagai tindak tutur dalam wacana lisan interpersonal/ transaksional: dalam berbagai acara secara senang dan bahagia.
- § Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai pertanyaan teks berbagai tindak tutur dalam wacana lisan interpersonal/ transaksional: dalam berbagai acara secara senang dan bahagia.
- § Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai pertanyaan teks berbagai tindak tutur dalam wacana lisan interpersonal/ transaksional: dalam berbagai acara secara senang dan bahagia.

Elaborasi

Dalam kegiatan elaborasi guru:

- § Membiasakan siswa membuat kalimat pertanyaan teks berbagai tindak tutur dalam wacana lisan interpersonal/ transaksional: dalam berbagai acara secara senang dan bahagia.
- § Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- § Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- § Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- § Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- § Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai pertanyaan teks berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: dalam berbagai acara secara senang dan bahagia.

§

§ **Kegiatan Akhir (10')**

- § Siswa diminta membuat rangkuman dari materi mengenai pertanyaan teks berbagai tindak tutur dalam wacana lisan interpersonal/ transaksional: dalam berbagai acara secara senang dan bahagia.
- § Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- § Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai pertanyaan teks berbagai tindak tutur dalam wacana lisan interpersonal/ transaksional: dalam berbagai acara secara senang dan bahagia.
- § Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Media

- § Be Smart in English Book
- § Bahan dan Script dari Internet
- § Tape, LCD dan Laptop
- § Animation Movies
 1. Inside out

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Merespon dengan benar terhadap tindak tutur dalam wacana lisan interpersonal/transaksional: dalam berbagai acara secara senang dan bahagia .	Performance Assessment (responding)	Melengkapi dialog	Listen to the tape carefully and choose the correct responses to the expressions you heard.
2.	Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: dalam berbagai acara secara senang dan bahagia.	Tes Lisan	Membuat dialog	To end the conversation, what would you say to someone.

II. Instrumen Penilaian

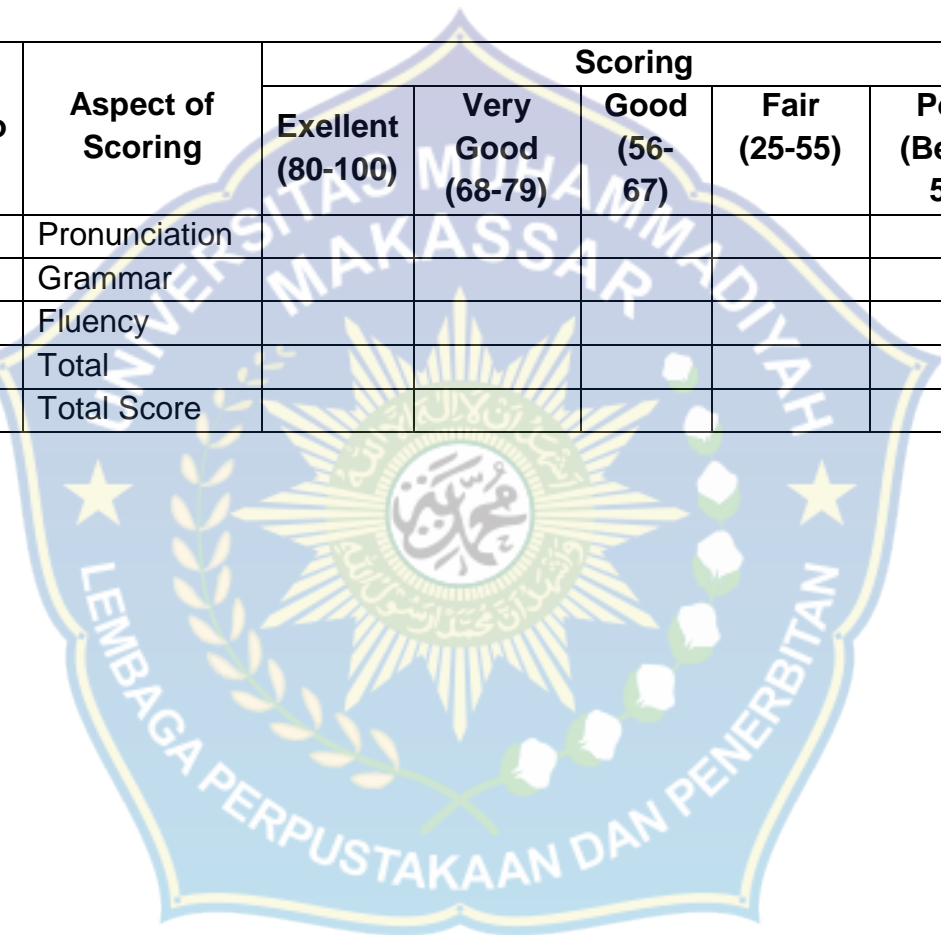
Based on the movie above (Inside out)

- Do you know all the feelings that are in “ Inside out” ?
- How many Expressing Happiness who the character Joy said? And make a dialogue from the expressing you get with your friends

- Have you felt this feeling before ?
- How can you express Joy in a way that lest everyone be happy along with you ?

III. Pedoman Penilaian

No	Aspect of Scoring	Scoring				
		Exellent (80-100)	Very Good (68-79)	Good (56-67)	Fair (25-55)	Poor (Below 54)
1	Pronunciation					
2	Grammar					
3	Fluency					
	Total					
	Total Score					



Appendix 5 : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA SARIBUANA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 1
Alokasi Waktu : 2 x 45 menit
Topik Pembelajaran : recount

A. Standar Kompetensi

Membaca

5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk **recount**, narrative dan procedure dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan .

Menulis

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk **recount**, narrative, dan procedure dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

- 5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: **recount**, narrative, dan procedure.
- 6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: **recount**, narrative, dan procedure.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none">§ Mengidentifikasi makna dalam teks recount§ Mengidentifikasi langkah-langkah retorika dalam teks recount§ Membaca nyaring teks recount§ Menulis teks berbentuk recount .	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

- § Percaya diri (keteguhan hati, optimis).
- § Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- § Pengambil resiko (suka tantangan, mampu memimpin)
- § Orientasi ke masa depan (punya perspektif untuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Siswa dapat menjawab pertanyaan teks monolog sederhana berbentuk recount
- Siswa dapat melakukan teks monolog lisan berbentuk recount
- Siswa mempresentasikan teks monolog lisan berbentuk recount

E. Materi Pokok

Teks monolog berbentuk *recount* contohnya:

My Day

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Text Structure of the text above:

Paragraph	Generic Structure
§ I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off (paragraph 1)	§ Orientation: provides the setting and introduces participants.
§ Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money (paragraph 2)	§ Events: tell what happened, in what sequence.
§ Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday (paragraph 3)	§ Re-orientation: optional closure of events.

F. Metode Pembelajaran/Teknik:

Total Physical Response

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
§ Bertanya jawab tentang pertanyaan teks monolog sederhana berbentuk recount.	§ Dengan kelompok belajarnya, siswa diberi tugas untuk melakukan hal-hal berikut, dan melaporkan setiap kegiatan kepada guru, a.l. tentang tempat, siapa saja yang datang, kesulitan yang dihadapi.	§ Siswa melakukan berbagai kegiatan terkait dengan wacana berbentuk naratif di luar tugas tatap muka dan terstruktur yang diberikan guru.
§ Membahas unsur dan langkah retorika dalam pertanyaan teks monolog sederhana berbentuk recount.	§ Bertanya jawab tentang isi cerita (karakter, setting, plot) yang sudah dibaca, ditonton, dan/atau didengar dengan kelompok belajarnya	§ Siswa mengumpulkan setiap hasil kerja dalam portofolio, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi secara rutin kepada guru.
§ Membahas ciri-ciri leksikogramatika.		
§ Membacakan cerita kepada kelompok atau kelas (monolog).	§ Membahas unsur dan langkah retorika dalam teks recount.	
§ Menceritakan kembali cerita kepada kelompok atau kelas (monolog).	§ Membahas ciri-ciri leksikogramatika.	
§ Membahas kesulitan yang dihadapi siswa dalam melakukan kegiatan terstruktur dan mandiri.	§ Membacakan cerita kepada kelompok (monolog).	
	§ Menceritakan kembali cerita kepada kelompok (monolog).	

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)

- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- § Memberikan stimulus berupa pemberian materi pertanyaan teks monolog sederhana berbentuk recount.
- § Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai pertanyaan teks monolog sederhana berbentuk recount.
- § Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai pertanyaan teks monolog sederhana berbentuk recount.
- § Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai pertanyaan teks monolog sederhana berbentuk recount.

Elaborasi

Dalam kegiatan elaborasi guru:

- § Membiasakan siswa membuat kalimat pertanyaan teks monolog sederhana berbentuk recount.
- § Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- § Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- § Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.

- § Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- § Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai pertanyaan teks monolog sederhana berbentuk recount.

Kegiatan Akhir (10')

- § Siswa diminta membuat rangkuman dari materi mengenai pertanyaan teks monolog sederhana berbentuk recount.
- § Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- § Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai pertanyaan teks monolog sederhana berbentuk recount.
- § Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

- § Be Smart In English Book
- § Kamus
- § Script dari internet
- § Laptop dan LCD
- § Animation Movie :
 1. Zootopia

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Membaca nyaring teks recount	Tes Lisan	Melengkapi dialog	Complete the dialogue below using the suitable expression!

2.	Menulis teks berbentuk recount.	Tes Tulis	Tugas Individu	Make writing by completing the following procedure text
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II. Instrumen Penilaian

1. Make recount about zootopia based on the movie and experience the Judy Hopps (the rabbit) when she was kid and visit zootopia town !(Make the recount like you are A Judy Hopp).

III. Pedoman Penilaian

No	Aspect of Scoring	Scoring				
		Excellent (80-100)	Very Good (68-79)	Good (56-67)	Fair (25-55)	Poor (Below 54)
1	Pronunciation					
2	Grammar					
3	Fluency					
	Total					
	Total Score					

Appendix 8

DOCUMENTATION

Researcher gives Treatment to the student related the main matery lesson before and Lesson Plan, with using Animation Movie as The media to teach Students' Speaking Skill



DOCUMENTATION

The Student make couple and diologue according the animation movie



BIOGRAPHY



Nurul Indah Abubakar was born in Ujung Pandang, precisely on June 25, 1997. She is the only child of the couple Abubakar Mustafa and Madina Kasim. She completed her Elementary School at SDN Malengkeri Makassar in 2008. She continued her study at SMPN 01 Fakfak and Graduated in 1987. Then she continued in MAN Fakfak and graduated in 2014. In The same year, she was accepted as an English Student at Muhahammadiyah University of Makassar by choosing the faculty of teacher training and education, majoring in English Department. Then, in the 2019 the author complied this thesis with the title **“The Impact of Using Animation Movie towards Students’ Speaking Skill”**.

