Skripsi_Ani Nur Aisyah

by Student _

THE EFFECT OF ANIMATION VIDEO MADE BY USING DORATOON VIDEO THROUGH REPETITION DRILL OF PROCEDURE TEXT ON SPEAKING SKILL AT MTS MUHAMMADIYAH 1 TAMAN

Ani Nur Aisyah, Dian Rahma Santoso

The study of English education program, Universitas Muhammadiyah Sidoarjo, Indonesia

E-mail: dianrahma24@umsida.ac.id

Abstract. *Learning English is one of the most important skills to learn. However, there are still a lot of students who face some problems while learning English. Considering the circumstances of this problem, the teacher determine some effective strategies to involve students in learning process, especially in speaking skill. As a result, Doratoon Video are one of the choices to be used to teach speaking in this article and determine how use of Doratoon Video in learning of procedure text can improve speaking skill student. 25 students at MTs Muhammadiyah 1 Taman were selected as the research sample. After applying Doratoon Video in teaching speaking, it was found that the value of sig. 2-tailed was 0,006 which is lower than the probability value of 0,05. It means there was a significant improvement on students' speaking skill after being taught by using Doratoon Video media with Repetition Drill method in Procedure text.*

Keywords; *Doratoon Video; Speaking Skill; Procedure Text.*

Abstrak. *Belajar bahasa Inggris merupakan salah satu keterampilan terpenting untuk dipelajari. Namun, masih banyak siswa yang menghadapi beberapa masalah selagi belajar bahasa Inggris. Mempertimbangkan keadaan dari masalah ini, guru menentukan beberapa strategi yang sangat efektif untuk melibatkan siswa dalam proses pembelajaran, terutama dalam ketrampilan berbicaa. Doratoon video adalah salah satu pilihan yang digunakan untuk mengajar berbicara dalam artikel ini dan menentukan bagaimana penggunaan video Doratoon dalam mempelajari teks prosedur dapat meningkatkan keterampilan berbicara siswa. Sebanyak 25 siswa di MTs Muhammadiyah 1 Taman dipilih sebagai sampel penelitian. Setelah mengaplikasikan Doratoon Video dalam pembelajaran, hasil penelitian menunjukkan peningkatan yang signifikan. Berdasarkan data SPSS, nilai sig. (2-tailed) adalah 0,006 yang lebih rendah dari nilai probabilitas yaitu 0,05 (0,006 < 0,05). Hal ini berarti dapat disimpulkan bahwa terdapat pengaruh yang significant dari media Doratoon Video dengan metode Repetition Drill dalam teks prosedur.*

Kata Kunci; *Doratoon Video; Ketrampilan Berbicara; Teks prosedur.*

Introduction

Speaking skill is one of the important skills in English language because it is one of the abilities that is needed students to perform a conversation. Therefore, according to Nakhalah, learning speaking skills in English language fluently a difficult undertaking since students need to be knowledgeable in many important areas, including: grammar, vocabulary, pronunciation, accuracy, and fluency [1] . To put it another way, speaking skill is qualities that a person must possess in order to communicate information and reach a consensus both verbally and nonverbally. According to Hanna and Mandura, speaking is a crucial component of learning English, hence English teachers need to employ a variety of tactics to help their students become better speakers [2]. In Kurnia she said, Speaking abilities are often evaluated in real face-to-face interactions between the interlocutor and the candidate and encompass a variety of topics, including grammar, vocabulary, pronunciation, correctness, and fluency [3]. Putrawansyah, Anugrahwati, and Rum said, the speaking allows people to communicate with one another, convey their thoughts and ideas, and say whatever is on their minds [4]. And according to Faisal and Fitrisia they said, that speaking abilities are essential for interacting with others in the real world and conveying information or making changes [5].

Learning English speaking skill could be difficult for several students. In line with Burhanudin, that speaking skill in foreign language is difficult, because the target language is different with mother language. In order to have a good ability in speaking we must always practice it [6]. There are several causes for this issue students struggle of speaking English. According to Santoso, Taufiq, and Vevy, The main causes of these issues include a limited vocabulary, a lack of opportunities, a lack of ideas, and a feeling of communication anxiety and shyness [7]. Because they don't speak English often out of habit, students frequently feel that they don't speak the language fluently. There are several aspects according to Thao and Long, that affect the development of English language proficiency [8]. One of these characteristics is a result of the four speaking challenges that English major's experience: emotive, social, linguistic, and educational challenges. Most students believe that it is still quite challenging to practice speaking English in everyday situations. A lot of students exhibit anxiety while speaking in public because of how they pronounce words in English, which makes them feel vulnerable to criticism. According to the Riadil, Learning difficulties in the speaking skills exhibit fear and anxiousness when speaking in English [9]. Damayanti and Listyani revealed that, fear of speaking English is founded on three anxiety factors: dread of speaking, fear of the test, and worry of receiving a bad grade [10]. Speaking skills are crucial in many facets of schooling. Putri, Amri, and Ahmad said, speaking abilities are challenging to develop if not consistently practiced. This can be done with classmates, English teachers, or other teachers who could speak English [11]. According to Rao, in a competitive world where getting a job depends on speaking skills, students should be able to prove their skills to occupy the best place in their career by honing their speaking skills [12]. Therefore, English language skills need to be taught to students. Leong and Ahmadi said, Teaching speaking entails assisting students in acquiring the capacity to communicate effectively in the target tongue. to do so, it need communication skills to achieve it [13].

Media can enhance how well students learn. Laksmi, Yasa, and Mirayani said, that Learning media is a tool in the learning process that can be used inside and outside the classroom to support and assist students' learning experience. classroom to support and assist students' learning experience [14]. And digital media online it can help the teachers to teach a speaking skill in English language. According to Taufiq, Santoso, and Susilo, that the most teachers need training to support better digital learning [15]. And according to Nasution, one of the instruments that teachers can use to help the teaching and learning process in class, especially in EFL classes is the media [16]. With the combination and diversity of software available, *Doraatoon Video* is a professional program for creating learning in the form of audio-visual media in animated videos. An audio-visual presentation consists of a collection of photographs that are accompanied by music or a video clip. According to Fauziah and Ninawati, the goal of audio-visual media which includes both auditory and visual components is to affect knowledge and knowledge-related attitudes [17]. Many students like to study by viewing images. An animation-based learning film that can be a useful knowledge transfer tool for learning is needed in order to grab their attention and entice them to continue learning. As said by Zaitun, Hadi, and Indriani, that the that the media online may be utilized as an interactive teaching tool to enhance students' speaking skills by using the right approaches and tactics [18]. As a result, the teacher can enhance their instructional techniques and ensure that students learn actively and enjoy

themselves during the course of the lesson. Badri and Ade said, it can be inferred from this that the goal of audio-visual media in the form of animated videos based on *Doratoon videos* is to make the learning process in the classroom livelier and more enjoyable so that the kids don't feel lethargic to study [19].

Umar, Hanum, and Hutagalung in their journal said, that using *Doratoon Video* media, researchers examined a variety of ideas about speaking skills and learning strategies for procedure texts. Previous studies have used *Doratoon Video* [20]. Their research discovered that *Doratoon video* was effectively used for semantic course lessons in FBS UNIMED students. And the second to Fauziah and Ninawati, *Doratoon Video* was discovered to be a viable learning resource for elementary school students in his research. What distinguishes this study from previous studies is the population, material, and sampling [17]. There are several points of view that students can use various media to improve their speaking skills, such as *Doratoon Video*. As a result, in this procedure text the author employs *Doratoon Video* technology to improve speaking skills, and the author also includes research on procedure text using audio visual media. Every type of media benefits children's learning.

In this study the researchers use procedure text. The K–13 still includes the content for this procedure text. Most of the students at MTs muhammadiyah 1 Taman acknowledge that they often have concepts in their heads when speaking English, but they struggle to express them verbally. Most of them claimed that their confusion when speaking English was due to anxiety, shyness, or a lack of vocabulary. Most of them also claimed that their confusion when speaking English was due to anxiety, shyness, or a lack of vocabulary. Jupri said, in other words vocabulary serves as the cornerstone of speaking abilities; the greater a student's vocabulary, the more naturally they will speak English. Procedure text is a text that explains how something may be manufactured, done, or utilized through a series of processes it's called procedure text [21]. According to Sulistyorini and Rahmawati, that procedure text not only provides us with instructions for doing something, but it is also helpful for an idea since procedure text can be utilized as material in the form of photographs or videos that can be shared on social media so that others may learn more from sources outside just text [22]. And in their other research Sulistyorini and Rahmawati said, in procedural text there are several components of the text structure, namely: (1) Purpose; the content of the goal contains the title of the text and can also be an introductory paragraph. (2) tools and materials; in this section, the writer has to show what they need to make something. (3) Steps; in this section, the author will show how something will be achieved through sequences and Actions or Steps [23]. The researcher focuses on the speaking skills of the students at MTs Muhammadiyah 1 Taman Sidoarjo in four aspects: pronunciation, grammar, vocabulary, and fluency. After seeing the *Doratoon video*, the kids must practice explaining and talking about the meal recipe, "How to make corn dog," in front of the class with proper pronunciation, grammar, vocabulary, and fluency. The material text was chosen by the researcher for this study because it allows students at MTs Muhammadiyah 1 Taman, particularly in class ninth B, to practice speaking abilities by describing how to manufacture or perform something.

Drilling is a method that has been employed in English language instruction for a long time. Drilling is a crucial component of the audio-lingual approach, which emphasizes spoken repetition of structural patterns. The drilling method can govern learning in the same way as accurate grammar and pronunciation, as well as language pronunciation are managed. Brooks in Richard and Rodgres in Rahmawati journal, there are several kinds of drilling implementation; there are; (1) Repetition, students repeat an utterance as soon as they heard it. (2) Inflection, where a word in an utterance changes when it is repeated; (3) Replacement, when one word is said in lieu of another. (4) Restatement, when students paraphrase and address a message to a different person in accordance with guidelines; (5) Students repeat the utterance in completed form after hearing it in finished form. (6) Transposition, which involves moving a word around to make room for it; (7) Expansion, the addition of a word that moves anywhere in the sequence; (8) Contusion, when one word represents a phrase or a sentence; (9) Transformation, the conversion of a statement to a negative or interrogative form; 10) Integration, in which two distinct statements are combined into one; (11) Rejoinder, making an appropriate rejoinder to a given utterance; (12) Restoration, giving a sequence of words but still bear its basic meaning [24]. In this research the researchers use *Repetition drills*. The simplest drills used to teach English patterns are *Repetition drills*. This method may be described as listening to a model supplied by the instructor or from a cassette tape, or from a film, and students in the classroom are told to repeat what is heard. Language learners just repeat what the teacher says or the audio-video is created. According to Larson-Freeman in Kartikasari journal, it is a habit to learn a language. With that, Habits become stronger and learning is further enhanced if something is repeated. Because

becoming fluent in a second language equates to becoming a native speaker of the first. [25]. Therefore, *Repetition Drill* plays a very important role in language learning, especially speaking skills. Since repetition exercises can help students understand how form and meaning are related. Aini, Khoyimah, and Santoso said, People can say a word by hearing it once before, therefore *Repetition Drill* is a good way to assist students learn English [26]. It also aids in word or phrase retention for kids to use language.

Based on the results of interviews with English teachers of the IX grade at MTs Muhammadiyah 1 Taman are still taught English through text procedural materials using offline strategies, the teacher hasn't applied digital media for the teaching and learning activities. Susantari said, the low of student accomplishment in English-related topics may be caused by a number of variables, such as the presence of students, teachers, infrastructure, teaching resources, instructional strategies, and approaches that do not pique students' interest in learning [27]. Even though LCD projectors have made them easier to use, but manuals are still occasionally utilized in the classroom. This kind of learning strategy makes teaching and learning using digital media still passive. In order to address these problems, the researchers want to know is there any effect on using *Doratoon Video* on speaking skill at MTs Muhammadiyah 1 Taman. Besides that, in the previous study the researchers only use *Doratoon Video* media as the treatment and procedure text as the material, in this study the researchers combine *Doratoon Video* media and *Repetition Drills* method for the treatment. Learning materials be created in the form of animated video displays based on the *Doratoon Video* format that correspond to the learning content, particularly procedural text, which is meant to promote interest in and comprehension of the subject matter.

METODE

This research uses quantitative method, according to Ary [28] studying the results of the systematic manipulation of one or more variables on other variables is the focus of experimental research.This is a quantitative study to determine the effect of using *Doratoon Video* on speaking skills at MTs Muhammadiyah 1 Taman. Using Animaker learning materials in class, according to Badri and Ade, this make instruction more engaging and participatory [19]. This study was carried out in class IX B at MTs Muhammadiyah 1 Taman during the second semester of the 2023/2024 school year. This study was conducted from February to March. The English teacher at the school recommended using class IX B for this study. The researchers used a pre-test and a post-test in this study. The aims of this study is to determine whether there is any significant or no the influence of a *Doratoon Video* of a procedure text on speaking skills at MTs Muhammadiyah 1 Taman. *Doratoon Video* about procedure text shown by the teacher. To get to know the result, the researchers is comparing the results between pre-test and post-test. The teacher give worksheet that contains "How to make Burger" then the students need to repeat use *Repetition Drills* method that has been given by the researchers. After showing *Doratoon Video* about procedure text, the researchers give worksheet that contains "How to make Corndogs". The students need to repeat to explain that steps as shown by *Doratoon Video*. And the students demonstrate how to make something based on what is shown in the *Doratoon Video*. The researchers evaluate speaking skills based on the following components: pronunciation, grammar, vocabulary, and fluency.

a. Population and sample.

   The population is a group of all subjects to be studied. The population of this study was regular class IX B students of MTs Muhammadiyah 1 Taman in the 2023/2024 academic year. Not all subjects are covered in the example. The sample for this study is the entire ninth grade, which consists of two regular classes and one ICP class. The researchers use a regular ninth grade A class of 25 students for this study. The researchers administer a pre-test and post-test. The results of this sample test, which aims to determine the effect of *Doratoon Video* of procedure text on speaking skill at MTs Muhammadiyah 1 Taman will be collected by the researcher.

b. Instrument of the research

   Instruments are used by researchers to collect data. According Anggi, Ngasbun, and Wahyuni, that the instrument is a tool that researchers use to assess students' ability to master a material [29]. The following instruments used in this study:

   a. Pre-test

      The pre-test is a test given before the learning process begins. The purpose of the pre-test is to assess students' initial ability before treatment is administered. The first test give to regular class IX B to determine the worth of the speaking skill components, which include pronunciation, grammar, vocabulary, and fluency.

      In this study, a worksheet on "How to make Burger" was given through a piece of printout paper. Students at MTs Muhammadiyah 1 Taman, especially class IX-B worked on the worksheet according to the instructions that have been written on the questionnaire. Below is a worksheet for the pre-test of this study;

      1. Make the best speech performance individually in front of the class about this text procedure below!

                     How to Make Burger

      Burger is a food from USA. Its food is containing of carbohydrate that make new energy to everybody that eat burger. Burger has a delicious taste. But, how to make burger? It's so easy. Do you want to know? Let's try together!

      Ingredients:
      1. Two burger bread
      2. Six slice meat burgers
      3. Two lettuces
      4. Four slice cheese
      5. One tomato

6. Mayonnaise
7. Sauce
8. Oil or margarine

Steps/how to make it:
1. First, heat the oil or margarine in top of flat frying pan.
2. Second, cook meat burger until done.
3. After burger meat is done, put in another place.
4. Then prepare, crack bread burger, fill with meat burger, lettuce, slice cheese and tomato slice with piled up position.
5. Add mayonnaise or sauce.
6. Ready to served!

b. Treatment

In this study the treatment is using *Doratoon Video*, which that contains explain about procedure text and instruction of "How to Make Corn dog". The researchers use of an LCD projector and sound. Below is the example of *Doratoon Video* treatment in this research.
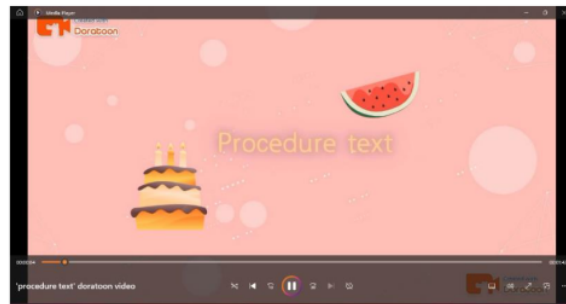
Figure 1| The example of *Doratoon Video*

c. Post-test

A post-test is a test given after students have received learning treatment. The value of students' speaking skills is compared between the pre-test and post-test results in the post-test results. If the results of the post-test speaking skill value are higher than the pre-test, then the doratoon video as a treatment can increase students' interest in learning English and improve students' ability to hone speaking skills. In this study, the researchers will give worksheet to students at MTs Muhammadiyah 1 Taman, especially class IX B to make the best speech performance individually in front of class to read the instruction of "How to Make Corn dog" as displayed by the *Doratoon Video*. Below is a worksheet for the pre-test of this study;
1. After you have watched the *Doratoon Video*, you can start repeating the pronunciation about "How to Make Corn dog" by the intonation like that video. And make the best speech performance individually in front of the class.

How to Make Corn dog

Equipment needed:
1. Bowls
2. Forks
3. Glass
4. Skewers
5. Tongs
6. Sieve
7. Whisk
8. Plates

9. Saucepan

Key ingredients:
1. Four sausages
2. One egg
3. One tbsp icing sugar
4. 100ml of milk
5. 70gr of plain flour
6. 70gr of corn starch
7. Two tsps. of baking powder
8. One pack of instant noodle
9. Cooking oil

Steps
1. Prepare a large bowl, then mix 70gr of corn starch, one tbsp of icing sugar, two tsps of baking powder.
2. Then prepare a bowl, pour 100 ml of milk, one egg, and mix well.
3. After that, put the wet mixture into the first dry mixture and mix evenly.
4. Skewer sausage like satay
5. Crush instant noodle
6. Put the sausage into the wet mixture, then into the crumbled noodles.
7. Fry corn dog until golden brown.
9. So, corn dog is ready to be served.

In this study, researchers used a pre-test and a post-test to assess students' abilities. *Doratoon Video* treatment was used in this study to determine whether there is a significant or no difference. The Influence of a *Doratoon Video* of a procedure text on speaking skill at MTs Muhammadiyah 1 Taman.

c. Method of collecting the data

The researcher collected data with a test instrument. A pre-test was carried out in regular class IX B MTs Muhammadiyah 1 Taman by the researchers. Which who can knows the results of student test scores before being given treatment. Then the researchers administer a post-test to students in class IX B MTs Muhammadiyah 1 Taman to determine how good, fluent, and smooth their speaking skills are in the text procedure are understanding the topic that will be delivered via *Doratoon Video* media combine *with Repetition drills* method.

d. The following are the data collection steps:
   a. The researcher requested permission to conduct a study at MTs Muhammadiyah 1 Taman.
   b. Researchers prepared all instruments.
   c. The researchers were given one class to sample from. That is ninth grade regular B with 25 students as a sample.
   d. The researchers give pre-test before giving treatment.
   e. The researchers give treatment using *Doratoon Video* as the media.
   f. The researchers give post-test after treatment.
   g. The results were discovered after researchers analyzed the data.

e. Data analysis technique.

The data analysis technique used in this study is hypothesis testing using the t-test with SPSS version 26, which compares the mean between the pre-test and post-test results. The data significant from the pre-test and post-test is smaller than significant value (0,05). It shows that the data has given significant effect.

In doing data analysis the researcher had some steps, are:
1. For giving score for students' work sheet, the writer has criteria of assessing according to Brown & Abeywickrama I journal Yenny and Ertin, as follow [30]:

No	Aspects assessed	score
1.	Grammar dan Vocabulary (Leksikogramatika) a. Using correct grammar and appropriate vocabulary b. Uses grammar and vocabulary that is sometimes inappropriate, but does not affect the meaning. c. Uses inappropriate grammar and vocabulary that affects the meaning. d. Difficult/incomprehensible grammar and vocabulary e. Writing does not develop	4 3 2 1 0
2.	Discourse management (Accuracy) a. Perform and respond to speech acts appropriately (logically) in oral speech. b. Perform and respond to speech acts despite occasional misunderstandings. c. Often misunderstand and respond to simple speech acts. d. Unable to understand and respond to simple speech acts. e. Producing only words that do not form a text.	4 3 2 1 0
3.	Speech and Intonation (Pronunciation) a. Speech and intonation are very clear and close to native speakers. b. Speech and intonation are clear despite first language accent. c. Speech and intonation lack clarity and affect meaning. d. Speech and intonation are unclear and lose some meaning. e. Speech and intonation are unable to express meaning.	4 3 2 1 0
4.	Interactive communication/communication strategies (fluency) a. Confident and fluent in speaking and able to correct themselves if they make mistakes. b. Confident, though sometimes asking for repetition and showing hesitation. c. Respond more than take initiative. d. Difficult to talk to despite prompting. e. Unable to speak.	4 3 2 1 0

Table 1| *The Criteria of Writing Elements*

After assessing students work, the researcher utilized the test score criteria as a guide to assign a grade to the students' work sheet. According to Brown & Abeywickrama in journal Yenny and Ertin, as follow [30]:

The range of score	Initial	Criteria
85-100	A	Excellent
70-84	B	Very Good
55-74	C	Fair
< 54	D	Poor

Table 2| *The Criteria of test score*.

2. After obtaining the results of the students' worksheets, the writer calculates the mean of the pre-test and post-test measurements employed.

3. The researchers determine the standard derivation after obtaining the mean of the pre-test and post-test.
4. To determine the likelihood that the effect size is a function of chance calculate a t ratio
5. Performing a t-test

After receiving the t-test findings. The t-table was used to compare the results. When the t-test results are higher than the t-table of 5% alpha level, it can be determined that there is a significant difference between students who are taught before using *Doratoon Video* and students who are taught after using *Doratoon Video*.

FINDING AND DISCUSSION

In this section, the data that has been found is discussed in detail. The data was collected using quantitative research. Quantitative data describes the exact number of students' speaking results when explaining food recipes recorded by the researcher. The explanation of the study's findings is provided below:

A. Normality test results

Tests of Normality

Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	Df	Sig.
.251	25	.000	.828	25	.001
.230	25	.001	.883	25	.008

Table 7| Tests of Normality

Table 7 shows the Test of Normality of students' engagement before and after treatment using *Doratoon Video* using procedure text. From the figure above, it can be seen that the significance value for the Pre-Test was obtained at 0.001, then for the Post-Test a significance value of 0.008 was obtained. Because the significance value is smaller than 0.05. So, it can be concluded that the research data in this case is the result of student activeness data before and after the *Doratoon Video* is given. So, it can be said that this normality test is not normally distributed. Because in this study the data is not normal and also not homogeneous, then data analysis is used, namely non-parametric statistics, namely the *Mann-Whitney U test*.

B. Mann-Whitney U Test Results

Test Statistics[a]

	Hasil Belajar Bahasa Inggris
Mann-Whitney U	173.500
Wilcoxon W	498.500
Z	-2.769
Asymp. Sig. (2-tailed)	.006

Table 8| Tests of Mann-Whitney U

Table 8 can be said that the Hypothesis: "there is a difference in English learning outcomes between after and before the *Doratoon Video* on the subject of procedure text in class 9 B at Mts. Muhammadiyah 1 Taman so that the hypothesis is accepted. Because the Asymp.Sig value is smaller than 0.05 (> 0.05). So based on the "Test Statistics" output, it is known that the Asymp. Sig. (2-tailed) of 0.006 < 0.05. So, it can be concluded that there is a difference in English learning outcomes before and after the *Doratoon Video* is given. Because there is a significant difference, it can be said that "there is an influence" on the use of the repetition drill method on learning outcomes in English subjects in class 9 B at Mts. Muhammadiyah 1 Taman.

Mean Pre-Test and Post-Test
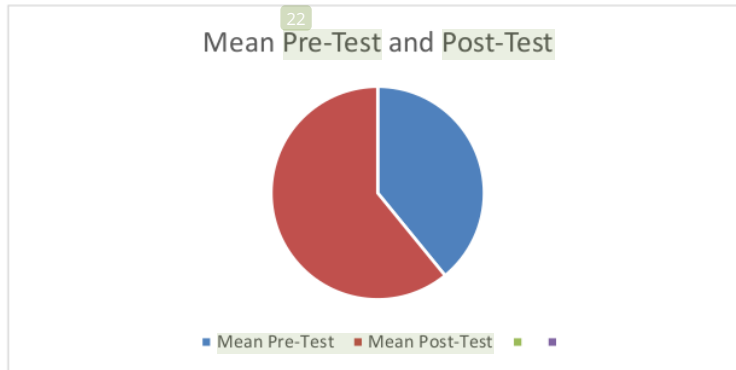
■ Mean Pre-Test ■ Mean Post-Test ■ ■

Figure 2| Mean Pre-Test and Post Test

Figure three shows that there is an increase in students' speaking ability before and after the treatment. The result of the mean pre-test shows 19.94, while the value of the mean post-test is 31.06. And it shows that there is a change in the pre-test and post-test in this study.

Using *Doratoon Videos* makes students more enthusiastic during class learning and has proven successful for classroom learning. According to Latif Video-based education using *Doratoon Video* is one innovative educational medium that can be used to explain concepts and provide examples so that students may understand the material taught by the teacher with ease [31]. Because students also need new information provided in a unique and interesting way so that they are able and interested in learning. Students feel more enthusiastic when explaining food recipes after receiving procedure text material from *Doratoon Video*. In addition, *Doratoon Video* is able to provide a new dimension in the world of education by increasing creativity and critical thinking in students when learning to produce procedure text.

Using *Doratoon Video* through *repetition drill* of procedure text make the students more active and understand about the material precisely in speaking skills for ninth grade students at Mts. Muhammadiyah 1 Taman. Exercises using *Repetition Drill* methods can aid students in comprehending the connection between form and meaning. *Repetition drill* is an effective approach to help children learn English since, according to Aini, Khoyimah, and Santoso, people can pronounce words after hearing them just once [26]. It also helps for kids, using the language aids in word or phrase recall. *Doratoon Video* is one of the audio-visual teaching media that can help students' speaking skills. Fauziah and Ninawati claim that utilizing *Doratoon video* to learn English is highly doable, especially for kids who don't want to read textbooks. If audio-visual learning resources, like *Doratoon Video* are used, students are more engaged and content [17]. As a result, this study found that *Doratoon Video* mixed with *Repetition Drill* methods on procedure text material are highly significant for teaching English in ninth grade students at Mts. Muhammadiyah 1 Taman, as opposed to learning English that is just directed by textbooks, which makes students more bored. According to our research, using *Doratoon video* instead of traditional teaching materials increased students' enthusiasm for learning English.

This study found that *Doratoon Video* media combined with *Repitition Drill* through Procedure Text material for grade nine students at Mts. Muhammadiyah 1 Taman is also able to increase their concentration in learning English, especially in English speaking skills. Using *Doratoon Video* media due to the highly clear pronunciation of several vocabulary words in the learning video that we created for this study. So, it can make students more concentrated and understand when learning begins compared to just learning using textbooks. As Umar, Hanum, and Hutagalung said, teachers and students when learning English using audio visuals such as *Doratoon Video*, will have far more ideas and creativity in English speaking skills [20]. Therefore, in this study, students' views on the effect of *Doratoon Video* through *Repetition Drill* in procedure text material really help students concentrate and bring out many ideas in every learning process, especially in English speaking skills.

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CONCLUSION

Many students face several problems in speaking English that make them unmotivated to speak English. Given these situations and conditions, teachers must address these challenges and determine the most effective strategies to engage students in the teaching and learning process, particularly in speaking. Therefore, according to the findings in this study, the use of *Doratoon Video* through *Repetition Drill* methods of procedure text in teaching speaking skill is successful, which shows that it can improve students' English-speaking skill. *Doratoon Video* is very helpful for students and teachers in receiving new variations and instructions. This learning media is needed and necessary to increase students' creativity. *Doratoon Video* can also be a fun learning media reference for students and teachers. Because students can become bored if only given traditional material in the classroom. Students need something new and fresh to increase their learning motivation, and teachers must meet these demands without reducing students' learning enthusiasm. Overall, it can be concluded that the use of *Doratoon Video* is quite beneficial to improve students' speaking skills in teaching procedure text, especially in MTs. Muhammadiyah 1 Taman because this study showed that when students were trained to learn procedure text using *Doratoon Video*, their performance improved significantly.

In addition, it would be better, if in the future this research is continued. the researchers suggest that other researchers look for more data in speaking class and find better learning media to overcome students' performance increase in speaking class. Thus, the authors hope that other researchers can conduct further research related to this topic, because there are still many interesting issues to be discussed.

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PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13

PAGE 14