

**THE USE OF MOVIE TRAILER TO INCREASE STUDENTS'
SPEAKING SKILL**

(A Pre-Experimental Research at the Eleventh Grade of SMA 4 WAJO)



A Thesis

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

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MOTTO

*“The person who requires knowledge is demanding grace,
the people who are studying are running the pillars of Islam,
and the reward
given to the same as the prophets”.*

(HR. Dailani From Anas r.a)

I dedicated this thesis to
my beloved parents (Andi Muh. Unru and Hj. Harmawati),
my sister and also my husband.

ABSTRACT

ANDI NIMAS HUMAERAH, 2018. Thesis of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. *The Use of Movie Trailer to Increase Students' Speaking Skill (A Pre Experimental Research at the Eleventh Grade of SMA 4 Wajo)*. Supervised by Syamsiarna Nappu and Awalia Azis.

This research aimed to find out the improvement of students' speaking skill by using movie trailer as media to increase the students' speaking skill in terms of pronunciation and vocabulary.

The research applied Pre-Experimental research with one class pre-test and post-test.. The researcher used a purposive sampling technique. The sample of the research was social students (IPS.1) of SMA 4 WAJO the academic year of 2017/2018 which consisted of 28 students. The researcher used picture as instrument in pre-test and post-test.

The students' speaking problems in pronunciation and vocabulary could be reduced by using movie trailer it proved by the result of finding, the main score of students' pronunciation was 0.03 which was classified as very low, post-test 0.04 classified as very low and the improvement of pre-test to post-test was 42%. The main score of students' vocabulary was 0.04 it was classified as very low became 0.06 in post-test classified as low and the improvement was 59.6%.

The results of the improvement also proved with t-test value. The researcher found that t-test was greater than t-table, pronunciation was $(4.6 > 1.701)$ and vocabulary was $(8.3 > 1.701)$. it means that there was significant difference between the result of the students' pre-test and post-test. In other words, the use of movie trailer was effective to increase students' speaking skill in terms of pronunciation and vocabulary at the Eleventh Grade of SMA 4 WAJO.

Keywords: *Speaking Skill, Movie Trailer, Pre-Experimental Research*

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In arranging this thesis, a lot of people have provided motivation, advice, and support for the researcher. In this valuable chance, the researcher intended to express her gratitude and appreciation to all of them. First, the researcher’s deepest appreciation goes to her beloved parents, her mother is Hj. Harmawati for the endless love, pray and support. Then her father is Andi Muhammad Unru for the phone call every week in order to remind her to keep going and never giving up.

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Finally, she would like to thank everybody who was important to the successful realixation of this undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also the readers. For this reason, constructive thoughtful suggestion and critics are welcomed.

Makassar, Mei 2018

Andi Nimas Humaerah

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CHAPTER I

INTRODUCTION

A. Background

English is a subject that essential to be learned, because most of the information and technology are using English, for example in education, commerce, daily activities, news, computer, and others. As an international language, English is an asset to communicate to people in Worldwide.

English as foreign language consist of four skills namely: writing, listening, reading, and speaking. These four skills are usually considered as integrated system because they support each other. As one of skill in English, speaking that must be mastered in English, speaking is a way for make to communicate with each other, and speaking is also one of language that must be to be share to others. To most people, speaking is the most difficult part in learning foreign language because it usage sense involves the manifestation either of the phonological system or the grammatical system of the language.

Some students are not able to speak English well in English subject and they do not get the point of the meaning when the teacher speak to them, or when the teacher ask them to giving in information about something by using English, they are not able speak English because they donot know what they would to speak. This case is because of lack of students' vocabulary, pronounce, and many others. The media also the problem that found in this case.

Media education in general is a teaching and learning tool. Everything that can be used to stimulate thought, feeling, concerns and abilities or skills of learners so as to facilitate the process of learning. The media is one an important thing that the teacher uses on teaching. However most of the teacher always using a monoton media like whiteboard, picture, and other.

Based on the problem above the researcher takes the movie trailer as a media on teaching and learning process. Movie trailer is intended to get students excited to seeing a movie until the end. Trailer is also a form of condensed storytelling. In just a couple of minutes a trailer can establish genre and mood, introduce character, setting and establish plot and key themes. The short duration and strong visual and auditory content means that trailer engage pupils of all ages, abilities and learning styles. On-screen texts are a good introduction to strands 9 (creating and shaping texts) and 10 (text structure and organization) of the literacy framework and create opportunities for students to discuss and articulate their knowledge and understanding.

To increase students' speaking skill the researcher uses a movie as media on teaching and learning process. It will be held at the eleventh grade of SMA 4 Wajo. The researcher has found some problems there related to speaking skill faced by students. The students still lack of interest in learning speaking skill because they are less in vocabularies and how to pronounce the words. 90% students have score in English which indicated that they had low score in the four skills including speaking skill. It can be seen from students' mean score is 50.70.

One way to attract students' interest in English learning and it is hoped is able to increase their speaking by using a movie trailer as media. Therefore, the researcher is interested in conducting a research entitled '*The Use of Movie Trailer to Increase Students' Speaking skill (A Pre Experimental Research at the Eleventh Grade of SMA 4 Wajo)*'.

B. Problem Statement

Related to the background of the study, the researcher formulates problem statement as follow:

1. Does the use of movie trailer as media increase the students' speaking skill in terms of pronunciation ?
2. Does the use of movie trailer as media increase the students' speaking skill in terms of vocabulary ?

C. Objective of the Research

Based on the question above, the purpose of this research are to find out whether or not:

1. The use of movie trailer as media increases the students' speaking skill in terms of pronunciation.
2. The use of movie trailer as media increases the students' speaking skill in terms of vocabulary.

D. Significance of the Research

There are two significance of this research, consist of theoretically and practically. Theoretically, it can be an alternative way to overcome their speaking problem in teaching and learning process which focuses on

pronunciation and vocabulary. While practically, for teacher it can be used to develop students' speaking in developing their pronunciation and vocabulary. So, the students can be easier to understand and improve their ability in speaking English because it will give them a lot of new experiences in learning process in order that they will be more interested and enjoy in learning speaking. Furthermore, it is hoped to give positive influences to students in their English speaking skill directly.

E. Scope of the Research

The scope of this research focused on the use of movie trailer in learning English on speaking skill because the media was being a problem that found in this research. This research focused on the students' pronunciation (short vowel, long vowel) and vocabularies (verb and adjective) because most of the students in that class lack of pronunciation and vocabulary.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Some Previous Research Findings

Some theories from people who have done a research before, they are :

1. Kalkan (2013) in her journal entitled “speaking skill improvement by using movie as media” found a result that using movie trailer increased the students’ mean score from 60.30 up to 70.81, and also helped the students’ in improving their speaking.
2. Mirvan (2013) in his journal entitled “The advantages of using films to enhance student’s reading skill in the EFL classroom” showed the significant differences between experimental and control group of students on integrated skill using video incorporated in the teaching and also helped to increase the efficiency of the teaching and learning process.
3. Heffernan (2005) in his journal entitled “Watching movie trailer in the ESL class” found that the use of the internet is undoubtedly a useful tool for students and can be an overwhelming experience for teachers and students alike.

Based on the previous research findings, the researcher finds the similarity and the difference with this research. The similarity is the experts and the researcher uses experimental design. While the difference is the experts used true experimental design (pretest- post-test control group design) and the researcher uses pre-experimental design (one group pretest

and post-test design) where the main focus of the research is finding the students speaking ability in terms of vocabulary and pronunciation. While the previous research' result, the use of movie trailer as a media of teaching and learning process could increase the students skill in reading and speaking skill, it is supported by the result of the research which is showing the improvement of the students' mean score.

B. The Concept of Teaching English

The definition of teaching cannot be separated from the definition of learning. The understanding towards the concepts of teaching and learning may underlie the success of language teaching and learning process. Therefore, the following presents a discussion on the notion of teaching and learning. Tomlinson (1998:4) states that learning is normally considered to be a conscious process which consists of the committing to memory of information relevant to what is being learned. In addition, McCown et al (1996:3) state that teaching is an action taken with the intent to facilitate learning, and learning modifies a person's capabilities. teaching and learning are interconnected as a process for facilitating learning through taking certain actions in the hopes of reaching the goal of modifying a learner's capability.

Similarly, Brown (2000:7) proposes that learning is acquiring or getting of knowledge of subject or a skill by study, experience, or instruction. Brown (2000:7) also breaks down the components of the definition of learning as follows:

- 1) Learning is acquisition or getting

- 2) Learning is retention of information or skill
- 3) Retention implies storage system, memory, and cognitive organization
- 4) Learning involves active, conscious focus or acting upon events outside or inside the organism
- 5) Learning is relatively permanent but subject to forgetting
- 6) Subject involves some form of practice, perhaps reinforced practice
- 7) Learning is a change in behavior

In relation to English teaching learning, Harmer (2007:51-53) suggests that the natural language acquisition can be difficult to replicate in the classroom, but there are elements which can help the students learn effectively. The elements are engaged, study, and activate. “Engage” is related to a teaching sequence where teachers try to arouse students’ interest by involving their emotion. Meanwhile, the concept of “study” focuses on the language and how the language is constructed. The last element is “activate”. This term refers to the exercise and activities which are designed to get the students using language as freely and communicatively as they can.

In fact, teaching and learning are related to each other. Language learning cannot be separated from language teaching. To learn is to know something while to teach is to let learners know something. Brown (2000:7) defines the concept of teaching. He explains that teaching is guiding and facilitating learning encouraging the learners to learn, and setting the condition for learning.

Supporting the above definition, Richard (1990:20) stated that an effective teaching language are dependent upon systematic data gathering, planning, and development within a context that is shaped and influenced by learner, teacher, school, and societal factors. With regard to the above aspects, teaching is not only a matter of transferring knowledge. Many aspects are involved in the process of teaching which determine in effectiveness of teaching process. Those important aspects of teaching can be some guidance to create an effective teaching in the English teaching and learning process

C. The Concept of Speaking

1. The Nature of Speaking

Speaking is a key of communication. It plays a very crucial part in people's daily life, almost of every aspects in our life is covered by speaking. Most people, mastering speaking is one of the the most important aspects of learning a second or foreign language, because the purpose of learning a language is to be able to communicate by using a language.

Various definitions of speaking have been given by many theorists. Speaking is oral interaction where the participants need to negotiate the meaning contained in ideas, feeling, and manage in term of who is to say what, to whom, and about what (Nunan 1991:40). Meaning that, speaking is used to make our listener understand our expression. In addition, speaking in a second language will be facilitated when learners are actively engaged in attempting to communicate (Nunan 1991:42). In conclusion,

speaking ability is the ability of the person to express his or her ideas, feeling, or something in his or her mind to others.

Speaking is a very important skill in mastering English for students who learn English required mastering the ability to communicate with each other. When someone who has mastered in speaking, he or she will not have difficulties to express his or her ideas, thoughts, and feelings. It can be practiced in daily questions, making conversation with friends, and conveying English speech in front of the class.

Talking about speaking as communication, we cannot separate it with the language as Brown (2000:44) says “Language learning is primarily a matter of transforming perceptions into conceptions. Language is means of thinking, of representing the world to oneself.” So we use language to represent our conceptions that usually express by speaking.

To transforming perceptions into conceptions the speakers need several competences such as a communicative and sociolinguistic competence to produce a good speaking performance that effecting on having a good English proficiency. Communicative competence consists of grammatical competence as well as sociolinguistic competence, that is, factors governing successful communication.

2. Elements of Speaking Skill

The elements are what aspects influencing how well people speak English. Here is the elements of speaking according to Syakur. According to Syakur (1987:5) in speaking is a complex skill because at least it is

concerned with elements of grammar, vocabulary, pronunciation, and fluency.

a. Grammar

It is needed for students to arrange a correct sentence in conversation.

b. Vocabulary

Vocabulary means the appropriate diction which is used in communication.

c. Pronunciation

Pronunciation is the way for students to produce clear language when they speak.

d. Fluency

Fluency can be defined as the ability to speak fluently and accurately, it includes a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”.

3. Teaching Speaking

In Harmer (2007:123-124) says that Scott Thornbury suggests that the teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need to become “talking classroom”. In other words, students will be much more confident speakers (and their speaking abilities will improve) if this kind of speaking activation is a regular feature of lesson.

According Nunan (2003:48) teaching speaking sometimes considered a simple process. Although speaking is totally natural, speaking in language in other than our own is anything but simple, It means even though speaking is natural, the teacher are suggested to simplify the way they teach speaking, because it is not our native language.

Taught speaking by having students repeat sentences and recite memorized textbooks dialogues it was done by people for many years, and also teaching speaking involved providing students with components of language, hoping that they would eventually put them all together and speak. So the students might spend several times repeating after the teacher, studying grammar rules, reciting dialogues, and learning vocabulary.

Besides, Nunan (2003:54-56) suggest five principles for teaching speaking, they are :

1. Be aware of differences between second language and foreign language in he learning context,
2. Give students practice with both fluency and accuracy,
3. Provide opportunities for the students to talk by using group work or pair work, and limiting teacher talk.
4. Plan speaking tasks that involve negotiation for meaning,
5. Design classroom activities that involves guidance and practice in both transactional and interactional.

Here also some suggestions for English language teachers while teaching oral language by Kayi (2006:5)

1. Provide maximum opportunity to students to speak the target language.
2. Try to involve each student in every speaking activity.
3. Speaking time in class while increasing student speaking time. Step back and observe students.
4. Indicate positive signs when commenting on a student's response.
5. Ask eliciting questions in order to prompt students to speak more.
6. Provide written feedback.
7. Do not correct students' pronunciation mistakes very often while they are speaking.
8. Involve speaking activities not only in class but also out of class.
9. Circulate around classroom to ensure that students are on the right track.
10. Provide the vocabulary before hand that students need in speaking activities.
11. Diagnose problems faced by students who have difficulty in expressing themselves in the target language.

D. Movie Trailer

1. Definition of Movie Trailer

Learning English by using films can be very fascinating for all students especially in EFL classroom since they can experience a refreshing learning and as a taking a break from learning drill practice and

memorizing vocabulary by replacing with something real that can not be found in textbooks.

According to Kernan (2004:1) movie trailer is a unique narrative of film exhibition, wherein promotional discourse and narrative pleasure are conjoined. Film trailers use several tactics to persuade moviegoers and have become a significant part of the movie trailer experience (Jerrick, 2013:1)

In trailers, images are selected and combined in way that privilege attracting the spectator's attention over sustaining narrative coherence. Trailer also maintain a relationship between promotional images of attraction and coherent cinematic narrative lie the unique characteristics that constitute the rhetoric of trailers (Kernan, 2004:7)

Movie trailers as short segments (usually two to three minutes) of key scenes that provide interesting linguistic input and action accompanying the language. In addition, movie trailers are persuasive texts designed to get an audience excited about seeing a film at cinema and basically they describe the interesting parts of the movie, establishing genre, setting, character and plot, without (hopefully) giving away the ending. Since movie trailer is not time consuming and reveals some attractive scenes, it is worth used in classroom interaction.

2. The Features of Movie Trailer

Most trailers have in common a few generic features: some sort of introductory or including address to the audience about the film either

through title or narration, selected scenes from the film, montages of quick-cut action scenes, and identifications of significant cast member or characters. There are 7 top successful elements which appear in film trailers:

1. The opening sound - which is designed to grab the viewers attention.
2. The music - used to set the mood and influence the audiences emotion.
3. The quick cut - used to give the audience a quick overview of the film.
4. The mute - gives the impression of loudness and therefore by removing the sound altogether the impact is greater.
5. Motion graphics - adds something to read and can set a story.
6. The voice over - helps to tell the audience what the movie is about.
7. The character change - focusing on the leading man for once audience and half way through the trailer introducing a female character.

A trailers aim is to usually introduce the main characters/actors/actresses and they switch between each one to aim at all target audience. Its purpose is to encourage an audience to watch the film, giving them a small taster of what the film is about ensuring that it just enough to get the wanting more.

3. Movie Trailer in English Learning Process

According to Lowe (2014:1) says that film English includes a very well-thought out set of group discussion questions that help students reflect on their attitude and feeling about public speaking.

The objectives of the lesson were twofold: to enhance student knowledge through the use of movie trailers; and the use of movie trailers as an educational tool for improving students' understanding of spoken English. Moreover, the typical narrative structure of a movie trailer provides as follow:

1) Opening

Establishes setting and introduces character

2) Build Up

Development of characters and their world.

3) Problem

A dilemma or series of complications.

4) Events

A series of events/action as characters try to overcome obstacle or solve problem.

Based on the description above, it is clearly seen that movie trailer can be used in teaching Speaking, especially pronunciation and vocabulary by asking the students to describe the Movie, place setting, or even the action or event which is provided on the trailers.

The procedure of using movie trailer in teaching descriptive pronunciation is started by building the students' knowledge. The first

step the teacher explain the media” movie trailer” then continuing by showing the media on three minute feedback is very important for students as in line, after showing the media, the student come in front of position then they explain the movie on two minutes and continuing by giving feedback that can fulfill students’ need especially in enhancing their knowledge of pronunciation and vocabulary.

E. Conceptual Framework

The theoretical framework underlying the research in given in the following diagram:

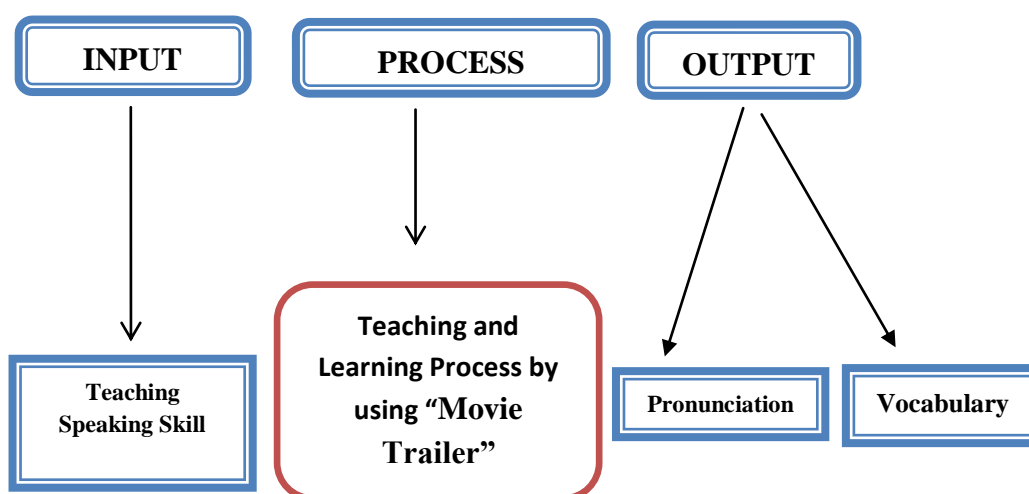


Figure 2.1: Conceptual Framework

The conceptual framework in Figure 2.1 showed the three steps; input, process, and output. Input referred to teaching speaking skill where the mean was to teach ESL learners to produce the English speech sounds and sound pattern. Process referred to three points, those were pre-test which were aimed at knowing the obtaining of the students' speaking skill by giving or showing a picture then they told what the picture tell about. Then in the treatment focused on the implementation of Movie Trailer, and The Post-test was aimed at measuring the students' Speaking by doing debate related to the topic of movie trailer. The output referred to know the students' achievement in Speaking Skill in terms of Pronunciation (long vowel and short vowel) and vocabulary (verb and adjective).

F. Research Hypothesis

Based on the theoretical framework, the hypothesis can be formulate as follows:

1. Alternative hypothesis (H1): There is a significant improvement on students' pronunciation and vocabulary before and after learning by using movie trailer.
2. Alternative hypothesis (H0): There is no a significant improvement on students' pronunciation and vocabulary before and after learning by using movie trailer.

CHAPTER III

RESEARCH METHOD

A. Research Design

The type of pre-experimental design of this research was comparing the result after and before giving treatment. The researcher only compared score of pretest and post-test, where the first was before using movie trailer and the second was after using movie trailer. According to Creswell (2009:160), the types of this research could be designed as follow:

TABLE 3. 1
Research type

Pretest	Treatment	Post-test
O ₁	X	O ₂

Where:

O₁ = pretest

X = treatment

O₂ = post – test

B. Research Variables and Indicators

1. Variables

There were two variables, such as independent variable and dependent variable. Independent variable is variable which influence the object, while dependent variable is variable which is influenced by the object, they were:

a. Independent variable

Independent variable was the use of movie trailer in teaching speaking skill. Movie trailer was a media to be used by students to increase students' pronunciation and vocabulary.

b. Dependent variable

Dependent variable of this research was the students' improvement in pronunciation and vocabulary.

2. Indicators

The indicators of this research were long and short vowel in pronunciation; verb and adjective in vocabulary.

C. Population and Sample

The researcher took place at SMA 4 Wajo, where all of the eleventh grade students were population. Based on the data, the class of eleventh grade consist of IPA (4 classes) and IPS (3 classes). There were 102 students of IPA and 89 students of IPS, so the overall number of eleventh grade was 191 students, and they were the population of this research. Only one class as a sample, it was IPS.1 class consist of 28 students. The researcher used a purposing sampling technique to determine a class as a sample. This sampling technique was chosen by comparing some aspects so ,they are: the first the researcher knew well the students condition,second it was based on observation steps.

D. Research Instrument

There 2 research instruments used in this research, they are:

1. Test

a. Pre-test

In pre-test the researcher showed the students six different pictures, then asked them to chose one picture and asked them to retell what they were getting after saw the picture or what the picture told about. Pre-test used to know the students' speaking skill.

b. Post-test

In post-test the researcher used one picture related to the scene of movie trailer that had been watched in treatment before, then asked them to retell what happened in that scene or what the actors and actress talk about in that scene. Post-test used to know the improvement of students' speaking skill after giving the treatment.

2. Recording

The researcher used a phone to record the students' activities or the students' dialogues when they asked to make a dialogue about the movie trailer that had been watched by using some expressions (expressing love, hate and so on) related to the material that learned in every treatment. The researcher used a recording test for collecting the data to get information about the students' improvement.

E. Technique of Collecting Data

The data collected by using pretest and post-test. Pretest was given to the students in the beginning of the research. Then, the post-test was given to the students at the end of the research.

The procedures of collecting data are as follows:

1. Pretest

The pretest done before treatment intended to obtain students' speaking skill. Item used for pretest of a picture then students explain what they know about the picture. The test was about speaking skill which was appropriate with indicators of speaking skill.

2. Treatment

The treatment was watching a movie trailer to increase students' speaking skill. First, researcher showed to the students a movie trailer, after that students asked to make a dialog by using expression (expressing love, hate, and so on) based on what the material they learned in every treatment. The students' also asked to found some vocabularies that new for them or difficult to pronounce. The time to apply this strategy was sixth meetings.

3. Post-test

The test was given to the students to measure the students' skill in speaking especially students' pronunciation and vocabulary after giving treatment by using a picture from a scene of movie trailer and

students asked to tell what happened and what the actors/actress talking in that scene.

F. Technique of Data Analysis

To interpret the score, the researcher used the criteria of measuring the test score to find the effect of using movie trailer towards students speaking skill, the criteria could be seen as follows:

Table 3.2
The Criteria Students' Score in Speaking Skill (Pronunciation)

CLASIFICATION	SCORE	CRITERIA
Very good	5	They speak effectively and good of pronunciation
Good	4	They speak sometimes hasty, but fairly good of pronunciation
Average	3	They speak sometimes hasty, fair of pronunciation
Low	2	They speak hasty and more sentences are not appropriate in pronunciation
Very low	1	They speak very hasty, and more sentences are not appropriate in pronunciation and little or not communication

Source : Preparation of English Psychomotor Assessment Tools in High School (2010:7)

Table 3.3
The Criteria Students' Score in Speaking Skill (Vocabulary)

CLASSIFICATION	SCORE	CRITERIA
Very good	5	They speak effectively and excellent of using vocabulary
Good	4	They speak effectively and good of using vocabulary
Average	3	They speak sometimes hasty but fairly good of using vocabulary

(lay	Low	2	They speak sometimes hasty, fair of using vocabulary
	Very low	1	They speak hasty, and more sentences are not appropriate using vocabulary

man, in Wahyuddin, 2013:26)

Source : Preparation of English Psychomotor Assessment Tools in High School (2010:7)

G. Data Analysis

1. To calculate the score using the following simple formula:

The students' score = $\frac{\text{the gain score}}{\text{The maximum score}} \times 100$

The maximum score

2. Calculating the mean score of students' pretest and post-test using this formula:

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

Where: \bar{X} = Mean

$\sum x$ = the sum of all score

N = Total number of subject

(Gay, 2000:338)

3. The percentage of the students' speaking skill is identified by using the formula as follow:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where: P = the percentage of the student's improvement

X1= the mean score of pretest

X2= the mean score of post-test

(Arikunto, 2006:306)

4. Finding the significant difference between the mean score of pretest and post-test by calculating the value of t-test using the following formula.

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

Where: t = Test of significance

\bar{D} = The mean of different score

$\sum D$ = the sum of total score of significance

$\sum D^2$ = the square of the sum for difference

N = the total number of subject

(Gay, 2000:351)

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter particularly presents the finding of the research which are presented as data description and discussion of the findings reveals argument and further interpretation of the findings.

A. Findings

1. The Students' Speaking Skill in Terms of Pronunciation

The students' score of pretest and post-test are observed based components of speaking. The data could be seen in the following table:

Table 4.1
Frequency and Rate Percentage of the Students' Speaking Ability in Terms of Pronunciation

No.	Score	Category	Pre-test		Post-test	
			F	P	F	P
1.	5	Very good	0	0	0	0
2.	4	Good	0	0	0	0
3.	3	Average	0	0	0	0
4.	2	Low	0	0	12	42.86%
5.	1	Very low	28	100%	16	57.14%
	TOTAL			100%		100%

Table 4.1 showed that in pre-test 100% students' pronunciation were categorized as very low, but in post-test was improved there were 57.14% student in categorized as very low and 42.86% categorized as low. It could be seen from the chart below:

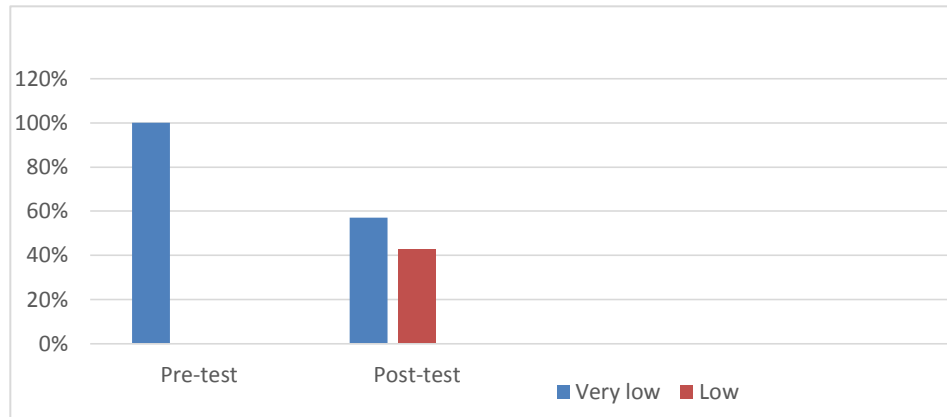


Chart 4.1 Students' Rate Percentage in Pronunciation

Chart 4.1 showed that in the pretest, there were 100% students categorized as *very low* and none of them categorized as *low*, *average*, *good* and *very good*.

Chart 4.1 also showed the result of students' speaking ability in post-test. There were 57.14% students categorized as *very low*, 42.86% students categorized *low* and none of them classified into *average*, *good* and *very good*.

2. The Students' Speaking Skill in Terms of Vocabulary

Table 4.2
Frequency and Rate Percentage of the Students' Speaking Ability in Terms of Vocabulary

No.	Score	Category	Pre-test		Post-test	
			F	P	F	P
1.	5	Very good	0	0	0	0
2.	4	Good	0	0	0	0
3.	3	Average	0	0	3	10.71%
4.	2	Low	4	14.29%	17	60.72%
5.	1	Very low	24	85.71%	8	28.57%
	TOTAL			100%		100%

Table 4.2 showed that there were 85.71% students' vocabulary categorized as very low and 14.29% categorized as low. In post was improved became 28.57% categorized as very low and 10.71% categorized as low. It could be seen from the chart below:

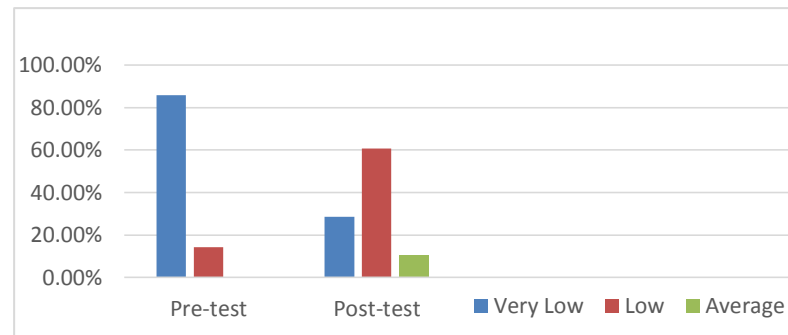


Chart 4.2 Students' Rate Percentage in Vocabulary

Chart 4.2 showed that in pretest, there were 85.71% students categorized as *very low*, 14.29% students categorized as *low* and none of them categorized as *average*, *good* and *very good*.

Chart 4.2 also showed the result in post-test, there were 28.57% students categorized as *very low*, 60.72% students categorized as *low*, 10.71% students categorized as *average* and none of them classified into *good* and *very good*.

Table 4.3
The Mean Score of the Students' Speaking Skill in Pretest and Post-test

Students' Speaking Skill	Pretest	Post-test	Improvement
Pronunciation	0.03	0.05	42%
Vocabulary	0.04	0.06	59.6%

The result of the data analysis from pretest and post-test of the students' speaking skill in term of pronunciation and vocabulary showed by the mean score of indicator in the table 4.3. The mean score of pronunciation in pretest was 0.03 which was classified as very low, in contrary the mean score in post-test was 0.04 which were classified as very low and the improvement of students was 42%. The mean score of vocabulary in pretest was 0.04 which was classified as very low, in contrary the mean score in post-test was 0.06 which was classified as low with 59.6% improvement.

It means that the students' speaking skill had improved after treated by using Movie Trailer. They were more clearly shown in the chart below:

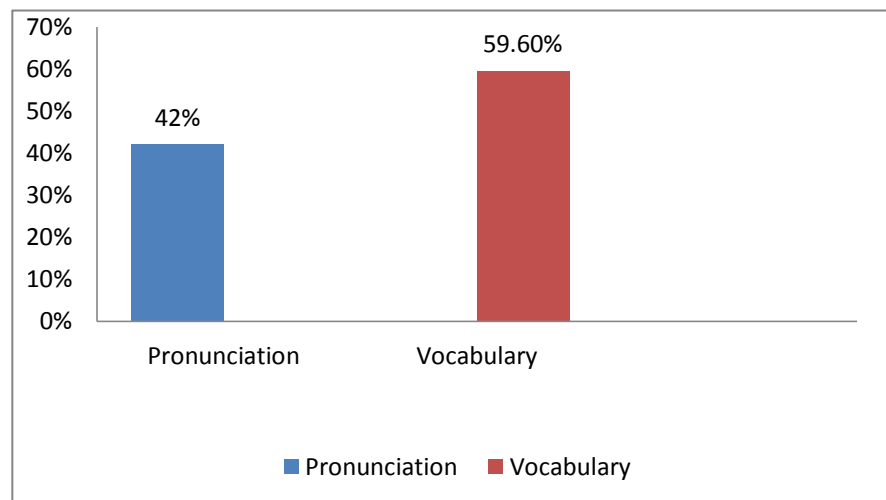


Chart 4.3 Students' Improvement of Speaking Skill

Chart 4.3 showed the students' improvement in pronunciation was 42 % and vocabulary was 59.6%. It was indicated that the students' speaking skill had improvement after treated by Movie Trailer.

To know the level of significance of pretest and post-test, the researcher used t-test analysis on the level significance was (p) 0.05 with the degree of freedom (df) $N-1$, where N = number of subject (28 students) then the value of the t-table was 1.701. The t-test statistical analysis for independent sample was applied.

Table 4.4 above showed the result of t-test calculation of students' speaking skill:

Table 4.4
The Comparison of T-test and T-table Students' Speaking Skill Score

Students' Speaking Skill	t-test	t-table	Improvement
Pronunciation	4.6	1.701	Significant
Vocabulary	8.3	1.701	Significant

Table 4.4 showed that t-test value of indicator for the students' speaking skill greater than t-table. The t-test value of pronunciation and vocabulary were greater than t-table, ($4.6 > 1.701$) and ($8.3 > 1.701$). It was said that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It means that there was a significant

improvement on students' pronunciation and vocabulary before and after learning by using movie trailer in teaching English at the eleventh grade of SMA 4 WAJO.

B. Discussions

The major purpose of this research was to find out whether or not the use of movie trailer as media increases the students' speaking skill in terms of pronunciation and vocabulary. The result of this research showed that the use of movie trailer increased students' speaking skill in terms of pronunciation and vocabulary. There are possible explanations for the result found in this research.

1. The Students' Speaking Skill in Terms of Pronunciation

Firstly, the researcher gave pretest to the students to measure or knows their capability in speaking skill. The result showed that the students' capability in speaking skill was very low. The researcher found the problem in pretest was the students got difficulties in pronounce the words correctly. The caused was the students rarely heard those words and also the students' dialect affected to their pronunciation.

In pre-test, the researcher used a picture as media then asked the students to retell what the picture told about. The result of pre-test was the students got 100% categorized as very low. After giving pre-test, researcher gave them treatment. It was conducted in six meeting to measure the

improvement of students' pronunciation after used movie trailer in learning process.

In treatment, students watched a movie trailer as media in learning process. Researcher asked them to found some words that difficult to pronounce according by them.

After giving the treatment, in the last meeting researcher give post-test to them. In post-test, researcher used a picture related to the scene of movie trailer that had watched before in treatment, then students asked to retell what the actors/actress talk in that scene.

In post-test, researcher got the students' pronunciation was improved. It proved by comparing the students' percentage in pre-test was 100% categorized as very low became 57.14% in post-test.

It could be said that using movie trailer to increase the students' speaking skill in term of pronunciation was successful. It was similar with Donaghy's (2014:2) statement, he said in her article that film can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skill.

2. The Students' Speaking Skill in Terms of Vocabulary

Like in pronunciation, the researcher also found the problem was students were lacking in selection of vocabulary, it proved by seeing the

students' percentage was 85.71% categorized as very low, this caused the students find the fastest way like translating their words by used google translate so they could not remembering the word and felt lazy to memorizing a new word.

In first step researcher give a pre-test to students by using a picture, then they should retell what they were getting from the picture. After giving pretest, the researcher gave them treatment. In this case, the researcher taught the students by used movie trailer as a media. The treatment was conducted in six meetings to measure the improvement of students' vocabulary after used movie trailer in learning process.

During the treatment the researcher gave an exercise to the students to found 20 words (10 verbs and 10 adjectives) contained in the movie trailer dialogues. The students were interested in learning English, it could be seen from the students' enthusiasm found the words.

Basically the students were difficult to found the words, it because their listening skill also very less and for them it was the first time they heard those words or they were not familiar with those words. The researcher needed to reduce the speaking speed of the actress/actors in movie trailer.

After giving treatment, the researcher distributed post-test. The result indicated that the score of the students' post-test increased. They finally able to arrange their sentences without using google translate anymore, although there were still some words obtained from dictionary.

It could be said that using movie trailer in increase students' speaking skill in term of vocabulary was successful. It proved by comparing the students' percentage in pre-test and post-test was 85.71% became 28.57% categorized as very low. As Khalid (2013:21) said that using movie in teaching vocabulary is going to provide student with a very good framework (context) from which students will realize meaning of words easily and affectively.

Based on the result of pretest and post-test, before and after using movie trailer, students' vocabulary was better then their pronunciation. It was supported by the mean score of students on pretest in pronunciation was 18.4 which were categorized as very low and the mean score on the post-test was 24 were categorized as very low. The mean on pretest in vocabulary was 23.03 which were categorized as very low and the mean score on post-test was 33.32 which were categorized as low. It means that the using of movie trailer effective in improving the students' speaking ability in vocabulary.

The result of t-test also supported this improvement by the comparison between T-test and T-table values. The students' T-test in pronunciation were 4.6 which were greater than t-table 1.701 ($4.6 > 1.701$), and the students' t-test vocabulary were 8.3 greater that t-table 1.701 ($8.3 > 1.701$). It means that students' speaking skill has significant improvement after the students treated by suing movie trailer in teaching speaking skill.

By seeing the alteration of students' improvement classification proved that using movie trailer had developed students' speaking skill. This media could help the students in improving their pronunciation and vocabulary in speaking skill. It was same with Setyandari's (2015:52) statement in her journal that the use of movie as media was believed to be able to improve speaking skill in terms pronunciation and vocabulary because student see and hear directly the object being observed so as to generate interest to find out and dig deeper stories.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on finding, it could be conclude that the use of movie trailer was effective in increasing students' speaking skill, it proved by seeing the conclusion below:

1. The students' pronunciation improved, it had been proved by seeing the students' rate percentage was 100% categorized as very low became 57.14% in post-test.
2. The students' vocabulary improved, it had been proved by seeing the students' rate percentage was 85.71% categorized as very low became 28.57% in post-test.

B. Suggestion

The researcher suggests for English teacher to use movie trailer as one of media in teaching process especially in teaching speaking because most of the students had felt the positive impact of using movie trailer in improving their speaking skill. For students, they should be more diligent in learning English by using movie trailer as media because in it there were advantages that can help their speaking skill especially in terms of pronunciation and vocabulary. The last for other researchers, researcher still has many

shortcomings in making and arranging this research, so the researcher hopes this study will motivate further research to conduct relevant studies.

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APPENDIX.1

Research Instrument in Pre-test

Show the pictures to the students



Look the picture then tell what you got from it like:

1. What does the picture tell about ?
2. What are the people doing in the picture ?

Research Instrument in Post-test

Show a picture to the students from the scene of movie trailer.



Look at the picture !

1. Tell what happen and what are the actors/actress talking in this scene

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA 4 Wajo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/2
Alokasi Waktu : 2 x 45 Menit (1x pertemuan)
Pertemuan : Pertama

A. Standar Kompetensi

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjutan (*sustained*) dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

Mengungkap-kan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjutan (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih.

C. Indikator Pencapaian Kompetensi

Indicator Pencapaian Kompetensi	Nilai Budaya dan Karakter Bangsa
<ul style="list-style-type: none"> • Menggunakan tindak tutur menyatakan sikap terhadap sesuatu • Merespon tindak tutur menyatakan sikap terhadap sesuatu 	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Menggunakan tindak tutur menyatakan sikap terhadap sesuatu

2. Merespon tindak tutur menyatakan sikap terhadap sesuatu

E. Materi Pokok

Ungkapan menyatakan sikap terhadap sesuatu

- I'am against the idea of....
- What do you think about.....?
- Are you sure that....?
- I agree that....

Ungkapan merespon menyatakan sikap terhadap sesuatu

- I think so/I don't think so
- I think.....
- I think your opinion is....
- I can't agree more

Contoh dialog:

Fachry : What do you think about Akeela's personality in Akeela and the Bee movie ?

Nimas : I think she is incredible, even no one believe in to her ability but she proves it to other with being a winner on spelling bee competition and it is not only a dream.

F. Metode Pembelajaran

Three-phase technique

G. Kegiatan Pembelajaran

Kegiatan Awal (10 menit)

- a. Guru mengucapkan salam kepada siswa dengan ramah ketika memasuki ruang kelas.
- b. Guru mengecek kehadiran siswa.
- c. Guru mengetes pengetahuan awal siswa dengan memberikan brainstorming seperti menunjukkan satu gambar kemudian menanyakan pertanyaan yang berhubungan dengan materi yang akan dipelajari: setelah kalian melihat gambar ini, bisakah salah satu diantara kalian menceritakan kepada saya apa saja yang kalian pikirkan tentang gambar tersebut ?

Kegiatan Inti (70 menit)

- a. Guru memberikan stimulus berupa pemberian materi ungkapan menyatakan dan merespon sikap terhadap sesuatu.
- b. Siswa diberikan latihan dengan cara menonton sebuah movie trailer yang berjudul Finding Nemo.
- c. Guru meminta kepada semua siswa untuk menceritakan apa yang ada dalam pikiran mereka setelah menonton movie trailer tersebut dengan menggunakan ungkapan menyatakan sikap terhadap sesuatu dan ungkapan merespon menyatakan sikap terhadap sesuatu dalam bentuk dialog.

Kegiatan Akhir (10 menit)

- a. Guru menanyakan kesulitan siswa selama proses pembelajaran dengan menggunakan movie trailer.
- b. Guru memberikan beberapa nasehat kepada siswa untuk menyemangati mereka dalam belajar.
- c. Guru menyimpulkan materi pembelajaran.

H. Alat dan Bahan

- LCD
- Picture
- Movie trailer

I. Penilaian

1. Indikator, Teknik, Bentuk, dan Contoh

No.	Indikator	Teknik	Bentuk	Contoh
1.	Menggunakan tindak tutur menyatakan sikap terhadap sesuatu	Tes Lisan	Membuat dialog dan mempraktikkan	Use the expressed attitude phrase to reveal what you get after watching the movie trailer.
2.	Merespon tindak tutur menyatakan sikap terhadap sesuatu	Tes Lisan	Membuat dialog dan mempraktikkan	Give your responses orally based on what you get after watching the movie trailer.

2. Instrument Penilaian

Vocabulary and Pronunciation

Listen and repeat !

- Mysterious
- Ingest
- Breath
- Directions
- Ocean
- Speck
- Spit out

Soal Latihan

1. Make dialogue by using the expressing annoyance!
2. Find some words that you got and never you heard before after watching the movie trailer!

3. Rubrik Penilaian

Score	Pronunciation	Vocabulary
5	They speak effectively and good of pronunciation	They speak effectively and excellent of using vocabulary
4	They speak sometimes hasty, but fairly good of pronunciation	They speak effectively and good of using vocabulary
3	They speak sometimes hasty, fair of pronunciation	They speak sometimes hasty but fairly good of using vocabulary
2	Pronunciation is okay; No effort towards a native accent	They speak sometimes hasty, fair of using vocabulary
1	They speak very hasty, and more sentences are not appropriate in pronunciation and little or not communication	They speak hasty, and more sentences are not appropriate using vocabulary

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

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J. Standar Kompetensi

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K. Kompetensi Dasar

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L. Indikator Pencapaian Kompetensi

Indicator Pencapaian Kompetensi	Nilai Budaya dan Karakter Bangsa
<ul style="list-style-type: none"> • Menggunakan tindak tutur menyatakan cinta • Merespon tindak tutur menyatakan sikap cinta 	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab

M. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

3. Melakukan monolog yang berkaitan dengan expressing love
4. Menggunakan dan merespon tindak tutur menyatakan cinta

N. Materi Pokok

Expressing Love.

EXPRESSING LOVE		
Definition of love is deep feeling of some one. There are two ways to express love. The first is for formal situation and informal situation. The explanation as follows:		
Formal	Accepting	Refusing
I do love you	I love you too	I don't love you
I fall in love with you	I do too	I don't either
Let me love you	All right	Not yet
Informal	Accepting	Refusing
I think I love you	So do I	Sorry, I have think another
Let me be with you	Ok, but you must promise...	Sorry, I have had a boy/girl friend
I have a crush on you	How happy I am.	You are dreamming.

O. Metode Pembelajaran

Three-phase technique

P. Kegiatan Pembelajaran

Kegiatan Awal (10 menit)

- d. Guru mengucapkan salam kepada siswa dengan ramah ketika memasuki ruang kelas.
- e. Guru mengecek kehadiran siswa.

- f. Mengaitkan materi yang akan dipelajari dengan karakter

Kegiatan Inti (70 menit)

- d. Guru memberikan stimulus berupa pemberian materi ungkapan menyatakan dan merespon perasaan cinta.
- e. Siswa diberikan latihan dengan cara menonton sebuah movie trailer yang berjudul The Incredible.
- f. Guru meminta kepada semua siswa untuk menceritakan apa yang ada dalam pikiran mereka setelah menonton movie trailer tersebut dengan menggunakan ungkapan menyatakan perasaan cinta dan ungkapan merespon menyatakan perasaan cinta dalam bentuk dialog.

Kegiatan Akhir (10 menit)

- d. Guru menanyakan kesulitan siswa selama proses pembelajaran dengan menggunakan movie trailer.
- e. Guru memberikan beberapa nasehat kepada siswa untuk menyemangati mereka dalam belajar.
- f. Guru menyimpulkan materi pembelajaran.

Q. Alat dan Bahan

- LCD
- Picture
- Movie trailer

R. Penilaian

2. Indikator, Teknik, Bentuk, dan Contoh

No.	Indikator	Teknik	Bentuk	Contoh
1.	Menggunakan tindak tutur menyatakan perasaan cinta	Tes Lisan	Membuat dialog dan mempraktikkan	Use the expressing love to show your feeling about the movie trailer
2.	Merespon tindak tutur menyatakan perasaan cinta	Tes Lisan	Membuat dialog dan mempraktikkan	Give your responses orally based on what you get after watching the movie trailer.

--	--	--	--	--

2. Instrument Penilaian

Vocabulary and Pronunciation

Listen and repeat !

- Yikes
- Carnivore
- Dissected
- Tack
- Barely
- Got away
- Encouraging
- Booking

Soal Latihan

1. Tell your opinion in form a dialogue by using expressing love!
2. Finds some words that you got and never heard before after watching the movie trailer!

3. Rubrik Penilaian

Score	Pronunciation	Vocabulary
5	They speak effectively and good of pronunciation	They speak effectively and excellent of using vocabulary
4	They speak sometimes hasty, but fairly good of pronunciation	They speak effectively and good of using vocabulary
3	They speak sometimes hasty, fair of pronunciation	They speak sometimes hasty but fairly good of using vocabulary
2	Pronunciation is okay; No effort towards a native accent	They speak sometimes hasty, fair of using vocabulary
1	They speak very hasty, and more sentences are not appropriate in pronunciation and little or not communication	They speak hasty, and more sentences are not appropriate using vocabulary

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA 4 Wajo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/2
Alokasi Waktu : 2 x 45 Menit (1x pertemuan)
Pertemuan : Ketiga

S. Standar Kompetensi

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari.

T. Kompetensi Dasar

Mengungkap-kan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel

U. Indikator Pencapaian Kompetensi

Indicator Pencapaian Kompetensi	Nilai Budaya dan Karakter Bangsa
<ul style="list-style-type: none"> • Merespon dengan benar terhadap tindak tutur: menyatakan perasaan (<i>expressing: anger</i>). • Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: menyatakan perasaan (<i>expressing: anger</i>). 	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab.

V. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Merespon dengan benar terhadap tindak tutur: menyatakan perasaan (expressing: anger).
2. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: menyatakan perasaan (expressing: anger).

W. Materi Pokok

Menyatakan perasaan (expressing: anger)

- In formal situation
 - I really hate
 - I am extremely unhappy about this
 - I am not pleased at all
- In informal situation
 - I can't stand....
 - What displeasure!
 - Bloody hell!

Contoh dialog:

- I. The dialogue between Ana and Fitri. Fitri misunderstands some of Ana's expression when they are meeting. **(In Informal Situation)**

Fitri : Why do you never contact me ?

Ana : I have tried to send you a message a few days ago, but was failed.

Fitri : What's going on you ? You never sending messages or calling me.

What displeasure!

Ana : Honestly, I haven't some pulses.

- II. Situation: the dialogue between Otong and Mr. Daddy as his teacher. Mr.

Daddy expresses his anger when Otong reply the same tone at different song.

(In Formal Situation)

Mr.Daddy : For my smart students, who are brave lets sing in front of the class please?

Otong : I'm sir...

Mr.Daddy : Okay Otong, what's the song son?

Otong : I wanna sing Gundul-Gundul Pacul Sir...

Mr.Daddy : Yapss, good. Who next?

- Otong : Otong sir...
- Mr.Daddy : It's ok, Otong again. But is this the last? Lets another get Opportunity. What's song Otong?
- Otong : Halo-Halo Bandung Sir...
- Mr.Daddy : Next students?
- Otong : Otong again sir...
- Mr.Daddy : I'm extremely unhappy about this.

X. Metode Pembelajaran

Three-phase technique

Y. Kegiatan Pembelajaran

Kegiatan Awal (10 menit)

- g. Guru mengucapkan salam kepada siswa dengan ramah ketika memasuki ruang kelas.
- h. Guru mengecek kehadiran siswa.
- i. Mengaitkan materi yang akan dipelajari dengan karakter

Kegiatan Inti (70 menit)

- g. Guru memberikan stimulus berupa pemberian materi menyatakan perasaan (expressing:anger)
- h. Guru menjelaskan definisi expressing anger serta menganalisa jenis-jenis menyatakan perasaan marah.
- i. Siswa diberikan latihan dengan cara menonton sebuah movie trailer yang berjudul Independence Day
- j. Guru meminta kepada semua siswa untuk menanggapi movie trailer yang telah di tonton sebelumnya dengan membuat sebuah dialog bersama teman sebangku dan menggunakan expressing anger.

Kegiatan Akhir (10 menit)

- g. Guru menanyakan kesulitan siswa selama proses pembelajaran dengan menggunakan movie trailer.
- h. Guru memberikan beberapa nasehat kepada siswa untuk menyemangati mereka dalam belajar.
- i. Guru menyimpulkan materi pembelajaran.

Z. Alat dan Bahan

- LCD
- Movie trailer

AA. Penilaian

4. Indikator, Teknik, Bentuk, dan Contoh

No.	Indikator	Teknik	Bentuk	Contoh
1.	Merespon dengan benar terhadap tindak tutur: menyatakan perasaan (<i>expressing: anger</i>).	Tes Lisan	Membuat dialog dan mempraktikkan	Give your responses orally based on what you get after watching the movie trailer.
2.	Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: menyatakan perasaan (<i>expressing: anger</i>).	Tes Lisan	Membuat dialog dan mempraktikkan	Use the expressing anger to show your feeling about character of the actor/actress in the movie trailer.

2. Instrument Penilaian

Vocabulary and Pronunciation

- Dragging
- Heavy
- Burning
- Dreadlocks
- Gotta
- Aint
- Barbecue
- Desert
- Sticking out

Soal Latihan

1. Finds some words and expressing anger that you find in the movie trailer!
2. Make dialogue about the movie trailer by using expressing anger!

5. Rubrik Penilaian

Score	Pronunciation	Vocabulary
5	They speak effectively and good of pronunciation	They speak effectively and excellent of using vocabulary
4	They speak sometimes hasty, but fairly good of pronunciation	They speak effectively and good of using vocabulary
3	They speak sometimes hasty, fair of pronunciation	They speak sometimes hasty but fairly good of using vocabulary
2	Pronunciation is okay; No effort towards a native accent	They speak sometimes hasty, fair of using vocabulary
1	They speak very hasty, and more sentences are not appropriate in pronunciation and little or not communication	They speak hasty, and more sentences are not appropriate using vocabulary

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA 4 Wajo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/2
Alokasi Waktu : 2 x 45 Menit (1x pertemuan)
Pertemuan : Keempat

BB. Standar Kompetensi

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari.

CC. Kompetensi Dasar

Mengungkap-kan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel

DD. Indikator Pencapaian Kompetensi

Indicator Pencapaian Kompetensi	Nilai Budaya dan Karakter Bangsa
<ul style="list-style-type: none"> • Merespon dengan benar terhadap tindak tutur : menyatakan perasaan jengkel atau kesal. • Melakukan berbagai tindak tutur dalam wacana lisan interpersonal menyatakan perasaan jengkel atau kesal 	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab.

EE. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

3. Merespon dengan benar terhadap tindak tutur: menyatakan kekesalan (expressing annoyance).
4. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: menyatakan kekesalan (expressing annoyance).

FF. Materi Pokok

Expressing annoyance is the kind of expression that tell about someone annoys to something.

Example of expressing annoyance:

It really annoys me when....

It drives me mad when....

It drives me up the wall when....

It really gets on my nerves when....

I am annoyed

You made me annoyed

You are such a pain in the neck

You made me sick

GG. Metode Pembelajaran

Three-phase technique

HH. Kegiatan Pembelajaran

Kegiatan Awal (10 menit)

- j. Guru mengucapkan salam kepada siswa dengan ramah ketika memasuki ruang kelas.
- k. Guru mengecek kehadiran siswa.
- l. Mengaitkan materi yang akan dipelajari dengan karakter

Kegiatan Inti (70 menit)

- k. Guru memberikan stimulus berupa pemberian materi menyatakan kekesalan (expressing annoyance).
- l. Guru memberikan contoh dialogue dalam bentuk video.
- m. Siswa diberikan latihan dengan cara menonton sebuah movie trailer yang berjudul Kingsman.

- n. Guru meminta kepada semua siswa untuk menanggapi movie trailer yang telah di tonton sebelumnya dengan membuat sebuah dialog bersama teman sebangku dan menggunakan expressing annoyance.

Kegiatan Akhir (10 menit)

- j. Guru menanyakan kesulitan siswa selama proses pembelajaran dengan menggunakan movie trailer.
- k. Guru memberikan beberapa nasehat kepada siswa untuk menyemangati mereka dalam belajar.
- l. Guru menyimpulkan materi pembelajaran.

II. Alat dan Bahan

- LCD
- Video
- Movie trailer

JJ. Penilaian

6. Indikator, Teknik, Bentuk, dan Contoh

No.	Indikator	Teknik	Bentuk	Contoh
1.	Merespon tindak tutur yang menyatakan expressing annoyance	Tes Lisan	Membuat dialog	Give your responses orally based on what you get after watching the movie trailer
2.	Memperaktikkan pernyataan expressing annoyance	Tes Lisan	Membuat dialog dan mempraktikkan	Use the expressing annoyance to show your feeling about the character of actor/actress in the movie.

2. Instrument Penilaian

Vocabulary and Pronunciation

- Petty
- Pegged
- Marines
- Mental (slang)
- Banging on (slang)
- Cannon fodder (idiom)
- Snob
- Ivory tower (idiom)
- You get me (slang)

Soal Latihan

1. Find some words that you find and never heard before in the movie trailer!
2. Tell your opinion about the movie trailer in the form a dialogue by using expressing annoyance!

3. Rubrik Penilaian

Score	Pronunciation	Vocabulary
5	They speak effectively and good of pronunciation	They speak effectively and excellent of using vocabulary
4	They speak sometimes hasty, but fairly good of pronunciation	They speak effectively and good of using vocabulary
3	They speak sometimes hasty, fair of pronunciation	They speak sometimes hasty but fairly good of using vocabulary
2	Pronunciation is okay; No effort towards a native accent	They speak sometimes hasty, fair of using vocabulary
1	They speak very hasty, and more sentences are not appropriate in pronunciation and little or not communication	They speak hasty, and more sentences are not appropriate using vocabulary

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA 4 Wajo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/2
Alokasi Waktu : 2 x 45 Menit (1x pertemuan)
Pertemuan : Kelima

KK. Standar Kompetensi

Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari.

LL. Kompetensi Dasar

Mengungkap-kan makna dalam esei dengan mengguna-kan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*, *spoof*, dan *hortatory exposition*.

MM. Indikator Pencapaian Kompetensi

Indicator Pencapaian Kompetensi	Nilai Budaya dan Karakter Bangsa
<ul style="list-style-type: none"> • Merespon wacana monolog text : spoof • Mengidentifikasi makna yang ada dalam teks spoof yang dibaca 	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab.

NN. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

5. Merespon wacana text: spoof
6. Mengidentifikasi makna yang ada dalam teks spoof

OO. Materi Pokok

Definition and Social Function of spoof

Spoof is a text which tells a factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story.

Generic Structure of Spoof

1. Orientation
2. Events
3. Twist

Language Feature of Spoof

1. Focusing on people, animal or certain things
2. Using action verb; ate ran, etc
3. Using adverb of time and place
4. Told in chronological order

Contoh Text Spoof:

Nasreddin's Coat

One day Nasreddin had been invited to the dinner party. He went to the party wearing old clothes. When he arrived in the party, nobody looked at him and nobody gave him a seat. He got no food in the party so he went home and changed his clothes. He put on his best clothes. He wore his newest coat and went to the party again. The host at once got up and came to meet him. The host offered him the best table and gave him a good seat and served him the best food. Nasreddin sat and put off his coat and said; "When I came here with my old clothes, nobody looked at me. Then I went home and changed my clothes with my newest coat, when I came back you all give me this best food and drink. So, you give the food to my coat instead of me". Getting Nasreddin's answer, they just shook the head.

Generic Structure Analysis

Orientation : one day, Nasreddin was invited to a dinner party

Event 1: He was in the party with his old cloth

Event 2 : He was in the party with his best newest coat

Twist : Among the hosts and guests, he asked his coat to eat the served food.

PP. Metode Pembelajaran

Communicative Language Teaching (CLT)

QQ. Kegiatan Pembelajaran

Kegiatan Awal (10 menit)

- m. Guru mengucapkan salam kepada siswa dengan ramah ketika memasuki ruang kelas.
- n. Guru mengecek kehadiran siswa.
- o. Menceritakan sebuah cerita lucu
- p. Menyampaikan tujuan pembelajaran
- q. Menyampaikan cakupan materi dan uraian

Kegiatan Inti (70 menit)

- o. Guru memperlihatkan contoh text spoof
- p. Siswa dan guru mendiskusikan isi cerita dalam test spoof
- q. Guru menjelaskan generic sturucture teks spoof
- r. Guru memberikan latihan kepada siswa dengan menggunakan media movie trailer yang berjudul, kemudian menyuruh siswa untuk menceritakan ulang isi movie trailer tersebut dalam bentuk teks spoof.

Kegiatan Akhir (10 menit)

- m. Guru menanyakan kesulitan siswa selama proses pembelajaran dengan menggunakan movie trailer.
- n. Guru memberikan beberapa nasehat kepada siswa untuk menyemangati mereka dalam belajar.
- o. Guru menyimpulkan materi pembelajaran.

RR. Alat dan Bahan

- LCD
- Video
- Movie trailer

SS. Penilaian**7. Indikator, Teknik, Bentuk, dan Contoh**

No.	Indikator	Teknik	Bentuk	Contoh
	Merespon wacana monolog text : spoof	Tes Lisan	Memberikan pendapat	Give an opinion about

1.				text spoof in the movie trailer.
2.	Mengidentifikasi makna yang ada dalam teks spoof yang dibaca	Tes Lisan		

2. Instrument Penilaian

Vocabulary and Pronunciation

- Routine
- Trimming
- Stand back
- Royal “we”
- Hobo

Soal Latihan.

1. Finds the words that you never heard before during watching the movie!
2. Make a text spoof according to the movie trailer story that you have watched!

3. Rubrik Penilaian

Score	Pronunciation	Vocabulary
5	They speak effectively and good of pronunciation	They speak effectively and excellent of using vocabulary
4	They speak sometimes hasty, but fairly good of pronunciation	They speak effectively and good of using vocabulary
3	They speak sometimes hasty, fair of pronunciation	They speak sometimes hasty but fairly good of using vocabulary
2	Pronunciation is okay; No effort towards a native accent	They speak sometimes hasty, fair of using vocabulary
1	They speak very hasty, and	They speak hasty, and more

	more sentences are not appropriate in pronunciation and little or not communication	sentences are not appropriate using vocabulary
--	---	--

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA 4 Wajo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/2
Alokasi Waktu : 2 x 45 Menit (1x pertemuan)
Pertemuan : Keenam

TT. Standar Kompetensi

Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari.

UU. Kompetensi Dasar

Mengungkap-kan makna dalam esei dengan mengguna-kan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*, *spoof*, dan *hortatory exposition*.

VV. Indikator Pencapaian Kompetensi

Indicator Pencapaian Kompetensi	Nilai Budaya dan Karakter Bangsa
<ul style="list-style-type: none"> • Siswa mampu melakukan monolog berbentuk hortatory exposition • Siswa mampu melakukan debat. • Siswa mampu menggunakan kata opinion “agree and disagree untuk menyampaikan pendapat/saran. 	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab.

WW. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

7. Melakukan monolog berbentuk hortatory exposition
8. Melakukan debat
9. Menggunakan kata opinion “agree and disagree untuk menyampaikan pendapat

XX. Materi Pokok

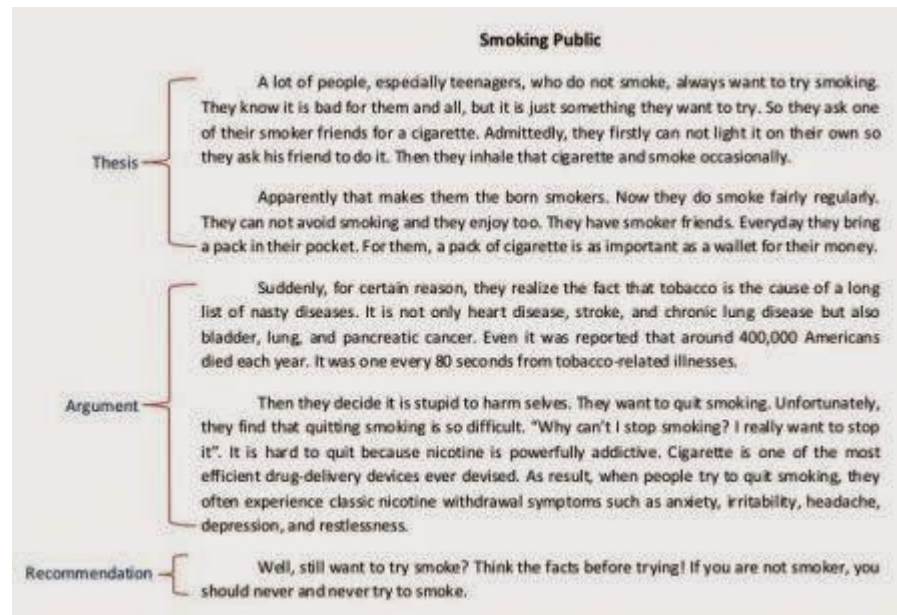
Definition of Hortatory Exposition Text

hortatory exposition adalah teks yang menjelaskan sebuah teori/masalah secara komprehensif dengan tujuan mendorong orang lain melakukan / tidak melakukan sesuatu.

Generic Structure of Hortatory Exposition

1. Thesis/General Statement
2. Arguments
3. Recommendation

Contoh Teks:



Hortatory Exposition.

THE EFFECT OF TELEVISION FOR THE STUDENTS	
Agree	Disagree
<ul style="list-style-type: none"> * Important to get the information * To enrich knowledge 	<ul style="list-style-type: none"> * Makes the students be lazy to study * The students can follow the bad effect from TV.

YY. Metode Pembelajaran

Communicative Language Teaching (CLT)

ZZ. Kegiatan Pembelajaran

Kegiatan Awal (10 menit)

- r. Guru mengucapkan salam kepada siswa dengan ramah ketika memasuki ruang kelas.
- s. Guru mengecek kehadiran siswa.
- t. Mengaitkan materi yang akan dipelajari dengan karakter

Kegiatan Inti (70 menit)

- s. Guru menjelaskan materi terkait dengan hortatory exposition
- t. Guru memberikan latihan kepada siswa dengan menggunakan media movie trailer yang berjudul
- u. Guru membagi kelompok pro dan kontra kemudian siswa mendebatkan pendapat mereka mengenai movie trailer yang telah ditonton.

Kegiatan Akhir (10 menit)

- p. Guru menanyakan kesulitan siswa selama proses pembelajaran dengan menggunakan movie trailer.
- q. Guru memberikan beberapa nasehat kepada siswa untuk menyemangati mereka dalam belajar.
- r. Guru menyimpulkan materi pembelajaran.

AAA. Alat dan Bahan

- LCD
- Video
- Movie trailer

BBB. Penilaian**8. Indikator, Teknik, Bentuk, dan Contoh**

No.	Indikator	Teknik	Bentuk	Contoh
1.	Melakukan monolog berbentuk hortatory exposition	Tes Lisan	Bercerita	Make a hortatory exposition and retell it in

				the front of the class.
2.	<ul style="list-style-type: none"> Melakukan debat Menggunakan kata opinion “agree and disagree untuk menyampaikan pendapat 	Tes Lisan Tes Lisan	Melakukan debat	Doing debate.

2. Instrument Penilaian

Vocabulary and Pronunciation

- Bright
- Lunar
- Federal
- Faked
- Propaganda
- Useless
- wastefulness

3. Rubrik Penilaian

Score	Pronunciation	Vocabulary
5	They speak effectively and good of pronunciation	They speak effectively and excellent of using vocabulary
4	They speak sometimes hasty, but fairly good of pronunciation	They speak effectively and good of using vocabulary
3	They speak sometimes hasty, fair of pronunciation	They speak sometimes hasty but fairly good of using vocabulary
2	Pronunciation is okay; No effort towards a native accent	They speak sometimes hasty, fair of using vocabulary

1	They speak very hasty, and more sentences are not appropriate in pronunciation and little or not communication	They speak hasty, and more sentences are not appropriate using vocabulary
----------	--	---

APPENDIX.3

The students' row scores of pre-test

Respondents	Pre-test	
	Speaking ability	
	Pronunciation	Vocabulary
Std-1	1	1
Std-2	1	1
Std-3	1	1
Std-4	1	1
Std-5	1	2
Std-6	1	1
Std-7	1	1
Std-8	1	1
Std-9	1	2
Std-10	1	1
Std-11	1	1
Std-12	1	1
Std-13	1	1
Std-14	1	2
Std-15	1	1
Std-16	1	1
Std-17	1	1
Std-18	1	1
Std-19	1	1
Std-20	1	1
Std-21	1	1
Std-22	1	1
Std-23	1	2
Std-24	1	1
Std-25	1	1
Std-26	1	1
Std-27	1	1
Std-28	1	1
Total (Σ)	28	32
Mean score (\bar{X})	1	1.14

The students' row scores of post-test

Respondents	Post-test	
	Speaking ability	
	Pronunciation	Vocabulary
Std-1	1	1
Std-2	1	1
Std-3	2	2
Std-4	1	1
Std-5	2	3
Std-6	2	2
Std-7	1	1
Std-8	1	1
Std-9	2	3
Std-10	2	2
Std-11	1	2
Std-12	1	1
Std-13	2	2
Std-14	2	3
Std-15	1	2
Std-16	1	1
Std-17	1	2
Std-18	1	1
Std-19	2	2
Std-20	2	2
Std-21	1	2
Std-22	1	2
Std-23	2	2
Std-24	1	2
Std-25	1	2
Std-26	2	2
Std-27	2	2
Std-28	1	2
Total (Σ)	40	51
Mean score (\bar{X})	1.42	1.82

APPENDIX.4

Table of students' achievement in speaking

Respondents	Pronunciation				Vocabulary			
	Pre-test	Post-test	D(x1-x2)	D	Pre-test	Post-test	D(x1-x2)	D
Std-1	1	1	0	0	1	1	0	0
Std-2	1	1	0	0	1	1	0	0
Std-3	1	2	1	1	1	2	1	1
Std-4	1	1	0	0	1	1	0	0
Std-5	1	2	1	1	2	3	1	1
Std-6	1	2	1	1	1	2	1	1
Std-7	1	1	0	0	1	1	0	0
Std-8	1	1	0	0	1	1	0	0
Std-9	1	2	1	1	2	3	1	1
Std-10	1	2	1	1	1	2	1	1
Std-11	1	1	0	0	1	2	1	1
Std-12	1	1	0	0	1	1	0	0
Std-13	1	2	1	1	1	2	1	1
Std-14	1	2	1	1	2	3	1	1
Std-15	1	1	0	0	1	2	1	1
Std-16	1	1	0	0	1	1	0	0
Std-17	1	1	0	0	1	2	1	1
Std-18	1	1	0	0	1	1	0	0
Std-19	1	2	1	1	1	2	1	1
Std-20	1	2	1	1	1	2	1	1
Std-21	1	1	0	0	1	2	1	1
Std-22	1	1	0	0	1	2	1	1
Std-23	1	2	1	1	2	2	0	0
Std-24	1	1	0	0	1	2	1	1
Std-25	1	1	0	0	1	2	1	1
Std-26	1	2	1	1	1	2	1	1
Std-27	1	2	1	1	1	2	1	1
Std-28	1	1	0	0	1	2	1	1
TOTAL	28	40	12	12	32	51	19	19

APPENDIX.5

- a. Calculating the t-test analysis of speaking ability in terms of pronunciation

$$\begin{aligned}\bar{D} &= \frac{\sum D}{N} \\ &= \frac{12}{28} \\ &= 0.42\bar{D} = \frac{\sum D}{N} = \frac{150}{28}\end{aligned}$$

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

$$t = \frac{0.42}{\sqrt{\frac{12 - \frac{(12)^2}{28}}{28(28-1)}}$$

$$t = \frac{0.42}{\sqrt{\frac{12 - \frac{144}{28}}{28(27)}}$$

$$t = \frac{0.42}{\sqrt{\frac{12 - 5.14}{756}}}$$

$$t = \frac{0.42}{\sqrt{\frac{6.86}{756}}}$$

$$t = \frac{0.42}{\sqrt{0.009}}$$

$$t = \frac{0.42}{0.09}$$

$$t = 4.6$$

b. Calculating the t-test analysis of speaking ability in terms of vocabulary.

$$\bar{D} = \frac{\sum D}{N} = \frac{\sum D}{N}$$

$$= \frac{19}{28}$$

$$= 0.67 = \frac{288}{28}$$

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

$$t = \frac{0.67}{\sqrt{\frac{19 - \frac{(19)^2}{28}}{28(28-1)}}$$

$$t = \frac{0.67}{\sqrt{\frac{19 - \frac{361}{28}}{28(27)}}$$

$$t = \frac{0.67}{\sqrt{\frac{19 - 12.8}{756}}}$$

$$t = \frac{0.67}{\sqrt{\frac{6.2}{756}}}$$

$$t = \frac{0.67}{\sqrt{0.008}}$$

$$t = \frac{0.67}{0.08}$$

$$t = 8.3$$

APPENDIX.6

- a. The student's mean score of the pre-test and post-test in speaking ability in terms of pronunciation.

$$\begin{aligned} \text{Pre-test: } \bar{X}_1 &= \frac{\sum X}{N} \bar{X}_1 = \frac{\sum X}{N} \\ &= \frac{1}{28} \end{aligned}$$

$$= 0.03 = \frac{18.4}{28}$$

$$\text{Post-test: } \bar{X}_2 = \frac{\sum X}{N} \bar{X}_2 = \frac{\sum X}{N}$$

$$= \frac{1.42}{28}$$

$$= 0.05 = \frac{24}{28}$$

- b. The student's mean score of the pre-test and post-test in speaking ability in terms of vocabulary.

$$\begin{aligned}\text{Pre-test: } \bar{X}_1 &= \frac{\sum X}{N} \bar{X}_1 = \frac{\sum X}{N} \\ &= \frac{1.14}{28} \\ &= 0.04 = \frac{23.03}{28}\end{aligned}$$

$$\begin{aligned}\text{Post-test: } \bar{X}_2 &= \frac{\sum X}{N} \bar{X}_2 = \frac{\sum X}{N} \\ &= \frac{1.82}{28} \\ &= \frac{33.32}{28} = 0.06\end{aligned}$$

APPENDIX.7

The percentage of the students' development in speaking ability

- a. Pronunciation

$$P = \frac{X_2 - X_1}{X_1} \times 100\% \quad P = \frac{24 - 18.4}{18.4} \times 100\% \quad P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{1.42 - 1}{1} \times 100\%$$

$$P = \frac{0.42}{1} \times 100\%$$

$$P = 42\%$$

$$P = \frac{5.6}{18.4} \times 100\% P = 30.43\%$$

b. Vocabulary

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{1.82 - 1.14}{1.14} \times 100\%$$

$$P = \frac{0.68}{1.14} \times 100\%$$

$$P = 59,6\% P = \frac{X_2 - X_1}{X_1} \times 100 \% P = \frac{33.32 - 23.03}{23.03} \times 100\% P =$$

$$\frac{10.29}{23.03} \times 100\%$$

STUDENTS' TRANSCRIPT

1. The first student

a. Pre-test

The picture tell about 2 students, the girl hold a book and the boy hold a laptop, but tiba-tiba the boy menjatuhkan the mouse of laptop and the girl want to help him.

b. Post-test

In the scene, Akeela explain to her mother why she still join this competition and the teacher help to explain it also to Akeela's mother.

2. The second student

a. Pre-test

There are 2 children walking together. They want to work their assignment but the boy fall the mouse and make him feel shock and the girl suddenly help her friend.

b. Post-test

In that scene talk about Akeela's mother angry to her because she join the competition without ask her mother before. Her teacher see that problem and help Akeela to explain it this problem to her mother.

3. The third student

a. Pre-test

In the picture, there are two students and one police. The students will go to school and the police help them to menyebrang jalan. They look very happy and say thank to the police for help him.

b. Post-test

In this scene tell about Akeela finished join the competition and meet with her mother. Her mother angry to her because she still join the competition even her mother forbid her. The teacher help Akeela to explain to her mother that Akeela will win in this competition and will prove to her mother.

4. The fourth student

a. Pre-test

The picture tell about a police and two students who will go to school. The big girl walking beside the little boy and the police help him to cross.

b. Post-test

The scene tell about Akeela's mother angry to her because still join the competition even her mother forbid her. Her mother know that Akeela still join the competition suddenly visit her and angry to her. Akeela explain to her

mother that she will win the competition and will prove to her mother. Her teacher also help Akeela explain this problem to her mother.

5. The fifth student

a. Pre-test

In the picture, there two children and one older girl. The children help their grandmother. They look very happy.

b. Post-test

In scene tell about the mother angry to her girl because join the competition without tell her mother before. Her teacher see her mother angry and help explain the problem to her mother.

6. The sixth student

a. Pre-test

In picture the police arrange the traffic and help the students to menyebrang. The girl walking beside her brother that ride bicycle.

b. Post-test

In the scene, the mother angry to her child because join competition and don't tell her mother. She explain to her mother and her teacher help her too. She say that she will win and membuktikannya to her mother.

CURRICULUM VITAE



ANDI NIMAS HUMAERAH called Nimas was born on August 19th, 1995 from a married couple of Andi Muh. Unru and Hj. Harmawati. She is the second daughter of 2 siblings. Education that has been taken by her, namely SDN 277 Minangatellue graduated in 2006, SMPN 1 Sengkang graduated in 2010. After finishing her study in junior high school at SMA 4 Wajo, she registered as a student of English Education Department of Makassar Muhammadiyah University on strata one program.