



**THE EFFECT OF USING ENGLISH ANIMATION  
VIDEO ON STUDENTS' SPEAKING ABILITY  
AT GRADE VIII SMPN 1 SAYURMATINGGI**

**A THESIS**

*Submitted to State Islamic University of Syekh Ali Hasan Ahmad  
Addary Padangsidempuan as a Partial Fulfillment of the Requirement  
for the Graduate Degree of Education (S.Pd) in English  
Department*

Written by

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PADANGSIDIMPUAN**

**2023**



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**PADANGSIDIMPUAN**  
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## LETTER AGREEMENT

Term : Munaqosyah  
Item : 7 (seven) exemplars

Padangsidimpuan, 4<sup>th</sup> May 2023  
a.n. **Sarita Riski Nasution**  
To : **Dean**  
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*Assalamu'alaikum warohmatullah wabarakatuh*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Sarita Riski Nasution**, entitled "**The Effect of Using English Animation Video on Students' Speaking Ability at Grade VIII SMPN 1 Sayurmatangi**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

*Wassalamu'alaikum warohmatullah wabarakatuh*

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I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

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### LEGALIZATION

**Thesis** : **The Effect of Using English Animation Video on Students' Speaking Ability at Grade VIII SMPN 1 Sayuratinggi**

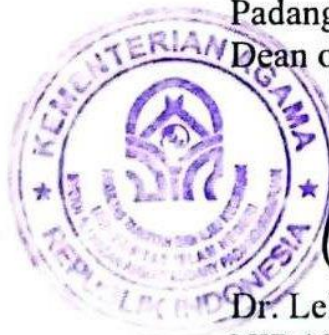
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The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

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### ABSTRACT

This study intended to investigate the effect of English Animation Video on Students' Speaking Ability at The VIII Grade of SMPN 1 Sayurmatinggi. The problems faced by students in speaking were (1) The students have lack of vocabulary.(2) The students felt difficult to start speaking. (3) The students got difficulty to comprehend the tenses.

This study had three formulations of the problem, they were how the students' ability in speaking English before learning by using English Animation Video is, how the students' ability in speaking English after learning by using English Animation Video is, and whether there was any significant effect of English Animation Video on students' speaking ability at the grade VIII SMPN 1 Sayurmatinggi. The purposes of this study were to describe the students' ability in speaking English before learning by using English Animation Video, to describe the students' ability in speaking English after learning by using English Animation Video and to examine whether there was significant effect of English Animation Video on students' speaking ability at the grade VIII of SMPN 1 Sayurmatinggi.

This study used experimental quantitative method with pre-test and post-test design. The population was all of the students at the grade of SMPN 1 Sayurmatinggi. The samples were VIII-1 grade as experimental class consisted of 28 students and VIII-2 grade as control class consisted of 32 students. The data were collected through pre-test and post-test in speaking test and analyzed by using T-test formula.

The result of this study showed that the mean score of experimental class was higher than the mean score of control class after learning by using English Animation Video. The mean score of experimental class in pre-test was 48.75 and the mean score of control class in pre-test was 51.5. Moreover, the mean score of experimental class in post-test was 74.85 and the mean score of control class in post-test was 53.37. In addition, after doing T-test, this study found that  $t_{count} > t_{table}$  ( $3.070 > 2.00$ ). Therefore, alternative hypothesis ( $H_a$ ) of this study was accepted, null hypothesis ( $H_0$ ) was rejected. It can be concluded that there was effect of English Animation Video on students speaking ability at the grade VIII of SMPN 1 Sayurmatinggi.

*Key words: English Animation Video, Speaking Ability, Vocabulary, Fluency.*

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**Judul Skripsi** : Pengaruh Penggunaan Video Animasi Bahasa Inggris terhadap Kemampuan Berbicara Siswa di Kelas VIII SMPN 1 Sayurmatangi

### ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh Video Animasi Bahasa Inggris terhadap Kemampuan Berbicara Siswa Kelas VIII SMPN 1 Sayurmatangi. Masalah yang dihadapi siswa dalam berbicara adalah: (1) Siswa memiliki kekurangan kosakata.(2) Siswa merasa kesulitan untuk memulai berbicara. (3) Siswa mengalami kesulitan dalam memahami tenses.

Penelitian ini memiliki tiga rumusan masalah,yaitu bagaimana kemampuan siswa dalam berbicara bahasa Inggris sebelum pembelajaran dengan menggunakan video animasi Bahasa Inggris adalah, bagaimana kemampuan siswa dalam berbicara bahasa Inggris setelah pembelajaran dengan menggunakan Video Animasi Bahasa Inggris,dan apakah ada pengaruh yang signifikan dari Video Animasi Bahasa Inggris terhadap kemampuan berbicara siswa di kelas VIII SMPN 1 Sayurmatangi. Tujuan dari penelitian ini adalah untuk mendeskripsikan kemampuan siswa dalam berbicara bahasa Inggris sebelum pembelajaran dengan menggunakan Video Animasi Bahasa Inggris,untuk mendeskripsikan kemampuan siswa dalam berbicara bahasa Inggris setelah pembelajaran dengan menggunakan Video Animasi Bahasa Inggris dan untuk menguji apakah ada pengaruh yang signifikan dari Animasi Video Bahasa Inggris kemampuan berbicara siswa kelas VIII SMPN 1 Sayurmatangi.

Penelitian ini menggunakan metode kuantitatif eksperimental dengan desain pre-test dan post-test. Populasi dalam penelitian ini adalah seluruh siswa kelas SMPN 1 Sayurmatangi. Sampel penelitian adalah kelas VIII-1 sebagai kelas eksperimen yang terdiri dari 28 siswa dan kelas VIII-2 sebagai kelas kontrol yang terdiri dari 32 siswa. Data dikumpulkan melalui pre-test dan post-test dalam tes berbicara dan dianalisis dengan menggunakan rumus T-test.

Hasil penelitian ini menunjukkan bahwa rata-rata skor kelas eksperimen lebih tinggi daripada rata-rata skor kelas kontrol setelah pembelajaran dengan menggunakan English Animation Video. Rata-rata skor kelas eksperimen pada pre-test adalah 48.75 dan rata-rata skor kelas kontrol pada pre-test adalah 51.5.Selain itu, nilai rata-rata kelas eksperimen pada post-test adalah 74.85 dan nilai rata-rata kelas kontrol pada post-test adalah 53.37. Selain itu, setelah dilakukan uji-t, penelitian ini menemukan bahwa  $t_{hitung} > t_{tabel}$  ( $3.070 > 2.00$ ).Oleh karena itu,( $H_a$ ) penelitian ini diterima,( $H_0$ )ditolak. Dapat disimpulkan bahwa ada pengaruh Video Animasi Bahasa Inggris terhadap kemampuan berbicara siswa kelas VIII SMPN 1 Sayurmatangi.

*Kata kunci: Animasi Video Bahasa Inggris, Kemampuan Berbicara, Kosakata, Kelancaran.*



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*In the name of Allah, the Beneficent the Merciful.*

All praise be to Allah, Lord of the worlds. Because of His blessing, the writer is able to complete this “Thesis”. Peace and blessing be upon Prophet Muhammad, his family, his relatives, and his followers.

This ‘Thesis’ entitled The Effect of Using English Animation Video on Students’ Speaking Ability at Grade VIII SMPN 1 Sayurmatinggi is presented to the Department of English Education *Faculty of Tarbiyah and Teacher Training UIN-SYAHADA*. Here the author also thanked:

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Padangsidimpuan, 10<sup>th</sup> May 2023  
Writer

Sarita Riski Nasution



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# CHAPTER I

## INTRODUCTION

### A. The Background of the Problem

Speaking is one of the four English language skill which plays an important role in mastering all English skills. Speaking skill is the key to success in a career or work and social interaction. Speaking skill will facilitate the delivery of messages verbally or verbally. When someone speaks, it interacts and uses language to express their language ideas, feelings, and thoughts among many others.

According to Hakim in Puspitaningrum, one of the key criteria to decide success or not someone in learning English can be seen from how far someone's ability in speaking English.<sup>1</sup> This proves that speaking is the main skill in English because speaking is one of the achievement factors over the others ability in language education, but the reality has shown that many students have struggled and have a lot of difficulty learning English overall.

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<sup>1</sup>Ayuningtyas Puspitaningrum, "The Influence of Using Animation Movie Towards Students' Speaking Ability At the First Semester of the Eleventh Grade of Ma Al Hikmah Bandar Lampung," 2017, 21, <https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=0CAMQw7AJahcKEwiQxdj3zJn7AhUAAAAAHQAAAAAQAg&url=http%3A%2F%2Frepository.radenintan.ac.id%2F3388%2F1%2FSkripsi%2520Ayu.pdf&psig=AOvVaw2o08tAYRIHpLDATLON5Lio&ust=1667825656233231>.

From the clarification above, the researcher concluded that speaking is very vital to be learned by students of English learner. Unfortunately, many students do not like speaking because they think speaking is complicated, students find it difficult to understand speaking topics because of insufficient vocabulary, they are also afraid of making mistakes because of mistakes in English, therefore they are not confident to speak.

To overcome the speaking learning problems, teachers need to provide media that makes students interested in learning English in the learning and teaching process, especially speaking skills. In this case, animated video is one of the media that is suitable for using in the English learning process, especially speaking skills. Using animated videos can increase students' experience in speaking. Video provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence to suggest that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information.<sup>2</sup>The selection of the right media will affect the development of students' speaking skills.

Human being as a social community part needs language to express idea. Language is a tool to make human relationship in social life. Language

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<sup>2</sup>Abbas Pourhossein Gilakjani and Mohammad Reza Ahmadi, "A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement," *Journal of Language Teaching and Research* 2, no. 5 (2011): 977–88, <https://doi.org/10.4304/jltr.2.5.977-988>.

makes human easier to exchange information and to express their ideas. There is no human activity without language. Language is used for doing social interaction. Speak is one of the way to perform by someone to transaction commodities such as information, goods and service. In the other words, if two people engage in conversation they are exchange about information, goods and service.<sup>3</sup>According to Harmer, film is a media that can aid the process of learning. Filmsmake the learning process becomes more fun and clearly focused. Films can alsoimprove the enthusiasm of students in the learning process.<sup>4</sup>Smaldino et al. also added video is a learning mediain all teaching learning which can improve cognitive, affective, motor and interpersonal abilities.<sup>5</sup>

Based on pre-research in SMPN 1 Sayurimatinggi, teaching English learning process happen twice a week in this school.<sup>6</sup> English lesson is one of the subjects that students find difficult and many students not interested with this lesson. Miss Nasution, isone of the teacher who is teaching at the VIII

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<sup>3</sup>Zainuddin, zainuddin. Dynamic Consercation in Yahoo and Friends Film 6<sup>th</sup> Episode at Happykids.08, no. 1 (2020): 67-80.  
<http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ/article/view/117/106>

<sup>4</sup>Jeremy Harmer, *The Practice of English Language Teaching, Overland*, Third, vol. 2018Winte(Longman,2001),[https://www.academia.edu/25472823/The\\_Practice\\_of\\_English\\_Language\\_Teaching\\_4th\\_Edition\\_Jeremy\\_Harmer](https://www.academia.edu/25472823/The_Practice_of_English_Language_Teaching_4th_Edition_Jeremy_Harmer).

<sup>5</sup>Sharon E. Smaldino, Deborah and James D. Rusell.*Instructional Technology & Media for Learning*, (Jakarta: Kencana,2012).p.404

<sup>6</sup>LeliyaniNasution, —*Private Interview to Teachers of SMPN 1 Sayurimatinggi*-(SayurimatinggiTapanuli Selatan: SMPN 1, 2022).



grade in SMPN 1 Sayurmatangi. She just only uses book for teaching English in her class. She only focused on tasks in the textbook.

When teaching speaking in classroom, the teacher just used a book media in teaching. The teacher came to the class and told the students to open the book. Then, the teacher gave an explanation about the material. After that, the teacher asked the students to write down some new vocabulary with the meaning and the last, teacher asked the student to do the task in their course book. Then it collected. So, the media of teaching English especially speaking in this school still uses just a book and still need upgrading for the best attainment.

In addition to the problems above, there are several factors that greatly affect the development of students in learning speaking. First, insufficient vocabulary. Many students have problems in the lack of vocabulary they have. It happens in all skills not just speaking. Second, the students' lack of motivation in speaking due to difficulties in using grammar. Third, students got difficulty starting to speak English.

To overcome some of the problems above, the researcher wishes to solve the problem by providing English animation video media to increase students' learning motivation and this media can create fun learning and make students more active. That way the researcher wants to investigate a

significant effect of English animation video on students' speaking ability at grade VIII SMPN 1 Sayurmatangi.

### **B. The Identification of the Problems**

Based on the background of the problems above, the researcher found that there are some problems in speaking class as follows:

1. The students have lack of vocabulary.
2. The students felt difficult to start speaking.
3. The students got difficulty to comprehend the tenses.
4. The teacher only uses books as a learning media.

### **C. The Limitation of the Problem**

Based on the identification of the problem, the researcher needed to limit the focus of the study to the speaking skill of students at junior high school level for the eight grade. Then, researchers only used animation video in the form of cartoons to be applied, namely a video about expression to invite someone to do something.

#### **D. The Formulations of the Problems**

In order to be clear about this research, based on identification and focuses of the problem above, there are some questions that become formulations of the problem, they are:

1. How is the students' speaking ability before learning by using English animation video at the grade VIII SMPN 1 Sayurmatangi?
2. How is the students' speaking ability after learning by using English animation video at the grade VIII SMPN 1 Sayurmatangi?
3. Is there any significant effect of English animation video to students' speaking ability at the grade VIII SMPN 1 Sayurmatangi?

#### **E. The Objectives of The Research**

Based on the research question stated, this research has three objectives as follows:

1. To examine the students' speaking ability before learning by using English animation video at the grade VIII SMPN 1 Sayurmatangi.
2. To examine the students' speaking ability after learning by using English animation video at the grade VIII SMPN 1 Sayurmatangi.
3. To examine whether there is significant effect of English animation video to students' speaking ability at the grade VIII SMPN1 Sayurmatangi.

## **F. The Significances of the Research**

This research is expected to be useful for:

1. Teachers, in learning process the teacher can use the media to make the students motivated in learning English especially on speaking skill.
2. Students, to be interested about speaking activity, especially to prove speaking skill by using animation video.
3. Readers, to be motivated and get additional knowledge about media for teaching speaking skill.
4. The next researcher, to become useful information to create another idea about a good media for teaching speaking to prove students' speaking skill.

## **G. The Definition of Operational Variables**

The researcher has conveyed some theories of each variables, the researcher can conclude both variables they are:

### **1. Speaking**

Speaking is a capacity to orally offer viewpoints, musings, realities and sentiments to others, creatures and even to oneself. According to Nunan, speaking is a productive oral skill which consists of constructing systematic verbal utterances to convey meaning.<sup>7</sup>In this study, speaking skill refers to the speaking skill of the eight grade students at SMPN 1 Sayurmatangi.

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<sup>7</sup>David Nunan, *Practical English Language Teaching, Language*, vol. 57 (McGraw-Hill, 2003), [https://books.google.co.id/books/about/Practical\\_English\\_Language\\_Teaching.html?hl=id&id=IA6LMQAACAAJ&redir\\_esc=y](https://books.google.co.id/books/about/Practical_English_Language_Teaching.html?hl=id&id=IA6LMQAACAAJ&redir_esc=y).



## 2. Animation Video

According to Husein, animated video is a video that contains moving images or text.<sup>8</sup>Where animation means movement or change in the appearance of a medium.<sup>9</sup> Meanwhile, according to Munir quoted in Husein video is a technology for capturing, recording, processing, storing, transferring, constructing a sequence of still images by presenting scenes in motion electronically so that video shows look like moving images.<sup>10</sup>It is used to illustrate the movement of an object allowing a fixed or static object to move and look as if alive. In this thesis, the researcher the animation video refers to the use cartoons videos as one of animated video choosen.

### **H. The Outline of Thesis**

In this research, the researcher organized the systematic of the research into five chapters. Each chapter consisted of sub chapters which detailed as follow: In chapter one, consisted of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, significances of the research, definition of operational variables and outline of the thesis.

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<sup>8</sup>Hamdan Husein, *Media Pembelajaran Digital* (Bandung: PT Remaja Rosdajkarya, 2021), [https://www.academia.edu/44607265/Media\\_Pembelajaran\\_Efektif](https://www.academia.edu/44607265/Media_Pembelajaran_Efektif).p.148

<sup>9</sup>Husein.p.143

<sup>10</sup>Husein.p.157

Chapter two consisted of theoretical description of speaking skills, description about English animation video, review of related findings, conceptual framework and hypothesis.

Chapter three consisted of research method, which consist of time and place of the research, research methodology, population and sample, instrument of the research, technique of the data collection and technique of data analysis.

Chapter four consisted of the result of the research, this chapter four talked about the data analysis, description of the data and threats of the research.

Finally, chapter five consisted of conclusion that is giving conclusion about the result of the research and suggestion that given suggestion to the students and teachers by researcher.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Description**

To conduct a research, theories are needed to explain some concepts and terms applied in research concerned. Therefore, the clarification of the concepts will minimize possible misunderstanding between the readers and the writer. In another words, they are very important to be explained, so the readers will get the point clearly.

#### **1. The Concept of Speaking Ability**

##### **a. Definition of Speaking Ability**

Speaking is the most basic and very important means of human communication. Speaking is very important because it is a human act as a means of communicating through the media. Speaking, also known as the communication process, or the interactive activity of the speaker who consciously or unconsciously understands and conveys the message or information he hears. People communicate in two ways, namely by speaking or writing.

Brown stated that speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the

accuracy and fluency.<sup>11</sup> Brown defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing speech of sounds as the main instrument.<sup>12</sup> It means speaking can be a process of exchanging information.

Brown states that there are some features that make speaking a difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, the rate of delivery, stress, rhythm, the intonation of English and interaction.<sup>13</sup> According to Nunan, successful oral communication involves:

1. The ability to articulate phonological features if the language comprehensibly
2. Mastery of stress, rhythm, intonation patterns
3. An acceptable degree of fluency
4. Transactional and interpersonal skills
5. Skills in taking short and long speaking turns
6. Skills in the management of interaction
7. Skills in negotiating meaning
8. Conversational listening skills (successful conversations require good listeners as well as good speakers)
9. Skills in knowing about and negotiating purposes for conversations
10. Using appropriate conversational formulate and fillers.<sup>14</sup>

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<sup>11</sup>H. Douglas Brown, *Teaching by Principles*, second (New York: Longman, 2004), <https://www.google.com/search?client=firefox-b-d&q=teaching+by+principles+brown>.

<sup>12</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, *Encyclopedia of the Sciences of Learning*, fifth (Pearson Longman, 2007), [https://doi.org/10.1007/978-1-4419-1428-6\\_347](https://doi.org/10.1007/978-1-4419-1428-6_347).

<sup>13</sup>Brown, *Teaching by Principles*. P.270

<sup>14</sup>Dea Aprilia Haryanto, "Students' Perception on the Use of Video Animation to the Teaching of Listening to the First Grade at Sma Negeri 1 Pakel Academic Year 2014-2015," *IAIN Tulungagung*, 2014, [https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=0CAMQw7AJahcKEwi42tu2zJn7AhUAAAAAHQAAAAAQAg&url=http%3A%2F%2Frepo.iain-tulungagung.ac.id%2F1861%2F3%2Fartikel\\_dhea.pdf&psig=AOvVaw1fR4Cia6L9VGm-YDA-u7TB&ust=1667808922967587](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=0CAMQw7AJahcKEwi42tu2zJn7AhUAAAAAHQAAAAAQAg&url=http%3A%2F%2Frepo.iain-tulungagung.ac.id%2F1861%2F3%2Fartikel_dhea.pdf&psig=AOvVaw1fR4Cia6L9VGm-YDA-u7TB&ust=1667808922967587).



From this definition, the researcher concludes that speaking skill is a student activity. People express thoughts, feelings, opinions, and exchange information through the use of language in the form of communication. Therefore speaking is communication skills and tools that people should have.

### **b. Types of Classroom Speaking Performance**

According to Brown students are expected to execute six different sorts of speaking performances in the classroom. They are: imitative, intensive, responsive, transactional, interpersonal and extensive.

#### a) Imitative

Imitative classroom performance offers students a chance to listen and to orally repeat certain strings of language that may pose some linguistic difficulty, either phonological or grammatical. It also offers limited practice through repetition. It can be considered that drills or repetition conclude in imitative classroom performance.

#### b) Intensive

Intensive speaking goes beyond imitation to cover any speaking performance that aims to improve phonological or grammatical skills. Intensive speaking can be self-initiated or part of a pair work exercise in which learners review specific language forms.

#### c) Responsive

In the classroom, a lot of student communication is reactive. It's a series of short responses to questions or comments posed by the teacher or pupils. These responses are typically sufficient and do not lead to conversations.

#### d) Transactional (dialogue)

This type entails two or more persons communicating in order to share information. Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. In other words, this type relates to other people with the aim that we get what information we want to know.

e) Interpersonal (dialogue)

When it comes to interpersonal interaction, it's more about preserving social connections than it is about conveying facts and information. These dialogues are more difficult for students to understand since they might include all or some of the following aspects.

6) Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. The register is more formal and deliberative. These monologues can be planned or impromptu. Monologue is a conversation technique in which a person talks to himself.<sup>15</sup>

As a conclusion of the above explanation, many sorts of classroom speaking performances may be used depending on the purposes and level of skill of the students. It has the potential to enhance students' speaking abilities. Furthermore, this study concentrated on transactional (dialogue). The goal of this type is to deliver or exchange specific information. It can make it easier for the speaker to share their opinions, feelings, and ideas to the listener through transactional (dialogue).

**c. Teaching Speaking**

Teaching speaking is sometimes considered as a simple process of commercial language school around the world, which hires people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.<sup>16</sup> According to

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<sup>15</sup>Brown, *Teaching by Principles*.p.327

<sup>16</sup>Nunan, *Practical English Language Teaching*.p.48

Brown, there are seven principles for designing speaking techniques.<sup>17</sup> The first, use techniques that involve the spectrum of learner needs, from language based focus on accuracy to message based on interaction, meaning and fluency. Provide intrinsically motivating techniques. Second, encourage the use of authentic language in meaningful contexts. Provide appropriate feedback and correction. Then capitalize on the natural link between speaking and listening. Give students opportunities to initiate oral communication. Encourage the development of speaking strategies.

Speaking exercises in traditional classrooms are often in the form of internal exercises one asks and the other answers. With questions, The answers are structured, predictable, and often have only one correct answer. The purpose of this activity is to encourage students to ask and answer questions. On the other hand, the main goal of teaching speaking skills is communication efficiency, use the target language. Language learners must be able to educate themselves. Understood by their current abilities.

In other words, success language education and learning as measured by speaking ability target language. Language learners need to focus on the meaning of what they do from certain language structures when teaching speaking skills, the teacher creates activities and a situation that encourages students to speak freely without fear it's small. Teachers

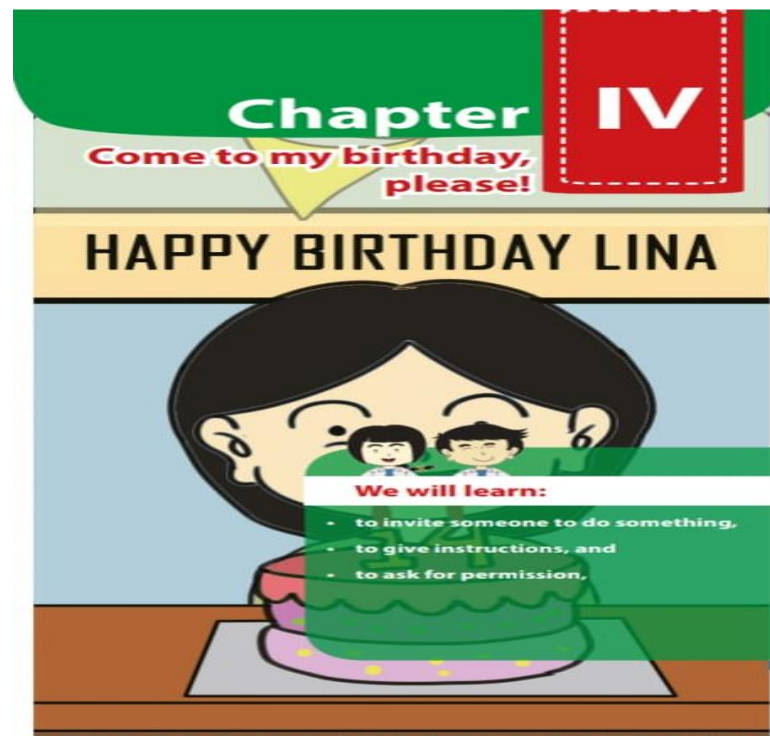
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<sup>17</sup> H. Douglas Brown, *Teaching by Principle: An Interactive to Language Pedagogy*, The Second (New York: Longman, 1994), P.275–276

need to plan lessons before they can start teaching speaking. The teacher must have the right skills. Student interest in achieving educational and learning goals speak.

#### d. Materials of Speaking

One of the learning materials in grade VIII junior high school baed on the education curriculum in odd semesters is inviting someone to do something. This is in accordance with the student guidebook at SMP N 1 Sayurmatinggi.<sup>18</sup>



<sup>18</sup>Siti Wachidah et al., *Bahasa Inggris; English Rings a Bell, Pusat Kurikulum Dan Pembukuan, Balitbang, Kemendikbud*, vol. 5, 2017.

Observing & Asking Questions

Beni: Hello, good morning. This is Beni.

Lina: Oh, hi Beni. Good morning. How are you?

Beni: Fine. I just got your invitation card to your birthday party.

Lina: You are coming, aren't you?

Beni: Yes, I am. Thanks for inviting me.

Lina: Of course. You are one of my best friends. Don't forget to wear a T-shirt, ok?

Beni: Are you sure we should wear a T-shirt to your party??

Lina: Yeah. There will be some outdoor games.

Beni: Wow, that must be fun. Okay. See you then.

Lina: Alright, see you soon!

Observing & Asking Questions

Beni: Hello, Beni. This Edo. How are you?

Edo: I'm fine.

Beni: Beni, are you coming to Lina's birthday party?

Edo: Yes. You are coming too, aren't you?

Beni: Of course. Let's walk together to her house.

Edo: Ok. Don't forget to wear a T-shirt. We will play outdoor games there.

Beni: Really? Okay, I will wear my purple T-shirt. So, we'll just walk to Lina's party, right? Wait for me near the bridge.

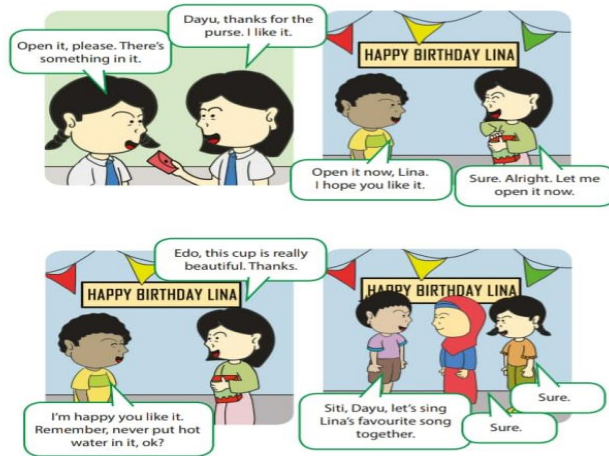
Edo: Okay. We'll meet at 9 there. Be there on time. Don't let me wait too long.

Beni: Yes. Don't forget to have your breakfast before you go.

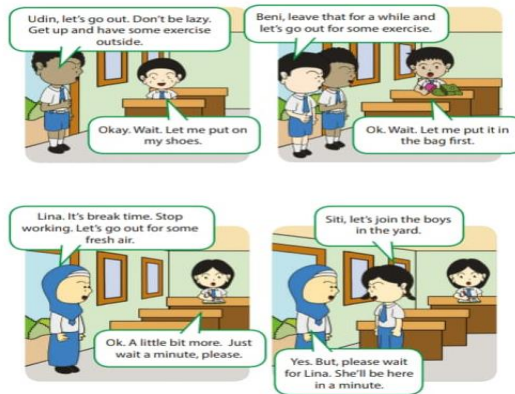
Edo: Certainly. See you then. Thanks.



Observing & Asking Questions



Observing & Asking Questions



### e. Speaking Assessment

Speaking is difficult to evaluate since there are so many aspects that impact a teacher's perception of a student's ability to communicate a foreign language. Pronunciation, grammar, vocabulary, fluency, and comprehension are the five components that are often recognized in speech analysis. According to Brown speaking is a productive skill that can be directly observed.<sup>19</sup> The researcher gave the score for the students when they make conversation. The researcher used the rating score for speaking based on teacher's guide book.<sup>20</sup>

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<sup>19</sup>Brown, *Teaching by Principles*.p.172-173

<sup>20</sup>Siti Wachidah et al., *Bahasa Inggris; English Rings a Bell, Pusat Kurikulum Dan Pembelajaran, Balitbang, Kemendikbud*, vol. 5, 2017.

**Table 1**  
**Rating Score for Speaking**

NO	Aspect	Criteria	Score
1	Pronunciation	Almost perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	3
		Many mistakes and interfere the meaning	2
		Too much mistakes and interfere the meaning	1
2	Intonation	Almost perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	3
		Many mistakes and interfere the meaning	2
		Too much mistakes and interfere the meaning	1
3	Fluency	Very Good	5
		Good	4
		Enough	3
		Not so bad	2
		Bad	1
4	Accuracy	Very Good	5
		Good	4
		Enough	3
		Not so bad	2
		Bad	1

## **2. The Concept of English Animation Video**

### **a. Definition of English Animation Video**

Video is one of the most often used tools in language learning and instruction. Video is a recording of moving images or events that contains sound and video music is presented in several data formats such as mpg, flv, mkv, and so on. That video is data portable, meaning it can be plugged in and unplugged, and played anywhere supporting devices such as computers, DVD players, and so on.

The sophistication of video that can bring greater benefits to language teaching, such as the characteristics of video, namely manipulated, edited, and portable have made video seem very useful to use as a learning medium. This statement also strengthen by Harmer perspective on his book, he states that the videotapes in language teaching have been used for a century, every book publisher includes video as the useful complement of their books in purpose to make the learning easier to understand.<sup>21</sup>That is way the video will affect the students speaking skill.

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<sup>21</sup>Jeremy Harmer, *The Practice of English, Curriculum Inquiry*, fourth, vol. 17 (Pearson Longman, 1987),p.25. <https://doi.org/10.1080/03626784.1987.11075294>.

According to Heinich et al. animation is a technique in which the filmmaker gives motion to otherwise inanimate objects.<sup>22</sup> Video is getting to be a more and more prevalent instrument in educating English. Motion pictures, recordings, and cartoons can be utilized in tuning in exercises within the EFL classroom. Teachers have to be investigated more media that can be utilized within the educating and learning prepare. In line with that Johnson, as cited in Rahmadika, states that there are some components that students can observe while watching a video such as settings, action, emotions, gestures, etc. Besides, for language production and practice, the video also provides the students with an important stimulus.<sup>23</sup> Its mean that students will be more confident in speaking learning.

In conclusion, video animation is portrayed cartoon, movies, pictures, puppets, etc. that are captured and appeared in a way that creates them move and appear to be lively.

#### **b. Advantages and Disadvantages of English Animation Video**

Video Animation has the potential to achieve important goals such as motivating students' interests, providing realistic exercises, assessing language usage, and increasing students' knowledge of language or other

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<sup>22</sup>Robert Heininch, Molenda & Rusell, *Instructional Media and Technologies for Learning*, SEVENTH(New Jersey:MerrillPrenticeHall,n.d.),p.25,<https://www.pearsonhighered.com/assets/preface/0/1/3/4/0134287487.pdf>.

<sup>23</sup>Boris Rahmadika, "Improving Students' Listning Skill Using Animation Videos for The Eight Grade Students of SMP N 6 Magelang in The Academic Year of 2013/2014," *UIN Maulana Malik Ibrahim* 39, no. 1 (2014): 1–15, <https://eprints.uny.ac.id/18424/>.

communication skills. Based on Harmer points out that one major advantage of videos is that learners not only can listen the language but also they can see it, in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond on what they listen, and also interpret the video in a deeper way.<sup>24</sup> Because students can see the language in use from natural contexts, they can make connections between words and images which help them to analyze their own use of the language or even to learn new language.

Meanwhile that the research that done by Haryanto, the advantages of using animation video in language classroom are making the students easier and interesting in learning and the second is that the use of video animation can give the students view on how to interact in a conversation and give advice how to live better.<sup>25</sup> Other advantages are animation video can get enrich knowledge, vocabulary, grammar, and pronunciation. Also, the use of videoanimation in the class can be very enjoyable for the students. However, the classroom atmosphere hopefully will be more conducive, so the delivery of message value through the video animation can be effective. Therefore, in addition to the teacher must be creative in the classroom, the teacher must also be firm in the learning process.

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<sup>24</sup>Harmer, *The Practice of English*.p.25

<sup>25</sup>DeaApriliaHaryanto, "Students ' Perception on the Use of Video Animation to the Teaching of Listening to the First Grade at Sma Negeri 1 Pakel Academic Year 2014-2015."

Ramli said there are several advantages of audio visual, namely:

- a. By using video (with sound or not), we can re-show certain movements. The motion shown can be in the form of a suitable stimulus, or in the form of the expected response from the student. For example: a short program (vignette) showing the interactions of people. By viewing this program students can see what "should or shouldn't" be done.
- b. With videos, students' performances can be immediately reviewed for criticism or evaluation. The trick is to record selected activities, for example activities related to developing interpersonal skills, such as interviewing techniques, leading courts, giving lectures and so on. All of this is intended to strengthen students' mastery of a skill before plunging into the real arena.
- c. By using certain effects, both the learning process and the entertainment value of the presentation can be strengthened. Several types of visual effects that can be obtained with video include: shortening/extension of time, depiction of several events taking place simultaneously "split / multiple screen image" (on the screen two or more events are seen), smooth shifting from one image / scene to another. picture/next act, and motion explanation (slowed down or accelerated).
- d. You will get the complete content and arrangement of the lesson/practice materials, which can be used interactively with workbooks, manuals, textbooks, tools or other objects usually for the field.
- e. Information that can be presented simultaneously at the same time in different locations (classes), and with unlimited number of spectators or participants, by placing monitors (television sets) in classes.
- f. An independent learning activity where students learn at their own pace can be designed. These independent activity plans are usually supplemented or combined with computer assistance or printed materials.<sup>26</sup>

On the other side, there are a few things that must be done while using video in a language learning process. Cost, inconvenience,

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<sup>26</sup>Muhammmad Ramli, *Media Dan Teknologi Pembelajaran*, 1st ed. (kalimantan selatan: IAIN Antasari Pers, 2012), [https://idr.uin-antasari.ac.id/10306/1/Buku Utuh Media dan Teknologi Pembelajaran-M.Ramli.pdf](https://idr.uin-antasari.ac.id/10306/1/Buku%20Utuh%20Media%20dan%20Teknologi%20Pembelajar-M.Ramli.pdf).

maintenance, and in a few cases, fear of technology, are the main disadvantages. Sound and vision however, the quality of copies or materials produced in-house is not optimal.

Another important issue in this regard, Film must be chosen that the lesson will be given to students is suitable. The teacher must be more known an available film and the film must be seen by the teacher before the students see it. If the teacher does not see the film that it will be dangerous to students, for example in the film there is negative that pornographic, it is not good to students. If the teacher gives it without given the tasks to students and they is not serious again for studying. Thus, they are some disadvantages of film to students.<sup>27</sup>

### c. Procedures of English Animation Video

In Khalidiyah journal presented various methods for using video or audiovisual media to teach English, they are:

#### 1) Preparing yourself

The first thing to do by the teacher before showing the video to students is previewing the video and make some notes about the content of the video. Teacher may invite some students to preview the video and see their point of view about it.

#### 2) Preparing the environment

After preparing the video, the next thing to do is arranging the classroom to be as comfortable as possible. The technical equipment such as a speaker and a laptop/computer should be located appropriately so that students can get good view while watching the video.

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<sup>27</sup>Sri Nardani, Eka Sustris Harida, and Fitri Rayani Siregar, "The Effect of Watching Film to Students' Vocabulary Mastery at Grade XI SMK Negeri 1 Padangsidimpuan" 02, no. 2 (2014): 1–23, <http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/117/106>.



3) Preparing the students

When students watch the video, teacher should help them to understand why they must watch the video and tell what they can get by watching it. Teacher can also ask the students to discuss the content of video then relate to what they know and they do not know.

4) Showing the video

While watching the video, make students comfortable and try to show the video without interruption such as giving a question in the middle of video.

5) Carrying out the follow up

After showing the video, teacher asks the students about the content of the video to know their opinion about the video. They can also discuss the video with their classmate.<sup>28</sup>

According to Richard & Renadya, the teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus to students' attention on the content, play and replay the video as needed, design or select viewing tasks, and follow up with suitable post viewing activities.<sup>29</sup>

In these procedures of teaching English animation video, the researcher chooses the steps of English animation video on Richards and Renadya's procedure. This is because this procedure is more suitable with researcher variables of title and this procedure more direct than Khalidiyah's procedure

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<sup>28</sup>Hanifah Khalidiyah, "The Use of Animated Video in Improving Students' Reading Skill (A Quasi-Experimental Study of Seventh Grade Student at A SMPN in Jalancagak, Subang)," *Journal of English and Education* 3, no. 1 (2015): 1–21, <https://ejournal.upi.edu/index.php/L-E/article/view/4611>.

<sup>29</sup>Jack C. Richards and Willy A. Renandya, "Methodology in Language Teaching 2002," 2002, [https://viancep2012.files.wordpress.com/2011/12/methodology\\_in\\_language\\_teaching\\_2002\\_scanned.pdf](https://viancep2012.files.wordpress.com/2011/12/methodology_in_language_teaching_2002_scanned.pdf).

#### d. Characteristic of English Animation Video

According to Muniandy and Veloo, defines animation video as a kind of multimedia material consisting of verbal and non-verbal presentations displaying simultaneous images, narration and on screen text.<sup>30</sup> They also said acknowledges that video clips can portray settings, action, emotions, and gestures which can provide the important visual stimulus for language practice and learning.<sup>31</sup> It implies that videos can be utilized in educating English since recordings can give extraordinary visual stimuli through their combination of outlines, sounds, illustrations, and writings.

Richards and Renadya add that animation video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language.<sup>32</sup> The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus to students' attention on the content, play and replay the video as needed, design or select viewing tasks, and follow up with suitable post viewing activities. They also state that a video potential in language learning is only achieved when it is used as an integral part of course. When the teachers decided to use video as supplementary materials, they must believe that it is closely related with

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<sup>30</sup>Balakrishnan Muniandy and Sathiyapriya Veloo, "Views of Pre Service Teachers in Utilizing Online Video Clips for Teaching English Language," *International Journal of Social Science and Humanity* 13 (2011): 224–28, <https://doi.org/10.7763/ijssh.2011.v1.39>.

<sup>31</sup>Muniandy and Veloo.

<sup>32</sup>Richards and Renadya, "Methodology in Language Teaching 2002."

the goals of the course. One way to do this is to bring in the video to introduce or to expand a theme of the material that is already part of the curriculum.

Harmer also says that a video is not only a great aid to see language-in-use such as comprehension since students are able to see general meanings and moods that are conveyed through expression, gestures, and other visual clues, but also uniquely bridge the cross cultural understanding. They will see how typical British “body language” is when inviting someone out or how Americans speak to waiters. He also mentions that for all of the reasons mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it.<sup>33</sup> The student will be more openly in the class.

### **3. Teaching Speaking by Using English Animation Video**

The researcher used the English animation video as a media to prove students' speaking skills. In this case the researcher used a media so that students feel more interested in learning speaking. The researcher implemented the procedure of teaching speaking by using English animation video based on Ricards and Renandya.<sup>34</sup> Here are some activities carried out in class as follows:

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<sup>33</sup>Harmer, *The Practice of English*.p.282

<sup>34</sup>Richards and Renadya, “Methodology in Language Teaching 2002.”

### 1) Pre-Teaching

- a) The teacher prepares an English animation video about inviting someone to do something.
- b) The teacher prepares the technical equipment and the environment appropriately so that students can get good view while watching the video.

### 2) While Teaching

- a) The teacher plays the video about expressions inviting someone to do something with an English animation video.
- b) The teacher tries to help the student to understand the video by repeating the videos two times.
- c) The teacher ask to student to repeat loudly some expressions inviting someone to do something in the video.
- d) The teacher give some explanation about inviting someone to do something orally

### 3) Post-Teaching

- a) The teacher give the oral test to students to make the dialogue about inviting someone to do something
- b) The students read their conversation with their pairs in front of the class loudly
- c) The teacher evaluate it based on scoring the rubric of speaking.

#### **4. Teaching Speaking by Using Teacher's Media**

Teacher medias' that are usually used by teachers during the learning process. In this case, the researcher explain about the media of teaching English by the teacher at SMPN 1 Sayurmatinggi based on the researcher interview at the last February.

##### **a. Pre- Teaching**

- 1) The teacher asks the students to open the materials in the text book about inviting someone to do something
- 2) The teacher explains the material.

##### **b. While Teaching**

- 1) The teacher asks the students to read the dialogue in the textbook one by one.
- 2) The teacher translates the dialogue
- 3) The teacher asks the students to do the task in the textbook and do it by themselves.

##### **c. Post Teaching**

- 1) The task collected by the teacher.
- 2) The task will be corrected by the teacher.

## B. Review of Related Findings

The researcher has found five relevant studies which related to this research. The first study is Nugroho & Sari research. This study aims to improve the ability of class VI students of SD Negeri 018 Rambah in understanding Fraction Count Operation material in mathematics learning using Animation Video media. The research is a classroom action research consisting of 2 (two) cycles, each cycle consisting of 4 (four) stages. Results showed that the application of animated video media had an effect on increasing mathematics learning outcomes for fractional arithmetic operations. The average post-test score in the first cycle was 70.24 with the percentage of students achieving the Minimum Completeness Criteria (KKM) of 67%.<sup>35</sup>

The second is Stevani et al. research. The researcher used quantitative research implementing quasi experimental design as the research design. Using short animation subtitle movie in the teaching learning process of speaking, the research revealed that t-test was higher than the value of t-table ( $5.70 > 2.015$ ). It indicated that the alternative hypothesis was accepted, it means that there was no significant difference in the achievement of speaking skill between students taught by using short animated movie.<sup>36</sup>

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<sup>35</sup>Aditya Gusman Nugroho and Nauli Tama Sari, "The Application of Learning Using Animated Video Applications To Improve Mathematics Learning Outcomes Students of Grade VI Students of SD Negeri 018 Rambah" 4, no. 2 (2021): 183–90, <https://e-jurnal.stkiprokania.ac.id/index.php/IJOBE/article/view/472>.

<sup>36</sup>R. Stevani, V., Handayani, I., Risma, "The Effectiveness of Using Short Animation Subtitle Movie Toward Students' Speaking Skill of The Eleventh Grade at Senior High School 8 in Serang

The third is Adri research. This study found evidence of the importance of using new and educational media for students. The use of media in the form of animation videos based on a positive approach makes a very significant difference in the ability to master concepts or the ability to think at a high level of students. This also proves that students today not only need content or material as knowledge, but teachers should also provide high-level thinking skills for students. In the future, for researchers who will examine the same thing related to animation for learning activities and research about higher-level thinking skills, it is expected to be able to use all possible aspects such as collaboration or combining technology animation or technological sophistication with the ability of teachers in mastering content and the teacher's ability to use the technology, which in this research has not been able to present data seen from the possible influence of the teacher's skill in mastering.<sup>37</sup>

The fourth is Aryanti research. The study aims to improve badminton learning using an animated video-based learning model on student physical education Faculty of Teacher Training and Science University of Sriwijaya. The action class research (PTK) uses a sample of third-semester physical education students. The research results in the first cycle were 67%, including

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City," *PROCEEDING AISELT (Annual International Seminar on English Language Teaching, 2021, 287–96, <https://jurnal.untirta.ac.id/index.php/aiselt/article/view/12520>*.

<sup>37</sup>Helmia Tasti Adri, "Using Animated Video Based on Scientific Approach To Improve Students Higher Order Thinking Skill," *Indonesian Journal of Social Research (IJSR)* 2, no. 1 (2020): 9–17, <https://doi.org/10.30997/ijsr.v2i1.23>.

the low category, while the second cycle's results were 83% including the high category.<sup>38</sup>

The fifth is Umaroh & Nuswantoro research. Teaching English has its own challenges, especially teaching collage students who lack enthusiasm in learning English subject. Short responses show that they have less attention and do not really interest on the material. English is not their mother tongue but an international language which is not commonly used in their daily conversations. The results obtained that 85% of students are very interested in the material presented, do not feel bored and monotonous, the class does not seem awkwardly.<sup>39</sup>

Based on the researches above, the researcher done the research by using English Animation Video. This researcher interest to do this research because of several researchers above show that English Animation Video has effect in activities learning. So the researcher try to do the media if there is significant effect of using English Animation Video on students' speaking ability at grade VIII SMPN 1 Sayurmatangi.

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<sup>38</sup>Silvi Aryanti, "Improving Badminton Learning Using Animated Video - Based Learning Model," no.3(2021):11001103, [https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=0CAQQw7AJahcKEwjgu\\_DIpJr7AhUAAAAAHQAAAAAQAg&url=https%3A%2F%2Frepository.unsri.ac.id%2F49084%2F1%2F1151-Article%2520Text-1915-1-10-20210628.pdf&psig=AOvVaw1DWn8B4IcF-66IyFpkL5AL&ust=1667849189701925](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=0CAQQw7AJahcKEwjgu_DIpJr7AhUAAAAAHQAAAAAQAg&url=https%3A%2F%2Frepository.unsri.ac.id%2F49084%2F1%2F1151-Article%2520Text-1915-1-10-20210628.pdf&psig=AOvVaw1DWn8B4IcF-66IyFpkL5AL&ust=1667849189701925).

<sup>39</sup>Liya Umaroh and Universitas Dian Nuswantoro, "Interactive Speaking Class Using Animated Video" 3(2019):95100, <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/4686/4214>.

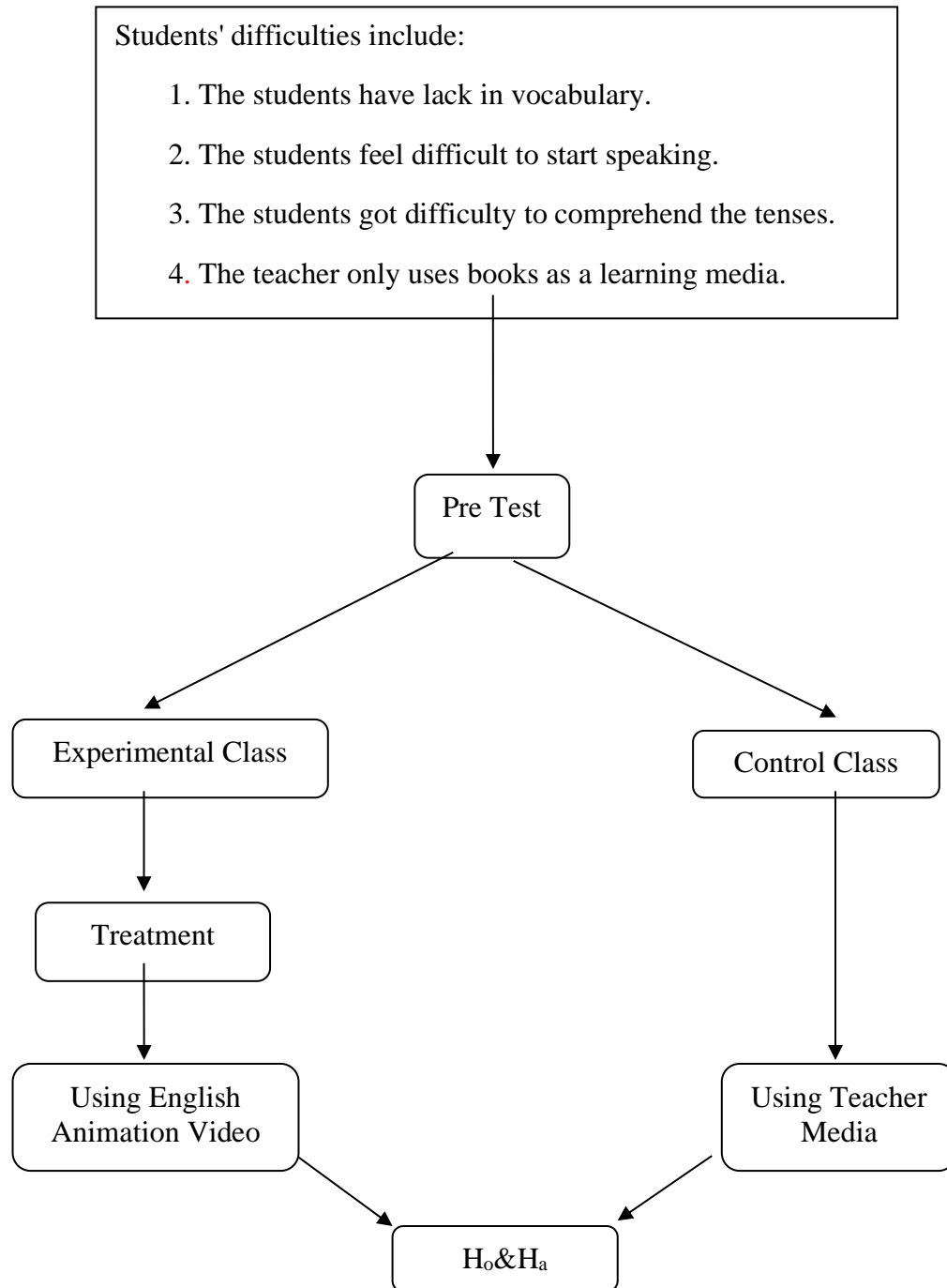


### **C. Conceptual Framework**

The concept of using animated videos to prove students' speaking ability which is one of the 4 most important skills in English. In this section the framework concept can be explained in detail. The process of teaching English cannot be separated from teaching speaking in the teaching and learning process. This important learning to speak, must have a media that make it easier for students to understand learning to speak.

The use of this animation video can be used to prove students' speaking skills because video is a tool to improve students' speaking experience. By watching animation videos, students learn how to pronounce properly and correctly. Apart from that, they also learn English phrases that are useful for conversation. The settings, actions, emotions, movements, etc., that students observe in animated videos, provide an important visual stimulus for language production and practice.

Therefore, in this study the researcher used animation video to prove the speaking skills of students at SMPN 1 Sayurmatangi. The effect of using English animation video on speaking ability can be seen as picture follow:



**Figure 1**  
**Conceptual Framework**

Based on the conceptual framework above, English Animation Video made the students easier to solve their problem in speaking. First, the researcher gave pre- test to know the students ability on speaking inviting someone to do something before treatment. Then, the researcher gave the treatment with English Animation Video to the experimental class and teacher media for control class. The last, the researcher gave post- test to examine whether there is significant effect of using English Animation Video on students' speaking ability at grade VIII SMPN 1 Sayurmatinggi.

#### **D. Hypothesis**

To prove the hypothesis, the data obtained from the experimental class and the control class will calculate by using the T-test formula with the following assumptions: Alternative hypothesis ( $H_a$ ): it means that there is a significant effect of using English Animation Video on Students' Speaking ability at Grade VIII SMPN 1 Sayurmatinggi

## **CHAPTER III**

### **RESEARCH METODOLOGY**

#### **A. The Place and Time of Research**

The location of this research was in SMPN 1 Sayurimatinggi. It is located at Environment IV Sayurimatinggi Village, Sayurimatinggi District, South Tapanuli Regency, North Sumatra Province. It was started on December 2021 until on March 2022.

#### **B. The Research Design**

The kind of this research was quantitative research with experimental method. This research used two classes, as an experimental class and a control class. The experimental class was the class that taught with using English animation video as a media and control class was the class that taught with a teacher's media.

This research used true experimental design with Pretest-Posttest Control Group Design. The Pretest-Posttest Control Group design involves two groups of subject, one was given experimental treatment (experimental group) and the other was not given a treatment (control group). From this design, the effect of treatment on the dependent variable was tested by comparing the state of the dependent variable in the experimental group after being treated with a control group that was not treated. The research designed for pretest and posttest control group design by using one treatment can be seen below:

**Table 2**  
**Table of Collecting Data Design**

<b>GROUP</b>	<b>PRE-TEST</b>	<b>TREATMENT</b>	<b>POST-TEST</b>
Experimental	√	With experimental treatment (Using Animation Video)	√
Control	√	Using teacher's teaching media	√

### C. The Population and Sample

#### a. Population

The population in this study was 60 students of class VIII SMPN 1 Sayurmatinggi. It consisted of two classes, namely VIII-1 which consisted of 28 students and VIII-2 which consisted of 32 students. VIII-1 class as an experiment class and VIII-2 class as control class. These classes are selected based on the permission of the school that allows for classroom learning. It can be seen from the table follows:

**Table 3**  
**The Population of the Grade VIII**  
**SMPN 1 Sayurmatinggi**

<b>NO</b>	<b>CLASS</b>	<b>TOTAL STUDENT</b>
1	VIII-1	28
2	VIII-2	32
<b>TOTAL</b>		<b>60</b>

*Source: School administration data of SMPN 1 Sayurmatinggi*

## 2. Sample

The sample of this research was grade VIII students of SMPN 1 Sayurmatinggi. The researcher selected the sample by population sampling technique. A population sampling is a technique of taking a sample where all of population become sample. The population of the grade VIII was only 60 students, so the researcher took all the population as the sample.

Therefore, the researcher divided the group into two classes. The students of VIII-1 that consist of 28 students is namely experimental class and the students of VIII-2 that consist of 32 students is namely control class. Total sample of this research were 60 students.

**Table 4**  
**Samples of the Research**

<b>Experimental Class</b>	<b>Control Class</b>
VIII-1=28	VIII-2=32

### **D. Instrument of the Research**

Instrument is very important to support any research. Research needs a means to collect valid data, Researchers used test that are oral performance test (short conversation). This test was given for experimental and control class. The test gave twice to

students before and after carrying out the learning media that the researcher applied to students. In this learning process, the researchers used English animation videos as the media. The pre-test aims to find out how the students' initial speaking ability and the post-test aims to examine whether or not the media has an effect on the students' speaking ability.

The pre-test gave to students before the learning process using the media, while the post-test carried out after the application of the media, namely English animation video in the learning process. As in accordance with student learning materials. Researchers provide learning materials that are about making invitations, accepting invitations and refusing invitations formally or informally. The researcher asked the students to watch and listen to the animation video for two to three minutes. For the test, students gave a few minutes to make a simple dialogue about the invitation with their friends. Then to heighten the score of rating from the raters, the researcher used the following speaking score

**TABLE 5**  
**Classification of Students' Speaking Score**

NO	Aspect	Criteria	Score	Weighting
1	Pronunciation	Almost perfect	5	5 X
		There are some mistakes but do not interfere the meaning	4	
		There are some mistakes and interfere the meaning	3	
		Many mistakes and interfere the meaning	2	
		Too much mistakes and interfere the meaning	1	
2	Intonation	Almost perfect	5	5 X
		There are some mistakes but do not interfere the meaning	4	
		There are some mistakes and interfere the meaning	3	
		Many mistakes and interfere the meaning	2	
		Too much mistakes and interfere the meaning	1	
3	Fluency	Very Good	5	5 X
		Good	4	
		Enough	3	
		Not so bad	2	
		Bad	1	
4	Accuracy	Very Good	5	5 X
		Good	4	
		Enough	3	
		Not so bad	2	
		Bad	1	

*Source: Teacher's guide book at SMPN 1 Sayurmatangi*



## **E. Validity and Reliability Instrument**

### **a. Validity of Test**

There are two basic types of validity for language tests. Content and construct validity. In terms of content validity, the test reflects much of what we have learned. Knowledge that the teacher wants to convey to students. It means that the researcher conducts a speaking test based on the curriculum of the second year of SMPN 1 Sayurmatinggi.

Meanwhile, construct validity concerns whether the test is really in accordance with the language theory in question. In this study, the researcher focused on speaking ability in the following ways. Interpersonal dialogue and the topic of expression related to the invitation of others to do something. About the type of performance test used in this study is students are invite someone to do something in simple dialogue orally in front of the class. The test measures certain components based on indicators. The researcher used five aspects of speaking ability. Aspects of the indicator-based curriculum. These are; Pronunciation, vocabulary, grammar and comprehension.

### **b. Reliability of Test**

The form of the test is a subjective test because there is no certainly answer. Researcher judge by watching and listening to their

conversations through expressions that invite others directly and verbally during the performance. Students demonstrated a performance with their partner in front of the class and the researcher recorded to help them evaluate to be more objective.

## **F. The Technique of Collecting Data**

As the author explained above, the author used the test as the main technique used to collect data for this study. The test used to know what the effect on the students' eighth grade speaking ability when using English animation video in SMPN 1 Sayurmatangi. Pre-test and post-test given to both the experiment class and the control class, find their speaking performance.

### **1. Pre test**

To find out, researcher distributed pre tests to both classes student prior knowledge of speaking skills before conducting treatment. Data collectors trained for data collection. All data collected from two classes testing the same question between control and experimental class.

- a) Researcher used test papers experimental and control classes.
- b) The researcher explained what the student should do.
- c) Researcher divided the students pair for the conversation

- d) Researcher take the time to the students answer the test.
- d) Students make the conversation with their pairs.
- e) Researcher ask to students to read the conversation loudly in front of the class one by one
- f) Researcher evaluate it based on the scoring rubric of speaking in the teacher guidebook.

## **2. Treatment**

Treatments carried out to demonstrate the effectiveness of the study. When treated in one class, learning outcomes in the two classes are automatically different. In this case, the experimental class and the control class got the same material, the topic of expression related to interpersonal dialogue and how to invite others. The experimental class given treatment using English animation videos, while the control only given treatment without treatment, as the teacher do in regular lessons. The procedure for learning to speak in the experimental and control groups using English animation video can be seen as follow:

### **a) Experimental Class**

Here, some activities carried out in experimental class. It was as follows:

1. Researcher prepared a short video presentation about inviting someone to do something.
2. The researcher asked the student to practice and repeat some expression of inviting someone to do something.
3. Researcher tries to help students repeating the video two times.
4. Students learned the expression of inviting someone to do something.
5. Researcher explain the material orally to make students more understand
6. Researcher asked students to practice it on their own. The actual context of the expression of inviting someone to do something.
7. Researcher give some notes about the material.

b) Control Class

Here some activities in control class as follows:

1. The researcher ask to student to open the material about expression of inviting someone to do something.
2. Researchers explained expression inviting someone to do something.
3. Researcher asked to student to make the conversation with their pairs

4. Each student presented a conversation with their pairs about the expression of inviting someone to do something in front of the class loudly.
5. The researcher evaluated it with scoring rubric of speaking.

### **3.Post-test**

Post tests conducted in both classes after the implementation of English animation video to assess the ability of the student after treatment. This post-test the last test in this study to see if there is a significant effect. In this test, the procedure is the same as in the previous pretest. They are:

- a) The researcher gave the oral test
- b) The researcher asked to students to make the conversation with their pairs about invitation someone to do something
- c) Researcher take the time to students to make the conversation.
- d) Researcher asked to students to present the conversation loudly in front of all of the students
- e) Researcher evaluated the students by scoring rubric of speaking.

## G. The Techniques of Data Analysis

### 1. The Requirement Test

#### a. Normality Test

Normality test was one of the significant prerequisites that may be continued in investigating the information of the exploration. It analyzed if the dissemination of information gathered was typical or not. The researcher used the normality test by using Chi-Quadrate formula, as follow:

$$X^2 = \sum \frac{f_o - f_h}{f_h}$$

Where:

$X^2 =$  *Chi-Quadrate*

$F_o =$  Frequency is gotten from the sample or observation (questioner)

$f_h =$  Frequency is gotten from the sample as image from frequency is hoped from population<sup>40</sup>.

#### b. Homogeneity test

The homogeneity test used for determine whether some of the population variances are the same or not. On the off chance

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<sup>40</sup>AnasSudjiono, *PengantarStatistikPendidikan*(Jakarta: PT Raja GrafindoPersada, 2005), p.298.

that both classes are same, it is called homogeneous. To test homogeneity, this considerutilized the taking afterequation:

$$F = \frac{\text{Thebiggestvariant}}{\text{Thesmallestvariant}}^{41}$$

## 2. The Hypothesis Test

Experimentalresearchplan through experimental class and control lesson. After testprepare, two of classes tested by utilizingmethod of information investigation. The method of the data analysis that utilized in this inquire about isfree T-test formula:

$$Tt = \frac{\frac{x_1 - x_2}{\sqrt{(s_1^2 + s_2^2)}}}{n_1 + n_2}$$

Where:

Tt : The value which the statistical significant

X1 : The average score of the experimental class

X2 : The average score of the control class

s12 : Deviation standard of the experimental class

s2 : Deviation standard of the control class

n1 : Number of experimental class

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<sup>41</sup>Mardalis, Metode Penelitian: Suatu Pendekatan Proposal

$n_2$  : Number of control class.<sup>42</sup>

If T-test is higher than table, the researcher can conclude that  $H_a$  is accepted and  $H_0$  is rejected. It means that there is significant effect of English animation video on students' speaking ability. If t-test is lower than table, the writer can conclude that  $H_a$  is rejected and  $H_0$  is accepted. It means that there is no significant effect of using English animation video on students' speaking ability at the VIII grade students of SMPN 1 Sayurmatangi.

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<sup>42</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), p.31



## CHAPTER IV

### THE RESULT OF THE RESEARCH

This chapter presents the result of the research. It talks about the effect of using English animation video on students' speaking ability. The researcher has calculated the data using pre test and post test. This study applied quantitative research by using the formulation of t-test to test the hypothesis.

#### A. Description of Data

##### 1. Description of Data Before Using English Animation Video

###### a. The Pre-Test Score of Experimental

In pre-test of experimental class, the researcher calculated the result which had been got by the students in answering speaking test. The score of pre-test experimental class can be seen in table as follows:

**Table 6**  
**The Score of Experimental Class in Pre-test**

Data Description	Experimental Class
Lowest Score	30
High Score	70
Mean	48.75
Median	48.12
Modus	47
Std. Deviation	11.16

Based on table above, it may be concluded that data got from experimental class can be described as; the lowest score was 30. On the other hand, the high score was 70, mean was 48.75 and median

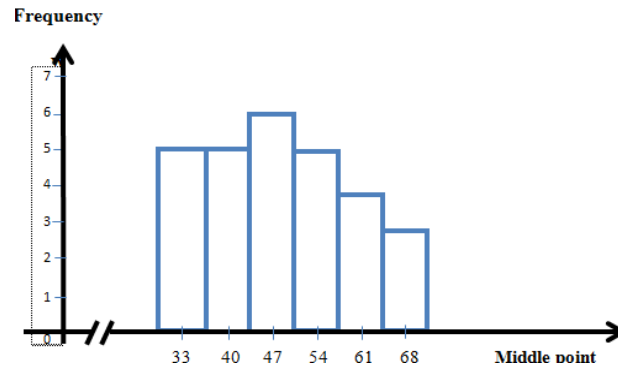
from the score was 48.12. besides, modus from the score in experimental class was 47, then, standard deviation was 11.16. Then the calculation of the frequency distribution of the students' score as follow:

**Table 7**  
**Distribution Frequency of Data**  
**Assess Early (Pre-test) Experimental**

Interval	Mid-Point	Experimental Class	
		Frequency	Percentages
30 – 36	33	5	18 %
37 – 43	40	5	18%
44 – 50	47	6	21%
51 – 57	54	5	18%
58 – 64	61	4	14%
65 – 71	68	3	11%

From the table above, the students' score in experimental class between 30 – 36 was 5 students (18%), class interval between 37 – 43 was 5 students in the percentage (18%). Then, class interval between 44 – 50 was 6 students (21%), interval class between 51 – 57 consisted of 5 students in percentage (18%). Class interval between 58 – 64 was 4 students in percentage (14%). Class interval between 65 – 71 was 3 students in percentage (11%).

In order to get description of the data clearly and completely, pre-test value of experimental if it is presented in the form of histogram can be seen at figure as follows:



**Figure 2**

### **Description Data Pre- Test of Experimental Class**

The figure 2 described the students score based on the interval class. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of experimental class in pre- test shown that the highest in middle point 68 was 3 students and the lowest score in middle point 33 was 5 students.

**b. The Pre-Test Score of Control Class**

In pre-test of control class, the researcher calculated the result which had been got by the students in answering speaking test. The score of pre-test control class can be seen in table as follows:

**Table 8**

**The Score of Control Class in Pre-test**

<b>Data Description</b>	<b>Control Class</b>
Lowest Score	30
High Score	75
Mean	51.5
Median	50.3
Modus	55.5
Std. Deviation	12.16

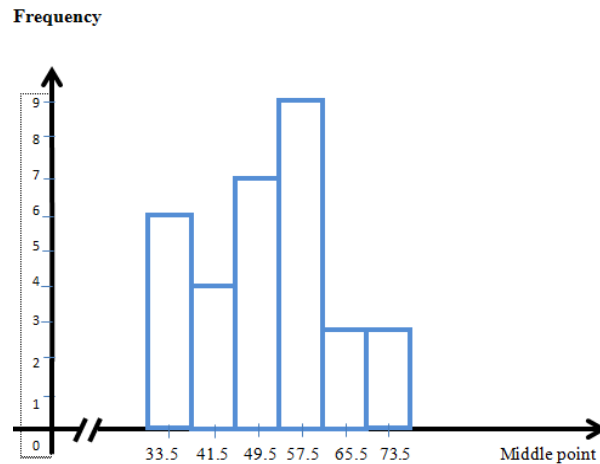
Based on table above, it may be concluded that the data got from control class can be described as; the lowest score was 30. On the other hand, the high score was 75, mean was 51.5 and median from the score was 50.3. Besides, modus from the score in control class 55.5, then, standard deviation was 12.16. Then the calculation of the frequency distribution of the students' score as follow:

**Table 9**  
**Distribution Frequency of Data**  
**Assess Early (Pre-test) Control Class**

Interval	Mid-Point	Control Class	
		Frequency	Percentages
30 – 37	33.5	6	19%
38 – 45	41.5	4	13%
46 – 53	49.5	7	22%
54 – 61	57.5	9	28%
62 – 69	65.5	3	9%
70 – 77	73.5	3	9%

Besides, from the table of, the students' score in control class interval between 30 – 37 was 6 students (19%), interval class between 38 – 45 was 4 students in the percentage (13%). Then, class interval between 46- 53 was 7 students (22%). Class interval between 54 – 61 was 9 students in the percentage (28%). Class interval between 62 – 69 was 3 (9%). Class interval between 70 – 77 consisted 3 students in the percentage (9%).

In order to get description of the data clearly and completely, pretest value of experimental and control class if it is presented in the form of histogram can be seen at figure as follows:



**Figure 3**

### **Description Data Pre- Test of Control Class**

The figure 3 described the students score based on the middle point. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of control class in pre- test shown that the highest interval in middle point 73.5 was 3 students and the lowest score in middle point 33.5 was 6 students.

## **2. Description of Data After Using English Animation Video**

### **a. The Post Test Score of Experimental Class**

In post- test of experimental class, the researcher calculated the result which had been got by the students in answering speaking test.

The data of post- test experimental class can be seen in table as follows:

**Table 10**  
**The Score of Experimental Class in Post-Test**

<b>Data Description</b>	<b>Experimental Class</b>
Lowest Score	55
High Score	90
Mean	74.85
Median	75.92
Modus	76.01
Std. Deviation	9.92

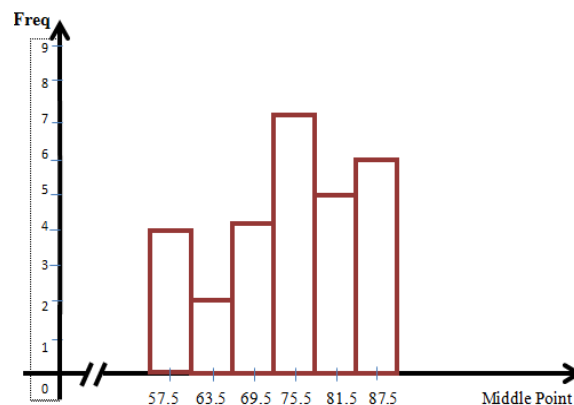
Based on table above, it may be concluded that the data got from experimental class can be described as; the lowest score was 55. On the other hand, the high score was 90, mean was 74.85 and median from the score was 75.92. Besides, modus from the score in experimental class was 76.01, then, standard deviation was 9.92. Then the calculation of the frequency distribution of the students' score as follow:

**Table 11**  
**Distribution Frequency of Data**  
**(Post-test) in Experimental Class**

<b>Interval</b>	<b>Mid-Point</b>	<b>Experimental Class</b>	
		<b>Frequency</b>	<b>Percentages</b>
55 – 60	57.5	4	14%
61 – 66	63.5	2	7%
67 – 72	69.5	4	14%
73 – 78	75.5	7	25%
79 – 84	81.5	5	18%
85 – 90	87.5	6	21%

From the table above, the students' score in experimental class between 55 – 60 was 4 students (14%), class interval between 61 – 66 was 2 students in the percentage (7%). Then, class interval between 67 – 72 was 4 students (14%), interval class between 73 – 78 consisted of 7 students in percentage (25%). Class interval between 79 – 84 was 5 students in percentage (18%). Class interval between 85 – 90 was 6 students in percentage (21%).

In order to get description of the data clearly and completely, Post test value of experimental class if it is presented in the form of histogram can be seen at figure as follows:



**Figure 4**  
**Description Data Post- Test of Experimental Class**

The figure 4 described the students score based on the interval classes. It can be seen the comparison between the highest score and



the lowest score. From the histogram of the students' score of experimental class in post- test shown that the highest in middle point 75.5 was 7 students and the lowest score in middle point 63.5 was 2 students.

**b. The Post Test Score of Control Class**

In post- test of control class, the researcher calculated the result which had been got by the students in answering speaking test. The data of post- test control class can be seen in table as follows:

**Table 12**  
**The Score of Control Class in Post-Test**

<b>Data Description</b>	<b>Control Class</b>
Lowest Score	40
High Score	75
Mean	53.37
Median	50.3
Modus	44.9
Std. Deviation	9.88

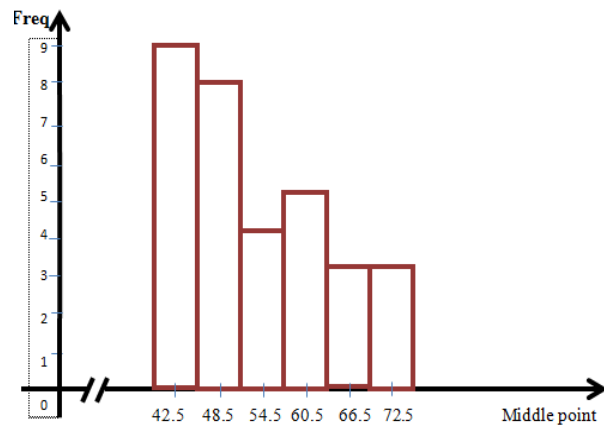
Based on table above, it may be concluded that the data got from control class can be described as; the lowest score was 40. On the other hand, the high score was 75, mean was 53.37 and median from the score was 50.3 besides, modus from the score in control class 44.9, then, standard deviation was 9.88. Then the calculation of the frequency distribution of the students' score as follow:

**Table 13**  
**Distribution Frequency of Data**  
**(Post-test) in Control Class**

Interval	Mid-Point	Control Class	
		Frequency	Percentages
40 – 45	42.5	9	28%
46 – 51	48.5	8	25%
52 – 57	54.5	4	13%
58 – 63	60.5	5	16%
64 – 69	66.5	3	9%
70 – 75	72.5	3	9%

Besides, from the table of, the students' score in control class interval between 40 – 45 was 9 students (28%), interval class between 46 – 51 was 8 students in the percentage (25%). Then, class interval between 52 – 57 was 4 students (13%). Class interval between 58 – 63 was 5 students in the percentage (16%). Class interval between 64 – 69 was 3 (9%). Class interval between 70 – 75 consisted 3 students in the percentage (9%).

In order to get description of the data clearly and completely, Post test value of control class if it is presented in the form of histogram can be seen at figure as follow:



**Figure 5**  
**Description Data Post- Test of Control Class**

The figure 5 described the students score based on the middle point. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of control class in post- test shown that the highest interval in middle point 72.5 was 3 students and the lowest score in middle point 42.5

**c. Description of Comparison Score of Pre-Test and Post Test**

**1. Comparison Score of Pre-Test and Post Test in Experimental Class**

After the researcher getting the result of experimental class in pre- test and post- test, the researcher made in the table form to compare the differences between pre- test score and post-test score. The comparison score between pre- test and post-test of experimental class can be seen in following table:

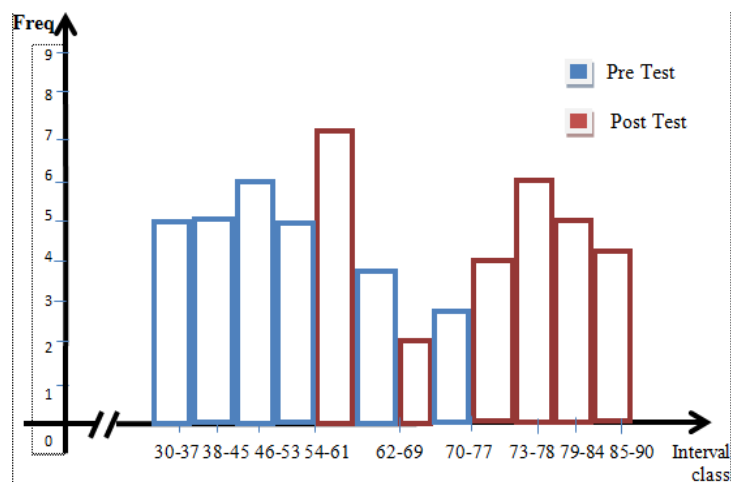
**Table 14**  
**The Score of Experimental Class**  
**in PreTest and Post Test**

IntervalClass		Frequency	
Pre-test	Post-test	Pre – test	Post-test
30 – 37	55 – 60	5	4
38 – 45	61 – 66	5	2
46 – 53	67 – 72	6	4
54 – 61	73 – 78	5	7
62 – 69	79 – 84	4	5
70 – 77	85 – 90	3	6

Based on the table 14 of pre-test and post-test. The researcher found that most of students got low score in pre-test at interval 30 – 37 and the students in post- test got score at interval 55 – 60. Based on the

description above, it can be concluded that students score in post test was higher than the students score in pre-test.

In order to get description of the data clearly and completely, Pre-test and Post test value of experimental class if it is presented in the form of histogram can be seen at figure as follow:



**Figure 6**  
**Description Data Pre-Test and Post- Test in Experimental Class**

## 2. Comparison Score of Pre-Test and Post Test in Control Class

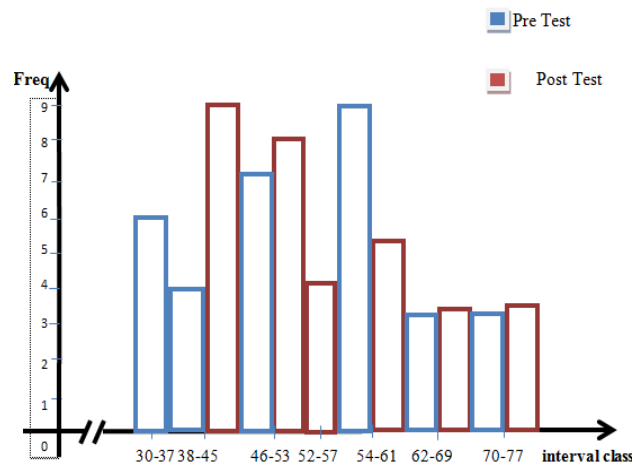
After the researcher getting the result of control class in pre- test and post- test, the researcher made in the table form to compare the differences between pre- test score and post-test score. The comparison score between pre- test and post-test of control class can be seen in following table:

**Table 15**  
**The Score of control Class**  
**in PreTest and Post Test**

Interval Class		Frequency	
Pre-Test	Post-Test	Pre-Test	Post-Test
30 – 37	40 – 45	6	9
38 – 45	46 – 51	4	8
46 – 53	52 – 57	7	4
54 – 61	58 – 63	9	5
62 – 69	64 – 69	3	3
70 – 77	70 – 75	3	3

Based on the table 15of pre-test and post-test. The researcherfound that most of students got low score in pre-test at interval 30 – 37 and the students in post- test got score at interval 40- 45. Based on the description above, it can be concluded that students score in post test was higher than the students score in pre-test.

In order to get description of the data clearly and completely, pre- test and post test value of control class if it is presented in the form of histogram can be seen at figure as follow:



**Figure 7**

**Description Data Pre-Test and Post- Test in Control Class**

**B. Testing of Hypothesis**

**1. Hypothesis Test**

After calculating the data of post test, researcher found that post test result of experimental class and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Alternative Hypothesis ( $H_a$ ) of the research was “There was the significant effect of using English Animation Video on students’ speaking ability at grade VIII SMPN 1 Sayurmatinggi.” Then, in testing the hypothesis, this study used the *T test* formula manually with the following formula:

$$T_t = \frac{X_1 - X_2}{\sqrt{(s_1^2 + s_2^2)}} \cdot \frac{1}{n_1 + n_2}$$

The hypothesis to be tested are:

$H_0$  : There was no significant effect of using English Animation Video on students' speaking ability at grade VIII SMPN 1 Sayurmatinggi

$H_a$  : There was the significant effect of using English Animation Video on students' speaking ability at grade VIII SMPN 1 Sayurmatinggi.

**Table 16**  
**Resultof T-test**

Post-test	
$t_{count}$	$t_{table}$
<b>3.070</b>	<b>2.00</b>

From the research data, while  $t_{count}= 3.070$  with the significant level of  $\alpha = 5\%$  and  $dk = 60$  obtained  $t_{table}= 2.00$ . Then, it might be concluded that  $t_{count}>t_{table}$ . So,from the calculation above, it can be seen that  $H_0$ was rejected and  $H_a$  was accepted.

### C. Discussion

Based on Harmer points out that animation videos is a media learning that can prove English speaking students' on process learning because learners not only can listen the language but also they can see it, in order to support comprehension, videos contain visual clues such as



gestures and expressions which allow students to go beyond on what they listen, and also interpret the video in a deeper way.<sup>43</sup> Because students can see the language in use from natural contexts, they can make connections between words and images which help them to analyze their own use of the language or even to learn new language.

On the data analysis, the researcher discussed the result of this research on the effect of using English Animation Video on Students' Speaking Ability, where the result mean score experimental class was higher than control class. The mean score of experimental class after using English animation video was 74.85 and mean score of control class by using teacher technique was 53.37. It has been discussed by Umaroh stated that English animation video was positive and effectively perceived on implementing in teaching speaking ability. It can be concluded that English Animation Video is very useful for teaching speaking skill. It not only to help them in speaking but they also feel enjoy and interested.<sup>44</sup>

The same result also found by Stevani et al. research from the empirical data states through the application of the method can improve the speaking ability from the initial condition of average value of 42.17 to the final condition in cycle II average 76.65. So it can be concluded that

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<sup>43</sup>Harmer, *The Practice of English*.p.25

<sup>44</sup>Liya Umaroh and Universitas Dian Nuswantoro, "Interactive Speaking Class" 3 (2019): 95–

through the method of using English animation video can improve the speaking ability.<sup>45</sup>

English animation video is not just for speaking skill but this media can improve thinking skill that stated byAdri research.The analysis showed that Ho was rejected and Ha was accepted. The result of the research showed that the English animation video is expressed to be effective to teach in thinking skill.<sup>46</sup>

From the result that was previously stated from the first, second and the last researcher it was proved that the students score that taught by using English animation video got better score. As in the research, the mean score of experimental class in post- test got higher result then in control class (74.85 >53.37).After looking the students' score in experimental class after using English animation video in teaching speaking ability. This technique can help the students to develop their interest and ideas in speaking ability.

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<sup>45</sup>R. Stevani, V., Handayani, I.,Risma, "The Effectiveness of Using Short Animation Subtitle Movie Toward Students' Speaking Skill of The Eleventh Grade at Senior High School 8 in Serang City," *Proceeding Aiselt (Annual International Seminar on English Language Teaching*, 2021, 287–96.

<sup>46</sup>Helmia Tasti Adri et al., "Using Animated Video Based on Scientific Approach To Improve Students Higher Order Thinking Skill," *Indonesian Journal of Social Research (IJSR)* 2, no. 1 (2020): 9–17, <https://doi.org/10.30997/ijsr.v2i1.23>.

#### **D. Threats of the Research**

The researcher found the threats of the research as follows:

1. The students were not serious in answering the pre-test and post-test. Some of them still were cheating and imitating dialogue of their classmates. It made the answer of the test was not pure because they did not do it by themselves.
2. The students were noisy while the learning process. They were not concentrating in following the learning process. Some of them talked to their friends and some of them did something outside the teacher's rule. Clearly, it made them can not get the teacher's explanation well and gave the impact to the post-test answer.
3. The students were too enthusiastic in speaking. It made them be not followed the rule of treatment when the teacher gives other topic, the students feel confused to understand the other topic of speaking.
4. Some of them were not interested in learning English and give the impact to their answer.
5. In the oral test, students still read the dialogue text in front of the class.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research, the conclusion of this research are as follow:

1. Students' speaking ability at the eight grade of SMPN 1 Sayurmatinggi before using English animation video implemented was low. It can be seen from the students' score of pre-test, the higher score of pre-test implemented English animation video (experiment class) is 70 and the lowest score is 30. The result in data analysis where the mean score in pre-test experimental class was 48.75.
2. The students' ability at the eight grade of SMPN 1 Sayurmatinggi in speaking ability after English animation video implemented had higher score. It can be seen from the students' score of post-test, the higher score of post-test implemented English animation video (experiment class) is 90 and the lowest score is 55 and the mean score became 74.85.
3. This research hypothesis is the hypothesis alternative ( $H_a$ ) was accepted. It was proven with  $t_{count}$  was higher than  $t_{table}$  ( $3.070 > 2.00$ ). Therefore, the researcher concluded that English animation video has an effect or on students' speaking ability at the eight grade of SMPN 1 Sayurmatinggi.

## **B.Suggestion**

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the writer has suggestion:

1. From the researcher result it is as the information for the headmaster to motivate the English teacher to teach as well as possible by maximizing the using English animation video in teaching, because this method can achieve the students speaking ability.
2. The English teacher, the researcher suggests as an English teacher were hoped to use appropriate method to teach or explain English subject to the students so that the students can enjoy and increase their skill in learning English.
3. Other researcher/reader, the researcher hopes that for the next research at SMP is not just one skill to do the research like speaking, but the other skills such as writing, reading, listening because most of students at SMP still less about all skills. In this era, most of students always use gadget in their daily activity so, we such as a teacher especially in the next researcher has to be stronger English subject or all the skill to the students.

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## **Appendix 1**

### **LESSON PLAN (EXPERIMENTAL CLASS)**

Sekolah : SMP NEGERI 1 SAYURMATINGGI

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Genap

Alokasi Waktu : 2 x 40 Menit

#### **A. Kompetensi Inti**

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli, (gotongroyong, kerjasama, toleran, damai), santun, responsive, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural, 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 procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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

#### **B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

1. Kompetensi Dasar:

3.4 Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta izin, serta menanggapi, sesuai dengan konteks penggunaannya.

4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan mengajak seseorang untuk melakukan sesuatu dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

2. Indikator :

a. Mampu berbicara Bahasa Inggris dengan pelafalan yang baik, intonasi yang baik, akurasi yang tepat, dan pengucapan yang benar sesuai dengan konteks pembicaraan.

- b. Mampu berinteraksi secara social dengan orang lain.
- c. Mampu mengidentifikasi makna, fungsi social, struktur, dan unsure kebahasaan dari pembicaraan Bahasa Inggris yang sedang berlangsung.

**C. Tujuan Pembelajaran**

- 1. Siswa mampu berbicara Bahasa Inggris dengan baik melalui teknik belajar yang diberikan.
- 2. Siswa mampu berinteraksi social dan mengidentifikasi makna, fungsi sosial, struktur dan unsur kebahasaan dari pembicaraan yang sedang berlangsung.

**D. Materi Pembelajaran**

<p>Invitation is a written overbal request inviting someone to go somewhere or to do something. So invitation is an expression that is disclosed when there is someone who wants to ask other person to come to a place or when there is someone who asks thers to do something for him/her.</p>		
<p>Expressions invitation someone to do something:</p> <ol style="list-style-type: none"> <li>1. Would you come to...?</li> <li>2. Do you like to.....?</li> <li>3. Would you like to.....?</li> <li>4. I would very happy if.....?</li> <li>5. We would be pleased if you could.....?</li> <li>6. We would care to.....?</li> <li>7. Are you coming?</li> <li>8. Let's go to.....!</li> <li>9. Are you coming?</li> <li>10. Could you...?</li> </ol>	<p>Example:</p> <ol style="list-style-type: none"> <li>1. Would you come to go to my house?</li> <li>2. Would you like to come to my party?</li> <li>3. Let's go to Lina's House!</li> <li>4. Let's walk together!</li> <li>5. Could you to come for lunch on Wednesday?</li> <li>6. Can you come to the movies tonight?</li> </ol>	
<b>Responding to invitation</b>		
<b>Making invitation</b>	<b>Accepting invitation</b>	<b>Declining invitation</b>
Would you like to come to my party?	Yes, I'm. Thanks for inviting me	I'm sorry, I'm not feeling well today
Can you come to the movies tonight?	I would love to come	I would love to come but I cant
Let's go to the campus	Yes, let's go	No, thank you. I do not feel like going
Could you to come for lunch on Wednesday?	Yeah. That's good idea.	I'm sorry, I can't

**E. Metode Pembelajaran**

- 1. Metode pembelajaran : English animation video

**F. Media Pembelajaran**

- 1. Media :English animation video, buku Paket

2. Alat/Bahan :Spidol dan papan tulis, in focus

### G. Sumber Belajar

Buku cetak Bahasa Inggris —When English Rings a Bell for SMP kelas VIII.

Youtube — Animasi video bahasainggris

### H. Langkah-Langkah Pembelajaran

<b>Pertemuan Ke-1 (2 x 40 menit)</b>
<b>Kegiatan Pendahuluan</b>
<ol style="list-style-type: none"><li>1. Guru member salam</li><li>2. Berdoa</li><li>3. Memperkenalkan diri kepada sisiwa dan menyampaikan maksud dan kedatangan ke dalam kelas</li><li>4. Guru memeriksa kehadiran siswa</li><li>5. Guru mengajukan pertanyaan antara pengetahuan sebelumnya sebelum materi yang akan dipelajari</li><li>6. Guru menyiapkan alat-alat untuk menayangkan video di depan para siswa</li></ol>
<b>Kegiatan Pembelajaran/Kegiatan Inti</b>
<ol style="list-style-type: none"><li>1. Guru mempersentasikan video animasi tentang invitation someone to do something</li><li>2. Guru mencoba membantu siswa dengan mengulang video animasi sebanyak dua atau tiga kali</li><li>3. Guru meminta siswa untuk mengulang setiap ucapan di setiap ekspresi tentang invitation someone to do something sebanyak tiga kali</li><li>4. Guru mencoba mendengarkan ucapan lisan tentang invitation someone to do something dari siswa</li><li>5. Guru menanyakan apa yang belum diketahui oleh siswa</li><li>6. Guru menjelaskan kembali mengenai invitation someone to do something kepada siswa</li></ol>
<b>Penutup</b>
<ol style="list-style-type: none"><li>1. Guru memberikan oral test kepada siswa dengan memilih diantara beberapa tema yang di berikan</li><li>2. Guru memberikan penilaian sesuai dengan penilaian speaking dari buku panduan guru</li></ol>
<b>Pertemuan Ke-2 (2 x 40 menit)</b>
<b>Kegiatan Pendahuluan</b>
<ol style="list-style-type: none"><li>1. Guru memberi salam</li><li>2. Berdoa</li><li>3. Guru memeriksa kehadiran siswa</li><li>4. Guru memberi motivasi belajar kepada siswa secara kontekstual.</li><li>5. Guru menanyakan kembali terkait pemahaman siswa terhadap materi pada pertemuan pertama</li></ol>
<b>Kegiatan Inti</b>
<ol style="list-style-type: none"><li>6. Elaborasi<ol style="list-style-type: none"><li>a) Memfasilitasi peserta didik melalui pembelajaran tugas dan lain- lain</li></ol></li></ol>

<ul style="list-style-type: none"> <li>b) Mengingat kembali materi/teks yang sudah dipelajari</li> <li>c) Siswa mengulang-ulang kembali kalimat invitation someone to do something sebanyak tiga kali sesuai dengan pengucapan yang baik dan benar</li> </ul> <p>7. Konfirmasi Guru menjawab pertanyaan peserta didik yang menghadapi kesulitan.</p>
<b>Penutup</b>
<ul style="list-style-type: none"> <li>8. Guru memberikan tambahan penjelasan apabila ada yang kurang di mengerti oleh murid.</li> <li>9. Siswa dan guru membuat kesimpulan terhadap materi yang telah diajarkan.</li> <li>10. Siswa dan guru menutup pembelajaran dengan membaca do'a.</li> </ul>

### I. Penilaian

Teknik : Test

Bentuk : Lisan (spoken)

#### Rubrik Penilaian (Scoring Rubric of Speaking)

NO	Aspect	Criteria	Score	Weighting
1	Pronunciation	Almost perfect	5	5 X
		There are some mistakes but do not interfere the meaning	4	
		There are some mistakes and interfere the meaning	3	
		Many mistakes and interfere the meaning	2	
		Too much mistakes and interfere the meaning	1	
2	Intonation	Almost perfect	5	5 X
		There are some mistakes but do not interfere the meaning	4	
		There are some mistakes and interfere the meaning	3	
		Many mistakes and interfere the meaning	2	
		Too much mistakes and interfere the meaning	1	
3	Fluency	Very Good	5	5 X
		Good	4	
		Enough	3	

		Not so bad	2	
		Bad	1	
4	Accuracy	Very Good	5	5 X
		Good	4	
		Enough	3	
		Not so bad	2	
		Bad	1	

**Table V**  
**Criteria of value**

No	Predicate	Number of Score
1	Very good (A)	86-100
2	Good (B)	71-85
3	Enough (C)	56-70
4	Less (D)	≤55

Padangsidempuan, 2022

Mengetahui,

Peneliti

Leliyani Nasution,S.Pd

Sarita Riski Nasution

## Appendix 2

### LESSON PLAN (CONTROL CLASS)

Sekolah : SMPN 1 Sayurmatinggi

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Alokasi Waktu : 2 x 40 Menit

#### A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli, (gotongroyong, kerjasama, toleran, damai), santun, responsive, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural, 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 procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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

#### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

##### 1. Kompetensi Dasar

3.4 Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta izin, serta menanggapi, sesuai dengan konteks penggunaannya.

4.1 Menyusun teks interaksi interpersonal lisan dan tulisan sangat pendek dan sederhana yang melibatkan tindakan mengajak seseorang untuk melakukan sesuatu dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

##### 2. Indikator :

a. Mampu berbicara Bahasa Inggris dengan pelafalan yang baik, intonasi yang baik,

akurasi yang tepat, dan pengucapan yang benar sesuai dengan konteks pembicaraan.

b. Mampu berinteraksi secara social dengan orang lain.

c. Mampu mengidentifikasi makna, fungsi social, struktur, dan unsur kebahasaan dari pembicaraan Bahasa Inggris yang sedang berlangsung.

### C. Tujuan Pembelajaran

1. Siswa mampu berbicara Bahasa Inggris dengan baik melalui teknik belajar yang diberikan.
2. Siswa mampu berinteraksi social dan mengidentifikasi makna, fungsi sosial, struktur dan unsur kebahasaan dari pembicaraan yang sedang berlangsung.

### D. Materi Pembelajaran

<p>Invitation is a written verbal request inviting someone to go somewhere or to do something. So invitation is an expression that is disclosed when there is someone who wants to ask other person to come to a place or when there is someone who asks thers to do something for him/her.</p>		
<p>Expressions invitation someone to do something:</p> <ol style="list-style-type: none"> <li>1. Would you come to...?</li> <li>2. Do you like to.....?</li> <li>3. Would you like to.....?</li> <li>4. I would very happy if.....?</li> <li>5. We would be pleased if you could.....?</li> <li>6. We would care to.....?</li> <li>7. Are you coming?</li> <li>8. Let's go to.....!</li> <li>9. Are you coming?</li> <li>10. Could you...?</li> </ol>	<p>Example:</p> <ol style="list-style-type: none"> <li>7. Would you come to go to my house?</li> <li>8. Would you like to come to my party?</li> <li>9. Let's go to Lina's House!</li> <li>10. Let's walk together!</li> <li>11. Could you to come for lunch on Wednesday?</li> <li>12. Can you come to the movies tonight?</li> </ol>	
<p><b>Responding to invitation</b></p>		
<p><b>Making invitation</b></p>	<p><b>Accepting invitation</b></p>	<p><b>Declining invitation</b></p>
<p>Would you like to come to my party?</p>	<p>Yes, I'm. Thanks for inviting me</p>	<p>I'm sorry, I'm not feeling well today</p>
<p>Can you come to the movies tonight?</p>	<p>I would love to come</p>	<p>I would love to come but I cant</p>
<p>Let's go to the campus</p>	<p>Yes, let's go</p>	<p>No, thank you. I do not feel like going</p>
<p>Could you to come for lunch on Wednesday?</p>	<p>Yeah. That's good idea.</p>	<p>I'm sorry, I can't</p>

### E. Metode Pembelajaran

1. Metode pembelajaran : conventional method

## F. Media Pembelajaran

1. Media :BukuPaket
2. Alat/Bahan :Spidol dan papan tulis

## G. Sumber Belajar

Buku cetak Bahasa Inggris —When English Rings a Bell for SMP kelas VIII.

## H. Langkah-Langkah Pembelajaran

<b>Pertemuan Ke-1 (2 x 40 menit)</b>
<b>Kegiatan Pendahuluan</b>
<ol style="list-style-type: none"><li>1. Guru memberi salam</li><li>2. Berdoa</li><li>3. Guru memeriksakehadiransiswa</li><li>4. Memperkenalkan diri kepada siswa dan menyampaikan maksud kedatangan ke dalam kelas.</li><li>5. Guru memberi motivasi belajar kepada siswa secara kontekstual.</li><li>6. Guru mengajukan pertanyaan antara pengetahuan sebelumnya sebelum materi yang akan dipelajari</li><li>7. Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa</li><li>8. Menjelaskan mekanisme pelaksanaan sesuai dengan langkah- langkah pembelajaran.</li></ol>
<b>Kegiatan Pembelajaran/Kegiatan Inti</b>
<ol style="list-style-type: none"><li>1. Guru meminta murid untuk membuka buku paket</li><li>2. Guru menjelaskan dialog yang ada di buku paket tersebut</li><li>3. Setiap siswa diberikan bagian yang terdiri sebagai pembicara dan lawan bicara.</li><li>4. Guru menugaskan siswa untuk menghafal dialog dengan waktu yang ditentukan.</li><li>5. Siswa menampilkan dialog tersebut di depan kelas.</li></ol>
<b>Penutup</b>
<ol style="list-style-type: none"><li>1. Guru memberikan kesempatan kepada siswa untuk menanyakan hal yang belum dipahami</li><li>2. Siswa dan guru membuat kesimpulan terhadap materi yang telah diajarkan</li><li>3. Siswa dan guru menutup pembelajaran dengan membaca do‘a</li></ol>
<b>Pertemuan Ke-2 (2 x 40 menit)</b>
<b>Kegiatan Pendahuluan</b>
<ol style="list-style-type: none"><li>1. Guru memberisalam</li><li>2. Berdoa</li><li>3. Guru memeriksa kehadiran siswa</li><li>4. Memperkenalkan diri kepada siswa dan menyampaikan maksud kedatangan ke dalam kelas.</li><li>5. Guru member motivasi belajar kepada siswa secara kontekstual.</li><li>6. Guru menanyakan kembali terkait pemahaman siswa terhadap materi pada pertemuan pertama.</li></ol>
<b>Kegiatan Inti</b>



1. Elaborasi a) Memfasilitasi peserta didik melalui pembelajaran tugas dan lain- lain. b) Mengingatn kembali materi/teks yang sudah dipelajari 2. Konfirmasi Guru menjawab pertanyaan peserta didik yang menghadapi kesulitan.
<b>Penutup</b>
11. Guru memberikan tambahan penjelasan apabila ada yang kurang di mengerti oleh murid. 12. Siswa dan guru membuat kesimpulan terhadap materi yang telah diajarkan. 13. Siswa dan guru menutup pembelajaran dengan membaca do'a

### I. Penilaian

Teknik : Test

Bentuk : Lisan (spoken)

Penilaian : Berdasarkan rubric penilaian Speaking.

### Rubrik Penilaian (Scoring Rubric of Speaking)

NO	Aspect	Criteria	Score	Weigthing
1	Pronunciation	Almost perfect	5	5 X
		There are some mistakes but do not interfere the meaning	4	
		There are some mistakes and interfere the meaning	3	
		Many mistakes and interfere the meaning	2	
		Too much mistakes and interfere the meaning	1	
2	Intonation	Almost perfect	5	5 X
		There are some mistakes but do not interfere the meaning	4	
		There are some mistakes and interfere the meaning	3	
		Many mistakes and interfere the meaning	2	
		Too much mistakes and interfere the meaning	1	
3	Fluency	Very Good	5	5 X
		Good	4	
		Enough	3	
		Not so bad	2	
		Bad	1	
4	Accuracy	Very Good	5	5 X
		Good	4	

		Enough	3	
		Not so bad	2	
		Bad	1	

**Criteria of value**

No	Predicate	Number of Score
1	Very good (A)	86-100
2	Good (B)	71-85
3	Enough (C)	56-70
4	Less (D)	≤55

Padangsidempuan,

2022

Mengetahui,

Peneliti

Leliyani Nasution,S.Pd.

Sarita Riski Nasution

## Appendix 3

### THE QUESTIONS

#### SPEAKING SKILLS TEST (PRE-TEST)

This test is part of a research study that is prepared to collect information about your level of speaking skills. It's confidential and will not interfere in any way with your grade. For this reason, the result of your test will be recorded with any details needed. Below is the instruction for the test.

(Tes ini adalah bagian dari studi penelitian yang digunakan untuk mengumpulkan informasi mengenai level kemampuan speaking siswa. Tes ini juga tidak akan mempengaruhi nilai apapun dan bersifat individual. Hasil dari test ini akan direkam beserta seluruh detailnya. Dibawah ini adalah instruksi untuk melakukan test.)

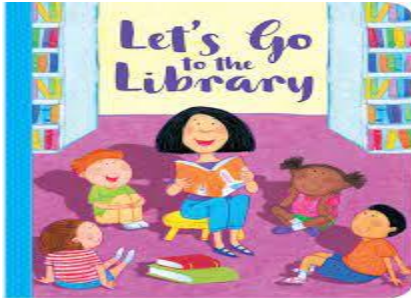
#### **Speaking instruction:**

You are to perform a conversation of 2 people with a maximum duration of 3-4 minutes. Before appearing, you have 5 minutes to prepare. You can create your conversation based on one of the three theme below. In your conversation, you have to express at least 3 sentences invitation someone to do something.

(Anda akan menampilkan sebuah percakapan oleh 2 orang berdurasi 3-4 menit maksimal. Sebelum tampil, akan diberikan waktu selama 5 menit untuk persiapan. Anda bisa membuat percakapan sendiri berdasarkan salah satu dari tiga tema yang diberikan. Dipercakapanmu, kamu harus mengekspresikan setidaknya 3 kalimat invitation someone to do something).

Theme:

(Library)



(Cinema)



(Have Dinner)



Mengetahui,  
Validator

Zainuddin, M.Hum

NIP. 197606102008011 016

## Appendix 4

### THE QUESTIONS SPEAKING SKILLS TEST (POST-TEST)

This test is part of a research study that is prepared to collect information about your level of speaking skills. It's confidential and will not interfere in any way with your grade. For this reason, the result of your test will be recorded with any details needed. Below is the instruction for the test.

(Tes ini adalah bagian dari studi penelitian yang digunakan untuk mengumpulkan informasi mengenai level kemampuan speaking siswa. Tes ini juga tidak akan mempengaruhi nilai apapun dan bersifat individual. Hasil dari test ini akan direkam beserta seluruh detailnya. Dibawah ini adalah instruksi untuk melakukan test.)

#### **Speaking instruction:**

You are to perform a conversation of 2 people with a maximum duration of 1-3 minutes. Before appearing, you have 5 minutes to prepare. You can create your conversation with the free theme. In your conversation, you have to express at least 3 sentences invitation someone to do something.

(Anda akan menampilkan sebuah percakapan oleh 2 orang berdurasi 1-3 menit maksimal. Sebelum tampil, akan diberikan waktu selama 5 menit untuk persiapan. Anda bisa membuat percakapan sendiri dengan tema bebas. Dipercakapanmu, kamu harus mengekspresikan setidaknya 3 kalimat invitation someone to do something).

Mengetahui,  
Validator

Zainuddin, M.Hum

NIP. 197606102008011 016

## APPENDIX 5

### Score of Experimental Class in Pre-Test

No	The Name of Students (n)	P	I	F	A	Total score	Test score
1	Ahmad Arifin Rangkuti	1	2	2	1	6	30
2	Aliya Aswita	2	2	2	2	8	40
3	Annisa Khumairoh	3	4	3	4	14	70
4	Annisa Rayana	3	3	3	3	12	60
5	Anwar Sugandi	1	2	2	1	6	30
6	Dea Revalina	3	3	2	4	12	60
7	Doras Kristian Tamba	2	3	2	2	9	45
8	Elfis Marpaung	2	2	3	3	10	50
9	Fauzi Dalimunthe	2	1	2	2	7	35
10	Firda Levia Pulungan	4	3	4	3	14	70
11	Ilham Martua Crespo	2	2	2	4	11	55
12	Indra Husein	1	2	2	3	8	40
13	Jaya Martona	3	2	1	4	10	50
14	Jerni Anggi Iwana	2	3	3	3	11	55
15	Kasman Harahap	2	2	2	2	8	40
16	Lidia Simangunsong	2	2	2	3	9	45
17	Lunggup Martua	2	4	2	3	11	55
18	Muhammad Alwi	2	2	2	2	6	40
19	Nur Jannah Mandopa	2	2	1	2	7	35
20	Parisjon Simatupang	2	3	2	3	10	50
21	Putri Jesica	3	2	3	4	12	60
22	Revaldo	2	2	2	3	10	50
23	Riski Daulat Sitorus	3	3	2	3	11	55
24	Ropikoh	3	2	3	3	11	55
25	Siti Saskiyah Syahrani	3	3	3	3	12	60
26	Tetti	1	2	2	2	7	35
27	Ummi Sakdiah Lubis	2	4	3	4	13	65
28	Yunaidil Ansyari	2	2	2	2	8	40

## APPENDIX 6

### Score of Control Class in Pre-test

No	The Name of Students (n)	P	I	F	A	Total score	Test score
1	Ade Irma Mandopa	2	3	2	2	9	45
2	Anggun Nadya	2	3	2	3	10	50
3	Angga Pasaribu	2	4	2	3	11	55
4	Deby Khumairoh	3	3	3	3	12	60
5	Dewi Zahraini	3	4	3	4	14	70
6	Edi Saputra	2	3	2	3	10	50
7	Fandiarlus	1	2	1	2	6	30
8	Grace Seven	2	4	2	3	11	55
9	Gracia Wardani	4	4	3	4	15	75
10	Ifan Alfian	1	2	1	2	6	30
11	Indah Permata Sari	2	3	2	2	9	45
12	Indah Lestari	2	3	2	3	10	50
13	Kheisah Farida	3	3	2	2	10	50
14	Lulu Permata Sari	3	3	3	3	12	60
15	Mahudum	1	2	1	2	6	30
16	Muhammad Syahrifki	1	2	1	2	6	30
17	Mira Dewi	3	4	3	3	13	65
18	Nur Mawaddah	3	4	3	3	13	65
19	Nasvita Azizah	3	3	3	4	13	65
20	Nadin Greosia	3	3	3	3	12	60
21	Nitar Mawati	2	3	2	3	10	50
22	Nur Minah	2	4	2	3	11	55
23	Nur Azizah	3	3	3	3	12	60
24	Nur Safitri	3	3	3	3	12	60
25	Otonius	1	2	1	2	6	30
26	Palmira Winda	2	3	3	3	11	55
27	Rizki Sanjaya	2	3	2	3	10	50
28	Reno Miller	2	2	2	2	8	40
29	Suandi Sianturi	2	2	2	2	8	40
30	Silvia Rezky	2	3	2	3	10	50
31	Steven	1	2	1	2	6	30
32	Nurul Hidayah	3	4	3	4	14	70

## APPENDIX 7

### Score of Experimental Class in Post-Test

No	The Name of Students (n)	P	I	F	A	Total score	Test score
1	Ahmad Arifin Rangkuti	2	3	3	3	11	55
2	Aliya Aswita	3	4	3	4	14	70
3	Annisa Khumairoh	4	5	4	5	18	90
4	Annisa Rayana	3	5	4	4	16	80
5	Anwar Sugandi	3	4	3	4	14	70
6	Dea Revalina	4	5	4	5	18	90
7	Doras Kristian Tamba	4	4	4	4	16	80
8	Elfis Marpaung	3	4	4	4	15	75
9	Fauzi Dalimunthe	3	3	3	3	12	60
10	Firda Levia Pulungan	4	4	4	5	17	85
11	Ilham Martua Crespo	4	4	4	4	16	80
12	Indra Husein	3	4	3	3	13	65
13	Jaya Martona	4	4	4	4	16	80
14	Jerni Anggi Iwana	3	4	4	4	15	75
15	Kasman Harahap	3	4	4	4	15	75
16	Lidia Simangunsong	3	4	4	4	15	75
17	Lunggup Martua	4	4	4	5	17	85
18	Muhammad Alwi	3	4	4	3	14	70
19	Nur Jannah Mandopa	3	3	3	3	12	60
20	Parisjon Simatupang	3	5	3	4	15	75
21	Putri Jesica	4	4	4	4	16	80
22	Revaldo	3	3	3	4	13	65
23	Riski Daulat Sitorus	3	4	3	4	14	70
24	Ropikoh	3	5	3	4	15	75
25	Siti Saskiyah Syahrani	4	5	4	4	17	85
26	Tetti	3	4	4	4	15	75
27	Ummi Sakdiah Lubis	4	4	4	5	17	85
28	Yunaidil Ansyari	2	3	2	4	11	55



## APPENDIX 8

### Score of Control Class in Post-test

No	The Name of Students (n)	P	I	F	A	Total score	Test score
1	Ade Irma Mandopa	3	4	3	4	14	50
2	Anggun Nadya	3	4	3	3	13	50
3	Angga Pasaribu	3	4	4	4	15	55
4	Deby Khumairoh	3	4	3	4	14	60
5	Dewi Zahraini	4	4	4	4	16	70
6	Edi Saputra	3	4	3	3	13	50
7	Fandiarlus	2	3	2	3	10	45
8	Grace Seven	3	4	4	4	15	55
9	Gracia Wardani	4	5	4	4	17	75
10	Ifan Alfian	3	3	3	3	12	45
11	Indah Permata Sari	3	4	3	4	14	45
12	Indah Lestari	3	4	4	4	15	50
13	Kheisah Farida	4	4	3	4	15	50
14	Lulu Permata Sari	4	4	4	3	15	60
15	Mahudum	2	3	2	3	10	45
16	Muhammad Syahrifki	3	3	3	4	13	45
17	Mira Dewi	3	4	4	4	15	65
18	Nur Mawaddah	4	4	4	5	17	65
19	Nasvita Azizah	4	4	3	4	15	65
20	Nadin Greosia	4	4	4	4	16	60
21	Nitar Mawati	3	4	3	3	13	50
22	Nur Minah	3	4	3	4	14	55
23	Nur Azizah	4	4	4	4	16	60
24	Nur Safitri	2	3	2	4	11	60
25	Otonius	3	3	3	3	12	45
26	Palmira Winda	3	4	3	4	14	55
27	Rizki Sanjaya	3	3	3	3	12	50
28	Reno Miller	2	3	2	4	11	40
29	Suandi Sianturi	3	3	3	3	12	40
30	Silvia Rezky	3	4	4	4	15	50
31	Steven	2	3	2	3	10	45
32	Nurul Hidayah	4	4	4	4	16	70

## APPENDIX 9

### The Score of Pre-Test and Post-Test at Experimental Class

No	The Name of Students (n)	Pre test	Post test
1	Ahmad Arifin Rangkuti	30	55
2	Aliya Aswita	40	70
3	Annisa Khumairoh	70	90
4	Annisa Rayana	60	80
5	Anwar Sugandi Batubara	30	70
6	Dea Revalina Panggabean	60	90
7	Doras Kristian Tamba	45	80
8	Elfis Marpaung	50	75
9	Fauzi Dalimunthe	35	60
10	Firda Levia Pulungan	70	85
11	Ilham Martua Crespo	55	80
12	Indra Husein	40	65
13	Jaya Martona	50	80
14	Jerni Anggi Iwana Siagian	55	75
15	Kasman Harahap	40	75
16	Lidia Simangunsong	45	75
17	Lunggup Martua	55	85
18	Muhammad Alwi Nasution	40	70
19	Nur Jannah Mandopa	35	60
20	Parisjon Simatupang	50	75
21	Putri Jesica Simanjuntak	60	80
22	Revaldo	50	65
23	Riski Daulat Sitorus	55	70
24	Ropikoh	55	75
25	Siti Saskiyah Syahrani	60	85
26	Tetti	35	75
27	Ummi Sakdiah Lubis	65	85
28	Yunaidil Ansyari Pulungan	40	55

## APPENDIX 10

### The Score of Pre-Test and Post-Test at Control Class

No	The Name of Students (n)	Pre test	Post test
1	Ade Irma Mandopa	45	50
2	Anggun Nadya	50	50
3	Angga Pasaribu	55	55
4	Deby Khumairoh	60	60
5	Dewi Zahraini	70	70
6	Edi Saputra	50	50
7	Fandiarlus	30	45
8	Grace Seven	55	55
9	Gracia Wardani	75	75
10	Ifan Alfian	30	45
11	Indah Permata Sari	45	45
12	Indah Lestari	50	50
13	Kheisah Farida	50	50
14	Lulu Permata Sari	60	60
15	Mahudum	30	45
16	Muhammad Syahrifki	30	45
17	Mira Dewi	65	65
18	Nur Mawaddah	65	65
19	Nasvita Azizah	65	65
20	Nadin Greosia Simangunsong	60	60
21	Nitar Mawati	50	50
22	Nur Minah	55	55
23	Nur Azizah	60	60
24	Nur Safitri	60	60
25	Otonius	30	45
26	Palmira Winda	55	55
27	Rizki Sanjaya	50	50
28	Reno Miller	40	40
29	Suandi Sianturi	40	40
30	Silvia Rezky	50	50
31	Steven	30	45
32	Nurul Hidayah	70	70

## APPENDIX 11

### RESULT OF NORMALITY TEST IN PRE-TEST

#### A. Result of Normality Test of Experimental Class (VIII-1)

1. The score of VIII-1 Class in pre-test from low score to high score:

30	30	35	35	35	40	40
40	40	40	45	45	45	50
50	50	55	55	55	55	55
60	60	60	60	65	70	70

2. High = 70

Low = 30

Range (R) = high score – low score

= 70 - 30

= 40

3. Total of classes (K)      =  $1 + 3.3 \log(n)$   
    =  $1 + 3.3 \log(28)$   
    =  $1 + 3.3 (1.44)$   
    =  $1 + 4.75$   
    =  $5.75$   
    = 6

4. Length of Classes      =  $\frac{\text{range}}{\text{total of classes}} = \frac{40}{6} = 6.66$  (7)

Interval Class			F	Fcum	x	Fx	x	$f(x - \bar{x})^2$
30	-	36	5	5	33	165		1240.313

37	-	43	5	10	40	200	48.75	382.8125
44	-	50	6	16	47	282		18.375
51	-	57	5	21	54	270		137.8125
58	-	64	4	25	61	244		600.25
65	-	71	3	28	68	204		1111.688
<b>Total</b>			<b>28</b>		<b>303</b>	<b>1365</b>		<b>3491.25</b>

5. Mean

$$\begin{aligned}
 x &= \frac{\sum f x}{\sum f} \\
 &= \frac{1365}{28} \\
 &= 48.75
 \end{aligned}$$

6. Median

$$\begin{aligned}
 M_e &= Bb + i \left( \frac{\frac{n}{2} - f_{cum}}{f} \right) \\
 &= 43,5 + 7 \left( \frac{14 - 10}{6} \right) \\
 &= 43,5 + 7 (0,66) = 43,5 + 4,62 \\
 &= 48,12
 \end{aligned}$$

7. Modus

$$\begin{aligned}
 M_o &= L + i \left( \frac{d_1}{d_1 + d_2} \right) \\
 &= 43,5 + 7 \left( \frac{1}{1 + 1} \right) = 43,5 + 7 (0,5) \\
 &= 43,5 + 3,5 = 47
 \end{aligned}$$

8. Standar Deviation

$$S = \sqrt{\frac{\sum f(x - X)^2}{n}}$$

$$= \sqrt{\frac{3491,25}{28}} = \sqrt{124,6875} = 11.16$$

Table of Normality Test with Chi Quadrate Formula

Interval of Score	Class Limit	Z-Score	Limit Large of Area	Large of area	<i>Fh</i>	<i>Fo</i>	$\left(\frac{(fo - fh)^2}{fh}\right)$	
30- 36	29.5	-1.72	-0.4573			5		
	36.5	-1.09	-0.3621	0.0952	2.6656		2.044352	
37-43	43.5	-0.47	-0.1808	0.1813	5.0764	5	0.00115	
44-50	50.5	0.15	0.0596	0.2404 0.1212	6.7312	6	0.079429	
51- 57	57.5	0.78	0.2823	0.2227	6.2356	5	0.244837	
58-64	64.5	1.41	0,4207	0.1384	3.8752	4	0.004019	
65-71	71.5	2.03	0.4788	0.0581	1.6268	3	1.159133	
$X^2$								3.53292

9. Derajat kebebasan \Dk)

Dk = Banyak kelas – 1

$$= 6- 1$$

$$= 5$$

10. Taraf signifikansi  $\alpha = 0.05$

X2 tabel = 11.070

X2count = 3.53292

Based on the table above, the researcher found that  $X^2$  count = 3.53292, while  $X^2$  tabel = 11.070, cause  $X^2$  count <  $X^2$  tabel (3.53292 < 11.070) with degree of freedom (dk) = 5 and significansi  $\alpha = 5\%$ . So, distribution of experimental

class (VIII 1) in pre-test was normal.

**B. Result of Normality Test of Control Class (VIII 2)**

1. The score of VIII 2 class in pre-test from low score to high score

30	30	30	30	30	30
40	40	45	45	50	50
50	50	50	50	50	55
55	55	55	60	60	60
60	60	65	65	65	70
70	75				

2. High = 75

Low = 30

Range (R) = high score – low score

= 75 - 30

= 45

3. Total of classes (K) =  $1 + 3.3 \log(n)$   
 =  $1 + 3.3 \log(32)$   
 =  $1 + 3.3 (1.50)$   
 =  $1 + 4.95$   
 = 5.95  
 = 6

4. Length of Classes =  $\frac{\text{range}}{\text{total of classes}} = \frac{45}{6} = 7.56 = 8$

Interval Class			F	Fcum	X	Fx	x	f(x- x)^2
30	-	37	6	6	33.5	201		1944

38	-	45	4	10	41.5	166	51.5	400
46	-	53	7	17	49.5	346.5		28
54	-	61	9	26	57.5	517.5		324
62	-	69	3	29	65.5	196.5		588
70	-	77	3	32	73.5	220.5		1452
<b>Total</b>			<b>32</b>			<b>1648</b>		<b>4736</b>

5. Mean

$$= \frac{\sum fx}{\sum f}$$

$$= \frac{1648}{32}$$

$$= 51.5$$

6. Median

$$M_e = Bb + i \left( \frac{\frac{n}{2} - f_{cum}}{f} \right)$$

$$= 45,5 + 8 \left( \frac{16 - 10}{7} \right)$$

$$= 45,5 + 8 (0.6) = 45,5 + 4,8$$

$$= 50,3$$

7. Modus

$$M_o = L + i \left( \frac{d_1}{d_1 + d_2} \right)$$

$$= 53,5 + 8 \left( \frac{2}{2+6} \right) = 53,5 + 8 (0,25)$$

$$= 53,5 + 2$$

$$= 55,5$$

8. Standar Deviation

$$S = \sqrt{\frac{\sum f(x - X)^2}{n}}$$



$$= \sqrt{\frac{4736}{32}} = \sqrt{148} = 12.16$$

Table of Normality Test with Chi Quadrate Formula

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	<i>Fh</i>	<i>Fo</i>	$\left(\frac{fo - fh}{fh}\right)$
	29.5	-1.80	0.4641				
30 – 37	37.5	-1.15	0.3749	0.0892	2.8544	6	3.466508
38 – 45	45.5	-0.49	0.1879	0.187	5.984	4	0.657797
46 – 53	53.5	0.16	0.0636	0.2515	8.048	7	0.136469
54 – 61	61.5	0.82	0.2939	0.2303	7.3696	9	0.360699
62 – 69	69.5	1.48	0.4306	0.1367	4.3744	3	0.431825
70 – 77	77.5	2.13	0.4834	0.0528	1.6896	3	1.016305
<b>Total</b>							6.069602

9. Derajat kebebasan (Dk)

Dk = Banyak kelas – 1

= 6- 1

= 5

10. Taraf signifikansi  $\alpha = 0.05$

$X^2$  tabel = 11.070

$X^2$ count = 6.069602

Based on table before, the researcher found that  $x^2_{\text{count}} = 6.069602$  white  $x^2_{\text{table}} = 7815$ . Cause  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $6.069602 < 7815$ ) with degree of freedom (dk) =  $6 - 1 = 5$  and significant level  $\alpha = 5\%$ . So distribution of VIII 2 in pre-test was normal.

## APPENDIX 12

### RESULT OF NORMALITY TEST IN POST-TEST

#### C. Result of Normality Test of Experimental Class ( VIII-1)

1. The score of VIII 1 class in post-test from low score to high score:

55	55	60	60	65	65	70
70	70	70	75	75	75	75
75	75	75	80	80	80	80
80	85	85	85	85	90	90

2. High = 90

Low = 55

Range = high - low

$$= 90 - 55$$

$$= 35$$

3. Total of Classes =  $1 + 3.3 \log(28)$

$$= 1 + 3.3 (1.44)$$

$$= 1 + 4.75$$

$$= 5.75$$

$$= 6$$

4. Length of Classes =  $\frac{\text{range}}{\text{total of classes}} = \frac{35}{6} = 5.83 = 6$

Interval Class			F	Fcum	X	Fx	x	f(x- x)^2
55	-	60	4	4	57.5	230	74.85	1204.09
61	-	66	2	6	63.5	127		257.645
67	-	72	4	10	69.5	278		114.49
73	-	78	7	17	75.5	528.5		2.9575
79	-	84	5	22	81.5	407.5		221.1125
85	-	90	6	28	87.5	525		960.135
<b>Total</b>						<b>2096</b>		<b>2760.43</b>

5. Mean

$$\begin{aligned}
 Me &= \frac{\sum fx}{\sum f} \\
 &= 2096 / 28 \\
 &= 74.85
 \end{aligned}$$

6. Median

$$\begin{aligned}
 M_e &= Bb + i \left( \frac{\frac{n}{2} - f}{fm} \right) \\
 &= 72,5 + 6 \left( \frac{14 - 10}{7} \right) \\
 &= 72,5 + 6 (0,57) = 72,5 + 3,42 \\
 &= 75,92
 \end{aligned}$$

7. Modus

$$\begin{aligned}
 Mo &= L + i \left( \frac{d1}{d1 + d2} \right) \\
 &= 72,5 + 6 \left( \frac{3}{3 + 2} \right) \\
 &= 72,5 + 6 (0,6) \\
 &= 72,5 + 3,6 \\
 &= 76,01
 \end{aligned}$$

8. Standar Deviation

$$S = \sqrt{\frac{\sum f(x - X)^2}{n}}$$

$$= \sqrt{\frac{2760,43}{28}} = \sqrt{98,586} = 9.92$$

Table of Normality Test with Chi Quadrate Formula

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	<i>Fh</i>	<i>Fo</i>	$\left(\frac{(fo - fh)^2}{fh}\right)$	
	54.5	-2.05	0.4798					
55 – 60	60.5	-1.44	0.4251	0.0547	1.5316	4	3.978192	
61 – 66	66.5	-0.84	0.2995	0.1256	3.5168	2	0.654198	
67 – 72	72.5	-0.23	0.0910	0.2085	5.838	4	0.578665	
73 – 78	78.5	0.36	0.1406	0.2316	6.4848	7	0.040931	
79 – 84	84.5	0.97	0.3340	0.1934	5.4152	5	0.031835	
85 – 90	90.5	1.57	0.4419	0.1079	3.0212	6	2.936995	
<b>Total</b>								8.22

9. Derajat kebebasan (Dk)

Dk = Banyak kelas – 1

$$= 6 - 1$$

$$= 5$$

10. Taraf signifikansi  $\alpha = 0.05$

X<sup>2</sup> tabel = 11.070

$$X^2_{\text{count}} = 8.22$$

Based on table before, the researcher found that  $x^2_{\text{count}} = 8.22$  white  $x^2_{\text{table}} = 11.070$ . Cause  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $8.22 < 11.070$ ) with degree of freedom (dk) =  $6-1 = 5$  and significant level  $\alpha = 5\%$ . So distribution of VIII 1 in post-test was normal.

#### D. Result of Normality Test of Control Class (VIII 2)

1. The score of VIII 2 class in post-test from low score to high score:

40	40	45	45	45	45
45	45	45	50	50	50
50	50	50	50	50	55
55	55	55	60	60	60
60	60	65	65	65	70
70	75				

2. High = 75

Low = 40

Range (R) = high score – low score

$$= 75 - 40$$

$$= 35$$

3. Total of classes (K)
  - =  $1 + 3.3 \log(n)$
  - =  $1 + 3.3 \log(32)$
  - =  $1 + 4.95$
  - =  $5.95$
  - =  $6$

$$4. \text{ Length of Classes} = \frac{\text{range}}{\text{total of classes}} = \frac{35}{6} = 5.83 = 6$$

Interval Class			F	Fcum	X	Fx	x	f(x- x)^2
40	-	45	9	9	42.5	382.5	53.37	1063.412
46	-	51	8	17	48.5	388		189.7352
52	-	57	4	21	54.5	218		5.1076
58	-	63	5	26	60.5	302.5		254.1845
64	-	69	3	29	66.5	199.5		517.1907
70	-	75	3	32	72.5	217.5		1097.871
<b>Total</b>			<b>32</b>			<b>1708</b>		<b>3127.501</b>

5. Mean

$$\begin{aligned} Me &= \frac{\sum fx}{\sum f} \\ &= 1708 / 32 \\ &= 53.37 \end{aligned}$$

6. Median

$$\begin{aligned} M_e &= Bb + i \left( \frac{\frac{n}{2} - f}{fm} \right) \\ &= 45,5 + 6 \left( \frac{16-9}{8} \right) \\ &= 45,5 + 6 (0,8) = 45,5 + 4,8 \\ &= 50,3 \end{aligned}$$

7. Modus

$$\begin{aligned} Mo &= L + i \left( \frac{d1}{d1 + d2} \right) \\ &= 39,5 + 6 \left( \frac{9}{9 + 1} \right) \\ &= 39,5 + 6 (0,9) \\ &= 39,5 + 5,4 \\ &= 44,9 \end{aligned}$$

8. Standar Deviation

$$S = \sqrt{\frac{\sum f(x - X)^2}{n}}$$

$$= \sqrt{\frac{3127,501}{32}} = \sqrt{97,7344} = 9.88$$

Table of Normality Test with Chi Quadrate Formula

Interval of Score	Real Upper Limit	Z- Score	Limit of Large of the Area	Large of Area	<i>Fh</i>	<i>Fo</i>	$\left(\frac{fo - fh}{fh}\right)$	
	40.5	-1.1002	0.3643					
40 – 45	45.5	-0.49291	0.1879	0.1764	5.6448	9	0.594388	
46 – 51	51.5	0.114372	0.0438	0.1441	4.6112	8	0.734906	
52 – 57	57.5	0.72166	0.2642	- 0.2204	-7.0528	4	-1.56715	
58 – 63	63.5	1.328947	0.4066	- 0.1424	-4.5568	5	-2.09726	
64 – 69	69.5	1.936235	0.4732	- 0.0666	-2.1312	3	-2.40766	
70 – 75	75.5	-1.1002	0.3665	0.1067	3.4144	3	-0.12137	
<b>Total</b>								-4.86414

9. Derajat kebebasan (Dk)

Dk = Banyak kelas – 1

$$= 6 - 1$$



= 5

10. Taraf signifikansi  $\alpha = 0.05$

$X^2_{\text{tabel}} = 11.070$

$X^2_{\text{count}} = -4.86414$

Based on table before, there researcher found that  $x^2_{\text{count}} = -4.86414$

white  $x^2_{\text{tabel}} = 11.070$ . Cause  $x^2_{\text{count}} < x^2_{\text{tabel}}$  ( $-4.86 < 11.070$ ) with degree of freedom (dk) =  $6-1 = 5$  and significant level  $\alpha = 5\%$ . So distribution of VIII 2 in post-test was normal.

## APPENDIX 13

### HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample 1 and variant of the second class as control class sample 2 was used homogeneity test by using formula as follows:

#### A. Variant of Experimental Class (VIII 1)

##### 1. Standard Deviation

$$\begin{aligned} S &= \sqrt{\frac{\sum f(x - X)^2}{n}} \\ &= \sqrt{\frac{3491,25}{28}} \\ &= \sqrt{124,6875} \\ &= 11.16 \end{aligned}$$

##### 2. Variant

$$\begin{aligned} S^2 &= (11,16)^2 \\ &= 129.45 \end{aligned}$$

B. Variant of Control Class (VIII 2)

1. Standar Deviation

$$S = \sqrt{\frac{\sum f(x - X)^2}{n}}$$

$$= \sqrt{(4736/32)}$$

$$= \sqrt{148}$$

$$= 12.16$$

2. Variant

$$S^2 = 12,16^2$$

$$= 147,865$$

After getting the variants of experimental class and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

$$= \frac{147,865}{129,45}$$

$$= 1,142$$

After doing the calculation, the researcher found that  $F_{count} = 1.142$ . It had been compared to  $F_{table}$  with  $\alpha = 5\%$  and  $dk$  numerator and dominator were ( $n_1 = 28$ ,  $dk = 28 - 1 = 27$  and  $n_2 = 32$ ,  $dk = 32 - 1 = 31$ ). From the distribution list F, the researcher found that  $F_{table} = 4.08$ . So  $F_{count} < F_{table}$  ( $1.142 < 4.08$ ). It could be concluded that there is no difference variant between the experimental class (VIII 1) and control class (VIII 2). It means that the variant in pre- test was homogeneous.

## APPENDIX 14

### HOMEGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample 1 and variant of the second class as control class sample 2 was used homogeneity test by using formula as follows:

#### A. Variant of Experimental Class (VIII 1)

##### 1. Standard Deviation

$$S = \sqrt{\frac{\sum f(x - X)^2}{n}}$$

$$= \sqrt{\frac{2760,43}{28}} = \sqrt{98,586} = 9.92$$

##### 2. Variant

$$\begin{aligned} S^2 &= 9,92^2 \\ &= 98,40 \end{aligned}$$

#### B. Variant of Control Class (VIII 2)

##### 1. Standard Deviation

$$S = \sqrt{((\sum f(x - X)^2 / n))}$$

$$= \sqrt{(3436,877/32)}$$

$$= \sqrt{107,402} = 10.36$$

##### 2. Variant

$$S^2 = 10,36^2$$

$$= 107,32$$

After getting the variants of experimental class and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$\begin{aligned} F &= \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}} \\ &= \frac{107,32}{98,40} \\ &= 1,90 \end{aligned}$$

After doing the calculation, the researcher found that  $f_{\text{count}}=2.07$  with  $\alpha = 5\%$  an  $ddk=29$  and  $31$  from distribution list  $f$ , researcher found that  $f_{\text{table}}=4.08$ , cause  $f_{\text{count}} < f_{\text{table}}$  ( $1.90 < 4.08$ ). So, there is no different variant between VIII 1 and VIII 2 class. It means that the variant in post-test was homogenous.

## APPENDIX 15

### T-test of Both Averages in Pre-Test

The formula was used to analyse hypothesis test of both averages was t-test, that:

$$\begin{aligned}Tt &= \frac{X1-X2}{\sqrt{(s1^2+s2^2)}} \\ &= \frac{48,75-51,5}{\sqrt{(11,16^2+12,16^2)}} \\ &= \frac{-2,75}{\sqrt{(124,54+147,86)}} \\ &= \frac{-2,75}{60} = \frac{-2,75}{\sqrt{4,54}} \\ &= \frac{-2,75}{2,13} = -1,29\end{aligned}$$

Based on researcher calculation result of hypothesis test of both averages, researcher found that  $t_{count} = -1.29$  with opportunity  $(1-\alpha) = 1-5\% = 95\%$  and  $dk = n1 + n2 - 2 = 28 + 32 - 2 = 58$ ,  $t_{table} = 2.00$ . So,  $t_{count} < t_{table}$  ( $-1.29 < 2.00$ ) and  $H_0$  is accepted. It means no difference the average between the average of experimental class (VIII 1) and control class (VIII 2) in pre-test.

## APPENDIX 16

### T-test of Both Averages in Post-Test

The formula was used to analyses hypothesis test of both averages was t-test, that:

$$\begin{aligned}Tt &= \frac{X1-X2}{\frac{\sqrt{(s1^2+s2^2)}}{n1 + n2}} \\&= \frac{74,85-69,18}{\frac{\sqrt{(9,92^2+10,26^2)}}{28 + 32}} \\&= \frac{5,66}{\frac{\sqrt{(98,40+105,26)}}{60}} \\&= \frac{5,66}{\frac{\sqrt{(203,66)}}{60}} \\&= \frac{5,66}{\sqrt{3,394}} \\&= \frac{5,66}{1,84} = 3,070\end{aligned}$$

Based on researcher calculation result of hypothesis test of both averages, researcher found that  $t_{count}=3.070$  with opportunity  $(1-\alpha)=1-5\% =95\%$  and  $dk =n1 + n2- 2= 45+ 45-2= 58, t_{table}= 2.00$ . So,  $t_{count}<t_{table}(3.070 < 2.00)$  and  $H_a$  is accepted. It means there was difference average between the average of experimental class (VIII 1) and control class(VIII 2) in this research.



**APPENDIX 17**

**Chi-Square Table**

<b>Dk</b>	<b>Significantlevel</b>					
	<b>50%</b>	<b>30%</b>	<b>20%</b>	<b>10%</b>	<b>5%</b>	<b>1%</b>
<b>1</b>	0,455	1,074	1,642	2,706	3,841	6,635
<b>2</b>	1,386	2,408	3,219	4,605	5,991	9,210
<b>3</b>	2,366	3,665	4,642	6,251	7,815	11,341
<b>4</b>	3,357	4,878	5,989	7,779	9,488	13,277
<b>5</b>	4,351	6,064	7,289	9,236	11,070	15,086
<b>6</b>	5,348	7,231	8,558	10,645	12,592	16,812
<b>7</b>	6,346	8,383	9,803	12,017	14,067	18,475
<b>8</b>	7,344	9,524	11,030	13,362	15,507	20,090
<b>9</b>	8,343	10,656	12,242	14,684	16,919	21,666
<b>10</b>	9,342	11,781	13,442	15,987	18,307	23,209
<b>11</b>	10,341	12,899	14,631	17,275	19,675	24,725
<b>12</b>	11,340	14,011	15,812	18,549	21,026	26,217
<b>13</b>	12,340	15,119	16,985	19,812	22,362	27,688
<b>14</b>	13,339	16,222	18,151	21,064	23,685	29,141
<b>15</b>	14,339	17,222	19,311	22,307	24,996	30,578
<b>16</b>	15,338	18,418	20,465	23,542	26,296	32,000
<b>17</b>	16,338	19,511	21,615	24,769	27,587	33,409
<b>18</b>	17,338	20,601	22,760	25,989	28,869	34,805
<b>19</b>	18,338	21,689	23,900	27,204	30,144	36,191
<b>20</b>	19,337	22,775	25,038	28,412	31,410	37,566
<b>21</b>	20,337	23,858	26,171	29,615	32,671	38,932
<b>22</b>	21,337	24,939	27,301	30,813	33,924	40,289
<b>23</b>	22,337	26,018	28,429	32,007	35,172	41,638
<b>24</b>	23,337	27,096	29,553	33,196	35,415	42,980
<b>25</b>	24,337	28,172	30,675	34,382	37,652	44,314
<b>26</b>	25,336	29,246	31,795	35,563	38,885	45,642
<b>27</b>	26,336	30,319	32,912	36,741	40,113	46,963
<b>28</b>	27,336	31,391	34,027	37,916	41,337	48,278
<b>29</b>	28,336	32,461	35,139	39,087	42,557	49,588
<b>30</b>	29,336	33,530	36,250	40,256	43,773	50,892

## APPENDIX 18

### Z-Table

<b>Z</b>	<b>0.00</b>	<b>0.01</b>	<b>0.02</b>	<b>0.03</b>	<b>0.04</b>	<b>0.05</b>	<b>0.06</b>	<b>0.07</b>	<b>0.08</b>	<b>0.09</b>
<b>0.0</b>	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
<b>0.1</b>	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
<b>0.2</b>	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
<b>0.3</b>	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
<b>0.4</b>	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
<b>0.5</b>	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
<b>0.6</b>	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
<b>0.7</b>	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
<b>0.8</b>	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
<b>0.9</b>	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
<b>1.0</b>	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
<b>1.1</b>	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
<b>1.2</b>	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
<b>1.3</b>	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
<b>1.4</b>	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
<b>1.5</b>	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
<b>1.6</b>	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
<b>1.7</b>	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
<b>1.8</b>	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
<b>1.9</b>	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
<b>2.0</b>	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
<b>2.1</b>	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
<b>2.2</b>	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
<b>2.3</b>	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
<b>2.4</b>	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
<b>2.5</b>	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
<b>2.6</b>	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
<b>2.7</b>	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
<b>2.8</b>	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981

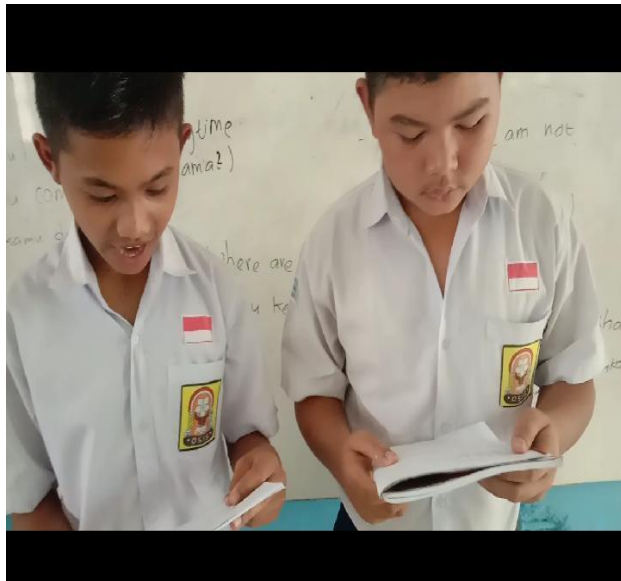


## DOCUMENTATION

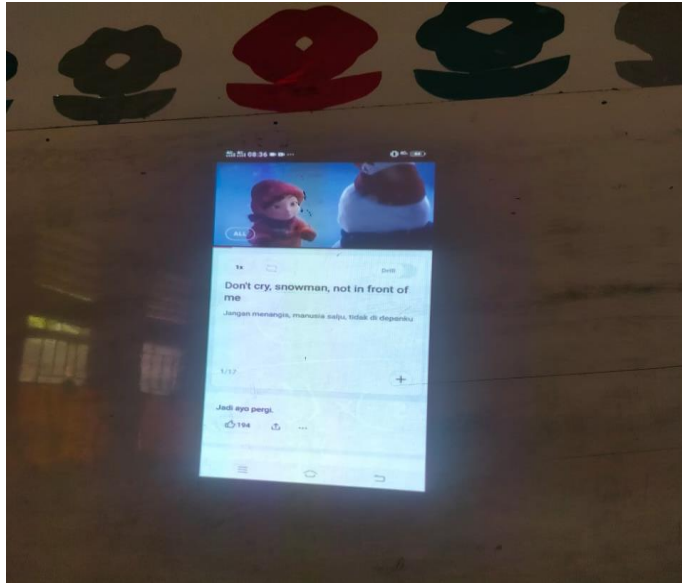
### a. Documentation in experimental class



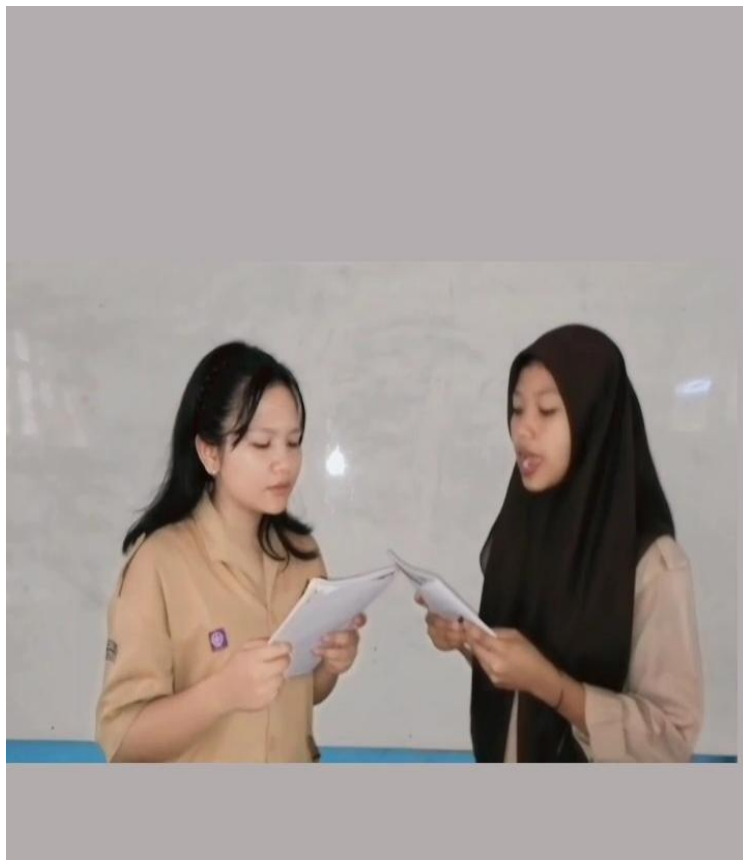
**The researcher gave the instructions for the pre-test**



**The students were doing the pre-test**



**The students learning by using English animation video as a media**



**The students were doing the post-test**

**b. Documentation in control class**



**The researcher gave the instruction for the pre-test**



**The students were doing the pre-test**



**The researcher gave the material by using teacher's media**



**The students were doing the post test**

## CURRICULUM VITAE



### A. Identity

Name : Sarita Riski Nasution  
Reg. Number : 18 203 00076  
Place/ Birth : Padangsidempuan, March 22nd 2000  
Gender : Female  
Religion : Islam  
Address : Panyabungan Jae, Kec.Panyabungan, Mandailing Natal

### B. Parents

Father's Name : Makrum Nasution  
Mother's Name : Dahlia Harahap

### C. Educational Background

1. Elementary School : SD Negeri 090 Panyabungan, 2012.
2. Junior High School : SMP Negeri 1 Panyabungan, 2015.
3. Senior High School : SMA Negeri 1 Panyabungan, 2018.
4. University : UIN Syekh Ali Hasan Ahmad Addary, 2018 until now





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
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Hal : Izin Penelitian  
Penyelesaian Skripsi.

Yth. Kepala SMPN 1 Sayurmatinggi

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Sarita Riski Nasution  
Nim : 1820300076  
Fakultas : Tarbiyah Dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Alamat : Panyabungan Jae

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Using English Animation Video on Students' Speaking Ability at Grade VIII SMPN 1 Sayurmatinggi".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

Padangsidempuan, 15 September 2022  
a.n Dekan  
Kepala Bagian Tata Usaha  
  
Nasrul Halim Hasibuan, S.Ag., MAP  
NIP. 19720829200003 1 001



**PEMERINTAH KABUPATEN TAPANULI SELATAN  
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SMP NEGERI 1 SAYURMATINGGI**

Alamat : Jln. Mandailing Km.35 Desa Sayurimatinggi, Kecamatan Sayurimatinggi  
NIS : 200300    NPSN : 10207137    NSS : 201071011001    Kode Pos : 22774EMAIL :  
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**SURAT KETERANGAN**

Nomor : 422/ 011 / SMP.002/2022

Kepala SMP Negeri 1 Sayurimatinggi, Kecamatan Sayurimatinggi Kabupaten Tapanuli Selatan Provinsi Sumatera Utara dengan ini menerangkan bahwa :

Nama : SARITA RISKI NASUTION  
NIM : 1820300076  
Program Studi : Tadris Bahasa Inggris  
Perguruan Tinggi : UIN Syekh Ali Hasan Ahmad Addary  
Padangsidempuan

Yang bersangkutan telah mengadakan penelitian untuk penulisan judul skripsi di SMP Negeri 1 Sayurimatinggi. Demikian Surat keterangan ini diperbuat dengan sebenarnya, untuk dapat dipergunakan seperlunya.

Sayurimatinggi, 05 November 2022  
Kepala Sekolah



**DRS. LILYAS BATUBARA, M.Pd**  
NIP. 19650503 199412 1 002