



THE EFFECT OF USING PRESENTATION PRACTICE PRODUCTION (PPP) METHOD THROUGH ANIMATION VIDEO ON STUDENTS' SPEAKING ABILITY AT STATE JUNIOR HIGH SCHOOL 7 DUMAI

THESIS

Submitted to State Islamic University of Sultan Syarif Karim Riau
In Partial Fulfillment of the Requirement for the Degree of
Master of English Education
(M.Pd)



BY

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**POSTGRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY OF
SULTAN SYARIF KASIM RIAU**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah the Most Gracious and the Most Merciful

In the name of Allah, the Lord of the World. The Beneficent and the Most Merciful, Praises belong to Allah Almighty. By His guidance and blessing, the researcher has accomplished the final research paper as an academic requirement to finish her bachelor degree. Then, May shalawat and salam always be presented to the last messenger of Allah, Prophet Muhammad SAW who has inspired and lightened many people up all around the world.

This thesis is written and intended to submit a partial of the requirements for the master program in English Education major at the postgraduate program of State Islamic University of Sultan Syarif Kasim Riau. The thesis entitled “The Effect of using Presentation Practice Production (PPP) Method through Animation Video on Students’ Speaking Ability at State Junior High School 7 Dumai”. The writer would like to express her gratitude and sincere thanks to:

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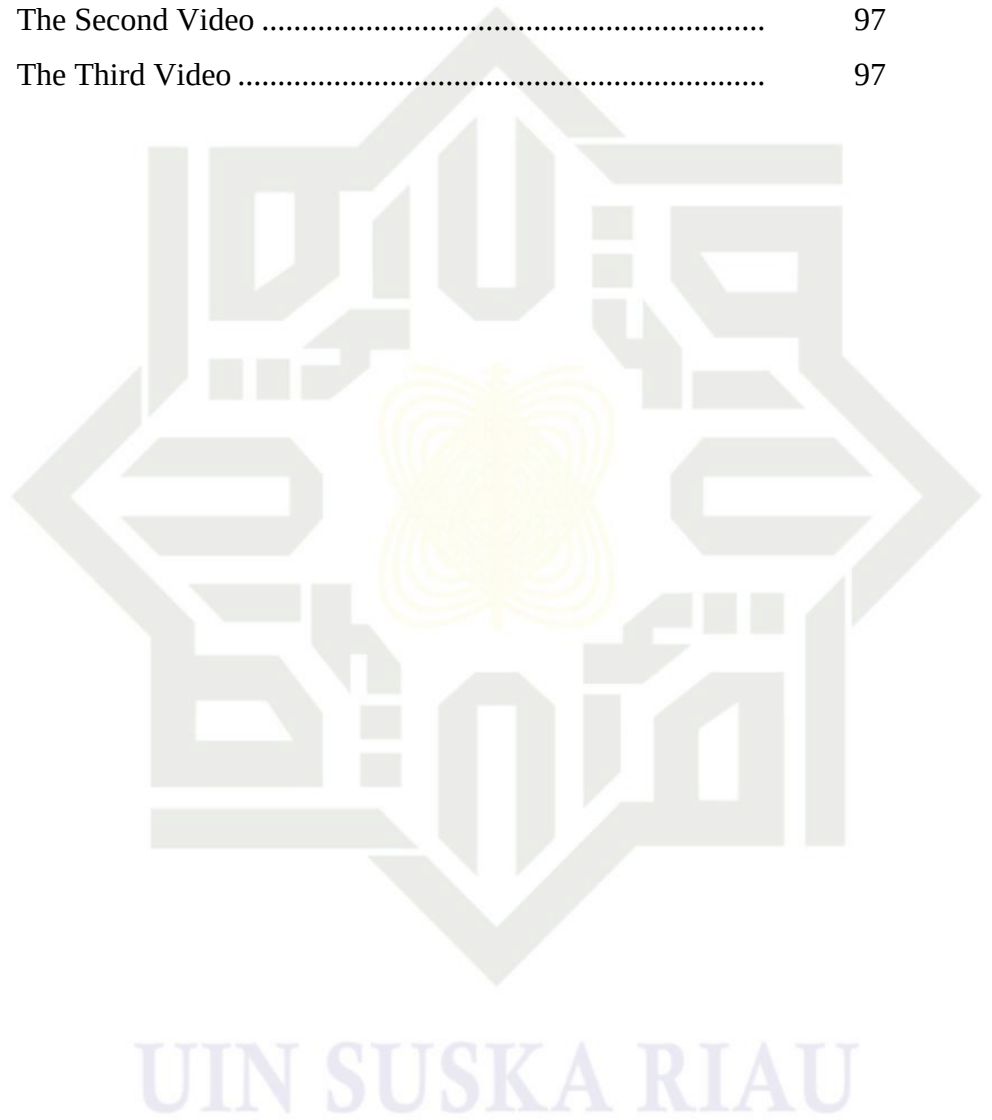
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ABSTRACT

Lu'lu' Ahlam Amani (2024): The Effect of Using Presentation Practice Production (PPP) Method through Animation Video on Students' Speaking Ability at State Junior High School 7 Dumai

This research was aimed to find out the significant effect of using Presentation Practice Production (PPP) method through animation video on students' speaking ability. This research was a quasi-experimental design nonequivalent pre-test and post-test group design. The participant of this research was 30 students. This study was conducted at State Junior High School 7 Dumai. The findings of this research were; first, there was a significance effect of the students' speaking ability by using Presentation Practice Production (PPP) method through animation video at grade eight of SMPN 7 Dumai. It found that the value sig. (2-tailed) was 0.000. It was smaller than 0.05 ($0.000 < 0.05$). Second, there was a significant difference in speaking ability between students who was taught by using Presentation Practice Production (PPP) method through animation video and students who was not given treatment. It was obtained that the value of sig. (2-tailed) was smaller than 0.05, which was $0.000 < 0.05$. Also, the mean score in experimental group was 76.00 and the mean score in control group was 64.33. By comparing the mean score above, it can be seen that the score was more higher increased to enhance the students' speaking ability. Last, the use of Presentation Practice Production (PPP) method through animation video was significantly effective at Moderate Effect category on the students' speaking ability at grade eight of of SMPN 7 Dumai. The use Presentation Practice Production (PPP) method through animation video was more significantly increased than the method which the English teacher usually uses ($0.742 > 0.645$).

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ABSTRAK

Lu'lu' Ahlam Amani (2024): Pengaruh Penggunaan Metode Presentation Practice Production (PPP) melalui Video Animasi terhadap Kemampuan Berbicara Siswa di SMP Negeri 7 Dumai

Penelitian ini bertujuan untuk mengetahui pengaruh signifikan penggunaan metode Presentation Practice Production (PPP) melalui video animasi terhadap kemampuan berbicara siswa. Penelitian ini merupakan penelitian kuasi eksperimen nonequivalent dengan desain kelompok kontrol pretest-posttest. Partisipan penelitian ini berjumlah 30 siswa. Penelitian ini dilakukan di SMP Negeri 7 Dumai. Pengumpulan data dilakukan melalui Pre-test dan Post-test. Analisis data menggunakan uji Paired Sample T-test, Independent Sample T-test dan Effect size. Temuan penelitian ini adalah; pertama, terdapat pengaruh yang signifikan terhadap kemampuan berbicara siswa dengan menggunakan metode Presentation Practice Production (PPP) melalui video animasi di kelas delapan SMPN 7 Dumai. Ditemukan bahwa nilai sig. (2-ekor) adalah 0,000. Itu lebih kecil dari 0,05 ($0,000 < 0,05$). Kedua, terdapat perbedaan yang signifikan pada kemampuan berbicara antara siswa yang diajar menggunakan metode Presentation Practice Production (PPP) melalui video animasi dengan siswa yang tidak diberi perlakuan. Diperoleh nilai sig. (2-tailed) lebih kecil dari 0,05 yaitu $0,000 < 0,05$. Selain itu, skor rata-rata pada kelompok eksperimen adalah 76,00 dan skor rata-rata pada kelompok kontrol adalah 64,33. Dengan membandingkan skor rata-rata di atas, dapat dilihat bahwa skor yang semakin tinggi ditingkatkan untuk meningkatkan kemampuan berbicara siswa. Terakhir, penggunaan metode Presentation Practice Production (PPP) melalui video animasi efektif secara signifikan pada kategori Moderate Effect terhadap kemampuan berbicara siswa di kelas delapan SMPN 7 Dumai. Penggunaan metode Presentation Practice Production (PPP) melalui video animasi meningkat lebih signifikan dibandingkan metode yang biasa digunakan guru bahasa Inggris ($0,742 > 0,645$).

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ملخص

لؤلؤ أحلام أماني، (٢٠٢٤): تأثير استخدام طريقة إنتاج ممارسة العرض من خلال مقاطع الفيديو المتحركة على مهارة الكلام للطلاب في المدرسة المتوسطة الحكومية ٧ دوماي

يهدف هذا البحث إلى تحديد التأثير الكبير لاستخدام طريقة إنتاج ممارسة العرض من خلال مقاطع الفيديو المتحركة على مهارة الكلام للطلاب. هذا البحث هو بحث تجريبي حقيقي مع تصميم المجموعة الضابطة بالاختبار القبلي والبعدي. وكان المشاركون في هذا البحث ٥٠ طالباً. تم إجراء هذا البحث في المدرسة المتوسطة الحكومية ٧ دوماي. وتم جمع البيانات من خلال الاختبار القبلي والاختبار البعدي. تم استخدام تحليل البيانات باختبارات للعينات المقترنة واختبارات للعينات المستقلة وحجم التأثير. نتائج هذا البحث هي؛ أولاً، هناك تأثير كبير على مهارة الكلام للطلاب باستخدام طريقة إنتاج ممارسة العرض من خلال مقاطع الفيديو المتحركة في الصف الثامن في المدرسة المتوسطة الحكومية ٧ دوماي. لقد وجد أن قيمة الأهمية (٢ الذيل) 0.0000 وهي أصغر من 0.05 ($0.0000 > 0.05$). ثانياً، هناك فرق كبير في مهارة الكلام بين الطلاب الذين تم تدريسهم باستخدام طريقة إنتاج ممارسة العرض من خلال مقاطع الفيديو المتحركة والطلاب الذين لم يتلقوا العلاج. تم الحصول على قيمة الأهمية (٢ الذيل) وهي أصغر من 0.05 ، أي $0.0000 > 0.05$. كما بلغ متوسط درجات المجموعة التجريبية 76.00 ومتوسط درجات المجموعة الضابطة 64.33 . ومن خلال مقارنة متوسط الدرجات أعلاه، يمكن ملاحظة أنه تمت زيادة الدرجات الأعلى لتحسين مهارة الكلام للطلاب. وأخيراً، يعد استخدام طريقة إنتاج ممارسة العرض من خلال مقاطع الفيديو المتحركة فعالاً بشكل كبير في فئة التأثير المتوسط على مهارة الكلام للطلاب في الصف الثامن في المدرسة المتوسطة الحكومية ٧ دوماي. زاد استخدام طريقة إنتاج ممارسة العرض من خلال مقاطع الفيديو المتحركة بشكل ملحوظ مقارنة بالطريقة التي يستخدمها عادة معلمو اللغة الإنجليزية ($0.742 < 0.645$).



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CHAPTER I INTRODUCTION

A. Background of the Problem

Speaking is one of the skills that the students consider difficult. It should be practiced, and the students also need special tasks to improve their ability because most Indonesians do not use English as their main language to communicate in daily life. As stated by Brown (2007), speaking is as oral interaction which the participants need to negotiate meaning contain ideas, feeling and information. It can be said that the ability to speak is the important skill in learning English because the reason for the students to communicate with other in order to tell people about something which they do not know, or to find something from other people.

Also, Richards (2008) stated that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. It means that the ability of speaking English also helps students to access up to date information in fields including science, technology and health. From those theories, it can be concluded that speaking is very important to be mastered by the students.

Infact, speaking ability is challenging to master because speaking skill covers all of English elements. According to Turk (2003) states that spoken language is the first form of communication between human beings. It can be said that speaking is the first skill that should be taught first when someone learns about language and first goal of objective learning. There

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were some factors that can make it difficult to be learned. Mogrovejo and Ayabaca (2013) said that speaking is a complex skill to be developed by students due to of some factors such as pronunciation, lack vocabulary, grammar structure, or just simply because some students are not motivated to learn it. Therefore, the teacher should take effort for students in teaching and learning English, especially in speaking ability.

Based on some factors that influence the difficulty in learning speaking, the researcher chose to use one method of EFL, PPP (Presentation Practice Production) method on students' speaking ability because some research findings have shown the good results of teaching speaking. Harnita (2015) has conducted a research to improve students' speaking ability through Presentation Practice Production (PPP) Method. The research findings showed that the implementation of Presentation Practice Production (PPP) Method was significant to improve the students' speaking skill in terms speaking accuracy and speaking fluency. Also, Presentation Practice Production (PPP) Method improved the students' activeness in teaching and learning process.

Besides, Gulo et al (2018) did a study to improve students' speaking skill through Presentation, Practice and Production Method. They found that the students' responses towards this method in teaching sound good because the students are interested, motivated and understand the lesson with the Presentation, Practice and Production method.

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Futhermore, the Influence of using PPP Method toward students' speaking ability by Yuliani (2017). PPP has significant influence of using PPP method towards students' speaking ability. It was supported by the scores achieved by the students in which they got higher scores after the researcher gave the treatment PPP as a method for teaching speaking.

In addition, Mubarak (2022) has conducted a research to know the effect of Presentation, Practice, and Production Method in students' speaking skill. The research findings showed that students' speaking skill in terms of accuracy and fluency improved after the patterns of PPP method was applied.

Last research is by Angraeni (2023). She did a research to improve students' speaking skill by using Presentation Practice Production (PPP) method. She found that using Presentation Practice Production (PPP) method was significant to improve the students' speaking skill terms speaking fluency. It was proved from the mean score of experimental class and control class.

Next, the researcher also chose to use one media in teaching speaking ability, animation video because some research findings have shown the good results. The impact of using English Animation Video on students' speaking ability by Junita (2019). She showed that using English animation video on students' speaking ability was effective than without it because the treatments gave a strong impact.

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Moreover, Hardianti (2020) did a study to know the effect of using Animation Video on students' speaking skill. She found that the students' speaking skills after using animated video were better than before using animation videos. It can be seen from the difference in the effects of the pre-test (before using animated videos) and post-test (after using animated videos). It is clear that there is a significant effect on the students' speaking skill scores before and after using the animated video.

Also, Siradjuddin et al (2023) has conducted a research to know the effectiveness of using Video in teaching speaking. He found that there was an effect of using video in teaching speaking to students after using the video.

The last has conducted by Paradillah et al (2023). The research did to know the use of Animation Video to improve the students' speaking skill". She found that the treatment by using animation video it is effective and significantly influential in improving students speaking skills because animation video can increase students' interest in learning, it can facilitate students to understanding the material and strengthening memory because it displays audiovisual based media. In addition, students could learn speaking English through fun activities with their friends. Can be said that students were not bored in the teaching - learning process.

Furthermore, almost every level of schools have implemented Kurikulum Merdeka as a basis for the teaching and learning process,

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including teaching English subject. According to Kurikulum Merdeka in Damayani et al of Guidance English Teacher for Nusantara Book for SMP/MTs Grade VIII (2022), the aim of teaching English is expected to be realized students who are independent and confident through various learning activities. Also, Kurikulum Merdeka creates opportunities for students to develop the ability to use English through skills in language, namely: listening, speaking, reading, and writing in an integrated manner.

From the curriculum above, speaking is one of the skills that should be mastered by the students. It means that if the students can not be master in speaking, as what the curriculum has provided, the learning will not be effective and successful. According to Kurikulum Merdeka in Damayani et al of Guidance English Teacher for Nusantara Book for SMP/MTs Grade VIII (2022), the purpose of speaking in Kurikulum Merdeka is students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar, formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion, such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses. Can be concluded, the purpose of speaking ability in Kurikulum Merdeka is where students are required to communicate more.

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Based on preliminary observation in State Junior High School 7 Dumai on 16th January 2024, this school has implemented Kurikulum Merdeka as a new curriculum for students in teaching-learning process. The English teacher also has implemented Problem Based Learning method where students learn from the problem. Infact, students' speaking ability of Grade VIII at State Junor High School 7 Dumai still has problem in pronunciation and fluency. Meanwhile, in comprehension, students are able to understand the explanation from the English teacher. For example, when students are asked to identify the names of the subjects, the students are able to identify, but there are some students still pronouce based on what the students wrote: religius education = relijius edukation, biology = still biology, science = scien, etc.

Therefore, students' speaking ability of this school has not yet fulfilled with the curriculum expectation from speaking ability. As for the weeknesses mentioned above caused by several factors: first, some students still lack of vocabulary, its make them difficult to deliver or express their ideas and presenting or producing English speaking. Second, some students have problem with pronunciation, it can be seen when they can not pronounce the word clearly and speak fluently. So, it is clear that students still face problems and difficulties in speaking English.

Thus, to solve the problem above, the researcher assumes the English teacher to apply another various procedures for teaching a language, such as approaches, methods, and techniques, to support the teaching

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process. The teacher should know the difference between the three terms for procedures in teaching a language. According to Richards and Rodgers (2001), they attempted to clarify this difference. An approach is the level of theories, a method is the plan of language teaching that is consistent with the theories, and techniques carry out a method. In other words, the arrangement of the three is that approach is axiomatic (clearer), method is procedural, and technique is implementation.

To assist the language teachers in the success of the teaching process, the language teachers must know what method will be used in the teaching-learning process. Hence, the language teachers must use method so that the learning material will be presented in an interesting way and will also be challenging. It can be an effort to improve the process of teaching effectively and creatively. Therefore, the methods will make students comfortable and enjoy following the teaching-learning process. So that, using the method can obtain optimal learning outcomes. Meanwhile, students need to get an appropriate method to improve their speaking ability.

Based on the previous study, the researcher is interested in proposing Presentation, Practice and Production (PPP) method as a way out of the difficulty in learning speaking. PPP (Presentation, Practice, and Production) method is a procedure where the teacher presents and the students practice and produce the language. According to Budiyanto 2019 (2019), Presentation Practice Production (PPP) Method as an alternative to frequently teaching speaking ability, which this method has benefit to create

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a good mindset or confidence in the students to complete the exercise (practice or conversation). Also, Ksenia in Izzah (2013), Presentation Practice Production (PPP) method proposes that the skills are to be worked upon in sequence from the receptive (reading and listening) to the productive (writing and speaking). It means PPP method is believed to be able to stimulate and guide the students to speak.

Next, PPP method is seen as an active learning process because the students will learn more through a process in constructing and creating knowledge, working in a group, explaining and demonstrating and also sharing knowledge to one another. As stated by Nunan in Gulo (2018), Presentation, Practice and Production is relatively straight forward and structured enough to be easily understood by both students and new emerging teachers. Thus, this method makes the teacher easier to understand the material to the students. Can be said that PPP method is one of good methods in which these stages provide a space for student before they show their best performance in practising speaking. It makes the students able to express their ideas and also make the learning process more interesting and entertaining.

Next, the English teachers should also use some medias to attract students' attention so that can develop students' learnig motivation, such as using an animation video. According to Gagne (1970), animation is moving text and pictures or simply interesting transition between visual tableaux which can be an effective attention grabber that lays the necessary

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foundation for learning. This media can be applied by the teacher asked the students to talk like the actors in its video. It will be very interesting for young learners, especially for junior high school students because they will talk about the essence of the video they have been watching.

As the research that has done by Haryanto DA (2015), the benefits of using animation video in language classroom are making the students easier and interesting to learn English and the use of video animation can give the students view on how to interact in a conversation and give advice how to live better. This way of teaching requires teachers to be well preparing in presenting the lesson through animation video as a media in learning process to improve students' speaking ability.

Based on the explanations above, Presentation Practice Production (PPP) method through animation video is needed to be conducted in this research because Presentation Practice Production (PPP) method through animation video is an interesting way to improve students' speaking ability.

B. Identification of the Problem

Based on the background, it was found that students had problems in speaking ability. First, some students still lack vocabulary, which makes it difficult for them to deliver or express their ideas and present or produce English speaking. Second, some students have problem with pronunciation, it can be seen when they cannot pronounce the word clearly and speak fluently. So, it is clear that students still face problems and difficulties in speaking ability.

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To solve the problems, the researcher has used the Presentation, Practice, and Production (PPP) method. This method made it easier for the teacher to explain the material to the students. It can be said that the PPP method is a good method which these stages provide a space for students before they show their best performance in practicing speaking. It made the students able to express their ideas and also made the learning process more interesting and entertaining.

Also, the researcher has used animation video as a media to attract students' attention, which can develop students' learning motivation. This way of teaching required teachers to be well prepared when presenting the lesson through animation video as a media in the learning process to improve students' speaking ability.

C. Limitation of the Problem

Based on identification above, it is important to limit the problems. The study focuses on the effect of using Presentation Practice Production (PPP) method through animation video on students' speaking ability at one of Junior High School in Riau.

D. Formulation of the Problem

To make the problem clear, the researcher formulates the problems based on identification above as follows:

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- a. Is there any significant difference before and after of using Presentation Practice Production (PPP) method through animation video on students' speaking ability?
- b. Is there any significant difference in speaking ability between students who was taught by using Presentation Practice Production (PPP) method through animation video and students who was not given treatment?
- c. How is the effect size after using Presentation Practice Production (PPP) method through animation video on the students' speaking ability?

E. Objective of the Research

Based on the formulation of the problem above, the objective of this research is:

- a. To find the significant difference before and after of using Presentation Practice Production (PPP) method through animation video on students' speaking ability.
- b. To find the significant difference in speaking ability between students who was taught by using Presentation Practice Production (PPP) method through animation video and students who was not given treatment.
- c. To explain the effect size after using Presentation Practice Production (PPP) method through animation video on the students' speaking ability.

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F. Significance of the Research

Related to the objective of the research above, this research focused on students' speaking ability by using Presentation, Practice and Production (PPP) method through animation video.

Theoretically, the use of Presentation, Practice and Production (PPP) method through animation video in pronunciation and fluency and improving students' speaking ability. Presentation, Practice and Production (PPP) method helps students understand the material well. According to Harmer (2007) states that the goal of presentation stage is to introduce the new language or material to the learners, then, the goal of practice stage is the learners and teachers will work and interact together to put new language or material into practice, and last, the goal of production stage is to make the learners demonstrate the ability by using new language.

Also, According to Haryanto DA (2015) said that the goal of using animation video in language classroom is making the learners easier and interesting to learn English and the use of animation video can give the learners view on how to interact in a conversation. It brings a good atmosphere in the class, and Presentation, Practice and Production (PPP) method support students' speaking ability. Therefore the result of this study are expected to contribute significantly to the enjoyment of using Presentation, Practice and Production (PPP) method through animation video in teaching and learning process, including speaking class.

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Practically, the researcher hopes this research will give meaningful contributions not only to English teacher but also to students. English teachers can use Presentation, Practice and Production (PPP) method in teaching learning process, then support the students' enjoy in speaking class. This research is expected to give an additional reference for the future research. Then, it is hoped the result of research give the valuable information for the next researcher in conducting the study by using animation video.

G. Definition of the Terms

There are so many terms involved in this research. Thus, to avoid misunderstanding toward the terms used in this research, the following terms are necessarily defined as follows:

a. Presentation Practice Production (PPP) Method

According to Gulo et al (2018), Presentation, Practice and Production or PPP is a method which the teachers present the context and situation for learning by explaining and demonstrating. It means that PPP (Presentation, Practice, and Production) method is a procedure where the teacher presents and the students practice and produce the language.

b. Animation Video

According to Gagne (1970), animation is moving text and pictures or simply interesting transition between visual tableaux which can be an effective attention grabber that lays the necessary foundation for learning. It means

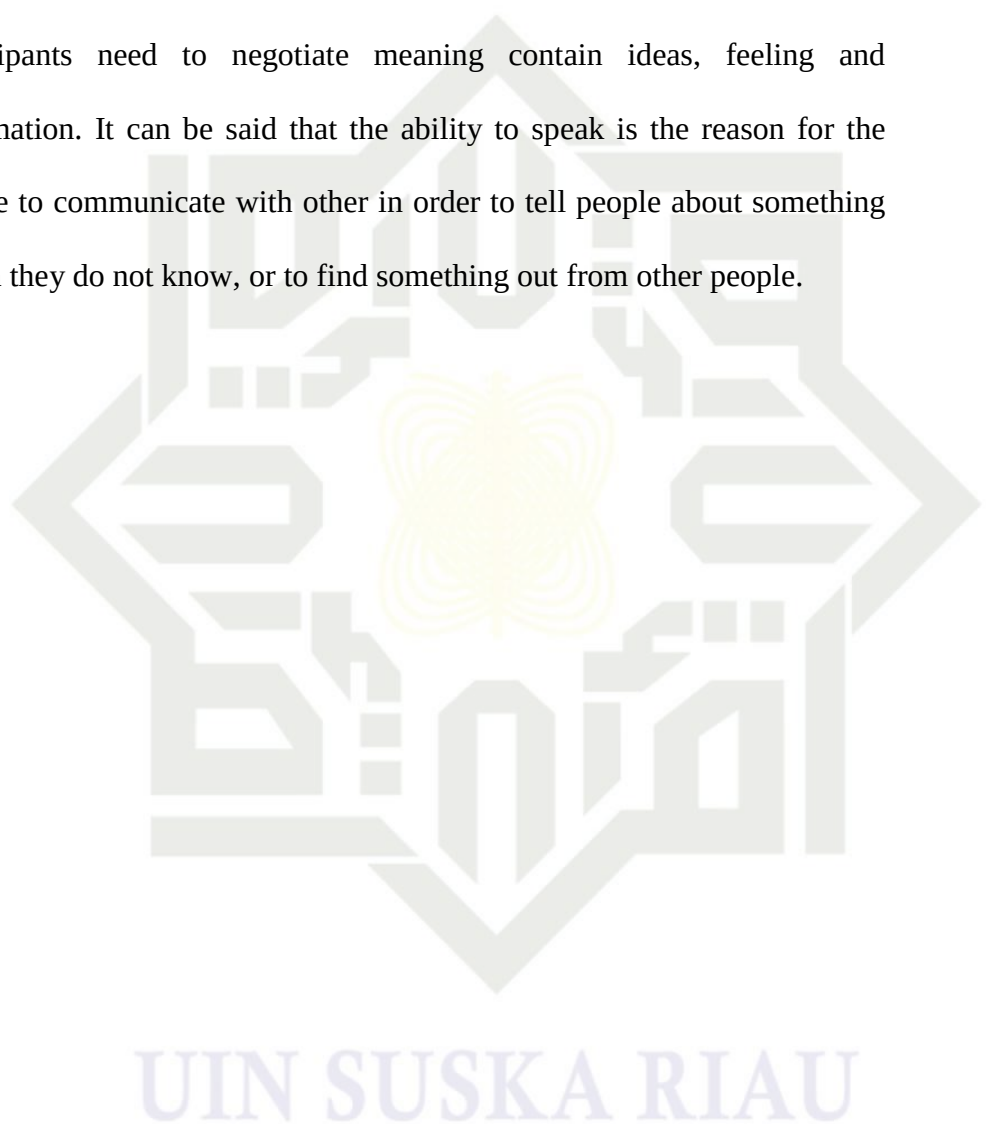
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that animation video can be applied by the teacher asked the students to talk like the actors in its video

c. Speaking Ability

According to Brown (2007), speaking is as oral interaction which the participants need to negotiate meaning contain ideas, feeling and information. It can be said that the ability to speak is the reason for the people to communicate with other in order to tell people about something which they do not know, or to find something out from other people.



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BAB II

LITERATURE REVIEW

A. Theoritical Framework

1. Speaking Ability

Speaking is ability to speak and understand the language using oral communication and expressions. It is a productive skill in language that should be mastered by the students who learns the language. Speaking is defined in different ways by some expert. In this regard, Goh and Burns (2012) recognize that speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes such as, cognitive, physical and socio-cultural, and a speaker's knowledge and skills have to be activated rapidly in real time.

It requires the students to use the target language to understand and develop their communicative skills simultaneously. The students can use the language to understand and interpret their reality, construct new knowledge, and develop their communicative competence at the same time for the involvement in meaningful situation.

Also, speaking ability is an important aspect and beneficial skill in learning language. It is a part of the goal or skill in learning English in the curriculum besides writing, reading and listening. It is supported by Jaulston and Brunder (1976) who said that speaking ability is taken to be the objectives of language teaching. It means that besides

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mastering listening, reading and writing, the learners should also master speaking as one of the goal of learning English.

Next, speaking ability is not only based on the time but also it is based on their habitation to speak English. They must practice in their daily activities because speaking ability is verbal intelligence. This is supported by Broughton, et.al (1980) who stated that it is important that a students should be able to produce naturally the language which has been presented to him and which he has practiced in various more or less controlled situations.¹⁴ It means that speaking ability is a form of productive skill verbally which the students can practice the speaking English naturally based on the context.

According to Harmer (2007), speaking as the ability to speak fluently presupposes not only knowledge of language feature, but also the ability to process information and language. Also, Bailey and Savage in Sodik et al (2020) stated that the ability to speak a language is similar with knowing the language itself, because speaking is the basic means of human communication. Next, Kayi in Sodik et al (2020) stated that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol, in variety of context.

Another definition of speaking stated by Levin and Nolan (1991), speaking is transferring one's idea and feeling by using target language". This theory views speaking as a way to share idea, feeling, opinion, thought, and information by using language with other

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people. When students are speaking in English, they should be able to pronounce correctly.

Pronunciation will be the way they produce and articulate the words. Another aspect of speaking is fluency. Fluency refers to how well the speaker articulate the words; clear and understandable. The last is grammar. Grammar refers to the rules of language structure. Good pronunciation and fluency will be better if the grammar is correct.

Speaking is not only to utter the word, but it is mainly about producing, receiving, processing, and constructing meaning that happens at the same time or simultaneously. In this case, students should be able to speak in organized ways, in order to make it understandable they can share their points of view to others clearly and meaningfully.

Speaking is considered as the most important skill in language. This claim supported by Inthisang (2018), among the four skills speaking is the most important skill that is should be master by the students who desired to learn language. Therefore, he also stated that the students who are desired to master the language should be able to communicate with that language. The successful of learning the language is when the students able to communicate using the language itself.

According to Stoval (1998), the learners who wants to master the speaking skill needs to realize the three area of knowledge, such as

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mechanics which consists of pronunciation, grammar, and vocabulary; second, function, which are transaction and interaction; the last, social-culture rules, they are rate of speech, length of pauses between speakers, and relative roles of participants.

Furthermore, Hedge (2002) claims that the most important element in speaking is identifying the different types of situations in which language is used, the students can express their own idea, opinion, belief which they need to be equipped with some background knowledge, expression, and vocabulary.

Then, according to Brown (2007), speaking is as oral interaction which the participants need to negotiate meaning contain ideas, feeling and information. It could be said that the ability to speak is the reason for the people to communicate with other in order to tell people about something which they do not know, or to find something out from other people. Also, Richards (2008) stated in speaking, we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together.

From many definitions of speaking above, the researcher concluded that speaking ability is when speaker has ability to exploring idea by uttering and producing meaningful sound in delivering meaning.

The Function of Speaking Ability

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Function of speaking is to deliver message or ideas from the speaker to the listener and speaking will help the speaker and listener to know what they mean. Richard made a useful distinction between the interaction functions of speaking (in which it serves to establish and maintain social relations), and the transactional function (which focus on the exchange of information). According to Brown and Yule's in Richard (2006) said that the function of speaking. They are:

The first is Talk as interaction. This refers to what we normally mean by conversation and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

The second is Talk as transaction. This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly with each other. In transactions, Jones in Richard states talk is associated with other activities. For examples, students may be engaged in hand on activities. (e.g in a science lesson) to explore concept associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.

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The third is Talk as a performance The third type of talk which can usefully be distinguished has been called talk as a performance. This is refers to public talk. That is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. It is recognized by skill, strength or luck. It is an activity engaged in for amusement.

Meanwhile, Thornbury (2005) states that speaking is as one of the language skills that have vital function to orally express any messages, ideas, opinions, and emotions. Furthermore, Thornbury elaborates some functions of speaking as follow:

- a. Representative function. In this function, speaking has an important role to make statement and for sending information about knowledge.
- b. Directive function. In this view, speaking is used to express any suggestion and advices orally.
- c. Evaluation function. In this case, speaking is used to know and to evaluate comprehension degrees of speakers and listeners about the substances of speaking.

Based on explanation above it can be concluded that function of speaking is to orally express any message, ideas, opinions and emotions from the speaker to listener, in that is primary purpose is to establish and maintain social relationship.

The Purpose of Speaking Abiliy

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Chastain in Rinanda (2017) stated that in general, the aim of speaking is to make students able to communicate with others since speaking is major objective in language classes. In order to achieve the purpose stated in 1994 curriculum some activities can be done by the students such as:

- a. Stating the students' ideas about something,
- b. Asking an answering question based on the information given, and
- c. Talking about something that will be done

These purposes indicate that teaching speaking is to make students to be able to use language for any topic and expression. As stated by Chastain in Rinanda (2017), the aim of speaking is to make students able to communicate to others.

The Aspects of Speaking Ability

According to Hughes (2003), generally, there are five elements in the speech process, they are:

- a. Pronunciation. This component is the knowledge of studying about how the words in a particular language are produced clearly when people speak.
- b. Vocabulary. It means an important component used in communication. By having inadequate vocabulary, a person cannot communicate or express their ideas effectively. Therefore, the English teacher should process considerable

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knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

- c. Grammar. This component is needed for students to arrange the correct sentences in the conversation. Therefore, the use of grammar is to learn the correct language structure in communication.
- d. Fluency. This component is another important component in speaking. Fluency means the capability of someone speaks fluently and accurately with little using pauses like 'ums' and 'ers', and so on.
- e. Comprehension. Someone is said as he/she comprehend when he/she is able to determine what have to say, and listen to what have to listen and understand. As it is in the classroom, the teacher can see whether the students understand or not (are they comprehend or not) by asking about the lesson which has been taught.

Next, Brown (2004) in details explained the proficiency description of scoring oral ability, which comprised five aspects as in the following:

- a. Pronunciation. Students are able to produce differences among English phonemes and allophonic variants.

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- b. Vocabulary. Students are able to reduce forms of words and phrases.
 - c. Fluency. Students are able to produce fluent speech at different rates of delivery.
 - d. Grammar. Students are able to use grammatical word classes.
- Last is comprehension. Students are able to express a particular meaning in different grammatical forms.

Furthermore, In line with the idea above Harris in Kurniati (2015) stated there are five components of speaking skill that must be concerned, such as, comprehension, grammar, vocabulary, pronunciation, and fluency:

- a. Comprehension is important component in speaking and it should be consideration in speaking. The goal of speaking is when the listeners can comprehend and accept the information that is developed by the speaker. It needs a subject to respond, to speech as well as to initiate it.
- b. Grammar is needed by the students to arrange the accurate sentences in a conversation. The purpose of grammar is also to learn about the way to get the ability in a language in oral and written form.
- c. Vocabulary can be defines as the appropriate word (diction) which is used in communication. In speaking also need the sufficient vocabulary, without having a sufficient

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vocabularies, it will be hard to speak properly and cannot express the ideas.

- d. Pronunciation can be defined as the way for students'' in producing clearer sounds when they speak. It refers to the phonological process or how to produce the sound vary and language pattern. The clearer pronunciation produced the easier to be understood.
- e. Fluency is the ability to speak accurately and fluently. The signs that the speaker can speak fluently are they are able to speak without using long pause and producing many filler words such as, "ums" or "er" and so on.

In addition, Fulcher and Davidson (2006) also said that there are five components of speaking skill that can be defined as follows:

- a. Pronunciation: It is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words.
- b. Grammar: It is needed for the students to arrange correct sentences in conversation both in written and oral forms. It is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language.

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This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language. Thus from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms.

- c. Vocabulary: It is essential for successful second language use. Without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehending the communication. It can be said that one key the success in communicative, which is the power of words. It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when the writing activities. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written

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vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary.

- d. Fluency: It is defined as the ability to speak communicatively, fluently and accurately. It usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation.
- e. Comprehension: It is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not directly observable and must be inferred from verbal and non verbal responses, by artificial instruments or by the intuition of the teacher or researcher. Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information.

Moreover, Heaton (1990) stated that speaking is a complex skill requiring the simultaneous use of a number of different abilities, which

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often develop at the different rates. There are five aspects are generally recognized in analyzing the speech process, those are:

- a. Pronunciation. Pronunciation (including the segmental features-vowels and consonants, the stress and intonation patterns), if students want to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the law language that do not exist in language they already know.
- b. Grammar. It is no obvious that in order be able speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sounds patterns, the basic units of meaning, such as words, and the rules to combine them to form newsentences. Therefore, grammar is very important in speaking because if the speakers do not mastering grammar structure, they cannot speak English well.
- c. Vocabulary. As we know, vocabulary is a basic elements language. Vocabulary is as single words, set phrases, variable

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phrases, phrasal verbs, idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

- d. Fluency. In simple terms, fluency is the ability to talk without too much stopping or hesitating. Fluency can be thought of as the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.
- e. Comprehension. It is discussed by both speakers because comprehension can make people getting the information that they want. Comprehension is defined as the ability to understand something by reasonable comprehension of the subject or as the knowledge of what a situation is really like.

Based on the explanation above, it can be concluded that there are five aspects needed for spoken production they are pronunciation, grammar, vocabulary, fluency, and comprehension. We do not only need one or two vocabularies but also as many as we can memorize and understand it.

Sometimes some people say that grammar is not necessary but we can see if we do not understand grammar, how people can understand us. Good pronunciation is also necessary for our communication.. So, all of elements are needed to produce spoken production well and make good communication for us.

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The Components of Speaking

In speaking there are some components that must be concerned, according to Vanderkevent in Meilyaningsih (2015) there are three components in speaking, the speakers, the listeners, and the utterances.

- a. Speaker is someone who produces the sound as a tool for expressing the idea or feeling and giving the information to the listener. Speaker also needs the listeners, to accept the information from the speaker.
- b. Listeners are people who receive or get the information from the speaker. If there is no listener, speakers will express their opinion by writing.
- c. Furthermore, the process of speaking can happen when speaker produces words or sentences to express the opinion and information to the hearers or listeners. It is termed utterances.

The Elemets of Speaking Ability

According to Harmer (2007), there are many elements of speaking that must be mastered by students in order to be a good speaker. They are:

First is Connected speech: Effective speaker of English need to be able not only to produce the individual phonemes of English, but also to use connected speech fluently. In connecting speech, sounds are

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modified, omitted, added, or weakened. Example: I must go (aim Asgou), I have done it (aivdAn it), Last night (lAsnait).

Seceond is Expressive devices: Native of Language change the pitch and stress of particular parts of utterances, vary volume and speed, and show other physical and non verbal means how they are feeling. The use of these devices contributes to the ability to convey the meaning.

Third is Lexis and grammar: Therefore supply a variety of phrases for different functions such a agreeing or disagreeing, (I think so, yes of course), expressing surprise (I am surprised, I do not believed it) or approval (I allow you to).

The Types of Classroom Speaking Ability Performances

In teaching speaking, interpersonal and transactional dialogues should be included in an interactive classroom. The speaking performance has some levels starting from the simplest performance up to the highest one. As cited by Brown (2004), five types of speaking ability. They are imitative, intensive, responsive, interactive, and extensive. The explanation about those categories is stated as follows:

- a. Imitative. This is types of speaking performance tasks that deal with the ability to imitate a word or phrase or possibly a sentence.

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- b. Intensive. The production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship.
- c. Responsive. Students are able to give some respond or giving instruction. Fourth is interactive. Students are able produce interaction either transactional language or interpersonal exchange. Last is extensive. Students are able to produce oral language in term of monologue, speech, or oral presentation.

Also, Brown (2007), there are six categories of classroom speaking performance. They are:

- a. Imitative. This category goes for the ability of the students to copy some part of language not for the purpose of meaningful interaction but for focusing on some particular elements of language form.
- b. Intensive. It goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language.
- c. Responsive. It deals with students' speech in the classroom. It is including short replies to teacher or student-initiated questions or comments.

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- d. Transactional. It is carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language.
- e. Interpersonal. It carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.
- f. Extensive (monologue). It is commonly found in the students at intermediate to advanced levels, they are asked to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

Teaching Speaking

Teaching speaking is one of way that can be used in other the learners can understand about the meaning of communication in real situation and it needs a lot of practice and guidance to master it. Teaching speaking is about how to use language for communication, for transferring ideas, thought or even feeling to other people.

Bisides, speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking as repetitions of drills or memorization of dialogues.

As stated by Harmer (2001), students are using any and all the language at their command to perform some kind of oral task. The important thing is that there should be a task to complete and that the

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students should want to complete it. It means that the students need partner to practice their speaking. Because we know that speaking is much more complex so teaching speaking is an important aspect of learning process.

Teachers also should improve students' communicative in speaking, because in that way, students could express themselves and confidence learn how to follow the social and context appropriate in communication.

The purpose of teaching speaking is to train the teachers the fluency of using the target language and to understand the concept of teaching speaking and the techniques of teaching it as well, (Kimtafsirah et al (2009). Therefore, in teaching speaking, teachers should know to concept of speaking to make the students understand about what teachers explain about.

Teaching speaking is also the way for students to express their emotions, communicative needs, interact to other people in any situation, and influence the others. When teaching young learners, we constantly have to keep in mind the fact what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge, and last but not least, different learning styles.

Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow, (Klancar, 2016). Hence, the teachers

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should give variation in teaching speaking process. It will make the learners pay attention with the material and also can keep their mind to receive the material easier.

Moreover, Nunan (2004) said that there are some formulations that can be applied in teaching speaking. They are: Produce the English speech sounds and sound patterns, Use word and sentence stress, intonation patterns and the rhythm of the second language, Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, Organize their thoughts in a meaningful and logical sequence, Use language as a means of expressing values and judgments, and Use the language quickly and confidently with few unnatural pauses, which are called as fluency. Thus, in teaching speaking, the teacher needs to use relevant and engaging material to increase students' self esteem and to make them conscious of their need for identity.

Also, Harmer (2007) states some important points related to the teaching of speaking. They are the reluctance of the students to speak and take part and the teacher's role. He adds some useful ways to minimize the students' reluctance in speaking, including:

- a. Preparation. Giving enough time to think about how they were speak, or it may mean letting them practice dialogues in pairs before having to do anything more public.

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- b. The values of repetition. Allowing them to improve on what they did before, getting chance to analyze what they have already done, and getting them to repeat and repeat their speaking. Harmer (2007) quotes, characterize the process of speaking by the pattern : Plan => Perform => Analyze => repeat.
- c. Big groups, small groups. Making sure that they get chances to speak and interact in big or small groups.
- d. Mandatory participation. Allowing the students to equally in a task without knowing who gets the turn first and who gets the next.

In addition, there are three stages in teaching speaking (Harmer, 2007). They are:

- a. Introduction the new language English is the new language for the students; it should be introduced as its meaning, forms, and functions. The meaning relates to its denotation, connotation, and culture. The function relates to the social life and the form relates to its linguistics.
- b. Practice. Practicing a new language is not just once. A teacher should reinforce again and again so that the students become familiar and automatic in producing the language. The teacher can create an atmosphere in which

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the students can find the words to make them speak in real situation.

- c. Communicative activities. Communicative activities should be aimed at the communication that happens daily. Most of the time, the students are prepare to learn speaking within the text available in the students' book. These models of dialogs, of course, are limited because the students have no chance to express their own ideas and they have no challenge to 37 create a new situation. Because of that, the communicative activities be occurred.

Futhermore, there are several reasons why English student's need to learn speaking (Kayi, 2006):

First, they can produce speech and sound patterns of English. Second, they can use word and sentence stress, intonation and the rhythm of English. Third, they can prefer convenient words and sentences based on the social setting, participants, situation and material. Fourth, they can manage their ideas in a valuable and sequential context. Last, speaking includes some expression values and judgment in using language, f) speaking can be faster and confident in using the language (Nunan, 2003).

Regarding the term teaching speaking, Nunan (2003) stated the purpose of teaching speaking are producing the speech sound and

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pattern, using word and sentence stress, intonation, rhythm, choosing appropriate lexicons and sentences, organizing their thought, using language as a way of expressing values and discretions, and using the language rapidly, reasonably and confidently without lots of unintended pauses, known as fluency. It can be considered that speaking is an important part in teaching and learning foreign language.

Referring the importance of teaching speaking, the teacher and curriculum has big roles in helping the learner in speaking. Talley and Huiling (2014) observed curriculum for teaching speaking ability that should lead students to be in more authentic and practical settings and encourage active students involving in the lesson. This claim means that the curriculum especially in speaking should involve and lead the students in an authentic communication by providing them authentic activities in the learning process.

The learning process should engage the students and motivate them to speak, since the problem in speaking is come from the affective factor such as anxiety, like has no motivation to speak, and has no self-confidence. In line with the idea above, Brown (2004) stated the one of the major obstacles that should be overcome in speaking is anxiety. He also stated that anxiety is one of affective factor that can influence the students speaking skill.

In addition, According to Harmer in Siradjuddin (2023), there are three basic reasons why giving students speaking assignments is a

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good idea by provoking them to use any and all language in their comments. There is:

First is Exercise. Invite students to discuss freely, giving them the opportunity to practice discussing outside the classroom. The teacher asks students to practice outside the classroom to find out how their speaking skills can be higher (Sasabone, et al., 2021). From this, students can improve their speaking skills except in two classes.

Second is Feedback. A speaking task in which students try to use all and any language they know to provide feedback for both the teacher and the students (Efendi, 2022). The teachers can see how well their class is doing and what language problems they have. The students can also see how easy it is for them to find certain types of speech and what they need to do to improve them. Student activities can give them immense selfconfidence and satisfaction, and using sensitive teacher guidance can encourage them to study further.

Last is Involvement. Good speaking activities can be very motivating. When all students fully participate and If the teacher has managed the activities well and can provide sympathetic and useful feedback, they get great satisfaction from it. Many speaking tasks (role playing, discussion, dilemma solving etc) are intrinsically enjoyable in themselves. In this thesis, the researcher reveals about the expression of asking and giving opinions which is one of the English language materials in the Eight grade.

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Based on the explanation above, it can be concluded that teaching speaking is about how to use language communication, for transferring idea, though or even feeling to other people. In teaching speaking, teacher should know to concept of speaking to make students understand about what teacher explain about and also the interesting media to increase the students motivation when the study English especially speaking.

The Methods in Teaching Speaking Ability

In teaching speaking, teachers should be able to apply a suitable method and technique in class, so that the teaching learning can be successful and the students are able to speak well. In achieving goals in teaching, teacher has to use various tools of instructional. According to Elizabeth (2004), there are some methods in teaching speaking skill.

They are:

- a. Translation method. It is better known as Grammar Translation Method. In the teaching of English as a foreign language, it has enjoyed a great reputation in the past. Translation method means teaching the target language by translating it into mother tongue.
- b. Direct method of teaching English. It means teaching English directly through English medium. In this method, mother tongue is not used at all. This method

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came as a reaction against the translation method. It is also called the natural method of teaching.

- c. Bilingual method. It means where two languages i.e., the mother tongue and target language is used. Here the mother tongue is used to achieve the target language. This method is based on the similarities and differences which exist between the two languages.

From the explanations above it can be concluded that different set of learners need different methods that suits best to their requirements. If we closely analyze, we find that each methods has its own significance in its own right.

The Factors Affecting Students' Speaking Ability

Tuan & Mai (2015) explained the factors affecting students' speaking ability. The researcher got some of them as follows:

- a. Performance condition. Students perform a speaking task under a variety of conditions.
- b. An affective factor. One of the most important influences on language learning success or failure is probably the affective side of the learner (Oxford, 1990).
- c. Listening ability. Speaking skills cannot be developed unless we develop listening skills (Doff, 1998). Students must understand what is said to them to have a successful conversation.

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- d. Topical knowledge. It provides enables learners to use language with reference to the world in which they live.
- e. Feedback during speaking activities. Most students want and expect their teachers to give them feedback on their performance. They suggest that the teachers should always correct the students' mistakes positively and with encouragement (Baker & Westrup, 2003).

2. Presentation Practice Production (PPP) Method

Presentation, Practice and Production or PPP is a method that the teachers present the context and situation for learning by explaining and demonstrating. Students then practice the language within controlled parameters including language drills. Finally students are allowed to be free with the language and encouraged to be creative and explorative.

On stated by Nunan (1997), Presentation, Practice and Production is relatively straight forward and structured enough to be easily understood by both students and new emerging teachers. Thus, this method makes the teacher easier to understand the material to the students.

Bisides, Harmer (2007) said that Presentation, Practice and Production, or PPP as it is called, is one of the most common teaching methodologies for ESL. Presentation is presenting the current language lesson to the student. Depending on the curriculum chosen, this could

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be such subjects as sounds, parts of speech, vocabulary, sentence structure and grammar. Generally between 65 and 90 percent of class time is spent on the Presentation component.

Next the students will Practice what they are learning through activities that require them to speak English. Practice exercises should progress toward mastery of the concepts presented. The final component is Production, which is an advanced form of Practice that requires students to think on their own rather than completing the more closely targeted Practice exercises. The steps are generally sequential, progressing from little student involvement to maximum student involvement. Beginning teachers often have success using the PPP methodology.

Also, According to Harmer (2009), Presentation, Practice and Production or PPP method is a variation of audiolingualism and a traditional method of teaching. As its name suggests, PPP is divided into three phases, moving from tight teacher control towards greater learner freedom. Presentation refers to the introduction to a new subject or lesson. It requires creating a realistic situation in which the target language would be taught and acquired. Usually, this is done through using pictures, dialogues and actual classroom situations.

Next is Practice. It refers to the students practice the target language in one or three activities that progress from very structured to less structured. These activities should include as much “student talk”

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as possible and not focus on written activities, though written activities can provide a structure for the verbal practices. Production is the stage of the lesson where the students take the target language and use it in conversations and use it to talk about themselves or their daily lives or situations.

In addition, Ksenia in Izzah (2013) suggest that the PPP Method proposes that the skills are to be worked upon in sequence from the receptive (reading and listening) to the productive (writing and speaking). It means PPP method is believed to be able to stimulate and guide the students to speak.

The Aims of Presentation, Practice, Production (PPP) Method

Presentation stage aims at giving students to realized the usefulness and relevance of a new language item, to present the meaning and formal to check understanding. Futhermore, Practice stage aims at providing maximum practice within controlled but realistic contextualized framework, to build confidence in using new language. Last is Production stage aims to provided the students and to be used for revision, (Thornbury, 2005).

Based on the explanation above, PPP method has tree phrases, every phrase has specific purposed such as:

First, the purposes of presentation phrase are: to give the students' concept about the materials which are relevance of new language, to present the meaning and check their understanding.

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Second, the purposes of practice stage are: to build students' confidence in new language and provide maximum practice in controlled. Last, the proposes of production phrase are: to give the opportunity to the students use the language in freer more creative ways, to check how much students receive the materials, to motivate the student, can be used for revisions or diagnostic purposes.

The Features of Presentation, Practice, Production (PPP) Method

According to Carrion in Artha and Yasmin (2022) PPP method has several features they are: First, the goal of PPP method is to teach a specific language and meaning. Second, in a PPP cycle of the presentation stage, the teacher introduced the target language first.

Third, the student activities are simple repetition, drills, manipulate and applied the language. Fourth, in PPP cycle, the examples are made up to illustrate a single language item. Fifth, the teacher works as a monitor in production stage. Last, the students are dependent to the teacher.

The Principles of Presentation, Practice, Production (PPP) Method

Harmer (2007) said that there are the principles of Presentation, Practice, Production (PPP) method, as follows: First, the target language is coming first. Second, this method does not only focus on Grammar and the current lesson but also vocabulary and pronunciation. Third, the teacher is centre or teaching learning process except during production stage.

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Fourth, this method leads from accuracy to fluency and the students practice what they have learnt by spoken then written. Fifth, students' activities are repeating the words or sentences, and applying the language in the classroom. Last, the teachers help them to translate the difficult words by the illustration. In conclusion, Presentation, Practice, Production (PPP) method is extremely effective way to teach a language at lower levels in the small class.

Moreover, there are several method of effective teaching by PPP method such as: The teacher is planning the materials based on curriculum, student has big expectation for study, the instruction and teacher' explanation is clear and focus, the students' progress is monitor closely, the student re-taught while they were misunderstanding about the materials, there is personal interaction between the teacher and students, and giving rewards to the students.

The Procedures of Presentation, Practice, Production (PPP) Method

In this procedure the teacher introduces situations that contextualize the language to be taught. Students now practice language using accurate reproduction techniques such as chorus repetition (where students repeat a word, phrase, or sentence together with the teacher leading), individual repetition (where students individually repeat a word, phrase, or sentence in teacher insistence) and cue-response exercises (where the teacher gestures like a movie, nominates students

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by name or by looking or pointing, and students make the desired response, e.g. do you want to come to the cinema?) lingual ones we saw above, but because they are contextualized by the situations that have been presented, they carry more meaning than simple substitution exercises. Then the students, using the new language, make up their own sentences, and this is called production. The following basic-level example demonstrates this procedure, Idem, 1998):

- a. Presentation. The teacher explains the material and shows the students the following picture and asks them about the picture.
- b. Practice. The teacher gets the students to repeat the sentence “*she is a beautiful*”. She may then nominate certain students to repeat the sentence individually, and she corrects any mistakes she hears. Now she goes back and models more sentences from the picture (*her face is oval*), getting choral and individual repetition where she thinks this is necessary. Now she is in a position to conduct a slightly freer kind of drill than the audio-lingual one above:

Teacher: can anyone tell me?

Student: she has a flat nose.
- c. Production. The end point of cycle is a production, which some trainers have called ‘immediate creativity’.

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Here the students are asked to use new language in sentences of their own.

Besides, Harmer (2007) stated that there are the procedures of Presentation Practice and Production (PPP) Method, as follows: First is presentation. The process of presenting the lesson focuses on teacher giving information to the students. The goal of presentation stage is to introduce the new material to the learners. For example: Short & simple explanations, a brief description of the new topic / idea, pictures / video / music / demonstrations / acting / dialogue to illustrate the new material.

Second is Practice. The practice process is focused on teacher and students working and interacting together to put the new material into practice. For example: brainstorming, exercise (on the board worksheet completed with the teacher), question and answer comprehension exercises, games that involve the teacher, drills / repetition, and demonstration / role playing. Usually the teacher puts the students to practice or repeat the sentence a bit just to check that the learning has been effective.

Last is Production. Here, the students are asked to make a sentence by using a new language. Production focuses on students demonstrating their ability to the teacher so the teacher can observe what the individual students have learned and which students need additional support. In this process the teacher is receiving information

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and indirectly students mistakes, monitoring the students as they complete exercises / activities that enable them to demonstrate comprehension without giving the answers.

Also, Woodward (2001) stated that in terms of four basic ways of working in Presentation, Practice, and Production (PPP) method. Presentation stage, with its setting up of the situation, is an opening stage in which the teacher makes the new language plain. The practice and production stages are chances for students to use and refine their understanding.

Futhermore, Lagolo (2013) said that Presentation stage is a part of the process to present new information. This part would be introduce new language. Next, Practice stage id where the students used the language in controlled way. This part also called drilling. This part is to fully reinforce the new language. During Practice stage the teacher using game, picture and dialogue. Last, Production stage is the end of this stage where the students take the target language and use it in conversations and use it to talk about their daily lives or situations. Here, the students are asked to make a sentence by using a new language.

By applying PPP method, the students would get opportunities to share their ideas and make themselves confident to speak through PPP method. Therefore, the students' speaking skill can improve as well as possible.

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Teaching Speaking Through Presentation, Practice, Production (PPP) Method

Teaching speaking through PPP method can assist our teaching of speaking. Providing a differentiate atmosphere and motivate students. PPP method is the one of classroom activity to support and to facilitate the material is given to the students, so it can be easy to learn English and increase speaking ability. According to Thornbury (2005), the teacher gives a chance to the students to express themselves, enjoy the learning process and serve of their mind. It means that PPP technique can be easy to learn English and increase speaking ability.

This frequently involves them in coming out to the front of the class, when choosing who should come out to the front of the class, the teacher needs to be careful not to choose the students first and the teacher needs to work to create the right kind supportive atmosphere in the class. Then, the teacher puts the students in pairs to practice. By giving students practice this stage will be helped motivate children to communicate meaning with the new language. Students should have the opportunity during this stage to experiment with the language.

Therefore, teaching speaking through PPP method is needed as a part from classroom speaking activity to grow up the students interact and active in the class. The teacher also is most important role in the class as a facilitator and help student to improve their ability, especially students' speaking ability.

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The Advantages of Presentation, Practice, Production (PPP) Method

According to Vystavelova (2009) there are some advantages for Presentation Practice Production (PPP) Method. The first advantages that PPP lessons provide clear and simple. The second positive point teacher said that such a lesson is easy to prepare because the material used for the lesson are ordered from the simplest to the most difficult. And types of activities are arranged from the most controlled to the least controlled. Several teachers also wrote that this method is relatively easy for beginner students that communication is effective.

In addition, Harmer (1997) stated the advantages Presentation Practice Production (PPP) Method are as follows: The teacher will be aware that teaching learning is not only giving material for the students but also giving the opportunity to make their own sentences by using PPP, the students can understand about the English Language especially speaking ability, by using PPP make the students interested in speaking skill, and PPP method make the students active in the class.

Futhermore, the advantages of PPP method are the teacher will be aware that teaching learning is not only giving material for the students but also giving the opportunity to make their own sentences by using PPP. The students' can understand about the English Language especially speaking ability The advantage of using PPP makes the students interested in speaking skill. PPP method makes the students

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active in the class, (Idem, 1998). With the material that will be given to the teacher in the form of pictures or stories, it is able to attract students' interest in English, especially speaking skills which many students find difficult.

3. Animation Video in Teaching English

There are several definitions concerning animation videos. According to Ainsworth (2008), animation is a form of dynamic representation that display processes that change over time. Furthermore, Heinich et al in Junita (2019) stated that animation is a technique in which the film maker gives motion to otherwise inanimate objects. Hence, video is becoming a more and more popular tool in teaching English.

So, the teachers need to explore more media that can be used in teaching and learning process. In line with that, Hohnson states that to enhance the speaking experience for students, video can be used as a new tool in teaching speaking by the teacher aural practice classroom. There are some components that students can observe while watching video such as settings, action, emotions, gestures, etc. Besides, for a language production and practice, the video also provides the students an important stimulus.

Futhermore, the teachers need to explore more media that can be used in teaching and learning process. For language production and practice, the video also provides the students with an important

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stimulus. On stated by Johnson in Ramadhika (2014) stated that there are some components that students can observe while watching a video such as settings, action, emotions, gestures, etc.

In conclusion, an animation video is described as a cartoon, film, images, puppets, etc that are photographed and shown in a way that makes them move and appear to be alive.

Characteristics of Animation Video

According Muniandy and Veloo (2011) , defines animation video as a kind of multimedia material consisting of verbal and non-verbal presentations displaying simultaneous images, narration and on screen text. Furthermore, Muniandy and Veloo (2011) acknowledges that video clips can portray settings, action, emotions, and gestures which can provide the important visual stimulus for language practice and learning. It means that videos can be used in teaching English because videos can provide great visual stimuli through their combination of illustrations, sounds, graphics, and texts.

Richards and Renandya (2002) add that animation video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus to students' attention on the content, play and replay the video as needed, design or select viewing tasks, and follow up with suitable post viewing activities.

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They also state that a video potential in language learning is only achieved when it is used as an integral part of course. When the teachers decide to use video as supplementary materials, they must believe that it is closely related with the goals of the course. One way to do this is to bring in the video to introduce or to expand a theme of the material that is already part of the curriculum.

Harmer (2001) also says that a video is not only a great aid to see language-in-use such as comprehension since students are able to see general meanings and moods that are conveyed through expression, gestures, and other visual clues, but also uniquely bridge the cross cultural understanding They will see how typical British body language‘ is when inviting someone out or how Americans speak to waiters. He also mentions that for all of the reasons mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it.

The Types of Animation Video

According to Harmer in Hardianti (2020) stated that there are three basic types of video, as follows: The first is off-air programmes. Programmes recorded from a television channel should be engaging for students, and of a sensible length. Teachers have to consider their comprehensibility including prediction, cross-cultural awareness, teaching language, or as spurs for the students‘ own activity. It is also

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important to know what the law is and realize that breaking it can have serious consequences.

The second is real-world video. Teachers need to make their choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi use potential. The third is language learning videos. It means videos to be used with course books. Those videos are likely to be comprehensible, designed to appeal to students' topic interests and multi use since they can not only be used for language study but also for a number of other activities as well.

The Use of Animation Videos in Teaching Speaking

The teacher plays a key role in using video in class. It is important for teachers to choose videos first, associate videos with students' needs and interests, promote active viewing, and integrate videos with the curriculum. According to Davies (2000), the effective use of Animation video requires knowledge and planning.

Video sessions can easily become lessons where teachers turn the video on and off itself. Because there are many types of videos, teachers must choose videos with clear objectives, suitable for students' level and interest in mind, and know them well before using them. There should be clear objectives for each video shown by the teacher, for example, modeling communicative interactions in English, working on forms of language, developing listening comprehension, or generating discussion.

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The Procedures of Teaching Speaking with Animated Video

Khalidiyah (2015) in her journal suggested some procedures in applying video or audiovisual media in teaching English: First is Preparing yourself. If The first thing to do by the teacher before showing the video to students is previewing the video and make some notes about the content of the video. A teacher may invite some students to preview the video and see their point of view about it.

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

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

Fourth is showing the video. While watching the video, make students comfortable and try to show the video without interruption such as giving a question in the middle of the video. Last is Carrying out the follow-up. After showing the video, the teacher asks the students about the content of the video to know their opinion about the video.

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They can also discuss the video with their classmates. The follow up is necessary to detect misunderstanding they may have. A teacher can give a repetition show if needed to clear up any confusion.

Furthermore, Xing in Hardianti (2020) divided the steps of using animated video in teaching speaking as follows: First is the teacher gives students parts or all parts of the video animation to watch. Second, the teacher explains about Video Animation. Third, students pay attention and watch Animated Video Next is students discuss Video Animation related to the material, and the last is students present their understanding of Animation Video.

The Techniques in Using Video

According to Cakir (2006), there are some practical techniques for video implication in the classroom: First is Active viewing. In active viewing activity, the teacher shows the video and let the students watch it from the beginning to the end. This activity helps the teacher know how far the students' understanding of the video shown.

Second is freeze framing and prediction. Freeze framing and prediction activity, while the video is being played, the teacher stops the video which showing the pictures of characters' body language, facial expression, emotions, reactions, and responses. This activity helps the students understand about what expression should be shown when we say something in English especially.

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Third is silent viewing. silent viewing, the video is played with the sound off and let the students guess what are the characters are talking about. This activity needs the students to remember the dialogues in the video. Fourth is sound on and vision off activity. The sound on and vision off activity, the students only can hear the dialogue but unable to see the action. This activity helps the students to improve their listening skill.

Fifth is repetition and role play. Repetition and role play activity, a scene on video is replayed with certain pauses. When the students have understood the presentation, they are asked to act out the scene as much as they remember. Sixth is reproduction activity. Reproduction activity, the students are showed a section in the video and are asked to retell what is happening. This activity can improve the students' speaking skill.

Next is dubbing activity. In dubbing activity, the students are asked to fill in the missing dialogues orally when the video is being played with the sound off. Last is Follow-up activity. In this activity, the teacher make a discussion with the students about the content of the video in order the students understand what is the video about. By applying those techniques, will help the teachers enable to teach English by using animation videos easily.

The Advantages of Using Animation Video in Teaching English

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Animation Videos have advantages of achieving the important goals such as motivating students' interest, providing realistic listening practice, stimulating language use, and heightening students' awareness of particular language points or other aspects of communication. As the research that done by Haryanto DA (2015), the advantages of using animation video in language classroom are making the students easier and interesting to learn English and the use of video animation can give the students view on how to interact in a conversation and give advice how to live better. Other advantages are animation video can get enrich knowledge, vocabulary, grammar, and pronunciation. Also, the use of video animation in the class can be very enjoyable for the students. However, Ibid in Junita (2019) said that the classroom atmosphere hopefully will be more conducive, so the delivery of message value through the video animation can be effective.

Besides, according to Alessi (2001), video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for example, it is hard to show a student the effects of body language on communication using only explanation or pictures. Video here has also been included for motivational reason.

Furthermore, the research done by Boris in Junita (2019) states that a major advantage is that video can focus on information that cannot be readily presented in a traditional classroom because of constraints such as size, location, costs, etc. Both of them are in line

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with Harmer in Junita (2019) statement that one major advantage of videos is that learners not only can listen to the language but also they can see it, in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond of what they listen, and also to interpret the video.

In addition, Harmer (2001) also stated other advantages in using videos in the teaching and learning process such as: First, seeing language-in-use. Students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues. Second, crosscultural awareness. Which is allowing students a look at situations for beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear.

Third, the power of creation. When students use video cameras themselves they are given the potential to create something memorable and enjoyable. Last, motivation. Most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

Smaldino et al (2007) adds that teachers can use video to provide baseline knowledge for all students. It means that video can give some benefits to the students in many fields as follows: First is Cognitive skills. Students can observe dramatic recreations of historical events

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and actual recordings of more recent events. Color, sound and motion make personalities come to life. Second is Demonstrations. Video is great for showing how things work. If teachers are teaching a step by step process, teachers can show it in real time, sped up to give an overview or slowed down to show specific details. Third is Virtual Field Trips Videos can take students to places they might not be able to go.

Fourth is Documentary Video is the primary medium for documenting actual events and bringing them into classroom. Fifth is Dramatization. Video has the power to hold the students spellbound as a human drama unfolds before their eyes. Sixth is Discussion Basics. By viewing a video together, a diverse group of students can build a common base of experience as a catalyst for discussion.

From the discussions above, it is clear that videos have many advantages. Videos can support the speaking teaching and learning process. The students can learn language not only by listening how native speakers pronounce some words but also by observing their facial expressions and gestures.

4. Problem Based Learning Method

There are numerous definitions and interpretations of Problembased-Learning (PBL): First, PBL is both a method and a curriculum. The curriculum is made up of carefully chosen and created issues that require the student to acquire critical information, problem-solving skills, selfdirected learning methodologies, and team

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participation abilities. The procedure is modeled after a regularly used methodical strategy to resolving problems or overcoming hurdles in life and work (Lohman and Finkelstein, 2002).

Second, Nilson (2010) problem-based learning (PBL) is a student centered approach in which students learn about a subject by working in groups to solve an open-ended problem, this problem is what drives the motivation and the learning.

Third, Baden and Major (2004) explain that the problem-based learning (PBL) is an approach in which the students to develop metacognitive skills and to expect students in use reasoning abilities to solve complex problem. Tan (2003) said that PBL includes the life-wide learning goals of self-directed learning, information mining skills, collaborative, team learning, reflective and evaluative thinking skills.

There are some definitions of the PBL definitions. It can be assured that Problem-based-Learning (PBL) is a method of instruction where students are positioned to work in groups to solve a challenging problem. This method will allow students to collaborate and apply critical thinking as they develop their ideas and discover solutions all.

It can describe that success in learning is when students can reach desired destination in the activities of his study. That learning is a process of delivering knowledge to pupils in order to assist them in achieving their learning objectives, particularly learning goals.

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The Objectives of Problem Based Learning Method

The purpose of problem-based learning is to engage students in teaching and learning activities while also familiarizing them with the surroundings in order to enhance group or cooperative student engagement. Problem teaching allows youngsters to work actively and productively to share knowledge in order to increase learners' problem-solving abilities and skills. Teachers just observe and oversee the actions of teaching and learning both inside and outside the classroom.

The Characteristics of Problem Based Learning Method

PBL approaches in a curriculum usually include the following characteristic (Tan, 2002). First, the problem is the main point of learning. Second, the problem is usually used a real-world problem that appears unstructured, it is meant to be as authentic as possible.

Third, the problem of PBL promotes the solution by taking into consideration knowledge from several subject and topics. Fourth, the problem challenges students' current knowledge, attitudes and competencies, the calling for identification of learning needs and new areas of learning. Fifth, self-directed learning is primary. Thus, students assume major responsibility for the acquisition of information and knowledge.

Sixth, learning is collaborative, communicative and cooperative. Students work in small group with a high level of interaction for peer learning, peer teaching and group presentation.

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Seventh, development of investigation and problem-solving skills is as important as content knowledge to solve the problem. The PBL tutor thus facilitates and trains through questioning and cognitive coaching. Eight, closure in the PBL process includes synthesis and integration of learning. Last, PBL also includes with an evaluation and review of the learner's experience and the learning processes.

Content learning, the acquisition of discipline-related heuristics, and the development of problem-solving abilities are all goals of PBL. Self-directed learning, information-mining skills, collaborative and team learning, and reflective and evaluative thinking skills are all included in PBL. (Tan, 2002).

The Principles of Problem Based Learning Method

In the teaching-learning process, the concepts of PBL require elaboration, implementation, and reflection. The three components are critical in stimulating students' abilities while using the PBL technique to teach learning. When the PBL method is employed in the teaching learning process, it can be practiced; nevertheless, without them, the PBL method's teaching learning process results are not perfect.

The Procedures of Problem Based Learning Method

According to Nurhayati (2004) the implementation of the problem-based learning model includes five stages, namely:

The first is the student orientation towards authentic problems. at this stage the teacher explains the learning objectives, explains the

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necessary logistics, motivates students to engage in problem solving activities. The second is Organizing students. at this stage the teacher divides students into groups, helps students define and organize learning tasks related to problems.

Then, the third is guiding individual and group investigations. at this stage the teacher encourages students to collect appropriate information, carry out experiments and investigations to get explanations and problem solvers. The fourth, develop and present the work. at this stage the teacher helps students in planning and preparing appropriate work. And the last, analyze and evaluate the problem-solving process. at this stage the teacher helps students to reflect or evaluate their investigations and the processes they use

The Advantages of Problem Based Learning Method

There are some advantages of problem-based learning method in the learning process, among them: Problem-based learning is able to be good method to understand the content of learning, Problem-based learning gives a satisfaction in finding knowledge for the students, Increase students' learning activity, Help the students to transfer their knowledge to understand the ill-structured problem, Develop students' knowledge and the students take responsible in their learning process, Students' thinking can be known in accepting the lessons, Develop students' critical thinking and students' ability to adjust with a new knowledge, Problem-based learning is thought as a pleasant strategy and

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loved by the students, Give an opportunity for the students to use their own knowledge in the real-world, and Enhance students' interest continually in the learning process.

5. Teaching English at Junior High School

According to Kurikulum Merdeka in Damayani et al of Guidance English Teacher for Nusantara Book for SMP/MTs Grade VIII (2022), the aim of teaching English is expected to be realized students who are independent and confident through various learning activities. Also, Kurikulum Merdeka creates opportunities for students to develop the ability to use English through six skills language, namely: listening, speaking, reading, viewing, writing, and present it in an integrated manner.

Futhermore, teaching English subject for Grade VIII Junior High School aims to ensure students can do the following: First, develop communicative competence in language English through a variety of multimodal texts (spoken, written, visual, audiovisual) with equivalent level English competency which can be seen from the ability of students to: interact in various contexts with clear articulation, state the main idea you want delivered thoroughly; and maintain communication even though sometimes still there is a pause.

Second, develop intercultural competence to understand and appreciate cultural perspectives, practices, and products Indonesia and

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foreign cultures. Third, develop self-confidence to express yourself as a person independent and responsible individual. Fourth, develop critical and creative reasoning skills.

Fifth, have 21st century skills, including critical thinking, creative, communicate verbally and in writing, and be able to work together, as well digital literacy. And Sixth, become a citizen of a global community who remains firm Pancasila values as the nation's philosophy of life prioritizing the characteristics of the Pancasila Student Profile, such as have faith and noble character, independent, critical reasoning, creative, mutual cooperation, and global diversity.

Learning Achievements of Kurikulum Merdeka on Speaking Class

Speaking is one of the skills that should be mastered by the students. It means that if the students can not master the skills in English as what the curriculum has provided, the learning will not be effective and successful. The definition of speaking according to Kurikulum Merdeka in Damayani et al of Guidance English Teacher for Nusantara Book for SMP/MTs Grade VIII (2022) is the ability to convey ideas, thoughts and feelings of social interaction verbally.

According to Kurikulum Merdeka in Damayani et al of Guidance English Teacher for Nusantara Book for SMP/MTs Grade VIII (2022), the purpose of speaking in Kurikulum Merdeka is students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing

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variety of familiar, formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion, such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses. Can be concluded, the purpose of speaking ability in Kurikulum Merdeka is where students are required to communicate more.

The Material of Asking and Giving Opinion**Asking Opinion**

Asking opinion is used when someone wants to ask or need an opinion from someone else. There are many ways to ask for opinions.

The expressions how to ask someone' opinion are as follows:

1. *What is your opinion?*
2. *What is your idea?*
3. *What are your thoughts on ...?*
4. *What is your point of view?*
5. *What/how do you think/reckon about ...?*
6. *How do you think of my idea?*
7. *How do you think of my idea?*
8. *How do you feel about ...?*
9. *Do you have any idea?*
10. *Do you have opinion of ...?*

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Giving Opinion

Before expressing an opinion or idea, someone must know how to start the sentence correctly. So that someone else can easily understand our opinions. The expressions how to give opinion are as follows:

1. *I think/Personally I think...*
2. *In my opinion/In my humble opinion....*
3. *From my point of view...*
4. *To/in my mind...*
5. *I (strongly) believe (that) ...*
6. *As for me, I reckon...*
7. *As far as I am concerned ...*
8. *To be honest...*
9. *According to me ...*
10. *I am sure (that) ...*

The Example a dialogue of Asking and Giving Opinion

Dialogue 1

B : Halo Rara, how are you today ?

R : I am fine, thank you

B : Rara, what do you think about this food ?

R : I think it's not good for our health. Because it's junkfood.

B : Oh I see it now. Thank you Rara.

R : It's okay Blaja.

Dialogue 2

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S : Hi, Mrs. Asih.

A : Hello Mr. Smith, I have new smartphone. Look at my new smatrphone!

S : Wow.

A : What is your opinion aboutmy new smatphone?

S : In my opinion, it is interisting smarphone.

A : Thankyou.

S : You are welcome.

Dialogue 3

L : Hi Ruma.

R : Yeah.

L : I am hungry now. What do you think if we go to the restaurant now?

R : I don't think so.

L : Why?

R : Because it is raining.

L. Oh yeah.

R : We can cook some meals in the kitchen.

L : Okay.

R : Lisa, what do you think if we cook soup?

L : That's good idea.

B. Operational Concept

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Operational concept is a concept used to give an explanation about theoretical framework and avoid misinterpretation and misunderstanding of this research. It is derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing-a research paper.

Importantly, this research was a experimental research that focused on gaining the effect of using Presentation Practice Production (PPP) method through animation video on students' speaking ability at Grade Eight of SMPN 7 Dumai. Therefore, in analyzing the problem of this research, two variables was used. They waere Presentation Practice Production (PPP) Method through animation video as variable X and Students' speaking Ability was as variable Y. The operational concept in this research can be seen on the figure below:

UIN SUSKA RIAU

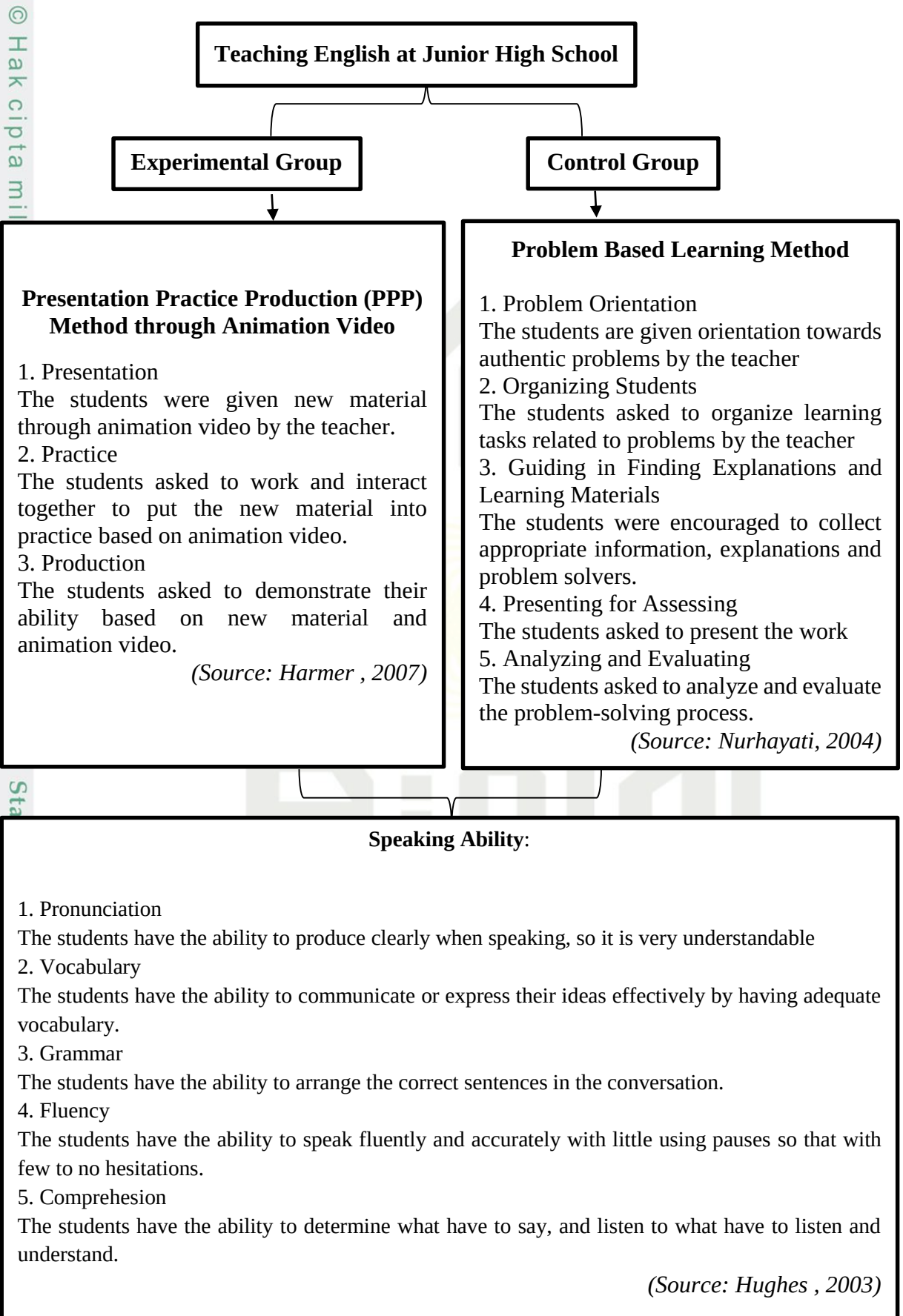


Figure 2.1 The Operational Concept

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C. Assumption and Hypothesis**a. Assumsption**

Based on the phenomenon found from the preliminary research and related research, the students' speaking ability, it was necessary to stated assumptions as well as hypotheses. In teaching learning process, there ware numerous methods that can be used by the teachers or lecturers in the class to teach speaking ability. It was assumed that using Presentation Practice Production (PPP) method through animation video to teach speaking ability can increase students' capability in speaking.

b. Hypothesis

The hypothesis is researchers' tentative prediction of the results of the research findings, Gay, et al (2012). The hypotheses were formulated as follows:

- a. H_{a1} : There is a significant difference before and after of using Presentation Practice Production (PPP) method through animation video on students' speaking ability.
 H_{01} : There is no significant difference before and after of using Presentation Practice Production (PPP) method through animation video on students' speaking ability.
- b. H_{a2} : There is a significant difference in speaking ability between students who was taught by using Presentation Practice Production (PPP) method through animation video and students who was not given treatment.

H_{02} : There is no significant difference in speaking ability between students who was taught by using Presentation Practice Production (PPP) method through animation video and students who was not given treatment.



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BAB III

RESEARCH METHODOLOGY

A. Research Design

This research was an experimental research. According to Gay (2002), the definition of experimental research is the researcher manipulates at least one independent variable, controls other relevant variables, and observes the effect on one or more dependent variables. Furthermore, Creswell (2012) explained that experiment is testing an idea (practice) to determine whether it influences and outcome or dependent variable. An experimental research was used in this research to carried out the effectiveness of Using Presentation Practice Production (PPP) method through animation video on students' speaking ability. This research had two variables. The independent variable was Presentation Practice Production (PPP) method through animation video (X), then the dependent variable was students' speaking ability (Y).

Then, this research used a quasi-experimental design nonequivalent pre-test and post-test group design. The researcher manipulates an independent variable to carry out the effect on dependent variable. Gay, et al (2012) states that quasi-experimental design involves selecting two groups or more differing on one or some independent variables and comparing them to one or some dependent variables. It means the researcher manipulates the independent variable to show cause and effect to dependent variable

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In this research, the experiment was treated to two groups. One group has been taught by using unusual method, Presentation Practice Production (PPP) method through animation video and another one has been taught by using a method that English teacher usually uses (Problem Based Learning method). The presentation of these groups consisting of independent variables and dependent variable can be drawn in the following table:

Table 3.1
Pretest-Posttest Nonequivalent Groups Quasi-Experiment

E	O ₁	X	O ₂
C	O ₃	-	O ₄

(Adapted from Gay, 2002)

E : Experimental Group
 C : Control Group
 X : Treatment by using Presentation Practice Production (PPP) method through animation video
 O₁ & O₃ : Pre-test (Question and Answer Task)
 O₂ & O₄ : Pos-test (Question and Answer Task)
 - : No treatment (has been taught by using Problem Based Learning method which was English teacher usually uses)

The table above represents the selection of comparison group is very important part of the quasi-experimental design procedure. The independent variables differentiating the groups must be clearly and operationally defined, since each group represents a different population.

Then, the researcher has been given test in each group. After both groups carried out the pre-test and post-test (Question and Answer Task), the results of both were then available to be compared or tested for

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differences. A significant difference between the scores in the experimental and control groups showed the effect of the treatment that has been given.

B. Procedure of the Research

Experimental research was a form of comparative analysis in which we study two or more variables and observe a group under a certain condition or groups experiencing different conditions. By assessing the results of this type of study, we can determine correlation between the variables applied and their effects on each group. Experimental research used the scientific method to find preferable ways of accomplishing a task for providing a service.

There were three different types of experimental research design, divided by key elements related to how we conducted each experiment. According to Gay, Mills, and Airasian (2012) stated the three main types of experimental research design are; pre experimental research, quasi-experimental research, and the true experimental research. In this research the researcher used quasi- experimental research. In this type of research, researcher applied a test before and after the implementation of the stimuli. This provided a comparison of performance with and without implementation for researchers to make judgments about the effects of the stimuli on the subject. The procedure of this research can be seen in the following figure:

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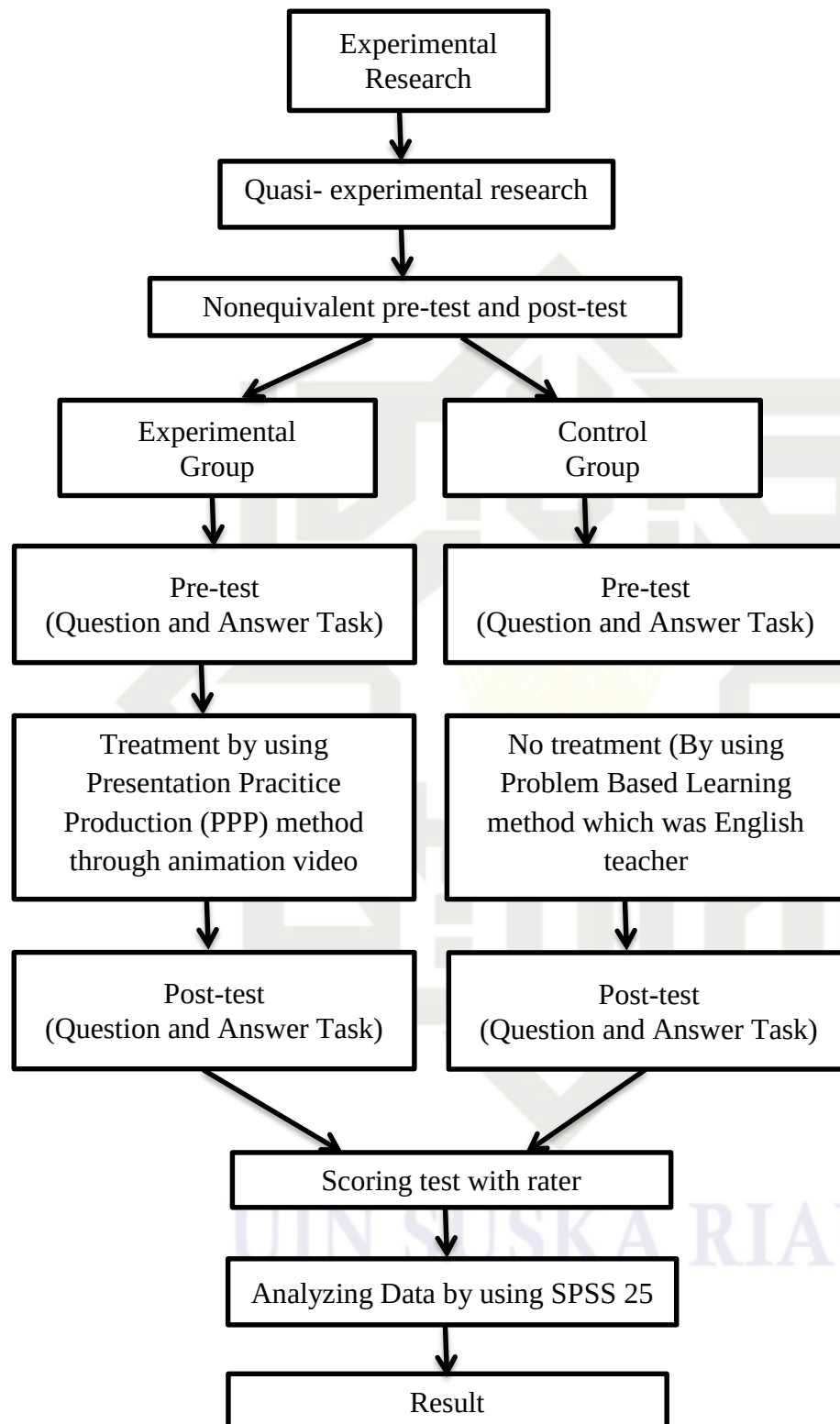


Figure 3.1

The Procedure of the Research

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In this research, the researcher has been five meetings for every group with one meetings for pre-test, three meetings for giving treatments and one meetings for post-test. The total of meetings were ten meetings.

At the first day in experimental group, the researcher gave pre-test (Question and Answer Task). The next days, the researcher gave treatment using Presentation Practice Production (PPP) method through animation video, then the fifth day, the researcher gave post-test (Question and Answer Task).

Also, the researcher gave pre-test (Question and Answer Task) at the first day in control group. The next days, the researcher taught by using Problem Based Learning method which was English teacher usually uses, then the fifth day, the researcher gave post-test (Question and Answer Task).

After the researcher took students' test, the researcher used the rater to score the students' score. At the last procedure, the researcher analyzed the data by using SPSS 25.

C. Time and Location of the Research

This research has been conducted at one of State Junior High School in Dumai, which was SMPN 7 Dumai. It is located at Jl. Sultan Hasanuddin No.70, Purnama, Dumai Barat, Dumai city, Riau Province. It has been conducted since February 2024 until the data were fully collected.

D. Population and Sample of the Research

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1. Population

In this research, the population was all of Grade Eight students at SMPN 7 Dumai that consisted of nine classes in academic year 2023/2024. Total of Grade Eight students at SMPN 7 Dumai was 258 students. On stated by According to Creswell (2012), population was a group of people that has same characteristic that distinguishes from other group.

2. Sample

According to Creswell, (2012) sample is subgroup of target population in a study that researcher plans to generalize about the target population. Considering the target of population in this research was large. Thus, the researcher took two classes as the sample of the research. In this research, the researcher used simple sampling technique to select the sample. The researcher was given 8.4 class which consist 29 students and 8.5 class which consist 28 students by the Grade Eight English teacher at State Junior High School 7 Dumai

However, there was situation made the researcher only took 15 students of 8.4 class and 15 students of 8.5 class.

Table 3.2

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Sample of the Research

No	Group	Total of Students	Treatment
1	Experimental Group (8.4)	15	Has been treated by using Presentation Practice Production (PPP) method through animation video
2	Control Group (8.5)	15	No treatment (Has been taught by using Problem Based Learning method which was English teacher usually uses)
Total		30	

E. Research Instrument

The research instrument of this research was observation checklist and spoekan test (pre-test and post-test). Arikunto (2002) stated that research instrument was a tool used by the researcher while collecting the data to make the researcher' work easier and to get results, complete, and systematic in order to make the data easier to process.

In this research, the researcher gave one kind of Responsive Speaking: Question and Answer task at pre-test and post-test. The tests was analyzed by using statistical method. In this spoken test, the researcher asked the students to practice the conversation in pairing about asking someone's opinion for something and who the students were ready, they carried out the conversation in front of the class for at least 2 minutes alternately. The researcher took recorder of students' test. The time allocation was 45 minutes. Next, the researcher scored the students' speaking ability at Grade Eight of SMPN 7 Dumai by using scoring rubric based on Kurikulum Merdeka for Junior High School students.

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To get objective score, the researcher asked the rater to follow the scoring of the students' speaking by Wulandari (2016).

$$\begin{array}{r}
 \text{Grammar} \quad (20) \\
 \text{Vocabulary} \quad (20) \\
 \text{Comprehension} \quad (20) \\
 \text{Fluency} \quad (20) \\
 \text{Pronunciation} \quad (20) \\
 \hline
 \text{Students' score} \quad (100)
 \end{array}
 +$$

After that, the researcher identified the students' level achievement. The classification was reflected into following table:

Table 3.3

Classification of Students' Speaking Ability

Score	Grade	Level of Achievement
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly Sufficient
>39	E	Poor

(Adopted from Wulandari, 2016)

1. Observation Checklist

In this study, the researcher used observation checklist in order to describe the teacher and the students' activity while teaching learning process of the implementation by Using Presentation, Practice, Production method. The observation checklist was designed based on the indicators of variable X using Presentation, Practice, Production method adapted based on the relevant situation and condition of the students.

2. Spoken Test

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In this research, the researcher gave one kind of Responsive Speaking: Question and Answer task at pre-test and post-test. Pre-test used to collect the data of students' speaking ability achievement on asking and giving opinion expression, which was administrated to both groups before giving treatments. While, post-test used to collect the data of students' speaking ability achievement based on the curriculum which was administrated to both groups after giving treatment. The tests scored by the rater. Then, the tests analyzed by using statistical metho, SPSS 25. In this spoken test, the researcher asked the students to practice conversation with their peers about opinion for something and who the students were ready, they carried out the conversation in front of the class for at least 2 minutes alternately. The researcher took recorder of students' test.

F. Data Collection Technique**1. Test**

Test According to Brown (2004) stated that a test is a method of measuring a person's ability, knowledge, or performance in a given domain. In this research speaking test will be held to know the students ability in speaking. This speaking test is to measure the students' ability in speaking skill. It is aimed to know the students ability who is taught by using Presentation Practice Production (PPP) Method through Animation Video and who is taught by Problem Based Learning method

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that usually teacher uses. This speaking test will be held after giving the treatment.

Table 3.4
Spesification of the Test

Purpose	To test students' speaking ability grade Eight
Intended Population	Eight grade students of SMPN 7 Dumai
Response Format	An instruction to practice the conversation
Number of examiners	The researcher only. But it will be scored by the rater
Number and weighting of items/task	1 Speaking prompt (100%) Completing the intruction (10 minutes). Practice it (1-2 minutes)

The designing assessment task was Responsive Speaking. There are three kinds of Responsive Speaking: question and answer, giving instruction and direction, and paraphrasing (Brown, 2004). This research used question and answer task. According to Brown (2004), Question-and-answer tasks can consist of one or two questions from an interviewer, or they can make up a portion of a whole battery of questions and prompts in an oral interview.

In this research, the students were asked to practice conversation with their peers at Pre-test and Post-test. The topic was Asking and Giving Opinion. They were given at least 2 minutes alternately to practice in front of the class.

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G. Validity and Reliability

1. Validity

Brown (2003) states that validity is the extent to which inference made from assessment results are appropriate, meaningful, and useful in the terms of the purpose of the assessment. In this research, the researcher used content validity for both of variables. According to Creswell (2012), content validity is useful when the possibilities of questions for instance achievement tests in science education are well known and easily identifiable.

a. Validity of Speaking Test

In order to know the validity of speaking ability test, the researcher used content validity. Content validity is partly a matter of determining if the content that the instrument contains is an adequate sample of domain of content, it is supposed to represent. Content validity refers to the content and format of the instrument. How appropriate the content or format is. Thus, the researcher gave the test based on the material that was studied by the students. The material of the test was taken from the textbook.

2. Reliability

Reliability has to do with accuracy of measurement. This kind of accuracy is reflected in obtaining the similar result when measurement is repeated on different occasion or with different instruments or by different person. Brown (2003) stated that the

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characteristic of reliability is sometimes termed consistency. The table below is the categories of reliability test used in determining the level of reliability of the test.

Table 3.5
The Level of Acceptable Reliability

NO	Reliability	Agreement
1	<0	Less then chance agreement
2	0.01-0.20	Slight Agreement
3	0.21-0.40	Fair Agreement
4	0.41-0.60	Moderate Agreement
4	0.61-0.80	Substantial Agreement
5	0.81-0.99	Almost Perfec Agreement

(Vierra, Anthony, & Garrett, 2005)

a. Speaking Test

According to Gay (2012), reliability is the degree to which a test consistently measures whatever is measuring. It is clear that reliability is used to measure the quality if the test scores and the consistency if the test. In obtaining the reliability of the speaking test, the researcher used inter-rater reliability. It was because in this research, the researcher used two raters to measure students' score speakig ability. Brown (2003) says that inter-rater reliability occurs when two or more scores yield inconsistent scores of the same test, possibly for lack of attention to score criteria, inexperience, inattention or even preconceived biases.

Then, the researcher applied SPSS 25.0 application to find the reliability of the test based on Cohen's Kappa technique.

Table 3.6

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Reliability Statistics of Pre-Test Experimental Group

Symmetric Measures					
		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.420	.142	3.669	.000
N of Valid Cases		15			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					

From the table above, it shows that the calculation of rater 1 and rater 2 is 0.420. It means that the test is Moderate Agreement.

Table 3.7

Reliability Statistics of Post-Test Experimental Group

Symmetric Measures					
		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.270	.143	2.473	.013
N of Valid Cases		15			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					

From the table above, it shows that the calculation of rater 1 and rater 2 is 0.270. It means that the test is Fair Agreement.

Table 3.8

Reliability Statistics of Pre-Test Control Group

Symmetric Measures					
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		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.545	.135	5.985	.000
N of Valid Cases		15			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					

From the table above, it shows that the calculation of rater 1 and rater 2 is 0.545. It means that the test is Substantial Agreement.

Table 3.9
Reliability Statistics of Post-Test Control Group

Symmetric Measures					
		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.456	.147	4.598	.000
N of Valid Cases		15			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					

From the table above, it shows that the calculation of rater 1 and rater 2 is 0.456. It means that the test is Moderate Agreement.

H. Data Analysis Technique

It was very important to analyze the collected data to find out the result of the study. In analyzing the data, there were two kinds of analyses to be used: descriptive and inferential analysis. According to (Creswell, 2012), descriptive analysis of data for variables in a study included describing the results through means, standard deviations, and range of scores. While, inferential questions or hypotheses relate variables or

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compare groups in terms of variables so that inferences can be drawn from the sample to a population.

The analysis of data was done to find out the ability of the two or more than two or three groups. To analyze the data, the researcher used t-test. The researcher employed the paired sample t-test and the independent sample t-test to analyze the data. The researcher used a SPSS statistic 25 in a computer to analyze the data.

1. Dependent of Paired sample t-test

Paired sample t-test was another name for the dependent sample t-test. The researcher employed this formula to answer the first research questions, which was to determine whether there was a significant difference before and after on students' speaking ability at Grade Eight of SMPN 7 Dumai of using Presentation Practice Production (PPP) method through Animation Video. The t-test for non-independent sample was used to compare groups formed by some types of matching or to compare a single group's performance on a pre-test and post-test or on two different treatments.

The pre-test and post-test scores has used to determine the significant difference before and after of using Presentation Practice Production (PPP) method through animation video on students' speaking ability about Asking and Giving opinion at Grade Eight of State Junior High School 7 Dumai. The t-table function checks to seen if there was a significant improvement in the mean of the pre-

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test and post-test scores. The t-value obtained was compared to the t-table value at the degree of freedom (df) = N-1, which is statistically hypothesis:

$$H_0: t_0 < t\text{-table}$$

$$H_a: t_0 > t\text{-table}$$

H_a is accepted if $t_0 > t\text{-table}$ or there is a significant difference before and after of using Presentation Practice Production (PPP) method through animation video on students' speaking ability about Asking and Giving opinion at Grade Eight of State Junior High School 7 Dumai.

H_0 is accepted if $t_0 < t\text{-table}$ or there is no significant difference before and after of using Presentation Practice Production (PPP) method through animation video on students' speaking ability about Asking and Giving opinion at Grade Eight of State Junior High School 7 Dumai.

2. Independent sample t-test

The independent samples t-test was used to compare the mean score of two different groups of people or conditions. It means that the independent sample t-test can be used to determine whether there was a significant difference or whether there was no significant difference between two or more variables. The t-test for independent sample is then used to determine whether there is a likely significant difference between the means of two independent samples. The

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second hypothesis is tested using an independent sample t-test. The following formula is used to analyze the final test scores.

The researcher employs this formula to answer the second research question, which is to determine whether there was a significant difference in speaking ability between students who was taught by using Presentation Practice Production (PPP) method through animation video and students who was not given treatment at Grade Eight of State Junior High School 7 Dumai. The t-table function checks to see if there was a significant difference between the mean scores on students' speaking ability about asking and giving opinion by using unusual method, Presentation Practice Production (PPP) method through animation video and by using a method that English teacher usually uses (Problem Based Learning method). The t-test value is compared to the t-table value at the degree of freedom (df) = (N1+N2)-2, which is statistically hypothesis:

$$H_0: t_0 < t\text{-table}$$

$$H_a: t_0 > t\text{-table}$$

H_a is accepted if $t_0 > t\text{-table}$ or there is a significant difference in speaking ability about Asking and Giving opinion between students who was taught by using Presentation Practice Production (PPP) method through animation video and students who was not given treatment at Grade Eight of State Junior High School 7 Dumai.

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H_0 is accepted if $t_0 < t\text{-table}$ or there is no significant difference in speaking ability about Asking and Giving opinion between students who was taught by using Presentation Practice Production (PPP) method through animation video and students who was not given treatment at Grade Eight of State Junior High School 7 Dumai.

3. Eta-Squared

The researcher employed Eta-squared to answer the third research questions, which are to explain the effect size after using Presentation Practice Production (PPP) method through animation video on students' speaking ability at Grade Eight of SMPN 7 Dumai.

Then, Eta squared ranges from 0 to 1 and represented the proportion of variance in the dependent variable that is explaining the independent variables as presented below:

Table 3.10

Effect Size Classification

No	Categories	Classification
1	0 – 0.20	Weak Effect
2	0.21 – 0.50	Modest Effect
3	0.51 – 1.00	Moderate Effect
4	>1.00	Strong Effect

(Cohen in Ritonga , 2023)

I. Normality and Homogeneity of the Test

a. Normality of the test

The testing of normality was being used to know whether the sample taken was normally distributed or not. Testing for normality in this research used a Kolmogorov Smirnov test through SPSS 25:

1. If the numbers Kolmogorov-Smirnov test of significance > 0.05 then the dostribution of data was normal.
2. If the numbers Kolmogorov-Smirnov test of significance < 0.05 then the distribution of data was not normal.

The result can be seen in the table below:

Table 3.11
Tests of Normality

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Stati stic	Df	Sig .	Sta tisti c	Df	Sig .

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Students' Result	Pre-Test Experiment	.140	15	.200*	.939	15	.368
	Post-Test Experiment	.126	15	.200*	.963	15	.741
	Pre-Test Control	.178	15	.200*	.880	15	.047
	Post-Test Control	.215	15	.061	.913	15	.149
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the table above, it was known that the significant value from Sig of Pre-test experimental group was 0,200, Sig of Post-test experimental group was 0,200, Sig of Pre-test control group was 0,200, and Sig of Post-test control group was 0,061. All the sig tests were higher than 0.05 (> 0.05). It means that the distribution of the data was normal.

b. Homogeneity of the test

Test of homogeneity of variance between the experimental group with the Control group were tested with Levene's test with SPSS 25 program. The assumption of homogeneity of variance is things to consider in doing the research. The interactions between both independent variables toward dependent variable are proven by using F- observed analysis. The further tests were done to verify the accurateness of the effect of reaching method in speaking ability.

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It tests the null hypothesis that the population variances were equal (called homogeneity of variance or homoscedasticity). If the resulting p-value of Levene's test was less than some significance level (typically 0.05), the obtained differences in sample variances were unlikely to have occurred based on random sampling from a population with equal variances. Here the result of the homogeneity of the test using SPSS 25 program:

Table 3.12
Tests of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students' Result	Based on Mean	3.377	1	28	.077
	Based on Median	1.613	1	28	.215
	Based on Median and with adjusted df	1.613	1	21.900	.217
	Based on trimmed mean	3.103	1	28	.089

Table 3.12 showed that the result Levene test of variances indicates that both experimental group and control group have $F = 3.377$ where the significant, 0.077 based on mean was greater than 0.05. It means that distribution of the data was homogen.

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CHAPTER V

CONCLUSION, IMPLICATION, RECOMMENDATION

A. Conclusion

The main objective of this research was to find out the effectiveness of Presentation Practice Production (PPP) method through Animation Video on students' speaking ability. After analyzing the data and discussing the three research questions and two hypotheses which consisted of H_a and H_o , the researcher found that there is a significant of using Presentation Practice Production (PPP) method through Animation Video on students' speaking ability.

Referring to the data analysis and data presentation in chapter IV, finally the researcher concludes that the answers of the formulation of the problem are as follows:

1. There was a significance difference before and after of the students' speaking ability by using Presentation Practice Production (PPP) method through animation video at grade eight of SMPN 7 Dumai.
2. There was a significant difference in speaking ability between students who was taught by using Presentation Practice Production (PPP) method through animation video and students who was not given treatment.
3. The use of Presentation Practice Production (PPP) method through animation video was more significantly effective increased than Problem Based Learning method which the English teacher usually

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uses which was $0.742 > 0.645$ at **Moderate Effect** category on the students' speaking ability at grade eight of of SMPN 7 Dumai.

B. Implication of the Research

Presentation Practice Production (PPP) method through animation video presented a challenging-fun way and brought a good atmosphere to engage the students to learn actively, attract the students' participation, and helped the students to support their speaking ability, by the students were given the new material by the teacher through animation video, the students asked to work and interact together to put new material into practice through animation video by the teacher, and the students asked to demonstrate their ability based on new material and animation video. It gives the students a chance to collaborate with their friends. Thus, the implications of this research are mentioned below:

1. Presentation Practice Production (PPP) method through animation video was effective to be used in teaching speaking for the students.
2. Presentation Practice Production (PPP) method through animation video could increase the students' speaking ability.
3. Presentation Practice Production (PPP) method through animation video also can be used in assessment tool to assess students' speaking ability. The teacher provides the students to work in pair, then ask them to create a short conversation then they are given time to discuss based on the learning material, then practice it in front of the class.

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4. By implementing PPP method through animation video, the students would get opportunities to share their ideas and make themselves confident to speak like the speakers in animation video. Therefore, the students' speaking skill can improve as well as possible.

C. Recommendation

For English teacher, may give recommendation to the teachers of the effect by using Presentation Practice Production (PPP) method through animation video on students' speaking ability. Then, it may give them insight to look into their action in using Presentation Practice Production (PPP) method through animation video in teaching speaking. Thus, it is highly suggested to apply Presentation Practice Production (PPP) method through animation video in teaching speaking since it is not difficult to be applied in classroom activities.

For further research, it is hoped that further researchers can extract and maximize the advantages of Presentation Practice Production (PPP) method through animation video as one of effective learning in teaching speaking ability. It is also suggested for further researchers to conduct a study in different level of school or grades or any kinds of text since it has been proved that Presentation Practice Production (PPP) method through animation video was effective to increase the students' speaking ability at grade eight of SMPN 7 Dumai.



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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 - 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.

APPENDICES

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

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 - 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.

APPENDIX 1

**MODUL AJAR BAHASA INGGRIS
ASKING & GIVING OPINION
(Experimental Group)**

A. KOMPONEN UMUM

IDENTITAS

Penyusun	: Lulu Ahlam Amani, S.Pd
Fase / Tahun Pelajaran	: D / 2023 – 2024
Jenjang	: SMP
Nama Sekolah	: SMPN 7 DUMAI
Kelas	: VIII.4
Mata Pelajaran	: Bahasa Inggris
Materi	: Asking & Giving Opinion
Alokasi Waktu	: 3 Pertemuan × 2 JP × 40 Menit
Metode Pembelajaran	: Presentation Practice Production (PPP)
Keahlian	: Berbicara (Speaking)

CAPAIAN PEMBELAJARAN FASE D

Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

PROFIL PELAJAR PANCASILA

Peserta didik yang beriman, bertakwa kepada Tuhan YME, mandiri dan berpikir kritis dan kreatif.

SARANA PRASARANA

Buku, PPT, Laptop, Proyektor, Internet, dan Alat Tulis.

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.

KARAKTERISTIK PESERTA DIDIK

Modul ini dapat digunakan oleh peserta didik regular/tipikal. Jumlah peserta didik maksimal 36 peserta didik

B. KOMPONEN INTI

TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik dapat mengetahui, memahami, dan menerapkan bagaimana ungkapan-ungkapan dari meminta dan memberi pendapat yang baik dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

MATERI AJAR

The expressions of Asking someone's opinion

1. What do you think?
2. What is your idea?
3. What is your opinion?
4. Do you have any idea?
5. Please your opinion...
6. Miss. Do you think it is going?
7. Please give me your opinion.....
8. Do you think so?
9. Do you have another opinion?
10. Why don't you think

7. To/in my mind...
8. I (strongly) believe (that)...
9. According to me...
10. I am sure (that)...

The expressions of Giving opinion or respond to someone's opinion

1. In my opinion.....
2. I think
3. I don't think so....
4. In my mind...
5. I personal feel,,,
6. From my point of view,,,

ASESMEN

Individu

JENIS ASESMEN

Peforma dalam mempresentasikan hasil

LANGKAH LANGKAH KEGIATAN PEMBELAJARAN

Pertemuan 1 (80 Menit)

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.

Kegiatan Pendahuluan	
a. Peserta didik memberi salam, berdo'a bersama. b. Guru menanyakan kondisi peserta didik dan mengecek kehadiran siswa.	
Kegiatan Inti	
Tahap	Prosedur
Presentasi (presentation)	a. Peserta didik diberitahu informasi/diperkenalkan materi hari ini dengan sebuah video animasi.  b. Peserta didik dibimbing untuk merespon pertanyaan guru <i>G : Who knows what are they talking about ?</i> <i>S :</i> <i>G : Apakah ada yang tau video sebelumnya tentang apa? Ini berkaitan dengan apa materi kita hari ini.</i> <i>S :</i> <i>G : Yes, great. Materi kita hari ini adalah tentang Pendapat (opinion)</i> c. Peserta didik diberitahu tentang tujuan dan manfaat pembelajaran tentang materi hari ini

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.

My students, miss harap setelah mengikuti proses pembelajaran, ananda mampu mengetahui, memahami, dan menerapkan bagaimana ungkapan-ungkapan/expressions dari meminta dan mengungkapkan pendapat dalam kehidupan sehari-hari ananda semua.

The expressions of Asking someone's opinion

1. What do you think?
2. What is your idea?
3. What is your opinion?
4. Do you have any idea?
5. Please your opinion...
6. Miss. Do you think it is going?
7. Please give me your opinion.....
8. Do you think so?
9. Do you have another opinion?
10. Why don't you think

(Guru memberikan kesempatan kepada peserta didik yang ingin menambahkan ungkapan-ungkapan yang mereka ketahui tentang bagaimana meminta pendapat seseorang)

The expressions of Giving opinion or respond to someone's opinion

1. In my opinion.....
2. I think
3. I don't think so....
4. In my mind...
5. I personal feel,,,
6. From my point of view,,,
7. To/in my mind...
8. I (strongly) believe (that)...
9. According to me...
10. I am sure (that)...

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- 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.

	(Guru memberikan kesempatan kepada peserta didik yang ingin menambahkan ungkapan-ungkapan yang mereka ketahui tentang bagaimana memberikan pendapat)
Praktek (practice)	Pada tahap ini, peserta didik dibimbing bekerja dan berinteraksi bersama untuk mempraktikkan materi baru berdasarkan video sebelumnya. a. Peserta didik memperhatikan dan menonton kembali video animasi yang sudah ditampilkan sebelumnya, dan mendiskusikan Video Animasi terkait materi hari ini. <i>G : Attetiomn please, miss akan menampilkan video sebelumnya, dan miss harap ananda semua memperhatikan dengan baik karna kita akan membahas video tersebut dan akan mendiskusikan terkait dengan ekspresi/ungkapan yang sudah kita bahas tadi.</i>  (Guru menggunakan teknik active viewing, salah satu teknik dalam menggunakan video dalam proses pembelajaran. Dimana teknik ini guru menunjukkan video dan memberi kesempatan kepada peserta didik untuk menonton dari awal sampai akhir. Teknik ini membantu guru mengetahui sejauh mana pemahaman peserta didik terhadap video yang ditayangkan) <i>G : Well, setelah ananda semua menonton/memperhatikan video ini, apakah ada yang tau apa saja expressions of asking someone' opinion yang ada didalam video?</i>

Hak Cipta Dilindungi Undang-Undang

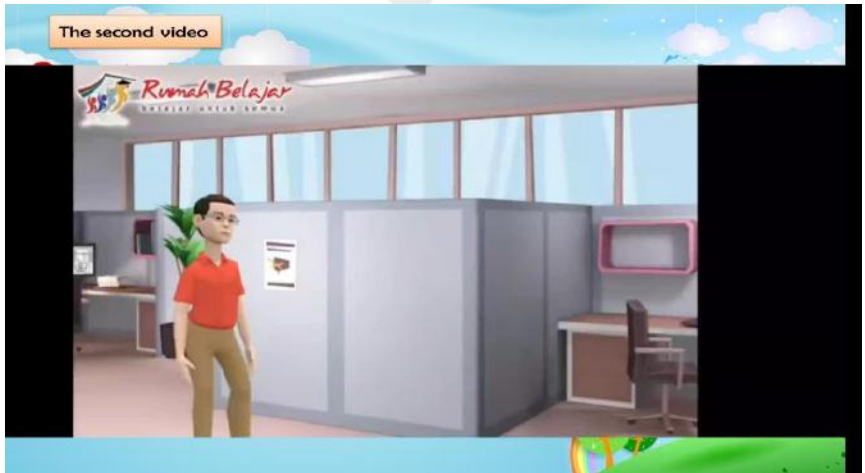
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- 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.

	S : G : Next, apakah ada yang tau apa saja expressions of giving opinion or respond to someone's opinion yang ada didalam video? S : G : Nice, my students.
Produksi (Production)	Pada tahap ini, peserta didik diminta untuk mempraktekkan dialog seperti yang terdapat didalam video animasi. Instruction: <i>Please practice conversation with your peer about opinion for something by your own word!</i>
Kegiatan Penutup	
- Guru memberikan evaluasi dan refleksi sebelum proses pembelajaran berakhir - Salam	

Pertemuan 2 (80 Menit)

Kegiatan Pendahuluan	
- Peserta didik memberi salam, berdo'a bersama. - Guru menanyakan kondisi peserta didik dan mengecek kehadiran siswa.	
Kegiatan Inti	
Tahap	Prosedur
Presentasi (presentation)	Peserta didik diberikan informasi/diperkenalkan materi hari ini dengan sebuah video animasi.
	

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 milik UIN Suska Riau	b. Peserta didik dibimbing untuk merespon pertanyaan guru <i>G : Apakah ada yang tau video sebelumnya tentang apa? Ini berkaitan dengan apa materi kita hari ini.</i> <i>S :</i> <i>G : Yes, great. Materi kita hari ini masih tentang Pendapat (opinion)</i> c. Peserta didik diberitahu tentang tujuan dan manfaat pembelajaran tentang materi hari ini <i>My students, tujuan pembelajaran hari ini masih sama dengan minggu lalu, miss harap setelah mengikuti proses pembelajaran, ananda mampu mengetahui, memahami, dan menerapkan bagaimana ungkapan-ungkapan/expressions dari meminta dan mengungkapkan pendapat dalam kehidupan sehari-hari ananda semua.</i> d. Peserta didik diminta untuk memberikan contoh dari ungkapan-ungkapan meminta dan memberi pendapat berdasarkan ungkapan-ungkapan yang sudah dipelajari minggu lalu.
Praktek (practice)	Pada tahap ini, peserta didik dibimbing bekerja dan berinteraksi bersama untuk mempraktikkan materi baru berdasarkan video sebelumnya. a. Peserta didik memperhatikan dan menonton kembali video animasi yang sudah ditampilkan sebelumnya, dan mendiskusikan Video Animasi terkait materi hari ini. <i>G : Attetiomn please, miss akan menampilkan video sebelumnya, dan miss harap ananda semua memperhatikan dengan baik karna kita akan membahas video tersebut dan akan mendiskusikan terkait dengan ekspresi/ungkapan yang sudah kita bahas tadi.</i>

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - 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.



(Guru menggunakan teknik active viewing, salah satu teknik dalam menggunakan video dalam proses pembelajaran. Dimana teknik ini guru menunjukkan video dan memberi kesempatan kepada peserta didik untuk menonton dari awal sampai akhir. Teknik ini membantu guru mengetahui sejauh mana pemahaman peserta didik terhadap video yang ditayangkan)

G : Well, setelah ananda semua menonton/memperhatikan video ini, apakah ada yang tau apa saja expressions of asking someone' opinion yang ada didalam video?

S :

G : Next, apakah ada yang tau apa saja expressions of giving opinion or respond to someone's opinion yang ada didalam video?

S :

G : Great, my students.

Produksi
(Production)

Pada tahap ini, peserta didik diminta untuk mempraktekkan dialog seperti yang terdapat didalam video animasi.

Instruction:

Please practice conversation with your peer about opinion for something by your own word!

Kegiatan Penutup

- a. Guru memberikan evaluasi dan refleksi sebelum proses pembelajaran berakhir
- b. Salam

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.

Kegiatan Pendahuluan	
a. Peserta didik memberi salam, berdo'a bersama. b. Guru menanyakan kondisi peserta didik dan mengecek kehadiran siswa.	
Kegiatan Inti	
Tahap	Prosedur
Presentasi (presentation)	a. Peserta didik diberikan informasi/diperkenalkan materi hari ini dengan sebuah video animasi.  b. Peserta didik dibimbing untuk merespon pertanyaan guru G : Apakah ada yang tau video sebelumnya tentang apa? Ini berkaitan dengan apa materi kita hari ini. S : G : Yes, great. Materi kita hari ini masih tentang Pendapat (opinion) c. Peserta didik diberitahu tentang tujuan dan manfaat pembelajaran tentang materi hari ini My students, tujuan pembelajaran hari ini masih sama dengan minggu lalu, miss harap setelah mengikuti proses pembelajaran, ananda mampu mengetahui, memahami, dan menerapkan bagaimana ungkapan-ungkapan/expressions dari meminta dan mengungkapkan pendapat dalam kehidup sehari-hari ananda semua. d. Peserta didik diminta untuk memberikan contoh dari ungkapan-ungkapan meminta dan memberi pendapat berdasarkan ungkapan-ungkapan yang sudah dipelajari minggu lalu.

Praktek (practice) © Hak cipta milik 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. State Islamic University of Sultan Syarif Kasim Riau	Pada tahap ini, peserta didik dibimbing bekerja dan berinteraksi bersama untuk mempraktikkan materi baru berdasarkan video sebelumnya. a. Peserta didik memperhatikan dan menonton kembali video animasi yang sudah ditampilkan sebelumnya, dan mendiskusikan Video Animasi terkait materi hari ini. <i>G : Attetiomn please, miss akan menampilkan video sebelumnya, dan miss harap ananda semua memperhatikan dengan baik karna kita akan membahas video tersebut dan akan mendiskusikan terkait dengan ekspresi/ungkapan yang sudah kita bahas tadi.</i>  <i>(Guru menggunakan teknik active viewing, salah satu teknik dalam menggunakan video dalam proses pembelajaran. Dimana teknik ini guru menunjukkan video dan memberi kesempatan kepada peserta didik untuk menonton dari awal sampai akhir. Teknik ini membantu guru mengetahui sejauh mana pemahaman peserta didik terhadap video yang ditayangkan)</i> <i>G : Well, setelah ananda semua menonton/memperhatikan video ini, apakah ada yang tau apa saja expressions of asking someone' opinion yang ada didalam video?</i> <i>S :</i> <i>G : Next, apakah ada yang tau apa saja expressions of giving opinion or respond to someone's opinion yang ada didalam video?</i> <i>S :</i> <i>G : Great, my students.</i>
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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.

Produksi (Production)	Pada tahap ini, peserta didik diminta untuk mempraktekkan dialog seperti yang terdapat didalam video animasi. Instruction: <i>Please practice conversation with your peer about opinion for something by your own word!</i>
Kegiatan Penutup	
a. Guru memberikan evaluasi dan refleksi sebelum proses pembelajaran berakhir b. Salam	

Dumai, 12 Februari 2024

Mengetahui,

Guru Bahasa Inggris

Peneliti

Siti Aenur, S.Pd

Lu'Lu' Ahlam Amani

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.

MODUL AJAR BAHASA INGGRIS ASKING & GIVING OPINION (Control Group)

KOMPONEN UMUM

IDENTITAS

Penyusun	: Lulu Ahlam Amani, S.Pd
Fase / Tahun Pelajaran	: D / 2023 – 2024
Jenjang	: SMP
Nama Sekolah	: SMPN 7 DUMAI
Kelas	: VIII.5
Mata Pelajaran	: Bahasa Inggris
Materi	: Asking & Giving Opinion
Alokasi Waktu	: 3 Pertemuan × 2 JP × 40 Menit
Model Pembelajaran	: Problem Based Learning method
Keahlian	: Berbicara (Speaking)

CAPAIAN PEMBELAJARAN FASE D

Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

PROFIL PELAJAR PANCASILA

Peserta didik yang beriman, bertakwa kepada Tuhan YME, mandiri dan berpikir kritis dan kreatif.

SARANA PRASARANA

Buku, PPT, Laptop, Proyektor, Internet, dan Alat Tulis.

KARAKTERISTIK PESERTA DIDIK

Modul ini dapat digunakan oleh peserta didik regular/tipikal. Jumlah peserta didik maksimal 36 peserta didik

D. KOMPONEN INTI

TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik dapat mengetahui, memahami, dan menerapkan bagaimana ungkapan-ungkapan dari meminta dan memberi pendapat yang baik dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

MATERI AJAR

The expressions of Asking someone's opinion

11. What do you think?
12. What is your idea?
13. What is your opinion?
14. Do you have any idea?
15. Please your opinion...
16. Miss. Do you think it is going?
17. Please give me your opinion.....
18. Do you think so?
19. Do you have another opinion?
20. Why don't you think

19. According to me...

20. I am sure (that)...

The expressions of Giving opinion or respond to someone's opinion

11. In my opinion.....
12. I think
13. I don't think so....
14. In my mind...
15. I personal feel,,,
16. From my point of view,,,
17. To/in my mind...
18. I (strongly) believe (that)...

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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ASESMEN

Individu

JENIS ASESMEN

Peforma dalam mempresentasikan hasil

LANGKAH LANGKAH KEGIATAN PEMBELAJARAN

Pertemuan 1 (80 Menit)

Kegiatan Pendahuluan	
1. Peserta didik dan Guru memulai dengan berdoa bersama. 2. Peserta didik disapa dan melakukan pemeriksaan kehadiran bersama dengan guru. 3. Peserta didik diberikan apersepsi oleh guru terkait materi yang diajarkan. 4. Peserta didik menerima informasi tentang tujuan yang akan dicapai dalam pembelajaran. 5. Peserta didik menerima informasi tentang garis besar cakupan materi yang akan diajarkan dan asesmen yang akan digunakan.	
Kegiatan Inti	
Tahap	Prosedur
Problem Orientation	- Peserta didik diberi apersepsi terkait materi dengan mengamati video. - Peserta didik diberikan beberapa pertanyaan terkait dengan materi berdasarkan video.  G : who knows what are they talking about ? S : G : Based on the video, what is the topic today ? S :
Organizing Students	- Peserta didik diminta untuk mengamati kembali video yang sudah ditampilkan. - Pay attention the dialogue in the video

Hak Cipta Dilindungi Undang-Undang

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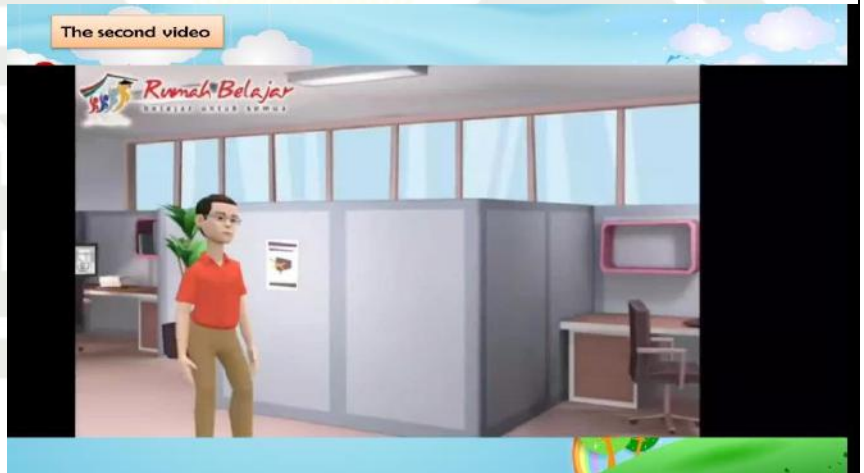
	 <i>B : Halo Rara, how are you today ?</i> <i>R : I am fine, thank you</i> <i>B : Rara, what do you think about this food ?</i> <i>R : I think it's not good for our health. Because it's junkfood.</i> <i>B : Oh I see it now. Thank you Rara.</i> <i>R : It's okay Blaja.</i> - Setelah peserta didik mengamati video, peserta didik diberikan pertanyaan oleh guru : <i>G : Based on the video, what is the expressions used in the dialogue in the video?</i> <i>S :</i> <i>G : How many expressions are in that dialogue in the video ?</i> <i>S :</i> - Peserta didik mulai menyelesaikan masalah yang diberikan guru terkait dengan materi. - Peserta didik menyimpulkan dengan bagaimana fungsi sosial, struktur teks, dan unsur kebahasaannya dengan pengamatan video.
Guiding in finding explanations and learning materials.	- Peserta didik mulai bekerja untuk menyelesaikan masalah yang diberikan guru terkait dengan materi. - Peserta didik mencari dan mengumpulkan informasi tentang fungsi sosial, struktur teks dan unsur kebahasaan asking and giving opinion. - Peserta didik menemukan informasi rinci terkait asking and giving opinion.
Presenting for assessing	Peserta didik mempresentasikan hasil temuannya tentang “How to ask and give opinion”
Analizing and Evaluating	Peserta didik bersama dengan guru melakukan pengamatan video untuk menganalisis hasil jawaban dan menyamakan persepsi tentang Materi yang dipelajari.
Kegiatan Penutup	
1. Guru melakukan refleksi sebagai penguatan dari kegiatan pembelajaran hari ini 2. Guru dan peserta didik menyimpulkan materi pembelajaran.	

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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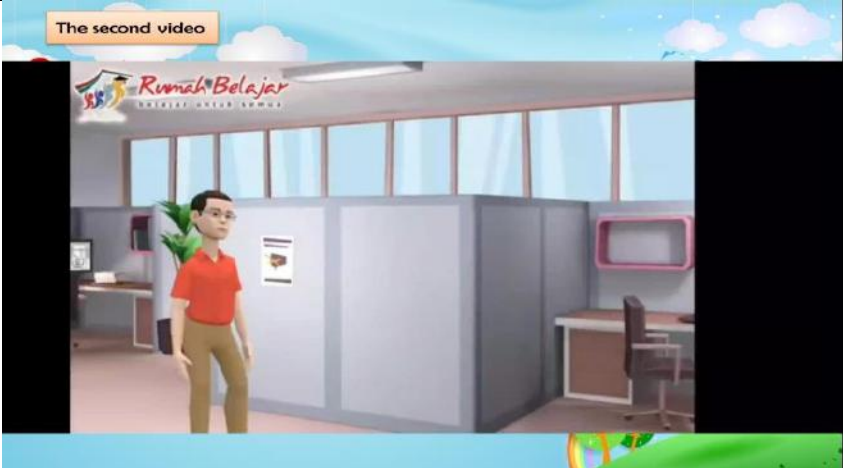
3. Guru memberikan informasi materi pembelajaran untuk pertemuan selanjutnya.
4. Salam Penutup.

Pertemuan 2 (80 Menit)

Kegiatan Pendahuluan	
1. Peserta didik dan Guru memulai dengan berdoa bersama. 2. Peserta didik disapa dan melakukan pemeriksaan kehadiran bersama dengan guru. 3. Peserta didik diberikan apersepsi oleh guru terkait materi yang diajarkan. 4. Peserta didik menerima informasi tentang tujuan yang akan dicapai dalam pembelajaran. 5. Peserta didik menerima informasi tentang garis besar cakupan materi yang akan diajarkan dan asesmen yang akan digunakan.	
Kegiatan Inti	
Tahap	Prosedur
Problem Orientation	- Peserta didik diberi apersepsi terkait materi dengan mengamati video. - Peserta didik diberikan beberapa pertanyaan terkait dengan materi berdasarkan video.  G : who knows what are they talking about ? S : G : Based on the video, what is the topic today ? S :
Organizing Students	- Peserta didik diminta untuk mengamati kembali video yang sudah ditampilkan. - Pay attention the dialogue in the video

Hak Cipta Dilindungi Undang-Undang

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 - 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.

	 S : Hi, Mrs. Asih. A : Hello Mr. Smith, I have new smartphone. Look at my new smatrphone! S : Wow. A : What is your opinion aboutmy new smatphone? S : In my opinion, it is interisting smarphone. A : Thankyou. S. You are welcome. - Setelah peserta didik mengamati video, peserta didik diberikan pertanyaan oleh guru : G : Based on the video, what is the expressions used in the dialogue in the video? S : G : How many expressions are in that dialogue in the video ? S : - Peserta didik mulai menyelesaikan masalah yang diberikan guru terkait dengan materi. - Peserta didik menyimpulkan dengan bagaimana fungsi sosial, struktur teks, dan unsur kebahasaannya dengan pengamatan video.
Guiding in finding explanations and learning materials.	- Peserta didik mulai bekerja untuk menyelesaikan masalah yang diberikan guru terkait dengan materi. - Peserta didik mencari dan mengumpulkan informasi tentang fungsi sosial, struktur teks dan unsur kebahasaan asking and giving opinion. - Peserta didik menemukan informasi rinci terkait asking and giving opinion.
Presenting for assessing	Peserta didik mempresentasikan hasil temuannya tentang “How to ask and give opinion”

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - 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.

Analizing and Evaluating	Peserta didik bersama dengan guru melakukan pengamatan video untuk menganalisis hasil jawaban dan menyamakan persepsi tentang Materi yang dipelajari.
Kegiatan Penutup	
1. Guru melakukan refleksi sebagai penguatan dari kegiatan pembelajaran hari ini 2. Guru dan peserta didik menyimpulkan materi pembelajaran. 3. Guru memberikan informasi materi pembelajaran untuk pertemuan selanjutnya. 4. Salam Penutup.	

Pertemuan 3 (80 Menit)

Kegiatan Pendahuluan	
1. Peserta didik dan Guru memulaidengan berdoa bersama. 2. Peserta didik disapa dan melakukan pemeriksaan kehadiran bersama denganguru. 3. Peserta didik diberikan apersepsi oleh guru terkait materi yang diajarkan. 4. Peserta didik menerima informasi tentang tujuan yang akan dicapai dalam pembelajaran. 5. Peserta didik menerima informasi tentang garis besar cakupan materi yang akan diajarkan dan asesmen yang akan digunakan.	
Kegiatan Inti	
Tahap	Prosedur
Problem Orientation	- Peserta didik diberberi apersepsi terkait materi dengan mengamati video. - Peserta didik diberikan beberapa pertanyaan terkait dengan materi berdasarkan video.  G : who knows what are they talking about ? S : G : Based on the video, what is the topic today ? S :

Hak Cipta Dilindungi Undang-Undang

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 - 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.

Organizing Students	- Peserta didik diminta untuk mengamati kembali video yang sudah ditampilkan. Pay attention the dialogue in the video  <i>L : Hi Ruma.</i> <i>R : Yeah.</i> <i>L : I am hungry now. What do you think if we go to the restaurant now?</i> <i>R : I don't think so.</i> <i>L : Why?</i> <i>R : Because it is raining.</i> <i>L. Oh yeah.</i> <i>R : We can cook some meals in the kitchen.</i> <i>L : Okay.</i> <i>R : Lisa, what do you think if we cook soup?</i> <i>L : That's good idea.</i> - Setelah peserta didik mengamati video, peserta didik diberikan pertanyaan oleh guru : <i>G : Based on the video, what is the expressions used in the dialogue in the video?</i> <i>S :</i> <i>G : How many expressions are in that dialogue in the video ?</i> <i>S :</i> - Peserta didik mulai menyelesaikan masalah yang diberikan guru terkait dengan materi. - Peserta didik menyimpulkan dengan bagaimana fungsi sosial, struktur teks, dan unsur kebahasaannya dengan pengamatan video.
Guiding in finding explanations and learning materials.	- Peserta didik mulai bekerja untuk menyelesaikan masalah yang diberikan guru terkait dengan materi. - Peserta didik mencari dan mengumpulkan informasi tentang fungsi sosial, struktur teks dan unsur kebahasaan asking and giving opinion.

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 - 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.

	- Peserta didik menemukan informasi rinci terkait asking and giving opinion.
Presenting for assessing	Peserta didik mempresentasikan hasil temuannya tentang “How to ask and give opinion”
Analizing and Evaluating	Peserta didik bersama dengan guru melakukan pengamatan video untuk menganalisis hasil jawaban dan menyamakan persepsi tentang Materi yang dipelajari.
Kegiatan Penutup	
1. Guru melakukan refleksi sebagai penguatan dari kegiatan pembelajaran hari ini 2. Guru dan peserta didik menyimpulkan materi pembelajaran. 3. Guru memberikan informasi materi pembelajaran untuk pertemuan selanjutnya. 4. Salam Penutup.	

Dumai, 15 Februari 2024

Mengetahui,

Guru Bahasa Inggris

Peneliti

Siti Aenur, S.Pd

Lu’Lu’ Ahlam Amani

UIN SUSKA RIAU

APPENDIX 2

Instrument of Pre-Test

Instruction :

Please practice the conversation in pairing about asking someone's opinion for something and who the students are ready, you can carry out the conversation in front of the class for at least 2 minutes alternately.

Note :

- *You have 10 – 15 minutes to discuss your dialogue!*

Instrument of Post-Test

Instruction :

Please practice the conversation in pairing about asking someone's opinion for something and who the students are ready, you can carry out the conversation in front of the class for at least 2 minutes alternately.

Note:

- *You have 10 – 15 minutes to discuss your dialogue!*
- *Make a different dialogue from the pre-test*

APPENDIX 3

Observation Checklist of The Implementation of Presentation Practice Production (PPP) Method through Animation Video

Day, Date : Monday, February 12th 2024
Time : 80 Minutes
Meeting : 1
Teacher : Lu'lu' Ahlam Amani, S.Pd
Subject : English

No	Statements	Yes	No
1	The teacher gives new material to the learners by using animation video.		
2	The teacher and students work and interact together to put new material into practice by using animation video.		
3	The students asked to demonstrat their ability based on new material.		
TOTAL			

Observer

Teacher

Siti Aenur, S.Pd

Lulu Ahlam Amani, S.Pd

Observation Checklist of The Implementation of Presentation Practice Production (PPP) Method through Animation Video

Day, Date : Monday, February 19th 2024
Time : 80 Minutes
Meeting : 2
Teacher : Lu'lu' Ahlam Amani, S.Pd
Subject : English

No	Statements	Yes	No
1	The teacher gives new material to the learners by using animation video.		
2	The teacher and students work and interact together to put new material into practice by using animation video.		
3	The students asked to demonstrat their ability based on new material.		
TOTAL			

Observer

Teacher

Siti Aenur, S.Pd

Lulu Ahlam Amani, S.Pd

UIN SUSKA RIAU

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Observation Checklist of The Implementation of Presentation Practice Production (PPP) Method through Animation Video

Day, Date : Monday, February 26th 2024
Time : 80 Minutes
Meeting : 3
Teacher : Lu'lu' Ahlam Amani, S.Pd
Subject : English

No	Statements	Yes	No
1	The teacher gives new material to the learners by using animation video.		
2	The teacher and students work and interact together to put new material into practice by using animation video.		
3	The students asked to demonstrat their ability based on new material.		
TOTAL			

Observer

Teacher

Siti Aenur, S.Pd

Lulu Ahlam Amani, S.Pd

UIN SUSKA RIAU

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APPENDIX 4

Scoring Rubric of Speaking

No	Aspect	Score	Description
1	Grammar	1-4	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with a foreigner.
		5-8	Can usually stem elementary constructions rather correctly but have not thorough or secure control of the grammar.
		9-12	Control of grammar is good. It can be concluded that to speak the language with structural enough coincidentally to respondent clearly in most formal and informal dialogues on sensible, common, and experts topics.
		13-16	Able to apply the language effectively on all levels in general relevant to expert needs. Errors in grammar are quite rare.
		17-20	Equivalent to the aim of a knowledgeable native speaker.
2	Vocabulary	1-4	Speaking vocabulary inadequate to express anything but the most elementary needs.
		5-8	Has speaking vocabulary enough to communicate himself clearly with any past words.

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3	Comprehension	9-12	Able to talk the language with adequate vocabulary to respondent successfully in most adequate vocabulary is extensive enough that he seldom has to fumble for a word.
		13-16	Can recognize and contribute in any dialogues within the range of his practice with a high level of precision of vocabulary.
		17-20	Speech on all categories is completely received by learned native speakers in all its skin containing breath of vocabulary and synonyms, behavior words and pertinent cultural references.
	Comprehension	1-4	Within the possibility of his very poor language knowledge, can comprehend easy questions and statements if with slowed speech, repetition or paraphrase.
		5-8	Can obtain the idea of most dialogues of non-technical subjects. (i.e., topics to involve no specific knowledge).
		9-12	Comprehension is rather complete at common rate of talk.
		13-16	Can understand some dialogues inside the distance of his experience.

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		17-20	Equivalent is learned of native speaker.
		1-4	(There is no detail description, less of four language skill).
		5-8	Good in confident, but there is no facility situations, containing, in opening and common dialogues about a new events, although work, family and autobiographical information.
		9-12	Good in talk about exact interests of skill with practical ease and seldom to grope for words.
		13-16	Enough in using the language on all categories and to professional needs.
		17-20	Very good in competing fluency in the language, especially in receiving of native speakers' education.
	4	Fluency	
		1-4	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		5-8	Accent is intelligible though often quite faulty.
		9-12	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	5	Pronunciation	

Hak Cipta Dilindungi Undang-Undang

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

	13-16	Errors in pronunciation are quite rare.
	17-20	Equivalent to and fully accepted by educated native speakers.
Grand Total	100	

(Adopted from Brown in Wulandari, 2016)

Classification of Students' Speaking Ability

Score	Grade	Level of Achievement
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly Sufficient
>39	E	Poor

(Adopted from Wulandari, 2016)

APPENDIX 5

STUDENTS' SCORE PRE-TEST IN EXPERIMENTAL GROUP

Respondents	Score		Final Score of Pre-Test	
	Rater 1	Rater 2		
1	80	80	80	
2	70	70	70	
3	60	60	60	
4	60	50	55	
5	60	50	55	
6	50	40	45	
7	60	60	60	
8	60	80	70	
9	60	80	70	
10	30	20	25	
11	40	50	45	
12	40	40	40	
13	60	60	60	
14	80	80	80	
15	80	80	80	
			Highest	80
			Lowest	25
			Total	895
			Mean	59.67

Rater 1

Rater 2

Siti Aenur, S.Pd

Nadiah Editia, M.Pd

STUDENTS' SCORE POST-TEST IN EXPERIMENTAL GROUP

Respondents	Score		Final Score of Post-Test	
	Rater 1	Rater 2		
1	80	90	85	
2	90	100	95	
3	70	80	75	
4	70	70	70	
5	70	70	70	
6	70	80	75	
7	70	80	75	
8	70	90	80	
9	70	100	85	
10	50	60	55	
11	60	70	65	
12	50	50	50	
13	60	60	60	
14	100	100	100	
15	100	100	100	
			Highest	100
			Lowest	50
			Total	1140
			Mean	76.00

Rater 1

Rater 2

Siti Aenur, S.Pd

Nadiah Editia, M.Pd

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ASPEK PENILAIAN PRE-TEST KELAS EXPERIMENT (RATER 1)

No	Siswa	Aspek yang dinilai					Students' Score
		G	V	C	F	P	
1	1	15	15	18	17	15	80
2	2	10	13	16	15	16	70
3	3	8	13	15	14	10	60
4	4	13	14	17	8	8	60
5	5	12	13	16	11	8	60
6	6	10	7	13	10	10	50
7	7	14	10	16	12	8	60
8	8	11	12	14	13	10	60
9	9	10	14	16	10	10	60
10	10	5	5	10	5	5	30
11	11	7	8	10	8	7	40
12	12	6	7	13	7	7	40
13	13	10	12	15	11	12	60
14	14	16	16	16	16	16	80
15	15	15	16	17	15	17	80

Rater 1

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ASPEK PENILAIAN PRE-TEST KELAS EXPERIMENT (RATER 2)

No	Siswa	Aspek yang dinilai					Students' Score
		G	V	C	F	P	
1	1	15	15	18	17	15	80
2	2	10	13	16	15	16	70
3	3	8	13	15	14	10	60
4	4	10	7	13	10	10	50
5	5	9	11	13	8	9	50
6	6	7	8	10	8	7	40
7	7	14	10	16	12	8	60
8	8	16	16	16	16	16	80
9	9	15	16	17	15	17	80
10	10	5	5	5	3	2	20
11	11	10	12	13	8	7	50
12	12	6	7	13	7	7	40
13	13	10	12	15	11	12	60
14	14	16	16	16	16	16	80
15	15	15	16	17	15	17	80

Rater 2

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ASPEK PENILAIAN POST-TEST KELAS EXPERIMENT (RATER 1)

No	Siswa	Aspek yang dinilai					Students' Score
		G	V	C	F	P	
1	1	15	16	18	15	16	80
2	2	17	18	20	17	18	90
3	3	10	15	16	14	15	70
4	4	15	10	17	13	15	70
5	5	14	15	17	12	12	70
6	6	13	13	18	13	13	70
7	7	14	16	17	10	13	70
8	8	14	15	15	12	14	70
9	9	12	16	17	10	15	70
10	10	10	12	13	8	7	50
11	11	12	14	15	10	9	60
12	12	10	12	13	8	7	50
13	13	13	13	16	8	10	60
14	14	20	20	20	20	20	100
15	15	20	20	20	20	20	100

Rater 1

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ASPEK PENILAIAN POST-TEST KELAS EXPERIMENT (RATER 2)

No	Siswa	Aspek yang dinilai					Students' Score
		G	V	C	F	P	
1	1	17	18	20	17	18	90
2	2	20	20	20	20	20	100
3	3	12	17	18	16	17	80
4	4	15	10	17	13	15	70
5	5	14	15	17	12	12	70
6	6	15	15	20	15	15	80
7	7	18	18	18	18	18	80
8	8	20	20	20	20	20	90
9	9	18	18	18	18	18	100
10	10	12	14	15	10	9	60
11	11	14	16	17	12	11	70
12	12	10	12	13	8	7	50
13	13	13	13	16	8	10	60
14	14	20	20	20	20	20	100
15	15	20	20	20	20	20	100

Rater 2

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STUDENTS' SCORE PRE-TEST IN CONTROL GROUP

Respondents	Score		Final Score of Pre-Test	
	Rater 1	Rater 2		
1	60	70	65	
2	70	80	75	
3	60	70	65	
4	60	70	65	
5	50	50	50	
6	60	60	60	
7	60	70	65	
8	50	50	50	
9	40	40	40	
10	30	20	25	
11	0	0	0	
12	0	0	0	
13	40	40	40	
14	80	80	80	
15	80	80	80	
			Highest	80
			Lowest	0
			Total	760
			Mean	50.67

Rater 1

Rater 2

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STUDENTS' SCORE POST-TEST IN CONTROL GROUP

Respondents	Score		Final Score of Post-Test	
	Rater 1	Rater 2		
1	80	80	80	
2	80	100	90	
3	70	80	75	
4	70	80	75	
5	80	80	80	
6	70	80	75	
7	60	70	65	
8	60	60	60	
9	40	50	45	
10	40	40	40	
11	20	40	30	
12	20	20	20	
13	50	50	50	
14	90	90	90	
15	90	90	90	
			Highest	90
			Lowest	20
			Total	965
			Mean	64.33

Rater 1

Rater 2

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ASPEK PENILAIAN PRE-TEST KELAS KONTROL (RATER 1)

No	Siswa	Aspek yang dinilai					Students' Score
		G	V	C	F	P	
1	1	12	14	15	10	9	60
2	2	14	16	17	12	11	70
3	3	12	12	12	12	12	60
4	4	13	13	16	8	10	60
5	5	10	10	10	10	10	50
6	6	11	13	13	11	12	60
7	7	13	13	16	8	10	60
8	8	10	12	13	8	7	50
9	9	6	9	9	8	8	40
10	10	5	7	8	5	5	30
11	11	0	0	0	0	0	0
12	12	0	0	0	0	0	0
13	13	6	9	9	8	8	40
14	14	16	16	16	16	16	80
15	15	14	18	20	14	14	80

Rater 1

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ASPEK PENILAIAN PRE-TEST KELAS KONTROL (RATER 2)

No	Siswa	Aspek yang dinilai					Students' Score
		G	V	C	F	P	
1	1	14	16	17	12	11	70
2	2	16	19	18	13	14	80
3	3	14	14	14	14	14	70
4	4	14	16	17	12	11	70
5	5	10	10	10	10	10	50
6	6	11	13	13	11	12	60
7	7	15	15	18	10	12	70
8	8	10	12	13	8	7	50
9	9	6	9	9	8	8	40
10	10	5	7	8	5	5	20
11	11	0	0	0	0	0	0
12	12	0	0	0	0	0	0
13	13	6	9	9	8	8	40
14	14	16	16	16	16	16	80
15	15	14	18	20	14	14	80

Rater 2

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ASPEK PENILAIAN POST-TEST KELAS KONTROL (RATER 1)

No	Siswa	Aspek yang dinilai					Students' Score
		G	V	C	F	P	
1	1	16	19	18	13	14	80
2	2	16	19	18	13	14	80
3	3	14	14	14	14	14	70
4	4	14	16	17	12	11	70
5	5	14	18	20	14	14	80
6	6	15	15	18	10	12	70
7	7	13	13	16	8	10	60
8	8	12	14	15	10	9	60
9	9	6	9	9	8	8	40
10	10	6	9	9	8	8	40
11	11	3	5	8	2	2	20
12	12	3	5	8	2	2	20
13	13	8	11	11	10	10	50
14	14	17	20	20	16	17	90
15	15	17	20	20	16	17	90

Rater 1

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ASPEK PENILAIAN POST-TEST KELAS KONTROL (RATER 2)

No	Siswa	Aspek yang dinilai					Students' Score
		G	V	C	F	P	
1	1	16	19	18	13	14	80
2	2	20	20	20	20	20	100
3	3	16	16	16	16	16	80
4	4	15	18	19	14	14	80
5	5	14	18	20	14	14	80
6	6	17	17	20	12	14	80
7	7	15	15	18	10	12	70
8	8	12	14	15	10	9	60
9	9	8	11	11	10	10	50
10	10	6	9	9	8	8	40
11	11	7	9	12	6	6	40
12	12	3	5	8	2	2	20
13	13	8	11	11	10	10	50
14	14	17	20	20	16	17	90
15	15	17	20	20	16	17	90

Rater 2

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APPENDIX 6

Transcript of students' test in Experimental Group

PRE-TEST	POST-TEST
R1 : Hy. Why do you look so happy? R2 : I just watch taylor to concer. I am very happy because of that R1 : Wow. That's amazing R2 : By the way, What do you think about Taylor Swift? R1 : She is very talenta person R2 : Wah.	R1 : Hi (your friend's name). R2 : Yeah. R1 : Can I ask your opinion about something? R2: Sure, I will give my honest opinion. R1 : Okay, so what is your opinion about homeschooling? R2: Well, but I will rather be in school with my friends. R1: I think so.
R3 : Hello R4 : Hello R3 : What is your opinion about my new dress R4 : Your dress is very beautiful R3 : Thankyou R4 : You're welcome	Post test R3: What do you think about the new bookstore? R4 : I think I can find various collections book. R3 : I do not agree with you. Because I can not find an English dictionary. R4 : Maybe the bookstore is still completing its collection. R3: I agree with you
R5 : Halo R6 : I have new pen. What do you think? R5 : Your pen is beautiful colour R6 : Wow thankyou R5 : You're welcome	R5 : Halo. What will you do tomorrow ? R6: I will help my mom at the morning. R5 : What do you think if we go to the cafe at the night? R6 : I think it's good. R5 : Okay. See you at the night R6 : Okay
R7 : Hy. What do you think about my black dress yesterday? R8 : Hy. Your black dress is beautiful colour. R7 : Thankyou R8 : You're welcome	R7 : Halo, how are you today ? R8 : I am fine, thank you R7 : What do you think about this food ? R8 : I think it's good for our health. Because it's not junkfood. R7 : Oh I see it now. Thank you. R8 : It's okay.
R9 : Hi. R10 : Yeah. R9 : I am borring now. What do you think if we go to the mall now? R10: I think so. That's good idea. R9 : Let's go. R10 : Yeah.	R9 : Hy R10 : How are You? R9 : I am fine. R10 :Do you know? R9 : What? R10 : I get a new bag. What do you think it is good?

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R11 : Hy. How are you? R12 ; I am fine thankyou R11 : How about your opinion about my new shoes? R12 : Wow that so good R11 : Thankyou.	R9 : Yes very good. Temporary bag model is very suitable for you. R11 : Halo, How are you today ? R12: I am fine. How about you? R11 : I am fine too, what do you think about my paintings? R12 : In my opinion your paintings are wonderful. R11 : Okay, I will put them on the gallery.
R13 : Hy R14 : Hy R13 : How are you today? R14 : I am fine, thankyou. And you? R13 : I am fine today, thankyou. R14 : What your opinion about my new motorcycle? R13 : I love your motorcycle. Thankyou.	R13 : Hi, R14 : Hello, I have new Handphone. R13 : Wah. How price is it? R14 : It is two million. What is your opinion about my new Handphone ? R13 : In my opinion, it is interisting and very cool handphone. R14 : Wow. Thankyou. R13 : You are welcome.
R15 : Hai mom. R16 : Oh hai Sara. R15 : Mom, can you help me? R16 : Okey. What's wrong? R15 : I want to come to Indah's party. But I don't know what color clothes I have to use. The black one or white. R16 : Oh I think the black one is nice Sara. R15 : Okay I will use the black one. Thank you Mom. R16 : You're welcome Sara.	R15 : Hay Kayla. R16 : Ohh hay Aqila. R15 : Can I ask your advice? R16 : Ohh of course. R15 : I wanted to buy my sister a doll but I was confused which doll to choose. The white one or the pink one. R16 : I think the white one is better. R15 : Alright. Thanks for your advice. R16 : You're welcome.

Transcript of students' test in Control Group

PRE-TEST	POST-TEST
R1 : What do you think about the new bookstore? R2 : I think I can find various collections book. R1 : I do not agree with you. Because I can not find an English dictionary. R2 : Maybe the bookstore is still completing its collection R1 : I agree with you	R1 : Hy R2 : How are you? R1 : I am fine thankyou, and you? R2 : I am fine too. What do you think my face? R1 : You face is very glowing. Oh yah, what do you wear? R2 : I wear sunscreen R1 : What sunscreen do yo wear? R2 : Skin aqua R1 : Oh ya, R2 : Yes R1 : Thankyou R2 : You're welcome
R3 : Hy R4 : Hy R3 : I have cook a cake R4 : Oh ya, what cake do you cook? R3 : Bolu cake, do you want to taste? R4 : Yes I want R3 : What is your opinion about my bolu cake? R4 : It's very delicious. R3 : Thankyou R4 : Can you teach me to make it? R3 : Yes, sure R4 : Thankyou	R3: Hi R4 : Hello R3 : What do you think about terrorist? R4 : I think the terrorist is very brutal. R3 : I think so, I hope there is no terrorist in our country. R4 : Yes. I agree.
R5: How are you? R6 : I am fine R5 : Do you think our new friend is very beautiful? R6 : Yah, I think so. R5 : Ok, lets go to the canteen R6 : Yah	R5 : Hy, how are you today? R6 : I am fine thankyou R5 : I am fine too thanks R6 : Have you eaten? R5 : Not yet R6 : I have two burger. Do you want? R5 : yes, thankyou R6 : what do you think about the burger? R5 : Hmm this burger is very delicious R6 : Ok, thankyou R5 : Your welcome
R7 : How are you today? R8 : I am fine, thank you R7 : What do you think about this food? R8 : I think it's good for our health. Because it's not junkfood.	R7 : How are you? R8 : I am fine. I cut my hair with new model. What is your opinion about my hair? R7 : You look so beautiful R8 : Thankyou

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- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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R7 : Oh I see it now. Thank you R8 : It's ok	R7 : Your welcome
R9 : I hear you have new car R10 : Where do you hear? R9 : From my neighbor R10 : What is your opinion about my new car? R9 : It is very good R10 : Thankyou R9 : Your welcome	R9 : Hi R10 : Hello, I have new Handphone. R9 : How price is it? R10 : It is two million. What is your opinion about my new Handphone? R9 : It is interisting and very cool. R10 : Wow. Thankyou. R9 : You are welcome.
R11 & R12 (Can't hear the voice)	R11 : Halo, how are you today? R12 : I am fine, thank you R11 : What do you think of my appearance? Do I look okay? R12 : Well, yes. But it will be more elegant if you wear a long black dress. R11 : Alright. Thankyou. R12 : You are welcome
R13 : Hay miss - : Hello R13 : I have a cake for you. Look at! What do you think? - : Wow. It is so delicious R13 : Thankyou miss - : You're welcome	R13 : Hi, look! I buy a beautiful shoes, I like it! - : Hmm, how price is it? R13 : It is one million. Do you have any ideas? - : It is beautiful shoes, but in my personal opinion, it is too expensive for a shoes. R13 : Oh I see it now. Thank you - : Okay
R14 : Hai mama. R15 : Hai Sara. R14 : Can I get your opinion? R15 : Of course, what is that? R14 : Mama, what do you think about this dress? R15 : In mama's opinion this perfect for you. R14 : Okey, thanks mama.	R14 : Hay, Rahma R15 : Hay, Syifa R14 : Can I ask something to you? R15 : Yes, what's that R14 : Do you think smoking is dangerous? R15 : I think yes. Because smoking can damage our lungs and waste money. R14 : Okay, thanks Rahma.

APPENDIX 7

DOCUMENTATION

Hak cipta milik UIN Suska Riau

Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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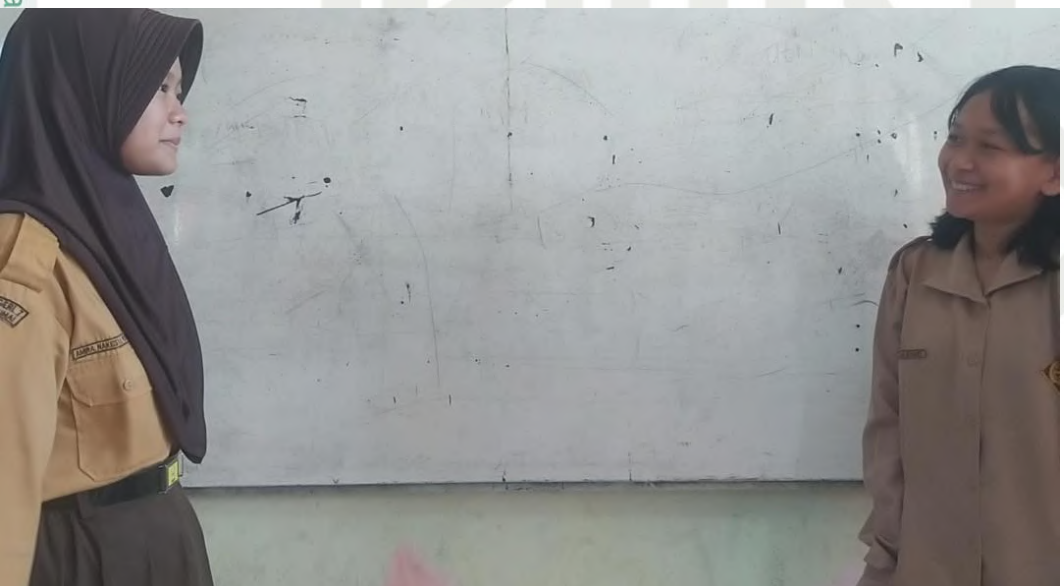


State Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



**PEMERINTAH KOTA DUMAI
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jl. H.R. Soebrantas Telp/Fax. (0765) 3122-440360

DUMAI

SURAT KETERANGAN PENELITIAN

NOMOR : 0012/SKP/DPMTSP/II/2024

Tentang

PELAKSANAAN KEGIATAN RISET/PRA-RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Dumai, berdasarkan surat dari Pemerintah Provinsi Riau Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Nomor : 503/DPMTSP/NON IZIN-Riset/62441 Tanggal 31 Januari 2024 perihal Permohonan Izin Penelitian dengan ini memberikan rekomendasi yang dimaksud kepada:

Nama : LU'LU' AHLAM AMANI
No. Induk Mahasiswa : 22190124643
Program Studi : Pendidikan Agama Islam S2
Jenjang : S2
Alamat : Jl. Tendi Sangka Parit 2 Kel. Bangsal Aceh Kec. Sungai Sembilan Kab/Kota Dumai
Nomor Telp : 081270160724

Untuk melakukan Penelitian/Pengumpulan Data pada SMPN 7 DUMAI guna dijadikan pengumpulan data untuk Bahan Penelitian dengan Judul :

" THE EFFECT OF USING PRESENTATION PRACTICE PRODUCTION (PPP) METHOD THROUGH ANIMATION VIDEO ON STUDENTS SPEAKING ABILITY AT STATE JUNIOR HIGH SCHOOL 7 DUMAI "

Dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungannya dengan kegiatan penelitian dan pengumpulan data ini.
2. Menjaga Tata Tertib dan Mentaati ketentuan-ketentuan yang berlaku di daerah setempat.
3. Setelah selesai penelitian agar menyampaikan hasilnya kepada kami sebanyak 1 (satu) exemplar.

Demikian Surat Rekomendasi ini diberikan, agar dapat digunakan sebagai mana mestinya dan kepada pihak yang terkait diharapkan untuk memberikan kemudahan dan membantu kegiatan Riset ini, atas perhatiannya diucapkan terima kasih.

Dikeluarkan di : Dumai

Pada Tanggal : 12 Februari 2024

Kepala





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 - 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.



**PEMERINTAH KOTA DUMAI
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 7 DUMAI**

Jl. Sultan Hasanuddin No.70 , Purnama Kecamatan Dumai Barat
NSS : 201090609020 E-mail : smpn7dumai@yahoo.com NPSN : 10404305



**SURAT KETERANGAN
NOMOR : 053 /421/SMPN7/III/2024**

Yang bertanda tangan dibawah ini :

Nama : SUPIRMAN, S.Pd. M.Si
NIP : 19670410 199003 1 009
Pangkat/Golongan : Pembina Tk.I / IV.b
Jabatan : Kepala Sekolah

Menerangkan bahwa :

Nama : LULU AHLAM AMANI
NIM : 22190124643
Program Studi : PAI
Kosentrasi : Bahasa Inggris
Jenjang : S2

Telah melakukan Penelitian Di SMP Negeri 7 Dumai Tentang “ **THE EFFECT OF USING PRESENTATION PRACTICE PRODUCTION (PPP) METHOD THOUGH ANIMATION VIDEO ON STUDENS' SPEAKING ABILITY AT STATE JUNIOR HIGH SCHOOL 7 DUMAI.**

Demikian surat Keterangan ini dibuat untuk dipergunakan seperlunya.





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b. Pengutipan tidak merugikan kepentingan yang wajar 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/62441
T E N T A N G



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

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : B-431/Un.04/Ps/HM.01/01/2024** Tanggal 22 Januari 2024, dengan ini memberikan rekomendasi kepada:

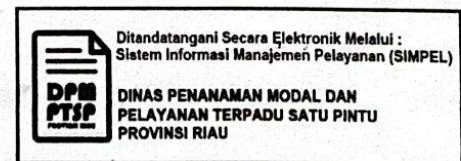
- | | | |
|----------------------|---|--|
| 1. Nama | : | LULU AHLAM AMANI |
| 2. NIM / KTP | : | 22190124643 |
| 3. Program Studi | : | PAI |
| 4. Konsentrasi | : | BAHASA INGGRIS |
| 5. Jenjang | : | S2 |
| 6. Judul Penelitian | : | THE EFFECT OF USING PRESENTATION PRACTICE PRODUCTION (PPP) METHOD THROUGH ANIMATION VIDEO ON STUDENTS' SPEAKING ABILITY AT STATE JUNIOR HIGH SCHOOL 7 DUMAI |
| 7. Lokasi Penelitian | : | SMPN 7 DUMAI |

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 : 31 Januari 2024



Tembusan :

Disampaikan Kepada Yth :

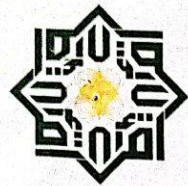
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Dumai
Up. Kakan Kesbangpol dan Linmas di Dumai
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA

كلية الدراسات العليا

THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 Po.BOX. 1004
Phone & Fax (0761) 858832. Website: <https://pasca.uin-suska.ac.id>. Email : pasca@uin-suska.ac.id.

Nomor : B-431/Un.04/Ps/HM.01/01/2024 Pekanbaru, 22 Januari 2024
Lamp. :
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada
Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Prov. Riau
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Lu'lu' Ahlam Amani
NIM	: 22190124643
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VI (Enam) / 2024
Judul Tesis/Disertasi	: THE EFFECT OF USING PRESENTATION PRACTICE PRODUCTION (PPP) METHOD THROUGH ANIMATION VIDEO ON STUDENTS' SPEAKING ABILITY AT STATE JUNIOR HIGH SCHOOL 7 DUMAI

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari SMPN 7 DUMAI.

Waktu Penelitian: 3 Bulan (22 Januari 2024 s.d 22 April 2024)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Prof. Dr. H. Ilyas Husti, MA
NIP. 19611230 198903 100 2

Tembusan:
Yth. Rektor UIN Suska Riau



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Innovative: Journal Of Social Science Research
Universitas Pahlawan Tuanku Tambusai

LETTER OF ACCEPTANCE (LoA)

No: 1043/INNOVATIVE/VI

The Editor in Chief of Innovative Journal has been received the article:

In the name of : Lu'lu' Ahlam Amani¹, Nur Alsyah Zulkifli², Zulhiddah³

Title : THE EFFECT OF USING PRESENTATION PRACTICE PRODUCTION (PPP) METHOD THROUGH ANIMATION VIDEO ON STUDENTS' SPEAKING ABILITY AT JUNIOR HIGH SCHOOL 7 DUMAI

Institution : ^{1,2,3} Pascasarjana Pendidikan Bahasa Inggris, Universitas Islam Negeri Sultan Syarif Kasim

And pleased to inform you that the article has completed its review and will be published in the **Innovative: Journal Of Social Science Research** Volume 4 Number 4 of 2024 (E- ISSN 2807-4238 and P-ISSN 2807-4246). This journal is Indexed by Sinta 5, Moraref, One Search, Base and Google Scholar. Thus, this letter of statement is prepared to be used properly.

Bangkinang, June 25th 2024

Signed below,


Putri Hana P, M.Pd



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Phone & Fax (0761) 858832. Website: <https://pasca.uin-suska.ac.id>. Email : pasca@uin-suska.ac.id.

Nomor : S-4568/Un.04/Ps/PP.00.9/12/2023
Lamp. : 1 berkas
Perihal : Penunjukan Pembimbing I dan
Pembimbing II Tesis Kandidat Magister

Pekanbaru, 12 Desember 2023

Kepada Yth.

- Dr. Hj. Zuhiddah. M. Pd (Pembimbing Utama)
- Dr. Nur Aisyah Zulkifli. M. Pd (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama : Lu'lu' Ahlam Amani
NIM : 22190124643
Program Pendidikan : Magister/Strata Dua (S2)
Program Studi : Pendidikan Agama Islam
Semester : V (Lima)
Judul Tesis : The Effect Of Using Presentation Practice Production (PPP) Method And Audio - Lingual Method (ALM) Students' Speaking Ability (A easy Experimental Research At Grade Eight Of State Junior High School 7 Dumai)

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

- Penelitian dan penulisan tesis;
- Penulisan hasil penelitian tesis;
- Perbaikan hasil penelitian setelah Seminar Hasil Penelitian;
- Perbaikan tesis setelah Ujian Tesis; dan
- Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.



Assalam,
Direktur,

Prof. Dr. H. Ilyas Husti, MA
NIP. 19611230 198903 1 002

Tembusan :

- Sdr. Lu'lu' Ahlam Amani
- Arsip

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Certificate Number: 129/GLC/EPT/VI/2024

ENGLISH PROFICIENCY TEST® CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Lu`lu` Ahlam Amani
ID Number : 1471091904980001
Test Date : 09-06-2024
Expired Date : 09-06-2026

achieved the following scores:

Listening Comprehension : 48
Structure and Written Expression : 50
Reading Comprehension : 59
Total : 523



Lipati Marfa Kalisah, M. Pd
Global Languages Course Director



Izin No: 420/BID.PAUD.PNF.2/VIII/2017/8308
Under the auspices of:
Global Languages Course
At: Pekanbaru
Date: 11-08-2024



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اختبار, كفاءات اللغة العربية لغير الناطقين بها الشهادة

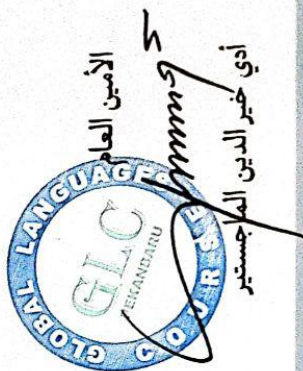
يشهد العلق بأن:
 سيد/ة :
 Lu`lu` Ahlam Amani
 رقم الهوية : 1471091904980001
 تاريخ الاختبار : 10-06-2024
 الصلاحية : 10-06-2026

قد حصل/ت على النتيجة في اختبار الكفاءات في اللغة العربية لغير الناطقين بها

الاستماع : 49
 القواعد : 45
 القراءة : 44
 المجموع : 460



Izin No: 420/BID.PAUD.PNF.2/VIII/2017/6308
 Under the auspices of:
 Global Languages Course
 At: Pekanbaru
 Date: 11-06-2024



الترقيم التعريفي
 No. 117/GLC/APT/VI/2024



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- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing/ Promotor *	Paraf Pembimbing/ Promotor	Keterangan
1.	Rabu, 24/1/2024	- Bab 1 (Pengertian di sekolah) - Bab 2 (Ass & Hm, Operational concept) - Bab 3 Lesson plan (repare)		
2.	Senin, 29/1/2024	- Lesson plan (student center) - Acc Perhatian		
3.	Rabu 9/5/2024	- Bab 1 (Teori kelas Bay kontrol) - Operational concept - Starting Test - Buku metode research		
4.	Kamis 9/5/2024	- Bab 5 (implication, recommen- dation) - Bab 5 (implication)		
5.	Jumat 7/6/2024	Approved to be examined		
6.				

Catatan:
*coret yang tidak perlu

Pekanbaru, 07/06/2024

Pembimbing I/Promotor

KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing/ Promotor *	Paraf Pembimbing/ Promotor	Keterangan
1.	Rabu, 24/4/2024	- Bab 1 - Bab 2 (Operational concept) - Bab 3 (Test & Test Tense)		
2.	Rabu, 15/5/2024	- Bab 1 - Bab 4 (Based on Research Question)		
3.	Rabu, 5/6/2024	- Bab 1 - Materi - Table (single space) - Bab 4		
4.	Jumat 7/6/2024	- Table of Contents - Implication		
5.	Selasa, 11/6/2024	Approval to be examined		
6.				

Catatan:
*coret yang tidak perlu

Pekanbaru, 11/6/2024

Pembimbing II/Promotor



UINSUSKARIAU

KARTU KONTROL KONSULTASI

BIMBINGAN TESIS / DISERTASI MAHASISWA

NAMA : LULU ARLAM AMALI
NIM : 2219 012 9643
PROGRAM STUDI :
KONSENTRASI :
PEMBIMBING I / PROMOTOR :
PEMBIMBING II / CO PROMOTOR :
JUDUL TESIS / DISERTASI :

PASCASARJANA
UNIVERSITAS ISLAM NEGERI
SULTAN SYARIF KASIM RIAU



UINSUSKARIAU

PASCASARJANA

Universitas Islam Negeri Sultan Syarif Kasim Riau



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME
Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 P.O.BOX. 1004
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KARTU KONTROL MENGIKUTI SEMINAR PROPOSAL / TESIS / DISERTASI
PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : WULU AHMAM AMANI
NIM : 22190129593
PRODI : PAI
KONSENTRASI : PBI (S2)

NO	HARI/TGL	JUDUL PROPOSAL / TESIS / DISERTASI	PESERTA UJIAN	PARAF SEKRETARIS
1	Dumat/7-7-23	The Implementation of think pair share (TPS) Technique	Sulastri	
2		In teaching reading and speaking at language develop		
3		ment center (vun)		
4	Dumat/7-7-23	Teacher beleware about English Learning as foreign	Winda Okti	
5		Language a case of english teacher on MA HI IHSAN	Safira	
6	Kamis/14-3-23	Implementasi kurikulum Terpadu dalam pembelajaran	Sri Muharni	
7		PAI di SMT kecamatan Mandau Kabupaten Bengkalis		
8	Kamis/14-3-23	Konsep Akhlak dalam Tafsir Buya Hapik & Pektasi	Irman Noviad	
9		nya dalam pembantuan karakter		
10	Kamis/14-3-23	Pengaruh pengelddan kelas Terhadap minat	Fiki Rubianti	
11		dan prestasi Belajar siswa pada mata		
12		Pelajaran PAI di SDN 21 Mandau		
13				
14				
15				

Pekanbaru, 19 Maret 2024
Direktur,

Prof. Dr. H. Ilyas Husti, M.A
NIP. 19611230 198903 1 002

- NB 1. Kartu ini dibawa setiap kali mengikuti ujian.
2. Setiap mahasiswa wajib menghadiri minimal 5 kali seminar proposal, thesis dan disertasi
3. Sebagai syarat ujian Proposal, tesis dan Disertasi

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.



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KARTU KONTROL MENGIKUTI SEMINAR PROPOSAL / TESIS / DISERTASI
PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : LULU AHLAM AMANI
NIM : 2219024693
PRODI : PAI
KONSENTRASI : PBI (52)

NO	HARI/TGL	JUDUL PROPOSAL / TESIS / DISERTASI	PESERTA UJIAN	PARAF SEKRETARIS
1	Sabtu/4-3-2023	Problematika Nikah Siri (Analisis Wb No1 tahun 1979 Perkawinan dan etniken wib keluarga Islam Malaysia)	Hendi Kroniko	
2				
3				
4	Sabtu/4-3-2023	Pengembangan		
5	Jumat/7-7-23	Exploring the implementation of Autonomous Learning through the use of ICT in teaching English of SMK Perpipatan Riau	Alfi Hasanah	
6				
7				
8	Jumat/7-7-23	Student digitalized and their motivation to read Narrative Text at Islamic junior high school at Kipid Pekanbaru	Ratumanan	
9				
10				
11	Jumat/7-7-23	The effect of teaching techniques (role play) repetition and speaking anxiety on students speaking	Rulica Septami	
12				
13	Jumat/7-7-23	Students Perception on using google classroom in learning english Asynchronous a case study at SMKN Rengat	Yuna Kartika	
14				
15				

Pekanbaru, 19 Maret 2024
Direktur,

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NIP. 19611230 198903 1 002

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2. Setiap mahasiswa wajib menghadiri minimal 5 kali seminar proposal, thesis dan disertasi
3. Sebagai syarat ujian Proposal, tesis dan Disertasi