

**THE EFFECT OF SWISH MAX APPLICATION TOWARDS
STUDENTS' SPEAKING ABILITY AT MADRASAH
ALIYAH NEGERI (MAN) 1 WATANSOPPENG**

SKRIPSI

**YUSTIKA AMIR
4516101026**

BOSOWA



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY
2020**

**THE EFFECT OF SWISH MAX APPLICATION TOWARDS
STUDENTS' SPEAKING ABILITY AT MADRASAH
ALIYAH NEGERI (MAN) 1 WATANSOPPENG**

SKRIPSI

Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana
Pendidikan (S.Pd) in English Education Department

BOSOWA

by

YUSTIKA AMIR

4516101026

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY
2020**

SKRIPSI

THE EFFECT OF SWISH MAX APPLICATION TOWARD STUDENTS' SPEAKING
ABILITY AT MADRASAH ALIYAH NEGERI (MAN) 1
WATANSOPPENG

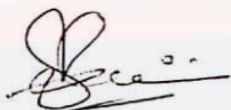
Submitted by

YUSTIKA AMIR
NIM 4516101026

Had been defended in front of Skripsi Examination Committee
September 10th, 2020

Approved by:

Supervisor I,



Hj. St. Haliah Batau, S.S., M.Hum.
NIDN. 0907096901

Supervisor II,



Hj. Restu January Hamid, S.Pd.I., M.Pd.
NIDN. 0905018503

Under the cognizance of,

Dean

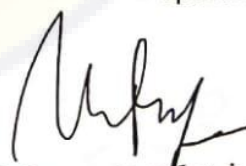
Faculty of Teacher Training and Education,



Dr. Asdar, S.Pd., M.Pd.
NIK. D. 450375

Head

English Education Department,



Ulfah Syam, S.Pd., M.Pd.
NIK. D. 450394

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Yustika Amir
NIM : 4516101026
Judul : The Effect Of Swish Max Application Towards Students'
Speaking Ability At Madrasah Aliyah Negeri (MAN) 1
Watansoppeng

Menyatakan dengan sebenarnya bahwa Skripsi yang saya tulis ini benar-benar merupakan hasil karya sendiri dan bukan merupakan plagiasi, baik sebagian atau seluruhnya.

Apabila di kemudian hari terbukti bahwa skripsi ini hasil plagiasi, maka saya bersedia menerima sanksi atas perbuatan tersebut sesuai dengan ketentuan yang berlaku.

Makassar, 10 September 2020

Yang membuat pernyataan


Yustika Amir

ABSTRACT

Yustika Amir. 2020. *The effect of Swish Max Application towards Students' Speaking Ability at Madrasah Aliyah Negeri (MAN) 1 Watansoppeng. (Supervised by ST. Haliah Batau and Restu Januaryty).*

This research aims to determine how is the effect of using media results from an application called Swish Max on eleventh grade students at Madrasah Aliyah Negeri (MAN) 1 Watansoppeng in 2020/2021 academic year.

This study focuses on the pre-experimental method of one group in one class pre-test and post-test. The population of this study is the eleventh grade MIA. Purposive sampling technique was used to take one class as the research sample, amounting 25 students. This research conducted at Madrasah Aliyah Negeri (MAN) 1 Watansoppeng, Jl.Kayangan of Lalabata district,Soppeng regency.

After conducting this research, it can be concluded that in this increasingly modern era, students will be more interested in sophisticated learning that can generate sufficient enthusiasm for them with a video display of the results of the Swish Max application. There is a significant increase in students' abilities such as the treatment results from pre-test to post-test. This means, the effect of the Swish Max application can increase the students' speaking ability in learning English in the eleventh grade at MAN 1 Watansoppeng.

Keywords: effect, students' speaking ability, Swish Max application.

ABSTRAK

Yustika Amir. 2020. *The effect of Swish Max Application towards Students' Speaking Ability at Madrasah Aliyah Negeri (MAN) 1 Watansoppeng. (Supervised by ST. Haliah Batau and Restu Januarty).*

Penelitian ini bertujuan untuk mengetahui bagaimana efek penggunaan media hasil aplikasi yang bernama Swish Max pada siswa kelas XI di Madrasah Aliyah Negeri (MAN) 1 Watansoppeng pada tahun ajaran 2020/2021.

Penelitian ini berfokus pada metode pre-eksperimental satu grup dalam satu kelas pre-test dan post-test . Populasi penelitian ini adalah siswa kelas sebelas MIA . Teknik purposive sampling digunakan untuk mengambil satu kelas sebagai sampel penelitian yang berjumlah 25 orang. Penelitian ini dilakukan di Madrasah Aliyah Negeri (MAN) 1 Watansoppeng di Jl.Kayangan Kecamatan Lalabata Kabupaten Soppeng .

Setelah melakukan penelitian dapat disimpulkan bahwa di jaman yang semakin modern ini, siswa akan lebih tertarik pada pembelajaran yang canggih yang dapat membangkitkan semangat mereka dan dengan tampilan berbentuk video hasil dari aplikasi Swish Max. Secara signifikan menunjukkan peningkatan pada kemampuan siswa seperti tampak pada hasil pre-test ke post-test. Hal ini berarti, efek dari aplikasi Swish Max dapat meningkatkan kemampuan berbicara siswa dalam pembelajaran bahasa Inggris pada siswa kelas XI di MAN 1 Watansoppeng.

Kata kunci : effect, students' speaking ability, Swish Max application.

ACKNOWLEDGEMENT

Bismillahirramanirahim

Alhamdulillah Rabbil Alamin. The writer would like to say thanks to our Almighty God very much because only as a Muslim community can not do anything on the permission of Allah SWT, where the blessings of grace that he always bestows on his people. Especially the health benefits that still remain for writer where during this pandemic covid-19 can complete the writing of a thesis entitled "The Effect of Swish Max Application towards Students' Speaking Ability at Madrasah Aliyah (MAN) 1 Watansoppeng". In addition, writer also did not forget to convey great respect to the Prophet Muhammad SAW. for guiding people from bad conditions to a better life.

The writer would like to say thank you very much to my first supervisor Hj. St. Haliah Batau, SS, M.Hum and Restu January, S.Pd.I., M.Pd. as the second supervisor who has guided and assisted writer in writing and completing this writer. The writer also expressed her gratitude for contributing ideas, suggestions, and support in completing this research. Furthermore, the writer would like to thank the examiner, Nurfaisah Sahib S.Pd.I, M,Pd. and Rampeng, S.Pd., M.Pd., for their valuable guidance, comments and suggestions.

The writer would like to express her deepest gratitude to Mr. Musmuliadi as the Head of MAN 1 Watansoppeng of Soppeng regency who has given permission to researchers who conduct research. A big thank you to the teacher of

MAN 1 Watansoppeng Kabupaten Soppeng, Mr. Sumardi as staf of Man 1 Watan Soppeng for his help, as well as the students, especially the XI students who participated well during the research.

During the writing of this thesis, writer received a lot of help from various parties, for valuable guidance, corrections, suggestions, advice and support. Without them it would be impossible to finish. Therefore, the writer would like to express his deepest gratitude and appreciation to these people, Dr. Asdar., M.Pd, as dean of Faculty of Teacher Training and Education, University of Bosowa. Ulfah Syam, SS, M.Pd as the head of the English Education Department, All lecturers in the English Education studi program who have taught the writer useful knowledge and skills ,My beloved parents, for my mother Mariyani S, Pd. and my father Aiptu Amiruddin who always prayed, supported, loved me. I dedicate this skripsi for you. without parental struggle for the child it is meaningless. All my family who always support me, so that I can do everything for this study, All FKIP 2016 friends, especially Mufti Haturrahma, Kristina Benyamin, Wanda Agustina, Shinta Fenanda Putri, Ni Made Shinta, Dina Febrianti, Nini Rahayu Ningsi, Rachel Melisa, St. Nana Hehanussa, Ade Irma, Selfi, Natalia, Kiki Astika, Sermila for their sharing, assistance, joying, and support, All other friends, especially Muh.Ukbatul Fiqra, Iin Mutmainna, Riang Pratiwi, Anas Saputra, Humairah for the help and support to writer to complete this skripsi.

The researcher realizes that this skripsi is not perfect both in terms of material and presentation. Suggestions and constructive criticism are expected in

the completion of this skripsi. Finally, the writer hopes that this skripsi can provide useful things and add insight to readers, and especially for writers.

Makassar, 10 September 2020

Yustika Amir



TABLE OF CONTENT

PAGE OF TITLE	i
PAGE OF APPROVAL	ii
PERNYATAAN	iii
ABSTRACT	iv
ABSTRAK	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	ix
LIST OF TABLE	xi
LIST OF APPENDIX	xii
CHAPTER I : INTODUCTION	
A. Background of Study	1
B. Problem Statement	4
C. Scope of the research	5
D. Formulation the Problem	5
E. Objective of the Research	5
F. Significance of the Research	5
CHAPTER II : REVIEW OF LITURATURE	
A. Theoretical Review	6
1. Basic Concepts of Speaking Skill	6
2. Purpose and Function of Speaking Skills	7
3. Supporting Factors of Effectiveness of Speaking	8
4. Indicator of Speaking skills	9
5. The Meaning of Learning Media	13
6. Comprehensive of Learning Media	13
7. Learning Media Function	15

8. SWISH MAX	16
B. Proveious Related Finding	16
C. Conceptual Framaework	17
D. Hypothesis	18
CHAPTER III : METHOD OF THE RESEARCH	
A. Research Design	19
B. Time location of the Research	20
C. Population and Sample of the Research	20
D. Research Variabel and Oprational Defenition	20
E. Instrument of the Research	22
F. Procedure of Collecting Data	24
G. Technique of Analysis Data	24
CHAPTER IV : THE SCHEDULE AND COST PLANNING OF RESEARCH	
A. Findings	28
B. Discussion	30
CHAPTER V : CONCLUSION AND SUGGESTION	
A. Conclusion	31
B. Suggestion	31
BYBLIOGRAPHY	34
APPENDICES	36
BIOGRAPHY	91

LIST OF TABLE

Table 3.1. Elements of Grading Speaking Scale	23
Table 3.2. Scoring Classification	25
Table 4.1. Student's Pre-test and Post-test Score in Content	27
Table 4.2. The Mean Score and Standard Deviation of Students	28
Table 4.3. The Result T-test	29

BOSOWA

LIST OF APPENDIX

Appendix 1 : Instrument of The Research	37
Appendix 2 : Lesson Plan	39
Appendix 3 : Question Pre-test and Post-test	42
Appendix 4 : Pretest and Post-test Score	44
Appendix 5 : Speaking Score	45
Appendix 6 : Data Analysis	84
Appendix 7 : Documentation	86
Appendix 8 : Letter of Research Permission	90

CHAPTER I

INTRODUCTION

This chapter contains background, identification of problem, scope of the research, formulation of the problem, objective of the research, and significance of the research.

A. Background of Study

Language is a very important human communication tool and oral is the main media, as is English. English is made as a second language both in the process of formal and informal activities. The use of foreign languages as a means of oral communication is often found in everyday communication. In the era of globalization which is full of challenges and very fierce competition, everyone is required not only to have a high level of education, but also are required to have English skill. According to Fitriati and Jannah (2016:3), English as an International language is the most widely used around the world. Due to the notion that English is a global language and as the most spoken one by global citizen for various purposes, the government later oblige people to learn it on all secondary level schools have actually taught English from elementary to tertiary level education or higher degree (Gunantar, 2016:10). Therefore, speaking is not enough in accordance with the ability to master vocabulary, but also must have adequate grammatical knowledge.

According to Hadijah (2014:245), students faced the problem on speaking skills in terms of pronunciation, grammar, vocabulary, fluency and comprehension. Furthermore, Fitriani et.al (2015:7) found that the students'

facing the problems in speaking English. According to Syarifuddin (2017) Conditions that do not support students' speaking skills are caused by passive students during lessons, they only listen, without asking question English is one of the subjects taught in schools in Indonesia from elementary school through college. English is also a second language or a foreign language that is taught in schools after the first language or Indonesian. Therefore mastering the language both oral, written and sign is something that cannot be avoided including English as an international language, opening the horizons of the world and communication of the global community.

In addition, English is a tool to communicate verbally and in writing. Communicating what we know is to understand and express information, thoughts, feelings and develop science, technology, and culture. The ability to communicate here in terms of the ability to discourse that is able to understand and produce oral or written text that is realized in two language skills, namely receptive skills and productive skills. Receptive skills include listening and reading skills, while productive skills include speaking and speaking skills. Therefore, English subjects are directed to develop these skills so that graduates are able to communicate and talk in English at a certain level of literacy The level of literacy in learning English especially high school students is the level at which students are expected to be able to access knowledge with language skills.

In the educational environment, students are required to be able to speak in the learning process. Students must be able to express their ideas. They must also be able to answer questions or ask questions well during the learning process.

Students are required to be able to express opinions, defend opinions, refute the opinions of other students, or influence other students to follow the flow of thought. Students may have mastered speech, but the ability to master is mainly only in the form of the ability to speak face to face or in small groups.

Most students who do not understand at all when learning feel uninterested. In applications in the classroom there are almost no students who are able to speak in front of the class or just ask questions. Even if there are only one or two people who are able and dare to speak in front of the class. The class seems dead because there is no interaction as it should occur in the learning process. Though the success of a learning is also influenced by the activeness of students in participating in the learning.

Dina Indriana (2011: 65) explains that image media is able to provide details in the form of images as is, so that students are able to remember it better than the media verbally and also media images can solve problems in the media oral or verbal, that is within limitations memory in telling stories or explaining something.

Many factors make it difficult for students to communicate including the lack of a teacher's role in facilitating students with appropriate learning models and media. In addition to these factors, there are other factors that affect students' speaking abilities including the low mastery of vocabulary, the difficulty of students in composing good sentences, and the inability of students to develop ideas, habits of using mother tongue in communication, both in the school, family, and community environments, and also often teachers use lecture techniques to explain teaching materials.

Based on the preliminary observations of researchers in class XI students majoring in Natural Sciences, there are still many students who are still difficult to express their opinions, tell stories, rather explain using English. This is a big question mark for researchers, whether learning techniques are not good so that students find it difficult to use English or the instructional media that teachers provide is less effective for students

A teacher should know as much as possible what methods he should use to teach his students, so that the achievements in the teaching and learning process can be met properly.

One example of learning methods that are considered effective today is using application media. Many applications of student learning media which until today are widely used by teachers in big cities, one of them is the SWISH MAX application. SWISH MAX is an animation creation program for producing Flash animations without using Adobe Flash™. SWISH MAX is very easy to learn and you can create animations with text, images, graphics and sound in a short amount of time.

B. Problem Statement

Research problems that the authors propose can be identified as follows:

1. Media that are less attractive to be used by teachers so students are less understanding of learning English especially about vocabulary mastery.
2. Lack of students interest in learning English.
3. The ability of students to master English vocabulary

C. Scope of the Research

This research will focus on eleventh graders of MAN 1 Watansoppeng by using the SWISH MAX application to test students' aspect speaking abilities .

D. Formulation of the Problem

The researcher intends to focus on answering this questions: “How the effect of SWISH MAX application toward students speaking ability on eleventh graders of MAN 1 Watansoppeng?”.

E. Objective of the Research.

To find out the effect of SWISH MAX application toward student speaking ability on eleventh graders of MAN 1 Watansoppeng .

F. Significance of the Research

a. Students

The students are expected to practice learning English grammar by them selves by SWISH MAX application . Hopefully can have an effect on student learning abilities, especially in speaking.

b. Teacher

this research can significant in improving learning quality especially for English lesson at MAN 1 Watansoppeng.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical review

1. Basic Concepts of Speaking Skill

According to Meriem (2015:10), teaching speaking is very important part in English language teaching and learning because of three main reasons. First, all language learners should be able to communicate well with the foreign language speaking. Second, many students are good in reading and writing, but they have poor speaking and listening abilities. Finally, many students memorize words from dictionaries, but they could not use them to speak in English or to communicate in formal situation. In addition, Fitriani, et al. (2015: 4) indicates that speaking fluently or being good in oral communication is a core aspect of human to stay connected to each other. Since language is an instrument of communication, there is no excuse for a language learner for not being able to speak the language learn.

Tarigan (2015: 1) states, skills can only be acquired and mastered through practice and lots of practice. Meanwhile, Mukrimah (2014: 48) explains, skill is the most specific learning behavior. The explanation above is reinforced by Junus and Junus (2011: 10) states, skill is the ability that is accompanied by the skills to do something.

From the opinions of the experts above, it is concluded that skill is a knowledge possessed by someone that can be developed through a continuous practice.. In order to be effectively conveyed, the speaker understands the meaning of everything he wants to communicate. Tarigan (2015: 3) argues that:

“Speaking is a language skill that develops in a child's life, which is only preceded by listening skills, and it is during this time that the ability to speak or speak is learned”.

Nurjannah (2020: 2) revealed that "speaking as an activity to produce utterances in the form of words and sentences orally to communicate with others".

Based on some of these opinions it can be concluded that speaking is words in the form of words that are delivered effectively so that the listener knows the meaning and purpose of the speaker in communicating.

2. Purpose and Function of Speaking Skills

Basically, the main purpose of talking is to be able to talk and communicate with humans. According to Nawawi et al (2017: 23) the essence of the purpose of speaking itself is speaking to entertain, inform, stimulate, convince and move. Then, according to Tarigan (2015: 17) speaking basically has three general purposes, namely:

- 1) Notifying and reporting (to inform),
- 2) Entertaining and entertaining (to entertain)
- 3) Persuade, invite, push, and convince (to persuade)

Humans are social creatures, so they can not be separated from communication. Communication is very important in everyday life because it is part of a form of identity. According to Subhayani et al (2017) the learning objectives of speaking skills are as follows:

- 1) Able to fulfill and organize ideas with logical and systematic reasoning
- 2) Being able to pour ideas into speech forms that are in accordance with Indonesian language rules
- 3) Able to pronounce clearly and smoothly
- 4) Able to choose a variety of languages

Every speaking activity carried out by humans always has a specific purpose and purpose. In order to be able to convey thoughts effectively, the speaker should understand the meaning of everything that he wants to communicate. The speaker must be able to evaluate the effects of communication on the listener, and must know the objectives that underlie all speaker situations, both in general and individually.

Based on some of the opinions above, it can be concluded that the purpose of speaking activities is to communicate with each other, besides talking also aims to convince others with the intention that what is discussed can be accepted by the listener.

3. Supporting Factors of Effectiveness of Speking

Speaking is one of the skills that develops in human life. Immature understanding in language development is a delay in language activities. The skills of speaking require good mastery of vocabulary and courage and confidence in expressing sentences. According to Madyawati (2016)

there are several factors that support the effectiveness of speaking, namely: 1) Language Factors; 2) Non-linguistic factors. This can be described as follows:

1) Language Factor

The linguistic factor in question is the accuracy of pronunciation, consonant pronunciation, consonant placement, use of tones, choice of words, choice of expressions, variations of words, formations, sentence structure, and variety of sentences.

2) Non-linguistic factors

Non-linguistic factors include courage and enthusiasm in speaking, fluency in speaking, loudness of voice in speaking, eye sight when talking, expression when speaking. And mastery of the topic to be discussed.

Based on the above opinion it can be concluded the people must pay attention to the selection of the right wording when speaking so that the listener can understand and comprehend the topic being discussed. In addition, speakers need to pay attention to other non-technical things in the form of courage to speak, views, and facial expressions when speaking.

4. Indicator of speaking skills

Krissandi et al (2018) states that there are four main components in speaking skills, namely: (1) Accuracy of pronunciation; (2) Accuracy

of Intonation; (3) Choice of words (diction); and (4) Smoothness. This can be described as follows:

1. Pronounce accuracy

A speaker must get used to pronounce the sounds of language correctly. Incorrect pronunciation of language sounds can distract the listener's attention. Of course the speech and articulation patterns used are not always the same. Everyone has their own style and language style used varies according to the subject, feelings, and goals. However, if the differences or changes are too striking, and distorted, then the effectiveness of communication will be disrupted. Every speaker is certainly very influenced by his native language. For example, the pronunciation is not for suffixes that are not quite right, enter. Indeed we do not have a standard pronunciation, but our words should not be too colored by local languages, so that it can distract the listener's attention. Likewise, the pronunciation of each syllable. Not infrequently we hear people say words that are not clear syllables.

2. Accuracy of intonation

Suitability of intonation is the main attraction in speaking and is a determining factor. Although the problem in question is less interesting, the placement of intonation that matches the problem becomes interesting. Conversely, if the delivery is flat, it is almost

certain to cause boredom and the effectiveness of speech is reduced. Likewise in giving intonation to words or syllables. Sound pressure usually falls on the last syllable or the penultimate syllable, then placed on the first syllable. For example the words "brave", "brave", "opportunity", given pressure on the leader, leader, of course, sounds strange.

3. Choice of words (diction)

The choice of words (diction) should be precise, clear, and varied. Clearly the meaning is easily understood by the target audience. Listeners will be more aroused and more understanding, if the words used are already known by the listener. For example, popular words will certainly be more effective than grandiose words and words that come from foreign languages. Words that are not yet known indeed arouse curiosity, but inhibit the smooth communication. The choice of words must certainly be adjusted to the subject matter and with whom we speak (the listener).

4. Smoothness

A speaker who is fluent in speech makes it easy for the listener to grasp the contents of his conversation. Often we hear the speaker talking intermittently, even between the interrupted parts inserted certain sounds that are very disturbing to the listener's capture, for example slipping sounds ee, oo, aa, and so on. Conversely, speakers

who speak too fast also make it difficult for the listener to grasp the subject matter.

5. The Meaning of Learning Media

Media in the meaning of denotation is a tool or means that can be used for a variety of purposes, so that with these tools and facilities the implications of the intended charge can be manifested better or perfect. In the big Indonesian dictionary the media meanings are explained as follows:

- 1) tools;
- 2) communication tools such as newspapers, magazines, radio, television, films, posters and banners;
- 3) located between two parties (people, groups, etc.) puppets can be used as - education;
- 4) intermediaries, links.

6. Comprehensive Learning Media

One of the goals in the learning process is to accelerate the learning proces. Learning media must indicate that all aspects of teaching are loaded. With generalist models and techniques in learning activities, the models and techniques are implied as maximizing comprehensive learning media. In this case there are several characteristics of comprehensive learning media such as the following description.

1. Contains all aspects of the content or material that will be conveyed in teaching and learning activities. This clearly must be integrated in

learning because the essence of learning media is for the effectiveness and creativity of actualized students in the learning and teaching system.

2. Do not prioritize the modernization of the media, but rather emphasize the effectiveness, security and "magical" power. This means that learning media do not have to be affiliated to a bare capital, but the media that is intended should be able to accommodate the entire purpose of the content or material to be conveyed.
3. Childbirth indications of ethics, aesthetics and dynamics of their use, so there is no saturation in the final destination. Every media that we use should have a positive character. These characteristics are assessed by a media model which in turn is coordinated in a simple format, but has a wise value. So that comfort, safety as well as work continuity and performance are intertwined in the media model that we use. Ethics and beauty also need to be implemented in every media model, so that ultimately students do not find boredom and also do not pollute negative thinking.
4. Not a media that is forced in its use. The media that we use must really be in harmony and in harmony with the material that we are going to dream about. Acculturation of the media with the surrounding environment also needs to be considered in the actualization practice.

7. Learning Media Function

The main function of learning media is as a teaching aid that also affects climate, conditions, and learning environment organized and created by teachers (Arsyad 2011: 15).

Sudjana and Rivai (2010: 2) suggests the benefits of learning media in the process of student learning, are:

- 1) Learning materials will be quite clear so it can be understood by the students, and allow students to be better in mastering the purpose of learning.
- 2) Learning methods will be more varied, not just on the verbal communication through the narrative by the teacher, so that students do not feel bored and teachers will not run out of power, especially when teachers teach in every hour lesson
- 3) Students can follow a learning activities, because students are not only listening the explanation from teachers, but also other activities such as observing, perform, demonstrate and others.
- 4) Teaching will more attractive for students so it can motivate the students to learn.

According to Abd Haling, (2017: 162) learning media functions as:

- 1) Avoid verbalism.
- 2) Generating interest / motivation to learn.
- 3) Activating students in the learning process.
- 4) Making effective the stimulation for learning.

From the description above it can be concluded that learning media is a medium that carries messages or information that aims to facilitate the learning process and can distribute information from teachers to students, so that it can stimulate students' thoughts, feelings, concerns and interests and ultimately can make students do learning activities.

8. SWISH MAX

SWISH MAX is a complete application program for making flash player-based animations (an application program that operates a simple animation, digital games and various devices that use multimedia) (Swishzone.com Pty. Ltd, 2007).

SWISH MAX is used to create a variety of interesting and creative animations without using the Adobe Flash application program (the ninth generation of Macromedia Flash which is a pioneering application program that produces flash-based applications).

SWISH MAX makes it easy for users to create and develop animation programs using complex, integrated text, images, graphics, video and sound. As the popularity of the use of flash-based learning media, SWISH MAX is also often used as an application program for making media presentations or interactive learning media. SWISH MAX was developed by Swishzone.com Pty. Ltd. Since 2007.

B. Previous Related Research Finding

The first study an action research conducted by Husnaeni (2019) entitle "Pengembangan Multimedia Pembelajaran bagi Siswa Tunarungu Menggunakan Swishmax di SLB Negeri Pembina Provinsi Sulawesi Selatan". The purpose of this study is to produce effective interactive learning multimedia and create more varied learning. The development of instructional media is based on the development procedures in the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The results of the feasibility based on expert validation carried out by material experts and media experts stated that this media is in the category of "very good" or worth using. The response of deaf students of SLB Negeri Pembina in South Sulawesi Province to the use of multimedia learning using swishmax is in the category of "acceptable" .

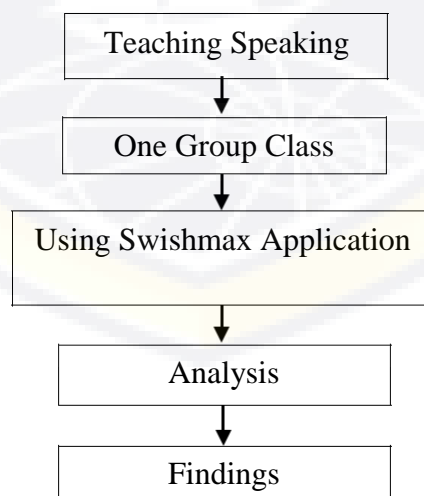
The next study was conducted by A. A. GEDE. Putra Winten Darma(2014) about "The Effect of video documenter towards students' speaking ability at class XI IPA 1 of SMA N 1 Toili Barat academic year 2013/2014. The purpose of this research is to find out whether video documenter can improve students' speaking ability or not. The research was quantitative method particularly by using pre experimental design approach with the type of one pre-test post-test design. The sample of this research was taken by purposive sampling technique; they were the students at class XI IPA1. The result of the research shows that the students' ability speaking skill was increased significantly. Based on the research finding and discussion it can be concluded that:

- 1) By applying the video documenter, the teacher can help and guide the students directly to express their own ideas, feelings, thought, messages and emotions freely and orally in order to build up the students' speaking ability.
- 2) The use of video documenter in teaching speaking subject has given better outcomes than teaching speaking without media. The mean score of pre – test is 13,5 while the means score of the post –test is 15,93. So the different mean score between pre –test and post –test is 2,43. Therefore it can be concluded that there is significance different between them.

Therefore, researchers hope that by learning the results of the Swishmax Application it can produce positive and acceptable results.

C. Conceptual Framework

The conceptual framework underlying in this research is given in the following diagram.



Based on the previous chapter that has been explained previously, hopes to improve the quality of student learning, especially in the speaking aspect. So, the students are still using Indonesian when they were asking and answering the question from the teacher.

Related to the problem statement above, Researchers use the Swishmax application to produce media as a support in the learning process. The researcher will apply pre-experimental research design which use one group pre-test and post-test design with quantitative approach. Pre-test will be carried out before the treatment is administered and post-test will be carried out after the treatment is administered. Both of them will be carried on a single group.

After doing the research, the researcher hopes that there are some improvements of the students in speaking.

D. Hypothesis

The hypothesis of the research is formulated as follows:

- 1) H_0 : The effect of Swishmax Application can't towards students' speaking ability at Madrasah Aliyah Negeri (MAN) 1 Watansoppeng in the academic year 2020/2021.
- 2) H_1 : The effect of Swishmax Application can towards students' speaking ability at Madrasah Aliyah Negeri (MAN) 1 Watansoppeng in the academic year 2020/2021.

CHAPTER III

METHOD OF THE RESEARCH

This chapter presents the description of research method, population and sample, research variables and operational definition, research instrument, data collecting procedure and techniques of data analysis .

A. Research design

According to Sugiyono (2017:107) experimental research be interpreted as a method of research used to find the effect of certain treatment against others in controlled conditions.

There are several kinds of experimental research, namely pre-experimental, true-experimental, and quasi-experimental design. The research used in this research is pre-experimental by using one group pre-test and post-test design with quantitative approach. This research design treated with no control group. Pre-test be carried out before the treatment is administered and post-test be carried out after the treatment is administered. Both of them be carried on a single group. The design be present as follows:

$$O_1XO_2$$

Where :

O1 = Pre-test

X = Treatment

O2 = Post-test

Sugiyono (2013:75)

B. Time and Location of the Research

This research carried out at MAN 1 Watansoppeng, academic year 2020/2021. This research took for two weeks (three meetings) for the research.

C. Population and Sample of the Research

1. Population

The population used by researchers are people who are in the study area, the intended people are students from schools that are used as research objects. Population is also not just the amount that exists on the whole object studied ,but also includes all the characteristics / properties possessed by this subject or object. The population of this research is the eleventh grade students of MAN 1 Watansoppeng in academic year 2020/2021.

2. Sample

In this research, the type of sample used is *purposive sampling*. The research took one class from the target population for the research. The number of sample 25 students. The sample of this research is the eleventh grade of MAN 1 Watansoppeng.

D. Research Variable and Operational Definition

1. Variable of the Research

This research has two kinds of variables, namely independent variable and dependent variable. In this research, the independent variable

is Swish Max Application, while dependent variable is the students' speaking ability.

2. Operational Definition of Variables

To prevent a bias interpretation especially related to the terms use in this study, operational definitions of the involve variables are formulate as follows:

a. SWISH MAX

SWISH MAX is a complete application program for making flash player based animations (an application program that operates a simple animation, digital games and various devices that use multimedia) (Swishzone.com Pty. Ltd, 2007).

Swishmax is used to create a variety of interesting and creative animations without using the Adobe Flash application program. Swishmax makes it easy for users to create and develop animation programs using complex, integrated text, images, graphics, video and sound. As the popularity of the use of flash-based learning media, swishmax is also often used as an application program for making media presentations or interactive learning media. Swishmax was developed by Swishzone.com Pty. Ltd. Since 2007.

b. Speaking ability

Speaking ability is the ability to communicate with other. It is not only producing the words, but also having meaning to share knowledge, information and ideas. By speaking, people can express their ideas and interact with each other in different daily life situation. Speaking ability in this research means that the ability of the students to describe their

activity by using oral language related to its vocabulary, grammar, and fluency.

E. Instrument of the Research

According to Sugiyono (2011: 102) research instrument is a tool used to measure natural and social phenomena observed, this phenomenon is called the research variable. In this research the instrument where ;

a. Speaking skills test

The speaking skills test is a performance test in which students retell what has been obtained in learning and the researcher observes and evaluates students according to the assessment that has been made. The

indicators used to measure the ability to speak that is:

- 1) Accuracy in pronunciation
- 2) Accuracy of intonation
- 3) Choice of words (diction)
- 4) Fluency

- 1) For answers according to criteria, respondents are given a score of 4
- 2) For answers quite according to criteria, respondents were given a score of 3
- 3) For answers that do not fit the criteria, respondents are given a score of 2
- 4) For answers that do not fit the criteria, respondents are given a score of 1

b. Documentation

Documentation is the collection of data obtained from various sources relating to the things studied in the form of books and literature as well as other school archive documents related to this research.

To score students' speaking test, the writer used scoring rubric adapted from Harris (1969:83).

Table 3.1 Elements of Grading speaking Scale

No	Criteria	Rating Score	Description
1	Vocabulary	5	Using vocabulary and expression like native speaker
		4	Sometimes using vocabulary which is not appropriate
		3	Using vocabulary which is not appropriate, speak becomes limited because the vocabulary is limited
		2	Using wrong vocabulary and it is limited so it is difficult to understand
		1	Vocabulary is so limited.
2	Grammar	5	There is no or little mistake in grammar
		4	Sometimes make mistake in grammar, but it does not influence the meaning
		3	Often makes mistake in grammar and it influences the meaning
		2	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentences
		1	The grammar mistake is so bad. It is difficult to understand
3	Fluency	5	Speech is smooth as a native speaker's
		4	The fluency is disturbed by language problem
		3	The fluency is disturbed more by language problem
		2	Speech is frequently hesitant and jerky; sentences maybe left uncompleted
		1	Speech is so halting and fragmentary as to make conversation virtually impossible

(Laturkey, 2015)

F. Procedure of Collecting Data

Procedure of Collecting Data are a method used by researchers in obtaining the data needed to answer problems contained in research.

Procedure of collecting data techniques are as follows:

1. Pre-test

Before the students using swishmax, the researcher give pre-test for the students to find out the students prior knowledge.

2. Treatment

After the writer gave the pre-test for the students, the researcher asked for students to learn English with material by using Swishmax Application, The researcher explains the material that has been displayed and the speaking ability test procedure. The treatment was done after the students have to finish the speaking ability.

3. Post-test

Post-test gave to all students, to know their improvement in mastery of English. This is given to measure students' progress in mastery of speech after treatment. The questions in the post-test are similrs in the pre-test.

G. Technique of Analysis Data

1. Test

This analysis compare the students' achievement and performance during the pre-test, treatment, and post-test. For both pre-test and post-test,

the researcher use scoring guide which provides rating scale for criteria of vocabulary, grammar and fluency of speaking skill.

To know the students' ability in speaking English the researcher converted the students' speaking ability score using the following formula:

Then, classifying the students score based on the following class classification:

Table 3.2 Scoring Classification

Score	Classification
91-100	Excellent
76-90	Good
61-75	Average
51-60	Poor
< 50	Very Poor

(Depdiknas, 2017:13)

Calculating the mean score, standard deviation, frequency table, and the value of t-test in identifying the difference between pre-test and post-test by using inferential analysis in SPSS version 22.0 program.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the research findings obtained through the instruments used during the study. The findings presented in this section consist of data obtained through speaking tests to find out how the effect of making media from the Swish max application toward student's speaking skills, especially whether it can increase student interest in learning English at Madrasah Aliyah Negeri (MAN) 1 Watansoppeng.

A. Findings

The findings of this research present the results of speaking skills. these findings relate to the pre-test and post-test assessment and classification. As previously mentioned, students' speaking ability was assessed from students' observations of the lesson. The results of the Swish Max application in data collection were given to students of Madrasah Aliyah Negeri (MAN) 1 Watansoppeng. The data is calculated based on the results of the pre-test and post-test. The writer make observations and tests during research activities in this chapter.

1. The Students' Speaking Score

This section describes the results of the pre-test and post-test components of speaking skills that focus on vocabulary, grammar and fluency in the classroom. This test aims to measure students' speaking ability before and after applying the Swish Max application. In addition, the mean, standard

deviation, frequency, and other supporting sources of statistical elements are also explained.

The students' scores in the pre-test are presented in the following table. The results of the students' writing scores on the pre-test and post-test can be seen in the table 4.1 below :

Table 4.1 Students' Pre-test and Post-test Score in content.

Student's Name code	Pre-Test	Post-Test
Haura Mudya Maysha	40	90
Nur Fahira	40	90
Nur Imelyah Ekaputri	40	80
Arini Aprillah	20	80
Maharani	30	90
Asriady	10	70
Aidil Rahman	30	90
Khairullah Hafid	20	90
Andi Riski Ahmad Fausi	20	80
Dien Aqlisabarni	20	100
Egha	30	90
Maulia	10	60
Fadli khair	20	90
Muh. Raswan	20	80
Supardi	10	70
Muh. Jais	30	100
Rahmat Kurniawan	10	50
Rifky Andika Pratama	10	90
Ainul Fadly	30	90
Syahrul Ramadan	30	90
Khairil Anwar	30	80
Muh. Faisal	40	100
Fitri Handayani	10	70
Hidayani Akbar	30	70
Nur Aziza	30	100

After calculating the results of the students' pretest and posttest, the mean and standard deviation values are presented in the following table

4.2

Table 4.2 The Mean Score and Students' Standard Deviation

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	25	10.00	40.00	610.00	24.4000	10.44031
Posttest	25	50.00	100.00	2090.00	83.6000	12.87116
Valid N (listwise)	25					

Based on the data in pre-test and post-test data above, the penulis found that there was a significant increase after being given the treatment. in the pre-test, the total score was 610.00, where the mean score was 24.4000 and the standard deviation was 10.44031. where as in the post-test, the total score was 2090.00 with a mean of 83.6000 and a standard deviation of 12.87116. The total score and mean score in post-test were higher than the pre-test.

2. Test of significance (t-test)

After conducting the students' pre-test and post-test scores in the experiment classroom, the writer used the t-test to test the hypothesis. The t-test is a purposed to measure the presence or absence of a significant difference between the students' mean scores in the pre-test and post-test by using an inferential t-test analysis or a significance test run with SPSS Version 16, significant differences can be more easily analyzed.

In this research, the null hypothesis (H_0) in this study states that the effect of the Swish Max application can not improve students' speaking skills in English at the eleventh class of MAN 1 Watansoppeng of Soppeng regency in 2020/2021

academic year. While the Alternative Hypothesis (H1) states that the effect of the Swish Max application can improve students' writing skills in English in the eleventh grade of MAN 1 Watansoppeng, of Soppeng regency in 2020/2021 academic year. If the significance value is 2 or sig. (2-tailed) is lower than 0.05, so H1 is accepted and Ho is rejected.

Table 4.3 The Result T-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	-5.92000E1	10.77033	2.15407	-63.64577	-54.75423	-27.483	24	.000

The t-test result states that Sig. (2-tailed) is 0.000. The result shows that Sig. The table (2-tailed) is lower than the level of significance. This, the alternative hypothesis (H1) is accepted and the null hypothesis (Ho) is rejected. That is, the effect of the Swish Max application can improve the English speaking skill of class XI students of MAN 1 Watansoppeng, Soppeng regency of 2020/2021 academic year.

B. Discussion

This pre-experimental research of the Swish Max application to the students' speaking ability at MAN 1 Watansoppeng. In this research, it was carried out in three stages. In the first meeting before being given a pretest to students, the researcher asked students to start the basic things, namely class introductions. Indirectly, the researcher saw how the students' speaking ability is. After that the pre-test was given to determine the extent to students' understanding before the treatment was taught by the Swish Max Application.

in the second meeting, the writer treatment through application of the Swish Max to students. In this case, the writer displayed a video media in front of the student. After that, students were asked for to speak english by repeating the Malin Kundang fairy tale that they had understood.

The third meeting, the writer gave a post-test to students. The post is given to find out the value of students' speaking skills after being taught using the Swish Max application.

In this case, the researcher uses the Swish Max application to create media whose results are in the form of video about the story of Malin Kundang. In Swish Max, the story is created in such a way as to maximize this research. After being displayed, each student will understand what the researcher has gave and after that the researcher asks for students to speak English to tell the story of Malin Kundang again according to the understanding of each student. Before implemented the Swish Max application, students are only required to convey only about themselves or self-introduction. They are only asked for to speak

English according to what they are good at or what they know. The questions in the pre-test and post-test were given as the aim was to find out the score of the understanding and speaking results of each student through the Swish Max application. From the results obtained, it shows that the pre-test score is 24.4000 and the post-test score is 83.600. It means, the post-test results are better than the pre-test.

It can be seen from the conclusion that students get good achievement in speaking skills after using the Swishmax application. Referring to the description above, it is concluded that in this study the Swish Max application as a supporting factor in learning to speak English is effective. Practically this theory is accepted and spurs students to improve their speaking skill of class XI students of MAN 1 Watansppeng in the 2020/2021 academic year. There were several improvements that students achieved, not only in their academic scores, but also in their attitudes toward learning. Student scores increased after the research was carried out using the Swish Max application.

During the Covid-19 pandemic, schools switched to online methods, but in MAN 1 Watansoppeng students can go to school by complying with existing health protocols. In the class it is also to maintain the distance between students. So when students speak English the researcher must listen carefully to what the students say because there are also students whose voice volume is small plus wearing a mask as described in the health protocol. actually they are ready and willing to be ready to learn English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based from the finding of the writer discussed on the previous chapter.

A. Conclusion

According to the research and discussion, the writer concludes that of the Swish Max application can improve students' speaking ability . This is evidenced by the results of the speaking test in pre-test and post-test. Students are more active and creative during the teaching and learning process, and participate and understand in speaking to express what they think.

B. Suggestion

Based on the conclusions above, the writer put forward some suggestions and recommendations as follows :

- 1) Using the Swishmax application to be applied in learning, for making videos with animation creations can be learned easily especially based on technology because in teacher learning can combine with multimedia, so that students can experience learning which is easier to understand.
- 2) For the next writer who is interested in applying this media to various types of text in accordance with the desired characteristics.

Furthermore, for the next writers who have any intention to apply this media to different kinds of text which are appropriate with characteristic and school curriculum.



BIBLIOGRAPHY

- Abd. Haling & Pattaufi. 2017. *Belajar dan Pembelajaran*. Makassar : Badan Penerbit UNM.
- Arsyad, Azhar. 2011. *Media Pembelajaran*. Cetakan ke-15. Jakarta: Rajawali Press.
- Fitriani, D. A., Apriliawati, R.& Wardah. 2015. A Study on Student' s English Speaking Problems in Speaking Performance. *Jurnal Pendidikan dan Pembelajaran Untan* 4(9): 1–13.
- Fitriati, S. W.&Jannah. M. 2016. Psychological Problems Faced By the Year – Eleven Students of Ma Nuhad Demak in Speaking English. *English Education Journal* 6(1): 65–78.
- Gunantar, D. A. 2016. *The Impact of English as an International Language an English Language Teaching In Indonesia*. Language Circle: Journal of Language and Literature 10(1): 141–51.
- Hadijah, S. 2014. *Investigating The Problems of English Speaking ofThe Students of Islamic Boarding School Program*.Dinamika Ilmu 14(2): 240–47.
- Husnaeni. .2019. *Pengembangan Multimedia Pembelajaran bagi siswa tunarungu menggunakan Swishmax di SLB Negeri Pembina Provinsi Sulawesi Selatan*. Skripsi. Makassar: Universitas Negeri Makassar.
- Indriana, Dina. 2011. *Ragam Alat Bantu Media Pengajaran*. Jogjakarta: Diva Press.
- Junus, A. M. & Junus, A. F. 2011. *Keterampilan Berbahasa Tulis*. Makassar: Badan Penerbit UNM
- Krissandi, Widharyanto, & Purnama, R. 2017. *Pembelajaran Bahasa Indonesia untuk SD (Pendekatan dan Teknis)*. Bekasi: Media Maxima.
- Latukey, V. 2015. Scoring Rubric for Speaking. *English on Blog (Online)*. (<http://english-on-blog.blospot.com/2015/02/scoring-rubric-for-speaking-and-scoring.html>. Accessed 2nd February 2020).
- Madyawati, L. 2016. *Strategi Pengembangan Bahasa Pada Anak*. Jakarta: KENCANA.

- Meriem, M. 2015. *The Role of Audio-Visual Aids in Enhancing EFL Students' Speaking Skill Case Study First Year LMD Students of English at Biskra University*.Dissertation. Algeria: Mohamed Kheider University of Biskra.
- Mukrimah, S. S. 2014. *Metode Belajar dan Pembelajaran*. Bandung: UPI
- Nawawi, U.Q. 2017. *Keterampilan Berbicara Sebagai Suatu Keterampilan Berbahasa*. Jakarta selatan: Uhamka press.
- Nurjanah, A.P dan Anggraini, G. 2020. *Metode Bercerita Untuk Meningkatkan Kemampuan Berbicara Pada Anak Usia 5-6 Tahun*. Jurnal Ilmiah Potensia, 5(1)
- Piki Ahmad. 2012. "Apa Itu Swishmax?", (online), (<http://pickeymedia.blogspot.co.id/2012/04/what-is-android.html>)
- Siregar, S. 2017. *Statistik Parametrik untuk Penelitian Kuantitatif*. Jakarta: Bumi Aksara
- Sudjana, Nana dan Ahmad Rivai. 2010. *Media Pengajaran (Penggunaan dan Pembuatannya)*. Bandung: Sinar Baru Algensindo Offset.
- Subhayani, Sa'diah & Armiah. 2017. *Keterampilan berbicara*. Banda Aceh: Syiah Kuala University Press.
- Sugiyono. 2011. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sugiyono. 2012. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sugiyono. 2013. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sugiyono. 2015. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Syarifuddin, Nurliah. 2017. *Pengaruh Model Storytelling Terhadap Keterampilan Berbicara Peserta Didik Kelas V MI Jamiatul Khaerat Kota Makassar (Online)*. Skripsi. Universitas Islam Alauddin Makassar.
- Tarigan, H. G. 2015. *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Penerbit Angkasa Bandung.
- W.D, A.A Gede Putra. 2014. *The Effect of "Video Documenter" towards Students' Speaking Ability*. Skripsi.Gorontalo: English Education of Universitas Negeri Gorontalo.



APPENDICES

Appendix 1 : Research Instrument



THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last

Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse, he had turned into a stone.

Intruction : The students will retell the fable that has been displayed. students speak in front of the class for what they have learned from their learning . And researcher hope there is an effect by using the model.

UNIVERSITAS

BOSOWA



Appendix 2 : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: MAN 1 Watansoppeng
Materi Pembelajaran	: BAHASA INGGRIS
Kelas/Semester	: XI IPA
Materi Pokok	: Hikayat (cerita rakyat)
Skill	: Speaking
Alokasi Waktu	: 2 x 45 menit

A. KOMPETENSI INTI

- KI. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- K2. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris
2.	1.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan	1.2.1 Menyapa guru dan teman dengan santun

	teman.	
3.	4.2 Menyusun teks lisan untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.2.1 Mengucapkan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan 4.2.2 Menggunakan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan cerita rakyat sesuai konteks

C. Tujuan Pembelajaran Pertemuan pertama

Peserta didik dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks naratif lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan dengan kerjasama dan bertanggung jawab.

D. Materi Pembelajaran

1. Fakta

Teks cerita rakyat
Teks cerita pendek

2. Konsep

Karakteristik cerita rakyat (hikayat) dan cerpen
Nilai-nilai dalam cerita rakyat (hikayat) dan cerpen

3. Prinsip

Karakteristik dan nilai kehidupan cerita rakyat (hikayat) dan cerpen.

4. Prosedur

Menemukan karakteristik cerita rakyat (hikayat) dan cerpen.
Menemukan nilai-nilai kehidupan cerita rakyat (hikayat) dan cerpen.

E. Metode/ tehnik pembelajarn

Diskusi dan ceramah

F. Media dan alat pembelajaran

Alat : Smartphone, laptop, lcd dan hvs

H. Langkah-langkah Kegiatan Pembelajaran

- ✓ Mengucapkan salam
- ✓ Berdo`a
- ✓ Menanyakan keadaan peserta didik(mengabsen)
- ✓ Peserta didik merespon pertanyaan dari guru berhubungan dengan pembelajaran sebelumnya.
- ✓ Guru melakukan pemusatan perhatian :Apersepsi dengan memberikan pertanyaan sebagai berikut.

a. Siapakah yang masih mengingat apa yang dimaksud dengan Cerpen?

b. Guru menyampaikan tujuan dan manfaat mempelajari perbedaan antara hikayat dengan cerpen dan nilai-nilai dalam tekshikayat serta teks cerpen

- ✓ Guru memberikan pre test sebagai gambaran awal tentang pengetahuan siswa
- ✓ Guru menyampaikan materi tentang maling kundang dengan menggunakan lcd dan siswa memperhatikan materi tersebut
- ✓ Siswa berbicara depan kelas mengungkapkan apa yang telah didapat dari pembelajaran
- ✓ Guru memberikan arahan dan kesimpulan setelah siswa melakukan speaking
- ✓ Guru memberikan motivasi kepada siswa

Appendix 3 : Question for Pre-test and Post-test

1. Who is Malin?
 - a. A son who love his mother
 - b. A son who care with his mother
 - c. A son who betray his mother
 - d. A son who always with his mother

2. What Malin's mother does to malin?
 - a. Leave malin alone
 - b. accompany malin until the end of the time
 - c. Curse malin into a rock
 - d. apologize malin

3. Where malin meets his mother?
 - a. In his home
 - b. in a beach
 - c. In cafe
 - d. in a station

4. What malin's wife does?
 - a. Care with malin's mom
 - b. Love malin's mom
 - c. Did not care with malin's mom
 - d. Talk to malin's mom

5. What do you learn from the story of Malin Kundang?
 - a. Never be a cruel son/daughter
 - b. Leave our old mom
 - c. give our mom money
 - d. Meet our mom

6. What malin said to his mom before he went to the city?
 - a. Malin never be back
 - b. He promises to be back
 - c. He will forget his mom
 - d. He will give his mom much money

7.How many actors in the story of Malin Kundang?

- a.Three actors
- b.Two actors
- c.One actor
- d.Nothing

8.Where the story comes from?

- a.Jakarta
- b.West sumatera
- c.South sumatera
- d.North Smatera

9.Who is the main actor of that story?

- a.Malin kundang
- b.Malin's mom
- c.Malin's wife
- d.Malin's society

10.Why just maling meet his mom?

- a.He misses his mom
- b.He will give much money to his mom
- c.He accept a request from his wife
- d.He wants hug his mom

The answers of Multiple choice

- 1. c
- 2. c
- 3. b
- 4. c
- 5. a
- 6. b
- 7. a
- 8. b
- 9. a
- 10.c

Appendix 4 : Pre-test and Post-test Score content

Students' initial name	Pre-test	Pos-test
HMM	40	90
NF	40	90
NIE	40	80
AA	20	80
MH	30	90
AS	10	70
AR	30	90
KH	20	90
ARAF	20	80
DA	20	100
EG	30	90
MA	10	60
FH	20	90
MR	20	80
SP	10	70
MJ	30	100
RK	10	50
RAP	10	90
AF	30	90
SR	30	90
KA	30	80
MF	40	100
FH	10	70
HA	30	70
NA	30	100

Appendix 5 : Students' Speaking Score

Siswa	V	G	F	Total	Score
1	3	3	1	7	96
2	4	3	2	9	60
3	4	4	3	11	73
4	3	3	3	9	60
5	3	3	2	8	53
6	3	4	3	10	66
7	3	3	3	9	60
8	4	4	3	11	73
9	3	3	2	8	53
10	4	4	3	11	73
11	3	3	4	10	66
12	3	3	2	8	53
13	3	3	2	8	53
14	4	3	4	11	73
15	3	4	3	10	66
16	3	2	3	8	53
17	2	2	2	6	40
18	4	3	2	9	60
19	2	3	4	9	60
20	3	3	3	9	60
21	3	2	3	8	60
22	3	4	3	10	66
23	4	4	4	12	80
24	2	2	2	6	40
25	3	2	3	8	53

Pre

Question for the pre-test and the post-test

1. Who is Malin?

- a. A son who love his mother
- b. A son who care with his mother
- c. A son who betray his mother
- d. A son who always with his mother

2. What Malin's mother does to malin?

- a. Leave malin alone
- b. accompany malin until the end of the time
- c. Curse malin into a rock
- d. apologize malin

3. Where malin meets his mother?

- a. In his home
- b. in a beach
- c. In cafe
- d. in a station

4. What malin's wife does?

- a. Care with malin's mom
- b. Love malin's mom
- c. Did not care with malin's mom
- d. Talk to malin's mom

5. What do you learn from the story of Malin Kundang?

- a. Never be a cruel son/daughter
- b. Leave our old mom
- c. give our mom money
- d. Meet our mom

6. What malin said to his mom before he went to the city?

- a. Malin never be back
- b. He promises to be back
- c. He will forget his mom
- d. He will give his mom much money

7. How many actors in the story of Malin Kundang?

- a. Three actors
- b. Two actors
- c. One actor
- d. Nothing

8. Where the story comes from?

- a. Jakarta
- b. West sumatera
- c. South sumatera
- d. North Smatera

9. Who is the main actor of that story?

- a. Malin kundang
- b. Malin's mom
- c. Malin's wife
- d. Malin's society

10. Why just maling meet his mom?

- a. He misses his mom
- b. He will give much money to his mom
- c. He accept a request from his wife
- d. He wants hug his mom

Question for the pre-test and the post-test

1. Who is Malin?

- a. A son who love his mother
- b. A son who care with his mother ✓
- c. A son who betray his mother
- d. A son who always with his mother

2. What Malin's mother does to malin?

- a. Leave malin alone
- b. accompany malin until the end of the time ✓
- c. Curse malin into a rock
- d. apologize malin

3. Where malin meets his mother?

- a. In his home
- b. in a beach X
- c. In cafe
- d. in a station 30

4. What malin's wife does?

- a. Care with malin's mom X
- b. Love malin's mom
- c. Did not care with malin's mom
- d. Talk to malin's mom 39

5. What do you learn from the story of Malin Kundang?

- a. Never be a cruel son/daughter ✓
- b. Leave our old mom
- c. give our mom money
- d. Meet our mom

6. What malin said to his mom before he went to the city?

- a. Malin never be back X
- b. He promises to be back
- c. He will forget his mom
- d. He will give his mom much money

7. How many actors in the story of Malin Kundang?

- a. Three actors
- b. Two actors
- c. One actor
- d. Nothing

8. Where the story comes from?

- a. Jakarta
- b. West Sumatera
- c. South Sumatera
- d. North Sumatera

9. Who is the main actor of that story?

- a. Malin Kundang
- b. Malin's mom
- c. Malin's wife
- d. Malin's society

10. Why just Malin meet his mom?

- a. He misses his mom
- b. He will give much money to his mom
- c. He accept a request from his wife
- d. He wants hug his mom

Question for the pre-test and the post-test

1. Who is Malin?

- a. A son who love his mother
- b. A son who care with his mother
- c. A son who betray his mother
- d. A son who always with his mother

2. What Malin's mother does to malin?

- a. Leave malin alone
- b. accompany malin until the end of the time
- c. Curse malin into a rock
- d. apologize malin

3. Where malin meets his mother?

- a. In his home
- b. in a beach
- c. In cafe
- d. in a station

4. What malin's wife does?

- a. Care with malin's mom
- b. Love malin's mom
- c. Did not care with malin's mom
- d. Talk to malin's mom

5. What do you learn from the story of Malin Kundang?

- a. Never be a cruel son/daughter
- b. Leave our old mom
- c. give our mom money
- d. Meet our mom

6. What malin said to his mom before he went to the city?

- a. Malin never be back
- b. He promises to be back
- c. He will forget his mom
- d. He will give his mom much money

7. How many actors in the story of Malin Kundang?

- a. Three actors
- b. Two actors
- c. One actor
- d. Nothing

8. Where the story comes from?

- a. Jakarta
- b. West Sumatera
- c. South Sumatera
- d. North Sumatera

9. Who is the main actor of that story?

- a. Malin Kundang
- b. Malin's mom
- c. Malin's wife
- d. Malin's society

10. Why just Malin meet his mom?

- a. He misses his mom
- b. He will give much money to his mom
- c. He accept a request from his wife
- d. He wants hug his mom

Question for the pre-test and the post-test

1. Who is Malin?

- a. A son who love his mother
- b. A son who care with his mother
- c. A son who betray his mother
- d. A son who always with his mother

2. What Malin's mother does to malin?

- a. Leave malin alone
- b. accompany malin until the end of the time
- c. Curse malin into a rock
- d. apologize malin

3. Where malin meets his mother?

- a. In his home
- b. in a beach
- c. In cafe
- d. in a station

4. What malin's wife does?

- a. Care with malin's mom
- b. Love malin's mom
- c. Did not care with malin's mom
- d. Talk to malin's mom

5. What do you learn from the story of Malin Kundang?

- a. Never be a cruel son/daughter
- b. Leave our old mom
- c. give our mom money
- d. Meet our mom

6. What malin said to his mom before he went to the city?

- a. Malin never be back
- b. He promises to be back
- c. He will forget his mom
- d. He will give his mom much money

7. How many actors in the story of Malin Kundang?

- a. Three actors
- b. Two actors
- c. One actor
- d. Nothing

X

8. Where the story comes from?

- a. Jakarta
- b. West sumatera
- c. South sumatera
- d. North Smatera

X

9. Who is the main actor of that story?

- a. Malin kundang
- b. Malin's mom
- c. Malin's wife
- d. Malin's society

✓

10. Why just maling meet his mom?

- a. He misses his mom
- b. He will give much money to his mom
- c. He accept a request from his wife
- d. He wants hug his mom

X

UNIVERSITAS
DOJO WA



Question for the pre-test and the post-test

1. Who is Malin?

- a. A son who love his mother
- b. A son who care with his mother
- c. A son who betray his mother
- d. A son who always with his mother

2. What Malin's mother does to malin?

- a. Leave malin alone
- b. accompany malin until the end of the time
- c. Curse malin into a rock
- d. apologize malin

3. Where malin meets his mother?

- a. In his home
- b. in a beach
- c. In cafe
- d. in a station

4. What malin's wife does?

- a. Care with malin's mom
- b. Love malin's mom
- c. Did not care with malin's mom
- d. Talk to malin's mom

5. What do you learn from the story of Malin Kundang?

- a. Never be a cruel son/daughter
- b. Leave our old mom
- c. give our mom money
- d. Meet our mom

6. What malin said to his mom before he went to the city?

- a. Malin never be back
- b. He promises to be back
- c. He will forget his mom
- d. He will give his mom much money

7. How many actors in the story of Malin Kundang?

- a. Three actors
- b. Two actors
- c. One actor
- d. Nothing



8. Where the story comes from?

- a. Jakarta
- b. West sumatera
- c. South sumatera
- d. North Smatera



9. Who is the main actor of that story?

- a. Malin kundang
- b. Malin's mom
- c. Malin's wife
- d. Malin's society



10. Why just maling meet his mom?

- a. He misses his mom
- b. He will give much money to his mom
- c. He accept a request from his wife
- d. He wants hug his mom



UNIVERSITAS

SOJOWA



Question for the pre-test and the post-test

1. Who is Malin?

- a. A son who love his mother
- b. A son who care with his mother
- c. A son who betray his mother
- d. A son who always with his mother

2. What Malin's mother does to malin?

- a. Leave malin alone
- b. accompany malin until the end of the time
- c. Curse malin into a rock
- d. apologize malin

3. Where malin meets his mother?

- a. In his home
- b. in a beach
- c. In cafe
- d. in a station

4. What malin's wife does?

- a. Care with malin's mom
- b. Love malin's mom
- c. Did not care with malin's mom
- d. Talk to malin's mom

5. What do you learn from the story of Malin Kundang?

- a. Never be a cruel son/daughter
- b. Leave our old mom
- c. give our mom money
- d. Meet our mom

6. What malin said to his mom before he went to the city?

- a. Malin never be back
- b. He promises to be back
- c. He will forget his mom
- d. He will give his mom much money

7. How many actors in the story of Malin Kundang?

- a. Three actors
- b. Two actors
- c. One actor
- d. Nothing

8. Where the story comes from?

- a. Jakarta
- b. West Sumatera
- c. South Sumatera
- d. North Sumatera

9. Who is the main actor of that story?

- a. Malin Kundang
- b. Malin's mom
- c. Malin's wife
- d. Malin's society

10. Why just Malin meet his mom?

- a. He misses his mom
- b. He will give much money to his mom
- c. He accept a request from his wife
- d. He wants hug his mom

Question for the pre-test and the post-test

1. Who is Malin?

- a. A son who love his mother
- b. A son who care with his mother
- c. A son who betray his mother
- d. A son who always with his mother

2. What Malin's mother does to malin?

- a. Leave malin alone
- b. accompany malin until the end of the time
- c. Curse malin into a rock
- d. apologize malin

3. Where malin meets his mother?

- a. In his home
- b. in a beach
- c. In cafe
- d. in a station

4. What malin's wife does?

- a. Care with malin's mom
- b. Love malin's mom
- c. Did not care with malin's mom
- d. Talk to malin's mom

5. What do you learn from the story of Malin Kundang?

- a. Never be a cruel son/daughter
- b. Leave our old mom
- c. give our mom money
- d. Meet our mom

6. What malin said to his mom before he went to the city?

- a. Malin never be back
- b. He promises to be back
- c. He will forget his mom
- d. He will give his mom much money

7. How many actors in the story of Malin Kundang?

- a. Three actors
- b. Two actors
- c. One actor
- d. Nothing

8. Where the story comes from?

- a. Jakarta
- b. West sumatera
- c. South sumatera
- d. North Smatera

9. Who is the main actor of that story?

- a. Malin kundang
- b. Malin's mom
- c. Malin's wife
- d. Malin's society

10. Why just maling meet his mom?

- a. He misses his mom
- b. He will give much money to his mom
- c. He accept a request from his wife
- d. He wants hug his mom

Question for the pre-test and the post-test

1. Who is Malin?

- a. A son who love his mother
- b. A son who care with his mother
- c. A son who betray his mother
- d. A son who always with his mother

2. What Malin's mother does to malin?

- a. Leave malin alone
- b. accompany malin until the end of the time
- c. Curse malin into a rock
- d. apologize malin

3. Where malin meets his mother?

- a. In his home
- b. in a beach
- c. In cafe
- d. in a station

4. What malin's wife does?

- a. Care with malin's mom
- b. Love malin's mom
- c. Did not care with malin's mom
- d. Talk to malin's mom

5. What do you learn from the story of Malin Kundang?

- a. Never be a cruel son/daughter
- b. Leave our old mom
- c. give our mom money
- d. Meet our mom

6. What malin said to his mom before he went to the city?

- a. Malin never be back
- b. He promises to be back
- c. He will forget his mom
- d. He will give his mom much money

7. How many actors in the story of Malin Kundang?

- a. Three actors
- b. Two actors
- c. One actor
- d. Nothing

8. Where the story comes from?

- a. Jakarta
- b. West Sumatera
- c. South Sumatera
- d. North Sumatera

9. Who is the main actor of that story?

- a. Malin Kundang
- b. Malin's mom
- c. Malin's wife
- d. Malin's society

10. Why just Malin meet his mom?

- a. He misses his mom
- b. He will give much money to his mom
- c. He accept a request from his wife
- d. He wants hug his mom

Question for the pre-test and the post-test

1. Who is Malin?

- a. A son who love his mother
- b. A son who care with his mother
- c. A son who betray his mother
- d. A son who always with his mother

2. What Malin's mother does to malin?

- a. Leave malin alone
- b. accompany malin until the end of the time
- c. Curse malin into a rock
- d. apologize malin

3. Where malin meets his mother?

- a. In his home
- b. in a beach
- c. In cafe
- d. in a station

4. What malin's wife does?

- a. Care with malin's mom
- b. Love malin's mom
- c. Did not care with malin's mom
- d. Talk to malin's mom

5. What do you learn from the story of Malin Kundang?

- a. Never be a cruel son/daughter
- b. Leave our old mom
- c. give our mom money
- d. Meet our mom

6. What malin said to his mom before he went to the city?

- a. Malin never be back
- b. He promises to be back
- c. He will forget his mom
- d. He will give his mom much money

7. How many actors in the story of Malin Kundang?

- a. Three actors
- b. Two actors
- c. One actor
- d. Nothing

8. Where the story comes from?

- a. Jakarta
- b. West sumatera
- c. South sumatera
- d. North Smatera

9. Who is the main actor of that story?

- a. Malin kundang
- b. Malin's mom
- c. Malin's wife
- d. Malin's society

10. Why just maling meet his mom?

- a. He misses his mom
- b. He will give much money to his mom
- c. He accept a request from his wife
- d. He wants hug his mom

Question for the pre-test and the post-test

1. Who is Malin?

- a. A son who love his mother
- b. A son who care with his mother
- c. A son who betray his mother
- d. A son who always with his mother

2. What Malin's mother does to malin?

- a. Leave malin alone
- b. accompany malin until the end of the time
- c. Curse malin into a rock
- d. apologize malin

3. Where malin meets his mother?

- a. In his home
- b. in a beach
- c. In cafe
- d. in a station

4. What malin's wife does?

- a. Care with malin's mom
- b. Love malin's mom
- c. Did not care with malin's mom
- d. Talk to malin's mom

5. What do you learn from the story of Malin Kundang?

- a. Never be a cruel son/daughter
- b. Leave our old mom
- c. give our mom money
- d. Meet our mom

6. What malin said to his mom before he went to the city?

- a. Malin never be back
- b. He promises to be back
- c. He will forget his mom
- d. He will give his mom much money

Post.

Question for the pre-test and the post-test

1. Who is Malin?

- a. A son who love his mother
- b. A son who care with his mother
- c. A son who betray his mother
- d. A son who always with his mother

2. What Malin's mother does to malin?

- a. Leave malin alone
- b. accompany malin until the end of the time
- c. Curse malin into a rock
- d. apologize malin

3. Where malin meets his mother?

- a. In his home
- b. in a beach
- c. In cafe
- d. in a station

4. What malin's wife does?

- a. Care with malin's mom
- b. Love malin's mom
- c. Did not care with malin's mom
- d. Talk to malin's mom

5. What do you learn from the story of Malin Kundang?

- a. Never be a cruel son/daughter
- b. Leave our old mom
- c. give our mom money
- d. Meet our mom

6. What malin said to his mom before he went to the city?

- a. Malin never be back
- b. He promises to be back
- c. He will forget his mom
- d. He will give his mom much money

7. How many actors in the story of Malin Kundang?

- a. Three actors
- b. Two actors
- c. One actor
- d. Nothing

8. Where the story comes from?

- a. Jakarta
- b. West sumatera
- c. South sumatera
- d. North Smatera

9. Who is the main actor of that story?

- a. Malin kundang
- b. Malin's mom
- c. Malin's wife
- d. Malin's society

10. Why just maling meet his mom?

- a. He misses his mom
- b. He will give much money to his mom
- c. He accept a request from his wife
- d. He wants hug his mom

Question for the pre-test and the post-test

1. Who is Malin?

- a. A son who love his mother
- b. A son who care with his mother
- c. A son who betray his mother
- d. A son who always with his mother

2. What Malin's mother does to malin?

- a. Leave malin alone
- b. accompany malin until the end of the time
- c. Curse malin into a rock
- d. apologize malin

3. Where malin meets his mother?

- a. In his home
- b. in a beach
- c. In cafe
- d. in a station

4. What malin's wife does?

- a. Care with malin's mom
- b. Love malin's mom
- c. Did not care with malin's mom
- d. Talk to malin's mom

5. What do you learn from the story of Malin Kundang?

- a. Never be a cruel son/daughter
- b. Leave our old mom
- c. give our mom money
- d. Meet our mom

6. What malin said to his mom before he went to the city?

- a. Malin never be back
- b. He promises to be back
- c. He will forget his mom
- d. He will give his mom much money

7. How many actors in the story of Malin Kundang?

- a. Three actors
- b. Two actors
- c. One actor
- d. Nothing

8. Where the story comes from?

- a. Jakarta
- b. West sumatera
- c. South sumatera
- d. North Smatera

9. Who is the main actor of that story?

- a. Malin kundang
- b. Malin's mom
- c. Malin's wife
- d. Malin's society

10. Why just maling meet his mom?

- a. He misses his mom
- b. He will give much money to his mom
- c. He accept a request from his wife
- d. He wants hug his mom

Question for the pre-test and the post-test

1. Who is Malin?

- a. A son who love his mother
- b. A son who care with his mother
- c. A son who betray his mother
- d. A son who always with his mother

2. What Malin's mother does to malin?

- a. Leave malin alone
- b. accompany malin until the end of the time
- c. Curse malin into a rock
- d. apologize malin

3. Where malin meets his mother?

- a. In his home
- b. in a beach
- c. In cafe
- d. in a station

4. What malin's wife does?

- a. Care with malin's mom
- b. Love malin's mom
- c. Did not care with malin's mom
- d. Talk to malin's mom

5. What do you learn from the story of Malin Kundang?

- a. Never be a cruel son/daughter
- b. Leave our old mom
- c. give our mom money
- d. Meet our mom

6. What malin said to his mom before he went to the city?

- a. Malin never be back
- b. He promises to be back
- c. He will forget his mom
- d. He will give his mom much money

Question for the pre-test and the post-test

1. Who is Malin?

- a. A son who love his mother
- b. A son who care with his mother
- c. A son who betray his mother
- d. A son who always with his mother

2. What Malin's mother does to malin?

- a. Leave malin alone
- b. accompany malin until the end of the time
- c. Curse malin into a rock
- d. apologize malin

3. Where malin meets his mother?

- a. In his home
- b. in a beach
- c. In cafe
- d. in a station

4. What malin's wife does?

- a. Care with malin's mom
- b. Love malin's mom
- c. Did not care with malin's mom
- d. Talk to malin's mom

5. What do you learn from the story of Malin Kundang?

- a. Never be a cruel son/daughter
- b. Leave our old mom
- c. give our mom money
- d. Meet our mom

6. What malin said to his mom before he went to the city?

- a. Malin never be back
- b. He promises to be back
- c. He will forget his mom
- d. He will give his mom much money

7. How many actors in the story of Malin Kundang?

- a. Three actors
- b. Two actors
- c. One actor
- d. Nothing

8. Where the story comes from?

- a. Jakarta
- b. West sumatera
- c. South sumatera
- d. North Smatera

9. Who is the main actor of that story?

- a. Malin kundang
- b. Malin's mom
- c. Malin's wife
- d. Malin's society

10. Why just maling meet his mom?

- a. He misses his mom
- b. He will give much money to his mom
- c. He accept a request from his wife
- d. He wants hug his mom

Question for the pre-test and the post-test

1. Who is Malin?

- a. A son who love his mother
- b. A son who care with his mother
- c. A son who betray his mother
- d. A son who always with his mother

2. What Malin's mother does to malin?

- a. Leave malin alone
- b. accompany malin until the end of the time
- c. Curse malin into a rock
- d. apologize malin

3. Where malin meets his mother?

- a. In his home
- b. in a beach
- c. In cafe
- d. in a station

4. What malin's wife does?

- a. Care with malin's mom
- b. Love malin's mom
- c. Did not care with malin's mom
- d. Talk to malin's mom

5. What do you learn from the story of Malin Kundang?

- a. Never be a cruel son/daughter
- b. Leave our old mom
- c. give our mom money
- d. Meet our mom

6. What malin said to his mom before he went to the city?

- a. Malin never be back
- b. He promises to be back
- c. He will forget his mom
- d. He will give his mom much money

7. How many actors in the story of Malin Kundang?

- a. Three actors
- b. Two actors
- c. One actor
- d. Nothing

8. Where the story comes from?

- a. Jakarta
- b. West sumatera
- c. South sumatera
- d. North Smatera

9. Who is the main actor of that story?

- a. Malin kundang
- b. Malin's mom
- c. Malin's wife
- d. Malin's society

10. Why just maling meet his mom?

- a. He misses his mom
- b. He will give much money to his mom
- c. He accept a request from his wife
- d. He wants hug his mom

Question for the pre-test and the post-test

1. Who is Malin?

- a. A son who love his mother
- b. A son who care with his mother
- c. A son who betray his mother
- d. A son who always with his mother

2. What Malin's mother does to malin?

- a. Leave malin alone
- b. accompany malin until the end of the time
- c. Curse malin into a rock
- d. apologize malin

3. Where malin meets his mother?

- a. In his home
- b. in a beach
- c. In cafe
- d. in a station

4. What malin's wife does?

- a. Care with malin's mom
- b. Love malin's mom
- c. Did not care with malin's mom
- d. Talk to malin's mom

5. What do you learn from the story of Malin Kundang?

- a. Never be a cruel son/daughter
- b. Leave our old mom
- c. give our mom money
- d. Meet our mom

6. What malin said to his mom before he went to the city?

- a. Malin never be back
- b. He promises to be back
- c. He will forget his mom
- d. He will give his mom much money

7. How many actors in the story of Malin Kundang?

- a. Three actors
- b. Two actors
- c. One actor
- d. Nothing

8. Where the story comes from?

- a. Jakarta
- b. West sumatera
- c. South sumatera
- d. North Smatera

9. Who is the main actor of that story?

- a. Malin kundang
- b. Malin's mom
- c. Malin's wife
- d. Malin's society

10. Why just maling meet his mom?

- a. He misses his mom
- b. He will give much money to his mom
- c. He accept a request from his wife
- d. He wants hug his mom

Question for the pre-test and the post-test

1. Who is Malin?

- a. A son who love his mother
- b. A son who care with his mother
- c. A son who betray his mother
- d. A son who always with his mother

2. What Malin's mother does to malin?

- a. Leave malin alone
- b. accompany malin until the end of the time
- c. Curse malin into a rock
- d. apologize malin

3. Where malin meets his mother?

- a. In his home
- b. in a beach
- c. In cafe
- d. in a station

4. What malin's wife does?

- a. Care with malin's mom
- b. Love malin's mom
- c. Did not care with malin's mom
- d. Talk to malin's mom

5. What do you learn from the story of Malin Kundang?

- a. Never be a cruel son/daughter
- b. Leave our old mom
- c. give our mom money
- d. Meet our mom

6. What malin said to his mom before he went to the city?

- a. Malin never be back
- b. He promises to be back
- c. He will forget his mom
- d. He will give his mom much money

7. How many actors in the story of Malin Kundang?

- a. Three actors
- b. Two actors
- c. One actor
- d. Nothing

8. Where the story comes from?

- a. Jakarta
- b. West sumatera
- c. South sumatera
- d. North Smatera

9. Who is the main actor of that story?

- a. Malin kundang
- b. Malin's mom
- c. Malin's wife
- d. Malin's society

10. Why just maling meet his mom?

- a. He misses his mom
- b. He will give much money to his mom
- c. He accept a request from his wife
- d. He wants hug his mom

Question for the pre-test and the post-test

1. Who is Malin?

- a. A son who love his mother
- b. A son who care with his mother
- c. A son who betray his mother
- d. A son who always with his mother

2. What Malin's mother does to malin?

- a. Leave malin alone
- b. accompany malin until the end of the time
- c. Curse malin into a rock
- d. apologize malin

3. Where malin meets his mother?

- a. In his home
- b. in a beach
- c. In cafe
- d. in a station

4. What malin's wife does?

- a. Care with malin's mom
- b. Love malin's mom
- c. Did not care with malin's mom
- d. Talk to malin's mom

5. What do you learn from the story of Malin Kundang?

- a. Never be a cruel son/daughter
- b. Leave our old mom
- c. give our mom money
- d. Meet our mom

6. What malin said to his mom before he went to the city?

- a. Malin never be back
- b. He promises to be back
- c. He will forget his mom
- d. He will give his mom much money

7. How many actors in the story of Malin Kundang?

- a. Three actors
- b. Two actors
- c. One actor
- d. Nothing

8. Where the story comes from?

- a. Jakarta
- b. West sumatera
- c. South sumatera
- d. North Smatera

9. Who is the main actor of that story?

- a. Malin kundang
- b. Malin's mom
- c. Malin's wife
- d. Malin's society

10. Why just maling meet his mom?

- a. He misses his mom
- b. He will give much money to his mom
- c. He accept a request from his wife
- d. He wants hug his mom

Question for the pre-test and the post-test

1. Who is Malin?

- a. A son who love his mother
- b. A son who care with his mother
- c. A son who betray his mother
- d. A son who always with his mother

2. What Malin's mother does to malin?

- a. Leave malin alone
- b. accompany malin until the end of the time
- c. Curse malin into a rock
- d. apologize malin

3. Where malin meets his mother?

- a. In his home
- b. in a beach
- c. In cafe
- d. in a station

4. What malin's wife does?

- a. Care with malin's mom
- b. Love malin's mom
- c. Did not care with malin's mom
- d. Talk to malin's mom

5. What do you learn from the story of Malin Kundang?

- a. Never be a cruel son/daughter
- b. Leave our old mom
- c. give our mom money
- d. Meet our mom

6. What malin said to his mom before he went to the city?

- a. Malin never be back
- b. He promises to be back
- c. He will forget his mom
- d. He will give his mom much money

Question for the pre-test and the post-test

1. Who is Malin?

- a. A son who love his mother
- b. A son who care with his mother
- c. A son who betray his mother
- d. A son who always with his mother

2. What Malin's mother does to malin?

- a. Leave malin alone
- b. accompany malin until the end of the time
- c. Curse malin into a rock
- d. apologize malin

3. Where malin meets his mother?

- a. In his home
- b. in a beach
- c. In cafe
- d. in a station

4. What malin's wife does?

- a. Care with malin's mom
- b. Love malin's mom
- c. Did not care with malin's mom
- d. Talk to malin's mom

5. What do you learn from the story of Malin Kundang?

- a. Never be a cruel son/daughter
- b. Leave our old mom
- c. give our mom money
- d. Meet our mom

6. What malin said to his mom before he went to the city?

- a. Malin never be back
- b. He promises to be back
- c. He will forget his mom
- d. He will give his mom much money

7. How many actors in the story of Malin Kundang?

- a. Three actors
- b. Two actors
- c. One actor
- d. Nothing

8. Where the story comes from?

- a. Jakarta
- b. West Sumatera
- c. South Sumatera
- d. North Sumatera

9. Who is the main actor of that story?

- a. Malin Kundang
- b. Malin's mom
- c. Malin's wife
- d. Malin's society

10. Why just Malin meet his mom?

- a. He misses his mom
- b. He will give much money to his mom
- c. He accept a request from his wife
- d. He wants hug his mom

7. How many actors in the story of Malin Kundang?

- a. Three actors
- b. Two actors
- c. One actor
- d. Nothing

8. Where the story comes from?

- a. Jakarta
- b. West Sumatera
- c. South Sumatera
- d. North Sumatera

9. Who is the main actor of that story?

- a. Malin Kundang
- b. Malin's mom
- c. Malin's wife
- d. Malin's society

10. Why just Malin meet his mom?

- a. He misses his mom
- b. He will give much money to his mom
- c. He accept a request from his wife
- d. He wants hug his mom

Appendix 6 : Data Analysis

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	25	10.00	40.00	610.00	24.4000	10.44031
Posttest	25	50.00	100.00	2090.00	83.6000	12.87116
Valid N (listwise)	25					

Frekuensi of Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 10	6	24.0	24.0	24.0
20	6	24.0	24.0	48.0
30	9	36.0	36.0	84.0
40	4	16.0	16.0	100.0
Total	25	100.0	100.0	

Frekuensi of Posttest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	1	4.0	4.0	4.0
60	1	4.0	4.0	8.0
70	4	16.0	16.0	24.0
80	5	20.0	20.0	44.0
90	10	40.0	40.0	84.0
100	4	16.0	16.0	100.0
Total	25	100.0	100.0	

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.224	25	.002	.872	25	.005
Posttest	.250	25	.000	.891	25	.012

a. Lilliefors Significance Correction

Paired Samples Test (T-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	5.92000E 1	10.77033	2.15407	-63.64577	-54.75423	-27.483	24	.000

Appendix 7 : Picture



Picture 1 : the researcher was giving the guidance before doing pretest



Picture 2 : the students were doing the pre-test



Picture 3 : the researcher was giving the treatment



Picture 4 : the researcher explaining about the material



Picture 5 : the students was doing the speaking ability



Picture 6 : the researcher giving the post-test



Picture 7 : the students were doing post-test



Appendix 8 : Letter of Research Permission


KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN SOPPENG
MADRASAH ALIYAH NEGERI SOPPENG
Jalan Kayangan Nomor 101, Telokwet, Kabupaten Soppeng 91377, Watansoppeng
 Email: man1watansoppeng@rafion.sopeng.go.id Email: man1watansoppeng@rafion.sopeng.go.id
 Website: www.man1soppeng.sch.id

SURAT KETERANGAN PENELITIAN
 Nomor: 520/Ma/21/20.01/TL/00-09/2020


Berdasarkan surat Kepala Kantor Dinas Penanaman Modal, Pelayanan Terpadu Satu Pintu, Tenaga Kerja Dan Transmigrasi Nomor: 251/JP/DPMP/NT/IX/2020, perihal Izin / Rekomendasi Penelitian, maka dengan ini Kepala Madrasah Aliyah Negeri 1 Soppeng menerangkan bahwa

Nama	YUSTIKA AMIR
NIM	4516101026
Tempat dan Tanggal Lahir	Malaka, 20 April 1998
Asal PTN/PTS	Universitas Bosowa
Fakultas/ Jurusan	FKIP, Pendidikan Bahasa Inggris
Judul Penelitian	The effect of Swish Max application toward students' speaking ability at Madrasah Aliyah Negeri (MAN) 1 Watansoppeng

Bahwa benar telah melaksanakan penelitian, mulai Tanggal 16 - 30 September 2020 yang bertempat di Madrasah Aliyah Negeri 1 Soppeng Kabupaten Soppeng dan dinyatakan telah selesai melaksanakan penelitian.

demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Watansoppeng, 30 September 2020



BIOGRAPHY



Yustika Amir was born in Soppeng on April, 20th 1998, from the marriage of her parents Ipda Amiruddin and Mariyani S,Pd. She is the first daughter from three siblings. She has one sister and one brother. She began her first education at TK Pertiwi 1 in 2003 and finished in 2004 then she continued to SDN 1 Lamappoloware in 2005 and finished in 2010. After graduated in 2010 she continued her studied to SMP Pergurusn Islam Ganra and finished in 2013. The same time, then she completed her education at senior high school in SMA Negeri 1 Watansoppeng and graduated in 2016. After that, she decided to continue her study at English Education study program at the Faculty of Teacher Training and Education of Bosowa University, S1 Program and finished in 2020.