

**ENGLISH MOVIE IN TEACHING LISTENING
RE-EXPERIMENTAL DESIGN AT SMP UNISMUH
(MAKASSAR)**



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**ENGLISH EDUCATION DEPARTMENT
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MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2020



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November 11	2 & 3	In Chapter 2, give more information about listening And on chapter 3 change the adverb of time to past	
December 04	3 & 4	Change the adverb of time to past in Chapter 3. Show the way you assess your students	

December 08	3 & 2	<p>In Chapter 2 Edit the Hypothesis from using only significance to significant difference</p> <p>In Chapter 3 there are still present form which must be changed to past form</p> <p>Make the Abstract of the Thesis</p>	
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MOTTO

As long as it's for your sake, Do it!



I dedicate this thesis to my beloved parents,

My Brother and My Sisters,

And absolutely to my friends who always help me.

May God always bless you nice people, Aameen.

TABLE OF CONTEXT

ACKNOWLEDGEMENT	xiii
CHAPTER I	xiii
INTRODUCTION.....	1
A. Background	1
B. Problem Statement.....	5
C. Objective of Research	5
D. Significance of The Research.....	5
E. Scope of the Research	6
CHAPTER II.....	7
REVIEW OF RELATED LITERATURES.....	7
A. Previous Related Research Findings.....	7
B. Listening.....	8
1. The Nature of Listening.....	8
2. The Kinds of Listening.....	11
3. The Teaching of Listening	11
C. Movie.....	12
1. Movie as a medium to improve listening skills.....	12
2. The use of movie as an Audio-Visual Aid	13
D. Conceptual framework	15
E. Hypothesis.....	15
CHAPTER III	16
RESEARCH METHOD	16
A. Research Design	16
B. Research Operational Variable.....	16
C. Population and Sample	17
D. Research Instrument.....	17
E. Procedure.....	18
F. Data Analysis	19
CHAPTER IV	
FINDINGS AND DISCUSSIONS	
CHAPTER V	
CONCLUSION AND SUGGESTION	
BIBLIOGRAPHY	32

Abstract

Ismail 105351125016. ***THE USE OF ENGLISH MOVIE IN TEACHING LISTENING*** (A Pre_Experimental Research Conducted at the 2nd grade students of SMP Unismuh Makassar of the Academic Year 2020/2021) Under the thesis of English Education Departement the faculty of Teachers Training and Education, University of Muhammadiyah Makassar (supervised by Herlina Daddi and Nunung Anugrawati).

This study is intended to make sure whether English movies effective in improving the junior high school student's listening skill of the 2nd grade students of SMP Unismuh Makassar. The data were taken by conducting online meeting at and also observing the result by using some online test. The research was held in fifth meetings.

The method used in this research was pre experimental research. The research was conducted from July 23rd to October 23rd 2021 to the 2nd grade students of SMP Unismuh. The result of the data analysis showed that there was significant difference between pretest and posttest.

The research finding indicated that through movies were effective to improve the students listening skill in terms of Vocabulary. It was proved by the students mean score of listening skill in pretest was 59.10 and posttest 68.39. It showed that the students listening score was higher than the pretest. The value of t-test from the listening was 6.05 and it was greater than the t-table 2.052 and the level of significant ($p = .05$) and degree freedom ($df = M-1$ ($28-1 = 27$)). It was found that the result of t-test value was greater than t-table ($6.05 > 2.052$). It is said that null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It was be concluded that there was significant difference between the students listening skill in terms of their vocabulary before and after through movie in listening process in improving their listening.

ABSTRAK

Ismail 105351125016. *PENGUNAAN FILM BAHASA INGGRIS DALAM MENGAJAR LISTENING (Penelitian Pra Eksperimen Pada Siswa Kelas 2 SMP Unismuh Makassar Tahun Ajaran 2020/2021)* Penelitian dari program studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. Penelitian dibimbing oleh (Herlina Daddi dan Nunung Anugrawati).

Penelitian ini bertujuan untuk memastikan apakah film berbahasa Inggris efektif dalam meningkatkan keterampilan menyimak siswa SMP kelas 2 SMP Unismuh Makassar. Pengambilan data dilakukan dengan melakukan pertemuan online pada dan juga mengamati hasilnya dengan menggunakan beberapa tes online. Penelitian dilaksanakan pada pertemuan kelima. Metode yang digunakan dalam penelitian ini adalah penelitian pra eksperimen.

Penelitian dilaksanakan pada tanggal 23 Juli sampai dengan 23 Oktober 2021 terhadap siswa kelas 2 SMP Unismuh. Hasil analisis data menunjukkan bahwa terdapat perbedaan yang signifikan antara pretest dan posttest.

Temuan penelitian menunjukkan bahwa melalui film efektif untuk meningkatkan keterampilan mendengarkan siswa dalam hal Kosakata. Hal ini dibuktikan dengan rata-rata skor keterampilan menyimak siswa pada pretest adalah 59.10 dan posttest 68.39. Hal ini menunjukkan bahwa nilai listening siswa lebih tinggi dari pada pretest. Nilai t-test dari listening adalah 6.05 dan lebih besar dari t-tabel 2.052 dan tingkat signifikan ($p = .05$) dan derajat kebebasan ($df = M - 1$) ($28 - 1 = 27$). Ditemukan bahwa hasil nilai t-test lebih besar dari t-tabel ($6.05 > 2.052$). Dikatakan hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Disimpulkan bahwa ada perbedaan yang signifikan antara keterampilan mendengarkan siswa dalam hal kosa kata mereka sebelum dan sesudah melalui film dalam proses mendengarkan dalam meningkatkan kemampuan mendengarkan mereka.

ACKNOWLEDGEMENT

Praise the presence of Allah Swt. because His blessing and guidance that the author was given the ease and fluency in completing this study. Salawat and greetings, always addressed to the Prophet Muhammad SAW because with his struggle so people are now in a century full of knowledge.

This study cannot run well without the support of various parties. The researcher would like thank you so much to:

- a. Prof. dr. H. Ambo Asse, M.Ag, as the rector of UNISMUH Makassar
- b. Nunung Anugrawati, S.Pd., M.Pd. as the first advisor
- c. Herlina Daddi, S.Pd., M.,Pd.. as the second advisor
- d. Parents who always pray, support, motivate the author, and all those who have helped, may be a reward in the future.

No one works truly perfect. Therefore, constructive suggestions and critics are expected to make this study not just an idea that ends in a written idea but becomes a creativity and real work that is useful for progressive and quality Indonesian education.

Makassar, 28 Februari 2022


Ismail

CHAPTER I

INTRODUCTION

This chapter consists of several subchapters including background, problem statement, and objective of the research, significance of the research and the scope of the research

A. Background

English is the most spoken language in the world and is also used as an international language. In the development of a nation today, it cannot be denied that English plays an important role in many ways. So, it is very important for every teacher to make students interested in learning it.

Listening plays an important role in mastering English. The listening skill's improvement has attracted the interest of a lot of English instructors in any countries. In general, listening is regarded the easiest technique of accepting spoken language and listening is also considered the best ability to grasp because it only takes much less time than different speaking, writing and analyzing abilities. The method of listening in the native speech (language) is one of the elements which guide this appreciation due to the fact the listening method in the mother tongue appears effortless and quick. In, this perception is completely untrue, as (Ghasemboland and Nafissi, 2012) stated that "trancendental cognitive processes require many efforts, especially in the process of learning second and foreign languages.

According to (Fahriany, 2014), the purposeful type of input process at SLA, by Tomlin and Villa states that "attention contain three neurologically related elements: (1) alertness, namely readiness and relatively readiness in order to deal with incoming stimuli, (2) orientation, namely the aim of the source of attention. Against certain types of stimuli, and (3) detection, namely the enrollment of cognitive stimuli". According to this interpretation, listening also considered as one of the catalyst that is consequence of a neurological procedure that begins with listening and accepting understanding and also comprehending speech. Language and content happen between speakers during the listening process. This process is called the sub-skills of listening and cognitive processing. In addition, there will be a procedure of giving verbal and nonverbal responses at some stage in the verbal exchange manner as part of the normally unavoidable thing of listening behavior.

This explanation is in line with (Glenn, 2010) whom explains the listening procedure which includes receiving, paying attention, remembering spoken words and grasp their meaning. Giving response is the final procedure of listening. Feedback is very necessary for this communication manner because besides comments from all thinking of fantastic communication will turn out to be passive and ineffective communication. In line with the explanation above, it can be concluded that listening is no longer as easy as imagined due to the fact it entails not only cognitive procedure but also various behavioral and affective procedures.

Listening is also one of the essential abilities which college students have to research in mastering a language like studying English, but studying to be better at listening doesn't seem easy, this can't be separated by the impact of listening to build the student vocabulary and improving language use. Listening skill has the conceivable in improving the student pronunciation, word stress, and syntactic acquisition. Listening also afford to language skills and mastery. In addition, listening provides learners to acquire 45% from the entirety language competency. Listening includes not just cognitive procedure but it also several behavioral and affective procedure.

Recently researches have shown that listening skills, mainly at English, have an effect on different language competencies like reading, writing and also speaking achievement. For instance if college learners watch English movies once a day to fill their leisure, their listening abilities can also enhance. As their speaking ability as they watch, they not only pay attention to the language but they also see how the movie characters communicate so they be able to assume the spoken language. Students who are suitable and proper in listening are viewed better in another English abilities, particularly reading, speaking or speaking, and writing rather than college students who have listening competencies are not yet mature or proper, or other gain of mature listening to is to facilitate the private and professional improvement of the student himself. For students to be good listeners not only provides advantages in language learning, but also in another subjects the essential purpose of listening is to get information, so become a good listener means students be able to get a lot of information just by listening, Ron

Iwankovitssch gave one instance. The advantages of becoming a correct listener, Ron exemplifies if anyone has to evaluate to work or discover out how to construct a desk or table, he'd instead locate any one who's appropriate at constructing a desk, and listening to them simply for a couple of hours would have more records about as a substitute than spend a week or perhaps a month analyzing or getting to know what important to do.

Listening provides a lot of advantages for students' language development, but as what already explained above, it isn't an easy ability to master. In addition, in Indonesia English taught as foreign language and no longer a 2nd language, therefore the quality and quantity of teachers introduced to students cannot make up for their shortcomings in spoken and written target languages in English.

Many students learn about English in school but they still confuse about it even though the study conducted twice in a week. The researcher found out the same situation faced by the students of SMP UNISMUH MAKASSAR. When the researcher did Magang 2 at the school, The researcher found out the implementation of listening learning in English subjects carried out in schools is still unable to stimulate students to be active in learning English because listening learning is still conventional by means of teachers reading text without using learning media even though the facilities and infrastructure available in schools are sufficient, but underutilized optimally for learning. The lack of innovation in the use of media in this learning process causes students to feel bored easily because English learning is carried out in a conventional way. For that we need an

appropriate learning media in the context of learning English so that the need for learning English can be achieved.

Based on the explanation above, the researcher would like to have a study on teaching the English listening skill under the title “The use of English movie in teaching Listening”.

B. Problem Statement

After reading the background in the previous chapter, the researcher discusses the problem statement as follows:

Is the use of English Movie effective to improve the students' listening skill at SMP Unismuh?

C. Objective of Research

Based on the research question, the study is intended to make sure whether English movies effective in improving the junior high school student's listening skill.

D. Significance of The Research

1 Teachers

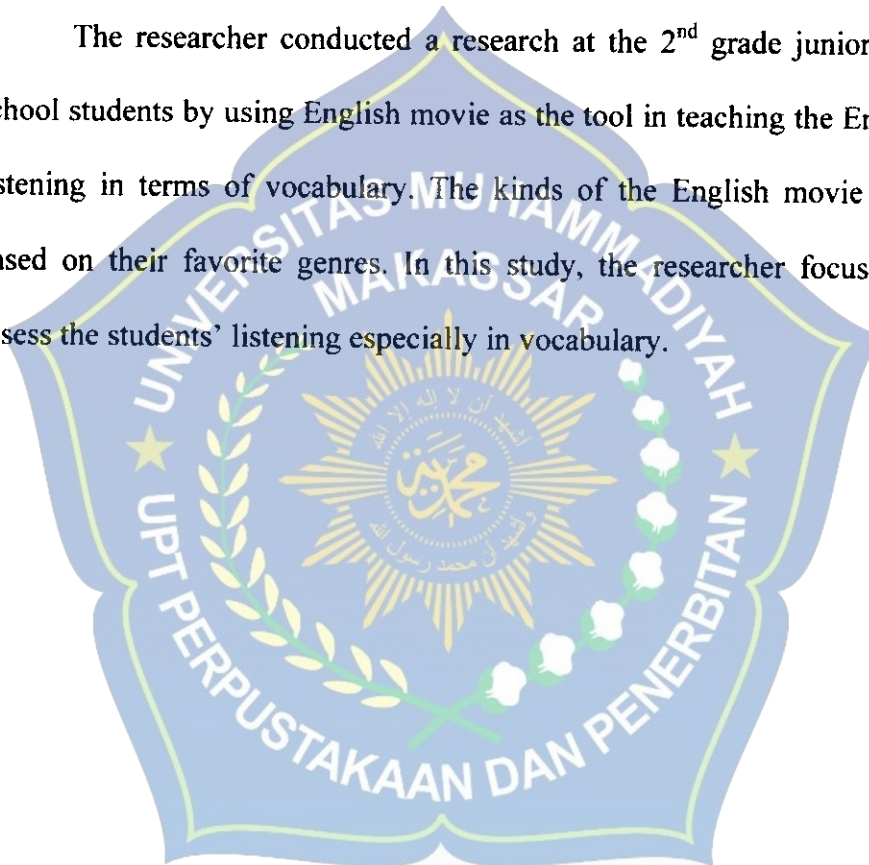
The finding of this research expected to be able to be used by the teacher as an effective way to teach English listening skill in SMP UNISMUH MAKASSAR. Also, the researcher expect that this research can give contribution in order to teach the English listening skill in a better way efficiently

2 Other researchers

The researcher also expects that this study able to be another researchers' reference and also able to give consideration and postulate to conduct further research.

E. Scope of the Research

The researcher conducted a research at the 2nd grade junior high school students by using English movie as the tool in teaching the English listening in terms of vocabulary. The kinds of the English movie were based on their favorite genres. In this study, the researcher focused to assess the students' listening especially in vocabulary.



CHAPTER II

REVIEW OF RELATED LITERATURES

In this chapter, the researcher reviews some related literatures on this study. This chapter includes with four parts, namely previous of study, some pertinent ideas and conceptual framework.

A. Previous Related Research Findings

Although there has been much research done on the use of movies in EFL classrooms, very little research has been done on the use of movies to improve reading comprehension; with the exception of one study (Weyers, 1999). On the other hand, there are many studies on the use of movies in developing certain language skills, especially listening skill. (Wetzel, Radtke & Stern, 1994; Ginther, 2002; Gruba, 2006; Opat, 2008; Suvorov, 2008; Chung, 1994; Ockey, 2007).

(Zezens, 2018) In his research entitled "Developing Students' Listening Ability by Watching English Movies", he stated that through movies, students' listening ability could increase students' understanding in their listening ability.

(Cahyanta, 2013) with the title Using Movie to Improve Listening Skills Among the 11th Grade students of SMAN 1 Sleman Yogyakarta in The Academic year of 2013/2014 the result, the students' score in pre-action showed that the mean score keep increasing which concluded that the use of movie clips can improve the students' listening skill in the class.

(Jelisaveta, 2014) with the research entitled "Advancing Listening skill through Movies" said that clearly, using movies proved to be an effective way for students to improve their listening ability. A majority of them enhanced listening skills and gained more than vocabulary, understood more foreign culture, felt relaxed and had fun while learning in class.

Although the similarity with the researcher research, is to improve the students' listening skill through different and fun way which is by watching movie. While the difference is the researcher using a filled paper to be given to the students which they also will focus to listen to every word and relate it to the filled paper.

B. Listening

1. The Nature of Listening

According to Rubin (1995) as cited in Helgesen and Brown (2007), Listening is an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express. When listening, you are hearing what others are saying, and trying to understand what it means. Brown (2007) stated that listening is a very active skill. It requires the active attention and an active intention on the part of the hearer. Listening is the process that allows the listener to understand a determinate message, to identify the parts that contains the speech and also it allows the listener to be an active participant in the society he/she is

involved. It seems simple but actually the act of listening involves complex affective, cognitive, and behavioral processes. Affective processes include the motivation to listen to others; cognitive processes include attending to, understanding, receiving, and interpreting content and relational messages; and behavioral processes include responding to others with verbal and nonverbal feedback. Listening is not a simple process. Listeners pass through several stages to comprehend the meaning of spoken text.

Listening is not as easy as it looks as listening requires not only ears to receive the information but also thinking and prior knowledge to understand and interpret the spoken input correctly. Brown (2004) stated that listening is often implied as a component speaking. Though listening is more than adsorbing the information, yet the primary purpose is to maintain social interaction in understanding spoken discourse.

Listening also regarded as a form of communication which people do every day. Research has shown that many adults have spent 45% -55% of their everyday life conversation for listening more than any forms of communication like talking. This research has been equipped with proof that listening has an essential function in human life, specifically in conversation, it is not possible for someone to not to do these activities. Commonly listening is also a procedure where the listeners listen to the speaker to accept, analyze, and understand information. This may seem convenient and understandable, but it's not as simple as it seems, because

listening not just requires the ear to obtain information but it also need prior thought and information to properly interpret and recognize spoken input.

Listening as a maor component in language learning and teaching first hit spotlight in the late 1970s with James Asher's (1977) work on Total Physical Response, in which the role of comprehension was given prominence as learners were given great quantities of language to listen to before they encouraged to respond orally.

Listening skill is as important as speaking skill, many people cannot communicate face to face unless the two types of skills are developed in tandem (Anderson and Lynch, 2002:3). It means that without good listening usually people can't speak fluently with others, they need listening skill to help their idea in understanding what someone says.

Skills based on the literature review on listening previously, the interpretation of listening skills can be determined as skills to comprehend the interpretation behind the spoken language. When people are listening, they analyze how it sounds like or utterance of what the speaker is saying, and use their prior knowledge to fully understand what they are hearing, when at the end their understanding takes shape from the listening procedure. Most people commonly listen to confirm their expectations or to get information, detailed information or special information. Moreover, in the formation of understanding spoken language, listeners must overcome certain difficulties or problems, both internal and external.

Internal difficulties can refer to the listener's prior knowledge, while external problems can refer to listening process situations. To solve this problem, listeners need to exercise listening more often, get as much exposure as possible to spoken English such as ac through English movies, English songs, global news, etc., and familiarize themselves with the English language itself.

2. The Kinds of Listening

According to the definition previously, listening happen in the awareness of the listeners and it happens for certain purpose the listener himself. In line with this, listening can be divided into two types, namely interactional listening and transactional listening. Interactional listening, which can refer to two-way listening, is often socially oriented and occurs largely to meet the social needs of the listener. Interactional listening also involves the interaction between listener and speaker. Examples of this type of listening are often found at family gatherings, small talk, or informal conversation at parties. In spite of that, transactional listening able to be concerned to as one-way listening. The function of this kind of listening is chiefly to carry or speak facts in which the listener is unable to confirm or clarify the facts the speaker informs. This kind of listening is often found in seminars, common stadiums, and news broadcasts

3. The Teaching of Listening

Teaching listening isn't considered an ability that requires a lot of concentration to be taught, because listening is not just as essential as

speaking. This speculation arises because it's believed that listening will improve naturally by speaking. Currently, this speculation will finish after listening to more concern and is also believed to be one of the skills that need to be taught more frequently, actively, and also simply in language classes. Today, many methods and approaches are developed and researched to develop students' listening skills. Some of these methods and approaches are direct methods, audio-language, discrete items, communicative, task-based, and integrated approaches.

C. Movie

1. Movie as a medium to improve listening skills

(Hruby, 2010) said that audiovisual media such as movies can increase student motivation and make students active, happy and happy when doing listening exercises. Lonergan (1984, pp. 4-5 quoted in Lustigová, 2013) shows that by using movie as a teaching tool, it can provide a complete communicative attitude. Best and attractive movie presentation for language learners. Students will watch, even though their understanding is limited. The movie reflects real-life communication, providing another reason why it is more profitable than other forms of authentic material. Typically, teachers work with dialogue on audiotapes or textbooks. However, this movie presents a more contextual communication (Allan 1985, pp. 48-49 quoted in Liu, 2005).

2. The use of movie as an Audio-Visual Aid

A variety of audio-visual (AV) aids are used to develop listening skills. Several studies have looked at the effectiveness of AVs for teaching listening as well as this paper. As previously mentioned, according to various experts, there are many advantages to using film. According to (Berk, 2009), there are at least 20 potential benefits as listed in the table below:

Table 1. Advantages of AV for Listening skill

Grab the students' attention,	To focus the students' concentration	Generating the interest in class,
Creating a sense of anticipation	energize or relax students for learning exercises	draw on students' imagination
Improve attitudes toward content and learning	build a study connection with other students and the instructor	
increase memory of content	Increase the students' understanding	foster creativity
stimulate the flow of ideas	foster deeper learning	make learning more fun
provide an opportunity for freedom of expression	serve as a vehicle for collaboration	inspire and motivate the students
set an appropriate mood or tone,	decrease anxiety and tension on scary topics	create memorable visual images

In addition, some researchers have used DVD movies as motivation to learn to listen. (King, 2002). She studied the use of DVD feature movies in EFL classes to motivate students to learn to listen to English. He compared and assessed the use of titled films vs. Non-text to attract different students. And develop selection criteria for selecting suitable films. He uses DVD feature films because they offer a variety of special features, including interactive menus, theatrical trailers, behind the scenes commentary, colloquial language and translation and live scene access. Teachers must select films of appropriate duration, either complete or segmented, that are purposeful and tailored to the student's learning needs and level of proficiency. These two films, which are titled and unwritten, are beneficial to students in many ways. A teacher can target various aspects of the language, using the two types of films interchangeably. English-titled films are a rich source of building materials providing good examples and excellent content in oral communication.

D. Conceptual framework

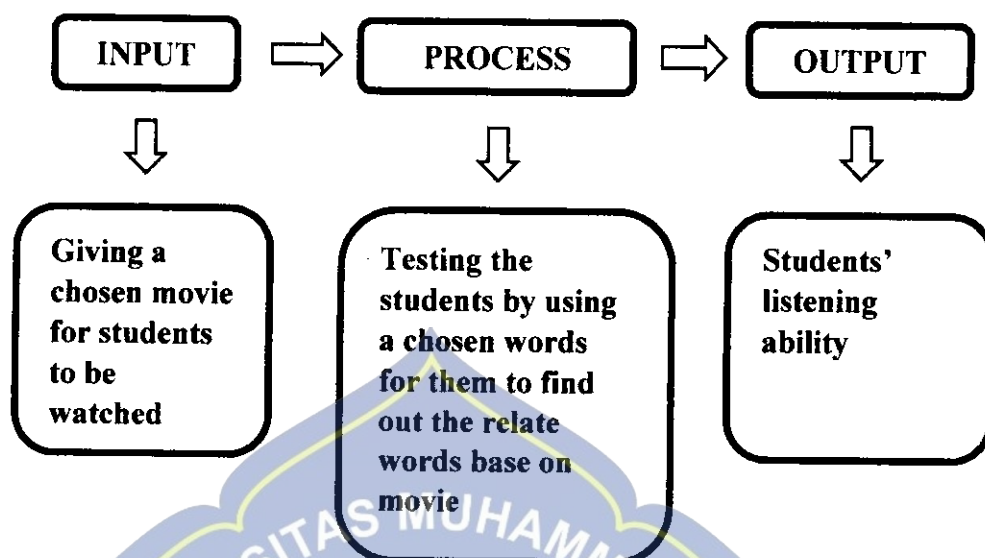


Figure 2.1 Conceptual Framework

This research the researcher used pre—experimental to improve the students' listening skill through movie. The researcher gave pre-test to know the students' listening skill after that gave a treatment to improve the students' listening skill used movie and testing the students by using a chosen words for them to find out the relate words base on movie and the last is students' achievement listening ability.

E. Hypothesis

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

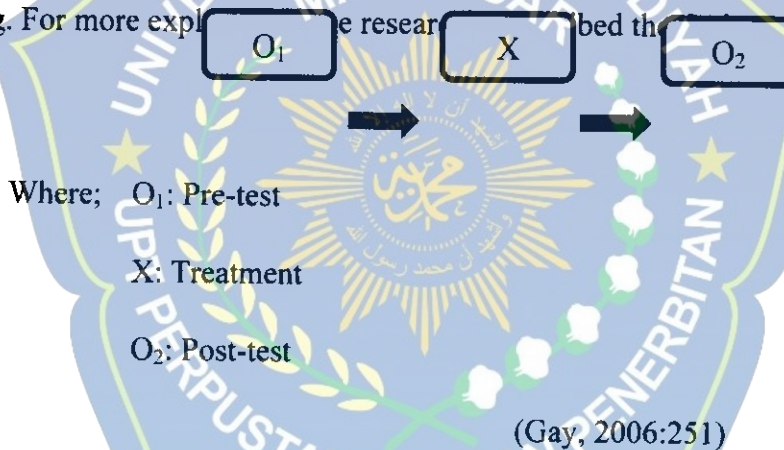
1. (H_0): There is no significant difference on students' Listening ability after watching the English movie.
2. (H_a): There is a significant difference on students' Listening ability after watching the English movie in teaching

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used pre-experimental method to find out the results of how movie can increase students' comprehension in listening to the subject. The researcher used the method of pre-experimental and gave pre-test for students. The pre-test was given in the first meeting and the researcher gave treatment in five meetings and the post-test was given in the last meeting. For more explanation the researcher described the design as follows:



B. Research Operational Variable

A variable means a concept that stands for variation within a class of objects. Variable can be classified in several ways. The most important classification is on the basis of their use within the research under the consideration, when they are classified as independent variables or dependent variables or dependent variables.

1. Independent Variable

Independent variable is variable which influence other variable.

While in this research the independent variable was English movie.

2. Dependent Variable

Dependent variable is the response or the criterion variable that is presumed to be influenced by the independent treatment conditions and any other. The dependent variable of this research is teaching listening.

C. Population and Sample

1. Population

The population of this research was the students of Junior High School of SMP UNISMUH MAKASSAR.

2. Samples

According to Hajar (1996) sample is a part of population. In carrying out a research, it is impossible for the researcher to research all the population because it is large number. Therefore, the researcher used only one class which consisted of 23 students by using purposive sampling technique because the students still low in English especially for the listening in terms of the vocabulary.

D. Research Instrument

According to Arikunto (2010: 262) defines “research instrument as any equipment are used to collect the data”. In collecting the data, the researcher used movies for listening test as an instrument to know the

ability of the students listening skills. "Test is a set of stimuli provided to students in order to obtain responses on basis of which a numerical score that can be assigned" (Arikunto 2010: 201). The researcher used the pre-test and post-test. Pre-test conducted to measure students' listening skills before the treatment given. While post-test conducted to measure students' competence in comprehending he listening and its vocabulary after the treatment given.

E. Procedure

Although the researcher collected the data by using these following procedures:

1. Pre-test

Before applying the treatment, the researcher gave an explanation about how watching section will be running. After that the researcher played the movie and after that the student wrote the words they caught.

2. Treatment

After giving the pre-test for the students, then the researcher gave five times treatment meetings. Each meeting run for 2x25 minutes

In the process of the treatment there were some steps that conducted by the researcher as follows:

- a. The researcher greeted the students
- b. The researcher checked the students' attendance list
- c. The researcher explained about the material

- d. The researcher asked the students whether they understand the rule during watching movie
- e. The researcher gave explanation about listening
- f. The researcher played the movie entitled; the greatest treasure, Sweet porridge, Maya the bee, and the proud horse and the donkey.
- g. The researcher remained the students about the filled paper
- h. The researcher paid attention to the watching movie section

3. Post-test

This test delivered to investigate the students' listening ability after they are treated with the treatments. It's necessary for the researcher to give the test in order to measure the students' listening improvement before and after given the treatment. Then the data lead the researcher to reach the research objectives and formulated a conclusion.

F. Data Analysis

The procedure was undertaken in analysis are as follows:

1. Scoring the students correct answer of pre-test and post-test by using this formula:

$$\text{Score} = \frac{\text{students correct answer}}{\text{Total number of items}} \times 100$$

2. Calculating the mean of the students answer by using formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where: \bar{X} = Mean score

Σx = The raw of all score

N = The number of subjects

(Gay, L.R., et al: 2006)

3. The percentage of increasing achievement used the following formula:

X_2-X_1

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

Where: P= Percentage

X_2 = Average score of Post-test

4. After collecting the data from the students, the researcher classifies the Score of the students into the following criteria:

Score	Classification
81-100	Excellent
61-80	Very Good
41-60	Good
21-40	Fairly Good
0-20	Poor

(Dekdikbud in Amirullah 2012:32)

5. The significance difference between the students' pre-test and post-test, the writer applied the formula as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

- T = Test of significance
- D = The difference between the method pairs (X1-X2)
- \bar{D} = The mean of DS
- ΣD^2 = The sum of the square
- $(\Sigma D)^2$ =The square of ΣD
- N =Number of students

(Gay, L.R., et al: 2006)

6. The criteria for the hypothesis testing is as follows:

Table Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test<table	Accepted	Rejected
t-test>table	Rejected	Accepted

The table above meant (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while then alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consisted of findings of the research and discussion of interpretation of data analysis in detail. The findings of the research covered the result of the data collected about the improving the students listening skill in terms of vocabulary through English movie and discussion of the research covers further explanation of the findings.

A. Findings

1. The Students Mean Score of Listening skill in terms of vocabulary

The mean score and the improvement of the listening skill in terms of listening skill through English movie can be seen in the following table.

Table 4.1 The Mean Score of the Students' Listening skill in terms of vocabulary.

Variable	The Students' Score		Percentage (%)
	In terms of vocabulary		
	Pre Test	Post Test	
Listening	59.10	68.39	15.70

The table 4.1 above shows that there is improvement of the students' listening from the pre-test and post-test which in pre-test the mean score of the students' in listening is 59.10 after giving a treatment, the mean score of the students' of the students' listening becomes 68.39. So the percentage improvement of the students' listening from pre-test to post-test (15.70%).

From the data above proves that the application of English movie to improve listening was able to improve the students' listening in SMP Unismuh.

Based on the results of using movies to improve students' listening, many students are eager to learn because they use this short movie to make students more enthusiastic about this not-so-boring learning. Students were so focused during the learning process that the results of the difference between the pre-test and post-test were significantly increased by 15.70 percent.

To see clearly the improvement of the students' listening in using movies, the following chart is presented.

Table 6 The Mean Score and improvement of the Students' Listening skill in terms of vocabulary



The chart figure 4.2 above shows that is improvement of the students' listening from the pre-test with the mean score is 59.10. The post-test with mean scores is 68.39, so the improvement from pre-test to post-test is 15.70. It proves that the application of English movies is effective to improving the students' listening.

2. Test of Significance Testing

To know the significance of the pre-test and post-test for the students' listening after using movies, the researcher used t-test analysis in the level of significance $p (0.05)$ with the degree of freedom $(df) = N-1$, where N number of subject (28) students then the value of t-table is 2.052.

In other to know whether or not the mean score was different from two test (pre-test and post-test), the researcher used the t-table, the following table shows the result of the t-test calculation:

a. The t-test of Students' Achievement in Listening in terms of their vocabulary

Table 7 The t-test and t-table of Students' achievement

Variable	t-Test	t- Table	Comparison	Classification
Speaking	6.05	2.052	t-Test > t- Table	Improved
Fluency			6.05 > 2.052	

If the test value was greater than t-table at the level of significance 0.05 and degree of freedom 28, thus alternative hypothesis (H_1) would be accepted and null hypothesis (H_0) would be rejected. In contrary if the t-test value was lower than t-table at the level of significance 0.05 and degree of freedom 28, thus the alternative hypothesis would be rejected.

The result of data analysis was the t-test value (6.05) was greater than t-table value (2.052). Based on the result, hypothesis test showed that H_0 was rejected and H_1 was accepted.

B. Discussion

In this part, the discussion dealing with interpretation of findings derived from the result of findings about the observation result of the students listening

1. The Improvement of the Students' Listening skill in terms of vocabulary

The listening activity discussed in this paper is asking students to watch the English movies outside the classroom. The idea to ask students to watch the movie is inspired. He states that teachers need to design activities to facilitate the practice of the listening, based on students' knowledge about the characteristics of the informal oral English language, in order to help students succeed in their learning. Thus watching movies could become an interesting activity of learning a foreign language especially listening since students like watching movies. The activities of watching

movies are followed by making report that will be presented in the classroom.

Movies can be good authentic learning materials for listening, because they contain dialogues from highly proficient English speakers, which could contribute to an easier understanding of their pronunciation. Movies allow students to access to more information in listening. That is, the learners can listen and see what is happening at the same time (Potosi:undated). According to Gallacher in Potosi -A good idea is to choose scenes that are very visual. The more visual the video is, the easier it is to understand – as long as the pictures illustrate what is being saidl. Selected English TV series, movies, advertising, could increase student's motivations as Van Duzer (1998) claims that students listen to relevant and interesting things for them which keep their motivation and attention high. Furthermore he claims that movies provide real situation, intonation and real pronunciation and allows students to a real context. Miller (2003) says that non-verbal behavior or paralinguistic features of the spoken text are now available for the learners, so the learner can develop their listening skills in a richer context. It is because of the movies contain a lot of setting, dialogues, meaningful expressions, wide range of vocabularies, phrases, and also sentences. In addition movies also have correct pronunciation, since it is stared or dubbed by native speakers.

The previous ideas are in line with Porcel (2010) ideas. She states that the students can benefit a lot from watching films in English. They can

improve their listening and speaking skills, they can enlarge their vocabulary knowledge and they can make their pronunciation and intonation better. Furthermore, she says that using movies in English class has been one of the most rewarding experiences she has ever had.

The result of the research showed that the students' listening was improved after being taught through movie in SMP UNISMUH MAKASSAR. The students' mean score was increased better and significantly. The students' mean score or the pre-test was 59,10 meanwhile, their mean score of the post-test after being taught through movie was 68,39, in which their improvement score was 15,70. Based on the findings, it can be seen from the students' mean score of the pre-test and post-test that there was a significant improvement before and after being taught through movie.

The movie that showed to the students is a story in the form of *short version*. It seemed from the duration of each movie is only 4 until 6 minutes. So, the researcher should replay the video at least 2-3 times. Related to the statement above, Saricoban (1999:121) stated that a good media for learning using movie should have short duration that is approximately 3 until 6 minutes (less than 10 minutes). It caused by the students have a limitation to memorize and to concentrate with the material. Generally the students feel tired and bored when the movie that they watched were too long. Moreover the research more focused to make the time effective rather than only spending time in the duration of movie.

Therefore the teacher should be selective to choose a good time when they give review to the students about the materials given.

The students have never been taught through Video Movie previously, that is why the students seemed shy to express their idea, but I tried to convince them, so that they feel enjoy to follow listening activity in the classroom. After conducting the first treatment until last treatment, it can be assumed that the students were more active and enthusiasm in learning listening. They can focus on the movie while watching and listening carefully to what words are in the movie and also can answer teacher's question and they know how to discuss in a group work, they could determine the main idea, specific information & finally they can infer the story by using they own word.

The result of the pre-test shows that the mean score of the students' listening was 59.10. It can be concluded that the students' listening were classified as fair. The result of the post was 68.39 can be classified as good.

The data described the most of them success to improve their score into listening. The improvement is also followed by significance. The t-test value (6.05) is greater than t-table (2.052) for the degree of freedom (0.05). It means that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. Based on the data are shown above, it can be concluded that the students' score in listening of the eighth class.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to give several conclusion and suggestion based on the previous chapter:

A. Conclusion

Based on the findings and discussion in previous chapter, the researcher concludes that:

1. The application of English movie is could improve the students listening skill at the eighth of SMP Unismuh. The application of used English movie can help students to generate their idea and also improve their vocabulary. It is proved by the score of the students' listening skill, where in post-test (68.39) the students' got greater score than the mean score of pre-test (59.10).

There is a significance difference between the students' listening skill in terms of listening skill before and after using English movie in speaking process. It is proved by the result of the statistical analysis at the significant level 0.05

2. In teaching learning process, It can be concluded that teaching learning through English movie creates more conductive situation for the students' at SMP Unismuh Makassar. The students' were more active and enthusiasm to learn listening. The result of teaching through

English movie by the researcher was very effective to improve the students' listening skill in term of their vocabulary.

B. Suggestions

Based on the result of the data analysis and conclusion, the researcher suggests as follows:

1. It is suggested to the English Teacher there that they use English movie as the alternative in the teaching and learning process to improve the students' English skill, especially listening skill.
2. There are various English movies that can be applied as media in teaching listening skill, but not all the movie meets students' need re exactly appropriate with the curriculum. Therefore in order to help the students' mastery in listening skill, the teacher has to carefully select and prepares a variety of the quality of teaching material.
3. The students are expected that they improve their intensity in learning listening skill through English movie.
4. The teacher should also give higher motivation to the students to practice their listening skill and to know how important English is.
5. This strategy can be used as an additional strategy or further research with different discussion for the next researcher.
6. Further researchers need to be conducted and explored more about the influence of English movie to improve listening skill for senior high school and university students.
7. Further researchers explored more about the influence of English

movie to improve writing, reading, and listening skills.

8. The next researcher explored more about the effect English movie to other aspect.



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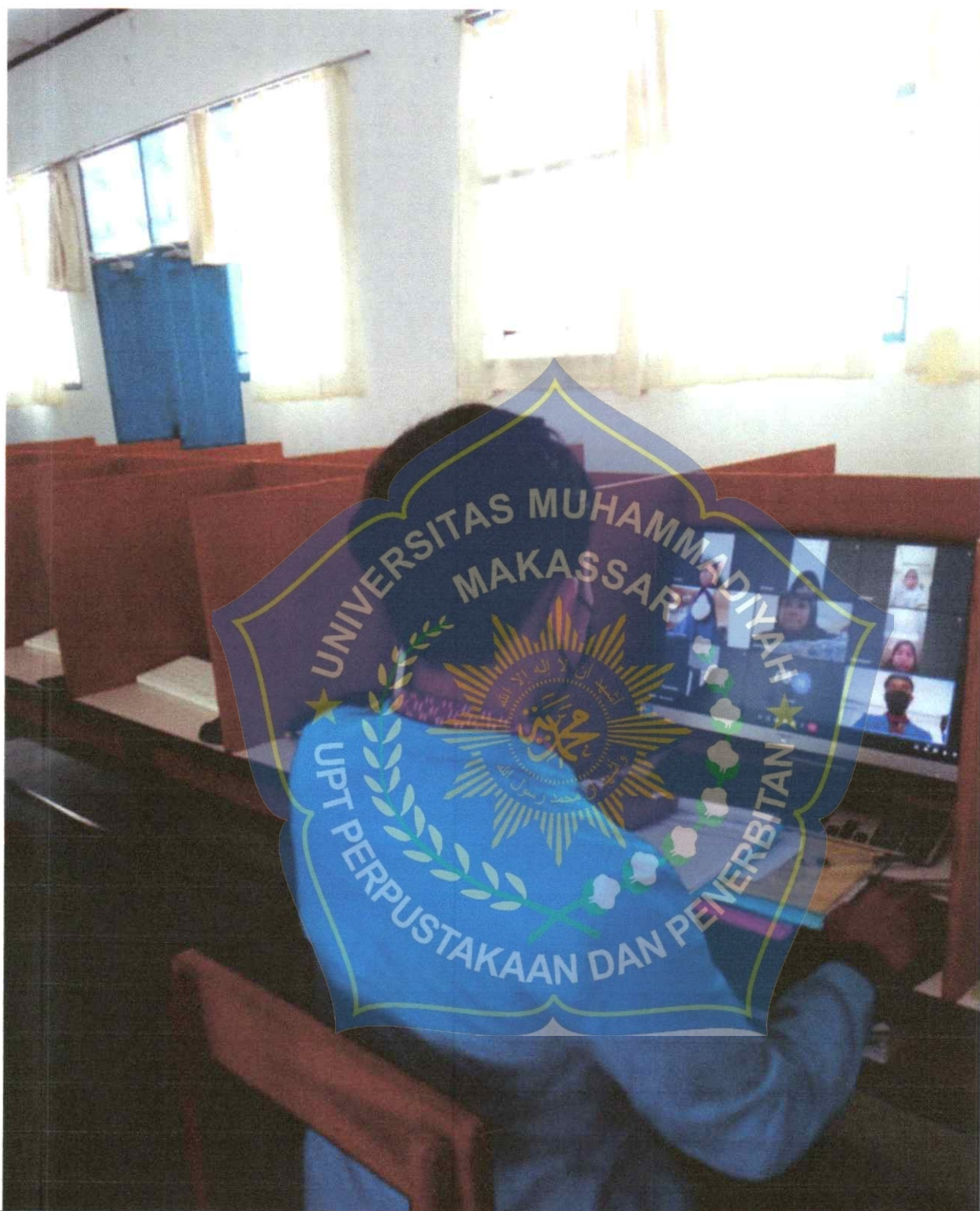
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Research Activity at Computer Lab with English Teacher 3rd Meeting



Research Activity, Online class section
2nd Meeting

2021/8/18 08:46

The screenshot shows a Google Drive interface. The top navigation bar includes the Drive logo, a search bar, and user profile icons. The left sidebar shows navigation options like 'Baru', 'Drive Saya', 'Komputer', and 'Dibagikan kepada saya'. The main area displays a folder named 'Instruments' containing several files, including 'Maya The Bee', 'Maya the Bee - Stories', 'Sweet Pomdige Story', 'The Proud Horse and The Donkey (Form isian)', and 'The Great Treasure-Form isian'. A video player overlay is visible in the center, showing a scene from 'The Proud Horse and The Donkey' with the text 'The Proud Horse and The Donkey' and 'Write down the vocabulary that you hear from the movie played by your teacher!'. Below the video player, there is a section for 'Email' with a form to input an email address and a 'Kirim' button. At the bottom, there is a list of vocabulary words from the movie.

Choose the vocabulary in the movie!

Forest	story	special	everybody	timeTree	everyone	today	too
noonKick	important	money	crocodile	flowerPeople	lake	picnic	
babies	deepBee	honeycomb	talking	need	moonBe	break	
hatch	grass	suninside	know	day	when		
mountainUpside	different	same	some	hold			

Research Instrument from DRIVE



Pertanyaan: Jawaban: 19 Setelah

Write down the vocabulary that you hear from the movie played by your teacher!

77 [jacobson](#)

1. Treasure map
2. Congratulations
3. Found
4. Adventure
5. Exclaimed
6. Walk way
7. Reached
8. Crossing
9. called
10. joined

Track lost train

1. Will you come with me
2. On a tree hurt
3. Peter set off
4. He exclaimed
5. Lion agreed and joined pete
6. He walked along way

Choose the vocabulary in the movie! See, watch, Forest, last, Honeycomb, person, tree, run, Important, cars, Everybody, remember, Inside, there, Today, pig, Babies, really, Someone, like, Special, place, break, big, Hold, over, Places, about, Need, baby, Questions, story, Answer, sister, Others, walk, mother.

19 jember



19 jawaban

Keywords: *Self-esteem, self-esteem threat, self-esteem threat response, self-esteem threat response strategies, self-esteem threat response strategies, self-esteem threat response strategies*

Pertanyaan

industry

Siapa yang telah menjawab?

- solikhahsahzani@gmail.com
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 rihalsamaharani225@gmail.com
 anqatheticah2028@gmail.com
 adindabiah@gmail.com
 shetreskynurhalaputri@gmail.com
 anisareziyazmudin@gmail.com
 ismpamalia@gmail.com



forms/d/e/1FAIpQLScF5uddalp9pwYZEvhgjk7IKXY2dcMzuro37KiQyInDBP_kjQ

Maya The Bee

Login ke Google untuk menyimpan progres. Pelajari lebih lanjut

* Wajib

Email *

Email Anda

Write down the vocabulary that you have heard from the movie played by your teacher!

Jawaban Anda

Choose the vocabulary in the movie! Forest story special everybody time Tree everyone today too noon Kick important money crocodile flower People lake picnic babies deep Bee honeycomb talking need moon Bee break hatch grass sun Inside know day when mountain Upside different same some hold

Arrange the vocabulary below correctly according to the opening narration in the first 1 minute! once upon a time - the forest - deep in - on a tree - there was a honeycomb - for everybody inside - it was an important day - for today was the day when the babies - but this is a story of someone - would hatch - Maya the bee - special this is the story of

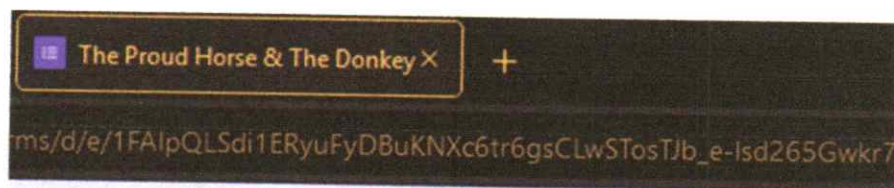
Jawaban Anda

Kirim

Halaman 1 dari 1

Kosongkan formulir

The format of the questions provided in the link
Video of "Maya the Bee"



The Proud Horse & The Donkey

Pay attention to each clues and watch the movie properly!

Login ke Google untuk menyimpan progres. [Pelajari lebih lanjut](#)

* Wajib

Email *

Email Anda

Write down the vocabulary that you hear from the movie played by your teacher!

Jawaban Anda

Choose the vocabulary in the movie! river hut washer carry donkey Sweet cut there horse tired old about clothes river pure Lived donkey pink earth only load come morning laundry whining Nearby stop cat load sleep master glass true go said Root on fun weather true

Jawaban Anda

Arrange the vocabulary below correctly according to the opening narration in the first 1 minute! once upon a time - old hut - in an - by - the river - there - a washer - lived - his horse - man with - to do tired - his donkey - you so - what are - I am the one - tired about - carry - who has to - you only - all load - the master - come on - and - now stop whining - go to sleep

Jawaban Anda

Kirim

Kosongkan formulir

The format of the questions provided in the link
Video of "The Proud Horse and The Donkey"

Appendice 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Unismuh Makassar
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/Ganjil
 Materi Pokok : Teks Interaksi Transaksional; Memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.
 Alokasi Waktu : 2 × 40 menit (1 Pertemuan)

A. Tujuan Pembelajaran		
Setelah mengikuti kegiatan pembelajaran menggunakan model pembelajaran <i>role play</i> , dengan metode <i>discovery learning</i> , dengan menumbuhkan sikap menyadari kebesaran Tuhan, sikap gotong royong, jujur, dan berani mengemukakan pendapat, siswa dapat :		
<ol style="list-style-type: none"> 1. Siswa mengidentifikasi informasi dari teks deskriptif. 2. Siswa mengidentifikasi struktur teks dan unsur kebahasaan pada teks deskriptif. 3. Siswa melafalkan kata-kata dengan benar. 4. Siswa menyusun <i>simple monologue</i> pada teks deskriptif. 		
B. Langkah-langkah Pembelajaran		
PENDAHULUAN	<ol style="list-style-type: none"> 1) Guru mengucapkan salam dan menyapa siswa. 2) Guru meminta ketua kelas untuk memimpin do'a sebelum belajar. 3) Guru memeriksa kehadiran para siswa. 4) Guru memberitahukan materi yang akan dipelajari. 5) Guru menyampaikan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 	15 Menit
KEGIATAN INTI	Mengamati <ol style="list-style-type: none"> 1) Guru menampilkan <i>MOVIE "The Proud Horse And The Donkey"</i> Melalui link yang dibagikan melalui Zoom. 2) Siswa menjawab pertanyaan umum dari guru tentang movie yang telah ditonton. 3) Dengan bimbingan guru, siswa dapat mempelajari fungsi sosial, struktur teks dan unsur kebahasaan dari teks deskriptif pada movie yang telah 	

	<p>ditonton.</p> <p>Menanya</p> <p>Guru memberikan kesempatan pada siswa untuk mengidentifikasi pertanyaan, yang berhubungan dengan movie.</p> <p>Mengumpulkan informasi</p> <p>1) Siswa secara mandiri mengumpulkan berbagai informasi dengan cermat, kreatif dan penuh tanggung jawab yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. Melalui kegiatan:</p> <p>a) Siswa diminta untuk mengidentifikasi struktur teks dan unsur kebahasaan yang terdapat dalam teks deskriptif.</p> <p>b) Siswa mendengarkan guru yang sedang membacakan salah satu contoh untuk pembelajaran.</p> <p>c) Siswa akan menyalin penjelasan dari guru ke buku catatan.</p> <p>Mengomunikasikan</p> <p>Siswa menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang pemahaman mereka trhadap movie yang diputar dan kosakata yang mereka pahami.</p>	50 Menit
PENUTUP	<p>1) Guru menginstruksikan kepada siswa untuk menyimpulkan materi yang telah diajarkan dengan kata-kata mereka sendiri.</p> <p>2) Guru mengingatkan siswa untuk mempelajari materi yang akan dibahas di pertemuan selanjutnya.</p> <p>3) Guru mengakhiri pertemuan dengan berdo'a.</p> <p>4) Guru mengucapkan salap penutup.</p>	15 Menit
C. Penilaian		
Sikap	Pengetahuan	Keterampilan

1. Menggunakan bahasa yang baik dan benar. 2. Tanggungjawab terhadap pekerjaan; Disiplin dalam waktu.	Tes lisan	Mempresentasikan teks deskriptif dengan memperhatikan struktur dan unsur bahasa yang digunakan.
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Makassar, Agustus 2021

Mengetahui

Kepala SMP UNISMUH Makassar

Guru Bahasa Inggris

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Appendice 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Unismuh Makassar
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/Ganjil
 Materi Pokok : Teks Interaksi Transaksional; Memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.
 Alokasi Waktu : 2 × 40 menit (1 Pertemuan)

D. Tujuan Pembelajaran		
Setelah mengikuti kegiatan pembelajaran menggunakan model pembelajaran <i>role play</i> , dengan metode <i>discovery learning</i> , dengan menumbuhkan sikap menyadari kebesaran Tuhan, sikap gotong royong, jujur, dan berani mengemukakan pendapat, siswa dapat :		
5. Siswa mengidentifikasi informasi dari teks deskriptif. 6. Siswa mengidentifikasi struktur teks dan 44nsure kebahasaan pada teks deskriptif. 7. Siswa melafalkan kata-kata dengan benar. 8. Siswa menyusun <i>simple monologue</i> pada teks deskriptif.		
E. Langkah-langkah Pembelajaran		
PENDAHULUAN	6) Guru mengucapkan salam dan menyapa siswa. 7) Guru meminta ketua kelas untuk memimpin do'a sebelum belajar. 8) Guru memeriksa kehadiran para siswa. 9) Guru memberitahukan materi yang akan dipelajari. 10) Guru menyampaikan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.	15 Menit
KEGIATAN INTI	Mengamati 4) Guru menampilkan MOVIE "MAYA THE BEE" Melalui link yang dibagikan melalui Zoom. 5) Siswa menjawab pertanyaan umum dari guru tentang movie yang telah ditonton. 6) Dengan bimbingan guru, siswa dapat mempelajari fungsi 44nsure, struktur teks dan 44nsure kebahasaan dari teks deskriptif pada movie yang telah	

	<p>ditonton.</p> <p>Menanya</p> <p>Guru memberikan kesempatan pada siswa untuk mengidentifikasi pertanyaan, yang berhubungan dengan movie.</p> <p>Mengumpulkan informasi</p> <p>2) Siswa secara mandiri mengumpulkan berbagai informasi dengan cermat, kreatif dan penuh tanggung jawab yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. Melalui kegiatan:</p> <p>d) Siswa diminta untuk mengidentifikasi struktur teks dan unsure kebahasaan yang terdapat dalam teks deskriptif.</p> <p>e) Siswa mendengarkan guru yang sedang membacakan salah satu contoh untuk pembelajaran..</p> <p>f) Siswa akan menyalin penjelasan dari guru ke buku catatan.</p> <p>Mengomunikasikan</p> <p>Siswa menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang pemahaman mereka terhadap movie yang diputar dan kosakata yang mereka pahami.</p>	50 Menit
PENUTUP	<p>5) Guru menginstruksikan kepada siswa untuk menyimpulkan materi yang telah diajarkan dengan kata-kata mereka sendiri.</p> <p>6) Guru mengingatkan siswa untuk mempelajari materi yang akan dibahas di pertemuan selanjutnya.</p> <p>7) Guru mengakhiri pertemuan dengan berdo'a.</p> <p>8) Guru mengucapkan salap penutup.</p>	15 Menit
F. Penilaian		
Sikap	Pengetahuan	Keterampilan

3. Menggunakan bahasa yang baik dan benar.	Tes lisan	Mempresentasikan teks deskriptif dengan memperhatikan struktur dan 46nsure bahasa yang digunakan.
4. Tanggungjawab terhadap pekerjaan; Disiplin dalam waktu.		

Makassar, Agustus 2021

Mengetahui
Kepala SMP UNISMUH Makassar

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Appendice 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Unismuh Makassar
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/Ganjil
 Materi Pokok : Teks Interaksi Transaksional; Memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.
 Alokasi Waktu : 2 × 40 menit (1 Pertemuan)

G. Tujuan Pembelajaran		
Setelah mengikuti kegiatan pembelajaran menggunakan model pembelajaran <i>role play</i> , dengan metode <i>discovery learning</i> , dengan menumbuhkan sikap menyadari kebesaran Tuhan, sikap gotong royong, jujur, dan berani mengemukakan pendapat, siswa dapat :		
9. Siswa mengidentifikasi informasi dari teks deskriptif. 10. Siswa mengidentifikasi struktur teks dan unsur kebahasaan pada teks deskriptif. 11. Siswa melafalkan kata-kata dengan benar. 12. Siswa menyusun <i>simple monologue</i> pada teks deskriptif.		
H. Langkah-langkah Pembelajaran		
PENDAHULUAN	11) Guru mengucapkan salam dan menyapa siswa. 12) Guru meminta ketua kelas untuk memimpin do'a sebelum belajar. 13) Guru memeriksa kehadiran para siswa. 14) Guru memberitahukan materi yang akan dipelajari. 15) Guru menyampaikan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.	15 Menit
KEGIATAN INTI	Mengamati 7) Guru menampilkan MOVIE "Sweet Porridge" Melalui link yang dibagikan melalui Zoom. 8) Siswa menjawab pertanyaan umum dari guru tentang movie yang telah ditonton. 9) Dengan bimbingan guru, siswa dapat mempelajari fungsi sosial, struktur teks	

	<p>dan unsur kebahasaan dari teks deskriptif pada movie yang telah ditonton.</p> <p>Menanya</p> <p>Guru memberikan kesempatan pada siswa untuk mengidentifikasi pertanyaan, yang berhubungan dengan movie.</p> <p>Mengumpulkan informasi</p> <p>3) Siswa secara mandiri mengumpulkan berbagai informasi dengan cermat, kreatif dan penuh tanggung jawab yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. Melalui kegiatan:</p> <p>g) Siswa diminta untuk mengidentifikasi struktur teks dan unsur kebahasaan yang terdapat dalam teks deskriptif.</p> <p>h) Siswa mendengarkan guru yang sedang membacakan salah satu contoh untuk pembelajaran.</p> <p>i) Siswa akan menyalin penjelasan dari guru ke buku catatan.</p> <p>Mengomunikasikan</p> <p>Siswa menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang pemahaman mereka terhadap movie yang diputar dan kosakata yang mereka pahami.</p>	50 Menit
PENUTUP	<p>9) Guru menginstruksikan kepada siswa untuk menyimpulkan materi yang telah diajarkan dengan kata-kata mereka sendiri.</p> <p>10) Guru mengingatkan siswa untuk mempelajari materi yang akan dibahas di pertemuan selanjutnya.</p> <p>11) Guru mengakhiri pertemuan dengan berdo'a.</p> <p>12) Guru mengucapkan salap penutup.</p>	15 Menit
I. Penilaian		

Sikap	Pengetahuan	Keterampilan
5. Menggunakan bahasa yang baik dan benar. 6. Tanggungjawab terhadap pekerjaan; Disiplin dalam waktu.	Tes lisan	Mempresentasikan teks deskriptif dengan memperhatikan struktur dan unsur bahasa yang digunakan.

Makassar, Agustus 2021

Mengetahui
Kepala SMP UNISMUH Makassar

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Appendice 4

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMP Unismuh Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Ganjil
Materi Pokok : Teks Interaksi Transaksional; Memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.
Alokasi Waktu : 2 × 40 menit (1 Pertemuan)

J. Tujuan Pembelajaran		
Setelah mengikuti kegiatan pembelajaran menggunakan model pembelajaran <i>role play</i> , dengan metode <i>discovery learning</i> , dengan menumbuhkan sikap menyadari kebesaran Tuhan, sikap gotong royong, jujur, dan berani mengemukakan pendapat, siswa dapat :		
13. Siswa mengidentifikasi informasi dari teks deskriptif. 14. Siswa mengidentifikasi struktur teks dan unsur kebahasaan pada teks deskriptif. 15. Siswa melafalkan kata-kata dengan benar. 16. Siswa menyusun <i>simple monologue</i> pada teks deskriptif.		
K. Langkah-langkah Pembelajaran		
PENDAHULUAN	16) Guru mengucapkan salam dan menyapa siswa. 17) Guru meminta ketua kelas untuk memimpin do'a sebelum belajar. 18) Guru memeriksa kehadiran para siswa. 19) Guru memberitahukan materi yang akan dipelajari. 20) Guru menyampaikan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.	15 Menit
KEGIATAN INTI	Mengamati 10) Guru menampilkan <i>MOVIE "The Greatest Treasure"</i> Melalui link yang dibagikan melalui Zoom. 11) Siswa menjawab pertanyaan umum dari guru tentang movie yang telah ditonton. 12) Dengan bimbingan guru, siswa dapat mempelajari fungsi sosial,	

	<p>struktur teks dan unsur kebahasaan dari teks deskriptif pada movie yang telah ditonton.</p> <p>Menanya</p> <p>Guru memberikan kesempatan pada siswa untuk mengidentifikasi pertanyaan, yang berhubungan dengan movie.</p> <p>Mengumpulkan informasi</p> <p>4) Siswa secara mandiri mengumpulkan berbagai informasi dengan cermat, kreatif dan penuh tanggung jawab yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. Melalui kegiatan:</p> <p>j) Siswa diminta untuk mengidentifikasi struktur teks dan unsur kebahasaan yang terdapat dalam teks deskriptif.</p> <p>k) Siswa mendengarkan guru yang sedang membacakan salah satu contoh untuk pembelajaran.</p> <p>l) Siswa akan menyalin penjelasan dari guru ke buku catatan.</p> <p>Mengomunikasikan</p> <p>Siswa menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang pemahaman mereka trhadap movie yang diputar dan kosakata yang mereka pahami.</p>	50 Menit
PENUTUP	<p>13) Guru menginstruksikan kepada siswa untuk menyimpulkan materi yang telah diajarkan dengan kata-kata mereka sendiri.</p> <p>14) Guru mengingatkan siswa untuk mempelajari materi yang akan dibahas di pertemuan selanjutnya.</p> <p>15) Guru mengakhiri pertemuan dengan berdo'a.</p> <p>16) Guru mengucapkan salap penutup.</p>	15 Menit
L. Penilaian		

Sikap	Pengetahuan	Keterampilan
7. Menggunakan bahasa yang baik dan benar. 8. Tanggungjawab terhadap pekerjaan; Disiplin dalam waktu.	Tes lisan	Mempresentasikan teks deskriptif dengan memperhatikan struktur dan unsur bahasa yang digunakan.

Makassar, Agustus 2021

Mengetahui
Kepala SMP UNISMUH Makassar

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Instrument pre-test

- 1. Write down the vocabulary that you hear from the movie played by your teacher!
- 2. Choose the vocabulary in the movie!

Forest	deep	special	everybody	honeycomb
Tree	everyone	forest	too	noon
Kick	important	money	crocodile	flower
People	lake	picnic	babies	hold
Bee	everybody	talking	need	moon
Questions	break	hatch	inside	sun
Inside	know	day	when	mountain
Upside	different	same	some	hold

- 3. Arrange the vocabulary below correctly according to the opening narration in the first 1 minute!
there was a honeycomb on a tree – deep in the forest – Once upon a time – for today was the day when the babies would hatch – it was an important day for everybody inside – this is the story of Maya the bee – but this is a story of someone special – hold your place – come on break them out – now you will be named Maya.



Instrument post-test

1. Write down the vocabulary that you hear from the movie played by your teacher!
2. Choose the vocabulary in the movie!

River	hut	washer	carry	donkey
Sweet	cut	there	horse	tired
Old	about	clothes	river	pure
Lived	donkey	pink	earth	only
Load	come	morning	laundry	whining
Nearby	stop	cat	load	sleep
Master	glass	true	goes	said
Root	on	fun	weather	true

3. Arrange the vocabulary below correctly according to the opening narration in the first 1 minute!

by the river there lived a washer man – with his horse and his donkey In an old hut —you only carry the master – I am the one who has to carry all load and go to sleep — come on now stop whining – was true – every morning the washer man would carry the washed clothes - nightly-night what the donkey said.



https://docs.google.com/forms/d/1XXX-p5ZUdpUXgGw0WSp0WZnY-ZTKCAUnf_d8R2Bos/edit#response=ACYDBNhen...

The Proud Horse & The Donkey (rev)

Pertanyaan Jawaban 15 Setelan

037Rafefya@gmail.com

Write down the vocabulary that you hear from the movie played by your teacher!

Once - upon - time - deep - forest - honeycomb - important - everybody - inside - today

Choose the vocabulary in the movie! river - out - washer - carry - donkey - Sweet - cut - there - horse - tired - old - about - clothes - river - cure - lived - donkey - pink - earth - only - load - come - morning - laundry - whining - Nearby - stop - cat - load - sleep - master - glass - true - go - said - Root - on - fun - weather - true - when - babies - would - hatch - story - someone - special - break

Arrange the vocabulary below correctly according to the opening narration in the first 1 minute

once upon a time - old hut - in an - by - the river - there - a washer - lived - his horse - man with - to do tired - his donkey - you so - what are - I am the one - tired about - carry - who has to - you only - all load - the master - come on - and - now stop whining - go to sleep

there was a honeycomb on a tree - deep in the forest - Once upon a time (1) - for today was the day when the babies would hatch - it was an important day for everybody inside - this is the story of Maya the bee - but this is a story of someone special - hold your place (3) - come on break them out (2) - now you will be named Maya(4).

Lowest Score in Pretest

https://docs.google.com/forms/d/19einkCqEH08_n1NpubZ3HlWp_gWekWZLeyYtHE/edit#response=ACYDBNjb1619h... 70%

Maya the Bee (rev)

Pertanyaan Jawaban Setoran Kirim

Arqah1ham3@gmail.com

Write down the vocabulary that you have heard from the movie played by your teacher!

In old by river there washer man donkey

Tambahkan masukan individu

Choose the vocabularies from the movie river for washer carry donkey sweet out there horse tread old about clothes river pure lived donkey pink earth cry load come morning laundry whining nearby stop cat load sleep master glass true go said foot on fun weather true

river hut wash carry donkey there horse tried old clothes lived dead only morning whining stop sleep master

Tambahkan masukan individu

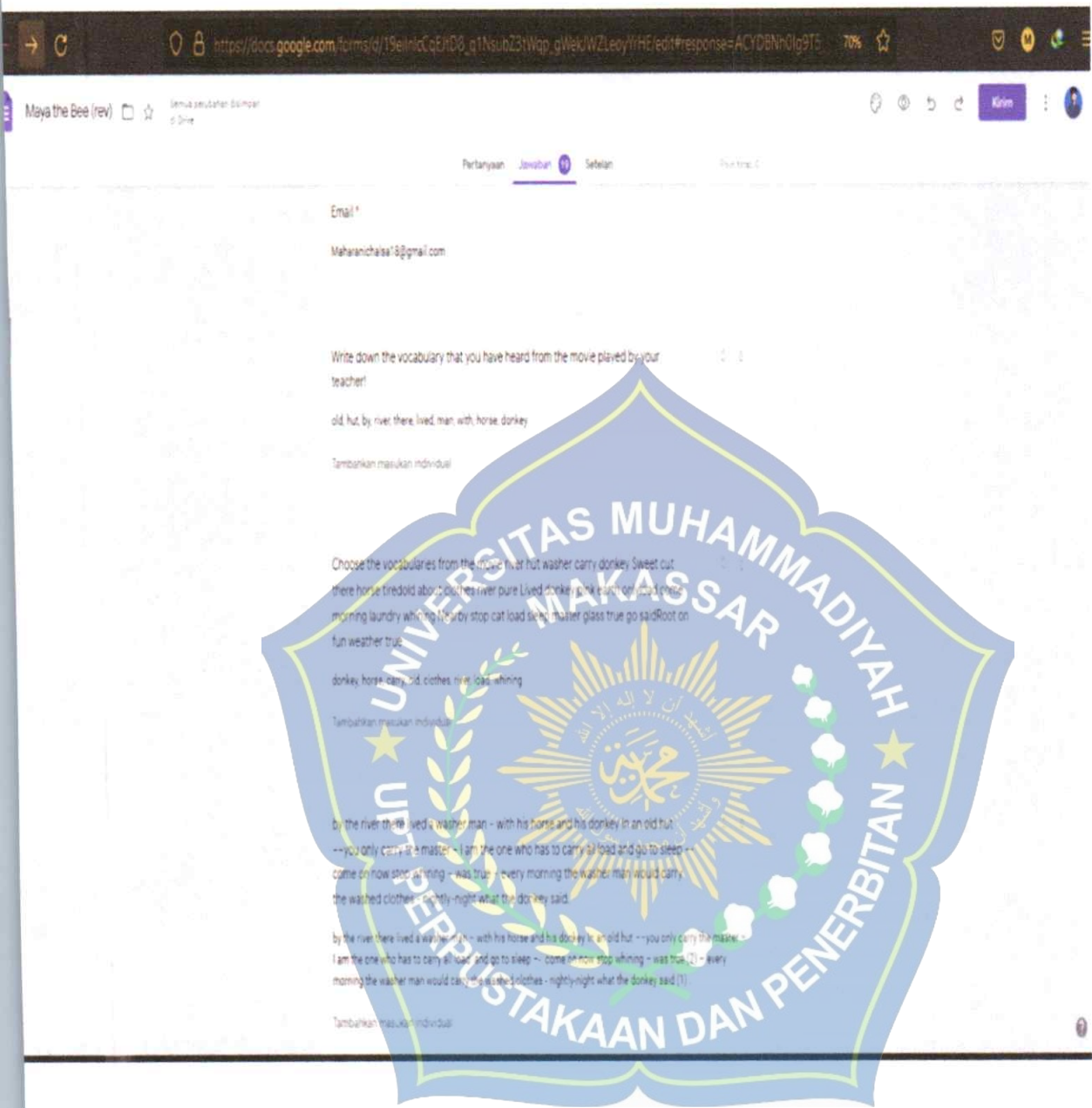
by the river there lived a washer man (1) with his horse and his donkey in an old hut
 ---you only carry the master - I am the one who has to carry all load and go to sleep
 come on now stop whining - was true - every morning the washer man would carry the washed clothes - night-night what the donkey said

by the river there lived a washer man (2) - with his horse and his donkey (3) - in an old hut (1) - you only carry the master - I am the one who has to carry all load (4) - and go to sleep (6) - come on now stop whining (5) - was true - every morning the washer man would carry the washed clothes (7) - night-night what the donkey said

Tambahkan masukan individu

Highest Score in Posttest

1



Lowest Score in Posttest

List of students

No	Nama
1	A. Gadiza Khairani
2	A. Nadiyah Syifah Kirana
3	Adinda aulifa semi
4	Aisyah larasati
5	Aisyatul ula
6	Akifah nailah aslan
7	Amanda putri
8	Andi elika salsabila
9	Andi mulyani ramadhina
10	Andi tenripuja aisyah deppapada
11	Aniqah fahira jauhari
12	Annisa rezky zainuddin
13	Ariqah muhtadiah ilham
14	Ayska Danish dhiyaulhaq
15	Chalsa maharani
16	Fildzah Aqilah SN
17	Humairah ramadhani
18	Husnul khatimah
19	Ismi jamal
20	Naura athirah
21	Nur Sabrina



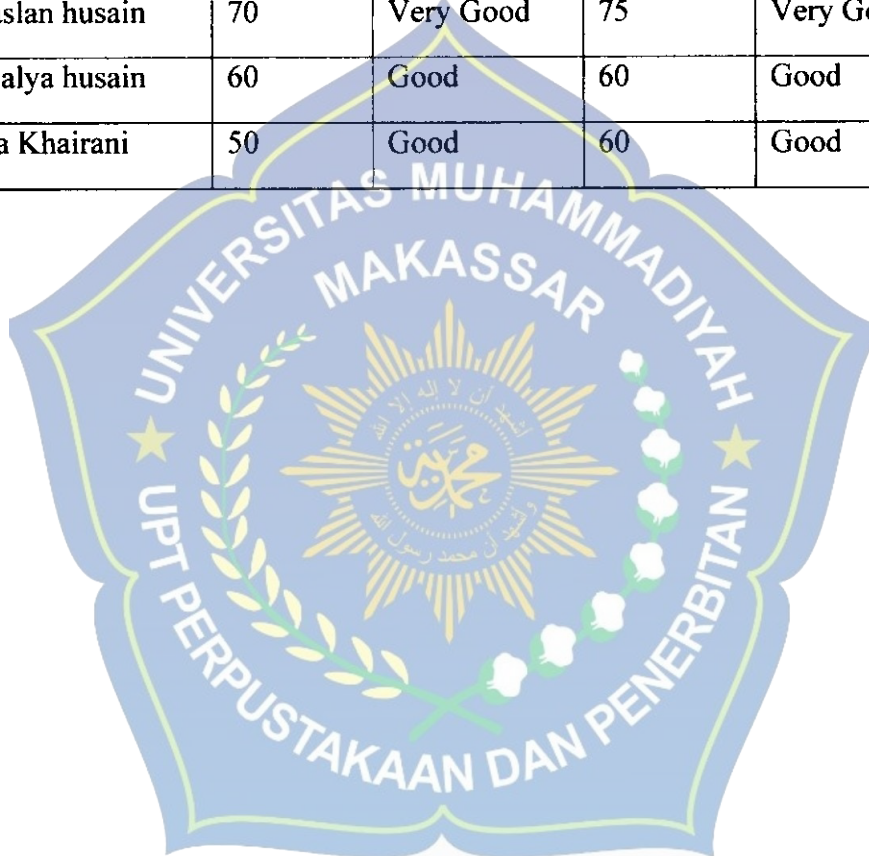
	sudirman
22	Nur zhafirah aziz
23	Nurlatifah ardan
24	Nurul indah amiruddin
25	Nurul kanaya ramadani
26	Rafeyfa aslan Husain
27	Ramizah alya Husain
28	Sayyidah fathima



Listening score pre-test and post-test

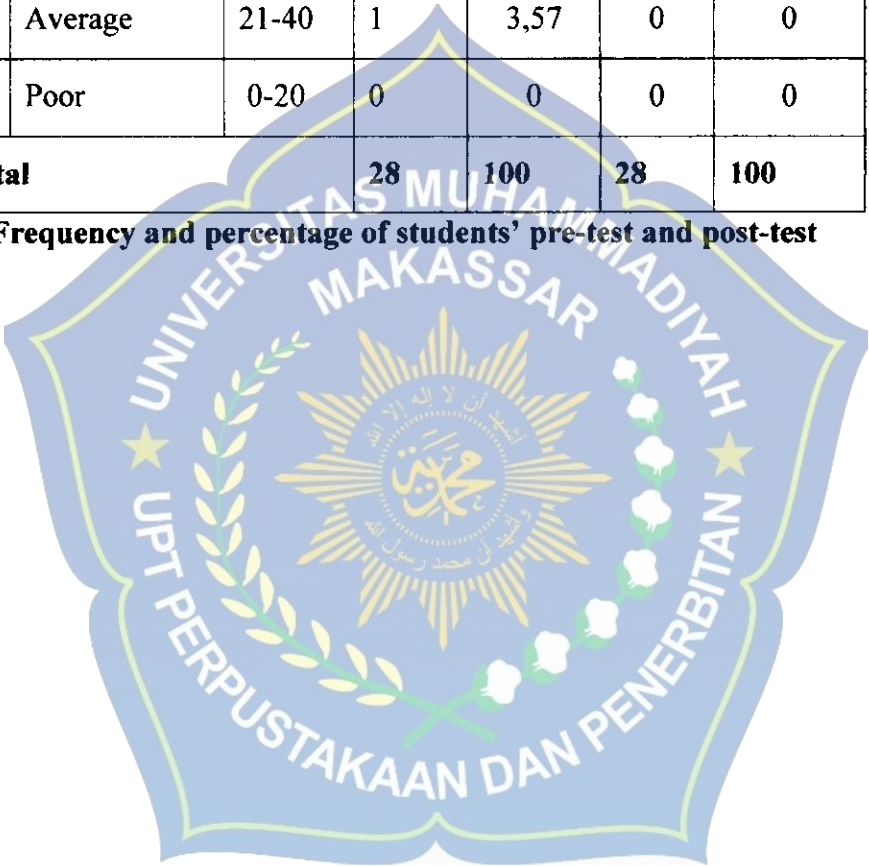
Nama	Pre-test		Post-test	
	Score	Category	Score	Category
A. Gadiza Khairani	50	Good	60	Good
A. Nadiyah Syifah Kirana	40	Fairly Good	70	Very Good
Adinda aulifa semi	60	Good	75	Very Good
Aisyah larasati	70	Very Good	85	Excellent
Aisyatul ula	50	Good	65	Very Good
Akifah nailah aslan	45	Good	65	Very Good
Amanda putri	65	Very Good	80	Very Good
Andi elika salsabila	60	Good	70	Very Good
Andi mulyani ramadhina	60	Good	75	Very Good
Andi tenripuja aisyadeppapada	55	Good	60	Good
Aniqah fahira jauhari	50	Good	50	Good
Annisa rezky zainuddin	50	Good	65	Very Good
Ariqah muhtadiah ilham	70	Very Good	85	Excellent
Ayska Danish dhiyaulhaq	55	Good	55	Good
Chalsa maharani	50	Good	50	Good
Fildzah Aqilah SN	60	Good	65	Very Good
Humairah ramadhani	70	Very Good	70	Very Good
Husnul khatimah	70	Very Good	85	Excellent
Ismi jamal	50	Good	65	Very Good

Naura athirah	60	Good	60	Good
Nur Sabrina sudirman	65	Very Good	70	Very Good
Nur zhafirah aziz	70	Very Good	70	Very Good
Nurlatifah ardan	55	Good	70	Very Good
Nurul indah amiruddin	65	Very Good	65	Very Good
Nurul kanaya ramadani	60	Good	80	Very Good
Rafeyfa aslan husain	70	Very Good	75	Very Good
Ramizah alya husain	60	Good	60	Good
A. Gadiza Khairani	50	Good	60	Good



No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Excellent	81-100	0	0	3	10,7
2	Very Good	61-80	10	35,71	18	64,28
3	Good	41-60	17	60,71	7	25
4	Average	21-40	1	3,57	0	0
5	Poor	0-20	0	0	0	0
Total			28	100	28	100

Frequency and percentage of students' pre-test and post-test



Score of Pre-test, Post-test and Gain

No	Nama	Pre-test	Post-test	Gain(D)	D ²
1	A. Gadiza Khairani	50	60	10	100
2	A. Nadiyah Syifah Kirana	40	70	30	900
3	Adinda aulifa semi	60	75	15	225
4	Aisyah larasati	70	85	15	225
5	Aisyatul ula	50	65	15	225
6	Akifah nailah aslan	45	65	20	400
7	Amanda putri	65	80	25	625
8	Andi elika salsabila	60	70	10	100
9	Andi mulyani ramadhina	60	75	15	225
10	Andi tenripuja aisy deppapada	55	60	5	25
11	Aniqah fahira jauhari	50	50	0	0
12	Annisa rezky zainuddin	50	65	15	225
13	Ariqah muhtadiah ilham	70	85	15	225
14	Ayska Danish dhiyaulhaq	55	55	0	0
15	Chalsa maharani	50	50	0	0
16	Fildzah Aqilah SN	60	65	5	25
17	Humairah ramadhani	70	70	0	0
18	Husnul khatimah	70	85	15	225
19	Ismi jamal	50	65	15	225
20	Naura athirah	60	60	0	0
21	Nur Sabrina sudirman	65	70	15	225

22	Nur zhafirah aziz	70	70	0	0
23	Nurlatifah ardan	55	70	25	625
24	Nurul indah amiruddin	65	65	0	0
25	Nurul kanaya ramadani	60	80	20	400
26	Rafeyfa aslan husain	70	75	5	25
27	Ramizah alya husain	60	60	0	0
28	Sayyidah fathima	70	70	0	0
Total		1655	1915	290	5250

The Improvement of percentage

$$\% = \frac{X2-X1}{X1} \times 100\%$$

Where,

% : The percentage of improvement

X2 : The total score of Post-Test

X1 : The total score of Pre-Test

$$\% = \frac{1915-1655}{1655} \times 100\%$$

$$\% = 15.70\%$$

So the improvement of listening using movie is **15.70%**

Means Score of Pretest and Posttest

$$X = \frac{\sum x}{N}$$

1. The calculation of the mean score of pretest

$$X = \frac{1655}{28}$$

28

$$X = 59.10$$

2. The calculation of the mean score of posttest

$$X = \frac{1915}{28}$$

28

$$X = 68.39$$



T-table

df	0.10	0.05	0.02	0.01
1	6.314	12.706	31.821	63.657
2	2.920	4.303	6.965	9.925
3	2.353	3.182	4.541	5.841
4	2.132	2.776	3.747	4.604
5	2.015	2.571	3.365	4.032
6	1.943	2.447	3.143	3.707
7	1.895	2.365	2.998	3.499
8	1.860	2.306	2.896	3.355
9	1.833	2.262	2.821	3.250
10	1.812	2.228	2.764	3.169
11	1.796	2.201	2.718	3.106
12	1.782	2.179	2.681	3.055
13	1.771	2.160	2.650	3.012
14	1.761	2.145	2.624	2.977
15	1.753	2.131	2.602	2.947
16	1.746	2.120	2.583	2.921
17	1.740	2.110	2.567	2.898
18	1.734	2.101	2.552	2.878
19	1.729	2.093	2.539	2.861
20	1.725	2.086	2.528	2.845
21	1.721	2.080	2.518	2.831
22	1.717	2.074	2.508	2.819
23	1.714	2.069	2.500	2.807
24	1.711	2.064	2.492	2.797
25	1.708	2.060	2.485	2.787

26	1.706	2.056	2.479	2.779
27	1.703	2.052	2.473	2.771
28	1.701	2.048	2.467	2.763
29	1.699	2.045	2.462	2.756
30	1.697	2.042	2.457	2.750
31	1.696	2.040	2.453	2.744
32	1.694	2.037	2.449	2.738
33	1.692	2.035	2.445	2.733
34	1.691	2.032	2.441	2.728
35	1.690	2.030	2.438	2.724
36	1.688	2.028	2.434	2.719
37	1.687	2.026	2.431	2.715
38	1.686	2.024	2.429	2.712
39	1.685	2.023	2.426	2.708
40	1.684	2.021	2.423	2.704

The T-test Analysis

$$\begin{aligned}\bar{D} &= \frac{\sum D}{N} \\ &= \frac{290}{28} \\ &= 10,35\end{aligned}$$

$$\begin{aligned}t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\ &= \frac{10,35}{\sqrt{\frac{5250 - \frac{(290)^2}{28}}{28(28-1)}}} \\ &= \frac{10,35}{\sqrt{\frac{5250 - \frac{84100}{28}}{28(27)}}} \\ &= \frac{10,35}{\sqrt{\frac{5250 - 3003,57}{765}}} \\ &= \frac{10,35}{\sqrt{\frac{2246,43}{765}}} \\ &= \frac{10,35}{\sqrt{2,93}} \\ &= \frac{10,35}{1,71} \\ t &= \mathbf{6,05}\end{aligned}$$

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp. 866172 Fax (041) 3615588 Makassar 90221 E-mail: dp.lsm@nusiba.plaza.com



Nomor : 4131/05/C 4-VIII/VII/40/2021

amp : 1 (satu) Rangkap Proposal

1a1	: Permohonan Izin Penelitian
-----	------------------------------

Kepada Yth.

Bapak / Ibu Kepala Sekolah

SMP Unisruh

di -

Makassar

03 Dzulhijjah 1442 H

13 July 2021 M

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor 001-IPKIP/A.4-IP/VI/1442/2021 tanggal 8 Juli 2021, menerangkan bahwa mahasiswa tersebut di bawah ini:

Name: ISMAIL

No Stambuk : 10535 1125016

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan Pendidikan Bahasa Inggris

Pekerjaan Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul:

"The Use Of English Movie In Teaching listening (Pre-Experimental Design at SMP Unismuh Makassar)"

Yang akan dilaksanakan dari tanggal 8 Januari 2021 s/d 8 Maret 2021.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa

السلام عليكم ورحمة الله وبركاته

• Ketua LP3M,



Dr.Ir. Abubakar Idhan,MP.
NBM 101 7716



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat: Jl. Sultan Alauddin 259 Telp. (0411) 860 132 Fax. (0411) 860 13 Makassar 90221
 Website: fkip.unismuh.ac.id/Website prodi: bg.fkip.unismuh.ac.id



BERITA ACARA UJIAN PROPOSAL

Pada hari ini Kamis tanggal 10 Rajab 1442 H bertepatan tanggal 22 Februari 2021 M bertempat di ruang virtual *Google Meet* Kampus Universitas Muhammadiyah Makassar, telah dilaksanakan seminar proposal yang berjudul:
 "THE USE OF ENGLISH MOVIE IN TEACHING LISTENING
 (PRE-EXPERIMENTAL DESIGN AT SMPN 2 SUNGGUMINASA)"

Dari mahasiswa:

Nama : ISMAIL

NIM : 105351125016

Jurusan/Prodi : Pendidikan Bahasa Inggris

Moderator : Firman, S.Pd., M.Pd.

Hasil seminar : Sangat baik/baik/cukup baik/kurang baik *

Alamat/telp

Dengan penjelasan sebagai berikut.

Disetujui oleh:

Moderator : Firman, S.Pd., M.Pd.

Penanggap I : Dr. Nunung Anugrawati, M.Pd.

Penanggap II : Muh. Astrianto Setiadi, S.Pd., M.Pd.

Penanggap III : Ratu Yulianti Natsir, S.Pd., M.Pd.

Makassar, 22 Februari 2021

Ketua Prodi

Pendidikan Bahasa Inggris



Ummi Khaerati Syam, S.Pd., M.Pd.

NBM. 977 807

*coret yang tidak perlu



Lab. School Universitas Muhammadiyah Makassar
SMP UNISMUH MAKASSAR
 Jl. Tala salapang No. 40 D Makassar | Telp. 0812 4350 2177
 NSS. 202 *96 00 422 | NPSN. 40313847



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN TELAH MENELITI

Nomor: 222/SMP-Unismuh/IX/2021

Yang bertanda tangan dibawah ini, Kepala SMP Unismuh Makassar menerangkan bahwa :

Nama : Ismail
 NIM : 105351125016
 Fakultas/ Program Studi : FKIP/ Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan penelitian di SMP Unismuh Makassar yang berlangsung pada 26 Juli sampai 06 September 2021 dengan judul:

"The Use of English Movie in Teaching Listening (Pre-Experimental Design at SMP Unismuh Makassar)"

Demikian keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 06 September 2021
 Kepala Sekolah



Prof. Dr. H. Iryani Akib, M.Pd
 NIP. 19630802 199203 1 002



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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 Email: prodi@unismuhmakassar.ac.id
 Web: www.unismuhmakassar.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

0776-20EBGE

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : ISMAIL
 NIM : 105351125016
 Judul Penelitian : "THE USE OF ENGLISH MOVIE IN TEACHING LISTENING (PRE-EXPERIMENTAL DESIGN AT SMP UNISMUH MAKASSAR)"
 Tanggal Ujian Proposal : 23-Feb-21
 Tempat/Lokasi Penelitian : SMP UNISMUH MAKASSAR

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Senin 26 July 2021	Peneliti dan guru melaksanakan pengoordinasian terkait prosedur penelitian yang dijalankan sesuai dengan prosedur kesehatan Covid-19 yaitu dilakukan melalui media daring grup Whatsapp	Salsabila, S.Pd., Gr	
2	Senin 26 July 2021	Koordinasi antara Peneliti dan Guru terkait penentuan kelas yang akan dijadikan objek penelitian	Salsabila, S.Pd., Gr	
3	Senin 26 July 2021	Peneliti meminta izin kepada guru untuk masuk ke grup kelas VIII	Salsabila, S.Pd., Gr	
4	Rabu 04 Agustus 2021	Peneliti masuk ke ruang kelas online melalui Zoom dan melakukan penelitian pertama	Salsabila, S.Pd., Gr	
5	Rabu 11 Agustus 2021	Peneliti masuk ke ruang kelas online melalui Zoom dan melakukan penelitian kedua	Salsabila, S.Pd., Gr	
6	Rabu 25 Agustus 2021	Peneliti masuk ke ruang kelas online melalui Zoom dan melakukan penelitian tahap akhir dengan memberikan beberapa tugas tambahan dan feedback untuk peneliti	Salsabila, S.Pd., Gr	
7	Senin 06 September 2021	Himbauan terhadap guru bahwa pengumpulan data terkait penelitian yang dilakukan telah berhasil dilaksanakan	Salsabila, S.Pd., Gr	

Makassar, 05 September 2021

Mengetahui,

Ketua Jurusan,

Ummi Khaerati Syam, S.Pd., M.Pd
 NBM. 977 807

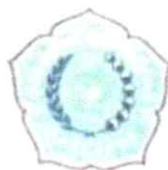
Pimpinan/Kepala sekolah,



Prof. Dr. H. Iryani Akib, M.Pd
 NIP. 19630802 199203 1 002



| Terakreditasi Institut



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM PEMANTAPAN PROFESI KEGURUAN (P2K)

— SERTIFIKAT —

Nomor 0722 /P2K/FKIP/IV/1441/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Tim Program Pemantapan Profesi Keguruan (P2K) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar Angkatan XX Tahun 2020 menerangkan bahwa :

Nama : Ismail
 Nim : 105351125016
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Keguruan dan Ilmu Pendidikan
 Universitas : Muhammadiyah Makassar

Telah mengikuti Program Pemantapan Profesi Keguruan (P2K) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, pada Bulan Februari sampai dengan April 2020.

Nama Sekolah : SMPN 2 Pansid
 Kota/Kabupaten : SIDRAP
 Nilai Angka : 4
 Nilai Huruf : A

Mengetahui,

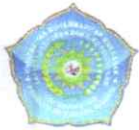
Makassar 21 Sya'ban 1441 H
 15 April 2020 M

Dekan FKIP
 Unismuh Makassar

Erwin Sah, S.Pd., M.Pd., Ph.D.
 NBM 860 939

Ketua Tim P2KB
 FKIP Unismuh Makassar

Dr. Khaeruddin, M.Pd.
 NBM 590 517



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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prodi@unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN
PENGAJUAN JUDUL/DRAF PENELITIAN MAHASISWA**

Nomor : 0213/BG-FKIP/Research/VI/1441/2020

Assalamu Alaikum Warahmatullahi Wabarakatuh.

Melalui surat ini, Prodi Pendidikan Bahasa Inggris FKIP Unismuh Makassar dalam hal ini Ketua Jurusan menerangkan bahwa telah **menerima** judul beserta draf penelitian yang saudara(i) ajukan pada tanggal 7 Desember 2019. Dengan keterangan dan pertimbangan di bawah ini:

Nama Mahasiswa : ISMAIL
Kelas : G
NIM : 105351125016
Dosen MK Seminar on ELT : Prof. Dr. H. Basri Dalle, MS
Judul Penelitian : THE USE OF ENGLISH MOVIE IN TEACHING THE ENGLISH LISTENING SKILL (A QUASI EXPERIMENTAL AT SMPN 2 SUNGGUMINASA JUNIOR HIGH SCHOOL)

Hasil Turnitin Plagiarism Checker :

Originality Report

Similarity Index (max. 35 %)	Internet Sources	Publications	Student Papers
10 %	Merged	Merged	Merged

Pembimbing I & II:

1. **Nunung Anugrawati, S.Pd., M.Pd.**
2. **Herlina Daddi, S.Pd., M.Pd.**

Hal-hal yang perlu diperhatikan:

1. Apabila dalam kurun waktu 6 (enam) bulan, mahasiswa tidak melakukan proses bimbingan proposal sejak dikeluarkannya surat ini. Maka harus mengajukan judul dan draf kembali.
2. Memperbanyak referensi dalam bentuk jurnal ilmiah (Nasional terakreditasi dan internasional terindeksasi)
3. Lebih teliti dalam melakukan penulisan / pengetikan (gunakan *grammar checker* atau sejenisnya)
4. Gunakan *reference manager* dalam membuat sitasi atau referensi (*Mendeley, Endnote, Refworks* atau sejenisnya)
5. Buat dan miliki akun akademik (*Researchgate, Orcid, Academia.edu, Researcher ID*, atau sejenisnya), silakan *upload / Posting* proses penelitian anda pada akun akademik yang anda buat, dan tambahkan (*add*) dosen pembimbing anda pada proyek penelitian tersebut.

Demikian surat ini dikeluarkan untuk dipergunakan pada proses selanjutnya. Terima kasih.

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 26 Syawal 1441 H
18 Juni 2020 M

Menyetujui,
Ketua Jurusan
Prodi Pendidikan Bahasa Inggris



Umni Khaerati Syam, S.Pd., M.Pd
NBM 977 807



| Terakreditasi Program Studi B



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LEMBAR PERBAIKAN UJIAN SEMINAR PROPOSAL

Nama : ISMAIL
 NIM : 105351125016
 Jurusan/Prodi : Pendidikan Bahasa Inggris
 Judul : "THE USE OF ENGLISH MOVIE IN TEACHING LISTENING
 (PRE-EXPERIMENTAL DESIGN AT SMPN 2 SUNGGUMINASA)"

No	Dosen Penguji/Penanggung	Materi Perbaikan	Paraf
1	Firman, S.Pd., M.Pd.	1. Perbaiki format penulisannya 2. Benarkan penjelasan untuk istilah baru seperti "Filed Paper" dan lainnya	
2	Dr. Nunung Anugrawati, M.Pd.	1. Perhatikan semua komentar penguji lain dan kerjakan	
3	Muh. Astrianto Setiadi, S.Pd., M.Pd.	1. Buatlah GAP pada Bab I 2. Koreksi ulang kata yang perlu pada Bab I	
4	Ratu Yulianti Nator, S.Pd., M.Pd.	1. Perbaiki bagian instrument di bab II 2. Pilih test yang berbeda	

Makassar, 22 Februari 2021 M

10 Rajab 1442 H

Ketua Prodi

Pendidikan Bahasa Inggris



Ummi Khaerati Syam, S.Pd., M.Pd.

NBM. 977 807

CURRICULUM VITAE



Researcher Ismail was born on June 11, 1997 in North Jakarta. He is the second child of the fourth brother. His father is Abdul Hakim and his mother is Karsih. He has a brother and two sisters. He began studying at SDN 045 Lara Utama in 2003 to 2009, in 2010 he continued to Junior High School at SMPN 1 Baebunta then graduated in 2012, in the same year continued his Senior High School at SMAN 1 Masamba and finished it in 2015 Finally he continued his study in 2016 as an ordinary student majoring in English Education at the Teacher Training and Education Faculty, Muhammadiyah University of Makassar and could finish his study in 2022.

