THE USE OF ANIMATION MOVIE "BABY BOSS" TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT AT SMAN 1 INDRAPURI

THESIS

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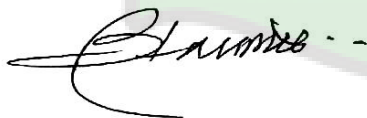Bachelor of Education in English Language Teaching

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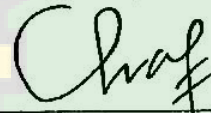Dr. Luthfi Aunie, M.A   Ikhwanna Dhivah, S. Pd.

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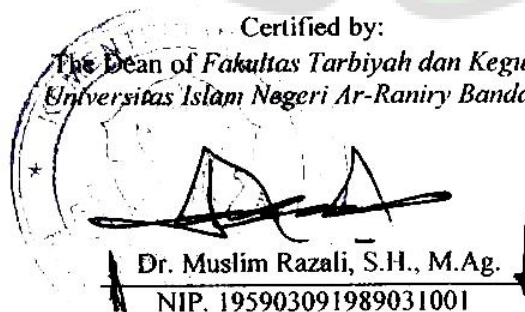
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The Implementation of Animation Movie "Baby Boss" to Motivate Students in
Teaching Speaking at SMAN 1 Indrapuri

adalah benar-benar karya asli saya, **kecuali semua kutipan dan referensi yang disebutkan**
sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya
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Banda Aceh, 16 Desember 2019
Saya yang membuat surat pernyataan,

Cut Rizka Fadhlina

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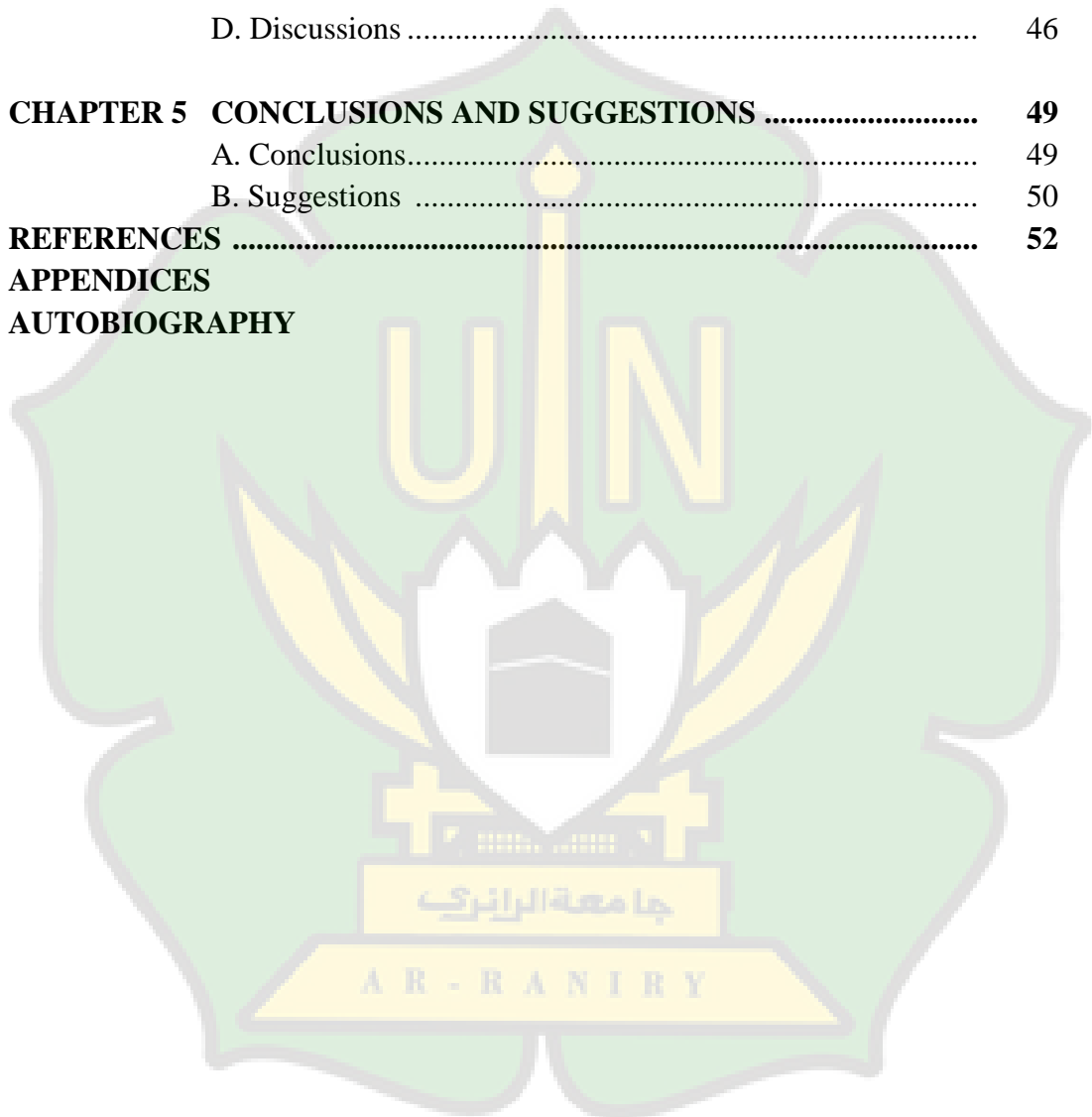
ABSTRACT

Name	: Cut Rizka Fadhlina
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Major	: Department of English Language Education
Thesis Working Title	: The Implementation of Animation Movie "Baby Boss" to Motivate Students in Teaching Speaking at SMAN 1 Indrapuri
Main Supervisor	: Dr. Luthfi Aunie, MA
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Keywords	: Animation Movie; Speaking Skill

This research is about the use of animation movie "baby boss" to improve students' speaking achievement at SMAN 1 Indrapuri. The aim of study was to examine whether or not the use of the English animation movie can improve student's speaking achievement, and to know the effectiveness of using the English animation movie in improving students' speaking achievement. The population of this study was students in the second grade of SMAN 1 Indrapuri. The sample was the students of class XI IPA-2 as the experimental class. In collecting the data, the writer used test and observation. The tests were used to know whether or not the use of the English animation movie can improve students' speaking achievement. Meanwhile, the observation was used to know the effectiveness of using the English animation movie in improving students' speaking achievement. After analyzing the data, the results of both pre-test and post-test were different. The result of the average student's scores of the pre-test was 45,95, while the result of the average student's scores of post-test was 78,07. It can be concluded that using the English animation movie can improve students' speaking achievement. It means that this research's alternative hypothesis (Ha) was accepted and that the null hypothesis (Ho) was rejected and there is the significant difference in the achievement between the students before and after taught by using the English animation movie as media. Besides, the result of observations also proved that using the English animation movie is effective in improving students' speaking achievement especially the second year students of SMAN 1 Indrapuri.

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CHAPTER I

INTRODUCTION

A. Background of Study

Communication is a social event that can occur anywhere without knowing the place and time. Language as the tool of communication has an important role to reveal the intention of someone else. People will be able to express their thought and feeling through communication. English is an important means of communication, which is used by many countries in this world. It plays an important role as an international language. According to Curriculum 2013 applied in Indonesia recently, first-grade students of Senior High School have to achieve speaking competency accurately, fluently, and well-accepted to interact for daily life context. That is why teaching speaking is very important to enable students to be able to communicate in English. Moreover English is a subject that is essential to be learned, because most of the information and technology use English, for example in education, commerce, and daily activities, news, computer, and others.

Teaching English includes four language skills. They are listening, speaking, reading and writing. Speaking is one of the skills that must be taught in teaching English because it is the way of oral communication. According to Jim (2004), speaking skill described as the skill to report acts or situation, or the skill to converse, or the express sequence of ideas fluently. It meant that speaking skill is the skill to report the act or situation by using spoken words to express the idea

fluently. Speaking skills in English is a skill to convey ideas to anyone orally. However, many students felt difficult to develop speaking skill, but if the students practice continuously and do it with peers in the classroom, English teachers, or other teachers who can speak English, those all can help the students to develop their speaking ability. The purpose of speaking ability is to smooth conversation skills, vocabulary mastery, improve grammar, perfect pronunciation, English phrases, and auditory train so make it easy to get the message of the speaker. According to Hakim (2005), one of the main criteria for decisive success or not someone in learning English can be seen from how far someone's ability in speaking English. It meant that speaking is the most important skill in English because speaking is one success factor than the other skill in language teaching. To develop this skill, students are suggested to communicate with each other in English, and speaking must be taught to learners since they are children. To develop speaking skills, it is the teacher's responsibility to provide a stimulating environment and instruction that develops a student's ability to communicate effectively.

Pikkov (2010) said that animation essentially involves the presentation of still images in a manner that creates an illusion of motion in viewers' minds. Animations were at one time created manually, a frame at a time and transferred onto film. The computer has long been used to assist in the creation of individual frames and is now being used for interactive display of animations. Computer animations have become relatively common. Besides, Animation movie is one of the media that can be used in teach speaking, it can stimulate and motivate

students' interest. They could attract students' attention since they provide two styles of learning which are audio and visual. This medium could help the students interpret the message spoken by watching the visual performance of the speakers and listening to the speaker's voices. Therefore, the students can adjust the spoken language to the pictures that are animation. It will make them easy to catch and remember the spoken language. Besides that, the students were more attentive and involved in the learning process.

This research focuses on the second grade of SMAN 1 Indrapuri. Based on the observation that was conducted, the researcher found the students have difficulties and some problems in speaking. The problems are the students are less confident in speaking English, felt difficult in remembering vocabulary, and felt bore and less motivated in learning to speak because the English teachers only explained the materials and then just gave exercises in written form. There was no variation or other teaching media used by the teachers. The English teacher only uses the textbook and blackboard as teaching media. To solve those problems, the teacher needs to provide some media or methods in the teaching and learning process. In teaching and learning English especially speaking media and methods have a very important role. The teacher must be able to select and use effective and suitable media or methods in the teaching and learning process. In the education field, many media and methods can be used to help both teachers and students in the teaching and learning process. One of the media which proposed is an animation movie. Using animation movies in teaching English is one of the best ways to enhance lesson plans and give students additional ways to process

subject information especially to support teaching speaking so that the students develop their speaking ability.

To support this research, the writer also has read some related references and research undertaken. One of them is the research by Kurniawati (2014) entitled "The Influence of Using Animation Movie towards Students' Vocabulary Mastery". Her research focused on improving students' vocabulary mastery especially verb in the form of action verbs as a part of vocabulary by using animation movie and the result shows that the animation movie has an important function that the teacher can use in the teaching-learning process. It can also allow the students to expand their vocabulary mastery.

Another previous research was conducted by Khairunnisa (2012) entitled "Teaching Pronunciation Using Animation Movie". One of the results of her survey shows that learners prefer action/entertainment films to language films or documentaries in the classroom. It also can introduce the students to the unfamiliar cultural aspect, and new vocabularies, learn how the way good pronunciation, and amuse the students to learn happily in the classroom. From those previous research, the researcher got information that Animation Movie had been successful to increase students' language skills and components. It means that this research has enriched the theory about animation movies.

All of the mentioned reasons above inspire the writer to investigate further the use of animation movie strategy in teaching speaking. Hence, the researcher conducted the experimental study entitled "The Use of Animation Movie "Baby Boss" to Improve Students' Speaking Achievement at SMAN 1 Indrapuri"

B. Research Questions

Based on the background of the study above, the writer would like to answer the following questions:

1. Can the use of the English animation movie improve students' speaking achievement?

2. How effective is the English animation movie in improving students speaking achievement?

C. Aims of the Study

Based on the research problems above, this study aims to know:

1. Whether or not the use of the English animation movie can improve students' speaking achievement.

2. The effectiveness of using the English animation movie in improving students' speaking achievement.

D. Hypothesis

The hypothesis of this study is that the use of Animation Movie "Baby Boss" as media improve students' speaking achievement.

E. The Significance of the Study

The result of this study is expected to bring benefits and advantages for the teacher, students, and researcher.

1. Teacher

The teacher can motivate students to encourage their speaking ability through the animation movie in the teaching-learning process especially in

speaking. Teaching speaking by using the animation movie is attractive and variously way, so, it can motivate student's interest in speaking learning.

2. Students

The result of this study can be used to help students to be able to motivate and develop their abilities in speaking English, because by using animation movie the student will be more interested and enjoy in learning speaking, to be a good English speaker. Students will be more attracted to learning English without under pressure feeling and forced and students can be easier to understand.

3. Researcher

Through this research, the researcher will find an alternative way of teaching English in a fun way and this is a good method for the researcher because it is very interesting by using a movie as media.

F. Research Terminologies

This subchapter explains about some keywords that need further explanation to prevent misunderstanding between the research and leader. They are:

1. Animation movie

Animation Movie is a kind of movie that series of drawing and tells a story or expresses a message both funny and serious and play in a television type screen. Animation movie is included in audiovisual media. According to Bordwell (Akmala;2011), animation movie is distinguished from live-action ones by the unusual kinds of work that are done at the production stage. According to Laura Moreno (2014), there are five types of the animation movie, those are traditional

animation, 2D vector-based animation, 3D computer, motion graphics, and stop motion.

A. Traditional animation

Traditional animation (also known as hand-drawn animation, cel animation or classical animation) is an animation technique where all the frames used to create the illusion of motion are first drawn on paper and, consequently, done by hand.

B. 2D vector-based animation

2D animation is the term often used when referring to traditional hand-drawn animation, but it can also refer to computer vector animations that adopt the techniques of traditional animation.

C. 3D Computer

3D animation is at the heart of games and virtual reality, but it may also be used in presentation graphics to add flair to the visuals. Animating objects that appear in a three-dimensional space. They can be rotated and moved like real objects.

D. Motion graphics

Motion graphics are pieces of animation or digital footage which create the illusion of motion or rotation and are usually combined with audio for use in multimedia projects.

E. Stop motion

Stop motion animation -or stop-frame animation- is a cinematic process or technique used to make real-world objects appear as if they were moving. Those

objects are physically manipulated and photographed every time after being moved between frames.

Based on those explanations, this research is focused on 3D computer animation which has the family genre.

2. Speaking

Speaking is the ability of someone to speak, to communicate, to express their ideas and feelings in communication. According to Kirkgoz (2011), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is an ability to talk to someone (have a conversation) in a particular language and to express ideas and opinions. Furthermore, Brown (2004, as cited in Susanti & Amri, 2013) says that "The speaking skill consists of six components: grammar, vocabulary, fluency, comprehension, pronunciation, and task."

Based to theories above, it can be concluded that the definition of speaking in context of this research is student's ability to be able to communicate well in terms of conveying information, express the ideas, and with regard to social relations, but still consider about some crucial components in speaking such as grammar, vocabulary, fluency, comprehension, and pronunciation.

CHAPTER II

LITERATURE REVIEW

A. Speaking

1. Definition of Speaking

According to Thornburry (2005), speaking is interactive and requires the ability to co-operative in the management of speaking turn. Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum. Speaking shows that the students able to use a language to express what to inform. Students also expect the teachers to speak English with them and to model how it used to express meaning. The teacher allows the students to speak and to improve their speaking skills. Speaking is an important skill which is daily life communication, information, its primary propose is to establish and maintain social relationships.

Speaking is an effective way used in real interaction communication. According to Brown (2003), speaking is an interactive process of conducting meaning that involves producing, receiving, and processing in the information. It means that speaking is the human activity that used to give and receive the information. Besides speaking is one of four activities in English skills which have an important role in daily life, even as the main ability in communication among human beings. Cameron (2001) stated that speaking is the active use of language to express meanings so that other people could make sense of them. It means that speaking is related to communication in human life. Speaking can be

stated as the skill to use the language accurately to express meanings to get information and knowledge from others in the whole life situation.

Based on those previous definitions, it can be concluded that speaking is the activity to give and receive the information by using language to express meaning so other people can understand each other. Speaking is the mode in which children acquire language, it constitutes the bulk of most people's daily engagement with linguistic activity, and it is the prime motor of language change. It means that speaking has a very important role in communication, all of the ages always use speaking as the bridge to build communication include children. Children are easy to communicate with another person by using speaking.

Based on the statements above it can be concluded that speaking is the way to communicate which involves only to produce language correctly but also to express the feeling, to describe the experience and to explain ideas through the language used by people including children.

2. Component of Speaking

According to Brown (2004), there are at least five components of speaking skills that should be mastered by students to increase their speaking ability. The following five components are generally recognized in the analysis of the speech process.

A. Comprehension

Comprehension is the ability to understand something. For oral communication, comprehension certainly requires a subject to respond to the speech as well as to initiate it. According to Brown (2004), comprehension is

important to avoid misunderstanding between a speaker and a listener. Indeed, communication can go well.

B. Grammar

The grammar of a language is the description of how words can change their forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may suffer. According to Marpudin, (2008) grammar is one important aspect of speaking because if an utterance can have a different meaning if the speaker uses incorrect grammar.

C. Vocabulary

Vocabulary is the total number of words that make up a language (Hornby, 2002). One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.

D. Pronunciation

According to Sulfina (2012) claimed that pronunciation is the way for students" to produce clear language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not pronounce a word correctly, it can be very difficult to understand him/her. On the other hand, if students make grammatical mistakes e.g. in verb tense, the listener still has an idea of what is being said. So, it can be seen that good pronunciation is vital if a student is to be understood.

E. Fluency

According to Hughes (2002), fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.

Based on the explanation above, it can be concluded that speaking ability is verbal intelligence in producing language naturally to achieve the communicative competence in which that competence can be measured by five aspects; comprehension grammar, vocabulary, pronunciation, and fluency.

3. Definition of Teaching Speaking

Teaching speaking is one way that can be used so that the learners can understand the meaning of communication in a real situation, and it needs a lot of practice and guidance to master it.

Teaching is also an activity, which is integrated one to other. Teaching gives support to learning activities. According to Brown (2001), teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something providing with knowledge, causing to know or understand. It means that teaching is the process to help students learning how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

Teaching English especially speaking has a very important role in the teaching and learning process. Thornburry (2005) stated that speaking activity is needed to be maximally language productive to provide the best condition for autonomous language use. It means that speaking is very important in language use. Teaching speaking is about how to teach language for communication, transferring ideas, thought or even feeling to other people. According to Harmer (2009), students are using any language at their command to perform some kind of oral task.

The purpose of teaching speaking is to train the teachers in the fluency of using the target language and to understand the concept of teaching speaking and the techniques of teaching it as well. It means that in teaching speaking teachers should know the concept of speaking to make the students understand what teachers explain. Teaching speaking is also the way for students to express their emotions, communicative needs, interact with another person in any situation, and influence the others.

When teaching young learners, we constantly have to keep in mind the fact that what we have in front of us is a mixed class with various abilities, expectations, motivation levels, 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. Thus, the teachers should give variation in teaching speaking process. It will make the learners pay attention to the material and also can keep their minds to receive the material easier.

Based on those explanations, it can be concluded that teaching speaking is about how to teach using language communication, for transferring ideas, though or even feeling to other people. In teaching speaking, the teacher should know the five concepts of speaking (pronunciation, grammar, vocabulary, fluency, comprehension) to make students understand what the teacher explains by using the interesting media to increase the student's motivation when the study English especially speaking.

4. Types of Classroom Speaking Performance

Brown (2004, p.141) provided another type of classroom speaking performance, there are six kinds of oral production that students are expected to carry out in the classroom. They are:

A. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating human tape recorder speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for meaningful interaction, but for focusing on some particular elements language forms.

B. Intensive

An intensive speaking performance is designed to practice some phonological or grammatical aspects of language. Intensive speaking goes one beyond imitative to conclude any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking

can be self-initiated or it can even form part of some pair work activity, where learners are "going over" a certain form of language.

C. Responsive

Responsive includes interaction and test comprehension but at a somewhat limited level of a very short conversation, standard greeting and small talk, simple request, and comments. It means the teacher teaches how to respond and comment on a statement or a topic.

D. Transactional (dialogue)

Transactional language, carried out to convey or exchange specific information, is an extended form of responsive language.

E. Interactive

Interactive speaking is similar to a responsive one, the differences between them are the length and complexity of the interaction which sometimes includes multiple exchanges or multiple participants. The interaction can take two forms of transactional language which carried out to convey or exchange specific information and interpersonal exchanges which carried out more to maintain a social relationship than for the transmission of fact and information. For instance: interviews, role plays, games, and discussion.

F. Extensive (monologue)

Extensive is oral production includes speech, oral presentation, and story-telling, during which the opportunity from listeners is either highly limited or ruled out all gather. In other words, this type needs more action and interaction with listeners.

In this research, the researcher will choose transactional (dialogue) as activities in speaking ability because transactional (dialogue) language is primarily message-oriented. On the other hand, message-oriented conversations will be more clearly structured, as evidence shows, pursuing their ultimate objective to deliver a message.

B. Animation Movie

1. Definition of Animation Movie

Animation Movie is defined as films. Dirks (2010) stated that animation movie is a part of types of movies; it is a motion picture that has sound in its movie and creates the illusion of motion. In the animation movie, it can also teach people about history, story, adventure, and any other subject. Besides some animation movies combine entertainment with instruction, make the learning process more enjoyable. It means that animation movie is a type of movie that uses motion picture that can be used in the teaching process and it can make the students entertain and enjoy in joins the class.

Another opinion about animation movie given by Kuchimanchi (2013), He stated that animation movie is a rapid display of images to create an illusion of movement. They have the power to gain the attention of a person for hours together without boring them. And sometimes animations are extremely helpful. They help us show and generate interest in something which we otherwise would not entertain. It means that animation movie is a kind of movie that used movement images to give entertainment to the audience.

Generally, people know animation movies only as entertainment which is watched through some devices such as television, computer, portable computer, DVD/VCD, etc. In this case, animation movie is media which uses a projector so that motion pictures can be shown on screen where it combines two-part of the body such as eyes and ears. Moreover, animation movie is considered as an audio-visual media which combines sound and image in one unit, so, cartoon movie here is as teaching aids. The researcher used the baby boss the Explorer Movie. This movie is one of the famous animation movies. Baby boss is a 2017 American 3D computer-animated comedy and family movie loosely based on the 2010 picture book of the same name by Marla Frazee and produced by DreamWorks Animation. This movie tells about a baby who has intelligence that is not owned by any baby. The Boss Baby tells of a 7-year-old boy named Tim who has a happy life because of the love of his parents. However, everything changed after the arrival of a smart baby.

Besides, Asyhar (2011: 45) states, "Movie can interest students' attention because contain interest picture and familiar story." It means that animation movie is the use of audiovisual media types into an integrated application or presentation to deliver the material in teaching and learning.

From the statements above, it can be concluded that animation movie is a kind of movie which involves sound, recording a series of drawing or manipulating in a motion picture, it can be used as teaching aids that give education and entertain to the students and make the teaching and learning process run well and enjoyable.

2. Animation Movie as Media

The teacher can motivate students in teaching speaking by using some media as tools of learning, such as a short movie, animation movie, and blockbuster movie. However, this research uses animation movie as media to motivate students in teaching speaking, this medium is interesting media to use by the teacher to teach the students. According to Arsyad (2000), teaching media can be classified into three categories. They are:

A. Visual Media

They are media that can be seen. It would captivate sense eyes mostly. It can be formed of the picture, moving picture or animation and flashcard.

B. Audio Media

They are media that can be listened from audio media has a sound that is listened to by us. And to mean as thinking that the message of the content in audiotape forms such as vocal cord/tape recorder and movie compact disk which can stimulus though the feeling, idea, and students it happens on teaching and learning process.

C. Audio-Visual Media

They are media that have sound and pictures. The movie is an example from audiovisual media in teaching and it has a sound because it is produced to get to appear the real picture in the original form it describes science theory and animated. In this study, the researcher used audiovisual media named movies as the interaction media, because by using video it can motivate the students to learn and pay attention to the material given.

Animation movie is included in audiovisual media. According to Bordwell (Akmala; 2011), animated or animation movies are distinguished from live-action ones by the unusual kinds of work that are done at the production stage. Animation movie does not continuously film outdoor action in real-time, but they create a series of images by shooting one frame at a time. Line with Thompson (Akmala; 2011) stated that animation movie is a kind of film which involves sound, recording a series of drawing of manipulating an inanimate object, one frame is one time. Therefore, the students can adjust the spoken language to the pictures that are animated. It will make them easy to catch and remember the spoken language.

3. **Advantages of Using Animation Movie**

Most students' especially Senior High School students that are still at a young age, like a media that is fun and colorful that can motivate them to study actively in class. Then, animation movies as colorful and funny things can help them to attract students' attention by designing the material in colorful and attractive ways for instance by combining animation, picture, and video with sound. So, the students will be interested in learning. It could also make the teacher easy to deliver and focus on the goal of teaching.

The benefits of the use of the animation movie in the classroom are many and varied. The use of animation movies can motivate students' interest in learning speaking. It was fun watching a movie in the class, so the classroom atmosphere was enjoyable and made them more ready to learn. According to Merry (2011), a movie is one of the visual aids that can be used in the class, it

makes lessons more fun. It means that movie is a media in teaching that can make the teaching and learning process more fun. Movies, also known as films, are a type of visual communication which uses moving pictures and sound to tell stories or inform (help people to learn). While students were watching the movie, directly they got some experiences from the movie and it influenced their understanding and thinking. English movie has a big contribution for the students in learning English, as like how the native speakers pronounce the words, how they mimic their face, and also they will see how the native speaker use body language when they are speaking. Animation movie also introduces students to some English vocabularies, how to pronounce, and how to spell, how to giving information. Animation movie as the media can give students a way to speak.

4. The procedure of Teaching Speaking by using Animation Movie Media

The researcher hopes by using the movie in the classroom, it can make students more interested in learning English, especially in speaking ability. The most common procedure for using a movies clip in teaching consists of the following steps:

A. The teacher prepare the students to study, after gaining the student's attention, the teacher tells them what they are going to do.

B. The teacher divides the class into some couples.

C. The teacher prepares laptop, LCD projector, loudspeaker, photograph, Animation movie collection, materials, lesson plan, students" exercises, posttest, and everything related to the action.

D. The teacher explains to students some of the examples, expressions of opinion.

E. The teacher plays animation movie and ask students to watch the movie in the class together.

F. After the students watched the movie, the teacher asks the students to make a conversation with their couple using the expression of opinion about the movie by using theirs" own words and perform it in front of the class.
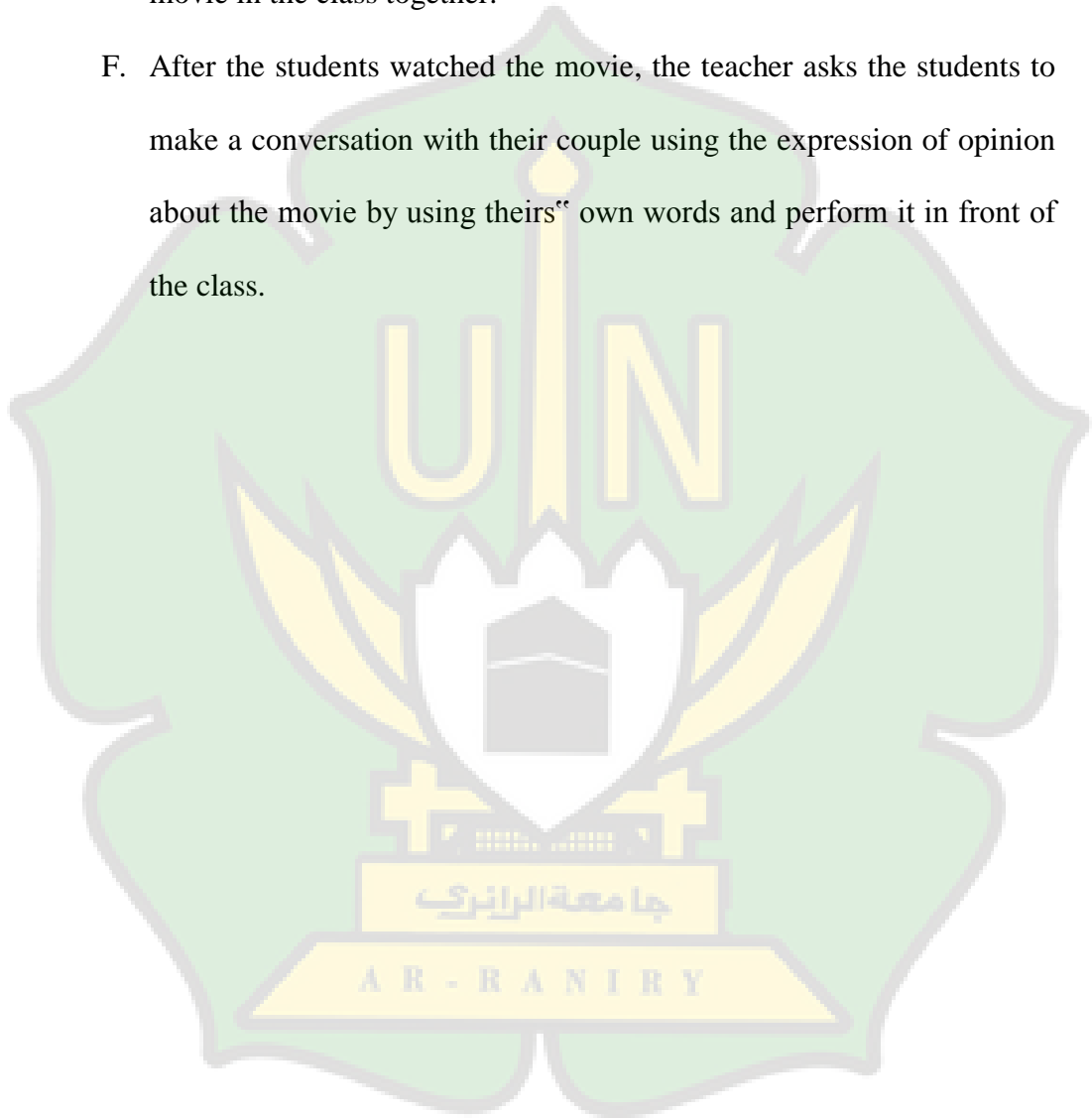
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents a description of the research method used in this study. It includes research design, population, and sample, instruments of the study, the procedure of Collecting Data and the technique of Collecting Data.

A. Research Method/Design

This study deals with using animation movie "Baby Boss" to improve students' speaking achievement. The writer uses a kind of experimental research in this study. According to Arikunto (1983, p. 257) "experimental research is a study to know whether it is an effect or not to the subject, that is given a treatment". From the statement, it can be assumed that experimental research is a procedure of quantitative research in which the researcher determines whether an activity or material makes a different result for participants.

This research applied a mixed method. This method was focused on combining between quantitative method and qualitative method. It is used because the researcher wants to understand better, explain, or build the result of research from another approach (Creswell, 2009: 205-206). The qualitative data were gained from the observation, questionnaire, and documentation. As stated by Anne Burns (2003:24):

> "The major focus of action research is on concrete and practical issues of immediate concern to particular social groups or communities. It is conducted in naturally occurring settings, primarily using methods

common to qualitative research such as observing and recording events and behaviors".

The quantitative data were taken from the result of the pretest and post-test that was used to prove the description. The results of all tests were exactly used to support the qualitative data in describing the students' achievement in speaking after the animation movie in their learning processes. There was one class are chosen, the class was given pre-test at the beginning and the post-test in the last meeting.

B. Population and Sample

1. Population

The population is a collection of elements about which we wish to make an inference. Arikunto (2010) pointed out that the population is the entire subject of research. Therefore, the participants of the study are students in the second grade of SMAN 1 Indrapuri. There were three classes for the second-grade student, namely: class XI IPA-1, XI IPA-2, and XI IPS.

2. Sample

In this study, purposive sampling technique was applied. Purposive sampling allows the researcher to take the sample by using their judgment to choose the appropriate sample for collecting the data that needed and usually based on the information. It was chosen because those samples have the purpose, make the writer is easier to collect the data. Furthermore, the researcher also interviewing some students of SMAN 1 Indrapuri, based on the result of the interview, the researcher found the students have difficulties and some problems

in speaking. The students had difficulty in expressing their ideas, they were confused to choose appropriate words and they had no confidence to speak. Sometimes they were shy to express what they want to talk about to others. It led to negative effects on their mindset to speak in public.

Therefore, the sample for this study was one class, and I chose the class XI IPA-2 as a sample. Therefore, a student in class XI IPA-2 needed media to guide and interest them in speaking. This research was conducted in three meetings. The first meeting was for the pre-test. The second meeting was for treatment by using the animation movie. After that, the last meeting was for the post-test.

A. Instruments of the study

In this study, the researcher used three kinds of the instrument to collect the data. There were a test, observation list, and checklist which were explained as follows:

1. Test

Based on Airasian and Russel (2008:9) test is a formal, systematic, procedure used to gather information about students' achievement or other cognitive skills. The test was used to measure the students' achievement and students' improvement during the process. In collecting the data the researcher used two kinds of tests. They were pre-test and post-test. The pre-test was given at the beginning of the research to know students' ability and motivation in speaking English before they got treatment. The post-test was the last test to know the students' improvement and motivation in teaching speaking after using the

animation movie as media in teaching. The result of this post-test was compared with the pre-test to find out the result of the students' achievement data.

2. Observation list and checklist

Observation is defined as the watching of behavioral patterns of people in certain situations to obtain information about the phenomenon of interest (Johnson, Burke, & Ehristensen, 2012, p. 206). It means that observation involves watching or listening to students carry out a specific activity or responds in a given situation. The observation in this research includes the observation checklist and observation list. The observation list was the criteria of the students' behavior to define the students' improvement and students' responses during the process of the research. There were about the students' presence, the students' attention to the teacher, the students' cooperation, the students' self-confidence, and the students' understanding.

Then, the observation checklist was used to find out whether students are working in groups correctly or not. A checklist was a written list of students' performances in class to be observed. There were attending the class, paying attention to the teacher, following teacher's instruction, working on own, sharing information, listening to another waiting turn to speak, answering teacher question, interacting with the teacher, and doing the task well.

B. The procedure for Collecting Data

In collecting the data, the researcher used the test to know the student speaking ability. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, gathering information by asking

people questions or observing their behaviors of paramount concern in this process is the need to obtain accurate data from individuals and places.

To collect the data, the researcher used the following technique:

1. Experimental Class

According to Creswell (2012), experimental research is the way to find a causal relationship (relationship clause) in determining cause and effect. In this research, there were two variables. So, the researcher used quasi experimental class. The researcher used one class; they were experimental. Experimental class was a class that was given treatment by using the animation movie "Baby Boss". Here, the stages of implementing an experimental class are mentioned in the following:

The first test was Pre-test. It was given in the first meeting to know their ability in speaking English before they got treatment. In the pre-test session, each student was asking to introduce themselves and families in front of the class. The introduction included name, age, address, when and where they were born.

In the second meeting, the researcher conducted the treatment by using the animation movie in the class, and the researcher asked students to watch the movie in the class together.

The last test was a post-test. It was given in the last meeting to know the students' improvement. In this session, the test was an oral test with using dialogue in the expression of opinion. After the students watched the movie, the students were asked to make a short conversation with their couple using the

expression of opinion about the movie by using theirs' own words and perform it in front of the class.

Besides, in this study, the researcher conducted the direct method during the teaching speaking process. This method makes the learning of English interesting and lively by establishing a direct bond between a word and its meaning. Through this method, fluency of speech, good pronunciation, and power of expression are properly developed.

2. Test

Besides using two techniques above, the researcher also gave the test in order to get accurate result about students' achievement in speaking skill by using Animation Movie. According to Brown (2004, p. 3) "test is a method of measuring someone's knowledge, ability or performance in given specific field". Based on the statement above, test can be used to measure the students' ability or students' learning achievement.

In this study, pre test and post test were given to students. Pre test was given to the experimental class. It was conducted before the treatment, and the purpose is to know that using animation movie can improve students'speaking achievement. Meanwhile, post test was given after the treatment. It was given to the experimental class. It was taken as measurement tool to measure students' ability before and after the treatment. The result from students' test would be scored.

3. Observing

The researcher observed the students' responses and also improvement by using the observation list and checklist. Based on the criteria in the observation checklist, the researcher gave a check (V) when the students did the criteria. The results from the observation checklist were summarized into an observation list and describe based on the criteria in the observation list.

C. The technique of Data Analysis

Data analysis is needed to know the result of research. In this research, the researcher analyzed the data from tests and observations by using several analyses.

1. Test

In assessing the test, the researcher used Brown criteria (2014) in scoring the students speaking. The criteria's are stated below:

Table 3.1

Table of Speaking Scoring

Score	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task
1	Errors in grammar are frequent	Speaking vocabulary inadequate to express anything	Could ask and answer question topic very familiar to him	(No specific description)	Errors in pronunciation are frequent but could be understood	Can understand simple questions and statements if delivered with slow speech, repetition, and paraphrase
2	Accent usually the construction, but does not confident control of the	Has speaking vocabulary sufficient to express the idea	Able to satisfy routine social demands and work requirements	Could handle with confidence but not including casual conservations	The accent is intelligible though often quite faulty	Can get the idea of most conversation of no specialized knowledge

	grammar					
3	Control of grammar is good and able to speak with sufficient structural accuracy	Vocabulary y is broad enough that rarely has to grope for a world	Could participate effectively in most formal and informal conversations	Could discuss the particular interest of competence with reasonable words	Errors never interfere with understand ing	Comprehension is quite complete at a normal rate of speech
4	Errors in grammar are quite rare and able to speak accurately	could understand and participate in any conversatio n.	Could handle informal interpreting from and into language	Could participate in any conversation within the range of the experience with a high degree of fluency	Errors in pronunciation are quite rare	Can understand any conversation with the range of his experience
5	Equivalent to that of an educated native speaker	Speech on all levels is fully accepted by educated native speakers	Speaking proficiency equivalent to that of the educated native speaker	Has complete fluency in the language	Equivalent to and fully accepted by an educated native speaker	Equivalent to that of an educated native speaker

The final score of each student's test calculated by the formula:

$$Final\ score = \frac{score \times 10}{3}$$

Then, the final score of each student was classified based on the table below:

Table 3.2

Table of Score Classification

Category	Range	Frequency	Percentage
Poor	0-49		
Fair	50-69		
Good	70-84		
Excellent	85-100		
LOWEST SCORE			
HIGHEST SCORE			

From the table above, the result of the test was stated clearer whether the Students speaking ability was good enough or not.

2. Observation checklist and observation list

The data from the observation checklist and observation list were used to support the qualitative data. The researcher made a description of the students' attitude and achievement in speaking after applying an animation movie in teaching speaking.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

In this chapter, the writer focuses on the analysis of the data covering the experimental teaching, the pre-test and post-test, the observation list and checklist and the discussion of the findings.

A. The Analysis of Tests

In this study, the researcher conducted the pre-test and post-test to measure the student's speaking skills. The test was in the form of speech. The students' speech was scored based on the criteria namely; grammar, vocabulary, fluency, pronunciation, comprehension, and task.

1. Analysis of Pre-test

The pre-test was carried out on July 29th, 2019 with 24 students of XI SMAN 1 Indrapuri. It was the first session of the research. There should be 29 students in the class, but five students' were absent on that day.

The result of the pre-test would be compared with the post-test result. The comparison between the results could be used to determine the improvement of the students' ability in speaking English.

In this session, the researcher played a role as the students' teacher so could call the researcher as the teacher. The teacher gave the example of introducing oneself by introducing herself in English. Then, each student was asked to do the same as the teacher did. Each student was asked to introduce him/herself in front of the class. The introduction included name, age, address,

when and where they were born. The teacher recorded each students' performance to analyze every sound appeared along with the students' performance and gave them a score based on the Brown Scoring System in *Table 3.1* which measured six components. They were grammar, vocabulary, pronunciation, fluency, task, and comprehension. The teacher got the student's final score of each student by using the formula:

$$Final\ score = \frac{score \times 10}{3}$$

The student's final score then was categorized into poor, fair, good, or excellent speaking skills based on *Table 3.2.*

The result of the pretest was not good enough. Most of the students were poor in speaking English because none of them got a score of more than 70.00. Furthermore, the mean of students' pre-test was 45.95. This result was very low when it was compared with Minimum Criteria Mastery of Learning of English Subject of SMAN 1 Indrapuri that was 70.00. The data showed that the students' English speaking skill was low in every component. It could be seen from the mean of grammar (2.95), vocabulary (2.08), fluency (2.87), pronunciation (1.87), comprehension (2.08), and task (2.00) respectively.

The pre-test score showed that the students were poor in pronunciation, vocabulary, and task. In pronunciation, the students knew the meaning of every word they said but some of them didn't know how to pronounce it correctly. Many students did mispronounce [fifte:n] into [faifte:n], [neim] into [nIm] or the other mispronounced words. It could be the main problem for the future if it was not is

corrected. It could make a misunderstanding between the speaker and the listener if some words were pronounced incorrectly.

The pre-test result asserted that the students got a low mark in comprehension and task category too. The lack of understanding of the task and sharing the idea were also the main problems of the students in speaking English. It was because they did not have enough vocabulary to speak up. They could not explain their idea in a good sentence and correct pronunciation. Moreover, most of the students felt nervous so they only used limited vocabulary items and it influenced their speaking fluency. It showed in the data that some of the students produced sounds like [ee...] or [emm..] when they tried to find an appropriate word. The following table displays the summary of the pre-test result:

Table 4.1

The Summary of the Pre-Test Result

Category	Range	Frequency	Percentage
Poor	0-49	19	79,17%
Fair	50-69	5	20,83%
Good	70-84	0	0%
Excellent	85-100	0	0%
LOWEST SCORE	40		
HIGHEST SCORE	50		

Besides, the average of the students' score in pre-test can be seen below:

$$M = \frac{Total\ score\ of\ students}{Number\ of\ students}$$

$$= \frac{1103}{24} = 45,95$$

The results of the pre-test showed in the diagram below:
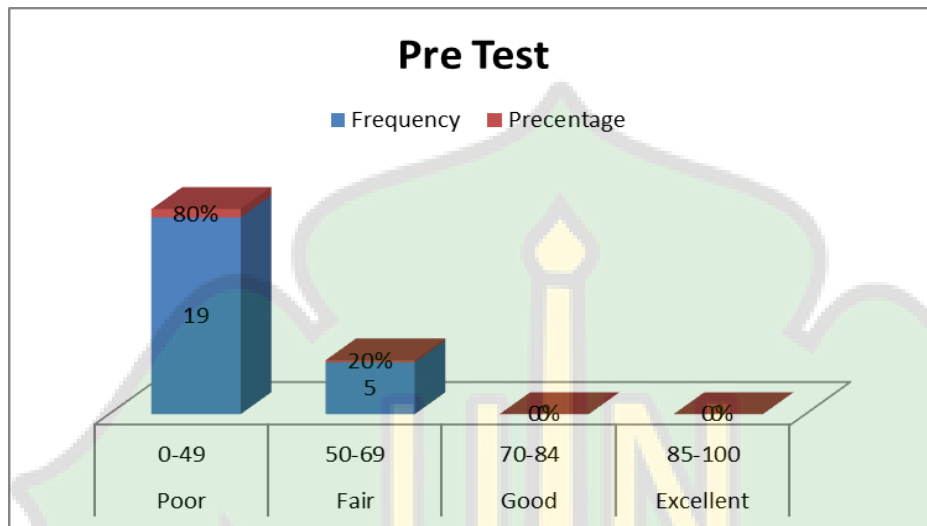
Table 4.2 The result of the Pre-Test

Then, the summary for each component can be seen in the following diagram:
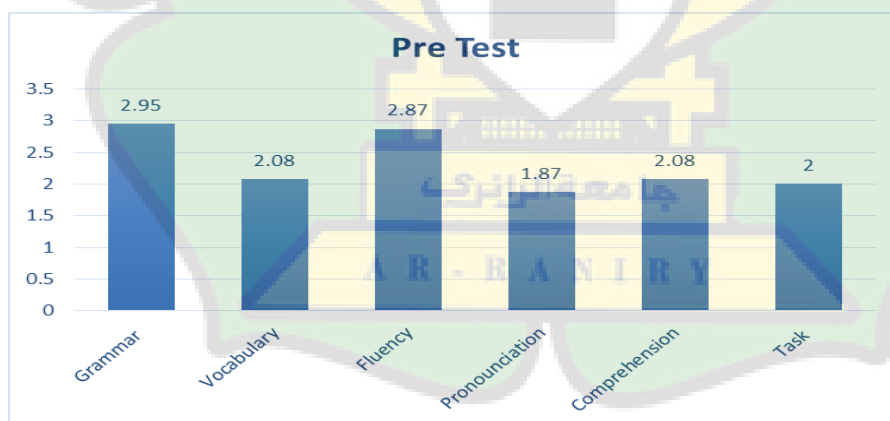
Table 4.3 The Summary of each Component of Pre-Test

The graphic above explains the score of speaking components before conducting the treatment.

2. Analysis of Post-test

The post-test was carried out on August 3rd, 2019 with 27 students of XI SMA 1 Indrapuri. It was the last session of the research. There should be 29 students in the class, but two students' were absent on that day. In this session, students were asked to make a conversation in front of the class using expression opinion about the English movie by using their" own words. The teacher gave 20 minutes for them to prepare or ask something they didn't understand about the test. For each couple, the teacher gave 1to 2 minutes to tell the opinion about the English movie.

Each couple came in front of the class and did the post-test. The teacher recorded every sound coming from the students. The next step was still the same as the previous one. The teacher was analyzing every sound appeared along with the students' performance and gave them score based on Brown Scoring System in *Table 3.1*, find out the final score of each student, and the last categorizing the final scores into poor, fair, good, or excellent speaking skill based on *Table 3.2*.

After conducting the treatment in the second meeting, there were no students in a poor or fair category. All of the students were already good in speaking English. The result was very satisfying. The students made a significant improvement in grammar, vocabulary, comprehension, fluency, pronunciation, and also the task. It can be seen from the data of each component result in the post-test (see appendix J) such as the mean of grammar (3.62), vocabulary (4.00), fluency (4.00), pronunciation (3.81), comprehension (4.00), and task (4.00) respectively.

Moreover, the mean of the post-test was 78.07. It was higher than 70.00 as the school's Criteria Mastery of Learning. All students had passed the standardized score of the Criteria Mastery of the Learning. The result of the post-test showed that the students spoke better than the previous pre-test. It could be said the students' speaking skills improved after the treatment by using the English movie. The following table shows the result of post-test:

Table 4.4

The Summary of the Post-Test Result

Category	Range	Frequency	Percentage
Poor	0-49	0	0%
Fair	50-69	0	0%
Good	70-84	29	100%
Excellent	85-100	0	0%
LOWEST SCORE	73,33		
HIGHEST SCORE	80,00		

The average of the students' score in the post-test can be seen as follows:

$$M = \frac{Total\ score\ of\ students}{Number\ of\ students}$$

$$= \frac{2108}{27} = 78,07$$

The diagram below displays the percentage of post-test:
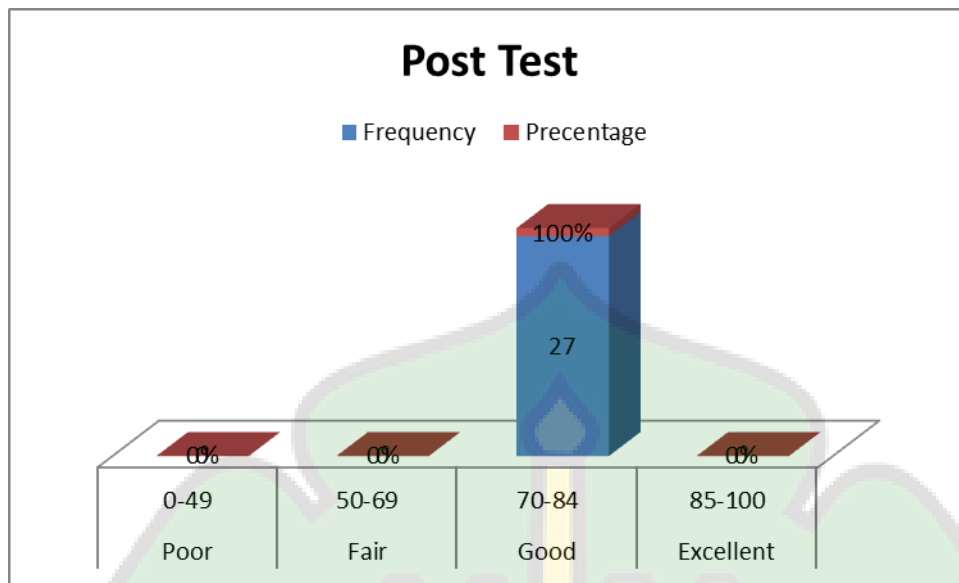
Table 4.5 The Result of Post Test

The summary of each component displays in the diagram below:
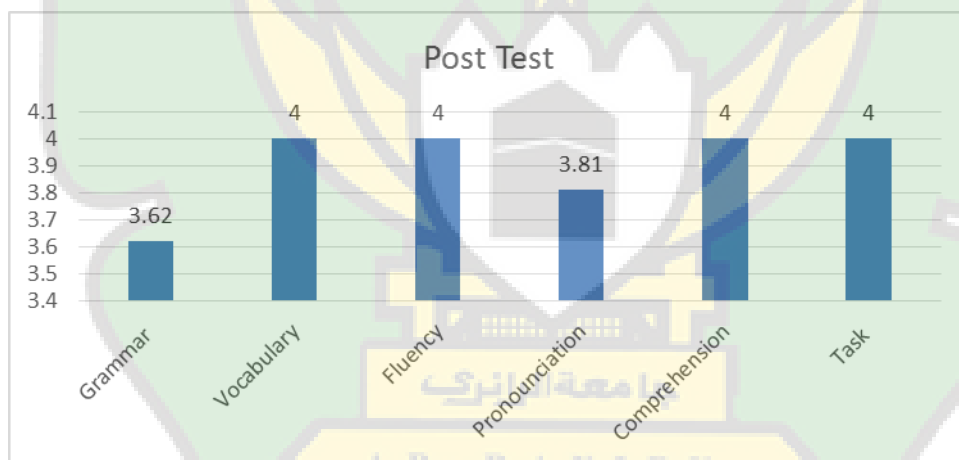
Table 4.6 The Summary of Each Component of Post Test

After conducting the treatment toward the students in the experimental class, it was found that the range score of the speaking components have increased and gets higher scores compares to the score in the pre-test. The improvement of the score in the post-test is drawn in the diagram above.

From analyzing the speaking aspects score in the pre-test and post-test, the writer compares the results of the tests to see the improvement of the speaking components score of experimental class students before and after the treatment conducted in the table below:
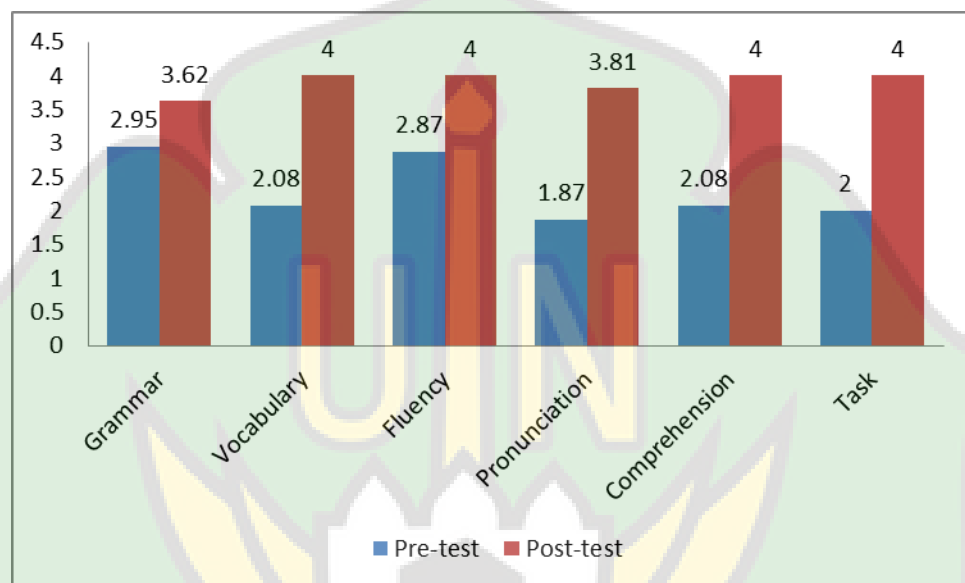
Table 4.7 The comparison between post-test and pre-test scores of four components of speaking

In line with the graphic above, it can be observed that the score of every speaking aspect has increased after the post-test conducted. The alteration of the red and the blue bars in the graphic shows that the post-test score reaches the higher points than the pre-test score. It indicates that the score of the speaking aspects in the experimental class get a better enhancement after the treatment that is the English animation movie as media implemented.

While the improvement of each student tests result is presented in the table below:

Table 4.8

The comparison between students' pre-test and post-test scores

No	Initials	Pre-Test Score	Post-Test Score
1	AA	46	80
2	AU	46	80
3	AUS	46	80
4	CF	50	80
5	CNE	50	80
6	HN	46	76
7	KN	50	80
8	MFR	46	76
9	MFR	40	73
10	M	46	76
11	NM	46	80
12	NW	46	80
13	N	46	80
14	PM	46	76
15	RM	40	73
16	RW	50	80
17	RA	46	80
18	R	46	80
19	RJ	46	80
20	RM	43	80
21	SA	46	80
22	SH	46	76
23	S	40	73
24	Y	50	80

The table above explains the post-test score of every student has increased and got higher scores compared to the score in the pre-test.

B. Test of Hypotheses

The researcher used the result of the *t*-score analysis in testing the hypotheses. Based on the *t*-table at the level of significance *a* 0,05 (5%), According to Bungin (2005, p.185), the research criterion used to assess the result of the experiment is; if t-test > t-table, it means accepting the alternative hypothesis (Ha) and denying the null hypothesis (Ho). Ha: There is a significant difference of the students' speaking achievement after they are taught by using the English animation movie as media. Ho: There is no significant difference of the students' speaking achievement after they are taught by using the English animation movie as media.

After *t*-score examined the hypothesis, the result of *t*-score in experimental of the pre-test was 45.95 and *t*-score in experimental of the post-test was 78,07. Therefore, the next step was to interpret the *t*-score in experiment class by determining the *degree of freedom* (df). *Df = N-1 = 24-1 = 23*. As the result, the researcher comparing *t*-score to significant *t*-table with *df* 23 with value $t_{t.sv}5\% =$ 2,06 and $t_{t.sv}1\% = 2,80$. So, *t*-score was bigger than t-table.

In addition, referring to the above criteria, because t-score was higher than t-table, it could be concluded that this research's alternative hypothesis (Ha) was accepted and that the null hypothesis (Ho) was rejected. Thus, it could be stated that there was a significant difference between the mean values of pre-test and post-test score. In the final analysis, it could be concluded that *t*-score indicate there was a difference of students' score before and after being taught by using the English animation movie as media.

C. Analysis of Observation Checklist and Observation List

In this subchapter, the researcher presents the analysis of the observation checklist and observation list that was noted along with the implementation of the experimental class in SMAN 1 Indrapuri. The observation checklist consisted of the indicators that should be observed to know the effectiveness of students' attitudes towards the implementation of the animation movie in motivating students in teaching speaking. They were: attending the class, paying attention to the teacher, following teacher's instructions, working on their own, sharing information, listening to others, waiting for a turn to speak, answering teacher's questions, interacting with the teacher, and doing the task well. The indicators then were categorized into five criteria as an observation list. They were: student's presence, student's attention to the teacher, student's cooperation, student's self-confidence, and the student understands. The analysis of the observation checklist and observation list is presented in the next explanations.

1. The analysis of the observation checklist and observation list in the Pretest.

During the pretest process, the researcher observed the attitude of each student. By using the data from the observation checklist list (see Appendix K), the researcher got the conclusion which is described in the observation list (see Appendix L) as follows:

A. Students' presence

There were only 24 students who attended the class from 29 students. Five students' were absent because of the sick. The name of the student was Ahmad H

with student's code was 1, Hannan with student's code was 7, Mukhlis with student's code was 13, Nurul A with student's code was 17, and Wilda R with student's code was 28. So, the percentage of the students' presence was 82,75%.

B. Students' attention to the teacher

Only 18 of all the students gave attention to the teacher's explanation, and yet somehow many students seemed doing other activities when the teacher was explaining something. They seemed to have a personal conversation with their chair mate. The teacher needed to repeat the explanation and instructions for several times to get the students' attention. But, almost all students' did well in executing the teacher's instruction.

C. Students' cooperation

Because it was the first meeting, the students hadn't got any treatment yet related to the material and the technique. It influenced their understanding of both material and instruction. They weren't accustomed to getting the instruction in English, so most of the students defended themselves on their friends. They also gave little attention to the other students who got the turn to speak up. Some of the students didn't want to wait until the teacher permitted them to speak up. But, overall it could be handled. The students shared the information needed cooperatively.

D. Students' self-confidence

Only 5 students who were always actively answering the teacher questions. Most of the students kept passive and didn't want to share their idea. It could be influenced by their hesitancy to their speaking ability. Yet, the

interaction between the teacher and the students started to be built. About 13 students started to give a positive response to the teacher and interact with the teacher.

E. Students' understanding

All of the students who attended the class this day gave their participation in the pretest. They did the pretest well.

2. **The analysis of the observation checklist and observation list in the Post Test.**

From the result of the observation checklist list during post-test (see appendix M), the researcher got the conclusion which was described in the observation list (see appendix N) as follows:

A. Students' presence

There were only 27 students who attended the class. Two students were absent because of the sick. The name of the student was Ahmad H with student's code was 1 and Hannan with student's code was 7. So, the percentage of the students' presence was 93,10% .

B. Students' attention to the teacher

Most students paid their attention to the teacher. Only 2 of all the students didn't attend to the teacher's explanation with student's code was 8 and 12.

C. Students' cooperation

All of the students cooperated well.

D. Students' self-confidence

Most the students were actively participating in class. Only 2 students remain passive in answering the teacher's question.

E.   Students' understanding

All of the students did the post-test well as the teacher's instruction.

D. Discussions

Based on previous data analysis, the writer would like to answer the research questions. There are two research questions in this study, namely; 1) Can the use of the English animation movie improve students' speaking achievement? and 2) How effective is the English animation movie in improving students' speaking achievement?

To answer the first question, the writer used the pre-test and post-test data. After analyzing the result of tests, the writer found that the score of the post-test in the experimental class is higher than that of the pre-test. The mean score of the pre-test was 45.95, while the mean score of the post-test was 78.07. Calculating of t-score showed that there was a significant improvement of students' speaking score after watching the English animation movie as media. As it proved by the result of hypotheses testing; t-test>t-table which 78.07 > 2.04. It means the result of this research also was higher than t-table that caused the H_0 was refused and H_a was accepted.

Based on the result of the research, it was found that after the treatment by using the English animation movie in the title "Baby Boss", the students got good motivation. When the researcher asked them to perform related to the topic orally, the students were able to talk better than before watching the movie without

thinking it too long. The students could also express their ideas in speaking very well and they could be more enthusiastic and motivated to follow the learning process. Therefore, the post-test showed that the experimental class student's score has increase 32,12 points (from 45,95 to 78,07).

Besides, the result in the post-test showed that students' speaking skills improved than that the pre-test. The criteria to assess the improvement were grammar, vocabulary, comprehension, fluency, pronunciation, and task. The final result of the test deals with the total score the students gained before and after using the English animation movie. In the pre-test result, the students had problems in every component of speaking skill. Besides, after conducting the treatment, the result of the post-test increased in all components speaking. All students got good scores in grammar, vocabulary, comprehension, fluency, pronunciation, and task. Therefore, the writer concludes that using the English animation movie can improve students' speaking achievement.

Furthermore, the observations result during pre-test and post-test processes showed self-improvement from each student not only in their speaking skills but also in their positive responses. The information from observations answered the second question to see the effectiveness of using the English animation movie in improving students' speaking achievement. Their motivation to learn English increase and the students enjoyed during the process of learning speaking English. Moreover, the student's interaction was already built along the research process. Such as working together and students learn how to work together (student's cooperation), students' attention to the teacher, interacting with others, having

good communication with others had already been applied. It from the result above, it can be concluded that most students have been active in learning speaking by using the animation movie. This medium is effective in motivating students in teaching speaking especially the second year students of SMAN 1 Indrapuri.

In line with the results above, the English animation movie as one of the media of learning speaking helps the learners to improve students' speaking achievement. Animation movie offers a lot of advantages as a media of learning speaking. One of the main advantages of the movie is that students do not just hear the language, they see it too. This greatly aids comprehension, since for example; general meaning and moods are often conveyed thought expression, gesture, and other visual clues. Thus we can observe how intonation can match facial expression. Besides, the use of the animation movie could increase students' motivation and interest in learning English, especially for speaking skills. By using a fun treatment and not too formal, students will like the learning atmosphere. Students will enjoy those conditions so that their interest in English improves.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

Based on the result of the research discussed in the previous chapter, the writer draws some conclusions of teaching speaking by using the English animation movie as follow:

A. Teaching speaking by using the English animation movie as media can motivate students speaking ability. It is proven by the average score of the post-test of the experimental class which is higher than the pre-test score (from 45,95 to 78,07). In other words, the score has increased to 32,12 points after the treatment conducted. Besides, after conducting the treatment, the result of the post-test increased in all components speaking. All students got good scores in grammar, vocabulary, comprehension, fluency, pronunciation, and task. Therefore, the writer concludes that using the English animation movie is motivating students in teaching speaking. Moreover, it is also proven by the result of examining the hypothesis which t-score was bigger than t-table. It means that there is the significant difference in the speaking achievement between the students before and after taught by using the English animation movie as media.

B. From the observations, students were interested and motivated in the implemented of the English animation movie as a media in teaching-learning English. It could be seen from the observations result during pre-

test and post-test processes showed the self-improvement from each student not only in their speaking skills but also in their positive responses. Such as working together and students learn how to work together (student's cooperation), most of the students paid their attention to the teacher and the students were actively participating in class. Thus, The English animation movie is effective in motivating students in teaching speaking especially the second year students of SMAN 1 Indrapuri.

B. SUGGESTIONS

Based on the result of the study, the writer proposes some suggestions concerning the research finding as follow:

A.   For the English teacher

Animation movie media is a good media that can help the students to master students speaking ability, where the students can be stimulated to produce ideas themselves improve their ability in speaking. So, animation movie media is a media to be used in the teaching process especially in speaking. Besides, the teacher should not use monotonous media in the teaching process. A teacher should choose appropriate media that can help the students to be more active in the classroom.

B.   For Students

For the students, they need to pay attention to the teacher's instruction. Although the English animation movie is easy to be applied in learning English and already proved that it improved speaking skills, the success of the method depends on the learners. The students are better to make them

enjoy the process of learning. Then, always practicing speaking in English

every day makes their speaking ability better from day today.

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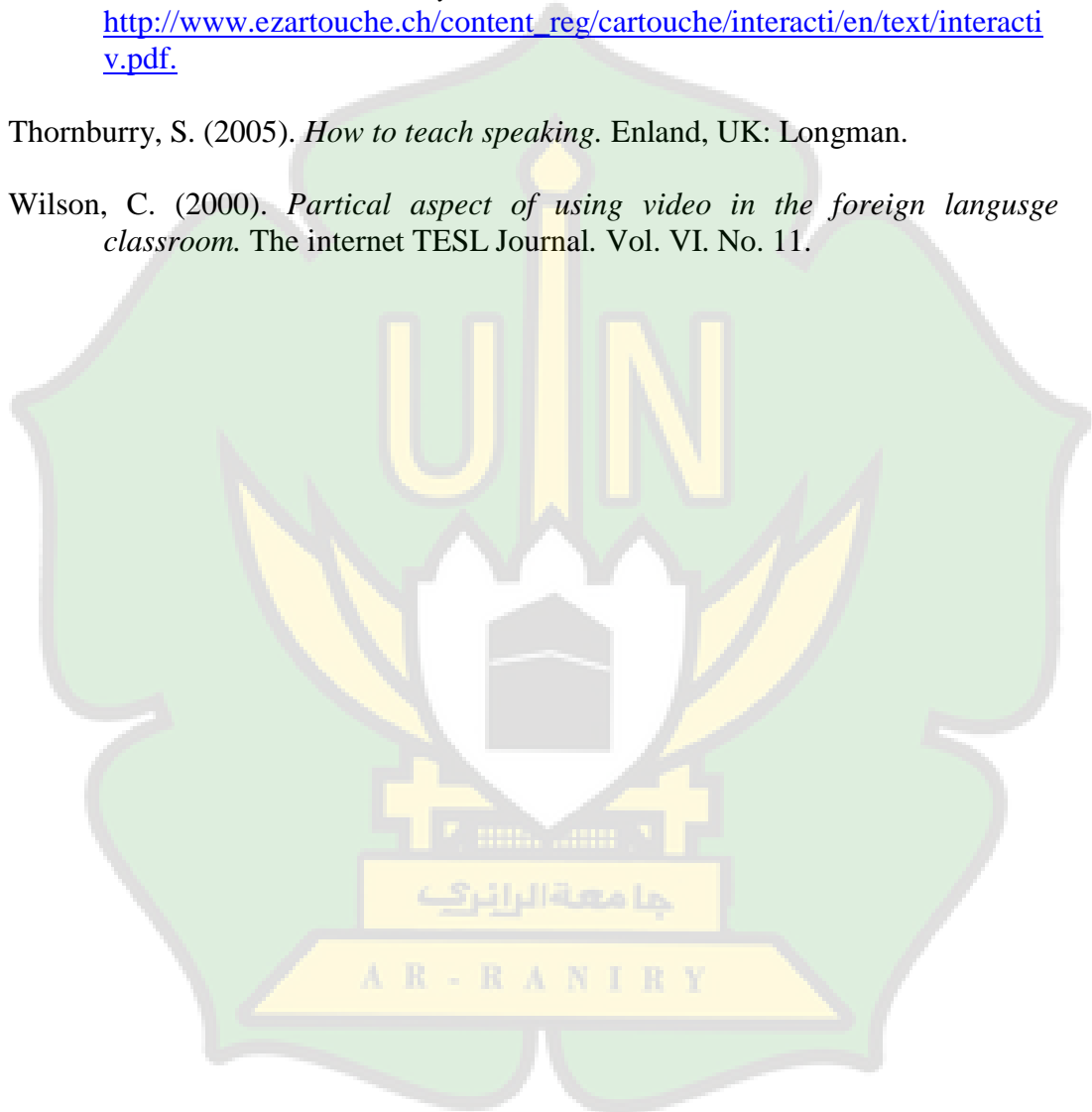
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-451/UN.08/FTK/KP.07.6/01/2019** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

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 Pemerintah 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 RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2018

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-451/UN.08/FTK/KP.07.6/01/2019 tanggal 14 Januari 2019
KEDUA	:	Menunjuk Saudara:

1. Dr. Luthfi Aunie, MA   Sebagai Pembimbing Pertama
2. Safrul Muluk, S.Ag.,MA.,M.Ed.,Ph.D   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :

Nama	:	**Cut Rizka Fadhlina**
NIM	:	**150203166**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Use of Animation Movie "Baby Boss" to Improve Students Speaking Achievement at SMA 1 Indrapuri**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 24 Januari 2020
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

Nomor	: 070 / B.1 / 1336 /2019	Banda Aceh, 29 Juli 2019
Sifat	: Biasa	Yang Terhormat,
Lampiran	: -	Kepala SMA Negeri 1 Indrapuri
Hal	: Izin Pengumpulan Data	Kabupaten Aceh Besar
		di –
		Tempat

Sehubungan dengan surat Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-10848/Un.08/FTK.1/TL.00/07/2019 tanggal, 23 Juli 2019 hal : "Mohon Bantuan dan Keizinan Melakukan Pengumpulan Data Skripsi", dengan ini kami memberikan izin kepada:

Nama   : Cut Rizka Fadhlina

NIM   : 150203166

Program Studi : Pendidikan Bahasa Inggris

Judul   : "THE IMPLEMENTATION OF ANIMATION MOVIE "BABY BOSS" TO MOTIVATE STUDENTS IN TEACHING SPEAKING AT SMA 1 INDRAPURI"

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut :

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;

2. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau Adat Istiadat yang berlaku;

3. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Mahasiswi yang bersangkutan dan Kepala Sekolah;

4. Melaporkan dan menyerahkan hasil Pengumpulan Data kepada pejabat yang menerbitkan surat izin Pengumpulan Data.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terima kasih.

KEPALA BIDANG PEMBINAAN SMA DAN PKLK

AMIRUDDIN, S.Sos
PENATA Tk.I
NIP. 19631231 198901 1 004
ND. Nomor : 1321/B/SMA/2019 Tanggal 29 Juli 2019

Tembusan :
1. Wakil Dekan Bidang Akademik dan Kelembagaan
   Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh;
2. Mahasiswa yang bersangkutan;
3. Arsip.

SURAT KETERANGAN PENGUMPULAN DATA
Nomor: 070 / 252

Sehubungan dengan surat dari Kepala Dinas Pendidikan Aceh, Nomor: 070/B.1/1336/2019,

tanggal 29 Juli 2019, tentang Izin Pengumpulan Data, dengan ini menerangkan:

Nama	: Cut Rizka Fadhlina
NIM	: 150203166
Program Studi	: Pendidikan Bahasa Inggris
Universitas	: UIN Ar-Raniry Banda Aceh
Jenjang	: S.1

Benar yang tersebut namanya diatas telah selesai mengadakan Pengumpuan Data, sejak tanggal

29 Juli s.d 3 Agustus 2019 pada Sekolah Menengah Atas (SMA) Negeri 1 Indrapuri Kabupaten

Aceh Besar, dengan Judul:

"THE IMPLEMENTATION OF ANIMATION MOVIE "BABY BOSS" TO MOTIVATE STUDENTS IN TEACHING SPEAKING AT SMA 1 INDRAPURI".

Demikian Surat Keterangan Pengumpulan Data ini kami buat untuk dipergunakan seperlunya.

Indrapuri, 05 Agustus 2019
Kepala Sekolah,

Wiwin Antariyani, S.Pd, M.Pd
NIP. 19601210 198603 2 022
No SK: 421/194/2019

LESSON PLAN

School   : SMAN 1 Indrapuri Aceh Besar

Subject   : English

Skill   : Speaking

Class/Semester   : XI/1

Time Allotment   : 6 x 120

A. Standard Competence

Analyzing social function, the structure of the text, and linguistic elements in the expression of expression and thought, according to the context of use.

B. Basic Competence

Develop oral and written texts to express and respond to an expression of opinion and mind, with attention to social functions, the structure of the text, and linguistic elements, correctly and in context.

C. Indicators

1. The students are able to improve reviews their speaking skills.
2. The students are able to speak by using correct pronunciation, grammar, vocabulary, fluency, and comprehension.

D. Goal

At the end of the lesson, the students are expected to be able to improve reviews their speaking skills by using correct pronunciation, grammar, vocabulary, fluency, and comprehension.

E. Technique

- Animation movie

F. Media

- Laptop (to show the animation movie "Baby Boss")
- Projector

G. Class Activities

Meeting 1

Pre-activities

- Greeting
- Introducing self and stating the goal of the class
- Checking student attendance
- Asking student opinion about reviews their speaking skills and activity

Main Activities

- Asking a brief explanation about speaking in generally
- Giving an additional explanation of speaking
- Asking the students to personally perform a speech entitle "Introduce yourself" (as the pre-test). They can share the topic in their way.
- Giving 10 minutes for the students to prepare the speaking
- Students perform their speech in front of the class one by one

Post-activity

- Complementing student's performance
- Make sure the students understand about the activity
- Giving further information about the activity
- Greeting

Meeting II

- Greeting

- Checking the student's attendance
- Motivation: asking the students to experience related to the animation movie

Main activities

- Giving a brief explanation about expression opinion in generally
- Giving opportunity for asking question
- After all, students understand expression opinion in general, the student will be shown an animation movie (Baby Boss movie)
- After watching the movie, the students are asked to make a couple and performing a conversation in front of the class with your couple using the expression of opinion about the animation movie by using their own words at next meeting

Post-activities

- Complementing student's performance
- Greeting

Meeting III

Pre-activities

- Greeting
- Checking students attendance
- Apperception: asking a question about previous meetings

Main activities

- Explaining Animation rule and procedure
- Giving opportunity for asking question
- Giving five minutes for the students to prepare the speaking
- Students are asked to make a couple and performing a conversation in front of the class with your couple using the expression of

opinion about the animation movie (as the post-test). Students can share their opinion about the movie in their way.

<u>Post-activities</u>

- Complementing student's performance
- Giving critic and comment to the students
- Greeting

H. Evaluation

<u>Pre-test and Post-test Evaluation Form</u>

No	Scoring Criteria	Scoring Scale				
		1	2	3	4	5
1	Pronunciation					
2	Grammar					
3	Vocabulary					
4	Fluency					
5	Comprehensive					
6	Task					

<u>Table of Score Classification</u>

Category	Range	Frequency	Percentage
Poor	0-49		
Fair	50-69		
Good	70-84		
Excellent	85-100		
LOWEST SCORE			
HIGHEST SCORE			

The final score of each student's test calculated by the formula:

$$Final\ score = \frac{score \times 10}{3}$$

The maximum score is 100

Appendix E Instrument of Data Collection

Activity for Pre-Test

Dear students

This test is designed for a specific research purpose. The result of it will not affect your school scores. So you are requested to be examined orally.

Instructions:

1. Performing a speaking in front of the class entitle "Introduce yourself" the information you have to share including :

    - Your full name
    - Your age
    - Where you was born
    - When you was born
    - Where you live

2. You are allowed to talk within 1 to 2 minute

3. You may prepare and deliver your speaking in your own way

Activity Post-Test

Dear students

This test is designed for a specific research purpose. The result of it will not affect your school scores. So you are requested to be examined orally.

Instructions:

1. Make a couple with your friends and performing a conversation in front of the class with your couple using expression of opinion about the movie by using theirs" own words.

2. You are allowed to talk within 1 to 2 minute.

3. You may prepare and deliver your speaking in your own way.

Appendix F Instrument of Observations

<div align="center">

Observation Check List

</div>

I = Attending the class

II = Paying attention to the teacher

III = Following teacher's instructions
    questions

IV = Working on own

V = Sharing information

VI = Listening to other

VII = Waiting turn to speak

VIII = Answering teacher's

IX = Interacting with teacher

X = Doing the task well

Student number	Students presence	Student's attention to the teacher		Student's cooperation				Student's self confidence		Student's understanding
	1	**11**	**111**	**IV**	**V**	**VI**	**VII**	**VIII**	**IX**	**X**
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										

16									
17									
18									
19									
20									
21									
22									
23									
24									
25									
26									
27									
28									
29									

Observation List

1.	**Students' presence**	
2.	**Students' attention to the teacher**	
3.	**Students' cooperation**	
4.	**Students' self confidence**	
5.	**Students' understanding**	

Appendix G Students' Code

CODE	STUDENTS' NAME	MALE/FEMALE
1	AHMAD HAYKAL	MALE
2	ALIFAH ALYANA	FEMALE
3	ANNISA ULGHINA	FEMALE
4	ARINI ULFA SATIRA	FEMALE
5	CUT FARHAH	FEMALE
6	CUT NOVA ELIZA	FEMALE
7	HANNAN	MALE
8	HUSNUL MUNA	MALE
9	KHAIRUN NISAK	FEMALE
10	M. FITRA RIZKIKA	MALE
11	MUHAMMAD FAJAR	MALE
12	MUHAZZIR	MALE
13	MUKHLIS	MALE
14	NABILA MAILITA	FEMALE
15	NORA WARDATI	FEMALE
16	NURHAFIFAH	FEMALE
17	NURUL AZMI	FEMALE
18	PUTRI MAGHFIRAH	FEMALE
19	RAFIQUL MUNA	MALE
20	RAHMA WARDANI	FEMALE
21	RAHMATUL AFRIANI	FEMALE
22	RAISYAH	FEMALE
23	RAUDHATUL JANNAH	FEMALE
24	RISKIKA MAULIDA	FEMALE
25	SARTIKA AYU	FEMALE
26	SITI HUMAIRA	FEMALE
27	SURITA	FEMALE
28	WILDA RAHMI	FEMALE

29	YUNADIA							FEMALE

Appendix H Students' Pre Test Result

No	G	V	F	P	C	T	Score	Final Score
1	-							
2	3	2	3	2	2	2	14	46,6667
3	3	2	3	2	2	2	14	46,6667
4	3	2	3	2	2	2	14	46,6667
5	3	2	3	2	3	2	15	50
6	3	3	3	2	2	2	15	50
7	-							
8	3	2	3	2	2	2	14	46,6667
9	3	2	3	2	3	2	15	50
10	3	2	3	2	2	2	14	46,6667
11	2	2	3	1	2	2	12	40
12	3	2	3	2	2	2	14	46,6667
13	-							
14	3	2	3	2	2	2	14	46,6667
15	3	2	3	2	2	2	14	46,6667
16	3	2	3	2	2	2	14	46,6667
17	-							
18	3	2	3	2	2	2	14	46,6667
19	3	2	2	1	2	2	12	40
20	3	2	3	2	2	2	15	50
21	3	2	3	2	2	2	14	46,6667
22	3	2	3	2	2	2	14	46,6667
23	3	2	3	2	2	2	14	46,6667
24	3	2	2	2	2	2	13	43,3333
25	3	2	3	2	2	2	14	46,6667
26	3	2	3	2	2	2	14	46,6667
27	3	2	2	1	2	2	12	40
28	-							
29	3	3	3	2	2	2	15	50
	2,95	2,08	2,87	1,87	2,08	2		
TOTAL SCORE								1103
AVERAGE								45,95

Appendix I Students' Post Test Result

No	G	V	F	P	C	T	Score	Final Score
1								
2	4	4	4	4	4	4	24	80
3	4	4	4	4	4	4	24	80
4	4	4	4	4	4	4	24	80
5	4	4	4	4	4	4	24	80
6	4	4	4	4	4	4	24	80
7								
8	3	4	4	4	4	4	23	76,6667
9	4	4	4	4	4	4	24	80
10	3	4	4	4	4	4	23	76,6667
11	3	4	4	3	4	4	22	73.3333
12	3	4	4	4	4	4	23	76,6667
13	3	4	4	3	4	4	22	73,3333
14	4	4	4	4	4	4	24	80
15	4	4	4	4	4	4	24	80
16	3	4	4	4	4	4	23	80
17	4	4	4	4	4	4	24	80
18	3	4	4	4	4	4	23	76,6667
19	3	4	4	3	4	4	22	73,3333
20	4	4	4	4	4	4	24	80
21	4	4	4	4	4	4	24	80
22	4	4	4	4	4	4	24	80
23	4	4	4	4	4	4	24	80
24	4	4	4	4	4	4	24	80
25	4	4	4	4	4	4	24	80
26	3	4	4	4	4	4	23	76,6667
27	3	4	4	3	4	4	22	73,3333
28	4	4	4	3	4	4	23	76,6667
29	4	4	4	4	4	4	24	80
	3,62	4	4	3,81	4	4		
TOTAL SCORE								2108
AVERAGE								78,07

Appendix J Summary of each component results

Category	Pretest	Post test
Grammar	2,95	3,62
Vocabulary	2,08	4
Fluency	2,87	4
Pronunciation	1,87	3,81
Comprehension	2,08	4
Task	2	4
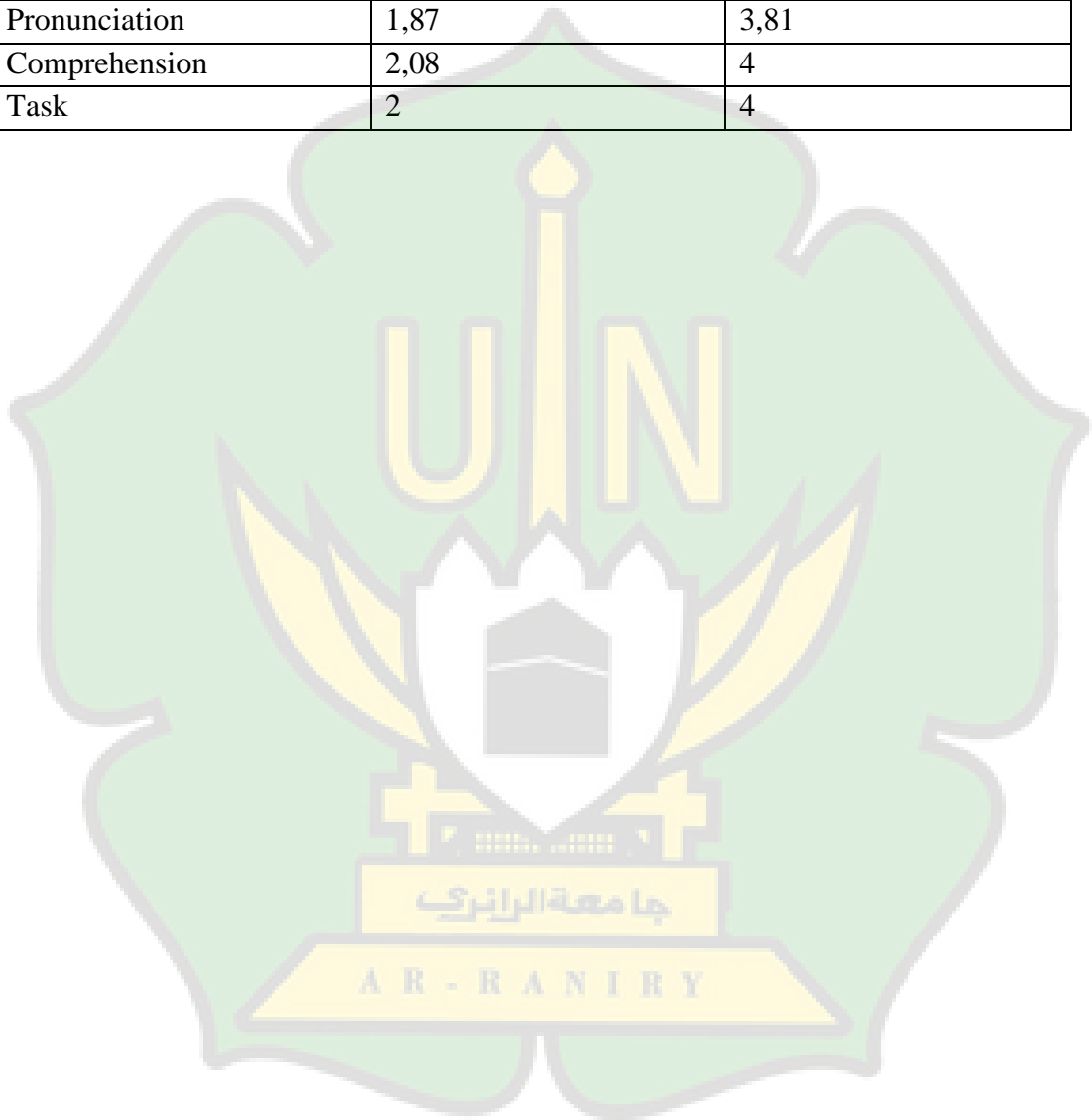
Appendix K Observation Checklist 1

Observation Check List 1 (Pre-Test)

Date: July 29th, 2019

I = Attending the class

II = Paying attention to the teacher

III = Following teacher's instructions questions

IV = Working on own

V = Sharing information

VI = Listening to other

VII = Waiting turn to speak

VIII = Answering teacher's

IX = Interacting with teacher

X = Doing the task well

Student number	Students presence	Student's attention to the teacher		Student's cooperation				Student's self-confidence		Student's understanding
	1	11	111	IV	V	VI	VII	VIII	IX	X
1	-Absence-									
2	V	V	V	-	V	V	V	-	V	V
3	V	V	V	-	V	V	-	-	-	V
4	V	V	V	-	V	V	-	V	V	V
5	V	V	V	-	V	V	V	-	-	V
6	V	V	V	-	V	V	V	-	-	V
7	-Absence-									
8	V	-	V	-	V	-	-	-	V	V
9	V	V	V	-	V	V	V	-	-	V
10	V	V	V	-	V	V	V	-	-	V
11	V	V	V	-	V	-	V	V	V	V
12	V	V	V	-	V	V	V	V	V	V
13	-Absence-									
14	V	V	V	-	V	V	V	-	-	V
15	V	-	V	_	V	V	V	V	V	V
16	V	-	V	-	V	-	-	-	V	V
17	-Absence-									
18	V	V	V	-	V	V	-	-	-	V

19	V	V	V	-	V	-	-	-	-	V
20	V	V	V	-	V	-	V	-	V	V
21	V	-	V	-	V	V	-	V	V	V
22	V	-	V	-	V	V	V	-	-	V
23	V	V	V	-	V	V	-	-	V	V
24	V	-	V	-	V	-	V	-	-	V
25	V	V	V	-	V	V	V	-	V	V
26	V	V	V	-	V	V	V	-	V	V
27	V	V	V	-	V	-	-	-	-	V
28	-Absence-									
29	V	V	V	-	V	V	V	V	V	V
TOTAL	24	18	24	0	24	17	15	5	13	24

Appendix L Observation List 1

Observation List (Pre-Test)

Date: July 29th, 2019

6.	**Students' presence**	There were only 24 students who attended the class. 5 students were absent because of sickness. So, the percentage of the students' presence was 82,75%
7.	**Students' attention to the teacher**	Only 18 of all the students gave attention to the teacher's explanation, and yet somehow many students seemed doing another activities when the teacher was explaining something. They seemed have a personal conversation with their chair mate. Teacher needed to repeat the explanation and instructions for several times to get the students attention. But, almost students' did well in execute the teacher's instruction.
8.	**Students' cooperation**	Because it was the first meeting, the students haven't got any treatment yet related to the material and the

		technique. It influenced to their understanding in both material and instruction. They weren't accustomed to get the instruction in English, so almost of the students still reckoned on their friends. They also gave little attention to the other students who got the turn to speak up, some of the students didn't want to wait until the teacher permitted them to speak up. But, overall it could be handled. The students shared the information needed cooperatively.
9.	**Students' self-confidence**	Only 5 students who were always actively answering the teacher questions. Most of the students kept passive and didn't want to share their idea. It could be influenced by their hesitancy to their speaking ability. Yet, the interaction between the teacher and the students started to be built. About 13 students started to give a positive response to the teacher and interact with the teacher
10.	**Students' understanding**	Most of students who attended the class this day gave their participation in the pretest. They did the pretest well.

Appendix M Observation Checklist 2

Observation Check List (Post-Test)

Date: August 3th 2019

I = Attending the class

II = Paying attention to the teacher

III = Following teacher's instructions
     questions

IV = Working on own

V = Sharing information

VI = Listening to other

VII = Waiting turn to speak

VIII = Answering teacher's

IX = Interacting with teacher

X = Doing the task well

Student number	Students presence	Student's attention to the teacher		Student's cooperation				Student's self confidence		Student's understanding
	1	11	111	IV	V	VI	VII	VIII	IX	X
1					-Absence-					
2	V	V	V	V	V	V	V	V	V	V
3	V	V	V	V	V	V	V	V	V	V
4	V	V	V	V	V	V	V	V	V	V
5	V	V	V	V	V	V	V	V	V	V
6	V	V	V	V	V	V	V	V	V	V
7					-Absence-					
8	V	V	-	V	V	V	V	-	V	V
9	V	V	V	V	V	V	V	V	V	V
10	V	V	V	V	V	V	V	V	V	V
11	V	V	V	V	V	V	V	V	V	V
12	V	V	-	V	V	V	V	V	V	V
13	V	V	V	V	V	V	V	-	V	V
14	V	V	V	V	V	V	V	V	V	V
15	V	V	V	V	V	V	V	V	V	V
16	V	V	V	V	V	V	V	V	V	V
17	V	V	V	V	V	V	V	V	V	V
18	V	V	V	V	V	V	V	V	V	V
19	V	V	V	V	V	V	V	-	V	V
20	V	V	V	V	V	V	V	V	V	V
21	V	V	V	V	V	V	V	V	V	V

22	V	V	V	V	V	V	V	V	V	V
23	V	V	V	V	V	V	V	V	V	V
24	V	V	V	V	V	V	V	V	V	V
25	V	V	V	V	V	V	V	V	V	V
26	V	V	V	V	V	V	V	V	V	V
27	V	V	V	V	V	V	V	V	V	V
28	V	V	V	V	V	V	V	V	V	V
29	V	V	V	V	V	V	V	V	V	V
TOTAL	27	27	25	27	27	27	27	25	27	27

Appendix N Observation List 2

Observation List (Post-Test)

Date: August 3th 2019

1.	**Students' presence**	There were only 27 students who attended the class. Two student was absent because of sick. So, the percentage of the students' presence was 93,10%
2.	**Students' attention to the teacher**	Most students paid their attention to the teacher. Only 2 of all the students didn't attend to the teacher's explanation.
3.	**Students' cooperation**	All of the students cooperated well.
4.	**Students' self-confidence**	Most students were actively participating in class. Only 3 students remain passive in answering the teacher's question.
5.	**Students' understanding**	All of the students did the post test well as the teacher's instruction.

AUTOBIOGRAPHY

Name	: Cut Rizka Fadhlina
Place / Date of Birth	: Lam Leupung, 26 November 1996
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Religion	: Islam
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Parents Name

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Father Occupation	: Civil Servant
Mother	: Yuniati
Mother Occopation	: -

Educational Background

Elementry School	: SD Negeri 1 Keumire
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Senior High School	: MA Teungku Chiek Oemar Diyan

Banda Aceh, 16 December 2019

Cut Rizka Fadhlina