

**THE EFFECTIVENESS OF ENGLISH MOVIE IN IMPROVING
STUDENTS' SPEAKING SKILL AT THE TWELFTH-GRADE
STUDENTS OF MAN PALOPO**

A Thesis

*Submitted to the English Language of SI Tarbiyah and Teacher Training Faculty
of State Islamic Institute of Palopo Fulfillment of Requirement for S.Pd Degree of
English Education*



Written by:

NURFADILLA

REG. NUMBER 16 0202 0152

Adviser:

- 1. Wahibah, S.Ag.,M.Hum**
- 2. Dewi Furwana, S.Pd.I.,M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2021

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STATE ISLAMIC INSTITUTE OF PALOPO**

2021

THESIS APPROVAL

This thesis, entitled “The effectiveness of English movie in improving students’ speaking skill at the twelfth-grade students of MAN Palopo” written by Nurfadilla, Reg. Number 16 0202 0152, English Language Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Friday April 9th 2021 M, coincided with Syakban 26th 1442 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, April 25th 2021M
Ramadan 13rd 1442 H

COMMITTEE OF EXAMINATION

- | | | |
|--------------------------------|-----------------|---------|
| 1. Amalia Yahya, S.E., M.Hum | Trial Chairman | (.....) |
| 2. Dewi Furwana, S.Pd.I., M.Pd | Trial Secretary | (.....) |
| 3. Wisran, S.S., M.Pd | Examiner I | (.....) |
| 4. St. Hartina, S.Pd., M.Pd | Examiner II | (.....) |
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| 6. Dewi Furwana, S.Pd.I., M.Pd | Consultant II | (.....) |

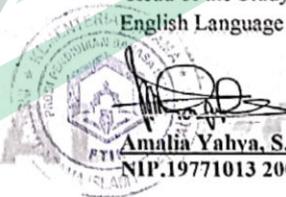
Approved by;

Rector of IAIN Palopo
p.p. The Dean of Tarbiyah and
Teacher Training Faculty

Head of the Study Program
English Language Education



Dr. Mordin K., M.Pd
NIP. 19681231 199903 1 014



Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2 006

CONSULTANT APPROVAL

Thesis Entitled : The Effectiveness of English Movie in Improving Students' Speaking Skill at The Twelfth-grade Students of MAN Palopo

Written By :

Name : Nurfadilla
Reg. Number : 16.0202.0152
Faculty : Tarbiyah and Teacher Training
Study Program : English Education

Has been corrected and approved to be examined.

Palopo, March 8, 2021

Consultant I



Wahibah, S.Ag., M.Hum
NIP: 19690504 200312 2 002

Consultant II



Dewi Furwana, S.Pd.I.M.Pd
NIP. 19870831 201503 2 006

NOTA DINAS PEMBIMBING

Lamp : -

Palopo, 07 Maret 2021

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamu 'Alaikum Wr. Wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini :

Nama : Nurfadilla

NIM : 16.0202.0152

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul : The Effectiveness of English Movie in Improving Students Speaking Skill at The Twelfth-grade Students of MAN Palopo

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Pembimbing I



Wahibah, S. Ag., M. Hum

NIP: 19690504 200312 2 002

NOTA DINAS PEMBIMBING

Lamp :-

Palopo, 06 Maret 2021

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamu 'Alaikum Wr. Wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini :

Nama : Nurfadilla

NIM : 16.0202.0152

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

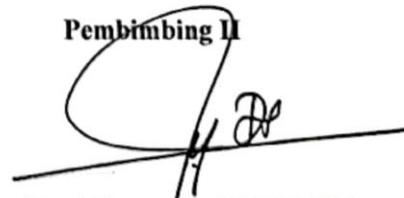
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Wassalamu 'Alaikum Wr. Wb

Pembimbing II



Dewi Furwana, S.Pd.I,M.Pd
NIP. 19870831 201503 2 006

HALAMAN PERSETUJUAN TIM PENGUJI

Skripsi berjudul *The effectiveness of English movie in improving students' speaking skill at the twelfth-grade students of MAN Palopo* yang ditulis oleh Nurfadilla Nomor Induk Mahasiswa (NIM) 16 0202 0152, Mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo, yang telah diujikan dalam seminar hasil penelitian pada hari Kamis, tanggal 01 April 2021 18 Syakban 1442 hijriah telah diperbaiki sesuai catatandan permintaan Tim Penguji. Dan dinyatakan layak untuk diajukan pada sidang ujian munaqasyah.

TIM PENGUJI

1. Wisran, S.S., M.Pd ()
Penguji I Tanggal : 09 April 2021
2. St. Hartina, S.Pd., M.Pd ()
Penguji II Tanggal : 09 April 2021
3. Wahibah. S.Ag, M.Hum ()
Pembimbing I Tanggal : 09 April 2021
4. Dewi Furwana, S.Pd.I., M.Pd ()
Pembimbing II Tanggal : 09 April 2021

PRONOUNCEMENT

I have been signature below:

Name : Nurfadilla
Reg. Number : 16 0202 0152
Study Program : English Language Education
Faculty : Tarbiyah and Teacher Training

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Researcher



Nurfadilla
16 0202 01 52

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ ، وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّينِ, أَمَا بَعْدُ

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The Researcher



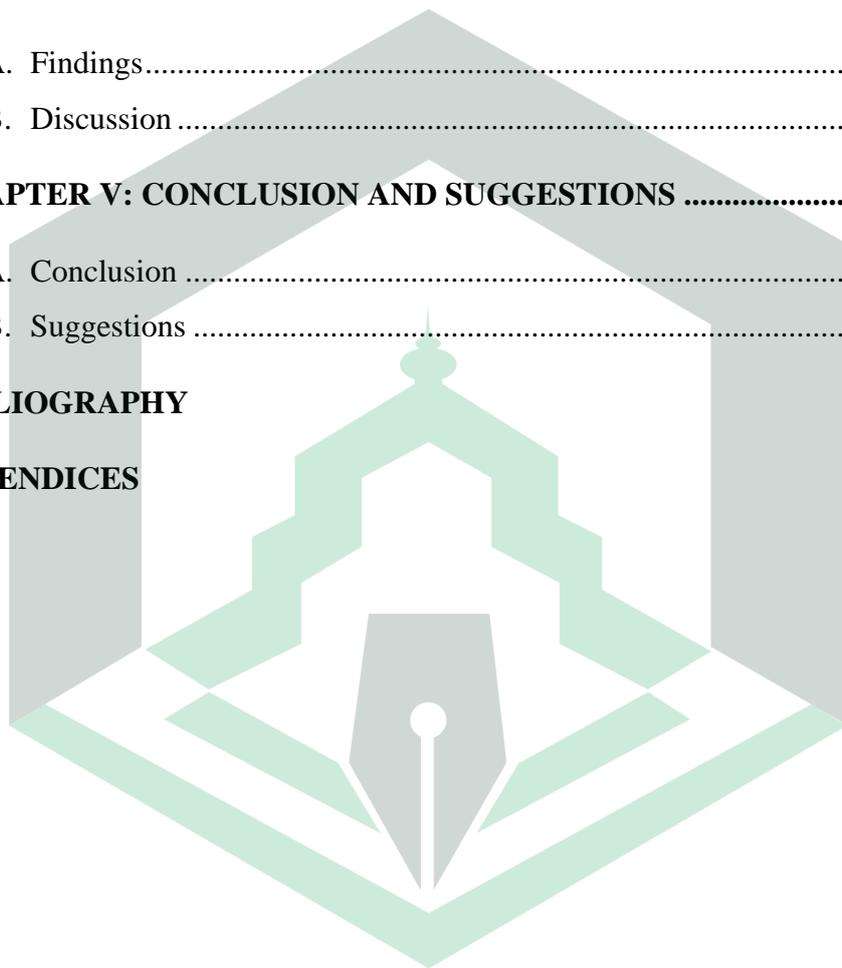
NURFADILLA



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ABSTRACT

Nurfadilla, 2021. *“The Effectiveness of English Movie in Improving Students’ Speaking Skill at the Twelfth-grade Students of MAN Palopo”*. The thesis of The English Departement Study Program Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo. Supervised by Wahibah, Dewi Furwana.

This thesis focused on improving students speaking skill at twelfth-grade of MAN Palopo through English movie. The research question is: Is English movie effective to improve students’ speaking skill at twelfth-grade students of MAN Palopo? The objective of the research is to find out whether or not the English movie is effective to improve students’ speaking skill at the twelfth-grade students of MAN Palopo. This thesis applied pre-experimental research. The research instrument is the speaking test in the form of a pretest and posttest. The data analyzed by using SPSS 20. To analyze the data, the researcher determined the scoring classification which includes accuracy, fluency, and comprehensibility. The population of the research was the twelfth-grade students of MAN Palopo. The sample was 12 students from class XII MIA 1. The students' result of the mean score in the pre-test was lower than the mean score in the post-test (23.08 < 55.25). The researcher found that p -value was 0.02 than the alpha was 0.05, therefore $p < \alpha$ (0.02 < 0.05). The researcher concludes that English movies is effective in improving students' speaking skills.

Keyword: Speaking Skill, English movie

CHAPTER 1

INTRODUCTION

A. Background

Learning foreign languages especially English is a difficult thing for most people. Therefore, various methods are needed to create fun learning. One of the effective ways is to use the method that students like such as games, songs, films, books, and so on. The movie is one of the things that most younger generation like. The film is a combination of efforts to deliver messages through moving images, the use of camera technology, color, and sound. Andika States that Many films, music, and books are produced in English. Therefore by learning English will make it easy for humans. We can access entertainment and more easily understand about culture in various regions. Most of the content produced on the internet (50%) using in English. So knowing English will allow you access to an incredible amount of information that way not be otherwise available!¹

In teaching English as a foreign language, it is necessary to note that there are four language skills. Namely: reading, listening, writing, and speaking. The four language skills, the researcher focuses on the speaking skill.

Speaking is one of four language skills, which is the basic function of language as a communication instrument. The Student who study at the school which use a certain language will be a good speaker, different from students who

¹Andika, *English so important*, (<http://www.esoe.co.uk/blog/4-reasons-why-learning-english-is-so-important/p>. 1 accessed on August 18th, 2020)

study at the other school. They will get difficulties in using English to speak to each other, it is caused by a condition of school environment and media that is used in teaching them.²

English movie can be used to introduce new languages to students and develop their speaking skill in the teaching and learning process. English movie have an important function that teachers can use in the teaching and learning process. This can also provide opportunities for students to develop speaking skills, new vocabulary, and pronunciation that can improve students' speaking skills, and can entertain students to learn happily in the classroom. In addition, movie can also be used to increase student motivation. But besides that, the selection of movie that will be used as learning media must be done selectively so that the learning objectives can be achieved.

Based on the researcher's pre-observation, the research conducted interviews, during the interview session took place, the researcher asked them about their English language skills, they answered that they were less accustomed to speaking English well and several factors that made their speaking skills less namely environmental factors, lack of confidence, and lack of vocabulary they had³. Lack of speaking ability at the student because when in class, only a few of the subjects use English when learning takes place, and also they don't use to speaking English and practice their English while at home. Speaking is the activity of giving speeches and talks. Speaking is one of the activities in learning

²Destiyanti, Thesis : *Improving Students Speaking Skill by Telling Story Thought at the Second year of SMAN 1 Malangke Barat*. (Palopo : IAIN Palopo, 2016), p.1.

³BebetKumalasari, the English Teacher of MAN Palopo at MAN Palopo on 13 November 2019

English to conveying some information, opinion or expressing one's thoughts and feeling in spoken language. Speaking is an activity used by someone to communicate with others and also it takes place everywhere and has become part of our daily activities.⁴ When they need to speak English well they have to get used to speaking in English. Therefore, the researcher made a research about "The Effectiveness of English movie in improving English Speaking skill at twelfth-grade students of MAN Palopo"

B. Research Question

Based on the background of the issues described above, the researcher formulated the research question as follows :Is the English movie effective to improve students' speaking skill at the twelfth-grade students of MAN Palopo?

C. Objective of the Research

Based on the research question, the research is to find out whether or not the English movie effective is to improve students' speaking skill at the twelfth-grade students of MAN Palopo.

D. The Significance of the Research

The researcher hopes that result of the study was give a contribution to:

1. Theoretical

a. The students

Facilitate students in learning and improve motivation to learn by applying Movie. Using audiovisual, students was be more

⁴Collins Cobuild, *Advance Learner's English Dictionary*, 5 edition. (Greece: Andrew Betsis ELT. 31 pyrou street pieras,2005), p. 139

interesting and make it easier for them to acquire what they did not know before.

b. The Teacher

To facilitate teachers in delivering materials and can assist teachers in improving the quality of their learning processes.

c. The other researcher

As reference material for researchers to be more sensitive and concerned about the comfort of students in improving and increasing their dialogue skills by using media that can attract the attention of students.

2. Practical

a. The Students

- 1) It can improve students speaking skills
- 2) The student can be able to speak confidence
- 3) This method can give motivation for students to speak up and express their ideas.

b. The Teachers

- 1) Teachers know who students are lack in speaking
- 2) The result can become an input to determine the step and strategy for teaching-learning speaking.
- 3) As one method used to help develop students' speaking abilities.

3. The other researcher

This research can contribute as a good reference for other research, especially on the same topic as this writer does. And for their reference material in the future when you become a teacher.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Research Relevan

In this research, the researcher summarizes some findings from the other researchers who have conducted previous research. The research are :

DodiMulyadi and YuliaMutmainnah (2015), “The use of English Language Films with English Subtitles to Improve Listening Skills (Penggunaan Film BerbahasaInggrisdengan English Subtitle dalamMeningkatkanKemampuanMendengarkan)”. This research uses the Classroom Action Research (CAR) method by using two cycles, namely; cycle 1 and cycle 2. For the method of discussion, the researcher use is quantitative descriptive. The subject is fourth-semester students of the English Department of UniversitasMuhammadiyah Semarang. The conclusion of this research is there isa significant relationship between learning students with English films with subtitles related to listening skill.⁵

AyuningtyasPuspitaningrum (2017), “The Influence of using Animation Movie towards Students' Speaking Ability at the First Semester of the Eleventh Grade of MA Al-Hikmah Bandar Lampung in the academic year of 2017/2018”.She structured this research in the context of quasi-experimental research with the use of quantitative research.The researcher used the experimental design because the effect of using animation films on the ability of

⁵MulyadidanMutmainnah, “*Penggunaan Film BerbahasaInggrisdengan English Subtitle dalamMeningkatkanKemampuan Listening*”, The 2nd University Research Coloquium 2015,DodiMulyadidanYuliaMutmainnah (Semarang ,2015),p.146.

students to communicate was examined. As a result, she discovered that the use of animation films had a huge influence on the ability of students to communicate.⁶

Balambo Jamal Tahir (2015), with the research title “The Impact Using Movies on Learning English Language at University of Halbja”. This study aims at investigating the importance of the impact of movies on learning the English language in terms of perceptions, opinions, and attitudes of students toward learning the English language. He found that The use of movie becomes an essential requirement for the purpose of learning in the ESL classroom because the movie as modern technology will greatly assist students to understand the second language.⁷

NurFadillah (2020), “The Influence of Interest in Watching Western Movies in Improving Speaking Skills of Hasanuddin University Students (Pengaruh Minat Menonton Film Barat dalam Peningkatan Speaking Skill pada Mahasiswa Universitas Hasanuddin)”. This research used quantitative research. This research is aimed at verifying information and proving the assumption that usually, someone who often watches Western films tends to have English mastery and a good level.⁸

⁶Ayuningtyas Puspitaningrum, Thesis : “*The Influence of using Animation Movie towards Students' Speaking Ability at the First Semester of the Eleventh Grade of MA Al Hikmah Bandar Lampung in the academic year of 2017/2018*”. (Lampung : UIN RadenIntan ,2017), p.87.

⁷Balambo Jamal Tahir, “*The Impact Using Movies on Learning English Language at University of Halbja*” (A Research Paper Submitted to the Council of the Department of English Language University of Halabja in Partial Fulfillment of the Requirements for the Degree of Bachelor in Teaching English Language and Literature, Iraq, 2015), p.30.

⁸NurFadillah, Thesis : “*Pengaruh Minat Menonton Film Barat dalam Peningkatan Speaking Skill pada Mahasiswa Universitas Hasanuddin*”. (Makassar : Universitas Hasanuddin, 2020)

The research above is using the same media, which is a movie but different content and skill to be improving. The first research was aimed to improve students' listening skills through English movies with English subtitles. The second research was aimed to improve students, speaking skills by using animation movies. And the last research was aimed to describe how the impact of using English movies in learning the English language as a second language.

In this research, the researcher uses the same media but a different research method which is about the English movies to improve students' speaking skills at twelfth-grade students of MAN Palopo.

B. Some Pertinent Ideas

1. Speaking

a. Definitions of Speaking

Many definitions of speaking have been proposed by language. According to Hughes, speaking is interactive and according to accomplish pragmatic goals through interactive discourse with other speakers of a language.⁹Speaking is an ability that students must master. If speech abilities can be learned well, learners will also be able to communicate well for a variety of purposes. Students may convey desires, knowledge, opinions, ideas, reassure, convince, persuade and entertain communication views through speaking activities.¹⁰

⁹Dewi Hughes. (2007). *Public Speaking*. Jakarta: Gramedia Widiasarana. p.57

¹⁰Agus Darmuki, M. Andayani, Joko nurkamto, and Kundharu saddhono, 2016, *International Journal of Languages' Education and Teaching*, 2198 –4999, P.3

According to Richard and Renandya, The use of speech for several different purposes requires different skills for each purpose. For starters, when we participate in the conversation with others, speaking is used to establish social interaction with individuals. On the other hand, the intention might be to seek or convey the view or to identify the thing to complain about the actions of people.¹¹

Meanwhile, Donough and Shaw state, “ There are some reasons for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something; negotiating and or solving a particular problem or establishing and maintaining social relationships and friendships”. Besides, fluency, precision, and trust in speaking are essential objectives.¹²

From some of the expert's statements above, the researcher can conclude that speaking is a communication skill using language. By speaking, a person can convey and express ideas, ideas, opinions, and feelings to others and can respond to what others convey. Simply stated, speaking can be said as an important aspect of living a social life because it is a medium for exchanging information.

b. Elements of Speaking

Speaking can be classified into two groups, which are good speaking and poor speaking, based on accomplishment. Based on the aspects of

¹¹Jack C. Richard and Willy A. Renandya, *Methodology in language teaching*, (New York: Cambridge University Press), p.200

¹²JO McDonough and Christopher Shaw, *Materials and Methods in ELT*, (Melbourne: Blackwell Publishing, 2003), p.134.

speaking, talking can be said to be good or bad. Speaking is not simply orally voicing anything. Students, however, need to acquire certain elements of speech in to have strong speaking abilities. Those aspects are grammar, fluency, vocabulary, and precision, as suggested by Brown.¹³

1) Pronunciation

How a certain sound or sounds are created is pronunciation. It covers how speakers create simple language when they speak. The speakers must be able to convey a consistent message to listeners for good communication to take place. It is very important to teach pronunciation in speech, including stress, rhythm, and intonation.

2) Fluency

Fluency is the ability to talk naturally and swiftly. This implies that a fluent speaker should be able to speak automatically and easily.

3) Vocabulary

Vocabulary is a set of lexemes, consisting of single words, compound words, and idioms commonly used to speak something. A speaker of a foreign language should master enough vocabulary to be able to speak fluently and accurately and have the confidence to use it accurately.

¹³Brown, H. Douglas, 2001, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Longman, P. 168

4) Accuracy

Accuracy is a capacity, as described in the Longman Dictionary, to generate sentences or utterances with correct grammar. To be able to talk correctly, speakers need to obey the laws of the language, such as grammar and structure.

Meanwhile, according to Brown, there are at least five elements of speaking skills that students can learn to improve their ability to communicate. In the study of the speech process, the following five components are commonly recognized.¹⁴

1) Comprehension

Understanding is the capacity to comprehend anything. Understanding needs a topic for oral communication to respond to the speech as well as to initiate it.

2) Grammar

A language's grammar is the definition of how words can alter their forms and can be combined in that language into sentences. If the rules of grammar are broken too carelessly, communication will suffer. Grammar is an important part of speaking, and if the speaker uses incorrect grammar, an utterance may have a different interpretation.

¹⁴Brown, H. Douglas, 2001, *Language Assessment Principles and Classroom Practice*, (New York: Longman, 2004), p.157

3) Vocabulary

The list of words with their meaning implies vocabulary. If they do not have an adequate vocabulary, they can not communicate effectively or articulate their ideas in either oral or written form. Very little can be transmitted without grammar, and nothing can be transmitted without vocabulary.

4) Pronunciation

The way to build the best language for students when they speak is pronunciation. Pronunciation is an essential aspect of learning to speak a foreign language. When a student does not pronounce a word correctly, it may be very difficult to understand him or her. On the other hand, if students make grammatical mistakes, for example, in verb tenses, the listener still has an idea of what is being said.

5) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Speech fluency is the goal of many language learners. A relatively fast speech speed with just a small number of delays and "us" or "ers" are fluency measures. These signs suggest that it is not important for the speaker to spend a lot of time looking for the language items required to convey the message.

c. Teaching Speaking

Teaching and learning English should have the goal for developing communicative skills that include the skill of listening, speaking, reading, and writing proportionately. Today's world, however, demands that the purpose of teaching speaking should enhance the communicative capacity of students, only in this way can students express themselves and learn how to follow the required social and cultural rules in each communicative situation through their arguments and opinions.

Speaking is the capacity, by spoken language, to communicate messages. Therefore, the teaching speaking activities required good teaching preparation to enhance speaking skills listed with steps, such as:¹⁵

- 1) To combine speaking events into the program.
- 2) To organize speaking activities in the syllabus.
- 3) To hold a class discussion.
- 4) To access the speaking activities.
- 5) To Provide assessment criteria.

Speaking is the most critical and significant skill. The aim of teaching and learning English is to focus on learners so that learners can use English to interact and use English as a tool to further their studies.

In teaching speaking, there are three phases. Those steps are an introduction to the new vocabulary, practice, and operation of communication. First, the introduction of a new language suggests that the

¹⁵Scott Thornbury, 2001, *How to Teach Speaking*, New York: Longman, p.122

teacher seeks to incorporate the language used in speaking instruction. Secondly, the next step the instructor will take is to give students exercise and practice. Thirdly, the stage is about communicative behavior, meaning that teachers must report the activity of the students in speaking. In reality, the teacher hopes that the students can excel in the speaking activity so that it is difficult for the teacher to teach effective speaking.¹⁶

d. Problem of Speaking

When someone learns something new sometimes they faced difficulties in learning. Especially when students learn about the new language, they will meet a lesson about how to speak well. Therefore, the instructor should have speaking activities for the students and give them opportunities to communicate with others using the target language. Therefore, there are some features of speech problems that can make oral performance easy as well as difficult in circumstances.

1) Clustering

Fluent discourse is phrasal. Not word afterword. Via such clustering, learners may organize their performance both cognitively and physically (in-breath groups).

2) Performance Variable

The advantage of spoken language is the process of thinking that allows you to manifest when you speak a certain amount of

¹⁶J Harmer, 1987, *The Practice of English Language Teaching*, Longman Handbooks for Language Teacher, New York: Longman Inc.

confusion, delays, backtracking, and corrections. How to hesitate and pause will be taught to learners.

3) Stress, rhythm, and intonation

The stress-timed rhythm of spoken English and its intonation patterns transmit significant messages.

4) Interaction

Learning to develop vacuum language waves-interlocutors-would steal the creativity of conversational discussion by talking about its richest component, as noted in the previous section.¹⁷

2. Media

a. Definition of Media

According to Nity and Gaurav Singh media is the reflection of our society and it depicts and how society works. Media has today become the voice of society.¹⁸

Media is a form or means used to transmit messages to the public from communicators. Some psychologists claim that in contact between people, human senses such as the eyes and ears are the most dominant media in communication. The human mind then analyses the

¹⁷H. Douglas Brown, *Teaching by principles An Interview Approach to Language Pedagogy*, Second Edition (White Plains, NY: Longman, 2001), p.270-271

¹⁸Nity and Agurav singh, *Role and Impact On society : A Sociological Approach with Respect to demonetization*, impactjournal, vol. no.5, 2017, p. 01

signals subsequently received by the senses to regulate and decide their attitude towards something before it is mentioned in the action.¹⁹

Based on the statement above, Media is one of the tools used by humans to find the information needed, media can also be a tool to measure how our social situation for example the use of social media is very varied where we can find positive and negative things. The positive thing we can learn from social media is to look for something to increase student learning desires. The media has two elements that are very useful in the learning process, namely as a message or teaching material in the form of software and then as a display device, namely hardware. This is the function of the media in the learning process.

b. Kinds of Media

Teaching media can be divided into three groups, according to Arsyad. They are the:²⁰

1) Visual Media

It's the media that can see. This will mostly captivate the sensory eyes. It can consist of an image, an image or animation that is moving, and a flashcard.

2) Audio Media

Some media have a sound that we listen to that can be heard from audio media. And to mean as thinking that the material's message in audiotape forms such as vocal cord/tape recorder

¹⁹hafied Cangara. *Pengantar Ilmu Komunikasi*. (jakarta: PT. Rajagrafindo Persada, 2006), p119

²⁰Azhar Arsyad, *Media Pengajaran*, P.T Raja Gafindo Persada, (Jakarta, 2000), p. 3

and movie compact disk that can stimulate it by a feeling, idea, and students on the teaching and learning process.

3) Audio Visual-Media

The sound and photographic media are. The movie is an example of teaching in audiovisual media and it has a sound because the actual image is generated to appear in the original form defined by science theory and animated.

It can be inferred, according to the above claims, that there are several forms of media, including visual media, audio media, and audiovisual media, that can be used in the teaching and learning process.

3. Movie

a. Definition of movie

A movie also referred to as a film, is a motion picture. The movie is a series of images that are displayed in the frame in which the sequence is shown via an LCD. According to Arsyad, a movie is a set of images that live and adjust. A film is a kind of story shot as a collection of moving pictures that can be seen on TV or in the cinema.²¹ This means that a movie is a motion picture that is captured on LCD, TV, or at the cinema and viewed. One of the visual aids that can be used in the classroom is a movie, which makes lessons more exciting. This means that movie is a tool for teaching that can make the teaching and learning process more enjoyable. Movies are a type of visual communication that uses moving

²¹ Arsyad, A, *Media Pembelajaran (3rd edition)*, (Jakarta : Grafindo. 2002) p, 49

images and sound to tell stories or tell stories, also known as movies (help people to learn). People in every part of the world watch movies as a form of entertainment, a way to have fun.²² By using the moving image to provide the viewer to information and to entertain, visual contact with the media is expected.

It can be inferred from the above definitions people watch it to get information and entertainment that a movie is a collection of moving images that shape a story that is seen through LCD or on TV or at the cinema or movie theater. The movie can be used as a medium in teaching and learning processes and can make it more enjoyable in the teaching and learning process.

The movie can improve students' speaking skills. Listening to Native speakers in English movies can also help to improve students' speaking skills, especially their fluency. With their friends, students will watch and speak about English movies afterward. They even can find movie scripts online and replicate what the actors have said in the film. They will then replay the movie to check whether their pronunciation is correct or not.²³ According to Kalean (2013), Teaching English by using English movies as media in the EFL classroom is a good way to teach students

²²Summer and Della, *Dictionary of English Language and Culture*, Harlow; Longman Group U.K. Limited, 2005, p. 476

²³Armilia Sari and Bastian Sugandi, "Teaching English through English Movie: Advantages and Disadvantages" (<https://ejournal.unsri.ac.id/index.php/jenglish/article/view/2303,p.12>, accessed on December 23rd, 2020)

how to communicate well by imitating the actors and actresses in the film. Students should listen to how their words are connected.²⁴

b. Kinds of Movie

The types of movies can be stated as follows, according to Asnawir and Usman:

1) Documentary Movie

The documentary movie is intended to explain the story by the use of social society and the situation.

2) Episodic Movie

An episodic movie is a film that includes a short edition in its sequences.

3) Provocation Movie

Provocation movie prevents students from explaining the special lesson, Social analysis, mood, etc, of particular. It will stimulate the discussion in the classroom among students.

4) Animation Movie

The animation movie is characterized by unusual kinds of work carried out from live-action films at the production stage.

5) Fictional Movie

A fantasy movie depicts people, locations, or occurrences that are hypothetical. However, it means that if a movie is fictional, it is unrelated to reality.

²⁴ImayatiKalean, “*Speaking skill improvement by using movie as media*”, Educational Journal of Islamic University of Malang. Vol13(1), 2013, p.155-160

6) Experimental Movie

An experimental film is made for too many purposes: a) The filmmakers want to share personal expertise or opinions; b) The filmmakers might also like to discover certain possibilities of the medium itself.²⁵

4. Teaching Speaking by using English Movie

a. Learning Through Movie

Movies help students improve communication skills, by expanding the range of teaching methods and tools, movies add versatility to the language classroom. Movies serve as measures for follow-up activities such as interviews, debates on social issues, role plays, discourse restoration or overview, as well as conversation. Some movies have an adult scene in them that is not appropriate for kids. Some movies also show bad habits, such as drinking or smoking. Therefore, the teacher must filter the movie before using it as media.

According to Armasita, there are three important criteria of movies for the learning process such as:

1) Educational

Movies watched by students should be educative for students and has a correlate to the materials of English material.

²⁵Asnawwir and M.BasyaruddinUsman, *Media Pembelajaran*, (Jakarta: CiputatPres, 2002), p.100

2) Informative

After the students watch movies, the students should get a piece of new information about something related to the English material.

3) Entertaining

To attract the students' attention, the movie must be entertaining the student to avoid the student bored with the classroom environment.

In order to achieve success in teaching speaking using movie as a media, English teacher should prepare several aspect before start the class (Baedowi, 2016) such as:

1) Materials

- a) The teachers prepare the material before coming to the classroom very well. The main thing that should be prepared is preparing the movie it self.
- b) The teachers select the movies and burn it on CD or in flash disk.
- c) The teachers use movies as a media in teachingspeaking.
- d) The teachers prepare some pictures related to the movie.
- e) The teachers prepare projector, laptop or computer and speaker as a main media.
- f) The teachers make lesson plan which include standard competence and basiccompetence.

2) Class Setting

- a) The teachers choose the appropriateclassroom.

- b) The teachers make the classroom dark by turning off the lamp and closes the curtain.
- c) The teachers organize the students' seat.

b. Advantages and Disadvantages using English movie

Nasution states that the advantages of using the movie in the teaching and learning process are:

- 1) The movie is very good at describing a process, if necessary by using a slow motion.
- 2) Each student can learn something from the movie, from the clever one or less intelligent.
- 3) Movies can take a child from one country to another country and from one period to another period.
- 4) The movie can be repeated if necessary to add clarity.²⁶

Disadvantages of using English movie according to Azhar²⁷, he states that the disadvantages of using the movie in the teaching and learning process are:

- 1) Procurement of English movie generally is expensive and cost a lot of time.
- 2) When the movie showed, the pictures will keep changing making all students are not able to follow the information given through the movie.
- 3) Movies not always appropriate with the needs and desired to learn objective.

²⁶M. NurNasution, *Manajemen Mutu Terpadu*. (Bogor: Ghalia Indonesia, 2005), p.104

²⁷AryadAzhar, *Media Pembelajaran*, (Jakarta: Rajawali Pers, 2011), p.50

Watching English movies is one way to improve students' speaking skills because they can watch how people interact using the correct English language. So it can improve the pronunciation and number of their vocabulary. Students can imitate the pronunciation in the movie and will get used to saying it. In addition, watch English movies can also increase students' motivation to better understand English in a fun way.

C. Conceptual Framework

In accordance with the issue, Pre-Experimental design that applies pre-test and post-test is the right method to use in this research. In Pre-experimental research, there is only a single eksperimental group and no control group. In this research, the researcher applied an experimental group that would start by giving the students pre-test. After that, the design will continue with treatments and post-test. The conceptual structure is shown in the diagram in this report:

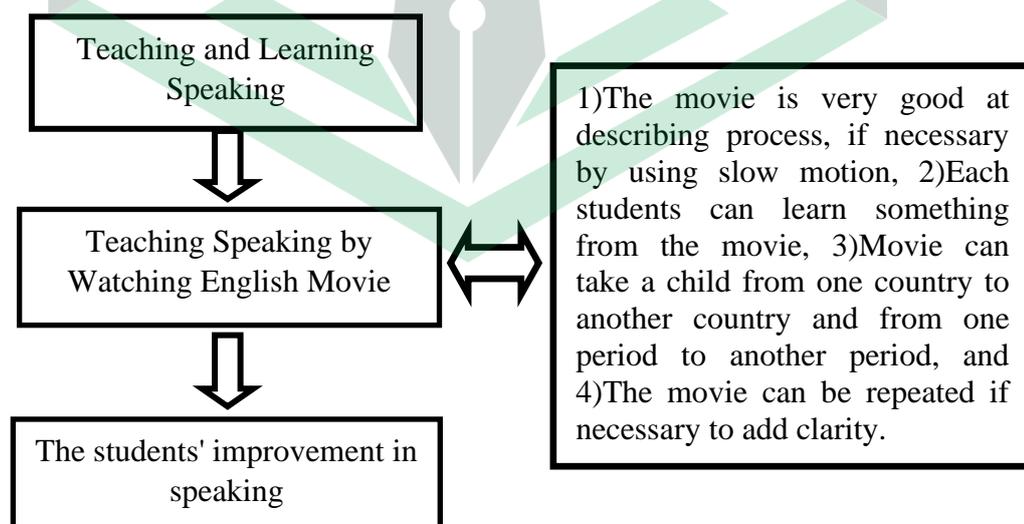
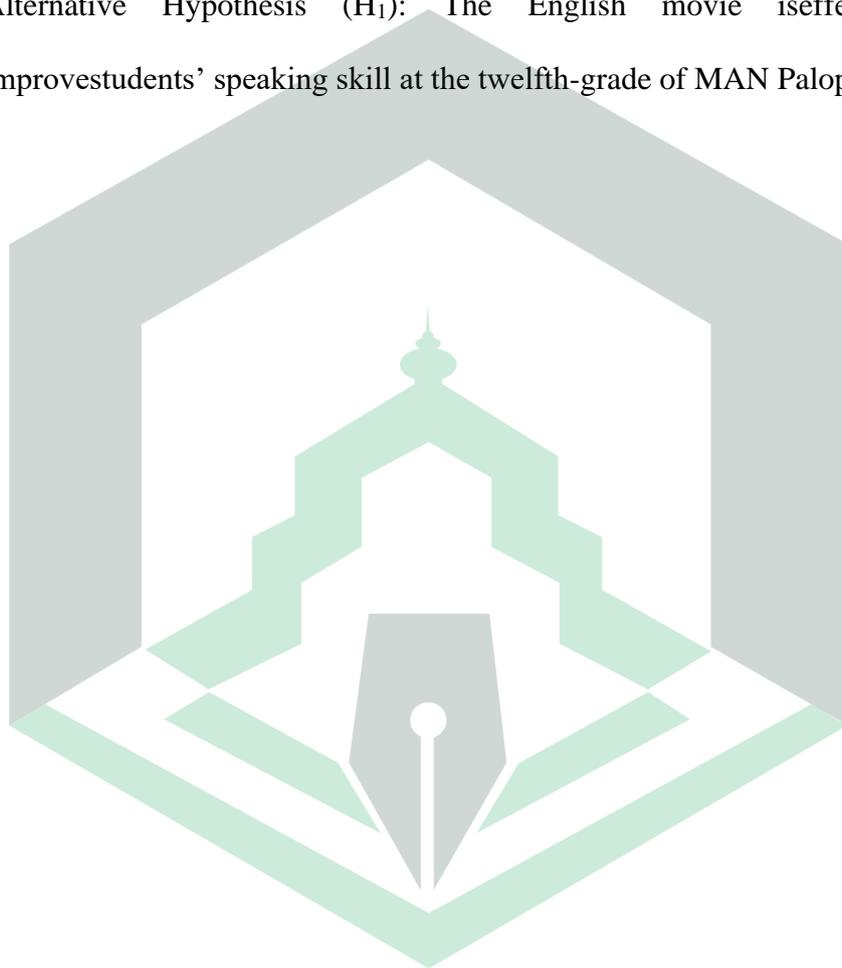


Figure 1.1. Conceptual framework

D. Hypothesis

The hypothesis of this research was formulated as follow:

1. Null Hypothesis (H_0): The English movies is not effective to improve students' speaking skills at the twelfth-grade of MAN Palopo.
2. Alternative Hypothesis (H_1): The English movie iseffective to improvestudents' speaking skill at the twelfth-grade of MAN Palopo.



CHAPTER III

RESEARCH METHOD

A. Design of the Research

In this research, the researcher used pre-experimental research as the research method, because researchers wanted to know whether watching the English movie is effective in improving students' speaking skills. Experimental research methods are generally used in laboratory research. However, this does not mean that this approach cannot be used in social research, including educational research.²⁸

Learning activities are designed to improve students' speaking skill by using English movie as an experimental research method. This research intends to pass part of the treatment by distributing two tests and four processing methods to measure the impact students have after treatment.

The researcher tries to describe the effect of treatment in two different ways are English movies and speaking skills. The research designs are called pre-test and post-test.

Pre-Test	Treatment	Post-Test
X ₁	O	X ₂

Notes: X₁ : Pre-test

T : Treatment

X₂ : Post-test

²⁸Amat Jaedun, “*Metodologi Penelitian Eksperimen*”, Juni 20, 2011.
https://www.academia.edu/9334743/METODE_PENELITIAN_EKSPERIMEN. accessed on Nov. 20th 2020

B. Place and time of the Research

The research were conducted at MAN Palopo which is located in Kelurahan Balandai, Kecamatan Bara, Kota Palopo. Time of this research, namely:

ACTIVITIES	TIME
1. Proposal Seminar	12 th January 2021
2. Pre-Test	28 th January 2021
3. Treatment	
a. First Meeting	1 st February 2021
b. Second Meeting	4 th February 2021
c. Third Meeting	8 th February 2021
d. Fourth	11 th February 2021
4. Post-Test	15 th February 2021
5. Seminar Results	1 st April 2021

C. Research Variable

This research includes two variables that are variable independent and variable dependent:

1. The independent variable is watching an English movie.

In this research, the researcher used a short movie with a duration of 15-25 minutes. The kinds of movie used are animation movie and provocation movie as learning media by paying attention to the level of student skill, the language used, and the content of the movie.

2. The dependent variable is speaking skills.

D. Population and sample

1. Population

The population in this research is the twelfth-grade students of MAN Palopo. Eight classes were held. Students from 8 groups are the total number of the population. The total population is as follows :

Class	Total Students
XII MIA 1	34
XII MIA 2	35
XII MIA 3	34
XII IIK 1	32
XII IIK 2	34
XII IIS 1	33
XII IIS 2	32
XII IBB 1	31
TOTAL	265

2. Sample

Researchers used the purposive sampling technique. In this research, the researcher took 12 students of class XII MIA 1 MAN Palopo as samples. The researchers chose this as the sample because students who have low

skill of English, especially in speaking skills and are students who have adequate access to the online learning process during the pandemic.

E. Instrument of the Research

There are two things referred to in the research instrument, namely the speaking test, the speaking test which is given in the form of a pre-test consisting of 5 items about self-introduction and describing people (family), and post-test which consists of 1 question about describing people (friend), not only that researchers use the *Whatsapp* application on a laptop or phone as a means of gathering information.

F. The Procedure of Collecting Data

The data collecting by using the procedure below:

1. Giving Pre-test

The pre-test is done before giving any action. It aims to measure the extent to which students speak. The pre-test is done online. At the initial research meeting, the researcher distributed the speaking test to students via the *WhatsApp group* and students saw the test. In this test, the researcher gave several questions and instructions to students about themselves and asked students to explain or describe one of their family members. To make it easier for students to answer the questions, the researcher first gave an example through voice message or voice recordings and in text to students. Next, the students answered the pre-test questions by sending a voice message.

2. Giving treatment

After the pre-test, the researcher administers medication. The counseling is performed at four meetings. The researcher is therefore preparing several steps to promote the speaking skills of students. But, this research will be conducted by using online *WhatsApp* applications.

The steps are the following:

a. First meeting

- 1) The researcher explains the material describing movie so that students understand what will be learned and motivate students to increase interest in speaking skills. In this case, the researcher uses English language films as a learning medium.
- 2) Researchers explain and provide examples of how to describe or explain the lessons that have been obtained from movie that have been watched.
- 3) Researchers share a link to the movie that students will watch. For the first meeting students will watch an animation movie which tells about a monster in America with the title "Welcome to My Life ([Welcome To My Life | Cartoon Network Studios Shorts - YouTube](#))"
- 4) Before students watch the movie that has been given, the researcher provides a list of unfamiliar words that they will get in the movie.
- 5) Students are given time to watch the movie.

6) The researcher asked each student to provide a description of the movie they had watched, such as the lessons they had learned or the storyline they understood through voice messages.

7) After practicing the materials, the researcher and their teacher gave some comments about all of the elements of speaking (accuracy, fluency, and comprehensibility) to the students. So the next meeting they would upgrade their speaking better and avoid the mistake.

b. The next treatment was continued but with a different movie until the fourth meeting. Details of treatment during the learning process can be seen in the lesson plan in the appendix.

3. Giving Post-test

After giving treatment, the researchers finally returned to give a speaking test in the form of a post test to test their abilities after treatment. The researcher instructed each student to describe one of their friends via voice message.

G. The Technique of Data Analysis

When analyzing the data, researchers used steps such as define students' pre-test and post-test results by using rubric scores for speaking skills. In analyzing the data, the researcher determined the scoring classification which includes accuracy, fluency, and comprehensibility. Those assessment criteria explained by J.B. Heaton (1998) as follows :

Table 3.1
Assesment of Speaking

1. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical error.
Very good	5	Pronunciation is slightly influenced by mother tongue. A view minor grammatical and lexical error but most utterance is correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few Grammatical and lexical errors but only are causing confusing.
Average	3	Pronunciation is influenced by the mother Tongue. only a view serious phonological errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by the mother tongue with errors causing a break in communication. Many basic grammatical and lexical errors.
Very poor	1	Serious mispronunciation due to many fundamental grammatical and lexical errors. There is no evidence of having mastered the language skills and midwives being practised.

2. Fluency

Classification	Score	Criteria
Excellent	6	Speak without too great an efforts with a fairly wide range of expression. Searchers for words occasionally but only one or two on unnatural pauses.
Very good	5	Has to make an effort at times to search nevertheless, smooth delivery on the whole and only a view unnatural pauses.
Good	4	Although he has to make andsearch and words, there are not too manyunnatural pauses. Fairly smoothdeliverymostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an efforts for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts at times. Limited range of expression.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts of at times. Limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting fragmentary delivery. At times gives up making the efforts. Very limited range of expression.

3. Comprehensibility²⁹

²⁹Heaton, J. B. *Writing English Language Test*. (New York Longman), p. 100

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's intonation and general meaning, very few interruptions or clarification required.
Very good	5	The intonation of the speakers and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what of the speakers say is easy to follow. His intonation is always clear but several interruptions are necessary to help him convey message or seek clarification.
Average	3	The listener can understand a lot of what is said but he must constantly seek clarification. said, but he must constantly seek clarification. Cannot understand many of speakers more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is listening the speaker
Very poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said..

1. Tabulating students' score

The students' speaking scores in the pre-test and post-test will be tabulated using the Heaton assessment model.

2. Converting students' score

The score was converted to a set of a score of a maximum of using the following simple formula:

$$\text{Score} = \frac{\text{the gain score}}{\text{the maximum score}} \times 100$$

3. Classifying the students' score

The score of the students was classified into five levels, as follow:

The scoring classification of the students speaking skills

Table 3.2 The Classification Score for Test

No	Score		Classification
1	86-100	6	Excellence
2	71-86	5	Very good
3	56-70	4	Good
4	41-55	3	Average
5	26-40	2	Poor
6	< - 25	1	Very poor

4. Calculating the rate percentage of the students' score

The percentage and the man score of the students' scores on speaking test both one pre-test and post-test were calculated by using SPSS 20 version.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, the finding, and discussion of the research. The finding informs about the data collected through the research and the discussion section deals with argument and further explanation of the finding.

A. FINDINGS

This segment displays the statistically calculated and tabulated effects of the data. It consisted of pre-test and post-test scores for students, the grouping of pre-test and post-test scores for students, the mean performance and standard deviation of the pre-and post-test score for students. Analysis of teenagers' score in the test.

1. Analysis of students' score in tests

a. Pre-test

In this section, the researcher shows that the accuracy, fluency, and comprehensibility of the students' completeness scores on the students' pretest in terms are shown in the table, the mean standard deviation score, and the percentage of students' score percentages calculated using SPSS 20.

Table 4.1. The Score of Students' Speaking Skill in the Pre-test

No	Respondents	Three Aspects of Speaking Assessment			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	R1	1	1	2	25
2	R2	2	1	2	28
3	R3	2	2	2	32
4	R4	1	1	2	25
5	R5	2	2	2	32
6	R6	2	2	2	32
7	R7	2	2	2	32
8	R8	1	1	2	25
9	R9	2	2	2	32
10	R10	1	1	2	25
11	R11	2	1	2	28
12	R12	1	1	2	25
TOTAL		19	17	24	277
		MEAN SCORE			23,08

The table shows the scoring of students speaking skills in the pre-test. The speaking skill has three aspects consisting of accuracy, fluency, and comprehensibility. In this section, the researcher presented and tabulated the mean score of students' speaking ability on by one, as can be seen as the following tables:

1) Accuracy

For looking at the mean score of students' accuracy in the pre-test, the researchers calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follows:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	12	1.00	2.00	1.58	.514
Valid N (listwise)	12				

As can be seen from the Table the highest score of students is 2 and the lowest score is 1. Besides that, it also indicated that the mean score of students' accuracy in the pre-test is 1.58 and the standard deviation error is 0,514. Through material, the researcher got students' scores inaccurate before treatments.

The accuracy score is presented through the table of rate percentage scores. Can be seen from the table shown as follow:

Table 4.2 The Rate Percentage Score of Students' Accuracy in Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	0	0%
5	Poor	2	7	58,4%
6	Very Poor	1	5	41,6%

Total	12	100%
-------	----	------

The table shows that showing that the accuracy scores taken by the researchers showed that none of the students who earned the category were very good, excellent, good, and average (0%). There are 7 students (58.4%) who received poor grades, and 5 students (41.6%) got a very poor category. It can be concluded that the majority of the 7 students (58.4%) have poor skills accuracy on pre-test speaking.

2) Fluency

For looking at the mean score of students' fluency in a pre-test, the researcher has calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follow:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	12	1.00	2.00	1.41	.514
Valid N (listwise)	12				

It can be seen from the table that the highest score of students is 2 and the lowest score is 1. It also indicated that the mean score of students' fluency in the pre-test is 1.41 and the standard deviation is 0,514.

Before treatment, the researcher gives material to know students' fluency. Fluency score presented through the table rate percentage score that can be seen from the table shown as follow:

Table 4.3 The Rate Percentage Score of Students' fluency in Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	0	0%
5	Poor	2	5	41,6%
6	Very Poor	1	7	58,4%
Total		12	100%	

The table shows that showing that the accuracy scores taken by the researchers showed that none of the students who earned the category were very good, excellent, good, and average (0%). There are students (41.6%) who received poor grades, and 7 students (58.4%) got a very poor category. It can be concluded that the majority of the 7 students (58.4%) have very poor skills in fluency on pre-test speaking.

3) Comprehensibility

For looking at the mean score of students' comprehensibility in the pre-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follows:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Compre	12	2.00	2.00	2.0000	.00000
Valid N (listwise)	12				

It can be seen from the student score table is 2 It also shows that the average score of the student's comprehension in the pre-test is 2 and the standard deviation error is 0,00. Before treatment, the researcher gives material to know students' comprehensibility.

Comprehensibility score presented through the table rate percentage score. It can be seen from the table shown as follow:

Table 4.4
The Rate Percentage Score of Students' Comprehensibility in Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	0	0%
5	Poor	2	12	100%
6	Very Poor	1	0	0%
	Total		12	100%

The table shows that the understanding score taken by the researcher shows that there are no students who get the very good, very good, good, average, and very bad categories (0%). All students (100%) had poor comprehension skills on the speaking pre-test.

b. Post-test

In this section, the researcher showed the rate percentage of students' scores of speaking abilities in the post-test. The result was presented in tables, these complete of students' score in speaking ability as follow:

Table 4.5 the Score of Students' Speaking Skill in the Post-Test

No	Respondents	Three Aspects of Speaking Assessment			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	R1	3	3	4	56
2	R2	4	5	5	75
3	R3	4	5	5	75
4	R4	2	2	3	39
5	R5	4	5	5	75
6	R6	2	2	2	35
7	R7	4	5	5	75
8	R8	2	4	3	44
9	R9	4	5	4	65
10	R10	2	3	3	39
11	R11	3	3	3	50
12	R12	2	2	2	35
		36	44	44	663
	TOTAL		MEAN SCORE		55,25

On the other side, the researcher also made students score in speaking skill, which had been given treatment by using English Movie. It

was presented through the distribution frequency and percentage table as follow:

1) Accuracy

For looking at the mean score of students' accuracy in the post-test, the researcher calculated it by using SPSS 20. The result can be presented on the descriptive statistic table as follow:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	12	2.00	4.00	3.00	.953
Valid N (listwise)	12				

As can be seen from the table, the highest score of students is 4 and the lowest score is 2. Besides, it also indicates that the mean score of students' accuracy in the post-test is 3 and the standard deviation errors are 0,953.

On the other side, the researcher also got a score of the students' accuracy who had been given treatment by using the English movie to speak up and it presented through the table rate percentage scores. It can be seen from the table shown as follow:

Table 4.6**The Rate Percentage Score of Students' Accuracy in Post-Test**

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	5	42%
4	Average	3	2	16%
5	Poor	2	5	42%
6	Very Poor	1	0	0%
	Total		12	100%

The table showed the accuracy score taken by the researcher as a percentage. There are no students who got an excellent, very good, and very poor score (0%). There are 5 students (42%) have good and poor skill. And another 2 students (16%) got average skill.

2) Fluency

For looking at the mean score of students' fluency in the post-test, the researcher has calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follows:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	12	2.00	5.00	3.66	1.302
Valid N (listwise)	12				

As can be seen from the table it shows that the highest score of students is 5 and the lowest score is 2. It also indicates that the mean score of students' accuracy in the post-test is 3.66 and the standard deviation error is 1.302.

After the treatment was successfully applied, the researcher finally gave the test that had been provided to them to describe their friends in the form of voice notes to find out the extent of their fluency abilities. This can be seen from the table as follows:

Table 4.7
The Rate Percentage Score of Students' fluency in Post-Test

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	5	41,7%
3	Good	4	1	8,3%
4	Average	3	3	25%
5	Poor	2	3	25%
6	Very Poor	1	0	0%
Total			12	100%

The table showed the accuracy score taken by the researcher as a percentage. It showed that there are no students got excellent and very poor category (0%). The majority of 5 students (41.7%) got very good

scores. Then 1 student (8.3%) got good and another 3 students (25%) got average and poor category.

3) Comprehensibility

The operational needs SPSS 20 to look at the mean score of the comprehensibility of students in the post-test. The outcome can be defined as follows in the descriptive statistical table:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Compre	12	2.00	5.00	3.66	1.154
Valid N (listwise)	12				

As can be seen from the Table, the highest score of students is 5 and the lowest score is 2. Besides that, it also revealed that the mean score of students' comprehensibility in the post-test is 3.66 and the standard deviation errors are 1.154.

On the other hand, the researchers finally offered a test that was given to them to describe their friends in the form of voice notes after the treatment was successfully applied to determine the extent of their comprehension abilities. This can be shown as follows from the table shown:

Table 4.8
Rate Percentage Score of Students' Comprehensibility in Post-Test

No	Classification	Rating	Post-Test	
			frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	4	33,3%
3	Good	4	2	16,7%
4	Average	3	4	33,3%
5	Poor	2	2	16,7%
6	Very Poor	1	0	0%
	Total		12	100%

The table shows that indicates that the score of compressibility taken by the researcher showed that there are no students got excellent and very poor category (0%). There are 4 students (33.3%) who got very good and average category and 2 students (16.7%) got a good and poor category.

2. The Comparison between Pre-test and Post-test

Besides showing the mean score in each subject of speaking skill (accuracy, fluency, and comprehensibility) one by one, this research also presented the total mean score and standard deviation of pre-test and post-

test, then compare both of them. The result presented in the descriptive statistic table as follows:

Table 4.9
The Mean Score and Standard Deviation of Pre-Test and Post-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	28.4167	12	3.34279	.96498
	PostTest	55.2500	12	16.94443	4.89144

Table 4.9 is about the pairwise sample statistics from the pre-test and the post-test above. This shows that the standard deviation value in the pre-test is 3.34279 and in the post-test is 16.94443.

Besides, the standard deviation error in the pre-test was 0,96498 and 4,89144 in the post-test. The table above also shows that the mean score in the pre-test was 28,4167 and in the post-test were 55,2500. It concludes that the student's score improved from 28,41 to 55,25.

Table 4.10
The paired samples correlations of pre-test and post-test

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PreTest&PostTest	12	.618	.032

Table 4.10 paired sample correlation of pre-test and post-test above presents that the correlation of the students' ability before and after treatment 0,618. It means that there was a significant correlation between students' ability in teaching speaking by using English movies before and after treatment.

Table 4.11
The Paired Sample Test of Pre-Test and Post-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest - PostTest	26.83333	15.11070	4.36208	-36.43422	17.23245	-6.151	11	.000

From the table of the paired sample test, the researcher got the data that t_0 (count) = 6.151 and df (degree of freedom) = 11. According to Gay the value of $t_t = 6,151 > 2.042$ 2.042^{30} . Base on the result, the researcher concluded that t_0 (count) was higher than the t_{table} (table), $t_0 > t_1$.

Related to the research that ($t_0 > t_1$) the count was higher than the table. The results of the summation using SPSS 20. It was concluded that there was significantly different in teaching speaking before and after learning by English Movie. Because of that, the researcher believed that using English

³⁰Dr. Geoffrey Gray, *education research*

movie was effective in teaching students' speaking skills at twelve-grade students of MAN Palopo.

B. Discussion

Based on the research that has been done, the researcher found that English movie is effective to improving students' speaking skill. Before the researcher conducted the research, the researcher had made a pre-observation which found that the problems in the field regarding students' speaking skills were that they were less accustomed to speaking English, environmental factors, lack of confidence, lack of vocabulary, and learning methods that only stuck to the text. so that students become bored. Therefore, the researcher offers a way of teaching speaking using English films. Researchers chose speaking skills because it is a very important component to obtain and convey information in everyday life. According to Kalean (2013), Teaching English by using English movies as media in the EFL classroom is a good way to teach students how to communicate well by imitating the actors and actresses in the film. Students should listen to how their words are connected³¹.

In the initial meeting, the researcher explains what problems were found during the observation and what solutions are offered. Then the researcher explained what will be done during the next 4 meetings and their objectives. Researchers take descriptive text material to be taught. After explaining the material and sharing the movie link and unfamiliar words in the movie, students were asked to watch the movie and tell what they got from the

³¹Op.cit.,

movie they had watched. On the first and second days, some students were quite active in telling what they had watched. On the third day, the students showed a lot of improvement in their speaking and enjoyed learning while watching the given films. On the fourth day, most students were able to speak fluently. During the research, students can be motivated and excited in the learning process and also interested in learning because they can use short movies from YouTube or other platforms when watching the movie.

In this research, the speaking test was given to students who were still learning English, namely 12 students of class XII MIA 1 MAN PALOPO. In addition to the opportunity after the researcher did this, the researcher also found several problems in the classroom such as: Sometimes students have difficulty pronouncing some words that sound foreign to them and then ask for help on how to pronounce the word, some students tend to still read the text when they want to say sentences that they want to convey because their vocabulary is lacking or they do not understand the pronunciation of the word so that it makes it difficult for them to speak without reading the text, students still open the internet or google translate to get answers to the researcher's questions, some students have problems accessing the internet network during lessons, and some students are inconsistent or never attend class.

This research is in line with some scholars' research findings, Balambo Jamal Tahir (2015), with the research title "The Impact Using Movies on Learning English Language at University of Halbja". From the previous chart, it can be seen that the use of movies as a modern technology in the area of

language teaching in ESL classrooms, have become an essential requirement for the purpose of learning a second language. This study has analyzed carefully that movies have an essential role in developing and improving language skills of ESL learners. Also a study was carried out, 50 students were selected from 2nd, 3rd and 4th stages at university of Halabja to estimate the acceptability of the participants for the usage of technology to improve their language skills.³²

Ayuningtyas Puspitaningrum (2017) with entitled "The Influence of using Animation Movie towards Students' Speaking Ability at the First Semester of the Eleventh Grade of MA Al-Hikmah Bandar Lampung in the academic year of 2017/2018". After conducting the research and analyzing the data the researcher draws a conclusion as follows: There is a significant influence of using Animation Movie towards students' speaking ability. Because by seeing the result of the data calculation in the previous chapter where null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was accepted, it means that the researcher assumption is true, that is, Animation Movie can give a significant influence towards students' speaking ability. It was shows from students' scores that were taught by animation movie as media more highly then the students that were taught by using picture media. The significance can be seen from Sig (2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig (2-tailed) is 0.03. It is lower than $\alpha = 0.05$ and its mean H_0 it rejected and H_a is accepted. It can be

³²Op.cit.,

revealed from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is rejected.³³

Based on two previous studies, this research is in line with research that uses the same learning media in teaching. It can be seen in the pre-test, the students' mean score is 23,08 and the students' score in the post-test is 55,25. The data have been analyzed by using (t) standard of signification 5% with a degree of freedom (df) =11, obtained $t_t = 2.042$ and standard of signification 0.05, The result of t_0 (t_{count}) were 6,151 from this researcher gave interpretation that t_0 (t_{count}) was higher than $t_t(t_{table})$, $6,151 > 2.042$. Besides, in the pre-test, some students were less proficient in English and were not used to pronouncing English words/sentences so they tended to lack confidence. Meanwhile, in the post-test, the students spoke English better and more confidently. That is, using English movies to teach spoken English was effective.

³³Op.cit.,

CHAPTER V

CONCLUSION AND SUGGESTIONS

The discussion of this chapter indicates a conclusion and some suggestions related to the findings and the application of this research.

A. Conclusion

Based on the result of the research, the researcher found that the use of English movies is effective to improve students speaking skills. The mean score of the students was 23,08 in the pre-test, and the mean score of the students in the post-test was 55,25. In addition, The probability value is lower than the value 0.02 <0.05 alpha (a). This means that the alternative hypothesis (H1) has been accepted and the null hypothesis (H0) has been dismissed. This shows that before and after the use of English movie there was a change in speaking skills.

B. Suggestions

After finding the result of the study, the researcher would like to put forward some suggestions as follow:

1. The teacher can apply the use of English movie in teaching English, especially in teaching speaking skill. However, in using this media, the teacher needs to do several things so that this learning is successful, such as choosing the right movie to use in teaching speaking. Teachers must be selective in choosing the movie to be used as learning media, because not all English movie can be used for learning, especially for high school students. Besides, the teacher also has to control students to stay focused on the lesson because usually students are too engrossed in watching and

forget that they are learning.

2. For students, should be more active in learning to speak. They can use English movie as an alternative to learning speaking with ease and fun. Also, students must focus on paying attention to the teacher's explanation so that lessons can be understood.
3. For further researchers, researchers suggest the application of English movie as a medium for students' speaking learning. The researcher hopes that later the researcher will use speaking learning material other than descriptive text in his research, then choose a movie that will be used as a medium in accordance with the student's level of ability. In addition, researchers suggest paying attention to weaknesses in this research, such as the possibility of movie content that can have a negative impact on students and further researchers must pay attention to matters related to pandemic conditions that can cause research ineffectiveness, so that the results of further research can be better.

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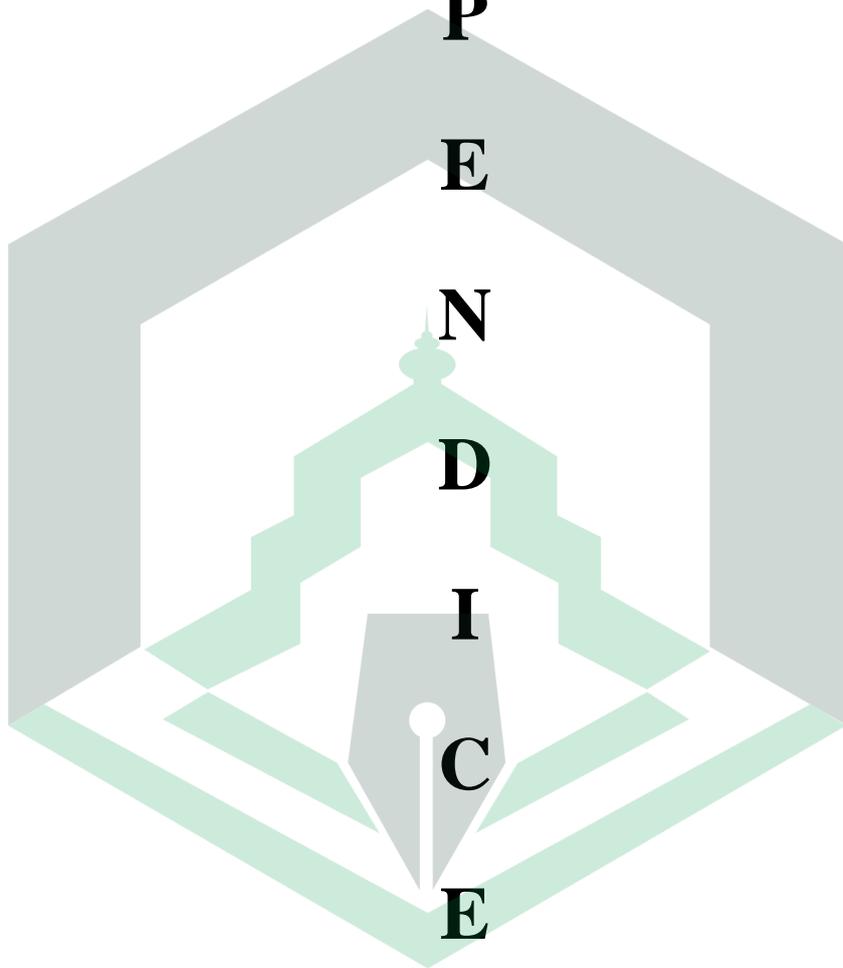
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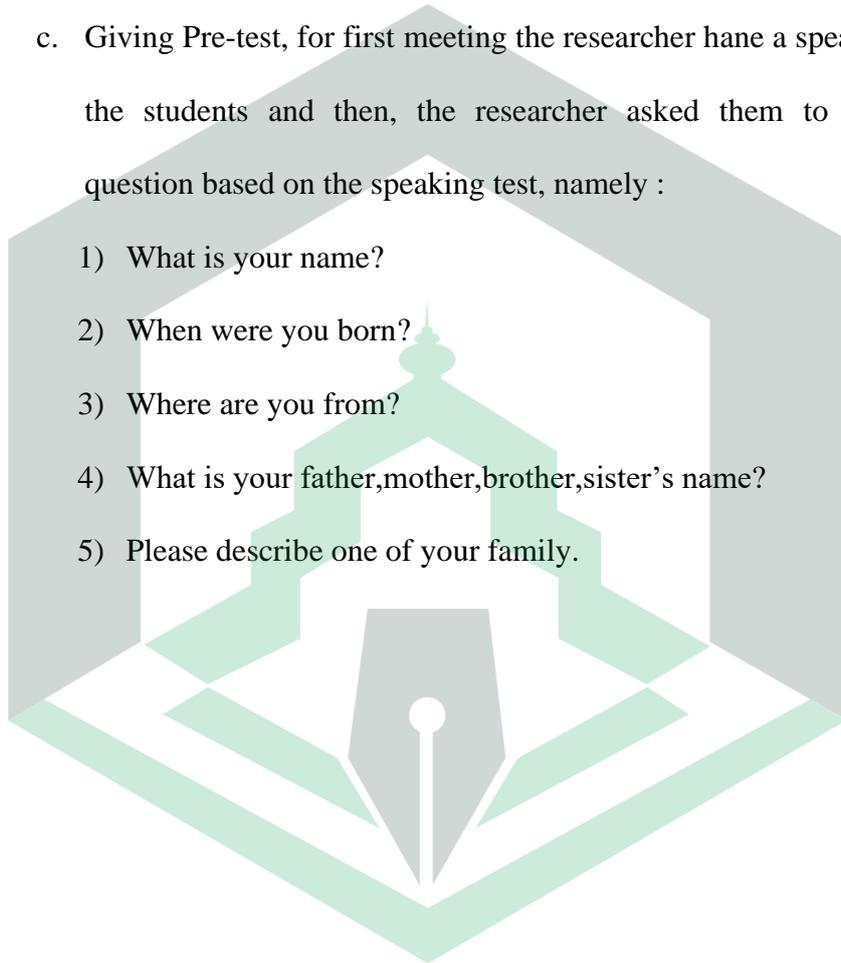
INSTRUMENT OF THE RESEARCH

A. Pre-test

1. Instructions:

- a. Before start the class the researcher prepared the class
- b. Then the researcher explain the way of this research
- c. Giving Pre-test, for first meeting the researcher hane a speaking test to the students and then, the researcher asked them to answer the question based on the speaking test, namely :

- 1) What is your name?
- 2) When were you born?
- 3) Where are you from?
- 4) What is your father,mother,brother,sister's name?
- 5) Please describe one of your family.



2. Student's transcriptions:

a. R 01:

My Name is AzizahSalsabila, I life in YosSudarmo street, I come from LamasiPantai, my father's name is Bahyuddin and my mother's name is masrinda, my sister's name are mittaauliyah and Salpa, my brother's name is Mutasab. My father is a farmer, he always goes to work at 08.00 in the morning, and comes for a long full in the afternoon. My father has a tall body and brown skin, I'am grateful to have a father like him, that's are I came see about my self. Thank you.

maɪ neɪm ɪz **Azizah Salsabila**, aɪ laɪf ɪn joʊz **Sudarmo** strɪt, aɪ kʌm frɒm **Lamasi Pantai**, maɪ 'fɑːðəz neɪm ɪz **Bahyuddin** ænd maɪ 'mʌðəz neɪm ɪz **masrinda**, maɪ 'sɪstəz neɪm ɑː **mitta auliyah** ænd **Salpa**, maɪ 'brʌðəz neɪm ɪz **Mutasab**. maɪ 'fɑːðə ɪz ə 'fɑːmə, hi 'ɔːl weɪz goʊz tu wɜːrk æt **08.00** ɪn ðə 'mɔːnɪŋ, ænd kʌmz fɔː ə lɔŋ fʊl ɪn ðɪ 'æftə'nʌn. maɪ 'fɑːðə hæz ə tɔːl 'bɔːdi ænd braʊn skɪn, 'I'am 'grɛɪtʃəl tu hæv ə 'fɑːðə laɪk hɪm, ðætʃ ɑː aɪ keɪm si ə 'baʊt maɪ self. θæŋk ju.

b. R 02:

My name is BerlianaHamsah, I was born on palopo, 25 October 2003, I come from Palopo, my father's name is Hamsah, my mother's name is Fatmawati, my older brother's name is LufikaHamsah, my sister's name are Intan Sara and Sahratunmusdalifah, my father's job is Policeman, he is have a black skin, oval face, black hair, and a sexy lips, he is very handsome because he is my father. And then he is like a hero for me, he is very kind, always give me money, and never angry to me, he always talk me a funny story when I clumping. We are love him so much.

maɪ neɪm ɪz **Berliana Hamsah**, aɪ wəz bɔːn **on palopo**, **25** ɔk'toʊbər **2003**, aɪ kʌm frɒm **Palopo**, maɪ 'fɑːðəz neɪm ɪz **Hamsah**, maɪ 'mʌðəz neɪm ɪz **Fatmawati**, maɪ 'oʊldə 'brʌðəz neɪm ɪz **Lufika Hamsah**, maɪ 'sɪstəz neɪm ɑː 'ɪntən 'sɛrə ænd **Sahratun musdalifah**, maɪ 'fɑːðəz dʒɒb ɪz pə'lizmən, hi ɪz hæv ə blæk skɪn, 'oʊvəl feɪs, blæk heə, ænd ə 'sɛksɪ lɪps, hi ɪz 'veri 'hænsəm **br'kɔːz** hi ɪz maɪ 'fɑːðə. ænd ðen hi ɪz laɪk ə '**hɪrɔː** fɔː mi, hi ɪz 'veri kænd, '**ɔːl weɪz** gɪv mi 'mʌni, ænd 'nevər 'æŋgrɪ tu mi, hi '**ɔːl weɪz** tɔk mi ə 'fʌni 'stɔːri wen aɪ 'klʌmpɪŋ. wi ɑː lʌv hɪm so ʊ mʌʃ.

c. R 03 :

My name is YuyuMuliawati, you can call me Yuyu, I was born on Porehu, 23 July 2003, my father's name is Muhlis, my mother's name is Jumayyah. I have two brothers, my brother's name is YahyaMuhlisSetiawan and YahdidMuliadi. I will describe a little thing about my father, my father is a quite handsome man, now he is 47 years old, he has a body tall, he have a mix black and white hair, he has a oval face,a pointed chin, the skin is slightly dark brown, my father is a farmer.

mai neim iz **Yayu Muliawati**, ju kæn kəl mi **Yayu**, ai wAZ bœrn an **Porehu**, **23** dʒu'laɪ **2003**, mai 'faðərz neim iz **Muhlis**, mai 'mʌðərz nei m iz **Jumayyah**. ai hæv tu 'brʌðərz, mai 'brʌðərz neim iz 'jʌjə **Muhlis Setiawan** ænd **Yahdid Muliadi**. ai wɪ di'skraɪb ə 'lɪtəl θɪŋ ə'baʊt mai 'f aðər, mai 'faðər iz ə kwɑɪt 'hænsəm mæn, naʊ hi iz **47** juːz oʊld, hi hæ z ə 'bɑdi təl, hi hæv ə mɪks blæk ænd waɪt hɛr, hi hæz ə 'oʊvəl feɪs, ə 'pɔɪntəd tʃɪn, ðə skɪn iz 'slɑɪtli dɑːk brəʊn, mai 'faðər iz ə 'fɑːmə.ɹ.

d. R 04 :

My name is Tri InayahNurdin, I was born in palopo, 23 July 2003, I come from palopo, my father's name is NurdinAlisman, my mother's name is HijrahIlyas, my brother's name is Rayid Akbar, my sister name is RatihNursakinah and AtikaPutri. I will describe my father. My father is Mr.Nurdin, he is very smart and kind. Now he is 44 years old, and his job is civil servants.

mai neim iz traɪ **Inayah Nurdin**, ai wAZ bœrn ɪn **palopo**, **23** dʒu'laɪ **2003**, ai kʌm fɾʌm **palopo**, mai 'faðərz neim iz **Nurdin Alisman**, mai 'm ʌðərz neim iz **Hijrah** 'ɪljəz, mai 'brʌðərz neim iz **Rayid** 'ækbər, mai 'sɪ stər neim iz **Ratih Nursakinah** ænd **Atika Putri**. ai wɪ di'skraɪb mai 'f aðər. mai 'faðər iz 'mɪstər. **Nurdin**, hi iz 'veri smɑːt ænd kaɪnd. naʊ hi iz **44** juːz oʊld, ænd hɪz dʒɒb iz 'sɪvəl 'sɜːrvənts.

e. R 05 :

My name is CintaQiraniahPutri, I was born in Palopo 19 October 2003, I am from Palopo, my father's name is Muh.AkbarIdris, my mother's name is Kartini. I have two brothers, the older one is Muh.PutraAlibsyah and the younger one is Muh.Gibran Al-Gazali, and I have two sisters too, the older one is Anima Candarini and the younger one is ErzaNursahim. I will describe about my little sister, her name is ErzaNursahim, her eyes is so big and every time she is so cute, and then she is every time she meet is dangerous. Sometimes she get cry because maybe she does not see me a lot and every time. She mostly just like baby.

maɪ neɪm ɪz **Cinta Qiraniah Putri**, aɪ wʌz bɔːn ɪn **Palopo** **19** ək'toʊb əɾ **2003**, aɪ æm frʌm **Palopo**, maɪ 'fɑːðəɾz neɪm ɪz **Muh. 'ækbər Idris**, maɪ 'mʌðəɾz neɪm ɪz **Kartini**. aɪ hæv tu 'brʌðəɾz, ði 'oʊldəɾ wʌn ɪz **Muh.P** **utra Alibsyah** ænd ðə 'jʌŋgəɾ wʌn ɪz **Muh.dʒɪ** 'brʌn æɪ **Gazali**, ænd aɪ hæv tu 'sɪstəɾz tu, ði 'oʊldəɾ wʌn ɪz **Anima Candarini** ænd ðə 'jʌŋgəɾ wʌn ɪz **Erza Nursahim**. aɪ wɪl dɪ'skraɪb ə'baʊt maɪ 'lɪtəl 'sɪstəɾ, hɜːr neɪm ɪz **Erza Nursahim**, hɜːr aɪz ɪz soʊ bɪg ænd 'evəri taɪm ʃɪ ɪz soʊ kjuːt, ænd ðen ʃɪ ɪz 'evəri taɪm ʃɪ mɪt ɪz 'deɪndʒərəs. səm 'taɪmz ʃɪ get kraɪ bɪ 'kɔːz 'meɪbɪ ʃɪ dʌz nat sɪ mi ə lʌt ænd 'evəri taɪm. ʃɪ 'moʊstli dʒʌst laɪk 'beɪbɪ .

f. R 06 :

My name is Khotifah Husain, I was born 19 November 2004, I am from Malangke, my father's name is Husain, my mother's name is mini, my brother's name is Muh.Zakir Husain, my sister's name is Khotimah Husain. I will describe my mother, my mother is kind and beautiful, she name is mini, she always treat me good and thats all I think, she is sweetest person and kidness woman, I have ever seen. she is creative and I love her.

maɪ neɪm ɪz **Khotifah** 'hʌsaɪn, aɪ wʌz bɔːn **19** noʊ'vembəɾ **2004**, aɪ æm frʌm **Malangke**, maɪ 'fɑːðəɾz neɪm ɪz 'hʌsaɪn, maɪ 'mʌðəɾz neɪm ɪz 'mɪni, maɪ 'brʌðəɾz neɪm ɪz **Muh.Zakir** 'hʌsaɪn, maɪ 'sɪstəɾz neɪm ɪz **Khotimah** 'hʌsaɪn. aɪ wɪl dɪ'skraɪb maɪ 'mʌðəɾ, maɪ 'mʌðəɾ ɪz kaɪnd ænd 'bjutəfəl, ʃɪ neɪm ɪz 'mɪni, ʃɪ 'ɔl weɪz trɪt mi gʊd ænd ðæts ɔl aɪ θɪŋk, ʃɪ ɪz 'swɪtəst 'pɜːsən ænd 'kɪdnəs 'wʊmən, aɪ hæv 'evər sɪn. ʃɪ ɪz kri'eɪtɪv ænd aɪ lʌv hɜːr.

g. R 07 :

Let me introduce my selft, my name is DeaAnanda, I was born in Jaya 28 April 2003, I am from Karetan, my father's name is Rustan Bara, my mother's name is HasniBasoPatandingan, my brother's name is Rahmat, my older sister's name is Dian Islamiati, my younger sister is DitaAdelia. I will describe about my father, my father is Rustan Bara, He is very warm, smart and funny, my dad is handsome, now he is about 50 years old, he is will build body, he is also tall, he had short with black hair, and black eyes. My father is a farmer, he always goes to rice field in early morning and comes home in the afternoon, he work for our family, so we love them so much.

let mi ɪntrə 'dʌs maɪ **selft**, maɪ neɪm ɪz dɪ **Ananda**, aɪ wʌz bɔːn ɪn 'dʒaɪə **28** 'eɪprəl **2003**, aɪ æm frʌm **Karetan**, maɪ 'fɑːðəɾz neɪm ɪz **Rustan** 'bərə, maɪ 'mʌðəɾz neɪm ɪz **Hasni Baso Patandingan**, maɪ 'brʌðəɾz neɪm ɪz **Rahmat**, maɪ 'oʊldəɾ 'sɪstəɾz neɪm ɪz 'daɪən **Islamiati**, maɪ 'jʌŋgəɾ 'sɪstəɾ ɪz **Dita Adelia**. aɪ wɪl dɪ'skraɪb ə'baʊt maɪ 'fɑːðəɾ, maɪ 'fɑːðəɾ ɪz

Rustan 'barə, hi ɪz 'veri wɔrm, smɑrt ænd 'fʌni, maɪ dæd ɪz 'hænsəm, naʊ hi ɪz ə'baʊt **50 jɪrz** oʊld, hi ɪz **wɪl** bɪld 'badi, hi ɪz 'ɔlsoʊ tɔl, hi hæ dʒɔrt **wɪð** blæk hɛr, ænd blæk aɪz. maɪ 'fɑðər ɪz ə 'fɑrmər, hi '**ɔl weɪz** goʊz tu raɪs fɪld ɪn 'ɜrli 'mɔrnɪŋ ænd kʌmz hoʊm ɪn ði 'æftər'nʌn, hi wɜrk fɔr '**avər 'fæməli**, soʊ wi lʌv ðem soʊ mʌʃ

h. R 08 :

My name is Muh. Alamsyah Putra, I was born on 30 Mei 2003, I am from Palopo, Sulawesi Selatan, my father's name is Mustaring, S.Sos, my mother's name is Nurhayati. I have four brother, Muh. Ibrahim Nur, Muh.AwalRamadhan, Muh.Abdullah Said, and MuhTaufikHidayat. I have three sister, AfnasariBungaDewi, Sri MuliaNingsih, and Fatimah Afrayana Salam. I will describe about my mother, she is beautiful and kind, I do not know most about it, because she left me since various old, I only listen for a lot story to people closest to my mother.

maɪ neɪm ɪz **Muh. Alamsyah Putra**, aɪ **wʌz** bɔrn **on 30 mei 2003**, aɪ æm **fɾʌm Palopo**, ,sulə'wəsi **Selatan**, maɪ 'fɑðərz neɪm ɪz **Mustaring**, ɛs **.Sos**, maɪ 'mʌðərz neɪm ɪz **Nurhayati**. aɪ hæv fɔr 'brʌðər, **Muh.** ɪbrə'hi m nɔr, **Muh.Awal Ramadhan**, **Muh.** æb'dʌlə sɛd, ænd **Muh Taufik Hidayat**. aɪ hæv θri 'sɪstər, **Afnasari Bunga Dewi**, **fri** **Mulia Ningsih**, ænd 'fæθɪmə **Afrayana** sɑ'lɑm. aɪ **wɪl** dɪ'skraɪb ə'baʊt maɪ 'mʌðər, ʃɪ ɪz 'bjʊt əfəl ænd kɑnd, aɪ **du** nɑt noʊ moʊst ə'baʊt ɪt, **bɪ'kɔz** ʃɪ left mi sɪns 'ver ɪəs oʊld, aɪ 'oʊnli 'lɪsən fɔr ə **lɑt** 'stɔri tu 'pɪpəl 'klɔʊsəst tu maɪ 'mʌðər.

i. R 09 :

My name is Tiara, I was born in Baloli,16 Januari 2003, I'm from in LamasiPantai. My father's name is Abdullah, my mother's name is Indrawati, my sister's name is SuciAfrianiSinta, my young sister name is Aira, my younger brother's name is Muh.Fadel. I will describe my father. My father is Mr.Abdullah, he is funny person and I life with him in LamasiPantai, my faher is quite handsome man, now he is about 42 years old, my father is a farmer, he always goes to garden in early morning and comes home in the afternoon around 05.00pm, and we love him so much because he is the best father in the world to me and my family, I really really love him.

maɪ neɪm ɪz ti'ɑrə, aɪ **wʌz** bɔrn ɪn **Baloli,16 Januari 2003**, aɪm **fɾʌm** ɪn **Lamasi Pantai**. maɪ 'fɑðərz neɪm ɪz ,æb'dʌlə, maɪ 'mʌðərz neɪm ɪz **I ndrawati**, maɪ 'sɪstərz neɪm ɪz **Suci Afriani Sinta**, maɪ jʌŋ 'sɪstər neɪm ɪ z **Aira**, maɪ 'jʌŋgər 'brʌðərz neɪm ɪz **Muh.** fædəl. aɪ **wɪl** dɪ'skraɪb maɪ 'fɑðər. maɪ 'fɑðər ɪz 'mɪstər. æb'dʌlə, hi ɪz 'fʌni 'pɜrsən ænd aɪ laɪf **wɪð** him ɪn **Lamasi Pantai**, maɪ **faher** ɪz kwɑɪt 'hænsəm **mæn**, naʊ hi ɪz ə'ba

ut 42 jurz oold, mai 'faðər ɪz ə 'fɑrmər, hi 'ɔl weɪz goʊz tu 'gɑrdən ɪn 'ɜrli 'mɔrniŋ ænd kɑmz hoʊm ɪn ði 'æftər'nun ə'reʊnd 05.00'pi'em, ænd d wi lʌv hɪm soʊ mʌf bɪ'kɔz hi ɪz ðə best 'faðər ɪn ðə wɜrld tu mi ænd mai 'fæməli, ai 'rɪli 'rɪli lʌv hɪm.

j. R 10 :

My name is NurRamadhanHasbi, I was born Palopo, November 2003, I come from Palopo, my father name is Hasbi, my mother name is Nurheni, my brother name is NurRahmatHasbi, my sister name is NurHasanaHasbi. My father is Mr.Hasbi, he is very warm and smart, I life with him in PongsimpinPalopo city, my father is quite handsome man, now he is about 45 years old, he is tall, he have black hair and black eyes, my father is policeman.

mai neim ɪz nɔr **Ramadhan Hasbi**, ai wʌz bɔrn **Palopo**, noʊ'vembər 2003, ai kʌm frʌm **Palopo**, mai 'faðər neim ɪz **Hasbi**, mai 'mʌðər neim ɪz **Nurheni**, mai 'brʌðər neim ɪz nɔr **Rahmat Hasbi**, mai 'sɪstər neim ɪz nɔr **Hasana Hasbi**. mai 'faðər ɪz 'mɪstər.**Hasbi**, hi ɪz 'vəri wɔrm ænd smart, ai laɪf wɪð hɪm ɪn **Pongsimpin Palopo** 'sɪti, mai 'faðər ɪz kwat 'hænsəm mæn, naʊ hi ɪz ə'baʊt 45 jurz oold, hi ɪz tɔl, hi hæv blæk hɛər ænd blæk aɪz, mai 'faðər ɪz pə'lɪsmən.

k. R 11:

My name is Rahmawati, I was born Salutete, 30 Juny 2003, I'm from Palopo, my father's name is Abbas, my mother's name is Ratnawati, and I have two brothers and two sisters, my brother's name are Candra and Jibril, and my sister's name are Rahmi and Megawati. I will explain a little about my mother. For me, my mother is a very good person, she always give me motivation. She always cook my favorite food. That's about my mother.

mai neim ɪz **Rahmawati**, ai wʌz bɔrn **Salutete, 30 Juny 2003**, aɪm frʌm **Palopo**, mai 'faðərz neim ɪz ə'bas, mai 'mʌðərz neim ɪz **Ratnawati**, ænd ai hæv tu 'brʌðərz ænd tu 'sɪstərz, mai 'brʌðərz neim ar **Candra** ænd **Jibril**, ænd mai 'sɪstərz neim ar **Rahmi** ænd **Megawati**. ai wɪl ɪk'splɛn ə 'lɪtəl ə'baʊt mai 'mʌðər. fɔr mi, mai 'mʌðər ɪz ə 'vəri gʊd 'pɜrsən, fɪ 'ɔl weɪz gɪv mi 'moʊtə'veɪʃən. fɪ 'ɔl weɪz kɔk mai 'feɪvərɪt fud. ð æts ə'baʊt mai 'mʌðər.

l. R 12:

My name is NurafiahBasir, I was born on Wotu, 12 March 2003, my older sister is NurlailaBasir, NurmalaBasir, and NursilmaBasir. My big brother is Ma'rufIbnuBasir, AkramIbnuBasir, and MuhNurIbnuBasir. My younger sister is NurRahmaBasir. I will

describe my father. My father name is Basir, he short, brown skin, and he is old, he is very very kind, and we love him very much.

mai neim iz **Nurafiah Basir**, ai **waz** bœrn **an Wotu**, **12** marʃ **2003**, ma
i 'ooldær 'sistær iz **Nurlaila Basir**, **Nurmala Basir**, ænd **Nursilma Basir**.
mai big 'brʌðær iz **Ma'ruf Ibnu Basir**, **Akram Ibnu Basir**, ænd **Muh** nœr
Ibnu Basir. mai 'jʌŋgær 'sistær iz nœr **Rahma Basir**. Ii **wi** dɪ'skraɪb mai
'faðær. mai 'faðær neim iz **Basir**, hi ʃœrt, braʊn skin, ænd hi iz oold, hi i
z 'veri 'veri kaɪnd, ænd wi lʌv hɪm 'veri maʃ.



B. Post-test

1. Instructions :

- a. Giving Test, for last meeting the researcher gave a speaking test to the students.
- b. The researcher asked them to describe one of their friend.



2. Student's transcriptions :

a. R 01:

I will describe a little about my friend, named YuyuMuliawati. She is one of my friend. She is in MAN Palopo, which originates outside the province of South Sulawesi, namely Southeast Sulawesi. She likes Singing and Reading Wattpad.

ai wɪl dɪ'skraɪb ə 'lɪtəl ə 'baʊt maɪ frɛnd, neɪmd **Yayu Muliawati**. ʃɪ ɪz wʌ n əv maɪ frɛnd. ʃɪ ɪz ɪn mæn Palopo, wɪtʃ ə 'rɪdʒə, neɪts 'aʊt'saɪd ðə 'prəvəns əv s aʊθ 'sulə'wəsi, 'neɪmli 'saʊ'θɪst 'sulə'wəsi. ʃɪ laɪks 'sɪŋɪŋ ænd 'rɛdɪŋ Wattpad.

b. R 02 :

My name is Berliana. I will describe about my best friends. Her name is Rahmatiah Idham, you can call her Rahmatia, have a beautiful eyes, black hair and short, her habit is careless. use the glasses, but never use the make-up, but she always beautiful. Her favorite food is noodles, her favorite drink is milk shake, her favorite movie is The Narnia. She is a student, she is my classmate, she have a sister in the school, her sister is my junior. She is very busy because she have many organization in the school.

maɪ neɪm ɪz **Berliana**. ai wɪl dɪ'skraɪb ə 'baʊt maɪ best **frɛnds**. hɜ r neɪm ɪz **Rahmatiah Idham**, ju kæn kɔl hɜr **Rahmatia**, hæv ə 'bjʊtəfəl ə ɪz, blæk hɜr ænd ʃɔrt, hɜr **hæbɪt** ɪz 'kɛrləs. **juz** ðə 'glæsəz, bʌt 'nevər **ju z** ðə meɪkʌp, bʌt ʃɪ 'ɔl,weɪz 'bjʊtəfəl. hɜr **favərɪt** fud ɪz 'nʊdəlz, hɜr **fav ərɪt** drɪŋk ɪz mɪlk ʃeɪk, hɜr **favərɪt** 'muvi ɪz ðə **Narnia**. ʃɪ ɪz ə 'studənt, ʃɪ ɪz maɪ 'klæsmeɪt, ʃɪ hæv ə 'sɪstər ɪn ðə skul, hɜr 'sɪstər ɪz maɪ 'dʒʊnjər. ʃɪ ɪz 'veri 'bɪzi **bɪ'kɔz** ʃɪ hæv 'meni **ɔrgənɪtəʃən** ɪn ðə skul.

c. R 03 :

I will describe a little about my friend, name MaemunaMmutakabbir. She is one of my friend who have mature nature in my opinion. She likes to help me and others when it is hard, when I am wrong or my friend is wrong. She always reprimands in a kind way. The point is, she is of my best friend.

ar wil di' skraib ə 'litəl ə 'baot mai frend, neim **Maemuna Mmutakabbir**.
fi iz an əv mai frend hu hæv mə'ʃʊr 'neɪʃər in mai ə 'pɪnjən. fi laiks tu help m
i ænd 'ʌðəz wɛn it iz hɜrd, wɛn ai æm rɔŋ ɔr mai frend iz rɔŋ. fi 'ɔl weiz 'rɛp
rə ,mændz in ə kaɪnd weɪ. ðə pɔɪnt iz, fi iz əv mai best frend.

d. R 04 :

Hello guys, I will describe about one of my classmate, my clocest
classmate Sulistiana. I and my friends usually call her Sulis. She has two
brothers. Sulis's skin is olive yellow, she has big eyes with brown color.
She also has a lovely and cute face. Her hobby is reading novel, she like
reading novel about motivation. She like all food, she is kind to
everyone. She is of the one of smart and most diligent student in my
class. When I have problem with my study, she always help me. Thank
you.

hə'loo gaɪz, ai wil di' skraib ə 'baot wʌn əv mai 'klæ smet, mai **clocest** 'k
lə smet **Sulistiana**. ai ænd mai frendz 'juʒəwəli kəl hɜr **Sulis**. fi hæv tu 'brʌðər
z. **Sulis's** skɪn iz 'ɔləv 'jɛloo, fi hæv big aɪz wɪð braʊn 'kʌlə. fi 'ɔlsoʊ hæv ə 'l
əvli ænd kjut feɪs. hɜr 'hæbi iz 'rɛdɪŋ 'nævəl, fi laɪk 'rɛdɪŋ 'nævəl ə 'baot ,moutə
'veɪʃən. fi laɪk əl fud, fi iz kaɪnd tu 'ɛvri ,wʌn. fi iz əv ðə wʌn əv smɑrt ænd mo
ʊst 'dɪlɪdʒənt 'studeɪnt in mai klæs. wɛn ai hæv 'prɒbləm wɪð mai 'stɑdi, fi 'ɔl
weiz help mi. θæŋk ju.

e. R 05 :

Bismillah. I Will describe about my friend. First, about Sulis. She
is a little annoying friend, but she's funny enough. Sulis is a kind
friend, she always advises me, when I was wrong. And, she always
helps me everytime she can. And of course, she's always give me a
warning when I was too far. And the last one, called Ammi (her real
name, is Rahmawati, but I like to call her Ammi, like her twin,
Rahmiati). She always call me as "wibu". That means, in her opinion I
like Japan in everything. Ammi is a funny, friendly, and kind friend.
Just like Sulis. But, they have a big difference, that Sulis is a talkative
person, and honest of course. But, Ammi mostly have "secret" among
us. Ok, that's all from me, about my friends. Thank you.
Wassalammu'alaykumwarahmatullahwabarakatuh.

Bismillah. ar wil dr'skraib ə'baot mar frænd. fərst, ə'baot **Sulis**. Ji iz ə 'lito l ə'nouŋ frænd, bət JiZ 'fani r'naɪf. **Sulis** iz ə kaɪnd frænd, Ji 'ɔl weɪz æd'vaɪzɪz mi, wen ar wʌz rəŋ. ænd, Ji 'ɔl weɪz helps mi 'evri,tam Ji kæn. ænd ʌv kɔrs, JiZ 'ɔl weɪz gɪv mi ə 'wɔrnɪŋ wen ar wʌz tu fər. ænd ðə læst wʌn, kɔld **Ammi** (hɜr riəl neɪm, iz **Rahmawati**, bət ar laɪk tu kɔl hɜr **Ammi**, laɪk hɜr twɪn, **Rahmiati**). Ji 'ɔl weɪz kɔl mi æz "**wibu**". ðæt minz, ɪn hɜr ə'pɪnjən ar laɪk dʒə'pæ n ɪn 'evri,θɪŋ. **Ammi** iz ə 'fani, 'frændli, ænd kaɪnd frænd. dʒʌst laɪk **Sulis**. bət, ðei hæv ə big 'dɪfərəns, ðæt **Sulis** iz ə 'tɔkətɪv 'pɜrsən, ænd 'ʌnəst ʌv kɔrs. b ʌt, **Ammi** 'moʊstli hæv "'sikrət" ə'maɪn ʌs. 'ou'keɪ, ðæts ɔl frʌm mi, ə'baot mar frændz.θæŋk ju. **Wassalamu'alaykum warahmatullah wabarakatuh.**

f. R 06 :

Assalamu'alaikumwarahmatullahiwabarakatuh.Bismillah. I will describe about my friend, HanisaHumairah. She is a very good friend, and she is very beautiful. Her nose is very sharp like an Indian. She has a thin lips. Hanisa is very soft in speaking, but not whe she singing. Hanisa is my true friend. Hanisa has a smart brain. That's my description about my friend. Thank you.

Assalamu'alaikum warahmatullahi wabarakatuh. Bismillah. ar wil dr'skra ib ə'baot mar frænd, **Hanisa Humairah**. Ji iz ə 'veri gʊd frænd, ænd Ji iz 'veri 'bj utəfəl. hɜr noʊz iz 'veri ʃɜrp laɪk ən 'ɪndiən. Ji hæz ə θɪn lɪps. **Hanisa** iz 'veri sɔft ɪn 'spɪkɪŋ, bət nɔt **we** Ji 'sɪŋɪŋ. **Hanisa** iz mar tru frænd. **Hanisa** hæz ə smart brem. ðæts mar dr'skrɪpʃən ə'baot mar frænd. θæŋk ju.

g. R 07 :

I will describe my best friend, Nia. She is a student in hight school. She has white skin, short and black hair. She has a brown and big eyes. She is very kind to all the people. She has a brother and a sister. She always help me when I have problem. She is a smart girls.

ar wil dr'skraib mar best frænd, **Nia**. Ji iz ə 'studənt ɪn haɪt skul. Ji hæz waɪt skɪn, ʃɔrt ænd blæk hɜr. Ji hæz ə braʊn ænd big aɪz. Ji iz 'veri kaɪnd tu ɔl ðə 'pɪpəl. Ji hæz ə 'brʌðər ænd ə 'sɪstər. Ji 'ɔl weɪz help mi wen ar hæv 'prɒbl əm. Ji iz ə smart gɜrlz.

h. R 08 :

I have a best friend in my classroom, I will share about her. Her name is Kim Jeni, I always call her Jeni. Jeni has small Family. She life with her parents and two sisters. She always goes to garden. Jenni and I

always share about our experience. She is friendly and humble person. She is beautiful. That's about my best friend.

ai hæv ə best frænd in mai 'klæs, rum, ai wɪl ʃer ə 'baot hær. hær neim ɪz kɪ m **Jeni**, ai 'ɔl. weɪz kɔl hær **Jeni**. **Jeni** hæz smɔl 'fæməli. ʃɪ laɪf wɪð hær 'pərənts ænd tu 'sɪstərz. ʃɪ 'ɔl. weɪz goʊz tu 'gɑrdən. 'dʒeni ænd ai 'ɔl. weɪz ʃer ə 'baot 'a uər ɪk 'spɪəriəns. ʃɪ ɪz 'frændli ænd 'hʌmbəl 'pɜrsən. ʃɪ ɪz 'bjutəfəl. ðæts ə 'baot m ai best frænd.

i. R 09 :

My name is Tiara, I will describe about one of my best friend. Her name is BerlianaHamsah, I and my friends always call her Berlin. She life in Palopo with her parents and her siblings. She is my classmate and she is a smart student in my class. She has a beautiful eyes and white skin. She is friendly and funny person. We always together in the scholl. She is a royal friend, he often treats me in the canteen.

mai neim ɪz ti'ɑrə, ai wɪl dɪ'skraɪb ə 'baot wʌn ʌv mai best frænd. hær nei m ɪz **Berliana Hamsah**, ai ænd mai frændz 'ɔl. weɪz kɔl hær bɜr'ɪn. ʃɪ laɪf ɪn **Palo po** wɪð hær 'pərənts ænd hær 'sɪblɪŋz. ʃɪ ɪz mai 'klæsmet ænd ʃɪ ɪz ə smɑrt 'stʊdnt ɪn mai klæs. ʃɪ hæz ə 'bjutəfəl aɪz ænd waɪt skɪn. ʃɪ ɪz 'frændli ænd 'fʌni 'pɜrsən. wi 'ɔl. weɪz tə'geðər ɪn ðə ʃɑl. ʃɪ ɪz 'rɔɪəl frɪnd, hi 'ɔfən trɪts mi ɪn ðə kæn'tɪn.

j. R 10 :

Hello, I will describe about my friend. His name is Putra. He is my Classmate. He has a pair of thick eyebrows. His face is oval and his nose is harp. He has slim and tall body, his skin is brown, and thin lips. In my opinion, he is handsome boy. He is a man who is humorous and he likes to flirt female students. He is neither smart nor stupid. He is very loyal and I like to be friends with him.

hə'loo, ai wɪl dɪ'skraɪb ə 'baot mai frænd. hɪz neim ɪz **Putra**. hi ɪz mai 'klæsmet. hi hæz ə pɜr ʌv θɪk 'aɪbrəʊz. hɪz feɪs ɪz 'oʊvəl ænd hɪz noʊz ɪz hɑrp. hi hæz slɪm ænd təl 'bɑdi, hɪz skɪn ɪz brəʊn, ænd θɪn lɪps. ɪn mai ə'pɪnjən, hi ɪz 'hænsəm bɔɪ. hi ɪz ə mæn hu ɪz 'hju:mərəs ænd hi laɪks tu flɜrt 'fi:meɪl 'stʊdnts. hi ɪz 'niðər smɑrt nɔr 'stʊpəd. hi ɪz 'veri 'lɔɪəl ænd ai laɪk tu bi frændz wɪð hɪm

k. R 11 :

I will describe my friend. In my class I am closest to ulli and wibu but I will explain wibu.. Her name is wibu, for me she has two personalities sometimes she is very mature, maybe she had a reason that he chose two different traits. She herself has a hobby of reading and learning languages. The language she likes the most is Japanese, she really likes Japan even she wants to go to Japan. For me she is the best friend and she always helps me in learning problems in my opinion she has a very broad insight and she does not hesitate to share his knowledge, I really find friend like that. He has some quirky habits such as when she is surprised to say "a". That's a little picture of my friend.

ai wɪl dɪ'skraɪb maɪ frɛnd. ɪn maɪ klæs ɛl æm 'kloʊsəst tu **ulli** ænd **wibu** bʌt ɛl wɪl ɪk'spleɪn **wibu**.. hɜr neɪm ɪz **wibu**, fɔr mi ʃɪ hæz tu ˌpɜrs ə'næltɪz səm'taɪmz ʃɪ ɪz 'vɛrɪ mə'ʃɔr, 'meɪbi ʃɪ hæd ə 'rɪzən ðæt hi **shose** tu 'dɪfərənt **traɪt**a. ʃɪ hɪm'self hæz ə 'hæbi ʌv 'rɛdɪŋ ænd 'lɜrnɪŋ **languages**. ðə **language** ʃɪ laɪk ðə moʊst ðə ˌdʒæpə'nɪz, ʃɪ 'rɪlɪ laɪk dʒə'pæ n 'ɪvɪn ʃɪ wʌnt tu goʊ tu dʒə'pæn.fɔr mi ʃɪ ɪz ðə best frɛnd ænd hi 'ɔl.w eɪz helps mi ɪn 'lɜrnɪŋ 'prɒbləmz ɪn maɪ ə'pɪnjən ʃɪ hæz ə 'vɛrɪ brɒd 'ɪn ˌsaɪt ænd ʃɪ dʌz nɑt 'hɛzə,tet tu ʃɪr hɪz 'nælədʒ, ɛl 'rɛdɪ faɪnd **friend** laɪk ðæt. hi hæz sʌm 'kwɜrki 'hæbɪts sʌf æz wen ʃɪ ɪz sɜr'praɪzd tu seɪ "eɪ". ðæts ə **little** 'pɪktʃər ʌv maɪ frɛnd.

l. R 12 :

I will describe one of my friend, her name is Cindy. She has a height about 154 cm, which brown skin color. She has a snub nose. She is friendly, kind and polite person. If people don't know it, he looks like a cold person, but actually she is a funny person and a good listener. So that, I very like her.

ai wɪl dɪ'skraɪb wʌn ʌv maɪ frɛnd, hɜr neɪm ɪz 'sɪndi. ʃɪ hæz ə haɪt ə'baʊt **154 cm**, wɪtʃ braʊn skɪn 'kʌlər. ʃɪ hæz ə snʌb noʊz. ʃɪ ɪz 'frɛndli, kaɪnd ænd p ə'laɪt 'pɜrsən. ɪf 'pɪpəl dəʊnt noʊ ɪt, hi lʊks laɪk ə kəʊld 'pɜrsən, bʌt 'æktʃuəli ʃɪ ɪz ə 'fʌni 'pɜrsən ænd ə ɡʊd 'lɪsənər. soʊ ðæt, aɪ 'vɛrɪ laɪk hɜr.

LESSON PLAN

Meeting 1

School : Madrasah Aliyah Negeri Palopo
Subject : English (Speaking)
Class : XI
Material : Describing Movie
Time Allocation : 2x45 Minutes

A. CORE COMPETENCIES

KI-3 : Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, arts, culture, and humanities with insight into humanity, nationality, statehood and civilization related to the causes of phenomena and events, as well as apply procedural knowledge in a specific field of study in accordance with their talents and interests to solve problems

KI-4 : Processing, reasoning, and presenting in the realm of the concrete and abstract realms related to the development of what they learn in school independently, and able to use methods according to scientific principles.

B. BASIC COMPETENCIES

1. Analyze social functions, structure text, and linguistic elements in the text simple descriptive about people, tourist attractions, and buildings historically famous, according to the context of their use.
2. Compose simple oral and written descriptive texts about people, tourist attractions, and buildings historic famous, with pay attention to purpose, text structure, and linguistic elements, correctly and according to context.

C. LEARNING OBJECTIVE

Through English movies, students can improve their speaking skills in a way that is not boring, so that students can describe the aspects of the movies they are watching.

D. LEARNING METHOD

1. Asking and answering
2. Inquiry

E. STEP OF LEARNING ACTIVITIES

No	Activities	Times
1	Initial Activities	
	a. Opening the class	2 minutes
	b. The teacher checks the presence of students	3 minutes
	c. Apperception	5 minutes
2	Core Activities	
	a. Students listen to the teacher's explanation of KD and learning objectives.	5 minutes
	b. The teacher presents the theme of the movie they will watch, and asks their description of the theme	5 minutes
	c. The teacher gives an example of describing a movie, a list of unfamiliar vocabulary and link to the movie (Welcome To My Life Cartoon Network Studios Shorts - YouTube)	15 minutes
	d. Students watch a short English movie that they will describe which is a Daily Life-themed movie titled "Welcome to my life"	30 minutes
	e. Students are given the opportunity to express their opinions and what they get from the movie they have watched.	10 minutes
	f. The students express their opinion through a voice note (<i>WhatsApp</i>)	5 minutes
3	End Activitie	10 minutes
	a. Teachers and students reflect	

F. ASSESMENT

1. Penilaianpengetahuan : Speaking



LESSON PLAN

Meeting 2

School : Madrasah Aliyah Negeri Palopo
Subject : English (Speaking)
Class : XI
Material : Describing Movie
Time Allocation : 2x45 Minutes

A. CORE COMPETENCIES

KI-3 : Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, arts, culture, and humanities with insight into humanity, nationality, statehood and civilization related to the causes of phenomena and events, as well as apply procedural knowledge in a specific field of study in accordance with their talents and interests to solve problems

KI-4 : Processing, reasoning, and presenting in the realm of the concrete and abstract realms related to the development of what they learn in school independently, and able to use methods according to scientific principles.

B. BASIC COMPETENCIES

1. Analyze social functions, structure text, and linguistic elements in the text simple descriptive about people, tourist attractions, and buildings historically famous, according to the context of their use.
2. Compose simple oral and written descriptive texts about people, tourist attractions, and buildings historic famous, with pay attention to purpose, text structure, and linguistic elements, correctly and according to context.

C. LEARNING OBJECTIVE

Through English movies, students can improve their speaking skills in a way that is not boring, so that students can describe the aspects of the movies they are watching.

D. LEARNING METHOD

1. Asking and answering
2. Inquiry

E. STEP OF LEARNING ACTIVITIES

No	Activities	Times
1	Initial Activities	
	a. Opening the class	2 minutes
	b. The teacher checks the presence of students	3 minutes
	c. Apperception	5 minutes
2	Core Activities	
	a. Students listen to the teacher's explanation of KD and learning objectives.	5 minutes
	b. The teacher presents the theme of the movie they will watch, and asks their description of the theme.	5 minutes
	c. The teacher gives a list of unfamiliar vocabulary and sends a link to the movie ((11) The Fancy Gentleman A Mickey Mouse Cartoon Disney Shorts – YouTube)	15 minutes
	d. Students watch a short English movie that they will describe which is a Americans' Daily Style-themed movie titled " <i>The Fancy Gentleman</i> "	30 minutes
	e. Students are given the opportunity to express their opinions and what they get from the movie they have watched.	10 minutes
	f. The students express their opinion through a voice note (<i>WhatsApp</i>)	5 minutes

3	End Activitie a. Teachers and students reflect	10 minutes
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F. ASSESMENT

1. Penilaianpengetahuan : Speaking



LESSON PLAN

Meeting 3

School : Madrasah Aliyah Negeri Palopo
Subject : English (Speaking)
Class : XI
Material : Describing Movie
Time Allocation : 2x45 Minutes

A. CORE COMPETENCIES

KI-3 : Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, arts, culture, and humanities with insight into humanity, nationality, statehood and civilization related to the causes of phenomena and events, as well as apply procedural knowledge in a specific field of study in accordance with their talents and interests to solve problems

KI-4 : Processing, reasoning, and presenting in the realm of the concrete and abstract realms related to the development of what they learn in school independently, and able to use methods according to scientific principles.

B. BASIC COMPETENCIES

1. Analyze social functions, structure, text, and linguistic elements in the text simple descriptive about people, tourist attractions, and buildings historically famous, according to the context of their use.
2. Compose simple oral and written descriptive texts about people, tourist attractions, and buildings historic famous, with pay attention to purpose, text structure, and linguistic elements, correctly and according to context.

C. LEARNING OBJECTIVE

Through English movies, students can improve their speaking skills in a way that is not boring, so that students can describe the aspects of the movies they are watching.

D. LEARNING METHOD

1. Asking and answering
2. Inquiry

E. STEP OF LEARNING ACTIVITIES

No	Activities	Times
1	Initial Activities	
	a. Opening the class	2 minutes
	b. The teacher checks the presence of students	3 minutes
	c. Apperception	5 minutes
2	Core Activities	
	a. Students listen to the teacher's explanation of KD and learning objectives.	5 minutes
	b. The teacher presents the theme of the movie they will watch, and asks their description of the theme.	5 minutes
	c. The teacher gives a list of unfamiliar vocabulary and sends a link to the movie ((11) NADIA Drama Short Film MYM - YouTube)	15 minutes
	d. Students watch a short English movie that they will describe which is a Family-themed movie titled " <i>Nadia</i> "	30 minutes
	e. Students are given the opportunity to express their opinions and what they get from the movie they have watched.	10 minutes
	f. The students express their opinion through a voice note (<i>WhatsApp</i>)	5 minutes
3.	End Activitie	10 minutes
	a. teachers and students reflect	

g. **ASSESSMENT**

1. Penilaianpengetahuan : Speaking



LESSON PLAN

Meeting 4

School : Madrasah Aliyah Negeri Palopo
Subject : English (Speaking)
Class : XI
Material : Describing Movie
Time Allocation : 2x45 Minutes

A. CORE COMPETENCIES

KI-3 : Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, arts, culture, and humanities with insight into humanity, nationality, statehood and civilization related to the causes of phenomena and events, as well as apply procedural knowledge in a specific field of study in accordance with their talents and interests to solve problems

KI-4 : Processing, reasoning, and presenting in the realm of the concrete and abstract realms related to the development of what they learn in school independently, and able to use methods according to scientific principles.

B. BASIC COMPETENCIES

1. Analyze social functions, structure, text, and linguistic elements in the text simple descriptive about people, tourist attractions, and buildings historically famous, according to the context of their use.
2. Compose simple oral and written descriptive texts about people, tourist attractions, and buildings historically famous, with pay attention to purpose, text structure, and linguistic elements, correctly and according to context.

C. LEARNING OBJECTIVE

Through English movies, students can improve their speaking skills in a way that is not boring, so that students can describe the aspects of the movies they are watching.

D. LEARNING METHOD

1. Asking and answering
2. Inquiry

E. STEP OF LEARNING ACTIVITIES

No	Activities	Times
1	Initial Activities	
	a. Opening the class	2 minutes
	b. The teacher checks the presence of students	3 minutes
	c. Apperception	5 minutes
2	Core Activities	
	a. Students listen to the teacher's explanation of KD and learning objectives.	5 minutes
	b. The teacher presents the theme of the movie they will watch, and asks their description of the theme.	5 minutes
	c. The teacher gives a list of unfamiliar vocabulary and sends a link to the movie ((11) A young boy is bitten by a deadly snake. Then his friends consider the unthinkable... Snake Bite – YouTube)	15 minutes
	d. Students watch a short English movie that they will describe which is Friendship-themed movie titled " <i>Snake Bite</i> "	30 minutes
	e. Students are given the opportunity to express their opinions and what they get from the movie they have watched.	10 minutes
	f. The students described a movie they had watched in English by Voice Note (<i>WhatsApp</i>)	5 minutes
3	End Activitie	10 minutes

	a. Teachers and students reflect	
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F. ASSESMENT

1. Penilaianpengetahuan : Speaking



SINOPSIS AND UNFAMILIAR WORD MOVIES

A. Meeting 1

“WELCOME TO MY LIFE”



Monsters are often associated with evil. This creature is confronted with a creepy figure, considered abnormal and not at all human-like. This short film changed the idea to 180 degrees.

The film tells the story of Douglas, a teenage monster in high school who tries to adapt to his surroundings. He's similar to a lot of American teenagers. Douglas has parents who care deeply about him. He played football and even had a rap name (the name the rapper used as his stage name), "T-Kash". He was also subjected to bullying because of his different physique from other students.

Voice acting in this animated film is also very natural. You can catch those interviews and brief conversations in American English can be so casual and informal.

UNFAMILIAR VOCABULARY

- Common : Umum
- Turtle : Kura-kura
- Weakness : Kelemahan
- Tolerant : Toleran
- Configurations : Konfigurasi
- Supposed : Seharusnya
- Applause : TepukTangan
- Assignments : Tugas
- Tension : Keterangan
- Treat : Perilaku
- Stuff : Barang-barang
- Fitting : Pas
- Church : Gereja
- Disrespect : TidakHormat
- Giant : Raksasa
- Lizard : Kadal
- Bizarre : Aneh

B. Meeting 2

“THE FANCY GENTLEMAN”



Classy is a word used to describe people who behave and speak in a classy way. Classy people are also considered refined and respectable, also tend to have a high status in society.

In America, the accents, attitudes, and fashions of Europe's rich are often associated with classy. In particular, American pop culture views 85s app and upper-class Britons as the most refined. In this movie, you can see the thought played by famous cartoon characters, Mickey and Minnie Mouse.

In this film, you can observe how a standard and casual American accent is considered contrary to the definition of classy. Also, pay attention to the different ways mickey mouse behaves and dresses before and after he is trained to be classy. Mickey starts speaking with a French accent after his training is over. He also expects some special things like better waiters and food. The film can show the difference in assumptions in language and how to speak between the lower and upper classes in the same society.

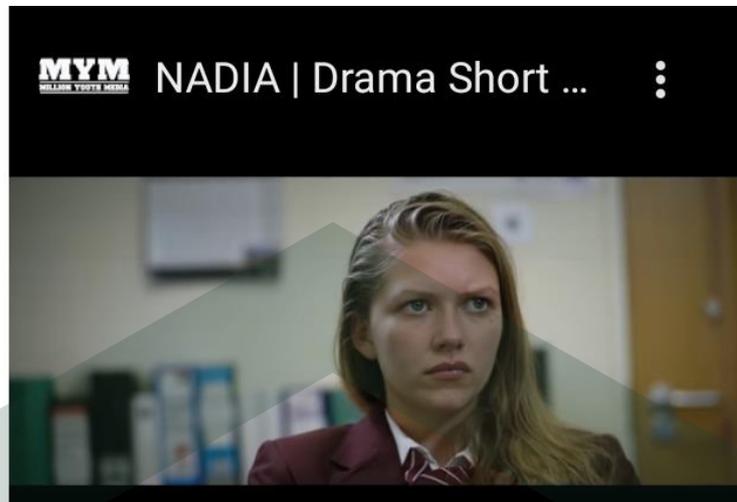
UNFAMILIAR VOCABULARY

- Guess : Tebak
- Screaming : Teriakan
- Whimpering : Merengek
- Giggles : Cekikikan
- Butler : KepalaPelayan
- Servants : Pelayan
- Pork : DagingBabi
- Splendid : Indah
- Folks : Orang-orang
- Pretend : Berpura-pura



C. Meeting 3

“NADIA”

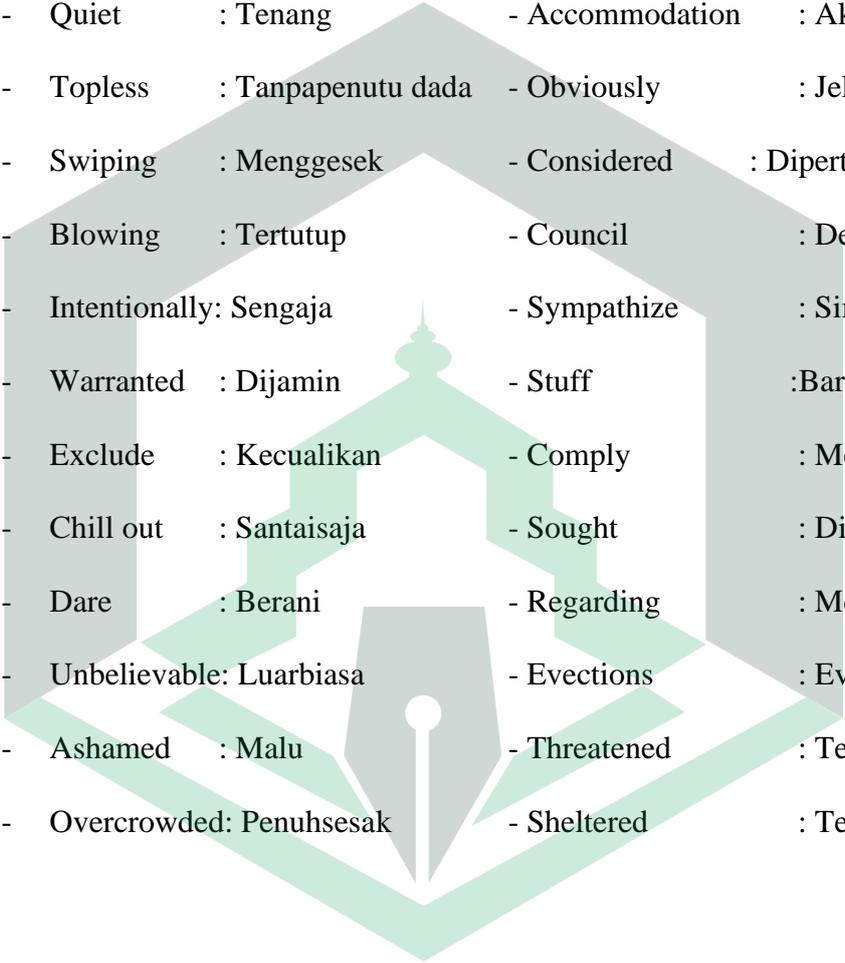


Nadia contains sensitive issues about young people who are in shock.

The film begins with a scene in the classroom. The main character, Nadia, talks to the teacher in a very rude way. As the plot progresses, we learn that he has a big problem with the family. After a violent fight with her mother, she decided to leave the house. The teacher who was insulted by him was the one who reached out and helped.

In addition to brief English conversations in the classroom and family, the film focuses heavily on the problem of homelessness in parts of the World of English users. Homelessness is a major problem in English-speaking countries such as The United Kingdom and America, where young people who lack support from families begin to live on the streets.

UNFAMILIAR VOCABULARY

- 
- Decrease : Penurunan
 - Percentages : Persentase
 - Eligible : Memenuhi syarat
 - Quiet : Tenang
 - Topless : Tanpapenutu dada
 - Swiping : Menggesek
 - Blowing : Tertutup
 - Intentionally: Sengaja
 - Warranted : Dijamin
 - Exclude : Kecualikan
 - Chill out : Santaisaja
 - Dare : Berani
 - Unbelievable: Luarbiasa
 - Ashamed : Malu
 - Overcrowded: Penuhsesak
 - Rude : Kasar
 - Ruined : Hancur
 - Sheltered : Terlindung
 - Accommodation : Akomodasi
 - Obviously : Jelas
 - Considered : Dipertimbangkan
 - Council : Dewan
 - Sympathize : Simpati
 - Stuff : Barang-barang
 - Comply : Mematuhi
 - Sought : Dicari
 - Regarding : Mengenai
 - Ejections : Eveksi
 - Threatened : Terancam
 - Sheltered : Terlindung

D. Meeting 4

“SNAKE BITE”

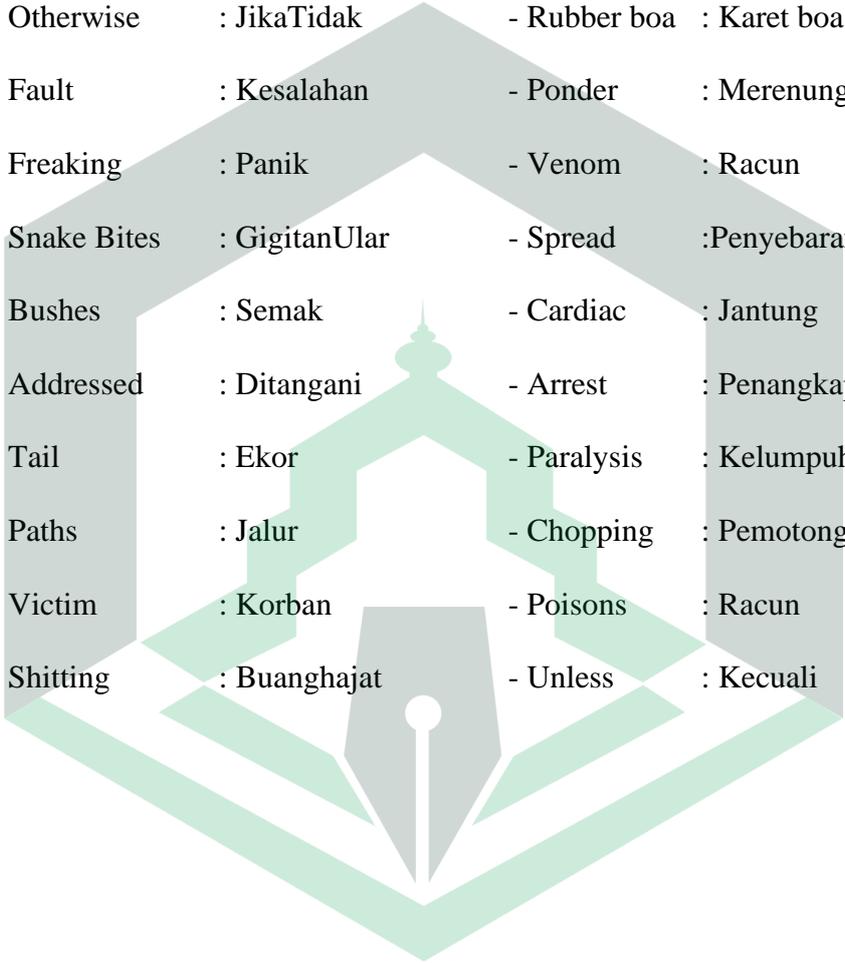


The film also tells the story of friendship and morality (the norm about right and wrong), but in a more egregious way. However, unlike most "horror" movies, this one doesn't involve ghosts or villains. It's about friendship and the character of four boys who are in danger.

Dylan, Tyler, Cole, and Xavier scour the woods in search of snakes. When Dylan was bitten by a large snake, they had to make a difficult decision. If the snakes aren't venomous, they can take Dylan home for adults to take care of. If it's venomous, they'll have to cut off his leg or he'll be dead in minutes.

The film is great not only for observing brief English conversations among preteens but also for learning words related to the forest.

UNFAMILIAR VOCABULARY



-KareenaBeate	: KareenaBeate		
- Poisonous	: Beracun	- Impasse	: Jalanbuntu
- Otherwise	: JikaTidak	- Rubber boa	: Karet boa
- Fault	: Kesalahan	- Ponder	: Merenungkan
- Freaking	: Panik	- Venom	: Racun
- Snake Bites	: GigitanUlar	- Spread	:Penyebaran
- Bushes	: Semak	- Cardiac	: Jantung
- Addressed	: Ditangani	- Arrest	: Penangkapan
- Tail	: Ekor	- Paralysis	: Kelumpuhan
- Paths	: Jalur	- Chopping	: Pemetongan
- Victim	: Korban	- Poisons	: Racun
- Shitting	: Buanghajat	- Unless	: Kecuali

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI MATERI

Judul: The Effectiveness of English Movie in Improving Students' Speaking Skill of Twelve-grade students at MAN Palopo

A. Data Responden

Nama : (boleh diisi atau tidak)
 Usia : 40
 Jenis Kelamin : Perempuan
 Pendidikan : S1 Pendid. Bhs. Inggris
 Pengalaman Mengajar: 16 Tahun

B. Tabel Evaluasi

Isilah table berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah tersedia

Keterangan:

SS : Sangat Setuju
 S : Setuju
 R : Ragu-ragu
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju

No.	Pertanyaan	SS	S	R	TS	STS
A. Isi						
1.	Cakupan isi materi dalam bahan ajar sesuai dengan kebutuhan siswa	✓				
2.	Kedalaman materi yang di sajikan memadai	✓				
3.	Keaslian isi materi yang di sajikan memadai	✓				
4.	Isu-isu terbaru di dalam bahan ajar di bahas secara menarik	✓				
Rangkuman Kualitatif: Sangat Setuju						
B. Bahasa						

1.	Bahasa yang digunakan dalam bahan ajar sesuai dengan kemampuan siswa	✓					
2.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa	✓					
3.	Kosa kata yang digunakan sesuai dengan bahasa yang benar	✓					
4.	Bahasa yang disajikan mudah dipahami	✓					
Rangkuman Kualitatif: <i>Sangat Setuju</i>							
C. Desain dan Layout							
1.	Tampilan materi jelas	✓					
2.	Tampilan materi menarik	✓					
3.	Ukuran huruf sesuai	✓					
4.	Jenis huruf sesuai	✓					
5.	Jarak spasi sesuai	✓					
6.	Penggunaan tanda baca benar	✓					
Rangkuman Kualitatif: <i>Sangat Setuju</i>							

Palopo, 21 Januari 2021..

Penilai Kelayakan



LEMBAR VALIDASI INSTRUMEN PENELITIAN

Judul: **The Effectiveness of English Movie in Improving Students' Speaking Skill of Twelve-grade students at MAN Palopo**

A. Data Responden

Nama : (boleh diisi atau tidak)
Usia : 40
Jenis Kelamin : Perempuan
Pendidikan : S1 Pend. Bhs. Inggris
Pengalaman Mengajar: 16 Tahun

B. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi Pre-test dan post-test.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
1 : tidak layak
2 : kurang layak
3 : cukup layak
4 : layak
5 : sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

C. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
		1	2	3	4	5
I	Aspek Cakupan (Isi)					
a.	Butir-butir pertanyaan dalam Pre-test dan Post-test mencakup data yang berhubungan dengan cakupan isi materi memadai.				✓	
b.	Butir-butir pertanyaan dalam Pre-test dan Post-test mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar.				✓	

c. Butir-butir pertanyaan dalam Pre-test dan Post-test mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.					✓
d. Butir-butir pertanyaan dalam Pre-test dan Post-test mencakup data yang berhubungan dengan input materi memadai.					✓
e. Butir-butir pertanyaan dalam Pre-test dan Post-test mencakup data yang berhubungan dengan kegrafikaan memadai.					✓
II Aspek Bahasa					
a. Butir-butir Pre-test dan Post-test dirumuskan dalam bahasa Inggris yang baik dan benar.					✓
b. Butir-butir Pre-test dan Post-test dirumuskan dalam bahasa Inggris yang efektif.					✓
c. Butir-butir Pre-test dan Post-test dirumuskan dalam bahasa Inggris yang efisien.					✓
d. Butir-butir Pre-test dan Post-test dirumuskan dalam bahasa yang mudah di pahami sesuai tingkat kemampuan berbahasa responden.					✓

D. Komentar

Sudah layak digunakan

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E. Saran

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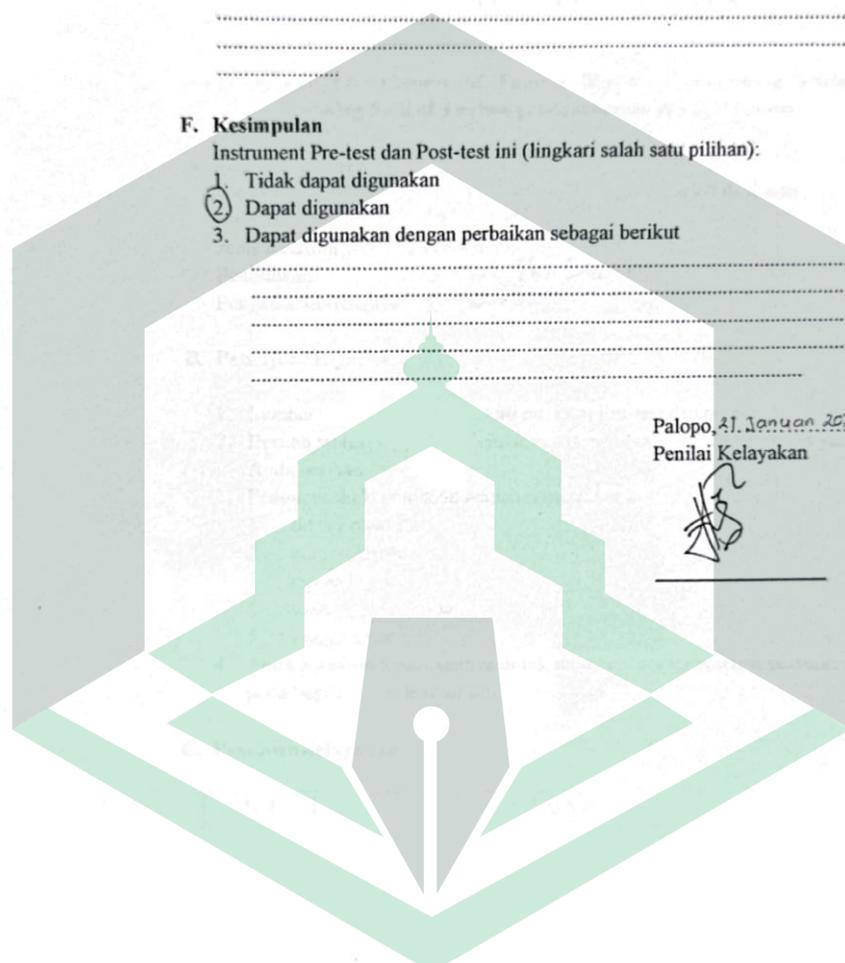
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F. Kesimpulan

Instrument Pre-test dan Post-test ini (lingkari salah satu pilihan):

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

Palopo, 21. Januari 2021
Penilai Kelayakan





1 2 0 2 1 1 9 0 0 9 0 0 4 9

**PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Alamat : Jl. K.H.M. Hasyim No 5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 49/II/DPMP/PTSP/II/2021

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014,
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelempahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : NUR FADILLAH
 Jenis Kelamin : Perempuan
 Alamat : Balandi Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 16 0202 0152

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE EFFECTIVENESS OF ENGLISH MOVIE IN IMPROVING STUDENTS' SPEAKING SKILL AT THE TWELVE-GRADE STUDENTS OF MAN PALOPO

Lokasi Penelitian : MADRASAH ALIYAH NEGERI (MAN) PALOPO
 Lamanya Penelitian : 04 Februari 2021 s.d. 04 Maret 2021

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo

Pada Tanggal : 05 Februari 2021

dan Kepala Dinas Penanaman Modal dan PTSP

ANDI LAGUS MANDASINI, SE, M.AP

Parafkat, Penata

NIP. : 19780805 201001 1 014

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel,
2. Walikota Palopo
3. Danlim 1403 SVWG
4. Kapolres Fakro
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA

KANTOR KEMENTERIAN AGAMA KOTA PALOPO

MADRASAH ALIYAH NEGERI (MAN) KOTA PALOPO

Jalan Dr. Ratulangsi Balandai Kota Palopo 91914

Telp/Fax (0471) 21671 E-mail : manpalopo7@gmail.com

Palopo

SURAT KETERANGAN PENELITIAN

Nomor : 158 /Ma.21.14.01/TL.00/III/2021

Yang bertanda tangan dibawah ini :

N a m a : Dra. Hj. Jumrah, M.Pd.I
NIP. : 196612311994032009
Pangkat/Gol. : Pembina IV/a
Jabatan : Kepala MAN Kota Palopo

Dengan ini menerangkan bahwa :

N a m a : **NUR FADILLAH**
Jenis Kelamin : Perempuan
Alamat : Balandai Kota Palopo
Pekerjaan : Mahasiswa
NIM : 16.0202.0152

Bahwa yang bersangkutan benar-benar telah mengadakan penelitian di instansi kami sehubungan dengan penulisan Skripsi yang berjudul **"THE EFFECTIVENESS OF ENGLISH MOVIE IN IMPROVING STUDENTS' SPEAKING SKILL AT THE TWELVE-GRADE STUDENTS OF MAN PALOPO "**

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.



Palopo, 08 Maret 2021

Kepala Madrasah,

Dra. Hj. Jumrah, M.Pd.I

196612311994032009



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INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. AgatisKel Balandai Kec. Bara 91914 Kota Palopo

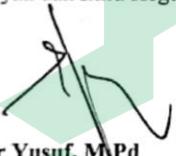
SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : Nurfadilla
Nim : 16 0202 0152
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP : Balandai

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

a.n. Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan


Dr. Munir Yusuf, MPd
NIP. 19740602 199903 1 003

Palopo, 04 Januari 2020
Ketua Prodi
Pendidikan Bahasa Inggris


Amalia Yabya, S.E., M.Hum
NIP. 19771013 200501 2006



INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No. / In.19/FTIK/PBI/PP.00.9/02/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Nurfadilla
NIM : 16 0202 0152
Semester : X (sepuluh)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 22 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 28 Februari 2021

Mengetahui,

Admin Turnitin PBI,



Ketua Prodi,

Amalia Yahya, S.E., M.Hum.
NIP. 197710132005012006

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. AgatisKel Balandai Kec. Bara 91914 Kota Palopo
Email: FTIK@iainpalopo.ac.id Web: ftik-iainpalopo.ac.id

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya “Mata Kuliah Mahasiswa” sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nurfadillah

Nim : 16 0202 0152

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 25 Maret 2021

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP.19771013 200501 2 006