THE EFFECT OF USING CONCEPT CARTOON TO INCREASE STUDENTS SPEAKING MOTIVATION AT MTS N 6 AGAM

A Thesis

***Submitted as a partial fulfillment of the requirement for the Degre of Sarjana Pendidikan* (S.Pd)**



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ABSTRACT

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This research was aimed to discover the effect of using concept cartoon to increase students speaking motivation at the seventh grade of junior high school. It was done at MTsN 6 Agam. The researcher found some problems, there were the students have difficulty in speaking front of the class. First, lack of encouragement or support from the environment. Second, anxiety or fear of speaking in front of class. Then, learning process that is less varied and less interesting media so that students are not motivated to learn English.

This research used experimental research with quasi experimental design by using pre-questionnaire and post-questionnaire experimental and control group design. The population of this research was eight classes at seventh grade students in MTsN 6 Agam that taught by the same ability consisted of 253 students. To determine the sample the researcher used using simple random sampling. The samples were 7.6 as the experimental class and 7.9 as the control class. The data were got from the result of students speaking in the pre-questionnaire and post-questionnaire.

The results of the paired sample t-test showed that the t value of 0,000 was smaller than the significance value of 0,05 with 31 degrees of freedom. The researcher rejected the null hyphothesis and accept the alternative hyphothesis, which showed that the use of concept cartoons had a significant effect on the learning motivation of MTs N 6 Agam class VII students in speaking. This study reveals that the use of the concept cartoons can increase students motivation to speak.

Key words : Concept Cartoon, Teaching, Students Motivation, Speaking

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English learning is encountered from an early age to advanced schooling. It is an extremely important language to learn as it is used worldwide. From elementary to higher education, learning English is mandatory for students, given its use in various aspects of education and even in jobs, from science education that uses English to the latest technology, arts, and culture, all competing globally in English. Also keep up with the world because the whole world uses English.

In English learning, there are four skills that must be mastered: listening, speaking, writing, and reading. One of the things in learning is speaking. It is a crucial skill because without speaking, the learning process will not proceed smoothly. Through speaking, communication processes effectively, as even a slight mistake in speech can alter the intended meaning. This applies to the interactions between students and teachers, teachers and students, as well as among students.

Speaking is done to acquire knowledge in any form. By speaking, we can delve deeper into knowledge. Like asking, there's a proverb that says, "Shame to Ask is lost on the Road," yes, just like speaking because asking requires speaking first. Speaking holds utmost importance in the teaching and

learning process as it ensures the smooth and effective flow of education. Without speaking, the learning process may encounter challenges, hindering the clarity of material delivery. Through this, we delve into a deeper understanding, acquiring and studying knowledge more profoundly.

It has not been easy to achieve good speaking skills and fluency in expressing thoughts. Various strategies or planning methods have to be applied to attain effective speaking. According to (Ratminingsih, 2017) one of these is the concept cartoon strategy, where students are presented with cartoons or images during their learning process. They are prompted to think and express ideas through speaking about the content of the cartoon.

According to (Naylor & Keogh., 2013) concept cartoon is the form of picture, ideas, context and use them to encourage cognitive conflict and argumentation, and student involvement in teaching and learning where students must understand cartoon picture and examine them and give and say sentences that are suitable for the images and situations given. The main developments in the nature and format of concept cartoons were identified. This recognized several key implications in the teaching and learning process, including using them to foster cognitive conflict and argumentation, employing them for formative assessment, challenging misconceptions, and enhancing motivation and engagement.

According to (Yilmaz et al., 2021) said that concept cartoon improved the speaking skill of the 3rd grade elementary school students. It can be said

that teaching with concept cartoon is effective in improving students speaking skills in general and specifically the language and expression, content and presentation subcomponents of these skills. Based on previous studies and research, concept cartoon have improved students language skills. Concept cartoon have improved students speaking skills. The relationship between concept cartoons and speaking skills arises from the learning process, as concept cartoons require students to articulate their ideas and opinions based on the given task.

According to (BAYSAL & GÜLTEKİN, 2023) said that concept cartoon increase motivation and speaking skills in English. (Yilmaz, 2021) said that concept cartoon improved the speaking skills. Ni Made (Ratminingsih, 2017) said concept cartoon have several shortcomings such as limited topic selection. In previous research examined improve the speaking skills, speaking ability and motivation. While at Mts N 6 Agam students have a lack of interest in speaking English in class. Students have difficulty in speaking English and the problem is mispronunciation which is caused by the environment of students who are very lacking in the use of English, and how to Increase students' confidence in speaking learning English.

However challenges arise, as observed in Mts N 6 Agam, where common issues in Indonesian schools persist. Students often hesitate to communicate with their teachers through speaking processes, reluctance to practice speaking processes, to practice speaking directly, embarrassment in

mentioning English words in class, and lack of confidence in expressing opinions. This is influenced by cultural factors, where students fear mockery for pronunciation mistakes in English. At school, particularly in seven grade, class seven five, the implementation of the Merdeka Curriculum has emphasized active students participation in the teaching and learning process. The curriculum sets a graduation standard of 75 for the English subject. However the researcher identified challenges among students, specifically in speaking.

Based on preliminary research by direct observation and interview in October, 25th until November 2023, with 10 students 7th grade of MT's N 6 Agam October 25th, until November 2023. Some of the problems found are the same as results of interviews with students. First, lack of encouragement or support from the environment, from peers students feel insecure when friends laugh at them if they say the wrong thing.

Second, anxiety or fear of speaking in front of class, which can inhibit students from expressing themselves freely and confidently, then social problems from the environment of their friends who when their friends laugh so that students are reluctant to pronounce words in English and even speak in English. So that rather than being wrong in pronouncing they prefer to be silent in learning and lack of motivation. So it is concluded that students find it difficult to speak English because of the element of unfamiliarity.

Third, learning process that is less varied and less interesting media so that students are not motivated to learn English. Students prefer learning that attracts attention so that students are motivated to learn more actively, especially in speaking motivation.

Based on the problem above the researcher interested to try making a concept cartoon to increase students speaking skills with the title "*The Effect of Using Concept Cartoon to increase students Speaking motivation at Mts N 6 Agam".*

B. Identification of the Problem

Based on the background above, there are some problems that can be identify as follows :

1. Lack of encouragement or support from the environment. Students prefer silent in learning and lack of motivation.
2. Social environmental factors influencing students, anxiety or fear of speaking in front of class.
3. Lack of habit in using English during English lessons, students would rather be silent than motivated to speak. learning process that is less varied and less interesting media so that students are not motivated to learn English.

C. Limitation of the Problem

Based on the identification of the problem, the researcher limits the scope of the problem is the effect of using Concept cartoon in Speaking at Mts N 6 Agam. Concept cartoon focus on at students motivation to speak English in English learning.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem in this research is formulated in the following questions:

1. Is there any significant effect of using concept cartoon on the students speaking motivation at Mts N 6 Agam?
2. Is there any significant difference between students who use concept cartoon strategy and students who do not use concept cartoon strategy on speaking motivation?
3. Are students speaking motivation of students who use concept cartoon strategy is better than students who do not use concept cartoon strategy?

E. Purpose of the Research

Related to the formulation of the problem above, the researcher presents the purpose of the study as follows:

1. To find out if there is a significant effect of using concept cartoon on students speaking motivation.

2. To find out the significant difference in speaking motivation between students who use concept cartoon and students who do not use concept cartoon.
3. To find out the students motivation of speaking in students who use concept cartoon and students who do not use concept cartoon.

F. Significance of the Research

The result of the research will expect to give contribution to:

a. Theoretically

This research is expected to be a reference for other research who wants to conduct research on the effect of concept cartoon or students speaking motivation for students in vocational schools or at universities.

b. Practically

1. For students, this research will be useful in improving speaking motivation in English learning.
2. For teacher, this research is useful for teacher in adding learning strategies using cartoon concept in English learning.
3. For researcher, as a partial fulfillment of the requirements to obtain a strata one at UIN Bukittinggi

4. For future researchers, hopefully this research will be useful for future researchers as a reference for conducting further research related to students speaking motivation in English learning.

G. Definition of Key Terms

1. Effect

   Effect is a change brought about in something or someone by another person or thing. Effect is a noun used to indicate the consequence of a result, an outcome, or an influence.

2. Speaking

   Speaking is the main thing in communication and is highly necessary because without speaking, we won't know the message that will be conveyed, so without speaking communication breakdowns occur.

3. Concept cartoon

   Concept cartoon is a strategy to improve speaking motivation by using pictures that involve critical thinking skills, language skills and speaking morivation in conveying the ideas contained in the pictures provides.

4. Motivation

   According (Schunk., 2008) motivation is the process of giving spirit, direction, and persistence to behavior. Motivated behavior is behavior that is full of energy, purposeful, and lasting. Motivation is an

impulse that arises in a person consciously or unconsciously to take an action with a specific purpose. For those of you who are discouraged or sad, motivational words might just get you back on your feet.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literatures

1. Speaking

a. Definition of Speaking

Speaking is a crucial skill because without speaking, the learning process will not proceed smoothly. Through speaking, communication processes effectively, as even a slight mistake in speech can alter the intended meaning. This applies to the interactions between students and teachers, teachers and students, as well as among students. Speaking is one of the four English skills that play an important role in mastering all English skills. Speaking skills are the key to success in career or work and social interaction. Speaking makes it easier to convey messages orally or verbally. When someone speaks, communicates and uses language to express his linguistics ideas, feelings and thoughts among many others.

According to (Oudah et al., 2021) speaking is a skill that a person uses to communicate in everyday life, both at school and outside of school. Speaking is an activity that involves two or more people where the participants are listeners and speakers who must do what they hear and contribute at a high speed. Speaking is an

important part of language teaching as it is one of the four basic language skills. Speaking in a foreign language to share understanding with others requires attention to specific language accuracy. A speaker needs to find the most appropriate words and correct grammar to express meaning accurately and specifically and needs to organize the discourse so that listeners can understand it.

According to (Z Kamal, 2019) speaking is an interactive process of constructing meaning that involves the production, reception and processing of information. Speaking is often considered and underrated skill. Perhaps this is because almost all of us can speak, so we take the skill for granted. Speaking is often regarded as a popular form of expression, which uses non prestigious colloquialisms literary skills as a whole are more valued. This means that speaking is a skill which people can use in a variety of ways of expression such as with gestures, body movements, and signs or symbols.

Based on the above statements, it can be concluded that speaking is a productive skill. Speaking is conveying the meaning of language so that the listener receives the correct information. It can be concluded that speaking is a very useful and influential from the two author's opinions. Both authors say that speaking is the process of conveying information between two or more people.

b. The Principles of Speaking

According to (Z Kamal, 2019) speaking well teaches to achieve learning where students master English. The teacher should use the principles of speech technique design, such as:

a) Focus on both fluency and accuracy depending on your objective.

In today's enthusiastic interactive language learning, we can easily slip into a model where we provide stimulating content based interactive activities that do not use grammar or pronunciation advice. We need to consider the different needs of students, from language based focus to precise message based focus to communication meaning and fluency.

b) Provide an intrinsically motivational technique.

Experiment with speaking times to appeal to students ultimate goals and interests, their need for knowledge, status, achievement of competence and autonomy, and for "Being All that They can be" even with techniques that don't ecstasy students, help them see how the activity benefits them. Often English students do not know why we do certain things here it is usually worth telling them.

c) Encourage the use of authentic language in meaningful contexts.

This theme is repeated over and over in this book, a reminder that finding meaningful communication is not easy. We all succumb to the temptation to do, for example, a little grammar exercise where we go by one to choose the correct answer. It takes energy and creativity for real connection, but with a stock of teacher resource materials, it can be done.

d) Provide appropriate feedback and corrections.

In most EFL situations, students are completely dependent on the teacher for useful language feedback. In the event of an interruption, they may such feedback “out there” beyond the classroom, but even then you have the opportunity to be very useful it is H. Douglas Brown, principles of language learning and teaching fourth edition. It is important that you use your English language skills and give appropriate corrective feedback in the moment.

e) Take advantage of the natural link between speaking and listening.

Of course, many interactive techniques that involve speaking also involve listening. Do not miss the opportunity to combine these two skills. While you can focus on speaking goals, listening goals can naturally overlap and the two skills can reinforce each other. Language production skills are often acquired through comprehension.

f) Allows students to initiate oral communication.

A typical classroom interaction is characterized by the teacher starting with language. We ask questions, guide and inform, and provide information, and students have been conditioned only to "speak when spoken to". Partial oral communication skills include the ability to start a conversation, name topics, ask questions, direct the conversation, and change the subject.

g) Promotes the development of speaking strategies.

The concept of knowledge strategies is one that beginning language learners are aware of. They simply did not think about developing their own personal strategies to achieve their oral communication goals.

Another expert is (H.Douglas Brown, 2015) has the same meaning :

a) Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message based focus on interaction, meaning and fluency.
b) Provide intrinsically motivating techniques.
c) Encourage the use of authentic language in meaningful contexts.
d) Provide appropriate feedback and correction.
e) Capitalize on the natural link between speaking and listening.
f) Give students opportunities to initiate oral communication.
g) Encourage the development of speaking strategies.

Based on the two opinions of (Z Kamal, 2019) and (H.Doughlas Brown, 2015) the two authors have the same two principles can be seen from the points that are not much different and the same meaning which focuses on fluency and accuracy, technique, meaningful language, the link between speaking and listening. It is clear that the accuracy of speaking and the information conveyed can be received properly.

c. Types of Speaking

According to (H.Douglas Brown, 2015) students are expected to present six different speech presentations in the

classroom. They are imitative, intensive, reactive, transactional, interpersonal and comprehensive.

a) Imitative

Imitative classroom activity gives students the opportunity to listen and repeat verbally specific parts of the language that can cause language difficulties, either phonological or grammatical. It also provides limited practice through repetition. One might think that exercise or repetition ends with an imitative classroom activity.

b) Intensive

Intensive speaking goes beyond imitation and includes all speaking performances aimed at improving phonological or grammatical ability. Intensive speaking can be self-initiated or part of pair work exercise where students examine specific language forms.

c) Responsive

In classroom, student's communication is highly reactive. It is a series of short responses to teacher or student questions or comments. These answers are usually sufficient and do not lead to discussion.

d) Transactional (dialogue).

This means that two or more people communicate with each other to share information. Transactional language used to transfer or exchange certain data is an extended form of reactive language. In other words, this type deals with other people with the aim of getting the information we want to know.

e) Interpersonal (dialogue)

Interpersonal communication is more about maintaining social relationships than communicating facts and information. These dialogs are more difficult for students to understand as they may include all or some of the following aspects.

f) Extensive (monologue)

Intermediate and advanced students are asked to produce an extended monologue in the form of an oral presentation, summary or perhaps a short speech. The notes are more formal and well thought out. These monologues can be planned or improvised. A monologue is a conversation. A technique in which one speaks to oneself.

Another expert to (Monjoki, 2021) it has five types of speaking these include imitative, intensive, responsive, interactive, extensive.

a) Imitative speaking is a type of speaking by imitating. The activity emphasized in this type of speaking is the ability of students to imitate or repeat what they hear such as words, sentences, even conversations with correct pronunciation, for example, the activity “repeat after me”

b) Intensive speaking is a type of speaking that emphasizes student’s linguistic abilities such as mastery of grammar, phonology such as intonation, stress, rhythm. Intensive speaking requires students to produce spoken language that shows grammar, phrase, lexical. Activities such as reading aloud assess intonation, stress patterns, and rhythm. Test basic grammar skills (longer than imitative).

c) Responsive speaking is a type of speaking that emphasizes student’s ability to speak English spontaneously by asking and answering short questions such as short conversation, greetings and small talk, simple requests and comments. This type emphasizes the authenticity of the activities carried out where it is related to real life.

d) Interactive speaking. So between responsive speaking and interactive speaking, the difference is in the length of the conversation and the number of participants involved in a conversation where interactive speaking involves more participants who enliven the conversation and the conversation

is more complex. For example, transactional conversations (done with the purpose of getting information as in the example conversations a and b) and interpersonal (done with the purpose of socializing such as greetings).

e) Extensive speaking is more like monologue speaking such as speeches, presentations, storytelling, etc. Where the interaction between the speaker and the listener is very limited or even nonexistent. Language style and word choice are usually more planned. Extensive listening is done with the aim of improving English speaking skills.

Based on the two experts can be concluded that the types of Brown are more complete and detailed starting from imitative students are told to listen, intensive, responsive, transactional dialog, interpersonal dialog and extensive monologue. Meanwhile, according to Monjoki there are only five types which are almost the same as brown, namely imitative, intensive, responsive, interactive, and extensive. Based on two opinions it was concluded that learning to speak does not have to be face to face, it can also be by utilizing existing technology such as radio if you can now use zoom meetings by watching video tutorials and many other learning media.

d. Aspects of Speaking

There are several aspects in speaking according to Douglas Brown (2001) including:

1) Pronunciation

Pronunciation is the way words are pronounced, including voice articulation, stress patterns, and intonation. It involves the correct production of each sound as well as the rhythm and melody of speech in a given language. Correct pronunciation is essential for effective communication, as it contributes to clarity and understanding during verbal interactions. In language learning, pronunciation is a very important aspect, as it not only affects how well a speaker can be understood but also affects the speaker's overall language proficiency. Thus, accurate pronunciation requires mastery of language sounds, an understanding of intonation patterns, and an awareness of stress and rhythm in words and sentences.

2) Vocabulary

Vocabulary is a fundamental component of language proficiency, including the ability to speak. Vocabulary refers to a series of words that are known and used when speaking.

Good vocabulary knowledge will make it easier for speakers to convey ideas, thoughts and information when talking. Therefore, in speaking it is very necessary to master vocabulary.

3) Accuracy and fluency

Accuracy refers to the correctness and precision of language use. It involves using the right grammar, vocabulary, and pronunciation to convey a message without errors. Meanwhile, Fluency is the ability to express oneself smoothly and coherently, without unnecessary pauses or disruptions. It involves the speed and flow of speech. In language learning, finding the right equilibrium between accuracy and fluency is important. This is because accuracy ensures precision and fluency contributing to the overall naturalness and effectiveness of communication.

In addition, according to (Thorn bury., 2005) there are four aspects in speaking:

1) Grammar and Vocabulary

Grammar is the structure and rules that govern the formation of sentences in a language, while Vocabulary is the words or lexicon that speakers know and use in their communication.

2) Discourse Management

Discourse management is the skill to articulate thoughts and viewpoints in speech that is logical and interconnected.

3) Pronunciation

Pronunciation is the ability to produce comprehensible utterance to fulfill the task requirements.

4) Interactive communication

Interactive communication is the ability to respond appropriately and at the required speed and rhythm to fulfill the task requirements.

Based on the expert opinion above, there are several important aspects that must be mastered in speaking including vocabulary, grammar, pronunciation, fluency and accuracy and interactive communication and interactive communication. These two opinions have slight differences but they are both important aspects of speaking. Where these aspects become a benchmark in whether or not to speak.

e. Assesing speaking

The assessment of speaking is the most important aspect of the language test. However, speaking is a complex skill among other

evaluated English speaking, because many criteria such as peonounciation, vocabulary, grammar, fluency, understanding must be evaluated when speaking. In addition, the administration of the speaking test is quite difficult because it is not efficient and sufficient to test the speaking of a large number of students in a limited time.Other skills are assessed with a paper and pencil test, but speaking cannot. Students speaking skills must be measured by an oral test, speaking test usually used by teachers and practitioners to learn about students speaking are face to face speaking interview, discussion, role plays, story telling, oral presentations, etc. In fact,

(Kemtong., 2012) said that in her journal, About a speaking test in teaching and learning English to assess students speaking studets and interviewers. It is right that conversation is most often used to measure speaking because it is the easiest and most direct way to learn students skills. With the interview, the inspector explains the speaking of the students and gets the information from the students in depth. According to (Nurhayati., 2011) also used a student speaking test in his research. A dialogue speaking task and monologue speaking task. In the dialogue speech students should work in pairs to prepare a 3 minute dialogue using the expressions studied from an English language course. Students were given the opportunity to practice the dialogue before taking the exam. In the

monologue task, students are asked to give their opinion on a topic orally within one minute.

Therefore, in this study use monolog test and is used to assess students speaking and questionnaire to assess students speaking motivation, because it is easy and good to get in depth information about students abilities. The test is evaluated with five criteria : they are pronounciation, grammar, vocabulary, fluency and comprehension. The five criteria are components of speaking. In this study, students are evaluated according to five components of speaking motivation scale points by (Sugiyono., 2013).

f. Speaking motivation

Motivation is very important in everything we do. It is our strength to be the best at something. In addition, motivation is really necessary in teaching and learning. Motivation makes teaching and learning easier and more interesting. It is very good if both the teacher and the students motivate each other in teaching and learning.

(Schunk., 2008) said that motivation is divided into two parts, extrinsic motivation and intrinsic motivation.

1) **Extrinsic motivation** that is involved in taking action to achieve a goal. Extrinsically motivated students participate in

activities because they believe that. Participation will lead to a desired outcome, such as a reward, teacher praise, or punishment. (Oemar hamalik., 1995) said that extrinsic motivation caused by factors external to the situation. (Santrock., 2004) said that extrinsic motivation causes someone to do something to get something else. In other words, it is a means to get something. Motivation comes from external incentives such as rewards and punishments.

According to (Gardner and lambert's., 1972) extrinsic motivation has two main types integral motivation and instrumental motivation.

a) **Integral motivation**, students should be attracted to the target culture. Linguistic community. It includes reasons for students to learn the language. To reinforce this motivation, students want to integrate into this culture and learn the hard way to master the language. A weaker form of that motivation would be the the desire to learn as much as possible about the culture of the target language community (English).

b) **Instrumental motivation** describes a situation where students believe that mastering the target language will help them get a better job, status or position. Language is a means to such an end.

Based on the above explanations, it is stated that integrative motivation is the reason for students to learn English, while instrumental motivation is the students view of English as an opputurnity to get a better job, position and status.

In fact, many other factors that can influence the extrinsic motivation of students in the teaching and learning process include:

a) Teacher is a person who has an important role in learning and educational activities socially and in shaping students motivation. A teacher is not only a person who imparts knowlegde to students, but also a motivator who always motivates and supports students in teaching and learning.

b) Parents can influence students extrinsic motivation in teaching and learning. Parents have a lot of influence on their children when they are in school. Parents should encourage their children to achieve good goals in school. (Harmer., 2008) said that “if parents are very anti language, it is likely to have a negative effect on his motivation. If they are very pro language, it can have the opposite effect”. The statemet implies that parents play an important role in motivating their children. They should support their children in creating motivation.

c) Environment, teaching and learning activities carried out in a good, clean and healthy environment can give greater satisfaction to both the teacher and the students than in a bad environment. Students are also motivated by the environment. Students are more interested when there is a comfortable environmet in the classroom. According to (Tabrani., 2003) the environment is everything that is around us that correlates and influences us.

2) **Intrinsic motivation** (Schunk., 2008) said that intrinsic motivation refers to the motivation associated with action for its own sake. Intrinsic motivation refers to the motivation to do something because of one desire. This motivation comes out of us. Essentially motivated students study hard and enjoy teaching and learning because they have the desire to do everything from within. They do this activity because they have their own desire and reward and do not depend on external rewards. (Harmer., 2006) states that intrisic motivation plays an important role in students language learning outcome. Many students do not bring motivation from outside the classroom. They may not find interest in language learning in the classroom. Therefore, the task of the teacher should be to create internal motivation in the class so that the learning of the sudents is maintained.

3) **Assesing motivation** is an important topic for researchers and practitioners to know the level of motivation and how to optimize it. Motivation can be assessed in different ways. (Schunk., 2008) describes three types of methods for assessing motivation :

   a) Direct observations this refers to behavioral instances of task choice, effort, and persistance. It is usually used to measure motivation. Motivated students can be identified by observing how persistent students aare on tasks, how much effort they put in to perform well, and how willing they are to engage in tasks.

   b) Evaluation by others, assess motivation is to have observers (teachers, parents, researchers) rate students. Ratings by others are judgments by observers of students on characteristics that indicate motivation. One of the advantages of rating by others is that observers can be more objective about students doing it themselves because it is done by others.

   c) Self reports involve people judgments and statements about themselves. The types of self report instruments are questionnaire consist of a series of question to be answered by the respondents about their actions and beliefs. An interview is a type of questionnaire in which

the questions or points for discussion are presented by an interviewer and respondents answer orally. Stimulated all is the recall of thoughts that accompany one performance at various times. Think aloud students verbalize their thoughts, action, and feelings aloud while working on a task. Dialogues are conversations between two or more people.

In addition, several of (Gardner, 2004) also used self-reports to assess motivation. The attitude/motivation test battery is a type of technical report used to find out students motivation and attitude towards language learning. It consist of several statements that describe students perceptions of language learning. The AMTB was designed to assess non linguistic aspects of language learning. Many researchers have also adopted the AMTB to assess their attitude and motivation research using a questionnaire that is quite valid and reliable in assessing students motivation. This study also used some questionnaiers from the gardner international AMTB research project this AMTB is an English version for students learning English as a foreign language. However, the researcher only answered the motivational questionnaire applicable to this study.

To confirm the motivational results, this study also made observations about the process of teaching and learning English. This

was done to check the results of the survey of motivated students whether they were really highly motivated or not. Motivated students are reflected in their observations of students are reflected in their observations of students persistence on a task, how much effort they. Put into doing a task well, and how prepared they are to complete the task.

2. Concept Cartoon

a. Definition of Concept Cartoon

According to (Naylor and Keogh, 1999) concept cartoon is strategies that can help clarify the relationships between constructivist learning models, scientific epistemology and classroom practice. Innovative teaching and learning strategies that take into account constructivist views of science learning. Concept cartoons are placed in a familiar context that causes learners to reflect on the science contained in their everyday experiences, thus providing relevance to the ideas under consideration where students use their ideas and students engagement in dialogue which is an important point in the use of concept cartoon. In concept cartoon, a set of concept cartoon is provided to a group of teachers and students, with teachers deciding to use the cartoons they feel are most appropriate for their student's particular learning needs.

According to (Naylor and Keogh, 2013) concept cartoon is the form of picture, ideas, context and use them to encourage cognitive conflict and argumentation, and student involvement in teaching and learning where students must understand cartoon picture and examine them and give and say sentences that are suitable for the images and situations given. (Keogh et al., 1998) The main developments in the nature and format of concept cartoons were identified. This recognized several key implications in the teaching and learning process, including using them to foster cognitive conflict and argumentation, employing them for formative assessment, challenging misconceptions, and enhancing motivation and engagement.

According to (Yilmaz et al., 2021) said that concept cartoon is strategies to improve the speaking skill, in this research at 3rd grade elementary school students concept cartoon improved the speaking skill. It can be said that teaching with concept cartoon is effective in improving students speaking skills in general and specifically the language and expression, content and presentation subcomponents of these skills. Based on previous studies and research, concept cartoon have improved students language skills. Concept cartoon have improved students speaking skills. The relationship between concept cartoons and

speaking skills arises from the learning process, as concept cartoons require students to articulate their ideas and opinions based on the given task.

According to (Ratminingsih, 2017) one of these is the concept cartoon strategy, where students are presented with cartoons or images during their learning process. They are prompted to think and express ideas through speaking about the content of the cartoon.

Based on the author's opinion, the researcher concluded in the concept cartoon strategy, students are challenged to contemplate a problem presented in a cartoon, think about its meaning, and then respond to and articulate their thought on the given cartoon. The teacher provides the students with a cartoon accompanied by a few sentences. The students are then required to ponder the meaning of the cartoon and the issue it presents, followed by responding and communicating their interpretation of the cartoon. This is where the speaking process unfolds.

b. Implementation of Concept Cartoon

According to (Naylor and keogh., 1999) a sample Implementation about teaching using concept cartoon strategy .

1) Pre - teaching

A brief introduction to the activity. Before starting the implementation, the researcher asked the students to obey speaking rules such as stress, intonation, rhythm and pause, to pronounce the words accurately, not use body language unnecessarily and to give illustrative and supportive examples for their speech.

Then, the students are given preparation questions such as “What do you do after Waking Up?” and “What Activities do you do every day?” to motivate them to follow the lesson. Next, keywords related to the topic of daily activities, such as studying, cleaning the room is written on the board to determine student’s vocabulary knowledge.

2) Whilst - teaching

An invitation to the learners to reflect on the concept cartoons and to discuss in groups what they think and why. Then, the researcher provided a cartoon image related to daily activities. For example, studying, which was prepared for the daily activity themed text by the researcher and projected on to the whiteboard? The students are asked to be observing the cartoon for a while and answer the following questions:

a. What do you think could be the topic of the cartoon you see?
b. What learning would you like to do with your family and friends to increase your knowledge?
c. What are the benefits of learning for humans?
d. What would you say to someone who says that learning is a waste of time?
e. What do you think would happen if everyone did not to learn?

3) Post - teaching

a. Interaction and intervantion by the teacher as appropriate during the teaching session. Starting with the researcher, the students are asked to talk about the cartoon. The students are guided by the researcher to make various descriptions as they speak. Then, the lesson continued with projecting the other cartoons.
b. Practical investigation or research based activity to follow up the learners ideas as appropriate, encouraged and supported by the teacher as necessary. Students practice speaking in the class with group partner and teachers.
c. A whole class plenary to share and challange ideas. After all the students talked about the cartoons, they are

asked to read the text with the theme “Daily Activity” aloud and silently. The lesson continues with other texts and cartoons in the same way after all the necessary things until the learning is completed.

c. Advantages and Disadvantages of Concept Cartoon

According to (Ratminingsih., 2017) concept cartoon have disadvantages and disadvantages if you use the strategies.

a) The advantages of using concept cartoon strategy

There are several benefits that can be gained from using cartoons in learning, including : (1) the use of cartoons is useful in both formal and informal situations, (2) It can be used for both adult students and children, (3) It can be used to teach various topics in different subjects, (4) Specifically in language, cartoons can improve students literacy skills in learning English both in ESL or EFL contexts, (5) Cartoons can also increase students involvement and motivation in learning, (6) Make ideas explicit students ideas or students can state and explain their ideas clearly, (7) Develop critical thinking skills, and (8) provide stimulus for discussion and argumentation.

b) The disadvantages of using the concept cartoon strategy.

Several weaknesses that need to be considered in using cartoons are: (1) the level of depth of the topic is limited, because there is little text used in the cartoon, (2) it is only used to build students interest and thinking skills, and (3) it cannot be used to presenting specific information because it is a concept in the cartoon, so teachers have to look for or research other alternative ideas for building their own concept cartoons.

Based on explanation about writer conclude that the advantage of using concept cartoons is that it can be used by beginners because there are no sentences that regulate so that it is already for beginners, especially when used by junior high school children, there are no written rules regarding tenses, then using media in the form of cardboard so that it is attractive to students. Then from the shortcomings of using concept cartoons, the author also concludes that the shortcomings are only in the limited and not extensive material so that according to the author it is suitable for junior high school students where the material is not too broad and suitable for beginners. The researcher use the theory from (Keogh & Naylor, 1999) concept cartoons, teaching and learning in science: an evaluation, international

journal of science education and (Ratminingsih., 2017) method dan strategy pembelajaran bahasa inggris.

B. Review of Related Studies

Considering the use of concept cartoon in speaking, there are many studies that have done in order to discuss the same topic. The first study conducted by Baysal, Gultekin, on the research "Effect of Concept Cartoons on Students Achievement, Speaking Skill, and Motivation in English Teaching", this is the first study to use the concept cartoon method which is believed to help overcome the problems in English learning on student achievement, speaking skills and motivation in English learning. This study has some results that have significant consequences for the concept cartoon in English language teaching. First, using the pretest achievement test score as a covariate, and then the results showed that the teaching supported by the cartoon concept made no difference in terms of the posttest achievement test score. As a result, the two different teachings improved achievement, but the experimental group had higher scores than the control group. Concept cartoon improved student's achievement although there was no significant difference. Second, we used the pretest score of the motivation scale as a covariate and found that the motivation of the experimental group students increased throughout the intervention. The increase in the experimental group's scores suggests that this was due to the teaching supported by the concept cartoon.

Thirdly, our intervention increased the speaking skill scores of the experimental group students. In addition, the impact size shows that this difference is also significant in practice. We can say that using the concept of cartoons also provides a process of teaching English in which the language is used communicatively. Based on the result study, it can be stated that benefit the development of students foreign language speaking skills, motivation, and classroom interaction.

Second, study conducted by (Yilmaz et.al., 2021) on the research "Impact of instruction with concept cartoons on primary school 3rd graders speaking skills". The use of concept cartoon improved the speaking skills of 3rd grade students. Comparing the SSAR scores of the experimental group students who were taught using concept cartoon and the control groups who were taught the current teaching model, a significant difference was found in favor of the study. Experimental group. Thus, it can be concluded that the teaching of concept cartoons is effective in improving the general speaking skills of students and especially the language and expression, content and presentation skills of this skill.

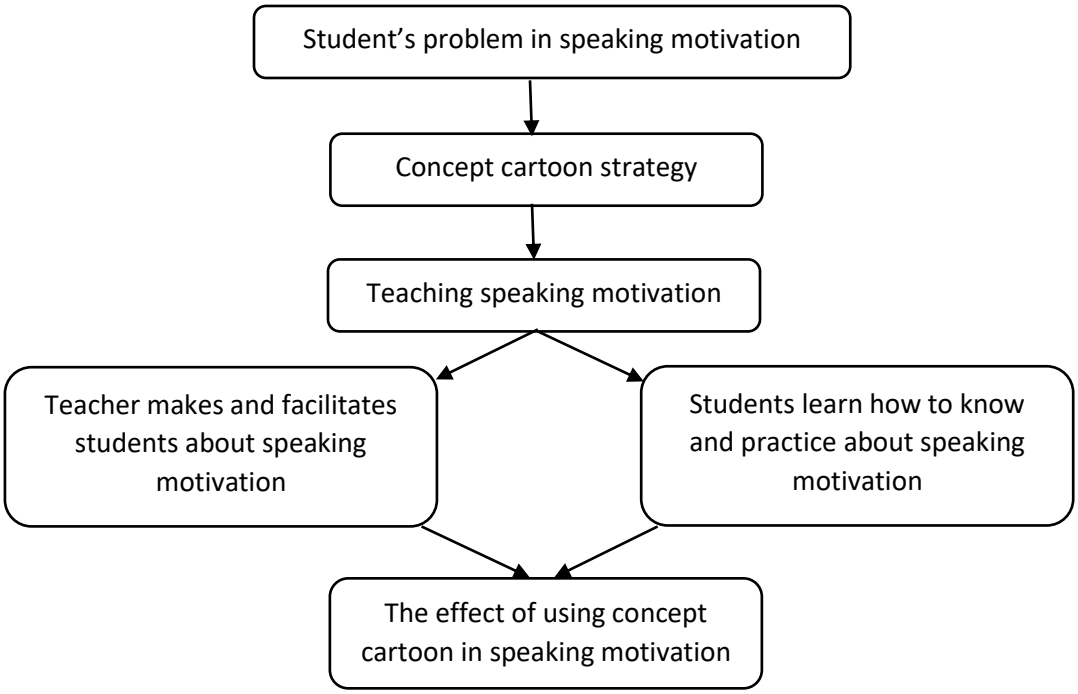
Then, (Oudah et al., 2021) on they research "Using Concept Cartoons Strategy on Developing the Performance of Iraqi EFL Primary School Pupils Speaking Skill". The use of concept cartoon effective proposed in promotes students and has been empirically proven to be a successful way of students and speaking ability, it also ensures that students get relatively large improvements in vocabulary, pronunciation and grammar, and helps them

develop their personality, life skills and attitude towards English skills. This shifts their focus from fear of speaking to greater participation where students complete to exchange information and ideas.

Based on the relevant studies above it can be seen that the result all of previous research that using concept cartoon is positive. Concept cartoon can help students to increase theirs speaking ability. The students can more active and creative so they can explore theirs ideas well. Based on previous research, the researcher found that previous research discussed student motivation, improving speaking, then in this study researcher found out about how to improve students confidence in speaking English without feeling shy or not wanting to speak English In this research, the researcher did a different study with the title *"The Effect of Using Concept Cartoon to Increase Students Speaking Motivation at Mts N 6 Agam".* This research is different from other research before because the researcher used several types of testing speaking skill in, a form of conversation/ discussion, describe picture, giving instruction/ descriptions/ explanations.

C. Conceptual framework

The conceptual framework below is the theoretical problem framework that the researcher takes. The conceptual framework for this study can create as follows.



The conceptual framework in figure is the conceptual of the research that is conducted to find the effect of using concept cartoon in speaking motivation. In this study concept cartoon is the strategy for teaching speaking. In using concept cartoon, the researcher followed the procedures of using concept cartoon with these steps and stages. Then the researcher looks the effect of using concept cartoon for the students speaking motivation.

D. Hypothesis

The hypotheses of this research are:

1. Ha : There is any significant effects of using concept cartoon on the students speaking motivation at Mts N 6 Agam.

   Ho : There is no significant effect of using concept cartoon on the students speaking motivation at MTs N 6 Agam.

2. Ha : There is any significant difference between students who use concept cartoon strategy and students who do not use concept cartoon strategy on speaking motivation.

   Ho : There is no significant difference between students who use concept cartoon strategy and students who do not use concept cartoon strategy on speaking motivation.

3. Ha: There are significant students speaking motivation of students who use concept cartoon strategy is better than students who do not use concept cartoon strategy.

   Ho : There Are no significant students speaking motivation of students who use concept cartoon strategy is better than students who do not use concept cartoon strategy.

CHAPTER III
RESEARCH METHOD

A. Design of the Research

In this research, researcher used quanti experiment which is a type of experimental research because researchers want to know the effect of concept cartoon on students speaking motivation. Experimental research is research by giving treatment to experimental and control classes. According to (L.R. Gay, 2012) experimental research is the most structured of all research types. Experimental research is the only type of research that can be test hypotheses to establish cause and effect relationships. It represents the most powerful chain of reasoning the selection and assignment of groups for treatment. Manipulation of the independent variable is the main feature that distinguishes experimental research from other types of research. This research belongs to the category of quasi experimental research. According to (Creswell., 2008), quasi experimental design tests an idea (or practice or procedure) to see if it affects an outcome or dependent variable. Quasi experimental research aims to find out the relationship between variables involving a control group and an experimental group. Therefore, quasi experiments can be used for research that wants to investigate the relationship between variables and clarify the cause of the relationship.

Based the problems of the study stated before, this research use experiment research because the researcher want to measure about the effect

of using concept cartoon of students' speaking motivation. Experiment research is use to test the cause-effect relationship by using a hypothesis test. In this research researcher will give pre - questionnaire and post - questionnaire in the experiment class and control class.

According to (L.R. Gay, 2012) the experiment typically have two classes. In an experiment, the group that receives the new treatment is called (not surprisingly) the experimental class, and the class that receives a different treatment or is treated as usual is called the control class. It means both of classes, experiment and control class got the same test but with the different treatment to know the comparison of the result of the questionnaire. In this research, the researcher gave test to the students to find out the effect of using concept cartoon of students' speaking motivation. This research will describe as the following table:

Table 1.1

Group	Pre - questionnaire	Dependent variable	Post - questionnaire
Experimental	Y1	X	Y2
Control	Y1	-	Y2

Where:

X : the treatment that is given by the experimental groups concept cartoon

Y1 : group experimental by using concept cartoon

Y2 : group control without concept cartoon

Based on the research design above, the researcher will give pre – questionnaire and post – questionnaire to both of experimental classes. Then, treatment using concept cartoon will give only on experimental class. After that, the researcher will see how this technique is effect or not in the class which give the treatment at MTsN 6 Agam.

B. Population and sample

1. Population

Population is an important element of the research. Related to Gay, population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalized. Another experts (Amruddin et.al, 2022) population is the entire group that will be studied in a certain area and time based on the characteristics that have been determined by the researcher. The population will be the source of research data. Therefore, researchers will select the target population according to their research objectives.

Population in this research is totality of the seven grade students of MTsN 6 Agam. The population described in following table:

Table 1.2

Class	Students
VII.1	**32**
VII.2	**31**
VII.3	**32**
VII.4	**32**
VII.5	**32**
VII.6	**31**
VII.7	**32**
VII.8	**31**
Total	**253**

Source: English teacher of MTsN 6 Agam

From this table 1.2, the population from this research was 254 students that the total of the students in the seven grade of MTsN 6 Agam.

2. Sample

Sample is a representative selected from the entire population. (L.R. Gay, 2012) states that sampling is the process of selecting a number of individuals for a study in such a way that these individuals represent the larger group they are selected for. This means that the sample is a part of the population that the researcher chooses to be the target of the experiment. In this study, the researcher used simple random sampling.

According to (Gay et.al., 2012) states that simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selection for the sample.

This study used members of class VII as samples; class VII 5 as the control class and VII 6 as the experimental class. The reason I choose these two classes has the same ability in the learning process and in obtaining grades, then these two classes are both taught by the same teacher, so that the delivery of learning and obtaining grades is the same and obtained by the same person so that there is no significant difference. Then from these two classes I obtained a total sample that I took namely 63 samples.

C. Instrumentation

In this research, the instrument that was used to collect the data was the questionnaire. According to (Sugiyono., 2015) " A research instrument is a tool used to measure observed natural and social phenomena." The questionnaire was adopted from likert scale that was given as pre-questionnaire and post-questionnaire. The questionnaire made was adjusted to the research instrument guidelines. The questionnaires that were used in the form of closed-ended questionnaires, consisting of 4 scale score. Starting from Strongly agree (score 4), agree (score 3), disagree (2), strongly disagree (1).

Provisions for alternative answers to the guideline scores can be seen in the table below.

Table 1.3

Alternative answers to the guideline scores

No.	Description	Scor
1.	Sangat setuju (SS)	4
2.	Setuju (S)	3
3.	Tidak setuju (TS)	2
4.	Sangat tidak setuju (STS)	1

Other than that, the questionnaire as an instrumet that was used in this research should pass the validity test and reability test of the instrument. The validity and reability of the instrument influenced the data that the researcher was collected for the research.

In this research, the questionnaire made by considering validity test. Related to (Hardani et.al, 2022) validity and reability instruments are one form of research instrument measuring instruments used in research.

1. **Validity**

   To the questionnaire the validity of the instrument, expert opinion could be used, in this case with three validator. By using content validity the researcher express and measure the content of the

course. The results of the instrument were valid if there were similarities between the data collected and the data occurred on the object under research. In this research, the instrument that was used by the researcher in this research was validated beforehand by experts. There lectures at the State Islamic Institute of Bukittinggi. They were Mrs. Muthia Rahman M.Pd, Mrs. Elsi Pranita M.Pd, and Mrs. Dr. Afdaleni M.Pd.

2. Reability

Reability is an important characteristic of any good questionnaire for a questionnaire to be valid, it must be reliable as a measuring tool. If the questionnaire is given to the same candidate on a different occasions with any special treatment using concept cartoons being done in between, then to the extent that the questionnaire gives different results, it is unreliable. Reability defines whether an instrument can measure something that will be measured constatnlty overtime. In short, to be reliable, a questionnaire must be consistent in its measurements. To measure the reability of this study, researchers used the Cronbach Alpha technique. The results of the reability questionnaire were carried out using SPSS.20 (Statistical Product for Service Solution).

The formula of alpha cronbach:

$$ri = \frac{k}{k-1}\left(1 \frac{S_i^2}{S_t^2}\right)$$

Where :

ri = coefficient value of alpha cronbach

K = number of valid instrument items

S_i^2 = variable items

S_t^2 = total variance

Table 1.4 reability questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
,891	30

Based on the table above, it can be seen that r_{xy} = 0,891 ≥ r table = 0,154 it can be stated that the questionnaire was reliable.

D. Technique of Data Collection

In this research, the data will be collected by using test. The test given twice (pre-questionnaire and post-questionnaire) for students to know on students' speaking. The result of the pre-questionnaire and post-questionnaire used as the data of this research.

a. Pre-questionnaire is a process to measure students' speaking score before giving the treatment for the students. The researcher gives the pre-questionnaire to both of class, the experimental class and control class. Pre - questionnaire aim at knowing the students' speaking score before give the treatment.

b. Treatment is the process of implementing variable in the experiment class to know students' improvements. The treatment in this learning is using concept cartoon that will be given by the researcher only for the experimental class. Whereas the treatment by use the conventional method will use in the control class.

c. Post- questionnaire is a process of measure students' speaking score after students are given the treatment to see their result. Post-questionnaire given for both groups (experimental class and control class) by the researcher in the last meeting to know the effect of using concept cartoon towards students' speaking motivation **.**

E. Technique of the Data Analysis

Data analysis is an activity to carry out after instrument data from all respondents were collected. In analyzing data, the researcher analyzes the data for both classes, experiment and control class. In this research, the statistical analysis by using SPSS was also used to analyze the data. The technique of data analysis was done as follows :

1. The score of the entire questionnaire is the motivation assesment score obtained based on the research intrument guidelines in Appendix.
2. The assesment is adjusted to a scale score of 4 on a Likert scale whose intruments can be seen in the Appendix. Where there are 30 statement items that contain indicators of aspects and motivation in the research instrument guidelines. So that students can check the rating scale based on what happens or is experienced by each student.
3. After collecting the student questionnaire, the researcher tabulated the questionanires which can be seen in the Appendix. The tabulation of the questionnaires was separated into four tables which were divided into pre and post questionnaires score for experimental class, pre- questionnaire score for control class, post – questionnaire score for experimental class, post – questionnaire score for control class.
4. After the tabulation of the questionnaire was done, the researcher then summed the total scores on each studets questionnaire based on the item number and also the overall students questionnaires scores presented on the same tabulation of questionnaire.
5. For data description, the sum of the total motivational scores of items number 1 to 30 on one respondent grouped was described according to a specific class such the pre – questionnaire for the experimental class, the pre – questionnaire for the control class, the post – questionnaire for the experimental class and post – questionnaire for the control class was

done for futher analysis using a statistical test. It means the overall students questionnaires scores were used as the data of this research.

6. Each tables was done statistical analysis by searching the value of mean, the standar deviation and variant including maximum score and minimum score of each tables.
7. For finding the result of the first hyphothesis about whether there is significant effect of using concept cartoon to increase students motivation in speaking. The research used SPSS by doing paired sample t-test. The questionnaire of experimental class as data was divided into two coloumn (data questionnaire before giving the treatment and after giving the treatment).
8. The data was entered into SPSS and it was analyzed by using paired sample t-test. The significant alpha that was used for this research was 0,005. The output as the value of paired sample t-test was used for determining wheter the null hyphothesis that stated no significant effect of using concept cartoon to increase students speaking motivation was accepted or rejected.
9. For finding the result of the second hyphothesis about whether there is significant difference of using concept cartoon to increase students speaking motivation, the independent sample t-test was used. The post – questionnaire to both classes was analyzed by using SPSS. The significant alpha that was used for this research was 0,005 or 5%.

10. For finding the result of the third hyphothesis, the independent sample t-test was also used to know whether students motivation in speaking by using concept cartoon was better than without using concept cartoon. The post – questionnaire to both classes was analyzed by using SPSS. The significant alpha that was used for this research was 0,05 or 5%.
11. The output as the value of independent sample t-test was used for determining whether the null hyphothesis that stated no significant difference of using concept cartoon to increase students speaking motivation in speaking and without using concept cartoon was accepted or rejected. It also used to know whether students motivation by using concept cartoon was better than without using concept cartoon.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data description

The data description describes all the data that had collected from experimental class and control class. The analysis of the data collected to answer the formulation of the problem, 1). Is there any significant effects of using concept cartoon on the students speaking motivation at Mts N 6 Agam?, 2). Is there any significant difference between students who use concept cartoon strategy and students who do not use concept cartoon strategy on speaking motivation?. 3). Are students speaking motivation of students who use concept cartoon strategy is better than students who do not use concept cartoon strategy?.

1. The description of the data

The data of this research was collected based on the research that was done by the researcher at the seven grade of MTs N 6 Agam. The classes were seperated into experimental group and control group. The classes were selected by using cluster random sampling and the instrument was the questionnaire. The cluster was the VII.6 class as the experimental class and the VII.5 class as the control class. The questionnaire was given twice that separated into pre-questionnaire and post-questionnaire. The questionnaires that were used in the form of closed-ended questionnaires, consisting of 4 scale score based on Likert scale. The scores of the

students motivation in speaking motivation were collected after conducting the pre=questionnaire at the beginning of the research and post-questionnaire at the end of the research both experimental class and control class. The respondets for pre-questionnaire were 63 students who were involved in the pre-questionnaire, 32 students in the experimental class and 31 students in the control class. The respondents for post-questionnaire were 63 students who were involved in the post-questionnaire, 32 studets in the experimental class and 31 students in the control class.

The description of the data both experimental class and control class will be explained below:

a. Data from the pre-questionnaire of experimental class and control class

Pre- questionnaire was a process to measure students competency before giving the treatment in the first meeting. Pre-questionnaire aimed at knowing the students motivation in speaking before the treatment by using concept cartoon in experimental class and by using book material in control class.

1) Experimental class

The pre-questionnaire result of experimental class was shown by the table below :

pre - questionnaire score of experimental class

No	**Name**	Questionnaire Score
1	AS	82
2	AA	59
3	ANR	73
4	ADW	72
5	AA	79
6	DNA	81
7	FNI	83
8	FP	71
9	FNI	74
10	HA	79
11	HR	82
12	IB	82
13	KA	68
14	MRS	67
15	MR	79
16	MAF	76
17	KS	71
18	KKK	90
19	MN	82
20	MF	73
21	MZ	80
22	MF	84
23	NA	78
24	NS	73
25	RF	71
26	RDA	94
27	RG	74
28	RP	88
29	RAN	69
30	RA	91
31	VI	97
32	YWP	80
	mean	77,5
	standard deviation	7,561
	variant	57,16
	max	94
	min	59

The questionnaire score above is obtained frm the total score of each respondents questionnaire item seen from the pre-questionnaire tabulation in the experimental class. to measure the score of each item in the questionnaire, a Likert Sclae was used in analyzing the questionnaire data. The questionnaires that have been collected are related to students motivation in speaking. The data showed that the lowest pre-questionnaire score obtained by the experimental class was 59, the highest score was 94, the variance was 57,16, the standard deviation was 7,561 and the mean score was 77,50 the calculation of the mean, standard deviation, variance, maximum and minimun scores of the experimental class pre-questionnaire was measured using SPSS 20. The table also shows that there was one student who scored 59,67,68,69,72,75,76,78,81,83,84,88,90,91,94, two students who scored 74,80, three students who scored 71,73,79, and four students who scored 82.

2) Control class

The pre-questionnaire result of control class was shown by the table as follow in the table.

Table 1.6 pre-questionnaire score of control class

No	**Name**	Questionnaire Score
1	**AKP**	71
2	**ARR**	61
3	**AV**	72
4	**AR**	75
5	**AAR**	79
6	**APH**	80
7	**ALM**	74

8	**AS**	77
9	**AH**	80
10	**AZS**	85
11	**ICI**	85
12	**KAO**	82
13	**KKU**	70
14	**IM**	84
15	**KS**	76
16	**MIZ**	76
17	**MAK**	71
18	**MAW**	87
19	**NR**	74
20	**NI**	74
21	**RAP**	69
22	**RMM**	83
23	**RW**	79
24	**SWH**	73
25	**SKI**	80
26	**RAP**	57
27	**RMM**	79
28	**SF**	76
29	**SQL**	69
30	**ZIF**	80
31	**ZMAE**	72
	mean	75,81
	standard deviation	6,7
	variant	44,89
	max	87
	min	57

The questionnaire score above is obtained frm the total score of each respondents questionnaire item seen from the pre – questionnaire tabulation in the control class. To measure the score of each item in the questionnaire, a Likert Scale was used in analyzing the questionnaire data. The questionnaires

that have been collected are related to students motivation in speaking. The data showed that the lowest pre-questionnaire score obtained by the control class was 57, the highest score was 87, the variance was 44,89, the standard deviation was 6,700 and the mean acore was 75,81. The calculation of the mean, standard deviation, variance, maximum and minimum scores of the control class pre-questionnaire was measured using SPSS 20. The table also shows that there was one student who scored 57,61,70,73,75,77,82,83,84,87, two students who scored 69,71,72,85, three students who scored 74,76,79, and four students 80.

b. Data from the post-questionnaire of experimental class and control class

Post – questionnaire was a process of measure students motivation in speaking after students were given the treatments to see the result. Post – questionnaire was given for both experimental class and control class in the last meeting.

1) Experimental class

The post-questionnaire result of experimental class was shown by the table below:

post-questionnaire experimental classs

No	Name	Questionnaire Score
1	AS	91
2	AA	85
3	ANR	88
4	ADW	84
5	AA	90

6	DNA	89
7	FNI	86
8	FP	80
9	FNI	85
10	HA	92
11	HR	90
12	IB	88
13	KA	83
14	MRS	88
15	MR	87
16	MAF	86
17	KS	85
18	KKK	86
19	MN	83
20	MF	85
21	MZ	87
22	MF	90
23	NA	90
24	NS	82
25	RF	78
26	RDA	88
27	RG	87
28	RP	88
29	RAN	86
30	RA	85
31	VI	95
32	YWP	87
	mean	86,75
	standard deviation	3,427
	variant	11,74
	max	95
	min	78

The questionnaire score above is obtained from the total score of each item on the respondents questionnaire which can be seen from the post-questionnaire tabulation in the experimental class. The data shows that the

lowest score of the post-questionnaire obtained by the experimental class is 78, the highest score is 95, the variance is 11,74, the standard deviation is 3,427 and the mean is 86,75. The calculation of the mean, standard deviation, variance, maximum and minimum values for the post- questionnaire in the experimental class was measured using SPSS 20. The results of the calculation of the mean, standard deviation, variance, maximum and minimum. Values for the experimental class can be seen in the table. The table also shows that there was one student who scored 78,80,82,84,89,91,92,95, two students scored 83, four students 86,87,90, and five students scored 85,88.

2) Control class

The pre- questionnaire result of experimental class was shown by the table below:

post-questionnaire control group

No	Name	Questionnaire Score
1	**AKP**	73
2	**ARR**	64
3	**AV**	67
4	**AR**	76
5	**AAR**	79
6	**APH**	82
7	**ALM**	80
8	**AS**	75
9	**AH**	66
10	**AZS**	72
11	**ICI**	78
12	**KAO**	75
13	**KKU**	79

14	**IM**	86
15	**KS**	75
16	**MIZ**	76
17	**MAK**	79
18	**MAW**	76
19	**NR**	75
20	**NI**	78
21	**RAP**	82
22	**RMM**	81
23	**RW**	75
24	**SWH**	78
25	**SKI**	79
26	**RAP**	70
27	**RMM**	78
28	**SF**	73
29	**SQL**	71
30	**ZIF**	78
31	**ZMAE**	76
	mean	75,87
	standard deviation	4,808
	variant	23,11
	max	86
	min	64

The above questionnaire score is obtained from the total score of each item on the respondets questionnaire which can be seen from the post – questionnaire tabulation in the control class. The data shows that the lowest score of the post – questionnaire obtained by the control class was 64, the highest score was 86, the variance was 23,11, the standard deviation was 4,808, and the mean was 75,87. The calculation of the mean, standard deviation, variance, maximum and minimum values for the SPSS 20. The calculation results show that the mean, standard deviation, variance,

maximum and minimum values for the control class are below the mean. The table also shows that there was one students who scored 64,66,67,70,71,72,80,81,86, two students scored 73,82, the four students scored 76,79, and five students 75,78.

2. The Normality and Homogenity Test

a. The Normality Test

The data normality test was intended to show that the sample data came from normally distributed population. The analysis data for normality test using Liliefors testing for experimental class and control class. to determine the normality of the data, the significance must be greater than 0,05 so that the sata distribution is declared normal. The conclusion of the normality test for each class starts from experimental class where the sig is greater than 0,05 where the sig is 0,227. This means that the experimental class normality test is declared normal. Then the normality test conclusion in the control class where the significant control class is greater than sig 0,05 of 0,680 means that the control class normality test is normal. Therefore, the results of the normality test for both the experimental and control classes are normal.

Tests of Normality

	kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
nilai	ctrl	,170	31	,023	,956	31	,227
	eks	,117	32	,200*	,976	32	,680

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

b. The homogenity test

The homogenity test was intended to show that two or more groups of sample data came from the population that have the same varience. The analysis data for homogenity test using SPSS 20. Was described below:

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
nilai	Based on Mean	2,262	1	61	,138
	Based on Median	2,248	1	61	,139
	Based on Median and with adjusted df	2,248	1	55,665	,139
	Based on trimmed mean	2,172	1	61	,146

For determining the homogeneity of the data, the significant value should greater than the value of alpha so the distribution of the data is homogenous. The analysis data of homogeneity test by using SPSS 20. The conclusion of homogenity test of two classes was the significant value 0,138 ≥ 0,05 so the distribution of the data was homogenous.

3. The Validity and Reliability Test

a. The Validity Test

In this research, the instrument that was used by the researcher in this research was validated beforehand by experts (three English lecturers and one teacher english). Other than that, product moment pearson by using SPSS was also used to validate the data. The results of the isntrument were valid if there were similarities between the data collected and the data that occurred on the object under research. The analysis data and the conclusion of validity test by using SPSS 20.

b. The Reliability Test

The reliability test of the isntrument conducted by using SPSS 20 application. All item of valid statements in the questionnair were entered in SPSS 20 application and the Cronbach Alpha coefficient was measured. The result of the reliability test in SPSS was the Cronbach Alpha coefficient that was compared with significance in the level of significant 0,05. The determination of the reability test was if the Cronbach Alpha coefficient value is greater than significance then the questionnaire was declared reliable. Conversely, if the Cronbach Alpha coefficient is less than significance then the questionnaire is declared unreliable. The conclusion of the reability test was all questionnaire was reliable.

B. Findings

The finding was the further explanation from the result of data description and data analysis above. The findings of this research was used for answering the formulation of the problem. 1) Is there any significant effects of using concept cartoon on the students speaking motivation at Mts N 6 Agam? 2) Is there any significant difference between students who use concept cartoon strategy and students who do not use concept cartoon strategy on speaking motivation? 3) Are students speaking motivation of students who use concept cartoon strategy is better than students who do not use concept cartoon strategy?.

The finding of this research includes the result of calculating of score that was gained from the pre-questionnaire in experimental class and control class, the result calculating of score that was gained from the post – questionnaire in experimental class and control class, the comparison of pre-questionnaire and post – questionnaire in experimental class and control class amd testing of the hyphothesis that was explained below.

1. **The result of calculating of score that was gained from the pre-questionnaire in experimental class and control class.**

   After classifying the data in the questionnaire, the researcher made the result calculation of scores that was gained from the pre-questionnaire. The result calculation was done by the researcher to

know the result of students score including mean, standard deviation, variant, the lowest score and the highest score as on the table below :

Table 1.11 The result of calculating of score that was gained from the pre- questionnaire.

Class	N	Mean	Standard deviation	Variant	The lowest	The highest
Experimental class	32	77,50	7,561	57,16	59	94
Control class	31	75,81	6,700	44,89	57	87

The table above shows that the mean of experimental class in pre – questionnaire was 77,50 while the mean (avarage value) of control class in pre- questionnaire was 75,81 with a slight difference in the previous experimental class score. It means that before being given treatment, the two classes had the tend the same level of students motivation to speaking.

2. **The result of calculating of score that was gained from the post – questionnaire in experimental class and control class.**

   The result calculation was done to know the result of students score including mean, standard deviation, variant, the lowest score and the highest score as on the table below:

Table 1.12 The result of calculating of score that was gained frm the post – questionnaire.

Class	N	Mean	Standard deviation	Variant	The lowest	The highest
Experimental class	32	86,75	3,427	11,74	78	95
Control class	31	75,87	4,808	23,11	64	86

The table above shows that the mean of experimental class in post – questionnaire was 86,75 while the mean (avarage value) of control class in post – questionnaire was 75,87 with quite a lot different from both classes. It means that after the researcher gave different treatments for both classes, a significant different was found in the students motivation in speaking. Where the experimental class experienced a significant improvement in students motivation in speaking compared to the control class.

3. **The comparison of pre – questionnaire and post – questionnaire in experimental class and control class**

   After did the classifrying and calculating the data of pre-questionnaire and post – questionnaire from both classes, the researcher compared all the result of pre – questionnaire that had been given before doing the treatment and post – questionnaire after doing the treatment of experimental and control class. The comparison of pre – questionnaire and post – questionnaire in experimental class and control class are shown in the table below:

Table 1.13 The comparison of pre – questionnaire and post – questionnaire in experimental class and control class

Questionnaire result / the class	Pre – questionnaire	Post – questionnaire
Experimental class	$\bar{X}$ = 77,50 S = 7,561 S^2 = 57,168	$\bar{X}$ = 86,75 S = 3,427 S^2 = 11,744
Control class	$\bar{X}$ = 75,81 S = 6,700 S^2 = 44,89	$\bar{X}$ = 75,87 S = 4,808 S^2 = 23,116

Based on the data above, the post – questionnaire result of mean / avarage value ($\bar{X}$) in the experimental class was higher than the post – questionnaire result mean / avarage value ($\bar{X}$) in the control class. It means that the treatment that had been given by the researcher using concept cartoon can improve students motivation in speaking.

4. Testing of hyphothesis

The calculation of hyphothesis t-test was conducted by using t-test formula in SPSS application. There are two kinds of t-test that did to analyze the data, paired sample t-test and independet sample t-test. The result of paired sample t-test is used answering the formulation of the problem about whether there is significant effect of using concept cartoon to increase students motivation in speaking or not. Then, the

result of independent sample t-test is used for answering the formulation of the problem about whether there is significant difference between using concept cartoon to increase students motivation in speaking and without using concept cartoon. It is also used for answering the formulation of the problem about which one is better between students motivation in speaking by using concept cartoon or students motivation in speaking without using concept cartoon.

To determine the concluding of hyphothesis, this research used the determination as follow :

1. If the value of (2 tailed) significant is $< 0{,}05$ then H_O is rejected and H_a is accepted. This means that concept cartoon can be used to increase studets motivation in speaking. (2 tailed $< 0{,}05$ then H_O is rejected and H_a is accepted).
2. If the value of (2 tailed) significant is $> 0{,}05$ then $H_O$is accepted and H_a is rejected. This means that concept crtoon cannot be used to increase students motivation in speaking. (2 tailed) significant is $> 0{,}05$ then $H_O$is accepted and H_a is rejected).

Based on the determination above, the result of hyphothesis for this research as follow:

a. The first hyphothesis

To find result of the first hyphotesis in this research about is there any significant effect of using concept cartoon to increase students motivation in speaking? The researcher used paired sample t-test by using SPSS. To determine whether the researcher would accept or reject the hyphotesis, the researcher used the determination as explained above. The data entered into the SPSS application corresponds to data of pre – questionnaire and post – questionnaire from experimental class contained in the data description. Data processing used paired sample t-test which produces statistical data output.

The output of analyzing the pre – questionnaire and post – questionnaire in the experimental class by using paired sample t-test. The output shown the value of 2 tailed while obtained from distribution with an alpha or level significant $<$0,05 the obtained value is compared with the significant value, if the value obtained is smaller than the significant value of 0,05 than the hyphothesis H_O is rejected and H_a is accepted.

From the results of the data analysis, the H_O hyphothesis is rejected and the alternative H_a hyphothesis is

accepted because the 2 tailed is (0,000) smaller than 0,05 for df 31 with a significant level of 0,05. It can be concluded that there is a significant effect of using concept cartoon on students speaking motivation.

b. The second hyphotesis

To find result of the second hyphothesis Is there any significant difference between students who use concept cartoon strategy and students who do not use concept cartoon strategy on speaking motivation? The researcher used independent sample t-test by using SPSS. The data entered into the SPSS application corresponds to data of the post – questionnaire for both experimental and control class contained in the data description. Data processing used independet sample t-test which produces statistical data output.

The post – questionnaire for both experimental and control class were analyzed by using independent sample t-test can be seen in Appendix . The output shown the value of 2 tailed while the value of obtained with an alpha or significant level of 0,05 with 61 degrees of freedom. To determine whether the researcher will accept or reject the hyphothesis, the researcher uses determination as if the value obtained is compared with the significant value of 0,05, if the

value obtained is equal to or smaller than the table value, the null hyphothesis (H_a) is accepted.

From the results of data analysis, the null hyphothesis (H_o) is rejected and the alternative hyphotesis (H_a) is accepted because the 2 tailed value of (0,000) is smaller than sig 0,05 for df 61 with a significant level of 0,05. It can be concluded that there is a significant difference in the use of concept cartoon on students speaking motivation.

c. The third hyphothesis

The third hyphothesis in this research about Are students speaking motivation of students who use concept cartoon strategy is better than students who do not use concept cartoon strategy? The researcher used independent sample t-test by using SPSS. The data entered into the SPSS application corresponds to data of the post – questionnaire both experimental and control class contained in the data description. Data processing used independent sample t-test which produces statistical data output.

The post – questionnaire for both experimental and control class were analyzed by using independent sample t – test that can be seen in Appendix. The output shown of the value of 2 tailed with an alpha or level significant 0,05 with

61 degrees of freedom. To determine wheter the researcher would accept or reject the hypothesis, the researcher used the determination that was if the value 2tailed is the same or less than the value of significant 0,05 so the null hyphothesis (H_a) is accepted.

From the results of data analysis, the null hyphothesis (H_o) is rejected and the alternative hyphotesis (H_a) is accepted because the 2 tailed value of (0,000) is smaller than sig 0,05 for df 61 with a significant level of 0,05. It can be concluded that students motivation in speaking by using concept cartoon is better than students motivation in speaking without using concept cartoon.

Based on the finding above, it can be concluded that all null hyphoteses were rejected and all alternative hyphotheses were accepted it means concept cartoon has a significant effect on students motivation in speaking and also has a significant difference toward students motivation in speaking. Last, using concept cartoon to increase students motivation in speaking was better than without using concept cartoon.

C. Discussion

This research was about the effect of using concept cartoon to increase students motivation in speaking at MTs N 6 Agam. This section discusses the

research finding based on the related study. According to (Nunan et.al, 2003), speaking is a verbal ability that inovlves expression and produces an organized oral to communicate meaning. It allows individuals to articulate their thoughts, share information, and engage in effective interpersonal communication. Through speaking, individuals not only convey their ideas but also express emotions, build relationships, and participate in a variety of social contexts. Therefore, speaking is the ability to communicate effectively using expressions and producing organized speech. It means when someone speaks, communicates and uses language to express their ideas, feelings, and linguistic thoughts, to improve students speaking, students must have motivation in speaking.

Motivation is psychological process related to a persons behavior which can be in the form of encouragement, effort and enthusiasm in achieving the targets set in accordance with what someone wants for his/herself. For motivating students in speaking, strategy can be used by the teacher while teaching in the classroom. Accroding to (Naylor and keogh, 2013) strategy concept cartoon is the form of picture, ideas, context and use them to encourage cognitive conflict and argumentation, and student involvement in teaching and learning where students must understand cartoon picture and examine them and give and say sentences that are suitable for images and situations given. Students with think in concept cartoon the partner group will be easier to produce think a speaking topic. It can be

conclude that think in concept cartoon the positive impact to students motivation in speaking.

Based on the research finding above, the result of hyphothesis from this research can answer the formulation of the problems as stated in chapter one where the research finds that all the alternative hyphothesis (Ha) are accepted. The result of this research related to the first hyphothesis asserts that there is a significant effect of using concept cartoon on students motivation in speaking. In line with (Naylor and Keogh, 1999) statemets that concept cartoon imrpove stressed the importance of the concept cartoons in focusing and the thingking of her pupils, an aspect of motivation which had been problematic. And one teacher reflected on a ussually timid child's involvement "The concept cartoons seemed to make her feel comfortable and confident" (Primary teacher 1997) in naylor and keogh. By using concept cartoon as a teaching strategy, studets motivation in speaking has increased. The increase in students speaking motivation in this case study can be seen from the results of the first hyphothesis which states that there is a significant effect of using concept cartoon on students motivation in speaking.

The second hyphothesis asserts that there is a significant difference of using concept cartoon on students motivation in speaking. The use of concept cartoon on studets motivation in speaking refers to an increase students active involvement in the speaking learning process is found in the questionnaire items that actively involve studets in asking about concept cartoons in the speaking process from item nomber two to eleven in the questionnaire related

to pre – questionnaire and post – questionnaire motivation in both experimental and control classes shows a significant difference including the increase in studets motivation in speaking, especially class compared to the control class without using concept cartoons.

Finally, the third hyphothesis states that student motivation in speaking using concept cartoon is better than students motivation in speaking without using concept cartoon. In this study of (Baysal and Gultekin, 2023) the results show that the use of concept cartoons in the classroom improves students speaking ability and motivation. Then, it is also evident from the scores that students who are taught with the use of concept cartoons have better speaking motivation than students without using concept cartoons.

From the explanation above, it can be concluded that concept cartoon as a startegy in teaching can increase student motivation in speaking. In addition, concept cartoon can also be used as an effective strategy to help teachers in teaching.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research and discussion that had been discussed in the previous chapter, it can be concluded that:

a. There is significant effect of using concept cartoon to increase students motivation in speaking. It can be seen in previous chapter related to the result of statistical analysis by using paired sample t test where the 2 tailed is (0,000) smaller than 0,05 for df 31 with a significant level of 0,05. From the results of the data analysis, the H_O hyphothesis is rejected and the alternative H_a hyphothesis is accepted.

b. There is significant difference between using concept cartoon to increase students speaking motivation in speaking and without using concept cartoon. It can be seen from the result of statistical analysis by using independent sample test where 2 tailed value of (0,000) is smaller than sig 0,05 for df 61 with a significant level of 0,05. From the results of data analysis, the null hyphothesis (H_o) is rejected and the alternative hyphotesis (H_a) is accepted.

c. Students motivation in speaking by using concept cartoon better than students motivation in speaking without using concept cartoon. It can be seen from the result of statistical analysis by using independent sample test where 2 tailed value of (0,000) is smaller than sig 0,05 for

df 61 with a significant level of 0,05. From the results of data analysis, the null hyphothesis (H_o) is rejected and the alternative hyphotesis (H_a) is accepted.

B. Suggestion

Based on the above findings, the researchers make suggestions to the following parties, such as English teachers, students and other researchers.

a. English language teachers

Concept cartoons can be used by teachers in designing materials related to speaking. As teachers must provide media and strategies that enable students to understand learning effectively and efficiently. Concept cartoons can be a way to motivate studets not only for learning, but also for themselves.

b. Student

To pay attention in class when the teacher explains the material or does their work. Understanding the material using the concept cratoon strategy can help motivate students learn. Also, students need to practice a lot to imprve their speaking skills to become good speakers.

c. Other researchers

Since this study uses a language learning strategy called concept cartoon in further research, it is recommended to collect more information using concept cartoon strategies to improve students speaking motivation. There is a lot of information to add.

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APPENDIX

RESEARCH GUIDLINE

Variable	Dimension	Indicator	Item numbers
Motivation (Gardner, 2004)	Intrinsic	Happy to do learning task	1
		Showed a deeper interest in the matter learned further	2
		Excited to excel or to get the learning achievement	3,4
		Feel the importance of learning	5,6
		Tenacious and diligent in facing learning problems	7,8,9
		The drive to actively engage in learning activities	10,11
		The drive to learn independently	12,13,14
	Extrinsic	The drive to avoid the teachers punishment	15,16
		The drive to get the teachers reward	17,18
		The drive to please the parents	20,21
		The drive to gain the friends recognition	22
		A supportive environment	19

	Integrative	The drive to learn the people related to English	23,24,25
		The drive to learn the cultures related to English	26
	Instrumental	The effort made to pass the exam	27
		The drive to get a better job	28,29
		The effort made to pass the college entrance test	30

MODUL AJAR 2 KURIKULUM MERDEKA
BAHASA INGGRIS FASE D KELAS VIII
CLASS EKSPERIMEN

INFORMASI UMUM

A. IDENTITAS MODUL

Penyusun	**:**	**Athika Frakusia**
Instansi	**:**	**Kemenag Agam**
Tahun Penyusunan	**:**	**Agustus 2023**
Jenjang Sekolah	**:**	**MTsN 6 Agam**
Mata Pelajaran	**:**	**Bahasa Inggris**
Fase / Kelas	**:**	**D / VII**
Chapter 2	**:**	**Daily Activity**
Alokasi Waktu	**:**	**1 Pertemuan atau setara 3JP (3 x 40 menit)**

B. KOMPETENSI AWAL

Capaian Pembelajaran

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

Elemen Menyimak – Berbicara

- Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya

memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

Elemen Membaca - Memirsa

- Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

Elemen Menulis - Mempresentasikan

- Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. Mereka juga menyertakan informasi dasar dan detail, dan memvariasikan konstruksi kalimat mereka dalam tulisan mereka. Peserta didik mengungkapkan ide-ide dalam bentuk sekarang, masa depan, dan masa lalu. Mereka menggunakan penanda waktu, kata keterangan frekuensi dan konjungsi umum untuk menghubungkan ide. Upaya mereka untuk mengeja kata-kata baru didasarkan pada hubungan bunyi-huruf Bahasa Inggris yang diketahui dan mereka menggunakan tanda baca dan kapitalisasi dengan konsisten.

C. PROFIL PELAJAR PANCASILA

- (1) Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia, (2) berkebinekaan global, (3) bergotong royong, (4) kreatif, (5) bernalar kritis, dan (6) mandiri.

D. SARANA DAN PRASARANA

- Gambar , Gawai, laptop/komputer, akses internet, buku teks, papan tulis/white board, lembar kerja, handout materi, proyektor/pointer dan referensi yang mendukung.

E. TARGET PESERTA DIDIK

- Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

F. MODEL PEMBELAJARAN

- Model pembelajaran tatap muka,

KOMPONEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN



Upon completion of Chapter 1about me, the students should be able to:

1. Can use social function and social function transaksional lisan, .
2. Can practice dialogue texts and written using pronounciation and structure good and true words
3. Can apply cartoon to practice dialogue.

B. PEMAHAMAN BERMAKNA

Unit 2 the stories

- **Function :** to delivering daily activities
- **Language features :** simple present tense
- **Listening and Viewing :** Listen to dialogues about a daily activity
- **Speaking :** dialogue to daily activity

C. PERTANYAAN PEMANTIK

- What do you do after waking up?
- Is it a daily activity that you do?
- After these questions, can you conclude what we will learn?
- What are daily activities?

D. KEGIATAN PEMBELAJARAN

Kegiatan Pembelajaran Unit 1. About Me (Describe their daily activities)

Kegiatan Pendahuluan

📖 Guru mengulas kembali materi pada Chapter 1. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat

menggunakan bahasa Indonesia pada bagian-bagian penting dalam Chapter 1.

Bahasa guru

"Good morning, everyone. Welcome back to our English lesson. In Chapter 1 we learned a lot about how to talk about daily activities , how to sequence the activities and how to add details to the main activities."

📖 Guru menjelaskan tujuan pembelajaran daily activity. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik pada bagian-bagian selanjutnya dalam chapter ini.

Bahasa guru

"Today we continue, with a new topic. The topic is daily activities"

"In this chapter, we will talk about the daily activities with speaking or writing."

"in this chapter we can learning about the daily activities with generic structure, language features, and some expressions we can use to invite someone with speaking."

Kegiatan Inti



📖 **Guru menjelaskan pengenalan secara singkat tentang kegiatan yang akan di pelajari.** Disini guru mejelaskan materi yang akan di pelajari dan dengan media apa yang akan di pelajari. Dengan tema daily activity dan dengan menggunakan strategi "Concept Cartoon" jadi disini siswa akan belajar daily activities dan akan menampilkan dialogue speaking in front of class with concept cartoon dimana siswa akan bebas memberikan ide di dalam percakapan menggunakan concept cartoon. Cartoon yang di berikan berupa gambar daily activities dan siswa bebas mengimajinasikan dan mencurah kan nya ke dalam sebuah percakapan speaking practice.

📖 Menyampaikan materi yang akan di pelajari yaitu daily activities

📖 Memberikan pertanyaan pemantik dari materi

📖 What is meant by daily activities?

📖 What are examples of daily activities?

📖 Kemudian menjelaskan materi daily activities

📖 Guru menampilkan cartoon daily activities.

📖 Membahas bersama- sama dan mengkaitkan siswa tentang daily activities.

📖 Menampilkan contoh dialogue

📖 Guru bertanya kepada peserta didik apakah mereka paham dengan dialog di contohkan

Bahasa guru

"Do you understand the dialogue?"

"Can you practice the dialogue ? (dlm Bahasa Inggris)"

" do you know about daily activities?'

"membahas dari contoh dan memunculkan beberapa pertanyaan dan pemahan murid terhadap contoh yang di berikan"

- **Guru memperkenalkan concept cartoon ajakan kepada peserta didik untuk merefleksikan konsep kartun dan berdiskusi dalam kelompok apa yang mereka pikirkan dan mengapa** dan memperlihat kan contoh cartoon membawa contoh asli nya di depan siswa. Guru menjelaskan contoh dari concept cartoon dimana siswa akan di berikan gambar cartoon. Contohnya di berikan kepada siswa a sebuah gambar cartoon yang bergambar kan satu keluarga yang sedang melakukan kegiatan nya masing – masing yang saling sibuk di dalam rumah. lalu siswa membuat dialog dari cartoon tersebut secara berkelompok, setiap kelompok dan perorang akan mendapat kan gambar cartoon, lalu setiap satu kelompok akan mendapatkan gambar cartoonyang sama dan kelompok akan memilih gambar cartoon mana yang akan di tampilkan untuk speaking dan membuat dialog dari cartoon tersebut setiap anggota kelompok harus berbicara agar proses speaking terjadi antara individu dan menampilkan nya di depan kelas.
- **Interaksi dan intervensi oleh guru sebagaimana mestinya selama sesi pengajaran**, Guru meminta peserta didik untuk meyimak contoh yang di berikan langsung oleh guru.
- **Penyelidikan praktis atau kegiatan berbasis penelitian untuk menindaklanjuti ide – ide peserta didik sebagaimana mestinya, di dorong dan didukung oleh guru jika di perlukan.** Setelah itu guru akan meyuruh siswa untuk berdiskusi dengan teman sebelah untuk mencontohkkan dan prepraktek sebelum melakukan praktek langusng dalam menggunakan cartoon untuk praktek percakapan langsung.
- **Pleno seluruh kelas untuk berbagi dan menantang ide.**

Section 2 – Viewing

- Guru membagi siswa menjadi beberapa kelompok dan dalam 1 kelompok terdapat 2 atau 4 orang siswa

  " *Please sit in group of two or four person, and each group make your own name of group"*
- Divide students into groups, then give each cartoon picture
- Before starting, the teacher explains what each group and individual should do.
- Each group gets two picture related to daily activities, for example "two people under a tree" then students make conversation from the pictures they get.
- Each group member makes a conversation dialog that is interrelated from card given for 10 minutes.
- Each group member must speak and convey their ideas.
- After that, each group member will perform their conversation to make the speaking process run well.
- For the first process, the teacher will review the conversation and the difficulties found by

all studets then will give feedback and correct what is lacking from the students.

📖 *After that you have to retail your daily activities with someone.*

section 7 perform about invitation

📖 Guru memberikan dialogue dan siswa secara berpasangan mempraktekkan kedepan kelas menggunaan cartoon yang telah di berikan, cartoon yang sama dari yang sebelumnya.

"Today we are going to practice dialogue."

📖 Guru meminta peserta didik untuk melakukan persiapan melakukan *dialogue* dengan menggunakan cek list yang disediakan.

Bahasa guru

"Did you already decide which character you want to play? Who are you going to play X? What about you Y? Do you all feel comfortable? Are you conident enough? Let's do it!"

📖 Guru meminta peserta didik untuk menampilkan dialog depan kelas.

Bahasa guru

"It's time for you to perform speaking practice to the class. Which group wants to go first? "

Section 8 – Enrichment

📖 Guru meminta peserta didik untuk mencoba mempraktekkan ke depan kelas dialog yang telah di buat Bahasa guru

"That was a very good dialogue performance you did. After that you have to practice if you retell your daily activities"

Kegiatan Penutup

📖 Menyimpulkan pembelajaran bahwa Dengan meminta siswa untuk mengungkapkan pendapatnya terkait dengan materi pembelajaran yang telah dilaksanakan.

📖 Memberikan umpan balik terhadap proses pembelajaran : "well,class, you have done a very good job today. Most of you are active. I hope next time all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?"

📖 Guru Bersama siswa menutup kegiatan dengan doa dan salam.

Kriteria Penilaian

- Penilaian proses berupa catatan/deskripsi kerja saat mandiri dan diskusi kelompok.
- Penilaian Akhir Sekor nilai 10-100 dari

  Latihan menjawab pertanyaan (mengisi teks rumpang, ketepatan jawaban dan tulisan)

  Menceritakan kembali (pengucapan dan kelancaran)

Rubrik Penilaian

Sikap

a. Apakah aku sudah melakukan pembelajaran secara tanggung jawab ?

b. Apakah aku sudah mengumpulkan tugas secara tepat waktu ?

c. Apakah aku sudah mencantumkan sumber referensi dalam karyaku ?

c. Apakah aku sudah mampu berkolaborasi dengan baik bersama teman-temanku ?

Mengetahui , Kubang Putih, Agustus2023

Guru pamong Guru Mata Pelajaran

Hasnita, S.Pd.I **Athika frakusia**

NIP. 19811127 200501 2 006 NIM. 2320053

Date: _____ Class: _____ Chapter/Unit: _____

Students	Grammar	Vocabulary	Pronunciation	Fluency	Score _____/20 points
1.					
2.					
3.					
4.					
5.					
6.					
7.					

8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
Dst.					

Comment:

_____

_____

_____

_____

E. KEGIATAN PENGAYAAN DAN REMEDIAL



1. Guru melakukan analisa dari hasil pembahasan releksi peserta didik dan dari hasil penilaian untuk menentukan remedial teaching.
2. Guru dapat meminta dan menunjukkan peserta didik untuk melakukan *independent remedial learning*.

   Bahasa guru

   "On the parts that you are still confused, you can relearn and redo the activity."

LAMPIRAN

A. BAHAN BACAAN GURU & PESERTA DIDIK
▪ Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII. ▪ Buku Panduan Siswa English for Nusantara untuk SMP/MTs Kelas VIII.
B. DAFTAR PUSTAKA

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Calabrese, I., & Rampone, S. (2015). *Cross-curricular resources for young learners.* Oxford University Press

Derewianka, B., & Jones, P. (2016). *Teaching language in context*. Oxford University Press.

Pinter, A. (2017). *Teaching young language learners (Second ed.)*. Oxford University Press.

MODUL AJAR 2 KURIKULUM MERDEKA
BAHASA INGGRIS FASE D KELAS VIII
CLASS CONTROL

INFORMASI UMUM		
A. IDENTITAS MODUL		
Penyusun	**:**	**Athika Frakusia**
Instansi	**:**	**Kemenag Agam**
Tahun Penyusunan	**:**	**Agustus 2023**
Jenjang Sekolah	**:**	**MTsN 6 Agam**
Mata Pelajaran	**:**	**Bahasa Inggris**
Fase / Kelas	**:**	**D / VIII**

Chapter 2	**:**	**Daily Activitiy**
Alokasi Waktu	**:**	**1 Pertemuan atau setara 3JP (3 x 40 menit)**

B. KOMPETENSI AWAL

Capaian Pembelajaran

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

Elemen Menyimak – Berbicara

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

Elemen Membaca - Memirsa

- Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

Elemen Menulis - Mempresentasikan

- Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan,

menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. Mereka juga menyertakan informasi dasar dan detail, dan memvariasikan konstruksi kalimat mereka dalam tulisan mereka. Peserta didik mengungkapkan ide-ide dalam bentuk sekarang, masa depan, dan masa lalu. Mereka menggunakan penanda waktu, kata keterangan frekuensi dan konjungsi umum untuk menghubungkan ide. Upaya mereka untuk mengeja kata-kata baru didasarkan pada hubungan bunyi-huruf Bahasa Inggris yang diketahui dan mereka menggunakan tanda baca dan kapitalisasi dengan konsisten.

C. PROFIL PELAJAR PANCASILA

- (1) Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia, (2) berkebinekaan global, (3) bergotong royong, (4) kreatif, (5) bernalar kritis, dan (6) mandiri.

D. SARANA DAN PRASARANA

- Gawai, laptop/komputer, akses internet, buku teks, papan tulis/white board, lembar kerja, handout materi, infokus/proyektor/pointer dan referensi yang mendukung.

E. TARGET PESERTA DIDIK

- Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

F. MODEL PEMBELAJARAN

- Model pembelajaran tatap muka,

KOMPONEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN



Upon completion of Chapter 1 about me (Daily activities), the students should be able to:

4. Can use social function and social function transaksional lisan, .
5. Can practice dialogue texts and written using pronounciation and structure good and true words

6. Can apply flashcard and matching to practice dialogue.

B. PEMAHAMAN BERMAKNA

Unit 2 the stories

- **Function :** to delivering daily activities
- **Language features :** simple present tense
- **Listening and Viewing :** Listen to dialogues about a daily activity
- **Speaking :** dialogue to daily activity

C. PERTANYAAN PEMANTIK

- What do you do after waking up?
- Is it a daily activity that you do?
- After these questions, can you conclude what we will learn?
- What are daily activities?

D. KEGIATAN PEMBELAJARAN

Kegiatan Pembelajaran Unit 1. Kindness Towards Differences

Kegiatan Pendahuluan

📖 Guru mengulas kembali materi pada Chapter 1. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan bahasa Indonesia pada bagian-bagian penting dalam Chapter 1.

Bahasa guru

"Good morning, everyone. Welcome back to our English lesson. In Chapter 1 we learned a lot about how to talk about narrative text , how to sequence the activities and how to add details to the main activities."

📖 Guru menjelaskan tujuan pembelajaran daily activity. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik pada bagian-bagian selanjutnya dalam chapter ini.

Bahasa guru

"Today we come to a new chapter, Chapter 1, with a new topic. The topic is daily activities"

"In this chapter, we will talk about the daily activities with speaking or writing."

"in this chapter we can learning about the daily activities with generic structure, language features, and some expressions we can use to invite someone with speaking."

Kegiatan Inti



Section 1 – Say What You Know

- 🕮 Guru meminta siswa mendengarkan dan mengamati penjelasan yang ditayangkan oleh guru, kemudian menayangkan gambarnya melalui slide show
  Bahasa guru sambil membuat gerakan sederhana sesuai dengan cerita
- 🕮 Menyampaikan materi yang akan di pelajari yaitu daily activities
- 🕮 Memberikan pertanyaan pemantik dari materi
- 🕮 What is meant by daily activities?
- 🕮 What are examples of daily activities?
- 🕮 Kemudian menjelaskan materi daily activities
- 🕮 Membahas materi
- 🕮 Membahas bersama- sama dan mengkaitkan siswa tentang daily activities.
- 🕮 Memberikan contoh dialogue daily activities
- 🕮 Guru bertanya kepada peserta didik apakah mereka paham dengan contoh yg di berikan
  Bahasa guru
  "Do you understand the dialogue?"
  "Can you practice the dialogue ? (dlm Bahasa Inggris)"
  " do you know about daily activities?'
  "membahas dari contoh dan memunculkan beberapa pertanyaan dan pemahan murid terhadap video yang di berikan"
- 🕮 Guru meminta peserta didik untuk meyimak contoh yang di berikan langsung oleh guru.
- 🕮 Setelah itu guru akan meyuruh siswa untuk berdiskusi dengan teman sebelah untuk mencontohkkan dan prepraktek sebelum melakukan praktek langusng



Section 2 – Viewing

- 🕮 Guru membagi siswa menjadi beberapa kelompok dan dalam 1 kelompok terdapat 2 atau 4 orang siswa
  " *Please sit in group of two or four person, and each group make your own name of group"*
- 🕮 Divide students into 4 groups
- 🕮 Before starting, the teacher explains what each group and individual should do.
- 🕮 Each group make the conversation daily activities.
- 🕮 Each group member makes a conversation dialog for 10 minutes.
- 🕮 Each group member must speak and convey their ideas.
- 🕮 After that, each group member will perform their conversation to make the speaking process run well.
- 🕮 For the first process, the teacher will review the conversation and the difficulties found by all studets then will give feedback and correct what is lacking from the students.

📖 *After that you have to retail your daily activities with someone.*

section 7 perform about invitation

📖 Guru memberikan dialogue dan siswa secara berpasangan mempraktekkan kedepan kelas
"Today we are going to practice dialogue."

📖 Guru meminta peserta didik untuk melakukan persiapan melakukan *dialogue* dengan menggunakan cek list yang disediakan.

Bahasa guru

"Did you already decide which character you want to play? Who are you going to play X? What about you Y? Do you all feel comfortable? Are you conident enough? Let's do it!"

📖 Guru meminta peserta didik untuk menampilkan dialog depan kelas.

Bahasa guru

"It's time for you to perform yourstory to the class. Which group wants to go first?"

Section 8 – Enrichment

📖 Guru meminta peserta didik untuk mencoba mempraktekkan ke depan kelas dialog yang telah di buat Bahasa guru

"That was a very good dialogue performance you did. After that you have to practice if you retell your daily activities"

Kegiatan Penutup

📖 Menyimpulkan pembelajaran bahwa Dengan meminta siswa untuk mengungkapkan pendapatnya terkait dengan materi pembelajaran yang telah dilaksanakan.

📖 Memberikan umpan balik terhadap proses pembelajaran : "well,class, you have done a very good job today. Most of you are active. I hope next time all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?"

📖 Guru Bersama siswa menutup kegiatan dengan doa dan salam.

Kriteria Penilaian

- Penilaian proses berupa catatan/deskripsi kerja saat mandiri dan diskusi kelompok.
- Penilaian Akhir Sekor nilai 10-100 dari

  Latihan menjawab pertanyaan (mengisi teks rumpang, ketepatan jawaban dan tulisan)
  Menceritakan kembali (pengucapan dan kelancaran)

Rubrik Penilaian

Sikap

a. Apakah aku sudah melakukan pembelajaran secara tanggung jawab ?

b. Apakah aku sudah mengumpulkan tugas secara tepat waktu ?

c. Apakah aku sudah mencantumkan sumber referensi dalam karyaku ?

c. Apakah aku sudah mampu berkolaborasi dengan baik bersama teman-temanku ?

Mengetahui ,
Agustus2023
Guru pamong
Pelajaran

Kubang Putih,

Guru Mata

Hasnita, S.Pd.I
NIP. 19811127 200501 2 006

Athika frakusia
NIM. 2320053

Date: _____ Class: _____ Chapter/Unit: _____

Students	Grammar	Vocabulary	Pronunciation	Fluency	Score _____/20 points
1.					
2.					
3.					

4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
Dst.					

Comment:

_____

_____

_____

_____

E. KEGIATAN PENGAYAAN DAN REMEDIAL



1. Guru melakukan analisa dari hasil pembahasan releksi peserta didik dan dari hasil penilaian untuk menentukan remedial teaching.

2. Guru dapat meminta dan menunjukkan peserta didik untuk melakukan *independent remedial learning*.

Bahasa guru

"On the parts that you are still confused, you can relearn and redo the activity."

LAMPIRAN

A. BAHAN BACAAN GURU & PESERTA DIDIK

- Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII.
- Buku Panduan Siswa English for Nusantara untuk SMP/MTs Kelas VIII.

B. DAFTAR PUSTAKA

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Derewianka, B., & Jones, P. (2016). *Teaching language in context*. Oxford University Press.

Pinter, A. (2017). *Teaching young language learners (Second ed.)*. Oxford University Press.

INSTRUMENT OF QUESTIONNAIRE

Pengaruh penggunaan concept cartoon dalam meningkatkan motivasi berbicara siswa di MTs N 6 Agam.

I. Identitas Responden

Nama :

Jenis kelamin :

Kelas :

II. Petunjuk Pengisian Angket

1. Angket ini bertujuan untuk mendapatkan gambaran yang jelas tentang bagaimana motivasi terhadap pembelajaran speaking.
2. Beri tanda ceklis (√) pada kolom jawaban sesuai dengan pendapat anda dengan sejujur – jujur nya tanpa paksaan dan pengaruh dari pihak lain. Berdasarkan empat alternarif jawaban di bawah ini :
   a. Sangat Setuju (SS)
   b. Setuju (S)
   c. Tidak Setuju (TS)
   d. Sangat Tidak Setuju (STS)
3. Atas partisipasi adik – adik di ucapkan terimakasih.

III. Daftar Pertanyaan

A. Kuesioner (Angket)

NO	PERNYATAAN - PERNYATAAN	SS	S	TS	STS

1.	Saya sangat senang mengerjakan tugas yang berkaitan dengan pembelajaran speaking.				
2.	Saya senang mencari informasi yang berhubungan dengan materi speaking motivation, karena bisa memperkaya ilmu kita.				
3.	Saya aktif bertanya kepada guru mengenai materi speaking yang tidak saya pahami				
4.	Saya aktif dalam menjawab pertanyaan dari guru sehingga mendapatkan nilai dan pemahaman yang baik.				
5.	Pembelajaran speaking sangat penting dalam pembelajaran bahasa Inggris agar saya terbiasa dan percaya diri untuk berbicara.				
6.	Pembelajaran speaking sangat penting agar saya dapat berkomunikasi dengan benar.				
7.	Bila menghadapi kesulitan dalam mempelajari materi speaking, saya				

	berusaha menemukan alternative pemecahannya sendiri dan bertanya dengan guru.				
8.	Meskipun saya merasa tidak akan mendapat prestasi yang baik, saya akan tetap berusaha dan belajar.				
9.	Saya giat belajar speaking agar pengucapan speaking saya bagus.				
10.	Saya terlibat aktif practice speaking di kelas dan mendiskusikan pembelajaran speaking di kelas.				
11.	Saya selalu berdiskusi dengan teman dan untuk materi speaking yang tidak saya pahami.				
12.	Saya dapat menyelesaikan tugas speaking dengan kemampuan saya sendiri.				
13.	Saya mampu practice speaking di depan kelas.				
14.	Saya senang mengerjakan tugas speaking sendiri karena lebih menghemat waktu.				

15.	Saya rajin belajar speaking agar tidak mendapat hukuman menyetor dialog dari guru.				
16.	Saya serius belajar speaking dan practice di kelas agar guru tidak memberikan saya nilai yang jelek.				
17.	Saya mengikuti proses belajar agar guru memberikan saya nilai yang bagus.				
18.	Saya rajin belajar materi speaking secara bersemangat dan di puji oleh guru.				
19.	Saya bisa bercakap dengan di dalam bahasa inggris karena teman – teman disekitar saya sering berbahasa inggris.				
20.	Saya rajin belajar materi speaking dan practice di kelas sehingga orang tua saya sangat senang				
21.	Saya aktif belajar speaking di kelas dan orang tua saya membelikan saya hadiah buku speaking.				
22.	Saya aktif tampil speaking di kelas dan				

	di akui kemampuan speaking oleh teman – teman saya.				
23.	Saya belajar speaking agar bisa berbicara langsung dengan native speaker.				
24.	Saya belajar speaking agar memiliki banyak teman dari negara lain.				
25.	Saya belajar speaking agar dapat memahami dan mengapresiasi seni dan sastra inggris.				
26.	Saya belajar speaking untuk mempelajari budaya lain agar dapat menjelajahi dunia.				
27.	Saya rajin belajar speaking untuk kelulusan pada mata pelajaran tersebut.				
28.	Saya belajar speaking untuk mendapatkan pekerjaan yang lebih baik.				
29.	Saya rajin belajar speaking agar bisa memperoleh level pekerjaan yang lebih tinggi.				
30.	Saya belajar speaking supaya bisa				

	mengikuti tes ujian masuk perguruan tinggi di luar negeri.				

MATERI PEMBELAJARAN KELAS 7

DAILY ACTIVITIES / DAILY ROUTINE

Talking about my daily routine

Vocabulary review

- To drive / ride : mengemudi / mengendarai
- Before / after : sebelum/ sesudah
- When : kapan
- Quarter to : seperempat
- Half past : setengah lewat
- Always : selalu

Ask about routine

- What : apa : what time is it?
- Who : siapa : who cleans the house?
- When : kapan : when do you get home from school?
- Why : kenapa : why are you so tired?
- Which : berapa : which daily chores do you like?
- Where : dimana : where you wait for the bus to go to school?
- How often : seberapa sering : how often you clean your home?
- How long : seberapa lama : how long the trip to school takes.

Talking about routines with **adverb of frequency** (frasa seberapa sering)

- I always drive my car to work on Monday
- I sometimes ride my bike home
- On weekends, i never wake up before noon
- I usually jog during the week

Dialogue

- When do you eat lunch?
  I always eat lunch between noon and one o'clock in the afternoon
- What do you do on Saturday?
  I usually meet friends and sometimes we go to a cafe.

Daily routine :

- Wake up at 05.00 A.M
- Take a shower
- Pray subuh
- Breakfast
- Prepare to go to school
- Studying at school
- Clean the bedroom
- Clean the house
- Sweeping the floor
- Playing with my friends
- Do homework
- Playing the game
- Helping my parents

Dialogue

Alexa : hi clara

Clara : hi alexa

Alexa : I saw you this morning in front of the house, under the tree.

Clara : ooo yes, i was waiting for the school bus.

Alexa : it’s so nice to play under that tree, how about i go to your house to play there?

Clara : ooo yes very good, please go home from school!



MATERI GAMBAR CONCEPT CARTOON

Name :

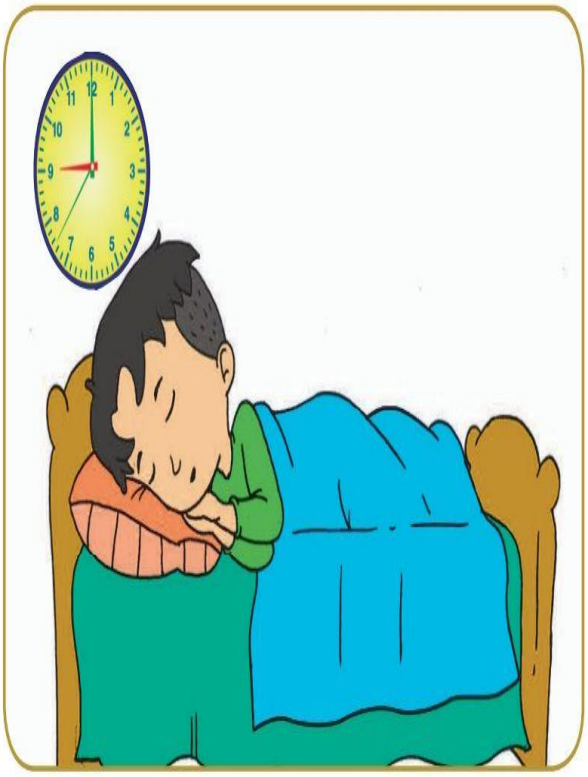
Class :




apri___
A: bananan
B: banao
C: banana
apricot
apple
banana
apple
ABC
ABC








√344





Documentation






























RIDWAN LILI
RIDWAN


RIDWAN LILI
RIDWAN




























RIDWAN




RIDWAN



APPENDIX 1

Tests of Normality

	kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
nilai	ctrl	,170	31	,023	,956	31	,227
	eks	,117	32	,200*	,976	32	,680

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

APPENDIX 2

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
nilai	Based on Mean	2,262	1	61	,138
	Based on Median	2,248	1	61	,139
	Based on Median and with adjusted df	2,248	1	55,665	,139
	Based on trimmed mean	2,172	1	61	,146

APPENDIX 3

Statistics

		prectrl	postctrl	preeks	posteks
N	Valid	31	31	32	32
	Missing	1	1	0	0
Mean		75,81	75,87	77,50	86,75
Median		76,00	76,00	78,50	87,00
Std. Deviation		6,700	4,808	7,561	3,427
Variance		44,895	23,116	57,161	11,742
Minimum		57	64	59	78
Maximum		87	86	94	95

APPENDIX 4

Paired Samples Test 1

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	preeks – posteks	-9,250	7,089	1,253	-11,806	-6,694	-7,381	31	,000

APPENDIX 5

Independent Samples Test 2

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
nilai	Equal variances assumed	2,262	,138	-10,368	61	,000	-10,879	1,049	-12,977	-8,781
	Equal variances not assumed			-10,314	54,110	,000	-10,879	1,055	-12,994	-8,764

APPENDIX 6

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	nilai - kelas	79,889	6,469	,815	78,260	81,518	98,028	62	,000

APPENDIX 7

Reliability Statistics

Cronbach's Alpha	N of Items
,891	30