IMPROVING STUDENTS' SPEAKING SKILL BY USING PLOTAGON

THESIS

Submitted by

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ISLAM NEGERI AR-RANIRY BANDA ACEH
2024 M / 1445 H

APRROVAL OF SUPERVISOR

THESIS

Submitted to Faculty of Educationa and Teacher Training Ar Raniry State

Islamic University Darussalam Banda Aceh in partial fullfilmentmof the requirements of The

Bachelor Degree of Education in English Language Teaching

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in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education on English Language Teaching

On:

Monday,

March 18th, 2024

7 Ramadhan, 1445 H

In Darussalam, Banda Aceh

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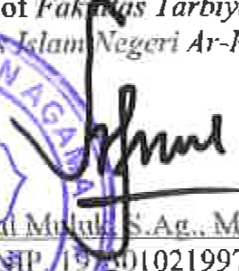
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IMPROVING STUDENT SPEAKING SKILL BY USING PLOTAGON

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 18 Maret 2024

Saya yang membuat surat pernyataan

Nurul Iman

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

I would like to convey my deepest gratitude for Allah SWT's presence and the abundance of grace and gifts. He has given to me so that I can complete this thesis. *Shalawat* and *salam* goes to the prophet Muhammad SAW who patiently guided his *ummah* out of the depths of the Jahiliyah era into this wonderful and glorious era so that people could experience the pleasure of knowing.

I sincerely thank my supervisor, Drs. Amiruddin, M.Pd for his guidance and patience taken most of its part in my whole pages of work. I admit that I dealt with many difficulties while I was attempting to do this research. I knew what my work looked like without his questionable touch of expertise.

My deepest appreciation is extended to my academic advisor, Ms. Rahmi Fhonna, M.A. who always directs me from the beginning of the selection of the tittle for my thesis to completion. I would also like to thank to all English Department lecturers and all English Department staff who have helped and directed me during my study period.

My biggest thank go to my beloved parents, Siti Hidayah and Safrizal Husin who never stop praying for my success. I am also indebted to my beloved sister, Hayatun Munawarah and Saskia Dara Hidayah for their great love. I am also grateful to Riski Onaldi Siregar who helped in process analytical data. The

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presences of them always give motivation in my life.

I wish to thank my friend Ghina Fathiya Humaira, Miftahul Jannah, Rika Harnita Siregar, Husnul Khatimah, Maulida, Jauharsyah, Ikram Maulana, Afislullah, and Nadia Julhusni, just to name a few, for their support and encouragement. I would also like to thank to the students' MAN 2 Aceh Barat for their willingness to be involved in this study.

Finally I realize that given my limited expertise, my thesis is still far from perfect. In order to develop this research, I sincerely hopes that the readers will give constructive and responses for the revision of thesis. May Allah bless all of us.
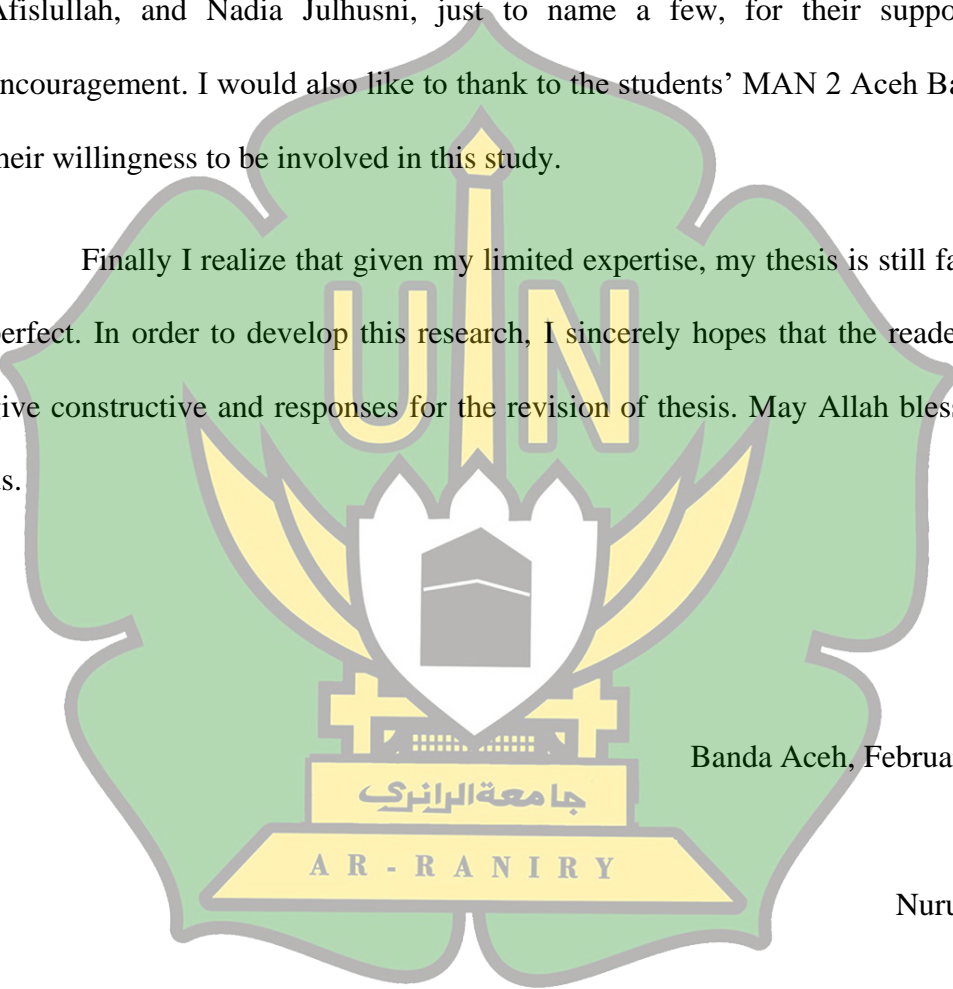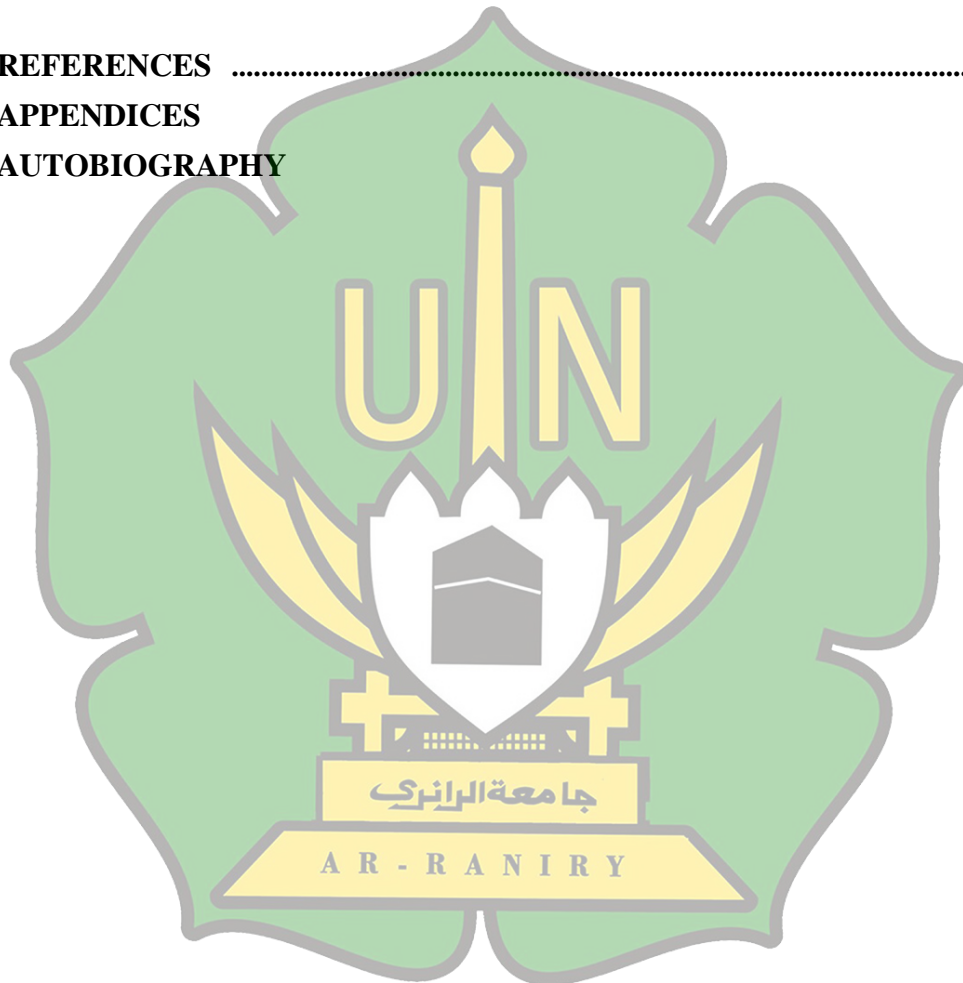
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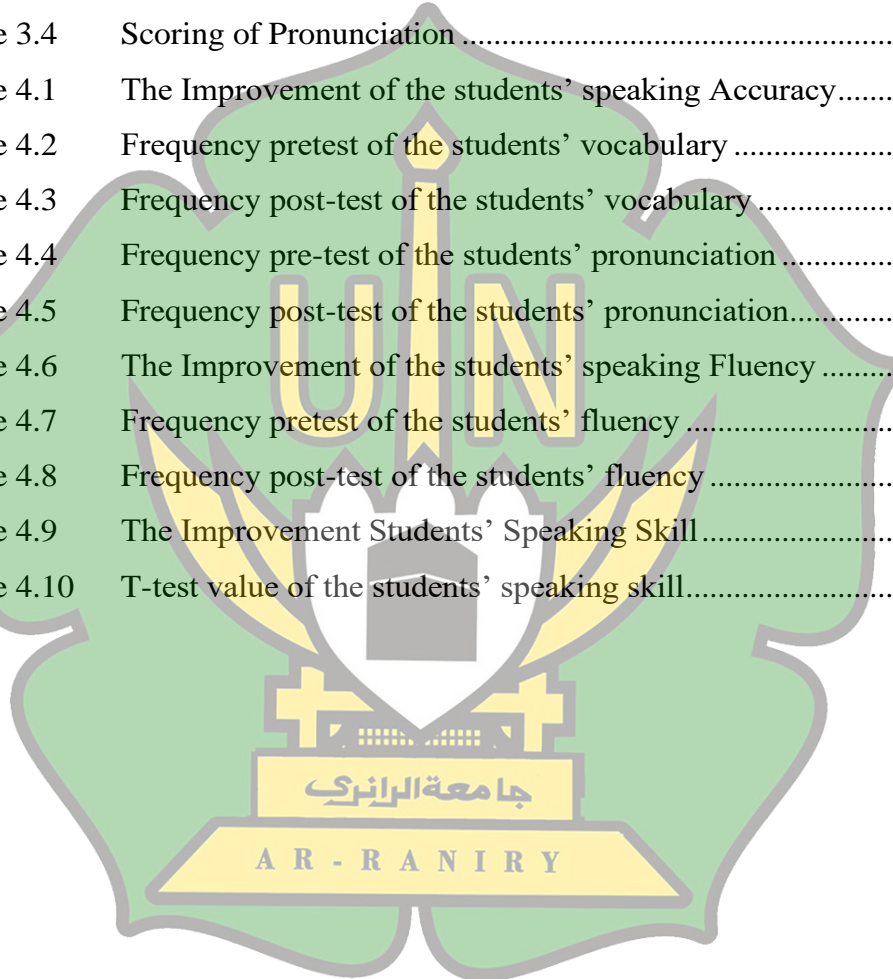
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ABSTRACT

Name   : Nurul Iman
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Thesis Working   : Improving Students' Speaking Skill by Using Plotagon
Supervisor   : Drs. Amiruddin, M.Pd
Keywords   : Speaking Ability, Improve, Plotagon

This study was conducted to improve students' speaking skill in MAN 2 Aceh Barat using Plotagon Story. Plotagon Story was applied as media in teaching speaking activities to improve students' speaking skill. It was aimed at two folds of research objectives. First, it was to find out whether or not Plotagon can improve students' accuracy of MAN 2 Aceh Barat. Second, it was to find out whether or not plotagon can improve students' fluency of MAN 2 Aceh Barat. The study employed quantitative research method to calculate how effective the plotagon application is used to improve speaking ability. 32 students were taken as the sample. A speaking pre test and post test were used as a research instrument. The pre test was in the form of speaking perfomance on a topic of dialogue of " Asking and Giving " to know the students' accuracy and fluency in speaking. The students were required to speak with their partner in front of the classroom. The post test was given to know the improving students' speaking ability after being taught a Plotagon Story. To analyze students' speaking skill, the analytic scale was used in giving scores to the students. This process was followed by analyzing different aspects of language namely vocabulary, pronunciation and fluency in speaking. Based on data analysis, it is known that there is an improvement in students' speaking ability. The result indicated that the students' speaking improve in all aspects. In accuracy, the mean pre test of vocabulary (56,06) and the post test (76,31), the mean pre test of pronunciation (54,44) and the post test (73,94). In fluency of speaking, the result also indicated that the mean pre test (53,47) and post test (70,13). It can be concluded that the use of Plotagon Story can improve the students' speaking skill at MAN 2 Aceh Barat. Therefore, the use of Plotagon Story in the learning process and in improving students' speaking is highly recommended to be applied at all levels

CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is an important language skill in communication that must be developed by EFL teacher to help students learn this skill. To improve this skill, teacher must find suitable techniques and media to attrack students interest to create a cheerful atmosphere in learning to speak. Learning to speak English, involves the four subskills; vocabulary, grammar, pronunciation and fluency. These four subskillsare interelated and inseparable.

Referring to syllabus K-13 of the Indonesian Education System, speaking skills are intended to make students speak in front of the class so that they are actively involved during the teaching and learning process, because active speaking skills are also intended to make students able to speak independently such as in public speaking or talking to people in a debate or discussion. To be fluent in English, students need to practice speaking in English continously.

After going through some related literatures on this study, in my view , it is important to do reseacrh on students' speaking using Plotagon. This creates

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new atmosphere that makes students interested in learning English. It is hoped to be an alternative to overcome this problem and to increase understanding in English courses using the plotagon to improve students' speaking skills.

This media can attract students' attention more so that it can increase learning motivation. It can also make the subject matter clearer and more meaningful so that it is easily understood by students and allows them to master the competencies expected to be better. Plotagon can make learning methods more diverse not only verbal communication through the words of the teacher so that students do not get bored and the teacher does not run out of steam and the media can make students do more learning activities because they cannot do it just by listening to the teacher's explanation but observing, demonstrating and so on.

Mudinillah (2021) argues that "Plotagon animation allows amateur filmmakers to easily produce quite innovative films because only with the help of the storyline written on the platform, script users can immediately find out the storyline they are writing in real time." With this animation, students are expected to be able to make a simple animated video containing a conversation between two people. Students can also choose their own animated characters and the setting of the place they want. Haryanti (2020)

"Creating a fun learning atmosphere will make our students feel at home in class and comfortable."

Using plotagon in teaching speaking is hoped to be a fruitful method for the students to learn new experience in their class, and for the teacher plotagon can be used as an alternative method and suitable method with their classroom situation. Concerning with the previous explanation, it is important to conduct a study to explore the use of plotagon in improving students speaking skill.

B. Research Question

After going through some relevant literatures two research questions are formulated :

1. Does the students' speaking accuracy improve after the implementation of plotagon application in the second grade of MAN 2 Aceh Barat?

2. Does the students' speaking fluency improve after the implementation of plotagon application in the second grade of MAN 2 Aceh Barat?

C. The Aims of Study

The aims of this study are as follow:

1. To find out whether or not plotagon application improve students' accuracy in speaking at second grade of MAN 2 Aceh Barat.

2. To find out whether or not plotagon application improve students' fluency in speaking at second grade of MAN 2 Aceh Barat.

D. Significance of Study

It is hoped this study can help teachers find a fruitful method in speaking skill, especially by using the " Plotagon " that can be applied in learning. Through this study, students are expected to develop the students' ability in the learning process, especially in learning speaking. By reading this thesis, the readers also expect this study can give new knowledge to researcher herself, other researchers, and the students of the English Department. Next, the researcher hopes that the use of plotagon can be applied as a guide to educational institutions, also an additional reference that may be useful for the teacher is that a suitable learning method, model and use of plotagon application can be interesting in the teaching and learning process.

E. Terminologies

1. Speaking

Speaking is one of four language skills that should be mastered by the students as means for communication. So the teacher should always explore and examine the students' ability in speaking. Speaking in this

study refers to ability of MAN 2 Aceh Barat students in speaking English accurately and fluently.

2. **Plotagon**

Plotagon in this study refers to an application that allows to improve students' speaking skill of MAN 2 Aceh Barat.

3. **Fluency**

In this study, fluency refers to the ability of MAN 2 Aceh Barat students to express themselve easily and articulately.
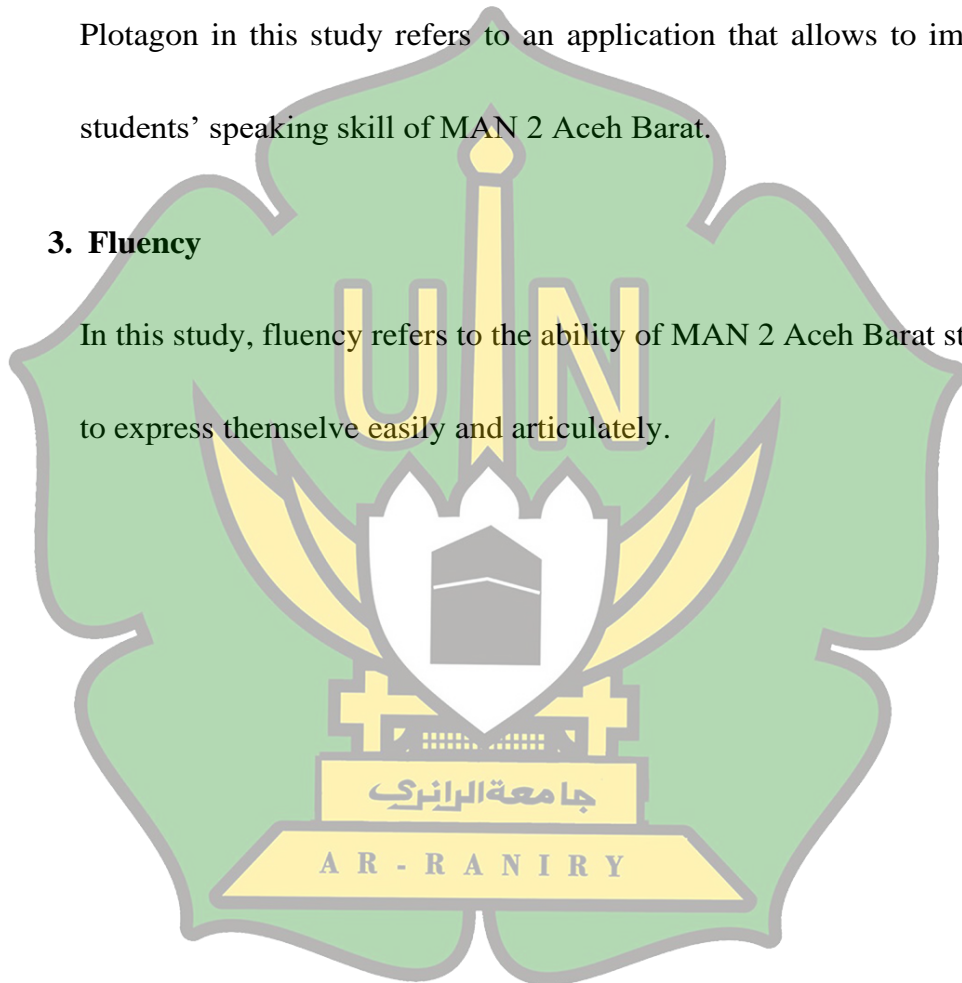
CHAPTER II

LITERATURE REVIEW

A. Review of Speaking

1. Definition of Speaking

Speaking is a language skill through which someone can express ideas orinformation to others. Brown (2003) views speaking as oral interaction where theparticipants need to negotiate meaning contained in ideas, information and feeling, and manage in terms of who is to what, to whom and about what.

Scott and Ytreberg (2004) argues that speaking is perhaps the most demanding skill for the teacher to reach. Speakers talk in order to have some effects on their listeners. When speaking to other people, speakers try to make their communication run as well. Speakers have to speak when they want to assertthings to change their knowledge. Speakers ask to other people questions to make them provide information. Speakers request things to make other people do thing for them. In speaking communication between two people about happen.

Fulcher (2003) states that speaking is an ability that is taken for granted, learned as it is through a process of socialization yhrough

communicating. Linse (2005) states that speaking is equally important in young learner's language development. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of context.

Jones (2000) states that speaking is a form of communication. It means that the speaker must consider with the person who they were talking as the listerners.

Every communication surely have a message across because speaking is not only producing a sound. Therefore, the speaking process is the important acticity that should be paid attention well to get the goals and the speakers also should used the appropriate way to say.

Jondeya and Rania (2011) propose that speaking is not only about delivering ideas with the right intonation, but also related to how to deliver the contents of the conversation.

To sum up, speaking is a form to say or talk something with expressing ideas, opinions, descriptions, and views to other to getting response or way to conveying the message to make understanding of wishes to other and to contribute to the other.

2. **Criteria of Speaking**

1. **Acuracy**

Accuracy is ability to produce correct sentences using correct grammar and vocabulary in natural interaction Brown (2001). It means that accuracy is achieved by allowing the speaker to focus on the elements of phonology, grammar, and discourse in their spoken output. The aspects of accuracy in the speaking class is set by providing opportunities for the learners to be engaged in the context of daily life. The teacher should give the students communicative tasks and activities such as games, conversation, role play, debates, etc.

Ellis (2005) states that accuracy can be defined as the ability to avoid errors in perfomace, possibly reflecting higher levels of control in thelanguage as well as conservative orientation. Accuracy is often measured by the learner's suppliance of specific form in obligatory contexts, which is best suited for focused tasks Ellis and Barkhuizen (2005).

According to Harmer in Riskawati (2018) aspect of accuracy can be divided as follows:

a. Pronunciation

Harmer (1991) states that language users must know how to pronounce

a word whisch is how to pronounce. This knowledge consists of three areas; voice, intonation and pressure. Related to pronunciation, Manser (1995) states that pronunciation is how language and words are pronounced. From the explanation above, it can be conducted that pronouncing a sound or language can result in a certain sound or a lot of sounds. It means that pronunciation is one of five important elements of speaking ability with the aim is to make students be able communicate with others and understandable.

Harmer (2007) states that teaching pronunciation is not only making the students are able to differentiate sounds and sounds features, but also improving their speaking ability immeasurably such as to concentrate on sounds and be aware of using stress when producing sound.

b. Vocabulary

One of the most important to learning language is students have to master in vocabulary, because vocabulary is the most important component in in in language learning. Becker (1997) emphasizes the importance of developing vocabulary is mastered by students with academic material for language learning. He states that the lack of understanding of vocabulary was the main cause of academic failure experienced by students. While (Khairil & Irhami,2013), sum up "without sufficient vocabulary, even though a student

learns grammar well, the communication cannot be facilitated". Therefore, with vocabulary, the speaker can convey ideas and express their feelings well. Especially for junior students, who will get on the next level, they must understand vocabulary with a more solid pattern than before. Because the upper level class focus on reading text with various learning materials, using vocabulary with different patterns.

Richards (2001) states that vocabulary can be said as the main components of language and it is the first things will apply linguists turn their attention too. Vocabulary is list of word their meaning, especially in a book for learning a foreign language. Vocabulary means the appropriate diction which is used in communication. Having limited vocabulary is also a barrier that precludes learners from learning a language.

c. Grammar

One factor of influencing the students's speaking skill is the function grammar, the fact shows that the students sometimes want to speak with other people but they have lack of functional grammar. According to Nunan (2003), grammar usually can be thought as a set of rules specifying the correct pattern of words at sentences level. If our conversation in full of grammartical mistake, your ideas will not get across so easily. Studying grammar rules will

certain help students speak more acurately.

2. **Fluency**

Fluency is the ability to speak quickly and automatically that have signs including the speed of speaking and few pauses which are used to characterize a person's level of communication proficiency (Brown,2001; Richards,2006). In this definiton to be a fluent speaker of language if someone can use the grammartical structures and patterns accurately, quickly and automatically at the normal conversation speed when they are needed. Fluency is considered to be the ability to keep going ehen speaking spontaneously. It also have signs that indicate that te speaker does not spend a lot of time to seacrh the language items needed to express the message.

Fluency refers to how well a learner communicate meaning rather than how many mistakes that they make in grammar, pronounciation and vocabulary. Fluency is often compare with accuracy, which is concerned with the types, amo unt and seriousness of mistake made. Therefore, fluency is highly complex ration relate mainly to smoothness of continuty in discourse, it includes a consideration of how sentences pattern very in word order and omit element of structure.

Hornby in Misrawati (2012) states that fluency is then quality or

condition of being fluent. Fluency is highy complex notion relate mainly to smoothness of continuity in discourse. It includes a consideration of how sentence are connected, how sentence pattern very in word-order and omit elements of structure and also certain aspects of the prosody of discourse. There are four characteristics of fluency activity :

a) The facts are usually whole pieces of discourse; conversation, stories, etc.

b) Perfomance is assessed and how to tell ideas are expressed or undersstood.

c) Texts are usually used as they would be in real life.

d) Tasks are often simulated real like situation.

3. **The Importance of Speaking Skill**

Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language.

According to Bueno,Madrid,&Mclaren (2006) state that speaking is one o the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English. Even the learners

learn the language for so many years, they find it difficult to speak in real time situations when it is demanded. There are many reasonsto overcome this. First of all, the ELLs should understand the importance of speaking skills and try to acquire the as they need them to complete in this competitive world.

B. Review of Fluency

1. Definition of Fluency

Speaking fluency is primary and vital component in language teaching. It symbolizes a key aspect in determining English speaking proficiency Diyyab (2013). Fluency is a constant, smooth and consistent speaking performance involving no significant discontinuity and delay (Koponen & Riggenbach, 2000). In addition, Zhang (2009) outlines fluency as the competence to deliver messages and communicate in comfortable and comprehensible ways.

Moreover, fluency demonstrates the correct uses of natural hesitations, breaks, and fillers. However, Jones and Buitrago (2017) clarify that fluency is not an absolutely accurate use of the language and no existences ofhesitations but it is considered as fluency when audiences can follow the flowof speakers' messages and ideas. Additionally, Segalowitz (2010) identifies that oral fluency is an intricate intellectual competence requiring speakers to apply

linguistic comprehensions in cognitively flowing ways. Besides that, Zamel and Buitrago (2017) state that fluency is native-like uses of language in oral communication consisting of the acceptable application of language features such as pauses, interjections, intonations, stress and etc.

2. **Concepts of Speaking Fluency**

   a. **Types of Speaking Fluency**

The conceptions of fluency consist of 2 kinds, cognitive and utterance fluency Segalowitz (2010). Cognitive fluency is speakers' proficiencies in planning competently and performing the speeches. Tavakoli and Skehan (2005) say that utterance fluency is constructed with some parts. They are a breakdown, speed, and repair fluency. Breakdown fluency is the constant speaking rate that can be known by paying attention to the duration of pauses and filled pauses. Speed fluency is the speediness of speaking that can be assessed by calculating the speed level in uttering syllables per second. Furthermore, Repair fluency is speakers' frequencies in doing false starts, making corrections and producing repetition. Furthermore, cognitive fluency is when speakers automatically process and formulate the utterances Kormos (2006). However, speaking fluency is not gifted naturally to certain people but that skill must be obtained through the effort of increasing efficiency and

reducing interfering source Cavallieri (2018). Besides that, Lennon (2000) believes that the perceptions whether someone is fluent in speaking or not are based on the consideration of listeners.

Luoma (2004) clarifies that the minimum pauses as the fluency measurement criteria are believed to a listeners' personal judgment. Ejzenberg (2000) considers that dialogue speaking is one way to judge fluent speakers. However, many types of research carried out measuring monologue speaking as the focus. Nevertheless, it cannot be stated that those researches are not valid.

b. Challenges of improving speaking fluency

Zhang (2009) claims that speaking is the most challenging skill to be mastered. Hosni (2014) explains several factors causing learners having difficulty in developing speaking skills. First, students are anxious about making mistakes, afraid to be criticized or merely shy. Second, students do not have something to utter or deliver. Third, learners do not fully participate in English speaking learning process or simply do not have chances to speak because some other students dominate the classroom speaking activity. Fourth, the students' native languages are completely different from English causing students to have a tendency to choose to communicate with their mother

tongue instead of English. Correspondingly, the learners studying English in Indonesia are not normally exposed to speak English elsewhere except in the formal classroom setting Putri and Yustara (2018).

Moreover, Rababa'h (2005) highlights several causes making students difficult to acquire English speaking proficiency. The primary reason is that learners do not have motivations in mastering English along with the improper implementation of curriculum, strategies of teaching and learning situations. In addition, students have a lack of vocabulary mastery resulting in speaking hesitancy. Hosni (2014) utters that verbal communication skill can simply be mastered if students know why they should learn to speak English and have sufficient opportunity to implement or practice their comprehension. Likewise, English speaking skill is best acquired when the target of learning is focused on uttering, comprehending and applying something using the language not to the emphasis of language rules or linguistic aspects Kumaravadivelu (2003).

C. Review of Plotagon

1. Definition of Plotagon

Plotagon is a very intuitive a content creation software that can be used in education due to its text-based movie creation interface, as a story

stroytelling tool for creating short or longer films. Plotagon has been an educational app that allows students to create instant animated videos. Students can create their own characters, choose scenes, write dialogs, and add emotions, sound effects, and actions. When creating a character students can customize the head shape, hair, facial hair, eyes, and clothes. When writing a script, student start by adding a scene, they can write dialogue and choose from a long list of actions for each character. Character can also perfom actions on another character. Student can choose to keep the character's voice as it is or record their own voice. Music andsound effects are available too.

According to Love (2013), Plotagon can produce animated movies from text dialogues. Students can use it to write short scripts that can be become movies. Besides, Love states that Plotagon is quite valuable pedagogically because it produces graphic output a from text- based input, which is useful for a foreign language classroom. This application was established in 2013 by Filip Grufman.

2. **Characteristic of Speaking Skill Material Using Plotagon Story**

1. Icon of plotagon story app

The special icon belonging to the plotagon story application is

a camera image in the letter P which is a combination of pink orange and white

2. Place

There are many choices for the background of the place, so you can choose according to your wishes, both free and pay.

3. Character

In the plotagon story application, you can determine the character that will be used as desired. In it you can choose gender, determine clothes, pants, skirts, headscarves, sandals, shoes, skin color head shape, etc.

4. Voice

For character voices in this plotagon story application, voice recordings are required if using Arabic. So in choosing voice actors, you should choose people who have a voice according to the required criteria and are fluent in English so that he results are good and clear.

5. Expressions/Games

Character expressions can be selected from the available expression opptions in the plotagon story application.

6. Interaction

Interaction between characters can also be selected in the column

thatis already available in the plotagon story application.

3. **The Step to Use Plotagon**

The plotagon application can be downloaded via laptops, pc and

smartphones. How to use this application is not difficult. So that it can be

accessed by students and educators easily. Here's how to use the plotagon

application which has been summarized by the researcher:

1. First download the plotagon application via Playstore, App store or PC

    onthe following link https://plotagon.com/
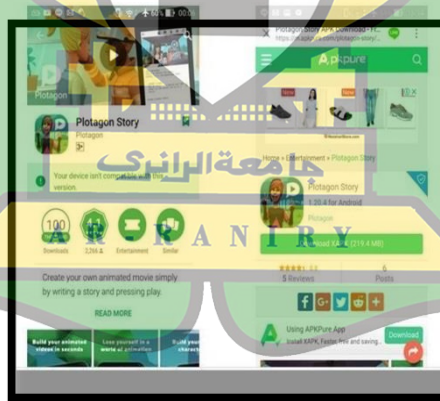
Figure 2.1 *Plotagon Story Application*

2. Then after the plotagon application is downloaded, open the

    applicationand enter the main menu then click *"create video"*.

Figure 2.2 *Creating Video*

3. The next step is to click the icon*"scene"*to replace the desired background
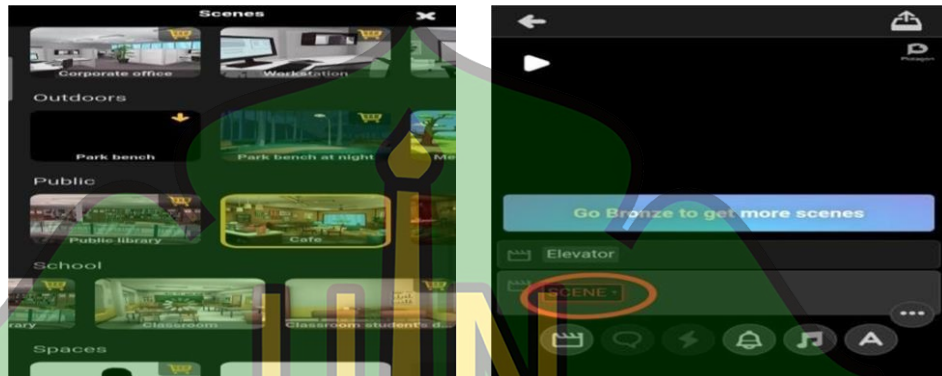
Figure 2.3 *some backgrounds in Plotagon App*

4. Select the icon*"actor"* to create a character, then select an existing character. You can choose a male or female character.

Figure 2.4 *pick a characters and actor*

5. Select the icon that has been circled in red to add sound, apart from

Figure 2.5 *write the dialogue*

making sound, plotagon also provides features so you can add music

and text to the animation.

6. Click the dialog above to expand the dialog. Then, in the empty space,

text will appear and you can choose which personality to include in the

dialogue, as well as determine its expression.

7. Finally press the microphone button to record sound and take turns

talking to friends who are partners for dialogue.

Figure 2.6 *pick some musics*

4. Introduction to Plotagon as a tool for improving speaking skills

In today's interconnected and fast paced world, effective

communication skills are paramount. The ability to express thoughts, ideas,

and information verbally is a fundamental skill that not only plays a crucial

role in academic success but also in personal and proffesional development.

Recognizng the significance of enhancing speaking skill in the classroom, educators are constantly seeking innovative ways to engage students and foster their communicative abilities. One such innovative too that has gained prominence ineducation is Plotagon.

Plotagon is a versatile and user-friendly animation software that offers a unique approach to improve speaking skills. It allows students to create animated characters and scenes, write scripts, and bring their narratives to life through digital storytelling. This technology bridges the gap between traditional language learning methods and the dynamic, media-rich world in which today'sstudents thrive.

In this digital age,students are surrounded by multimedia content, making Plotagon an ideal tool for capturing their attention and motivation. By harnessing the power of animation and storytelling, educators can create a stimulating learning environment that not only encourages students to speak butalso provides them with a creative outlet to express themselves.

Throughout this exploration, we will delve into the various aspects of using Plotagon as a tool for improving speaking skills. We will discuss its features, benefits, practical implementation in the classroom, and strategies for effective integration. Moreover, we will examine how Plotagon aligns with

educational objectives and contributes to students' overall language proficiency, confidence, and communicative competence. By the end of this journey, you willhave a comprehensive understanding of how Plotagon can be harnessed as a valuable asset in the pursuit of enhancing students' speaking abilities, preparing them for success in both their academic endeavors and future careers.

5. **The advantages and disadvantages of using plotagon**

There are so many advantages and disadvantages of Plotagon, because it is a reliable helpful and useful application. Plotagon has wide variety of options to customize charaters and practice vocabulary while creating a movie. It also a fun away to learn language comprehensively. However, there are some weakness, such ass computer voice can be stilted, and it cannot be accesed offline. Thus, internet access is a crucial point to run the application.

CHAPTER III

RESEARCH METHODOLOGY

A. Reseacrh Design

This study used a quantitative approach to examine the problem that arise. The purpose of using quantitative methods is to calculate how effective the plotagon application is used to improve speaking ability especially in fluency and accuracy. Quantitative methods have three structures, namely experimental, correlation and survey Creswell (2012). In this study, the researcher used experimental research to get the results of the research. According to Sugiyono (2012) the experimental design is devided into three, namely: pre-experimental, true experimental and quasi-experimental. In this study, the researcher conducted a pre-experimental design, with one group pre test and post test.

In addition, the researcher used experimental teaching to find out whether there is an improvement on students speaking skill by using plotagon. Before the pre-experimental research, a pre test first on speaking was given to know students ability in speaking. After the pre – test, the researcher gave a teaching presentation to the students by using " Plotagon Story Application ",

which includes introducing, explaining and giving examples of the implementation of using plotagon in speaking skill. After all the materials were taught, the students were given a post test to know their learning outcomes after learning in the last meeting.

B. Research Location

The research was conducted at MAN 2 Aceh Barat, which is located at Sisingamangaraja Street, Kota Meulaboh, Aceh Barat. MAN 2 Aceh Barat is a state islamic senior high school under the administration of Ministry of Religious Affair of Indonesia. The school has enough teaching staff and good teaching facilities to support teaching and learning process.

C. Population and Sample

1. Population

According to Sugiyono (2008), the poplation is a general area including of object/subject which has specific characteristics decided by the researcher to be studied and concluded. Arikunto (2002) defined the population as "the set or collection of all processing items of one or more attributes of interest. The population of this research was the second-grade students of MAN 2 Aceh Barat, which consisted of 180 students. The whole class of the second grade was six classes.

2. Sample

The sample of this research was the XI IPA class of MAN 2 Aceh Barat, which consisted of 32 students. The sample used in this research was only one class of the second grade students of MAN 2 Aceh Barat that became an experiment class. In selecting the sample, the researcher used purposive sampling to determine the sample. According to Sugiyono (2012), purposive sampling is a technique for choosing samples based on spesific considerations. That is why the researcher took samples using the purposive technique because purposive sampling is used when the target has spesific characteristics.

The sample characteristics were as follow:

a. The teacher recommended doing a treatment to the class XI IPA.

b. Learning activities in this class do not motivate students to learn. Class becomes monotonous, and learning activities are less fun. Based on the above conditions, it can be concluded that students' speaking skills are still low.

D. Teaching Presentation

Following the pre test, the researcher gave a teaching presentation to the students. The researcher used speaking test to asses and examine the students' speaking skill. The teaching presentation conducted for 6 meetings. In the first meeting, a pre test was given to know students speaking accuracy and fluency. The researcher provided the dialogue based on the material and the students speak up with their partner in front of the class. After giving a pre test, in the second meeting the researcher introduced and explained about speaking and language features of speaking. In the third meeting, the researcher explained about plotagon and apply the treatment of using Plotagon which would be displayed by LCD to the students and treatment ±60 minutes. After that, the researcher showed the video by plotagon, the video contained with the material about asking and giving. In the fourth meeting, after giving an explanation about speaking and plotagon, the researcher asked students to work in pair and explained about the post test. The last meeting, the post test was given to know the improving students' speaking ability after the treatment.

E.   Method of Data Collection

In this research, the procedure of collecting data would describe as follow:

1. Pre test

Pre-test in first meeting ±60 minutes to know the students' accuracy and fluency in speaking. The reseacher gave a topic of dialogue to student and they would speak up with their partner in front of the classroom.

2.   Post test

Post test was applied after treatment. It aimed to know the improving students' speaking ability after being taught about plotagon story. The researcher asked students to download the plotagon application. All instructions for using plotagon had been explained at the previous meeting. The researcher asked students in pairs to record their voices with the same dialog as during the pretest. Students are asked to make short video using the plotagon application. Students customed characters and backgroud place what they want. Then students recorded their voices in pairs. After it was done, the researcher asked them to present their video results in front of the class by having a conversation like in the animated video they had made. Then the researcher compared their speaking abilities during the pre test and post test

after implementing the plotagon into learning speaking abilities.

F. The Techniques of Data Analysis

1. Scoring Technique

The researcher gave speaking test to the students to analyze their scores on fluency, vocabulary and pronounciation. Beside that the students' vocabulary was also analyzed. In giving scores to the students, the researcher used analytic scale. The maximum score is 100 in the aspect of speaking so the final maximum score is 100.

a. The results the convert score is put in this score classification:

Table 3. 1 *Scoring Classification*

No	Classification	Score
1	Excellent	91-100
2	Good	75-90
3	Fair	61-74
4	Less	51-60
5	Poor	0-50

(Depdikbud, 2009)

An analytic scale based on Harris and Susanti (2018) is used to assess students' speaking. It can be see on the following figures:

a) Pronunciation

Table 3. 2 *Scoring of Pronunciation*

Aspect	Score	Description
Pronunciation	91-100	Have a few traces of foreign accents

	75-90	Always intelligible, through one is conscious of a define accent
	61-74	Pronunciation problem necessitate concentrated listening and occasionally lead to missunderstading
	51-60	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
	10-50	Pronunciation problems so servere as to make speech virtually unintelligible

b) Vocabulary

Table 3. 3 *Scoring of Vocabulary*

Aspect	Score	Description
Vocabulary	91-100	Use of vocabulary and idioms is virtually that of a native speaker
	75-90	Sometimes uses inappropriate terms and must rephrase the idea because of lexical inadequate.
	61-74	Frequently uses the wrong words, conversation some what limited because of inadeqquate
	51-60	Miss use of word and very limites vocabulary make comprehension quite difficult
	10-50	Vocabulary limitation so extreme as to make conversation virtually impossible

c) Fluency

An analytic scale based on Heaton and Alwidin (2014) is used to assess students' speaking fluency results. It can be see on the following figures:

Table 3. 4 *Scoring of Fluency*

Classification	Score	Criteria
Very Good	91-100	Speaking fluently
Good	75-90	Speaking generally at normal speed
Fair	61-74	Speaking sometimes hasty fair
Less	51-60	Speaking too slowly
Poor	0-51	Speaking with many pause

2. Data Analysis

The researcher used SPSS (statistical Package for Social Science) for hypothetical of test. The purpose of using SPSS in this case is to practically and effeciency in this study. The date analyzed to find out the descriptives, frequencies, and T-test. Where the criteria for hyphothesis testing if the t-test was smaller than t-table value, the null hyphothesis was accepeted while the alternative hyphothesis was rejected and t-test value value was greater than t-table value, the null hyphothesis was rejected while the alternative hyphothesis was accepted.

The data of this research would be statistically analyzed. The researcher used one group for pre-test and for post-test. Furthermore, the data of this research

would be statistically with independent sample to compare the mean of the sample. The researcher use t-test to analyze the data. In this case, the researcher used statistical compulation by using SPSS (Statistical Package for Social Science) for hypothetical of test.

H0 =   There is no significant of the students' speaking skill before and after being taught by using Plotagon Application.

Ha =   There is significant of the students' speaking skill before and after being taught by using Plotagon Applicatio.
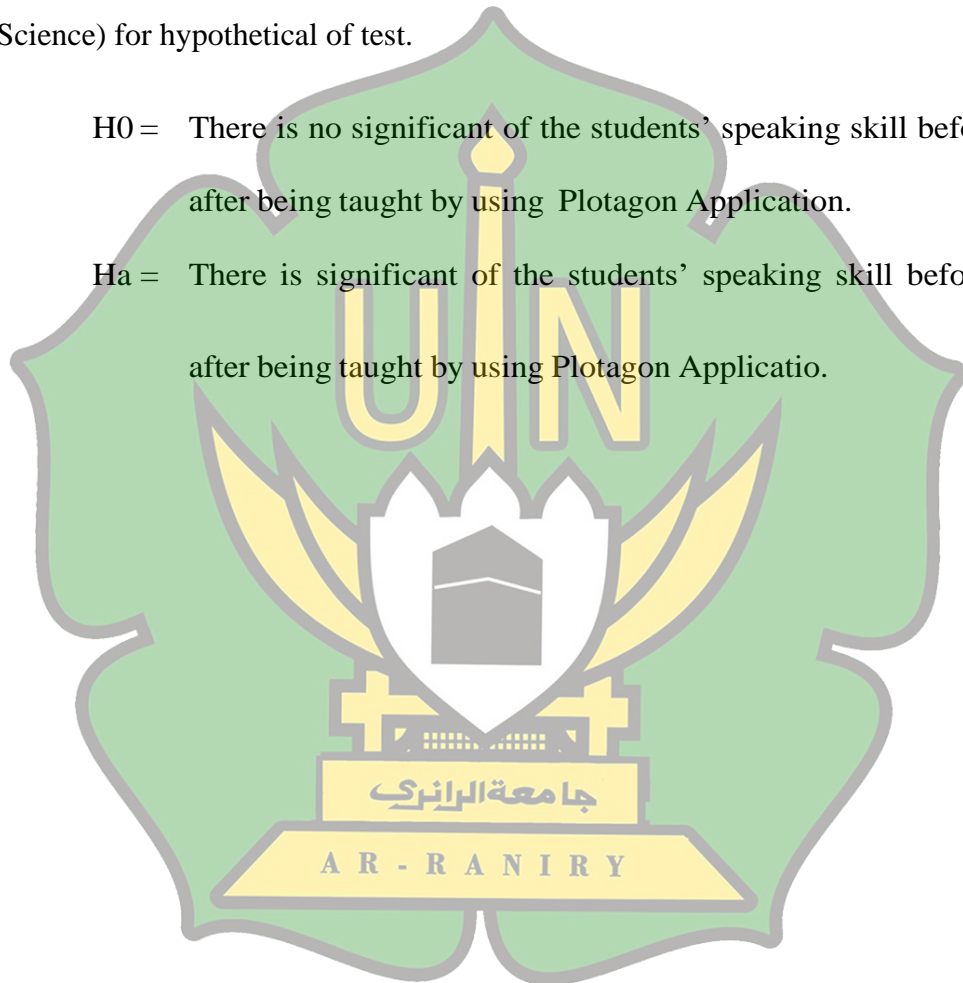
CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presented research findings of the study concerning the implementation of plotagon application in improving the speaking ability of the students of MAN 2 Aceh Barat. The experiment commenced on January 17, 2024 and finished on January 22, 2024, (the first day was used for the introduction, four days were spent for the treatment and the last day was used for the post-test).

A. Findings

Having analyzed the results of the research, the researcher presented the table and apply some statistical procedures. These statistical procedures were presented in order to calculate the data easily and systematically. The table shows the distributions of the scores before and after the treatment to display the score for pre-test and post-test. The significant differences between both scores are illustrated in the comparison table below.

1. The Improvement of Students' Speaking Accuracy by Using Plotagon

The influence of Plotagon Story in improving the students' accuracy in speaking was dealing vocabulary and pronunciation. The

improvement of the students in such two items can be seen in the following

table:

Table 4. 1 *The Improvement of the students' speaking Accuracy*

No	Indicators	Mean Score		Improvement
		Pre-test	Post- test	
1	Vocabulary	56,06	76,31	36,12%
2	Pronunciation	54,44	73,94	35,81%

The Table of 4.1 above indicates that there was the improvement of the

students' speaking accuracy from pre-test and post-test. The students' vocabulary

mean score in pre-test was less (56,06) than it increases in of post-test categorized

good (76.31). Then, the students' pronunciation mean score in pre-test was less

(54.44) and it increases in post-test which is categorized as fair (73,94).

The result of pre-test and post-test had improved 36,12 % for vocabulary

and pronunciation was 35,81 %. The table above proved that the use of plotagon

in teaching speaking can improve the students' speaking accuracy after taking pre-

test and post test has been achieved standard score.

a. **The Improvement Students' Vocabulary**

Table 4. 2 *Frequency pretest of the students' vocabulary*

			Pre Test	
Score	Classification	X1	Frequency	Percentage
100 – 91	Excellent	0	0	0
90 – 75	Good	0	0	0
74 – 61	Fair	0	0	0
60 – 51	Less	55	8	25,0%
		56	14	43,8%
		57	10	31,3%
50 – 0	Poor	0	0	0
Total			32	100%

The table of 4.2 showed that frequency and percentage of the students' vocabulary in pre-test from 32 students, 8 students (25,0%) got the score of 55, 14 students (43,8%) got 56, 10 students (31,3%) got 57 score. From 32 students in less classification.

Table 4. 3 *Frequency post-test of the students' vocabulary*

Score	Classification	X1	Post Test Frequency	Post Test Percentage	All Percentage
100 – 91	Excellent	0	0	0	0
90 – 75	Good	85	3	9,4%	
		83	1	3,1%	
		80	8	25,0%	
		78	1	3,1%	
		77	4	12,5%	
		76	7	21,9%	
		75	2	6,3%	
74-61	Fair	70	1	3,1%	
		66	1	3,1%	
		65	4	12,5%	
60 – 51	Less	0	0	0	
50 – 0	Poor	0	0	0	0
Total			32	100%	100%

Table of 4.3 showed that frequency and rate percentage of the students' vocabulary in post-test were 32 students or 100% was in good category .

To know the percentage of the students' improvement in vocabulary, could be seen in figure below, the following table :
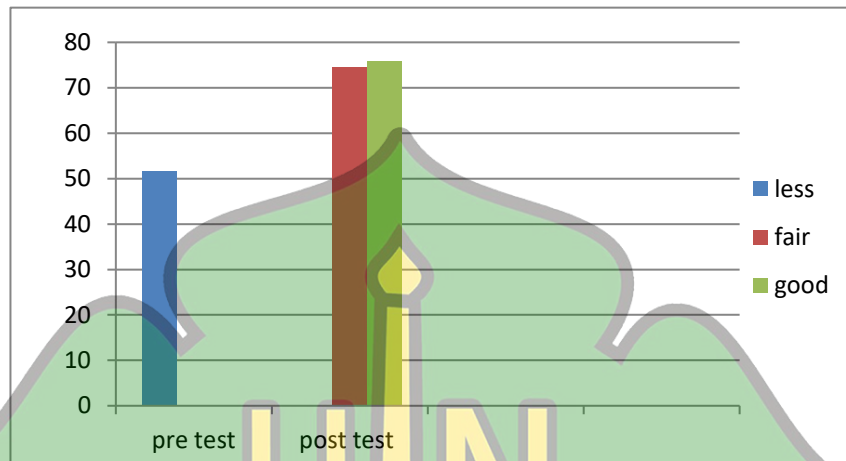
Figure 4.1 *The Improvement of the students' vocabulary*

b. **The Improvement Students' Pronunciation**

Table 4. 4 *Frequency pre-test of the students' pronunciation*

Score	Classification	X1	Pre Test Frequency	Percentage
100 – 91	Excellent	0	0	0
90 – 75	Good	0	0	0
74 – 61	Fair	0	0	0
60 – 51	Less	53	6	18,8%
		54	11	40.6%
		55	10	31,3%
		56	5	15,6%
50 – 0	Poor	0	0	0
Total			32	100%

Table of 4.4 showed that frequency and percentage of the students'

pronunciation in pre-test from 32 students, 6 students (18,8%) got 53 score, 11

students (40.6%) got 54 score, 10 students (31,3%) got 55 score, and only 5

students (15,6%) got 56 score. And Finally, from 32 or 100% of students in less

category.

Table 4. 5 *Frequency post-test of the students' pronunciation*

Score	Classification	X1	Post Test		All Percentage
			Frequency	Percentage	
100 – 91	Excellent	0	0	0	0
90 – 75	Good	80	5	15,6%	75%
		79	1	3,1%	
		78	1	3,1%	
		77	2	6,3%	
		76	6	18,8%	
		75	9	28,1%	
74 – 61	Fair	74	1	3,1%	21,9%
		70	1	3,1%	
		66	1	3,1%	
		65	3	9,4%	
		63	1	3,1%	
60 – 51	Less	56	1	3,1%	3,1%
50 – 0	Poor	0	0	0	0
Total			32	100%	100%

Table of 4.5 showed that frequency and rate percentage of the students'

pronunciation in post test of 32 students, there were 26 students (75%) got good

category, 7 students (21,9%) students was in fair category, and only 1 student

was in less category.

To know the percentage of the students' improvement in pronunciation, could be seen in figure below :
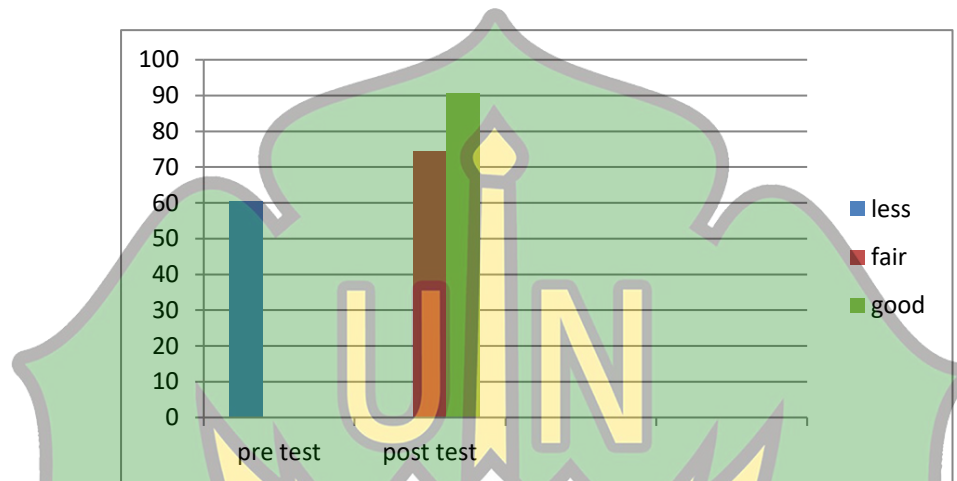
Figure 4.2 *The Improvement of the students' pronunciation*

2. **The Improvement of Students' Speaking Fluency by Using Plotagon Story**

The use of Animation movie in improving the students' fluency in speaking. The improvement of the students' fluency can be seenn clearly in the following table :

Table 4. 6 *The Improvement of the students' speaking Fluency*

No	Indicators	Mean Score		Improvement
		Pre-test	Post- test	
1	Fluency	53,47	70,23	31,34%

The Table of 4.6 indicated that there was the improvement of the students'

speaking fluency from pre-test and post-test. The students' fluency mean score in

pre-test was less (53,47) then it increases in of post-test which categorized fair

(70,23). The table above proved that use of Plotagon in teaching and learning

process can improve the students' speaking fluency after taking in pre-test and

post-test had been achieved the score (31,34%).

Table 4. 7 *Frequency pretest of the students' fluency*

Score	Clas sification	X1	Pre Test	
			Frequency	Percentage
100 – 91	Excellent	0	0	0
90 – 75	Good	0	0	0
74 – 61	Fair	0	0	0
60 – 51	Less	51	6	18,8%
		52	6	18,8%
		53	4	12,5%
		54	2	6,3%
		55	11	34,4%
		56	3	9,4%
50 – 0	Poor	0	0	0
Total			32	100%

Table 4.7 showed that frequency and percentage of the students' fluency in

pre-test from 32 students, 6 students (18,8 %) got 51 score, 6 students (18,8%)

got 52 score, 4 students (12,5%) got 53 score, 2 students (6,3%) got 54 score,

11students (34,4%) got 55 score, and 3students (9,4%) got 56 score. 32 students

(100%) got less category.

Table 4. 8 *Frequency post-test of the students' fluency*

Score	Classification	X1	Post Test		All Percentage
			Frequency	Percentage	
100 - 91	Excellent	0	0	0	0
90 – 75	Good	80	2	6,3%	
		76	2	6,3%	40,7%
		75	9	28,1%	
74 – 61	Fair	74	2	6,3%	
		70	3	9,4%	
		68	2	6,3%	56,5%
		65	7	21,9%	
		63	2	6,3%	
		61	2	6,3%	
60 – 51	Less	60	1	3,1%	3,1%
50 – 0	Poor	0	0	0	0
Total			32	100%	100%

Table of 4.8 showed that frequency and rate percentage of the students' fluency in post-test from 32 students, 13 students (40,7 %) got good category, 18 students (56,5%) were in fair category and only 1 student (3,1%) was in less category.

To know the percentage of the students' improvement in vocabulary, could be seen in the figure below :
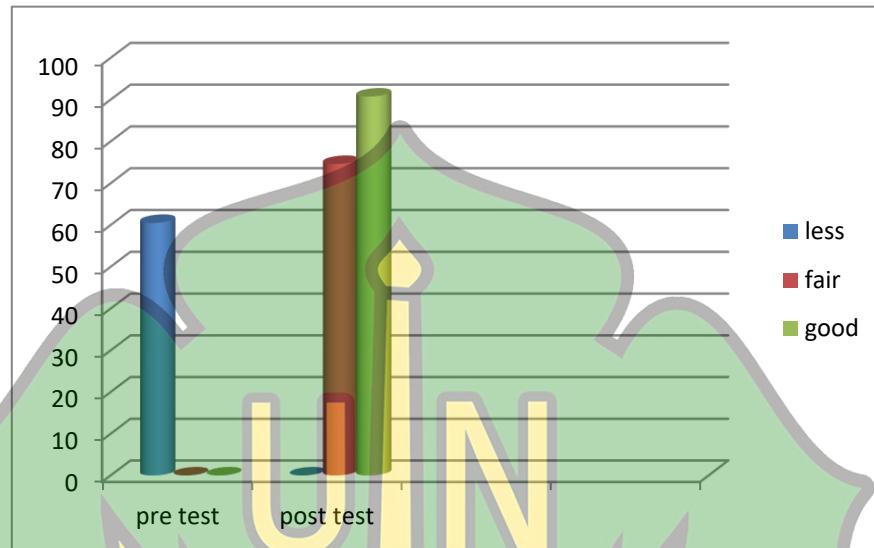
Figure 4.3 *The Improvement of the students' fluency.*

3. The Improvement of The Students Speaking Skill

Below was the students' improvement in terms of fluency and accuracy. It can be seen clearly based on the following table that showed:

Table 4.9 *The Improvement Students' Speaking Skill*

No	Indicators	Improvement
1	Accuracy	71,93%
2	Fluency	31,34%

The data analysis of the influence of speaking accuracy at the second grade students' of MAN 2 Aceh Barat, shows that the percentage was (71,93%). The influence of speaking fluency at the second grade students' of MAN 2 Aceh

Barat, showed that the percentage was (31,34%). The improvement of the students' accuracy and fluency show that the use of plotagon was effective to improve the students' speaking skill, especially on students' accuracy and fluency.

4. **Test of hypothesis**

A t-test is required, Sudjana (2008), in order to locate the outcomes of the research hypothesis. The t-score played a significant role in the analysis of this study. To compare data, scores, and the effectiveness findings from the study, the t-score sought to identify a significant difference between the pre-test, which served as the first test and the post test, which served as the second test. The reseacher compared the calculated t-test findings with t-table value after determining the results of the calculation. In this case, the reseacher could see if the value and and and outcomes of the test were higher than those of the t-table. The result of the calculation is shown as follows:

Table 4. 10 *T-test value of the students' speaking skill*

Components	T-test	T-table	Remarks
Speaking	18.227	2.039	Significantly differently

Table of 4.10 showed the comparison between the students' t-test and t-table to improve speaking accuracy and speaking fluency after using plotagon in

speaking activities. The value of the t-test is greater than t-table (18.227 > 2039).

It can be concluded that there was significant difference between the result of the

students speaking skill before and after using plotagon at second grade of MAN 2

Aceh Barat. This also means that null hyphothesis (H0) : there is no significant

difference/improvement of the students speaking skill before and after being

taught by using Plotagon was rejected and the alternative hypothesis (H1) : there

is significant difference/improvement of the students speaking skill before and

after being taught by plotagon was accepted.

B. Discussion

The interpretation of the research findings was derived from the result of

the students' speaking skill. The result showed that there was an improvement in

speaking skill at second grade of MAN 2 Aceh Barat in the academic year

2022/2023. The data was collected through speaking test as previous section

showed that the students' speaking significantly improve their accuracy and

fluency in speaking skill. The students score after applying plotagon movie as

media in teaching was better than before the treatment was given to the students.

Before giving the treatment, 32 students got less score. It means that 100%

students got low score in pretest of accuracy and fluency. After the researcher

gave the treatment, there were improvement in post test in accuracy and fluency.

While in post test of vocabulary was 32 or (100%) all students got good score. In post test of pronunciation 24 or (75%) students got good score. 7 or (21,9%) students got fair score. In the post test fluency was 13 or (40,7%) students in good category, 18 or (56,5%) and 1 or (3,1%) student in less category.

In accuracy of speaking, the mean score pre test of vocabulary was 56,06 and the post test 76.31. The mean score of pronunciation was 54,44 and the post test 73,94. It show ed that there was a significant improvement accuracy. In order to know the level of significance (P= 0.05), degree of freedom (df= n-1) where (df=32-1= 31).

In fluency of speaking, the mean score of pre test was 53,47 and mean score of post test was 70,13. It show that there was a significant improvement in speaking skill. Therefore, it has an improvement from the score of pretest and post test namely 70.13>53.47 (the mean score of post test is greater than the mean score of pre test).

Based on the result above, hypothesis test shows that Null Hyphotesis (H0) was rejected and Alternative Hyphothesis (H1) was accepted. Where comparison between the students' t-test and t-table show the value of t-test greater than t-table (18.227>2.039). Therefore the researcher concluded that there were significant difference of the students' speaking skill deal with accuracy and

fluency before and after applying plotagon stroy.

Meanwhile, the previous research shows by Rasyid (2016) the study entitled "Using Animation to Improve Speaking Skill" is aimed to find out whether the use of plotagon can improve students' achievement at second grade of SMU Abulyatama. The samples of this study were 20 students of class 2 IPA 2. To collect the data, the researcher utilized experimental design one group pre-test and post-test. The instrument used was oral test. The speaking aspects covered in this study were grammar, vocabulary, and pronunciation. The result shows that the students' speaking score increased in all aspects. The grammar aspect noted the highest/significant increase because some of students' achieved very low in grammar before using the movie in learning, but later the significant improvement is on the grammar aspect. It increased from 25 to 44 or 19 points. It explains that plotagon can be one of the good materials to improve students' speaking skills, particularly in grammar aspect.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher can make conclusion as follow :

Improving students'speaking skill by using plotagon story in terms of accuracy and fluency. This is proven by:

1. The plotagon story improved students' speaking accuracy in terms of vocabulary and pronounciation. The mean score pre test of vocabulary was 56.06 and the post test 76.31. The mean score of pronunciation was 54.44 and the post test 73,94. It show that there was a significant improvement accuracy.

2. The plotagon story improved students' speaking fluency. It was proved by the improvement from pretest to post-test. The mean score of pre test was 53.47 and mean score of post test was 70.13. It show that there is a significant improvement in speaking skill. Therefore, it has an improvement from the score of pre test and post test namely 70.13>53.47 (the mean score of post test is greater than the mean score of pre test).

B. Suggestion

Based on the findings of the research, the researcher would like to propose the following suggestion:

1. It is suggested that the English teacher should use plotagon story as an English teeaching media to improve students speaking skill.

2. Plotagon story could be one of same media of guiding students to get easier in teaching and learning speaking by conducting the plotagon story to the class, it would raise interesting outside of the classroom for using animation movie too.

3. It was suggested the English teacher used plotagon story because it gave variation in carrying out the materials in order to avoid students' boredom in learning speaking activity.

4. For next researches were suggested that they developed these research findings to investigate the speaking issues in any level of students.

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KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-11935/Un.08/FTK/Kp.07.6/11/2023

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;

b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;

c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan :
Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU :
Menunjuk Saudara :
Drs. Amiruddin, M.Pd

Untuk membimbing Skripsi
Nama : **Nurul Iman**
NIM : 180203178
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **Improving Student Speaking Skill by Using Plotagon**

KEDUA :
Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA :
Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2023 Tanggal 30 November 2022 Tahun Anggaran 2023;

KEEMPAT :
Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA :
Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 15 November 2023
Dekan,

Safrul Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BARAT
MADRASAH ALIYAH NEGERI 2 ACEH BARAT
Jln.Pendidikan - SuakTimah – 23652-NPSN: 10114237.
NSM. 13111150002-AKREDITASI (A) Email : mansuaktimah15@gmail.com

Nomor : B-013 /Ma.01.27/TL.00/01/2024
Lampiran : -
Perihal : Penelitian Mengumpulkan Data
Untuk Menyusun Data Skripsi

Kepada Yth. Pimpinan Fakultas Tarbiyah dan Keguruan
UIN Ar-Raniry Banda Aceh
di-
Banda Aceh

Assalamu'alaikum Warahmatullahiwabarakatuh.

Dengan hormat, menindak lanjuti surat dari Universitas Islam Negeri Ar-Raniry Falkultas Tarbiyah Dan keguruan dengan Nomor : B-817/Un.08/FTK.1/TL.00/1/2024 Tanggal 15 Januari 2024, Perihal tersebut di pokok surat, maka dengan ini dinyatakan bahwa:

Nama : **Nurul Iman**
Nim : 180203178
Jurusan : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian mengumpulkan data pada tanggal 17 Januari s/d 23 Januari 2024 Untuk menyusun Skripsi dengan judul, **Improving Student Speaking Skill by Using Plotagon** di MAN 2 Aceh Barat, Kecamatan Samatiga Kabupaten Aceh Barat.

Demikian kami sampaikan untuk dapat dipergunakan seperlunya.

Wassalamu'alaikum Warahmatullahiwabarakatuh.

Suak Timah, 23 Januari 2024
Kepala MAN 2 Aceh Barat

SAIFAN IRWAN, S. Ag., M. Pd
NIP. 19730808 199905 1 001

Tembusan
1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh;
2. Kepala Kantor Kementerial Agama Kab. Aceh Barat.

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-817/Un.08/FTK.1/TL.00/1/2024
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kepala MAN 2 Aceh Barat

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **NURUL IMAN / 180203178**
Semester/Jurusan : XII / Pendidikan Bahasa Inggris
Alamat sekarang   : Jeulingke

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Improving Student Speaking Skill by Using Plotagon*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 15 Januari 2024
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Berlaku sampai : 23 Februari
2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

INSTRUMENT OF PRE-TEST

Activity   **: Speaking Test**

Instruction   **: Students will dialogue in front of the class with their partner.**

Sera   : Will you hear my story, Rik?

Riko   : Yes, I will. What's about?

Sera   : It is about our friend Dina. Listen to me!

Riko   : Okay!

Sera   : Dina asked me to join her to Bali next Sunday.

Riko   : And then?

Sera   : I confused because next week I will have my first test in my course

Riko   : I see. Then?

Sera   : How to say to Dina if I can't join her?

Riko   : Just say the trust.

Sera   : Okay I will try.

Riko   : Look at me!

Sera   : Why?

Riko   : What do you think about this book?

Sera   : Wow! That's a good book. Next time I will borrow it.

Riko   : Yes, sure

INSTRUMENT OF POST-TEST

Activity : Speaking Test

Instruction : **Students will dialogue in front of the class with their partner.**

Russel : Hi, mr. Fredricksen. It's me, Russell.

Mr. Fredricksen : What are you doing out here, kid?

Russel : I found the snipe and I followed it under your porch. But this snipe had a long tail and looked more like a large mouse. Please, let me in.

Mr. Fredricksen : No........ Aw, all right. You can... come... in.

Russel : I've never been in a floating house before. Goggles... Look at this stuff! Are you going on a trip? "Paradise Falls, a land lost in time". Are you going to South America, mr. Fredricksen?

Mr. Fredricksen : Don't touch that! You'll soil it.

Russel : You know, most people take a plane. But you're smart, because you have your TV, clocks and stuff. Ooo, is this how you steer your house? Does it really work? This makes it turn right and that way is left. Hey, look! Buildings! That building's so close, I can almost touch it! Wow, this is great! You should try this, mr. Fredricksen. Look, there's a bus that could take me home two blocks away! Hey, I can see your house from here!

Mr. Fredricksen : Don't jerk around so much, kid!...Well, that's not gonna work.

Russel : I know that cloud, it's a "cumulonimbus". Did you know that a cumulonimbus...

Mr. Fredricksen : Aaa, I stayed up all night blowing up ballons... for what? That's nice, kid. What

are you doing over there?

Russel : Look! See? Cumulonimbus

APPENDIX IV

PRE TEST						
Code	Vocabulary	Classification	Pronunciation	Classification	Fluency	Classification3
S-1	55	Less	53	Less	52	less
S-2	55	Less	53	Less	54	less
S-3	57	Less	53	Less	51	less
S-4	56	Less	53	Less	51	less
S-5	56	Less	53	Less	52	less
S-6	56	Less	53	Less	53	less
S-7	55	Less	54	Less	53	less
S-8	56	Less	54	Less	51	less
S-9	56	Less	54	Less	53	less
S-10	57	Less	54	Less	51	less
S-11	56	Less	54	Less	51	less
S-12	56	Less	54	Less	52	less
S-13	55	Less	54	Less	54	less
S-14	55	Less	54	Less	53	less
S-15	56	Less	54	Less	52	less
S-16	55	Less	54	Less	55	less
S-17	56	Less	54	Less	55	less
S-18	55	Less	55	Less	56	less
S-19	57	Less	55	Less	52	less
S-20	57	Less	55	Less	52	less
S-21	56	Less	55	Less	51	less
S-22	55	Less	55	Less	55	less
S-23	56	Less	55	Less	55	less
S-24	56	Less	55	Less	55	less
S-25	56	Less	55	Less	55	less
S-26	57	Less	55	Less	55	less
S-27	56	Less	55	Less	56	less
S-28	57	Less	56	Less	55	less
S-29	57	Less	56	Less	56	less
S-30	57	Less	56	Less	55	less
S-31	57	Less	56	Less	55	less
S-32	57	Less	56	Less	55	less

SCORE OF POST TEST

POST TEST					
Code	Vocabulary	classification	Pronunciation	Classification	Fluency	classification
S-1	76	Good	75	Good	68	good
S-2	65	Fair	66	Fair	63	fair
S-3	77	Good	76	Good	75	good
S-4	80	Good	76	Good	75	good
S-5	83	Good	77	Good	74	good
S-6	85	Good	77	Good	76	good
S-7	75	Good	75	Good	65	good
S-8	85	Good	80	Good	75	good
S-9	85	Good	80	Good	80	good
S-10	80	Good	79	Good	80	good
S-11	77	Good	75	Good	75	good
S-12	76	Good	75	Good	74	good
S-13	65	Fair	65	Fair	61	fair
S-14	65	Fair	65	Fair	63	fair
S-15	76	Good	70	Fair	70	fair
S-16	66	Fair	63	Fair	61	fair
S-17	70	Fair	65	Fair	65	fair
S-18	75	Good	74	Good	70	fair
S-19	65	Fair	56	Fair	60	fair
S-20	78	Good	76	Good	68	fair
S-21	76	Good	76	Good	65	fair
S-22	76	Good	75	Good	65	fair
S-23	77	Good	75	Good	75	good
S-24	80	Good	80	Good	75	good
S-25	80	Good	78	Good	76	good
S-26	76	Good	75	Good	65	fair
S-27	76	Good	76	Good	75	good
S-28	77	Good	75	Good	65	fair
S-29	80	Good	80	Good	75	good
S-30	80	Good	80	Good	75	good
S-31	80	Good	75	Good	70	good
S-32	80	Good	76	Good	65	fair

DATA ANALYSIS OF SPSS (Statistical Package for Social Science)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Vocabulary	32	55	57	56.06	0.759
Pre Test Pronunciation	32	53	56	54.44	0.982
Pre Test Fluency	32	51	56	53.47	1.759
Post Test Vocabulary	32	65	85	76.31	5.811
Post Test Pronunciation	32	56	80	73.94	5.792
Post Test Fluency	32	60	80	70.13	5.879
Valid N (listwise)	32				

Pre Test Vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	8	25.0	25.0	25.0
	56	14	43.8	43.8	68.8
	57	10	31.3	31.3	100.0
	Total	32	100.0	100.0	

Statistics

		Pre Test Vocabulary	Pre Test Pronunciation	Pre Test Fluency	Post Test Vocabulary	Post Test Pronunciation	Post Test Fluency
N	Valid	32	32	32	32	32	32
	Missing	0	0	0	0	0	0
Mean		56.06	54.44	53.47	76.31	73.94	70.13
Std. Deviation		0.759	0.982	1.759	5.811	5.792	5.879
Minimum		55	53	51	65	56	60
Maximum		57	56	56	85	80	80

Pre Test Fluency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	51	6	18.8	18.8	18.8
	52	6	18.8		37.5
	53	4	12.5	12.5	50.0
	54	2	6.3	6.3	56.3
	55	11	34.4	34.4	90.6
	56	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

Post Test Vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	4	12.5	12.5	12.5
	66	1	3.1	3.1	15.6
	70	1	3.1	3.1	18.8
	75	2	6.3	6.3	25.0
	76	7	21.9	21.9	46.9
	77	4	12.5	12.5	59.4
	78	1	3.1	3.1	62.5
	80	8	25.0	25.0	87.5
	83	1	3.1	3.1	90.6
	85	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

Post Test Fluency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	3.1	3.1	3.1
	61	2	6.3	6.3	9.4
	63	2	6.3	6.3	15.6
	65	7	21.9	21.9	37.5
	68	2	6.3	6.3	43.8
	70	3	9.4	9.4	53.1
	74	2	6.3	6.3	59.4
	75	9	28.1	28.1	87.5
	76	2	6.3	6.3	93.8
	80	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

Post Test Pronunciation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	3.1	3.1	3.1
	63	1	3.1	3.1	6.3
	65	3	9.4	9.4	15.6
	66	1	3.1	3.1	18.8
	70	1	3.1	3.1	21.9
	74	1	3.1	3.1	25.0
	75	9	28.1	28.1	53.1
	76	6	18.8	18.8	71.9
	77	2	6.3	6.3	78.1
	78	1	3.1	3.1	81.3
	79	1	3.1	3.1	84.4
	80	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

Pre Test Pronunciation

Pre Test Fluency

Post Test Vocabulary

Post Test Pronunciation

Post Test Fluency
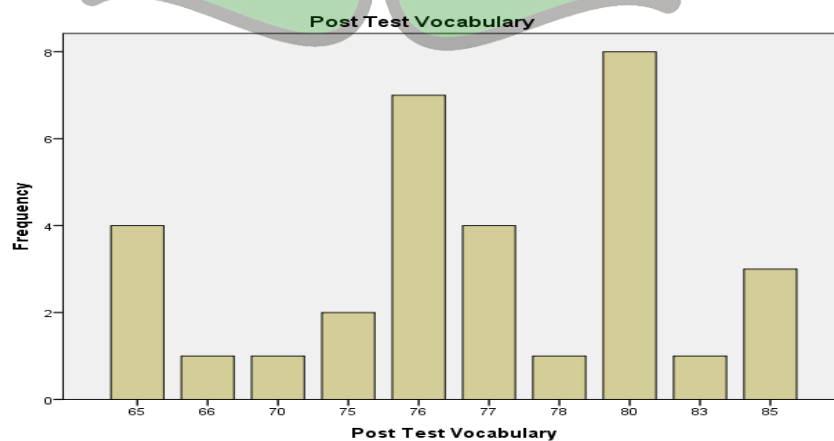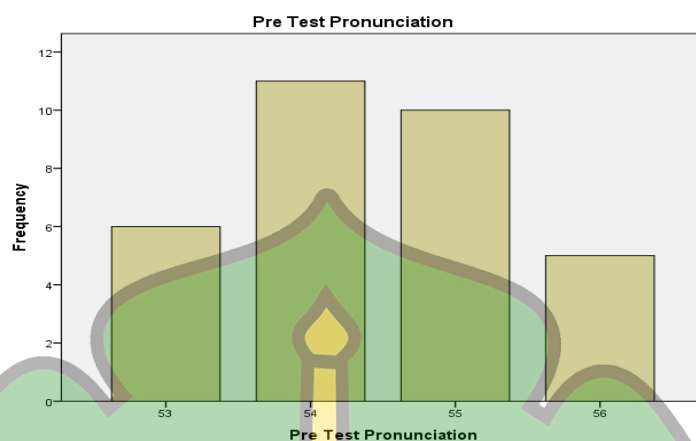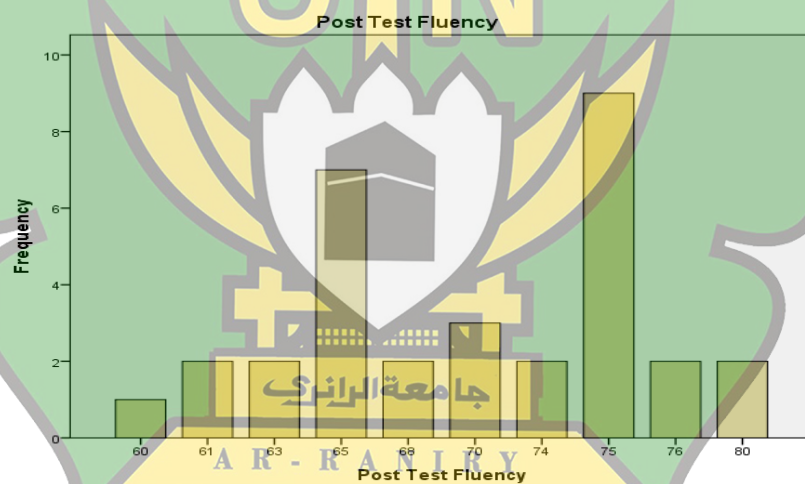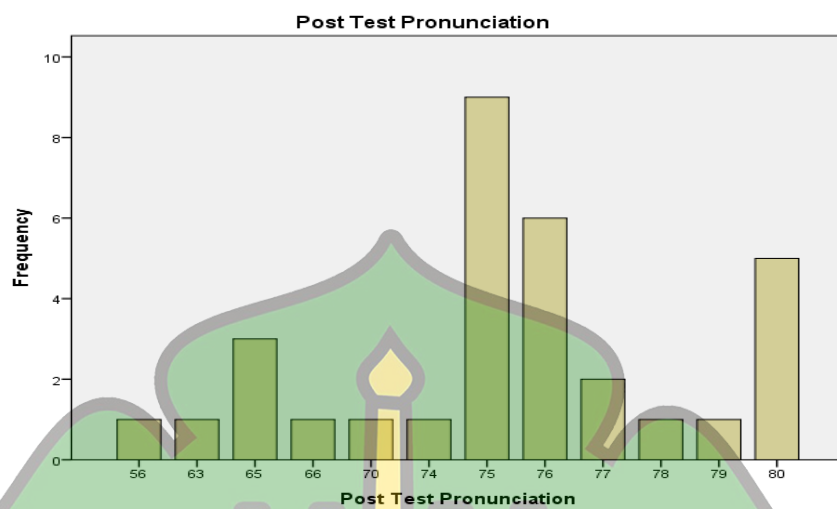
The Significant Different Between Pre-test and Post-test (SPSS)

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test Vocabulary	56.06	32	0.759	0.134
	Post Test Vocabulary	76.31	32	5.811	1.027
Pair 2	Pre Test Pronunciation	54.44	32	0.982	0.174
	Post Test Pronunciation	73.94	32	5.792	1.024
Pair 3	Pre Test Fluency	53.47	32	1.759	0.311
	Post Test Fluency	70.13	32	5.879	1.039

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test Vocabulary & Post Test Vocabulary	32	0.419	0.017
Pair 2	Pre Test Pronunciation & Post Test Pronunciation	32	0.175	0.338
Pair 3	Pre Test Fluency & Post Test Fluency	32	-0.180	0.323

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pre Test Vocabulary - Post Test Vocabulary	-20.250	5.536	0.979	-22.246	-18.254	-20.693	31	0.000
Pair 2	Pre Test Pronunciation - Post Test Pronunciation	-19.500	5.702	1.008	-21.556	-17.444	-19.345	31	0.000
Pair 3	Pre Test Fluency - Post Test Fluency	-16.656	6.434	1.137	-18.976	-14.337	-14.645	31	0.000

AUTOBIOGRAPHY

a. Nama : Nurul Iman

b. TTL : 18 Oktober 1999

c. Jenis Kelamin : Perempuan

d. Pekerjaan : Mahasiswa

e. Agama : Islam

f. Kebangsaan : Indonesia

g. Suku : Aceh

h. Status : Belum Menikah

i. No Hp : 0822-7298-5632

j. Alamat : Aceh Barat

k. Orang tua

    a. Ayah

    Nama : Drs. Safrizal Husin

    Pekerjaan : PNS

    Alamat : Aceh Barat

    a. Ibu

    Nama : Siti Hidayah

    Pekerjaan : IRT

    Alamat : Aceh

l. Pendidikan

a. SD/MI : Min Drien Rampak Meulaboh

b. SLTP : Mtsn Model Meulaboh

c. SLTA : MAN 1 Aceh Barat

d. PT : UIN Ar- Raniry