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The Effect Of Using Presentation Practice Production (PPP) Method Through Animation Video On Students' Speaking Ability At Junior High School 7 Dumai

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh signifikan penggunaan metode Presentation Practice Production (PPP) melalui video animasi terhadap kemampuan berbicara siswa. Penelitian ini merupakan penelitian eksperimen sejati dengan desain kelompok kontrol pretest-posttest. Partisipan penelitian ini berjumlah 30 siswa. Penelitian ini dilakukan di SMP Negeri 7 Dumai. Pengumpulan data dilakukan melalui Pre-test dan Post-test. Analisis data menggunakan uji Paired Sample T-test, Independent Sample T-test dan Effect size. Temuan penelitian ini adalah; pertama, terdapat pengaruh yang signifikan terhadap kemampuan berbicara siswa dengan menggunakan metode Presentation Practice Production (PPP) melalui video animasi di kelas delapan SMPN 7 Dumai. Ditemukan bahwa nilai sig. (2-ekor) adalah 0,000. Itu lebih kecil dari 0,05 ($0,000 < 0,05$). Kedua, terdapat perbedaan yang signifikan pada kemampuan berbicara antara siswa yang diajar menggunakan metode Presentation Practice Production (PPP) melalui video animasi dengan siswa yang tidak diberi perlakuan. Diperoleh nilai sig. (2-tailed) lebih kecil dari 0,05 yaitu $0,000 < 0,05$. Selain itu, skor rata-rata pada kelompok eksperimen adalah 76,00 dan skor rata-rata pada kelompok kontrol adalah 64,33. Dengan membandingkan skor rata-rata di atas, dapat dilihat bahwa skor yang semakin tinggi ditingkatkan untuk meningkatkan kemampuan berbicara siswa. Terakhir, penggunaan metode Presentation Practice Production (PPP) melalui video animasi efektif secara signifikan pada kategori Moderate Effect terhadap kemampuan berbicara siswa di kelas delapan SMPN 7 Dumai. Penggunaan metode Presentation Practice Production (PPP) melalui video animasi meningkat lebih signifikan dibandingkan metode yang biasa digunakan guru bahasa Inggris ($0,742 > 0,645$).

Kata Kunci: *Kemampuan Berbicara, Metode Presentation Practice Production (PPP), Video Animasi.*

Abstract

This research was aimed to find out the significant effect of using Presentation Practice Production (PPP) method through animation video on students' speaking ability. This research was a true experimental design: pretest–posttest control group. The participant of this research was 30 students. This study was conducted at State Junior High School 7 Dumai. The findings of this research were; first, there was a significance effect of the students' speaking ability by using Presentation Practice Production (PPP) method through animation video at grade eight of SMPN 7 Dumai. It found that the value sig. (2-tailed) was 0.000. It was smaller than 0.05 ($0.000 < 0.05$). Second, there was a significant difference in speaking ability between students who was taught by using Presentation Practice Production (PPP) method through animation video and students who was not given treatment. It was obtained that the value of sig. (2-tailed) was smaller than 0.05, which was $0.000 < 0.05$. Also, the mean score in experimental group was 76.00 and the mean score in control group was 64.33. By comparing the mean score above, it can be seen that the score was more higher increased to enhance the students' speaking ability. Last, the use of Presentation Practice Production (PPP) method through animation video was significantly effective at Moderate Effect category on the students' speaking ability at grade eight of of SMPN 7 Dumai. The use Presentation Practice Production (PPP) method through animation video was more significantly increased than the method which the English teacher usually uses ($0.742 > 0.645$).

Keyword: *Animation video, Presentation Practice Production (PPP) method, Speaking Ability.*

INTRODUCTION

Speaking is one of the skills that the students consider difficult. It should be practiced, and the students also need special tasks to improve their ability because most Indonesians do not use English as their main language to communicate in daily life. As stated by Brown (2007), speaking is as oral interaction which the participants need to negotiate meaning contain ideas, feeling and information. It can be said that the ability to speak is the important skill in learning English because the reason for the students to communicate with other in order to tell people about something which they do not know, or to find something from other people.

Also, Richards (2008) stated that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. It means that the ability of speaking English also helps students to access up to date information in fields including science, technology and health. From those theories, it can be concluded that speaking is very important to be mastered by the students.

Infact, speaking ability is challenging to master because speaking skill covers all of English elements. According to Turk (2003) states that spoken language is the first form of

communication between human beings. It can be said that speaking is the first skill that should be taught first when someone learns about language and first goal of objective learning. There were some factors that can make it difficult to be learned. Mogrovejo and Ayabaca (2013) said that speaking is a complex skill to be developed by students due to of some factors such as pronunciation, lack vocabulary, grammar structure, or just simply because some students are not motivated to learn it. Therefore, the teacher should take effort for students in teaching and learning English, especially in speaking ability.

Based on some factors that influence the difficulty in learning speaking, the researcher chose to use one method of EFL, PPP (Presentation Practice Production) method on students' speaking ability because some research findings have shown the good results of teaching speaking. Harnita (2015) has conducted a research to improve students' speaking ability through Presentation Practice Production (PPP) Method. The research findings showed that the implementation of Presentation Practice Production (PPP) Method was significant to improve the students' speaking skill in terms speaking accuracy and speaking fluency. Also, Presentation Practice Production (PPP) Method improved the students' activeness in teaching and learning process.

Besides, Gulo et al (2018) did a study to improve students' speaking skill through Presentation, Practice and Production Method. They found that the students' responses towards this method in teaching sound good because the students are interested, motivated and understand the lesson with the Presentation, Practice and Production method. Furthermore, the Influence of using PPP Method toward students' speaking ability by Yuliani (2017). PPP has significant influence of using PPP method towards students' speaking ability. It was supported by the scores achieved by the students in which they got higher scores after the researcher gave the treatment PPP as a method for teaching speaking.

In addition, Mubarak (2022) has conducted a research to know the effect of Presentation, Practice, and Production Method in students' speaking skill. The research findings showed that students' speaking skill in terms of accuracy and fluency improved after the patterns of PPP method was applied. Last research is by Angraeni (2023). She did a research to improve students' speaking skill by using Presentation Practice Production (PPP) method. She found that using Presentation Practice Production (PPP) method was significant to improve the students' speaking skill terms speaking fluency. It was proved from the mean score of experimental class and control class.

Next, the researcher also chose to use one media in teaching speaking ability, animation video because some research findings have shown the good results. The impact

of using English Animation Video on students' speaking ability by Junita (2019). She showed that using English animation video on students' speaking ability was effective than without it because the treatments gave a strong impact. Moreover, Hardianti (2020) did a study to know the effect of using Animation Video on students' speaking skill. She found that the students' speaking skills after using animated video were better than before using animation videos. It can be seen from the difference in the effects of the pre-test (before using animated videos) and post-test (after using animated videos). It is clear that there is a significant effect on the students' speaking skill scores before and after using the animated video.

Also, Siradjuddin et al (2023) has conducted a research to know the effectiveness of using Video in teaching speaking. He found that there was an effect of using video in teaching speaking to students after using the video.

The last has conducted by Paradillah et al (2023). The research did to know the use of Animation Video to improve the students' speaking skill". She found that the treatment by using animation video it is effective and significantly influential in improving students speaking skills because animation video can increase students' interest in learning, it can facilitate students to understanding the material and strengthening memory because it displays audiovisual based media. In addition, students could learn speaking English through fun activities with their friends. Can be said that students were not bored in the teaching - learning process.

Furthermore, almost every level of schools have implemented Kurikulum Merdeka as a basis for the teaching and learning process, including teaching English subject. According to Kurikulum Merdeka in Damayani et al of Guidance English Teacher for Nusantara Book for SMP/MTs Grade VIII (2022), the aim of teaching English is expected to be realized students who are independent and confident through various learning activities. Also, Kurikulum Merdeka creates opportunities for students to develop the ability to use English through six skills language, namely: listening, speaking, reading, viewing, writing, and present it in an integrated manner.

From the curriculum above, speaking is one of the skills that should be mastered by the students. It means that if the students can not master the skills in English as what the curriculum has provided, the learning will not be effective and successful. According to Kurikulum Merdeka in Damayani et al of Guidance English Teacher for Nusantara Book for SMP/MTs Grade VIII (2022), the purpose of speaking in Kurikulum Merdeka is students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar, formal and informal contexts.

With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion, such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses. Can be concluded, the purpose of speaking ability in Kurikulum Merdeka is where students are required to communicate more.

Based on preliminary observation in State Junior High School 7 Dumai on 16th January 2024, this school has implemented Kurikulum Merdeka as a new curriculum for students in teaching-learning process. The English teacher also has implemented Problem Based Learning method where students learn from the problem. Infact, students' speaking ability of Grade VIII at State Junor High School 7 Dumai is still has problem in pronunciation and fluency. Meanwhile, in comprehension, students are able to understand the explanation from the English teacher. For example, when students are asked to identify the names of the subjects, the students are able to identify, but there are some students still pronouce based on what the students wrote: religius education = relijius edukation, biology = still biology, science = scien, etc.

Therefore, students' speaking ability of this school has not fulfill with the curriculum expectation from speaking ability. As for the weeknesses mentioned above caused by several factors: first, some students still lack of vocabulary, its make them difficult to deliver or express their ideas and presenting or producing English speaking. Second, some students have problem with pronunciation, it can be seen when they can not pronounce the word clearly and speak fluently. So, it is clear that students still face problems and difficulties in speaking English.

Thus, to solve the problem above, the researcher assumes the English teacher to apply another various procedures for teaching a language, such as approaches, methods, and techniques, to support the teaching process. The teacher should know the difference between the three terms for procedures in teaching a language. According to Richards and Rodgers (2001), they attempted to clarify this difference. An approach is the level of theories, a method is the plan of language teaching that is consistent with the theories, and techniques carry out a method. In other words, the arrangement of the three is that approach is axiomatic (clearer), method is procedural, and technique is implementation.

To assist the language teachers in the success of the teaching process, the language teachers must know what method will be used in the teaching-learning process. Hence, the language teachers must use method so that the learning material will be presented in an interesting way and will also be challenging. It can be an effort to improve the process of

teaching effectively and creatively. Therefore, the methods will make students comfortable and enjoy following the teaching-learning process. So that, using the method can obtain optimal learning outcomes. Meanwhile, students need to get an appropriate method to improve their speaking ability.

Based on the previous study, the researcher is interested in proposing Presentation, Practice and Production (PPP) method as a way out of the difficulty in learning speaking. PPP (Presentation, Practice, and Production) method is a procedure where the teacher presents and the students practice and produce the language. According to Ksenia in Izzah (2013), Presentation Practice Production (PPP) method proposes that the skills are to be worked upon in sequence from the receptive (reading and listening) to the productive (writing and speaking). It means PPP method is believed to be able to stimulate and guide the students to speak.

Next, PPP method is seen as an active learning process because the students will learn more through a process in constructing and creating knowledge, working in a group, explaining and demonstrating and also sharing knowledge to one another. As stated by Nunan in Gulo (2018), Presentation, Practice and Production is relatively straight forward and structured enough to be easily understood by both students and new emerging teachers. Thus, this method makes the teacher easier to understand the material to the students. Can be said that PPP method is one of good methods in which these stages provide a space for student before they show their best performance in practising speaking. It makes the students able to express their ideas and also make the learning process more interesting and entertaining.

Next, the English teachers should also use some medias to attract students' attention so that can develop students' learning motivation, such as using an animation video. According to Gagne (1970), animation is moving text and pictures or simply interesting transition between visual tableaux which can be an effective attention grabber that lays the necessary foundation for learning. This media can be applied by the teacher asked the students to talk like the actors in its video. It will be very interesting for young learners, especially for junior high school students because they will talk about the essence of the video they have been watching.

As the research that has done by Haryanto DA (2015), the benefits of using animation video in language classroom are making the students easier and interesting to learn English and the use of video animation can give the students view on how to interact in a conversation and give advice how to live better. This way of teaching requires teachers to be well preparing in presenting the lesson through animation video as a media in learning

process to improve students' speaking ability.

Based on the explanations above, Presentation Practice Production (PPP) method through animation video is needed to be conducted in this research because Presentation Practice Production (PPP) method through animation video is an interesting way to improve students' speaking ability.

RESEARCH METHOD

This research was an experimental research. According to Gay (2002), the definition of experimental research is the researcher manipulates at least one independent variable, controls other relevant variables, and observes the effect on one or more dependent variables. Furthermore, Creswell (2012) explained that experiment is testing an idea (practice) to determine whether it influences and outcome or dependent variable. An experimental research was used in this research to carry out the effectiveness of Using Presentation Practice Production (PPP) method through animation video on students' speaking ability. This research had two variables. The independent variable was Presentation Practice Production (PPP) method through animation video (X), then the dependent variable was students' speaking ability (Y).

Then, this research used a true experimental design. Gay (2002) said that true experimental designs control for nearly all threats to internal and external validity. It had one characteristic in common that no other design had: random assignment of participants to groups. Ideally, participants should be randomly selected and randomly assigned to treatments. There were some designs of true experimental design: The pretest–posttest control group design, the posttest-only control group design, and the Solomon four-group design. This research used the pretest–posttest control group design. According to Gay (2002), the pretest–posttest control group design requires at least two groups, each of which is formed by random assignment. Both groups were administered a pretest, each group receives a different treatment, and both groups were posttested at the end of the study.

In this research, the experiment was treated to two groups. One group has been taught by using an unusual method, Presentation Practice Production (PPP) method through animation video and another one has been taught by using a method that English teachers usually use (Problem Based Learning method). The presentation of these groups consisting of independent variables and dependent variables can be drawn in the following table:

Research Design of The pretest–posttest control group

R_1	O_1	X	O_2
R_2	O_3	-	O_4

(Adapted from Gay, 2002)

R_1 : Experimental Group

R_2 : Control Group

X : Treatment by using Presentation Practice Production (PPP) method through animation video

O_1 & O_3 : Pre-test (Question and Answer Task)

O_2 & O_4 : Pos-test (Question and Answer Task)

- : No treatment (has been taught by using Problem Based Learning method which was English teacher usually uses)

Based on the research design that explained, the researcher has been given test in each group. After both groups carried out the pre-test and post-test (Question and Answer Task), the results of both were then available to be compared or tested for differences. A significant difference between the scores in the experimental and control groups showed the effect of the treatment that has been given.

RESULTS AND DISCUSSION

1. The significant effect of using Presentation Practice Production (PPP) method through animation video on students' speaking ability.

Based on the finding, it was found that there was a significant effect of using Presentation Practice Production (PPP) method through animation video on students' speaking ability. The score of students speaking ability taught by Presentation Practice Production (PPP) method through animation video in experimental group was higher than the score of students who taught by Problem Based Learning method which is the English teacher usually uses in control group. It means that Presentation Practice Production (PPP) method through animation video was effective method in teaching speaking.

This finding is supported by Harnita (2015) has conducted a research to improve students' speaking ability through Presentation Practice Production (PPP) Method. The research findings showed that the implementation of Presentation Practice Production (PPP) Method was significant to improve the students' speaking skill in terms speaking accuracy and speaking fluency. Also, Presentation Practice Production (PPP) Method improved the students' activeness in teaching and learning process. Furthermore, the Influence of using PPP Method toward students' speaking ability by Yuliani (2017). PPP has significant influence

of using PPP method towards students' speaking ability. It was supported by the scores achieved by the students in which they got higher scores after the researcher gave the treatment PPP as a method for teaching speaking.

In addition, Mubarak (2022) has conducted a research to know the effect of Presentation, Practice, and Production Method in students' speaking skill. The research findings showed that students' speaking skill in terms of accuracy and fluency improved after the patterns of PPP method was applied. Last research is by Angraeni (2023). She did a research to improve students' speaking skill by using Presentation Practice Production (PPP) method. She found that using Presentation Practice Production (PPP) method was significant to improve the students' speaking skill terms speaking fluency. It was proved from the mean score of experimental class and control class.

Next, the researcher also chose to use one media in teaching speaking ability, animation video because some research findings have shown the good results. Hardianti (2020) did a study to know the effect of using Animation Video on students' speaking skill. She found that the students' speaking skills after using animated video were better than before using animation videos. It can be seen from the difference in the effects of the pre-test (before using animated videos) and post-test (after using animated videos). It is clear that there is a significant effect on the students' speaking skill scores before and after using the animated video.

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2. The significant difference in speaking ability between students who was taught by using Presentation Practice Production (PPP) method through animation video and students who was not given treatment.

The researcher found that there was a significant difference in speaking ability between students who was taught by using Presentation Practice Production (PPP) method

through animation video and students who was not given treatment. The score who was taught by using Presentation Practice Production (PPP) method through animation video is higher than the score of students who was not given treatment. It means that Presentation Practice Production (PPP) method through animation video is better in order to teach students speaking ability.

It confirmed the research by Gulo et al (2018). They did a study to improve students' speaking skill through Presentation, Practice and Production Method. Furthermore, they found that the students' responses towards this method in teaching sound good because the students are interested, motivated and understand the lesson with the Presentation, Practice and Production method.

Next, the impact of using English Animation Video on students' speaking ability did by Junita (2019). She showed that using English animation video on students' speaking ability was effective than without it because the treatments gave a strong impact.

3. The effect size after using Presentation Practice Production (PPP) method through animation video on the students' speaking ability.

Based on the result of the data analysis, the use of Presentation Practice Production (PPP) method through animation video was 0.742 at Moderate Effect on the students' speaking ability. Also, the use of Problem Based Learning method was 0.645 at Moderate Effect. It shows that the effect size in experimental group taught by using Presentation Practice Production (PPP) method through Animation Video and control group taught by using Problem Based Learning method that usually teacher uses. It indicated that the use of Presentation Practice Production (PPP) method through Animation Video more gave Moderate Effect in helping the students to enhance their speaking ability, $0.742 > 0.645$.

CONCLUSION

Based on the research finding, it was found that:

First result, there was a significance effect of the students' speaking ability by using Presentation Practice Production (PPP) method through animation video at grade eight of SMPN 7 Dumai. It found that the value sig. (2-tailed) was 0.000. It was smaller than 0.05 ($0.000 < 0.05$). Therefore, the H_a was accepted meanwhile the H_0 was rejected. The mean score of the students' speaking ability in pre-test experimental group was 59.67. Meanwhile the mean score of the students' speaking ability in post-test experimental group was 76.00. However, the mean score of the students' speaking ability in pre-test control group was 50.67. Meanwhile the mean score of the students' speaking ability in post-test control group was 64.33.

The second result, there was a significant difference in speaking ability between students who was taught by using Presentation Practice Production (PPP) method through animation video and students who was not given treatment. It was obtained that the value of sig. (2-tailed) was smaller than 0.05, which was $0.000 < 0.05$. H_a was accepted and H_0 was rejected. The mean score in experimental group was 76.00 meanwhile the mean score in control group was 64.33.

The third result, the use of Presentation Practice Production (PPP) method through animation video was significantly effective at Moderate Effect category on the students' speaking ability at grade eight of SMPN 7 Dumai. The effect size was obtained 0.742 in experimental group and 0.645 in control group. Looking at the students' speaking outcomes, there was a significant difference of the students' speaking outcomes between using Presentation Practice Production (PPP) method through animation video and discovery learning method which the English teacher usually uses at grade eight of SMPN 7 Dumai ($0.742 > 0.645$). Can be concluded that Presentation Practice Production (PPP) method through animation video was more significantly increased than Problem Based Learning method which the English teacher usually uses which was $0.742 > 0.645$.

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