

**THE USE OF LEARNING STRATEGY MODEL FROM "RON
CLARK STORY" MOVIE TO IMPROVE STUDENTS'
SPEAKING SKILL AT SMPN 2 BUA PONRANG**

A Thesis

*Submitted to the English Education Department Education and Teacher Training
Faculty State Islamic Institute of Palopo in Partial Fulfillment of the Requirement
for S.Pd. Degree in English Education*



Supervised by:

- 1. Dr. Jufriadi, S.S., M.Pd**
- 2. Husnaini, S.Pd.I., M.Pd**

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE (IAIN) OF PALOPO**

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2023

THESIS APPROVAL

This thesis entitled The Use of Learning Model from “Ron Clark Story” Movie to Improve students’ speaking skill at SMPN 2 Bua Ponrang, which is written by Padita, Registration Number 1802020051, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Wednesday, 26th July 2023/Muharram 8th 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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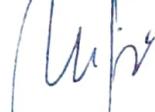
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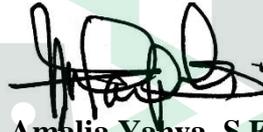
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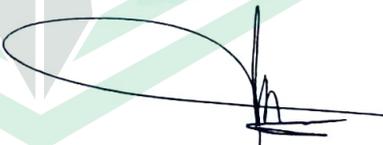
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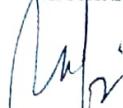
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STATEMENT OF AUTHENTICITY

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Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as my own work or thought.
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In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 26 July 2023

Regards,



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

“In the name of Allah, the most gracious and most merciful.”

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ بِسْمِ اللَّهِ الْحَمْدُ لِلَّهِ وَالصَّلَاةُ وَالسَّلَامُ

عَلَى رَسُولِ اللَّهِ، لَا حَوْلَ وَ لَا قُوَّةَ إِلَّا بِاللَّهِ وَ بَعْدُ

“All Praise to Allah SWT, His blessings and greetings may the mercy of the great Prophet Muhammad S.A.W”

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Finally, the researcher prayed to God, Allah SWT, to thank everyone who had helped the researcher. The researcher also hopes that the readers and others will find this thesis useful and the others.

Palopo, 25th July 2023

The researcher,



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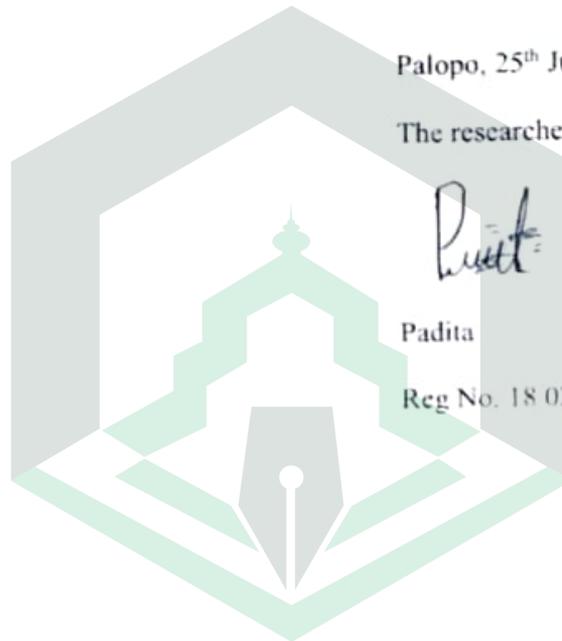
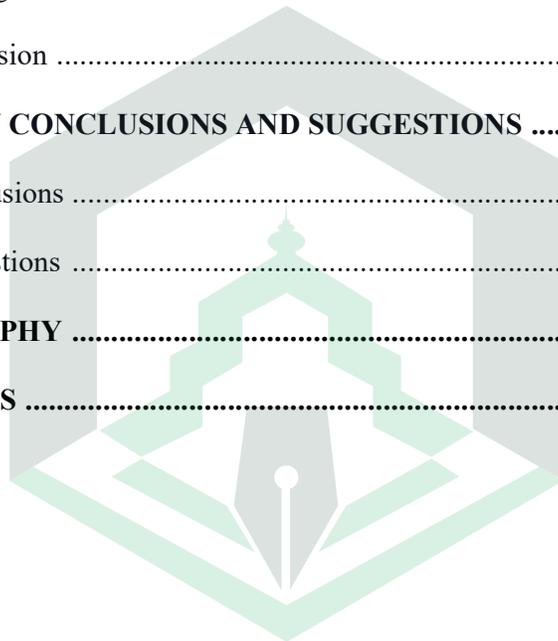


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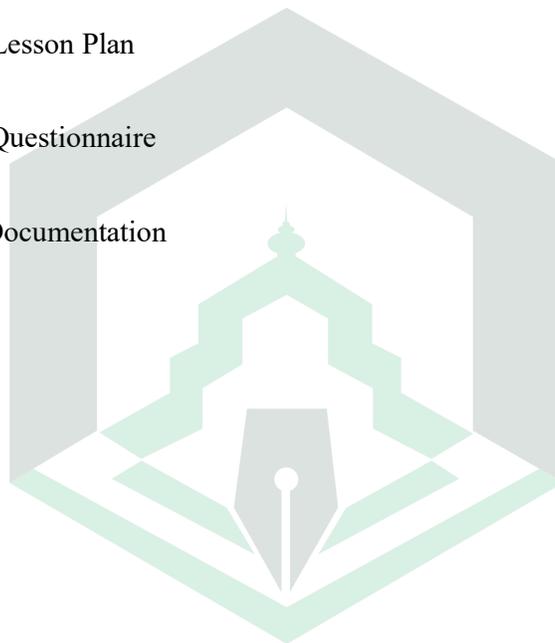
Appendix 3: Instrument Validation of Pre-test and Post Test

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ABSTRACT

Padita, 2023. *"The use of Learning Strategy Model from "Ron Clark Story" Movie to Improve Students' Speaking Skill at SMPN 2 Bua Ponrang"*. Thesis English Study Program Educational Department in the State Islamic Institute Palopo. Supervised by consultant (I) Jufriadi and consultant (II) Husnaini.

This research is about whether or not the use of learning model from the Ron Clark Story movie improved students' speaking skills in the seventh grade at SMPN 2 Bua Ponrang. This researcher adapted the pre-experimental method in this research. The population of this research the seventh grade of SMPN 2 Bua Ponrang. The researcher used purposive sampling technique consisting of 20 students. The instrument in this research used to collect data was a speaking test to identify the students' improvement in speaking and a questionnaire to know the students' responses about using the learning model from the Ron Clark story. The data was analyzed statistically by using IBM SPSS 22. The data show that students' mean score the post-test was higher than score of pre-test ($59,05 > 80,10$). Furthermore, the researcher found that the significant value was 0.000 and the alpha was 0.05 ($0.000 < 0.05$). Therefore, it can be concluded that the research's alternative hypothesis (H_1) was accepted, and the null hypothesis (H_0) was rejected. Therefore, the researcher concluded that using the learning model Ron Clark Story movie can improve students' speaking skills. Furthermore, these results are supported by student responses of 64,5%, which indicates student statements are classified as having a "high" percentage rating, and the questionnaire result indicated that most respondents agreed with the response statement. Therefore, learning from Ron Clark's story movie motivates the students to improve students speaking.

Keywords: Learning Strategy, Pre-experimental, Ron Clark Story, Speaking

CHAPTER 1

INTRODUCTION

A. Background

Education is very important in life, both in family and in social life. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and the community.¹ Education will be created and build a better personality in the community. Educating is also used as a container for maximizing the potential and talent one possesses.

It is mentioned in the word of Allah SWT. The first was revealed to prophet Muhammad SAW. In cave on the 17th of Ramadan hints at the importance of education as the word of Allah SWT, Q.s. Al- Alaq/96: 1-5:

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

¹ Abd Rahman BP dkk (2022), *Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan*, Makassar, Al UrwatulWutsqa: Kajian Pendidikan Islam, (2) 1, 2. Tersedia di: <https://journal.unismuh.ac.id/index.php/alurwatul>.

Meaning:

Read! me of thy lord who createth; Createth man from a clot; Read! And thy lord is the most bounteous; Who teacheth by the pen; Teacheth man whom he knew not.²

It can be concluded that the values of academic education are illustrated by some of the education contained in it, such as; reason education, psychological education, spiritual and moral education, and social education. Thus Allah has explained that humans are created from worthless objects and then glorifies them by teaching them to read, write and give them knowledge.³ Meaningful, the importance of knowledge, and the call to study. By learning, humans can understand the direction of steps that can be taken in the future so that others can feel the benefits.

In today's digital world, we must adjust to all the fast-paced possibilities of change. One of these changes is the excessive use of smartphones which has positive and negative impacts. The negative effect is reduced productivity, dry eyes, and impaired vision. In comparison, the positive side of its use is that it makes it easier to get information. People can get much information, one of which is about learning English by watching movies. In addition, using learning media by watching movies is a modern method in which the teacher can collect

² SakbanLubis, MA., &Dr. Muhammad Roihan Nasution, MA (2019), *Nilai Pendidikan Pada Surah Al- Alaq Ayat 1- 5 Menurut Quraish Shihab*, Sumatera Utara, Jurnal ilmiah Al- Hadi Vol 4, No. 2, 2, 924.

³ SakbanLubis, MA., &Dr. Muhammad Roihan Nasution, MA (2019), *Nilai Pendidikan Pada Surah Al- Alaq Ayat 1- 5 Menurut Quraish Shihab*, Sumatera Utara, Jurnal ilmiah Al- Hadi Vol 4, No. 2, 2, 933.

information about approaches, strategies, teaching methods, techniques, and others.

Most students in learning depend on the context or situation and the place where student learning activities are carried out. To run effectively and efficiently, a teacher must have expertise in delivering lessons to students. Among the components of these skills, it is necessary to get to know various types of media that are more interesting and increase the sense of learning motivation of students. In line with that, smith (2012) stated that motivation is a very important factor in determining success or failure in second language learning. Motivation can directly influence the frequency of using learning strategies. In addition, it will be the power of learning, goal setting, and persistence.⁴

"The Ron Clark Story" is one of the many films that contain educational content, especially about teaching strategies for students. This film explains in real terms the learning methods that occur in the classroom. The first plot of the film is about a teacher who manages to grow and increase students' learning motivation. In this film, too, many students are found who are not indifferent to learning activities. On the contrary, students behave arbitrarily and do not appreciate the presence of a teacher in the classroom. About the subject matter, the lesson is also very lacking because they are just joking, lacking concentration in receiving the material presented in the learning process.

⁴ Rahardjo, A., & Pertiwi, S. (2020). *Learning Motivation and Students' Achievement in Learning English*. *JELITA*, 1 (2), 57. Retrieved from. <https://jurnal.stkipmb.ac.id/index.php/jelita/article/view/65>.

Related to this, to increase student learning motivation so that they are enthusiastic so that they are aware, and directly involved in the learning process, learning using fun models and strategies is certainly fun for students.

Researcher obtained the same from where data about their abilities based on interviews with students and teachers at SMPN 2 Bua Ponrang. In fact, from interviews with teachers, they cannot still use media in teaching. While the students still have difficulties in learning, one of them is motivation. The researcher identified that most from the observation of students.

Thus, based on the description above, this research will improve the student's motivation from the learning strategy in the film "Ron Clark story." So researcher is interested in conducting a study entitled "The Use of Learning Strategy Model from 'Ron Clark Story' Movie to Improve Students' Speaking Skill at SMPN 2 Bua Ponrang".

B. Research Problem

Based on the problem background that has been presented, the researcher formulate the research question is as follows:

1. Does using a learning strategy from the 'Ron Clark Story' movie improve students' speaking skills in the seventh grade of SMPN 2 Bua Ponrang?
2. Does using the learning strategy from the 'Ron Clark Story movie improve students' motivation?

C. The Objective of the Research

Based on the formulation of the problems mentioned, the research objectives to be achieved are:

1. To know whether or not the learning strategy from the Ron Clark Story movie improved students' speaking skills in the seventh grade of SMPN 2 Bua Ponrang.
2. To discover whether or not the student's motivation in learning English increased by using learning strategies from the "Ron Clark story" movie.

D. The scope of the research

The scope of this study is limited to the strategy of the film teacher "Ron Clark Story" in increasing students' motivation towards speaking skills in the seventh grade of SMPN 2 Bua Ponrang. Therefore, this research is a study that uses the scope, namely increasing students' speaking skills from the film "Ron Clark Story," with the subject matter: Introduce yourself and family members, describe things at the school and profession.

E. Significance of the Research

The benefits of this research are as follows:

1. Theoretically, this research refers to improving learning English, especially in related learning strategy from Ron Clark Story.
2. Practically speaking:

- a. For Educators

The results of this research can inspire and provide positive input for educators to make the classroom atmosphere more lively so that students are interested in learning and get satisfactory grades.

- b. For Students

This research was intended to trigger critical thinking, improve students speaking ability, to trigger a highly emphatic attitude around the school.

- c. For future researchers,

Hopefully, this research can be useful and become a reference and motivation for future researchers.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

In this research, the author collected several references that are relevant to the title of the research, which is intended to enrich the insights of authors and readers related to the strategies of English education teachers in increasing student learning motivation in English language education subjects at the seventh grade of SMPN 2 Bua Ponrang:

Research with the theme of learning strategies was also carried out by Ika Sapta Agustina (2019) entitled "*An Analysis of Teaching Strategy Used by Ron Clark to Manage the Class in the Movie ' Ron Clark Story.*"⁵ Moreover, the descriptive qualitative researcher explains the finding of the research. The study results showed that ron clark uses 6 data teaching strategies to manage the class. Furthermore, this research also mentioned some classrooms with teaching strategies to reach the goal of the teaching and learning process.

Research by Sofi Andini (2021) entitled *The Education Values In The Ron Clark Story Movie Directed By Randa Haines.*⁶ This research is qualitative descriptive research. Based on the analysis conducted by researchers, there are

⁵Agustina, IkaSapta (2019), "*An Analysis of Teaching Strategy Used by the Ron Clark to Manage the Class in the Movie ' Ron Clark Story'*", (Thesis University of Muhammadiyah Malang).

⁶ Andini, Sofi (2021). *The education values in the ron clark story movie directed by randa harnes.* Thesis. English education study program STKIP PGRI Sidoarjo.

nine educational values in the film "The Ron Clark Story": honesty, discipline, sociality, creativity, hard work, friendliness, tolerance, democracy, and respect for achievement Discovering.

The research by Ernawati Pattisahusiwa (2020) entitled *Teacher's Strategies to Create A Conducive Learning Environment in " the Ron Clark Story" Movie*.⁷ This study was designed qualitatively. The study results show that a good teacher needs a strategy to create a conducive learning environment to run smoothly in the learning process. The ron clark movie depicts how a teacher uses various strategies to create a conducive classroom environment so that the learning process can run well.

Then research by aisyah fatin kahar (2018), the *title an analysis of moral values entitled The "Ron Clark Story Movie" with result obtaining about all the aspects of moral values and the types of moral values in the movie*.⁸ Qualitative research is a search of which the data, written or oral words, are descriptively analyzed. The technique for collecting the data was the documentary technique. After analyzing the movie, the result of this study is that there are some moral values in this movie. From the analysis, it can be concluded that The Implication of moral value in this movie is (1). The teacher should always teach honesty to their students (2). The Parents should understand their children's desires and abilities (3). The students should know that their teacher loves them. This

⁷ Pattisahusiwa, Ernawati (2020). *Teacher's Strategies to Create A Conducive Learning Environment in 'the Ron Clark Story' Movie*. (Thesis University of Pesantren Tinggi Darul 'Ulum).

⁸Kahar, Fatin Aisyah(2018). *An Analysis Moral Value Entitled the Ron Clark Story Movie*. Thesis. English Education Program Faculty of Teachers' Training and Education Univeristy of Muhammadiyah Sumatera Utara.

research's achievements are expected to contribute to the further study of moral values.

It has relevance to the research conducted by the researcher, but there is a difference, namely if the research conducted by Ika Saptia Agustina refers to the analysis of teaching strategies to manage the classroom. Sofi Andini's research describes the educational values contained in the Ron Clark Story movie. Meanwhile, research conducted by Ernawati Pattihusiwa leads to teacher strategies conducive to the learning environment so that it runs smoothly. And the research conducted by Aisyah Fatin Kahar refers more to aspects of moral values and types of morals. Meanwhile, the authors have not found a study focusing on learning strategies to improve students' motivation, especially in English speaking skills.

B. Literature Review

English as a foreign language has been a compulsory subject in Indonesian schools. In addition, government regulation mandates secondary schools and tertiary education institutions to include English in their curriculum as a mandatory subject.

1. Speaking

a. Definition of Speaking

Speaking skill has become academic attention since a long time ago. Proven by numerous definitions and meanings offered by established experts. Bailey (2005) stated that speaking is "an interactive process of constructing meaning that involves producing, receiving and processing information, often

spontaneous, open-ended and evolving, but not completely unpredictable.⁹ Several reasons for the importance of speaking skills. English Speaking Skills can improve vocabulary, grammar, and pronunciation. When speaking will increase fluency and also memory. And English language skills can develop motivation to find new words and dialects.

Furthermore, the ability to speak English makes a person learn from these mistakes. If you are talking to someone and doing the wrong pronunciation or grammar, you can revise it through practice and practice. Finally, English speaking skills provide more opportunities, namely making new friends, new trips, and new job prospects.

b. Aspect of Speaking

To speak successfully, one must acquire several speaking skills, including pronunciation, vocabulary, fluency, accent, and grammar.¹⁰ Speaking is a multifaceted activity with the following three key components:

1) Accuracy

A fundamental skill of learning a language is pronunciation, especially when speaking. It concerns pronouncing, enunciating, absorbing, intonating, and emphasizing words. Poor pronunciation can make communicating difficult and prevent us from saying things meaningfully. Training pronunciation helps students distinguish between sounds and sound qualities and vastly improves

⁹ Betty Kasita Bangun. (2018). *Improving Students' Speaking Skill By Using Show And Tell Method: A Classroom Action Research*. International Journal of Language Teaching and Education. 6(2), 42.

¹⁰ Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy, Assessment: Principle and Classroom Practices*, (second edition, NY: Person Longman, 2001).

their speaking abilities by teaching them to focus on sounds and be conscious of employing stress when making sounds.

A language's vocabulary is its foundation. One needs to utilize the right language to express themselves to make meaningful utterances or sentences. In other words, mastering vocabulary is necessary for pupils who want good speaking abilities. Additionally, students can speak if they have a vocabulary of at least 1000 words fluently.¹¹ Because they are familiar with the words that best explain their views, they speak when they have something to say quickly.

Accurate grammar is crucial for speaking. Typically, grammar can be viewed as a set of rules defining the proper word order at the sentence level. If our discourse has many grammatical errors, your ideas won't come over as clearly. 8 Students will communicate more accurately after studying grammar rules.

2) Fluency

Speaking with fluency means doing so at a typical rate while avoiding hesitation, repetition, and awkward pauses.¹² It focuses on how easily kids speak, how naturally their words flow out, and whether or not there are significant pauses and gaps in their speaking. It is a component of a student's speaking proficiency objective. It has to do with how well-fluently they speak.

3) Comprehensibility

¹¹ Harmer. *The Practice of English Language Teaching*. (Fourth Edition, Pearson Longman, 2007), 76.

¹² Mary Spratt and friends the TKT Course (Cambridge: Cambridge University Press, 2005), 34.

Assessing a speech's quality without considering its communicational purpose is impossible. It also pertains to communication comprehension, one of its defining characteristics. Even the degree to which speech serves its communicative purpose, the criteria by which texts might be composed can be used to define speaking quality.

c. How to Teach Speaking

According to Harmer in Nurhaida (2017: 20- 21), many classroom speaking activities exist.¹³ They are:

- 1) Acting from script
- 2) Communication games
- 3) Discussion
- 4) Prepares talks
- 5) Questionnaires
- 6) Simulation and Role Play

From a communicative purpose, speaking is closely related to listening. The interaction between these abilities is shown in the conversation.

d. Principle of Teaching Speaking

Brown in Nurhaida (2017: 20- 21) says that there are seven principles for designing speaking techniques:

¹³ Aseptiana Parmawati (2018). *Using Analytic Teams Technique to Improve students' Speaking Skill*. Universitas Islam Darul 'Ulum Lamongan 3(2), 22.

- 1) Use techniques that cover the spectrum of learner needs, from the language-based focus on accuracy to message-based on interaction, meaning, and fluency.
- 2) Provide intrinsically motivating techniques
- 3) Encourage the use of authentic language in meaningful contexts.
- 4) Provide appropriate feedback and correction.
- 5) Capitalize on the natural link between speaking and listening.
- 6) Give students opportunities to initiate oral communication.
- 7) Encourage the development of speaking strategies.¹⁴

2. Motivation

Motivation comes from the Latin, *move re*, which means to move. Therefore, this term has the meaning of encouraging and directing human behavior. Therefore, starting from the word, motivation can be interpreted as a driving force that has become active. There are several definitions of motivation:

- a. According to Bakar, Motivation is a complex part of human psychology and behavior that influences how individuals invest their time, how much energy they exert in any given task, how they think and feel about the task, and how long they persist in the task. Bakar added that motivation reflects in students'

¹⁴ Aseptiana Parmawati (2018). *Using Analytic Teams Technique to Improve students' Speaking Skill*. Universitas Islam Darul 'Ulum Lamongan 3(2), 22.

choices of learning tasks, the time and effort they devote to them, their persistence in learning tasks, and in coping with the obstacles they encounter in the learning process.

- b. Luthans, motivation is a process that starts with a physiological or psychological deficiency or needs that activates a behavior or drive aimed at a goal or incentive. Motivation is referred to as "the reasons underlying behavior."
- c. According to Guay, motivation or sometimes motivation to learn. Motivation is the key to success in the teaching-learning process
- d. Paraphrasing Gredler, Broussard, and Garrison, motivation is "the attribute that moves us to do or not to do something."
- e. Ryan & Deci, Motivation is a critical component of teaching and learning.¹⁵

Generally, there are two types of motivation; intrinsic and extrinsic motivation:

- a. Intrinsic motivation

Here stimulus is internal to the person; it can be biological, emotional, spiritual, or social. In this case, there are no external rewards. The activity is undertaken for self-pleasure and individual satisfaction. It may be characterized by curiosity and a desire to meet challenges. In addition, intrinsic motivation is driven by an interest or enjoyment

¹⁵Jacob Filgona, John Sakiyo, D. M. Gwany and A. U. Okoronka (2020). *Motivation in Learning*. Asian Journal of Education and Social Studies 10(4), 17.

which a person feels in a task. It is within the individual and does not rely on external pressure.

b. Extrinsic motivation

Here stimulus is outside the person. It can be there in the form of operant conditioning or social cognition. It refers to the performance of a task to attain an outcome. It may be in the form of reward, social approval, or appreciation.¹⁶

Two types of motivation. The same has been produced below in the tabular form.¹⁷

Table 2. 1. Different Types of Motivation

| Motivation | Integrative orientation | Instrumental motivation |
|------------|---|--|
| Intrinsic | The learner wants to integrate with the target culture (TC) | The learner wants to achieve a certain aim/objective. (generally utilitarian motive) |
| Extrinsic | Someone wants the learner to integrate with the TC | Someone wants the learner to achieve the aim/objective. (generally utilitarian motive) |

Thus, learning motivation drives the individual to carry out learning activities to increase knowledge, skills, and experience. Motivation in student learning activities has a role, including:

¹⁶ Jacob Filgona, John Sakiyo, D. M. Gwany and A. U. Okoronka (2020). *Motivation in Learning*. Asian Journal of Education and Social Studies 10(4), 20-22.

¹⁷Ranjeeva Ranjan, Andrew Philominraj (2019). *Language Learning Strategies, Motivation and Gender in Foreign Language Context*. Universal Journal of Educational Research 8(2), 592. <http://www.hrpub.org/>.

- 1) Encouraging and activating students to remain interested;
- 2) Help meet the need for short-term and long-term results;
- 3) Help focus students' attention on certain tasks related to achieving learning goals.¹⁸

According to Keller's theory (2009), there are four elements or conceptions that can appear as the motivation, they are:¹⁹

- 1) The Interest Impossible for someone to do something if they dislike the object. All students will always attend the lesson if they are interested.
- 2) Relevance shows the relation between the student's needs and study activities. For example, sometimes the students are lazy to study because they don't care about why they must study English.
- 3) Expectation for Success This case shows the expectation for the students to be successful in studying. One reason will make the students not care about the lesson. They are easy to give up and don't expect success.
- 4) Satisfaction if the students get satisfied with their lesson grade, they will be highly motivated to reach it.

¹⁸Hasrian Rudi Setiawan, (2021). *Increasing Students' Learning Motivation through Direct Learning Strategies n Islamic Religious Education*. Proceeding International Seminar on Islamic Studies. 2(1), 955.

¹⁹ John, M, Keller, (2009). *Motivational design for learning and performance, The ARCS model approach*. (Springer Science & Business Media).

3. Movie

a. Definition movie

A movie is a means of entertainment for everyone, which makes the movie the object of study regarding the character education values. (Pikkov, 2010) explained that movie is animation because it is presented in certain forms, such as puppet pictures, to explain the illusion of motion.²⁰

Movie scripts are an interesting source of text due to their diverse expression of sentiments. In principle, they are a storytelling device where the screenwriter tries to convey something meaningful. The script's "emotional charge" is usually a tool to achieve the goal above or a byproduct of the process- and indeed, a very important and powerful one. It is probably the most immediate point of resonance and communication with the audience. Movies usually contain scenes where emotions alter dynamically, between happiness and sadness, calmness and anger, to aid the narrative progression, while some works are characterized by an overarching emotional 'weight,' such as sadness in a tragedy-based film.

Therefore, the opinion about the movie can be concluded that an animated movie is flavored with editing to attract viewers' visibility. The context is also needed in this study because analyzing the conversation's topic or theme must be clear.

²⁰ Riskiana Widi, dkk (2019). *Character Education Values in Animation Movie of Nussa and Rarra*. Budapest International Research and Critics Institute-Journal (BIRCI-Journal), 2, (4). 216.

b. Advantages and disadvantages of the movie learning English

There are some advantages of using movies that can keep students interested in learning English. Movies can improve students' listening, speaking, pronunciation, and vocabulary.

However, learning English through English movies also has some bad effects or disadvantages, such as it takes a long time to watch the movies so that students may get bored, students prefer watching actors or actresses to focusing on the main instructional goal, fiction movies can make students think and imagine. Moreover, illogically and movies can make students imitate bad scenes from the actors or actresses. Therefore, to overcome the bad impacts of movies, English teachers should consider some solutions such as teachers should use short English movies to save time in learning, the teacher should always remind students of the main instructional goal before and after watching the movies, teachers should control student's thinking, imagination and emotions. And the teacher should select a good educational English movie.²¹

4. Learning strategy

a. Definition of Learning Strategy

To avoid misunderstanding and confusion in the next discussion, the author first reduces understanding: Learning is a lifelong process for each person that occurs in a complex manner characterized by cognitive, affective,

²¹Sari, A., & Sugandi, B. (2015). *Teaching English through English Movie: Advantages and Disadvantages*. The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language, 2(2), 14.

and psychomotor behavioral changes. There are several factors that a person performs in learning activities, namely:

- 1) A strong curiosity that comes from within;
- 2) Willingness to master science and technology, emerging externally;
- 3) Learning as a factor of needs that must be met;
- 4) The desire to perfect what a person already has;
- 5) The need to socialize with the environment;
- 6) Increase self-potential and intellectuality;
- 7) Achieving the desired goal;
- 8) Make the most of your free time (Siregar & Nara, 2011).²²

Strategy is a term used in various spheres of human activity and does not have a common and comprehensive interpretation. Strategy is an action that managers take to achieve the goals of the organization.²³ Strategies are also long-range, compared with learning tactics, which are often used interchangeably with learning strategies.

Learning strategies are individual approaches that students use to complete educational tasks and improve their skills. Strategic learning contributes to students becoming more independent participants in the

²²Sri Hapsari, (2019). *Creative Learning Strategy to Improve Students' Ability in English Learning*. European Journal of English Language Teaching 5(1), 95. <http://www.oapub.org/edu>.

²³ Makhambetova, A., Zhiyenbayeva, N., & Ergesheva, E. (2021). *Personalized Learning Strategy as a Tool to Improve Academic Performance and Motivation of Students*. International Journal of Web-Based Learning and Teaching Technologies (IJWLTT), 16 (6), 1. <http://doi.org/10.4018/IJWLTT.286743>.

educational process who can also apply certain strategies in future professional activities (Malykhin & Galla, 2016).²⁴

In addition, learning strategy is an effort of teachers in designing learning that aims students can learn so that students can have the knowledge, attitudes, and skills according to the learning objectives. For example, in learning English pronunciation material, the teacher must be creative in conveying it, using creative strategies, so students are interested in learning. Furthermore, these strategies make students feel happy to have the knowledge, skills, and attitudes given by the teacher.²⁵

Stern investigated strategies used by good language learners, and the identified strategies include:

- a) Planning strategy: a personal learning style or positive learning strategies;
- b) Active Strategy: an active approach to the learning task;
- c) Empathic strategy: a tolerant and outgoing approach to the target language and empathy with its speakers;
- d) Formal strategy: technical know-how about how to tackle a language;
- e) Experimental strategy: a methodical but flexible approach, developing the new language into an ordered system and constantly revising it;

²⁴ Makhambetova, A., Zhiyenbayeva, N., & Ergesheva, E. (2021). *Personalized Learning Strategy as a Tool to Improve Academic Performance and Motivation of Students*. International Journal of Web-Based Learning and Teaching Technologies (IJWLTT), 16 (6), 2. <http://doi.org/10.4018/IJWLTT.286743>.

²⁵ Sri Hapsari, (2019). *Creative Learning Strategy to Improve Students' Ability in English Learning*. European Journal of English Language Teaching 5(1), 99. <http://www.oapub.org/edu>.

- f) Semantic strategy: constant searching for meaning; Practice strategy: willingness to practice;
- g) Communication strategy: willingness to use the language in real communication;
- h) Monitoring strategy: self-monitoring and critical sensitivity to language use;
- i) Internalization strategy: developing a second language as a separate reference system and learning to think in it.

b. Learning Strategy on the "Ron Clark Story" movie

The Description of the Teacher's Strategies Appear in the Movie in Ron Clark Story Movie there were five types of teacher's strategies to create a conducive learning environment based on the theory proposed by Brophy.²⁶ They were physical classroom design, Rules, and routines, Relationships, Engaging and Motivation, and Discipline. It can be seen in the explanation below.

1) The physical design of the classroom

In this strategy, there were three classifications such as seating arrangement, comfortable, and clean. The first classification was the seating arrangement. Mr. Clark arranged the seating of his students with the u-shaped seat model since it was adapted to the teaching methods being applied by Mr. Clark in the film. At that time, he was teaching how to memorize the names of

²⁶ Adi Yusuf, Ernawati Pattisahusiwa (2020). *Teacher's Strategies to Create a Conducive Learning Environment in the Ron Clark Story Movie*. Jurnal Ilmu Bahasa dan Sastra. 14(2), 91.

American presidents by using songs. All students could participate with the u-shaped seat model because the classroom became wider in the middle and front.

The second classification was comfortable. Mr. Clark created a comfortable atmosphere for the class while motivating his students. He created a calm atmosphere in the classroom by dimming the lights and presenting a birthday cake filled with candles as a symbol of a new desire for good learning outcomes.

The last classification of this strategy done by the teacher was clean. At that time, Mr. Clark, a new teacher, decorated his class with beautiful paint. He also presented his class with several computer units. All of these things were aimed at increasing students' enthusiasm for learning.

2) Rules and Routine

There were two classifications in this strategy. First, they were polite and respectful to each other. In the first classification of this strategy, Mr. Clark explained to his students how to be polite to him by calling the nickname to their teacher. The last classification of rule and systematic strategy was respected with the other Mr. Clark explained to his students rule number two in his class about respecting others.

3) Relationship

The Relationship strategy had three classifications: Give motivation, Respect others' right to speak, and Individual approach to the students. There were only two classifications in the movie. They gave motivation and an Individual approach to the students.

4) Engaging and Motivation

There were two classifications in this strategy. Firstly, there are Rules at the Beginning of Learning that must be agreed upon Between the Teacher and Students. Be Polite was one of the Rules and Routine classification strategies implemented by Mr. Clark to respect and respond to the teacher's words when Mr. Clark explained all his rules on the first day of meeting with his students in the class.

Secondly, a Combination of Subject Matter with Music, Card Games, Audio Visual, Etc. The classification of Engaging and motivation strategy occurs in this movie. Mr. Clark as a creative teacher how to memorize the names of American presidents in a fun way. He made a song containing the names of American presidents and nicknames. Then sang it with the rhythm of the music from the loudspeakers. His students enthusiastically followed the way he taught.

5) Discipline

There were two classifications in this strategy. They were to Enter and exit the class quietly, and A-line to enter and exit the class. Firstly, enter and exit the class. In the movie, Mr. Clark explains the third rule to his students. He said, "Rule number 3, we will form a line to enter and exit class" since the students are disorganized when they go and leave class. Therefore, Mr. Clark made this rule.

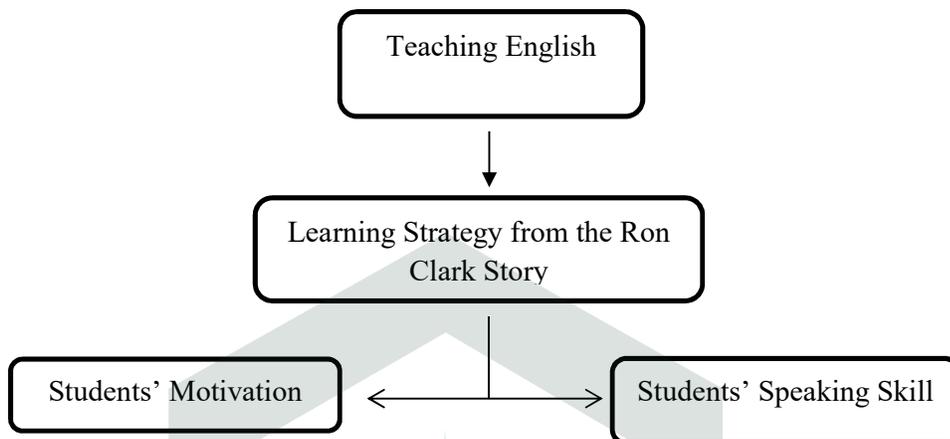
Mr. Clark taught his students to be disciplined in walking in the school. They were walking in line when going to the canteen. They had to be in line, and they couldn't be cut the line. Mr. Clark gave both rules to discipline his students while at school.

Learning Techniques used by Mr. Clark in class, namely: There are rules at the beginning of learning that must be agreed between teachers and students; An individual approach to each learner; Combining subject matter with music, games, audio-visual, and so on; Invite students to play a role actively; Continue to motivate learners. Of the several techniques used by Mr. Clark, the most important thing is to make a student feel comfortable, fun, and not saturated in learning.



C. Conceptual Framework

The conceptual framework of the research that is served can be seen in the following figure:



D. The hypothesis of the Research

There are two research hypotheses proposed in the research:

H₀: The learning strategy from the 'Ron Clark story' movie can't improve students' speaking skills for seventh grade at SMPN 2 Bua Ponrang.

H₁: The learning strategy from the 'Ron Clark story' movie can improve students' speaking skills for seventh grade SMPN 2 Bua Ponrang.

CHAPTER III

METHOD OF RESEARCH

A. Research Design.

The research design used pre-experimental method. Also, the pre-experimental designs are often used in research in education, psychology, and generally in all the social sciences.²⁷ Therefore, pre-test and post-test as employed in this study as part of a pre-experimental research design. As we all know, a pre-experimental design includes only one group or class. The study's goal would be to improve the student's grammatical skills by utilizing the learning strategy from the movie. Because there is no control variable, this study is characterized as a pre-experimental design.

The design can be presented as follows:

Table 3.1 Research Design

| | | |
|----------------|-----------|----------------|
| Pre-Test | Treatment | Pre-Test |
| O ₁ | X | O ₂ |

O₁ : Pre-Test

X : Treatment (Learning strategy from Ron Clark Movie)

O₂ : Post-Test

²⁷ Edwin Salas Blas (2013), Pre-Experimental Designs In Psychology And Education: *A Conceptual Review*: 1.

This design involved one group pre-test (O1), exposure to a treatment (X), and post-test (O2). In this research, the subject of research is one group class. In the pre-test and post-test design, this research aims to know the effectiveness of the use learning strategy from Ron Clark movie toward improving students' motivation to learn English.

B. The variable of the Research

In experimental research, two variables will be manipulated by the researcher

1. Independent variable (X): the independent variable of this research learning strategy Movie "The Ron Clark Story."
2. Dependent variable (Y): dependent variable of the research students' motivation and students' speaking skills.

C. Population and Sample

1. Population

The word "population" comes from English, meaning the number of inhabitants.²⁸ The population is a "universe," a generalized area consisting of subjects or objects with a certain quantity and characteristics determined by the researcher to be studied and researched. Judging from many population members, the population consists of 1) a limited population and 2) a total population. Judging from its nature, the population can be 1) homogeneous and 2) heterogeneous.

²⁸ John M. Echols dan Hasan Shadily, Kamus Inggris Indonesia (Cet. XXII; Jakarta: PT. Gramedia Pustaka Utama, 2006): 438.

The population of this research was the 7th grade of SMPN 02 Bua Ponrang. Class VII.1 consists of 30 students, class VII.2 consists of 30 students, class VII.3 consist of 30 students, VII.4 consists of 29 students, Class VII.5 consists of 29 students, VII.6 consists of 29 students, VII.7 consists of 28 students. Therefore, the total numbers of the population are 205 students.

2. Sample

The sample was a snippet or population part being studied, or it can also be said that the population is small.²⁹ This research conducted in seventh grade. The total number of students was 20 students. This research used the cluster random sampling technique, namely total sampling.

This research was conducted at SMPN 2 Bua Ponrang. It is conducted from February 2023 in the academic year 2022/ 2023.

D. Instruments of the Research

Instruments of the research are tools used to measure and collect data in research to make it easier to process. The function of this research instrument is to obtain data information regarding the implementation of the research (Sugiyono, 2010).

1. Speaking tests to identify pre-test and post-test.
2. The questionnaire is to ask written questions for respondents to answer. A questionnaire about looking at students' responses to learning.

²⁹ Danuri & Siti Maisaroh. (2019) Prosa PGSD, Universitas PGRI Yogyakarta. *Metodologi Penelitian Pendidikan*. Samudra Biru (Anggota Biru): 75.

E. The procedure for Collecting Data

The procedures for collecting data are as follows:

1. Pre-test

Before using the learning strategy from the Ron Clark movie, students are given a pre-test to determine the quality of students' knowledge before treatment. In the pre-test, researchers asked students to speak about one of the specified topics. It took two minutes for each student.

2. Treatment

This research applies the learning strategy model from the Ron Clark movie. The research was carried out in four meets.

a. The first meeting:

- 1) The researcher introduces herself.
- 2) The researcher describes the purpose of the researcher's turn in the class.
- 3) Pray together and check the attendance list.
- 4) The research applied the Ron Clark Story learning model "Physical design of the classroom."
- 5) The researcher explains the text structure and example of "Introduce yourself."
- 6) Researchers divide learners into pairs.
- 7) Researchers apply the "Relationship" learning model to instruct each other to ask about their partners. Then, students introduce themselves in front of the class with a free conversation.

8) Last activity, Researchers delivered the conclusion and closing class.

b. The second meeting:

- 1) Researchers greet students with greetings
- 2) Pray together and check the attendance list.
- 3) Researchers apply the Ron Clark story learning model "Physical design of the classroom."
- 4) Researchers inform that the theme to be taught is "family members."
- 5) The researcher explains text structure and examples.
- 6) Researchers applied the "Engaging and motivation" learning model by distributing papers containing pictures of family members.
- 7) Researchers guide students to observe pictures on paper that have been distributed. For example, with commands, "Look at this!" and "who is this?".
- 8) The researcher pointed to one of the students describing the image given in front of the class.
- 9) Last activity, Researchers delivered the conclusion and closing class.

c. The third meeting:

- 1) Opening class by greeting and asking students.
- 2) Pray together and check the attendance list.
- 3) Researchers were applying the learning model in Ron Clark story "Physical design of the classroom."

- 4) Researchers recall "Rules & Routine," the agreement of rules and punishments in learning.
 - 5) In this meeting, the researcher's topic is "describe things" at school.
 - 6) Researchers used the 'Relationship' learning model, combining group learning with "Paper Games."
 - 7) Students' group representatives pick up paper games at random. Then, it was given 5 minutes to answer the paper games.
 - 8) The researcher appointed each group representative to deliver the answer.
 - 9) The researcher delivers a material conclusion.
- d. The fourth meeting:
- 1) Researchers open class with a greeting.
 - 2) Pray together and check the attendance list.
 - 3) Researchers are applying the learning model in Ron Clark story "Physical design of the classroom."
 - 4) In this meeting, the researcher gives the topic "profession."
 - 5) Researchers combined the "Engaging and Motivation" model with game music.
 - 6) As a facilitator in learning to apply the "Discipline" model, researchers will play music then students will pass markers to friends beside them regularly.
 - 7) The student who holds a marker when the music stops, then the student will come forward to describe the profession according to his ideals.

- 8) Researchers with students conclude learning.
- 9) The researcher checks the attendance list.
- 10) The researcher reflects on the learning that has been done.

3. Giving post- test

After giving the treatment, the researcher gave a post-test. Next, researchers provided a post-test to identify the improvement in speaking of students. The items used for the post-test consist of expository text. Next, the theme is introduced, family members, describing things, and describing a profession. Finally, the pre-test and post-test results are calculated to measure whether the influence of using the Ron Clark story film learning strategy can improve students' learning ability.

F. The technique of Data Analysis

1. Scala Likert of Questionnaire

Table 3.2. Scala Likert of Questionnaire

| Pilihan Jawaban | Kategori | |
|--------------------|----------|---------|
| | Positif | Negatif |
| Sangat Sesuai (SS) | 5 | 1 |
| Sesuai (S) | 4 | 2 |
| Cukup Setuju (CS) | 3 | 3 |
| Kurang Sesuai (KS) | 2 | 4 |
| Tidak Sesuai (TS) | 1 | 5 |

2. Scoring students' speaking, namely:³⁰

Table 3.3 Fluency assessment rubric

| Score | Description |
|-------|--|
| 6 | Speak without too great an effort with a fairly wide range of expression. Searcher for words occasionally but only one or two unnatural pauses. |
| 5 | Has to make an effort at home to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses. |
| 4 | Although he has often made an effort to search for words, they are not too many unnatural pauses. Fairly smooth delivery, mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range expression. |
| 3 | Has to make an effort much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary range of expression are often limited. |
| 2 | Long pauses while searching for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making an effort at times. Limited range of expression. |
| 1 | Full of long and unnatural pauses. Very halting and fragmentary delivery. At times up making an effort. Very limited range of expression. |

³⁰ J.B. Heaton. Writing English test. (Ed. 1: New York Inc., 1998), p. 100.

Table 3.4 Accuracy assessment rubric

| Score | Description |
|-------|---|
| 6 | The mother tongue only very slightly influences pronunciation. Two or three minor grammatical and lexical errors. |
| 5 | The mother tongue slightly influences pronunciation. A few minor grammatical and lexical errors, but most utterances are correct. |
| 4 | Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors, but only one or two major errors confuse. |
| 3 | Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which confuse. |
| 2 | The mother tongue seriously influences pronunciation, with errors causing a breakdown in communication. Many "basic" grammatical and lexical errors. |
| 1 | Serious pronunciation errors and many "basic" grammatical and lexical errors. There is no evidence of having mastered any language skill and areas practiced in the course. |

Table 3.5 Comprehensibility assessment rubric

| Score | Description |
|-------|---|
| 6 | Easy to understand the speaker's intention and general meaning. Very few interruptions or clarifications are required. |
| 5 | The speaker's intention and general meaning are fairly clear. However, a few interruptions by the listener for clarification are necessary. |
| 4 | Most of what the speaker says is easy to follow. His intention is always clear, but several interruptions are necessary to help him to convey the message or to seek clarification. |
| 3 | The listener can understand much of what is said but must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences. |
| 2 | Only small bits (usually short sentences and phrases) can be understood with considerable effort by someone who is used to listening to the speaker. |
| 1 | Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker cannot clarify anything he seems to have said. |

3. Scoring students' speaking by using the following formula:³¹

$$\text{score} = \frac{\text{the total point answer}}{\text{total point of item}} \times 100$$

Table 3.6 The Rating Score of students' speaking level

| No | Classification | Score |
|----|----------------|--------|
| 1. | Very Poor (E) | 0-29 |
| 2. | Poor (D) | 30- 49 |
| 3. | Fair (C) | 50-69 |
| 4. | Good (B) | 70-89 |
| 5. | Very Good (A) | 90-100 |

Calculating by using the SPSS program

3. To determine students' scores on Pre-test and post-test, the researcher calculated using the SPSS 22 application in Windows 10.
4. The data will analyze the questionnaire

This questionnaire was obtained by giving questions related to teaching English, namely using the learning model from the Ron Clark story movie to improve students' speaking skills by placing a checkmark on one of the answer choices in the column provided. Finally, the result of the questionnaire is tabulated or calculated by how students respond. Therefore, this research on the perception of students can be formulated as follow:³²

³¹ Anas Sudijono (2009). *Pengantar Statistik Pendidikan*. Jakarta: PT Radjawali Persada, 2009. p. 82.

³² Husaini Umar and R. Purnomo Setia Akbar, *Pengantar Statistika in Megawati thesis "Improving Students' Speaking Ability through Problem Solving Method at the SMPN 14 Palopo"*. (Palopo, Institut Agama Islam Negeri, 2018), 64.

$$P = \frac{Fq}{N} \times 100 \%$$

Where:

P = Percentage from students' response

Fq = Frequency

N = number of students

Table 3. 7 Scoring of Questionnaire³³

| Criteria | Score | Meaning |
|-----------|-------------|---|
| Very High | 75%- 100% | Most respondents strongly agree with the statement. |
| High | 50%- 74,99% | Most respondents agree with the statements |
| Low | 25%-49,99% | Most respondents enough agree with the statements |
| Poor | 0%-24,99% | Most respondents disagree with the statements. |

³³ Agustina Felisa, *Cara Menghitung Skala Likert dan Rumusnya*, in Nur Alfia thesis "The Effectiveness of Using the Ted Talk App to Improve Sudent's Listening Comprehension at the English Department of Iain Palopo". ((Palopo, Institut Agama Islam Negeri, 2022), 28.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research findings were shown to describe the result of the data analyzed statistically and tabulating data. It comprised data of students' scores in pre-test and post-test, classification percentage of students' scores in pre-test and post-test, and analysis data of questionnaires.

1. Implementation of Ron Clark Story Movie

The implementation of the Ron Clark Story learning model in the treatment stage has four meetings. In the first meeting using the topic 'introduce yourself' in the preliminary activities, researchers applied the 'physical design of the classroom' model, namely by sitting in pairs then continued with the 'rules and routine' model by conveying the rules applied in the learning process. In the core activity, researchers apply a 'relationship' learning model where researchers instruct students to ask each other questions with their partners talking about topics in front of the class with a free conversation. As a closing activity, the researcher held a reflection and concluded the learning.

In the treatment of the second meeting researchers used the topic of 'family members' in the introduction researchers applied the learning model of 'physical design of the classroom' sitting in a row. Then in the core activities researchers used the learning model of 'engaging and motivation' by sharing images of family members with the commands 'Look at this!' and 'who is it?'. Researchers as facilitators guide and direct learners to speak to convey the

results of their thoughts. And as a closing activity researchers and learners held reflections.

At the third meeting on the topic of 'things at the school'. Researchers use the learning model's 'physical design of the classroom with seating groups. In the core activities, researchers use a 'relationship' learning model with a combined group learning with paper games. Learners are divided into groups, one of the group members picking up papers at random. Then given 5 minutes to race to deliver the answer. The first group answered then that was the winner of the game. And at the closing activity, researchers and participants concluded the learning.

At the fourth meeting, it used the topic of 'profession'. Researchers apply a learning model 'physical design of the classroom' with a U-shaped seat model. In the core activities, students are given the opportunity to identify professions according to their ideals. Researchers used a learning model of 'engaging and motivation' in combination with music. Researchers as facilitators apply a 'discipline' model, which is to play music and then students pass markers to friends who are beside them regularly. Students who hold a marker when the music stops was move forward to talk about the profession according to their ideals. As a closing activity, researchers and students held reflections and concluded learning.

2. The Analysis of Students' Speaking Skill Scores in Pre-Test and Post Test

a. Pre-test

In this section, the researcher shows the students' speaking skills in the pre-test, the mean and the standard deviation of the students, and the percentage of students' speaking skill scores on the pre-test.

Table 4.1 Pre-Test Score Speaking Skill

| No | Respondent | The aspect of speaking skill | | | Score |
|--------------|------------|------------------------------|----------|-------------------|--------------|
| | | Fluency | Accuracy | Comprehensibility | |
| 1. | R1 | 3 | 3 | 3 | 50 |
| 2. | R2 | 4 | 3 | 3 | 55 |
| 3. | R3 | 3 | 3 | 3 | 50 |
| 4. | R4 | 4 | 3 | 3 | 55 |
| 5. | R5 | 2 | 2 | 2 | 33 |
| 6. | R6 | 3 | 4 | 5 | 66 |
| 7. | R7 | 5 | 6 | 6 | 94 |
| 8. | R8 | 3 | 3 | 4 | 55 |
| 9. | R9 | 3 | 3 | 3 | 50 |
| 10. | R10 | 4 | 4 | 5 | 72 |
| 11. | R11 | 4 | 4 | 4 | 66 |
| 12. | R12 | 3 | 3 | 4 | 55 |
| 13. | R13 | 4 | 5 | 5 | 77 |
| 14. | R14 | 3 | 4 | 3 | 55 |
| 15. | R15 | 4 | 4 | 5 | 72 |
| 16. | R16 | 3 | 3 | 3 | 50 |
| 17. | R17 | 4 | 4 | 3 | 61 |
| 18. | R18 | 2 | 3 | 2 | 38 |
| 19. | R19 | 4 | 4 | 5 | 77 |
| 20. | R20 | 3 | 3 | 3 | 50 |
| Total | | | | | 1,181 |

The students' Pre-test scores overall. It was found that the pre-test score showed that most students got a fair score, except five students got a good score. According to the table above, the researcher measured it using SPSS 22 to

measure the mean score speaking score. These results can be seen in the descriptive statistical table, which will be shown in table 4.2

Table 4.2 The Mean Score speaking skill to Pre-Test

| | N | Minimum | Maximum | Sum | Mean | Std. Deviation |
|-----------------|----------|----------------|----------------|------------|-------------|-----------------------|
| <i>Pre-test</i> | 20 | 33.00 | 94.00 | 1181.00 | 59.0500 | 14.35444 |

Shows the descriptive statistics of students' pre-test scores. It explains that the highest student score is 94, and the lowest is 33. It also stated that the mean score of the students' pre-test was 59,05, with a standard deviation of 14.35444. These are the students' speaking skills following categorizing the rating of their pre-test into five categories:

Table 4.3 The Rating Score of students' speaking level in the Pre-Test

| No | Classification | Score | Frequency | Percentage |
|--------------|-----------------------|--------------|------------------|-------------------|
| 1. | Very Poor | 0-29 | - | 0% |
| 2. | Poor | 30- 49 | 2 | 10% |
| 3. | Fair | 50-69 | 13 | 65% |
| 4. | Good | 70-89 | 4 | 20% |
| 5. | Very good | 90-100 | 1 | 5% |
| Total | | | 20 | 100% |

Based on the rate percentage of students scoring in the pre-test above, the researcher found that 1 (5%) students got very good, 4 (20%) students got good, 13 (65%) students got fair, and 2 (10%) students got poor. From the data above, it can be seen in the table above that only one very good and four good indicated the students' speaking skill is still low.

b. Post-test

The researcher shows the students' complete scores students Pronunciation in the post-test. The tabulation of students' scores in the post-test can be seen in the table.

Table 4.4 Post-Test Score Speaking Skill

| Respondent | The aspect of speaking skill | | | Score |
|--------------|------------------------------|----------|-------------------|--------------|
| | Fluency | Accuracy | Comprehensibility | |
| R1 | 4 | 5 | 5 | 77 |
| R2 | 3 | 3 | 4 | 61 |
| R3 | 4 | 4 | 5 | 72 |
| R4 | 4 | 5 | 5 | 77 |
| R5 | 4 | 4 | 5 | 72 |
| R6 | 5 | 5 | 5 | 83 |
| R7 | 5 | 6 | 6 | 94 |
| R8 | 4 | 4 | 4 | 66 |
| R9 | 4 | 5 | 5 | 72 |
| R10 | 5 | 5 | 5 | 83 |
| R11 | 5 | 6 | 6 | 94 |
| R12 | 4 | 4 | 4 | 66 |
| R13 | 4 | 5 | 6 | 83 |
| R14 | 4 | 5 | 5 | 77 |
| R15 | 5 | 6 | 6 | 94 |
| R16 | 4 | 4 | 5 | 72 |
| R17 | 6 | 5 | 6 | 94 |
| R18 | 5 | 5 | 6 | 88 |
| R19 | 6 | 5 | 6 | 94 |
| R20 | 4 | 5 | 6 | 83 |
| Total | | | | 1,602 |

According to the data above, the best score was 94, and the lowest was 61. The researcher formulated scores for students' speaking test, which was treated using a learning model from "Ron Clark story" movie to improve students' speaking skills. For the post-test, the researcher presents the students' complete scores on the speaking test. The findings are summarized in Table 4.4.

The mean and the rate percentage of students' speaking scores. The data can be seen in Table 4.5

Table 4.5 The Mean Score speaking skill to Post-Test

| | N | Minimum | Maximum | Sum | Mean | Std. Deviation |
|-----------|----|---------|---------|---------|---------|----------------|
| Post-test | 20 | 61.00 | 94.00 | 1602.00 | 80.1000 | 10.55263 |

Besides, the student's scores in speaking skills after treatment using the learning model from the Ron Clark story movie shows that the highest score of students is 94 and the lowest is 61. The researcher indicates that the mean score of the students in the post-test is 80.10, and the standard deviation is 10.55263. And provided in the form of table rate percentage scores.

These the students' speaking skill ratings of their post-test into five is classified as follows:

Table 4.6 Rating Score of Students' Speaking Level in the Post Test

| No | Classification | Score | Frequency | Percentage |
|--------------|----------------|--------|-----------|-------------|
| 1. | Very Poor | 0-29 | - | 0% |
| 2. | Poor | 30- 49 | - | 0% |
| 3. | Fair | 50-69 | 3 | 15% |
| 4. | Good | 70-89 | 12 | 60% |
| 5. | Very good | 90-100 | 5 | 25% |
| Total | | | 20 | 100% |

Based on the percentage of students scoring in the post-test above, the researcher found that 5 (25%) students' got very good, good there were 12 (60%) students, and fair, there were 3 (15%) students. The other showed that

none of the students got poor and very poor. In addition, it can be seen in the table above that there is an increase in the students' speaking skills.

- c. The difference in scores of students' speaking skills in pre-test and post-test.

The researcher used SPSS 22 to measure students' speaking test scores. The outcome is presented in the form of table 4.7 of paired sample statistical.

Table 4.7 Difference Score of Students' Speaking Levels in the pre-Test and Post Test

| | N | Mean | Std. Deviation |
|----------|-----------|-----------|----------------|
| | Statistic | Statistic | Statistic |
| Pretest | 20 | 59.0500 | 14.35444 |
| Posttest | 20 | 80.1000 | 10.55263 |

Based on the analysis result, the mean score of the students' pre-test was 59, 05, and the post-test was 80,10. The standard deviation of the pre-test was 14.35444, and the standard deviation of the post-test was 10. 55263. It concluded that after using the Ron Clark story movie learning model, the student's scores improved from 59, 05 to 80,10.

Table 4. 8 Paired Samples Test

| | | Paired Differences | | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
|---------------|-----------------|--------------------|----------------|---|----------|-------|----|-----------------|
| | | Mean | Std. Deviation | Lower | Upper | | | |
| Pair 1 | Pretest | | | | | | | |
| | Posttest | 21.0500 | 12.06768 | 26.69785 | 15.40215 | 7.801 | 19 | .000 |

According to table 4.8 Paired Sample T-test results, the mean difference score in speaking between the Pre-test and post-test was -21.05000 with a standard deviation of 12.06768, and the paired sample t-obtained a result of -7.801 and the df (degrees of freedom) is 19. Meanwhile, the significance value is 0.000 ($p < 0.05$). Therefore, the H_0 hypothesis was rejected, and the H_1 hypothesis was automatically accepted. Therefore, using the learning model from Ron Clark Story movie can improve students' speaking skills in the seventh grade at SMPN 2 Bua Ponrang.

3. The Result Questionnaire Students'

The questionnaire was given to 10 respondents to see students' responses to the learning model from the Ron Clark Story movie. In the questionnaire, ten questions must be answered by a learner of SMPN 2 Bua Ponrang, where students must choose one question option using a response. To find out the percentage of students in the questionnaire, use the formula below:

$$P = \frac{Fq}{N} \times 100 \%$$

Where:

P = Percentage from students' response

Fq = Frequency

N = Total of responses

The result and the percentages of the questionnaire score result are shown in the table below.

Table 4.9 The Students' are Happy Learning Speaking through Learning Model from Ron Clark Story

| No | Criteria | Score | Frequency | Percentage |
|--------------|-----------------|-------|-----------|-------------|
| 1. | Strongly Agree | 5 | 4 | 15% |
| 2. | Agree | 4 | 13 | 65% |
| 3. | Enough Agree | 3 | 3 | 20% |
| 4. | Uncertain Agree | 2 | - | 0% |
| 5. | Disagree | 1 | - | 0% |
| Total | | | 20 | 100% |

Table 4.9 describe the students' happiness in the learning model from the Ron Clark Story movie to improve students' speaking skill. It clearly stated that 4 (15%) students strongly agree, 13 (65%) students agree, and 3 (20%) students agree enough, but there are no students who chose uncertain agree and disagree. In the resulting questionnaire, the students agree that most of the learning speaking are happy through the Ron Clark Story movie learning model.

Table 4.10 Using the Learning Model from Ron Clark Story can Improve Students' Motivation in Speaking Skill

| No | Criteria | Score | Frequency | Percentage |
|--------------|-----------------|-------|-----------|-------------|
| 1. | Strongly Agree | 5 | 10 | 50% |
| 2. | Agree | 4 | 8 | 40% |
| 3. | Enough Agree | 3 | 2 | 10% |
| 4. | Uncertain Agree | 2 | - | 0% |
| 5. | Disagree | 1 | - | 0% |
| Total | | | 20 | 100% |

Table 4.10 above indicates the student's that the use of the learning model from the Ron Clark Story movie can improve students' motivational speaking skills. It shows that there are 10 (50%) students chose strongly agree,

8 (40%) students agree, and there are 2 (10%) students chose enough to agree, but none of them chose uncertain agree and disagree. Therefore, it can be concluded from the table that most students strongly agree that the Ron Clark Story movie can improve their speaking skills.

Table 4.11 The Students' Enthusiastic about Learning Speaking by Using the Learning Model from Ron Clark Story Movie.

| No | Criteria | Score | Frequency | Percentage |
|--------------|-----------------|-------|-----------|-------------|
| 1. | Strongly Agree | 5 | 2 | 10% |
| 2. | Agree | 4 | 8 | 40% |
| 3. | Enough Agree | 3 | 8 | 40% |
| 4. | Uncertain Agree | 2 | 2 | 10% |
| 5. | Disagree | 1 | - | 0% |
| Total | | | 20 | 100% |

Table 4.11 above illustrates how the students are enthusiastic about using the learning model from the Ron Clark Story movie in learning speaking. It shows that there are 2 (10%) students chose strongly agree, 8 (40%) students agree, 8 (40%) students agreed enough, 2 (10%) students uncertain agree, and none of them chose to disagree. So it can be concluded from the table that some students agree with active learning speaking by learning model from the Ron Clark Story movie.

Table 4.12 Using Learning Model from the Ron Clark Story Movie can Improve Students' English Vocabularies

| No | Criteria | Score | Frequency | Percentage |
|--------------|-----------------|-------|-----------|-------------|
| 1. | Strongly Agree | 5 | 6 | 30% |
| 2. | Agree | 4 | 8 | 40% |
| 3. | Enough Agree | 3 | 6 | 30% |
| 4. | Uncertain Agree | 2 | - | 0% |
| 5. | Disagree | 1 | - | 0% |
| Total | | | 20 | 100% |

Table 4.12 above describes the students' response on "students' English vocabularies can be improved through the use learning model from the Ron Clark Story" it can be seen from that table there are 6 (30%) students chose agree strongly, 8 (40%) students agree, 6 (30%) students enough agree, no one chooses uncertain agree and disagree. So it means the students use the learning model from the Ron Clark story movie.

Table 4.13 Using the Learning Model from the Ron Clark Story can Increase Confidence in Speaking

| No | Criteria | Score | Frequency | Percentage |
|--------------|-----------------|-------|-----------|-------------|
| 1. | Strongly Agree | 5 | 3 | 15% |
| 2. | Agree | 4 | 9 | 45% |
| 3. | Enough Agree | 3 | 7 | 35% |
| 4. | Uncertain Agree | 2 | 1 | 5% |
| 5. | Disagree | 1 | - | 0% |
| Total | | | 20 | 100% |

Table 4.13 illustrates that the student's response can increase confidence in speaking of the learning model from the Ron Clark Story movie in improving students' speaking skills. It can be seen from that table there are 3 (15%) students chose strongly agree, 9 (45%) students agree, 7 (35%) students enough agree, 1 (5%) students uncertain agree, and nobody (0%) chose to disagree. It proves that students dominantly agree that using the learning model from the Ron Clark Story movie can increase students' confidence in speaking.

Table 4.14 Students like learning speaking through the learning model from the Ron Clark Story movie

| No | Criteria | Score | Frequency | Percentage |
|--------------|-----------------|-------|-----------|-------------|
| 1. | Strongly Agree | 5 | 4 | 20% |
| 2. | Agree | 4 | 10 | 50% |
| 3. | Enough Agree | 3 | 6 | 30% |
| 4. | Uncertain Agree | 2 | - | 0% |
| 5. | Disagree | 1 | - | 0% |
| Total | | | 20 | 100% |

Table 4.14 illustrates how the students like using the learning model from the Ron Clark Story movie. It shows that there are 4 (20%) students strongly agree, 10 (50%) students agree, and 6 (30%) students agree enough, but none of them choose uncertainly agree and disagree. So it can be concluded from the table that most students like learning were speaking by using the learning model from the Ron Clark Story movie.

Table 4.15 Using the Learning Model from the Ron Clark Story movie can Improve Courage Appear to Speak

| No | Criteria | Score | Frequency | Percentage |
|--------------|-----------------|-------|-----------|-------------|
| 1. | Strongly Agree | 5 | 3 | 15% |
| 2. | Agree | 4 | 8 | 40% |
| 3. | Enough Agree | 3 | 4 | 20% |
| 4. | Uncertain Agree | 2 | 5 | 25% |
| 5. | Disagree | 1 | - | 0% |
| Total | | | 20 | 100% |

Table 4.15 above illustrates the students' response to the effectiveness of the learning model from Ron Clark Story movie in improving the courage to speak. So that there 3 (15%) students who choose strongly agree, 8 (45%) students agree, 4 (20%) students enough agree, 5 (25%) students uncertain agree, and nobody disagrees.

Table 4.16 Topic Provided by the Researcher in Learning Model from Ron Clark Story Movie Is Very Interesting

| No | Criteria | Score | Frequency | Percentage |
|--------------|-----------------|-------|-----------|-------------|
| 1. | Strongly Agree | 5 | 4 | 20% |
| 2. | Agree | 4 | 9 | 45% |
| 3. | Enough Agree | 3 | 7 | 35% |
| 4. | Uncertain Agree | 2 | - | 0% |
| 5. | Disagree | 1 | - | 0% |
| Total | | | 20 | 100% |

Table 4.16 illustrates students' responses to the learning model from the Ron Clark Story movie about the topic provided. It shows that there are 4 (20%) students chose strongly agree, 9 (45%) students agree, and 7 (35%) students enough agreed, but none of them chose uncertainly and disagreed. So it means that most students agree that their topic is very interesting.

Table 4.17 Students can be better to Study by Learning Models from the Ron Clark Story movie

| No | Criteria | Score | Frequency | Percentage |
|--------------|-----------------|-------|-----------|-------------|
| 1. | Strongly Agree | 5 | 1 | 5% |
| 2. | Agree | 4 | 7 | 35% |
| 3. | Enough Agree | 3 | 10 | 50% |
| 4. | Uncertain Agree | 2 | 2 | 10% |
| 5. | Disagree | 1 | - | 0% |
| Total | | | 20 | 100% |

Table 4.17 illustrates students' responses on how the learning model from the Ron Clark Story improves students' speaking. It shows that 1 (5%) students choose strongly agree, 7 (35%) students agree, 10 (50%) students agree enough, and there is also 2 (10%) students choose uncertainly agree, but none of them choose to disagree. So it means the students dominantly enough agree if using the learning model from the Ron Clark Story.

Table 4.18 Students are Easy to Study Speaking by Learning Model from the Ron Clark Story Movie

| No | Criteria | Score | Frequency | Percentage |
|--------------|-----------------|-------|-----------|-------------|
| 1. | Strongly Agree | 5 | 3 | 15% |
| 2. | Agree | 4 | 9 | 45% |
| 3. | Enough Agree | 3 | 8 | 40% |
| 4. | Uncertain Agree | 2 | - | 0% |
| 5. | Disagree | 1 | - | 0% |
| Total | | | 20 | 100% |

Table 4.18 above describes the students' response on how easy they are studying speaking using the learning model from the Ron Clark Story movie. It can be seen from that table that there are 3 (15%) students chose strongly agree, 9 (45%) students agree, and there are 8 (40%) students chose enough, but no one chose uncertainly and disagreed. Therefore, it means that most students feel it easy to study speaking through the Ron Clark Story movie learning model.

Table 4.19 The List of Students' Questionnaires Score

| Res. | Statement Number | | | | | | | | | | Score |
|--------------|------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| R1 | 4 | 3 | 2 | 3 | 3 | 4 | 2 | 4 | 2 | 5 | 32 |
| R2 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 3 | 42 |
| R3 | 4 | 5 | 4 | 5 | 3 | 4 | 5 | 4 | 3 | 4 | 41 |
| R4 | 5 | 5 | 3 | 5 | 4 | 4 | 3 | 5 | 4 | 4 | 42 |
| R5 | 5 | 4 | 3 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 42 |
| R6 | 4 | 4 | 4 | 4 | 2 | 3 | 5 | 4 | 4 | 4 | 38 |
| R7 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 2 | 3 | 32 |
| R8 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 38 |
| R9 | 4 | 5 | 3 | 5 | 3 | 3 | 2 | 3 | 3 | 4 | 35 |
| R10 | 4 | 5 | 4 | 3 | 5 | 4 | 2 | 5 | 4 | 3 | 39 |
| R11 | 5 | 4 | 5 | 3 | 3 | 5 | 4 | 3 | 3 | 5 | 40 |
| R12 | 4 | 5 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 39 |
| R13 | 4 | 5 | 2 | 5 | 4 | 4 | 2 | 3 | 3 | 5 | 37 |
| R14 | 5 | 4 | 5 | 3 | 5 | 4 | 4 | 5 | 3 | 4 | 42 |
| R15 | 4 | 5 | 4 | 3 | 4 | 5 | 3 | 4 | 4 | 3 | 39 |
| R16 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 35 |
| R17 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 2 | 4 | 41 |
| R18 | 4 | 5 | 3 | 5 | 3 | 3 | 2 | 3 | 3 | 4 | 35 |
| R19 | 3 | 4 | 3 | 4 | 5 | 3 | 3 | 3 | 4 | 3 | 35 |
| R20 | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 34 |
| Total | 81 | 88 | 70 | 80 | 74 | 78 | 69 | 77 | 66 | 75 | 758 |

From the table above, it can be shown that the students agree with the response statement. Therefore, it could be concluded that the lowest score is 32, and the high score 42. Therefore, it means that the students agree with the learning model from the Ron Clark Story movie. In addition, the students also agree that the use learning model from the Ron Clark Story movie helps improve students' motivation.

Table 4. 20 The Response students' Classification Score

| Items | Category | | | | |
|-------------------|----------------|--------------|---------------|-----------------|-----------|
| | Strongly Agree | Agree | Enough Agree | Uncertain Agree | Disagree |
| 1 | 4 | 13 | 3 | - | - |
| 2 | 10 | 8 | 2 | - | - |
| 3 | 2 | 8 | 8 | 2 | - |
| 4 | 6 | 8 | 6 | - | - |
| 5 | 3 | 9 | 7 | 1 | - |
| 6 | 4 | 10 | 6 | - | - |
| 7 | 3 | 8 | 4 | 5 | - |
| 8 | 4 | 9 | 7 | - | - |
| 9 | 1 | 7 | 10 | 2 | - |
| 10 | 3 | 9 | 8 | - | - |
| Total | 40 | 89 | 61 | 10 | - |
| Percentage | 20% | 44,5% | 30, 5% | 50% | 0% |

The results obtained through the average student response are students answered strongly agree with the presentation of 20%, then students who answered agreed as much as 44.5%, and students who answered enough agreed as much as 30.5%. Whereas, students answered disagree 10%, and disagree with the presentation 0%. The Researcher adds up the results strongly agree and agree (20% + 44.5%) and then get 64,5%, included in the “high” percentage rating (most of the respondents agree with the statement).

It can be concluded that using the learning model from the Ron Clark Story improves students' motivation to learn speaking. Most of the students were happy, easy, and enjoyed using the learning model from the Ron Clark Story movie in learning to speak. The students agree to use the learning model from the Ron Clark Story movie. It means that the learning model from Ron Clark Story effectively improved students' motivation in learning speaking.

B. Discussion

The researcher presents the discussion of the data based on the findings. Finally, the researcher discusses the effect of the learning model from the Ron Clark Story on learning, speaking to the seventh-grade students of SMPN 2 Bua Ponrang and how the students respond to the use of the learning model from the Ron Clark Story movie in learning.

1. The Effectiveness of the Learning Model from the Ron Clark Story Movie

The criteria for speaking in learning there are three items, accuracy, fluency, and comprehensibility. Based on the finding, it is found that most of the students still get low in the pre-test from the three aspects. The problem might affect low scores caused by some factors; the students have a very limited basic vocabulary and no self-confidence in practicing.

The research process with a pre-test before carrying out the learning process for four meetings using the learning model from the Ron Clark Story movie. Then, the students took a post-test to see the learning outcomes from the previous treatment. In this research, the researcher had 20 students who joined the pre-test, treatment, and post-test. This activity is carried out to overcome the students' boredom and to increase the student's self-confidence.

First, in the pre-test, the researcher gives the students 2 minutes to speak according to the existing topic. The students got a fair scores, and most lacked self-confidence. They speak unnaturally, and what they said was meaningless. Then, the researcher directs the students to use a learning model from the Ron Clark story movie. From the second to the fourth treatment, the researcher

directs the students' doing the same practice, such as the first treatment. For all of the treatments, the researcher found that the Ron Clark story movie learning model can improve the students' speaking. After treatment, a post-test was conducted to find the improvement in students' speaking. Finally, the researcher gives the topic and then comes forward one by one to talk about the topic.

From the treatment result using the learning model from the Ron Clark story movie, it can be said that the post-test has increased. Winataputra (2003), The mean score in the post-test was higher than the mean score in the pre-test as it was known that a conducive learning environment influences student participation and supports the teacher in the learning process.

It can be concluded that the significance value is 0.000 ($p < 0.05$). Therefore, the H_0 hypothesis was rejected, and the H_1 hypothesis was automatically accepted. Therefore, using the learning model from Ron Clark Story movie can improve students' speaking skills in the seventh grade at SMPN 2 Bua Ponrang.

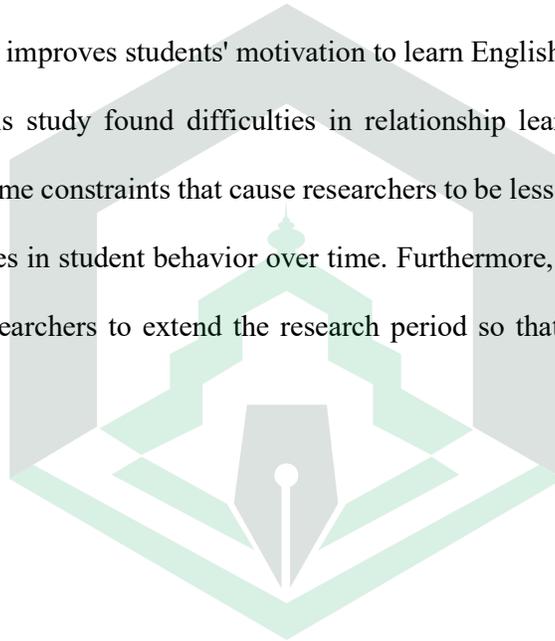
2. Students' Response to the Use of Learning Model from Ron Clark Story Movie

Based on the questionnaire result consist of ten (10) items. The questionnaire is about students' responses to using the Ron Clark story movie learning model in learning English speaking. Most of the students agreed, were happy, easy, and enjoyed using the learning model from the Ron Clark Story movie. Sari supports it (2017), stating that by watching movies, students not

only have interesting pictures to see, but they can also learn life's values through the movie's behavior and actions.³⁴

This research is relevant to Mandasari and Oktaviani's (2018) research that there is a relationship between learning strategies and motivation that can affect students' outcomes in speaking English. Motivated learners are more likely to seek solutions or support from others and employ more strategies to process new information.³⁵ Finally, from the research the researcher had done, it can be concluded that using the Ron Clark Story movie learning model effectively improves students' motivation to learn English speaking.

This study found difficulties in relationship learning models. Where there are time constraints that cause researchers to be less able to see and assess any changes in student behavior over time. Furthermore, it is recommended to further researchers to extend the research period so that the results are more relevant.



³⁴ Marta Widiawitasari Br Simamora, Lulud Oktaviani. (2020). *What Is Your Favorite Movie? : A Strategy of English Education Students to Improve English Vocabulary*: Journal of English Language Teaching and Learning. 1(2), 45. <http://jim.teknokrat.ac.id/index.php/english-language-teaching/issue/view/26>.

³⁵ Journal of English Language Teaching and Learning (JELTL), Vol. 1, No. 1, 13-19

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Using the learning model from Ron Clark Story Movie effectively improves students' speaking skills at SMPN 2 Bua Ponrang. Furthermore, it shows that the student's score on the post-test was higher than the Pre-test. The researcher said the significant value was more than alpha (α). The significant value was 0.000, and the alpha was 0.05 ($0.000 < 0.05$). Therefore, it can be concluded that the alternative hypothesis (H_1) was accepted, and the null hypothesis (H_0) was rejected.

Students learn to speak through the use of Ron Clark story movies motivated. Of the percentage of the students who provided the question where 64,5% were using the learning model Ron Clark story in English speaking at the seventh grade at SMPN 2 Bua Ponrang is a "high" percentage rating (most respondents agree with the statements). Where the students are happy, easy, enjoy and improve students' motivation.

B. Suggestions

Related to the conclusion above, the researcher makes the following recommendations:

1. For the teachers: The researcher Suggests using the learning model from Ron Clark story in learning speaking skills. It's good to simulate and motivate the students to speak actively.

2. For the students: This research can improve speaking and help them participate more actively in class. Also increases empathy for both teachers and friends at school.
3. The future researchers: The researcher suggests that future researchers improve this research to try out the strategies in another classroom to see the effect of the strategies on another English skill.



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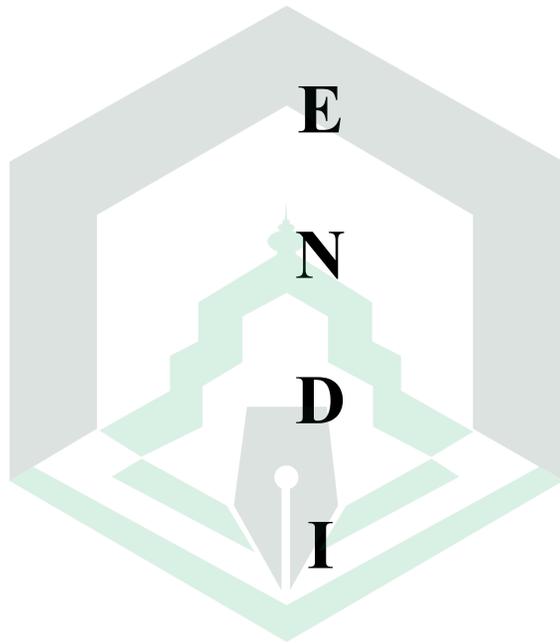
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APPENDIX 1
SURAT IZIN MENELITI



IAIN PALOPO

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 : 0369/In.19/FTIK/HM.01/02/2023
Perihal : **Permohonan Surat Izin Penelitian**

Palopo, 07 Februari 2023

Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Kab. Luwu
di –
Belopa

Assalamu Alaikum Wr. Wb.

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

Nama : Padita
NIM : 18 0202 0051
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Tahun Akademik : 2022/2023

akan melaksanakan penelitian dalam rangka penulisan skripsi pada Lokasi SMPN 2 Bua Ponrang dengan judul: **“The Use of Learning Strategy Model From “Ron Clark Story” Movie to Improve Students’ Speaking Skill at SMPN 2 Bua Ponrang”**. 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



APPENDIX 2

SURAT KETERANGAN SELESAI

PENELITIAN



PEMERINTAH KABUPATEN LUWU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 BUA PONRANG
Alamat : Desa Mario Kecamatan Ponrang Kab. Luwu

SURAT KETERANGAN

Nomor: 045/Dikbud/SMP.02/TU/2023

Yang bertanda tangan di bawah ini

Nama : **MUHAMMAD SALEH, S. Pd**
NIP : 196910292006041008
Pangkat/Golongan : Pembina, IV/a
Jabatan : Kepala Sekolah

Menerangkan bahwa

Nama : **PADITA**
Tempat/Tgl Lahir : Parekaju, 4 Oktober 2000
NIM : 18 0202 0051
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

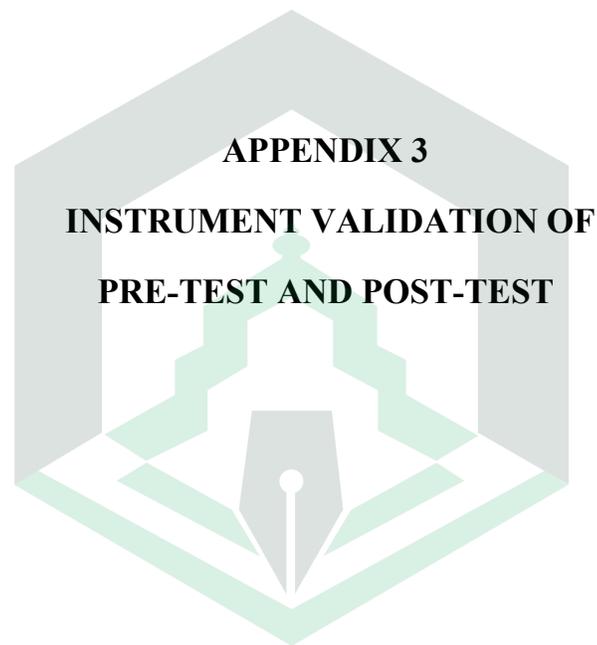
Bahwa yang bersangkutan telah melakukan Penelitian untuk penyusunan karya ilmiah (Skripsi) dengan judul **“THE USE OF LEARNING STRATEGY MODEL FROM “RON CLARK STORY” MOVIE TO IMPROVE STUDENTS’ SPEAKING SKILL AT SMPN 2 BUA PONRANG”** mulai tanggal 9 sampai dengan 28 Februari 2023.

Demikian surat keterangan ini kami berikan untuk digunakan sebagaimana mestinya.



Mario, 16 Februari 2023
Kepala Sekolah

MUHAMMAD SALEH, S. Pd.
NIP. 196910292006041008



APPENDIX 3

**INSTRUMENT VALIDATION OF
PRE-TEST AND POST-TEST**

SURAT KETERANGAN VALIDASI

SPEAKING TEST

Yang bertanda tangan dibawah ini:

Nama : Erda Walla, S.Pd
Jabatan/Pekerjaan : Guru Mata Pelajaran Bahasa Inggris
Instansi Asal : SMP Negeri 2 Bua Ponrang

Menyatakan bahwa soal *pre-test* dengan judul:

The Use of Learning Strategy Model from "Ron Clark Story" Movie to Improve Students' Speaking Skill at SMPN 2 BUA PONRANG

Dari mahasiswa:

Nama : Padita
Program Studi : Pendidikan Bahasa Inggris
NIM : 18 0202 0051

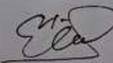
Setelah dilakukan kajian atas instrument penelitian tersebut dapat dinyatakan

- Sudah siap dipergunakan untuk penelitian bersangkutan
 Belum siap dipergunakan untuk penelitian bersangkutan

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Palopo, 9 Februari 2023

Validator,



Erda Walla, S.Pd
NIP 1984072008042002

SURAT KETERANGAN VALIDASI

SPEAKING TEST

Yang bertanda tangan dibawah ini:

Nama : Erda Walla, S.Pd
Jabatan/Pekerjaan : Guru Mata Pelajaran Bahasa Inggris
Instansi Asal : SMP Negeri 2 Bua Ponrang

Menyatakan bahwa soal *post-test* dengan judul:

The Use of Learning Strategy Model from "Ron Clark Story" Movie to Improve Students' Speaking Skill at SMPN 2 BUA PONRANG

Dari mahasiswa:

Nama : Padita
Program Studi : Pendidikan Bahasa Inggris
NIM : 18 0202 0051

Setelah dilakukan kajian atas instrument penelitian tersebut dapat dinyatakan

- Sudah siap dipergunakan untuk penelitian bersangkutan
 Belum siap dipergunakan untuk penelitian bersangkutan

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Palopo, 9 Februari 2023

Validator,


Erda Walla, S.Pd
NIP 1984072008042002



Speaking Test:

Please choose one of the topics below and speak in 2 minutes!

1. Topic 1

What do you think about yourself and could you describe?

2. Topic 2

What do you think about family member and explain your opinion about your family?

3. Topic 3

What do you think about things at the school and please describe about one things at school?

4. Topic 4

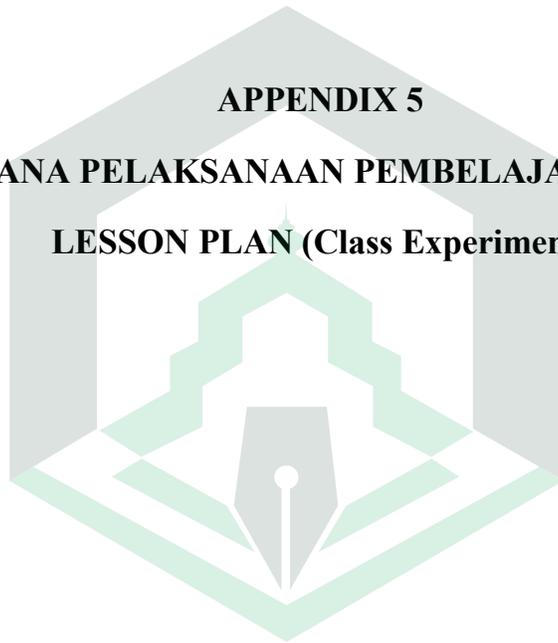
What do you think about your profession and tell your opinion about one profession?



APPENDIX 5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

LESSON PLAN (Class Experiment)



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School : SMPN 2 BUA PONRANG

Subject : English

Class/ semester : VII/ 1

Subject Matter : Introduce yourself

Time Allocation : 2 × 45 minutes

Meetings : 1 (First)

A. Tujuan pembelajaran

1. Siswa dapat memahami materi tentang fungsi dan struktur dalam “memperkenalkan diri”.
2. Siswa dapat memperkenalkan diri dalam bahasa Inggris dengan benar.

B. Langkah – langkah pembelajaran

1. Pendahuluan (25 menit)

- a. Peneliti melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dipimpin oleh salah seorang siswa.
- b. Peneliti memeriksa kehadiran siswa.
- c. Menerapkan model pembelajaran Ron Clark Story “Physical design of the classroom”.
- d. Menyampaikan aturan dan hukuman yang akan diberlakukan selama pembelajaran berlangsung.
- e. Memberikan motivasi kepada siswa.

2. Kegiatan inti (50 menit)

- a. Menyampaikan garis besar dan cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.

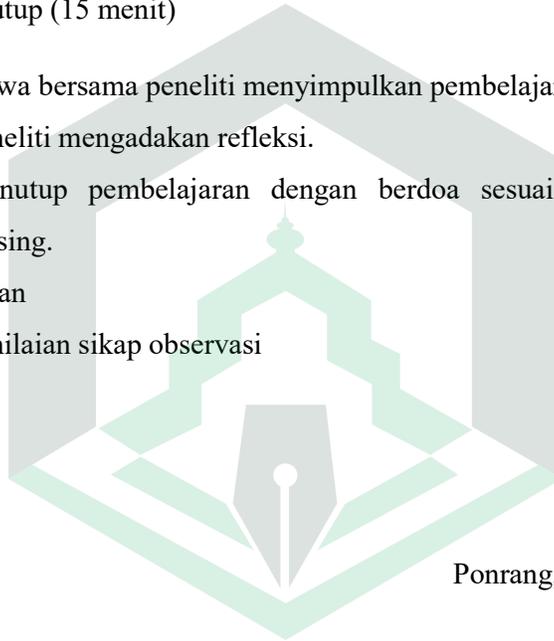
- b. Peneliti memberikan materi tentang memperkenalkan diri kepada orang lain.
- c. Peneliti membagi peserta didik menjadi berpasangan.
- d. Peneliti mengaplikasikan model pembelajaran “Relationship” mengintruksikan untuk saling bertanya satu sama lain mengenai pasangannya.
- e. Peneliti memilih beberapa perwakilan pasangan untuk maju dan berbicara tentang topik di depan kelas dengan percakapan bebas.

3. Penutup (15 menit)

- a. Siswa bersama peneliti menyimpulkan pembelajaran hari ini.
- b. Peneliti mengadakan refleksi.
- c. Menutup pembelajaran dengan berdoa sesuai keyakinan masing-masing.

C. Penilaian

1. Penilaian sikap observasi



Ponrang, 9 Februari 2023

Padita

18 0202 0051

Question

- What is your name?
- What is your nick name?
- Where do you live here?
- Where are you from?
- When were you born?
- How old are you?
- Where do you study?
- What class are you?
- How many brothers and sisters do you have?
- What is your religion?
- What is your father's name?
- What is your father's job?
- What is your mother's name?
- What is your mother's job?
- What is your hobby?
- What do you want to be?
- What is your favorite food/drink?

Introduce yourself!

- Hi, my name's
- I live in ... (city).
- I am from ... (country).
- I was born on ...
- I am ... years old.
- I study at.....
- I am in the class ...
- I have... brother(s) and ... sister(s).
- My religion is ...
- My father's name is....
- My father's job is ...
- My mother's name is ...
- My mother's job is
- My hobby is.....
- I would like to be a ... because...
- My favorite food is.....
- My favorite drink is ...

Example:

Hi friends. Let me introduce myself...

My name is Fadila. I am from Mario. I am 13 years old. My birthday is on 18 May 2009. I am study at SMPN 2 Bua ponrang. My hobby is traveling. I would like to be a teacher because I think it's important. Thank you.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School : SMPN 2 BUA PONRANG
Subject : English
Class/ semester : VII/ 1
Subject Matter : Introduce your Family
Time Allocation : 2 × 45 minutes
Meetings : 2 (Second)

A. Tujuan Pembelajaran

1. Siswa dapat memahami materi tentang fungsi dan struktur dalam memperkenalkan “family members”.
2. Siswa dapat memperkenalkan anggota keluarga dalam bahasa Inggris dengan benar.

B. Langkah- Langkah Pembelajaran

1. Pendahuluan (25 menit)
 - a. Peneliti melakukan pembukaan dengan salam pembuka.
 - b. Berdoa untuk memulai pembelajaran dipimpin oleh salah seorang siswa.
 - c. Peneliti memeriksa kehadiran siswa.
 - d. Menerapkan model pembelajaran Ron Clark story “Physical design of the classroom”.
2. Kegiatan inti (50 menit)
 - a. Peneliti menginformasikan tema yang akan diajarkan yaitu “describe family members”.
 - b. Peneliti memberikan materi tentang bagaimana mendeskripsikan anggota keluarga.
 - c. Peneliti membagikan kertas yang berisikan gambar anggota keluarga.

- d. Peneliti menerapkan model pembelajaran “Enganging and motivation” dengan membimbing siswa untuk mengamati gambar yang ada pada kertas yang telah dibagikan. Dengan perintah, “Look at this!” dan “who is this?”.
- e. Siswa diajak berdiskusi untuk menyampaikan pikirannya mengenai gambar yang telah dibagikan peneliti.
- f. Salah satu siswa mendeskripsikan gambar yang telah diberikan didepan kelas.
- g. Peneliti sebagai fasilitator saat siswa bekerja.

3. Penutup (10 menit)

- a. Siswa bersama guru menyimpulkan pembelajaran hari ini.
- b. Guru mengadakan refleksi.
- c. Mengajak semua siswa berdoa menurut keyakinannya masing – masing.

C. Penilaian

1. penilaian sikap observasi

Ponrang, 9 Februari 2023

Padita

18 0202 0051

“Family members

Parents (Orang Tua)

Father (Bapak)

Mother (Ibu)

Son (Anak Laki Laki)

Daughter (Anak Perempuan)

Step Child (Anak Tiri)

Aunt (Bibi)

Uncle (Paman)

Grand Father (Kakek)

Grand Mother (Nenek)

Grand Son (Cucu Laki Laki)

Grand Daughter (Cucu Perempuan)

Wife (Istri)

Husband (Suami)

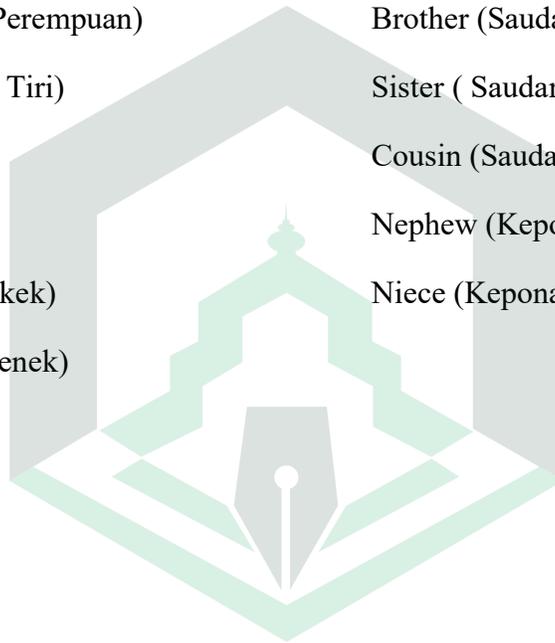
Brother (Saudara Laki Laki)

Sister (Saudara Perempuan)

Cousin (Saudara Sepupu)

Nephew (Keponakan Laki Laki)

Niece (Keponakan Perempuan)



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School : SMPN 2 BUA PONRANG
Subject : English
Class/ semester : VII/ 1
Subject Matter : Describing Things
Time Allocation : 2 × 45 minutes
Meetings : 3 (Third)

A. Tujuan Pembelajaran

1. Siswa dapat memahami materi tentang fungsi dan struktur dalam memperkenalkan “Describe things” at the school.
2. Siswa dapat mendeskripsikan benda dalam bahasa Inggris dengan benar.

B. Langkah- Langkah Pembelajaran

1. Pendahuluan (25 menit)
 - a. Peneliti melakukan pembukaan dengan salam pembuka.
 - b. Berdoa untuk memulai pembelajaran dipimpin oleh salah seorang siswa.
 - c. Menerapkan model pembelajaran Ron Clark story “Physical design of the classroom”.
 - d. Peneliti mengingatkan kembali “Rules & Routine” kesepakatan aturan dan hukuman dalam pembelajaran.
2. Kegiatan inti (50 menit)
 - a. Peneliti menginformasikan tema yang akan diajarkan yaitu “describe things at the school”.

- b. Peneliti memberikan materi tentang bagaimana mendeskripsikan benda yang ada disekolah.
- c. Peneliti menggunakan model pembelajaran ‘Relationship’ dengan pembelajaran kelompok kombinasi dengan “Paper Games”.
- d. Siswa mengambil paper games secara random. Kemudian, diberikan waktu 5 menit untuk menjawab games tersebut.
- e. Peneliti menunjuk beberapa perwakilan kelompok untuk menyampaikan jawabannya.

3. Penutup (15 menit)

- a. Siswa bersama peneliti menyimpulkan pembelajaran hari ini.
- b. Peneliti mengadakan refleksi.
- c. Peneliti memeriksa kehadiran siswa.
- d. Menutup pembelajaran dengan membaca doa sesuai keyakinan.

C. Penilaian

1. penilaian sikap observasi

Ponrang, 9 Februari 2023

Padita

18 0202 0051

“Things at the School”

Table

Desk

Chair

Eraser

Ruler

Book

Bag

Pencil

Pen

Chalk

Door

Window

Wall

Floor

Broom

Clock

Fan

Roof

Dustbin

Dust

Globe

Calendar

Picture

Flag

Map

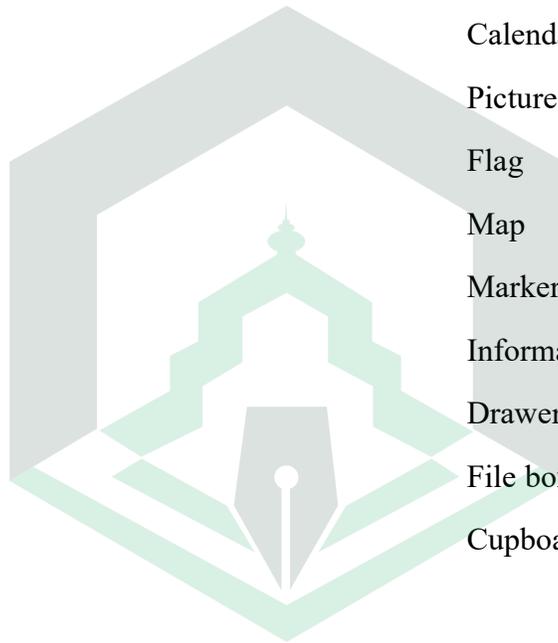
Marker

Information Board

Drawer

File box

Cupboard



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School : SMPN 2 BUA PONRANG

Subject : English

Class/ semester : VII/ 1

Subject Matter : Describe Profession

Time Allocation : 2 × 45 minutes

Meetings : 4 (Fourth)

A. Tujuan Pembelajaran

1. Siswa dapat memahami materi tentang fungsi dan struktur dalam “describe profession”.
2. Siswa dapat mendeskripsikan profession dalam bahasa inggris dengan benar.

B. Langkah- Langkah Pembelajaran

1. Pendahuluan (25 menit)
 - a. Peneliti melakukan pembukaan dengan salam pembuka.
 - b. Berdoa untuk memulai pembelajaran dipimpin oleh salah seorang siswa.
 - c. Peneliti memeriksa kehadiran siswa.
 - d. Peneliti memberikan refleksi tentang topik sebelumnya.
2. Kegiatan inti (50 menit)

- a. Peneliti memberikan materi tentang mendeskripsikan “profession”.
- b. Siswa diberikan kesempatan untuk mengidentifikasi profession sesuai dengan cita- citanya.
- c. Peneliti menggunakan model “engaging and motivation” kombinasi dengan musik games.
- d. Peneliti sebagai fasilitator dalam pembelajaran menerapkan model “Discipline”, akan memutar musik kemudian siswa akan mengoper spidol kepada teman yang ada disampingnya secara teratur.
- e. Siswa yang memegang spidol pada saat musik berhenti, maka siswa tersebut akan maju untuk mendeskripsikan profesi sesuai cita- citanya.

3. Penutup (15 menit)

- a. Siswa bersama peneliti menyimpulkan pembelajaran hari ini.
- b. Peneliti mengadakan refleksi.
- c. Menutup pembelajaran dengan berdoa sesuai keyakinan masing-masing.

C. Penilaian

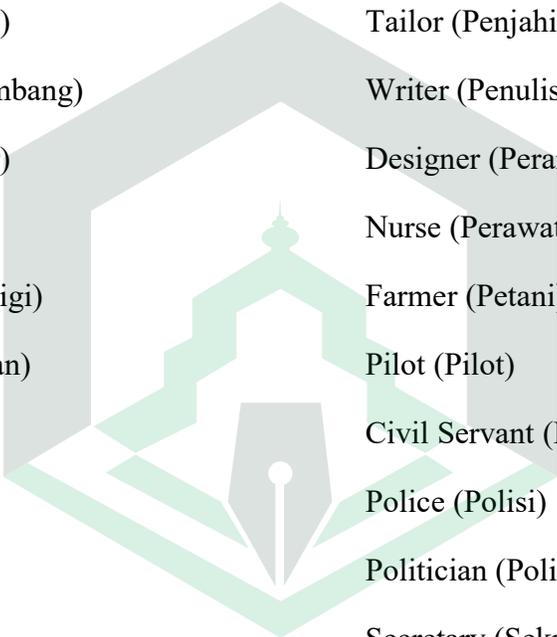
1. penilaian sikap observasi

Ponrang, 9 Februari 2023

Padita

18 0202 0051

“Profession”



| | |
|-----------------------|---------------------------|
| Actor (Aktor) | Sailor (Pelaut) |
| Surgeon (Ahli Bedah) | Barman (Pelayan Bar) |
| Accountant (Akuntan) | Lawyer (Pengacara) |
| Architect (Arsitek) | Author (Pengarang Buku) |
| Assistant (Asisten) | Tailor (Penjahit) |
| Miner (Buruh Tambang) | Writer (Penulis) |
| Director (Director) | Designer (Perancang) |
| Doctor (Dokter) | Nurse (Perawat) |
| Dentist (Dokter Gigi) | Farmer (Petani) |
| Vet (Dokter Hewan) | Pilot (Pilot) |
| Lecturer (Dosen) | Civil Servant (PNS) |
| Editor (Editor) | Police (Polisi) |
| Teacher (Guru) | Politician (Politikus) |
| Judge (Hakim) | Secretary (Sekretaris) |
| Engineer (Insinyur) | Soldier (Tentara) |
| Chef (Juru Masak) | Clerk (Pramuniaga) |
| Manager (Manajer) | Driver (Supir) |
| Musician (Musikus) | Builder (Tukang Bangunan) |
| Fisherman (Nelayan) | |



APPENDIX 6
QUESTIONNAIRE

SURAT KETERANGAN VALIDASI

KUESIONER SISWA

Yang bertanda tangan dibawah ini:

Nama : Erda Walla, S.Pd

Jabatan/Pekerjaan : Guru Mata Pelajaran Bahasa Inggris

Instansi Asal : SMP Negeri 2 Bua Ponrang

Menyatakan bahwa *kuesioner siswa* dengan judul:

The Use of Learning Strategy Model from "Ron Clark Story" Movie to Improve Students' Speaking Skill at SMPN 2 BUA PONRANG

Dari mahasiswa:

Nama : Padita

Program Studi : Pendidikan Bahasa Inggris

NIM : 18 0202 0051

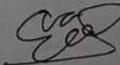
Setelah dilakukan kajian atas instrument penelitian tersebut dapat dinyatakan

- Sudah siap dipergunakan untuk penelitian bersangkutan
 Belum siap dipergunakan untuk penelitian bersangkutan

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Palopo, 9 Februari 2023

Validator,



Erda Walla, S.Pd
NIP 1984072008042002

LEMBAR KUESIONER SISWA

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan Learning Model from Ron Clark Story

Nama:

Reg. Number:

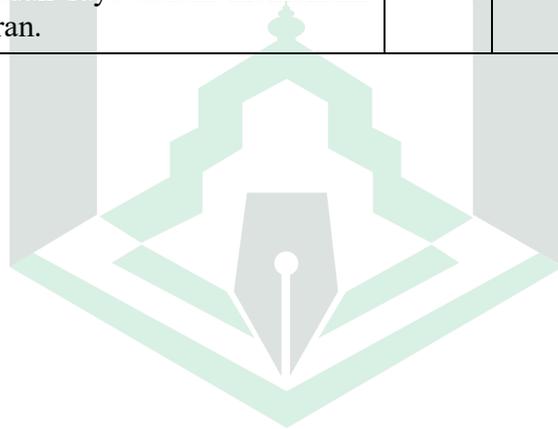
Class:

Bacalah dengan seksama pertanyaan dibawah ini!

1. Berilah tanda checklist (√) pada salah satu jawaban dalam kolom yang telah disediakan.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju), S (Setuju), CS (Cukup Setuju), KS (Kurang Setuju), dan TS (Tidak setuju).

| No. | Pertanyaan | TS | KS | CS | S | SS |
|-----|--|----|----|----|---|----|
| 1. | Apakah anda senang dengan pelajaran bahasa inggris dengan model pembelajaran “Ron Clark Story”. | | | | | |
| 2. | Belajar dengan model pembelajaran “Ron Clark Story” memotivasi saya untuk mengembangkan kemampuan berbicara dalam berbahasa inggris. | | | | | |
| 3. | saya lebih antusias dalam berbicara bahasa inggris dengan menggunakan model pembelajaran “Ron Clark Story”. | | | | | |
| 4. | Saya dapat menambah kosa kata saya dengan belajar menggunakan metode pembelajaran “Ron Clark Story”. | | | | | |
| 5. | Model pembelajaran “Ron Clark Story” dapat meningkatkan rasa saling percaya sesama teman dalam berbicara bahasa inggris. | | | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| 6. | Saya senang dengan model pembelajaran “Ron Clark Story” karena tidak membosankan. | | | | | |
| 7. | Model pembelajaran “Ron Clark Story” membuat saya berani tampil berbicara bahasa Inggris di depan kelas. | | | | | |
| 8. | Topik yang disediakan peneliti dalam model pembelajaran “Ron Clark Story” sangat menarik. | | | | | |
| 9. | Dengan menggunakan model pembelajaran “Ron Clark Story” lebih baik dibandingkan dengan pembelajaran biasa. | | | | | |
| 10. | Pembelajaran model “Ron Clark Story” mempermudah saya dalam memahami pembelajaran. | | | | | |



LEMBAR KUESIONER SISWA

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan Learning Model from Ron Clark Story

Nama: AFIAH AZZAHRAH ZAEMAL

Reg. Number: 1

Class: 7.1

Bacalah dengan seksama pertanyaan dibawah ini!

1. Berilah tanda checklist (✓) pada salah satu jawaban dalam kolom yang telah disediakan.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju), S (Setuju), CS (Cukup Setuju), KS (Kurang Setuju), dan TS (Tidak setuju).

| No. | Pertanyaan | TS | KS | CS | S | SS |
|-----|--|----|----|----|---|----|
| 1. | Apakah anda senang dengan pelajaran bahasa inggris dengan model pembelajaran "Ron Clark Story" | | | | ✓ | |
| 2. | Belajar dengan model pembelajaran "Ron Clark Story" memotivasi saya untuk mengembangkan kemampuan berbicara dalam berbahasa inggris. | | | | | ✓ |
| 3. | saya lebih antusias dalam berbicara bahasa inggris dengan menggunakan model pembelajaran "Ron Clark Story" | | | | ✓ | |
| 4. | Saya dapat menambah kosa kata saya dengan belajar menggunakan metode pembelajaran "Ron Clark Story" | | | | ✓ | |

| | | | | | | |
|-----|--|--|--|---|--------------|--|
| 5. | Model pembelajaran "Ron Clark Story" dapat meningkatkan rasa saling percaya sesama teman dalam berbicara bahasa Inggris. | | | | ✓ | |
| 6. | Saya senang dengan model pembelajaran "Ron Clark Story" karena tidak membosankan. | | | ✓ | ✓ | |
| 7. | Model pembelajaran "Ron Clark Story" membuat saya berani tampil berbicara bahasa Inggris di depan kelas. | | | ✓ | | |
| 8. | Topik yang disediakan peneliti dalam model pembelajaran "Ron Clark Story" sangat menarik. | | | | ✓ | |
| 9. | Dengan menggunakan model pembelajaran "Ron Clark Story" lebih baik dibandingkan dengan pembelajaran biasa. | | | | ✓ | |
| 10. | Pembelajaran model "Ron Clark Story" mempermudah saya dalam memahami pembelajaran. | | | | ✓ | |

LEMBAR KUESIONER SISWA

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan Learning Model from Ron Clark Story

Nama: ALIF RAHAN AHMAD

Reg. Number: 03

Class: VII.1 (Tahun 2020)

Bacalah dengan seksama pertanyaan dibawah ini!

1. Berilah tanda checklist (✓) pada salah satu jawaban dalam kolom yang telah disediakan.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan.
3. Tiap pertanyaan terdapat empat pem pilihan yaitu: SS (Sangat Setuju), S (Setuju), CS (Cukup Setuju), KS (Kurang Setuju), dan TS (Tidak setuju).

| No. | Pertanyaan | TS | KS | CS | S | SS |
|-----|--|----|----|----|---|----|
| 1. | Apakah anda senang dengan pelajaran bahasa inggris dengan model pembelajaran "Ron Clark Story". | | | | ✓ | |
| 2. | Belajar dengan model pembelajaran "Ron Clark Story" memotivasi saya untuk mengembangkan kemampuan berbicara dalam berbahasa inggris. | | | | | ✓ |
| 3. | saya lebih antusias dalam berbicara bahasa inggris dengan menggunakan model pembelajaran "Ron Clark Story". | | | ✓ | | |
| 4. | Saya dapat menambah kosa kata saya dengan belajar menggunakan metode pembelajaran "Ron Clark Story". | | | | | ✓ |

| | | | | | | |
|-----|--|--|---|--------------|---|--|
| 5. | Model pembelajaran "Ron Clark Story" dapat meningkatkan rasa saling percaya sesama teman dalam berbicara bahasa inggris. | | | ✓ | | |
| 6. | Saya senang dengan model pembelajaran "Ron Clark Story" karena tidak membosankan. | | | ✓ | | |
| 7. | Model pembelajaran "Ron Clark Story" membuat saya berani tampil berbicara bahasa inggris didepan kelas. | | ✓ | | | |
| 8. | Topik yang disediakan peneliti dalam model pembelajaran "Ron Clark Story" sangat menarik. | | | ✓ | | |
| 9. | Dengan menggunakan model pembelajaran "Ron Clark Story" lebih baik dibandingkan dengan pembelajaran biasa. | | | ✓ | | |
| 10. | Pembelajaran model "Ron Clark Story" mempermudah saya dalam memahami pembelajaran. | | | ✓ | ✓ | |

LEMBAR KUESIONER SISWA

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan Learning Model from Ron Clark Story

Nama: Amelia Fasih

Reg. Number:

Class: VII-1

Bacalah dengan seksama pertanyaan dibawah ini!

1. Berilah tanda checklist (✓) pada salah satu jawaban dalam kolom yang telah disediakan.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju), S (Setuju), CS (Cukup Setuju), KS (Kurang Setuju), dan TS (Tidak setuju).

| No. | Pertanyaan | TS | KS | CS | S | SS |
|-----|--|----|----|----|---|----|
| 1. | Apakah anda senang dengan pelajaran bahasa inggris dengan model pembelajaran "Ron Clark Story". | | | | | ✓ |
| 2. | Belajar dengan model pembelajaran "Ron Clark Story" memotivasi saya untuk mengembangkan kemampuan berbicara dalam berbahasa inggris. | | | | | ✓ |
| 3. | saya lebih antusias dalam berbicara bahasa inggris dengan menggunakan model pembelajaran "Ron Clark Story". | | | ✓ | | |
| 4. | Saya dapat menambah kosa kata saya dengan belajar menggunakan metode pembelajaran "Ron Clark Story". | | | | | ✓ |

| | | | | | | |
|-----|--|--|---|--|---|---|
| 5. | Model pembelajaran "Ron Clark Story" dapat meningkatkan rasa saling percaya sesama teman dalam berbicara bahasa inggris. | | | | ✓ | |
| 6. | Saya senang dengan model pembelajaran "Ron Clark Story" karena tidak membosankan. | | | | ✓ | |
| 7. | Model pembelajaran "Ron Clark Story" membuat saya berani tampil berbicara bahasa inggris didepan kelas. | | ✓ | | | |
| 8. | Topik yang disediakan peneliti dalam model pembelajaran "Ron Clark Story" sangat menarik. | | | | | ✓ |
| 9. | Dengan menggunakan model pembelajaran "Ron Clark Story" lebih baik dibandingkan dengan pembelajaran biasa. | | | | ✓ | |
| 10. | Pembelajaran model "Ron Clark Story" mempermudah saya dalam memahami pembelajaran. | | | | ✓ | |

LEMBAR KUESIONER SISWA

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan Learning Model from Ron Clark Story

Nama: Andi Putra Sar

Reg. Number:

Class: VI - 1

Bacalah dengan seksama pertanyaan dibawah ini!

1. Berilah tanda checklist (✓) pada salah satu jawaban dalam kolom yang telah disediakan.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu SS (Sangat Setuju), S (Setuju), CS (Cukup Setuju), KS (Kurang Setuju), dan TS (Tidak setuju).

| No. | Pertanyaan | TS | KS | CS | S | SS |
|-----|--|----|----|----|---|----|
| 1. | Apakah anda senang dengan pelajaran bahasa inggris dengan model pembelajaran "Ron Clark Story". | | | | ✓ | |
| 2. | Belajar dengan model pembelajaran "Ron Clark Story" memotivasi saya untuk mengembangkan kemampuan berbicara dalam berbahasa inggris. | | | ✓ | | |
| 3. | saya lebih antusias dalam berbicara bahasa inggris dengan menggunakan model pembelajaran "Ron Clark Story". | | ✓ | | | |
| 4. | Saya dapat menambah kosa kata saya dengan belajar menggunakan metode pembelajaran "Ron Clark Story". | | | ✓ | | |

| | | | | | | |
|-----|--|--|---|---|---|---|
| 5. | Model pembelajaran "Ron Clark Story" dapat meningkatkan rasa saling percaya sesama teman dalam berbicara bahasa Inggris. | | | ✓ | | |
| 6. | Saya senang dengan model pembelajaran "Ron Clark Story" karena tidak membosankan. | | | | ✓ | |
| 7. | Model pembelajaran "Ron Clark Story" membuat saya berani tampil berbicara bahasa Inggris di depan kelas. | | ✓ | | | |
| 8. | Topik yang disediakan peneliti dalam model pembelajaran "Ron Clark Story" sangat menarik. | | | | ✓ | |
| 9. | Dengan menggunakan model pembelajaran "Ron Clark Story" lebih baik dibandingkan dengan pembelajaran biasa. | | | ✓ | | |
| 10. | Pembelajaran model "Ron Clark Story" mempermudah saya dalam memahami pembelajaran. | | | | | ✓ |

LEMBAR KUESIONER SISWA

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan Learning Model from Ron Clark Story

Nama: AZHAR

Reg. Number:

Class: VII-1

Bacalah dengan seksama pertanyaan dibawah ini!

1. Berilah tanda checklist (✓) pada salah satu jawaban dalam kolom yang telah disediakan.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju), S (Setuju), CS (Cukup Setuju), KS (Kurang Setuju), dan TS (Tidak setuju).

| No. | Pertanyaan | TS | KS | CS | S | SS |
|-----|--|----|----|----|---|----|
| 1. | Apakah anda senang dengan pelajaran bahasa inggris dengan model pembelajaran "Ron Clark Story". | | | | ✓ | |
| 2. | Belajar dengan model pembelajaran "Ron Clark Story" memotivasi saya untuk mengembangkan kemampuan berbicara dalam berbahasa inggris. | | | | | ✓ |
| 3. | saya lebih antusias dalam berbicara bahasa inggris dengan menggunakan model pembelajaran "Ron Clark Story". | | | ✓ | | |
| 4. | Saya dapat menambah kosa kata saya dengan belajar menggunakan metode pembelajaran "Ron Clark Story". | | | | | ✓ |

| | | | | | | |
|-----|--|--|---|---|---|--|
| 5. | Model pembelajaran "Ron Clark Story" dapat meningkatkan rasa saling percaya sesama teman dalam berbicara bahasa Inggris. | | | ✓ | ✓ | |
| 6. | Saya senang dengan model pembelajaran "Ron Clark Story" karena tidak membosankan. | | | ✓ | ✓ | |
| 7. | Model pembelajaran "Ron Clark Story" membuat saya berani tampil berbicara bahasa Inggris di depan kelas. | | ✓ | | | |
| 8. | Topik yang disediakan peneliti dalam model pembelajaran "Ron Clark Story" sangat menarik. | | | ✓ | | |
| 9. | Dengan menggunakan model pembelajaran "Ron Clark Story" lebih baik dibandingkan dengan pembelajaran biasa. | | | ✓ | | |
| 10. | Pembelajaran model "Ron Clark Story" mempermudah saya dalam memahami pembelajaran. | | | | ✓ | |

LEMBAR KUESIONER SISWA

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan Learning Model from Ron Clark Story

Nama: BACHMAR

Reg. Number:

Class: VII (7)

Bacalah dengan seksama pertanyaan dibawah ini!

1. Berilah tanda checklist (✓) pada salah satu jawaban dalam kolom yang telah disediakan.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju), S (Setuju), CS (Cukup Setuju), KS (Kurang Setuju), dan TS (Tidak setuju).

| No. | Pertanyaan | TS | KS | CS | S | SS |
|-----|--|----|----|----|---|----|
| 1. | Apakah anda senang dengan pelajaran bahasa inggris dengan model pembelajaran "Ron Clark Story". | | | | ✓ | |
| 2. | Belajar dengan model pembelajaran "Ron Clark Story" memotivasi saya untuk mengembangkan kemampuan berbicara dalam berbahasa inggris. | | | | | ✓ |
| 3. | saya lebih antusias dalam berbicara bahasa inggris dengan menggunakan model pembelajaran "Ron Clark Story". | | | | ✓ | |
| 4. | Saya dapat menambah kosa kata saya dengan belajar menggunakan metode pembelajaran "Ron Clark Story". | | | ✓ | | |

| | | | | | | |
|-----|--|---|---|--|---|---|
| 5. | Model pembelajaran "Ron Clark Story" dapat meningkatkan rasa saling percaya sesama teman dalam berbicara bahasa inggris. | | | | | ✓ |
| 6. | Saya senang dengan model pembelajaran "Ron Clark Story" karena tidak membosankan. | | | | ✓ | |
| 7. | Model pembelajaran "Ron Clark Story" membuat saya berani tampil berbicara bahasa inggris didepan kelas. | ✓ | | | | |
| 8. | Topik yang disediakan peneliti dalam model pembelajaran "Ron Clark Story" sangat menarik. | | | | | ✓ |
| 9. | Dengan menggunakan model pembelajaran "Ron Clark Story" lebih baik dibandingkan dengan pembelajaran biasa. | | | | ✓ | |
| 10. | Pembelajaran model "Ron Clark Story" mempermudah saya dalam memahami pembelajaran. | | ✓ | | | |

LEMBAR KUESIONER SISWA

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan Learning Model from Ron Clark Story

Nama: *Getlion*

Reg. Number:

Class: *√√11.1*

Bacalah dengan seksama pertanyaan dibawah ini!

1. Berilah tanda checklist (✓) pada salah satu jawaban dalam kolom yang telah disediakan.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu: S5 (Sangat Setuju), S (Setuju), CS (Cukup Setuju), KS (Kurang Setuju), dan TS (Tidak setuju).

| No | Pertanyaan | TS | KS | CS | S | S5 |
|----|--|----|----|----|---|----|
| 1. | Apakah anda senang dengan pelajaran bahasa inggris dengan model pembelajaran "Ron Clark Story". | | | | ✓ | |
| 2. | Belajar dengan model pembelajaran "Ron Clark Story" memotivasi saya untuk mengembangkan kemampuan berbicara dalam berbahasa inggris. | | | | | ✓ |
| 3. | saya lebih antusias dalam berbicara bahasa inggris dengan menggunakan model pembelajaran "Ron Clark Story". | | | | ✓ | |
| 4. | Saya dapat menambah kosa kata saya dengan belajar menggunakan metode pembelajaran "Ron Clark Story". | | | | | ✓ |

| | | | | | | |
|-----|--|--|--|---|---|---|
| 5. | Model pembelajaran "Ron Clark Story" dapat meningkatkan rasa saling percaya sesama teman dalam berbicara bahasa inggris. | | | | ✓ | |
| 6. | Saya senang dengan model pembelajaran "Ron Clark Story" karena tidak membosankan. | | | | ✓ | |
| 7. | Model pembelajaran "Ron Clark Story" membuat saya berani tampil berbicara bahasa inggris didepan kelas. | | | | | ✓ |
| 8. | Topik yang disediakan peneliti dalam model pembelajaran "Ron Clark Story" sangat menarik. | | | | ✓ | |
| 9. | Dengan menggunakan model pembelajaran "Ron Clark Story" lebih baik dibandingkan dengan pembelajaran biasa. | | | | ✓ | |
| 10. | Pembelajaran model "Ron Clark Story" mempermudah saya dalam memahami pembelajaran. | | | ✓ | | |

LEMBAR KUESIONER SISWA

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan Learning Model from Ron Clark Story

Nama: kelsya pebrianti matta

Reg. Number: 11

Class: vii -1

Bacalah dengan seksama pertanyaan dibawah ini!

1. Berilah tanda checklist (✓) pada salah satu jawaban dalam kolom yang telah disediakan.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju), S (Setuju), CS (Cukup Setuju), KS (Kurang Setuju), dan TS (Tidak setuju).

| No. | Pertanyaan | TS | KS | CS | S | SS |
|-----|--|----|----|----|---|----|
| 1. | Apakah anda senang dengan pelajaran bahasa inggris dengan model pembelajaran "Ron Clark Story". | | | | | ✓ |
| 2. | Belajar dengan model pembelajaran "Ron Clark Story" memotivasi saya untuk mengembangkan kemampuan berbicara dalam berbahasa inggris. | | | | ✓ | |
| 3. | saya lebih antusias dalam berbicara bahasa inggris dengan menggunakan model pembelajaran "Ron Clark Story". | | | | | ✓ |
| 4. | Saya dapat menambah kosa kata saya dengan belajar menggunakan metode pembelajaran "Ron Clark Story". | | | ✓ | | |

| | | | | | | |
|-----|--|--|--|---|---|---|
| 5. | Model pembelajaran "Ron Clark Story" dapat meningkatkan rasa saling percaya sesama teman dalam berbicara bahasa inggris. | | | | | ✓ |
| 6. | Saya senang dengan model pembelajaran "Ron Clark Story" karena tidak membosankan. | | | | ✓ | |
| 7. | Model pembelajaran "Ron Clark Story" membuat saya berani tampil berbicara bahasa inggris didepan kelas. | | | | ✓ | |
| 8. | Topik yang disediakan peneliti dalam model pembelajaran "Ron Clark Story" sangat menarik. | | | | | ✓ |
| 9. | Dengan menggunakan model pembelajaran "Ron Clark Story" lebih baik dibandingkan dengan pembelajaran biasa. | | | ✓ | | |
| 10. | Pembelajaran model "Ron Clark Story" mempermudah saya dalam memahami pembelajaran. | | | | | ✓ |

LEMBAR KUESIONER SISWA

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan Learning Model from Ron Clark Story

Nama: KEVIN

Reg. Number:

Class: VII.2

Bacalah dengan seksama pertanyaan dibawah ini!

1. Berilah tanda checklist (✓) pada salah satu jawaban dalam kolom yang telah disediakan.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu SS (Sangat Setuju), S (Setuju), CS (Cukup Setuju), KS (Kurang Setuju), dan TS (Tidak setuju).

| No | Pertanyaan | TS | KS | CS | S | SS |
|----|--|----|----|----|---|----|
| 1. | Apakah anda senang dengan pelajaran bahasa Inggris dengan model pembelajaran "Ron Clark Story"? | | | | ✓ | |
| 2. | Belajar dengan model pembelajaran "Ron Clark Story" memotivasi saya untuk mengembangkan kemampuan berbicara dalam berbahasa Inggris. | | | | | ✓ |
| 3. | saya lebih antusias dalam berbicara bahasa Inggris dengan menggunakan model pembelajaran "Ron Clark Story". | | | | ✓ | |
| 4. | Saya dapat menambah kosa kata saya dengan belajar menggunakan metode pembelajaran "Ron Clark Story". | | | | ✓ | |

| | | | | | | | |
|-----|--|--|---|--|--|---|---|
| 5. | Model pembelajaran "Ron Clark Story" dapat meningkatkan rasa saling percaya sesama teman dalam berbicara bahasa inggris. | | | | | ✓ | |
| 6. | Saya senang dengan model pembelajaran "Ron Clark Story" karena tidak membosankan. | | | | | | ✓ |
| 7. | Model pembelajaran "Ron Clark Story" membuat saya berani tampil berbicara bahasa inggris didepan kelas. | | | | | ✓ | |
| 8. | Topik yang disediakan peneliti dalam model pembelajaran "Ron Clark Story" sangat menarik. | | | | | | ✓ |
| 9. | Dengan menggunakan model pembelajaran "Ron Clark Story" lebih baik dibandingkan dengan pembelajaran biasa. | | ✓ | | | | |
| 10. | Pembelajaran model "Ron Clark Story" mempermudah saya dalam memahami pembelajaran. | | | | | ✓ | |

LEMBAR KUESIONER SISWA

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan Learning Model from Ron Clark Story

Nama: KEYZHA AZ - ZAHRA

Reg. Number: 13

Class: 7 - 1

Bacalah dengan seksama pertanyaan dibawah ini!

1. Berilah tanda checklist (✓) pada salah satu jawaban dalam kolom yang telah disediakan.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu SS (Sangat Setuju), S (Setuju), CS (Cukup Setuju), KS (Kurang Setuju), dan TS (Tidak setuju).

| No | Pertanyaan | TS | KS | CS | S | SS |
|----|--|----|----|----|---|----|
| 1. | Apakah anda senang dengan pelajaran bahasa inggris dengan model pembelajaran " Ron Clark Story". | | | | ✓ | |
| 2. | Belajar dengan model pembelajaran "Ron Clark Story" memotivasi saya untuk mengembangkan kemampuan berbicara dalam berbahasa inggris. | | | | ✓ | |
| 3. | saya lebih antusias dalam berbicara bahasa inggris dengan menggunakan model pembelajaran "Ron Clark Story". | | | ✓ | | |
| 4. | Saya dapat menambah kosa kata saya dengan belajar menggunakan metode pembelajaran " Ron Clark Story". | | | | ✓ | |

| | | | | | | |
|-----|--|--|--|---|---|--|
| 5. | Model pembelajaran "Ron Clark Story" dapat meningkatkan rasa saling percaya sesama teman dalam berbicara bahasa Inggris. | | | ✓ | | |
| 6. | Saya senang dengan model pembelajaran "Ron Clark Story" karena tidak membosankan. | | | | ✓ | |
| 7. | Model pembelajaran "Ron Clark Story" membuat saya berani tampil berbicara bahasa Inggris di depan kelas. | | | | ✓ | |
| 8. | Topik yang disediakan peneliti dalam model pembelajaran "Ron Clark Story" sangat menarik. | | | ✓ | | |
| 9. | Dengan menggunakan model pembelajaran "Ron Clark Story" lebih baik dibandingkan dengan pembelajaran biasa. | | | ✓ | | |
| 10. | Pembelajaran model "Ron Clark Story" mempermudah saya dalam memahami pembelajaran. | | | ✓ | | |

LEMBAR KUESIONER SISWA

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan Learning Model from Ron Clark Story

Nama: MUA ALFAHIZ

Reg. Number:

Class: VII - A

Bacalah dengan seksama pertanyaan dibawah ini!

1. Berilah tanda checklist (✓) pada salah satu jawaban dalam kolom yang telah disediakan.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju), S (Setuju), CS (Cukup Setuju), KS (Kurang Setuju), dan TS (Tidak setuju).

| No. | Pertanyaan | TS | KS | CS | S | SS |
|-----|--|----|----|----|---|----|
| 1. | Apakah anda senang dengan pelajaran bahasa inggris dengan model pembelajaran "Ron Clark Story". | | | | ✓ | |
| 2. | Belajar dengan model pembelajaran "Ron Clark Story" memotivasi saya untuk mengembangkan kemampuan berbicara dalam berbahasa inggris. | | | | ✓ | |
| 3. | saya lebih antusias dalam berbicara bahasa inggris dengan menggunakan model pembelajaran "Ron Clark Story". | | | | ✓ | |
| 4. | Saya dapat menambah kosa kata saya dengan belajar menggunakan metode pembelajaran "Ron Clark Story". | | | | ✓ | |

| | | | | | | |
|-----|--|--|---|---|---|---|
| 5. | Model pembelajaran "Ron Clark Story" dapat meningkatkan rasa saling percaya sesama teman dalam berbicara bahasa inggris. | | ✓ | | | |
| 6. | Saya senang dengan model pembelajaran "Ron Clark Story" karena tidak membosankan. | | | ✓ | | |
| 7. | Model pembelajaran "Ron Clark Story" membuat saya berani tampil berbicara bahasa inggris didepan kelas. | | | | | ✓ |
| 8. | Topik yang disediakan peneliti dalam model pembelajaran "Ron Clark Story" sangat menarik. | | ✓ | | ✓ | |
| 9. | Dengan menggunakan model pembelajaran "Ron Clark Story" lebih baik dibandingkan dengan pembelajaran biasa. | | | | ✓ | |
| 10. | Pembelajaran model "Ron Clark Story" mempermudah saya dalam memahami pembelajaran. | | | | ✓ | |

LEMBAR KUESIONER SISWA

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan Learning Model from Ron Clark Story

Nama: Muda Fhady

Reg. Number:

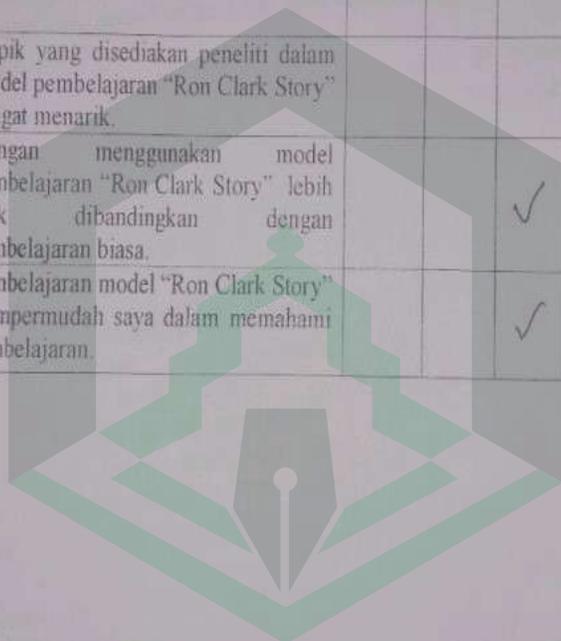
Class: VII.1

Bacalah dengan seksama pertanyaan dibawah ini!

1. Berilah tanda checklist (✓) pada salah satu jawaban dalam kolom yang telah disediakan.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju), S (Setuju), CS (Cukup Setuju), KS (Kurang Setuju), dan TS (Tidak setuju).

| No. | Pertanyaan | TS | KS | CS | S | SS |
|-----|--|----|---------------|----|---|----|
| 1. | Apakah anda senang dengan pelajaran bahasa inggris dengan model pembelajaran "Ron Clark Story". | | KS | ✓ | | |
| 2. | Belajar dengan model pembelajaran "Ron Clark Story" memotivasi saya untuk mengembangkan kemampuan berbicara dalam berbahasa inggris. | | | ✓ | | |
| 3. | saya lebih antusias dalam berbicara bahasa inggris dengan menggunakan model pembelajaran "Ron Clark Story". | | | ✓ | | |
| 4. | Saya dapat menambah kosa kata saya dengan belajar menggunakan metode pembelajaran "Ron Clark Story". | | | | ✓ | |

| | | | | | | |
|-----|--|--|--|---|---|--|
| 5. | Model pembelajaran "Ron Clark Story" dapat meningkatkan rasa saling percaya sesama teman dalam berbicara bahasa Inggris. | | | | ✓ | |
| 6. | Saya senang dengan model pembelajaran "Ron Clark Story" karena tidak membosankan. | | | ✓ | | |
| 7. | Model pembelajaran "Ron Clark Story" membuat saya berani tampil berbicara bahasa Inggris di depan kelas. | | | | ✓ | |
| 8. | Topik yang disediakan peneliti dalam model pembelajaran "Ron Clark Story" sangat menarik. | | | | ✓ | |
| 9. | Dengan menggunakan model pembelajaran "Ron Clark Story" lebih baik dibandingkan dengan pembelajaran biasa. | | | ✓ | | |
| 10. | Pembelajaran model "Ron Clark Story" mempermudah saya dalam memahami pembelajaran. | | | ✓ | | |



LEMBAR KUESIONER SISWA

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan Learning Model from Ron Clark Story

Nama: MUH ZAFIR AL-GHIFARI

Reg. Number:

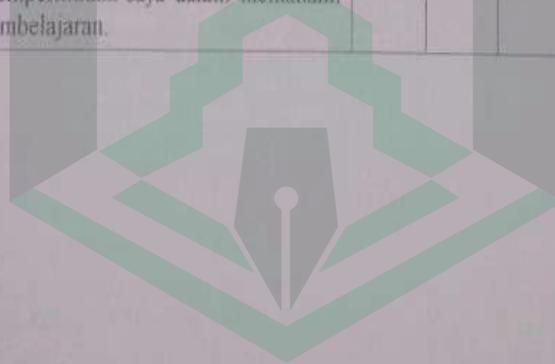
Class: VII 1 (TUJUH SATU)

Bacalah dengan seksama pertanyaan dibawah ini!

1. Berilah tanda checklist (✓) pada salah satu jawaban dalam kolom yang telah disediakan.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju), S (Setuju), CS (Cukup Setuju), KS (Kurang Setuju), dan TS (Tidak setuju).

| No. | Pertanyaan | TS | KS | CS | S | SS |
|-----|--|----|----|----|---|----|
| 1. | Apakah anda senang dengan pelajaran bahasa inggris dengan model pembelajaran "Ron Clark Story". | | | | ✓ | |
| 2. | Belajar dengan model pembelajaran "Ron Clark Story" memotivasi saya untuk mengembangkan kemampuan berbicara dalam berbahasa inggris. | | | | | ✓ |
| 3. | saya lebih antusias dalam berbicara bahasa inggris dengan menggunakan model pembelajaran "Ron Clark Story". | | ✓ | | | |
| 4. | Saya dapat menambah kosa kata saya dengan belajar menggunakan metode pembelajaran "Ron Clark Story". | | | | | ✓ |

| | | | | | |
|-----|--|---|---|---|---|
| 5. | Model pembelajaran "Ron Clark Story" dapat meningkatkan rasa saling percaya sesama teman dalam berbicara bahasa inggris. | | | ✓ | |
| 6. | Saya senang dengan model pembelajaran "Ron Clark Story" karena tidak membosankan. | | | ✓ | |
| 7. | Model pembelajaran "Ron Clark Story" membuat saya berani tampil berbicara bahasa inggris didepan kelas. | ✓ | | | |
| 8. | Topik yang disediakan peneliti dalam model pembelajaran "Ron Clark Story" sangat menarik. | | ✓ | | |
| 9. | Dengan menggunakan model pembelajaran "Ron Clark Story" lebih baik dibandingkan dengan pembelajaran biasa. | | ✓ | | |
| 10. | Pembelajaran model "Ron Clark Story" mempermudah saya dalam memahami pembelajaran. | | | | ✓ |



LEMBAR KUESIONER SISWA

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan Learning Model from Ron Clark Story

Nama: MULIARU

Reg. Number: Twenty

Class: 7.1

Bacalah dengan seksama pertanyaan dibawah ini!

1. Berilah tanda checklist (√) pada salah satu jawaban dalam kolom yang telah disediakan.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju), S (Setuju), CS (Cukup Setuju), KS (Kurang Setuju), dan TS (Tidak setuju).

| No. | Pertanyaan | TS | KS | CS | S | SS |
|-----|--|----|----|----|---|----|
| 1. | Apakah anda senang dengan pelajaran bahasa inggris dengan model pembelajaran "Ron Clark Story". | | | | ✓ | |
| 2. | Belajar dengan model pembelajaran "Ron Clark Story" memotivasi saya untuk mengembangkan kemampuan berbicara dalam berbahasa inggris. | | | | ✓ | |
| 3. | saya lebih antusias dalam berbicara bahasa inggris dengan menggunakan model pembelajaran "Ron Clark Story". | | | | ✓ | |
| 4. | Saya dapat menambah kosa kata saya dengan belajar menggunakan metode pembelajaran "Ron Clark Story". | | | | ✓ | |

| | | | | | | |
|-----|--|--|--|---|---|--|
| 5. | Model pembelajaran "Ron Clark Story" dapat meningkatkan rasa saling percaya sesama teman dalam berbicara bahasa Inggris. | | | | ✓ | |
| 6. | Saya senang dengan model pembelajaran "Ron Clark Story" karena tidak membosankan. | | | | ✓ | |
| 7. | Model pembelajaran "Ron Clark Story" membuat saya berani tampil berbicara bahasa Inggris di depan kelas. | | | | ✓ | |
| 8. | Topik yang disediakan peneliti dalam model pembelajaran "Ron Clark Story" sangat menarik. | | | | ✓ | |
| 9. | Dengan menggunakan model pembelajaran "Ron Clark Story" lebih baik dibandingkan dengan pembelajaran biasa. | | | ✓ | | |
| 10. | Pembelajaran model "Ron Clark Story" mempermudah saya dalam memahami pembelajaran. | | | ✓ | | |



LEMBAR KUESIONER SISWA

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan Learning Model from Ron Clark Story

Nama: *Muhammad Adnaga*

Reg. Number: *21*

Class: *VII-1*

Bacalah dengan seksama pertanyaan dibawah ini!

1. Berilah tanda checklist (✓) pada salah satu jawaban dalam kolom yang telah disediakan.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu SS (Sangat Setuju), S (Setuju), CS (Cukup Setuju), KS (Kurang Setuju), dan TS (Tidak setuju).

| No. | Pertanyaan | TS | KS | CS | S | SS |
|-----|--|----|----|----|---|----|
| 1. | Apakah anda senang dengan pelajaran bahasa inggris dengan model pembelajaran "Ron Clark Story". | | | | | ✓ |
| 2. | Belajar dengan model pembelajaran "Ron Clark Story" memotivasi saya untuk mengembangkan kemampuan berbicara dalam berbahasa inggris. | | | | ✓ | |
| 3. | saya lebih antusias dalam berbicara bahasa inggris dengan menggunakan model pembelajaran "Ron Clark Story". | | | | | ✓ |
| 4. | Saya dapat menambah kosa kata saya dengan belajar menggunakan metode pembelajaran "Ron Clark Story". | | | ✓ | | |

| | | | | | | |
|-----|--|--|--|---|---|---|
| 5. | Model pembelajaran "Ron Clark Story" dapat meningkatkan rasa saling percaya sesama teman dalam berbicara bahasa Inggris. | | | ✓ | | |
| 6. | Saya senang dengan model pembelajaran "Ron Clark Story" karena tidak membosankan. | | | | | ✓ |
| 7. | Model pembelajaran "Ron Clark Story" membuat saya berani tampil berbicara bahasa Inggris di depan kelas. | | | | ✓ | |
| 8. | Topik yang disediakan peneliti dalam model pembelajaran "Ron Clark Story" sangat menarik. | | | ✓ | | |
| 9. | Dengan menggunakan model pembelajaran "Ron Clark Story" lebih baik dibandingkan dengan pembelajaran biasa. | | | ✓ | | |
| 10. | Pembelajaran model "Ron Clark Story" mempermudah saya dalam memahami pembelajaran. | | | | | ✓ |

LEMBAR KUESIONER SISWA

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan Learning Model from Ron Clark Story

Nama: RAISYA ADINDA IRAWAN

Reg. Number:

Class: V [I - I]

Bacalah dengan seksama pertanyaan dibawah ini!

1. Berilah tanda checklist (✓) pada salah satu jawaban dalam kolom yang telah disediakan.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu SS (Sangat Setuju), S (Setuju), CS (Cukup Setuju), KS (Kurang Setuju), dan TS (Tidak setuju).

| No. | Pertanyaan | TS | KS | CS | S | SS |
|-----|--|----|----|----|---|----|
| 1. | Apakah anda senang dengan pelajaran bahasa inggris dengan model pembelajaran "Ron Clark Story". | | | | ✓ | |
| 2. | Belajar dengan model pembelajaran "Ron Clark Story" memotivasi saya untuk mengembangkan kemampuan berbicara dalam berbahasa inggris. | | | | | ✓ |
| 3. | saya lebih antusias dalam berbicara bahasa inggris dengan menggunakan model pembelajaran "Ron Clark Story". | | | | ✓ | |
| 4. | Saya dapat menambah kosa kata saya dengan belajar menggunakan metode pembelajaran "Ron Clark Story". | | | | | ✓ |

| | | | | | | |
|-----|--|--|--|---|---|---|
| 5. | Model pembelajaran "Ron Clark Story" dapat meningkatkan rasa saling percaya sesama teman dalam berbicara bahasa Inggris. | | | ✓ | | |
| 6. | Saya senang dengan model pembelajaran "Ron Clark Story" karena tidak membosankan. | | | | ✓ | |
| 7. | Model pembelajaran "Ron Clark Story" membuat saya berani tampil berbicara bahasa Inggris di depan kelas. | | | | | ✓ |
| 8. | Topik yang disediakan peneliti dalam model pembelajaran "Ron Clark Story" sangat menarik. | | | | ✓ | |
| 9. | Dengan menggunakan model pembelajaran "Ron Clark Story" lebih baik dibandingkan dengan pembelajaran biasa. | | | ✓ | | |
| 10. | Pembelajaran model "Ron Clark Story" mempermudah saya dalam memahami pembelajaran. | | | | ✓ | |

LEMBAR KUESIONER SISWA

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan Learning Model from Ron Clark Story

Nama: Tika Aulio

Reg. Number:

Class: VII.1

Bacalah dengan seksama pertanyaan dibawah ini!

1. Berilah tanda checklist (✓) pada salah satu jawaban dalam kolom yang telah disediakan.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju), S (Setuju), CS (Cukup Setuju), KS (Kurang Setuju), dan TS (Tidak setuju).

| No. | Pertanyaan | TS | KS | CS | S | SS |
|-----|--|----|----|----|---|----|
| 1. | Apakah anda senang dengan pelajaran bahasa inggris dengan model pembelajaran "Ron Clark Story". | | | ✓ | | |
| 2. | Belajar dengan model pembelajaran "Ron Clark Story" memotivasi saya untuk mengembangkan kemampuan berbicara dalam berbahasa inggris. | | | | ✓ | |
| 3. | saya lebih antusias dalam berbicara bahasa inggris dengan menggunakan model pembelajaran "Ron Clark Story". | | | ✓ | | |
| 4. | Saya dapat menambah kosa kata saya dengan belajar menggunakan metode pembelajaran "Ron Clark Story". | | | | ✓ | |

| | | | | | | |
|-----|--|--|--|---|--|---|
| 5. | Model pembelajaran "Ron Clark Story" dapat meningkatkan rasa saling percaya sesama teman dalam berbicara bahasa Inggris. | | | | | ✓ |
| 6. | Saya senang dengan model pembelajaran "Ron Clark Story" karena tidak membosankan. | | | ✓ | | |
| 7. | Model pembelajaran "Ron Clark Story" membuat saya berani tampil berbicara bahasa Inggris di depan kelas. | | | ✓ | | |
| 8. | Topik yang disediakan peneliti dalam model pembelajaran "Ron Clark Story" sangat menarik. | | | ✓ | | |
| 9. | Dengan menggunakan model pembelajaran "Ron Clark Story" lebih baik dibandingkan dengan pembelajaran biasa. | | | | | ✓ |
| 10. | Pembelajaran model "Ron Clark Story" mempermudah saya dalam memahami pembelajaran. | | | ✓ | | |

LEMBAR KUESIONER SISWA

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan Learning Model from Ron Clark Story

Nama: TRI PUTRI MAULIYA RACHMAT

Reg. Number:

Class: VII. 1

Bacalah dengan seksama pertanyaan dibawah ini!

1. Berilah tanda checklist (✓) pada salah satu jawaban dalam kolom yang telah disediakan.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju), S (Setuju), CS (Cukup Setuju), KS (Kurang Setuju), dan TS (Tidak setuju).

| No. | Pertanyaan | TS | KS | CS | S | SS |
|-----|--|----|----|----|---|----|
| 1. | Apakah anda senang dengan pelajaran bahasa inggris dengan model pembelajaran "Ron Clark Story" | | | | ✓ | |
| 2. | Belajar dengan model pembelajaran "Ron Clark Story" memotivasi saya untuk mengembangkan kemampuan berbicara dalam berbahasa inggris. | | | | | ✓ |
| 3. | saya lebih antusias dalam berbicara bahasa inggris dengan menggunakan model pembelajaran "Ron Clark Story" | | | | ✓ | |
| 4. | Saya dapat menambah kosa kata saya dengan belajar menggunakan metode pembelajaran "Ron Clark Story" | | | ✓ | | |

| | | | | | | |
|-----|--|--|--|---|---|---|
| 5. | Model pembelajaran "Ron Clark Story" dapat meningkatkan rasa saling percaya sesama teman dalam berbicara bahasa Inggris. | | | | ✓ | |
| 6. | Saya senang dengan model pembelajaran "Ron Clark Story" karena tidak membosankan. | | | | | ✓ |
| 7. | Model pembelajaran "Ron Clark Story" membuat saya berani tampil berbicara bahasa Inggris di depan kelas. | | | ✓ | | |
| 8. | Topik yang disediakan peneliti dalam model pembelajaran "Ron Clark Story" sangat menarik. | | | | ✓ | |
| 9. | Dengan menggunakan model pembelajaran "Ron Clark Story" lebih baik dibandingkan dengan pembelajaran biasa. | | | | ✓ | |
| 10. | Pembelajaran model "Ron Clark Story" mempermudah saya dalam memahami pembelajaran. | | | ✓ | | |

LEMBAR KUESIONER SISWA

Hasil pembelajaran berbicara Bahasa Inggris dengan menggunakan Learning Model from Ron Clark Story

Nama: Zhyo Dwi Almira

Reg. Number: 28

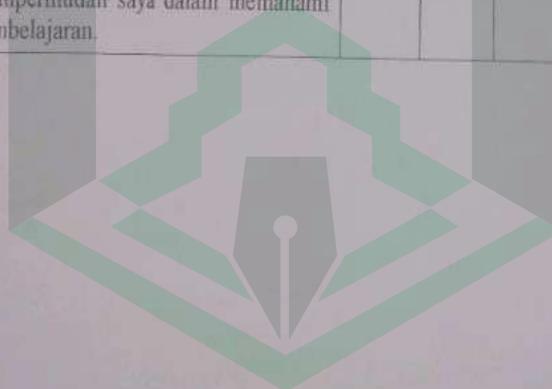
Class: XI - 1

Bacalah dengan seksama pertanyaan dibawah ini!

1. Berilah tanda checklist (✓) pada salah satu jawaban dalam kolom yang telah disediakan.
2. Jawaban yang anda berikan tidak akan mempengaruhi nilai anda dan akan dirahasiakan.
3. Tiap pertanyaan terdapat empat poin pilihan yaitu: SS (Sangat Setuju), S (Setuju), CS (Cukup Setuju), KS (Kurang Setuju), dan TS (Tidak setuju).

| No. | Pertanyaan | TS | KS | CS | S | SS |
|-----|--|----|----|----|---|----|
| 1. | Apakah anda senang dengan pelajaran bahasa inggris dengan model pembelajaran "Ron Clark Story" | | | | | ✓ |
| 2. | Belajar dengan model pembelajaran "Ron Clark Story" memotivasi saya untuk mengembangkan kemampuan berbicara dalam berbahasa inggris. | | | | ✓ | |
| 3. | saya lebih antusias dalam berbicara bahasa inggris dengan menggunakan model pembelajaran "Ron Clark Story". | | | ✓ | | |
| 4. | Saya dapat menambah kosa kata saya dengan belajar menggunakan metode pembelajaran "Ron Clark Story". | | | | ✓ | |

| | | | | | | |
|-----|--|--|--|--|---|---|
| 5. | Model pembelajaran "Ron Clark Story" dapat meningkatkan rasa saling percaya sesama teman dalam berbicara bahasa inggris. | | | | ✓ | |
| 6. | Saya senang dengan model pembelajaran "Ron Clark Story" karena tidak membosankan. | | | | | ✓ |
| 7. | Model pembelajaran "Ron Clark Story" membuat saya berani tampil berbicara bahasa inggris didepan kelas. | | | | ✓ | |
| 8. | Topik yang disediakan peneliti dalam model pembelajaran "Ron Clark Story" sangat menarik. | | | | ✓ | |
| 9. | Dengan menggunakan model pembelajaran "Ron Clark Story" lebih baik dibandingkan dengan pembelajaran biasa. | | | | | ✓ |
| 10. | Pembelajaran model "Ron Clark Story" mempermudah saya dalam memahami pembelajaran. | | | | ✓ | |





APPENDIX 7
DOCUMENTATIONS

Documentation

Pre-test speaking skill



Treatment 1

The researcher applied in 'Physical of the classroom' model, namely sitting in pairs.

'Relationship' model, where the researcher instructs students to ask each other question with the partners talking about a topic.



Treatment 2

'Physical design of the classroom' model, sitting in a row.

Then activities researcher used the learning model 'engaging and motivation' used picture media.



Treatment 3

'Physical design of the classroom' model, seating groups.



The researcher used the learning model 'relationship' with combined paper games.



Treatment 4

The researcher check the attendance list.



Combined the 'engaging and motivation' model with game music.



Post-test



BIOGRAPHY



Padita, was born in Parekaju on October 4th 2000. The author is the third daughter of five children, from her father named Nursaid and mother Nurliati. Currently, she lives in Asrama 1 Kodim Palopo, Jl. Ahmad Yani, Wara District, Palopo City. She started studying elementary school in 2006 at SDN 61 Mario, but in 2009 moved to SDN 160 Sidotepung and graduated in 2012. Then in the same year she studied at SMP Negeri 2 Bua Ponrang until 2015. After graduating, she continued his education at SMA Negeri 15 Luwu. During his educational journey in senior high school, she was active as a member of the OSIS and was active in various extracurricular activities, including Scouting. In 2017, the author took part in the district level economic olympiad competition in Luwu Raya. After graduated in 2018, the author continued her education at English education study program, State Islamic Institute (IAIN) Palopo of English Education S-1 degree.