

**IMPROVING THE SPEAKING SKILL THROUGH WATCHING
ANIMATION MOVIE TO THE EIGHT GRADE STUDENTS
AT SMP ISLAM TERPADU (IT) QURROTA A'YUN PALU**



A THESIS

Submitted as a partial fulfillment of the requirements for the degree of
Sarjana Pendidikan at the Teacher Training and Tarbiyah Faculty
State Institute For Islamic Studies Palu

BY

YUN PRATIWI

15.1.16.0002


**ENGLISH TADRIS DEPARTEMENT
TEACHER TRAINING AND TARBIYAH FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALU
2021**

Approval Page

A Thesis intitled “Improving The Speaking Skill Through Watching Animation Movie to The Eight Grade Students at SMP Islam Terpadu (IT) Qurrota A’yun Palu” by Yun Pratiwi NIM: 15.1.16.0002 student of English Departement Teacher Training and Tarbiyah Faculty State Institute for Islamic Studies (IAIN) Palu. After carefully examining and correcting the thesis, each supervisor considers that the thesis met the scientific requirements for seminar.

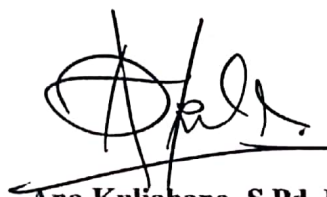
Palu, 5 june 2020 M
13 Syawal 1441 H

Advisor I



Drs. Muhammad Ihsan, M.Ag
NIP: 19650530 199203 1 006

Advisor II







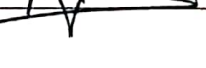
Ana Kuliahana. S.Pd., M.Pd
NIP: 19820214 200501 2 004

Legalization

A Thesis by Yun Pratiwi NIM 15.1.16.0002 entitled "Improving The Speaking Skill Through Watching Animation Movie to The Eight Grade Students at SMP Islam Terpadu (IT) Qurrota A'yun Palu" that has been examined by the examiner council of Teacher Training and Tarbiyah Faculty State Institute for Islamic Studies (IAIN) Palu on the date 5 June 2020 M that coincide with the date 13 Syawal 1441 H it can be seen that the thesis has already fulfilled the criteria of scientific writer and can be accepted as the regulation to require Sarjana Pendidikan (S.Pd) English Tadris Department with some of the corrective

Palu, 12 Februari 2021 M
29 Jumadil Akhir 1442 H

The Examiner Council


Position	Name	Signature
Moderator	Hikmatur Rahmah Lc., M.Ed	
Examiner I	Dr.Hj. Nur Asmawati, S.Ag., M.Hum	
Examiner II	Andi Muh. Dakhalan, S.Pd.I., M., Pd	
Advisor I	Drs. Muhammad Ihsan, M.Ag	
Advisor II	Ana Kuliahana. S.Pd., M.Pd	

Knowing,



Dr. Hamdan, M.Ag
NIP 196906061998031002

Head of Tadris English Department



Dr.Hj. Nur Asmawati, S.Ag., M.Hum
NIP 197407262000032002

STATEMENT

With the fully of awareness, the writer that is signed below states that this Thesis is right created by the writer itself. If in another day the writer is proved to do plagiarism of the Thesis or the Thesis is made by other people, partial or entirely, thus the Thesis and the degree that are obtained by the writer will be canceled for law.

Palu, 5 june 2020 M
13 Syawal 1441 H

The Researcher,



Yun Pratiwi
15.1.16.0002

ACKNOWLEDGEMENTS

Alhamdulillahirobbil'aalamin. Praise to Allah Subhana Wa Ta'ala, the Almighty, the Merciful, and the Most Beneficent. It is a great moment as the researcher could finish the thesis. The researcher would like to thank all of those who have advised, supported, guided, and helped me in the process of writing this thesis.

The researcher would like to express my highest appreciation and gratitude to my first advisor, Drs.Muhammad Ihsan, M.Ag who has given me valuable suggestions, guidance, helps, and supports, in accomplishing this thesis. The researcher would also like to express my deepest gratitude to my second advisor, Ana Kuliahana, S.Pd.,M.Pd who has been patient in guiding me until the end of my thesis writing and has spent her time on correcting my thesis. Also great thanks to my beloved head of the English Tadris Department, Dr.Hj.Nur Asmawati, S.Ag., M.Hum for every love advicement that is always given to me.

The researcher greatly appreciate Ahmad Musta'an S.pd,M.pd the head master of SMP Islam Terpadu (IT) Qurrota A'yun Palu, for giving me permission to conduct the research and also the English teacher Anidzar Arsyad S.pd, for being my collaborator. The researcher also thank class VIIID students, for their cooperation and participation during the research. My special thanks also go to my beloved family. My father, Dawi M.Paddu and my mother, Nurhayati S.bouty, all of my sister, especially Fenny Anggraeny S.pd.,Gr for giving me tremendous love, care, inspirations, supports, and prayers to finish this thesis, my biggest

thanks also go to my beloved friend which considered like my own sister, Nurhuda Said who has given me the facilities to complete my thesis.

Last but not least, the researcher would like to thank all my friends. My best friends (Irmawati saleh and Riska,) and all of my friends in class Tadris Bahasa Inggris 2015 thanks for the time, supports, and unforgettable moments in my study. Finally, the researcher realize that my thesis is far from being perfect. Therefore any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated. The researcher expects that this thesis will give some contribution to the improvement of the English teaching and learning.

Palu, 5 june 2020 M
13 Syawal 1441 H

The Researcher,



Yun Pratiwi
15.1.16.0002

ABSTRACT

Name : Yun Pratiwi

NIM : 15.1.16.0002

Title : Improving The Speaking Skill Through Watching Animation Movie to
The Eight Grade Students at SMP Islam Terpadu (IT) Qurrota A'yun Palu.

The aim of this research was to improve the speaking learning process of eight grade students of SMP Islam Terpadu (IT) Qurrota A'yun Palu in the academic year of 2019/2020 through animation movie. This study was an class action research study. It was conducted in two cycles, from the 4th of March to the 12th of March 2020. Each cycle consisted of two meetings. The steps of the research were planning, action, observation, and reflection. The subjects of this research were 30 students of VIII D class, the English teacher, and the researcher.

The data were in the form of qualitative data and also supported by quantitative data. The qualitative data were obtained by observing the teaching and learning process, interviewing the students and collaborators, holding discussions with the collaborators, and taking pictures of the teaching and learning process. Meanwhile, the quantitative data were obtained through post-test, the field notes and interview transcripts were analyzed qualitatively through four steps namely data collection, data reduction, data display, and conclusions.

The results of this research showed that the implementation of animation movie in the speaking learning process was effective to make the students become enthusiastic in the English speaking activities. The use of animation movie that was combined with speaking performances and group works made significant

progress in the speaking learning process. The students were interested towards the materials, could understand the materials easily, and spoke more confidently. In reference to the number, the students who was completely the score of speaking skill was improved from 70% to 80% and the number of the students who has a high confidence in speaking was improved from 78% to 82,66%. The students' interest level toward speaking was improved through the use of animation movies because they could learn speaking English through fun activities with their friends. Therefore, they were not bored in the teaching-learning process.

Key Words: Speaking, Learning process, Animation movie.

LIST OF CONTENT

	Page
TITLE PAGE	
COVER	
APPROVAL PAGE	i
LEGALIZATION	ii
STATEMENT	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	vi
LIST OF CONTENT	viii
LIST OF TABLES	xi
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	(1-6)
A. Background.....	1
B. The Problem Statement.....	5
C. The Objective of Research.....	5
D. The Significant of The Research.....	5
E. Research Benefits.....	6
F. The Scope of The Research.....	6
G. Operational Definition of Key Terms.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	(7-14)
A. Previous Research	7
B. Literature Review	9
1. Speaking Skill.....	9

a. Definition.....	9
b. Elements of Speaking Skill.....	10
2. Definition of Movie.....	11
3. Definition of Animation.....	12
C. Theoretical Framework.....	14

CHAPTER III RESEARCH METHOD (16-23)

A. Research Design.....	16
B. Research Subject.....	21
C. Teaching Procedures.....	21
D. Data Type and Data Collection Techniques.....	22
E. Technique of Data Analysis.....	23

CHAPTER IV RESEARCH RESULT AND DISCUSSION (31-54)

A. Research Result.....	31
1. Research of Pre-Action.....	31
1.1 Identification of the problem.....	31
1.2 The Selection of the Problems to be Solved.....	33
1.3 Determining the Actions to Solve the Selected Problems.....	34
B. Research Process	36
1. Report of Cycle 1	36
a. Planning	36
b. Action.....	38
c. Observation	44
d. Reflection	46
2. Report of Cycle 2	48
a. Planning	48
b. Action.....	48
c. Observation	52
d. Reflection	53
C. Research Findings and Discussion	54

CHAPTER V CONCLUSION, IMPLICATIONS, & SUGGESTIONS (59-61)

A. Conclusions	59
B. Implications	60
C. Suggestions.....	61

REFERENCES.....	62
------------------------	-----------

APPENDICES

LIST OF TABLES

Table	Page
1. Speaking Rubrics	24
2. Criteria of Success	29
3. Identification of the problem	32
4. The Selected Problems	33
5. The Relationship between the Field Problems and the Actions	34
6. The Action Plans and the Field Problems to Solve	36

LIST OF APPENDICES

Appendix	Page
1. Preliminary Observation	64
2. The Result of Assesment Test Students Speaking Skill Before Treatment	67
3. Lesson Plan of Cycle 1	68
4. Student's Work Sheet Cycle 1	81
5. Post Test Cycle 1	83
6. Result of Student's Work in Cycle 1	84
7. Result of Post Test Analysis in Cycle 1	85
8. Observation Sheet of Teacher's Activity Cycle 1	87
9. Observation Sheet of Teacher's Activity Analysis in Cycle 1	88
10. Observation Sheet of Student's Activity Cycle 1	89
11. Observation Sheet of Student's Activity Analysis in Cycle I	90
12. Interview Transcript of Cycle I	93
13. Field Notes of Cycle I	98
14. Lesson Plan of Cycle 2	99
15. Student's Work Sheet Cycle 2	112
16. Post Test of Cycle 2	114
17. Result of Student's Work in Cycle 2	115
18. Result of Post Test in Cycle 2	116
19. Observation Sheet Of Teacher's Activity Cycle 2	118
20. Observation Sheet of Teacher's Activity Analysis in Cycle 2	119

21. Observation sheet of student's activity Cycle 2	120
22. Observation Sheet of Student's Activity Analysis in Cycle 2	121
23. Interview Transcript of Cycle 2	124
24. Field Notes of Cycle 2	127
25. Final Observation	128
26. Documentation	131
27. Curriculum Vitae	132
28. Submission Form of Thesis Title	134
29. Appointment Letter for Supervisor	135
30. Registration Form of Proposal Examination	136
31. Proposal Seminar Invitation	137
32. Official Report	138
33. Attendance List of Proposal Seminar	141
34. Permission Letter of Research	142
35. Letter of Research Complation	143
36. Seminar Card	144
37. Consultation Book	145

CHAPTER I

INTRODUCTION

A. Background

Basically, there are four skills required in English teaching learning program. They are reading, speaking, listening and writing. Based on those skills, speaking is one of the most important skill in language learning. By speaking people can convey information and ideas and maintain social relationship by communicating with others.

In social life people really need language as media to communicate with other people. It means that language is very important thing people have to learn. One of the important languages learned besides Indonesian is English because English is an international language. It has various functions in different countries, if in indonesia English as a foreign language but in some countries such as Australia, Malaysia, Singapore, English is the the main language or the second language. As stated in verse 22 of surah Ar-Ruum that language is important to deliver a message:

لِّلْعَلَمِي لَآيَتٍ ذَٰلِكَ فِي إِنْ ۖ وَالْوَانِكُمْ ٱلسِّنَنِكُمْ وَٱلْأَرْضِ السَّمَوتِ خَلْقُ آيَتِهِ وَمِنْ

The meaning :

“And of His sign is the creation of the heaven and the earth and the diversity your languages and your colours indeed in that are signs for those of knowledge”.

Many language learners regard speaking ability as the measure of knowing a language. Therefore that main purpose of language learning is to develop proficiency in speaking and communicative efficiency. They regard speaking as the most important skill they can acquire and assess their progress in terms of their accomplishments in spoken communication. In addition a large percentage of the world's language learners study English in order to communicate fluently. It is started by British Council's report that more than two billion people use English to communicate. Some people often think that the ability to speak a language is a product of language learning.¹ They assume that speaking is a crucial part of language learning process. Speaking is one of language skills that should be mastered by the students. However, there are still difficulties that students in Indonesia face in their speaking ability.

Speaking English becomes very important in using English for communication. Nida states that "someone has high competence in language if he or she is clever to communicate, read and write by using".² Speaking is one of the important and essential skills that people must practice. Lacking the ability to communicate orally, people cannot be successful in school or in society.

The students' speaking ability of SMP Islam Terpadu (IT) Qurrota a'yun Palu is still low. Based on the observation the English teacher's explained that the students feel difficult in expressing their English because of their unconfidence.

¹ Syakir Andi, *The Correlation Between Self-Concept and English Speaking Ability of The Learners of Primagama English Course Samarinda*, (University of Samarinda, Kalimantan.2007), 15

² Tarigan, *Teaching Speaking Designing Task For The Communicative*, UsM. (Bandung: Angkasa.2006), 40

The researcher applied Animation Movie as a medium. Animation movie is one of a kind media for teaching speaking in which the students' speaking activities to improve students' speaking ability.

Speaking ability also becomes the main objective of language learning especially in Junior high school and senior high school in Indonesia. Student both of them are required to master speaking after graduation from their school in order to be able to communicate in English class.

According to KTSP (School based Curriculum) of English for SMP, speaking must be taught to the students because it is one of language skill besides reading, listening, and writing. Moreover students are expected to be able to communicate in English well.³

Language is a medium to communication and as a form of social contact in expressing ideas or feelings by each individual so that in developing of a kindergarten age by taking into account factors which affects the child's personality.

The researcher take the animation movie as a medium to improve the speaking skill of the students in junior high school, because according to the Finnichiario mentions some types of media in general. There are audio, visual, audiovisual, and it is helps teachers to teach the learners in the media which

³ Depdiknas, *Educational Unit Level Curriculum (KTSP) for Elementary School/MI*, (Jakarta: Published by Depdiknas, 2006), 5

showing the audio and video.⁴ In addition according to meanwhile, Willingham's research found that audiovisual media helps students achieve the concept of material learning.

The researcher think that watching animation movie during the teaching learning process is a lot easier because it is a new way for them to practice speaking without having them to read a long dialogue, should memorize the dialogues in a short time even make they have difficult to understand well. In other words, students would get a lesson as well as fun at the same time. Second using Animation movies as media in teaching learning process is a new strategy in religion school for example SMP Islam Terpadu (IT) Qurrota A'yun Palu.

Johnson states that young people like cartoon (Animation movie), therefore it is very reasonable if they are used in educational context because they might also create an interest in learning. He also states that it is also known that visuals including cartoon or animation movies are employed to aid someone to see and immediate meaning in the language and to enhance language point. Third, animation movie gives a visual text.⁵

Also considering speaking by gate an investigated the distinction between knowledge and skill in speaking lesson, which he considered as crucial in the teaching of speaking. Indeed, to be a good learner of speaking, studying

⁴Rosdalina, Pipit Rahayu, Eripuddin, *Improving Student's Speaking Skill Through Animation Movie At Sixth Grade SDN 002*(Ujung Batu Kabupaten Rokan Hulu, Provinsi Riau, 2015), 8

⁵ Johnson D, *Using Video Cartoon to Encourage EFL Practice*, (Worthington, 2006), 24

knowledge of grammar, vocabulary, pronunciation, intonation, etc.⁶ It is not enough but skill to use this knowledge to communicate successfully is indispensable. So, the researcher conclude even all the experts above has differences concepts of speaking but all of them has same understanding about speaking itself, speaking in an action, a process and a skill of someone to communicate to other people for sharing information.

B. The Problem Statement

Based on the background above, the reseacher purposed research question is:
How the use of animation movie can improve the speaking skill to the eight grade student at SMP Islam Terpadu (IT) Qurrota A'yun Palu.

C. The Objective of the Research

In relation to the question above, the objective of this research is to verify that Watching animation movie can improve the speaking skill to the eight grade student at SMP Islam Terpadu (IT) Qurrota a'yun Palu.

D. The Significance of the Research

There some benefits of this research especially in watching animation movie as a medium to improve speaking skill, such as:

1. Learning from Animation Movie is motivating and enjoyable
2. Animation Movie provides authentic and variation language
3. Animation Movie gives a visual context
4. Variety and flexibility

⁶Gate, *Language Teaching Speaking, skills*. (New York. Edinburgh: Longman,2007), 2

E. Research Benefits

The results of this research are expected to be useful for all parties, especially:

1. For student

The students of SMP Islam Terpadu (IT) Qurrota A'yun Palucan improve their speaking skill

2. For teacher

Teacher of SMP Islam Terpadu (IT) Qurrota A'yun Palucan be used as an alternative learning to improve student learning outcomes in speaking skill

3. For school

For SMP Islam Terpadu (IT) Qurrota A'yun Palucin an efforts to improve the quality of education, especially for teaching learning speaking skill.

F. The Scope of the Research

The researcher develops the student ability that focus on speaking skill through wathcing animation movie.

G. Operational Definition of Key Terms

1. Speaking Skill : These are all the skills we use to understand our thoughts and feeling, to help us understand others
2. Watching : The condition to look at something for a period of time, especially something that is changing or moving
3. Animation Movie: The act, process,or result of imparting life, interest, spirit,motion or activity. The quality or condition of being alive, active, and vigorous, the art or process of making movie with drawing, computer graphic,images or special effects created through animation.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

The research relevant to research on speaking English using Animation Movie:

1. Research of Uyun Ni'mah (2012) about Storytelling Strategy with Video Animations to Improve the Speaking Ability of the Second Year Students of MA YTP Kertosono-Nganjuk. The finding of the study shows that the implementation of the strategy was successful in improving the students' speaking ability by achieving the criteria of success in cycle 2. The first criterion was if 70% of the students were actively involved in the teaching and learning process. The data shows that 45.8% of the total students were actively involved and 41.6% who were very actively involved. The second criterion was if 65% of the students achieve the score higher than or equal to 65. The finding shows that 87.5% of the total students already achieved scores higher than 65. The last criterion, if 75% of students give positive responses to the implementation of the storytelling strategy with video animations. The finding shows that 91.6% of the students give positive responses to the implementation of strategy. Based on the findings, it can be concluded that the storytelling strategy with video animations is successful in improving the students' ability in speaking skill, students' involvement in teaching and learning process, and

students' interest in learning English. Storytelling strategy with video animations will be an effective strategy in teaching speaking if it goes along with the following steps: (1) the teacher divides the students into 5 groups, (2) the students sit in group circle, (3) the teacher distributes card numbers to each member of the groups, (4) the teacher asks students to watch short video animations, (5) the teacher gives explanation about the next activities that should be done by students, (6) the teacher gives students guided vocabulary related to the story, (7) the students practice pronunciation of the vocabulary, (8) the students make brief notes, (9) the students discuss the contains of the story in groups, (10) the students tell the story in front of the class, (11) the students from the other groups ask questions to their friend(s) who is telling the story in front of the class, (12) the teacher asks the students to give comments on the message they can find from the video animations story they have seen.

2. Ghayun Putri Permatasari (2017). The Use Of Animation Video As The Media To Teach Speaking Descriptive Text. This research proposed the use of animation video as the media to teach speaking descriptive text. It aimed to identify how the use of animation video as the media to teach speaking descriptive text is and also to know what the students' opinion towards the use of animation video as the media to teach speaking descriptive text is. the researcher obtained that the use of animation video as the media to teach speaking descriptive text were effective and applicable media for X TAV 1 of SMKN 1 Sidoarjo to help them to

produce descriptive text orally. The students were enjoyed learning English and they started to speak more confidently than before. Moreover, the questionnaire and interview revealed that the students have positive thoughts about the use of animation video as the media to teach speaking descriptive text.

3. Chyntia Rahayu Mardianti (2018). Students' Perceptions of the Use Animation Video in Learning to Listen to a Narrative Text (Case Study in Tenth Grade Students at MAN 4 Jakarta). Thesis of English Education at the Faculty of Educational Sciences of Syarif Hidayatullah State Islamic University Jakarta, 2018. The results of this study indicate that; students' perceptions of the using animation video in learning to listen narrative text are good and positive perceptions, and the benefits of using this media are; video animation helps students understand the lessons delivered easily, it also helps them find out some difficult vocabulary that is not yet known, besides that video animation also gives them motivation to learn English.

B. Literature Review

1. Speaking Skill

a. Definition

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose for speaking.

Burns and Joyce state Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*Linguistic Competence*), but also that they understand when, why and in what ways to produce language (*Sociolinguistic Competence*). Finally, speech has its own skills, structures, and conventions different from written language.⁷

b. Elements of Speaking Skill

In this study, the term “speaking” will be used to refer to a skill related to language teaching and learning by which there are some elements of speaking skill:⁸

1.) Accuracy Recognizably, accuracy is one of the most important criteria to measure one’s linguistic ability and to shelter language users from communication break downs. According to Richards accuracy concerns “the ability to produce grammatically correct sentence”.⁹ In other words, accuracy in language means grammatical accuracy only. Nevertheless, in Thornbury the terms “accuracy” seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well. He also set the clear scale for assessment of accuracy.¹⁰(ibid)

2.) Grammar, Students use correct words order, tenses, tense agreement, etc.

Students do not leave out articles, prepositions, or difficult tenses.

⁷ Burns, A. and Joyce, H. *Focus on Speaking*. (Sydney: National Centre for English Language Teaching and Research, 1997), 16

⁸ Gate, *Language Teaching Speaking, Skills*. (New York. Edinburgh: Longman, 2007), 20

⁹ Rahayu, Pipit, *Improving of Students’ Motivation and Speaking skill By Negotiated Material*, (Padang, University of Padang, 2009)

¹⁰ Ibid., 8

- 3.) Vocabulary Students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught.
- 4.) Pronunciation Students speak and most people understand. Even broader than that, Limdefined accuracy as “the ability to use correct forms in whichutterances do not contain errors affecting phonological, syntactic, semantic and discourse features of the language.”¹¹
- 5.) Fluency, Fluency is also used as a criterion to measure one’s speaking competence. Speaking fluently means being able to communicate one’s ideas without having to stop and think too much about what one is saying.

2. Definition of Movie

Barsan and Monahan define movie as a story that capture in set of celluloid strip/films, whichare shown on ascreen with a certain speed to give an impression of moving.¹²

Films and TV shows are an integral part of students’ lives so it makes perfect sense to bring them into the language classroom. Film, as a motivator, also makes the language learning process more entertaining and enjoyable.

In era of the modern of technology growing too fastly, it makes movie industry also affected in themaking to movie. Movie have been a big part for human life. Barsan and Monahan also stated that the movie is “ The most popular art form”. Boggs and Petrie acknowledge this fact by stating that “ As a form of expression, the motion picture is similiar to other artistic media, for the basic

¹¹ Ibid.,9.

¹² Joshep M. Boggs and Dennies W. Petrie, *The art of watching Films*, (New York: McGraw Hill,2008) 7th edition.3.

properties of other media are woven into its own rich fabric. Film employs the compositional elements of the visual art : Line, form, mass, volume, and texture.¹³

Like painting and photography, film exploits the subtle interplay of light and shadow. Like sculpture, film manipulates three dimensional space. But, like pantomime, film focus on moving images, and as in dance, the moving images in film have rhythm. Like the drama film communicates visually and verbally: visually through action and gestures; verbally through dialogues.

Though movie media may be an effective way that appeals to various learning style, gives students authentic models of spoken language. In addition, movie media such as movie with subtitle may be effective in holding students' interest. Canning-Wilson discovered in a large-scale survey that student tended to prefer entertainment movies to documentaries in the classroom. Finally, like drama and novel, film expands or compresses time and space , traveling back and forth freely within their wide borders.¹⁴

3. Definition of Animation

Animation or animated films are made from drawing or illustration which are photographed and projected in rapid succession. Animations are often mistaken in genre while in fact, animation is a filmmaking technique. Animation movies are usually intended to attract younger audience even though quite animated movies use more complex and mature themes . Well known examples

¹³ Ibid.,9.

¹⁴ Canning, Christine. Wilson, *Practical Aspects of Using Video in the Foreign Language Classroom*. (International TESOL Arabia, 2000), 69-76

of animation are produced by Walt Disney studio and Pixar such as *Home, Frozen, Moana, UP, and Zootopia*.

Advantages of animation learners who watch animation very often are effective in their communication and educational institutions should assist the learners in developing their language skills. The main advantages of animation are as follows:

- a. Animations are very good attention capturing devices and motivate the learners.
- b. They can reveal the truth or reality about the people, events and incidents in an interesting way.
- c. They are useful in modifying behaviour and developing positive attitude, interests and character of learners.
- d. They are capable of creating humour and interest among the viewers and explaining various concepts.
- e. They are helpful for providing opportunity for self-expression and creativity among learners.
- f. Animations encourage the learners to listen to their own speech and read their own writing.
- g. Animations expose the learners to a wide variety of language and it increases creative thinking.

It is the reason why the researcher take animation movies to improve the speaking ability to the eight grade student art SMP IT Qurrota A'yun Palu The researcher now that children have different and unique ways to develop their

mindset with various dimension such as: listening, feeling, reading, seeing, writing, and speaking. The researcher take Animation Movies as a media in teaching learning process because animation movies are very suitable for children and very popular, if they already like the lesson media then they will accept the lesson easily.

Beside that in animation movies also input various kinds of skill, they can stimulate the brain stimulus by seeing the moving images, listen a loud sounds like in their real life, stimulating the sensitivity by the expression of characters in it, also in reading and writing, with existing the subtitle on the screen so the student can read and add many new even unique vocabularies even though reading skills are not focused by researcher, for this part the researcher need to pay attention to student because there is no a bad words in dialogues. And the output of these is the researcher hopefully to student can be practice the dialogue into their daily life.

C. Theoretical Framework

The students need to make the best use of language spoken in order to communicate successfully. Using good speaking can help them get the message to listener understand well. One of the ways to teach this purpose is that the student must have ability to speak.

Improving the Speaking skill will help you communicate more easily and effectively. But how do you become a more confident if you do not practice or speech at least you make a small dialogue with your friend?

Therefore, through watching animation movie is very important in improving and directing the students in communicate English as a foreign language. Story telling can help students improve their English especially in formal and nonformal communication between her/him self with others.

In addition, to make the students more understand in learning English especially in speaking, the researcher will use Animation movie as a media it is an interesting way for students because they like watching and animation movie is a popular genre of movie. The researcher will use animation movies for teaching which can attract students's motivation, courage and skill in learning English.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher focuses on research design, research subject, place and time of implementation teaching procedures , procedure of CAR (Classroom Action Research) and technique of data analysis.

A. Research Design

The researcher conducted CAR (Classroom Action Research) in which involved directly in the process of teaching and learning starting from the beginning to the end of the study. Since it was an action research, it certainly consisted of planning, acting, observing, and reflecting.

Susanto says that classroom action research is a research about implementation of teaching and learning in the classroom.¹⁵

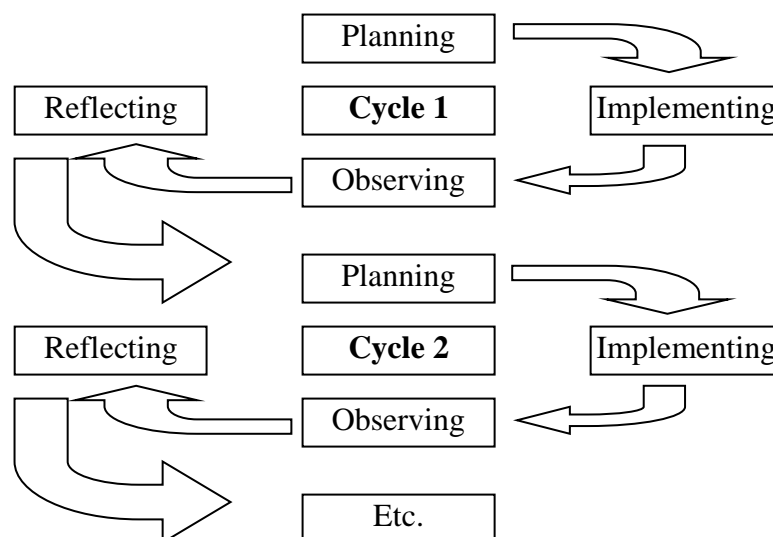
Kemmis and Mc Taggart stated:

“Action research start will small cycles of planning, acting, observing, and reflecting which can help to define issues, ideas, and assumptions more clearly so that those involved can define more powerful question from themselves as their work progresses”.¹⁶

¹⁵ Norma, prayogi, *Improving Students' speaking Ability By Using Cartoon Film*. (Surabaya, State University of Surabaya1,2013), 3

¹⁶Kemmis and Mc Taggart, R, *The Action Research Planner*. (Deakin University Press, Victoria,1988), 154

The research design of this study is collaborative Classroom Action Research (CAR) because the researcher involves as a collaborator who helps the teacher job in this study. As classroom action research, this study follows a cyclical process adapted from the model proposed by Kemmis and Mc Taggart.¹⁷(Ibid)It consists of four major steps above (in first paragraph line 3-4) , the four main steps are preceded by reconnaissance (preliminary study), analysis and identification of problems, planning, implementing, observing and reflecting. Flowchart is presented in the scheme below :



Scheme of Kemmis' Flowchart research design

Classroom action research is carried out to have actual data. Therefore, Allwright and Bailey¹⁸. Propose the following steps :

¹⁷ Ibid.,14.

¹⁸Allwright and Bailey,*Focus on the Language Classroom: an introduction to Classroom Research for Language Teachers*. (Cambridge, Cambridge University Press,1991), 44.

1. Identify an issue, interest or problem
2. Seek knowledge
3. Plan an action
4. Implement the action
5. Observe the action
6. Reflect on your observation, and
7. Revise the plan.

From the sequence, it can be illustrated that the next cycle is begun if the problem cannot be solved in the first cycle. However, the cycle should be with revisions incorporated in a new action, which is itself observed.

Classroom Action Research (CAR) design is used in this study. This study intended to improve the speaking ability of the students using animation movies as the teaching media. This Classroom Action Research (CAR) comprises planning, implementation, observation, and reflection:

a. Planning

In this step, the researcher design the lesson plan, prepare the instructional media, prepare the procedure of the strategy, set the criteria of success, and prepare the instruments. Besides, the researcher decide that there are two meetings in a cycle due to the time limitation given by the school for this research and the research subjects are twenty seven students from the eight grade who have problems in speaking.

a.1 Lesson Plan.

The lesson plan in this research contain the essential information about the teaching and learning administration including time allocation, indicators, objectives, teaching medium and equipments, as well as teaching and learning procedure for the implementation of the classroom action research.

a.2 Instructional Media.

The main media in this research is animation movie. In cycle one and cycle two the animation movie will be use is “Ozzy” with English subtitle. The researcher use this movie because it s a newreleased movie whose genre was comedy, so it is expected that students can be more excited to speak up in English also in cycle two the movie still same it can make the students interest to know the continue of this movie.. The next are thirteen different screenshots taken randomly from the movie. These screenshots are used mainly to help the students enrich their vocabulary mastery. The last are the equipments used for playing the movies such as a unit of LCD projector which is already available in the classroom, a unit of laptop, and a unit of speaker to make the students hear the dialogues in the movie better.

b. Implementation

Having finish with the preparations, the researcher implement the teaching scenario exactly like what has been planned. There are two meetings in one cycle and the detail of the steps in implementing the teaching scenario has been explained in the procedure section. In the implementation, the researcher teach the class and is accompanied by teacher as a collaborator. The collaborator is the

English teacher one of who the writer's teaching team partner in teaching the class which became the subject of this study. Collaborators assisted the writer to assess the students using a scoring sheet comprising four aspects: fluency, vocabulary, pronunciation, and accuracy.

c. Observation

Observation will be employed to collect the data about how far the strategy solve the students' problems. The observation in this research is done along the implementation of the action using the prepare instrument. The instrument is performance test which is used to measure the students' ability in speaking. It comprises four aspects: fluency, vocabulary, pronunciation, and accuracy. As the researcher explain in the previous point, in observation phase the researcher collaborated with the other English teacher and the colleague in which each collaborator assess the students using the same instrument which was the assessment sheet on students' performance. The reason why there are two collaborators who assess the students using the same instrument is to see the quality of the score they give to the students and the researcher. The process of scoring is done while students performe the role plays – the class by group into five groups consisting of five students till six students – based on the animation movie used in the cycle. And to determine the students' score, rating score with descriptions is used. The rating range from one to five. And then the score of all aspects of the assessments is added to find the total score. Next, the total score is divided by 30, the total of the highest score from all aspects of the assessment – times 100 to find the students' score in 1 – 100 scale.

d. Reflection

The researcher collect all information recorded from observation, interviews, and field note as basis to be revised for the next cycle.

B. Research Subject

This research is conducted at SMP Islam Terpadu(IT) Qurrota A'yun Palu. They are eight grade students second semester who learn English at the classroom as a subject which is located at Jl Jati Super, Tavanjuka, Central Sulawesi.

C. Teaching Procedures

In the teaching procedures, the researcher will implement the following procedures:

1. Warming Up: The students are given the vocabulary which are related to the movie then the researcher gives instruction to the students to watch a movie for ten minutes and followed by picture description activity. Prior to the activity, the teacher, in this case as the writer, first show to the students a screenshot taken from the movie and the students will ask to mention any vocabulary related to the picture. Later, the researcher perform pronunciation drilling using 'listen and repeat' technique. Next, each student will give another picture and they have to describe the picture based on what they see in the picture and they are also permit to relate the description with the movie scene they watched.
2. In the second meeting, students watch a movie for 30 minutes followed by a group discussion about the continuation and the ending of the movie scene they

watched. Having finished with the discussion, the researcher will explain how to formulate proper sentences using a proper structure in telling a story. Besides, the researcher also will train the students' fluency in expressing ideas. When it has done, one representative from each group is pointed in turn to report the result of their discussion in front of the class.

3. In the third meeting, the students watch a movie for 50 minutes and followed by group discussion. This time, the students were to create a role play based on the movie scene they watched.
4. In the fourth meeting, the students watch the movie until the ends, Having finished with the discussion, each group should to re-tell the conclusion of the story in animation movie and the other member groups have to listen carefully and pay attention so they can give responses or question in the last of the performance.

D. Data Type and Data Collection Techniques

Types of data and data collection techniques in this study are as follows:

1. Qualitative data

Qualitative data collected in the study consisted of:

- a) Data about student activities in following learning using the guided discovery method are collected using an observation sheet.
- b) Data about the teacher's activity in managing learning using the guided discovery method is collected using an observation sheet.

c) Data about the difficulties faced by students after learning and how far their understanding of the animation movie that was screened was collected through interviews. Interviews conduct after the final test.

d) Data about the activities of teachers and students not recorded on the observation sheet were collected with field notes. Data about the activities of teachers and students not recorded on the observation sheet were collected with field notes.

2. Quantitative data

Quantitative data collected in this study includes:

a) Data about students' initial abilities (prerequisite abilities) about the understanding of animation movie that have been played using the initial test. the prerequisite knowledge in question is the student's knowledge relating to the animation movie to be played.

b.) Data about the abilities possessed by students after participating in learning using the guided discovery method are collected using the final test.

E. Technique of Data Analysis

Data analysis is performed by referring to the qualitative data analysis of Miles and Huberman's model (Sugiyono, 2008: 246-252), which are (1) data reduction (2) display data and (3) conclusions.

a) Data reduction

Reducing data means summarizing, choosing the main points, and focusing on the important things. thus the reduced data will provide a clear descriptive and make it easier for researcher to conduct further data collection.

b) Display data

After the data has been reduced, the next step is to present the data. The data presented is narrative. After the data is presented, an interpretation and evaluation are made to plan the next action.

c) conclusion

Drawing conclusions intended to provide conclusions on the results of interpretation and evaluation. drawing conclusions is the final disclosure of the results of actions.

1.) Research instrument

The research instrument employed in this study is performance test. Performance test is a role-play speaking test. It means that students are assessed while performing a role-play. In this test, the assessment comprise four aspects: fluency, pronunciation, accuracy and vocabulary. It can be seen in the speaking rubrics table below :

Speaking Rubrics By Dick, Gall And Borg (2003:571)¹⁹

Range	Fluency	Pronunciation	Accuracy	Vocabulary
10	The speaker	The speaker	The speaker	The speaker

¹⁹ Borg, Walter R., Gall, Meredith D. and Gall, Joyce P, *Educational Research An Introduction*, (Boston: Allyn and Bacon, 2003), 8th Edition.

	speaks very fluently in communication to perform the expected competency.	never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.	never makes any grammatical mistakes; both in basic grammatical structures (like phrases, simple and compound sentences) and in complex structure (like complex sentences)	uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.
9	The speaker speaks fluently in communication to perform the expected competency, but there are natural hesitations.	The speaker almost never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; a few sounds are ambiguous but can be understood	The speaker almost never makes any grammatical mistakes but makes very few mistakes in complex structure (like complex sentences), however those mistakes do not impede meaning.	The speaker uses many vocabulary variations and only makes very few mistakes in word choices in performing the expected competency.
8	The speaker speaks quite fluently although there are hesitations which are not quite natural hesitations.	The speaker rarely makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be	The speaker makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes few mistakes in complex structure (like complex sentences), in	The speaker uses quite many vocabulary variations and makes few mistakes in word choices but those are sufficient and do not impede meaning in performing the expected competency.

		understood.	performing the expected competency so that they rather impede meaning.	
7	The speaker speaks quite fluently although there are often hesitations which are not quite natural.	The speaker sometimes makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.	The speaker rarely makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes some mistakes in complex structure (like complex sentences), so that they rather impede meaning.	The speaker uses few vocabulary variations and uses word choices which are not quite appropriate but sufficient to perform the expected competency, he/ she sometimes has to explain ideas to get the appropriate words.
6	The speaker speaks does not quite fluently; sometimes he / she is impeded by language problems so that he/ she speaks rather slowly and hesitantly; sometimes those problems disrupt performance.	The speaker often makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; some sounds are rather ambiguous and rather difficult to be understood.	The speaker sometimes makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they rather impede	The speaker uses very few vocabulary variations and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency, he/ she needs to explain ideas to get the appropriate words.

			meaning.	
5	The speaker does not speak quite fluently; speaks slowly and hesitantly; those problems disrupt the performance.	The speaker makes pronunciation mistakes very often in performing the expected competency; intonation and stress are inappropriate; many sounds are ambiguous and difficult to be understood.	The speaker often makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they strongly impede meaning.	The speaker uses limited vocabulary variations and uses inappropriate word choices, he/ she often explains ideas because of the insufficient vocabulary.
4	The speaker does not speak quite fluently; like repeating and searching for words so that he/ she speaks hesitantly and sometimes pauses quite long; those problems strongly disrupt the performance.	The speaker almost always makes pronunciation mistakes in performing the expected competency; intonation and stress are very inappropriate; many sounds are ambiguous and difficult to be understood.	The speaker makes very often grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences) and makes so many mistakes in complex structure (like complex sentences), the mistakes strongly impede communication in performing the expected	The speaker uses limited vocabulary variations and uses many inappropriate word choices, he/ she often explains ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain idea.

			competency.	
3	The speaker speaks very slowly and discontinuously (like speaking per word with simple patterns). Even pauses very long in communication to perform the expected competency.	The speaker always makes pronunciation mistakes in performing the expected competency; many sounds are ambiguous because pronunciation is not clear; speaks without considering intonation and stress.	The speaker almost always makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences); cannot use complex structure well, the mistakes disrupt communication in performing the expected competency.	The speaker uses limited vocabulary variations to perform the expected competency so that communication is rather difficult to understand, he/she often asks the teacher to express the ideas.
2	The speaker speaks very slowly and often discontinuously (like speaking per word with simple patterns).even suddenly stops.	The speaker always makes pronunciation mistakes in performing the expected competency; such as many sounds are ambiguous because pronunciation is not clear.	The speaker always makes grammatical mistakes in most of the basic grammatical structure (like phrases, simple and compound sentences) and there is no effort to use complex structure well; the mistakes strongly disrupt communication in performing the expected competency.	The speaker uses very limited vocabulary variations to perform the expected competency so that communication is difficult to understand, he/she often has to ask the teacher to express the ideas.
1	The speaker communicates very difficultly;	The speaker cannot pronounce well	The speaker has no mastery of grammar to	The speaker has no vocabulary mastery to

	he/she speaks very slowly and always discontinuously even stops.	at all	perform the expected competency so that the grammatical structures are entirely incorrect.	perform the expected competency so that communication is unclear and very difficult to understand, he/she always asks the teacher to be able to express the ideas.
--	--	--------	--	--

2.) Criteria of Success

- a. This research is successful if students are able to understand and solve questions related to the animation movies being played with practice.
- b. Data on the results of teacher activities in managing learning and student activities when following learning using the guided discovery method obtained through observation sheets are analyzed and expressed in the form of a percentage calculated using the formula:

$$\text{Percentage average value (NR)} = \frac{\text{Amount of score}}{\text{Score maximum}} \times 100\%$$

With the criteria for success:²⁰

Succes level	Information
$90\% \leq \text{NR} \leq 100\%$	Very good
$75\% \leq \text{NR} \leq 90\%$	Good
$55\% \leq \text{NR} \leq 75\%$	Enough

²⁰ Djamarah, Syaiful Bahri, *Psikologi belajar*, (Jakarta: PT.Rineka cipta, 2002), 223-225

$35\% \leq NR \leq 55\%$	Poor
$NR \leq 35\%$	Very poor

Teacher activities in managing and student activities in following learning to be successful, if the average grade is minimal in either category.

C. Students to be complete if the ability possessed after learning that is measured using the final test reaches a value greater than or equal to 70. Indicators of success in classroom action research are if the percentage of Classical Learning Completeness (CBC) reaches more than or equal to 75%.

$$\text{Percentage CBC} = \frac{\text{Many students have finished studying}}{\text{All of students}} \times 100\%$$

This is adjusted to the criteria used in SMP Islam Terpadu(IT) Qurrota A'yun Palu by the minimum passing grade (KKM).

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

This chapter is divided into three sections. The first section is the Research Results. The second section is the Research Process and the the last section is the Research Findings and Discussion. The research was conducted in two cycles. The first cycle was conducted in two meetings and the second one was in two meetings. Finally, in the last section, the reseach findings are discussed. The results of the research in the form of qualitative and quantitative data are also presented to support the discussions.

A. Research Results

1. Research of Pre-Action

Before conducting the research, the researcher held classroom observation and interviewed the English teacher and the students to gather the information of the speaking teaching and learning process of grade VIIID at SMP Islam Terpadu (IT) Qurrota A'yun Palu.

1.1 Identification of the problem

According to the data gained from observation and interview there were some problems found in the teaching and learning process. The problems identified are presented in the table bellow:

Table 1: The Field Problems in the English Teaching and Learning Process of Grade VIII D of SMP Islam Terpadu (IT) Qurrota A'yun Palu.

No	Problems	Code
1	Most students were silent and passive.	S
2	Few students understood the teacher's explanation.	S
3	Most students were less confident to speak.	S
4	Most students were afraid of making mistakes to speak English.	S
5	The students had difficulties to express ideas orally.	S
6	The students had difficulties with grammar.	S
7	The students still had difficulties in pronunciation	S
8	The students lacked vocabulary mastery.	S
9	The students got less chance to practice speaking.	S
10	The teacher focused on teaching pronunciation.	T
11	The classroom interaction was mostly done between teacherstudents.	TLP
13	The teaching and learning process rarely included speaking Aactivity.	TLP
14	The speaking activities were merely focused on drilling pronunciation.	TLP
15	Most students asked the teacher about the meaning of some English words.	S
16	Few students brought a dictionary	S

S: Students

T: Teacher

TLP: Teaching and Learning Process

1.2 The Selection of the Problems to be Solved

After identifying the problems, the researcher and the English teacher decided to select the field problems based on the urgency level. The selection of the problems to solve are presented below.

Table 2: The Selected Problems

No.	Problems	Codes
1	Most students were shy and less confident to speak.	S
2	Most students were afraid of making mistakes to speak English.	S
3	The students had difficulties to express idea orally.	S
4	The students still had difficulties in pronunciation	S
5	The students had difficulties with grammar.	S
6	The students lacked vocabulary mastery.	S
7	The students got less chance to practice speaking.	TLP
8	Few students brought a dictionary.	S

According to the selected problems above, the problems were affected by some factors, the students, the teaching and learning process, and the teacher. The first factor was the students. The students thought that speaking English was difficult. They hesitated to express their ideas and were also shy to speak. The students lacked confidence to speak because they were afraid of making mistakes. To be able to speak, instead of pronunciation, the richness of vocabulary was also important. However, they still lacked of vocabulary mastery and only few

students in the classroom consulted a dictionary. Most students just relied on the teacher by asking her directly about the meaning of some English words. Besides, their grammar competencies were also poor.

The second factor was related to the teaching and learning process, especially the classroom activities and speaking practice, the students got less chance to practice speaking. in speaking class, students are required to be active in speaking, true or false at least they are willing and brave to try to express their ideas. This is where the important role of a teacher in managing the speaking class.

1.3 Determining the Actions to Solve the Selected Problems

Based on the previous discussion, the researcher, and the English teacher formulated some actions to overcome the problems. There were some actions that were planned as the result of the discussion. The relationship between the problems and the actions are presented bellow.

Table 3: The Relationship between the Field Problems and the Actions

No.	The Field Problems	Actions
1	Most students were shy and less confident to speak	-Implementing the Movie -Giving motivation
2	Most students were afraid of making mistakes to speak English.	Giving feedback on students' performances
3	The students had difficulties to express idea orally.	- Using Media in the teaching and learning process of speaking

		<ul style="list-style-type: none"> - Implementing the movie - Giving feedback on students' performances
4	The students still had difficulties in pronunciation	<ul style="list-style-type: none"> -using method listen and repeat -Giving feedback on students' performance
5	The students had difficulties with grammar.	<ul style="list-style-type: none"> -teach tenses to be used and write the formula
6	The students lacked vocabulary mastery	<ul style="list-style-type: none"> - Accustoming students to access dictionaries
7	The students got less chance to practice speaking	<ul style="list-style-type: none"> - giving students the opportunity to express their opinions, ask questions or retell the movie.
8	Few students brought a dictionary.	<ul style="list-style-type: none"> Accustoming students to access dictionaries

The processes of determining the problems and planning the actions to overcome the problems were considered valid as they fulfilled the concept of democratic validity in which the researcher and the English teacher worked collaboratively. In this process, the English teacher and the students' voices about their opinions, feelings, and expectation related of the English teaching and learning process were also accommodated.

B. Research Process

The actions of this research were held up to the second cycle. Each cycle consisted of the same steps starting from planning, action observation, and reflection of the cycle. The description of cycle 1 and cycle 2 will be presented below.

2.1. Report of Cycle 1

a. Planning

The researcher planned to conduct the first cycle in two meetings. The plans of Cycle 1 are presented as follows.

Table 4: The Action Plans and the Field Problems to Solve in Cycle 1

No.	The Action Plan	The Field Problem to Solve
1.	Using media in teaching and learning process of speaking.	Media were absent in the teaching and learning process. Thus, the students were easily bored, not interested and motivated during their learning. The students also had difficulties in expressing idea orally and lacked vocabulary mastery.
2	Implement discuss-group activities	Most students were less confident to speak because they were afraid of making mistakes. Not only having difficulties in expressing ideas, they also often mispronounced some English words. They lacked vocabulary mastery. Besides, their grammar competencies were also poor. Therefore,

		they preferred to be silent and did not fully participate in the activities.
3	Giving feedback on students' performance.	Most students hesitated to express their ideas as they were afraid of making mistakes. The students still had difficulties in pronunciation and grammar. They could not pronounce some English words correctly. Besides, their utterances were grammatically incorrect.
4	Asking students to access a dictionary.	To be able to speak, the richness of vocabulary was also important. However, they still lacked vocabulary mastery and there were only few students in the classroom consulted a dictionary. Most students just relied on the teacher by asking her directly about the meaning of some English words
5	Giving a handout for dialy materials.	The teacher always taught the students using LKS of which the materials were not interesting. The students simply did the exercises in the LKS which did not provide the students adequate speaking practices.

b. Action

This research was conducted by researcher on March 4th and March 5th 2020. The first action was using movie in the first 30 minutes in the teaching and learning process as the main medium. It was aimed to stimulate students' interests, to improve their motivation, and to engage their attention in the teaching and learning process. The movie were expected to enrich the students' vocabulary mastery as well, as there were many items in the movie which could be explored by the students. Through the movie, students were given concrete ideas which could help them to speak.

The next action was implementing the discuss-group activities. It was aimed at providing the students fun speaking activities through the implementation group-discuss with the expectations that the group-discuss activities could improve their speaking skills. Firstly, the students were expected to be more confident and encouraged to speak. Secondly, the group-discuss activities provided various and fun speaking picture exercises which gave more opportunities for the students to practice speaking.

The third action was giving feedback on students' performance. The feedback would not only focus on the pronunciation but the other aspects of speaking. The action was expected that the students were be able to express their ideas better and grammatically correct. Besides, showing the positive aspects of their performance instead of merely showing their failings were also expected to be able reduced their fear in making mistakes.

The fourth action was accustoming students to accessing dictionaries. This was aimed to help the students in dealing with vocabulary and to make them not dependant on the teacher' explanations.

The last action was giving handouts for daily materials. The handouts were expected to help the students in learning as they were functioned as guidelines, consisting of materials and some tasks completed with the procedures, during the teaching and learning activities of speaking and could be re-learnt at home.

In addition, some instruments were also made to succed the process of the actions in Cycle 1. Course grid and the lesson plan of Cycle 1 were designed to be implemented in two meetings. The media, as the important element of this research, were also prepared based on the group-discuss activities designed in the lesson plan. The next instrument prepared was observation checklists to help the research team during the observation. In connection with the reflection, some instruments were prepared such as interview guidlines.

The researcher implemented the actions, while the English teacher and the collaborator observed the teaching and learning process. Though the study was aimed to increase students' involvement in speaking learning process, the actions were implemented integratedly since speaking involved the ability of listening, speaking and writing. In this cycle, while the researcher implemented the action, the collaborator took notes on the back of the class to observe the teaching and learning process.

The complete descriptions of Cycle 1 is presented as follows:

a. The first meeting was started with building students knowledge about the today's material through having brainstorming. Then, the researcher provided them a model of spoken monologue about recount text and explain about what recount text is, the researcher explained about the generic structure and the language features of recount text such as the use of simple past tense, connectors, and action verbs.

b. Conducting group work and giving rewards to increase the students' enthusiasm in the speaking learning process. The students in VIII D class of SMP Islam Terpadu (IT) Qurrota A'yun Palu had low enthusiasm. This affected their involvement in the English speaking learning process. To interest the students in the speaking learning process, the researcher did some actions such as making group, and giving rewards in the end of the action. In the first meeting, the researcher divided the students into small group. Each group consisted of five to six students.

R: Researcher S1: Student 1; S2: Student 2

R : jadi sekarang kakak bagi groupnya yah dalamsatu group terdiri dari 5 atau 6 siswa

S1 : kak nanti kami praktis didepan itu perorang atau sendiri-sendiri?

S2 : iya kak, terus filmnya dinonton smpai habis?

R : baik, nanti kalian perwakilan saja ini kan ada 6 group jadi 6 orang saja yang maju kedepan tapi semuanya harus aktif diskusi group yaa berikan ide menggunakan bahasa inggris semampu kalian.

This activity could be good starting point in the teaching and learning process. The students were not directly facing complex materials but they could

be relaxed by having group names that were familiar with them. In learning process, the researcher asked the students to work in their group. They had to discuss the materials after watched the movie. The discussion was about the social function, structure of text, and grammatical aspects. The discussion should be able to answer all the questions they were faced. They could look for the answers from some sources.

c. Providing animation movie as interesting media in the speaking learning process. The limitation of media in speaking learning process influences the students' interest level towards the materials. The researcher provided interesting media in speaking learning process that is animation movie. This kind of media was chosen because it is interesting and fun for the students. It is an audio-visual media that is very effective in learning process and attracting students' interest towards the materials. The movie was shown to the students in the first meeting. The researcher asked the students to watch the movie carefully. The first step, the researcher asked the students if they like to watch animation or not then asked them about their favorite animation. Most of the students seemed interested with animation, they often watched animation movie in TV almost everyday. They told me that they like animation because it is fun. The students seemed enjoyed animation in their age. After that, the researcher started to play the movie one by one. The researcher played the movie twice to make sure that the students understood. Some students enjoyed and some of them also gave comment on the movie. They were relax and seemed not bored when watching the movie. The

watching movie process looked like watching movie at the cinema, in which the students watched the movie carefully in silent way.

They looked interesting towards the material given through the animation movie. Sometimes, one student gave comment on the character in the movie or imitated the pronunciation. Even, there are some students who laughed when they saw the character that they thought it was amusing. Some of the movie were provided with vocabularies to help the students in understanding some words related to the material. The students were asked to watch it carefully while remembering the meaning. It was an effort to increase their vocabulary because some of them had difficulty in understanding some words in English. This interview can support the truth:

R: Researcher S1: Student 1; S2: Student 2

R : Menurut kalian belajar bahasa Inggris terutama speaking menyenangkan tidak

S1 : iya, sedikit kak

S2 :menyenangkan kak, saya suka Hehe.

R : itu yang bilang sedikit Kenapa? Susah ya?

S1 : Iya kak susah .

R : Susahnya dimana sih?

S2 : kalau saya suka kak, memang sedikit susah terutama dibagian grammar dan pronunciationnya kak apalagi narasi filmnya terlalu cepat susah mau artikan kak, bingung.

S1 : Iya ka, sama. Kesulitan mencari arti kata juga.

R: memang bahasa inggris ini dek kalau kita tidak membiasakan diri mendengar, melihat dan berbicara (praktis) kita akan sulit karena bahasa ini skill bukan hanya sebuah materi.

S1; jadi kak bagaimana kalau pas kita menonton bahasa difilmnya cepat ?

R: nah, alhamdulillah kakak menerapkan movie dikelas ini dengan memilih animasi yang cukup lambat agar mudah dipahami dan ingat ketika menyimak filmnya jangan mentranslate satu persatu kata memang agak susah tapi coba kalian pahami kata kuncinya, maksudkakak kata kerja apa yg digunakan pada aktifitas dalam film tersebut, dengan begitu kita akan mudah menyusun kalimat dengan kata kunci tadi.

After watching the movie, the researcher asked the students to write down the vocabularies from the movie in their notebook to help them understand the meaning of some words that exist in the movie. The researcher repeated the movie to make them easier in writing the vocabularies. Most of the students write down the vocabularies from the movies on their book. Besides, the researcher also asked the students to write down the other difficult words if they think it was needed. If the difficult words' meaning was not revealed, the students were asked to find the meaning in their dictionary. Moreover, the movie also provided the pronunciation of some words. It helped the students with their difficulty in pronunciation. Some of the students had difficulty in spelling. They were confused in pronouncing some English words correctly. One of them even had no idea in pronouncing English words. This interview can support the truth:

R: Researcher S1: Student 1

R : Oke dek aqidatul izzah, apakah kamu suka dengan bahasa Inggris?

S1 : Agak suka sih ka

R : Kalau speakingnya gimana? Suka?

S1 : Gimana ya, Biasa aja ka. Nggak terlalu suka tapi juga nggak benci.

R : Terus kalau pas belajar speaking hal yang menurutmu sulit di bagian mana?

S1 : Kalau menurutku paling susah saat membaca Inggrisnya ka.

Then the researcher asked the students to pronounce it after the movie. The researcher paused the movie for a while to give the students time to repeat the pronunciation of the words. The researcher repeated it twice until three times to make the students pronounce the words correctly. The students seemed had difficulty in the beginning, but after twice or three times, some of them were able to pronounce it correctly. It was an effort to improve students' pronunciation in

speaking. The students' pronunciation ability was not good enough. It was supported by the teacher's statement:

R: Researcher ET: English Teacher

R : Menurut ibu, kemampuan siswa kelas VIII D dalam speaking seperti apa?

ET: Kebanyakan dari mereka kemampuan speakingnya masih dibawah rata-rata, banyak yang pengucapannya masih salah, mereka memang harus lebih banyak mendengar dan praktis.

c. Results of interviews

On Thursday 5th march, researcher conducted interviews with three research subjects. This interview was conducted with the aim to determine the level of understanding and difficulties faced by students during learning, as well as provide solutions and reinforcement to students to further improve their speaking skills that focus questions related to the material and activity of learning.

From these interviews it was found that students were generally happy with the learning conducted so that they easily understood the material being taught. They are happy because they are involved in learning, but they still find it difficult to re-tell the animation movie using English. Therefore, the researcher will improve the implementation of the next action by taking the animation movie until it is finished.

d. Observation.

Observation of student activities in groups and teacher activities carried out during the activity. Observations for the activities of researcher were carried out by English language teachers at the VIID SMP Islam Terpadu (IT) Qurrota

A'yun Palu, while observations of students in groups were conducted by fellow research whois also student at IAIN Palu.

1. Observation Results on Teacher Activities

Based on observations made by English teacher class VIID SMP Islam Terpadu (IT) Qurrota A'yun Palu, it was found that researcher has tried to carry out learning in accordance with the activities contained in the RPP, but the researcher experienced a little difficulty in providing motivation and apperception to the students. In addition, in organizing students in groups, although it does not require a long time, there are some students who are not present in groups that have been distributed, so that the organization was slightly changed. The researcher guide the course of class percentage. Initially the students seemed embarrassed and afraid to presentation in front of the class. However, with by help of researcher in providing motivation and giving examples, the students finally were very enthusiastic in discussing and confident to speaking in front of the class. In the implementation of learning, researcher has been very good in leading the course of discussion and asking questions to direct students to achieve learning goals. As for the analysis of the observation sheet of the researcher activities (see on appendix 9) the precentage of average value (NR) obtained was 73,33% with enough criteria.

2. Observation Results on Student Activities

Based on observations made by colleagues of researcher, it was found that it seemed that the students arevery happy and enthusiastic in participating in learning activities. Some students take a part in doing the worksheets are given by

the researcher, but they do not guarantee their completeness individually. This is due to lack of cooperation between each groups, so that members of the group only hope with friends who are smart to work on LKS. The ability of the students to understand learning material is quite good, but still needs improvement by researcher. This is due to the difficulty of students to conclude and express their ideas because basically they rarely carry out discussions and presentations in the process of learning English before. As for the analysis of the observation sheet of the students activities (see on appendix 11) the precentage of average value (NR) obtained was 78% with good criteria.

e. Field Notes

The results of the field notes show that there are several obstacles that occur during the process of implementing cycle one. More details can be seen in appendix.

f. Reflection of Cycle I

This reflection aims to correct the deficiencies that occur during the implementation of the actions in cycle 1. Based on the results of interviewed by the english teacher before the learning procces their speaking skill is still low it can be seen by their assesment of the test. From the results of observations in cycle 1, There are 21 students who get score ≥ 70 , This is adjusted to the criteria used in SMP Islam Terpadu (IT) Qurrota A'yun Palu by the minimum passing grade (KKM) which is ≥ 70 . So that, classical learning completeness is 70% (21 completed out of 30 students). This explains that the learning achievement has not exceeded the 75% classical learning completeness criteria, there are still

unfinished students whose grades are below the standard of 9 students. For the purpose of the interview, the researcher took three students with different abilities as the informants in the action of cycle 1.

After implementing the actions, the researcher and the collaborator discussed the actions. We reflected the actions and found out whether the action was successful or not. The discussion was done based on the observations in the teaching and learning process, opinions from the students and the teacher. All opinions were collected.

The followings were the result of the discussion in reflecting the actions that had been implemented in Cycle I. Based on the results of observations, several things that need to be improved by researcher are:

- a. Further improve students' motivation and apperception
- b. Further improve in directing the students to the groups that have been shared
- c. At class presentations, in choosing representatives from the selected group and when leading discussions in the presentations, more attention should be given
- d. Time management during learning is made even more efficient based on the results of this reflection and the results of discussions with colleagues, it was found that learning was carried out in cycle 2 with the same learning material, that continued animation movie and correcting deficiencies in the implementation of the action of cycle 1.

2.2. Report of Cycle 2

a. Planning

The activities carried out in cycle 2 with the same activities in cycle 1, which include planning, implementing the actions, observing and reflecting. As well as the results of interviews with the research subjects and field notes will also be presented during the learning process. Planning the implementation of this cycle 2 action is based on the results of reflection in cycle 1. At this stage, the researcher makes a number of things that will be done in the research, namely making a lesson plan (see on appendix 14), preparing student worksheets (LKS) (see on appendix 15) final test (see on appendix 16), prepare the teacher observation sheet (see on appendix 19), and students observation sheet (see on appendix 21). In cycle 2, the researcher gave more perception and paid more attention to group members who were less active in the group in cycle 1 to be more active and help each other in working on assignments so that all students could understand and retell the contents of the animation movie well.

b. Action

The activities carried out at this stage are based on the lesson plan that have been made. At this stage the learning activities on March 11th and 12th 2020 with the allocation time of 2x 40 minutes or around 80 minutes, this cyclic activity uses the same method as in cycle 1, which is to display the continued animation movie. However, coupled with providing reinforcement and motivation

so that the students are more enthusiastic in the learning process. The group discussions has been formed previously.

The next action was implementing the discuss-group activities. It was aimed to providing the students fun speaking activities through the implementation of the group-discuss with the expectations that the group-discuss could improve their speaking skills. The researcher was giving feedback on students' performance. The feedback would not only focus on the pronunciation but the other aspects of speaking. The action was expected that the students were able to express their ideas better and grammatically correct. Besides, showing the positive aspects of their performance instead of merely showing their failings were also expected to be able to reduce their fear in making mistakes. Next, the action was accustoming students to accessing dictionaries. This was aimed to help students in dealing with vocabulary and to make them not dependent on the teacher's explanations.

The last action was giving handouts for daily materials. The handouts were expected to help the students in learning as they were functioned as guidelines, consisting of materials and some tasks completed with the procedures, during the teaching and learning activities of speaking and could be re-learnt at home.

The researcher implemented the actions, while the English teacher and the colleague observed the teaching and learning process. Though the study was aimed to increase students' involvement in speaking learning process, the actions were

implemented integrately since speaking involved the ability of listening, speaking and writing.

The complete descriptions of Cycle 2 is presented as follows:

- a. The first meeting was started with building students knowledge about the today's material through having brainstorming. Then, the researcher provided them a model of spoken monologue about recount text and explain about what recount text is the researcher explained about the generic structure and the language features of recount text such as the use of simple past tense, connectors, and action verbs.
- b. Conducting group discuss and giving rewards to increase the students' enthusiasm in the speaking learning process.

R: Researcher;

R : iya adik-adik pertemuan sekarang kita melanjutkan potongan film animasi hingga selesai ya, kakak harapkan pada pertemuan ini adik-adik semakin aktif dan semakin memahami isi cerita agar diakhir tes kalian dapat menceritakan kembali isi film animasi tersebut dengan baik.

All students: baik kak.

- c. The researcher displays the animation movie to the end, the aim is for students to understand and retell the contents of the animated film that has been watched before so their speaking ability is increasingly improved. After watching the movie, the researcher asked the students to discuss the contents of the story with their group friends then they presented the results of the discussion in front of the class. This interview can support the truth:

R: Researcher

S1: Student 1

S2: Student 2

R : Menurut kalian belajar bahasa Inggris terutama speaking menyenangkan tidak
S1 : iya kak ternyata menyenangkan.

S2 : menyenangkan kak, tapi saya memang kesulitan ngomong bahasa Inggris

R : iya alhamdulillah, untuk yang masih kesulitan semakin ditingkatkan kemampuannya terutama banyak praktis di rumah.

R : setelah kalian berdiskusi masing-masing kelompok mempresentasikan di depan kelas. Kakak harap kelompok lainnya menyaksikan dengan seksama dan memberikan saran dan pertanyaan jika ada kepada kelompok yang tampil, dimulai dari kelompok pertama.

All students: baik kak.

From the results of the percentage obtained that their summary varies, the percentage went well, and the researcher ended the presentation by giving praise.

c. Results of interviews

These Interviews were conducted three days after the final test was given on March 15th 2020 due to the pandemic constraints Corona, the researchers conducted the interviews using the WhatsApp group (online), the researcher conducted the interviews with three students as research subjects. These three students are high, medium and low abilities.

These interviewees were conducted with the aim to find out the level of student understanding and difficulties faced by students during learning, as well as provide solutions regarding student difficulties so that students' understanding would increase. The focus of the questions given is related to the material and learning methods applied.

From these interviews, it was found that the students were generally happy with the learning conducted so that they easily understood the material being

taught. They are happy in learning that all students are involved in discussions, as well as in concluding and retelling the contents of the animation movie.

d. Observation

Observation of the student activities in groups and teacher activities are carried out during the learning process. The observations for the researcher activities were carried out by the English teacher class VIIIID SMP Islam Terpadu (IT) Qurrota A'yun Palu, while the observations of the activities of the students in the group were carried out by colleague's researcher who is also students at IAIN Palu.

1. Observation results on teacher activity

From the results of reflection in cycle 1, the things that need to be improved are giving apperception to students, directing students to groups that have been distributed, time management, as well as during class presentations, in selecting representatives from the groups selected and when leading discussions in the presentation must be more attention.

Based on observations made by the English teacher of SMP Islam Terpadu (IT) Qurrota A'yun Palu, it was found that the researcher had tried to carry out learning in accordance with the activities contained in the RPP, in providing motivation to students had increased. In addition, in directing students into groups has increased, although it does not require a long time, the researcher guide the course of the percentage of class clearly, initially students appear embarrassed and afraid to appear in front of the class. However, with the help of researcher who open the percentage without demanding the particular group to move forward,

students are finally very enthusiastic in holding the group accountable for their answers. In the implementation of time management learning is efficient and researcher is very good in leading the course of discussion and raising questions to direct students to achieve learning goals. As for the analysis of the observation sheet of the researcher activities (see on appendix 20) the percentage of average value (NR) obtained was 80% with good criteria.

2. Observation results on students activity

Based on observations made by fellow of researcher, it was found that students were very happy and enthusiastic in participating in learning activities. Some students are enthusiastic in working on the worksheets provided and cooperation between group members is getting better, although there are still some students who are incomplete. Students' ability and summarizing the material is good, but they still need guidance from the researcher. As for the analysis of the observation sheet of the students activities (see on appendix 20) the percentage of average value (NR) obtained was 82,66% with good criteria.

e. Field notes

The results of the field notes show that there are some obstacles that occur in the process of implementing cycle 2. More details can be seen in (see on appendix 24)

f. Reflection of cycle 2

Based on the results of the discussion with observers from the colleague, it turns out the students' ability to solve varied problems and conclude learning has

improved than before. Based on observations sheet, at the time of learning, the activities carried out had increased than before. From the results of the analysis in the final test in cycle 2 showed an increase both in terms of observations, as well as the classical learning completeness which reached 80% (24 completed out of 30 students) Although this percentage of completeness did not reach a perfect score, this result has reached with the criteria of Classical Learning Completeness (CBC) which is $\geq 75\%$, or in other words the using of animation movie to improve the speaking skill has successfully. So that this research has been completed up to the second cycle stage.

C. Research Findings and discussion

This study was began on march 4th and ended on march 12th 2020. It was aimed to improve the speaking skills at the students of SMP Islam Terpadu (IT) Qurrota A'yun Palu through watching animation movie. All of the actions had been conducted in two cycles. Based on the result of the actions in Cycle 1 and Cycle 2, the research team agreed to discontinue the research up to this cycle. The implementation of movie and the complementary actions were successfully accomplished and the objective of the research had been achieved. The research findings would be inferred from the qualitative and the quantitative data gathered during the research. The qualitative data are from the observation of teaching and learning process, interview with the English teacher as a collaborator, and also the students. While, the quantitative data are derived from the speaking scores of post-test at the end of each cycle. Regarding to the implementation of those two

cycles, the researcher presented the following changes as a result of Cycle 1 and Cycle 2.

In cycle 1 Animated movie that are played make students more motivated in learning and stimulate them in speaking English viewed from when they are discussing and re-telling the contain of animation movie. They provided fun learning activities and gave more opportunities to the students to practice speaking. They were motivated as they learnt English in fun ways so that they were as the learning was joyful, the students were motivated and enjoyed the teaching ang learning process.

This way, the students were not shy and silent anymore. Most students became more confident and active. However, most students were still not confident to express their ideas. When they were asked to perform in front of the class, nobody was willing to do it. Some students still read aloud. The students' pronunciation also got better. They gradually pronounced the English words correctly and unstressfully, though some of them still mispronounced some words. Though they had practiced their grammar knowledge about simple past tense in the activities, and then when the students present infront of the class the researcher giving appreciation and praise for what they have performed. The action was effective in helping the students to improve their fluency and also pronunciation during Cycle 1.

However, some students were still shy to speak English. They still mispronounced some words very often. Most students also had the same problem

in constructing simple past tense as they were still confused with the past verbs. In cycle 1 most of the students brought their dictionaries in the classroom. However, some of them were not aware of the benefits of using dictionary. They did not bring dictionary with them and preferred to always directly asking the researcher to consulting dictionary so that it made the class became crowded. As the researcher allowed them to use dictionary installed in their smarthphones to help them in learning procces.

In Cycle 2, the implementation of animation movie in the teaching and learning process of speaking was successful and they also motivated the students to speak up as they re-tell the contain of animation movie. Their aspects of speaking were also improved, especially in their understanding about simple past tense. The researcher could gave the feedback to the students. The action of giving feedback to the students in cycle 2 could improve the students' works covering the aspects of fluency, pronunciation, accuracy, and vocabulary. As their mistakes were reduced, the students also became confident to speak in English.

Most students became aware of the importance using a dictionary to consult difficult words. Some students used dictionary while the rest used electronic dictionary. This action was successful since there were more students brought dictionary, at least there were a dictionary in each desk. In this cycle, few students relied on the teacher help related to vocabulary. The class also became more condusive than before. In Cycle 2, the action of giving rewards was effective to boost their motivation and to improve their involvement in the

classroom. They became active not only in participating the class activities in groups and in pairs, but also in individual activities.

Based on the post-test in cycle 1 with 70% learning completeness this shows that the implementation of cycle 1 action has not achieved an indicator of success in accordance with the criteria of Classical Learning Completeness (CBC) which is 75%, there are still some students who are not confident to express their ideas. Therefore, the implementation of cycle 2 actions needs to be further improved by paying attention to the results of reflection in cycle 1.

Based on the results of reflection in cycle 1, researcher did several things to improve the deficiencies conducted by researcher in learning. So that the implementation of the second cycle can be further increased. In the implementation of the second cycle it appears that the researcher has tried to correct the deficiencies that occur in the first cycle, among others by trying to give more appreciation and motivation, so that in learning process the students are more active, cooperative in the group and also more confident in re-telling the contents of the animation movie.

This is based on the results of observations and analysis results of the final test of cycle 2 is 80% more than the Classical Learning Completeness (CBC) 75%. Although it did not achieve perfect results, but the implementation of the cycle 2 action has increased than the cycle 1, action of the cycle 2 has reached the target of the criteria set by SMP Islam Terpadu (IT) Qurrota A'yun Palu.

Based on the description that has been stated, it can be concluded that the research was successful with two cycles by using animation movie as a learning medium.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter is about the conclusion of the research, implication, and suggestion. The explanation of each point will be presented as follows.

A. Conclusions

This research was conducted at the grade VIII of SMP Islam Terpadu (IT) Qurrota A'yun Palu. It was carried out in 4th to 12th march 2020. The objective of this research study was to improve the students' speaking skill through the use of animation movie. Based on the results and discussions in the previous chapter, it can be concluded that the implementation of animation movie in the teaching and learning process of speaking is believed to be effective to improve the students' speaking skills. The results of this research revealed the improvements contributed by the implementation of the animation movie in the teaching and learning process of speaking in grade VIII of SMP Islam Terpadu (IT) Qurrota A'yun Palu.

First, animation movie was believed to be effective to improve the students' motivation, and making the student having fun during the teaching learning process. They were able to engage the students' attentions and interests during the teaching and learning process of speaking. Besides, the animation movie could provide the students imaginative and ideas in their minds.

Second, the improvement could also be seen in the teaching and learning process. The absent of media was solved through the implementation of animation movie. In addition, the animation movie could provide various fun learning activities so they decreased the students' boredom during their learning. The students became more confident to speak and active in the classroom activities.

Third, since the students were motivated and the speaking class ran well, the students' speaking skills, such as fluency, pronunciation, accuracy and vocabulary were also improved. The use of animation movie in the teaching and learning process, especially in the speaking practices, enabled the students to express their ideas into comprehensible monologues (re-tell the story). The implementation of animation movie and the other supporting activities were believed to be effective to facilitate the students to improve their speaking skills.

B. Implications

With regard to the result of the research, the implementation of animation movie supported with its accompanying actions is successful to improve the speaking skills of grade VIII students of SMP Islam Terpadu (IT) Qurrota A'yun Palu. Animation movie is able to attract the student's attentions and motivation in learning. The use of animation movie in the speaking activities provided various speaking activities which could facilitate the students to improve their speaking skills. Therefore, animation movie as a medium is very beneficial to be implemented in the speaking teaching and learning process, it is suggested for the English teacher to use animation movie as medium in the teaching and learning process of speaking.

C. Suggestions

1. To the English Teacher

This research study is important for the English teacher to improve the teaching and learning process, not only in Reading, Writing, and Listening but also Speaking. It can be done by applying appropriate media so that the students will be motivated and interested in the teaching and learning process of speaking. If the students are motivated and interested in the teaching and learning process of speaking, the students can experience speaking practices joyfully. One of the media is movie. The researcher choose the movie because it is considered effective to be implemented in the teaching and learning process of speaking. They valuable resources as they provide a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of speaking practices which are fun and able to improve the students' speaking abilities not only in the aspect of the students' pronunciation, but also their fluency, accuracy, and also vocabulary mastery, and a focus of interest for students.

2. To the other Researchers

This research study is aimed at improving the students' speaking skills. However, there were still some problems which were not yet solved. Related to the focus of the study, it is advisable that the results of the study can be used as one of references for the other researchers who conduct the similar studies related to the development of the students' speaking skills.

REFERENCES

- Allwright, Dick and Bailey, K.M.1991. *Focus on the Language Classroom: an introduction to Classroom Research for Language Teachers*. Cambridge University Press,Cambridge.
- Brown, H.D. 1994. *Teaching by Principles; An Interactive Approach to Language Pedagogy*. Englewood Cliffs, N.J: Prentice Hall Regents
- Burns, A.and Joyce, H. (1997) *Focus on Speaking*. Sydney:National Centre for English Language Teaching and Research
- Borg, Walter R., Gall, Meredith D. and Gall, Joyce P. 2003. *Educational Research An Introduction* (8th Edition). Boston: Allyn and Bacon
- Cohen,A.(1996). *Developing the Ability to Perform Speech Acts. Studies in SecondLanguage acquisition*,18(2),p.253-267.
- Canning, Christine. Wilson. (2000). *Practical Aspects of Using Video in the Foreign Language Classroom*. (online). Avalaible at <https://iteslj.org/Articles/Canning-Video.html>
- Chyntia Rahayu Mardianti. (2018). *Students' Perceptions of the Use of Animated Video in Learning to Listen to a Narrative Text* (Study case on the students of Siswa MAN 4 Jakarta). Research of English Education at the Faculty of Educational Sciences of Syarif Hidayatullah State Islamic University Jakarta, 2018.
- Depdiknas.(2006) *Educational Unit Level Curriculum (KTSP) for Elementary School/MI*. Jakarta: Published by Depdiknas.
- Djamarah, Syaiful Bahri. 2002.*Psikologi belajar*. Jakarta: PT.Rineka cipta.
- Gate (2007). *Language Teaching Speaking, skills*. New York. Edinburgh: Longman.
- Johnson, D. (2006). *Using Video Cartoon to Encourage EFL Practice*. Retrieved from.<http://donjohnson.wordpress.com/academic-writing/using-videocartoons-to-encourage-efl-practice/>. accessed on 15 December 2015.

- Joshep M. Boggs and Dennies W. Petrie, *The Art of Watching Films*, (New York: McGraw Hill, 2008) 7th edition, 3.
- Kemmis and Mc Taggart, R. (1988). *The Action Research Planner*. Deakin University Press, Victoria
- McNiff, J. 1992. *Action Research: Principle and Practice*. Routledge, Chapman and Hall, Inc., London.
- Ni'mah, Uyun, 2012. *Storytelling Strategy with Video Animations to Improve the Speaking Ability of the Second Year Students of MA YTP Kertosono-Nganjuk*. English Language Teaching. Malang. University of Malang.
- Norma, prayogi. 2013. *Improving Students' speaking Ability By Using Cartoon Film*. Surabaya, State University of Surabaya 1.
- Prilla, Lukis, Wediyantoro. 2016. *Improving the Speaking Skill Ability of The Students at Public Vocational School 6 Malang, Indonesia, Using Animation as Teaching*, Malang, University of Merdeka Malang. Published in *European journal of American studies*, 10-3|2015.
- Putri Ghayun Permatasari. 2017. *The Use Of Animation Video As The Media To Teach Speaking Descriptive Text*. Surabaya. University Of Surabaya
- Rosdalina, Pipit Rahayu, Eripuddin, (2015). *Improving Student Speaking Skill Through Animation Movies at Sixt Grade SDN 002 Ujung Batu Kabupaten Rokan Hulu, Provinsi Riau*.
- Rahayu, Pipit, (2009). *Improving of Students' Motivation and Speaking skill By Negotiated Material*, Padang, University of Padang.
- Syakir Andi. 2007. *THE CORRELATION BETWEEN SELF-CONCEPT AND ENGLISH SPEAKING ABILITY OF THE LEARNERS OF PRIMAGAMA ENGLISH COURSE SAMARINDA* (unpublished S1 Script). University of Samarinda, Kalimantan.
- Tarigan, (2006) *Teaching Speaking Designing Task For The Communicative*, UsM.

APPENDICES

Appendix 1

Day, Date : Tuesday, 3th March 2020

Topic : Preliminary Observation

Respondent : R (Researcher)

ET (English Teacher)

R met ET in the teacher's room before starting the study research.

R : Assalamualaikum ibu, saya Yun pratiwi mahasiswi iain palu jurusan pendidikan bahasa inggris yang akan meneliti di sekolah ini pada kelas VIIID bisa dijelaskan sedikit bagaimana kondisi belajar mengajar mereka dikelas bu?

T: untuk KBM bagus, sikap anak alhamdulillah baik, untuk pronunciation otomatis depends on the teacher how to give the sample, how to guide them sedangkan untuk vocabulary mereka beberapa sudah ada hanya sebagian kecil

R: Bagaimana pembelajaran bahasa inggris, khususnya speaking skill mereka bu?

T: Kalau untuk speaking mereka kurang yaa, karena beberapa faktor diantaranya, murid-murid masih malu berbahasa inggris dilingkungan sekolah. Sekolah ini kan islamic school sistem boarding jadi ada dua mapel unggulan disekolah ini yaitu bahasa arab dan tahfidznya.

R: Oh na'am bu, mengerti saya

T: Iya, jangan sampai mereka rendah dibahasa inggris karena bahasa inggris itu juga akan mereka bawa ke SMA dan sangat dibutuhkan di era globalisasi sekarang ini. Ibarat kalau ndak tau bahasa inggris tertinggal

R: oh iya baik bu, terus Biasa apa yang ibu persiapkan sebelum mengajar?

T: Ya tentu saja materialnya apa yang mereka butuhkan , terus materialnya yang bisa mereka cerna maksudnya berkaitan dengan kehidupan sehari-hari kayak kalau saya pernah kasih daily activity atau tree of family kayak begitu-begitu dek

R: Kalau penggunaan media pembelajaran bu? Pernahkah diterapkan dikelas?

T: Pernah sekali saya terapkan, saya suruh murid mendengarkan nasyid berbahasa inggris dan karena mereka suka nasyid jadi efisien lah sedikit

R: Oh na'am bu, karena saya ini kan nanti menggunakan media animasi movie karena saya pikir dengan menonton film anak-anak jadi lebih enjoy dan lebih efisien pembelajarannya.

T: oh iya bagus itu dek, terapkan saja dikelas nanti kami bantu sediakan media dan lain-lain, hanya itu yah dek filmnya yang bagaimana dulu ini karena kan tahu sendiri sekolah ini sekolah islami jadi pembelajarannya pun harus sesuai dengan syariat.

R: Na'am bu, alhamdulillah saya memilih animasi movie yang insya Allah tidak melanggar syariat, contohnya tidak ada music, adegan-adegan dewasa dan sihir-sihirnya. Movie ini insya Alloh khusus untuk anak-anak, bahasanya

mudah mereka cerna dan menarik isi ceritanya ada pula pesan moral didalamnya.

T: Baik dek, terapkan saja dalam kelas film itu

R: Terima kasih bu, atas waktu dan bantuannya

T: Iya dek, sama-sama. Goodluck yaah

Appendix 2

The Result of Assesment test Students Speaking Skill before being given the treatment in SMP Islam Terpadu (IT) Qurrota A'yun Palu

No.	Name	Speaking Rubrics				Total	Value
		F	P	A	V		40
1	AinunAyuWulandari	4	3	5	4	16	40
2	Aisyah Sabrina	6	6	8	7	27	67,5
3	Aliya Rahma	6	8	5	9	28	70
4	Amalia Az Zahrah	7	7	6	5	25	62,5
5	Anisa Nurazizaturrahmah	7	7	6	8	28	70
6	Anissa adelia	8	8	6	6	28	70
7	AnnisaNurqalbiyah	5	7	6	6	24	60
8	AqidathulHafidza	5	5	6	5	21	52,5
9	AqidathulIza	5	5	5	5	20	50
10	Gadiza Nadya	6	6	7	7	26	65
11	HasyaaRamadhani	7	4	4	5	20	50
12	Hikmaturahma	7	6	7	6	26	65
13	HusnulKhatimah	6	6	7	7	26	65
14	Julia Rifni	7	6	8	7	28	70
15	LuthfiyahIslamidina	6	6	5	6	23	57,5
16	Musdalifah	7	7	7	7	28	70
17	Nabilah Putri Amelia	7	7	7	7	28	70
18	Nabilahsalsabilah	7	6	7	6	26	65
19	NailahShaki Putri Nugroho	6	7	6	6	25	62,5
20	NajmiAlifahHilmiya	7	6	7	7	27	67,5
21	NarsyahFitri Amalia	6	5	7	7	25	62,5
22	Nidaulhasanah	7	8	7	6	28	70
23	Nina Sakinah	5	5	5	5	20	50
24	Nur Aisyah	6	7	7	7	27	67,5
25	Nurhikmah	6	7	7	8	28	70
26	SabilaAzzahrah	6	6	7	6	25	62,5
27	Saskia Musdalifah	5	6	7	8	26	65
28	Siti Masyita	6	7	6	7	26	65
29	Zabrinashaumulkhairunnisa	7	7	7	7	28	70
30	Zalzabila Sophia	6	7	7	6	26	65

Appendix 3

LESSON PLAN 1

School	: SMP Islam Terpadu (IT) Qurrota A'yun Palu
Subject	: English
Class/Semester	: VIIID/II
Materi pokok	: Asking and Giving Opinion and Thoughts "Ozzy"
Alokasi Waktu	: 2 jam x 45 Menit

A. Core Comopetence

- K1-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.
- K1-2 : Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggungjawab responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- K1-3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif 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.
- K1-4 : Mengelola, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.1 meyakini dan mengamalkan nilai-nilai keagamaan	<ul style="list-style-type: none"> ▪ Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.	<ul style="list-style-type: none"> ▪ Menyelesaikan tugas yang menjadi bagian dalam kerja kelompok maupun individual ▪ Dengan sukarela tampil didepan kelas untuk mempresentasikan hasil diskusi kelompok maupun individu film berjudul “Ozzy” ▪ Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan pada interaksi interpersonal lisan yang melibatkan ungkapan menyatakan pendapat dan pemikiran, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> ▪ Memahami menyatakan pendapat dan pemikiran, sesuai dengan konteks penggunaannya yang berkaitan dengan film “Ozzy” ▪ Mengidentifikasi ungkapan-ungkapan menyatakan pendapat dan pemikiran, melalui beberapa contoh yang diberikan. ▪ Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks.

	<ul style="list-style-type: none"> ▪ Memahami struktur teks ungkapan menyatakan pendapat dan pemikiran. ▪ Memahami unsur kebahasaan dari ungkapan menyatakan pendapat dan pemikiran.
4.2 Menyusun teks interaksi interpersonal lisan dan tulisan sederhana yang melibatkan ungkapan menyatakan pendapat dan pemikiran dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> ▪ Menyusun kalimat ungkapan menyatakan pendapat dan pemikiran yang terdapat dalam film “Ozzy” ▪ Mempresentasikan hasil pemikiran dengan teman di depan kelas yang terkait dengan ungkapan menyatakan pendapat dan pemikiran yang terdapat dalam film “Ozzy” serta cara menanggapi.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

- Siswa dapat menggunakan serta membedakan ungkapan menyatakan pendapat dan pemikiran
- Siswa dapat mengeskpresikan ungkapan menyatakan pendapat dan pemikiran
- Siswa dapat mempraktikan atau mempresentasikan hasil pendapat dan pemikirannya didepan kelas dengan percaya diri dan bertanggung jawab.
- Siswa terampil menggunakan ungkapan menyatakan pendapat dan pikiran dalam teks lisan dan tulis sesuai konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan,

yang benar dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

- Siswa dapat membuat ungkapan menyatakan pendapat dan pemikirannya masing-masing dengan menggunakan kata-kata sendiri.

D. Materi Pembelajaran

EXPRESSIONS OF ASKING AND GIVING OPINION (Meminta dan Memberikan Pendapat)

1. Asking opinion :

a. Formal:

- Have you got any comments on?
- Do you have any idea?
- Do you have any opinion on?
- Would you give me your opinion on.....?
- What is your reaction to?
- What is your opinion about.....?
- What are you feeling about.....?
- What are your views on.....?
- Please give me your frank opinion?

b. Informal

- What do you think of.....?
- What do you think about.....?
- What is your opinion?
- Why do they be have like that?
- Do you think it's going?
- How do you like?
- How was the trip?
- How do you think of Rina's idea ?

- How do you feel about this decision?

2. Giving opinion

a. Formal :

- I personally believe
- I personally consider
- I personally think /feel
- I hold the opinion
- My own view of the matter is
- Well, personally
- If I had my view, I would

b. Informal:

- I think I like it.
- I don't think I care for it.
- I think it's good/nice/terrific.....
- I think that awful/not nice/terrible.....
- I don't think much of it.
- I think that.....
- In my opinion, I would rather.....
- In my case
- What I'm more concerned with
- What I have in my mind is.....
- The way I see is that.....
- No everyone will agree with me, but
- To my mind
- From my point of view
- If you ask me, I feel
- Absolutely

c. Generally:

- Some people believe that.....
- Some people say that.....

- It is considered.....
- Almost everyone.....
- Most people agree with.....

Topik

Giving Opinion and Thought about “Ozzy” Movie

E. Metode Pembelajaran

1. Teknik : Short Movie
2. Metode : Tanya jawab, diskusi dan presentasi.

F. Media Pembelajaran

1. Media
 - ❖ Movie
 - ❖ Lembar penilaian
2. Alat/bahan
 - ❖ Spidol dan papan tulis
 - ❖ Laptop, speaker dan infocus

G. Sumber Belajar

- ❖ Buku penunjang kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas VIII, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
<p>Guru</p> <p>Orientasi</p> <ul style="list-style-type: none">• Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran• Menyadarkan akan jiwa peduli lingkungan dengan cara menjaga kebersihan dan kerapihan kelas• Memeriksa kehadiran peserta didik sebagai sikap disiplin• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Apersepsi</p> <ul style="list-style-type: none">• mengaitkan materi/tema/kegiatan pembelajaran yang akan dilaksanakan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.• Mengingat kembali materi prasyarat dengan bertanya.• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none">• memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.• Apabila materi tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>Ungkapan menyatakan pendapat dan pemikiran</i>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung• Mengajukan pertanyaan <p>Pemberian Acuan</p> <ul style="list-style-type: none">• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

<ul style="list-style-type: none"> • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung. • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (70 menit)
<p><u>Observing:</u></p> <ul style="list-style-type: none"> • Memperkenalkan dan menjelaskan materi menyatakan pendapat dan pemikiran kepada siswa. • Memberikan contoh kalimat menyatakan pendapat dan pemikiran. • Meminta siswa untuk menyebutkan kalimat contoh dan mengulangnya sesuai dengan penyebutan yang benar. • Guru membagi siswa kedalam beberapa kelompok. Setiap kelompok terdiri dari 5 atau 6 siswa, tergantung dari kemampuan atau pencapaian siswa. <p><u>Experimenting:</u></p> <ul style="list-style-type: none"> • Guru menayangkan film “Ozzy” untuk di diskusikan dalam kelompok (berkaitan dengan topic ungkapan menyatakan pendapat dan pemikiran). Guru hanya memfasilitasi dan membimbing. • Guru meminta semua siswa dalam kelompok untuk mempresentasikan hasil diskusi tentang film “Ozzy” yang telah ditayangkan (berkaitan dengan menyatakan pendapat dan pemikiran) di depan kelas. • Guru memberikan evaluasi materi kepada siswa di setiap pertemuan untuk mengetahui perkembangan siswa dalam belajar. • Guru mengapresiasi siswa atau kelompok yang mendapat nilai tertinggi atau yang selalu berpartisipasi dalam kegiatan belajar.
Kegiatan penutup (10 menit)
<ul style="list-style-type: none"> ▪ Meminta siswa untuk membuat kesimpulan dari materi yang telah dipeajari tentang film “Ozzy”.

- Siswa diberikan pekerjaan rumah yang berkaitan dengan materi yang telah diajarkan
- Guru memberikan motivasi kepada siswa agar semangat belajar.
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya untuk dipelajari di rumah.

I. Penilaian

• Teslisan / presentasi

Penilaian Speaking

- | | | | |
|-------------|--------|------------------|--------|
| a. Fluency | = 1-10 | c. Pronunciation | = 1-10 |
| b. Accuracy | = 1-10 | d. Vocabulary | = 1-10 |

Rubrik Penilaian

Range	Fluency	Pronunciation	Accuracy	Vocabulary
10	The speaker speaks very fluently in communication to perform the expected competency.	The speaker never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.	The speaker never makes any grammatical mistakes; both in basic grammatical structures (like phrases, simple and compound sentences) and in complex structure (like complex sentences)	The speaker uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.
9	The speaker speaks fluently in communication to perform the expected competency, but there are natural hesitations.	The speaker almost never makes pronunciation mistakes in performing the expected competency; intonation and stress are	The speaker almost never makes any grammatical mistakes but makes very few mistakes in complex structure (like complex	The speaker uses many vocabulary variations and only makes very few mistakes in word choices in performing the

		appropriate; a few sounds are ambiguous but can be understood	sentences), however those mistakes do not impede meaning.	expected competency.
8	The speaker speaks quite fluently although there are hesitations which are not quite natural hesitations.	The speaker rarely makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.	The speaker makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes few mistakes in complex structure (like complex sentences), in performing the expected competency so that they rather impede meaning.	The speaker uses quite many vocabulary variations and makes few mistakes in word choices but those are sufficient and do not impede meaning in performing the expected competency.
7	The speaker speaks quite fluently although there are often hesitations which are not quite natural.	The speaker sometimes makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.	The speaker rarely makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes some mistakes in complex structure (like complex sentences), so that they rather	The speaker uses few vocabulary variations and uses word choices which are not quite appropriate but sufficient to perform the expected competency, he/ she sometimes has to explain ideas to get the appropriate words.

			impede meaning.	
6	The speaker speaks does not quite fluently; sometimes he / she is impeded by language problems so that he/ she speaks rather slowly and hesitantly; sometimes those problems disrupt performance.	The speaker often makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; some sounds are rather ambiguous and rather difficult to be understood.	The speaker sometimes makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they rather impede meaning.	The speaker uses very few vocabulary variations and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency, he/ she needs to explain ideas to get the appropriate words.
5	The speaker does not speak quite fluently; speaks slowly and hesitantly; those problems disrupt the performance.	The speaker makes pronunciation mistakes very often in performing the expected competency; intonation and stress are inappropriate; many sounds are ambiguous and difficult to be understood.	The speaker often makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they strongly impede meaning.	The speaker uses limited vocabulary variations and uses inappropriate word choices, he/ she often explains ideas because of the insufficient vocabulary.
4	The speaker does not speak quite fluently; like repeating and	The speaker almost always makes pronunciation	The speaker makes very often grammatical	The speaker uses limited vocabulary variations and

	searching for words so that he/she speaks hesitantly and sometimes pauses quite long; those problems strongly disrupt the performance.	mistakes in performing the expected competency; intonation and stress are very inappropriate; many sounds are ambiguous and difficult to be understood.	mistakes in basic grammatical structure (like phrases, simple and compound sentences) and makes so many mistakes in complex structure (like complex sentences), the mistakes strongly impede communication in performing the expected competency.	uses many inappropriate word choices, he/she often explains ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain idea.
3	The speaker speaks very slowly and discontinuously (like speaking per word with simple patterns). Even pauses very long in communication to perform the expected competency.	The speaker always makes pronunciation mistakes in performing the expected competency; many sounds are ambiguous because pronunciation is not clear; speaks without considering intonation and stress.	The speaker almost always makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences); cannot use complex structure well, the mistakes disrupt communication in performing the expected competency.	The speaker uses limited vocabulary variations to perform the expected competency so that communication is rather difficult to understand, he/she often asks the teacher to express the ideas.
2	The speaker speaks very slowly and often discontinuously (like speaking per word with simple	The speaker always makes pronunciation mistakes in performing the expected competency;	The speaker always makes grammatical mistakes in most of the basic grammatical	The speaker uses very limited vocabulary variations to perform the expected

	simple patterns).even suddenly stops.	competency; such as many sounds are ambiguous because pronunciation is not clear.	grammatical structure (like phrases, simple and compound sentences) and there is no effort to use complex structure well; the mistakes strongly disrupt communication in performing the expected competency.	expected competency so that communication is difficult to understand, he/she often has to ask the teacher to express the ideas.
1	The speaker communicates very difficultly; he/she speaks very slowly and always discontinuously even stops.	The speaker cannot pronounce well at all	The speaker has no mastery of grammar to perform the expected competency so that the grammatical structures are entirely incorrect.	The speaker has no vocabulary mastery to perform the expected competency so that communication is unclear and very difficult to understand, he/she always asks the teacher to be able to express the ideas.

Palu, 4th march 2020

Mengetahui,
Guru mata pelajaran



Anidzar Arsyad S.pd

NIP.

Researcher



Yun Pratiwi
NIM.15.1.16.0002

Appendix 4

Student's Work Sheet

Cycle 1

Subject :

Class :

Time :

Day/date :

Group name :

Members :1.

2.

3.

4.

5.

6.

Guidline:

1. Write the subject, class, time, day/date, and name of groups and members
in the space provided
2. Ask unclear things with the teacher
3. Discuss the questions in the worksheet with your group friends

“Could you tell me what happened about the pictures of the movie?”



And the tiles.



Ozzy, kita akan ke Jepang!
Ozzy, we're going to Japan.

Transcript of Students Speaking Skill Cycle I

This transcript was carried out during the learning in the class on the date 4th March 2020. The subjects (informant) are: Anisa Nurazizaturrahmah (AN), Aqidatul Izzah (AI) and Nabila Putri Amelia (NP).

Informan 1 : Anisa Nurazizaturrahmah (AN)

Researcher : Baiklah karena kalian sudah mengerjakan tugas berkelompok maka perwakilan Anisa Nurazizaturrahmah menjelaskan didepan kelas hasil diskusi kalian tentang movie yang telah ditonton tadi. Come on Anisa !

AN : Okay mam

Researcher : Could you tell us what happened about the picture one in the movie?

AN : “The picture one tells, at the moment ozzy and the girl played together but when they are played undeliberate they’re broke their neighbor facility and make him angry, that make the girl and her dog scared because they’re make a mistake”

Researcher : Could you tell us what happened about the picture two in the movie?

AN : “next, because there was something happened, her father come out and see what happened with his daughter and the dog, after to

know what the problem, finally her father have to pay compensation to his neighbor”

Researcher : Could you tell us what happened about the picture three in the movie?

AN : “at the moment her father got a free ticket to go to Japan but the problem they’re mustn’t take a dog and that make the girl sad”.

Researcher : Ok. Good! But Annisa I will correct you some part, especially for the verb that you use. Kalau menceritakan kembali kisah atau peristiwa yang pernah terjadi atau kisah yang ingin diulang kembali maka verb (kk) yang digunakan harus sesuai tense yg dipakai kalau pakai past tense berarti semua verb-nya diubah ke bentuk past atau kata kerja kedua. Kata kerja make kira-kira bentuk keduanya apa?

AN : made mam..

Researcher : yes correct, begitu pula dengan to be yang dipakai harus bentuk past-nya seperti tadi “there is” padahal seharusnya apa disitu dek?

AN : there was mam?

Researcher : Yes, correct. Nanti pertemuan selanjutnya diperbaiki yah

AN : Yes mam. Thank you

Informan 2 : Aqidatul Izzah (AI)

Researcher : Baik lanjut ke kelompok selanjutnya, yang mewakili adalah Aqidatul Izzah yaa, semoga izzah bisa memahami isi movie tersebut dan menjelaskannya sesuai kemampuan izzah.

AI : Baik mam, insya Allah

Researcher : Could you tell us what happened about the picture one in the movie?

AI : “ok friends I will tell you about the movie. In the picture one the girls with the dog playing together, without deliberate them broke the yard of neighbor and the man is angry with team”

Researcher : not “team” dek, but “them”

Researcher : Could you tell us what happened about the picture two in the movie?

AI : “the picture two is the neighbor was angry and ask for compensation for the did, and the father’s girl pay some money to make the neighbor happy”.

Researcher : Not “the” but “they” yang menunjukkan subject atau pelaku.

Researcher : Could you tell us what happened about the picture three in the movie?

AI : “one day the father of the girl has a free ticket to go to Japan for business but so poor that their dog “Ozzy” cannot to join with them, the girls very sad”

Researcher : Ok I will correct you some part, kalau tenses yang dipakai adalah past tense maka verb yang digunakan adalah bentuk lampainya kalau “go” menjadi “went” has menjadi “had” dan kalau anak cewek yang dimaksud adalah tunggal maka “girl” saja bukan “girls” yang artinya banyak anak perempuan. Mengerti sampai sini Izzah?

AI : Yes mam, mengerti thank you.

Informan 3 : **Nabila Putri Amelia (NP)**

Researcher : Baik kelompok terakhir “Aisyah” yang akan diwakili oleh Nabila Putri Amelia, teman-teman yang lain menyimak yah.

Researcher : Could you tell us what happened about the picture one in the movie?

NP : “In the picture one Ozzy is a family dog, He always plays with the little girl from the family. One day, they played together and made damage at the neighbor’s house. They accidentally did the damage and they feel guilty”

Researcher : Could you tell us what happened about the picture two in the movie?

NP : “The neighbor got angry and asked for compensation from the little girl’s father. The little girl’s father also gave a few bills as a sign of compensation for the mistakes made by her child and dog”

Researcher : Nabila, kalau kata ganti orang ketiga tunggal untuk laki-laki bukan “her child” tetapi “his child”

NP : Oh iye mam, lupa hihi

Researcher : Could you tell us what happened about the picture three in the movie?

NP : “The next day, the family of the little girl got a good news, they got letters and tickets to go to Japan on business. The little girl found ozzy and told her the good news and hoped that ozzy could go with her family”

Researcher : ok, Nabila I will correct you in some part. Kalimat “go to Japan on business” itu kurang tepat karena untuk bepergian biasa digunakan “for” contoh “for shopping” “for business tour” dll dan nama Ozzy itu adalah nama anjing jantan jadi seharusnya bukan pakai kata ganti “told her” but “told him”.

NP : Oh yes mam, thank you for the correct

Appendix 5

POST-TEST

CYCLE 1

Name :

Day/date :

Time : 2 x 40 menit

Work on the following questions:

1. Tell about your self
2. From the animation movie that you watched for 30 minutes, try to practice then write a summary.

Transcript of Students Speaking Skill Post-test in Cycle I

This transcript was carried out during the post test in the class. The subjects (informant) are: Anisa Nurazizaturrahmah (AN), Aqidatul Izzah (AI) and Nabila Putri Amelia (NP).

Researcher : Ok, sekarang kalian mam minta untuk memperkenalkan diri menggunakan Bahasa Inggris semampu kalian, tell about your self using English as you can kemudian ceritakan kembali the movie that you watched for 30 minutes, dimulai dari Anisa Nurazizaturrahmah

AN : “Hi friends, my name is Anisa Nurazizaturrahmah I am a student of SMP IT Qurrota A’yun Palu 8 grade student. I’m the last child from three siblings, my mother is a teacher and my father too. My dream is dentist I like swimming I don’t like sticky rice hehe.. I very like mango I like black, blue and green. Thank you”.

Researcher : next, ke movie-nya dek

AN : “There is a family, they have a dog named Ozzy, at the time ozzy and the girl play together undeliberate they broke a neighbor’s house, so the man was angry and his father give some money to change it. one day his father get a free ticket go to japan but ozzy cannot join, the girls very sad, the family put ozzy in the blue creeck but so surprise that every facility at

blue creek just fake. Everyday ozzy and friends must be work
in a factory, ozzy very sad he miss his family”

Researcher : Good, you do your best Anisa, but some word still wrong
like "His faher" harusnya bukan "his" yaa kalau untuk kata
ganti kepunyaanya dia perempuan tetapi "her" jadi "her father"

AN : Ok mam, thank you

Researcher : okay next, Aqidatul izzah

AI : “Assalamualaikum, hi friends my name is Aqidatul izzah i am
second child from three siblings. My father is name Sumaryono,
my mother is Saimah. My father job is kontraktor, my mother is a
house wife, i am a student in SMP IT Qurrota A'yun Palu, class
eight. I dont like study but i try to love the study. My dream is to
be a doctor, thank you”

Researcher : Izzah, your presentation is good but I will correct you in some
part, kalau izzah mau bilang namanya bapakku adalah bukan "my
father is name" tetapi "my father's name is" dan kalimat terakhir
"my dream is to be" sudah pakai is pakai to be lagi seharusnya "my
dream is a doctor"

AI : Na'am mam, thank you

Researcher : Now move to the movie, izzah

AI : " The girls with the dog play together without delibrate they broke the year of neighbor's house , the neighbor was very angry. The father give some money to changed the broken. One day the family get a free ticket to the Japan for busines but ozzy cannot join with them. The girls very sad and the family put the dog to the blue creeck, people of blue creeck is very happy to take care ozzy, but ozzy's family back the blue creek is lie. Every dog must work hard in pabric”.

Researcher : Good, but i will correct you in some part, izzah. kalau kata "girls' itu menunjukkan bahwa anak perempuan itu lebih dari satu atau banyak, karena anak perempuan di movie tersebut hanya satu maka harusnya "girl' saja jangan ditambah +s di akhiran katanya (jamak)

AI : Thank you mam.

Researcher : Ok next, Nabila putri amelia turn on you

NP : "hello everyone my name is Nabila putri Amelia. I am usually called Nabilah, Bila. Naput (just in school). I am fourteen years old. I was born in Palu, 18 february 2006. I live on Keramik street, Duyu, Palu city. I am school in SMP IT Qurrota A'yun Palu. I was the first child from four sibling. I have one young sister and two young brothers. My father job is an enterpreneur and my mother is a

housewife. I like watching video about room decoration because that really inspire me to decorate my room”

Researcher : Masya Allah, good please continue to the movie..

NP : "Ozzy is a dog from a family. He always play with the little girl from the family. One day, they play and make damage in the neighbors, then the neighbors angry and ask compensation. The next day, the family get a letter go to Japan, but ozzy can't go to Japan because there's no want to accept animal, so ozzy bring in dog daycare named "Blue Creek". Ozzy will be keep one month. The owner Blue creek very happy accept Ozzy's family. They promise to keep ozzy a good service. Ozzy's family back to home and they sad to separated each other. Actually, the owner of Blue creek say something not true, the facilities just a fake.

Appendix 6

Result of Student's Work in Cycle 1

Appendix 7

Result of Post Test Analysis in Cycle 1

No.	Name	Speaking Rubrics				Total	Value	Information
		F	P	A	V		40	
1	AinunAyuWulandari	6	3	5	5	19	47,5	
2	Aisyah Sabrina	7	6	8	7	28	70	
3	Aliya Rahma	6	8	5	9	28	70	
4	Amalia Az Zahrah	7	7	6	6	26	65	
5	Anisa Nurazizaturrahmah	7	8	7	8	30	75	Informan 1
6	Anissa adelia	8	8	6	6	28	70	
7	AnnisaNurqalbiyah	7	7	8	6	28	70	
8	AqidathulHafidza	5	5	6	5	21	52,5	
9	AqidathulIza	6	5	5	5	21	52,5	Informan 2
10	Gadiza Nadya	6	7	8	7	28	70	
11	HasyaaRamadhani	7	4	4	5	20	50	
12	Hikmaturahma	7	7	7	7	28	70	
13	HusnulKhatimah	7	6	7	8	28	70	
14	Julia Rifni	7	6	8	7	28	70	
15	LuthfiyahIslamidina	6	7	5	6	24	60	
16	Musdalifah	7	7	7	7	28	70	
17	Nabilah Putri Amelia	7	7	7	8	29	72,5	Informan 3
18	Nabilahsalsabilah	7	8	7	6	28	70	
19	NailahShaki Putri Nugroho	8	8	6	6	28	70	
20	NajmiAlifahHilmiya	7	7	7	8	29	72,5	
21	NarsyahFitri Amalia	6	5	7	7	25	62,5	
22	Nidaulhasanah	7	8	7	7	29	72,5	
23	Nina Sakinah	5	5	5	5	20	50	
24	Nur Aisyah	6	7	7	8	28	70	
25	Nurhikmah	6	7	7	8	28	70	
26	SabilaAzzahrah	6	6	8	8	28	70	
27	Saskia Musdalifah	5	6	7	8	26	65	
28	Siti Masyita	6	7	8	7	28	70	
29	Zabrinashaumulkhairunnisa	7	7	7	7	28	70	
30	Zalzabila Sophia	6	7	7	8	28	70	

Percentage of Classical Learning Completeness

$$= \frac{\text{Total number of completion}}{\text{The number of students taking the test}} \times 100\%$$

$$= \frac{21}{30} \times 100\%$$

$$= 70 \%$$

Criteria of Success : Enough

Appendix 8

Observation Sheet of Teacher's Activity

Cycle 1

OBSERVATION SHEET OF TEACHERS'S ACTIVITY

CYCLE 1

School's name: SMP Islam Terpadu (IT) Qurrota A'yun Palu

Subject : English lesson

Material : Animation movie "Ozzy"

Day/Date : Rabu, 4 Maret 2020

Researcher : Yun pratiwi

Put a check mark (✓) in the column provided according to your opinion.

No.	Aspect of interest	Assesment				
		1	2	3	4	5
1.	<p>Preface</p> <p>1. Prepare students to participate in learning</p> <p>2. Provide information about the material and learning objectives to students</p> <p>3. Provide the motivation for the students</p> <p>4. Provide apperception</p>				<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
2.	<p>Main Activities</p> <p>1. Explain the subject matter and things to be learned</p> <p>2. The teacher divides students into groups of 5-6 students</p> <p>3. Give a worksheet to each group</p> <p>4. Explain the things that need to be done with the help of the worksheet</p>				<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>

	5. Guiding students to work together				✓	
	6. Choosing the details of each group to present the results of the discussion in front of the class				✓	
	7. Lead the discussion and provide opportunities for each group to respond or give questions				✓	
3.	Closing					
	1. Directing students to make conclusions				✓	
	2. Close learning				✓	
4	Time management					
	Effectiveness of time management			✓		
5.	Observation of class situations					
	1. Student involvement in the learning process				✓	
	2. Teacher performance in the learning process					✓

Information:

1 = Very poor

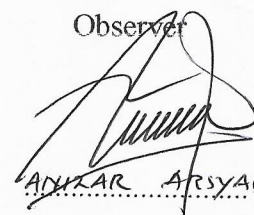
2 = Poor

3 = Enough

4 = Good

5 = Very good

Observer


ADHAKAR ARSYAO, S.Pd

OBSERVATION SHEET OF TEACHERS'S ACTIVITY

CYCLE 1

School's name: SMP Islam Terpadu (IT) Qurrota A'yun Palu

Subject : English lesson

Material : Animation movie "Ozzy"

Day/Date : Kamis, 5 Maret 2020

Researcher : Yun pratiwi

Put a check mark (✓) in the column provided according to your opinion.

No.	Aspect of interest	Assesment				
		1	2	3	4	5
1.	Preface 1. Prepare students to participate in learning 2. Provide information about the material and learning objectives to students 3. Provide the motivation for the students 4. Provide apperception				✓ ✓ ✓ ✓	
2.	Main Activities 1. Explain the subject matter and things to be learned 2. The teacher divides students into groups of 5-6 students 3. Give a worksheet to each group 4. Explain the things that need to be done with the help of the worksheet				✓ ✓ ✓ ✓	✓ ✓

	5. Guiding students to work together					✓
	6. Choosing the details of each group to present the results of the discussion in front of the class				✓	
	7. Lead the discussion and provide opportunities for each group to respond or give questions				✓	
3.	Closing					
	1. Directing students to make conclusions				✓	
	2. Close learning					✓
4	Time management					
	Effectiveness of time management				✓	
5.	Observation of class situations					
	1. Student involvement in the learning process				✓	
	2. Teacher performance in the learning process					✓

Information:

1 = Very poor

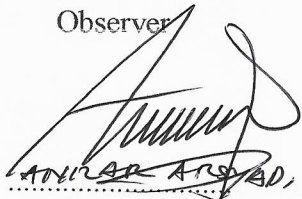
2 = Poor

3 = Enough

4 = Good

5 = Very good

Observer


ANWAR ARSYAD, S.Pd

	5. Guiding students to work together					✓
	6. Choosing the details of each group to present the results of the discussion in front of the class				✓	
	7. Lead the discussion and provide opportunities for each group to respond or give questions				✓	
3.	Closing					
	1. Directing students to make conclusions				✓	
	2. Close learning					✓
4	Time management					
	Effectiveness of time management				✓	
5.	Observation of class situations					
	1. Student involvement in the learning process				✓	
	2. Teacher performance in the learning process					✓

Information:

1 = Very poor

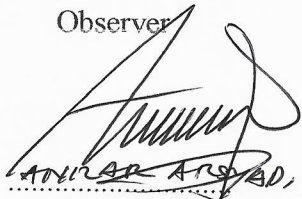
2 = Poor

3 = Enough

4 = Good

5 = Very good

Observer


ANWAR ARSYAD, S.Pd

Appendix 9

Observation Sheet of Teacher's Activity Analysis

(in Cycle 1)

$$\text{Percentage of Average Value (NR)} = \frac{\text{TotalScore}}{\text{MaximumScore}} \times 100\%$$

$$= \frac{66}{90} \times 100\%$$

$$= 73,33\% \quad (\text{Enough})$$

Appendix 10

Observation Sheet Of Student's Activity

Cycle 1

OBSERVATION SHEET OF STUDENT'S ACTIVITY

CYCLE 1

School's name: SMP Islam Terpadu (IT) Qurrota A'yun Palu

Subject : English lesson

Material : Animation movie "Ozzy"

Day/Date : Wednesday, 4th March 2020

Researcher : Yun pratiwi

Informan 1 : Annis Nur Azzizaturrahmah.

Put a check mark (✓) in the column provided according to your opinion.

No.	Aspect of interest	Assesment				
		1	2	3	4	5
1.	<p>Preface</p> <ol style="list-style-type: none"> 1. Prepare to take part in learning 2. Pay attention to the explanation from the teacher 3. Answer the question given by the teacher 				✓	✓
2.	<p>Main Activities</p> <ol style="list-style-type: none"> 1. Pay attention to the explanation from the teacher 2. Join into group that has been formed by the teacher 3. Discuss with the group in working on the worksheet 				✓ ✓ ✓	

	4. Ask the teacher if there are things that are unclear on the worksheet 5. Present the result of group discussion in front of the class 6. Give responses or questions from the results of presentations from other groups				✓	
3.	Closing 1. Make conclusion from the result of the discussion				✓	

Information:

1 = Very poor


2 = Poor

3 = Enough

4 = Good

5 = Very good

Observer


Irmawati Saleh
18.2.11.0013

OBSERVATION SHEET OF STUDENT'S ACTIVITY

CYCLE 1

School's name: SMP Islam Terpadu (IT) Qurrota A'yun Palu

Subject : English lesson

Material : Animation movie "Ozzy"

Day/Date : Wednesday, 9th March 2020

Researcher : Yun pratiwi

Informan 2 : Aqidatun 1224

Put a check mark (✓) in the column provided according to your opinion.

No.	Aspect of interest	Assesment				
		1	2	3	4	5
1.	Preface 1. Prepare to take part in learning 2. Pay attention to the explanation from the teacher 3. Answer the question given by the teacher			✓		
2.	Main Activities 1. Pay attention to the explanation from the teacher 2. Join into group that has been formed by the teacher 3. Discuss with the group in working on the worksheet				✓ ✓	

	4. Ask the teacher if there are things that are unclear on the worksheet			✓		
	5. Present the result of group discussion in front of the class			✓		
	6. Give responses or questions from the results of presentations from other groups			✓		
3.	Closing					
	1. Make conclusion from the result of the discussion			✓		

Information:

1 = Very poor

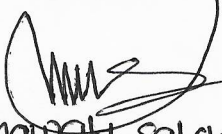
2 = Poor

3 = Enough

4 = Good

5 = Very good

Observer


Ir. Mawati Saleh
 15.2.11.0013

OBSERVATION SHEET OF STUDENT'S ACTIVITY

CYCLE 1

School's name: SMP Islam Terpadu (IT) Qurrota A'yun Palu

Subject : English lesson

Material : Animation movie "Ozzy"

Day/Date : Wednesday, 4th March 2020

Researcher : Yun pratiwi

Informan 3 : Nabila Putri Ameira

Put a check mark (✓) in the column provided according to your opinion.

No.	Aspect of interest	Assesment				
		1	2	3	4	5
1.	Preface 1. Prepare to take part in learning 2. Pay attention to the explanation from the teacher 3. Answer the question given by the teacher				✓ ✓ ✓	✓
2.	Main Activities 1. Pay attention to the explanation from the teacher 2. Join into group that has been formed by the teacher 3. Discuss with the group in working on the worksheet			✓	✓ ✓	

	4. Ask the teacher if there are things that are unclear on the worksheet				✓	
	5. Present the result of group discussion in front of the class				✓	
	6. Give responses or questions from the results of presentations from other groups			✓		
3.	Closing					
	1. Make conclusion from the result of the discussion				✓	

Information:

1 = Very poor

2 = Poor

3 = Enough

4 = Good

5 = Very good

Observer


Imawati Saleh
 15.2.11.2013

Appendix 11

Observation Sheet of Student's Activity Analysis

(in Cycle I)

No.	Aspect of interest	Informan		
		1	2	3
1.	Preface			
	1. Prepare to take part in learning	5	3	5
	2. Pay attention to the explanation from the teacher	5	4	4
	3. Answer the question given by the teacher	4	3	4
2.	Main Activities			
	1. Pay attention to the explanation from the teacher	4	4	4
	2. Join into group that has been formed by the teacher	4	4	4
	3. Discuss with the group in working on the worksheet	4	3	3
	4. Ask the teacher if there are things that are unclear on the worksheet	4	3	4
	5. Present the result of group discussion in front of the class	4	3	4
	6. Give responses or questions from the results of presentations from other groups	4	3	3
3.	Closing	4	3	4
	Make conclusion from the result of the discussion			
	Total	42	33	40

Informan 1:

$$\text{Percentage of Average Value (NR)} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

$$= \frac{42}{50} \times 100\%$$

$$= 84 \% \quad (\text{Good})$$

Informan 2:

$$\text{Percentage of Average Value (NR)} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

$$= \frac{33}{50} \times 100$$

$$= 66 \% \quad (\text{Enough})$$

Informan 3:

$$\text{Percentage of Average Value (NR)} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

$$= \frac{41}{60} \times 100\%$$

$$= 84 \% \quad (\text{Good})$$

$$\text{Average Value (NR)} = \frac{NR\ 1 + NR\ 2 + NR\ 3}{3}$$

$$\frac{84\% + 66\% + 84\%}{3}$$

$$= \frac{234\%}{3}$$

$$= 78\%$$

Criteria of Succes : Good

Appendix 12

Interview Transcript of Cycle I

These interviews was carried out after the learning in the first cycle was finished. When the break time the researcher the research subject (Informan). They are: Anisa Nurazizaturrahmah (AN), Aqidatul Izzah (AI) and Nabila Putri Amelia (NP).

Informan 1: Anisa Nurazizaturrahmah (AN)

Researcher: Assalamu'alaikum Anisa, dan bagaimana kabarnya hari ini?

AN : wa'alaikum salam ka, Alhamdulillah baik.

Researcher : maaf yach, kakak ganggu aktivitasnya kalian hari ini. Kakak mau bertanya sama Anisa tentang pembelajaran yang telah kita lalui waktu hari rabu dan kamis dan hasil tes akhir yang kakak berikan sama kalian.

AN : iya ka, tidak apa-apa

Researcher : begini menurut Anisa bagaimana pembelajaran yang kakak berikan sama kalian? Kalian senang atau tidak?

AN : saya sangat senang dengan cara mengajar, soalnya biasanya cara belajarnya kita cuma menulis dan mendengarkan saja, kita jarang menonton begini dan mengerjakan LKS.

Researcher : kalau menurut Anisa, bagaimana LKS yang kakak berikan mudah dipahami atau tidak?

AN : kalau menurut saya, LKS yang kakak berikan mudah dipahami. Apalagi didalam LKS itu, kita mengerjakannya sesuai dengan apa potongan film yang kita nonton melengkapi kolom aktivitas, sehingga untuk menyelesaikannya kita harus memikirkan, mengingat dan mempraktikannya langsung apa yang harus diisi. Tapi waktu kerja kelompok itu, di kelompokku ada teman yang tidak ikut mengerjakan terutama teman yang jarang aktif diskusi.

Researcher : oh begitu, begini Anisa, pembelajaran yang kakak berikan itu menggunakan metode penemuan terbimbing atau dalam bahasa inggris disebut Class Action Research yang dibantu dengan media. Kalau begitu, nanti kakak lebih perhatikan temanmu yang tidak membantu. Apakah soal yang kakak berikan sulit atau tidak? Soalnya hasil tes Annisa bagus karena mendapatkan nilai 75 Apakah tidak ada kesulitan yang dihadapi muli dalam soal?

AN : saya sangat senang mendapat nilai 75 tapi menurut saya soal yang kakak berikan susah-susah gampang karena, apalagi praktek speakingnya hehe. Dalam soal itu, saya harus lebih teliti menyimak apa yang sudah saya nonton kak.

Researcher : apakah Anisa dapat memahami materi kita tentang animation movie yang berjudul ozzy yang sudah kakak terapkan?

AN :iya ka.

Researcher : kalau begitu, terima kasih yah Anisa atas waktunya. Kakak harap Anisa tetap belajar dirumah dan banyak latihan berbahasa inggris, supaya Anisa lebih lancar.

AN : iya ka, sama-sama.

Informan 2 : Aqidatul Izzah (AI)

Researcher : Assalamu'alaikum Izzah, bagaimana kabarnya hari ini?

AI : wa'alaikum salam, baik ka.

Researcher : kalau menurut Izzah, bagaimana pembelajaran yang kakak berikan sama kalian? Kalian senang atau tidak?

AI : sangat senang ka, karena kami jarang belajar seperti yang kakak berikan.

Researcher : bagaimana LKS yang kakak berikan mudah dipahami atau tidak?

AI : kalau menurut saya agak sulit dipahami kak, apalagi kelompokku kurang saling membantu dalam mengerjakannya, jadi kami tidak dapat berdiskusi dengan baik dan begitu juga dengan mempresentasikannya kak.

Researcher : untuk niainya Izzah alhamdulillah dari sebelum kakak mengajar dan setelahnya ada sedikit perubahan, meskipun nilainya Izzah masih rendah, Izzah mendapatkan nilai 52,5. Menurut Izzah soalnya susah

atau tidak?, terus saat Izzah praktek dan mengerjakan LKS, ada kesulitannya atau tidak?

AI :kalau menurut saya, lumayan susah ka jadinya saya mendapat sedikit kesulitan saat mengerjakannya. Karena saya kurang memahami isi cerita filmnya.

Researcher: Mungkin kamu kurang fokus menontonnya dek, karena kakak perhatikan teman-temanmu disamping cukup mengganggu konsentrasimu kalau begitu, semoga dipertemuan selanjutnya Izzah bisa lebih fokus menonton film yaa, kalau begitu terimakasih waktunya izzah semangat belajar yaah

AI : Iya kak, insya Allah saya akan memperbaiki kekurangan yang ada kemarin, sama-sama kak.

Informan 3 : Nabila Putri Amelia (NP)

Researcher : Assalamu'alaikum Nabila, bagaimana kabarnya hari ini?

NP : wa'alaikum salam, Alhamdulillah baik ka.

Researcher : kalau menurut Nabila, bagaimana Animasi movie yang kakak terapkan, dapat dipahami atau tidak?

NP : saya sangat senang dan mudah dipahami ka.

Researcher : kalau LKS yang kakak berikan, mudah dipahami atau tidak?

NP : ia ya ka, LKSnya mudah dipahami. Tapi, saat belajar kelompok, Cuma saya yang mengerjakannya, dan teman-teman yang lain hanya bermain.

Researcher : kalau begitu, nanti kakak lebih memperhatikan teman-teman kelompok yang kerjanya Cuma bermain. Kalau tes yang kakak berikan kemarin, Nabila mendapat nilai 72,5 Apakah soal yang kakak berikan gampang atau tidak?

NP : menurut saya, soalnya susah gampang, tapi karena saya paham isi ceritanya, jadi tidak ada kesulitan saat saya mengerjakan soal.

Researcher : kalau begitu, terimakasih yah atas waktunya, dan kalau di rumah diputar kembali filmnya yaa, belajar speaking dirumah bisa dengan saudara sebagai partnernya biar lebih lancar.

NP : iya kak, terima kasih.

Appendix 13

Field Notes of Cycle I

There were several activities that were not recorded on the observation sheet:

1. At the time of group division, some students complained that they were not in one group with their friends. However, at the time of learning, they were still enthusiastic about learning.
2. At the time of working on worksheets, students were still guided a lot so that the implementation time of the learning process was not on time.
3. Students pay less attention, when other groups present their worksheets.

Appendix 14

LESSON PLAN 2

School	: SMP Islam Terpadu (IT) Qurrota A'yun Palu
Subject	: English
Class/Semester	: VIIID/II
Materi pokok	: Asking and Giving Opinion and Thoughts "Ozzy"
Alokasi Waktu	: 2 jam x 45 Menit

A. Core Comopetence

- K1-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.
- K1-2 : Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggungjawab responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- K1-3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual,konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humanioran dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, setra menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- K1-4 : Mengelolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.1 meyakini dan mengamalkan nilai-nilai keagamaan	<ul style="list-style-type: none"> ▪ Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.	<ul style="list-style-type: none"> ▪ Menyelesaikan tugas yang menjadi bagian dalam kerja kelompok maupun individual ▪ Dengan sukarela tampil didepan kelas untuk mempresentasikan hasil diskusi kelompok maupun individu film berjudul “Ozzy” ▪ Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan pada interaksi interpersonal lisan yang melibatkan ungkapan menyatakan pendapat dan pemikiran, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> ▪ Memahami menyatakan pendapat dan pemikiran, sesuai dengan konteks penggunaannya yang berkaitan dengan film “Ozzy” ▪ Mengidentifikasi ungkapan-ungkapan menyatakan pendapat dan pemikiran, melalui beberapa contoh yang diberikan. ▪ Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks.

	<ul style="list-style-type: none"> ▪ Memahami struktur teks ungkapan menyatakan pendapat dan pemikiran. ▪ Memahami unsur kebahasaan dari ungkapan menyatakan pendapat dan pemikiran.
4.2 Menyusun teks interaksi interpersonal lisan dan tulisan sederhana yang melibatkan ungkapan menyatakan pendapat dan pemikiran dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> ▪ Menyusun kalimat ungkapan menyatakan pendapat dan pemikiran yang terdapat dalam film “Ozzy” ▪ Mempresentasikan hasil pemikiran dengan teman di depan kelas yang terkait dengan ungkapan menyatakan pendapat dan pemikiran yang terdapat dalam film “Ozzy” serta cara menanggapi.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

- Siswa dapat menggunakan serta membedakan ungkapan menyatakan pendapat dan pemikiran
- Siswa dapat mengeskpresikan ungkapan menyatakan pendapat dan pemikiran
- Siswa dapat mempraktikan atau mempresentasikan hasil pendapat dan pemikirannya didepan kelas dengan percaya diri dan bertanggung jawab.
- Siswa terampil menggunakan ungkapan menyatakan pendapat dan pikiran dalam teks lisan dan tulis sesuai konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan,

yang benar dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

- Siswa dapat membuat ungkapan menyatakan pendapat dan pemikirannya masing-masing dengan menggunakan kata-kata sendiri.

D. Materi Pembelajaran

EXPRESSIONS OF ASKING AND GIVING OPINION (Meminta dan Memberikan Pendapat)

3. Asking opinion :

c. Formal:

- Have you got any comments on?
- Do you have any idea?
- Do you have any opinion on?
- Would you give me your opinion on.....?
- What is your reaction to?
- What is your opinion about.....?
- What are you feeling about.....?
- What are your views on.....?
- Please give me your frank opinion?

d. Informal

- What do you think of.....?
- What do you think about.....?
- What is your opinion?
- Why do they be have like that?
- Do you think it's going?
- How do you like?
- How was the trip?
- How do you think of Rina's idea ?

- How do you feel about this decision?

4. Giving opinion

a. Formal :

- I personally believe
- I personally consider
- I personally think /feel
- I hold the opinion
- My own view of the matter is
- Well, personally
- If I had my view, I would

d. Informal:

- I think I like it.
- I don't think I care for it.
- I think it's good/nice/terrific.....
- I think that awful/not nice/terrible.....
- I don't think much of it.
- I think that.....
- In my opinion, I would rather.....
- In my case
- What I'm more concerned with
- What I have in my mind is.....
- The way I see is that.....
- No everyone will agree with me, but
- To my mind
- From my point of view
- If you ask me, I feel
- Absolutely

e. Generally:

- Some people believe that.....
- Some people say that.....

- It is considered.....
- Almost everyone.....
- Most people agree with.....

Topik

Giving Opinion and Thought about “Ozzy” Movie

E. Metode Pembelajaran

3. Teknik : Short Movie
4. Metode : Tanya jawab, diskusi dan presentasi.

F. Media Pembelajaran

3. Media
 - ❖ Movie
 - ❖ Lembar penilaian
4. Alat/bahan
 - ❖ Spidol dan papan tulis
 - ❖ Laptop, speaker dan infocus

G. Sumber Belajar

- ❖ Buku penunjang kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas VIII, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
<p>Guru</p> <p>Orientasi</p> <ul style="list-style-type: none">• Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran• Menyadarkan akan jiwa peduli lingkungan dengan cara menjaga kebersihan dan kerapihan kelas• Memeriksa kehadiran peserta didik sebagai sikap disiplin• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Apersepsi</p> <ul style="list-style-type: none">• mengaitkan materi/tema/kegiatan pembelajaran yang akan dilaksanakan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.• Mengingat kembali materi prasyarat dengan bertanya.• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none">• memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.• Apabila materi tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>Ungkapan menyatakan pendapat dan pemikiran</i>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung• Mengajukan pertanyaan <p>Pemberian Acuan</p> <ul style="list-style-type: none">• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

<ul style="list-style-type: none"> • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung. • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (70 menit)
<p><u>Observing:</u></p> <ul style="list-style-type: none"> • Memperkenalkan dan menjelaskan materi menyatakan pendapat dan pemikiran kepada siswa. • Memberikan contoh kalimat menyatakan pendapat dan pemikiran. • Meminta siswa untuk menyebutkan kalimat contoh dan mengulangnya sesuai dengan penyebutan yang benar. • Guru membagi siswa kedalam beberapa kelompok. Setiap kelompok terdiri dari 5 atau 6 siswa, tergantung dari kemampuan atau pencapaian siswa. <p><u>Experimenting:</u></p> <ul style="list-style-type: none"> • Guru menayangkan film “Ozzy” untuk di diskusikan dalam kelompok (berkaitan dengan topic ungkapan menyatakan pendapat dan pemikiran). Guru hanya memfasilitasi dan membimbing. • Guru meminta semua siswa dalam kelompok untuk mempresentasikan hasil diskusi tentang film “Ozzy” yang telah ditayangkan (berkaitan dengan menyatakan pendapat dan pemikiran) di depan kelas. • Guru memberikan evaluasi materi kepada siswa di setiap pertemuan untuk mengetahui perkembangan siswa dalam belajar. • Guru mengapresiasi siswa atau kelompok yang mendapat nilai tertinggi atau yang selalu berpartisipasi dalam kegiatan belajar.
Kegiatan penutup (10 menit)
<ul style="list-style-type: none"> ▪ Meminta siswa untuk membuat kesimpulan dari materi yang telah dipeajari tentang film “Ozzy”.

- Siswa diberikan pekerjaan rumah yang berkaitan dengan materi yang telah diajarkan
- Guru memberikan motivasi kepada siswa agar semangat belajar.
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya untuk dipelajari di rumah.

I. Penilaian

• Teslisan / presentasi

Penilaian Speaking

c. Fluency	= 1-10	c. Pronunciation	= 1-10
d. Accuracy	= 1-10	d. Vocabulary	= 1-10

Rubrik Penilaian

Range	Fluency	Pronunciation	Accuracy	Vocabulary
10	The speaker speaks very fluently in communication to perform the expected competency.	The speaker never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.	The speaker never makes any grammatical mistakes; both in basic grammatical structures (like phrases, simple and compound sentences) and in complex structure (like complex sentences)	The speaker uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.
9	The speaker speaks fluently in communication to perform the expected competency, but there are natural hesitations.	The speaker almost never makes pronunciation mistakes in performing the expected competency; intonation and stress are	The speaker almost never makes any grammatical mistakes but makes very few mistakes in complex structure (like complex	The speaker uses many vocabulary variations and only makes very few mistakes in word choices in performing the

		appropriate; a few sounds are ambiguous but can be understood	sentences), however those mistakes do not impede meaning.	expected competency.
8	The speaker speaks quite fluently although there are hesitations which are not quite natural hesitations.	The speaker rarely makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.	The speaker makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes few mistakes in complex structure (like complex sentences), in performing the expected competency so that they rather impede meaning.	The speaker uses quite many vocabulary variations and makes few mistakes in word choices but those are sufficient and do not impede meaning in performing the expected competency.
7	The speaker speaks quite fluently although there are often hesitations which are not quite natural.	The speaker sometimes makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.	The speaker rarely makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes some mistakes in complex structure (like complex sentences), so that they rather	The speaker uses few vocabulary variations and uses word choices which are not quite appropriate but sufficient to perform the expected competency, he/ she sometimes has to explain ideas to get the appropriate words.

			impede meaning.	
6	The speaker speaks does not quite fluently; sometimes he / she is impeded by language problems so that he/ she speaks rather slowly and hesitantly; sometimes those problems disrupt performance.	The speaker often makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; some sounds are rather ambiguous and rather difficult to be understood.	The speaker sometimes makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they rather impede meaning.	The speaker uses very few vocabulary variations and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency, he/ she needs to explain ideas to get the appropriate words.
5	The speaker does not speak quite fluently; speaks slowly and hesitantly; those problems disrupt the performance.	The speaker makes pronunciation mistakes very often in performing the expected competency; intonation and stress are inappropriate; many sounds are ambiguous and difficult to be understood.	The speaker often makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they strongly impede meaning.	The speaker uses limited vocabulary variations and uses inappropriate word choices, he/ she often explains ideas because of the insufficient vocabulary.
4	The speaker does not speak quite fluently; like repeating and	The speaker almost always makes pronunciation	The speaker makes very often grammatical	The speaker uses limited vocabulary variations and

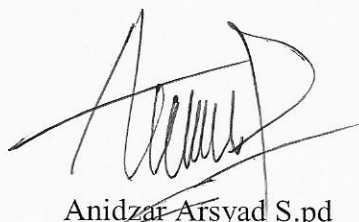
	searching for words so that he/she speaks hesitantly and sometimes pauses quite long; those problems strongly disrupt the performance.	mistakes in performing the expected competency; intonation and stress are very inappropriate; many sounds are ambiguous and difficult to be understood.	mistakes in basic grammatical structure (like phrases, simple and compound sentences) and makes so many mistakes in complex structure (like complex sentences), the mistakes strongly impede communication in performing the expected competency.	uses many inappropriate word choices, he/she often explains ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain idea.
3	The speaker speaks very slowly and discontinuously (like speaking per word with simple patterns). Even pauses very long in communication to perform the expected competency.	The speaker always makes pronunciation mistakes in performing the expected competency; many sounds are ambiguous because pronunciation is not clear; speaks without considering intonation and stress.	The speaker almost always makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences); cannot use complex structure well, the mistakes disrupt communication in performing the expected competency.	The speaker uses limited vocabulary variations to perform the expected competency so that communication is rather difficult to understand, he/she often asks the teacher to express the ideas.
2	The speaker speaks very slowly and often discontinuously (like speaking per word with simple	The speaker always makes pronunciation mistakes in performing the expected competency;	The speaker always makes grammatical mistakes in most of the basic grammatical	The speaker uses very limited vocabulary variations to perform the expected

	simple patterns).even suddenly stops.	competency; such as many sounds are ambiguous because pronunciation is not clear.	grammatical structure (like phrases, simple and compound sentences) and there is no effort to use complex structure well; the mistakes strongly disrupt communication in performing the expected competency.	expected competency so that communication is difficult to understand, he/she often has to ask the teacher to express the ideas.
1	The speaker communicates very difficultly; he/she speaks very slowly and always discontinuously even stops.	The speaker cannot pronounce well at all	The speaker has no mastery of grammar to perform the expected competency so that the grammatical structures are entirely incorrect.	The speaker has no vocabulary mastery to perform the expected competency so that communication is unclear and very difficult to understand, he/she always asks the teacher to be able to express the ideas.

Palu, 11th march 2020

Mengetahui,

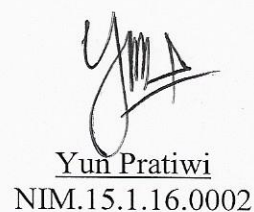
Guru mata pelajaran



Anidzar Arsyad S.pd

NIP.

Researcher



Yun Pratiwi
NIM.15.1.16.0002

Appendix 15

Student's Work Sheet

Cycle 2

Subject :

Class :

Time :

Day/date :

Group name :

Members :1.

2.....

3.....

4.....

5.....

6.....

Guidline:

1. Write the subject, class, time, day/date, and name of groups and members
in the space provided
2. Ask unclear things with the teacher
3. Discuss the questions in the worksheet with your group friends

“Could you tell me what happened about the pictures of the movie?”



Transcript of Students Speaking Skill Cycle 2

This transcript was carried out during the learning in the class on the date 11th March 2020. The subjects (informan) are: Anisa Nurazizaturrahmah (AN), Aqidatul Izzah (AI) and Nabila Putri Amelia (NP).

Informan 1: Anisa Nurazizaturrahmah (AN)

Researcher : Could you tell us what happened about the picture one of the movie?

AN : “When ozzy was in the real Blue creeck, that place really was not worth mentioning as a dog daycare. At the time, ozzy was trying to find a way to proved to his friends that they were a pets not a wild dogs”

Researcher : Could you tell us what happened about the picture two of the movie?

AN : “Until ozzy found evidence in the form of object that could show their true identity, that obcject was a necklace of their name. Then ozzy threw the necklace from the window until they were all excited looking for their real name”

Researcher: Could you tell us what happened about the picture three of the movie?

AN : "they wake up and found their true identity. They freed themselves that place and sought the way to their master's house. Finally they returned and lived happily with their family again"

Researcher : Ok, semakin baik yah performnya Anisa daripada yang pertama, tolong dipertahankan dan ditingkatkan yah

AN : Alhamdulillah, thank you mam

Informan 2: Aqidatul izzah (AI)

Researcher : Could you tell us what happened about the picture one of the movie?

AI : "The all dogs include ozzy should hard work the pabric, they supervised by bodyguard from the blue creek. Ozzy and friend must be discipline to work"

Researcher : Could you tell us what happened about the picture two of the movie?

AI : "Vito shows to ozzy to the stadion run. Vito made a planning for ozzy to take a part in the racing tournament to default his enemy but ozzy was not interested but ozzy forced him self to do it"

Researcher : Could you tell us what happened the picture three of the movie?

AI : "When the tournament was happened, ozzy run away ozzy and his friends already cooporated to find ount the way, vito was very angry and surprised"

Researcher : Ok good, but some part is still wrong seperti dikalimat "Vito shows" kemudian dikalimat selanjutnya "Vito made" tidak sinkron karena verb dikalimat pertama itu verb1 sementara dikalimat kedua verb2

AI : Oh iye mam, thank you

Informan 3: Nabila Putri Amelia (NP)

Researcher : Could you tell us what happened about the picture one of the movie?

NP : "They worked in a pabric a day until the night. They were very tormented and began to planned something with his friends."

Researcher : Could you tell us what happened about the picture two of the movie?

NP : "Vito forced ozzy to take a part in racig tournament but ozzy wasn't interested, he knew that vito only used him for his own business"

Researcher : Could you tell us what happened about the picture three of the movie?

NP : "Then, ozzy and friends planned to found out the way from Blue creeck. The lights on studion was off by Ozzy's friend and vito was very surprised"

Researcher : Nice, tidak ada kesalahan dalam perform kamu kali ini, sepertinya Nabila belajar dengan baik yaa?

NP : Alhamdulillah mam, saya banyak praktis dirumah, biasa adikku yang saya jadikan lawan bicara hihi

Researcher : Very good, dipertahankan yah Nabila.

Appendix 16

POST TEST OF

CYCLE 2

Name :

Day/Date :

Time : 2 x 40 menit

Work on the questions below:

1. Tell us about your experience of the animated movie you watched (practice and write)
2. After you watch the animation movie for 30 minutes until the animation movie ends, Practice and write the conclusions according to you.

Transcript of Students Speaking Skill Post-test in Cycle 2

This transcript was carried out during the post test in the class. The subjects (informan) are: Anisa Nurazizaturrahmah (AN), Aqidatul Izzah (AI) and Nabila Putri Amelia (NP).

Researcher : Baik sekarang kita praktek lagi yah untuk pertemuan terakhir kita jadi mam minta kalian untuk tell about your experience of the animation movie you watched then kalian ceritakan Kembali movie Ozzy dari 30 menit pertama sampai movie nya selesai tentu masih terbayang movienya yah kann?!! Dimulai dari Anisa Nurazizaturrahmah kemudian Aqidatul Izzah dan terakhir Nabila Putri Amelia, pelase doing your best honey 😊

Informan 1: Anisa Nurazizaturrahmah (AN)

AN : “I have watched the animation movie titled inside out, I can improve my speaking skill with it, then I motivated by animation movie because it can improve my speaking skill, but one of the difficulties is if the character speak fastly make me confused to understand well”

Researcher : ok continue to the movie nisa..

AN : “there was a family they had a dog named Ozzy. At the time ozzy and the girl played together in the house yard but undeliberate they make mistake, they broke the neighbor’s house yard, so the father

payed some money to change. One day the father got a free ticket to go to Japan for business tour, so the family planned to put ozzy in the dog daycare name is Blue creeck, in the blue creeck they was very kind but so poor that they lied, ozzy and many dogs should hard worked in factory. One day ozzy wanted to found out the way from blue creeck so he cooperated with friends and met their own owner, finally they happy forever”

Researcher : Very good, Anisa hanya satu kata yang salah yaitu “make” di kalimat “they make mistake” harusnya apa disitu nisa?

AN : Ohiye mam lupa hihi, harusnya “made” mam. Thank you

Informan 2: Aqidatul izzah (AI)

AI : “I have watched a Tayo movie win an English subtitle when I watched the animation movie I was very happy because that movie is my favorite and I think animation movie can improve my speaking skill”

Researcher : Good, continue to the movie Izzah..

AI : “Once upon a time there lived a girl with her dog named Ozzy, they lived with a happy family. When they was play together, the undeliberate broke the neighbor’s facility so the neighbor was very angry with them, so the father give him a compensation he pay some money wo changed it. One day the family went to Japan for

business tour but so poor that ozzy couldn't join with them. His father looked for a dog daycare to ozzy, finally he found out a Blue creeck. In the Blue creeck the people was very happy to take care of ozzy, after the family back home so surprised that the blue creeck sevice just a fake. They forced every dog to hard work every day in the pabric without all of the facilities they stated before. Ozzy and friend cooperated to found out the way from the blue creeck, ozzy made all the dogs memorize who they was then they helped each other and finally they did it, finally every single dog back to their home and met with their family they was happy ever after"

Researcher : Very good, your speaking very well, hanya mam mau koreksi dikalimat "who they was" kalau subject yang digunakan adalah jamak (banyak) maka to be nya buka was yah karena was untuk orang tunggal tetapi kita gunakan to be "were" kalau past tense itu "are". Do you understand?

AI : Yes mam, thank you.

Informan 3: Nabila Putri Amelia (NP)

NP : "I have never watch English movie before. First time I watched Ozzy movie and my opinion that animation movie can add my English vocabulary my speaking"

Researcher : Good, please continue to the movie, Nabila..

NP : "Ozzy family get a letter to go to Japan for business tour but ozzy couldn't join with them. Ozzy left at a dog daycare named "Blue creeck" for one month. The owner of blue creeck said they would look after ozzy well, but he just lied the facilities also were just fake. The dog was taken to a place where was a real blue creeck. They were forced to worked in a factory. After one month passed, ozzy was not here he was infected with a disease stated the owner of blue creeck. Ozzy and his friends cooperated to found out the way from blue creeck and they did it, ozzy helped every dog to memorize who they were and finally they were back to home and met with their owner and happy ever after".

Researcher : Very well Nabila, tapi verb dikalimat pertama masih salah yah saying harusnya "got" bukan "get" karena ini menceritakan kejadian yang pernah ditonton bukan yang akan atau sedang ditonton.

NP : Ohiya mam, thanks for the correct.

Researcher : Baik, *masya Allah dipertemuan hari ini speaking skill kalian sudah mulai meningkat dan jauh lebih baik dari sebelumnya, mam harap kalian pertahankan dan ditingkatkan lagi dengan perbanyak praktis di rumah. Banyak kok film yang berbahasa inggris, bisa juga kalian make a short dialog dengan teman duduk atau adik/kakak kalian di rumah.*

Students : Baik mam, kami senang dengan media pembelajaran kali ini karena selain menyenangkan juga dapat meningkatkan kemampuan speaking kami.

Appendix 17

Result of Student's Work in Cycle 2

Appendix 18

Result of Post Test in Cycle 2

No.	Name	Speaking Rubrics				Total	Value	Information
		F	P	A	V		40	
1	AinunAyuWulandari	6	4	6	5	21	52,5	
2	Aisyah Sabrina	7	6	8	7	28	70	
3	Aliya Rahma	6	8	5	9	28	70	
4	Amalia Az Zahrah	7	7	7	7	28	70	
5	Anisa Nurazizaturrahmah	8	8	7	8	31	77,5	Informan 1
6	Anissa adelia	8	8	6	6	28	70	
7	AnnisaNurqalbiyah	7	7	8	6	28	70	
8	AqidathulHafidza	5	5	6	5	21	52,5	
9	AqidathulIza	6	6	6	7	25	62,5	Informan 2
10	Gadiza Nadya	6	7	8	7	28	70	
11	HasyaaRamadhani	7	4	4	5	20	50	
12	Hikmaturahma	7	7	7	7	28	70	
13	HusnulKhatimah	7	6	7	8	28	70	
14	Julia Rifni	7	6	8	7	28	70	
15	LuthfiyahIslamidina	6	7	5	6	24	60	
16	Musdalifah	7	7	7	7	28	70	
17	Nabilah Putri Amelia	7	8	7	8	30	75	Informan 3
18	Nabilahsalsabilah	7	8	7	6	28	70	
19	NailahShaki Putri Nugroho	8	8	6	6	28	70	
20	NajmiAlifahHilmiya	7	7	7	8	29	72,5	
21	NarsyahFitri Amalia	7	7	7	8	29	72,5	
22	Nidaulhasanah	7	8	7	7	29	72,5	
23	Nina Sakinah	5	5	5	5	20	50	
24	Nur Aisyah	6	7	7	8	28	70	
25	Nurhikmah	6	7	7	8	28	70	
26	SabilaAzzahrah	6	6	8	8	28	70	
27	Saskia Musdalifah	6	7	7	8	28	70	
28	Siti Masyita	6	7	8	7	28	70	
29	Zabrinashaumulkhairunnisa	7	7	7	7	28	70	
30	Zalzabila Sophia	6	7	7	8	28	70	

Percentage of Classical Learning Completeness

$$= \frac{\text{Total number of completion}}{\text{The number of students taking the test}} \times 100\%$$

$$= \frac{24}{30} \times 100\%$$

$$= 80 \%$$

Success Criteria: Good

Appendix 19

Observation Sheet Of Teacher's Activity

Cycle 2

OBSERVATION SHEET OF TEACHERS'S ACTIVITY

CYCLE 2

School's name: SMP Islam Terpadu (IT) Qurrota A'yun Palu

Subject : English lesson

Material : Animation movie "Ozzy"

Day/Date : ~~Before~~ Wednesday / 11 th March 2020

Researcher : Yun pratiwi

Put a check mark (✓) in the column provided according to your opinion.

No.	Aspect of interest	Assesment				
		1	2	3	4	5
1.	Preface 1. Prepare students to participate in learning 2. Provide information about the material and learning objectives to students 3. Provide the motivation for the students 4. Provide apperception				✓ ✓ ✓	✓ ✓
2.	Main Activities 1. Explain the subject matter and things to be learned 2. The teacher divides students into groups of 5-6 students 3. Give a worksheet to each group 4. Explain the things that need to be done with the help of the worksheet	✓				✓ ✓ ✓ ✓

	5. Guiding students to work together				✓	
	6. Choosing the details of each group to present the results of the discussion in front of the class				✓	
	7. Lead the discussion and provide opportunities for each group to respond or give questions				✓	
3.	Closing					
	1. Directing students to make conclusions				✓	
	2. Close learning				✓	
4	Time management					
	Effectiveness of time management			✓		
5.	Observation of class situations					
	1. Student involvement in the learning process				✓	
	2. Teacher performance in the learning process					✓

Information:

1 = Very poor

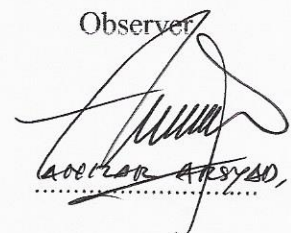
2 = Poor

3 = Enough

4 = Good

5 = Very good

Observer


ANWAR ARSYAD, S.Pd

OBSERVATION SHEET OF TEACHERS'S ACTIVITY

CYCLE 2

School's name: SMP Islam Terpadu (IT) Qurrota A'yun Palu

Subject : English lesson

Material : Animation movie "Ozzy"

Day/Date : Thursday / 12th March 2020

Researcher : Yun pratiwi

Put a check mark (√) in the column provided according to your opinion.

No.	Aspect of interest	Assesment				
		1	2	3	4	5
1.	Preface 1. Prepare students to participate in learning 2. Provide information about the material and learning objectives to students 3. Provide the motivation for the students 4. Provide apperception				✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
2.	Main Activities 1. Explain the subject matter and things to be learned 2. The teacher divides students into groups of 5-6 students 3. Give a worksheet to each group 4. Explain the things that need to be done with the help of the worksheet					✓ ✓ ✓ ✓

	5. Guiding students to work together				✓	
	6. Choosing the details of each group to present the results of the discussion in front of the class				✓	
	7. Lead the discussion and provide opportunities for each group to respond or give questions				✓	
3.	Closing					
	1. Directing students to make conclusions				✓	
	2. Close learning					✓
4	Time management					
	Effectiveness of time management				✓	
5.	Observation of class situations					
	1. Student involvement in the learning process				✓	
	2. Teacher performance in the learning process					✓

Information:

1 = Very poor

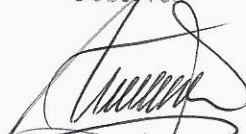
2 = Poor

3 = Enough

4 = Good

5 = Very good

Observer


 ANIZAR ARSYAD, S.Pd

Appendix 20

Observation Sheet of Teacher's Activity Analysis

(in Cycle 2)

$$\text{Percentage of Average Value (NR)} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

$$= \frac{72}{90} \times 100\%$$

$$= 80 \% \quad (\text{Good})$$

Appendix 21

Observation sheet of student's activity

Cycle 2

OBSERVATION SHEET OF STUDENT'S ACTIVITY

CYCLE 2

School's name: SMP Islam Terpadu (IT) Qurrota A'yun Palu

Subject : English lesson

Material : Animation movie "Ozzy"

Day/Date : Wednesday, 11th March 2020

Researcher : Yun pratiwi

Informan 1 : Anisc Nurazzeturrachmah

Put a check mark (✓) in the column provided according to your opinion.

No.	Aspect of interest	Assesment				
		1	2	3	4	5
1.	<p>Preface</p> <ol style="list-style-type: none"> 1. Prepare to take part in learning 2. Pay attention to the explanation from the teacher 3. Answer the question given by the teacher 				✓	✓
2.	<p>Main Activities</p> <ol style="list-style-type: none"> 1. Pay attention to the explanation from the teacher 2. Join into group that has been formed by the teacher 3. Discuss with the group in working on the worksheet 				✓	✓

	4. Ask the teacher if there are things that are unclear on the worksheet				✓	
	5. Present the result of group discussion in front of the class				✓	
	6. Give responses or questions from the results of presentations from other groups				✓	
3.	Closing Make conclusion from the result of the discussion				✓	

Information:

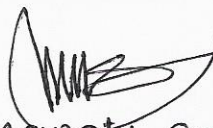
1 = Very poor

2 = Poor

3 = Enough

4 = Good

5 = Very good

Observer

Irmawati Saleh
 15.2.11, 0013

OBSERVATION SHEET OF STUDENT'S ACTIVITY

CYCLE 2

School's name: SMP Islam Terpadu (IT) Qurrota A'yun Palu

Subject : English lesson

Material : Animation movie "Ozzy"

Day/Date : Wednesday, 11th March 2020

Researcher : Yun pratiwi

Informan 2 : Aqilatul Izzah.

Put a check mark (✓) in the column provided according to your opinion.

No.	Aspect of interest	Assesment				
		1	2	3	4	5
1.	Preface 1. Prepare to take part in learning 2. Pay attention to the explanation from the teacher 3. Answer the question given by the teacher				✓	✓
2.	Main Activities 1. Pay attention to the explanation from the teacher 2. Join into group that has been formed by the teacher 3. Discuss with the group in working on the worksheet			✓	✓	✓

	4. Ask the teacher if there are things that are unclear on the worksheet				✓	
	5. Present the result of group discussion in front of the class			✓		
	6. Give responses or questions from the results of presentations from other groups			✓		
3.	Closing Make conclusion from the result of the discussion				✓	

Information:

1 = Very poor

2 = Poor

3 = Enough

4 = Good

5 = Very good

Observer


Irmawati Saleh
 15.2.11.0013

OBSERVATION SHEET OF STUDENT'S ACTIVITY

CYCLE 2

School's name: SMP Islam Terpadu (IT) Qurrota A'yun Palu

Subject : English lesson

Material : Animation movie "Ozzy"

Day/Date : Wednesday, 11th March 2020

Researcher : Yun pratiwi

Informan 3 : Nabila Putri Amenas

Put a check mark (✓) in the column provided according to your opinion.

No.	Aspect of interest	Assesment				
		1	2	3	4	5
1.	<p>Preface</p> <ol style="list-style-type: none"> 1. Prepare to take part in learning 2. Pay attention to the explanation from the teacher 3. Answer the question given by the teacher 				✓	✓
2.	<p>Main Activities</p> <ol style="list-style-type: none"> 1. Pay attention to the explanation from the teacher 2. Join into group that has been formed by the teacher 3. Discuss with the group in working on 				✓	✓

	the worksheet					
	4. Ask the teacher if there are things that are unclear on the worksheet				✓	
	5. Present the result of group discussion in front of the class				✓	
	6. Give responses or questions from the results of presentations from other groups				✓	
3.	Closing					
	Make conclusion from the result of the discussion				✓	

Information:

1 = Very poor

2 = Poor

3 = Enough

4 = Good

5 = Very good

Observer



Irmawati Saleh
15.2.11.0013

Appendix 22

Observation Sheet of Student's Activity Analysis
(in Cycle 2)

No.	Aspect of interest	Informan		
		1	2	3
1.	Preface			
	4. Prepare to take part in learning	5	5	5
	5. Pay attention to the explanation from the teacher	5	4	4
	6. Answer the question given by the teacher	4	3	4
2.	Main Activities			
	1. Pay attention to the explanation from the teacher	5	5	4
	2. Join into group that has been formed by the teacher	5	4	4
	3. Discuss with the group in working on the worksheet	4	3	4
	4. Ask the teacher if there are things that are unclear on the worksheet	4	4	4
	5. Present the result of group discuccion in front of the class	4	3	4
	6. Give responses or questions from the results of presentations from other groups	4	3	4
3.	Closing	4	4	4
	Make conclusion from the result of the discuccion			
	Total	45	38	42

Informan 1:

$$\text{Percentage of Average Value (NR)} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

$$= \frac{44}{50} \times 100\%$$

$$= 88\% \quad (\text{Good})$$

Informan 2:

$$\text{Percentage of Average Value (NR)} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

$$= \frac{38}{50} \times 100$$

$$= 76\% \quad (\text{Good})$$

Informan 3:

$$\text{Percentage of Average Value (NR)} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

$$= \frac{42}{50} \times 100\%$$

$$= 84 \% \quad (\text{Good})$$

$$\text{Average Value (NR)} = \frac{NR\ 1 + NR\ 2 + NR\ 3}{3}$$

$$= \frac{88\% + 76\% + 84\%}{3}$$

$$= \frac{248\ \%}{3}$$

$$= 82,66\%$$

Criteria of Succes : Good

Appendix 23

Interview Transcript of Cycle 2

These Interviews were conducted three days after the final test was given on March 15th 2020 due to the pandemic constraints Corona, the researchers conducted the interviews using the WhatsApp group (online), the researcher conducted the interviews with three students as research subjects (informan). These three students are high, medium and low abilities, they are Anisa Nurazizaturrahmah (AN), Aqidatul Izzah (AI) and Nabila Putri Amelia (NP).

Informan 1 : Anisa Nurazizaturrahmah (AN)

Researcher : Assalamu'alaikum Anisa, bagaimana kabarnya hari ini?

AN : Wa'alaikum salam, Alhamdulillah baik ka.

Researcher : Maaf yah, hari ini kakak mengganggu aktivitasnya Anisa. Kakak mau bertanya sama Anisa tentang hasil tes akhir yang kakak berikan. Apakah ada kesulitan yang Anisa hadapi atau tidak?

AN : Alhamdulillah ka, nilaiku meningkat 77,5 dan tidak ada kesulitan yang saya hadapi saat mengerjakannya.

Researcher : jadi, apakah Anisa sudah benar-benar memahami isi Film animasi yang sudah Anisa nonton dan cara praktiknya?

AN : ia ka, saya sudah paham dengan materi yang kakak ajarkan.

Researcher : kalau begitu terima kasih yah atas waktunya hari ini.

AN : Sama-sama kak.

Informan 2 : Aqidatul Izzah (AI)

Researcher : Assalamu'alaikum Izzah, bagaimana kabarnya hari ini?

AI : Wa'alaikum salam, baik ka.

Researcher : maaf yah Izzah, kakak mengganggu waktunya hari ini. Kakak ingin bertanya tentang tes yang kakak berikan kemarin. Kakak lihat nilainya Izzah semakin meningkat daripada test sebelumnya.

AI : Ia ka, saya mendapat nilai 62,5 meskipun belum terlalu meningkat kak yah? Kalau soalnya tidak sulit ka, Cuma saya masih malu kalau berbicara didepan umum hehe. Tapi sebenarnya saya sudah memahami materinya ka.

Researcher : Tidak apa-apa Izzah setidaknya kamu sudah lebih meningkat daripada hasil test kemarin, dan itu sebuah pencapaian yang sangat luar biasa, kakak bangga atas usahamu memperbaiki kekurangan yang ada kemarin, kamu harus banyak berlatih ngomong didepan kelas ya memang awalnya sulit tapi kalau sudah terbiasa semua akan menjadi mudah, intinya belajar dan percaya diri.

AI : iya ka, nanti saya akan belajar lebih giat lagi dan mempraktikannya biar saya terbiasa dan lebih percaya diri

Researcher :iya,semangat yaah dan terima kasih ya dek Izzah atas waktunya.

AI : iya ka, sama-sama.

Informan 3 : Nabila Putri Amelia (NP)

Researcher : Assalamu'alaikum Nabila... bagaimana kabarnya hari ini?

NP : Wa'alaikum salam, Alhamdulillah baik ka.

Researcher : kakak perhatikan hasil kerjanya Nabila sudah baik hanya saja masih kurang percaya diri dengan kemampuan diri sendiri padahal nilaimu semakin meningkat dalam setiap test yang kakak berikan.

NP : iya ka, soalnya saya kadang terpengaruh dengan teman-teman.

Researcher : tapi apakah nabila sudah mengerti materi yang kakak ajarkan?

NP : iya kak... saya sudah memahaminya.

Researcher : kalau begitu terima kasih yah, nabila atas waktunya hari ini...

NP : Iya kak, sama-sama.

Appendix 24

Field Notes of Cycle 2

There were several activities that were not recorded on the observation sheet:

1. The students really enjoy and were excited when practicing speaking in front of the class and the other groups paying close attention
2. All students actively work together on worksheets with their group friends
3. Time management of learning process can be controlled properly

Appendix 25

Day, Date : Tuesday, 17th March 2020

Topic : Final Observation

Respondent : R (Researcher)

ET (English Teacher)

At the next opportunity, R and ET made an appointment to meet each other. R met ET at home while adhering to health protocols to discuss the research that has been done.

R : Assalamualaikum, bu

ET : Walaikumsalam, silahkan duduk.

R : Baik bu.

ET : Gimana, udah lega kan penelitiannya selesai?

R : Alhamdulillah bu. Terima kasih bu telah dibantu selama ini.

ET : Sama-sama. Senang juga bisa membantu.

R : Oh iya bu, saya mau tanya-tanya sedikit mengenai penelitian yang telah saya lakukan sekalian minta masukan dari ibu.

ET : Oh ya boleh-boleh.

R : Begini bu, apa kesannya ibu tentang proses pembelajaran yang telah saya lakukan ?

ET : Keseluruhan oke. Saya akui siswa jadi lebih terbiasa dengan speaking. Mereka jadi lebih rileks dan terlihat tidak grogi saat perform. Mereka yang awalnya masih kurang bisa dan terbiasa dalam hal speaking menjadi lebih baik sekarang. Beberapa siswa mulai menunjukkan peningkatan dalam pronunciation.

R : Terus apakah materi yang telah saya sampaikan sudah sesuai dengan tujuan pembelajaran berdasarkan KI dan KD?

ET : Sejauh yang saya amati semuanya sudah sesuai dek.

R : Menurut ibu apakah dengan menggunakan animation movie kegiatan speaking menjadi lebih menarik dan berhasil memotivasi siswa?

ET : Menurut pengamatan saya animation movie cukup berhasil dalam menarik perhatian siswa. Mungkin dikarenakan mereka masih kelas VIII dimana mereka masih tertarik dengan animation dan semacamnya. Dari segi motivasi dari apa yang saya lihat, mereka lebih tertarik dan antusias. Mereka lebih mau speaking di depan kelas daripada sebelumnya.

R : Berdasarkan pengamatan ibu apakah siswa dapat memahami materi dengan baik?

ET : Ya mereka bisa memahami materi dengan baik. Hal itu terbukti dari penampilan mereka saat perform di depan kelas yang menunjukkan bahwa mereka berhasil melakukannya dengan baik dan benar.

R : Menurut pengamatan ibu apakah pembelajaran speaking menggunakan media animation movie efektif dalam proses pembelajaran bahasa Inggris?

ET : Ya menurut saya cara itu cukup efektif bagi siswa kelas VIII. Mereka lebih tertarik dan membuat mereka lebih antusias.

R : Terima kasih Bu atas masukannya. Terima kasih juga atas bantuannya selama ini semoga penelitian saya ini berguna bagi proses pembelajaran di sekolah ini.

ET : Iya dek sama-sama. Semoga kedepannya bisa lebih baik lagi. Sukses juga buat skripsinya.

R : Iya bu terima kasih. Kalau begitu saya mohon pamit bu, Assalamualaikum.

ET : Oh ya silahkan dek, walaikum salam.

Appendix 26

DOCUMENTATION





CURRICULUM VITAE



A. Researcher Identity

Name : Yun Pratiwi

Date of birth : Palu, June 22th 1997

Gender : Female

Religion : Islam

Department : English Department

Faculty : Teacher Training and Tarbiyah Faculty

NIM : 15.1.16.0002

Hobbies : Archery and Writing the poem

Phone Number : 0852-1580-9410

Addres : Jl. Padat karya BTN Gading Estate Blok B no.17 North
Palu

- Father's Name : Dawi Made Ali Paddu
- Religion : Islam
- Education : High School
- Work : Entrepreneur

Address : Jl. Lorong Siswa, Tibo, Sindue Tombusabora

- Mother's Name : Nurhayati S. Bouty

Religion : Islam

Education : High School

Work : House Wife

Address : Jl. Lorong Siswa, Tibo, Sindue Tombusabora

B. Education Details

- a. SD, Graduated year : SDN 1 Kaliburu, 2008
- b. SMP, Graduated year : SMPN 1 Sindue Tombusabora, 2011
- c. SMA, Graduated year : SMAN 1 Sindue Tombusabora, 2014

Palu, 14 August 2020

The Researcher.

**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU
NOMOR : 527 TAHUN 2018**

**TENTANG
PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALU

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (SI) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu. Untuk itu dipandang perlu menunjuk pembimbing proposal dan skripsi;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap (mampu) melaksanakan tugas tersebut;
- c. bahwa berdasarkan point a dan b perlu ditetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Presiden RI Nomor 51 Tahun 2013 tentang Perubahan Status STAIN Palu menjadi IAIN Palu;
6. Peraturan Menteri Agama RI. Nomor 92 Tahun 2013 tentang Organisasi dan Tata Kerja IAIN Palu
7. Keputusan Menteri Pendidikan Nasional Nomor 234/U/2000 tentang Pedoman Pendirian Perguruan Tinggi;
8. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
9. Keputusan Menteri Pendidikan Nasional Nomor 184/U/2001 tentang Pedoman, Pengawasan, Pengendalian, dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
10. Keputusan Menteri Pendidikan Nasional Nomor 004/U/2002 tentang Akreditasi Program Studi pada Perguruan Tinggi;
11. Keputusan Rektor Institut Agama Islam Negeri (IAIN) Palu tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 73 Tahun 2014.

M E M U T U S K A N

- Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU TENTANG PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**
- Pertama : Menunjuk Saudara (i)
1. Drs. Muhamad Ihsan, M.Ag
2. Ana Kuliñana, S.Pd, M.Pd
- Masing-masing sebagai Pembimbing I dan II bagi Mahasiswa:
- Nama : Yun Pratiwi
- Nomor Induk : 15.1.16.0002
- Jurusan : Tadris Bahasa Inggris
- Judul Skripsi : "IMPROVING THE SPEAKING SKILL THROUGH WATCHING ANIMATION MOVIE TO THE EIGHT GRADE STUDENT AT SMP IT QURROTA A'YU PALU."
- Kedua : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga : Segala biaya akibat diterbitkannya keputusan ini dibebankan pada DIPA IAIN Palu Tahun Anggaran 2019;
- Keempat : Salinan keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya;
- Kelima : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian hari terdapat kekeliruan akan diperbaiki sebagaimana mestinya.



Ditetapkan di : Palu
Pada tanggal : Desember 2018
Dekan

Dr. Muhamad Ihsan, S.Ag., M.Ag
19720126200003 1 001

Tembusan :

1. Rektor IAIN Palu
2. Bendahara Pengeluaran IAIN Palu



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فاله
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

FORMULIR PENDAFTARAN
UJIAN PROPOSAL SKRIPSI

Nama : YUN PRATIWI
NIM : 15.1.16.0002
SMT/Prodi/Kelas : TADRIS BAHASA INGGRIS
Alamat : Jl. Palupi
No. Tlp / HP : 0821 9997 2290
Pembimbing : I. Drs. Mohamad Ihsan, M. Ag
II. Ams. Kairichana, S. Pd - M. Pd.
Judul :
Improving The speaking skill through watching Animation movies
to the eight grade students at Smp Islam Terpadu Qur'aniyyah
Palu.

No.	Persyaratan	Cheklist (diisi oleh Ketua Prodi)		Ket.
		Ada	Tidak	
1	Fotokopi tanda bukti pembayaran SPP semester berjalan			
2	Fotokopi tanda bukti pembayaran Ujian.			
3	Fotokopi Kliring Nilai Sementara / KHS dari semester I-VII			
4	Mempersiapkan Power Point untuk bahan presentasi.			
5	Fotokopi Proposal Skripsi yang telah di acc oleh Dosen Pembimbing sebanyak 3 (Tiga) rangkap dengan map transparant warna hijau.			

Pertimbangan Pembimbing I/II	Persetujuan Dosen Penasihat Akademik	Pemohon
 (Drs. Muhammad Ihsan, M. Ag.) NIP. 19850530 199203 1006 7	 (Elya S. Ag. (M. Ag.)) NIP. 697405152006042 001	 (Yun Pratiwi) NIM. 15.1.16.0002
Catatan Dosen Pembimbing I/II :	Catatan Dosen Penasihat Akademik :	

Penguji : Dr. Hj. Nur Asmawati, S. Ag., M. Hum	Persetujuan Ketua Prodi (Nur Asmawati) NIP. 197907262000032001
Hari/Tgl : Senin / 9 Desember 2019	
Waktu : 09.00 - Selesai	
Tempat :	



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor : 255/4/In.13/F.I/PP.00.23/10/2019 Palu 5 December 2019
Sifat : Penting
Lamp : -
Hal : Undangan Menghadiri Seminar Proposal Skripsi

Kepada Yth.

1. Drs. Muhammad Ihsan, M.Ag. (Pembimbing I)
2. Ana Kuliahana S.Pd., M.Pd. (Pembimbing II)
3. Dr. Hj. Nur Asmawati, S.Ag., M.Hum. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu

Di-
Palu

Assalamu Alaikum War. Wab

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu yang akan di presentasikan oleh :

Nama : Yun Pratiwi
NIM : 151160002
Jurusan/Kelas : TADRIS BAHASA INGGRIS (TBI)
Judul Skripsi : Improving The Speaking Skill Through Watching Animation Movies to The Eight Grade Students' at SMP Islam Terpadu Qurrota' A'yun Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Senin, 9 Desember 2019
Waktu : 09.00 Wita - Selesai
Tempat : Ruang Munaqasyah Lt.2 Gedung F

Wassalam.

a.n. Dekan
Ketua Jurusan Tadris Bahasa Inggris

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP: 19740726 200003 2 002

Catatan : Undangan ini di foto copy 7 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen Pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen Pembimbing II (dengan proposal skripsi).
- c. 1 rangkap untuk dosen Penguji (dengan proposal skripsi)
- d. 1 rangkap untuk Ketua Jurusan
- e. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- g. 1 rangkap untuk ditempel pada papan pengumuman.



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165

Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA UJIAN PROPOSAL SKRIPSI

Pada hari ini Senin, tanggal 9 bulan Desember tahun 2019, telah dilaksanakan Ujian Proposal

Skrripsi :

Nama

: Yun Pratiwi

NIM

: 15.1.16.0002

Jurusan

: Tadris Bahasa Inggris (TBI -)

Judul Skripsi

: Improving the speaking skill through watching Animation movies
to the eight grade student at SMP Islam Terpadu (IT)
Qurrotul'a'yun Palu

Pembimbing

: I. Dr. Muhammad Ihsan. M. Ag

II. Ana Kurniawati, S. Pd., M. Pd

Penguji

: Dr. Hj. Nur Asmawati, S. Ag., M. Hum

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	90	
2.	BAHASA & TEKNIS PENULISAN	90	
3.	METODOLOGI	90	focus more on <u>CA2</u> pattern on 4 places
4.	PENGUASAAN	89.	
5.	JUMLAH	359	
6.	NILAI RATA-RATA	89.75	

Mengetahui
a.n. Dekan
Ketua Jurusan TBI,

Dr. Hj. Nur Asmawati, S. Ag., M. Hum.
NIP. 19740726 200003 2 002

Palu,

20__

Penguji,

Dr. Hj. Nur Asmawati, S. Ag., M. Hum.
NIP. 19740726 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-480798 Fax. 0451-480185
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA UJIAN PROPOSAL SKRIPSI

Pada hari ini Senin, tanggal 9 bulan Desember tahun 2019, telah dilaksanakan Ujian Proposal

Skrripsi :

Nama :

Yun Pratiwi

NIM :

15.1.16.0002

Jurusan :

Tadris Bahasa Inggris (TBI -)

Judul Skripsi :

Improving the speaking skill through watching
Animation movies to the eight grade student at
SMP Islam Terpadu (IT) Qurrotul 'Ayun Palu.

Pembimbing :

I. Drs. Muhammed Ihsan, M.Ag.

II. Ans. Kulihsani, S.Pd., M.Pd.

Penguji :

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	90	See your proposal/ hypothesis are should be omitted
2.	BAHASA & TEKNIS PENULISAN	90	See your proposal
3.	METODOLOGI	90	You should mention the teaching technique of data collection
4.	PENGUASAAN	90	quite good
5.	JUMLAH	360	
6.	NILAI RATA-RATA	90	

Mengetahui
a.n. Dekan
Ketua Jurusan TBI,

Palu, 9 Desember 2019

Pembimbing I,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Dr. Muhammed Ihsan, M.Ag.
NIP. 19740726 200003 2 002
19650530 199203 1 006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-480798 Fax 0451-480185
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

**BERITA ACARA
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Senin, tanggal 9 bulan Desember tahun 2019, telah dilaksanakan Ujian Proposal

Skrripsi :

Nama :

Yun Pratiwi

NIM :

15.116.0002

Jurusan :

Tadris Bahasa Inggris (TBI -)

Judul Skripsi :

Improving the speaking skill through watching Animation
movies to the eight grade student of SMP Islam Terpadu (IT)
Gurutea ayun Palu

Pembimbing :

I. Drs. Muhammad Ihsan, M.Ag

II. Ana Kurlahana, S.Pd., M.Pd

Penguji :

Dr. Hj. Nur Asmawati S.Ag, M. Hum

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	9	<u>for the arrangement. bab and sub bab.</u>
2.	BAHASA & TEKNIS PENULISAN		
3.	METODOLOGI		<u>for CAR questions</u>
4.	PENGUASAAN		
5.	JUMLAH		
6.	NILAI RATA-RATA	<u>91</u>	

Mengetahui
a.n. Dekan
Ketua Jurusan TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Palu, 9.12.2019

Pembimbing II,

Ana Kurlahana, S.Pd., M.Pd.
NIP. 19820214 200501 2004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-480798 Fax. 0451-480165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

**DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 20 / 20**

Nama : Yun Pratiwi
NIM : 15.1.16.0002
Jurusan : Tadris Bahasa Inggris (TBI -)
Judul Skripsi : Improving the Speaking skill through watching Animation movie to the Eight grade Students at SMP Islam Tepodo (IT) Purralayan Palu.
Tgl / Waktu Seminar : 9 September 2019

NO.	NAMA	NIM	SEM. / JUR.	TTD	KET.
1.	Lia Umi Mulyana	171160066	V / TBI		
2.	Nurwinda S. Adam	161160100	VII / TBI		
3.	Kasdiana	171160072	V / TBI		
4.	FAOLIA M. SAID	161160074	VII / TBI		
5.	SAPNA	161160069	VII / TBI		
6.	MURANISA ABDULLAH	161160052	VII / TBI		
7.	HARTINI	171160071	V / TBI		
8.	Desi Ambarwati	161160033	VII / TBI		
9.	Fadria	15.1.16.0006	TBI		
10.	Anisa Fitri	16.1.01.0054	VII / PAI		
11.	Nur Mira	16.1.01.0034	VII / PAI		
12.	Rosdayanti	16.1.01.0051	VII / PAI		
13.	Firda Ningsi	161160122	VII / PAI		
14.	ATHIK UWWALIDAH	171160059	V / TBI		
15.	FIRA	171160001	V / TBI		

Pembimbing I,

NIP. 19650530 197203 1006

Pembimbing II,

Ana Rulandiana, S.Pd., N.10.
NIP. 19820214 200501 2009

Mengetahui
a.n. Dekan
Ketua Jurusan TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Palu,

2019

Penguji,

Dr. Hj. Nur Asmawati, S.Ag.
NIP. 19740726 200003 2002



Lamp : 1 (satu) berkas
Hal : Permohonan Pembuatan Surat Izin Penelitian

Kepada Yth.

Subbag. AKMAH FTIK

Di-

Tempat

Yang bertanda tangan dibawah ini :

Nama : Dr. Hj. Nur Asmawati, S.Ag., M.Hum..

NIP : 19740726 200003 2 002

Jabatan : Ketua Jurusan Tadris Bahasa Inggris

Menerangkan :

Nama : Yun Pratiwi

NIM : 15 1 16 0002

Jurusan / Kelas : Tadris Bahasa Inggris (TBI -)

Semester : IX

No. HP : 0821 9497 2240

Judul Skripsi : Improving The Speaking Skill Through Watching Animation Movies to
The Eight Grade Students' at SMP Islam Terpadu Qurrota' A'yun Palu

Pembimbing : 1. Drs. Muhammad Ihsan., M.Ag.

2. Ana Kuliahana, S.Pd., M.Pd.

Penguji : Dr. Hj. Nur Asmawati, S.Ag., M.Hum.

Bahwa mahasiswa/(i) yang bersangkutan telah memenuhi persyaratan dan layak untuk mendapatkan surat izin penelitian.

Demikian, atas perhatiannya terima kasih.

Palu, 5th Februari 2020
Ketua Jurusan
Tadris Bahasa Inggris,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Catatan :

➤ Surat ini diserahkan ke Subbag AKMAH FTIK (Bagian Persuratan).



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax 0451-460165
Website : www.iainpalu.ac.id email : humas@iainpalu.ac.id

Nomer : CS /In.13/F.I/PP.00.9/02/2020

Palu, 26 Februari 2020

Lampiran :

Hal : Izin Penelitian Untuk
Menyusun Skripsi

Yth. Kepala Sekolah Menengah Pertama Islam Terpadu Qurrot A'yun Palu
di

Tempat

Assalamualaikum w.w

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Yun Pratiwi
NIM : 15.1.16 0002
Tempat Tanggal Lahir : Palu, 23 Juni 1997
Semester : X (Sepuluh)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Padat Karya/Palupi
Judul Skripsi : IMPROVING THE SPEAKING SKILL THROUGH WATCHING
ANIMATION MOVIES TO THE EIGHT GRADE STUDENTS'
AT SMP ISLAM TERPADU QURROTA A'YUN PALU
No. HP : 082194972240

Dosen Pembimbing :

1. Ana Kuliñana, S.Pd, M.Pd
2. Dr. Hj. Nur Asmawati, S.Ag, M.Hun

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak pimpin.

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,

Dekan, -

Dr. Mohamad Idhan, S.Ag., M.Ag.
NIP. 19720126 200003 1 001

Tembusan :

1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu;
3. Dosen Pembimbing;
4. Mahasiswa yang bersangkutan.

TATA TERTIB SEMINAR

A. PENDAFTARAN

1. Minimal satu minggu sebelum seminar telah mendaftar kepada Ketua Jurusan dan menyerahkan proposal 3 ekslampar (1 Dosen Pembimbing I, 1 Dosen Pembimbing II dan 1 Ketua Jurusan)
2. Menyiapkan abstrak dan pokok-pokok pikiran dalam bentuk Hand Out/Print Out Power Point untuk dibagikan kepada calon peserta seminar
3. Membuat pengumuman seminar dan menempelkannya dipapan pengumuman dengan sepengetahuan Ketua Jurusan.
4. Telah melaksanakan/menghadiri seminar minimal 10 kali.

B. PELAKSANAAN SEMINAR

1. Dihadiri minimal oleh seorang Dosen Pembimbing dan Ketua Jurusan serta 20 orang pembimbing umum (mahasiswa)
2. Waktu seminar 1-2 Jam
3. Meminta hasil penilaian/koreksian/perbaikan sesaat setelah seminar usai, kepada Dosen Pembimbing dan Ketua Jurusan

KARTU SEMINAR

PROPOSAL SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

NAMA : YUN PRATIWI

T.T.L : PALU, 22 JUNI 1997

NIM. : 19.1.16.0062

JURUSAN : TBI (TARBIYAH BAHASA INGGRIS)

ALAMAT : Jln. MALOMBA



INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU



BUKU KONSULTASI

Pembimbingan Skripsi

Nama : Yun Pratiwi
NIM : 15.1.16.0002
Jurusan/Prodi : TBI / Fik
Judul Skripsi : Improving the Speaking Skill through
Watching Animation movie to the
eight grade students of SMP Islam
Terpadu (IT) Qur'ani A'yun Palu.

FAKULTAS TARBIYAH & ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI
(IAIN) PALU

BUKU KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI

Photo
2 X 3

NAMA : YUN PRATIWI

NIM: 15.1.16-0002

JURUSAN : Tadris Bahasa Inggris

PEMBIMBING : I. Drs. Muhammed Ihsan, M.A
II. Ane Kuitiane SPd, M.Pd.

ALAMAT : Jl. Padat Karya

NO.HP : 0821-9997-2290




JUDUL SKRIPSI




Improving the Speaking Skill through Watching
Animation movies to the eight grade students
at Smp Islam Terpadu Dumai, A'yun Daitu.





5. Dekan menetapkan dan menerbitkan surat keputusan tim dosen pengujian munaqasyah skripsi yang telah ditunjuk oleh Ketua Jurusan/Wakil Dekan Bidang Akademik dan Pengembangan Kelembagaan.
6. Ketua Jurusan Cq. Bidang Akmah menerbitkan jadwal dan undangan ujian untuk seluruh tim dosen pengujian.
7. Mahasiswa melaksanakan ujian skripsi yang dipimpin oleh 1 orang ketua tim pengujian dan ditambah 4 orang pengujian.
8. Ketua tim pengujian mempersiapkan segala kelengkapan administrasi ujian munaqasyah skripsi.
9. Tim pengujian menyerahkan hasil penilaian kepada ketua tim pengujian, selanjutnya ketua tim menyerahkan berkas nilai ujian skripsi beserta kelengkapannya ke Subbag. Akmah. untuk penetapan nilai akhir dan pelaksanaan Yudisium.

JURNAL KONSULTASI PEMBIMBINGAN PENULISAN SKRIPSI

Nama : Yun Pratiwi
 NIM: 15.1.16.0002
 Jurusan.Prodi : TBl. FIKK
 Judul Skripsi : Improving the speaking skill through
watching Animation Movie to the eight grade students
at SMP Islam Tepeada (Ti) Curup Ag. Palu.
 Pembimbing I : Drs. Muhamad Hasan Muayyad
 Pembimbing II : Ane Kusdiana S.Pd.,M.Pd.

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	Ahad/19 Juni 2020		+ <u>Scoring criteria</u> , such as pronunciation, Fluency, grammar etc + <u>Box criteria of scores</u> di bab 3 dengan hasil akhir di di cycle 1 (tidak konstan) + <u>Referensi FIKK</u> <u>Kejuruan Penulisan</u> <u>nama harus Alfabety</u>	  

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
2.	27 Juni 2020	IV	<ul style="list-style-type: none"> - Perbaiki bab 4 - Speaking rubric - Kembangkan siklus class action research. 	  

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	27 Juni 2020		<ul style="list-style-type: none"> - Perbaiki Penulisan Nama - Sekatsh, Grammar 	
2.	2 Juli 2020		<ul style="list-style-type: none"> - Perbaiki Penulisan Footnote 	
3.	6 Juli 2020		<ul style="list-style-type: none"> - Referensi harus alphabetis 	
4.	10 Juli 2020		<ul style="list-style-type: none"> - Perbaiki Bab 4 of Success 	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan

Laporan Penyelesaian Bimbingan dari Dosen Pembimbing:

Yth. Ketua Jurusan Dr. Hj. Husein Asmawati, S.Ag., M.Hum
Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
IAIN Palu

Yang bertanda tangan di bawah ini:

1. Nama : Drs. Muhammad Hasan M.Ag
NIP :
Pangkat/Golongan :
Jabatan Akademik :
Sebagai : Pembimbing I

2. Nama : Ana Kusriahani SPd., MPd.
NIP :
Pangkat/Golongan : Penet. Muds / 1/3b
Jabatan Akademik : Lektor
Sebagai : Pembimbing II

Melaporkan bahwa penyusunan skripsi oleh mahasiswa:

Nama : Yun Pratiwi
NIM : 15.16.0002
Jurusan : TB
Judul : Improving the speaking skill through Animation module for the eight grade students at SMPIT

Telah selesai dibimbing dan siap untuk diujikan dihadapan sidang ujian munaqasyah skripsi.

Pembimbing I

Pembimbing II

Palu, 25 September 2020

NIP. 19650530 199203 1 006

NIP. 19820219 200501 2 004