

**THE INFLUENCE OF USING FUNNY SITUATIONAL TOPIC CARDS ON
STUDENTS CONFIDENCE IN SPEAKING ENGLISH AT
ELEVENTH GRADE STUDENTS OF
MA DARUL HUFFADH 77**



THESIS

As a Requirement for Compiling a Thesis
Tadris English Study Program (TBI)

By:

**FAJAR KURNIAWAN
NIM: 200110004**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIAH AND TEACHER TRAINING
AHMAD DAHLAN SINJAI ISLAMIC UNIVERSITY
YEAR 2024**



**THE INFLUENCE OF USING FUNNY SITUATIONAL TOPIC CARDS
ON STUDENTS CONFIDENCE IN SPEAKING ENGLISH AT
ELEVENTH GRADE STUDENTS OF MA DARUL HUFFADH 77**



THESIS

As a Requirement for Compiling a Thesis
Tadris English Study Program (TBI)

By:

**FAJAR KURNIAWAN
NIM: 200110004**

Supervisor:

1. Dr. Muh.Judrah, M.Pd.I.
2. SittiAminah, S.Hum., M.Hum

**ENGLISH ADUCATION STUDY PROGRAM
FACULTY OF TARBIAH AND TEACHER TRAINING
AHMAD DAHLAN SINJAIISLAMIC UNIVERSITY
YEAR 2024**

STATEMENT OF AUTHENTICITY

I, the undersigned below:

Name : Fajar Kurniawan
NIM : 200110004
Study program : Tadris English (TBI)

Declaring truthfully that:

1. This thesis proposal is truly the result of my own work, not plagiarism or duplication of other people's writing/work which I acknowledge as the result of my own writing or thoughts.
2. All parts of this thesis proposal are my own work apart from quotations where the source is indicated. Any errors contained therein are my responsibility.

Thus this statement is made as it should be. If in the future it turns out that this statement is not true, then I am willing to accept sanctions for this action in accordance with the provisions of the applicable laws.

Sinjai, 27 may 2024

Who make a Statement



FajarKurniawan
NIM. 200110004

PENGESAHAN SKRIPSI

Skripsi berjudul, *The Influence of Using Funny Situational Topic Cards on Studens Confidence in Speaking English at Elevent Grade Studens of MA Darul Huffadh 77*, yang ditulis oleh Fajar Kurniawan, Nomor Induk Mahasiswa (NIM) 200110004, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Selasa, tanggal 15 Agustus 2024 M bertepatan dengan 10 Safar 1446 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

Dewan Penguji

Dr. Suriati, M.Sos.I.	Ketua	(.....)
Dr. Jamaluddin, M.Pd.I.	Sekretaris	(.....)
Nurjannah, S.Pd., M.Pd.	Penguji I	(.....)
Heri Irawan, S.Pd.I., M.E.	Penguji II	(.....)
Dr. Muh. Judrah, M.Pd.I.	Pembimbing I	(.....)
Sitti Aminah, S.Hum., M.Hum.	Pembimbing II	(.....)

Mengetahui:

Dekan FTIK UIAD,



Dr. Takdir, M.Pd.I. f.

NIM. 1213495

ABSTRACT

Fajar Kurniawan. The Influence of Students Learning Style on Students English Comprehension at MA Darul Huffadh 77. Thesis English Language Education Study Program. Faculty of Tarbiyah and Teacher Training, Islamic University of Ahmad Dahlan Sinjai, 2024. This study aims to prove the influence of students' learning styles on students' English comprehension at MA Darul Huffadh 77.

The type of research used in this stud is an ex-post facto type of research with a quantitative approach. The subjects in this study were 39 students. The data collection techniques were questionnaires, tests, and documentation. The data analysis technique in this study used simple linear regression with the help of the SPSS 22 application.

The results showed that students' learning styles influenced students' English comprehension. This statement is supported and proven by the results of the analysis using SPSS 22, in the coefficient table showing the t count of learning style $5.862 > 4.959$ t table and a significance value of $0.000 < 0.05$. This shows that H_a is accepted and H_o is rejected, which means that there is an influence of students' learning styles on the understanding of English of MA Darul Huffadh 77 students.

Keywords: Learning Style, Understanding, English

ABSTRACT

Fajar Kurniawan. *The Influence of Students' Learning Styles on Students' English Comprehension at MA Darul Huffadh 77.* Undergraduate Thesis: English Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Ahmad Dahlan Sinjai, 2024.

This research aimed to determine the influence of students' learning styles on students' English comprehension at MA Darul Huffadh 77.

This research employed an ex-post facto research design with a quantitative approach. The subjects of this study were 39 students. The data collection techniques used were questionnaires, tests, and documentation. The data were analyzed using simple linear regression with the assistance of SPSS 22.

The results showed that students' learning styles influenced their English comprehension. This finding was supported by the results of the analysis using SPSS 22. The coefficient table showed that the calculated t-value for learning styles was 5.862, which was greater than the t-table value of 2.026, with a significance value of 0.000, which was less than 0.05. This indicates that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Therefore, there was a significant influence of students' learning styles on English comprehension among the 39 students at MA Darul Huffadh 77.

Keywords: Learning Styles, Comprehension, English

مستخلص البحث

فجر كوريانوان. تأثير أساليب التعلم لدى الطلاب على استيعابهم للغة الإنجليزية في المدرسة العالية دار الحفاظ ٧٧. بحث جامعي: قسم تعليم اللغة الإنجليزية، كلية التربية وإعداد المعلمين، جامعة أحمد دحلان الإسلامية سنجائي، ٢٠٢٤م.

هدف هذا البحث إلى معرفة مدى تأثير أساليب التعلم لدى الطلاب على استيعابهم للغة الإنجليزية في المدرسة العالية دار الحفاظ ٧٧.

استخدم هذا البحث المنهج الوصفي التحليلي (الارتباطي/السببي المقارن - البعدي) بمنهجية كمية. وقد بلغ عدد أفراد عينة الدراسة ٣٩ طالباً وطالبة. وتم جمع البيانات باستخدام الاستبيانات، والا الاختبارات، والوثائق. وحُللت البيانات باستخدام الانحدار الخطي البسيط بمساعدة برنامج الحزم الإحصائية للعلوم الاجتماعية SPSS 22.

أظهرت النتائج أن أساليب التعلم لدى الطلاب تؤثر على استيعابهم للغة الإنجليزية. وقد دُعم هذا الاكتشاف بنتائج التحليل باستخدام برنامج SPSS 22. وأوضح جدول المعاملات أن قيمة (ت) المحسوبة لأساليب التعلم بلغت ٥,٨٦٢، وهي أكبر من قيمة (ت) الجدولية البالغة ٢,٠٢٦، بقيمة دلالة قدرها ٠,٠٠٠، وهي أقل من ٠,٠٥. وهذا يشير إلى قبول الفرضية البديلة (H_a) ورفض الفرضية الصفرية (H_0) وبناءً على ذلك، يوجد تأثير ذو دلالة إحصائية لأساليب التعلم لدى الطلاب على الاستيعاب اللغوي للغة الإنجليزية لدى طلاب المدرسة العالية دار الحفاظ ٧٧ البالغ عددهم ٣٩ طالباً.

الكلمات الأساسية: أساليب التعلم، الاستيعاب، اللغة الإنجليزية

FOREWORD



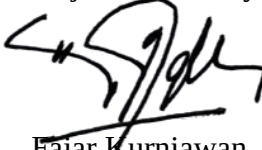
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَ بِهِ نَسْتَعِينُ عَلَى أُمُورِ الدُّنْيَا وَالْآخِرَةِ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَصْرَفِ
الْأَنْبِيَاءِ وَ الْمُرْسَلِينَ وَ عَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ فَحَمْدُ سَيِّدِنَا

On this occasion, the author would like to express his deepest gratitude to all parties who have provided assistance in the form of guidance and encouragement during the author's study. Therefore, the author expresses his thanks and appreciation to:

1. Both beloved parents who have educated and raised;
2. Dr. Suriati, M.Sos.I Chancellor of the Ahmad Dahlan Islamic University (UIAD) Sinjai as head of the Ahmad DahlanSinjai Islamic University;
3. Dr. Jamaluddin, M.Pd, Deputy Chancellor I, Dr. Rahmatullah, M.A as Deputy Chancellor II and Deputy Chancellor III Dr. Muhlis, M. Sos.I as elements of the leadership of the Ahmad DahlanSinjai Islamic University;
4. Dr. Takdir M.Pd.I as Dean of the Faculty of Tarbiyah and Teacher Training, as leader at the Faculty Level;
5. Harmilawati Ss, S.Pd M.Pd as head of the Tadris English Study program;
6. Dr. Muh.Judrah, M.Pd.I. as Supervisor I and Sitti Aminah, S.Hum., M.Hum as supervisor II;
7. All lecturers who have guided and taught during their studies at Ahmad DahlanSinjai Islamic University;
8. All employees and staff at the Ahmad Dahlan Islamic University (UIAD) Sinjai who have helped ensure academic continuity;
9. Head and Staff of the Islamic University Library, Ahmad DahlanSinjai;
10. Madrasah Head, Teachers, and students of MA DARUL HUFFADH 77, who have helped run the research smoothly;
11. Fellow students at Ahmad Dahlan University (UIAD) Sinjai and various parties who cannot be mentioned one by one, who have provided moral support so that the author completed his studies.

With prayers, hopefully the good deeds from various parties will receive multiple rewards from Allah SWT, and hopefully this scientific work will be useful for anyone who reads it. Amen.

Sinjai, 27 January 2024



Fajar Kurniawan
NIM: 200110004

LIST OF CONTENTS

COVER	i
TITLE PAGE	ii
STATEMENT OF AUTHENTICITY	iii
SUPERVISORY CONSENT.....	iv
FOREWORD.....	v
LIST OF CONTENTS	vii
CHAPTER I INTRODUCTION.....	1
A. Background of the problem.....	1
B. Formulation of the Problem	5
C. Reserch Purposes	5
D. Benefit of Reserch.....	5
CHAPTER II THEORITICAL REVIEW.....	7
A. Literature Review	7
1. Understanding Learning Effectiveness	7
2. Spider Web Learning Method.....	9
3. Definition of Writing.....	13
B. Relevant Reserch Results.....	14
C. Hypothesis.....	16
CHAPTER III RESEARCH METHODS.....	19
A. Types and research approaches.....	19
B. Variable definition	19
C. Place and time of research.....	20
D. Population and sample	21

E. Data Collection technique	22
F. Research instrument.....	23
G. Validity and reability.....	26
H. Data analysis technique.....	26
CHAPTER IV RESULT OF THE RESEARCH	65
A. General Description of The Research Location.	42
1.The Profile of MA Darul Huffadh 77.....	42
2.Vision and Mission of MA Darul Huffadh 77	43
B. The Result and Discussion of The Result.....	43
1.Result of Normality Test	45
2.Result of Linearity Test	45
3.Result of Homogeneity Test	45
4.Result of Simple Linear Regression Test	46
5.Result of One Sample Test	47
6.Discussion	48
CHAPTER V CLOSING.....	50
A. Conclusion of The Research	50
B. Suggestion of The Research.	50
BIBLIOGRAPHY	50
ATTACHMENTS	

List of appendix

Table 3.1	22
Table 3.2	23
Rable 3.3	25
Table 3.4.....	25
Table 4.1.....	32

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language that is important to master in the current era of globalization. The ability to speak English has a very important role in various contexts, such as in the world of business, education and intercultural communication. However, many students experience difficulties in developing their confidence in speaking English.

Eleventh grade students at MA Darul Huffadh 77 are a group of students who are at a critical stage of language development. At this stage, they need to master the skills of speaking English confidently in order to communicate well in the language. However, students often experience anxiety, fear, or lack of confidence in speaking English. One method that may be effective for increasing students' confidence in speaking English is through the use of humorous situational topic cards. Funny situational topic cards are cards that contain pictures or illustrations that describe communication situations in everyday life in an entertaining and intriguing style. By using these topic cards, it is hoped that students can feel more relaxed, enjoy and motivated in speaking English.

Confidence is very important in communicating in English (Syafitri, Yundayani, and Kusumajati, 2019). Supporting the assessment of Syafitri, et al. (2019), Roysmanto (2018) stated that fear has an impact on students' speaking abilities. A student's enthusiasm, courage, and stimulation can all be fueled by self-confidence, which is an important component of speaking skills. Confident students will do their best when it comes to speaking fluently. This shows that students with a high level of self-confidence do not experience difficulties in voicing opinions or speaking in front of the class. Because they view learning as a process, they are not afraid of making

mistakes when speaking. They always have the courage and self-confidence to try.

One element that influences students' ability to learn or use English is self-confidence. Self-confidence is the ability and judgment to carry out tasks and make wise decisions based on one's own strengths. This includes confidence in their judgment or opinion as well as their capacity to handle situations that become increasingly difficult to deal with. Students who have high self-confidence will talk and interact with other people in any setting, both inside and outside the classroom. Willingness to participate in activities is a sign of self-confidence (Brown, 2004; Brudden, 1995).

Students will find English to be fairly challenging because it differs from Indonesian in terms of vocabulary, grammar, and linguistic regulations. In this instance, the teacher's upbeat demeanor is crucial to assisting pupils in successfully assimilating material. To inspire and facilitate students' easy assimilation of the information, teachers must possess both fundamental abilities and creativity. This will eventually lead to pupils speaking English with courage and confidence and becoming proficient in the language. However, a lot of teachers actually just teach without considering how well their students will do.

Speaking is the ability a person uses to communicate with other people. Speaking is very important for expressing ideas, feelings and thoughts, they also share information with others through communication with friends in class and presentations (Edward & Vallet, 1997). Speaking plays an important role as it appears in every language skill. Building speaking is really important in any language learning and it is one of the important aspects in language teaching, as stated by Edward & Vallet (1997): "Speaking is one of the important factors in all language teaching, students must constantly learn words as they learn structure and as they practice sound systems. "That means students must continue to learn words and never stop

learning new words throughout the student's life until the student has adequate speaking to support them in learning English.

Eleventh grade students at MA Darul Huffadh 77 are a group of students who are at a critical stage of language development. At this stage, they need to master the skills of speaking English confidently in order to communicate well in the language. However, students often experience anxiety, fear, or lack of confidence in speaking English. One method that may be effective for increasing students' confidence in speaking English is through the use of funny situational topic cards. Funny situational topic cards are cards that contain pictures or illustrations that describe communication situations in everyday life in an entertaining and intriguing style. By using these topic cards, it is hoped that students can feel more relaxed, enjoy and motivated in speaking English.

Previous research has shown that using fun and interesting methods can increase students' motivation and self-confidence in language learning. However, there has not been much research that specifically examines the effect of using humorous situational topic cards on students' confidence in speaking English in eleventh grade students at MA Darul Huffadh 77.

Therefore, this study aims to investigate the effect of using funny situational topic cards on students' confidence in speaking English in eleventh grade students at MA Darul Huffadh 77. It is hoped that this research can contribute to the development of effective learning strategies to increase students' self-confidence in communicating in English.

B. Formulation of the Problem

Based on the background above, it can be formulated as follows:

1. Can the use of funny situational topic cards increase students' confidence in speaking English in eleventh grade students at MA Darul Huffadh 77

1. What is the effect of using funny situational topic cards on students' motivation in speaking English in eleventh grade students at MA Darul Huffadh 77

C. Research purposes

Based on the problem formulation above, the aim of this research is

1. To test whether the use of funny situational topic cards can increase students' confidence in speaking English in the eleventh grade students of MA Darul Huffadh 77.
2. To evaluate the effect of using funny situational topic cards on students' motivation in speaking English in eleventh grade students at MA Darul Huffadh 77.

D. Benefits of research

1. Theoretical Benefits

This research will provide a new contribution to academic knowledge in the field of education and English language learning. The results of this research can enrich scientific literature with information about the use of humorous situational topic cards in increasing students' confidence in speaking English in the context of Islamic education.

2. Practical benefits

a. For Researchers:

Expanding knowledge and understanding about the use of funny situational topic cards in learning English in the context of Islamic education.

b. For MA Darul Huffadh 77 Students:

Increase students' confidence in speaking English, which can help them in everyday communication and preparation for the future.

3. for students of Ahmad Dahlan Islamic University (UIAD) Tuju-tuju

Students will gain a deeper understanding of effective and innovative English learning methods through the use of humorous situational topic cards. They can apply this knowledge in future English learning contexts.

CHAPTER II

THEORITICAL REVIEW

A. Literature review

1. Confidence in speaking English

a. Confidence concept

Self-confidence is an individual's belief in his ability to succeed in a particular task or situation (Bandura, 1997). Self-confidence is an important psychological factor and can influence various aspects of life, including academic achievement, career, social relationships, and personal well-being. In an educational context, students' self-confidence plays an important role in their academic achievement. Students who have high self-confidence tend to feel confident in their ability to overcome learning challenges, deal with mistakes well, and try hard to achieve their goals (Zimmerman, 2000). High self-confidence can also increase students' intrinsic motivation, strengthen their determination to learn, and help them overcome their fear of failure.

There are several factors that influence the formation of student self-confidence. One of them is previous learning experience. Experiences of success in academic tasks can strengthen students' self-confidence, while experiences of failure or difficulty can reduce that self-confidence (Pajares, 2005). Apart from that, feedback provided by teachers and peers also plays an important role. Constructive and supportive feedback can increase a student's self-confidence, while negative or critical feedback can undermine that self-confidence. Self confidence in the context of language learning.

Self-confidence is a personal factor that plays a supporting role in achieving foreign language learning (Ifdil&Ilyas, 2017). Foreign language learners who have high self-confidence perform well and are more likely to believe themselves to be capable learners. When there is low self-confidence, on the contrary, students suffer from uncertainty and insecurity.

b. Self Confidence in the context of Language Learnings

According to Brown (2000), "self-confidence is students' belief that they are fully capable of completing a task. At the heart of all learning is students' confidence in their ability to complete a task. If they first believe that they can do the task, self-confidence will appear to motivate them in achieving and completing the task, self-confidence is the most important thing for us, it becomes the main thing for us to do everything in our life. We are creators in building our lives in this world, and the world around us. Even though a person is very intelligent, but he has no self-confidence, he cannot share or tell his ideas or thoughts, and no one knows that he is intelligent.

Speaking is the active use of language in real time to express meaning, in this case ideas, opinions and feelings for interactions with other people that occur without planning and continue based on the situation. Speaking is a way of communication from speaker to listener. A person who speaks them must be able to express their feelings to get the target language or communication. This communication means that people can interact with other people using language. Speaking is not only about using the right voice but also choosing words so that others can understand what we are talking about.

Self-confidence in the context of language learning is an individual's belief in his or her ability to learn and use the language being studied. This involves an individual's confidence in their ability to understand, speak, read, and write in the target language. High self-confidence in language learning can have a positive impact on a person's motivation, interest and success in learning that language.

Self-confidence in language learning is important because it has several benefits. First, high self-confidence motivates individuals to continue learning and practicing the target language. When someone believes that they

are able to master the language, they will tend to actively seek opportunities to practice and use the language in real situations.

Second, high self-confidence also influences a person's communication behavior. Individuals with high self-confidence will be more willing to speak the target language, ask questions, and interact with native speakers. This allows them to experience better use of the language and improve their communication skills.

c. Factors that influence students confidence in speaking English

There are factors that can influence students' confidence in speaking English.

1. Experience and Education:

Students' experience in speaking English as well as the education they receive are important factors that influence their self-confidence. Students who have positive experiences in speaking English, such as participating in active conversations, taking English courses, or having the opportunity to interact with native English speakers, tend to have higher confidence in speaking English.

2. Social Support:

Social support from teachers, peers and family can also play a role in shaping students' confidence in speaking English. Teachers who provide positive feedback, provide opportunities for students to speak comfortably, and create a supportive environment can help increase student self-confidence. Apart from that, support from peers and family in providing encouragement and opportunities to practice speaking English can also have a positive impact on students' self-confidence.

3. Language Skills:

Students' language skills, including good command of grammar, vocabulary and pronunciation, can influence their confidence in speaking English. Students who feel comfortable with their language skills, and

have a strong understanding of the structure and use of English, tend to have higher confidence in speaking English.

4. Learning Environment:

A supportive and inclusive learning environment can also influence students' confidence in speaking English. An environment that facilitates active participation, provides opportunities to practice speaking English safely, and rewards students' efforts at communication can help increase their self-confidence.

d. Confident Indicator

Apart from external factors, internal factors such as self-perception and personal beliefs also influence students' self-confidence. Students who have positive perceptions about their abilities and the belief that they can overcome learning challenges tend to have high self-confidence (Zimmerman, 2000). Therefore, it is important for educators to create inclusive learning environments, provide constructive feedback, and help students develop positive self-perceptions about their abilities.

Apart from its influence on academic achievement, self-confidence also plays an important role in career aspects. Individuals who have high self-confidence tend to have a positive attitude towards work, feel able to face challenges, and have strong motivation to achieve success in their careers (Judge & Bono, 2001). High self-confidence can help individuals take the risks necessary to achieve progress and grow in their careers.

1) Positive attitude towards work

Attitude is a settled way of feeling or thinking with regard to something or someone and is reflected in the behavior of a person. In the setting of a workplace, positive attitude is particularly important. The relationships and ultimately performance of any workplace is highly influenced by the attitude of the team. If workers for instance have the

feeling that they are not valued by the organization or respected by their leaders then the level of moral is likely to be low.

In line with Zamitti in the Journal of Bussiness positive awareness of smart working impacts work engagement, and ultimately job satisfaction and life satisfaction, with the hypothesis that work engagement can mediate between positive awareness of smart working and job and life satisfaction (Zammitti et al., 2022).

2) Inclusive learning environments

Inclusive learning environments refer to educational settings where all students, regardless of their background, abilities, or characteristics, are fully supported and included. In these environments, diversity is celebrated, and efforts are made to accommodate the needs of every learner, ensuring that they have equal opportunities to access education, participate actively, and succeed academically. Inclusive learning environments promote respect, equity, and collaboration among students and educators, fostering a sense of belonging and acceptance for everyone involved in the learning process.

An inclusive learning environment considers the physical, academic, behavioral and social aspects of learning for all learners. Setting up an inclusive learning area is an important element for successful learning outcomes. A learning environment that is set up intentionally will encourage engagement, routine, inclusion and positive behaviour. It will also help prevent or reduce academic and behavioural difficulties.(Government of South Australia, 2018).

3) Self perception ability

Self-perception of academic ability is outlook that students have about their abilities in terms of learning activities or in completing school assignments (Apa et al., 2021). In the academic

context above self-perception ability is self-understanding. It is depends on student knowing himself.

2. The use situational topic cards in language learning

a. Funny Situational Card concept

The use of instructional media plays a crucial role in making it easier for students to understand learning materials and creating lively and engaging classroom situations, thus fostering direct interaction between students and the real-world environment. Moreover, it prevents the class from becoming dull or monotonous. In line with Nora (1994) in Theresia (2017) Media is one of important things in teaching and learning process. Cue cards are one of media in teaching. cue card is a card with picture and it has cue words to help the students initiate conversation. From the definition above, cue words in cue cards help the students describe something or someone in the picture orally (Apa et al., 2021).

b. Effectiveness of using situational topic cards in language learning

The use of situational topic cards has become a popular method in learning English. The effectiveness of using situational topic cards in learning English.

1. Improve Speaking Skills:

Situational topic cards help improve students' speaking skills in English. By using situational topic cards, students are given the opportunity to practice speaking in real situations that are relevant to everyday life. They can develop the ability to construct sentences, express opinions, and carry out more fluent and structured conversations.

2. Activates Critical Thinking Skills:

Situational topic cards stimulate students to think critically in English. In responding to questions or prompts contained in situational topic cards, students must organize their thoughts, consider appropriate options, and convey arguments or opinions with clear reasons. This helps improve their critical thinking skills in English.

3. Increases Student Engagement:

The use of situational topic cards in English learning can increase student engagement. Situational topic cards provide an authentic and interesting context, so students feel emotionally and cognitively involved in learning. They can discuss, interact, and collaborate with classmates in challenging and relevant contexts.

4. Facilitates the Development of Social Skills:

Situational topic cards also help students in developing their social skills. In interacting with classmates using situational topic cards, students learn to listen well, provide appropriate responses, and collaborate effectively. This supports the development of social skills that are important in English communication.

b. Use of situational topic cards in English learning

Learning English requires effective methods to improve students' communication skills. One method that can be used is the use of situational topic cards. Situational topic cards are a learning tool that presents real-life situations through pictures, words, or short sentences related to a specific topic.

The use of situational topic cards in English learning has several significant benefits. The following is an explanation of these benefits:

1. Improve Speaking Skills:

Situational topic cards help students practice speaking English in a more structured way. Students will be given cards on a particular topic, and they will need to express their opinions, experiences, or ideas about the topic. This allows students to practice using vocabulary and grammar relevant to the topic being discussed.

2. Improve Listening Skills:

In using situational topic cards, students will also practice listening and understanding the information provided. They need to understand the

instructions given by the teacher or fellow students, as well as the responses of the person they are talking to. This helps improve students' listening comprehension skills.

3. Facilitate Collaboration:

Situational topic cards can be used in group activities that encourage students to collaborate on a particular topic. Students can interact with each other, share opinions, and support each other in developing their English language skills. It also helps improve students' social and cooperative skills.

4. Encourages Creativity:

Situational topic cards provide an opportunity for students to develop their creativity. They can use their imagination in conveying their opinions or ideas about a given topic. This involves critical and creative thinking aspects in English language learning.

3. Students motivation in speaking English

a. The concept of motivation in learning

Motivation is a key factor that influences student learning success. In the context of learning English, high motivation can encourage students to study the language actively and enthusiastically. However, students' motivation in learning English is not always easy to maintain. Therefore, in this paper we will discuss the concept of student motivation in learning English as well as strategies that can be used to maintain this motivation. The explanation will be based on theory and related research, and will be accompanied by relevant references.

1. The concept of student motivation in learning English

A. Intrinsic Motivation

1. Definition and Characteristics

2. Support from Self-Determination Theory

3. Factors that Influence Intrinsic Motivation in Learning English

B. Extrinsic Motivation

1. Definition and Characteristics
2. Support from the Reward and Punishment Theory
3. Factors that Influence Extrinsic Motivation in Learning English

C. Differences and Interactions between Intrinsic and Extrinsic Motivation in Learning English

2. Strategies to Maintain Student Motivation in Learning English

a. Building Relevance and Connection to Daily Life

1. Linking English to Future Jobs and Careers
2. Using learning materials related to student life

b. Increasing Independence in Learning

1. Provide challenges that suit students' abilities
2. Encourage Students to Manage Time and Evaluate Their Own Progress

c. Implementing a Fun and Interactive Learning Approach

1. Using Attractive Technology and Media
2. Hold group activities

b. Factors that influence students' motivation in speaking English

Students' motivation in speaking English can be influenced by several factors. The following is an explanation of the factors that influence students' motivation in speaking English

1. Clear Goals:

Students will be more motivated to learn and speak English if they have clear goals for their use. For example, students who have the goal of continuing their studies abroad or working in multinational companies that use English will tend to be more motivated to develop their speaking skills in English.

2. Relevance and Usefulness:

Students will feel more motivated to learn and speak English if they see the relevance and usefulness of its use in everyday life. If students realize that English can help them communicate with people from different cultures, access a wider range of resources and information, or improve their career opportunities, they will tend to be more motivated to develop their English speaking skills.

3. Supportive Environment:

A supportive learning environment can play an important role in motivating students to speak English. A positive and inclusive environment, which encourages and facilitates the use of English, can increase students' motivation to actively participate in conversations in English. Apart from that, support and positive feedback from teachers and peers can also influence student motivation.

4. Effective Communication Skills:

Students will feel more motivated to speak English if they feel they have effective communication skills in the language. By developing good speaking skills, students will feel more confident and motivated to use English in everyday communication situations.

B. Relevant Research Result

Reviewing relevant previous research results is an important step in preparing scientific papers. Several research findings related to the main problem to be discussed can be identified to see similarities and differences. Some research results relevant to this research include:

1. The research conducted by AtmaraniDewiPurnama, Arismunandar, and Baso Jabu entitled "The Effectiveness of the Funny Situational Topic Cards Assistant Role Play Method in Reducing English Speaking Anxiety among New Students at IAIN Pare-Pare," students of Indraprasta PGRI University, West

TanjungJabung Regency, 2019. The results of the study indicate that the role-play method using funny situational topic cards can help students at IAIN Pare-pare reduce anxiety when speaking English. This research demonstrates that this method is valid, practical, and effective, thus worthy of being implemented (Purnama et al., 2022).

This research shares similarities with the upcoming research, particularly in variable X, where both are studies on the influence of using funny situational topic cards in media. The difference lies in variable Y; in the previous study, the focus was on reducing students' anxiety in speaking skills, while in the upcoming research, the focus will be on improving students' narrative writing skills.

2. Research conducted by Bryan and Romiro (2022) “SPEAK UP Improves Students’ Speaking Confidence in English”. This research was conducted to determine the effectiveness of game-based activities in improving the level of confidence of students in speaking in English using colloquial words. Knowing the effectiveness of game-based activities, teachers may use this in strengthening the speaking confidence of the students, while doing casual conversations, and engaging them in interactive learning. Thus, game-based activities are imperative in improving the speaking confidence of the students in using the English language. This is necessary in guiding and helping the teachers in addressing the growing concern about the English proficiency of the students particularly in speaking the language(Cariño & Bautista, 2022)

This research shares similarities with the upcoming study in terms of variable X, where both aim to enhance students' confidence in speaking English. The difference lies in variable Y, where the

previous research focused on improving English speaking skills, while the upcoming study focuses on the confidence in speaking English.

3. Research conducted by Dian, Dian ZahroRosyidah 2020 discusses "Implementing Video Media to Improve Speaking Skill at As-Salam English Course BlokagungBanyuwangi". Through this research, students become more active and not bored, Students memorize faster than the previous method, Students become more enthusiastic to do speaking practice, Little by little improvement is better than before, In the fourth stage of meeting students are able to apply speaking skill in classroom, The student's memorization is getting stronger. From 10 students, 9 students achieve the criteria of succes, while the rest student didn't achieve the criteria of success (Rosyidah, 2020).

The similarity of this research lies in both aiming to observe the influence of media usage on improving English language skills in students. The difference lies in the type of media utilized. The previous study employed video media, while the current research employs topic cards as the media tool.

C. Hypothesis

A hypothesis is an initial answer to a research question, which is formulated as a question sentence. This answer is tentative because it is based on relevant theory, not on collected empirical data. Thus, a hypothesis is a theoretical answer to a research question before empirical confirmation through data.

Based on the description above, the action hypothesis that the researcher will propose is as follows;

H₀: The Use Of Funny Situational Topic Cards Is Not Effective In Teaching Speaking English At Elevent Grade Students Of Ma DarulHuffad

H_a:The Use Of Funny Situational Topic Cards Is Effective In Teaching Speaking English At Elevent Grade Students Of Ma DarulHuffad

CHAPTER III

RESEARCH METHODS

A. Types & Approach of The Research

1. Type of the Research

The type of research used is *Ex Post Facto*. "Ex Post Facto research" is a type of observational research conducted after certain events or conditions have occurred. In scientific contexts, the term is often used to refer to research that examines the relationship between variables without researcher intervention. This means that the research looks at the relationship between existing variables, rather than variables deliberately manipulated by the researcher. Ex Post Facto research is often used in social sciences and education to study the impact or relationship between variables that cannot be experimentally tested.

"Ex," meaning with observation or observation, "Post," meaning after, and "Facto" meaning fact or event. So, Ex Post Facto research means observation conducted after an event has passed or, in other words, research conducted to examine events or phenomena that have occurred without research intervention on the independent variable, thus allowing for the investigation of cause-and-effect relationships between these variables (Sujarwanta et al., 2017).

2. Research Approach

The approach used in this research is a quantitative approach, where to obtain valid, reliable, and objective data, the research is conducted using valid and reliable instruments, carried out on a sample that approximates the population size, and data collection and analysis are done correctly (Sugiyono, 2019).

B. Variable Definition

In research activities, determining the research variables is one of the crucial stages that cannot be overlooked; it must be done accurately. If researchers make

mistakes in determining their research variables, these errors will persist in the application of theories, and likewise, there will be errors in operational definitions.

Research variables are attributes that are inherent to the subject. The objects of research can be people, objects, transactions, or events collected from the research subjects that depict a condition or value of each research subject. The term "variable" actually originates from the fact that certain characteristics can vary among objects within a population (Purwanto, 2019). In this research, there are two variables: the independent variable (which influences) symbolized by X and the dependent variable (which is influenced) symbolized by Y.

1. Funny Situational Topic Cards Media

The Funny Situational Topic Cards media is a visual learning tool in the form of colorful cards containing humorous or funny topics. In this study, the use of this media is implemented to observe its influence on students' reactions, engagement, responses, or interest in the context of writing narrative texts during the classroom learning process.

2. Speaking Ability

Speaking ability refers to a person's proficiency or skill in communicating orally, expressing ideas, thoughts, and information effectively using spoken language. It involves various aspects such as pronunciation, fluency, vocabulary usage, grammar, and coherence in conveying messages or engaging in conversation. Good speaking ability allows individuals to articulate their thoughts clearly, interact with others confidently, and convey information comprehensibly.

C. Place and Time of the Research

1. Place of the Research

The chosen research location for this study is MA DarulHuffadhTuju-tuju. MA Darul Huffadh 77 is a private educational institution located in Tarasu Village, Kajuara District, Bone Regency, South Sulawesi Province.

The reason for selecting this location is because the enhancement of speaking skills is included in one of the subjects in the curriculum.

2. Time of the Research

The research is begin on May-June 2024 or until the data collection is competed.

D. Popolation and Sample of the Research

1. Population

Population can be defined as the entire set of elements in a study, including objects and subjects with specific characteristics and traits. Essentially, the population encompasses all members of a group of humans, animals, events, or objects living together in a particular place, systematically contributing to the conclusion of the final results of a study. The population can include teachers, students, curriculum, facilities, educational institutions, school-community relationships, company employees, types of forest plants, varieties of rice, marketing activities, production outputs, and so forth. Thus, the population is not limited to just people; it can also include organizations, animals, human creations, and other natural objects. (Amin et al., 2023)

Table 3.1 Population of the Research

No	Class	Total
1	XI.A	39
2	XI.B	41
3	XI.C	32
Total		112

(Population of class XIA, XIB and XIC of MA Darul Huffadh 77)

2. Sample

Sample is simply defined as a portion of a population that serves as the actual data source in a research study (Amin et al., 2023). If the population is too large, researchers won't be able to study everything within it due to limitations in time, manpower, and funds. Therefore, researchers can

use a sample from the research population, which requires sampling techniques. In this study, the population to be examined has homogeneous or uniform characteristics, so there are no striking differences in the sample to be used during the research. Therefore, the researcher uses the *Cluster Random Sampling technique* so that the population has an equal chance of being sampled.

The main characteristic of this sampling is that every element of the entire population has an equal chance of being selected. This means each element is chosen independently of every other element. The method involves the use of a lottery, where names are placed in a container and shuffled. The names of the winners are drawn in a way that is unbiased. The advantage is that sample members are easily and quickly obtained, while the disadvantage is that sometimes complete data from the sample may not be obtained.

Table 3.2 Sample of the Research

No	Class	Total
1	XI.A	39
Total		39

(Population of class XIA of MA Darul Huffadh 77)

Class XI A was chosen as the research sample due to ease of access, relevance of the material to the research objectives, and the willingness and active participation of the students. This class is considered representative and suitable for the research needs, ensuring that the results provide valid and useful information.

E. Data Collection Method

1. Survey

According to Krosnick and Malhotra in Hamed (2022) A questionnaire, as heart of the survey is based on a set of questions to gather data from respondents. Questions are the translated form of what researchers need for their study which can be addressed using the answers of the

respondents. A questionnaire, as the main and the most dominant way of collecting primary and quantitative data, makes the process of data collection standardized together with comparable. Thus, it can ensure a faster and more accurate data collection process, and facilitate the data processing as well (Taherdoost, 2022). In this study, the questionnaire was carefully designed to gather data or information regarding students' opinions on the use of Funny Situational Topic Cards and speaking skills, particularly in the subject of English language.

2. Documentation

Documentation is one of the data collection techniques involving documents such as notes, transcripts, books, journals, and others. In this research, documentation is used to examine previous theories and studies to support the research as well as strengthen and support the information obtained from the research results.

F. Research Instrument

Research instruments are tools that use various types of information in research to be collected, processed quantitatively or qualitatively and then arranged systematically (Salmia, 2023). The using instrument in this research is quisionnair sheet and documentation sheet.

1. Questionnaire Sheet

The questionnaire instrument consists of statements related to the indicators of research variables and alternative answer choices provided. The questionnaire sheet is given to respondents as an initial step to understand students' opinions or responses to statements or questions in the questionnaire. The questionnaire sheet in the study will use a Likert scale. Respondents fill out the questionnaire by marking a checkmark in the SS (Strongly Agree), A (Agree), D (Disagree), or SD (Strongly Disagree) column for each statement that corresponds to the reality experienced by the students.

Table 3.3 Assessment Criteria for Questionnaire Sheets

Criteria	Positif Statement	Negatif Statement
	Skor	Skor
Very Agree	4	1
Agree	3	2
Disagree	2	3
Very Disagree	1	4

(Nur Amalia Ilham, 2022).

Below is the grid for the funny situational topic cards media questionnaire, which consists of 20 statements.

Table 3.4 Grid for the Funny Situational Topic Cards Media Questionnaire

No	Indikator	Sub Indikator	Item		total
			Positif	Negatif	
1	Facilitating Messages Delivery	1. Simplify Material Delivery	1,3	2	3
		2. The student feel easy to understand the material	4		1
2	Interesting Material	student feel interest to join the learning the material	5	6	2
3	More intravtive learning	Student feel enjoyment in learning	7	8	2
4	Students' Positive Attitude Towards Learning Material	1. Students Responsive to Learning Material	9, 11	10	3
		2. Students are more	12		1

		focus to the material			
5	Enhanced effectiveness and efficiency in learning	1. Students are able to understand the material	13	15	2
		2. Students understand learning objectives	14		1
		3. Student acquire information about learning material	16		1
6	Student learning passion increases	1. Student are enthusiastic about learning	17, 19	18	3
		2. Student are active in class	20		1
		3. Students are able to respond the question	21		1
7	Students interest and motivation in learning increase	1. Students are motivated to learn	22, 24	23	3
		2. Students are interested to learn	25		1
Jumlah					25

Below are several criteria for assessing speaking skills based on Rahmania (2020):

Classification	Score	Criteria
Eccellent	4	Speaks without too great an effort with fairly wide range of expression.
Verry Good	3	Has to make an effort at time to search for words, smooth delivery on the whole and only a few unnatural pauses
Good	2	Although he has to make an effort and time to

		search for words, there are not too many unnatural pause fairly smooth delivery
Poor	1	Has to make an effort for much of the time. Often has to search for the desired meaning. Range of expression often limited

(Bahrun, 2020)

Indicator	Description	
Fluency and Pronunciation	Smoothness in speaking and ability to pronounce words correctly and clearly.	1 (Strongly Disagree) - 4 (Strongly Agree)
Vocabulary and Grammar	Willingness to use a diverse vocabulary and accuracy in grammar usage.	1 (Strongly Disagree) - 4 (Strongly Agree)
Public Speaking and Interaction	Confidence in speaking in front of an audience and engaging in two-way conversations.	1 (Strongly Disagree) - 4 (Strongly Agree)
Listening Comprehension	Confidence in understanding what others say in English.	1 (Strongly Disagree) - 4 (Strongly Agree)
Non-Verbal Communication	Use of body language and facial expressions to support verbal communication.	1 (Strongly Disagree) - 4 (Strongly Agree)

2. Documentation Sheet

The documentation sheet here consists of documents collected as part of documentation, such as sheets containing school profiles, lists of student names, observation sheets, questionnaires, lists of student grades, as well as photos of the research implementation.

G. Data Validation

Data validation is conducted to determine the validity and reliability level of the instrument or can be said as a pilot test of the research instrument. The instrument testing involves validity testing and reliability testing using the SPSS Version 22 program. The data analysis for this research includes:

1. Validation Test

According to Golafshani in Budiastuti and Bandur (2018) validity of a study is related to how well a researcher measures what should be measured. Specifically, the validity of quantitative research is rooted in the empiricist view which emphasizes evidence, objectivity, truth, deduction, reason, facts, and numerical data (Bandur, 2018).

The decision-making guideline in validation tests is that if the r -value calculated is greater than the r -table value, then an instrument can be considered valid. Additionally, if the research instrument has a significance value of less than 0.05, then the instrument is considered valid and can proceed to the next stage. The higher the coefficient value of validity of an instrument, the better instrument is.

2. Reability Test

Reliability is an index that indicates the extent to which a measuring instrument can be trusted or relied upon. Thus, reliability tests can be used to determine the consistency of the measuring instrument, whether the instrument remains consistent if the measurement is repeated. A measuring instrument is said to be reliable if it produces the same results even when measurements are taken multiple times (Miftachul ulum, 2016).

If the Cronbach's alpha (α) value of a variable is > 0.60 , then the indicators used by that dependent variable are reliable. If the Cronbach's alpha (α) value of a variable is < 0.60 , then the indicators used by that variable are not reliable.

H. Data Analyst Technique

Data analysis is a critical step in the research process, undertaken after acquiring all the necessary data to address the research problem. The precision and effectiveness in employing analytical methods significantly influence the accuracy of drawing conclusions. Hence, the importance of data analysis cannot be understated, as it plays a pivotal role in ensuring the validity and reliability of research findings (Salmia, 2023).

1. Normality Test

In this research, normality test is conducted using the Kolmogorov-Smirnov test and analyzed using SPSS version 22. Conclusions drawn from the normality test results are as follows:

- a. If the significance value > 0.05 , then the data is considered normally distributed.
- b. If the significance value < 0.05 , then the data is considered non-normally distributed.

2. Hypothesis Test

To test the hypothesis proposed and the type of analysis used involves examining the relationship between the independent variable, the influence of using "Situational Topic Cards" media (X), and the dependent variable, students' speaking skills (Y).

The questionnaire data analysis is conducted through simple regression analysis using SPSS software. The simple regression analysis used in this study follows the equation formulated by Sugiyono (Fatmawati & Lubis, 2020).

$$Y = a + bX$$

Information:

Y: Dependent variable to be predicted

a: Constant Value

b: Regression Coefficient

X: Subjects on the independent variable with certain values.

Therefore, the decision rule in simple linear regression analysis in this study is as follows:

- a. If $t_{\text{calculated}} < t_{\text{table}}$, then H_a is accepted and H_o is rejected, indicating that there is an influence of the "Funny Situational Topic Cards" media on the speaking skills of eleventh grade of MA Darul Huffadh 77. However, if $t_{\text{calculated}} > t_{\text{table}}$, then H_o is accepted and H_a is rejected, indicating that there is no influence of the "Funny Situational Topic Cards" media on the Speaking skills of eleventh Grade of MA Darul Huffadh 77.
- b. If the obtained significance value is < 0.05 , then H_a is accepted and H_o is rejected, indicating that there is an influence of the "Funny Situational Topic Cards" media on the narrative writing skills of 10th-grade of MA Darul Huffadh 77. If the test result yields a significance value > 0.05 , then H_o is accepted and H_a is rejected, indicating that there is no influence of the "Funny Situational Topic Cards" media on the Speaking skills of eleventh-grade of MA Darul Huffadh 77.

CHAPTER IV

RESULT OF RESEARCH

A. General Description of the Research Location

1) The Profile of MASDarulHuffadh

Name	: MAS Darul Huffadh
Under the Auspices	: KEMENAG
Accreditation	: B
Curriculum	: Independent Curriculum and K-13
Province	: South Sulawesi
Regency/City	: Bone
Address	: Tuju-Tuju
Status	: Swasta
Ownership Status	: MA Darul Huffadh
Dece of School Establishment	: 40320687
Date of Decree Establishment	:
Teacher	: 28 teachers
Students	: 673 students

2) Vision and Mission

a. Vision

1. Elevating the underprivileged and the poor through institutions that are free of charge.
2. Developing students who are faithful and pious based on the teachings of the Quran and authentic Hadith, possess broad knowledge, are honest, and are always ready to defend the teachings and word of Allah SWT.

b. Mission

1. Implementing an active, effective, creative, and enjoyable teaching process.

2. In the learning process, it is expected to apply the concept of mastery learning
3. Conducting counseling and guidance regularly to ensure that students develop in an integrated and optimal manner.
4. Implementing skills through extracurricular programs and activities.
5. Conducting sports and arts activities actively and continuously.
6. Building an appreciation for the teaching of Islamic religious knowledge and national culture as sources of creativity in behavior.

B. The Result of the Research

1. Validitation Test

Table 4. 1 Validitation Test

Item	Pearson correlations	Sig	criteria
1	376	205	valid
2	443	130	valid
3	546	053	Valid
4	793	001	Valid
5	818	001	Valid
6	793	001	Valid
7	605	028	Valid
8	657	015	Valid
9	793	001	Valid
10	756	003	Valid

(Result of SPSS 22)

2. Realibility Test

4.2 Realibilty Test

Cronbach's Alpha	N of Items
.718	9

(Result of SPSS 22)

3. Normality Test Result

The normality test aims to determine whether the variables in the research have a normal distribution or not. To test whether the data is normally distributed or not, a statistical test is performed using the Kolmogorov Smirnov. If the sig value is greater than 0.05 then the data is normally distributed, If the sig value is less than 0.05, the data is not normally distributed (Basuki, 2015).

4.3 Normality Test Result

Shapiro-Wilk		
Statistic	df	Sig.
.895	39	.002
.947	39	.063

(SPSS Data analyst Version 22)

The result of the data above shows that the significance value of the test is 0,063 which indicate the data is normally distributed. In addition to using the *Shapiro Wilk* test, from the data above, it can be concluded that the data is normally distributed, because the data or points are spread around the diagonal line and follow the direction of the diagonal line.

4. Linearity Test Result

To calculate linearity in this, researcher using the help of the SPSS for windows program. With using the ANOVA table in SPSS, it will be seen the significance of sig. deviation from linearity, and the provisions for the linearity test is:

- If the value is significant >0.05 , then there is a significant linear relationship between variable X and variable Y.
- If the value is significant <0.05 , then there is no significant linear relationship between variable X and variable Y (Bustani et al., 2014).

4.4 Linearity Test Result

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
confidence *topic cards	Between Groups	(Combined)	1252.590	16	78.287	.869	.607
		Linearity	57.599	1	57.599	.639	.433
		Deviation from Linearity	1194.990	15	79.666	.884	.589
	Within Groups		1982.333	22	90.106		
	Total		3234.923	38			

(SPSS Data analyst Version 22)

Based on the SPSS results, the linearity test has a significance of 0.589 > 0.05, indicating the outcome of a statistical test used to assess whether there is a significant linear relationship between two variables. The p-value of this test is 0.589, which is greater than the common significance level of 0.05. This high p-value suggests that there is not enough evidence to reject the null hypothesis, meaning that the relationship between the variables may not follow a clear linear pattern. In other words, the results of this test show that the relationship between the variables is not statistically significant in terms of linearity, and thus we cannot conclude that there is a linear relationship between the variables based on the available data.

5. Hypothesis for Test Result

Simple linear regression describes the influence of the independent variable to dependent variables (Kurniawan&Yuniarto, 2016). The sentence hypothesis in research is:

- b. If $t_{\text{calculated}} < t_{\text{table}}$, then H_a is accepted and H_o is rejected, indicating that there is an influence of the "Funny Situational Topic Cards" media on the speaking skills of 11th-grade of MA Darul Huffad 77. However, if $t_{\text{calculated}} > t_{\text{table}}$, then H_o is accepted and H_a is rejected, indicating that there is no influence of the "Funny Situational Topic Cards" media on the Speaking skills of eleventh Grade of MA Darul Huffad 77.

- c. If the obtained significance value is < 0.05 , then H_a is accepted and H_0 is rejected, indicating that there is an influence of the "Funny Situational Topic Cards" media on the speaking skills of 10th-grade of MS Darul Huffad 77. If the test result yields a significance value > 0.05 , then H_0 is accepted and H_a is rejected, indicating that there is no influence of the "Funny Situational Topic Cards" media on the Speaking skills of eleventh-grade of MA Darul Huffad 77.

4.5 Hypothesis Test Result

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	18.497	4.270		4.332	.000
topic cards	.334	.142	.360	2.346	.024

(SPSS Data analyst Version 22)

The result of Simple Linear Regression Test above shown that the significance value of both variable is $0,024 < 0,05$. The result prove that H_0 is rejected and H_a is accepted.

The explanation prove that there is an influence of using posters on students English writing comprehension at tenth grade MA Darul Huffad 77 the simple regression equation can be formulated as follows :

$$Y = a + b X$$

Note: Y = writing comprehension (the dependent variable)

a = Constant or if the price $X = 0$

b = regression coefficient

X = topic cards (independent variable)

The regression equation of the Simple Linear Regression test result is :
 $Y = (18.497) + 0.344 X$. The equation indicate that posters have a positive influence on students English Writing Comprehension.

4. Discussion of the research

According to questionnaire results, about 80-90% of students reported a significant increase in their comfort and speaking activity due to the use of these topic cards, which directly boosts their confidence when speaking in front of a group. These cards not only facilitate understanding of the lesson material but also create a more dynamic and engaging classroom atmosphere, with 85% of students feeling more involved in the learning process.

Additionally, humorous topic cards stimulate students' creativity, with around 80% feeling more capable of expressing and developing their creative ideas thanks to these cards. They also encourage students to think critically and provide more in-depth responses to the prompts, enhancing their analytical thinking skills. In terms of collaboration and interaction, 90% of students feel that using these cards promotes better teamwork and interaction with their classmates.

However, despite the dominant positive impact, there are some challenges that may be encountered. About 10-15% of students may find the topic cards less relevant to the material or not aligned with their skill levels. Some students might also feel that the cards do not always reflect topics they consider serious or important. Nevertheless, overall, the benefits of humorous topic cards far outweigh the potential issues, making them a highly effective tool for enhancing student engagement, creativity, and confidence in English language learning.

The results of the study indicate that there is an influence of posters on students' English writing comprehension at MA Darul Huffad 77 proven by based on the calculations and data analysis conducted by the researcher in this study, the significance value of the X variable is $0.024 < 0.05$ so that H_a

can be accepted and then H_0 is rejected, this means that there is a significant influence of posters on writing comprehension at tenth Ma Darul Huffad 77.

Based on the value of the poster regression coefficient of 0.334, the regression coefficient is positive so that it can be said that student posters have a positive effect on students' English writing comprehension. The influence of posters on students' English writing comprehension can be seen from the average score of the confidence test of 78,28 including satisfactory value and the suitability of the posters with the results of the writing comprehension test. Students are able to confidence correctly,

The results of the study above are in line with the theory put forward by Atmaranie, (2019), in a research entitled *The Effectiveness of the Funny Situational Topic Cards Assistant Role Play Method in Reducing English Speaking Anxiety among New Students at IAIN Pare-Pare*, in that research The results of the study indicate that the role-play method using funny situational topic cards can help students at IAIN Pare-pare reduce anxiety when speaking English. This research demonstrates that this method.

Addition to this topic cards in learning, teachers are also able to master good teaching strategies to achieve good learning outcomes. The results of this study are in line with research conducted by Romiro (2022) *"SPEAK UP Improves Students' Speaking Confidence in English"*. This research was conducted to determine the effectiveness of game-based activities in improving the level of confidence of students in speaking in English using colloquial words. Knowing the effectiveness of game-based activities, teachers may use this in strengthening the speaking confidence of the students, while doing casual conversations, and engaging them in interactive learning. Thus, game-based activities are imperative in improving the speaking confidence of the students in using the English language, this research shares similarities with the upcoming study in terms of variable X, where both aim to enhance students' confidence in speaking English. The

difference lies in variable Y, where the previous research focused on improving English speaking skills, while the upcoming study focuses on the confidence in speaking English. The same research has also been conducted by Rosmayanti (2022) with the title "Implementing Video Media to Improve Speaking Skill at As-Salam English Course BlokagungBanyuwangi". Through this research, students become more active and not bored, Students memorize faster than the previous method, Students become more enthusiastic to do speaking practice, Little by little improvement is better than before, In the fourth stage of meeting students are able to apply speaking skill in classroom, The student's memorization is getting stronger. From 10 students, 9 students achieve the criteria of succes, while the rest student didn't achieve the criteria of success.

In conclusion, several studies show that various interactive methods, such as role-play with funny situational topic cards, game-based activities, and the use of video media, are effective in reducing anxiety and improving students' confidence and speaking skills in English. Although each study used a different approach, all successfully enhanced student participation and learning outcomes in English, particularly in speaking. Therefore, teachers are advised to integrate these methods into their teaching to achieve better learning results.

Based on the available data, the study The Influence Of Using Funny Situational Topic Cards in SpeakingEnglish At Elevent Grade Students of Ma DarulHuffad shows positive results. Students became more serious and enjoyed the learning process, which ultimately helped boost their confidence in speaking English. This method is not only considered easier for students to understand but also enhances their enthusiasm and engagement in the classroom. With topic cards that present interesting images and situations, students are more motivated to express their ideas creatively and actively. This creates a more dynamic learning environment, where students feel

comfortable participating and interacting, which in turn maximizes their learning outcomes. The method demonstrates that an interactive and enjoyable approach can have a significant impact on improving both students' English-speaking skills and their confidence.

Based on what has been described above, to bring out students' understanding in the process of learning English, especially confidence, a variety of learning models or teaching methods are needed, including this poster media, so that learning objectives can be achieved and learning activities run effectively. Therefore, teachers need to pay attention to the methods and needs of students in learning English so that the atmosphere and learning materials receive attention and so that students can receive learning materials naturally so that they can guide students in the process of understanding English learning, especially confidence in learning English and other skills.

CHAPTER V

CLOSING

A. Conclusion of the research

Based on the research that has been conducted in the tenth grade of Ma DarulIstiqamahSinjai, after data analysis using questionnaires and tests, it can be concluded that the results of the hypothesis show that topic cards have an influence on students' Englcnfidence. This can be seen from the results of Simple Linear Regression which shows a significance value of $0.000 < 0.05$, meaning that H_0 is rejected and H_a is accepted. In other words, there is an influence of posters on students' English writing.

In conclusion, the use of Funny Situational Topic Cards in English language learning has proven to be effective in boosting students' confidence and speaking skills. This method makes students more serious, engaged, and motivated in the learning process, creating a dynamic and enjoyable learning environment. To achieve optimal learning outcomes, it is important for teachers to implement various teaching methods that suit the students' needs, including interactive media such as topic cards and posters. The right approach will help students better understand the material and enhance their confidence in speaking English, as well as other skills.

B. Suggestion of The Research

The suggestion put forward by researcher related to this research were as follows :

1. For the students to look for learning models that were consistent with each others poster so that can be more energized and more focused in the learning process.
2. For the teachers should able to categorize the poster so the learning process could run effectively and the students learning outcome could be according to standard school grade.

3. To the school to able to complete the facility inside the class like learning media so the teacher can improve their their way to teach.

BIBLIOGRAPHY

- Amin, N. F., Garancang, S., & Abunawas, K. (2023). Populasi dalam penelitian merupakan suatu hal yang sangat penting, karena ia merupakan sumber informasi. *Jurnal Pilar*, 14(1), 15–31.
- Australia, G. O. S. (2018). about inclusive learning environment. <https://www.asirecreation.org/inclusive/about-inclusive>
- Bahrin, S. R. (2020). Improving Speaking Ability of the Second Year Students of Smk Negeri 1 Sinjai Through Small Group Discussion. *JLE: Journal of Literate of English Education Study Program*, 1(01), 15–25. <https://doi.org/10.47435/jle.v1i01.381>
- Bandur, A. (2018). *VALIDITAS DAN RELIABILITAS PENELITIAN Dengan Analisis dengan NVIVO, SPSS dan AMOS (1st ed.)*. Mitra Wacana Media.
- Carino, B. B., & Bautista, R. G. (2022). SPEAK UP Improves Students ' Speaking Confidence in English. *Journal of Innovations in Teaching and Learning*, 2(1), 32–37. <https://doi.org/10.12691/jitl-2-1-5>
- Fatmawati, F., & Lubis, A. S. (2020). Pengaruh Perilaku Kewirausahaan Terhadap Kemampuan Manajerial Pada Pedagang Pakaian Pusat Pasar Kota Medan. *Jurnal Muhammadiyah Manajemen Bisnis*, 1(1), 1. <https://doi.org/10.24853/jmmb.1.1.1-10>.
- Ilham, N. A. (2022). Efektivitas Aplikasi Quizizz terhadap Hasil Belajar Mahasiswa Tadris Bahasa Inggris pada Mata Kuliah Vocabulary Building di Kelas 2021. 1–23.
- Muhammad, I. (2021) Penggunaan Metode Fix Up Reading Dalam Meningkatkan Kemampuan Pengucapan Siswa Kelas X Di Madrasah Aliyah Muhammadiyah Balassuka. *THESIS, Universitas Islam Ahmad Dahlan Sinjai*.
- Octora, S. E. S., Arestia, N., & Pelealu, D. R. (2021). Analisis Pengaruh Minat Baca terhadap Motivasi Belajar pada Mahasiswa Prodi Manajemen Perkantoran Universitas Widya Dharma Pontianak. *Mabis*, 12(2), 123.
- Purnama, A. D., Arismunandar, A. & Jabu, B. (2022). *Himalayan Journal of Humanities and Cultural Studies*. *Himalayan Journal of Economics and Business Management*, 3(6), 117–121.
- Purwanto, N. (2019). Variabel Dalam Penelitian Pendidikan. *Jurnal Teknodik*, 6115, 196–215. <https://doi.org/10.32550/teknodik.v0i0.554>

- Rosyidah, D. Z. (2020). Implementing Video Media to Improve Speaking Skill at As Salam English Course Blokagung Banyuwangi in Academic Year 2019/2020.
- Salmia, S. S. (2023). Development of Quality Instruments and Data Collection Techniques. *Jurnal Pendidikan Dan Pengajaran Guru Sekolah Dasar (JPPGuseda)*, 6(1), 119–124. <https://doi.org/10.55215/jppguseda.v6i1.7527>
- Sugiyono, S. 2019. (2009). Prof_dr_sugiyono_metode_penelitian_kuant.pdf.
- Sujarwanta, A., Rasuane, N., & Sartika, S. W. (2017). Studi Ex Pos Facto Pengaruh Pengalaman Saintifik Dan Pengetahuan Lingkungan Terhadap Kepedulian Lingkungan Mahasiswa Pendidikan Biologi Tahun Akademik 2015/2016. *Jurnal Lentera Pendidikan*, 2(1), 111–123.
- Taherdoost, H. (2022). Designing a Questionnaire for a Research Paper: A Comprehensive Guide to Design and Develop an Effective Questionnaire. *Asian Journal of Managerial Science*, 11(1), 8–16. <https://doi.org/10.51983/ajms-2022.11.1.3087>
- Ulum, M. (2016). B u k u uji validitas dan uji reliabilitas. *Buku Uji Validitas Dan Uji Reliabilitas*, 67.
- Umami, R., Sari, L., Tumanggor, R. O., & Suyasa, P. T. Y. S. (2021). Self-Perception Of Academic Ability Siswa Sma Di Masa Pandemi Covid-19 : Faktor Apa Yang Memprediksi ?October. <https://doi.org/10.24912/jmishumsen.v5i2.12096.2021>
- Zammitti, A., Russo, A., Magnano, P., & Guarnera, M. (2022). Work Engagement as a Moderating Factor between Positive Attitude toward Smart Working and Job and Life Satisfaction. *European Journal of Investigation in Health, Psychology and Education*, 12(7), 781–791. <https://doi.org/10.3390/ejihpe12070057>

Appendices

Appendix 1 :

NO.	NAMA	SEKOLAH	1	2	3	4	5	6	7	8	9	10	JUMLAH
1.	MUH. YUSUF	MA DARUL HUFFADH	3	4	3	3	4	4	4	4	4	4	37
2.	NOVAL	MA DARUL HUFFADH	3	4	3	4	4	4	4	4	4	4	38
3.	ADRIAN A.	MA DARUL HUFFADH	4	3	3	4	4	3	4	4	4	4	37
4.	FADLI S.	MA DARUL HUFFADH	4	4	4	4	4	4	4	4	4	4	40
5.	FAKHRUR	MA DARUL HUFFADH	4	4	4	4	3	4	3	3	4	4	37
6.	FARID P.	MA DARUL HUFFADH	3	4	4	4	3	3	4	4	4	4	37
7.	JAIMY	MA DARUL HUFFADH	4	4	4	4	4	4	4	4	4	4	40
8.	ABHITA	MA DARUL HUFFADH	3	4	3	4	3	4	4	4	4	4	37
9.	HAMDI	MA DARUL HUFFADH	4	4	3	3	3	4	4	4	3	3	35
10.	FAHRI	MA DARUL HUFFADH	4	4	4	4	4	4	4	4	4	4	40
11.	ZULFAH R.	MA DARUL HUFFADH	3	4	3	4	3	4	3	4	4	4	36
12.	FATHIR	MA DARUL HUFFADH	4	4	4	4	4	4	4	4	4	4	40
13.	AKBAR A.	MA DARUL HUFFADH	4	4	4	4	4	4	4	4	4	4	40
14.	FERDIANSYAH	MA DARUL HUFFADH	3	3	3	4	4	4	4	4	4	4	37
15.	FATURRAHMAN	MA DARUL HUFFADH	3	4	3	3	3	4	4	3	3	4	34
16.	ANSHORI A.	MA DARUL HUFFADH	4	3	3	3	3	4	4	2	2	3	36
17.	RADITYA	MA DARUL HUFFADH	2	3	4	4	4	4	4	4	4	4	37
18.	SYAM	MA DARUL HUFFADH	3	4	4	3	3	3	4	4	3	3	34
19.	ABD. KAMAL	MA DARUL HUFFADH	4	3	4	3	4	3	2	4	4	4	34
20.	PURNAMA A.	MA DARUL HUFFADH	4	2	3	3	3	3	4	4	4	4	34
21.	M. SYAHRUL	MA DARUL HUFFADH	4	4	4	4	4	4	4	4	4	4	40
22.	RESKI S.	MA DARUL	3	4	3	4	4	4	4	3	3	4	36

		HUFFADH												
23.	KODRATULLAH	MA DARUL HUFFADH	3	3	3	4	3	3	3	4	3	4		33
24.	DWIKY	MA DARUL HUFFADH	4	3	3	2	3	3	4	4	3	4		33
25.	M. IRSAN	MA DARUL HUFFADH	4	4	4	4	4	4	4	4	4	4		40
26.	A. MUSLIMIN	MA DARUL HUFFADH	4	4	4	4	4	4	4	4	4	4		40
27.	FAIZIL A.	MA DARUL HUFFADH	3	4	3	3	4	4	4	3	3	4		35
28.	A. ARYA	MA DARUL HUFFADH	4	4	4	4	3	3	4	3	4	4		37
29.	RIDWAN	MA DARUL HUFFADH	3	4	4	4	4	4	4	4	3	4		38
30.	IDUL	MA DARUL HUFFADH	4	3	4	3	4	3	4	3	3	3		34
31.	ADEL S.	MA DARUL HUFFADH	4	3	4	4	4	4	3	3	3	4		36
32.	FATUL ILMI	MA DARUL HUFFADH	4	4	4	4	4	4	4	4	4	4		40
33.	RAYHAN	MA DARUL HUFFADH	3	4	4	4	4	4	4	4	3	4		38
34.	RIJAL	MA DARUL HUFFADH	4	4	4	4	4	4	4	4	4	4		40
35.	NAJI	MA DARUL HUFFADH	3	3	3	3	3	3	3	3	4	4		32
36.	ZAINUDDIN	MA DARUL HUFFADH	3	4	4	4	4	4	4	4	4	4		39
37.	ALIFWAN	MA DARUL HUFFADH	4	4	4	4	4	4	4	4	4	4		40
38.	FAUZAN DT.	MA DARUL HUFFADH	4	4	4	4	4	4	4	4	4	4		40
39.	YUSRAN	MA DARUL HUFFADH	4	4	4	4	4	4	4	4	4	4		40

N HAL	Indikator	Skor			
		1	2	3	4
1.	Students actively speak using the English they know and are more comfortable when using funny topic card media.				
2.	Students actively speak using the English they know and are more comfortable when using funny topic card media.				
3.	Students feel happier and their self-confidence is very high when they are with their group friends when they are asked to speak using funny topic card media				
4.	This funny topic card media plays an important role in making it easier for students to understand the material, as well as creating a lively and interesting classroom situation				
5.	This topic card really helps students increase their confidence in speaking English in front of their classmates				
6.	This funny topic card stimulates students to think critically in English in responding to the instructions on the card				
7.	The use of this topic card encourages students to collaborate and interact with each other				
8.	This funny topic card media also helps students develop their social skills				
9.	This funny topic card media also helps students practice speaking English in a more structured way.				
10.	The learning material presented is in accordance with my current abilities and knowledge				

research permit

	UIAD UNIVERSITAS ISLAM AHMAD DAHLAN	FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Nomor	: 472.D1/III.3.AU/F/2024	
Lamp	: -	Sinjai 21 Muharram 1446 H
Hal	: <u>Permohonan Izin Penelitian</u>	29 Juli 2024 M
Kepada Yang Terhormat Kepala MA Darul Huffad Di - Bone <i>Assalamu'alaikum Warahmatullahi Wabarakatuh.</i> Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini : Nama : Fajar Kurniawan NIM : 200110004 Program Studi : Tadris Bahasa Inggris (TBI) Semester : VIII (Delapan) Akan melaksanakan penelitian dengan judul: <i>"The Influence Of Using Funny Situational Topic Cards On Students Confidence In Speaking English At Elevent Grade Students Of MA Darul Huffad."</i> Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di MA Darul Huffad Kab. Bone. Atas perhatian dan kerjasama yang baik diucapkan terima kasih. <i>Wassalamu'alaikum Warahmatullahi Wabarakatuh.</i>		
 Dekan Dr. Fikri, M.Pd.I NPM. 1213495		
Tembusan disampaikan Kepada Yth : 1. Rektor Universitas Islam Ahmad Dahlan 2. Kepala Kementerian Agama Kab. Bone		
Alamat : Jl. Sultan Hasanuddin No. 20 Kab. Sinjai Telp. 082291930870 Kode Pos. 92612 Email: ftikuiad@gmail.com Instagram: ftikuiad Facebook: ftikuiadsinjai Website: www.ftik.uiad.ac.id UIAD Sinjai Official Uad sinjai		

Appendix 3 :

Supervisor Digree


UAD UNIVERSITAS ISLAM AHMAD DAHLAN

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

SURAT KEPUTUSAN
NOMOR: 593.DI/III.3.AU/F/KEP/2023

TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2023/2024

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM AHMAD DAHLAN

Menimbang	: 1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan. 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
Mengingat	: a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah. b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas. c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi. d. Keputusan Menteri Agama R.I No. 1502 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan. e. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah. f. Statuta Universitas Islam Ahmad Dahlan.
Memperhatikan	: 1. Kalender Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024. 2. Surat Keputusan Rektor Institut Agama Islam Muhammadiyah Sinjai nomor: 293.R/III.3.AU/F/KEP/2023 tanggal 02 Desember 2023 tentang nama-nama Dosen Pembimbing Skripsi Mahasiswa Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024.

MEMUTUSKAN

Menetapkan	: Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan tentang Dosen Pembimbing penulisan skripsi mahasiswa.
Pertama	: Mengangkat dan menetapkan saudara(i) :

Pembimbing I	Pembimbing II
Dr. Muh. Judrah, M.Pd.I.	Sitti Aminah, S.Hum., M.Hum

untuk penulisan skripsi mahasiswa:

Nama : Fajar Kurniawan
NIM : 200110004
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Influence of Using Funny Situational Topic Cards on Students Confidence in Speaking English at Eleventh Grade Students of MA Darul Huffadh

Kedua	: Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Universitas Islam Ahmad Dahlan.
Ketiga	: Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
Keempat	: Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Alamat : Jl. Sultan Hassanudin No. 20 Kab. Sinjai | Email: ftikuiad@gmail.com | ftikuiad | ftikuiadsinjai | www.ftik.uiad.ac.id

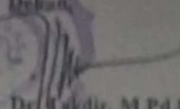
Telp. 082291930370 Kode Pos. 92612 | UIAD Sinjai Official | uiad_sinjai



UAD UNIVERSITAS ISLAM
AHMAD DAHLAN

FAKULTAS TARBIYAH
DAN ILMU KEGURUAN

Ditetapkan di Surabi
Pada Tanggal 20 Jumadil Awwal 1445 H
04 Desember 2023 M


Dr. Gakdir, M.Pd.I.
NPM 1213495

Tembusan Disampaikan Kepada Yang Terhormat:

1. Ketua BPH Universitas Islam Ahmad Dahlan
2. Rektor Universitas Islam Ahmad Dahlan
3. Ketua Program Studi PAI, PGMI, PBA, TBI & TM

Appendix 4 :

Research documentation







BIODATA PENULIS

Nama : Fajar kurniawan
Nim : 200110004
Tempat/Tanggal Lahir : Tutju-tuju 22 september 2000
Nama Orang Tua
 Ayah : Mustamin
 Ibu : sennawatii
Alamat : Tuju-Tuju, Kajuara, Kabupaten Bone, Sulawesi Selatan.
Riwayat Pendidikan
 1. SD/MI : SD Negeri 261 tarasu
 2. SMP/MTs : Mts darul huffadh
 3. SMA/SMK/MA : MA Darul Huffadh
 4. Perguruan Tinggi : Universitas Islam Ahmad Dahlan Sinjai
Nomor Handphone : 082299711757
Email : Fazar8892@gmail.com

SURAT KETERANGAN HASIL TURNITIN

Nomor : 432.L10/III.3.AU/A/2026

Saya yang bertanda tangan di bawah ini;

Nama : **Asriani Abbas, S.I.P.**
NBM : **1235305**
Jabatan : **Kepala Perpustakaan UIAD Sinjai**

Menerangkan bahwa,

Nama : **Fajar Kurniawan**
Nim : **200110004**
Prodi : **TBI**
Jenis dokumen : **Skripsi**

Telah melakukan cek plagiat menggunakan aplikasi *Turnitin Similarity Check* dengan **Indeks Plagiat 11 %**.

Demikian surat keterangan ini supaya digunakan sebagaimana mestinya.

Sinjai, 06 Oktober 2026

Kepala Perpustakaan UIAD Sinjai


Asriani Abbas, S.I.P.
NBM. 1235305