

A THESIS

**THE UTILIZATION OF WEBTOON MEDIA IN INCREASING
THE SPEAKING ABILITY OF ELEVENTH GRADE STUDENTS
OF SMAN 1 PAREPARE**



BY

**MUSDALIFAH LUKMAN
REG NUM. 17.1300.104**

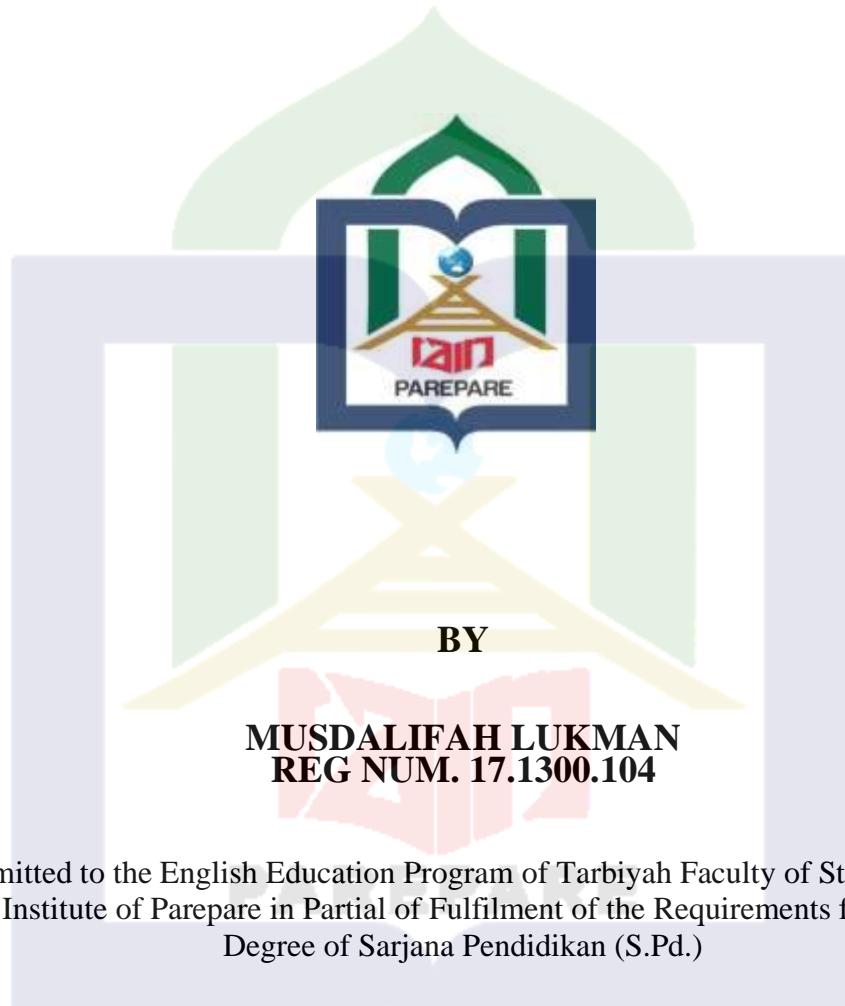
PAREPARE

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

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**MUSDALIFAH LUKMAN
REG NUM. 17.1300.104**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements for the
Degree of Sarjana Pendidikan (S.Pd.)

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Skripsi

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Submitted by

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REG NUM. 17.1300.104**

to

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2023

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ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Thesis : The Utilization of Webtoon Media in Increasing the Speaking Ability of Eleventh Grade Students of SMA 1 Parepare

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وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَا بَعْدُ

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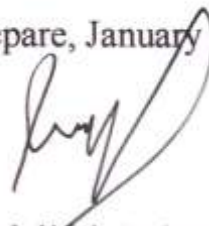
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Parepare, January 10th 2023



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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated this thesis was her own writing and if it can be proved that it was copied, duplicate or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Musdalifah Lukman. *The Utilization of Webtoon Media In Increasing the Speaking ability of Eleventh Grade Students of SMA 1 Parepare.* (Supervised by Zulfah and Abd Rauf Ibrahim).

Speaking is an important and difficult subject in learning English. Speaking itself is defined as the way the sentence to express and being the main point in communication to convey opinions or sharing information each other. As the researcher found in pre-observation in SMA 1 Parepare that the students in Eleventh grade have difficulties in speaking. Therefore, the researcher suggested to teach the students by using Webtoon media to solve the problem. Based on the formulation of the problem, the objectives of the research is to examine the utilization webtoon media in increasing students' speaking ability of SMA Negeri 1 parepare.

In this study, researchers used a quasi-experimental method. The population in this study were 256 students, then the researcher chose two classes, where the experimental class consisted of 36 students and the control class consisted of 36 students. The research instrument was a speaking test by recording students' speech and calculating data using the T-test formula..

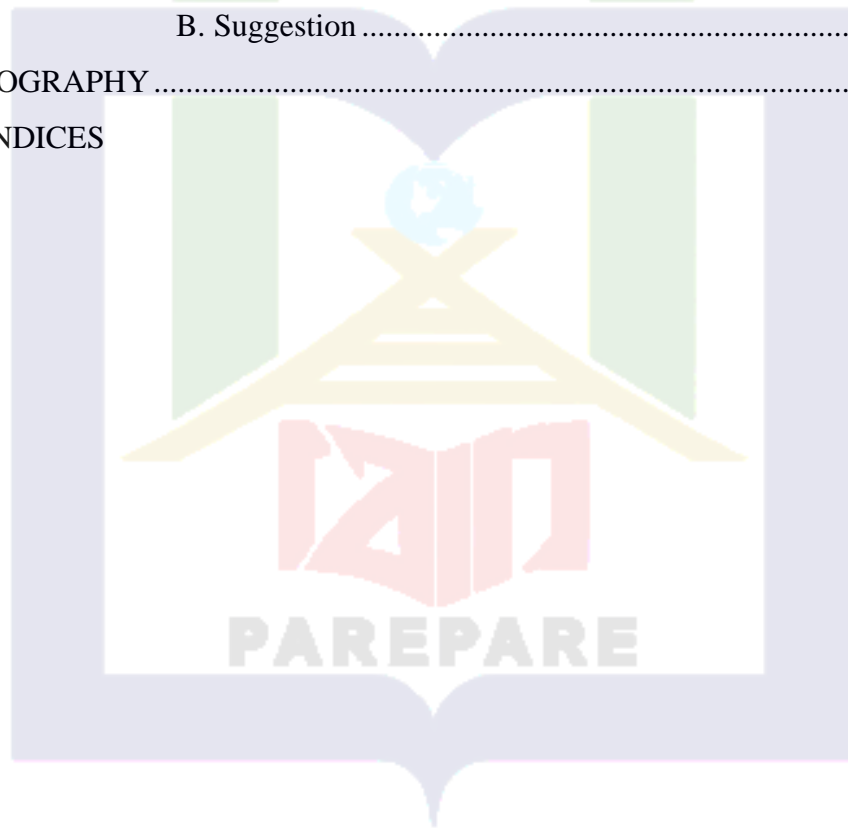
The researcher concludes that there is a significant difference in the students' of speaking ability between the experimental and the control class. Can be seen from the development of the average score from 48(X_1) on the pre- test to 78(X_2) on the post-test on Experiment Class and Score 50(X_1) on the pre-test to 84(X_2) on the post-test, while the t-test is 3.33 for Experiment Class and 3.53 for Control Class greater than t-table 1,690. This means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Comparing the first meeting and the last meeting the students were quite interested in the given method. This indicated that the utilization of webtoon media gives significant effect toward the students' speaking ability of the eleventh grade of SMA N 1 Parepare.

Keywords: *Speaking Ability, Webtoon Media, Teaching English.*

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CHAPTER I

INTRODUCTION

A. Background

In this global era, life has grown rapidly and requires us as parties in the circle of globalization to participate in an increasingly advanced life order, we must be able to master English language which is a world language because otherwise we will be left behind in any way, both in education and work. Moreover, in Indonesia it is legal for foreigners to enter work in the country. Therefore, Indonesian should improve their quality more if they do not want to be left behind by even domestic and foreign competitors and to improve quality, it must start from increasing education from the younger generation. Therefore, in Indonesia, English is a mandatory subject in order to be able to communicate easily and compete in this global era. The Government of Indonesia combines English into compulsory subjects in the education curriculum as one of the compulsory subjects ranging from elementary school to college/university level.

English is a very widely used international language. "English is an international language which is the most extensive international medium of communication".¹ As an international language, English is used as a means of communication between nations who have different languages. The difference in the first language will not prevent people from communicating like English. English is a communication tool that is used orally and in writing. English is a foreign language that is often used in Indonesia and has even taught in schools. English is seen in terms of its current role in the world, according to states that

¹Brumfit, Christopher. (2001). Individual Freedom in language teaching. Oxford:Oxford University Press.

"English is the native language",² is now used in many other countries and is used as the language of international communication throughout the world in English is the native language of the State. English.

English is a language that use to be a media of communication and also as a first international language which is used by most people to interact with other people in all corners of the world. As a media of communication, it should be learned by people who live in a country which uses English as a foreign language, including Indonesia. To support Indonesian people in order to be able to communicate with other people around the globe.

In English, there are several aspects of language to learn, important aspects of English include grammar, vocabulary, pronunciation, structure and others. In addition to these aspects, the students also have to master some language skills such as listening, writing, reading and speaking who related each other that can help in facilitating in learning English. Students who learn English should master these skills in an integrated manner. Speaking is one of the language skills students must learn. In general meaning, speaking is one process of communication which is one people convey their intent to the other people. Furthermore, states that oral language is a very important link in the process of students' learning and thinking development.³

Oral language provides a foundation for the development of other language skills. As children talk about themselves and their experiences, they are learning

²Hornby, A. S. 2005. Oxford Advanced Learner's Dictionary. New York: Oxford University Press.

³Nawang, G.G. (2014), Improving the Speaking Skills of Grade VIII Students of SMP Negeri 2 Godean Through Pictures, <http://eprints.uny.ac.id/19234/1/Gallis%20Nawang%20Ginusti%2009202241065.pdf?opwvc=1> (Accessed on April 05 2019)

to organize their thinking and to focus their ideas. also adds that it is important to provide opportunities for oral language to continue to grow in the classroom from those foundations. Before students achieve proficiency in reading and writing, oral language is one of the important means of learning and of acquiring knowledge. In fact, throughout life, oral language skills remain essential for communication of ideas and intelligent conversations.⁴

Ruampol explained that speaking is the key communication. Taking into account what a good speaker does, what speaking assignments can be used in class, and what specific needs students report, teachers can help students improve their abilities overall speaking and oral competence. Besides, different people have different kinds of voices. That tone and manner of speech can be developed through exercising Speaking is a productive skill in language learning. It involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. They must be taught in any language.⁵

The problem that occurs is most of students especially young learners still low in their speaking. The result of observation that the researcher found in Ten grade of SMA 1 Parepare still low in their speaking. This problem appears because teacher only focused on the use of monotonous media when teaching. Therefore, students become bored in the classroom and think that speaking is difficult. This data was collected through a questionnaire in SMAN 1 Parepare and researcher got about 70% who chose that they are not satisfied with the technique of teaching reading in the classroom.

⁴Nawang, G.G. (2014)

⁵Ruampol, Yaowaluck, Suthakorn Wasupokin, and A Concept Speaking. 2014.

This research uses the Quasi-Experimental method, by comparing two classes, the experimental class, and the control class. The sample selection used cluster random sampling technique. The total sample of both classes was 43 students taken from the population of class XI students at SMA 1 Parepare. The research instrument was the Speaking test by recording students' messages and calculating the data using the T-test virtual.

The results of data analysis and discussion in the previous findings, the researcher states that the use of Webtoon media can improve the speaking ability of class XI SMA 1 Parepare students. This was evidenced by the results of the t-test on the post-test (4.81) which was higher than the t-table value (2.01954) and the mean score of the students after receiving treatment was 67.72 from the average value before receiving treatment, which is 38.54. From these values, it can be shown that the speaking ability of class XI SMA 1 Parepare students can improve significantly by using Webtoon media.

One of the ways to increase students' speaking by interest them in reading through using Webtoon as a media to teach them. Webtoon is a comic that distribute through the internet network that can read in one long strip (one page of the website) and also colourful, different with the manga (Japanese comics) which are usually only black and white. Webtoon will be more interesting media to read for the students. That is why the researcher choose Webtoon as a media to use to increase students' speaking by interest them in reading. Based on the phenomenon, the researcher conducted a research entitled "The Utilization of Webtoon Media in Increasing The Speaking Ability of Eleventh Grade Students of SMA 1 Parepare".

B. Research Question

The researcher formulated the research question as follow : Is webtoon media effective in increasing students' speaking ability of SMA Negeri 1 Parepare?

C. Objective of the Research

Based on the formulation of the problem, The objectives of the research is to examine the utilization webtoon media in increasing students' speaking ability of SMA Negeri 1 Parepare.

D. Significance of the Research

The significance of the research divided into two benefits for a theory and practice described as follows:

1. Theoretical Benefits

This research will provide information and alternative to teach in the classroom. The teacher uses Webtoon as the media to teach.

2. Practical Benefits

There were two practical significances which are expected by the researcher as follow:

- a. The researcher hopes this research can give valuable contribution to improve the speaking skill of the students.
- b. For other researchers, they are expected to be able to use the result of this research as an additional reference in carrying out further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with previous related research findings, some pertinent ideas and conceptual framework.

A. Previous Research Findings

In this research, there are some reviews of related literature findings from the previous researcher, they are : The first previous study findings is talking about the use of Webtoons comic in speaking on the recount. The aim of this research is to know whether this media is effective in teaching speaking on the recount. The method used is a pre-experimental research with one group of pre test-post test. The findings show there are differences before and after the implementation of teaching speaking in a recount using a webtoon.⁶

The second previous study aimed to find out whether the use of Webtoon Media Illustration improve students' achievement of literal comprehension and interpretative comprehension at the tenth grade students of SMA Negeri 3 Jenepono. The method used quantitative research with pre-experimental research that consisted of pretest, treatment and posttest. The results of this study can be concluded that the use of webtoon media illustrations can improve students' reading achievement.⁷

⁶Ningrat, H.C and Mayasari L. (2019). *The Effectiveness of Using Webtoons to Develop Students' Speaking Performance on Recount*, <https://doi.org/10.18510/hssr.2019.7369> (Accessed on March 14 2023)

⁷Karsa, R.P.K dkk (2021) *Improving The Use of Webtoon Illustration in Improving The Students' Reading Achievement*, <https://jurnal.fkip.unismuh.ac.id/index.php/eltm/article/view/261> (Accessed on March 14 2023)

The third previous study aimed to reveal how Line Webtoon comic can be used to teach vocabulary, the student's vocabulary mastery, and the student's responses toward the use of Webtoon comic. This research applied qualitative design. The data was gathered through observation during online learning in Google Classroom, student's task and the interview process. Based on the data, the process of using Line Webtoon for ninth graders was successfully upgraded the students' vocabulary mastery and motivation to read through online comic. It also showed that the students were interested to read because Webtoon consisted of many pictures and they were able to get many new words by using online media.⁸

The fourth previous study finding aimed to find out the teaching of speaking by using Webtoon at Choice English course Pare Kediri. The design used is descriptive qualitative. The result of this research showed that the teaching of speaking by using Webtoon at Choice English course Pare Kediri had been supported by curriculum but it had not been documented, it also had been supported by syllabus and lesson plan, the material was from Webtoon, and the techniques used were retelling story and role play.⁹

The fifth previous study findings were conducted based on the problems found from observation in the teaching and learning process. This research aimed to investigate how the use of storytelling technique through webtoon improved students' confidence in speaking to class X IPS 3 students of SMA Negeri 5 Pontianak Utara in academic year 2018/2019. The method implemented in this

⁸Maharani, Putri (2021), *The Use of Line Webtoon Comic Strip to Upgrade Students' Vocabulary*, <https://doi.org/10.25078/yb.v4i2.532> (Accessed on March 14 2023)

⁹Adlim, M.S, *The Teaching of Speaking By Using Webtoon at English Course Pare Kediri*, <https://ejournal.uniska-kediri.ac.id/index.php/proficiency> (Accessed on March 14 2023)

research was Classroom Action Research with two cycles. The result showed that students' confidence in speaking improved by using storytelling technique through webtoon. Most of them are active in speaking English in the classroom. In conclusion, storytelling technique through webtoon was useful to help students to improve their confidence in speaking English. Thus, the writer recommends the teacher to use storytelling technique in teaching learning speaking to the student.¹⁰

The difference between this research and the previous study is that the object of this research is junior high school, and the method used is quantitative while previous researchers have used classroom action research and descriptive qualitative.

B. Some Pertinent Ideas

1. The Concept of Speaking

a. Definition of Speaking

Speaking is considered difficult, let alone English as a foreign language. Student achievement depends on their personality. Students who have low participation in speaking activities in class lose the opportunity to practice them.¹¹ So that talking is the key communication. Taking into account what a good speaker does, what speaking assignments can be used in class, and what specific needs students report, teachers can help students improve their abilities overall speaking and oral competence. Besides, different people have different kinds of voices. That tone and manner of speech can be developed through exercising.

¹⁰Tifani, dkk. (2020), *Improving Students' Confidence in Speaking by Storytelling Technique through Webtoon*, <https://jurnal.untan.ac.id/index.php>, (Accessed on March 14 2023)

¹¹Prabawa, Wawa Puja. (2016). *Speaking Strategies Used By Indonesian Tertiary Students*, *English Review: Journal of English Education* 4 (2): 231. <https://doi.org/10.25134/erjee.v4i2.337>.

Speaking is a productive skill in language learning. It involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. They must be taught in any language.¹²

Speaking is considered an easier way to communicate, so it is used as a basis for language learning that makes students able to use foreign languages or as a means of communication.¹³

Speaking is considered the most sought-after skill so that a person can be accepted as competent in a foreign language. Speaking is more than just forming grammatically correct sentences; it covers more of the broad fields of mechanics, function, pragmatics and social interaction.¹⁴

Speaking is an act that produces language for communication as one of the basic skills of speaking. Over the years people have taught speaking with students repeat words, sentences, and read memorized textbooks dialog. Talking is an interactive construction process meaning that it involves production and receiving and processing Form information and its meaning depends on the context in which it occurs, including the participants themselves, their collective experience, physical environment, and the purpose of speaking. Often times spontaneous, open, and develop. After all, speech is not always unexpected.¹⁵

Language functions (or patterns) which tends to recur in certain discourse situations (eg, decline invitation or request for leave from work), yes identified

¹²Ruampol, Yaowaluck, Suthakorn Wasupokin, and A Concept Speaking. 2014.

¹³Kustati, Martin. 2012. "The Contribution of English Students' Speaking Strategies and Motivation on Their Speaking Ability At Tarbiyah Faculty of Iain Imam Bonjol Padang." *Al-Ta Lim Journal* 19 (1): 9–16. <https://doi.org/10.15548/jt.v19i1.2>.

¹⁴Kurum, Eyup Yasar. 2016. "Teaching Speaking Skills." *Annals of the University of Oradea: Economic Science* 25 (1): 264–73.

¹⁵Ruampol, Yaowaluck, Suthakorn Wasupokin, and A Concept Speaking. 2014.

and mapped. Next; the teacher must monitor students' speech production to determine what skills and the knowledge they already have and what areas are required development, offering suggestions for activities that can be discuss different skills. Conclusion; talking is the key communication. Taking into account what a good speaker does, what speaking assignments can be used in the classroom, and what specific needs Student's report, teachers can help students improve their abilities overall speaking and oral competence. Besides, different people have different kinds of voices.

That tone and manner of speech can be developed through exercising Speaker's skills and speaking habits have an impact the success of any exchange. The speaker must be able to anticipate and then produce certain expected patterns of discourse situation. They must also manage such discrete elements as taking turns, restating, providing feedback, or directing. Students also have to choose the correct vocabulary describe the item being searched for, rearrange or emphasize the words clarify the description.

Other skills and knowledge instructions may address including the following: manufacture sound, stress patterns, rhythm structure, and intonation language; using grammar structures accurately; rate characteristics of the target audience, including co knowledge or common reference points, status and power participant relationships, levels of interest, or different perspectives; choose a vocabulary that is understandable and suitable for the audience, the topic being discussed, and the setting in which the speech act occurs; implement a strategy for increase understanding, such as emphasizing keywords, repeat, or check the listener's understanding; use gestures or body language; and pay attention to

success of interactions and customizing components of speech like vocabulary, speech rate, and grammatical complexity structure to maximize listener understanding and involvement.

Speaking is important learn because speaking is a way of communicating with other people to convey have opinions and express ideas, but in reality, the students' English proficiency is still low. this caused by several factors such as speech elements such as vocabulary, pronunciation, grammar and fluency that must be mastered by students in order to become good English speakers¹⁶

Speaking is "the process of constructing and sharing meaning through the use of verbal and non-verbal symbols, in various contexts ". That is, without speaking, other people will not know for sure someone's ability in speaking English because there is no activity in sharing meaning. Even though writing is also a skill in showing the meaning of one's skills in English, however, cannot be done faster than speaking. This is the reason why speaking English is needed as a medium of communication.¹⁷

Stated that speaking is also an important part of the language process. In the teaching process, we constantly encounter problems such as students are mixed classes with different abilities, knowledge and learning styles. At this point we need to organize program or service plan to improve the speaking skills of learners.¹⁸

¹⁶Fernandes Arung "Improving the Students' Speaking Skill through Debate Technique"2016.

¹⁷Hayati Syafri, S.S, M.Pd ".*Ritual Model In Speaking Intruction by Using Islamic*"2015

¹⁸Usmonova U, Usmonov A. (Jizzakh, Uzbekistan)"*Actual Scientific Research Modern World*"2016

Stated that speaking is one of the four language skills in English. It is a productive skill in the sense that the speaker produces the sound of the language. Basically, speaking is aimed at two-way communication. Speakers and listeners negotiate the meaning of what they are saying. Speaking is one of the communication skills in English which is closely related to listening in a pragmatic view of language performance.¹⁹

Stated that speaking is needed so that they can use their skills and expertise, convey ideas and speak well. In this case, the encouragement and desire of students are very important to encourage the understanding process.²⁰

b. The Components of Speaking

a) Vocabulary

Vocabulary is an important part of learning a foreign language. The meaning of new words is stressed very often, both in books and in verbal communication. Vocabulary is considered central to language teaching and is very important for language learners. Vocabulary is the basis for learning foreign languages.²¹

b) Grammar

Grammar was introduced further after traditional grammar. It takes a deep understanding between the two paradigms in

¹⁹Weni delfia ,Zulamri and Don nairus “*An analysis of students speaking anxiety faced by the fourth semester students of english education study program of english department of univercity Negeri 1 padang*” 2018

²⁰Andi Asrifan,Abd ghofur,Hamriati“*The use of reading circles in increasting student speaking ability at the eleventh grade smk Negeri 1 Pancarijang*”2021

²¹Togi Silalahi “ *A teenager’s Vocabulary Acquistion and english interest as a second language*” 2018

teaching grammar. Though, it was only in a short history, but now it has claimed to be a major force in world linguistics.²²

c) Pronunciation

Pronunciation is different from studying words and grammar, or creating and translating documents. Even though older people have more knowledge, learning experience, and memory strategies, it is nearly impossible for adult learners of a second language to pronounce a new language with a native-level accent.²³

d) Accuracy and fluency

An issue covering all language performance centers on the difference between accuracy and fluency. In spoken language, the questions we face as teachers are: How should we prioritize two clearly important speaker's goals, namely accurate language (clear, articulate, grammatically and phonologically correct) and fluent language (flowing, natural)? In the mid to late 1970s, activated by a short-lived anti-grammar approach, some teachers turned away from accuracy problems to provide a large²⁴

Number of "natural" language activities in their classrooms. The argument is, of course, that adult second language acquisition should simulate a child's first language learning process. Our classrooms should not be linguistic courses but places where meaningful language engages, or so the

²²Ferlya E & Putri Meutia "Elaborating functional Grammar in the Efl classroom context and it's implication". 2019

²³Sung Kan ,Atsushi ito "Laguage cognition and pronunciation training using applications"2020

²⁴H. Douglas Brown-Language Assessment - Principles and Classroom Practice-Pearson ESL (2003) (2) (1).pdf

argument is. Unfortunately, such classrooms emphasize the importance of fluency so much - while downsizing the bits and pieces of grammar and phonology - that many students manage to produce a language that is fluent enough but almost incomprehensible. There is something missing. It is now very clear that fluency and accuracy are important goals to pursue in CLT. While fluency in many communicative language courses can be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on elements of phonology, grammar, and discourse in their spoken output. If you learn to play tennis instead of a second language, this same philosophy will initially have you out on the tennis court to get a feel for what it is.

Likes to hold a racket, hit the ball, serve, etc., and then make you more cognitively focused on certain fundamentals. Fluency is perhaps best achieved by allowing the "flow" of speech to "flow"; then, as some of this speech transcends comprehension, the "riverbank" of instruction on some details of phonology, grammar, or discourse can channel speech in a more purposeful direction. The fluency / accuracy problem often boils down to the degree to which our technique should be message oriented (or, as we call it, teaching use of language) as opposed to language oriented (also known as use of language teaching). Current's approach to language teaching is heavily skewed towards message orientation with the use of language offering a supporting role.

2. Types of Speaking

a. Imitative

A very limited portion of speaking time in class may legitimately be spent penetrating "human tape recorder" speech, in which, for example, the student practices intonational contours or tries to pinpoint a particular vowel sound. This kind of imitation is done not for the purpose of meaningful interaction, but to focus attention on certain elements of the language form.²⁵

b. Intensive

Intensive speaking goes beyond one-step imitation to include speaking performances designed to practice some aspects of phonological or grammatical language. Intensive speaking can be initiated alone or it can even be part of some pair-work activity, in which learners "discuss" certain linguistic forms.²⁶

c. Responsive

Responsive Many of the students' speech in the responsive classroom: short answers to questions or comments initiated by the teacher or student.²⁷

d. Transactional (dialogue)

Transactional language, which is intended to convey or exchange certain information, is an extended form of responsive language.

²⁵H. Douglas Brown-Language Assessment - Principles and Classroom Practice-Pearson ESL (2003) (2) (1).pdf

²⁶H. Douglas Brown-Language Assessment - Principles and Classroom Practice-Pearson ESL (2003) (2) (1).pdf

²⁷H. Douglas Brown (2003).pdf

Conversation, for example, may be more negotiative than responsive speech.²⁸

e. Interpersonal (dialogue)

Interpersonal Another form of conversation mentioned in the previous chapter is interpersonal dialogue, which is carried out more for the purpose of maintaining social relationships than for conveying facts and information. This conversation is a little more complicated for the learner because it can involve some or all of the following factors:²⁹

f. Extensive (monologue)

Extensive Finally, students at intermediate to advanced levels are asked to provide a written monologue in the form of an oral report, summary, or perhaps a short speech. Here registers are more formal and deliberative. This monologue can be planned or impromptu.³⁰

3. The Importance of Speaking

It explained that no days, globalized world, communication plays an important role in achieving success in all fields. Language is used as a means of communication. Perfect communication is impossible for people without using language. Besides, people cannot achieve goals, objectives, and goals without using the right language to communicate. Therefore, it takes a language to communicate with other people who live around the world. Since English is considered an international language and is spoken all over the world, it fulfills that purpose communicate with people living in different

²⁸H. Douglas Brown (2003).pdf

²⁹H. Douglas Brown (2003).pdf

³⁰H. Douglas Brown (2003).pdf

regions, states, countries and continents of the world. Speaking skills are the most important skills for acquiring foreign language learning or a second language. Among the four main language skills, speaking is considered the most important skill in learning a foreign or second language.³¹

2. The Teaching of Speaking

Teaching speaking is a central issue in learning a second language because it contributes to the success of mastering a second language. Teachers play an important role in the acquisition of these skills as they are responsible for promoting meaningful communication in the classroom. In this study, important differences have been observed between two groups of teachers.³²

3. Characteristic of Successful Speaking

Explained that the main objective of teaching speaking skills is communicative efficiency. Language learners must be able to make themselves understood using their current skills. They should try to avoid confusion in messages due to incorrect pronunciation, grammar, or vocabulary. Correspondingly, a common characteristic of many language classes is the great focus on language systems³³

³¹Parupalli, Srivinas. 2019. "The Importance of Speaking Skills in English Classrooms." *Alford Council of International English & Literature Journal(ACIELJ)* 2 (2): 5–18.

³²Alonso Alonso, Rosa. 2020. "Teaching Speaking: An Exploratory Study in Two Academic Contexts." *Porta Linguarum Revista Interuniversitaria de Didáctica de Las Lenguas Extranjeras*, 145–60. <https://doi.org/10.30827/digibug.53717>

³³Bahrani, Taher, and Rahmatollah Soltani. 2012. "How to Teach Speaking." *Longman* 3 (2): 25–30.

4. Types of Speaking Activities

1. Role Playing

Role playing is a learning method in which there are pretend (acting) behaviour of students according to predetermined roles, where students imitate the situation of the characters in such a way with the aim of dramatizing and expressing one's behaviour, expressions, and movements. social relations between humans.

- a. Role playing refers to changing one's behaviour into taking a role, either unconsciously to fill a social role, or consciously to play the adopted role. On the other hand;
- b. Role playing refers to changing a person's behaviour into fulfil a social role ", in the field of psychology, that is the term is used more loosely in four senses:
- c. To refer to role playing in general as in a theatre, or educational setting;
- d. To refer to taking on the role of an existing character or person and portray it with a partner who takes on someone else's role, often involves a different type of exercise;
- e. To refer to a wide variety of games including role playing video games, play-by-mail games and more;
- f. To refer specifically to role playing games.

Talks about play and its role in preschool children development, deals with two fundamental questions:

Firstly, the mode of play itself appears in development - its origins and origin; second, the role of this developmental activity, viz we call play,

as a form of development in children preschool age. Play as the main form of activity for a child at this age, this is simply the dominant form of speech

A. Storytelling

Storytelling is a technique or ability to tell stories, setting scenes, events, and also dialogue. In film, filmmakers are armed with cameras; in comics, comic artists are armed with pictures and story angles; in short stories or novels, the writers are armed with pens, diction, word plays and descriptions, by telling a story by means of storytelling. Storytelling predates other forms of oral history; stories have been used for centuries. Storytelling before writing, the earliest form of storytelling was usually a verbal combination with gestures and expressions.

Apart from being a part of religious rituals, rock art may serve as a form storytelling for many ancient cultures. Modern storytelling has a wide scope. Apart from its traditional form, (folklore, mythology, legends, fairy tales, etc.) exist extends the fairy tale itself to represent historical, personal narratives, political commentary, and evolving cultural norms. Contemporary storytelling is also widely used for coping educational purposes. . New forms of media are being created new ways for people to record, express and consume stories. Tools for asynchronous group communication can provide files an environment for individuals to reframe or rearrange individuals the story becomes a group story.

5. The Concept of Webtoon

1. Definition of Webtoon

The webtoon is the combination of web and cartoons, this application can interact with students' reading interests and help students understand the text, because the webtoon contains simple, colourful words, has background sounds to support reading flow and good images.³⁴

As explained that webtoon is a kind of digital comic or comic application. Comics in webtoon are almost similar to ordinary comics, namely expressing ideas with images combined with text or other visual information.³⁵

Then, the webtoon is one of the most popular forms of culture in Korea, production companies can strategically capitalize on the success of the well-known webtoon as a way to sell dramas ideas for TV stations.³⁶

2. Characteristics of Webtoon

To get satisfaction from the features provided by LINE Webtoon. users have been directed to only be able to use the features available, buy coins and others with influence and control of the media.³⁷

³⁴Wandira Frasiska, Bundawati Irhamni, M idris Azhari. 2021. “宋 辉 1 王笑阳 2 李元杰 3” 15 (10): 4–10.

³⁵Ratnasari, Nova, Linda Mayasari, and Sulton Dedi Wijaya. 2018. “The Effectiveness of Webtoon to Develop Students' Writing Skill in Narrative Text Of Tenth Grader In SMK PGRI 13 Surabaya.” *Tell: Teaching of English Language and Literature Journal* 6 (2): 88. <https://doi.org/10.30651/tell.v6i2.2135>.

³⁶Park, Ji Hoon, Jeehyun Lee, and Yongsuk Lee. 2019. “Do Webtoon-Based TV Dramas Represent Transmedia Storytelling? Industrial Factors Leading to Webtoon-Based TV Dramas.” *International Journal of Communication* 13: 2179–98.

³⁷Lestari, Annisa Fitriana, and Irwansyah Irwansyah. 2020. “Participative Fandom By Army Bts Indonesia in the Digital Comic of Webtoon Apps.” *Journal Communication Spectrum* 10 (1). <https://doi.org/10.36782/jcs.v9i1.1872>.

The characteristics of a webtoon are the result of a balance between the hybridity of global factors and local characteristics. The development of digital culture in Korea allows the hybridization and recreation of global cartoons into the form of webtoons, a new type of digital content.³⁸

Webtoon (digital cartoon) is fundamentally different from analogue content in form, technique, duplication speed, and limitation. First, in terms of form, digital content data cannot be superior to the naked eye. Second, you need a special device if you want to open digital content data. Third, copying is easier than the original analogue content and copying times are shorter than analogue content. There will be almost no loss of original data after copying. Fourth, storing is easy because it is digital data and it could also be the case stored permanently³⁹

3. The Concept of Wattpad

Wattpad is an Internet community for readers and writers to publish new user-generated stories in different genres, including classics, general fiction, historical fiction, non-fiction, poetry, fan-fiction, spiritual, humor, and teen fiction. It aims to create social communities around stories for both amateur and established writers.

The platform claims to have an audience of more than 70 million users, who can directly interact with the writers and share their opinions with fellow readers. Although available in over 50 languages, 77% of its content is written in English. A number of Wattpad users are translating stories to continue to build the platform. Wattpad originated in 2006, as the result of a collaboration between Allen

³⁸Jang, Wonho, and Jung Eun Song. 2017. "Webtoon as a New Korean Wave in the Process of Glocalization." *Kritika Kultura* 2017 (29): 168–87. <https://doi.org/10.13185/KK2017.02908>.

³⁹Lee, Eunkoung, Myoungsik Choi, and Cheeyong Kim. 2015. "A Study on Kitschy Characteristics and Its Consumer s of Webtoon." *Journal of Korea Multimedia Society* 18 (8): 980–87. <https://doi.org/10.9717/kmms.2015.18.8.980>.

Lau and Ivan Yuen. Their current headquarters, as of 2019, is based in Toronto, Ontario.

2) The Comparison Between Webtoon and Wattpad

Same with Wattpad, the advantage of Webtoon is easier to access in digital ways, but the different is Webtoon is a narrative text with pictures that makes the students easier to understand the expression of the characters in the story. While, Wattpad is a narrative text without pictures. The other advantage of Webtoon are available to read in many different languages with same story. So, it's help the students to easier translating the story. Different with Wattpad which is one story of Wattpad only available in one language. The Webtoon media also appropriate to use to teach the students in Junior High School because Webtoon media limited the genre which appropriate with age and country of the readers. In additional, Wattpad has advantage to make the readers easier to access and can be container for internet community for readers and writers to publish new user-generated stories in many genres, but in this research focused on increase students' speaking ability. So, the researcher chose Webtoon media which is has advantage more appropriate with students' needs.

C. Conceptual Framework

The conceptual framework of the research consists of three parts, they are input, process, and output. The main focus of this research will present showing the following diagram:

a. Input

Speaking, especially in a foreign language, is a very necessary activity for all ages of learners. It is expected to understand with other people using a foreign language. The learners need to find the most appropriate word and also the correct grammar to convey meaning precisely and accurately. It is also important to organize the discourse so that the interlocutor understand what the speaker says.⁴⁰ According to in students' language development,

⁴⁰Cameron, Lyne. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. pp.40-41". .2001

speaking is one of the important aspects. It means that the students should master the aspects of speaking such as grammar, vocabulary, pronunciation, and fluency.⁴¹

Therefore, the researcher tries to solve the problem of the students at XI grade in SMA 1 Parepare who has low speaking ability through using Webtoon media. Webtoon media that use to teach with pictures. Webtoon also is a fun media that can use to teach students, especially teenager students, the teenager students are very fond of reading that has images and colours that are interesting to read. Webtoon has various stories, it may tell about humor, action, mystery, thriller, adventure, romance, and so forth. While the students conceiving the story they also can get fun and developing their imagination. In addition, Webtoon is also categorized as one of media of teaching in the classroom and often regarded as interesting and motivating media and a good media to use to teach and increase the students' speaking ability, because more words they have from reading more they easier to increase their speaking ability.

b. Process

The Implementation of Webtoon Comic in Teaching Reading Narrative Text for Senior High School Students. To answer the first research question, which is about the implementation of webtoon comic in teaching reading narrative text, the researcher decided to do an observation for about one month. The reason is because the activities for using comic as media in

⁴¹Linse, Caroline T. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Companies. p.47. "2005

teaching reading narrative such as pre, whilst, and post-reading. Here, the result of observation is exposed separately based on the meetings. There are three meetings done. Below is the detail data.

c. Output

After the researcher give the test about speaking ability in the experimental class and the control class, the experimental class expected the speaking ability of students has increased.

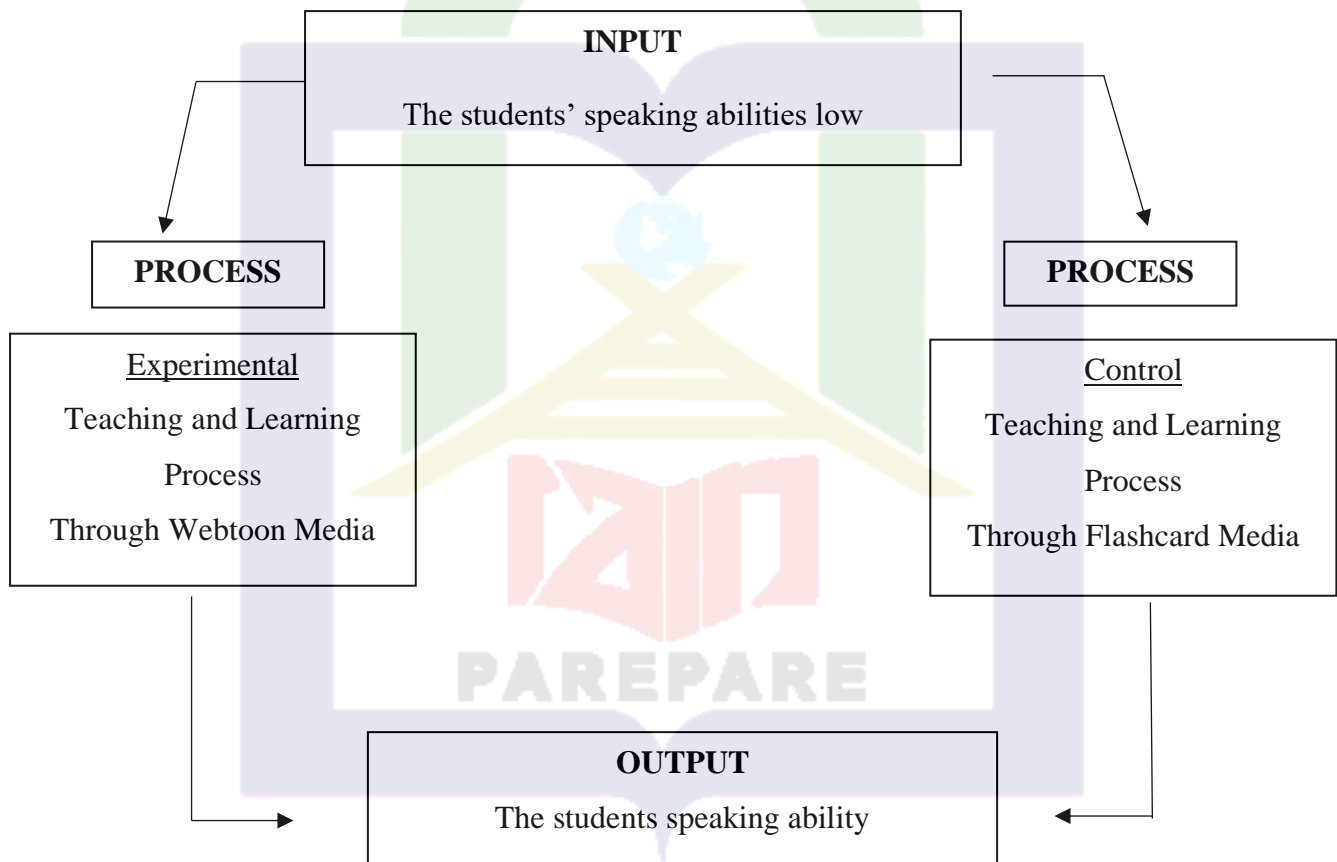


Figure 2. 1 Conceptual Framework

D. Hypothesis

The researcher formulate two hypotheses as follows:

- a. Ho (Null Hypothesis) : webtoon media is not able to increasing the speaking ability of eleventh grade students of SMA Negeri 1 Parepare.
- b. Ha (Alternative Hypothesis) : webtoon media is able to increasing the speaking ability of eleventh grade students of SMA Negeri 1 Parepare.

E. Operational Definitions of Variable

1. Speaking is a productive skill in language learning. These skills involve communicative performance, and other important elements, such as pronunciation, intonation, grammar, vocabulary, etc. Speaking is considered as an easier way to communicate, so it is used as a basis for language learning that allows students to use foreign languages as a means of communication.
2. Webtoon is a combination of web and cartoons, this application can interact with students' reading interests and help students understand the text, because the webtoon contains simple, colorful words, has background sounds to support reading flow and good images.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This research methodology presents research design, research variables and operational definition of variables, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

A. Research Design

In this research design, the researcher applied quasi-experimental design with two classes as a sample, namely experimental class and control class. The research formula is present as follows:

| | | | |
|---|------------------|----------------|----------------|
| E | : O ₁ | X ₁ | O ₂ |
| C | : O ₁ | X ₂ | O ₂ |

Where:

- E : Experimental class
- C : Control class
- O₁ : Pre-test
- O₂ : Post-test
- X₁ : Treatment experimental class
- X₂ : Treatment control class

(Gay,Mills,Airasian,2006)⁴²

⁴²Gay, L.R.,Mills, E. Geoffrey., Airasin, Peter.2006. *Educational Research Competencies for Anylis and Applications*. Upper Saddle River, New Jersey Columbus, Ohio: Person Merrill Pretince Hall.

B. Location and Duration of the Research

The location of this research at SMA Negeri 1 Parepare. The researcher use the quantitative research that have several times to collect and analyze data. The researcher used around one month for collecting data.

C. Population and Sample

1. Population

The population of this research is of the XI grade students of SMA 1 Parepare, there were seven classes for XI grade. The total number of XI grade students is 256 students.

2. Sample

This research took the sample at the XI grade students of SMA 1 Parepare 2018/2019 academic year taken from the population. The sample would be taken by using cluster random sampling with two classes as the sample. Class XI.1 as the experimental class and XI.6 as the control class.

Tabel 3. 1 The Sample of the XI grade students :

| No | Class | Total |
|--------------|-----------|-------|
| 1 | XI MIPA 1 | 36 |
| 2 | XI MIPA 6 | 36 |
| Total Number | | 72 |

(Source: Administration of SMAN 1 Parepare)

D. Instruments

This research used instrument to measure speaking ability and the interesting of the students in learning speaking with the used of Webtoon media in SMA 1 Parepare. Interview used to measure the speaking ability and, in this

study, there were two tests namely the pre-test and post-test. The pre-test used to determine the ability of students before being given treatment and the post-test used to determine how the students' speaking skill progressed after being given treatment. This research also used interview to determine the interesting of the students in learning speaking with the used of the Webtoon as the media.

E. The Procedure of Collecting Data

The data will collect in this research as follows:

1. Pre-test Virtual

The researcher give pre-test to the students before giving treatment to define the speaking skill of the students. The researcher will know the students' speaking skills in pre-test which was given directly before treatment.

2. Post-test Virtual

After giving the treatment, the researcher give the students a post-test to find out how far the students' speaking skills was after the implementation of webtoon media. The researcher knows the level of students speaking skills.

F. Treatment

After giving the pre-test, the researcher give treatment to the students. The researcher implement webtoon media as a way to increase students' speaking ability. The treatment process would be conducted for six meetings.

1. Learning Objective

Explains the story of true beauty from webtoon media.

2. Material

Story of true beauty.

3. Media

The media used in this research is webtoon media.

4. Procedure

The researcher arranged some steps/procedures in order to make students more interested with the webtoon media, as follows:

- a. The researcher greeted students in virtual zoom
- b. The researcher checked the attendance list
- c. The researcher provided motivation to all students before teaching
- d. The researcher conveyed the lesson objectives
- e. The researcher explained the material and also the media
- f. The researcher ordered student to read webtoon of true beauty
- g. The researchers explained the material about true beauty
- h. The researcher explained about webtoon of true beauty as a reinforcement for each meeting
- i. The researcher provided text of the webtoon at each meeting
- j. Researchers divided students into several groups
- k. The researcher gave students the opportunity to ask questions
- l. The researcher asked the students to discuss about the true beauty webtoon.
- m. The researcher asked the students to convey their conclusions and opinions regarding this true beauty story through the webtoon media.
- n. Students performed virtually through the zoom application
- o. The researcher asked students to reconcile the material that has been taught

p. The researcher closed the class.

5. Timing

The period of time used for this research is one month with six meetings where each meeting is 60 minutes long with two meetings a week.

G. Technique of Data Analysis

The data collected by using the data analysis, the quantitative analysis employed statistical calculation to test the hypothesis. The use of percentage technique used to know of the reading comprehension through narrative text. To analyse the data, the researcher will use 4 steps:

1. Scoring Classification

To find out the students' speaking ability, it was viewed from the three components, and they are : Accuracy, Fluency, and Comprehensibility.

| Score | Accuracy | Fluency | Comprehensibility |
|-------|--|--|--|
| 6 | Pronunciation is only very; slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors. | Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses. | Easy for the listener to understand the speaker's intention and general meaning. Very few interruption or clarifications required. |
| 5 | Pronunciation is slightly influenced by mother-tongue. A few minor grammatical and lexical errors but | Has to make an effort at times to search for words. Nevertheless smooth delivery on the whole and only a few | The speaker's intention and general meaning are fairly clear. A few interruptions by the |

| | | | |
|---|---|--|--|
| | most utterances are correct. | unnatural pauses. | listener for the sake of clarification are necessary. |
| 4 | Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion | Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression. | Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification. |
| 3 | Pronunciations influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors some of which cause confusion. | Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited. | The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of speaker's more complex or longer sentences. |
| 2 | Pronunciation seriously influenced by the mother-tongue with errors causing a | Long pauses while he searches for the desired meaning. Frequently fragmentary and halting | Only small bits (usually short sentences and phrases) can be |

| | | | |
|---|---|--|--|
| | breakdown in communication. Many “basic” grammatical and lexical errors. | delivery. Almost give up making the effort at times. Limited range of expression. | understood and then with considerable effort by someone who is used to listening to the speaker. |
| 1 | Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course. | Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression. | Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said. |

(Heaton, 1988 : 100)

a. The Scoring of Speaking Students by Heaton

The Scoring of Speaking by Heaton

$$\text{Student's score} = \frac{14}{18} \times 100 = 77$$

The accumulate score

$$\text{Student's score} = \frac{9}{18} \times 100 = 50$$

2. The Classification of The Students' Score

In this way, the researcher scoring by seeing students' aspect knowledge⁴³. The amount of maximum score overall is 100.

1. Scoring Classification

| Scale | Classification |
|--------|----------------|
| 86-100 | Very Good |
| 71-85 | Good |
| 56-70 | Fair |
| 41-55 | Poor |
| <40 | Very Poor |

(Dirjen Pendidikan Dasar dan Menengah, 2005 : 280)

3. The formula of score percentage presents as follow:

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

Where:

P = Percentage

F = Frequency

N = Total number of respondents

4. Calculating the mean score of the class uses the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

⁴³Mutmaina, A. (2014) *Rubrik Penilaian Tugas Speaking Bahasa Inggris Berdasarkan Kurikulum 2013*, <http://kerjaonline-aisah.blogspot.com/2014/02/rubrik-penilaian-tugas-speaking-bahasa.html> (Accessed on July 13 2019)

Where:

\bar{x} : Mean score

$\sum x$: Total of row score

N : Number of students

(Gay, 2006)

5. Then the formula of standard deviation is presented as follow:

$$SD = \frac{SS_n}{n}$$

$$\text{In which } SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1} \text{ and } \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

SD = Standard deviation

SS_n = standard of squares

n = the number of students

$\sum X^2$ = the sum of all square

$(\sum X)^2$ = the sum square of the sum score

(Gay:2006)

6. Finding the differences of mean score between the pre-test and the post-test by calculating the value of the t-test, the formula as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$SS_1 = \sum X_1^2 - \frac{(\sum(X_1)^2)}{n_1}$$

$$SS_2 = \sum X_2^2 - \frac{(\sum(X_2)^2)}{n_2}$$

Where:

T : Test of significance

\bar{X}_1 : of the experimental class

\bar{X}_2 : Mean score of the control class

SS_1 : The sum of squares of the experimental class

SS_2 : The sum of square the control class

n_1 : Total number the subject of experimental class

n_2 : Total number the subject of the control class

$\sum X_1$: The sum of the all squares of the experimental class

$\sum X_2$: The sum of the all squares of the control class

$(\sum X_1)^1$: The sum of scores of the experimental class

$(\sum X_2)^2$: The sum of scores of the control class

(Gay, 2006)

7. Criteria for Testing Hypothesis

To test the hypothesis, the researcher will use t-test with $\alpha = 0.05$ level of significance for independent sample, the formula degrees of freedom is $df = (N_1 + N_2) - 2$. The formula of the statistical hypothesis in this research is two-tailed as follow:

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

(Sugiyono, 2010)

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher analyzed the data as well as findings and discussion of the result of the data analysis. The finding of the research was the student's score gained through the test, they were pre-test and post-test. Then in the discussion, the researcher interpreted of finding that has explained in findings part.

A. Findings

1) Pre-Test

The researcher gave a test to the students at the first meeting as a pre-test to determine the students' speaking ability before being given treatment.

Table 4.1 Data Description of Pre-test and Post-test Result of experiment class and Control Class.

| No. | Classification | Experiment Class | | Control Class | |
|-----|--------------------|------------------|----------|---------------|----------|
| | | Pre-Test | Category | Post-Test | Category |
| 1 | Minimum | 27 | Low | 33 | Poor |
| 2 | Maximum | 77 | Good | 72 | Good |
| 3 | Mean | 48.4 | Poor | 50.05 | Poor |
| 4 | Median | 47 | Poor | 50 | Poor |
| 5 | Standard Deviation | 11.73 | Poor | 10.87 | Poor |

The pre-test at the experiment class had been given in XI MIPA 1 class with the number of was 36 students. The pre-test scores of student's speaking ability presented in the following table (see appendix table 1.1).

Based on the score above, it can classified in to four level classification asfollow :

Table 4. 1 the rate percentage of the frequency of the pre-test

| No. | Classification | Score | Frequency of Pre-Test | Percentage of Pre-Test |
|--------------|----------------|--------|-----------------------|------------------------|
| 1. | Very Good | 86-100 | 0 | 0% |
| 2. | Good | 71-85 | 2 | 6% |
| 3. | Fair | 56-70 | 6 | 17% |
| 4. | Poor | 41-55 | 17 | 47% |
| 5. | Very poor | <40 | 11 | 30% |
| Total | | | 36 | 100% |

Based on the table above, it can be seen that the results of increasing students' speaking ability in the experimental class group before being given treatment with the webtoon media are that no students are in the very good classification, two students are in the good classification, six students are in the fair classification, seventeen are in the poor classification and eleven students are in the very poor classification. The total score in the pre-test was 1745. It had shown that the students' speaking in the pre-test was low, because most of the students got poor score. The following are the process of calculation to find out the mean and standard deviation in pre-test of the table 4.2.

Mean score of the pre-test:

$$x = \frac{\sum x}{N}$$

$$x = \frac{1745}{36}$$

$$x = 48.47$$

Thus, the mean score (X_1) of pre-test is 48.47.

Based on the result of the pre-test, the data showed that the average score of the pre-test is 48.47 from that analyzing. It had shown that almost of the 36 students' speaking was still low because most of the students got poor and very poor score.

Next, the researcher calculated the standard deviation of the pre-test in the:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{89405 - \frac{(1745)^2}{36}}{36-1}}$$

$$SD = \sqrt{\frac{89405 - \frac{3045025}{36}}{35}}$$

$$SD = \sqrt{\frac{89405 - 84584}{35}}$$

$$SD = \sqrt{\frac{4821}{35}}$$

$$SD = \sqrt{138}$$

SD= 11.74

Thus, the standard deviation of pre-test is 11.75.

After determining the mean score (X_1) of pre-test was 48.47 and standard deviation of the pre-test was 11.75 it had shown that the students' speaking ability were in low category.

The post-test at the experiment class had been given in XI. MIPA 1 class with the number of was 36 students. The post-test scores of students' speaking ability was presented in the following table (see appendix table 1.3)

Based on table above about students' speaking score in post-test we can know the frequency of the classification score by looking the following table:

Table 4.3 the rate percentage of the frequency experiment class of the post-test.

| No. | Classification | Score | Frequency of Pre-Test | Percentage of Pre-Test |
|--------------|----------------|--------|-----------------------|------------------------|
| 1. | Very Good | 86-100 | 11 | 30% |
| 2. | Good | 71-85 | 18 | 50% |
| 3. | Fair | 56-70 | 4 | 11% |
| 4. | Poor | 41-55 | 3 | 9% |
| 5. | Very poor | <40 | 0 | 0% |
| Total | | | 36 | 100% |

The table above shows the result of students' improvement in speaking ability after applying treatment through webtoon media. Most students were on

very good and good classification with the total percentage was 80%. It means that the students' speaking ability had improved through webtoon media. The total score in post-test was 2830. It proved that there were improving of students' score in post-test. In addition the result of post-test showed that no students had very poor classification.

In this table, the researcher analyzed the data of students' score in post-test to know is there a significant different of students' achievement before and after learning process in applying webtoon media in speaking ability..

Mean score of the post-test:

$$x = \frac{\sum x}{N}$$

$$X = \frac{2830}{36}$$

$$X = 78.6$$

Thus, the mean score (X_1) of post-test is 78.6.

Based on the result of the post-test. The data shows that the mean score of the post-test was 78.6. From that analyzing, it could be seen that almost of the 36 students' speaking was good score.

The standard deviation of post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{227608 - \frac{(2830)^2}{36}}{36-1}}$$

$$SD = \sqrt{\frac{227608 - \frac{8008900}{36}}{35}}$$

$$SD = \sqrt{\frac{227608 - 222469}{35}}$$

$$SD = \sqrt{\frac{5136}{35}}$$

$$SD = \sqrt{146}$$

$$SD = 12.08$$

Thus, the standard deviation (SD) of post-test is 12.08.

2) Pre-Test and Post-Test of Control Class

Table 4.1 Data description of pre-test and post-test result of control class.

| No. | Classification | Control Class | | Experiment Class | |
|-----|--------------------|---------------|-----------|------------------|-----------|
| | | Pre-Test | Category | Post-Test | Category |
| 1 | Minimum | 61 | Fair | 50 | Poor |
| 2 | Maximum | 100 | Very Good | 94 | Very Good |
| 3 | Mean | 84.94 | Good | 78.6 | Good |
| 4 | Median | 88 | Very Good | 83 | Good |
| 5 | Standard Deviation | 9.22 | Good | 12.11 | Good |

The pre-test at the control class had been given in XI. MIPA 6 class with

the number of was 36 students. The pre-test scores of student's speaking ability were presented in the following table (see appendix table 1.2).

Table 4.2 the rate percentage of the frequency control class of the pre-test

| No. | Classification | Score | Frequency of Pre-Test | Percentage of Pre-Test |
|--------------|----------------|--------|-----------------------|------------------------|
| 1. | Very Good | 86-100 | 0 | 0% |
| 2. | Good | 71-85 | 1 | 3% |
| 3. | Fair | 56-70 | 8 | 22% |
| 4. | Poor | 41-55 | 18 | 50% |
| 5. | Very poor | <40 | 9 | 25% |
| Total | | | 36 | 100% |

Based on the table above, it can be seen that the results of increasing students' speaking ability in the control class group with the webtoon media are that no students are in the very good classification, one student is in the good classification, eight students are in the fair classification, eighteen students are in the poor classification and nine students are in the very poor classification. The total score in the pre-test was 1802. It had shown that the students' speaking in the pre-test was low, because most of the students got poor score. The following are the process of calculation to find out the mean and standard deviation in pre-test of the table 4.2.

Mean score of the pre-test:

$$x = \frac{\sum x}{N}$$

$$X = \frac{1802}{36}$$

$$X = 50.05$$

Thus, the mean score (X_1) of pre-test is 50.05.

Based on the result of the pre-test, the data showed that the average score of the pre-test is 50.05 from that analyzing. It had shown that almost of the 36 students' vocabulary was still low because most of the students got very poor and poor score.

Next, the researcher calculated the standard deviation of the pre-test in the:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{94338 - \frac{(1802)^2}{36}}{36-1}}$$

$$SD = \sqrt{\frac{94338 - \frac{3247204}{36}}{35}}$$

$$SD = \sqrt{\frac{94338 - 90200}{35}}$$

$$SD = \sqrt{\frac{4138}{35}}$$

$$SD = \sqrt{118}$$

$$SD = 10.86$$

Thus, the standard deviation (SD) of pre-test is 10.86.

After determining the mean score (X_1) of pre-test was 50.05 and standard deviation of the pre-test was 10.86 it had shown that the students' speaking were in low category.

The post-test at the control class had been given in IX MIPA 6 class with the number of was 36 students. The post-test scores of students' speaking was presented in the following table (see appendix table 1.4)

Table 4.4 the rate percentage of the frequency control class of the post-test.

| No. | Classification | Score | Frequency of Pre-Test | Percentage of Pre-Test |
|--------------|----------------|--------|-----------------------|------------------------|
| 1. | Very Good | 86-100 | 19 | 53% |
| 2. | Good | 71-85 | 14 | 39% |
| 3. | Fair | 56-70 | 3 | 8% |
| 4. | Poor | 41-55 | 0 | 0% |
| 5. | Very poor | <40 | 0 | 0% |
| Total | | | 36 | 100% |

The table above shows the result of students' improvement in speaking ability after applying webtoon media. There were nineteen students' got very good score and fourteen students' got good score. The total score in post-test was 3058. In addition, the result of post-test showed that no students had poor classification.

In this table, the researcher analyzed the data of students' score in post-test to know is there a significant different of students' achievement before and

after learning process in applying webtoon media in speaking ability.

Mean score of the pre-test:

$$x = \frac{\sum x}{N}$$

$$X = \frac{3058}{36}$$

$$X = 84.94$$

Thus, the mean score (X_1) of post-test is 84.94.

Based on the result of the post-test, the data showed that the mean score of the post-test was 84.94. From that analysing, it could be seen that almost of the 36 students' speaking was good score.

Next, the researcher calculated the standard deviation of the post-test in the:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{262736 - \frac{(3058)^2}{36}}{36-1}}$$

$$SD = \sqrt{\frac{262736 - \frac{9351364}{36}}{35}}$$

$$SD = \sqrt{\frac{262736 - 259760}{35}}$$

$$SD = \sqrt{\frac{2976}{35}}$$

$$SD = \sqrt{85}$$

$$SD = 9.22$$

Thus, the standard deviation (SD) of post-test is 9.22.

3) T-Test Value

a. Test in Experiment Class

$$D = \frac{\sum D}{N} = \frac{1085}{36} = 30$$

So the mean score difference was 30.

Finding out the difference by calculating the T-test value by using the following formula:

The calculating the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{30}{\sqrt{\frac{138208 - \frac{(1085)^2}{36}}{36(36-1)}}$$

$$t = \frac{30}{\sqrt{\frac{138208 - \frac{1177225}{36}}{36(35)}}$$

$$t = \frac{30}{\sqrt{\frac{138208 - 35673}{1260}}}$$

$$t = \frac{30}{\frac{\sqrt{102535}}{1260}}$$

$$t = \frac{30}{\sqrt{81}}$$

$$t = \frac{30}{9}$$

$$t = 3.33$$

Thus, the t-test value is 3.33.

b. Test in Control Class

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{1266}{36} = 35$$

So the mean score difference was 35.

Finding out the difference by calculating the T-test value by using the following formula:

The calculating the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{35}{\sqrt{\frac{168402 - \frac{(1266)^2}{36}}{36(36-1)}}$$

$$t = \frac{35}{\sqrt{\frac{168402 - \frac{1602756}{36}}{36(35)}}$$

$$t = \frac{35}{\sqrt{\frac{168402 - 44521}{1260}}}$$

$$t = \frac{35}{\frac{\sqrt{123881}}{1260}}$$

$$t = \frac{35}{\sqrt{98}}$$

$$t = \frac{35}{9.89}$$

$$t = 3.53$$

Thus, the t-test value is 3.53

6. Hypotesis Testing

To find out whether the mean pre-test score and mean post-test score were significantly different, the researcher used the t-test. The result of the T-test was 3.33 for Experiment Class and 3.53 for Control Class. To find out the degrees of freedom (df) the researcher uses the following formula:

$$\begin{aligned} df &= N - 1 \\ &= 36 - 1 \\ &= 35 \end{aligned}$$

For the significant level (α) 5% and $df = 35$, and the table value is 1.690.

Table 4. The test of significant

| Variable | T-observed | T-table value |
|-------------------------------|------------|---------------|
| X1 – X2 Experimental Class | 3.33 | 1.690 |
| X1 – X2 Control Class | 3.53 | 1.690 |

The interpretation of the result of t-test, it was found that the value of T-observed was greater than the value of T-table at) 1% and 5% significance level or $(3.33 \geq 1.690 \leq 3.53)$. It meant (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

B. Discussion

In this section, the researcher explains about The Utilization Webtoon Media in increasing speaking ability of the eleventh grade students of SMA Negeri 1 Parepare. According to Wandira “Webtoon is the combination of web and cartoons, this application can interact with students' reading interests and help students understand the text, because the webtoon contains simple, colourful words, has background sounds to support reading flow and good images.⁴⁴ Ratnasari also explained that webtoon is a kind of digital comic or comic application. Comics in webtoon are almost similar to ordinary comics, namely expressing ideas with images combined with text or other visual information.⁴⁵

⁴⁴Wandira Frasiska, Bundawati Irhamni, M idris Azhari. 2021. “宋 辉 1 王笑阳 2 李元杰 3” 15 (10): 4–10.

⁴⁵Ratnasari, Nova, Linda Mayasari, and Sulton Dedi Wijaya. 2018. “The Effectiveness of Webtoon to Develop Students' Writing Skill in Narrative Text Of Tenth Grader In SMK PGRI 13 Surabaya.” *Tell: Teaching of English Language and Literature Journal* 6 (2): 88.

Therefore, the researcher conducted this research at SMA Negeri 4 Parepare. Researchers took twenty students as a sample. Researchers want to examine the utilization webtoon media in increasing students' speaking ability. In this study, the researcher used a quantitative approach by using tests as an instrument to answer research questions. In this study, researchers used a test as an instrument. Where this test consists of a pre-test and post-test.

Researcher explained about true beauty story from webtoon media. Then the researcher asked the students to explain the conclusion of the true beauty story. After the researcher finds out how far the students' mastery of speaking is in explaining true beauty stories through pre-test scores, at the next meeting the researcher will provide treatment for six meetings. Where at the first meeting the researcher will explain about true beauty and webtoon media. Then the researcher gave the webtoon text at each meeting as a reinforcement of students' understanding of the story from the webtoon. Students are directed to form groups, each group works together to explore and share true beauty stories. After that, each of the students spoke virtually through the zoom application to convey their conclusions and opinions about the true beauty story from the webtoon media. In this final activity, namely the post-test, the researcher will find out how far the students' speaking skills have increased after being given treatment.

Researchers used one month to collect data. After the data was collected, the researcher then gave a score for each student's answer. Based on the assessment using quantitative analysis, the classification of students' scores are

very good with a score of 86-100, good with a score of 71-85, fairly 56-70, poor with a score of 41-55 and very poor with a score of ≤ 40 . Based on the results of data analysis, the average score of students after being given treatment was higher than before being given treatment.

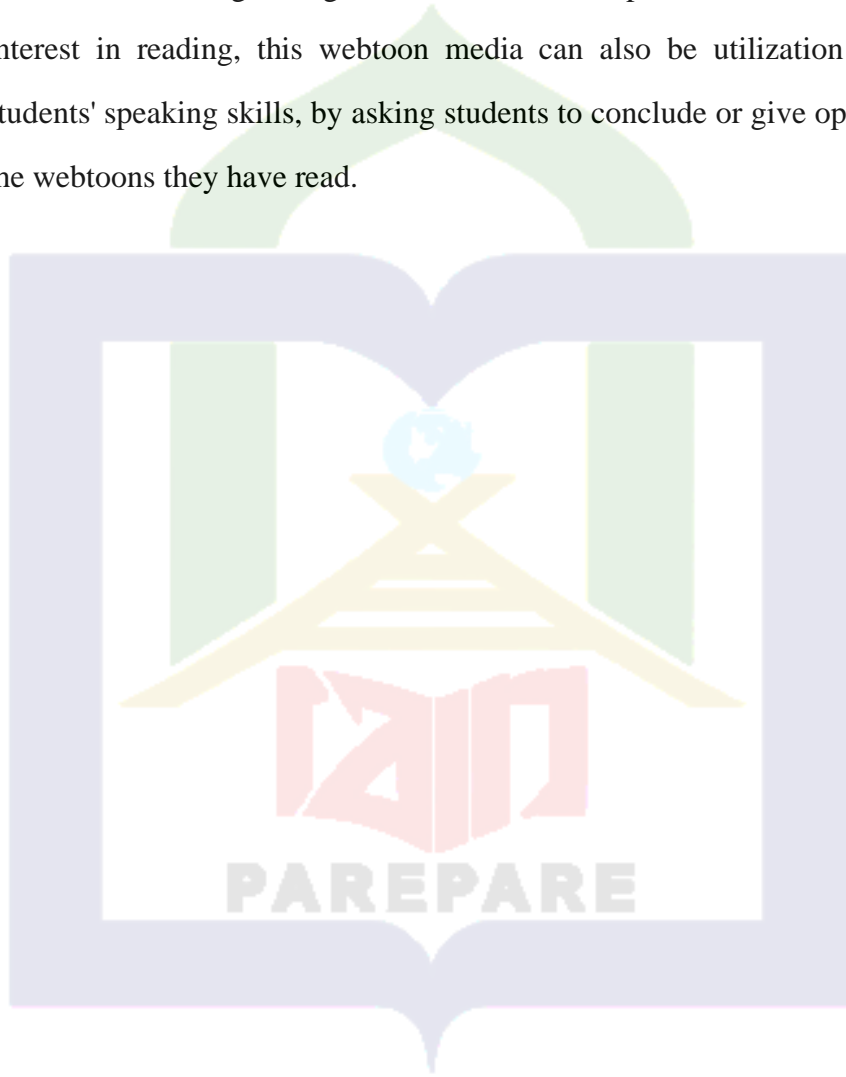
The result of the data findings showed that teaching speaking ability using webtoon as a medium has an effect on eleventh grade students of SMA Negeri 1 Parepare. It can be seen from the result of pre-test score for experiment and control class.

In the pre-test of experiment class there were eleven students who got score very poor predicate, and there were seventeen students who got poor predicate. Then, in the pre-test score of control class there were eighteen students who got poor predicate, and there were nine students who got very poor predicate.

Based on the result of post-test for experiment and control class showed in the experiment group there were eleven students who got very good predicate, there were eighteen students who got good predicate. Then, in the post-test score of control class there were nineteen students who got very good predicate, there were six students who got very good predicate and there were fourteen students who got good predicate.

As a conclusion in this discussion, the researchers found that the use of webtoon media could affect the speaking ability in the eleventh grade of SMA Negeri 4 Parepare. As stated by Wandira Frasiska that webtoon is the combination of web and cartoons, this application can interact with students' reading interests and help students understand the text, because the webtoon

contains simple, colourful words, has background sounds to support reading flow and good images. By presenting cartoons in the form of a web, containing simple words, interesting pictures and a unique storyline, students are interested in reading through webtoon medium. Apart from increasing students' interest in reading, this webtoon media can also be utilization to increase students' speaking skills, by asking students to conclude or give opinions about the webtoons they have read.



CHAPTER V

CONCLUSION AND SUGGESSTION

A. Conclusions

The researcher concludes that there is a significant difference in the students' of speaking ability between the experimental and the control class. Can be seen from the development of the average score from 48(X_1) on the pre- test to 78(X_2) on the post-test on Experiment Class and Score 50(X_1) on the pre-test to 84(X_2) on the post-test, while the t-test is 3.33 for Experiment Class and 3.53 for Control Class greater than t-table 1,690. This means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Comparing the first meeting and the last meeting the students were quite interested in the given method. This indicated that the utilization of webtoon media gives significant effect toward the students' speaking ability of the eleventh grade of SMA N 1 Parepare.

B. Suggestion

Based on the research, the researcher provides the following suggestions:

- 1) The teacher must know many ways to teach English so that the learning process goes well and is not boring.
- 2) It is recommended for English teachers to use webtoons in teaching students' speaking because this webtoon media has a strong appeal for students. In addition, the teacher must motivate students so that students continue to be eager to develop their abilities, be it abilities in terms of speaking, reading, writing or other abilities.

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APPENDICES

PAREPARE



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

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VALIDASI INSTRUMEN PENELITIAN SKRIPSI

APPENDIX 1. INSTRUMENT

NAMA MAHASISWA : MUSDALIFAH LUKMAN
NIM : 17.1300.104
FAKULTAS/PRODI : TARBIYAH/ TADRIS BAHASA
INGGRIS
JUDUL : THE UTILIZATION OF WEBTOON MEDIA IN
INCREASING THE SPEAKING ABILITY OF
ELEVENTH GRADE STUDENTS OF SMA 1
PAREPARE

A. PRE-TEST INSTRUMENT

The researcher asks the students to choose and describe one of 3 themes that have been prepared by the researcher. The utterance of the students also had been recorded by the researcher when they are describing the theme, the themes were:

1. Best Moment
2. Bad Moment
3. Unforgettable Moment

B. POST-TEST

The researcher asks the students to choose and describe one of 3 themes that have been prepared by the researcher. The utterance of the students also had been recorded by the researcher when they are describing the theme, the themes were:

1. Favorite Place
2. Favorite Thing
3. Favorite Country

Parepare, 04 April 2021

Mengetahui,

Pembimbing Utama



Drs. Amzah Selle, M.Pd.
NIP. 19671231 200312 1 011

Pembimbing Pendamping



Drs. Abd Rauf Ibrahim, M.Si
NIP. 19581212 199403 1 002

PAREPARE

LESSON PLAN
(For Experimental Class)

Nama Sekolah : SMA Negeri 1 Parepare
Kelas/Semester : XI.Mipa 6
Mata Pelajaran : Bahasa Inggris
Aspek/Skill : Speaking (Berbicara)
Pertemuan Ke- : 1 (Pertama)
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

B. Kompetensi Dasar

3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

C. Indikator Pencapaian Kompetensi

1. Merespon makna yang ada pada teks naratif berbentuk strip sesuai dengan konteks penggunaannya.
2. Menemukan dan menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan yang terdapat pada teks naratif berbentuk strip.

D. Tujuan Pembelajaran

1. Siswa mampu memahami isi cerita yang ada pada media pembelajaran yang berbentuk strip.

2. Siswa mampu menceritakan kembali cerita yang ada pada media pembelajaran sesuai dengan struktur teks naratif.
3. Meningkatkan minat belajar, kemampuan berbicara dalam Bahasa Inggris dan kepercayaan diri berbicara menggunakan Bahasa Inggris.

E. Materi Pembelajaran

1. Fungsi sosial
Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh.
2. Struktur text
 - Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).
 - Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.
 - Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
 - Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih
 - Memberikan alasan atau komentar umum (reorientasi), opsional.
3. Unsur kebahasaan
 - Tata bahasa: Simple Past tense, Past Continuous Tense.
 - Kalimat langsung dan tidak langsung.
 - Kosakata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh.
 - Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb.
 - Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately*, dsb.
 - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
 - Ucapan, tekanan kata, intonasi.

- Ejaan dan tanda baca.
- Tulisan tangan.

4. Topik

Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

F. Metode pembelajaran

1. Pendekatan : Cooperative Learning
2. Straregi : Direct Teaching
3. Teknik : Individual

G. Kegiatan Pembelajaran

| No | Langkah-Langkah Kegiatan Pembelajaran |
|----|--|
| 1. | <p>Pendahuluan (10 menit)</p> <ul style="list-style-type: none"> • Guru mengucapkan salam. • Guru mengecek absensi kehadiran siswa. • Guru memancing dengan bertanya tentang materi recount text. • Menyampaikan tujuan pembelajaran. |
| 2. | <p>Kegiatan inti (60 menit)</p> <p>Mengamati/Observing (20 menit)</p> <ul style="list-style-type: none"> • Guru memberikan penjelasan mengenai materi naratif text. • Guru menjelaskan materi yang akan dipelajari. • Guru memperkenalkan media pembelajaran yang akan digunakan. • Guru membaca cerita yang ada pada media pembelajaran kemudian diikuti oleh siswa. • Setiap siswa diminta membaca ulang cerita yang telah dibaca bersama, masing-masing 1 strip (untuk memperhatikan cara penyebutan siswa). • Guru mengoreksi/memberi contoh yang benar pada siswa apabila ada |

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| | <p>kesalahan.</p> <p>Menanya/Questioning (10 menit)</p> <ul style="list-style-type: none"> • Siswa diberi kesempatan untuk bertanya hal-hal yang bersangkutan dengan pembelajaran yang sedang berlangsung. <p>Mengumpulkan informasi/Experimenting (10 menit)</p> <ul style="list-style-type: none"> • Siswa menganalisa cerita tersebut dengan menentukan orientation, main idea, reorientation dan unsur-unsur lain yang terdapat dalam cerita tersebut. <p>Mengasosiasi/menalar (10 menit)</p> <ul style="list-style-type: none"> • Peserta didik menalar ide-ide yang terdapat pada cerita. <p>Mengkomunikasikan /networking (10 menit)</p> <ul style="list-style-type: none"> • Siswa membuat kesimpulan berdasarkan isi cerita atau elemen-elemen cerita tersebut. |
| 3. | <p>Penutup (10 menit)</p> <ul style="list-style-type: none"> ▪ Guru memberikan kesimpulan terkait dengan materi. ▪ Guru memberi dan menjelaskan judul cerita yang harus dipelajari oleh siswa. |

H. Media, Alat dan Sumber Pembelajaran

1. Media : Smartphone (Webtoon)
2. Alat/bahan : Marker, Paper and White Board
3. Sumber : Internet

I. Penilaian

1. Materi



2. Pedoman Penilaian.

| Score | Accuracy | Fluency | Comprehensibility |
|-------|--|--|--|
| 6 | Pronunciation is only very; slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors. | Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses. | Easy for the listener to understand the speaker's intention and general meaning. Very few interruption or clarifications required. |
| 5 | Pronunciation is slightly influenced by mother-tongue. A few minor grammatical and lexical errors but most utterances are correct. | Has to make an effort at times to search for words. Nevertheless smooth delivery on the whole and only a few unnatural pauses. | The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary. |
| 4 | Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors | Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but | Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification. |

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| | but only one or two major errors causing confusion | succeeds in conveying the general meaning. Fair range of expression. | |
| 3 | Pronunciations influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors some of which cause confusion. | Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited. | The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of speaker's more complex or longer sentences. |
| 2 | Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many "basic" grammatical and lexical errors. | Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression. | Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker. |
| 1 | Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course. | Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression. | Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said. |

(Heaton, 1988 : 100)

3. Klasifikasi penilaian

| Scale 0-100 | Classification |
|-------------|----------------|
| 86-100 | Very Good |
| 71-85 | Good |
| 56-70 | Fair |
| 41-55 | Poor |
| <40 | Very Poor |

(Dirjen Pendidikan Dasar dan Menengah, 2005 : 280)

Mengetahui:
Peneliti,


MUSDALIFAH LUKMAN
NIM 17.1300.104


PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(For Control Class)

Nama Sekolah : SMA Negeri 1 Parepare
Kelas/Semester : XI.Mipa1
Mata Pelajaran : Bahasa Inggris
Aspek/Skill : Speaking (Berbicara)
Pertemuan Ke- : 1 (Pertama)
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

B. Kompetensi Dasar

3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

C. Indikator Pencapaian Kompetensi

1. Merespon makna yang ada pada teks naratif berbentuk strip sesuai dengan konteks penggunaannya.
2. Menemukan dan menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan yang terdapat pada teks naratif berbentuk strip.

D. Tujuan Pembelajaran

1. Siswa mampu memahami isi cerita yang ada pada media pembelajaran yang berbentuk strip.

2. Siswa mampu menceritakan kembali cerita yang ada pada media pembelajaran sesuai dengan struktur teks naratif.
3. Meningkatkan minat belajar, kemampuan berbicara dalam Bahasa Inggris dan kepercayaan diri berbicara menggunakan Bahasa Inggris.

E. Materi Pembelajaran

1. Fungsi sosial
Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh.
2. Struktur text
 - Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).
 - Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.
 - Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
 - Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih
 - Memberikan alasan atau komentar umum (reorientasi), opsional.
3. Unsur kebahasaan
 - Tata bahasa: Simple Past tense, Past Continuous Tense.
 - Kalimat langsung dan tidak langsung.
 - Kosakata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh.
 - Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb.
 - Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately*, dsb.
 - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
 - Ucapan, tekanan kata, intonasi.

- Ejaan dan tanda baca.
- Tulisan tangan.

4. Topik

Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

F. Metode pembelajaran

- a. Pendekatan : Cooperative Learning
- b. Straregi : Direct Teaching
- c. Teknik : Individual

G. Kegiatan Pembelajaran

| No | Langkah-Langkah Kegiatan Pembelajaran |
|----|---|
| 1. | <p>Pendahuluan (10 menit)</p> <ul style="list-style-type: none"> • Guru mengucapkan salam. • Guru mengecek absensi kehadiran siswa. • Guru memancing dengan bertanya tentang materi teks naratif. • Menyampaikan tujuan pembelajaran. |
| 2. | <p>Kegiatan inti (60 menit)</p> <p>Mengamati / Observing (10 menit)</p> <ul style="list-style-type: none"> • Guru memberikan penjelasan mengenai materi teks naratif. • Guru menjelaskan materi yang akan diajarkan. • Guru memperkenalkan media pembelajaran yang akan digunakan. • Guru menjelaskan metode belajar yang akan dilakukan menggunakan webtoon dan memberi contoh teks naratif. • Setiap siswa diminta membaca ulang cerita yang telah dibaca oleh guru. • Guru mengoreksi/memberi contoh yang benar pada siswa apabila ada |

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| | <p>kesalahan.</p> <p>Menanya / Questioning (10 menit)</p> <ul style="list-style-type: none"> • Siswa diberi kesempatan untuk bertanya hal-hal yang bersangkutan dengan pembelajaran yang sedang berlangsung. <p>Mengumpulkan informasi/Experimenting (10 menit)</p> <ul style="list-style-type: none"> • Siswa menganalisa cerita tersebut dengan menentukan orientation, main idea, reorientation dan unsur-unsur lain yang terdapat dalam cerita tersebut. <p>Mengasosiasi / menalar (10 menit)</p> <ul style="list-style-type: none"> • Peserta didik menalar ide-ide yang terdapat pada cerita. <p>Mengkomunikasikan /networking (20 menit)</p> <ul style="list-style-type: none"> • Siswa membuat kesimpulan berdasarkan isi cerita atau elemen-elemen cerita tersebut. |
| 3. | <p>Penutup (10 menit)</p> <ul style="list-style-type: none"> ▪ Guru memberikan kesimpulan terkait dengan materi dan memotivasi siswa. |

H. Media, Alat dan Sumber Pembelajaran

1. Media : Webtoon
2. Alat/bahan : Marker, Paper and White Board
3. Sumber : Internet

I. Penilaian

1. Materi



2. Pedoman Penilaian.

| Score | Accuracy | Fluency | Comprehensibility |
|-------|--|--|--|
| 6 | Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors. | Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses. | Easy for the listener to understand the speaker's intention and general meaning. Very few interruption or clarifications required. |
| 5 | Pronunciation is slightly influenced by mother-tongue. A few minor grammatical and lexical errors but most utterances are correct. | Has to make an effort at times to search for words. Nevertheless smooth delivery on the whole and only a few unnatural pauses. | The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary. |
| 4 | Pronunciation is still moderately influenced by the mother-tongue but no serious | Although he has to make an effort and search for words, there are not too many | Most of what the speaker says is easy to follow. His intention is always clear but several |

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|---|--|---|---|
| | phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion | unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression. | interruptions are necessary to help him to convey the message or to seek clarification. |
| 3 | Pronunciations influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors some of which cause confusion. | Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited. | The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of speaker's more complex or longer sentences. |
| 2 | Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many "basic" grammatical and lexical errors. | Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression. | Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker. |
| 1 | Serious pronunciation errors as well as many "basic" grammatical | Full of long and unnatural pauses. Very halting and fragmentary | Hardly anything of what is said can be understood. Even when |

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| and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course. | delivery. At times gives up making the effort. Very limited range of expression. | the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said. |
|--|--|---|

(Heaton, 1988 : 100)

3. **Klasifikasi penilaian**

| Scale 0-100 | Classification |
|-------------|----------------|
| 86-100 | Very Good |
| 71-85 | Good |
| 56-70 | Fair |
| 41-55 | Poor |
| <40 | Very Poor |

(Dirjen Pendidikan Dasar dan Menengah, 2005 : 280)

Mengetahui:
Peneliti,



MUSDALIFAH LUKMAN
NIM 17.1300.104

THE STUDENTS UTTERANCES IN EXPERIMENTAL CLASS AND CONTROL CLASS ON PRE-TEST AND POST-TEST

The researcher used speaking performance to calculating the whole students score by using the following criteria level introduced by (Heaton (1988) in Saputri Y.I (2016)). It was presented as follows:

1. The students Utterances in Experimental Class on Pre-Test

| Classification Score | Pre-Test |
|----------------------|---|
| | The students utterances |
| (subject 29) | <p>Assalamualaikum warahmatullahi wabarakatu my name is Revalina Fawza Andika Hindi im from class eleven mipa six I well tell you story about true beauty story There is a girl named Ju kyung. The kids hated her because she was ugly. Thinking of ending her life, Ju Kyung stands on the edge of the roof. That's when Soo Ho comes to her rescue a few days later Ju Kyung sees some makeup techniques and she can't believe what she's seeing. On her first day as a transfer student. The other students are amazed by Ju Kyung's beauty. As soon as Soo Ho sees Ju Kyung at the comic book store, he recognizes that it's the girl he saw on the rooftop. Ju Kyung is nervous to see how Soo Ho will react at school the next day but strangely Soo Ho doesn't seem to recognize Ju Kyung at all. Ju Kyung is worried that Soo Ho will tell everyone about how ugly she really is Ju Kyung prepares to go on a blind date.Soo Ho takes part in a math competition, but he's constantly bothered by the fact that Ju Kyung is meeting a guy on a blind date. Soo Ho does everything he can to meet Ju Kyung late at night with irrational excuses. Ju Kyung starts to wonder if Soo Ho likes her and she asks Soo Ho about it. Ju Kyung's heart always beats every time she sees Soo Ho, unfortunately she finds out that Soo Ho already likes someone else. Saebom High School students go on an excursion Soo Ho is determined to tell Ju Kyung about his feelings. But Ju Kyung is heartbroken because she thinks Soo Ho likes Soo Jin. Not long after convincing each other about their feelings for each other, Ju Kyung and Soo Ho make plans like in the movies to keep their relationship a secret. Ju Kyung still doesn't want to tell her friends that Soo Ho is her boyfriend. Soon Jin tells Ju Kyung that she plans to confess her feelings to Soo Ho. Ju Kyung is torn between love and friendship After learning the truth behind Se Yeon's death, Soo Ho gets into a car accident while running out of his father's office. Seo Jun who was trying to save Soo Ho also had an accident. At school, Soo Ho returns to his class and Ju Kyung runs into Hye Min who just transferred, Hye Min asks Ju Kyung if they know each other, but Ju Kyung denies and keeps avoiding her at school. Meanwhile Soo Jin and Se Mi make a deal. Se Mi also shared a photo of Ju Kyung's face without makeup on Soo Jin A video of Ju Kyung messing up a school when she finds out her past at her old school is revealed. Su hoo just worried about Ju Kyung's condition whether she's okay or not. Meanwhile, Seo Jun does everything he can to find the mastermind behind it all and is shocked to find out who it is. Ju Kyung returns to school and makes up</p> |

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| | <p>with Soon Ah. Everyone at school finally finds out that it was Soo Jin who uploaded the photos and videos of Ju Kyung being abused. Ju Kyung and Soo Ho have no other option but to accept the breakup. Meanwhile, Seo Jun finds it difficult yet idea feelings toward Ju Kyung and decides to act upon it, Ju kyung heads out to Namsan where she bumps into someone. Ju Kyung and Soo Ho make sure their feelings for each other haven't changed even after all these years. After shedding tears after their reunion, their happy relationship begins. Meanwhile, Seo Jun, who has forgotten his one-sided love, prepares to debut. That is thank you so much assalamualaikum warahmatullahi wabarakatuh</p> |
| (subject 6) | <p>Assalamualaikum warahmatullahi wabarakatu my name is Annisa thyfal fadhilah assegaft from class elevn science six. The Unforgettable moment At the start of episode 15, Lee Su Ho is in the States, helping his father recover from his health scare. On the day he is supposed to fly back to Korea, his dad suddenly falls into a coma as a result of bleeding in his brain, and they are unable to make it back. The health of Su Ho's dad continues to deteriorate and Ju Gyeong patiently waits for her boyfriend to return back to Korea. Feeling guilty and uncertain about when he will be able to return, Su Ho decides the best thing to do for Ju Gyeong is to break up with her mybe that all for me thanks assalamualaikum warahmatullahi wabarakatu.</p> |
| (subject 30) | <p>Assalamualaikum warahmatullahi wabaraku im Rinaldy mulya putra I will story about true beauty Jukyung was hated by his friends because he was ugly. Thinking of ending life, Suho came to save him. On the first day as a transfer student, everyone was fascinated by his beauty. Previously he was determined to use makeup on the face. It seems that Suho knows who Jukyung, was worried he would tell everyone, Jukyung promised to do whatever Suho was asked. Over time Jukyung always argues every time with Suho. When the school merex went a trip, Suho finally said his feelings, after that they were dating silently. Sujin Jukyung's friend who liked Suho ventured his feelings but was rejected. Feeling annoyed he found out about the past Jukyung. He worked with Sae Mi, who bombed Jukyung by spreading videos without his makeup Shortly Lost Contact and accepted the fact that the breakdown of their relationship. After several years they passed they met again accidentally at Namsan. Then ensure another one that his feelings have not changed. Relationships Merks far more mature than when Msih High School</p> |
| (subject 35) | <p>unforgettable moment of true beauty. "Loyal by Ju Kyung's side, even though it harts." In some other Korean dramas, or in ran life, some male friends will run away or disappear when their feelings are not reciprocated and the girl they like chooses another guy. However, this is not the case with Seo Jun and Ju Kyung's relationship. It can be said, the relationship between the two is very unique and interesting because Seo Jun can handle heartbreak very well, so their friendship goes on as cusual. Knowing Seo Jun's confession in person, Ju Kyung couldn't hold back his sad expression. Ju Kyung feels guilty that it must have been difficult for Seo Jun to handle her feelings, but she amazingly gets through it, without looking pethetic.</p> |

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| | <p>Being stared at by Ju Kyung like that, Seo Jun respondedt with ridicule. It's rare, but Seo Jun's character proves his loyalty to friendship</p> |
| (subject 3) | <p>Assalamualaikum warahmatullahi wabarakatuh my name is Amalia Luna Ramadhani greeting mipa six I will tell you about true beauty Today is Jukyung's first day of school at his new school. He will make friends, and new experiences there. Unlike in the past he was bad, because of his face, Jukyung was bullied by his friends at his old school. In contrast to the situation at his new school, it was jukyung who already knew and knew how to dress up. She goes to school looking beautiful and charming, making people around her focus on her. She is beautiful like a school belle, being the center of attention. However, there was a time when Jukyung saw someone being bullied at his new school, he remembered the bad events that had happened to him at the old school, being ridiculed and berated. At his new school, Jukyung meets a boy, named Suho. Jukyung realized that Suho was the boy he met at the bookstore who had seen his true face without makeup. But Suho chose to remain silent. Suho and jukyung's friendship started with Suho and jukyung studying together. Jukyung who always gets standard grades decides to often visit the bookstore and study with Suho. Because Suho always gets high marks in school. Over time, jukyung started to like Suho, so did Suho thank you Assalamualaikum warahmatullahi wabarakatu</p> |
| (subject 5) | <p>Seo Jun sending Ju Gyeong away Ju Gyeong asks Seo Jun to meet up with her after practice. She wants to tell Seo Jun that her heart's not with him. Seo Jun knows deep down that Ju Gyeong doesn't like him, but he also wants to give her the motivation to make up with Su Ho, so he tells her that Su Ho is heading back to the U.S. and that she should go say goodbye to him. As much as it hurts, he tells her and sends her off, telling her to hurry. He acts all cool but proceeds to go to the stairwell and cry.</p> <p>It's a moment of maturity for Seo Jun as he knows the fair thing to do is to let Ju Gyeong see Su Ho and for them to have their moment. But little did we know... Seo Jun made it up so that Ju Gyeong could realize her true feelings. This is just what makes Seo Jun so perfect. He's so selfless and always puts other people's feelings before his own.</p> |
| (subject 23) | <p>After learning the truth behind Se Yeon's death, Soo Ho gets into a car accident while running out of his father's office. Seo Jun who was trying to save him Soo Ho also had an accident. Because they are being treated in the same room, Soo Ho and Seo Jun can better understand each other's situation.</p> <p>Ju Kyung and Soo Ho make sure their feelings for each other haven't changed even after all these years. After shedding tears after their reunion, their happy relationship begins. Their relationship is also much more mature than when they were in high school.</p> |

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| (Subject 16) | <p>Su Ho and Ju Kyung are getting closer. They are comfortable with each other. Ju Kyung also helps Su Ho with insomnia by making cute little dolls. In addition, Seo Jun also helps his best friend in overcoming the trauma. On the other hand, Soo Jin keeps forcing herself to get closer to Su Ho. Su Ho firmly tells Soo Jin that he is dating Ju Kyung. Those words made Soo Jin's heart hurt even more. Soo Jin is annoyed at Ju Kyung who she thinks always has better luck than her. She feels jealous of Ju Kyung who is dating Suho and Ju Kyung who is always praised by her friends.</p> <p>Because she is very jealous of Ju Kyung, Soo Jin intends to share photos and video of Ju Kyung without make up to all her friends at school. Until finally Soo Jin uploaded Ju Kyung's past photos and videos. Ju Kyung's school friends were certainly shocked and felt betrayed after seeing the photos. Some of them stay away from Ju Kyung. Of course not with Suho and Seojun, who are always beside Ju Kyung and cheering Ju Kyung. seojun who find out who has done this to ju kyung and exposed the perpetrator to all his friends. They were all surprised and did not expect when they found out that it was Soojin who uploaded the video.</p> |
| (Subject 10) | <p>Assalamualaikum warahmatullahi wabarakatu I will story about Unforgettable moment Ju Kyung was following audition in her school. Because of nervous she went to the rest room. After that she backed to the room and showed her dance but what a shamed, the audition has finished. In front of her were not Judges but her teachers who were doing a meeting. The situation was getting awkward and cringe.</p> |
| (Subject 27) | <p>Assalamualaikum warahmatullahi wabarakatu today I will story about True beauty That's when Soo Ho comes to her rescue a few days later Ju Kyung sees some makeup techniques and she can't believe what she's seeing. As soon as Soo Ho sees Ju Kyung at the comic book store, he recognizes that it's the girl he saw on the rooftop. It seems that Soo Ho knows that the no-makeup Ju Kkyung at the comic book store is the same person as the fake Ju Kyung at school. She asks her mother for help at the salon but then Seo Jun walks into the salon when Ju Kyung doesn't wear makeup on her face. Ju Kyung tries to avoid Seo Jun. Soo Ho takes part in a math competition, but he's constantly bothered by the fact that Ju Kyung is meeting a guy on a blind date. Soo Ho does everything he can to meet Ju Kyung late at night. But Ju Kyung is heartbroken because she thinks Soo Ho likes Soo Jin while Hee Kyung is transferred to another division in his office without any notification Meanwhile Seo Jun has a hard time forgetting Ju Kyung when he runs into the girl in the office. unexpected place. Soon Jin tells Ju Kyung that she plans to confess her feelings to Soo Ho. Ju Kyung is torn between love and friendship, meanwhile Soo Ho and Seo Jun happen to meet at Ju Kyung's house and end up making the Ju Kyung family's stock dumplings. Meanwhile, Seo Jun, who has forgotten his one-sided love, prepares to debut</p> |

2. The students Utterances in Control Class on Pre-Test

| | |
|----------------------|----------|
| Classification Score | Pre-Test |
|----------------------|----------|

| | The students utterances |
|--------------|--|
| (subject 29) | <p>Bismillahirrahmani Assalamualaikum warahmatullahi wabarakatu. My full name is Najah Marzuqhah im from ten mipa one Ju kyung is hated by her friends because she is ugly. Thinking to live, Soo Ho comes to save him. On her first day as a transfer, everyone was mesmerized by about beauty her beauty. Previously he wanted to use makeup on his face. SOO GO knows who Jukyung is, for fear that he will tell everyone, Jukyung borrows to do whatever Suho asks. As time goes by, Ju Kyung always argues with Suho. When the school went on an excursion, SOO HO finally confessed his feelings, after which they secretly. SEO JUN Ju Kyung's friend who also likes SUOO HO dares to express his feelings but is XXVifficul. Feeling upset to know about Jukyung's past. She works with SAE MI, the one who bullied Jukyung by spreading her no-makeup videos Soon they contact and accept the fact that they both broke up After a few years they met again by accident in Namsan. Then make sure to each other that their feelings don't change. They are much more mature than when their relationship was in middle school.</p> |
| (subject 25) | <p>Assalamualaikumwarahmatullahi wabarakatuh my name is Muhammad rifky Ananda number twenty five from eleven mipa one I will tell about unforgettable moment , bad moment and best moment. Bad Moment.Ju Kyung and Soo Ho have No. other option but to accept the breakup. After Ju Kyung stumbles upon the fact that Soo Ho is the very boy she meat the Prince Comics when she was young and struggles even more. Meanwhile, Seo Jun finds it XXVifficult yet idea feelings toward Ju Kyung and decides to act upon it, Ju kyung heads out to Namsam where she bumps into someone. Unforgettable Momenmean. While Soo Ho and Seo Jun happen to meet at Ju Kyung's house and end up making the Ju Kyung family's stock dumplings. After learning the truth behind Se Yeon's death, Soo Ho gets into a car accident while running out of his father's office. Seo Jun who was trying to save him Soo Ho also had an accident. Because they are being treated in the same room, Soo Ho and Seo Jun can better understand each other's situation. Meanwhile Ju Kyung and Soo Ho agree that they are both guilty of their previous fight, but Soo Ho still seems to be annoyed for the Best Moment is Thinking of ending his life, Ju Kyung stands on the edge of the ro im sorry of the roof That's when Soo Ho comes to rescue him a few days later Ju Kyung sees some makeup techniques and she can't believe what she's seeing. On his first day as a transfer student. The other students are mesmerized by Ju Kyung's beauty. Thank you</p> |
| (subject 5) | <p>Assalamualaikum warahmatullahi wabarakatu my name is Andi Hamid awaludin im from mipa 1 This drama is based on the webcomic "Yeoshingangrim". Iim Joo Kyung is a high school girl with a kompleks appearance about her. Watching tutorials online, she became a cosmetologist. She is popular at school and is considered quite beautiful by her classmates, but she is afraid to show her naked face to anyone</p> |

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| (subject 21) | Good afternoon sister my name is jane friska I will story about true beauty True Beauty tells the story of a high school student named Lim Ju Kyung. She is said to be a cheerful person who always wears make-up because she is not confident with her face. Lim Ju kyung was determined to never want to show her real face without makeup. Because of this, she tends to always wear too much make-up. Until finally, he met the figure of Lee Su Ho. There, they will share secrets with each other. Their relationship will gradually become close. Lee Su Ho is a popular student figure but actually hides his own emotional wounds. Until finally Ju Kyung meets Han Seo Jun, where they get into a love triangle. |
| (subject 3) | Assalamualaikum my name is Andi alya salsabila from eleven mipa one true beauty Thinking of ending his life, Ju Kyung stands on the edge of the roof. That's when Soo Ho comes to her rescue a few days later Ju Kyung sees some makeup techniques and she can't believe what she's seeing. On his first day as a transfer student. The other students are mesmerized by Ju Kyung's beauty. |
| (Subject 12) | A video of Ju Kyung messing up a school when he finds out his past at his old school is revealed, Ju Kyung runs away, but what other people say doesn't bother Soo Ho at all. He's just worried about Ju Kyung's condition whether he's okay or not. Meanwhile, Seo Jun does everything he can to find the mastermind behind it all and is shocked to find out who it is. |
| (Subject 7) | May name is Angga rafa parima story of True Beauty Lim Ju Kyung is a high school girl who hides her acne and she so insecure about her appearance that she finally gets to know make-up. Then, make up gives her the strength that makes her feel confident in living her daily life. Ju Kyung's appearance is reversed between at school and at home. Interestingly, Ju Kyung is surrounded by two handsome-looking men, Lee Su Ho and Han Seo Joon. Ju Kyung meets his first love named Su Ho, a handsome high schooler. Su Ho is one of the people who know Ju Kyung's true appearance. Even though Su Ho knows Ju Kyung's true appearance, he still accepts Jukyung no matter what. Ju Kyung then meets a bright school student, good at playing basketball named Seo Joon. They are also involved in a love triangle. |
| (Subject 31) | Good morning sister today I will story about True Beauty tells the story of a high school student named Lim Ju Kyung. She is said to be a cheerful person who always wears make-up because she is not confident with her face. Lim Ju kyung was determined to never want to show her real face without makeup. Because of this, she tends to always wear too much make-up. Until finally, he met the figure of Lee Soo Ho. There, they will share secrets with each other. Their relationship will gradually become close. Lee Soo Ho is a popular student figure but actually he hides his own emotional wounds. |
| (Subject 33) | The kids hated her because she was ugly. And for some reason, the person she has a crush on rejects her love ruthlessly. Thinking of ending her life, Ju Kyung stands on the edge of the roof. That's when Soo Ho comes to her rescue a few days later Ju Kyung sees some makeup techniques and she can't believe what she's seeing. on her first day as a transfer student. The other students are mesmerized by Ju |

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| | Kyung's beauty. Meanwhile, the first year student was bullied for her ugly face. This reminds Ju Kyung of her past school life and she decides to help. Ju Kyung encounters the bullies who harassed her before transferring to Saebom High. Soo Ho happens to see them and decides to help Ju Kyung. |
| (Subject 14) | Thinking of ending his life, Ju kyung stand on the edge of the roof, that's when soo Ho comes to her rescue a few days later ju kyung sees some makeup techniques and she can't believe what she's seeing. On his first day as a transfer student. The other students are mesmerized by ju kyung's beauty. |

3. The Students Utterances in Experimental Class on Post-Test

| Classification Score | Post-Test |
|----------------------|---|
| | The students utterances |
| Subject | Picture one ALEXANDER HIGH SCHOOL (AHS), the international school that students dream of. No wonder many flocked to want to enter (AHS). Many of the official's children go to school there. One of them is Alvin Addison, the son of the school owner (AHS). Handsome guy, smart, but very cold with women. He has a dream to become a painter. Due to his painting skills, he often represented the school in national and international competitions and often took home trophies. Because he is very serious about deepening the world of painting, he has never even approached women, and is not yet interested. But despite all his success in the art world, his father did not agree because his father wanted him to continue his father to take care of the school. Because his father thought there was no clear future in art. |
| Subject | On the other hand, a student named Adelia Calista, the daughter of a big official in her city. A girl with long wavy hair, brown eyes, beautiful and smart. she is smart in academics, so she always ranks first in parallel. Adelia also often represents the school in science olympiade |
| Subject | didn't feel like their graduation day had arrived. Alvin decides to continue taking care of school, and bury his intention to become a painter. Meanwhile, Adelia decided to take a doctoral degree at Korean University. After several years later, suddenly Alvin's father told Alvin that he would be betrothed to the daughter of his father's friend. He had refused, but because of his father's illness he was forced to agree. Then Alvin's father arranged for the two of them to meet. Alvin came in displeased, and saw Adelia at the cafe her father ordered. He thought by chance, it turned out that Adelia was the daughter of a friend of Alvin's father. At school, Alvin accidentally saw Adelia, helping someone who had fallen. Since then he has had feelings for Adelia, but only kept it under wraps. I didn't expect the two to meet here. Alvin coldly asked for Adelia's number, by giving her cellphone to Adelia. |

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| Subject | Even though Alvin had already liked Adelia. He was still cold, as if he didn't feel anything. But as time goes by, Alvin is really comfortable around Adelia. Likewise Adelia, she felt safe when she was beside Alvin. Alvin has serious intentions with Adelia, so he expresses his feelings to Adelia, and asks Adelia to be his girlfriend and future wife. And Adelia agreed. |
| Subject | Picture number two In south jakarta, near from gandaria city. in a turquoise house that's where kiara alexander and her family live. she has 1 brother and 1 sister. her sister's name is amara alexander, she is wise, calm, beautiful, and also smart. her brother is jevan alexander, he is careless, friendly, and naughty. |
| Subject | one day jevan with his fad idea, he started to annoy kiara to make kiara angry. jevan hides kiara's handphone in the kitchen. and ended up making them fight, luckily their sister came to intervene. for kiara and jevan without fighting one day they definitely feel something is missing, so don't be surprised if at home they often hear noise that sometimes occurs from the early morning. their parents are also used to getting dizzy because of the fuss they make. |
| Subject | and well about kiara's sister, amara, she is a lawyer, she has often handled many cases, and sometimes the cases she handles are quite heavy but she is still professional in handling them. while jevan is a senior high school student. even though he is naughty, but he is one of the smart students in school, he also diligent kiara is older 2 years than jevan. And last week amara was very angry because of jevan make her handphone lost in the departemet store. she didn't want to talk to jevan almost two days. behind their behavior like tom and jerry, actually they love each other. they always miss each other if one of them is not at home |
| Subject | Picture one Today is a Sunday where all the children in school are off. Usually, high school children will fill their spare time by dating their lover. High school student Suho with a cool handsome face and white skin is walking in the mall looking for his girlfriend Ju Kyung (the prettiest girl in his school). They previously promised to meet at the mall. |
| Subject | Meanwhile, Ju Kyung, who arrived first at the Mall, was bored waiting for Suho who would be late to meet him because he had business to take pictures in front of the Mall mirror without looking at the surroundings and not realizing Suho was behind him. |
| Subject | Suho who was already embarrassed to see Ju Kyung taking pictures, finally met his girlfriend and greeted him. However, because Ju Kyung was annoyed with Suho for being late, she ignored Suho and instead got more engrossed in taking pictures and Suho mischievously snatched Ju Kyung's cellphone. Ju Kyung who was busy taking pictures, was shocked and annoyed that Suho was bothering him. But he didn't want his girlfriend to be upset, who ended up not dating. Suho persuaded his girlfriend and suggested that they take a photo together at the photo booth. An annoyed Ju Kyung just said yes. They also took pictures together, Ju |

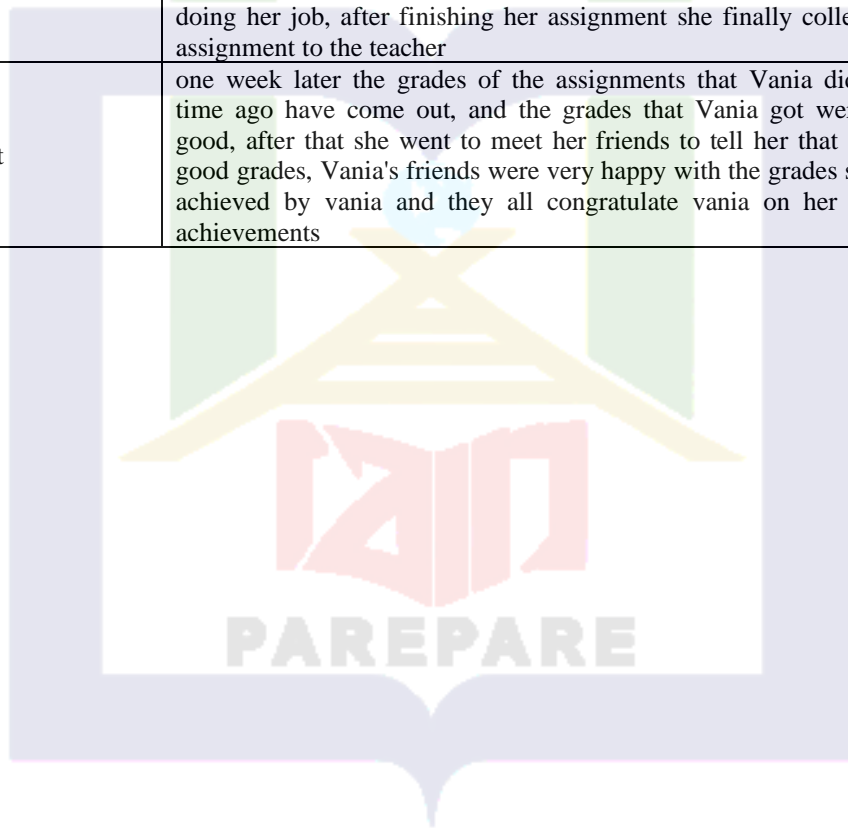
| | |
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| | Kyung who was initially annoyed now only blushed when Suho put his head on Ju Kyung's chest while taking pictures. Finally they continue dating happily |
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4. The Students Utterances in Control Class on Post-Test

| Classification Score | Post-Test |
|----------------------|---|
| | The students utterances |
| Subject | Picture number four Yonsei High School, this is where Ares continues his studies in high school, with his two little friends, Ardhan and Aiden. The three of them had been together since childhood, so it was difficult for them to part ways. Where they are also in the same class, Ares who is cold and smart, Ardhan who is always mean to his two friends, and handsome Aiden who makes the girls in his class amazed to see him. They spent their high school days together, they went through a lot together from the beginning of high school to the second grade. What they don't know is that they will soon graduate. Yonsei High's graduation day is getting closer, the days are just counting. Ares and his two friends, Ardhan and Aiden, are planning something to remember their teenage years together in high school. |
| Subject | Until one day, after school the three of them were walking together. Ardhan invites his friends to have lunch at his house, and they agree. Arriving at Ardhan's house, Ares and Aiden immediately washed their hands and were ready to eat the dishes that greeted them. After eating they were joking around in the living room of Ardhan's house, and thought of the plan they wanted to do to remember their school days. Ardhan has a plan to go to a photo studio, to make a photo album for the three of them. Aiden and Ares agreed, and Ares said how about we all take a shower and go home and change clothes first, and reunite at ardhan's house at 07.00 pm. Aiden and Ares rushed home, and soon it was 06.30 pm and they both went straight to Ardhan's house wearing neat and charming clothes. Arriving at Ardhan's house, they both saw Ardhan was taking his car out of the garage, they immediately got into the car. On the way they played music and sang together until they didn't feel it, after a few minutes they arrived at the photo studio |
| Subject | After some time talking about what style he will do when in the photo studio. These three friends did not stop telling about the beginning when they first entered Yonsei High School until finally these 3 friends met and became close and familiar with each other. Ares who saw Ardhan who was always mischievous with him and Aiden laughed at his best friend's behavior which used to make Ares angry with his mischief. After finishing taking pictures, the three friends continued their journey to the place to eat where he stopped after school, this place became their favorite place for the three of them, the place that used to make them comfortable and happy, Ares, who had been dreaming with his flat face and cold attitude while waiting for food, Aiden who saw Ares immediately hit Ares' right hand with a |

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| | <p>big laugh and ardhan, a few minutes later their food came quickly. The next day, they returned to school with neat and complete clothes. Then they met in the school hall to see the results of each student's presentation who had finished doing research. This presentation was held once a month in the school hall, one of the three of them, Aiden, also participated in presentation about the research he was doing, not long after that the event continued and it was time for the name of Aiden who was appointed to present his work for a month. Then it was time to announce the best results, that's when the students who took part in the event had been waiting for Not long after, it was Aiden's name who was appointed as the best student for the research work he did, he was touched and his 2 friends congratulated Aiden with the hard work and efforts he did for a month researching, because not all students were able to take part in the research. this. Then the "friends" who followed the researcher An also congratulates Aiden for his hard work during the research</p> |
| Subject | <p>Assalamualaikumwarahmatullahi wabarakatu I will story about picture two Jihan Saputri or commonly called jihan is lying on his bed smiling while reading chats from her friends. Suddenly, she hears the door being opened violently by her older sister Naura Azahra or commonly called Naura. Jihan can see if the look on the face of the old sister is red like a tomato. It looks like she made a mistake involving her old sister, but she can't remember what she did wrong.</p> |
| Subject | <p>Naura looks scolding Jihan because she's just lazing around playing cellphone on her bed. Naura was annoyed that Jihan didn't help her to cleaning the house. It was Naura who cleaned the whole house from washing dishes, sweeping, mopping and others. She didn't accept it because Jihan only played cellphone on the bed and didn't help her. At the same time Reyhan saw the two arguing with each other so he went into the room and separated them both.</p> |
| Subject | <p>Naura's words were very uncontrollable, and made the whole house could hear her voice. Jihan's eyes looked watery too, and in the end she couldn't hold back her tears. Reyhan, who knew that Jihan also helped clean the house, finally spoke up. He explained to Naura so that the woman would no longer be angry with Jihan. Even though she's still a little annoyed with Jihan's actions, at least her annoyance has started to decrease thanks to Reyhan's explanation. After explaining everything, Reyhan told Naura to get out of his room so that everyone could improve their respective moods, and also Jihan could calm her crying that had not subsided. Reyhan invited Naura to sit on the sofa at home while making a glass of warm tea so that Naura's mood would improve. After drinking the tea made by Reyhan, Naura's mood began to improve and she intended to apologize to Jihan. According to her, her behavior was a little excessive.</p> |
| Subject | <p>Story picture four there are five friends, namely vano, ares, alvaro, vania, and dhafa who have been friends since they were in junior high school, according to them friendship is important, helping each other is their way to always maintain the friendship they have lived for a long time. One day Vano, Ares and Dhafa went to a mall to shop for some of their needs. After a few hours of walking around the mall,</p> |

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| | Ares's cellphone suddenly rang indicating a notification from the chat application, after hearing the notification on his cellphone, Ares immediately saw who had sent the message, after Ares saw the notification, it turned out that Vania was the one who sent him a message where the message was contains that "ares I have a very difficult task where I have to complete the task I am doing one week from now so please tell our friends that in the next 1 week I will not be able to come together with you guys." after that, ares conveyed the contents of the message from vania to vano and dhafa |
| Subject | dhafa after vano and dhfa found out the contents of the chat from vania.vano suggested to his friends to encourage Vania, they went to the photo box to take a picture that would be given to Vania, so that Vania could be more enthusiastic about pursuing her duties |
| Subject | after a few minutes of taking pictures in the photo box, finally vano, ares and dhfa have got a suitable photo to send to vania, after vania has received a photo from her friends she is more enthusiastic about doing her job, after finishing her assignment she finally collects her assignment to the teacher |
| Subject | one week later the grades of the assignments that Vania did some time ago have come out, and the grades that Vania got were very good, after that she went to meet her friends to tell her that she got good grades, Vania's friends were very happy with the grades she had achieved by vania and they all congratulate vania on her current achievements |



APPENDIX. 1 Data score experiment class and control class

Table 1.1 The students' speaking score in pre-test in the experiment class :

| No | Subject | Pre-Test Students (X1) | | |
|----|---------|------------------------|------------------|-------------------|
| | | Max Score | Total Score (X1) | (X1) ² |
| 1 | AFF | 100 | 44 | 1936 |
| 2 | AAIP | 100 | 38 | 1444 |
| 3 | AAZ | 100 | 44 | 1936 |
| 4 | AFFI | 100 | 50 | 2500 |
| 5 | AHA | 100 | 44 | 1936 |
| 6 | AMRA | 100 | 50 | 2500 |
| 7 | ARP | 100 | 38 | 1444 |
| 8 | ADSM | 100 | 38 | 1444 |
| 9 | AB | 100 | 38 | 1444 |
| 10 | AH | 100 | 44 | 1936 |
| 11 | A | 100 | 50 | 2500 |
| 12 | DDD | 100 | 50 | 2500 |
| 13 | DR | 100 | 50 | 2500 |
| 14 | ES | 100 | 44 | 1936 |
| 15 | ER | 100 | 61 | 3721 |
| 16 | FD | 100 | 38 | 1444 |
| 17 | F | 100 | 50 | 2500 |
| 18 | FA | 100 | 61 | 3721 |
| 19 | H | 100 | 27 | 729 |
| 20 | IAY | 100 | 55 | 3025 |
| 21 | JF | 100 | 50 | 2500 |
| 22 | MAF | 100 | 66 | 4356 |
| 23 | MA | 100 | 77 | 5929 |
| 24 | MFFB | 100 | 55 | 3025 |
| 25 | MFAS | 100 | 38 | 1444 |
| 26 | MFA | 100 | 44 | 1936 |
| 27 | MI | 100 | 55 | 3025 |
| 28 | NSS | 100 | 77 | 5929 |

| | | | | |
|--------------|-----|-----|-------------|--------------|
| 29 | NM | 100 | 44 | 1936 |
| 30 | NFL | 100 | 61 | 3721 |
| 31 | NGU | 100 | 38 | 1444 |
| 32 | NAK | 100 | 61 | 3721 |
| 33 | RK | 100 | 38 | 1444 |
| 34 | RW | 100 | 33 | 1089 |
| 35 | RA | 100 | 33 | 1089 |
| 36 | SAZ | 100 | 61 | 3721 |
| Total | | | 1745 | 89405 |

Table 1.2 The students' speaking score in pre-test in the control class :

| No | Subject | Pre-Test Students (X1) | | |
|----|---------|------------------------|------------------|-------------------|
| | | Max Score | Total Score (X1) | (X1) ² |
| 1 | APG | 100 | 61 | 3721 |
| 2 | ANMS | 100 | 44 | 1936 |
| 3 | ALR | 100 | 38 | 1444 |
| 4 | AMTM | 100 | 61 | 3721 |
| 5 | AMS | 100 | 50 | 2500 |
| 6 | ATFA | 100 | 33 | 1089 |
| 7 | A | 100 | 50 | 2500 |
| 8 | DK | 100 | 50 | 2500 |
| 9 | DFA | 100 | 50 | 2500 |
| 10 | FAA | 100 | 50 | 2500 |
| 11 | F | 100 | 38 | 1444 |
| 12 | FTM | 100 | 66 | 4356 |
| 13 | MFR | 100 | 72 | 5184 |
| 14 | MAFF | 100 | 50 | 2500 |
| 15 | MNA | 100 | 38 | 1444 |
| 16 | MRD | 100 | 33 | 1089 |
| 17 | MV | 100 | 33 | 1089 |
| 18 | MR | 100 | 50 | 2500 |
| 19 | NRW | 100 | 38 | 1444 |

| | | | | |
|--------------|------|-----|-------------|--------------|
| 20 | NAN | 100 | 44 | 1936 |
| 21 | NZA | 100 | 61 | 3721 |
| 22 | NH | 100 | 55 | 3025 |
| 23 | N | 100 | 66 | 4356 |
| 24 | NAA | 100 | 44 | 1936 |
| 25 | NK | 100 | 50 | 2500 |
| 26 | PAA | 100 | 38 | 1444 |
| 27 | RS | 100 | 66 | 4356 |
| 28 | R | 100 | 55 | 3025 |
| 29 | RFAH | 100 | 50 | 2500 |
| 30 | RMP | 100 | 44 | 1936 |
| 31 | SB | 100 | 55 | 3025 |
| 32 | ST | 100 | 44 | 1936 |
| 33 | SM | 100 | 38 | 1444 |
| 34 | TAA | 100 | 66 | 4356 |
| 35 | TNNF | 100 | 66 | 4356 |
| 36 | VRS | 100 | 55 | 3025 |
| Total | | | 1802 | 94338 |

Table 1.3 The students' speaking score in post-test in the experiment class :

| No | Subject | Pre-Test Students (X1) | | |
|----|---------|------------------------|------------------|-------------------|
| | | Max Score | Total Score (X1) | (X1) ² |
| 1 | AFF | 100 | 77 | 5929 |
| 2 | AAIP | 100 | 77 | 5929 |
| 3 | AAZ | 100 | 83 | 6889 |
| 4 | AFFI | 100 | 77 | 5929 |
| 5 | AHA | 100 | 83 | 6889 |
| 6 | AMRA | 100 | 77 | 5929 |
| 7 | ARP | 100 | 88 | 7744 |
| 8 | ADSM | 100 | 77 | 5929 |
| 9 | AB | 100 | 83 | 6889 |
| 10 | AH | 100 | 50 | 2500 |
| 11 | A | 100 | 77 | 5929 |
| 12 | DDD | 100 | 88 | 7744 |

| | | | | |
|--------------|------|-----|-------------|---------------|
| 13 | DR | 100 | 61 | 3721 |
| 14 | ES | 100 | 83 | 6889 |
| 15 | ER | 100 | 83 | 6889 |
| 16 | FD | 100 | 50 | 2500 |
| 17 | F | 100 | 66 | 4356 |
| 18 | FA | 100 | 77 | 5929 |
| 19 | H | 100 | 50 | 2500 |
| 20 | IAY | 100 | 61 | 3721 |
| 21 | JF | 100 | 88 | 7744 |
| 22 | MAF | 100 | 94 | 8836 |
| 23 | MA | 100 | 88 | 7744 |
| 24 | MFFB | 100 | 83 | 6889 |
| 25 | MFAS | 100 | 83 | 6889 |
| 26 | MFA | 100 | 66 | 4356 |
| 27 | MI | 100 | 77 | 5929 |
| 28 | NSS | 100 | 88 | 7744 |
| 29 | NM | 100 | 94 | 8836 |
| 30 | NFL | 100 | 83 | 6889 |
| 31 | NGU | 100 | 88 | 7744 |
| 32 | NAK | 100 | 88 | 7744 |
| 33 | RK | 100 | 94 | 8836 |
| 34 | RW | 100 | 77 | 5929 |
| 35 | RA | 100 | 77 | 5929 |
| 36 | SAZ | 100 | 94 | 8836 |
| Total | | | 2830 | 227608 |

Table 1.4 The students' speaking score in post-test in the control class :

| No | Subject | Pre-Test Students (X1) | | |
|----|---------|------------------------|------------------|-------------------|
| | | Max Score | Total Score (X1) | (X1) ² |
| 1 | APG | 100 | 94 | 8836 |
| 2 | ANMS | 100 | 88 | 7744 |
| 3 | ALR | 100 | 61 | 3721 |
| 4 | AMTM | 100 | 88 | 7744 |

| | | | | |
|--------------|------|-----|-------------|---------------|
| 5 | AMS | 100 | 83 | 6889 |
| 6 | ATFA | 100 | 61 | 3721 |
| 7 | A | 100 | 77 | 5929 |
| 8 | DK | 100 | 83 | 6889 |
| 9 | DFA | 100 | 88 | 7744 |
| 10 | FAA | 100 | 88 | 7744 |
| 11 | F | 100 | 66 | 4356 |
| 12 | FTM | 100 | 94 | 8836 |
| 13 | MFR | 100 | 100 | 10000 |
| 14 | MAFF | 100 | 83 | 6889 |
| 15 | MNA | 100 | 77 | 5929 |
| 16 | MRD | 100 | 83 | 6889 |
| 17 | MV | 100 | 83 | 6889 |
| 18 | MR | 100 | 94 | 8836 |
| 19 | NRW | 100 | 77 | 5929 |
| 20 | NAN | 100 | 88 | 7744 |
| 21 | NZA | 100 | 94 | 8836 |
| 22 | NH | 100 | 88 | 7744 |
| 23 | N | 100 | 94 | 8836 |
| 24 | NAA | 100 | 77 | 5929 |
| 25 | NK | 100 | 83 | 6889 |
| 26 | PAA | 100 | 77 | 5929 |
| 27 | RS | 100 | 94 | 8836 |
| 28 | R | 100 | 88 | 7744 |
| 29 | RFAH | 100 | 88 | 7744 |
| 30 | RMP | 100 | 83 | 6889 |
| 31 | SB | 100 | 94 | 8836 |
| 32 | ST | 100 | 88 | 7744 |
| 33 | SM | 100 | 83 | 6889 |
| 34 | TAA | 100 | 83 | 6889 |
| 35 | TNNF | 100 | 100 | 10000 |
| 36 | VRS | 100 | 88 | 7744 |
| Total | | | 3058 | 262736 |

Table 1.5 The worksheet of the calculation the score in pre-test and post-test the students' speaking in experiment class.

| No | Subject | X1 | X2 | (X1) ² | (X2) ² | D((X2-X1) | (X2-X1) ² |
|----|---------|----|----|-------------------|-------------------|-----------|----------------------|
| 1 | AFF | 44 | 77 | 1936 | 5929 | 33 | 3993 |
| 2 | AAIP | 38 | 77 | 1444 | 5929 | 39 | 4485 |
| 3 | AAZZ | 44 | 83 | 1936 | 6889 | 39 | 4953 |
| 4 | AFFI | 50 | 77 | 2500 | 5929 | 27 | 3429 |
| 5 | AHAA | 44 | 83 | 1936 | 6889 | 39 | 4953 |
| 6 | AMRA | 50 | 77 | 2500 | 5929 | 27 | 3429 |
| 7 | ARP | 38 | 88 | 1444 | 7744 | 50 | 6300 |
| 8 | ADSM | 38 | 77 | 1444 | 5929 | 39 | 4485 |
| 9 | AB | 38 | 83 | 1444 | 6889 | 45 | 5445 |
| 10 | AH | 44 | 50 | 1936 | 2500 | 6 | 564 |
| 11 | A | 50 | 77 | 2500 | 5929 | 27 | 3429 |
| 12 | DDD | 50 | 88 | 2500 | 7744 | 38 | 5244 |
| 13 | DR | 50 | 61 | 2500 | 3721 | 11 | 1221 |
| 14 | ES | 44 | 83 | 1936 | 6889 | 39 | 4953 |
| 15 | ER | 61 | 83 | 3721 | 6889 | 22 | 3168 |
| 16 | FD | 38 | 50 | 1444 | 2500 | 12 | 1056 |
| 17 | F | 50 | 66 | 2500 | 4356 | 16 | 1856 |
| 18 | FA | 61 | 77 | 3721 | 5929 | 16 | 2208 |
| 19 | H | 27 | 50 | 729 | 2500 | 23 | 1771 |
| 20 | IAY | 55 | 61 | 3025 | 3721 | 6 | 695 |
| 21 | JF | 50 | 88 | 2500 | 7744 | 38 | 5244 |
| 22 | MAF | 66 | 94 | 4356 | 8836 | 28 | 4480 |
| 23 | MA | 77 | 88 | 5929 | 7744 | 11 | 1815 |
| 24 | MFFB | 55 | 83 | 3025 | 6889 | 28 | 3864 |
| 25 | MFAS | 38 | 83 | 1444 | 6889 | 45 | 5445 |
| 26 | MFA | 44 | 66 | 1936 | 4356 | 22 | 2420 |
| 27 | MI | 55 | 77 | 3025 | 5929 | 22 | 2904 |

| | | | | | | | |
|--------------|-----|-------------|-------------|--------------|---------------|-------------|---------------|
| 28 | NSS | 77 | 88 | 5929 | 7744 | 11 | 1815 |
| 29 | NM | 44 | 94 | 1936 | 8836 | 50 | 6903 |
| 30 | NFL | 61 | 83 | 3721 | 6889 | 22 | 3168 |
| 31 | NGU | 38 | 88 | 1444 | 7744 | 50 | 6300 |
| 32 | NAK | 61 | 88 | 3721 | 7744 | 27 | 4023 |
| 33 | RK | 38 | 94 | 1444 | 8836 | 56 | 7392 |
| 34 | RW | 33 | 77 | 1089 | 5929 | 44 | 4840 |
| 35 | RA | 33 | 77 | 1089 | 5929 | 44 | 4840 |
| 36 | SAZ | 61 | 94 | 3721 | 8836 | 33 | 5118 |
| Total | | 1745 | 2830 | 89405 | 227608 | 1085 | 138208 |

Table 1.6 The worksheet of the calculation the score in pre-test and post-test the students' speaking in control class.

| No | Subject | X1 | X2 | (X1) ² | (X2) ² | D((X2-X1) | (X2-X1) ² |
|----|---------|----|-----|-------------------|-------------------|-----------|----------------------|
| 1 | APG | 61 | 94 | 3721 | 8836 | 33 | 5115 |
| 2 | ANS | 44 | 88 | 1936 | 7744 | 44 | 5808 |
| 3 | ALR | 38 | 61 | 1444 | 3721 | 23 | 2277 |
| 4 | AMTM | 61 | 88 | 3721 | 7744 | 27 | 4023 |
| 5 | AMS | 50 | 83 | 2500 | 6889 | 33 | 4389 |
| 6 | ATFA | 33 | 61 | 1089 | 3721 | 28 | 2636 |
| 7 | A | 50 | 77 | 2500 | 5929 | 27 | 3429 |
| 8 | DK | 50 | 83 | 2500 | 6889 | 33 | 4389 |
| 9 | DFA | 50 | 88 | 2500 | 7744 | 38 | 5244 |
| 10 | FAA | 50 | 88 | 2500 | 7744 | 38 | 5244 |
| 11 | F | 38 | 66 | 1444 | 4356 | 28 | 2912 |
| 12 | FTM | 66 | 94 | 4356 | 8836 | 28 | 4480 |
| 13 | MFR | 72 | 100 | 5184 | 10000 | 28 | 4816 |
| 14 | MAFF | 50 | 83 | 2500 | 6889 | 33 | 4389 |
| 15 | MNA | 38 | 77 | 1444 | 5929 | 39 | 4485 |
| 16 | MRD | 33 | 83 | 1089 | 6889 | 50 | 5800 |


| | | | | | | | |
|--------------|------|-------------|-------------|--------------|---------------|-------------|---------------|
| 17 | MV | 33 | 83 | 1089 | 6889 | 50 | 5800 |
| 18 | MR | 50 | 94 | 2500 | 8836 | 44 | 6336 |
| 19 | NRW | 38 | 77 | 1444 | 5929 | 39 | 4485 |
| 20 | NAN | 44 | 88 | 1936 | 7744 | 44 | 5808 |
| 21 | NZA | 61 | 94 | 3721 | 8836 | 33 | 5115 |
| 22 | NH | 55 | 88 | 3025 | 7744 | 33 | 4719 |
| 23 | N | 66 | 94 | 4356 | 8836 | 28 | 4480 |
| 24 | NAA | 44 | 77 | 1936 | 5929 | 33 | 3993 |
| 25 | NK | 50 | 83 | 2500 | 6889 | 33 | 4389 |
| 26 | TAA | 38 | 77 | 1444 | 5929 | 39 | 4485 |
| 27 | RS | 66 | 94 | 4356 | 8836 | 28 | 4480 |
| 28 | R | 55 | 88 | 3025 | 7744 | 33 | 4719 |
| 29 | RFAH | 50 | 88 | 2500 | 7744 | 38 | 5244 |
| 30 | RMP | 44 | 83 | 1936 | 6889 | 39 | 4953 |
| 31 | SB | 55 | 94 | 3025 | 8836 | 39 | 5811 |
| 32 | ST | 44 | 88 | 1936 | 7744 | 44 | 5808 |
| 33 | SM | 38 | 83 | 1444 | 6889 | 45 | 5445 |
| 34 | TAA | 66 | 83 | 4356 | 6889 | 17 | 2533 |
| 35 | TNNF | 66 | 100 | 4356 | 10000 | 44 | 5644 |
| 36 | VRS | 55 | 88 | 3025 | 7744 | 33 | 4719 |
| Total | | 1802 | 3058 | 94338 | 262736 | 1266 | 168402 |

APPENDIX.2 Distribution of T-Table

Upper critical values of Student's t distribution with ν degrees of freedom

| ν | Probability of exceeding the critical value | | | | | |
|-------|---|-------|--------|--------|--------|---------|
| | 0.10 | 0.05 | 0.025 | 0.01 | 0.005 | 0.001 |
| 1. | 3.078 | 6.314 | 12.706 | 31.821 | 63.657 | 318.313 |
| 2. | 1.886 | 2.920 | 4.303 | 6.965 | 9.925 | 22.327 |
| 3. | 1.638 | 2.353 | 3.182 | 4.541 | 5.841 | 10.215 |
| 4. | 1.533 | 2.132 | 2.776 | 3.747 | 4.604 | 7.173 |
| 5. | 1.476 | 2.015 | 2.571 | 3.365 | 4.032 | 5.893 |
| 6. | 1.440 | 1.943 | 2.447 | 3.143 | 3.707 | 5.208 |
| 7. | 1.415 | 1.895 | 2.365 | 2.998 | 3.499 | 4.782 |
| 8. | 1.397 | 1.860 | 2.306 | 2.896 | 3.355 | 4.499 |
| 9. | 1.383 | 1.833 | 2.262 | 2.821 | 3.250 | 4.296 |
| 10. | 1.372 | 1.812 | 2.228 | 2.764 | 3.169 | 4.143 |
| 11. | 1.363 | 1.796 | 2.201 | 2.718 | 3.106 | 4.024 |
| 12. | 1.356 | 1.782 | 2.179 | 2.681 | 3.055 | 3.929 |
| 13. | 1.350 | 1.771 | 2.160 | 2.650 | 3.012 | 3.852 |
| 14. | 1.345 | 1.761 | 2.145 | 2.624 | 2.977 | 3.787 |
| 15. | 1.341 | 1.753 | 2.131 | 2.602 | 2.947 | 3.733 |
| 16. | 1.337 | 1.746 | 2.120 | 2.583 | 2.921 | 3.686 |
| 17. | 1.333 | 1.740 | 2.110 | 2.567 | 2.898 | 3.646 |
| 18. | 1.330 | 1.734 | 2.101 | 2.552 | 2.878 | 3.610 |
| 19. | 1.328 | 1.729 | 2.093 | 2.539 | 2.861 | 3.579 |
| 20. | 1.325 | 1.725 | 2.086 | 2.528 | 2.845 | 3.552 |
| 21. | 1.323 | 1.721 | 2.080 | 2.518 | 2.831 | 3.527 |
| 22. | 1.321 | 1.717 | 2.074 | 2.508 | 2.819 | 3.505 |
| 23. | 1.319 | 1.714 | 2.069 | 2.500 | 2.807 | 3.485 |
| 24. | 1.318 | 1.711 | 2.064 | 2.492 | 2.797 | 3.467 |
| 25. | 1.316 | 1.708 | 2.060 | 2.485 | 2.787 | 3.450 |
| 26. | 1.315 | 1.706 | 2.056 | 2.479 | 2.779 | 3.435 |
| 27. | 1.314 | 1.703 | 2.052 | 2.473 | 2.771 | 3.421 |
| 28. | 1.313 | 1.701 | 2.048 | 2.467 | 2.763 | 3.408 |
| 29. | 1.311 | 1.699 | 2.045 | 2.462 | 2.756 | 3.396 |
| 30. | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 | 3.385 |
| 31. | 1.309 | 1.696 | 2.040 | 2.453 | 2.744 | 3.375 |
| 32. | 1.309 | 1.694 | 2.037 | 2.449 | 2.738 | 3.365 |
| 33. | 1.308 | 1.692 | 2.035 | 2.445 | 2.733 | 3.356 |
| 34. | 1.307 | 1.691 | 2.032 | 2.441 | 2.728 | 3.348 |
| 35. | 1.306 | 1.690 | 2.030 | 2.438 | 2.724 | 3.340 |
| 36. | 1.306 | 1.688 | 2.028 | 2.434 | 2.719 | 3.333 |
| 37. | 1.305 | 1.687 | 2.026 | 2.431 | 2.715 | 3.326 |
| 38. | 1.304 | 1.686 | 2.024 | 2.429 | 2.712 | 3.319 |
| 39. | 1.304 | 1.685 | 2.023 | 2.426 | 2.708 | 3.313 |
| 40. | 1.303 | 1.684 | 2.021 | 2.423 | 2.704 | 3.307 |
| 41. | 1.303 | 1.683 | 2.020 | 2.421 | 2.701 | 3.301 |
| 42. | 1.302 | 1.682 | 2.018 | 2.418 | 2.698 | 3.296 |


APPENDIX 3. RESEARCH ALLOWANCE



**KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 287 TAHUN 2023
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

| | | | |
|---------------|---|--|---|
| Membanding | 1 | | <p>a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;</p> <p>b. Bahwa yang tersebut namanya dalam surat keputusan ini dianggap cakap dan mampu untuk diberi tugas sebagai pembimbing skripsi mahasiswa.</p> |
| Menetapkan | 1 | | <p>1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;</p> <p>2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;</p> <p>3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;</p> <p>4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;</p> <p>5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;</p> <p>6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;</p> <p>7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;</p> <p>8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;</p> <p>9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;</p> <p>10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.</p> |
| Memperhatikan | 1 | | <p>a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Pelikan Nomor: SP DIPA-025.04.7.207331/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;</p> <p>b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 164 Tahun 2023, tanggal 13 Januari 2023 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023;</p> <p>c. Usul Wakil Dekan I tentang Pergantian Pembimbing Skripsi</p> |
| Menetapkan | 2 | | <p style="text-align: center;">MEMUTUSKAN</p> <p>KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;</p> <p>Menunjuk saudara: 1. Dr. Zulfah, M.Pd. 2. Drs. Abd. Rauf Ibrahim, M.Si.</p> <p>Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa</p> |
| Kesatu | 1 | | <p>Nama : Musdalifah Lukman NIM : 17.1300.104 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : The Utilization of Webroom Media in Increasing The Speaking Ability of Eleventh Grade Students OF ISMAN 1 Parepare</p> |
| Kedua | 1 | | Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi; |
| Ketiga | 1 | | Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare; |
| Keempat | 1 | | Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya. |

Ditetapkan di : Parepare
Pada Tanggal : 20 Januari 2023

Dekan

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 3 010



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : J. Araf (Bali) No. 08 Sorang Parepare 91132 telp (0421) 21.907 Fax 21.844
PO Box 909 Parepare 91109 website: www.iainparepare.ac.id email: makul@iainparepare.ac.id

Nomor : B.2901/In.39.5.1/PP.00.9/09/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Cabang Dinas Pendidikan Wilayah VIII
Propinsi Sulawesi Selatan
di:

Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Musdalifah Lukman
Tempat/Tgl. Lahir : Parepare, 10 Agustus 1999
NIM : 17.1300.104
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Jl. Lasinrang No.254 A, Kel. Lakessi, Kec. Soreang,
Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

"The Utilization Of Webtoon Media In Increasing The Speaking Ability Of Eleventh Grade Students Of SMAN 1 Parepare"

Pelaksanaan penelitian ini direncanakan pada bulan September sampai bulan Oktober Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Parepare, 13 September 2021

Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

| | | |
|--|---|--|
|  | | SRN IP0000690 |
| PEMERINTAH KOTA PAREPARE DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU <i>Jalan Veteran Nomor 28 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111. Email : dpmpstp@pareparekota.go.id</i> | | |
| <u>REKOMENDASI PENELITIAN</u> Nomor : 692/IP/DPM-PTSP/9/2021 | | |
| Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi. 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian. 3. Peraturan Walikota Parepare No. 45 Tahun 2020 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu. | | |
| Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu : | | |
| M E N G I Z I N K A N | | |
| KEPADA | | |
| NAMA | : MUSDALIFAH LUKMAN | |
| UNIVERSITAS/ LEMBAGA | : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE | |
| Jurusan | : PENDIDIKAN BAHASA INGGRIS | |
| ALAMAT | : JL. LASINRANG NO. 254 PAREPARE | |
| UNTUK | : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut : | |
| | JUDUL PENELITIAN | : THE UTILIZATION OF WEBTOON MEDIA IN INCREASING THE SPEAKING ABILITY OF ELEVENTH GRADE STUDENTS OF SMAN 1 PAREPARE |
| | LOKASI PENELITIAN | : KANTOR CABANG DINAS PENDIDIKAN WILAYAH VIII PAREPARE (UPTD SMA NEGERI 1 PAREPARE) |
| | LAMA PENELITIAN | : 29 September 2021 s.d 29 Oktober 2021 |
| | a. Rekomendasi Penelitian berlaku selama penelitian berlangsung | |
| | b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan | |
| | Dikeluarkan di: Parepare Pada Tanggal : 01 Oktober 2021 | |
| | Pt. KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE | |
| |  Dra. Hj. AMINA AMIN | |
| | Pangkat : Pembina Utama Muda, (IV/c) NIP : 19630808 198803 2 012 | |
| Biaya : Rp. 0.00 | | |

UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1

- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
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PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 1 PAREPARE
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Website : www.sman1parepare.sch.id email : sma1parepare@yahoo.co.id

SURAT KETERANGAN PENELITIAN
Nomor : 422/038-UPT SMA. 1/Parepare/Disdik

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 1 Parepare menerangkan bahwa :

Nama : Musdalifah
NIM : 17.1300.104
Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Lembaga : Institut Agama Islam Negeri Parepare

Benar telah melakukan penelitian di SMA Negeri 1 Parepare pada tgl. 29 September s.d 29 Oktober 2021 dalam rangka penyusunan skripsi yang berjudul :

**" THE UTILIZATION OF WEBTOON MEDIA IN INCREASING THE
SPEAKING ABILITY OF ELEVENTH GRADE STUDENTS OF
SMAN 1 PAREPARE "**

Demikian surat keterangan penelitian ini diberikan untuk dipergunakan seperlunya.

Parepare, 22 Februari 2022

Kepala



Drs. F. Farida, M.Pd.

Pangkat Pembina Tk. I

NIP. 19660402 199503 1 003

APPENDIX 4. DOCUMENTATION



CURRICULUM VITAE



Researcher Musdalifah was born on August 10, 1999 in Parepare. He was the eldest of three children, having one younger sister and one younger brother. She is the daughter of H. Lukman and Hj. Irma Ahmad. He started attending Kindergarten in 2004 at Kartika Kindergarten in Parepare. In 2005 he continued his studies at SD Negeri 3 Parepare and in 2010 he continued his studies again at SMP Negeri 2 Parepare. Then he continued his studies at SMA Negeri 1 Parepare in 2014 and graduated in 2017. In the same year, he enrolled at IAIN Parepare and was accepted as a student at the Department of English Tarbiyah Education. Then, in 2023 he completed his studies at IAIN Parepare in a research entitled *“The Utilization of Webtoon Media in Teaching English to Increase the Speaking Ability of the Students in Eleventh Grade of SMA 1 Parepare”*