THE EFFECTIVENESS OF THE A SHORT HAND-DRAWN ANIMATION VIDEOS TO IMPROVE SPEAKING SKILLS AT SMAN 2 PALOPO

IAIN PALOPO

THESIS

Submitted as a Part of the Requirements for S.PD. Degree in
English Language Education Study Program

Written By

DIAN SAPUTRI

REG. NUMBER: 17.0202.0013

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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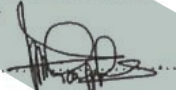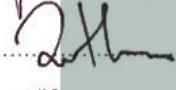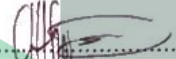**STATE ISLAMIC INSTITUTE OF PALOPO**
2022

THESIS APPROVAL

This thesis entitled **"The Effectiveness of the a Short Hand Drawn Animation Videos to Improve Speaking Skill at SMAN 2 Palopo"** Which is Written by **Dian Saputri, Reg. Number. 17.0202.0013**, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out **Thursday, 20th of January 2022 M**, coincided with **18th Jumadil Akhir 1443 H,** it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Monday, 24th January 2022
22th Jumadil Akhir 1443 H

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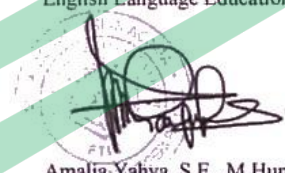
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Assalamu'alaikum wr,wb.

Selain melakukan bimbingan, baik dari segi isi,bahasa, maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini :

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Wassalamu'alaikum Wr, Wb.

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Praise and gratitude the author pray to Allah SWT, the Almighty God, the Most Gracious and Merciful, because of the grace and guidance the researcher was able to complete this thesis. Thesis entitled " The Effectiveness of the a Short Hand Drawn Animation Videos to Improve Speaking Skill at SMAN 2 Palopo". The researcher realizes that the support and encouragement from many parties are very important for the researcher in the preparation of this thesis. Therefore, the researcher would like to thank:

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The researcher hopes that this thesis can provide value for students and English teachers as well as the reader. The researcher hopes that this thesis can be useful for everyone.
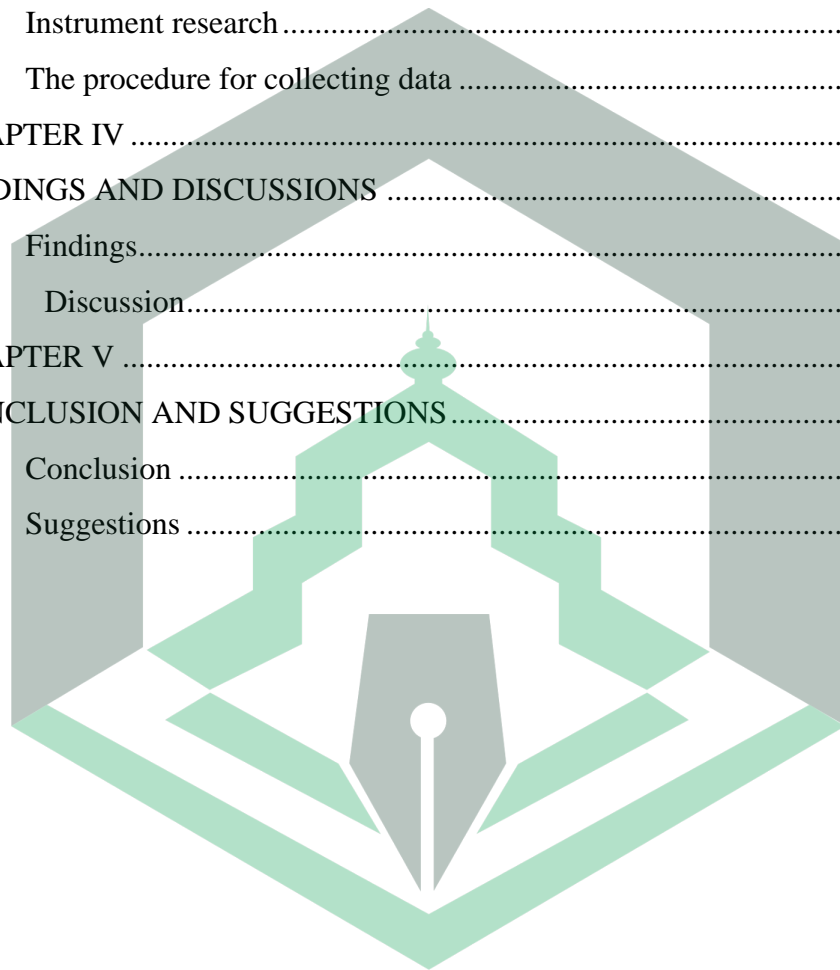
Finally, the researcher hopes that Allah SWT, the lord of the worlds, will always bless and give all the instruction more than what they have done to the researchers.

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ABSTRACT

Dian Saputri, 2021. " *The Effectiveness of the a Short Hand-Drawn Animation Videos to Improve Speaking Skill at SMA 2 Palopo***". A thesis of The English Departement Study Program Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo. Supervised by: Dr. Masruddin, S.S., M.Hum, Wahibah, S.Ag., M.Hum.**

This research attempted to find out the student's improvement in learning speaking skills using hand-drawn animation videos at the eleventh-grade students of SMA Negeri 2 Palopo. This research applied pre-experimental research. The population of this research was the students the eleventh-grade students of SMA Negeri 2 Palopo and the research used purposive sampling which was taken the sample was 15 students. The research gave the students a pre-test and post-test. The data were analyzed by using SPSS 22. Data was collected through the speaking test to determine students speaking skills. The scoring classifications include accuracy, fluency, and comprehensibility. The research shows the use of hand-drawn animation videos is effectively improves students speaking skills. The result means score in the pre-test was lower than the mean score in the post-test (6.80<9.00). The research concludes that the use of hand-drawn animation videos is effective for improving students speaking skills.

Keywords: Hand-drawn   animation   videos,   Speaking   skills

CHAPTER I
INTRODUCTION

A. Background

Speaking is an important skill in learning a language besides reading, listening, and writing. Everyone must have the ability to speak, especially in English because the fact shows that, without a language, we would find difficulties in our life especially in communication, because we cannot communicate with other people, we cannot express our feeling, thoughts, idea and give a name for something. In this modern era and language has been the key to entering the door of global communication. Speaking is one of the ways of people in telling stories, expressing emotions, conveying messages, sharing feelings, delivering a speech or remarks which mediate them to relate and communicate with each other. People can exchange their experiences, express and receive ideas, thought, or feelings while speaking.

Speaking is one of the skills that have to be mastered by students is learning English. Speaking is an essential tool for communicating. In the classroom, improving the speaking abilities of the student has always been a concern. In the fast-developing 1 St Century, various innovative technologies are being introduced to teach speaking skills in the classrooms. Technology is the vehicle to get access to this modernized world. More than the process of communication, trade, and transactions, today technology is widely used in educational sectors. Technology tools have been regarded as ways of helping students improve language skills such as speaking skills. Internet, podcasts videos

and speech recognition software are considered the best tools for teaching speaking skills.[1]

Based on the observation that the students were less enthusiastic in the teaching-learning process, especially in the material speaking. It's only part of the student listened to teacher instructions without giving feedback. The student was also difficult to understand their speaking skills. They look confused and can't express their ideas while they are speaking. The researcher guesses that did it because they lack vocabulary. The student was not enthusiastic, and bored, and had low motivation in learning speaking comprehension. The researcher focuses on how to solve the student problem by a short hand-drawn animation at SMAN 2 Palopo.

The use of media in the teaching and learning process gives contributions to the learners. Students' achievement will increase if the students really understand the lesson being studied. One of the methods that affect the student's interest with video. However, mastery of the material presented must be balanced with the technology used. Many media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place.

The animation is defined as the pictures that appear and can move. An animated film is one in which puppets or drawings appear to move. Animated video is a moving image from one frame to another which differs from the other

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[1] Maryam Bahadorfar and Reza Omidvar, "Technology In Teaching Speaking Skill*",Acme International Journal of Mul tidisciplinary Research*, no.2, (April 2014),09.

in the predetermined duration of time. The animation video i0s the newest media used in foreign language learning in the classroom.

Learning using animation media is one way of learning that is applied in secondary schools. Learning using animation media can make students interested in what they see, but indirectly it can encourage students to think about what problems are displayed. So that students can think in addition to the things taught by the teacher by seeing animations that display interesting things and make it easier to communicate and clarify information.

B. **Problem Statement**

Based on the background above, the researcher formulates the research: is using the short hand-drawn animation videos effective in improving the students speaking skills at SMA Negeri 2 Palopo?

C. **Objective of the Research**

The objective of the research is to find out whether or not the short hand-drawn animation videos are effective in improving the students speaking skills at SMA Negeri 2 Palopo.

D. Significance of the Research

The result of this study is expected to be helpful information for English learners like foreigners. The result of this study may be helpful to contribute and solution to English learners especially students at SMA Negeri 2 Palopo to know effective methods for improving their skills in the English language especially in speaking.

E. **Scope of the Research**

The scope of the research is focused on finding outs the effectiveness of short hand-drawn animation videos at SMA Negeri 2 palopo. It is focused on three aspects of speaking namely accuracy, fluency, and comprehensibility, and then be able in telling a story about animation videos.

F. **Operational definition**

The researcher defines it as follow:

1. The hand-drawn animation technique is a technique that relies on the ability of the hand to draw frames and lines of writing manually, be it character images, background images, and all of them are drawn by hand.

2. Speaking is using language in the sound we make, say words, and can use the language that explains ourselves and also with what we mean, speaking skill is the ability to use language that for ideas.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Some researchers are conducting previous studies aimed at teaching the students speaking skills and this research can find:

Vebri Stevani, Ika Handayani, Rosmania Rima (2021) have a journal-title" the effectiveness of using short animation subtitle movie toward students speaking skill of the eleventh grade at senior high school 8 in Serang city". The 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.[2]

Muhammad Hanif (2020), has a journal under the title "The development and effectiveness of motion graphic animation videos to improve primary school students sciences learning outcomes". In this journal, the researcher used mix method study that employs a combination of descriptive qualitative method and the experimental method involving 27 fifth grade students each control and experimental groups. The research used in-depth interview and observations methods for the qualitative studies, and tests to measure the effectiveness of motion graphics media developed. The result of the t-test showed that there were significant differences in terms of cognitive learning outcomes between the control and experimental group. Therefore, the interactive motion graphic video

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[2] Vebri Stevani and Ika Handayani and Rosmania Rima,"The Effectiveness of Using Short Animation Subtitle Movie Toward Students", *Annual International Seminar on English Languange Teaching*, no. 1, (2021),287–296.

media developed is feasible and effectively proven to enhance the students'
science learning achievement of the fifth grade of primary school level.[3]

Husein Salahuddin, Moh Fery Fauzi, Lailatul Mauludiyah (2020) have a
journal with the title "effectiveness of Arabic video animation in improving the
mastery of Arabic vocabulary". This study used an associative approach. The
result of the research effectiveness of Arabic video animation in improving the
mastery of Arabic vocabulary for the eighth-grade student of MTS Nurul Huda
Ketambul, Tuban which proved to be quite effective.[4]

Nabella Dwi Meilinda (2018) have researched "YouTube videos and
snowball throwing technique to improving students' speaking skill" with quasi-
experimental design and based on the findings he got, the technique of throwing a
snowball is effective to improve the speaking ability of students of class XI of
Muhammadiyah 6 Palembang Senior High School in the academic year
2017/2018. That can be seen from the improvement they got after the
intervention. Data shows that the snowball throwing technique has succeeded in
encouraging students to have better speaking skills than those who were not
taught by using this strategy.[5]

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[3] Muhammad Hanif, "The Development and Effectiveness of Motion Graphic Animation Videos
to Improve Primary School Students ' Sciences Learning Outcomes", *International Journal of
Instruction*, no.3 (October 2021): 247–266.

[4] Husein Salahuddin and Moh Fery Fauzi and Lailatul Mauludiyah Salahuddin, "Effectiveness of
Arabic Video Animation in Improving the Mastery of Arabic Vocabulary", *International Journal
of Arabic Languange Teaching*, no.*2*(Desember 2,2020):150.

[5] Nabella Dwi Meilinda,"YouTube videos and Snowball Throwing Technique to Improve
Students' speaking skill", *Edukasi: jurnal pendidikan dan pengajaran*, no. 2 (Desember 2018):
123.

B. Speaking Skill

This section will discuss the theory of speaking, for the main focus on the title I will bring is to improve English-speaking skills, and there are parts such as the theory of speaking, problem of speaking, and how to learn to speak a language, as follows:

1. Theory of Speaking

According to Richard and Renandya, speaking is used for many different purposes and each purpose involves different skills. For example, speaking is used to make social contact with people, when we engage in discussion with someone. On other hand, the purpose may be to seek or express the opinion or to describe the thing to complain about people's behavior.[6]

From the above theory, I conclude Richard opinion of speaking is a communication device that has many and the most important thing is being able to make each other understand what we're doing and what people are doing.

Speaking It is one of those English-speaking skills that any student must master *reading, writing, and listening.* In today's highly competitive era, debugging English speaking skills is primary, since communicating in English it's not only an academic goal but also a professional one.[7] From the above theory I concluded and that a student must be able to speak English in the field of

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[6] Jack C. Richard and Willy A. Renandya, "*Methodology in Languange Teaching",* (New York: Cambridge University Press, 1389), 200.
[7] Fitra pinandhita dan ratih Cristiana "pengembangan buku panduan problem solving dalam meminimalisir kekhawatiran pada kelas speaking mahasiswa program study bahasa inggris IKIPPGRI MADIUN", jurnal *kependidikan,* no.1,11-20.

speaking, and also recommended mastering four skills like writing, reading, speaking, and listening.

According to Ladouse (in Nunan,), speaking is an activity to explain someone in a certain situation or an activity to report something. Meanwhile, according to Tarigan "Talking is a way to communicate that affects our daily life." This means speaking is a way of communicating that can affect a person's life.[8]

Speaking is a productive ability. Speaking cannot be separated from listening. When we speak, we create meaningful full text. In communication, we can find speakers, listeners as well as messages and feedback (feedback). Besides that, speaking cannot be separated also with pronunciation (pronunciation). Training and improving students' English skills in spoken language are one of the lecturer's difficult tasks. Experienced and creative lecturers will not have difficulty choosing the right strategy for choosing the assignment.[9] Based on the explanation above, the writer concludes that speaking is a way for saying what we feel which is then manifested in the form of a spoken language process between two or more people.

Speaking is an oral language skill that is functional in everyday human life. Why not because by speaking we can get and convey information. But for

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[8] Atik rokhayani and Agung dwi nur cahyo, "peningkatan keterampilan berbicara (speaking) mahasiswa memaluli tehnik English debate ",01.

[9] Atik rokhayani and Agung dwi nur cahyo, "peningkatan keterampilan berbicara (speaking) mahasiswa memaluli tehnik English debate ",01.

Indonesian, speaking fluent English is a tough challenge because we don't use English as the language of daily communication.

2. The problem of speaking

There are several theories about the problem of speaking that researchers previously rose, and what are they, as follows:

From all the research results, it can be concluded that the difficulty of learning English in achieving complete language competence is influenced by the level of language acquisition of each student. This can be seen from the statements of research subjects who are classified as active in the opinion that speaking is the easiest skill. This is in contrast to students who are classified as passive who states that speaking is the most difficult thing to master.[10]

Under the above quotations that the problem in speaking skills is by the level of language mastery of each student, this is seen from the statement of the above study subject actively argued that speaking is the easiest skill. It depends on a basic student each depending on a student's activation, as described above.

According to ur, those problems are:

a. Inhibition

Learners are often inhibited about trying to say things in a foreign language in the classroom. They are worried about making mistakes, fearful of criticism or losing face, or simply shy that their speech attracts.

[10]Fika Megawati, "Kesulitan Mahasiswa Dalam Mencapai Pembelajaran Bahasa Inggris Secara Efektif", *jurnal pedagogia*, no.2, (agustus, 2016),146-157.

b. Nothing to say

The learners complain that they cannot think of anything to say. They have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

If the communication or learning is in a large group, it means that each one of the speakers will have only very little talking time as only one participant can talk at me if he is to be heard. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother tongue use

The learners may tend to use their mother tongue because it is easier and it feels unnatural to speak to one another in a foreign language.[11]

Based on the explanation above, I found four problems in speaking English according to Ur, there are four: inhibition, nothing to say, low or uneven participation, mother tongue use, and that is the opinion of the expert, but we can limit it to focus and serious about teaching English.

According to brown, there are some characteristics of difficulties of speaking that can make oral performance easy as in some cases difficult, as below:

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[11] Corry Ester Margaret Siagin and Shabrina Harumi Pinem, "Problem to Speaking English of English department student at university of darma agung medan", *Jurnal Littera: Fakultas Sastra Darma Agung,* no.1, (april, 2020), 3-4.

a. Clustering

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

b. Redundancy

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

c. Reduced Forms

Contraction, elision, reduced vowels, etc., all form special problems in teaching spoken English (see the section below on teaching pronunciation). A student who doesn't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

d. Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as uh, um, well, you know, I mean, like, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

e. Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

f. Rate of Delivery

Another salient characteristic of fluency is the rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, rhythm, and intonation

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

h. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob the speaking skill of its richest component: the creativity of conversational negotiation.[12]

What I can conclude from the theory above is that, According to h. Douglas brown explains in his book about the problem of speaking and that 8 things are obstacles to the mastery of speaking skills.

3. How to Learn to Speak a Language

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[12] H. Douglas Brown, "*Teaching by Principles an Interview Approach to Language Pedagogy*", Second Edition(San Francisco State University: Longman, 2001),270-271.

There are several theories about how to learn to speak a language that researchers previously raised, and what are they, And on the same side with different references but still have the same goal as the following:

Speaking is important for language learners. Besides the role it plays in communication, speaking can also facilitate language acquisition and development. In situations where the target language is also a language for instruction across the school curriculum, speaking is a crucial tool for thinking and learning. However, even when there are speaking activities, it is probably true to say that while speaking occurs, the skills may not necessarily be taught. Furthermore, unlike with lessons on reading and writing where the teacher will have a record of performance in the form of written texts. Speaking output is transient, with little record of it once the activities are over. Teachers do not have a corpus of learner work that they could evaluate and give feedback on. As a result, problems that learners face when doing speaking activities often go unnoticed or uncorrected.[13]

As the above explanation, I have concluded that to learn speaking skill is a pretty important thing for the student, and in this, it also is a good move. In addition to using in communication, speaking can also facilitate self-ability and language development speaking is an important tool for thinking and learning as well as for communication to the fatherland and the world.

There is much that we can do to ensure that speaking lessons are not merely opportunities for using language orally but are a means for learners to develop

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[13] Christine C.M. Goh, "*Teaching speaking in the language classroom*", 15 edition (Singapore: 2007), 1.

speaking skills and acquire the language. We begin in this chapter by considering some important theoretical perspectives that provide the background for the ideas presented in the rest of the book. The importance of speaking and explains the construct of speaking in terms of processes, skill, and product, as follows:

- Speaking and language acquisition
- Cognitive processes in speaking
- Speaking skills
- Communication strategies
- Speech genres
- Spoken grammar[14]

Consistent with the above are the six aspects that students need to know and learn in English study as speaking and language acquisition, cognitive skills in speaking, speaking skills, communication strategies, speech genres, spoken grammar, Because there is much we can do to make sure that the subjects speak not only the means and places to use spoken language but also the tools for learners to develop within themselves skills and be able to master the language they want.

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[14] Christine C.M. Goh, "*Teaching speaking in the language classroom*", 15 edition (Singapore: 2007), 1.

C. MEDIA

1. Definition of Media

Nunu mahnun explains that the word "media" comes from the Latin "medium" which means "intermediary" or "introduction". Furthermore, the media is a means of channeling messages or learning information that the message source wants to convey to the target or recipient of the message. The use of teaching media can help achieve learning success. Danim emphasized that the research results have proven the effectiveness of using tools or media in the teaching and learning process in the classroom, especially in terms of increasing student achievement. Limited media used in the classroom is thought to be one of the causes of the weak quality of student learning.[15]

And on page 28, Nunu Mahnun explained the media in her testimony; In Arabic, the word media is called (general) or the message introduction from the sender to the receiver argues that the media is information-carrying technologies that can be used for instruction. The media instruction consequently is an extension of the teacher. According to him, media is a messenger technology that can be used for learning purposes. So the media is an extension of the teacher. The definition he put forward is not much different from the definition put forward by the Association of Education Communication Technology (AECT), where the media is defined as all forms and channels that can be used for the message distribution process. From these two opinions, it can be understood that

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[15] Nunu Mahnun, "MEDIA PEMBELAJARAN Kajian terhadap Langkah langkah Pemilihan Media dan Implementasinya dalam Pembelajaran, (UIN Suska Riau", *Jurnal Pemikiran Islam* ,no. 1 (januari – juni, 2012),27.

the media is related to an intermediary whose function is to channel messages and information from sources that will be received by the recipient of the message that occurs in the learning process.[16]

From the above explanation, it is increasingly clear that teaching media is an inevitable need to make student learning programs successful to achieve the expected behavior change. Consequently, the teacher should have a role in choosing the right media and making the selection based on the correct technique and steps. However, the phenomenon in the field of many teachers who do not do and understand the steps of selecting the media properly in learning, thus many teachers still focus on themselves or the blackboard as the only medium and learning resource. If this phenomenon is allowed to exist, there is a possibility that education will be of less quality, and will produce verbalism output. Therefore this paper tries to raise the media selection.

2.   The Function of Media

There are several opinions about the function of instructional media. The role of the media in learning activities is a very determining part of the efficiency and effectiveness of the achievement of learning objectives. McKown in his book "Audio Visual Aids to Instruction" suggests four functions of media. The four functions are as follows.

The first is to change the focus of formal education, which means that with learning media that were previously abstract to be concrete, learning from theoretical to practical functions.

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[16] Nunu Mahnun, "MEDIA PEMBELAJARAN Kajian terhadap Langkah langkah Pemilihan Media dan Implementasinya dalam Pembelajaran, (UIN Suska Riau", *Jurnal Pemikiran Islam*, No.1(janiari – juni , 2012),28.

Second, generate learning motivation, in this case, the media becomes the extrinsic motivation for students because the use of learning media becomes more attractive and focuses the students' attention.

Third, to provide clarity, so that the learners' knowledge and experience can be clearer and easier to understand, the media can clarify this.

fourth, which is to stimulate learning, especially the curiosity of students. Curiosity needs to be stimulated so that there is always a sense of curiosity that must be fulfilled through the provision of the media.[17]

I also received some referrals from a book that describes the function of media basically, as follows:

Judging from the learning process, the function of customary media is as a carrier of information from the source (learner/teacher) to the recipient (learner/student). While the method is a procedure to assist students in receiving and obtaining information to achieve learning objectives. According to, S. Gerlach and P Ely explained that the function of media functions and benefits of teaching-being media in learning can be:

-. *It is fixative,* meaning that the media can capture, store, and then display an object or event again. With this ability, objects and events can be drawn, photographed, recorded, filmed, then the results are presented, so that everything can be arranged to be brought to the classroom.

-. *Manipulative*, the affair is to re-display objects or events with various manipulation changes as needed, for example changing: their size, large objects

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[17] M. Miftah, "Fungsi dan peran media pembelajaran sebagai peningkatan kemampuan belajar siswa", *KWANGSAN Journal* , No. 2 (desember 2013),100.

can be reduced, small objects can be enlarged, their speed, color, and can also be repeated, so that everything can be adjusted to be brought to the classroom.

-. ***Distributive***, meaning that by using the media it can reach a wider target or the media can reach a large audience at once simultaneously. for example broadcast television, radio, and newspapers.[18]

And it can be concluded that this function of learning media has a very large impact on the organizational structure of educational institutions both at the macro and micro level and then The function Learning Media is that the use of media in teaching and learning activities has a great influence on the sense organs. Regarding the understanding of the content of the lesson, logically it can be argued that the use of media will ensure a better understanding of students. And in this case as the education workforce, one day it will be possible to develop the function of the media more than what is explained.

3. The benefit of the media in learning

The benefits of media in the learning process are to facilitate interaction between learners and learners so that learning activities will be more effective and efficient. But more specifically there are some of the more detailed benefits of media. Kemp and Dayton for example, identified several benefits of media in learning, as follows:

a. Delivery of subject matter can be uniform.

Each learner may have different interpretations of a particular subject matter concept. With the help of the media, these various interpretations can be

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[18] Rodhatul Jennah, *"MEDIA PEMBELAJARAN"*, (Banjarmasin: Antasari press, 2009),18 - 19.

avoided so that they can be conveyed to students uniformly. Every student who sees or hears a description of a subject matter through the same media will receive the same information as other learners. Thus, the media can also reduce the information gap between learners everywhere.

b. The learning process becomes clearer and more interesting.

With its various potentials, the media can display information through sound, image, movement, and color, both natural and manipulated. The subject matter which is packaged through the media program will be clearer, more complete, and will attract students' interest. With the media, presentation materials can arouse students' curiosity and stimulate students to react both physically and emotionally. In short, learning media can help learners to create a learning atmosphere to be more lively, not monotonous, and not boring.

c. The learning process becomes more interactive.

If chosen and designed properly, media can help learners and learners to actively communicate in two directions during the learning process. Without the media, a learner may tend to speak in one direction to the learner. But with the media, learners can organize classes so that not only the learners themselves are active but also the learners.

d. Efficiency in time and effort.

The complaint that we often hear from students is that there is always a lack of time to reach the curriculum targets. It often happens that learners spend a lot of time on explain a subject matter. This does not have to happen if the learners can take full advantage of the media. For example, without the media, a

learner will of course spend a lot of time explaining the human circulatory system or the process of a solar eclipse. Yet with the help of visual media, this topic can be quickly and easily explained to children. Let the media present the subject matter that is difficult for learners to present verbally. With the media, it will be easier to achieve the maximum learning objectives with as little time and effort as possible. With media, learners do not have to explain subject matter over and over again, because with only one presentation using the media, learners will more easily understand the lesson.

e. Improve the quality of student learning outcomes.

The use of media not only makes the learning process more efficient but also helps students absorb the subject matter more deeply and completely. If only by listening to verbal information from learners, learners may not understand the lesson well. But if it is enriched with the activities of seeing, touching, feeling, or experiencing for themselves through the media, then the learner's understanding will be better.

f. Media allows the learning process to be carried out anywhere and anytime.

Learning media can be designed in such a way that learners can carry out learning activities more freely, whenever and wherever, without depending on the existence of a learner. Audiovisual learning programs, including learning programs using computers, enable students to carry out learning activities independently, without being bound by time and place. The use of media will make students aware of how many learning resources they can use in learning. We

need to realize that the allocation of learning time in schools is very limited, most time is spent by students outside the school environment.

g. Media can foster positive attitudes towards students' learning materials and processes.

With media, the learning process becomes more interesting so that it encourages students to love science and to find sources of knowledge on their own. The ability of learners to learn from these various sources will be able to instill the attitude of students to always take the initiative to find the various learning resources needed.

h. Change the role of learners to a more positive and productive direction.

By making good use of the media, a learner is no longer the only source of learning for learners. A learner does not need to explain all the subject matter because he can share roles with the media. Thus, learners will have more time to pay attention to other educational aspects, such as helping learners' learning difficulties, personality formation, motivating learning, and so on.

i. Media can make the abstract subject matter more concrete.

Identifying market forms in people's economic activities, for example, can be explained through the media of market images from traditional to modern markets, as well as complex subject matter that can be presented more simply with the help of the media. For example, the material that discusses the center of the Islamic kingdom in Nusantara can be delivered using maps or atlases, so that students can easily understand the learning.

j. The media can also overcome the constraints of time and space limitations.

Something that happens outside the classroom, even in outer space can be presented in the classroom through the help of the media. Likewise, some events that have occurred in the past, we can present in front of students at any time. With the media, an important event that is happening on another continent can be presented immediately in the classroom.

k. Media can help overcome the limitations of the human senses.

Lesson objects that are too small, too big, or too far away, can learn through the help of the media. Likewise, objects in the form of processes/events that are very fast or very slow, we can see clearly through the media, by slowing down or speeding up the incident. For example, the process of fetal development in the womb for nine months can be accelerated and witnessed through the media in just a few minutes.[19]

It can be concluded that the benefits of learning media are one of the important learning components in learning, the use of media should be a part that must get the attention of learners in every learning activity and also many types of media that can be selected, developed and utilized according to time conditions, costs and the desired learning objectives. Each type of media has certain characteristics that we need to understand so that we can choose media that suits our needs and conditions in the field.

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[19] Iwan Falahudin, *"Pemanfaatan Media dalam Pembelajaran"*, Edisi 1 (Jakarta Timur: Jurnal Lingkar Widyaiswara,2014),104 – 116.

D. Hand-Drawn

1. Definition of Hand-drawn

According to Munir hand-drawn it's a classic technique that relies on the hand's ability to frame by frame images, be it a character image or a background image drawn by hand (hand-drawn).[20]

There are several theories about hand-drawn that researchers previously raised, and what are they, as follows:

Drawing by hand is a choreography of mind, eye. and hand. Sitting over a drafting board, the architect maintains an intimate physical relationship with the page. Pens, lead holders, triangles, templates, and rolling straightedge have weight and offer resistance.[21]

And on the same side with the same book; that a hand-drawn perspective sketch takes an exaggerated view, peering at an office tower from far above, picturing it as a fractured glassy mass hovering over a city sidewalk. The galleries of a museum, strung together by low dark corridors, are mapped in a jagged section, revealing a visitor's quiet journey of discovery and drawings geometric constructions, and most importantly hand drawings remain imaginative ones.[22]

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[20] Angga Firmansyah dan Mei P Kurniawan"Pembuatan film animasi 2d menggunakan metoda frame by frameberjudul"kancil dan siput", *jurnal ilmiah DASI, no 4 (desember 2013),10-13.

[21] Nalisa Moses, "*Single – Handedly Contemporary Architects Draw by Hand"(* new York:2018),11.

[22] Nalisa Moses, "*Single – Handedly Contemporary Architects Draw by Hand"(* new York:2018),13.

And then it was explained in the same book; that more than that when we draw by hand, we make an intimate link between our existential being and the outside world. The pencil becomes an extension of the hand, the body, the self. The sketch is communication between the inside and outside. Drawing is the imperfect but poetic process of attempting to make a connection between external reality and our internal impulses.[23]

I can conclude that from the theory above is that hand-drawn is a work of creation hardship and yet it's a good thing to further away and it's being studied more deeply.

2. Hand-drawn and education

Hand-drawn can be called a work of drawing art and become image media for this case the media of hand-draw can also be used as a learning media in a subject and many previous studies have presented in a journal and others, such as the following:

Yuswati explained in her journal about image media that image media is one of the effective teaching aids to stimulate children in learning aspects speaking[24], and also in her journal Yuswati explained among learning media, image media is the most commonly used media because students approve to picture then text writing, especially if image are made and presented to good and simple of course

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[23] Nalisa Moses, "*Single – Handedly Contemporary Architects Draw by Hand*",(new York,2018),07

[24] Yuswanti, "Penggunaan media gambar untuk meningkatkan hasil bealajar siswa pada pembelajaran IPS di kelas VI SD PT. lestari tani teladan(LTT) kabupaten donggala*", jurnal kreatif tadulako online*, no 4,9.

it will the enthusiasm of student in following the learning process. Image media can provide ideas and encouragement to the teacher in teaching students. So that students do not depend on the picture in textbooks, but can be more creative in developing teaching media images so that students enjoy learning English media.[25]

From the description above I can conclude that with the use of image media the delivery of teaching material become clearer and easier to understand because it helps the student learn using the sense of sight, besides that learning will further increase the attractiveness of students. More importantly, whether learning using image media will stimulate the thinking power of students and students to sharpen their thinking power.

E. Animation Videos

1. Definition of animation videos

There are several definitions concerning animation videos; Animations are a form of dynamic representation that displays processes that change over time. Animation is a technique in which the filmmaker gives motion to otherwise inanimate objects. Video is becoming a more and more popular tool in teaching English. Movies, videos, and cartoons can be used in listening activities in the EFL classroom.[26] The conclusion from the above reference, states that the

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[25] Yuswanti, "Penggunaan media gambar untuk meningkatkan hasil bealajar siswa pada pembelajaran IPS di kelas VI SD PT. lestari tani teladan(LTT) kabupaten donggala", *jurnal kreatif tadulako online*, no 4,10.

[26] Rizka amalia "improving listening and speaking skills by using animation videos and discussion method", *journal of english language teaching*, no.2, (2017), 3.

diagram of the animation videos is a graph made to show an older picture have meant so that we can explain the animation.

The use of animated videos can improve student learning outcomes. Also, animated videos are very influential in learning because they are proven to attract attention, increase retention, allow visualization of the concept of relationships, and also explain that animation is an image by imitation movement. All animation consists of a series of images (with slight changes from one to the next) that are displayed in fast time and fool the eye into seeing them as motion. In this way, the learning messages are conveyed in an audio-visual manner accompanied by motion elements so that they are more alive.[27]

The conclusion is animated video is a medium that combines audio and visual media to attract the attention of students, being able to present objects can help understand the lesson it is difficult for Imagination, objects, relationships, and in detail in learning.

2. Animation videos and education

Animated videos have an increasingly important role in the learning space with computers, handphones, LCDs, and other devices so that a lot of content has been developed for various fields so that animation gives us a complementary learning experience.

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[27] Margareta widiyasanti and yulia ayriza, "pengembangan media video animasi untuk meningkatkan motivasi belajar dan karakter tanggung jawab siswa kelas V", *jurnal pendidikan karakter*,no.1 (April, 2018),4.

In this case, Lirong xiao divides three aspects of the scope of the in-class animation video lessons. The animation content in the classroom can be classified into three main types:

-. ***Expositive***: the users watch the expository content on screens;

-. ***Interactive***: the users can interact with the content at a higher level;

-. ***Quizzes***: the users are rested on specific content[28].

And in this case, the author provides three parts of the content are expositive, interactive, and quizzes that can be used in class lessons with media animation videos.

And I also found that there many research results that stated about animation videos for education and one of them are;

Md. Bahrul Islam and Arif Ahmed used different multimedia applications and software to develop these students and we noticed that the impact of interactive learning material is exclusively high to improve their learning skill and adaptation by blending learning system. Our method is showing the improvement of students learning skills especially when interactive learning materials are used as the main resources by the teachers.[29]

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[28] Lirong Xiao, "Animation trends in education", *international journal of information and education technology*, no. 3 (June, 2013),286.
[29]Md bahrul islam et al, "child education through animation: an experimental study*, international jounal of computer & animation*, no.4, (October, 2014), 49.

As the conclusion above, the result of their research using a multimedia application based on audio-visual with animation videos, can improve students' basic abilities so that they can achieve their research objectives.

3. Steps in teaching speaking by using animation video

An English teacher must have a sufficient understanding of the teaching approach and methodology in providing speaking material. The technique used must be precise and in line with the chosen method approach (Khomeini, Daud, Erdiana. Likewise, animated videos also have steps and procedures. The application of video animation techniques described by Harmer explains the steps as follows:

a. Fast Forward

EFL teachers can present the video to students by playing it for a few seconds and speeding it up and repeat until the end of the video. Then the researcher asked students to again explain what they got and understood from watching the video that was given. In this case, the students can guess what they are talking about.

b. Silent Watching

In this step, the teacher can play the video without sound. Videos are presented secretly without any information. In this case, students' ability to predict information is needed.

c. Freeze Framing

In the next step, the teacher stopped the video several times. And after that students need to be encouraged to convey their ideas when the video is stopped. And also guide students in understanding the situation and can predict what will happen next according to what the video provides information, after seeing some parts of the video.

d. Watch Most

The final step is also a way to stimulate student curiosity because it allows students to see parts of the video and asks them to predict the type of information they will collect and understand from the video that is given.

F. The Concept for Hand-Drawn Animation videos to Improve Speaking Skill

1. English and animation videos

English and animation videos in this case I explain that research with this media can have a positive impact and I add this theory to make it stronger in giving statements in my research.

Ibrahem Bani, Animations are a useful way to improve English teaching grammar for young EFL students. This study reveals that a sample of students has a very large influence on their achievement through the use of animation to learn several aspects of English grammar. Both tests revealed that students and researchers save time and that teachers can guide all students equally. The results also showed that students became more confident and made fewer grammar mistakes. Students' understanding and the way they perceive the lesson are more efficient than the traditional way which stimulates their emotions by the animated

video itself. This study concluded that the use of animation in the classroom affects overall student achievement by triggering their emotions.[30]

In my opinion, using English and animation videos can help students improve their learning abilities according to the idea from the theory above that animation videos are suitable for learning strategies for students. with the explanation of the theory above that videos provide enthusiasm, confidence, and a feeling of pleasure to be better at learning, and also like what was explained above that videos in English lessons also provide an increase in four basic skills in English. This is also useful for the development of media in learners because animation video media helps in providing new experiences for students to learn more actively

2. Selecting an appropriate video

In this case, I take a reference from a previous student's research at another campus IAIN Palopo:

M. Ali Akbar, Videos have a strong emotional effect. Researchers need to determine the results they want to produce in a particular learning situation. Video media can eliminate and reduce boredom, and even cause an uplifting effect on students. Researchers must be capable and creative in their choice, three sets of criteria must be considered: (a) student characteristics, (b) video roughness, and (c) video structure. The first set of criteria relates to socio-demographic characteristics: age or class, level, gender, ethnicity, and language dominance.

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[30] Ibrahem Bani Abdo, Abdel-Hameed Al-Awabdeh, *"Animated Videos Prove to be Beneficial in Teaching English Grammar as EFL: A Neurological Study of How Students Learn and Retain English Grammar"*, *Creative Education*, (2017),8-10.

Instructors know their students and these characteristics should be considered when choosing the right video. The second set of criteria concerns the likelihood of violating videos according to the aforementioned categories, plus content that is not relevant to the reason for viewing the video, such as neglect of frameless groups, race, and ethnicity, professions, politicians, and celebrities.

Video abuse that affects anyone's mental or physical victim and other content, clear standards for acceptable content should be explained. Videos are used to facilitate learning, not inhibit it. A student who is offended by a video clip will attract, turn off, and harbor anger, which is an emotion that is not conducive to learning. What is interpreted as offensive is a very personal decision by each student based on his values, beliefs, and principles. Instructors must make every effort to reject material that is even offensive or potentially offensive. The video collection available is quite large so choosing the right thing shouldn't be a problem. If this is a problem, the researcher should seek advice from colleagues who are sensitive to the problem.[31]

To conclude, in this case, the selection of videos in a study is important for the smooth running and the purposes of the research, by selecting videos that match the needs of the researcher for the object (students), the research objectives we want will be closer to the word successful, therefore choosing a video according to what is described as the theory above, it greatly affects the results of this study.

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[31] M. Ali Akbar, *"*Improving the Students Listening Skill by Watching Video Clip at the Eleventh Year Students of Sman 4 Palopo*"*, *Institut Agama Islam Negeri Palopo*, (2014),31.

3. Aspects of Assessing Speaking Skills

According to Brown, there are five aspects to assessing speaking ability such as conversational discourse, teaching pronunciation, accuracy, and fluency.[32]

In another view, Raasyid and Hafsah J. Nur divided speech into two. The first feature is the competency feature which consists of fluency and accuracy. Second, the performance features which consist of content and interaction.[33]

Based on the above statement, speaking skills are divided into the main components, as follows:

a. Fluency

Is the ability to produce what is wanted to be said fluently and without a doubt and undue search.17 speaking without too much effort with a fairly wide range of expression in previous researchers. Rasyid and Nur found that the students' speaking skills were quite fluent in interacting by speaking 75-89 words per minute with no more than 3 wrong words and repetitions and no more than 7 filler words per 100 words.

b. Accuracy

Accuracy is the ability to use the target language for clear, specific, and lexical pronunciation and accuracy. Brown said that his achievement was to some

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[32] H. Douglas Brown, "*Teaching by Principles a Interactive Approach to Language Pedagogy",* Second Edition (San Francisco State University: Longman, 2001),267-269.

[33] Muhammad Amin Rasyid And Rahmad J. Nur, *"Teaching English as a Foreign Language" (TEFL) in Indonesia*.(1997),198.

extent by allowing students to focus on the grammatical elements of phonology and discourse in spoken output.

c. Comprehensibility

Comprehensibility is the ability to understand a nominated topic well enough with a lot of repetition and disclosure. Comprehension is an exercise to increase understanding

4. Assessment Speaking

In scoring, the researcher refers to the rating scale proposed by Harris as follow:

Criteria	Scales	Indicators
Pronunciation	5	Has a few foreign accents
	4	Always intelligible, though one is conscious of a definite accent
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
	2	Very hard to understand because of pronunciation problems and frequently be asked to repeat
	1	pronunciation problems are several
Vocabulary	5	Very conversant with vocabulary repaired by given content: excellent control and resourcefulness
	4	Vocabulary mistakes generally do not affect meaning (writing gender, writing preposition, etc), attempts at the resourcefulness.
	3	Adequate, although more mistakes give unintended meaning (wrong preposition, incorrect word choice
	2	Meaning frequently obscured by minimal/inadequate mastery of vocabulary
	1	Meaning obscured, inadequate vocabulary
Grammar	5	Makes few noticeable errors of grammar or word order

	4	Occasionally makes grammatical errors that do not obscure meaning
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Frequent grammar errors occur which make re-phrasing and reconstructing of utterance.
	1	Grammar errors are severe.

5. Teaching Speaking Ability

Language learning activities include aspects of language, language learning. The understanding below will relate these aspects to learning English especially with speaking skills;

a. Give students practice with both fluency and accuracy

Accuracy is the degree to which students' speech matches what people say when they use the target language. Fluency is the degree to which speakers use language quickly and confidently, with slight hesitation or unnatural pauses, fakes, and tarts, word searches, etc.

In language lessons - especially at the beginning and intermediate levels, students should be given opportunities to develop fluency and accuracy. They cannot develop fluency if the teacher constantly interrupts them to correct their verbal mistakes. Teachers should equip students with fluency-building exercises and recognize that making mistakes is a natural part of learning a new language.[34]

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[34] David Nunan, "*Teaching English To Speakers other languange: An Introduction",* (new York and London, 2015).

b. Language learners do not talk!

A common argument between different language teachers and courses is that students don't speak at all. One way to solve this problem is to find the root of the problem and start with it. If trying is cultural, in your culture, students are not used to speaking out loud in class, or if students feel shy about speaking in front of other students, then one way to overcome this cultural barrier is to create and build your own classroom culture in where Speak aloud in English is the norm. Providing positive feedback also helps to encourage and relax shy students to talk more. Another way to keep students motivated to speak more is to allocate a proportion from their last class to speaking skills and let students know that they continued to practice speaking in class during the semester.

c. Language input and communicative output

To help students develop communication efficiency in speaking, the researcher can use an activity approach using language input and communication output. language comes in the form of teacher lectures, listening activities, reading, and listening and reading language outside the classroom. This provides students with the materials they need to start producing their language. Input language can be content-oriented or form-oriented. Problem-oriented input focuses on information, whether it's a simple weather report or a lengthy talk about an academic topic. It may also include descriptions of learning strategies and examples of their use.

d. Strategy to develop the skills of speaking

Students, who lack confidence in their ability to participate in interactions, often listen and remain silent while others speak. One way to encourage learners to start participating is by helping them establish minimal responses that they can use in various types of exchanges. Such a response can serve as a starting point. Greetings, apologies, compliments, invitations, and other functions influenced by social and cultural norms often follow a pattern or script. Likewise, transactional exchanges are involved in activities such as obtaining information and making purchases. Instructors can help students develop speaking skills by making them aware of the script for different situations so they can predict what they will hear and what they need to say in response. Through interactive activities, teachers can provide practice to students in arranging and varying the language that contains various scripts.

e. Speaking activities

Traditional classroom speaking practice often takes the form of a practice in which one person asks a question and the other provides an answer. Questions and answers are structured and predictable, and there is often only one correct, predetermined answer. The purpose of asking and answering questions is to demonstrate the ability to ask and answer questions. Additionally, to achieve their goals, participants may have to clarify their points or ask for confirmation of their understanding. To create speaking activities in the classroom that will

develop communication competencies, the instructor needs to include objectives and information gaps and allow for various forms of expression.[35]

G. Theoretical Framework

Based on data processing in the field and also steps in conducting research there are several descriptions, namely. Give the pre-test as the initial test, and after that take the treatment as the process, and the last one is to give the post-test as the final step to see the results of this research. The theoretical framework in this research would be shown in the diagram:
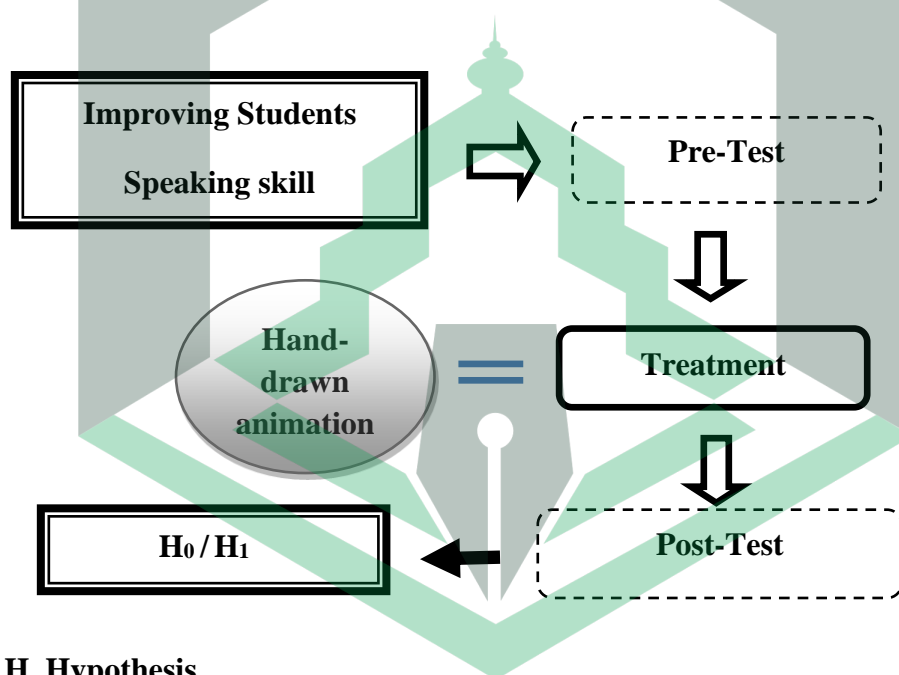
H. Hypothesis

This hypothesis is a temporary answer to the result that be expected. Base on the explanation in the introduction. So the hypothesis in this research is formulated, as follow:

[35] Taher Bahrani'Rahmatollah Soltani, "How to Teach Speaking," *Journal of Education and Practise Longman* 3, no. 2 (2007): 25–30.

1. H_0: hand-drawn animation is not effective to improve the speaking skills of the students at the SMA Negeri 2 palopo.

2. H_1: hand-drawn animation is effective to improve speaking skills for the students at the SMA Negeri 2 palopo.

CHAPTER III
RESEARCH METHOD

A. Method and design

1. Method

In this research, the researcher used the pre-experimental method. Method experimental is defined as a method with a systematic form to find the influence of one variable with another variable by giving special control and strict control in conditions. Pre-experimental consisted of three-step, they were pre-test, treatment, and post-test.

2. Design

The research design formula is based on the following:

Pretest	Treatment	Post-test
Y1	X	Y2

Here:

Y1: Pre-test

X: Treatment

Y2: Post-test

B. Population and sample

1. Population

The population is all of the research on the subject. In this study, the researcher selected SMA 2 Palopo as the population which nine classes with 304 students.

2. Sample

In this research, the research applied purposive sampling. The research chose only one class as a sample, namely class XI IPA 2, Which had 34 student. But the researcher used purposive sampling because some students did not attend regularly until the last meeting, the researcher decided to choose 15 students as a sample. The research chose this class because of the students who have the low ability in English knowledge.

C. Research variable

1. Research variable

This study has two variables, namely the independent variable and the dependent variable. The independent variable is the variable that affects there is a change or the emergence of the dependent variable. The dependent variable is variables obtained or factors that become the result, because of the independent variables. So in this study, there are two variables, namely:

a. The Independent variable is watching video

b. The dependent variable is speaking skill achievement

D. Instrument research

1. Test

The researcher used the speaking test, which consisted of pre-test and post-test. A pre-test is given before treatment aimed to know the significance of students speaking ability before and after treatment. The post-test gave after the pre-test. The researcher gave the topic to students and the student described the

topic about describing people, describing hometown, and explaining about the internet.

E. The procedure for collecting data

The data collecting by using the procedure below:

1. Giving pre-test

At the first meeting, the research gave a speaking test to the students. In the test, the research gave a test in the form of a predetermined topic then the student describes the topic that has been determined. The research spends a maximum of 5 minutes to provide and obtain data from each student.

2. Giving treatment

The researcher gave treatment after the pre-test. The treatment is done for five meetings. So, the researcher prepares some steps to encourage students' speaking skills. The steps are following:

a. The researcher used the application Whatsapp as a media for collecting data.

The steps are:

1) Providing electronic tools to conduct research.

2) Create a chat group containing students and researchers that will be used to share information during the research.

3) In the group chat room, the researcher gives direction and explains in advance what the researcher will do.

b. The researcher explains how this research is applied to understand the

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rules and motivate students to increase interest in speaking skills. In this case, the researcher uses video hand-drawn animation as media.

c. The researcher explains and gives examples to students on how to express their opinion when the researcher gives videos they watch.

d. After explaining the material, the researcher finally applied the treatment, namely sharing videos of hand-drawn animation.

e. The researcher gave the students about 30 minutes and asked the students to try to arrange the ideas that they will convey.

f. The researcher was asked to collect their opinion about given videos in the form of a sound recording.

g. Researchers correct students' mistakes to improve students speaking performance and understanding.

h. After the exercise, the researcher made some findings on all aspects of speaking to students. As a result, they can improve their speaking skills and stop making mistakes at the next meeting.

3. Giving post-test

After giving treatment, the research gave a post-test. The research gave the final test by giving a test similar to the initial test to find out if it had improved or the same as the initial test.

4. The technique of data analysis

The data collected through pre-test and post-test were analyzed by the following steps:

1. Scoring Classification

In analyzing the data, the researcher has to determine the scoring classification which includes accuracy, fluency, and comprehensibility.

a.   Accuracy

Table 3.1 student's rubric scoring

Classification	Score	Criteria
Excellent	**6**	Pronunciation is very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors
Very good	**5**	Pronunciation is very slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct
Good	4	Pronunciation is moderately influenced by the mother tongue only but no serious phonological errors. A few grammatical and lexical errors but only confuse
Average	3	Pronunciation is influenced by the mother tongue only a few phonological errors. Several grammatical and lexical errors, some with confuse
Poor	2	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication. May basic grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and practice in the course

b.   Fluency

Classification	Score	Criteria
Excellent	**6**	Speak without too great an effort with an effort with a fairly wide range of expression. Searches for words occasionally but only two unnatural pauses

Very good	5	Has to make an effort at the time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses
Good	4	Although he has made an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but successful in conveying the general meaning fair range expression
Average	3	Has to make an effort for much time. Often has to research for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making effort at times. Limited range of expression.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range expression.
Very poor	1	Full of long unnatural pauses. Very halting and fragmentary delivery at times gives up making the effort. Very limited range expression.

c.   Comprehensibility[36]

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's attention and general meaning. Very few interruptions or classification requires.
Very good	5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the sake of classification are necessary
Good	4	Most of what the speakers say is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey a message or to seek classification
Average	3	The listener can understand a lot of what he said.

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[36] Heaton, J.B, " *Writing English Language Test*", New Edition, (United states of America),100.

		But he must constantly seek classification. Cannot understand many of the speaker's more complex or longer sentences
Poor	2	Only small bits (usually short sentences and phases) can be understood and then with considerable effort by someone who is listening to the speaker
Very poor	1	Hardly anything of what is she can understand. Even when the listener a great effort or interrupts, the speaker is unable to clarify what he seems to have said

2. Classifying the students' score

The score of the students was classified into five levels, as follow:

The scoring classification of the students speaking skills

Table 3.2 The Classification Score for Test

No	Score		Classification
1	86-100	6	Excellent
2	71-86	5	Very good
3	56-70	4	Good
4	41-55	3	Average
5	26-40	2	Poor
6	<-25	1	Very poor

3. Calculating the rate percentage of the students' score

The percentage and the man score of the students' scores on speaking tests both one pre-test and post-test were calculated by using SPSS 22 version.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The result of this study shows the data which has been analyzed and tabulated statistically. It comprised of students' scores from pre-test and post-test, classification of students' scores from pre-test and post-test, the mean score and standard deviation of the students' score in pre and post-test.

1. Analysis of students ' scores in tests

a. Pre tests

The researcher shows that the students' scores completely in pre-test students' in accuracy, fluency, and comprehensibility presented in the tables, mean score standard deviation, and rate percentage of students' scores were calculated by using SPSS 22. It was tabulated by the following table:

Table 4.1 The Score of Students' Speaking Skill in the Pre-Test

No	Respondents	Three Aspects of Speaking Assessment			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	RD 01	2	3	2	7
2	RD 02	2	2	2	6
3	RD 03	3	3	3	8
4	RD 04	2	3	2	7
5	RD 05	2	2	3	7
6	RD 06	2	2	2	6

7	RD 07	3	3	4	10
8	RD 08	2	2	3	7
9	RD 09	2	2	2	6
10	RD 10	1	2	2	5
11	RD 11	2	2	2	6
12	RD 12	2	2	2	6
13	RD 13	2	3	2	8
14	RD 14	2	2	2	6
15	RD 15	2	3	2	7
		31	36	35	102
	TOTAL	MEAN SCORE			6,8

Table 4.1 shows the scoring of students speaking skills in the pre-test. The speaking skill has three aspects consisting of accuracy, fluency, and comprehensibility. The researcher presented and tabulate the means score of students' speaking ability on by one, as can be seen as the following tables:

1) Accuracy

The researcher calculated it by using SPSS 22. The mean score of students' accuracy in the pre-test. The result can be presented in the descriptive statistic table as follow:

Table 4.2 Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Accuracy	15	1.00	3.00	31.00	2.0667	.45774
Valid N (listwise)	15					

The result from table 4.2, the students' highest score is 3. And the lowest score is 1. It also shows that the mean score accuracy in the pre-test is 2.06 and the standard deviation error is 0.45774.

Before treatment, the researcher got students 'scores inaccurate through the material. The table of rate percentage scores shows the accuracy score. As can be seen from the following table:

Table 4.3 The Rate Percentage Score of Students' Accuracy in Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	2	13%
5	Poor	2	12	80%
6	Very Poor	1	1	6%
	Total		15	100%

Table 4.3 shows that the researcher's accuracy score shows that there are no students who got excellent, very good, and good scores (0%). 2 students' (13%) got an average, 12 students' (80%) got a poor, 1 students' (6%) very poor score. It can be concluded that a majority of 2 students' (13%) have average skills inaccuracy in the pre-test of speaking.

2) Fluency

The researcher calculated it by using SPSS 22. The mean score of students' fluency in the pre-test. The result can be presented in the descriptive statistic table as follow:

Table 4.4 Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Fluency	15	2.00	3.00	36.00	2.4000	.50709
Valid N (listwise)	15					

The result from table 4.4, the students' highest score is 3. And the lowest score is 2. It also shows that the mean score fluency in the pre-test is 2.40 and the standard deviation error is 0.50709.

Before treatment, the researcher gives material to know students' fluency. Fluency score presented through the table rate percentage score that can seen from the table shown as follow:

Table 4.5 The Rate Percentage Score of Students' fluency in Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	6	40%
5	Poor	2	9	60%
6	Very Poor	1	0	0%
	Total		15	100%

Table 4.5 shows that the researcher's accuracy score shows that there are no students who got excellent, very good, and good scores (0%). 6 students' (40%) got an average, 9 students' (60%) got a poor score. It can be concluded that a majority of 6 students' (40%) have average skills inaccuracy in the pre-test of speaking.

3) Comprehensibility

The researcher calculated it by using SPSS 22. The mean score of students' comprehensibility in the pre-test. The result can be presented in the descriptive statistic table as follow:

Table 4.6 Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Comprehensibility	15	2.00	4.00	35.00	2.3333	.61721
Valid N (listwise)	15					

The result from table 4.6, the students' highest score is 4. And the lowest score is 2. It also shows that the mean score accuracy in the pre-test is 2.33 and the standard deviation error is 0.61721.

Before treatment, the researcher gives material to know students' comprehensibility. Comprehensibility score presented through the table rate percentage score that can seen from the table shown as follow:

Table 4.7 The Rate Percentage Score of Students' Comprehensibility in Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	1	6%
4	Average	3	3	20%
5	Poor	2	11	73%
6	Very Poor	1	0	0%
	Total		15	100%

Table 4.7 shows that the researcher's comprehensibility score shows that there are no students who got excellent, very good score(0%). 1 student' got (6%) got good. 3 students' (20%) got an average, 11students' (73%) got a poor score.

b. Post-test

The researcher shows that the students' scores completely in pre-test students' in accuracy, fluency, and comprehensibility presented in the tables, mean score standard deviation, and rate percentage of students' scores were calculated by using SPSS 22. It was tabulated by the following table:

Table 4.8 The Score of Students' Speaking Skill in the Post-Test

No	Respondents	Three Aspects of Speaking Assessment			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	RD 01	3	4	3	10
2	RD 02	2	3	3	8
3	RD 03	3	3	2	8
4	RD 04	3	3	3	9
5	RD 05	3	2	3	8
6	RD 06	3	3	2	8
7	RD 07	4	5	4	13
8	RD 08	4	3	4	11
9	RD 09	3	3	3	9
10	RD 10	2	2	3	7

11	RD 11	3	2	3	8
12	RD 12	3	3	3	9
13	RD 13	3	3	3	9
14	RD 14	3	4	3	10
15	RD 15	3	2	3	8
		45	45	45	135
TOTAL	MEAN SCORE				9

From the other side, the researcher also made students score in speaking ability, which had been given treatment by using drawn animation videos. It was presented through the distribution frequency and percentage table as follow:

1) Accuracy

The researcher calculated it by using SPSS 22. The mean score of students' accuracy in the pre-test. The result can be presented in the descriptive statistic table as follow:

Table 4.9 Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Accuracy	15	2.00	4.00	45.00	3.0000	.53452
Valid N (listwise)	15					

The result from table 4.9, the students' highest score is 4. And the lowest score is 2. It also shows that the mean score accuracy in the pre-test is 3.00 and the standard deviation error is 0.53452.

From the other side, the researcher also got a score of the student's accuracy who had been given treatment by using hand-drawn videos. It is presented through the table rate percentage scores. It can be seen in the table shown as follow:

Table 4.10 The Rate Percentage Score of Students' Accuracy in Post-Test

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	2	13%
4	Average	3	11	73%
5	Poor	2	2	13%
6	Very Poor	1	0	0%
	Total		15	100%

Table 4.10 indicated the researchers of accuracy in score percentage. They are no students who got an excellent, very good, and very poor score(0%). 2 students got a good score(13%). 11 students' got an average score (73%). The majority of 11 students have an average score (73%).

2) Fluency

The researcher calculated it by using SPSS 22. The mean score of students' fluency in the pre-test. The result can be presented in the descriptive statistic table as follow:

Table 4.11 Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Fluency	15	2.00	5.00	45.00	3.0000	.84515
Valid N (listwise)	15					

The result from table 4.11, the students' highest score is 5. And the lowest score is 2. It also shows that the mean score accuracy in the pre-test is 3.00 and the standard deviation error is 0.84515.

From the other side, the researcher also got a score of the students' fluency who had been given treatment by using hand-drawn videos. It is presented through the table rate percentage scores. It can be seen in the table shown as follow:

Table 4.12 The Rate Percentage Score of Students' fluency in Post-Test

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	1	6%
3	Good	4	2	13%
4	Average	3	8	53%
5	Poor	2	4	26%

6	Very Poor	1	0	0%
	Total		15	100%

Table 4.12 indicated the researchers of fluency in score percentage. They are no students who got an excellent, poor score(0%). 1 student got a very good score(6%). 2 students' got a good score (13%). 8 students' got an average score (53%). 4 students' got a poor(26%).

3) Comprehensibility

The researcher calculated it by using SPSS 22. The mean score of students' fluency in the pre-test. The result can be presented in the descriptive statistic table as follow:

Table 4.13 Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Comprehensibility	15	2.00	4.00	45.00	3.0000	.53452
Valid N (listwise)	15					

The result from table 4.13, the students' highest score is 4. And the lowest score is 2. It also shows that the mean score comprehensibility in the pre-test is 3.00 and the standard deviation error is 0.53452.

From the other side, the researcher also got a score of the students' fluency who had been given treatment by using hand-drawn videos. It is presented through the table rate percentage scores. It can be seen in the table shown as follow:

Table 4.14 Rate Percentage Score of Students' Comprehensibility in Post-

Test

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	2	13%
4	Average	3	11	73%
5	Poor	2	2	13%
6	Very Poor	1	0	0%
	Total		15	100%

Table 4.14 indicated the researchers of comprehensibility in score percentage. They are no students who got an excellent, very good, poor score (0%). 2 students got a good score (13%). 11 students' got an average (73%). 2 students'

In addition to showing the average score in each subject of speaking skills (accuracy, fluency, comprehensibility) by one, this study also presents the mean score and standard deviation on the pre-test and post-test, then compares the two. The results are presented in a descriptive statistic table as follow:

Table 4.15 the Mean Score and Standard Deviation of Pre-Test and Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	15	5	10	6.80	1.207
Posttest	15	7	13	9.00	1.512
Valid N (listwise)	15				

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	6.80	15	1.207	.312
	Posttest	9.00	15	1.512	.390

Table 4.15 displays pairwise pair statistics as well as descriptive statistics for the pre-test and post-test. This shows the standard deviation of paired sample statistics is pre-test (1.207). And post-test (1.512). For standard deviation of descriptive statistics is 1.207 in pre-test and 1.512 in post-test.

Table 4.16 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	15	.665	.007

The table 4.16 table paired sample correlation of pre-test and post-test presented that the correlation of the students' ability before and after treatment 0.665. it means that there was a significant correlation between students' ability in teaching speaking with hand-drawn animation videos before and after treatment.

Table 4.17 Paired Samples Test

| | | Paired Differences | | | | | | |
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | T | Df | Sig. (2-tailed) |
				Lower	Upper			
Pair 1 Pretest - Posttest	-2.200	1.146	.296	-2.835	-1.565	-7.432	14	.000

From table 4.17 the paired sample test, the researcher got the data that t_0 (count) = 7.432 and df (degree of freedom) = 14. The significance value = 0.00 (p<0.05) So that, Ho hypothesis unaccepted and automatically H, hypothesis accepted. The result of the pre-test and post-test experienced a significant change. Based on the descriptive statistic of the pre-test and post-test, it was proven that the post-test was higher. It was concluded that were was significantly different in teaching speaking before and after watching hand-drawn animation videos. Because of that, the researcher believed that using hand-drawn animation was effective in teaching students' speaking skills in XI IPA 2.

B. Discussion

Based on the result that has been done while the researcher. Researchers use hand-drawn animation videos as a media. Students express their opinions after watching hand-drawn animation videos. The students could be motivated and enthusiastic in the learning process. And watching hand-drawn animation videos students can be interested and excited in the learning process because they can use hand-drawn animation videos from YouTube. Students find it easy to express their ideas or opinion freely and pleasantly by using the applied method.

In this research, the speaking test was given to the students that still have basic English in the class of XI IPA 2 Sma Negeri 2 Palopo. Besides opportunity after did this researcher, the writer also found some problems in the class such as:

1. Students still read the text to speak because they do not have enough vocabulary to speak. So, making it difficult for them to speak without reading the text.

2. Students still open Google translate and the internet to get an answer to the researcher's question.

3. Students tend not to pronounce the sentences they want to convey naturally.

This research is in line with the research findings of several scholars,

Vebri Stevani, Ika Handayani, Rosmania Rima (2021) have a journal-title" the effectiveness of using short animation subtitle movie toward students speaking skill of the eleventh grade at senior high school 8 in Serang city". The 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.

Nabella Dwi Meilinda (2018)" YouTube videos and snowball throwing technique to improving students' speaking skill" with quasi-experimental design and based on the findings he got, the technique of throwing a snowball is effective to improve the speaking ability of students of class XI of Muhammadiyah 6 Palembang Senior High School in the academic year 2017/2018. That can be seen from the improvement they got after the intervention. Data shows that the

snowball throwing technique has succeeded in encouraging students to have better speaking skills than those who were not taught by using this strategy.

Based on the two previous studies, this research is in line with using the same media, but the two studies above using the same skills in improving their abilities in their respective fields. So the researcher took the same method and improved various skills, namely students speaking ability using hand-drawn animation videos. The student's mean score in the pre-test is 6.80, and the student's mean score in the post-test is 9.00. So that, H_0 hypothesis was unaccepted, and automatically H_1 hypothesis was accepted besides in the pre-test some students were not proficient in speaking English and were not accustomed to pronouncing English words, so they tended to lack confidence. Meanwhile, in the post-test, the students spoke fluent English and were confident that meant using hand-drawn animation videos to teach English, especially to communicate which was interesting.

Learning to speak with hand-drawn animation videos is an engaging and effective way that can be implemented in the classroom. Hand-drawn animation videos can motivate students to improve their speaking skills. Through this media students are expected to be able to provide information about opinions, ideas, and feelings to students. The researcher concludes that hand-drawn animation videos can increase the effectiveness and enjoyment of speaking English. And most students are very interested in learning to speak with hand-drawn animation videos.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher conclusions as follow:

The use of hand-drawn animation videos media effectively improves students speaking skills and students better understand the meaning of what they 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 2 Palopo. The results of this report can show the relationship between the student's pre-test and post-test mean scores. The mean score of the students was 6.80. In the post-test, the mean score of students was 9.00. So that, the H_0 hypothesis was unaccepted, and automatically H_1 hypothesis was accepted. Therefore it can be concluded that watching video hand-drawn animation videos is effective in teaching speaking skills.

B. Suggestions

After finding the result of the study, the researcher would like to propose some suggestions as follow:

1. The teacher can apply videos animation in teaching English, especially in teaching speaking skills. Applying videos to teaching is very interesting and fun. A teacher must be able to control the class so that it is not boring.

2. It is recommended for students to improve their mastery of English. Especially speaking.

3. The future researcher expected to conduct a researcher to find another significant form of animation videos in other English language skills such as vocabulary and reading.

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APPENDICES
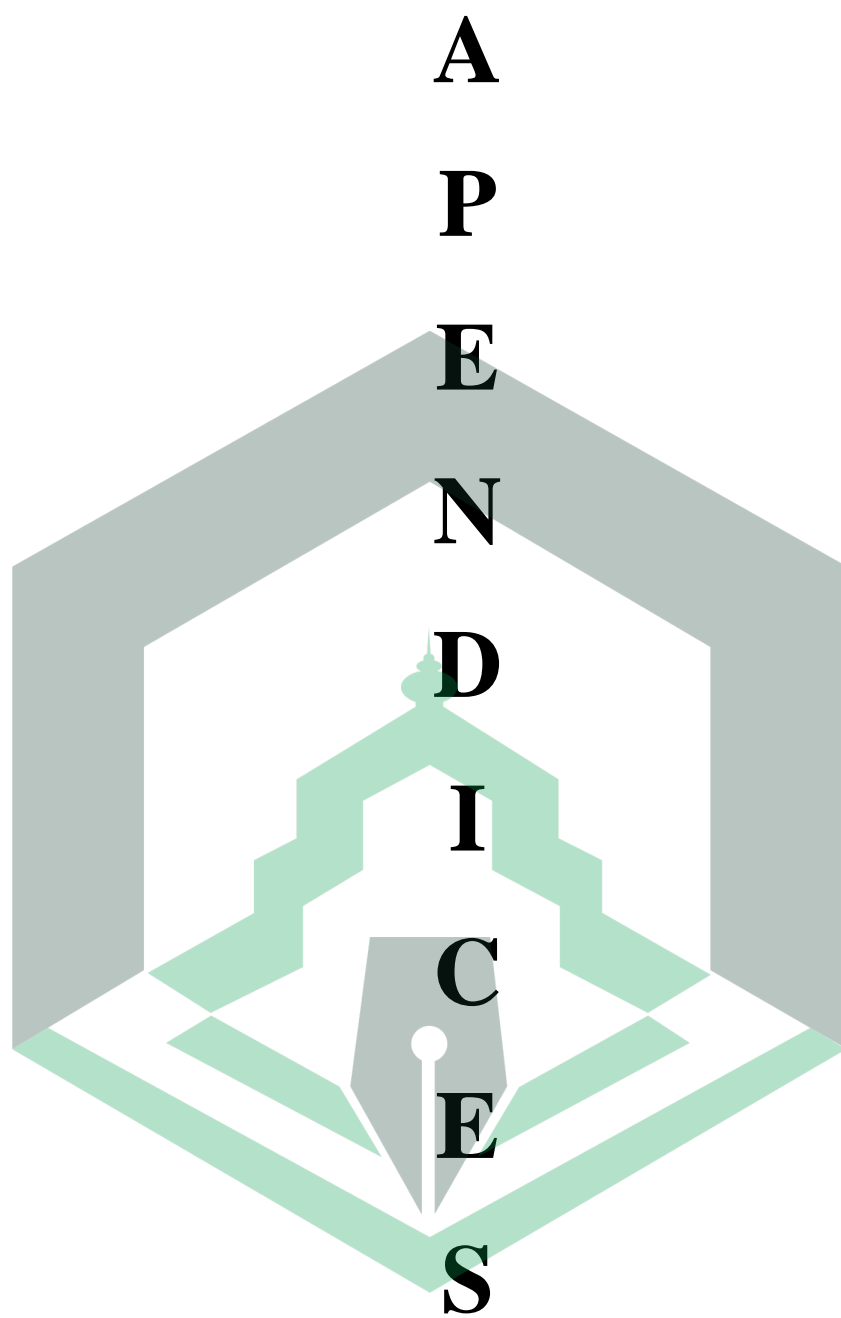
LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan   : SMAN 2 PALOPO

Mata pelajaran   : Bahasa Inggris

Materi pokok   : Descriptive Text (Describing animals)

Pertemuan   :

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorang,sesuai dengan konteks penggunanya.
2. Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorang dengan penjelasa, dengan

memperhatikan fungsi sosial, struktur sosial dan unsur kebahasaaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Siswa mampu mempersentasikan atau mendeskripsikan gambaran hewan, dengan hand drawn animasion video sebagai media dalam proses pembelajaran bahasa Inggris.
2. Siswa mampu untuk mengaitkan penggunaan languange pattren dengan hand drawn animation videos
3. Siswa mampu untuk meningkatkan mentalnya untuk berbicara di depan teman-temannya.

D. Media Pembelajaran

Media: Video

E. Langkah langkah pembelajaran

1. Kegiatan pendahuluan (15 menit)
   - Guru memberikan salam
   - Guru membuka pelajaran dengan berdoa terlebih dahulu
   - Guru mengecek kehadiran siswa
   - Guru membuka pelajaran dengan menyapa siswa, menyakan kabar dan lain lain
   - Guru mereview pelajaran sebelumnya
2. Kegiatan inti (60 menit)
   - Guru menjelaskan materi tentang describing animals
   - Guru meminta siswa untuk menonton video hand drawn animation" sheep and wolves"
   - Siswa menjelaskan makna dari video yang telah di nonton sesuai kemampuannya
3. Kegiatan penutup (15 menit)
   - Guru menyimpulkan kegiatan yang telah dilakukan
   - Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
   - Guru menginformasikan kegiatan pembelajaran untuk pertemuan berikutnya
   - Guru menutup dengan doa

LANGUAGE PATTERN (ANIMALS)

1. Opening (Pembukaan)

- I am going to describe about this picture. (saya ingin menggambarkan tentang gambar ini)
- I'd like to talk you about this picture. (saya ingin menceritakan tentang gambar ini)
- I'd like to say a few words about this picture. (saya ingin menceritakan sedikit tentang gambar ini)
- Let me tell you about this picture. (saya akan menceritakan tentang gambar ini)

2. Description (menggambarkan)

- Lions Phave strong jaws. (singa memiliki rahang yang kuat)
- My lion is really energetic and always running. (singa saya sangat energik dan selalu berlari)
- My lion consumes meat. (singa saya mengkonsumsi daging)
- Lion live in forest (singa hidup di hutan)

3. Conjunction(penghubung)

- Next : Selanjutnya…
- Furthermore : Selanjutnya…
- Then : Kemudian…
- In addition : Tambahan…
- The first : Pertama…
- The last   : Terakhir ….
- The third : Ketiga…
- The second : Kedua…

4. Closing (Penutupan)

- I think enough, thanks for your attention Assalamu'alaikum Wr. Wb. (saya pikir sudah cukup terimah kasih perhatiaanya. Assalamu'alaikum Wr. Wb.)
- Thanks for your attention Assalamu'alaikumr.Wr. Wb. (terima kasih atas perhatiaanya. Assalamu;alaikum Wr.Wb.)

Animal Parts

English	Meaning
Tail	Ekor
Fur	Bulu
Wing	Sayap
Beak	Paruh
Claw	Cakar
Shell	Kulit
Snout	Moncong
Trunk	Belalai
Jaw	Rahang
Horn	Tanduk
Fang	Taring
Hoof	Kuku

Animal Habitats

English	Meaning
Deserts Tail	Padang/gurun pasir
Rivers Fur	Sungai
Mountains	Gunung
Ocean	Lautan
Ponds	Kolam
Lakes	Danau
Forest	Hutan

Animal Characteristics

English	Meaning
Herbivorous	Makan tumbuh-tumbuhan
Lazy	Malas
Carnivorous	Makan daging
Dangerous	Bahaya
Tame	Jinak
Shy	Pemalu
Playful	Suka bermain
Nocturnal	Malam Hari
Energetic	Penuh semangat
Horn	Tanduk
Wild	Liar

Adjective (kata sifat)

English	Meaning
Long	Panjang
Strong	Kuat
Tiny	Kecil sekali
Smooth	Lembut
Large	Lebar
Scaly	Bersisik
Wide	Lebar
Big	Besar
Sharp	Liar

F. Penilaian hasil pembelajaran

1. Penilaian pengetahuan: speaking
2. Rubric penilaian speaking
   a. Ketetapan
   Kriteria penilaian ketetapan berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria penilaian
Very good	86-100	Pengucapan hanya sedikit dipengaruhi oleh bahasa tubuh. Dua atau tiga kesalahan tata bahasa dan sedikit kesalahan kata
Good	71-85	Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Beberapa kesalahan tata bahasa dan sedikit kesalahan kata tetapi kebanyakan ucapan benar.
Enough	56-70	Pelafalan masih cukup dipengaruhi oleh bahasa ibu tetapi bukan kesalahan fonologis (pengucapan) yang serius. Beberapa kesalahan tata bahasa dan leksikal (kata) tetapi tidak hanya satu atau dua kesalahan besar yang meyebabkan kebingunan.
Less	<55	Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal

b. Kelancaran

Kriteria penilaian pada kelancaran bahasa inggris siswa

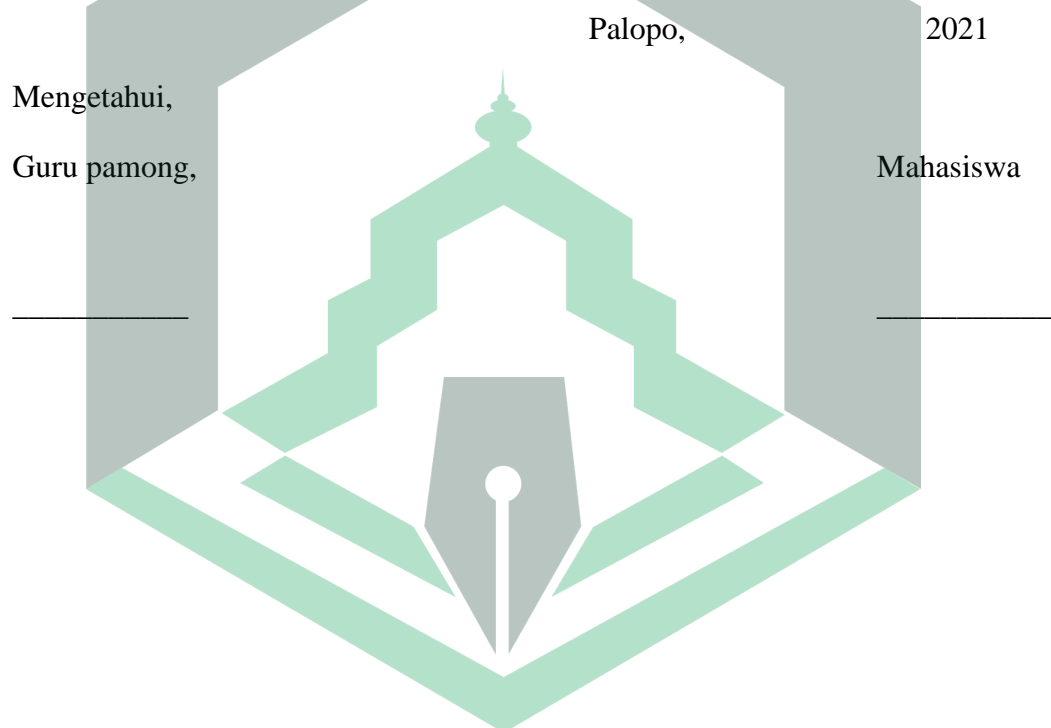| Klasifikasi	Nilai	Kriteria penilaian
Very good	86-100	Berbicara tanpa usaha yang terlalu besar dengan kisaran ekspresi yang cukup luas. Mencari kata-kata sesekali hanya dengan satu atau dua jedah yang tidak wajar.
Good	71-85	Harus berusaha pada saat mencari kata-kata. Namun demikian, lancar secara kseluruhan dan hanya beberapa jeda yang tidak wajar
Enough	56-70	Menyita banyak waktu. Seringkali harus mencari makna yang diinginkan. Sering berhenti dan terbata-bata dengan ekspresi yang terbatas
Less	<55	Berhenti lama ketika dia mencari makna yang diinginkan sering terbata-bata dan berhenti. Hampir menyerah ketika berbicara dengan ekspresi yang tidak memungkinkan untuk melanjutkan pembahasan

c. Pemahaman

Kriteria penilaian pada pemahaman berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria penilaian
Very good	86-100	Mudah mendengar untuk memahami maksud pembicara dan makna umum. Sangat sedikit interupsi atau klasifikasi yang diperlukan.
Good	71-85	Sebagian besar yang dikatakan pembicara mudah diikuti. Niatnya selalu jelas tetapi beberapa gangguan diperlukan untuk membantunya menyampaikan pesan atau mecari klarifikasi
Enough	56-70	Pendengar dapat memahami banyak hal yang dikatakan, tetapi ia harus terus mencari klarifikasi. Dia tidak dapa memahami banyak kalimat pembicara yang lebih

		kompleks atau lebih lama.
Less	<55	Hanya potongan-potongan kecil (biasanya kalimat dan frasa pendek) yang dapat dipahami dan kemudian dengan susah payah oleh seseoarang yang mendegarkan pembicara

Classifying the score of the students into six levels as follows:

No	Score	Classification
1	86-100	Very good
2	71-85	Well
3	56-70	Enough
4	<55	Less

Palopo,   2021

Mengetahui,

Guru pamong,   Mahasiswa

_____   _____

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan   : SMAN 2 PALOPO

Mata pelajaran   : Bahasa Inggris

Materi pokok   : Descriptive Text (Describing People)

Pertemuan   :

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorang,sesuai dengan konteks penggunanya.
2. Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorang dengan penjelasa, dengan memperhatikan fungsi sosial, struktur sosial dan unsur kebahasaaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Siswa mampu mempersentasikan atau mendeskripsikan gambaran hewan, dengan hand drawn animasion video sebagai media dalam proses pembelajaran bahasa Inggris.
2. Siswa mampu untuk mengaitkan penggunaan languange pattren dengan hand drawn animation videos
3. Siswa mampu untuk meningkatkan mentalnya untuk berbicara di depan teman-temannya.

D. Media Pembelajaran
   Media: Video

E. Langkah langkah pembelajaran
1. Kegiatan pendahuluan (15 menit)
   - Guru memberikan salam
   - Guru membuka pelajaran dengan berdoa terlebih dahulu
   - Guru mengecek kehadiran siswa
   - Guru membuka pelajaran dengan menyapa siswa, menyakan kabar dan lain lain
   - Guru mereview pelajaran sebelumnya
2. Kegiatan inti (60 menit)
   - Guru menjelaskan materi tentang describing animals
   - Guru meminta siswa untuk menonton video hand drawn animation" in the fall"
   - Siswa menjelaskan makna dari video yang telah di nonton sesuai kemampuannya
3. Kegiatan penutup (15 menit)
   - Guru menyimpulkan kegiatan yang telah dilakukan
   - Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
   - Guru menginformasikan kegiatan pembelajaran untuk pertemuan berikutnya
   - Guru menutup dengan doa

LANGUAGE PATTERN (PEOPLE)

1. Opening (Pembukaan)
- I am going to describe about this picture. (saya ingin menggambarkan tentang gambar ini)
- I'd like to talk you about this picture. (saya ingin menceritakan tentang gambar ini)
- I'd like to say a few words about this picture. (saya ingin menceritakan sedikit tentang gambar ini)
- Let me tell you about this picture. (saya akan menceritakan tentang gambar ini)

2. Description (menggambarkan)
The first way to describe girl.
(cara pertama untuk menggambarkan perempuan)
1. Nagita Slavina is an actress. (nagita slavina adalah seorang bintang film perempuan)
2. Her characteristics are beautiful, smart,and kind. (sifatnya cantik, pintar, dan baik hati)
3. For her physics, she has flat nose and slim and then she has white ski. (untuk fisiknya, dia mempunyai hidung yang pesek dan langsing dan juga mempunyai kulit yang putih dan badan yang tinggi)
4. She wears long dress by blackcolors. (dia memakai gamis dengan warna hitam)

The second way to describe the boy.
(cara kedua untuk menggambarkan laki-laki)
1. raffi ahmad is an actor. (raffi ahmad adalah bintang film laki laki)
2. His characteristic is handsome, discipline and clever. (sifatnya tampan, disiplin dan pintar)
3. His physics are tall, and he has straight heir. (sifat fisiknya dia tinggi dan mempunyai rambut lurus)
4. He wears batik shirt. (dia memakai baju kemeja batik)

3. Conjunction(penghubung)

- Next : Selanjutnya…
- Furthermore : Selanjutnya…
- Then : Kemudian…
- In addition : Tambahan…
- The first : Pertama…

- The last   : Terakhir ….
- The third : Ketiga…
- The second : Kedua…

4. Closing (Penutupan)

- I think enough, thanks for your attention Assalamu'alaikum Wr. Wb. (saya pikir sudah cukup terimah kasih perhatiaanya. Assalamu'alaikum Wr. Wb.)
- Thanks for your attention Assalamu'alaikumr.Wr. Wb. (terima kasih atas perhatiaanya. Assalamu;alaikum Wr.Wb.)

Job (Pekerjaan)

English	Meaning
Actor	Actor
Chef	Koki
Cashier	Kasir
Dancer	Penari
Doctor	Dokter
Farmer	Petani
Lawyer	Pengacara
Sailor	Pelaut
Singer	Penyanyi

Adjective (kata sifat)

English	Meaning
Handsome	Ganteng
Beautiful	Cantik
Ugly	Jelek
Cute	Imut
Curly	Keriting
Dark	Gelap
Devilish	Jahat
Dirty	Kotor
Elegant	Elegan
Fat	Gemuk
Tall	Tinggi
Good	Baik
Friendly	Bersahabat
Naughty	Nakal
Old	Tua
Rich	Kaya

Short	Pendek
Skinny	Kurus
Smart	Pintar
Sweet	Manis
Young	Muda

F. Penilaian hasil pembelajaran

1. Penilaian pengetahuan: speaking
2. Rubric penilaian speaking
   a. Ketetapan
   Kriteria penilaian ketetapan berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria penilaian
Very good	86-100	Pengucapan hanya sedikit dipengaruhi oleh bahasa tubuh. Dua atau tiga kesalahan tata bahasa dan sedikit kesalahan kata
Good	71-85	Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Beberapa kesalahan tata bahasa dan sedikit kesalahan kata tetapi kebanyakan ucapan benar.
Enough	56-70	Pelafalan masih cukup dipengaruhi oleh bahasa ibu tetapi bukan kesalahan fonologis (pengucapan) yang serius. Beberapa kesalahan tata bahasa dan leksikal (kata) tetapi tidak hanya satu atau dua kesalahan besar yang meyebabkan kebingunan.
Less	<55	Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal

b. Kelancaran
Kriteria penilaian pada kelancaran bahasa inggris siswa

Klasifikasi	Nilai	Kriteria penilaian
Very good	86-100	Berbicara tanpa usaha yang terlalu besar dengan kisaran ekspresi yang cukup luas. Mencari kata-kata sesekali hanya dengan satu atau dua jedah yang tidak wajar.
Good	71-85	Harus berusaha pada saat mencari kata-kata. Namun demikian, lancar secara kseluruhan dan hanya beberapa jeda yang tidak wajar
Enough	56-70	Menyita banyak waktu. Seringkali harus mencari makna yang diinginkan. Sering berhenti dan terbata-bata dengan ekspresi yang terbatas
Less	<55	Berhenti lama ketika dia mencari makna yang diinginkan sering terbata-bata dan berhenti. Hampir menyerah ketika berbicara dengan ekspresi yang tidak memungkinkan untuk melanjutkan pembahasan

c.Pemahaman

Kriteria penilaian pada pemahaman berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria penilaian
Very good	86-100	Mudah mendengar untuk memahami maksud pembicara dan makna umum. Sangat sedikit interupsi atau klasifikasi yang diperlukan.
Good	71-85	Sebagian besar yang dikatakan pembicara mudah diikuti. Niatnya selalu jelas tetapi beberapa gangguan diperlukan untuk membantunya menyampaikan pesan atau mecari klarifikasi
Enough	56-70	Pendengar dapat memahami banyak hal yang dikatakan, tetapi ia harus terus mencari klarifikasi. Dia tidak dapa memahami banyak kalimat pembicara yang lebih kompleks atau lebih lama.
Less	<55	Hanya potongan-potongan kecil (biasanya kalimat dan frasa pendek) yang dapat dipahami dan kemudian dengan susah payah oleh seseoarang yang mendegarkan pembicara

Classifying the score of the students into six levels as follows:

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4	<55	Less

Palopo,   2021

Mengetahui,

Guru pamong,   Mahasiswa

_____   _____

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan   : SMAN 2 PALOPO

Mata pelajaran   : Bahasa Inggris

Materi pokok   : Descriptive Text (Describing thing)

Pertemuan   :

     A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

     B. Kompetensi Dasar

1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorang,sesuai dengan konteks penggunanya.
2. Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorang dengan penjelasa, dengan memperhatikan fungsi sosial, struktur sosial dan unsur kebahasaaan yang benar dan sesuai konteks.

     C. Tujuan Pembelajaran

1. Siswa mampu mempersentasikan atau mendeskripsikan gambaran hewan, dengan hand drawn animasion video sebagai media dalam proses pembelajaran bahasa Inggris.
2. Siswa mampu untuk mengaitkan penggunaan languange pattren dengan hand drawn animation videos
3. Siswa mampu untuk meningkatkan mentalnya untuk berbicara di depan teman-temannya.

D. Media Pembelajaran
Media: Video

E. Langkah langkah pembelajaran
1. Kegiatan pendahuluan (15 menit)
   - Guru memberikan salam
   - Guru membuka pelajaran dengan berdoa terlebih dahulu
   - Guru mengecek kehadiran siswa
   - Guru membuka pelajaran dengan menyapa siswa, menyakan kabar dan lain lain
   - Guru mereview pelajaran sebelumnya
2. Kegiatan inti (60 menit)
   - Guru menjelaskan materi tentang describing animals
   - Guru meminta siswa untuk menonton video hand drawn animation" Warm winter "
   - Siswa menjelaskan makna dari video yang telah di nonton sesuai kemampuannya
3. Kegiatan penutup (15 menit)
   - Guru menyimpulkan kegiatan yang telah dilakukan
   - Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
   - Guru menginformasikan kegiatan pembelajaran untuk pertemuan berikutnya
   - Guru menutup dengan doa

LANGUAGE PATTERN (THING)

1. Opening (Pembukaan)

- I am going to describe about this picture. (saya ingin menggambarkan tentang gambar ini)
- I'd like to talk you about this picture. (saya ingin menceritakan tentang gambar ini)
- I'd like to say a few words about this picture. (saya ingin menceritakan sedikit tentang gambar ini)
- Let me tell you about this picture. (saya akan menceritakan tentang gambar ini)

2. Description (menggambarkan)

- The shape of this.......... is/are…… (Bentuk dari gambar ini adalah)
- The colour of this……..is/are.…… (Warna dari gambar ini adalah)
- The material of this……..is/are… (Bahan dari gambar ini adalah)
- The benefit of this…….is/are…... (Manfaat dari gambar ini adalah)

3. Conjunction(penghubung)

- Next : Selanjutnya…
- Furthermore : Selanjutnya…
- Then : Kemudian…
- In addition : Tambahan…
- The first : Pertama…
- The last   : Terakhir ….
- The third : Ketiga…
- The second : Kedua…

4. Closing (Penutupan)

- I think enough, thanks for your attention Assalamu'alaikum Wr. Wb. (saya pikir sudah cukup terimah kasih perhatiaanya. Assalamu'alaikum Wr. Wb.)
- Thanks for your attention Assalamu'alaikumr.Wr. Wb. (terima kasih atas perhatiaanya. Assalamu;alaikum Wr.Wb.)

Noun (kata benda)   Shape (Bentuk)

English	Meaning
Thick	Tebal
Thin	Tipis
Long	Panjang
Short	Pendek
Square	Persegi empat
Triangle	Segitiga

English	Meaning
Bag	Tas
Shoes	Sepatu
Telephone	Telepon
Paper	Kertas
Pen	Pulpen

F. Penilaian hasil pembelajaran
1. Penilaian pengetahuan: speaking
2. Rubric penilaian speaking
   a. Ketetapan

Kriteria penilaian ketetapan berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria penilaian
Very good	86-100	Pengucapan hanya sedikit dipengaruhi oleh bahasa tubuh. Dua atau tiga kesalahan tata bahasa dan sedikit kesalahan kata
Good	71-85	Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Beberapa kesalahan tata bahasa dan sedikit kesalahan kata tetapi kebanyakan ucapan benar.
Enough	56-70	Pelafalan masih cukup dipengaruhi oleh bahasa ibu tetapi bukan kesalahan fonologis (pengucapan) yang serius. Beberapa kesalahan tata bahasa dan leksikal (kata) tetapi tidak hanya satu atau dua kesalahan besar yang meyebabkan kebingunan.
Less	<55	Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal

b. Kelancaran

Kriteria penilaian pada kelancaran bahasa inggris siswa

Klasifikasi	Nilai	Kriteria penilaian
Very good	86-100	Berbicara tanpa usaha yang terlalu besar dengan kisaran ekspresi yang cukup luas. Mencari kata-kata sesekali hanya dengan satu atau dua jedah yang tidak wajar.
Good	71-85	Harus berusaha pada saat mencari kata-kata. Namun demikian, lancar secara kseluruhan dan hanya beberapa jeda yang tidak wajar
Enough	56-70	Menyita banyak waktu. Seringkali harus mencari makna yang diinginkan. Sering berhenti dan terbata-

		bata dengan ekspresi yang terbatas
Less	<55	Berhenti lama ketika dia mencari makna yang diinginkan sering terbata-bata dan berhenti. Hampir menyerah ketika berbicara dengan ekspresi yang tidak memungkinkan untuk melanjutkan pembahasan

c.Pemahaman

Kriteria penilaian pada pemahaman berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria penilaian
Very good	86-100	Mudah mendengar untuk memahami maksud pembicara dan makna umum. Sangat sedikit interupsi atau klasifikasi yang diperlukan.
Good	71-85	Sebagian besar yang dikatakan pembicara mudah diikuti. Niatnya selalu jelas tetapi beberapa gangguan diperlukan untuk membantunya menyampaikan pesan atau mecari klarifikasi
Enough	56-70	Pendengar dapat memahami banyak hal yang dikatakan, tetapi ia harus terus mencari klarifikasi. Dia tidak dapa memahami banyak kalimat pembicara yang lebih kompleks atau lebih lama.
Less	<55	Hanya potongan-potongan kecil (biasanya kalimat dan frasa pendek) yang dapat dipahami dan kemudian dengan susah payah oleh seseoarang yang mendegarkan pembicara

Classifying the score of the students in to six levels as follows:

No	Score	Classification
1	86-100	Very good
2	71-85	Well
3	56-70	Enough
4	<55	Less

Palopo,   2021

Mengetahui,

Guru pamong,   Mahasiswa

_____   _____

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan   : SMAN 2 PALOPO

Mata pelajaran   : Bahasa Inggris

Materi pokok   : Descriptive Text (Describing place)

Pertemuan   :

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorang,sesuai dengan konteks penggunanya.
2. Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorang dengan penjelasa, dengan memperhatikan fungsi sosial, struktur sosial dan unsur kebahasaaan yang benar dan sesuai konteks.

85

C. Tujuan Pembelajaran

1. Siswa mampu mempersentasikan atau mendeskripsikan gambaran hewan, dengan hand drawn animasion video sebagai media dalam proses pembelajaran bahasa Inggris.
2. Siswa mampu untuk mengaitkan penggunaan languange pattren dengan hand drawn animation videos
3. Siswa mampu untuk meningkatkan mentalnya untuk berbicara di depan teman-temannya.

D. Media Pembelajaran
   Media: Video

E. Langkah langkah pembelajaran
1. Kegiatan pendahuluan (15 menit)
   - Guru memberikan salam
   - Guru membuka pelajaran dengan berdoa terlebih dahulu
   - Guru mengecek kehadiran siswa
   - Guru membuka pelajaran dengan menyapa siswa, menyakan kabar dan lain lain
   - Guru mereview pelajaran sebelumnya
2. Kegiatan inti (60 menit)
   - Guru menjelaskan materi tentang describing animals
   - Guru meminta siswa untuk menonton video hand drawn animation" Wildebeest"
   - Siswa menjelaskan makna dari video yang telah di nonton sesuai kemampuannya
3. Kegiatan penutup (15 menit)
   - Guru menyimpulkan kegiatan yang telah dilakukan
   - Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
   - Guru menginformasikan kegiatan pembelajaran untuk pertemuan berikutnya
   - Guru menutup dengan doa

LANGUAGE PATTERN (PLACE)

1. Opening (Pembukaan)
- I am going to describe about this picture. (saya ingin menggambarkan tentang gambar ini)
- I'd like to talk you about this picture. (saya ingin menceritakan tentang gambar ini)
- I'd like to say a few words about this picture. (saya ingin menceritakan sedikit tentang gambar ini)
- Let me tell you about this picture. (saya akan menceritakan tentang gambar ini)

2. Description (menggambarkan)

- It's located in………..
- You can see……….
- The views are……..
- It's far away from…………
- The atmosphere is………….
- It's close to…………..

3. Conjunction(penghubung)

- Next : Selanjutnya…
- Furthermore : Selanjutnya…
- Then : Kemudian…
- In addition : Tambahan…
- The first : Pertama…
- The last   : Terakhir ….
- The third : Ketiga…
- The second : Kedua…

4. Closing (Penutupan)

- I think enough, thanks for your attention Assalamu'alaikum Wr. Wb. (saya pikir sudah cukup terimah kasih perhatiaanya. Assalamu'alaikum Wr. Wb.)
- Thanks for your attention Assalamu'alaikumr.Wr. Wb. (terima kasih atas perhatiaanya. Assalamu;alaikum Wr.Wb.)

Buildings (bangunan)

English	Meaning
Library	Perpustakaan
Beach	Pantai
Hospital	Rumah sakit
Bank	Bank
Police station	Pos Polisi
Department store	Toko
Mosque	Masjid
Supermarket	Pasar
School	Sekolah

Adjective (kata sifat)

English	Meaning
Lively	Hidup
Huge	Besar
fascinating	Menarik
Polluted	Tercemar
Touristic	Touris
Popular	Popular
Contemporary	Modern
Expensive	Mahal
Historic	Sejarah

F. Penilaian hasil pembelajaran
1. Penilaian pengetahuan: speaking
2. Rubric penilaian speaking
   a. Ketetapan

Kriteria penilaian ketetapan berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria penilaian
Very good	86-100	Pengucapan hanya sedikit dipengaruhi oleh bahasa tubuh. Dua atau tiga kesalahan tata bahasa dan sedikit kesalahan kata
Good	71-85	Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Beberapa kesalahan tata bahasa dan sedikit kesalahan kata tetapi kebanyakan ucapan benar.
Enough	56-70	Pelafalan masih cukup dipengaruhi oleh bahasa ibu tetapi bukan kesalahan fonologis (pengucapan) yang serius. Beberapa kesalahan tata bahasa dan leksikal (kata) tetapi tidak hanya satu atau dua kesalahan besar yang meyebabkan kebingunan.
Less	<55	Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan

Klasifikasi	Nilai	Kriteria penilaian
		dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal

b. Kelancaran

Kriteria penilaian pada kelancaran bahasa inggris siswa

Klasifikasi	Nilai	Kriteria penilaian
Very good	86-100	Berbicara tanpa usaha yang terlalu besar dengan kisaran ekspresi yang cukup luas. Mencari kata-kata sesekali hanya dengan satu atau dua jedah yang tidak wajar.
Good	71-85	Harus berusaha pada saat mencari kata-kata. Namun demikian, lancar secara kseluruhan dan hanya beberapa jeda yang tidak wajar
Enough	56-70	Menyita banyak waktu. Seringkali harus mencari makna yang diinginkan. Sering berhenti dan terbata-bata dengan ekspresi yang terbatas
Less	<55	Berhenti lama ketika dia mencari makna yang diinginkan sering terbata-bata dan berhenti. Hampir menyerah ketika berbicara dengan ekspresi yang tidak memungkinkan untuk melanjutkan pembahasan

c.Pemahaman

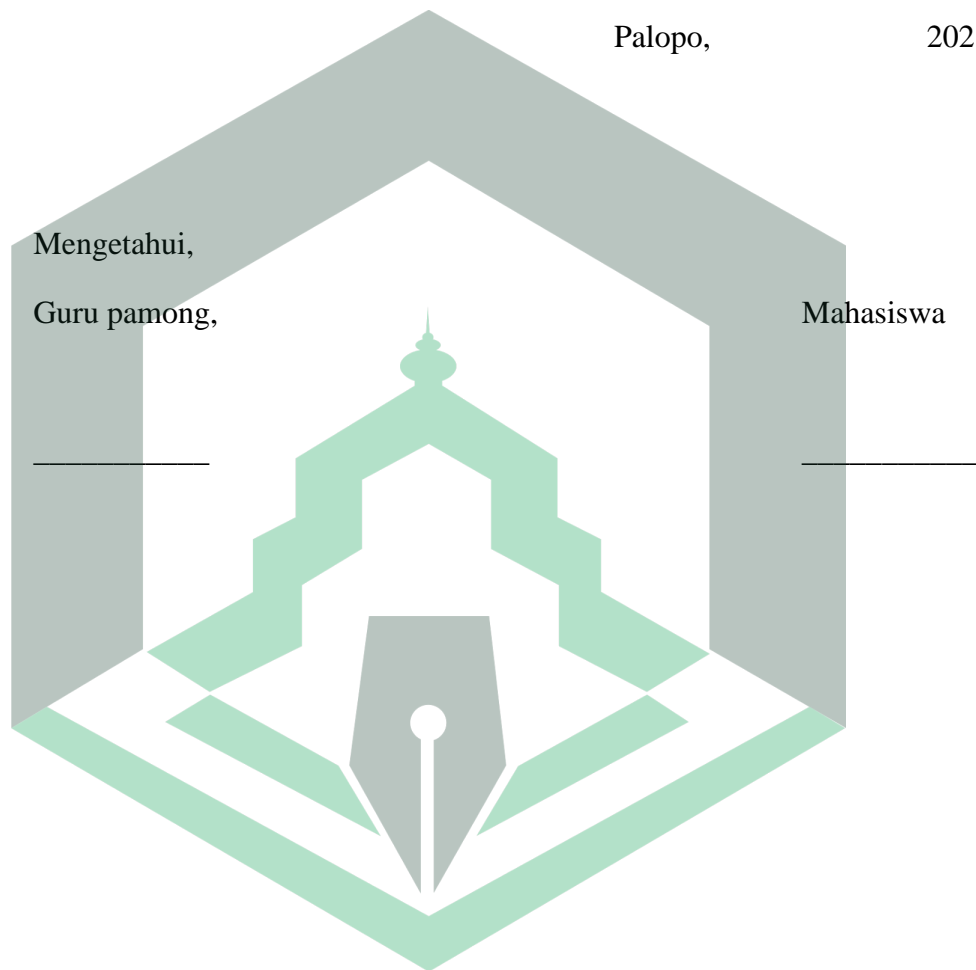Kriteria penilaian pada pemahaman berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria penilaian
Very good	86-100	Mudah mendengar untuk memahami maksud pembicara dan makna umum. Sangat sedikit interupsi atau klasifikasi yang diperlukan.
Good	71-85	Sebagian besar yang dikatakan pembicara mudah diikuti. Niatnya selalu jelas tetapi beberapa gangguan diperlukan untuk membantunya menyampaikan pesan atau mecari klarifikasi
Enough	56-70	Pendengar dapat memahami banyak hal yang dikatakan, tetapi ia harus terus mencari klarifikasi. Dia tidak dapa memahami banyak kalimat pembicara yang lebih kompleks atau lebih lama.
Less	<55	Hanya potongan-potongan kecil (biasanya kalimat dan frasa pendek) yang dapat dipahami dan kemudian dengan susah payah oleh seseoarang yang mendegarkan pembicara

Classifying the score of the students into six levels as follows:

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Palopo,   2021

Mengetahui,

Guru pamong,   Mahasiswa

_____   _____

INSTRUMEN OF THE RESEARCH

A. Pretest
1. Telling yourself!
2. Explain about your hometown!
3. Describing your idol!
4. Explain about the internet!

B. Treatment
1. First treatment
   a. Opening
      1. Introduction about hand-drawn animation videos and then in this opening session
      2. The researcher provides speaking material
   b. Whilst activity
      1. The researcher tells the student about describing that consist to this treatment
      2. The students watching hand-drawn animation about *"In The Fall"*
      3. The researcher will ask students to explain the videos they watch.
   c. Closing
      1. The researcher gave directions in the form of actions and tasks for the meeting

2. Second meeting

   a. Opening

     1. The researcher provides a material speaking

   b. While activity

     1. The researcher tells the student about describing that consist to this treatment

     2. The students watch while they speak hand-drawn animation *"sheep and wolves (meaning of life)"*.

     3. The researcher will ask students to explain the videos they watch.

   c. Closing

     1. The researcher gave directions in the form of actions and tasks for the meeting

3. Third meeting

   a. Opening

     1. The researcher provides a material speaking

   b. Whilst activity

     1. The researcher tells the student about describing that consist to this treatment

     2. The students watch while they speak hand-drawn animation *"sheep and wolves (meaning of life)"*.

     3. The researcher will ask students to explain the videos they watch.

   c. Closing

     1. The researcher gave directions in the form of actions and tasks for the meeting

4. Fourth meeting

  a. Opening

    1. The researcher provides a material speaking

  b. Whilst activity

    1. The researcher tells the student about describing that consist to this treatment

    2. The students watching while them speaking hand-drawn animation *"wildebeest"*

    3. The researcher will ask students to explain the videos they watch.

  c. Closing

    1. The researcher gave directions in the form of actions and tasks for the meeting

5. Fifth meeting

  a. Opening

    1. Evaluate the students' speaking skills from the first meeting until the fifth meeting, and then the researcher again provides a little material to be taught and refreshes knowledge for the sample or student.

  b. Whilst activity

    1. The researcher tells the student about describing that consist to this treatment

    2. The students watch while they speak hand-drawn animation *"wake up call"*,

    3. The researcher will ask students to explain the videos they watch.

  c. Closing

    1. The researcher gave directions in the form of actions and tasks for the meeting
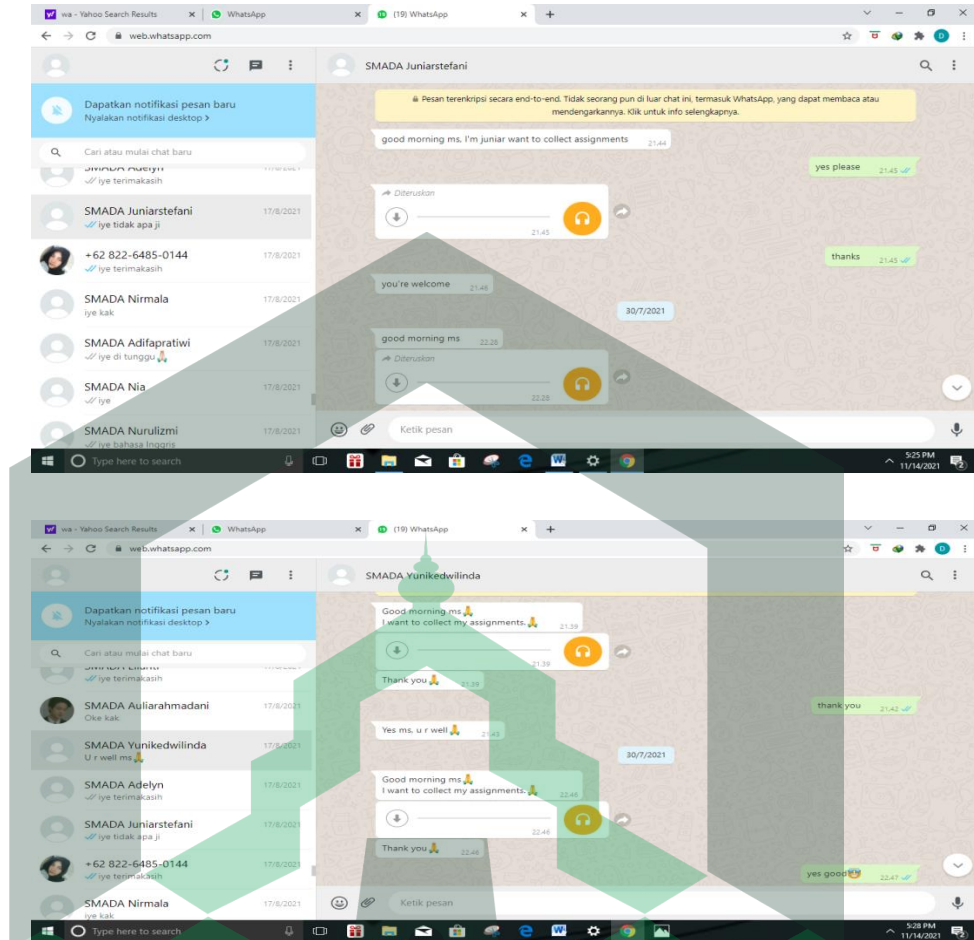
C. Post-test

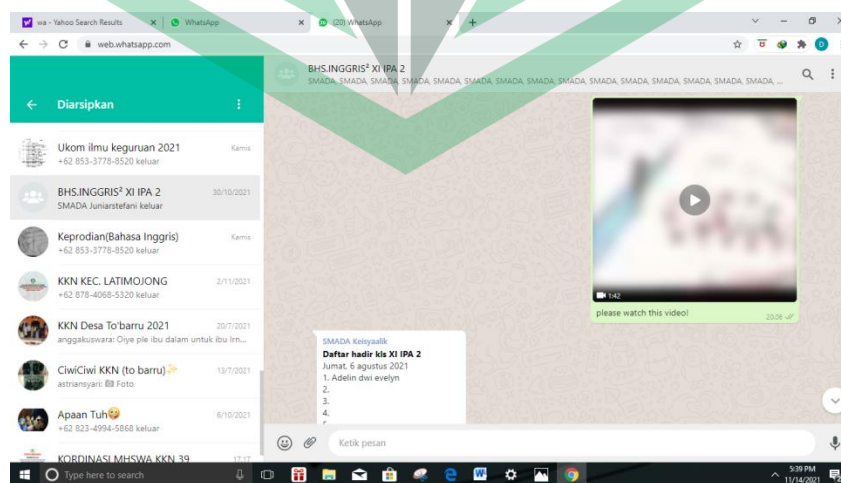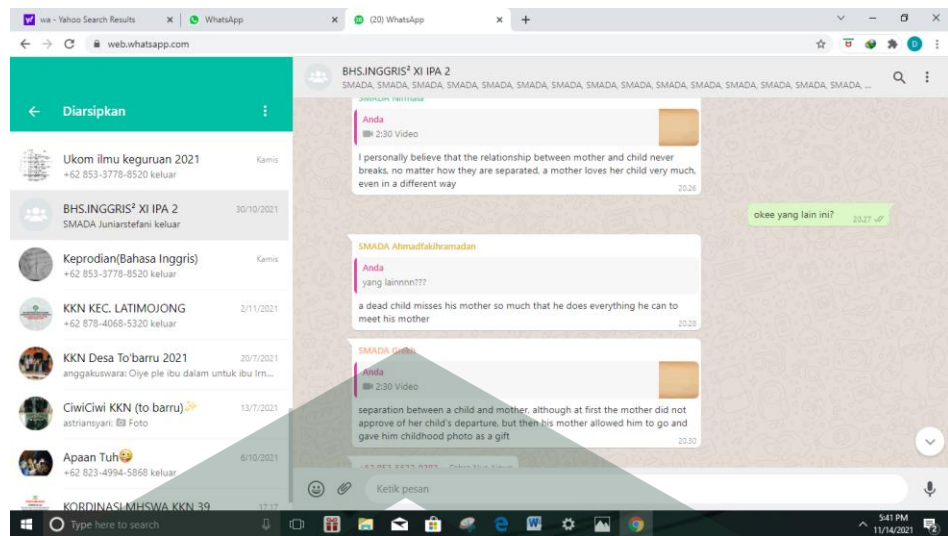1. Describing this picture!

2. Explain about the internet!

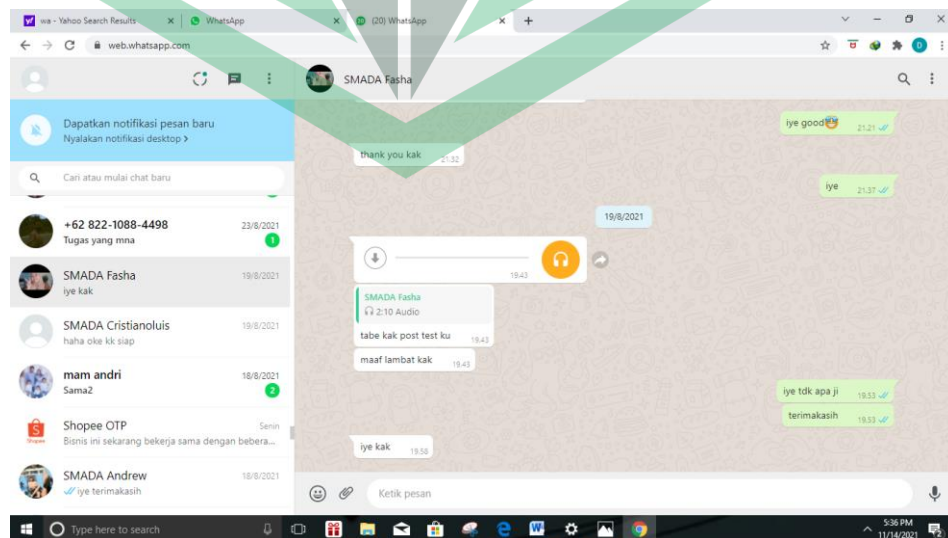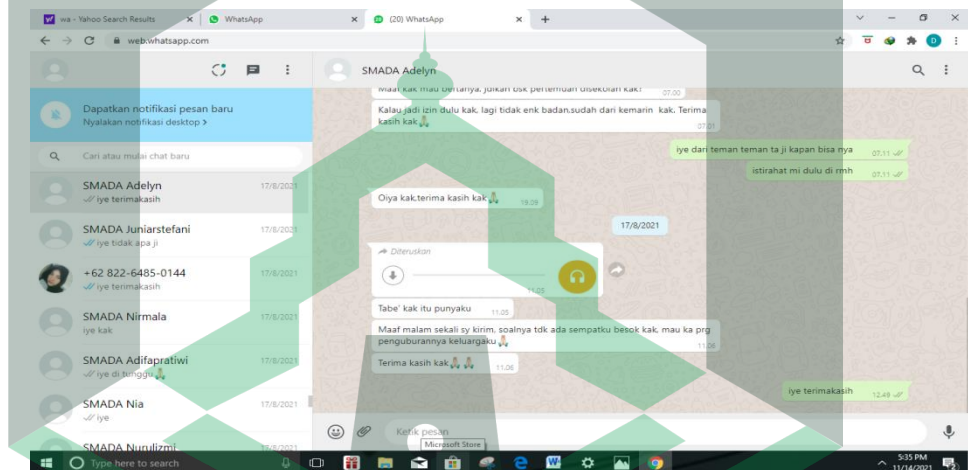# DOCUMENTATIONS

A. Post-test

B. Treatment

C. Post-test

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

IZIN PENELITIAN
NOMOR : 353/IP/DPMPTSP/VI/2021

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	:	DIAN SAPUTRI
Jenis Kelamin	:	Perempuan
Alamat	:	Perum. Mutiara Balandai Kota Palopo
Pekerjaan	:	Mahasiswa
NIM	:	17 0202 0013

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE EFFECTIVENESS OF THE A SHORT HAND-DRAWN ANIMATION VIDEOS TO IMPROVE SPEAKING SKILL AT SMAN 2 PALOPO

Lokasi Penelitian	:	SMA NEGERI 2 PALOPO
Lamanya Penelitian	:	21 Juni 2021 s.d. 21 September 2021

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 22 Juni 2021
plt. Kepala Dinas Penanaman Modal dan PTSP

MUH. IHSAN ASHARUDDIN, S.STP, M.Si
Pangkat : Pembina Tk.I
NIP : 19780611 199612 1 001

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Danren 1403 SWJ;
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi/Obyek berikut dilaksanakan penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH & ILMU KEGURUAN
Jl. Agatis Kel. Balandai Kec. Bara 91914 Kota Palopo
Email: ftik@iainpalopo.ac.id /Web: www.ftik-iainpalopo.ac.id

Nomor : 1080 /In.19/FTIK/HM.01/06/2021   Palopo, 11 Juni 2021
Lampiran : -
Perihal : *Permohonan Surat Izin Penelitian*

Yth. Kepala Badan Kesbangpol dan Linmas Kota Palopo
di –
Palopo

Assalamu Alaikum Wr. Wb.

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu:

Nama   : Dian Saputri
NIM   : 17 0202 0013
Program Studi : Pendidikan Bahasa Inggris
Semester   : VIII (Delapan)
Tahun Akademik : 2020/2021

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi SMAN 2 Palopo dengan judul: **"The Effectiveness of the a Short Hand-Drawn Animation Videos to Improve Speaking Skill at SMAN 2 Palopo".** Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan, atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Nurdin K, M.Pd.
NIP19681231 199903 1 014

SURAT KETERANGAN
No.881/In.19/FTIK/PBI/PP.00.9/12/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama	:	Dian Saputri
NIM	:	17 0202 0013
Semester	:	X (sembilan)
Program Studi	:	Pendidikan Bahasa Inggris
Keperluan	:	Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity 24 %*. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 23 Desember 2021

Mengetahui,
Ketua Prodi,

Admin Turnitin PBI,

AmaliaYahya, S.E., M.Hum.
NIP 197710132005012006

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

PEMERINTAH PROVENSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMA NEGERI 2 PALOPO
Alamat : Jl. Garuda No. 18 Telp. (0471) 22244 Fax. 3311800 Kota Palopo Kode Pos 91914

KETERANGAN PENELITIAN
Nomor : 421.4/123– UPT SMA.2/PLP/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 2 Palopo, Provinsi Sulawesi Selatan menerangkan bahwa :

Nama	:	DIAN SAPUTRI
NIM	:	1702 0202 0013
Tempat/Tgl.Lahir	:	Lamasi Pantai, 27 Juli 1999
Jenis Kelamin	:	Wanita
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Perum. Graha Mutiara Indah, Kota Palopo

Benar telah melaksanakan penelitian di UPT SMA Negeri 2 Palopo, sejak tanggal 25 Juni 2021 s.d. 18 Agustus 2021 dalam rangka penyusunan Skripsi dengan judul *"THE EFFECTIVENESS OF THE A SHORT HAND DRAWN ANIMATION VIDEOS TO IMPROVE SPEAKING SKILL AT SMA NEGERI 2 PALOPO"*.

Demikian Keterangan ini diberikan kepada yang bersangkutan untuk digunakan seperlunya.

Palopo, 15 September 2021
Kepala,

Hj. KAMILAH, S.Pd., M.Pd.
NIP 19690912 199203 2 014

CURRICULUM VITAE

Dian saputri was born on july 27, 1999 in Lamasi Pantai, her fathers name is Muhammad Said and her mothers name is Masna. She went through her education at Elementry School (SD MI 25 Lamasi Pantai) in 2007 and graduted in 2013, after that she continued at SMPN 4 Walenrang she graduatedin 2015,and continued her education at SMAN 1 Palopo, she graduate in 2017, after that in 2017 she continued her studies at the Palopo State Islamic Institute (IAIN Palopo) and majored in English Education Program. She completed her studies in 2022, his last study at the state islamic institute (IAIN Palopo) writing a thesis endtitled " the effectiveness of the a short hand drawn animation videos to improve speaking skill at SMAN 2 Palopo".