

**THE EFFECTIVENESS OF ANIMATED FILM TO IMPROVE STUDENT'S
PRONUNCIATION AT THE SEVENTH
GRADE OF SMPN 5 BANAWA**



THESIS

*Submitted as a partial fulfillment of the requirement for the degree of Sarjana
Pendidikan at English Tadris study program on Tarbiyah and Teacher
Training in State Islamic University Datokarama Palu*

By

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2025**

Statement Of The Thesis Aunthenticity

I hereby declare that the thesis entitled: "**The Effectiveness of Animated Film to Improve Students' Pronunciation at Seventh Grade of SMPN 5 Banawa**" has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the University and I must be ready for all the consequences thereafter due to this misconduct.

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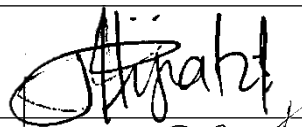
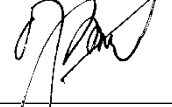

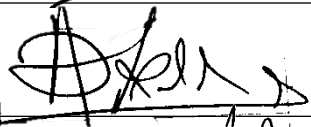
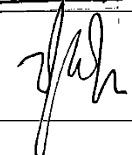


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ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ. الصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ
أَمَّا بَعْدُ

Alhamdulillah, all praise and gratitude the researcher offers to the presence of Allah SWT, who has bestowed all his grace, guidance, and blessings so that the researcher is able to complete this Thesis.

The researcher conveys prayers and greetings to the prophet Muhammad(SAW), along with family, friends, and the faithful who always follow his message.

The researcher fully realizes that in the preparation of this thesis, she received a lot of motivation and assistance from various parties. Therefore, the researcher would like to express her gratitude to:

1. The researcher's parents Mursalim Lamanani(father) and Rosmiati Kamaruddin(mother), thank you for everything you have done for the researcher, and for all the love, prayers, and blessings that always accompany every step of the researcher.
2. Prof. Dr. H. Lukman S Thahir, M.Ag. as the Rector UIN Datokarama Palu, Dr. Hamka, S.Ag.,M.Ag as the deputy rector I, Prof. Dr. Hamlan,M.Ag as the deputy rector II, Dr. Faisal Attamimi, S.Ag.,M.Fil.I as the deputy rector III. Along with all elements of the leadership of UIN Datokarama Palu who have encouraged and provided policies to the researcher in various matters.
3. Prof. Dr. Saepudin Mashuri, S.Ag.,M.Pd.I as the Dean of Faculty Tarbiyyah and Teacher Training UIN Datokarama Palu, Dr. Hj. Naima. S.Ag., M.Pd. as the Deputy Dean I, Dr. H.

Suharnis S.Ag., M.Ag as the Deputy Dean II and Dr. Elya, S.Ag., M.Ag as the Deputy Dean III who has given wisdom to the researcher in various matters.

4. Ruslin, S.Pd.,M.Pd.,M.Sc.,Ph.D, as the Head of English Tadris Study Program and Hijrah Syam, S.Pd.,M.Pd as the Secretary of English Tadris Study Program.
5. Appreciation and billion thanks the researcher gives to Ana Kuliahana, S.Pd.,M.Pd. as Supervisor I and Dzakiah, M.Pd as Supervisor II who have helped this thesis writing.
6. Appreciation and billion thanks the researcher gives to Ruslin, S.Pd., M.Pd.,M.Sc, Ph.D. as Examiner I and Ma'rifah Nurmala, M.Pd. as Examiner II helped this thesis writing.
7. Dr.Nur Asmawati, S.Ag.,M.Hum. as an academic adviser who sincerely directed and guided the researcher in completing the studi.
8. Rifai, S.E., MM. As the head of the library and all library staff of UIN Datokarama Palu, who provided references as skripsi materials so that it become a scientific work. And all lecturers of UIN Datokarama Palu who have provided their knowledge during the lecture process.
9. All academic and general staff of the Faculty of Tarbiyah and Teacher Training UIN Datokarama Palu, who have provided excellent service and provided policies to the researcher in variour matters.
10. The researcher's beloved siblings, Kurniawan S.AP, Riki Anarki, Rangga Aditya, and Marsya Chikita, thank you for given encourgements for researcher.
11. The researcher's best friends Ian Kristina S.Pd, Citra S.Pd, Diah Islamiyah S.Pd, Fina, and Resti Ana Lita for always accompanies, provides motivation and encouragement to the researcher in compiling the skripsi.

May Allah SWT. repay your kindness with manifold rewards. Finally, with all simplicity and humility, hopefully this Skripsi can provide benefits to the readers and others who need it.

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ABSTRACT

Name : Natania Anggraini

Number of Students : 18.1.16.0092

Thesis Title :The Effectiveness of Animated Film to Improve Students' Pronunciation at the Seventh Grade of SMPN 5 Banawa

This research is based on the lack of English pronunciation among students which often occurs in school. Pronunciation is one important aspect in English. Correct pronunciation increases clarity, minimizes misunderstandings, and increases communication efficiency.

The research aims to find out whether the use of animated film as a learning medium is effective in improving students' pronunciation abilities. In this regard, this thesis addresses the pronunciation issues of students at SMPN 5 Banawa and is animated film to improve students' pronunciation?

The type of research used was quantitative research, namely data in the form of numbers. The research design used was pre-experimental research in the form of one group pre-test and post-test. Pre-experimental, namely a design that includes one group or class that is given pre and post tests. The one group pre-test post-test design was carried out on one group without any comparison. The technique used in sampling is purposive sampling, namely a non-random sampling technique.

The result of statistical processing, assisted by the IBM SPSS 29 Program, showed that use of animated films as a medium was effective in increasing students' pronunciation at SMPN 5 Banawa with a significant value of $0,000 < 0,05$. So it can be concluded that there is a difference in the average students learning outcomes for the pre-test(32,5) and the post-test(50,27) for the experimental class so that the hypothetical H_0 is rejected and H_a is accepted.

Suggestions from the researcher, namely for English teachers: teachers need to prepare the material carefully, not only choosing animated films that are fun, but also educational and related to the learning material. For students: watching animated films is also the right way to learn a foreign language better and faster, because by watching animated films students will learn unconsciously and at the same time enjoy the animated film. For the next researcher, it is recommended to provide a longer treatment period to get better results in improving pronunciation.

CHAPTER I

INTRODUCTION

A. Background

The application of foreign language learning in education is very important and has great benefit for the community, mastery of foreign languages is needed, there are several reasons to support this statement. First, learning a foreign language is a way to spread society in globalization. Second, a means to absorb growing knowledge and become a medium for spreading knowledge that is developing in Indonesia.¹

English is the most widely used language in the world, this language is the mother tongue for more than 400 million people around the world. When heads of state meet each other at world-level conferences, English is the language most often used. Likewise, when people from different nations meet each other, English is the only connecting language used by them.

In article 33 paragraph 3 of Law Number 20 of 2003 which states that foreign languages can be used as the language of instruction in certain educational units to support students' foreign language skills. The law regulates the use of foreign languages in education to support students' foreign language skills.²

Media is one of the learning supports whose role in the 2013 curriculum has become an important tool in every lesson. The function of the media becomes important when every learning takes place requires the application of theory that can be known easily and does not cost a lot. ³The use of media in learning is not to replace good learning methods, but to complement and assist educators in providing material or information. Through the use of media, it is hoped that there will be meaningful interaction between educators and students so that they can achieve learning outcomes that are in accordance with their goals.

¹Verren Auranissa Hernanda, Afwa Yasyfa Azzahra, Fitri Alfarisy, "The Influence of Applying Foreign Languages to Educational Performance" Indonesian Journal of Social Science Vol.3 No 1 January 2022

²Republic of Indonesia, Law Number 20 of 2003 concerning *the National Education System* (Jakarta : Citra Umbara 2006)

³Irfai Fathurohman, Agung Dwi Nurcahyo, Wawan Shokib Rondli, "Animation Films as Integrated Learning Media to Stimulate Multilingual Literacy in Elementary School Students"

Animated films are expected to form students' emotional memories and can accommodate students who are slow in accepting lessons. Animated film media not only presents material that can be received by the sense of sight, but also invites students to use the sense of hearing.⁴

Animation are usually aimed at children who are in the process of learning their first language or mother tongue. Indonesians who are users of English as a foreign language can use animated films to improve pronunciation.

Pronunciation is one aspect of supporting English language skills because speaking in English requires good pronunciation so that it can be conveyed clearly and understandably, because when one of the pronunciations changes the meaning of the word, it causes other people to feel confused. Most students find it difficult to pronounce sentences in English because there is no habituation and proper media.⁵ If students can't pronounce the right word than they can't communicate properly. Good pronunciation also helps learners to have a good understanding of native speakers can also improve the ability to communicate easily and effectively.

Mispronunciation should be avoided to improve overall pronunciation skills. By learning pronunciation, we can easily say a word when communicating with other people, especially native speakers.

Improving students' pronunciation by using animated films is considered as the right medium, when the teaching and learning process of animated films helps teachers to provide correct pronunciation models. By using animated films the teacher will find it easier to show how to pronounce a word correctly. Animated films are also very useful for getting students used to English pronunciation. When there are certain parts in the animated film that are repeated, students already recognize the pronunciation of the word.⁶

⁴Yanuarita Widi Astuti, Ali Mustadi "Effects Of The Use Animation Film Media On The Narative Text Writing Skills Of Grade V Students Of Ess" Jurnal Prima Edukasi, Volume 2 – Nomor 2, 2014

⁵Mohammad Syarif Hidayatullah, "Improving Students' Pronunciation Through Western Movie Media"Journal al-Lisan ISSN 2442-8965 & E ISSN2442-8973 Volume 3 Nomor 1 –Februari 2018

⁶ Titik Lina Widyaningsih " Improving Pronunciation Ability by Using Animated Films " BRIGHT,Journal of English Language Teaching ,Linguistics and Literature Vol.1 No. 1, July 2017, pp 26-41

Based on the things mentioned above, the researcher is interested in conducting research entitled “The Effectiveness of Animated Film to Improve Students’ Pronunciation at Seventh Grade of SMPN 5 Banawa”.

B. *Formulation of the problem*

Based on the background that has been described, the subject matter of the skripsi entitled “The Effectiveness of Animated Film to Improve Student's Pronunciation at The Seventh Grade SMPN 5 Banawa”. Thus the sub-problem can be formulated as follows:

Is the effectiveness of animated film to improve students’ pronunciation at the seventh grade of SMPN 5 Banawa ?

C. *Research Purposes and Significance*

1. Research purposes

Based on the problems above, the objectives to be achieved in this research are as follows:

To find out the use animated films is effective in improving students’ pronunciation.

2. Significance of research

The results of this research are expected to be useful for all parties:

a. Scientific Significance

As a means to develop scientific insights, especially regarding how to improve students' pronunciation by using animated films in English subjects at SMPN 5 Banawa.

b. Practical Significance

1. For English teachers at SMPN 5 Banawa it is hoped that this research can increase teacher creativity in learning so that school goals can be achieved.
2. The results of this research are expected to be a reference for further research to conduct similar research.

D. *Research Outlines*

The first chapter as an introduction describes several things related to the existence of this research. Namely, the background of the problem that describes the research that the researcher

is conducting is quantitative field research, namely about increasing pronunciation using English animated films at SMPN 5 Banawa, the formulation of the problem is intended so that the discussion will not be out of context, the purpose and use of the research, as well as an outline of the contents of the thesis proposal which outlines an overview of the contents of the researchers skripsi.

The second chapter contains a review of the literature discussing theoretical studies that will be used as a reference in this research. This chapter consists of a description of increasing students' pronunciation using English animated films.

The third chapter will explain the research methods used by the researcher in this study, which include research approaches, research locations, data sources, data collection techniques and data analysis techniques.

The fourth chapter will explain the data findings obtained from research regarding the effectiveness of animated films to improve students' pronunciation at the seventh grade of SMPN 5 Banawa.

The fifth chapter is the conclusion of the discussion, which includes suggestions for consideration.

CHAPTER II

LITERATURE REVIEW

A. *Previous Research*

Previous research is very important as a basis for knowing previous research.

1. The research was conducted by Ulvia Safratul Ula Faculty of Tarbiyah and Teaching, State Islamic University Raden Intan Lampung in 2019, in a study entitled "The Influence of Animation Film Media on the Development of Vocabulary in Children Aged 5-6 Years in Dharma Kindergarten Bandar Lampung Women's Association. In this study the aim was to determine the vocabulary development of children aged 5-6 years through the media of animated films at the Dharma Wanita Association Kindergarten in Bandar Lampung. This research uses a quasi-experimental research type. The similarities with the author are that they both discuss animated film media in learning while the difference is that this thesis focuses on vocabulary development while the author focus on improving pronunciation.⁷
2. The research was conducted by Muh. Arif Fuad Teacher Training and Education Faculty, Muria Kudus University in 2015, in a study entitled "Improving The Pronunciation Skill of The Tenth Grade Students of SMA 1 Gebog Kudus In Academy Year 2014/2015 Through Homophones Intersperse". In this study the aim was to find out whether homophones interpretation can improve the pronunciation skills of class X students of SMA 1 Gebog Kudus in the 2014/2015 academic year. This study uses classroom action research. The similarities with the author are that they both discuss improving student pronunciation while the difference is that this thesis uses the homophones intersperse technique in improving student pronunciation while the writer uses animated films to improve student pronunciation.⁸

⁷Ulvia Safratul Ula "The Influence of Animated Film Media on the Vocabulary of Children Aged 5-6 Years at Dharma Wanita Association Kindergarten Bandar Lampung" Thesis

⁸Muh. Arif Fuad "Improving The Pronunciation Skill of The Tenth Grade Students of SMA 1 Gebog Kudus In Academic Year 2014/2015 Through Homophones Intersperse" Thesis

3. The research was conducted by Riska Aulia Sartika Faculty of Teacher and Training Education, Muhammadiyah University of Makassar in 2018, in a study entitled "Using Short Animated Films to Improve Speaking Ability (a Classroom Research At The Tenth Grade Students of SMAN 15 Luwu) ". In this study the aim was to find out whether short animated films can improve the speaking of class X students of SMAN 15 Luwu. This study uses classroom action research. The similarities with the author are that they both use animated films as learning media while the difference is that this thesis discusses improving students' speaking skills while the writer only focuses on students' pronunciation.⁹

B. Theoretical review

1. Animated Film

a. Definition of animation

Animation comes from the Latin word *anima*, which means soul or *animare* which means breath of life (moving, animating). Animated films are a medium combines audio and visuals by telling stories using animation steps or as they are often called with cartoon.¹⁰

Animation is often called a cartoon".¹¹In English, animation comes from the word *animated* or to *animate* which means to bring life or move. Meanwhile, according to the term animation, it originates from all the creation of life or breathing life into inanimate objects or inanimate objects or pictures.

In general, animation is a process of drawing by modifying the image of each frame which is exposed at a certain time interval so as to create an illusion of moving pictures. "Animated film is a medium that combines audio and visual with storytelling using animation or cartoons".¹²

⁹Riska Aulia Sartika "Using Short Animated Films to Improve Speaking Ability (A Classroom Action Research At The Tenth Grade Students Of SMA 15 Luwu)" A Thesis

¹⁰ Irfai Fathurohman, Agung Dwi Nurcahyo, dan Wawan Shokib Rondli " Film Animasi sebagai Media Pembelajaran Terpadu untuk Memacu Keaksaraan Multi Bahasa pada Siswa Sekolah Dasar"

¹¹Yanuarita Widi Astuti, Ali Mustadi "The Effect of Using Animation Film Media on Narrative Writing Skills"

¹²Irfai Fathurohman, Agung Dwi Nurcahyo, Wawan Shokib Rondli " Animated Films as Integrated Learning Media to Stimulate Multilingual Literacy in Elementary School Students " journal

Audio-visual media is a media that conveys information audio(sound) and visual(image) characteristics. This type of media has better ability, because it includes both characteristics.¹³ According to Wina Sanjaya, audio media visual is a type of media that contains element of images that can be seen, for example video recordings, various film sizes, sound slide, and so on. Media capabilities this is considered better and more attractive, because it contains both elements the first and second types of media.¹⁴

According to Celce-Murcia there are several techniques in teaching pronunciation, including audio-visual aids.¹⁵ While according James states that audio-visual aids are tools can be used to make learning experience more concrete, realistic and dynamic.¹⁶

b. Benefits of Animated Films

Watching animated films is one of the entertainment options for children. Not only are the visuals attractive, but animated films often have unique characters and also exciting storylines when watched by children. Many animated films are universal, which can be watched by both adults and children. Apart from being entertaining, animated films can also educate children because they can learn many things.

There are several benefits of using animated video media, namely the level of effectiveness and speed in conveying material is higher, repetition of certain discussions can be carried out, increases basic abilities and adds new experiences for students, and media animation is relevant to learning objectives and learning curriculum for students.¹⁷

The benefits of animated films are:

¹³ Sapto Haryoko "Efektivitas Pemanfaatan Media Audio-Visual sebagai Alternatif Optimalisasi Model Pembelajaran" Jurnal Edukasi @Elektro Vol. 5, No. 1, Maret 2009, hal.1-10

¹⁴ Wina Sanjaya(2010:172)

¹⁵ Celce-Murcia(1996;p.8, in pratiwi,2013;p97)

¹⁶ James(in Sabarish,2014)

¹⁷Delila Khoiriyah Mashuri "Pengembangan Media Pembelajaran Video Animasi Materi Volume Bangun Ruang untuk SD Kelas V" JPGSD Volume 08 Nomor 05 Tahun 2020, 893-903

- 1) Watching animation movie encourage the students to be more focus and active in joining the instruction.¹⁸
- 2) Can make an impression deeply in children because it is easy to remember with the presence of audiovisual forms
- 3) Sound and the movement displayed are in accordance with the real picture and adapted to material presented
- 4) Animated films can fulfill elements of motion and contrast
- 5) Animated films can complete the basic experience of children when discussing and practicing.
- 6) Animated films is a substitute for natural environment and shows object that can be seen normally
- 7) Animated films can improve and develop early childhood characters
- 8) Animated films with the theme of education can contain positive values, which can invite though discussion in groups of children¹⁹

c. Types of Animated Films

1. 2D animation

2D animation is a type of animation in two dimensions. 2D animators create images and characters in 2D format and bring them to life with motion. This type of animation is considered a form of traditional animation characterized by plain characters, no volume, and only moves up, down, left and right.

2. Infographics

Infographic animation is a way of visualizing information using a combination of imagery, illustrations, charts, graphs, text and other elements that are animated to add movement. Infographic animations are a step up from the usual presentations in that they are often used to

¹⁸ Dea Silvani "Learning though watching : using Animation Movie to Improve Students' writing Ability" journal of English Language Teaching and Linguistics, 5(2),2020

¹⁹ Luluk Asmawati "Peran Orang Tua dalam Penggunaan Film Animasi Islami untuk Pembelajaran Usia Dini" Prosiding Seminar Nasional Pendidikan FKIP Universitas Sultan Ageng Tirtayasa Vol. 3 No. 1 2020, Hal 216-233 p-ISSN 2620-9071

explain concepts, ideas, or steps in a simple way. Like animating slides, and PowerPoint. Infographic animations are a great way to grab an audience's attention.

3. Stop Motion

Stop motion animation is created by taking a photo of an object, then moving the object a little and taking another photo. Repeat this process over and over and then loop back through the stream of photos in succession to give the illusion of movement. When the recording is played back quickly, the captured image will create an illusion that it seems to be moving.

4. Motion Graphics

Motion graphics is a branch of graphic design art which is a combination of illustration, typography and videography using animation techniques. Motion graphics creatively use elements such as text or moving designs to spice up a video, often for the purpose of creating commercial or promotional content.

5. Isometrics

Isometric animation is known for its geometric shapes and is easy to read. Isometric animation is a great tool for explaining complex ideas. An isometric animation display is a display that is used to create a 3D illusion by using 2D objects, so it is sometimes referred to as pseudo 3D or 2.5D.

6. 3D animation

3D animation is the art of creating moving images in a 3-dimensional digital space. By manipulating objects or 3D models in software to manage and create animations, animators sequence images to give the illusion of movement. 3D animation will look very realistic and all the processes are done on the computer.²⁰

d. Advantages and Disadvantages of Animated Films

The use of this animation media has advantages and disadvantages. The advantages are:

1. Able to make it easy for teachers to explain information about complex material.
2. Using more than one combined media including audio and visual.

²⁰Get to know the types of Animation – BINUS University, <https://binus.ac.id/knowledge/2021/12/kenali-tipe-tipe-animasi/>

3. Can attract the attention and focus of students which can increase motivation and student learning outcomes.
4. Has an interactive nature which has the ability to facilitate student responses.
5. It has an independent nature where it is easy for students to use animated media without any guidance from the teacher.

The disadvantages of animated learning media are:

1. Special software is needed to create learning media with animation.
2. Skills and creativity are needed to design effective animations so that they can be used as learning media.
3. There is no real picture like photography and video.

Even though it has its drawback, animated films can be applied to everything condition, both on large scale and small scale, or learn to be independent.

2. Pronunciation

a. Definition of Pronunciation

In general, pronunciation can be interpreted as the production of important sounds in two senses. First, sounds are important because they are used as part of a specific language code. Second, sound is important because it is used to achieve meaning in the context of use.²¹ While according Kelly states that pronunciation is the ability to use the correct stress, rhythm, and intonation of a word in spoken language.²²

From the definition above it can be concluded that pronunciation is a way of speaking that is generally accepted and understood by using speech sounds, correct stress, rhythm, and also intonation.

²¹ (Dalton & Seidlhofer, 1994, p. 3).

²²Lina herlina "The Effectiveness of Using Film in Teaching Pronunciation" journal BELANDIKA. Volume 02 Number 02 of 2020, 1-9

b. Principles of Pronunciation Learning

Nunan (2003: 115) explains that there are several principles of learning pronunciation, namely:

1) Foster intelligibility during spontaneous speech

Assist the learner's development during spontaneous pronunciation. By watching animated films students spontaneously correct errors in pronunciation and follow the pronunciation in the film.

2) Keep effective considerations firmly in mind

It is very important to provide understanding to students to continue to believe in their abilities. By using animated film in learning, students will imitate the pronunciation in the film so that it makes them more confident in using English.

3) Avoid the teaching of individual sounds in isolation

Avoid producing separate words. Define a thoroughly meaningful and contextually communicative learning.

4) Provide feedback on learner progress

Providing input to students during the process of learning activities is necessary. This is as support, guidance, and encouragement for students to be more active in the learning process.

5) Realize that ultimately it is the learner who is in control of changes in pronunciation

In accordance with the communicative approach which considers the focus of learning to be on the students, it is the students who will measure their basic abilities in language pronunciation. "Give confidence if each student has the opportunity to evaluate his or her abilities".²³

c. Purpose of Pronunciation

Learning pronunciation has two objectives, namely:

1. To achieve the ability to produce language sounds close to the quality of native speakers.

²³Nafisah Endahati, S.Pd.M.Hum "Improving Pronunciation of Class A1 Semester 1 Students of English Education Study Program Faculty of Teacher Training and Education PGRI University of Yogyakarta Through Audiolingual Method"

2. To be able to produce language that can be understood easily and correctly, even though the accent is not so perfect.

Paulston & Bruder (1976: 82) states that the purpose of learning pronunciation is the ability to produce sounds of a second language or a foreign language which does not impede the course of communication, both from the side of the speaker and listener.²⁴

According to Ur (1996: 52), “the purpose of learning pronunciation is for students to be able to pronounce a word like a native accent”.²⁵

Based on the opinion above, the minimum goal of learning pronunciation is so that the spoken language can be easily understood.

d. Benefits of Learning Pronunciation

The benefits of learning pronunciation are so that students are able to pronounce words like a native accent, so that they are able to pronounce words quite accurately and are easily accessible to the other person.

Pronunciation is very important because if the pronunciation is wrong it will often hinder communication with the other person.

e. Aspect of Pronunciation

According to Mustadi, there are several aspects that are assessed in pronunciation, namely :

1. Fluency
2. Accuracy
3. Stressing
4. Intonation²⁶

C. Framework

²⁴Jamilah "Integrating Character Building in Pronunciation Courses Through Project-Based Learning" Journal of Character Education, Year V, Number 1, April 2015

²⁵Luluk Setyowati, Yulia Ambarsari, Nurul Badriyatul Muthoharoh "Training on Pronunciation of English Words in Order to Improve the Teaching Quality of Sakinah English Course Teachers" Journal of Community Service Volume 08 Number 01 March 2017

²⁶Rista Nurmalita Sari “Peningkatan Pronunciation Skill Kosa Kata Bahasa Inggris Menggunakan Media Flash Video pada siswa Kelas II B” Jurnal Pendidikan Guru Sekolah Dasar edisi tahun ke-5 2016

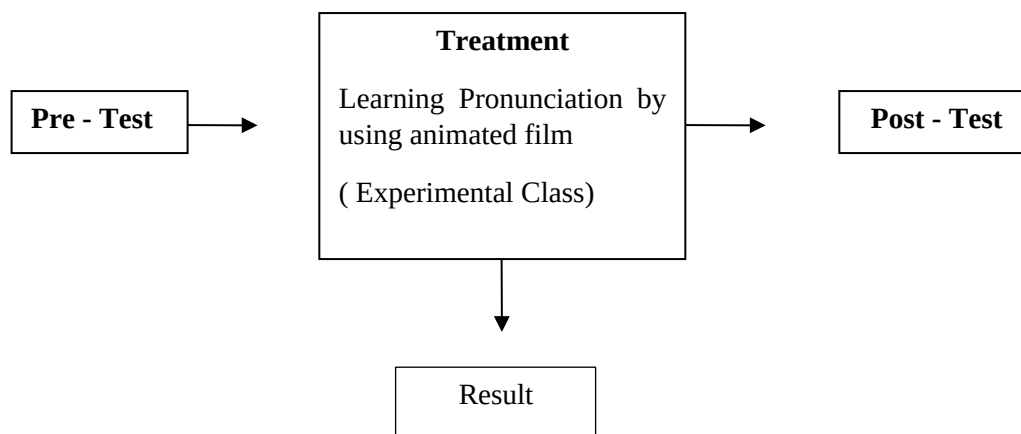
The framework is a study in which there are two or more variables used. Therefore, the framework consists of several variables which will then be explained in the research that will be conducted.

The framework is a line of thought that is designed based on the activities carried out by researchers.

Mujiman stated that the “framework is a concept containing the relationship between the independent variable and the dependent variable in order to provide a temporary answer”.²⁷

The conceptual framework underlying in this research is given in the following :

Table 2.1
Conceptual Framework



²⁷Ningrum "The Effect of Using Problem Solving Methods on Economic Learning Outcomes of Class X Students in Even Semester MAN 1 Metro Academic Year 2016/2017" Journal of Economic Education UM Metro e-ISSN 2442-9449 Vol .5. No. 1(2017) 145-151 p-ISSN 2337-4721

In this research, the research analyzed the effectiveness of using animated film to improve students' pronunciation. Before the treatment using animated film, the researcher gives pre-test and then gives treatment by using animated in experimental class, after the pre-test and post- test to know data that using animated film can improve or not students' pronunciation.

D. Hypothesis

Based on some of the definitions of the experts above, it can be concluded that in the hypothesis there are several important components, namely provisional conjectures, relationships between variables, and truth tests".²⁸

Research question in this regard research :

Is the use of animated film effective in students' pronunciation ?

To answer the question, the statistical hypothesis can be seen as follows :

Ha : there is a significant difference between students' achievement in improving pronunciation which is taught by using animated film

Ho : there is no significant difference between student's achievement in improving pronunciation which is taught by using animated film

The criteria is used as follows :

- If $t\text{-test} (t_o) > t\text{-table} (t_t)$ in significant degree of .05, H_o (null hypothesis) is rejected.
- If $t\text{-test} (t_o) < t\text{-table} (t_t)$ in significant degree of .05, H_o (null hypothesis) is accepted²⁹

²⁸Jim Hoy Yam, Ruhayat Taufik "Quantitative Research Hypothesis" journal of administrative science E-ISSN : 2685-2527 Vol 3, No 2 (2021)

²⁹ Dyah Indri Fitri Handayani " Teaching English Pronunciation Using Film" Jurnal of English and Education Vol. 5 No. 2, October 2017, pp. 194-201

CHAPTER III

RESEARCH METHODOLOGY

A. Research Approach and Design

The type of research used was quantitative research. “Quantitative research is research that uses quantitative data, namely data in the form of numbers or numbers”.³⁰The research design used was pre-experimental research in the form of one group pretest-posttest. Pre-experimental, namely a design that includes one group or class that is given pre and post tests. The one group pretest-posttest design was carried out on one group without any comparison.

The flow used in this study was that the class used in the experimental class was given a pre-test (O1) and then continued with treatment (O2), namely the use of animated films as a medium for learning pronunciation and was given a post-test.

The research design can be seen in Table 3.1 below:

Table 3.1
One Group Pretest-Posttest Design

| <i>Pre-test</i> | <i>treatment</i> | <i>Post-test</i> |
|-----------------|------------------|------------------|
| O1 | X | O2 |

Where :

O1 = Pre- test

O2 = Post- test

³⁰Prof. Ma'ruf Abdullah“Quantitative Research Methodology” September 2015 p.124

X = Treatment

The research was carried out 2 times with observations, the first observation was carried out before the experiment which was called the pre-test (O1), then carried out the treatment (X) and then carried out the second observation after the treatment (O2), namely the post-test. The results of the observations were compared by looking for differences between O1 and O2. “The difference between the observations is taken as a result of the treatment of the experiments performed”.³¹

B. Research Setting

The research location is at SMP Negeri 5 Banawa, Donggala Regency for grade 7 students.

C. Population and Research Sample

1. Population

Population is a unit of individuals or subjects in the area and time with certain qualities to be studied.³² The population is the whole of the units or individuals whose characteristics are to be studied.

According to Nursalam, the population is the whole of the variables related to the problem under study. So as long as a variable still has a relationship with the topic under study, it is included in the research population.

The population in this study are students of 7 grade at SMP Negeri 5 Banawa, Donggala Regency.

Table 3.2 Population

³¹M. Syahrudin Effendi "Experimental design in educational research"

³²Supardi "Research Population and Sample" UNISIA, NO. 17 XIII QUARTER VI-1993

| No | Class | Population |
|--------|-------|------------|
| 1 | VII A | 22 |
| 2 | VII B | 23 |
| Amount | | 45 |

2. Sample

The sample is part of the population which is used as the subject representative of the population members.³³ The research sample can be interpreted as part of the population that is used as the research subject and is a representative of the members of that population.

Sugiyono refers to the sample as part of the number and characteristics possessed by a population.³⁴ Sampling measurements are carried out through statistics or based on research estimates to determine the size of the sample taken in carrying out research on an object.

Taking this sample size must be done in such a way as to obtain a sample that can describe the actual state of the population.

The technique used in sampling is purposive sampling , namely a non-random sampling technique where researcher determines sampling by determining special characteristics there are in accordance with the research objectives so that is hoped that they can answer the research problem. According to Sugiono, purpose sampling is a technique for determining samples with consideration.

All individuals who are members of the population have the same opportunity to be taken as a sample. So of the total number of grade 7 students totaling 46 students, one of the classes will be the research sample in this study.

D. Research Variables

³³Ibid

³⁴ Sugiyono, *Statistika untuk Penelitian*(Bandung: CV Alfabeta,2019), 69.

Variables are individual or object characteristics that can have different values, scores, sizes for different individuals or objects.³⁵

In the title of this study there are two variables, namely:

1. Independent variable (X) Animated film
2. The dependent variable (Y) Improve Pronunciation

E. Operational Definition

The operational definition is a complete set of instructions for specifying what to measure and how to measure variables.³⁶

According to Sugiyono, the operational definition of a research variable is an attribute or characteristic or value of an object or activity that has certain variations that have been determined by the researcher to be studied and then drawn conclusions.

Determining operational variables is very important in research because it aims to give credibility to the methodology and to ensure the reproducibility of the study.

The operational definitions of the variables in this study are :

1. Animated Film (X)

Animation is the art of animating inanimate object or illustrations characters which are created by projecting a series of image quickly, one after another.³⁷

2. Pronunciation(Y)

Pronunciation is a process or effort to improve ways of speaking that are generally accepted and understood using the sounds of fluency and stress.³⁸

F. Research Instruments

³⁵Ibid

³⁶Ibid

³⁷ Chabib Syafrudin, Wahyu Pujiyono "Pembuatan Film Animasi Pendek Dahsyatnya Sedekah Berbasis Multimedia Menggunakan Teknik *2D Hybrid Animation* dengan Pemanfaatan *Graphic*" Jurnal Sarjana Teknik Informatika Volume 1 Nomor 1, Juni 2013

³⁸ Ibid

Research instrument are the tools used to obtain or collect data. In principle researching is doing confinement, so there must be a good tool. Measuring instrument in research is a tool that used to measure observed natural and social phenomena. Because research instruments used to make measurement with the aim of producing accurate quantitative data, each instrument must have a scale.

In addition to the need to use a place, a study also determines techniques and tools for objective data collection. As for the data collection that was carried out in this study, it used the pronunciation test (pre-test and post-test).

G. Data Collection Technique

Data collection techniques are data collection methods are techniques or ways that can be used by researchers to collect data.³⁹

The data collection technique used in this study is to use a test. According to Cohan, data collection is done by testing because testing is very extensive.

This research will test the ability pronunciation of some of the vocabulary of students on the beginning of the study (pre test) and at the end research (post-test).

a. Pre-test

The researcher gave a pre-test to students at the beginning of the meeting to determine their mastery of English pronunciation. The researcher prepared a dialogue and vocabulary selected from the dialogue. In this pre-test students' pronunciation was noted and they were asked to say several words to get a score.

b. Treatment

³⁹41 Chesley Tanujaya "Perencanaan Standart Operational Procedure Produksi pada Perusahaan Coffeein" Jurnal Manajemen dan Start-Up Bisnis Volume 2, Nomor 1, April 2017

At this stage the writer will provide treatment to experimental class, the treatment in question is media use animated films to improve pronunciation. Namely by presenting several animated films for students to watch.

c. post-test

after carrying out the treatment, students will be given that sentences different from those given during the pre-test. In this stage the researcher will compare pronunciation before carrying out treatment and after carrying out treatment.

H. Data Analysis Technique

The data analysis technique used in this research is quantitative descriptive analysis technique, namely the technique used for testing, measuring and hypothesizing based on mathematical and statistical calculations.

In evaluation students' pronunciation, the researcher used scoring rubric that adapting from Djiwandono(2008). Based on this scoring rubric rating sheet, there are three aspects to be considered namely sounds, stress and intonation.⁴⁰

To calculate the data, researcher used the t-test to find out whether there is a difference between the pre-test and post test.

Table 3.3
Scoring Rubric of Pronunciation Test

| No | Aspect | score | Criteria |
|----|--------|-------|---|
| 1 | Sounds | 5 | Almost complete |
| | | 4 | There is a mistake but do not disturb the meaning |
| | | 3 | There are some mistakes and disturb the meaning |

⁴⁰Soenardi Djiwandono, *Tes Bahasa Pegangan Bagi pelajar Bahasa*, (Jakarta:2008),88.

| | | | |
|---|------------|---|---|
| 2 | Stress | 2 | Many mistakes with the result that hard understanding |
| | | 1 | To much mistakes until the words harder understanding |
| | | 5 | Almost complete |
| | | 4 | There is a mistake but do not disturb the meaning |
| | | 3 | There are some mistakes and disturb the meaning |
| | | 2 | Many mistakes with the result that hard understanding |
| | | 1 | To much mistakes until the words harder understanding |
| 3 | Intonation | 5 | Almost complete |
| | | 4 | There is a mistake but do not disturb the meaning |
| | | 3 | There are some mistakes and disturb the meaning |
| | | 2 | Many mistakes with the result that hard understanding |
| | | 1 | To much mistakes until the words harder understanding |

The following is the steps that researcher conducted in analyzing data:

1. Scoring the students' score Both in Pre-Test and Post-Test

The scores obtained are then converted, the conversion calculation formula is as follows :

$$final\ score = \frac{score\ obtained}{ideal\ score} \times 100$$

The converted score can be interpreted according to the classification score.⁴¹

2. Classifying the Score of the student's Pre-Test and Post-Test

Table 3.4 Classification Score of Students

| Range of Score | Classification |
|----------------|----------------|
| 85-100 | Very Good |
| 75-85 | Good |
| 55-75 | Fair |
| 40-55 | Poor |
| <40 | Very Poor |

⁴¹ Erva Tursiva, Pengaruh Strategi Hight Five dan Strategi 3-2-1 Berbantuan Media Gambar terhadap Kemampuan Membaca Pemahaman Siswa Sekolah Dasar Universitas Pendidikan Indonesia

3. To Find out the mean score by using the following formula

The following is the formula for calculating determining mean score.

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

Where :

M = The mean score

$\sum x$ = The sum of score

N = The number of students

4. To calculate t-test by using SPSS

To describe the analysis in this research, researcher used SPSS statistical data, the test used was t-test. SPSS (Statistical Product for service Solution, formerly Statistical Package for Social Sciences) is a statistical computer program capable of processing statistical data quickly and accurately. SPSS has become very popular because it has a good form of presentation (graphics and tables), is dynamic (easy to change data and update analysis) and is easy to connect with other applications (eg export/import data to/from excel).⁴²

⁴² Maylita Hasyim, Tomi Listiawan "Penerapan Aplikasi IBM SPSS untuk Analisis Data Bagi Pelajar Pondok Hidayatul Mubtadi'in Ngunut Tulungagung demi Meningkatkan Kualitas Pembelajaran dan Kreativitas Karya Ilmiah Guru" Jurnal Pengabdian Kepada Masyarakat Volume 2, Nomor 1, Juli 2014:28-35

CHAPTER IV

RESULT OF THE RESEARCH

A. *Profile of SMP Negeri 5 Banawa*

The first time SMP Negeri 5 Banawa was opened was a pioneering school previously it was still SMP Negeri 2 Donggala because in Boneoge at the time there was no school so a new school unit was created called SMP 9 Banawa. Since its development so that students could not go to school in Donggala because the distance was far away so those who went to school were located in Boneoge. But at the time there was no land so there was an initiative from a figure named H. Anis M. Yabu to provide a location to build a school a building. The first principal at SMP Negeri 2 Donggala was H. Rasyid but H. Rasyid was the principal of the main school of course he needed to carry out daily taks in Boneoge so Mr. Supandi S.Pd was appointed as the acting principal of the daily school in Boneoge.⁴³

1. Condition of Educators and Education Personnel

Educators and education personnel are an inseparable part of the school institution, educators and education personnel are components that cannot be separated from the formation institution. Educators and education personnel are professional personnel who are tasked with planning and implementing the learning process, assessing learning outcomes for students and school administration . Educators will later provide knowledge as well as transform knowledge to students according to the discipline they have. Directing students in

⁴³ SMPN 5 Banawa Profile Document 2024

a better direction, providing exemplary examples as professionals, forming character and personality so that they become people who are devoted to God Almighty.

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3. Student conditions

Student is a complex matter for schools. Because of the students, schools can survive , and from the students, the quality level of the school can be seen. The more students who enter the school, the more visible the quality of the school will be . Students are very necessary, especially in the implementation of school formation activities, students are both subjects and objects in the process of transforming the knowledge and skills needed.

Table 4.1 Student List

| School year | | |
|-------------|--------------------|-----------------------|
| | Number of Students | Number of Study Rooms |
| 2022/2023 | 179 | 6 |

Based on the table above, it can be seen that students at SM PN 5 Banawa that the increase in students every year always increases. The achievement of student improvement

results achieved each year by SMPN 5 Banawa . Careful planning and good cooperation in determining what to do in the planning framework, paying attention to what has been done in the past to plan for students in the future .

4. Facilities and infrastructure

Facilities and infrastructure are very urgent in improving the quality of schools. Because it supports the implementation of the teaching and learning process, even the quality of a formation is greatly influenced by the existence of facilities and infrastructure, without adequate facilities and infrastructure, various obstacles arise in the teaching and learning process and improving human resources (HR).

A. Result of The Research

In this section, the researcher would like to describe about the result of the research. In this research, the researcher gave the students test which consisted of pre-test and post test. Pre – test was given in the first meeting and the post -test was given in the last meeting.

1. Scoring pre-test and post-test

In this research the experimental class is VII A which consisted of 22 students. This class was given animated films as treatment. After giving a pre-test in the first meeting, the researcher gave treatment at two meeting by animated films and giving the post-test in last meeting.

To calculate students' test the researcher used the following formula :

$$final\ score = \frac{X}{N} \times 100$$

Where :

X = Students' pronunciation score

N = Maximum score

The result of pre-test and post-test are presented on the following table :

Table 4.2 The Result of Pre-Test

| No | Names | Criteria of Pronunciation | | | Total Score | Pre - Test | Classification |
|--------------|-------|---------------------------|------------|--------|-------------|------------|----------------|
| | | Sound | Intonation | Stress | | | |
| 1 | AH | 1 | 1 | 1 | 3 | 20 | Very Poor |
| 2 | AD | 2 | 2 | 2 | 6 | 40 | Poor |
| 3 | AS | 1 | 2 | 1 | 4 | 27 | Very Poor |
| 4 | DE | 2 | 1 | 1 | 4 | 27 | Very Poor |
| 5 | FA | 1 | 1 | 1 | 3 | 20 | Very Poor |
| 6 | FT | 2 | 2 | 2 | 6 | 40 | Poor |
| 7 | FTR | 1 | 1 | 1 | 3 | 20 | Very Poor |
| 8 | INR | 2 | 2 | 1 | 5 | 33 | Very Poor |
| 9 | MN | 1 | 1 | 1 | 3 | 20 | Very Poor |
| 10 | MI | 2 | 2 | 1 | 5 | 33 | Very Poor |
| 11 | MA | 1 | 1 | 1 | 3 | 20 | Very Poor |
| 12 | NZ | 1 | 1 | 1 | 3 | 20 | Very Poor |
| 13 | NR | 2 | 2 | 2 | 6 | 40 | Poor |
| 14 | NVR | 1 | 1 | 1 | 3 | 20 | Very Poor |
| 15 | RS | 1 | 1 | 1 | 3 | 20 | Very Poor |
| 16 | SS | 2 | 1 | 1 | 4 | 27 | Very Poor |
| 17 | SI | 1 | 1 | 1 | 3 | 20 | Very Poor |
| 18 | WHY | 1 | 2 | 1 | 4 | 27 | Very Poor |
| 19 | WHD | 1 | 1 | 1 | 3 | 20 | Very Poor |
| 20 | YMN | 2 | 2 | 2 | 6 | 40 | Poor |
| 21 | STR | 1 | 1 | 1 | 3 | 20 | Very Poor |
| 22 | SH | 1 | 1 | 1 | 3 | 20 | Very Poor |
| Total | | 30 | 30 | 26 | 86 | 715 | |

highest score was 40 and the lowest score is 20. It shows the students' pronunciation in the pre-test was low.

Furthermore the researcher needs to know the mean scores of the pre-test by using the following formula:

$$\begin{aligned} M &= \frac{\sum X}{N} \\ &= \frac{715}{22} \\ &= 32,5 \end{aligned}$$

Where:

M = The mean score

$\sum x$ = The sum of score

N = The number of students

Based on calculating above the result indicates that the mean score of pre-test was 32,5. It showed that the mean score of pre-test was not significant.

Table 4.3 The Result of Post-Test

| No | Names | Criteria of Pronunciation | | | Total Score | Post-Test | Classification |
|----|--------------|---------------------------|------------|--------|-------------|-----------|----------------|
| | | Sound | Intonation | Stress | | | |
| 1 | AH | 2 | 2 | 2 | 6 | 40 | Poor |
| 2 | AD | 3 | 3 | 3 | 9 | 60 | Fair |
| 3 | AS | 2 | 2 | 2 | 6 | 40 | Poor |
| 4 | DE | 3 | 3 | 2 | 8 | 53 | Poor |
| 5 | FA | 3 | 3 | 3 | 9 | 60 | Fair |
| 6 | FT | 4 | 4 | 4 | 12 | 80 | Good |
| 7 | FTR | 2 | 2 | 2 | 6 | 40 | Fair |
| 8 | INR | 4 | 3 | 2 | 9 | 60 | Fair |
| 9 | MN | 2 | 2 | 2 | 6 | 40 | Poor |
| 10 | MI | 3 | 2 | 2 | 7 | 47 | Poor |
| 11 | MA | 3 | 3 | 2 | 8 | 53 | Poor |
| 12 | NZ | 2 | 3 | 2 | 7 | 47 | Poor |
| 13 | NR | 4 | 4 | 4 | 12 | 80 | Good |
| 14 | NVR | 3 | 3 | 3 | 9 | 60 | Fair |
| 15 | RS | 3 | 3 | 2 | 8 | 53 | Poor |
| 16 | SS | 2 | 2 | 1 | 5 | 33 | Very Poor |
| 17 | SI | 3 | 2 | 2 | 7 | 47 | Poor |
| 18 | WHY | 2 | 2 | 2 | 6 | 40 | Poor |
| 19 | WHD | 2 | 2 | 1 | 5 | 33 | Very Poor |
| 20 | YMN | 4 | 3 | 3 | 10 | 67 | Fair |
| 21 | STR | 2 | 2 | 1 | 5 | 33 | Very Poor |
| 22 | SH | 2 | 2 | 2 | 6 | 40 | Poor |
| | Total | 60 | 57 | 49 | 166 | 1106 | |

The experimental class in this research the researcher findings post-test on the table 4.7 the highest score was 80 and the lowest score was 33. It showed the students' pronunciation in the post-test was good.

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

$$= \frac{1106}{22}$$

$$= 50,27$$

Where:

M = The mean score

$\sum x$ = The sum of the score

N = The number of students

Based on calculating above the result indicate that the mean score of post-test was 50,27. It showed that the mean score of post-test effectiveness progress from 32,5 (pre-test) to 50,27 (post-test).

2. Data Analysis

a. Descriptive Statistics

Descriptive statistics is a statistical description of data. The following are results of descriptive statistical data analysis:

Table 4.4 Result of Descriptive analysis

Descriptive statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|--------|----------------|
| Pretest | 22 | 3.00 | 6.00 | 3.9091 | 1.19160 |
| posttest | 22 | 5.00 | 12.00 | 7.3636 | 2.17224 |
| Valid N (listwise) | 22 | | | | |

Based on table 4.8 above, it can be seen that the n value or total data from the sample class VIIA students is 22 students. Each of them will be explained as follows:

1. Pre-test obtained a minimum value of 3,00 and a maximum value of 6,00. Then the average value(mean) was 3,9091 and the standard deviation value was 19,160.
2. Post-test obtained a minimum value of 5,00 and a maximum value of 12,00. Then the average value(mean) was 7,3636 and the standard deviation value was 21,17224.

b. Normality Test

To find out whether data is distributed regularly or not, a data normality test is carried out. has been done. The SPSS program is used to calculate the normality test in this case learning. If the level of significance > 0.05 then the data is considered regular distributed. The following is an explanation of the normality test calculation results:

Basic for decision making of Normality test :

1. If Sig. > 0.05 then the data is normally distributed
2. If Sig. < 0.05 then the data is not normally distributed.

Table 4.5

Normality Test Results

| | Kolmogorov-Smirnov ^a | | | Shapiro Wilk | | |
|----------|---------------------------------|----|--------|--------------|----|------|
| | Statistics | df | Sig. | Statistics | df | Sig. |
| Pretest | .159 | 22 | .157 | .884 | 22 | .115 |
| posttest | .124 | 22 | .200 * | .949 | 22 | .308 |

Based on table 4.8 above based on SPSS Output analysis: Sig. of 0.115 (Pre-test) and 0.308 (Post-test), This value is greater than 0.05, so it is concluded that the data is normal distributed. Based on the table above, pre-test and post-test data are presented for the experimental class is normally distributed because significance value >0.05 .

Table 4.6

Paired Sample Test Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|----------|--------|----|----------------|-----------------|
| Pair 1 | Pretest | 3.9091 | 22 | 1.19160 | .25405 |
| | posttest | 7.3636 | 22 | 2.17224 | .46312 |

Bases on table 4.9 SPSS output analysis, the average score (mean) after the post-test was higher than the pre-test. This shows that the training was successful in improving students' pronunciation

c. Paired t Test

If sig. (2-tailed) < 0.05 , there is a significant diffrence in ability between the pre-test and post-test. If sig.(2 tailed) > 0.05 , there is not significant in ability between the pre-test and post-test.

Table 4.7

Paired Sample Test

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|--------|-------------------|--------------------|----------------|-----------------|---|----------|--------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pretest -posttest | -3.45455 | 1.92050 | .40945 | -4.30605 | -2.60304 | -8.437 | 21 | 0.000 |

Based on table 5.0 SPSS output analysis: Sig.(2-tailed) at 0.000, this value is smaller than 0.05. it can be concluded that there is a significant difference in student abilities between before and after the training is carried out. From the data above, it can be concluded that there has been an increase in the post-test score, as indicated by a post-test score that is greater than the pre-test score. Additionally, it can be seen that the animated films are capable of generating quite large revenues. There is an increase in post-test score compared to the pre-test score that were recorded before the treatment using animated films was given. It can be interpreted that the use of animated films is effective in improving pronunciation.

B. Discussion of the Research

The teaching and learning process is an interaction between teachers and students in a teaching and learning activity to realize a predetermined goal. A teacher must be clever in choosing the method to be used in accordance with the learning objectives that have been set. In this way, an optimal teaching and learning process will be created.

The researcher held four meetings. The researcher conducted a pre-test on the students. Based on pre-test results, it showed that the students' lack of pronunciation is caused

by learning methods that make them bored and not enthusiastic about learning english. Than the researcher carried out two treatments at the second and third meetings using animated films as an english learning medium. Finally, at the fourth meeting, the researcher conducted a post-test to find out if there were any differences before and after using animated films.

With existance of learning media, it is expected that students will be motivated to learn individually. Students will be more enthusiastic about carrying out learning activities so that they can improve their learning outcomes. As Zahra et al., using tools or media to channel and deliver material can stimulate the minds of the audiance in such a way that the teaching and learning process runs effectively and learning objectives can be achived perfectly.⁴⁴

According to Celce- Murcia there are several techniques in teaching pronunciation, including audio-visual aids.⁴⁵ Audio-visual can improve english pronunciation by helping students understand and imitate correct pronunciation through visualiztion of mouth movements and clear sounds.

The use of audio-visuals can provide real-life examples of pronunciation that are difficult to achieve with textbooks or oral instruction. As James states that audio-visual aids are tools that can be used to make the learning experience more concrete, realistic and dynamic.⁴⁶

In the result of this research, the researcher found that the use of animated films as a learning medium successfully improved students' pronunciation. This is proven by the results of the pre-test and post-test. A significant increase occured in the sound, which originally had an average value of 32.5(pre-test) to 50.27(post-test).

This happens because using animated films can increase attention in learning pronunciation. Animated films can attract students' attention, so that they pay attention to learning and automatically hear and store it in their memory. This is as stated by Setyandari,

⁴⁴ Siti Humaerah Zahra, Rasyi A Gani, Santa “ Penerapan Media Menggunakan Storyset pada Subtema Manusia dan Lingkungan” Jurnal Ilmiah PGSD FKIP Universitas Mandiri, Volume 09 Nomor 02, Juni 2023

⁴⁵ Ibid

⁴⁶ Ibid

using animated film can attract students' attention, enhance comprehension and make language more memorable.⁴⁷

⁴⁷ Maria Paulina Angle Rasagukguk, The Effect of Watching Cartoon Movie to the Pronunciation Ability at Grade Eleven of SMA Negeri 3 Pematang Siantar

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the paired sample t-test, it is known that obtained a sig(2 tailed) of $0,000 < 0,05$, so it can be concluded that there is a difference in the average student learning outcomes for the pre-test(32,5) and post-test(50,27) for the experimental class so that the hypothetical H_0 is rejected and H_a is accepted. This means the alternative hypothesis is accepted because there is a significant difference. From the results above, it can be concluded that animated films are effective in increasing students' pronunciation skills.

B. Suggestion

Based on the existing conclusions, researcher can provide the following suggestions :

1. For teachers

Based on the result of this research, english teachers are advised to use animated films in teaching english, because animated films have a lot potential in teaching english skills including pronunciation. Therefore, teachers need to prepare the material carefully, not only choosing animated films that are fun, but also educational and related to the learning material.

2. For the students

Based on the researcher's experience in studying english, it is recommendef for students who want to improve their english pronunciation by using animated films. Apart from being enetraining, watching animated films is also the right way to learn a foreign language better and faster, because by watching animated films students will learn unconsciously and at same tome enjoy the animated film. Students can also learn new things related to english such as vocabulary.

3. For the next researcher

Considering the limitations that researchers have in this research, futhers researchis needed. This will help get a lot of data and more concrete conclusions. For the next researcher, it is recommended to provide a longger treatment period to get better result in improving pronunciation.

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APPENDICES

Appendix 1 Pre-Test

dialog

Nadira : Good morning, Nadia. (selamat pagi Nadia)

Nadia : Good morning Nadira (selamat pagi Nadira)

Nadira : How are you? (bagaimana kabarmu?)

Nadia : I'm fine today. How about you? (aku baik-baik saja. Bagaimana denganmu?)

Nadira : Me too. Where are you going, Nadia? (aku juga.kamu mau pergi ke mana, Nadia?)

Nadia : I want to go home. And you? (aku hendak pulang ke rumah. Dan kamu?)

Nadira : Me too. See you, Nadia(aku juga. Sampai jumpa, Nadia)

Nadia : See you soon(sampai jumpa lagi)

Appendix 2 Post-Test

Dialog

Mother : Good evening, Dila.(selamat malam, Dila)

Dila : Good evening, Mom.(selamat malam, Bu)

Mother : How about your exam today?(bagaimana ujianmu hari ini)

Dila : Good, Mom. But, some questions that are a bit difficult. (baik, Bu. Tetapi , beberapa pertanyaan sedikit sulit.)

Mother : No problem, you have studied and do your best.(tidak masalah, kamu sudah belajar dan melakukan yang terbaik.)

Dila : Yes, Mom. Thank you. (iya, Bu. Terima kasih)

Appendix 3 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : SMP
Kelas/ Semester : VII/ Ganjil
Tahun Pelajaran : 2023/2024
Materi Pokok : Ungkapan Sapaan dan Pamitaan
Alokasi Waktu : 2 X 35 Menit
Pertemuan Ke : 1

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin dan tanggung jawab dalam berinteraksi secara efektif

KI 3 : Memahami pengetahuan berdasarkan keingintahuannya tentang ilmu pengetahuan terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret sesuai yang dipelajari disekolah dan sumber lain yang sama dengan sudut pandang / teori.

B. Kompetensi Dasar dan Indikator

| No | Kompetensi Dasar | Indikator |
|-----------|--|---|
| 1. | 1.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terima kasih, dan permintaan maaf dengan pengucapan yang benar. | 1.1.2 Melakukan percakapan yang melibatkan ungkapan sapaan dan pamitan dengan pengucapan yang benar. |

C. Tujuan Pembelajaran

Mengidentifikasi fungsi sosial ungkapan sapaan dan pamitan dengan pengucapan yang benar.

D. Materi Pembelajaran

1. Greeting & leave Taking

Greeting adalah ungkapan yang dipakai untuk menyapa orang lain ketika hendak bertemu. Sementara Leave Taking adalah ungkapan yang digunakan ketika hendak berpisah dengan orang lain.

Contoh greeting adalah Hello, Good Morning, Good Afternoon, Good Evening, How Are You, dan lain-lain. Berikut contoh responnya:

A : Hello

B : Hi

A: How are you?

B : Fine, thanks/ I'm not fine

Panduan waktu untuk mengucapkan ucapan salam diantaranya yaitu :

- Good morning (00:00-12:00)
- Good afternoon (12:00-18:00)
- Good evening (18:00-24:00)
- Good night (ketika berpisah di malam hari atau sebelum tidur)

E. Metode Pembelajaran

1. **Model Pembelajaran** : Role Play and Stimulation

2. **Metode Pembelajaran** : Diskusi

F. Media, Alat dan Sumber Pembelajaran

1. **Media** : Video

2. **Alat** : Laptop, Speaker aktif

G. Langkah-langkah Pembelajaran

a. Pendahuluan (10 menit)

1. Guru meminta siswa untuk berdoa sebelum memulai pelajaran
2. Guru memeriksa kehadiran siswa
3. Guru mengajukan pertanyaan tentang materi bahasa inggris yang dipelajari atau yang telah dikenal sebelumnya

4. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
5. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP
6. Guru menayangkan film animasi yang berkaitan dengan materi pembelajaran

b. Inti (60 menit)

1. Peserta didik membaca dan memahami teks percakapan singkat dan sederhana yang melibatkan ungkapan sapaan dan berpamitan dengan pengucapan yang benar
2. Guru menayangkan film animasi yang berkaitan dengan materi pembelajaran
3. Guru menyuruh siswa memperhatikan pengucapan pada film animasi tersebut mengenai sapaan dan pamitan
4. Secara berpasangan peserta didik memperhatikan contoh dialog dalam film animasi

c. Penutup (10 menit)

1. Siswa dan guru mengadakan refleksi tentang proses dan hasil belajar
2. Guru menyampaikan materi berikutnya
3. Guru mengucapkan salam untuk menutup pembelajaran

H. Penilaian Pembelajaran

1. Jenis/Teknik Penilaian

- a. Keterampilan : Pronounciatio**

Scoring Rubric of Pronunciation Test

| No | Aspect | score | Criteria |
|----|------------|-------|---|
| 1 | Sounds | 5 | Almost complete |
| | | 4 | There is a mistake but do not disturb the meaning |
| | | 3 | There are some mistakes and disturb the meaning |
| | | 2 | Many mistakes with the result that hard understanding |
| | | 1 | To much mistakes until the words harder understanding |
| 2 | Stress | 5 | Almost complete |
| | | 4 | There is a mistake but do not disturb the meaning |
| | | 3 | There are some mistakes and disturb the meaning |
| | | 2 | Many mistakes with the result that hard understanding |
| | | 1 | To much mistakes until the words harder understanding |
| 3 | Intonation | 5 | Almost complete |

| | | | |
|--|--|---|---|
| | | 4 | There is a mistake but do not disturb the meaning |
| | | 3 | There are some mistakes and disturb the meaning |
| | | 2 | Many mistakes with the result that hard understanding |
| | | 1 | To much mistakes until the words harder understanding |

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : SMP
Kelas/ Semester : VII/ Ganjil
Tahun Pelajaran : 2023/2024
Materi Pokok : Ungkapan Sapaan dan Pamitaan
Alokasi Waktu : 2 X 35 Menit
Pertemuan Ke : 2

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin dan tanggung jawab dalam berinteraksi secara efektif

KI 3 : Memahami pengetahuan berdasarkan keingintahuannya tentang ilmu pengetahuan terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret sesuai yang dipelajari disekolah dan sumber lain yang sama dengan sudut pandang / teori.

B. Kompetensi Dasar dan Indikator

| No | Kompetensi Dasar | Indikator |
|----|------------------|-----------|
|----|------------------|-----------|

| | | |
|----|--|---|
| 1. | 1.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terima kasih, dan permintaan maaf dengan pengucapan yang benar. | 1.1.2 Melakukan percakapan yang melibatkan ungkapan sapaan dan pamitan dengan pengucapan yang benar. |
|----|--|---|

C. Tujuan Pembelajaran

Mengidentifikasi fungsi sosial ungkapan sapaan dan pamitan dengan pengucapan yang benar.

D. Materi Pembelajaran

1. Introducing

Introducing adalah ungkapan untuk memperkenalkan diri kepada orang lain saat pertama kali bertemu.

Contohnya :

Hello I'm Bella Swan, please call me Bella

Responnya :

My name is Edward Cullen, it's a pleasure to meet you, Bella

E. Metode Pembelajaran

1. **Model Pembelajaran** : Role Play and Stimulation

2. **Metode Pembelajaran** : Diskusi

F. Media, Alat dan Sumber Pembelajaran

1. **Media**: Video

2. **Alat** : Laptop, Speaker aktif

G. Langkah-langkah Pembelajaran

a. Pendahuluan (10 menit)

1. Guru meminta siswa untuk berdoa sebelum memulai pelajaran
2. Guru memeriksa kehadiran siswa
3. Guru mengajukan pertanyaan tentang materi bahasa inggris yang dipelajari atau yang telah dikenal sebelumnya
4. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
5. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP
6. Guru menayangkan film animasi yang berkaitan dengan materi pembelajaran

b. Inti (60 menit)

1. Peserta didik membaca dan memahami teks percakapan singkat dan sederhana yang melibatkan ungkapan sapaan dan berpamitan dengan pengucapan yang benar
2. Guru menayangkan film animasi yang berkaitan dengan materi pembelajaran
3. Guru menyuruh siswa memperhatikan pengucapan pada film animasi tersebut mengenai sapaan dan pamitan
4. Secara berpasangan peserta didik memperhatikan contoh dialog dalam film animasi

c. Penutup (10 menit)

1. Siswa dan guru mengadakan refleksi tentang proses dan hasil belajar
2. Guru menyampaikan materi berikutnya
3. Guru mengucapkan salam untuk menutup pembelajaran

H. Penilaian Pembelajaran

1. Jenis/Teknik Penilaian

a. Keterampilan : Pronunciation

Scoring Rubric of Pronunciation Test

| No | Aspect | score | Criteria |
|-----------|---------------|--------------|---|
| 1 | Sounds | 5 | Almost complete |
| | | 4 | There is a mistake but do not disturb the meaning |
| | | 3 | There are some mistakes and disturb the meaning |
| | | 2 | Many mistakes with the result that hard understanding |
| | | 1 | To much mistakes until the words harder understanding |
| 2 | Stress | 5 | Almost complete |
| | | 4 | There is a mistake but do not disturb the meaning |
| | | 3 | There are some mistakes and disturb the meaning |
| | | 2 | Many mistakes with the result that hard understanding |
| | | 1 | To much mistakes until the words harder understanding |
| 3 | Intonation | 5 | Almost complete |
| | | 4 | There is a mistake but do not disturb the meaning |
| | | 3 | There are some mistakes and disturb the meaning |
| | | 2 | Many mistakes with the result that hard understanding |

| | | | |
|--|--|---|---|
| | | 1 | To much mistakes until the words harder understanding |
|--|--|---|---|

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris
 Satuan Pendidikan : SMP
 Kelas/ Semester : VII/ Ganjil
 Tahun Pelajaran : 2023/2024
 Materi Pokok : Ungkapan Sapaan dan Pamitaan
 Alokasi Waktu : 2 X 35 Menit
 Pertemuan Ke : 3

A. Kompetensi Inti

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin dan tanggung jawab dalam berinteraksi secara efektif
- KI 3** : Memahami pengetahuan berdasarkan keingintahuannya tentang ilmu pengetahuan terkait fenomena dan kejadian tampak mata.
- KI 4** : Mencoba, mengolah, dan menyaji dalam ranah konkret sesuai yang dipelajari disekolah dan sumber lain yang sama dengan sudut pandang / teori.

B. Kompetensi Dasar dan Indikator

| No | Kompetensi Dasar | Indikator |
|-----------|--|---|
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C. Tujuan Pembelajaran

Mengidentifikasi fungsi sosial ungkapan sapaan dan pamitan dengan pengucapan yang benar.

D. Materi Pembelajaran

1. Thanking

Thanking adalah ungkapan terima kasih yang ditujukan untuk orang lain.

Contohnya :

- Thank you for everything
- Thank you
- Thanks a lot

Responnya seperti :

- My pleasure
- No problem
- Any time
- Never mind

E. Metode Pembelajaran

1. Model Pembelajaran : Role Play and Stimulation

2. Metode Pembelajaran : Diskusi

F. Media, Alat dan Sumber Pembelajaran

3. Media: Video

4. Alat : Laptop, Speaker aktif

G. Langkah-langkah Pembelajaran

a. Pendahuluan (10 menit)

1. Guru meminta siswa untuk berdoa sebelum memulai pelajaran
2. Guru memeriksa kehadiran siswa
3. Guru mengajukan pertanyaan tentang materi bahasa Inggris yang dipelajari atau yang telah dikenal sebelumnya
4. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
5. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP
6. Guru menayangkan film animasi yang berkaitan dengan materi pembelajaran

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3. Guru menyuruh siswa memperhatikan pengucapan pada film animasi tersebut mengenai sapaan dan pamitan
4. Secara berpasangan peserta didik memperhatikan contoh dialog dalam film animasi

c. Penutup (10 menit)

1. Siswa dan guru mengadakan refleksi tentang proses dan hasil belajar
2. Guru menyampaikan materi berikutnya
3. Guru mengucapkan salam untuk menutup pembelajaran

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1. Jenis/Teknik Penilaian

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| No | Aspect | score | Criteria |
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| | | 4 | There is a mistake but do not disturb the meaning |
| | | 3 | There are some mistakes and disturb the meaning |
| | | 2 | Many mistakes with the result that hard understanding |
| | | 1 | Too much mistakes until the words harder understanding |
| 2 | Stress | 5 | Almost complete |
| | | 4 | There is a mistake but do not disturb the meaning |

| | | | |
|---|------------|---|---|
| 3 | Intonation | 3 | There are some mistakes and disturb the meaning |
| | | 2 | Many mistakes with the result that hard understanding |
| | | 1 | To much mistakes until the words harder understanding |
| | | 5 | Almost complete |
| | | 4 | There is a mistake but do not disturb the meaning |
| | | 3 | There are some mistakes and disturb the meaning |
| | | 2 | Many mistakes with the result that hard understanding |
| | | 1 | To much mistakes until the words harder understanding |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris
 Satuan Pendidikan : SMP
 Kelas/ Semester : VII/ Ganjil
 Tahun Pelajaran : 2023/2024
 Materi Pokok : Ungkapan Sapaan dan Pamitaan
 Alokasi Waktu : 2 X 35 Menit
 Pertemuan Ke : 4

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin dan tanggung jawab dalam berinteraksi secara efektif

KI 3 : Memahami pengetahuan berdasarkan keingintahuannya tentang ilmu pengetahuan terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret sesuai yang dipelajari disekolah dan sumber lain yang sama dengan sudut pandang / teori.

B. Kompetensi Dasar dan Indikator

| No | Kompetensi Dasar | Indikator |
|----|---|--|
| 1. | 1.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terima kasih, dan permintaan maaf dengan pengucapan yang benar. | 1.1.2 Melakukan percakapan yang melibatkan ungkapan sapaan dan pamitan dengan pengucapan yang benar. |

C. Tujuan Pembelajaran

Mengidentifikasi fungsi sosial ungkapan sapaan dan pamitan dengan pengucapan yang benar.

D. Materi Pembelajaran

1. Apologizing

Apologizing adalah ucapan untuk meminta maaf kepada orang lain atas tindakan yang sudah diperbuat.

Contohnya :

- I'm Sorry
- Forgive me
- I beg your pardon

Responnya seperti :

- It's ok
- No problem
- Please don't be sorry
- Never mind

2. Metode Pembelajaran

1. Model Pembelajaran : Role Play and Stimulation

2. Metode Pembelajaran : Diskusi

3. Media, Alat dan Sumber Pembelajaran

1. Media : Video

2. Alat : Laptop, Speaker aktif

3. Langkah-langkah Pembelajaran

a. Pendahuluan (10 menit)

1. Guru meminta siswa untuk berdoa sebelum memulai pelajaran

2. Guru memeriksa kehadiran siswa
3. Guru mengajukan pertanyaan tentang materi bahasa Inggris yang dipelajari atau yang telah dikenal sebelumnya
4. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
5. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP
6. Guru menayangkan film animasi yang berkaitan dengan materi pembelajaran

b. Inti (60 menit)

1. Peserta didik membaca dan memahami teks percakapan singkat dan sederhana yang melibatkan ungkapan sapaan dan berpamitan dengan pengucapan yang benar
2. Guru menayangkan film animasi yang berkaitan dengan materi pembelajaran
3. Guru menyuruh siswa memperhatikan pengucapan pada film animasi tersebut mengenai sapaan dan pamitan
4. Secara berpasangan peserta didik memperhatikan contoh dialog dalam film animasi

c. Penutup (10 menit)

1. Siswa dan guru mengadakan refleksi tentang proses dan hasil belajar
2. Guru menyampaikan materi berikutnya
3. Guru mengucapkan salam untuk menutup pembelajaran

4. Penilaian Pembelajaran

1. Jenis/Teknik Penilaian

a. Keterampilan : Pronunciation

Scoring Rubric of Pronunciation Test

| No | Aspect | score | Criteria |
|----|--------|-------|---|
| 1 | Sounds | 5 | Almost complete |
| | | 4 | There is a mistake but do not disturb the meaning |
| | | 3 | There are some mistakes and disturb the meaning |
| | | 2 | Many mistakes with the result that hard understanding |
| | | 1 | To much mistakes until the words harder understanding |
| 2 | Stress | 5 | Almost complete |
| | | 4 | There is a mistake but do not disturb the meaning |
| | | 3 | There are some mistakes and disturb the meaning |

| | | | |
|---|------------|---|---|
| 3 | Intonation | 2 | Many mistakes with the result that hard understanding |
| | | 1 | To much mistakes until the words harder understanding |
| | | 5 | Almost complete |
| | | 4 | There is a mistake but do not disturb the meaning |
| | | 3 | There are some mistakes and disturb the meaning |
| | | 2 | Many mistakes with the result that hard understanding |
| | | 1 | To much mistakes until the words harder understanding |

Appendix Documentation



Picture 1. Meeting with an English Teacher



Picture 2. Giving Pre-Test



Picture 3. Giving First Treatment



Picture 4. Giving Second Treatment




Picture 5. Giving Post-Test



Picture 6. The Last Meeting

Appendix 5 Pengajuan Judul Skripsi


KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PALU
FAKULTAS TARBIYAH & ILMU KEGURUAN
 Jl. Diponegoro No. 23 Telp. 0451-460798 Fax. 0451-460165 Palu 94221
 email: humas@iainpalu.ac.id - website www.iainpalu.ac.id


PENGAJUAN JUDUL SKRIPSI

| | | | |
|---|---|--|---|
| Nama TTL Jurusan Alamat Judul | NATANIA ANGGRAINI BONEGE, 16 AGUSTUS 2000 TADRIS BAHASA INGGRIS (S1) JL. POMPAIRA'A KEL BONEGE | NIM Jenis Kelamin Semester HP | 181160092 PEREMPUAN VII 085241077100 |
|---|---|--|---|

Judul I *08/11/2021 (8f)*
 THE USE OF ANIMATED FILM TO IMPROVE STUDENTS' PRONUNCIATION AT THE SEVENTH GRADE OF SMPN 5 BANAWA

☐ Judul II
 USING SHORT STORY TO IMPROVING STUDENTS' VOCABULARY AT THE SEVENTH GRADE OF SMPN 5 BANAWA

☐ Judul III
 THE USE OF CARTOON FILM TO IMPROVE STUDENTS' SPEAKING SKILL AT THE SEVENTH GRADE OF SMPN 5 BANAWA

Palu, *08 November* 2021
 Mahasiswa,

 NATANIA ANGGRAINI
 NIM. 18.1.16.0092

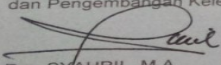
Telah disetujui penyusunan skripsi dengan catatan :

*Read and understand more references.
Consult more to your supervisor.*

Pembimbing I : *Ana Kulakana, S.pd, M.pd.*


Pembimbing II : *Dzakiah, M.pd.*

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan,



Drs. SYAHRIL, M.A.
NIP. 196304011992031004

Ketua Jurusan,



R. A. M. S. Pd., M. Pd.
NIP. 198606242019032011

Appendix 6 Penetapan Pembimbing Skripsi

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR 166 TAHUN 2022

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU


DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang :
- bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
 - bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
 - bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat :
- Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
 - Peraturan Menteri Agama Nomor 23 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
 - Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
 - Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023
- MEMUTUSKAN
- Menetapkan :
- KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
- KESATU :
- Menetapkan saudara :
- Ana Kuliahana, S.Pd., M.Pd.
 - Dzakiah, M.Pd.
- sebagai Pembimbing I dan II bagi Mahasiswa :
- Nama : Natania Anggaraini
NIM : 181160092
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE USE ANIMATED FILM TO IMPROVE STUDENTS' PRONOUNCIATION AT THE SEVENTH GRADE OF SMPN 5 BANAWA
- KEDUA :
- Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- KETIGA :
- Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2022
- KEEMPAT :
- Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA :
- SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 27 Januari 2022
Dekan,



Appendix 7 Undangan Seminar Proposal Skripsi

 KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax: 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor : 5769/Un.24/F.I/PP.00.9/09/2023
Sifat : Penting
Lamp : -
Hal : Undangan Menghadiri Seminar Proposal Skripsi

Palu, 27 September 2023

Kepada Yth.

1. Ana Kuliahana, S.Pd., M.Pd. (Pembimbing I)
2. Dzakiah, M.Pd. (Pembimbing II)
3. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh


Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama : Natania Anggraini
NIM : 18.1.16.0092
Jurusan : Tadris Bahasa Inggris (TBIG)
Judul Skripsi : The Effectiveness of Animated Film to Improve Students' Pronunciation at the Seventh Grade of SMPN 5 Banawa

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Selasa, 03 Oktober 2023
Waktu : 13.00 Wita - Selesai
Tempat : Lt. 1 Rektorat UIN Datokarama Palu

Wassalamu'alaikum warahmatullahi wabarakatuh

a.n Dekan
Ketua Jurusan TBIG

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NID: 19690215 199203 1 013

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.
- g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)

Appendix 8 Surat Izin Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

Jl. Trans Palu-Paloio Desa Pombewe Kec. Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165

Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor : 3807 /Un.24/F.I/PP.00.9/08/2024

Palu, 05 Agustus 2024

Lampiran : -

Hal : Izin Penelitian Untuk
Menyusun Skripsi

Yth. Kepala Sekolah SMPN 5 Banawa

Di

Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Natania Anggraini
NIM : 181160092
Tempat Tanggal Lahir : Boneoge, 16 Agustus 2000
Semester : XII (Dua Belas)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl Pompaira'a, Kel. Boneoge
Judul Skripsi : THE EFFECTIVENESS OF ANIMATED FILM TO IMPROVE
STUDENTS' PRONUNCIATION AT THE SEVENTH GRADE
OF SMP 5 BANAWA
No. HP : 085241077100

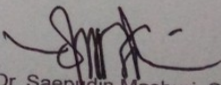
Dosen Pembimbing :

1. Ana Kuliahana, S.Pd., M.Pd.
2. Dzakiah, M.Pd

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,
Dekan,


Dr. Saepudin Mashuri, S.Ag., M.Pd.I
NIP. 19731231 200501 1 070

Appendix 9 Surat Keterangan Telah Mengadakan Penelitian

**PEMERINTAH KABUPATEN DONGGALA**
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 5 BANAWA
Jalan Pompa Ra'a No... Kelurahan Boneoge Kec. Banawa (94351)

SURAT KETERANGAN PENELITIAN SKRIPSI

Nomor :96/ O44.15/SMPN-5 BNW/KP/IX/ 2024

Yang bertanda tangan di bawah ini Kepala SMP Negeri 5 Banawa Kecamatan Banawa Kabupaten Donggala menerangkan kepada :

| | |
|-------------|-------------------------------|
| Nama | : MUSTAPA, S.Pd. |
| Nip | : 19700214 199702 1 002 |
| Pangkat/Gol | : Pembina Tkt. I / IV B |
| Jabatan | : Kepala Sekolah |
| Unit Kerja | : SMP NEGERI 5 BANAWA |
| Alamat | : Jl. Pompa Ra'a Kel. Boneoge |

Menerangkan bahwa yang bernama:

| | |
|-----------------------|--------------------------------|
| Nama | : Natania Anggraini |
| NIM | : 181160092 |
| Semester | : XII (Dua Belas) |
| Program Studi | : Tadris Bahasa Inggris |
| Tempat /Tanggal Lahir | : Boneoge, 16 Agustus 2000 |
| Alamat | : Jl. Pompa Ra'a, Kel. Boneoge |

Adalah benar yang bersangkutan telah melakukan penelitian SKRIPSI pada SMP NEGERI 5 BANAWA. Dengan Judul " THE EFFECTIVENESS OF ANIMATED FILM TO IMPROVE STUDENTS' PRONOUNCIATION AT THE SEVENTH GRADE OF SMP 5 BANAWA"

Demikian surat keterangan ini dibuat dengan benar untuk dipergunakan sebagaimana mestinya.

Donggala, 10 September 2024
Kepala Sekolah,


MUSTAPA, S.Pd.
NIP. 19700214 199702 1 002

CURICULLUM VITAE



A. PERSONAL IDENTITY

- | | |
|------------------------|---|
| 1. Name | : Natania Anggraini |
| 2. Place/Date of Birth | : Boneoge, 16 August 2000 |
| 3. Gender | : Female |
| 4. University | : UIN Datokarama Palu |
| 5. Majoring | : English Study Program |
| 6. Faculty | : Tarbiyah and Teacher Training Faculty |
| 7. Citizenship | : Indonesia |
| 8. Religion | : Islam |
| 9. Register Number | : 18.1.16.0092 |
| 10. Address | : Donggala, Sulawesi Tengah |

B. PARENT'S NAME

- | | |
|------------------|-------------|
| 1. Father's Name | : Mursalim |
| 2. Work | : Fisherman |
| 3. Mother's Name | : Rosmiati |
| 4. Work | : U.R.T |

C. EDUCATIONAL BACKGROUND

- | | |
|--------------------------------------|-------------|
| 1. TK Alkhairaat Boneoge | (2006-2007) |
| 2. SDN Muhamaddiyah 2 Tanjung Karang | (2007-2012) |
| 3. SMPN 5 Banawa | (2012-2015) |
| 4. MA Alhairaat Maleni | (2015-2018) |

