

THE EFFECT OF DISNEY CHANNEL IN LEARNING  
ENGLISH ON THE STUDENTS' SPEAKING  
PERFORMANCE

**SKRIPSI**

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

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14/02/24	Introduction and formulation problem	
14/05/24	The objective of the study	
21/05/24	Chapter II taxionw of literature and research	
24/09/24	Research design, population and sample	
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## PERNYATAAN KEASLIAN SKRIPSI

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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "**The Effect of the Use of Disney Channel in Learning English on the Students' Speaking Performance**" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

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Yang membuat pernyataan,

Natasya Febiola

## ABSTRACT

**Natasya Febiola. 2002050039. The Effect of the use of Disney Channel in Learning English on the Students' Speaking Performance.**

This research investigated the students' speaking performance taught by using Disney Channel as a learning media. The method used in this research was pre-experimental with a pre-test and post-test group design. The sample was the class X vocational office management at SMK Budi Agung Medan consisting of 25 students selected by using purposive sampling technique. The instrument used the oral test, researcher was to carry out a speaking test. The collected data were then analyzed by using SPSS. The results indicated that the average score of the post-test was 56.80 which was higher than the pre-test (30.24). It was supported by the one sample T-Test where (Sig.)  $0.001 < 0.05$ , it was concluded that  $H_0$  was rejected. This suggested that Disney Channel had greatly effect on the students' speaking performance. Therefore, the students speaking performance was increased using Disney Channel at SMK Budi Agung Medan.

***Keywords :*** *Disney Channel, Descriptive Quantitative, The Effecr, Speaking Performance*

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Medan, 6 September 2024  
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# CHAPTER I

## INTRODUCTION

### **1. The Background of the Study**

Approaches to pronunciation teaching have evolved dramatically throughout the recent history of language education, shifting from an emphasis on the precise production of individual speech sounds to a focus on the broader communicative features of connected speech. Pronunciation will be taught alongside other skills not as a stand-alone subject but as a further communicative tool. In today's modern world, English has become an integral part of every field in existence. Katemba (2022) says that learning English is very important because it is an international language used all over the world. In Indonesia, English is considered a foreign language, but is required in the school curriculum. Pronunciation is an important thing in language, especially in English, according to Berry (2021), the sound system is a system of speech units that learners need to pronounce clearly and correctly. To speak English, accurate pronunciation of words is necessary to produce acceptable results because one pronunciation will change the meaning. The speaker's pronunciation of each word must be clear and precise so that the listener understands the meaning of what the speaker is talking about.

Speaking is one of the four skills needed in learning a foreign language besides listening, reading and writing. This has been taught since students entered junior high school: but it is not easy for students to communicate in English; they have to think more often when speaking English. Jinping from China, talking in

Better Speaking, *"I have learned English for almost 15 years. Speaking has always been a problem for me because, when I was at school, we always focused on grammar, vocabulary and exams.* Pollard (2008:34), states that speaking is one of the most difficult aspects for students to master. Because speaking is a skill that students must develop in order to successfully convey their thoughts, ideas and opinions to others as well as to improve verbal communication skills. When people talk, they use different speaking features depending on the type of conversation they are having. That is why speaking is such a difficult exercise.

This research problem stems from real events in the classroom. Based on the researcher's experience of participating in field of teaching practice (PLP) activities in the classroom, some students only focused on grammar and vocabulary but could not speak English. The researcher also found that students had low self-confidence in speaking a language, especially English, many students were worried about making mistakes, or the listeners did not understand them. This is also supported by learning resources which are only taken from dictionaries and other relevant books as English learning media and the presence of several students who had low English learning scores and do not reach the minimum completeness criteria (KKM).

Improving pronunciation is very influential when using media, Betty Azar (2016:28) believes that the problem that students often face when learning English is feeling bored when studying it, because they use books as a medium. Media as a teaching tool must be in accordance with students' needs. Interesting media is able to attract students' interest in learning and create understanding for

students, for example using YouTube can make the learning process more enjoyable. As Almurashi (2016) says, learning via it can change the learning environment positively. By using it students can learn not only in the classroom but also anywhere. This encourages students to use YouTube as a learning medium. On the positive side, students can practice pronouncing words in “understandable and pleasant English” (correct pronunciation) with movie subtitles on YouTube. According to Prambudi (2013), the most efficient technique for learning English is listening and watching movies seriously. This allows them to control their pronunciation easily. According to Maulana Idris Hari Kissoko & Mulyadi (2021), watching movies with characters helps students understand and identify context through interaction. They can practice speaking by imitating the pronunciation in movies.

From the explanation above, the researcher chooses the topic "The Effect of the Use of Disney Channel in Learning English on the Students' Speaking Performance" because the researcher wants to know the impact of using the Disney Movies on the YouTube Disney Channel used as a teaching medium in improving students speaking performance.

## **1.2 The Identification of the Problem**

Based on the research background above, the researcher formulated the problem identification as follows:

1. Students' low self-confidence in speaking English makes them difficult to speak

2. Learning resources taken from dictionaries and other relevant books as English learning media can not reach the minimum completeness criteria (KKM)
3. Some students only focus on grammar and vocabulary, but can not speak English

### **1.3 The Scope and Limitation**

The scope of this research is on the speaking skills and it is limited on the usage of Disney Channel on the students' speaking performance of the X students at SMK Budi Agung Medan of 2023/2024 Academic Year.

### **1.4 The Formulation of the Problem**

The formulation of the problem in this research are formulated as follows:

1. Is there a significant effect of Disney Channel in students' speaking skills?
2. How does using BBC Disney Channel effects students' speaking abilities?

### **1.5 The Objective of the Study**

Based on the formulation above, the objectives of this research are:

1. To find out the significant effect of Disney Channel on the students' speaking skills
2. To find out how Disney Channel effect on the students' speaking skills

## **1.6 The Significance of the Study**

The findings of this research are expected to provide benefits both theoretical and practical.

### **1. Theoretical**

The researcher hopes that this research can provide the source of information to readers about the use of Disney Channel on YouTube to increase speaking performance Teacher Training and Education students' especially the English Program.

### **2. Pratical**

1. Students; the use of Disney Channel on YouTube can be the source of English learning media option.
2. Lectures; it is hoped the result of this research provide the learning media options for practical education.
3. Other researchers; it is hoped that this research can contribute to certain research and become a reference for those who are interested or can be used as comparison material in writing research on the same subject but different point of view.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

##### **2.1.1 Speaking**

There are some definitions and perspectives of speaking proposed by some experts. Speaking, according to the Oxford Dictionary (2021), is "the action of conveying information or expressing one's feelings in speech". On another side, Parmawati and Inayah (2019) described speaking as a language skill centered on verbal exchanges in which information is produced, delivered, and received precisely and quickly. They also believed that the speaker should focus on vocabulary, grammar, and pronunciation during oral encounters.

Since English is used for international communication purposes, it is mostly a foreign language language learners try to learn it. In this process, they must acquire all four basic skills the language, e.g. listening, speaking, reading and writing. According to Rao (2019), speaking is the most important skill among the four language skills in order to communicate well.

Spoken language is known as speaking. according to McKay (2018) and MartínPáez et al. (2019), speaking is the process of generating and exchanging meaning in a range of circumstances using both verbal and nonverbal cues. It should be noted that speaking involves not only body and facial motions and gestures, but also using the vocal organs to produce sound. Speaking involves using your vocal organs to produce sound in addition to your body, face, and gestures.



## **2.1.2 Aspects of Speaking**

There are four aspects of speaking skills as below:

### **1. Grammar**

According to Reed and Levis (2019), language is regularly expressed and conceived in various systems. The meaning system is called grammar, which is how the learners use the words to express meaning. Grammar is something we need not only for written language. However grammar also covers many areas important for spoken language such as understanding tenses and the correct way to structure sentences. In speaking, grammar helps us convey information in a way that listeners can recognize and understand. Grammar functions to provide clarity in the meaning of words, grammar makes sentences or paragraphs clear.

### **2. Fluency**

Fluency is the ability to communicate fluently and express ideas effectively, both orally and in writing. According to Ihsan (2016), everyone's purpose and the main reason most students learn a language is to become fluent in oral communication. In other words, speaking skills and how well a person can communicate without pauses or hesitation and without difficulty finding words or phrases. Reading aloud in front of the class can build students' self-confidence and also help them convey messages better. The more fluent students are in English, the more interesting, exciting and insightful their conversations will be.

### **3. Pronunciation**

According to Asyfa et al., (2019) students overcome their speaking anxiety by practicing pronouncing words in English to improve the sound of the words. Understanding how to pronounce words correctly is another important element of speaking skills. The main components of pronunciation are chunk, intonation, rhythm, related utterances, word and phrase stress, and clear pronunciation of each sound. This requires using language naturally while stopping at appropriate times to emphasize words and sentences. It also requires deft application of rising and falling intonation to emphasize the speaker's attitude and meaning.

### **4. Vocabulary**

According to Berry (2021), the sound system is a system of speech units that learners need to pronounce clearly and correctly. These units of speech can generally be named vocabulary. Vocabulary consists of the words used when speaking, this refers to the collection of words and their meanings that students must understand to understand the text. When they don't understand the meaning of a word, they can check what the word or sentence means. By having a wide vocabulary, they can convey messages clearly and precisely. In addition, vocabulary mastery supports the development of fluent speaking and writing skills.

The aspect that should be achieved in the speaking skill test included pronunciation, grammar, vocabulary, fluency, and comprehension. The analytic score has four item and each item scores is five point.

**Tabel 2.1 Oral Proficiency Scoring Categories**

1. Pronunciation	<p>1 : Error in pronunciations are frequent</p> <p>2 : Accent is intelligible though often quite faulty</p> <p>3 : Errors never interfere with understanding and rarely disturb the native speaker</p> <p>4 : Errors in pronunciation are quite rare</p> <p>5 : Equivalent to and fully accepted by educated native speakers</p>
2. Grammar	<p>1 : Error in grammar are frequent</p> <p>2 : Can usually the constructions accurately</p> <p>3 : Control of grammar is good</p> <p>4 : Able to use the language on all levels</p> <p>5 : Equivalent to that of an educated native speaker</p>
3. Vocabulary	<p>1 : Speaking vocabulary inadequate</p> <p>2 : Has speaking vocabulary sufficient</p> <p>3 : Able to speak the dialogue with sufficient vocabulary</p> <p>4 : Can understand and participate in a conversation</p> <p>5 : Speech on all levels is fully accepted by educated native speakers</p>
4. Fluency	<p>1 : No specific fluency description</p> <p>2 : Can handle with confidence</p> <p>3 : Can discuss particular interest of competence with reasonable ease</p> <p>4 : Able to use the language fluently on all levels and participate in any conversation</p> <p>5 : Has complete fluency in the language</p>
5. Comprehension	<p>1 : Within the scope of his very limited language experience</p> <p>2 : Can get the gist of most conversations of non-technical subjects</p> <p>3 : Comprehension is quite complete at a normal rate of speech</p> <p>4 : Can understand any conversation within the range of his experience</p> <p>5 : Equivalent to that of an educated native speaker</p>

(Brown, 2004)

### 2.1.3 Problem of Speaking Skills

English and learning around the world. In every country, students are forced to study and learn English. In Indonesia, students start learning English from

elementary school to high school. However, many students still cannot speak English, why? What is the problem and where is the rest of the problem of not being able to speak English? This is a very serious problem, therefore here I will discuss all the problems students face in speaking English.

### **1. Confidence**

Self-confidence is a very important element in learning to speak a language. Many students worry that they will make mistakes, or that the person listening will not understand them. Speech is often clearer when a person is feeling confident and relaxed, and this is one of the most important factors to consider when communicating with people who have speech problems. If the message is delivered with confidence, the listener will not worry about any mistakes. Many students learn English but don't practice how to speak it, practice often the more you speak, the easier it becomes. The role of the teacher is very important to motivate students to believe in themselves and speak English in front of the class in public. It's okay to make mistakes, because students can learn from their mistakes, it's very easy to get nervous if students only focus on grammatical rules when speaking, students can try to be more relaxed and focus on the message they want to convey.

### **2. Fluency and Accuracy**

Speaking English fluently is the goal of many English learners. Fluency means being able to communicate your ideas without having to stop and think too much about what you are saying. However, many students

also have the goal of achieving speech accuracy. Speaking accurately means you speak without grammar and vocabulary errors. Many students only focus on accuracy in improving grammar and vocabulary, students may be afraid of making mistakes, this makes students embarrassed in speaking English and as a result students' speaking fluency does not increase, meaning that even though students learn English well, students also have to often have conversations in class. On the other hand, students may speak English very often, this makes students sound very fluent but ignore mistakes and don't stop to correct them, this can make it difficult for others to understand what is being said.

### **3. Lack of Motivation**

Many students don't speak English because they don't have a supportive audience. However, when students start learning to speak English to get used to it, disengaged listeners make the speaker stop speaking English. According to (Schuitema et al., 2016), the significant relation between the students' perception of their teachers' autonomy support and self-regulated learning, being a supportive listener and understanding that English is an international language as a much-needed skill helps students' motivation to speak English.

### **4. Pronunciation**

Pronunciation is often a difficult area for students and teachers, pronunciation is a problem. Students have sounds in English that they don't know in their own language and are difficult for them to recognize and

pronounce. Students may have difficulty pronouncing it even though the student's vocabulary and grammar are good. Improving a student's pronunciation in English involves many things. Students need to think about stress in words and sentences. This means thinking about which syllables need to be stressed so that the meaning is clear, students also need to think about intonation.

## **5. Nervousness and anxiety**

Language anxiety is when students feel nervous or worried about using English, they are afraid of making mistakes or being judged, but avoiding this problem will only make it bigger and scarier. According to Sulastri & Ratnawati (2018), speaking anxiety can be reduced by concentrating on learning English and self-motivation. Teachers must provide an understanding that this anxiety is rarely visible to others as students experience it and clear steps students can take to help themselves. Take a breath, start speaking little by little.

### **2.1.4 The Use of Internet as the Media of Learning**

The Internet is a system of interconnected computer networks. According to M. Iman Hidayat and Yusnidah (2020:98), the Internet itself is defined as a computer network that uses Internet Protocol (TCP/IP) which is used to communicate and share information within a certain scope. According to the scientific definition, the internet is a vast library containing millions or even billions of data that can be represented in the form of text, images, audio, animation, or

other electronic media. With the help of the internet the world is connected, the internet holds various benefits for humans, these benefits cover various fields ranging from economics to education. Based on the description above, the internet can be interpreted as a very extensive information or communication network that can be used by the international community throughout the world. The role of the internet in the world of education is widely used to collect information and conduct research or increase knowledge of various subjects. The Internet has become a major tool for effective teaching. Media can act as a facilitator in the teaching and learning process. Media according to Sulastri (2011) is anything that is used to spread messages from sender to recipient in order to arouse students' interest, thoughts, feelings and attention and facilitate the learning process. Media effects are changes that occur in listeners as a result of media exposure. Students' curiosity in learning something new is one of the reasons media has an impact on education. These resources are believed to be useful for language teaching and learning.

### **2.1.5 Disney Channel**

Disney Channel is a U.S.-based cable and satellite television network, launched on April 18, 1983, by The Walt Disney Company. Originally created as a premium channel targeting families with children, it has since expanded into a globally recognized brand with a focus on entertainment for kids, teens, and families. Disney classic films, animated shorts, and family-friendly programming were Disney Channel's top priorities initially and were moved to standard cable in 1997 to increase viewership.

The network is best known for its original content, especially its live-action series and films. The most popular programs include *Lizzie McGuire*, *Hannah Montana*, *That's So Raven*, *The Suite Life of Zack & Cody*, and *Kim Possible*. These shows became cultural sensations, launching careers of stars like Miley Cyrus and Hilary Duff. The channel also gained fame for its original movies, known as Disney Channel Original Movies (DCOMs). Films like *High School Musical*, *The Cheetah Girls*, *Camp Rock*, and *Descendants* became huge hits, with *High School Musical* and *Descendants* becoming multi-platform franchises. In addition to live-action series, Disney Channel has also produced popular animated series such as *Kim Possible*, *Phineas and Ferb*, *Gravity Falls*, and *Amphibia*. Disney Channel expanded internationally, creating local versions of the channel in countries around the world. It also adapted its programming to suit different cultures and regions while maintaining a core focus on family-friendly entertainment. In recent years, the channel has adapted to the changing media landscape while maintaining traditional broadcast television, offering content on digital platforms, including Disney+ streaming services such as YouTube, where Disney shares clips, trailers, behind-the-scenes content and full episodes. The channel is primarily geared toward children and teenager, though its original movies and some series have appealed to a wider audience, including families and younger adults. Disney Channel's mix of original content, movies, and international versions has made it a lasting presence in global children's entertainment.



## 2.2 Previous Relevant Study

There are certain relationships between current research and previous research findings, including:

1. Mark Phel B. Trota, et. al. (2022), “The Influence of Watching English Cartoons on English Language Acquisition: A Case of Selected Filipino Preschoolers” This research investigated the influences of English cartoons, preschoolers’ English language acquisition. The researcher using a purposive sampling technique, the data were gathered during the four-week series of home observations and semi-structured in depth interviews analyzed following the thematic analysis method. As a results revealed that preschoolers’ English language acquisition is affected by certain factors, i.e., exposure to multimedia technologies, social relationship/linguistic environment, motivation, attitudes, and interests of the child. This research focuses on the influence of watching English cartoons on English Language Acquisition and does not focus on the effect of using Disney Channel on students' speaking performance.
2. Andi Asmawati, et.al. (2022), The Effect Of ‘Learn English with Tv Series’ in Increasing Vocabulary Size for the Third Grade Students at SMAN 2 Maros” The aim of this research is the students’ vocabulary taught by using Learn English with TV Series as a learning medium. The research method used in this research was pre-experimental with a pre-test and post-test group design. The instrument used were a multiple-choice, true-false item, matching test, and vocabulary level test. As a results the students vocabulary

size was increased using Learn English with Tv Series. 3. This research focuses on the effect of learning with TV Series in increasing vocabulary and does not focus on the effect of using Disney Channel on students' speaking performance.

3. Alda Indah Permana and Fika Megawati (2021), in their journal entitled "Disney Movie Soundtrack: Does it Give Effect to Students' Speaking Skills?" The aim of this research is investigating the effect of Disney film soundtracks on EFL students' speaking skills. This research uses a quasi-experimental group method with a non-equivalent control group design. The findings of this research show that students become more interesting and motivating after using Disney film soundtracks during learning activities. The researchers focused on the effect of using Disney movie soundtracks on students' speaking skills, not on their use of the Disney Channel.

### **2.3 Conceptual Framework**

The conceptual framework underlying in this research is given below :

Students Current Speaking Ability

Treatment by  
Disney Channel

Students  
Speaking Ability  
After Treatment

#### 2.4 Hypothesis

Based on the literature perspective and conceptual framework above, the researcher states the research hypothesis as follows:

1. H1: There is a significant effect of Disney Channel on YouTube on the students' speaking performance.
2. H0 : There is no significant effect of Disney Channel on YouTube on the students' speaking performance.

## CHAPTER III

### RESEARCH METHODS

#### 3.1 Research Design

This research used one group pretest-posttest design which used pre-experimental research. Because it was carried out with strict monitoring of confounding variables outside those tested, the researcher must be able to measure the effect of pre-experimental research through this kind of investigation. There are two types of variables: dependent and independent. Students' speaking ability is the dependent variable, and the independent variable is the material design taken from the Disney Channel on YouTube. The aim of this research is to find out the effect of Disney Channel on YouTube on the students' speaking performance.

#### 3.2 Location and Time

This research was located at SMK Budi Agung Medan, Jl. Platina Raya No.7, Kec. Medan Marelan., Medan, Sumatera Utara starting from class X students for the 2023/2024 academic year. The reason for choosing this school was because the researcher finds that tenth grade students have problems in speaking English and the researcher intends to use Disney Channel which was not yet available in teaching. The researcher needed a month to conduct research starting from receiving permission from the Universitas Muhammadiyah Sumatera Utara.

**Tabel 3.1 Research Planning and Implementation**

Activity	2023/2024 Academic Year		
	June	July	August
Initial Observations	26		
Plan		6-17	
Collection Data			7-2 September

### 3.3 Population and Sample

The population of this research was students of X class which consist of 6 classes with 150 students at SMK Budi Agung Medan for the 2024-2025 academic year. In this case the data will be obtained from the population using purposive sampling, this means that the researcher takes samples not based on strata, random, or region, but based on research objectives. The sample of this research was one class, that is X vocational office management, totaling 25 students at SMK Budi Agung Medan for the 2024- 2025 academic year.

**Tabel 3.2 Population and Sample**

<b>Population</b>	<b>Total</b>	<b>Sample</b>
X-ADP 1	25	X
X-ADP 2	25	X
X-AK 1	25	X
X-AK 2	25	X
X-BD 1	25	25
X-BD 2	25	X
<b>Total</b>	<b>150</b>	<b>25</b>

### 3.4 Instrument of the Research

The instrument is one of the important steps in conducting this research. Researcher was an oral test to carry out a speaking test. The researcher would ask students to make a dialogue consisting of 2 students, then the researcher asked each group to show the results of the dialogue they had made orally. This test would be used for pre-test and post-test. The pre-test was given to determine students' speaking abilities before implementing Disney Channel, and the post-test was given to determine students' speaking abilities after the use of Disney Channel.

### **3.5 Procedure of Collecting The Data**

There are some steps taken by the researcher to collected the data:

#### **3.5.1 Pre-Test**

The researcher would give a pre-test to assess students' speaking abilities. Before starting treatment, students would carry out an initial test. The purpose of this test was to determine students' proficiency in speaking performance.

#### **3.5.2 Treatment**

After conducting the pre-test, the researcher would provide treatment to the students. The researcher would provide motivation and explain the importance of learning English to students and introduce new learning media through the YouTube Disney Channel improving students' speaking skills. The treatment was carried out by providing videos from Disney Channel.

#### **3.5.3 Post-Test**

The test was given after treatment in pre-experimental research. It is given after instructing students how to use Disney Channel in speaking learning. This is used to assess how well the treatment is working.

### **3.6 Technique of Analyzing the Data**

To analyze achievement, the researcher used SPSS (Statistical Package for the Social Sciences) software to collect the data from oral tests which were analyzed quantitatively. Creswell (2012) states that the conventional method of conducting quantitative research is through the use of pre-experimental design. The researcher

used statistical tests and techniques in SPSS version 29 which are very relevant to research in the field of education. The researcher analyzed pre-test and post-test score data.

The T test was carried out to test the research hypothesis. Graham Hole (2009), the test enables us to decide whether the mean of one condition is really different from the mean of another condition. Meanwhile, to get a speaking score, the researcher would use an assessment scale which includes pronunciation, grammar, vocabulary, fluency and comprehension based on the oral proficiency scoring categorized by Brown (2004). Scoring the result of the students' speaking skill :

**Tabel 3.3 Classifying the score of the student**

<b>Score</b>	<b>Classification</b>
76-100	Excellent to Good
51-75	Good to Adequate
26-50	Adequate to fair
0-25	Unacceptable-not

## CHAPTER IV

### RESULTS AND DISCUSSION

#### 4.1 Description of Research Results

To assess the effect of the Disney Channel on the students' speaking performance, the researcher performed data analysis by using an oral proficiency scoring categories, Brown (2001) explained about five criteria in scoring students' speaking skill through oral test. In this chapter, the researcher showed the result of the test. The data consisted of one class, that is X digital business vocational, totaling 10025 students.

$$\text{Final score} : \frac{4P+4G+4V+4F+4C}{100} \times 100$$

**Table 4.1 The Score of Pre-test Experimental Group**

No	Name	Criteria					Total
		P	G	V	F	C	
1	RR	8	8	8	8	4	36
2	A. BB	8	12	8	8	4	40
3	RAE	8	12	8	8	4	40
4	FSS	4	8	8	4	4	28
5	KH	4	4	4	4	8	24
6	AH	4	8	4	8	4	28
7	FAM	4	4	4	4	4	20
8	LA	4	8	4	8	4	28
9	MA	8	4	4	4	8	28
10	MP	4	8	8	4	4	28
11	BY. S	4	4	4	4	4	20
12	AN	4	4	4	8	4	24
13	ZH	8	4	4	8	8	32
14	SPS	4	4	4	4	4	20
15	SA	4	8	8	4	4	28
16	ZF	4	12	8	8	8	40
17	FA	4	8	12	8	8	40
18	NK	8	8	8	8	4	36
19	PAS.L	8	8	8	8	4	36



20	SA	8	8	4	8	4	32
21	SA	8	4	8	8	4	32
22	AS	4	4	8	8	4	28
23	SA	4	4	4	8	4	24
24	KK. S	4	8	8	4	4	28
25	S	8	8	8	8	4	36
Total Score							756

The researcher will give a pre-test to assess students' speaking abilities before using Disney Channel. Based on the table, the researcher could take the highest score in pre-test of the pre-experimental group which was 40, and the lowest score was 20 with a total pre-test score 756 . and that the mean of Pre-test of the experimental was 30,24, and the median was 28.

**Table 4.2 The Score of Post-test Experimental Group**

No	Name	Criteria					Total
		P	G	V	F	C	
1	RR	16	12	16	8	12	64
2	A. BB	16	12	16	12	12	68
3	RAE	16	12	12	8	12	64
4	FSS	12	12	16	4	12	56
5	KH	8	12	12	4	8	44
6	AH	12	12	8	12	12	56
7	FAM	8	12	12	4	4	40
8	LA	16	8	16	12	12	64
9	MA	16	12	16	8	16	68
10	MP	8	12	12	8	4	44
11	BY. S	8	4	12	8	12	44
12	AN	8	4	12	12	4	40
13	ZH	16	4	16	8	12	56
14	SPS	8	8	12	8	4	40
15	SA	12	8	16	8	12	56
16	ZF	16	12	16	12	16	72
17	FA	12	16	16	12	12	68
18	NK	12	12	16	8	12	60
19	PAS.L	12	12	16	12	12	64
20	SA	16	8	16	8	12	60
21	SA	16	16	8	16	8	64

22	AS	8	8	12	12	8	48
23	SA	12	12	16	8	12	60
24	KK. S	8	12	16	8	12	56
25	S	16	12	16	8	12	64
Total Score							1.420

After instructing students how to use Disney Channel, when the data was analyzed, this shows an increase with a total post-test score was 1.420, the researcher could take the highest score in post-test which was 72, and the lowest score was 40. The mean of post-test of the experimental was 56.80, and the median was 60.

#### 4.1.1 The Effect of Disney Channel

##### Pre-test Data description

After analyzing the data of the pre-test at SMK Budi Agung Medan in English class in the speaking material, the highest score in pre-test of the pre-experimental group was 40 and the lowest score was 20.

**Table 4.3 Mean, Median, and Mode of Pre-test**

Criteria	Score
Mean	30,24
Median	28
Mode	28

The frequency distribution of pre-test data by the oral test of X digital business vocational students of SMK Budi Agung

Score	Frequency	Commulative Frequency	Percentage
76-100			0%
51-75			0%
26-50	21	25	84%
0-25	4	25	16%

Total	25	-	100%
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From the table above, it is shown that the students who got a score between 0-25 are 4 students or 16% with classification unacceptable-not and from the score 26-50 are 21 students or 84% with classification adequate to fair.

### Post-test Data description

After analyzing the data of the post-test at SMK Budi Agung Medan on English class in the speaking material, the highest score in post-test of the pre-experimental group was 72, and the lowest score was 40.

**Table 4.4 Mean, Median, and Mode of Post-test**

Criteria	Score
Mean	56.80
Median	60
Mode	64

The frequency distribution of pre-test data by the oral test of X digital business vocational students at SMK Budi Agung

Score	Frequency	Commulative Frequency	Percentage
76-100			0%
51-75	18	25	72%
26-50	7	25	28%
0-25			0%
Total	25	-	100%

From the table above, it is shown that the students who got a score between 26-50 are 7 students or 28% with classification adequate to fair, and from the score 51-75 are 18 students or 72% with classification good to adequate.

Based on the explanation above, researchers believe that although students' speaking abilities were affected by using Disney Channel, their scores improved after treatment.

Based on the explanation above, researchers conclude that students' score improved after treatment, the use of Disney Channel affected students' speaking abilities. Most of the students achieved good to adequate criteria with a score 51-70, and they are 18 out of 25 students.

#### 4.1.2 Testing Hypothesis

##### ➔ T-Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	30.24	25	6.437	1.287
	Post-test	56.80	25	9.933	1.987

The descriptive statistical findings for the two samples was investigated by presenting pre-test and post-test scores. The average result of students' speaking ability scores that had been calculated using the score scale is 30.24, while the average results of students' speaking ability scores that have been calculated using the score scale is 56.80, which means there has been a higher increase than the pre-test score. The number of mean score respondents used as research sample was 25 people for the Std. value of pre-test deviation is 6.437 and the Std. value of post-test deviation is 9.933.

		Paired Samples Test							Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre-test - Post-test	-26.560	5.987	1.197	-29.031	-24.089	-22.183	24	<.001	<.001

The T-test method was used, According to Ghozali (2018), the T statistical test basically shows how far the independent variable partially influences the dependent variable. The method of decision-making provisioning is based on the following needs;

1. H1: There is a significant effect of the Disney Channel on YouTube on students' speaking abilities. If the probability value (Sig.) is less than 0.05 (< 0.05)
2. H0 : There is no significant effect of the Disney Channel on YouTube on students' speaking abilities. If the probability value (Sig.) is greater than 0.05 (>0.05)

In accordance to the data shown, if the probability (Sig.)  $0.001 < 0.05$ , H0 is rejected. This suggests that Disney Channel has greatly enhanced of the students' speaking performance.

#### 4.1.3 Research Finding,

Based on the results of data analysis, the speaking ability of Budi Agung Vocational School students has increased which is affected by the use of the Disney Channel. In this case, it shows that students who study English, especially in speaking performance j alternative hypothesis was accepted that the influence of

using the Disney Channel as a teaching tool had a significant effect on improving students' speaking performance. In other words, students who are taught using the Disney Channel method are better than students who use conventional methods.

#### **4.2. Discussion**

Researchers used a one group pretest-posttest design which uses pre-experimental research. The researcher will give a pre-test to assess students' speaking abilities. Before starting treatment, students will carry out an initial test. The purpose of this test is to determine students' proficiency in speaking performance. After conducting the pre-test, the researcher will provide treatment to the students. The researcher will provide motivation and explain the importance of learning English to students and introduce new learning media through the YouTube Disney Channel improving students' speaking skills, According to Maulana Idris Hari Kissoko & Mulyadi (2021), watching movies with characters helps students understand and identify context through interaction. They can practice speaking by imitating the pronunciation in movies for a long time. The treatment is carried out by providing videos from Disney Channel. The test is given after treatment in pre-experimental research. Is given after instructing students how to use Disney Channel in speaking learning. This is used to assess how well the treatment is working.

From the data obtained based on the pre-test and post-test one group design tables, the highest score in pre-test of the pre-experimental group was 40 are 21 students with classification adequate to fair and the lowest score was 20 are 4

students with classification unacceptable-not. Sementara itu, the highest score in post-test of the pre-experimental group was 72 are 18 students with classification good to adequate and the lowest score was 40 are 7 students with classification adequate to fair. The average result of students' speaking ability scores that have been calculated using the score scale is 30.24, while the average results of students' speaking ability scores that have been calculated using the score scale is 56.80, which means there has been a higher increase than the pre-test score. The data showed a significant improvement in students' speaking performance from the pre-test to the post-test. This shows that the use of the Disney Channel is acceptable and has a positive influence on improving students' speaking performance abilities.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

This research problem stems from real events in the classroom. Based on the researcher's experience of participating in field of teaching practice (PLP) activities in the classroom di SMK Budi Agung Medan, some students only focused on grammar and vocabulary but could not speak English. The researcher also found that students had low self-confidence in speaking a language, especially English, many students were worried about making mistakes, or the listeners did not understand them. This is also supported by learning resources which are only taken from dictionaries and other relevant books as English learning media. After utilizing videos from YouTube Disney Channel, students' speaking skills improved significantly, students' interest in Disney Channel in learning English increases during class, students appear more confident in front of the class and other students also participate in conversations, are able to dialogue with sufficient vocabulary when asked to retell stories with good grammar, this is obtained from the role of cartoons that attract interest student.

This research can be used as a source of data, guidance, and can be expanded as additional written material for further research in improving teaching standards. Of course, this research has many limitations, both in the number of students and the research period which may have an impact on the research findings that have been carried out.



The impact of Disney Channel on students' speaking performance was found in this research, based on the findings  $H_0$  was rejected, while  $H_1$  was accepted. Based on these findings, the probability value of the data before and after the speaking ability test for students using the Disney Channel is Sig (2-tailed) 0.01. Considering the probability (Sig.)  $0.001 < 0.05$ , then  $H_0$  is rejected. Moreover, these findings clearly show that Disney Channel has improved students' speaking performance in speaking skills.

## **5.2 Suggestion**

Based on the preceding conclusion, the following recommendations are deemed prudent for enhancing the instruction of English Speaking. The researcher hopes that this research can provide the source of information to readers about the use of Disney Channel on YouTube to increase speaking performance Teacher Training and Education students' especially the English Program.

- a. For Students; the use of Disney Channel on YouTube can be the source of English learning media option.
- b. For Lectures; it is hoped the result of this research provide the learning media options for practical education.
- c. For other researchers; it is hoped that this research can contribute to certain research and become a reference for those who are interested or can be used as comparison material in writing research on the same subject but different point of view.

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## APPENDIX LESSON PLAN

Satuan Pendidikan : SMK SWASTA BUDI AGUNG

Mata Pelajaran : Bahasa Inggris

Kelas : X

Standar Kompetensi : 1. Berkomunikasi dengan Bahasa Inggris setara *Level Elementary*

Alokasi Waktu : 7 x 45 menit

Kompetensi Dasar	Indikator	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun	<ul style="list-style-type: none"> <li>Mampu berdialog dengan kosakata yang cukup, dapat memahami dan berpartisipasi dalam percakapan</li> <li>Aksen yang dapat dimengerti dan kesalahan</li> </ul>	<ul style="list-style-type: none"> <li>Conversation daily talk about hobbies or interest with friends</li> <li>Video from YouTube Disney Channel</li> </ul>	Dalam kegiatan eksplorasi : <ul style="list-style-type: none"> <li>Making dialog conversation with friends</li> <li>Watching and comprehend video from YouTube Disney Channel</li> </ul>	<ul style="list-style-type: none"> <li>Tes Lisan - Dialog berpasangan : Pronunciation, Grammar, Vocabulary, Fluency, Comprehension</li> </ul>	7x45 menit	<ul style="list-style-type: none"> <li>English for SMK (LKS)</li> <li>Buku lain yang relevan</li> <li>Video dari YouTube</li> </ul>

<p>pribadi dengan orang bukan penutur asli.</p>	<p>pengucapan cukup jarang terjadi</p> <ul style="list-style-type: none"> <li>• Membuat struktur secara akurat, penguasaan tata bahasa baik</li> <li>• Mampu menggunakan bahasa dengan lancar di semua tingkatan dan berpartisipasi dalam percakapan apa pun</li> <li>• Dapat mendiskusikan minat khusus kompetensi dengan cukup mudah</li> </ul>		<p>Dalam kegiatan elaborasi :</p> <ul style="list-style-type: none"> <li>• Making a conversation with friends, then show the results of the dialog they had made orally.</li> <li>• Identifying expressions commonly used in front of the class.</li> <li>• Creating and role playing dialog based on the given situation</li> <li>• Watching and comprehend video from Disney Channel</li> <li>• Writing and make conclusion from the video</li> <li>• Retell in front of the class</li> </ul>		<p>e Disney Channel</p>
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			from the video about, creating and role playing			
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Diketahui:  
Kepala Sekolah

**Pandu Subroto, SE, S.Pd**

Medan, 2024

Guru Mata Pelajaran

**Elsa Fransiska, S.Pd, M.I.Kom**

## THE STUDENTS ANSWER SHEET

### POST-TEST

NAMA: ANIS ANANDA PUTRI BEBB  
KELAS : X MP2

SCORE : 68  
P : 16    F : 12  
G : 12    C : 12  
V : 16

The conclusion of the film monster at work is that Taylor continues to work with James and Mike even though his dream of becoming a scary monster is dashed.

Then there are several things that happen in the movie monster at work.

#### YANG KE DUA

→ Taylor, a student who just graduated from the Scaring Department, Monster University was directed to the MFT (Monster Inc. Facilities Team) team who served as a mechanic.

#### YANG PERTAMA

→ Monster Inc. no longer scare humans to get power generating power but instead employ monsters that can make humans laugh.





Nama : yasraj  
Kls : mp2

SCORE : 64

P : 10

G : 12

Y : 16

F : 0 Date

C : 12

No.:

In the story Monsters at work s2  
Episode 1 tells about.

The monsters, including tyler, try to make  
the children laugh and fill the tube  
completely.

But tyler had difficulty making the children  
laugh and tyler also couldn't fill the tube  
completely. because that's what made tyler  
enter Monsters University, previously tyler  
was the former Number 1 screamer last  
year and now tyler aims to become a top  
comedian at monsters university, but  
tyler's journey is not easy because he has  
experienced many obstacles, one of  
which is that tyler has embarrassing  
himself in front of thousands of  
people watching because he made a joke  
that wasn't funny and no one laughed  
in the end, after so many obstacles, tyler's  
ambitions to become a top comedian  
at Monsters University was finally  
achieved, and tyler was able to make  
the children laugh and was able to  
fill the tube completely.

## PRE-TEST

Score: 90

### ANSWER SHEET PRE-TEST

Name: FATIMAH AZZAHRA & ZAHARA febriani

Class: X MP<sup>2</sup>

Vocab : 6  
Pronunciation : 1  
Fluency : 2  
Grammar : 2  
Comprehension : 2

### FATIMAH AND ZAHARA

- FATIMAH : Hello ZAHARA, How are you?
- ZAHARA : Hello fatimah, I am fine, where have you been?
- FATIMAH : I have been searching for a job. HMMM
- ZAHARA : did you find what were you looking for?
- FATIMAH : Not yet, It's so hard to find a job this day. Hey jesity, do you have any advice for me?
- ZAHARA : what kind of advice?
- FATIMAH : How to get a job
- ZAHARA : you have to find a job watch with your skill. Don't push yourself too hard
- FATIMAH : okay, let's forget about the job. what about your boyfriend?  
I heard that you are going to marry him
- ZAHARA : That's right, my wedding ceremony will be held in June
- FATIMAH : Oh.. congratulation, make sure you will send me your wedding invitation
- ZAHARA : of course I will, you are my best friend
- FATIMAH : okay, By the way, are you hungry?
- ZAHARA : Yes, It's been 4 hours since my last meal
- FATIMAH : I heard that there is a new food court nearby, why don't we go there?
- ZAHARA : That's a good idea, lets go!
- FATIMAH : okay lets go!

Score: 40

ANSWER SHEET PRE-TEST

- Anis Raanda Putri br. BB  
Name: - Ratu Angel Efendi

Class: X MP 2

vocabulary: 2  
pronunciation: 2  
grammar: 3  
comprehension: 3

dialogue about  
extracurricular

- Ratu: What extracurricular activities do you join at school, Anis?
- Anis: I join the drawing club. I love to draw!
- Ratu: That's cool! I join the dance club. It's so much fun!
- Anis: Do you learn new dance moves in the club?
- Ratu: Yes, we do! We also learn about different dance styles from around the world.
- Anis: alright. Ratu Anis will excuse me to practice first, see you
- Ratu: See you again Anis
- Anis: ☺

Score: 36

ANSWER SHEET PRE-TEST

Riski  
Yashraj  
Name:  
Class: Xmp<sup>2</sup>

vocab : 2  
pronunciation : 2  
fluency : 2  
grammar : 1  
comprehension : 1

about ~~computer~~ lessons

Were you tired yesterday

Ash : Rizki were you tired yesterday?

Riski : Yes, I was, how about you?

Ash : Yes, me too. I was very tired after the party

Riski : were you brothers happy at the party?

Ash : Yes, they were

Riski : were you brothers sleepy after the party

Ash : no, they were not.

Riski : Ok, please send my best regards to your brothers

## DOCUMENTATION OF RESEARCH





**DAFTAR HADIR PRE-TEST AND POST-TEST  
DIGITAL BUSINESS VOCATIONAL  
STUDENTS AT SMK BUDI AGUNG  
ACADEMIC YEAR 2024/2025**

NO. URUT	NOMOR INDUK	NAMA SISWA	L/P	TANDA TANGAN
1		Yashma	L	ASH
2		Riski Rahmatan	L	R
3		ANIS AMANDA PUTRI Br-39.	P	AN
4		Rau Angel efendi	P	RAU
5		Fathin Sahira Siragar	P	FATH
6		KHUSNUL HOTIMAH	P	KA
7		AURA HUSAM	P	AU
8		FOTOS ASYIFA .M.	P	FO
9		Lisa Arijia	P	LI
10		Mafisa auzp Ratu	P	MA
11		MELANI PUTRI	P	ME
12		Dostliandri yani simbolan	P	DO
13		ANISA ALMANIRA	P	AN
14		Zaskiya Humayrah	P	ZAS
15		Suci Permata Sari	P	SUCI
16		SUSIA ANIA	P	SUS
17		Zahara Febiani	P	ZAH
18		FATIMAH AZZAHRA	P	FAT
19		Nazwa Kasih	P	NAZ
20		Purni Aesilia Sari Lubis	P	PUR
21		SAFIRA AINI	P	SAF
22		Saura Syora	P	SAU
23		Andini Syaharani	P	AND
24		Sheeba azwarina	P	SHE
25		Kheema Khairani Br. Sinaga	P	KEE

Medan, Agustus 2024

Diketahui oleh :

The English Teacher

  
ASTRI KHAIRANI LUBIS, S.Pd

The Researchers





# SMK SWASTA BUDI AGUNG MEDAN

Jl. Platina Raya No. 7, Kelurahan Rengas Pulau, Kecamatan Medan Marelan, Kode Pos : 20255  
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Website : <http://smkbudiagungmedan.sch.id/>,  
Email : [smkbn\\_budiagung@yahoo.com](mailto:smkbn_budiagung@yahoo.com), Telp : 061 – 6852807,  
Whatsapp : 081336243940

## SURAT KETERANGAN

Nomor : 307/ SMKS / BA /IX/2024

Yang bertanda tangan dibawah ini :

**Nama** : Pandu Subroto, SE., S.Pd  
**Jabatan** : Kepala Sekolah  
**Unit kerja** : SMK Swasta Budi Agung Medan

Sehubungan dengan surat Nomor: 1869/II.3/UMSU-02/F/2024 Tanggal 06 Agustus 2024 dengan Hal Izin Riset dengan Judul “**The Effect of the Use of Disney Channel in Learning English on Students’ Speaking Performance**” yang dilaksanakan di SMK Swasta Budi Agung Medan, Maka dengan ini kami menerangkan:

**Nama Mahasiswa** : NATASYA FEBIOLA  
**NPM** : 2002050039  
**Program Studi** : Pendidikan Bahasa Inggris

Bahwa Nama tersebut diatas telah melaksanakan kegiatan penelitian yang dilaksanakan di SMK Swasta Budi Agung Medan

Demikian surat keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Medan, 03 September 2024  
Kepala SMKS Budi Agung



SMKS BUDI AGUNG

**Pandu Subroto, SE., S.Pd**



# SMK SWASTA BUDI AGUNG MEDAN

JL. Platina Raya No. 7, Kelurahan Rengas Pulau, Kecamatan Medan Marelan, Kode Pos : 20255

NPSN : 10211253, NSS : 344076011056, NDS : G.17114202

Website : <http://smkbudiagungmedan.sch.id/>,

Email : [smkbm\\_budiagung@yahoo.com](mailto:smkbm_budiagung@yahoo.com), Telp : 061 – 6852807,

Whatsapp : 081336243940

## **SURAT KETERANGAN**

Nomor : 279/ SMKS / BA /VIII/2024

Yang bertanda tangan dibawah ini :

**Nama** : Pandu Subroto, SE., S.Pd  
**Jabatan** : Kepala Sekolah  
**Unit kerja** : SMK Swasta Budi Agung Medan  
**Unit kerja** : SMK Swasta Budi Agung Medan

Sehubungan dengan surat Nomor: 1869/IL.3/UMSU-02/F/2024 Tanggal 06 Agustus 2024 dengan Hal Izin Riset dengan Judul “**The Effect of the Use of Disney Channel in Learning English on Students’ Speaking Perfoamance**” yang dilaksanakan di SMK Swasta Budi Agung Medan, Maka dengan ini kami memberikan izin kepada:

**Nama Mahasiswa** : NATASYA FEBIOLA  
**NPM** : 2002050039  
**Program Studi** : Pendidikan Bahasa Inggris

Untuk Melaksanakan Pada :

**Tanggal** : 07 Agustus – 02 September 2024

Demikian surat keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Medan, 07 Agustus 2024  
Kepala SMKS Budi Agung



SMKS BUDI AGUNG

**Pandu Subroto, SE., S.Pd**



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Natasya Febiola  
NPM : 2002050039  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 115 SKS

IPK= 3,61

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of British Broadcasting Corporation (BBC) Learning English on the Students' Speaking Accuracy	
	The Effect of Using AI Assistant Strategy to the Students' Achievement in Teaching Descriptive Text	
	The Effect of AI IN Educational Context in Senior High School	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 01 Maret 2024  
Hormat Pemohon,

Natasya Febiola

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



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Form K-2

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Program Studi Pendidikan Bahasa Inggris  
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*Assalamu'alaikum Wr. Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Natasya Febiola  
NPM : 2002050039  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

“The Effect of British Broadcasting Corporation (BBC) Learning English on the  
Students’ Speaking Accuracy”

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

**Halimah Tussa' diah, S.S., M.Hum.**



01 Maret 2024.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

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Hormat Pemohon,



**Natasya Febiola**

Keterangan

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- Untuk Mahasiswa yang Bersangkutan

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Nomor : 0775 IL.3/UMSU-02/F/2024  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

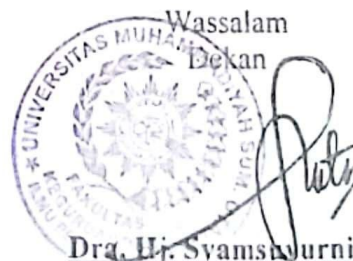
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Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **The Effect of British Broadcasting Corporation ( BBC) Learning English on the Students' Speaking Accuracy.**

Pembimbing : Halimah Tussa'diah, S.S., M. Hum.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : 25 April 2025

Medan 16 Syawal 1445 H  
25 April 2024 M



Wassalam  
Dekan  
Dra. Hj. Svamsyurnita, MPd.  
NIDN : 0004066701

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2. Ketua Program Studi
- 3 Pembimbing Materi dan Teknis
- 4 Pembimbing Riset
- 5 Mahasiswa yang bersangkutan :

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Kepada: Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Natasya Febiola  
NPM : 2002050039  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

The Effect of British Broadcasting Corporation (BBC) Learning English on Students'  
Speaking Accuracy in Speaking Skill

Menjadi:


The Effect of the Use of Disney Channel in Learning English on the Students'  
Speaking Performance

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya  
atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Medan, 3 Juli 2024

Ketua Program Studi  
Pendidikan Bahasa Inggris

Hormat Pemohon

  
Pirman Ginting, S.Pd., M.Hum.

  
Natasva Febiola

Diketahui Oleh :

Dosen Pembahas

Dosen Pembimbing








  
Pirman Ginting, S.Pd., M.Hum.

  
Halimah Fussa'dah, S.S., M.A.



**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama : Natasya Febiola  
NPM : 2002050039  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of the Use of Disney Channel in Learning English on the Students' Speaking Performance.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
1. 16 Juni	Revised Population, sample and analyzed data	
2. 14/08/24	Revised all chapter in general	
3. 16/08/24	Revised Pre-test and Post-test data	
4. 20/08/24	Revised Description of Research	
5. 20/08/24	Revised the Data Description of Post-test	
6. 21/08/24	Abstract, acknowledgas, and all chapter in general	
7. 7/09/24	ACC 7/9-2024	

Medan, 7 September 2024

Diketahui oleh:  
Ketua Prodi



(Dr. Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing



(Halimah Tussa'dah, S.S., M.A.)

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