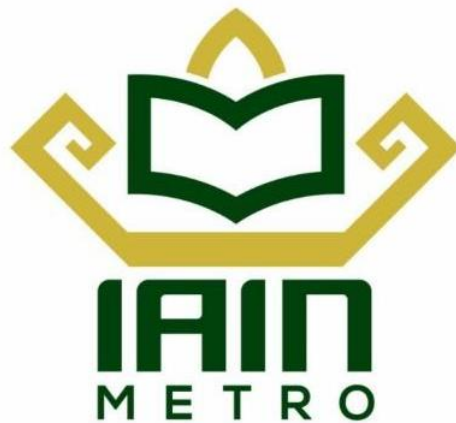


AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING ANIMATION VIDEO CLIP MEDIA ON
STUDENTS' SPEAKING SKILLS IN THE ELEVENTH GRADE OF
SMA N 3 METRO**



By:

DIAH KUMARA SHINTA

Student Number: 1901052010

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHING TRAINING
STATE ISLAMIC INSTITUTE OF METRO**

1445 H /2023 M

AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING ANIMATION VIDEO CLIP MEDIA ON
STUDENTS' SPEAKING SKILLS IN THE ELEVENTH GRADE OF
SMA N 3 METRO

Presented as a Partial fulfillment of the requirements for the degree of Sarjana
Pendidikan (S.Pd)
In English Education Department

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APPROVAL PAGE

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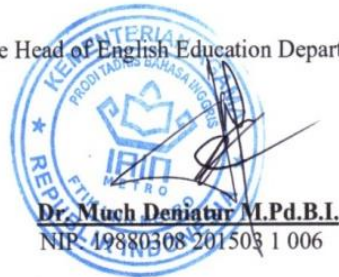
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APPROVED BY:

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of Metro.

The Head of English Education Department



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NOTIFICATION LETTER

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Matter : **In order to hold Munaqosyah of Diah Kumara Shinta**

To:
The Honorable the Head of Tarbiyah Department
of State Institute for Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Diah Kumara Shinta
Students Number : 1901052010
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : THE INFLUENCE OF USING ANIMATION VIDEO CLIP MEDIA
ON STUDENT'S SPEAKING SKILLS IN THE ELEVENTH
GRADE OF SMA N 3 METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah . Thank you very much.

Wassalamu'alaikum, Wr.Wb

The Head of English Education Department



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NOTA DINAS

Nomor :
Lampiran :
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Saudari Diah Kumara Shinta**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum, Wr. Wb.

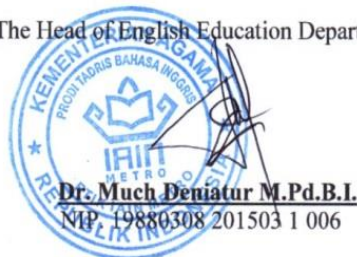
Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka Skripsi yang disusun oleh:

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Sudah kami setujui dan dapat diajukan untuk dimunaqosyahkan. Demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalmu'alaikum, Wr. Wb

The Head of English Education Department



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RATIFICATION PAGE

No. B-6132/11.28.1/D/PP-00.9/12/2023

An Undergraduate thesis entitled: "THE INFLUENCE OF USING ANIMATION VIDEO CLIP MEDIA ON STUDENTS' SPEAKING SKILLS IN THE ELEVENTH GRADE OF SMA N 3 METRO" Written by Diah Kumara Shinta, Student Number 1901052010, English Education Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, Desember 20th, 2023 at 10:00 – 12:00 p.m

BOARD OF EXAMINERS:

Chairperson	: Eka Yuniasih, M.Pd	
Examiner I	: Dr. Much Deiniatur, M.Pd B.I	
Examiner II	: Trisna Dinillah Harya, M.Pd	
Secretary	: Rika Dartiara, M.Pd	



The Dean of Tarbiyah and Teacher Training Faculty



**THE INFLUENCE OF USING ANIMATION VIDEO CLIP MEDIA ON
STUDENT'S SPEAKING SKILLS IN THE ELEVENTH GRADE OF
SMA N 3 METRO**

ABSTRACT

**By
DIAH KUMARA SHINTA**

One of the languages which are often used as a means of communication is English. Speaking is also something crucial and indispensable for the students because the success of study depends on the greater part of student's ability to speak. The problem raised by the researcher in this study is that students have difficulty speaking in English, students feel less confident expressing their ideas and worried make mistake while speaking. Therefore, the researcher tried to see the influence of using Animation Video Clip Media in the speaking ability at eleventh grades of SMA Negeri 3 Metro.

This study is a quantitative research, to collect information regarding this study, the researcher determined simple random sampling. The researcher gave a speaking test to collect data, there were pre-test and post-test. The formula used to analyze the data is t-test. The purpose of the pre-test and post-test is to find out the difference in speaking skills before and given treatment. It can be seen that the result pre-test in experimental class with an average score of 68 and in control class with an average score of 58. After pre-test doing the treatment and the result post-test in experimental class with an average score of 82,3 and in control class with no treatment given an average score of 61. Can be clearly seen based on the results of the pre-test and post-test, it can be said that the Animation Video Clip Media has a positive influence increase in speaking skills.

Based on the SPSS result, it was investigated that the result of sig. 2 tailed is 0.002. It is clear that if the probability or Sig. α (0.05), the alternative hypothesis (H_a) is accepted. It means that there is a significant influence of variable X on variable Y. In the other words, H_a is accepted and H_o is rejected. In addition, to encourage students to be active in speaking English. Based on these results, it can be said that the Animation Video Clip Media can influence speaking skills in class IX students of SMA Negeri 3 Metro.

Keywords: *Speaking Skills, Teaching Media, Animation Video Clip.*

**PENGARUH PENGGUNAAN MEDIA ANIMASI VIDEO CLIP
TERHADAP KEMAMPUAN BERBICARA BAHASA INGGRIS PADA
SISWA KELAS IX SMA NEGERI 3 METRO**

ABSTRAK

**Oleh:
DIAH KUMARA SHINTA**

Salah satu bahasa yang biasa digunakan diseluruh dunia adalah Bahasa Inggris. Bahasa Inggris adalah salah satu bahasa yang sering digunakan untuk komunikasi. Berbicara juga penting dan perlu karena sebagian besar prestasi akademik siswa tergantung pada kemampuan mereka untuk berkomunikasi secara verbal. Masalah yang diangkat oleh peneliti dalam penelitian ini adalah siswa mengalami kesulitan berbicara dalam bahasa Inggris, siswa merasa kurang percaya diri mengekspresikan idenya dan khawatir melakukan kesalahan saat berbicara. Oleh karena itu, peneliti mencoba melihat pengaruh penggunaan Media Klip Video Animasi terhadap kemampuan berbicara di kelas sebelas SMA Negeri 3 Metro.

Penelitian ini merupakan penelitian kuantitatif, untuk mengumpulkan informasi mengenai penelitian ini, peneliti menentukan simple random sampling. Peneliti memberikan tes berbicara untuk mengumpulkan data, ada pre-test dan post-test. Rumus yang digunakan untuk menganalisis data adalah uji-t. Tujuan dari pre-test dan post-test adalah untuk mengetahui perbedaan kemampuan berbicara sebelum dan diberikan treatment. Dapat diketahui bahwa hasil pre-test di kelas eksperimen dengan skor rata-rata 68 dan di kelas kontrol dengan skor rata-rata 58. Setelah pre-test dilakukan perlakuan dan hasil post-test di kelas eksperimen dengan skor rata-rata 82,3 dan di kelas kontrol tanpa perlakuan diberikan skor rata-rata 61. dapat dilihat dengan jelas berdasarkan hasil pre-test dan post-test, dapat dikatakan bahwa Media Klip Video Animasi memiliki pengaruh positif peningkatan keterampilan berbicara.

Berdasarkan hasil SPSS diteliti bahwa hasil sig. 2 ekor adalah 0,002. Jelas bahwa jika probabilitas atau Sig. α (0,05), hipotesis alternatif (H_a) diterima. Ini berarti bahwa ada pengaruh yang signifikan dari variabel X pada variabel Y. Dengan kata lain, H_a diterima dan H_o ditolak. Selain itu, untuk mendorong siswa aktif berbahasa Inggris. Berdasarkan hasil tersebut, dapat dikatakan bahwa Media Video Klip Animasi dapat mempengaruhi kemampuan berbicara pada siswa kelas IX SMA Negeri 3 Metro.

Keywords: *Kemampuan berbicara, Media Pembelajaran, Animasi Video Clip*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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NPM : 1901052010

Faculty : Tarbiyah and Teaching Training Faculty

Department : English Education Department (TBI)

State the undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are accepted from the bibliographies mentioned.

Metro, 13 Desember 2023

The writer,



DIAH KUMARA SHINTA

St. Number 1901052010

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

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Department : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah data hasil penelitian penulis, kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 13 Desember 2023

Penulis,



DIAH KUMARA SHINTA

NPM. 1901052010

MOTTO

"Learn the art of speech and you will master the situation."

-Ancient Egyptian pyramid hieroglyphs

“All speaking is public speaking,
whether it’s to one person or a thousand.”

– Roger Love

DEDICATION PAGE

With humility and gratitude to Allah SWT who has bestowed his grace and guidance, which has accompanied my steps in achieving my goals. This thesis is presented as an expression of my respect and love to:

1. My dear and beloved father Agus Sunaryo and mother Suyatmi, who always provide love, attention, guidance, prayers, always provide shade in my life, and the struggle of sweat drops to provide support for the success of my studies.
2. My Lovely Sisters Citra Nila Sandi and Reynata Riska Jaya who have provided motivation, guidance, prayers, always provide shade in my life.
3. My friends in arms (Agnes Pramestia, Desi Anisa Putri, Nadya Vicentya Putri, Jesica Clara Widodo, Suci Anugraini, Bella Safitri Agung, Omega Sari, Riri Ayu Dwindri, Eng'19 team Annisa Okta, Cerly Saputri, Syifa Mahmudah, Tria Nova Nurul A, Ayu Nanda Septiana, Dewi Kurnia and others) who have provided motivation, shared their spirit, knowledge and always reminded researchers of the responsibility to complete this thesis.
4. My beloved alma mater IAIN METRO.
5. The last but not least, I want to thank me. I wanna thank me for believing in me. I wanna thank me for doing all this hard work. I wanna thank me for having no days off. I wanna thank me for never quitting.

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In the name of Allah, the most gracious, the most merciful praise is to Allah, the lord of the worlds whom his mercy and blessings, none of these would be possible. Shalawat is also sent to Prophet Muhammad SAW who had delivered the truth to human beings in general and Muslim in particular. The writer is very grateful for the chances he has given her to accomplish a undergraduate thesis.

In writing this undergraduate thesis, the researcher is fully aware of the shortcomings without the help, guidance and suggestions from various parties it is impossible for this undergraduated thesis to be completed. Therefore, on this occasion the researcher would like to thank:

1. Prof. Dr. Hj Siti Nurjanah, M.Ag., PIA, as Chair of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd as the Dean of the Faculty of Tarbiyah and Training of IAIN Metro Lampung.
3. Dr. Much Deniatur, M.Pd. B.I as Head of the English Language Education Department of IAIN Metro Lampung.
4. Eka Yuniasih, M.Pd, as the supervisor who has provided advice, support, patience, assistance, correction and valuable knowledge that has been given to the writer. Without her guidance, I would not have been able to complete this thesis.

As human being, the writer completely realize that this thesis still has a plenty of weaknesses. The writer do apologizes for all mistakes she has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this thesis. Hopefully, this thesis can be a meaningful benefit for the writer especially and for our campus and all readers generally.

Metro, 15 November 2023



DIAH KUMARA SHINTA

NPM.1901052010

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CHAPTER I

INTRODUCTION

A. Background of The Study

One of the languages which are often used as a means of communication is English. It becomes the dominant language around the world, and now most of people use English as an international language. The acquisition of foreign language Especially English as an international language has become more and more important in facing the global era. According to Hornby English is the language originally of England, now spoken in many other countries and used as a language of international communication through out the world" basically English is the native language of the English State.¹

All people around the world know that it is also needed in the scientific fields as a means of expanding science technologies written in English and students are supposed to comprehend the book. To master English by Indonesian people could be significant requirements in order to be successful in the process of getting science and technology. It is reasonable enough to learn it since English plays an important role.

In learning English, there are four basic learning skills that students must be master, there are speaking, listening, reading and writing. Speaking

¹ Silaban s, T.Marpaung, *An Analysis of Code-Mixing and Code-Switching Used by Indonesia Lawyers Club on TV One*, (JETAFLL Publishing, Volume 6, Issue 3: December 2020)

for most people is considered the most difficult skill because it encompasses many aspects of English proficiency including pronunciation, listening, grammar and vocabulary. Speaking is spoke productive skills refers to oral skills which should be mastered by all students.² If someone wants to be able to speaking English well, someone must master the four aspects mentioned above. Speaking is also something crucial and indispensable for the students because the success of study depends on the greater part of student's ability to speak. If Student's speaking skill is poor students are very likely to fail in the study or at least students will have difficulty in making progress.

Speaking is quite different from other language skills, because speaking requires the ability to perform in public. Through speaking, people could express and deliver feeling and ideas directly. However lot of student in Indonesia especially student's of senior high school, have some difficulty in speaking English. There are many factors that cause students unwilling to speak. Student's are worried make mistake while speaking English and not confidence express their feeling because think other people will judge about the way student's speak, some others are confused how to pronoun word and lack of vocabulary. And it is affect to students score in English, especially in Speaking.

The researcher conducted a pre-survey test that focused on student's speaking skill in order to determine the student's speaking skill. The pre-

² Kresnin otoyoy, *The Use of Gallery Walk to Enhance Speaking Ability of the Eleventh Grade Students of State Madrasah Aliyah*, (English Instructor at Gloria English Course Palembang, South Sumatera, Indonesia Otoyoy3194@gmail.com 2503-2518|Volume 5|Number 2|December 2018)

survey has been given to students at The Eleventh grade of SMA N 3 METRO which located in Dewi Sartika Street, 29, Banjar Sari, Kec. Metro Utara, Metro City, Lampung, the researcher gets the result as bellow:

Table 1.1
The Data Pre- Survey Result at The Eleventh grade Students of SMA N 3 Metro

No.	Score	Categories	Frequency	Percentages
1.	90-100	High	8	23,0%
2.	80-89	Fair	10	28,5%
3.	70-79	Low	17	48,5%
Total			35	100%

Source: Student's speaking score at SMA N 3 Metro, taken on January, 20th 2023.

Based on data table above, it can be seen that there 10 students have fair categories with percentages 28,5%. Then, only 8 students who have high categories. 17 students are failed from the test with percentages 48,5% its mean that the student's score unsatisfied.

After doing the test, the researcher did the interview with the English Teacher and getting the result of causes of the students low speaking score in students are the same as the general problems that often occur in the speaking learning process. It found that students had difficulty in pronunciation because students did not have much vocabulary and confused to pronoun word. And some of students are not confident and worried about make mistake while speaking English. The researcher considers if a problem occurs, can solved by choosing a proper media that will build the students motivation in learning English.

In learning speaking there are many learning media that can be used to help students to improve their speaking skill. There are audio, including anything that can be heard, for example, human voice conversations, music sounds, mechanical engine sounds, and others. Visual type learning media are such as diagrams in a poster, images posted on walls pictures, on a blackboard using chalk or markers, graphics in a learning book, photographs of objects, and others. Heinich et al stated that, animation is a technique in which the film maker gives motion to otherwise inanimate objects. Animation is a content that has an illustration image drawing and it put into a moving image.³ Motion is a learning media in the form of motion such as videotape, film, and animation.

Animation video clip is a learning media that facilitates the development of language and it is a simple media to develop the student's confidence in speaking. Student's will be motivated because think and express their feeling to speak is very pleasant. Therefore the students will be easy to understand and present speak English in speaking.

Animation video is appropriate to use as a Learning media because it displays elements interesting text, images, sounds so that can attract students' attention. Animated videos are very influential in learning because students can prove to attract attention, Images with simple movements also make the storyline experienced by the characters in it more interesting. Students will pay more attention to moving pictures than to non-moving ones. That attention

³ Heinich, R., Molenda, M., & Russell, J.D. *Media and the new technologies of instruction*. (Canada, USA, Pearson College, Div7th edition July 16, 2001).

and interest in learning through animated videos which indicates increased student learning motivation.

Based on the case above, the researcher assumes that using Animation Video Clip is a good idea to solve the problems and with Animation Video Clip can improve students speaking skill. Therefore, the researchers are interested in conduct a study entitled “The Influence of Using Animation Video Clip Media on Student’s Speaking Skills in The Eleventh Grade of SMA N 3 Metro”.

B. Problem Identification

Based on the background of the study above some problems related to the speaking skills of students are as follows:

1. The students confused to pronounce word.
2. Students have low score in speaking.
3. The students lack of vocabulary in English.
4. The students worried to make mistake while speak English.

C. Problem Limitation

To prevent misunderstanding and clarify the study, the making limitation of study should be made. The researcher limits the problem the students don't have courage to speak because they are worried to make a mistake while pronoun the words and it make the students have low score in speaking. The researcher focuses on using Animation Video Clip to influence the student’s speaking skills.

D. Problem Formulation

The problem that studied in this research are formulated as follows: “Is there any influence of Using Animation Video Clip Media On Student’s Speaking Skills In The Eleventh Grade of SMA N 3 Metro?”

E. The Objective and Benefits of Study

1. Objective of the Study

Based on the problem formulation above, this research intended to find out whether there is influence of Animation Video Clip Media On Student’s Speaking Skills In The Eleventh Grade of SMA N 3 Metro.

2. Benefit of the study

a. For the students

The result as influence to motivate the students in increasing their learning in speaking.

b. For the teacher

The result as the way to give information in order to improve students’ learning in speaking skills.

c. For the other researcher

The result of this research will be used as a reference for those who want to conduct a research in English teaching process, especially to increase the students' speaking skill.

F. Prior Research

There are some researchers who had conducted previous research related to the problem to be discussed and aimed to increase student's speaking skills. Here is the relevant previous research:

The first, is written by Cut Irma Yunda Ramadhani, Sofyan A. Gani, and Nira Erdiana with the title "The Use of Animation Videos to Improve Students' Speaking Skill" at SMP Negeri 16 Banda Aceh. The result based on analyzing and calculating data is there a significant by use animation videos gave the students a useful media in learning speaking. Moreover, the use of animation videos could improve student's ability in learning speaking.⁴

The second, Vebri Stevani, Ika Handayani, Rosmania Rima in her research "the effectiveness of using short animation subtitle movie toward students speaking skill of the eleventh grade" at Senior High School 8 in Serang city. This research used quantitative research implementing quasi-experimental class and control class. In conclusion, this study was successful to show that there was no effect on students speaking skills.⁵

The third, Dian Saputri in her research "the effectiveness of the short hand-drawn animation videos to improve speaking skills" at SMA N 2 Palopo the use of hand-drawn animation videos media effectively improves students speaking skills and students better understand the meaning of what

⁴ Cut Irma Yunda Ramadhani, Sofyan A. Gani, and Nira Erdiana "The Use of Animation Videos to Improve Students' Speaking Skill", vol.5, p65-73, June 2020.

⁵ Vebri Stevani, Ika Handayani, Rosmania Rima "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), 6(1), 287-296

students watch on hand-drawn animation videos. In addition, students are interested and motivated to learn English. And has a very positive effect on improving students speaking skills in the twelfth grade of SMA N 2 Palopo.⁶

There have been many studies conducted on video clip animation and speaking skills as mentioned in the three previous studies above, there were some similarities and difference from the prior researches with this research. The similarity is on the variable of the research which is use of Animation Video Clip. For the difference are the type of media animation video clip, used short animated subtitle films and hand-drawn animated videos. Therefore researcher try to fill the research gap by conducting research to get the influence of students' speaking skills by using Animated Video Clips.

⁶ Dian Saputri, *The effectiveness of the short hand-drawn animation videos to improve speaking skills at SMA N 2 Palopo.* 2022.

CHAPTER II

THEORITICAL REVIEW

A. The Concept Of Speaking Skills

1. Definition of Speaking Skills

There are many expert explain about speaking, one of them is gert and hans claim that speaking is speech utterances with the purpose of having intention to be recognized by speaker and the receiver process the statement in order to recognize their intention.⁷ It means that speaking is a person skill to produce sounds that exist at the meaning and be understood by other people, so that able to create of good communication. It is a mental concept that processed by someone such a way to form a meaning when uttered. It is can conclude that speaking is a process where the speakers give priority into mental concept such as word, phrases, and sentence used to convey a message to a listener.

Several source mention the definition of skill, such as; skill is an ability and capacity acquired through deliberate, systematic, an sustained effort to smoothly and adaptively carry out complex activities or job functions involving ideas (cognitive skills), things (technical skills). It means that skill is person ability, which acquired them by complex process. In other words, it is ability that is intended for an act that is useful and good. So it can be inferred that skill is an ability of person which acquire in complex process for an act that is useful and good.

⁷ Gert Rickheit and Hans Strohner, eds. *Handbook of communication competence*. Vol. 1. (Walter de Gruyter, 2008), p.207

Speaking is among the most important skill to acquire when learning a foreign or second language. Speaking is considered to be the most crucial of the four key language skills in learning a foreign or second language. Speaking is one way to communicate which ideas and thought message orally. To enable the students to communicate, learners need to apply the language in the real communication.

It is means that speaking is skill that has meaning which appears directly from our mind to convey messages to other people. In other words, speaking is way to say what speakers feel and it is appears from our mind. Pronunciation is one of five indicators that has important while someone speaking, pronunciation is needed to producing more obvious language when someone speak. Pronunciation mastery can help the students have good speaking performance, without having good pronunciation it is hard for the listener to understand the meaning of the words pronounced by the speakers. Wrong pronunciation will cause misunderstanding in process of communication.⁸ It is means that learners can communicate successfully when their pronunciation and intonation are good although they have limited grammar and vocabulary.

From the explanation above, it can be concluded that speaking skill is a person's speaking ability and capacity which acquire in complex process to create of good communication situation. In speaking activity always related with speaking skill and linguistic problem, therefore the

⁸ Much Deiniatur, *the use of camtasia video editor to improve the students' pronunciation skill at English study program iain metro lampung*, (INOVISH JOURNAL, Vol.4, No.1, June 2019)

teacher must be smart to solve. There are five indicators below has great influence in speaking skill there are: Pronunciation, Grammar, Vocabulary, Fluency Speaking, Comprehension.⁹

1. Pronunciation

Pronunciation is the production and perception of speech sounds and this is important because it is used to achieve meaning in language use.

2. Grammar

Grammar is a language rules that places meaningful together as part of language to communicate messages so that they can be understood.

3. Vocabulary

Vocabulary is defined as a large of word but also understands the meaning to help speaking.

4. Fluency speaking

Fluency is a quality or condition of being fluent and speaking without much stopping.

5. Comprehension

Comprehension in speaking can be stated that the comprehension points to the speaker's understanding about what they are speaking to the listeners in turn to keep away from misunderstanding

⁹ Jeremy Harmer, *The Practice Of English Teaching*,(London: Pearson Education Limited,2021) p.269

information additionally, its purpose is to create the listeners easily to receive some information from the speakers.

2. The Characteristics Of Speaking Skill

As stated H. Douglas Brown, speaking has eight characteristics, categorized as follows:¹⁰

a. Clustering

Fluent speech is phrasal, not word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

b. Redundancy

The speaker has opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

¹⁰ H. Douglas Brown, *Teaching By Principles On Interactive Approach In Language Pedagogy*, (San Francisco: Longman, 2001), p.270.

c. Reduce forms

Contraction, elisions, reduced vowels, etc. All form special problems in teaching spoken English (see the section below in teaching pronunciation). Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

d. Performance variables

One of advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections. Learners can actually be taught how to pause and hesitate.

e. Stress, Rhythm, Intonation

This is the most important characteristics of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and it is intonations patterns convey important messages.

f. Colloquial language

Make sure students are reasonable well acquainted with the words, idioms, and phrase of colloquial language and those they get practice in producing these forms.

g. Rate of delivery

Another salient characteristic of fluency is rate delivery. One of teachers tasks in teaching spoken English is to help learner's achieve an acceptable aped along with attributes of fluency.

h. Interactions

As needed in the previous section, learning to produce waves of language in a vacuum – without interlocutors would rob speaking skill of its most valuable component: the creativity of conversational negotiation.

3. The Types Of Classroom Speaking Skills Performance

Six Similar categories apply to the kind of oral production that students are expected to carry out in the classroom. These are the various types of speaking:¹¹

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech where, for example, learners practice an intonation of this kind is carried out of the purpose of meaning interaction, but for focusing on some particular elements as language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or can even come from part of some pair

¹¹ H. Douglas Brown and Abeywickrama, *language assessment principles and classroom practices*. (2nd Ed New York: Pearson Education, Inc, 2010) p.172-173

work activity, where learners are “going over” certain forms of language.

c. Responsive

A good deal of students speech in the classroom is responsive: short replies to teacher or student initiated question or comment. These replies are usually sufficient and do not extend into dialog.

d. Transactional (dialogue)

Transactional dialogue, carried out for the purpose of conveying of exchanging specific information, is an extended form of responsive language.

e. Interpersonal (dialogue)

Dialogue is to establish or maintain social relationship, such as personal interview or casual conversation role play.

f. Extensive (Monologue)

Students at intermediate to advanced level are called on to give extended monologue in the form or oral reports, summaries, or perhaps short speeches. the register is more formal and deliberative.

From the types of speaking above, therefore researcher choose extensive (monologue) type because related to the purpose of this research that is to get influence testing students by using oral performance test. Extensive speaking is one of the most difficult aspects of speaking. The speaking tasks involve complex, relatively

lengthy stretches of discourse. Oral presentations are used as an authentic life like assessment. It is common for individuals to present on a report, sales idea, new product, etc. Oral presentations allow students to use what they learned in English by culminating everything in one solid presentation. Researcher can choose topics that related to the material and naturally interest students also address their proficiency level. Below the possible topics the researcher include a rubric (from table of measurement) that can be used as a resource that can help grade the student's oral presentation.

4. The Measurement of Speaking Skills

To test speaking skills, there are some indicators that should be scored, according to Harris, he classified into five analytic speaking criteria as follow:¹²

Table 2.1

The Measurement of Speaking Skills

No	Criteria	Rating Score	Description
1.	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often farced into silent by language limitation.

¹² David P. Harris, "Testing English as a Second Language", McGraw-Hill, inc, 1969, 84

		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
2.	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though tone is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because if pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually intelligible.
3.	Vocabulary	5	Effective use of vocabulary for the task with few in appropriate.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because inadequate vocabulary.
		2	Misuse of words and very limited vocabulary make comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word order errors that do not, however obscure meaning.
		3	Makes frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrase sentence.

		1	Error in grammar and word order, so several, as to make speech to virtually unintelligible.
5	Comprehension	5	Appears to understand everything without difficulty.
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
		3	Understand most of what is said at slower than normal speed without repetition.
		2	Has great difficulty comprehend. Social conversation spoken slowly and with frequent repetition.
		1	Can not be said to understand even simple conversation.

From the criteria of testing speaking above, the researcher views that there are, pronunciation, grammar, vocabulary, fluency and comprehension or interactional strategies. Usually this point is enjoyment of always concentration by other speaker if do conversation, so any of criteria can be a five point testing student's speaking performance.

B. The Concept Of Animation Video Clip

1. Definition of Animation Video Clip

There are several definition concerning definition of animation video clip. Heinich et al stated that, animation is a technique in which the film maker gives motion to otherwise inanimate objects. Animation is a content that has an illustration image drawing and it put into a moving image.¹³ Animation is made by photographing a series of cartoons or animation pictures and then illustrated by a computer to create color and sound.

Video is becoming a more and more popular tool in teaching English. Movies, videos, and cartoons can be used in speaking activities in the EFL classroom. According to Harisson & Hummel animated films can enrich students' experience and competence in various teaching materials. Animation has advantages that can help in shaping students' understanding of an abstract concept¹⁴. Animation video is appropriate to use as a medium learning because it displays elements interesting text, images, sounds so that they can attract students' attention and help provide understanding of historical material that is abstract and that happened in the past and is difficult to present in class.

¹³ Heinich, R., Molenda, M., & Russell, J.D. *Media and the new technologies of instruction*. (Canada, USA, Pearson College, Div7th edition July 16, 2001).

¹⁴ *Ibid.*

The use of animated video clip can improve student's learning outcome. Animated videos are very influential in learning because they can proven to attract attention, allow visualization of the concept of relationship. Images with simple movements also make the storyline experienced by the characters in it more interesting. Students will pay more attention to moving pictures than to non-moving ones. Therefore, a moving image is accompanied by a sound that matches the background Interesting is expected to increase students' attention to understand the content of the video animation. That attention and interest in learning through animated videos which indicates increased student learning motivation.

2. Step In Teaching Speaking By Using Animation Video

Animation videos also have approaches, steps, and procedures. According to Cakir there are some practical techniques for video implication in the classroom:¹⁵

a. Active Viewing

The EFL teachers can present the video to the students by playing it for a few seconds and the fast it forward. Those activities should be repeated until the end of the video. After that, the researcher ask the students to share what information they got from the video. In this case, the students can guess what they're talked about. This activity

¹⁵ Cakir, I. *The use of video as an audio-visual material in foreign language teaching classroom*. (The Turkish Online Journal of Educational Technology-TOJET, 5(4), 67-72. 2006).

helps the teacher know how far the students understanding of the video shown.

b. Freeze Framing And Prediction Activity

Next step, while the video is being played, the teacher stops the video several times. Which shows the pictures of characters body language, facial expression, emotions, reactions, and responses. This activity helps the students understand about what expression should be shown when we say something in English especially.

c. Silent Viewing

In the silent viewing, the video is played with the sound off and let the students guess what are the characters are talking about. This activity needs the students to remember the dialogues in the video.

d. Dubbing Activity

In this Dubbing Activity, the students are asked to fill in the missing dialogues orally when the video is being played with the sound off.

e. The Repetition And Role Play Activity

The Repetition And Role Play Activity, a scene on video is replayed with certain pauses. When the students have understood the presentation, they are asked to act out the scene as much as they remember.

f. The Reproduction Activity

In The Reproduction Activity, the students are showed a section in the video and are asked to retell what is happening. This activity can improve the students speaking skill.

g. Follow-Up Activity

The teacher make a discussion with the students about the content of the video in order the students understand what is the video about.

Those techniques above will help The Teachers enable to teach English by using animation videos easily.

3. The Advantages of Using Animation Videos

The main advantages of using animation videos is the participants' experience toward Animation video shows a positive learning activity attitude. Besides that, the students also explained that Animation Video easily to understand while learning English stated by Adnyayani et ¹⁶. Moreover, Oddone states that the advantages of using videos in the language classroom are:

- a. Animation video provide instances of authentic language and can be fully exploited with the teacher's control.
- b. Videos give access to things, places, people's behavior and events.

¹⁶ Ni Komang Prasetyani Laksmi , I Kadek Anggardana Yasa , Kadek Ayu Mas Mirayani. *The Use Of Animation Video As Learning Media For Young Learner To Improve Efl Students' Motivation In Learning English*. (Universitas Pendidikan Ganesha, Singaraja 2021).

- c. Authentic material usually proves to be particularly motivating as people find it interesting to understand “real things”.

4. The Disadvantages of Using Animation Videos

In addition to the benefits mentioned above, here are listed some disadvantages of using video:

- a. Using film and video, in particular requires a significant amount of time and money.
- b. When the film is shown, the images move continuously, causing some students to miss important information.
- c. Film and video do not always meet the needs of the learning goal, unless specifically designed and produced for that purpose.

From the explanation above, it can be concluded that using animation video in the language classroom has some advantages and disadvantages too. It depends on how the teacher uses it as the media in teaching English. When used correctly, when the appropriate videos are chosen and used at the appropriate time and place, the video can contribute to or benefit language learning.

C.Theoretical Framework and Paradigm

1. Theoretical Framework

A research must have a theoretical framework as a concept for basic in research. Theoretical framework in this research is a systematic thought to write some problems that to give the tentative proposition toward the problems.

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is Animation Video Clip and the dependent variable (Y) is students' speaking skills.

Speaking is one of four basic ability that important that must be mastery by the students. Speaking is also crucial and indispensable for the students because the success of study depends on the greater part of student's ability to speak. The problems faced in the class are students have difficulties to pronounce word, not confident and worried make mistake while speaking English.

There are so many strategy and media in teaching speaking. In this research, the researcher uses Animation video clip media to teaching that focus students speaking skill at the eleventh grade of SMA N 3 Metro. The researcher assumes that better using Animation video clip in teaching speaking because the students will be more interest, and enjoyable in learning process.

Base on description above, the researcher assumed that there is any influence of Animation video clip on students speaking skills at the eleventh grade of SMA N 3 Metro.

2. Paradigm

Paradigm is simple scheme, but contain with main element of the research that point out of the research indication and the relationship each other. Based on the theoretical framework above, the researcher describes the paradigm as following:

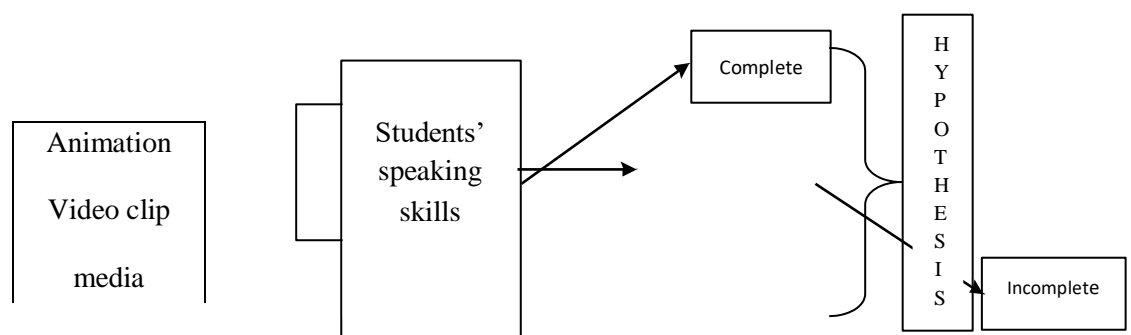


Figure 1
The Scheme of Paradigm

Below the figure 1 above, the researcher concludes that if the grade of the students' Animation video clip media is good, the grade of speaking skills is also good. So, there is influence of using Animation video clip media to enhance students' speaking skills. But, if the grade of the students' Animation video clip media is bad, the grade of speaking skills is also bad. So, there is no influence of using Animation video clip media to enhance students speaking skills.

D. Hypothesis

1. Hypothesis Formulation

“A Hypothesis is a tentative explanation that accounts for a set of facts and can be tested by further investigation.”¹⁷ It can be understood that hypothesis as a statement about the condition of the parameter of the research with a sample. Based on the quotation above, it can be understood that hypotheses may be precisely defined as a tentative proposition suggested as a solution to a problem or as an explanation of some phenomenon. the researcher formulates the hypothesis as follows:

a. Alternative Hypothesis (H_a)

There is influence of using Animation Video Clip Media on students' speaking skill at the eleventh grade of SMA N 3 Metro.

b. Null Hypothesis (H_0)

There is not any influence of using Animation Video Clip Media on students' speaking skill at the eleventh grade of SMA N 3 Metro.

2. Statistics Hypothesis

Based on the explanation above, the researcher make a conclude that hypothesis are:

- a. If $t_{observed} > F_{table}$, H_a is accepted and H_0 is rejected.
- b. If $t_{observed} < F_{table}$, H_a is rejected and H_0 is accepted.

¹⁷ Daniel Muijs, Doing Quantitative Research in Education, (New Dehli: Sage Publication, 2004), P.8

CHAPTER III

RESEARCH METHOD

A. Research Design

According to John. W. Cresswell, research design are plans and the procedures for research to get detailed methods of data collection and analysis.¹⁸ So, research design consists of data that the researcher will do in the research. The researcher uses quantitative research. Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.¹⁹ It can be conclude that quantitative is the research by which the numeric data are used to find knowledge. This research will intend to investigate whether there is a significant influence of Animation Video Clip Media on students' speaking skills.

The research is conducted by using experimental design. The model of the experimental design of this study is quasi-experimental research. Quasi-experimental research is the researcher assigned intact groups, the experimental and control group using pre-test and post-test to both groups.²⁰ This research use two groups, experimental and controlled group and these groups are chosen by using simple random sampling.

¹⁸ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. (London: Sage Publication,2002) p.20

¹⁹ *Ibid*, p.22

²⁰ Brunce W. Tuckman, *Conducting Educational Research*(Harcourt Brace College,1999).

The experimental group doing pre-test, receive the treatment, and doing the post- test, therefore the controlled group doing pre-test and post-test only with conventional method in the class. The treatment is conducted after pre-test. The pre-test is intended to find out the students' speaking skill before the treatment. Meanwhile, the post-test is intended to find out the students' speaking skill after the treatment given. This research is intended to investigate whether there is any positive and significant influence of Animation Video Clip Media on students' speaking skills.

B. Operational Definition of Variable

The kinds of variable related to the research, consisted of independent and dependent variable. Arikunto in Misagi stated, independent variable is the variable that is influenced by another variable to achieve what was expected by researcher; whereas, the dependent variable is the result that is expected through the implementation of the independent variable²¹. There are two variable in this research:

1. Independent Variable

Independent variable is the major variable which is hoped to investigated. It is variable selected, manipulated and measured by the researcher. Independent variable is variables that ate antecedent to the dependent variable. In this case, the independent variable (X) is Animation Video Clip Influence Students Speaking Skills in English.

²¹ Misagi, T. *The Effectiveness Of Outdoor Classroom Activity In Teaching Writing Descriptive Text At Seventh Grade Of Smpn 18 Purworejo in the Academic Year 2016/2017.* (2017)

2. Dependent Variable

Dependent Variable is the variable which the researcher observes a measure to determine the effect of independent variable. Dependent variable is the variable that depends on the independent variable as result of the correlation of the independent. Dependent variable in this research is Speaking Skill Using The Animation Video clip as Learning media which is symbolized as Y variable.

C. Population and Sampling Technique

1. Population

Daniel Muijs “The population is the group of people who want to *generalise* to.”²² As well as deciding on what information people need, also need to decide exactly what your *population* is going to be. The population is the group someone want to generalise findings to.²³

Graeme Keith Porte “A population consists of an entire set of objects, observations, or scores that have something in common. It is the entire group the researcher is interested in, which he or she wishes to describe or draw conclusions about.”²⁴ Based on the definition above, it means that the population is the whole subject that will be researched in the research.

²² Daniel Muijs, *Doing Quantitative Research in Education*, (California: sage Publication.2004), P.15.

²³ *Ibid.*, P.37.

²⁴ Graeme Keith Porte, *Appraising Research In Second Language Learning*, (Philadelphia: University of granada,2002), p.241.

The population of this research is the eleventh grade students of SMA N 3 Metro in academic year 2023/2024. The total population in this research is 949 students.

2. Sample

The Sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population.²⁵ It can be that a sample is subgroup of the target population that the researcher plans to study for generalizing about the target population. The researcher choose the Simple Random Sampling technique as sampling because simple random sampling is sampling that can be minimalized a sample with a large population , the sample are class XI IPA 1 and CLASS XI IPA 3 students of SMA N 3 METRO totaling, 71 students.

3. Sampling Technique

In conducting the research to get the sample from population, the writer used the Simple Random Sampling technique. According to Margono There are 3 (three) ways to determine samples using simple random sampling techniques, namely by lottery, ordinal, or random number tables.²⁶ The researcher gives the same right to each subject to have the opportunity (chance) to be selected as a sample. Researchers take a sample based on a random lottery selection, by assigning a number to

²⁵ John W. Creswell, *Educational Research*, (United State of America: Pearson,2012), P.381.

²⁶ *Ibid*, p.126

each class of population group. First, named each class of the eleventh grade population on a small piece of paper and put in a box, after that researchers took a number from the box randomly to select samples, 2 groups were chosen that is Class XI IPA 1 as the control group and Class XI IPA 3 as the experimental group.

B. Data Collection Method

1. Test

According to Yogesh, in educational research achievement test are most commonly used.²⁷ The researcher used test as a data collection method to measure the dependent variable. Test is a way to assess a student's speaking proficiency. The researcher uses an oral test to collect data.

a. Pre-test

The researcher will give students a pre-test at the first meeting. This test aims to determine the extent of students speaking skill before being given the media. Geoffrey said that pre-test is focused on assessing the level of a variable before application of the experimental intervention (or independent variable).²⁸ Pre-test will be given to the experimental class and controlled class before giving a treatment to measure students' speaking skill. The experimental and control class acquire the same pre-test. To measure the students' speaking skill, by oral test. The type of test

²⁷*Ibid.*,209

²⁸ Marczyk, Geoffrey, *Essentials of Research Design and Methodology*. (John Wiley. Hoboken. New Jersey.2005), p.187

used is students introduction them self test. In this case the researcher will ask the students to speak in front of class and introduce to the people in class.

b. Post-test

Post-test is conducted to assess the effectiveness of the independent variable.²⁹ After giving the treatment, the writer will give the post-test both to the experimental and control class to find out the result of the treatment whether the influence of animation video to teach skills students' in speaking. To measure the students speaking skill, by oral performance test about factual report text material.

2. Documentation

Margono defines documentation as the method which is used to get information from written language such as files, and theory of book, argumentation, etc that is related with the problem of research.³⁰ The researcher used the documentation method to get detail information about:

1. The history of SMA N 3 Metro.
2. The condition of teacher and officials employees in SMA N 3 Metro.
3. The quantity of the students in SMA N 3 Metro.
4. Students score grades.

²⁹*Ibid*, P. 181

³⁰*Ibid*,p.30

C. Research Instrument

An *instrument* is a tool for measuring, observing, or documenting quantitative data.³¹ Furthermore, the research instrument involves:

1. Instrument Framework

a. Blue Print

The instrument is design an complied with the indicators which have been specified. The writer used pre-test before treatment as a control and post-test instrument after treatment as an experimental. The variable of the research and indicator of instrument that used are as follows:

Table 3.1
Research Instrument

No	Variable	Indicators
1	Animation Video Clip Media (Variable X)	a. Students can understand the topic what the video talk about b. The students can practice the material in front of class bravely.
2	Students' Speaking Skills (Variable Y)	a. The students can pronounce word a conversation based on the video that is given by the teacher. b. The students can memorize the vocabulary in the video.

b. Validity and Reablity of the Instrument

³¹ John W. Creswell, *Educational Research*, P.14

Validity is a measure that shows the levels of validity of an instrument. a valid instrument has high validity. Otherwise a less valid instrument means it has low validity. an instrument is said to be valid if it measures what is desired.

Harris scoring guide which provide five criteria of elements of speaking (fluency, pronunciation, vocabulary, grammar, and comprehension)³²

Table 3.2

Measurement of Speaking

No	Criteria	Rating Score	Description
1.	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silent by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
2.	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though tone is conscious of a definite accent.

³² *Ibid.*, 84

		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because if pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually intelligible.
3.	Vocabulary	5	Effective use of vocabulary for the task with few in appropriate.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because inadequate vocabulary.
		2	Misuse of words and very limited vocabulary make comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word order errors that do not, however obscure meaning.
		3	Makes frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrase sentence.
		1	Error in grammar and word order, so several, as to make speech to virtually unintelligible.

5	Comprehension	5	Appears to understand everything without difficulty.
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
		3	Understand most of what is said at slower than normal speed without repetition.
		2	Has great difficulty comprehend. Social conversation spoken slowly and with frequent repetition.
		1	Can not be said to understand even simple conversation.

D. Data Analysis Technique

Data analysis technique is a method used to classify data according to the problem raised to make it easier to understand. Meanwhile, data analysis in quantitative research aims to provide categories, systematize, and produce meaning and find out what is the center of research.

1. Test Requirements Analysis

Prerequisite analysis test is a test performed before carrying out the hypothesis test. The analysis prerequisite tests carried out in this study included the normality test and homogeneity test.

a. Normality test

The normality test aims to determine whether the data from the residual values of the two variables are normally distributed or not. The method used to test the normality of the data in this study is by using the Lilliefors test in the IBM SPSS Statistics 25 application

program, with the criterion if the Asymp.Sig. (2-tailed) is greater than 0.05, namely $p > 0.05$, then the data is declared normally distributed.

The Lilliefors normality test steps are as follows:

- 1) Enter data in Data View.
- 2) Click Analyze, then select Descriptive Statistics then select Explore.
- 3) Enter the variable to be tested for normality in the Explore window.
- 4) Then click Plots, then in the Box plot box select Factor levels together, in the Descriptive box select Stem-and-leaf and Histogram, then select Normality plots with tests, in the Spread vs Level with Levene Test box select None, then click Continue.
- 5) Finally click OK.

b. Homogeneity Test

Homogeneity test is a test of whether the variances of two or more distributions are the same. The homogeneity test aims to test whether the variance of the group average in variable X and variable Y is homogeneous or not. The homogeneity test formula in this study uses the Levene Test in the IBM SPSS Statistics 25 application program. Homogeneity test was conducted to find out whether two or more groups of sample data from populations have the same variance with a significance level greater than 0.05 ($p > 0.05$). The following are the Levene Test homogeneity test steps:

- 1) Enter data in Data View.
- 2) Then click Analyze, select Compare Means then select One-Way ANOVA.
- 3) Enter the variable being tested (dependent variable) in the Dependent List box. Then enter the variables that will differentiate the groups (independent variables) in the Factor box.
- 4) Click Options, then in the Statistics box select Homogeneity of variance test. Then click Continue.
- 5) Finally click OK.

2. Data Analysis Test

Investigate whether the influence of Animation Video Clip Media on students' speaking skill at the eleventh grade students of SMA N 3 Metro. The writer apply the Independent Sampel t-test to find out the significant different between post-test in experimental group and post-test in control group. t-test formulation³³:

Notes:

M1 = average score of group 1

M2 = average score of group 2

SS1 = sum of square of group 1

SS2 = sum of square of group 2

n1 = number of subjects/samples of group 1

³³ Nuryadi, "*Dasar – Dasar Statistik Penelitian*", (2017), 101.

n_2 = number of subjects/samples of group 2 .

Independent Sample T-Test Guidelines;

- a. If the probability or Sig. $< \alpha$ (0.05), then the null hypothesis (H_0) is rejected.
- b. If the probability or Sig. $> \alpha$ (0.05), then the alternative hypothesis (H_a) is accepted.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

1. Description of Location

a. The Historical Background at SMA Negeri 3 Metro

The existence of SMA Negeri 3 Metro cannot be separated from the seeds existing schools in Metro Lampung. This educational institution established as a manifestation of concern for the Indonesian nation will the importance of education in the life of the nation and state. SMA Negeri 3 Metro was established in 1994. First accept new students on academic year 1994-1995. The principal is still concurrently from high school Negeri 1 Metro is Drs. Suparno. Because the construction of the building has not been completed, at first SMAN 3 Metro uses the Ma'arif Purwosari Junior High School building. In January 1995, SMA Negeri 3 Metro began occupying a new building in Banjarsari until now.

SMA Negeri 3 Metro is located on Jl. Naga, No. 29, Banjarsari Village, North Metro District, Metro City, Lampung. Metro Public High School is located in the north of Metro City. The distance of SMA Negeri 3 Metro to the city center is approximately 5.5 km.

b. Student's Quantity at SMA Negeri 3 Metro

The students' quantity at SMA Negeri 3 Metro is that can be seen on the figure below:

Tabel 4.1

Student's quantity at SMA Negeri 3 Metro

No	The Name of Study Group	Class Level	Total Students		
			M	F	Total
1	10 1	10	12	24	36
2	10 2	10	12	24	36
3	10 3	10	10	26	36
4	10 4	10	12	24	36
5	10 5	10	14	22	36
6	10 6	10	14	22	36
7	10 7	10	12	24	36
8	10 8	10	10	26	36
9	10 9	10	11	25	36
10	11 IPA 1	11	10	26	36
11	11 IPA 2	11	12	24	36
12	11 IPA 3	11	12	23	35
13	11 IPA 4	11	13	21	34
14	11 IPA 5	11	13	22	35
15	11 IPS 1	11	13	20	33
16	11 IPS 2	11	17	19	36
17	11 IPS 3	11	17	19	36
18	11 IPS 4	11	16	18	34
19	12 IPA 1	12	13	23	36
20	12 IPA 2	12	12	24	36
21	12 IPA 3	12	12	23	35
22	12 IPA 4	12	8	27	35
23	12 IPA 5	12	11	25	36
24	12 IPS 1	12	12	22	34
25	12 IPS 2	12	14	18	32
26	12 IPS 3	12	17	15	32
27	12 IPS 4	12	16	18	34

(Source: The Data of Students Quantity Got from the English Researcher at SMA NEGERI 3 METRO).

c. The Condition of Infrastructure Facilities at SMA NEGERI 3 Metro

Overall, the facilities and infrastructure in SMA Negeri 3 Metro are very adequate, it can be seen from the list of supporting infrastructure for the learning process below:

Tabel 4.2

The Infrastructure at SMA Negeri 3 Metro

No	The Name of Infrastructure
1	Hall
2	Teacher's Room
3	Student's Room
4	Mosque
5	Library
6	Administration Room
7	UKS Room
8	Principal's Room
9	Boys' Bathroom/WC
10	Girls' Bathroom/WC
11	Class X 1
12	Class X 2
13	Class X 3
14	Class X 4
15	Class X 5
16	Class X 1
17	Class X 2
18	Class X 3
19	Class X 4
20	Class XI IPA 1
21	Class XI IPA 2
22	Class XI IPA 3
23	Class XI IPA 4
24	Class XI IPA 5
25	Class XI IPS 1

26	Class XI IPS 2
27	Class XI IPS 3
28	Class XI IPS 4
29	Class XII IPA 1
30	Class XII IPA 2
31	Class XII IPA 3
32	Class XII IPA 4
33	Class XII IPA 5
34	Class XII IPS 1
35	Class XII IPS 2
36	Class XII IPS 3
37	Class XII IPS 4
38	Vice Principal's Room
39	Counseling Room
40	Main Warehouse
41	Basketball court
42	Volleyball court
43	Language Lab
44	Physics Lab
45	Kom. lab room
46	Teacher's WC
47	Biology Lab Room
48	Student Council Room
49	Canteen & School Cooperation
50	Parking area

d. Location Sketch at SMA Negeri 3 Metro

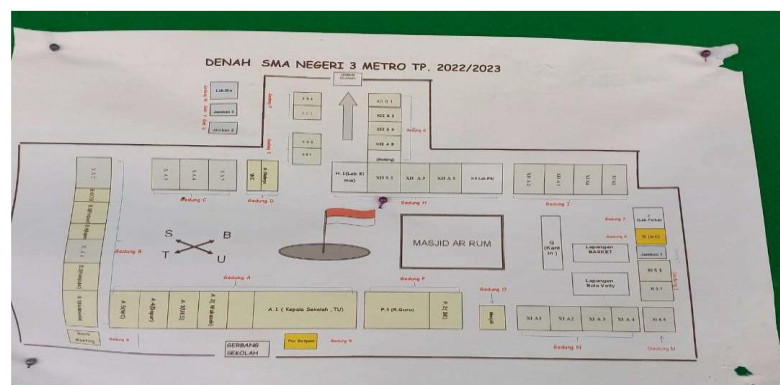


Figure 2

(Source: The observation of location sketch got from the English Researcher at SMA Negeri 3 Metro)

B. The Description of Research Result

The result of this research is described based on the effort to answer the research objectives in order to investigate whether the influence of using animation video clip media on student's speaking skills in the eleventh grade of SMA N 3 Metro. To describe the result of this research, the researcher explained the following parts:

1. Pre – Test Result

The researcher conducted a Pre-test on August 2th, 2023 by giving Speaking test to the eleventh graders in SMA Negeri 3 Metro. The researcher choose speaking type extensive (monologue) testing students by using oral performance test, the topic is self introduction in the form of oral performance test in English. In the pre-test process, the researcher asked the students tell and explain about them self in order to know to their speaking.

a. XI IPA 1(Control Class)

Tabel 4.3
Data Pre- Test Result of Speaking Skills Class XI IPA 1

SCORE PRE TEST RESULT CLASS XII IPA 1 (CONTROL CLASS)		
NAME	SCORE	CRITERIA
ASR	66	INCOMPLETE
AAU	50	INCOMPLETE
ANIC	58	INCOMPLETE
AFAQ	68	INCOMPLETE
AJDR	58	INCOMPLETE
CAR	58	INCOMPLETE
DA	54	INCOMPLETE
DS	48	INCOMPLETE
DRP	54	INCOMPLETE

DNR	52	INCOMPLETE
EMSU	50	INCOMPLETE
EDR	60	INCOMPLETE
EIW	64	INCOMPLETE
IES	72	COMPLETE
KMB	66	INCOMPLETE
LSR	64	INCOMPLETE
LRC	58	INCOMPLETE
LZP	65	INCOMPLETE
LDS	52	INCOMPLETE
MAR	46	INCOMPLETE
MGN	62	INCOMPLETE
MGS	48	INCOMPLETE
NE	60	INCOMPLETE
NR	56	INCOMPLETE
NNP	62	INCOMPLETE
NIY	68	INCOMPLETE
RDA	46	INCOMPLETE
RHP	52	INCOMPLETE
RSP	66	INCOMPLETE
RPS	58	INCOMPLETE
RCA	63	INCOMPLETE
RFEK	66	COMPLETE
SFD	70	COMPLETE
SAAH	64	INCOMPLETE
SO	50	INCOMPLETE
YKM	50	INCOMPLETE
TOTAL	2104	
AVERAGE	58	

Based on the pre-test results, it is known that the results of the speaking score of XI IPA 1 class students as the control class, with the highest score of 72 and the lowest score of 46. To determine the number of classes:

Note 1:

$$B = 1 + 3.3 \log n$$

Description:

B: many interval classes

n: a lot of data, so the calculation is obtained

$$B = 1 + 3.3 \log 36 \approx 5.9 \text{ rounded to } 6.$$

The data range is calculated by the formula:

Range = Highest score - lowest score

Range = 72 - 46 = 26

While the class length is obtained by the formula:

$P = \frac{26}{4} = 6.5$, rounder up to 7

Table 4.4
Distribution of Speaking Skills Class XI IPA 1

No.	Interval	Frequency
1.	46 – 50	9
2.	51 – 55	10
3.	56 – 60	7
4.	61 – 65	6
5.	66 – 70	3
6.	71 – 75	1
Total		36

Based on the frequency distribution of the XI IPA 1 class pre-test results above, a bar chart can be drawn as follows:

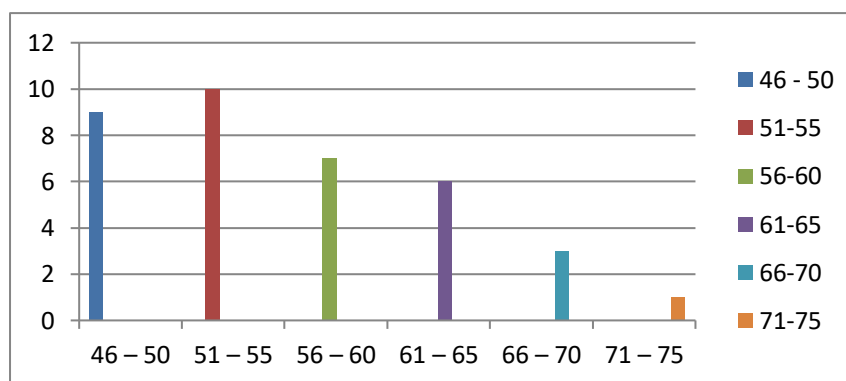


Figure 3
Frequency Distribution of Pre Test Speaking Skills Class XI IPA 1

Based on the frequency distribution table and bar chart above, it can be seen that the majority of the frequency of students' speaking

skills lies in the interval 52-56 as many as 10 students (28%) and the least lies in the interval 72 - 76 as many as 1 student (3%). The Mean (M) of the data is 57, Mode (Mo) is 52.5, Median is 55.

b. XI IPA 3 (Experiment Class)

Table 4.5
Data Pre- Test Result of Speaking Skills Class XI IPA 3

SCORE PRE TEST RESULT CLASS XI IPA 3 (EXPERIMENTAL CLASS)		
NAME	SCORE	CRITERIA
AFFA	56	INCOMPLETE
ANF	56	INCOMPLETE
AF	62	INCOMPLETE
AP	66	INCOMPLETE
ASS	52	INCOMPLETE
ASI	82	COMPLETE
AAB	72	COMPLETE
AKA	52	INCOMPLETE
BAP	78	COMPLETE
CCA	82	COMPLETE
CR	78	COMPLETE
DND	72	COMPLETE
DAA	66	INCOMPLETE
DMR	54	INCOMPLETE
FPRW	64	INCOMPLETE
FS	56	INCOMPLETE
FF	60	INCOMPLETE
HAI	74	COMPLETE
HGA	68	INCOMPLETE
JSN	80	COMPLETE
LPA	58	INCOMPLETE
LMP	82	COMPLETE
LA	78	COMPLETE
MAG	66	INCOMPLETE
MD	70	COMPLETE
NID	72	COMPLETE
NAY	80	COMPLETE
NKV	82	COMPLETE
PDW	56	INCOMPLETE
PN	64	INCOMPLETE
PMR	82	COMPLETE
PCL	68	INCOMPLETE
SKS	60	INCOMPLETE
SB	72	COMPLETE
SK	56	INCOMPLETE

TOTAL	2376
AVERAGE	68

Based on the pre-test results, it is known that the results of the speaking score of XI IPA 3 class students as the experiment class, with the highest score of 82 and the lowest score of 52. To determine the number of classes:

Note 1:

$$B = 1 + 3.3 \log n$$

Description:

B: many interval classes

n: a lot of data, so the calculation is obtained

$$B = 1 + 3.3 \log 35 \approx 5.8 \text{ rounded to } 6.$$

The data range is calculated by the formula:

$$\text{Range} = \text{Highest score} - \text{lowest score}$$

$$\text{Range} = 82 - 52 = 30$$

While the class length is obtained by the formula:

$$P = , \text{ rounder up to } 5$$

Table 4.6
Distribution of Speaking Skills Class XI IPA 3

No.	Interval	Frequency
1.	52 – 57	8
2.	58 – 63	4
3.	64 – 69	7
4.	70 – 75	6
5.	76 – 81	3
6.	82 – 87	7
Total		35

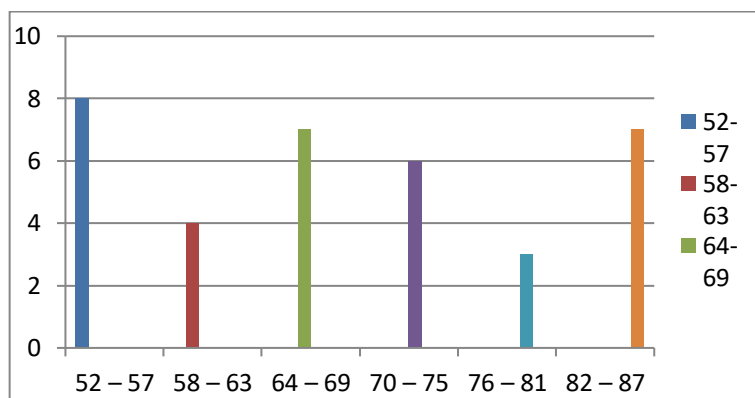


Figure 4
Frequency Distribution of Pre Test Speaking Skills Class XI
IPA 3

Based on the frequency distribution table and bar chart above, it can be seen that the majority of the frequency of students' speaking skills lies in the interval 52-57 as many as 8 students (23%) and the least lies in the interval 76 - 81 as many as 3 student (8%). The Mean (M) of the data is 68.2, Mode (Mo) is 66.25, Median is 74.5.

c. Treatment by Using The Animation Video Clip Media

In this study, the researcher conducted treatment by applying the Animation Video Clip Media in the research process. In conducting treatment, the researcher teaching directly in class apply steps are: active viewing present the video by playing it for a few second and the fast is forward, freeze framing and prediction activity while video playing the researcher stop the video several times, and then silent viewing the video was played with sound off and let students guess what the characters are talking about.

After that dubbing activity the researcher ask the students to fill in the missing dialogues orally when the video id being played with sound off, the researcher ask the students to act out the scene as much as they remember, and students have to retell about what happen in video and the last activity the researcher gave in the treatment are discussion with students to know whether students understand about the video.

This research was conducted in 3 meetings. For the first meeting, this research was conducted on August 7th, 2023. Then the second research was conducted on August 8th, 2023 and the third research was conducted on August 14th, 2023. This was also done directly by the researcher who were directly at SMA Negeri 3 Metro to the eleventh graders to carry out treatment with the Animation Video Clip Media.

2. Post – Test Result

The researcher conducted a post-test on August 14th, 2023 by giving a Speaking skills test to eleventh grade students at SMA Negeri 3 Metro. The type of speaking skill test given was an report text in the form of an report of plant, animal, phenomena in English. In the post-test process, the researcher asked students to choose and then explain about one of the themes about plant or natural phenomena that the researcher had provided on the question sheet to determine their speaking skills. The post-test results are illustrated in the following table.

a. XI IPA 1 (Control Class)

Table 4.7
Data Post- Test Result of Speaking Skills Class XI IPA 1

SCORE POST TEST RESULT CLASS XI IPA 1 (CONTROL CLASS)		
NAME	SCORE	CRITERIA
ASR	72	COMPLETE
AAU	52	INCOMPLETE
ANIC	62	INCOMPLETE
AFAQ	72	COMPLETE
AJDR	66	INCOMPLETE
CAR	44	INCOMPLETE
DA	62	INCOMPLETE
DS	52	INCOMPLETE
DRP	56	INCOMPLETE
DNR	58	INCOMPLETE
EMSU	48	INCOMPLETE
EDR	62	INCOMPLETE
EIW	72	COMPLETE
IES	52	INCOMPLETE
KMB	64	INCOMPLETE
LSR	68	INCOMPLETE
LRC	58	INCOMPLETE
LZP	52	INCOMPLETE
LDS	56	INCOMPLETE
MAR	48	INCOMPLETE
MGN	72	COMPLETE
MGS	52	INCOMPLETE
NE	76	COMPLETE
NR	56	INCOMPLETE
NNP	72	COMPLETE
NIY	72	COMPLETE
RDA	46	INCOMPLETE
RHP	56	INCOMPLETE
RSP	70	COMPLETE
RPS	56	INCOMPLETE
RCA	76	COMPLETE
RFEK	64	INCOMPLETE
SFD	72	COMPLETE
SAAH	66	INCOMPLETE
SO	44	INCOMPLETE
YKM	56	INCOMPLETE
TOTAL	2182	
AVERAGE	61	

Based on the post-test results, it is known that the results of the speaking score of XI IPA 1 class students as the control class, with the highest score of 76 and the lowest score of 44. To determine the number of classes, the Sturges formula was used, namely:

Note 1:

$$B = 1 + 3.3 \log n$$

Description:

B: many interval classes

n: a lot of data, so the calculation is obtained

$$B = 1 + 3.3 \log 36 \approx 5.9 \text{ rounded to } 6.$$

The data range is calculated by the formula:

$$\text{Range} = \text{Highest score} - \text{lowest score}$$

$$\text{Range} = 76 - 44 = 32$$

While the class length is obtained by the formula:

$$P = \frac{\text{Range}}{B}, \text{ rounder up to } 5$$

Table 4.8
Distribution of Speaking Skills Class XI IPA 1

No.	Interval	Frequency
1.	44 – 49	5
2.	50 – 55	5
3.	56 – 61	8
4.	62 – 67	7
5.	68 – 73	9
6.	74 – 79	2
Total		36

Based on the frequency distribution of the XI IPA 1 class post-test results above, a bar chart can be drawn as follows:

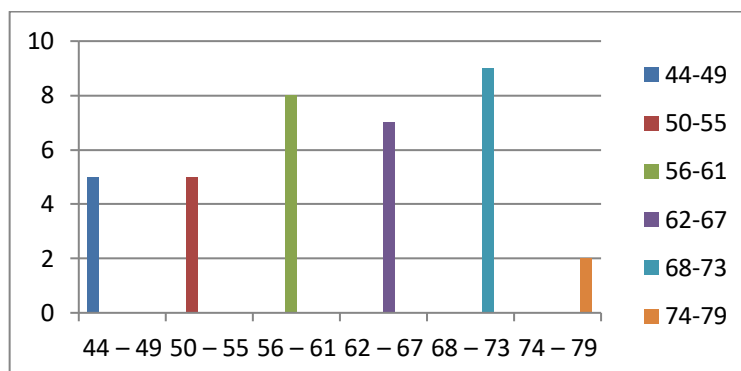


Figure 5
Frequency Distribution of Post-Test Speaking Skills Class XI IPA 1

Based on the frequency distribution table and bar chart above, it can be seen that the majority of the frequency of students' speaking skills lies in the interval 68-73 as many as 9 students (26%) and the least lies in the interval 74-79 as many as 2 student (6%). The Mean (M) of the data is 71, Mode (Mo) is 58,25 Median is 60.

b. XI IPA 3 (Experiment Class)

Table 4.9
Data Pre- Test Result of Speaking Skills Class XI IPA 3

SCORE POST TEST RESULT CLASS XI IPA 3 (EXPERIMENTAL CLASS)		
NAME	SCORE	CRITERIA
AFFA	82	COMPLETE
ANF	76	COMPLETE
AF	82	COMPLETE
AP	80	COMPLETE
ASS	74	COMPLETE
ASI	90	COMPLETE
AAB	82	COMPLETE
AKA	94	COMPLETE
BAP	88	COMPLETE
CCA	94	COMPLETE
CR	88	COMPLETE
DND	82	COMPLETE
DAA	86	COMPLETE
DMR	70	COMPLETE
FPRW	94	COMPLETE
FS	82	COMPLETE

FF	74	COMPLETE
HAI	64	INCOMPLETE
HGA	76	COMPLETE
JSN	88	COMPLETE
LPA	82	COMPLETE
LMP	94	COMPLETE
LA	74	COMPLETE
MAG	90	COMPLETE
MD	78	COMPLETE
NID	92	COMPLETE
NAY	84	COMPLETE
NKV	92	COMPLETE
PDW	68	COMPLETE
PN	74	COMPLETE
PMR	86	COMPLETE
PCL	80	COMPLETE
SKS	76	COMPLETE
SB	88	COMPLETE
SK	76	COMPLETE
TOTAL	2880	
AVERAGE	82.3	

Based on the post-test results, it is known that the results of the speaking score of XI IPA 3 class students as the experiment class, with the highest score of 94 and the lowest score of 64. To determine the number of classes:

Note 1:

$$B = 1 + 3.3 \log n$$

Description:

B: many interval classes

n: a lot of data, so the calculation is obtained

$$B = 1 + 3.3 \log 35 \approx 5.8 \text{ rounded to } 6.$$

The data range is calculated by the formula:

$$\text{Range} = \text{Highest score} - \text{lowest score}$$

$$\text{Range} = 94 - 64 = 30$$

While the class length is obtained by the formula:

$P = \dots$, rounder up to 5

Table 4.10
Distribution of Speaking Skills Class XI IPA 3

No.	Interval	Frequency
1.	64 – 69	2
2.	70 – 75	5
3.	76 – 81	7
4.	82 – 87	9
5.	88 – 92	9
6.	94 – 99	3
Total		35

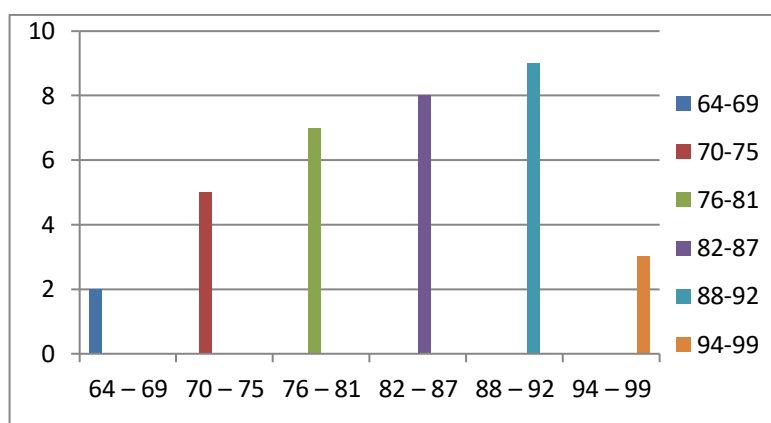


Figure 6
Frequency Distribution of Post-Test Speaking Skills Class XI IPA 3

Based on the frequency distribution table and bar chart above, it can be seen that the majority of the frequency of students' speaking skills lies in the interval 82-87 and 88-92 as many as 10 students (28,5%) and the least lies in the interval 64-69 as many as 2 student (6%). The Mean (M) of the data is 80.2, Mode (Mo) is 86,5 Median is 86.

D. Analysis Requirements Test Result

1. Normality Test

To get the homogeneity data, the researcher uses the Levene Test in the IBM SPSS Statistics 25 application program, the following steps are:

- a. Enter data in Data View.
- b. Click Analyze, then select Descriptive Statistics then select Explore.
- c. Enter the variable to be tested for normality in the Explore window.
- d. Then click Plots, then in the Box pot box select Factor levels together, in the Descriptive box select Stem-and-leaf and Histogram, then select Normality plots with tests, in the Spread vs Level with Levene Test box select None, then click Continue.
- e. Finally click OK.

After get the significant data, the researcher show as a table and here the results:

Tabel 4.11
The Normality Result

Tests of Normality				
	KELAS	Kolmogorov-Smirnov ^a		
		Statistic	Df	Sig.
HASILPOSTTEST	1	.133	36	.108
	2	.114	35	.200*
*. This is a lower bound of the true significance.				
a. Lilliefors Significance Correction				

Based on the table above, it is show that the data is normality distributed with a significane level more than 0.05, namely $p = 0.114$ and $0.200 > 0.05$.

2. Homogeneity Test

To get the homogeneity data, the researcher uses the Levene Test in the IBM SPSS Statistics 25 application program, the following steps are:

- a. Enter data in Data View.
- b. Then click Analyze, select Compare Means then select One-Way ANOVA.
- c. Enter the variable being tested (dependent variable) in the Dependent List box. Then enter the variables that will differentiate the groups (independent variables) in the Factor box.
- d. Click Options, then in the Statistics box select Homogeneity of variance test. Then click Continue.
- e. Finally click OK.

After get the significant data, the researcher show as a table and here the results:

Tabel 4.12
The Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
HASIL POST TEST	Based on Mean	3.952	1	69	.051
	Based on Median	3.914	1	69	.052
	Based on Median and with adjusted df	3.914	1	68.657	.052
	Based on trimmed mean	3.841	1	69	.054

Based on the table it can be seen that the results of the homogeneity test were 0.051 which means greater than 0.05, namely $p = 0.054 > 0.05$. So, it can be said that both variables are homogeneous.

D. Testing of Hypothesis

In testing of hypothesis of this research, the researcher refers to two hypothesis, as follow:

1. Null Hypothesis (Ho)

There is not a significant influence of Using Animation Video Clip Media On Students Speaking Skills in the eleventh graders at SMA Negeri 3 Metro in academic year 2023/2024.

2. Alternative Hypothesis (Ha)

There is a significant influence of Using Animation Video Clip Media On Students Speaking Skills in the eleventh graders at SMA Negeri 3 Metro in academic year 2023/2024.

This is the statistical hypothesis:

- a. If the sign.2-tailed is lower than 0.05 and the t-value is higher than the f-table, then the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Meanwhile, if sig.2-tailed is higher than 0.05 and t-value is lower than f-table, then the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected.
- b. If the mean values in the experimental group and control group are compared. If the mean value in the experimental group is higher than the mean value in the control group, then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Meanwhile, if the average value in the experimental group is lower than the average value in the control group, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected.

After conducting a series of SPSS calculations on the test of variable X (Animation Video Clip Media) on variable Y (Speaking Skills), the researcher obtained the results described as follows:

Tabel 4.13
The SPSS Computation Result about the influence of using Animation Video Clip Media on Speaking Skills

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Test	Equal variances assumed	3.421	,069	-10.381	69	,000	-21,503	2,071	-25,636	-17,371
	Equal variances not assumed			-10.412	66,863	,000	-21,503	2,065	-25,626	-17,381

Based on the SPSS result, it was investigated that the result of *sig. 2 tailed* in this research is 0.069. It is clear that if the probability or *Sig. > α (0.05)*, the alternative hypothesis (H_a) is accepted. It means that there is a significant influence of variable X on variable Y. In the other words, H_a is accepted and H_o is rejected. Therefore, it is concluded that this research successfully proves that there is a significant influence of Using Animation Video Clip Media on Speaking Skills.

In addition, the table above illustrated that *t observed* was 10,381 with degree of freedom was 70 to confidence interval of the difference 95%. After considering the t-test table by using *df* 70. It can be found that:

Tabel 4.14**Critical Value of f-table**

Level of significant	5%	1%
<i>Df</i>	3.978	7.011

- 1) The critical value of t-test (ttable) for the 5% level is 3.978
- 2) The critical value of t-test (ttable) for the 1% level is 7.011

From all the data analysis above, it can be found that :

- a) “t-observed” = 10.381
- b) “f-table” level of significant 5% = 3.978
- c) “f-table” level of significant 1% = 7.011

It means that” t-observed” is higher than “f-table” or it can be written as $10.381 > 3.978$. It means that from the value above there was any significant influence of Using Animation Video Clip Media On Students Speaking Skills in the eleventh graders at SMA Negeri 3 Metro. It can be seen from the result of the students’ pre-test and post-test.

- (1) If $t\text{-observed} > f\text{-table}$, H_a is accepted and H_o is rejected.
- (2) If $t\text{-observed} < f\text{-table}$, H_a is rejected and H_o is accepted.

The researcher has formulated the alternative Hypothesis (H_a) such as: “There is significant Influence of Using Animation Video Clip Media On Students Speaking Skills in the eleventh graders at SMA Negeri 3 Metro”.

Finally, the data confirmed that "t-observed" = 10.381 was higher than "f-table" level of significant 5% = 3.978. Therefore, it can be concluded that H_a is accepted and H_o is rejected. It means that there was a significant Influence of Using Animation Video Clip Media On Students Speaking Skills in the eleventh graders at SMA Negeri 3 Metro.

E. Discussion

In teaching speaking to the SMA Negeri 3 Metro especially in students of class XI IPA 3, based on the pra-survey there are some problem like some students difficulties in speaking. The researcher choose animation video clip media for got the influence on students speaking skills.

Based on the pre-test and post-test explanations, it can be concluded that the use of Animation Video Clip media has influence. It is agreed as statement of Harisson & Hummel that animated films can enrich students' experience and competence in various teaching materials.³⁴ Animation has advantages that can help in shaping students' understanding of an abstract concept. The pre-test results of speaking skills test presents the average grade in experimental class is 68 and the average grade in control class is 58. Pre-test had been done before the researcher applied the treatment using Animation Video Clip media. After pre-test, the researcher implemented Animation Video Clip directly in the class.

While the researcher applied Animation Video Clip media teaching directly in the class, so the steps include of:

³⁴ *Ibid.*

1. Active Viewing

The EFL teachers can present the video to the students by playing it for a few seconds and then fast forward. Those activities should be repeated until the end of the video. After that, the researcher asks the students to share what information they got from the video. In this case, the students can guess what they're talking about. This activity helps the teacher know how far the students' understanding of the video shown.

2. Freeze Framing And Prediction Activity

Next step, while the video is being played, the teacher stops the video several times. Which shows the pictures of characters' body language, facial expression, emotions, reactions, and responses. This activity helps the students understand about what expression should be shown when we say something in English especially.

3. Silent Viewing

In the silent viewing, the video is played with the sound off and let the students guess what the characters are talking about. This activity needs the students to remember the dialogues in the video.

4. Dubbing Activity

In this Dubbing Activity, the students are asked to fill in the missing dialogues orally when the video is being played with the sound off.

5. The Repetition And Role Play Activity

The Repetition And Role Play Activity, a scene on video is replayed with certain pauses. When the students have understood the presentation, they are asked to act out the scene as much as they remember.

6. The Reproduction Activity

In The Reproduction Activity, the students are showed a section in the video and are asked to retell what is happening. This activity can improve the students speaking skill.

7. Follow-Up Activity

The teacher make a discussion with the students about the content of the video in order the students understand what is the video about.

After conducting treatment with Animation Video Clip Media implementation, the researcher conducted post-test to the eleventh graders by giving a oral performance test of report text in the form of an report of natural, social or cultural phenomena in English. The post-test results showed the average grade in experimental class is 82,3 and the average grade in control class is 61. Furthermore, to test if there was significant influence of variable Animation Video Clip Media on speaking skills.

The researchers choose this method because the media effective and simple. Using this media help students to find solutions to problems they face while learning English, especially speaking skills. In addition, to encourage students to be active in speaking English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, this research can be conclude. It can be seen that the result pre-test in experimental class with an average score of 68 and in control class with an average score of 58. After pre-test doing the treatment and the result post-test in experimental class with an average score of 82,3 and in control class with no treatment given an average score of 61.

Based on the SPSS result, it was investigated that the result of sig. 2 tailed is 0.002. It is clear that if the probability or Sig. > α (0.05), the alternative hypothesis (H_a) is accepted. It means that there is a significant influence of variable X on variable Y. In the other words, H_a is accepted and H_o is rejected. Therefore, it is concluded that there is a significant influence of Using Animation Video Clip Media on speaking skills. In addition, this media is beneficial to help students to find solutions to problems they face while learning English, especially speaking skills. In addition, to encourage students to be active in speaking English.

B. Suggestion

1. For the English Teacher

The teachers should be creative in teaching English especially speaking, because to master English it needs more media or method in improving it. It is suggested to the English teachers to use Animation Video Clip Media as the alternative in the teaching and learning process to improve the students' English skills especially in improving students' pronunciation and students' vocabulary.

2. For the Students

Being aware that speaking is an important skill in English communication, the students should try to speak individually or in group because it can stimulate to speak up more and to get natural communication.

3. For the other researcher

The result of this research will be used as a reference for those who want to conduct a research in English teaching process, especially to increase the students' speaking skill.

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APPENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : /In.28/J/TL.01/00/2023
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SEKOLAH SMA NEGERI 3
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **DIAH KUMARA SHINTA**
NPM : [1901052010](#)
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Judul : IMPROVING THE STUDENTS SPEAKING SKILLS IN
ENGLISH CLUB EXTRACURRICULAR BY USING
ANIMATION VIDEO CLIP AT SMA N 3 METRO

untuk melakukan prasurvey di SMA NEGERI 3 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

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Metro, 00 0000

Ketua Jurusan,



Andianto M.Pd

NIP [19871102 201503 1 004](#)

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Nomor : 423/ 140 /V.01/SMAN3/2023
Lamp : -
Perihal : Pemberitahuan Penerimaan Pra Survey

Kepada
Yth : Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di
Tempat

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Nama : DIAH KUMARA SHINTA
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Jurusan : Tadris Bahasa Inggris

Pada prinsipnya kami tidak keberatan / mengizinkan mahasiswa tersebut di atas untuk melaksanakan Pra Survey di SMA Negeri 3 Metro

Demikian pemberitahuan ini kami sampaikan, atas perhatiannya diucapkan terimakasih.

Metro, 12 April 2023
Kepala Sekolah



IBNU BUDI CAHYANA, S.Sos.,M.Pd
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(Pembimbing 2)
di-

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Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

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NPM : [1901052010](#)
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF USING ANIMATION VIDEO CLIP MEDIA ON STUDENTS SPEAKING SKILLS IN THE ELEVENTH GRADE OF SMA N 3 METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 Juni 2023
Ketua Jurusan,



Andianto M.Pd
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Sehubungan dengan Surat Tugas Nomor: B-4267/In.28/D.1/TL.01/08/2023, tanggal 23 Agustus 2023 atas nama saudara:

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Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA NEGERI 3 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 3 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING ANIMATION VIDEO CLIP MEDIA ON STUDENTS SPEAKING SKILLS IN THE ELEVENTH GRADE OF SMA N 3 METRO".

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Metro, 23 Agustus 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
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Nama : DIAH KUMARA SHINTA
NPM : 1901052010
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 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 3 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING ANIMATION VIDEO CLIP MEDIA ON STUDENTS SPEAKING SKILLS IN THE ELEVENTH GRADE OF SMA N 3 METRO".
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 Pada Tanggal : 23 Agustus 2023

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NPM : 1901052010

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	Selasa 4/2023 4		Acc Chptr I. Certificate to Chptr II.	ES
	Kamis 6/2023 4		- Tambahkan ref - gunakan ref terbaru atau paling lama 10 tahun terakhir (2013). - hincutkan pembahasan HS indikator Spakj. - perhalikan catatan di atas di proposal.	ES

Mengetahui,
Ketua Jurusan TBI

Indianto, M.Pd
NIP. 19871102 201503 1 004




Dosen Pembimbing,


Eka Yuniasih, M.Pd
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KEMENTERIAN AGAMA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

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NPM : 1901052010
Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	Sabtu 14/03 5		Definisi Indikator dan Skor nilai hasil belajar.	
	Jumat 19/03 5		All chapter <u>II</u> Continue to chapter <u>III</u>	
	Jumat 26/03 5		- Jelaskan berapa jumlah sampel. - Klasifikasi langkah teknik random sampling. - Perhatikan kerapian (Siti- maksimal) penulisan. - Copy Review chapter <u>IV</u> . - Complete all (Bibliography, table of content, etc).	

Mengetahui,
Ketua Jurusan TBI

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Nama : Diah Kumara Shinta
 NPM : 1901052010


Jurusan : TBI
 Semester : VIII

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	Selasa / 30/5		- Revisi Bibliography, susutakan dg buku pedoman dan aturan penulisan Daftar Pustaka. - sample jelaskan jumlahnya.	ES
	Kabu 31/5		- Baca referensi tentang skripsi PTK, (improving). - Ace for Seminar	ES.

Mengetahui,
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Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	3/7/2023		<ul style="list-style-type: none"> - Konsisten gunakan istilah Significant / Influence saja - Sistematis Penulisan - Sesuaikan rumus uji T - Baca buku Donal any. 	
2.	4/7/2023		<ul style="list-style-type: none"> - Buatlah Intruksi soal lengkap dan jelas .. - Komunikasi dengan guru bidang studinya 	
	17/2023 7		<p>Acc APD.</p> <hr/>	

Mengetahui,
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NPM : 1901052010

Program Studi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Kamis 14/9 2023		<ul style="list-style-type: none"> - Sesuaikan sistematika penulisan daftar isi dg buku pedoman - hindari typo. - Sesuaikan penulisan kode urutan tabel dg daftar tabel - Pelajari cara penulisan letak tulisan figure, apakah di bawah atau di data. - Perhatikan kerapian dan sistematika penulisan. - Sajikan data - data anda - jelaskan setiap data yang anda sajikan - kerri all 	
	23/ 2023 10		<ul style="list-style-type: none"> - kerri abstrak dan motto 	

Mengetahui
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Dr. Much Deiniatur, M.Pd.BI
NIP. 198803082015031006

Dosen Pembimbing



Eka Yuniasih, M.Pd
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IAIN METRO

Nama : Diah Kumara Shinta
 NPM : 1901052010

Program Studi : TBI
 Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Jumat 10/10 2023		ACC Per Munasosyah	

Mengetahui
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**SURAT KETERANGAN BEBAS PUSTAKA
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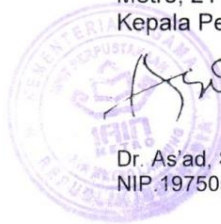
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Metro, 21 November 2023
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As'ad
Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
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Metro, 09 November 2023

Ketua Program Studi TBI



Dr. Much Deniatur, M.Pd.B.I.
NIP. 198803082015031 006

DIAH KUMARA SHINTA
1901052010 (THE INFLUENCE
OF USING ANIMATION VIDEO
CLIP MEDIA ON STUDENT'S
SPEAKING SKILLS IN THE
ELEVENTH GRADE OF SMA N 3
METRO)

by TBI IAIN Metro

Submission date: 29-Nov-2023 10:54AM (UTC+0700)

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Metro, 13 Desember 2023

Much Deiniatur

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING ANIMATION VIDEO CLIP MEDIA ON
STUDENT'S SPEAKING SKILLS IN THE ELEVENTH GRADE OF
SMA N 3 METRO**



By:
DIAH KUMARA SHINTA
Student Number: 1901052010

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIAH AND TEACHING TRAINING
STATE ISLAMIC INSTITUTE OF METRO
1444 H /2023 M

DIAH KUMARA SHINTA 1901052010 (THE INFLUENCE OF USING ANIMATION VIDEO CLIP MEDIA ON STUDENT'S SPEAKING SKILLS IN THE ELEVENTH GRADE OF SMA N 3 METRO)

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Note 1:

$$B = 1 + 3.3 \log n$$

Description:

B: many interval classes

n: a lot of data, so the calculation is obtained

$$B = 1 + 3.3 \log 35 \approx 5.8 \text{ rounded to } 6.$$

The data range is calculated by the formula:

$$\text{Range} = \text{Highest score} - \text{lowest score}$$

$$\text{Range} = 82 - 52 = 30$$

While the class length is obtained by the formula:

$$P = , \text{ rounder up to } 5$$

Note 2:

$$B = 1 + 3.3 \log n$$

Description:

B: many interval classes

n: a lot of data, so the calculation is obtained

$$B = 1 + 3.3 \log 36 \approx 5.9 \text{ rounded to } 6.$$

The data range is calculated by the formula:

$$\text{Range} = \text{Highest score} - \text{lowest score}$$

$$\text{Range} = 76 - 44 = 32$$

While the class length is obtained by the formula:

$$P = , \text{ rounder up to } 5$$

According to David P. Harris:

Measurement of Speaking

No	Criteria	Rating Score	Description
1.	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silent by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
2.	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though tone is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because if pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually intelligible.
3.	Vocabulary	5	Effective use of vocabulary for the task with few in appropriate.

		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because inadequate vocabulary.
		2	Misuse of words and very limited vocabulary make comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word order errors that do not, however obscure meaning.
		3	Makes frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrase sentence.
		1	Error in grammar and word order, so several, as to make speech to virtually unintelligible.
5	Comprehension	5	Appears to understand everything without difficulty.
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary.

		3	Understand most of what is said at slower than normal speed without repetition.
		2	Has great difficulty comprehend. Social conversation spoken slowly and with frequent repetition.
		1	Can not be said to understand even simple conversation.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMA NEGERI 3 METRO
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 1
Alokasi Waktu : 2 x 45 menit (1x pertemuan)
Topik Pembelajaran : Teks ilmiah faktual (factual report text)

A. Kompetensi Dasar

- 3.8 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (factual report teks) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.
- 4.8 Menangkap makna dalam teks ilmiah faktual (factual report teks), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

B. Tujuan Pembelajaran

Selama proses pembelajaran dan sesudahnya, siswa diharapkan dapat:

1. Mensyukuri nikmat Tuhan dan mengagumi kebesaran Tuhan sebagai pencipta keberadaan makhluk hidup dan peristiwa alam disekitar.
2. Mengidentifikasi informasi dari teks tertulis report.
3. Mengidentifikasi makna kata, makna kalimat dalam teks tertulis report.
4. Mengidentifikasi pokok pikiran paragraf dari teks tertulis report.
5. Mengidentifikasi rujukan kata dalam teks tertulis report.

C. Materi Pokok

Report Text

1. Definition of Report Text

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.

2. Generic Structure

- General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general
- Description: Describing the thing which will be discussed in detail; part per part , customs or deed for living creature and usage for materials

3. Language Feature

- Introducing group or general aspect
- Using conditional logical connection; when, so, etc
- Using simple present tense.

4. Example of Report Text



CACTUS

A cactus (plural: cacti) is any member of the plant family Cactaceae, native to the Americas. Cacti are part of the plant order Caryophyllales. They are often used as ornamental plants, but some are also crop plants. Cacti are grown for protection of property from wild animals, as well as many other uses.

Cacti are unusual and distinctive plants, which are adapted to extremely arid and hot environments, showing a wide range of anatomical and physiological features which conserve water. Their stems have adapted to become photosynthetic and succulent, while the leaves have become the spines for which cacti are well known.



RABBITS

Rabbits are small, energetic mammals that are known for their playful and curious nature. They are native to Europe, Asia, and parts of south America and are commonly kept as pets due to their docile temperament and cute appearance.

Rabbits are herbivores, and their diet consists mainly of grasses and other vegetation. They have a unique digestive system that allows them to extract the maximum amount of nutrients from their food. They also have a natural tendency to chew, and it's important to provide them with plenty of hay and other chew toys to keep their teeth and gums healthy.

Rabbits are social animals and thrive on interaction with their human caregivers and other rabbits. They are intelligent and can be trained to do tricks, such as coming when called or using a litter box. They are also playful and enjoy running, jumping, and exploring their surroundings.

Rabbits have a lifespan of around 8-12 years, and they require regular grooming, feeding, and exercise to stay healthy. They are sensitive to heat and can easily become overheated, so it's important to provide them with plenty of water and a cool, shady place to rest.

Overall, rabbits make for delightful and rewarding pets for those who are willing to give them the care and attention they need.



RAIN

Rain is liquid water in the form of droplets that have condensed from atmospheric water vapor and then become heavy enough to fall under gravity.

Rain is a major component of the water cycle and is responsible for depositing most of the fresh water on the earth. It provides suitable conditions for many types of ecosystems, as well as water for hydroelectric power plants and crop irrigation.

The major cause of rain production is moisture moving along three-dimensional zones of temperature and moisture contrasts known as weather fronts. Rain has multiple facets. It can be slight drizzle or heavy rainfall. Rain is measured using rain gauges. Rainfall amounts can be estimated by weather radar. The speed of the rainfall is influenced by the speed of the wind.

D. Langkah-langkah Kegiatan Pembelajaran

No	Kegiatan	Waktu
1.	<p>Pendahuluan</p> <p>a. Apersepsi</p> <ul style="list-style-type: none"> • Guru mengucapkan salam dan berdoa bersama • Guru mengabsen kehadiran siswa • Guru menanyakan kabar siswa <p>b.Motivasi</p> <ul style="list-style-type: none"> • Guru memberikan motivasi belajar secara kontekstual sesuai manfaat dan aplikasi belajar isi dari teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI. • Guru memberikan pertanyaan-pertanyaan yang mengaitkan pengetahuan mengenai teks ilmiah faktual • Guru menyampaikan tujuan pembelajaran. 	5 Menit
2.	<p>Kegiatan Inti</p> <p>a.Eksplorasi</p> <p>Dalam kegiatan eksplorasi ini, guru:</p> <ul style="list-style-type: none"> • Guru dan siswa membuat sebuah lingkaran, dengan meja ditengah untuk tempat tape recorder. • Siswa diminta menyebutkan struktur teks dan unsur kebahasaan yang terkandung dalam teks ilmiah faktual • Guru mempersilakan siswa bertanya tentang kosa kata atau kalimat yang belum diketahui dalam teks ilmiah faktual • Guru mempersilakan siswa bertanya tentang struktur teks dan unsur kebahasaan yang terkandung dalam teks ilmiah faktual <p>b.Elaborasi</p> <p>Dalam kegiatan elaborasi, guru:</p> <ul style="list-style-type: none"> • Memfasilitasi peserta didik melalui target bahasa yang setara. • Memfasilitasi interaksi antar peserta didik dengan peserta didik serta peserta didik dengan guru, lingkungan dan sumber belajar lainnya • Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis. 	45 Menit

	<ul style="list-style-type: none"> • Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut. • Guru meminta siswa untuk praktik menyampaikan teks ilmiah faktual yang tersedia • Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik. <p>c. Konfirmasi</p> <p>Dalam kegiatan konfirmasi, guru:</p> <ul style="list-style-type: none"> • Guru bertanya jawab tentang hal-hal yang belum diketahui siswa. • Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan. 	
3.	<p>Penutup</p> <p>Dalam kegiatan penutup, guru:</p> <ul style="list-style-type: none"> • Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/kesimpulan pelajaran. • Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. • Memberikan umpan balik terhadap proses dan hasil pembelajaran. • Merencanakan kegiatan tindak lanjut dalam bentuk program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individu maupun kelompok sesuai hasil belajar peserta didik. • Menyampaikan rencana pembelajaran pada pertemuan berikutnya 	5 Menit

E. Sumber/Bahan/Alat

- Papan tulis
- Spidol
- Recorder
- Buku yang relevan, kertas bergambar.
- Animation video clip dari youtube.

F. Penilaian

1. Indikator, Teknik, Bentuk, Contoh

No.	Indikator	Teknik	Bentuk	Contoh
1.	Merespon Factual Report text Text (Teks Ilmiah Faktual)	Tes Lisan	Performance	Act out dialogues in front of the class. (Siswa secara langsung mempraktikkan monolog di depan kelas)
2.	Mempraktikkan Factual Report text Text (Teks Ilmiah Faktual)			

2. Instrumen Penilaian

No	Criteria	Rating Score	Description
1.	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
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5.	Comprehension	5	Appears to understand everything without difficulty.
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		3	Understand most of what is said at slower than normal speed without repetition.
		2	Has great difficulty comprehend. Social conversation spoken slowly and with frequent repetition.
		1	Can not be said to understand even simple conversation.

**Mengetahui
Kepala Sekolah**

NIP.

**, 2023
Guru Mata Pelajaran**

NIP.

SILABUS

Satuan Pendidikan : SMA Negeri 3 Metro
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI / 1 (ganjil)
 Alokasi Waktu : 2 JP/Minggu
 Tahun Pelajaran : 2022/2023

Standar Kompetensi (KI)

- KI-1 dan KI-2** : Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, budaya dengan wawasan kemanusiaan, kebangsaan, dan keragaman terkait fenomena dan kejadian tampak mata.
- KI-4** : Menunjukkan keterampilan malar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>3.8 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks iminah faktual (factual report) dengan menyatakan dan menanyakan tentang teks iminah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.</p>	<p>Teks iminah faktual (factual report) lisan dan tulis sederhana tentang benda, binatang dan gejala peristiwa alam. Fungsi sosial - Mengamati alam - Menulis paparan iminah mengenai benda/binatang dan gejala/ peristiwa alam Struktur - Klasifikasi Umum tentang binatang/ benda yang ditulis. e.g. Slow loris is a mammal. It is found in... It is a nocturnal animal. It is very small with ... - Pengembangan mengenai bagian, sifat dan tingkah lakunya Unsur kebahasaan - Simple Present - Kata kerja yang menggambarkan binatang/ benda/ gejala alam - Kata sifat - Berbagi kata benda terkait dengan benda/ binatang/ gejala alam yang diamati - ciam, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. - Rujukan kata</p>	<ul style="list-style-type: none"> • Menunjukkan antusiasme dalam belajar • Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. • Menampilkan perilaku tanggung jawab dalam melakukan komunikasi dengan guru dan teman. • Menguraikan struktur teks dan unsur kebahasaan yang digunakan dalam teks iminah faktual dengan konteks penggunaannya. • Mengidentifikasi informasi dari teks report. • Mengetahui rujukan kata dalam teks report. • Mengetahui pokok pikiran paragraf dari teksreport. • Memampikan dan mempresentasikan teksnya didapan kelas kepada teman-teman. 	<ul style="list-style-type: none"> - Guru memberikan motivasi belajar secara kontekstual sesuai manfaat dan aplikasi belajar isi dari teks iminah faktual (factual report), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI. - Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks factual report dan mengamati cara penggunaannya, seperti yang dicontohkan - Bertanya jawab tentang beberapa teks lain dengan topic yang berbeda - Menyebutkan dan menganalisis struktur teks dan unsur kebahasaan yang terkandung dalam teks iminah factual - meminta siswa untuk membaca contoh teks iminah faktual yang tersedia melakukan refleksi tentang proses dan hasil belajar. 	<p>4 JP</p>	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016 ❖ CDD/DVD/VCD ❖ Sumber dari internet: www.dailyenglis h.com -http:// americaenglish. state.gov/files/ae resource_files - http:// learingenglish.briti shcouncil.org/en/ 	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Ingg Kelas XI, Kemendikbu Revisi Tahun 2016 ❖ Kamus Baha Inggris

Mengetahui,
 Kepala Sekolah
 NIP.

Guru Mata Pelajaran
 NIP.

SILABUS

INSTRUMEN SPEAKING TEST (PRE-TEST)

THE INFLUENCE OF USING ANIMATION VIDEO CLIP MEDIA ON STUDENT'S SPEAKING SKILLS IN THE ELEVENTH GRADE OF SMA N 3 METRO

Name: _____

Class : _____

Instruction: Please introduce yourself in front of class to your classmates.

The following guidance will help you...

- Greet your classmates
- Introduce yourself by mention (name, place/ date of birth, address, favorite food/drink)
- Mention your hobby, ambition and your dream job.

Here the Example:

Good morning everyone,

To all of my friends, allow me to make an introduction to who I am. My full name is David Beckham. People usually call me David. I'm the second child in my family. I was born in Jakarta, on July 14th, 1999. Currently, I live in Tebet, South Jakarta.

I really like music and I can play some musical instruments like guitar, piano, and bass. My dream job is singer. Besides that, I am also interested in Graphic Design. I think that's all from me. Nice to meet you. Thank you!

INSTRUMEN SPEAKING TEST (POST-TEST)

THE INFLUENCE OF USING ANIMATION VIDEO CLIP MEDIA ON STUDENT'S SPEAKING SKILLS IN THE ELEVENTH GRADE OF SMA N 3 METRO

NAME: _____

CLASS: _____

Instruction: Please choose one of this picture below...



This following guidance will help you...

1. After select one of the picture you have to explain about the picture topic
2. Please Explain about cactus or about how rain happens ?

Please explain in front of class bravely!

**TEACHER & RESEARCHER FINAL SCORE SHEET PRE- TEST
CLASS: XI IPA 1 (CONTROL CLASS)**

HASIL NILAI PRE- TEST KELAS XII IPA 1 (CONTROL CLASS)				
GURU		PENELITI		TOTAL
NAMA	NILAI	NAMA	NILAI	
ASR	68	ASR	64	66
AAU	52	AAU	48	50
ANIC	56	ANIC	60	58
AFAQ	68	AFAQ	68	68
AJDR	52	AJDR	64	58
CAR	56	CAR	60	58
DA	52	DA	56	54
DS	52	DS	44	48
DRP	60	DRP	48	54
DNR	56	DNR	48	52
EMSU	56	EMSU	44	50
EDR	60	EDR	60	60
EIW	64	EIW	64	64
IES	72	IES	72	72
KMB	68	KMB	64	66
LSR	60	LSR	68	64
LRC	56	LRC	60	58
LZP	48	LZP	64	65
LDS	48	LDS	56	52
MAR	44	MAR	48	46
MGN	64	MGN	60	62
MGS	48	MGS	48	48
NE	60	NE	60	60
NR	48	NR	64	56
NNP	64	NNP	60	62
NIY	68	NIY	68	68
RDA	48	RDA	44	46
RHP	52	RHP	52	52
RSP	64	RSP	68	66
RPS	68	RPS	48	58
RCA	62	RCA	64	63
RFEK	60	RFEK	72	66
SFD	68	SFD	72	70
SAAH	60	SAAH	68	64

SO	52	SO	48	50
YKM	48	YKM	52	50
TOTAL				2104
AVERAGE				58

**TEACHER & RESEARCHER FINAL SCORE SHEET PRE- TEST
CLASS: XI IPA 3 (EXPERIMENTAL CLASS)**

HASIL NILAI PRE- TEST KELAS XI IPA 3 (EXPERIMENTAL CLASS)				
GURU		PENELITI		TOTAL
NAMA	NILAI	NAMA	NILAI	
AFFA	56	AFFA	56	56
ANF	60	ANF	52	56
AF	64	AF	60	62
AP	68	AP	64	66
ASS	52	ASS	52	52
ASI	84	ASI	80	82
AAB	72	AAB	72	72
AKA	52	AKA	52	52
BAP	80	BAP	76	78
CCA	84	CCA	80	82
CR	80	CR	76	78
DND	76	DND	68	72
DAA	72	DAA	60	66
DMR	56	DMR	52	54
FPRW	68	FPRW	60	64
FS	56	FS	56	56
FF	60	FF	60	60
HAI	76	HAI	72	74
HGA	72	HGA	64	68
JSN	80	JSN	80	80
LPA	60	LPA	56	58
LMP	84	LMP	80	82
LA	80	LA	76	78
MAG	72	MAG	60	66
MD	80	MD	60	70
NID	76	NID	68	72
NAY	80	NAY	80	80
NKV	84	NKV	80	82
PDW	56	PDW	56	56
PN	64	PN	64	64
PMR	84	PMR	80	82
PCL	72	PCL	64	68
SKS	60	SKS	60	60

SB	80	SB	64	72
SK	56	SK	56	56
TOTAL				2376
AVERAGE				68

TEACHER & RESEARCHER FINAL SCORE SHEET POST TEST
CLASS: XI IPA 1 (CONTROL CLASS)

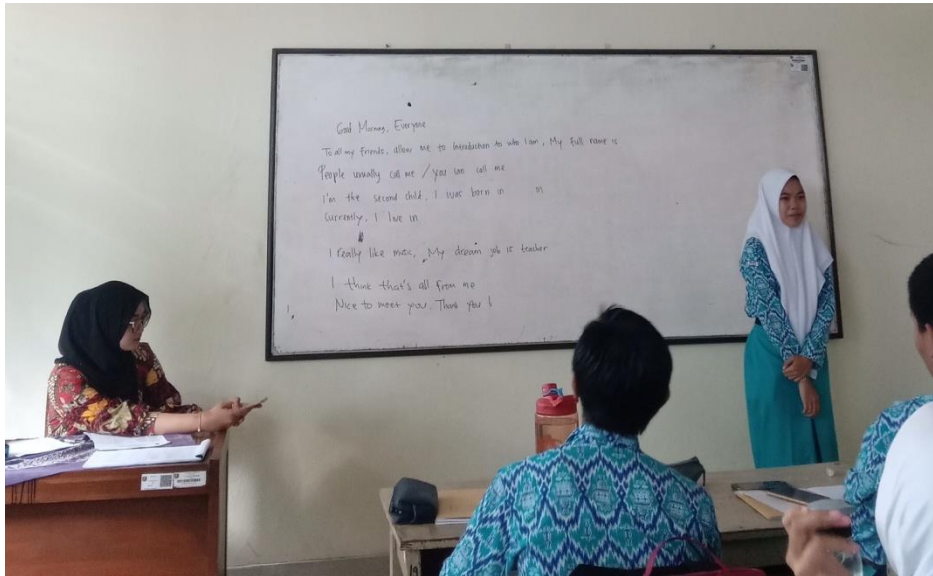
HASIL NILAI POST- TEST KELAS XI IPA 1 (CONTROL CLASS)				
GURU		PENELITI		TOTAL
NAMA	NILAI	NAMA	NILAI	
ASR	72	ASR	72	72
AAU	52	AAU	52	52
ANIC	62	ANIC	62	62
AFAQ	68	AFAQ	76	72
AJDR	60	AJDR	72	66
CAR	42	CAR	46	44
DA	64	DA	60	62
DS	56	DS	48	52
DRP	60	DRP	52	56
DNR	60	DNR	56	58
EMSU	40	EMSU	56	48
EDR	62	EDR	62	62
EIW	72	EIW	72	72
IES	52	IES	52	52
KMB	62	KMB	66	64
LSR	68	LSR	68	68
LRC	52	LRC	64	58
LZP	52	LZP	52	52
LDS	56	LDS	56	56
MAR	52	MAR	44	48
MGN	72	MGN	72	72
MGS	52	MGS	52	52
NE	76	NE	76	76
NR	52	NR	60	56
NNP	72	NNP	72	72
NIY	72	NIY	72	72
RDA	46	RDA	46	46
RHP	52	RHP	60	56
RSP	68	RSP	72	70
RPS	52	RPS	60	56
RCA	76	RCA	76	76
RFEK	60	RFEK	68	64
SFD	68	SFD	76	72
SAAH	70	SAAH	62	66
SO	42	SO	46	44
YKM	62	YKM	50	56
TOTAL				2182
AVERAGE				61

TEACHER & RESEARCHER FINAL SCORE SHEET POST- TEST**CLASS: XI IPA 3 (EXPERIMENT CLASS)**

HASIL NILAI POST TEST KELAS XI IPA 3 (EXPERIMENT CLASS)				
GURU		PENELITI		TOTAL
NAMA	NILAI	NAMA	NILAI	
AFFA	86	AFFA	78	82
ANF	76	ANF	76	76
AF	80	AF	84	82
AP	80	AP	80	80
ASS	72	ASS	76	74
ASI	90	ASI	90	90
AAB	82	AAB	82	82
AKA	94	AKA	94	94
BAP	88	BAP	88	88
CCA	96	CCA	92	94
CR	88	CR	88	88
DND	80	DND	84	82
DAA	88	DAA	84	86
DMR	64	DMR	76	70
FPRW	96	FPRW	92	94
FS	82	FS	82	82
FF	72	FF	76	74
HAI	64	HAI	64	64
HGA	76	HGA	76	76
JSN	88	JSN	88	88
LPA	84	LPA	80	82
LMP	92	LMP	96	94
LA	68	LA	80	74
MAG	88	MAG	92	90
MD	76	MD	80	78
NID	92	NID	92	92
NAY	88	NAY	80	84
NKV	92	NKV	92	92
PDW	64	PDW	72	68
PN	72	PN	76	74
PMR	92	PMR	80	86
PCL	80	PCL	80	80
SKS	76	SKS	76	76
SB	88	SB	88	88
SK	72	SK	80	76
TOTAL				2880
AVERAGE				82.3

DOCUMENTATION

PRE TEST



1st MEETING

A digital slide titled "Report Text" from "English Media". The slide is set against a background of a green field with pink flowers and a cartoon man in a suit and glasses. The text on the slide is as follows:

Report Text

A. Definition

- > Is text that describes the way things in general and it provides clear information about a topic.
- > It is referred to the result of observation, research and analysis.
- > Example of report text is observation of animal, plant, things, technology, or phenomenon.



2nd MEETING

Rabbits

Rabbits are small, energetic mammals that are known for their playful and curious nature. They are native to Europe, Asia, and parts of South America, and are commonly kept as pets due to their docile temperament and cute appearance.





3rd MEETING



Rain is liquid water in the form of droplets that have condensed from

ANIMATRON

Amaliah Sda

POST TEST



CURRICULUM VITAE



The writer's name is Diah Kumara Shinta, born in Tangerang, November 25, 2001. She is the second child of the three children. In 2013, she graduated from SDN 4 Metro Barat. She graduated from SMP N 3 Metro. Then, she continued her studies at SMA N 3 Metro, with social sciences major and graduated in 2019. In 2019 she continued study at IAIN Metro (State Institute for Islamic Studies of Metro).