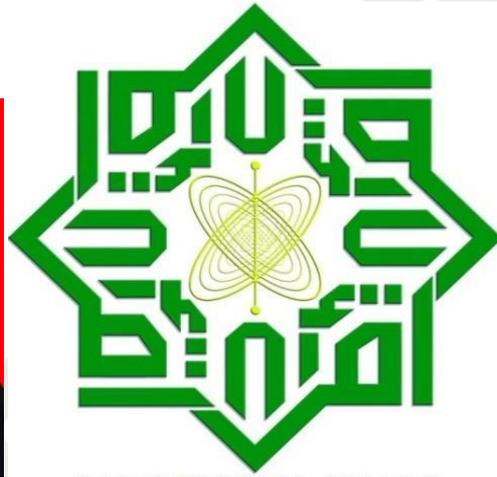




THE EFFECT OF USING ANIMATION VIDEO AS AUDIO-VISUAL MEDIA TOWARD STUDENTS' SPEAKING SKILL AT THE TENTH GRADE OF SMAN PLUS RIAU PROVINCE

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PEKANBARU

1443 H / 2022 M



THE EFFECT OF USING ANIMATION VIDEO AS AUDIO-VISUAL MEDIA TOWARD STUDENTS' SPEAKING SKILL AT THE TENTH GRADE OF SMAN PLUS RIAU PROVINCE

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A Thesis

Submitted in partial fulfillment of the Requirements
For Bachelor Degree of English Education
(S.Pd.)

UIN SUSKA RIAU

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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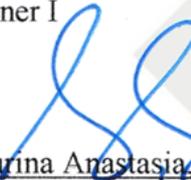
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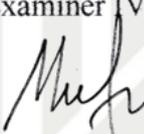
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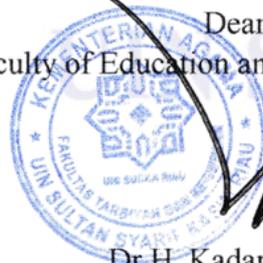
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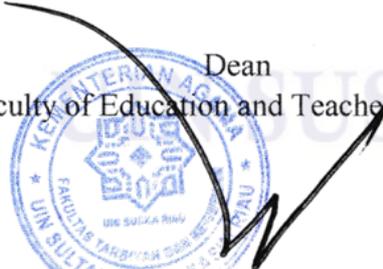

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Certify that this thesis entitled **“The Effect of Using Animation Video as Audio-Visual Media toward Students’ Speaking Skill at The Tenth Grade of SMAN Plus Riau Province”** is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *thesis*. Others’ opinion finding include in this *thesis* are quoted in accordance with ethical standards.

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Pekanbaru, 26th April ,2022

The Researcher

Risma Desi Fitri.
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ABSTRACT

Risma Desi Fitri, (2022): The Effect of Using Animation Video as Audio-Visual Media toward Students' Speaking Skill at the Tenth Grade of SMAN Plus Riau Province.

This research was conducted to determine the effect of using Animation Video as audio-visual media on students' speaking skills, which can improve not only students' abilities but also motivation and learning activities in the classroom. The problems faced by students in learning languages, especially in speaking English in front of the class, are that students do not develop ideas when speaking or in dialogue, students have little difficulty describing or explaining a topic due to lack of vocabulary, difficulty to pronounce sentences in English. So, researcher was interested in doing this research on this problem by using Animation Video as Audio-Visual media during the learning process. This study was conducted with the aim of knowing the significant effect of using Audio-Visual media on learning to speak at SMAN Plus Riau Province. This study involved 30 students from class X MS 2 as the experimental class and 30 students from class X SS 1 as the control class. This research design is a quasi-experimental. In collecting data, the researcher used an extensive test using oral skills or storytelling to determine the achievement of students' speaking skills using Animation Video as Audio-Visual Media. To analyze the data, the researcher used an independent sample T-test through SPSS version 23 and the eta-square formula. The researcher found that there was a significant effect of using Animation Video as Audio-Visual media on learning to speak at SMAN Plus Riau Province where the eta-squared value was 0.179 with a large effect category, so the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted.



ABSTRAK

Risma Desi Fitri, (2022): Pengaruh Penggunaan Media Video Animasi Dari Audio Visual Terhadap Keterampilan Berbicara Siswa Kelas X SMAN Plus Provinsi Riau.

Penelitian ini dilakukan untuk mengetahui pengaruh penggunaan jenis dari media audio-visual yaitu animasi video terhadap kemampuan berbicara siswa, yang mana pengaruh tadi dapat meningkatkan tidak hanya kemampuan siswa tetapi juga motivasi dan kegiatan pembelajaran dikelas. Masalah yang dihadapi oleh siswa dalam mempelajari bahasa, terutama dalam berbicara bahasa Inggris di depan kelas yaitu siswa kurang mengembangkan ide saat berbicara atau berdialog, siswa sedikit kesulitan untuk mendeskripsikan atau menjelaskan suatu topik karena kurangnya kosa-kata, sulit dalam mengucapkan kalimat dalam bahasa Inggris. Maka, peneliti tertarik untuk melakukan penelitian tentang masalah tersebut dengan menggunakan strategi penggunaan animasi video dari jenis Audio-Visual sebagai media pembantu saat proses pembelajaran. Penelitian ini dilakukan dengan tujuan untuk mengetahui pengaruh signifikan penggunaan media Audio-Visual pada pembelajaran berbicara di SMAN Plus Provinsi Riau. Penelitian ini melibatkan 30 siswa dari kelas X MS 2 sebagai kelas experiment dan 30 siswa dari kelas X SS 1 sebagai kelas control. Desain penelitian ini adalah eksperimen semu. Dalam pengumpulan data, peneliti menggunakan tes ekstensif dengan menggunakan kemampuan lisan ataupun story telling untuk mengetahui pencapaian kemampuan berbicara siswa dengan menggunakan animasi video dari jenis Audio-Visual Media. Untuk menganalisa data, peneliti menggunakan independent sample T-test melalui SPSS versi 23 dan formula eta-square. Peneliti menemukan bahwa ada pengaruh yang signifikan dari penggunaan media video animasi pada pembelajaran berbicara di SMAN Plus Provinsi Riau dimana nilai eta-squared adalah 0,179 dengan kategori efek besar, sehingga hipotesis nol (H_0) ditolak, dan hipotesis alternatif (H_a) diterima.

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ملخص

ريسا ديسي فطري، (٢٠٢٢): تأثير استخدام وسيلة التعليم السمعية البصرية على مهارة الكلام لتلاميذ الفصل العاشر بالمدرسة الثانوية الحكومية الزائدة

لمحافظة رباو

تم إجراء هذا البحث لمعرفة تأثير استخدام وسيلة التعليم السمعية البصرية على مهارة الكلام للتلاميذ حيث أنه يمكن أن يحسن ليس فقط مهارات التلاميذ ولكن أيضا التحفيز وأنشطة التعلم في الفصل. والمشكلات التي يواجهها التلاميذ عند تعلم اللغة الإنجليزية، وخاصة عند التحدث بها أمام الفصل هي أنهم لا يطورون أفكارا عند التحدث أو الحوار، ويواجهون صعوبة في وصف أو شرح موضوع ما بسبب نقص المفردات، وصعوبة نطق الجمل باللغة الإنجليزية. فاهتمت الباحثة بأن تقوم بالبحث عن هذه المشكلات باستخدام وسيلة التعليم السمعية البصرية كمساعدة عند عملية التعليم. وهذا البحث يهدف إلى معرفة تأثير هام لاستخدام وسيلة التعليم السمعية البصرية على مهارة الكلام لتلاميذ الفصل العاشر بالمدرسة الثانوية الحكومية الزائدة لمحافظة رباو. وعيناته ٣٠ تلميذا للفصل العاشر لقسم العلوم الرياضيات ٢ كالفصل التجريبي و ٣٠ تلميذا للفصل العاشر لقسم العلوم الاجتماعية ١ كالفصل الضبطي. وتصميم مستخدم فيه شبه بحث تجريبي. وفي جمع البيانات، استخدمت الباحثة اختبارات مكثفة باستخدام المهارات البصرية أو رواية القصص لتحديد مدى تحقيق التلاميذ لمهارات الكلام باستخدام الوسيلة السمعية البصرية. وتحليل البيانات استخدمت الباحثة اختبار للعينة المستقلة من خلال برنامج الحزمة الإحصائية للعلوم الاجتماعية لإصدار ٢٣ وصيغة إيتا سكوير. ووجدت الباحثة أن هناك تأثيرا هاما لاستخدام وسيلة التعليم السمعية البصرية على مهارة الكلام بالمدرسة الثانوية الحكومية الزائدة لمحافظة رباو حيث أن قيمة إيتا سكوير ٠.١٧٩، فيكون في مستوى تأثير كبير، فالفرضية المبدئية مردودة والفرضية البديلة مقبولة.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Speaking becomes a tool for producing and acquiring knowledge in any language. According to Louma (2004) speaking is a type of action in which everyone takes part. Speaking is an oral language that is used directly between two or more people to express ideas, thoughts, responses, and some opinions. This means that people provide spoken language for another to say what the people need and try to understand what other are saying. People can allow communication with other by oral language and written language.

According to Fulcher (2003) speaking is the use of language orally to communicate with others. In communication, he adds, people exchange meaning through some purpose, ideas, opinions, perceptions, and emotions have an effect on it. From the explanation above, it can be deduced that speaking is an activity aimed at communicating meaning with others and it is the act of providing information or expressing one's feelings in speech.

In the teaching process, students will learn how to do something, overcome a problem, process information, or work and much more that students get in learning. In speaking, students getting additional information from a conversation will also strengthen relationships between humans through communication or interaction. In other hands, all speakers are speaking at the same time and in the same place; the interaction is about past, present, and future occurrences; and the participants each have a unique role to



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play in the interactions. Students should work on improving their fluency and pronunciation, since this will make interacting with people simpler. Mastering vocabulary is also a crucial part of improving your speaking abilities. Students may study grammar while learning to talk in order to develop topics that they may apply in their daily lives.

There are many factors that cause the students unwillingness to speak. The students do not have confidence to speak because they do not know what to say. Then, some of the students might say that they are lack of words to say in conversation. According to Harmer (2003) the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language on the spot. In everyday life, speaking is required to express messages, facts, opinions, and even emotion. To attain the goal of learning English, students must have a high speaking skill. So, speaking is important in communication since it makes it easier for people to develop social relationships. According to Harmer (2003) feelings, emotions, desires, and even curiosity can be expressed through talking. So, it means that talking has very important part to communicate because it is used for many purposes and functions.

In speaking activities usually involve communicative conversation between the speaker as the person delivering the message and the listener as the person receiving the message. This message makes an important role of parents and teachers to think that this speaking skill must be mastered by students. In speaking, students needed to increase their speaking skill,



communication, and critical thinking abilities as a result. According to Samira (2014) stated that “The focus of teaching speaking, of course, is to improve the oral production of the students”. The used of any technique in teaching speaking can give the positive effect on speaking skill.

At the SMAN Plus Riau Province, used the 2013 curriculum, which in the 2013 curriculum requires students to be more active and creative. In this school uses Minimized Completeness Criterion KKM; 80 where KKM with numbers like this should have good students’ performance. In SMAN Plus Riau Province based on 2013 curriculum they learned English just once a week in duration 90 minutes in one meeting.

Based on interviewed result with English teacher at SMAN Plus Riau Province, the question was, “what are the problem of the students when their learning English especially in speaking performance”. The English teacher said that, “the students had problems such as pronunciation, some of students also they don’t know how to develop their ide in their presentation, some of them still used their script in front of the class”. So, based on the phenomenon above and in accordance with the researcher's experience when undergoing PPL at SMAN Plus Riau province, the researcher also found several problems faced by students when learning English, especially in speaking. Some students have difficulty in pronouncing sentences in English.

The researcher discover that students still have a problem in English at SMAN Plus Riau Province. It was evident in the students’ result . Some of the student’s still have a difficulty in speaking skill. Some of the students still

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memorize at the time of presentation which results in them sometimes not understanding and having difficulty in explaining something. Some of the students are still shy to speak in English caused by lack of vocabulary. After this, the lack of using proper grammar also becomes an obstacle for the students to produce language and then as a result, the use of correct grammar in their speech is low.

In speaking activities, sometimes the teacher uses worksheet and PowerPoint to explain the content to the students, who then listen and respond to the teacher's questions. These methods still made learning less interesting and motivating for students. Besides that, the classroom activity becomes boring and unpleasant, and some of the students lose interest in learning. Then after explains the material, the teacher asks students to explain an object in the textbook and then tells a story about the object in presentation. The students also needed more time to prepare and create their task. Students usually make a script and there are some students who make scripts from Indonesian and then English. Almost all students prefer to memorize the script they have created after they have completed it. It was as if they had read a text and then explained the contents of the text from beginning to end as written.

Recognizing the speaking problems in learning activities at SMAN Plus Riau Province, the English teachers attempted to address them by using a variety of media to increase students' speaking like through by using some pictures both card and paper, and PowerPoint. However, their English speaking remained a problem, especially in presentations.



To upgrade and practice speaking, the teacher usually gives some activity like a conversation. In this case, the researcher used the kinds of audio-visual media in learning speaking. By using audio-visual media, students can increase their speaking skill and more be confident in speaking performance. The use of any technique, media, or method can support the learning and teaching process. According to Fuady & Mutalib (2018) stated that “A good learning media can certainly support the learning process”. Viswanath (2016) said that “In order to create a congenial atmosphere, creative methods and advanced resources are to be used in a language classroom so the students’ can be attracted and interested in gaining second language skills successfully.” Then, to help students’ problems in teaching speaking, the researcher uses audio-visual media in learning speaking.

Audio-visual media are essential tools for both studying and teaching because they make the process easier. Furthermore, they expose students to spoken English, allowing them to learn about grammar, intonation, vocabulary, and pronunciation as well as observe how native speakers use body language while speaking. Fuady & Mutalib (2018) said that the use of audio-visual media can makes the teaching materials content to students becomes easier, complete, and optimal. Furthermore, this media inspires students and assist them in both understanding and doing well while speaking. Audio-visual media are important assets that assist both teachers and students in the teaching and learning process.

According to Guterres and Quintas (2018) stated that audio-visual media are useful media which help both teacher and students in the teaching

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and learning process. Irmawati, Ihsan and Rasmi (2020) stated that the audio-visual have an important role in improving the speaking skill of the students, (Vera et al., 2019) because there are so many advantages, we can take by using audio-visual media.

Based on the previous research, some researchers have shown a good result for students speaking skill through animation video as audio-visual media. The research about the effectiveness of using animation video on speaking skill can be seen in journals such as from Kurniati (2016), Irawaty & Prasetyo (2018), Cut Irma Yunda Ramadhani & Erdiana (2020), Hardianti (2020), Vberi et al., (2021), and Shafwati (2021). Most of the researcher used pre-test and post-test to compare the mean differences of students speaking skill by using animation video. Kurniati (2016) said that “teaching speaking using animation video was effective in improving students speaking and students’ motivation in expressing ideas orally”

The research about the effectiveness of using animation video as audio-visual media on teaching writing can be seen in journals such as Rusnah (2017), Eka (2021), Samsiyono (2018), Gusparia (2018), Vera et al., (2019), Silvani (2020), Masruroh (2021), and Pratiwi et al., (2022). Some of the research used animation video in form of narrative text material, descriptive material, and improve students pre-writing.

The researcher such as Dzebeq & Gunawan (2020) with the title The use of animation video on tenth-grade students’ vocabulary achievement, Khairat (2021) with the title the use of animation video to improve students’ vocabulary in writing narrative text, and Sartika et al., (2021) with the



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developing of teaching materials : using animation media to learning English vocabulary for early have shown a good result for students vocabulary though by using animation video. Then, the research about developing material by using animation video can be seen in journals such as Yusuf & Amin (2017), and Pujiani et al., (2022).

Based on the previous research above, in effectiveness of using animation video on speaking skill journals, most of the research was conducted at senior high school on java, some of the research was conducted at university and some of the research was conducted at kindergarten and elementary school. In the effectiveness of using animation video on teaching writing and develop students' vocabulary, most of the journal was conducted at junior high school and the tenth grade of senior high school.

However, the evidence of the effectiveness of animation video for developing students' speaking skills for narrative text or story telling especially do not investigated yet. Then, this research intended for examine the effectiveness of using animation video to develop students speaking skill for narrative text at senior high school Pekanbaru. This media has a beneficial impact on student's interests and motivation, as well as the improvement of speaking skills. Based on the study's background, the writer is interested in conducting research entitled "**The Effect of Using Audio-Visual Media Toward Students' Speaking Skill at The Tenth Grade of SMAN Plus Riau Province**".

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B. The Problem of the Research

1. Identification of the Research

Based on the background above, the researcher was concluded that there are still some students at the tenth grade of SMAN Plus Riau Province were still getting problems especially in teaching speaking. The teacher said that the problem was affected by some factors such as the students', the teacher, and the process of speaking class itself. To clear it up, the writer identified it as follows:

- a. How some of the students were lacks of vocabulary in speaking?
- b. How some of students were lacks of pronunciation in speaking?
- c. What made some of the students difficult to develop their idea in speaking performance?
- d. What made some of students confused in speaking performance? and
- e. How was the previous media still not effective enough to increase speaking skill of the students?

2. Limitation of the Problem

Therefore, in line with the identification of the problem stated above, the researcher needs to limit the problem of this research. The researcher focuses on using audio-visual media (animation video) for students' speaking skills.

3. Formulation of the Problem

Based on the limitation of the problems mentioned, the researcher formulates the research questions as the following:

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- a. How is the students' speaking skill taught by using animation video as audio-visual media at the tenth grade of SMAN Plus Riau Province?
- b. How is the students' speaking skill taught without using animation video as audio-visual media at the tenth grade of SMAN Plus Riau Province?
- c. Is there any significant differences on students' speaking skill of using animation video as audio-visual media and without using animation video as audio-visual media at the tenth grade of SMAN Plus Province Riau Province?

C. The Objective and Significance of the Research**1. The Objective of the Research**

Based on the formulation of the problem, the objectives of this research are:

- a. To describe how the student's speaking skill taught by using animation video as audio-visual media at the tenth grade of SMAN Plus Riau Province.
- b. To describe how the student's speaking skill taught without using animation video as audio-visual media at the tenth grade of SMAN Plus Riau Province.
- c. To test whether there is any significant differences of students' speaking skill taught by using animation video as audio-visual media



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and taught without using animation video as audio-visual media at SMAN Plus Riau Province.

2. The Significant of the Research

- a. This study is anticipated to assist the writer as a researcher in term of learning as novice researcher, particularly in terms of learning how to conduct research.
- b. As information for teachers should be aware that there are a variety of media that can be utilized to help the acquisition of English, particularly when teaching speaking.
- c. The findings of this research are intended to be beneficial and valuable, particularly for students and English teachers at The Tenth Grade of SMAN Plus Riau Province, as they will be observed in the future teaching and learning of English.
- d. This study's conclusions are likewise likely to be beneficial and useful information, particularly for individuals interested in teaching speaking.

D. Definition of Term

1. Speaking Skill

According to Hariani, Rositasari and Saraswaty (2018) speaking enables students expressed thoughts, ideas, and feeling engaged in talk or conversation. Speaking skill refers to a skill of speaking both orally and in



writing. In this research, speaking skill refers to speaking skill at the tenth grade of SMAN Plus Riau Province.

2. Audio-Visual Media

According to Madhuri (2013) the audio-visual are tools of record to improve speaking skill that are use for several times and more than others. According to Nuraeni (2018) said that “ using audio-visual media in the classroom may increase activity, student motivation, and the quality of learning”. However, in this study, audio-visual media refer as a media used at the Tenth Grade of SMAN Plus Riau Province. Audio-visual media that was used in this research is animation video.

3. Animation Video

Siregar (2021) stated that Animation video refers to series of movement of the images that contain story, have conflict, and dialogue and followed by sound. According to Heinich et al, (1982) animation is a technique in which the film maker gives motion to otherwise inanimate objects. So, the researcher defines that animation is a content that has an illustration image drawing and it put into a moving image.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Speaking Skill

a. The Nature of Speaking

Speaking is one of the 4 skills in English. The meaning of the word speaking is very broad. According to Saldaria et al (2019) speaking is a way of communicating ideas that are compiled and developed according to the needs of the listener. Talking requires at least two people so that interaction occurs. This supported by Dionar & Adnan (2019) speaking is also a way to communicate between the speaker and the audience. It means that speaking can lead to a communication relationship between the listener and the speaker.

In speaking, if it can create a connection between the listener and the speaker, then speaking skill can allows someone to share their ideas or information with others. Speaking allows people to convey their thoughts, ideas, and feelings when participating in a discussion or conversation in this situation. It means that speaking is the activity of delivering a speech. The speaker talks with the audience, and the audience responds to the information provided by the speaker. This activity allows for the exchange of knowledge and opinions, as well as the development of positive social relationships between the speaker and the listener, through establishing a discussion with others.



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In education, speaking skill is one of the skills that must be mastered for students in the learning process. Kathirvel & Hashim (2020) states that speaking is a fundamental skill that needed to be acquired by language learners. It is very crucial for communicating. The learners then needed to be active in order to practice, exchange ideas, and have a feel for speaking.

Rao (2019) stated that speaking skill are the most essential skills for all the learners who wish to learn English to enhance their careers, improve business, build confidence levels, get better job opportunities, make public speeches, attend interviews, participate in debates, and group discussions, give presentations and so on. It can be concluded that speaking not only fosters relationships but can also improve self-skills both in learning and work. To make a good communication, the students must know how to communicate well so that they feel the forgiveness for speaking skill. When speaking, we must also consider several factors. For example, we must choose the right words, arrange them in the appropriate syntax, and pronounce them correctly so that the other person understands what we are talking about.

In conclusion, speaking is an interactive process for constructing meaning that involves the production, reception, and processing of information. Speaking is not only a means to connect with other people in expressing ideas, feelings, or facts, but also a



means to improve self-skills, careers, or self-confidence by using them correctly so that others understand what we are talking about.

b. The Components of Speaking

According to Masbirran & Fauzi (2018, p. 199) Components in speaking are needed to know well in measuring students ability on speaking skill. Furthermore, knowledge and self-confidence and way in delivering are the basic elements of an effective speech. In this study, the researcher used the theory of from Brown (2000), there are five components of speaking, namely: pronunciation, grammar, vocabulary, fluency, and comprehension.

1) Pronunciation

Pronunciation is the process by which students produce clearer language when speaking. It suggests that a learner with low vocabulary and grammar can communicate effectively if they have good pronunciation and intonation.

2) Grammar

Grammar is necessary for students to create correct sentences in written and oral conversations. Correct grammar allows someone to understand the true meaning of a sentence. Harmer (2007, p. 32) said that studying grammar means knowing how different grammatical elements can be strung together to make chains of words.

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3) Vocabulary

One of the most significant aspects of speaking skills is vocabulary. In a conversation, vocabulary can explain expression or meaning. Students can communicate more meaning in many contexts if they know and can use more words. If a person lacks appropriate vocabulary, they will be unable to communicate effectively or express their ideas in both spoken and writing form. As a result, vocabulary refers to the suitable diction employed in communication.

4) Fluency

One of the most important aspects of speaking is fluency. Fluency usually refers to express oral language freely without interruption. The purpose of fluency is to see how far the speaker can communicate successfully and how quickly and confidently he can use language without pauses part begins word search.

5) Comprehension

Comprehension is the power of understanding or an exercise that aims to improve someone's understanding of a language (written and spoken). It indicates that in comprehension the speaker and the listener must understand what the intended meaning of the speaker when he or she says something. As a result, it can be inferred that comprehension refers to the speakers' understanding of what they are saying to the listeners in order to



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avoid misunderstanding information; also, it serves to make the listeners simply catch the speaker's information.

c. The Function of Speaking

According to Richard (2008, p. 19) there are three functions of speaking: talk as interaction, talk as transaction, and talk as performance.

1) Talk as Interaction

Talk as interaction refers to what we often refer to as "conversation" and defines interaction with a primarily social purpose. The focus is on the speakers and how they want to exhibit themselves to one another rather than the message.

2) Talk as Transaction

Talk as transaction is a situation in which the attention is on what is said or done. According to (Richard, 2008) the participants and how they socially interact with one another are less important than the messages and making oneself known clearly and precisely.

3) Talk as Performance

This refers to public speech, or speech that is delivered in front of an audience, such as classroom presentations, public announcements, and speeches. Talk as a performance is usually monologue rather than dialog, has a recognizable format (e.g., a welcome speech), and is closer to written language than conversational language.

Similarly, it is frequently assessed based on its effectiveness or impact on the listener, which is unlikely to occur with discourse as an interaction or transaction. From the explanation above, speaking has three functions: interaction to serve a primarily social role, transaction to make oneself known clearly and precisely, and performance to transfer information in front of an audience for public speaking.

d. Basic Types of Speaking

From teaching speaking, we must know the types of speaking performance. Based on Brown (2000) stated divides speaking into two categories, there are :

1) Monologue

There are two types of monologues: planned and unplanned. When one speaker utilizes spoken language, such as in speeches, lectures, readings, news broadcasts, and the like, the listener must process extended lengths of speech without disrupting the flow of communication, which will continue whether or not the listener understands it.

Planned monologues typically have little redundancy and are thus difficult to understand. Unplanned monologues include more redundancy, which makes comprehension easier, but they mostly have more performance variables and other hesitations,

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which can either support or hinder comprehension. Here is an example of a monologue:

“It was the first day off in a long time, and all of us were trying to get a little rest and relaxation out by the pool at this big, modern hotel that looked something like a prison. If I had to call it anything I would call it a 'pleasure prison.' It was the kind of place you might come to on a package tour out of Bangkok. You'd come down on a chartered bus-and you'd probably not wander off the grounds because of the high barbed-wire fence they have to keep you in and the bandits out.”

2) Dialogue

There are two types of dialogue: interpersonal and transactional. Dialogue consists of two or more speakers and can be classified into two types: those that develop social relationships (interpersonal) and those that convey proportional or information (transactional).

Transactional dialogue is a type of responsive language that is used for the aim of conveying or exchanging specific information. The goal of interpersonal communication is to build social relationships rather than to convey facts and information. Interviews, role plays, dialogues, and games are examples of interpersonal speaking performance. The goal of transactional is to



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convey or exchange certain information. For instance, with pair work, there is a conversation. Here is an example of dialogue:

A : Do you need a help?

B : Yes, I need help. Can you give them this book, please??

A : Alright !

B : Thanks.

Furthermore, according to Brown (2004, pp. 141–142) there are five types of basic speaking:

1) Imitative

Imitative refers to the ability to imitate a single word, phrase, or even a sentence. Although the criterion performance for imitation speaking is essentially phonetic, a variety of lexical and grammatical features of language may be included in the criterion performance.

2) Intensive

Intensive speaking goes beyond imitative to cover any speaking performance that is intended to improve phonological or grammatical skills. Intensive speaking can be self-imitated or part of a pair work exercise when learners are “going over” specific forms of language. It means the production of short lengths of oral language to demonstrate skills in a specific grammatical, phrasal, lexical, or phonological relationship.



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3) Responsive

In the classroom, students' speech consists of short responses to teacher or student-initiated questions or comments. These responses are usually sufficient and do not lead to conversations. This type of discourse can be both meaningful and authentic. It includes interaction and comprehension, but only on a very basic level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

4) Transactional

Transactional dialogue is a type of responsive language that is used for the aim of conveying or exchanging specific information.

5) Interpersonal

Interpersonal is used to preserve social relationships rather than to provide facts and information. For example, conversations are more difficult for learners because they can include any or all the following elements: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a hidden "agenda."

6) Extensive

In extensive, the students in the intermediate to advanced levels are required to deliver long monologues in the form of oral report summaries or even short speeches. It encompasses speeches,



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oral presentations, and storytelling in which the opportunity for oral engagement from the audience is either severely limited or completely absent.

In this research, the researcher used extensive types of assessment to get the students' performance scores. Extensive assessment can show students' understanding of the material presented and can increase the student's confidence in speaking.

e. Teaching Speaking

According to Kimble and Garmezy (in McKay & Brown (1980, p. 7) learning is a generally permanent change in a behavioral tendency that is the outcome of reinforced practice. Similarly, teaching which is implied in the first definitions of learning, may be defined as “showing or helping someone to learn how to do something, giving instruction, guiding in the study something ,providing with knowledge ,causing to know or understand McKay & Brown (1980, p. 7).

In the teaching process, students will learn how to do something, overcome a problem, process information, or work and much more. In the teaching speaking, students in addition to getting additional information from a conversation will also strengthen relationships between humans through communication or interaction.

The goal of teaching speaking is to develop students' ability to talk and interact in both spoken and written forms. It is supported by Abadi (2015, p. 133) he stated that the goal of teaching English is to



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provide assessment for students to apply the language in the different context of communication.

In teaching speaking, teacher must know how to make good teaching speaking in the classroom. According to Brown (2000, pp. 275–276) there are seven criteria for constructing speaking technique, The following are the guiding principles:

(a) use strategies that solve a variety of learner requirements, from language-based correctness to message-based interaction, meaning, and fluency, (b) use intrinsically motivating techniques, (c) encourage the use of authentic language in meaningful contexts, (d) provide appropriate feedback and correction, (e) take advantage of the natural link between speaking and listening, (f) allow students to initiate oral communication and (g) encourage the development of speaking strategies.

2. Definition of Media

The teacher plays a key role in using media in class. It is important for teacher to choose good media first, associate media with students' need and interests, promote active viewing, and integrate media with the curriculum. In the learning and teaching process, it is very important for a teacher to make the classroom atmosphere more comfortable and interesting. Interestingly, the activeness of a class can be seen from the students' activeness. Teachers can create interesting learning and teaching methods, creative learning media, or other things that can make the class more interesting.



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In today's era, the development of technology is very fast. Many students are more adept at using technology than teachers. This is a problem that can interfere with learning and teaching. Fuady & Mutalib (2018) said that “Educational technology as one way of teaching that is using the technology tools, is able to be utilized optimally in the education during learning, such as: television, radio, film, overhead projector, video, computer and tape recorder”.

According to Muhson (2010) defines media as "all ways of delivering information between source and receiver". This supported by Arif (2020) stated that media can be defined as mediator or conductor which deliver the information from the transmitter to the receiver. In the teaching and learning process media are defined as all the objects that mediate the learning process.

The use of media is very important in the learning process. Teachers can deliver learning materials in an interesting way that is easily understood by students. Teachers must be able to choose what media or strategies are suitable to be used to support the learning process.

Pateşan et al. (2018, p. 356) stated that the students like using technology all the time, if possible. Keeping them motivated and actively participative in class has become a challenging task. Modern technologies offer possibilities to integrate the visual aids into the language classrooms. The use of education-based media technology will have a good impact on the success of a teaching.

In speaking activities, the media plays a very important role in fostering student interest and motivation in learning. According to



Masruroh (2021) the use of media also allows the students to be involved in teaching and learning process. The teacher has known the appropriate media for the students. The media that can be used by teachers are also very diverse, such as audio, visual, audio-visual, diagrams, computer programs, and others. In this study, the researcher is interested in using audio-visual media that in form of animation video in speaking. These audio-visual media cover two aspects, namely sound and images that are displayed or played simultaneously. Then, according to Masruroh (2021) Animation movie can tell a story clearly by showing clear expression of characters, clear plots, and clear description of situation in the story.

a. The Types of Audio-visual Media

In general, audio-visual can be divided into three categories: audio materials, visual aids, and audio-visual aids.

- 1) Audio aids : Audio materials, such as radio, songs, and language labs, are "those that can be heard."
- 2) Visual aids : They are useful tools that "assist in visualizing things." Pictures, graphs, and printed materials are among them. The audio-visual aids are number three.
- 3) Audio-visual aids : Audio visual aids such as a computer, video, and television, are crucial instructional tools that "may be heard and seen simultaneously."

According to Viswanath (2016) classification of audio-visual , there are:(a) Audio include (radio, gramophone, tape recorder), (b) Visual include (black and white board, maps, flannel board, pictures,

and models), and (c) audio visual include (virtual classroom, television& CD player, computer with sound system).

Khirwadkar (2004) stated that there are four types of audio-visual media namely Films, television, video, and CDs are among them.

- 1) Films : Films are a great teaching tool for capturing students' attention and instilling interest and drive in them to study effectively. The use of projectors is used to show films.
- 2) Television : One of the most essential teaching aids today is television. Students learn more effectively with television-based instruction. Teachers can simply arrange their work and incorporate it into classroom instruction because the themes of discussion are publicized in advance and if well qualified persons are invited to talk or give talks on the relevant issue.
- 3) Video: According to Mustikawati (2013) stated that AVAs are provided by video, which is defined as the technique for electronically capturing, recording, processing, storing, transmitting, and rebuilding a sequence of still images representing moving scenes. As a result, the students can see how intonation corresponds to facial expression and what movements go along with specific statements. Additionally, using videos allows students to obtain a sense of the target language's stress and rhythm patterns.

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- 4) CDs : CDs can be programmed, allowing the user to view any area of the disc rapidly. They can even be programmed to play in any order that you like. Students can also obtain information in a selected manner. The cd's resistance to damage is a significant advantage.

In classroom, it impossible for teacher to use the media like (computers, internet, video, film/movie education, projector, etc.) to support teaching and learning process. Choosing the right media can give more advantages for teaching.

b. Audio-Visual as Teaching Media

The effect of using of audio-visual in teaching speaking have a good impact and beneficial for learning process. According to Madhuri (2013) “the audio-visual are tools of record to improve speaking skills that are used for several times and more than others. Audio-visual can clarify the material more easily in teaching learning process”. Fuady said that the audio visual media facilitates understanding of students in the process of leaning to understand something abstract into something concrete (Fuady & Mutalib, 2018).

Kathirvel & Hashim (2020) stated that audio-visual materials are one of the teaching and learning tools which have been used by teachers to create a technology-based classroom. It helps both teacher and students in their everyday teaching and learning process. It supported by Rowtree (1994) stated that audio-visual are the best

materials for assisting teachers in developing language competency in students.

As a result, audio-visual media are extremely beneficial technologies because they not only aid in the learning process but also inspire students and make the course more exciting. Muliana (2018) stated that audio-visual are becoming widespread technology, generally in classroom teaching-learning process, particularly in the universities. The use of audio-visual aids in the classroom is quite beneficial. Students' speaking skills can be improved with audio visual media. Because audio visuals may easily catch students' attention, the use of audiovisuals can help with speaking skill. Muliana (2018) stated that using different types of audio-visual media in the classroom may help teachers save time and energy, and allow for more attention to be paid to the content of the oral classes. Teachers can apply audio-visual aids such as a VCD player, video, projector, video animation, and others to display learning materials. The teacher can use the audio-visual media in teaching speaking for the material such as narrative, descriptive, report, procedure, and so on. For example, the teacher can show a video about the subject and then have students retell the contents of the video using an oral presentation or a video recorder.

From the above explanation, it can be concluded that audio-visual media are very helpful for teachers and students in the process of learning and teaching speaking, both in generating student

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motivation and student understanding. The use of audio-visual media can facilitate understanding of the material presented by the teacher. The teacher can choose which types of audio-visual media can be applied in the speaking teaching process.

c. The Advantages of Audio-Visual Media (Animation Video)

Teaching with media has many advantages. The use of audio-visual media can give students benefits in the learning process. According to Hedge (2003, p. 282) Audio-visual media can enhance the learning experience in a different way by following students to observe language in use, cross-cultural awareness, the power of creation and motivation.

1) Language in use

With the help of audio-visual aids, students can see as well as hear the language in teaching speaking. As a result, individuals can effectively interrupt, participate, and comprehend what they are seeing because meaning is delivered through expressions, gestures, and other visual cues. playing video speeches, animated videos about description, recording, or narrative, for example.

Students can see first-hand how language is used, how language is delivered, how to add vocabulary, and so on in the video. These advantages show students how native speakers utilize their language and how to use it in realistic conditions to improve and communicate effectively with one another.



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2) Cross-cultural Awareness

The use of this form of technology and media in the classroom is critical since it is the only way to expose students to components of the culture of native language speakers. Students can learn about the cultural aspect, which is a crucial activity of the eyebrow speaker, in addition to understanding how to use language as described in the first point. According to Harmer (2001, p.282) students can see things like "what kind of food individuals in other nations eat and what they wear" using audio-visual media.

3) Creation

The use of audio-visual not only for learning language but also in the development of student creativity. When students use audio-visual, they can create something memorable and interesting. If audio-visual are provided, students will be able to come up with new and creative ideas and activities. This helps individuals become more self-assured and effective presenters, as well as generate unique and innovative ideas.

4) Motivation

Audio-visual not only encourage students to be more creative in their learning, but they also create positive motivation for their activities. The use of audio-visual media can help students understand the material delivered by the teacher and make the learning process more enjoyable.



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Sabrina (2015) stated that teachers use audio-visual media as an external motivating strategy to help students communicate more effectively by keeping them stimulated and motivated. The use of audio-visual media in the classroom is important because they help increase student motivation and interest in learning. According to Daniel (2013) stated that the benefits of audio-visual are as follows:

- a. Audio-visual improve students' interest in learning.
- b. Audio-visual save time that they clearly and concisely teach concepts.
- c. Teachers' workload is reduced as a result of their use of it.
- d. Audio-visual tools provide students with a wide range of experiences.
- e. It facilitates the learning of English.
- f. The use of audio-visual assists in the development of a natural English context.
- g. Students can pay attention with the use of audio-visual. Audio-visual, it might be stated, can provide students with a direct sensory experience.

According to Viswanath (2016) the advantages of audio-visual such as: (a) Audio-visual media help to avoid un wanted, empty and hollow verbalization in teaching English, (b) they clarify the subject matter, (c) They kindle curiosity in learning new things, (d) they make class room environment lively and strength students' memory by evoking



all his senses, (e)they help to grab the attention of students in an easy manner, (f) Audio-visual pave the path to introduce new methods to students which stimulate learners' mind to create innovative methods, (g) They help us communicate the information to the large number of audience at one stage.

Based on several advantages from audio-visual media above, the researcher concludes that the use of media is very useful in the learning process. The use of audio-visual here is not only to increase students' knowledge but also to increase self-confidence and foster student motivation.

The form of audio-visual media that the researcher used is animation video. According to Nurul et al., (2022) Animation also has many benefits such as clearer and attractive learning, the learning process is more efficient, effective because students can repeat it as needed, can improve the quality of learning outcomes, can overcome the limitations of space and time between teachers and students animation also can give the impression of depth that can affect students' attitudes. The defines of animation video according to Rosideh & Putri (2021) is an animation video is a media that can give an illustration to the viewers with attractive visuals. From the video, the students can learn grammar that concerns on reported speech material, and learn how to pronounce words. After watching the animation video, the students are suitable for explaining the subject or material in learning.

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Based on the explanation above, the researcher finds out that the animation video can be used as media in education, because the animation has many advantages that can be utilized in the learning process.

d. Animation Video

According to Masruroh (2021) Animation is a technique of photographing successive drawing or positions of puppets or models to create an illusion of movement when the movie is shown as a sequence. Video as an audio-visual media that produces a moving image and natural or adjusted sound. So, video can be used as a model positive behaviour and to motivate students.

The presentation of material through animation video can influence students' interest in learning process. According to Dzebeq & Gunawan (2020) by using animation video, the students will be enjoyable and pleasure to learn English vocabulary, Pronunciation and can motivate the students to learn and to increase the quantity of teaching and learning as well as to make the message clearly. Besides, animation can make the explanation became clearer and more understandable and could make the understanding of the process of the story also became easier.

Animation also brings many advantages, including more efficient and appealing learning, the ability to repeat the learning process as needed by students, the ability to increase the quality of learning results, and the ability to overcome space and time constraints between teachers and students. Animation may also provide a sense of depth, which can



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influence students' perceptions. Animation video has many advantages in learning activity. According to Satriani (2020) the advantages of using videos in the language classroom are: 1). they provide instances of authentic language and can be fully exploited with the teacher's control. (2). Videos give access to things, places, people's behaviour, and events. (3). Authentic material usually proves to be particularly motivating as people find it interesting to understand "real things".

Animation video can improve students speaking skill. The students can learn about grammar, pronunciation, and vocabulary as well by using animation video. According to Nurul et al.,(2022) that animation video the motivation for student learning speaking can improve and they can learn while playing. This statement supported by Dzebeq & Gunawan (2020) stated that by using media to help students use English words with ease such as: make class displays of pictures or video and other memory aids to support new vocabulary. Therefore, as a teacher, it is not easy to teach English Vocabulary. The teacher has to introduce, teach, and explain the English word clearly and recurrence so that the students can master it easily.

According to Xing (2011) there are steps of using animated video in teaching speaking as follow:

- 1) The teacher gives students parts or all parts of the video animation to watch;
- 2) The teacher explains about Video Animation;



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- 3) Students pay attention and watch Animated Video;
- 4) Students discuss Video Animation related to the material; and
- 5) Students present their understanding of Animation Video.

Animation Videos offer the benefit of driving students' attention, giving realistic able to listen practice and speaking practice, promoting language use, and increasing students' understanding of certain language points or other parts of communication. Risa et al., (2017) stated that animated video allow the students a look at situations far beyond their classrooms. Students not only can hear language but also can see the situation that happens in the story, so students try to rewrite the story in the video

From the explanation above, it can be showed how the animation make the learning activity become easier. Students may find using animation videos in class to be really fun. Videos also provide access to objects, situations, people's actions, and events. People find it interesting to comprehend the "actual thing," therefore authentic material is typically very inspiring.

e. Using Animation Videos in Teaching Speaking

In the learning activities, the teacher should have sufficient understanding about the approaches as well as teaching methodology in teaching speaking. According to Khomaini et al.,(2018) the technique should be used appropriately in line with the approach and also the method that has been chosen. Besides, animation video has also approach, steps

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and procedures. According to (Harmer, 2003) there are offered the following steps:

1) Fast Forward

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

2) Silent Viewing

In this step, the teacher can play the video without any sounds. The video is presented silently without any information. In this case, the students' abilities to predict the information are required.

3) Freeze Framing

Next step, the teacher stops the video several times. The students need to encourage to deliver their idea when the video is stopped. It will be more effective to guide the students in understanding the situation and also can predict what will happen next after seeing some parts of the video.

4) Partial Viewing

Last step, it is also a way to encourage the students' curiosity because it let the students see a part of the video and asked them to predict what kind of information they will gather.



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B. Relevant Research

According to Syafi'i (2018, p. 102) Relevant research is required to observe some prior investigations conducted by other researchers that are relevant to our research. Relevant research is crucial in order to avoid plagiarism of earlier study strategies and conclusions. There are a few studies that are pertinent to this investigation. The researches are from:

The first is a research from Feri (2016) on the use of audio-visual media in teaching speaking. The result of this research shows that the students had a positive response to using the AVM as 92% of the responses were positive towards the use of the AVM method for teaching speaking. Most improvement was in pronunciation, grammar and vocabulary, with no significant improvement in fluency and comprehension.

The second is a research from Aruan (2018) on the use of audio-visual aids in enhancing students' speaking motivation in efl speaking classes. The result of this research is AVAs as teaching media was helpful in the learning process. The use of AVAs not only to increase the student's speaking skill but also help the teacher create a relaxed and motivated classroom.

The third is a research from Sopiyanah (2019) on the use of audio-visual media in teaching efl students speaking skill (A Study at SMP Islam Sultan Agung 1 Semarang in the Academic Year of 2018/2019). The result of this research shown that the use of audio visual as a media in teaching speaking by a 7th grade teacher of Sultan Agung 1 Islamic Junior High School Semarang can make the teaching and learning process look good, where the teacher used group role play as a technique to students speak English fluently



with audio visual assistance in teaching supported by gestures and gestures, games, songs, and other media will encourage the learning process.

The fourth is a reseach from Merandi (2013) on The Effect of Using Audio-Visual Aids Toward Speaking Ability of The Second Year Students at Junior High School 8 Pekanbaru. This research findings prove that the teaching English by implementing audio-visual aids strategy is successful to improve students' speaking ability. The researcher said that, there was significant effect of using Audio Visual Aids toward students' speaking ability of Junior High School 8 Pekanbaru. it sees that the total score of post-test for experimental class which is implemented by using Audio-Visual aids is higher than total score of pre-test which is not implemented by using Audio-Visual strategy. The students' speaking ability taught by using Audio-Visual aids (computer) at the second year Junior High School 8 Pekanbaru is categorized into very good level. It has been proved by the total score of post-test is 944 and the means score is 62.9.2 Then, for the students' speaking ability taught without using Audio-Visual aids (computer) at the second year Junior High School 8 Pekanbaru is categorized into good level. It has been proved by the total score of the post test is 760 and the means score is 50. 66.

This research was similar to the previous research in finding the effectiveness of using audio-visual media (animation video) in speaking skill. Wahyuni et al., (2021) conducted the research in SMAKON Aceh with the aims of this study is to increase the closeness of the students in learning English as a foreign language by using animation movie in English as a first step to improve their ability, especially in speaking skill. Risa et al. (2017) conducted the research at SMPN 1 Tarik Sidoarjo. This study aims to

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increasing the student's ability in writing and find out whether using animated video as medium in writing narrative text is effective or not. Nurul et al., (2022) conducted the research with the title "Developing animation videos as learning media for students speaking ability in description text on junior high school 2 Metro". This research was intended to know whether or not there is a significant effect of using animation video on students' vocabulary achievement at SMPN 5 Jember in the 2016/2017 academic year. The researchers tried to develop a video animation designed by the researcher herself by adjusting the needs of students in school to make it easier to learn speaking skills, especially in the description text material on Junior High School 2 Metro

Based on the previous research above, audio-visual media in the form of animated videos were used in this research, which showed that this media has a positive impact on students' interests and motivation and improvement in speaking skill, and was conducted in the tenth grade of SMAN Plus Riau Province.

C. Operational Concept

To avoid ambiguities, the word operational concept was utilized to clarify the hypotheses of this research. The operational concept is utilized to define the theoretical framework's bounds at the same time. The researcher hopes to avoid any misconceptions and misinterpretations during this research by using this method. According to Syafi'i (2018) says that "operational concepts on all off the variables that should be practically and empirically



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operated in an academic writing-a research paper". There are two variables used in this research, they are variable X that refers to "audio-visual media" and variable Y that refers to "students' speaking skill". There are some procedures to follow in order to create an effective class.

1. Variable X (Audio-Visual Media)

The types of audio-visual media that can be used in this research is Animation Video. So, the operation concept of the independent or X variable of which is the animation video adapted from (Xing, 2011) can be seen as follows the procedures:

- a. The teacher gives the students part or all of the animated video to watch based on material;
- b. The teacher explains the animation video;
- c. The teacher asks students to pay attention to the material described in the animation video;
- d. The teacher gives assignment to students to make short conversations related to the material; and
- e. The teacher asks students to present their understanding of the animated video.

2. Variable Y (Students' Speaking skill)

The researcher focuses on students speaking skill in the tenth grade of SMAN Plus Riau Province. For this study, the researcher adapted the speaking skill as the indicators presented by Brown (2004). The successful aspect of speaking skill, such as:



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- a. Has complete fluency in the language such that his speech is fully accepted by educate- native speakers (fluency).
- b. Equivalent to that of an educated native speaker (grammar).
- c. Speaking proficiency equivalent to that of an educated native speaker (vocabulary).
- d. Equivalent to that of an educated native speaker (comprehension).
- e. Equivalent to and fully accepted an educated native speaker (pronunciation).

D. Assumption and Hypothesis

1. Assumption

For students who have trouble speaking, audio-visual media can be one of the possibilities. The use of audio-visual media improves the teaching and learning process even though students can watch, see, and try out different media to enhance their speaking skills. So, the researcher believes that there is a significant effect taught by using audio-visual media toward students' speaking skill at the tenth grade of SMAN Plus Riau Province.

2. Hypothesis

Based on the assumptions above, the researcher formulates the hypothesis as follows:

H_0 : There is no significant difference of students' speaking skill taught by using animation video as audio-visual media and without using

animation video as audio-visual media at the tenth grade of SMAN Plus Riau Province.

H_a: There is a significant difference of students' speaking skill taught by using animation video as audio-visual media and without using animation video as audio-visual media at the tenth grade of SMAN Plus Riau Province.



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CHAPTER III

METHOD OF THE RESEARCH

A. Design of the Research

The design of this research was experimental research. According to Frankel, Wallen & Hyun (2012, p. 265), the experiment is the best way to establish cause-and-effect relationships among variables. The aims of the experimental in this research was to investigate the effect of using audio-visual media toward students' speaking skill. In this research, design of experimental research would be quasi-experimental research. According to Creswell (2012), quasi-experimental approach introduces considerably more threats to internal validity than the true experiment. Cohen et al., (2007) stated that in a quasi-experimental, the variable is isolated, controlled, and manipulated in a situational settings rather than a classroom. In this quasi-experimental design, the experimental group is separated from the non-equivalent control group indicates that the experimental and control groups have not been equated by randomization.

Quasi-experimental research consisted of two group; the experimental group and the control group. Frankel, Wallen & Hyun (2012, p. 266) stated that experimental group receives a treatment of some sort (such as a new textbook or a different method of teaching), and while the control group receives no treatment. So, to find out the effect of using Audio-visual Media

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Toward Students' Speaking skill, the research design involved an experimental group and control group. The design in this research following in the table Creswell (2012).

**Table III.1
Research Design**

Class	Pre-test	Treatment	Post-test
Experimental	Y ₁	X	Y ₂
Control	Y ₁	-	Y ₂

Note: Y₁ : Pre-test to experiment class and control class.
 Y₂ : Post-test to experiment class and control class.
 X : Receiving treatment, that is using Audio-visual Media.

B. Time and Location of the Research

This research was conducted in the second semester of the academic year 2021/2022 at the Tenth Grade of SMAN Plus Riau Province which is located on JL. Kubang Raya No.1447, Kubang Jaya, Kec. Siak Hulu, Kabupaten Kampar, Riau. The research was conducted from January 29th, 2022 until March 22nd, 2022.

C. Subject and Object of the Research

The subject of this research was the tenth-grade students of SMAN Plus Riau Province, while the object of this research is the effect of using animation video as audio-visual media on students' speaking skill at SMAN Plus Riau Province.



D. Population and Sample of the Research

1. Population of the Research

According to Creswell (2012), “a group of individuals who have the same characteristic is called as population”. The population of this research was the tenth grade of SMAN Plus Riau Province which consisted of 5 classes and had 150 students comprising male and female. The specification of the population can be seen on the table below.

Table III.2
The Population of the Tenth Grade Student of SMAN Plus Riau Province

No	Class	Amount		The Number of Students
		Male	Female	
1.	X Math Science 1	23	8	30
2.	X Math Science 2	19	11	30
3.	X Math Science 3	17	13	30
4.	X Math Science 4	19	11	30
5.	X Social Science 1	17	13	30
Total				150

2. Sample of the Research

The sample for this research was selected into two classes; the experimental class and the control class. So, the researcher used a cluster random sampling. According to Gay and E. Mills (2012), cluster sampling is sampling in which groups, not individuals, are randomly selected. It means that the subject in this research have the same grade.

The researcher took the Match Science (MS) 2 of the tenth-grade as the experimental class and Social Science (SS) 1 as a control class. The students get the material based on the same curriculum and taught by the same teacher. The sample of this research can be seen as follows:

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Table III.3
The Total Sample of this Research

Classes	Total students	
X MS 2	30	Experimental Class
X SS 1	30	Control Class

E. The Technique of Collecting Data

The researcher used quantitative for the collected data and was supported by qualitative. The qualitative data that was got consisted of documentation. The researcher got the documentation from lesson plans, video recordings, and photo reports.

While the quantitative data from the students' speaking tests was received before, during, and after the learning teaching processes. A collaborator in this research is the English teacher in the second academic year 2021/2022 in the tenth grade of SMAN Plus Riau Province.

1. Documentation

The researcher used documentation as one of the sources for getting the information right. The documentation consisted of lesson plans, video recordings, photo reports, and student assessment activities.

Test

The researcher used the tests for collecting the data. The tests consisted of a pre-test and a post-test. A pretest is an assessment of some of the qualities or attributes of students prior to receiving treatment in an experiment. A pretest is a type of test that a researcher gives to pupils before the start of a study class. A posttest, according to Creswell (2012), is a measure of a trait or quality that is examined for students in an



experiment after they have received treatment. Ary et al (2010) stated that a test is a collection of stimuli delivered to an individual in order to elicit a response from which a numerical score can be ascribed.

The researcher used tests to measure the effect of using Animation Video as Audio-visual media toward students' speaking. Pre-test, formative test, and post-test are the tests that will be used in this research. The score is divided into five categories: vocabulary, accuracy, pronunciation, comprehension, and fluency. Pre-test before using audio-visual media, post-test after applying audio-visual media. So, the researcher used extensive (story retelling) speaking for students testing. So, the researcher was given the kind of test that was given as follows:

a. Experimental Class

1) Pretest for experimental class

Before using animation video as audio-visual media, students were given a pre-test that was given by the researcher. It was held in the first meeting with the material of the test is narrative text. All the students were performing in front of the class.

2) Treatment for experimental class

Animation video were used to conduct the treatment for the experimental class. It was given after the students completed the pre-test.

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3) Posttest for experimental class

After completing the treatment in the experimental class, the researcher completed a post-test. The content consists of narrative text. After that, the post-test was given and the results were analyzed as the research's final data. The researcher analyzed the results of the pre-test and post-test scores calculated using SPSS.

b. Control Class

1) Pretest for control class

In the control class, the pre-test was conducted during the first meeting with the material about narrative text. All the students were performing in front of the class.

2) Teaching in the control group

After the pretest, the researcher proceeded in a conventional way. The teacher provides material and clues to the students' assignment as well as their performance in front of the class.

3) Posttest for experimental class

After completing the teaching activities, the researcher completed a post-test. The content consists of narrative text. After that, the post-test was given and the results were analyzed as the research's final data. The researcher analyzed the results of the pre-test and post-test scores calculated using SPSS.



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3. Validity

Validity refers to the appropriateness, meaningfulness, correctness of the inferences a researcher makes on the data they collect (Frankel 2012, p. 148). In this research, the researcher used validity to measure the student's speaking test. According to Sugiyono (2019), there are three types of validation tests that can be displayed on the instrument: construct validity, content validity, and external validity. The researcher used content validity to determine the test's validity and measure the speaking skills of the students who participated in the research.

4. Reliability

According to Frankel (2012, p. 154), "reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another". In this research, inter-rater reliability was applied to assess reliability. According to Ary (2006), "reliability between raters means that when two or more observers observe the same individual at the same time, they will produce the same quantitative outcomes". The researcher must identify two raters to comment on the students' skills. To determine whether the raters agreed or disagreed with the researcher's findings, this study used inter-rater reliability.

F. The Technique of Analyzing Data

The researcher was analyzed the data which aim to find out the significant effect of using animation video as audio-visual media toward

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students' speaking skill at the tenth grade of SMAN Plus Riau Province. The data were analyzed by using independent sample t-test (pre and posttest). According to Pallant (2007), independent sample t-tests are used when you have two different groups or people, and you are interested in comparing their scores. Pallant (2007) said that T-test are used when we have two groups or two sets of data (before and after), and wish to compare the mean score on some continuous variable.

To identify the level of the effect of using animation video as audio-visual media on students' speaking skill at the tenth grade of SMAN Plus Riau Province, the researcher was calculated by using eta squared formulation:

$$\text{etta square} = \frac{t^2}{t^2 + (n_1 + n_2) - 2}$$

Where:

n^2 : Etta Square

t : t obtained

n_1 : total students 1

n_2 : Toral students 2

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis explained in chapter IV, finally, the researcher would like to depict the conclusion as follows:

1. The students of the tenth grade of SMAN Plus Riau Province were taught by using animation video as audio-visual media, with a mean score of 83.33, which means that the category for students' speaking skills in experimental was classified as excellent level.
2. The students of the tenth grade of SMAN Plus Riau Province were taught without animation video as audio-visual media, with a mean score of 77.53, which means that the category for students' speaking skills in control class was classified as good level.
3. From the analysis of independent sample T-test formula, it was found that there was a significant difference of using animation video as audio-visual media toward students speaking skill and without using animation video as audio-visual media at the tenth grade of SMAN Plus Riau Province. The effect size score obtained is 0.017 which means that the large effect.

B. Suggestion

After finding the result of the effect of using Animation Video as Audio-Visual Media toward students' speaking skill at the tenth grade of



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SMAN Plus Riau Province, the researcher would like to give some suggestions to the teacher and the other researchers:

1. Suggestions for the Teacher of English

The teacher can use Audio-Visual as Media as one of the alternative methods in teaching and learning process especially in teaching speaking. Because, the advantages of Audio-Visual not only improve students' speaking skill, but also increase and motivated the students' and can give the positive impact on student's performance. Besides, it will be much better to the teacher enrich their experience in teaching by using several variations or several kinds of audio visual to be taught to the students.

2. Suggestions for the next Researcher

This research is one of the ways to improve the students' speaking skill. There are many methods, strategies, techniques, tools, and approaches that can be found and can be used to improve students' speaking skill. So, the researchers are expected to find another kind of audio-visual and another way to support and improve learning activity. Therefore, in conclusion, the researcher needs a validation from the next researchers who have the same topic. It means that Animation Video as Audio-Visual Media can be used in the other schools to know the effect in teaching speaking and this research can be used as the relevant research for the next research.



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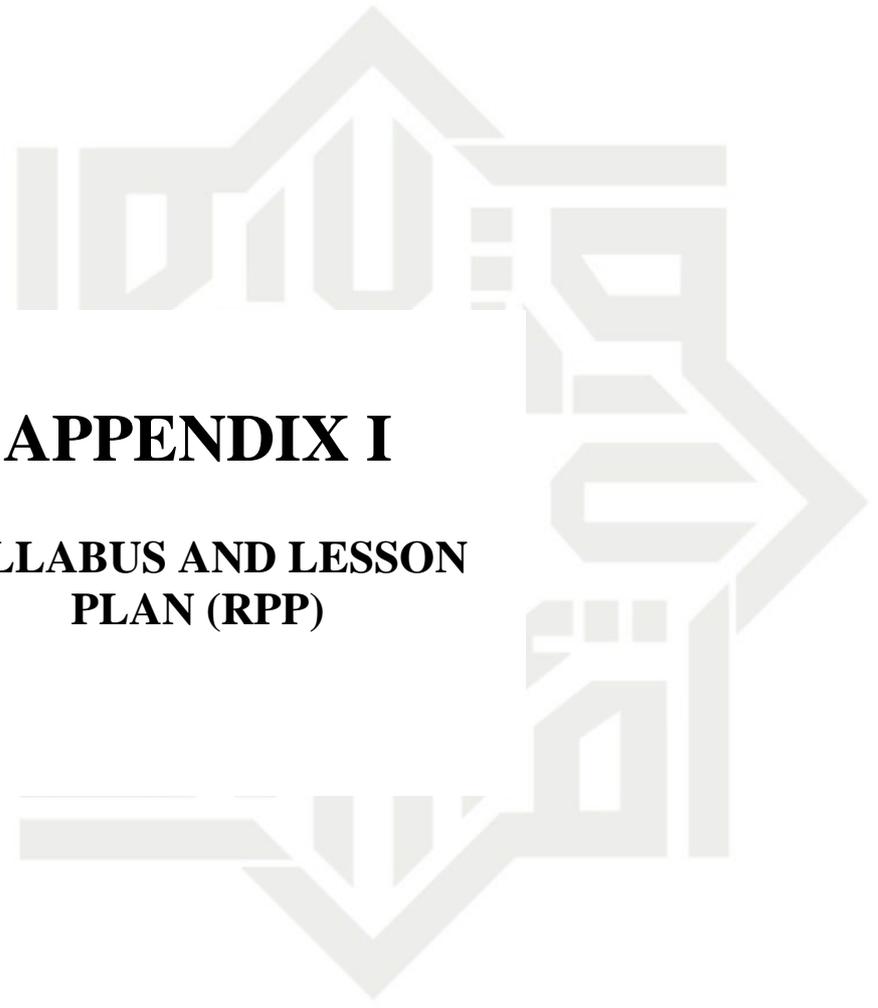
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APPENDIX I

SYLLABUS AND LESSON PLAN (RPP)

UIN SUSKA RIAU

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UIN SUSKA RIAU



Satuan Pendidikan : SMA Negeri Plus Provinsi Riau
 Mata Pelajaran : Bahasa Inggris (Umum/Wajib)
 Kelas : X (Sepuluh)
 Penyusun : TENGKU EMADESTI, M.Pd

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Kompetensi Inti (KI)

- KI 1: Menerima, menjalankan, dan menghargai ajaran agama yang dianutnya.
- KI 2: Menunjukkan perilaku: a. jujur, b. disiplin, c. santun, d. percaya diri, e. peduli, dan f. bertanggung jawab dalam berinteraksi dengan keluarga, teman, guru, dan tetangga, dan negara.
- KI 3: Memahami pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat dasar dengan cara : a. mengamati, b. menanya, dan c. mencoba Berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, di sekolah, dan tempat bermain.
- KI 4: Menunjukkan keterampilan berfikir dan bertindak: a. kreatif b. produktif, c. kritis, d. mandiri, e. kolaboratif, dan f. komunikatif dalam bahasa yang jelas, sistematis, logis dan kritis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan tindakan yang mencerminkan perilaku anak sesuai dengan tahap perkembangannya.

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI	MATERI POKOK	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
3.1.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)	3.1.1.1 Mengidentifikasi fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Fungsi sosial : Mendeskripsikan diri sendiri di depan kelas, keluarga dan masyarakat . 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. - Saling menyimak dan bertanya jawab 	<p><i>Sikap :</i></p> <ul style="list-style-type: none"> - Observasi - Pengamatan 	4 JP (2 x Pertemuan)	<ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan n. 2015. Buku siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan n.
	3.1.1.2 Menentukan struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta	<ul style="list-style-type: none"> • Struktur teks : - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<p><i>Pengetahuan :</i></p> <ul style="list-style-type: none"> - Tes Tertulis - Tes Lisan 	<ul style="list-style-type: none"> • Setiawan DJ, Otong. 2017. Buku Siswa Bahasa Inggris SMA-MA/SMK-MAK 		



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<p>4.1. menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dengan memperhatikan fungsi</p>	<p>3.1.3.</p>	<p>Menerapkan unsur kebahasaan (pronoun: subjective, objective, possessive) yang digunakan dalam teks interaksi transaksional tulis terkait pemaparan jati diri sesuai dengan konteks penggunaannya.</p>	<p>• Unsur Kebahasaan : - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: be, have, go, work, live (dalam simple present tense) - Subjek Pronoun: I, You, We, They, He, She, It - Kata ganti possessive my, your, his, dsb. - Kata tanya Who? Which? How? Dst. - Nomina</p>		<p>Keterampilan : - Penugasan - Project</p>	<p>• Youtube: https://www.youtube.com/watch?v=DJHFq d8yBzQ • Youtube: https://www.youtube.com/watch?v=H5K3LZ2 yew</p>
<p>4.1.1. membuat teks lisan dan tulis untuk memaparkan, menanyakan, dan merespon pemaparan jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya.</p>	<p>4.1.1.</p>	<p>Membuat teks lisan dan tulis untuk memaparkan, menanyakan, dan merespon pemaparan jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya.</p>				



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<p>3.2.2</p>	<p>Menganalisis fungsi sosial, struktur teks pesan yang berisi ucapan selamat dan memuji.</p>	<ul style="list-style-type: none"> • Struktur teks : <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<p>pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya</p> <ul style="list-style-type: none"> - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. 	<p>Pengetahuan :</p> <ul style="list-style-type: none"> - Tes Tertulis - Tes Lisan 		<ul style="list-style-type: none"> • Setiawan DJ, Otong. 2017. Buku Siswa Bahasa Inggris SMA-MA/SMK-MAK Kelas X, Penerbit Irama Yudha: Jakarta
<p>3.2.3</p>	<p>Menirukan model interaksi ucapan selamat dan memuji bersayap.</p>	<ul style="list-style-type: none"> • Unsur Kebahasaa n : <ul style="list-style-type: none"> - Ungkapan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapi - Nomina singular dan plural dengan a, the, this, those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<p>dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajar 	<p>Keterampilan :</p> <ul style="list-style-type: none"> - Penugasan - Project 		



<p>2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p>4.2.1. Menemukan perbedaan dan persamaan dari teks khusus dalam bentuk surat lamaran kerja dengan memberi dan meminta informasi terkait jati diri, latar belakang pendidikan/ pengalaman kerja.</p>	<p>• Topik : Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI</p>				
<p>3.3. menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan</p>	<p>3.3.1. Mengidentifikasi unsur bahasa teks interaksi transaksional lisan dan tulis terkait mengungkapkan niat (Expressing intention), sesuai dengan konteks penggunaannya</p>	<p>• Fungsi sosial : Menyatakan rencana, menyarankan, dsb.</p>	<p>- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video) - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya - Bertanya jawab tentang pernyataan</p>	<p>Sikap : - Observasi - Pengamatan</p>	<p>2 x 2 JP (180 menit)</p>	<p>• Kementerian Pendidikan dan Kebudayaan. 2015. Buku siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</p>
	<p>3.3.2. Menggunakan unsur bahasa teks interaksi transaksional lisan dan tulis terkait</p>	<p>• Struktur teks : - Memulai - Menanggapi (diharapkan</p>		<p>Pengetahuan : - Tes Tertulis - Tes Lisan</p>		<p>• Setiawan DJ, Otong. 2017. Buku Siswa Bahasa Inggris</p>

Hak Cipta D Lindungi Undang-ndag 1. Dsarang hngudj searag-ndag apanuh hngudj searag-ndag b. Dsarang hngudj searag-ndag c. Dsarang hngudj searag-ndag d. Dsarang hngudj searag-ndag



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<p>4.3</p>	<p>menyusun teks interaksional transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.3.1</p>	<p>Membuat ungkapan niat (Expressing Intention) beserta responnya dengan memperhatikan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>•</p>	<p>Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to</i>, <i>would like to</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p>	<p>Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI.</p>			



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3.4.1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

<p>3.4.1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>3.4.1. Mengidentifikasi fungsi sosial beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>• Fungsi sosial : Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p>	<p>- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, mind map, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain</p>	<p>Sikap : - Observasi - Pengamatan</p>	<p>4 x 2 JP (180 menit)</p>	<p>• Kementerian Pendidikan dan Kebudayaan n. 2015. Buku siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan n.</p>
<p>3.4.2. Memahami struktur teks beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>3.4.2. Memahami struktur teks beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>• Struktur teks : Dapat mencakup - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan</p>	<p>menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan</p>	<p>Pengetahuan : - Tes Tertulis - Tes Lisan</p>		<p>• Setiawan DJ, Otong. 2017. Buku Siswa Bahasa Inggris SMA-MA/SMK-MAK Kelas X, Penerbit Irama Yudha: Jakarta</p>



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<p>4.4</p>	<p>4.4.1.1</p>	<p>Merespon teks tulis atau lisan mengenai teks deskriptif terkait tempat wisata dan bangunan sejarah terkenal</p>	<ul style="list-style-type: none"> ● Topik : Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di 				



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<p>teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p> <p>4.4.2 menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>4.4.2.1</p> <p>Membuat teks deskriptif terkait tempat wisata dan bangunan sejarah terkenal.</p>	<p>4.4.2.2</p> <p>Mendemonstrasikan teks deskriptif terkait tempat wisata dan bangunan sejarah terkenal.</p>	<p>☐</p>	<p>KI.</p>				
<p>3.5 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement) dengan memberikan informasi terkait kegiatan</p>	<p>3.5.1.</p> <p>Mengidentifikasi fungsi sosial beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan</p>	<p>◆</p> <p>Fungsi sosial : Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah.</p>	<p>- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (announcement) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati dan bertanya jawab</p>	<p><i>Sikap :</i> - Observasi - Pengamatan</p>	<p>2 x 2 JP (180 menit)</p>			



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	konteks penggunaan nya.			tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (announcement) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.			
3.5.2.	Mengidentifikasi struktur teks beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan mem berikan dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya.	●	Struktur Teks : - Istilah khusus terkait dengan jenis pemberituannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna		Pengetahuan : - Tes Tertulis - Tes Lisan		
3.5.3.	Membedakan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya.	●	Unsur Kebahasaan : - Ungkapan dan kosa kata yang lazim digunakan dalam announcement (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.		Keterampilan : - Penugasan - Project		



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			<p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p>				
<p>4.5. Dilarang mengumpulkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p>4.5.1.1</p>	<p>Merespon teks khusus dalam bentuk pemberitahuan (announcement).</p>	<p>• Topik : Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI</p>				
	<p>4.5.2.1</p>	<p>Membuat teks khusus dalam bentuk pemberitahuan (announcement).</p>					
	<p>4.5.2.2</p>	<p>Menyajikan teks khusus dalam bentuk pemberitahuan (announcement).</p>	<p>• Multimedia : Layout dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.</p>				

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<p>3.6 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks.</p>	<p>3.6.1</p>	<p>Mengidentifikasi fungsi sosial dialog yang berisi simple past tense dan present perfect tense.</p>	<p>• Fungsi sosial : Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb.</p>	<p>- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi</p>	<p><i>Sikap :</i> - Observasi - Pengamatan</p>	<p>2 x 2 JP (180 menit)</p>	<p>• Kementerian Pendidikan dan Kebudayaan. 2015. Buku siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</p>
<p>3.6 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks.</p>	<p>3.6.2</p>	<p>Menentukan struktur teks dari ungkapan memberi dan meminta informasi yang berisi simple past tense dan present perfect tense.</p>	<p>• Struktur teks : - Memulai - Menanggapi (diharapkan/di luar dugaan)</p>	<p>- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi</p>	<p><i>Pengetahuan :</i> - Tes Tertulis - Tes Lisan</p>		<p>• Setiawan DJ, Otong. 2017. Buku Siswa Bahasa Inggris SMA-MA/SMK-MAK Kelas X, Penerbit Irama Yudha: Jakarta</p>

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	3.6.3.	Menerapkan unsur kebahasaan teks transaksional tulis dari ungkapan memberi dan meminta informasi yang berisi simple past tense dan present perfect tense.	<ul style="list-style-type: none"> ● Unsur Kebahasaan: <ul style="list-style-type: none"> - Kalimat deklaratif dan interogative dalam simple past tense, present perfect tense. - Adverbial dengan since, ago, now; klausa dan adverbial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<p>teks rumpang pada beberapa teks terkait.</p> <ul style="list-style-type: none"> - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut - Melakukan refleksi tentang proses dan hasil belajar 	<p>Keterampilan :</p> <ul style="list-style-type: none"> - Penugasan - Project 		<ul style="list-style-type: none"> ● Internet
4.6.	4.6.1.	Menyusun teks interaksi transaksional lisan dan tulis dalam memberi informasi dengan menggunakan simple past tense dan present perfect tense.	<ul style="list-style-type: none"> ● Topik : Kegiatan, tindakan, kejadian, peristiwa yang dapat menimbulkan perilaku yang termuat di KI 				



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4.6.2.	Menyajikan dialog di depan kelas.						
3.7.1.	Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.	●	Fungsi sosial: Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membangun		<i>Sikap :</i> - Observasi - Pengamatan	4 x 2 JP (360 menit)	● Kementerian Pendidikan dan Kebudayaan. 2015. Buku siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.



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	3.7.2.	Menerapkan struktur teks dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Struktur teks : <ul style="list-style-type: none"> - Dapat mencakup: - orientasi - urutan kejadian/kegiatan - orientasi ulang 	<ul style="list-style-type: none"> - Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks 	<p><i>Pengetahuan :</i></p> <ul style="list-style-type: none"> - Tes Tertulis - Tes Lisan 		<ul style="list-style-type: none"> • Setiawan DJ, Otong. 2017. Buku Siswa Bahasa Inggris SMA-MA/SMK-MAK Kelas X, Penerbit Irama Yudha: Jakarta
	3.7.3.	Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Unsur Kebahasaan : <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: first, then, after that, before, when, at last, finally, dsb. - Adverbia dan frasa preposisional penunjuk waktu - Nomina singular dan plural dengan 	<ul style="list-style-type: none"> - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar. 	<p><i>Keterampilan :</i></p> <ul style="list-style-type: none"> - Penugasan - Project 		<ul style="list-style-type: none"> • Internet
4.7. teks recount - peristiwa bersejarah, menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount	4.7.1.1	Merespons teks recount terkait peristiwa bersejarah.					
	4.7.2.1	Membuat teks recount terkait peristiwa bersejarah dengan memperhatikan fungsi sosial, struktur					



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4.7.2	Mempresentasikan teks recount terkait peristiwa bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	●	<p>atau tanpa a, the, this, those, my, their, dsb.</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p>				
4.7.2.2	Mempresentasikan teks recount terkait bertemu peristiwa bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	●	<p>Topik : Peristiwa bersejarah yang dapat menimbulkan perilaku yang termuat di KI.</p>				
3.8.1.	Mengidentifikasi fungsi sosial teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.	●	<p>Fungsi sosial : Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan</p>	<p>- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya</p> <p>- Didikatkan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada</p> <p>- Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi</p> <p>- Membaca satu</p>	<p>Sikap :</p> <p>- Observasi</p> <p>- Pengamatan</p>	3 x 2 JP (135 menit)	<p>●</p> <p>Kementerian Pendidikan dan Kebudayaan. 2015. Buku siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</p>
3.8.2.	Menerapkan struktur teks naratif lisan dan tulis dengan memberi dan meminta	●	<p>Struktur teks : Dapat mencakup:</p> <ul style="list-style-type: none"> - Orientasi - Komplikasi 	<p>- Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi</p> <p>- Membaca satu</p>	<p>Pengetahuan :</p> <p>- Tes Tertulis</p> <p>- Tes Lisan</p>		<p>●</p> <p>Setiawan DJ, Otong. 2017. Buku Siswa Bahasa Inggris SMA-SMA/SMK-</p>



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	informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya; Orientation, Complication, Resolution, Re-Orientation.		<ul style="list-style-type: none"> - Resolusi - Orientasi ulang 	legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.		MAK Kelas X, Penerbit Irama Yudha: Jakarta
	3.8.3. Membedakan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya. - Penggunaan Simple Past Tense dan Past Continuous - Kosakata terkait karakter, watak dan setting dalam legenda - Adverb of time dan Conjunction.	♦	<p>Unsur Kebahasaan:</p> <ul style="list-style-type: none"> - Kalimat-kalimat dalam simple past tense, past continuous, dan lainnya yang relevan - Kosakata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 		<p>Keterampilan:</p> <ul style="list-style-type: none"> - Penugasan - Project 	♦ Internet
4.8. menangkap makna secara kontekstual terkait fungsi sosial,	4.8.1. Mencermati teks naratif tulis sederhana terkait legenda	♦	<p>Topik:</p> <p>Cerita legenda yang dapat menumbuhkan</p>			



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		rakyat.		perilaku yang termuat di KI.				
	4.8.2.	Membuat script teks naratif tulis sederhana terkait legenda rakyat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.						
	4.8.3.	Mendemonstrasikan script teks naratif terkait legenda rakyat, sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	<input type="checkbox"/>					
3.9	3.9.1.	Mengidentifikasi fungsi sosial lirik lagu terkait kehidupan remaja.	●	<p>Fungsi sosial: Mengembangkan nilai-nilai kehidupan dan karakter yang positif.</p> <ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi 	<p><i>Sikap :</i></p> <ul style="list-style-type: none"> - Observasi - Pengamatan 	2 x 2 JP (180 menit)	●	Kementerian Pendidikan dan Kebudayaan. 2015. Buku siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan



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				tentang proses dan hasil belajarnya					Kebudayaan.
	3.9.2.	Mengidentifikasi unsur kebahasaan lirik lagu terkait kehidupan remaja.	●	Unsur Kebahasaan : - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan					● Setiawan DJ, Otong. 2017. Buku Siswa Bahasa Inggris SMA/MA/SMK/MAK Kelas X, Penerbit Irama Yudha: Jakarta
	4.9.1.	Menjelaskan makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja.							● Internet
	4.9.2.	Menyimpulkan fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	●	Topik : Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI					



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	SEKOLAH MENENGAH ATAS (SMA) NEGERI PLUS PROPINSI RIAU
	RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri Plus Provinsi Riau
 Mata Pelajaran : Bahasa Inggris.
 Keahlian : Speaking
 Tahun Pelajaran : 2021 / 2022
 Kelas / Semester : X / Genap
 Materi : Narrative Text (KD. 3.8 dan 4.8)
 Alokasi Waktu : 4 Meeting
 Pertemuan Ke : 1-3
 Indikator : Siswa dapat mengidentifikasi Narrative Text sebagai konsep untuk menyampaikan cerita (story telling) dan menyampaikan sebuah cerita naratif menggunakan Bahasa Inggris melalui presentation and storytelling.

A. Core Competence

- CC 1 : Respect and appreciate the teachings of their religion.
 CC2 : Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, cooperation), polite, confident, in interacting effectively with the natural social environment within the reach of the association and its existence.
 CC 3 : Understand and apply knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture and related to phenomena and incidence of eye looks.
 CC 4 : Trying, processing, and presenting, in the realm of concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and arranging) according to what they have learned in school and other sources in the same viewpoints / theories.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.8 Distinguishing social functions, text structure,	3.8.1 Identify the social function of oral narrative texts by giving and

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<p>and linguistic elements of several oral and written narrative texts by giving and asking for information related to fairy tales, folklore, and fables, according to the context of their use</p>	<p>asking for information related to folk legends, simple, according to the context of their use.</p> <p>3.8.2 Apply the structure of oral and written narrative texts by giving and asking for information related to folk legends, simple, according to the context of their use; Orientation, Complication, Resolution, Re-Orientation.</p> <p>3.8.3 Distinguishing the linguistic elements of spoken narrative texts and related to folk legends, simple, according to the context of their use.</p> <ul style="list-style-type: none"> - Use of Simple Past Tense and Past Continuous - Vocabulary related to characters, characters, and settings in the legend - Adverbs of time and conjunctions.
<p>4.8 Capturing meaning contextually and develop oral speaking to state, retell, and respond to narrative texts, legends, fables, and fairy tales by paying attention considering social functions text structure, and correct linguistic elements and in context.</p>	<p>4.8.1 Observing simple oral and written narrative texts related to folk legends, fables, and fairy tales.</p> <p>4.8.2 Developing spoken texts to provide information, messages, contents of narrative texts by asking questions and answering related to the topic.</p> <p>4.8.3 During retelling the narrative texts related to folk tales, fables, and fairy tales by paying attention to social functions, text structures, and linguistic elements correctly.</p>



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C. Learning Materials

Learning materials

➤ Social Functions

Get entertainment, entertain, teach noble values, take examples.

➤ Text Structure

May include:

- ✓ Orientation
- ✓ Complications
- ✓ Resolution
- ✓ Re-Orientation

➤ Language Elements

- ✓ Sentences in simple past tense, past continuous, and others that are relevant
- ✓ Vocabulary: related to characters, characters, and setting in legend
- ✓ Connecting and telling adverbs
- ✓ Speech, stress, intonation, spelling, punctuation, and handwriting

➤ Topic

Legend stories, fairy tales, fables that can foster behavior contained in CC.

➤ Multimedia

Layouts that make the text look more attractive.

D. Teaching and Learning Method

- A. Scientific Approach
- B. Communicative Approach

E. Learning Media, tools, and Learning Sources

1. Media

- a. A short simple animation video monologue related to the topic legend stories, fairy tales, fables. Available on www.youtube.com
- b. Situation cards.

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2. Tool/Material

- ✓ Computer, an LCD projector, and a speaker.

3. Learning Sources

Sarwoko K13 English Package Book: English on Target for Senior High School Grade X. Jakarta: Erlangga Publisher and relevant textbooks

F. Teaching and Learning Activities

First Meeting	
Pre-Activities	a. The researcher prepares the students psychologically and physically to participate in the learning process by giving greetings, invites students to tidy up the classroom and their appearance, invites students to initiate activities with prayer, and checks the students' attendance.
	b. The researcher asks a question about the English material that the students have learnt or have known previously.
	c. The researcher conveys the learning objectives or the basic competence to be achieved.
Main Activities	a. The students watch a short simple animation video about the story of Malin Kundang.
	b. Students pay attention to the storyline of the video animation and write some words that they unknown meaning from the animation video.
	c. Students pay attention to the storyline of the video animation.
	d. The researcher and the students discuss the meaning, social function, generic structure, and linguistic elements in the animation video.
	e. The researcher asks some questions to the students related to the animation video.

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	f. The students retell the story about Malin Kundang in front of the class.	
	g. The researcher gives feedback from the student' performance.	
Closing	a. The researcher and the students make a conclusion of today's lesson	
	b. The researcher gives the students homework	
	c. The researcher asks some questions to the students to help them do a reflection on the teaching and learning process.	
	d. The researcher closes the lesson.	
Second Meeting		
Pre-Activities	a. The researcher prepares the students psychologically and physically to participate in the learning process by giving greetings, invites students to tidy up the classroom and their appearance, invites students to initiate activities with prayer, and checks the students' attendance.	
	b. The researcher asks a question about the English material that the students have learnt or have known previously.	
	c. The researcher conveys the learning objectives or the basic competence to be achieved.	
Main Activities	a. The students watch a short simple explanation about the story of Malin Kundang on power point.	
	b. Students pay attention to the researcher explanations and write some words that they unknown meaning from the animation video.	
	c. Students pay attention to the storyline of the text script on video animation of Malin Kundang.	
	d. The researcher and the students	

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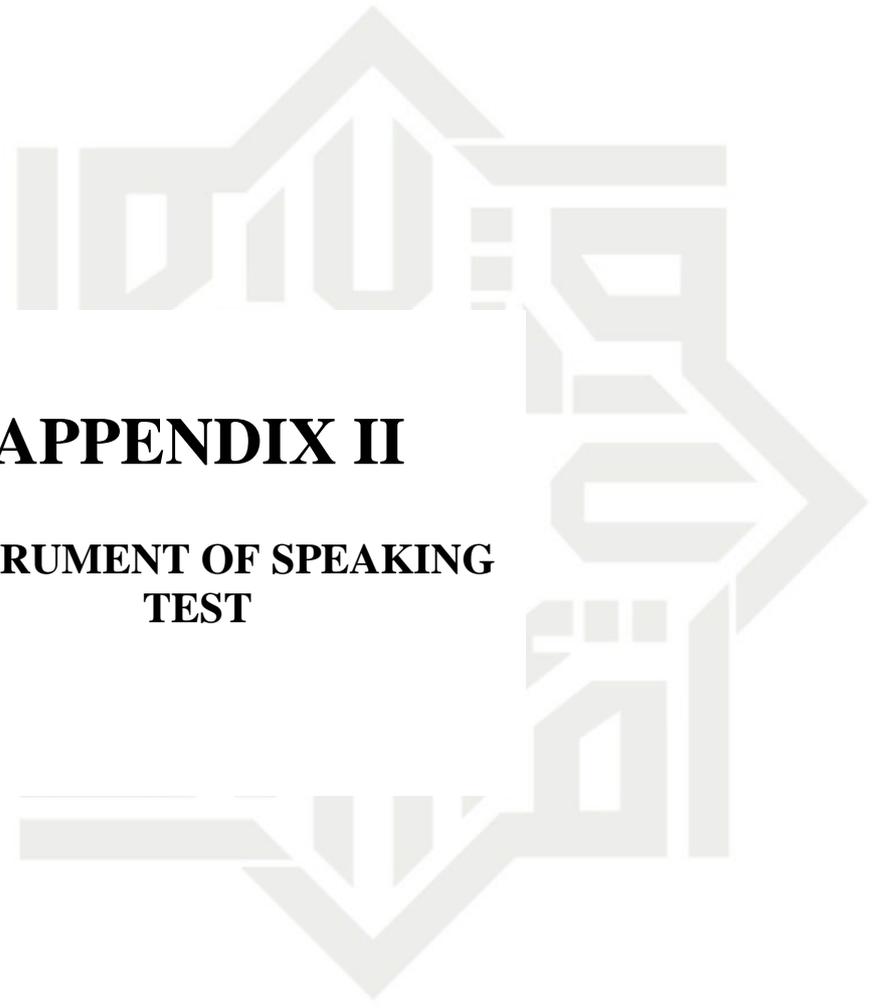
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	discuss the meaning, social function, generic structure, and linguistic elements based on the Malin Kundang text.	
	e. The researcher asks some questions to the students related to the text.	
	f. The students retell the story about Malin Kundang in front of the class.	
	g. The researcher gives feedback from the student' performance.	
Closing	a. The researcher and the students make a conclusion of today's lesson	
	b. The researcher gives the students homework	
	c. The researcher asks some questions to the students to help them do a reflection on the teaching and learning process.	
	d. The researcher closes the lesson.	
Third Meeting		
Pre-Activities	a. The researcher prepares the students psychologically and physically to participate in the learning process by giving greetings, invites students to tidy up the classroom and their appearance, invites students to initiate activities with prayer, and checks the students' attendance.	
	b. The researcher asks a question about the English material that the students have learnt or have known previously.	
	c. The researcher conveys the learning objectives or the basic competence to be achieved.	
Main Activities	a. The researcher gives the students a card situation and mention students to follow her instruction.	
	b. Students pay attention to the story of the researcher instruction.	
	c. The researcher asks the students	

	to create a dialogue with their friends relate the card that choices.	
	d. The students present and do a dialogue in front of the class.	
Closing	a. The researcher and the students make a conclusion of today's lesson	
	b. The researcher gives the students homework	
	c. The researcher asks some questions to the students to help them do a reflection on the teaching and learning process.	
	d. The researcher closes the lesson.	

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APPENDIX II

INSTRUMENT OF SPEAKING TEST

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UIN SUSKA RIAU



SPEAKING INSTRUMENT PRE-TEST EXPERIMENTAL CLASS

Directions:

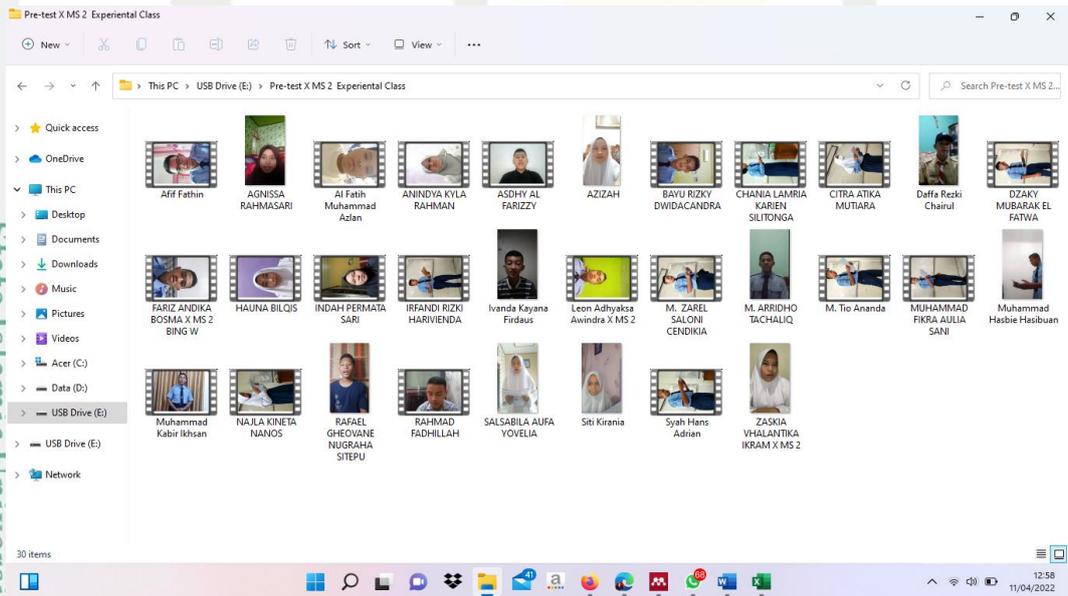
1. This test is for scientific research
2. There is no effect on your score in English subject

Instruction:

Please make a script of Malin Kundang story in your paper maximum durations 4-7 minutes and then present your result in front of the class spontaneity with a good grammar, pronunciation, fluency, and vocabulary by using retelling.

The questions about the story

- a. What message can you take from the story?
- b. What is the problem on the story above?



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SPEAKING INSTRUMENT POST-TEST EXPERIMENTAL CLASS

Directions:

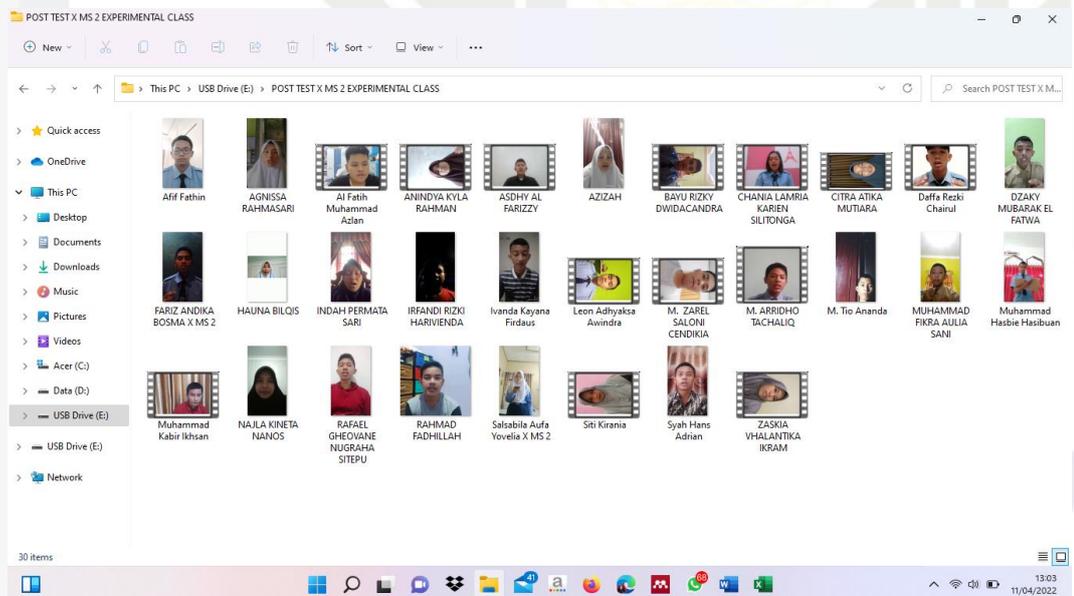
1. This test is for scientific research
2. There is no effect on your score in English subject

Instruction:

Please make a script of Malin Kundang story in your paper maximum durations 4-7 minutes and then your record on video form with a good grammar, pronunciation, fluency, and vocabulary by using retelling.

The questions about the story

- a. What message can you take from the story?
- b. What is the problem on the story above?
- c. What is the moral of the story?



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SPEAKING INSTRUMENT PRE-TEST CONTROL CLASS

Directions:

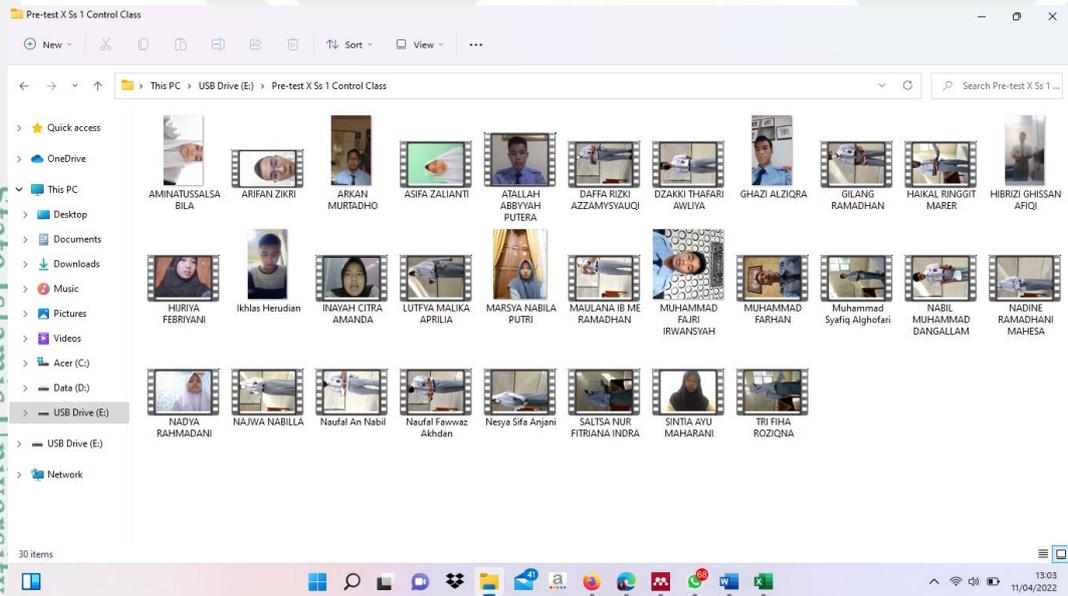
1. This test is for scientific research.
2. There is no effect on your score in English subject.

Instruction:

Please make a script of Malin Kundang story in your paper maximum durations 4-7 minutes and then present your result in front of the class spontaneity with a good grammar, pronunciation, fluency, and vocabulary by using retelling.

The questions about the story

- a. What message can you take from the story?
- b. What is the problem on the story above?



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SPEAKING INSTRUMENT POST-TEST CONTROL CLASS

Directions:

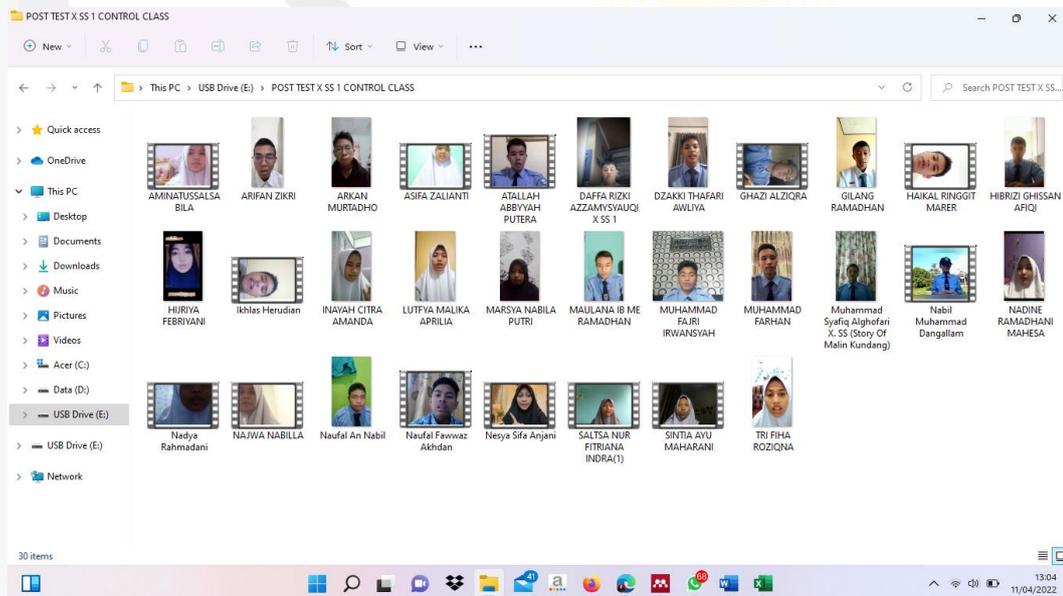
1. This test is for scientific research.
2. There is no effect on your score in English subject.

Direction:

Please make a script of Malin Kundang story in your paper maximum durations 4-7 minutes and then your record on video form with a good grammar, pronunciation, fluency, and vocabulary by using retelling.

The questions about the story

- a. What message can you take from the story?
- b. What is the problem on the story above?
- c. What is the moral of the story?



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NARATIVE TEXT MATERIAL

A. Script Animation Video

1. Script Video Malin Kundang

Malin Kundang Story

A long time ago there was a child named Malin kundang who lived with his poor father and mother. They lived in a village on the beach. It was a small and quiet place, and many people had migrated to the cities to find more money. There wasn't much to do in their Village, the land was arid, and the fish in the sea were not plentiful. Malin kundang liked to play. All he did every day was just chase the only chicken his parents owned, Burik. There you are burik! Come here! hahaha. Malin kept chasing burik when he caught him, he would usually torture to the poor chicken. I got you! hahaha. One Day, Malin Kundang's father wanted to go abroad. It is said that the neighboring country is prosperous and making money there is very easy. I'm leaving, Malin! Said Malin's father. Yes, Dad! Malin kundang's father immediately boarded the ship with the other residents who wanted to migrate. So Malin and his mother had to stay in the pool Village.

Day after day went by with no word of news from Malin's father. Malin's mother also had to work harder to meet their daily needs. Come on, Please buy it! Yelled Malin's mother while selling her stuff. Meanwhile, Malin was still chasing burik. One day when he tried to catch a burik, he suddenly fell. He tripped over a stone, and fell very hard. His arm was scratched by the sharp stone, and started bleeding. His mother immediately treated his wound. With great affection, she tended Malin. This wound will heal, but the scar will remain. oh no Hu Hu Hu. Days became months, months became years, and years passed quickly. Unnoticed, Malin was now a handsome and strong young man. He began to get bored in his quiet and poor Village. He wanted to travel like his father. I will sail the sea like my father. He said, Then, Malin kundang tried to ask for permission from his mother.

Mom let me go abroad, just like father. Said Malin kundang to his mother who immediately became sad. No, my son, I'm afraid you will not return just like

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your father! You are the only child I have, if you don't come back, who will I live with? She worried so much about Malin. Don't worry Mom. Malin answered. I promise I'll be back. I will become a rich man and you can come to live with me. Finally, nothing could be done by his mother. Malin kundang insisted on leaving. He sneaked onto the ship, and hid in the wooden chest. The ship sailed, but in the middle of the sea, pirates stopped and hijacked the ship. The ship's crew were killed by the pirates, and they seized all the essential items on board, and the ship was abandoned at sea. We are under attack! We are under attack! Malin survived because he hid in a chest. When he came out from hiding, the ship was stranded on the beach. Luckily, there was a lush and rich village near the beach. The port was large and crowded. Malin kundang smiled even though his body was weak and he felt exhausted. Here I can try my luck! Malin kundang worked hard, day and night, the only thing on his mind was to be rich. Because of his determination and hard work, he became rich, and had a large ship with more than a hundred crew. I'm rich! I'm rich! He said happily while counting his money.

One day Malin Kundang took his wife sailing on his luxury boat. They don't from the village port of Malin Kundang's hometown. News of Malin Kundang's success reached his mother. Is.... is that my son, Malin's ship? With a cheerful heart, the elderly mother hobbled to the harbour. He is Malin Kundang, I'm sure of it. Though Malin's mother saw Malin get off the ship with his wife. Malin... Malin... you ca... You came home son... Said Malin's mother trying to reach her son. Malin kundang's wife saw an old woman who ran shouting, her clothes were ragged, old, and worn out. So, she asked her husband, who is she? Is she really your mother? Malin kundang was nervous, he didn't want his wife to find out that he came from a poor family. So, he answered his wife, I don't know honey, maybe just an old beggar asking for alms. His mother heard Malin kundang's words, she was saddened. How can you not know me, my child? I am your mother. I raised you! Said his mother, crying. Malin Kundang became angry and said, my mother is long dead! Don't lie to me, old beggar! His mother cried and with a sad voice said, I'm sure you are Malin, my son, look at the scar on your arm! It is only Malin Kundang, my child, who has that scar.

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Malin became even madder; he told his bodyguards to take away his mother who was sobbing. With a painful heart, his mother prayed to God. God, if he is truly my son Malin kundang, I curse him to turn to Stone! Instantly, a rumble of thunder was heard even though it was sunny, slowly Malin felt something strange happening. He felt his body stiffen. He was confused. Oh, what's wrong with my body? I can't move oh.... oh.... no..... Malin kundang realized that he had been cursed as he knelt on the ground. He knelt on the ground and immediately turned to stone. It was too late for him to regret disobeying his mother. His mother thought was how much he regretted disobeying his mother as he turned to stone.

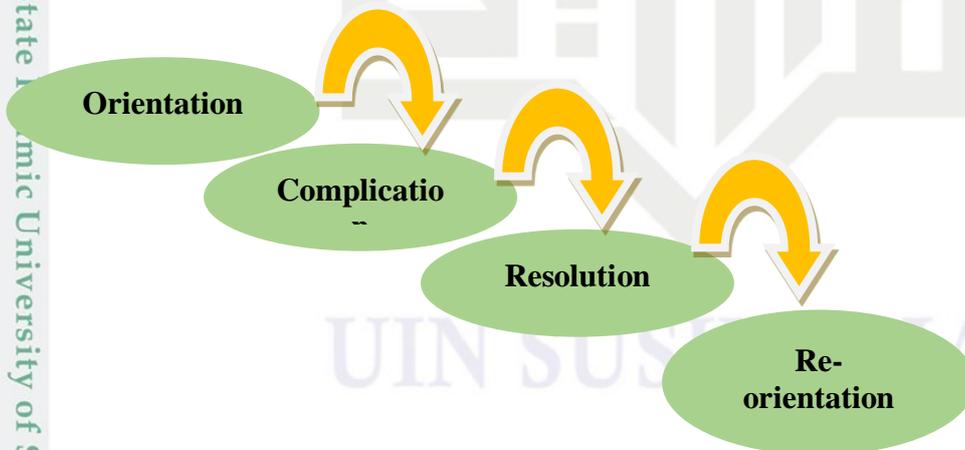
B. Material Learning

Narrative Text

Definition Narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

Generic structure of Narrative Text



TASK 1

While watching the video, write some action or words from Malin Kundang and Dayang Sumbi that you can show and find from the video.



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Malin Kundang	Malin's Mother
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

TASK 2

Instruction:

You get a situation card. Make a dialogue based on it. Do it in front of the class.

You act as Malin Kundang who asks permission from his parents and your friends as Malin Kundang's mother.

You act as Malin's mother who asks Allah about Malin and your friend as the disobedient Malin.

- a. Assessment Technique : Speaking skills test
- b. Instrument form : Oral test (the ability on asking and answering the questions)
- c. Lattice

No	Indicators	Number of items
1.	Cards which contain questions and answers were given for the students randomly. Students can answer the questions based on the cards they get.	1

2. Skills

- a. Assessment Techniques : Performance

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- b. Instrument Form : Part of the story cards (Speaking skills test) and scoring rubric
- c. Lattice
 - 1) Practice test

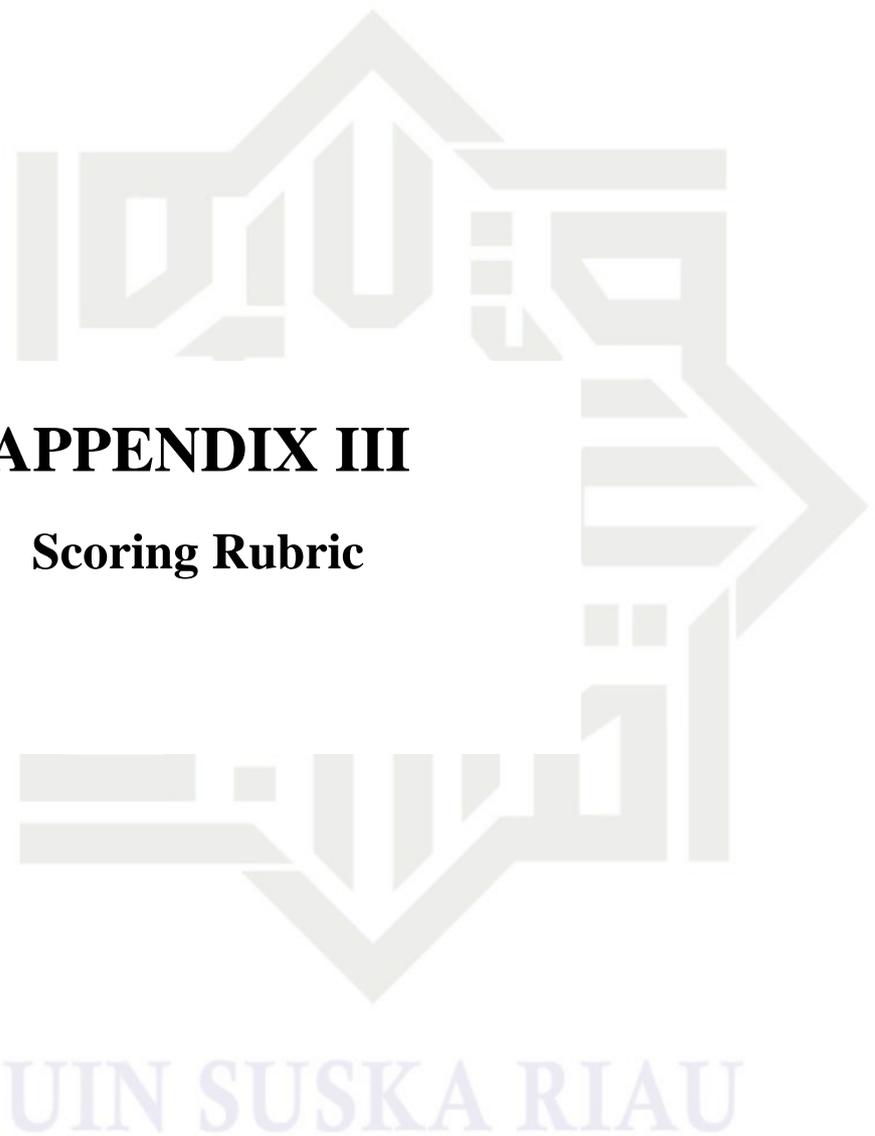
No	Indicators	Number of items
1.	The part of the story cards is given for the students. There are some different situation cards. By using the card, the students should make a monologue containing the part of the story related to the topic.	2

2) Assessment guidelines

No	Name	Aspect being scored (1-5)					Total score
		Pronunciation	Comprehension	Grammar	Fluency	Vocabulary	

Total mark : Total score x 5

Maximum score : 25 x 4 = 100



APPENDIX III

Scoring Rubric

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There are six components of speaking to be scored; pronunciation, grammar, vocabulary, fluency, comprehension, and task as Brown (2004:172) has stated.

Scoring Rubric for Students' Speaking Skill

Component of speaking	Requirements	Score
Pronunciation	Equivalent to and fully accepted by educated native speaker.	5
	Errors in pronunciation are quite rare.	4
	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	3
	Accent is intelligible though often quite faulty.	2
	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	1
Grammar	Equivalent to that of an educated native speaker.	5
	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	4
	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.	3
	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	2
	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	1
Vocabulary	Speech on a level is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	5
	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	4
	Able to speak the language with sufficient vocabulary to participate effectively in most formal	3

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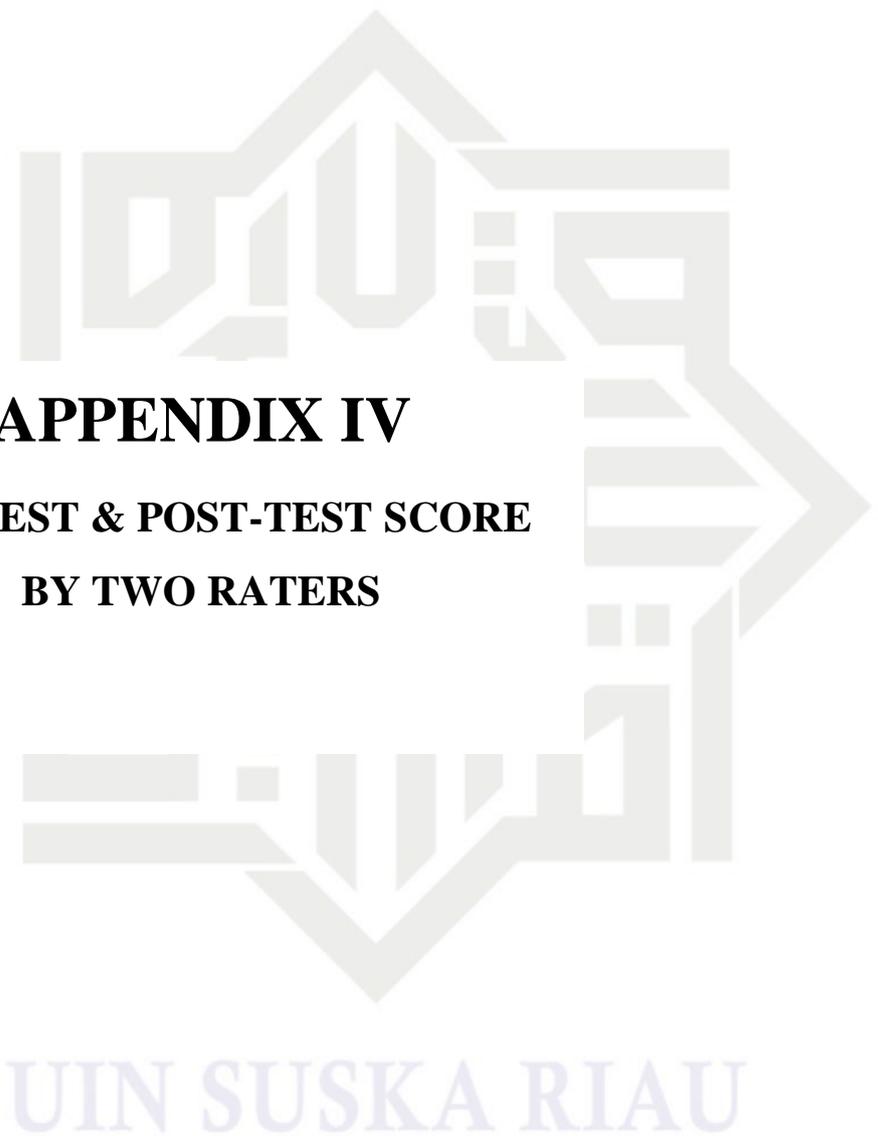
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Hak cipta milik UIN Suska Riau		and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	
		Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	2
		Speaking vocabulary inadequate to express anything but the most elementary needs.	1
UIN Suska Riau	Fluently	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	5
		Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	4
		Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.	3
		Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	2
		No specific fluency description. Refer to other four language areas for implied level of fluency.	1
State Islamic University of Sultan Syarif Kasim Riau	Comprehension	Equivalent to that of an educated native speaker.	5
		Can understand any conversation within the range of his experience.	4
		Comprehension is quite complete at a normal rate of speech.	3
		Can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge)	2
		Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	1



APPENDIX IV

PRE-TEST & POST-TEST SCORE

BY TWO RATERS

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UIN SUSKA RIAU



- Hak Cipta Dilindungi
1. Dilarang mengutip
 - a. Pengutipan ha
 - b. Pengutipan tid
 2. Dilarang mengun

SPEAKING PERFORMANCE SCORE

PRE TEST VIDEO X SS 1 SMAN PLUS RIAU PROVINCE (CONTROL CLASS)

NO	STUDENTS	LANGUAGE COMPONENTS																				RAW SCORE	CONVERTED SCORE					
		PRONUNCIATION					GRAMMAR					VOCABULARY					FLUENCY							COMPREHENSION				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			1	2	3	4	5
1	AMINATUSSALSABILA				4						5					4					4					4	21	84
2	ARIFAN ZIKRI				4					4						5			3							4	20	80
3	ARKAN MURTADHO			3						4				3							4					4	18	72
4	ASIFA ZALIAN TI			3						4					4				3					3			17	68
5	ATALLAH ABBYYAH PUTERA				4						5				4				3							4	20	80
6	DAFFARIZKI AZZAMYSYAUQI		2							3					4						4					4	17	68
7	DZAKKI THAFARI AWLIYA				4					4				3							4					5	20	80
8	GHAZIALZIQRA			3							5				4											5	22	88
9	GILANG RAMADHAN			3							5					5			3					3			19	76
10	HAIKAL RINGGIT MARER				4						5					5					4					4	22	88
11	HIBRIZI GHISSAN AFIQI					5					4					5										5	23	92
12	HIRIYA FEBRIYANI			3							4				4						4					5	20	80
13	Ikhlās Herudian				4						5					5					4					4	22	88
14	INAYAH CITRA AMANDA				4						5			3							4					4	20	80
15	LUTEYA MALIKA APRILIA			3							4					5					5			3			20	80
16	MARSYA NABILA PUTRI				4						4					5			3							5	21	84
17	MAULANA IB ME RAMADHAN				4						5					5					4			3			21	84
18	MUHAMMAD FAJRI IRWANSYAH				4						4			3							4					5	20	80
19	MUHAMMAD FARHAN				4						5					5			3							4	21	84

20	Muhammad Syafiq Alghofari				5				4					4				4		21	84		
21	NABIL MUHAMMAD DANGALLAM			4					5					4				3		5	21	84	
22	NADINE RAMADHANI MAHESA			3					4					5					5	4	21	84	
23	NADYA RAHMADANI			3					4					4				3			5	19	76
24	NAJWA NABILLA			4					5					4					5	4	22	88	
25	Naufal An Nabil		2						4					3				3			5	17	68
26	Naufal Fawwaz Akhdan			4					5					5				4		3		21	84
27	Nesya Sifa Anjani			4					5					5				4			5	23	92
28	SAL TSA NUR FITRIANA INDRA			4					4					4				4		4		20	80
29	SINTIA AYU MAHARANI			4					4					5				4		3		20	80
30	TRI FIHA ROZIQA		2						4					4				3			4	17	68

Rater 2,

Kurnia Budiyanti , S.Pd, M.Pd

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SPEAKING PERFORMANCE SCORE

POST TEST VIDEO X SS 1 SMAN PLUS RIAU PROVINCE (CONTROL CLASS)

NO	STUDENTS	LANGUAGE COMPONENTS																									RAW SCORE	GRADED SCORE	
		PRONUNCIATION					GRAMMAR					VOCABULARY					FLUENCY					COMPREHENSION							
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			
1	AMINATUSSALSABILA				4					5					4					4					4			21	84
2	ARIFAN ZIKRI				4					4					5					3					4			20	80
3	ARKAN MURTADHO			3						4					3						4				4			18	72
4	ASIFA ZALIANI			3						4					4					3				3			17	68	
5	ATAALLAH ABBYAH PUTERA				4					5					4					3				4			20	80	
6	DAFFA RIZKI AZZAMYSYAUQI		2							3					4						4				4			17	68
7	DZAKKI THAFARI AWLIYA				4					4					3						4				5	20	80		
8	GHAZI ALZIQRA				4					5					4						5				5	23	92		
9	GILANG RAMADHAN			3						5					5					3				5	21	84			
10	HAIKAL RINGGIT MARER					5				5					5					4				4	23	92			
11	HIBRIZI GHISSAN AFIQI					5				4					5					5				4	23	92			
12	HHRIYA FEBRIYANI			3						4					4						4				5	20	80		
13	Ikhlas Herudian				4					5					5						4			4	22	88			
14	INAYAH CITRA AMANDA				4					5					3						4			4	20	80			
15	LUTFYA MALIKA APRILIA					5				4					5						5			5	24	96			
16	MARSYA NABILA PUTRI				4					4					5					3				5	21	84			
17	MAULANA IB ME RAMADHAN				4					5					5						4			3	21	84			
18	MUHAMMAD FAJRI IRWANSYAH				4					4					3						4			5	20	80			
19	MUHAMMAD FARHAN				4					5					5					3				4	21	84			
20	Muhammad Syafiq Alghofari					5				4					4						5			4	22	88			
21	NABIL MUHAMMAD DANGALLAM				4					5					4					3				5	21	84			
22	NADINE RAMADHANI MAHESA			3						4					5						5			4	21	84			

23	NADYA RAHMADANI			3						4					4				3					5	19	76	
24	NAJWA NABILLA			4						5					4					5				4		22	88
25	Naufal An Nabil			3						4					3					3					5	18	72
26	Naufal Fawwaz Akhdan			4						5					5					4				3		21	84
27	Nesya Sifa Anjani			4						5					5					4					5	23	92
28	SAL TSA NUR FITRIANA INDRA			4						4					4					4				4		20	80
29	SINTIA AYU MAHARANI			4						4					5					4				3		20	80
30	TRI FIHA ROZIQA			3						4					4					3				4		18	72

Rater 2,

Kurnia Budiyan ti , S.Pd, M.Pd



SPEAKING PERFORMANCE SCORE

PRE TEST VIDEO X SS 1 SMAN PLUS RIAU PROVINCE (EXPERIMENTAL CLASS)

NO	STUDENTS	LANGUAGE COMPONENTS																				RAW SCORE	NORMALIZED SCORE					
		PRONUNCIATION					GRAMMAR					VOCABULARY					FLUENCY							COMPREHENSION				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			1	2	3	4	5
1	Aff Fathin				5					5					5					5					5	25	100	
2	AGNISSA RAHMASARI				4					5					5					4					5	23	92	
3	Al Fatih Muhammad Azlan				4					4					5					4					5	22	88	
4	ANINDYA KYLA RAHMAN				4					5					5					4					5	23	92	
5	ASDHY AL FARIZZY									5					5										5	25	100	
6	AZIZAH									5					5										5	25	100	
7	BAYU RIZKY DWIDACANDRA									5					5										5	25	100	
8	CHANIA LAMRIA KARIEN SILITONGA									5					5										5	25	100	
9	CFTRA ATIKA MUTIARA									5					5									4	5	24	96	
10	Daffa Rezki Chairul				3										5									4	5	21	84	
11	DZAKY MUBARAK EL FATWA									5					5									4	5	24	96	
12	FARIZ ANDIKA BOSMA														5									4	5	21	84	
13	HAUNA BILQIS									5					5									5	5	25	100	
14	INDAH PERMATA SARI				4										4									3		19	76	
15	IRFANDI RIZKI HARIVIENDA									5					5									5	5	25	100	
16	Ivanda Kayana Firdaus									5					5									4	5	24	96	
17	LEON ADHYAKSA AWINDRA									5					5									5	5	24	96	
18	M. ZAREL SALONI CENDIKIA									5					5									4	5	23	92	
19	M. ARRIDHO TACHALIQ									5					5									5	5	24	96	
20	M. Tjo Ananda									5					5									4	5	23	92	
21	MUHAMMAD FIKRA AULIA SANI									5					5									4	5	24	96	
22	Muhammad Hasbie Hasibuan									5					5									5	5	25	100	

23	Muhammad Kabir Ikhsan				5				5				5			5			5	25	100	
24	NAJLA KINETA NANOS				5				5				5			4				5	24	96
25	RAFAEL GHEOVANE NUGRAHA SITEPU			3					5				5		3					5	21	84
26	RAHMAD FADHILLAH				4				5				5			4				5	23	92
27	SALSABILA AUFA YOVELIA				4				5				5			5				5	24	96
28	Siti Kirania				4				4				5			4				5	22	88
29	Syah Hans Adrian				4				5				5			4				5	23	92
30	ZASKIA VHALANTIKA IKRAM								4				4			4				4	16	64

Rater 2,

Kurnia Budiyantri , S.Pd, M.Pd



SPEAKING PERFORMANCE SCORE

POST TEST VIDEO X SS 1 SMAN PLUS RIAU PROVINCE (EXPERIMENTAL CLASS)

NO	STUDENTS	LANGUAGE COMPONENTS																				RAW SCORE	CORRECTED SCORE					
		PRONUNCIATION					GRAMMAR					VOCABULARY					FLUENCY							COMPREHENSION				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			1	2	3	4	5
1	Aff Fathin				5					5					5					5					5	25	100	
2	AGNISSA RAHMASARI			4						5					5					5					5	24	96	
3	Al Fatih Muhammad Azlan				5					5					5				4						5	24	96	
4	ANINDYA KYLA RAHMAN			4						5					5					5					5	24	96	
5	ASDHY AL FARIZZY				5					5					5					5					5	25	100	
6	AZIZAH			4						5					5					5					5	24	96	
7	BAYU RIZKY DWIDACANDRA				5					5					5					5					5	25	100	
8	CHANIA LAMRIA KARIEN SILITONGA				5					5					5					5					5	25	100	
9	CFTRA ATIKA MUTIARA				5					5					5					5					5	25	100	
10	Daffa Rezki Chairul			4						5					5				4						5	23	92	
11	DZAKY MUBARAK EL FATWA			4						5					5				4						5	23	92	
12	FARIZ ANDIKA BOSMA			4						5					5					5					5	24	96	
13	HAUNA BILQIS				5					5					5					5					5	25	100	
14	INDAH PERMATA SARI			4						5					5				4						5	23	92	
15	IRFANDI RIZKI HARIVIENDA			4						5					5				4						5	23	92	
16	Ivanda Kayana Firdaus				5					5					5					5					5	25	100	
17	LEON ADHYAKSA AWINDRA			4						5					5				4						5	23	92	
18	M. ZAREL SALONI CENDIKIA			4						5					5				4						5	23	92	
19	M. ARRIDHO TACHALIQ			4						5					5				4						5	23	92	
20	M. Tio Ananda			4						5					5					5					5	24	96	
21	MUHAMMAD FIKRA AULIA SANI				5					5					5					5					5	25	100	
22	Muhammad Hasbie Hasibuan				5					5					5					5					5	25	100	

23	Muhammad Kabir Ikhsan					5				5					5				5	25	100
24	NAJLA KINETA NANOS					5				5					5				5	25	100
25	RAFAEL GHEOVANE NUGRAHA SITEPU				4					5				4					5	23	92
26	RAHMAD FADHILLAH				4					5				4					5	23	92
27	SALSABILA AUFA YOVELIA				4					5					5				5	24	96
28	Siti Kirania				4					5					5				5	24	96
29	Syah Hans Adrian				4					5					5				5	24	96
30	ZASKIA VHALANTIKA IKRAM			3						5					5				5	22	88

Rater 2,

Kurnia Budiyantri , S.Pd, M.Pd



SPEAKING PERFORMANCE SCORE

POST TEST VIDEO X SS 1 SMAN PLUS RIAU PROVINCE (CONTROL CLASS)

NO	STUDENTS	LANGUAGE COMPONENTS																				RAW SCORE	CORRECTED SCORE					
		PRONUNCIATION					GRAMMAR					VOCABULARY					FLUENCY							COMPREHENSION				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			1	2	3	4	5
1	AMINATUSSALSABILA				4				4					4						5				4		21	84	
2	ARIFAN ZIKRI			3					4					4						4				4		19	76	
3	ARKAN MURTADHO			3				3					3							4				4		17	68	
4	ASIFA ZALIANI			3				3					3						3				3		15	60		
5	ATAALLAH ABBYAH PUTERA			3					4					4						4				4		19	76	
6	DAFFA RIZKI AZZAMYSYAUQI			3				3					3							3				3		15	60	
7	DZAKKI THAFARI AWLIYA			3				3						4						3				3		16	64	
8	GHAZIALZIORA				4				4					4						5				4		21	84	
9	GILANG RAMADHAN			3					4					4						4				4		19	76	
10	HAIKAL RINGGIT MARER				4				4					4						4				4		20	80	
11	HIBRIZI GHISSAN AFIQI				4				4					4						5				4		21	84	
12	HEJRIYA FEBRIYANI				4				4					4						5				4		21	84	
13	Ikhlās Herudian			3					4					4						4				4		19	76	
14	INAYAH CITRA AMANDA				4				4					4						4				4		20	80	
15	LUTFYA MALIKA APRILIA				4				4					4						5				4		21	84	
16	MARSYA NABILA PUTRI			3					4					4						3				4		18	72	
17	MAULANA IB ME RAMADHAN			3					4					4						3				4		18	72	
18	MUHAMMAD FAJRI IRWANSYAH			3					4					4						4				4		19	76	
19	MUHAMMAD FARHAN			3					4					4						4				4		19	76	
20	Muhammad Syafiq Alghofari				4				4					4						4				4		20	80	
21	NABH MUHAMMAD DANGALLAM			3					4					4						4				4		19	76	
22	NADINE RAMADHANI MAHESA			3					4					4						4				4		19	76	

23	NADYA RAHMADANI		2						4					4				4			3			17	68	
24	NAJWA NABILLA			4					4					4					4				4		20	80
25	Naufal An Nabil		2						4					4				3					4		17	68
26	Naufal Fawwaz Akhdan			3					4					4					4				4		19	76
27	Nesya Sifa Anjani				4				4					4						5			4		21	84
28	SAL TSA NUR FITRIANA INDRA				4				4					4						5			4		21	84
29	SINTIA AYU MAHARANI			3					4					4						4			4		19	76
30	TRI FIHA ROZIQA		2						3					3						3			3		14	56

Rater 1,

Dedy Wahyudi , S.Pd, M.Pd

Undang-Undang
 sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan
 merugikan kepentingan yang wajar UIN Suska Riau.
 dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t

UIN Suska Riau

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SPEAKING PERFORMANCE SCORE

PRE TEST VIDEO X SS 1 SMAN PLUS RIAU PROVINCE (CONTROL CLASS)

NO	STUDENTS	LANGUAGE COMPONENTS																									RAW SCORE	NORMALIZED SCORE	CERTIFIED SCORE				
		PRONUNCIATION					GRAMMAR					VOCABULARY					FLUENCY					COMPREHENSION											
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5							
1	AMINATUSSALSABILA			3					4					4					4					4				4				19	76
2	ARIFAN ZIKRI			3					4					4					4					4				4				19	76
3	ARKAN MURTADHO			3					4					4					4					4				4				19	76
4	ASIFA ZALIANI		2						3					3					3					3				3				14	56
5	ATAALLAH ABBYAH PUTERA			3					3					4					4					4				4				18	72
6	DAFFA RIZKI AZZAMYSYAUQI		2						3					3					3					3				3				14	56
7	DZAKKI THAFARI AWLIYA		2						3					4					4					4				3				16	64
8	GHAZI ALZIORA			4					4					4					5					5				4				21	84
9	GILANG RAMADHAN		2						3					3					3					3				3				14	56
10	HAIKAL RINGGIT MARER			3					4					4					4					4				4				19	76
11	HIBRIZI GHISSAN AFIQI			4					4					4					5					5				4				21	84
12	HEJRIYA FEBRIYANI			4					4					4					5					5				4				21	84
13	Ikhlās Herudian			3					4					4					4					4				4				19	76
14	INAYAH CITRA AMANDA			4					4					4					5					5				4				21	84
15	LUTFYA MALIKA APRILIA			3					4					4					4					4				4				19	76
16	MARSYA NABILA PUTRI			3					4					4					3					3				3				17	68
17	MAULANA IB ME RAMADHAN		2						3					3					3					3				3				14	56
18	MUHAMMAD FAJRI IRWANSYAH		2						3					4					3					3				3				15	60
19	MUHAMMAD FARHAN		2						4					4					3					3				3				16	64
20	Muhammad Syafiq Alghofari			3					4					4					4					4				4				19	76
21	NABH MUHAMMAD DANGALLAM			3					4					4					4					4				4				19	76
22	NADINE RAMADHANI MAHESA			3					4					4					4					4				4				19	76

23	NADYA RAHMADANI		2							4					4				3			17	68
24	NAJWA NABILLA			3						4					4					4		19	76
25	Naufal An Nabil		2							4					4				3			16	64
26	Naufal Fawwaz Akhdan			3						4					4						4	19	76
27	Nesya Sifa Anjani				4					4						5					4	21	84
28	SAL TSA NUR FITRIANA INDRA				4					4						5					4	21	84
29	SINTIA AYU MAHARANI			3						4					4						4	19	76
30	TRI FIHA ROZIQA		2						3					3						3		14	56

Rater 1,

Dedy Wahyudi , S.Pd, M.Pd

Undang-Undang
sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan
merugikan kepentingan yang wajar UIN Suska Riau.
dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t



SPEAKING PERFORMANCE SCORE

PRE TEST VIDEO X SS 1 SMAN PLUS RIAU PROVINCE (EXPERIMENTAL CLASS)

NO	STUDENTS	LANGUAGE COMPONENTS																									RAW SCORE	NORMALIZED SCORE	CERTIFIED SCORE		
		PRONUNCIATION					GRAMMAR					VOCABULARY					FLUENCY					COMPREHENSION									
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
1	Aff Fathin				4					4					4					4					4					20	80
2	AGNISSA RAHMASARI				4					4					4					5					4					21	84
3	Al Fatih Muhammad Azlan				3					3					3					3					3					15	60
4	ANINDYA KYLA RAHMAN				4					4					4					5					4					21	84
5	ASDHY AL FARIZZY				4					4					4					5					4					21	84
6	AZIZAH				4					3					4					4					4					19	76
7	BAYU RIZKY DWIDACANDRA				4					4					4					4					4					20	80
8	CHANIA LAMRIA KARIEN SILITONGA				4					4					4					4					4					20	80
9	CFTRA ATIKA MUTIARA				4					4					4					4					4					20	80
10	Daffa Rezki Chairul				3					3					3					3					3					15	60
11	DZAKY MUBARAK EL FATWA				3					3					3					3					3					15	60
12	FARIZ ANDIKA BOSMA				3					3					3					3					3					15	60
13	HAUNA BILQIS				4					4					4					4					4					20	80
14	INDAH PERMATA SARI				4					4					4					3					3					18	72
15	IRFANDI RIZKI HARIVIENDA				4					4					4					4					4					20	80
16	Ivanda Kayana Firdaus				4					4					4					5					4					21	84
17	LEON ADHYAKSA AWINDR				3					3					3					3					3					15	60
18	M. ZAREL SALONI CENDIKIA				3					3					3					3					3					15	60
19	M. ARRIDHO TACHALIQ				3					3					3					3					3					15	60
20	M. Tjo Ananda				3					4					4					4					4					19	76
21	MUHAMMAD FIKRA AULIA SANI				3					3					3					3					3					16	64
22	Muhammad Hasbie Hasibuan				3					3					4					4					4					18	72

23	Muhammad Kabir Ikhsan				4					4						5			4		21	84	
24	NAJLA KINETA NANOS				4				3					3			4			4		18	72
25	RAFAEL GHEOVANE NUGRAHA SITEPU	2							3					3				2				13	52
26	RAHMAD FADHILLAH			3					3					3					3			15	60
27	SALSABILA AUFA YOVELIA				4					4						4				4		20	80
28	Siti Kirania			3					3					4						4		18	72
29	Syah Hans Adrian	2							3					3					3			14	56
30	ZASKIA VHALANTIKA IKRAM	2							3					3				2				13	52

Rater 1,

Dedy Wahyudi , S.Pd, M.Pd



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 ian sebagai
 bagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan
 merugikan kepentingan yang wajar UIN Suska Riau.
 dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t

23	Muhammad Kabir Ikhsan				4					4						5			4		21	84
24	NAJLA KINETA NANOS				4					4						5			4		21	84
25	RAFAEL GHEOVANE NUGRAHA SITEPU			3					3						3				3		15	60
26	RAHMAD FADHILLAH				4					4						4			4		20	80
27	SALSABILA AUFA YOVELIA				4					4						4			4		20	80
28	Siti Kirania				4					4						5			4		21	84
29	Syah Hans Adrian			3						4						4			4		19	76
30	ZASKIA VHALANTIKA IKRAM			3						4						4			4		19	76

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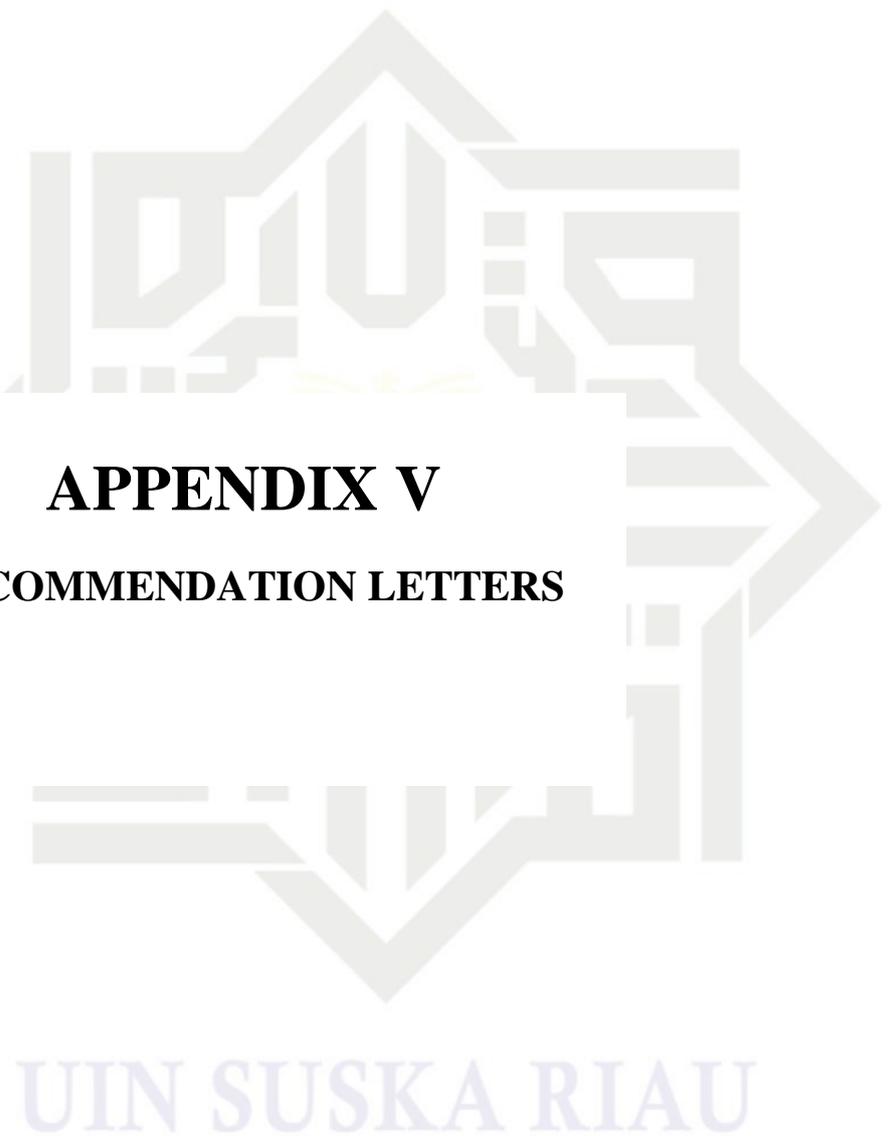
Dedy Wahyudi , S.Pd, M.Pd



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APPENDIX V

RECOMMENDATION LETTERS

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No. 155 Km. 18 Tampan Pekanbaru Riau 28293 PO. BOX 1084 Telp. (0761) 581047
Fax. (0761) 581047 Web: www.uisu.suska.ac.id E-mail: efsk_suska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/6033/2021

Pekanbaru, 22 Juni 2021

Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi*

Kepada
Yth. Siswandi, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatoh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : RISMA DESI FITRI
NIM : 11810423443
Jurusan : Pendidikan Bahasa Inggris
Judul : *Improving Students' Speaking Skill Through Audio Visual Aids At State Senior High School 1 Kampar*
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam

an, Dekan
Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag.
NIP. 19660924 199503 1 002

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No. 155 Km 18 Tampan Pekanbaru Riau 28293 PO BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail. eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/15496/2021
Sifat : Biasa
Lamp. : -
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 17 November 2021

Kepada
Yth. Kepala Sekolah
SMA Negeri Plus Provinsi Riau
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

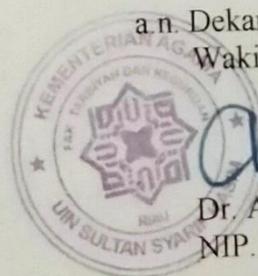
Nama : RISMA DESI FITRI
NIM : 11810423443
Semester/Tahun : VII (Tujuh)/ 2021
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan III



Amirah Diniaty
Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001



PEMERINTAH PROPINSI RIAU
SEKOLAH MENENGAH ATAS (SMA)
NEGERI PLUS PROPINSI RIAU

Jalan. Kubang Raya PO Box 1447 Telp (0761) 7048400 Pekanbaru
NPSN: 10404453 NSS: 30.1.09.60.08.050
Email: smanplus@gmail.com Website: http://smanplus-propriau.sch.id



Nomor : 032 / SMAN Plus / I / KP - 2022

Lampiran : -

Perihal : Izin melakukan Prariset

Kepada Yth : Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau

Di -

Pekanbaru

Dengan Hormat,

Yang bertanda tangan dibawah ini Kepala SMA Negeri Plus Provinsi Riau dengan ini Menerangkan :

NO	NIM	NAMA	GURU PEMBIMBING SMA NEGERI PLUS PROV. RIAU
1	11810423443	RISMA DESI FITRI	TENGGU EMADESTI, M.Pd

Dengan ini telah diizinkan untuk melakukan Prariset dari Mahasiswi UIN SUSKA Riau di SMA Negeri Plus Provinsi Riau.

Demikian surat ini kami sampaikan, atas perhatiannya kami ucapkan Terimakasih.

Pekanbaru, 17 Januari 2022

KEPALA SEKOLAH



ANDRI KARMIDI, M.Pd

NIP. 197105171995121001



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax (0761) 21129

PENGESAHAN PERBAIKAN
UJIAN PROPOSAL

Nama Mahasiswa : RISMA DESI FITRI

Nomor Induk Mahasiswa : 11810423443

Hari/Tanggal Ujian : Senin, 04 Oktober 2021

Judul Proposal Ujian : IMPROVING STUDENTS' SPEAKING SKILL THROUGH
AUDIO VISUAL MEDIA AT THE TENTH GRADE
OF SMAN PLUS RIAU PROVINCE.

Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang
Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dedy Wahyudi, M.Pd	PENGUJI I		
2.	Muhammad Taufik Ihsan, M.pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I



Zarkasih, M. Ag

Pekanbaru, 06 November 2021
Peserta Ujian Proposal

Risma Desi Fitri



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBİYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/15898/2021
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 29 November 2021 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : RISMA DESI FITRI
NIM : 11810423443
Semester/Tahun : VII (Tujuh)/ 2021
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Effect of Using Audio Visual Media Toward Students' Speaking Skill at The Tenth Grade of SMAN Plus Riau Province

Lokasi Penelitian : SMA Negeri Plus Provinsi Riau

Waktu Penelitian : 3 Bulan (29 November 2021 s.d 28 Februari 2022)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



a.n. Rektor
Dekan

Dr. H. Kadar, M.Ag. H
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON (IZIN-RISET)/107
T E N T A N G



**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/15898/2022 Tanggal 29 November 2021.** dengan ini memberikan rekomendasi kepada:

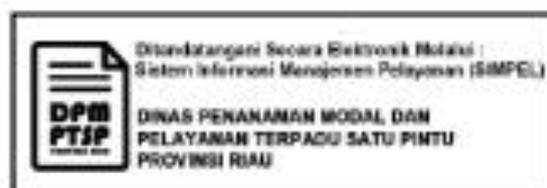
- | | | |
|----------------------|---|---|
| 1. Nama | : | RISMA DESI FITRI |
| 2. NIM / KTP | : | 118104234430 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | IMPROVING STUDENTS SPEAKING SKILL THROUGH AUDIO VISUAL MEDIA AT THE TENTH GRADE OF SMAN PLUS RIAU PROVINCE |
| 7. Lokasi Penelitian | : | SMA NEGERI PLUS PROVINSI RIAU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 5 Januari 2022



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 06 JAN 2022

Nomor : 071/Disdik/1.3/2022/ 166
Sifat : Biasa
Lampiran :
Hal : **Izin Riset / Penelitian**

Kepada
Yth. Kepala SMA Negeri Plus Provinsi Riau

di-
Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/107 Tanggal 5 Januari 2022 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : **RISMA DESI FITRI**
NIM : **118104234430**
Program Studi : **PENDIDIKAN BAHASA INGGRIS**
Jenjang : **S1**
Alamat : **PEKANBARU**
Judul Penelitian : **THE EFFECT OF USING AUDIO VISUAL MEDIA TOWARD STUDENTS' SPEAKING SKILL AT THE TENTH GRADE OF SMAN PLUS RIAU PROVINCE**

Lokasi Penelitian : **SMA NEGERI PLUS PROVINSI RIAU**

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

izi
nu
is

TTTT CTCTZ A DTATT

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS



TATI LINDAWATI, SH, M.Si
Pembina IV/a
NIP. 19660717 198603 2 002

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

iau



PEMERINTAH PROPINSI RIAU
SEKOLAH MENENGAH ATAS (SMA)
NEGERI PLUS PROPINSI RIAU

Jalan. Kubang Raya PO Box 1447 Telp (0761) 7048400 Pekanbaru
NPSN: 10404453 NSS: 30.1.09.60.08.050
Email: smanplus@gmail.com Website: http://smanplus-propriau.sch.id



Nomor : 032 / SMAN Plus / I / KP - 2022

Lampiran : -

Perihal : Izin melakukan Prariset

Kepada Yth : Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau

Di -
Pekanbaru

Dengan Hormat,

Yang bertanda tangan dibawah ini Kepala SMA Negeri Plus Provinsi Riau dengan ini Menerangkan :

NO	NIM	NAMA	GURU PEMBIMBING SMA NEGERI PLUS PROV. RIAU
1	11810423443	RISMA DESI FITRI	TENGGU EMADESTI, M.Pd

Dengan ini telah diizinkan untuk melakukan Prariset dari Mahasiswi UIN SUSKA Riau di SMA Negeri Plus Provinsi Riau.

Demikian surat ini kami sampaikan, atas perhatiannya kami ucapkan Terimakasih.

Pekanbaru, 17 Januari 2022

KEPALA SEKOLAH



ANDRI KARMIDI, M.Pd

NIP. 197105171995121001



APPENDIX VI

DOCUMENTATION

UIN SUSKA RIAU

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

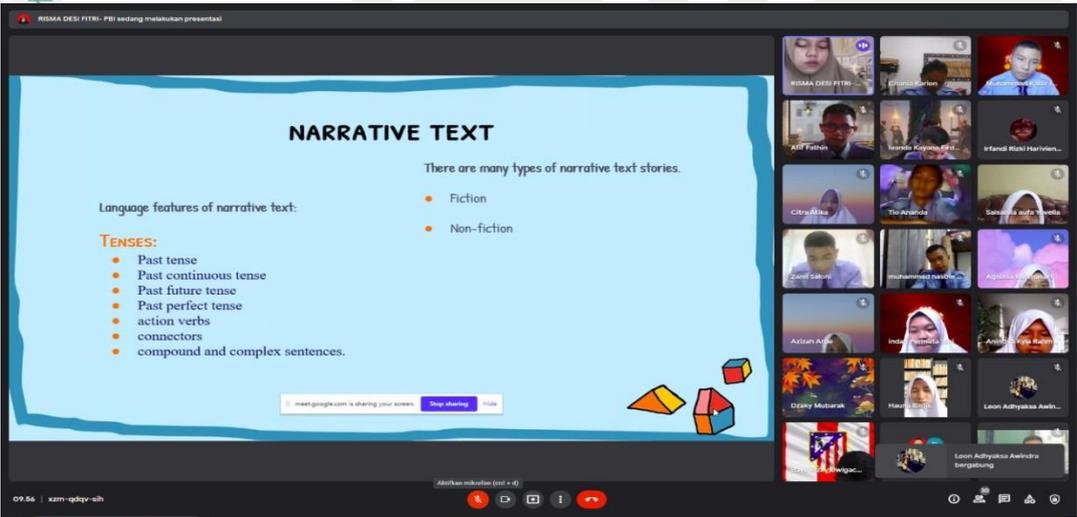
Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

NARRATIVE TEXT

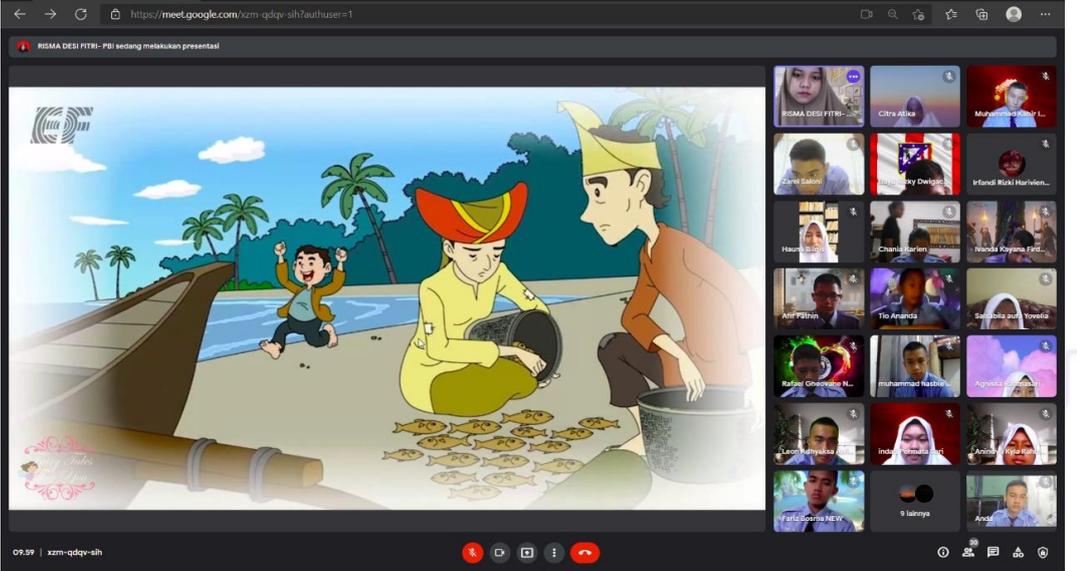
There are many types of narrative text stories.

- Fiction
- Non-fiction

Language features of narrative text:

TENSES:

- Past tense
- Past continuous tense
- Past future tense
- Past perfect tense
- action verbs
- connectors
- compound and complex sentences.





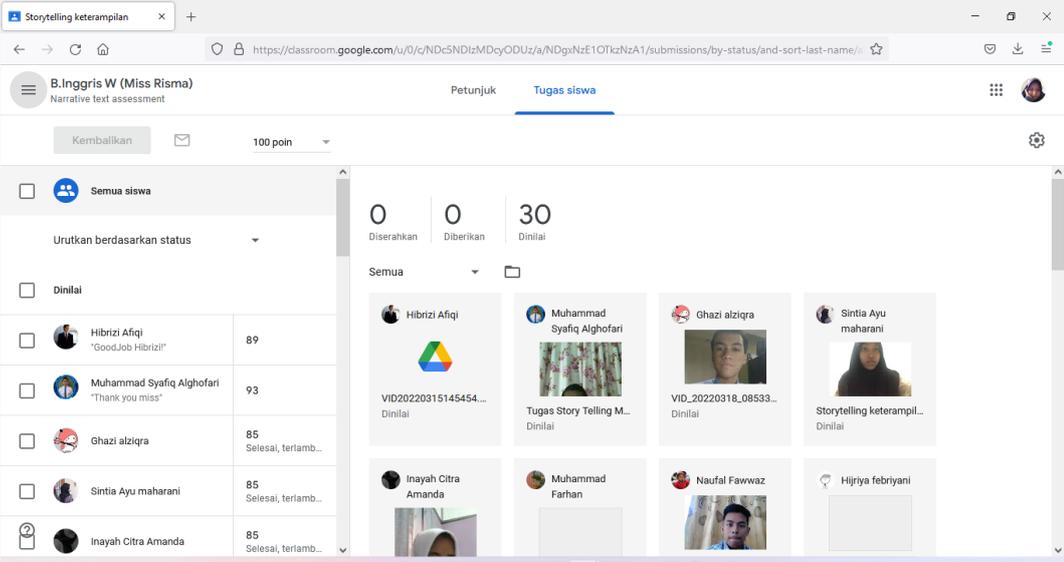
Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



The screenshot shows a Google Classroom interface for a class named 'B. Inggris W (Miss Risma)'. The subject is 'Narrative text assessment'. The page displays submission statistics: 0 Diserahkan, 0 Diberikan, and 30 Dinilai. A list of students and their scores is shown on the left, and a grid of submission thumbnails is on the right.

Student Name	Score	Status
Hibrizi Afiqi "GoodJob Hibrizi!"	89	Dinilai
Muhammad Syafiq Alghofari "Thank you miss"	93	Dinilai
Ghazi alziqra	85	Selesai, terlamb...
Sintia Ayu maharani	85	Selesai, terlamb...
Inayah Citra Amanda	85	Selesai, terlamb...



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CURRICULUM VITAE



Risma Desi Fitri, the first daughter from Mr. Dasman Muhammad and Mrs. Rosma Yulis was born in Tanjung Berulak, August 30th 2000. She lived in Air Tiris, Kampar, Riau. In 2012, she was graduated from SD N 022 Duri Barat and continued her study in SMPN 3 Mandau. In 2015, she finished her study in SMPN 3 Mandau and continued to SMAN 1 Kampar in Air Tiris. She was graduated from SMAN 1 Kampar in 2018.

In 2018, she was accepted as one of students in Department of English Education, Faculty of Education and Teacher Training of Sultan Syarif Kasim State Islamic University of Riau. On July until August 2021, she was doing KKN (Kuliah Kerja Nyata) in Esmeka street, Bina widya urban village, Pekanbaru. She also doing Pre-Service Teacher Practice at SMAN Plus Riau Province. She has experience as a teacher's assistant for 7 months at SMAN Plus Riau Province.

Finally, she followed thesis examination entitled "The Effect of Using Animation Video as Audio-Visual Media Toward Students Speaking Skill at the Tenth Grade of SMAN Plus Riau Province on April 26th 2022.