

**THE USE OF POWTOON ANIMATION VIDEO TO TEACH STUDENTS'  
PRONUNCIATION AS PART OF SPEAKING SKILL**

*(An Experimental Study at the Tenth Grade of MAN 1 Surakarta in Academic  
Year of 2018/2019)*

**THESIS**

**Submitted as a Partial Requirements**

**For Undergraduate Degree in English Language Education**



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## **DEDICATION**

This thesis is dedicated to:

1. My beloved parent Mr. Supardi and Mrs. Suwarti
2. My beloved sisters Nurcholis Adi Hendra Wati and  
Dewi Puji Hastuti
3. My beloved almamater IAIN Surakarta
4. My thesis advisor
5. My beloved friends
6. My big family
7. For everyone who loves me and whom I love

## MOTTO

*“Indeed, I have relied upon Allah, my Lord and your Lord. There is no creature but that He holds its forelock. Indeed, my Lord is on a path [that is] straight.”*

(QS. Hud: 56)

*Educating the Mind without educating the Hearth is No education at all.*

(Aristoteles)

*Work hard and be kind, the good things will happen.*

(Researcher)

## PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "*The Use of PowToon Animation Video to Teach Students' Pronunciation as Part of Speaking Skill (An Experimental Study at the Tenth Grade of MAN 1 Surakarta in Academic Year of 2018/2019)*" is my masterpiece. The things out of my masterpiece is this are signed by citation and referred in the bibliography. If later proven that my thesis sre has discrepancies, I am would take the academic sanctions in the form of repealing my thesis annd academic degree.

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The researcher realizes that this thesis is still far from being perfect. Hopefully, this thesis will be useful for the researcher in particular and the reader in general.

Surakarta, August 13<sup>th</sup> 2019

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## ABSTRACT

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Advisor : H. Zainal Arifin, M.Pd.

Keyword : *Pronunciation, Powtoon Animation Video, Experimental Design*

The objectives of the research is to find out whether there is a significant different pronunciation mastery between students taught by using PowToon Animation video and those taught by using Microsoft Power Point Presentation to teach pronunciation in speaking skill for the tenth grade student of MAN 1 Surakarta in the Academic Year of 2018/2019.

This research design used quasi-experimental research. The research was conducted in MAN 1 Surakarta. The population of this research was 13 classes that the average amount at the tenth-grade in the second semester was 383 students. Two classes were chosen as the sample of the research. There were X IPS 5 as the experimental class who had been taught by using PowToon Animation Video and X IPS 4 as the control class who was taught by using Microsoft Power Point Presentation. In which each class has 4 meetings with the same topic was fabel text. This research used cluster random sampling technique. Moreover, the technique of collecting data used a pronunciation in speaking test especially for narrative text. The test was retelling a story text infront of class for pre-test and post-test with the topic was fabel. It was conducted before and after giving the treatment. To analyze the data, the researcher applied normality test from Lilliefors formula, homogeneity from F table, and independent sample t-test for hypothesis test.

The result in this research, the average of students' score of experimental class using PowToon Animation Video was 73.07 and for students' control class using Microsoft Power Point Presentation 64.21. From the result of independent t-test showed that to higher than  $t_{table}$  ( $4.514 > 2.005$ ). Based on the result above, it can be concluded that the students who were taught by using PowToon Animation Video have better pronunciation in speaking than students who had been taught by using Microsoft Power Point Presentation. Therefore, teaching pronunciation in speaking class for tenth-grade of MAN 1 Surakarta in academic year 2018/2019 by using Powtoon Animation Video is effective.

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## CHAPTER 1

### INTRODUCTION

#### A. Background of the study

Speaking is considered as one of the four main skills in English: listening, reading, speaking, and writing. As productive skill, speaking skill is demanded to produce a result of processing a language. Fraser (2000: 7) explains that being able to speak English includes a number of sub-skills of which pronunciation is by far the most important (other sub-skills of speaking include vocabulary, grammar, and pragmatics). She argues that “with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation understanding a speaker will be very difficult, despite accuracy in other areas”. As a sub skill of speaking, pronunciation has the prominent factor in English as a Foreign Language, especially in communication.

Kelly (2002:11) states that a learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. Wisegeek (2012:1) defines pronunciation problems may occur when non-native speaker communicate because the speakers are used to pronounce the sounds that exist in their mother tongue but may not exist in the target language. In learning foreign language especially English language, it must be really understood that the language sound system different between Indonesian language there are several sounds of English language which are different

from Indonesian language, such as vocal, consonant, diphthong, and another sound system. Beside that in Indonesian language stress, length and intonation not influence the meaning of a word phrase. Caused by existence of the differences, the English learners often experience difficulties that include: the different sensitivity of ear, the matter of making foreign sound, the distribution of the sounds, and fluency.

Fraser (2000:7) reported that many learners of English a second language have a major difficulties with pronunciation. Students' sentences stress and intonation in speaking English incorectly. While pronunciation is the foundation of speaking, good pronunciation may take the communication easier and more relaxed thus more successful, but poor pronunciation can never facilitate effective communication. If they did not know how to pronounce each word or sentence in the right way, this was sure to lead to a failure of communication.

According to Browne (2001:191), oral communication is vital in order to share ideas, to listenand to learn from others. Also Nunan (2003:36) said that speaking is oral language ability to express ideas, intentions, thoughts and feeling to other people as ways to deliver the message clearly and to make the listener understand. It is the main way people communicate with one another.To communicate means to understand and to express information, feeling and idea to develop science, technology and culture by using the language. So, mastering speaking especially pronunciation can give self confidence for students to communicate and interact in the target

language. They would feel confidence to speak if they know that they can use the right expression when they talk.

From the explanation above, the students should be capable to mastering pronunciation as part of speaking skill with a good method, an effective media and teaching method. According to Arsyad (2003:6) in teaching and learning process, teacher needs media to make the lesson easier. Teaching learning process should be varied to makes the students feel fun during the process. They need more than instruction and command from their teacher. It is teachers' challenge to be able to motivate the students to pay attention in their lesson. So, teacher needs media in language learning. Media can bring and arouse students' happiness and renew their spirit in studying. It also can help the students in placing their knowledge to their mind and rekindle the lesson. In the earlier observations that pronunciation in speaking lessons did not help students, if the right methods are used, teachers can indeed help students improve their pronunciation (Derwing, Munro and Wiebe 1998; Couper 2003:165).

Lin (2009:15) affirms that the use of the high powered multimedia (like animations) keep the learner close to authentic situations where learning simultaneously involves listening, watching, reflecting, doing and participating. One of the animation programs used for this concern is PowToon ([www.powtoon.com](http://www.powtoon.com)). PowToon animation video is a web-based animation software that allows teachers quickly and easily create animated presentations by manipulating pre-created objects, imported images or

videos, provided music and user created voiceovers making the teaching-learning process more engaging and enjoyable for learners.

The researcher is interested to see from the related research the International journal of current research by Charbel Semaan and Nour Ismail (2018) entitled “ *The Effect of Using Powtoon on Learning English as a Foreign Language*”. In this journal the writer uses PowToon as media in teaching English class and the result is more effective with the other media, so the researcher will use the same media to teach pronunciation in speaking English inspired from this journal. The researcher chose the digital application Powtoon that proved to be a great tool for easily designing such aids, so they wanted to test the effectiveness of this web in EFL classes. While in the teaching learning process the teacher still used Microsoft Power Point presentation to teach English Language.

The success of speaking skill also determines with the students' completed the speaking task. Richards (2001: 223) states that Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. According to Nunan (2004: 25) task-based language teaching has many strengthened to be applied in teaching learning speaking process. From the definitions above, the researcher concluded that task-based language teaching as a technique in teaching and learning process. It can help the students by placing them in a situation like in the real world. Task based language teaching has the advantage of getting the student to use their skills at their

current level. To help develop language through it is use. It has the advantage of getting the focus of the student toward achieving their goal.

To success this research, the researcher choose MAN 1 Surakarta as a research object because it is one of senior high schools in Surakarta that is excellent in achievement. This school implimented curriculum 2013, so all the teaching learning process are implementing curriculum 2013. The teacher in MAN 1 Surakarta used Discovery Learning, Inquiry Based, and Task-Based Language teaching to teach English in daily lesson. The teacher used text book as the media in the process of teaching learning. In speaking activity, the students are asked to read text book in front of the class and speak up in front of class with their friends based on the dialogue text on the book. The students' score are considered in the low level because the media is not effective. So in this case the researcher used Powtoon animation video as a media to teach pronunciation in speaking English to prove the pronunciation the words.

Based on that case, the researcher is interested to act directly in applying a certain media for teaching pronunciation as part of speaking skill in MAN 1 Surakarta, especially in the first grade. The researcher wants to find out the use of Powtoon animation video to teach pronunciation in speaking. The researcher have two classes; those are experiment class and control class. In experiment class, the researcher use Powtoon animation video to teach speaking as media and Task-Based Language Teaching Method. While in control class, researcher used Microsoft Power Point Presentation to teach speaking as media because in this class no treatment

and Task-Based Language Teaching Method. That is why the researcher conducted a research entitled “THE USE OF POWTOON ANIMATION VIDEO TO TEACH STUDENTS’ PRONUNCIATION AS PART OF SPEAKING SKILL (*An Experimental Study at the Tenth Grade of MAN 1 Surakarta in Academic Year of 2018/2019*)”.

## **B. Problem Identification**

Based on the background of study, the researchers can identify some problems faced by students MAN 1 Surakarta especially tenth grade in the teaching and learning activities of English. They are as follows:

1. The teacher gave less portion of teaching pronunciation than other sub-skills of speaking
2. The teacher did not use appropriate media to teach pronunciation
3. The teacher focused more on acquiring the other skills such as reading and writing rather than speaking.
4. The students’ pronunciation mastery is low in sentences stress and intonation.
5. Powtoon animation video is effective to prove pronunciation as part of speaking skill in class.

## **C. Problem Limitation**

In order to focus on the topic, the researcher makes limitation to both the object and the subject of this research. The researcher limited the object into two variables only. PowToon animation video as independent variable

and teach pronunciation as part of speaking as dependent variable. The researcher limited the research on students' speaking in Tenth Grade Student of MAN 1 Surakarta in the Academic Year of 2018/2019. It will be focused on the use of PowToon animation video to teach speaking especially in teaching pronunciation. The material in speaking class use Narrative text for experiment class and control class. The media which are used in teaching and learning process will be focused on the use of PowToon animation video to teach pronunciation in speaking and the quality of teaching-learning process such as classroom.

This research is conducted only for teaching pronunciation in speaking using PowToon animation video in Tenth Grade. There are A class and B class, A class as an Experimental class that taught by using PowToon animation video and B class as a Control class that taught by using Microsoft Power Point Presentation. It is because the subject are tenth grade. So that the video should be interesting to prefer students boredom.

#### **D. Problem Statement**

“Is there any significant different pronunciation mastery between students taught by using Powtoon Animation video and those taught by using Microsoft Power Point Presentation at the tenth grade students of MAN 1 Surakarta in the academic year of 2018/2019? “

## **E. Objectives of the Research**

Based on the problem statement above the objectives of the research is to find out whether there is a significant different pronunciation mastery between students taught by using PowToon animation video and those taught by using Microsoft Power Point Presentation.

## **F. The Benefits of the Study**

The results of the study are expected to give benefits in teaching and learning English as follows:

### **1. Theoretical Benefit**

The result of this research is expected to be the reference for the next research and the similar research.

### **2. Practical Benefit**

#### **a. For the teacher**

The research can be used as a source of the appropriate technique to teach pronunciation in speaking.

#### **b. For the reader**

It can give the view and information to the reader about the way to teach pronunciation in speaking using PowToon animation video.

#### **c. For other researcher**

It can give an example of conducting research by using PowToon animation video in teaching learning pronunciation as part of speaking skill.



## **G. Definition of Key Terms**

### **1. Pronunciation**

The pronunciation means knowledge of knowing to produce word which is very essential in oral communication when speakers mispronounce the word, people can be misunderstand. (Nurhayati, 2008:1)

### **2. Speaking**

Speaking is a productive oral skill which consists of constructing systematic verbal utterances to convey meaning. (Nunan (2003 : 48)

### **3. PowToon Animation Video**

PowToon animation video is a web-based animation software that allows teachers to quickly and easily create animated presentations by manipulating pre-created objects, imported images or videos, provided music and user created voiceovers making the teaching-learning process more engaging and enjoyable for learners. (Jenny,2017)

### **4. PowerPoint (© Microsoft Corp.)**

PowerPoint is a widely used presentation program that originated in the world of business but has now become commonplace in the world of educational technology. (Szabo & Hastings, 2000; Lowry, 2003).

## CHAPTER II

### REVIEW ON RELATED LITERATURE

#### A. Theoretical Description of Pronunciation

##### 1. The Nature of Pronunciation as Part of Speaking Skill

Pronunciation is one of the most important thing that student have to master in order to communicate appropriately and fluently. Generally, pronunciation is the way in which language is spoken. Hornby (1995:928) defines pronunciation as: the way in which a language spoken; the way a person speaks the words of language. Dalton and Seidlhofer (2001:3) define pronunciation in general term as the production of significant sounds. They states that sound in significant in two senses. First, sound is significant because it is used as part of code of a particular language. So we can talk about the distinctive sounds of English, French, Thai, and other languages in this sense we can talk out pronunciation as the production and repetition of sounds of speech. Second, sound is significant because it is used to achieve meaning in context of use.

Nurhayati (2008:1) states that the pronunciation means knowledge of knowing to produce word which is very essential in oral communication when speakers mispronounce the word, people can be misunderstand. Linda (2002:1) defines pronunciation refers to the production of sounds that we use to make meaning. It includes attention

to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speaking a language.

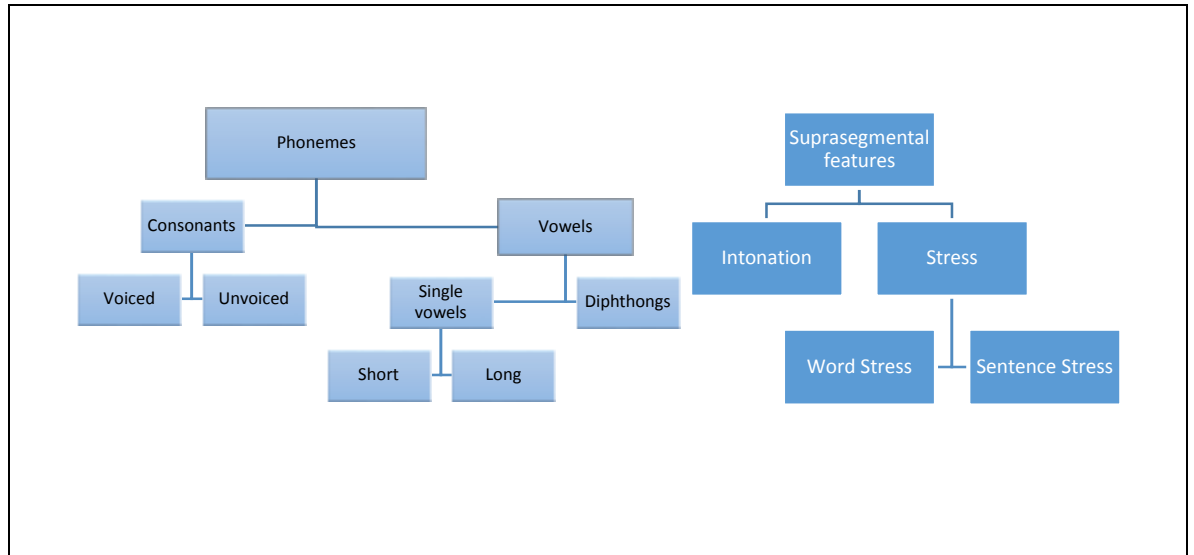
According to Dalton and Seidlhoffer there are two ways how pronunciation as a production of significant sounds can be characterized: The sound system of English is made up of phonemes, or individual sounds which carry the potential to make meaning, and these may be vowels, diphthongs (combinations of two vowel sounds), trip thongs (combination of three vowel sounds) or consonants these sounds are made using our tongue in different parts of the mouth. It is important for teachers to know where and how a sound is made. And many learners also find this knowledge helpful, although they will only come to say sounds intelligibly through careful listening and practice.

## **2. The Main Features of Pronunciation**

As stated by Kelly (2000:1), there is a chart that shows the features of pronunciation.

**Table 2.1**

The Features of Pronunciation



The chart of features of pronunciation is explained as follows:

a. Phonemes

Kelly, Gerald (2000:1) define phonemes are different sounds within a language. Although there are slight differences in how individuals articulate sounds, people can still describe reasonably accurately how each sound is produce. When considering meaning, people see how using one sound rather than another can change the meaning of word. It is the principle which gives us the total number of phonemes in particular language. For example, the word rat has the phonemes /ræt/.

b. Consonants

According to Kelly, Gerald (2000:5) consonants as mentioned earlier, can be voiced or unvoiced. The articulation of /p/ or /b/ as effectively the same, the only difference being the latter is voiced and former is unvoiced. It is possible to identify many pairs of consonants

which are essentially the same except for the element of voicing (for example /f/, as in fan, and /v/, as in van).

c. Vowels

Kelly, Gerald (2009:29) define vowels are articulates when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth. English speakers generally use twelve pure vowels and eight diphthongs.

Vowels may be single or a combination, involving a movement from one vowels sound to another such combination are known diphthongs and triphthongs describes the combination of three vowel sounds like (/aʊə/ in our or power). Single sounds may be short and long. The example of short vowel is /ɪ/ as bit. The symbol /:/ denotes a long sound like /i:/ as heat.

d. Suprasegmental Features

Suprasegmental features are phonemes as we have seen are units of sounds which we can analyze. They are also known as segments. Suprasegmental feature are features of speech which generally apply to groups of segments or phonemes. The features which are important in English are stress, intonation and how sounds change in connected speech (Kelly, Gerald 2000:3).

e. Intonation

Bradford (1988:2) argues that intonation is a feature of the spoken language. It consists of the continuous changing of the pitch of speakers' voice to express meaning. Similar to Bradford's statement, Kelly, Gerald

(2000:86) define that intonation refers to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our own thoughts and it enables us to understand those of other.

f. Stress

Stress can be categorized into two points that is word stress and sentence stress. Syafei (1988:24) define that word stress within a word. Related to Syafei's argues, Mc Mahon (2002:118) argues that stress is culminative property signaled by a number of subsidiary phonetic factors, which work together to pick out a stressed syllable from the unstressed ones which surround it.

### **3. The Problems of Acquiring Pronunciation Skills**

The differences between first language and second language is a problem in learning pronunciation (Bell,1996; Lambracher, 1996; and Fanshi, 1998). Celce-Murcia and Goodwin in Budiasih (2003:1) state non-native speakers of English (NNS) often have problems with pronunciation. Incorrectly learning the pronunciation of English, either by transferring the phonological rules from their mother tongue into their English speech or through implementing strategies similar to those used in primary language acquirement creates innovative pronunciations for English sounds which cannot be found in the speaker's first language. For example, the Japanese do not have the sound of 'r' in their language. Thus, they have to use an

alternative sound which available in their language according to their convenience. As they pronounced the sound ‘r’, they pronounce ‘I’ sound.

There are common problem areas of nonnative speakers of English with pronunciation. Nonnative speaker of English here refer to people whose first language is not English. The problem areas identified are problems in sounds or phonemes, stress and intonation. There are some sounds in English that probably don’t exist in nonnative speakers’ own language for instance, English has 20 vowels and diphthongs (many languages only have 5). Also, there is no simple relationship between spellings and sounds in English. Another problem appears when English is spoken quickly, words are linked smoothly together and sometimes sounds even disappear altogether (this is called assimilation). This means it can be hard to understand, as well as speak English.

Celce-Murcia and Goodwin in Budiasih (2013:2), the main problems in pronouncing English can be seen in table below.

**Table 2.2**

The Main Problems in Pronouncing English

<b>Area of Difficulty</b>	<b>Implications of this particular area</b>
Pronunciation of individual sounds	There may be confusion between minimal pairs (e.g. bed/ad, ship/sheep) and this may compromise meaning.

Area of Difficulty	Implications of this particular area
Word stress	Sometimes words ‘shift’ their stress so word stress can actually change the meaning of the word (e.g. record (v)/record (n))
Sentence stress	Sometimes emphasizing different words suggests different contrasting information (e.g. how does the meaning change when different words of the following sentence are stressed : ‘Mary saw a red car driven by a young man with brown hair’)
Rhythm	Rhythm is important to maintain the flow of the language. English is a stress-timed language. Problems with this are not so likely to affect comprehension but getting the rhythm right does help the listener to follow your argument.
Intonation	Getting the right intonation is important to convey the right attitude –i.e. high start for questions, tentative and wide pitch variation to show greater enthusiasm.

Lado (1957:11) also proposed that the problems people confront when learning L2 could be predicted by preparing L2 system with that of L1. L1 transfer, according to this hypothesis, is the root of all the difficulties when learning a new language. This hypothesis is ultimately due to its inability to account L2 patterns were, in fact, easily acquired. As mentioned in the previous paragraph, it can be noted that the factor



causing difficulties in foreign language pronunciation is the interference of L1, as Lado (1957:11) stated:

*“...We have ample evidence that when learning a foreign language, we tend to transfer our entire native language system in the process. We tend to transfer to that language our phonemes and their variants, our stress and rhythm pattern, our transitions, our intonation patterns and their interaction with others phonemes..”*

From Lado’s statement above, foreign language learners speak the target language with the characteristics of their own L1. In other words, L2 pronunciation is easily interfered with by L1 pronunciation system. To summarize, the essence of contrastive analysis hypothesis suggest that differences, such as phonological system between L1 and L2, can cause difficulties for learners. By knowing those differences, teachers will be able to recognize some of the problems that students always encounter, and will be able to recognize some of the problems that students always encounter, and will be able to enhance their language skills.

#### **4. Factors Influencing Pronunciation Learning**

During pronunciation lessons teachers need to pay attention to factors that can have influence on a learning process of their students. It is usually the native language that is taken into consideration and others are overlooked. The most important factors that have an impact on pronunciation of non-native speakers will be overviewed.

a. Age Factor

It is believed that children learning second language with adequate exposure to the target language can attain near native like pronunciation. Kenworthy (1990:4) supports this assumption by claiming that if a person doesn't begin to learn a second language until adulthood, they will never have a native-like accent even though other aspects of their language such a syntax or vocabulary may be indistinguishable from those of native speakers.

Penfield, Roberts and Lenneberg agree with this by stating that there is a period (occurring around puberty) after which brain lateralization, or the assigning of certain functions to the different hemispheres of the brain, is completed (qtd. in Celce-Murcia, Brinton and Goodwin 1996:15). Based on the findings we can say that it is important to start teaching pronunciation at the very beginning of second language learning since children can attain near native-like pronunciation with ease. The ease with which children acquire pronunciation can be explained by the critical period, which is biologically determined period of life during which maximal conditions for language acquisition exist (Celce-Murcia, Brinton and Goodwin 1996:15).

Scovel and Krashen claim that it is nearly impossible for learners, who start learning foreign language after this critical period a second language is acquired naturally and more easily since the brain is more flexible. The fact that the critical period lasts till

puberty explains why adolescents and adult find pronunciation learning so problematic and need explanations how to produce different sounds in order to pronounce them.

b. The Role of The Mother Tongue

It is widely recognized that the role of the mother tongue influences acquisition of the foreign language. Unlike children learning second language, adult learners have already accustomed their speech in terms of the sound system of their mother tongue. This means that learners' native language shares some of the sound characteristics with the target language, which means that learners will probably have problems with pronunciation of those phonemes that are similar to those occurring in their mother tongue. Kenworthy (1990:4) states that these characteristics are often obvious enough to make a person's origins identifiable by untrained as well as trained people.

Gilbert outlines several problems caused by the influence of the mother tongue. First, the inability to sound out letters, which occurs at the beginning stage of learning a new language, makes the learners impossible to pronounce sounds correctly. Another problem experienced by learners is wrong production of final consonants. In many languages sounding final consonants are restricted and therefore, non-native speakers can have intelligibility problems. Lastly, it is so called choppy speech, which is separating words with silence. As is was already mentioned above teachers need to be

aware of the phonology of their learners' mother tongue in order to help their students to attain comprehensible pronunciation.

c. Motivator

Motivator appears to be a very influential factor as some of the nonnative speakers are more concerned about their pronunciation than others. Their desire to attain good pronunciation, usually influenced by their sense of responsibility, helps them to achieve comprehensible pronunciation. Celce-Murcia and Goodwin (1996:10) agree with the statement by saying that if the learner's motivation to improve is strong and if the investment of time and effort is genuine, there will be perceived improvement Sharkey (2003:16).

As far as motivation is concerned, Brod Sharkey (2003:113) outlines several motivational factors that make learners work on their pronunciation.

- 1) Learners want to improve themselves
- 2) Learners want to become a part of the target language community
- 3) Learners need their speech to be intelligible to their children's teachers
- 4) Learners want to improve their employment prospective
- 5) Learners want to improve their everyday communication skills.

There are many kinds of media, one of them is video. Media is very important in teaching and learning process. They are audio,

visual, and audio visual media. By using audio visual, media that use sense of vision and hearing, students can get more than students learn by using media that only use one sense either vision or hearing Arsyad (2003:9). From this explanation above the good media is one of example of motivator. According to Arsyad (2003:6) in teaching and learning process, teacher needs media to make the lesson easier. Teaching learning process should be varied to makes the students feel fun during the process. They need more than instruction and command from their teacher. It is teachers' challenge to be able to motivate the students to pay attention in their lesson. So, teacher needs media in language learning. Media can bring and arouse students' happiness and renew their spirit in studying. It also can help the students in placing their knowledge to their mind and rekindle the lesson.

## **5. The Teaching of Pronunciation**

Teaching learning pronunciation as part of speaking skill in class must be enjoy and clearly, the learning process must be talkative. Pronunciation teaching is that students should have as much opportunity as possible to listen spoken English (Harmer, 2007: 93). The true communication is the most important goal of teaching pronunciation (Celce-Murcia, Briton, and Goodwin, 1996), but pronunciation practice must take place beyond the individual sound and word level (Avery and Ehrlich, 1992).

According to Gilbert, Judi, B (2008:1) Teaching pronunciation involves a variety of challenges. To begin with, teachers often find that they do not have enough time in class to give proper attention to this aspect of English instruction. When they do find the time to address pronunciation, the instruction often amounts to the presentation and practice of a series of tedious and seemingly unrelated topics. Drilling sounds over and over again (e.g., minimal pair work) often leads to discouraging results, and discouraged students and teacher end up wanting to avoid pronunciation altogether.

When learning pronunciation use different strategies in order to achieve comprehensible pronunciation. According to Dalton and Seidlhofer (1994:32) there are two approaches aimed at pronunciation teaching the bottom-up and top-down approach. Bottom-up approach means that learners start with learning how to pronounce individual phonemes and then they work their way to intonation (Dalton and Seidlhofer). Generally speaking, when teaching the segments of pronunciation the suprasegmental features will take care of themselves (Dalton and Seidlhofer 1994:70). The top-down approach is concerned, at the beginning the attention is paid to patterns of intonation and then if required individual sounds are taken into focal point (Dalton and Seidlhofer). In other words, once the prosodic features of pronunciation are in place, the necessary segmental discriminations will follow of their own accord (Dalton and Seidlhofer 1994:70).

Celce-Muricia, Briton and Goodwinoffer (1996:2) state another elaboration of two general approaches concerning pronunciation teaching e.g. intuitive-imitative approach and analytic-linguistic approach. Intuitive-imitative approach conveys the learner's ability to listen and imitate the rhythms and sounds of the target language without the intervention of any explicit information.

When teaching pronunciation teachers need to bear in minds that pronunciation is comparison with the other aspects of learning will be always marked with personal attitudes towards the target language, learner's abilities and so on, therefore there can never be a one-to-one relationship between what is taught and what is learn (Dalton and Seidlhofer 1994:72).

(Dalton and Seidlhofer 1994:73) point out that intonation as a part of pronunciation teaching-learning is problematic, individual sound segments are on the other hand fairly easy to be taught but not so important for communication. However, stress was identified as an area with maximum overlap of communicative importance and teach ability, therefore is the most convenient focal point for any course in pronunciation.

Because above mentioned facts, a teacher can help to overcome and challenges by thinking of the goal of pronunciation instruction not as helping students to sound like native speakers but as helping them to learn the core elements of spoken English so that they can be easily understood by others. In other words, teachers and students can

overcome the frustrations, difficulties, and boredom often associated with pronunciation that is “listener friendly”. After all, English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker’s thoughts easy to follow.

## **B. Theoretical Description of Powtoon Animation Video**

### **1. The Nature of Powtoon Animation Video**

Mayer (2001:4) defines multimedia as the combination of various digital media types, such as text, image, sound, and video, into an integrated multisensory interactive application or presentation to convey a message or information to an audience. He also describes potential benefits of multimedia that humans possess visual and auditory information processing capabilities. The audio visual media that is used in this research is an innovative learning media which is called Powtoon Audiovisual Media. PowToon was founded in January 2012, and in August of that same year the beta version was released. Powtoon is web-based animation software that allows the lecturers to create animated presentations with their students 3 by manipulating pre-created objects, imported images, provided music and user created voice-overs quickly and easily (Merhand, 2014).

PowToon is user-friendly allowing teachers to craft their own presentations that meet their students’ needs instead of constantly searching for appropriate, ready-made videos. With the growing



importance of proficiency in English Language and given the fact that technology is intertwined in the learners' daily lives, the initiative to change the language classroom from abstract concepts to concept mapping is of paramount significance. In public schools, engaging students that already have developed learned helplessness towards learning English as a foreign language requires extensive preparation to reach different learning styles and increase motivation.

PowToon hopefully offers a variety of media options to create interesting lesson plans that address visual and auditory learners while following a logical sequence. Tracy Weber (2014:8) states that PowToon can be used to teach any subject; "it could be employed in an English class to demonstrate knowledge of Romeo and Juliet from a student's perspective; and even in an industrial arts class by demonstrating welding techniques." PowToon paves the way towards teaching higher-order thinking skills like critical thinking, summarizing, and problem solving, which are basic skills for a successful global citizen in the 21st century.

Visual aids in class should be designed effectively in order to foster learning by helping students' associate meaning to specific cues. According to Sousa (2011:3), visuals reinforce understanding as "this helps students attach both auditory and visual cues to the information increasing the likelihood that sense and meaning will emerge and that they will be able to accurately retrieve the information later". With its wide range of graphics and templates, preparing effective visual aids is

within reach considering the promising results. Presenting new themes, concepts, vocabulary, writing strategies, listening or speaking activities can all come to life with available web tools creating an engaging atmosphere that can develop passion for learning.

The key factor here is integrating methods that resonate with our teaching beliefs and views of learning while simultaneously meeting the curriculum objectives. Nanni, A. (2015:11) stated that educators must implement technology in ways that are consistent with pedagogical principles, and reflected the use of PowToon in the study where it was utilized in the language classroom to help the students' innate technology skills become known. As a result, it showed creativity and led to meaningful and memorable learning experience. In addition, Hamilton-Hankins, O. (2017:13) showed in a study the positive impact of several technological tools including PowToon on instructional practices and students' engagement levels in the classroom.

Fimbriani (2016:6) implemented the use of PowToon in the classroom by using various slides and videos followed by questions to check if the students understood the presentation used by PowToon. The aim was to make the students more interested in pronunciation in speaking and more active in the classroom. The results showed that the implementation of PowToon improved the students' engagement, pronunciation in speaking skills and attitude toward the teaching and learning process. Moreover, another use for PowToon in education where Fuchs (2014:9), a librarian who created a PowToon presentation

and used it for a campus orientation event for new students, affirmed that PowToon made her presentation compelling, engaging and fun.

Wu, Pan and Yuan also indicated that publishing and content creating tools would likely enable students to interactively participate in their education through new forms of technology dependent learning. People learn best by actively constructing their own understanding is a key tenet of constructivist model. In order to construct new knowledge and understanding from authentic experience, learners are presented with opportunities to build on prior knowledge and understanding

The pedagogy students who participated in the study mostly agreed that the negative side of using PowToon is related to three main aspects: the aspect has to do with the program having a time line which requires that all the elements be programmed and assembled together. This feature, however, is also mentioned as a positive aspect by other students who see it as being related to the dynamic way in which information is presented in PowToon.

## **2. Teaching Pronunciation with PowToon Animation Video**

The use of media in teaching and learning process give contributions to the learners. Students' achievement will increase if the student really understands the lesson being studied. One of the methods that affect the student's interest is learning with video. However, mastery of the material presented must be balanced with the technology used. According to Wright (1976:1) cited in Cakir (2006:67), many

media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place.

According to Nugent (2005) cited in Smaldino (2011:404), many teachers use video to introduce a topic, to present content, to provide repair, and to increase enrichment. Segments of video can be used throughout the teaching environment in the classroom, small group, and individual students. The duration of a video in a few minutes for four until 5 minutes, provide maximum flexibility for teachers and improve learning specifically related to the needs of students. In language learning and teaching process, a learner uses his eyes as well as his ears; but his eyes are basic in learning. River (1981), cited in Cakir (2006:17), also claims that it clearly contributes to the understanding of another culture by providing vicarious contact with speakers of the language, through both audio and visual means.

To convey the message of learning, teachers usually use teaching aids (teaching aids) in form of drawings, models, or other tools that can provide concrete experience, motivation to learn, as well as enhance absorption or what is known as visual aids. One of the computer based instructional media that has been developed is a video learning. Video as an audiovisual media that produces a moving image and natural or adjusted sound. Instructional video is able to present/display objects that are difficult to be taken directly to the classroom. Video lessons will

greatly assist students in mimic, follow, imitate and understand the sequence of actions that must be mastered a lesson. Moreover, Denning (CPB: 1997) said that videos could provide visual access to situations or experiments that would otherwise be too dangerous or expensive for students to experience personally. They can be used to simplify complex ideas, using media-specific techniques such as animation, computer graphics or clay-motion.

Videos can be used as a model positive behavior and to motivate students. They are particularly useful for introducing a topic, or reviewing material. The presentation of material through video can influence students' interest in learning. Video brings experience and surrounding into material. In addition, learners will be easier to do what they saw in the video of the material presented than through books or pictures. The activities will facilitate the learners and teachers in the teaching and learning process. The video capability in visualizing the material is effective to help a teacher to deliver material, for example to demonstrate material such as certain motor movements, facial expressions, and the particular environment. Through video, teacher can focus on certain parts being modeled.

Smaldino (2011:404) said that text can be displayed in various languages and are used to translate or provide information on the video content. With the development of computer software that can continuously manipulate visual images, we have been creating art through video animations. Computer animation sequences are made

current on and continue to be used in video teaching program to describe the complex process or quickly in a simplified form. In addition, through video lesson, learners also will get the general visual environment that may include the social life of others; they can conclude the general point of view of the test that is presented immediately. In relationship with the factor which affects comprehension, this situation in other hand will build the interference skill then followed by the student's attention and set up their motivation.

### **3. The Advantages using Powtoon Animation Video in Teaching Learning**

Marcelo ( 2017: 12) define PowToon program usefulness: The first PowToon related topic identified in the answers given by the pedagogy students is the usefulness of the program in the educational field. It is a useful support tool, within the teaching-learning process, for the elaboration and expression of contents and for the creation of audiovisual material, which is shown through the use of animation and videos to make didactic material.

According to Batraedu (2015:13), there are several advantages of using Powtoon Animation video such as :

1. It is interactive
2. It covers all aspect of senses
3. It is practically used
4. It is collaborative

5. It can be used in big group of students
6. It is more various
7. It can give feedback and motivate students

Some of the general advantages offered by the presentations are:

- a. They allow individuals to display or present any topic of interest and be able to share it with others
- b. They immediately attract the viewer if the presentation is well designed.
- c. They require students (when assigned tasks connected to the presentations) to read and synthesize information to later be able to present it.
- d. They achieve greater comprehension of the information being shown and make it easier to remember.
- e. They integrate different types of formats and media, increasing the integration capabilities of the visual, auditory and motion resources.
- f. Text effect, image holders, characters, animations, props, markers, shapes, background and many other styles are available to make slides really unique
- g. Can save an offline version of the animated video
- h. Allows presentations to be shares with the public

#### **4. The Disadvantages using Powtoon Animation Video in Teaching Learning**

Based on Puspitarini, Y.D. Akhyar, M. & Djono (2019: 198-205) in their International Journal of Educational Research Review with titled Development of video media based on powtoon in social sciences state that there is another aspect mentioned as negative has to do, 1) The restrictions on the use of the program without having a paid account, it is impossible to save what has been created in the computer and is only made available in the web. Moreover, there are many resources that can be seen but are unavailable to be used with a free account. and 2) the manufacturing process must be connected to the internet and requires a stable internet connection.

#### **5. Learning Activity Using Powtoon Animation Video**

The Powtoon animation video was taken from the internet in YouTube Videos. The Powtoon animation video is provide subtitle that could help students understand the material and the story. Student can llistening and repeat the sounds from the native speaker in the powToon animation video. This animation video was shown in every cycle. The comprehension of speaking narrative text, for the purpose of this research include comprehending language features, understanding the factual or detail information from the story, and drawing moral value from the story.

The learning process held in the classroom with appropriate devices such as LCD projector, laptop, supporting audio system such as



speaker. First of all, the teacher gave the instruction to the students and then the teacher showed Powtoon animation video. The teacher pause each part of Powtoon animation video and showed print screen picture. After that the teacher asked the students to guess the character, the setting and the place based on the print screen picture showed. Besides that the teacher also gave unfamiliar words from the subtitle and pronounce it together then repeat the words until the students pronounce it well.

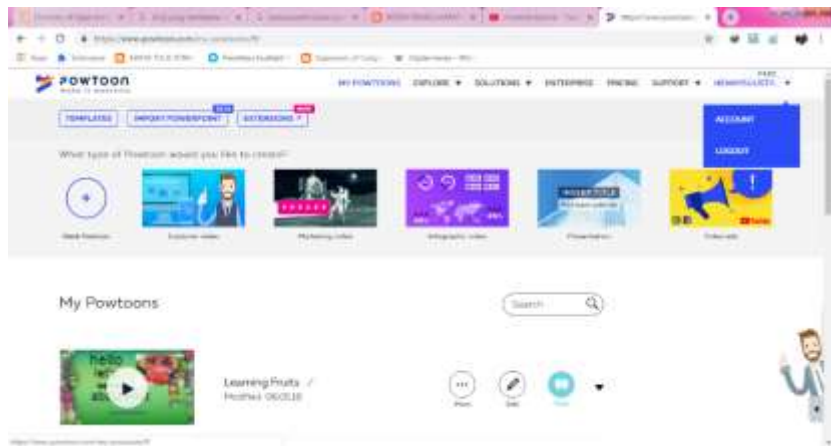
This activities was to make the students comprehend language features of narrative text. After discussing the part of orientation, the teacher continued to play the animation video in the part of complication and the teacher pause video. The teacher asked some predicting questions related to the video. The teacher continued to play the video and the students saw what had already happened. In drawing the moral value from the story of animation video, the teacher asked students to comprehend each of the character and by giving question from the animation video. The teacher also asked about the main idea from the story. By finding out the factual or detail information, the students can find the main idea well.

This animation video made students easier to learn narrative text. Animation video can describe moving object with the sound. Video was very helpful in explaining the material. During application of the video, the students looked enjoyed and very enthusiastic in learning process. They seemed to pay attention with the stories. Furthermore, it is

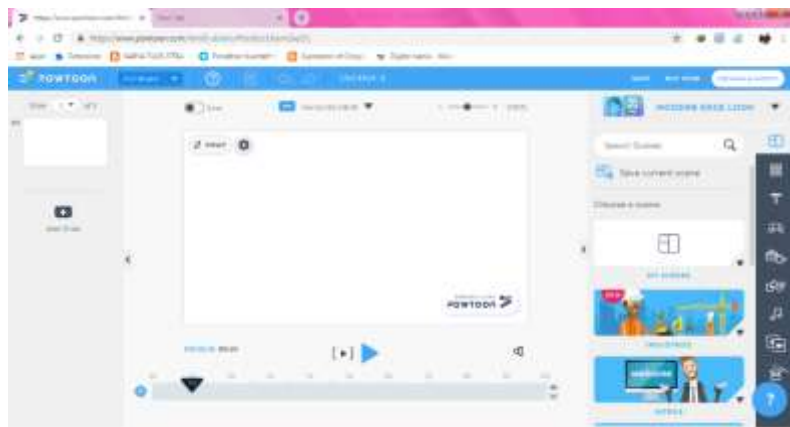
mentioned that the program is suitable to be used in the educational field, mainly because it has several tools and various effects incorporated that make it, among other things, motivating, didactic, dynamic and attractive for students.

## 6. Step to make PowToon Animation Video

- a. Open the PowToon web ([www.powtoon.com](http://www.powtoon.com)), make your account by sign in with your social media like Facebook or your email address



- b. Choose the blank PowToon slide to create your own animation video



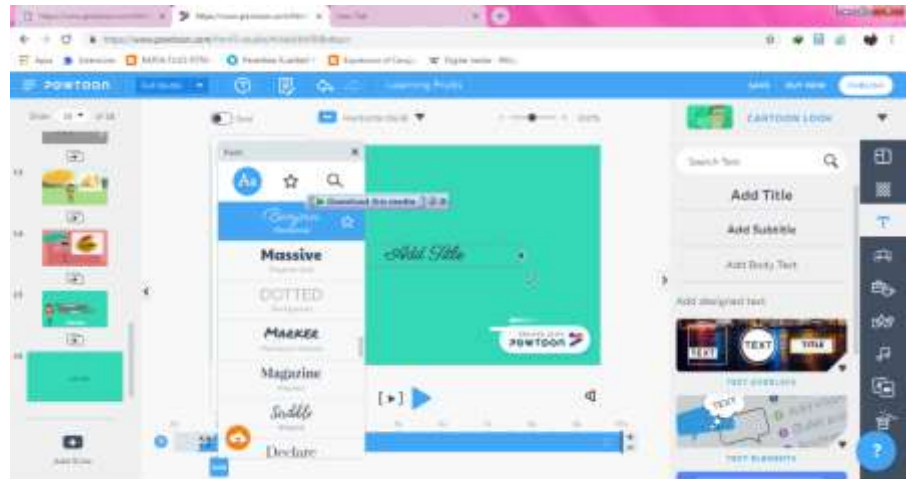
- c. Choose your background characters of your PowToon content



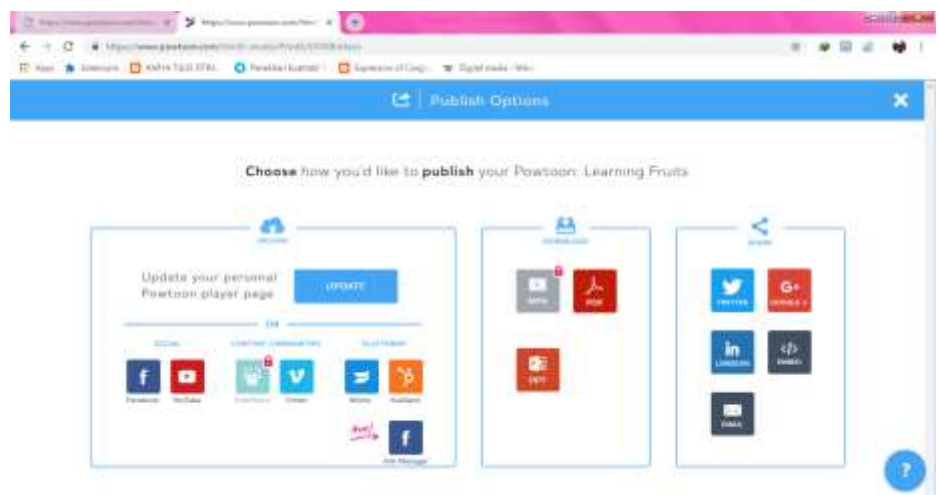
- d. Choose your character, with the character menu



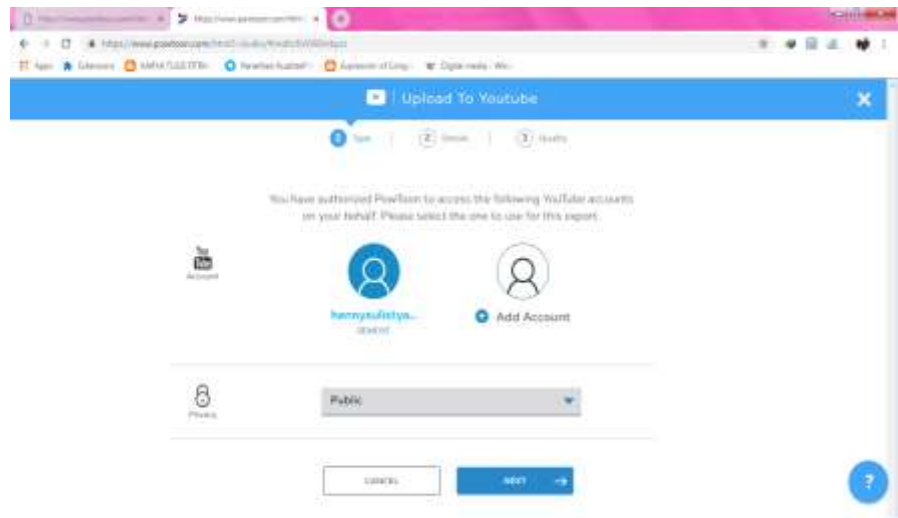
- e. Create your own PowToon video with features such as handwriting, cartoons, and various transition effect, add pictures, add backsong, and etc.



- f. After you have finished your PowToon animation video, the publish your video on your youtube channel or share your video in facebook.



- g. Finish your publish process there are three step, with click next after you finished every step.



- h. Then your video have published on your youtube channel.



## C. Theoretical Description of Microsoft Power Point Presentation

### 1. The Nature of Microsoft Power Point Presentation

Dennis Austin was the first architect who designed the PowerPoint program, starting in late 1984; Thomas Rudkin joined him in 1986, and they developed all of the PowerPoint 1.0 software Gaskins (2012:4). PowerPoint software was introduced on the Apple Macintosh

machine in April, 1987 with the first desktop presentation as shown in figure 1 on the next page. PowerPoint (© Microsoft Corp.) is a widely used presentation program that originated in the world of business but has now become commonplace in the world of educational technology. However, its use is far from controversial in this educational context and opinions as to its use range from highly supportive to significantly negative (Szabo & Hastings, 2000; Lowry, 2003). One of the major problems is that its current use is frequently limited to an information transmission mode, often with excessive content, a usage that obscures the wider potential for diverse professional and pedagogically-sound presentations.

One study has concluded that students generally have trust on the use of PowerPoint as the tool to generate their learning interest (Apperson, 2006). Another study also indicated that although there were no significant differences in student scoring result of PowerPoint introduction to the classroom, yet the interaction and class response between students and teachers talking time has increased dramatically and therefore makes the class worth to study (Szabo & Hastings, 2000).

In recent years, technology has started to have a presence in classrooms and education technology is becoming a “necessity” (Thomas, 2002). Mc Cannon and Morse (1999:76) pointed out that the program Microsoft PowerPoint controls 97% of the presentation market rating as the most dominant type of technology used in the classroom for learning and teaching.

## **2. The Advantages of using Microsoft Power Point Presentation**

Some good reasons to use PowerPoint there are many reasons but the key ones include:

- a. Appropriate use of PowerPoint can enhance the teaching and learning experience for both teacher and students
- b. It provides encouragement and support to teacher by facilitating the structuring of a presentation in a professional manner.
- c. The electronic file format allows distribution and modification for/by students unable to be present or who have impaired visual or auditory difficulties.
- d. The printing of handouts in a variety of formats is facilitated with a number of embedded options to print either the slides themselves (useful if there are graphics involved) or the text from the slides (outlines).
- e. Extra information can be 'hidden' within files for answering predicted questions or for providing feedback to students using the file in a distance learning context. The use of speakers notes as an automated feedback system was described by Mottley (2003) who also describes other ways to use PowerPoint for development of self-study materials
- f. Presentations can also be set up to run automatically if required e.g. as demonstrations/instructions within a laboratory

### **3. The Disadvantages of using Microsoft Power Point Presentation**

The most common abuses in PowerPoint use for teaching and learning include:

1. Including excessive detail so that students need not be active (or even present if files are made available) during delivery.
2. Slides are visually poor and/or boring or even over the top this is particularly the case when reds and greens dominate.
3. Too much text is put on a slide detracting from its legibility.
4. Irritating noises and slide transitions.
5. Inappropriate use of multimedia options.
6. Content often unmodified from an earlier non-PowerPoint presentation thus failing to make use of the advantages offered the 50 slides of text only presentation is doomed to fail
7. Tendency to go too fast is common simply because of the ease of delivery of the material
8. Not making plans for coping in event of technological failure e.g. backup overheads (expensive) or alternative activities.

### **4. Teaching pronunciation using PowerPoint Presentations**

Many modules now require students to give presentations as a part of the course and generally this results in the use of PowerPoint presentations. Frequently these are requested without giving students the appropriate training and Prescott & Oduyemi (2003:12) caution that the effort students put in to such presentations may be excessive. The



use of PowerPoint presentations by students undoubtedly offers the opportunity for development of a valuable transferable skill but its use in that context remains to be developed in many institutions. Formative strategies are fairly obvious and when used summative, an element of peer-assessment should be considered.

The use of this presentation software within a supportive classroom atmosphere encourages the integration of academic skills. Likewise, Norvig (2003:34) indicated that PowerPoint can most effectively support a presentation by providing visual information such as photographs, charts, or diagrams in addition to a brief outline of main topics and first level subtopics. Thus, the visual image tool in PowerPoint slide presentation may be used to enhance the text and create an interested classroom environment (Goldstein, 2003).

#### **D. Theoretical Description of Task-Based Language Teaching Method**

##### **1. Definition of Task-Based Language Teaching**

Richards (2001: 223) states that Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. As quoted Malihah (2010: 91), Giyoto (2007) also states that TBLT seems to have a variety of features that are helpful in the development of language proficiency. The language is initially presented in context through dialogues that are local culturally based. Such texts based on everyday life give students“ models that can be used to develop functional

proficiency through role taking and their interactive language practice activities. The concept of task has become an important element in teaching and learning process. According to Nunan (2004: 25), he states that task-based language teaching has strengthened the following practices:

- a. A needs-based approach to content selection.
- b. An emphasis on learning to communicate through interaction in the target language.
- c. The introduction of authentic texts into the learning situation.
- d. The provision of opportunities for learners to focus not only on language but also on the learning process itself.
- e. An enhancement of the learners own personal experiences as important contributing elements to classroom learning.
- f. The linking of classroom language learning with language use outside the classroom.

From the definitions above, the researcher conclude that task based language teaching is a different way to teach languages. It can help the student by placing her in a situation like in the real world. Task based language teaching has the advantage of getting the student to use her skills at her current level. To help develop language through it is use. It has the advantage of getting the focus of the student toward achieving their goal.

## **2. Learner and Teacher Roles in TBLT**

Teacher roles and learner roles are two sides of a coin. Giving the learners a more active role in the classroom requires the teacher to adopt a different role. Problems are likely to arise if there is a mismatch between the role perceptions of learners and teachers. According to Breen and Candlin (1980 in Nunan 2004: 67) the teacher has three main roles in the communicative classroom. The first is to act as a facilitator of the communicative process, the second is to act as a participant, and the third is to act as an observer and learner. If the learners see the teacher as someone who should be providing explicit instruction and modeling of the target language, and the teacher sees him or herself as a facilitator and guide, then conflict may arise. In such a situation the teacher may need to strike a balance between the roles that she feels appropriate and those demanded by the students.

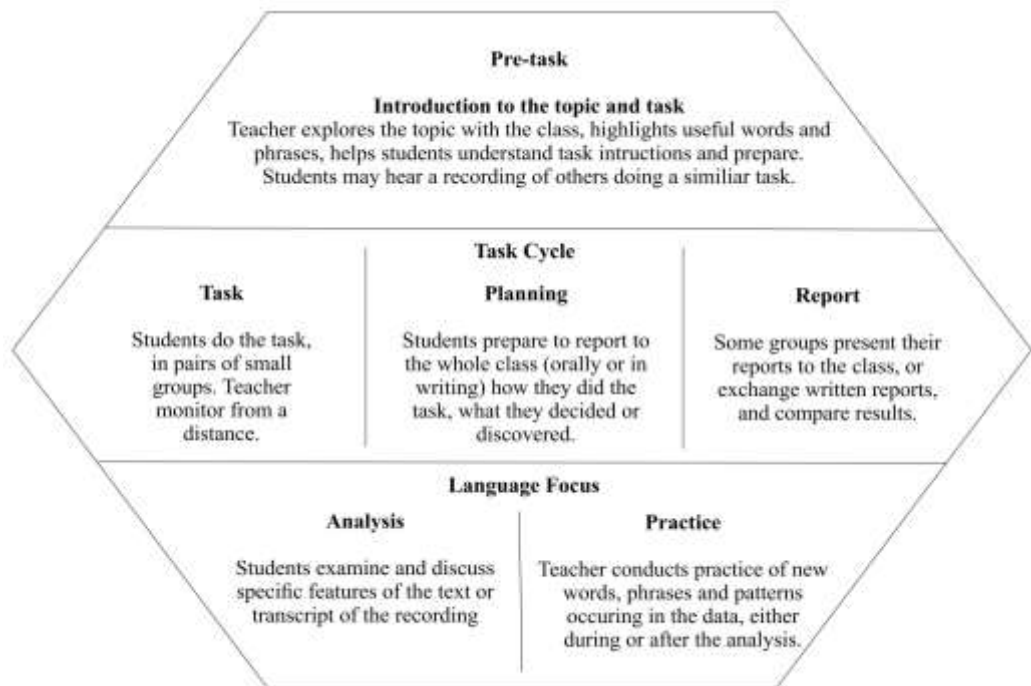
The teacher as teacher is necessary only when the class is attempting to resolve a language problem, for it is only in this situation that the teacher is automatically assumed to possess more knowledge than the students. This role can be minimized if the students' attack strategies and speaking skills have been effectively developed.

## **3. Procedure of Task-Based Language Teaching for Speaking**

The components of the task-based learning framework lead teacher to follow teaching steps effectively because task-based learning employs sequences that differ from other teaching methods.

**Figure 2.1**

Components of the task-based learning framework adapted from Willis (Willis, 1996: 38 cited by Thaler, 2012: 81)



- 1) **Pre-task** (including topic and task) prepares learners to perform tasks in ways that promote acquisition.

Lee in Sae-ong (2010: 12) describes the importance of 'framing' the task to be performed and suggests that one way of doing this is to provide an advance overview of what the learners will be required to do and the nature of the outcome they will achieve. Dornyei in Sae-ong (2010: 12) emphasizes the importance of presenting a task in a way that motivates learners. Moreover, he suggests that task preparation should involve strategies for inspiring learners' to perform the task. In this stage, the teacher introduces and defines the topic, uses activities to help learners

recall/learn useful words and phrases to ensure that they understand the task instructions. Learners also have roles including noting down useful words and phrases from the pre-task activities and/or preparing for the task individually

- 2) **Task cycle** refers to the "methodological options" or 'task performance options' available to the teacher in the during-task stage.

Various options are available relating to how the task is to be undertaken. The task stage is a vital opportunity for learners to use language by working simultaneously, in pairs or small groups to achieve the goal of the task. In this step, learners practice using language skills while the teacher monitors and encourages them. The planning stage comes after the task and before the report, forming the central part of the task cycle. It describes how to help learners plan their report effectively and maximize their learning opportunities. The learners prepare to report to the class how they accomplished the task and what they discovered or decided. Moreover, they rehearse what they will say or draft a written version for the class to read. The teacher ensures the purpose of the report is clear, acts as language adviser and helps learners rehearse oral reports or organize written ones. The reporting stage concludes the task cycle. During this stage, learners take full notes on language use plus responses and reactions to the language. Positive reactions increase motivation, self-esteem and spur them on to

greater efforts in the future. The learners present their oral reports to the class or display their written reports. The teacher acts as chairperson, selecting who will speak and read the written reports. They also give brief feedback on content and form.

3) **Language** focus in the post-task stage affords a number of options.

Language focus has three major pedagogic goals:

- a) To provide an opportunity for repeated performance of the task.
- b) To encourage reflection on how the task was performed.
- c) To encourage attention to form, in particular to problematic forms which demonstrate when learners have accomplished the task.

Consciousness raising activities can also be conducted to keep learners engaged. The learners are required to utilize consciousness raising activities to identify and process specific language features they have noticed in the task. The teacher reviews each analysis activity with the class, bringing useful words, phrases and patterns to the learners' attention, including language items from the report stage. Practical activities can be combined naturally with the analysis stage and are useful for consolidation and revision. Practice activities can be based on the features of language that has already occurred in previous texts and transcripts or on features that were recently studied in analysis activities. In this section, the teacher conducts practice after analysis to build

confidence. The students practice words, phrases and patterns from the analysis activities, review features 40 occurring in the task text or report stage and enter useful language items in their language notebooks.

#### **4. Strength of Task Based Language Teaching Method**

Task based language learning offers a lot of strength as it is communication based and allows the learners to transfer previously acquired knowledge to new communicative contexts Nunan (1989:).It encourages the learner to emerge as a language user. It intends to engage the language learner in a meaning focused language usage (Breen 1989 as cited in Ellis, 2009).

- a. Task based learning helps learners to interact spontaneously: Learners are free to use whatever vocabulary and grammar they know. For instance a role play requires the learner to use language freely.
- b. Automaticity: Automaticity for language learning is defined as a more efficient, more accurate and more stable performance.
- c. Task based learning gives language learners“ opportunity to learn vocabulary. Usually teachers explain vocabulary in a pre-task and learners are not involved, words taught that way are easily forgotten so it is beneficial for the students if the teacher thinks of creative ways to involve students in the pre-task.

- d. Provides essential conditions for language learning: Language learning does not happen without motivation exposure, and opportunities to use the language.
- e. Maximizes scope for communication: Task based learning provides conditions that allow learners to assimilate what they notice and understand while performing the task.
- f. Experiential learning: Experiential learning is said to form an important conceptual basis for task-based language teaching.

## **5. Weakness of Task Based Language Teaching Method**

Task based language learning offers a lot of weakness as it is communication based and allows the learners to transfer previously acquired knowledge to new communicative contexts Nunan (1989:243).It encourages the learner to emerge as a language user. It intends to engage the language learner in a meaning focused language usage (Breen 1989 as cited in Ellis, 2009).

- a. Task Difficulty: Although the difficulty of a task can be estimated from the performance of learners, the factors that actually contribute to task difficulty are studied so that it is useful to integrate and sequence the tasks in language teaching syllabus.
- b. Mismatch between the learners'' and teachers'' perception: Studies indicate that the same classroom event is often interpreted differently by the teachers and learners (Kumaravadivelu, 2003).



- c. Authenticity of tasks: When we look at the definitions of a task, some of them suggest that a task has to be a real world activity.
- d. Outcome: one of the characteristic features of a task is that it results in a clear outcome. “A specified objective” is an essential feature of a task (Crookes, 1986, as cited in Ellis, 2003).
- e. Linguistic deficiency: Learners who are beginners with no linguistic resources find it very difficult to take part in a task.
- f. Learners’ perception: The learner purposes are said to be distributed on a continuum between achievement orientation and survival orientation.

## **E. Previous Study**

There are some studies which are relevant to the study the researcher conducts here. This study can be supported by an extensive review of the literature on teaching with Powtoon animation video. In line with this, many researchers have been devoted to determining the usefulness of animation video as a medium for delivering instruction. The first of related research is Abbas Pourhossein Gilakjani (2011) in his journal entitled “*A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms*” that in the journal describe about the status of pronunciation teaching from the viewpoint of many English language teachers, researchers, and writers.

The second of related research is from Syahrul Fajar (2017) that conducted her research in Classroom Action Research entitled “*Pengaruh Penggunaan Media Powtoon Terhadap Hasil Belajar Siswa Pada Mata*

*Pelajaran Ilmu Pengetahuan Sosial Terpadu*”. This study used quasi experimental method and the result of data processing in general that there are differences in learning outcomes of the cognitive aspects of recall, understanding, and applying between students learning by using Powtoon media with students learning by using Microsoft PowerPoint 2016 media on Integrated Social Science subject in Junior High School.

The third of related research is from the International journal of current research by Charbel Semaan and Nour Ismail (2018) entitled “ *The Effect of Using Powtoon on Learning English as a Foreign Language*”. The researcher was chose the digital application Powtoon that proved to be a great tool for easily designing such aids, so they wanted to test the effectiveness of this web in EFL classes and the possibility of using it in project based learning.

The last of related research is from Ni Made Yuniari (2018) entitled “*The Effect of Using Powtoon Audiovisual Media Upon the Students’ writing Achievement of the Third Semester Students of English Education Department Faculty of Teacher Training Faculty and Pedagogy Dwijendra University*”.

This research used the quantitative design. This research can be classified as a quasi-experimental research type. The research employed the pre-test and post-test design. The collected data were the scores obtained from the pre-test and the post-test of both the control group and the experimental group. The scores from the pre-test were used to see the

speaking ability of both classes before the treatment. On the other hand, the scores from the post-test were used to measure whether the implemented method affected the experimental group or not. The experimental group was given the special treatment using Powtoon Animation video. The control group was given the conventional technique with Power Point Presentation.

## **F. Rationale**

Speaking is very important in language learning because speaking can help us to communicate to the other persons. The student tries to avoid speaking class activity and do not try their best when they are asked to practice it. Therefore, the English teacher should find and apply the way or the method that makes the speaking activity be easier to perform. Pronunciation in speaking is so important because it will carry the students in learning process.

There are many factors that cause the student's difficulties in learning pronunciation. One of them is motivation given by teacher. Using successful techniques and appealing tools especially using PowToon animation video to teach pronunciation in speaking make students easier to remember and become more motivated in class. Lin (2009) affirms that the use of the high powered multimedia (like animations) keep the learner close to authentic situations where learning simultaneously involves listening, watching, reflecting, doing and participating. One of the animation programs used for this concern is PowToon. It is a web-based animation software that allows teachers too quickly and easily create animated

presentations by manipulating pre-created objects, imported images or videos, provided music and user created voiceovers making the teaching-learning process more engaging and enjoyable for learners.

PowToon animation video can be helping the students because the students do not just hear language thus we can observe how intonation can match facial expression. PowToon animation video being a source of motivation, interest and enjoyment, it is much easier for students to remember the language. Therefore, using Powtoon animation video in teach pronunciation in speaking can be applied.

### **G. Hypothesis**

Based on the theoretical on Rationale the researcher formulates the hypotheses as follows:

- a.  $H_a$  = There is a significant difference the students pronunciation mastery taught by using Powtoon Animation video and those taught by using Microsoft Power Point Presentation in teaching speaking to the tenth students of MAN 1 Surakarta in the Academic Year 2018/2019.
- b.  $H_o$  = There is not a significant difference the students pronunciation mastery taught by using Powtoon Animation video and those taught by using Microsoft Power Point Presentation in teaching speaking to the tenth students of MAN 1 Surakarta in the Academic Year 2018/2019.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research, the researcher applied an experimental research with a quantitative approach. In experimental research, researcher studied variable, which were characteristics that take on different values across people or things. An experimental consisted of treating objects in a defined way and then evaluating the outcome to determine how the treatment apparently influenced the objects and why the treatment had such an effect (Thomas, 2003:51).

Sugiyono (2015:108) there are several kinds of experimental research: pre-experimental design, true experimental design, factorial design and quasi experimental design. The type of experimental research that is applied in this study is quasi-experimental. Sugiyono (2015:114) said that quasi-experimental is an experimental study in which the unit of the objects are not decided in random conditions. Quasi-experimental have two kinds of the design model, those are time-series design and nonequivalent control group design. For this study, the researcher will use nonequivalent control group design. Because the researcher wants to know about the effect of this media in experimental class before and after given treatment. The research design (Cohen, Manion and Morrison 2005:214) is illustrated below:

**Table 3.1**

The research design (Cohen, Manion and Morrison 2005:214)

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
E	Y <sub>1</sub>	T <sub>1</sub>	Y <sub>2</sub>
C	Y <sub>1</sub>	T <sub>2</sub>	Y <sub>2</sub>

Where:

E : Experimental Research

C : Control Research

Y<sub>1</sub> : Pre-test

Y<sub>2</sub> : Post-test

T<sub>1</sub> : Treatment using Powtoon animation video

T<sub>2</sub> : Treatment using Power Point Presentation

There were two groups in research, experimental group and control group. In the teaching and learning process, the topics of the lesson taught in both groups were same. Here, both of the groups are randomly chosen in using media. In the experimental group, the students were taught by using PowToon animation video while the control group was taught by using Microsoft Power Point Presentation. After the treatment, both groups were given a post-test to find out the effectiveness using Powtoon animation video to teach pronunciation in speaking whose are taught by using PowToon animation video and whose are taught by using Microsoft Power Point Presentation. The scores of the post-test became the data to be analyzed. T-test was used to

analyze the use of Powtoon animation video and Microsoft Power Point Presentation. Here the table of treatment design used in this research:

**Table 3.2**  
**Treatment Design in Four Meeting**

<b>Activities</b>	<b>Experimental Class</b>	<b>Control Class</b>
<b>Meeting 1</b>		
<b>Opening</b>	Pray together	Pray together
	Giving salam	Giving salam
	Checking attendance	Checking attendance
	Giving motivation	Giving motivation
<b>Main Activity</b>	Playing Powtoon animation video for pre-test	Showing Microsoft Power Point Presentation for pre-test
	Introducing Powtoon Animation video as media	Microsoft Power Point Presentation as media
	Informing about the material that will be learn to the students	Informing about the material that will be learn to the students
<b>Closing</b>	The teacher close the meeting and pray together	The teacher close the meeting and pray together

<b>Activities</b>	<b>Experimental Class</b>	<b>Control Class</b>
<b>Meeting 2</b>		
<b>Opening</b>	Pray together	Pray together
	Giving salam	Giving salam
	Checking attendance	Checking attendance
	Giving motivation	Giving motivation
<b>Main Activity</b>	Asking about narrative text	Asking about narrative text
	Teacher played Powtoon animation video about narrative text	Teacher played video in Microsoft Power Point Presentation video about narrative text
	Students observed the structure and the contain of narrative text in Powtoon animation video	Students observed the structure and the contain of narrative text in Power Point Presentation video in slide
	Question and answer about the animation video	Question and answer about the video in slide



<b>Activities</b>	<b>Experimental Class</b>	<b>Control Class</b>
	The students asked to retell the narrative text in Powtoon animation video	The students asked to retell the narrative text in Power Point Presentation video in slide
<b>Closing</b>	Teacher close the meeting and pray together	Teacher close the meeting and pray together
<b>Meeting 3</b>		
<b>Opening</b>	Pray together	Pray together
	Giving salam	Giving salam
	Checking attendance	Checking attendance
	Giving motivation	Giving motivation
<b>Main activity</b>	Teacher played Powtoon animation video about Narrative text	Teacher showed Video in power point presentation about narrative text
	Teacher asked about narrative text which form Powtoon animation video	Teacher asked about narrative text which form video in Microsoft Power point presentation

<b>Activities</b>	<b>Experimental Class</b>	<b>Control Class</b>
	Teacher asked students to come forward retell about the narrative story from Powtoon animation video using their own language with good pronunciation	Teacher asked students to come forward retell about the narrative story from Power Point presentation video using their own language with good pronunciation
<b>Closing</b>	Teacher gave animation video to the students to be watched and to be an annulment. The assignment was to retell the video.	Teacher gave video in slide to the students to be watched and to be an annulment. The assignment was to retell the video.
	Teacher closed the meeting and pray together	Teacher closed the meeting and pray together
<b>Meeting 4</b>		
<b>Opening</b>	Pray together	Pray together
	Giving salam	Giving salam
	Checking attendance	Checking attendance
	Giving motivation	Giving motivation

<b>Activities</b>	<b>Experimental Class</b>	<b>Control Class</b>
<b>Main activity</b>	Playing Powtoon animation video for Post-test	Showing video in Microsoft Power Point for Post-test
	Teacher discussed again about the video that was played	Teacher discussed again about the video that was played
<b>Closing</b>	Teacher closed the meeting and pray together	Teacher closed the meeting and pray together

## **B. Setting of Research**

### **1. Location of the Research**

This research will be conducted at the second semester in the academic year of 2018/2019 in Madrasah Aliyah Negeri (MAN) 1 Surakarta located in Jl. Sumpah Pemuda No. 25, Kadipuro, Banjarsari, Surakarta, Central Java 57136 Telp. 0271-852066. The accreditation of the school is A. The tenth grade students consist of twelve classes, the eleventh grade consist of fourteen classes, and the twelfth grade consist of thirteen classes. Each of grade consist of 28 to 32 students. MAN 1 Surakarta has good facilities such as library, computer and science laboratory, cooperation, etc. It also has enough result in academic achievement.

## 2. Time of Research

This research conducted experimental research on October until July 2019. Here is the time table of research:

**Table 3.3**  
**Research Timeline**

Activities	Month									
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Conducting the survey	■	■	■							
Writing thesis Proposal				■	■					
Collecting data						■	■			
Analyzing data								■	■	
Reporting data										■

## C. Population, Sample and Sampling

### 1. Population

Population is an important component of research. Gay (1996:112) describes, "Population is the group of interest to the researcher, the group to which she or he would like the result of the study to generalize". Arikunto

(2006: 130) states that a population can be defined as the subject of research including all people or items. While Sugiyono (2009: 215) defines that a population is the generalizations that occurs over the object or subject that have a certain quality and character set by researchers to learn and then draw a conclusion. Besides, Tuckman (1978: 227) adds population in education research as the group about which the researcher is interested in gaining information and drawing conclusion.

Based on the title and background of this research, the population of this research is the tenth grade student of MAN 1 Surakarta in the academic year of 2018/2019 consist of twelve clases there are 383 students of male and female.

## **2. Sampling Technique**

In this research, the researcher used one kind of probability sampling, cluster random sampling, as mentioned by Fraenkel and Wallen (200: 109). Cluster random sampling refers to the selection of groups, or cluster of subjects rather than individuals. The researcher used this sampling technique because there are large population divided into some groups contain some individuals. The researcher had been taken two class among the classes of tenth grade, considering that there was an equal capability of the students of each class.

## **3. Sample of the study**

According to Arikunto (2002:109), sample is a part of population that can represent all the population observed. Therefore, this research used two groups. They are, experiment group and control group. The researcher took

X IPS 4 as experimental group and X IPS 5 as control group. There are 28 students in X IPS 4 and 28 students in X IPS 5. There are 5 English teachers in MAN 1 Surakarta, but here the researcher took Mrs. Nining class.

#### **D. The Technique of Collecting the Data**

##### **1. Instrument**

The researcher used speaking test as an instrument. In this case, students were asked to retelling something related to the video showed by the researcher. There were two kinds of tests used: Preliminary test and tests. Pre-test was given before teacher teaches students by using Powtoon animation video. It was aimed to identify students' problems in English pronunciation. In order to know how was students' acquisition in pronouncing English words, the words were taken from several sources such as the part of the content in narrative text and students' workbook. Post test was done after giving the treatment to know their pronunciation in speaking skill after giving the treatment. The researcher was taken the post test from experiment class which got PowToon animation video treatment, and also from the control group which got video in Power Point Presentation.

Tests had been conducted at the last activities in every cycle. It was used as reflection and to rearrange steps and plans in the next meeting or next cycle. The test is a speaking test. There were retelling the English words or the narrative which should be pronounced by every student and recorded by using good pronunciation. The words were consisted of

consonant, vowel, and diphthong taken from the story in the Powtoon animation video.

## **2. Try-out Instrument of the Test**

### **a. Validity Data**

Based on Sutrisno (1982: 111) there are five types of validity: (1) Face validity (2) Logical validity (3) Factorial validity (4) Content validity (5) Empirical validity. The researcher uses the content validity that aims to measure students learning advancement or their achievements

Content validity itself uses a more formal, statistics-based approach, usually with experts in the field (Sutrisno, 1982: 114). Content validity is related to face validity, but differs wildly in how it is evaluated. Face validity requires a personal judgment, such as asking participants whether they thought that a test was well constructed and useful. Content validity arrives at the same answers, but uses an approach based in statistics, ensuring that it is regarded as a strong type of validity. These experts judge the questions on how well they cover the material. As Brown (2004: 23) state that “Test validity is the degree to which a test measures what it claims to be measured”.

Based on the statement above, the most proper role to achieve the content validity for the speaking test was compare it with the material or syllabus. The researcher also using Excel to analyze the validity of the instrument. To calculate it, the researcher need additional data of final score from the students.

b. Reliability of the Test

In this study, the reliability of the speaking test will be determine by using interpreter reliability. The researcher used assessment pronunciation speaking oral test adopted by Asni Syafitri from International journal of Multicultural and Multireligious Undersanding (2018).

**Table 3.4**

**Pronunciation Scoring Rubric**

Assessment Pronunciation Speaking Oral Test Adopted from Asni Syafitri in International Journal of Multicultural and Multireligious Undersanding (2018)

No	Indicator	Score	Description
1	Vowels and Diphthong	19-25  13-18  7-12  1-6	<i>Eight sounds of vowels: /ɔ/, /ʌ/, /i:/, /ɪ/, /ε:/, /oə/, /eɪ/, /əʊ/.</i>  Test taker is excellent to pronounce seven or all sounds of vowels.  Two or three wrong sounds coming from eight sounds of vowels.  Four or five wrong sounds coming from eight sounds of vowels.  Six or more wrong sounds coming from eight sounds of vowels



No	Indicator	Score	Description
2	Consonants	<p>19-25</p> <p>13-18</p> <p>7-12</p> <p>1-6</p>	<p><i>Five sounds of consonants; /tʃ/, /f/, /θ/, /dʒ/, /th /.</i></p> <p>Test taker is excellent to pronounce five sounds of consonants.</p> <p>One or two wrong sound coming from five sounds of consonants.</p> <p>Two or three wrong sounds coming from five sounds of consonants.</p> <p>Three or more wrong sounds coming from five sounds of consonants.</p>
3	Word Stress	<p>19-25</p> <p>13-18</p> <p>7-12</p>	<p><i>Three types of word syllable stress are stress of twosyllable, three-syllable, and four-syllable words, such as on the words: /dɪ'pɑ:t.mənt/, /æk'ses.ər.is/, /tə'mɒrəʊ/, /'maʊntɪn/, and /bɪ'ni:θ/.</i></p> <p>Test taker is excellent to pronounce all those types of word stresses.</p> <p>One mistake out of those types of word stresses.</p> <p>Two mistakes out of those types of word stresses.</p>

No	Indicator	Score	Description
		1-6	Three mistakes out of those types of word stresses
4	Intonation		<i>Three types of the intonation patterns: (a) statement, such as “I will take it.”; (b) yes-no question, such as “Is it good for me?”; and (c) wh-question, such as “What is it?”.</i>
		19-25	Test taker is excellent to pronounce all those types of intonation patterns.
		13-18	Test taker is good to pronounce those types of intonation patterns.
		7-12	Test taker is fair to pronounce those types of intonation patterns.
		1-6	Test taker is poor to pronounce those types of intonation patterns.
Total Score		100	

In taking oral test scores the researcher was done by collaboration with the English teacher. The researcher divided the score into four criteria, which are the scores of accuracy (vowel and diphthong, consonant, word stress, and intonation). This method is to know the degree to which different raters give consistent answers or estimates. The researcher as the first rater and the teacher “Mrs. Nining “ as the second rater. The first and the second

raters gave the score of the pronunciation skill in speaking narrative text test.

The procedure is as follow:

1. The researcher adoption a scoring rubric of pronunciation
2. Pronunciation test will be evaluated/scored by two raters (evaluator)
3. The rater one is the researcher and the rater two is the teacher
4. The score from the researcher and the teacher combine into one, as followed :

$$\frac{R1 + R2}{2}$$

Where:

R1 : The Rater one's score

R2 : The Rater two's score

## **E. Technique of Analyzing Data**

### **1. Descriptive Analysis**

The descriptive analysis consist of mean, median, mode and standard deviation of the speaking score. After finding out those point, the researcher examined normality and homogeneity of the data distribution. The formula of the mean, median, mode and standard deviation as follows:

#### **a. Mean**

Mean is average that obtained from the sum of all score and divide with the total individual. The formula to obtain the mean in this research is follows:

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

Where:

$\bar{x}$  = the mean

$\Sigma$  = the sum of

x = raw score

N = the numbers of cases

b. Mode

Mode is a score or group which has the biggest frequency. To calculate the mode, use formula as follows:

$$M_0 = L + I \left( \frac{f_1}{f_1 + f_2} \right)$$

Where :

$M_0$  = mode

L = the interval class limit with the biggest frequency

I = the interval

$F_1$  = frequency of the interval containing mode reduce by that of the previous interval

$F_2$  = frequency of the interval containing mode reduce by that of the previous interval

c. Median

Medium is a score who limits a half of frequency in under distribution from the upper distribution. The formula used in this research is follows:

$$Md = L + I \left( \frac{\frac{n}{2} - cfb}{fw} \right)$$

Where:

Md = Medium

L = the lower limit of the interval within which the median lies

l = the interval

Cfb = the cumulative frequency in all interval below the interval containing the median

Fw = the frequency of cases within the interval containing the media

## 2. Prerequisite test

Prerequisite test in this research are normality test and homogeneity test. The normality test is to know the normal distribution of experimental and control class, whereas the homogeneity test is to know the variances of scores in control and experimental group are homogenous or not.

### a. Normality test

Normality test is used to test the sample from the population that is going to be analyzed whether both groups have normal distribution or not. The normality test analyzed by *Liliefors* formula with the criteria if  $L_m$  (L maximum) <  $L_t$  (L table) at the level significance 5% (0,05) the data is in normal distribution. There are several steps to find normality:

- 1) Determining the mean score, as above formula
- 2) Determining standard deviation, as above formula

- 3) Calculating Z value, using formula
- 4) Looking for P < Z of each item in the table
- 5) Calculating L<sub>table</sub> of 0,05 α
- 6) Determining L for each item in the test b deriving F/n with P < Z
- 7) Comparing the maximum result of L for each item with L<sub>table</sub> and the normality test can be found. If L<sub>max</sub>>L<sub>table</sub> the distribution of the test runs normally but if L<sub>max</sub>

b. Homogeneity

Homogeneity test is used to know whether two groups (experimental and control class) that are taken from population have homogeneity or not. In this research, the researcher used the following formula to test the homogeneity of the population variants:

$$F = \frac{\text{The highest variant}}{\text{The smallest variant}}$$

If  $F_{\text{observe}} \leq F_{\text{table}}$  it can be concluded that the data are homogenous.

c. Hypothesis testing

Before hypothesis testing, the researcher got the students' scores of the experimental and control group. The scores check for the pre-test and post-test. The first step was the researcher calculated the mean score of experimental group. For the purposes, to test the hypothesis, it was used t-test with the level of significance 0.05 (5%). T-test will be used to differentiate between the students' result of speaking achievement taught using PowToon animation video and using Microsoft Power Point Presentation are significant or not.

Before testing in proposed hypothesis, the researcher took students' score of experiment and control groups, which is the score for pre-test and post-test. Thus, the researcher calculated the mean score of the experimental group and the mean score of the control group. The mean score that obtain through the formula was analyzed and interpreted. Finally, the researcher computed the hypothesis significant. It was to know whether the  $H_0$  was accepted or not.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where :

$n_1$  = sum of students (experimental class)

$n_2$  = sum of students (control class)

$\bar{x}_1$  = Average of students score (experimental class)

$\bar{x}_2$  = Average of students score (control class)

$s_1$  = the variant of experimental class

$s_2$  = the variant of control class

If  $t_0$  higher than  $t_t$  ( $t_0 > t_t$ ) with  $\alpha$  0,05,  $H_0$  is rejected and it can be conclude that there is a significant difference between the students' result of speaking skill using Powtoon animation video is effective to teach speaking at the tenth grade students of MAN 1 Surakarta in the academic year 2018/2019".

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Finding**

The purpose of this research is to find out whether there is significant difference in students' pronunciation in speaking between students who were taught by using Powtoon animation video and who were taught by using Power Point Presentation. This research conducted at the tenth grade of MAN 1 Surakarta in academic year 2018/2019. The researcher choose two classes as the sample. There are X IPS 4 as a control class and X IPS 5 as an experimental class. In which for the experimental class, the students were taught by using PowToon animation video and for the control class, the students were taught by using Power Point Presentation.

The researcher did pre-test was conducted on April 26<sup>th</sup> 2019 in both of the classes, then did treatment by giving different technique. In the experimental class using PowToon animation video technique, and the control class using Power Point Presentation. After treatment done, the researcher gave post-test was conducted on May 17<sup>th</sup> 2019 in both of the classes in order to get the pronunciation in speaking score of students. The data was use in the research were in the form of scores obtained from the pronunciation in speaking test. The data was taken from the pre-test and post-test scores of experimental and control class. After that, the researcher scoring the test, the score was analyzed by two rater to prevent the subjectivity by one person and avoid the subjectivity by one person and miss



calculation. The description of the data included the mean, the median, the mode, the standard deviation and frequency distribution followed by histogram and table. The researcher got the data from pre-test in which taken before the treatment was given to the students and post-test in which taken after the treatment was given to the students.

The descriptions of the data were divided into four groups they are as follows:

- 1) The data from pre-test of students' pronunciation in speaking for the class was taught by PowToon animation video (pre-test in experimental class).
- 2) The data from post-test of students' pronunciation in speaking for the class was taught by PowToon animation video (post-test in experimental class).
- 3) The data from pre-test of students' pronunciation in speaking for the class was taught by Microsoft Power Point Presentation (pre-test in control class).
- 4) The data from post-test of students' pronunciation in speaking for the class was taught by Microsoft Power Point Presentation (post-test in control class)

The data of each group were presented as follows:

- a) The data pre-test of experimental class

The data pre-test of students' pronunciation in speaking skill for the class were taught by using PowToon animated video (pre-test of

experimental class). The score were obtained from 28 students as sample. The frequency distribution of the data from pre-test in experimental class is presented in table 4.1 that showed the score was 46 up to 76.

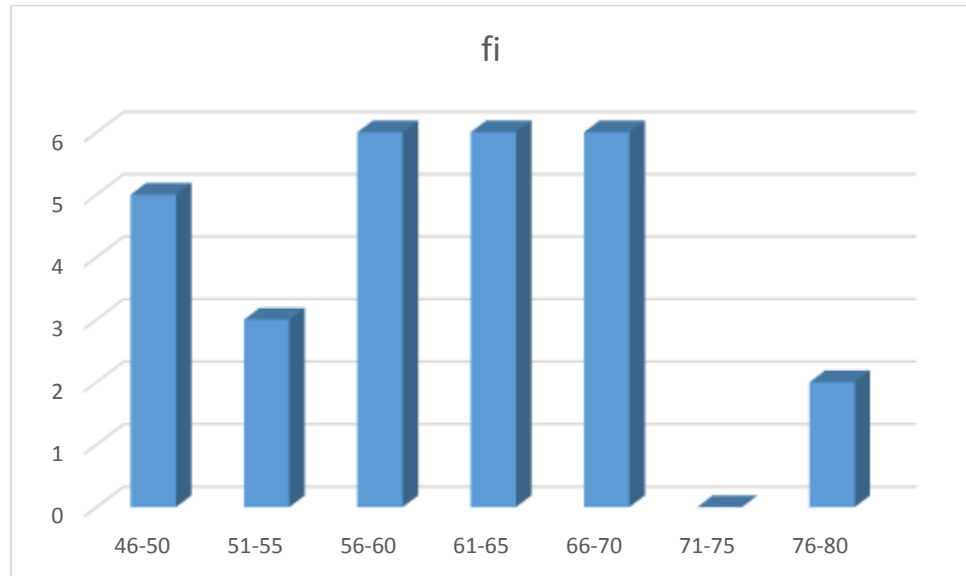
**Table 4.1**

**Frequency Distribution of Pre-Test in Experimental Class**

Interval	fi	cfb	X	x <sup>2</sup>	f.x	f.x <sup>2</sup>
46-50	5	5	48	2304	240	11520
51-55	3	8	53	2809	159	8427
56-60	6	14	58	3364	348	20184
61-65	6	20	63	3969	378	23814
66-70	6	26	68	4624	408	27744
71-75	0	26	73	5329	0	0
76-80	2	28	78	6084	156	12168
SUM	28		441	28483	1689	103857

**Figure 4.1**

**Histogram of Pre-test in Experimental Class**



The descriptive analysis from the histogram in figure 4.1 it can be known that the class of the data was 5.78. The length was 5. The mean was 60.32. The median was 55.5. The mode was 60.5. And the last standard deviation was 8.5.

b) The data post-test of experimental class

The data post-test of students' pronunciation in speaking skill for the class were taught by using PowToon animation video (post-test of experimental class). The score were obtained from 28 students as sample. The frequency distribution of the data from post-test in experimental class is presented in table 4.2 that showed the score was 53 up to 83.

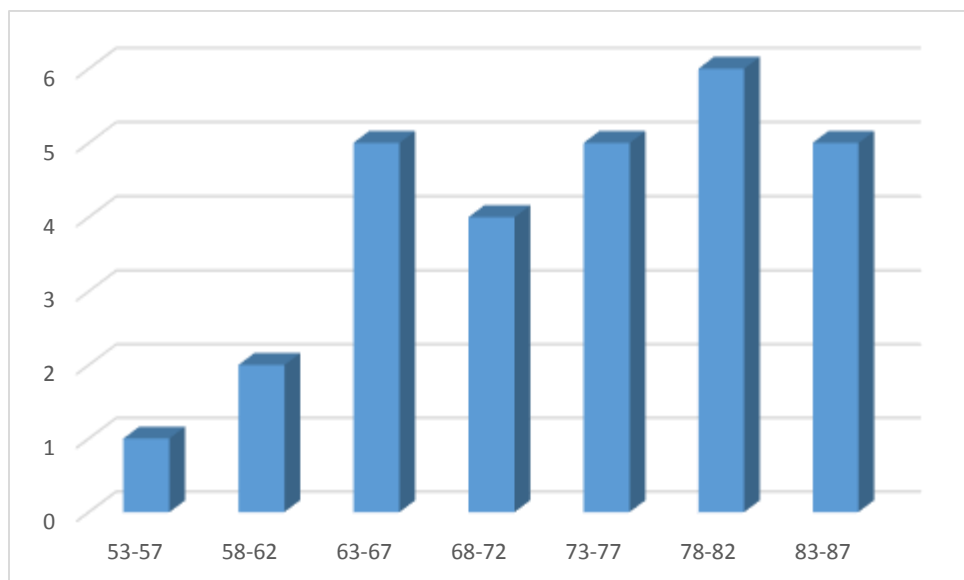
**Table 4.2**

**Frequency Distribution of Post-test in Experimental Class**

Interval	f	cfb	X	x <sup>2</sup>	f.x	f.x <sup>2</sup>
53-57	1	1	55	3025	55	3025
58-62	2	3	60	3600	120	7200
63-67	5	8	65	4225	325	21125
68-72	4	12	70	4900	280	19600
73-77	5	17	75	5625	375	28125
78-82	6	23	80	6400	480	38400
83-87	5	28	85	7225	425	36125
SUM	28		490	35000	2060	153600

**Figure 4.2**

**Histogram of Post-test in Experimental Class**



The descriptive analysis from the histogram in figure 4.2 it can be known that the class of the data was 5.78. The length was 5. The mean was 73.57. The median was 74.5. The mode was 80. And the last standard deviation was 8.69.

c) The data pre-test of control class

The data pre-test of students' pronunciation in speaking skill for the class were taught by Microsoft Power Point Presentation (pre-test of control class). The score were obtained from 28 students as sample. The frequency distribution of the data from pretest in control class is presented in table 4.3 that showed the score was 46 up to 76.

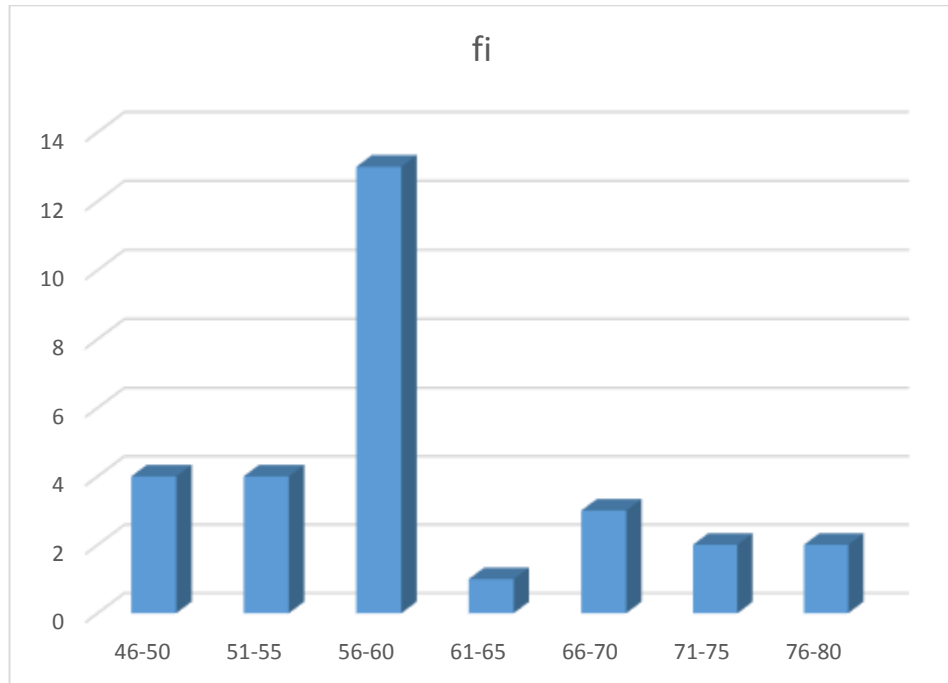
**Table 4.3**

**Frequency Distribution of Pre-test in Control Class**

Interval	fi	cfb	X	x <sup>2</sup>	f.x	f.x <sup>2</sup>
46-50	4	4	48	2304	192	9216
51-55	4	8	53	2809	212	11236
56-60	13	20	58	3364	754	43732
61-65	1	21	63	3969	63	3969
66-70	3	24	68	4624	204	13872
71-75	2	26	73	5329	146	10658
76-80	2	28	78	6084	156	12168
SUM	29		441	28483	1727	104851

**Figure 4.3**

**Histogram of Pre-test in Control Class**



The descriptive analysis from the histogram in figure 4.3 it can be known that the class of the data was 5.78. The length was 5. The mean was 59.25. The median was 58. The mode was 56. And the last standard deviation was 8.59.

d) The data post-test of control class

The data post-test of students' pronunciation in speaking skill for the class were taught by using Microsoft Power Point Presentation (post-test of control class). The score were obtained from 28 students as sample. The frequency distribution of the data from post-test in control class is presented in table 4.4 that showed the score was 50 up to 80.

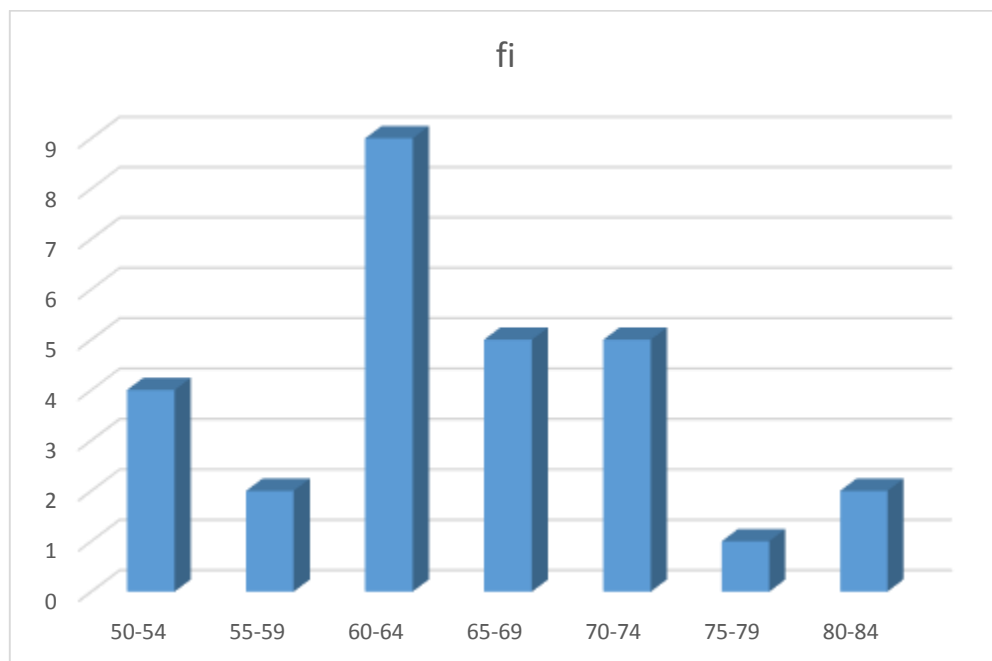
**Table 4.4**

**Frequency Distribution of Post-test in Control Class**

Interval	fi	cfb	X	x <sup>2</sup>	f.x	f.x <sup>2</sup>
50-54	4	4	52	2704	208	10816
55-59	2	6	57	3249	114	6498
60-64	9	15	62	3844	558	34596
65-69	5	20	67	4489	335	22445
70-74	5	25	72	5184	360	25920
75-79	1	26	77	5929	77	5929
80-84	2	28	82	6724	164	13448
SUM	28		469	32123	1816	119652

**Figure 4.4**

**Histogram of Post-test in Control Class**



The descriptive analysis from the histogram in figure 4.4 it can be known that the class of the data was 5.78. The length was 5. The mean was 64.86. The median was 63.94. The mode was 62.68. And the last standard deviation was 8.32.

## B. Normality and Homogeneity Test

Before analyzing the data using inferential analysis, normality and homogeneity test must be done. The normality test has the function to know the sample was in normal distribution and homogeneity test has the function to know that the data were homogenous. So, the normality and homogeneity test were as the pre-requisite of testing hypothesis and the score were obtained from the students' of post-test score. Each test were presented in the following section.

### 1. Normality Test

The sample was in normal distribution if  $L_o$  ( $L_{obtained}$ ) was lower than  $L_t$  ( $L_{table}$ ),  $\alpha = 0.05$ . L stand for Lillifors. The data was obtained from posttest score of the students

**Table 4.5**

#### **Normality Tast**

No	Data	Number of Sample	Lo(L obtained)	Lt (L table)	Alfa ( $\alpha$ )	Distribution of Population



1	Post-test Experimental	28	0,138926	0,167	0,05	Normal
2	Post-test Control	28	0,159794	0,167	0,05	Normal

From the table above, we know that the data of post-test in experimental class and control class were in normal distribution. For 28 students as the sample, the value of  $L_t$  (L table) was 0.167. It means  $L_o$  (L obtained) should be lower than  $L_t$  (L table). For the experimental class was 0.138926 and the control class was 0.159794. So, the data of post-test in experimental class and control class ( $0.138 < 0.167$ ;  $0.159 < 0.167$ ) were in the normal distribution.

## 2. Homogeneity Test

Homogeneity test was done to know that the data were homogenous. If  $F_o$  ( $F_{obtained}$ ) was lower than  $F_t$  ( $F_{table}$ ),  $\alpha = 0.05$ , it can be concluded that the data were homogenous.

**Table 4.6**

### Homogeneity Test

No	Data	Number of Sample	$L_o$ (L obtained)	$L_t$ (L table)	Alfa ( $\alpha$ )	Distribution of Population
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1	Post-test Exp. And Control	28	1.085	4,24	0,05	Homogeneous
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Based on the result of calculation above, it can be seen that  $F_{obtained}$  of posttest experimental and control class was 1.085. Which lower than  $F_{table}$  at the level significance ( $\alpha = 0.05$ ) with  $df_1$  ( $2-1=1$ ) and  $df_2$  ( $28-2-1=25$ ) 4.24. Thus,  $F_o < F_t$  ( $1.085 < 4.24$ ) and the data were homogenous.

### C. Hypothesis Testing

Hypothesis test can be done after the result of normality and homogeneity test were fulfilled. The test was done by using independent sample test. The score was obtained from the students' post-test score, both of the experimental class and the control class. The score were obtained from 28 students as the sample in each of class.  $H_0$  was rejected if  $t_o > t_{table}$  it means that there were difference significance. The procedure of t test should be as follow:

#### 1. Seeking Mean

$$\begin{aligned} \text{Mean experimental } (X_E) &= \frac{\sum X_E}{N} = \frac{2046}{28} \\ &= 73,07 \end{aligned}$$

$$\begin{aligned} \text{Mean control } (X_C) &= \frac{\sum X_C}{N} = \frac{1798}{28} \\ &= 64,21 \end{aligned}$$

2. Seeking  $\Sigma(X - \bar{X})^2$  (see the table )

$$\text{Group } X_E = 2001,85$$

$$\text{Group } X_C = 1700,71$$

3. Seeking variance

$$S_E^2 = \frac{\Sigma(X - \bar{X})^2}{nE-1} = \frac{2001,85}{27}$$

$$= 74,17$$

$$S_C^2 = \frac{\Sigma(X - \bar{X})^2}{nC-1} = \frac{1700,71}{27}$$

$$= 62,98$$

4. Seeking sum of variance (S)

$$S = \sqrt{\frac{nE-1 SE^2 + nC-1 SC^2}{nE+nC-2}}$$

$$= \sqrt{\frac{(27)74,17+(27)62,98}{(28+28)-2}}$$

$$= \sqrt{\frac{3702,49}{54}}$$

$$= 8,28$$

5. Seeking t

$$t = \frac{X_E - X_C}{s \sqrt{\frac{1}{nE} + \frac{1}{nC}}}$$

$$= \frac{74,17-64,21}{8,28 \sqrt{\frac{2}{28}}}$$

$$= 4,514$$

6. Seeking  $t_{\text{table}}$

$$t_{\text{table}} \text{ with db } (\alpha; nE + nC - k) \text{ or } (5\% ; 54) = 2.005$$

## 7. Criteria

Accept  $H_0$  if  $t_o < t_{table}$

Accept  $H_a$  if  $t_o > t_{table}$

## 8. Conclusion

Because  $t_o > t_{table}$  ( $4.514 > 2.005$ ) for level significance 0.05, so  $H_0$  is not accepted. It means that there are differences between pronunciation in speaking experimental class and control class. Thus, the result is PowToon animation video is more effective than Microsoft Power Point Presentation to teach pronunciation in speaking.

## D. Discussion

Based on the result of testing hypothesis, it can be explained that there is a significant difference of effect on the students' pronunciation in speaking skill between those who are taught by using PowToon animation video and those who are taught by using Microsoft Power Point Presentation. It can be proved from the score result of  $t_o$  (4.514) which is higher than  $t_{table}$  (2.005). The result of analysis shows that the mean score ( $X$ ) of the students who are taught by using PowToon animation video (73.07) is higher than those who are taught by using Microsoft Power Point Presentation (64.21). It means that the students who are taught by using PowToon animation video have better pronunciation in speaking skill than those who are taught by using Microsoft Power Point Presentation.

The use of Powtoon animation video as the media that the researcher used to give the treatment in the experimental class of MAN 1 Surakarta give

the significance effect. The effect can be seen in the score result of post-test between the students in the experimental class and in the control class of MAN 1 Surakarta. In the experimental class, the teaching and learning process is more enjoyable and makes the students' interest in pronunciation as part of speaking in teaching learning process is more increasing. Furthermore, the students also felt happy and enthusiastic joining the learning activities. It is because they are very enjoying PowToon animation video process in the class and their perception of speaking lesson is boring being change.

The different condition of teaching and learning process occurs in the control class. The situation is more bored and monotonous. The students also become passive in the class in which they listen the teacher's explanation. It is because the media that is used in the control class is less suitable for the students. As the result the students felt bored and sleepy in joining the class and their attention to the learning material or task from the teacher were low.

PowToon animation video gives opportunities for the students to be more active in doing teamwork or individual by sharing many ideas in order to improve their pronunciation in speaking skill. PowToon animation video help the students to become active and creative in the classroom during the teaching and learning process happen. This media could help the students' pronunciation in speaking skill. PowToon animation video help the students to understand the learning material well. The students also have the best motivation in the teaching and learning process because they feel happy and enjoy during the learning. It means, working in PowToon animation video gives the students to take greater responsibility for their own learning and for learning of other.

Based on the result above, it can be concluded that the students who were taught by using PowToon animation video have better pronunciation in speaking than students who had been taught by using Microsoft Power Point Presentation. Therefore, teaching pronunciation in speaking class for tenth-grade of MAN 1 Surakarta in academic year 2018/2019 by using PowToon animation video is effective.

## CHAPTER V

### CONCLUSION, SUGGESTION, AND IMPLICATION

#### A. Conclusion

The objective of this study was to know whether there is a significance differences in pronunciation in speaking between the students taught by using PowToon animation video and the students taught by using Microsoft Power Point Presentation. In order to gain the objective of the study, the researcher conducted an experimental research. The research was conducted in tenth-grade of MAN 1 Surakarta in academic year 2018/2019.

After conducting the research, the researcher got several results, those are follows:

1. The result of the data score from the experimental class by using PowToon animation video is higher than control class without PowToon animation video in teaching and learning process. It can be proved that the mean score of class X IPS 5 as the experimental class is 60.25 (pre test) and 73.07 (post test). The mean score of class X IPS 4 as the control class is 59.25 (pre test) and 64.21 (post test). The students were not only enthusiastic about teaching and learning process but also happy to follow the procedure of PowToon animation video.
2. Based on the data analysis, the result of independent test computation of post-test score between experimental and control class the pronunciation in speaking skill between the students who are taught by

using PowToon animation video and those who are taught by using Microsoft Power Point Presentation. In experimental class, PowToon animation video can improve students' pronunciation in speaking test. It can be proved from the result of the t-test computation of post-test score that to (4.514) which is higher than  $t_{table}$  (2.005). The students who are taught by using PowToon animation video (73.07) is higher than those who are taught by using Microsoft Power Point Presentation (64.21). It means that the students who are taught by using PowToon animation video have better pronunciation in speaking skill than those who are taught by using Microsoft Power Point Presentation.

3. In the other hand, the advantage of using PowToon animation video during the research are the students were more interesting, interactive, active individual, and efficient for the teacher.

## **B. Suggestion**

Related to the result of the study that there is significant difference pronunciation in speaking skill between the students who are taught by using PowToon animation video that has higher than the students who are taught by using Microsoft Power Point Presentation, the researcher would like to give suggestion as follow:

1. To the teacher
  - a. English teacher should use PowToon animation video as media in teaching and learning process in the classroom. Because use this



media makes the students' interest in how to pronounce well in speaking lesson especially more increasing.

b. The teacher should give more motivation to the students during the teaching and learning process.

2. To the students

a. The students can enrich their pronunciation and their knowledge in learning English through TBLT learning with PowToon animation video as media.

b. The students should be more active and more practices in English, especially how to pronounce the words well in speaking.

3. For other researchers

a. The researcher can apply this media in other field.

b. The researcher can use it as a reference for other study.

### **C. Implication**

The result of the research shows that PowToon animation video can give good achievement to pronunciation in speaking skill than the achievement from using video in Microsoft Power Point Presentation. It means that PowToon animation video is appropriate to be applied in speaking skill for students in MAN 1 Surakarta especially in the tenth grade students in the academic year of 2018/2019. The students are more active in learning pronunciation in speaking skill by using PowToon animation video. The conclusion has some implication as follow:

1. PowToon animation video can be applied to teach pronunciation in speaking skill to students at the tenth grade students in Senior High School.
2. PowToon animation video makes the students more active, expressive, enjoyable, pleasant, and enthusiasm while the speaking class is running.
3. PowToon animation video makes the students in the class have same opportunities to speak up what they think about or what is the answer of the question from the teacher.
4. PowToon animation video encourages the students to have well group collaboration or individual work.

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# APPENDICES

## APPENDIX 01

### List Name of Students in Experiment Class X IPS 5

No	Nama	Initial
1	Alifah Raihanah	AR
2	Alisa Nur Fadillah	ANF
3	Andien Laila Rahmawati	ALR
4	Auliaul Faricha	AF
5	Diyah Ayu Fatmawati	DAF
6	Dzakiyyah Putri Pramudya	DPP
7	Ellen Fahira As Syahra	EFAS
8	Elsa Witdya Ningsih	EWN
9	Farida Dika Ma'Rufiyah	FDM
10	Fauziah Nur Halimah	FNH
11	Husna Latifatun Nisa	HLN
12	Isa Nufikasari	IN
13	Laili Munfiah Choiriyah	LMC
14	Maryam Trisna Yanti	MTY
15	Mawar Putri Afiyanty	MPA
16	Miftakhul 'Alimah	MA
17	Mishbaahul Itsna Arussal F	MIAF
18	Nadya Putri Utami	NPU
19	Nike Novita Sari	NNS
20	Nur Wulansari	NW
21	Nusa'Ibah	NI
22	Putri Mahardika C	MPC
23	Rahajeng Khairunnisa	RK
24	Rahmawati Nurjanah	RN
25	Salma Resky Refinda	SRR
26	Shelfiyana Yulfa	SY
27	Sita Sukmawati	SK
28	Tarisyah Ananda Safitri	TAS

## APPENDIX 02

List Name of Students in Control Class X IPS 4

No	Nama	Initial
1	Abimanyu Hanif Nashiruddin	AHN
2	Aditya Ardhi Cahya	AAC
3	Afif Al Mu'Tashim	AAM
4	Afrizal Fikri Fathoni	AFF
5	Afrizal Imani Hidayah	AIH
6	Bayu Rendra Septiyanto	BRS
7	Falach Noor Syahid	FNS
8	Fuad Naufal Nasik	FNN
9	Hafidz Achmad Rizki	HAR
10	Haikal Ekananda	HE
11	Hanafi Yusron	HY
12	Indra Prasetyo Wibowo	IPW
13	Ivan Budi Saputra	IBS
14	Ja'Far Umar Tholib	JUT
15	Luthfi Arya Pramusti	LAP
16	Mido Mashela Jaya	MMJ
17	Moch. Khoirul Anam	MKA
18	Mochammad Luthfi	ML
19	Muh. Iskandar Zulkarnaen A	MIZA
20	Muhammad Ilham Kusuma	MIK
21	Muhammad Abiyu N	MAN
22	Muhammad Choirudin	MC
23	Muhammad Faqih Wiguna	MFW
24	Muhammad Faris Al Ghozy	MFAG
25	Muhammad Hudzaifah A F	MHAF
26	Muhammad Mahasin Rozaq	MMR
27	Muhammad Mufid Muhtar	MMM
28	Muhammad Rafi' Setiaji	MRS

**APPENDIX 03****Score of Pre-test and Post-test Experimental Class**

<b>X IPS 5</b>			
<b>No</b>	<b>Nama</b>	<b>Experimental</b>	
		<b>Pre Test</b>	<b>Post Test</b>
1	AR	66	76
2	ANF	70	80
3	ALR	60	73
4	AF	63	76
5	DAF	63	76
6	DPP	60	70
7	EFAS	76	83
8	EWN	56	63
9	FDM	46	60
10	FNH	53	80
11	HLN	46	60
12	IN	70	83
13	LMC	63	80
14	MTY	63	80
15	MPA	46	53
16	MA	63	80
17	MIAF	56	63
18	NPU	50	63
19	NNS	76	83
20	NW	50	66
21	NI	70	83
22	MPC	60	76
23	RK	63	70
24	RN	53	66
25	SRR	70	83

26	SY	53	70
27	SK	56	70
28	TAS	66	80
<b>TOTAL</b>		1687	2046
<b>MEAN</b>		60,25	73,071

#### APPENDIX 04

#### Score of Pre-test and Post-test Control Class

<b>X IPS 4</b>			
<b>No</b>	<b>Nama</b>	<b>Control</b>	
		<b>Pre Test</b>	<b>Post Test</b>
1	AHN	63	66
2	AAC	46	50
3	AAM	60	63
4	AFF	60	63
5	AIH	56	60
6	BRS	56	63
7	FNS	53	66
8	FNN	76	80
9	HAR	53	60
10	HE	60	66
11	HY	56	63
12	IPW	76	80
13	IBS	56	60
14	JUT	53	56
15	LAP	60	66
16	MMJ	66	70
17	MKA	66	70
18	ML	46	53
19	MIZA	70	70

20	MIK	56	60
21	MAN	60	66
22	MC	73	73
23	MFW	60	73
24	MFAG	56	63
25	MHAF	73	76
26	MMR	53	56
27	MMM	46	53
28	MRS	50	53
<b>TOTAL</b>		1662	1798
<b>MEAN</b>		59,357	64,214

## APPENDIX 05

### Distribution Frequency of Pronunciation in Speaking Skill

#### Pre-test of Experimental Class

Interval	fi	cfb	X	x <sup>2</sup>	f.x	f.x <sup>2</sup>
46-50	5	5	48	2304	240	11520
51-55	3	8	53	2809	159	8427
56-60	6	14	58	3364	348	20184
61-65	6	20	63	3969	378	23814
66-70	6	26	68	4624	408	27744
71-75	0	26	73	5329	0	0
76-80	2	28	78	6084	156	12168
<b>SUM</b>	<b>28</b>		<b>441</b>	<b>28483</b>	<b>1689</b>	<b>103857</b>

Class = 5.78

Length = 5

Mean = 60.32

Median = 55.5

Mo = 60.5

$$SD = 8.5$$

Calculation of Mean, Median, Mode, and Standard Deviation

The highest score is 76

The lowest score is 46

Range is  $76 - 46 = 30$

Number of class =  $1 + (3.3) \log 28$

$$= 1 + (3.3) 1.447$$

$$= 1 + 4.78$$

$$= 5.78 \sim 6$$

$$\text{Interval (i)} = \frac{30}{6} = 5$$

$$\text{Mean} = \frac{\sum fx}{f} = \frac{1689}{28} = 60.32$$

$$SD = \sqrt{\frac{\sum fx^2 - \frac{(\sum fx)^2}{n}}{n-1}}$$

$$= \sqrt{\frac{103857 - 101882,9}{27}}$$

$$= 8,5$$

Calculation of Man, Median, Mode, and Standard Deviation

a. The highest score is 76

b. The lowest score is 46

c. Range is  $76 - 46 = 30$

d. Number of class =  $1 + (3.3) \log 28$

$$= 1 + (3.3) 1.447$$

$$= 1 + 4.78$$

$$= 5.78 \sim 6$$

$$e. \text{ Interval (i)} = \frac{30}{6} = 5$$



$$\text{f. Mean} = \frac{\sum fx}{f} = \frac{1689}{28} = 60.32$$

$$\begin{aligned} \text{g. Median} &= L + i \left\{ \frac{\frac{n}{2} - cfb}{f} \right\} \\ &= 55.5 + 5 \left\{ \frac{\frac{28}{2} - 8}{6} \right\} \\ &= 55.5 + 5 \left\{ \frac{14 - 8}{6} \right\} \\ &= 55.5 \end{aligned}$$

$$\begin{aligned} \text{h. Mo} &= L + i \left\{ \frac{f_1}{f_1 + f_2} \right\} \\ &= 55.5 + 5 \left\{ \frac{3}{3 + 0} \right\} \\ &= 55.5 + 5 \\ &= 60.5 \end{aligned}$$

$$\begin{aligned} \text{i. SD} &= \sqrt{\frac{\sum fx^2 - \frac{(\sum fx)^2}{n}}{n-1}} \\ &= \sqrt{\frac{103857 - 101882,9}{27}} \\ &= 8,5 \end{aligned}$$

## APPENDIX 06

### Distribution Frequency of Pronunciation in Speaking Skill

#### Post-test of Experimental Class

Interval	F	cfb	X	x <sup>2</sup>	f.x	f.x <sup>2</sup>
53-57	1	1	55	3025	55	3025
58-62	2	3	60	3600	120	7200
63-67	5	8	65	4225	325	21125
68-72	4	12	70	4900	280	19600
73-77	5	17	75	5625	375	28125
78-82	6	23	80	6400	480	38400
83-87	5	28	85	7225	425	36125
SUM	28		490	35000	2060	153600

Class = 5.78

Length = 5

Mean = 73.57

Median = 74.5

Mo = 80

SD = 8.69

## APPENDIX 07

### Distribution Frequency of Pronunciation in Speaking Skill

#### Pre-test of Control Class

Interval	f <sub>i</sub>	cfb	X	x <sup>2</sup>	f.x	f.x <sup>2</sup>
46-50	4	4	48	2304	192	9216
51-55	4	8	53	2809	212	11236
56-60	13	20	58	3364	754	43732
61-65	1	21	63	3969	63	3969
66-70	3	24	68	4624	204	13872
71-75	2	26	73	5329	146	10658

76-80	2	28	78	6084	156	12168
SUM	29		441	28483	1727	104851

Class = 5.78

Length = 5

Mean = 59.60

Median = 58

Mo = 57.60

SD = 8.61

## APPENDIX 08

### Distribution Frequency of Pronunciation in Speaking Skill

#### Post-test of Control Class

Interval	fi	cfb	X	x <sup>2</sup>	f.x	f.x <sup>2</sup>
50-54	4	4	52	2704	208	10816
55-59	2	6	57	3249	114	6498
60-64	9	15	62	3844	558	34596
65-69	5	20	67	4489	335	22445
70-74	5	25	72	5184	360	25920
75-79	1	26	77	5929	77	5929
80-84	2	28	82	6724	164	13448
SUM	28		469	32123	1816	119652

Class = 5.78

Length = 5

Mean = 64.86

Median = 63.94

Mo = 62.68

SD = 8.32

**APPENDIX 09**

**Normality Test of Pre-test in Experimental Class**

Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)	F(Zi) – S(Zi)
46	-1,6748538	0,046981	0,035714	0,011267	0,0112672
46	-1,6748538	0,046981	0,071429	-0,02445	0,0244471
46	-1,6748538	0,046981	0,107143	-0,06016	0,0601614
50	-1,20701754	0,113713	0,142857	-0,02914	0,0291444
50	-1,20701754	0,113713	0,178571	-0,06486	0,0648587
53	-0,85614035	0,19596	0,214286	-0,01833	0,0183256
53	-0,85614035	0,19596	0,25	-0,05404	0,0540399
53	-0,85614035	0,19596	0,285714	-0,08975	0,0897542
56	-0,50526316	0,306687	0,321429	-0,01474	0,0147416
56	-0,50526316	0,306687	0,357143	-0,05046	0,0504558
56	-0,50526316	0,306687	0,392857	-0,08617	0,0861701
60	-0,0374269	0,485072	0,428571	0,056501	0,0565009
60	-0,0374269	0,485072	0,464286	0,020787	0,0207866
60	-0,0374269	0,485072	0,5	-0,01493	0,0149277
63	0,313450292	0,623031	0,535714	0,087316	0,0873164
63	0,313450292	0,623031	0,571429	0,051602	0,0516021
63	0,313450292	0,623031	0,607143	0,015888	0,0158879
63	0,313450292	0,623031	0,642857	-0,01983	0,0198264
63	0,313450292	0,623031	0,678571	-0,05554	0,0555407
63	0,313450292	0,623031	0,714286	-0,09126	0,091255
66	0,664327485	0,74676	0,75	-0,00324	0,0032404
66	0,664327485	0,74676	0,785714	-0,03895	0,0389547
70	1,132163743	0,871217	0,821429	0,049789	0,0497886
70	1,132163743	0,871217	0,857143	0,014074	0,0140743
70	1,132163743	0,871217	0,892857	-0,02164	0,0216399
70	1,132163743	0,871217	0,928571	-0,05735	0,0573542
76	1,833918129	0,966667	0,964286	0,002381	0,0023812
76	1,833918129	0,966667	1	-0,03333	0,0333331

$$L_o = 0.091$$

$$L_{tabel} = 0.167$$

The highest score ( $L_o$  max) is 0.091. Because  $L_o$  is lower than  $L_{tabel}$  ( $L_o < L_{tabel}$  ;  $0.091 < 0.167$ ), the sample is in normal distribution.

## APPENDIX 10

### Normality Test of Post-test in Experimental Class

$X_i$	$Z_i$	$F(Z_i)$	$S(Z_i)$	$F(Z_i)-S(Z_i)$	$ F(Z_i) - S(Z_i) $
53	-2,36708861	0,008964	0,035714	-0,02675	0,02675
60	-1,56156502	0,059195	0,071429	-0,01223	0,0122333
60	-1,56156502	0,059195	0,107143	-0,04795	0,0479476
63	-1,21634062	0,111928	0,142857	-0,03093	0,0309295
63	-1,21634062	0,111928	0,178571	-0,06664	0,0666438
63	-1,21634062	0,111928	0,214286	-0,10236	0,1023581
66	-0,87111623	0,191845	0,25	-0,05815	0,0581547
66	-0,87111623	0,191845	0,285714	-0,09387	0,0938689
70	-0,41081703	0,340603	0,321429	0,019175	0,0191748
70	-0,41081703	0,340603	0,357143	-0,01654	0,0165395
70	-0,41081703	0,340603	0,392857	-0,05225	0,0522538
70	-0,41081703	0,340603	0,428571	-0,08797	0,0879681
73	-0,06559264	0,473851	0,464286	0,009565	0,0095654
76	0,279631761	0,61012	0,5	0,11012	0,11012
76	0,279631761	0,61012	0,535714	0,074406	0,0744057
76	0,279631761	0,61012	0,571429	0,038691	0,0386914
76	0,279631761	0,61012	0,607143	0,002977	0,0029771
80	0,739930955	0,770329	0,642857	0,127472	0,1274719
80	0,739930955	0,770329	0,678571	0,091758	0,0917576
80	0,739930955	0,770329	0,714286	0,056043	0,0560433
80	0,739930955	0,770329	0,75	0,020329	0,0203291

80	0,739930955	0,770329	0,785714	-0,01539	0,0153852
80	0,739930955	0,770329	0,821429	-0,0511	0,0510995
83	1,085155351	0,861074	0,857143	0,003931	0,0039307
83	1,085155351	0,861074	0,892857	-0,03178	0,0317836
83	1,085155351	0,861074	0,928571	-0,0675	0,0674979
83	1,085155351	0,861074	0,964286	-0,10321	0,1032121
83	1,085155351	0,861074	1	-0,13893	0,1389264

$$L_o = 0.138$$

$$L_{table} = 0.167$$

The highest score ( $L_o$  max) is 0.138. Because  $L_o$  is lower than  $L_{table}$  ( $L_o < L_{table}$  ;  $0.138 < 0.167$ ), the sample is in normal distribution.

## APPENDIX 11

### Normality Test of Pre-test in Experimental Class

Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)	F(Zi) – S(Zi)
46	-1,54134	0,061617	0,035714	0,025902	0,025902
46	-1,54134	0,061617	0,071429	-0,00981	0,009812
46	-1,54134	0,061617	0,107143	-0,04553	0,045526
50	-1,07603	0,140957	0,142857	-0,0019	0,001901
53	-0,72705	0,233598	0,178571	0,055027	0,055027
53	-0,72705	0,233598	0,214286	0,019312	0,019312
53	-0,72705	0,233598	0,25	-0,0164	0,016402
53	-0,72705	0,233598	0,285714	-0,05212	0,052116
56	-0,37807	0,352691	0,321429	0,031262	0,031262
56	-0,37807	0,352691	0,357143	-0,00445	0,004452
56	-0,37807	0,352691	0,392857	-0,04017	0,040166
56	-0,37807	0,352691	0,428571	-0,07588	0,07588
56	-0,37807	0,352691	0,464286	-0,11159	0,111595
56	-0,37807	0,352691	0,5	-0,14731	0,147309
60	0,087246	0,534762	0,535714	-0,00095	0,000952

60	0,087246	0,534762	0,571429	-0,03667	0,036667
60	0,087246	0,534762	0,607143	-0,07238	0,072381
60	0,012658	0,50505	0,642857	-0,13781	0,137807
60	0,087246	0,534762	0,678571	-0,14381	0,143809
63	0,436229	0,668665	0,714286	-0,04562	0,045621
63	0,436229	0,668665	0,75	-0,08134	0,081335
66	0,785212	0,783835	0,785714	-0,00188	0,001879
66	0,785212	0,783835	0,821429	-0,03759	0,037593
70	1,250523	0,894446	0,857143	0,037303	0,037303
73	1,599507	0,945146	0,892857	0,052289	0,052289
73	1,599507	0,945146	0,928571	0,016575	0,016575
76	1,94849	0,974322	0,964286	0,010036	0,010036
76	1,94849	0,974322	1	-0,02568	0,025678

$$L_o = 0.147$$

$$L_{table} = 0.167$$

The highest score ( $L_o$  max) is 0.147. Because  $L_o$  is lower than  $L_{table}$  ( $L_o < L_{table}$  ;  $0.147 < 0.167$ ), the sample is in normal distribution.

**APPENDIX 12**

**Normality Test of Post-test in Experimental Class**

Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)	F(Zi) – S(Zi)
50	-1,78606	0,037045	0,035714	0,001331	0,001331
53	-1,42548	0,077009	0,071429	0,005581	0,005581
53	-1,42548	0,077009	0,107143	-0,03013	0,030134
53	-1,42548	0,077009	0,142857	-0,06585	0,065848
56	-1,0649	0,14346	0,178571	-0,03511	0,035112
56	-1,0649	0,14346	0,214286	-0,07083	0,070826
60	-0,58413	0,279565	0,25	0,029565	0,029565
60	-0,58413	0,279565	0,285714	-0,00615	0,006149
60	-0,58413	0,279565	0,321429	-0,04186	0,041864
60	-0,58413	0,279565	0,357143	-0,07758	0,077578
63	-0,22356	0,411551	0,392857	0,018694	0,018694
63	-0,22356	0,411551	0,428571	-0,01702	0,017021
63	-0,22356	0,411551	0,464286	-0,05273	0,052735
63	-0,22356	0,411551	0,5	-0,08845	0,088449
63	-0,22356	0,411551	0,535714	-0,12416	0,124164
66	0,137019	0,554492	0,571429	-0,01694	0,016936
66	0,137019	0,554492	0,607143	-0,05265	0,052651
66	0,137019	0,554492	0,642857	-0,08836	0,088365
66	0,137019	0,554492	0,678571	-0,12408	0,124079
66	0,137019	0,554492	0,714286	-0,15979	0,159794
70	0,617788	0,731643	0,75	-0,01836	0,018357
70	0,617788	0,731643	0,785714	-0,05407	0,054072
70	0,617788	0,731643	0,821429	-0,08979	0,089786
73	0,978365	0,836053	0,857143	-0,02109	0,02109
73	0,978365	0,836053	0,892857	-0,0568	0,056804
76	1,338942	0,909705	0,928571	-0,01887	0,018866
80	1,819712	0,965599	0,964286	0,001313	0,001313



80	1,819712	0,965599	1	-0,0344	0,034401
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$$L_o = 0.159$$

$$L_{table} = 0.167$$

The highest score ( $L_o$  max) is 0.159. Because  $L_o$  is lower than  $L_{table}$  ( $L_o < L_{table}$  ;  $0.159 < 0.167$ ), the sample is in normal distribution.

## APPENDIX 13

### The Data Before Treatment

No.	$X_1$	$X_2$	$X_1 - \bar{X}_1$	$X_2 - \bar{X}_2$	$(X_1 - \bar{X}_1)^2$	$(X_2 - \bar{X}_2)^2$
1	66	63	5,75	3,75	33,0625	14,0625
2	70	46	9,75	-13,25	95,0625	175,5625
3	60	60	-0,25	0,75	0,0625	0,5625
4	63	60	2,75	0,75	7,5625	0,5625
5	63	56	2,75	-3,25	7,5625	10,5625
6	60	56	-0,25	-3,25	0,0625	10,5625
7	76	53	15,75	-6,25	248,0625	39,0625
8	56	76	-4,25	16,75	18,0625	280,5625
9	46	53	-14,25	-6,25	203,0625	39,0625
10	53	60	-7,25	0,75	52,5625	0,5625
11	46	56	-14,25	-3,25	203,0625	10,5625
12	70	76	9,75	16,75	95,0625	280,5625
13	63	56	2,75	-3,25	7,5625	10,5625
14	63	53	2,75	-6,25	7,5625	39,0625
15	46	60	-14,25	0,75	203,0625	0,5625
16	63	66	2,75	6,75	7,5625	45,5625
17	56	66	-4,25	6,75	18,0625	45,5625
18	50	46	-10,25	-13,25	105,0625	175,5625

19	76	70	15,75	10,75	248,0625	115,5625
20	50	56	-10,25	-3,25	105,0625	10,5625
21	70	60	9,75	0,75	95,0625	0,5625
22	60	73	-0,25	13,75	0,0625	189,0625
23	63	60	2,75	0,75	7,5625	0,5625
24	53	56	-7,25	-3,25	52,5625	10,5625
25	70	73	9,75	13,75	95,0625	189,0625
26	53	53	-7,25	-6,25	52,5625	39,0625
27	56	46	-4,25	-13,25	18,0625	175,5625
28	66	50	5,75	-9,25	33,0625	85,5625
SUM	1687	1659		SUM	2019,25	1995,25
MEAN	60,25	59,25		MEAN	72,11607	71,25893

1. Seeking Mean

$$\begin{aligned} \text{Mean experimental (X}_E) &= \frac{\sum X_E}{N} = \frac{1687}{28} \\ &= 60.25 \end{aligned}$$

$$\begin{aligned} \text{Mean control (X}_C) &= \frac{\sum X_C}{N} = \frac{1659}{28} \\ &= 59.25 \end{aligned}$$

2. Seeking  $\sum (X - \bar{X})^2$  (see the table)

$$\text{Group XE} = 2019.25$$

$$\text{Group XC} = 1995.25$$

3. Seeking variance

$$\begin{aligned} S_E^2 &= \frac{\sum (X - \bar{X})^2}{nE-1} = \frac{2019.25}{27} \\ &= 74.79 \end{aligned}$$

$$\begin{aligned} S_C^2 &= \frac{\sum (X - \bar{X})^2}{nC-1} = \frac{1995.25}{27} \\ &= 73.89 \end{aligned}$$

4. Seeking sum of variance (S)

$$\begin{aligned} S &= \sqrt{\frac{nE-1 SE^2 + nC-1 SC^2}{nE+nC-2}} \\ &= \sqrt{\frac{27 \cdot 74.79 + 27 \cdot 73.89}{28+28-2}} \end{aligned}$$

$$= \sqrt{\frac{4014.36}{54}}$$

$$= 8.62$$

5. Seeking t

$$t = \frac{XE - XC}{s \sqrt{\frac{1}{nE} + \frac{1}{nC}}}$$

$$= \frac{60.25 - 59.25}{8.62 \sqrt{\frac{2}{28}}}$$

$$= 0.435$$

6. Seeking  $t_{table}$

$t_{table}$  with db  $(\alpha ; nE + nC - k)$  or  $(5\% ; 54) = 2.005$

7. Criteria

Accept  $H_0$  if  $t_o < t_{table}$

Accept  $H_a$  if  $t_o > t_{table}$

8. Conclusion

Because  $t_o < t_{table}$  ( $0.435 < 2.005$ ) for level significance 0.05, so  $H_0$  is accepted. It means there are no differences between pronunciation in speaking skill in experimental class and control class before learning.

**APPENDIX 14**

**Homogeneity Test**

**Data post-test of experimental and control class**

No.	$X_1$	$X_2$	$X_1 - \bar{X}_1$	$X_2 - \bar{X}_2$	$(X_1 - \bar{X}_1)^2$	$(X_2 - \bar{X}_2)^2$
1	76	66	2,928571	1,785714	8,576531	3,188776
2	80	50	6,928571	-14,2143	48,0051	202,0459
3	73	63	-0,07143	-1,21429	0,005102	1,47449
4	76	63	2,928571	-1,21429	8,576531	1,47449
5	76	60	2,928571	-4,21429	8,576531	17,7602
6	70	63	-3,07143	-1,21429	9,433673	1,47449
7	83	66	9,928571	1,785714	98,57653	3,188776
8	63	80	-10,0714	15,78571	101,4337	249,1888
9	60	60	-13,0714	-4,21429	170,8622	17,7602
10	80	66	6,928571	1,785714	48,0051	3,188776
11	60	63	-13,0714	-1,21429	170,8622	1,47449
12	83	80	9,928571	15,78571	98,57653	249,1888
13	80	60	6,928571	-4,21429	48,0051	17,7602
14	80	56	6,928571	-8,21429	48,0051	67,47449
15	53	66	-20,0714	1,785714	402,8622	3,188776
16	80	70	6,928571	5,785714	48,0051	33,47449
17	63	70	-10,0714	5,785714	101,4337	33,47449
18	63	53	-10,0714	-11,2143	101,4337	125,7602
19	83	70	9,928571	5,785714	98,57653	33,47449
20	66	60	-7,07143	-4,21429	50,0051	17,7602
21	83	66	9,928571	1,785714	98,57653	3,188776
22	76	73	2,928571	8,785714	8,576531	77,18878
23	70	73	-3,07143	8,785714	9,433673	77,18878
24	66	63	-7,07143	-1,21429	50,0051	1,47449
25	83	76	9,928571	11,78571	98,57653	138,9031
26	70	56	-3,07143	-8,21429	9,433673	67,47449

27	70	53	-3,07143	-11,2143	9,433673	125,7602
28	80	53	6,928571	-11,2143	48,0051	125,7602
SUM	2046	1798		SUM	2001,857	1700,714
MEAN	73,07143	64,21429		MEAN	71,4949	60,7398

1. Seeking Variance

a. Experimental Class

$$S^2 = \frac{\sum(X_2 - \bar{X}_2)^2}{(n-1)}$$

$$S^2 = \frac{2001,857}{27}$$

$$S^2 = 74,143$$

b. Control Class

$$S^2 = \frac{\sum(X_2 - \bar{X}_2)^2}{(n-1)}$$

$$S^2 = \frac{1700,714}{27}$$

$$S^2 = 62,989$$

2. Standard Deviation

a. Experimental Class

$$S^2 = \sqrt{\frac{\sum(X_2 - \bar{X}_2)^2}{(n-1)}}$$

$$S^2 = \sqrt{74,143}$$

$$S^2 = 8,610$$

b. Control Class

$$S^2 = \sqrt{\frac{\sum(X_2 - \bar{X}_2)^2}{(n-1)}}$$

$$S^2 = \sqrt{62,989}$$

$$S^2 = 7,937$$

3. The Formula of F test:

$$F = \frac{\text{The biggest varians}}{\text{The smallest varians}}$$

$$= \frac{8,610}{7,937}$$

$$= 1,085$$

4. Finding  $F_{table}$  with:

$$Df1 = k (\text{variabel}) - 1 = 2 - 1 = 1$$

$$\begin{aligned}
Df2 &= n - k - 1 \\
&= 28 - 2 - 1 \\
&= 25 \\
&= 4.24
\end{aligned}$$

In this calculation, the value of  $F_{\text{obtained}}$  is 1.085, then the value of  $F_{\text{table}}$  with  $df1$  ( $2-1=1$ ) and  $df2$  ( $28-2-1=25$ ) is 4.24. Because the value of  $F_{\text{obtained}}$  is smaller than  $F_{\text{table}}$  ( $1.085 \leq 4.24$ ), it means that the data is homogeneous.

#### 5. Seeking Mean

$$\begin{aligned}
\text{Mean experimental (X}_E\text{)} &= \frac{\sum XE}{N} = \frac{2046}{28} \\
&= 73.07 \\
\text{Mean control (X}_C\text{)} &= \frac{\sum XC}{N} = \frac{1798}{28} \\
&= 64.21
\end{aligned}$$

#### 6. Seeking $\sum (X - \bar{X})^2$ (see the table)

$$\begin{aligned}
\text{Group XE} &= 2001.85 \\
\text{Group XC} &= 1700.71
\end{aligned}$$

#### 9. Seeking variance

$$\begin{aligned}
S_E^2 &= \frac{\sum (X - \bar{X})^2}{nE-1} = \frac{2001.85}{27} \\
&= 74.14 \\
S_C^2 &= \frac{\sum (X - \bar{X})^2}{nC-1} = \frac{1700.71}{27} \\
&= 62.98
\end{aligned}$$

#### 10. Seeking sum of variance (S)

$$\begin{aligned}
S &= \sqrt{\frac{nE-1 SE^2 + nC-1 SC^2}{nE+nC-2}} \\
&= \sqrt{\frac{27 \cdot 74.14 + 27 \cdot 62.98}{28+28-2}} \\
&= \sqrt{\frac{3702.49}{54}} \\
&= 8.28
\end{aligned}$$

### 11. Seeking t

$$\begin{aligned}t &= \frac{XE - XC}{s \sqrt{\frac{1}{nE} + \frac{1}{nC}}} \\ &= \frac{74.14 - 64.21}{8.28 \sqrt{\frac{2}{28}}} \\ &= 4.514\end{aligned}$$

### 12. Seeking $t_{table}$

$t_{table}$  with db ( $\alpha$  ;  $nE + nC - k$ ) or (5% ; 54) = 2.005

### 13. Criteria

Accept  $H_0$  if  $t_o < t_{table}$

Accept  $H_a$  if  $t_o > t_{table}$

### 14. Conclusion

Because  $t_o > t_{table}$  ( $4.514 > 2.005$ ) for level significance 0.05, so  $H_0$  is not accepted. It means that there are differences between Pronunciation in speaking skill experimental class and control class. It means that the result is Powtoon Animation Video is more effective than Microsoft Power Point Presentation to teach Pronunciation in speaking skill.

## APPENDIX 15

### SILABUS

**Mata Pelajaran** : **BAHASA INGGRIS - WAJIB**

**Kelas** : **X/ SEMESTER GENAP**

**Kompetensi Inti** :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1</p> <p>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3</p> <p>Menunj</p>	<p><b>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</b></p> <p><i>Fungsi sosial</i></p> <p>Membandingkan, menganalisis, mengidentifikasi, memuji</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah.</li> <li>Siswa menirukan contoh secara terbimbing.</li> <li>Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks</li> </ul> <p><b>Mempertanyakan (questioning)</b></p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks deskriptif</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> </ul>	<p>9 x 2 JP</p>	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD /DV D</a></li> <li><a href="#">SUA RA GUR U</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a 505="" 539="" 922="" 939"="" data-label="Page-Footer" href="http://ame&lt;/a&gt;&lt;/li&gt; &lt;/ul&gt; &lt;/td&gt; &lt;/tr&gt; &lt;/tbody&gt; &lt;/table&gt; &lt;/div&gt; &lt;div data-bbox="> <p>121</p> </a></li></ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ukkank an perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan</p>	<p>, mengkritik, mempromosikan, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama</p>	<ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</li> <li>Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif</li> </ul> <p><b>Mengeksplorasi</b></p>	<ul style="list-style-type: none"> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan</li> <li>Ketepatan dan kesesuaian dalam</li> </ul>		<p><a href="http://www.english.state.gov/file/ae/resources/files">rican engli sh.sta te.go v/file s/ae/r esour ce fi les</a></p> <ul style="list-style-type: none"> <li><a href="http://www.learningenglish.britishcouncil.org/en/">http:// lear nengl ish.br itishc ouncil l.org/ en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p>	<p>bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal</p>	<ul style="list-style-type: none"> <li>Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat</li> <li>Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.</li> <li>Siswa menyunting teks deskripsi yang diberikan</li> </ul>	<p>menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif</p> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab,</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.8.Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9.Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangun</p>	<p>nal dan bagia nnya, dan (3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangun bersejarah</p>	<p>guru dari segi struktur dan kebahasaan</p> <ul style="list-style-type: none"> <li>Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang</li> </ul>	<p>peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>an bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskripsi</p>	<p>terkenal. yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat, dan wisata</p>	<p>menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> <li>Siswa mengelompokkan teks deskripsi sesuai dengan fungsinya sosialnya.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan</li> </ul>	<p>setiap tahapan</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif.</li> <li>Kumpulan karya</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur</p>	<p>a, dan bangunan bersejarah terkenal (2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah</p>	<p>dalam kerja kelompok.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya</li> <li>Siswa menyunting deskripsi yang dibuat teman.</li> <li>Siswa menyampaikan deskripsinya didepan guru</li> </ul>	<p>siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
kebahasaan, secara benar dan sesuai dengan konteks.	terke- nal (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (4) Ucapan, tekanan kata, intonasi, keti- ka mem- prese- ntasi- kan	dan teman dan mempublikasi- kannya di- mading. <ul style="list-style-type: none"> <li>Siswa membuat klip- ing deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai.</li> <li>Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambar- kan tempat wisata dan bangunan termasuk</li> </ul>	penilaian sejawat, berupa komentar atau cara penilaian lainnya <b>Penilaian Diri dan Penilaian Sejawat</b> <ul style="list-style-type: none"> <li>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>secara lisan. (5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>menyebutkan dukungan dan kendala yang dialami.</p> <ul style="list-style-type: none"> <li>Siswa dapat menggunakan 'learning journal'</li> </ul>			
1.1.Mensyukuri kesempatan dapat mempe	<b>Teks tulis berbentuk <i>announcement</i></b>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan /membaca teks <i>announcement</i></li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li><u>Audi</u> <u>o</u> <u>CD/</u> <u>VCD</u></li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>lajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli,</p>	<p><b>(pemberitahuan)</b></p> <p><i>Fungsi sosial</i></p> <p>Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah</p>	<p>dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/ penulisannya.</p> <ul style="list-style-type: none"> <li>Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan.</li> <li>Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks melalui</li> </ul>	<ul style="list-style-type: none"> <li>Kelengkapan dan keruntutan struktur teks <i>announcement</i></li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian</b></p>		<p><u>/DV</u> <u>D</u></p> <ul style="list-style-type: none"> <li><u>SUA</u> <u>RA</u> <u>GUR</u> <u>U</u></li> <li><u>Kora</u> <u>n/</u> <u>majal</u> <u>ah</u> <u>berba</u> <u>hasa</u> <u>Inggr</u> <u>is</u></li> <li><u>www</u> <u>.daily</u> <u>engli</u> <u>sh.co</u> <u>m</u></li> <li><u>http:/</u> <u>/ame</u> <u>rican</u> <u>engli</u> <u>sh.sta</u> <u>te.go</u> <u>v/file</u></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>)</p>	<p>, dan staf administrasi</p> <p><i>Struktur Teks</i></p> <p>Ungkapan yang lazim digunakan dalam teks <i>announcement</i> di media massa maupun di internet, secara urut dan runtut.</p>	<p>proses <i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus.</p> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan</p>	<p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog dalam bentuk pemberitahuan (<i>announcement</i>) di depan kelas</li> <li>Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan</li> </ul>		<p><a href="#">s/ae/resources/files</a></p> <ul style="list-style-type: none"> <li><a href="http://learnenglish.br.itishcouncil.org/en/">http://learnenglish.br.itishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>t), sesuai dengan konteks penggunaannya.</p> <p>4.11. Menangkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12. Menyusun teks tulis pemberitahuan (<i>announcement</i>),</p>	<p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan</p>	<p>menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari teks lain untuk mendengarkan /membaca teks <i>announcement</i> dengan strategi yang digunakan dari berbagai sumber.</li> <li>Siswa berlatih membaca teks <i>announcement</i> dengan strategi yang digunakan bersama teman</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis teks</li> </ul>	<p>(<i>announcement</i>)</p> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>kesantunan saat melakukan tindakan komunikasi</li> <li>perilaku tanggung jawab,</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>dengan tulisan tangan atau cetak yang jelas dan rapi</p> <p><i>Multimedia:</i> Layout, dekorasi, yang membuat tampilan teks lebih menarik</p>	<p><i>announcement</i> dengan memperhatikan format penulisannya melalui strategi yang digunakan.</p> <ul style="list-style-type: none"> <li>• Siswa membandingkan teks <i>announcement</i> yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain.</li> <li>• Secara berkelompok siswa mendiskusikan teks <i>announcement</i> yang mereka</li> </ul>	<p>peduli, kerjasama, dan cinta</p> <p>damai, dalam melaksanakan komunikasi</p> <p>- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</p> <p>- Ketepatan dan kesesuaian</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>temukan dari sumber lain.</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat teks <i>announcement</i> dalam kerja kelompok</li> <li>Siswa menyampaikan pemberitahuan</li> </ul>	<p>n menggunakan strategi dalam membaca</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks</p> <ul style="list-style-type: none"> <li>• Membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p>pemberitaan berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> <li>• Kumpulan hasil tes dan latihan.</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			penilaian lain		
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	<p><b>Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan / kejadian /peristiwa.</b></p> <p><i>Fungsi sosial</i></p> <p>Menelاندani, membacakan, bertindak teratur, teliti</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyimak berbagai contoh teks <i>recount</i> tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/diperdengarkan guru</li> <li>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>Siswa belajar menentukan gagasan</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks <i>recount</i></li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> </ul>	7 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/VCD/D</a></li> <li><a href="#">SUA RA GURU</a></li> <li><a href="#">Koran/majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>2.3</p> <p>Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9.Menganalisis fungsi sosial, struktur teks, dan</p>	<p>dan disiplin, melaporkan.</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis,</p>	<p>pokok, informasi rinci dan informasi tertentu dari teks recount</p> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,.</li> </ul>	<ul style="list-style-type: none"> <li>Kesesuaian format penulisan/penyampaian</li> </ul> <p><b>Cara Penilaian Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog dalam bentuk recount dalam kelompok / berpasangan/ didepan kelas</li> <li>Ketepatan dan kesesuaian dalam</li> </ul>		<ul style="list-style-type: none"> <li><a href="http://americanenglish.state.gov/files/resource_files">http://americanenglish.state.gov/files/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/man/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam teks <i>recount</i></p>	<p>dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dala</p>	<ul style="list-style-type: none"> <li>Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam <i>recount</i></li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari beberapa text <i>recount</i> dari berbagai sumber.</li> <li>Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks</li> <li>Siswa membacakan teks <i>recount</i> kepada teman</li> </ul>	<p>menggunakan struktur teks dan unsur kebahasaan dalam teks <i>recount</i></p> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>kesantunan saat melakukan</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/peristiwa, dengan memperhatikan fungsi sosial,</p>	<p>menceritakan kejadian/peristiwa yang sedang banyak dibicarakan.</p> <p>(2) Penyebutan kata benda</p> <p>(3) Ejaan dan tulisan tangan dan</p>	<p>dengan menggunakan unsur kebahasaan yang tepat</p> <ul style="list-style-type: none"> <li>Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text recount.</li> <li>Siswa secara berkelompok menuliskan /menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial,</li> </ul>	<p>menunjukkan tindakan - perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</p> <p>- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</p> <p>- Ketepatan dan kesesuaian</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks	<p>cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p>	<p>struktur, dan unsur kebahasaan dengan runtut</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>• Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks.</li> </ul>	<p>mengunakan strategi dalam membaca</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks <i>recount</i>.</li> <li>• Kumpulan karya siswa yang mendukung proses penulisan teks <i>recount</i></li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.	<ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> </ul>	<p>berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>• Siswa mempresentasikan di kelas</li> <li>• Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber.</li> <li>• Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <ul style="list-style-type: none"> <li>• Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</li> <li>• Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.</li> </ul>		
1.1.Mensyukuri kesempatan	<b>Teks naratif lisan</b>	<b>Mengamati</b>	Kriteria penilaian:	6 x 2 JP	<ul style="list-style-type: none"> <li>• <u>Audi o CD/</u></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>atan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung</p>	<p><b>dan tulis berbentuk legenda sederhana.</b></p> <p><i>Fungsi sosial</i></p> <p>Menela dani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan toko</p>	<ul style="list-style-type: none"> <li>Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru</li> <li>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>Siswa mengamati keteladanan dari cerita legenda</li> <li>Siswa belajar menemukan gagasan utama, informasi rinci dan informasi</li> </ul>	<ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks naratif</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan /</li> </ul>		<p><u>VCD</u> <u>/DV</u> <u>D</u></p> <ul style="list-style-type: none"> <li><u>SUA</u> <u>RA</u> <u>GUR</u> <u>U</u></li> <li><u>Kora</u> <u>n/</u> <u>majal</u> <u>ah</u> <u>berba</u> <u>hasa</u> <u>Inggr</u> <u>is</u></li> <li><u>www</u> <u>.daily</u> <u>engli</u> <u>sh.co</u> <u>m</u></li> <li><u>http:/</u> <u>/ame</u> <u>rican</u> <u>engli</u> <u>sh.sta</u> <u>te.go</u></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ng jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks</p>	<p>h dan setting</p> <p>b. Komplikasi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata terkait</p>	<p>tertentu dari teks legenda</p> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</li> <li>Siswa mempertanyakan gagasan utama, informasi rinci</li> </ul>	<p>penyampaian</p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas</li> <li>Menggunakan struktur teks dan unsur kebahasaan dalam</li> </ul>		<p><a href="#">v/file/s/ae/resource/files</a></p> <ul style="list-style-type: none"> <li><a href="http://learningenglish.council.org/en/">http://learningenglish.council.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda,</p>	<p>t karakter, watak, dan setting dalam legenda</p> <p>(2) Modal auxiliary verbs.</p> <p>(1) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p>	<p>dan informasi tertentu</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca beberapa text legenda dari berbagai sumber.</li> <li>Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</li> <li>Siswa melengkapi rumpang dari beberapa teks legenda sederhana</li> <li>Siswa secara berkelompok menuliskan /menyalin teks recount</li> </ul>	<p>teks naratif</p> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakuk</li> </ul>		



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sederhana	<p>(5) Ucapan, tekanan kata, intonasi, ketika meresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<p>dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <ul style="list-style-type: none"> <li>Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi</li> </ul>	<p>an Komunikasi</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>sosial, struktur, dan unsur kebahasaan</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyan g ditemukan setelah</li> </ul>	<ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>membaca teks legenda.</p> <ul style="list-style-type: none"> <li>• Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> <li>• Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber.</li> <li>• Siswa membuat</li> </ul>	<p>untuk dipublikasi</p> <ul style="list-style-type: none"> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		'learning journal'	khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan	<b>Lagu sederhana</b> <i>Fungsi sosial</i> Menghibur, menggunakan perasaan, mengajarkan pesan moral <i>Unsur kebahasaan</i>	<b>Mengamati</b> • Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya • Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar <b>Mempertanyakan</b>	<b>Pengamatan (observations):</b> Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - Perilaku tanggung jawab, peduli, kerjasama dan	2 x 2 JP	<ul style="list-style-type: none"> <li>• <a href="#">Audio CD/VCD/DVCD</a></li> <li>• <a href="#">www.youtube</a></li> <li>• <a href="#">SUA RA GURU</a></li> <li>• <a href="#">Koran/majalah berbahasa</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11. Menyebutkan</p>	<p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu</p> <p>(2) Ejaan dan tulisan tangan dan</p>	<ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</li> <li>Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membacakan lirik lagu yang</li> </ul>	<p>cinta damai dalam melaksanakan Komunikasi</p> <p>- Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu</p> <p>- Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</p> <p><b>Portofolio</b></p>		<p><u>Inggris</u></p> <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/americanenglish/ce_files">http://americanenglish.state.gov/files/americanenglish/ce_files</a></li> <li><a href="http://learnenGLISHBritishCouncil.org/en/">http://learnenGLISHBritishCouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.16. Menangkap makna lagu sederhana.</p>	<p>cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, keti-ka me-mpresen-tasi-kan secara</p>	<p>disalin kepada teman sebangku</p> <ul style="list-style-type: none"> <li>Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat</li> <li>Siswa berdiskusi tentang pesan lagu yang didengar</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar</li> </ul>	<ul style="list-style-type: none"> <li>Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu</li> <li>kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>lisa n</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<ul style="list-style-type: none"> <li>• Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu- lagu tersebut</li> <li>• Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat.</li> </ul>	<p>komentar atau cara penilaian lainnya</p> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

## APPENDIX 16

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

#### Experimental Class

Sekolah	: MAN 1 SURAKARTA
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X IPS 5 /Dua / Experimental Class
Materi Pokok	: Narrative Text
Skill	: Speaking
Alokasi Waktu	: 8 X 45 menit (empat kali pertemuan)

#### A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 :Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan peradaban terkait dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.



## B. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris .
	2.3 Menunjukkan perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.1.2 Menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman.
	3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat atau fabel, sesuai dengan konteks penggunaannya.	3.9.1 Mengenal fungsi sosial dan unsur kebahasaannya 3.9.2 Mengidentifikasi stuktur teks Naratif sederhana berbentuk legenda atau fabel sesuai dengan konteks penggunaannya
	4.15 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.	4.15.1 Mengidentifikasi gagasan utama, informasi rinci dari teks legenda atau fabel lisan 4.15.2 Mempresentasikan teks lisan untuk menceritakan kembali teks naratif sederhana

### **C. Tujuan Pembelajaran**

Setelah mempelajari materi Narrative teks, siswa diharapkan mampu:

1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris .

2.3.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.1.2 Menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman.

3.9.1 Mengenal fungsi sosial dan unsur kebahasaannya

3.9.2 Mengidentifikasi stuktur teks Naratif sederhana berbentuk legenda atau fabel sesuai dengan konteks penggunaannya

4.15.1 Mengidentifikasi gagasan utama, informasi rinci dari teks legenda atau fabel lisan

4.15.2 Mempresentasikan teks lisan untuk menceritakan kembali teks naratif sederhana

### **D. Materi Pembelajaran**

(Terlampir)

### **E. Metode Pembelajaran**

Pendekatan : Scientific Approach

Metode : TBLT (Teaching Based Language Teaching) Method

### **F. Media dan Sumber Pembelajaran**

1. Media

Laptop, LCD/ Proyektor, Speaker, Teks Narrative

2. Sumber Belajar

[www.google.com](http://www.google.com) , [www.youtube.com](http://www.youtube.com)

## G. Langkah-Langkah Pembelajaran

### Pertemuan 1

Pertemuan ( 90 menit )		
Kegiatan	Deskripsi	Alokasi Waktu
Kegiatan Awal	<ul style="list-style-type: none"><li>• Guru masuk ke kelas dan menyapa siswa dengan menggunakan Bahasa Inggris, “Good morning“agar English Environment dapat langsung tercipta. Setelah direspon, guru meminta ketua kelas untuk memimpin doa.</li><li>• Guru mengecek presensi siswa.</li><li>• Guru menanyakan keadaan siswa dengan menggunakan Bahasa Inggris “How are you? “</li><li>• Guru mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari, yaitu ungkapan memuji.</li><li>• Guru memberikan motivasi belajar tentang manfaat materi yang akan dipelajari dalam kehidupan sehari-hari.</li></ul>	15 menit
Kegiatan Inti	<b>Mengamati</b> <ul style="list-style-type: none"><li>• Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru dengan menggunakan PowToon video</li><li>• Siswa mengamati fungsi social, struktur dan unsur kebahasaannya</li><li>• Siswa mengamati keteladanan dari cerita legenda</li></ul>	60 menit

	<ul style="list-style-type: none"> <li>• Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</li> <li>• Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu dari video PowToon yang telah ditayangkan</li> <li>• Siswa membacakan teks narrative kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> <li>• Siswa menceritakan kembali beberapa teks fabel sederhana dengan unsur kebahasaan tepat</li> </ul> <p><b>Mengasosiasikan</b></p> <ul style="list-style-type: none"> <li>• Secara berpasangan siswa menganalisis teks fabel yang telah ditayangkan dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks fabel</li> <li>• Siswa menceritakan kembali teks legenda atau fabel sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> </ul>	
Kegiatan Akhir	<ul style="list-style-type: none"> <li>• Siswa mereview apa yang telah mereka pelajari.</li> <li>• Guru menginformasikan materi yang akan dipelajari pada pertemuan selanjutnya.</li> <li>• Guru mengucapkan, “ See you in the next meeting”.</li> </ul>	15 menit

## Pertemuan 2

Pertemuan ( 90 menit )		
Kegiatan	Deskripsi	Alokasi Waktu
Kegiatan Awal	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas dan menyapa siswa dengan menggunakan Bahasa Inggris, “Good morning“ agar English Environment dapat langsung tercipta. Setelah direspon, guru meminta ketua kelas untuk memimpin doa.</li> <li>• Guru mengecek presensi siswa.</li> </ul>	15 menit

	<ul style="list-style-type: none"> <li>• Guru menanyakan keadaan siswa dengan menggunakan Bahasa Inggris “How are you? “</li> <li>• Guru mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari, yaitu ungkapan memuji.</li> <li>• Guru memberikan motivasi belajar tentang manfaat materi yang akan dipelajari dalam kehidupan sehari-hari.</li> </ul>	
Kegiatan Inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa menyimak contoh teks fabel yang diberikan/ diperdengarkan guru minggu sebelumnya yang berjudul “The Goose and the Golden Eggs” melalui PowToon video</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>• Siswa menanyakan bagaimana cara mengucapkan kata-kata yang terdapat di teks narrative dengan pronunciation benar</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membacakan teks narrative “The Goose and the Golden Eggs” kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> <li>• Siswa menceritakan kembali teks legenda “The Goose and the Golden Eggs” sederhana dengan unsur kebahasaan tepat</li> </ul>	60 menit

	<p><b>Mengasosiasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks fabel “The Goose and the Golden Eggs”</li> </ul>	
Kegiatan Akhir	<ul style="list-style-type: none"> <li>• Siswa mereview apa yang telah mereka pelajari.</li> <li>• Guru menginformasikan materi yang akan dipelajari pada pertemuan selanjutnya.</li> <li>• Guru mengucapkan, “ See you in the next meeting”.</li> </ul>	15 menit

### Pertemuan 3

Pertemuan ( 90 menit )		
Kegiatan	Deskripsi	Alokasi Waktu
Kegiatan Awal	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas dan menyapa siswa dengan menggunakan Bahasa Inggris, “Good morning“ agar English Environment dapat langsung tercipta. Setelah direspon, guru meminta ketua kelas untuk memimpin doa.</li> <li>• Guru mengecek presensi siswa.</li> <li>• Guru menanyakan keadaan siswa dengan menggunakan Bahasa Inggris “How are you? “</li> </ul>	15 menit

	<ul style="list-style-type: none"> <li>• Guru mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari, yaitu ungkapan memuji.</li> <li>• Guru memberikan motivasi belajar tentang manfaat materi yang akan dipelajari dalam kehidupan sehari-hari.</li> </ul>	
Kegiatan Inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa menyimak video tentang fabel yang diberikan/ diperdengarkan guru minggu sebelumnya yang berjudul “The Goose and the Golden Eggs” melalui PowToon video</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>• Guru menanyakan ”How to pronounce this word?” pada saat memutar video</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa mengucapkan kata yang terdapat pada teks narrative “The Goose and the Golden Eggs” dengan menggunakan unsur kebahasaan yang tepat</li> <li>• Siswa menceritakan kembali teks legenda “The Goose and the Golden Eggs” sederhana dengan unsur kebahasaan tepat</li> </ul> <p><b>Mengasosiasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul>	60 menit



	<p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa unsure kebahasaan yang ditemukan setelah membaca teks fabel “The Goose and the Golden Eggs”</li> </ul>	
Kegiatan Akhir	<ul style="list-style-type: none"> <li>• Siswa mereview apa yang telah mereka pelajari.</li> <li>• Guru menginformasikan materi yang akan dipelajari pada pertemuan selanjutnya.</li> <li>• Guru mengucapkan, “ See you in the next meeting”.</li> </ul>	15 menit

#### Pertemuan 4

Pertemuan ( 90 menit )		
Kegiatan	Deskripsi	Alokasi Waktu
Kegiatan Awal	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas dan menyapa siswa dengan menggunakan Bahasa Inggris, “Good morning“ agar English Environment dapat langsung tercipta. Setelah direspon, guru meminta ketua kelas untuk memimpin doa.</li> <li>• Guru mengecek presensi siswa.</li> <li>• Guru menanyakan keadaan siswa dengan menggunakan Bahasa Inggris “How are you? “</li> <li>• Guru mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari, yaitu ungkapan memuji.</li> <li>• Guru memberikan motivasi belajar tentang manfaat materi yang akan dipelajari dalam kehidupan sehari-hari.</li> </ul>	15 menit

Kegiatan Inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyimak contoh teks fabel yang diberikan/ diperdengarkan guru minggu sebelumnya yang berjudul “The Goose and the Golden Eggs” melalui PowToon video</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>Siswa menanyakan bagaimana cara mengucapkan kata-kata yang terdapat di teks narrative dengan pronunciation benar</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menceritakan kembali teks legenda “The Goose and the Golden Eggs” sederhana dengan unsur kebahasaan tepat</li> </ul> <p><b>Mengasosiasikan</b></p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks fabel “The Goose and the Golden Eggs”</li> </ul>	60 menit
Kegiatan Akhir	<ul style="list-style-type: none"> <li>Siswa mereview apa yang telah mereka pelajari.</li> <li>Guru menginformasikan materi yang akan dipelajari pada pertemuan selanjutnya.</li> <li>Guru mengucapkan, “ See you in the next meeting”.</li> </ul>	15 menit

## H. PENILAIAN AUTENTIK

1. Jenis Penilaian : Sumatif
2. Teknik Penilaian : Unjuk Kerja (Performance) dan pengamatan langsung
3. Alat Penilaian : Terlampir
4. Rubrik Penilaian : Terlampir

## I. LAMPIRAN

### a. Materi Pembelajaran

#### 1. Definition of Narrative Text

A narrative text is an imaginative story to entertain people (teks narasi adalah cerita imajinatif yang bertujuan menghibur orang).

#### 2. Generic Structure of Narrative Text

- a. **Orientation** : It is about the opening paragraph where the characters of the story are introduced.(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)
- b. **Complication** : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang)
- c. **Resolution** : Where the problems in the story is solved. Masalah selesai, secara baik “happy ending” ataupun buruk “bad ending”.
- d. Coda / reorientation (optional) – lesson from the story

#### 3. The Characteristics / Language Feature of Narrative Text:

- a. Past tense (killed, drunk, etc)
- b. Adverb of time (Once upon a time, one day, etc)
- c. Time conjunction (when, then, suddenly, etc)
- d. Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- e. Action verbs. A verb that shows an action. (killed, dug, walked, etc)

- f. Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White"). The direct speech uses present tense

## **J. Alat Penilaian**

### **Speaking :**

Read the text correctly and understand the text then practice it in front of class with your partner to retell the story, practice it with a good pronunciation!

### **The Goose with the Golden Eggs**

There was a poor man who lived with his wife. They lived in an old house at the end of a village. Both the man and his wife were farmers. They reared some geese on their farm. The geese would lay eggs every day.

Then, the farmers would collect the eggs and sell them. They would get some money after selling the eggs.

One day, the farmer was surprised. One of the geese had laid a golden egg. "Come! Come and see this!" he called out to his wife. She came running to the coop. She was surprised to see the golden egg.

"Our goose has laid a golden egg!" she shouted happily. "We will be rich when we sell this golden egg!"

The farmer later went to town. He sold the golden egg to a goldsmith. He was happy to get a lot of money for it. "If the goose lays a golden egg each day, we will be very rich soon!" the farmer said to his wife. The farmer's wish came true. The next day, he went to see the goose again. It had laid another golden egg.

The farmer had a lot of money now. The goose laid a golden egg every day. The farmer and his wife became very rich and lived in a new house.

Soon, the farmer became greedy. One day, he had an idea. He believed that the goose had many golden eggs in its stomach.

"If I cut the goose's stomach, I will get more golden eggs," he thought. So, he took a knife and walked towards the coop. He cut open the goose's stomach. However, he could not find any golden eggs in the goose's stomach. The farmer was very disappointed. The farmer realized his mistake. The goose was dead and there was no more golden eggs.

### Rubrik Penilaian

#### LEMBAR PENILAIAN SIKAP SPIRITUAL

Nama Peserta Didik : .....

Kelas : .....

Materi Pokok : .....

Tanggal : .....

#### PETUNJUK

- Bacalah pernyataan yang ada di dalam kolom dengan teliti
- berilah tanda cek (√) sesuai dengan kondisi dan keadaan kalian sehari-hari

No	Aspek Pengamatan	TP	KD	SR	SL
1	Mengucapkan salam ketika akan presentasi				
2	Berdoa sebelum dan sesudah mengerjakan sesuatu				
	Jumlah Skor	10			

Keterangan :

- SL = Selalu , apabila selalu melakukan sesuai pernyataan
- SR = Sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan
- KD = Kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan
- TP = Tidak pernah, apabila tidak pernah melakukan

Petunjuk :

Lembaran ini diisi oleh guru untuk menilai sikap spiritual peserta didik. Berilah tanda cek (v) pada kolom skor sesuai sikap spiritual yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut :

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

#### LEMBAR PENILAIAN SIKAP SOSIAL

Nama Peserta Didik : .....

Kelas : .....

Materi Pokok : .....

Tanggal : .....

#### PETUNJUK

- Bacalah pernyataan yang ada di dalam kolom dengan teliti
- berilah tanda cek (√) sesuai dengan kondisi dan keadaan kalian sehari-hari

No	Aspek Pengamatan	TP	KD	SR	SL
1	Jujur dalam hal membuat teks deskriptif				
2	Percaya diri ketika mempresentasikan di depan kelas				
3	Bertanggung jawab dalam hal menyelesaikan tugas				
	Jumlah Skor				

Keterangan :

- SL = Selalu , apabila selalu melakukan sesuai pernyataan
- SR = Sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

- KD = Kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan
- TP = Tidak pernah, apabila tidak pernah melakukan

Lembar Pengamatan Sikap Peserta Didik

No.	Sikap	Keterbukaan	Ketekunan belajar	Kerajinan	Tanggung rasa	Kedisiplinan	Kerjasama	Ramah	Hormat pada orang tua	Kejujuran	Menepati janji	Kepedulian	Tanggung jawab
1													
2													
3													
4													
5													

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 4.

1 = kurang konsisten;

2 = cukup;

3 = mulai konsisten;

4 = konsisten;

**Penilaian Pengetahuan**

No	Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
1.	Mengidentifikasi struktur atau amanat yang terkandung dalam cerita The Goose with the Golden Eggs	Test lisan	Interview	What is the moral value of the story? What is the structure of this part of story?

2	Mengidentifikasi penggunaan grammar pada cerita The Goose with the Golden Eggs	Test lisan	Interview	What is the characteristic of the story?
3.	Memraktikkan menceritakan kembali fabel The Goose with the Golden Eggs dengan menggunakan pronunciation secara benar berdasarkan kasus	Test lisan	Interview	Please retell the story with good and correct pronunciation!

Table  
Pronunciation Scoring Rubric

No	Indicator	Score	Description
1	Vowels and Diphthong	19-25	<b><i>Eight sounds of vowels: /ə/, /ʌ/, /i:/, /ɪ/, /ε:/, /ʊə/, /eɪ/, /əʊ/.</i></b> Test taker is excellent to pronounce seven or all sounds of vowels.
		13-18	Two or three wrong sounds coming from eight sounds of vowels.
		7-12	Four or five wrong sounds coming from eight sounds of vowels.
		1-6	Six or more wrong sounds coming from eight sounds of vowels
2	Consonants	19-25	<b><i>Five sounds of consonants; /tʃ/, /ʃ/, /θ/, /dʒ/, /th /.</i></b> Test taker is excellent to pronounce five sounds of consonants.
		13-18	One or two wrong sound coming from five sounds of consonants.
		7-12	



		1-6	Two or three wrong sounds coming from five sounds of consonants. Three or more wrong sounds coming from five sounds of consonants.
3	Word Stress	19-25 13-18 7-12 1-6	<b>Three types of word syllable stress are stress of twosyllable, three-syllable, and four-syllable words, such as on the words: /diˈpɑ:t.mənt/, /ækˈses.ər.is/, /təˈmɒrəʊ/, /ˈməʊntɪn/, and /bɪˈni:θ/.</b> Test taker is excellent to pronounce all those types of word stresses. One mistake out of those types of word stresses. Two mistakes out of those types of word stresses. Three mistakes out of those types of word stresses
4	Intonation	19-25 13-18 7-12 1-6	<b>Three types of the intonation patterns: (a) statement, such as “I will take it.”; (b) yes-no question, such as “Is it good for me?”; and (c) wh-question, such as “What is it?”.</b> Test taker is excellent to pronounce all those types of intonation patterns. Test taker is good to pronounce those types of intonation patterns. Test taker is fair to pronounce those types of intonation patterns. Test taker is poor to pronounce those types of intonation patterns.
Total Score		100	

No	Nama	Score of Pronunciation														
		Vow and Diphth				Consonants				Word Stress				Intonation		
		VG	GD	GE	BD	VG	GD	GE	BD	VG	GD	GE	BD	VG	GD	GE
1																
2																
3																
4																

VG/Very Good : 19-25

GD/Good : 13-18

GE/Good Enough : 7-12

BD/Bad : 1-6

Surakarta, 3 Mei 2019

Mengetahui:

Guru Pamong

Peneliti

Nining,S.Pd, M.Hum

Henny Sulistyawati

## APPENDIX 17

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

#### Control Class

Sekolah	: MAN 1 SURAKARTA
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X IPS 4 /Dua/ Control Class
Materi Pokok	: Narrative Text
Skill	: Speaking
Alokasi Waktu	: 8 X 45 menit (empat kali pertemuan)

#### A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 :Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan peradaban terkait dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris .
	2.3 Menunjukkan perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.1.2 Menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman.
	3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat atau fabel, sesuai dengan konteks penggunaannya.	3.9.1 Mengenal fungsi sosial dan unsur kebahasaannya 3.9.2 Mengidentifikasi stuktur teks Naratif sederhana berbentuk legenda atau fabel sesuai dengan konteks penggunaannya
	4.15 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.	4.15.1 Mengidentifikasi gagasan utama, informasi rinci dari teks legenda atau fabel lisan 4.15.2 Mempresentasikan teks lisan untuk menceritakan kembali teks naratif sederhana

### **C. Tujuan Pembelajaran**

Setelah mempelajari materi Narrative teks, siswa diharapkan mampu:

1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris .

2.3.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.1.2 Menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman.

3.9.1 Mengenal fungsi sosial dan unsur kebahasaannya

3.9.2 Mengidentifikasi struktur teks Naratif sederhana berbentuk legenda atau fabel sesuai dengan konteks penggunaannya

4.15.1 Mengidentifikasi gagasan utama, informasi rinci dari teks legenda atau fabel lisan

4.15.2 Mempresentasikan teks lisan untuk menceritakan kembali teks naratif sederhana

### **D. Materi Pembelajaran**

(Terlampir)

### **E. Metode Pembelajaran**

Pendekatan : Scientific Approach

Metode : TBLT (Teaching Based Language Teaching) Method

### **F. Media dan Sumber Pembelajaran**

3. Media

Laptop, LCD/ Proyektor, Speaker, Teks Narrative

4. Sumber Belajar

[www.google.com](http://www.google.com) , [www.youtube.com](http://www.youtube.com)

## G. Langkah-Langkah Pembelajaran

### Pertemuan 1

Pertemuan ( 90 menit )		
Kegiatan	Deskripsi	Alokasi Waktu
Kegiatan Awal	<ul style="list-style-type: none"><li>• Guru masuk ke kelas dan menyapa siswa dengan menggunakan Bahasa Inggris, “Good morning“agar English Environment dapat langsung tercipta. Setelah direspon, guru meminta ketua kelas untuk memimpin doa.</li><li>• Guru mengecek presensi siswa.</li><li>• Guru menanyakan keadaan siswa dengan menggunakan Bahasa Inggris “How are you? “</li><li>• Guru mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari, yaitu ungkapan memuji.</li><li>• Guru memberikan motivasi belajar tentang manfaat materi yang akan dipelajari dalam kehidupan sehari-hari.</li></ul>	15 menit
Kegiatan Inti	<b>Mengamati</b> <ul style="list-style-type: none"><li>• Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru dengan menampilkan video melalui PowerPoint Presentation</li><li>• Siswa mengamati fungsi social, struktur dan unsur kebahasaannya</li></ul>	60 menit

	<ul style="list-style-type: none"> <li>• Siswa mengamati keteladanan dari cerita legenda</li> <li>• Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</li> <li>• Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu dari video yang ditampilkan melalui PowerPoint Presentation</li> <li>• Siswa membacakan teks narrative kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> <li>• Siswa menceritakan kembali beberapa teks fabel sederhana dengan unsur kebahasaan tepat</li> </ul> <p><b>Mengasosiasikan</b></p> <ul style="list-style-type: none"> <li>• Secara berpasangan siswa menganalisis teks fabel yang telah ditayangkan dengan</li> </ul>	
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	<p>fokus pada fungsi sosial, struktur, dan unsur kebahasaan</p> <ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks fabel</li> <li>• Siswa menceritakan kembali teks legenda atau fabel sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> </ul>	
Kegiatan Akhir	<ul style="list-style-type: none"> <li>• Siswa mereview apa yang telah mereka pelajari.</li> <li>• Guru menginformasikan materi yang akan dipelajari pada pertemuan selanjutnya.</li> <li>• Guru mengucapkan, “ See you in the next meeting”.</li> </ul>	15 menit

## Pertemuan 2

Pertemuan ( 90 menit )		
Kegiatan	Deskripsi	Alokasi Waktu
Kegiatan Awal	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas dan menyapa siswa dengan menggunakan Bahasa Inggris, “Good morning“ agar English Environment dapat langsung tercipta. Setelah direspon, guru meminta ketua kelas untuk memimpin doa.</li> </ul>	15 menit



	<ul style="list-style-type: none"> <li>• Guru mengecek presensi siswa.</li> <li>• Guru menanyakan keadaan siswa dengan menggunakan Bahasa Inggris “How are you? “</li> <li>• Guru mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari, yaitu ungkapan memuji.</li> <li>• Guru memberikan motivasi belajar tentang manfaat materi yang akan dipelajari dalam kehidupan sehari-hari.</li> </ul>	
Kegiatan Inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa menyimak contoh teks fabel yang diberikan/ diperdengarkan guru minggu sebelumnya yang berjudul “The Goose and the Golden Eggs” video yang ditampilkan melalui PowerPoint Presentation</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>• Siswa menanyakan bagaimana cara mengucapkan kata-kata yang terdapat di teks narrative dengan pronunciation benar</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membacakan teks narrative “The Goose and the Golden Eggs” kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> <li>• Siswa menceritakan kembali teks legenda “The Goose and the Golden Eggs” sederhana dengan unsur kebahasaan tepat</li> </ul>	60 menit

	<p><b>Mengasosiasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks fabel “The Goose and the Golden Eggs”</li> </ul>	
Kegiatan Akhir	<ul style="list-style-type: none"> <li>• Siswa mereview apa yang telah mereka pelajari.</li> <li>• Guru menginformasikan materi yang akan dipelajari pada pertemuan selanjutnya.</li> <li>• Guru mengucapkan, “ See you in the next meeting”.</li> </ul>	15 menit

### Pertemuan 3

Pertemuan ( 90 menit )		
Kegiatan	Deskripsi	Alokasi Waktu
Kegiatan Awal	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas dan menyapa siswa dengan menggunakan Bahasa Inggris, “Good morning“ agar English Environment dapat langsung tercipta. Setelah direspon, guru meminta ketua kelas untuk memimpin doa.</li> <li>• Guru mengecek presensi siswa.</li> <li>• Guru menanyakan keadaan siswa dengan menggunakan Bahasa Inggris “How are you? “</li> </ul>	15 menit

	<ul style="list-style-type: none"> <li>• Guru mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari, yaitu ungkapan memuji.</li> <li>• Guru memberikan motivasi belajar tentang manfaat materi yang akan dipelajari dalam kehidupan sehari-hari.</li> </ul>	
Kegiatan Inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa menyimak contoh teks fabel yang diberikan/ diperdengarkan guru minggu sebelumnya yang berjudul “The Goose and the Golden Eggs” video yang ditampilkan melalui PowerPoint Presentation</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>• Siswa menanyakan bagaimana cara mengucapkan kata-kata yang terdapat di teks narrative dengan pronunciation benar</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membacakan teks narrative “The Goose and the Golden Eggs” kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> <li>• Siswa menceritakan kembali teks legenda “The Goose and the Golden Eggs” sederhana dengan unsur kebahasaan tepat</li> </ul> <p><b>Mengasosiasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul>	60 menit

	<p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks fabel “The Goose and the Golden Eggs”</li> </ul>	
Kegiatan Akhir	<ul style="list-style-type: none"> <li>• Siswa mereview apa yang telah mereka pelajari.</li> <li>• Guru menginformasikan materi yang akan dipelajari pada pertemuan selanjutnya.</li> <li>• Guru mengucapkan, “ See you in the next meeting”.</li> </ul>	15 menit

#### Pertemuan 4

Pertemuan ( 90 menit )		
Kegiatan	Deskripsi	Alokasi Waktu
Kegiatan Awal	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas dan menyapa siswa dengan menggunakan Bahasa Inggris, “Good morning“ agar English Environment dapat langsung tercipta. Setelah direspon, guru meminta ketua kelas untuk memimpin doa.</li> <li>• Guru mengecek presensi siswa.</li> <li>• Guru menanyakan keadaan siswa dengan menggunakan Bahasa Inggris “How are you? “</li> <li>• Guru mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari, yaitu ungkapan memuji.</li> </ul>	15 menit

	<ul style="list-style-type: none"> <li>Guru memberikan motivasi belajar tentang manfaat materi yang akan dipelajari dalam kehidupan sehari-hari.</li> </ul>	
Kegiatan Inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyimak contoh teks fabel yang diberikan/ diperdengarkan guru minggu sebelumnya yang berjudul “The Goose and the Golden Eggs” video yang ditampilkan melalui PowerPoint Presentation</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>Siswa menanyakan bagaimana cara mengucapkan kata-kata yang terdapat di teks narrative dengan pronunciation benar</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membacakan teks narrative “The Goose and the Golden Eggs” kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> <li>Siswa menceritakan kembali teks legenda “The Goose and the Golden Eggs” sederhana dengan unsur kebahasaan tepat</li> </ul> <p><b>Mengasosiasikan</b></p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang</li> </ul>	60 menit

	ditemukan setelah membaca teks fabel “The Goose and the Golden Eggs”	
Kegiatan Akhir	<ul style="list-style-type: none"> <li>• Siswa mereview apa yang telah mereka pelajari.</li> <li>• Guru menginformasikan materi yang akan dipelajari pada pertemuan selanjutnya.</li> <li>• Guru mengucapkan, “ See you in the next meeting”.</li> </ul>	15 menit

## H. PENILAIAN AUTENTIK

1. Jenis Penilaian : Sumatif
2. Teknik Penilaian : Unjuk Kerja (Performance) dan pengamatan langsung
3. Alat Penilaian : Terlampir
4. Rubrik Penilaian : Terlampir

## I. LAMPIRAN

### b. Materi Pembelajaran

#### 1. Definition of Narrative Text

A narrative text is an imaginative story to entertain people (teks narasi adalah cerita imajinatif yang bertujuan menghibur orang).

#### 2. Generic Structure of Narrative Text

- e. **Orientation** : It is about the opening paragraph where the characters of the story are introduced.(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)
- f. **Complication** : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang)
- g. **Resolution** : Where the problems in the story is solved. Masalah selesai, secara baik “happy ending” ataupun buruk “bad ending”.
- h. Coda / reorientation (optional) – lesson from the story

#### 3. The Characteristics / Language Feature of Narrative Text:

- g. Past tense (killed, drunk, etc)
- h. Adverb of time (Once upon a time, one day, etc)
- i. Time conjunction (when, then, suddenly, etc)
- j. Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- k. Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- l. Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense

## **J. Alat Penilaian**

### **Speaking :**

Read the text correctly and understand the text then practice it in front of class with your partner to retell the story, practice it with a good pronunciation!

### **The Goose with the Golden Eggs**

There was a poor man who lived with his wife. They lived in an old house at the end of a village. Both the man and his wife were farmers. They reared some geese on their farm. The geese would lay eggs every day.

Then, the farmers would collect the eggs and sell them. They would get some money after selling the eggs.

One day, the farmer was surprised. One of the geese had laid a golden egg. "Come! Come and see this!" he called out to his wife. She came running to the coop. She was surprised to see the golden egg.

"Our goose has laid a golden egg!" she shouted happily. "We will be rich when we sell this golden egg!"

The farmer later went to town. He sold the golden egg to a goldsmith. He was happy to get a lot of money for it. "If the goose lays a golden egg each day, we will be very rich soon!" the farmer said to his wife. The farmer's

wish came true. The next day, he went to see the goose again. It had laid another golden egg.

The farmer had a lot of money now. The goose laid a golden egg every day. The farmer and his wife became very rich and lived in a new house.

Soon, the farmer became greedy. One day, he had an idea. He believed that the goose had many golden eggs in its stomach.

"If I cut the goose's stomach, I will get more golden eggs," he thought. So, he took a knife and walked towards the coop. He cut open the goose's stomach. However, he could not find any golden eggs in the goose's stomach. The farmer was very disappointed. The farmer realized his mistake. The goose was dead and there was no more golden eggs.

### Rubrik Penilaian

#### LEMBAR PENILAIAN SIKAP SPIRITUAL

Nama Peserta Didik : .....

Kelas : .....

Materi Pokok : .....

Tanggal : .....

#### PETUNJUK

- Bacalah pernyataan yang ada di dalam kolom dengan teliti
- berilah tanda cek (√) sesuai dengan kondisi dan keadaan kalian sehari-hari

No	Aspek Pengamatan	TP	KD	SR	SL
1	Mengucapkan salam ketika akan presentasi				
2	Berdoa sebelum dan sesudah mengerjakan sesuatu				
	Jumlah Skor	10			

Keterangan :

- SL = Selalu , apabila selalu melakukan sesuai pernyataan
- SR = Sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan



- KD = Kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan
- TP = Tidak pernah, apabila tidak pernah melakukan

Petunjuk :

Lembaran ini diisi oleh guru untuk menilai sikap spiritual peserta didik. Berilah tanda cek (v) pada kolom skor sesuai sikap spiritual yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut :

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

#### LEMBAR PENILAIAN SIKAP SOSIAL

Nama Peserta Didik : .....

Kelas : .....

Materi Pokok : .....

Tanggal : .....

#### PETUNJUK

- Bacalah pernyataan yang ada di dalam kolom dengan teliti
- berilah tanda cek (√) sesuai dengan kondisi dan keadaan kalian sehari-hari

No	Aspek Pengamatan	TP	KD	SR	SL
1	Jujur dalam hal membuat teks deskriptif				
2	Percaya diri ketika mempresentasikan di depan kelas				
3	Bertanggung jawab dalam hal menyelesaikan tugas				
	Jumlah Skor				

Keterangan :

- SL = Selalu , apabila selalu melakukan sesuai pernyataan
- SR = Sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan
- KD = Kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan
- TP = Tidak pernah, apabila tidak pernah melakukan

Lembar Pengamatan Sikap Peserta Didik

No.	Sikap	Keterbukaan	Ketekunan belajar	Kerajinan	Tenggang rasa	Kedisiplinan	Kerjasama	Ramah	Hormat pada orang tua	Kejujuran	Menepati janji	Kepedulian	Tanggung jawab
1													
2													
3													
4													
5													

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 4.

1 = kurang konsisten;

2 = cukup;

3 = mulai konsisten;

4 = konsisten;

**Penilaian Pengetahuan**

No	Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
1.	Mengidentifikasi struktur atau amanat yang terkandung dalam cerita	Test lisan	Interview	What is the moral value of the story?

	The Goose with the Golden Eggs			What is the structure of this part of story?
2	Mengidentifikasi penggunaan grammar pada cerita The Goose with the Golden Eggs	Test lisan	Interview	What is the characteristic of the story?
3.	Memraktikkan menceritakan kembali fabel The Goose with the Golden Eggs dengan menggunakan pronunciation secara benar berdasarkan kasus	Test lisan	Interview	Please retell the story with good and correct pronunciation!

Table  
Pronunciation Scoring Rubric

No	Indicator	Score	Description
1	Vowels and Diphthong	19-25	<b><i>Eight sounds of vowels: /ɔ/, /ʌ/, /i:/, /i/, /ε:/, /ʊə/, /eɪ/, /əʊ/.</i></b> Test taker is excellent to pronounce seven or all sounds of vowels.
		13-18	Two or three wrong sounds coming from eight sounds of vowels.
		7-12	Four or five wrong sounds coming from eight sounds of vowels.
		1-6	Six or more wrong sounds coming from eight sounds of vowels
2	Consonants	19-25	<b><i>Five sounds of consonants; /tʃ/, /ʃ/, /θ/, /dʒ/, /th /.</i></b> Test taker is excellent to pronounce five sounds of consonants.

		13-18	One or two wrong sound coming from five sounds of consonants.
		7-12	Two or three wrong sounds coming from five sounds of consonants.
		1-6	Three or more wrong sounds coming from five sounds of consonants.
3	Word Stress		<b><i>Three types of word syllable stress are stress of twosyllable, three-syllable, and four-syllable words, such as on the words: /di'pa:t.mənt/, /ək'ses.ər.is/, /tə'mprəʊ/, /'maʊntɪn/, and /bi'ni:θ/.</i></b>
		19-25	Test taker is excellent to pronounce all those types of word stresses.
		13-18	One mistake out of those types of word stresses.
		7-12	Two mistakes out of those types of word stresses.
		1-6	Three mistakes out of those types of word stresses
4	Intonation		<b><i>Three types of the intonation patterns: (a) statement, such as “I will take it.”; (b) yes-no question, such as “Is it good for me?”; and (c) wh-question, such as “What is it?”.</i></b>
		19-25	Test taker is excellent to pronounce all those types of intonation patterns.
		13-18	Test taker is good to pronounce those types of intonation patterns.
		7-12	Test taker is fair to pronounce those types of intonation patterns.

		1-6	Test taker is poor to pronounce those types of intonation patterns.
Total Score		100	

No	Nama	Score of Pronunciation														
		Vow and Diphth				Consonants				Word Stress				Intonation		
		VG	GD	GE	BD	VG	GD	GE	BD	VG	GD	GE	BD	VG	GD	GE
1																
2																
3																
4																

VG/Very Good : 19-25

GD/Good : 13-18

GE/Good Enough : 7-12

BD/Bad : 1-6

Surakarta, 3 Mei 2019

Mengetahui:

Guru Pamong

Peneliti

Nining,S.Pd, M.Hum

Henny Sulistyawati

**APPENDIX 18**

**Photograph of Students' Activity**



APPENDIX 19

TABEL L  
 Nilai Kritis L Untuk Uji Lilliefors

Ukuran Sampel	Taraf Nyata ( $\alpha$ )				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,221	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,289	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
	<u>1,031</u>	<u>0,886</u>	<u>0,805</u>	<u>0,768</u>	<u>0,736</u>
n > 30	$\sqrt{n}$	$\sqrt{n}$	$\sqrt{n}$	$\sqrt{n}$	$\sqrt{n}$

Sumber : Conover. W.G. Practical Nonparametric Statistics, Joan Wiley & Sons Inc., 1973

*Liliefors Table*

APPENDIX 20

TABEL II  
NILAI-NILAI DALAM DISTRIBUSI t

α untuk uji dua pihak (two tail test)						
	0,50	0,20	0,10	0,05	0,02	0,01
α untuk uji satu pihak (one tail test)						
dk	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,985	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,804
5	0,727	1,478	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,308	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,326	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

The t distribution table



## APPENDIX 21



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KOTA SURAKARTA  
MADRASAH ALIYAH NEGERI 1 SURAKARTA  
Jalan Sumpah Pemuda No 25 Banjarsari, Surakarta 57136  
Telepon (0271) 852066; Faksimili (0271) 854605  
Website : www.mansurakarta.sch.id

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SURAT KETERANGAN  
NOMOR 282 /Ma.11.57/PP.00.6/06/2019

Yang bertanda tangan di bawah ini,

Nama : Drs. H. Slamet Budiyo, M.Pd  
NIP : 196511111994031013  
Jabatan : Kepala MAN 1 Surakarta

dengan ini menerangkan bahwa

No	Nama	NIM	Jurusan / Fakultas	Perguruan Tinggi
1.	Henny Sulistyawati	153221006	Pendidikan Bahasa Inggris / Fakultas Adab	IAIN Surakarta

Telah selesai melaksanakan penelitian sesungguhnya di MAN 1 Surakarta pada tanggal 26 April s.d. 18 Mei 2019 sebagai bahan tugas akhir kuliah / Skripsi, dengan judul :

*'The Use of Powtoon Animation Video to Teach Students' Pronunciation as Part of Speaking Skill  
(An Experimental Study at The Tenth Grade of MAN 1 Surakarta in Academic Year of 2018/2019'*

Demikian surat keterangan ini dibuat dan dapat dipergunakan sebagaimana mestinya.

Surakarta, 19 Juni 2019  
Kepala  
  
Slamet Budiyo

