

USING MOVIE TO IMPROVE STUDENTS' SPEAKING SKILL

(Pre-experimental research to the eleventh grade students' at sma batara gowa)



A Thesis

*Submitted to the faculty of Teacher Training and Education
Makassar Muhammadiyah University in partial fulfillment of the requirement
For the degree of education in English department*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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ABSTRACT

Riskawati, 2019. *Using movie to improve students' speaking skill (Pre-experimental research to the eleventh grade students' at SMA Batara Gowa)* English Education Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar. Supervised by Nunung Anugrawati and Maharida.

The objective of the research was to find out whether or not the use movie to improve students' speaking skill (pre-experimental research to the eleventh grade students' at SMA Batara Gowa).

The researcher applied pre-experimental method with pre-test and post-test design. The population of this research was the second year students which consisted of 26 students (1 class). This sample used purposive sampling technique.

The research findings indicated that using movie was able to improve students' speaking skill. The mean score of students pre-test was 5.42 and post-test 7.46. It means that there was improve the students speaking skill after the students' get treatment being taught through using movie and also it could be seen by the t-test was 36.90 which the greater than t-table 35.65 Therefore, hypothesis (H_0) was rejected and (H_1) was accepted.

The result of analysis indicated that the using movie was effective to improve students' speaking skill achievement especially at the second year students of SMA Batara Gowa. It was also expected that the teacher using movie to motivated the students to speak.

Key words: Speaking skill, Using movie, Pronunciation, Vocabulary

CHAPTER I

INTRODUCTION

This chapter present background, problem of the research, objective of the research, significance of the research and scope of the research

A. Background

There are four skills in English learning, they are listening, speaking, reading and writing. Those skills are important to be mastered without ignoring each other. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out the conversation in the language. Speaking is very important in language learning because speaking can help us to communicate to the other persons.

In the teaching of language, speaking has been considered as one of the language skills that have to be mastered in learning English. The students have to able to speak in the form of structural or functional language. Moreover, the students also need to understand when, how and why they can communicate with other by considering the cultural and social context.

Speaking skill is very important. Practically, the people more often interact verbally, and speaking is the main key to interact. In the teaching

English, Speaking is one of language skills that have to be mastered in teaching and learning English. There is an activity of speaker or learner and it have an effect to build speaker's or learner's desire and express how his/ her feeling and acting out his/ her attitudes through speaking. Clark (1977:223) stated that speaking is fundamentally in instrumental act.

The students are shy to speak English because their pronunciation was bad and worried if they were making mistake. Other Problems, the students feel bored if situation in the class is monotone because there is no new situation and students feel difficult to improve their speaking if the strategy just like conversation or dialogue..

Movie is a kind of media that researcher believes will makes students interested, because most of teenagers like to watch movie. Some aspect offer that create positive learning environment are the plot, actors, or actresses, characteristic, and the dialogue as well. Moreover, from movie they will automatically learn about the foreigner's culture, get knowledge, and know how the foreigners pronounce the words. Lynch (2006) stated that there are five reasons why movie is used as teaching media they are varieties of accent can be demonstrated, slices of culture can be demonstrated, historical change can be easily demonstrated, using audio-visual elements aids learning, and movies are great to watch. In this study the used short movie because the duration of movie is better 10- 15 minutes. A movie is chosen to anticipate the students are not bored when

they watch the movie. Besides that, the students can grasp the whole movie either its character, setting, problem of story contentiously. The students get important clues to retell the movie. From the goodness of short movie, the students have more opportunities to practice and develop their speaking.

So teaching speaking by using movie as media in the classroom is a good way to facilitate the students how to speak well by imitating the character in the movie, also students can learn many things from the movie such as culture, history, etc Beside that, Asnawir (in Munadi, 2008:117) stated, the good movie has some characteristics they are: increase students' proclivity, show right and authentic view, up to date in setting, clothes, and environment, appropriate with the audience understanding, show the structure of the language, regulate the essential and the sequence of the movie, and satisfy the audience on the technique of making movie. To solve the problem to teach speaking English, the researcher believe to apply the short movie media. it will motivate the students to speak English more because all of the students speak English too. So it will reduce the students' worried in speaking English.

The researcher chooses movie as a media in teaching of speaking. The researcher has an opinion that by using movie, students will be more interested in learning speaking because it presents picture animation or audio-visual. If teacher chooses video/film which appropriate with

students' needs, it will motivate students' interest, providing realistic listening practice, stimulating language use and heightening students' awareness.

Based on the background above the writer would like to conduct an experiment of teaching speaking using movie done at senior high school. That is the reasons why the writer chooses "USING MOVIE TO IMPROVE THE STUDENTS SPEAKING SKILL" as the title of this research paper.

B. Problem of the Research

Based on the background of the research, the problems of the researcher formulates the statement of the problem as follows:

1. Does the implementation of movie in teaching improve students' speaking skill in terms of pronunciation at the eleventh grade of SMA Batara Gowa?
2. Does the implementation of movie in teaching improve students' speaking skill in terms of vocabulary at the eleventh grade of SMA Batara Gowa?

C. Objective of the Research

Based on the problem statement, this research aims as follows:

1. Finding out whether or not implementation of movie in teaching

improve the students' speaking skill in terms of pronunciation.

2. Finding out whether or not implementation of movie in teaching improve the students' speaking skill in terms of vocabulary.

D. Significance of the Research

This research result is useful to increase knowledge in variety a source media. It can give contribution theory especially the lesson to learn. To practice analyze the problem which occur in field or in the class. It can be used by teacher to develop their teaching technique. Hopefully it can give inspiration to the teacher to make some variation in teaching English, so students would not feel bored with the lesson. The result can be improve students ability in speaking. It can more interested and give more attention in learning English. They should get the new experience about learning English especially in speaking with this media. And they should not feel bored in learning English.

E. Scope of the Research

In this research, the researcher conducting the teaching of speaking using movie. the limitation of this research only in speaking to improve students' speaking skill in terms of speaking accuracy dealing with pronunciations and vocabulary in speaking fluency.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature dealing with some related research findings, some pertinent ideas, resume, theoretical framework and hypothesis.

A. Previous Related Findings

Sintia Prasetya(2014:267) the result of this research showed that using vides in the teaching and learning of speaking was proved to improve the students' speaking skill in five aspects : vocabulary, pronunciation, grammar, fluency and comprehension. The students' were more enthusiastic in learning speaking. They could actively involve in the speaking learning process. Moreover, the students' were more confident and fluent in speaking practices.

Erwin Seftiarini(2015:74) The result showed that Short Movie was effective to solve the students' speaking problems. It required two cycles to be successful. by observing, the students' behavior and response students showed that the students more active in teaching learning process although some students were not cooperative with researcher's instruction. But the students were motivated to learn speaking class, they enjoyed and interested to follow teaching and learning process. The presence of Short Movie to improve students' speaking had given a significant progress toward their speaking ability. Since they were never taught by using short movie. The presence of this research also gave the students new

perspective that they could also related the material to their hobby like movie, music, etc. So, the researcher concluded that Short Movie can be used to solve students' practical problems in learning speaking.

Herwinda Puspita Sari(2012) The finding show the effect size of treatment (ES) is 3,22. Since the value is higher than 0.80, the effect size of treatments (ES) is categorized as highly efective. It means that the use of cartoon movie in improving students speaking ability in using expression of asking for and giving help to the seventh grade students of SMP Negeri 6 Pontianak in academic year 2012/2013 gave a significant effect to improve the students' achievement.

Based on the previous findings above, three researchers have done research on speaking skill using movie in different methods and strategies. Those show that there are many teachers in different school have use some using movie to improve students speaking skill. So that is way it is correlate with researcher will be done using movie to improve the students' speaking skill. And this research the reseacher will try to apply "using movie to improve the students speaking skill. The research hopes this could give contribution to improve the students' speaking skill.

B. Nature of Speaking

1. Definition of Speaking

Speaking is a language skill through which someone can express ideas or information to the others. In the same way, Brown (2003: 140)

defines speaking as oral interaction where the participants need to negotiate meaning contained in ideas, feeling and information, and manage in terms of who is to what, to whom and about what. Learning to speak is not different from learning any other skills. The students have to practice a lot because no one can achieve a maximum goal without a process of eliminating, errors and inconsistencies. We can also say that learning to speak is more difficult than learning to understand spoken language, because more concern for arrangement of speaking efforts is required in the part of the teacher.

Furthermore, speaking has been considered as the most challenging of the four skills. It is supported by the fact that in speaking, it involves a complex process of constructive meaning. The process itself requires speakers to make decision about how, why, and when to communicate to others by considering the culture and social context. Longman Luoma (2004: 26) argues that speaking is meaningful interaction between people. Some applied linguistic analyses, especially ones that focus on linguistic features, may at first sight seem to emphasize form at the cost of meaning, but in fact the concepts that are used in them are closely related to meaning as well. From the definition above, it can be concluded that speaking is a skill to share someone's ideas, information, suggestion and feeling to another people in oral form by considering culture and social context occurred.

2. Speaking skill

In Webster New World Dictionary, speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech. Skill is ability to do something well. Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

3. Teaching Speaking

The goal of teaching speaking should improve students' communicative skills. It means that students can express themselves and learn how to follow social and culture rules appropriate in each communicative circumstances. Students are expected to be able to produce the language they learn. In teaching speaking, it cannot be separated from grammar, vocabulary and pronunciation. Brown (2003: 140) explained that "the ability of speaking fluently is followed naturally from the teaching of grammar and vocabulary, with a bit pronunciation thrown in".

In nature teaching speaking there is contributions of grammar, vocabulary and pronunciations. Nation (2000: 13) provides some principles in teaching speaking as follows:

- a. Support and push the learners to produce spoken output in a variety of appropriate genres. Use communicative activities in a range of situations, use role plays, and speaking task to learners needs.
 - b. Provide opportunities for cooperative interaction. Do group work involving opinion gap and information gap tasks, get learners to work together on activity.
 - c. Help learners deliberately learn language items and patterns, including sounds, spelling, vocabulary, multi-words unit, grammar, and discourse.
- From definition above, it can be concluded that in teaching speaking, teachers should have the ability to guide students in order to increase students' speaking ability.

4. Aspect of Speaking

Speaking is used to interact and communicate by someone to other. Speaking is needed in all of life activities. This aspect of speaking will make our speaking or use of language well. As proverb says "practice makes perfect". Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important component. The component is what aspect to be mastered by the people in speaking English.

- a. Grammar

Grammar is essentially about the systems and patterns we use to select and combine word. In order to communicate we must share a

common system, which is why people who speak different language cannot understand one another – they are using different systems. For people to communicate through language there must be common systems and grammar is one of the essentials systems. People must know about grammar in order to use language appropriately in social context (Burn and Helen : 1999). By using grammar well, someone will speak accurately. In the other hand, if someone talks or speaks by using grammatical errors, his/her ideas will not get across easily.

b. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak (Hornby, 1995 : 6). It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. Pronunciation focuses on accent. When speaker says, he/she will give an emphasis to certain words suitable with pronunciation.

c. Vocabulary

Vocabulary is list of word with their meaning, especially in a book for learning a foreign language. Vocabulary means the appropriate diction which is used in communication. Without having a sufficient

vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

d. Fluency

Fluency is able to speak a language easily and well. The features which give speech the qualities of being natural and normal, including native – like of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections. Fluency can be defined as the ability to speak fluently and accurately. Sign of fluency includes a reasonably fast speed of speaking and only. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

e. Content

The main ideas of something always be stated clearly and change of opinion very clear. Oral communication certainly requires a person to respond and to speech as well as to imitate. If we review to the functions

of speaking as transactional and interpersonal. The understanding about the topics or speech will be got if the speakers are able to interact and communicate with other people. I can be hoped if there is comprehension between the speaker and listener.

5. The Activities of Speaking

In speaking there is many kinds of the activities. Speaking is a productive skills. It involves putting the message together, communicating the message. In teaching and learning English we need to encourage the learners to practice both production and interaction. Production is related to the learners' ability to produce sound and practice to speak. Interaction is related to the learners to interact, to communicate or hold relationship with other people. Speaking activities concentrate on getting learners to produce sound, phrases or grammatical structure from activities which are controlled by teacher.

This activities to do until the learners have more freedom to choose the language that they used. In control activities the teacher usually gives guided to do his/her instructions. The teacher makes their class effectively and having fun. There are many kinds of speaking activities that can be held by the teachers and learners:

a. Role Play

One way of getting students to speak is role-playing. Role play is excellent way in which to simulate, in the classroom, real communication that is relevant to experiences outside the classroom. Role play has appeal

for students because it allows the students to be creative and to put themselves in another person's place for a while. In role-play activities, teacher gives information to the learners, Such as who they are and what they feel based on their character. They asked to act and speak like those characters. In the role-play activities, the students have to speak and act from their new character's point of view (Harmer: 2007)

b.. Games

Games may be defined as a form of play by certain rules or convention. The use of games must contribute language proficiency in some way by getting the learners to use language in the course of the game. Games can help the students study easily because games makes the learning fun. In the learning process, especially for young learners games will be effective. The young learner will be more concentrate learning if the subject that they have is fun and happier. They will be happy to follow their class and not bored. In the games usually the learners are divided into groups to play the games. They are given games which has provided by the teacher. Firstly teacher gives the instruction how to play the games and asked the students to play the games, and then the students play the games based on rules that they had agreed. The teacher will guide the games.

c. Story telling

Story telling is universal function of language and one of the main ingredient of casual conversation (Thornburry:2005). Story telling can

summarize a tale or story which they had heard from somebody or they may create the stories that they have to tell their classmate. Story telling help the learners express their ideas in the beginning, development, and ending, included the character a story has to have. Both of teacher and students can be included inside in the story telling. In the story telling the teacher can start the story first and then ask the students to retell the story. The teacher can also ask the students directly to telling the story about something that they had read/heard or students' good experience.

d. Discussion

Discussion can be defined as talk or write about something. The example of discussion is debates. In the debates, the students can give a controversial statement and they decide whether they agree or disagree and why. In order to make the debates successful, the students make in groups.

e. Picture description

The other activities on speaking is picture description. The students are given one or some picture and then describe what about the picture. In this activity, the students can be divided into groups and given different picture and then they have discussion about their story. And then each group describes the story to whole of class. Picture description also can be given to individual. Each of them describes the picture one by one.

B. Teaching Media

1. Definition of Teaching Media

Munadi (2008:6) stated media means as thing for connecting teacher and students to get the material. Through media teacher easy to deliver the material that also easy understands to the students. Sometimes communication between teacher and student are less, the teacher should work hard to make the communication well like choosing the appropriate media. Sudjana and Rivai (1992: 2) stated four advantages of teaching media in learning process. They are:

- a. Learning process will be more attractive to students and motivate them to study.
- b. Learning material will be more obvious so that students can comprehend it and make master, moreover, to get the learning goal.
- c. Teaching method will be more various, there will not be just the teacher's verbal communication. Hence, the students will not fall into bore and the teacher will not be worn out.
- d. The students will get more activities since they note only listen to teacher's explanation but also do observation, action, demonstration, and so on.
- e. . Kinds of Teaching Media

There are so many instructional media are used in teaching that starting from the simplest ones to the most complex ones, without the need of the electricity, up to the most expensive ones which needed the electricity. In Ruis, Vernon (1996) states that there are six kinds of teaching media, they are:

1) Drawing or Teacher Mode Drawing

This media can be constructed and supported the topic, which is being taught. The teacher can prepare it at home and apply it easily in the class to achieve the goals of the teaching and learning process.

2) Still Picture

This media can be shown into the real objects or events of outside the class. A still picture is a record or a copy of a real object or event which may be longer or smaller than the real object or event, for example: photograph, bulletin board material, brochure, etc.

3) Audio Recording

Recording is a mode of magnetic, on disc or on motion picture soundtrack. This is reproduction of actual event of sound effects. Sound is presented in squence in which the actually happen unless the recording is edited. Audio recording may be used individually or displayed directly to the audience.

4) Motion Picture

A motion picture or video tape recording is a moving image on color or black and white produced from live action or from graphic presentation. Object or event may be in normal motion and edited from abbreviating or high lighting. It can be silent or having sound. All types of audio video electronic system can be appeared on a cathode ray tub or TV monitor.

C. Movie

1. Definition of Movie

According to Hornby (2006:950) movie means a series of moving picture recorded with sound that tells a story, shown at cinema/movie. Movie or film is a term that encompassed individual motion pictures, the field of movie as an art form, and the motion pictures industry. Movies are produced by recording image from the world with cameras, or by creating images using animation techniques or special effect.

The function of film/movie is to educate, entertain and inspire the reader's international language. A movie/film can teach people about history, science, and human behavior. Some films combine entertainment with instruction, makes the learning process more enjoyable.

Movie will be very successful if they are used carefully and creatively prepared by the teacher, and they used effectively to support the presentation of the teachers' explanation. As a good teacher, we need to use media as a method in teaching learning process because by using media as film or movie, teacher can give new atmosphere in their class so that the students' enthusiasm in eaching learning process, beside media can help students master the material that the teacher gives them.

Movie can be an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skill (speaking and writing). In fact, movie can fulfill different function for learners at different level of proficiency. For beginning learners it can provide examples of authentic language use in limited context of use. For higher level students, movie can provide variety, interest, stimulation and help to maintain motivation.

2. The type of Movie

Bordwell and Thompson that was cited on Retno Ayu's thesis defined the types of movie of film as follows.

a. Documentary Film

A documentary film supports to present factual information about the world outside the film. As a type of films, documentary present

themselves as factually trustworthy. According to Bardwell and Thompson there are two types of documentary films, they are:

- 1) Compilation films; produced by assembling images from archival sources.
- 2) Direct cinema; recording an ongoing event „as it happens“ with minimal interference by the filmmaker

b. Fictional Film

A fictional film presents imaginary beings, places or events. Yet, if a film is fictional, that does not mean that it is completely unrelated actuality. For one thing, not everything shown or implied by the fiction films needs to be imaginary, a typical fictional film stages its events; they are designed, planned, rehearsed, filmed and re-filmed. In a fictional film the agents are portrayed or depicted by an intermediate, not photographed directly in documentary.

c. Animated Film

Animated films are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation films do not do continuously filming outdooraction in the real time, but they create a series of images by shooting one frame at a time.

d. The advantages of Movie

Teaching is general or English teaching in particular is a combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, by the roles of all components involved. However, in teaching and learning process, a teacher must bring all components into classroom and apply them. Harmer (2001: 282-283) states that there are many reasons why movie (film) can be used in language learning.

The advantages of using movie will be explained as follows:

a. Seeing language-in-use

When using movie, students do not just hearing language, they see it too. This greatly aids comprehension, for example; general meaning and moods are often conveyed through expression, gestures, and other visual clues. Students can imitate some expressions or gesture in spoken language.

b. Cross cultural awarness

A movie uniquely allows students beyond their classroom. This is especially useful if they want to see, for example, typical British “body language” when inviting someone out, or how American speaks to waiters. Movie is also of great value in giving students a chance to see such thing

as what of food people eat in other countries, and what they wear. They not only learn about language, but also they can learn about culture of another country.

c. The power of creation

When students make their own movie as media in teaching and learning process, they are given potential to create something memorable and enjoyable, so students will be enjoyable in learning activity.

d. Motivation

For all of the reasons so far mentioned, most students show an increase level of interest when they have a chance to see language in use as well as hear it. It can motivate students in teaching learning process.

e. **Element of Movie**

To analyze the film, the first thing is to understand the elements of it. There are five elements of story, they are:

a. Setting

The setting is the time and place in which it happens. Authors often use descriptions of landscape, scenery, building, seasons, and weathers to provide a strong sense of setting.

b. Character

A character is a person or sometimes events an animal, who takes part in action of a story or other literary work. There are two characters of story:

1) Protagonist, the protagonist character is the central character or the hero, also called as good guy.

2) Antagonist, the antagonist character is the enemy of the protagonist, also called as bad guy.

c. Plot

A plot is series of events and character actions that relate of the central conflict, it is the sequence of events in a story or play. The plot is planned, logical series of events having a beginning, middle and end.

d. Conflict

The conflict is a struggle between two people or things in a story.

There two types of conflict:

1) External, a struggle with a force outside one's self.

2) Internal, a struggle within one's self: a person must make some decisions, overcome, paint, quiet their temper, resist an urge, etc.

e. Theme

The theme is the central idea or belief in a story. Through recognizing the important elements of a film, students are expected to be able to master the material related to narrative effectively. Besides that, by recognizing the elements of film, students will be easy to arrange their idea in retelling the movie to the others.

f. Movie as media to improve students' speaking

One way to support teaching and learning speaking is using media. It can help teacher's presentation in the classroom. It is also expected that students will get better understanding teacher's explanation. Besides that, media also give contribution in improving students' skill. Gerlach and Ely in Azhar (2003) state that the media is person, material or events that established condition which enable the learners acquire knowledge, skill and attitude. In addition, media is needed to help students in acquiring lessons that are being taught because it gives some resourceful teaching aids that help both teacher and students in material.

Movie is one of the audio visual media that can help students manipulate motion of picture in speaking. In this study, the use of audio-visual media named Movie is expected to be able to motivate students to learn and pay attention to the material given and improving their ability to speak. Movie can be an effective media in teaching learning process

because it stimulates students both receptive skills (listening and reading) and productive skills (writing and speaking). Kemp states that movie can be more effective than other instructional media for relating one idea to another, for building continuity of thought, and for creating dramatic impact. movies will facilitate students' learning process because by choosing appropriate film for students, they will enjoy teaching and learning process and be easy on understanding the material given.

By using Movie in learning speaking, students will be more interested in learning speaking. Besides that, they will practice regularly especially in speaking. By using movie during teaching and learning process, it is hoped that teacher will be able to motivate the students to learn and pay attention to the material presented. In this research, narrative speaking was aimed to student in order to make them more confident to express their idea in spoken language.

The success of the modified Movie in solving students problem in speaking is done with the following procedures :

- a. The students was into 5 group.
- b. The researcher asked students to watch the movie carefully.
- c. The researcher asked the group to find out 10 words from the movie.
- d. Then, the words exchanged to other groups and pronounced it.

e. After that, every group analyzed the movie.

f. The students formed a new group without join with previous groups.

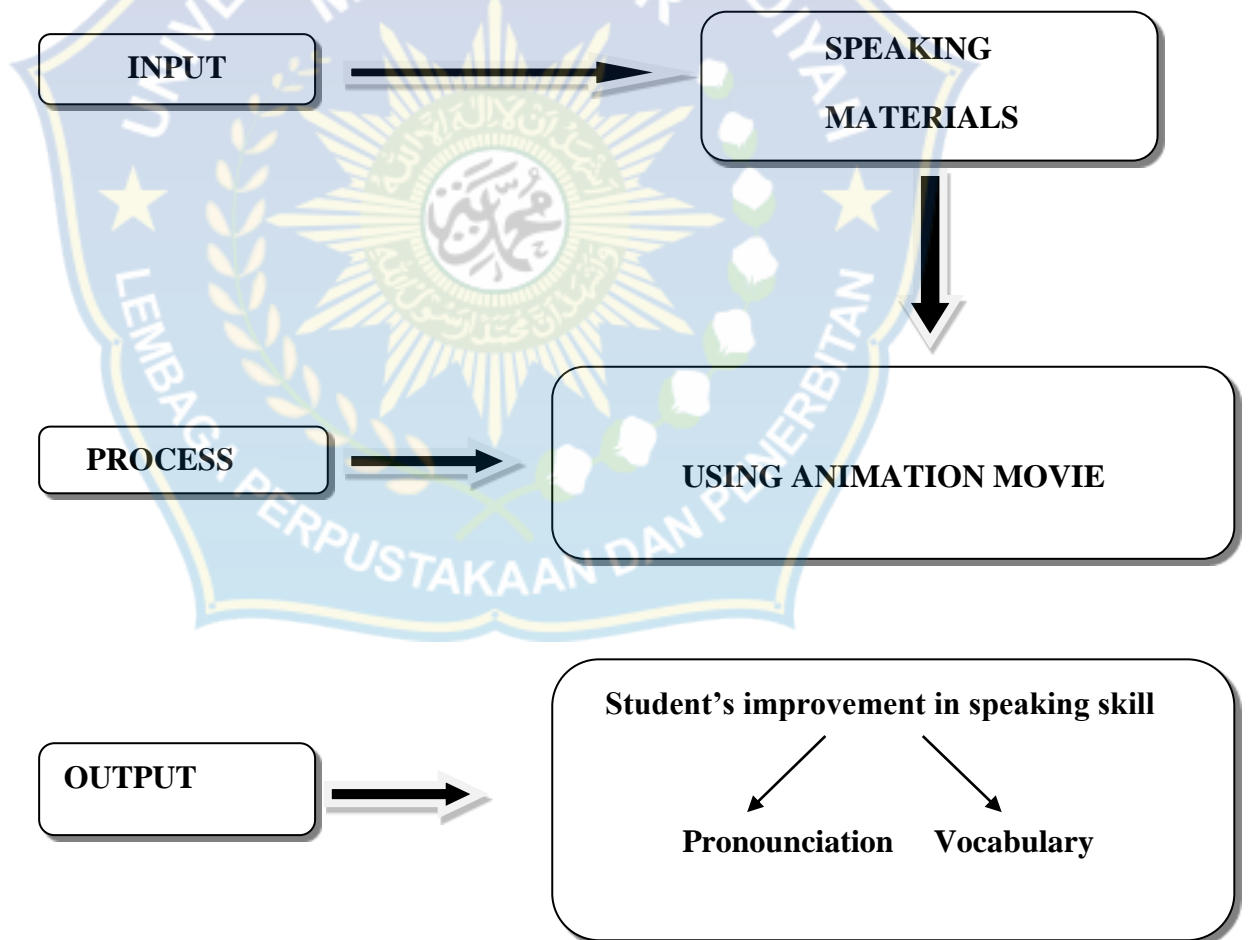
And they practiced to retell each other. For the test, the researcher used the retelling story.



D. Conceptual framework

Speaking was crucial skill for students' and they have to master it. If the students are able to speak well and have a good comprehension, they can be successful to understand communication.

The conceptual framework the research was illustrated as follow:



- ❖ Input : Teaching material

Before applied the media in the class, the researcher gave observation and gave test to know the students' prior knowledge in the classroom.

- ❖ Process : Treatment was teaching using animation movie

The researcher applied animation movie as a media in class, for six times.

- ❖ Output :

The treatment that was gave in the process of the research was evaluate the students' interest and how effective using animation movie in teaching speaking skill.

E. Hypothesis

1. Alternative Hypothesis (H_i)

The use of animation movie as a media improves students' speaking skill.

2. Null Hypothesis (H_o)

The use of animation movie as media does not improve students' speaking skill.

CHAPTER III

RESEARCH METHOD

This chapter present research design and variable, population, sample, sampling technique, instrument of the research, procedure of collecting data and technique of data analysis.

A. Research Design

This research applied pre-experimental design with one groups namely pre-test and post-test design. The design was formulated as the following tables:

Table 3.1 Research Design

Pre-test	Treatment	Post-test
(O ₁)	X	(O ₂)

Where:

O₁ the pre-test

O₂ the post-test

X the treatment

(Gay, 1981:22)

B. Variable and Indicators of the Research

1. Variable

There were two variables of the research namely, independent variable and dependent variable. The variables are as follow:

- a. Independent variable was the Use of Animation Movies.
- b. Dependent variable was students' speaking skill.

2. Indicator

The indicator of this research was the use of animation movie to improve skill in terms of pronunciation and vocabulary.

C. Population and Sample

1. Population

The population of the research was all of students at the first semester of the eleventh grade of SMA Batara Gowa, which total number of population was 51 students, which consisted of 2 classes. Researcher chooses one class that considered was 26 students at XI.IPA at SMA Batara Gowa. It can be seen in the table.

Table 3.2

**Eleventh Grade students of SMA Batara Gowa in Academic
Year of 2018/2019**

NO	Major	Total
1	XI IPA	26
2	XI IPS	25
TOTAL		51

2. Sample

A sample was any part of a population of individuals on whom information was obtained. It may, for a variety reason, be different from the sample originally selected. The sample of this research was class XI IPA of 26 students. One classes as the experimental class, whose the students' were taught by using animation movie.

D. Instrument of the research

The instrument of the researcher asked the students' to perform their speaking in front of one by one, after watching animation movie. The researcher analyzed the result of the test and gave score. The test was conducted to the XI IPA Class which was consisted of 26 students. In scoring technique, the researcher measured two elements of speaking; they

were pronunciation and vocabulary. Instrument was the use to measure the students' competence and to achieve the objective.

The second instrument was the use of voice recorder to record the students' speaking in pre-test and post-test

E. Procedure of data collection

1. Pre-test

The researcher came to the class, and explained the material also tell to the students' what they had to do. The pre-test in speaking skill the researcher asked the students' to perform was oral test and the research gave 3 minutes to tell the students' made description of the previous movie they had watched before, then retell the story in front of class.

1. Treatment

After pre-test, the researcher gave the treatment to the students'. The researcher applied the treatment by showing animation movie, Then The Treatment use to made students' understood about material.then were four times for treatment by using animation movie was a media in teaching speaking skill.

2. Post-test

The procedure of post-test was almost similar with the pre-test. The test was oral test and the research gave 6 minutes to tell the students'

made description of the previous movie they has watched, the students' must made summary of movie, then retell the story in front of class. The type test was oral test. The researcher assess the test by oral test rating sheet.

Table.3.3

The Asses of Speaking

NO	CATEGORIES	ASPECTS	RANGE	SCORE
1.	Vocabulary			
	a.Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	b.Fair	Frequent uses wrong speech limited to simple vocabulary	7-12	
	c.Good	Somentimes uses inappropriatebterm about language because of inadequate vocabulary	13-18	
	d.Very Good	Rarely has trauble	19-25	
2.	Pronunciation			
	a. Unsatisfactory	Had to understand because of sound, accent,pitch,difficult,incomprehensible	1-6	
	b.fair	Error of basic pronunciation	7-12	
	c.good	Few noticeable errors	13-18	
	d. very poor	Understandable	19-25	

(Finocchiaro,M and Sako, S,983:145)

B. Technique of data analysis

The data collected through the pre-test and post-test analysis in potential statistic through the following steps:

1. Scoring the students' correct answer in pre-test and post-test by using this

formula

$$\text{Score} = \frac{\text{the student correct the answer}}{\text{the total items of the test}} \times 100$$

2. Classifying the students' score into seven base on the following criteria :

No	Score	Criteria
1	9.6 to 10	Excellent
2	8.6 to 9.5	Very Good
3	7.6 to 8.5	Good
4	6.6 to 7.5	Fairly Good
5	5.6 to 6.5	Fair
6	3.6 to 5.5	Poor
7	0 to 3.5	Very Poor

(Layman, in Nirwana 2014:30)

3. Test significance

Calculating the value of the t-test to show the mean score of pre-test is significantly different from that of the post test by applying this formula:

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

Where:

t = test of significance
 D = the different of mean score
 D² = deviation standard quadrate
 Σ = sigma
 N = number of students

(Gay, 1981: 331)

4. Calculating the mean score.

The mean score that the students achieve both pre-test (X₁) and post-test (X₂) in their reading comprehension test were calcute by using the mean score formula as follows :

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

Where :

\bar{X} = mean score
 Σ x = total score
 N = number of students

(Gay, 1981: 298)

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher present findings of the research and discussion. Finding consists of the ability to identify using movie to improve speaking skill. The discussion of the research cover further explanations of the findings.

A. Findings

In these findings, the researcher presents the use movie to improve the students' speaking skill and provides the answer of the problem statement that was presented in the first chapter. These findings are described as follows:

1. The Result of the students Pre-test and Post-test

Table 4.1

Calculating the result of the students score in Pre-test and Post-test

The mean score are presented following table

Indicator	Pre-test (X_1)	Post-test (X_2)	Mean Score	Improvement ($X_2 - X_1$)
Pronunciation	5.15	7.65	5.42	2.5%
Vocabulary	5.55	7.84	7.46	2.29%

The explanations of the table above are as follow: first, the improvement of the students' pronunciation was 2.5% pre-test 5.15 and post-test 7.65 and mean score 5.42. second, the improvement of the students' vocabulary was 2.29% pre-test was 5.55 and post-test 7.84 and mean score 7.56. The improvement of the

students' skill above means that the implementation of using movie in speaking skill has successfully improve the students, participation in speaking skill.

2. The improvement of the students' speaking accuracy dealing with pronunciation, and vocabulary as follow:

a. Pronunciation

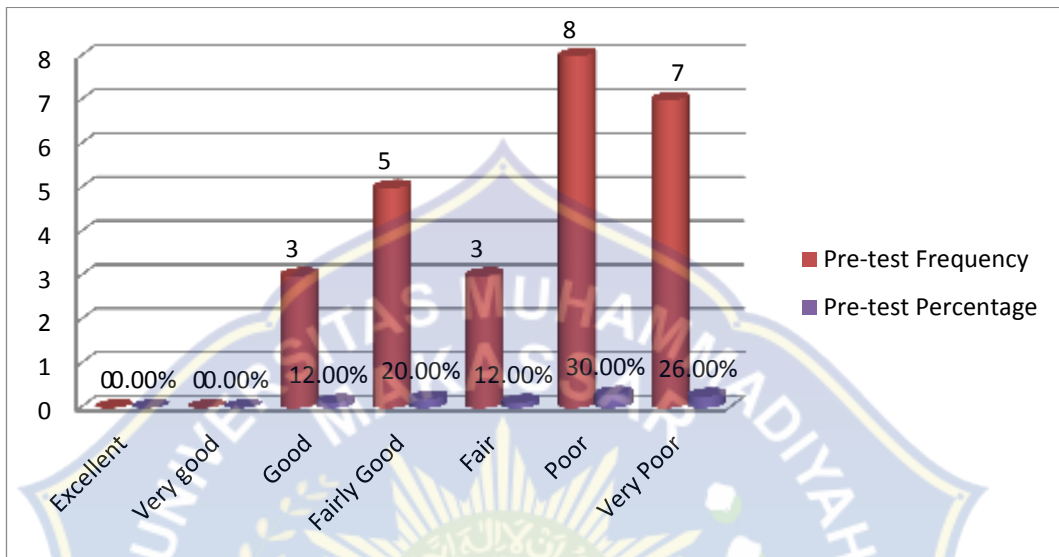
The implementation of movie in teaching improve students' speaking skill in terms of pronunciation can be seen the different by considering the result of the students' pre-test and post-test.

Table 4.2
Frequency and Percentage Score of Students Pronunciation

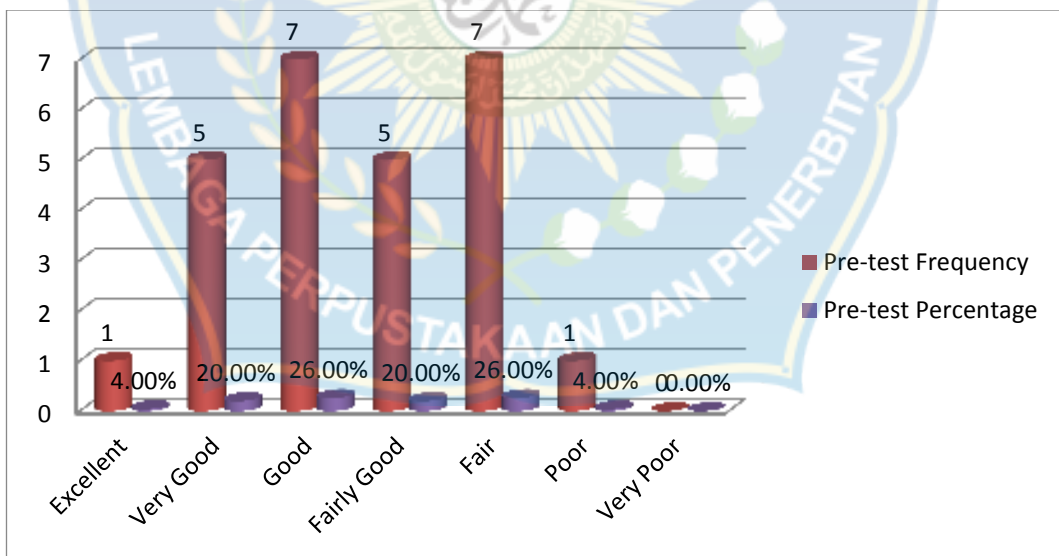
No.	Criteria	Score	Pre-test		Post-test	
			Frequency	%	Frequency	%
1	Excellent	9.6 – 10	-	-	1	4%
2	Very Good	8.6 - 9.5	-	-	5	20%
3	Good	7.6 - 8.5	3	12%	7	26%
4	Fairly Good	6.6 - 7.5	5	20%	5	20%
5	Fair	5.6 - 6.5	3	12%	7	26%
6	Poor	3.6 - 5.5	8	30%	1	4%
7	Very Poor	0 - 3.5	7	26%	-	
Total			26	100%	26	100%

Diagram 4.2

Frequency Pre-test



Frequency Post-test



The diagram above describes the result of pre-test frequency was column orange and pre-test percentage was column grape.. The column diagram above describes the result of pronunciation test. The column grape shows that the

frequency and percentage of students pronunciation in speaking the different column pre-test and post-test before gave four meetings treatment. It can be seen that the students' score for the assessment surpassed the criteria of success. In other words, it indicated that animation movies can be used as teaching media to improve the students' skill in speaking.

b. Vocabulary

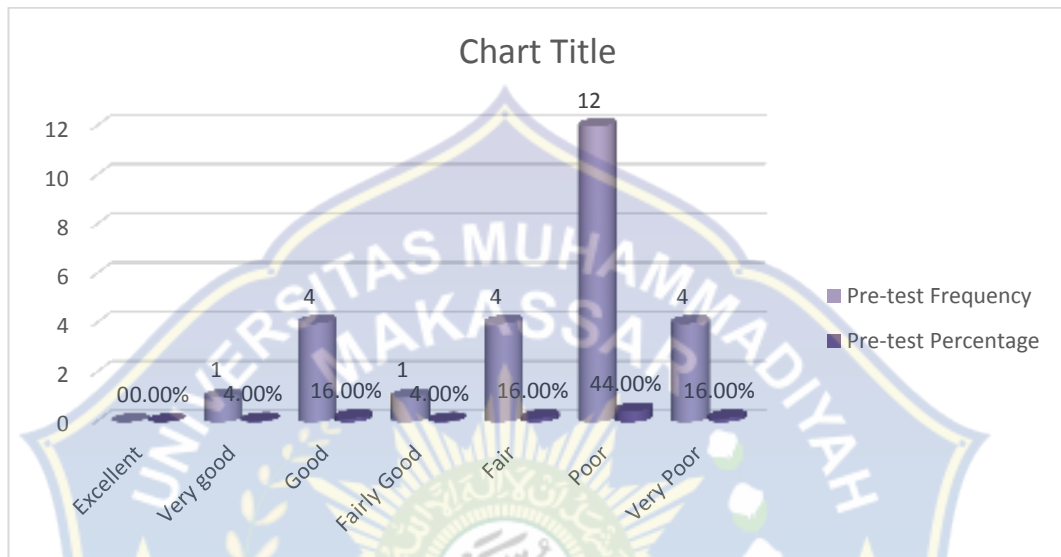
The implementation using movie in teaching materials in improving the students' speaking skill of text in term of vocabulary can be seen the different by considering the result of the students' pre-test and post-test.

Table 4.3
Frequency and Percentage Score of Students Vocabulary

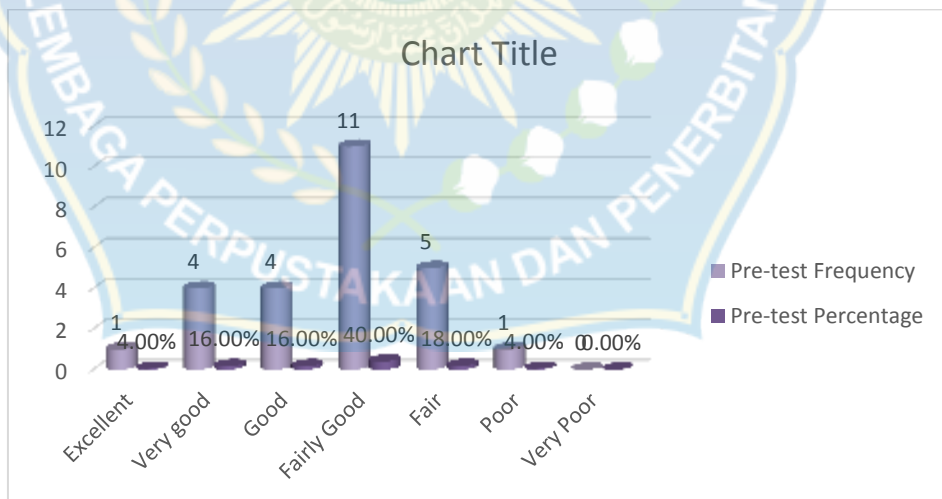
No.	Criteria	Score	Pre-test		Post-test	
			Frequency	%	Frequency	%
1	Excellent	9.6 – 10	-	-	1	4%
2	Very Good	8.6 - 9.5	1	4%	4	16%
3	Good	7.6 - 8.5	4	16%	4	16%
4	Fairly Good	6.6 - 7.5	1	4%	11	40%
5	Fair	5.6 - 6.5	4	16%	5	18%
6	Poor	3.6 - 5.5	12	44%	1	4%
7	Very Poor	0 - 3.5	4	16%	-	
Total			26	100%	26	100%

Diagram 4.3

Frequency Pre-test



Frequency Post-test



The diagram above describes the result of vocabulary test. The column grape shows that the frequency and percentage of students vocabulary in speaking the different column pre-test and post-test before gave four meetings treatment. It

can be seen that the students' score for the assessment surpassed the criteria of success. In other words, it indicated that animation movies can be used as teaching media to improve the students' skill in speaking.

B. Discussions

There were some problems of the English teaching and learning process in the class before the implementation of the treatment. Most students were difficult to engage in speaking activity effectively where as their speaking skills were still low. They lacked self-confidence to speak English because they were always afraid of making mistakes. The media and the materials used in the teaching and learning process were also less varied. It made the students got bored and lost attention easily. Therefore, it was necessary to implement some treatment to solve those problems.

The researcher then proposed to use animation movie as the main media to improve the students' speaking skills. The use of animation movie coupled with other interesting activity was expected to help the students improve their speaking skill. The students would have more opportunity to practice speaking.

Movie have advantages of achieving the important goals of motivating students' interest, providing realistic listening practice, stimulating language use, and increasing students' awareness of particular language points or other aspects of communication. In line with this, Harmer (2001: 284) mentions that there are many advantages in using movie in the teaching and learning process such as seeing language-in-use. It means that the students do not just hear the language

but they can also see it. They can understand the general meaning of language used that are conveyed through expressions, gesture, and other visual clues. The second advantage is motivation. The students will be interested when they have a chance to see language in use as hear it and it will be better if this is combined with communicative tasks.

Generally, there are three main steps of integrating movie into classroom instruction for learning speaking effectively. They are pre-viewing, viewing, and post-viewing (Stoller, 1988: 9). Those techniques were used in the implementation of the treatment and some activities were designed for each stage.

In the pre-viewing activity, vocabulary practice and pronunciation practice were applied. Pre-teaching any unusual vocabulary contained in the movie was needed and aimed at helping the students enrich their vocabulary. So, when they watched the movie, they could understand the content of the movie. The pronunciation practice was the follow-up activity of vocabulary practice. Brown (2001: 271-274) says that by using drilling, students will get opportunity to listen and orally repeat some words. To make it more interesting, pronunciation practice was also done through the video. The students listened to the speaker's utterances in the video and repeated after it. The use of both treatment successfully helped the students improve their pronunciation and vocabulary mastery.

In using the movie, the researcher decided to use various movies teaching techniques. The first technique was listening comprehension. According to Davies (2002: 166), the most obvious use of movie is for listening comprehension. The listening comprehension technique aimed at helping the students to understand the

content of the video and identify the language functions or the expression used by the speaker. In applying this technique, the movie was played at normal speed and normal sound.

The second movie teaching technique used was viewing technique. Harmer (2001: 286) states that the purpose of the design of the viewing techniques is to awaken the students' curiosity through prediction activities. Therefore, when the students watch the movie sequence in its entirety they will have some expectations and considerations about it. There are many kinds of viewing techniques proposed by Harmer (2001: 286) and the researcher chose silent viewing (for language) technique. In applying this technique, the researcher played the movie at the normal speed but without the sound. Students' then should guess what the characters are saying. When they had done this, the researcher played the movie with sound so that they could check to see if they guessed correctly.

The goal of using movie as the main media to provide English speaking model was successfully achieved. The students' could easily identify some expression in the movie and understand the content of the movie.

Through those activities, the students' had more speaking practice. Harmer (2001: 271-275) states that games are designed to give the opportunity to the students' to speak in English interestingly and role play can be used to encourage students' oral fluency in a specific situation. The use of movie combined with those speaking activities made the students speak more fluent and confident. It could be seen from their participation which greatly increased than before.

In general, the speaking teaching and learning process conducted by the researcher was running well. The students could follow all the activities given and they were very enthusiastic in joining the activities. In conclusion, the objective of this research was successfully achieved through the use of movie.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents some conclusions and suggestions of the result from the data analysis.

A. Conclusion

Based on the discussion and explanation in the previous chapter and looking at the result of this research, the researcher put forward some conclusions as follows:

This research focused on improving the students' speaking skill at Class XI IPA of SMA BATARA GOWA in the Academic Year Of 2018/2019 though the using movie. As started in the previous chapter, it could be concluded that the implementation of movie a media was successful and made positive changes in the speaking teaching and learning process. The conclusions are elaborated as follows.

1. Animation movie as media helpful teaching and learning process and made students motivated and actively involved in speaking activity.
2. Animation movie as media helped the students developed better activities in students.
3. Animation movie could minimize the students' passiveness in the process of teaching and learning to speak.

Besides, it can be concluded that there were some factors influences the change of students' speaking skill by using movie Teaching pronunciation and vocabulary through movie can be one of an effective ways to increase students' pronunciation and vocabulary to the second semester of English Department. It can be seen from the result of the post-test was higher than the pre-test. The percentage of pre-test was 2.5%, while the post-test was 2.29%.The use of movie could motivate and interest the students in learning English much better. The researcher also found students have a huge interest in movie. Therefore, movie is considered as an effective media in learning English.

B. Suggestion

In relation to the conclusions above, the writer suggests that:

1. The English teachers should pay much attention to the appropriate technique and media that will be applied in presenting the speaking material.
2. The English speaking teacher should develop the skill of the students' speaking by giving the students' more chance to practice English and to speak their opinion freely, so that the English teacher should using movie to improve students' speaking skill as the teaching method especially for teaching speaking.
3. The head master should motivate and support the teacher of English to apply this method in teaching speaking at their each school.

4. Finally, the researcher hopes other researcher to be more motivated in conducting further investigation to find the main factors which can affect the positive instructional activity.



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INSTRUMENT PRE-TEST

Instruction:

1. In this speaking test you will have 3 minutes to tell a movie after watching.
2. You will get a guideline in preparing after watching movie.

GUIDELINE

What is the movie about?

How did it happen?

How did you fell?

What did you learn from the movie?

INSTRUMENT POST-TEST

Instruction:

1. In this speaking test you will have 6 minutes to tell a movie after watching.
2. You will get a guideline in preparing after watching movie.
- 3.

GUIDELINE

What is the movie about?

How did it happen?

How did you feel?

What did you learn from the movie?

**THE STUDENTS' SCORE OF IMPROVEMENT SPEAKING SKILL
IN PRE-TEST**

No.	Sample	Improvement Students' Speaking Skill		Total Score	Clasification
		Pronounciation	Vocabulary		
1	01	3.2	3.8	3.5	Very poor
2	02	3.5	3.5	3.5	Very poor
3	03	3.0	4.0	3.5	Very poor
4	04	5.0	6.0	5.5	Poor
5	05	6.0	4.0	5.0	Very poor
6	06	6.6	5.4	6.0	Poor
7	07	4.2	5.0	4.6	Very poor
8	08	3.6	4.4	4.0	Very poor
9	09	7.6	6.4	7.0	Fair
10	10	5.0	7.0	6.0	Poor
11	11	6.6	6.4	6.5	Fair
12	12	3.5	4.5	4.0	Very poor
13	13	3.5	3.7	3.6	Very poor
14	14	5.1	5.1	5.1	Very poor
15	15	7.5	8.5	8.0	Fairly poor
16	16	7.0	8.0	7.5	Fairly poor
17	17	5.3	7.7	6.5	Fair
18	18	6.0	5.0	5.5	Poor
19	19	8.2	8.8	8.5	Good
20	20	8.0	8.0	8.0	Fairly good
21	21	6.5	7.5	7.0	Fair
22	22	7.0	6.2	6.6	Fair
23	23	4.5	3.5	4.0	Very poor
24	24	3.2	4.0	3.6	Very poor
25	25	4.0	4.0	4.0	Very poor
26	26	4.0	4.0	4.0	Very poor
Total		134.0	144.4	$\Sigma X_1 = 141$	
Mean Score		5.15	5.553	5.42	

**THE STUDENTS' SCORE OF IMPROVEMENT SPEAKING SKILL
IN POST-TEST**

No.	Sample	Improvement Students' Speaking Skill		Total Score	Classification
		Pronunciation	Vocabulary		
1	01	6.0	6.0	6.0	Poor
2	02	7.0	6.0	6.5	Fair
3	03	6.3	6.7	6.5	Fair
4	04	8.5	7.5	8.0	Fairly good
5	05	8.5	8.5	8.5	Good
6	06	7.5	8.5	8.0	Fairly good
7	07	6.5	7.5	7.0	Fair
8	08	6.0	7.0	6.5	Fair
9	09	8.2	8.8	8.5	Good
10	10	7.6	7.4	7.5	Fairly good
11	11	7.6	8.4	8.0	Fairly good
12	12	6.2	6.8	6.5	Fair
13	13	5.8	6.2	6.0	Poor
14	14	7.0	7.0	7.0	Fair
15	15	9.8	9.2	9.5	Very good
16	16	7.9	8.1	8.0	Fairly good
17	17	9.1	8.9	9.0	Good
18	18	6.0	7.0	6.5	Fair
19	19	9.4	9.6	9.5	Very good
20	20	9.0	9.0	9.0	Good
21	21	7.9	8.1	8.0	Fairly good
22	22	7.8	7.2	7.5	Fairly good
23	23	7.0	7.0	7.0	Fair
24	24	5.0	6.0	5.5	Poor
25	25	7.0	7.0	7.0	Fair
26	26	7.0	7.0	7.0	Fair
Total		199	204	$\Sigma X_1 = 201,6$	
Mean Score		7.65	7.84	7.75	

THE STUDENTS' SCORE OF PRE-TEST AND POST-TEST

No.	Sample	Improvement Students' Speaking Skill		Gain ($X_2 - X_1$)	D^2
		Pre-test(X_1)	Post-test(X_2)		
1	01	3.5	6.0	2.5	6.25
2	02	3.5	6.5	3.0	9
3	03	3.5	6.5	3.0	9
4	04	5.5	8.0	2.5	6.25
5	05	5.0	8.5	3.5	12.25
6	06	6.0	8.0	2.0	4
7	07	4.6	7.0	2.4	5.76
8	08	4.0	6.5	2.5	6.25
9	09	7.0	8.5	1.5	2.25
10	10	6.0	7.5	1.5	2.25
11	11	6.5	8.0	1.5	2.25
12	12	4.0	6.5	2.5	6.25
13	13	3.6	6.0	2.4	5.76
14	14	5.1	7.0	1.9	3.61
15	15	8.0	9.5	1.5	2.25
16	16	7.5	8.0	1.5	2.25
17	17	6.5	9.0	2.5	6.25
18	18	5.5	6.5	1.0	1
19	19	8.5	9.5	1.0	1
20	20	8.0	9.0	1.0	1
21	21	7.0	8.0	1.0	1
22	22	6.6	7.5	0.9	0.81
23	23	4.0	7.0	3.0	9
24	24	3.6	5.5	1.9	3.61
25	25	4.0	7.0	3.0	9
26	26	4.0	7.0	3.0	9
Total		$\Sigma X_1 = 141$	$\Sigma X_2 = 194$	$\Sigma D = 54$	$\Sigma D^2 = 127.3$
Mean Score		5.42	7.46		

1. Calculating the mean score

a. Mean score of pre-test

$$\bar{X} = \frac{\sum x_1}{N}$$

$$\bar{X} = \frac{141}{26}$$

$$\bar{X} = 5.42$$

b. Mean score of post test

$$\bar{X} = \frac{\sum X_2}{N}$$

$$\bar{X} = \frac{194}{26}$$

$$\bar{X} = 7.46$$

c. Mean score of gain (D)

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

$$\bar{D} = \frac{54}{26}$$

$$\bar{D} = 2.0$$

2. Percentage of the students' improvement

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

$$= \frac{7.46 - 5.42}{5.42} \times 100$$

$$= \frac{2.0}{5.42} \times 100$$

$$= \frac{200}{5.42}$$

$$= 36.900\%$$

3. Test of significance difference

Calculating the t-test value of mean

$$\Sigma D^2 = 127.3$$

$$\Sigma D = 54$$

$$N = 26$$

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

$$= \frac{54}{26}$$

$$= 2.07$$

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

$$t = \frac{20}{\sqrt{\frac{127.3 - \frac{(54)^2}{26}}{26(26-1)}}$$

$$t = \frac{20}{\sqrt{\frac{13994.89 - \frac{2601}{25}}{25(25-1)}}$$

$$t = \frac{20}{\sqrt{\frac{18994.89 - 104.04}{25(25-1)}}$$

$$t = \frac{20}{\sqrt{\frac{18890.85}{600}}}$$

$$t = \frac{20}{\sqrt{31.48}}$$

$$t = \frac{20}{5.61}$$

$$t = 3.565$$

CRITICAL VALUE OF T-TABLE

df	Level of Significant for One-tailed test					
	.01	.05	.025	.01	.005	.0005
	Level of Significant for one-tailed test					
	.01	.10	.05	.02	.01	.001
1	3.078	6.314	12.7016	31.821	63.657	636.619
2	1.885	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.307	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.786	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.279	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3,707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
	1.282	1.645	1960	2.326	2.576	3.291

Fisher and Yates(1963)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMa Batara Gowa
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Skill/ Fokus	: Speaking
Alokasi Waktu	: 6 x 45 menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

<p>3.14. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p>	<p>3.14.1. Siswa dapat mengidentifikasi karakter yang ada dalam suatu cerita</p> <p>3.14.2. Siswa dapat mengidentifikasi unsur sosial cerita.</p> <p>3.14.3. Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita.</p> <p>3.14.4. Siswa dapat mengidentifikasi unsur kebahasaan dalam cerita.</p>
<p>4.18 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana sesuai dengan konteks penggunaannya</p>	<p>4.18.1. Siswa dapat menjawab pertanyaan terkait dengan cerita</p> <p>4.18.1. Siswa dapat menceritakan kembali suatu cerita yang disimak secara lisan</p>

C. Tujuan Pembelajaran

Setelah mempelajari materi ini, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks narrative sederhana
2. Menunjukkan perilaku peduli, percaya diri dan tanggungjawab dalam melaksanakan komunikasi terkait teks narrative sederhana
3. Mengidentifikasi fungsi social, struktur teks dan unsure kebahasaan dari teks narrative sederhana
4. Merespon makna teks narrative sederhana berbentuk

D. Materi Pembelajaran

Film pendek animasi cartoon

Fungsi Sosial: meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

Struktur teks:

1. Pengenalan tokoh dan setting
2. Komplikasi yang dihadapi tokoh utama
3. Solusi dan akhir cerita

Unsur Kebahasanaan:

1. Kosa kata terkait dalam cerita
2. Kata kerja/ struktur kalimat
3. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

D. Metode Pembelajaran

- Menyimak
- Cerita lewat film yang disajikan
- Diskusi kelompok,
- Tugas kelompok

E. Media Pembelajaran

1. Media
 - video animasi
2. Alat/ bahan
 - Buku
 - Laptop

F. Langkah-Langkah Pembelajaran

Pertemuan Ke-1 dan 2

1. Pendahuluan (10 Menit)
 - a. Salam dan tegur sapa
 - b. Guru mengecek kehadiran siswa
 - c. Guru mengecek kesiapan belajar siswa
 - d. Guru menjelaskan tujuan pembelajaran dan kompetensi yang akan dicapai

- e. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan dan tugas dalam pembelajaran

2. Inti (60 Menit)

Mengamati

- Siswa menyimak contoh cerita yang disajikan oleh guru
- Siswa mempelajari kosa kata baru yang ada di dalam cerita.

Menanya

- Siswa menanyakan isi cerita dari berbagai cerita secara berkelompok.
- Siswa menanyakan struktur cerita yang diberikan.

Mengumpulkan informasi/ mengeksplorasi

- Guru meminta siswa untuk menyimak film animasi pendek yang diputar oleh guru
- Guru meminta siswa menemukan informasi rinci dan informasi tertentu dari cerita
- Guru memandu siswa menemukan struktur teks narrative yang disajikan
- Guru memandu siswa menemukan unsur kebahasaan teks narrative yang disajikan

Mengasosiasi

- Siswa menemukan kata kerja dari cerita
- Siswa mengembangkan kosa kata tersebut dengan membuat kalimat tanya mengacu pada cerita

Mengkomikasikan

- Siswa menceritakan kembali film animasi yang telah dipelajari dengan bahasa sendiri secara lisan dan mempresentasikan di depan kelas. .

G. Penutup

1. Siswa dengan bimbingan guru menyimpulkan pembelajaran yang baru dipelajari
2. Guru memberikan umpan balik pembelajaran
3. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya

Pertemuan Ke-3 dan 4

1. Pendahuluan (10 Menit)

- a. Mengucapkan salam dan berdoa.
- b. Memberikan motivasi dan apersepsi.
- c. Menginformasikan tujuan pembelajaran
- d. Menginformasikan garis besar kegiatan yang akan di lakukan.

2. Inti (60 Menit)

1. Mengamati

- Siswa menyimak contoh teks cerita yang disajikan oleh guru
- Siswa mempelajari kosa kata baru yang ada di dalam cerita
- Siswa mencari makna dari kosa kata baru dalam cerita
- Siswa mempelajari cara pengucapan kosa kata baru dalam cerita

2. Menanya

- Siswa menanyakan isi cerita dari berbagai cerita secara berkelompok.
- Siswa menanyakan struktur teks narrative dan unsur kebahasaan teks yang diberikan.

3. Mengumpulkan informasi/ mengeksplorasi

- Guru meminta siswa untuk menyimak film narrative pendek yang disajikan
- Guru menuntun siswa menemukan informasi rinci dan informasi tetentu dari cerita
- Guru memandu siswa menemukan struktur teks narrative yang disajikan
- Guru memandu siswa menemukan unsur kebahasaan teks narrative yang disajikan
- Guru memastikan pemahaman kosa kata siswa dengan meminta

untuk mengerjakan latihan kosa kata.

4. Mengasosiasi

- Siswa menemukan kosa kata baru dari film
- Siswa mengembangkan kosa kata tersebut dengan membuat kalimat Tanya mengacu pada film
- Guru memastikan pemahaman kosa kata siswa dengan meminta untuk mengerjakan latihan kosa kata.

Mengkomikasikan Siswa menceritakan kembali cerita yang telah dipelajari dengan bahasa sendiri secara lisan dan mempresentasikan di depan kelas.

3. Penutup (10 Menit)

- a. Guru dan siswa membuat rangkuman/simpulan pelajaran.
- b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- c. Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- d. Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- e. Menyampaikan rencana pembelajaran pada pertemuan berikutnya

Pertemuan ke 5 dan 6

1. Pendahuluan (10 Menit)

- a. Mengucapkan salam dan berdoa.
- b. Memberikan motivasi dan apersepsi.
- c. Menginformasikan tujuan pembelajaran
- d. Menginformasikan garis besar kegiatan yang akan di lakukan.

2. Inti (60 Menit)

Mengamati

- Siswa menyimak contoh cerita yang disajikan oleh guru
- Siswa mempelajari cara pengucapan /pronunciation yang ada di dalam cerita.

Menanya

- Siswa menanyakan isi cerita dari berbagai cerita secara berkelompok.
- Siswa menanyakan struktur cerita narrative yang diberikan.

Mengumpulkan informasi/ mengeksplorasi

- Guru meminta siswa untuk menyimak cerita narrative pendek yang dibacakan guru
- Guru meminta siswa menemukan informasi rinci dan informasi tertentu dari cerita
- Guru memandu siswa menemukan struktur teks narrative yang disajikan
- Guru memandu siswa menemukan unsur kebahasaan teks narrative yang disajikan

Mengasosiasi

- Siswa menemukan kata kerja dari cerita
- Siswa mengembangkan kosa kata tersebut dengan membuat kalimat tanya mengacu pada cerita

Mengkomikasikan

1. Siswa menceritakan kembali cerita yang telah dipelajari dengan bahasa sendiri secara lisan dan mempresentasikan di depan kelas

3. Penutup (10 Menit)

- a. Guru dan siswa membuat rangkuman/simpulan pelajaran.
- b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan
- c. Memberikan umpan balik terhadap proses dan hasil pembelajaran. Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.

d. Menyampaikan rencana pembelajaran pada pertemuan berikutnya

G. Sumber Belajar

- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016
- Kamus Bahasa Inggris
- Pengalaman peserta didik dan guru

H. Penilaian hasil pembelajaran

Jenis/Tehnik Penilaian

- Pengetahuan : lisan
- Keterampilan : speaking

Mengetahui,

Kepala Sekolah

Guru Mata Pelajaran

NIP.

NIP.



DOCUMENTATION



CURRICULUM VITAE



The researcher, **RISKAWATI** was born on Oktober 08th , 1996 in Sinjai. She is the second child from two siblings from the marriage of Usman and Rosmiati. She began her study at SD 108 Banoa and graduated in 2008. Then, continued her study at SMPN 5 Sinjai Selatan and graduated in 2011, in the same year she continued her study at SMAN 1 Tellulimpoe and graduated in 2014. In year 2014, she was registered as a student of English Education Department of Teaher Training and Education Faculty of Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis by the tittle *Using movie to improve students' speaking skill (An experimental research to the eleventh grade students' at Sma Batara Gowa.*